



Origin
Diversity
Territories

International Conference Parma 2024



**UNIVERSITÀ
DI PARMA**

Workshop 2

**Adventuring Indications of Geographical Origin from Brazil,
Europe, and Japan Through a Card Game for Children:
Analysis of a Pilot Project for a Workshop Activity in Prol of
Intellectual Property Education**

Helen Yumi Horie



Origin
Diversity
Territories

International Conference Parma 2024



Workshop 2

Ethics

Responsible practices

Contents



The Idea

**What we
did**

**Analysis
of the
results**

Future

What was the **original purpose** and goal of your project? Why?

Contribute to the **awareness** of intellectual property (geographical indications) through **education** for children.

Lack of educational material for young audiences.

What happened during the project development?

Developed a **prototype** of a card game.



Workshop

Held an **event**
(for an experiment
of the game
prototype)



qdaiqrec · Follow



qdaiqrec QRECが提供する、『アイデア・バトル(IB) 1st』にて採択された「知的財産教育」チームが、7/21(日)に、九大伊都 蔦屋書店で「世界の特産カルタ」体験会を開催しました！年齢や国籍が多様な子どもたちが参加し、カードゲームを通じて楽しく知的財産について学びました。
#九州大学 #九大 #九大生
#KyushuUniversity

🌟 The "Intellectual Property Education" Team, which was selected in the "Idea Battle 1st" sponsored by QREC, held an event at Tsutaya Bookstore on Sunday, July 21st!
🌍🌟 Children of various ages and nationalities came together for a day of fun and learning about intellectual property through card games!
#EducationCanBeFun



41 likes

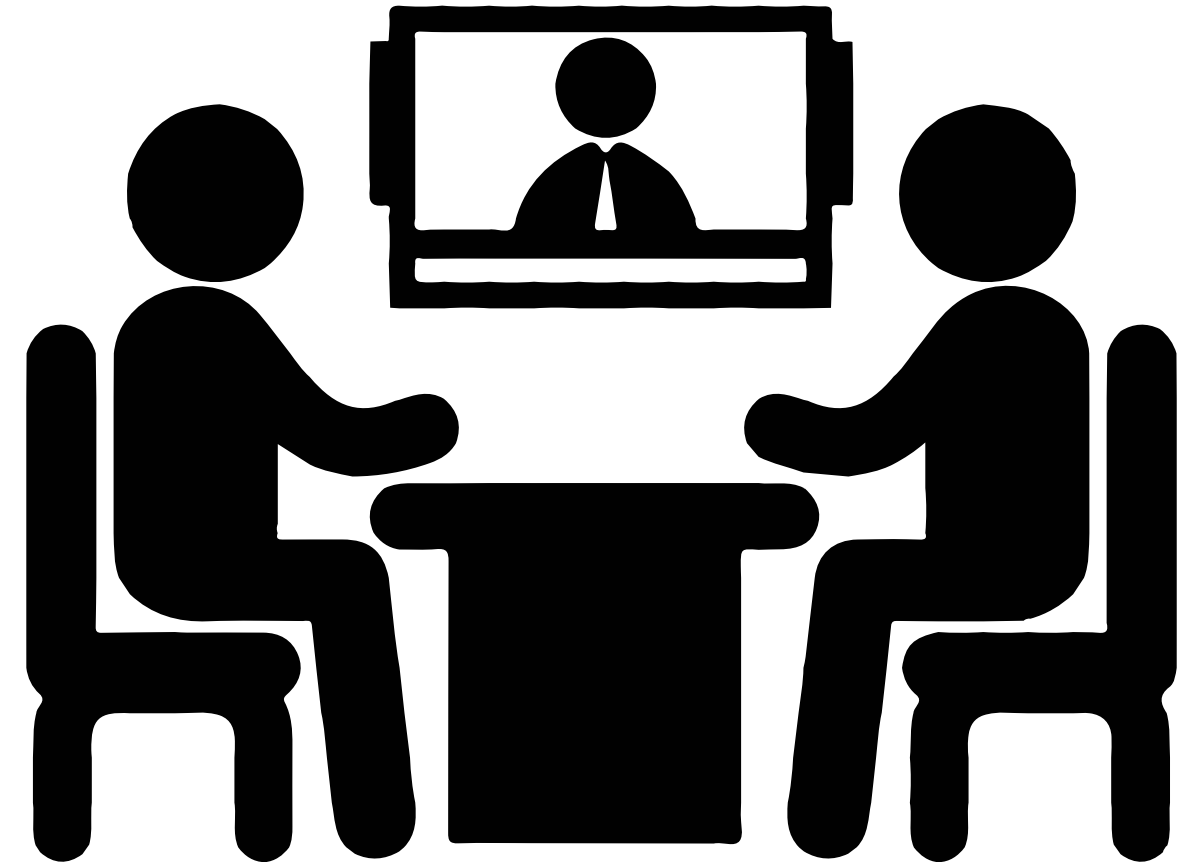
23 July

Log in to like or comment.

https://www.instagram.com/qdaiqrec/p/C9vvQ5KhSzl?img_index=3

Contacted relevant institutions

Contact and meeting with
government bodies and other
institutions.



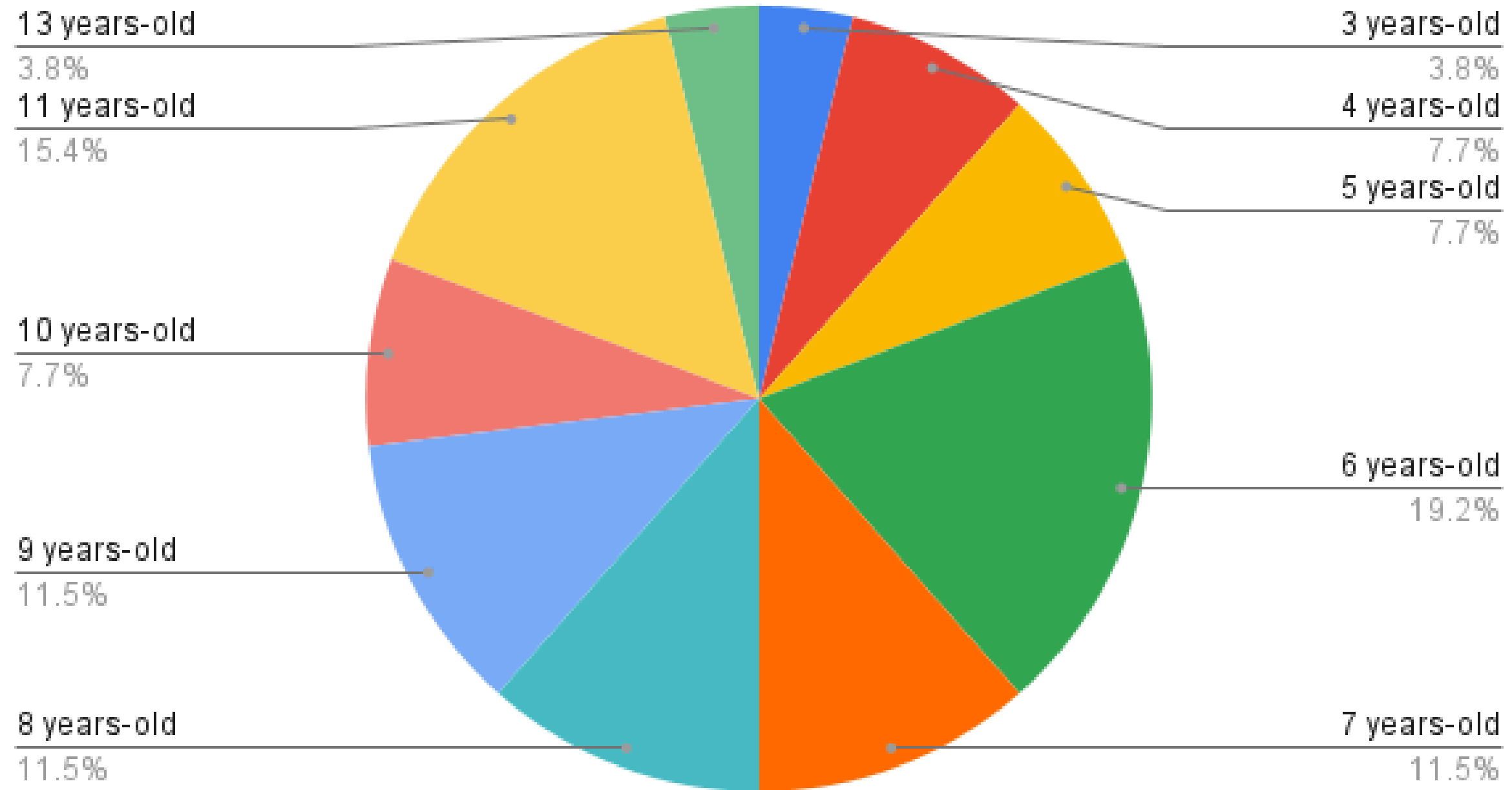
Efforts to test
your ideas (hypotheses)?

Feedback (collected at the
experiment) results point
out successes and points for
improvement.



Participants Age

Age



Average 7.692307692

Was it **fun** playing the game?

Fun

Moderately

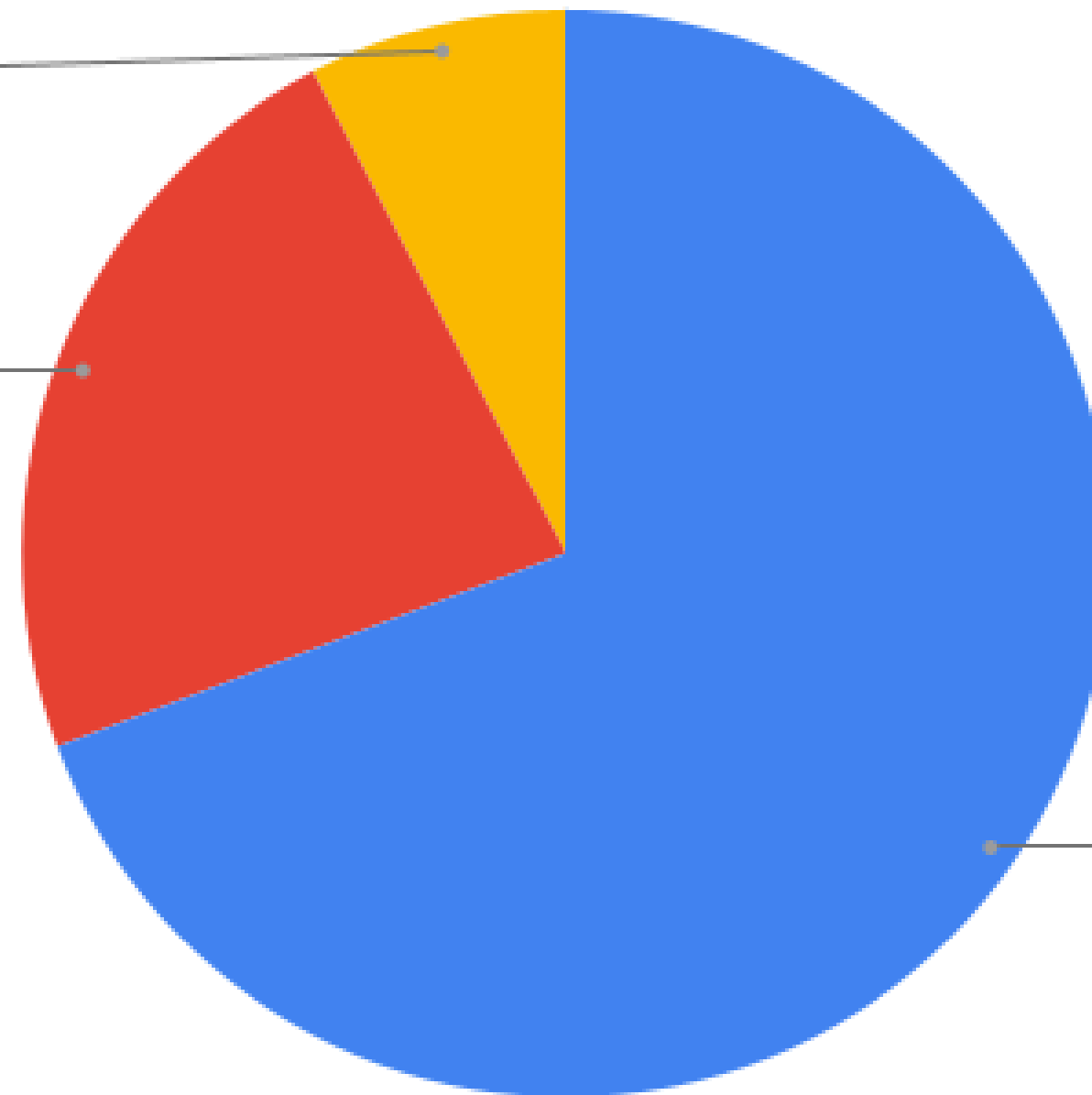
7.7%

Very

23.1%

Extremely

69.2%



Average 4.615384615

Did you like the game **content**?

Content

Moderately

7.7%

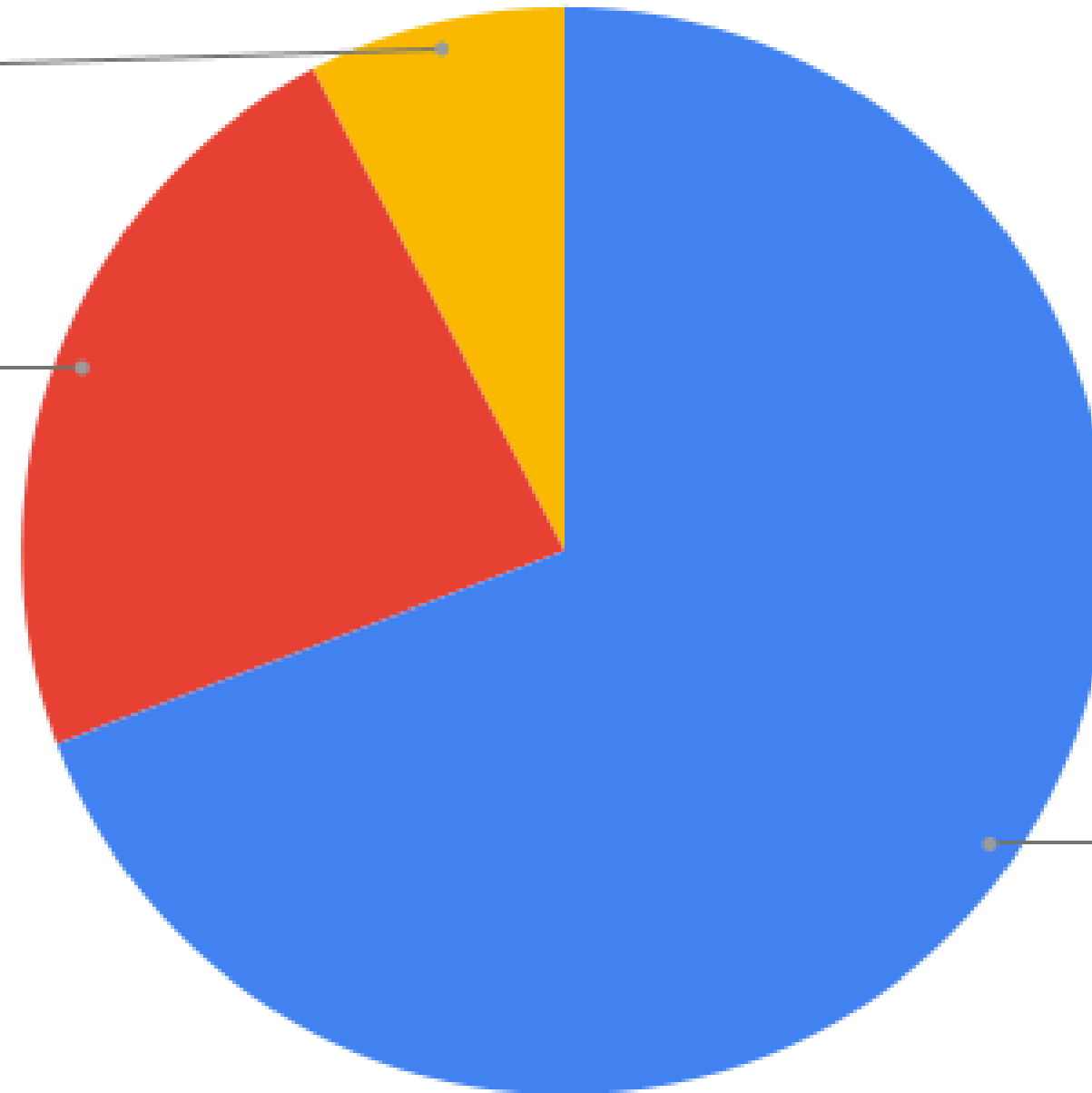
Very

23.1%

Extremely

69.2%

Average 4.615384615

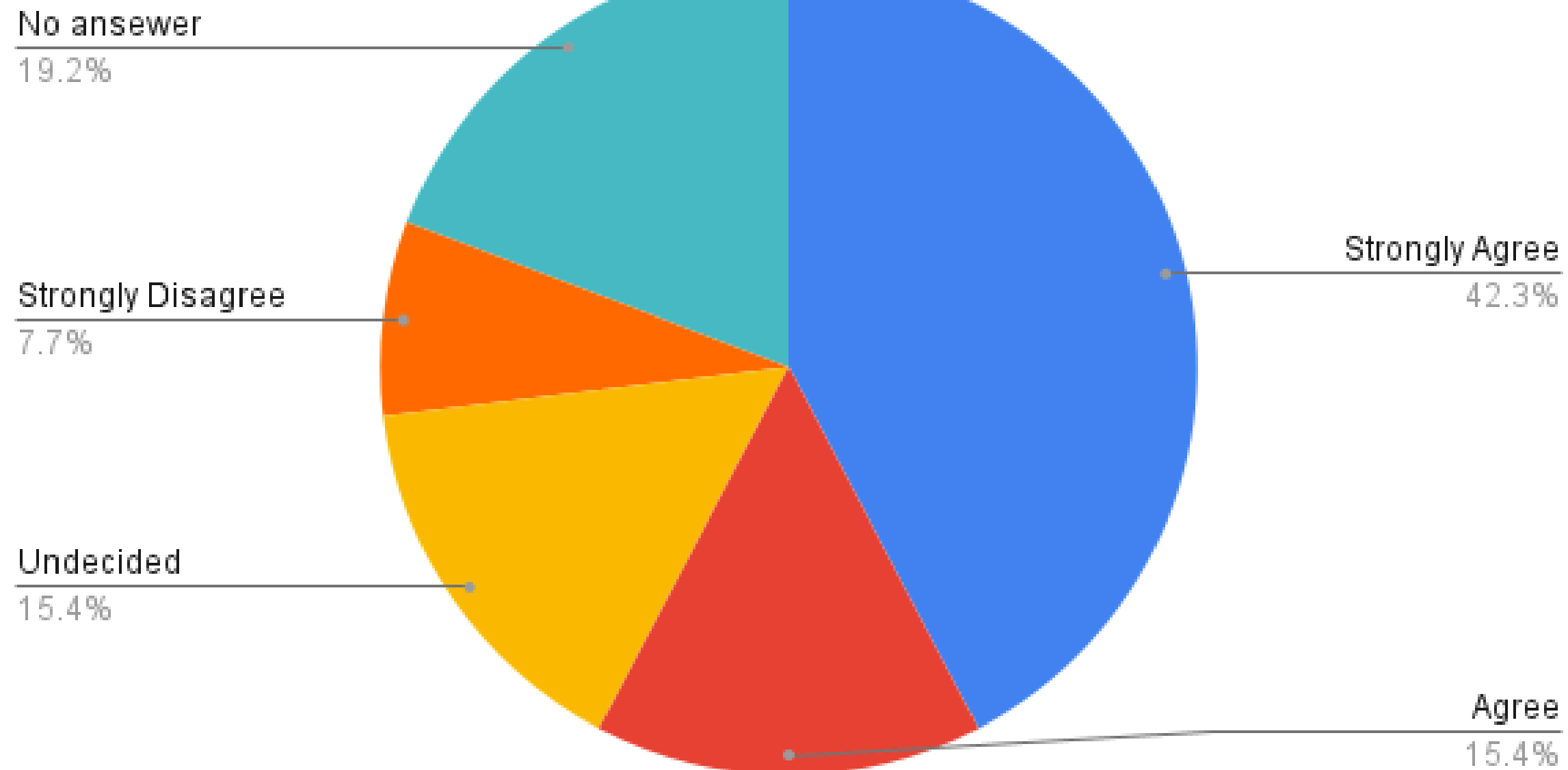


Gap between your ideas
(hypothesis) and the real world/users?

- Even when using a game, it is still *challenging* to introduce the *concept* of geographical indication for *children*.

Did you **learn** about the “local products” that are geographical indications?

Learning about GI

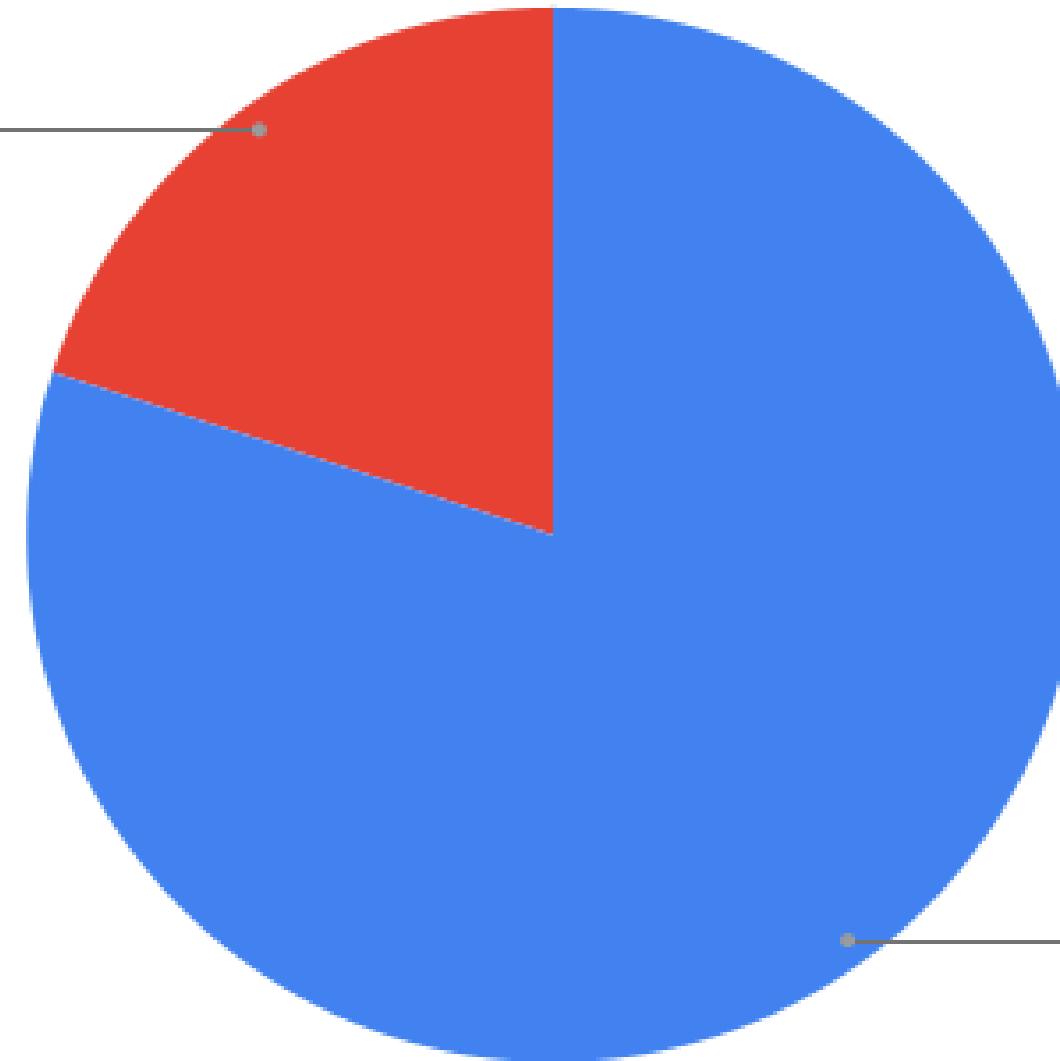


Average 4.047619048

Do you think the game is **transmitting the educational content** of the “local products” that are geographical indications?

[Responsibles] Transmitting the content

Agree
20.0%



Strongly Agree
80.0%

Average 4.8

Key insights you've got
on your idea?

- Role of schools
- Online version

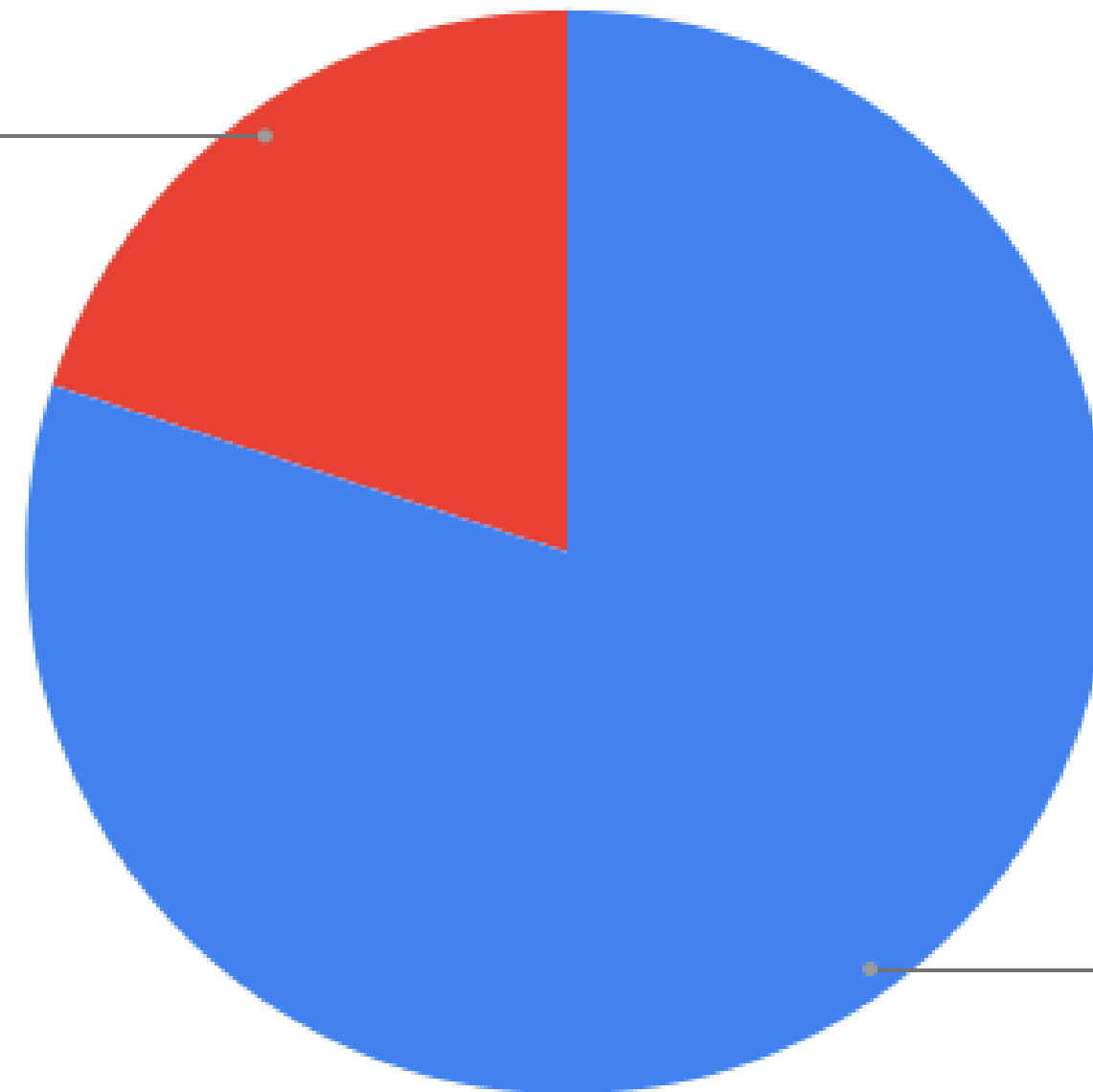
**One potential channel to distribute the game
is through schools.**



How do you evaluate the importance of schools providing such a game?

[Responsibles] Schools

Important
20.0%

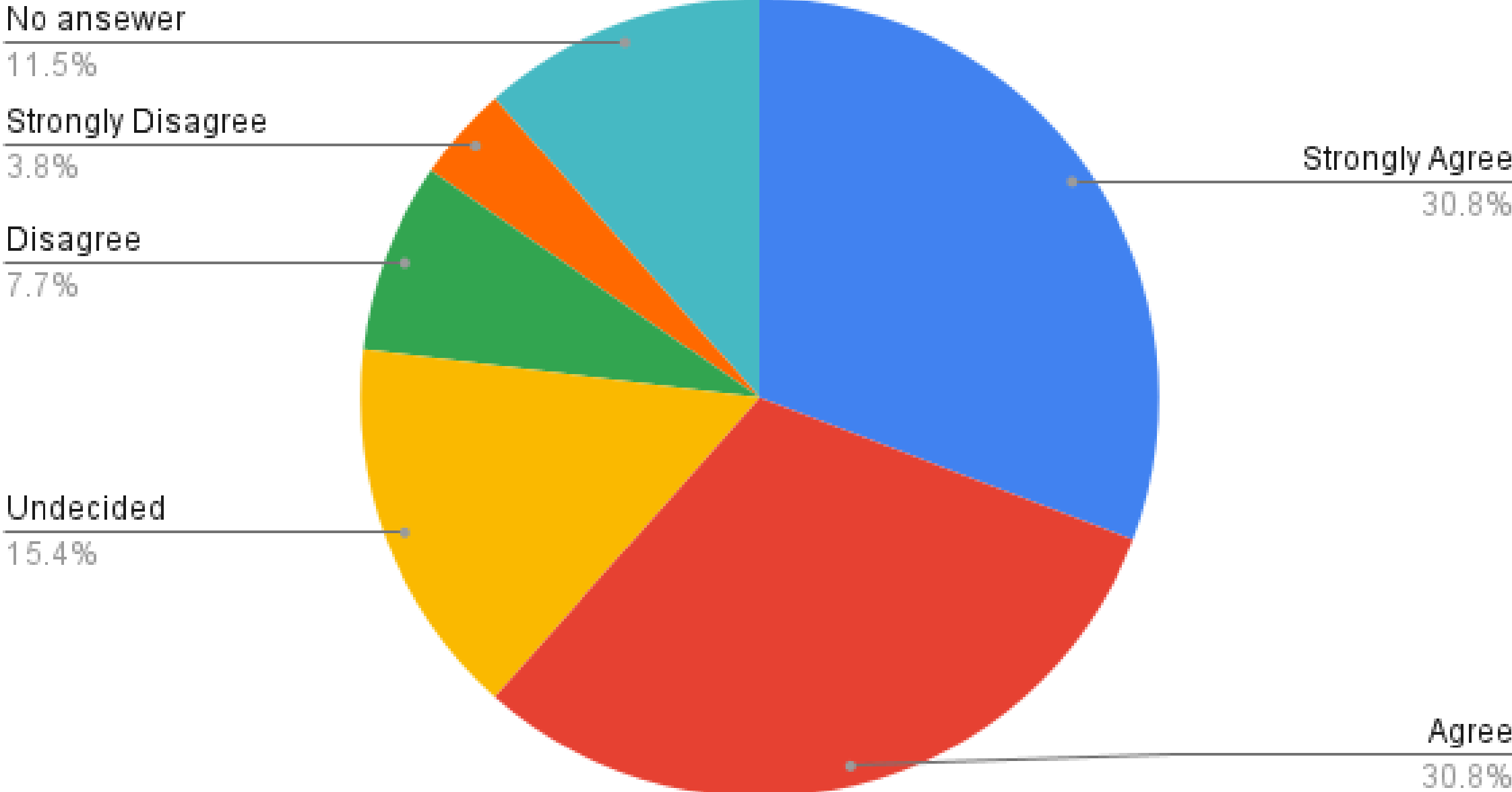


Very important
80.0%

Average 4.8

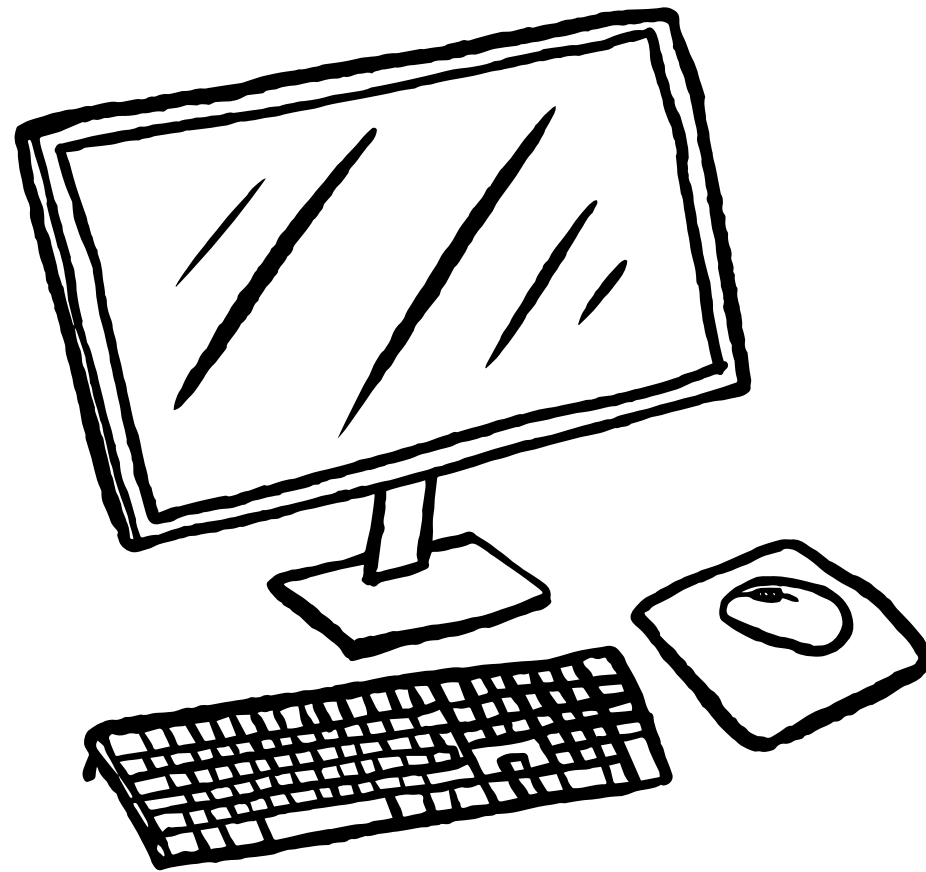
If your school has this game, would you like to play it with your friends/professor?

Schools



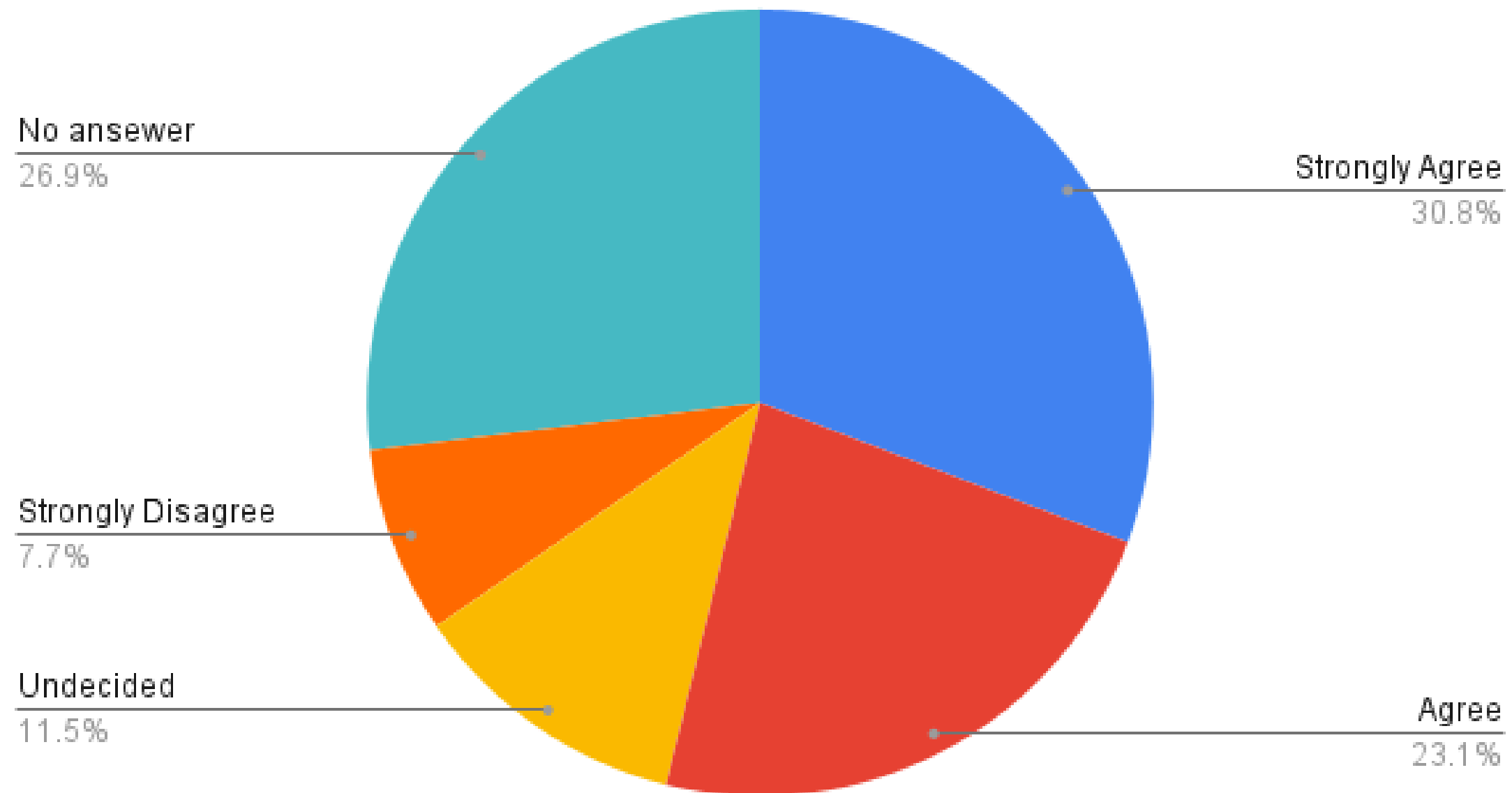
Average 3.869565217

Online version might face challenges.



If this game has an online version, would you play connecting with children from different countries?

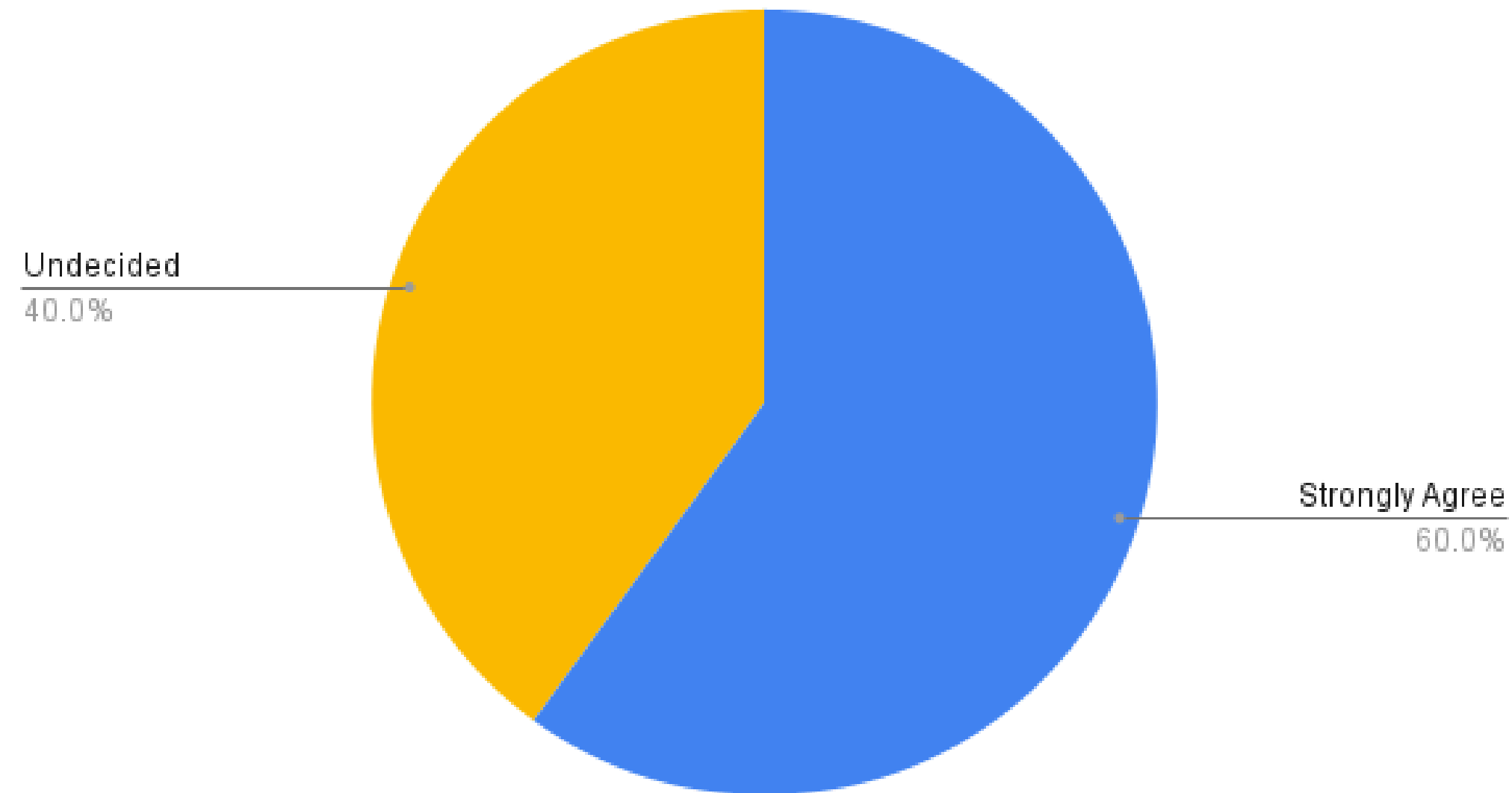
Online



Average 3.947368421

If this game has an online version (allowing, for example, connecting with children from different countries, would you incentivise/allow the children to play it?

[Responsibles] Online



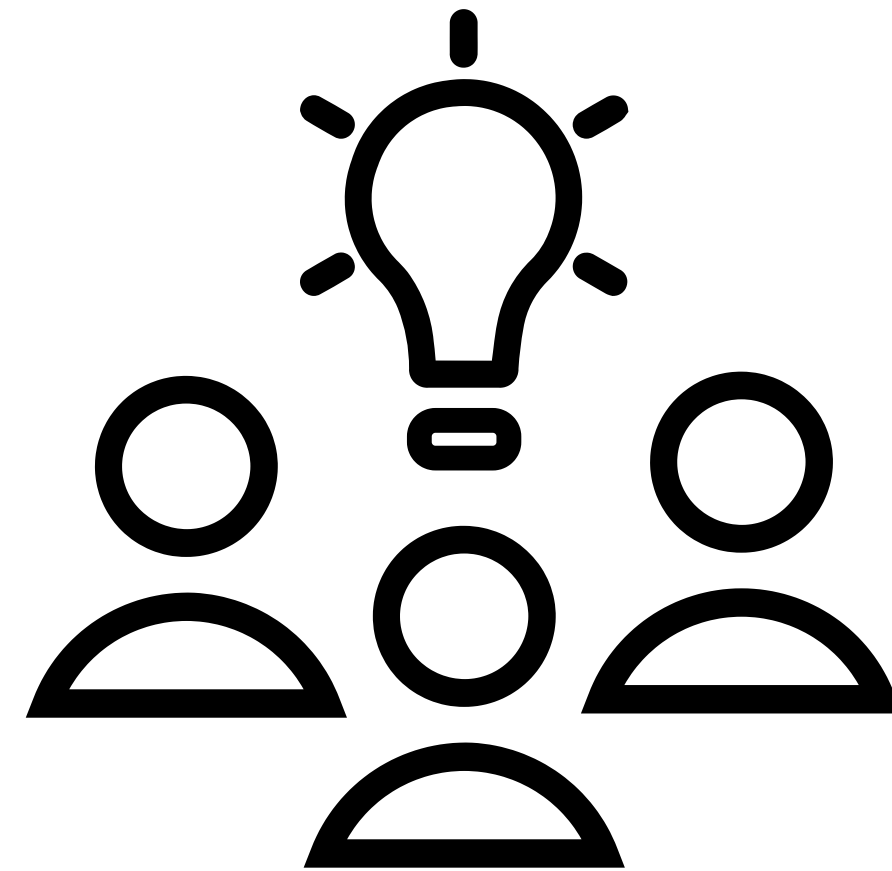
Average 4.2

Other insights

- The **game facilitators** are also learning about the content.
- Giving awareness about intellectual property (geographical indication) can be done in a fun way.

What's next?

Spread the project that was done to receive **recognition** for the activities and **support**.



What's next?

Analyse **future** development and possibilities in **Brazil**, for instance.



Questions?
Suggestions?