

safe or fake?



3rd and 4th Year of Primary School

5th and 6th Year of Primary School

DIDACTIC GUIDE

UNIT 2

**Counterfeit products:
risks to children's health**



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Index

1. Rationale for the didactic guide	3
2. Objectives of the didactic guide	3
3. Contents, assessment criteria and competences	4
4. Worksheets	7
Annexes: materials for carrying out the activities	
Annex 1. Counterfeit products: risks to children’s health	8
(3 rd and 4 th Year of Primary School)	
Annex 2. Counterfeit products: risks to children’s health	10
(5 th and 6 th Year of Primary School)	
Annex 3. We become spies	15
3.1. Toy proposals for “We become spies”	15
3.2. Response grid for “We become spies”	16
3.3. Diploma for “We become spies”	16
Annex 4. Counterfeit Toys Quiz.....	17
4.1. Diploma for Counterfeit Toys Quiz	17
4.2. Counterfeit Toys Quiz available without digital devices	17
4.3. Answers for Counterfeit Toys Quiz	19

1. Rationale for the didactic guide

This didactic guide aims to equip children with the necessary skills to make safe purchases. They are given the necessary guidelines to be able to detect counterfeit products and differentiate them from the original products.

It should be noted that today's children are the consumers of the future, hence it is important that they are more informed and better prepared when it comes to making purchase decisions. That means avoiding buying counterfeit products, both in physical stores and on online platforms.



Besides highlighting the safety of original products over counterfeit ones, this didactic guide also emphasises the commitment of companies to create products that show consideration to consumers, the environment and society in general.

Specifically, this document presents the objectives, contents, assessment criteria and competences which structure the didactic unit 2, entitled “Counterfeit products: risks to children’s health”. These are extracted from the Primary Education curriculum and focus on the third, fourth, fifth and sixth years. Finally, educational resources that can be used to develop the aforementioned curriculum elements are also specified.

2. Objectives of the didactic guide

Among the general objectives of the Primary Educational stage that are specified in Spanish Royal Decree 126/2014, dated 28 February, which establishes the basic Primary Education curriculum, this didactic unit will contribute to developing the following objectives:

- Become aware of and appreciate the values and rules of coexistence, learn to act in accordance with them, prepare to exercise active citizenship and respect human rights, as well as the pluralism of a democratic society.
- Develop habits related to individual work and teamwork, effort and study responsibility, as well as attitudes of self-confidence, a critical thinking, personal initiative, curiosity, interest and creativity in learning, and an entrepreneurial spirit.
- Acquire skills to prevent and peacefully solve conflicts in order to function autonomously at family and domestic level, as well as in the social groups with which they interact.
- Get started in the use of Information and Communication Technologies for learning purposes, by developing critical thinking to address the messages they receive and produce.

3. Contents, assessment criteria and competences



The contents, assessment criteria and competences that will be used as part of this didactic unit are detailed below. All of them use the curricular level of the second and third cycles of Primary Education as a reference (third, fourth, fifth and sixth years).

It is worth mentioning that this didactic unit will allow the development of contents in the areas of Natural Sciences, Social Sciences, Spanish Language and Literature and Social and Civic Values.

Before explaining the contents, assessment criteria and competences selected in each area, a list with the acronyms of the different competences of the curriculum is provided below:

LCC: linguistic communication competence.

MSTC: mathematical competence and basic competences in science and technology.

DC: digital competence.

LLC: learning to learn competence.

SCC: social and civic competences.

SIES: sense of initiative and entrepreneurial spirit.

ACE: awareness and cultural expressions.

The theory and resources of the **SAFEorFAKE? toolkit** necessary to develop this didactic unit are included in Annex 1 and 2.

SOCIAL SCIENCES AREA

	CONTENTS	ASSESSMENT CRITERIA	COM
Unit 1. Common contents	Introduction to scientific knowledge and its application in Social Sciences.	1. Gather specific and relevant information related to facts or previously defined phenomena by using various sources (direct and indirect).	MSTC SCC LLC
	Gathering information on the topic to be discussed by using various sources (direct and indirect).	4. Carry out tasks and presentations both individually and in groups which involve searching, selecting and organising social, geographic or historical texts, showing the ability to work both individually and collaboratively in groups.	SCC LLC
	Use of strategies to enhance the cohesion of the group and cooperative work.	10. Develop attitudes of cooperation and teamwork, as well as the ability to take on new roles in a society which is constantly evolving.	SCC
Unit 2. The world we live in	Responsible consumption.	18. Explain the consequences of our actions on the climate and climate change.	SCC LLC
Unit 3. Living in a society	The European Union	5. Identify the structure and aims of the European Union, explaining some of the advantages of being part of the EU.	SCC LLC
	The economic activities and production sectors in Spain and Europe.	10. Identify the activities that belong to each of the economic sectors, describe their characteristics, recognising the main economic activities in Spain and Europe.	SCC
		11. Describe how advertising and its techniques function, distinguishing between educational advertising and consumption advertising.	LLC

SPANISH LANGUAGE AND LITERATURE AREA

	CONTENTS	ASSESSMENT CRITERIA	COM
Unit 1. Oral communication: speaking and listening	Communication situations, either spontaneous or directed, using organised and coherent speech.	1. Participate in communication situations, directed or spontaneous, respecting the rules of communication: speaking time, speech organisation, listening, and incorporating the responses of others.	LCC SCC
	Comprehension and expression of verbal and non-verbal messages.	2. Integrate and recognise the verbal and non-verbal information of oral speeches.	LCC SCC
	Assessment of the contents transmitted by the text. Deduction of words by context. Recognition of non-explicit ideas. Oral summary.	4. Comprehend oral messages and critically analyse them.	LCC SCC
	Strategies to use oral language as a communication and learning tool: listening, gathering data, asking. Participating in surveys and interviews. Oral comment and personal judgement.	10. Effectively use oral language to communicate and learn by being able to actively listen, gather the relevant data in relation to the communication objectives, ask and ask again, participate in surveys and interviews and orally express with clarity their own personal judgement, in accordance with their age.	LCC SCC
Unit 2. Written communication: reading	Comprehension of texts read aloud and in silence.	2. Comprehend different types of texts adapted to age by using the reading as a means of expanding vocabulary and determining correct spelling.	LCC
	Identification and critical evaluation of the messages and values transmitted by the text.	8. Focus on understanding and interpreting the meaning of the texts read.	LCC SCC

SOCIAL AND CIVIC VALUES AREA			
	CONTENTS	ASSESSMENT CRITERIA	COM
Unit 1. Identity and dignity of the person	The person	3. Acquire capacities to make decisions independently, managing difficulties to overcome frustrations and negative feelings when dealing with problems.	SCC LLC
		5. Structure an effective and independent thinking by using emotions in a positive way.	SCC LLC
Unit 2. Understanding and respect in interpersonal relationships	Interpersonal relationships	2. Use listening abilities and perspective thinking with empathy.	SCC
		5. Discuss and create shared thoughts with other people in order to find the best argument.	SCC
		7. Act with tolerance, understanding and accepting differences.	SCC
Unit 3. Coexistence and social values	Responsibility of the people in society	1. Solve problems by collaborating, revealing an open attitude, and sharing points of view and feelings.	SCC SIES
		2. Work in teams, encouraging positive interdependence and showing supportive behaviours.	SCC SIES
		6. Understand the sense of social responsibility and social justice by using the ability to reflect, summarise and structure.	SCC
		22. Value the responsible use of energy sources in the planet, raising awareness of respect towards the environment and developing a critical capacity regarding the events which modify it.	SCC
		25. Critically analyse the influence of advertising in consumption by using new technologies.	SCC

NATURAL SCIENCES AREA			
	CONTENTS	ASSESSMENT CRITERIA	COM
Unit 2. The human being and health	Healthy habits to prevent diseases. Responsible behaviour.	3. Relate certain life practices to the appropriate functioning of the body, adopting healthy lifestyles, being aware of the repercussions their lifestyle will have on their health.	MSTC LLC

4. Worksheets

Finally, two educational resources designed for children aged 8 to 12 are presented:

- The first resource, aimed at children in the 3rd and 4th Year of Primary School (8–10 years old), seeks to educate children to identify and distinguish original products from counterfeit ones through the use of a grid or response table.
- The second resource is aimed at children in the 5th and 6th Year of Primary School (10–12 years old). It is a digital quiz created with the Kahoot! tool.

Below, each of the activities is detailed, focusing on aspects such as age, year, time, objectives, materials and on carrying out the workshop.

WE BECOMES SPIES	
Age	8–10 years old
Years	3 rd and 4 th Year of Primary School
Time	30-45 minutes
Objectives	<ul style="list-style-type: none"> - Raise awareness among children of the importance of purchasing original toys. - Systematise the steps children should follow when purchasing a toy. - Motivate their actions through a treasure hunt.
Materials	Template used as a guide. 3 toys, two of which are counterfeit (or the other way around).
Carrying out the workshop	It can be presented as a mission: DISCOVER FAKE TOYS. In order to discover them, the class will be divided into groups and given three identical templates, one for each toy packaging they are provided with. The teacher in charge of the activity will choose a total of three toys, some original and some counterfeit, that are suitable for the analysis template. The AIJU Guide (www.guiiaaiju.com), in which original products are presented, can be used to make the selection. Some examples can be found in Annex 3.1. Each concept on the template will have information to help children make their answers (see Annex 3.2). Once the session is over, all the teams must make a decision: Which toys are original and which are counterfeits? If the activity is performed successfully, they can be awarded a certificate/diploma (see Annex 3.3).



COUNTERFEIT TOYS QUIZ	
Age	10–12 years old (advanced level)
Years	5th and 6th Year of Primary School
Time	20-30 minutes (depending on the participants)
Objectives	<ul style="list-style-type: none"> - Learn what counterfeit toys are. - Understand the hazards of counterfeit toys. - Know how to detect counterfeit toys.
Materials	<i>Kahoot!</i> (counterfeit/original toys), laptop, tablets or smartphones. Access to <i>kahoot!</i> https://create.kahoot.it/share/english-safe-or-fake-ud2/69b658fd-5ebf-413d-ae77-f-7fd99363666
Carrying out the workshop	In order to revise and consolidate all the information presented in the infographics, the children can do a QUIZ. Either individually or in teams, they must answer a series of multiple choice and true or false questions using a tablet, smartphone or laptop. The question can be presented on the projector in class or on their screens, and there is a maximum time in which to answer. Once the quiz is over, a ranking will be made with the teams that have obtained the most correct answers.



ANNEXES

Annex 1

LEVEL: 3rd and 4th Year of Primary School

Counterfeit products: risks to children's health.

1. What is a counterfeit toy?

We sometimes come across products in shops or on online platforms which seem to be original, but in fact they are not.

They are counterfeit toys, as they incorporate or reproduce certain key elements of the original design without the authorisation of the owner of the brand or the designer.

2. Are counterfeit toys safe?

Counterfeit toys are more unsafe because they are dangerous and may harm our health and cause injuries.

All children's products must comply with strict safety standards before being sold. In order to achieve that, European authorities develop laws which establish the safety requirements that children's products must meet. In this way, toys sold in Spain are just as safe as those sold in Germany or France, for example.

Therefore, when a toy is available in a store or on a website it is considered to be safe and not hazardous for the child.

Companies design and create toys that are fun for children, but a very important part of their job involves making sure that those toys are not hazardous for the children who will be using them.

3. How is the safety of a toy tested?

Before selling toys in stores or on websites, they are submitted to several laboratory tests in order to check, for example:



That a teddy bear does not contain a small piece that a child might swallow.



That a scooter does not break when the child rides it.



That a toy car does not have sharp edges that might cut children.



That the plastics used to make a doll do not contain toxic substances.



That the darts from a launcher do not injure children upon impact.

Companies work to offer children fun and safe toys, but others counterfeit the products that children like the most. They seem to be the same toys, but in reality they are not. Sometimes counterfeit toys are of a poorer quality and hazardous, as they might cause severe injuries to children.

4. What are the hazards of counterfeit toys?

Toys have been one of the most counterfeited products for a long time, along with clothing, medicines and cosmetics.

Let's look at some examples of counterfeit toys that are hazardous for children and were withdrawn from the market by the authorities.



DOLL

danger: presence of toxic substances.

possible injury: stunted growth, damage to vital organs. The consequences for the child's health will depend on the type of substance, its concentration and exposure.



SCOOTER

danger: breakage of the handlebars.

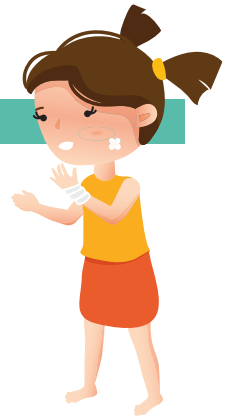
possible injury: the child could fall while riding the scooter if the handlebars break.



COSTUME

danger: certain materials can burn easily.

possible injury: burns.



5. How can you detect whether a toy is counterfeit?

It is very important not to purchase counterfeit products to ensure that the toys and products that reach children are safe and do not cause them any injuries.

It is also important to bear in mind that purchases on the internet are increasing and counterfeiters are taking advantage of this to make counterfeit products reach more customers.

Sometimes it is easy to notice that the toy the consumer wants is a counterfeit, but in other cases it is not, and it becomes necessary to learn how to tell if you are purchasing an original toy. With SAFEorFAKE? we also want to teach children how to become little detectives who help their parents find out if the toy they want to purchase is original or counterfeit.

What should you look out for to avoid counterfeits? Three key signs:



Too good to be true? Be wary if **the price** is too cheap...

Look closely at **the product and the packaging**, and look for the contact details of the company responsible for the product. If you see texts that are badly written or in an unfamiliar foreign language, it may be counterfeit.

Place of purchase. We recommend that you choose a trusted place and purchase from companies that own the brand or authorised distributors. In the case of online purchases, make sure that the website is not fake and that the payment method is secure.



More educational resources are available on:
www.safeorfake.eu



Annex 2

Counterfeit products: risks to children's health

LEVEL: 5th and 6th Year of Primary School

1. Counterfeit products and risks to health

Counterfeit products

In stores or online platforms, we sometimes find products that seem original, but in reality they are not. These are, for example, clothes or toys which incorporate or reproduce certain key elements of a brand in the same way as the original product, but without the authorisation of the owner.

Counterfeit products do not comply with intellectual property rights in their manufacturing, marketing, offering, placing on the market, import and/or export.

Besides economically harming companies, criminal groups involved in intellectual property crimes tend to use their gains to fund other illegal activities. Therefore, there is a direct relation between intellectual property crimes and other crimes such as drug trafficking or terrorism.

Counterfeit products pose risks to children's health

Counterfeit products pose severe risks to the health of consumers, especially children, in addition to the economic and environmental harm.

The concept of risk

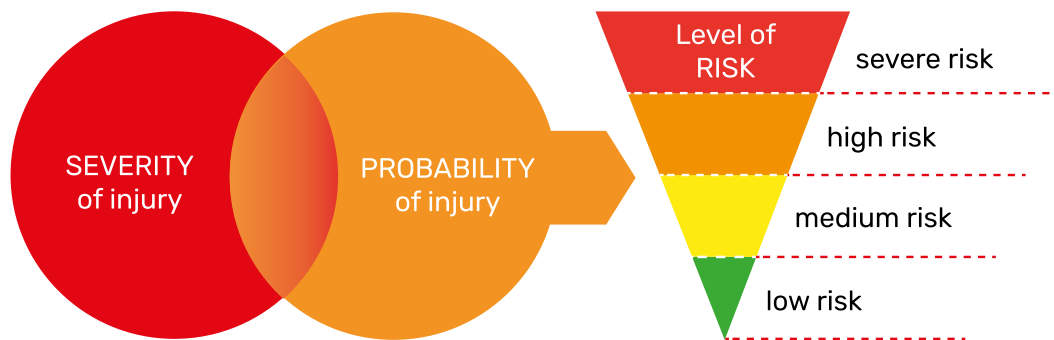
According to a study carried out by the European Union Intellectual Property Office (EUIPO¹) where the relation between the counterfeit product and the risks for the consumer is investigated, counterfeit products pose severe risks to the health of consumers. According to this study, toys are the product category with the highest number of counterfeits, followed by clothing, textiles and fashion articles. In fact, 80% of counterfeit and harmful products were children's products, such as toys, childcare articles and children's clothing.

The risk level is measured by a combination of **two factors**:

- Severity of injury
- Probability of injury

1. QUALITATIVE STUDY ON RISKS POSED BY COUNTERFEITS TO CONSUMERS JUNE 2019. EUIPO European Union Intellectual Property Office

There can be different levels in a **risk scale**:



Let's look at the **most common hazards** of counterfeit products and how they would affect children's health:



As a result of the presence of toxic substances among the materials that compose the product: plastic materials used in dolls, children's tableware, textiles in clothing, etc.

The presence of hazardous chemical substances in children's products can severely affect children's health. The consequences on the health and development of children are very diverse depending on how hazardous the substance they have been exposed to is.

Some examples of toxic substances:

- **Plasticisers** like phthalates mainly affect the development, as they act on the hormonal functions of the body.
- **Heavy metals** like cadmium or lead can accumulate in the body and harm several vital organs as well as the nervous system.

The hazard of the exposure to chemical substances is that the consequences for health are, usually, not immediately visible. Repeated exposure or exposure to certain quantities may slowly affect health and present medium- or long-term harmful effects. For this reason, it is very important to limit exposure to those substances, even in the case of minimum concentrations.



Children's clothing, especially cords and hoods, may get caught on the posts on the corners of a cradle, or the posts or protruding parts of the first section of a slide, which can cause strangulation.

Excessively long strings or cords are a hazard for children in terms of strangulation. Especially when these strings/cords can become entangled around a neck, like cords in hoods or toys which contain strings longer than 22 cm.



Low-resistance products or those with an inadequate structure may lead to an unexpected breakage of the products or some of their components.

It's more hazardous in articles in which the child is in an elevated position or moving at high speed. Imagine a child who is riding their skateboard or bike, or a baby in their highchair, what would happen if the material suddenly broke because it couldn't support their weight?



Products, especially those for babies and young children, should not contain small pieces which children could choke on. Counterfeit toys tend to be of poor quality and there is a very high probability that they break or that a small component becomes detached from the rest. In the past, accidents related to small components were registered, that is the reason why regulations are very strict and toys for young children should not break and small components should not become detached even under the exertion of force by the child.



Electrical toys or articles with counterfeit batteries may cause short circuits and explosions, with the consequent hazard to the child.



Fire hazards are produced due to the presence of open flames and the flammable characteristics of the materials and fabrics of which the product is composed.



Noise levels (decibels) of products that make sounds above the limits established by the safety regulations standards may cause hearing loss.

2. Product safety: a priority for consumers, companies and authorities

European authorities create laws which establish the safety requirements that products sold in the European Union must comply with in order to be safe and not to pose a risk to the health and safety of consumers.

Any toy or product sold in the EU must comply with certain safety rules. Thus, toys sold in Spain are as safe as those sold in Germany or France, for example.

Companies design and manufacture toys that are fun for children, but a very important part of their job consists in making sure that those toys are not hazardous for the children who will be using them.

Hence, before making them available for sale, companies must make sure that the products are safe. In order to do so, products are subjected to various laboratory tests to check if they comply with the safety regulations. So when a toy is available in a store or on a website, it is considered to be safe and not hazardous for the child.

Regulations establish requirements and test methods which **allow the safety level of products to be assessed**, bearing in mind the type of product, its function, use conditions and expected user. For example:



That a teddy bear does not contain a small piece that a child might swallow.



That a scooter does not break when the child rides it.



That a toy car does not have sharp edges that might cut children.



That the plastics used to make a doll do not contain toxic substances.



That the darts from a launcher do not injure children upon impact.

The safety rules for toys establish different types of chemical, mechanical, electrical or flammability tests, according to the type of toy and the age of the child.

Companies work to offer children **fun and safe toys**, but there are others who counterfeit the products children like the most. They seem to be the same products, but in fact they are not. Counterfeit products usually are of poorer quality, break easily and pose hazards which may cause injuries to children.

The companies that comply with the laws and rules are also concerned about **taking care of the environment** during the manufacturing and marketing of the products, for example:

- using more sustainable materials and packages; for instance, toys manufactured with bioplastics, wood or recycled materials.
- applying circular design principles.
- having their own initiatives to reduce their carbon footprint.



3. Online sales and counterfeit products

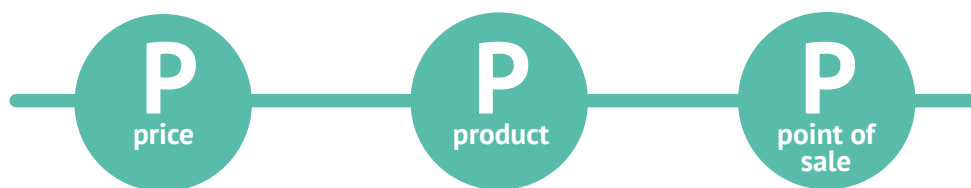
Generally, toys are one of the most counterfeited products, which is also encouraged by the increase in online sales. The rise of online business has also provided more opportunities to allow counterfeit products to reach consumers all over the world.

A study² by EUIPO and OECD notes that the online business has become the main channel for distribution or sale of counterfeit products. More than 50% of the seizures of counterfeit products imported from the EU are related to online business.

Additionally, while online shopping, the consumer has more difficulties recognising whether a product is a counterfeit or not.

With SAFEorFAKE? we also want to teach children, as the consumers of the future, how to be better prepared when it comes to making purchase decisions, to avoid purchasing counterfeit products both in physical stores and on online platforms. An informed consumer will be more qualified to choose safe products from reliable companies who care about consumers, the environment and society in general.

4. Tips to avoid purchasing counterfeit products



What should you look out for to avoid counterfeits while purchasing a toy or any other product?

Three basic signs known as **the three Ps** (Price – Product – Point of sale)

Price: too good to be true? If it is too cheap, be wary... it could be a counterfeit product.

Product: look closely at the product and the packaging, and especially look for the contact details of the company responsible for the product. If you see texts that are badly written or in an unfamiliar foreign language, it may be a counterfeit.

Point of sale: we recommend that you choose a trusted site and purchase from the companies that own the brand or authorised distributors, and in the case of online shopping, make sure that the website is not fake and the payment method is secure.



More educational resources are available on:
www.safeorfake.eu



2. OECD/EUIPO (2021), Misuse of E-Commerce for Trade in Counterfeits, Illicit Trade, OECD Publishing, Paris, <https://doi.org/10.1787/1c04a64e-en>.

Annex 3. We become spies

Annex 3.1

Toy proposals for “We become spies”

The teacher can propose other examples and the students can also bring their own toys to class.



TOY 1

The price of the toy is 25.90 euros.
We bought it from a toy store in my neighbourhood.
We paid in cash.



TOY 2

The toy cost 2.50 euros.
It was given to me, and I don't know where it's from.
My grandmother paid, but she didn't get a receipt.



TOY 3

The toy cost 29.90 euros.
We bought it online on the website of a very popular toy chain.
We paid by credit card.

Annex 3.2

Answer grid for “We become spies”

TOY n° 1: _____

Follow the steps to find out which of the three toys is counterfeit:



PRICE

The price of the toy is **low** (the lowest of the three)

The price of the toy is **high** (the highest of the three)

The price of the toy is **appropriate** (very similar to that of other toys)



PRODUCT

Information in a language I know (Spanish, English)

Information in a language I do not know (Deutsch, Italiano, Português)

Information in a very strange language (中國人, IsiRashiya, रूसी)

There is contact information (the phone number or address of the manufacturer)

The information is very clear and complete (the toy components, suitable age, brand)

There is information about the place of purchase (name of the store or online store)

Lack of information (some of the previous details are missing)



PLACE OF PURCHASE

There is information about the place of purchase (name of the store or online store)

There is no information about the place of purchase

The website is safe (it seems authentic and coherent)

The website is not safe (it does not seem authentic)

I do not know the website

The payment method is safe (payment via credit card or PayPal)

The payment method is not safe (they want money to be sent to an account or a place)

I do not know the payment method

Annex 3.3

Diploma “We become spies”

DIPLOMA

SAFE OR FAKE CERTIFICATE OF RECOGNITION
PRESENTED TO THE INVESTIGATOR

*For having successfully completed the mission:
detect counterfeit toys*

Date

Signature



Annex 4. Counterfeit toys Quiz

Annex 4.1. Counterfeit toys Quiz Diploma

DIPLOMA

SAFE OR FAKE CERTIFICATE OF RECOGNITION
PRESENTED TO THE INVESTIGATOR

*For having successfully completed the mission:
detect counterfeit toys*

Date

Signature



Annex 4.2

Counterfeit toys Quiz available without digital devices

1. What do you think counterfeit toys are?

- A Toys as fun as the original ones.
- B Toys similar to the original ones.
- C Toys not as fun as the original ones.
- D Toys that are not similar to the original ones but have the same name.

2. How much do counterfeit toys cost?

- A Counterfeit toys tend to be more expensive than the original ones.
- B Counterfeit toys tend to be the same price as the original ones.
- C Counterfeit toys tend to be less expensive than the original ones.

3. What should you look out for to avoid purchasing counterfeit toys?

- A Price, product and place of purchase.
- B Price and product.
- C The information provided by the store or on the internet.
- D Place of purchase and product.

4. What elements on the packaging of the product should you look out for?

- A The language used on the packaging.
- B It includes information that is clear and detailed (components, suitable age or brand).
- C The packaging is new.
- D The red and blue answers are the only correct ones.

5. The purchase of counterfeit toys has increased...

- A In stores.
- B Online.

6. It is easier to detect counterfeit toys while online purchasing.

- A True.
- B False.

7. Counterfeit toys are as safe as the original ones

- A True.
- B False.

8. Do counterfeit toys comply with strict safety rules before being sold at stores?

- A Laboratory tests are always carried out.
- B Only in the case of dolls.
- C They do not usually go through safety tests.
- D They do not usually go through safety tests and include a warning on the packaging.

9. European authorities create laws for toys to be as safe in Spain as in France.

- A True.
- B False.

10. The risk level of a counterfeit product is measured by SEVERITY and PROBABILITY of injury.

- A True.
- B False.

11. What are the risk levels?

- A** Low, medium, high and severe.
- B** Little harm and important harm.
- C** Low and severe.
- D** Low, medium and severe.

12. This teddy bear has a small bow which can be removed easily. It might be dangerous because...

- A** A young child could play more with the bow than the teddy bear.
- B** A young child could dislike the bow and remove it.
- C** A young child could put the bow in their mouth and choke.
- D** A young child could cut him or herself on the bow's fabric.

13. These dolls contain a chemical substance in excess. Do you think it could be dangerous for children?

- A** Yes, because they could cut themselves on the corners.
- B** Yes, because dolls break more easily.
- C** Yes, because it is toxic for children.
- D** No, it is normal that they contain toxic substances.

14. If a toy contains hazardous toxic substances, the child will notice quickly.

- A** True.
- B** False.

15. The scooter handlebar can break while it is being used, this is dangerous because...

- A** The child could lose his or her balance and fall.
- B** The child could choke.
- C** The child could go very fast.
- D** The child could do many pirouettes.

16. What will happen to these children if their bike breaks?

- A** The children may choke.
- B** The children may get injured.
- C** The children may get electrocuted.

17. In order to avoid choking, what elements should toys not contain?

- A** Soft pieces.
- B** Small pieces.
- C** Moving pieces.
- D** Pieces shaped like food.

18. Besides safety, companies also care about the environment. What measures can they take?

- A** Use sustainable materials and packages.
- B** Apply circular design principles.
- C** Reduce the carbon footprint.
- D** All the previous answers are correct.

19. After these questions, do you think it is important to purchase original toys?

- A** True.
- B** False.

Annex 4.3

Answers for the Counterfeit Toys Quiz

Correct answers for the Counterfeit toys Quiz			
Question 1	B Toys similar to the original ones	Question 11	A Low, medium, high and severe
Question 2	C Counterfeit toys tend to be less expensive than the original ones	Question 12	C A young child could put the bow in their mouth and choke
Question 3	A Price, product and place of purchase	Question 13	C Yes, because it is toxic for children
Question 4	D The red and blue answers are the only correct ones	Question 14	B False
Question 5	B Online	Question 15	A The child could lose his or her balance and fall.
Question 6	B False	Question 16	B The children may get injured
Question 7	B False	Question 17	B Small pieces
Question 8	C They do not usually go through safety tests	Question 18	D All the previous answers are correct
Question 9	A True	Question 19	A True
Question 10	A True		



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