

Intellectual Output 1

A4 Module development
LESSON PLAN 2



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EA

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1.1 General Information

1.1.1 Brief description

This lesson plan is about trademarks. In our everyday life we all encounter trademarks of various types. Following the educational activity as described below, we first understand what a trademark is and why it is an important concept of IP. We combine this lesson plan with the subject of educational robotics as this subject is generally popular among school students.

1.1.2 Learning objectives and IP topics

The learning objectives of this lesson plan are:

- To acquire practical understanding of what trademarks are and in which form or type they appear.
- To comprehend how important they are in the world of business, commerce and industry.
- To identify common wrong doings and bad practices of possible trademark misuse or violation.

1.1.3 Links to curriculum

This lesson plan can be linked to the following curriculum domains:

- Information technology and computer science
- Robotics and applications

- Entrepreneurship

1.1.4 Duration

About 45 minutes or equivalent of one standard classroom hour is needed to complete this lesson plan in a classroom of 20-25 students.

1.1.5 Extra materials required

Paper sheets and optionally laptops or PCs with network connection. About 1 or 2 students per laptop or PC.

1.2 Step-by-step instructions

The lesson plan is divided in four inquiry phases, namely introduction, preparation, investigation and conclusion. The latter one consists of the subphases of presentation and discussion.

1.2.1 Introduction

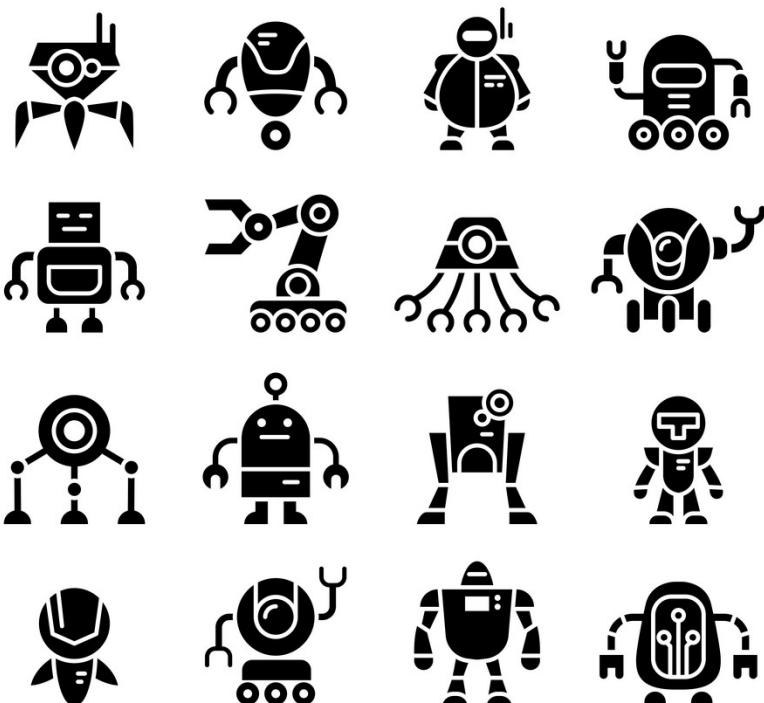
In general in the introduction phase the general topic to be studied or investigated is presented and interest about is stimulated. The focus of this lesson plan is the concept of trademarks. The teacher can start for example by asking students what they know about this IP concept before he/she gives a formal definition of the term. Students may be also asked to think about and then show or describe their favourite trademark and how this is related to their favourite brand, product, service etc. The teacher asks them also to think why commercial companies of all sizes around the world register their trademarks emphasizing its importance. Students may describe a problematic situation they know or can imagine and discuss it briefly. It should be emphasized that the objective of this phase is to encourage students to express ideas, prior knowledge or thinking and questions about the topic, while promoting interaction and communication between them.

This phase can be finished by presenting a formal definition of what trademarks are as follows:

Trademarks are words, titles, phrases or symbols, which represent a company, product or service. Their purpose is to distinguish or uniquely identify the products or services of one company from those of its competitors. Trademarks are registered so that are legally protected as other types of intellectual property. Common examples of trademarks include acronyms, slogans, phrases, titles or words in stylized fonts, sound tunes, emblems, symbols, logotypes and fictional characters or even product shapes.

The teacher emphasizes the fact that there are many different types of trademarks. These include:

- Brand names like ... (here ask students about their favourite brand)
- Product names like ... (here ask students about their favourite product)
- Company logos like ... (here ask students about examples of famous logos)
- Slogans or phrases like ... (here ask students about examples of this type)
- Words in a stylized font like ... (here ask students about examples of this type)
- Product shapes like ... (here ask students about examples of this type)
- Sounds or tunes like ... (here ask students about examples of this type)
- Fictitious characters or figures like ... (here ask students about examples of this type)
- Symbols, signs or emblems ... (here ask students about their favourite symbol or emblem)
- Combination of all above



VectorStock®

[VectorStock.com/19654361](https://www.vectorstock.com/royalty-free-vector/robot-icon-set-vector-19654361)

Image 1: Example robot icons that can be used as trademark logo of a robotics company or product

Source:

<https://www.vectorstock.com/royalty-free-vector/robot-icon-set-vector-19654361>

1.2.2 Preparation

In this phase the teacher describes the tasks that students have to work on during the investigation phase. Students can first be divided in small groups of 2 to 3 persons so that they work collaboratively. There are two tasks that students have to complete.

The first task is as follows:

Search the web to find companies or products related to the field of robotics and its applications. Focus in one or two of them and from their websites select as many types of trademarks as you can find. Collect them in one ppt slide so that you can present them later.

Once finished with the first task, students are given the second task to work on. This is as follows:

Imagine that you and your friends/collaborators want to setup a new company specialized in offering services and products in robotics. Choose at least two types of trademarks from the list of categories presented earlier (e.g. brand name, logo and slogan). Then make trademarks of these types for the new company as you like. You may use a piece of paper to write on, or put your ideas in a ppt slide so that you can present them later.

Any definitions, clarifications, explanations, theoretical knowledge or other prerequisite background information can be presented here. Then students start their work for the task.

1.2.3 Investigation

In this phase students work individually or collaboratively in small groups. Once finished with the first task they continue with the second one. From time to time and depending on progress, the teacher reminds students that this activity is related to IP and in particular to trademarks. In this context he/she reminds that “trademarks’ purpose is to distinguish or uniquely identify the products or services of one company from those of its competitors”. He/she may also poses questions or provoke their thinking whether what they are doing is according e.g. to copyright and trademarks rules or what they would have done differently if there was no IP law protecting trademarks.

1.2.4 Conclusion

In the conclusion phase each student team presents its first slide, then its second and discusses it briefly. When all teams finish their presentations then an around-the-classroom discussion can start. The discussion points/questions are presented by the teacher and are as follows:

- Are the trademarks appearing on the presentation slides registered? Can be registered?
- If not what could be the consequences?
- Can a trademark or set of trademarks be used by a different company?
- Is this legitimate action? Is this violation of IP rights?
- How this illegitimate action can be avoided or IP be protected?
- How would you feel about a situation, company, organization or individual where or who is violating trademarks protection rules? Imagine that the IP property and in particular trademark of any type belongs to your company/organization, what would you do?
- Can a trademark or set of trademarks be sold or bought by a company?

Through this discussion and their reflection on opinions expressed students understand better the importance of trademarks and the aspects of a problematic situation and therefore conclusions come naturally.

At the end the lesson plan can be completed with a short wrap-up of its main topics addressed, steps or tasks and objectives, and final conclusions drawn.

1.3 Key questions for knowledge testing

The lesson plan can be accompanied by a short quiz of key questions that can be used to check the learners' knowledge acquisition. Correct answers are marked in bold.

Question 1: Trademarks are types of IP [False] **[True]**

Question 2: Registered trademarks are protected by law [False] **[True]**

Question 3: A trademark distinguishes products and services of a company from its competitors **[True]** [False]

Question 4: A trademark cannot be sold or bought by a company [True] **[False]**

1.4 References or additional resources

World Intellectual Property Organization

<https://www.wipo.int/about-ip/en/>

<https://www.opi.gr/> <https://www.opi.gr/index.php/en/>

Greek Copyright School Project of the Hellenic Copyright Organization (HCO)

<https://copyrightschool.gr/index.php/en/teachers>