

Module – Trademark in Environmental Engineering

Lesson Plan

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(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

REFERENCED DOCUMENTS

ID	Reference	Title
1	2020-1-UK01-KA201-078934	IPinSTEAM Proposal
2		

APPLICABLE DOCUMENTS

ID	Reference	Title
1		
2		

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1. Trademark in Environmental Engineering

1.1 General Information

This Module students will explore the topic of Trademark rights, will define what is Trademark in Environmental Engineering topic, learning to take action against someone who violates their IP rights. Students will learn about the importance of trademarks for engineering companies. They will begin this lesson by reviewing key intellectual property rights such as copyrights, patents and trademarks.

1.1.1 Brief Description

The following lesson plan will involve students to learn about trademark, about the ways to protect the trademark from being registered by others without permission and to prevent others from using a trademark that is similar to yours with related goods or services.

1.1.2 Learning Objectives

The following lesson plan has the objective of teaching practical understanding of what trademarks are and in which form or type they appear understand its importance. The protection of intellectual property means the protection of creativity.

As a result of this lesson, students will be able to:

- Distinguish trademarks from copyrights and patents
- List four types of trademarks and examples of each

Students will be able to:

- Learn about relationship between Trademark Engineering and Intellectual Property
- Learn about Trademark registration benefits

1.1.3 Links to curriculum

The following lesson plan links to the STEAM subjects, specifically to Environmental Engineering, connecting with Trademark. This lesson plan will motivate student achievement in STEM disciplines, computer science, and other fields of study such as innovation and entrepreneurship.

1.1.4 Duration

The following lesson plan can last from 1 hours in a classroom of about 25 to 30 students.

1.1.5 Extra materials required

- Internet connection

- Videos on youtube https://www.youtube.com/watch?v=HsTi3vD_Usw

1.2 Step-by-step instructions

The lesson plan created to teach students what can be protected as a Trademark.

Activity 1

The teacher will explain the context for students to be familiar with the topic treated, presenting the theoretical material about the topic which includes concept definitions, theoretical knowledge and other prerequisite background information. Students can ask questions and get any clarification from their teacher before starting the exercise. They will debate videos presented from youtube, at link <https://www.youtube.com/watch?v=R9ZofCkpSTI>, understanding Trademark concept.

Teacher will discuss a practical overview of what trademarks are, how the Trademark Office examines an application, and how to conduct our own trademark search. In many instances companies will put off registration of their company name as a trademark for a few years, and also overlook seeking protection for other brand names that they may have adopted for the products or services that they provide. This can mean that having spent significant time and money on branding and marketing, we can find that another company has already registered the company name or brand names as trademarks. It secures your trademark from unfair practices such as the use of deceptively similar marks by any third person that could cause confusion among consumers. A registered trademark provides legal protection from such unfair practices; it also improves the possibility to recover damages and can also be pursued for legal action against trademark infringement.

Execution: in a class with access at internet, proposing a video https://www.youtube.com/watch?v=HsTi3vD_Usw,. Teacher will invite students are to create their new designs and to present their product to be registered.

Activity 2 – Don't Copy Me: Copyrights, Patents and Trademarks

Students should have an understanding of the three most common types of intellectual property laws. They will start a brief review of each type of law (patents, copyrights and trademarks) and how they are being challenged in the 21 century. Teacher will invite students to work with a partner to create a Flipgrid presentation discussing an instance of trademark violation. Instruct students to debate all aspects of trademark protection: in a small group students will work together to research a case in which there was, trademark violation.

- What was the item protected?
- Who violated the protection and how?
- What actions were taken as a result?

Students must have a 5-8 minute presentation, following all group presentations. They will conclude the differences between patents, trademarks, and copyrights.

Activity 3 – Case study about **The One Health Company**

Debates about *founder of The One Health Company in Philadelphia, Lewis – along with a team of researchers, vets and scientists — has developed humane clinical trials in animals that lead to the advancement of important pharmaceuticals to treat illnesses in people. And he is keeping those animal research subjects alive and wagging. The One Health Company is a social*

impact company that's revolutionizing animal testing. [The Food and Drug Administration (FDA) requires all human pharmaceuticals, medical devices and diagnostics to be tested on animals prior to human trials]. Animal testing is a pretty taboo industry that hasn't seen much innovation in the last 100 years. The current method of animal testing is to take a healthy animal, give it a disease, test on it, and then kill it at the end. Why are we creating disease when we have so much naturally existing disease in the pet population? (Source - <https://globalyouth.wharton.upenn.edu/articles/former-olympian-benjamin-lewis-revolutionizes-animal-testing/>.)

Engage interest. Show the case study about Engineering Ethics, reading the case on IP rights. Teachers give 10 minutes time to the students to debate the case. Through this activity, participants will follow the case presentation, students will raise arguments pros and cons., finding advantages and disadvantages of Engineering Ethics.

Discuss: What factors contribute to the confusion? The current practice of making animals sick, testing on them and then killing them seems unethical. But is it? How do you feel about the tradeoffs inherent in proving the safety and efficacy of drugs? Have a discussion around the benefits and disadvantages of this type of approach, which has long been the industry standard.

1.2.1 Introduction or orientation

In this phase the topic to be studied or investigated is presented to the students by their teacher. In this case, the students will present Trademark registration benefits.

The teacher's role in this phase is to encourage students to express ideas, prior knowledge and questions about the topic, while promoting interaction and communication between them.

1.2.2 Preparation or conceptualization

In this phase the teacher can answer potential questions or clarify any doubts.

Ask students which types of trademarks might be the easiest to protect. Point out that fanciful or arbitrary trademarks are very strong, while descriptive trademarks are less so. This is because it is easier for the owner to claim exclusive trademark rights for a term that is very distinct and unique.

1.2.3 Investigation

In this phase the teacher invites students to answer at questions before starting the main exercise:

- What is a trademark?
- How is it different from copyright or a patent?
- Why are Trademarks important?

Students are encouraged to express their views and their opinions.

1.2.4 Conclusion

In the conclusion phase, main points, answers, results and steps are summarized. In this phase students may have discussion, communication and reflection to wrap-up key topics addressed in the lesson plan. Students are encouraged to express their views and their opinions.

Teacher conclude the lesson by revisiting and reviewing the posted outcomes. Ask if the students have any questions, and thank them for their participation.

1.3 Key questions for knowledge testing

A short quiz of about 4 key questions that can be used to check the learners' knowledge acquisition. Correct answers can be marked in bold.

Question 1: Trademarks such as Coca Cola, HP, Canon, Nike and Adidas serve as an indication of origin of the goods as well as an indication of quality.

True/ False

Question 2: Registering a trademark abroad also provides the opportunity to license the trademark to others or may be the basis for a company's franchising or merchandising strategy.

True/ False

Question 3: Trademarks are common words used in a unique way that have no relationship to the product. (APPLE® and SUN® for computers, AMAZON® and YAHOO!® for internet sites)

True/ False

Question 4: Fanciful Trademarks are words that had meaning before being trademarks, KODAK® STARBUCKS®, POLAROID®

True/ False

2. Additional resources

2.1 Further reading

https://www.youtube.com/watch?v=HsTi3vD_Usw
<https://www.youtube.com/watch?v=QJheM-nIQD0>

2.2 Appendix

Attach or include here any additional items such as student worksheets, hand-outs that accompany this lesson plan

References

<https://www.uspto.gov/trademarks/basics/trademark-patent-copyright>

<https://www.common sense.org/education/lesson-plans/protecting-your-work-copyrights-vs-patents-vs-trademarks>

https://www.researchgate.net/publication/265112584_Case_Study_Trademark_Infringement_Issues

https://euipo.europa.eu/knowledge/pluginfile.php/40866/mod_resource/content/1/Case_studies_for_use_with_IP_Teaching_Kit_en.pdf

<https://www.youtube.com/watch?v=R9ZofCkpSTI>

https://www.youtube.com/watch?v=HsTi3vD_Usw

https://www.elephango.com/index.cfm/pg/k12learning/lcid/13262/What_Is_Trademark?

<https://www.youtube.com/watch?v=QJheM-nlQD0>

<https://globalyouth.wharton.upenn.edu/articles/former-olympian-benjamin-lewis-revolutionizes-animal-testing/>