



What do you know about Intellectual Property? Join Dr. B for IP 101.



https://www.youtube.com/watch?v=Jdc_yH1xtZk

Quick Questions

1. Have you heard of intellectual property (IP)?
2. Look at or read all of the trademarks at 2:34. How many of them do you recognize?
3. Have you ever used someone else's work in your own work? For example, a picture you found online that you used in a report, or a meme that you shared out?
4. Dr. B lists logos, colors, sounds, and scents as examples of intellectual property. Can you think of any examples? Is there an example in this room?
5. Sometimes companies use jingles (catchy songs) as part of their trademark. Can you think of an example of a jingle that makes you think of a particular product or service when you hear it?

DEEP DIVES

1. Imagine you are creating a trademark. Come up with a word, design, or sound that is unique from any other trademarks you've heard of before. (Hint: A sound might be a jingle, which is a catchy song used in ads or commercials). What did you think about as you were creating your trademark?
2. Think about something that you have created before. Maybe a work of art, an essay, an invention, a game, a song, or a social media post. Would you seek IP protections? Why or why not? How would you balance sharing it with other people with protecting your intellectual property?
3. Dr. B says that if you want to invent something, look for a problem that needs solving, then try to invent a solution. Sometimes, however, inventions solve problems that don't exist yet, or they solve a different problem than what they were originally meant for. Which method sounds more efficient to you: finding the problem first, or finding a solution first? Which method sounds more fun to you? Why?
4. Some people argue that life-saving medications should not be patented because they should be available for everyone who needs them. Others argue that life-saving medications should be patented to protect the creators, create competition, and drive innovation. Which do you agree with more strongly, and why? What pros and cons inform your stance?

Engaging in Science Discussions



Recommended Grade Level: Middle and High School

Objective: To engage in open-ended discussions about critical science topics. While leading these discussions, it is important to ensure that everyone is heard, and everyone is treating one another with respect. There is no “right answer” during these discussions, and it’s okay to respectfully disagree.

Additional Notes: We recommend having these discussions multiple times with the same group of participants. This provides the opportunity to explore different topics and improve one’s abilities to have successful conversations about STEM topics. Quick Questions are optional and are recommended to be used as warm-up questions.

Materials: TV or projector Paper and writing utensils

TIMELINE (30 – 40 MINUTES)

5 min	10 min	5 min	10 min	10 min <i>(optional)</i>
Intro + prompts	Watch segment	Think/write time	Share with partner	Small groups

Intro (5 min) Before starting, select one Deep Dive question. Tell the group you will be asking them a question that has no right or wrong answer. After they watch the clip, they will have time to think about and write their response. They will share their response with a partner or small group. Now share the question you selected.

If participants are new to these sorts of discussions, you may want to review the following concepts:

- When you are sharing your responses, provide reasoning and evidence. Reasoning is your own thinking behind your answer. Evidence is facts that support your answer, such as historical facts or scientific facts. You may also have experiences from your own life that support your answer.
- When listening to your classmates, ask questions. The purpose of questions is to better understand their thought process, not to challenge them. Some ways to frame questions are: “I didn’t understand X.” “Could you explain Y again?” “What do you mean by Z?”
- If someone asks you questions, provide clarification. Explain your reasoning and evidence. Remember that there are no right or wrong answers.

Watch the segment (10 minutes)

Think/write time (5 minutes): Participants write down their answers

Share with a partner (10 minutes): Pair up participants. Each person has 5 minutes to share their response and answer questions from their partner. Then switch so each partner gets a turn.

(Optional) Small groups (10 minutes): Put participants in groups of 4 for share-outs and conversations.

(Optional) Homework prompts: Expand your response into a report, picture, poem, essay, short story, song, or performance. Or, write your own discussion question for the group.