

Lesson Script

THIS SCRIPT IS TO BE USED AS A GUIDE TO ACCOMPANY THE SLIDE DECK FOR THIS YIP LESSON FOR PRESENTATION IN PERSON OR VIRTUAL (SYNCHRONOUS OR ASYNCHRONOUS-PRE-RECORDED).

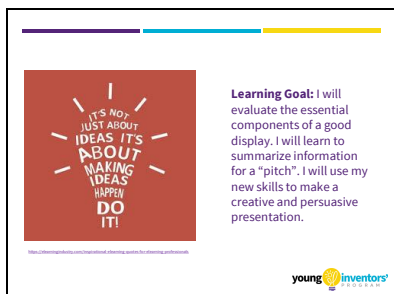
TEACHER MAY ADD SPECIFIC GREETINGS AND COMMENTS AS NEEDED AND MAKE CHANGES TO MEET CLASS NEEDS USING THE LESSON PLAN IN THE YIP CURRICULUM.



[TEACHER MAY MODIFY INTRODUCTION TO LESSON AS NEEDED.]

Welcome to our final session of our invention unit with the Young Inventors' Program.

Today we are going to cover YIP Lesson Eight: Presenting Your Invention



By the end of this lesson, you will be able to identify the features of your invention that make it original and then think of a name and a display to showcase the uniqueness of your idea. You will learn about marketing and how to use the best fonts and color combinations for displaying information in a way that people can understand. Finally, after putting everything together in a visual display, you will also develop a persuasive speech to tell others about your invention and why they want to use it.

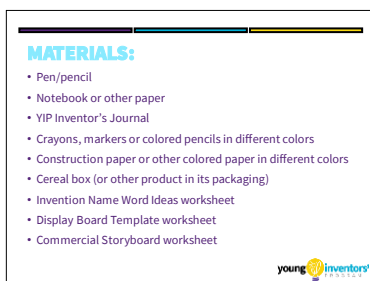
Today's lesson has several different parts, and it may take you more than one session as well as some independent work time to complete everything for your invention presentation.

NOTE:
IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES TO GIVE CLEAR AND SPECIFIC INSTRUCTIONS FOR THE ASSIGNMENT,

LESSON 8: Presenting Your Invention

INCLUDING EXPECTATIONS AND REQUIREMENTS. YOU MAY ALSO SHARE ANY RUBRICS OR PLAN FOR ASSESSMENT FOR THE PRESENTATION (VISUAL AND /OR ORAL). BEGIN SLIDES WHEN READY TO RESUME.

IF PRE-RECORDING, TEACHER MAY WISH TO STOP SCREEN SHARE TO GIVE CLEAR AND SPECIFIC INSTRUCTIONS FOR THE ASSIGNMENT, INCLUDING EXPECTATIONS AND REQUIREMENTS. YOU MAY ALSO SHARE ANY RUBRICS OR PLAN FOR ASSESSMENT FOR THE PRESENTATION (VISUAL AND /OR ORAL). BEGIN SCREEN SHARE WITH SLIDES WHEN READY TO RESUME.



Today's lesson is divided into several parts and you will need different materials for each one. So, before we begin, gather everything you need, so that you are ready when we get to each activity.

- Pen or pencil
- Notebook or other paper
- YIP Inventors Journal
- Crayons, markers or colored pencils in different colors
- Construction paper in different colors
- Cereal box (or other product in its packaging)
- Invention Name Word Ideas worksheet
- Display Board Template worksheet
- Commercial Storyboard worksheet

IF PRE-RECORDING YOU MAY SAY:

If you want to pause the video while you collect your things, go ahead and press Pause. Then hit Play when you are ready.

LESSON 8: Presenting Your Invention



You have done a lot of work on your invention so far, and now it's time to showcase your new idea to our community (peers, family members, friends, judges, etc.) To create an effective presentation, you must highlight the most important features of your invention and then explain the purpose for developing the idea and how it works. Using clear descriptions and making a visually appealing display will make your presentation much stronger.

Think about advertisements and commercials you see all around you—on tv, in magazines, in stores on signs along the road. What stands out about them?

NOTE:
IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND ASK STUDENTS TO DISCUSS. BEGIN SLIDES WHEN READY TO RESUME.



First, you need to name your invention. If you have not already thought of a name, this activity will help you brainstorm. And, if you have a name picked out, this activity may help you make sure that you have picked a good one.

Just like a product we see in the store, an invention needs a strong, descriptive name. Think about the names of products you like. Why do you like these names or why do they stand out?

NOTE:
IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND ASK STUDENTS TO DISCUSS THE QUESTIONS ABOVE. OR, ASK THEM TO FIND AN EXAMPLE OF A PRODUCT THAT HAS A STRONG NAME AND/OR ONE THAT HAS A POOR NAME TO SHARE WITH THE GROUP. BEGIN SLIDES WHEN READY TO RESUME.

IF PRE-RECORDING, TEACHER MAY WISH TO STOP SCREEN SHARE AND ASK STUDENTS TO TAKE A FEW MINUTES TO WRITE DOWN THEIR RESPONSES TO THE QUESTIONS ABOVE OR TO TALK ABOUT THEM WITH SOMEONE AT HOME. OR, ASK THEM TO FIND AN EXAMPLE OF A PRODUCT THAT HAS A STRONG NAME AND/OR ONE THAT HAS A POOR


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NAME AND WRITE ABOUT WHY THE NAME IS STRONG OR POOR. BEGIN SCREEN SHARING SLIDES WHEN READY TO RESUME.

NAMING YOUR INVENTION

Your invention name should...

- Be easy to pronounce.
- Be easy to remember.
- Describe your invention in some way.
- Be fun and creative.



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Remember that invention names should be easy to pronounce and easy to remember. Names should also describe the invention in some way. You want people to have some idea of what the product is if they just hear the name but cannot see it. And of course, you want the name to be catchy so it's fun to say and it sticks out.

ACTIVITY:

HELLO
MY NAME IS

NAME THAT PRODUCT

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So let's give it a try.

CHALLENGE:

Imagine you work in a company that has a new product on the market. You must think of a name for this new product.

Choose one:

- A new dog or cat food
- A new carnival ride
- A new toothpaste
- A new kid's magazine



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Imagine you work in a company that has a new product on the market. You must think of a name for this new product.

NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES. TEACHER MAY DIVIDE STUDENTS INTO GROUPS TO WORK TOGETHER OR HAVE THEM WORK ALONE. ASSIGN STUDENTS A PRODUCT TO NAME FROM THE LIST IN THE SLIDE OR ASK THEM TO CHOOSE ONE. BEGIN SLIDES WHEN READY TO RESUME.


IF PRE-RECORDING, TEACHER MAY WISH TO STOP SCREEN SHARE AND ASK STUDENTS TO CHOOSE ONE OF THE PRODUCTS LISTED IN

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THE SLIDE, OR ASSIGN THEM ONE TO NAME. BEGIN SCREEN SHARE WITH SLIDES WHEN READY TO RESUME.

INSTRUCTIONS:

1. Take 5 minutes to brainstorm your idea.
2. If you feel stuck, look at the Invention Word Name Ideas Worksheet for inspiration.
3. Write down all of your names.
4. Then, chose your favorite name.
5. Share your product name.



You will have five minutes to work and come up with a name. You may use the Invention Word Name Ideas Worksheet for inspiration if you wish. As always when brainstorming, write down everything you think of, you may want to go back to an idea later. Once you have a list of a few possible names, then begin to narrow it down to your top choice.



Ready...Set...Go!

NOTE:
ALLOW STUDENTS TIME TO WORK. WHEN FINISHED, ASK THEM TO SHARE.

IF PRE-RECORDING, TEACHER MAY WISH TO ASK STUDENTS TO PAUSE THE VIDEO AND TAKE 5 MINUTES TO THINK OF A NAME FOR THE ASSIGNED PRODUCT. WHEN READY, THEY MAY RESUME THE VIDEO.

THINK ABOUT:

- What strategies did you use to brainstorm?
- What key words did you want to use?
- Did you try to combine or rearrange words as you thought of them?
- What do you like best about the name you chose?

Those are some great ideas! So let's reflect. What strategies did you use to start your brainstorm? What key words did you want to use? Did you try to combine or rearrange words as you thought of them? What did you like best about the name you chose?

NOTE:
IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND ASK STUDENTS TO DISCUSS THE QUESTIONS ABOVE. BEGIN SLIDES WHEN READY TO RESUME.


STUDENT PROVING BEHAVIOR ACTIVITY:
NOW IS A GOOD TIME TO INSERT ONE OF THE RECOMMENDED STUDENT PROVING BEHAVIOR ACTIVITIES FROM LESSON 8 PLAN INTO THE LESSON. STOP SLIDES AND/OR SCREEN SHARE TO LEAD ACTIVITY. BEGIN SLIDES WHEN READY TO RESUME.

LESSON 8: Presenting Your Invention

THE DISPLAY BOARD

Your display board is a chance for you to showcase important information about your invention.

There are some requirements, but it is also a way for you to show off your creativity!



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The next step in creating your presentation is to design and make a display board for your invention. This display will be shared with others in our school Invention Fair. Displays may be tri-fold boards or digital displays.

NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES TO GIVE CLEAR AND SPECIFIC INSTRUCTIONS FOR THE DISPLAY BOARD. SHARE ANY RUBRICS OR PLANS FOR ASSESSMENT FOR THE PRESENTATION (VISUAL AND /OR ORAL). BEGIN SLIDES WHEN READY TO RESUME.


IF PRE-RECORDING, TEACHER MAY WISH TO STOP SCREEN SHARE TO GIVE CLEAR AND SPECIFIC INSTRUCTIONS FOR THE DISPLAY BOARD. SHARE ANY RUBRICS OR PLANS FOR ASSESSMENT FOR THE PRESENTATION (VISUAL AND /OR ORAL). BEGIN SCREEN SHARE WITH SLIDES WHEN READY TO RESUME.

THE DISPLAY BOARD

Requirements:

All display boards must have the following information in one consolidated place on the front or back of the poster.

- Student(s) Name(s)
- Project Name
- Student(s) Grade(s)
- Student(s) School
- School City, State



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Here are some items of information you must have on the front of your display.

- Your name (and your partner's name if you have a partner)
- The name of your invention
- Your grade (for both you and your partner if you have a partner)
- Your school (for both you and your partner if you have a partner)
- And the city and state where your school is

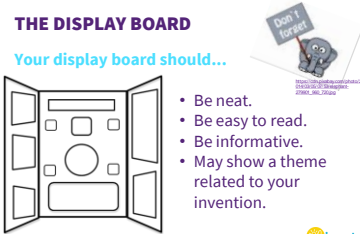
NOTE:

THE ITEMS ON THE SLIDE ARE ALL REQUIRED FOR PRESENTATION AT THE NORTHERN NEW ENGLAND INVENTION CONVENTION AND THE INVENTION CONVENTION US NATIONALS. IF YOU HAVE DIFFERENT REQUIREMENTS, PLEASE ADJUST THEM AS NEEDED.

LESSON 8: Presenting Your Invention


THE DISPLAY BOARD

Your display board should...



- Be neat.
- Be easy to read.
- Be informative.
- May show a theme related to your invention.

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Good displays are visually appealing: they are neat, easy to read and sometimes present a theme related to the invention or the problem it solves. For example, if your invention helps dogs, maybe you have pictures of dogs around the boarder, or frame sections of information in a boarder that looks like a fancy dog leash.

WHAT DO YOU SEE?



- What do you notice first about this cereal box?
- How does the company get you to want to buy the cereal?
- What elements make the box stand out?

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So let's look at an example of an advertisement - a type of display. It highlights a product and tries to get you to buy it. What do you notice first when you see this product? How does the company convince you to buy the cereal? What features on the box stand out most to you?

NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING STOP SLIDES TO SHOW YOUR OWN EXAMPLE OF A PRODUCT ADVERTISEMENT. LEAD A DISCUSSION USING THE QUESTIONS ABOVE. BEGIN SLIDES WHEN READY TO RESUME.

IF PRE-RECORDING, TEACHER MAY WISH TO STOP SCREEN SHARE TO SHOW YOUR OWN EXAMPLE OF A PRODUCT ADVERTISEMENT. THEN ASK STUDENTS TO THINK ABOUT THE QUESTIONS ABOVE. OR, YOU MAY JUST CONTINUE TO STAY ON THIS SLIDE AND LOOK AT THE EXAMPLE BOX OF CEREAL. BEGIN SCREEN SHARE WITH SLIDES WHEN READY TO RESUME.

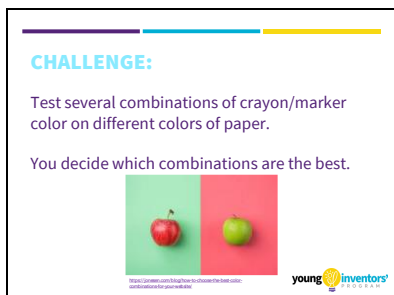
LESSON 8: Presenting Your Invention



First, let's look at colors. It may sound funny, but there are actually people who study the psychology of color- how different colors determine how we react and behave. Advertisers use this science to help them create commercials and displays that will be most appealing.

For example, did you know that green and blue can make you feel calm? And red is seen as threatening or urgent (think about a stop sign...what color is it?) But red also can stimulate appetite and make us hungry (I bet you'll never drive by a McDonald's again without thinking about this!) Purple can signify a sense of wisdom or royalty and creativity (think about Yahoo the web browser whose logo is purple or the Wonka candy company who also uses purple).

So let's test it out.



NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES TO DEMONSTRATE YOUR OWN EXAMPLES. WRITE WITH BLUE ON YELLOW PAPER, THEN WRITE WITH RED ON PURPLE PAPER. ASK FOR STUDENT REACTIONS TO THESE EXAMPLES. BEGIN SLIDES WHEN READY TO RESUME.

IF PRE-RECORDING, TEACHER MAY WISH TO STOP SCREEN SHARING THE SLIDE SHOW AND HOLD UP YOUR OWN EXAMPLES OF BLUE WRITING ON YELLOW PAPER, AND RED WRITING ON PURPLE PAPER. THEN YOU CAN ASK THE STUDENTS TO THINK ABOUT THEIR REACTIONS TO YOUR EXAMPLES. OR YOU MAY JUST CONTINUE TO STAY ON THIS SLIDE AND ASK STUDENTS TO DO THE ACTIVITY BELOW. BEGIN SCREEN SHARE WITH SLIDES WHEN READY TO RESUME.

LESSON 8: Presenting Your Invention

INSTRUCTIONS:

1. Test the following crayon combinations on paper (or use the computer):
 - A purple crayon on a black background.
 - A yellow crayon on a white background.
2. Test other color combinations of your choice.



Try for yourself. Pick some different color combinations and write a few words on pieces of paper in different colors. Which combinations do you like best? Which are easiest to read?

THINK ABOUT:

- What color combinations work best?
- What combinations do not work?
- What is your favorite combination? Why?



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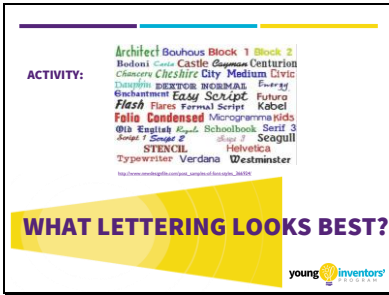


As you experiment and think about your invention display, ask people at home to give their opinions about the different combinations. Ask yourself and ask them to tell you what combinations they like best and why? Use this information as you make your presentation.

NOTE:

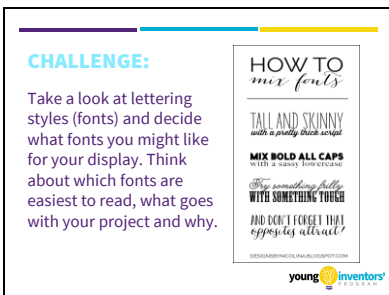
IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND HAVE A CLASS DISCUSSION. BEGIN SLIDES WHEN READY TO RESUME.

LESSON 8: Presenting Your Invention



Ok, so now that we've talked about colors, let's think about lettering styles, also called fonts. Just like colors, some fonts are easier to read and stand out more than others. So how you write on your display, either in your own handwriting or if you type on the computer, will affect how well people can read your information. There are good and not so good things about both typed and handwritten displays and both are perfectly acceptable for your invention displays.

NOTE:
IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND ASK STUDENTS TO SHARE PROS AND CONS OF TYPED AND HANDWRITTEN DISPLAYS. BEGIN SLIDES WHEN READY TO RESUME.



Take a look at and think about the fonts you may have on your own computer. Many computers come with a long list of different lettering styles, and you can also find more fonts online and download them with permission from an adult at home.

LESSON 8: Presenting Your Invention

INSTRUCTIONS:

1. Look at the fonts provided.
2. Make observations about the font styles.
3. Decide which fonts work best for:
 - >Titles (larger lettering)
 - >Sentences (smaller lettering)
4. Think about which fonts go together.

I'm going to switch slides to show you a set of examples of different kinds of fonts and how they might be used.

NOTE:

TEACHER SHOULD SWITCH TO THE SLIDE DECK WITH THE FONT EXAMPLES.

TEACHER WILL GO THROUGH THE FONTS WITH THE STUDENTS AND ASK THEM TO DECIDE WHICH FONTS WORK FOR TITLES AND BIG WORDS, WHICH ONES WORK FOR DESCRIPTIONS AND LONGER SUMMARIES.

WHEN SHOWING THE FONT SLIDE DECK:

IF IN-PERSON OR SYNCHRONOUS RECORDING, ASK STUDENTS ABOUT THEIR REACTIONS TO THE FONTS AS EACH SLIDE IS SHOWN.

WHEN FINISHED THE FONTS, RETURN TO THE LESSON 8 SLIDE DECK TO CONTINUE THE LESSON.

THINK ABOUT:

- Which fonts work best for titles?
- Which ones work best for titles (larger letters)? Why?
- Which ones work best for sentences (smaller letters)? Why?
- Which ones do not work? Why?
- Which ones do you want to use?

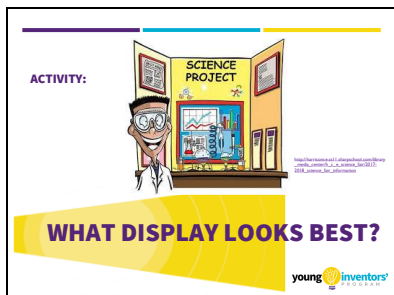


As you experiment and think about your invention display, ask people at home to give their opinions about the different lettering styles. And then, find some advertisements and product packaging and examine the fonts they use. Ask yourself and ask them to tell you which ones they like best and why? Use this information as you make your presentation.

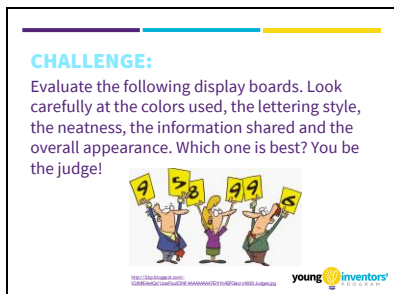
NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND HAVE A CLASS DISCUSSION. BEGIN SLIDES WHEN READY TO RESUME.

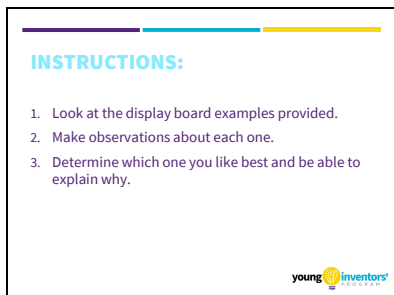
LESSON 8: Presenting Your Invention



Finally, it's time to put it all together. How can you make the best display to show off your brilliant invention idea?



Let's take a look at some examples of real invention displays boards by students just like you. Some of these examples are stronger than others. Which ones do you like best? You be the judge!



I'm going to share a few pictures of displays. Take a minute to think about each one and write down some of your observations. What stands out? Is it easy to read? Do you like the colors? Is there a theme? Can you easily figure out what the invention is?

NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, ASK STUDENTS TO DISCUSS AS YOU STOP AT EACH SLIDE.

IF PRE-RECORDING, TEACHER MAY WISH TO PAUSE BEFORE WALKING STUDENTS THROUGH A FEW OF THE FEATURES THAT MAKE THE DISPLAY GOOD AND ONES THAT NEED IMPROVEMENT.

LESSON 8: Presenting Your Invention



NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, ALLOW STUDENTS TO SHARE THEIR OBSERVATIONS.

IF PRE-RECORDING, TEACHER MAY WISH TO PAUSE BEFORE SHAIRNG YOUR OWN OBSERVATIONS:

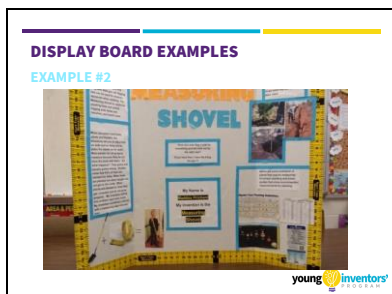
Here are a few things I notice first about this display:

- The red really stands out and I lose focus on the information which is the important part of the display because it communications what I need to know.
- I can barely read the title- it is small and light in color.
- It is a bit messy looking.
- However, I do like that there seems to be a good amount of information shared (there are descriptions and summaries placed well throughout the board)
- Spacing is good- the information is spread on all 3 panels and does not seem cramped.
- Overall, this display could be improved.

NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, ALLOW STUDENTS TO SHARE THEIR OBSERVATIONS.

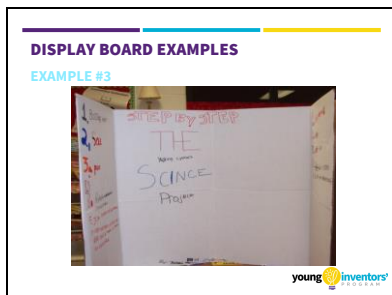
IF PRE-RECORDING, TEACHER MAY WISH TO PAUSE BEFORE SHAIRNG YOUR OWN OBSERVATIONS:



Here are a few things I notice first about this display:

- It's fun and creative. The measuring tape boarder makes me want to read more.
- The blue, yellow and orange colors go well and stand out on the white background.
- The name of the invention is large and clear.
- There are pictures to show different stages of the invention process.
- But, some of the information sections look long, and may be harder to read.
- The information on the right side is a bit squished and looks cluttered as a result.
- Overall, this is a strong display.

LESSON 8: Presenting Your Invention



NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, ALLOW STUDENTS TO SHARE THEIR OBSERVATIONS.


IF PRE-RECORDING, TEACHER MAY WISH TO PAUSE BEFORE SHAIRNG YOUR OWN OBSERVATIONS:

Here are a few things I notice first about this display:


- I like how it is authentic- the inventor did it on their own which makes me feel that they probably did their invention independently too.
- I like that the steps, 1., 2., 3. ... are listed on the left side to describe the process
- I like that the font colors are bright and easy to read.
- I see the title of the project clearly, which is good, but “The Science Project” is not descriptive, so I don’t really know what it’s about.
- There is a lot of unused or “white” space on the board, so more information can be shared.
- I do not see any pictures and photos can help tell the story of the invention.
- Overall, this display is a work in progress, and just needs a few more elements to make it stronger.

THINK ABOUT:

- Which displays stood out? Why?
- Which display was easiest to understand? Why?
- Which display is neatest?
- Which displays need improvement? How could you improve them?



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As you experiment and think about your invention display, ask people at home to give their opinions about the different lettering styles. And then, find some advertisements and product packaging and examine the fonts they use. Ask yourself and ask them to tell you which ones they like best and why? Use this information as you make your presentation.

NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND HAVE A CLASS DISCUSSION. BEGIN SLIDES WHEN READY TO RESUME.

STUDENT PROVING BEHAVIOR ACTIVITY:

NOW IS A GOOD TIME TO INSERT ONE OF THE RECOMMENDED STUDENT PROVING BEHAVIOR ACTIVITIES FROM LESSON 8 PLAN


LESSON 8: Presenting Your Invention

INTO THE LESSON. STOP SLIDES AND/OR SCREEN SHARE TO LEAD ACTIVITY. BEGIN SLIDES WHEN READY TO RESUME.

THE PRESENTATION

Your presentation is your opportunity to speak about your invention and the problem it solves.

Following your presentation, your audience may ask you questions, so you also want to be prepared to explain more about what you did during your invention process.



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Ok, so we've talked a lot about the display part of the presentation, and I think you have a good idea of what makes a display the best it can be. But what about the oral presentation- the part when you have to present your invention to someone who is looking at your display? You want your words to tell the story of your invention and you want it to match with what your display is showing at the same time.

In an oral presentation, you not only have to be prepared to tell someone about your project, but you also need to be prepared for someone to ask you questions about it. Questions are not a bad thing, so there is no need to be nervous. Questions show that someone is interested in what you have to say and so it is a chance for you to share more.

THE PRESENTATION

In your presentation, you should...

- State your name and age.
- State the name of your invention.
- Give a short description of what your invention does.
- Highlight the originality of your invention.
- State the cost of your invention and where someone can buy it.
- Use words and visuals that will make your invention sound or look interesting and appealing.



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So what should you make sure you cover when you are presenting your invention? There is a long list, and not everything will apply to your specific project, but in general you want to cover the basics: Who?, What?, Why? And How?

NOTE:
GO OVER EACH REQUIREMENT ON THIS LIST. ADD ANY ADDITIONAL REQUIREMENTS OR COMMENTS AS NEEDED.


NOTE:
IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES TO GIVE CLEAR AND SPECIFIC INSTRUCTIONS FOR THE ORAL PRESENTATION. SHARE ANY RUBRICS OR PLAN FOR ASSESSMENT. BEGIN SLIDES WHEN READY TO RESUME.

NOTE:
IF PRE-RECORDING, TEACHER MAY WISH TO STOP SCREEN SHARE TO GIVE CLEAR AND SPECIFIC INSTRUCTIONS FOR THE DISPLAY BOARD. SHARE ANY RUBRICS OR PLAN FOR ASSESSMENT FOR THE PRESENTATION. BEGIN SCREEN SHARE WITH SLIDES WHEN READY TO RESUME.


LESSON 8: Presenting Your Invention

ELEMENTS OF A GOOD PRESENTATION

- Try not to say “uh” or “um” or “like”.
- Know your invention or topic well.
- Anticipate questions that the judges will ask and prepare a few simple answers.
- Answer the questions without too much extra information.



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The oral presentation is not just about what you say and the information you give, but how you deliver it is also important. You want to be confident- after all you are the expert...no one knows more about your invention than you do! Speak with confidence. Let me share a few tips:


- Try to avoid saying “like”, “uh”, “um”, or “ya know”. This is hard...practice with someone at home. I love the 60 second word challenge. Ask someone at home to give you a topic to talk about, then ask them time you for 60 seconds- 1 minute. See if how long you can talk without saying one of the trigger words I just said. This is a really fun game to play at dinner or to play with friends.

NOTE:
IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND PLAY THIS GAME. BEGIN SLIDES WHEN READY TO RESUME.

- Think about questions someone may ask so you are ready when they ask them. And when they do ask a questions, try to focus on only answering that question without going off in another direction. Practice with friends and people at home. What questions do they have?


QUESTIONS OTHERS MAY ASK

- How did you come up with your idea for your invention?
- How does it work?
- What is your invention made of?
- What problem does your invention solve?
- What was your favorite part of the inventing process?



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Brainstorm other questions!

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Here are a few frequently asked questions that might help you prepare.

- How did you come up with your idea?
- How does it work?
- What problem does your invention solve?
- What challenges did you face as you designed your invention?
- What was your favorite part of the process?

What other questions might you be asked? Think about it.

NOTE:
IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND ASK STUDENTS TO THINK OF OTHER QUESTIONS PEOPLE MAY ASK THEM. DISCUSS. BEGIN SLIDES WHEN READY TO RESUME.

LESSON 8: Presenting Your Invention

WATCH:

Invention Commercial video:

<https://www.youtube.com/watch?v=REfhL8P9d98>



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Let's watch this video which shows a few presentations by students like you.

NOTE:

THIS YOU TUBE VIDEO IS ABOUT 12 MINUTES LONG, YOU MAY WANT TO PREVIEW THE VIDEO AND PRE-SELECT ONLY A FEW COMMERCIALS TO SHARE WITH THE CLASS.

[PLAY VIDEO]

Link: <https://www.youtube.com/watch?v=REfhL8P9d98>

RETURN TO SLIDES WHEN READY TO RESUME.

LET'S TALK

What did you notice about these presentations.

- Which commercials were most memorable? Why?
- Which invention do you want to buy after watching? Why?
- What qualities made for a strong presentation?
- What questions would you ask?
- Did the presenter seem prepared?
- Why is it important for an inventor to be able to advertise or talk about their invention to others?

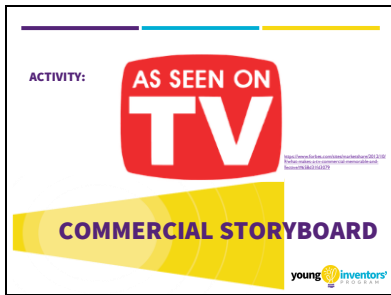
young inventors' PROGRAM

Which commercials/inventions were most memorable? Why?
Which invention do you want to buy after seeing the commercial?
Why?
What qualities made for a strong “pitch”?
Why is it important for an inventor to be able to advertise or talk about their invention to others?

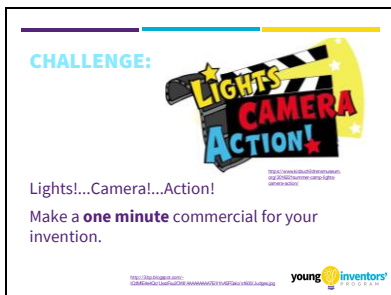
NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND ASK STUDENTS TO REACT TO THE VIDEO. DISCUSS THE QUESTIONS ABOVE. BEGIN SLIDES WHEN READY TO RESUME.

LESSON 8: Presenting Your Invention



So now it's time to practice.



I am going to give you some time to work so that you can make your own **one-minute** commercial for your invention. You can use the Commercial Storyboard worksheet to help you.

NOTE:

IF DONE AS IN-CLASS ACVITITY, TEACHER SHOULD PRVIDE TIME TO WORK ON COMMERCIALS IN CLASS BEFORE STUDENTS PRESENT TO THE GROUP. TEACHER MAY WISH TO VIDEO RECORD THE COMMERCIALS TO PLAY BACK FOR STUDENTS AS A FUN TEACHING TOOL.

IF STUDENTS ARE WORKING VIRTUALLY OR AT HOME, TEACHER SHOULD GIVE INSTRUCTIONS FOR HOW MUCH TIME STUDENTS SHOULD SPEND WORKING ON THEIR COMMERCIALS AND HOW STUDENTS SHOULD RECORD AND SUBMIT THEM OR, ASK THEM TO PRESENT THE COMMERCIAL TO SOMEONE AT HOME.

LESSON 8: Presenting Your Invention

INSTRUCTIONS:

1. Think about your invention. What problem does it solve? What features make it unique? Why should other people want to use it?
2. Draw and write ideas for your commercial to plan it out. What do you want to say?
3. Use the Commercial Storyboard Worksheet to plan your commercial.



As you develop your commercial and write your script (what you are going to say), think about what information is most important to share to tell someone about your invention and why they should want to use it.

What problem does your invention solve? What features make it unique? How is it different than similar products? How will it make someone's life easier?

Use your Commercial Storyboard worksheet to help you plan.

INSTRUCTIONS:



4. Make **one minute** commercial.
5. Practice at home.
6. Share with someone.



Once you have your outline of what you want to say and what you want to show, then put your commercial together. Practice it at home by yourself. Try it in front of a mirror so you can see what you look like or record yourself and play it back. Then, do it for someone else. The more you practice the more comfortable you will be. Try not to read from the script. If you need prompts that's ok, but you do not want to read with your head down looking at a piece of paper- you want to look at your audience.

LESSON 8: Presenting Your Invention

THINK ABOUT:

- What information is important to share with your audience?
- How can you make your commercial creative?
- What can you do as a speaker to make sure your audience can see and hear you?
- How can you prepare for questions you may be asked?



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After you have made your commercial and presented it to someone, think about these questions.

Did you address them in your commercial? What can you do to make sure your audience can see and hear you well? Was your commercial creative? Does the viewer know what your invention is about at the end?

NOTE:

IF IN-PERSON OR SYNCHRONOUS RECORDING, STOP SLIDES AND HAVE A CLASS DISCUSSION. BEGIN SLIDES WHEN READY TO RESUME.



Today I learned...

To identify the unique features of my invention and then create an effective visual and oral presentation using effective marketing and communication skills.

Today I learned how to be a successful entrepreneur.



We covered a lot today- the presentation and communication is a big part of your invention journey. It shares the hard work you did and your bright ideas and creativity so that others can recognize you for your efforts. Effective communication, both in a visual display and in an oral presentation are valuable skills in life and you are well on your way to being a pro.

NOTE:

STOP SCREEN SHARE AS YOU SPEAK DIRECTLY TO STUDENTS TO CLOSE THE YIP PROGRAM AND EXPLAIN ANY NEXT STEPS FOR STUDENTS SUCH AS PLANS FOR YOUR INVENTION FAIR.

And, congratulations! With this final lesson, you have reached the end of your invention journey. While you can certainly take more time to develop and test your design, and to make your presentation, you have completed all of the lessons in the Young Inventors Program.

NOTE: ONLY FOR INDEPENDENT STUDENTS WORKING AT HOME

If you are inventing at home as an Independent Inventor and you wish to showcase your invention at the Independent Student Invention Fair and be eligible to be selected for the Northern New England Invention Convention, please go to the Academy of Applied Science website at www.fuelthepark.org, for information on how to register and participate.