



AFTER SCHOOL ACTIVITY PLAN

SESSION 6: Presenting Your Invention

LESSON OVERVIEW

Students will consider how to present their invention to others in a visual and oral presentation. This lesson guides students through the process of naming their invention and designing a creative and informative display that effectively communicates the purpose of the invention and the process followed to create it. Basic marketing and communication elements will introduce students to develop an effective presentation or “pitch” to share their invention ideas.

OBJECTIVE

Students will be able to identify the features of their invention that make it original and then create a name and a display to highlight the uniqueness of their idea. Students will understand aspects of marketing in order to best present their invention. They will also learn to summarize information and decide what information is most important to share. Students will be able to understand what elements are required to make a compelling and persuasive presentation to an audience. Students will be able to develop an effective and purposeful speech within a given time limit and will be able to strategize to eliminate anxiety associated with public speaking.

MATERIALS

- YIP Inventor’s Journal
- Video: Invention Convention Worldwide, An Inventor Presentation: PB Singles Promo Video [PB Singles PromoVideo - NICEE 2017 - YouTube](#) (3:55)
- Invention Name Word Ideas Worksheet
- Display Board Template Handout
- Cereal Box (or other product advertisement)
- YIP Examples of Display Boards
- Computer/Device and/or projector to show Examples of Display Boards (optional)
- Colored paper
- Markers or colored pencils
- Other materials for making display boards (item such as construction paper, computer and printer paper, glue)
- Video camera (optional for recording student commercials)
- Pens/pencils
- Notebook or other paper for writing and drawing
- YIP Participant Certificates (optional, ordered in YIP Pack)

Teacher/Leader Preparation:

- Set up computer or device to show examples of Display Boards and to share video of inventor presentation, PB Singles Promo Video (both optional)
- Set up any materials to create a “maker space” for your students to make display boards.

TEACHER/LEADER TIPS

The Session 6 Activity Plan should be presented as the final lesson in the program. If possible, plan a showcase/invention fair to be separate from your program or build it in to your pacing and it will be the final session.

If Session 6 is your final session and there is no other showcase, you will want to spend your time guiding students through the last step of the design process: Communication. You will help students share their inventions and talk about their process by creating a presentation or pitch, and a display board.

If you are hosting your showcase/invention fair during this final session, you will want students to arrive to the session prepared to present their inventions. You can opt to do a showcase just among participants in the program, invite family and friends, or invite the school community. If you are hosting an invention fair, with judges for your final session, you may plan accordingly. Resources to support you in hosting an invention fair, including judge rubrics and score sheets can be found on the YIP website under Teacher Resources, <https://www.unh.edu/leitzel-center/young-inventors-program/teach/teacher-resources>.

If you have a separate date for your showcase/invention fair, you can follow the Session 6 Activity Plan below. Be sure to share any details and expectations for your showcase/invention fair with your students at the end of the session so they are well prepared for your event.

If this is your final session, remember to distribute YIP Participant Certificates to all inventors. You can make certificates or order them with your YIP Pack. Contact the YIP Director if you need more resources.

Note: For the Northern New England Invention Convention and the Invention Convention US Nationals, students must complete the following:

- *Prototype/Model- may be working or non-working; or a labeled and detailed drawing of the design*
- *YIP Inventor’s Journal or other invention logbook*
- *3-panel Display Board (see specific requirements)*
- *Presentation/Pitch- 3-6 minutes of a prepared oral presentation (see recommendations)*
- *Pre-recorded Video Presentation- 3-6 minutes (see recommendations)*

INSTRUCTION & ACTIVITIES

Teacher may lead the following lesson plan with flexibility to adapt as needed to fit technology and class format:

Note: You may want to allow students to work on their final presentations at home before presenting at your showcase/invention fair. Or, you may have students complete their presentations during your final class period. Be sure to give clear and specific instructions to assign students independent work to be done at home (if applicable).

Teacher Instruction: Naming Your Invention

Now that you have finished your prototypes, it is time to showcase your inventions with others (peers, family members, friends, judges, etc.) To create an effective presentation, like a commercial, you must highlight the most important features of your invention and explain the purpose for developing the idea and how it works. Using clear descriptions and making a visually appealing display will strengthen your project.

First, your invention should have a name. Does anyone have a name for their invention yet?

Allow students to respond.

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? (Give examples such as Rice Krispies, Nike Air Max, Nintendo Switch, Orange Leaf, McDonald's, Target)

Allow students to respond

When you name your invention, you want the name to be easy to pronounce and easy to remember. Names should also describe the invention in some way.

Activity: Name that Product

Note: This activity is optional but may be helpful to help get students thinking creatively about naming their inventions.

Divide the class into groups of 3-4. Assign each group one of the following products:

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

1. Imagine that you work in a company that has a new product on the market. You must think of a name for the product.
2. You will have 5 minutes to brainstorm and select a name.

Allow students to brainstorm. Then, bring the groups together to share their product names.

Teacher Instruction:

Now, it's your turn to think of a name for your own invention, if you have not done so already. You may use the Invention Name Word Ideas worksheet (included in the YIP Inventor's Journal) to help you. Select one word/prefix/phrase from Group A and one word/suffix/phrase from Group B that seems to "fit" your invention. Put these words together, then try saying them quickly, then in reverse the order. Add other descriptive words and try different combinations to see if they can find something catchy. You should record all name ideas in your Inventor's Journal and select your invention name.

Once students have names for their inventions, ask them to do a gallery walk around the room to share their ideas with classmates. Ask them to record the number of votes each of their invention name choices get on the Invention Name Word Ideas worksheet (included in the YIP Inventor's Journal). After about 5

minutes of sharing, ask students to choose their final name. Remind students that they do not have to select the name that got the most votes, but that the popular choice may help them as they decide on their own.

Teacher Instruction: The Display Board

Note: Only lead this section if you plan to host a showcase/invention fair for competition. If you are hosting just a showcase or are not doing a showcase, you may skip ahead to the “Invention Presentation” part of this activity plan.

Note: If doing displays, be sure to have tri-boards for all students. They can bring them from home or you can provide them.

The next step is to design and make a display board for your invention. This display will be shared with others in the Inventor Showcase/School Invention Fair. You will use a tri-fold board to make your display., What do you think makes for a good display?

Allow students to share.

A display should be visually appealing: neat, easy to read, and may illustrate a theme related to the invention or problem it solves.

Here I have a cereal box (or use another product in its packaging). What do you like about it? What don't you like? How do companies make information look interesting to convince them that they need to buy a product.

As you make your display, think about how to highlight your invention. Use bold colors that stand out. You may even want to have a design theme...like snowy mountains, if your invention solves a problem we have in the winter or while we are doing a snow sport. Use neat handwriting or print your text from the computer and glue it on to your board. Be consistent and neat.

Note: Students may handwrite or type the text for their display. If typing, they can print their pieces, cut them out and attach them.

Activity: What Display Looks Best?

Note: This activity is optional but may be helpful to provide examples of displays.

1. I am going to show you a few examples of invention project displays.
2. For each example, think about what features stand out. What is good about the display and what could be improved and why?

Share examples of displays. Allow students to respond.

Give students 15 minutes to work on their display. They may need to finish at home (if allowed and if you are having a showcase/invention fair at a later time.)

You will make your own display board to present your invention.

Explain the expectations and requirements for the displays.

Note: You may change requirements as needed for the class. However, the following are required components for competition at the Northern New England Invention Convention and the Invention Convention US Nationals.

Display Board Requirements:

The maximum size of the tri-fold boards, with the wings folded in, the Display Board can only take 24" of table space. Display boards must have the following information in one consolidated place on the poster:

- Student(s) Name(s)
- Name of Invention
- Student(s) Grade(s)
- Student(s) School
- School City, State
- Statement of the problem
- Explanation of the invention as a solution to the problem
- Details of model construction
- Diagrams of design

Teacher Instruction: The Invention Presentation

The final piece of your project is the presentation. This is where you get to tell others about your invention, how you thought of it, how you built it and how it will solve your problem and help others.

Let's look at this video of an invention presentation.

Share video: Invention Convention Worldwide, An Inventor Presentation: PB Singles Promo Video

Link: [PB Singles PromoVideo - NICEE 2017 - YouTube](#) 3:55 minutes

Facilitate a group discussion about the presentation.

- What did you notice about the presentation?
- What did the inventor do well?
- Why is it important for an inventor to be able to talk about their invention to others?

Activity: Commercial Storyboard

Note: This activity is optional but may be helpful as students practice presenting.

1. You are going to create a **one-minute** commercial for your invention and present it to a partner.
2. You will have 10 minutes to prepare your commercial and practice. You may use props if desired. Be sure to practice your commercial so that it takes no more than one minute. You will be timed when you are asked to share and you will have to stop even if you are not finished.

Note: You may choose to video the presentations so that students can later watch themselves. The videos are fun to watch, but are also valuable teaching tools as students can see themselves presenting and may be able to identify areas for improvement for the future.)

3. Allow students time to prepare. After 10 minutes ask students to find a partner.

4. So now, with your partner, you will share your commercial. I will time you. You must stop after one minute, even if you are not finished. It is important to be concise and clear as you present.
Time the first student for 60 seconds.
5. Switch roles and let your partner present. Again, I will time you.
Time the second student for 60 seconds.
6. Take a few minutes to talk to your partner and give feedback about the presentation. Remember that when giving feedback, you want to say something you liked about the commercial, something you did not understand or a question you have about it and then, finally, give one suggestion for how your partner might improve for next time.

Instruction: The Invention Presentation

This activity may be completed in class or at home as a take home assignment.

Finally, it is time for you to make your presentation about your invention. Your presentation must be 3-4 minutes. You can make notes and write out what you want to say, but when you deliver your presentation for the showcase/invention fair, you should try not to read directly from your notes- have some of your presentation memorized.

In your presentation, you want to include the following:

Note: You may change requirements as needed for the class. However, the following are required components for competition at the Norther New England Invention Convention and the Invention Convention US Nationals.

Presentation Requirements:

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

Again, your presentation can be no more than 4 minutes long. Time yourself when you practice so that you are able to tell your audience everything you want them to know about your invention before the time runs out.

Allow students time to work on their presentation.

Thank you for participating in YIP. Your inventions are unique and thoughtful. I know it was challenging at times, but you persevered and look at the result...a totally new product that will help make our community better.

Wrap up the program as needed- Distribute participation certificates if you are not hosting a showcase/invention fair. Provide any next steps or information about the upcoming showcase/invention fair if applicable.