



Invention Dimension Teacher's Guide

Welcome to the Teacher's guide for the **Invention Dimension Challenge**, sponsored by **JAKKS Pacific** and **Toys "R" Us**. We are offering this guide, along with a set of activities, as an adjunct to your curriculum to encourage your students to innovate, design and create. This Teacher's Guide will help spark your students' innovation and creativity as they do some great activities that teach them the concepts of inventing toys, sporting goods and games and help them bring out their creative skills. Plus, there's a grand prize on the line.

The Invention Dimension Challenge entries are accepted through the By Kids For Kids website (www.bkfk.com). One National Grand Prize winner will be selected and will receive sponsor prize packages worth \$2000 along with trips to NYC and LA. 4 Finalists will receive a \$250 JAKKS Pacific Prize Pack. There will also be one state winner selected in each of the 5 statewide challenges (MD, NJ, NY, VA, PA) with a \$500 JAKKS Pacific Prize Pack for each. Each National and Statewide winner will be able to nominate a teacher who was most inspirational in their invention process for a prize of \$500 worth of JAKKS Pacific School/Classroom supplies for the National winner's teacher and \$250 worth for each state winner's teacher.

As teachers, you have the power to influence your students to innovate and to help them explore their creative skills. And what's more rewarding than helping a young innovative mind grow? We encourage you to use this guide to help your students to investigate, experiment, design and create.

Start Today. Start Now. Spread Innovation!



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HOW TO USE THIS GUIDE

The Invention Dimension Challenge Teacher's Guide will help you guide your students to think like an inventor to come up with innovative designs & creations. The guide will help you teach problem solving, logic, mechanical reasoning and critical thinking; and it uses a project-based independent approach that allows your students to practice project management skills. The guide contains a complex set of activities that requires planning, time management, decision making, and exercises visual and verbal linguistic abilities.

Kids become actively involved in the things they find interesting. Inventing toys, games or sporting goods offers a fun way to teach the invention process. Kids acquire and practice new skills using this challenge as a motivating, culminating experience. This supports and reinforces the "real world" nature of this project-based experience. In addition, the activities will give you an authentic assessment of their capabilities. Using this guide will allow your students to practice creative and critical thinking skills as they

- make observations
- identify their own problem
- brainstorm solutions
- keep a journal
- research prior solutions
- design a model
- communicate their idea
- work independently
- name their product
- learn how to market their product

The guide uses various activities and brainsheets to guide kids through the process of coming up with ideas, submitting them online, and turning them into reality.

Use the activities in this Teacher's Guide along with the resources on the BKFK website to stretch your students' minds and engage them in real-world projects and challenges. The BKFK website offers a collaborative feature that allows your students the chance to evaluate each other's work. Throughout the activities in this guide, your students can store their ideas and critique each other's ideas using their "Idea Lockers". They can sign up for their individual idea lockers at bkfk.com.



WHAT IS THE INVENTION DIMENSION CHALLENGE

Welcome to the Teacher's guide for the Invention Dimension Challenge, sponsored by JAKKS Pacific and Toys R Us. We are offering this guide, along with a set of activities, as an adjunct to your curriculum to encourage your students to innovate, design and create. A collaboration between Jakks Pacific, a multi-brand company that designs, develops, produces and markets toys, leisure products and writing instruments for children and adults around the world, Toys R Us, the leading developer and publisher of interactive entertainment and games software, along with Edison Venture Fund and the United Inventors Association and By Kids For Kids, the leading resource for young innovators, the Invention Dimension Challenge challenges kids aged 6 - 19 to come up with ground-breaking ideas for toys, board games or sporting goods. The Invention Dimension Challenge offers an incredible opportunity to harness your students' interest in interactive games to stimulate innovation, creativity and high order thinking.

Contestants are encouraged to submit their innovative ideas in the following 3 categories below.

Board Games
Toys
Sporting Goods

The entry period is from October 1, 2009, Noon ET through January 29, 2010, Noon ET. All entries must be submitted online at bkfk.com.

Though prototypes are encouraged, please note that kids DO NOT have to come up with a working version of the product. These proposals are entirely conceptual. They are expected to submit details of their idea by answering questions on how they plan to develop their invention at bkfk.com. You can go to "Submit Ideas to Invention Dimension Challenge" at the end of this guide for more information.

TOY/ GAME/ SPORTING GOOD INVENTOR STORIES

Before you start working on the activities and lesson plans with your students, here are some inspiring invention stories of successful kid inventors to share.

Board Game Inventor:

“Repeat or You’re Obsolete”

At 13, Zach Levins invented “Repeat or You’re Obsolete” a hilarious, fast-paced game of memory madness. It contains everything needed to play an uproarious game and exercise your memory, improve your concentration, and develop your imagination at the same time. Players put their skills to the ultimate test as they make noises, act things out, create stories, make lists, and play with words. Already a hit with parents and educators, Repeat or You’re Obsolete™ was recently named one of the Best Products of 2008 by iParenting Media, and won the 2008 Best Children’s Product Award by the National Parents Publications Awards (NAPPA), in association with Parenting.com.



Sporting Good Inventor:

“Battie Caddy”

Austin Meggitt was traveling to the ball field on his bike for a baseball game when he nearly had an accident. He was trying to carry his baseball glove, bat and ball and steer his bike all at the same time! Lots of kids ride their bikes to the park to play baseball. It is difficult to carry their equipment and still have their hands free to steer their bike safely. He created a device that would fasten to the handle bars to carry a baseball glove, ball and bat. This would allow the rider to maintain proper control of the bike by eliminating the need to hang on to their equipment. In his family garage he designed and built his idea. Austin attached a plastic bar to the handlebars of his bike with tubing and used clamps to hold his bat. He put a hook for the glove and a pouch for the ball. He built his first Battie Caddy.



Toy Inventor:

“Flip-Itz”

Mathew & Justin were bored at a youth basketball banquet and started playing with lid supports from pizza boxes at the team party. Soon, every kid and parent in the room was flipping them everywhere and the boys decided this would be a great toy. They named their new invention Flip-Itz, a collectable, novelty toy which has many games to play, including the mindless past time of flipping, flopping, hopping and popping the plastic spider - like characters and just for the fun of it! Flip-Itz are portable, can be played anywhere and anytime, and are fun for all ages. The simplicity makes you feel exhilarated. The product comes in various themes, generic and licensed, and would also make a great QSR promotional product.



In addition to the above 3 inventions, you can also share winning ideas from the past winners of BKFK challenges. Explain to your class that they have a chance at winning too by entering this year’s challenge. You can find more invention stories at bkfk.com/InnovatorsDB



“EZ Transitional Training Wheels”

Jacob, 6 from California invented a new way to learn how to ride a bike. The training wheels adjust in and out on a scale of 1-10. Day 1 the wheels are all the way out which makes the bike very stable (like standard training wheels). Each day you progress to a higher number (the wheels move in closer to the bike) which makes the bike less stable and the rider better balanced.



“Hands on Hand Clap Games”

Ana, 12 from Pennsylvania invented an electronic game that lets you play hand clap games with only one person. She invented it because she liked hand clap games and did not always have someone to play with. All you need to do is choose your rhyme, your level and press start!



“Water Tag Game”

Russell, 12 from Connecticut invented a fun way to play tag, especially for the summer. Each player wears a vest that has four plugs with long ribbons of fabric. When any plug is pulled, water is released from the vest, getting the player soaked!



“Pop N Catch Lacrosse Stick”

When Moira was age 9, she wanted a way to practice lacrosse when she was by her self or with out the use of a large wall. Moira took the traditional lacrosse stick one step further and made it into a learning tool. *The Pop N Catch Lacrosse Stick* has a lacrosse ball connected to one end of a stretchy rope and the other end to the lacrosse stick. By doing this she made it possible to practice lacrosse all by your self.



“Awesome Soccer Juggler”

Frank was 10 when he decided he wanted to figure out a better way to count how many times he can juggle a soccer ball. He got tired of losing count or having someone else have to count for him. So, Frank invented *The Awesome Soccer Juggler*, his idea is a soccer ball with a built in counter. Now when Frank juggles a soccer ball he won't have to worry about losing count the ball will do it for him. He wants to use *The Awesome Soccer Juggler* and challenge his friends to see who can get to juggle the ball the most times.



“Roller Boggin”

Douglas enjoyed skateboarding but like many other kids, it took him a long time before he could stand up on the board. He decided to create something that was as much fun as skateboard but a whole lot easier, safer and cool. He combined his snow sled and skateboard to create a sitting or kneeling version of a skateboard. *The Roller Boggin* is propelled by hand, arm and upper body thrusting movements. Speed and height come from thrusting against a rolled outer edge. There are inside bungee-type cords inside the 'boggin' for additional thrusting power, steering and 'snap.'

You can read more about these young inventors and others at bkfk.com.

Research shows that learning happens during “play”. When children play they are engaged, excited and actively learning! Teachers can harness the engagement and interest in toys to teach problem solving and important 21st Century Skills when kids are asked to design and invent new toys and games! And since kids are “toy experts”, you should have no trouble motivating them to learn and practice these skills!

- A toy is something to play with, for children, adults or both. It offers amusement and a pastime.
- Play is an important outlet and learning experience for children (and adults).
- Using toys, children exercise their imaginations, act out problems they cannot talk about, practice assuming adult roles, and learn by doing.
- When playing games, they learn to take turns, how to be a good sport, challenge various thinking skills, and increase attention to detail and time on task.
- Most of all, play provides enjoyment and a safety outlet from the pressures of modern life!

Use these activities to help your students create a portfolio of real world products that demonstrate the integration of their thinking skills and the application of digital research literacy to creating real world products. They could create their portfolio in their very own Idea Locker at www.bkfk.com. Each student’s “Idea Locker” could be their own storage space where they can store and refine their ideas until they are ready to be submitted into the competition. They can sign up for one at www.bkfk.com.

Inventive Thinking Toolkit and Teaching Inventing

Inventing can be approached from any age group and is interdisciplinary. It works in any classroom and can involve Science, Social Studies, English, Math, Technology and Pre-engineering. The designing phase of inventing even involves art – so not only is every subject involved and used – your students will learn about how the subjects work together to create a new product.

Teachers know the educational benefit of inventive thinking. Problem solving, brainstorming, working independently and researching have been identified as twenty-first century skills that are needed for the workforce of tomorrow. Inventing teaches creative and critical thinking skills that kids need to be successful in this quickly changing global economy -- and is recommended by the National Education Association, the largest teachers’ union in America.

All of our activities are based on the **BKFK Inventive Thinking Toolkit**. Developed in association with the Rothschild Patent Model Museum and the United States Patent and Trademark Office, the 2007/2008 NEA endorsed BKFK Inventive Thinking Toolkit guides kids through the invention process. The Toolkit’s main goal is to develop and nurture the development of inventive thinking & problem solving skills. It provides educators, museum youth leaders, libraries and out of school programs, as well as families with inspiration and assistance to engage and excite youth. The Inventive Thinking Toolkit and complete teaching resources can be found on the BKFK web site: bkfk.com/toolkit

Teachers across America are discovering the importance of incorporating the “Inventive Thinking Process” into their classroom activities. They have used the BKFK Inventive Thinking Toolkit to practice inventive thinking skills of problem solving using elements of creative and critical thinking.

With this unit, play and creative thinking are harnessed in the service of teaching important problem-solving skills that can be applied in life long learning.

All lessons are correlated to National standards (found in appendix).

ACTIVITIES AND BRAINSHEETS

We bring you a set of activity sheets and brainsheets that will help you guide your students through the following steps of the design/invention process of creating toys, games and sporting goods:

- Brainstorm Ideas
- Identify Your Challenge
- Brainstorm Solutions
- Refine
- Design
- Name Your Product & Market Research
- Submit ideas to Invention Dimension

Each process comprises its own set of activities, which in turn moves kids closer to their final successful design for the competition. We have designed this in such a way to allow you the flexibility and control to assign much of the work as a self-guided independent exercise.

All relevant Brainsheets, activities and other supporting materials can be found in the activities section.

Step 1. Brainstorm:

Introduce the **Invention Dimension Challenge** to your class and get them thinking about inventing. Here are some introductory activity ideas that can get them into the inventing mood!

Activity a: Gather together some toys and games from your own child's collection (or borrow some) OR have the students bring in a toy or game they enjoy using. You can use these examples to stimulate thinking about toys and games. If you have each student bring a favorite toy or game to share with the class, tell them to only bring toys or games they feel comfortable sharing with other classmates. (Favorite toys and games can be something very personal and they may not want to share their most precious toys!)

Have the students sit in pairs or groups and look at the toys and games they brought in. They might play the games or tell each other about the toys and how they work.

Use **Brainsheet #1a: Mindmapping My Observations (Toys and Games)** to fill out information about the different toys and games. You can have the kids fill it out individually or do the Brainsheet together. Then using all their answers, examine the things they found out about the toys they enjoy.

Set up a "learning play center" in your classroom. Even if you have older students, they will need to have access to toys and games in order to discover some of the principles of play first-hand. You can set it up with themes that rotate - a day with plush animals, and a day of infant toys, followed by action figures, etc. Or you could put everything out all together. Be sure to put out copies of **Brainsheet #1a: Mindmapping My Observations (Toys and Games)** for them to use independently to capture their observations about the toys and games when they use them.

Hold a Toy Fair with the toys. Display them around the room.

Activity b: Visit a thrift shop and pick up old games and toys that the kids can use. Get broken parts or games with missing pieces to cannibalize and use for inventing new games.

Have a construction table available with markers, glue, paper, recycled materials to use as resources in the invention development.

Have the kids come up with the reasons they play with toys and games and why it is important!

You can even take a trip to a toy store and have kids make observations about the different toys they see. Have them share their observations in class. What did they like? What didn't work?

Activity c: Have a "Board game" Friday afternoon. Let your students bring in their favorite board games to play in small groups. Let them play for 45 minutes and then process the things they learned about board games. What did they find out? What were the characteristics of the good games that they liked? What do all board games have in common (pieces to stand for players, challenges, movement and advancement, ways to collect points, a way to win, rules, etc.) Use **Brainsheet # 1b: Mindmapping My Observations (Board Game)** to fill out the different board game observations.

Activity d: Gather together some sporting goods equipment like a basketball, soccer ball, bat, skates, skateboard - from your own child's closet (or borrow some). OR have your students bring in something they use. Use these to stimulate thinking about sporting goods.

If they brought in the equipment, have each student explain what they brought to the class. If you provided the equipment, hold each item up one at a time and then ask who uses this equipment and observations about the sport that the equipment is used in.

Use **Brainsheet # 1c: Mindmapping My Observation (Sporting Goods)** to fill out the different sports and list the equipment used for that sport.

You can have the students work in groups or do the Brainsheet together as a class. Then, using all their answers, make a giant list to see how many sports and recreational activities they came up with.

In all of your brainstorm sessions, remind your students that there is no right or wrong answer in brainstorming; at this point, they are just flowing with ideas.

Keeping a Journal:

Innovators are often encouraged to keep a journal to help them through their innovation process. A journal helps deepen their understanding, lets them reflect on their ideas and involves a lot of learning. They can write and doodle with their imaginations, and record them.

They can staple their brainsheets into their journal. They will need bound notebooks, not the spiral kind. If getting a journal for each student is not practical, staple some pages of white lined paper together with the brainsheets to make a "Journal."

Also encourage them to use the other tips, such as crossing out wrong answers and having someone sign and date their entries.

You can find additional student journal activity pages in the *Inventive Thinking Toolkit* downloadable at www.bkfk.com/teachers.

Also share the **Tips for Authentic Journal Keeping**

Get a bound notebook. Try not to use a spiral one whose pages tear out. Use ink and don't erase or white out anything. If something is wrong, just put a line through it.

Make notes every day. Write down all the brilliant thoughts you have... one of your ideas may turn into a solution to an invention challenge.

Keep an eye out for problems. Watch when people play a sport or a game and think of what might make that game or sport better.

Record all your ideas for innovations and solutions.

Make sketches and drawings so your idea can be seen.

List all the information you will need to develop your solution. Make notes about where you will need to explore and research.

Explain how your idea or model works. You may only be able to draw a picture to explain your innovation.

Find a coach if you can. This person will help you think about different ways to solve the problem. He or she may be able to help you clarify your thoughts.

After you write in the book, sign the book and date your entry.

Make sure you have someone witness your entry and have them sign next to your name.

Step 2: Identify Your Problem

Now you are ready to send them to find problems of their own.

Activity a: Finding out about what other kids have invented:

Tell the class you have lots of stories about kids who have invented toys and games for recreational activities. There are so many great child inventor stories on the BKFK website. For example, did you know that the Television was invented by a 14 year old? Braille by a 12 year old? The helicopter by an 18 year old? You can share stories of our BKFK kids that we listed earlier in the guide. You can also go to bkfk.com/InnovatorsDB for more inspiring stories of famous inventors!

Activity b: Identifying problems and solutions

Read some stories of kid inventors and review the "problems" the kids encountered and solved through their inventions. Now, have your students revisit their *Mindmapping My Observation brainsheets (1a, 1b or 1c)* and review the problems that they saw in the toys, games or sporting goods that they had observed. Then, place this chart on the board or on easel paper:

TOY or GAME or SPORTING GOOD	PROBLEM OR CHALLENGE	SOLUTION

Have the whole class brainstorm problems they faced with the products they observed. You can also brainstorm problems that they have experienced during other play or in recreation. Accept all responses. Later, the answers can be checked with a critical thinking lens.

Here are some starters to get the ball rolling:

Have you had a problem:
Playing with action figures or dolls
Practicing a game
Transporting parts or accessories
Storing games or toys
Finding new ways to play
Playing with others

Pull everyone into this discussion! In the evaluation of the Inventive Thinking Program (bkfk.com/teachers), many teachers reported that the most creative children are often the quiet ones in the class and may feel too intimidated to participate. Make sure everyone gets a chance to share their initial ideas.

Activity c: Invite a Guest speaker

See if there are any sporting good/toy/game developers in the region where you are located. There may be a local technology council or a local inventor's association (visit the United Inventor's Association website uiausa.org to find a member association near you) that will be able to help you locate someone to come to your class and explain toy/game/sporting good development from a professional's point of view. If they are interested, you can invite them to return to see the finished products. Be sure to have your students prepare interview questions. They should also write thank you notes to the guest speaker following the speech.

Step 3. Brainstorm Solutions

Activity a: Finding Solutions

Equip your students with *Brainsheet # 2: Observations* and have them keep this folded sheet handy in their pocket to pull out and write their observations. Give them a week to complete this collecting of data and observations from their daily play life in and out of school.

Understanding patents, trademarks and copyrights:

Ask your students to find out if their idea is unique and one of a kind. You can use the *Inventive Thinking Toolkit* to provide information about patents and copyrights. Send them to the public library, school library or the computer lab to research. Your students will need access to the internet for this experience. Introduce the US patent site which would give them an idea of how patent drawings look like, and prepare them for their own product drawings. If you want more information for them on patent drawings, download and duplicate copy master #5 from the *Inventive Thinking Toolkit*.

Use *Brainsheet # 5: "Did anyone come up with this product/solution before me?"* to take them through the patent search process.

Activity b: Brainstorming Solutions

Have them share the "problems" they observed within a small group. They can help each other to refine their thoughts using *Brainsheet # 3: Brainstorming Solutions*. You can assign them this for homework and have them find an "inventor coach" – Mom or dad or maybe an aunt or uncle or older brother or sister.

Activity c: Refining Your Best Idea

Help your students pick their best solution to work with. Now, introduce *Brainsheet # 4: I Refine My Idea/Solution* to help them design and refine their idea. With this brainsheet, they will answer questions to understand and analyze their idea better. You can send this home with them to use with their inventor coach or use it in school with an inventor "buddy". By pairing the students up, you can have them help each other refine their ideas and use the critical thinking process together.

Step 4: Design

Once your students settle on a design idea to start with, they will need to build on their idea, understanding that their first solution is not always their best solution.

Activity: Putting pencil to paper

At this point, they will be putting pen/pencil to paper or going on the computer to answer the guiding questions on bkfk.com to develop rules, objectives, characters and challenges that their unique toy or game will feature. *Brainsheet # 6: What will my invention look like* helps organize the idea on paper. Use it in school, cut and paste it into the journal if they are using one, or just assign it for homework. In this way, they will begin to think about what their invention will look like. Please refer to patent drawings explained in the side box for examples of product drawings.

Step 5. Refine and Redesign:

Activity: SCAMPER

You can use the SCAMPER (Substitute, Combine, Adapt, Minify/Magnify, Put to other uses, Eliminate, and Rearrange/Reverse) technique to help kids change and improve their idea. Each category in SCAMPER tells them to perform a different action and lets kids explore various options towards enhancing their product. A group of teachers, who have used our *Inventive Thinking Toolkit* (bkfk.com/teachers) in their classrooms, came up with the idea of using cookies to illustrate the SCAMPER technique. You can find the sample SCAMPER chart (in appendix) they used with chocolate chip cookies to illustrate the process. Taking the cookie idea, we have provided some prompts here for you to use when you put this chart on the board and review SCAMPER.

After this fun and delicious experience, have the students use the concepts they learned to improve their own inventions. Use *Brainsheet #7: Using SCAMPER to Refine My Invention* to help them continue to ideate their own invention using SCAMPER as a tool.

After applying the SCAMPER technique to their own invention, they can choose to incorporate the changes they like into their improved invention design.

Step 6. Name Your Game & Market Research

Once they have their concept and invention developed, you are ready for the next step.

Activity a: Name Your Game/Toy or Sports Equipment

Naming their product and developing a marketing plan for it is a lot of fun. See the Inventive Thinking Toolkit Teacher's guide for more information about developing a lesson around this. *Brainsheet # 8: Time to Name Your Invention* offers some organization tools around developing a name for their toy, game or sports equipment.

Activity b: Market Research

Use *Brainsheet # 9: Market Research: What's In a Name?* to help students involve their peers and parents and learn about "market research". This is a great way to begin to help your students collect and manipulate data. You can help them graph their results to use data driven decision-making skills. Now is also a great time to talk about marketing and to help them refine their critical thinking skills. Have them examine commercials. Have them research media campaigns for toys and games.

Once they have the name of their product, they can also develop the packaging for their invention. You can actually have them create a prototype of their invention and take a digital picture to store in their Idea Locker and to include in their competition submission should they choose to do so.

Activity c: Toy & Game Convention

Once your class has completed their games, you can stage a "Toy & Game Convention". Have each student present their product to the class as a whole or in small groups similar to a science fair. Invite another class or group to see the games. Use classmates as a sounding board to constructively critique all proposed games.

SUBMIT INTO THE INVENTION DIMENSION CHALLENGE

Your students can submit their ideas for their own unique invention into the **Invention Dimension Challenge** and win prizes! They will need to open an Idea Locker account at bkfk.com, if they haven't done so already. Once the idea is submitted, no more changes may be made. Please note that at the time of submission, students under the age of 18 will need parental permission.

Here's What Your Students Will Need to Do:

Go to bkfk.com and fill in their answers through a quick form for Invention Dimension.

We will ask them to log in, if they are not logged in yet. If they are not registered with the site, they can click on the registration button, which is completely free. Once they register, they can access their very own online Idea Locker and enter the challenge.

They can then continue through the BKFK wizard to answer all 7 questions to explain their idea and upload their design images before they submit their idea into "Invention Dimension". If they are under 18, they will need to get parental permission before we can consider their entry. The parental permission form can be accessed online as well.

Prizing:

One Grand Prize winner will receive
\$1000 JAKKS Pacific prize pack
\$1000 Toys R Us gift card
A 3 day/ 2 night trip for winner plus one parent/guardian to JAKKS headquarters in Southern CA to pitch idea to executives.
A celebratory event at Toys R Us in NYC

4 Finalists will receive
\$250 JAKKS Pacific Prize Packs each

5 State winners
One each in Maryland, New Jersey, New York, Virginia and Pennsylvania a \$500 JAKKS Pacific Prize Packs each

Teacher Awards:
National and State Winners (MD, PA, NJ, NY, VA) will nominate a Teacher or mentor for recognition at a celebratory event.

The Grand Prize teacher or mentor winner will receive JAKKS Pacific School/Classroom supplies worth \$500
Teacher nominated by state winners will receive JAKKS Pacific School/Classroom supplies worth \$200 each

Here's What YOU Can Do:

You can also assist your students with the entry process by acting as a proxy parent, printing and sending home permission forms to facilitate the process. Go to bkfk.com/teachers and follow the steps for entry. You can also encourage your students to go home and enter their finished ideas on their own. Your students can enter as many ideas as they want!

You can create your account by registering as a Teacher from the Teachers' page bkfk.com/teachers to receive new lesson plans and updates.

BKFK also offers more activities from the *Inventive Thinking Toolkit* and on inventing. You can download them at: bkfk.com/teachers

Good Luck and Happy Innovating!