



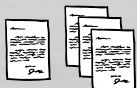
Student Guide

To Market, to Market pg. 9



Suggested Activity

To reinforce Invention Concept Six, turn to page 15 of this Guide to complete the “Simulation Soap” activity with the class.



Copymaster

Copy the “Hand Soap Formula” copymaster on page 22 of this Guide, and distribute it to the class.



DVD Connection

Please refer to your Inventive Thinking DVD for great inspirations.



Internet Connection

For more great class activities and inventive thinking resources, check online at www.bkfk.com/toolkit.

Also see “Inventions and Patents” workbook (http://wipo.int/freepublications/en/patents/925/wipo_pub_925.pdf) for a global resource.

Invention Concept Overview

Each student should generate names for his or her own invention.

Introducing the Invention Concept

Students can be very prolific when it comes to listing ingenious names of products out on the market.

Discussion Points

Explain to students that an invention can be named in one of the following ways. Ask students to consider the following ways of naming their invention.

1. **Name it for what it does.** *HINT: Play with the words until you find a catchy way to put them together. Examples: hairbrush, toaster oven, earmuffs.*
2. **Name it for its parts.** *HINT: Play with the words until you find a way to put them together to make a two- or three-word name. Examples: windshield wipers, liquid soap.*
3. **Name it after yourself.** Examples: Ford (for Henry Ford), Braille (for Louis Braille), Levi’s® (for Levi Strauss).
4. **Name it with fun or repeating sounds.** Examples: Hula Hoop®, Lotto, Kleenex®, XEROX®, Mattel®.
5. **Name it with initials.** *HINT: Try out some initials—yours or ones that use the words you have written about the invention. Examples: IBM, IKEA, GE, BKFK.*

In their invention logs, ask students to summarize their invention process by writing down responses to the following:

1. Identify the problem and possible solution. Give your invention a name.
2. List the materials needed to illustrate your invention and to make a model of it.
3. List, in order, the steps for completing your invention.
4. Think of the possible problems that might occur. *How would you solve them?*

Encourage students to generate a timeline for completing their inventions. Have them ask their parents and teachers for help in finishing the model.

Coaching Tips

Collect product labels and then have the kids find these in print media to see other logos and jingles.

Extension

Students create an advertisement, a jingle, or a radio promo for their invention, then perform it for the class. Students create a collage of logos cut from magazines and then add their own.