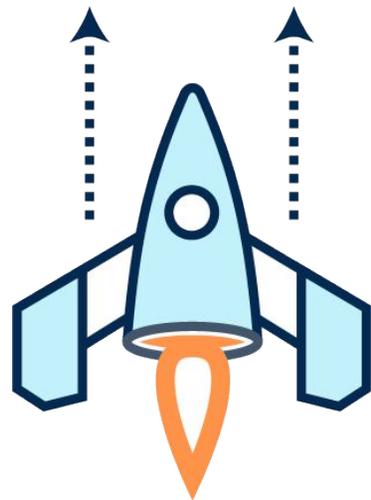




2018 Playbook



Brought To You By



AT&T



 **imagination.org**

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Welcome Letter from AT&T & Imagination.org

Dear Playmakers,

On behalf of all of us at AT&T and the Imagination Foundation, welcome to the third annual Inventor's Challenge! In 2017, we saw some seriously impressive entries from nearly 10,000 kids and teens from pre-k to high school. There were inventions like 11-year-old Kiki's "[swiss army knife](#)" of walking canes for seniors; Kellyn's "[Switch Shelf](#)" that also serves a flat rollaway storage solution for people living in small spaces; and 14-year-old Bram's device that alerts emergency services when it [detects excessive stress on building structures](#) to allow more time for evacuation. A number of these brilliant young minds were even featured in their [hometown news](#) outlets.

We're seeing that playing often leads to inventing new things. Even the most advanced technologies and machinery are often created through tinkering – taking things apart and putting them back together again. That's why AT&T, through our signature philanthropic program [AT&T Aspire](#), supports programs like the Inventor's Challenge. We want to encourage young innovators and problem solvers like you to use the tools around you to build a better tomorrow.

The Inventor's Challenge cultivates skills that are critical to student success in the 21st century: imagination, problem-solving, teamwork, optimism, empathy, the ability to experiment and the willingness to take risks. It turns out these are the same skills our innovators at AT&T need. We're so proud of all the students who participate in this competition and hope the hands-on exploring, discovering and making to address a problem in your community will be an invaluable and awesomely fun experience.

This year, we hope even more young inventors join the fun. Need even more motivation? 2016's winner Alex Knoll has been featured everywhere from Time for Kids to The Ellen Show talking about his [Ability App](#). We can't wait to see the cool, imaginative and creative solutions you submit. Good luck, and welcome to the

The Inventor's Challenge

Our 3rd Annual Inventor's Challenge invites kids around the world to dream up inventions that will help solve problems in their homes, schools or communities.

How To Participate

1

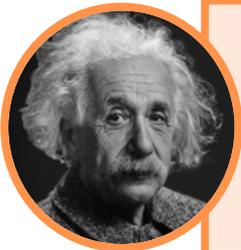
Find a problem you want to solve in your home, school, or community.

2

Invent something to solve it, it could be physical or digital.

3

Make a video to share your invention with the world!



"The true sign of intelligence is not knowledge but imagination."

— Albert Einstein

Go to xxx for more details on how to officially submit your invention for judging in the 2017 Inventor's Challenge

Why Participate in the Inventor's Challenge?

Invention and innovation are critical to 21st century life and work. However, they are not always cultivated in everyday school environments. We designed the Inventor's Challenge to provide a fun opportunity for kids, both in and outside of school, to engage in a creative, rewarding process that fosters 21st century skills.

This Inventor's Challenge Playbook outlines tools and concepts to help explore the process of invention and provides some inspirational ideas to get you started. It includes guidelines and rules for contest entry (and some cool prizes!). But we want to emphasize that this Challenge is not about winning; it's about getting out there in your school and community and finding some problems to solve, flexing your imagination, and most of all, HAVING FUN!

Thank you for helping us build a world where creativity is a core social value, where empathy and optimism drive our creative processes, and where all kids have the tools and support they need to build the things they imagine.

Imagine the world we can build.



Inventing Through Creative Play

In this section, we'll highlight important tools and concepts like the Creative Play cycle, Problem-Finding, and the Inventor's Journal, and provide additional resources and activities to help get your kids started on their own inventor's journey.

What is Creative Play?

Creative Play is a simple process that develops the natural powers of creativity and innovation that all children possess. It is at the heart of the Inventor's Challenge and all of Imagination.org's programs.

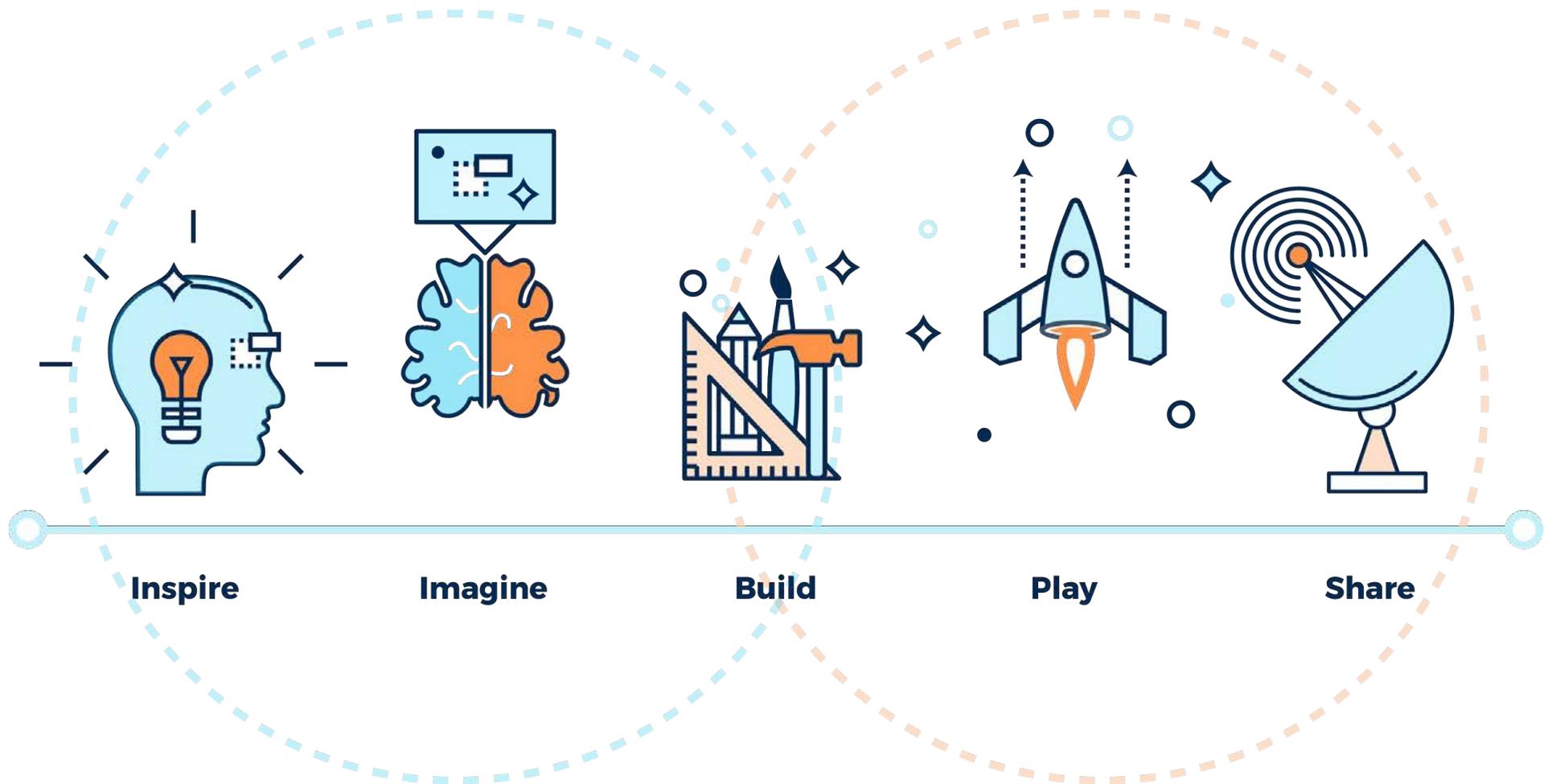
Creative Play begins with inspiration and culminates in the sharing of an original artifact made by children using whatever tools and materials are available. In this process, kids open up their minds to what's possible, take chances, solve problems, collaborate and become better creative thinkers and doers.

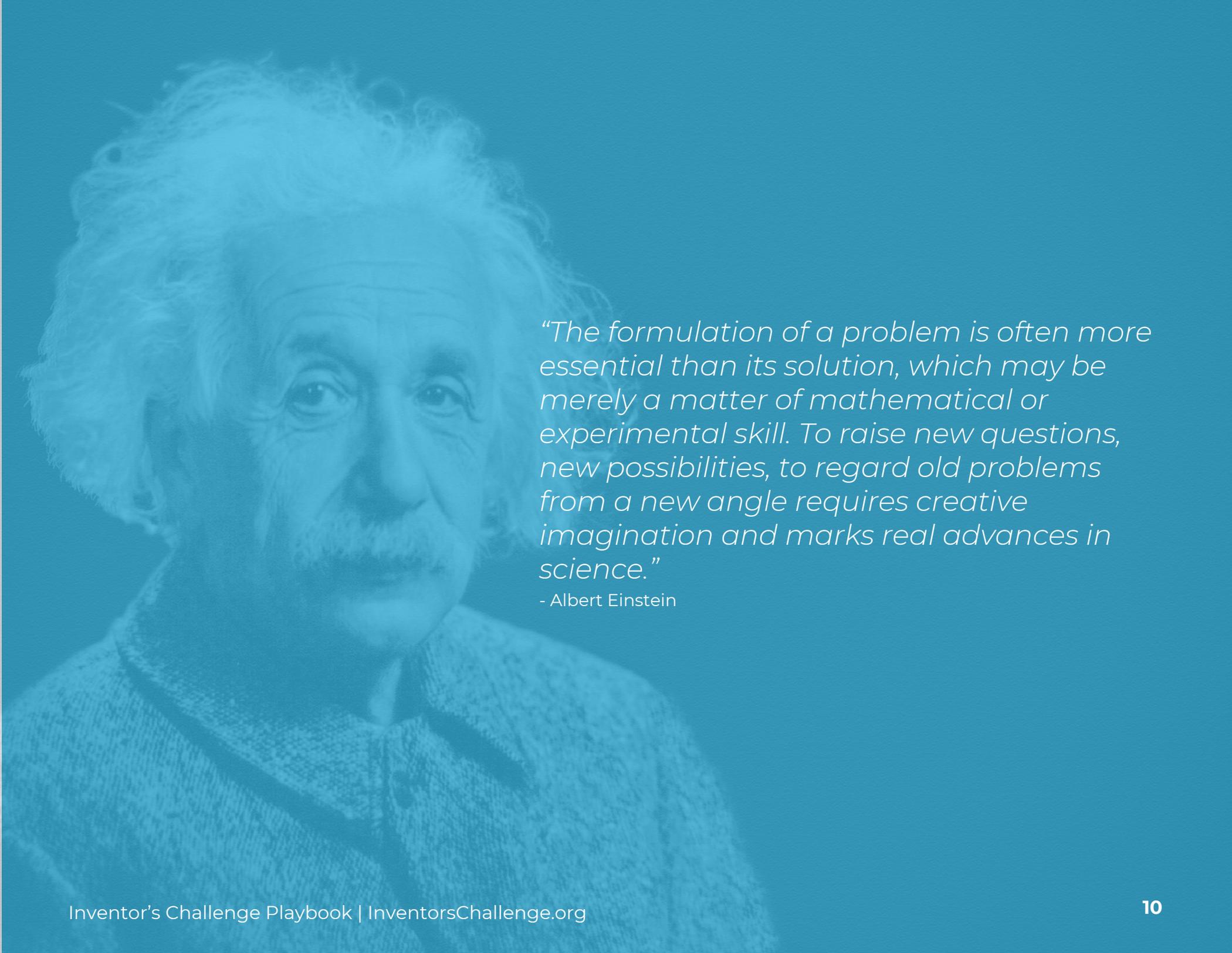
The five components of Creative Play are Inspire, Imagine, Build, Play, and Share. Though an effective Creative Play experience incorporates all five components, remember that the process can start at any point and can move back and forth between various "steps." As you embark on the Inventor's Challenge, feel free to organize activities in the way that works best for you and your kids.



5 Components of Creative Play

Decades of research support the power of Creative Play, it's important to remember it's a natural process for children requiring few resources and little facilitation.





“The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill. To raise new questions, new possibilities, to regard old problems from a new angle requires creative imagination and marks real advances in science.”

- Albert Einstein

Inspire

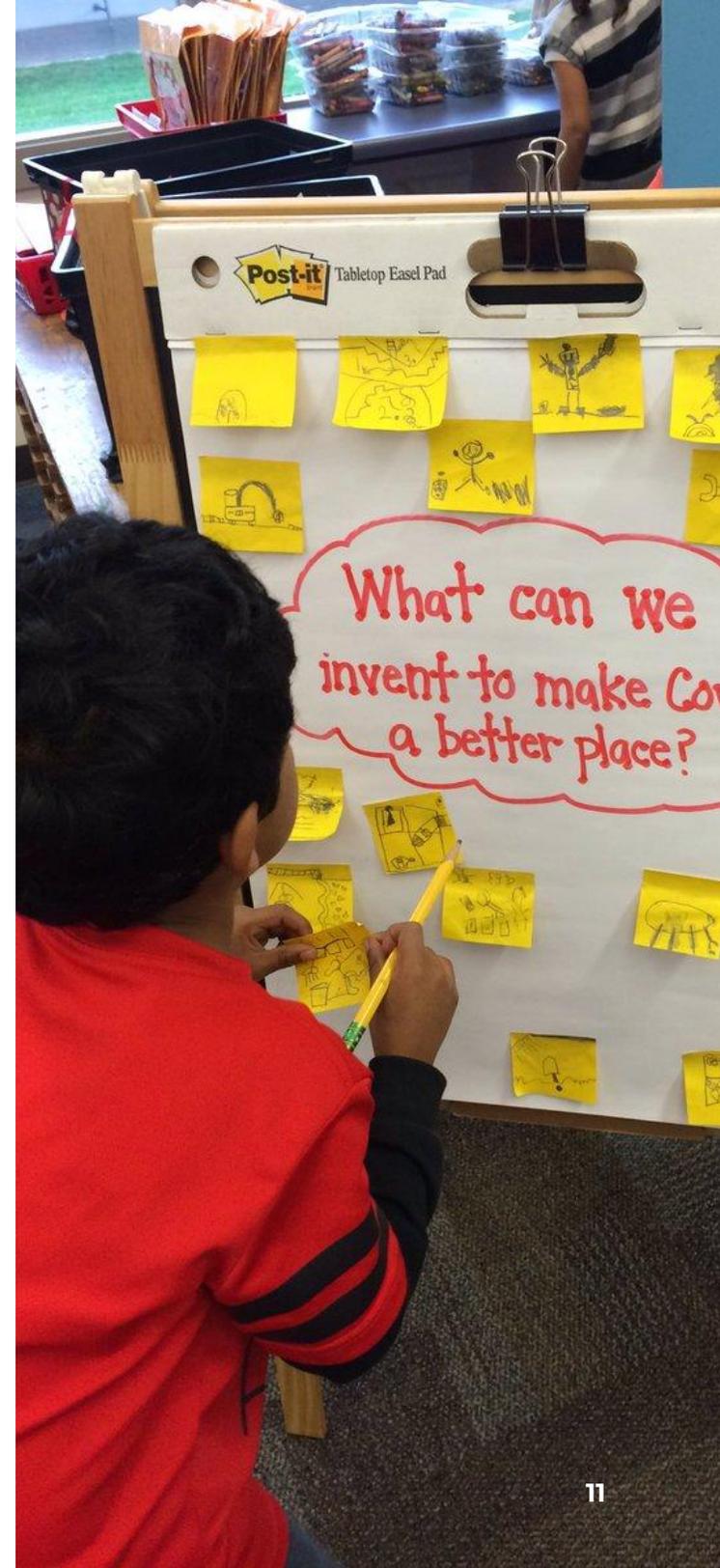


Inspiration is where creativity starts. It's the spark that moves us to explore and act, to find out more, to create something.

Have fun with this stage – and revisit it often. Kick things off by introducing the Inventor's Challenge and getting your kids to think about the inventions and innovations all around them. What are their favorite inventors and inventions? What problems/needs were being addressed? What's the difference between "invention" and "innovation"?

Once you've set the stage, it's time for kids to come up with their own ideas. Use some of the Idea Starters in Section _____, and provide ample time for brainstorming, researching, observing, reflection and lots and lots of questions. To help kids identify a worthwhile project, urge them to think about *who* their invention will help, and to be not only great problem solvers, but great problem and need *finders*. Also, encourage research on what inventions are already out there. Does a solution already exist? Can they make it better? Remind them that many successful "inventions" are actually just an improvement or creative twist on an old idea. [Possible illustration here? / or quote about there being no truly original ideas.]

Feel free to choose a scope or context for kids to focus on, e.g., their classroom, school or local (or even global) community, but ultimately, allow kids to decide what problems and needs *they* want to address.



What Makes a Good Problem-Finder?

The 2018 Inventor's Challenge is all about solving problems in your home, school or community, so we want to drive home the importance of **finding a good problem to solve**. A good problem is well-defined and -researched, is actually solve-able, and genuinely matters to the inventor.

Psychologists Jacob W. Getzels and Mihaly Csikszentmihalyi (known for his research on “flow” and its connection to happiness) studied problem-finding as part of their research on high achievers. They observed that scientists and artists who are giants in their fields tend to devote a lot more time and energy on **problem finding** over their less high-achieving peers.*

So for this Inventor's Challenge, we encourage you to shine a light on the art of problem-finding, and encourage kids who are tackling the problems of the world to begin by taking a step back and asking, **“Am I solving the right problem?”**

A Good Problem Finder:

- Is good at identifying what people need
- Asks lots of questions
- Reframes problems, rather than just solves the problem handed to them
- Looks at things from different angles and perspectives
- Is like a detective, noticing details that others may have missed
- Is curious about all kinds of things and can tap into lots of interests and knowledge across different subjects
- Notices connections and patterns
- Is empathetic and can step into others' shoes
- Is a good interviewer and listener
- Approaches things as “works-in-progress” rather than “absolutely finished”
- Is good at figuring out whether a task is possible or not
- Keeps going when others stop!

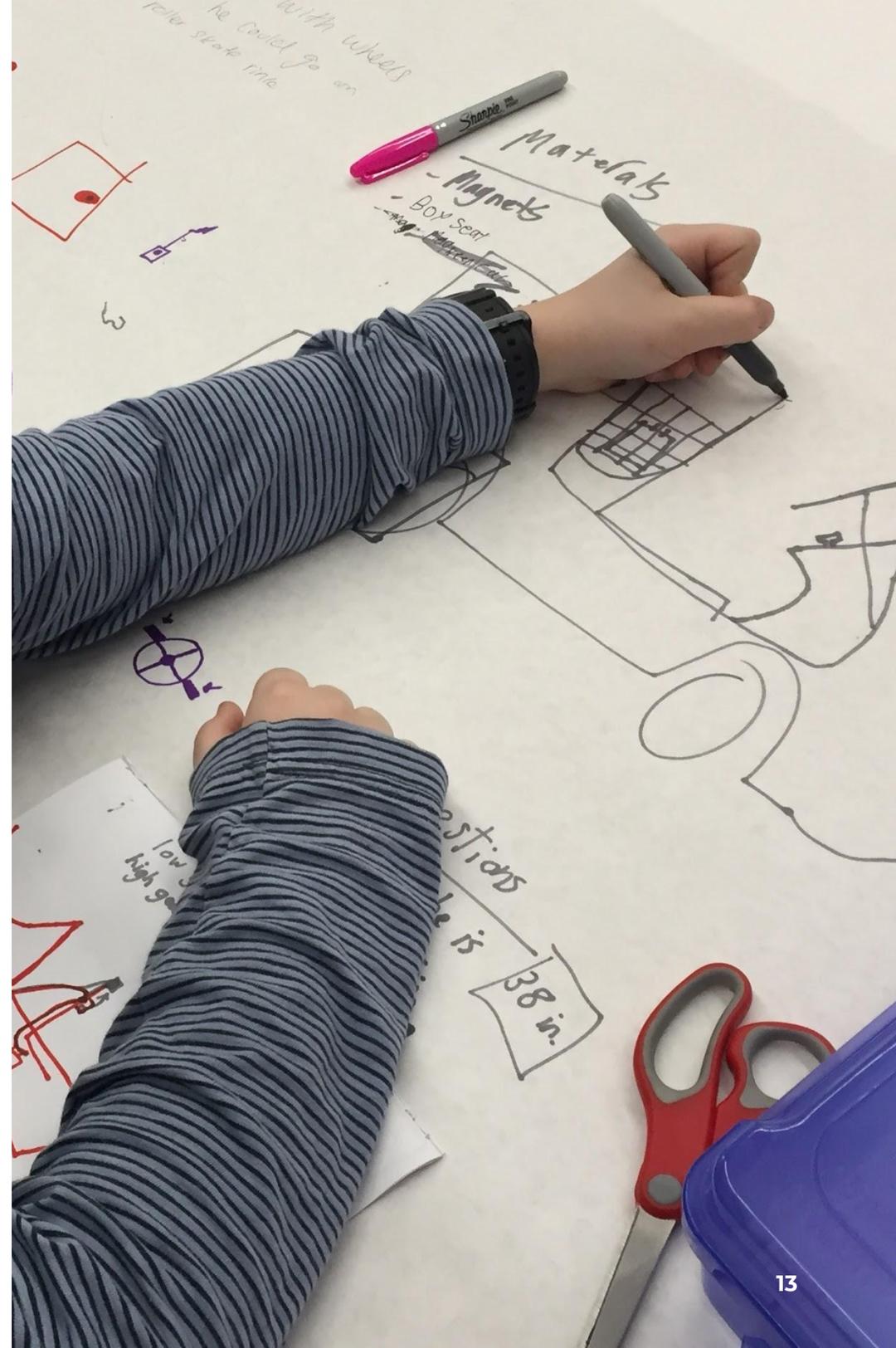
Things to Try:

Consider Existing Inventions - Think of items people use every day — how did they get invented? How could a particular invention be made to work better? Kids can also bring items from home they think need to be improved.

Explore the History of Inventions - Research the history of different famous inventions, and share out any surprising discoveries. (This may turn into a “mythbusting” exercise as kids learn about how inventions like penicillin and Post-Its were originally “failures,” certain innovations were the results of accidents or mistakes, and that even though we often like to credit one person for inventing something, inventions are often the result of incremental innovations and various people working on the same problem simultaneously. Check out [this Atlantic article](#) for some great examples and insights.)

Close Observation - Find a site in the community, like a classroom or playground. Record how people use the space, and any difficulties they encounter. Remember, no idea is too small for innovation. Group up and discuss what they observed.

Talk To Others - Interview community members in order to discover everyday annoyances or problems they confront. Ask open-ended questions, and really listen to what the interviewee is saying.



Imagine

Think of new possibilities and explore wild ideas - the sky's the limit.



Individually or in groups, have kids brainstorm different solutions to the problems they've chosen. This is a time to embrace weird and crazy ideas, and approach things with an attitude of optimism. Mix-and-match ideas for new and unexpected solutions. Have kids sketch out designs and jot down any notes and hypotheses about how their inventions will work. Reminder: this is a judgment-free zone – the goal is to generate lots and lots of ideas. Analysis and narrowing down of possibilities can happen *after* imaginations have had a chance to run free.



Keep an Inventor's Journal and Document Your Process

We encourage all participants to keep an Inventor's Journal or Notebook to document and share their ideas, progress, and reflections. They can jot down inspirations, make notes & lists, sketch and draw designs, brainstorm potential invention names, etc. This not only helps with remembering passing ideas and building on them, but also allows kids to track the development of their idea, designs, and gain deeper insights from their successes and failures.

If the technology is available, participants can capture photos, audio or video of the process as well, and share updates on a blog, website or via social media. The important thing is that participants are actively documenting their process and creating a rich record of learning.

Things to Try:

Use A Common Tool In A New Way - Let go of functional fixation – an object does not have to only be used in the way it was intended. To warm-up, have kids think of 100 different ways to use a _____. Go!

Be A Lifehacker - To get everyone in an inventor's mindset, have kids research "Lifehacks" and share favorite discoveries with the group. Follow up with having each individual come up with their own "lifhack" using common household or classroom objects.

Imagination Starters - Have kids draw up a list of helpful phrases to use during brainstorming. E.g., "What if we...?" "Would would happen if we..." "Let's try..." Post prominently around the room and encourage their use.

S.C.A.M.P.E.R. - A popular creative thinking tool used for sparking ideas. When you're stuck during the invention process, just ask yourself, what can I "substitute, combine, adapt, modify, put to another use, eliminate and reverse." [For a deeper dive, visit: [Link](#)]



Build

Just build it.



Time to choose an idea and make it real. Kids can write out a detailed plan or jump right in and “just build it.” Either way, allow time for kids to consider and gather the materials and tools they’ll need. Create, construct, measure, and cut – and recognize constraints that pop up. An idea that seems brilliant on paper may not work in practice. For the Inventor’s Challenge, kids will likely begin by building a model or prototype, just as inventors, architects, designers, and engineers do in the real world. By building a prototype – often at a smaller scale and with cheaper materials – they’ll test their ideas before committing lots of time and expensive resources to the final product.



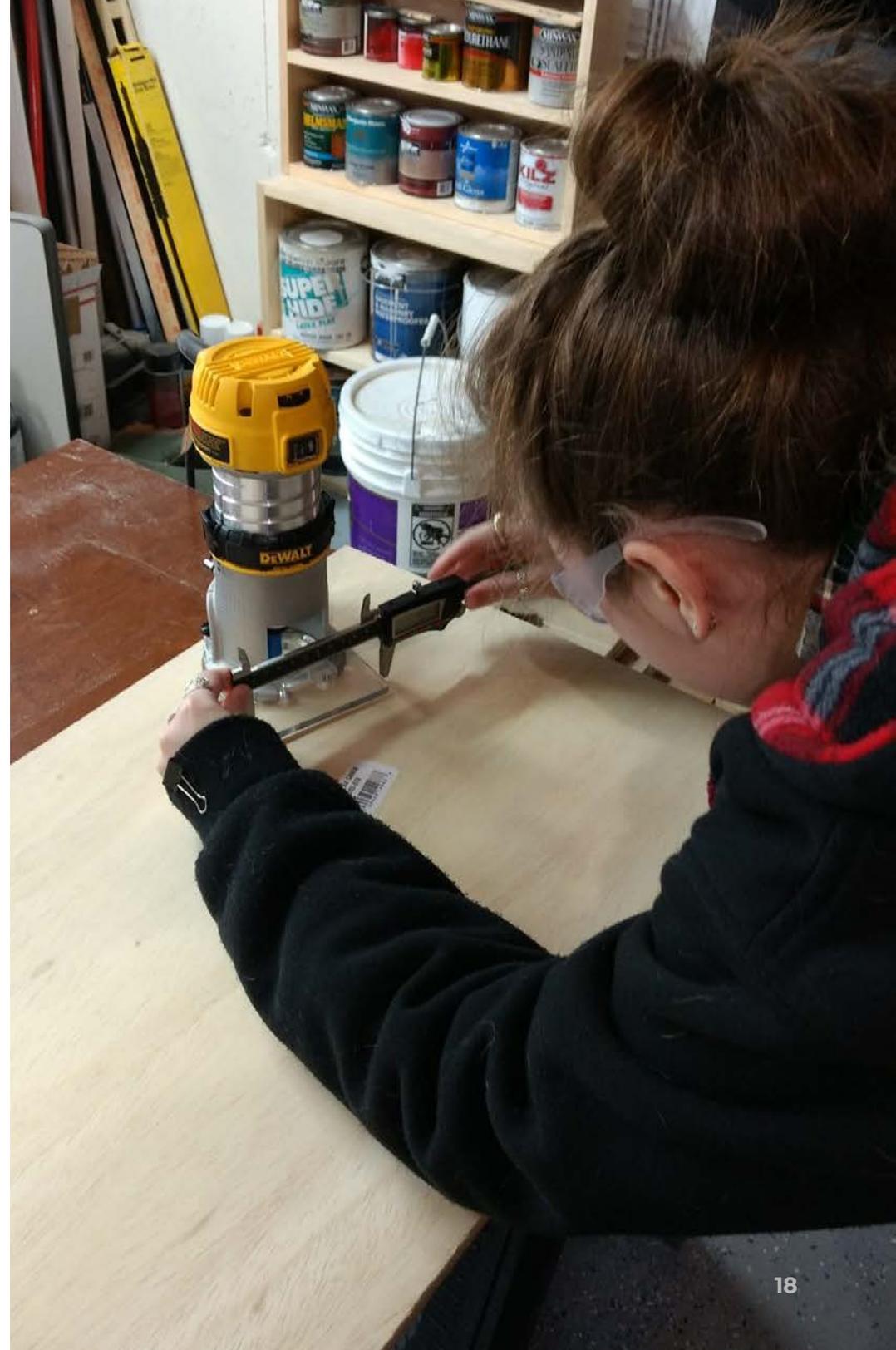
Things to Try:

Reverse Engineer - To understand how something works, it can be helpful to apply some reverse engineering. Have a Take Apart Day and take apart (and put back together or repurpose) toys, appliances clothing, anything that may help you figure out how to build your own invention. Check out the Exploratorium's Tinkering Studio [excellent guide to conducting a Toy Take Apart](#) session.

Review Tools or Invite An Expert - Make sure kids are familiar with the tools and equipment they'll need use to complete their inventions. Invite experts from the community to offer demonstrations and tips.

Add Constraints - Challenge kids with additional constraints. Can your invention be less expensive, lighter, more stable, more sustainable, able to withstand rain or wind, etc.? (Make sure kids document the their experiments and outcomes in their Inventor's Journals.)

Build Your Team - As kids develop your invention, they may discover that the solution is more complicated than originally thought. Encourage kids to ask for help and find teammates who can complement their strengths.



Play

Tinker and test creations within an environment of playful experimentation.



Creations are rarely — if ever — perfect the first time around. Try things out. Iterate. Encourage kids to test out their inventions and invite others (especially those their invention is intended to help) to do the same. During this phase, kids should gather feedback, observe how others engage with their invention, note what works and what doesn't, and keep an eye out for surprising insights. Make adjustments and improvements. Be willing to pivot if necessary. Play. Tinker. Refine. Repeat.



Things to Try:

Progress Report - Mid-way through a build session, give kids time to demonstrate or check out each other's creations and offer each other suggestions for improvements. Encourage them to highlight what they like and where they see room for improvement, and give feedback that is "specific, helpful and kind."

Austin's Butterfly - An [illuminating video](#) on the power of constructive feedback and multiple revisions. Show this to kids and discuss before conducting a gallery walk or sharing progress on inventions.

No Instructions - A variation on the gallery walk. Kids walk around checking out each other's inventions and must guess their function without any further information or instruction. They may ask yes/no questions. The inventor should observe and take notes.

Note: Kids should be jotting down any insights or takeaways that they may want to explore in their next tinkering session.



Share

Share what you've made in a meaningful public context. Tell your story. Let your work affect and inspire others.



A public “demonstration” of the invention is critical to the Creative Play process and serves as the capstone experience to the Inventor’s Challenge. This allows kids to test their ideas, collect another round of helpful feedback, and perhaps drum up additional support and resources, beyond the confines of home or the classroom.

Kids should be able to talk about – and show – how their inventions work, discuss what benefits their inventions provide to others, and what features differentiate their product or service from those that are already out there. Why should people *care* about their invention? How will it make somebody’s life better?

The “share” stage launches a critical next phase of the Inventor’s Journey, one that puts an inventor’s storytelling and persuasive powers to the test.



Things to Try:

Inventor's Challenge Video - Share your inventions with the world! Check out the [Video Guidelines on pg. XX](#) and don't forget to have kids upload their videos by _____.

30-Second Elevator Pitch - Craft an elevator pitch for your invention. In 30 seconds or less (the length of an average elevator ride) * can you *sincerely* spark somebody's interest in your invention and convince them that they (or others) need it? Write a pitch, refine it, then practice, practice, practice!

Inventors Fair - It's time to get feedback from a wider audience. By now, the kids have already tested and refined their inventions in the classroom or workshop. Host an Inventor's Fair, and invite friends, family, and members of the community to try out their inventions. Kids should be prepared to demonstrate their inventions, discuss critical features, field questions, observe how attendees interact with their products, and solicit feedback (for market insights or to incorporate into their next round of refinements)..

Kickstarter.com - A popular way for creative people to get the word out and raise money for their projects. Have an invention the masses will love? Consider launching a Kickstarter Project and seeing how it does out in the real world. Explore the website for inspiration and check out their handy [Creator Handbook](#) for thoughtful tips on how to tell your story and launch a product/project.



“To invent, you need a good imagination and a pile of junk.”

- Thomas A. Edison



Inspiration & Advice

In this section, we've included a few idea starters to get the ball rolling. We've also invited a few friends of imagination.org to share tips for creating an environment ripe for innovation and creativity, and how-to's for a successful Inventor's Challenge.

Idea Starters

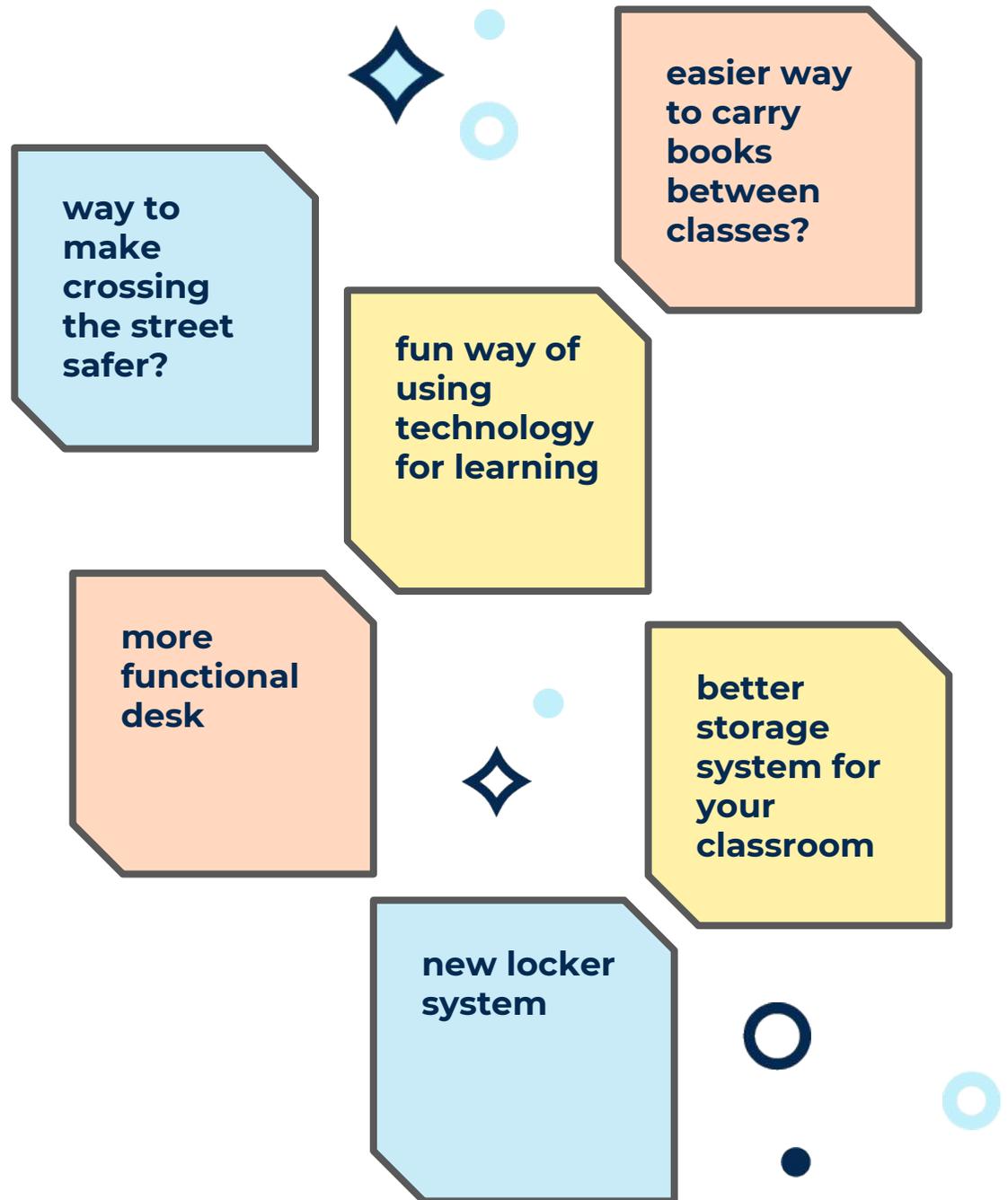
These ideas are meant to get kids creative wheels turning, but they are only a starting point. Participants should ultimately choose a project that is meaningful to them.

Can you invent a...



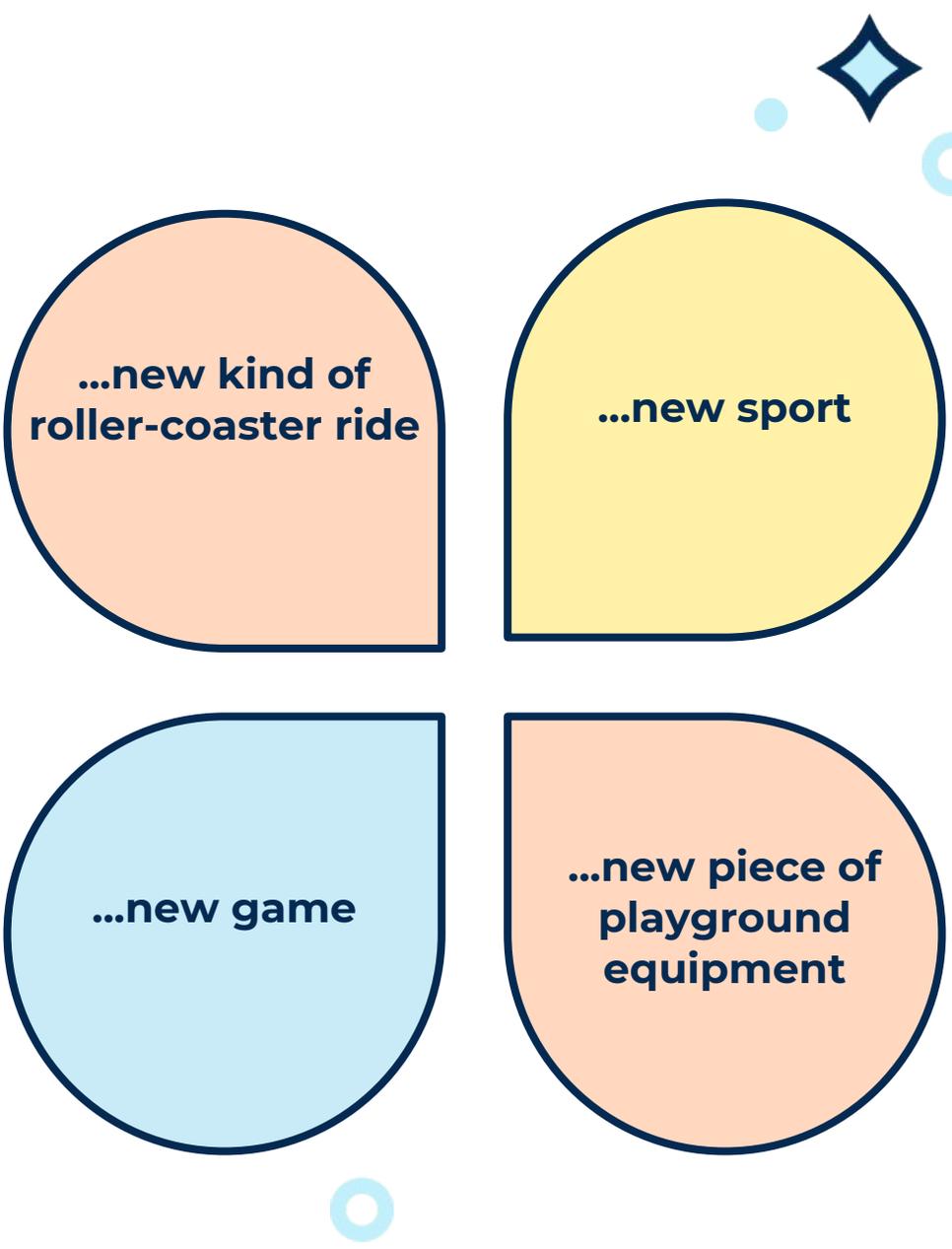
Inventions to help your school

Can you invent a...



Inventions to Help People Be Happier

Can you invent a...



...new kind of roller-coaster ride

...new sport

...new game

...new piece of playground equipment

Inventions to Improve Your Life

Can you invent a...



SPOTLIGHT #1

Gizmo CDA Makerspace

Creating an Environment that Fosters Creativity

Gizmo CDA is home to one of Imagination.org's 150 Imagination Chapters, made up of a merry cohort of xx 8-13 yr-old homeschoolers. Everyone at Gizmo is encouraged to follow their nose, kids discover (and stretch) their natural strengths and interests through stations set up around the space, and adults consistently model the behavior they want to see. Different learning styles are acknowledged and thrive here. "All I want to do is give [my kids] a vehicle or a way that allows them to understand how they process something," Mueller says, "and they'll be successful."

Barb shares a couple of other principles/best practices to ensure an environment that's ripe for creativity.



"I am a former master weaver turned engineer. My husband and I started started a makerspace 35 years ago and opened it up to the community ~ 3/1/2 yrs ago"

- Barbara Mueller

Location
Coeur d'Alene, ID

Participants
Homeschoolers, ages 8-13

Topics
Empathy & Invention

Host
Barbara Mueller, Makerspace
Co-founder

Be A Kid Again

Want kids to be playful? Don't play the authority, just be playful. "Kids come to us and they've been judged a lot. We expect them to be curious but have to understand that curiosity is not often valued in the classroom. So they feel inadequate because they're not instantaneously loose and thinking in a wild and crazy way. In second grade, they're ok. In 5th grade it starts changing. So I'm just childlike with them so they can get back to that place...For example, we were working on these cloud lanterns with LED lights and cotton batting. I want them to be playful in imagining, so as they're building, I just do that – I become a child too: I'll look at what they're making and say something like, 'That reminds me of a dog' or whatever, and then let them start talking about what they're seeing." Curiosity is naturally contagious.

The True Meaning of F.A.I.L.

"People invite us to speak to their classrooms and they introduce and detail all our successes - that we've won Academy Awards, we've built cameras that live on the International Space Station or at the bottom of the sea. But what they never say to the kids is how long it took us to get there. So we'll ask the kids, how long do you think it took us to build the camera that ended up on the space station? They'll guess: 'A month.' And they're floored when we tell them it took a year and five iterations. Then we write: F.A.I.L. on the board and explain how for us, it just means, 'First Attempt In Learning.' And from that point on, 'fail' means something totally different to them. They look up to you and can now see that you didn't succeed in the first try!"



Gizmo's Inventor's Challenge How-To

For the 201X? Inventor's Challenge, a group of xx homeschoolers spent 7 weeks working to build a remote controlled car for a friend, 5-yr-old xx, who has cerebral palsy. 7 weeks!! Barbara shares how they did it.

Introduce various possibilities for the challenge -

Last year, we chose the theme of purposeful engineering. Even though this may change, it's helpful to provide a starting point.

Brainstorm and choose an idea with the kids -

This helps the kids get personally invested in the process. Have lots of sticky notes and dots available. Once lots of ideas are on the board, group the ideas and have kids put dots on the ideas that they like best. Choose an idea. (Make sure the idea addresses an actual need. This will help sustain kids' interest as they develop their invention over the weeks).

Divide the project up into teams - Allow kids to choose based on their own natural interest. Emphasize that there will be lots of cross-team communication.

Discuss skills and info needed, and next steps.

- What they need to know to complete the project?
- Who can they talk with to find out if their idea fits the need? In our case last year, it was observation about the boy they were building the car for. Kids interviewed him about his body and mind and what was a motivator for him.
- Who has knowledge & skills to be able to help the kids do the project? Guide the skill development. We invited occupational therapists to speak to the class and to answer questions. (They provided professional context but never handed the kids solutions.)

SPOTLIGHT #2

Allisonville Elementary 5th Grade Classroom

Making the World More Awesome

Steve Auslander's 5th graders at Allisonville Elementary in Indianapolis, IN, have been part of the Imagination Chapter program since 2014. In their first year, his students chose the motto "Create to make the world more awesome," and that ethos has stuck around. Auslander works hard to infuse a spirit of fun and play in his classroom, emphasizing real-world connections - both local and global (his kids regularly connect to local organizations and Skype with classrooms and Imagination Chapters around the world) and embracing digital tools (his school is BYOD - Bring Your Own Device) and empowering his kids to use them with confidence. Steve shares a few other principles/best practices to ensure a classroom that's ripe for creativity.

Arm Your Kids With the Tools They Need From the Start

Digital tools are a big part of Steve's classroom and he makes sure that kids feel empowered to use them from the very start. "I spend the first two weeks of school, really hitting home 1) this is how you use the technology and tools...green screen, imovie, etc... and 2. logistics - the places that are available and when they're available (when rooms are empty, when hallways aren't noisy, etc/). We focus on how how how. And then they don't need me. They're empowered to record themselves.

What practical know-how do your kids need? Spend time teaching them to use the tools they need, then set them loose.



"I'm a 5th grade teacher who loves connecting to experts and kids all over the world, and encouraging my students to create in order to show what they've learned."

- Steve Auslander

Location
Indianapolis, IN

Participants
5th Grade Students,, Ages
10-11

Topics
Empathy & Invention

Host
Steve Auslander, 5th Grade
Teacher

How Could This Be Better?

“Anytime the kids create something, we always come to the carpet and I’m really positive, but we always say, ‘That was great. Now how could we make that better?’ We talk about how we’re 5th graders, not Universal Studios and it’s okay if the videos aren’t good...but the kids try see where things can be better. In August, the videos are not good, but by May, they’re really good – the kid have learned how to use iMovie, how to edit things, they understand the need for a stand to keep things level, how to use a green screen...That’s sort of my method: Letting the kids be creative, experimenting, and gradually they get better and better.”

When Opportunity Knocks, Answer!

“Sometimes you have to put something out there and not expect anything, but when there’s an opportunity, go with it.” Two years ago, a student invented a pencil holder called ‘the Supergrabber’. With the help of enthusiastic classmates, what started out as a plain masking tape prototype evolved into a sturdy, colorful holder that attached via magnets. “A Chapter Leader in Italy, [after Auslander posted about it] said ‘Whoa, we wish we could get some of those Supergrabbers.’ And when someone says that, I follow up. One thing led to another and we ended up shipping them a class set. We had an assembly line, the kids would do quality control (they would throw out more than they’d put in the box). Finally they had 25 perfect Supergrabbers. We mailed them, and the kids sent us a video thanking us. My kids loved that: seeing kids in Italy using their invention.”



How They Did It

The Allisonville Imagination Chapter has participated in the Inventor's Challenge two years in a row. In their tech-savvy classroom, inventing and video-making both take center stage during the Inventor's Challenge. Below, Steve shares his steps for a successful Inventor's Challenge in the classroom:

Get kids excited about the Inventor's Challenge - I kicked off by sharing about the Challenge, what it was all about, how there were prizes and how people all over the world were going to be sharing and posting their inventions. My kids spend a lot of time thinking, discussing and sharing before they build anything. They sketch their ideas, and are encouraged to do additional research to inform their designs. For example, two of my kids wanted to invent something that would clean the school, so they went and talked to the school janitor to get his perspective.

Brainstorm and talk to others - We start with the question of 'WHAT BUGS YOU?' and try to come up with something that can really help other people. I tell my kids: "If something bugs you, it probably bothers others as well. And if it bothers lots of people, you're a millionaire."

Gather Resources - Once my students have their ideas, I give them time to gather resources and materials. I talk to their parents as well.

Build Day! - Two weeks later, we build. (I prefer larger chunks of time when it comes to working on projects. For the Inventor's Challenge, we'll devote one session to planning, one to building and one to finishing up projects). Kids will also work from home, meet after school or during recess.

Share Your Work and Get/Give Feedback - Have kids take a break from building to give updates and feedback. Try to stop with enough time to share and clean up, and keep the atmosphere positive. In the last 15 minutes, my kids can come up to the front of the room to discuss what they had planned, what they've done and what they could do better.

Build and Refine - I give my kids a third day to finish up their inventions, incorporating all the feedback they've received.

Make Your Videos- Give the kids guidelines, and make sure they write a script! My students love this part, maybe even more than inventing! [See comments on video-making.]

SPOTLIGHT #3

Charter School

You're Never Too Young, A Young Inventor with a Big Heart

Alex Knoll's journey with the Ability App began when he was nine years old, when he noticed a man in a wheelchair struggling to open a door. He wondered if there was a resource that could have helped the man find out which stores in the area had automatic doors? After doing some research and discovering there wasn't, Alex decided to create his own. He developed his idea into an app through the Invent Idaho program at his school, winning the xxx prize.

Since then, he has won multiple competitions, including the Inventor's Challenge in 2016, [shared his invention on the Ellen Show](#), met with Tim Cook from Apple, and regularly speaks to groups about his experience (or more specific topics - check with Alex). He has 500 "Ability Ambassadors" – and counting, who will go around and collect the data for his app, and is busy putting together a team to develop the app and drumming up funding to bring his app to the world. Learn more about his incredible journey here. Below, Alex shares some advice for young inventors, and provides a glimpse into the process of developing his app.



"I'm developing an app that will help people with disabilities navigate public spaces, find safe and reliable services and employment opportunities. I love drawing, art and design, helping people and making the world a better place."

- Alex Knoll

Location
Indianapolis, IN

Participants
5th Grade Students,, Ages 10-11

Topics
Empathy & Invention

Host
Steve Auslander, 5th Grade Teacher

How He Did It

Inspiration - I have learned that most inventions come from a moment of inspiration. My moment of inspiration came when I saw a man in a wheelchair struggling to open a manual door, and I decided I wanted to help

Research - After I identified a problem I did some research to look into the problem further. I wanted to see if anything had been invented to help with the problem I had identified.

Brainstorming/Researching a Solution - I went out and interviewed people that were affected by the problem I identified. I asked them about what they would like to see in my app that would help them lead better lives

Identifying A Solution - I began to build the basic framework of my app.

Refining My Solution - I took all of the ideas for my app and simplified them all down into a refined product.

Building A Business Plan - Now that my product was ready I needed a business plan to bring my invention to market.)

Creating A Pitch Deck For Potential Investors- My invention required funding to be able to bring it to market. I created a pitch deck for potential investors to get involved with my project. A pitch deck is like a story that tells potential investors about your idea and how you plan to bring it to the marketplace.

Finalizing Your Business Plan - I took all of the ideas for my app and simplified them all down into a refined product.

Bringing Final Product to Market - As you can see coming up with a great invention is just the first step in a larger process of bringing your idea to life. It may seem like a lot of work, but if you enjoy what you're doing it won't seem like work at all.



How To Join

The following pages provide all the information you need to help you plan and run an Inventor's' Challenge, including the submission process for the contest.

- Suggested Materials
- Checklist
- How to Enter the Contest
- Prizes and Judging

Suggested Materials

Cardboard

- Used cardboard boxes
- Cereal boxes
- Shoeboxes

Reused/Reclaimed

- Empty strawberry/fruit containers
- Empty bottles and bottle caps
- Egg cartons
- Milk cartons
- Paper towel and toilet paper tubes
- Old fabric, pillowcases or clothes cut into scraps
- Old stuffed animals and toys

Office Supply/Art Store

- Various kinds of tape
- Scissors, box cutters (for older kids or parents)
- Markers and pencils
- Tempera paint and brushes
- Decorations (sequins, googly eyes, confetti, etc.)
- Popsicle sticks
- S-hooks, staplers
- Assorted paper and/or card stock
- Brown paper bags
- Bottles of glue, glue sticks, low-temp Hot glue (for older kids or parents)
- Computers (the invention can be digital too!)

Toy Store/Home

- Sport or bouncy balls of various sizes
- Various (dollar) toy prizes
- Old action figures
- Home or school items to improve (with permission)

Documentation Aids

- Notebooks
- Cameras (e.g., in smartphones, tablets, or iPods)
- Egg cartons to hold phones or tablets
- Good lighting
- Internet connection to upload video

Some groups participating in this challenge may have access to more sophisticated fabrication devices (such as laser cutters); others may only have scissors, tape, glue, etc. Whatever resources you have... just build it! :-)

Checklist

A handy checklist to help with planning.

Things to Remember

- Be careful, safe, kind, and courteous
- Everyone participates
- Think outside the box – don't be afraid to break the mold!
- Keep the mood light and have a great time

If you want, host a showcase to celebrate all of your kids' inventions, and invite the wider community to come

Before the Challenge

- Decide who will participate: small or large group?
- Register your challenge at inventorschallenge.org
- Will you hold a showcase of final inventions? Get the word out!
- Secure a location
- Find a storage area and collect cardboard and other materials
- Contact local sponsors for supplies & donations (used cardboard, food, prizes, arts materials)
- Ensure you have appropriate tools to take video (e.g., smartphone)
- Ensure you have an account set up on a video site like YouTube

During the Challenge

- This Challenge begins on or after January 23, 2017
- Creativity starts with inspiration, so think of experiences that will get kids energized and thinking!
- Provide space and materials for building multiple prototypes and iterations
- Encourage youth to document their

After the Challenge

- Reuse or recycle leftover materials. Visit search.earth911.com
- Share photos, video and stories online with [#inventorschallenge](https://twitter.com/inventorschallenge) & [#ATTImpact](https://twitter.com/ATTImpact)
- Explore other chapters' invention videos

How to Enter the Contest

If you want to compete, we invite you to upload an original video of a creative kid (or creative kids) showcasing one selected invention.

Only those who register can enter the contest.



Choose the invention you want to enter into the contest.



Shoot a short video demonstrating the invention's functionality.



Upload your video to YouTube and Fill out the form online at the URL below.

The 2018 Inventor's Challenge runs from Thursday, February 1 - Wednesday, February 28 at 11:59 pm PST

Enter the contest at inventorschallenge.org/contest

Creating and Submitting Your Video

Here are instructions for how to create and submit a video for the contest portion of the Inventor's Challenge. All videos will be featured on Imagination.org's YouTube Channel!

- Register your challenge at inventorschallenge.org
- Choose one invention you want to showcase in each video
- What to include in your video:
 - What's the name of your invention?
 - What problem does it solve?
 - What does your invention do?
 - What inspired you to create your invention?
 - Who does your invention help?
 - Did you run into any challenges? How did you overcome them?
 - Share your ideas, sketches, and prototypes.
- Recommended length: 3 minutes or less
- Set the video in a quiet location with good lighting and a non-distracting background
- Mention the Inventor's Challenge, Imagination.org and AT&T Aspire in your video
- Video must be your own original work
- Read the official, detailed rules here: InventorsChallenge.org/rules
- You will receive a link to a form to complete, IF you have registered at inventorschallenge.org

If you want, host a showcase to celebrate all of your kids' inventions, and invite the wider community to come

A panel of Judges will use the following criteria:

All videos will be judged based on the following criteria: originality, level of inspiration and overall creativity. Judging will be conducted by a panel of Imagination Foundation and AT&T employees. The Panel will evaluate all valid entries and pick a winner for each category.

Originality: Entries must give an indication of being one-of-a-kind, new, fresh in some demonstrable way. They may draw inspiration or derive from objects that already exist; but they would be an iteration or improvement that is unique.

Usefulness: Entries should be clearly inspired by an interest in solving a problem identified locally or in one's immediate community. Judges will look for inventions that demonstrate the potential to make a positive difference in the lives of others. The intent behind the design and the benefit of using the invention should be detailed in the video.

Creativity of Design & Presentation: Overall, your invention should be unique, clever, useful, well-designed, and smartly presented. Rehearse and possibly even script your presentation in order to make your video clear and engaging. The video will be included in the judging process, so practice and make sure it is a creative, accurate reflection of your amazing invention. Judging will be conducted by Imagination.org and AT&T. The Panel will evaluate all valid entries and award one winner for each category.

Contest Categories

Lower Elementary
(Grades Pre-K-2)

Upper Elementary
(Grades 3-5)

Middle School
(Grades 6-8)

High School
(Grades 9-12)

Individual Entry Prizes

Thomas Edison Prize
(Grades Pre-K-2)

Alexander Graham Bell Prize
(Grades 3-5)

Nikola Tesla Prize
(Grades 6-8)

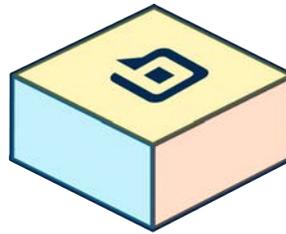
Leonardo Da Vinci Prize
(Grades 9-12)

One selected video from each Individual Entry Category will receive a prize package that includes a...



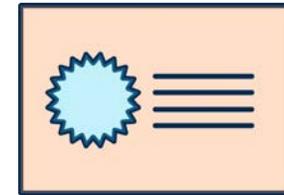
Tablet

A digital device to assist in learning and inventing.



BitsBox

A learning system that teaches kids real coding



Certificate of Appreciation

An official certificate, courtesy of AT&T for your participation.

All videos will be judged based on: originality, level of inspiration and overall creativity. Judging will be conducted by a panel of Imagination Foundation and AT&T employees. The Panel will evaluate all valid entries and pick a winner for each category.

Visit this link for all judging criteria and rules:
<http://imagination.org/inventors-challenge-contest/>
Good luck!

Group Prize

The Grace Hopper Incubator Prize
(All Ages)

One selected video from each Individual Group Category will receive a prize package that includes a...



\$1000 Grant

A small grant to help fund your group invention.

All videos will be judged based on: originality, level of inspiration and overall creativity. Judging will be conducted by a panel of Imagination Foundation and AT&T employees. The Panel will evaluate all valid entries and pick a winner for each category.

Visit this link for all judging criteria and rules:

<http://imagination.org/inventors-challenge-contest/>

Good luck!



Thank You!

Imagine the world we can build

