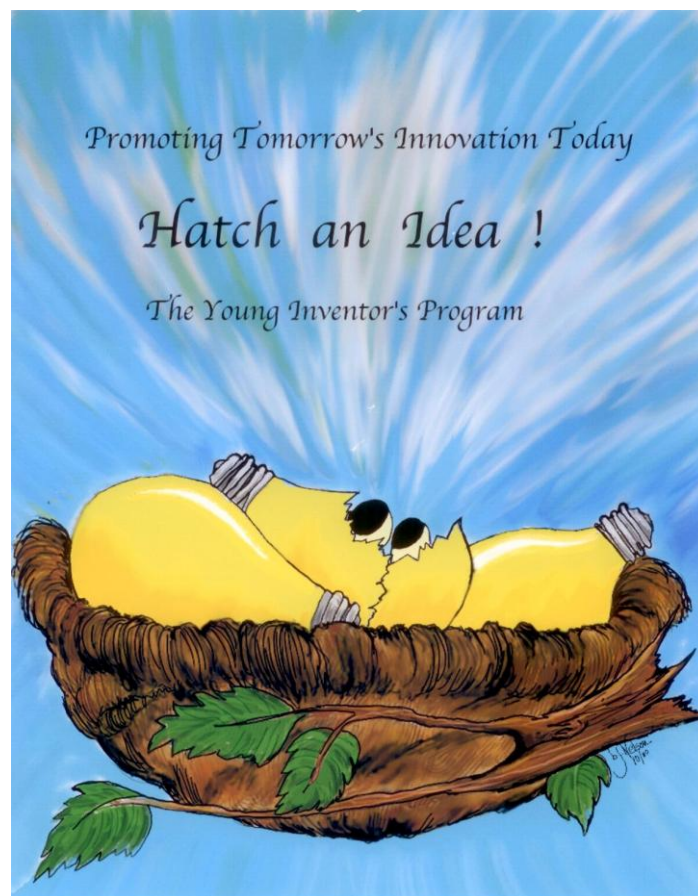


The Thomas Alva Edison Festival of Light Regional Fair Inventor's Log

A 'step-by-step' guide for
young inventors in grades K – 3



An official document of the
Thomas A. Edison Festival of Light Regional Inventors Fair

My Invention Story

Invention Title



Inventor _____

Grade _____

Student Folder Code _____

INVENT

An inventor is like a detective looking for problems to solve. Have you ever felt you could do something better if you just had an object or ‘thing’ to help you? Have you ever used a tool or gadget that doesn’t quite work the way you want it to? Maybe there are “problems” with it? Inventors use their creativity to make things that help solve problems. They can also use creative thinking to design a new way of doing something. So, if you’re going to be an inventor, you have to identify a problem and create a new thing or new way of solving it. The best way to identify a problem is to OBSERVE the world around you!

Problems can be found **everywhere**. Can you think of someone in your family who could use a “**whatchamacallit**” to help them with a job or an activity? Can you think of how to do something easier or better? Do you have problems taking care of your chores or your pets?

Do you have any problems or challenges when doing homework? What problems or challenges do older people have? What about your friends?

What problems have you observed at your school?

What problems are there with our land, air and water? What problems or challenges do animals (pets or wildlife) have?

When we identify problems or challenges in our world, we may feel the issues are too difficult for any one person to solve. Often times, this is correct. Some solutions require changes in the way we think, our attitudes, or what we value (what we feel is important). Your assignment is to invent (create) or innovate (adjust or alter) an object or process that helps solve a problem.

BRAINSTORM

Think up problems that need to be solved.

Draw or write about a problem that “bugs” you. It can be at home or school, work or play . . . any place. Or draw something wonderful, if only it could really become true!



Draw or write about a problem the Earth has. Can you think of any natural resources that are limited? Are there any better ways to use fuel? Are there better ways to grow food? Are there animal or population problems?



Draw or write about a problem or special need a member of your family or a friend has at work, at home, traveling or something you would invent to help them in some way.

Problems or challenges at school?

Problems or challenges at home? For example, in your room, bathroom, kitchen, garage, etc.

Problems when you are playing outside? For example, in a sport, on the playground, at the beach, etc.

Problems or challenges when you are out and about at a store? In a mall? At the movies? At a park? In the car? Traveling to visit out of town?

Now choose ONE PROBLEM or challenge from your brainstorming list.
This is it! This is the ONE PROBLEM you've decided to solve!

Circle this ONE PROBLEM on the previous page.

List all the many ways you can think of to solve this problem.
Thinking about this may happen over the course of a few days.
Record all of your solution ideas, even if you think they are wild and crazy.
As you record each idea, write the date beside it. 'Logging' ideas is like
writing journal entries.

Attach additional pages if needed. (You may have just few ideas or many)

Date

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

The Really Big Decision!!

Now it really gets exciting!

Of all the solutions you recorded, which do you think is the best? Write it down in this box. (Don't forget to record the date and time, and have your teacher initial it.)

Date _____

Teacher's Initials _____

It is time for you to discover if your
solution is **original**.
Next, let's discover if your solution is **ORIGINAL!!**

Let's RESEARCH!!

Now you'll need to research anywhere and everywhere you think you might find something like it. Research on a computer, in the library, in stores, etc. Can you think of any other places to look?

If you happen to find something exactly like your idea, **DON'T PANIC!!** You can do one of two things. First, can you improve the idea even more! Your second choice is to stop and choose another problem you brainstormed earlier. You may be disappointed but just think: someone else thought about the same problem you did. It was important enough that they did just what you are trying to do . . . provide a worthwhile solution!

If you find nothing like your idea from your researching efforts, then-

This is fantastic!! You have your very own

Here is a list of all the places I have looked in my research to find if my idea is original. (Rather than listing just 'library', put down which library (school library, public library, U.S. patent library, etc.). Write the names of the books, websites, or catalogs you researched.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please add additional pages if you need more space.

Now, it's time to make the invention just like Thomas Edison did with the light bulb! Just like Wilbur and Orville Wright did with their flying machine! Mary Anderson made her windshield wipers and Dr. Seuss created his children's books! This is *the first one of its kind to be made!*

We will call it . . . *the* **PROTOTYPE**.



Making My Invention

When making my prototype, I will use all safety precautions so I won't hurt myself. I will have an adult watch over me as I create it. On the lines below I will write a description of how I made it, the problems/challenges I had, and even the changes I made in order to make it work better.

_____ I will date my progress below.

_____ I will have an adult watch me and initial below.

Date

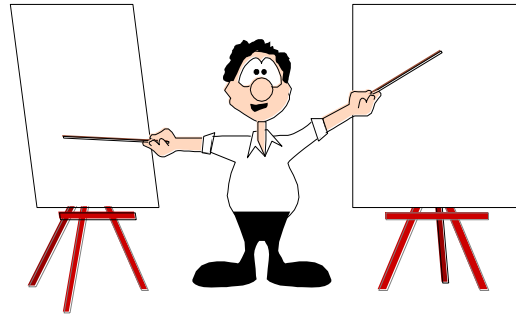
Witness



Please add any additional pages you need to complete this part.



A Drawing of My Invention

with all the important parts labeled



 <p>I made my invention prototype out of the materials listed below.</p>	<p>Cost of Materials \$\$\$</p> 
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
<p>Attach an additional sheet if necessary. Total Cost</p>	<p>\$ _____</p>

Final Thoughts about My Invention

1. If I were to have hundreds or even thousands of my invention made out of any material I wanted, my choice would be: (examples- paper, wood, plastic, metal, glass)

2. People will want to buy my invention because the price is right. Here is how I figured out a fair price: _____

It will cost this much to make (manufacture). \$ _____

I am told it costs about four times this amount in order to sell it in retail stores. This money (profit) will pay me, the inventor. It will also pay the many people that will help me package it, find the stores that will sell it, ship and deliver it, and finally- put the product on the shelves in those stores. It will also pay the people that will advertise it (tell people about it).

Cost to Manufacture Paying Everyone to Help Sell It People Can Buy It For
 \$ _____ X 4 = \$ _____

ABOUT ADDITIONAL RESOURCES

Helpful Inventor Fair Competition resources can be found online at www.edisonfairs.org. The *Inventor Fair Student Guidelines* provide additional helpful invention process, invention impact, and inventor communication details to support the information provided in this Log Book. Check out the helpful *RESOURCE LIST* provided, too! There are exciting opportunities along with very helpful information for students of all ages!

Parents/Guardians can better informed by reviewing the website Inventor Fair details at *Guidelines for Parents and Guardians*.

MY PLEDGE TO CONDUCT MYSELF ACCORDING TO THE FOLLOWING:

I pledge, for safety reasons and fairness to other inventors in making my up to 6 minute, unedited video presentation, I will follow the rules and regulations in creating, researching, and presenting my invention fair entry.

I understand I have more opportunity at home than in an exhibit hall space to access electricity, to create an invention prototype or model that is larger than normally allowed, and to access water if needed to demonstrate my invention. I understand it is still acceptable to just use pictures, illustrations or digital imaging to represent my invention.

I am aware live animals are not allowed to be used as part of my exhibit or presentation. A personal service animal is allowable with permission from fair officials.

As an Inventor Fair Participant, I will conduct myself with respect for others, with careful consideration for my actions, and have qualified supervision while working on my project. I look forward to being judged Virtually at Home.

VIRTUAL ONLINE COMPETITION: *Creating an up to 6 Minute Video Presentation*
I will complete my *Student Folder* and will be sure to make note of my *Student Folder Code (ID)*. I understand I will need to make an *Unedited Video*. I also understand it is okay to be prompted with questions by a person off screen. Cue Cards can also be used to help keep me on track to remind me to discuss important topics but I will not just read cue cards. I will speak in conversation style to the camera. I am inspired by my invention and I am excited to share it on the video!

I understand I can have help adding Log Book information and photo(s) of my model into my student folder.

**All students are required to have this page attached at the back of their logbook.
Your teacher and a parent/guardian are required to sign this form**

I believe my invention is original! Date _____

Inventor _____

Grade Level _____ Student Folder Code _____

Invention
Title _____

School _____

Name of Teacher (please print) _____

Signature of Teacher _____

PARENT/ GUARDIAN

VIRTUAL ONLINE COMPETITION: As parent/guardian, I will provide safety supervision, technological support to help my child with being virtually judged if required, and to help follow Virtual Inventor Student Guidelines as provided at www.edisonfairs.org .

Signature _____

Phone Number (_____) _____

E-mail _____