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**Thank you for choosing to participate
In the Young Inventors' Showcase!**

Since the very first Young Inventors' Showcase in 1987, several winners and participants have gone on to patent, manufacture and market their inventions – some making enough money to help pay for their college education. You are never too young to invent!

Invention has and continues to play a pivotal role in human culture and development. Since the caveman sharpened a stick with a rock to improve hunting, we have been inventing to make life easier. Inventions and the invention process are vital to our lives today. From the wheel to the rocket, from the hammer to the cordless power drill, and from the telegraph to the Internet, each invention leaves an indelible mark on our society, economy and history.

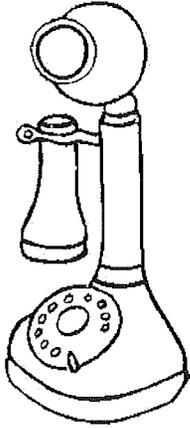
The United States has prided itself on being a global hub for invention and innovation throughout the nation's history. On July 31, 1790, the United States Patent and Trademark Office (USPTO) awarded its first patent to Samuel Hopkins for an improvement "in the making of Pot ash and Pearl ash by a new Apparatus and Process." Since President George Washington signed this patent, the USPTO has granted more than 7 million patents, more than 5 million of which were issued to American inventors.

Children's natural curiosity and desire to experiment has enabled them to play a critical role in the history of inventing. Children have directly invented or helped to invent snack foods, toys, games, clothes, furniture, school supplies, and technology. There are countless examples of young inventors who made an impact on their world with their inventions. For example:

- 1873 - Chester Greenwood at the age of 14 decided he needed something to protect his ears from the cold. He and his grandmother sewed together the very first set of earmuffs.
- 1921 - A fourteen year-old Philo Farnsworth came up with the key idea that would lead to his inventing the television while working on his father's Idaho farm.
- 1935 - George Nissen at the age of 16 got a pile of stuff from a local junkyard and, in his parents' garage, built a jumping device that he took to a camp where he and some friends worked. The Trampoline was an instant hit!
- 1958 - Robert Heft redesigned the American flag for a class project. His teacher initially gave him a B-, but told him that he could get a better grade if he could get Congress to adopt his flag. His flag was adopted by Presidential Proclamation and is the flag we use today.
- 1987 — In kindergarten, Houstonian Jeanie Low invented a stepstool that children could use to reach the sink that would fold up and be held magnetically in place, so it wasn't in the way of parents.
- 1997 - At the age of 13, Kavita Shukla invented a lab safety cap for containers holding hazardous chemicals after watching her mom forget to put the gas cap back onto the car.
- 2005 - At the age of 10, Taylor Hernandez invented "Magic Sponge Blocks," large building blocks made from sponge that can safely stack high without worry that they could fall and hurt a child.

As Thomas Edison said, "All you need to invent is imagination, and a pile of junk!"

Good Luck! We can't wait to see what you've invented!



Before You Begin Inventing... Begin an Inventor's Log!

One of the most important tools used by inventors is the Inventor's Log. It is a resource for writing down all information about the process by which you create your inventions. Using a bound notebook, or the example on the next page, make notes about what you do and learn while working on your invention. Write in ink and do not erase – even mistakes are all part of the process. Also, make sure to sign and date all entries. You may even want to have a parent or teacher sign them as a witness.

What goes into an Inventor's Log? Basically, it should include anything relating to the invention(s) you create such as:

- Ideas and how you came up with them
- Thoughts or concerns about your ideas
- Materials tested and used
- Parts and where you got them plus costs
- Research — both the facts and books, magazines, and/or websites where you find them
- Diagrams, sketches, and drawings
- Problems you encounter
- How you solved problems you encountered
- Data, charts, and graphs

Why keep an Inventor's Log?

1. To keep track of all your thoughts and research, so if you forget something, you can easily go back and find it again
2. To prove when you came up with your ideas for your invention

So, go get your Inventor's Log ready then press on with your inventing!

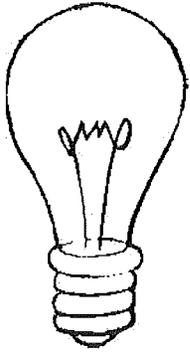
INVENTOR'S LOG

Name:	Date:
Notes:	

Diagrams:

Inventor's Signature: _____

Witnessed by _____ on _____



Creating an Invention

The process of developing an invention is not difficult, but it can take time. There are five major steps involved in creating an invention:

1. Get an Idea
2. Make a Plan
3. Build a Model
4. Test the Model
5. Finalize Your Invention

Below are more details about each step and some examples to help. However, please keep in mind that this is a process, not a recipe. Follow the points that help you create your invention and avoid the ones that frustrate you, slow you down, or prevent you from completing your invention. Go in an order that makes sense for you and don't be afraid to go back to a previous step.

Keep in mind that, if you make a mistake or something fails, it isn't the end of the world. ALL inventors have setbacks, but the successful ones learn from their mistakes and move forward. In 1968, Dr. Spence Silver was trying to create super-strong glue, but instead he made a very weak adhesive that wouldn't permanently stick. Six years later, another researcher at his company was looking for a way to stick bookmarks into a book without damaging the paper. He discovered that Dr. Silver's weak glue was perfect for his needs, turning what was thought to be a failure into a top-selling office supply - the PostIt™ Note. So, if you get stuck, take a step back, look over what you've done, and don't be afraid to move into a new direction.

Remember - the most important thing when inventing is to have fun!

Step 1 – Get an Idea

- Identify a Need, Want, or Problem

All inventions have one thing in common – they are created to solve a need, want, or problem. As such, identifying the problem or need is the most important step, and sometimes the most difficult, in creating an invention. If you work on problems and needs that interest you and have an impact on what you care about, you are more likely to learn from and enjoy the process. These problems can be in your everyday life, such as something that helps around the house or at school. For example, one young girl invented a no-spill bowl after watching her mom clean up a mess created by her baby sister when she spilled her bowl of cereal on the floor.

A good inventor is always observant: look at the things that you do every day but could be made easier with a different device. You eat, sleep, do chores, go to school, play sports, work or play on the computer, help other people, and much more. Each of these things that you do may benefit from invention. How many times have you said, "I wish I had a _____ that could help me do this (or would do this for me)!"? That is where invention begins. Ask your parents, friends, teachers, and other community members. Make a list of problems in your Inventor's Log and then pick your favorite among them.

When identifying a problem, make sure it is within your ability to solve the problem. For example, you may want to invent something to help with global warming. However, a device that would reverse global warming altogether may be a bit beyond your abilities. So, instead, focus on how you can help combat global warming in your home – is there something you could invent to save energy at home?

- **Brainstorm Solutions**

Once you have selected a problem, make a list of possible solutions and write them down in your Inventor's Log. The purpose of a brainstorm is to not worry about how you would make the solution, but to just simply list everything that comes to mind. Sometimes, an outrageous idea can lead to one that is more reasonable.

- **Select a Solution**

Look over the entire list of solutions and evaluate each solution to identify the best one. It helps to think about your ability levels, your access to equipment, and the time you have when debating about your choice. You may want to ask your family and friends for their thoughts about your solution. Finally, give your idea a name – you can change it later, but it helps to keep you motivated and brings your idea more to life once it has a cool name!

So what do you do if none of the solutions you brainstormed are within your abilities? You can either try to brainstorm more solutions, maybe with some other people to help you come up with ideas, or even go back to your list of problems and needs and choose a different one. Keep the list for future inventions, but go ahead and move on to a different idea. There is nothing wrong with this – inventors often have ideas they put off until later or never manage to build. Even Thomas Edison, for all of his patents, still had many ideas he never created.

Step 2 – Make a Plan

- **Do Research**

Research is an important part of the invention process. There are two key things you need to research: 1) has anyone already made your invention and 2) important information needed to better understand your problem and to help you plan your invention.

You must do the research to make sure someone has not already claimed the patent for your idea or something very close to it. A “patent” is a legal document saying that you own an invention. If you make an invention that is already patented, it is called “infringement.” Basically, this means you are stealing someone else's work and claiming it as your own. Even if it is unintentional, it is wrong and illegal. To determine if an invention already exists, you can search the website of the United States Patent and Trademark Office (www.uspto.gov) and/or you can use search engines such as Google™, Yahoo!™, Ask.com™ and others.

Once you're sure your idea hasn't already been created, go ahead and make a list of questions you have and topics related to your invention. Put this list in your Inventor's Log. A good inventor is well-informed about what they are inventing. Often, this research is important when it comes to developing your model or prototype, which you'll do in the

third step. For example, before they started building their various airplanes, the Wright brothers, researched how different animals fly, wing shape, weight, balance, wing motion, and more!

- **Apply the Research**

Just doing the research isn't the end. Now you need to figure out what to do with the information. Write down a list of the important facts you learned in your Inventor's Log. Consider each one as you think about your problem and possible solutions.

- ☒ What kind of materials should you use?
- ☒ Are there any hazards you hadn't considered?
- * Is there an easier way to build your model?
- * Has anyone already tried and failed? What did you learn from them? ☒ Was anyone successful in a related topic? Can you use their findings to help you?
- ☒ Are there any important ideas to keep in mind as you design your invention?

Frank Epperson is a good example of someone who successfully applied research to his invention. In 1905, when he was 11 years old, Frank left flavored soda on his porch overnight. The next morning, he found it frozen, giving birth to the idea of a frozen, flavored treat. But, there weren't freezers in the home at the time, so Frank spent many years researching about how things freeze and doing lots of experiments. Eventually, he invented a machine and process by which he could quickly freeze flavored syrup to create the Popsicle.

Step 3 – Build a Model

Now that you have an idea and completed your research, you're ready to begin building your first model. Before starting, try to find a place to set up a "workshop:" a safe space where you can keep all your materials and tools used to build and test your invention. Once you have your space, review all your research and begin with a sketch or drawing of your invention in your Inventor's Log. You don't have to be an artist and the drawing doesn't have to be complicated. The important thing is that your sketch illustrates your idea clearly and that it is easy to understand.

Next, make a list of materials and tools that you need based on your sketch and get them. The materials don't have to be new; you may be able to use things you have around your house, garage, or found in garage sales or maybe from relatives and friends. And remember, just because you can't find all the materials on your list it does not mean your invention is doomed. Think about creative ways to use other materials to replace the ones you can't get. Lots of complicated inventions started with very simple materials: for example, the very first Weed Eater was just a motor, an aluminum can, and fishing string.

There are two major types of models that are built for inventions — conceptual and functional:

- **Conceptual Models** – not all models of inventions are meant to be working models. Some models are intended as a way of illustrating an idea. Often, this is done when an idea is too large or expensive to do in full-scale. Another reason may be that to test the invention would be unsafe, too expensive, or simply not possible in full-scale. For example, if your invention is a new type of roof that can withstand high winds, you probably won't be able to build a full-scale house with this roof.

- **Functional Models** – many invention models are working versions of the invention. These models are early versions, or prototypes, of the final invention. They are used to test the design and the materials used in order to refine the invention before the final product is built.

Think about which type of model will be best for your invention.

As you build, you may think of other ideas for the design; be sure to write them down in your Inventor's Log. You may also realize that your initial sketch for your idea won't work. If that happens, think about it some more and then make the changes to your model. Make sure to record your changes in your Inventor's Log. When you're all done, look at your creation and think if there are any other changes you feel are needed before you begin your testing.

Step 4 – Test the Model

This is one of the most essential steps in inventing, as this is where you learn what you need to do to make your model work. Often, you will cycle between building and testing while developing your final invention, as each test you conduct tells you about more changes that you need to make. Perseverance, determination and tenacity are important qualities of an inventor! Make sure to record all your data in your Inventor's Log along with any changes you choose to make to your invention. Get stuck? Ask family members and friends to help you test. Sometimes if there's a problem, they will be able to see things that you might miss - take advantage of fresh eyes!

Just as there are two major types of models, each model is tested differently:

- **Conceptual Testing** – When testing conceptual models, the goal is to see if others understand your invention and how it is supposed to work. This is when you'll need to enlist the help of friends or family. They should look at the model and offer suggestions on changes you can make to better illustrate your invention's purpose. The most important part of conceptual testing is to listen to their comments—they are telling you what they perceive, which is often different from what you see—do not get defensive about your model. Take their comments and use them to create a final model that everyone can understand!

- **Functional Testing** - When conducting functional tests, you want to make sure that your invention does what you intended and that it does it consistently. This step is also where materials are tested; your invention may work once but the material you have chosen might not stand up to a second try or it just might not be the best material for the job. There is often a great deal of testing, tinkering, and retesting in the invention process, so don't get discouraged. When Thomas Edison was creating the light bulb, he was once asked if he had failed because he didn't have results despite all his tests. He replied, "Results? I have gotten a lot of results. I know several thousand things that won't work." Edison was also quoted as saying that "genius is one percent inspiration and ninety-nine percent perspiration," meaning that the idea is just the beginning; you need to put in a lot of work to be a successful inventor.

Step 5 – Finalize Your Invention

This is it! Go back, review all your tests and observations, check over all the modifications you've made to your inventions, and make sure everything makes sense. Once all that is done, go ahead and put on your final touches to make your inventions your own: add decorations or color, give it a final name, and put together your presentation for the competition (see next section).

We look forward to seeing the fruits of your labors!

Participating In the Young Inventors' Showcase



Application Process

In order for your invention to be considered for the 2015 27th Annual Young Inventors' Showcase, your application including a photograph of your invention must be postmarked no later than April 15, 2015.

Use the check list included with your application to make sure that you have the following documents signed, dated and included with your submission:

- A completed application — signed and dated
- A photo of your invention — make sure the photo clearly portrays your invention
- A completed and signed media release form

Planning Your Time

We suggest the following timeline may be a good standard to follow when planning to develop an invention:

Week 1: Brainstorm and research ideas, write a few thoughts about your idea and what problem it will solve, and draw an initial sketch of your invention.

Week 2: Write your materials and tools list in your Inventor's Log. Make sure you continue to enter all the information about your invention in your Inventor's Log. Develop a budget for materials – remember, you don't have to purchase a lot of expensive materials. Gather the materials and tools you will need.

Week 3: Use this week for building your first model

Week 4: Begin testing and revising your invention. As you make changes to your invention, make sure you record it in your Inventor's Log.

Week 5: Finish testing and revising your invention, noting changes in your Inventor's Log. Begin getting ready for the competition.

Week 6: Complete your invention and competition materials. Don't forget to apply to the Young Inventors' Showcase by April 15th!

Judging Criteria and Procedures

It is very important that you stay with your invention during the judging period, as all inventions will be judged at least three times. If you are not with your invention and ready when the judges arrive at your table, your invention will not be judged. You will be judged on a point system of 100 possible points that are weighted to six topics:

- | | |
|--|-----------------|
| 1. The invention reflects original creative thought and provides evidence of no similar product on the market. | Worth 35 points |
| 2. The invention has practical value. | Worth 25 points |
| 3. The Inventor's Log book accurately reflects the process through to the end result. | Worth 15 points |
| 4. The inventor is enthusiastic about his/her invention. | Worth 10 points |
| 5. The invention is well designed and constructed, made wise and creative use of available materials | Worth 10 points |
| 6. The inventor has promoted the invention with eye-catching and creative materials | Worth 5 points |

Contest Rules and Regulations

- The invention entered must be an original invention.
- Teams of students are permitted, with a limit of 3 members on a team.
- A student or team may enter only one invention.
- The entered invention must be the work of the student or team entering the Showcase.
- Completed project application forms must be on file with the Showcase coordinator the day of the Young Inventors' Showcase.
- Individuals or all team members must be at their project during all judging periods. All projects will be judged within the scheduled judging times.
- Disruptive students will be disqualified from the Showcase.
- Students are encouraged to provide judges with copies of a one page abstract or summary of their project. However, the material cannot identify the student, teacher, school or district.
-
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- Students are encouraged to provide judges with copies of a one page abstract or summary of their project. However, the material cannot identify the student, teacher, school or district.

Display Guidelines

Before planning your display, be sure to carefully review the rules for project displays. Make your display a creative visual summary of your entire project. How you display your invention—the color scheme, graphics, pictures, lettering, etc.—are all-important because your display will serve as a "silent" salesperson for your project. See "Photograph Display Restrictions" below regarding photographs. Make sure to note on your application if you will need electricity, otherwise your invention may not be near a source of electricity on the day of the Showcase.

Everything associated with your display must fit into the space allocated for your project, which is 76cm (30in.) deep x 122cm (48in.) wide x 274cm (108in.) high if floor mounted. Only use floor mounted projects for extra tall/heavy display boards and/or equipment. If table mounted, the height limit is 198cm (78in.); width and depth remain the same. Most display boards are constructed of plywood or foam core. Please think carefully about using expensive equipment, such as computers. The University is not responsible for lost or broken equipment.

Display Rules and Safety Regulations

- The exhibit must be set up at the assigned location.
- The name of the student, teacher, or district must not be a visible part of the display.
- The inventor is responsible for the set-up of his/her own exhibit.
- No radios, TVs, tape players, or other sound transmitting devices may be played unless the sound transmitted by the devices is used as part of the invention.
- Laser pointers, except as a part of the invention, are not allowed.
- Inventor's Logs should be available at the display for review by judges.
- The following items are **NOT** allowed to be part of the display:
 - * Live animals, including vertebrate and invertebrates
 - * Live cultures of microorganisms or fungi (including molds)
 - * Poisonous plants
 - * Taxidermy specimens or parts
 - * Preserved vertebrate and invertebrate specimens or parts
 - * human/animal parts (exceptions: teeth, hair, nails, dried animal bones, histological sections, and sealed wet mount tissue)
 - * Other potentially hazardous biological agents
 - * Open flame
 - * Flammable liquids (ex. Gasoline)
 - * Flammable gasses (ex. Propane cylinders)
 - * Poisons
 - * Hazardous chemicals and materials
 - * Radioactive materials
 - * Class III or IV lasers (anything stronger than a laser pointer)
 - * Prescription medication
 - * DEA-controlled substances, tobacco products, and alcoholic beverages
 - * Firearms, explosives, and other weapons
 - * Offensive audio/visual displays

Photograph Display Restrictions

Photographs and/or visual depictions are allowed if:

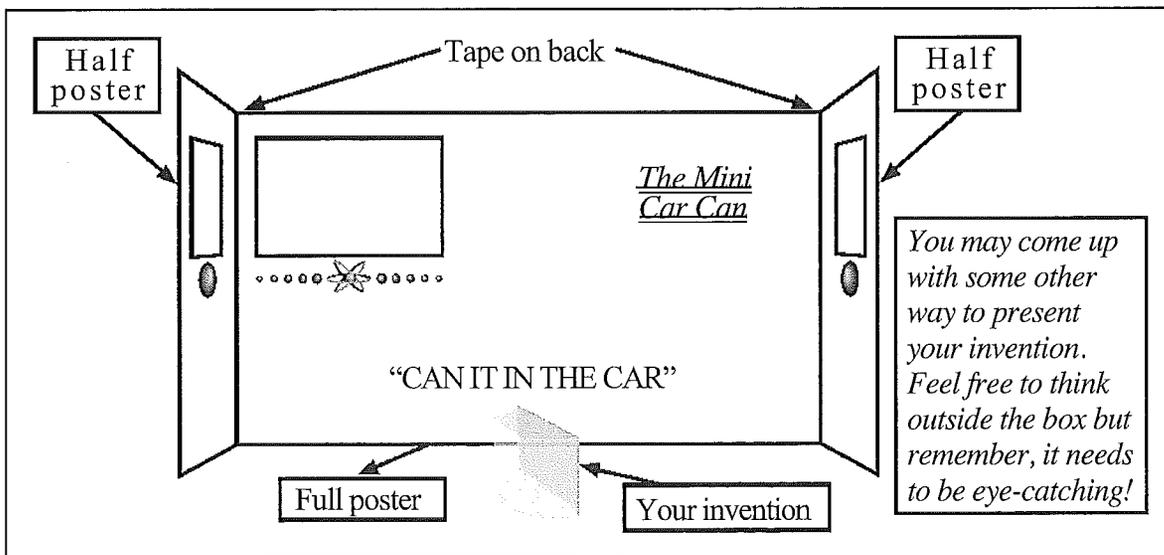
- Credit lines of their origins ("Photograph taken by ..." or "Image taken from ...") are attached, including photos from someone other than the inventor, the internet, magazines, newspapers, journals, etc.
- If all photographs being displayed were taken by the inventor, one credit line prominently displayed indicating that the inventor took all photographs is sufficient. For photographs of human subjects (other than the inventor and/or inventor's family), signed consent forms must be available at the project.

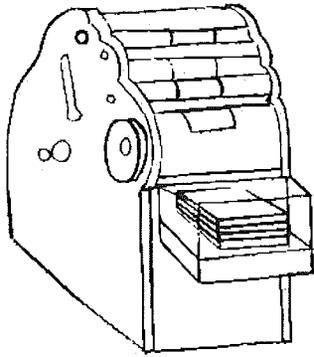
What to Expect the Day of the Competition

The schedule for the day of the competition will be similar to the sample schedule below:

Participant registration/invention set-up	8:30 a.m.-9:30 a.m.
Judging	9:30 a.m.-12:30 p.m.
Lunch and break	12:30 p.m.-2:30 p.m.
Final Judging	1:00 p.m.-2:00 p.m.
Presentation of prizes	2:30 p.m.-3:00 p.m.
Breakdown of inventions	3:00 p.m.-3:30 p.m.

You will receive a final agenda for the day when you arrive and check in. Bring your own lunch and drinks. Please do not plan on going out for lunch: if the judges needed to talk to you during final judging, you will risk not being in place. **Remember, if you are not in your place when the judges get there, your invention will not be judged.**





Bibliography

For More on Inventing, Check Out These Books!

Electric Mischief: Battery-Powered Gadgets Kids Can Build **by Alan Bartholomew**

Ever had an itch you can't scratch or had to eat your dinner during a blackout? Now you can tackle these pesky problems with your own electric backscratcher or illuminated fork! With lots of ideas that build on the basics, this book will make you a gizmo wiz.

Put a Fan in Your Hat! Inventions, Contraptions, & Gadgets Kids Can Build **by Robert Carrow** Besides providing 12 ultra-neat projects such as a battery-operated, air-conditioned hat to keep them cool in the summer, this book encourages children to invent their own contraptions.

Kids Inventing! A Handbook for Young Inventors **by Susan Casey**

You'll meet inspiring kids just like you who designed their own award-winning inventions. Discover how exciting it can be to rethink the world around you, solve problems, and surprise and delight others with the results. Anything's possible with Kids Inventing!

The Kids' Invention Book **by Arlene Erlbach**

The stories of twelve kid inventors. Erlbach uses the success of 15-year-old Chester Greenwood, who invented earmuffs in 1873, as the takeoff point for introducing more than a dozen contemporary children who have created their own inventions. Each double-page spread profiles one child and his or her invention, some of which have won national recognition in inventors' contests.

Mistakes that Worked: 40 Familiar Inventions and How They Came to Be **by Charlotte Foltz Jones** Presents the stories behind forty things that were invented or named by accident, including aspirin, X-rays, frisbees, silly putty, and velcro.

Margaret Knight: Girl Inventor **by Marlene Targ Brill, Joanne Friar**

Knight was interested in how things worked and in building and inventing. This picture book tells the story of how she came up with the idea to make a safer loom at age 12.

Popular Mechanics for Kids: Make Amazing Toy and Game Gadgets **by Amy Pinchuk**

Children learn how to build five toys and games by using inexpensive, easy to find tools. Provides easy-to-follow instructions for creating a light box, blinking jewelry, spy camera, and other electric gadgets. With the depth and accuracy you expect from Popular Mechanics for Kids, this lively activity book is any budding engineer's delight!

So You Want to Be An Inventor? **by Judith St. George, David Small**

Are you a kid who likes to tinker with machines that clink and clank, levers that pull, bells that ring, cogs that grind, switches that turn on and off, wires that vibrate, dials that spin? You maybe inspired by what other inventors have accomplished.

Girls Think of Everything: Stories of Ingenious Inventions by Women by **Catherine Thimmesh** Tells the story of how women throughout the ages have responded to situations confronting them in daily life by inventing such items as correction fluid, space helmets, and disposable diapers.

Brainstorm!: The Stories of Twenty American Kid Inventors by **Tom Tucker** Tom Tucker reveals some of the amazing inventions of the past and present that have come from young Americans, ages eight to 19. The achievements of some of the kid inventors gathered here were prominent once but have become obscure over time; others are relatively unknown.

The Kid Who Invented the Popsicle: And Other Surprising Stories About Inventions by **Don L. Wulffson** Brief factual stories about how various familiar things were invented, many by accident, from animal crackers to the zipper.

For More on Inventing, Check Out These Websites!

By Kids For Kids: www.bkfk.com

By Kids for Kids' website gives children information about the process of inventing, examples of other inventors (kids and adults), and tools to help children explore their invention ideas. Children are invited to join the online Kids Club where they have access to hundreds of articles and other valuable resources. Parents, teachers, and mentors can also register with the website to help children in creating their own inventions.

Build it for Yourself: www.build-it-yourself.com

Build it for Yourself inspires children to use their creativity to build various projects. These projects include robots, puppets, and dream houses. Parents, teachers, and students collaborate in the construction of these projects. Through this collaborative process, children learn valuable lessons in problem solving, team work, and how to apply technology in "real-world" situations.

Invention Dimension: web.mit.edu/invent/invent-main.html

Invention Dimension is a fun-filled and at times wacky approach to making learning about invention exciting for the kid in all of us. Have some fun with invention games and explore the wealth of inventor and invention resources, including inventor profiles and patent guidelines.

Invent Now: www.invent.org/index.asp

Invent Now brings to the world a wide range of programs, places, content and other experiences. Everything offered celebrates and fosters the spirit and practice of invention.

United States Patent and Trademark Office's (for kids): www.uspto.gov/go/kids

Kids who want to be inventors or just want to know more about inventors and intellectual property can find lots of interesting information here and some great games!

About Inventors: inventors.about.com

This website is an excellent source that includes many aspects of invention. It provides an insight into recent inventors, inventions of the year, and inventors who are kids. There are also resources and articles pertaining to inventors and links to other sites to continue learning about inventions.

Inventor Ed: www.inventored.org/k-12

Aimed directly at kids, InventorEd provides several topics on inventing from the History of Inventing to Inventing Safely. Other links lead to school invention sites and links contributed by educators.

Academy of Applied Science: www.aas-world.org

The Academy is recognized nationally as an educational resource center offering enrichment programs for students, and professional development for teachers and educational administrators.

Partnership for America's Future, Inc: nmoe.org/competitions.htm

An eagerness to continue learning, without a teacher's prodding, has characterized those students who have participated in the Partnership's programs. In this way, students have become convinced that education is valuable; and when students believe that education is valuable, then they will value their education.

Celebrating the Achievements of Children: www.amazingkids.com

Amazing Kids! is dedicated to inspiring excellence in children. They base this mission on the belief that every child has the potential to be "amazing" in her or his own way. They believe it is through the realization of this potential that children will be able to live more productive and satisfying lives.

Big Learning: www.biglearning.com

This site exists to contribute resources for big learners and promote big learning as a valid way for kids to learn. So explore the treasure troves, check out the links, sign up for the newsletter, and go have fun learning something!

The Kids Hall of Fame: www.thekidshalloffame.com

Spotlight on the famous and the soon-to-be famous kids throughout the world by age level (up to age 19). View the archive of their accomplishments. These children are positive peer role models for all kids.

ExploraVision Awards: www.exploravision.org

ExploraVision is a competition for students of all interest, skill, and ability levels in grades K-12. The purpose of the competition is to encourage students to combine their imaginations with the tools of science to create and explore a vision of a future technology.