



# Training Guide



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## Introduction

We hope that you will enjoy this DI resource which focuses on the training aspect of Destination Imagination Instant Challenges. Not only are Instant Challenges worth 25% of the total score, they are great ways for your team to grow in their creative problem solving skills and in their teamwork. Unlike the main challenge that your team chooses to solve, there is no interference in instant challenges. As a team manager, you can provide feedback and help the students to grow their skills as a team.

We hope that you will use this resource in your Destination Imagination journey. We have provided steps in the Instant Challenge journey along with actual Instant Challenges that you can use. The lessons will help you teach your team basic skills they need to help them solve Instant Challenges. In addition, check out the “Exploring Materials Properties” resource which provides exploration of how your team can use different materials such as string, rubber bands, paper rolls, toothpicks, paper, paper plates, spaghetti, index cards and paper clips. The Tricks for Practicing Instant Challenges will provide you some guidance to help your team craft a solid game plan for tackling Instant Challenges.

Please don't hesitate to contact us if you have any questions. Good luck!

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## Team Roles

TIME MANAGEMENT: Instant Challenges requires time management skills by dividing up the jobs so everyone works efficiently.

1. Give the team the Team Roles handout.
2. Briefly explain if the team knows what their roles will be when they learn whether they have a task based or performance based challenge. They will be able to complete the different parts of the Instant challenge and utilize their time wisely.
3. With well determined roles teams will need less time for dividing up tasks and the amount of time for each part of the challenge especially if the challenge is both task base and performance base.
5. What roles will each team member have?
  - a. **The Timekeeper:** Keeps track of the time. This will help to make sure you don't waste your Imagination Time. You may use a stopwatch but it cannot beep.
  - b. **The Details & Rule person:** Responsible for listening for the details of the challenge and making sure the team knows what they should and should not do.
  - c. **The point person:** Helps analyze the points.
  - d. **Teamwork facilitator:** Makes sure everyone has a chance to give ideas.
  - e. **Laughmeter monitor:** Makes sure that the skit or whatever is funny (if it is supposed to be).
  - f. **Skit Developers:** Work on the story line if there is one.
  - g. **Builders:** Work on the device or prop.
  - h. **Performers:** Perform and do the special effects.
6. Have the team complete the table below.

Have the team try filling their roles with the following Instant Challenges:

- Crawling Away (Colorado)

DEBRIEFING: After the team has presented its solution ask 2 or 3 debriefing questions below.

- Did you divide your roles so everyone had a job and all the jobs were completed?
- How do you think you did as a TEAM? What did you learn about teamwork from doing this?
- How well did you manage your time? How might you have used your time more effectively?
- How might you divide your time to be more efficient?
- What were some strengths of your solution? What worked well?
- If you were to start the challenge over again, what might you do differently?
- If the solution did not work, what could you have done to make the solution work?
- Could your solution have been more creative, novel, or unique? What might you have done to make that happen?
- Did you consider the properties of materials and what was needed before you started building?
- What did you like about your solution?
- What did you learn?

## TEAM ROLES

Time keeper	
Detail Person - Listener - Rule checker	
The point person	
Teamwork facilitator - Make sure everyone has a role and gives ideas.	
Device & Technical Builders	
Prop & Costume Builders	
Laughmeter Monitor	
Skit Developers	
Performers	
Special Effect, Human Scenery	

## What to Consider When Reading ICs

Always take at least 15 seconds of your Imagination/Think time to discuss the points below.

There are three main types of Instant Challenges:

Performance Based

Task Based

Combination Performance and Task (Create something to use in a performance)

### 1) What are you to do?

The first part of every Instant Challenge reads: Your Task is to \_\_\_\_\_ or Your team is to \_\_\_\_\_

<b>Create</b>	<b>Present</b>
<b>Design</b>	<b>Build</b>
<b>Move or Remove</b>	<b>Communicate</b>
<b>Protect</b>	<b>Change</b>
<b>Perform</b>	

Pay attention to this part because it is your first clue to what type of challenge you will have.

From the list which words tell you it is a performance based IC?

Which ones tell you it is task-based?

### 2) Key Phrases

It is important to pay attention to key phrases as the appraiser reads the challenge such as:

How many must you build, move, create	Are there any special definitions Free standing Gizmo Jingle
What may you <b>NOT</b> do: Talk Cross a line or boundary Change or Alter Touch something Attach to something What may you not use in your solution/presentation?	When can you use the materials Right Away After a certain time Not after a certain time (stop building) May you keep building when Part 2 starts?

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### 3) What type of Materials do you have?

What are creative ways to use them? As props, costumes, or for building.

If you have imaginary materials - who will use it and how?

What you will need, to solve the challenge and how you can use the supplies to help you reach, connect, move or control things.

\*\*\*\*\*



**4) Next: Check the points**

Height	Weight Held	Creative Use of Materials
How Many	Distance	

When you look at the points it is important to determine if anything like height, weight, distance has a limit to how many points you can earn, so you know how much time to spend on that element.

\*\*\*\*\*

**5) Finally: Check the time:**

It is important to look at the time you have to build, move, or design to help you decide if you are going to sacrifice creativity points for more height, distance, number built, or weight held. You may need to divide your team to do different tasks.

**Instant Challenges to help teach these skills:**

You may want to have your team read through these and discuss what they need to consider before they do the challenge.

- Hazardous Balls
- Story Ti-me (Colorado)

**Debrief (2 minutes)**

What were the important parts to keep in mind?

What could you NOT do?

What would you do differently?

What did you like about your team's solution?

## Divide & Conquer - Time Management

TIME MANAGEMENT: Instant Challenges requires time management skills

1. Teams will need to make sure they have enough time to do each part of the challenge especially if the challenge is both task base and performance base. Too often teams either take too much time to come up with an idea or spend too much time on only part of the Challenge Solution so that they don't have enough time to finish before they need to present their solution.
2. Teams should know their strengths and weaknesses and divide up tasks based on team members' strengths. Sometimes you may want to form a couple of smaller teams to make sure all the tasks are completed in the time limit. Before you go to Instant Challenge your team should know:
  - a. Who is good at building?
  - b. Who is good at prop and costume making?
  - c. Who is good at coming up with clever lines?
  - d. Who is good at thinking on their feet (ad lib)?
  - e. Who is good at acting?
  - f. Who is good at developing skits?
3. When the challenge is read you need to think about the following:
  - Time to discuss and plan your ideas
  - Time create and try out your ideas
  - What are the Limitations – things you cannot do – of the challenge
  - Time allowed to present your solution

Draw the Time and Work division table depicted below on the board. Have the team visualize these columns and mentally fill in as the problem is read

	Imagination Time	Time for Ideas	Divide Tasks Yes/No	Time to Work	Practice/Test Time
Time					
Who					

Choose one of the u " Challenges to have your team practice these skills:

Ask 2 or 3 debriefing questions after IC –

- Did you manager your time well?
- How did you divide your team to be more efficient?
- What did you like about your solution?
- What might you have done differently?

## Where Are the Points - If It Doesn't Say You Can't

1) **What does the challenge require you to do to receive points?**

Is it important to use all the materials?

Would keeping it simple help accomplish the task with the same amount of points?

Are you allowed to test your solution?

If you test your solution will it affect the scoring portion due to the effect of weight, water, wind, etc. on the materials?

2) **What can you do to gain teamwork points during assembly and transportation times?**

Take turns?

Different people build different parts?

Different people have different tasks during the applying of weights, transportation of objects, manipulation of device, retrieve objects, etc.?

Is there anything else you can do to WOW the appraisers?

3) **What can you do to gain creativity points?**

Risk-taking to make it more creative even though it may take longer.

Look at materials and evaluate: which ones would get you more creativity points?

Which materials would make you more successful?

Which materials would make you successful AND gain creativity points?

What if you use more than one step to retrieve an object?

Are you willing to sacrifice accuracy and dependability for creativity?

Is there anything else you can do to WOW the appraisers?

4) **What parts of the solution may receive more points?**

Height            Weight Held

How Many      Distance

Creative Use of Materials

5) **Limit to points**

Do the points for height, weight, distance have a limit to how many points you can earn?

This will help you decide how much time to spend on that element.

If the challenge says you will receive 20 points for having a standing structure and 0 if it doesn't stand and it also says you will receive 1 point for each inch of height. Should you put more time into having a standing structure or a tall structure?

Sometimes getting some points is always better than getting none.

Also look at the time you have to build, move, or design to help you decide if you are going to sacrifice creativity points for more height, distance, number built, or weight held, or if you need to divide your team to do different tasks.

*Always take at least 15 seconds of your Imagination/Think time to discuss these points.*

6) **Opportunity to be more creative**

Some Instant Challenges may seem like you need more rules. They are written this way to leave you lots of ways to solve them.

For Challenges like this your team should decide -

How to use the materials?

Can you make more than one device, tower, or object?

Do you have to use all the materials?

Can you change your device as you go?

***Remember in Destination Imagination there is a rule that says if it doesn't say you can't you can.***

7) **Questions?**

In Instant Challenge you are not allowed to ask questions until your Imagination/Think time begins.

Once time begins, decide what you want to do.

If you think your idea may not follow the rules, ask the appraisers.

Don't waste time asking questions - you may want to have someone designate to ask questions while the rest of the team gets to work.

## Properties of Materials

Ask the team to define and give examples of the following words:

Wait for their definition/purpose and examples before you give them the DI definition.

<b>Extenders</b>	Make things longer Things to help them reach farther
<b>Connectors</b>	Materials to put things together
<b>Containers/Controllers</b>	Materials to keep objects in place or from going off track
<b>Structural</b>	Materials to build towers and bridges or devices to hold weight
<b>Transporter</b>	Materials that will transfer objects across an area

Have several of the materials from each category in the Types of Materials list on a table and have the team group them into the above categories.

CHALLENGE: 10 to 15 min.

Choose to do one of the following Instant Challenges:

- Flying Feather
- Eggcellent Adventure (Colorado)

Remind the teams it is important for them to think about what types of materials they will need to solve the challenge. It is often wise to read the challenge again and decide what types of materials they will need to solve it. Then group the materials they are given into those categories.

DEBRIEFING: 5 min.

After the team has presented its solution ask 2 or 3 debriefing questions below.

- How do you think you did as a TEAM? What did you learn about teamwork from doing this?
- How well did you manage your time? How might you have used your time more effectively?
- What were some strengths of your solution? What worked well?
- If you were to start the challenge over again, what might you do differently?
- Did your team use any CPS tools? If so, which ones? If not, what ones might you have used?
- How well do you feel you used the materials you were given? How might you have used them differently? Were there materials you didn't use and if so how might you have used them?
- How well did you create your solution to fit the emphasis in the scoring? Would you do anything differently?
- If the solution did not work, what could you have done to make the solution work?
- Could your solution have been more creative, novel, or unique? What might you have done to make that happen?
- Did you manage your time well?
- How might you divide your time to be more efficient?
- Did you consider the properties of materials and what was needed before you started building?
- What did you like about your solution?
- What did you learn?

# PROPERTIES OF MATERIALS

**Task-Based** Instant Challenges are Based on Properties of Materials

Before working with the materials you have for an Instant Challenge it is important to determine what you can do with each one - Extend, Connect, Control, Strengthen, Protect.

## Examples of: Types of Materials

<b>Extenders:</b>			
	Yard sticks	Rulers	Dowels
	Pencils	Etc.'	
<b>Connectors/Adhesives:</b>			
	Rubber bands	Paper clips	Envelope glue
	Mailing labels	Gum drops	Marshmallows
	Clay	Pipe cleaners	Tape (all types)
	Pasta	Tooth picks	Etc.
	String	Jam	
<b>Transporters:</b>			
	Balloons	Piece of paper	Envelopes
	Piece of cardboard	Cups	Plates
	Bags	Aluminum foil	Cotton balls
	Tubes	Ball bearings	Marbles '
	Spoons	Straws	Etc.
<b>Structural items:</b>			
	Pipe cleaners	Paper	Envelopes
	Cardboard	Pencils	Straws
	Rulers	Yard sticks	Index cards
	Dowels	Paper clips	Spaghetti
	Styrofoam cups	Paper plates	Etc.
<b>Containers/ HOLDERS:</b>			
	Paper cups	Tooth picks	Lunch bags
	Envelopes	Styrofoam cups	Paper plates
	Etc.		

## **TIME MANAGEMENT:**

Instant Challenges requires time management skills

- 1) Give the team the Time Management handout
- 2) How much time does the team need to allow so much time for each part of the challenge especially if the challenge is a combination of task based and performance based.
- 3) Teams should know their strengths and weaknesses and divide up tasks based on team members' strengths.
  - a. Who is good at building?
  - b. Who is good at costume making?
  - c. Who is good at coming up with clever lines?
  - d. Who is good at quickly coming up with a story line and making sure the team has a beginning, middle, and end for their story.
  - e. Who is good at thinking on their feet (ad lib) in case the team is stuck?
- 4) Once the challenge has been read the team should take the first 15 - 30 seconds to decide what they want to do and who will do what task

Have the team complete the table on the following page.

When they are finished they are now ready to do a task and/or performance challenge.

Use the following Challenge to help teach these skills.

- Warning! Warning (Colorado)

# Good teams divide and conquer!

The first thing to do before going into a challenge is to decide who is good at what.

## TASK BASE

Who is good at:

building structures and devices

costume making

creating props

understanding the properties of materials

## PERFORMANCE BASE

Who is good at:

writing skits

thinking on your feet

ad-libbing

portraying characters



## Boundary Challenges

- 1) In some challenges there is a boundary they may not cross. This is usually a line or square on the floor. You should think of this boundary as an invisible force field or curtain that runs from the floor to the ceiling. When the rules say that no part of a team member's body may cross the boundary or taped lines that includes your hair, clothes, and jewelry.
- 2) Usually In Part One of a boundary challenge you may practice.
- 3) Consider creating a curtain made of strips of plastic, crepe paper, or sheets in order to help the team understand the rule of not crossing the boundary. Have them practice on the side with the curtain. (Demonstrate using the pole or yardstick reaching through the curtain.) If they touch the curtain you have crossed the boundary.
- 4) Give the team the materials for the challenge tell them not to touch the materials until you finish reading the challenge and start their time.

To practice not crossing the boundary, have the team do Instant Challenge

### Debriefing

Once the team completes Part Two Debrief with the following:

Which of your materials were **extenders**?

Which of your materials were **connectors**?

Which of your materials were **controllers**?

What did you have to do in order not to cross the taped lines?

What could you NOT do?

What would you do differently?

If a yardstick was one of the materials what did you need to know if you decided to not use it?

## Acting Skills

Your performance must be easy for the appraisers to understand and follow. Some of the things that make a performance with imaginary settings and props easier to follow is consistency and exaggeration in your actions. Consider the following things when you plan your performance:

Have the team picture the following situation while you discuss and practice the skills below:

*Sponge Bob is trying to wash a car before all the water drains out of his bucket. Then add that a tow truck is trying to tow the car away while he is washing the car.*

### 1) Miming/Body

- a. Props – talk about what type of props would be most effective to use
- b. Tow Truck Driver– have a team member mime hooking up the car to the truck, Remind them that they need to get into the truck the same way every time.
- c. Does Sponge Bob hold another sponge, use his back or front to wash the car?
- d. Make sure he always dips the sponge or his body into the bucket the same way?
- e. What facial expressions do each of the characters use?
- f. Is he happy, sad, or frustrated?
  - i. Over exaggerate, be REALLY Happy, Smell, Feelings
  - ii. Is the car muddy?
  - iii. Is he scared of the Tow Truck man? How might you show this?
  - iv. Response to the water draining from the bucket?

### 2) Human Scenery:

- a. Instead of scenery made with materials, members of the team become the scenery.
- b. Improv performers rarely use scenery, so by “becoming” a tree, a swinging door, or a rushing river, for example, they help to define their location or setting.
- c. In Instant Challenge your team should have a set of Human Scenery ideas they can use in their skits if needed such as a Table, Chair, Door (Demonstrate these)
- d. Demonstrate what forms of Human Scenery you might have in the Sponge Bob scenarios

### 3) Response to Imaginary Props

- a. Make sure you take time to respond to imaginary props
- b. This Increases performance time and adds dimension to your performance
- c. Here are some ways to remember imaginary prop locations
  - i. If it is a stationary item - look for a tear, stain, hole etc. in carpet to help you remember its location.
  - ii. Put it against a wall, near a specific poster, marker, etc.
  - iii. If carrying a prop, use dominant hand
    1. This will make it easier to remember and be consistent

You will be more likely to use it if you use this tip.

## CHALLENGE: 15 MINUTES

Choose one of the following Instant Challenges to have them practice these skills.

- Musical Hairs (Colorado)
- ~~Any~~ ctpkpi . "Y ctpkpi
- ~~Any~~ ctpkpi . "Y ctpkpi

## DEBRIEFING: 5 min.

Did you work together to create the item or scene?

Did you exaggerate your movements?

Did you develop a strategy to make sure everyone remembered/knew basic props & movements?

What might you have done differently?

### Introduction:

There are literally hundreds of full and mini instant challenges available to team managers, as they guide their teams to more successful creative problem solving. But simply giving a couple of random instant challenges at each weeks practice will not build the necessary team problem solving skills needed in DI competition or life in general. Instant challenges, whether task or performance based, require a team game plan. This document is designed to provide team managers some guidance as they help their team craft a solid game plan for tackling instant challenges.

### LAWS: Teams need them:

Even though creativity can't be bound to a totally structured process, instant challenges require listening and time management skills. The following are musts for any instant challenge and therefore, team managers, with the team, should carefully critique each instant challenge that they undertake to see that these activities actually have taken place:

#### L – Listen carefully to all instructions

- What are the time limits? – teams should assign a time keeper
- Are there penalties for certain actions?
- Are there areas that can't be crossed or entered – foul lines?
- Listen for specific information – “Can't be touched by hands” is different than “Can't be touched”.

#### A – Analyze

- Determine the Focus of the Challenge
- All materials provided. What are their characteristics? (more on this later)
- Discuss various alternatives – use CPS tools (brainstorming, advantages/disadvantages etc.)
- **DON'T** alter any material until a final decision has been made.
- Think of a similar challenge you have practiced and apply what was learned.
- What are the Scoring Areas

#### W – Work Together

- Everyone must participate.
- Listen to other team members' ideas.
- Decide what is **best for the team**.
- Manage your time.

#### S – Successful Team

- Combine all of the above and this is the result. **REMEMBER** – there is almost always some points given for teamwork – good teams **ALWAYS** get these points even if their solution doesn't completely work.

## Crafting a Game Plan

In addition to the above skills, teams should learn to craft a **GAME PLAN** that incorporates the following:

### 1. Determine the Focus of the Challenge

- This should **always** be step one – encourage them to determine this out loud within 15 seconds. Is it performance based, task based or a combination of the two? What is the team supposed to be doing?

### 2. Analysis of Scoring Areas, including Rubrics

- This is a must second step. Where are the points? Is it worth prioritizing building a structure 20 inches high if a team gets 20 points for having a standing structure, 0 points if it doesn't stand, and 1 point for each inch of height? **Getting some points is always better than getting none.**

### 3. Analysis of Materials provided

- A team should first look at the materials **BEFORE** starting to work with them. What materials were they given? Can they be altered? And **very Quickly**, an analysis of the alternatives for using them – CPS tools!

### 4. Time Management

- Good teams allot so much time for each part of the challenge. If task based that might be planning, building, and testing while if performance based it might be planning, assembling props and script lines, and practicing the performance. Again, one team member should always be assigned to watch the time – they should either have a watch or ask the appraisers for the time remaining.
- Good teams divide and conquer. Who is good at building, costume making, coming up with clever lines? Teams should know their strengths and weaknesses and divide up tasks based on team members' strengths.

### 5. Teamwork

- Teams need to practice **Sharing** ideas quickly, **Trust** in each other, **Accept** ideas of others, and **Respect** all ideas. That is the recipe for team to **STAR** at instant challenges.
- Use the Rule of Three - Teams who tend to keep going on suggesting new and better ideas long after they should have chosen something and started solving or writing the skit should use the Rule of Three. For the first decision, listen to 1,2,3 ideas and the fourth person takes one of those 3 ideas and adds on to it. (They don't have to go in order in a circle; it's whoever had the first three ideas.)
- Planning time is not a secret, so make sure your team speaks loudly and clearly so the appraisers can hear them. This is an important part of the teamwork score.
- Successful Instant Challenges have more to do with teamwork than just thinking creatively. Emphasize that every Instant Challenge will have a teamwork scoring component. All teams need to practice showing-off their team work skills.

Needs Improvement	Fair	Good	Great
<ul style="list-style-type: none"> <li>• Dominating individual who limits participation of others</li> <li>• Cooperation is minimal</li> <li>• Little sharing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of individual team member roles</li> <li>• Some cooperation</li> <li>• Some evidence of accepting ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance of team roles above average</li> <li>• Good cooperation</li> <li>• Sharing and acceptance of ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and team roles are easily identified</li> <li>• Diversity of skills mutually respected and evident</li> <li>• Team dynamics are exemplary</li> </ul>

**Team Roles:** What roles will each team member have:

- **The Timekeeper** - keeps track of the time. This person must have a watch that does not beep and must get used to checking it and telling the team when they are half-way through, or have a minute left, or whatever is appropriate. [sometimes, when the timekeeper isn't paying attention at IC practice, you may want to let the time run out and call **TIME!**... then allow another minute to finish and remind the timekeeper of the important duty. If you keep calling out the time, the timekeeper doesn't get in the habit of checking time.] You can always use **TWO** of these timekeepers.

- **The Details & Rule person** – is responsible for listening for the details of the challenge and making sure the team knows what they should and should not do. This person reads the IC (if on paper) and is the person who refers back to the written challenge to be sure they are following the rules and solving it as directed. Many an IC has run aground when a team talks during a in a nonverbal challenge, touches the tape that can't be touched, or changes the item that "can't be changed." The rule person keeps the focus on what is allowed.
- **The Point person** - helps analyze the points. This person makes sure the team is getting the most points possible. [for example, if the challenge said 10 points for a skit and 50 points for each creative costume, the rule person would remind the team that costumes were important, point-wise, esp. if they got stuck writing a skit and forgot to dress up.] --Yes, rule person and points person might seem redundant, but you WANT two kids checking the rules and paper and points throughout, so there are two slightly different roles that overlap.
- **Teamwork facilitator** - makes sure everyone has a chance to give ideas. This is the moderator of the group, who makes sure that everybody is participating and encourages the less-outgoing kids to speak up, and asks the babbling kids to "hold that thought" while another idea is heard. This person makes sure that there is some order to the teamwork and participation; if several people want to talk, this person identifies people in turn to speak, so that everyone gets a turn.
- **Laughmeter** - makes sure that the skit or whatever is funny (if it is supposed to be).
- **Skit Developer** - works on the story line if there is one.
- **Builders** - works on the device or prop.
- **Performers** – performs skit.
- **Special Effect technicians** - cause the special effects, act as human scenery and props.

### Debriefing:

Just providing an instant challenges to your team at weekly practice will not make the team good at them nor will it be an effective use of that important time. Team Managers need to debrief with the team after each challenge. Ask these questions and let the team evaluate themselves (Note – snack time is always appropriate after debriefing):

- How do you think you did as a TEAM? What did you learn about teamwork from doing this?
- How well did you manage your time? How might you have used your time more effectively?
- What were some strengths of you solution? What worked well?
- If you were to start the challenge over again, what might you do differently?
- Did your team use any CPS tools? If so, which ones? If not what ones might you have used?
- How well do you feel you used the materials you were given? How might you have used them differently? Were there materials you didn't use and if so how might have you used them?
- How well did you create your solution to fit the emphasis in the scoring? Would you do anything differently?
- If the solution did not work, what could you have done to make the solution work?
- Could your solution have been more creative, novel, or unique? What might you have done to make that happen?
- Finally, and most important: WHAT DID YOU LEARN?

### How to Present Instant Challenges to Your Team

As the facilitator, you must keep your notebook of Instant Challenge in a safe place away from the team. The idea behind instant challenges is on-the-spot-problem-solving. If you allow any team member to read any of these challenges prior to the presentation to the entire team, it defeats the purpose of these exercises.

Preview the challenges for difficulty. Many of the challenges can be modified to fit different skill levels. To be successful with these challenges, be sure to read each one carefully and assemble all required materials prior to presenting the challenge to the team. Materials may be substituted, but be sure to make the appropriate changes in the written text of the challenge. Be sure to set the challenge up in a place suitable to the challenge requirements. Performance-based challenges need lots of room, and task based challenges usually need a table or workspace that can stand the punishment of a truly creative team. A quiet, well-lit room away from distractions, is preferable.

All challenges should be timed by the facilitator. Although, teams may not finish within the stated time requirements, the facilitator should stop them when the time has expired. Time management is an important skill, and consistent timing practices will increase the team's success.

Once the challenge has been set up and the materials are in place, the facilitator may introduce the team to the challenge. The facilitator should read the challenge as written, with no additional explanations. If possible, an additional written copy of the challenge should be available for the team to use at this time and throughout the challenge. The team may ask questions after the entire challenge has been read and time has started. Unless the facilitator is asked questions, they should not interfere with the solution in any way until time is called.

The facilitator should observe the team closely and score them in the areas required by the challenge. You should share observations and ask the team to evaluate themselves. Be prepared to help your team if they didn't understand the challenge. Talk about how your team could have improved their scores and what factors may have tripped them up. After a team has analyzed its solution, it is often helpful to ask them to solve the challenge again with a completely new solution. You can use the basic format to create more practice challenges using different materials.

## **Performance-Based *Instant Challenges***

- **Performance-Based:** A performance-based Challenge involves the team “performing” a solution for the Appraisers. Teams may be scored on the creativity of their solution, presentation, and/or use of materials, along with teamwork. The team may be asked to use words, conversation, and/or dramatic characterizations to solve the Challenge. Language may or may not be involved in the performance. Teams may or may not be given time to practice their solution before presenting it to the Appraisers. Materials may be real or imaginary.

**Performance-Based *Instant Challenges* primary emphasis** is on Presentation and Presentation Elements.

### **Performance-Based *Instant Challenges* usually have five(5) key sections:**

1. **Challenge:** A brief summary of the team’s Challenge.
2. **Time:** A statement of how much time the team has for each part of the Challenge. Usually a team may ask to be scored early before time has been called.
3. **The Scene:** This section sets up the rules for the team’s presentation before the Appraisers.
4. **Items to Use in Your Presentation:** Items usually will be separated into things that can be changed (or altered) and things that cannot be damaged.
5. **Scoring:** This section gives the details of how the team will be scored on the Challenge.

### **Types of Performance-Based *Instant Challenges***

#### **a. Without Props:**

- No props given or listed
- Scored entirely on what the team does themselves

#### **b. With Props:**

- Props are provided
- Some emphasis may include creative use of props

#### **c. Team-Created Props:**

- Team is given basic supplies with which to make their props (i.e. paper, scissors, markers)
- Usually similar in other respects to the “with props” Challenges

#### **d. Imaginary Props**

- Team is given a list of props but not the actual props
- Team pantomimes the uses of the imaginary prop during the presentation

### **Preparing for Performance-Based *Instant Challenge* Presentation:**

1. Listen to instructions carefully. Ask questions if the instructions are not clear.
2. Know where the points are in the Challenge.
3. Speak loudly and clearly.

4. Listen to your teammates when doing Improv. Relax and go with the flow!
5. Don't make unnecessary long speeches. Give everyone a chance to add to the solution.
6. Practice giving everyone a part. Making up a skit where team members play scenery sometimes demonstrates teamwork better than using only the strong performers.
7. Practice talking yourself out of a jam when your mind goes blank.
8. Practice saving a teammate who cannot think of a line or reaction.
9. Practice using exaggerated movements and expressions.
10. Make up your own Improv games that include different criteria for scoring.

### Tools for Performance-Based IC's

CREATIVITY TOOLS	SCAMPER Categories Environments
PRESENTATION TOOLS	Characterizations Mime Stage Presence Improv Body Language Voice Alteration
STORY LINE DEVELOPMENT	Beginning, Middle, End Characters, Situation, Setting
MANIPULATION OF MATERIALS	With Props Team Created Props Imaginary Props Creation of Props, Costumes, etc.
OTHER THEATRICAL ELEMENTS	Staging Music Special Effects
TEAMWORK	Cooperation, Sharing, Division of roles, Respect of others' ideas
PROPERTIES OF MATERIALS	(See Task-Based Instant Challenges)

### Creative Uses of Materials:

It is important for team members to learn to use materials creatively in **BOTH** performance and task based challenges. Creativity involves using items in unique, novel, and different ways. By applying thinking tools while experimenting with materials, team members can discover many ways to make materials work. The rubric below can help team members know how Appraisers evaluate the creative uses of materials.

Needs Improvement	Fair	Good	Great
<ul style="list-style-type: none"> <li>• Materials used in a common way</li> <li>• No materials combined to make new items</li> <li>• Usual materials integrated into presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Some materials used in different ways</li> <li>• Few materials combined uniquely</li> <li>• Some materials integrated in a different way</li> </ul>	<ul style="list-style-type: none"> <li>• Many materials used in varied ways</li> <li>• Many materials combined in a variety of ways</li> <li>• Several materials integrated in novel ways</li> </ul>	<ul style="list-style-type: none"> <li>• Most materials used in varied ways</li> <li>• Unusual combinations of materials to create new items</li> <li>• Many materials cleverly integrated into presentation creating unique,, original ideas enhancing the presentation</li> </ul>

## Elements of Performance

### 1. Characterization:

- a. **Definition:** The personality a character displays. Done through the character's actions, choice of words, how he/she thinks, and how others react to this character.
- b. **Posture:** Are you showing the age, emotion, and energy of the character?
- c. **Gestures:** Are your gestures exaggerated? Are you acting or reacting to something?
- d. **Voice:** Are you displaying emotion, an accent, proper tone, age, mood, proper volume to be heard, and are you understandable?
- e. **Choice of Words:** Do your words fit your character? You would speak differently if you were a gentleman rather than a 3-year-old child.
- f. **Personality:** Are you an introvert or an extrovert? Do you like people? Are you active or quiet?
- g. **Body Movement:** Can others tell what you are doing? Are your body movements concise? Does your body movement reflect many of the attributes listed above?
- h. **Show of Emotion:** Are you happy, sad, angry, tired? Does your face show what you are thinking and how you are reacting?

### 1. Stage Presence

- a. **Credibility:** Is your character believable?
- b. **Projection:** When you speak, can the audience hear you?
- c. **Position:** Are you stage front? Where is your back? Center Front – A good place for a performance versus in a back corner.
- d. **Speaking, Movement and Reaction:** Is the speaker moving in some way so the audience can tell he/she is speaking? Are the others still (unless movement is part of the story? Do the actors cross behind another person instead of crossing in front of them?
- e. **Audience Involvement:** When people speak, do they turn towards to audience? That way it appears as though the team is including the audience as an extra person.

### 2. Story Development

- a. **Beginning:** Initial Situation  
Does the group give the details of the situation? Does the audience understand the situation? Is it clear and concise?
- b. **Middle:** Progression of story  
Does the story flow and move forward? Does it include complication and suspense?  
Are there situations, conflicts, or obstacles to overcome? Are the situation still clear to the audience?
- c. **End:** Conclusion - Resolution of Conflict - Ending  
Is the conflict resolved? Does the story have a clear ending? Is the resolution clear to the audience?

### 3. Improvisation Skills

- a. **Consistency:** Do the objects that are mimed have definite size and shape so the audience will know what the team member is doing?
- b. **Exaggerated Resistance:** Is the resistance against an object, such as a door, or an action, such as sewing, exaggerated? Are their precise, concise, definite movements so the audience will know what the team member is doing?
- c. **Exaggerated Expression and Gestures:** Are the actors displaying emotions in an exaggerated manner so the audience knows what the team member is feeling?
- d. **Simple Story Lines:** Is the story simple without too many details?  
An Exaggerated Conflict/Problem is very humorous/dramatic/sad – This is what makes Improv so much fun to watch.
- e. **Participating in a scene:** Are all actors acting or reacting to the action on stage?
- f. **Team effort:** Are all team members contributing to the story line? Are all team members helping a member get out of a “dialogue dead-end” or filling in if another member forgets his lines?

### 4. Props

- a. **Importance in Team Challenge:** Are props important in a *Team Challenge*? How important is the size of the prop? How many props are needed? Is the construction and the material important?



- b. **Importance in Performance-Based *Instant Challenges*:** Is it important for provided or imaginary props to be used in Performance-Based *Instant Challenges*? How should the props be used?
  - c. **Importance in Task-Based *Instant Challenges*:** Is the manipulation of materials important in Task-Based *Instant Challenges*? How can teams use materials wisely?
  - d. **Thinking tools:** How can SCAMPER help a Team make creative props? How might brainstorming and brainwriting help teams create unusual props?
  - e. **Creative Props:** How can teams design creative props?
  - f. **Managing Time:** How can a team decide on prop usage when their Performance-Based *Instant Challenge* allows or requires the use of Props? How can the team learn to allocate their time for both generating the ideas and making the prop/costume during an *Instant Challenge*?
5. **Music and/or Special Effects**
- a. **Music:** Will the use of music improve our performance? Can one or more of the team members become a “musical background” during our *Instant Challenge*?
  - b. **Special Effects:** How can sound effects be used to enhance a performance? How can special effects be used in an *Instant Challenge*?

## Use of Props

- With Props
- Team-Created Props
- Imaginary Props

Props are a major part of Performance-Based IC's.

Taking a Prop apart - VERBALLY - works well also. A good example would be a telephone. What parts could you use separately to solve the Challenge - e.g. the buttons, the cord, the wires inside, the outside case, the holes in the case where the buttons go, etc. Ask for other ideas from the participants.

Sometimes the Team is given only blank sheets of paper, various supplies, scissors and markers. They are asked to create their own props. Have the participants discuss in what ways they could use those materials.

And - what about Imaginary Props. A Team can be given a list of props, but be asked to just imagine that they are there. They are then asked to use those Imaginary Props and display their uses in their solution. Discuss with the participants what Presentation Skills would be useful in creating a good presentation.

## Creation of Props, Costumes, etc.

When a Team gets a "With Team Created Props" Presentation-Based IC, they need to allocate their time between idea generation and prop/costume generation. Time Management is important here.

## Other Theatrical Elements

- Staging
- Use of Music
- Special Effects

### Staging

- A Team Member should not have his/her back to the audience
- Center-Front is an excellent place for action versus the back of the area
- Entering and Exiting should be done with emphasis
- If more than one person is involved in the scene - someone should be acting and the rest reacting
- The person speaking should be moving, the other's should be still (unless movement is part of the story)
- A person should start to move, just before he/she starts to speak. That will draw the audience's eyes to that person.
- Cross behind another person instead of crossing in front

### Music, Sound, and Special Effects

These are all "attention getters." They help keep the audience interested in what the Team is doing.

## **Performance Based Challenges - What Appraisers look For:**

Team managers should be aware of what appraisers are looking for – in this way you might help your team research performance skills, or bring in local experts to assist the team in building these skills (don't cross the interference line though).

### **Presentation Tools:**

- How might the team portray the characters?
- How might the team use posture, gestures, facial expression, body movement, and choice of words to enhance their Presentation?
- How might the team develop the story line?
- How might Improv Skills add to the Performance?
- How might special effects be used?

### **Materials:**

- How might the team use the materials provided in a unique way?
- How might the materials be combined, be made stronger, be taken apart, be put to other use, be helpful, be used in an original manner?

### ***How Can Performance Skills Be Evaluated?***

**Teams:** (steps to stronger Performance Skills)

1. Watch performances.
2. Discuss WHAT the actors did, HOW they sounded, HOW they moved.
3. Discuss what specific techniques your team members can develop to make their own performance skills better.
4. Practice those skills.
5. Debrief:
  - In what ways were you better than the last time?
  - How did you sound?
  - How did you move?
  - Did your performance make sense?
  - Were the items for points clear?
  - Were you convincing?
  - In what ways might you improve?
  - Are you characters "believable?"
  - In what ways might you improve your overall performance?
6. Practice, Practice, PRACTICE some more.

## **Performance-Based IC Check List**

1. **Read:** Read the Challenge.
2. **Determine:** What needs to be accomplished? What is the task? What is the goal, the end result?
3. **Discuss:** What is the team really supposed to be doing? How can the team best accomplish the goal? What is actually going to be Appraised? How can the team best accomplish their goal?
4. **Time Management:** Teams should decide how much time they want to spend in idea-generating, focusing on the selection of the solution, planning, constructing, preparing, and practicing.
5. **Teamwork:** How can the team work together to produce the best results? Is it beneficial for the team to divide into groups and attack the challenge in segments? Should team members work in pairs on the same task?
6. **Creative Problem Solving (CPS) Tools:** How can the team effectively use the CPS Tools? Which idea generating tools are best for this challenge? Which focusing tools are best for this challenge?
7. **Presentation Tools:** How might the team portray the characters? How might the team use posture, gestures, facial expression, body movement, and choice of words to enhance their Presentation? How might the team develop the story line? How might Improv Skills add to the Performance? How might special effects be used?
8. **Materials:** How might the team use the materials provided in a unique way? How might the materials be combined, be made stronger, be taken apart, be put to other use, be helpful, be used in an original manner?

# Task-Based & Combination

## *Instant Challenges*

- **Task-Based:** A task-based Challenge requires the team to use materials to communicate or to build, move, change or protect objects. Teams may be scored on how well they work together to design the solution and the creativity of their final project. Team members may also receive points for accomplishing a task. Team members may or may not be allowed to talk during this type of Challenge.
- **Task-Based *Instant Challenges* primary emphasis** is on completing Tasks.

### Types of Task-Based *Instant Challenges*

- **To Communicate**

To communicate a task from one person to another, without speaking

You need to again ask yourself - What is your Challenge?

It is to communicate "something".

If the Team builds a Communication System to help them, they will be able to communicate whatever they need.

A Team should practice communicating different types of "somethings"

- Colors
- Locations
- Sizes
- Which person is to do somet

They can make up little mini Challenges asking them to communicate different sets of information.

- **To Build**

To Build Challenges usually build up (and possibly hold weight), out, and as long as possible.

A team should try different mini Challenges

- Build a tower as tall as possible
- Build a bridge across a 12" span
- Build an object as long as possible

The Team can do each one several times, just by picking out different Extenders, Connectors, and Controllers

- **To Move**

To Move Challenges involve "moving something" from one place to another.

It could be a ball, a piece of paper, anything.

- **To Protect**

To Protect Challenges involve protecting something - an egg, a ping pong ball, a structure, etc.

- **To Change**

To Change Challenges involve changing something into something else, using given materials.

### Types of Combination *Instant Challenges*

Any combination of Task-Based and Performance-Based *Instant Challenges*

Build \_\_\_\_\_ and then present a marketing program for it

Move \_\_\_\_\_ and develop a performance about it

Build \_\_\_\_\_ and give it a name

And any other combination you can think of.

## Team Tips - Task Based Instant Challenge

### Thinking/Imagination Time

- What type of challenge is it: move, build, communicate...
- Break down the solution into components
- Examine the materials that are available
- Determine:
  - What do we have to do?
  - What do we have to work with?
  - Is it better to do this first?
  - Does dividing the tasks seem more productive?
  - Should we have a team captain to manage the solution?
  - How many parts are in the solution? ie:1)Build Structure - 2)Place Container - 3)Place Weights
- Consider the scoring
  - Some parts of the solution may receive more points?
  - Is there a maximum number of points for any element?
  - Do certain areas/colors/etc receive more points?
  - Is there a possibility of losing points?
  - Anticipate points:
    - What, When, Who, Why, How
    - How many, How much, How often
- Develop a team strategy to use before even beginning to work on solution
- If you do not understand the rules - Ask the appraisers for explanations
- Try to budget your time
  - Keep an eye on the clock
  - Allow enough time to think about various alternatives
  - Amount of time to discuss, plan, try out ideas
  - Amount of time to do solution
- Have one team member designated to concentrate on details & review problem
- Have a team leader
- Be careful not to use rules from a similar problem from practice session
- CONTROL YOUR EMOTIONS!!!

### Listen Carefully:

What must you do and not do

Boundaries

Change, Alter, or Damage certain materials

Talk

Use certain materials in the solution (ie: scissors)

Use materials more than one way or time

What may you not touch

### Behavior

Come into the room with purpose and ready to work

Work as a team

Thank appraisers when you leave

Never argue with an appraiser.

## **Train Your Team to Listen and Plan:**

Read a sample task-based challenge to your team.

Ask them specific questions relevant to evaluating their listening abilities

What is the goal of the challenge?

How do you begin?

How do you end?

What rules are important or absolutely critical to remember?

What specific strategy would you employ?

Good Listening Tips:

Never assume anything

Don't jump to conclusions

Listen and understand all the information before deciding your approach

Work at listening. It doesn't just happen

Concentrate on the problem

Be objective and think good, positive thoughts

If you have a mental block, listen to your teammates.

They might say something you can build on.

These tips apply to both verbal and Task Based teams

## **Task-Based IC Check List**

1. **Read:** Read the Challenge
2. **Determine:** What needs to be accomplished? What is the task? What is the goal, the end result?
3. **Discuss:** What is the team really supposed to be doing? How can the team best accomplish the goal? What is actually going to be Appraised? How can the team best accomplish their goal?
4. **Time Management:** Teams should decide how much time they want to spend in idea-generating, focusing on the selection of the solution, planning, constructing, preparing, and practicing.
5. **Teamwork:** How can the team work together to produce the best results? Is it beneficial for the team to divide into groups and attack the challenge in segments? Should team members work in pairs on the same task?
6. **CPS Tools:** How can the team effectively use the CPS Tools? Which idea generating tools are best for this challenge? Which focusing tools are best for this challenge?
7. **Presentation Tools:** Are Presentation Tools needed in this Task-Based Challenge? Would a Presentation enhance the solution? If so, how might the team portray the characters? How might the team use posture, gestures, facial expression, body movement, and choice of words to enhance their Presentation? How might the team develop the story line? How might Improv Skills add to the Performance? How might special effects be used?
8. **Materials:** How might the team use the materials provided in a unique way? How might the materials be combined, be made stronger, be taken apart, be put to other use, be helpful, be used in an original manner.

## Task Based Instant Challenges – Making Materials Work

It is very important that teams understand the properties of common materials that they will encounter in task-based challenges. Remember, materials can have multiple properties, for example a straw can be both an extender and a connector depending on how it is used. Try the following activity below with your team.

### Activity: It's All Material

This activity provides reinforcement of recognizing a material's original design and its alternative uses.

Give the team:

- Plastic Straw
- Paper Clip
- Mailing Label
- Toothpick
- Index Card
- Piece of paper
- Newspaper
- Envelope
- Clay
- Toilet Paper Tube
- Piece of notebook paper

- Ask participants to set up a table like the example below. Then have them list the items on the piece of notebook paper.
- Choose one design function - Extenders, Connectors, or Controllers.
- Ask the team to determine if the various items fit into the chosen design function as original design or alternative use.
- The team should record its responses on the notebook paper, beside each item listed.
  
- When finished, ask the team to report its findings.

Example:

Extender		
Item	Original Function (Yes or No)	Alternative Use
Wire Coat Hanger	No	Extender: unwind, cut, open to straighten

Debrief:

Discuss how each item has an original design and many alternative uses. One way creative uses of materials can be achieved is to implement alternative uses.

See **Task Based Practice Ideas** for additional ideas for teaching a properties of materials list, suggested mini challenges to teach the properties of materials, and a list of basic instant challenge supplies.

## Properties of Materials

### Examples of: Types of Materials

**Extenders:** used to achieve length

Yard sticks	Rulers	Dowels	Pencils
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**Connectors/Adhesives:** used to fasten

Rubber bands	Paper clips	Envelope glue	String
Mailing labels	Gum drops	Marshmallows	Yarn
Clay	Pipe cleaners	Tape (all types)	Tubes
Pasta	Tooth picks	Etc.	

**Transporting:** used to contain, confine, carry

Balloons	Piece of paper	Envelopes	Spoons
Piece of cardboard	Cups	Plates	Straws
Bags	Aluminum foil	Cotton balls	Tubes
Marbles	Ball bearings	Etc.	

**Structural items:** used to build

Pipe cleaners	Paper	Envelopes	Styrofoam cups
Cardboard	Pencils	Straws	Paper plates
Rulers	Yard sticks	Index cards	Spaghetti
Dowels	Paper clips	Etc.	

**HOLDERS:** used to contain, confine, carry

Paper cups	Tooth picks	Lunch bags	Etc.
Envelopes	Styrofoam cups	Paper plates	

- Yard sticks or dowels tied together with string or taped together with mailing labels can extend an arm by 5 ½ feet.
- Clay, gum drops, marshmallows are good connectors. They will make "things" stay in place. Clay is stiffer and holds better if it is handled as little as possible. Marshmallows become glue with a lot of handling. Gum drops and marshmallows will stick to things, making them adhesives.
- Paper clips can be bent into many shapes for many uses.
- Paper clips inserted into straws serve as connectors for two straws.
- A yard stick and dowel tied together with a piece of cardboard taped to one end can provide a way to get many items into a box, etc., 6 feet away.
- A piece of paper rolled into a column and taped to hold it can support a margarine tub with many nails placed into the tub. Columns are very strong and can hold a lot of weight.
- Two pencils held tightly against the sides of a paper cup can be used to transport the cup with items inside.
- Spaghetti or toothpicks placed inside straws greatly strengthen the "stiffness of straws".
- Toilet paper tubes or paper towel tubes can be "unwound" to obtain length. Sheets of paper can be cut back and forth (in a zigzag fashion) or in a circle to obtain length.
- Paper plates can be shaped into cones to transport items.
- String can be taken apart into multiple strands to obtain "length".
- Two clear straws stuck together, one inside the other will cover distances of >12".
- A straw stuck into a gum drop, a piece of clay and/or a marshmallow will stand erect to build a tower.
- Place toothpicks in clay (or a large gum drop) and then place a straw over the toothpicks. This makes for a much more rigid extender and/or support (the toothpicks are acting as "rebar", just like when they build the pillars on a bridge).
- The darker the shade of paper, the stronger it is and the heavier it is.
- Envelopes are also very versatile - They can Extend by tearing them open, serve as a Connector with the adhesive, and serve as a Controller by placing a round and/or light- weight object inside it.
- Index cards make excellent Extenders and Controllers (i.e.: sides of a structure). If you tear them in half and wrap them around straws, they act like the outside wrappings of a cable. If you roll them tightly and stick them inside of straws, they can serve as a Connector or Controller.
- Wire hangers can be taken apart and used in many ways to extend, connect, control.



## SUPPLY LIST FOR TASK BASED CHALLENGES

<b>Office Type Supplies</b>	<b>General Supplies/Tools</b>	<b>Grocery Store Type Supplies</b>
Paper clips (large & small) Manila envelopes Wooden Pencils (unsharpened) Rubber bands 8.5" x 11" folders 8.5" x 11" sheets of paper White and various colors Business envelopes Adhesive mailing labels Self-adhesive labels Ball point pens Markers (black & colors) Colored paper clips Index cards Scotch tape	Masking tape Duct tape Adhesive tape Scissors Paring knife Screw driver String Pliers Nails (#16d) Spoons Washers	Dry Spaghetti Shaped pasta (wheels, etc.) Marshmallows (large & small) Gum drops Styrofoam cups Paper plates Toothpicks (round & flat) Brown paper lunch bags Baggies (Pint & Quart sizes) Coffee stirrers Aluminum foil Waxed paper
<b>Craft Type Supplies</b>	<b>Other Supplies</b>	<b>Miscellaneous Supplies</b>
Pipe cleaners Yarn (various colors) Popsicle sticks Ribbon - various colors Sticks of clay Balloons Construction Paper - various colors	Ping pong balls (white & a color) Golf tees Tennis balls 1/2" Dowel - 3' Yard stick Foot ruler Molding strips - 3' Marbles Straws (without a bend) Rubber balls Cotton balls	Boxes of various sizes Egg cartons (different colors) Coffee cans Cardboard Paper towel tubes Toilet paper tubes Buckets Margarine tubs Packing foam Styrofoam peanuts Noise markers (bell, keys, etc.)

## Task Based Instant Challenge Practice Ideas

Use the following set of supplies for each of these hands-on practice ideas. For each problem, begin with team members "sitting on their hands" until they are ready to begin problem solving. Every item touched must be used in solving the problem. so the team must begin with a discussion prior to challenge solution. Discussion is part of the time allowed

**Supplies: 100 straws, 100 paper clips, toothpicks, paper towels, envelopes, pieces of paper, toilet paper tubes, and masking tape.**

**Problem One:** With the materials on the table in front of you, make 50 straws "stand up" using only two kinds of items. Time: 5 minutes.

*Possible answer: Paper clips bent at 90 angles inserted into straws helps them stand*

**Problem Two:** Make a bridge to span the space between two chairs or tables that will hold 100 paper clips. Use only three of the items. Time: 8 minutes.

*Possible answer: Fold paper up along both sides and tape to surfaces  
Folding paper adds surprising strength!*

**Problem Three:** Make the tallest house you can using two of the items. Time: 10 minutes.

*Hint: Triangles support more weight than squares*

**Problem Four.** Move a book across a table using toilet paper tubes. Time: 2 minutes.

*Possible answer: Place book on tubes and roll them across table.*

**Problem Five:** Make the five pieces of paper stand up at least 3" tall using two of the items. Time: 5 minutes.

*Possible answer: Fold paper into thirds and clip closed*

*Use paper clips bent at 90 ° angles to insert into opening on side of paper to stand it up.*

**Problem Six:** Make a creative, wide hat using all of the items that fits on two people at the same time. Time: 10 minutes.

*Hint: This is messy and has no real answer!*

**Problem Seven:** Using straws for a surface, make a structure that will hold as much weight as possible.

*Hint: Make a "raft" with straws, tape, & toothpick*

**Problem Eight:** Using only the paper and tape, make a stand to hold a book at least 4 inches off the table horizontally. Time: 8 minutes.

*Possible answer: roll paper into pillars and tape. Stand four pillars in the four corners of the space the book will take and lay book on pillars It works!*

**Problem Nine:** Make a model of a possible presentation-backdrop that would allow for changes of scenery. Time: 15 minutes. (Use any/all items.)

*Hint: Watch a ,D I video and observe different approaches to backdrops that allow a change of scenery. Try to construct models of some*

## Instant Challenges

These Instant Challenges were written by several sources. You may want to send home a list of needed supplies and have them bring back what you will need. The following page is a list of the supplies you will need for all of these challenges.

Before having your team do an Instant Challenge, gather all the necessary materials and set up a space for the students to work. Typically, a table and workspace will be sufficient. The Team Manager will then read the students their challenge. At first you may need to give them a slightly longer period of time to develop a solution. You may choose to have the team do the same Challenge several times to see if alternate ideas can also work. Remember, there is no right or wrong solution to a Challenge. They are intentionally designed to have multiple solutions.

If you are working with very young learners it is important to emphasize working together, a concept that may be new to many of the children.

After facilitating a challenge with the team, it is important that the participants discuss the experience. The Team Manager's job is to facilitate the discussion as necessary, without telling the students exactly what to do. By processing each challenge, the students will begin to self-assess and become better at both understanding their strengths and working on their weaknesses. Real learning takes place during processing, so do not skip this important part. Destination Imagination Challenge Activities are written so both the Team Manager and the students can benefit from Processing Questions.

### Instant Challenge Supply Shopping List

Qty	Item
1	Balloon
1	Bottle cap
12	Chenille Sticks (Pipe Cleaners)
6	Colored Markers
5	Craft sticks
1	Plastic egg (or a real one)
2	Envelope
1	Feather
1	Index Cards
12	Mailing Labels
1	Masking or painter's tape roll
1	Pair of pliers
1	Pairs of Scissors
1	Paper Bag
3	Paper Clips
2	Paper clips – large
2	Paper Cups
2	Paper Plates
1	Pencil
2	Pencil & piece of paper
5	Pieces of 8 ½" X 11" paper
3	Pieces of Foil
1	Pieces of Spaghetti
1	Push Pin
4	Rubber Bands
1	Sandwich Bag
1	Small box raisins
1	Small Paint Brush
1	Piece of Spaghetti
10	Straws
1	String
2	Tables of same height
20	Toothpicks
2	Twist Ties

# Crawling Away

**Challenge:** Create a museum display of an insect.

**The Time:** You will have up to 7 minutes to use your Imagination to create a museum display of an insect, and up to 2 minutes to explain why your insect is so special.

**The Scene:** You and your teammates are on a scientific expedition in South America, studying the animals there. You come across an insect (a bug or spider) that no one has ever seen before! You need to put the insect into a special package and send it to your scientist friends back home, so they can put it in a museum.

Using only the materials on the table, create an insect and a special package to display your insect. The package should display the insect, and it must also show some unusual thing about the insect that makes it special (like what it eats or how old it gets). You want the whole world to know what a special insect you have discovered!

**Setup:** On the table are materials you can use to create your museum display.

## Materials:

4 pipe cleaners	1 paper cup
1 sheet 8 ½" X 11" paper	4 mailing labels
4 rubber bands	1 small box raisins
10 toothpicks	2 large paper clips
6 colored markers	

The markers may be used to work with the materials, but may not be used in the final solution.

**Scoring:** you will receive

- A. Up to 40 points for the creativity of the insect
- B. Up to 30 points for the creativity of the package
- C. Up to 20 points for the creativity of the insect's special characteristics
- D. Up to 20 points for how well your team works together

# Eggcellent Adventure

**Challenge:** An egg is stranded on one side of a canyon, and its mother is on the other side. Your team must help the egg over to the other side.

**Time:** Your team will have 6 minutes to build your transporter and two minutes to transport your egg.

**The Scene:** Help! The mother chicken and her egg need your assistance to reunite. Build a device to transport her precious egg over to the other side of the canyon.

**Set Up:** Two tables are placed 25 inches apart. On the first table are the materials to build a transporter and the plastic egg. You may use any of the materials provided, and may attach them to the tables. However, when the build time is up, all team members must stay out of the “canyon” between the two tables. One team member may start the egg on one side, and one other team member can receive it on the other side. At no time after the build time is up may any part of any team member cross the canyon or touch the egg during transport. Try not to drop the egg, because it might crack!

## Materials:

6 mailing labels	2 pieces of 8 ½” X 11” paper
5 straws	10 toothpicks
1 index card	4 pipe cleaners
5 craft sticks	1 piece aluminum foil
1 plastic egg (or a real one)	2 tables (may not be altered)

## Scoring:

- A. 1 point for each inch across the canyon that the team gets the egg (25 possible)
- B. 0 or 5 points for getting the egg successfully onto the second table
- C. 0 or 5 points for never dropping the egg
- D. Up to 25 points for how well the team works together
- E. Up to 20 points for creative use of materials

# Flying Feather

**Challenge:** To build the tallest possible structure, place a feather on the top and then blow the feather off to land as far away as possible.

**Time:** You have 5 minutes to use your teamwork, creativity and innovation skills to build the structure with the materials provided. You will then have one chance to blow the feather as far as you can.

**The Scene:** You have been asked to build a new prop for the sequel to Forrest Gump. The structure must be as tall as possible so that the feather can fly a long distance. (Note: the structure must be free-standing on the table top) After the 5 minute build-time, the height of the structure will be measured. You will then place the feather on the top of the structure and with one large puff of air, see how far the feather will fly.

<b>Materials:</b>	aluminum foil	2 paper clips
4 straws	3 sheets paper	4 pipe cleaners
1 label	feather	

## **Scoring:**

1 point for each inch of height

1 point for each inch away from the structure the feather falls (horizontal distance)

## Hazardous Balls

**The Challenge:** The balls in the contaminated site (plate #1) have been contaminated by hazardous waste. You **can't directly touch** them or you will be contaminated as well. The balls need to be moved to the disposal site (plate #2) **one at a time** but you **can only use the materials on the table** next to the plate. Since any materials used will also be contaminated, they must be disposed of into the "Contaminated Items" bin. If more than one item is used at a time, they all must be put in the "Contaminated Bin".

Team members will have 1 minute to discuss any strategies but may not touch any of the balls or items until time begins. Team members will take turns moving the balls until time runs out.

The team must also devise a creative way to decontaminate any member who accidentally touches the hazardous waste.

### Materials:

Twist tie	Bottle cap	Pencil	Sandwich bag
Tape	Piece of string	Pair of scissors	A straw
A paper clip	Pair of pliers	An envelope	A piece of spaghetti
A balloon	Push Pin	Mailing label	Paper cup

### Time:

You have 1 minute to plan how you will move the hazardous waste. During this time you may not touch any of the waste materials or supplies.

You then will have 3 minutes to move the waste materials to the disposal site. If a ball drops on the floor before it is placed in the disposal site it may not be retrieved. If a team member touches the hazardous waste he/she must sit out one turn while he/she is decontaminated.

### Score:

5 points for each ball successfully moved to the disposal site.

15 points for teamwork

25 points for the creativity of the decontamination procedure. (If no one is contaminated the team will demonstrate the procedure following the time allowed for moving the hazardous waste.)

10 points for creative use of materials



# Musical Hairs

**Challenge:** Create and perform an original song using imaginary props.

**Time:** Your team will have 5 minutes to put together your song and performance.

**The Scene:** It looks like another bad hair day unless you and your team can come up with the right song. You'll be "stylin" when you use the following:

## Imaginary Props: (Not Provided)

Hair dryer

Bobby pins

Mousse

Foil

Hair brush

Headbands

Scrunchie

Gel

Towel

Rubber band

Curlers

Barrett

Hair spray

Comb

Curling iron

**Scoring:** You will receive

- A. Up to 25 points for the creativity of the song.
- B. Up to 50 points for the creative use of the imaginary props
- C. Up to 25 points for teamwork

**Variation:** Collect and use as many of the above props as possible.

# Story Ti-me

**Challenge:** While linked together, your team must use their nonverbal skills to act out the story of a journey.

**Time:** The team will have 5 minutes to plan and 2 minutes to perform.

**The Scene:** Your team has been playing with the Super Glue again and each of you is attached to another team member in the most peculiar places. No matter the Instant Challenge practice must continue! Your team must now act out a nonverbal story of a journey while you are all linked together. During your performance every team member must be touching at least one other team member in some way at all times.

**Scoring:**

- A. Up to 50 points for team work
- B. Up to 50 points for the creativity of your journey.

# Warning Warning

**Challenge:** Build a warning device and create a scene in which the device is used.

**Time:** You will have up to 5 minutes to use your imagination to build your device and plan your scene and up to 2 minutes to present your scene and device.

## **The Scene:**

Your team has just been hired by the Bells and Whistles engineering firm, specializing in warning systems. Their newest client, Mr. Gotrocks, has commissioned you to design a warning device for his top secret project. Your team must create the warning device and demonstrate to Mr. Gotrocks how it will help prevent disaster for his particular top secret project.

## **Materials:**

Scissors (may be used to work with the materials, but may not be used in the solution.)

1 twist tie

1 paper bag

**Scoring:** you will receive

- A. Up to 20 points for the creativity of the warning device
- B. Up to 20 points for how creatively you use the materials
- C. Up to 20 points for the creativity of the top secret project
- D. Up to 20 points for the humor of your presentation
- E. Up to 20 points for how well your team works together