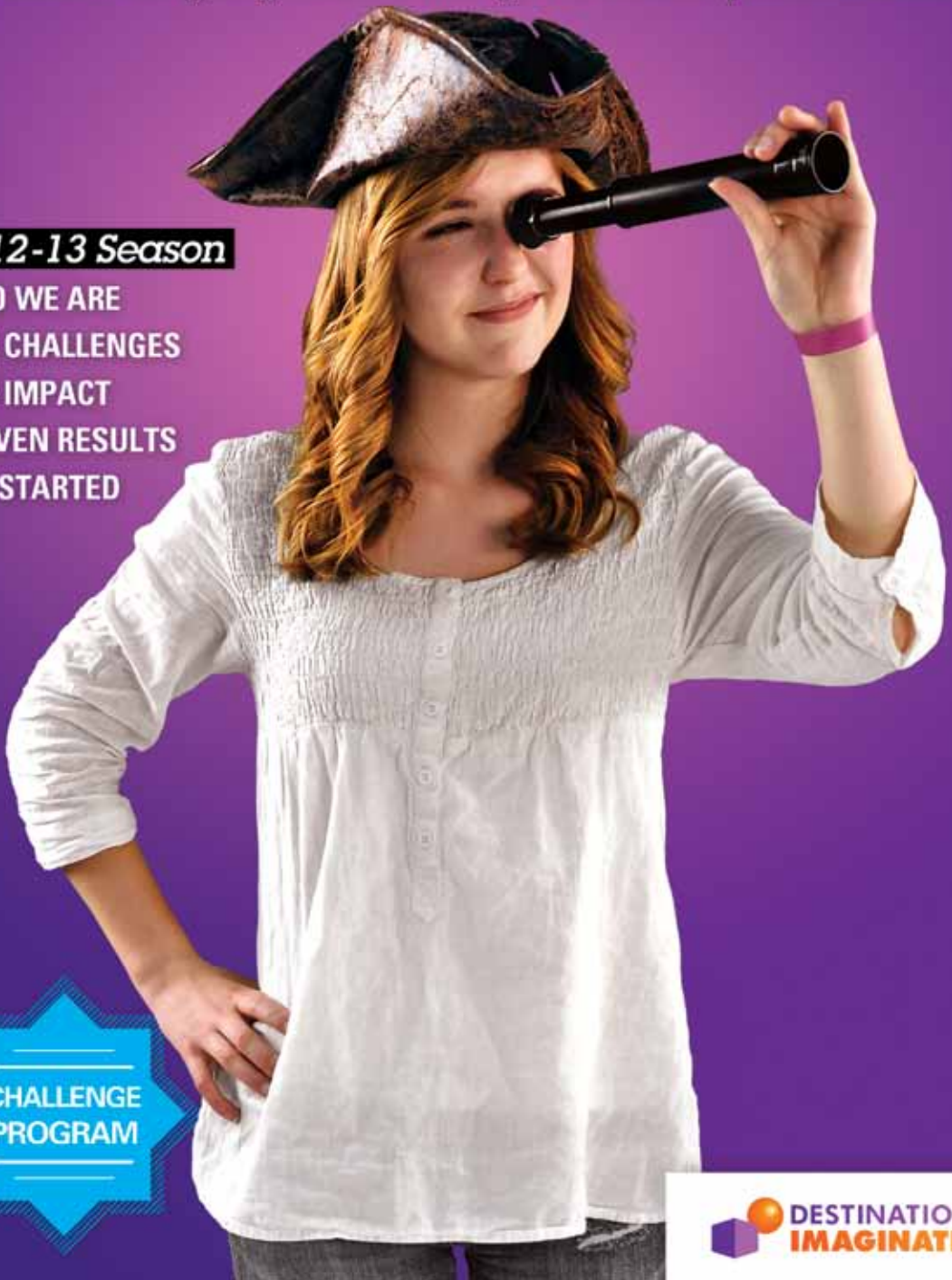
CREATIVE COMPASS

Navigating students through the creative process



2012-13 Season

WHO WE ARE
OUR CHALLENGES
OUR IMPACT
PROVEN RESULTS
GET STARTED

CHALLENGE PROGRAM

DESTINATION IMAGINATION

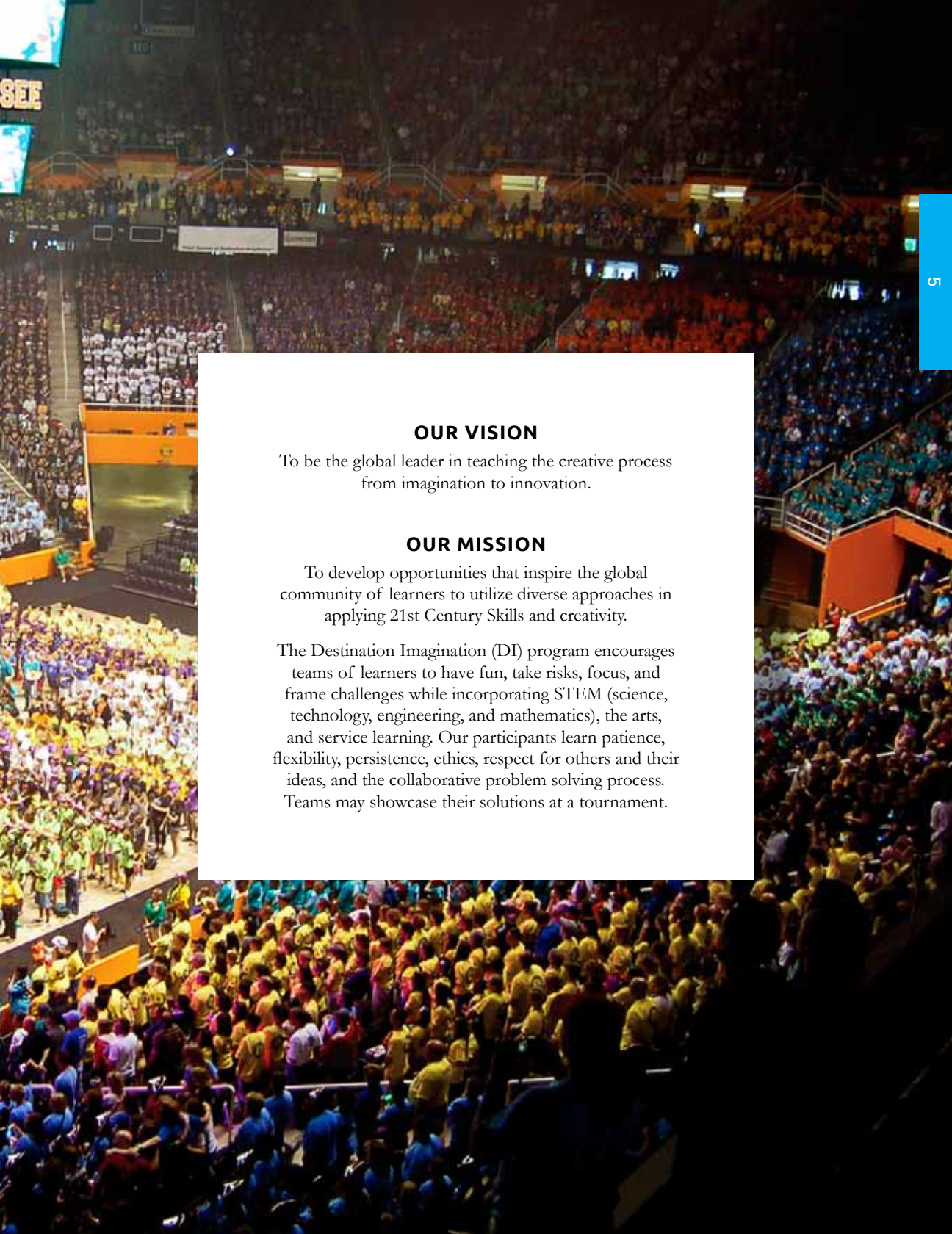
CREATIVE COMPASS

Navigating students through the creative process

Destination I magination, Inc. is a 501(c)(3) Nonprofit Education Organization.

Destination Imagination, Inc., 1111 S Union Ave, Cherry Hill, NJ 08002


TENNESSEE
TENNES
to Go Places!
DESTINATION
IMAGINATION.



OUR VISION

To be the global leader in teaching the creative process from imagination to innovation.

OUR MISSION

To develop opportunities that inspire the global community of learners to utilize diverse approaches in applying 21st Century Skills and creativity.

The Destination Imagination (DI) program encourages teams of learners to have fun, take risks, focus, and frame challenges while incorporating STEM (science, technology, engineering, and mathematics), the arts, and service learning. Our participants learn patience, flexibility, persistence, ethics, respect for others and their ideas, and the collaborative problem solving process. Teams may showcase their solutions at a tournament.

WHO

Up to 7 members can be on a team, and students from kindergarten through university level participate. Each team needs an adult Team Manager. Team Managers help students stay on track but do not directly help the team develop their solution to the DI Challenge. Team Managers are often faculty members or parents.

WHAT

There are seven new Challenges to choose from each year. Each of the Challenges is developed by a team of educators and industry experts who target a particular area of the curriculum and its related standards of content and performance. The areas of focus include: Technical, Scientific, Fine Arts, Improvisational, Structural and Service Learning. There is also a non-competitive Early Learning Challenge that allows participants to develop social and problem solving skills.

WHEN

Each season takes place from September through May. Depending on the Challenge, teams typically spend 2 to 4 months developing and practicing their Challenge solutions.

WHERE

The team's solutions are assessed at regional, state or country tournaments. While most schools run DI as an after school program, some school districts incorporate the program into their electives curriculum. Our tournaments provide the opportunity for participants to celebrate creativity with their peers and promote healthy competition. Every year, local volunteers help run 200 tournaments around the world.

WHY

Teams in our program learn higher order thinking and improve in creative thinking, critical thinking and collaborative problem solving. Our participants experience the creative process, develop new friendships and learn to work together.

RECOGNIZE

Becoming aware of a challenge, problem, or opportunity

- Having a healthy state of mind to explore new opportunities: positive attitude, readiness and alertness
- Fully understanding all the issues or points of the challenge or problem

IMAGINE

Applying thinking skills to develop options

- Employing divergent and convergent thinking
- Using creativity and critical thinking tools to help create ideas and select the best ones
- Encouraging intuitive insight and novelty
- Maximizing the ability to work within or outside of structure
- Using your imagination to explore new ideas about solutions

INITIATE

Initiating behavior and committing to an option

- Being willing to take risks; go beyond the minimum
- Controlling behavior to manage impulsiveness

Our goal at Destination Imagination is to give students the chance to learn and experience the creative process. The creative process is about thinking and doing in no prescribed order. Some people "do" first and then think about what they have done, while others "think" first, then initiate action. Above are the components of the creative process that our participants experience while solving our Challenges.

COLLABORATE

Using social intelligence

Collaborating; understanding and using different problem-solving styles

Being positive and listening to all team ideas before judging them

ASSESS

Achieving the best solution

Assessing the project while it is being done and after it is finished

Sometimes starting over or admitting failure

EVALUATE

Evaluating the results

Reflecting on the experience, resources and team dynamics

Celebrating the team's journey and accomplishments

SEASON TIMELINE

Team Challenges take approximately 2 to 4 months to solve. Teams may need more or less time, depending on the team and the complexity of the solution it decides to create. Stages may overlap, sometimes a team may return to an earlier stage, and often stages will transition without a clear end to one and start of another.

Stage 1: Recognize (2-4 Weeks)

Becoming aware of the challenge

Stage 2: Imagine (2-3 Weeks)

Applying thinking skills to develop options

Assessing the project

Stage 3: Initiate & Collaborate (2-4 Weeks)

Listening to all ideas before judging them

Initiating behavior & committing to an option

Developing teamwork skills

Stage 4: Assess Team's Progress & Prepare (2-4 Weeks)

Assessing your teams progress

Sometimes starting over or admitting failure

Preparing for your tournament

Stage 5: Evaluate Team's Experience & Celebrate (1 Week)

Reflect on your experience & evaluate the results

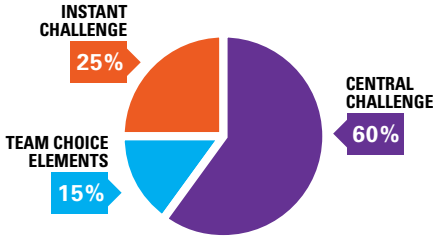
Celebrate what your team has accomplished

APPRAISING TEAMS AT TOURNAMENTS

Teams will solve two types of Challenges: Team Challenges and Instant Challenges. The Team Challenge is the combination of the Central Challenge and Team Choice Elements. Team Choice Elements are team selected elements that are incorporated with the Central Challenge to allow creative freedom in showcasing additional strengths.

After solving Team Challenges, teams can attend tournaments to showcase their solutions in front of Appraisers and live audiences. Tournaments are also where teams are given Instant Challenges, where they must think on their feet to produce a solution in a period of just five to eight minutes.

The following is a breakdown of how teams will be appraised at the tournament.



A TECHNICAL

Your vehicles are cranked and ready to tell their story. Will you push it, play it safe, or take the big risk? Just make sure you get In the Zone!

Educational Focus

Engineering, Technical Design, Strategic Planning, Decision Making and Logistics, Project Management, Time and Budget Management, Teamwork

STEM Attributes

- Use of the engineering design process
- Exploration of physical concepts of motion and energy
- Use of mathematical concepts of geometry and measurement
- Understanding of customary and/or metric measurements
- Investigate physical concepts of motion and energy
- Consider mathematical concept of probability

Points of Interest

- Present a team-created story about the dangers faced by vehicles, told from the point of view of one or more vehicles
- Design and build small vehicles that are able to reliably and accurately travel specific distances
- Use at least three different power sources for the vehicles

B SCIENCE

Art can begin with a flick of the wrist, but can it ride on the wind? If you take on this Challenge, you will imagine a character so light and airy that it could slip, slide and sail away!

Educational Focus

Wind Energy, Science, Technology, Storytelling, Theater Skills, Art, Time and Budget Management, Teamwork

STEM Attributes

- Research the scientific concept of wind energy
- Use wind energy to start motion
- Demonstrate the collection and conversion of wind energy into usable energy

Points of Interest

- Explore how the science of wind energy can be used to make kinetic art move
- Design and create kinetic art that moves during the presentation
- Create and present an original story that features an invisible visitor
- Integrate wind energy research into the story

C FINE ARTS

With the right camouflage, you can become anyone or anything. Superheroes and chameleons change themselves every day! Who will you be when you take the mask away?

Educational Focus

Storytelling, Theater Arts, Fine Arts, Costume Design, and Non-Verbal Theatrical Techniques, Teamwork

STEM Attributes

- Use various forms of technology to produce a solution
- Use principles of geometry in design and construction of team-created masks
- Use of technology and technical methods to cause a mask to morph

Points of Interest

- Present a team-created story about a character that uses a disguise
- Use only non-verbal theatrical techniques to present the story
- Design and construct at least two masks that enhance the story

D IMPROVISATIONAL

The world has undergone a dramatic change overnight! OK team, grab some T-shirts and markers and see if you can make sense of this Change in RealiTee!

Educational Focus

Research, Story Development, Improvisational Acting, Teamwork, Presentation Skills and Techniques, Teamwork, Leadership

STEM Attributes

- Use mathematical concept of probability when improvisational elements are selected

Points of Interest

- Create a 5-minute improvisational skit about life after a dramatic change and how the characters adapt to this change
- Learn about different communication techniques and integrate one into the skit
- Use only white t-shirts, washable markers and team members to create all costumes, sets and props
- Create a slogan from three randomly selected nouns

E STRUCTURAL

Let's do the twist! It goes like this: Build a structure that can survive a serious hit while holding weight. That's what we are torqueing about!

Educational Focus

Research, Architectural Design, Structural Engineering, Construction, Material Science, Innovation and Design Process, Mathematics, Theater Arts, Teamwork, Time and Budget Management, Teamwork, Quantitative Reasoning

STEM Attributes

- Use of the engineering design process to design and construct a structure
- Study the properties of a variety of materials in order to design and construct a structure
- Knowledge of whole number computation and ratios to determine raw scores earned for weight placement

Points of Interest

- Build a structure made entirely of glue and materials the team chooses from a list
- Test the structure by placing weights on it, and by subjecting it to torque-inducing impacts
- Produce a "bill of materials" listing the materials used in your structure, and provide samples of these materials
- Produce a prop or costume made of all the materials used in the structure
- Tell a story about something or someone that causes an unexpected twist or surprising change

PO SERVICE LEARNING

projectOUTREACH®

LIGHTS: Find a community need.
CAMERA: Solve the problem the best way you can!
ACTION: Then unveil your documentary film to a captivated audience.

Educational Focus

Service Learning, Partnerships, Documentation, Movie Production, and Teamwork

STEM Attributes

- Use technology to produce photographs and recordings
- Use technology to produce a movie that outlines the team's Service Learning Project

Points of Interest

- Use collaborative problem solving tools to identify and select at least one real community need
- Design and carry out a project to address the real community need
- Create a movie that documents the project
- Evaluate the project and prepare a thorough project review
- Prepare for a live press conference

EL EARLY LEARNING

Rising Stars!®

The colors of the rainbow are everywhere you look. In this Challenge, it is time to celebrate them all on ROY G BIV's birthday. Pick your favorite color and join the party!

Educational Focus

Colors, Research, Storytelling, Performing in front of an Audience, Team Problem Solving, Creativity, Collaboration and Communications

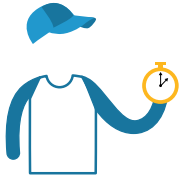
STEM Attributes

- Use of technology to produce a solution
- Understanding of customary and/or metric measurements to produce a solution
- Investigate physical concepts of light and color

Points of Interest

- Learn about the seven colors of the rainbow: red, orange, yellow, green, blue, indigo and violet
- Create a play about Roy G. Biv's birthday party
- Dress Roy G. Biv in all the colors of the rainbow, and dress the guests in their favorite colors
- Have each guest bring a gift that is made mostly of the color they are wearing

IC INSTANT CHALLENGE



Instant Challenges require teams to engage in quick, creative and critical thinking. At a tournament, a team will receive an Instant Challenge and the materials with which to solve it. The team members must think on their feet by applying appropriate skills to produce a solution in a period of just five to eight minutes.

In a world with growing cultural connections, increased levels and types of communication, and a new need for real-time teamwork and problem solving, the ability to solve problems quickly is becoming increasingly critical.

Instant Challenges are performance-based, task-based, or a combination of the two. Although each Instant Challenge has different requirements, all Instant Challenges reward teams for their teamwork and the creativity of their solutions. Instant Challenges are kept confidential until the day of the Tournament.

HOW INSTANT CHALLENGES WORK

Procedure

1. The team stands around a table on which a copy of the Challenge lies face down.
2. If the Challenge requires materials, they will also rest on the same table.
3. When everyone is ready, the Appraiser flips over the Challenge and reads his or her copy of the Challenge aloud. As soon as s/he has finished reading, s/he starts the timer and the team can begin working.
4. The Appraiser makes sure the team follows the timing prescribed in the Challenge.
5. The Appraiser scores the team's solution to the Challenge.

Processing

While practicing Instant Challenges, it is important that the team members discuss the experience. The Team Manager's job is to facilitate the discussion as necessary, without telling the team exactly what to do. For example, the Team Manager can ask questions like:

- What could you have done differently?
- What was the most difficult part of the performance?
- What could you do to improve in the future?

The Team Manager should not provide any answers to the questions. Team members need to reflect and assess the process on their own.

SAMPLE INSTANT CHALLENGE

Challenge

Build a bridge between two tables that will support the weight of an egg for 10 seconds.

Time

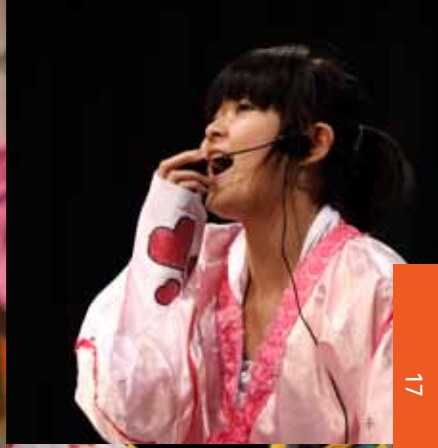
5 minutes

Materials

1 paper plate
1 rubber band
1 clothespin
2 jumbo paper clips
3ft (90cm) of string

Processing Questions

- How did your team delegate responsibilities?
- Was one person or a few people really strong at Building? Planning? Creating ideas? Directing ideas?
- What could you have done differently?



> *Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.* - *Albert Einstein*


WE CAN
solve
ANYTHING
SHAKOPEE 01
WE CAN
solve
ANYTHING
SHAKOPEE 01

125,000

PARTICIPANTS ANNUALLY

Every year, Destination Imagination, Inc. impacts more than 125,000 participants.

1,500,000

ALUMNI

Since our incorporation as a non-profit in 1999, our programs have reached more than a million participants.

38,000

VOLUNTEERS

Our programs receive support from 38,000 volunteers, who help run our programs in free spaces like classrooms, living rooms and auditoriums around the world.

48 STATES & 30 COUNTRIES

WHERE WE ARE

Participants from more than 48 states and 30 countries have participated in DI.

Kenton Duty Shakes It Up

Kenton Duty can be seen in the Disney series Shake It Up! Kenton also appeared on the final episodes of the Lost series. "I participated in DI," he said in an interview. "Our team really connected. We were together from second grade to fifth grade. We even got to compete at the state tournament – twice!"

Maelle Ricker Wins Gold

The world saw Maelle on the podium with her gold medal in the snowboard cross event, becoming the first Canadian woman to win gold at home in the 2010 Winter Olympics. She learned competition, teamwork and goal setting at a young age as a DI team member from British Columbia.

Alumni credit Destination Imagination for their successes

Kelly Gregson Costumes the Stars

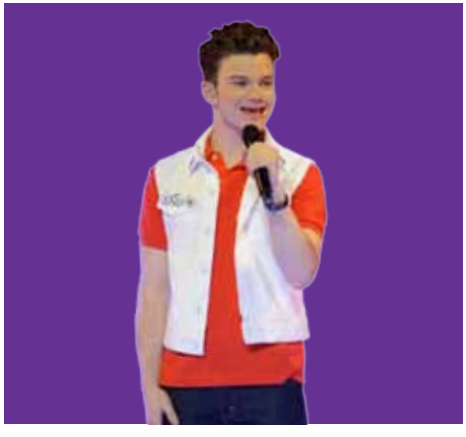
Kelly grew up in Custer, South Dakota, and participated in DI from grade school through high school. He attended the University of South Dakota, where he started in pre-med and then switched to Theater Design, a place where his creativity could really flow.

Simon Dodd Named Volunteer of the Year

Lexmark's 2010 Worldwide Volunteer of the Year directly credits his creative approach, leadership skills and "can do" attitude to his years and experiences in DI. Simon holds 26 patents, is an M.I.T. graduate, and dedicates his time as a DI volunteer and Team Manager for his son's team.

Remington Reid Applies Plasma Physics

As a graduate student working at a world-leading institute for plasma physics, six-year DI participant Remington Reid notes, "Thanks to DI, I design and fabricate 90% of what is used in my experiments. I machine my own parts, solder my own circuit boards and write my own code to analyze the data. Without DI, I'd probably have a lab tech job counting worms in water samples."



Chris Colfer Sings for Creativity

Nominated for a 2010 Emmy for Best Supporting Actor in a comedy series, Glee star Chris Colfer (who plays Kurt Hummel) got his start doing DI in Clovis, California.

Zac Efron Honed His Acting Chops

The cover of August, 2007 Rolling Stone magazine features Efron, the star of the High School Musical films and Hairspray. In the interview, Efron mentions that he was on a DI team in high school. Zac's team competed in the Improvisational Challenge in 2004. "We had so much fun doing it," he says, "that we won the worldwide competition... It was crazy."

Kristen Jerger Saves Lives in Medicine

Long-time participant and volunteer, Dr. Kristen Jerger is recognized as a skilled team leader and a source of creative energy. Kristen is the proud U.S. patent holder for the design of the Cavitron Ultrasonic Surgical Aspirator, a breakthrough piece of surgical equipment used in neurosurgery and liver procedures.

Lara Morrell Kopf Leapfrogs into Management

Lara Morrell Kopf dedicated her time enhancing the radar systems onboard the U.S. Air Force's F-22 fighter jet. Recently, she was promoted into management at Northrop Grumman. Lara says, "The skills that I developed in DI have allowed me to excel in the workforce. When I have children, I will ensure they are given the same opportunities to participate in DI."

Rebecca Middendorf Huggins Realizes Public Service Dreams

Presidential Management Fellow with the U.S. State Department's Office of the U.S. Global AIDS Coordinator, Rebecca says, "Participating in the DI program for ten years has given me the skills and education to fully realize my own dreams of public service to the American people and global-community."

projectOUTREACH®

Our service learning challenge, projectOUTREACH empowers youth to make a positive impact on their communities. projectOUTREACH is in line with national standards for learning, and it is a great way for students to become active in their communities.

Our teams make a difference around the world

Chicago Team Uses Song and Dance to Teach Literacy in Their Community

The Wilson Word Rappers team from the Neal Math and Science Academy in North Chicago, IL, focused on teaching reading fluency through dance and music. They recorded a rap song as a way for them to remember rules of the Wilson Language Method and to enhance their reading ability. They then used their DI challenge solution and started teaching younger students to read at a local youth center.

Texas Team Supports Music Therapy Programs

A team from Trophy Club, Texas created a fundraising campaign that supplied more than 500 MP3 players for music therapy programs to two children's hospitals in their community.

University Team Collaborates with Students Across the Globe

The University Level team from Ohio concentrated their efforts on recycling and reusing waste. They inspired action in the U.S., Afghanistan, Italy, Saudi Arabia, Germany, China and Ecuador. Using social media and Skype they led live seminars to share ideas and collaborate with students across the globe. In Ecuador, they paid for composting bins and roofs to cover recycling areas.

Above:
University Level projectOUTREACH team traveled to Chugchilán, Ecuador to build composting bins made of local adobe bricks.

Dr. Roosevelt Johnson

Deputy Associate Administrator at NASA, interviewed at Global Finals.

You spoke at the opening ceremonies last night and said you didn't realize how much of a party it is.

This is one of the most inspiring conferences, meetings or parties that I've ever been to.

Would you talk a little about what you see going on here as feeding into what your objectives are at NASA and even maybe the scientific community at large.

We think of the STEM education ecosystem where we've got STEM professionals, (maybe 65% of our NASA workforce are actually STEM professionals) but we've got to keep replenishing that pool of potential NASA scientists and engineers. We have a vested interest from a purely NASA-oriented standpoint to keep replenishing that pool of NASA's potential scientists and engineers.

When we think in terms of the nation, our leadership position in STEM depends on our being able to take one generation to the next into innovation, creativity and scientific excellence. So we see at NASA, in particular, that the K-12 sector is very critical in that whole ecosystem dynamic.

Operations like Destination Imagination fit perfectly into our priorities as far as where we would like to see NASA positioned to have an impact on that STEM ecosystem.

At NASA we believe in (and this is not the management of NASA, this is me) "Go big or go home." NASA is big. We do things big. Rocketry is big. Space science is big. Destination Imagination is big. So there's a natural match between Destination Imagination and NASA in terms of partnering.

Have you had a chance to interact with any teams at Global Finals?

I had the pleasure of watching a couple of challenge solutions today, and I got to talk off line with some of the team members. What I was interested in was their thought processes.

Destination Imagination actually has the core of what we want to see in NASA in the STEM ecosystem: teaching participants how to think instead of necessarily what to think. Teaching them how to actually approach a problem, define a problem, work at potential solutions and then never see failure. They only see that they need to make progress and they'll have success at the end of a process like that. And these participants, they don't see failure. If something goes wrong they just see it as, okay, now we have to fix it.

That gives me a lot of hope for the next generation.

> *"Destination Imagination actually has the core of what we want to see in NASA in the STEM ecosystem: teaching participants how to think instead of necessarily what to think."*

NASA's Dr. Roosevelt Johnson Speaking at Global Finals 2012 Opening Ceremony

Robert Hsu Named DI's 2012 Global Finals Valedictorian

Robert has participated in DI for nine years. He is a member of the National Honor Society and Junior Debate team. He served as the Press Secretary for the Congressional sponsored National Young Leaders conference in Washington, D.C. He also received the President's Volunteer Service Award.

Robert spoke at DI's 2012 Global Finals Graduation Ceremony.

He said, "DI has taught us everything we need to succeed in life. We've learned to be clever, spontaneous, to be able to handle improvisational responses, even questions that stump us. We've learned that presentations in school or anywhere must be interesting to the audience even if the topic isn't. DI has taught us that we can learn anything.

DI has taught me to work backwards from deadlines and how to plan and allocate time, which are essential for all projects. DI taught me that when things don't go well on the day of the presentation, calmness, creativity and thought will often lead to an instant and better solution.

I know that DI is not just a force in my life but THE force. I've learned to push myself hard, not accepting the first answer or an easy or a quick solution. I've learned that success is not measured in terms of winning but in terms of feeling that you did your best. Disappointments are a part of life, the resulting sadness is temporary, but results in even more creative thinking.

I think Ayn Rand summed up my experiences best when she said, "You can avoid reality but you cannot avoid the consequences of avoiding reality." Reality, for me, has been the magical world of DI and the lessons I will carry with me to college and beyond. I have learned that I must live for myself as much as for those around me because in life, there's only one person you can truly control, and that's you."

Global Finals 2012 Graduation Ceremony

Robert Hsu, 2012 Valedictorian

“DI taught me that when things don’t go well on the day of the presentation, calmness, creativity and thought will often lead to an instant and better solution.”

“DI is all about the experience. It’s the teamwork. It’s the collaboration. It’s the creative thinking. It’s learning how to think creatively and critically. All of those things are where real learning happens.”

- Gerald Fussell - Isfeld Secondary School’s Vice Principal, British Columbia, Canada

What Educators Are Saying About Destination Imagination

"DI children own their learning, become motivated and they become better at whatever they do. Really, what you're looking to do is to drive and support their intrinsic growth, feeling good about themselves and wanting to learn.

All children are special, and if we can bring DI into schools, I think we can help make them more special."

Martin Goldberg – Director of 21St Century Learning at Pearson Learning Services

"The students of today are going to have multiple careers, and so the skill sets they need are much different. It's not just about memorization and knowledge. It's about teamwork, learning and a lot about Destination Imagination's principles as well: collaboration, critical thinking and problem solving."

D.R. Whitter – Innovation Executive Philadelphia University

"Destination Imagination has proven to be an outstanding program that facilitates problem solving, critical thinking, risk-taking and leadership skills development. It helps students become cooperative with others. They carry these valuable skills for the rest of their lives."

Marjatta Chapman – Elementary School Principal, Lac la Hache, British Columbia

"I always think of Head Start as something that changes lives transforms not only the children's lives, but also the families. From my time here, I see that DI is doing the same thing-it changes lives! It is really exciting to think of the collaboration and convergence of those two kinds of missions."

Yasmina Vinci – Executive Director, National Head Start Association

"Destination Imagination students are learning and they're having fun. That is a recipe for success. Participants are energized by what they're doing, they're enjoying what they're doing, and they're getting something concrete and cognitive out of all of this."

David Campbell – Retired Superintendent of the Cherry Hill School District, New Jersey

"We can't teach our children everything that they need to know, but Destination Imagination provides opportunities for them to think, take risks, and work together to solve common problems—traits that will get them to rule the world."

Raymond Simon – United States Department of Education, Deputy Secretary

What Our Sponsors, Partners & Supporters Are Saying

"DI students are so curious and they're so free. When I look at the DI students, they reflect what 3M is all about. Our whole community affairs premise is *Open Minds Spark Success.* When I look at the students, I see that promise and that promise reflected in them.

I've also seen uses of Duct Tape here at Destination Imagination that, frankly, I've never imagined before. It's great to see all of the uses of Duct Tape, and all of the participants having so much passion and energy and fun around the events. We're really delighted to participate and to provide some products here as well."

Paul Hanson – Improvement Markets Division; Director of Marketing, 3M

"DI participants are so engaged. They're not afraid. They want to try things that are new, as do the parents. It's just an incredible electric atmosphere.

Participants today need to learn with their hands. They don't learn by listening to a Power Point or having somebody speak at them. They need to be involved in their education, which is what Destination Imagination does."

Steve Patchin – Director, Mind Trekkers

"I went with my son to a regional DI tournament in Austin, Texas two years ago and really enjoyed the process. It was pretty fascinating. It was so encouraging to see so many participants excited about science and excited about project-based learning and figuring out how they're going to solve a problem. It really made me hopeful that the U.S. could climb back from being not even in the top 20 worldwide, to regain the prominence that we had when I saw a man land on the moon when I was five.

What's wonderful about DI is that it treats these participants, who in many cases are actually the inventors of today, like the celebrities that they deserve to be. On a daily basis, our lives are shaped by the quality of our vaccinations, the safety of our automobiles, by transportation, by computers, and these are the things that these participants are working on. This is the important stuff."

Steve Wolf – President at Science in the Movies, President at Wolf Stuntworks, Inc., Stunt Scientist

"The enthusiasm at Global Finals among everybody is just amazing. It's contagious. I think that Destination Imagination and Texas Instruments share the passion for STEM education."

Tom Reardon – Mathematics/Technology Consultant for Texas Instruments

RESEARCH STUDIES

In 2011, researchers from the University of Virginia Curry School of Education conducted an independent research evaluation of the DI program. The evaluation focused on the program's effectiveness, impact and participant satisfaction in areas relating to creative problem-solving, creative and critical thinking, teamwork and leadership. Among other findings, the researchers reported, "Students who participated in the activities and tournaments provided by DI outperformed comparable students who had not participated in DI on assessments measuring creative thinking, critical thinking, and collaborative problem solving."

A study of 600 students was conducted among primary, elementary, junior high and high school students at DI's Global Finals on the campus of the University of Tennessee in 2011. Researchers collected responses and then sent the results to non-DI personnel for analysis. Of the students polled, 70 percent reported they "do better in school" because of DI, and nearly half reported DI has helped them improve their grades.

SUPPORTING LITERATURE

The DI program is an "inquiry-guided group learning" program that uses learning theory as its foundation.

Below are some readings that support Inquiry-Guided Learning, Imagination, and Social Cognitive Theory:

Bandura, A. (1991). Social cognitive theory of self-regulation. Organizational Behavior and Human Decision Processes, 50(2), 248 – 287.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Caine, R. N., & Caine, G. (1991). Making connections: Teaching and the human brain. Alexandria, VA: Association for Supervision and Curriculum Development.

Nilson, L. B. (2010). Teaching at its best: A research-based resource for college instructors (3rd ed.). San Francisco, CA: Jossey-Bass.

Prince, M., & Felder, R. M. (2006). Inductive teaching and learning methods: Definitions, comparisons, and research bases. Journal of College Science Teaching, 36(5), 14-20.

Vygotsky, L. S. (2004). Imagination and creativity in childhood. Journal of Russian and East European Psychology, 42(1), 7 – 97.

Recognized Learning Theorists in Developmental Stage Psychology and Inquiry-Guided Learning:

Albert Bandura, John Dewey, Erik Erickson, Jean Piaget, and Lev Vygotsky

STARTING A TEAM IS AS EASY AS 1-2-3.

1 DI offers four packages depending on the number of teams that you plan to start.

One Team | 2-7 members | 1-Team Pack | $135*
(About $19 per student with a team of seven)

Five Teams | 2-7 members | 5-Team Pack | $390*
(About $11 per student with five teams of seven)

30+ Teams | 2-7 members | 30+ Team Pack | $2,340*
($78 for each additional team; About $11 per student with 30 teams of seven)

Early Learners Team | 5-10 members | Rising Stars! Team Pack | $55*
(noncompetitive, ages 4-7) | (About $5.50 per student with a team of 10)

2 Purchase your Team Pack.

- Purchase your Team Pack on ShopDI.org
- Download a mail-in form at DestinationImagination.org
- Call us 1.888.321.1503 / Mon-Fri 9:00 AM - 5:00 PM (EST)

3 Select your team location.

- Destination Imagination administers its program through state and country Affiliates worldwide.
- Some of our state and country Affiliates have directed us to collect their Affiliate fees* with the purchase of your Team-Pack.
- Your Destination Imagination local representative will contact you about any training and Tournament fees that may also apply.

*There are additional fees for Affiliate administration, Affiliate tournaments and Challenge budgets.


P.A.
NORTH

Get Involved. Become a Volunteer.

Destination Imagination is a volunteer-run organization, so we depend heavily on the efforts and energy of our volunteers around the world. There are a variety of options, with varying degrees of time commitments. Some of our key roles are:

- Team Manager: In this role, you can mentor the students on a Destination Imagination team. You will help them as they make friends, build friendships, solve Challenges and work through the season.
- Tournament Official: As an Official, you can play a part in bringing a Destination Imagination tournament to life. Your role might be to appraise teams, to help in the score room, or to usher teams to their sites. This role typically lasts a weekend.
- Regional Director: Dedicated volunteers, who coordinate Destination Imagination activities for a specific geographic area.
- These are just a few of the roles available. If you're interested in being a part of Destination Imagination, please contact us at askdi@dihq.org or 1.888.321.1503.
- Volunteers can earn professional development certificates from DI University. DI University is an online training resource for DI volunteers.

Global Finals Closing Ceremony

> *Creativity now is as important in education as literacy, and we should treat it with the same status.* - *Sir Ken Robinson*

SUPPORTERS 6

SPONSORS & PARTNERS

THANKS TO OUR SPONSORS

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Afterschool Alliance

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CASIO

Philadelphia University

nassp leading schools

Michigan Tech

Texas Instruments

esf summer camps

For the 2012-13 season, Destination Imagination has several Team Challenge sponsors. 3M is sponsoring the Structural Challenge, Ameresco (a leading independent energy provider) is sponsoring the projectOUTREACH® Challenge, and Motorola Solutions Foundation is sponsoring our Technical Challenge. DI has also built programmatic relationships with Pearson, the National Head Start Association, and NASA.

DESTINATION IMAGINATION

Teaching *the* Creative Process: *from* Imagination *to* Innovation

Start a Team

1111 South Union Ave
Cherry Hill, NJ 08002
call us at 1.888.321.1503

DESTINATIONIMAGINATION.ORG

CREATIVE COMPASS

Navigating students through the creative process