



# How To Watch A 2013 Destination Imagination® Challenge

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**Destination Imagination®** is the premier non-profit worldwide for young people in the World!

Destination Imagination is the largest non-profit worldwide creative problem solving program for teams in preschool through college. With 1.5 million alumni and over 150,000 current students in over 30 countries, Destination Imagination fosters the development of the creative process, integrating creativity with science, technology, the arts, engineering, math and service learning. Those involved with Destination Imagination discover that creative solutions come from teamwork, critical thinking, creativity, cooperation, collaboration and risk-taking.

The learning process also teaches team and self-reliance, as **all challenges must be solved strictly TEAM MEMBERS.**

The Destination Imagination program asks teams to creatively solve **two different kinds of Challenges**, each with its own purpose and educational focus: the **Team Challenge** and the **Instant Challenge**. Teams present their solutions to both Challenges at a Tournament where the solutions are evaluated by friendly people we call "Appraisers."

## **Team Challenge**

**They look like skits, but are really well crafted solutions to complex Challenges.**

- The Destination Imagination *Team Challenge* is the Challenge that teams work on over a period of time, usually several months. Destination Imagination offers seven *Team Challenges* and **Rising Stars!**® non-competitive Challenge.

## **Central Challenge**

- Purpose: Encourages development of Creative Problem Solving techniques, teamwork, and creative process over a sustained period of time (usually several months). They may look like skits, but really are well-crafted solutions designed to address the specific scoring areas of the Challenge. (See the point value sections for each Challenge in the following pages).
- Educational Focus: The project undertaken by the team is academically based and focuses on one or more of the following areas: Technical/Mechanical Design; Structural/Architectural Design; Science; Theatrical/Literary/Fine Arts; Improvisational Techniques; Service-Learning.

## **Team Choice Elements**

- Purpose: Encourages participants to discover and showcase their collective interests, strengths and abilities as a team and as individuals, and allows them to develop that showcase over a long period of time.
- Educational Focus: Based on the educational theory of Multiple Intelligences, which in part emphasizes allowing participants to find their own best ways to present what they have learned. This also allows teams to highlight areas of strength that are not brought forth in the Central Challenge requirements.
- Some Challenges do not have Choice Elements if they are inherent in the Challenge.

## **Instant Challenge**

The Destination Imagination *Instant Challenge* is a Challenge that teams are asked to solve in a very short time period at their Tournament. Teams do not know ahead of time what this Challenge will be.

- Purpose: To put teams' creative problem solving abilities, creativity, and teamwork to the test in a short, time-driven Challenge.
- Educational Focus: The team's use of creative problem solving strategies, assessment and use of available materials, and teamwork under tight time constraints. Encourages teams to develop creative problem solving and time management strategies, performance and improvisational techniques. Develops the ability to quickly assess the properties of provided materials, and learn how to creatively manipulate materials for a unique solution.

## Challenge A: IN THE ZONE (Technical)

**Educational Focus:** Engineering, Technical Design, Strategic Planning, Decision Making and Logistics, Project Management, Time and Budget Management, Teamwork

### Points of Interest

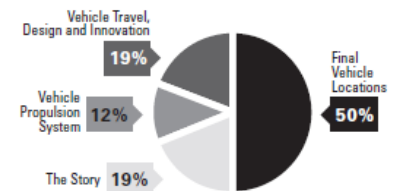
- Present a team-created story about the dangers faced by vehicles, told from the point of view of one or more vehicles
- Design and build small vehicles that are able to reliably and accurately travel specific distances
- Use at least three different power sources for the vehicles

### STEM Attributes

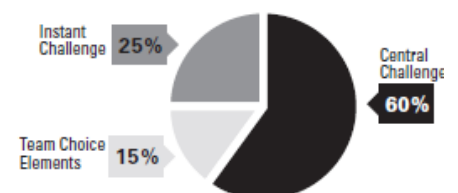
- Use of the engineering design process
- Exploration of physical concepts of motion and energy
- Use of mathematical concepts of geometry and measurement
- Understanding of customary and/or metric measurements
- Investigate physical concepts of motion and energy
- Consider mathematical concept of probability

ELEMENT		POINTS
<b>Central Challenge</b>		<b>Up to 240</b>
1	Zones	Scaled to 120 Points
	a. Zone points for each Vehicle (up to ten Vehicles)	0, 1, 5 or 10
	b. Danger Points for one randomly-chosen Vehicle	-25, 0, 10, 25 or 50
2	Vehicles	Up to 50 points
	a. Technical Innovation and Technical Design of three Propulsion Systems:	
	i. Propulsion System 1	Up to 10
	ii. Propulsion System 2	Up to 10
	iii. Propulsion System 3	Up to 10
b. Technical Innovation and Technical Design of a team-selected Vehicle	Up to 20	
3	Travel	Up to 25 points
	Technical Design and Innovation of the methods used by the Vehicles to travel accurately and to stop by themselves	Up to 25
4	Story	Up to 45
	a. Creativity and originality of team-created Story	Up to 25
	b. Integrating the team's Vehicle travel into the Story	Up to 10
	c. Theatrical effect of the characterization of a vehicle[s]	Up to 10
<b>Team Choice Elements</b>		<b>Up to 60</b>
1	Team Choice Element 1	Up to 30
	a. Creativity and Originality	Up to 10
	b. Quality, Workmanship, or Effort that is Evident	Up to 10
	c. Integration into the Presentation	Up to 10
2	Team Choice Element 2	Up to 30
	a. Creativity and Originality	Up to 10
	b. Quality, Workmanship or Effort that is Evident	Up to 10
	c. Integration into the Presentation	Up to 10

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## Challenge B: WIND VISIBLE (Science)

**Educational Focus:** Wind Energy, Science, Technology, Storytelling, Theater Skills, Art, Time and Budget Management, Teamwork

### 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

### STEM Attributes

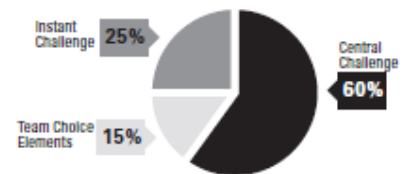
- Research the scientific concept of wind energy
- Use wind energy to start motion
- Demonstrate the collection and conversion of wind energy into usable energy

Central Challenge		Up to 240
1	The Story	Up to 55
	a. The creativity of the Story	Up to 20
	b. Clear and effective storytelling	Up to 20
	c. Creative integration of Wind Energy research into the Story	Up to 15
2	The Invisible Visitor	Up to 75
	d. Acting Skills when a character or characters interact with the Invisible Visitor	Up to 25
	e. Effective use of Stagecraft in the portrayal of the Invisible Visitor	Up to 25
	f. The creativity of the motion and its effect on the Story	Up to 15
	g. Invisible Visitor's presence indicated without use of spoken or written language	0 or 10
3	Kinetic Art	Up to 110
	h. Successful use of Wind Energy to start motion	0 or 10
	i. Successful motion for 15 continuous seconds	0 or 10
	j. Integration of the Kinetic Art into the Story	Up to 15
	k. Quality of appearance and workmanship of the Kinetic Art	Up to 25
	l. Technical Design of the Kinetic Art	Up to 25
	m. Technical Innovation of the Kinetic Art	Up to 25
Team Choice Elements		Up to 60
1	Team Choice Element 1	Up to 30
	a. Creativity and Originality	Up to 10
	b. Quality, Workmanship, or Effort that is Evident	Up to 10
	c. Integration into the Presentation	Up to 10
2	Team Choice Element 2	Up to 30
	a. Creativity and Originality	Up to 10
	b. Quality, Workmanship or Effort that is Evident	Up to 10
	c. Integration into the Presentation	Up to 10

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## Challenge C: IN DISGUISE (Fine Arts)

**Educational Focus:** Storytelling, Theater Arts, Fine Arts, Costume Design, and Non-Verbal Theatrical Techniques, Teamwork

### Points of Interest

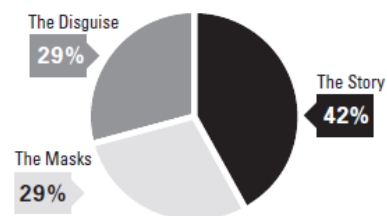
- Present a team-created story about a character that uses a disguise
- Use only non-verbal theatrical techniques to present the story
- Design and construct at least two masks that enhance the story

### STEM Attributes

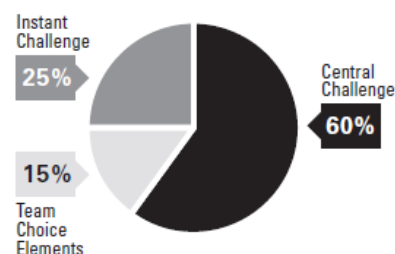
- Use various forms of technology to produce a solution
- Use principles of geometry in design and construction of team-created masks
- Use of technology and technical methods to cause a mask to morph

ELEMENT		POINTS
<b>Central Challenge</b>		<b>Up to 240</b>
<b>1</b>	<b>The Story</b>	<b>Up to 100</b>
	a. Clear and effective non-verbal storytelling	Up to 50
	b. Creativity of the Story	Up to 50
<b>2</b>	<b>The Disguise</b>	<b>Up to 70</b>
	a. Integration of the Disguise into the Story	Up to 25
	b. Creative method(s) used to create the disguise	Up to 25
	c. Effectiveness of the Disguise	Up to 20
<b>3</b>	<b>The Masks</b>	<b>Up to 70</b>
	a. Innovative methods used to change the appearance Morphing Mask	Up to 30
	b. Creativity of the Decorative Mask	Up to 20
	c. Theatrical impact of all masks	Up to 20
<b>Team Choice Elements</b>		<b>Up to 60</b>
<b>1</b>	<b>Team Choice Element 1</b>	<b>Up to 30</b>
	a. Creativity and Originality	Up to 10
	b. Quality, Workmanship, or Effort that is evident	Up to 10
	c. Integration into the Presentation	Up to 10
<b>2</b>	<b>Team Choice Element 2</b>	<b>Up to 30</b>
	a. Creativity and Originality	Up to 10
	b. Quality, Workmanship, or Effort that is Evident	Up to 10
	c. Integration into the Presentation	Up to 10

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## Challenge D: CHANGE IN REALITEE (Improvational)

**Educational Focus:** Research, Story Development, Improvisational Acting, Teamwork, Presentation Skills and Techniques, Teamwork, Leadership

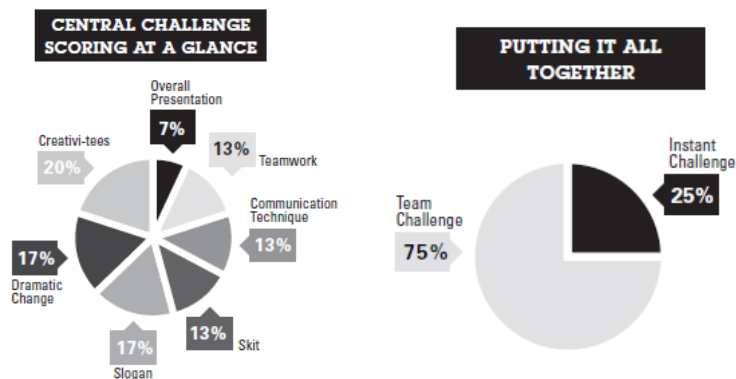
### Points of Interest

- 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

### STEM Attributes

- Use mathematical concept of probability when improvisational elements are selected

Central Challenge		Up to 300
1	Skit	Up to 40
	a. Creativity of the Skit	Up to 20
	b. A clearly developed story that integrates all four (4) Improv Elements	Up to 20
2	Improv Element 1: Dramatic Change	Up to 50
	a. Effectiveness of portrayal of life after the Dramatic Change	Up to 25
	b. The creativity of how the character(s) adapt to life after the Dramatic Change.	Up to 25
3	Improv Element 2: Communication Technique	Up to 40
	a. Evidence of research about the Communication Technique	Up to 15
	b. Effective portrayal of the Communication Technique	Up to 10
	c. Integration of the Communication Technique into the Skit	Up to 15
4	Improv Element 3: Creativi-Tees	Up to 60
	a. Creative use of t-shirts	Up to 30
	b. How well the t-shirts are integrated into and enhance the Skit	Up to 30
5	Improv Element 4: Slogan	Up to 50
	a. How relevant the Slogan is to life after the Dramatic Change	Up to 15
	b. Effective integration of the Slogan into Skit	Up to 25
	c. Creativity of the Slogan	Up to 10
6	Teamwork	Up to 40
	a. How well the entire team works together	Up to 40
7	Overall Presentation	Up to 20
	a. Well integrated and executed Overall Presentation	Up to 20



## Challenge E: TWIST-O-RAMA (Structural)

**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

### Points of Interest

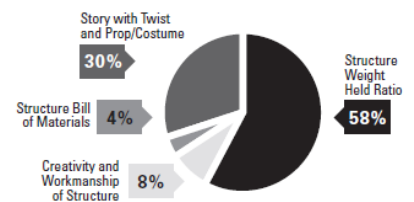
- Build a structure made entirely of glue and materials the team chooses from a list
- Test the structure by placing weights on it, and by subjecting it to torque-inducing impacts
- Produce a “bill of materials” listing the materials used in your structure, and provide samples of these materials
- Produce 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

### STEM Attributes:

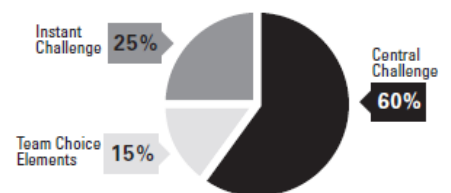
- Use of the engineering design process to design and construct a structure
- Study the properties of a variety of materials in order to design and construct a structure
- Knowledge of whole number computation and ratios to determine raw scores earned for weight placement

Central Challenge		Up to 240	
1	<b>The Structure's Weight Held Ratio</b> <ul style="list-style-type: none"> <li>• In each competitive Level, the Structure with the highest Weight Held Ratio (including Bonus Weight) will receive 140 points.</li> <li>• The score for all other teams in that Level will be based on the percentage of their Structure's Weight Held Ratio compared to the highest Weight Held Ratio in that level.</li> </ul> <p>Team's score = <math>(WHR \div \text{highest WHR in Level}) \times 140</math></p> <ul style="list-style-type: none"> <li>• This score added to the scores the team earns for the items listed below will equal the total Raw Score.</li> </ul>	Up to 140	
	2	How creatively the multiple materials were included and used in the Structure	Up to 20
3	Structure Bill of Materials and Materials Samples	0 or 10	
4	<b>Story with Twist and Prop/Costume</b>		<b>Up to 70</b>
	a.	Creativity and surprise of Story twist	Up to 20
	b.	How well the Story is integrated with Weight Placement and Ram Impact delivery	Up to 10
	c.	Material types used to build the one prop or costume are the same material types used to build the Structure	0 or 10
	d.	Creativity of prop or costume	Up to 15
	e.	Workmanship of prop or costume	Up to 15
<b>Team Choice Elements</b>		<b>Up to 60</b>	
1	<b>Team Choice Element 1</b>		<b>Up to 30</b>
	a.	Creativity and Originality	Up to 10
	b.	Quality, Workmanship, or Effort that is Evident	Up to 10
	c.	Integration into the Presentation	Up to 10
2	<b>Team Choice Element 2</b>		<b>Up to 30</b>
	a.	Creativity and Originality	Up to 10
	b.	Quality, Workmanship or Effort that is Evident	Up to 10
	c.	Integration into the Presentation	Up to 10

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## projectOUTREACH™: REAL-TO-REEL (Service Learning)

**Educational Focus:** Service Learning, Partnerships, Documentation, Movie Production, and Teamwork

### Points of Interest

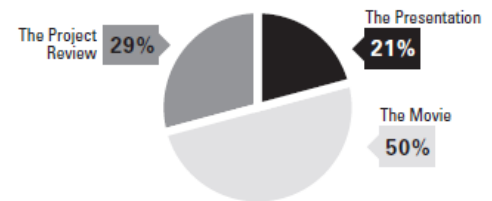
- Use collaborative problem solving tools to identify and select at least one real community need
- Design and carry out a project to address the real community need
- Create a movie that documents the project
- Evaluate the project and prepare a thorough project review
- Prepare for a live press conference

### STEM Attributes

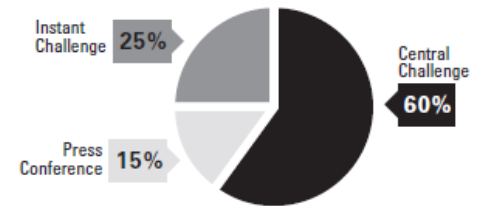
- Use technology to produce photographs and recordings
- Use technology to produce a movie that outlines the team's Service Learning Project

Central Challenge		Up to 240
1	The Presentation	
	a. Creative integration of resource acknowledgement	Up to 20
	b. Overall quality of the Presentation	Up to 30
2	The Movie	
	a. Clear and effective Storyline	Up to 25
	b. Creative documentation of the Project	Up to 25
	c. Effective integration of community need	Up to 15
	d. Effective integration of Project goals	Up to 15
	e. Effective integration of Project activities	Up to 15
	f. Quality and workmanship	Up to 25
3	The Project Review	
	a. Thoroughness of Project Review	Up to 40
	b. Effective communication of Project Review during the Presentation	Up to 30
The Press Conference		Up to 60
	a. Effective integration of the Press Conference into the Presentation	Up to 15
	b. Press Conference simulation procedure	0 or 15
	c. Well prepared and clear responses given to each question that is answered:	
	i. The Project	Up to 10
	ii. The Movie	Up to 10
	iii. Project Review	Up to 10

### CENTRAL CHALLENGE SCORING AT A GLANCE



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## Rising Stars!™: ROY G BIV (Early Learning)

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

### 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

### 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