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OVERVIEW

At your tournament, your team will be scheduled to do an Instant Challenge in addition to your Team Challenge. Instant Challenges are confidential until the day of the tournament, so your team will not know anything about the specific Instant Challenge you will be asked to solve until you are escorted to your Instant Challenge competition room.

The Instant Challenge portion of the competition is usually between five and ten minutes in duration, and is worth a total possible score of 100 points. Although each Instant Challenge has different requirements, all Instant Challenges reward teams for teamwork.

ENTRY LEVEL

HIDE THE EGGS

Focus

Improvisational acting, story development, theater arts, teamwork.

Challenge

Your team is to present a **PERFORMANCE** in which you hide 3 eggs from a hungry cook.

Time

You will have up to 4 minutes to use your **IMAGINATION** and **PROBLEM SOLVING SKILLS** to plan and practice your **PERFORMANCE**, and then up to 2 minutes to present your **PERFORMANCE**.

The Scene

Pretend you are all chickens.

- **Part One (4 minutes):** Create a story in which you hide 3 eggs from a hungry cook. You should write down the 3 places/ways you are going to hide the eggs on the sheets the Appraisers will give you and give one of the sheets back to the Appraisers at the end of Part One. You may practice your skit in Part One.
- **Part Two (2 minutes):** Present your skit to the Appraisers. Make sure your skit has a beginning, a middle and an end.

Materials

3 Plastic Eggs

Your team will have a sheet of paper and pencil to use as you plan and present your **PERFORMANCE**.

Scoring: You will receive

- A. 10 points if your skit has a beginning, a middle and an end.
- B. Up to 10 points for how creatively you show the hungry cook.
- C. Up to 10 points (30 points maximum) for the creativity of places/ways you are going to hide the eggs.
- D. Up to 30 points for the creativity of your **PERFORMANCE**.
- E. Up to 20 points for how well your team works together.

PLACES/WAYS TO HIDE EGGS

1. _____

2. _____

3. _____

ADVANCED LEVEL

UN-INVENTING THE WHEEL

Focus

Improvisational acting, story development, theater arts, teamwork.

Challenge

Your team is to present a **PERFORMANCE** about life in a different world in which 3 everyday items do not exist.

Time

You will have up to 4 minutes to use your **IMAGINATION** and **PROBLEM SOLVING SKILLS** to plan and practice your **PERFORMANCE**, and then up to 2 minutes to present your **PERFORMANCE**.

The Scene

Your team is now in a different world. In this other world, 3 items—things that we use everyday—do not exist.

- **Part One (4 minutes):** Create a skit about life in this different world. You will be given a list of 10 everyday items. Assume that 3 of these items have not been invented. In your skit you are to show what life would be like without these items. You should list the 3 items that do NOT exist on the sheets the Appraisers will give you, and hand one of the sheets back to the Appraisers at the end of Part One.
- **Part Two (2 minutes):** Present your skit to the Appraisers. Make sure your skit has a beginning, a middle and an end.

Materials

Your team will have a sheet of paper and pencil to use as you plan and present your **PERFORMANCE**.

Scoring: You Will Receive

- 10 points if your skit has a beginning, a middle and an end.
- 10 points if show what life is like without the 3 items in your skit.
- Up to 10 points (30 points maximum) for how creatively you show what life is like without each of the items.
- Up to 30 points for the creativity of your **PERFORMANCE**.
- Up to 20 points for how well your team works together.

Everyday Items

1. Telephone
2. Computer
3. Television
4. Automobile
5. Hair Brush
6. Microwave Oven
7. Hanger
8. Basketball
9. Shovel
10. Ice Cream Cone

Items that do not exist:

1. _____

2. _____

3. _____

ENTRY AND ADVANCED LEVELS

WAKE-UP

Focus

Improvisational acting, story development, theater arts, teamwork.

Challenge

Your team is to present a **PERFORMANCE** in which you show 3 creative ways to wake someone up.

Time

You will have up to 4 minutes to use your IMAGINATION and PROBLEM SOLVING SKILLS to think of 3 creative ways to wake someone up and to practice your skit. You will then have up to 2 minutes to present your skit to the Appraisers.

The Scene

It's wake-up time!

- **Part One (4 minutes):** Think of 3 creative ways to wake someone up. Write down these ways on the 2 printed sheets the Appraisers will give you, and hand 1 of the sheets back to the Appraisers at the end of Part One. You should also use Part One to plan your **PERFORMANCE**. Be sure to include all 3 ways to wake someone up in your skit.
- **Part Two (2 minutes):** Present your **PERFORMANCE** to the Appraisers. Be sure your skit has a beginning, a middle and an end.

Materials

Your team will be given a piece of paper and a pencil to use as you plan and present your **PERFORMANCE**.

Scoring: You Will Receive

- 10 points if your skit has a beginning, a middle and an end.
- 10 points if you include all 3 ways to wake someone up in your skit.
- Up to 10 points (30 points maximum) for the creativity of each of the ways of waking someone up.
- Up to 30 points for the creativity of the **PERFORMANCE**.
- Up to 20 points for how well your team works together.

ENTRY LEVEL

IT'S ALL THE SAME

Focus

Innovation and design process, technical design and construction, teamwork

Challenge

Your **TASK** is to build a tower using a piece of string, 4 mailing labels and one other type of material. Your tower should be as tall as possible and be able to hold marbles.

Time

You will have up to 4 minutes to use your **IMAGINATION** and **PROBLEM SOLVING SKILLS** to build your tower, and then up to 2 minutes to add marbles.

Setup

In the middle of the room is a table. On the table is a taped area. There is a 2nd table with materials and a ruler.

Procedure

- **Part One (4 minutes):** Use the piece of string, 4 mailing labels and one other type of material to build a tower within the taped area. The other type of material may be newspaper, paper plates, paper cups or straws. Your tower should be as tall as possible and be able to hold marbles at least 2in (5cm) above the table. You may practice adding marbles in Part One. At the end of Part One, the Appraisers will measure the height of your tower if you have finished building it.
- **Part Two (2 minutes):** If you did NOT finish building your tower in Part One, you may continue in Part Two. When you have finished building your tower, tell the Appraisers. Time will briefly stop so that the height of the tower may be measured. After your tower has been measured, add marbles to the tower one at a time. No team member may be touching the tower when marbles are added.

Materials

12in (30cm) of String	4 Mailing Labels
1 Ruler	1 Pair of Scissors

The ruler and pair of scissors may NOT be damaged and may NOT be part of the tower.

You will also be able to choose one of the following types of materials:

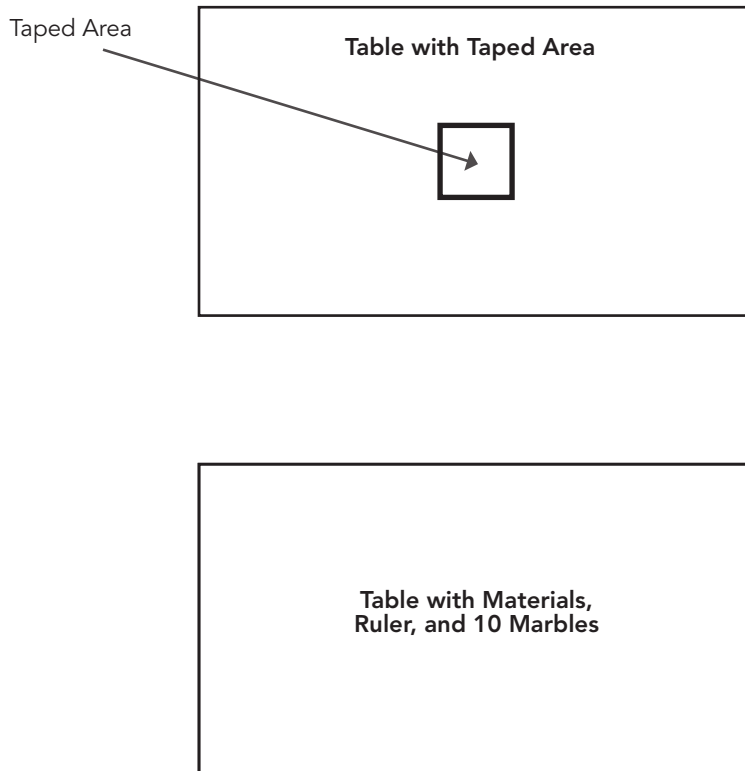
1 Sheet of Newspaper	6 Paper Plates
4 Paper Cups	10 Straws

Scoring: You Will Receive

- 10 points if you have a tower in the taped area at the end of Part One.
- 2 points (30 points maximum) for each inch (2.5cm) of height of your tower before marbles are added.
- 2 points (20 points maximum) for each marble held by your tower for at least 3 seconds in Part Two.
- Up to 20 points for the creativity of your tower.
- Up to 20 points for how well your team works together.

For Appraisers Only

1. The setup consists of a table with 12in X 12in (30cm X 30 cm) taped area. There is a 2nd table with materials, 1 ruler and 10 marbles.



2. In Part One, the team may experiment with any of the additional materials. However, their final tower may only include one other type of material.

ADVANCED LEVEL

STRUCTURE STRATEGY

Focus

Innovation and design process, technical design and construction, teamwork.

Challenge

Your **TASK** is to build up to 6 structures that meet certain criteria.

Time

You will have up to 6 minutes to use your **IMAGINATION** and **PROBLEM SOLVING SKILLS** to design and build your structures and then up to 2 minutes to adjust your structures.

Setup

In the middle of the room is a table with 6 taped areas. There is also a 2nd table with materials, criterion cards, and a ruler.

Procedure

- **Part One (6 minutes):** Use the materials on the table to build up to 6 structures. Each structure should be built within a different taped square. Each structure should fulfill 1 or more of the characteristics listed on the criterion cards. When a structure is complete, place the criterion cards characterized by that structure next to the structure. The Appraisers will use these cards when scoring that structure. Each criterion card may be used only once for score; however, the characteristic listed on the card may be present in more than 1 structure. You should plan your strategy to earn as many points as possible.
- **Part Two (2 minutes):** Continue to work on your structures if you want to. You may call time at any point.

Materials

2 Blue Feathers	2 Red Cups	3 Blue Chenille Sticks (Pipe Cleaners)
2 Red Feathers	3 Straws	2 Sheets of Newspaper
1 Rubber Band	2 Pencils	12in (30cm) of String
1 Golf Ball	1 Softball	1 Ruler
4 Mailing Labels	4 Blue Craft Sticks	1 Marble

The ruler, marble, golf ball, and soft ball may NOT be damaged and may NOT have the mailing labels attached to them. The mailing labels may NOT be attached to the table. The ruler may NOT be part of a structure.

Scoring: You Will Receive

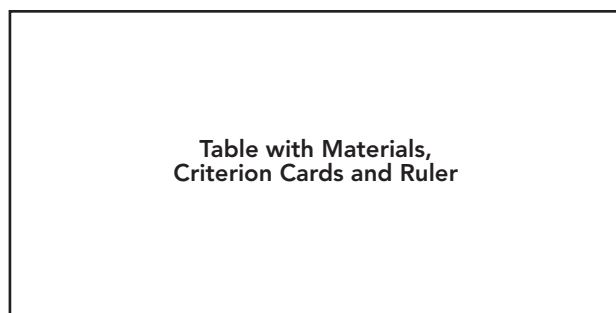
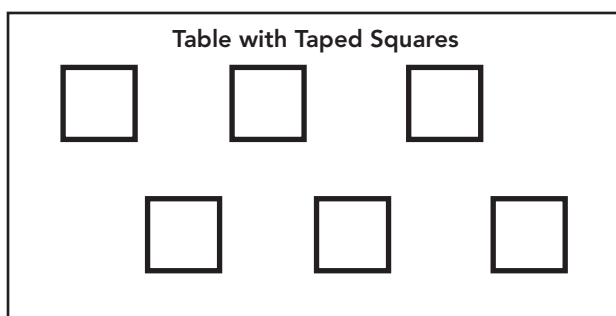
- A. Variable points for each structure depending upon how many criterion cards that structure successfully fulfills:

# of Criterion Cards	Points
1	1
2, 3 or 4	5
5 or 6	10
7, 8 or 9	15
10	20

- B. 10 points if you use all of the materials to build structures.
C. Up to 20 points for how well your team works together.

For Appraisers Only

1. The setup consists of a table with 6 12in X 12in (30cm X 30cm) taped squares. There is also a 2nd table with materials, 32 criterion cards, and a ruler.



Criterion Cards

- At least 5in (15cm) tall
- At least 12in (30cm) tall
- At least 24in (60cm) tall
- Made of only red materials
- Made of only blue materials
- Includes all of the mailing labels
- Contains more craft sticks than straws
- Made of only paper
- Has a base shaped like a triangle
- Has a feather at its highest point
- Has a straw at its highest point
- Supports a softball at its highest point
- Does NOT include any paper
- Does NOT include any blue materials
- Supports a marble at its highest point
- Wider than it is tall
- Has only red materials touching the table
- Taller than it is wide
- Supports a golf ball at its highest point
- Has a red material at its highest point
- Touches the table with nothing but straws
- Made of a single type of material
- Made of exactly 3 types of materials
- Includes more than 5 types of materials
- Shorter than 12in (30cm)
- Includes a chenille stick at its lowest point
- Has a base shaped like a circle
- Made of exactly 2 types of materials
- Does NOT include any red materials
- Does NOT include pencils, straws, or craft sticks
- Has newspaper at its highest point
- Has a base shaped like a rectangle

ENTRY AND ADVANCED LEVELS

CONE CONUNDRUM

Focus

Innovation and design process, technical design and construction, teamwork.

Challenge

Your **TASK** is to add pine cones to a tree.

Time

You will have up to 5 minutes to use your **IMAGINATION** and **PROBLEM SOLVING SKILLS** to design and build a device or devices to add pine cones to a tree and practice, and then up to 2 minutes to add pine cones for score.

Setup

In the middle of the room is a taped area. Within the taped area is a tree with empty branches. There is also a table with materials and 10 pine cones.

Procedure

- **Part One (5 minutes):** Use the materials on the table to build 1 or more devices that will allow you to put pine cones on the tree. When adding pine cones to the tree, no part of a team member's body may cross the taped lines. You may practice in Part One. At the end of Part One, all of the pine cones and materials will be returned to the table.
- **Part Two (2 minutes):** Add pine cones to the tree for score. If you did not finish building your device or devices in Part One, you may continue in Part Two. Pine cones must be added one at a time.

Materials

2 Sheets of Newspaper	4 Rubber Bands	2 Paper Cups
2 Chenille Sticks (Pipe Cleaners)	1 Piece of Wax Paper	2 Paper Plates
2 Pairs of Chopsticks	12in (30cm) of String	1 Dowel
10 Pine Cones	1 Mailing Label	2 Pencils
1 Cardboard Tube		

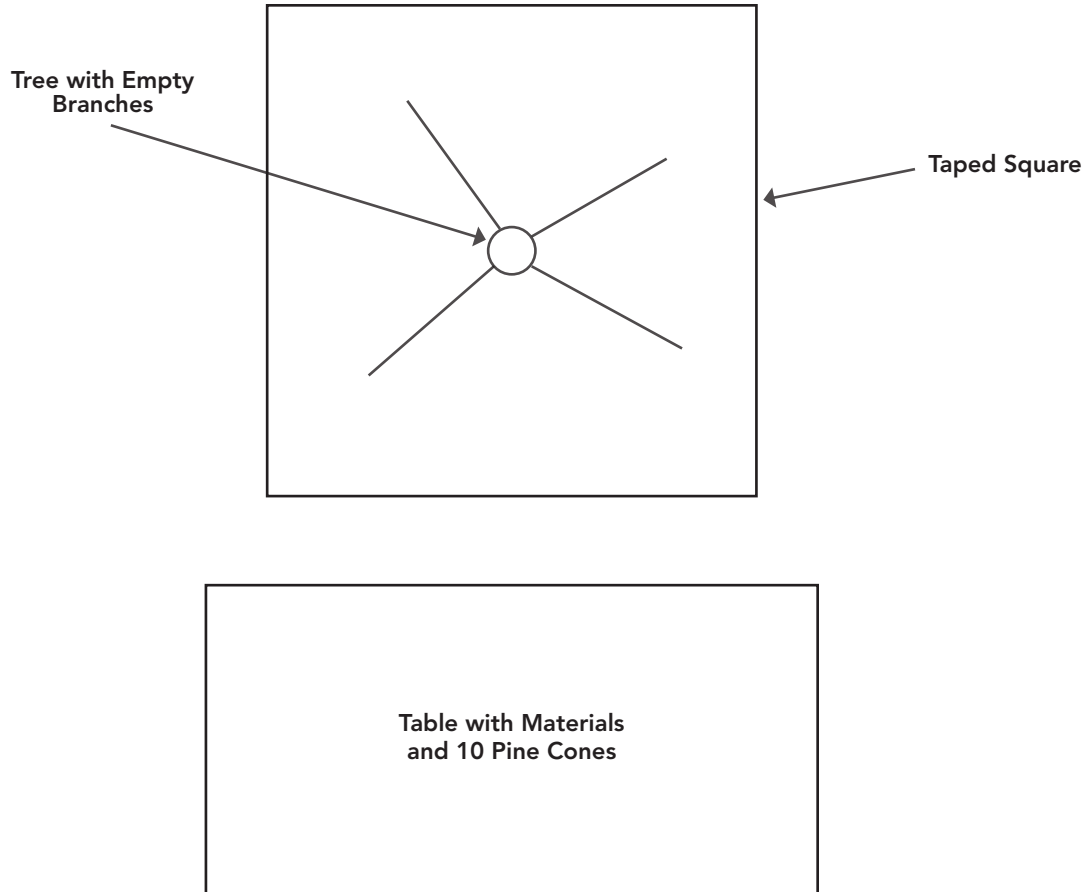
The dowel and pine cones may NOT be damaged and may NOT have the mailing label attached to them.

Scoring: You Will Receive

- 10 points if you are able to place at least one pine cone on the tree in Part Two.
- 5 points (50 points maximum) for each pine cone successfully placed on the tree in Part Two.
- Up to 20 points for the creativity of your device or devices.
- Up to 20 points for how well your team works together.

For Appraisers Only

1. The setup consists of 3ft X 3ft (90cm X 90cm) taped area in the center of the room. In the middle of the taped area is a pole with pegs representing a tree. There is also a table with materials and 10 pine cones. Each pine cone has a hook attached to it.



2. In Part Two, if any part of a team member's body crosses the taped line, that team member should be warned. If crossing the taped line results in a pine cone being placed on the tree, that pine cone should NOT receive score.

ENTRY LEVEL

VENDING MACHINE

Focus

Innovation and design process, technical design and construction, improvisational acting, story development, theater arts, teamwork.

Challenge

Your **TASK** is to build something unusual you could get from a vending machine and then to present a **PERFORMANCE** in which someone buys something from a vending machine.

For the purpose of this challenge, a “vending machine” is a machine in which a person puts money in order to buy something.

Time

You will have up to 5 minutes to use your **IMAGINATION** and **PROBLEM SOLVING SKILLS** to build something unusual you could get from a vending machine and to plan and practice your **PERFORMANCE**. You will then have up to 2 minutes to present your **PERFORMANCE**.

The Scene

It seems that you can buy almost anything in a vending machine these days!

- **Part One (5 minutes):** Use the materials to build something unusual you could get from a vending machine. You may also use Part One to plan and practice your **PERFORMANCE**.
- **Part Two (2 minutes):** Present your **PERFORMANCE**. During your skit, you should show how someone buys something from a vending machine.

Materials

1 Sheet of Newspaper	3 Index Cards	4 Mailing Labels
3 Chenille Sticks (Pipe Cleaners)	2 Rubber Bands	4 Paper Clips
8 Colored Markers	1 Pair of Scissors	4 Feathers
2 Coffee Stirrers		

The markers and scissors may NOT be damaged and may NOT be part of your creation. A piece of paper and a pencil will be available for your team to use as you plan and present your **PERFORMANCE**.

Scoring: You Will Receive

- 10 points if your **PERFORMANCE** has a beginning, a middle and an end.
- 10 points if you show someone buying your creation in your **PERFORMANCE**.
- 10 points if you show someone using your creation in your **PERFORMANCE**.
- Up to 20 points for the creativity of your unusual product.
- Up to 30 points for the creativity of your **PERFORMANCE**.
- Up to 20 points for how well your team works together.

ADVANCED LEVEL

WIRELESS

Focus

Innovation and design process, technical design and construction, improvisational acting, story development, theater arts, teamwork.

Challenge

Your **TASK** is to create a prototype of a new wireless communication device and to present a **PERFORMANCE** in which your team advertises your device to customers.

For the purpose of this Challenge, “wireless” means that the device does NOT need to be plugged into a power source to work.

Time

You will have up to 5 minutes to use your **IMAGINATION** and **PROBLEM SOLVING SKILLS** to create a sample of your wireless communication device and then up to 2 minutes to present your **PERFORMANCE**.

The Scene

From cell phones to smart phones to tablet computers, it seems like every day a new and improved wireless device is introduced. Your team plans to be the first ones to develop a new wireless communication device.

- **Part One (5 minutes):** Use the materials to create a sample of your team’s wireless device. You also may practice your **PERFORMANCE** in Part One.
- **Part Two (2 minutes):** In a **PERFORMANCE**, convince the Appraisers that your device is the next big thing! Make sure your **PERFORMANCE** has a beginning, a middle and an end.

Materials

10 Chenille Sticks (Pipe Cleaners)	4 Pairs of Needle-Nose Pliers
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The pliers may NOT be part of your device and they may NOT be used in your **PERFORMANCE**. A sheet of paper and a pencil will be available for your team to use as you plan and present your **PERFORMANCE**.

Scoring: You Will Receive

- 10 points if you create a sample of a wireless communication device in Part One.
- 10 points if your **PERFORMANCE** has a beginning, a middle and an end.
- Up to 30 points for the creativity of your sample wireless communication device.
- Up to 30 points for the creativity of your **PERFORMANCE**.
- Up to 20 points for how well your team works together.

ENTRY AND ADVANCED LEVELS

ADVERTISE

Focus

Innovation and design process, technical design and construction, improvisational acting, story development, theater arts, teamwork.

Challenge

Your **TASK** is to create a billboard that advertises something without using words or numbers, and then to present a **PERFORMANCE** in which you show the billboard being used for advertising.

For the purpose of this challenge, a “billboard” is a large outdoor sign.

Time

You will have up to 5 minutes to use your **IMAGINATION** and **PROBLEM SOLVING SKILLS** to create your billboard. You will then have up to 2 minutes to present your **PERFORMANCE**.

The Scene

Often you don't have time to read a billboard. Your team is to create a billboard that doesn't use any words or numbers!

- **Part One (5 minutes):** On one side of the room are a large sheet of paper and 8 markers. You are to use the markers to create a billboard that doesn't use any words or numbers. You may also use Part One to plan and practice your **PERFORMANCE**.
- **Part Two (2 minutes):** Present your **PERFORMANCE**. In your skit, show how your billboard would be used for advertising. Make sure your skit has a beginning, a middle and an end.

Materials

1 Large Sheet of Paper	8 Markers
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A sheet of paper and a pencil will be available for your team to use as you plan and present your **PERFORMANCE**.

Scoring: You Will Receive

- 10 points if your skit has a beginning, a middle and an end.
- 10 points if you show how your billboard would be used for advertising in your **PERFORMANCE**.
- Up to 30 points for the creativity of your billboard.
- Up to 30 points for the creativity of your **PERFORMANCE**.
- Up to 20 points for how well your team works together.