FOUR FREE \INSTANT CHALLENGES

We Teach the Creative Process from Imagination to Innovation
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A CHOICE OF SHEETS

Challenge
Create a mystery story and then present a PERFORMANCE in which a sheet is your only prop.

For the purpose of this Challenge, a “mystery” is something you don’t understand that you need to use clues to solve.

Time
You will have up to 5 minutes to use your IMAGINATION to create your mystery story, as well as to plan and practice your PERFORMANCE, and then up to 2 minutes to present your PERFORMANCE to the Appraisers.

The Scene
Everyone loves a good mystery! Create a skit involving a mystery where:
1. There is a mystery that needs to be solved.
2. There is at least one unusual character.
3. There are one or more clues.
4. There is a solution to the mystery.

When you present your skit, your only prop will be a sheet. Try to use the sheet in as many ways as possible.

Materials
You will be given three different sheets from which to choose. However, you may only use one sheet in your PERFORMANCE and this sheet may not be damaged. A piece of paper and a pencil also will be available for your team to use as you plan and present your PERFORMANCE.

Scoring: You will receive
A. 5 points each (20 points maximum) if your PERFORMANCE includes a mystery that needs to be solved, an unusual character, at least one clue and a solution to the mystery.
B. Up to 30 points for how creatively you use the sheet in your PERFORMANCE.
C. Up to 30 points for the creativity of your PERFORMANCE.
D. Up to 20 points for how well your team works together.

FOR APPRAISERS ONLY
1. The team should be given 3 colored sheets from which to choose.
   (Sheets can be of different sizes and have patterns, but no white sheets.)
A CHOICE OF SHEETS

Challenge
Create a mystery story and then present a PERFORMANCE in which a sheet is your only prop.

For the purpose of this Challenge, a “mystery” is something you don’t understand that you need to use clues to solve.

Time
You will have up to 5 minutes to use your IMAGINATION to create your mystery story, as well as to plan and practice your PERFORMANCE, and then up to 2 minutes to present your PERFORMANCE to the Appraisers.

The Scene
• Everyone loves a good mystery!
• Create a skit involving a mystery where:
  1. There is a mystery that needs to be solved.
  2. There is at least one unusual character.
  3. There are one or more clues.
  4. There is a solution to the mystery.

• When you present your skit, your only prop will be a sheet.
• Try to use the sheet in as many ways as possible.

Materials
You will be given three different sheets from which to choose. However, you may only use one sheet in your PERFORMANCE and this sheet may not be damaged. A piece of paper and a pencil also will be available for your team to use as you plan and present your PERFORMANCE.

Scoring: You will receive
A. 5 points each (20 points maximum) if your PERFORMANCE includes a mystery that needs to be solved, an unusual character, at least one clue and a solution to the mystery.
B. Up to 30 points for how creatively you use the sheet in your PERFORMANCE.
C. Up to 30 points for the creativity of your PERFORMANCE.
D. Up to 20 points for how well your team works together.
A CHOICE OF SHEETS

APPRAISER RUBRICS

RUBRIC FOR APPRAISING HOW CREATIVELY BEDSHEET IS USED

<table>
<thead>
<tr>
<th>Points</th>
<th>1 – 8</th>
<th>9 – 15</th>
<th>16 – 22</th>
<th>23 – 30</th>
</tr>
</thead>
</table>
| Qualities | • Creativity is present and it’s somewhat enhanced  
• The solution applies | • Creativity is present and it’s relevant  
• There is a theme  
• The solution is complete  
• Solved with related elements | • Creativity is present and it’s integrated  
• Chiefly original work | • Creativity is there and it’s innovative  
• AHA! WOW! |

RUBRIC FOR APPRAISING CREATIVITY OF PERFORMANCE

<table>
<thead>
<tr>
<th>Points</th>
<th>1 – 8</th>
<th>9 – 15</th>
<th>16 – 22</th>
<th>23 – 30</th>
</tr>
</thead>
</table>
| Qualities | • Creativity is present and it’s somewhat enhanced  
• The solution applies  
• Attempt at application  
• Solved with marginal addition | • Creativity is present and it’s relevant  
• There is a theme  
• The solution is complete  
• Solved with related elements | • Creativity is present and it’s integrated  
• There is synthesis  
• Chiefly original work  
• Solved with integration | • Creativity is there and it’s innovative  
• AHA! WOW!  
• Unrelated elements synthesized to create a new idea  
• Solved by innovation |

RUBRIC FOR APPRAISING TEAMWORK

<table>
<thead>
<tr>
<th>Points</th>
<th>1 – 5</th>
<th>6 – 10</th>
<th>11 – 15</th>
<th>16 – 20</th>
</tr>
</thead>
</table>
| Qualities | • Dominating individual who limits participation of others  
• Cooperation is minimal  
• Little sharing of ideas | • Some evidence of individual team member roles  
• Some cooperation  
• Some evidence of accepting ideas of others | • Acceptance of team roles above average  
• Good cooperation  
• Sharing and acceptance of ideas of others | • Leadership and team roles are easily identified  
• Diversity of skills mutually respected and evident  
• Team dynamics are exemplary |
**A CHOICE OF SHEETS**

Team Name:___________________  Level: E M S U

Membership Number:__________ Team Challenge:______________

Appraiser’s Name:____________

---

**INSTANT CHALLENGE INDIVIDUAL SCORE SHEET**

<table>
<thead>
<tr>
<th>Score Element</th>
<th>Range</th>
<th>Team Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. PERFORMANCE includes a mystery</td>
<td>0 or 5</td>
<td></td>
</tr>
<tr>
<td>A2. PERFORMANCE includes unusual character</td>
<td>0 or 5</td>
<td></td>
</tr>
<tr>
<td>A3. PERFORMANCE includes at least one clue</td>
<td>0 or 5</td>
<td></td>
</tr>
<tr>
<td>A4. PERFORMANCE includes solution to mystery</td>
<td>0 or 5</td>
<td></td>
</tr>
<tr>
<td>B. How creatively sheet is used</td>
<td>0 or 1 – 30</td>
<td></td>
</tr>
<tr>
<td>C. Creativity of PERFORMANCE</td>
<td>1 – 30</td>
<td></td>
</tr>
<tr>
<td>D. Teamwork</td>
<td>1 – 20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Team score elements should be recorded in whole numbers. (No fractions or decimals.) In score elements A and B, the team should receive 0 points if the element is NOT included in the PERFORMANCE.

If computerized scoring is being utilized, fill in only the shaded boxes.
A CHOICE OF SHEETS

Team Name:___________________  Level: E M S U
Membership Number:__________ Team Challenge:_______________

INSTANT CHALLENGE MASTER SCORE SHEET

<table>
<thead>
<tr>
<th>Appraiser’s Name</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>Add 1 + 2 + 3 + 4</td>
<td>E.</td>
</tr>
<tr>
<td>Divide E by # of Appraisers</td>
<td>F.</td>
</tr>
</tbody>
</table>

NOTE: The division in the final step should be carried out to 3 decimal places.

INSTANT CHALLENGE SCORE

G.

NOTE: Rewrite the final score in the box above. The final score should be rounded to 2 decimal points. Round up if the third decimal is 5 or more.
A FOUR SQUARE DEAL

Challenge
Your TASK is to build a free-standing tower that touches 4 squares and that is as tall as possible. For the purpose of this Challenge, “free-standing” means the tower is not attached to anything.

Time
You will have up to 5 minutes to use your IMAGINATION to build your tower and then up to 2 minutes to place your tower in the squares.

Setup
In the center of the room are 4 taped squares. There also is a table with materials.

Procedure: There has been a disaster! Your civilization was rocked by an earthquake. Because of the earthquake, all the materials used by your civilization to build their towers have separated back into their original condition. In this Challenge, you must rebuild one of the towers.

- **Part One** (5 minutes): Use the materials to build a free-standing tower that will be able to touch all 4 squares and that will be as tall as possible. You should NOT place your tower in the squares during this part of the Challenge. At the end of Part One, the Appraisers will measure the height of the tower above the table.

- **Part Two** (2 minutes): Place your tower in the squares. To receive points, the tower must touch all 4 of the taped squares and may only touch the floor within the taped squares. You may adjust your tower during this part of the Challenge. At the end of Part Two, the Appraisers will again measure the height of the tower if all 4 squares are being touched by the tower and the tower is only touching the floor within the taped squares.

Materials
<table>
<thead>
<tr>
<th>Two 12 in (30 cm) Pieces of String</th>
<th>4 Index Cards</th>
<th>4 Rubber Bands</th>
<th>1 Coffee Filter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Chenille Sticks (Pipe Cleaners)</td>
<td>2 Mailing Labels</td>
<td>1 Piece of Foil</td>
<td>12 Pieces of Ziti</td>
</tr>
<tr>
<td>2 Paper Cups</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring: You will receive
A. ½ point (20 points maximum) for each inch (2.5 cm) of height of your tower above the table at the end of Part One.
B. 20 points if you have a tower touching all 4 taped squares at the end of Part Two.
C. 1 point (40 points maximum) for each inch (2.5 cm) of height of your tower above the floor at the end of Part Two.
D. Up to 20 points for how well your team works together.
A FOUR SQUARE DEAL

For Appraisers Only:

1. The set-up consists of 4 12 in X 12 in (30 cm X 30 cm) taped squares in the center of the room. The squares are 12 in (30 cm) from each other. There is also a table with materials.
A FOUR SQUARE DEAL

Challenge
Your **TASK** is to build a free-standing tower that touches 4 squares and that is as tall as possible.

For the purpose of this Challenge, “free-standing” means the tower is not attached to anything.

Time
You will have up to 5 minutes to use your IMAGINATION to build your tower and then up to 2 minutes to place your tower in the squares.

Set-up
In the center of the room are 4 taped squares. There also is a table with materials.

Procedure
There has been a disaster! Your civilization was rocked by an earthquake. Because of the earthquake, all the materials used by your civilization to build their towers have separated back into their original condition. In this Challenge, you must rebuild one of the towers.

Part One (5 minutes):
- Use the materials to build a free-standing tower that will be able to touch all 4 squares and that will be as tall as possible.
- You should NOT place your tower in the squares during this part of the Challenge.
- At the end of Part One, the Appraisers will measure the height of the tower above the table.

Part Two (2 minutes):
- Place your tower in the squares.
- To receive points, the tower must touch all 4 of the taped squares and may only touch the floor within the taped squares.
- You may adjust your tower during this part of the Challenge.
- At the end of Part Two, the Appraisers will again measure the height of the tower if all 4 squares are being touched by the tower and the tower is only touching the floor within the taped squares.

Scoring:
You will receive
A. ½ point (20 points maximum) for each inch (2.5 cm) of height of your tower above the table at the end of Part One.
B. 20 points if you have a tower touching all 4 taped squares at the end of Part Two.
C. 1 point (40 points maximum) for each inch (2.5 cm) of height of your tower above the floor at the end of Part Two.
D. Up to 20 points for how well your team works together.
A FOUR SQUARE DEAL

Materials
(Tape to Table)

Two 12 in (30 cm) Pieces of String
4 Index Cards
4 Rubber Bands
1 Coffee Filter
8 Chenille Sticks (Pipe Cleaners)
2 Mailing Labels
1 Piece of Foil
12 Pieces of Ziti
2 Paper Cups
A FOUR SQUARE DEAL

APPRAISER RUBRICS

RUBRIC FOR APPRAISING TEAMWORK

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<thead>
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<th>Points</th>
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• Some cooperation  
• Some evidence of accepting ideas of others  
| • Acceptance of team roles above average  
• Good cooperation  
• Sharing and acceptance of ideas of others  
| • Leadership and team roles are easily identified  
• Diversity of skills mutually respected and evident  
• Team dynamics are exemplary  

## A FOUR SQUARE DEAL

Team Name:___________________  Level: E M S U

Team Number:________________ Team Challenge:________________

Appraiser’s Name:_____________

### INSTANT CHALLENGE INDIVIDUAL SCORE SHEET

<table>
<thead>
<tr>
<th>Score Element</th>
<th>Range</th>
<th>Team Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. # of inches (2.5 cm) in height of structure above the table at the end of Part One.</td>
<td>____ X ½</td>
<td>(Number: 40 Maximum)</td>
</tr>
<tr>
<td>B. Tower touches all 4 taped squares at the end of Part Two.</td>
<td>0 or 20</td>
<td></td>
</tr>
<tr>
<td>C. # of inches (2.5 cm) in height of structure above the floor at the end of Part Two if the tower only touches all 4 taped squares.</td>
<td>___</td>
<td>(Number: 40 Maximum)</td>
</tr>
<tr>
<td>D. Teamwork</td>
<td>1 – 20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Team score elements should be recorded in whole numbers. (No fractions or decimals.)

If computerized scoring is being utilized, fill-in only the outlined boxes.
A FOUR SQUARE DEAL

Team Name:___________________  Level: E M S U

Team Number:_________________ Team Challenge:________________

INSTANT CHALLENGE MASTER SCORE SHEET

<table>
<thead>
<tr>
<th>Appraiser’s Name</th>
<th>Total Score</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Add 1 + 2 + 3 + 4 E.
Divide E by # of Appraisers F.

NOTE: The division in the final step should be carried out to 3 decimal places.

INSTANT CHALLENGE SCORE

G.

NOTE: Rewrite the final score in the box above. The final score should be rounded to 2 decimal points. Round up if the third decimal is 5 or more.
ANTIQUES 2511!

Challenge: Your TASK is to create an antique found in the year 2511 and then to present a PERFORMANCE in which you show what the antique is, and explain what it did and why it is valuable.

For the purpose of this Challenge, an “antique” is anything at least 500 years old.

Time: You will have up to 4 minutes to use your IMAGINATION to make your antique, as well as to plan and practice your skit, and then up to 2 minutes to present your PERFORMANCE to the Appraisers.

The Scene: It is the year 2511. You have found a valuable antique from the year 2011! You are to use the materials to make a replica of this antique and then present a PERFORMANCE in which you show what the antique is, and explain what it did and why it is valuable.

Materials:
- Two 24in (60cm) Pieces of String
- 4 Straws
- 2 Cupcake Wrappers
- 2 Rubber Bands
- 3 Chenille Sticks (Pipe Cleaners)
- 2 Pencils
- 2 Mailing Labels
- 2 Sheets of Colored Paper
- 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
A. 10 points if you create an antique.
B. 20 points if you show what the antique is, and explain what it did and why it is valuable in your PERFORMANCE.
C. Up to 20 points for the creativity of the antique.
D. Up to 30 points for the creativity of your PERFORMANCE.
E. Up to 20 points for how well your team works together.
TEAM COPY
Entry Level / Focus: The Arts and STEM / Task and Performance Based

ANTIQUES 2511!

Challenge: Your TASK is to create an antique found in the year 2511 and then to present a PERFORMANCE in which you show what the antique is, and explain what it did and why it is valuable.

For the purpose of this Challenge, an “antique” is anything at least 500 years old.

Time: You will have up to 4 minutes to use your IMAGINATION to make your antique, as well as to plan and practice your skit, and then up to 2 minutes to present your PERFORMANCE to the Appraisers.

The Scene:
- It is the year 2511.
- You have found a valuable antique from the year 2011!
- You are to use the materials to make a replica of this antique and then present a PERFORMANCE in which you show what the antique is, and explain what it did and why it is valuable.

Scoring: You will receive
A. 10 points if you create an antique.
B. 20 points if you show what the antique is, and explain what it did and why it is valuable in your PERFORMANCE.
C. Up to 20 points for the creativity of the antique.
D. Up to 30 points for the creativity of your PERFORMANCE.
E. Up to 20 points for how well your team works together.
ANTIQUES 2511!

Materials:  
(Tape to Table)

Two 24in (60cm) Pieces of String  
4 Straws  
2 Cupcake Wrappers  
2 Rubber Bands  
3 Chenille Sticks (Pipe Cleaners)  
2 Pencils  
2 Mailing Labels  
2 Sheets of Colored Paper

A piece of paper and a pencil will be available for your team to use as you plan and present your PERFORMANCE.
# RUBRIC FOR APPRAISING THE CREATIVITY OF ANTIQUE

<table>
<thead>
<tr>
<th>Points</th>
<th>1 – 5</th>
<th>6 – 10</th>
<th>11 – 15</th>
<th>16 – 20</th>
</tr>
</thead>
</table>
| Qualities | • Creativity is present and it’s somewhat enhanced  
• The solution applies | • Creativity is present and it’s relevant  
• There is a theme  
• The solution is complete  
• Solved with related elements | • Creativity is present and it’s integrated  
• Chiefly original work | • Creativity is there and it’s innovative  
• AHA! WOW! |

# RUBRIC FOR APPRAISING CREATIVITY OF PERFORMANCE

<table>
<thead>
<tr>
<th>Points</th>
<th>1 – 8</th>
<th>7 – 15</th>
<th>16 – 22</th>
<th>23 – 30</th>
</tr>
</thead>
</table>
| Qualities | • Creativity is present and it’s somewhat enhanced  
• The solution applies  
• Attempt at application  
• Solved with marginal addition | • Creativity is present and it’s relevant  
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• Solved with related elements | • Creativity is present and it’s integrated  
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• Solved with integration | • Creativity is there and it’s innovative  
• AHA! WOW!  
• Unrelated elements synthesized to create a new idea  
• Solved by innovation |

# RUBRIC FOR APPRAISING TEAMWORK

<table>
<thead>
<tr>
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• Diversity of skills mutually respected and evident  
• Team dynamics are exemplary |
**ANTIQUES 2511!**

Team Name:___________________  Level: E M S U

Team Number:_______________  Team Challenge:_______________

Appraiser’s Name:______________

**ANTIQUES 2511!**

**INSTANT CHALLENGE INDIVIDUAL SCORE SHEET**

<table>
<thead>
<tr>
<th>Score Element</th>
<th>Range</th>
<th>Team Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Antique is created.</td>
<td>0 or 10</td>
<td></td>
</tr>
<tr>
<td>B. <strong>PERFORMANCE</strong> includes what the antique is, what it did, and why it is valuable.</td>
<td>0 or 20</td>
<td></td>
</tr>
<tr>
<td>C. Creativity of antique</td>
<td>0 or 1 – 20</td>
<td></td>
</tr>
<tr>
<td>D. Creativity of <strong>PERFORMANCE</strong></td>
<td>1 – 30</td>
<td></td>
</tr>
<tr>
<td>E. Teamwork</td>
<td>1 – 20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Team score elements should be recorded in whole numbers. (No fractions or decimals.) In score element C, the team should receive 0 points if the team does not create an antique.

If computerized scoring is being utilized, fill in only the outlined boxes.
ANTQUIES 2511!

Team Name:___________________  Level: E M S U
Team Number:_______________ Team Challenge:______________

ANTQUIES 2511!

INSTANT CHALLENGE MASTER SCORE SHEET

<table>
<thead>
<tr>
<th>Appraiser’s Name</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>Add 1 + 2 + 3 + 4</td>
<td>F.</td>
</tr>
<tr>
<td>Divide F by # of Appraisers</td>
<td>G.</td>
</tr>
</tbody>
</table>

NOTE: The division in the final step should be carried out to 3 decimal places.

NOTE: Rewrite the final score in the box above. The final score should be rounded to 2 decimal points. Round up if the third decimal is 5 or more.
CATCH IT IF YOU CAN!

**Challenge:** Your **TASK** is to build a device or devices that will launch Ping-Pong balls and to build a structure that will catch them. For the purpose of this Challenge, “launch” means to cause something to move through the air without being thrown.

**Time:** You will have up to 1 minute to use your **IMAGINATION** to devise strategy, up to 5 minutes to build your launch device(s) and catching structure, as well as practice using them, and then up to 2 minutes to launch Ping-Pong balls into your structure for score.

**Setup:** In the center of the room are 2 taped squares, one inside the other. Outside the taped squares is a table with materials. The table is divided into 2 parts. There is also a table with 15 Ping-Pong balls.

**Procedure:**
- **Part One** (1 minute): Devise strategy. During Part One, you may NOT touch any of the materials.
- **Part Two** (5 minutes): Use the materials on the table to build a device or devices to launch Ping-Pong balls and to build a structure that will catch them. The table with materials is divided into 2 parts. The materials on one side are to be used to build the launch device(s); the materials on the other side are to be used to build the structure. Your team should decide which set of materials to use for each construction. The structure that will catch the balls must be within the smaller taped square and must NOT be attached to the floor. Ping-Pong balls will be launched from outside the larger taped square. You may practice in Part Two.
- **Part Three** (2 minutes): Launch Ping-Pong balls into your structure for score. You will receive points for launching, as well as catching the balls. In order for a ball to be “caught” by the structure, it may NOT touch the floor. In Part Three, no part of a team member’s body may cross the taped lines of the larger square. Ping-Pong balls may be retrieved as long as no part of a team member’s body crosses the taped lines of the larger square.

**Materials:**

**Side One:**
- 2 Coffee Stirrers
- 1 Piece of Paper
- 1 Paper Cup
- 6 Straws
- 10 Mailing Labels
- 2 Chenille Sticks (Pipe Cleaners)
- 6 Craft Sticks
- 2 Balloons
- 4 Rubber Bands

**Side Two:**
- 8 Straws
- 4 Index Cards
- 1 Envelope
- 4 Paper Clips
- 1 Piece of Foil
- 2 Plastic Forks
- 1 Paper Bag
- 1 Pair of Chopsticks

**Scoring:** You will receive
- A. 2 points (30 points maximum) for each ball successfully launched in Part Three.
- B. 2 points (30 points maximum) for each ball successfully caught in Part Three.
- C. Up to 20 points for how creatively you use the materials.
- D. Up to 20 points for how well your team works together.
For Appraisers Only:
1. The set-up consists of 12 in X 12 in (30 cm X 30 cm) taped square within a 5 ft X 5 ft (150 cm X 150 cm) taped square. Outside the larger taped square is a table with materials, divided into 2 parts. There is also a table with 15 Ping-Pong balls.

2. In Part Three, if any part of a team member's body crosses the taped lines of the larger square, that team member should be warned. If crossing a taped line results in a Ping-Pong ball being caught by the structure, that ball should NOT receive score.

3. In Part Three, a team member may retrieve Ping-Pong balls not caught by the structure, as long as the team member does not cross one of the taped lines.
CATCH IT IF YOU CAN!

Challenge: Your TASK is to build a device or devices that will launch Ping-Pong balls and to build a structure that will catch them. For the purpose of this Challenge, “launch” means to cause something to move through the air without being thrown.

Time: You will have up to 1 minute to use your IMAGINATION to devise strategy, up to 5 minutes to build your launch device(s) and catching structure, as well as practice using them, and then up to 2 minutes to launch Ping-Pong balls into your structure for score.

Setup: In the center of the room are 2 taped squares, one inside the other. Outside the taped squares is a table with materials. The table is divided into 2 parts. There is also a table with 15 Ping-Pong balls.

Procedure:
Part One (1 minute):
- Devise strategy. During Part One, you may NOT touch any of the materials.

Part Two (5 minutes):
- Use the materials on the table to build a device or devices to launch Ping-Pong balls and a structure that will catch them.
- The table with materials is divided into 2 parts. The materials on one side are to be used to build the launch device(s); the materials on the other side are to be used to build the structure.
- Your team should decide which set of materials to use for each construction.
- The structure that will catch the balls must be within the smaller taped square and must NOT be attached to the floor.
- Ping-Pong balls will be launched from outside the larger taped square.
- You may practice in Part Two.

Part Three (2 minutes):
- Launch Ping-Pong balls into your structure for score.
- You will receive points for launching, as well as catching the balls.
- In order for a ball to be “caught’ by the structure, it may NOT touch the floor.
- In Part Three, no part of a team member’s body may cross the taped lines of the larger square.
- Ping-Pong balls may be retrieved as long as no part of a team member’s body crosses the taped lines of the larger square.

Scoring: You will receive
A. 2 points (30 points maximum) for each ball successfully launched in Part Three.
B. 2 points (30 points maximum) for each ball successfully caught in Part Three.
C. Up to 20 points for how creatively you use the materials.
D. Up to 20 points for how well your team works together.
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Materials:
(Tape to 1st Side of Table)

2 Coffee Stirrers
1 Piece of Paper
1 Paper Cup
6 Straws
10 Mailing Labels
2 Chenille Sticks (Pipe Cleaners)
6 Craft Sticks
2 Balloons
4 Rubber Bands
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**Materials:**
(Tape to 2nd Side of Table)

- 8 Straws
- 4 Index Cards
- 1 Envelope
- 4 Paper Clips
- 1 Piece of Foil
- 2 Plastic Forks
- 1 Paper Bag
- 1 Pair of Chopsticks
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APPRAISER RUBRICS

RUBRIC FOR APPRAISING CREATIVITY OF MATERIAL USE

<table>
<thead>
<tr>
<th>Points</th>
<th>1 – 5</th>
<th>6 – 10</th>
<th>11 – 15</th>
<th>16 – 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities</td>
<td>• Some of the materials are used in common ways</td>
<td>• Almost all materials are used, but few in unusual ways</td>
<td>• Almost all materials are used, several in unusual ways</td>
<td>• Most materials are used in unusual ways</td>
</tr>
</tbody>
</table>

RUBRIC FOR APPRAISING TEAMWORK

<table>
<thead>
<tr>
<th>Points</th>
<th>1 – 5</th>
<th>6 – 10</th>
<th>11 – 15</th>
<th>16 – 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities</td>
<td>• Dominating individual who limits participation of others</td>
<td>• Some evidence of individual team member roles</td>
<td>• Acceptance of team roles above average</td>
<td>• Leaderships and team roles are easily identified</td>
</tr>
</tbody>
</table>
• Cooperation is minimal |
• Little sharing of ideas |
• Some cooperation |
• Some evidence of accepting ideas of others |
• Good cooperation |
• Sharing and acceptance of ideas of others |
• Acceptance of team roles above average |
• Diversity of skills mutually respected and evident |
• Team dynamics are exemplary |
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Team Name:___________________  Level: E M S U

Membership Number:__________ Team Challenge:_______________

Appraiser’s Name:_______________

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INSTANT CHALLENGE INDIVIDUAL SCORE SHEET

<table>
<thead>
<tr>
<th>Score Element</th>
<th>Range</th>
<th>Team Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.  # of Ping-Pong balls successfully launched in Part Two</td>
<td>___ X 2</td>
<td>(Number: 15 Maximum)</td>
</tr>
<tr>
<td>B.  # of Ping-Pong balls caught by structure</td>
<td>___ X 2</td>
<td>(Number: 15 Maximum)</td>
</tr>
<tr>
<td>C. Creativity of materials use</td>
<td>1 – 20</td>
<td></td>
</tr>
<tr>
<td>D. Teamwork</td>
<td>1 – 20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Team score elements should be recorded in whole numbers. (No fractions or decimals.)

If computerized scoring is being utilized, fill in only the shaded boxes.
CATCH IT IF YOU CAN!

Team Name:___________________  Level: E M S U
Membership Number:__________ Team Challenge:________________

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**INSTANT CHALLENGE MASTER SCORE SHEET**

<table>
<thead>
<tr>
<th>Appraiser’s Name</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Add 1 + 2 + 3 + 4

Divide E by # of Appraisers

E. 
F. 

NOTE: The division in the final step should be carried out to 3 decimal places.

**INSTANT CHALLENGE SCORE**

G. 

NOTE: Rewrite the final score in the box above. The final score should be rounded to 2 decimal points. Round up if the third decimal is 5 or more.