



!SPONTANEOUS COMBUSTION!

*A Guide to the Spontaneous Competition
at Odyssey of the Mind® Tournaments*

Types of Problems • Coaching Tips • Practice Problems • Judging Tips

by Dr. C. Samuel Micklus, Ed.D. & Samuel W. Micklus



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Chapter I

WHAT EVERYONE SHOULD KNOW ABOUT SPONTANEOUS PROBLEMS

This manual provides basic information about spontaneous problems. It is directed primarily to coaches, teachers, and group leaders in the Odyssey of the Mind program, so they can better prepare their teams for this segment of the Odyssey of the Mind competitions. Although some readers may already be quite knowledgeable about spontaneous problems, others are new to the program, so basic points are discussed. Even those with a great deal of experience in spontaneous may discover in this book new information that will help them become better problem solvers. Chapter 5 includes sample spontaneous problems that have been used in previous Odyssey of the Mind tournaments. These problems also appear in other books published by Creative Competitions, Inc., and those titles are noted.

Spontaneous problems are an important part of the Odyssey of the Mind program. Each team that enters a competition must solve a spontaneous problem on the day of the tournament. Depending on the type of problem they're given, teams have typically between 2 and 10 minutes to work on their solution, which is worth up to 100 points.

If you wonder why a problem that takes only minutes to solve counts for so many points—especially since the long-term solution is worth up to 200 points—consider that many Olympic athletes train intensely for years to prepare for a competition that may last only a few minutes, or even just a few seconds. Similarly, the spontaneous competition is the true test that shows how team members, in only a few minutes, can draw on the problem-solving skills they've acquired over months of working on their long-term solution.

The skills teams use in Spontaneous are a large part of the intangible benefits acquired through participating in the Odyssey of the Mind program. In Spontaneous, they must know how to budget their time because they have only a few minutes to “show their stuff.” In those few minutes, they have to

originate, evaluate, and carry out ideas, so they develop the ability to “think on their feet.” It takes practice, and some of the most important life skills are developed during spontaneous practice sessions. Because teams are often scored for how well they work together in Spontaneous, they learn one of the most important life skills—how to work as a team.

An Odyssey of the Mind team can have up to seven members. Creativity is a complex form of intelligence that can be demonstrated in many forms, so the best teams will be comprised of members who are diverse in their talents and interests. This is especially important in Spontaneous since, unlike in Long-Term where all seven members are involved, only five members can participate.

There are three general categories of spontaneous problems: verbal, hands-on, and combination verbal/hands-on. Once the team knows the type of problem it must solve, it can select those members with the most appropriate skills for that type of problem. Experienced teams will know which members will participate in any particular category even before they enter the spontaneous competition room.



Chapter 2

THE THREE BASIC TYPES OF SPONTANEOUS PROBLEMS

When a team enters the competition room, it learns the type of problem it will have to solve when the judge reads out loud: “This is a verbal (or ‘hands-on’ or ‘verbal/hands-on’) problem. You will have one minute to select the five team members who will compete. The others must sit in these seats and watch or leave the room. They may not assist in solving the problem and may not talk at any time.” The team has to decide which members will participate. A judge then proceeds to read the problem, noting the “think” time, the time allotted to present the solution, scoring, and other specifics. A copy of the problem is placed in view of the team as a reference. The “FOR JUDGES ONLY” section is not shared with the team; however, in this book it appears on the same page as the problem for the purpose of saving space.

VERBAL PROBLEMS

Verbal spontaneous problems require team members to give oral responses. The judge informs the team of how much time it has to think of responses and how much time it has to state them. The judge says, “Begin,” and think time starts. Usually the team members cannot talk during this time except to ask the judge questions if necessary. They cannot talk to one another at any time. The judge stops think time as required then once again says, “Begin,” and the team members start giving their responses.

Some verbal problems require team members to give responses in sequence or to take turns in the order that they are seated. In most problems, the judge will say, “You may not skip your turn, or repeat, or pass. If one member of the team is stuck, the team is stuck.” At first, this may put pressure on individual team members, but as they practice and become more efficient and more confident, they become more comfortable with this statement.

In the early days of the program, teams practiced and became extremely proficient

at giving verbal responses. They were so fast, in fact, that judges had difficulty keeping track of the rapid-fire responses. This brought about the use of response cards to slow down the team. Ten sets of the ace and cards 2, 3, 4 and 5 are now used in many verbal problems. The sets are stacked in different order, and team members flip a card and the member whose seat number corresponds with that of the card gives a response. With each set of five cards, every team member gets one turn. “Water” on page 10 is an example of a spontaneous problem that uses flip cards.

Occasionally, teams are given one or two “Pass Cards.” If a member is stuck and cannot think of a response, he or she may turn in a Pass Card and skip that turn. This may seem like a “crutch,” but, in actuality, it is an opportunity for teams to earn more points. For example, if each team member has two Pass Cards and each unused Pass Card is worth 2 points, a team could add 10 points to its raw score simply by not using the cards. An example of a problem that uses Pass Cards is “Fire & Water” on page 12.

There are many other methods of slowing teams down. Sometimes they have to roll



dice or pass an item to the next team member before they can give their response. "Too Hot to Handle" on page 17 has team members passing a ruler after each response.

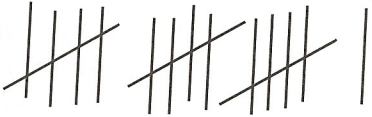
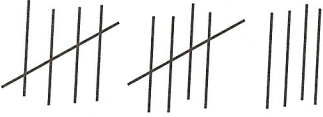
Kids are great! The more we challenge them, the more they rise to meet the challenge. Turning cards and rolling dice and marbles proved to be effective methods of pacing teams, but as the students became comfortable with those methods, it was time to challenge them further. We began limiting the number of responses by giving each team member a set of cards. For example, if each team member has seven cards, the number of total responses for the team is 35. In the beginning, most teams were surprised by the change. They were used to giving as many responses as possible in the time allotted them. When the problem was presented, they responded quickly, in fact, too quickly. Many teams used their total number of responses within a one-minute period when they could have taken three minutes. Once team members learned to make proper

use of their time, they slowed down to evaluate their answers and ended up giving more creative responses and improving their scores. An example of a problem using a limited number of response cards is "I Don't Wanna!" on page 14.

Scoring values vary in the verbal problems. Common responses are usually worth 1 point. Creative responses are usually worth 3 or 5 points. For example, a team is given the problem, "Name as many different kinds of holders as you can and what it is they hold." They have 1 minute to think and 2 minutes to respond. Common responses (worth 1 point each) include holders designed for a specific purpose such as, "Gym bags hold sneakers." Additional common categories would be packages that hold contents such as, "Cans hold vegetables." Creative responses (worth 3 or 5 points) would be things we don't necessarily consider "holders" such as, "Companies hold meetings." Generally, humorous responses are regarded as creative and are scored accordingly.

VERBAL SPONTANEOUS SCORESHEETS

The more they practice, the better teams become at solving verbal spontaneous. Their responses come quicker and the creative begin to outnumber the common. A basic scoresheet is used to help judges quickly note whether a response is common or creative. When a team member responds, the judge marks the appropriate column. When time ends, each judge totals the number of common and creative. All the scores for that team are compiled on an Official Scoresheet and averaged according to the number of judges for that problem. In every problem, every team that competes in that problem is scored in the same way by the same judges. Here's an example of how a team's score is totaled in a basic verbal problem:

How to Score a Basic Verbal Spontaneous Problem		
Common Responses	Creative Responses	Total
 16 responses x1 point <hr/> 16 points	 14 responses x3 points <hr/> 42 points	16 points for common +42 points for creative <div style="border: 1px solid black; padding: 5px; display: inline-block;">58 total points</div> Total number of responses = 30



HANDS-ON PROBLEMS

Hands-on spontaneous problems do not require verbal responses; instead, they require teams to physically create something. Many hands-on problems are divided into two parts. In Part I, the team can ask the judges questions, discuss strategy, devise a solution, and practice. In Part II, the team is allotted time to test its solution for score. In Part II, team members usually are not allowed to speak to each other, but this varies from problem to problem. Some hands-on problems require the team to divide into groups, with each group solving a portion of the problem or one group communicating nonverbally with the other group.

Scoresheets for hands-on problems are usually more complicated than those for verbal problems. There is no general scoresheet for hands-on problems, because scoring is always very specific to the problem.

While scoring for hands-on tends to be more objective, there are two subjective categories that often appear in hands-on scoring: (1) How well the team works together, and (2) Creativity of the solution. While strategy and skill often come into play when solving hands-on problems, the creativity lies in what the teams do with the materials they are given to create their solution and the roles they assign to each team member to complete the solution. An example of a problem that is scored for both of these categories is “Wishy Washy” on page 24.

VERBAL/HANDS-ON PROBLEMS

The combination verbal/hands-on problems require teams to create something tangible and to give verbal responses as well. Sometimes the team will have to create one solution, and other times each team member will create something on their own. Sometimes the team will have to create a story and act it out; sometimes team members will have to pass around an item and improvise with it. The verbal portion of the problem is usually in the same format as the verbal spontaneous problems, but there will be additional categories that address the hands-on part of the problem. An example of a combination verbal/hands-on problem with two-part scoring is “The Anti-Monument” on page 36.

Occasionally, what is essentially a verbal problem will require some type of physical manipulation, which relegates the problem to the verbal/hands-on category. “Wire Ties” on page 33 is an example of this type of problem. Essentially, what separates a verbal from a verbal/hands-on problem is that it cannot be solved without some type of physical involvement. This is important to know, because if a member of a team has any physical limitations, that person might not be the best member to participate in solving the problem.



Chapter 3

COACHING TEAMS IN SPONTANEOUS

There is no single correct way to coach. Nearly everyone has their own methods, and effective coaching usually evolves through trial and error. Hundreds of thousands of Odyssey of the Mind coaches, including those who pioneered the program, have passed on ideas and suggestions that provide a good foundation for any coach just starting out. Creative Competitions, Inc. publishes several books that are collections of long-term and spontaneous problems. Each book features a chapter that provides information and insight on participating in Odyssey of the Mind. The books are written by Dr. C. Samuel Micklus, Founder of the Odyssey of the Mind, and Sammy Micklus, Program Director. They are great resources for practice problems. You can also find helpful information on coaching, including brainstorming and other creative problem-solving techniques, in the Odyssey of the Mind Program Guide.

SELECTING A TEAM: WHAT TO LOOK FOR

When choosing your team members, keep in mind the spontaneous problem-solving aspect of the program. Observe those trying out for the team. Some individuals are very quick-witted, and consistently give creative and unusual answers to questions. These are good candidates for your team. A team member who is a quick thinker and looks at situations from different angles will most likely do well in spontaneous. The skills required to solve the long-term problem are very important, but they are only part of the larger picture.

PRACTICE, PRACTICE, PRACTICE

The best way for teams to improve their spontaneous problem-solving skills is to practice on a regular basis, ideally, for several hours each week and more as the competition date draws near. The importance of the spontaneous portion of competition cannot be over-emphasized. The spontaneous score could be the determining factor in whether a team is named champion

at any level of competition. Teams should practice all types of spontaneous problems, regardless of their long-term problem. If a team is competing in a performance long-term problem, it may very well have to solve a hands-on or a verbal/hands-on problem at some level of competition.

During practice sessions, have team members act as judges. This allows them to experience the activity from the other side. They will learn to discriminate between common and creative responses, as well as improve their listening skills. They will also learn the importance of speaking loudly and clearly.

COACHING TIPS

Experience is the best teacher when it comes to spontaneous. The makeup of every Odyssey of the Mind team will be different. As long as you know what skills team members should be learning, you'll find ways to bring out the best in them. In the meantime, here are some tips to help you build a good basis for a team just starting out:

- When working with a team, remember



that the thinking skills of the individual members are in various stages of development. It is important to keep the members focused on the problem at hand. If a team member gets stuck and cannot think of an answer, he or she must concentrate on the problem. If they get off-track and start thinking about how much time is left or worry that they are letting their teammates down, they are being counterproductive. Continually emphasize the importance of concentration and focus.

- If a team member becomes stuck, he or she should use the example given by the judge, or modify a teammate's response. This may only get them 1 point, but it keeps the process going. The team should know that if a judge gives an example response, it is always a common response.
- Seat team members around a table and tell them that you want to illustrate just how long a 2-minute time period really is. Have them sit quietly, and begin timing the 2 minutes. They will find this hard to do, and some may even believe that something is wrong with your watch! They'll learn what to expect when they are faced with a time limit.
- Team members responding in verbal or combination verbal/hands-on problems should speak loudly and clearly. Some judges may have a hearing problem or they may have trouble understanding certain accents. Every time a judge asks a team member to repeat a response, precious time is wasted.
- Team members should never argue with a judge when asked to repeat or give another response. Even if the team wins the argument, this results in lost time. It is better to just give another response.
- Have team members practice turning cards without giving responses to see how many they can turn in 2 minutes. There's a good chance the team will have to solve a

verbal problem that requires this response method, and it is amazing how often members forget to turn a card. If four people forget, or hesitate for 3 seconds each, the team loses a total of 12 seconds, or 10 percent, of its allotted response time. Keeping hands close to the stack minimizes the time it takes to reach for the cards. Have teams practice other response methods, too, such as handing in a card before giving a response.

- Unnecessary elaboration during verbal responses, again, costs the team precious time. A common response is still worth only 1 point even with a great deal of extra description. A long response is usually no more creative than a short one.
- Brainstorming sessions are good practice for spontaneous, as well as for long-term.
- Have each team member study a specific topic such as sports, politics, current events, famous people, wildlife, and so on. This adds more possibilities to their creative response arsenal and may lessen the occurrence of repeated responses since each member is an "expert" on a different topic.
- For hands-on problems, the team should try to come up with several solutions during think time and not settle for the first one. Oftentimes, better ideas come later in the thought process.
- Teach teams to look at basic items not for what they are, but for what they can be used for. How many ways can you use a toothpick? How about a cotton swab? Oftentimes, these types of materials are given to teams to create a solution in hands-on problems, and sometimes in verbal/hands-on as well.
- Humor is often equated with creativity. If you have any natural comedians on your team, they'll probably be good at verbal spontaneous.



Chapter 4

JUDGING SPONTANEOUS PROBLEMS

Judging spontaneous problems is such an exciting and wonderful experience that many judges come back to it year after year. Some judges say that once you judge Spontaneous, you become “hooked.” Especially at World Finals, watching and listening to young people from all over the world offers judges a creative opportunity that relatively few people ever experience. Many judges spend their leisure time, including vacations, working with these creative kids. In recent years, many former team members have come back to the program as judges. Judges go through training each year and must be qualified to judge at a tournament. Everyone greatly appreciates the work of all of the judges and the other volunteers that make the tournaments happen. In fact, President George Bush recognized Odyssey of the Mind volunteers as one of his “Thousand Points of Light.”

When teams enter the competition room, many are nervous. Most judges recognize this and try to put the team members at ease. Just making “small talk” can go a long way in making them feel comfortable. Ask questions such as, “How was your trip to the competition?” or, “How long has your team been together?”

Certain preparations must be made before judging a competition. First, make several copies of each problem. Keep one copy for the judges, and place the team’s copy in a clear plastic report cover and tape it closed. Keep the other copies secure and out of sight. These are for emergencies. When you begin, give the team its copy to read along with you if they desire, or to use as a reference as they are solving the problem.

Be sure to read the “For Judges Only” section of the problem carefully. This will list any items that might be required for the problem, such as cards and a container for verbal, and site setup and materials for hands-on. For hands-on problems, make sure you have enough sets of items for every team competing in your problem. Some materials will require a label so teams will know that they are not allowed to damage them.

For all spontaneous problems, accurate time-keeping is essential. Give every team in a problem the same exact amount of time. If possible, use count-down timers. They make an audible sound when time expires, so judges can concentrate on the team’s responses rather than keeping track of the time.

Judges should discuss the problem and practice solving it before the first team competes. Any decision or change made for one team must be applied to all teams.

In verbal problems, if the first team gives a response that you consider creative, you must score the same response as creative for other teams, no matter how many times you hear it. If a team member gives a response that is very similar to one given previously by a teammate, count it as common and declare other similar responses as a repeat.

Make sure you understand the problem’s scoresheet before the first team competes. Know the point values for each aspect of the problem. This varies from problem to problem, even though the type of problem is the same. If the scoresheet requires a signature, be sure to sign it. The more you do to prevent hold-ups in the scoreroom, the better you will be doing your job.



Chapter 5

PRACTICE SPONTANEOUS PROBLEMS

The problems in this chapter are examples of what a team can expect at an Odyssey of the Mind tournament. It is important to remember that these problems are only examples and that a team might have to solve a problem unlike any shown in this book. The problem developers are always coming up with something new, so teams should be ready for anything, even a different format than what is included here. The purpose of the spontaneous competition is to develop the team members' ability to face situations or problems that are unfamiliar and unexpected. No matter what the format of a problem, every effort is made to present problems that are fun, fair, and challenging. In this chapter, the types of problems are presented in the order of verbal, hands-on, and verbal/hands-on. Take note of the different response methods used in verbal and spend some time practicing them.

Verbal Spontaneous Problem: **WATER** (from *Applying Your Creativity*)

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 1 minute to think and 2 minutes to respond. You may ask the judges questions; however, time will continue. You may not talk to each other at any time.
- (2) You will receive 1 point for each common response and 3 points for each creative response.
- (3) There is a stack of cards (*point to cards*). Each of you has a number. When time begins, one of you will turn over the first card. The team member whose number matches the number on the card will give a response.
- (4) After that team member responds, he or she will turn over the next card. The team member with that number will respond, and so on.
- (5) You may not skip your turn, or repeat, or pass. If one team member is stuck, the team is stuck.
- (6) Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response.
- (7) Your problem is to name as many kinds of water as you can. For example, you might say, "Salt water."

(Repeat number 7, "Your problem is . . ." Begin by saying, "I repeat.")



C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform for each team.
2. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
3. Mark five seat positions with numbers 1 through 5 before calling in the team. If there are fewer than five team members, have them turn cards until they reach a number that matches a team member's position.
4. To ensure that for every five cards each team member's number appears once, stack the cards in the following order: 2,5,1,3,4,; 1,5,3,2,4; 1,5,2,4,3; 5,3,4,2,1; 2,1,5,4,3; 1,3,2,5,4; 3,5,2,4,1; 4,5,2,1,3; 4,3,1,5,2; 3,5,1,2,4. Once all the cards have been used, turn the stack over and start again.
5. Be sure to give exactly 1 minute to think and 2 minutes to respond. Timing is critical. Team members responding as time ends may finish and be scored.
6. Score: 1 point for each common response, 3 points for each creative response.
7. **Examples of Common Responses:**
 - ☺ *Types of water:* salt, fresh, ionized, spring, distilled, bottled.
 - ☺ *Bodies of water:* ocean, bay, lake, pond, river, stream.
 - ☺ *Physical characteristics of water:* hot, cold, boiling, hard, soft, stagnant, clear.
 - ☺ *Actual names of bodies of water:* Atlantic Ocean, Nile River, Gulf of Mexico.
 - ☺ *Water found in the household:* bath, shower, tap.
8. **Examples of Creative Responses:**
 - ☺ *Water in various forms:* rain, ice, snow, spray, steam.
 - ☺ *Other types of water:* seltzer, tonic.
 - ☺ *Words/phrases with "water" in them:* watercolor, water balloon, watermelon.
 - ☺ *Miscellaneous:* white water, firewater, rapids, fountains, oasis, mirage.

NOTE: Once a response is given, if a very similar response is given, count it as common only and then declare any other responses that are basically the same as a repeat.



Verbal Spontaneous Problem: FIRE & WATER (Creative Interaction)

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 1 minute to think and 3 minutes to respond. You may ask the judges questions; however, time will continue. You may not talk to each other at any time.
- (2) You will take turns in sequence. Each of you has two Pass Cards. You may skip your turn by saying, "I pass," and giving one of your cards to the judge.
- (3) You will receive 1 point for each common response and 5 points for each creative response. You will receive 3 points for each Pass Card that you do not use.
- (4) Speak loudly and clearly. Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response.
- (5) Your problem is to give a response that includes both fire and water, or something related to both fire and water. For example, you might say, "You can boil water with fire" or, "You can get burned with hot water."

(Repeat items in boldface. Begin by saying, "I repeat.")

C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform to each team.
2. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
3. Give each team member two cards marked "Pass."
4. Be sure to give exactly 1 minute to think and 3 minutes to respond. Timing is critical. Team members responding as time ends may finish and be scored.
5. Score: 1 point for each common response, 5 points for each creative response. Score 3 points for each unused Pass Card.
6. Examples of Common Responses:
 - ☺ Common associations between fire and water: "Firefighters fight fires with water"; "Some people use fire to cook lobsters in water"; "Drown your campfire with water"; "You can boil water with fire."
7. Examples of Creative Responses:
 - ☺ Uses for fire and water: "Water is used in a radiator to keep a car engine from catching on fire."
 - ☺ Miscellaneous: "I'm fired up about water skiing"; "Use a water-based paint on the firehouse"; "He got fired for over-watering the flowers"; "Volcanoes spew lava hot as fire that flows into the ocean"; "I got fire red sitting too long by the ocean's shore."



Verbal Spontaneous Problem: NAME THAT CARD (Lots of Problems)

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 2 minutes to think and 3 minutes to respond. You may ask the judges questions; however, time will continue. You may not talk to each other at any time.
- (2) **You will take turns in sequence.** You cannot skip your turn, or repeat, or pass.
- (3) Speak loudly and clearly. Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response.
- (4) You will receive 1 point for each common response, 3 points for each creative response.
- (5) There is a deck of playing cards (*point to cards*). **When response time begins, the first person will turn over a card and give a response. After that person finishes, the next person will turn over a card, give a response, and so on.**
- (6) **Your problem is to give a statement about something that is on the card.** For example, if you turn over a four of clubs, you might say, "Four is greater than three."
(Repeat items in boldface. Begin by saying, "I repeat.")

C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform for each team.
2. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
3. Place a regular 52-card deck of playing cards on a table. You can include the Jokers.
4. Be sure to give exactly 2 minutes to think and 3 minutes to respond. Timing is critical. Team members responding as time ends may finish and be scored.
5. Score: 1 point for each common response, 3 points for each creative response.
6. **Examples of Common Responses:**
 - ☺ *Suits*: bleeding heart, garden spade, golf club, diamond ring.
 - ☺ *Face cards*: Queen Elizabeth, King of the World, Joker's wild, Jack Sprat.
 - ☺ *Stating the obvious*: Queen of Hearts, "Hearts stand for love", "Ace beats a king."
 - ☺ *Personal opinion*: "Spades are my favorite suit"; "That's my lucky number."
7. **Examples of Creative Responses:**
 - ☺ *Suits*: "Diamonds are a girl's best friend"; "Heart attack"; "Call a spade a spade."
 - ☺ *Numbers*: (10) "That's perfect"; (3 of diamonds) "One more and you'll have a baseball field."
 - ☺ *Puns*: "Can I wear that suit to the prom"; "Have a heart"; "Can you dig it?"



Verbal Spontaneous Problem: I DON'T WANNA! (Lots of Problems)

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 1 minute to think and 3 minutes to respond. You may ask the judges questions; however, time will continue. You may not talk to each other at any time.
- (2) You will receive 1 point for each common response, 3 points for each creative response.
- (3) Each of you has six cards. **You will take turns in order. After you give your response, you will place one of your cards in the container.**
- (4) Speak loudly and clearly. Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response.
- (5) You cannot skip your turn, or repeat, or pass. You will be finished when time ends or when you have used all of your cards.
- (6) **Your problem is to complete this statement: "I would not want to (blank) against (blank)." For example, you might say, "I would not want to lean against wet paint." You must include the complete statement in your response.**

(Repeat items in boldface. Begin by saying, "I repeat.")

C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes.
2. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
3. Print the following statement in large letters on an 8½ x 11 sheet of paper and place it in full view of all team members: I would not want to _____ against _____.
4. Place a container within reach of all team members.
5. Give each team member a set of six cards. Each set should be different from the others, such as different colors, marked with different shapes, etc. Make sure team members place a card in the container after each response.
6. **Examples of Common Responses:**
 - ☺ *Physical actions:* walk against wind, lie against a bed of nails, fall against scissors.
 - ☺ *Competition:* vote against the winner, lose against the rivals, play golf against a pro.
 - ☺ *Threatening situations:* be pinned up against the wall by someone bigger than me.
7. **Examples of Creative Responses:**
 - ☺ *Unusual physical actions:* rub against a porcupine.
 - ☺ *Competition:* lose against the last place team, debate against the smartest kid.
 - ☺ *Ethical struggles:* do something against my will, go against my mother's wishes.
 - ☺ *Miscellaneous:* be glued against anything, be racing against the clock.



Verbal Spontaneous Problem: **SPECIAL ABILITY** (Applying Your Creativity)

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. **JUDGE READS TO TEAMS:** (Do not read material in parentheses.)

- (1) You have 2 minutes to think and 3 minutes to respond. You may ask the judges questions; however, time will continue. You may not talk to each other at any time.
- (2) You will receive 1 point for each common response, 5 points for each creative response.
- (3) Each of you has a stack of cards. You cannot touch anyone else's cards.
- (4) There is a box on the table. You cannot move the box.
- (5) You will respond in order. When you finish responding, you will pick up one of your cards and place it in the box. The next team member will give a response, and so on. You cannot touch a card until you finish giving your response.
- (6) You may skip your turn by saying, "Pass," and placing a card in the box. However, once you are out of cards, you cannot respond.
- (7) Speak loudly and clearly. Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response.
- (8) Your problem is to respond to this question: **If you could have one special ability, what would you want it to be and why?** For example, you might say, "I'd like to be smart so I could get good grades."

(Repeat items in boldface. Begin by saying, "I repeat.")

C. **FOR JUDGES ONLY:**

1. Make sure each team member has a stack of ten cards before time begins. Place a box within reach of all team members. It must be large enough to hold all 50 cards.
2. Be sure to give exactly 1 minute to think and 3 minutes to respond. Timing is critical. Team members responding as time ends may finish and be scored.
3. Score: 1 point for each common response, 5 points for each creative response.
4. **Examples of Common Responses:**
 - ☺ *Common abilities used in a typical way:* "To be fast so I'd be better at sports"; "To be tall so no one would call me 'Shorty'"; "To be pretty so no one would say I'm ugly."
 - ☺ *Creative abilities used in usual ways:* "To be able to make people laugh so they'll be happy"; "To be able to be invisible so I could spy on people."
5. **Examples of Creative Responses:**
 - ☺ *Common abilities applied in unusual ways:* "To be smart so I'd know how to use my special ability"; "To be tall so I can see who's going bald on top."
 - ☺ *Creative abilities used in unexpected ways:* "To be able to fly so I won't wear out my shoes"; "To be able to travel in time to avoid being late for dinner."



Verbal Spontaneous Problem: A COLORFUL STORY *(Lots of Problems)*

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 2 minutes to think and discuss the problem and 4 minutes to respond. You may talk and ask questions during think time, but you cannot talk to each other during response time.
- (2) Each of you has five colored response cards. **You cannot share your cards.**
- (3) **Your problem is to tell a story that includes colors.**
- (4) You may respond in any order; however, you must hand in one of your cards before you give a response.
- (5) **Your response must include something about the color of the card you hand in.** For example, if you hand in a red card, you might say, "The schoolhouse was red." The next person might then hand in a green card and say, "Then someone painted it green."
- (6) When you are out of cards, you can no longer respond. You will be finished when you use all your cards or when time ends.
- (7) You will be scored as follows:
 - (a) Each response will receive 1, 2, or 3 points, depending on its creativity and how well it adds to the story.
 - (b) You will receive 1 to 10 points for the overall creativity of your story.
 - (c) You will receive 1 to 10 points for how well you work together.

(Repeat items in boldface. Begin by saying, "I repeat.")

C. FOR JUDGES ONLY:

1. Give each team member a set of five cards, each card a different color. Differentiate the sets by marking them with different numbers, shapes, etc.
2. Make sure each team member hands in a card before responding.
3. **Examples of 1-Point Responses:** statements that do not make sense, are not associated to the previous one, or those that are plausible but do not add to the story.
4. **Examples of 2-Point Responses:** incomplete statements (e.g., "The red hen"), general descriptions (e.g., "It's blue"), statements that are not highly creative but get the story going after a previous statement seems to end the story.
5. **Examples of 3-Point Responses:** original or humorous statements that continue the story, statements that continue the story and allow an opportunity to change the story completely, statements that rhyme and continue the story, using more than one color in a response that makes sense.



Verbal Spontaneous Problem: TOO HOT TO HANDLE

(Applying Your Creativity)

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 1 minute to think and 2 minutes to respond. You may ask the judges questions; however, time will continue. You cannot talk to each other at any time.
- (2) You will receive 1 point for each common response, 5 points for each creative response.
- (3) You will respond in sequence. **When response time begins, the judge will give this ruler to one of you (hold up ruler). That person will respond, then place the ruler on the table next to the next team member. That person will pick it up, respond, place the ruler on the table in front of the next team member, and so on. Only the responding team member may be touching the ruler.**
- (4) You may not skip a turn, or repeat, or pass. If one member of the team is stuck, the team is stuck.
- (5) Speak loudly and clearly. Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response.
- (6) There is a mug (*point to mug*). **Your problem is to imagine that the mug is filled with hot chocolate. It burns when you touch it, but it must be moved. Name as many ways to move it as you can.** For example, you might say, "Push it with a stick."
(Repeat items in boldface. Begin by saying, "I repeat.")

C. FOR JUDGES ONLY:

1. Place a ruler and a mug on the table before the team enters the room.
2. Be sure to give exactly 1 minute to think and 2 minutes to respond. Timing is critical. Team members responding as time ends may finish and be scored.
3. Score: 1 point for each common response, 5 points for each creative response.
4. **Examples of Common Responses:**
 - ☺ *Coverings:* Cover my hand with gloves, pot holder, etc.; Wrap it in bubble wrap.
 - ☺ *Simple ways to move it:* Slide it with my foot; Push it with a ruler, pencil, etc.
 - ☺ *Cool it off before moving:* Blow on it, wait a few minutes, add cold milk first.
5. **Examples of Creative Responses:**
 - ☺ *Using unusual objects to move it:* Use a small crane, vice grips; Tie a fishing line to it and reel it in; Attach my dog's leash to the handle and have him pull it.
 - ☺ *Moving it indirectly:* Slide it onto a tray and carry the tray; Pick up the table; Squirt it with a water pistol; Use telekinetic powers.
 - ☺ *Get others to move it:* Pay someone; Ask someone to pass the cup of cold water.
 - ☺ *Miscellaneous:* up, down, sideways, very carefully, north; Tell it a sad story.



Verbal Spontaneous Problem: **MAKING HEADLINES** (*Lots of Problems*)

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. **JUDGE READS TO TEAMS:** (Do not read material in parentheses.)

- (1) You have 2 minutes to think and discuss the problem and 3 minutes to respond. You may talk and ask questions during think time, but you cannot talk to each other during response time.
- (2) Each of you will be given a sheet of paper and a pencil to use as you wish.
- (3) You will receive 1 point for each common response, 3 points for each creative response, and 5 points for each highly creative response.
- (4) You will take turns in sequence. You cannot skip your turn, or repeat, or pass.
- (5) Speak loudly and clearly. Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response.
- (6) You will be finished when each of you has given six responses or when time ends.
- (7) Your problem is to name a common occurrence and then say a newspaper headline to make it seem fantastic. For example, you might say, "Boy sneezes . . . creates a breeze."

(Repeat number 7, "Your problem is Begin by saying, "I repeat.")

C. **FOR JUDGES ONLY:**

1. Give each team member a sharpened pencil and a sheet of paper after reading the problem.
2. Be sure to track the number of responses. Team members must respond in order, so you only need to count six complete turns.
3. **Examples of 1-Point Responses:**
Stating the obvious: "Eating Breakfast . . . Food Reported Eaten"; "Waking Up . . . Woman Opens Eyes for First Time In 8 Hours."
Fantastic Occurrences: "Alien Life Discovered . . . We Are Not Alone."
4. **Examples of 3-Point Responses:**
Creative but elaboration is cut short: "Eating Breakfast . . . Food Disappears."
Obvious connection with creative elaboration: "Sneeze . . . Perpetual Wind Power Discovered"; "Eating Breakfast . . . Food Missing, Declared Tasty."
5. **Examples of 5-Point Responses:**
Creative with good elaboration: "Eating Breakfast . . . Ghost Pancakes Discovered—They Disappear Before Diner's Eyes"; "Sneeze . . . Human Wind Machine Discovered."
Creative approach to occurrence: "Sneeze . . . Internal Combustion Engine Discovered"; "Eating breakfast . . . Boy Hides Food In Stomach."



Verbal Spontaneous Problem: MANY QUESTIONS, FEW ANSWERS

(Creativity + Teamwork = Solutions)

A. When the team members enter the room, tell them, “This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way.”

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 1 minute to think and 3 minutes to respond. You may ask the judges questions; however, time will continue. You cannot talk to each other at any time.
- (2) You will receive 1 point for each common response, 3 points for each creative response.
- (3) Each of you has a number. You cannot move the numbers.
- (4) You will take turns in sequence. You may not skip your turn, or repeat, or pass. If one team member is stuck, the team is stuck.
- (5) Speak loudly and clearly. Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response.
- (6) Your problem is for team member 1 to say a word, phrase, or sentence that will become an answer. Then each team member will respond by saying a question that fits the answer. After each team member gives one question, team member 2 must give a new answer, and so on. For example, a team member might say, “Four.” A response might be, “What does two plus two equal?”
- (7) (Repeat this instead of number 6.) I repeat, your problem is for one team member to give an answer. Each of you will respond to that answer. The team member who made up the answer will be the last one to give a response to it. Then the next team member will give a new answer, and so on.

C. FOR JUDGES ONLY:

1. Be sure to give exactly 1 minute to think and 3 minutes to respond. Timing is critical. Team members responding as time ends may finish and be scored.
2. Score: 1 point for each common response, 3 points for each creative response.
3. Place a number from 1 to 5 in front of each team member. Team member 1 will give an answer. Team members will take turns responding until team member 1 gives a question that fits that answer. Then team member 2 will give another answer, and so on.
4. It is difficult to give examples because the answers will vary quite a bit, certainly beyond any examples that can be given here. Following are some general considerations.
5. **Examples of Common Responses:**
 - ☺ Simple mathematical questions and answers.
 - ☺ Common knowledge phrased simply, i.e., blue—the color of the sky.
 - ☺ Attempts at humor that don’t succeed or questions that don’t make sense.
6. **Examples of Creative Responses:** Humorous responses, puns, homonyms (for example, “Blue – Cheese I use on my salad”; “Four – What I yell when I’m golfing.”)



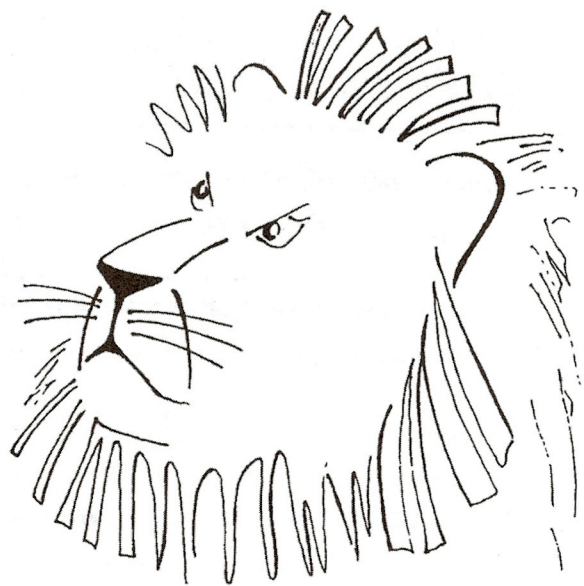
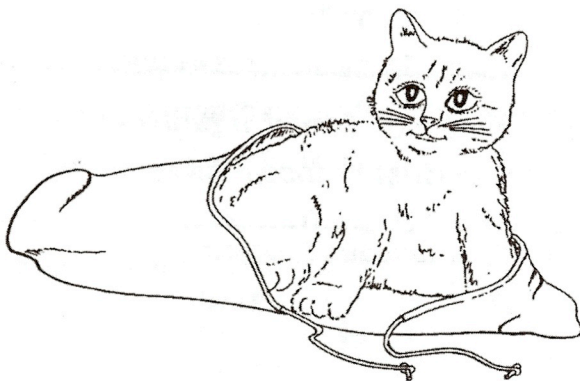
Verbal Spontaneous Problem: LIONS & KITTIES *(Creative Interaction)*

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 1 minute to think and 2 minutes to respond. You may ask the judges questions; however, time will continue. You cannot talk to each other at any time.
- (2) You will receive 1 point for each common response and 3 points for each creative response.
- (3) There is a stack of cards (*point to cards*). Each of you has a number. When time begins, one of you will turn over the first card. The team member whose number matches the number on the card will give a response.
- (4) After that team member responds, he or she will turn over the next card. The team member with that number will respond, and so on.
- (5) You may not skip your turn, or repeat, or pass. If one team member is stuck, the team is stuck.
- (6) Speak loudly and clearly. Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response.
- (7) There is a picture of a lion and a cat (*point to picture*). Your problem is to say how the lion and the cat are alike or how they are different. For example, you might say, "They are both cats" or, "The lion is bigger."

(Repeat number 7, "Your problem is . . ." Begin by saying, "I repeat.")



C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform for each team.
2. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
3. Photocopy the picture of the lion and cat and place it in full view of all team members. It is a good idea to encase it in plastic for protection.
4. Mark five seat positions with numbers 1 through 5 before calling in the team. If there are fewer than five team members, have them turn cards until they reach a number that matches a team member's position.
5. To ensure that for every five cards each team member's number appears once, stack the cards in the following order: 2,5,1,3,4;; 1,5,3,2,4; 1,5,2,4,3; 5,3,4,2,1; 2,1,5,4,3; 1,3,2,5,4; 3,5,2,4,1; 4,5,2,1,3; 4,3,1,5,2; 3,5,1,2,4. Once all the cards have been used, turn the stack over and start again.
6. Be sure to give exactly 1 minute to think and 2 minutes to respond. Timing is critical. Team members responding as time ends may finish and be scored.
7. Score: 1 point for each common response, 3 points for each creative response.
8. **Examples of Common Responses:**

☺ *Literal descriptions:*

They are alike because . . . both are cats; both are drawings; both have fur, teeth, two eyes, a nose, two ears, four legs, a tail, claws, whiskers; both are meat eaters.

They are different because . . . one is much larger (or smaller); one is wild and the other is tame; one eats more; the big one is stronger, faster, meaner, smellier, etc.

9. **Examples of Creative Responses:**

☺ *They are alike because . . . both have members of their species owned by humans; both kill animals smaller than themselves; both stalk prey.*

☺ *They are different because . . . the big one could eat the little one; the little one can climb trees better; lions are always only one color.*

☺ *Responses about the drawing:* Both were drawn by a human; They are looking in different directions; The little one is smiling and the big one looks angry; You can see most of the little one's body, but only the big one's head; The little one looks like a real cat but the big one looks like a cartoon.

☺ *Humorous statements:* "No one ever said, 'Don't let the lion out of the bag'"; "The lion never tasted canned cat food"; "My mom would never let me bring a lion into the house"; "The lion sleeps wherever it wants."

NOTE: Once a response is given, if a very similar response is given, count it as common only and then declare any other responses that are basically the same as a repeat.



Verbal Spontaneous Problem: NOBODY TO BLAME BUT YOURSELF

(Creativity + Teamwork = Solutions)

A. When the team members enter the room, tell them, "This is a verbal problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) Your problem is to tell a story that incorporates specific words.
- (2) You will have 2 minutes to think and discuss the problem. You may ask the judges questions during think time; however, time will continue. You will then have 3 minutes to give responses. No talking other than giving responses is allowed.
- (3) You will receive 1 point for each common response and 3 points for each creative response.
- (4) You will take turns in sequence. You may skip your turn by saying, "Pass."
- (5) Once time begins, it will not be stopped, even if the judge asks you to repeat your response, or clarify it, or give a more appropriate response. Speak loudly and clearly.
- (6) The team member in seat 1 will begin the story by saying something that includes the first word. Each team member will give a response that adds to the story. After everyone has given one response, the team member in seat 2 will continue the story by giving a response that includes the next word. Each of you will respond, and so on.
- (7) You will be finished when time ends or all of the words have been used.
- (8) You will not know the words until the response time. The judge will show you the words one at a time.
- (9) (*Say the following to the team.*) I repeat, your problem is to tell a story that incorporates specific words. You will not know the words until the response time. Begin your 2-minute discussion time now.

C. JUDGE READS TO THE TEAM AFTER DISCUSSION TIME HAS ELAPSED:

- (1) Your discussion time has ended. You cannot talk to each other.
- (2) You will be given two pieces of paper and a pencil. On each piece of paper you are to print a different word. The words may be anything you wish. You will receive 1-10 points for the overall uniqueness of all of your team's words.
- (3) You may not show each other your words. When you have finished, hand your papers to the judge.
- (4) You now have 30 seconds to print your words. (*Begin the 30-second time interval. After the papers are collected and a judge randomly sorts them, read the next statement.*)
- (5) (*Turn over the first word.*) Team member number 1, begin the story with this word. (*Begin the 3-minute response time.*)



C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform for each team.
2. Place a copy of Part B of the problem in full view of all team members before reading it to them. They may use it as a reference.
3. After reading B, 9 "I repeat" . . . be sure to stop. Give the team exactly 2 minutes to discuss the problem.
4. If the team asks about the words, say that they will be available at the start of response time.
5. There is no penalty if team members look at each other's papers. If this occurs, simply ask the team to stop peeking.
6. Score: 1 point for each common response and 3 points for each creative response. Also score the group of words the team creates on a scale of 1-10 points for creativity.
7. If there are fewer than five team members, the team will lose responses. Team members may write only two words each.
8. **Examples of Common Responses:**
 - ☺ Stretching the story to fit the word.
 - ☺ Responses that do not fit the story.
 - ☺ Responses that do not enhance the story.
9. **Examples of Creative Responses:**
 - ☺ Humorous responses.
 - ☺ Responses that continue the story when the previous response could have gotten the team stuck.
 - ☺ Making puns out of a word.
 - ☺ Using a word to creatively enhance the story.
10. **Scoring for uniqueness of the words:**
 - ☺ Words such as *the, we, him, her, it*, etc. are low score.
 - ☺ Modifiers and simple common words such as *house, lamp, time, news, move, heard, dog*, etc. are average score.
 - ☺ Compound or unusual words, such as *evaluate, communicate, prudent, preferable, average, masterpiece, escalate*, would score in the high range.
 - ☺ Specific names can range from common (Jane, Bob) to unique (Einstein, Willow).

NOTE: Once a response is given, if a very similar response is given, count it as common only and then declare any other responses that are basically the same as a repeat.



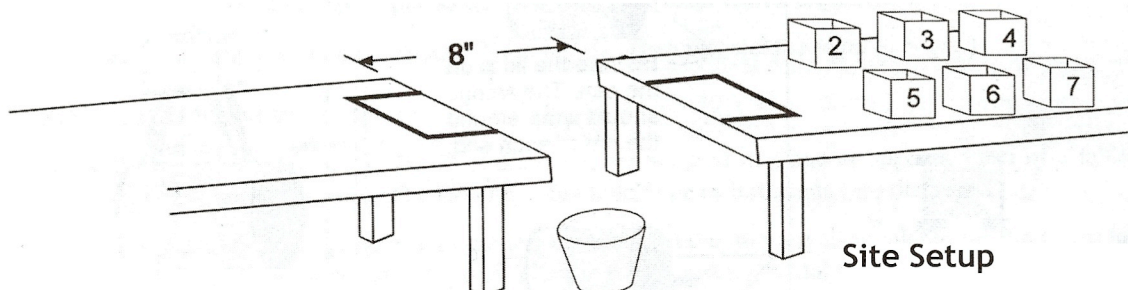
Hands-On Spontaneous Problem: **WISHY WASHY** (Applying Your Creativity)

A. When the team members enter the room, tell them, "This is a hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. **JUDGE READS TO TEAMS:** (Do not read material in parentheses.)

- (1) This is a two-part problem. In Part I you will have 7 minutes to build a structure. In Part II you will have 2 minutes to test your structure.
- (2) **Your problem is to build a bridge structure that will span two tables and support weights.**
- (3) In Part I you will be given materials to build your structure and weights to practice with. Nothing else may be used.
- (4) There is a taped area on each of the tables. You cannot alter the setup.
- (5) At the end of Part I you must remove the practice weights and make sure the structure is in place.
- (6) When Part II begins, you will be given the containers with the official weights inside. Each container has a number on it. That is the container's point value. You cannot move weights to other containers.
- (7) During Part II, the structure must touch the table within both taped areas. It cannot touch anywhere else, and you cannot touch the structure.
- (8) You may place weights, one at a time, onto the structure. The weights must be supported by the part of the structure that bridges the gap.
- (9) You may use weights from any container at any time. Once you remove a weight from a container, you must place it onto the structure before you can remove another weight from a different container.
- (10) Part II will end when your structure breaks, a weight falls off, or when time ends.
- (11) You will be scored as follows:
 - (a) If your structure bridges the gap, you will receive 10 points (*show the team*).
 - (b) If your structure holds all of the weights from a container you will receive the point value of that container. For example, if your structure holds all of the weights in the container marked "5," 5 points will be added to your score.
 - (c) You will receive 1 to 10 points for how well you work together.
 - (d) You will receive 1 to 15 points for the creativity of your solution.

(Repeat items in boldface, then instruct the team to begin.)



C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform for each team.
2. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
3. Tape a 12" x 12" area on the edge of each of two table tops and place the edges 8" apart as shown on page 24.
4. Have a set of the following building materials ready before the team enters the room:

30 wooden toothpicks	6 small metal paper clips	6 plastic straws
1" cube of clay	2 sheets paper, 8½" x 11"	1 small box raisins
10 pieces spaghetti	8 adhesive mailing labels, 1" x 3½"	
5. Be sure to have containers with the following point values marked on their sides and the appropriate number of weights inside. Use washers, bolts, nuts, etc. or coins as weights. The weights may vary, with the heavier weights having a higher value. Be sure to note which weights were placed in each value container.

Value 2: 2 weights	Value 3: 2 weights	Value 5: 3 weights	Value 4: 5 weights
Value 6: 5 weights	Value 7: 8 weights	Value 8: 7 weights	Value 8: 8 weights
Value 10: 15 weights	Value 10: 20 weights	Value 15: 25 weights	
6. Be sure to give the team 7 minutes for Part I and warn the team when 2 minutes, 1 minute, and 30 seconds remain. Give 2 minutes for Part II and warn the team when 1 minute and when 30 seconds remain.
7. If the structure breaks while testing, count the weights that it held up to that point.
8. Part II will end when any of the following apply:
 - a. The team touches the structure after a weight is placed onto it. Incidental touching when placing weights is not cause to end Part II. If the touching does not keep the structure from breaking or stop a weight from falling off, allow the team to continue.
 - b. A weight falls off of the structure. This must be a previously placed weight. If it is the weight currently being placed by the team, the team may retrieve it and place it on the structure.
 - c. Any part of the structure, including pieces that drop off, touches anything except the table within the taped areas (it may touch the tape) or the weights.
9. In scoring, all of the weights in a container must be held to receive the point value of that container. For example, if there are ten weights in a container and nine are held, the team will not receive score for that container. The team will receive the point value of each container that has its weights removed, placed on the structure, and supported. If a weight falls off of the structure and causes Part II to end, that weight will be considered held. Therefore, it is not important to track which weights are placed where.
10. If the team is obviously working under a misconception, you may clarify the problem.
11. Place a wastebasket under the testing area to catch materials if the structure breaks.



Hands-On Spontaneous Problem: **RAISED TARGET** (Creative Interaction)

A. When the team members enter the room, tell them, "This is a hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. **JUDGE READS TO TEAMS:** (Do not read material in parentheses.)

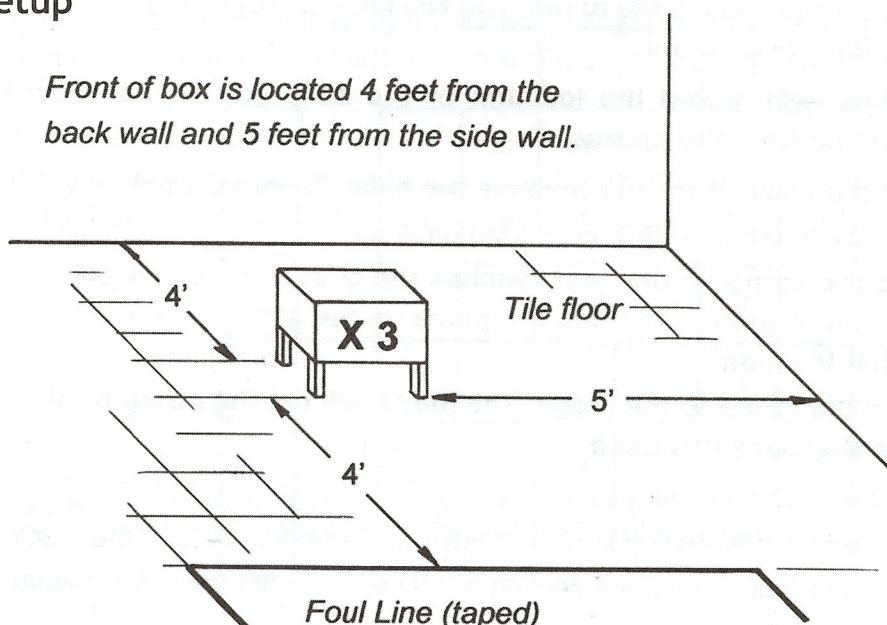
- (1) This is a two-part problem. In Part I you will have 3 minutes to develop your strategy and practice. In Part II you will have 3 minutes to test your solution. You may ask the judges questions and talk to each other at any time; however, time will continue.
 - (2) **You will be given 20 containers with a point value on each one. You may place the containers anywhere on the floor.**
 - (3) **You will be given 20 ping-pong balls. Each ball has a number on it. This is only for the judges' use so they can identify each one.**
 - (4) There is a box with the X 3 side raised above the floor (*point to box*). This may not be moved.
 - (5) **Your problem is to roll, toss or bounce the balls from behind the Foul Line and into the scoring containers. If a ball comes into contact with the X 3 side of the raised box, it will receive three times the score of the container it stops in.**
 - (6) You may use your hands and/or the materials to move the balls.
 - (7) **Before you move a ping-pong ball, show it to a judge. The judge will note its number. After it has been launched, the judge will determine if the ball's score will be multiplied by 3.**
 - (8) You will be scored as follows:
 - (a) Balls that stop in a container will receive the container's value for score.
 - (b) Balls that touch the X 3 side of the raised box will receive three times the value of the container it stops in.
 - (c) You will receive 1 to 15 points for how well you work together.
- (Repeat items in boldface. Begin by saying, "I repeat.")



C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform for each team.
2. Practice reading the problem out loud before the first team competes. When reading to the teams, illustrate the problem by indicating items and portraying actions when appropriate, especially moving a ball from behind the Foul Line.
3. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
4. If it is obvious that the team does not understand the problem, you should provide information to clarify the problem's intent and its limitations. Do not offer tips on how to solve the problem.
5. Set up the course on the floor as shown below. The raised box should be 48" beyond the Foul Line. Place the materials and balls within the Foul Lines.
6. Give each team 20 ping-pong balls. Mark them 1 to 20.
7. Give each team 20 containers marked as follows: 8 @ marked +1; 7 @ marked +2; 4 @ marked +3; and one marked +5. The team can place the containers anywhere on the course beyond the Foul Line.
8. Give each team a limited number of assortment of materials to use to launch the balls. Suggestions are paper plates, plastic straws, unsharpened pencils, etc.
9. Designate one judge to take note of each ping-pong ball before it is launched. This judge should watch to see if the ball touches the box for a X 3 score.
10. Tally the scores when all the balls have stopped moving.

Site Setup



Hands-On Spontaneous Problem: **ESTIMATED TIME OF ARRIVAL**

(Creativity + Teamwork = Solutions)

A. When the team members enter the room, tell them, “This is a hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way.”

B. **JUDGE READS TO TEAMS:** (Do not read material in parentheses.)

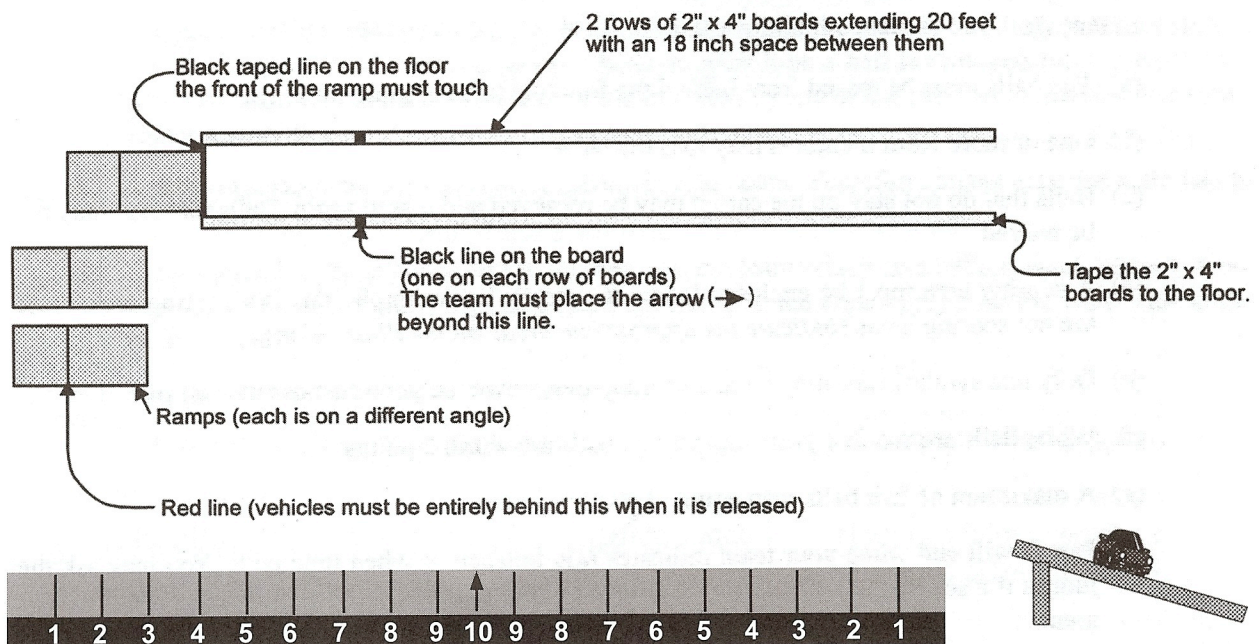
- (1) This is a two-part problem. In Part I you will have 5 minutes to make your solution, practice, and discuss the problem. In Part II you will have 3 minutes to compete for score. You cannot practice in Part II.
- (2) You can talk to each other at any time. You may ask questions; however, time will continue.
- (3) **Your problem is to roll two vehicles down a ramp and estimate the point where each vehicle will stop.**
- (4) One vehicle will be an Official Vehicle and will be given to you. The other will be made by your team from the materials given. Your vehicle must have at least three floor contact points.
- (5) There are three ramps. You may practice with any two ramps in Part I; however, in Part II you will use the other ramp for both vehicles.
- (6) **You will estimate the distance of the Official Vehicle first. You will place this arrow (show team) on the track next to the point where you estimate that the front of the Official Vehicle will stop. You must place the arrow beyond the black line on the boards. (Show the team the black line and how to place the arrow.)** The judge will place a scorecard so the arrow lines up at your exact estimate.
- (7) **A judge will tell you when you can run the vehicle. You can run the vehicle at any time after that. You will run the vehicle by rolling it down the ramp. The front of the ramp must be touching the black taped line on the floor (point to line).**
- (8) **The vehicle must be released from behind the red line on the ramp. The judge will determine its score and you will then roll the Official Vehicle down the ramp a second time. The higher score will count.**
- (9) **You will then run the team-made vehicle in the same way. You may change the location of the arrow before running it. You can run your vehicle twice; however, the arrow must stay in the same place for the two runs. The highest score of your two runs will count.**
- (10) You will be scored as follows:
 - (a) The highest score of the Official Vehicle will be recorded.
 - (b) The highest score of your team-made vehicle will be recorded.
 - (c) You will receive 1 to 10 points for how well you work together.

(Repeat items in boldface. Begin by saying, “I repeat.”)



C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform for each team.
2. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
3. Give the team an assortment of materials to make a vehicle. Also give the team a small toy vehicle to use as the Official Vehicle.
4. Give the team some type of arrow to use to place next to the spot on the track where they predict the vehicle will stop.
5. Provide the team with three ramps, each on a different angle. The team can practice with any two of the ramps, but they must use the third ramp to compete for score.
6. Set up the site as shown below. Create a "lane" for the vehicles by placing two boards 18" apart. Make up a scorecard the length of the boards with an arrow in the center pointing in two directions. This is the "10" point. Mark off every inch in each direction from the "10" point and number the marks 9, 8, 7, 6, 5, 4, 3, 2, 1.
7. After the team places the arrow, place the scorecard so the arrow marked "10" aligns with the team's arrow. Indicate to the team that it can run the vehicle.
8. If a vehicle breaks apart and a wheel comes off, award the team the score as if the vehicle had remained intact.
9. Record the score for each run of a vehicle immediately after it comes to a stop. Should a vehicle spin around, the front is determined by its position when it is rolled down the ramp; that is, the front of the vehicle never changes.



Scorecard: Line up arrow with the arrow the team places on the course. Award score for the line the vehicle stops on. If it falls between two lines, award the higher score. If the vehicle stops beyond the ends of the scorecard, award zero score.



Hands-On Spontaneous Problem: **HIGH SPHERE** (*Lots of Problems*)

A. When the team members enter the room, tell them, "This is a hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (*indicate seats*) or leave the room. They may not participate in any way."

B. **JUDGE READS TO TEAMS:** (Do not read material in parentheses.)

- (1) You have 6 minutes to create a solution. You will be warned when there are 3 minutes, 2 minutes, 1 minute, and when there are 30 seconds left. You may ask the judges questions and talk to each other at any time; however, time will continue.
- (2) You'll use these materials to solve the problem (*point to materials*). The scissors cannot be part of your solution. You will be given a ping-pong ball, rubber ball, and a golf ball.
- (3) Your problem is to support any one of the balls as high above the floor as you can using only the materials provided.
- (4) The ball will be measured from where it rests when time ends.
- (5) There is a taped square on the floor (*point to square*). Your solution cannot touch anything other than the floor within the square.
- (6) You may stop and be scored before time ends; however, once you say you want to be scored, you cannot touch your solution again.
- (7) Your solution will be measured from the floor to the top of the ball that it supports. If it supports the ping-pong ball, you will receive 1 point for each inch; for the rubber ball, 2 points per inch; and for the golf ball, 3 points per inch. You will receive 1 to 15 points for how well you work together and 1 to 15 points for the creativity of your solution.
(Repeat items in boldface. Begin by saying, "I repeat.")

C. **FOR JUDGES ONLY:**

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform for each team.
2. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
3. Tape a 36" x 36" square on the floor about 18" from a wall.
4. Give the team one ping-pong ball, one small rubber ball, and one golf ball. Also give the team scissors and an envelope containing the following materials:

2 sheets 8½" x 11" paper	4 paper clips	1 string, 12"	10 straws
6 adhesive mailing labels	1 paper plate	3 pipe cleaners	10 toothpicks
3 12-oz. plastic cups			
5. The best way to measure the height of the ball is to use a laser. Slide the laser up until the beam shines on the top of the ball. Mark the height of the laser on the wall with a sticky note, then measure from the floor to that point.



Hands-On Spontaneous Problem: **WRAP IT UP** (Lots of Problems)

A. When the team members enter the room, tell them, "This is a hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit in these seats and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 7 minutes to solve the problem. You will be told when 2 minutes remain and when 1 minute remains. You can ask questions and talk to each other at any time.
- (2) There is tape, paper, and two scissors on the table. There are items on the table (*point to items*). Each item has a number on it.
- (3) Your problem is to wrap as many of the numbered items as possible with the paper. An item is considered wrapped if you cannot see any part of it. If the number on the item is red, you cannot alter the item.
- (4) You will be scored as follows:
 - (a) Each item that is wrapped will receive points equal to the number marked on it.
 - (b) You will receive 3 points for each sheet of paper that you do not use.
 - (c) You will receive 1 to 15 points for how well you work together.

(Repeat number 3. Begin by saying, "I repeat.")

C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform for each team.
2. Place the team's copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.
3. Mark a set of the following items with the corresponding numbers. Use red where indicated; use one other color for the rest.

1 compact disk (3 in red)	4 unsharpened pencils (1)	1 golf ball (6 in red)
2 plastic cups (6 in red)	2 6" x 6" pieces cardboard (4)	2 golf balls (2 in red)
2 tennis balls (4 in red)	1 large plastic bowl (4 in red)	2 shoes (8 in red)
1 small frying pan (10 in red)	1 small wastebasket (3 in red)	1 soup ladle (7 in red)
4. Place the items, a roll of tape, two scissors, and seven sheets of 8½" x 11" paper on a table.
5. Items can be placed inside of each other and then wrapped. The score for the wastebasket and bowl are relatively low because other items can be placed inside of them.
6. Paper tents can conceal an item. That is, the paper can rest on the table without being taped around the item, as long as the paper conceals the item completely.



Verbal/Hands-On Spontaneous Problem: PROBLEMS & SOLUTIONS

(Applying Your Creativity)

A. When the team members enter the room, tell them, "This is a verbal/hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) This is a two-part problem. In Part I, you will have 8 minutes to think, discuss strategy and create your solution. In Part II, you will have 3 minutes to present your solution. You may refer to the clock. You cannot talk to each other in Part II.
- (2) There are sets of beginnings and endings. **Your problem is to perform a humorous skit that starts with one of the beginnings and ends with the matching ending.**
- (3) **As part of the skit you must include five situations that you create and a solution for each one.** For example, you might present a situation by saying, "The car ran out of gas," and give a solution by saying, "So we pushed it to a gas station."
- (4) **You must write the five situations you want scored on a paper before Part II begins.**
- (5) You may use these materials as props (*point to items*). You must not damage them.
- (6) You will be scored as follows:
 - (a) Each situation presented in the skit receives 3 points (*0, 3, 6, 9, 12 or 15 points*).
 - (b) Each situation solved in the skit receives 1 to 5 points, based on originality (*0-25*).
 - (c) If the skit begins and ends as shown in one of the sets, you will receive 10 points.
 - (d) Creativity of the skit will receive 1 to 20 points.
 - (e) You will receive 1 to 15 points for the humor of your skit.
 - (f) You will receive 1 to 15 points for how well you work together.(*Repeat items in boldface. Begin by saying, "I repeat."*)

C. FOR JUDGES ONLY:

1. Be sure there is a clock in clear view so the team can keep track of time. The clock should have a big display and show minutes and seconds.
2. Give the team a pencil and piece of paper to write down the problems and solutions it wants scored. Place the following props on a table: 1 scarf; 2 tennis balls; 1 jacket; 1 hat; 1 plastic container; 24" piece of chain (metal or plastic); 3 8½ x 11 signs: one that reads DANGER, one that reads DEAD END, and another that reads STOP.
3. Make four cards, each showing one set of a beginning and ending. Place these in front of the team before reading Part I. These should be as follows:

BEGINNING

ENDING

- (a) You are tiredyou fall asleep.
- (b) You are waiting for a ride to school you arrive on time.
- (c) Your team is losing a game.....your team wins.
- (d) There is a power failure.....the power comes back on.



Verbal/Hands-On Spontaneous Problem: WIRE TIES

(Creative Interaction)

A. When the team members enter the room, tell them, "This is a verbal/hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit and watch (indicate seats) or leave the room. They may not participate in any way."

B. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) You have 1 minute to think and 3 minutes to respond. You may ask the judges questions; however, time will continue. You cannot talk to each other at any time.
- (2) You will receive 1 point for each common response and 3 points for each creative response.
- (3) **You will take turns in sequence.** Once time begins, it will not be stopped, even if the judge asks you to repeat a response, clarify it, or give a more appropriate response. Speak loudly and clearly.
- (4) Each of you has been given a covered wire tie similar to those used to seal bread bags. **Your problem is to make the wire into a shape and say what the shape could be.** For example, you could shape it into the number 2 and say, "2."
- (5) **You may use your turn to say something about one of your teammates' shapes instead of your own.**

(Repeat items in boldface. Begin by saying, "I repeat.")

C. FOR JUDGES ONLY:

1. Place a 3- to 5-inch covered wired tie, similar to those used to close trash bags, at each team member's position.
2. Be sure to give 1 minute to think and 3 minutes to respond. Timing is critical. Team members responding as time ends may finish and be scored.
3. Score 1 point for each common response, 3 points for each creative response.

4. **Examples of Common Responses:**

Letters and numbers: a, b, c, 1, 2, 3, etc.

Practical uses: tie for a bread bag, a toothpick, fingernail cleaner, backscratcher.

Constellations: Earth, moon, stars, planet.

Jewelry: ring, earring, tie clip.

Miscellaneous: hook to hang things, drink stirrer.

5. **Examples of Creative Responses:**

Shapes: U—a magnet; L—an Allen wrench; V—Roman numeral 5.

Tools: U—to pick something up; L—to clean something out.

Miscellaneous: replacement for a lost button; a bow, zipper pull, hair tie, plant stake, bubble wand, bird, acupuncture needle, bee sting simulator, ampersand, worm, waves, barbell, G clef; tie around your finger to remember something.



Verbal/Hands-On Spontaneous Problem: **TEAM TRANSFORMATION** (Creativity + Teamwork = Solutions)

A. When the team members enter the room, tell them, "This is a verbal/hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit and watch (indicate seats) or leave the room. They may not participate in any way."

B. **JUDGE READS TO TEAMS:** (Do not read material in parentheses.)

(1) This is a two-part problem. In Part I you will have 5 minutes to think, discuss strategy, and create your solution. In Part II you will have 3 minutes to present your solution.

(2) **Your problem is to transform one or more of your team members into something or someone else.** You may use only the materials provided. **You will also tell a story about your creation.**

(3) You may mark only the paper products. You cannot mark or destroy anything else.

(4) **Your story must:**

(a) tell what your creation is,

(b) say where your creation came from, and

(c) say what is happening to it or what will happen to it in the future.

(5) You will be scored as follows:

(a) You will receive 1 to 20 points for creative use of materials.

(b) You will receive 1 to 20 points for the appearance of the characters.

(c) You will receive 1 to 20 points for completing the story and including all the requirements.

(d) You will receive 1 to 25 points for the creativity of your story.

(e) You will receive 1 to 15 points for how well you work together.

(Repeat items in boldface. Begin by saying, "I repeat.")

C. **FOR JUDGES ONLY:**

1. Place a copy of the problem in full view of all team members before reading the problem to them. They may use it as a reference.

2. Set up the room as follows: (a) one table with a chair for each team member; (b) one table with the materials on it and two chairs.

3. Give the team the following materials:

5 different-colored markers 6 tissues 3 pieces string, 16"

6 paper towels 2 paper plates 4 different hats

1 sheet paper, 11" x 17" 5 pipe cleaners 3 plastic clothespins

1 wooden dowel, ¼" x 36" 1 roll of tape 3 6-ft pieces yarn: red, blue, yellow

4. Be sure to give exactly 5 minutes for Part I. Team members may talk as they wish. Be sure to give 3 minutes for Part II.



Verbal/Hands-On Spontaneous Problem: **FEEL IT OUT**

(Applying Your Creativity)

A. When the team members enter the room, tell them, "This is a verbal/hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit and watch (indicate seats) or leave the room. They may not participate in any way."

B. **JUDGE READS TO TEAMS:** (Do not read material in parentheses.)

- (1) You will have 1 minute to think and 4 minutes to respond. You may ask questions; however, time will continue. You cannot talk to each other.
- (2) Once time begins, it will not be stopped, even if the judge asks you to repeat a response, or clarify it, or give a more appropriate response. Speak loudly and clearly.
- (3) You will take turns in sequence. You cannot skip your turn, or repeat, or pass. If one member of the team is stuck, the team is stuck.
- (4) You will receive 1 point for each common response, 5 points for each creative response.
- (5) There are four boxes on the table. Each box is a different color.
- (6) Each of you has a stack of different-colored cards. **You may use any card at any time.** However, you may only use the cards from your own stack.
- (7) **Your problem is to reach your hand into the box and respond to what you feel.**
- (8) **The first team member will hand the judge a card, reach into a box of the same color as the card, then respond.** The next team member will hand the judge a card, reach into the box, respond, and so on. You may not remove anything from the box.
(Repeat items in boldface. Begin by saying, "I repeat.")

C. **FOR JUDGES ONLY:**

1. Prepare four boxes as follows. Make sure each box is a different color.
 - (1) Fill Box 1 with floral potpourri and cotton balls.
 - (2) Fill Box 2 with ping-pong balls and feathers.
 - (3) Fill Box 3 with rubber worms.
 - (4) Give Box 4 a false bottom.
2. Place the boxes on a table so they are visible and within reach of all team members.
3. Give each team member a set of eight cards. Each set should include two of each of the same colors as the boxes. Team members must hand in a card before responding, and the response must be about the box that matches the color of the card.
4. **Examples of Common Responses:** Box 1: Soft against rough; Ouch, that hurts; Dried flowers; Box 2: That tickles; Light stuff; Box 3: Wet spaghetti; Ugh, gross; Box 4: There's nothing here; It's empty.
5. **Examples of Creative Responses:** Box 1: It feels scratchy but comfortable like an old blanket; Box 2: How do I get the rest of my body into the box; Box 3: Got any Parmesan cheese; Box 4: It feels like my mind after a long day at school; Stop, thief!



Verbal/Hands-On Spontaneous Problem: THE ANTI-MONUMENT

(Lots of Problems)

A. When the team members enter the room, tell them, "This is a verbal/hands-on problem. You have 1 minute to select the five team members who will compete. The others must sit and watch (indicate seats) or leave the room. They may not participate in any way."

B. PART 1. JUDGE READS TO TEAMS: (Do not read material in parentheses.)

- (1) This is a two-part problem. In Part I, you will have 4 minutes to create a solution and 1 minute to explain your solution. You cannot talk to each other in Part II.
- (2) **Your problem is to make a monument for a topic or event that does not deserve one.**
- (3) You will use only these materials to make your monument (*point to items*). The box, scissors and markers cannot be part of your monument.
- (4) After the 4-minute period, you will sit in these seats (*point to seats*). **You will then have 1 minute to say your event or topic and explain how the monument represents it.**
- (5) You will receive 1-10 points for the creativity of your event or topic and 1-10 points for the creativity of how your monument represents it. (*Repeat items in boldface, then begin Part 1.*)

C. PART II. JUDGE READS TO TEAMS: (Read after Part 1 ends.):

- (1) You have 1 minute to think and 3 minutes to respond. You can ask questions, but you cannot talk to each other at any time.
- (2) You will receive 1 point for each common response, 5 points for each creative response.
- (3) Each of you has five cards. You will respond in sequence. When it is your turn, you will hand in one of your cards and give a response.
- (4) Your problem is to name something that does not deserve a monument and give a reason why. For example, you might say, "A wrecked car because it's ugly." (*Repeat the problem statement and then begin response time.*)

D. FOR JUDGES ONLY:

1. On a table, place two scissors and two dark-colored markers, and a box containing the following materials: 1 sheet aluminum foil; 2 12" pieces of yarn; 6 cotton swabs; 1 2" piece of clay; 2 8½" x 11" sheets of paper; 10 cotton balls; 2 paper cups, app. 7 oz.; 10 toothpicks; 5 adhesive mailing labels.
2. **Examples of Common Responses in Part II:** Statements that do not make sense or do not address why the topic or event does not deserve a monument; Statements that are very similar to a previous one; Statements about something generally unpleasant or personal opinion, e.g., "Liver because it tastes nasty"; "Cats because they're lazy."
3. **Examples of Creative Responses in Part II:**
Valid reasons that relate to the topic: "Tomorrow because it never gets here"; "A monument to leaves because it would just fall down."





YOUR PROBLEM

IS TO

NAME AS MANY

TREES

AS YOU CAN.

