



# How to Watch a New Hampshire Destination Imagination® Challenge

New Hampshire Destination Imagination is preparing the next generation of innovators and leaders with creativity, critical thinking, collaboration and communication skills.

Annually, we offer seven new standards-based Challenges in STEAM, Improv, Visual Arts, Service Learning, and Early Learning. Each Challenge is open-ended and enables student teams to learn and experience the creative process from imagination to innovation.

Academic tournaments take place around the world where teams have the opportunity to present their solutions to trained appraisers. Students have fun and gain confidence in their ability to solve any challenge. By working to solve our Challenges, teams learn 21st century skills including creativity, critical thinking, collaboration, communication, citizenship and confidence that build on their unique strengths.

New Hampshire Destination Imagination administers the DI program for nearly 3,000 Granite State students from over 200 schools and community groups. Globally, Destination Imagination competitions include 200,000 students from 48 states and 30 countries.

## WHO

Up to 7 members can be on a team. Students from kindergarten through university level participate.

Each team needs an adult Team Manager that help students stay on track but cannot help the team develop their solution to the DI Challenge. Team Managers are often faculty members or parents.

## WHAT

There are seven new Challenges to choose from each year. Each of the Challenges is developed by a team of educators and industry experts who target a particular area of the curriculum and its related standards of content and performance.

The areas of focus include: **Technical, Scientific, Fine Arts, Improvisational, Structural and Service Learning**. There is also a non-competitive Early Learning Challenge that allows participants to develop social and problem solving skills.

## WHERE

New Hampshire team's solutions are assessed at regional and state tournaments. While most schools run DI as an after school program, some school districts incorporate the program into their electives curriculum.

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

## WHY

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

## HOW

Teams choose one of seven Challenges. After weeks spent creating and developing their solutions, they go to a local tournament. Top-scoring teams advance to their state or country tournament, also known as an Affiliate Tournament. The top tier teams from each Affiliate Tournament have the opportunity to participate in [Global Finals](#)—the world's largest celebration of creativity.

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

- **Team Challenge:** The project undertaken by the team is academically based and focuses on one or more of the following areas: technical, scientific, fine arts, improvisational, structural or social-learning.
- **Team Choice Elements.** This encourages participants to discover and showcase their collective interests, strengths, and abilities as a team and as individuals, and allow them to develop that showcase over a long period of time.
- **Instant Challenges** tests teams with a multifaceted Challenge with just minutes to solve. These Challenges put the team's creative problem solving abilities, creativity, and teamwork to the test in a short, time-driven window. These are not open to the public (except for non-competition "Rising Stars!" teams).

**The Intent of the Challenge:** To solve this Challenge, the team will design and build a single Vehicle that can complete Trips back and forth across the Presentation Area while carrying at least one team member. The team will attempt to change the Vehicle's Movement Methods and Propulsion Systems during the Presentation. The team will also create and present a Story that features the concept of change and depicts a change in a character.

## LEARNING OUTCOMES

- Technical Engineering
- Automotive Design
- Propulsion Systems
- Transportation Systems
- Playwriting
- Storytelling
- Theater Skills
- Presentation Skills
- Project Management
- Creative and Critical Thinking
- Teamwork
- Interpersonal Skills
- Perseverance
- Self-Directed Learning
- Digital Literacy
- Citizenship Skills

## POINTS OF INTEREST

- Design and build a vehicle able to carry at least one team member across the presentation area multiple times.
- Change the vehicle propulsion system and the vehicle movement method during the presentation.
- Create and present a story about change. The story will include a change in a character.
- Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength, and talents.

### ELEMENT

### POINTS

#### Central Challenge

**Up to 240**

##### 1. Vehicle and Propulsion System

**Up to 60**

- a. Technical design and innovation of Movement Method #1 Up to 15
- b. Technical design and innovation of Movement Method #2 Up to 15
- c. Technical design and innovation Propulsion System #1 Up to 15
- d. Technical design and innovation Propulsion System #2 Up to 15

##### 2. Trips and Changes

**Up to 130**

- a. Successfully completed Trips (1 point per Trip) Up to 40
- b. Without Wheels (1 point per Trip) Up to 20
- c. Successful completed Changes (2 points per Change) Up to 40
- d. Reliability of the Vehicle design for Changes Up to 30

##### 3. Story

**Up to 50**

- a. Clear and effective storytelling Up to 10
- b. Creative integration of the Vehicle Trips and Changes Up to 20
- c. Character Change occurs in full view of the audience 0 or 10
- d. Theatrical effect of the physical Character Change Up to 10

#### Team Choice Elements

**Up to 60**

##### 1. Team Choice Element 1

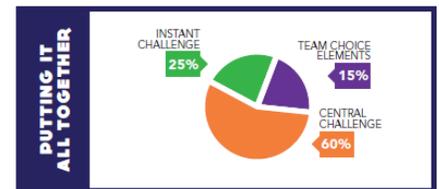
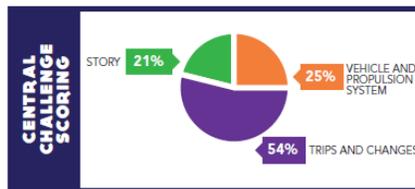
**Up to 30**

- a. Creativity and originality Up to 10
- b. Quality, workmanship, or effort that is evident Up to 10
- c. Integration into the Presentation Up to 10

##### 2. Team Choice Element 2

**Up to 30**

- a. Creativity and originality Up to 10
- b. Quality, workmanship, or effort that is evident Up to 10
- c. Integration into the Presentation Up to 10



# Challenge B: Scientific Focus: In Plain Sight



The **Intent of the Challenge:** This Challenge is about the science and art of deception in nature. To solve this Challenge, the team must research camouflage as it occurs in the natural world. The showcase for the research will be two camouflaged creations. The first creation is a Hipster (**Hiding In Plain Sight** character) that represents a real-life organism. The Hipster's use of camouflage must cause a Plot Twist in a team-created story. The second creation is a Cam-O (**CAM**ouflaged **O**bject). The team must apply Camouflage Methods to the design of this team-built set piece or prop, which makes its true identity difficult to detect or recognize.

## LEARNING OUTCOMES

- Biology
- Science
- Technology
- Storytelling
- Theater Skills
- Art
- Budget Management
- Presentation Skills
- Project Management
- Creative and Critical Thinking
- Teamwork
- Interpersonal Skills
- Perseverance
- Self-Directed Learning
- Digital Literacy
- Citizenship Skills

## POINTS OF INTEREST

- Research the many ways that camouflage is used by organisms in nature.
- Showcase camouflage research in the visible appearance of an organism.
- Create and present a story with a plot twist that is caused by the use of camouflage.
- Apply camouflage methods to an original, team-designed and created set piece or prop.
- Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength, and talents.

## ELEMENT

## POINTS

### Central Challenge Up to 240

#### 1. Appearance of the Hipster Up to 85

- a. Integration and evidence of camouflage research Up to 20
- b. Creative methods used to design and portray Hipster Up to 30
- c. Visual effectiveness of Camouflage Methods Up to 20
- d. Quality, workmanship and effort that is evident Up to 15

#### 2. Cam-O (Camouflaged Object) Up to 85

- a. Creative methods used to design and portray Cam-O Up to 30
- b. Visual effectiveness of the Cam-O Up to 20
- c. Integration of the Cam-O into the story Up to 20
- d. Quality, workmanship and effort is evident Up to 15

#### 3. Story Up to 70

- a. Theatrical impact of the Plot Twist Up to 25
- b. Creativity of the story Up to 25
- c. Clear and effective storytelling Up to 20

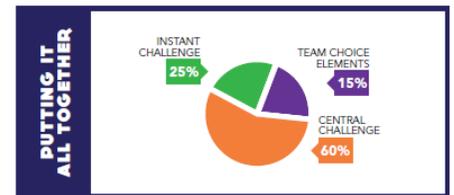
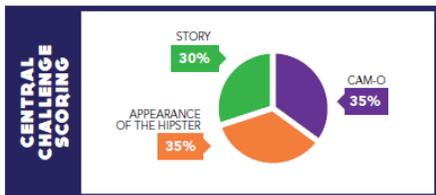
### Team Choice Elements Up to 60

#### 1. Team Choice Element 1 Up to 30

- a. Creativity and originality Up to 10
- b. Quality, workmanship, or effort that is evident Up to 10
- c. Integration into the Presentation Up to 10

#### 2. Team Choice Element 2 Up to 30

- a. Creativity and originality Up to 10
- b. Quality, workmanship, or effort that is evident Up to 10
- c. Integration into the Presentation Up to 10



## Challenge C: Fine Arts Focus: Get A Clue

**The Intent of the Challenge:** To solve this Challenge, the team will research a team-chosen time period before 1990. The team will then create and theatrically present a Mystery Story set on Earth during that time period. The Mystery Story must include three Suspect Characters and a TechniClue that helps solve the mystery. The team will learn the identity of the Mystery Maker, the character “who did it,” live on stage during the Presentation. The team will present the Mystery Story using Traverse Staging and without tournament-supplied electricity.

### LEARNING OUTCOMES

- Mystery Story Writing
- Research Historical Periods
- Effective Storytelling
- Staging Techniques
- Theater Arts Skills
- Technical Design Process
- Budget Management
- Presentation Skills
- Project Management
- Creative and Critical Thinking
- Teamwork
- Interpersonal Skills
- Perseverance
- Self-Directed Learning
- Digital Literacy
- Citizenship Skills

### POINTS OF INTEREST

- Present a mystery story set on Earth in a team-chosen time period before 1990.
- Discover, live on stage, which of three suspect characters is responsible for the mystery.
- Include a TechniClue that helps solve the mystery.
- Present in the style of traverse staging.
- Create and present two Team Choice Elements that show off the team’s interests, skills, areas of strength, and talents.

### ELEMENT

### POINTS

#### Central Challenge **Up to 240**

##### 1. The Mystery Story **Up to 90**

- a. Creativity of the Mystery Story **Up to 30**
- b. Clear and effective storytelling **Up to 30**
- c. Effective theatrical portrayal of the team-chosen time period **Up to 30**

##### 2. The Suspect Characters and the Mystery Maker **Up to 40**

- a. How well the events in the Mystery Story point to all three Suspect Characters as the potential Mystery Maker **Up to 20**
- b. Creative integration of the Mystery Maker’s identity into the events of the Mystery Story **Up to 20**

##### 3. The TechniClue **Up to 60**

- a. Integration of the TechniClue into the Mystery Story **Up to 20**
- b. Technical Innovation of the methods used in the TechniClue **Up to 20**
- c. Technical Design of the TechniClue **Up to 20**

##### 4. Traverse Staging **Up to 50**

- a. Effective blocking and staging in the style of Traverse Staging **Up to 25**
- b. Effective design of set pieces for Traverse Staging **Up to 25**

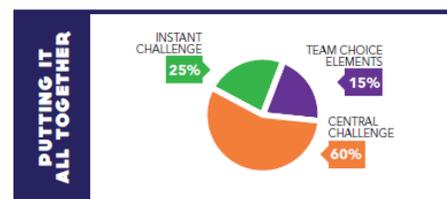
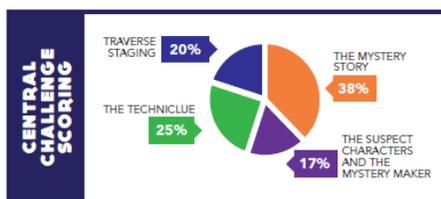
#### Team Choice Elements **Up to 60**

##### 1. Team Choice Element 1 **Up to 30**

- a. Creativity and originality **Up to 10**
- b. Quality, workmanship, or effort that is evident **Up to 10**
- c. Integration into the Presentation **Up to 10**

##### 2. Team Choice Element 2 **Up to 30**

- a. Creativity and originality **Up to 10**
- b. Quality, workmanship, or effort that is evident **Up to 10**
- c. Integration into the Presentation **Up to 10**



## Challenge D: Improvisation Focus: Close Encounters

**Intent of the Challenge:** To solve this Challenge, the team will create and present an improvisational Skit that takes place in a Confined Space. Preparation for the Skit will take place in front of the Appraisers and the audience right before the Skit is presented. During the Preparation time, the team will determine how it will integrate 4 Improv Elements into the Skit. The 4 Improv Elements are: Confined Space, Mysterious Stranger, Miscellaneous Prop, and Newsflash.

### LEARNING OUTCOMES

- Improvisational Acting
- Effective Storytelling
- Character Development
- Risk Taking
- Time Management
- Research Skills
- Presentation Skills
- Project Management
- Creative and Critical Thinking
- Teamwork
- Interpersonal Skills
- Perseverance
- Self-Directed Learning
- Digital Literacy
- Citizenship Skills

### POINTS OF INTEREST

- Research Challenge-provided confined spaces.
- Create and perform a 4-minute improvisational presentation within a confined space.
- Show how characters work together to address a news-flash.
- Integrate a mysterious stranger and a team-created miscellaneous prop into the presentation.

### ELEMENT

### POINTS

#### Central Challenge

**Up to 300**

##### 1. The Skit

**Up to 80**

- a. Originality and creativity of the Skit Up to 20
- b. Effective incorporation of the 4 Improv Elements into the Skit Up to 20
- c. Well-executed overall story with a clear beginning, middle, and end Up to 20
- d. Overall effect of the Skit Up to 20

##### 2. Improv Element 1: Confined Space

**Up to 50**

- a. Creative portrayal of the setting of the Confined Space in the Skit Up to 25
- b. Integration of the team's research of the Confined Space into the Skit Up to 25

##### 3. Improv Element 2: Mysterious Stranger

**Up to 50**

- a. Creative portrayal of the Mysterious Stranger in the Skit Up to 25
- b. Integration of the Mysterious Stranger into the Skit Up to 25

##### 4. Improv Element 3: Miscellaneous Prop

**Up to 50**

- a. Creative use of the newspaper to create the Miscellaneous Prop Up to 25
- b. Integration of the Miscellaneous Prop into the Skit Up to 25

##### 5. Improv Element 4: Newsflash

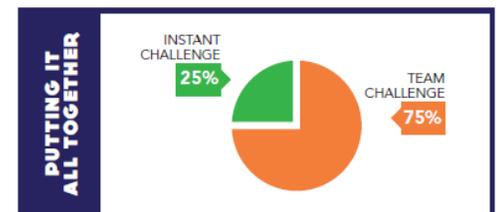
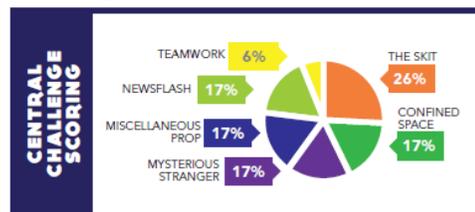
**Up to 50**

- a. Effective use of the Newsflash to help create, develop, and/or enhance the Skit Up to 25
- b. Integration of the Newsflash into the Skit Up to 25

##### 6. Teamwork

**Up to 20**

- a. The team's ability to work together, to plan, to move the story along and improvise together



**The Intent of the Challenge:** To solve this Challenge, the team must design and build a Structure made entirely and only from the list of materials. The team must first play the Structure as a musical instrument, and then test its strength by placing weights on it. The team must compose and play a musical solo on its Structure, and tell a story with one Musical Character that has a Musical Costume. This story must be integrated with the testing of the Structure.

## LEARNING OUTCOMES

- Architectural Design
- Structural Engineering
- Mathematics
- Material Science
- Theater Arts
- Musical Design & Acoustics
- Budget Management
- Presentation Skills
- Project Management
- Creative and Critical Thinking
- Teamwork
- Interpersonal Skills
- Perseverance
- Self-Directed Learning
- Digital Literacy
- Citizenship Skills

## POINTS OF INTEREST

- Design and build a structure that both supports weight and is a musical instrument.
- Play a musical solo using the structure as a musical instrument.
- Tell a story with at least one musical character.
- Integrate the story with the weight placement testing of the structure.
- Create and present two Team Choice Elements that show off the team's interests, skills areas of strength, and talents.

## ELEMENT

## POINTS

### Central Challenge

Up to 240

#### 1. The Structure's Weight Held Ratio

Up to 120

- In each competitive Level, the Structure with the highest Weight Held Ratio will receive 120 points.
- The score for all other teams in that Level will be based on the percentage of their Structure's Weight Held Ratio compared to the highest Weight Held Ratio in that level.

$$\text{Team's score} = (\text{WHR} \div \text{highest WHR in Level}) \times 120$$

- This score added to the scores the team earns for the items listed below will equal the total Raw Score.

#### 2. Musical Structure:

Up to 60

- |  |          |
|--|----------|
| a. Creativity and originality of the Structure's musical design and integration into the Structure | Up to 20 |
| b. Creativity and originality of the musical solo performance (minimum 15 seconds)                 | Up to 20 |
| c. Musical solo played for 30 continuous seconds   | 0 or 20  |

#### 3. The Story

Up to 60

- |  |          |
|--|----------|
| a. Creativity of the story and its Musical Character | Up to 20 |
| b. Creativity and design of the Musical Costume      | Up to 20 |
| c. Integration of story with Structure testing       | Up to 20 |

### Team Choice Elements

Up to 60

#### 1. Team Choice Element 1

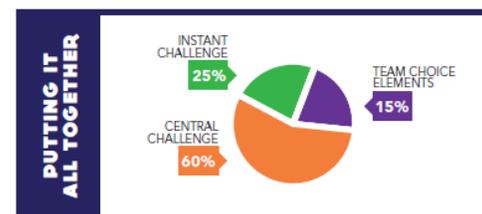
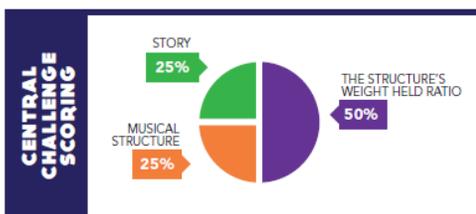
Up to 30

- |  |          |
|--|----------|
| a. Creativity and originality                      | Up to 10 |
| b. Quality, workmanship, or effort that is evident | Up to 10 |
| c. Integration into the Presentation               | Up to 10 |

#### 2. Team Choice Element 2

Up to 30

- |  |          |
|--|----------|
| a. Creativity and originality                      | Up to 10 |
| b. Quality, workmanship, or effort that is evident | Up to 10 |
| c. Integration into the Presentation               | Up to 10 |



**The Intent of the Challenge:** The team will plan and carry out a Project that addresses a real need in a community. A team-created Meme and Community Event(s) will be used to help meet the Project goal(s). At the tournament, the team will use theatrical techniques to highlight the Project and the impact it made on the community.

## LEARNING OUTCOMES

- Service Learning
- Community Partnerships
- Event Planning
- Product Marketing
- Presentation Skills
- Artistic Design
- Research Skills
- Project Management
- Theater Arts Skills
- Creative and Critical Thinking
- Teamwork
- Interpersonal Skills
- Perseverance
- Budget Management
- Self-Directed Learning
- Risk Taking
- Digital Literacy
- Citizenship Skills

## POINTS OF INTEREST

- Use the creative process to identify, design, plan, and carry out a project that addresses a real community need.
- Plan and carry out at least one community event that is designed to help meet the project goal(s).
- Create an effective meme to help meet the project goal(s).
- Create a live presentation that highlights the project and the impact it made on the community.
- Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength and talents.

## ELEMENT

## POINTS

### Central Challenge

**Up to 240**

#### 1. Theatrical Presentation

**Up to 55**

- a. Creative theatrical integration of the Project Plan
- b. Including at least one goal of the Project
- c. Creative theatrical integration of the Project Timeline

Up to 25  
0 or 10  
Up to 20

#### 2. Community Event

**Up to 45**

- a. Creative theatrical portrayal of the Community Event
- b. Creative integration of the team's plan for the Community Event

Up to 25  
Up to 20

#### 3. Meme

**Up to 65**

- a. Effective integration of the Meme into the Presentation
- b. Including how the Meme was used to help meet at least one Project goal
- c. Creativity and originality of the Meme
- d. Quality, workmanship, and/or effort that is evident with the design of the team-created Meme

Up to 15  
0 or 10  
Up to 20  
Up to 20

#### 4. Project Evaluation

**Up to 75**

- a. The thoroughness of the Project Evaluation communicated during the Presentation
- b. Including the team's evaluation of the Community Event
- c. Effective use of costume(s), prop(s), and/or set piece(s) to visually represent part(s) of the Project that worked well
- d. Effective use of costume(s), prop(s), and/or set piece(s) to visually represent part(s) of the Project that could be improved

Up to 25  
0 or 10  
Up to 20  
Up to 20

### Team Choice Elements

**Up to 60**

#### 1. Team Choice Element 1

**Up to 30**

- a. Creativity and originality of the Team Choice Element
- b. Quality, workmanship, and/or effort that is evident
- c. Integration into the Presentation

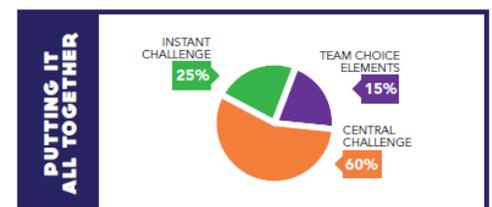
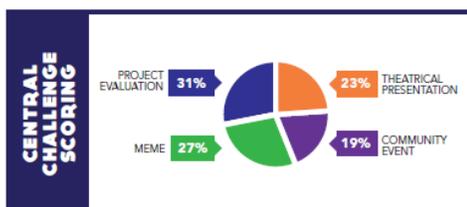
Up to 10  
Up to 10  
Up to 10

#### 2. Team Choice Element 2

**Up to 30**

- a. Creativity and originality of the Team Choice Element
- b. Quality, workmanship, and/or effort that is evident
- c. Integration into the Presentation

Up to 10  
Up to 10  
Up to 10



## Challenge: Early Learning: Change in Direction

DESTINATION IMAGINATION CHALLENGES ARE DESIGNED AS A FUN AND ENGAGING SYSTEM OF LEARNING. Early learners (preschool—2<sup>nd</sup> grade) are naturally curious and can adapt well to learn new STEAM (science, technology, engineering, arts and mathematics) concepts. By appealing to their natural curiosity and creativity through a fun, hand-on learning environment, our Rising Stars! Challenge allows early learners to experience a range of invaluable concepts simply and effectively.

### LEARNING OUTCOMES

- Mapping Skills/Cartography
- Understanding of Geography
- Research Skills
- Decision Making Skills
- Storytelling Skills
- Theater Arts Skills
- Visual Arts Skills
- Presentation Skills
- Project Management
- Creative and Critical Thinking
- Teamwork
- Interpersonal Skills
- Perseverance
- Self-Directed Learning
- Digital Literacy
- Citizenship Skills

This challenge is non-competitive. Teams will receive feedback from the Appraisers to help them going forward.

### TEAM CHALLENGE OVERVIEW

Your team is heading off on a journey. Where are you going? What if, at some point, you make a change in direction? Why did you change direction? Where are you going now? Are you going to the same place using a new path or are you going to a different place? With the help of your team-created map, the choice is yours.

Tell us a story about your journey. The story should have a beginning, middle and end. With a team-created map, complete with a compass rose and map key, show us your path. At some point, your characters should decide to change their direction. At least two characters should have different ideas or feelings about this change in direction. Show us how your characters, with the use of your map, decide on a new direction to go.

### STANDARDS: INFORMATION FOR TEAM MANAGERS

**Literacy:** Creates a story with a beginning, middle and end, with helpful details.

**Geography:** Understands, creates and uses a map.

**Working with Others:** Displays effective interpersonal communication skills.

**Thinking and Reasoning:** Applies decision-making techniques

**Listening and Speaking:** Uses listening and speaking strategies for different purposes.

### POINTS OF INTEREST

- Learn about maps and how they are helpful.
- Create a play that is about a journey your team is on.
- Make a change in direction at some point during your play.
- Make a map to help your team on your journey.