

Hands-on/Verbal Combination Problem
Creative Cousin Creatures

- A. When the team enters the room, tell them, “This is a Combination hands-on and verbal problem. In an actual tournament you would have one minute to select five team members to compete. The others could leave or stay to watch, sitting in seats away from the table. If they stayed in the room, they could not assist in solving the problem and could not talk at ANY time.”

B. PART ONE: JUDGE READS TO TEAM

1. This is a two part problem. You will have 6 minutes to work in part 1, and 2 minutes in part 2. You will be given a teamwork score for part one (1-10 points).
2. We all know that the animals in our world have distant relations. Your team has 3 pictures in front of you. You are to use the materials given to your team to create a three dimensional “creative cousin” to each of the animals. The scissors are the only materials that can only be used in creating your creatures, NOT in any of the actual creatures.
3. You have 6 minutes to work together as a team to make your three creative cousins. You may talk at any time during Part 1. At the end of 6 minutes, STOP will be called and you must stop everything you are doing, put the materials you did not use aside, and place your “creative cousins” next to the picture they are related to.
4. Your team will then have ONE minute to explain your creative cousins to the judge and how they relate to the animal in the picture. Each creation will be given a score of 1-10 for creativity with a possible total of 30 points in all.

(Read 1,2,3 and 4 again if necessary. Then say “BEGIN”)

PART TWO: JUDGE READS TO TEAM

1. In front of your team are three pictures with creations of three “creative cousins” to the animals in those pictures. Also in front of you is a stack of cards with the numbers 1, 2 and 3 on them.
2. In this part of the problem, you are to draw a card. When you draw a particular number, you are to focus on the picture and creature of that number. You must have either the creature make a comment to the animal in the picture or the animal in the picture make a comment to the creature.
3. Common answers will be worth 1 point each; highly humorous or creative answers will be worth 3 points each.
4. Before your response, say the number that corresponds to the animal/creature cousin you are referring to. For example, you might say, “Number three. My, my, how my tail has grown as it whipped through the time warp!”
5. Your team has 2 minutes to give responses.
6. You must respond in order and continue around the circle clockwise.
7. You may not skip your turn, nor repeat, nor pass. If one member of the team is stuck, the entire team is stuck.
8. Questions count against your thinking time. Speak loudly and clearly.

(Read 2,3 and 4 again if necessary. Then say “BEGIN YOUR RESPONSES”)

JUDGING SCORE CARD:

Part One Observations and comments:

Score for Creative Cousin #1: _____

#2: _____

#3: _____

Part Two Responses:

Common Responses (Tally)

Creative Responses (Tally)

Common Response Total: _____

Creative Response (x3) Total: _____

TOTAL SCORE: _____

JUDGING SCORE CARD:

Part One Observations and comments:

Score for Creative Cousin #1: _____

#2: _____

#3: _____

Part Two Responses:

Common Responses (Tally)

Creative Responses (Tally)

Common Response Total: _____

Creative Response (x3) Total: _____

TOTAL SCORE: _____

Team Copy

Creative Cousin Creatures

PART ONE:

1. This is a two part problem. You will have 6 minutes to work in part 1, and 2 minutes in part 2.
2. We all know that the animals in our world have distant relations. Your team has 3 pictures in front of you. You are to use the materials given to your team to create a three dimensional “creative cousin” to each of the animals. The scissors, markers, crayons and tape are used in the construction of the creature but MAY NOT be part of the actual creature.
3. You have 6 minutes to work together as a team to make your three creative cousins. You may talk at any time during Part 1. At the end of 6 minutes, STOP will be called and you must stop everything you are doing, put the materials you did not use aside, and place your “creative cousins” next to the picture they are related to.
4. Your team will then have ONE minute to explain your creative cousins to the judge and how they relate to the animal in the picture. Each creation will be given a score of 1-10 for creativity with a possible total of 30 points in all.

PART TWO:

1. In front of your team are three pictures with creations of three “creative cousins” to the animals in those pictures. Also in front of you is a stack of cards with the numbers 1, 2 and 3 on them.
2. In this part of the problem, you are to draw a card. When you draw a particular number, you are to focus on the picture and creature of that number. You must have either the creature make a comment to the animal in the picture or the animal in the picture make a comment to the creature.
3. Common answers will be worth 1 point each; highly humorous or creative answers will be worth 3 points each.
4. Before your response, say the number that corresponds to the animal/creature cousin you are referring to. For example, you might say, “Number three. My, my, how my tail has grown as it whipped through the time warp!”
5. Your team has 2 minutes to give responses.
6. You must respond in order and continue around the circle clockwise.

EXTRA NOTE TO JUDGES:

- *Be sure that each team gets the following materials – 2 sheets tissue paper, 4 tissues, 3 rubber bands, 6 paper clips, 5 index cards, 1 sheet of paper, 12 toothpicks, roll of tape and box of crayons or markers. (Other Materials can be substituted like straws, pipe-cleaners and anything else on hand!)*
- *At the end of 6 minutes, make sure everyone stops working and puts the creations in the center of the table next to the picture they are related to. Mark points for creativity (concept, use of materials, engineering) on the score-sheet for each creative creature cousin as the team explains them to you. The team only has ONE minute.*
- *Watch the team carefully for signs of encouragement and teamwork – phrases like “good job!” “I like that!” “Hey, could you help me think of something...” are signs of a team working together.*
- *This problem is challenging because of the time constraints. The team must plan and construct in the 6 minutes. When sharing out at the end it is good to talk about a time keeper for the team to keep everyone on track.*
- *This problem is also a problem where the team may want to “divide and conquer”. When sharing out at the end, talk about the advantages of this as long as the whole team shares what each “division” is doing.*
- *Since part two is not read in the beginning, the team is not aware of the type of verbal response they must give. When sharing out at the end it would be good to ask the team, “Did anyone read over part 2 while you were working on part one?” Let them know that it might be a good idea to designate a member of the team as the “direction clarifier”. One member can keep reinforcing the directions on the team copy and also let the members know what is coming in the verbal portion so they could possibly prepare some of their answers for more creativity or more fluidness overall.*
- *When sharing out at the end, talk about the various ways the students could respond in a timely fashion and draw the cards quickly. Talk about the possibility of the card deck running out. What would be a good procedure for drawing and placing the cards if the stack had to be turned over a second time?*
- *Also talk about the strategies the team can use to quickly be sure the judge knows which animal is talking. They can manipulate the card or the 3-dimensional creature if it is quick and non-disturbing.*

Overall this is a good problem to practice several times since it has so many components. This will help the team to develop useful strategies for quickness of responses, turning over cards, teamwork, time-keeping in construction, and delegation of duties. Have fun!