

COMBINATION VERBAL HANDS-ON SPONTANEOUS PROBLEM: **THE DRAWING**

A. *When the team enters the room, the judge tells them: this is a combination verbal/hands-on problem. You have one minute to decide which team members will participate. (Allow the team one minute to choose participants, if the team has more than 5 team members.)*

JUDGE READS TO STUDENTS: *(Do not read numbers or phrases in parenthesis.)*

1. This is a two-part spontaneous problem. For part one, you will have two minutes to work on your solution.
2. Each team member has a pencil and a sheet of paper with a shape on it in front of you. During your two minutes, you are to make a drawing, using the shape on the sheet of paper.
3. You may not talk to each other during Part 1. You may ask questions of the judge, but questions count against your drawing time, and time will continue.
4. At the end of Part 1, each team member will place his or her drawing in the center of the table.
5. Each drawing will receive 1-5 points for creativity. You will then begin Part 2.
6. You have two minutes to use the pencil and the paper with a shape on it to each make a drawing. **BEGIN.**

(Team members now have 2 minutes to draw. At the end of Part 1, ask them to put down their pencils and place their drawings in the center of the table, with each drawing visible to all team members. Score the drawings before starting Part 2 – but do not tell the team your scores.)

C. JUDGE READS TO TEAM

1. You will now begin Part 2. You will have 3 minutes to give responses to the drawings you have made.
2. Each team member will now receive 7 cards, numbered 1-5 plus a “free choice” card and a “pass” card. (Hand each team member a set of 7 cards).
3. You will notice that each drawing has a number on the page. These numbers match the numbers on your cards.
4. Going in clockwise order, starting with the person seated in this seat (*indicate the person who will begin and the direction answers will go*), and giving one response at a time, you are to make a statement about one of the drawings that matches the number on one of your cards.
5. Each time you give a response, you will place your response card next to the drawing with the same number. For example, if you say something about drawing #2, you will then place your card with #2 on it next to that drawing. (*Demonstrate this for the team.*) Once you have used a card, you may not respond to that drawing again, unless you choose that drawing for your “free choice.”
6. You may use your “free choice” card at any time, and choose any drawing you wish for that response.

7. You may use your “pass” card at any time, and skip your turn.
8. For each pass card that is not used, the team will receive 3 points.
9. The team will receive 1 point for each common answer, and 4 points for each creative answer.
10. Your response time ends when all numbered and “free choice” cards have been used, or when three minutes ends, whichever comes first.
11. Once the time begins, it will not be stopped. If the judge asks you to repeat or to clarify your answer, it counts against your time. Speak loudly and clearly.
12. Your problem is: you are to make a statement about each of the drawings the team has made, going in turn. You must turn in the numbered card that matches the drawing after you give your response for that drawing. *(Repeat #11, “Your problem ...”)*
13. You have 3 minutes to give responses, starting with (indicate team member who is to respond first.) BEGIN.

FOR JUDGES ONLY:

For each team, you will need 5 copies of the drawing below. Photocopy the original onto 5 sheets of 8 ½” x 11” paper. Number each sheet, with one sheet as #1, one sheet as #2, and so forth.

For each team, you will also need 35 cards. 5 cards should be numbered #1, 5 cards #2, 5 cards #3, 5 cards #4, 5 cards #5, 5 cards labeled “free choice,” and 5 cards labeled “pass.”

Collate the cards so that each team member receives one of each card during Part 2.

You will score each drawing for creativity immediately following Part 1, then read Part 2. Do not share any scores with the team. For scoring Part 1, consider unusual connotations, humorous adaptations and creative elaborations when scoring creativity. For example, a drawing that is made into a pot (which the shape already resembles) would probably not rate as high a score as a drawing made into the solar array of a space station.

The team may use words or symbols in their drawings, but do not tell them this unless they ask.

Be sure to give exactly two minutes to draw, and three minutes to respond. Timing is critical. Students responding at the buzzer can finish and be scored.

Common responses might include anything that is a direct description of the drawing. For example, if a team member makes the shape into a pot, answers having to do with cooking, kitchenware, etc., would be common.

Creative responses might include anything that is a play on words or an unusual or humorous application of the drawing. For example, if the team member makes the shape into a pot, answers such as “a hat for Johnny Appleseed,” or “hey, kettle are you black?” might be creative.

Coaches: note that for a variation of this problem, you could use 5 different shapes on the five sheets of paper (such as a square, an oval, half a star, a rhombus, a figure eight, etc.)

