

Bridging the Levels

1. Challenges can be solved from simple to complex...the key is creativity
 - Skills may improve (tools, critical thinking etc.) but the team can be really creative at any age
 - More complex does not necessarily mean more creative. Reliability is key.
 - The team should continually ask themselves two questions. 1. Will this wow the appraisers? 2. Is this “Just good enough” or is it the best I can do?

2. If the team focus is on trying to learn more skill and stretch their imagination, the level does not matter. The goal of DI should not be to “win” at tournament. Teams can feel a huge sense of accomplishment if they learn new skills, stretch their imagination and have fun.
 - Field trips can be fun team building activities. They can also see and learn interesting information they can use to solve their challenge (corn maze / science museum – wind is solar power / ICA for creative use of materials)
 - Our team wanted to spend every free minute they had doing DI. It was fun and their teammates became lifelong friends. They did not focus on their place within a level. They tried to come up with a creative “mind blowing” solution every year.
 - Team managers from day one should stress that DI is about the journey and not the destination.

3. It is best practice for teams to go see as many challenges as possible at tournament. This will spark their imagination (use of materials and skills required) and also reinforce that, even though all levels receive the same challenge, the solution can be very different. There is not one way to solve a challenge.
 - Interesting fact – Global Appraiser said 80% of all team around the world solve the challenge the same way. The team that is unique stands out.

4. Tournament scores are a combination of Central and Instant challenge scores. Don't let the team focus so much on the central challenge that they forget about practicing IC. Many

team move on at tournament because of stellar IC scores (IC accounts for 25% of the overall score). Also, most teams do not take advantage of the Team Choice Element points in the central challenge. Teams can show off their unique strengths or innovative/creative elements (15% of the score). Therefore, 40% of the overall score is IC and Team Choice Elements.

5. Sometimes being younger can work to your advantage. Older teams can find it difficult to dedicated time to their DI solution because of demands from other activities/sports and schoolwork. Also, they no longer possess the “cute” factor.

DI International website information

A. ELEMENTARY, MIDDLE, SECONDARY, AND UNIVERSITY LEVELS

1. There are two ways for teams to present their solutions at a tournament: competitively and noncompetitively.

2. There are four competitive levels in the Destination Imagination Challenge Experience: Elementary (EL), Middle

(ML), Secondary (SL), and University (UL). Your team will compete against other teams in your competition level

who have selected the same Team Challenge.

3. Your team may have team members of all ages, but with the exception of University Level, the level at which your

team must compete will be determined by the participant in the highest grade level (U.S.) or by the participant

who is oldest. (See Section III.B.2.) Each team may independently determine whether its competition level is

decided by grade (U.S.) or date of birth. It is important for your team to determine in which level you will be

competing before you begin working on your Team Challenge. When you register for your first sanctioned

tournament, you will declare your competition level, and this level may not be changed between tournaments.

(See Section IV.B for guidelines for Rising Stars teams. See Section IV.C for rules for University Level teams.)

4. When choosing to determine competition level by date of birth, use the chart below.

LEVEL DATE OF BIRTH

Elementary Level (EL) No student born before June 15, 2008

Middle Level (ML) No student born before June 15, 2005

Secondary Level (SL) No student born before June 15, 2001

5. When choosing to determine competition level by grade (U.S.), use the chart on the next page. If you do not see

your Affiliate listed in this chart and/or you have questions about determining your competition level by grade

(U.S.), please contact AskDI@dihq.org. Please also check with your Affiliate Director for any Affiliate-specific

rules about determining your competition level.

B. NONCOMPETITIVE LEVEL: RISING STARS®

1. The Rising Stars Team Challenge is designed for young children in preschool through second grade. It is

noncompetitive. A team of 5-7 team members is recommended.

2. Rising Stars teams may wish to present their solutions at a Destination Imagination Regional or Affiliate

Tournament. At the tournament, teams will present their solutions to friendly audiences for fun and positive feedback.

3. In order to participate in a Destination Imagination tournament or event, Rising Stars teams are required to

have an active, paid Team Number.

4. Since it is noncompetitive, rules and regulations pertaining to the competitive Team Challenges do NOT apply

to Rising Stars teams. However, Team Managers and parents are strongly advised to abide by the Interference

policy with their teams. They may teach skills to Rising Stars participants, but they should allow the children to

do the project themselves. In that way, the transition to the competitive levels of DI will be easier for the team.

5. There are safety guidelines in the Rising Stars Challenge that the team must follow if it is participating in a

Destination Imagination tournament. Also, depending on the tournament site, there may be site-specific safety

restrictions for Rising Stars teams. Contact your Tournament Director for this information.

C. UNIVERSITY LEVEL TEAMS

1. In University Level, college/university students from around the world can participate in Destination Imagination Global Finals. In some Affiliates, University Level teams may also have an opportunity to present

their Team Challenge solutions at Regional or Affiliate Tournaments.

2. ALL members of University Level teams must be:

a. currently enrolled, full-time students from a college, university, trade or technical school, OR

b. in the military, OR

c. college-bound high school seniors who are taking accredited courses offered by a college or university that

will qualify for course credit when entering higher education (college, university, trade school, military).

Advanced Placement courses do not qualify as accredited courses offered by a college or university.

3. Teams may be comprised of students from different colleges, universities, trade, and/or technical schools.

4. For University Level only, a team member who is over the age of 18 may serve as Team Manager.

5. When registering for a Team Number, University Level teams must select a team name and identify one Affiliate

to which they will “belong” for registration purposes. For further information regarding Affiliate participation,

contact AskDI@dihq.org and visit the University Level webpage at DestinationImagination.org.

6. All University Level applications for teams wishing to participate in the Global Finals tournament must be

received by Destination Imagination, Inc. no later than April 1, 2020. Your team must declare your selected

Team Challenge at this time. If, prior to Global Finals, your University Level team has presented

noncompetitively at a tournament or has not presented your solution at a tournament, you may change your

Team Challenge until you submit your application to participate in the Global Finals tournament. Any University

Level teams who compete in a tournament prior to Global Finals may not change their selected Team Challenge

between tournaments

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Props

Everyone's lives are getting more and more hectic. Students participate in multiple activities and the demands at school (MCAS) can sometimes be overwhelming for individuals. There has been a noticeable drop in the solution creativity in recent years. Those of us that have been around a long time would like the teams to get as much out of DI as they can. They will develop lifelong skills through DI that will serve them well in all facets of their life if they "invest" in DI each season.

Suggestions to expand creativity and stretch the imagination:

- a. Spend time at every meeting manipulating material. Paper clips, folding paper, bending straws, separating string into fine threads (Global IC example) etc.
Create an "inspiration box" that the team manager and teammates can contribute to and use this for Instant Challenges and material manipulation. Spend time looking at books and researching on the internet.
- b. Need an item...a recyclable material may be able to be substituted.
Example: Large metal washers are expensive. A team needed hundreds of

them for their solution and this would put them over the budget.

Therefore, they substituted washers made from a milk jug cut into 2" circles and hole punched in the center. The appraisers were impressed with their problem solving skills, as well as their creativity.

- c. Good enough should almost never be good enough. The intent is not to solve the challenge's required elements or create props with as little thought as possible. The final result should have stretched the team's capabilities and imaginations.
- d. Take the team on field trips. The ICA (Institute of Contemporary Art, Boston, MA) often has excellent exhibits from artists that use recyclables (Tara Donovan). If you can't get to the ICA then research the exhibit online. Many towns and museums (Boston Children's Museum) have recyclable centers.
- e. Consult Rules of the Road for list of acceptable recyclables/trash
- f. Be sure to put a *fair* garage sale price. You cannot buy a new drill to use as a power source and say it was a garage sale item. Teach your team to be honest and forthright. The rule is "can another team duplicate your challenge for the same cost". Level playing field for all teams.

Trash/Recyclables

1. Every Central Challenge has a budget. The best way to stretch your budget is to use "trash" or recyclables to embellish/make costumes, props, scenery, and required elements. When using recyclables you can put \$0 on the expense tournament page for those items. Trash items on the other hand can also stretch the budget, but a "garage sale cost" must be assigned.
 - Budget stretching ideas for costumes – use Salvations Army garments as the base structure of the costume. The Salvation Army had discount days where all items with a certain tag color are a dollar or two. Using clothing for the base can especially help younger teams who haven't

- learned clothing construction skills or have limited fine motor skills. The recyclable materials can then be adhered to the clothing base.
- Using recyclables can often stretch the team's imagination to take their "props" beyond the expected. Helps the students look at objects from a different perspective.
 - Recyclables are often plentiful and can be collected weekly from home or school.
 - The teams can have fun collecting recyclables.
 - a. School drive for soda cans and empty chip bags.
 - b. Calling companies for donations – Hood for new milk gallon containers. This helps the teams work on their negotiating, presentation and budgeting skills.
 - Once a team starts to use recyclables they start to look at things differently and this elevates the creativity of their solutions.
 - Examples:
 - a. Cardboard – can be cut and painted in a variety of ways. (Sea horses, dragon in wall, foundation for backdrop (Hollywood), scales of dragon, frame with icing detail (highlight a skill – piping on picture frame done with icing from a student studying to be a pastry chef), stalagmites, instruments (guitar and Beatles' drums), mask, layered to make a simple machine.
 - b. There are different kinds of cardboard – from very thin to very thick
 - c. Soda cans – can be shaped/manipulated and colored (Sharpie) (Moonshine backdrop, dragon year costumes, embossed (black and silver door in flapper skit)
 - d. Laminating sheets from school – colored with sharpie to make stain glass
 - e. Carpet tubes – structures that are very stable, furniture (chairs)
 - f. Water bottles – cut into circles to make a chandelier, vehicle (lightweight)
 - g. Paper bags – walls of dragon cave, twisted for spider hair, shaped into hats (using coat hangers to mold shape), modeled to look like leather (book of spells)

- h. Garbage bags – road, chimney sweep broom, stripes on dress, blue skirt, bushes
- i. Store plastic bags – cut in strips for a boa, braided
- j. Magazines – flowers on car, clock
- k. Boxes and food bags - girl scout cookies boxes cut into squares and fringed to make material for a dress, chip bags – Beatles’ coats, shoes
- l. Paper – rolls for beetles frames, containers
- m. Milk jugs- igloo,
- n. Paper towel/toilet paper rolls – tubes to transports items (ramp)
- o. Paint chips – costumes and scenery

Trash

- a. Filings from break jobs at car garages (magnetic)
- b. CDs – cape, wheels
- c. Plastic silverware – lamp shade, dress
- d. Acorns – design on blue costumes
- e. Chip bags – costumes
- f. Candy wrappers – jewelry
- g. Pop tops – Purse, necklace
- h. Sticks – chair, decoration
- i. Egg shells – mosaic set piece

Garage sale items

- a. Old records – melt into corset or stacked to make a stool.
- b. Clothes
- c. Old bike – parts
- d. Leaf blowers or anything with a motor
- e. Gears
- f. Cassette tapes – crochet tape into a material
- g. Hula hoops

