Invention Intervention
A Performance-Based Instant Challenge
Team Copy

Challenge: Your task is to CREATE an invention and PRESENT a performance in which you show how taking apart the invention solves a problem.

Time: You will have 5 minutes to create the invention and to plan and practice your performance, and 2 minutes to present your story to the Appraisers.

The Scene: Inventions can do new and useful things. However, some problems can only be solved if you take apart the invention.

Part 1: (5 minutes)
- Create your invention.
- Plan and practice your performance.

Part 2: (2 minutes)
- Present your performance to the Appraisers.
- Your performance should show what the problem is, include an invention, and show how that problem is solved by taking apart the invention.

Materials:
- 4 mailing labels
- 2 sheets of paper
- 4 markers that may not be damaged or have mailing labels attached to them

Scoring: You will receive
A. Up to 20 points for creativity of the problem
B. Up to 20 points for creativity of the invention
C. Up to 20 points for how well you show that taking apart the invention solves the problem
D. Up to 20 points for creative use of materials
E. Up to 20 points for how well your team works together
Invention Intervention
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Appraiser Copy

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B. Up to 20 points for creativity of the invention
C. Up to 20 points for how well you show that taking apart the invention solves the problem
D. Up to 20 points for creative use of materials
E. Up to 20 points for how well your team works together

For the Appraisers only:

Notes:
1. It is important to note that while the materials can be used to create a physical representation of an invention, they can be used in other ways.
2. The invention can be imaginary.
3. When awarding points for creativity of the problem or the invention, you should take into consideration any explanation, theatric demonstration, or use of materials.
# Invention Intervention
A Performance-Based Instant Challenge
Score Sheet

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creativity of the problem</td>
<td>0 if there is no problem, or 1-15</td>
<td></td>
</tr>
<tr>
<td>B. Creativity of the invention</td>
<td>0 if there is no invention, or 1-15</td>
<td></td>
</tr>
<tr>
<td>C. How well it is shown that taking apart the invention solves the problem</td>
<td>1-20</td>
<td></td>
</tr>
<tr>
<td>D. Creative use of materials</td>
<td>1-20</td>
<td></td>
</tr>
<tr>
<td>E. How well your team works together</td>
<td>1-20</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
# Team Assessment

**Invention Intervention**

A Performance-Based Instant Challenge

Evaluators: Place a mark along the continuum for the assessments. This process will help the team see where its strengths lie, as well as areas for discussion and improvement. (Source for this page's content: Minnesota Destination Imagination, [http://www.mndi.org](http://www.mndi.org))

1. Did the solution match what the team was asked to do in the challenge?

| Not complete. | Finished, but just barely. | Finished with time to spare, and time to rehearse. |

2. Did the team develop a well-organized plan of action to solve the challenge?

| Were disorganized. Did not make a plan. | Sort of knew what they wanted to do and how. | Jumped right in on a plan and carried it out with flair. |

3. Was the team aware of time-management issues and constraints?

| Time flew and team didn’t realize it. | Was aware of the time and tried to use it well. | Monitored time, worked efficiently and had time to think. |

4. Did team members interact and depend on each other?

| They were individuals, wanting own way; dominators. | Looked to each other for ideas and support. | Fed off each other and multiplied the outcome; each felt great at the end. |

5. Did everyone in the Instant Challenge participate?

| A couple of strong voices; others were invisible. | Most participated and added to the challenge. | Each member played a role and was affirmed for it. |

6. Did the team listen and follow directions?

| Not completely; jumped to conclusions and wasted time. | Knew what they had to do; knew what was expected. | Follow to a “T” . . . played the game with confidence! |

7. Was the solution creative/unique?

| Predictable, obvious solution. | Tried to change the obvious to unusual application/outcome. | One-of-a-kind; out-of-the-blue; clever. |

8. How creatively did the team use the materials provided?

| Predictable and expected use of the components. | New twists to some common items. | Off-the-wall uses for items; items showed outstanding skill or knowledge of team members. |

Comments (use reverse if necessary):