

# Performance-Based Instant Challenge

## The Basics

### Performance Based ICs

A performance-based Challenge involves the team “performing” a solution for the Appraisers. Teams may be judged on the creativity of their solution, presentation, and/or use of materials, along with teamwork. The team may be asked to use words, conversation, and/or dramatic characterizations to solve the Challenge. Language may or may not be involved in the performance. Teams may or may not be given time to practice their solution before presenting it to the Appraisers. Materials may be real or imaginary. Evaluated on creativity of performance, presentation and/or use of materials along with teamwork.

### Types of Performance-based ICs

- With Props
- Without Props
- Team-created Props
- Imaginary Prop

### Performance-Based Instant Challenges usually have five (5) key sections:

- **Challenge:** a brief summary of the Challenge
- **Time:** A statement of how much time the team has for each part of the Challenge including brainstorming, preparation, and performance. Many times, the brainstorming and preparation components are in one timeblock. Teams must learn to use their time wisely.
- **The Scene:** This section sets up the rules of the team's performance.
- **Items to Use in Your Presentation:** Items usually will be listed in two columns: those that can be altered (changed) and those that cannot be damaged (changed).
- **Scoring:** This section gives the breakdown of how the team will be scored on their solution to the Challenge.

### Team Roles

All teams need to **practice showing-off their team work skills**. This may include but is not limited to having designated duties for different team members.

1. **The Rule Person** - This person reads the IC and refers back to the written challenge to be sure they are solving as directed and following

rules. Many an IC has run aground when a team has an amusing presentation, but talks in a nonverbal, or touches the tape that can't be touched, or changes the item that "can't be changed." The rule person keeps the focus on what is allowed.

2. **The Points Person** - This person makes sure the team is getting the most points possible. [for example, if the challenge said 10 points for a skit and 50 points for each creative costume, the rule person would remind the team that costumes were important, point-wise, esp. if they got stuck writing a skit and forgot to dress up.] --Yes, rule person and points person might seem redundant, but you WANT two kids checking the rules and paper and points throughout, so there are two slightly different roles that overlap.
3. **The Timekeeper** - This person must get used to checking time and telling the team when they are half-way through, or have a minute left, or whatever is appropriate. [sometimes, when the timekeeper isn't paying attention at IC practice, you may want to let the time run out and call TIME!... then allow another minute to finish and remind the timekeeper of the important duty. If you keep calling out the time, the timekeeper doesn't get in the habit of checking time.] You can always use TWO of these timekeepers.
4. **The Laugh=meters** - Often more than one person volunteers for this, but this is a job to be sure that the skit or whatever is funny (assuming it is supposed to be funny) and suggests quirky actions, character voices, funny lines and whatever else tickles their fancy.
5. **The Brainstorm Facilitator** - This is the moderator of the group, who makes sure that everybody is participating and encourages the less-outgoing kids to speak up, and the babbling kids to "hold that thought" while another idea is heard. This person makes sure that there is some order to the teamwork and participation; if several people want to talk, this person identifies people in turn to speak, so that everyone gets a turn.
6. **The "What If?" Person** - If you don't use up all your kids with jobs above doubling up, add a "what if?" person. This person listens to the first two ideas and then says "what if..." and adds on or changes one of the ideas. Even if they don't do this in atournament, this is great practice for thinking outside the box. There can be more than one "what if?" person. [example: someone says the skit can be animals in a zoo. The "what if?" person says, "or what if it can be animals on a farm?" and the 2nd "what if?" person says "what if it was an ANT farm?" and so on...]

## Tips for Team Managers

- The Appraisers must be able to hear a team's brainstorming in order to accurately score them on team work. Therefore, remind your team not to whisper when they are brainstorming.
- Have the team practice **brainstorming topic ideas** to fit a challenge scenario. They need to be able to get their ideas across to the other team members quickly and concisely to keep from wasting valuable time. They may want to practice doing quick response type activities to improve thinking in a limited amount of time.
- With a young team, try to come up with different "roles" or jobs for each IC practice. It is best NOT to assign these roles, but to describe them and ask who in the group thinks he/she would be good at this role or like to try it? If more than one person volunteers, assign TWO to a task - can't hurt. If nobody volunteers, have them draw "roles" from slips of paper for a few times and see if they fall into anything that is comfortable. Or if they've chosen roles and it doesn't seem to mesh, that's the time to insist everyone try a new role.
- **RULE OF THREE** - If your team tends to keep going on suggesting new and better ideas long after they should have chosen something and started solving or writing the skit; give them the rule of three. That is, for the first decision, listen to 1,2,3 ideas and the fourth person takes one of those 3 ideas and adds on to it. (They don't have to go 1, 2, 3 in order in a circle; it's whoever had the first three ideas. Then time to choose one, add to it and move on.) It's fine to have all 7 kids make suggestions if they do it quickly and make decisions they can live with, but the Rule of Three helps with a team where each child loves only his/her own ideas and they can move on..
- One thing that can help teams work well under pressure is to have them practice, totally apart from any formal IC challenge, creating a beginning, a middle and an end of a story/skit. Have cards with odd phrases, character traits, items, a short scenario on them. Break the kids up into two groups of three each, give each group a few cards with different elements on them and have them go off for just a few minutes and then report back with a short skit incorporating all the items. The skit must include a beginning, a middle and an end. These short skits may become the building blocks of their IC performances. They learn how to work together in small groups, working quickly and incorporating a variety of elements.
- It is also recommended to have the team do a lot of improvisational games. They learn to think quickly (or what to do if they aren't particularly fast thinkers), to create interesting characters, and how to move their bodies around in interesting and humorous ways.

- Remind them that when an Instant Challenge says they must present their solution, skit, performance that they should consider the Appraisers their audience. Their jokes and topics must be appropriate for the appraisers NOT their friends.
- Make sure everyone participates in every presentation even if they are a rock. Have them say "I am a rock" as they are getting in place.

## **Tips for Teams**

- Listen to your teammates when making up your skit. Relax and go with the flow!
- Don't make unnecessarily long speeches. Give everyone a chance to add to the solution.
- Practice giving everyone a part.
- Practice talking yourself out of a jam when your mind goes blank.
- Practice saving a teammate whom cannot think of a line or reaction.
- Practice using exaggerated movements and expressions.
- Practice using props in different ways
- Practice changing props into something else and Developing multiple uses for the same prop
- Practice developing skits with all three components: a beginning, a middle, and an ending

## **Subjective Scoring**

Subjective scoring elements such as Creative Use of Materials and Teamwork in an Instant Challenge often include Rubrics to assist in evaluation of solutions. At Tournaments, each Appraiser may use the Rubric, AND other personal methods of evaluating or use only their personal Opinion. However, each Appraiser is to be consistent in scoring method for all Teams.

For example, if evaluating a performance where a Team used a piece of hose as an Elephants trunk was an excellent creative use of materials when the 1st Team did it, it is still excellent when the 6th Team does it.

It is a good idea to remind the Team that the Appraiser is their audience and to tailor their solutions to the appraisers. Face the appraiser so they can see you, tailor your topics and jokes to them NOT your friends and speak up. If the appraisers can't hear you, they can't score your team.

It is a good idea to videotape a team doing a performance IC. The team should watch and evaluate how they did individually and as a team.

As your Team develops and expectations rise, TMs may prefer to have the Team self-evaluate and discuss as part of the debriefing. Have them critique their own performance not others and discuss ways to improve.

**RUBRIC FOR APPRAISING CREATIVITY OF MATERIAL USE**

1-5	6-10	11-15	16-20
Materials were used at a basic level.  Few materials were used nor evaluated by Team.	Some materials were used creatively.  Most materials were or evaluated as possibilities	Solution was enhanced by creative use.  Materials were combined in creative ways.	Creativity was exemplary.  Materials were used, evaluated and creatively combined to enhance solution.

**RUBRIC FOR APPRAISING TEAMWORK**

1-5	6-10	11-15	16-20
Dominating individual Cooperation is minimal Little sharing of ideas	Some evidence of individual team member roles  Some cooperation Some acceptance of ideas of others	Acceptance of other roles/expertise Good Cooperation Sharing and acceptance of ideas	Leadership and roles clearly accepted and identified by Team. Diversity of skills, mutually respected and evident. Team dynamics are exemplary.