

Instant challenges for middle school

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Instant calls fun!! The Instant Challenge is a chance for your team to showcase their creative problem-solving skills by demonstrating their teamwork and ability to think on their feet. Don't leave them to do it if there's time. Take time for them in your schedule of meetings or instant challenge meetings. They can help warm up teams before working on their solutions for a core task, provide a way to break up a team meeting, or be a means to test the brainstorming team's hypotheses as possible solutions to major problems. Instant challenge competition can often make or break teams at a tournament. This can separate a team that has learned to work well with a team that has never practiced team building skills. Highlights of The Practice Instant Call at least once a week from the start. Do at least three (3) problems each time. Spend 15-20 minutes to 1/2 hours increasing in time as the date of the contest approaches. Use as many types of each call as possible. Teach the team how to generate different creative responses. Use unusual HAVE FUN materials! TYPES OF INSTANT CHALLENGES Performance-based task-based non-props to communicate with props to move commands created props to change imaginary props to protect performance based on instant tasks require teams to create performance from real or imaginary props. The team must either create these details from these materials or use those already provided. The type of presentation for these instant tasks will change. These may include one or more of the following: singing, miming, rhymes, dancing, etc. team members can enhance their performance with Improv, Mime, body language, stage presence and/or voice changes. When you brainstorm a performance-based instant problem, teams need to make sure they're looking at story line development areas such as Situation, Conflict, Resolution, and Start-Middle End. They may also want to think about using other theatrical elements, including: Staging, Music, and Special Effects. To see the template for writing an instant call, click here. Instant task-based calls are more practical. Team members need to work together to communicate, move, modify or defend something with the materials they give to appraisers. Sometimes they will be given items that they need to manipulate and then give appropriate verbal answers about what they have done to them to evaluate. In an instant call-based task, the team will be provided with a variety of materials to use to solve the problem. These materials will fall under the three main Extenders/Structural Items: Connectors/Clees; and controllers/holders/transporters. When you start tasks based on instant tasks, it's a good idea to discuss three main types of materials with your team first. Then collect a wide wide wide the items from the lists below and your team determine what the function (s) of each item can be. Remember, keep asking the team how they can use each item. They make a diagram of the functions of different elements. For a list of different materials that fall into each category click here. Mini-Challenge can be used for quick mini-tasks to learn a specific concept or as a warm-up. Click here to click on tips on teaching teams in instant task tasks. Using the Instant Challenge and Ideas template for a task-based instant call table along with some imagination and other instant challenges, you'll be able to create a wide range of instant tasks for

your team. Tips and tricks for solving instant problems is a compilation of many suggested ideas for training groups on how to solve instant problems. For more instant calls and information try one of the following links: Iowa Instant Challenge Library Is a terrific resource. Instant Video Challenge Training This video was produced in 2004 and includes some great information, but note that some areas have been updated in accordance with applicable rules and procedures. This video will give teams an idea of the main procedures they will face in the Instant Challenge. New Hampshire Instant Call Archive Colorado Instant Call Archive Conversations Pieces Practice Instant Calls from Texas De-Mysterious Instant Challenge - and providing some tips on how teams can be successful there. Instant Challenge - Find Easy Impress Points on Kids the Importance of Reading Instructions and Assessing Where Points Are Most Easily Scored - BEFORE settling on the approach. To emphasize this, I started by using a hands-on type, multifunctional instant call (where the team had to design the launchers and run the items and then turn them for accuracy). However, I had the creativity of the launchers and started the items as a scoring item for creativity and teamwork. The challenge underscored that this scoring element had nothing to do with how effective the launchers were - so the focus was on left-field decisions. However, at least one of the launchers that were clogged had to be used to launch the projectiles. I also asked the team to submit a story as they launched their shells for evaluation. I intentionally chose pretty fake materials to invite teams to build their launchers - encouraging teams to focus their energy on things other than the run aspect. After the team finished solving the problem, I spent a little time asking the team to talk about their decisions, the decision-making process and what they can do differently next time. My goal is for the team to appreciate (and note) what they have done well in solving the problem, but also areas where there is room for improvement. My goal for this task was to encourage the teams to think carefully about whether there were easy moments and spend some time on those moments. Because while there were more points given for creative launchers and creative storylines and bogus deliveries made it almost impossible to earn starting points, they focused most of their energy on running rather than easy points. Instant Call - More Tips It is important for teams to ask questions and make sure the task is clear. Many teams have teams divided into different roles for different IC problems. Your team can appoint a student who is good at reading and understanding to read and reread the call and make sure it is understood. Another may take the lead in practical or technical problems. The other should be the time keeper - this is an important role and should be given to someone who will actually look at his or her watch as soon as the time begins. The simplest use and issuance of materials could be responsible. And roles can vary depending on the type of call. Use IC as a brainstorming method for ideas for their core task. We teach our team that everyone can find a way to contribute. I think it takes some creativity to bring all 7 team members effectively into any type of problem - but our kids even have furniture from time to time! During IC, one team has a certain member to follow the teamwork aspect of what they are doing. Can I hear it? Are decisions made? She's well noticed these things. We introduced some rules during IC - don't talk about each other there's a beginning, middle and end for every problem there's a terrific end to watch time through these rules and increasing practices, they started to recognize their individual strengths and started to live as a team. They have learned to anticipate each other, to depend on each other and to trust each other. They've learned to set goals. As time went on, the children realized that they had to learn specific skills and help them manage their time more efficiently - make sure they were dealing with every aspect of the problem - make sure that all the creative elements they knew were addressed - they developed jobs for each person, including the reader's problems, the problem captain, and the timekeeper. Their performance has become more structured, but also more creative. Once they are not sweating the structural elements of the problem, they could focus on including really creative solutions. Practice, practice, practice. But practice with purpose - with an eye to developing specific skills and with specific goals in mind that made a difference for them. Before I started running teams, I hated IC. Year after year, my daughters' team for the first or in the long part of the contest, but a low spontaneous score drop them back into the middle of the package. If you had asked me about it then, I would have been in favor of dropping it completely, or at least making it a separate contest. When I became a team manager, I found that IC is a great way of encouraging kids to learn new skills. Now I wouldn't want to give it up. Some members of the team are very interested in acting and performances. When they decide to join the DI team, it's because they want the opportunity to perform in front of an audience. If you have a team that is made up entirely of kids who just want to perform, it can be very difficult to get them to pay attention to the technical aspects of their team challenge. One way to encourage such a group to broaden its horizons is to provide them with some technical problems with IR at the beginning of the year. These IC practices often lead to discussions of basic building techniques and engineering principles. When you build a bridge of marshmallows and toothpicks, it is better to use rectangles or triangles? How to orient corrugated cardboard to achieve maximum strength? This knowledge can be very useful for the team later when they start building their props and their technical elements. I also had team members who told me they didn't want to perform, didn't want to be part of the parody, but just wanted to build things. Some of the same kids later discovered that they actually enjoyed verbal improvisation as soon as they gave it a try when I had a practice team performance-type challenge. I remember one child who became a star team performer in all the verbal problems, even though he never wanted to perform in front of a crowd. I believe that the most valuable part of IR is preparation. Our existing design forces teams to be prepared for different types of tasks. Instant Challenge - Tips from a successful team member on the topic of learning IC ... My team and other teams from my school are trying to convince our team manager to write a book on IC training. Now most of you say, well it's from a team member, how good can it be? In the last 3 years we have never scored below 90 (weighted) in any competition. This includes 8 appearances for regional, 4 appearances in the state (in Texas at least) and 1 Worlds team. In addition, the teams that attended the training that it hosted monthly in our region scored in the top 3 in IC, although they were all newcomers. At this year's regional, 2 Teams DaVinci's IC is on a team with most people who have never done any creative problem-solving before. Some things I've learned to consider: -IC is worth as much as elements of team selection. -IC costs 1/2 just like THE WHOLE central task. We usually 1 hour per week on IC (secondary team). -If the team finds that IC is too easy, it is more difficult to do it (blindfolded nonverbal Withitem's was pushing it (3 two feet by 2 feet 5x5 mesh, and we had to place cups with items in the proper area in the right place, using only sound communication elements. There were 12 different items in the cups) -Practice a wide range of ICs. Never say: Oh, they'll never get a problem like that in a contest. -- They have to analyze the problems after they finish. What they could do to get more points. -TEAMWORK-If you don't have a team that works well together, how can they LOOK, how do they work well together? -Everyone has something to contribute to every IC. (I'm willing to defend this moment from anyone.) The rules can be reread. Time can be saved. Even if it's as simple as saying we get points every 30 seconds thinking time. -THERE IS NEVER THE RIGHT WAY AND THE WRONG WAY. -Some ways just get more points than others. -Play attention to who plays with each other. This may be very different from the Central Challenge. Order is important. (1,2,3,4 and keep things focused) Instant help call from a successful IC team - What appraisers want... It's hard to say what appraisers are looking for in a particular task, but overall I think they're looking for kids who are well organized and creative, and who really love each other enough to work happily and enthusiastically together. Other than that they are looking for very creative solutions and attention to the rules and scoring the challenge. Unlike many RM, I love IC. That's really all I do with my kids because I have a terrific co-TH that does the rest. I'm sure some teams are just naturally great at IC, but mine never was. It was something they learned and made in some sort of formula. Once they had a free structure like they wanted to do it they could include some of their very creative stuff. But until they did, they just spun their wheels because they never seemed to really get anywhere. I'm not sure I have a magic formula, but my kids have made some pretty dramatic improvements in this area over the past three years (took first at a recent regional competition and second in the Global last year). Here are some of the things they've learned over time, and what I remind them of each practice: 1. Show proof of working together effectively. It means a few things: Don't talk about each other. Everyone gets the opportunity to add their very brief contribution. Cooperate. Make a joint decision, but if it is not possible to appoint someone in advance to make it for you so you do not waste time and have a good opinion of the appraisers, arguing about the decision. 2. Be organized and show evidence of this. Assign tasks (problem reader, timer, developer Captain problems) advance, use them during the contest and make them obvious. 3. Read the call, read the call, read the call. make it someone's job and they they more than once. They can remind the team of the parts of the task where they will be scored. A low score might just mean the kids left some important parts. 4. Brainstorming - a lot and fast. The quality comes from the quantity in this case. 5. Add humor, music, poetry, dance and --- what's creative about what you do best. Appraisers love it and it makes the whole decision that much more interesting. 6. Practice, practice, practice - many, many improvisations where they do not even get evaluated, specific problems that concern their strengths and weaknesses, and very formal assessments of problems. Do all this and do it often. Encourage them to use the most creative bits from improv for their solutions. 7. Develop a bag of tricks situations, scenarios and skills that they can pull up at any time. 8. Teach them to relax and put on their creative thinking caps - then do it with them before entering the IC. We do all kinds of funny physical things to get them relaxed and brainstorm to get their brains moving. 9. Our rule: Beginning, mid and absolutely BOFFO ending! Every time and time. If they don't work out of time appraisers will never see that big end so teach them to track time. I usually only choose one or two things to work on each meeting. In subsequent practices, they learn to include each part in their work. I try to keep the list handy, boils down to a key phrase for each item. MORE IC Score Tips I rated this year for the first time, so I do not know as a representative of my comments, but here goes: We had the creative use of the materials category in our problem. I was looking for the following: 1) Using materials in a way that was unexpected and got the job done. 2) Mastery- it looks sturdy, well built, aesthetically? Usually, these things end up looking pretty bad, so extra points for those that look good. 3) Use all the materials (even if for decoration, but better if actually functional). What I was really looking for here was something for the first thing that appears in your mind when you look at the materials and decide what to do with them. What I was evaluating was a certain material that each team used in the same way. We evaluators also used the same material in the same way on our weak attempt at IC prior to the competition. Around after the third team did that I wondered about it and thought about a completely different way of achieving the desired result (can't argue it's smarter than the kids since it took me well over time to come up with it). Anyway I thought: If someone does this, it will be great. Well, one kid on the same team actually thought about it later, and the other team members knocked it down because the decision over they worked, it was a little easier to visualize harder to implement). If they went with it, they would be the only team to use the materials that way, and assuming they got it to work, they would get a big score. (They didn't do as bad as they did). It seems to me that there may be a bit of tension between getting things to work and using materials creatively. A really good solution uses materials creatively to do something that is simpler and more reliable than what you might think. Instant Call - Suggested headings for scoring I went back through my files and dug up this column for those of you trying to figure out how to evaluate instant problems. I know it's not your grades, but maybe it will help! If you were to score your own team right after watching them perform, your score may not be that different from what the actual evaluators gave them. Instant Call - tips from an appraiser I've seen teams give thematic answers - everyone on the team will respond using items related to current events, or movies or music, or everyone in the team will use funny voices, accents or movements. In some ways this theme thing isn't necessarily a bad idea - but in order to be effective, everyone in the team needs to know the topic well enough to improvise using only this theme as the basis... for example, I once had the opportunity to see a team using current events as my theme. While the answers themselves are not necessarily creative, the overall decision the team came up with did impress the appraisers for the sheer scale of current events this team was able to link and use - some substantial newspaper/periodic/TV news studies were supposed to occur. I've also seen this approach back fire on the team... for example, I've seen the team use the accents of the thing and the appraisers are constantly stopping them and asking them to repeat the answer because they don't understand what was said - the first thing the appraisers said when the team left the room was what the hell is all about? I've found that in practice it sometimes helps to offer a challenge and require children to solve it using a specific topic: for example - We are familiar with the story of Little Red Riding Hood. Your job for your team is to recreate this story creatively. Your solution will be to use the Old West as a backdrop for your renovation. All the characters in your decision must match that time and place in history. Or just ask them to create a 4-minute sketch based on the following: Cinderella, but she's a 17-year-old girl today, and the ball is really a high school prom. Now do the same thing, but Cinderella is a 17-year-old girl in 1965. And again with Cinderella in 1925. Basically, all these problems require some understanding and For a period in the and its culture. Often, by narrowing the task in this way in practice, the team will get an idea that they can use this as a strategy to use the real IC at the tournament. With a focus on new challenges more on teamwork, teams need to learn many strategies to quickly come up with a solution that requires everyone's participation. If you have a team where all the kids love and have a good solid science knowledge base, encourage them to try to use that base whenever possible to solve the problem. When you ask kids to do this, even kids who are not comfortable to perform are able to contribute to the solution with information - and that's what teamwork is really about! Team scoring for IC APPRAISER: I spent most of my day judging IC yesterday and of the 10 teams all but one team huddled very, very quietly and whispered and defended their thinking process time. The IC Judging NOT team awards good teamwork results if they hear and see the process. The team got the most points was the team we could hear and see the process they went through to come to their decision. In my opinion, 20 points, usually allowed for teamwork, should be automatic. LEADERSHIP MUST BE OBSERVED TO SCORE!!! ANSWER 1: From TM - I don't agree quite strongly with that. To get a high assessment of teamwork, you need to speak loudly, so that IR evaluators can hear your conceivable process from afar? This is bad advice to give team members or IC appraisers. IC evaluators should be able to evaluate exemplary teamwork from non-verbal behavior, or should move so they can eavesdrop unobtrusively. ANSWER 2: From TM - I'm glad that someone else felt that way, too! I watched my team at the tournament on Saturday. They started with a head together at the table, almost in a whisper. They were relaxed, worked very well together, and laughed quite a few times during their time planning. The appraisers said: You should not whisper, but did not specifically ask them to speak. They said about the two sentences in a louder voice and then back in a whisper. I had to resist the urge to say: They're not really that quiet, I swear! When I thought about it though, I realized that the only time they quietly during meetings during their time planning at IC. It just seems to be a natural way for this team to work. We finished second in IC, so I'm not complaining. They did a good job but I can't say it was their best job. However, I wouldn't like to think they lost points for their teamwork style. If volume is a necessary element, it should be listed as such. From ANOTHER APPRAISER: Was an IC appraiser in the Wisconsin Comp. last weekend. We did have a rubric for like calling an appraiser. It came into your hands ... especially for some of the new IC evaluators. As an IC evaluator... You don't really over what score you gave to the team, you discuss what you saw or heard in the presentation. Thus, all appraisers clog the same elements. Some IC are very complex, giving appraisers a lot of things to look at. It has been suggested by some IC Challenge Master's to break the scoring challenge for various evaluators to score, as some of the long-term evaluator do. I told my IC team that we wouldn't spill who scored what ... my reasoning ... how fair that is for teams ... IC's valuations were mediated. How fair the average you get, especially with only three evaluators. So each of us scored all the elements ... It's only 12. We also took the time to write down what we saw and/or heard so that if ever there were any questions about why one team got points higher for the answer, which was similar to the other team's response we had reason to justify. My appraisal team also issued stickys for IC. What created a new challenge for the score room ... not knowing what to place them on. Well, what is a tournament without any complications from all the areas, okay? As for the IO deduction. There are only a few reasons the IC appraiser will give deductions: 1) If the team has problems that prevent them from doing something. Example: a non-verbal presentation, and they speak by touching something they are not allowed to touch, or to go beyond that perimeter.; 2) Unsportsmanlike conduct towards other teams, team members or appraisers. If they talk about their call outside the IC room with anyone other than those who were in the room, they are disqualified for the tournament. And they know that at the beginning of each IC, because there is a promise that they have to say. 3) If 1M or non-participating team members provide assistance. How can you really fix something in IC you ask? Well, you practice.... There are several different ways TM can take to help his team for IC. Only this year there were many websites with creative ideas for IC now shared. There are also a lot of games.... Scattegories, Guesstures, Outburst to name just a few. My team's favorite IC came from a book I had for a long time... 100 Inside the game. FIRST EVALU - UPDATE IT POINT: I wanted to make sure I communicated clearly on my first message. My point wasn't just based on the volume of teams. ... I mean, if you look at the heading for Team-Work it requires us to be aware of the dynamics of the team's interpersonal work... Logic says that a team that, in a reasonable tone, allows evaluators to hear and see this dynamic will get higher scores... Teams that whisper and hide this process tend to achieve lower results. You may be able to interpret body language and mics to give estimates, but the best grades will go on who clearly demonstrate to the evaluators that they are brainstorming, tracking time, participating as a team and working towards a solution. ANSWER 3: Just my opinion..... I think teams shouldn't speak loudly during the development process in the UK. I agree, appraisers should move closer to the team to calmly observe them or sit quietly at the table if they would like to evaluate the process. Any observer can tell if the team doesn't get along or argue, even if they're quiet. I think it's funny saying the team doesn't show good teamwork just because they don't speak loud enough for everyone in the room to hear them - give me a break. Now we have to retrain our teams to speak loudly not only in their speeches, but also in the process of thinking! ANOTHER APPRAISER: I know it's a concern that teams can't be loud, but still have a great teamwork. There are a lot of teams that work that way and do great. And team managers who know this about their team are likely to be baffled by teamwork. The difference between team managers and appraisers, however, is that the evaluators do not know this about the team, and the team's work must be demonstrated in order for them to score it. Many appraisers get up to get closer, but it was my experience that when teams huddle it's hard to get close enough to hear them, even if you're less than a few feet away. I don't think it's necessary to retrain children - it's probably harder to retrain adults. Usually when learning a quieter team, all you have to do is tell them what's important to say- most kids are so eager to do well that it's not that big a problem and they'll catch early on. ONE LAST APPRAISER: I read carefully how various points were made about speaking compared to whispering at the IC planning stages. I agree that it is important for evaluators to have some idea of how the team works together during its planning. Insisting that the team speak, however, is not necessarily the answer. Having evaluated for several years, and served as a regional and assistant state master of the challenge, I urge my appraisers not to sit, but to walk while planning and presenting decisions. I don't care if the team is loud or not...if the appraisers are on their feet and listen, you can usually tell how well the team works together. When they look at me, I just smile with a friendly smile and keep listening. I never rated a team that could get so quiet that I couldn't hear what was going on! Performance-based Instant Challenges presentation tools can usually earn 20 or more points for Presentation creativity. That's why the group understand and be able to use basic presentation methods. Simple presentation methods add to the creativity of the presentation. Types of Presentation Tools Characteristics Improv Mime Body Language - Exaggeration Stage Presence Voice Manipulation Story Beginning - Initial Situation Medium - Conflict / Problem Ending - Resolution / Problem Solution Characteristics Ability to Project Idea, Settings, and/or Character. One of the main methods used in improvisation (Improvisation). Improvisation Scene, performed almost without rehearsal. Words, exaggerated actions, props convey the story of the Good Improv Team shows: Sequence - Mimed objects have a certain size and shape so that the audience will know what a team member is doing. Exaggerated Resistance - Resistance to an object, such as a door, or an action such as sewing, must be exaggerated. Accurate, concise, definite, movements are necessary for the audience to know what a team member is doing. Exaggerated Expression and Gestures - Displaying emotions is important in Improv for the audience to know what a team member feels. This can only be done by exaggerated expressions and gestures. Simple story lines - Sometimes improv teams try to tell and/or show too many details. Keeping the story simple, but greatly exaggerated, is important. Tell the story - Just like with prepared scenarios, it is important that the Improv story have an initial situation (beginning), conflict/problem (middle), and problem resolution (end). Exaggerated Conflict/Problem is very humorous/dramatic/sad - This is what makes Improv so much fun to watch. The team should practice: Displaying emotions - create memorable characteristics of participating in a scene - either by acting or reacting to what is happening on stage. Important attention. Stage Presence With you believable? Are you projecting? Are you in character? VoiceEmotionAccentsVoice ToneDisplaying AgeDisplaying Mood Can a Person Be Heard? Is it possible to understand a person? Creating Ins and Outs Desertion - This is helping a fellow team member get out of the dialogue deadlock. Body LanguageExpertized MovementExpress/Attitude/EmotionsActing/Response to Something Development History Initial Situation - StartDid Group gives detailed information about the situation? Conflict - MiddleWere have complications and suspense? Were there any obstacles? Conclusion - Conflict Resolution - EndYY resolved the conflict? Construction - All team members must support/contribute to the storyline wherever it goes! Exchange - A good Improv team shares responsibility for the storyline wherever it leads. There is a natural give and take on stage. Mime - Reduction from pantomime - Improvisation speechless. MANY TEAMS DO NOT MAKE AN EFFORT TO PEFORM AN INTERESTING AND COMPLETE PRESENTATION. Developing the skills above can make a big difference to a team like Instant Challenge and in their Challenge team. TEAM RATING AT TOURNAMENTS IS MOST OFTEN DETERMINED BY INSTANT CHALLENGE SCORES! CPS Tools for Instant Call SCAMPER is one of the best CPS tools for getting creative use of props! What props can be replaced with something else? What can you combine? What can you adapt? What can you do more, less, change in some way? What can you put on other uses? What parts of the props can you fix? What props can you reverse or rearrange? Taking Prop apart - VERBALLY - works well as well. A good example would be a phone. Which parts can be used separately to solve the problem - for example, buttons, cord, wires inside, outer case, openings when the buttons are coming, etc. Ask for other ideas from the participants. Sometimes the team is given only clean sheets of paper, scissors and markers. They are asked to create their own props. Participants discuss how they could use these materials. And - how about imaginary props. The team can be provided with a list of props, but are asked to simply imagine what they are. They are then asked to use these imaginary props and display their use in their solution. Discuss with participants what presentation skills would be helpful in creating a good presentation. Creating props, costumes, etc. When a team gets With Props Presentation-based IC, they should set aside their time between the idea of a generation and the props/suit generation. Time management is important here. Also, see Other theatrical elements of staging The Use of Music Special Effects Staging Team member should not have him/her back in the audience Center-Front is a great place for action compared to the back of the field of entry and exit should be done with an emphasis if more than one person is involved in the scene - someone has to act and the rest of the reacting person says must move, the other must still be (if the movement is part of the story) the person has to start moving. This will draw the audience's attention to this person. Cross behind the other person rather than crossing in front of music, sound and special effects It's attention getters. They help keep the audience interested in what the team is doing. Call DI for! Use this task to illustrate the points covered above: To have each participant, place one participant selection point in the middle of the table. Procedure: Instruct team members: Your team must recover key facts of the murder using evidence. Four pieces of evidence provide the following information: ONE ITEM was THE MURDER WEAPON ONE ITEM shows OCCUPATION FROM KILLER ONE ITEM shows OCCUPATION OF THE VICTIM ONE ITEM shows MOTIVE. your team has 5 minutes to reconstruct the reconstruction crime history. We'll charge the teams to stop for five minutes. Ask them to present their solution to the riddles of the rest of the group. Any number of team members can take part. Remind them to be concise but entertaining. Summing up the questions: Consistency - Could you tell what the team is doing? Exaggerated Resistance - Did they exaggerate their movements? History Line - Have they had a beginning, a middle and an end? Exaggerated conflict/problem - Do they display emotions - with exaggeration? Did they use their props? Discuss how they came up with their story - within 5 minutes? What process they went through. More IC Tips-Work Description It's useful, especially for young or inexperienced teams, for each member to have a role in solving instant tasks... Successful IC performances have more to do with teamwork than just creative thoughts (although this certainly helps). With a young or inexperienced team, try to come up with different roles or jobs for everyone to be responsible for in IC. The team manager should not assign these roles, but rather describe them and ask the group who they think would be good in each role, or ask who would like to try each one. If no one volunteers, they draw the roles out of a piece of paper for several times and see if they get into anything that is convenient. Or if they have chosen a role and it doesn't seem to mesh, then it's time to insist that everyone try a new role. Please note that some of these roles may have multiple assigned team members, and some team members may be assigned multiple roles. Potential roles may include: the rule of the person. This person reads the IC on paper and throughout the decision is the person who refers to the written call to make sure they decide according to the directional and following rules. Many IC ar ground when the team has a funny presentation, but talks in nonverbal, or touches on tapes that can not be affected, or changes to an item that cannot be changed. The rule of man keeps the focus on what is allowed. Man of dots. This person ensures that the team gets as many points as possible. For example, if the task says 10 points per parody and 50 points for each creative costume, the rule of person will remind the team that the costumes were the most important, point-wise, ESP., if they stuck writing a parody and forgot to dress. This person is responsible for tracking the time during the call. Please note that synchronization devices cannot be delivered to the Instant Challenge location. Teams must either rely on hours in the hall, if any, mother to ask the appraiser about the amount of time remaining. Laughter meters. Often more than one person volunteers for this, but it's a job to be sure to parody or that's funny (assuming it should be funny) and offers offers action, character voices, funny lines and everything else tickles their fantasies. Do you have a clown class on your team? It's the perfect job for them! Engineers. These team members specialize in the technical aspects of the solution and know how to adapt the available materials to create high, strong, wide, long, etc. as needed to address the technical aspects of the problem. Idea/leading teamwork. This is the moderator of the group, which ensures that everyone is involved and encourages less outgoing children to speak, and asks babbling children to keep that thought, and another idea has been heard. This person ensures that there is some order in teamwork and participation; if several people want to talk, that person identifies people, in turn, to speak, so that everyone gets a turn. WARNING - don't pick too bossy man for this job! What if? Man. This person listens to the first two ideas and then says: What if ... and adds or changes one of the ideas. Even if they don't do it in a tournament, it's a great practice to think outside the box. There could be more than one what if? Man. Example: someone says that the sketch can be an animal in a zoo. What if? Man says: Or what if it can be animals on the farm? And the second what if? The man says: What if it was an ANT farm? And so on ... IC Tips-Keep It Moving RULE THREE. If your team (as one of mine did) tend to continue to offer new and better ideas long after they had to choose something and started to tackle or write a parody, give them a rule of three. That is, for the first solution, listen to 1,2,3 ideas and the fourth person takes one of these 3ideas and adds to it. (They don't have to go 1, 2, 3 in order to get into the circle; it's someone who had the first three ideas. then time to pick one, add to it and move on.) It is normal that all 7 children make suggestions if they make quick and make decisions with them live, but Rule three helps with a team in which each child loves only their own ideas and therefore continues to make suggestions. TAKE A ROLE. After the first couple practice, I run almost all my ICs as if it was really a competition. In other words, the clock is really ticking and I imagine them as the team is introduced and I speak to them as I think the appraiser (of course, a kind, gentle, welcoming appraiser) will talk to them. I answer questions that I think the appraiser will answer and I direct them to a written document if I think the correct answer is what does the call say? If he doesn't say you can't, then you can. CODE WORDS aka Stuck. My teams have always come up with special words for a couple of applications. One is that each member of the team has a special phrase of the word to use if absolutely stuck for ideas. I think they recorded a few stupid words and then accidentally them to create each child's phrase. I remember the smelly yellow noc jam and other people's purple tomatoes. When a child is stuck, really stuck to the answer, he will be talking smelly yellow noc jam or some part of his special phrase so that the team can continue. He was rarely used to competition, but it was a secret weapon for kids to know that they would always have at least one answer, no matter what. It's kind of a silly preparation. Hint: you should ask them to say it once at each meeting, or they will forget about it! At some point, say the code word? And the first child to say their special phrase gets ANM or whatever. Part 2 :Team code word: these are all phrases to politely remind team members when they go out of their way to IC. This could mean that they are out of focus of the problem, or they are stuck in a rut, or they start arguing. When a team member cheerfully offers this phrase, it's a code word for OK, let's move on, we lose time. The team I helped with at Globals chose Go Milk? as their catchphrase. It's a hoot in itself. So when they are in the thinking/planning stage and two girls become in the testicles with no idea, a third girl shows up with got milk?, and that's the mental key that they've lost focus on solving the problem. Repetition. Another advice people keep reminding me is it's okay to do the same IC practices again - whether they were a bit shaky and in need of improvement, or whether they're fine and can't imagine doing better. Tell them to do it again, but have to be different than the last time they did it. Evaluation. After each practice, create a non-threatening evaluation and creative critique session. Say: You made me laugh when... and I liked it when... and Can you come up with anything else you could do? What was your favorite part of the solution? and how would you make a call if you didn't have an item?... ask probing questions and give a lot of punches. Encourage them to entice each other, and if they get to a good idea right then ask them to do IC again with a good idea in mind. Different. When you practice ICs, try alternative types such as performance, hands-on, verbal, hybrid, so they're ready with anything. And, you can participate in them - it's not interference. Feedback on ICs is not an intervention either, so have some fun. If they need to shake up a little bit, participate and be as stupid and creative as you want your team to be and see where it goes. I often participate in passing workouts (passing around an object such as a cup, pipe cleaner, washcloth, banana, sponge, shoe... independently) and use it in an impromptu manner. Because you know that You have a start on wacky answers, so let yourself think a little and be especially smart to impress the tykes. SKIT-DEVELOPMENT. One thing I did really helped our kids work well under pressure so they practice completely apart from any formal IC problems, creating the beginning, middle and end of the story/parody. I have a lot of cards with odd phrases, character traits, elements, short script, ect. on them. I break the kids into two groups of three each, give each group a few worries with different items on them and get away with them in just a few minutes, and then report back with a short parody incorporating all the elements. The sketch should include the beginning, the middle and the end (as my kids say Boffo!! These short parodies have become the building blocks of their IC performances. They learn to work together in small groups, working quickly and including different elements. Improvisation. I would also recommend doing a lot of improvisational games. They learn to think quickly (or what to do if they are not particularly fast thinkers), create interesting characters, and how to move your body in interesting and humorous ways. There are many internet sites that improvise games on them - we got almost all of our ideas for improv with these sites. Create an instant game plan challenge: Analysis challenge 1. Determining the focus of the problem This should always be step 1. What is a challenge? What should the team really do? 2. Analysis of scoring areas, including rubrics Where are the points? They should not waste time on areas where there are no points. 3. Analysis of the materials provided that the Panel must first look at the materials before working with them. What materials were given to them? How can we use SCAMPER to make the best use of materials? Can they be changed or not? 4. Time management Team member should always be assigned in Time Team must use x minute (s) to generate ideas and x minutes to create and/or run 5. Teamwork There are many excellent suggestions for teamwork in the roadmap work always worth a minimum of 20 points - 20% of the total score. Teams need practice when developing: Trust in each other Sharing Adoption Ideas of Other Collaborative Collaborative Dynamics Team Respect for Each Other Ideas Performance based on IC Ideas Check list This list of different tools the CPS team could potentially use to address an instant call. What is this performance-based IC? What's the focus of the problem - What are they asking the team to do? What CPS tools could potentially be used? Brainstorm (given) SCAMPER Category / Wednesday What presentation tools could potentially be used: Features: Improvisation, Mime, Body Language, Scenic Presence, Development of The Story Line of Voice Change (Environment) Theoretical Elements: Staging, Music, Special Effects Another CPS Tool - Properties Materials Extenders With Elements strength, length elements that attach things to things - for example, glues, sticky substances, tooth selects controls that may contain, limit, control round and/or light elements Override physical elements Most elements have more than one function. If you are trying to get a box from a high shelf, you can use a pen or ruler to extend the hand. This is just one example of an item being used that wasn't originally intended. The biggest task-based IC factor is the ability to forget the usual function of an item and look at it as an extender, connector, or controller. What alternative use or function can it perform??? Materials Properties Select items from the property listing materials on the next page and make a small demo. Extenders/Connector Combinations Two clear straws stuck together, one inside the other will cover the distances of the zgt;12 Straw stuck in gum drops, a piece of clay and/or marshmallow will stand straight to build the tower. Place the toothpicks in the clay (or large drop of gum) and then place the straw on the toothpick. This makes for a much tighter extension cord and/or support (toothpicks act as fittings, just like when you build pillars on a bridge). Place the spaghetti in a straw. It will also make the extension cord much tougher and/or supportive. It's like the Golden Gate Bridge in San Francisco - it not only has hard supports, but also has large cables stabilizing it. There are many, many smaller cables inside the large cable. When both items are tied together they provide a much tighter item. Paper paper is one of the most versatile elements in instant challenge. If you want to expand the paper, just cut/break it back and forth and it becomes many times its original length. If you cut/break it around and around, vesus back and forth, it will not only be longer, but won't vomit as easily as it doesn't have straight lines to tear together. The columns are one of the strongest pillars in the world. Demo to prove it - Have one table fold a crisp sheet of paper into four pieces - long journeys. Put the second table fold a crisp sheet of paper into three parts - long paths. At the third table, roll their piece of paper into a column. Each table carefully seal the raw long edges together to preserve the shape of the element. Lace a box of large paper clips on top of the square, a triangle, and then a column. Then place 1 box of nails on each one at a time. The square will collapse first, then the triangle, and then the column. It will take about 4 nails to roll up the column. If you have time, take the envelope and secure it into a column with 3 toothpicks or labels. This column will hold about 7 nails (or use books for weights instead). Envelopes / Card/Etc. Envelopes are also very versatile - They can extend by tearing them open, serve as a connector with glue, and serve as a quality by placing a round and/or light object inside it. Index cards make excellent extensions and controllers (on the sides of the building). If you break them in half and wrap them around straws, they act like an outer cable wrap. Wire hangers can betaken apart and are used in many ways. Putting it all together the Mini Challenge Your Challenge is to place ping pong balls through an 8 hanging hoop, 5 feet, using only the materials provided. Your body can't cross the line. Materials, data: yard stick, 3'dowel, 12 labels,24 string, 5 sheets of paper, 1 envelope, and 2 gum. Let's use the ideas of Check lists to see if we can solve this problem. Is the task based on performance or task-based? - The problem based on this is to move the type of Challenge - you have to move ping pong balls through space Now ask yourself - WHAT IS THIS CHALLENGE? It

is to extend through space and place the balls through the hoop. Look at your materials- What do you have to extend through space? Extenders include criterion and dowel. Now you have elements that can expand throughout the space, but they need to be CONNECTED. Look at your materials- What do you have to connect two EXTENDERS together? Connectors include string and labels. Choose one, but keep in mind you'll also have to plug something else towards the end of the yard stick/dowel extension cord in order to have CONTROL balls. Look at your materials- What should you CONTROL the balls with so you can get them into the hoop? You have the paper and you have an envelope to contain/control balls. What do you have to do to do this? Decide which CONTROLLER you would like to use, envelope or paper Decide how you want TO REALLY CONTROLLER to EXTENDER. Various CONTROLLERS could be made: Make a pocket out of an envelope and attach it to extendER. Make a column out of a piece of paper, connect it together, and then connect it to EXTENDER. Take a look at what you've done - you've stopped looking at the yard stick, dowel, envelope, paper, labels, etc. for their original definition, and you've clarified these definitions into basic functions. Materials Properties Alternative Use Materials - Features of Materials SCAMPER Sub-Components - Replacement, Adaptation, Put on Other Uses Extenders/Structural/Infra-Structure Yard Sticks Rulers Dowels Paper Paper Clips Index Maps Straw Spaghetti Pipe Cleaners Styrofoam Cups Pencils Paper Tube Etc. Connectors / Clay Label Label Clay Rubber Band Paper Clips Gum Drops Pipe Cleaners Envelope Tape Marshmallow Sample String Paste Paper Yarn Etc. Controllers/Holders/Transportation Elements Envelope Cups Of Toothpick Lunch Pipe Balls Paper Aluminum Foil Straw Plate Spoon Cotton Balls Clay Etc. Design Design A task-based task requires a team to use materials to communicate or create, move, change, or protect objects. Teams can be hammered about how well they work together to develop the solution and creativity of their final project. Team members can also receive points for completing a task. Team members may or may not be allowed to perform during this type of Challenge. Instant task-based calls focus on tasks. Types of tasks based on instant tasks to communicate the task from one person to another, without saying you need to ask yourself again - What is your task? It is to communicate something. If the team builds a communication system to help them, they will be able to communicate whatever they need. The team should practice communicating different types of something Colors Places Dimensions Which person has to do something they can make up a little mini-problem asking them to communicate different sets of information. To build to create problems, usually build up (and possibly keep the weight off), out, and as long as possible. To build calls to respond well to both SCAMPER and CPS Tools materials properties. The team should try different mini-tasks to build a tower as high as possible to build a bridge over the 12span Build object as much as the team can make each of them multiple times, just by selecting different extenders, connectors and controllers to move calls include moving something from one place to another. It could be a ball, a piece of paper, whatever. To move, calls respond well to both SCAMPER and CPS Tools materials properties. To protect the problem include the protection of something - egg, ping pong ball, structure, etc. to protect calls respond well to both SCAMPER and CPS Tools. To change the call change include changing something into something else using these materials. Both SCAMPER and CPS Tools are well responsive to call protection. The combinations above many IC-based tasks are the combinations above. However, the same principles of SCAMPER and Materials Properties will apply. What can replace, adapt, or use for other purposes? What does the team have in materials that can expand, connect and control? The most important task is to determine what your call is?? After that, what materials do you have to accomplish this task?? Creating a game plan: Analyzing a task based on the task Of Determining the focus of the challenge it should always be Step 1. What is a challenge? What should the team really do? Analysis of scoring area, including headings Where are the points? They should not waste time on areas where there are no points. Analysis of the materials provided that the team must first look at the materials before starting with them. What materials were given to them? How can we use SCAMPER to make the best use of materials? Can they be changed or not? Time Management Team Member should always be assigned to Time Team must use x minute (s) to generate ideas and x minutes to create and/or perform teamwork always worth a minimum of 20 points - 20% of the total score. Teams need to practice when developing: Trust in each other Sharing Adoption Ideas of Other Collaborative Dynamics Team Respect Each Other Ideas Trust Ideas Check List Is a list of different tools the CPS team can potentially use to address an instant call. What is this task-based IC? What's the focus of the problem - What are they asking the team to do? What CPS tools could potentially be used? Brainstorm (given) SCAMPER Properties materials that presentation tools can potentially be used (some IC-based tasks have an element of presentation): Features: Improvisation, Mime, Body Language, Stage Presence, Voice Changing History Development (Environment) Theatrical Elements: Staging, Music, Special Effects Challenge and Improv Reminders Speak Loudly and Clearly Listen to Instructions. Ask questions if the instructions are not clear. Know where the points are and direct your decision to get points. Listen to your teammates when doing Improv. Relax and go with the flow! Don't make any too many long speeches. Give everyone the opportunity to add to the solution. Practice gives each part. Making a parody where team members play scenery sometimes demonstrates teamwork better than using props or only strong performers. Practice talking yourself out of jam when your mind goes blank. Practice rescuing a teammate who can't think of a line or reaction. The practice of using exaggerated movements and expressions. Make up your own improvisational games that include different criteria for scoring. Do team members practice judging. Never argue with an official or argue with a teammate before the official ... Teamwork is a clogged skill! TIPS TO TEAMS AND TEAM MANAGERS (or what they don't tell you in the rulebook) Always try to do Instant Call Practice after you've been fed. Also, when you're competing, be sure to eat something with a little sugar; I always used grapes which I washed and put in a mail lock bag for my commands. By the way, don't forget to use the bathroom; You can't think creatively when they think of something else! Read with the appraisers (silently). Once you start, there is someone who is a Team Reader to jump on it again; maybe read how the team starts brainstorming their decisions. The reader is also who is looking to make sure the team doesn't go astray and does what the call asks them to do. See what word presentation? When you see that you know what your your need to put on a short performance/parody as part of their solution. The more integrated it is, the higher the point value. Improvisation, Improvisation, IMPOV! Check where the dots are coming from; How many different costumes will be packed? You can see the humor of getting hammered in a variety of tasks; What does this mean for your team? You are being hammered by adults (usually), so what does humor mean to them? Remember that if it is not pleasant to talk at the family dinner table with the grandmother sitting there, appraisers do not smell it either. No bathroom humor! Play with all kinds of things that are used to create solutions in our Instant Challenges. Keep a list (with sketches) about how much things your team can do with straw, ribbon, envelope, labels, string, yarn, paper plates, paper clips, toothpicks, paper; You get the idea. We always serve in extra stuff, but the favorites are usually there. Break things apart; What else can you do with them? Learn how to use anything that has glue (sticky) properties, or can hold other things together. Talk about what the word teamwork means to your team. How do I demonstrate teamwork? We teach appraisers that each team will have its own style of teamwork. Discover your style. How will you express your style so that appraisers can take note of it? Teamwork almost always scored. You should try to do Instant Call practice at every team meeting. I know that by the time your first contest comes around, your team manager feels dead with coming up with another No Problem challenge! You have to repeat the calls you made. Here's my rule: You can do anything, but you can't create your own solution, which is nothing at all like what you did the first time. This should be a completely different solution to the same problem. What happens is that by doing this, it will force your team to that next level of creativity, which is wow! Instant call websites and resources to practice instant problems, check: IC are available for purchase on CD www.angelfire.com/wi/thinkingcaps from Down Under www.txcpso.org/IC/index.html from Texas, I think the original link is dead, but most of the content can be found on Wayback Machine www.dramateachers.co.uk Kits from Colorado Affiliate They have been offered in the past. Check and see if they're doing it again this year! I'm so glad you mentioned these extremely creative Colorado kits! But it's best not to wait until December to order one - I bet they'll be sold by then! Over the past couple of days I've got my 2002 Instant Challenge Kit and their new book, Cream Harvest (over 50 I.C.s) and I'm looking forward to getting the new Improv Bingo game from Colorado Divas. Here's the contact information: Extreme Creativity Kit - Connie Ackerman (email protected) Improv Bingo - Debi Tipton (email protected) Team Challenges Team Building IC Building Problems Is Good - we have a large team of kids who are incredibly creative and just FILLED with energy and ideas. They are also very independent, and they are all confident in their position and will stand. We've worked hard to develop collaborative skills and they've done really great on the team challenge and they're also absolutely wonderful based on instant performance. BUT - and it's big, but - they fall apart based on the structure of instant problems. They just have too many ideas and they can't work it out and they get cranky and angry at each other. Every time they start one, someone will be very quick and often loud - jump with an idea before they've even had a chance to look at the material or any group conversation about it - it's obvious that they're racing with each other to be the first to give their ideas, hoping that others will just go along. There's a lot of dynamics here - these kids are close friends who spend a lot of time with each other. But they have a lot of hard feelings - increasingly - over who gets to actually do designing and building structures when they make these instant problems. They snap at each other and they get loud to try and get heard and they get frustrated and storm away. It's not good. My team manager asst and I offered a lot of ideas on how to organize to make decisions. And we talked about the killers. This has backfired a bit, accusing each other of making statements from the killers, which in itself is the cause of the riots. We have four boys and three girls. Girls tend to get angry, screaming, crying and stomping. Boys tend to take over and assume that they have the best ideas and should do building (at least that's how the girls see it). A big part of the problem is that the structure of instant problems doesn't seem designed for many people to make them right away - I think adults will have a hard time all getting involved in some of them. I mean - there are just too many cooks, and some end up just kind of sitting around feeling useless. My kids don't handle it well at all. Time constraints are actually a problem. When we first started them, we tried to get used to it, giving them a lot of time and they used to do well - they'd brainstorm and everyone would give input and they'd talk about different ideas and narrow it down and then decide - sometimes by voting - what idea to use. This will use about 15 minutes - and they will never have that much time in a real Instant Challenge situation. And then they'd still have trouble deciding who's going to really build things -- I mean, who's going to be practical people -- you're not Have 14 hands all insert toothpick in marshmallows. Someone please describe to me how the team will do this - with all seven members very happily involved. For The For we tried to make one where they had to move the egg from point A to point B through a 3 foot gap. They had strings, paper clips, a balloon and something else. Maybe if I can imagine it better, I can help them more. The answer is hang there! First of all, teams tend to behave better in a tournament situation, then around the kitchen table :) Seriously, one idea is you can try to have kids take on specific roles during IC time and use practices to perfect these roles. Ex. if one child is a time keeper, s/he will practice reminding teammates, gentle, time remaining, rather than barking at them. The roles we have used over the years include major builders (1 or 2), specs male or female (ensures that all items are covered), time keeper, history director (s) and peacemaker (with my HS children we call this Gandhi's position). With the varying power that each team member adds, different leaders arise in performance or challenge based on ICs. Children know their roles before arriving at the tournament and then adapt as soon as they hear the challenge. It works for us because it shifts the focus from individuals to work for the good of the team. The other answer I do is the same as Leslie, every child knows that his work will be with different types of instant problems. On the day of the competition they know that what matters is how the team performs and that teamwork is an integral part of that. They must leave their ego behind for that day. I don't know how far your kids get at home, but if there's a constant pair of kids who no one listens to, give the same challenge to their kids, giving them the choice to decide it themselves, or break it down into groups. At the end of time you can walk around and they can explain their ideas and see whose really scoring would be high. You can also discuss with them as if they took one piece and combined it with someone else would be even better. This can help them understand that other members also have something to contribute to, it also helps someone who feels like he never gets a chance to see what the results would be if it was done in their own way. And it eliminates the person who hogs all the materials. Often I even make a call to show them what I would do while they are watching and tell them that I am doing it so well and this part is like yours etc. Another answer is we also have a hard time with building problems for many of the same reasons you listed. My kids have been together for 5 years and still have a problem with it. Last year they surprised me at the Global Finals where they had construction problems and actually did very well - 9th out of 64. One of the things they decided last year was that their problem was often too many hands, so when they its crowded, someone will say too many hands, and usually somewhat back off. We have also worked with the appointment of each member of a particular job. Work. these are the few who are builders, leader, timekeeper, point monitor (someone who knows where most points are) and stuff people to make sure they use as much as possible. During our practice, they take turns doing different jobs and close to the competition times, we discuss who was good at what. We discussed what a good leader made and a good decision. They very wisely chose our best organizer to lead them, and it helped a lot. Let them draw jobs out of their hats for a while, so everyone has a chance at every job. It doesn't always work well, but it makes them more aware of what it takes to be successful in a team. Getting your team ready for a task-based instant task-based task-based tasks are tough to get the team ready during practice. Personally, I like the idea of teaching a team to deal with a task based on IC by assigning roles. From several years of IC scores at all levels here are some common mistakes: Lack of time management - No one is watching time, no planning as a result of a bad showing Not reading and understanding what IC requires: Score points - Teams must learn to choose that in a task based IC score points and focus on that area... Don't get the drug on a tangent to solve the problem - They jump on a phrase or sentence and run away on a tangent, making it difficult to solve the IC or miss the point all along Lack of understanding of how to use materials or think that all materials should be used to solve IC.... Teams need a basic understanding of how basic materials can be used. Too many teams look at the material table like they have never seen before. Understanding how to present a solution when the UK requires the Group to represent the appraisers. The presentation may be more than telling appraisers about their decision... it's an area of creative freedom that can score points hiding their planning - Evaluators can't judge teamwork when a team does this planning as they are in the library OK, OK, as it relates to getting 7 kids involved in a task run based on IC. Appointment roles and responsibilities. All children may not be all things at all times (7 kids with tooth pick and marshmallow), but some may be responsible for the time, reading/understanding, a couple of expert material, ham, which is responsible for planning the presentation All seven make up the team. Some may be more active than others, but each is a necessary part of the whole. Coaching and planning thus teaches the life skills that adults deal with every day. Coaching is not easy.... Actually it's just disappointing.....

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