



Frequently Asked Questions

Region 12

October 2021

1. Getting Started

1.1 When should we start meeting?

Most teams begin meeting around September/October, although some teams begin earlier or a bit later. Rising Stars® teams typically start a bit later in the year.

1.2 How is the decision made about what Team Challenge the kids work on?

That decision is sometimes made by the Team Manager (TM) before the teams are assembled, as some Team Managers are more comfortable guiding some Challenges, rather than others. In many situations, the team makes that decision during the first few meetings. However, you can be very frank with the team members if you are uncomfortable with any particular Challenge.

1.3 May I tell the kids what Team Challenge they should select based on my assessment of their skills?

The spirit of Destination Imagination (DI) is to encourage team members to reflect on their strengths, rather than depend upon guidance from the TM. You may help the kids figure out what skills are important for a particular Challenge, but let them decide if they have those skills or are willing to learn them. You might also work out a comfortable way for the students to provide feedback to other team members.

In the online challenge materials, there is a document: "ROADMAP" that contains a Skills Assessment to help assist kids to identify their skills and interests.

1.4 May parents attend meetings?

DI is about promoting creativity and problem solving by the kids, and that may be negatively affected by the presence of well-meaning parents, especially if they try to direct instead of observe. The kids each sign a "Declaration of Independence" form indicating that the work they did is all their own. We realize, however, there may be times that parents need to remain during a meeting (personal reasons, transportation, etc.) and just ask you to remind the parent/s of the non-interference clause.

For the younger "Rising Stars" (K-2) program, the interference rules do not strictly apply. If parents choose to attend meetings, please remind them that they should allow their child to express their own creativity, as long as it is being done in a safe manner.

1.5 I don't understand the Team Challenge. Where can I go for help?

You have lots of support as you go through this process. Speak with your district coordinator, other experienced managers, or any member of the Region 12 Governing Board. You may submit questions to us at help@ohdi12.org. We're here to support you!

Your team may use the Clarification process to ask questions that you cannot find the answer to in the Challenge or "Rules of the Road." See the DI website (DestinationImagination.org) or "Rules of the Road" to learn how to request a Clarification.

1.6 Is there a limit on the amount of money we can spend?

There is a limit on the value of the items that are presented on stage as part of your team's solution. Most Team Challenges specify a dollar limit, which is listed with the rules of that Challenge. However, there is no limit on money spent in the practice and preparation phase. Example: If the team spends \$10 on a can of paint, uses **half a can** to paint 2 identical items, and ultimately uses just one of those items is presented on stage, the value of the paint for that item is \$2.50

Some teams collect funds from parents for materials (paint, glue, hardware, fabric, etc.) needed for their solution or snacks.

1.7 What do I need to include for Expenses?

In the online challenge materials, there is a document titled: "Rules of the Road" You will find detailed instruction for your expense reporting. Anything that is part of the Team Challenge presented on stage solution should be itemized. Even donated items need to have a cost associated with them unless they are listed as exempt in the "Rules of the Road."

2. Registration

2.1 What forms do I need to complete for Region 12 registration?

THIS SECTION IS BEING UPDATED

2.2 May I complete the Team Member portion of the registration forms for my team?

No. The Parent/Guardian must submit their child's registration

2.3 May I register my team without having a Tournament Helper or Appraiser?

No. We depend on volunteers to help run our tournament and will not accept your registration without both a Tournament Helper and an Appraiser.

2.5 How many volunteers do I need to supply for the tournament?

Two. Tournament Helpers works 4 hours on Saturday. (There are limited openings on Friday night). Their schedule will be such that they will be able to see their child perform in the Team Challenge.

Appraisers have a larger time commitment. They must be available for a 4-hour training session in February—two weeks before the tournament—and be committed to understanding the Challenge and the appraisal process. In addition, they must be able to appraise throughout the entire day of the tournament on Saturday, typically involving 6-8 hours. It is not recommended that parents be Appraisers because they will not be allowed to take time off to see their children perform in the Team Challenge. Appraisers do not need to be familiar with DI. We will train them.

2.5 How do I find a Tournament Helper and an Appraiser for my team?

Seek the help of the parents on the team to find individuals to fill these roles. You may recruit a colleague from work, a member of various clubs or organizations, a neighbor, or a friend to be your team's Tournament Helper. You may ask your District Coordinator for assistance.

3. Meetings

3.1 How often should the team meet?

Each team sets their own schedule depending upon the Challenge, age of the kids, and interest level of team members. Most teams meet once a week early in the process, and then more often later in the season.

3.2 How long does a meeting typically last?

It depends on the age and interest level of the team members. Many teams meet for about 1-2 hours. Avoid long meetings with younger children.

3.3 What should I do if every team member cannot attend?

During your first meetings, establish a few rules that work for you and your team. Many team managers feel that having a meeting with too many missing students is not helpful. There are times when a team may divide up various tasks, so you may have a meeting with only a subset of the team to focus on some activity.

3.4 Is there a general format that I should follow at every meeting?

Figure out what works best for you and your team. Begin with a short discussion and group interaction time. Help the team focus on what they want to accomplish. For the last 10 minutes or so, many teams finish up with a snack or free time.

The Instant Challenge is an important element in your team's solution. Plan to spend a portion of each meeting practicing Instant Challenges.

“Roadmap for Teams,” is a Team Manager’s guide published by DI. It contains useful ideas for team meetings.

3.5 What is the best way to make certain that the kids are solving the Challenge correctly?

The core of DI is that there is not a single correct solution to the Challenge. The best solution is one that the kids come up with on their own without adult direction. Team Members should read and re-read the Challenge many times throughout the season. Very often their understanding and interpretation of the Challenge will change over the course of their problem solving.

The team should also consult the “Rules of the Road” for additional help. If your team has a question about a specific solution to their chosen Team Challenge, use the Clarification process to ask that question.

3.6 How can parents help me?

Parents should attend your first team meeting, where you make clear your expectations regarding how parents can support their child and the team. Be clear and specific about what you need and have sign-up sheets available for parents.

There are lots of ways that parents can help out---transportation, materials for Instant Challenges, donating snacks, assisting with the costs, volunteering at the tournament, supervising small groups of team members during working sessions, etc.

3.7 May I have a Co-Team Manager?

Yes. We strongly encourage Co-Team Managers. They share the workload and will give you another perspective as issues arise within the team.

4. Group Dynamics

4.1 How do I handle kids who refuse to follow the rules?

Your first meeting should be a joint session with parents and students so that expectations can be delineated. Have your team discuss and develop clear rules for your group (e.g., respect other’s opinions, no sarcastic remarks, etc.)

With any group of young people working intensely over a several month period, expect and plan for some problems. We recommend a three-step approach when difficulties persist.

First, talk alone with the student. Make certain your rules and consequences are clear and specific. Second, involve the student’s parents and your district coordinator if things don’t improve. Finally, recognize that DI is not for everyone. There are occasions when a student should be removed from the team. This decision should be made after consultation and collaboration with your district coordinator and school principal.

The biggest mistake you can make is to ignore problem behaviors and hope they will go away on their own during the year. This rarely happens.

4.2 What can I do about difficult parents?

Involve your district coordinator in meeting with a parent who presents ongoing issues.

4.3 How can I help my team work together?

Your team's effectiveness in developing creative solutions is significantly affected by their ability to work together and feel safe in voicing unusual and creative ideas.

You can foster such an environment by aiming for that delicate balance of being both "task focused" and "fun focused." There are times when your team should be allowed just to act silly, goof around, and get off-track. Other times, they need to focus on accomplishing a specific objective during a meeting. Finding that right balance is the key to effective managing.

Spend time throughout the entire season on team building skills. Look at the "Roadmap for Teams" for ideas.

4.4 How should a team make decisions? Majority rules?

There is no one or best way for decision-making for all teams. Much depends on the age of your students, type of issue you are trying to resolve, and group dynamics.

Try this: You (or your team, depending on their age) can research different ways of making decisions (e.g., consensus, voting, etc.), and try them out on various issues.

4.5 May I assign team roles for meetings?

Yes, you can but you shouldn't. Let the team members do this. If their decisions aren't working out, have them discuss what's not working.

4.6 I'm feeling overwhelmed. What can I do?

DI is a very "messy" process since your students are making lots of decisions, some of which won't work out. There are times you may feel exhausted and frustrated by the apparent lack of progress of the team. These are common responses to be expected at times throughout the year.

Reach out to experienced Managers, your district coordinator, DI Region 12 Board members, or help@ohdi12.org. We are here to support you!

4.7 We have a few team members that ramble on during meetings. How should I handle that?

The worst thing you can do is to ignore the problem. Such a style can be very frustrating to you and team members.

You have a few options: you can speak with the team member alone, providing them feedback and examples as to how their style is impacting the team. A second option, usually reserved for older students, is to deal with the issue within a team meeting.

4.8 How do I get quiet kids to participate?

Some kids don't do well in groups, so you may need to solicit their thoughts by having them discuss some issue with just one other team member. You might also ask each team member to give their ideas on some topic, giving a quiet person a

chance to speak. Encourage the team members to ask each other their ideas and opinions. Some teams have kids jot their ideas down on paper and then share them with the group.

Your caring attitude and positive words of encouragement will have a significant effect throughout the season.

4.9 How can I keep everyone on task?

Your job as a TM is to help manage the process. At the beginning of a meeting, have the team identify a very specific task that must be accomplished. During the discussions, keep referring back to that goal to help keep everyone focused.

5. Interference (Elementary, Middle, Senior Level Teams)

5.1 Can you give some examples of what is and is not Interference?

The following are examples of Interference.

- Showing differential positive encouragement for some ideas instead of encouraging all ideas---e.g., "That's amazing. That's the most creative answer we've had today."
- Making any suggestions regarding how a Challenge or any part of the Challenge might be solved.
- Doing any part of the construction or writing for the team, including last-minute fixes and touch-ups before the performance.
- Helping team members with costumes or makeup before their performance.
- Saying such things as "The Appraisers will love that solution!"
- Asking leading questions such as "Do you think a woodscrew would be better than a bolt?"

The following are not Interference.

- Making certain your team members always treat others in a respectful and courteous manner.
- Correcting any child who misbehaves.
- Giving specific feedback on solutions to Instant Challenges.
- Telling the students that a certain solution is unsafe.
- Explaining the Challenge and encouraging the students to submit a "Clarification" if they are uncertain about something.
- Asking lots of open-ended questions, such as "What are some ways you might connect those pieces of wood? What do you think would work best?"
- Teaching the team basic skills needed to complete a task. This can be related to the safe use of tools or sewing techniques. However, the teaching cannot be part of creating the specific artifact used by the team.

5.2 What should I do if I discover that a parent has inappropriately helped out their child?

You have two options. First, you can decide not to use whatever idea or construction that was done by the parent and come up with something new. If a parent helped out with construction, you could have the kids redo it on their own.

Second, you can use the idea or construction but report the "Interference" on your "Declaration of Independence" forms, with the understanding that your team may be assessed a deduction for that interference.

5.3 May I or Parents carry the props to the general performance area?

Yes. You may help your students carry props to what is referred to as the Prep Area/Launch Area that is located outside the performance area. However, this needs to be done under the direct supervision on the Team Members. A parent arranges props based upon what they think is best is a subtle form of interference.

5.4 May I or Parents onto the stage or performance area?

No. The team members must carry the props on stage once "time begins." When the performance is over, and the Appraisers have released the team, parents may help clear the props from the performance area.

5.5 May I assign homework to the kids?

This would be fine to do for younger students, but typically by fourth or fifth grade the team should divide tasks and assign homework to themselves.

5.6 May I or parents provide feedback to the team on their performance in the Team Challenge?

No. Instead, have the team review themselves and the scoring criteria contained within the Challenge. You may video their practice or dress rehearsal and ask the team members to suggest ways the team may improve their individual and team performances, however, resists the urge to make suggestions

5.6 Is watching videos of past performances considered Interference?

No, but please be careful. Teams may lock themselves into a solution presented by others. Many TMs avoid this practice because they want the team to come up with their own solutions, rather than imitate what they saw on YouTube.

6. Instant Challenges (IC)

6.1 May I provide feedback on their IC Solution or is that Interference?

Yes, you may and should provide feedback to your team. This is not Interference because the practice ICs are different from the one your team will solve on the day of competition.

You should also ask team members to provide feedback as well.

6.2 How often should we practice IC?

We recommend that you practice ICs at most if not all meetings.

6.3 How can I come up with ideas for IC problems?

As part of your Destination Imagination Program Materials, you will receive access to this season's Instant Challenge Practice Set.

IC problems are also available on the internet. Just search for "DI Instant Challenges," and you'll be connected to hundreds of sample problems.

DI has published past Instant Challenges. These can be purchased at Shop DI under "Instant Challenge Volumes."

You can send us an email at InstantChallenge@ohdi12.org and we will send you a copy of this year's Region 12 sample Instant Challenges.

6.4 Where can I find solutions to the Instant Challenges?

You can't because there is never a single or best solution. Each team will solve the IC in their own unique way. Teams have an opportunity to creatively solve performance or task-based problems from their perspective.

7. Tournament Day

7.1 What forms do I need to bring to the tournament?

At the end of each "Central Challenge," there is a checklist of forms under the heading, "Required Paperwork", that you must bring to Sinclair on the day of the competition.

7.2 May I fill out the Tournament Data Forms for the team?

The team should decide on the content of what to put on the forms. The "Rules of the Road" state that Elementary Level (EL) Team Managers may enter the information that their team dictates to them, however Middle Level (ML) and Senior Level (SL) teams should complete the forms themselves.

7.3 What does the team do all day at the tournament?

Do some teams go home?

Some teams go home, but most teams stay around and watch other teams perform have a bite to eat at the cafeteria, purchase souvenirs, etc. You may bring games and other activities for the team members during downtime.

7.4 When and how do I find out how well our team performed (EL, ML, SL)?

About 30 minutes after your team presents their Team Challenge, your adjudicated scores are available from the Head Appraiser at site where your team performed. In some cases, you will be asked if you want to receive a text message when your scores are available. One Team Manager and one Team Member may retrieve their scores. When retrieving your scores, please try to not disrupt the current team that may be performing. Scores that are not retrieved will be emailed to teams the following day.

The scores you receive are only your raw scores and do not tell you how you rank in comparison to the other teams. Rankings are only available at the awards ceremony after all teams have competed.

7.5 May I appeal my scores (EL, ML, SL)?

As you receive your scores, the Head Appraiser will explain the scoring and go over any areas you may have questions about. If this does not resolve your questions, you have 30 minutes to speak with the Head Appraiser and request a Dialogue Team. Please review the "Rules of the Road" for the exact details of this process. Subjective scores cannot be appealed.

7.6 When and how do I find out how well our team performed (RS)?

Immediately after your team presents their Rising Stars performance, the appraisers will share their feedback with the team. They will also present each student a Medal signifying their success in presenting their solution. Written comments will be given to the Team Manager to share with the team.

7.7 When and how do I find out our Instant Challenge Scores


Within the Instant Challenge room, the appraisers will not discuss or offer feedback on your team’s performance. If there is an objective measurement that is to be made (example: How tall is the widgets), that will be measured before the team leaves.

Instant Challenge scores are released following the Awards Ceremony.

7.8 Which teams advance to the State Tournament?

In general, one team from each level for each challenge advance to the State Tournament. If two teams are tied, they both teams advance.

In other situations (e.g., Senior Level teams, or divisions that have many teams) more than one team will advance. This will be announced at the Awards Ceremony.



*Thank you for your time,
talent, and commitment that
you have made to your
students and the DI program.
Enjoy the adventure!*