United States Academic Triathlon

PROGRAM MANUAL

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Academic Triathlon

Program Manual

A Program Guide to the Middle Years Educational Activity Geared to Gaining Thinking Skills Through Creative Competition

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"Cross-Training for Young Minds"

The U.S. Academic Triathlon is a creative thinking skills program and competition that teaches and rewards ingenuity and divergent thought processes, cooperative brainstorming, general intellect, leadership and a flare for the dramatic—all while providing an entertaining, user-friendly format for both students and adults. Five-person teams of students in Grades 5-8 must display good sportsmanship and teamwork, and exhibit the outcomes of their creativity and positive risk-taking.

Each U.S. Academic Triathlon Meet consists of three events worth 100 points each:

- 1. **P.A.R.T.Y. In a Box**—An open-ended question leads to a team performance challenge and solution.
- 2. **Mind Sprints**—Three short-term (10-minute) problems challenge teams verbally, logically, and spatially.
- 3. *Face-Off!*—Oral and written questions comprise this academic and concrete factual recall and deductive reasoning round.

General Rules

Teams must register in advance to compete in the U.S. Academic Triathlon. Schools or programs must pay a per-team fee that covers three Round Robin (scrimmage) Meets and a chance to compete in play-offs, plus record-keeping, electronic updates, scheduling, master copies of problems and practice problems. Additional teams in the same building or district receive materials from their designated head coach, or online. The teams' information all goes to the Head Coach, who must disseminate the information among buildings and coaches.

Teams must register properly in one of two divisions: Challengers, whose most senior members are enrolled in sixth grade; and Cross-Trainers whose oldest members are currently in eighth grade. Separate database and record-keeping is maintained for each division by the U.S. Academic Triathlon national and state coordinator offices. A team consists of up to five students (plus alternates). These need not be the same five students from the school or program each scrimmage. When alternates attend Meets, they should sign in with the team and wear a team nametag with the team's letter designation. Each team must provide at least one trained coach or volunteer to assist as a facilitator during every Meet.

In order to be eligible to compete in a play-off Meet, every team member attending the play-off Meet must have competed in at least one Round Robin Meet as an active team member, or as an alternate. During play-offs, alternates are required to sign in and shadow a team *other than their own*, at the discretion of the Host/Facilitator. They must attend and observe the entire Meet.

M.T.* Space

*My Thoughts Use these margins for notes!

Head Coaches work with the Area Program Coordinator to ensure that the USAT program is run with fair play, civility and good sportsmanship as its school's hallmarks.

✓ Coaches, review these rules and the "Caution Comments" with your team.

✓ Copies of these rules, a "S-c-a-m-p-e-r" sheet, and "Caution Comment" warnings may be included in the Competition Kit for reference at Meets. The winning Play-Off Meet team must advance, intact, to the State Tournament. (Alternates are eligible to sub in and participate if they have attended and observed the Regional play-off Meet. Substitutions must be verified in advance with the State Coordinator, and may be made only if it is impossible for the regular team member to attend.) If a team is unable to participate at State, the second-place team advances. If an advancing team has no alternates, they may participate with available team members.

Teams in either division may be homogeneous or mixed grades. Teams may be comprised of only boys or girls; but a better blend of talents and interests may exist on mixed teams.

Head Coaches who work for several school districts are strongly advised to register under their program name. One or more school districts may share a membership only if they share an itinerant teacher.

Role of the Head Coach

Who coaches Academic Triathlon? Wonderful people, of course! Head Coaches work with the Area Program Coordinator to ensure that the USAT program is run with fair play, civility, and good sportsmanship as its school's hallmarks. Manuals are downloadable as soon as a team registers; other pertinent information is distributed electronically.

Head Coaches have special responsibilities. They must:

- 1. Disseminate all relevant program information to team coaches.
- 2. Facilitate coaches' training to make sure every team has a trained volunteer/coach at each Meet.
- 3. Communicate with the Area Program Coordinator if questions arise within the district's program.
- 3. Provide leadership with regard to good sportsmanship, practice aids, transportation, Meet times, and facility use permits.
- 4. Handle publicity and act as an information contact. Head Coaches must get permission to use students' photos, if published.
 - 5. Hold continuing coaches' training roundtables, as appropriate.
- 6. Supply street addresses of schools that are to host Meets. (Meets cannot be mailed to post office boxes, so Head Coaches must make certain that USAT has a valid street address to which Meets may be shipped.)
- 7. Provide accurate and complete registration and fees for teams under his or her umbrella application for membership.
- 8. Maintain the telephone number, e-mail address, and street address list of competing teams for contact purposes.
 - 9. Be familiar with district policies regarding student participation.
 - 10. Receive and maintain security of questions for Meets.

Rules For All Coaches

- 1. Coaches must run Meets as prescribed by this manual. In the event that a coach intentionally does not follow this format, her or his team *or the coaches* may be disqualified for the remainder of the season.
- 2. Copyright laws must be respected. No alterations to Program Manual rules or the problems themselves are allowed without prior written

authorization from the national office. Meet forms may be downloaded and photocopied by coaches during any year in which dues have been paid. Other materials, such as used Meet challenges, may be reused in the district classrooms that year.

- 3. Coaches must absolutely refrain from assisting teams as they compete in an AT Meet. This includes in-Meet prep times, as well as when answers are being given. From the time a team registers until after all P.A.R.T.Y.s have been judged, no adult should confer privately with team members. A neutral facilitator should be present.
- 4. Coaches must set high standards of sportsmanship and fairness during and surrounding competitions.
- 5. Coaches must reward good ideas and positive attitudes as they see them displayed by students of all participating schools.
- 6. Coaches must serve as facilitators during Meets, or provide a prepared substitute in their place, if they are unable to attend. "Prepared" means "familiar enough with the rules of the U.S. Academic Triathlon to serve as a judge/facilitator at a Meet." As a professional courtesy, Head Coaches and team coaches will make sure that all volunteers have a good, basic working knowledge of USAT to insure the integrity of Meets.
- 7. Coaches who serve as facilitators always must let a team member finish giving a response if a verbal answer has been started before time is called. They must respect student competitors' rights to compete in an atmosphere of acceptance. All facilitators must be at least 16 years old.
- 8. Coaches must exercise good judgment in serving as facilitators for Meets. This includes the occasional hard decision regarding the levying of penalties on their own or another team. (See pages 10, 26, and 27.) Issuing a warning is often recommended, though not required, before assessing a penalty.
- 9. Host/Facilitators are to check with every visiting team's coach to make sure they know the exact starting time and location of the Meet.
- 10. If a person agrees to become a coach, they also are agreeing to abide by the rules and spirit of this program, to conduct themselves according to their state's High School League rules, and to host a Meet.

Coaches may use a taped training package to become familiar with host duties at USAT Meets. Each Host/Facilitator (H/F) must learn to handle site set-up, running and scoring of a Meet. Checklists are provided to make running an AT Meet easy. Schools are assigned to host USAT Meets. Coaches who have any questions about Meet rules not covered by either the training tape or this manual may contact a program coordinator for their area, or,

if necessary, call the national office.

Be a good guest. Facilitators should return each classroom to its original order. Take a photo or make a quick chalkboard sketch of where desks and other furnishings were before you moved them, to make replacing them easier!

✓Take lots of pictures.

✓Do a news release to the local paper.

√Have a team party.

✓Remember to give out extra certificates, ribbons, if earned!

√Be a good listener.

✓Model a positive attitude and good sportsmanship skills.



Our team is to bring to Meets for P.A.R.T.Y.:

Round Robin #1

Round Robin #2

Round Robin #3

Regional Play-offs

Fill in this list by checking the Meet Schedule to learn what your team is responsible to bring, Abbreviations are explained below. Then keep an eye out for bargains!

P.A.R.T.Y. item key:

The Meet schedule indicates what your team must bring for the P.A.R.T.Y. segment of each Meet. Quantities are the amount of an item you must bring **for every team** at that Meet:

W 10' of white paper, at least 3' wide, and 8-page newspaper section per team (p.t.)
B One brown paper grocery bag and one empty plastic 2-litre or 1-gallon jug and 3 paper clips p.t.
M 5' of aluminum foil and 3 (10-in.) colored paper plates p.t.
P 2 plastic garbage bags and 2 colored plastic glasses p.t.
S 6' strip of colored yarn, or 6' to 10' garland or streamers p.t.
C 3 sheets construction paper and 4 drinking straws, and an inexpensive, bright item of choice p.t.

R 1 to 2 sizable safe, cheap, shiny items of choice p.t.

Student Responsibilities

- 1. All team members, including alternates, must wear a nametag and a competition letter above the waist in a way which can easily be seen and read by facilitators and participants. (Letters are provided at Meets.)
- 2. All team members must keep problems and questions strictly secret until the end of the competition. If any team member is found to be sharing questions or other information about any U.S. Academic Triathlon questions with members of other teams, their coaches or volunteers before the end of a Meet, *their entire team will be disqualified*, and may be subject to further censure. Student rules may be attached to the Competition Kit for reference.
- 3. All team members must exhibit good sportsmanship throughout each Meet. Teams who exhibit unsportsmanlike conduct are subject to loss of points and possible disqualification for serious infractions. Teams shall show respect for facilities, people and their efforts to compete in and/or hold a Meet. A Penalty Form may be used to discipline a team, and may result in a loss of points for serious infractions. (See form, page 27.)
- 4. Theater etiquette is full, silent attention during performances. No derogatory comments or other inappropriate behavior will be tolerated, as watching other teams' P.A.R.T.Y. shows is a privilege. It is appropriate to laugh, clap and enjoy other teams' shows. Students and coaches may not talk to or approach P.A.R.T.Y. judges regarding scoring questions. Student feedback should be limited to general and impersonal helpful hints.
- 5. Teams must strictly adhere to their time and room schedules. If they arrive late for an event after a Meet starts, they will be allotted only the remaining time allowed. If they prevent another team from having the full time allotted, they will be subject to an unsportsmanlike conduct penalty. Responsible movement among events is the duty of team members at a Meet. A highlighter may be used to mark the team's schedule.
- 6. Students may not bring anything into an event room, except as specifically stated in U.S. Academic Triathlon rules. It is the responsibility of each team to bring its own scratch paper and pencils for the "Face-Off!" round. If any special equipment or item is required or allowed for a specific Meet, it must be checked in at the registration desk prior to a Meet.
- 7. Teams must use appropriate language, humor, and music and gestures during Meets. (No racism, sexism, profanity, etc.) If a team member offers an inappropriate response, a facilitator will: a) ask for a more appropriate response; or b) assess a penalty; or c) disqualify a team member or team from a round or an entire Meet. If a student wonders whether something is an appropriate response, it is better to find a substitute answer.
- 8. Students whose temporary or permanent physical disabilities (e.g., broken arm) may prevent or hamper them from following physical instructions during a Meet *must tell the facilitator* who read is reading the

instructions. The facilitator or team will devise a way for the student to participate, regardless of the disability.

- 9. Teams must provide assigned P.A.R.T.Y. materials. (See list on page 4.)
- 10. Students must be aware of the meaning of these "Caution Comments":
- a. "Louder" A student should repeat the answer, enunciating for the sake of the facilitator.
- b. "Clarify" A student must explain why an answer is pertinent to the question. (If the student says "Make a boat" as a use for the flyswatter, it may be necessary for the student to say, "Use the handle as a raft," so that the judge can score it.)
- c. "**Inappropriate**" A student is being given a chance to change a socially unacceptable or *non sequitur* answer, with or without loss of points, depending upon intent.
- d. "Repeat" A student has given a duplicate answer, and must come up with another response.

The Real Product: Personal Growth

"The byproduct is sometimes more valuable than the product."

--Havelock Ellis, Little Essays of Love and Virtue

The U. S. Academic Triathlon is an activity "for the children." It is not a chance for one coach to outdistance another, for an adult facilitator to baffle youth, for teams to tout triumph over others. The final, lasting experience of USAT is to overcome not the people, but the problems.

Teams grow to realize that:

- 1. Each idea is only one of many that occurs to the human mind;
- 2. Each student brings to the team individual strengths that can be built upon;
- 3. Flexibility opens doors to new possibilities;
- 4. Positive risk-taking in an atmosphere of acceptance yields experiential learning and great memories; and
- 5. Students are able to handle the curves that life throws them—especially if they approach each problem with a sense of humor and a sense of their own self worth.

As students process out of their Triathlete's season, they will become aware that AT really stands for "Able Thinkers".

The Mission of U.S. Triathlon is
"To cultivate and
generate ingenuity in tomorrow's leaders."

It's Cross-Training for Young Minds.

Regarding the Competition Kit:

It is all right to refill colored bingo dabbers, using any water-soluble temporary paint. It also is all right to make bingo dabbers from foamtopped bottles such as those used in offices to moisten envelopes.

If a team wonders whether it is okay to use any Competition Kit item during a P.A.R.T.Y. in a Box show performance in any certain way, they may use this guideline: If the item has been provided in exactly the same form to every team, it may be used in the show. If it came with them in their Competition Kit or was brought from their school for their use exclusively, it may not become part of their solution.

Using Competition Kit tape to affix a backdrop to the backdrop holder is fine, and is not use of outside materials.

The large cardboard box and its lid need not be kept intact.

USAT Phone Numbers:

- 1. Area Program Coord.:
- 2. Head Coach:
- 3. Parent Volunteer:
- 4. Parent Volunteer:

What a Team Brings to Meets: Box, Kit & Assigned Items

Each team must bring a 10-ream photocopy paper-type cardboard box *with lid*, a Competition Kit in its own separate container, and its assigned P.A.R.T.Y. contributions to each Meet. (P.A.R.T.Y. item assignments are published on the website along with the season competition schedule.) The lidded P.A.R.T.Y. box and materials go to the Registration Table upon arrival, so boxes and items can be reapportioned equally to all teams. (Teams don't necessarily get their own box back; but this shouldn't matter, since all boxes should be similar and in good condition, without special markings, holes, etc.)

The Competition Kit, labeled with the team's number, is carried by the team to all three events, and must include *only* all of the following:

- 1. One 8-marker set of standard-color, widetip markers or Bingo dabbers in red, blue, orange, yellow, black, purple, brown and green, plus one to five highlighter ("dayglo") markers;
 - 2. A 1/2-inch-thick stack of scratch paper and six pencils;
- 3. Two roles each, masking tape and transparent tape;
- 4. Two pairs of scissors and two paperback dictionaries; and
- 5. Nametags, approximately 2"x4" to 12"x12", to which their team letter may be attached. (Stick-on, pin-on or on-a-string tags, etc., all are okay.) Teams are strongly encouraged to make and decorate their own nametags, and may wear team "jerseys" or other clothing provided that it is limited to what would usually be worn during the school day. No hats, please. Competition Kit items may be used during P.A.R.T.Y. in a Box preparation, but not during the show itself, unless otherwise specified.

Hosting a Meet

It's easy to host an Academic Triathlon, since it is delivered to a hosting school in self-contained units. A seven-point set-up checklist (page 24) for the hosting school helps walk the Host/Facilitator (H/F) through the procedure. (A Training Videotape also may be purchased.)

Meets using the same questions and materials are held on the same day to insure security of questions. Each fall, dates are published in advance of the first Meet. Meets usually are held Fridays. One tournament make-up date and one snow date are chosen.

Meets pit up to nine teams against each other. Teams' Meet locations for the season are set by the USAT Area Program Coordinators in advance, so schools can schedule rooms, transportation and volunteers.



The U.S. Academic Triathlon H/F Meet Kit Materials

The U.S. Academic Triathlon Host/Facilitator kit is to be used with a USAT seven-point checklist, found on page 24. Each U.S. Academic Triathlon kit contains all of the following:

- 1. *Face-Off!* questions—oral and written—appropriate for the grades included in the Meet; facilitator's score sheet.
- 2. Facilitators' nametags.
- 3. Lettered stickers in sets of five for appropriate number of teams.
- 4. Mind Sprints challenges, materials, and score sheets for recording raw scores.
- 7. Team sign-in form.
- 8. P.A.R.T.Y. In a Box scenario, facilitator judging criteria; P.A.R.T.Y. score sheets for judges.

All other necessary forms, such as the Meet schedules, are in the Appendices, pages 20-28.

***NOTE:** As a courtesy, please notify the H/F if your team is not able to attend a Meet. The Meet Schedule is set by the H/F, dependent on the number of teams scheduled.

Meet Format

Meets consist of three 40-minute segments called "Tris" (which are pronounced "tries"). The Meet timetable, including starting time, is set at the discretion of the H/F, who may wish to check with attending coaches for a consensus of what is best for participating districts. Host schools have the right to adjust the Meet start time to the time of day that best serves their school, as they are aware of local scheduling factors. This is a typical Meet format:

3:45-4:00	Team Registration and Facilitator Assignments
4:00-4:05	Announcements & P.A.R.T.Y. item sorting
4:05-4:15	Written Face-Off!
4:15-4:55	Tri #1
5:00-5:40	Tri #2
5:45-6:25	Tri #3*
6:35	P.A.R.T.Y. presentations start

*NOTE: Adding a 10-minute break after Tri #3 for snacks, bathrooms, and costume changes allows teams to assemble in costume before P.A.R.T.Y. shows begin. The Host/Facilitator may announce such information when the Meet starts. If necessary, a Round Robin may be shortened to 30-minute Tris due to an emergency; however, it is not recommended, as it puts stress on the facilitators and scorers.

If, for any reason, a team is unavoidably detained, Facilitators may allow the team to do the written *Face-Off!* after they've performed their P.A.R.T.Y. in a Box at the conclusion of a Meet (before official scoring results are tallied and posted). Facilitators may use scoring time to inform audience members about the events and challenges that the teams have

✓ Meet materials will reach your school by Tuesday of Meet week. Use the Materials in the Appendix to plan a well-run Meet.

✓ Kits become the property of the Host school at the end of the Meet, and may be reused for one year or thrown away.

✓ Kit items and this Program
Manual are to be used with a
regulation Academic Triathlon
Backdrop Holder. (Directions for
building and setting up the
Backdrop Holder are on page 28.)

✓ Stay abreast of program posts for Meet notes or Rules clarifications. You'll receive an email alerting you to updates. Head coaches must pass these on to their teams' coaches.

✓ Additional Host Aids

- * Stopwatch, pens or pencils
- * Directional signs
- * Bucket or box to from which to draw teams' letters.
 - * Photocopier to scan/duplicate Scoreboards for coaches and self if mailing to the Area Program Coord.
 - * Letters on the wall under which teams may drop off their P.A.R.T.Y. box and items.
 - * Computer and computerized scorekeeping program (on website)

faced that day: Read the Written *Face-Off!* questions and answers, and share especially creative Mind Sprints solutions.

Starting a Meet

Each Meet is set up by the Host/Facilitator (H/F) in the prescribed way listed in the "Host/Facilitator checklist," page 24. Teams and coaches who are to be facilitators must check in during a 15-minute registration period prior to the start of the Meet. Facilitators sign in first, receive their assignment, and proceed to their area for set-up. They also drop off whatever their team is to provide for the P.A.R.T.Y., plus lidded cardboard box.

Teams whose coaches have been assigned then may register within the 15-minute registration time permitted, or be disqualified. (This is at the H/F's discretion, since extenuating circumstances may apply.)

Team captains sign in all members in attendance, including alternates, and draw a letter designation for their nametags. These letters establish the order in which teams compete throughout the Meet. Teams prepare their nametags, receive a competition schedule, and mark or highlight their times and locations. Announcements follow.

While the *Face-Off!* facilitator administers an eight-minute written round, the H/F verifies that all competition sites are ready, directs teams to room locations, then declares the start of the Meet.

Each team moves quickly to the site of its first competition. No other bells or breaks will be sounded. It is up to each team to continue moving in an orderly way throughout the Meet, with site help from the Host/Facilitator.

Part of team growth and maturity comes with learning to stick to the schedule. Facilitators should check with teams as they enter a site to verify that they are in the right place at the right time. These U.S. Academic Triathlon events move fast. "Down time" is minimal, to keep students busy and involved.

Facilitators should greet each new group and verify their identity and schedule. A relaxed, fun atmosphere should pervade the Meet for facilitators, since this is the children's competition. No grumpy grown-ups allowed!

Facilitators for each room must maintain consistency throughout their segment of the Meet. If, for example, a chair used in a Mind Sprint is sitting next to the blackboard for the first team, it should be sitting next to the blackboard for the next eight teams, as well. The Facilitator should recheck the room each time s/he gets ready to admit a competing team.

Meet events—especially Mind Sprints and P.A.R.T.Y. in a Box—may vary greatly from Meet to Meet, so facilitators should be ready for any challenge. It is advisable for facilitators to bring a stopwatch and a pencil or pen to each Meet.

Meet Schedules, Modifications

Meet schedules, found on pages 21-24, are intended for up to nine teams. Choose the schedule form based on the number of teams at the

Meet you're hosting. If a Meet starts at any time other than 3:45, it is the duty of the hosting school to inform visiting teams of the schedule change.

Schedules may need to be modified slightly, depending upon the number of teams expected at a Meet. A nine-team Meet schedule works for seven, eight or nine teams. For an eight-team Meet, cross out "Team I" events on the schedule; for seven teams, cross out "Team F" and "Team I".

A six-team Meet schedule works three to six teams. For a five-team Meet, cross out "Team F" on the schedule; for three teams, use only "A, B, and C." Four teams? Cross out Team C and Team F.

Due to these modifications, one round may consist of only two teams doing Face-Off! For this round, use all 40 questions, multiply each raw score by two-thirds (0.67) round up or down, and record that as the team raw score. Teams use the same rules as for a regular Face-Off! and remain in the room for the full length of the round. If leftover time, it's a teachable moment to ask students to write Face-Off! questions for one another. Share such "Q&A" work during P.A.R.T.Y. scoring.

At smaller Meets, an adequate number of Facilitators still will be on hand; but they may be administering more than one of the events. For example, if three teams compete, the teams and facilitators all are in the *Face-Off!* room at the same time. Then they move to Mind Sprint rooms, rotating among the three facilitators' areas during Tri #2. Finally, they may each go to a room and prepare for their P.A.R.T.Y.s. Each facilitator would supervise and rotate among teams' rooms every 10-15 minutes to remain objective, then all three would judge all P.A.R.T.Y. presentations.

During the Meet, raw scores are to be kept confidential by facilitators, as scores are meaningless until they are ordinalized.

Scoring the Meet

Event score sheets come with each U.S. Academic Triathlon Meet kit. These sheets are designed to be user-friendly and simple, to minimize the chances of computation error. Each event score is tabulated as a "raw score", then ordinalized. *Penalties always are assessed on the combined raw score for the event in or near where the infraction occurs.*

"WebScoreKeeper" is a downloadable, printable shareware app, designed especially for scoring a Meet. It converts teams' raw scores to ordinals automatically as the blanks are filled in. In order to make all three events of the triathlon equally weighted, event raw scores are ordinalized on the basis of 100 being the highest score possible in any event. At any size Meet, the team receiving the top raw score receives 100 points. *Then, ordinalizing takes over.* Team rankings decrease at 10-point intervals (100, 90, 80, 70, 60, 50, 40, 30, 20 points), regardless of Meet size. (Computerized scoring programs do this automatically.) No team ever gets a zero; ordinalized scoring gives credit for participating and positive risk-taking.

Page 25 includes a full-size paper Scoreboard to use if a computer isn't available. *Play-off* scoreboards must be filled out *completely* and sent to the Area Program Coordinator. (Round Robins scores do not.) The Student Sign-in Form *always* must be sent in, and must include teams' players' names and team membership numbers.

Host tips and Tricks:

√The Host/Facilitator manages
the Meet.

√The Face-Off! facilitator starts the Meet on time, because s/he hands out the written Face-Off!

√Often Host/Facilitators ask one or two extra volunteers to attend a Meet to make a Meet start more smoothly. You may use students, 16 years and older, as well as adults.

✓It's extremely important to divide up P.A.R.T.Y. materials right away at a nine-team Meet, since three teams do P.A.R.T.Y. preparation during the first Tri.

Good uses for the lull created by scoring time:

- 1. Discuss Written *Face-Off!* answers, and quiz the audience.
- 2. Ask teams to clear away debris and trash.
- 3. Discuss student scoring of the P.A.R.T.Y. shows, if used.
- 4. Tell the audience about the Meet's challenges. (Each Facilitator could do one room.)
- 5. Talk about strategies used by teams in Mind Sprints.
- 6. Announce special awards, such as the Mary Ann Berdan Creativity Award.

After Every Meet, send to the Area Program Coordinator:

- 1. Team sign-in sheet
- 2. Copy of Discipline & Consequences form, if used

After Play-off Meets, send these along with:

- 3. Meet Scoreboard
- 4. Winning team's contact information

√The H/F may score the
Written Face-Off! during the
early Tris, to save time.

No penalty points may be assessed unless either:

- 1. A signed Discipline and Consequences form is used; or
- 2. One of five standard, prescribed P.A.R.T.Y. in a Box penalties is clearly assessed and delineated by the H/F. This teaches respect for rules, promotes fairness and social order. It also clarifies misunderstandings and lends closure to any problems.

PRIZES AND SIZES

The number of teams at a Meet determines how many winners are announced, and how many ribbons are presented.

Seven- to nine-team Meets award first, second and third place ribbons.

Four- to six-team Meets award first and second place ribbons.

Any smaller Meet awards only first-place ribbons.

Mind Sprints and *Face-Off!* facilitators are to immediately return scores to the Host/Facilitator's scoring area at the conclusion of the three Tri's, before the beginning of the P.A.R.T.Y. shows. Rankings from these events may be prepared at this time. A computerized scoring program may be used to calculate scores, or it may be done manually.

Facilitators who intend to assess penalties arising out of these three Tri's must explain the situation to the Host/Facilitator. ANY PENALTIES

The Computer scoring programs are found on the website.

They are shareware, and may be downloaded as much as needed.

Using a computerized scoring system is recommended.

ASSESSED MUST BE MADE KNOWN AT THIS TIME. Facilitators should, therefore, consult with host/facilitators when handing in their score sheets. These discussions should occur immediately and confidentially, and not be discussed after a problem has been disposed of.

A "Discipline & Consequences" form must be filled out. Not all penalty forms result in loss of points, it should be noted. *The assessed penalty should be subtracted from the event's combined raw score.*

If a facilitator knows of a necessary penalty resulting from something that happened in a hallway, bathroom, or other common area, it

Host/Facilitators retain used meet materials but send sign-in sheets to Area Program Coordinators.

should be brought to the attention of the H/F as quickly as is convenient after the infraction occurs, and in a non-public way. If a point deduction is to be made, it should come from the facilitator's event raw score, or from the event raw score closest to the infraction. This is the H/F's call. Improper facilitator conduct also should be dealt with.

Rooms should be left in good condition, and any items used for the U.S. Academic Triathlon should be removed before the P.A.R.T.Y. starts. All facilitators should report to the P.A.R.T.Y. room at this time, to become judges and timers, or to help with rankings on the Scoreboard if designated by the Host/Facilitator.

At the conclusion of the P.A.R.T.Y. shows, judges' scores of this

event are tabulated and added to the scoreboard. Then Grand Totals are summed. All Discipline and Consequences issues must be dealt with before scores go out.

The Meet concludes with the announcement of the top Grand Total scores. Copies of the Scoreboard then should be available for anyone who wants to check individual scores. Raw score sheets and answers to questions should be available at this time, as well. (You may wish to make an extra copy of the Scoreboard, fill it out, and cut it into strips so each team gets its own results.)



Regional Play-off Meet scores are reported to the Area Program Coordinator of the Academic Triathlon by mail at the conclusion of the Meet. (By mail, simply photocopy the Scoreboard, and include the identity of each team by name or registration number, as well as its "letter" designation. Mail it in the envelope that comes with the Meet kit, along with any Discipline and Consequences forms and sign-in form. Documents also may be faxed or emailed to the national office.)

Tournament Eligibility And Tie Breakers

Play-off Tournament Meets may include up to nine teams, and are arranged by the Area Program Coordinators as deemed necessary. Guest judges may be used. *All Facilitators must be 16 years or older*. Meet tiebreaker rules go into effect, because winners must be determined.

The WebScoreKeeper program automatically breaks ties. To break ties using manual scoring (after properly assessing any penalties):

1. In case of tied ordinal score rankings, the team with the highest combined raw score wins; or 2. If still tied, the team that did the best in most events wins; and 3. If still tied, the Host/Facilitator flips a coin. Duplicate ribbons will be awarded at round robins, but they won't be available until a few weeks after the Meet.

To be eligible to compete in a Play-off Tournament Meet, a student must have participated in at least one round robin Meet, either as a team member or as an alternate who was signed in. Only team members who signed in as either a team member or an alternate for the winning team may advance to the next level of play. If not all team members are available for a tournament, and no alternate is eligible, the team still may compete without penalty at the next level.

To compete in a Play-off Tournament Meet, each team must provide *two* trained facilitators. They must bring any materials or equipment assigned to them. They may bring visitors and alternates, who are required to wear nametags at the Meet. Parents and other interested persons always are encouraged to attend P.A.R.T.Y. in a Box presentations. An additional fee to offset tournament costs may be assessed to participating teams.



Round Robins are really just like scrimmages: There's much to be learned by playing other teams—and much that every Facilitator picks up, too.
The objective of scoring these Meets is to give students an added incentive to play their best. It also gives Facilitators a chance to hone their own evaluative thinking skills!

Agreeing to be a facilitator

 \checkmark agreeing to enforce the rules.

 \checkmark following the rules and spirit of the program.

✓ agreeing not to "coach" or aid a team once the meet starts.

✓ following the rules set out by your State High School League.

Ifollowing the scoring guidelines objectively, and never slanting or stacking results to benefit the team you brought. Failure to live up to this agreement could cost your team the right to compete. Do not take chances with the children.

Meet date changes must be approved in advance by the National Office. It is the only way we can ensure that questions are secure.

Mind Sprints Rules

Mind Sprints take quick thinking, group cooperation, critical and divergent thinking skills. Leadership and compromise skills both help in the successful completion of this type of event. The teams rotate among three Mind Sprints rooms during one of their scheduled Tris.

Each Mind Sprint comes in its own envelope. The Host/Facilitator can easily assign facilitators to tournament duties by passing out Academic Triathlon kit packages as coaches sign in. The instructions and scoresheets for each Mind Sprints activity are explicit. Each assigned facilitator sets up the Sprint while students do the Written *Face-Off!* round, using the

Consistency by a facilitator is really important within a Mind Sprint Room.

"Quick Set-Up" instructions. Mind Sprints are judged by stated, objective criteria. One to two facilitators run each Mind Sprints event. Facilitators are expected to set up and run Mind Sprints rooms, decide how to do the problem fairly and consistently throughout a Meet, and keep scores. Therefore, it is extremely important that each facilitator previews the problem during set-up time.

Any questions or concerns arising in the mind of the facilitator should be discussed with the H/F prior to the running of the problem. The "Objective" information also helps explain the educational rationale behind the exercise, as Mind Sprints may vary greatly from Meet to Meet. Some samples are included on the U. S. Academic Triathlon and at the end of this manual. Remember, Mind Sprint challenges suggest that perhaps creativity is just imagination and intelligence having fun!

At some time during the Meet, each facilitator will be faced with challenging his/her own team. Students should be cautioned that they must not ask for any special treatment or assistance because they are "special" to the facilitator. This is an excellent time for coaches to show by word and deed that "fair play" is an important part of Academic Triathlon, or any competitive activity. Yes, students are watching you.

Facilitators should remind students not to discuss Mind Sprints after they leave the room; they should not give teams their raw scores.

The U.S. Academic Triathlon staff tries to make Mind Sprints

Mind Sprints always offer team members a way to get "unstuck."

questions open-ended, but this also invites wide interpretation of how a challenge might be conducted. The U.S. Academic Triathlon recognizes and appreciates that running a Mind Sprint room takes a well-prepared facilitator who is a flexible thinker.

It is really important that each facilitator conduct a question/challenge the same way for all teams at a Meet. It is much less important that a question/challenge be done exactly the same way at all Meets at

Mind Sprints may include such problems as:

- 1. List uses for an item
- 2. Convey an item
- 3. Play with a word
- 4. Hangman-A.T. style
- 5. Spatial relationships problems
- 6. Build a structure (tree, ladder, tower, etc.) for points
- 7. Work a puzzle
- 8. Add to a picture
- 9. Tell a story about a picture
- 10. Story soup

Mind Sprint challenges suggest that perhaps creativity is just imagination and intelligence having fun! different locations, since these variables won't affect team standings nearly to the extent that changing a challenge "midstream" would.

Mind Sprints facilitators may rest assured that, if they have found a method to consistently score their own event, they've done well. Do not feel pressure to inflate scores or give hints to make sure that students feel as though they have succeeded, as any single Mind Sprint is only a small percentage of the points they may garner for a the round, and especially in the Meet overall. In fact, it is possible for a team to earn no points in one room and still win a Meet!

Facilitators are cautioned to stay on schedule, to time accurately, and to score consistently. For example, suppose that a Mind Sprint is a verbal challenge: "Name as many things as you can that are green and fuzzy." The set-up rules tell the facilitator that concrete or "literal" responses get one point (e.g., "a tennis ball") while unusual, creative responses get two points (e.g., "A rotten carrot").

If the "rotten carrot" comes up in round after round, it still should be scored as a creative response, even though the facilitator may be feeling that it's not such a creative answer anymore, having heard it so often!

Mind Sprints facilitators may have to read a problem that, member by member, the team solves individually. Teammates are not allowed to offer assistance to one another, except as rules state; but they are always allowed to encourage their teammates.

In problems where teammates answer individually, a theoretical "shot clock" may be used. Because it would be possible for one team member to get stuck (suffer a mental block) and cost the team all of its time—and therefore deeply damage an entire team's score—a way of getting "unstuck," or at least off the hot seat, always is provided.

For example, if a team has to answer the "green and fuzzy" question, members give individual responses in consecutive order. At the beginning of each student's turn, a Facilitator imagines that a "shot clock" is started. After 20 seconds, if a student hasn't been able to give an appropriate response, the Facilitator asks if the student wishes to "Pass" and the turn is passed to the next team member. (Such details are given in the kits each time.) Passing is at the discretion of the player, and is optional.

Another example is the "pass card" team members sometimes get in problems. A player may opt to pass, and this would be a rule stated for the specific Mind Sprint. Often there is a way to receive team help and still earn points. It offers another way to succeed.

If a Mind Sprint facilitator feels that a Mind Sprint challenge is too hard to conduct alone, s/he may request a helper. The H/F will assign a second person to help, asking a different volunteer to travel between two P.A.R.T.Y. prep rooms. The same facilitator must conduct the same Mind Sprint all nine times, if at all possible.

The sample challenges are typical Mind Sprints problems. They are in the form given to a facilitator and would be in kit envelopes with necessary materials for administering and scoring the problems. If special cards or game pieces are needed, enough such items are supplied for all teams scheduled at a Meet.

M.S. Facilitators must:

- * Identify the team as the correct one as they enter.
 - * Time accurately.
 - * Score consistently.
- * Score each team in its proper score sheet row.
- * Be familiar with how to use "Caution Comments" and the "Shot clock."
- * Multiply before adding, to get an accurate weighted score, if there are multiple values for different parts of a Mind Sprint.
- * Give the score sheet to the Host/Facilitator as soon as the scores have been calculated, or hold it if questions or penalties arise.
- * Keep an eye on the *objective* of the exercise: To help students practice flexible thinking.
- * To note especially successful, capable thinkers, who may earn an individual or team Mary Ann Berdan Creativity Award.

- ✓ The Face-Off! Facilitator must start the Meet on time, while the scorer/timer checks on the buzzer system.
- ✓ It's most convenient if announcements, written, and oral *Face-off!* all take place in the same room, or near one another.

Excitement and the "Blurts":

The reader must stop reading if a team buzzes in, or a captain offers an answer before being called upon. If the answer is not correct, the reader reads the question FROM THE BEGINNING for all remaining teams, or until another team buzzes or offers an answer. A team that has buzzed in may not have a question reread.

- ✓Try to be fair about "false" buzzes. Sometimes a buzz is reported by a computer strip that nobody touched! Then it's time to say, "Let's ignore that."
- ✓During Math questions, students might not ring in until they feel they're within 15 seconds of answering.
- ✓If you need to use the paper Scoreboard on page 25, manually multiply the oral round's raw score by 5 before adding it to the written round raw score.



Teams compete for points in this event by answering questions in five general areas:

- 1. Science & Health (questions ending with numbers 1, 6);
- 2. Math & Music theory (questions ending with numbers 2, 7);
- 3. English Usage & Lit (questions ending with numbers 3, 8);
- 4. Social Studies & culture (questions ending with 4, 9);
- 5. Current events & Consumerism (questions ending with 0, 5).

A written *Face-Off!* round is administered by the *Face-Off!* facilitator to begin Challenger and Cross-Trainer Meets. **Exactly at the appointed time**, each team gets one copy of 15 questions and works on answers together for eight minutes. This round enables less aggressive teams to answer every question without buzzing in first. The written score on this round is added to the verbal *Face-Off!* Tri raw score. Answers must be legible and complete to receive credit. No additional scratch paper is allowed for this round. However, they are allowed to use their Competition Kit dictionaries.

Each verbal *Face-off!* round consists of 40 questions. Five alternate questions are provided in case of accidental misreading, ambiguous or outdated answer, and so on. The facilitator is assisted by a scorer/timer. At the beginning of each Tri, the facilitator makes sure that the correct teams are competing; s/he asks the team's captain to be identified, as the captain or his/her designee must answer for the team each time. Buzzer strips should be tested before each round starts, to make sure they're working.

Buzzer-Run Oral Face-Off! Rules:

Teams sit at tables with Knowledge Bowl buzzer strips (attached to the operating box) in front of them. They may have paper and pencils. The facilitator begins reading question #1, and stops if a team hits the slaptape, causing the computer to buzz. The computer operator calls upon the team that has buzzed in, and timing starts. The team must answer *BEFORE* TIME RUNS OUT.

The team has 15 seconds to confer and offer its answer. Only a team's first response is considered. The team captain may designate another team member to give an individual response if s/he wishes. If 15 seconds elapse without an answer, and no other team has buzzed in, teams may request that the question be read again *from the beginning* for the remaining teams.

If, however, a second team has buzzed in, the computer operator calls upon and starts timing the second team. If they don't give a correct answer, and the third team has hit its slaptape, the computer gives that team 15 seconds to give its response. The H/F will make sure that each answer in the oral *Face-Off!* is worth five points. (There is no penalty in *Face-Off!* for a wrong answer.)

NOTE: If a team buzzes in before a question is completed, the reader MUST stop reading. If a reader accidentally finishes a question, s/he may use one of five alternate questions provided.

Both reader and computer operator may wish to keep score, as a crosscheck. The reader is the final arbiter of disputes regarding correctness of answers, and the scorer is the person who decides whether a team has answered in the allowed time. The reader may disallow an answer due to mispronunciation, ambiguity or other similar reason.

If a team has begun its answer before time runs out, they may be allowed to finish-provided, of course, that the team captain has said more than something such as, "Umm...well...."

If no team buzzes in, the reader may declare "time," *give the proper answer*, and go on to the next question. (A mental count of 10 is the usual

Always give the correct answer if all of the teams miss a question.

amount of time the reader waits. if s/he sees lots of "blank" looks.)

If the Tri ends before all questions are used, the *Face-Off!* is over. If a question is being read when time ends, it may not be answered. If a team has been recognized and time ends, it may complete its answer; but if the team is wrong, each other team who has buzzed in may have its 15 seconds to answer.

No protests are allowed. The facilitator's judgment is final. (Right or wrong, they're still the umpire!)

Alternate Timing and Scoring:

During power outages, creative facilitators have used everything from empty apple cider jugs plus foot-long rulers to staplers as items that students can tap to "ring in" to give *Face-Off!* answers. Another coach used a calculator, assigned each team a number, and had the team captain hit the assigned number to register the right to answer. All of these coaches were trying to make a fair Oral *Face-Off!* situation, and the students were very grateful for their efforts!

Call your Area Program Coordinator for other ways to run *Face-Off!* manually. See the website for information about ordering buzzer systems. Also, it is all right to use lock-out buzzer systems, but the rules must still be enforced. A stopwatch and a manual scorecard probably would be necessary in such cases.

The 15-second allowance and scorekeeping must be done manually by the person helping the Reader. Since two people usually are assigned to run the *Face-Off!* room, staffing needs still may be easily met.

All coaches present must accept any alternative method used for the Meet results to be official. If your school uses PCs, one keyboard may be shared by all students—which calls for quickness, good sportsmanship, and short fingernails!

Face-Off! Questions are written in order, so that teams will not only know the subject matter in advance, but so that Triathletes will be assured of myriad, balanced topics during their rounds.

Did you know that every fifth question will be on the same topic? For example, question No. 1 will be on Science and Health; question No. 2 will be on English and Literature. Question No. 3 deals with Math and Music Theory, while question No. 4 is related to Social Studies. The fifth question is one that addresses consumer issues and current events. Then, question No. 6 goes back to Science and Health, and the topics rotate again. If an alternate question must be substituted, try to use a question from the same general area. (You can tell by the question number, as explained above.) If that question already has been used, substitute the Current Events question next. If those both are gone, just use the alternate questions in top-to-bottom order.

If two teams, instead of three, compete in a *Face-Off!* at a Meet which also has three-team *Face-Off!* rounds, all 40 questions are used as the scored portion of the two-team *Face-Off!* in that round; but their scores are multiplied by 0.67. (Round up or down on the Scoreboard.)

Have leftover questions? The rest of the questions are done by the teams "just for fun" as remaing time permits.

Have leftover time? Ask students to write *Face-Off!* questions, then use them on the P.A.R.T.Y. in a Box audience while final Meet scores are being tabulated. Above all, do not let them discuss questions and answers from Mind Sprints or the P.A.R.T.Y. scenario while waiting passing time.



Planning, Assembly, and Re-enactment Theater is Yours-in a Box!

✓ Coaches can build empathy in order for a team to produce a mature evaluation of other teams' work. Students need to practice positive assertiveness. In fact, it's a good Mind Sprint.

Have the team write 15 negative comments, such as "Your costumes were dull," and have the students restate them as positive or constructive comments: "Adding color might make your costumes stand out more" is a positive way to help a team understand what to change to improve skit planning.

P.A.R.T.Y. In a Box

This round appeals to the creatively adventuresome—and those who like to "ham it up." When each team enters a P.A.R.T.Y. prep room, they receive a cardboard box containing one set of materials, which may range from plastic cups and cardboard to a grocery sack and some cotton balls, and the one-page P.A.R.T.Y. in a Box challenge itself.

By brainstorming, dividing the work, and composing dialog as they go, teams develop a skit or other presentation to solve the challenge.

Teams leave their presentation box in the staging area when they are done, or in the prep room if they are instructed to do so by the room facilitator. (This is at the discretion of the Host, who makes the decision based on room availability, distance to the staging area, etc.)

At the end of all three Tris, all of the teams meet at a central location to view the presentations, while team facilitators act as the judging panel. Teams always have a set amount of time, listed on the printed problem, in which to do their presentation. One facilitator acts as the timer. S/he holds up a yellow folder as a warning to indicate when 30 seconds are left, so that a team may wrap up its presentation. At the end of the allowed performance time, the timer stands up, and teams must yield the "stage" or risk an overtime penalty.

The "stage" for Challengers and Cross-Trainers is the designated area, often in front of the backdrop holder. It does not need to be raised, or contain any special lights; it must be at least 8x10 feet in area.

At Round Robins, students may be asked to evaluate other teams' P.A.R.T.Y.s, too. They learn how hard it is to be a judge, to remain objective, and to see a P.A.R.T.Y. from another viewpoint. They gain a greater appreciation of other teams' ideas, too.

Teams must observe good theater etiquette during performances, and could lose points for inappropriate behavior or language, failure to clean up the performance area, and so forth. Good theater etiquette includes being quiet and attentive during other teams' shows.

The Host/Facilitator provides score sheets to facilitators of teams A, B, and C, who become judges at the time that everyone assembles to view the presentations. If any of the facilitators A, B, or C decline, the next facilitator in alphabetical order takes on the task. The next person, in order, becomes the timer. Judging facilitators read the scenario before viewing the shows, using "scoring guidelines" printed on the back of their scenario copies to preview their task.

One facilitator should serve as emcee, and should read a scenario summary to audience members before teams begin. S/he may use the sign-in sheet to introduce each team by number and may indicate, for example, the number of students on the team that day. The same people must judge all of the teams. The H/F may wish to begin tabulating scores during presentations, and may ask another judge's help at this time.

The scores each team receives are added together following all the shows, then entered in the computer scoring program. These three scores provide the basis for ordinal ranking of this event on the Scoreboard.

Each team has one Tri during which to decide what their position is,

and how they will demonstrate their rationale. One team might choose to draw a comic strip on the 10 feet of white paper provided, while another team uses the same paper to make costumes and writes their rationale in rap or poetic iambic pentameter. Point values are listed on the problem, so that the savvy team concentrates on issues that will earn strong scores.

In such scenarios, teams may earn points for building a

structure or apparatus. Also, there is a penalty of five points for each team member who does not appear in the presentation. By carefully reading these guidelines, cooperating and drawing upon their talents and strengths, students can plan an effective, high-scoring presentation.

P.A.R.T.Y. judging has been called "somewhat subjective", because not all pertinent items are quantifiable. How, then, can a judge–student or adult–be fair and consistent among teams?

Judges may wish to make notes or score during each team's P.A.R.T.Y. and clean-up time; but they need not finish scoring until all teams have presented. Scorers may use Team "A" as a yardstick for judging other shows, then go up or down for the others, as appropriate.

Taking these additional notes may help:

- A. Make a note of the P.A.R.T.Y. theme.
- B. Note who and what is outstanding about the P.A.R.T.Y.
- C. Note areas for improvement of the P.A.R.T.Y.
- D. What is above/below average about the P.A.R.T.Y.?
- E. Did you enjoy it?* Learn from it?*
- F. Were you moved by it-to action, to emotion?*

*If "yes", reward that.

Most of all, remember that it isn't up to a judge to agree with students' conclusions in order to score a P.A.R.T.Y. performance highly; it is, rather, the function of the judge to listen and to evaluate the students' ability to communicate a position through a staged presentation.

Judges should tabulate the raw scores, without including adjustments for penalties, on their scoresheets before giving them to the H/F at the conclusion of the shows. P.A.R.T.Y. penalties are suggested by the judging group or individual, but only the H/F actually levies the penalty, since someone has to decide how severely a team should be penalized.

Students are responsible for a careful reading of the rules, and in general, if it doesn't say they can't, they can! For example, it doesn't say that they may not use the packing box in their show, so they may. Facilitators should not answer such questions, but tell the students that they must decide such matters for themselves. This insures consistency among prep rooms, and signals students that they can look only to themselves for a solution to the P.A.R.T.Y.challenge.



Facilitators of teams A, B, and C become the P.A.R.T.Y. in a Box judges. Team D's facilitator acts as the timer.

Judges should never be asked to surrender their score sheets until they have seen all of the solutions.

They may adjust their scoring of all teams between presentations.



Directions for building this USAT Backdrop Holder are found on page 28.

As with other penalties, a "Discipline and Consequences" form may be used; or the scoresheet citing the infraction must be returned, with explanation, to the team. A five-point penalty for "Outside use of Materials" because a student used his belt as a blindfold certainly is less severe than an infraction for students intentionally refusing to clean up a messy and misused P.A.R.T.Y. prep room!

At the first Meet of the season, a H/F might decide to only issue a warning to *all students* that, in upcoming Meets, this would be seen as a rules infraction. It isn't necessary for all judges to agree that an infraction occurred for a penalty to be received. And, the penalty points only should be subtracted on one scoresheet, depending upon the severity of the infraction.

While this may put an extra onus on the H/F to make a tough call, this reflects the trust factor basic to USAT, that Facilitators always will focus on learning, rather than on any Pyrrhic victory that might be accomplished through score manipulation. A H/F may wish to try for a consensus among judges, showing students that the process is as important as the product.

Discipline as a Teach Tool

Student discipline is rarely an issue at a USAT Meet; students want to be free to participate excitedly, but generally not destructively, or in an antisocial way. Nevertheless, occasionally a "Discipline and Consequences" form becomes necessary (page 26-27). The Meet format generally attracts able learners and keeps them too busy to do anything except their own successful outcomes.

Pointing out consequences of thoughtless behavior may be unpleasant, but it's part of the educational process, as well. It's what grown-ups do. Warning or disciplining students early in the season results in minimal instances of misbehavior. Facilitators are urged to work together to promote good sportsmanship through proper discipline and by setting a good example. Facilitators can use the Golden Rule as an evaluative yardstick toward other teams, schools and individuals. If consequences include a loss of points, the deduction must be taken from the combined raw score for the event; e.g., if it occurs in one Mind Sprints room, subtract it from the *combined raw score of the three* Mind Sprints.

The USAT Board of Directors urges Facilitators to remember to "catch students being good," and reward the healthy spirit of camaraderie through creativity and fair play!

Discipline Issue	Suggested Penalty*
Disrespect of another person	20-35 points
Disrespect of facility	15-25 points
Disrespecting personal property	25-50 points
P.A.R.T.Y. penalties	See problem Score Sheet
Disruption, delay of Meet	10-30 points
Unfairness/Disrespect of Rules:	
Sharing questions/answers	Disqualification from Meet
Discuss skit outside prep Tri time	15-30 points/Disqualification
use of Add'l or outside materials	5-50 points/Disqualification
	*after issuing a warning

"Combined raw scores" for each event means:

Face-Off!

*The Written Round total plus the Oral Round total

Mind Sprints

* All three of the Mind Sprints, including Bonus Round Points, if applicable.

P.A.R.T.Y. in a Box

* All three judges' scores, added together, (not added and then averaged).

Awards

Every student who competes in a U.S. Academic Triathlon Meet is eligible to receive a Certificate of Participation for that season. Coaches may duplicate the certificate in this manual, fill it out and present it at the appropriate time.

The U.S. Academic Triathlon provides both Round Robin ribbons and Regional Play-Offs awards for play-off Meets. Regional Host/Facilitators receive them with the play-off kits. Certificates of Achievement also are used.

At the Statewide Tournament competition, the trophies, certificates and ribbons are presented to students and to their school.

The "Mary Ann Berdan Creativity Award" is a certificate named for an artist/educator and long-time USAT Board member, now deceased. Any student or team showing an exceptional degree of creativity and follow-through during any USAT Meet is eligible for this special honor. Candidates for this special award should be brought to the attention of the H/F before the conclusion of any Meet. A copy of this certificate also may be found in this manual on page 29.

Miscellaneous Information and Addresses

Your first contact for service within your state is your Area Program Coordinator. To contact the National Office, write: U. S. Academic Triathlon, P.O. Box 333, Northfield, MN 55057; or email the address shown on the Registration Form. (Available on the website.)

To check on copyright limits, use of logos and other illustrations, as well as proper ink colors and fonts for publicity purposes, please contact the national office at the address above.

Invitational kits are available from the national office at no charge to districts who would like to sample the program. Contact the National Office.

The *Face-Off!* computerized buzzer strip system is produced by the Media Department at the Lakes Country Service Co-op, 1001 E. Mt. Faith, Fergus Falls, MN 56537; phone 218-739-3273; fax 218-739-2459. An alternate, inexpensive lock-out buzzer system, which may be appropriately operated with additional stopwatch and other scoring materials, is "Eggspert", available from <educationalinsights.com>. (Note that using Eggspert may mean that you need an extra facilitator to help score or time during the *Face-Off!*)

U.S. Academic Triathlon is a charter member of the Synergy and Leadership's League of Competituions. It subscribes to the Minnesota State High School League Rules of Conduct. These rules are available by choosing "Good Sports Manual" at:

http://www.mshsl.org/mshsl/publications.asp

Peggy Sheldon, a Minnesota educator, founded USAT in 1989 to promote a positive environment for thinking skills risk-taking. For its mission and to donate, please go to the website at:

http://www.academictriathlon.org



Scheduling a Meet

	•		first 15 minutes for Registration gning Facilitators, signing in to	
	tems. (Remember to call tea	_		
			ound room (Continuing on, for Off! Facilitator pass out the wri	
event. What is the 10-	minute time of this "Wri	tten Face-Off!"?	te passing time lets students g to The first uild your schedule, below.)	
	rway. What is the elapsed start 30 minutes after R		to (To do	ıble-check
			d what time interval elapses? running smoothly. Correct the	
_	minute break. What tim Is the Backdrop holde		art?And what time	e interval elapses?
scoresheets from the o	ther event rooms. Any p	enalties, questions fro	teams to move to the P.A.R.T. om Facilitators? Is this a good T.Y. s begin?	-
8. Divide the <i>total elap</i> times for the Mind Sp	•	4, 5, and 6 into 10-mi	nute time slots. These are the s	ubdivided Tri
•	Tri #1	Tri #2	Tri #3	
NOTE: Schedule	to	to	to	
five-minute breaks	to	to	to	
between Mind Sprints.	to	to	to	
9. Now choose and a	assign rooms (max. of	7 for larger meets,	4-6 for smaller meets):	
Area #1	Face-Off! room			
Area #2	P.A.R.T.Y. prep			
Area #3	P.A.R.T.Y. prep			
Area #4	P.A.R.T.Y. prep			
Area #5	Mind Sprint #1			
Area #6	Mind Sprint #2			
Area #7	Mind Sprint #3			
10. On the appropria	te schedule form fill i	in the room areas vo	ou chose above, wherever it	says room, fill in

- 10. On the appropriate schedule form, fill in the room areas you chose above, wherever it says *room*, fill in the number that corresponds with the *area*. Then, fill in the subdivided Mind Sprints times. (No. 8, above.)
- 11. Fill in Tri #2 room numbers. The teams have been rotated for you, but you must fill in the rooms and subdivided Mind Sprints times.
- 12. Fill in Tri #3 room numbers. Be sure to fill in the time and place at which P.A.R.T.Y.s start. These schedules now are ready to be photocopied and used at your Meet. Congratulations!

US Academic Triathlon



		Six-Team Competiti	on Schedule	
	Registration:			
nnou	ıncements:	_ to:		
/ritte	n <i>Face-Off!</i> :	to:		
ri # '	1: : to			
ij		······]		Area
jo-s		····· }	D	
Face-Off!	ream C	J	Room	
	Team D	(:) Room	
	104111 5	(:) Room	
		(:) Room	1 0
nts	Team E	(:) Room	1 '1
Mind Sprints		(:) Room	
j pui		(_ :) Room	
Ξ	Team F	(:_) Room	
		(:_) Room	
		(:_) Room	
Face-Off!	Team E	}	Room	1
	Team A	(:) Room	2
		() Room	_
		() Room	
ints	Team B	(:_) Room	
Spr		(:_) Room	
Mind Sprints		(:_) Room	
≥	Team C	(:_		
		(:_	,	
		(:_) Room	3
	Tri # 3::	(:_ (:_) Room) Room	
rep	Team A	Room	11	
P.A.R.T.Y. Prep	Team B	Room	n2	
R.T.	Team C	Roon		
P.A.		Roon	n	
_	1	Room	1 31	
	Team F	Room	1	

21

P.A.R.T.Y. in a Box Presentations: @____:___ in Room _____.

US Academic Triathlon Nine-Team Competition Schedule



	n Registration: to:		
AMM	ouncements: to: en <i>Face-Off!</i> : to:		
VVIIII T⊭i 4	en race-on: to		
111 #	* 1:: to:		A roo
	Toom A		Area
1#6	Team A	Daam	
Eace-Off!	Team B	Room	-11
Fo			
F		Room	
	(·)	Room	2 3
	\/ (· ·)	Room	H
Sprints	Team E(::)	Room	
S	(:)	Room	1 0
Mind		Room	7
2	Team F(:)	Room	6
	(:)	Room	
L		Room	
2.	Team G	Room	1 01
ARTY in	Team H	Room	
Δ	Team I	Room	
Tu: 4	10.		
111 #	2: : to:		
i£	Team D		
-ace-Off!	Team E	Room	1
гасе	Team F		
	Team G(:)	Room	2
	(:)	Room	3
nts	(Room	
Sprints	Team H()	Room	_
Mind	(:)	Room	6
Σ	(:)	Room	7
	Team I (:)	Room	6
	(:)	Room	7
rep	(:)	Room	5
.≺ P	Team A	Room	7
P.A.R.T.Y Prep	Team B	Room	5
P.A	Team C	Room	6

(Continued on Side #2)

	Tri #3: : to:			
Face-Off!	Team G Team H Team I		Room	Area
	Team A	.(:)	Room	2
		()	Room	_ 3
Mind Sprints		(:)	Room	_ 4
Spr	Team B	.()	Room	_ 5
Jind		(:)	Room	_ 6
2		(:)	Room	_ 7
	Team C	(:)	Room	_ 6
		(:)	Room	_ 7
eb		(:)	Room	- 5
. Pr	Team D		Room	- 7
. <u>.</u>	Team E		Room	_ 5
P.A.R.T.Y. Prep	Team F		Room	_ 6
P.A	A.R.T.Y. in a Box Presentations: @:	in Room _		

Facilitator Notes:

You may wish to add information on this schedule about snack break time and place, whether you want to have them put on their constumes before attending the P.A.R.T.Y. shows, where the bathrooms are, and so on.

Make one copy for each team, and one for each facilitator.

You may wish to enlarge this form on a photocopier before filling it in, so you have more room to write.

For 8-team meets, eliminate Team I.

For 7-team meets, eliminate Teams F and I.

For 3-Team Meets, use just teams A, B, and C.

Use the 6-Team Competition on page 21 for 4-, 5-, and 6-Team meets.

For a 5-Team Meet, Cross off Team F.

For a 4-Team Meet, cross out teams C and F.



United States Academic Triathlon



Host/Facilitator Checklist

As soon as you know you're hosting: 1. Reserve the following rooms: a. 5 to 6* classrooms that have a 12x12' work area; plus b. 1 classroom containing 3 tables, computer and buzzer system; and c. 1 room containing 60 seats, a performance area 8x10', large trash can. *If the performance area is available during the entire Meet, reserve 5. If not, reserve 6. 2. Review rules on hosting and scoring a Meet. 3. Fill in schedules with room numbers and times; make at least 20 copies. Call visiting coaches, if necessary, about exact Meet times and location. NOTE: It is your responsibility to advise all teams and the Area Program Coordinator (APC) if the time or place of the Meet changes. Remember, every school address has been provided to visiting schools. If the time or place changes, you must advise all visiting schools. 4. Familiarize yourself with Meet questions, but keep them confidential. Inventory the supplies to be certain you have the right amount of materials for the size of Meet you're hosting. Only the Host/Facilitator may preview the Meet materials! The day of the Meet: 5. Set up Registration area for sign-in; post room and directional signs, and put large letters on the wall where each team is to drop off their P.A.R.T.Y. materials. 6. Set up the backdrop holder in performance area, secure joints with duct tape. 7. Completely fill out the top of the Scoreboard; set up the computer scoring program. Assemble materials such as calculator, stopwatch, pencils, etc. At the end of the Meet: 1. Double-check the paper Scoreboard to make sure it coincides with the team sign-in sheet, including Division, Meet location, Meet date, Team membership numbers and so on.: 2. Make copies of the official Scoreboard, team sign-in sheet, and any "Discipline & Consequences" forms used. Send the sign-in sheet to your Area Program Coordinator. After Play-Offs, send both the sign-in sheet and scoreboard. 3. (Optional) Send a news release and pictures to your local paper, including the names of the children, their coaches and Meet results.

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U. S. Academic Triathlon

SCOREBOARD Meet Location_____

	H/F			Date:	_//	(Circle divis	ion) X-T	С
	FACE-OFF!		MIND SI	PRINTS		P.A.R.T.Y.	GRAND TOTAL	FINAL RANK
A	Standings Raw Scores	1	2	3	Т			
B	Standings Raw Scores	1	2	3	Т			
C	Standings Raw Scores	1	2	3	Т			
D	Standings Raw Scores	1	2	3	Т			
E	Standings Raw Scores	1	2	3	Т			
F	Standings Raw Scores	1	2	3	Т			
G	Standings Raw Scores	1	2	3	Т			
# H	Standings Raw Scores	1	2	3	Т			
I	Standings Raw Scores	1	2	3	Т			

How are penalties assessed?

penalty, as this changes the results.]

A penalty (warning or loss of points) is assessed by one or more facilitators, and is modified at the discretion of the Host/Facilitator. Deductions of points range from -5 to -25. Any reported infraction must be acted upon. Discipline-instructing in what is appropriate and sportsmanlike behavior-is what "Combined raw scores" for adults do. The deduction must be subtracted from the total raw score of the event in each event means: which the infraction occurred. (See margin notes at right.) If the Host/Facilitator is using a computer scoring program such as those found on the website, the adjusted score should be entered into the program for that event. In the case of an overtime penalty for plus the Oral Round total P.A.R.T.Y. in a Box, for example, a team that finishes at 5:27 loses 5 points from its *total* combined raw score. [Do not average the three judges' raw scores before subtracting the Mind Sprints

Here are two more examples of ways penalties might be assessed: Example 1

A student is using a cell phone during the Oral Face-Off! and refuses to put it away. After the student receives a warning and promises not to use it, the cell phone scores, added together, (not comes back out a few minutes later. The Face-Off! facilitator assesses a 15-point Unsportsmanlike Conduct penalty on the team's total combined Face-Off! raw score

and enters that altered raw score into the computer program. [N.B.: It isn't deducted from just the Oral Face-Off! score, which would effectively take 5 x 15 points off of the team's score.]

*The Written Round total

* All three of the Mind Sprints, including Bonus Round Points, if earned.

P.A.R.T.Y. in a Box

* All three judges' added and then averaged).

Example 2 and beyond

These are some possible scenarios that could result in a Discipline & Consequences situation: A team decides to destroy another team's backdrop. Another team calls someone a bad name at the lavatory or shows disrespect for the Host/Facilitator. A team comes with a prepared skit that is really good, but obviously doesn't solve the problem. Team members keep planning their skit out loud after another team has started to perform. A team is boisterous during the Written Face-Off!, preventing the meet from beginning on time. Facilitators can decide how aggregious the infraction is, assess the penalty based on a team's or individual's actions, and assess any type of penalty that seems fair but also addresses the problem.

These situations seldom arise; but it is important to set a strong, fair example by guiding young behavior as best you can.

So, three steps to assessing penalties:

- 1. Identify the infraction.
- 2. Determine its severity.
- 3. Issue a warning; or, if levying a point-deduction penalty, subtract the points from the event at which (or nearest to which) the infraction occurred. The proximity may be either physical, e.g., in the room used for an event; or it may be proximal in time, e.g., it happens right before or after an event takes place.

As with all other Rules, the final arbiter is the adult group working the meet, who is charged with the education and explanation of any Discipline & Consequences.

Discipline & Consequences Form

Team	Division:C	_X-T Individual (if app	licable)	
Type of Penalty:	A) Warning B	•	-	
Infraction Location:_	MS #1MS #2	_MS #3Face-Off! _	P.A.R.T.Y. prep	P.A.R.T.Y. show
	Other (be specific)			
Reason for Penalty:				
Acknowledged by:		H/F		
	(Student, if indiviual; or team ca	aptain)		
		Witness:		
Circle one of the follo	owing:			
I have received this f	form, and will discuss the	problem with my studen	t/team. OR	
I have received this f	form, and will expect to be	e contacted by the Area I	Program Coordinator.	
Coach(es):		Meet location, date):	

Host/Facilitator Instructions for using this form:

- 1. Use one form per infraction, and determine whether this is a team, individual or coach infraction.
- 2. Ask the person reporting the infraction to fill it out as completely as possible.
- 3. Ask the coach(es) to review the form, and to sign where indicated.
- 4. Make a copy and send it to the Area Program Coordinator along with all of the other Meet reports.
- 5. Teams receiving two or more D&C forms may not be eligible for play-offs. Coaches may also lose the right to participate in the program. (See State High School League Guidelines.)
- 6. Remember, we are educating students and promoting good sportsmanship. It is the responsibility of the Hosting coach to set a high standard of behavior and to correct inappropriate conduct.
 - 7. *If this form is used to discipline a coach*, three facilitators must sign and witness the infraction.
- 8. Penalties and consequences, to be handled at the Area Program Coordinator level, may range from a warning to a suspension.

U.S. Academic Triathlon Backdrop Holder Construction Plans

Materials you need:

1 (10-ft.) length of 1 1/2 inch PVC pipe

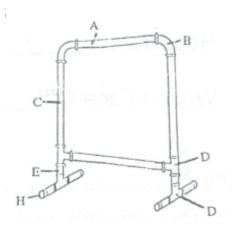
1 (12-ft.) length of 1 1/2 inch PVC piple

2 90-degree elbows

4 T-type joints

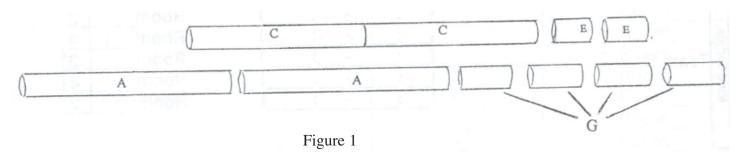
4 end caps

1 can PVC joint compound (glue)

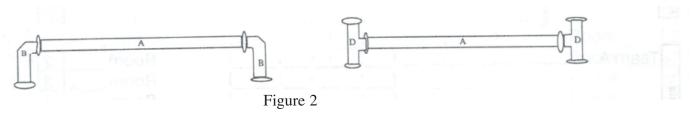


Directions for Assembly:

1. Cut the 10-foot length of pipe into two 4 1/2-foot lengths [C]; and two 6-inch pieces [E]. Cut the 12-foot pipe into two 4-foot lengths [A], and four 1-foot lengths [G] as shown. [Figure 1].



2. Glue the 90-degree elbows [B] to either end of a 4-foot length. [Figure 2.] (The uprights [C] will not be glued to anything, so the frame will be easy to take apart and transport.) Piece A/B is the upper cross-brace of the structure; A/D is the lower cross-brace.



3. Make the bases by gluing 1-foot pieces [G] into each end of the two T-type [D] joints. Glue caps [H] on the ends of the one-foot extensions. Glue a 6-inch pipe [E] into the middle hole of T. [Figure 3.] (This piece will be the linking extension which will slip into the lower end of the upright.)

NOTE: To add stability during performances, please use duct tape or strapping tape to reinforce the joints that have not been glued. The backdrop holder should maintain its integrity during performances.

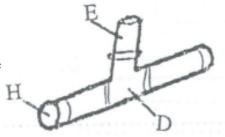
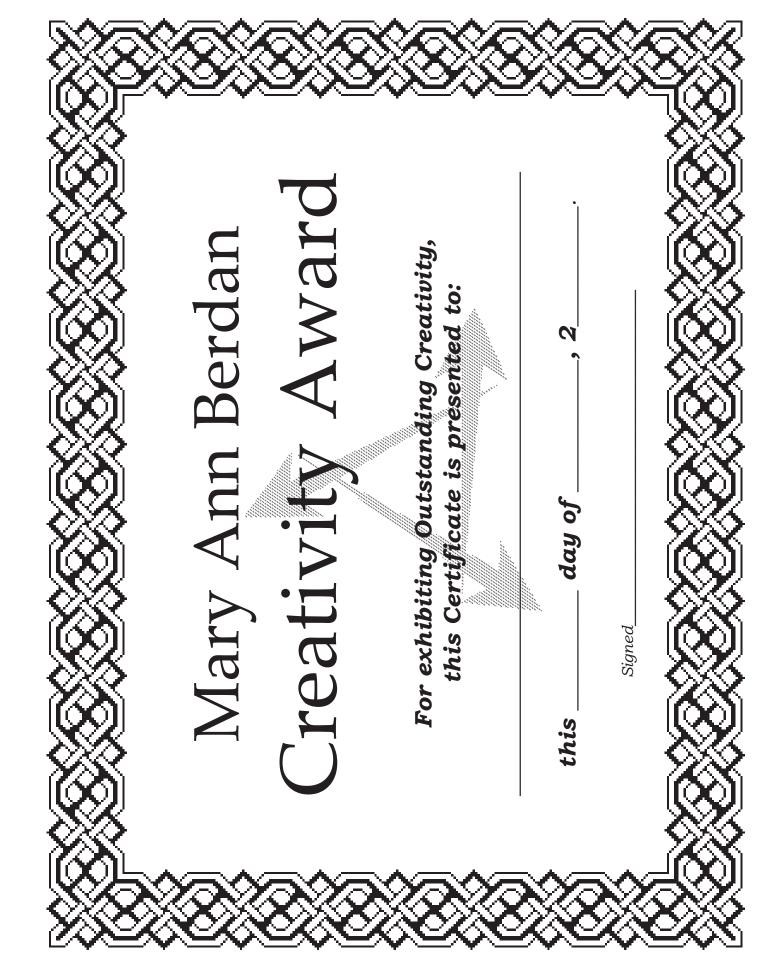


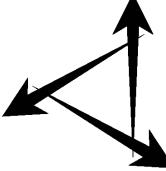
Figure 3



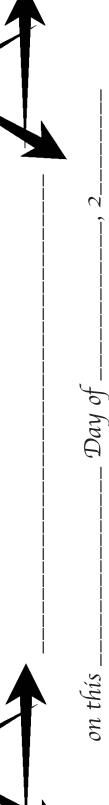
In recognition of your

Participation

Triathlon L.S. Academic'



this certificate is presented to:



Signed, -

Oh, my! You've been c	aught being a Creative Thinker!		
You sure had a neat idea when you			
Congratulations! Nice (Going!		
	Signed		
WOW! You've been ca	ught being an Able Leader!		
I thought a lot of you whe			
	, , , , , , , , , , , , , , , , , , ,		
Totally awesome!			
	Signed		
	N/1 / T		
	What a Team!		
I was so proud of you when	you		
Keep it up!	Signed		



Team _____

Face-Off!

Sample Materials Academictriathlon.org

Written Round Cross-Trainer Division (Grades 7/8)

- 1. (1 pt.) A spacecraft must reach a minimum velocity of 25,000 mph to escape what?
 - A. Earth's gravitational pull

ANSWER KEY

2. (2 pts.) Deanna is responsible for forming softball teams for a local league. In all, 141 players registered. A standard team in their league is completed of nine players. How many full teams can she make from people who registered?

A. 15 teams with 6 extra people

- 3. (4 pts.) List four words in the English language that begin with double letters (the same letter twice in a row).
 - A. There are quite a few (i.e. aardvark, llama, eel, eerie, ooze). Use your discretion.
- 4. (3 pts.) Name the first three US states to join the union.
 - A. Delaware, Pennsylvania, New Jersey
- 5. The four terms at left give information about the American interstate highway system. Connect the terms to their definitions, and fill in the blank for no. 5.

1. Odd-numbered roads \

/ Autobahn

2. Even-numbered roads-

Those running predominantly east and west

3. Three-digit roads like I-694-

· Spurs or Bypass roads

4. System on which ours is modeled/

Those running predominantly north and south

State which has no interstate highways:

<u>Hawaii</u>

(Fill in the blank.)

- 6. (4 pts.) Name the four types of galaxies.
 - A. Spiral, Barred Spiral [or irregular], Elliptical, Lenticular
- 7. (4 pts.) Solve for the variables in the following equations:

$$51/17 = w$$
 $48/x = 6$

$$y^2 + y = 20$$

$$z - 8 + 16 = 0$$

A.
$$w = 3$$
, $x = 8$, $y = 4$, $z = -8$

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8. (1-5 pts.) Supply the missing two letters to form words that match the definitions:

a. Machine used to do a task: D _ _ ICE

b. A beginner: N _ ICE

c. Desire to harm others: M _ _ ICE

d. Rinse with water: S _ ICE

e. Top part of a dress: B _ _ ICE

A. Device, novice, malice, sluice, bodice

9. (1 pt.) For a short time, the US government minted a \$1 coin named after a female suffragist. Name her.

A. Susan B. Anthony

10. (1 pts.) "All the News That's Fit to Print" is this major metropolitan newspaper's motto. What is the full name of the newspaper?

A. The New York Times

11. (1-2 pts.) This two-word term is the lower half of the brainstem. Spell it.

A. M-E-D-U-L-L-A O-B-L-O-N-G-A-T-A

12. (1-3 pts.) What is the musical term for the way a singer performs, if not accompanied by instruments. From what language does this term derive? What does it mean in that language?

A. A cappella; Italian, "in the manner of the church"

13. (1 pt.) It is written in praise of anything from a Grecian urn to a mouse. What is this 14-line poem form called?

A. Ode

14. (4 pts.) Match the US president to the war that occurred during his term in office.

George H. W. Bush 1st Persian Gulf War

Harry S Truman Vietnam War

Lyndon B. Johnson Civil War

Abraham Lincoln World War II

A. Bush → 1st Persian Gulf War, Truman → World War II, Johnson → Vietnam, Lincoln → Civil War

15. (1 pt.) The plot of this recently released film details the story of a land before a girl named Dorothy arrives. Name the movie.

A. "Oz: The Great and Powerful"



P.A.R.T.Y. in a Box Butterfly Effect Judge's Copy Grades 5-8

"The Butterfly Effect" is one of the better-known tenets of a mathematical theory called Chaos Theory. Basically, it's the idea that even tiny factors can have a huge effect on life. The name, coined by mathmetician Edward Lorenz, came from the scenario that a butterfly could flap its wings in one part the world and it could start a chain reaction that leads to hurricanes several weeks later on the other side of the planet: Small change, monstrous impact! Your task today is to create a skit where one or more characters travel back in time and make one of these tiny changes, only to arrive in their own time to a *very different world*.

You will get to decide the exact manner in which your characters travel through time, but you must build some kind of machine or vehicle using at least one of the cardboard boxes you will receive today as part of your time travel scenario (to travel through time, as part of the altered present, as part of the past, etc). And is their time travel just a one-time occurrence or are they able to go back to the past and "fix" what they've done (and do they really want to)?

Make sure to clearly establish at least three different times: present, past and altered present, through your sets, props, costumes and acting skills. But keep in mind, the "present" for your story need not be 2013, your characters could depart from any time or place (including the future), which is why it is important to let your audience know when and where you are in time and space during your show.

You have 40 minutes to plan your show right now. During demonstration time, a backdrop holder will be provided for your use. You will be asked to set up and perform your show in five minutes or less. A facilitator, called the Timer, will hold up a yellow folder meaning "30 seconds" as a sign that your time is almost up. At the end of five minutes, the Timer will stand, and you'll have 15 seconds to firm or risk having penalty points assessed. Use the scoring rubric to contrive ways to earn maximum points and luck!

Scoring:

Plot/Story/Concept

- 1. Does the team present a fresh, creative story about time travel? (5-15 pts.)
- 2. Does the team choose big events, larger-than-life heroes and heroines? (5-15 pts.)
- 3. Does the team portray three separate times: present, past, altered present? (5-15 pts.)
- 4. THEME: Does a *small* past change lead to large *present* change? (5-20 pts.)

Team's Performance

- 5. Quality of show (loud, in character, easy to understand) (2-10 pts.)
- 6. Does the team showcase any special talents of its members? (2-15 pts. *per member*)
- 7. Does the story have a fluid, easy-to-follow plot line? (5-15 pts.)

Team's Use of Materials

- 8. Does the team successfully represent different time periods and/or places? (5-15 pts.)
- 9. Appearance/quality of costumes, props, and set (2-10 pts.)
- 10. Appearance/quality of vehicle or machine (5-15 pts.)

Penalties: (Suggested, to be levied by H/F)

- 1. Over time limit (-5 each, beginning at 5 min., 15 sec.)
- 2. Unsportsmanlike conduct (-5 to -25, each offense)
- 3. Team members not in show (-5, each missing member)
- 4. Use of outside materials (-5, each infraction)
- 5. Show doesn't solve problem (-1 to -10)

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Mind Sprint Sample The Subject is the Object!

Sample Materials Academictriathlon.org

QUICK SET-UP: You'll need a foot ruler or yardstick, so quickly check the room for one, or ask a Host/Facilitator! Divide the materials into equal piles in order to give the maximum amount of building materials to each team at your meet. [Piles consisted of a pingpong ball, two straws, and three popsicle sticks.] Write this list on the blackboard: Height-13 pts. per in., color-10, shape-10, girth of the work-3 pts. per in., creativity-25, cooperation and teamwork-10. Read over the portion called "Conducting the Mind Sprint", below, to find out the assignment and objective of this exercise. Remember not to read the bracketed [] information out loud.

Decide where you'll have teams work. Then clear a space for them to build. (The floor might work best for this Mind Sprint, especially if it's not carpeted. Make a sketch so you can return the furniture to its original position.) Use the ruler or yardstick, or some other way to measure each team's masking tape and their finished sculpture. Decide where you will stand or sit to score and time this event. Locate the score sheet and a pen. You're ready!

OBJECTIVE: To give students a problem which challenges their team cooperation, spatial reasoning, divergent and creative thinking.

Conducting the Mind Sprint: [Make sure the team entering the room is the scheduled team. Then say,] I am going to provide you with a few building materials. You may incorporate these things, one foot of masking tape and five pieces of scratch paper from your Competition Kit into the tallest possible object you can build in seven minutes. You may ask me to measure your sculpture at any time during the seven minutes, then continue to work on greater height, detailing, and so on.

The object must be a sculpture of a person, place or thing, and must be conizable to the judge[s]. Decide what you'll build and get going. I'll answer questions as you but the scoring criteria on the board. You may begin. Team, you *may not* attach their sculpture to be object in the room to make it stable, nor may they use any objects other than what you provide, plus their own tape and paper. You *may*, however, use Competition Kit items to decorate and embellish the work. For instance, you *may* use markers to color the paper, or use scissors to cut things with. The scissors, markers, etc. may not become a part of your sculpture, however. You may ask me for more clarifications, if necessary; then I'll re-read the rules, if you wish. [At four minutes, remind them that you will measure it as many times as they'd like, and ask them if they'd like you to do the first measurement "so you'll have at least one measurement recorded." Call "Time" at seven minutes and then do the last measurement; or do the last one when they say they're done, if they finish earlier than seven minutes.]

Scoring: Teams earn 15 points per inch of sculpture, plus 3 points per inch for its girth. If the sculpture falls over before it is measured, measure the height of the heap it leaves on the floor, plus the girth of the single biggest piece it leaves (if parts detach). Teams may ask for interim measurements, then add to and refine their sculptures. Their score should be based on the highest numbers attained during the building period.

They also earn points for various other characteristics of their work: **Color--10 points** per color used; **shape--**an additional **10 points** for accurate sculpting; **creativity--25 points** for uniqueness of subject matter; **amount of detailing--10 points** for additions such as eyes or toenails on a human, etc.; and **teamwork--10 points** if you catch them discussing and cooperating, but not being negative or verbally destructive!

As you tabulate scores as described above, **please watch for any student or team that exhibits outstanding creativity, as this person or team is eligible for the Mary Ann Berdan Creativity Award.** (If so, please bring it to the attention of the Host/Facilitator.) Please reward these special students and teams at this Meet!

Also, kindly return any moved equipment for the classroom teacher, and turn the materials back to the Host/Facilitator, as they become the property of the hosting school at the conclusion of today's Meet. Thank you for running this Mind Sprint today!

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Mind Sprint Sample Name Game



QUICK SET-UP: Cut apart the card stock that contains all of the rhyming terms. Do not worry about keeping them in order, but familiarize yourself with the terms, as you'll need to judge whether the teams answer the exact same terms that appear on the cards. You may wish to stand next to the clue-giver as you score, to make sure they are receiving exact responses. (An additional, 11x17-inch copy is included here for your use, too.) Decide where the team should run this relay. They need to have a stack of cards at least 10 to 15 feet away from their starting line. [These cards included phrases such as "fan ban" and "Tooth Booth".] Read over the portion called "Conducting the Mind Sprint", below, to find out the assignment and objective of this exercise. Remember not to read the bracketed [] information out loud. Decide where you will stand or sit to score and time this event. Locate the score sheet and a pencil or pen. You're ready!

OBJECTIVE: To give students a problem fosters cooperative problem-solving, teamwork, creative and divergent thinking.

Conducting the Mind Sprint: [Nake sure the team entering the room is the scheduled team. Then say,] This Mind Sprint will challenge people who like to think in rhymes. For instance, there's a card in the stack [on this table, at the desk, etc.] that says something like "yellow Jell-o". If you pick the card, you need to give clues such as "lemon pudding-like dessert" or "it might be gold in a mold" until the rest of your team guesses that the card reads "yellow Jell-o". You may not say any of the words that appear on the card. You may give as many clues as it takes to get the team to answer correctly. Their answers must exactly match what the card says. In case of doubts, I'll determine whether they got the answer correct.

If you draw a card and it contains a word you don't know, you may use your dictionary to define it, then give clues to the team. If you decide that the team just isn't going to get a card, you may pass and return to the end of the line; but you won't earn points for your turn. If you *do* decide that the card is impossibly hard, read it aloud, so I know which term you're eliminating.

You'll have seven minutes to do all of the cards. By the way, you must hop on one foot, sashay, tiptoe or in some other way do anything but run or walk naturally to get to the cards. Any questions? [Answer them; then indicate who should start and say:] Begin!

Conducting Part 2 of the Mind Sprint: [IF TEAMS FINISH EARLY:] Now stand in a circle and tell me as many more rhyming terms as you can think of in the time remaining. I'll give you five points for each one. You may pass, if you wish, but then you must leave the circle and your turn is over, so take a little time to think so you can earn points for your team! Your terms should contain an adjective and a noun, not just two words that rhyme. For instance, you could say "sold gold". Begin! [Call time at the end of the Tri, or at 3 minutes, whichever is shorter.]

Scoring: Each correct answer is worth 10 points. You may use hash marks to score this Mind Sprint. You may wish to have someone else listening to their answers with you. If they give an incorrect answer, they need to give a correct one, and may earn points for their subsequent response.

As you tabulate scores as described above, please watch for any student or team that exhibits outstanding creativity, as this person or team is eligible for the Mary Ann Berdan Creativity Award. (If so, please bring it to the attention of the Host/Facilitator.) Please reward these special students and teams at this Meet!

Also, kindly return any moved equipment for the classroom teacher, and turn the materials back to the Host/Facilitator, as they become the property of the hosting school at the conclusion of today's Meet. Thank you for running this Mind Sprint today!

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