

Destination ImagiNation of New York

CreativityNews



June 2002 Issue

2001-2002 Destination ImagiNation Season ... *Global Finals Report & Special Feature "Learning Standards Met by DI"*

Global Finals Report



Society is obsessed with that one right answer – the one that will land us the job, ace the test, win us a million dollars. But how valuable is creativity and divergent thought -- the skill that helps us find more than one solution to a problem? And how much more valuable if you combine teamwork and problem solving to the mix?

That's the question that was on the minds of nearly 8,000 kids, on 750 teams who competed in the **Destination ImagiNation Global Finals. May 22-25, 2002, at University of Tennessee in Knoxville, TN, Destination**

2002, or D2K.2, is the culminating event in the world's largest, not-for-profit creativity and problem-solving program.

"A society that rewards and encourages creativity, teamwork and problem solving has to be a more open-minded and tolerant society," said Bob Purifico, executive director of the Destination ImagiNation, Inc., proud sponsors of the Destination ImagiNation program. "That's what is at the heart of our program." But don't try telling that to the thousands of kids around the world who participated in this year's challenges. To them, it's creativity, problem solving and teamwork, all in the name of fun.

Destination ImagiNation is a school and community based program that offers kids the chance to develop problem-solving skills they will use in both their professional and personal lives. Beginning in September, teams of 5 to 7 kids ranging in age from kindergarten through college

chose one of six team challenges. Honing a unique and creative solution takes weeks and sometimes months, and draws on talents that range from artistic to technical.

Team NY Results

The New York State Team distinguished itself at the Destination ImagiNation Global Finals held in Knoxville, Tennessee. A complete listing of Global Finals Scores can be accessed through our State Web-site at:

www.nydi.org



Below is a listing of all New York State Teams and their rankings at Global Finals. We want to congratulate each of the teams for a job well done!



Art of Improv:
Pinehurst
Elementary,
Lakeview
28th of 49 teams

P. Van Cortlandt MS, Croton Harmon
18th of 55 teams

Yorktown HS, Yorktown
4th of 54 teams



Dual Dilemma:
Main Street Elem.,
East Aurora
17th of 43 teams

P. Van Cortlandt MS, Croton Harmon
12th of 44 teams

Yorktown HS, Yorktown
33rd of 41 teams

Clarkson University, Potsdam
3rd of 3 teams



It's Your Move:
Iroquois
Intermediate, Elma
13th of 49 teams

P. Van Cortlandt MS, Croton Harmon
21st of 54 teams

Somers HS, Somers
17th of 39 teams

Clarkson University, Potsdam
1st of 2 teams



On Holiday:
Eggert Elem., Orchard
Park
23rd of 53 teams

Orchard Park MS, Orchard Park
5th of 66 teams

Orchard Park HS, Orchard Park
20th of 49 teams

Croton Harmon HS, Croton Harmon
8th of 49 teams



Somers MS, Somers
3rd of 59 teams

Croton Harmon HS, Croton Harmon
28th of 51 teams

Complete scores from D2K.2 can be accessed at our State Website www.nydi.org

What is Destination ImagiNation?



Destination ImagiNation is a creative problem-solving program that teaches children life skills like creativity, problem solving and teamwork. Through our school and community-based "Team Challenges" program, kids from kindergarten through college-age have the opportunity to work together, learning to problem solve, think creatively and have fun.

Who participates in Destination Imagination?

Memberships are open to schools, communities and individuals around the world. Currently, Destination ImagiNation supports Affiliates and memberships in 49 states and 15 countries around the world.



How about trying some new DESTINATIONS this Fall?
Now Presenting:
PREVIEWS of our Challenges for 2002-2003!

All Challenges are offered to all Levels!

CHALLENGE A: **viDlo Adventure**

Searching for the wizard? A cure for cancer? The perfect

cheeseburger? Hoping to save the princess? Where will your Quest take YOU? Destination ImagiNation asks your team to create a "live" 3-D viDlo adventure game that will take your team-designed Seeker on a Quest to other nations. Journey from Game Level to Game Level, overcoming obstacles and collecting rewards!

CHALLENGE B:

A Change in Direction

This Challenge will really move your team in different Directions! Create your own adventure as you explore ways to use, transport and reuse a set of parts. Be prepared for Turning Points along the way! Solving this environmentally-friendly Challenge will really set your team APART from the rest!

CHALLENGE C:

Once Improv a Time

How is a tossed salad like the Destination ImagiNation Improv Challenge?

If you tear apart some Folktales and mix them up in a bowl constructed entirely from Duct Tape and Newspaper, the result will be a lot like this year's Improv Challenge! Your team will have fun tossing around Literary Elements from a variety of different Folktales to create your Improvisational story!

CHALLENGE D:

ConnecDId!

Here's a Challenge you can really CONNECT with! In today's world people are more connected than ever, both face to face and with the help of technology. What if your team could develop a Universal Connection Creation that would allow them to make connections between people, nations, objects or events? How well WOOD your connection creation do the job?

CHALLENGE E:

Theater smARTS

Imagine this...A theatrical troupe has been preparing for their

Opening, but problems keep popping up! You'll have to use all your Theater smArts to give us a look at what's happening both on stage and behind the scenes as the troupe discovers and overcomes the obstacles and goes "on with the show!"

The DI Time line

Many memberships have asked for a step-by-step guide for membership in the DI program. The following is the recommended timeline for taking care of DI membership forms and fees.

Regional Membership:

Each of the three New York Regions has its own requirements and timelines. Please contact your State Director, Dee Urban (716) 675-7566 for information regarding your region.



In the Western Region:

BOCES 2 asks that each school considering participating in the Destination ImagiNation program for the 2002-2003 school year complete a service contract indicating the number of teams anticipated. Questions regarding your BOCES service contract, or cross contract can be directed to Debby Farnham at BOCES2 (1-800-228-1184). Initial service contracts should be complete by before July 1, 2002. **Regional Membership deadline will be 1/1/03.**

You should notify your school's business office to complete an

initial service agreement with BOCES 2 in the next two weeks. It is critical to the ongoing operation of the program that these service agreements be completed in a timely manner. The initial service agreement may be adjusted at a later date to accurately reflect the number of teams your school will field.

InterNational DI Membership:

Membership in Destination ImagiNation. is accomplished by sending the InterNational Membership form (included in this Newsletter, and on the state and international web-sites on the internet) along with a check or purchase order. **The membership deadline is March 1, 2003.**

NY State DI Membership:

Membership in our State organization is accomplished by sending in the State Membership form (included on the state web-site on the internet and this Newsletter) along with a check for the membership fee. **Memberships must be paid by January 15, 2003. The membership deadline is March 1, 2003.**

While each of the three sanctioning agencies will accept late memberships, it is to your schools benefit to take care of this aspect of your budget planning for the 2002-2003 school year before the summer break



Wrapping up the Season

Summer is a wonderful time to relax and to enjoy some fun activities that can continue towards your "Destination ImagiNation".... consider taking a class or summer workshop in drama, theater, or art....work on instant challenge problem solving as a game with friends (remember all of the materials in our Lending Library are available through the summer months!)....choose a Challenge you have not tried and give it a go! While this DI season is over, your journey in life long learning is never ended....

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DestinationImagination

The most important course in education.

Special Feature—Learning Standards met by DI!

DESTINATION IMAGINATION®

Program, Process and the Classroom

Dr. Patricia F. Schoonover and Dr. Donald J. Treffinger

Destination ImagiNation® promotes the use of the Creative Problem Solving (CPS) process and tools (CPS; Isaksen, Dorval & Treffinger, 2000). The skills and tools that students can learn and apply in the

program cut across disciplines or curriculum content, and contribute to meeting Federal or state content standards. Destination ImagiNation® also provides opportunities for students to discover and develop their personal strengths, talents, and interests, to learn the teamwork skills they need to be able to collaborate with their teammates, and to learn to look beyond their borders and explore the world.

Destination ImagiNation® and CPS in the Classroom

We've all heard that, in today's world, change occurs more frequently and happens faster than ever before. Given recent events, we must all acknowledge that life is changing very quickly and in very important ways for everyone. You have most likely heard the phrase "Change Management," which is often used in reference to how leaders or administrators can contain change, control how quickly or slowly it takes place, and manage its impact. We cannot always control the fact that change will take place—nor when major changes will occur, but we can prepare ourselves, and the next generation, to implement or manage change in more effective ways. There is a saying the "change is inevitable, but growth is optional."

Applying the CPS *process* framework and tools in conjunction with the Destination ImagiNation® *program* offers a powerful combination that will help students understand how they can find new and useful solutions to life's challenges.

The CPS process and tools can easily be taught to teams during the course of their work on identifying and framing their challenge, generating solutions, or preparing for the implementation and presentation of their solution and action plan. The process, tools, and the program's challenges can also be related to several aspects of the curriculum in the classroom setting. For example, it might be helpful to think of three levels of teaching and learning the CPS process and tools. The first is *direct instruction* in which the teacher or team manager teaches the process and tools directly to the students. The next level is to help the students apply the process and tools to a *realistic* challenge or situation, that is, finding practice issues and challenges to use as a way of learning the process and tools. And finally, the third level of using the process and tools is to find a new and useful solution to a *real* challenge or situation. Many Destination ImagiNation® teams extend their application of problem solving skills beyond the program's structured challenges, working, for example, with community organizations or government agencies to find solutions to real issues or challenges.

The Destination ImagiNation® challenges can be considered "realistic" challenges and are ideal as a platform for practicing and applying the CPS process and tools—building the competence, confidence, and commitment that students need if they are to become successful problem solvers in real life situations.

Using the Destination ImagiNation® challenges in the regular classroom can help teachers to discover students with unique talents and interests, and then help them become better learners as well as life-long learners.

Each challenge presents opportunities for both the students and teachers. For teachers; there are opportunities to:

- renew the early enthusiasm for teaching;
- see students discover how much fun learning can be;
- see students also discover how intensely satisfying learning can be;
- discover that students of all abilities are ready and able to learn more complex content area than we ever knew. We often underestimate what students can do!

- become better acquainted with the parents/guardians of the students since they will be drawn in to this adventure.
- watch students learn more about themselves and each other as learners and team members.
- watch students demonstrate new respect and appreciation for each other.
- see students discover new talents and interests which can last a lifetime.
- be part of the development of life long learners.

The teacher will share the journey as the students discover new areas of learning and discover an appreciation for each other's talents and abilities. These efforts may not "lighten" the teacher's load, but they can certainly make that load more interesting and rewarding. Using Destination ImagiNation® challenge as part of the curriculum can help the teacher compact the curriculum for some students and do remedial work with others. Since the challenges are cross-curricular, teachers can build a variety of connections between each challenge and the classroom work they are doing in several content areas.

When students are involved in the Destination ImagiNation® program, they will also be learning many skills that relate directly to a variety of Federal and state standards. Educators today recognize that they must meet the needs of an entire class of heterogeneous learners, and that testing requirements are increasing, as are demands to meet the standards specified by their state in many content areas. Table 1 lists the Destination ImagiNation® challenges for 2001-02, and the standards that they might fulfill. The standards are listed by column; each row shows the subset(s) of that particular standard for that challenge. For example, the literacy standards are addressed by all of the challenges. The technology standards relate most directly to the technical and vehicle challenges. Many Physics standards relate to the technical challenges as well as in the structure challenge. The international challenge can meet many of the geography standards. All of the challenges relate to the Working With Others standard.

STANDARDS	IT'S YOUR MOVE	ON HOLIDAY	DUAL DI-LEMMA	STRANDID	ART OF IMPROV
Language Arts	Reading, comprehension, Writing Listening, research	Reading, comprehension, Writing Listening, research	Reading, comprehension, Writing, research Listening, compare and contrast.	Reading, comprehension, Writing Listening, research	Reading, comprehension, Writing Listening, research (9% research elements)
Math	Calculations, estimations, understanding measurements	Calculations, estimations, understanding measurements	Calculations, estimations, understanding measurements	Calculations, estimations, understanding measurements	Option depending upon where the team's research takes them.
Science	Technology, simple and complex machines	Option depending upon what team chooses to include in their theme	Physics, simple machines, elements of structural engineering.	Combine simple machines into a complex machine which must be useful to the team in their situation. (30% technical elements)	Option depending upon where the team's research takes them.
Social Studies	Option depending upon what team chooses to include in their theme	Understanding different peoples and cultures	Option depending upon what team chooses to include in their theme	Option depending upon what team chooses to include in their theme	Depends upon the type of research the team chooses to do.
Geography	Option depending upon what team chooses to include in their theme	National/cultural landmarks, and other geographic features unique to nation chosen by the team.	Option depending upon what team chooses to include in their theme	Option depending upon what team chooses to include in their theme	Human systems, World Regions, Places and Regions,
History	Option depending upon what team chooses to include in their theme	Events connected to area chosen by team	Option depending upon what team chooses to include in their theme	Option depending upon what team chooses to include in their theme	Incorporate one of six explorations into their presentation. World History
Visual Art	Design and execution of design	Design and execution of design	Design and execution of design	Design and execution of design	Improvisational visual design

STANDARDS	IT'S YOUR MOVE	ON HOLIDAY	DUAL DI-LEMMA	STRANDID	ART OF IMPROV
Music	Optional: Listening and choosing music and/or composition and performance of original composition	Optional: Listening and choosing music and/or composition and performance of original composition	Optional: Listening and choosing music and/or composition and performance of original composition	Optional: Listening and choosing music and/or composition and performance of original composition	Design and execution of team-created images from one of six famous artworks
Drama	Option: Performance of solution that may include a costumes, props, and character(s)	70% of this challenge depends upon theatrical elements	Create a Costume, Prop and Presentation.	45% of challenge includes theatrical elements which includes a presentation, a humorous character	Theatrical elements are part of the 91% with improvisation and teamwork.
Dance	An option that depends upon what team chooses to do.	An option that depends upon what team chooses to do	An option that depends upon what team chooses to do	An option that depends upon what team chooses to do	An option that depends upon what team chooses to do
Working with Others	Working with team	Working with team	Working with team	Working with team	Working with team (91% improvisation and teamwork)
Economics	Standard 1 at least and perhaps Standard 2 ¹	Standard 1, at least, and perhaps Standard 2	Standard 1, at least, and perhaps Standard 2	Standard 1, at least, and perhaps Standard 2	Standard 1, at least, and perhaps Standard 2
Thinking & Reasoning	Decision-Making, Presenting an argument; Similarities & Differences	Decision-Making, Presenting an argument; Similarities & Differences	Decision-Making, Presenting an argument; Similarities & Differences	Decision-Making, Presenting an argument; Similarities & Differences	Decision-Making, Presenting an argument; Similarities & Differences

This is only a partial list, of course. Depending upon the year and the challenges, teachers and team manager have the opportunity to apply the challenges towards meeting the standards or their subsets. Curriculum activities are included with the membership packet each year. Remember, too, that standards are usually stated as minimum expectations or requirement; the Destination ImagiNation® challenges may also help students to learn and apply other important skills that extend *beyond* the standards.

Students have told me that working with any challenge they learn much, much more than they ever imagined they would. They have also said they learn many different things that they have been able to incorporate into several classes in school. Working on CPS using the Destination ImagiNation® challenges helps students in many ways, including:

- Accelerated learning;
- Going wider and deeper;
- Demonstrating their solution to an audience of their peers, parents, teachers and, if they go to a tournament, to appraisers.
- Validating their knowledge, catching up on necessary skills, and/or extending their learning in new and interesting ways.

DI provides the opportunity for teachers, team managers, parents and most especially, team members, to better understand their individual and group strengths or what we call “specialties. Students should understand that they are not expected to be strong in all areas, but rather to understand where they have strengths and how they can use these strengths to develop or enhance other areas. This is an opportunity for the team to explore each other’s strengths and decide how best to capitalize on these strengths to enhance their solution. They will also gain greater respect for each other by understanding the unique strengths and talents each member may have.

In summary, Destination ImagiNation® is an opportunity for teachers to have fun teaching and for students to enjoy learning while most likely working harder than they ever have before. It is an opportunity for parents to become involved in what and how their children learn. Applying the CPS process and tools with team members, whether in or outside of the classroom or school day, will provide skills that can be used for the rest of a students’ life. They will see opportunities and challenges rather than problems. They will be able to

Economics Standard 1: *Understands that scarcity of productive resources requires choices that generate opportunity costs*
Economics Standard 2: *Understands characteristics of different economic systems, economic institutions, and economic incentives*

appropriately apply tools to any situation to find the best option towards a solution. Linking the CPS *process* with the Destination ImagiNation® *program* will truly help students to make the world a better place in which to live.

Reference

Isaksen, S. C., Dorval, K. B. & Treffinger, D. J., (2002). Creative Approaches to Problem Solving: A Framework for Change. (2nd Ed.), Kenall/Hunt Publishing Co., Dubuque, Iowa.