

Judge's Copy "Ponder Why"

A. When the team enters the room, tell them, "This is a Verbal problem. In an actual tournament you would have one minute to select five team members to compete. The others could leave or stay to watch, sitting in seats away from the table. If they stayed in the room, they could not assist in solving the problem and could not talk at ANY time."

(Note To Judge: All team members can participate in the Spontaneous Fair)

B. JUDGE READS TO TEAM (Do not read portion in parenthesis):

1. You will have 1 minute to think and 5 minutes to respond. You may ask questions at any time, but time will continue. You may not talk to each other at any time

2. You will receive 1 point for each common response and 5 points for each creative or humorous response.

3. Your team is to take turns in sequence. You may not skip your turn or repeat or pass. If one member of the team is stuck, the team is stuck. You have 5 cards in front of you. Every time you give a response you must place a card in the center of the table. Response time ends when all cards are used or when time ends.

4. Once the time begins, it will not be stopped. If the judge asks you to repeat a response, to clarify, or to give another response, time will continue. Speak loudly and clearly.

5. There is a picture in front of you of a pond with animals. Your problem is to say why the animals are at the pond.

6. I repeat, you will have 1 minute to think and 5 minutes to respond. Common responses are worth 1 point and creative are worth 5 points. Your problem is to say why the animals are at the pond. A common response would be "the frog wanted to cool off," while an example of a creative response would be "the mallard was trying to duck and cover."

C. FOR JUDGES ONLY

1. Examples of common responses might include: typical animal behavior, generic feelings

The frog missed his lily pad.

The animals wanted to play together.

The duck liked the water.

2. Examples of creative responses might include: using puns or plays on words, acting out responses, making a joke, creative explanations for something

(Pointing at tree) They were sure to have a "treerific" time.

The turtle loved the water, but he was always a "hare" behind everyone else in getting there.

The heron enjoyed socializing, but he didn't want to stick his neck out or step on anyone's toes.



Team Copy "Ponder Why"

1. You will have 1 minute to think and 5 minutes to respond. You may ask questions at any time, but time will continue. You may not talk to each other at any time
2. You will receive 1 point for each common response and 5 points for each creative or humorous response.
3. Your team is to take turns in sequence. You may not skip your turn or repeat or pass. If one member of the team is stuck, the whole team is stuck. You have 7 cards in front of you. Every time you give a response you must place a card in the center of the table. Response time ends when all the cards are used or when time ends.
4. Once the time begins, it will not be stopped. If the judge asks you to repeat a response, to clarify, or to give another response, time will continue. Speak loudly and clearly.
5. There is a picture in front of you of a pond with animals. Your problem is to say why the animals are at the pond. A common response would be "the frog wanted to

cool off,” while an example of a creative response would be “the mallard was trying to duck and cover.”



<http://ed101.bu.edu/StudentDoc/current/ED101sp10/btalamo/Images/Pond%20habitat.jpg>

(Picture best printed in landscape)

One of the easiest ways to receive creative responses is to use puns (see the additional examples below). While thinking of puns takes time and practice, one easy way is to deconstruct the picture or object that you are responding about.

For example, there are many different animals in the painting. If you are thinking about ducks, think about words or phrases associated with them – quack, eggs, “duck and cover,” mallard, and ducklings. Then think if any of those words could be used in a pun by changing the spelling or pronunciation, or be using it in a common catchphrase: “The ducks love to eat quackers” “People were throwing water balloons so they had to duck and cover.” Repeat this step for each animal or object in the painting.

You can also think of characteristics, generalizations or behaviors for the animals. For example, a raccoon might have the appearance of a thief because of their face-fur, so you might say “The raccoon is stealing off the page.” Herons have long legs and necks, so you might say “The heron was afraid of sticking his neck out in the conversation or stepping on anyone’s toes.”

More examples of creative responses:

(Pointing at tree) They were sure to have a “treerific” time.
The turtle loved the water, but he was always a “hare” behind everyone else in getting there.
The heron enjoyed socializing, but he didn’t want to stick his neck out or step on anyone’s toes.
The lobster needed somewhere to go in a pinch
The woodpecker was banging his head for new ideas
The turtle was just sitting there like a really big bump on a log.
They didn’t like to water-down their company
The frog was “hopping” for a good time.
The ducks got there quacker than everyone else.
The greenery was good scenery.
The bottom of the pond was a dirty-awesome place to be.
The amphibian was going to give a speech to the ducks, but he had a frog in his throat.
The animals had convened for court because the insects were under investigation. Their crimes were magnified and found to be pesty.
The colorful duck was trying to practice his swimming and catch up to the other ducks, but he could only dog paddle.
The mini forest in the background didn’t want to come. Tree is a crowd.
Everyone came together to talk about the moose because he was out of the picture.
They wanted to ponder their existence
The raccoon wanted to branch out of his previous habitats.
The colorful duck thought he was a really cool guy because he had his hair slicked back. “Hey guys, what’s up?”
The ducks knew there was something fishy going on underneath them.
The animals had all come to talk to the beaver because they knew he could chew through any problem.
The catfish was swimming over here (pointing) to find their tails.
No one like talking to the turtle because he always snapped at them.
The fish were stuck swimming in their “current” situation.
The lobster likes to rock on at the bottom of the pond
The insect in the corner is trying to blend in like a bug on the wall.
This pond is a breeding ground for creative responses
All the fish and ducks are posing for their Egyptian portrait because they are in profile
The birds were feeling a bit peckish so they came down for food.
They (ducks) ducked in to say hello.
Joe the fish invited Sam an’ his friend to come visit
The tortoise wanted help finding his friend the loggerhead (by the log)
All the animals were looking for the cats but they could only see their tails
All of the animals were gathered to be featured in the most diverse aquarium exhibit ever.
Sticks and stones might break their bones but water never hurt them.
The animals were gathered to hear Justin Beaver
The woodpecker asked his friends to help him find a home but they were stumped.
The dragonfly was buzzing with excitement
They all streamed in from far and wide.

Similar problem originally presented at Worlds 2011

They are looking for Old McDonald (or escaping him)