



Cardboard

Challenge

Objective

Students will exercise their imaginations as they gain a better understanding of their community's needs.

Grade Levels

K – 8th Grade

Duration

30 minutes

of Kids

30 kids

Setting

In Class Lesson	Outdoor Classroom	Professional Development
After School	Field Trip	Career Day
Recycling Team Training	Parent Meeting	Community Event

Supplies

- Cardboard boxes (at least 3 for each student/pair)
- Tape
- Scissors
- Markers
- Computer to show [short video](#)
 - Cardboard Challenge at 18:05 mark

Procedure

- Explain to students the history behind the cardboard challenge:

The cardboard challenge started when a nine-year-old boy named Caine created his own arcade out of cardboard from his Dad's auto part shop in Los Angeles. Caine spent the summer making his arcade at his Dad's shop. No one played his games until a film producer came by to buy a handle for his car; he bought a ticket and became Caine's first customer. The filmmaker created a Facebook event for a flash mob to come play Caine's games. People came from all over on October 6th to play his games, making his dreams come true to own a real arcade. After the short video became popular on the internet a non-profit came out called Imagination Foundation whose goal was to find, foster, and fund creativity and entrepreneurship in kids. To celebrate creativity and imagination in kids the Imagination Foundation established October 6th to be Global Cardboard Challenge/Global Day of Play.
- [Show students this video](#) and let students react and tell them they are going to participate in this challenge!
- Give students the prompt that they will be challenged to create something they would like to see in their community that may or may not be currently missing. Elaborate that these can be things that are for fun, that help others in your community, that help encourage learning, or anything that would help better a community.

Modifications

- Explain that students will only be able to use cardboard boxes, tape, and markers to create. Give students time to create then encourage them to collaborate with one another.
 - At the end of the day allow time for students to share what they created and why they think it will improve their community.
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- For younger students do not focus on what is missing in their community but things that students would like to see in their neighborhood. Share the examples of an ice cream stand, a park with a playground and basketball courts; this will begin a conversation about which students have these things in their neighborhood and which students do not. From this discussion you can explain that there are many different neighborhoods in Detroit, some have more than others.
 - For older students, have them design their creation before building it. This will encourage students to think critically about how to build their creation. Remind students that engineers also have to create a plan before building their creation or invention.