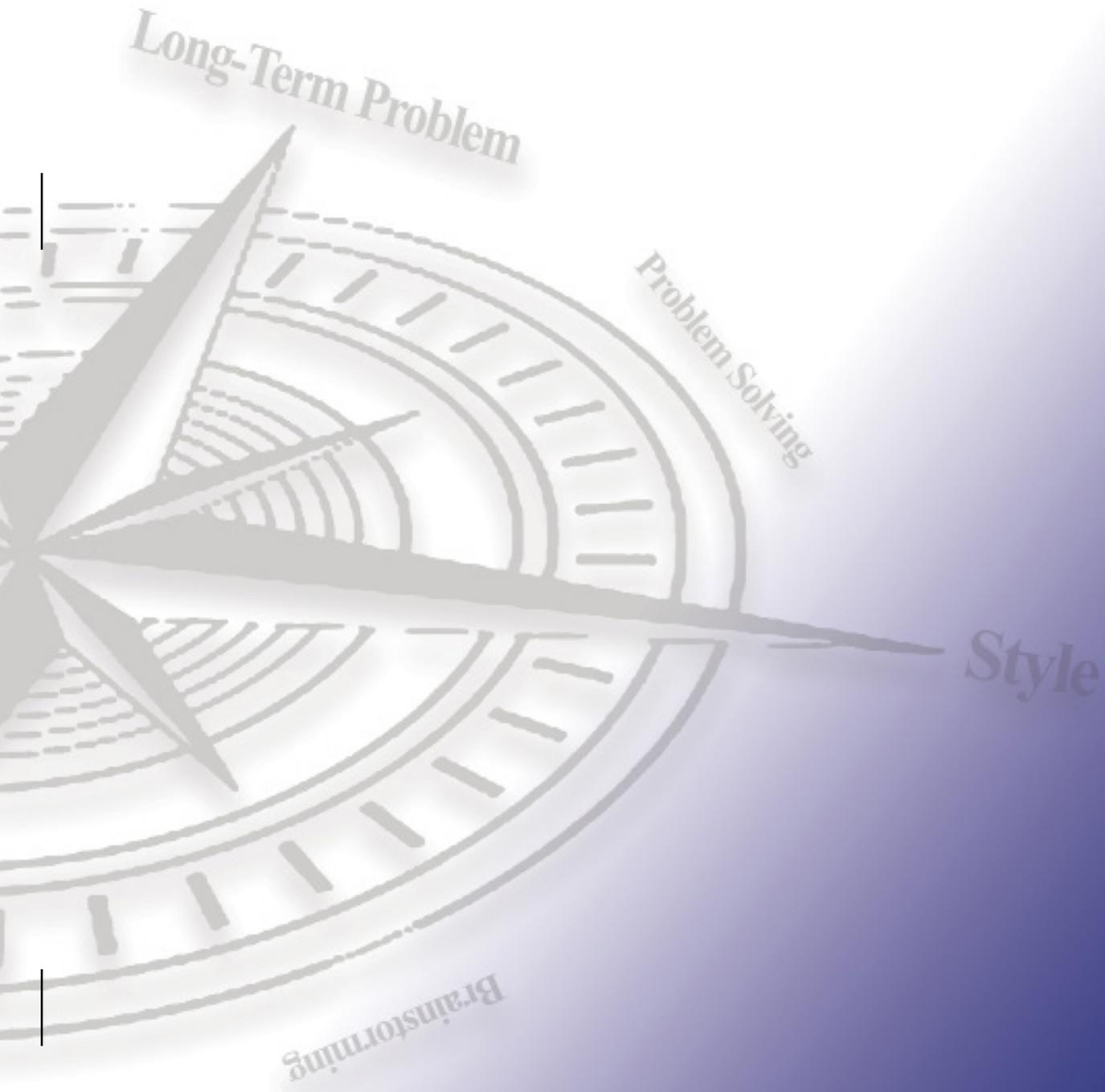




Odyssey of the Mind[®] Passport

An interactive planner and guide for
new and seasoned Odyssey of the Mind
coaches and teams



Membership Name _____

Membership Number _____ Problem Number _____ Division _____

Coach Name _____

Coach Phone Number _____ Coach Email _____

Assistant Coach Name _____

AC Phone Number _____ AC Email _____

Welcome to the Odyssey of the Mind!

This passport was designed to help both novice and seasoned coaches guide their teams through an Odyssey of the Mind season. This detailed passport is an interactive, structured guide that will support you in keeping track of your team meetings, goals, objectives, deadlines, and more.

This passport will carry you through ten phases, beginning with the first meeting and ending with competition. Each phase can be adapted to fit your schedule. Determine how much time you have from the first meeting to the first competition and adjust the timeline to allow the team to spend more time focusing on certain objectives. No matter how you adjust it, it is your Odyssey!

Reminders:

- Reference the Program Guide. The Program Guide explains the program rules, has definitions, explains competition site information and more. Be sure that you and your team reference the program guide often. Common questions can usually be answered by the Program Guide.
- Check Clarifications often. Clarifications are answers to *un*common questions or a more detailed explanation of what is allowed in your solution and what is not. Clarifications may be added often, so make sure that you and your team are aware of them.
- Have fun!

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Association Director _____

AD Phone Number* _____ AD Email _____

Regional Director _____

RD Phone Number* _____ RD Email _____

Tournament Director _____

TD Phone Number* _____ TD Email _____

* Some phone numbers may not be available

Member & Parent/Guardian Contact List

Member Name _____ Phone _____

Parent/Guardian Name _____ Phone _____

Parent/Guardian Email _____

Member Name _____ Phone _____

Parent/Guardian Name _____ Phone _____

Parent/Guardian Email _____

Member Name _____ Phone _____

Parent/Guardian Name _____ Phone _____

Parent/Guardian Email _____

Member Name _____ Phone _____

Parent/Guardian Name _____ Phone _____

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Member Name _____ Phone _____

Parent/Guardian Name _____ Phone _____

Parent/Guardian Email _____

Member Name _____ Phone _____

Parent/Guardian Name _____ Phone _____

Parent/Guardian Email _____



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Odyssey Timeline:

April/May Previous Year

Long-Term Problem Synopses are released.

July 1

Season officially begins.

August

Full Long-Term Problems are released.

September

Some teams start solving a problem. (Early Birds)

October

Most teams meet for the first time.

November/December

Coaches trainings.

January

Final checks: Make sure your team is almost ready for competition!
Judges Trainings.

February-April

Regional and Association Competitions.

Late May

World Finals.

Dates to remember:

Tournament Registration Deadline(s):

Regional _____

Association _____

World Finals _____

Tournament Dates:

Regional _____

Association _____

World Finals _____

Coaches Training: _____

Notes to Self: _____

Resources:

Association Website: _____

Program
Guide



Local
Contacts



Clarifications



Member
Resources



FAQ



THE LONG-TERM PROBLEM

The Long-Term Problem is broken up into an outline format. Often parts of the problem will be referred to by the letter and number within that section, for example. B6 – would be #6 in section B. ***Have a Long-Term problem with you when you read this section- it'll make more sense!***

INTRODUCTION

Some problems include an introduction – it often explains the inspiration behind the problem and gives various examples of the subject matter at hand. Nothing here is required, but reading it can help the team focus on important aspects of the problem.

A. THE PROBLEM

This lists what is expected in the team's solution of the problem, along with the Creative Emphases, and the Spirit of the Problem. The Creative Emphases are items scored specifically for creativity. Each problem has an infinite number of solutions, but the Spirit of the Problem is the overall objective. If a team circumvents the basic objectives of the problem or violates rules that are not scored (and no specific penalty listed), it will receive a Spirit of the Problem penalty.

B. LIMITATIONS

These are the rules of the problem and a very important aspect to solving an OM problem. It will list the cost limit (how much you can spend on solving the problem), how to submit a clarification if you have questions about the rules, and then more in-depth limitations for each requirement as described in A. The Problem. They are called limitations because while there are some specific things you may not be able to do, generally the problem does not tell you exactly how to solve the problem—that is up to your team and their creative ideas!

C. SITE, SETUP, AND COMPETITION

This will tell you the basic size of the competition site, any taped areas/start lines if applicable to the problem, and what will be available for team use that is part of the site (electrical outlets, etc.). It will also list the general steps of the competition from arriving to the competition site, setting up for the performance, and anything up until when time ends and the team leaves the site. If you have specific questions about the site such as flooring type, lighting, etc. please contact your tournament director.

D. SCORING

This lists every part of the solution that receives a score. It's important to note what will be scored and how much weight that scoring element holds. Some requirements are scored objectively, meaning it receives a set amount of score if it is presented or not (0 or 5). Some are subjectively scored, meaning there is a set range of scores (2-10) awarded as determined by the judges

and are based off creativity, effectiveness, and more as listed in section D. Long-Term scoring is worth up to 200 points. The team earning the highest score for each long-term problem and division in a competition is awarded 200 points. As the team is solving the problem, encourage them to reference this section. Referencing this section allows the team to decide if the solution addresses each scored element.

E. PENALTIES

Each problem has its own specific penalties that differ between years as well as some common ones: Spirit of the Problem (circumventing the objective of the problem, read section A), Unsportsmanlike Conduct, Incorrect or missing membership sign, Outside Assistance (see Program Guide for descriptions of all). Any penalty points are deducted after scores are calculated. Missing a scored element is not cause for a penalty, you would simply not receive score for anything not completed.

F. STYLE

Style is how you enhance your solution and give it a 'wow' factor during your presentation. It's a way to include the individual special interests and talents of your team members. There will be two elements required, two free choices of the team, and the overall effect of the Style elements. Style is worth up to 50 points and is a way to add in plenty of fun elements!

G. TOURNAMENT DIRECTOR WILL PROVIDE

This will list everything the Tournament Director will supply the team with during the competition. Some problems may require certain measuring devices or items on a course, etc. It will list those items here, the team does not need to bring them.

H. THE TEAM MUST PROVIDE

This will list anything in addition to the solution that the team must bring. Often it includes paperwork, documentation about aspects of the solution or things that must be created as part of the solution in certain dimensions.

I. PROBLEM GLOSSARY

If there is a word used in the problem with a specific definition that is different from its original or most-used meaning, it will be defined in the Problem Glossary or the Program Guide. You will know it has a special "OM definition" if it is in italics.



STYLE:

5 ITEMS IN EVERY PROBLEM

1. Mandatory Style- Required by Problem
2. Mandatory Style- Required by Problem
3. Free choice of team
4. Free choice of team
5. Overall Effect (1*2*3*4)

Style is an added element that enhances the presentation of the solution. The Style portion of the competition gives teams an opportunity to further showcase their talents and creative skills, emphasize their interests, and elaborate on their long-term problem solution. Each problem has its own required Style elements, as well as Free Choice Style categories that are determined by the team. These provide incentive for creativity in different areas because teams can choose the elements they want to include and have scored. Style score is in addition to the long-term problem score.



2020- A Division 3 team used dice and it's various sides for a "shading" effect to create their castle backdrop.

Mandatory Style categories: Usually each problem will include one or two mandatory Style categories. These are categories that are scored in every team's solution for that problem. However, a different element, or a different aspect of that element, may be scored from team to team.

Free choice categories should be what the team feels to be the most creative aspects of its problem solution. The team must be careful to list on its Style Form exactly what it wants scored. For example, the team will choose a hat on a specific character.

SPONTANEOUS:

Three Types:

1. Verbal
2. Hands-On
3. Verbal/Hands-On Combination

In competition, every team solves a spontaneous problem. This part of the competition is called "Spontaneous" because teams don't know what they'll have to do until they enter the competition room. Solving spontaneous problems teaches students to "think on their feet."

The nature of the spontaneous problems vary, with each having its own set of specific rules that are read to the team in the competition room. Teams will have to solve only one type of spontaneous problem in a competition. Teams that compete in a technical long-term problem may have to solve a verbal spontaneous problem and vice versa.

Verbal spontaneous problems require verbal responses. They may incorporate improvisation or dramatization. Teams are scored for common and creative responses.

Hands-on spontaneous problems require teams to physically create a tangible solution. Each hands-on problem has its own specific scoring categories.

Verbal/hands-on combination spontaneous problems require teams to create a tangible solution and include some type of verbal component, for example, creating a story about the solution. Teams are scored for both the tangible solution and the verbal presentation.



2022- A Division 2 team, at World Finals, receiving well wishes from the Spontaneous Officials outside of the Spontaneous Competition Site.

Odyssey Academy Videos (YouTube)



Lesson 3:
The Long-Term
Problems



Lesson 6:
Focus &
Style



Lesson 10:
Spontaneous

General Links



The Program
Guide



Our
Problems



Spontaneous
Practice Problem
Booklet

Notes From a Former Coach and International Problem Captain

Just like all children in a family are different, all OM teams are different. There is no ONE correct way to coach a team, and each team will actually guide you. Some teams will like a structured meeting – a quick Spontaneous activity, followed by a brief “catch up on where we are”, followed by a work period etc. Others will come running in and need to share something, then go giggle in the corner about something. You must understand how structured the team wants their meetings to be.

OM should be FUN for everyone (maybe less so for the coach – who is trying to keep it all together) – but how does a coach help make this happen? The quick answer is FOOD!! No matter what time of day it is, a team will be ready for a snack or two. An empty stomach isn't the best way to start a brainstorming session or a building session. As the coach, make sure your first preparatory task is to stock up on snacks and drinks.

Sometimes this part of coaching is overlooked, but

you must remember that a huge part of coaching is your attitude. Be kind, be motivational, be optimistic, be caring, be the non-judgmental voice in the room

when needed, and be in control of your “take charge” mentality. You, as the coach, do NOT need to know how to solve the problem. The team will choose the problem it wants to solve, and it will determine the solution to the problem and who is going to do what to create that solution. Your team can do it. If at any point the solution fails, be the cheerleader that helps the team regroup and try again. The kids are always watching, and they'll see how you respond to situations that arise.

Just as no two teams work the same way, no two coaches will coach the same way. No matter how you coach your team, it is your job as the coach

is to be the “guide on the side” not “the sage on the stage.” Remember to have fun, be present, be the cheerleader when the team needs it, and help them work together.



Joy Kurts, former coach and Spontaneous International Problem Captain.

Helpful tips for a coach:

- While you should record the timeline and tasks for the team, the team should ALSO keep track of their timeline and tasks. Each meeting, have them check where they are on the timeline they keep and compare it to yours. Is there an area that they have missed? Ask THEM how to better stay on track etc.
- Find a safe place where teams can store materials, props, etc. from meeting to meeting.
- If team members are taking items home, have the team keep a list of which team member is taking and doing what.
- Help the team stay organized. Ask them how they are staying organized. Be mindful that most teams will seem disorganized for the first few weeks. Also, remember that their organizational systems may not be the same as yours and that is OK!
- Asking questions is the BEST way to support your team. These questions should be NON-JUDGMENTAL. How did you think of that? What else might work? Is there anywhere you can go to see an example?
- Allow members of the team to ask questions and respond as well. Remember, even if a team member doesn't know how to build a bridge, that team member may have a great question about why the bridge is so high/low etc.
- If you see the team is becoming unfocused or falling behind schedule, don't fret. Have the team regroup and determine how they, as a team, can get all the tasks done. If they are all determined to make costumes, and you think they need to work on their set, remind them to look at the list of what remains to be done (part of the timeline they made) and see if they think everyone working on costumes is their best use of time? You, as the coach, will not assign roles. Assigning roles is the team's job.
- Have FAITH in your team. They got together, they are here, and they are doing this in their own way. If the team has tried its best, and they get to competition – you have succeeded, and they will have learned a lot.

Spontaneous Suggestions from the Former Spontaneous International Problem Captain

It is important to practice many different types of spontaneous problems, as the problems and problem procedures change for every competition; which means your team will not solve the same problem twice! That's why it's called "spontaneous." To help your team better prepare for the unknown, you should encourage your team to participate in some sort of spontaneous activity during each meeting. Whether the team solves a published Spontaneous Problem or an "off-the-cuff" Spontaneous activity, any practice will help them during competition.

If you're looking for published spontaneous problems, practice problems can be found in the Members Area. If your team wants more spontaneous problems, Odyssey of the Mind Headquarters has a few published books filled with Spontaneous problems available for purchase in the Odyssey Shop. While official spontaneous problems are fun to solve, spontaneous practice doesn't need to come from an official problem. Spontaneous activities can be put into each session easily, the only thing you need to do is think or present a few random items to the team and ask a question or tell the team to build something out of those random items.

Coaches should try to do one "official" type problem (either verbal, verbal/hands-on, or hands on at each meeting.) However, using brainstorming and less formal type problems are a good way to both prepare the team to think spontaneously, and also help teams think of solutions to incorporate in their long term problem. This is a way of using questioning techniques without providing outside assistance.

Verbal Activities:

1. use brainstorming technique and record all answers
2. Make team members go around in a circle...one team member is stuck, team is stuck.
3. Make team members go around but use a "Free Pass" card.
4. On a 7 member team, have 4 respond and 3 "judge" then switch - let kids get used to listening to each other and scoring best answers. Now do this and time the team. Start with 2 minutes and work up to four, five etc.

Sample Questions

1. How can you make a room that has lights on, which can't be turned off, look like it's nighttime?
2. What are different ways to scare people?
3. What makes people sad/happy etc.
4. What are all the things that turn?
5. Name two ways you can totally change the look of a costume?

Relate the questions to the problem they are solving or what they are trying to figure out. For example, if the problem is about Going to Sea you can ask:

1. What would you bring on your voyage?
2. What seas do you know? What do you know about them?
3. How do you make something look like it's moving? Standing still? Etc.

Hands-On Activities:

Give the team a few objects in the room and have them manipulate them. NO RULES other than they can only use those objects.

Example: If there's a trash can in the room, find a few balls (tennis, ping pong) and give the team a piece of paper, a pencil, a paper cup etc. and tell them to figure out a way to get the balls into the trash can from behind a line. These are not officially written Spontaneous problems. Instead, you are giving them a chance to practice skills they might need.

Another example, give each team member a piece of paper and a pencil and crayon and pair of scissors. Tell them to make something. (They could incorporate the crayon, color on the paper, tear/cut the paper etc.) Each team member works on his own and then they compare.

Kids discuss what was clever, etc. Let the team talk about this and then encourage them to think this way when working on the LT problems.

As the weeks go by, have the team members come up with their own Spontaneous Activities!

Phase 1

Date: _____

MEET & BEGIN WITH THE END IN MIND

GOALS & OBJECTIVES

- Meet the team
- Do an icebreaker to get to know each other. Learn the strengths and interests.
- Make sure to collect contact information
- Write up a team contract to sign discussing commitment
- Determine a meeting schedule
- Select a Long-Term Problem (if not already assigned)



2022- A Division 1 team poses with Dr. Sam with their first place medals at World Finals at Iowa State University.

The fun part: the first learning moment for the team with respect to the Long-Term Problem and future life skills/success has to do with the technique called “Begin With the End in Mind.” As the team reviews the long-term problem(s) together and they’ve read through the Introduction and the Limitations (sections A and B), ideas may start entering the conversation. Encourage the team to explore those ideas and how they could be a potential solution. When they’ve discussed turning those ideas into potential solutions, they should reference the scoring rubric to determine where each scored element can be addressed. “Beginning With the End in Mind” gives the team the opportunity to brainstorm solution ideas and figure out how to maximize points in competition if that is their goal.

No matter if the goal is to get the most points in competition or to successfully solve a long-term problem, the team should pay close attention to the Limitations and Scoring sections. Both offer detailed

lists of things that are required and offer a guide on what the team can and cannot include in their solution. Together, these detailed lists will inspire more ideas for the team to discuss as potential solutions or ideas to enhance portions of the solution. Limitations or constraints may seem like a road-block when it comes to inspiring creativity, but the reality is the most creative ideas come from situations with defined parameters.

PRO TIPS:

- As the coach, you cannot tell the team how to solve the problem but you can ask questions. Get comfortable with asking questions like “how will this connect with that?” and “how does this answer that?”
- Your team may argue as they get to know each other. It is the job as the coach to help them work through their struggles. For reference, read the “Keeping the Peace” article on page 13.

Homework: Encourage team members to re-read the problem again on their own and to come with some ideas for solutions for next week’s meeting where the topic will be brainstorming.

Resources:

Odyssey
Academy



Lesson 1:
What is OM?

Odyssey
Academy



Lesson 6:
Focus &
Style

Program
Guide



Member
Resources



Spontaneous
Practice



Phase 2

BRAINSTORMING & STYLE

Date: _____

GOALS & OBJECTIVES:

- Spontaneous activity team-building
- What is creativity?
- Long-term solution brainstorming
- Remember to have fun!

You've probably heard the saying, "No idea is a bad idea." However, there is a way to run a brainstorming meeting that is more effective than many realize. First, introduce the team to the problem, encourage them to spend time individually developing solutions, then bring them together to share, making sure everyone gets even time. Then — here's the surprise one — send people away to let the ideas stew for a bit for an incubation period, before pulling the group together to settle upon an idea.

As the team begins brainstorming for its Long-Term Problem solution, it is also important to initiate a discussion about the type of Style it wants to integrate into its solution; refer to page 3 for the definition of Style. Always remember that anything already being scored in the Long-Term Problem cannot be re-listed as a Style item. In other words, you cannot ask to be scored twice for the same thing. This can get tricky because "the creativity of a costume" is not exactly the same as "the appearance

of a costume," so if the latter is scored in the Long-Term Problem, the former could be selected as a Style category. But, keep in mind, if it is hard for you to make the distinction, it will be even harder for a judge who is unfamiliar with your solution. The best advice is to make Style stand out on its own so no overlap occurs in scoring.

PRO TIPS:

- How can we get more creative? This is also a good opportunity to teach students about the actual definition of creativity. In *Odyssey of the Mind*, a creative idea is one that is: 1) original, 2) unique, 3) useful, and 4) effective. As the coach, you can ask your team if their ideas check all of these boxes.
- Keep asking questions and mediate when needed. Your team will have moments where they argue which idea is better, encourage them to work through their disagreements and find a common ground.
- You may want to end your meeting by engaging the team in a Spontaneous activity. Choose a spontaneous activity that is relevant to what they are doing now. For example, if they are solving the vehicle problem, find a spontaneous that is related to the automotive world.

Homework:

- Nothing has been set in stone yet; ideas are brewing. Encourage team members to incubate all ideas presented today, including Style proposals, and come back in Phase #3 with a master plan for a solution. Remember, the focus varies by problem:
 - Vehicle teams should be dreaming up vehicle ideas
 - Structure teams: balsa designs
 - Classical teams: performances

Resources:

Odyssey
Academy



Lesson 4:
Creativity &
Brainstorming

Odyssey
Academy



Lesson 2:
What will you
do in OM?

Program
Guide



Member
Resources



Spontaneous
Practice



Phase 3

Date: _____

NARROWING DOWN & STYLE

GOALS & OBJECTIVES:

- Spontaneous
 - Verbal
 - Verbal-hands on
- Final ideas: solution direction
- Vehicle, Technical, and Structure teams start research and/or prototypes based on final ideas
- Style

Wow! We're heading into Phase #3 already?! Yep! That means it's time to start narrowing down our problem solution. Gotta keep the team moving if we want to make sure all the work gets finished on time for competition.

The goal of Phase #3 is to have the team present their foundation ideas for group discussion and consideration. Note: this is not the final product — the foundation ideas are what the team can begin to build their solution upon, it is the direction the team intends to take. Now is a great time to remind the team what matters most: the scoring rubric. As teams present their solution proposals, it is worth asking them, "does the solution address the scoring elements?" Then, ask teams to explain, in detail, how their solution maximizes the number of points

possible within the problem. As a coach, it is within your job description to ask the team whether their solution is as creative and score-focused as it can be. Remember, some requirements are scored objectively, meaning it receives a set amount of score if it is presented or not (0 or 5). Some are subjectively scored, meaning there is a set range of scores (2-10) awarded as determined by the judges and are based off creativity, effectiveness, and more as listed in section D.

Talk about Style. This is the team's unique flair or twist that will make them known as "the team that did [amazingly unforgettable Style element]." This tends to be a very fun, creative experience for teams. Encourage them to keep open minds as they propose their ideas for making a unique mark on their solution. Revisit the Style section on page three.

PRO TIPS:

- Ultimately, it is the team's decision which solution it pursues. Still, challenging them to think about how well their solution actually solves the problem and gets the points is important.
- Are you playing attention to the timeline between now and competition? Do you need to adjust the the decided time in each phase? Make those adjustments now.

Homework:

This may be the most important phase for homework because teams are tasked with creating something that aligns with the agreed-upon direction for their solution.

- If a Classics team selects "Romeo and Juliet" as its inspiration, then next phase, the team should see scripts, costumes, and outlines.
- If a Structure team opts for a certain type of structure, we need to see variations of those structures by the next phase or ideas for those structures by the next meeting.

Resources:

Odyssey
Academy



Lesson 6:
Focus &
Style

Odyssey
Academy



Lesson 7:
How to Write
a Skit

Program
Guide



Member
Resources



Spontaneous
Practice



Phase 4

Date: _____

IDEA SELECTION & STYLE SELECTION

GOALS & OBJECTIVES:

- Spontaneous
 - hands on
- Choose “foundation idea” to run with
- Re-read the problem
 - Point focus
- Detail the problem out
 - Divide and conquer



Phase 4, the phase that will decide where the team is headed! Now is the time that the team chooses one solution to pursue and one style to integrate throughout their solution. Once this phase is completed, the team will focus on building their props, costumes, vehicles, artwork, everything! With this in mind, it’s important that they work together to figure out which direction they’re headed!

The process by which teams choose their solution and Style varies from team to team, and should include a conversation on: what will be the most fun, what will include skills from each member, what will get us the most points, what is the most creative, etc. This process teaches team members valuable skills when it comes to presenting your ideas, selling your ideas, and, in some instances, accepting that someone else’s idea is better than yours. Also, solutions that tend to integrate the ideas from multiple team members often encourage

all team members to be involved in the process going forward. Encourage team members to think about how they will integrate one another and their respective strengths in their proposed solutions. That is important. Once the team determines the solution, then it’s up to the entire team to 1) punch it up (i.e., propose improvements), 2) detail it out (what needs to be done, mock it up), and 3) divide and conquer.

PRO TIPS:

- Have the team discuss the priority level of creation of the various solution elements.
- Have the team discuss which materials to use, the plan to get those materials, and who will be responsible for what.
- If there is a skill that the team doesn’t know, how are they going to learn it? Have them decide how they want to go about learning their new skills.

Homework: By the next phase the group needs: 1) an updated “final” script, 2) tangible structures, vehicles, or technical devices (for those problems) for testing, 3) a list of materials to bring to create items needed for the solution, and 4) a detailed schedule outlining which team member is creating what and by when. It’s time to start creating.

Resources:

Odyssey
Academy



Lesson 5:
Solving your
Long-Term Problem

Odyssey
Academy



Lesson 7:
How to Write
a Skit

Program
Guide



Member
Resources



Spontaneous
Practice



Phase 5

CREATING THE CONCEPT & CASTING

Date: _____

GOALS & OBJECTIVES:

- Spontaneous
 - Verbal
 - Verbal-hands on
- Create
- Build
- Assign roles
- Re-read problem
- Team build - Have FUN!

And we're off! At this point, the team should be building its props, backdrops, and other elements required to solve its problem. A few things, like the membership sign, are required of all teams. This information can be found in the Program Guide online or in your membership packet. Everything else that is required of the team is listed in the problem itself. Encourage the team to reread the problem over (and over and over) again as they work through ideas.

Creating the Context is the process of finishing all the pieces necessary to bring the solution to life. BUT —and this is a big but — keep in mind that creative does not necessarily mean the largest, the flashiest, or the sleekest. The team should be able to convey every aspect of their solution with their props and costumes but that doesn't mean that it must be without flaws. Build quality and the prop's effectiveness aren't necessarily the same. Something can work and the team can be proud of it, without

it looking professional. Skill levels vary by team and here is where most teams and coaches need a reality check: sometimes props look like they were made by second graders because they were made by second graders. Overall, the team should strive to build and create the best props, costumes, and sets they can and they should be proud of what they produce. Also, don't forget about the "creative use of materials" part of building the solution! Encourage teams to think Beyond the Box™ with respect to how they can deliver what the problem asks them to deliver in a novel, innovative way.

This is a good time to assign roles for presentation. Who will be the actors? Who will operate the vehicle or crush the structure? Who will do the backstage work? The team decides who fills which role, but as the coach, encourage the team to remember that they are a team and everyone can help in their own way.

PRO TIPS:

- If you see your team struggling to put together their props and costumes, help them communicate what they are trying to achieve. Ask them "what are you trying to accomplish with this and how else can you get it to look like that?"
- Encourage your team to think of ways to use ordinary materials in unexpected ways.
- This is a good time to revisit where the points are and how (and on what) the team will be judged.

Homework: Encourage team members to re-read the problem again on their own. Memorize lines. Finish the list of items to be built/created per the team's agreed-upon timeline.

Resources:

Odyssey
Academy



Lesson 6:
Focus &
Style

Odyssey
Academy



Lesson 8:
Building Your
Solution

Program
Guide



Member
Resources



Spontaneous
Practice



Phase 6

CREATING THE CONTEXT & EDITING

Date: _____

GOALS & OBJECTIVES:

- Spontaneous
 - Verbal
 - Verbal-hands on
 - Hands-on
- Completion of tasks
- Refine
- Evaluate and edit

Okay, coach. Competition day is getting closer, how is the team doing? Are they a little behind schedule? Are you realizing that you have no way of knowing either thing?

Relax. Every coach feels the same way! However, this is the point where everything should be coming together, and the team's focus should be on completing and perfecting their solution. Sometimes, a team may bring more ideas or shifting gears to another idea altogether.

While the team continues to finish building all its props, sets, and backdrops, your job as coach is to make sure they don't get off track and start chasing shiny objects. This is particularly important when teams start thinking their work isn't as funny, isn't as cool, isn't as [fill in the blank] as they originally thought it would be.

Another skill to teach in Phase #6 is the importance of editing. Teams should have their performance down to 8 minutes with a little wiggle room to spare to avoid being forced to stop or receiving an over-time penalty. Depending on how complicated the solution is, the team should decide how much time to allow for those "uh-oh" moments that may happen. Sometimes the mechanics and logistics of a solution can be perfect and go off without a hitch in practice, but can malfunction when during competition.

Something else to consider with editing down the performance: Nerves. Nerves can do many things, they can make us talk faster, they make us jittery, and they can make us forget things. Every team experiences some level of nervousness. The question is how will the team handle anything that goes wrong while they are feeling the pressure of performing at competition?

PRO TIP:

- One of the challenges of working with the same solution over a period of weeks is that teams grow tired of their own ideas. Remind them that those ideas will still be fresh to the judges when they see it the first time and to keep focus.
- Have the team come up with a "regroup" moment in case something goes wrong at competition. .

Homework: This is it. The next phase will start a series of meetings where the team runs their solution over and over again, which means that everything the team needs—costumes, props, technical devices, the membership sign, etc.—must be finished and ready to go for next phase. As such, the group's homework is to finish any of these tasks that are still not finished otherwise they won't be ready to start the run of rehearsals that begins in Phase #7.

Resources:

Odyssey
Academy



Lesson 6:
Focus &
Style

Odyssey
Academy



Lesson 9:
Tweaking for
Improvement

Program
Guide



Member
Resources



Spontaneous
Practice



Phase 10

FINAL DRESS REHEARSAL

Date: _____

GOALS & OBJECTIVES

- Watch it come together!
- Don't panic when nothing works perfectly... it's completely normal before tournament.

This is the calm before the storm. This is the last phase, meaning competition day is just about here. Soon, your team will be performing its solution in front of a panel of judges and heading into the Spontaneous competition! .

There's one final thing we have not yet discussed: the judge questions.

First, don't panic: judge questions are informal. After the team is finished performing and receives applause, the judges may approach the team and ask them questions about their solution. The questions vary from team to team but all serve one very simple purpose: to help the judges better understand the team's creative process, the insight behind it, and the technical workings of the solution's many parts. Coaches are not part of this discussion, this is an opportunity for the judges get to know the team and understand the finer details of their solution.

The truth behind the judges' questions is that we don't know what they will ask the team, we just know that there is a possibility that every part of the solution can be brought into question. The judges know what they are looking for. It is the team's job to accurately answer questions and highlight each

Homework:

- Pack Up
- Double check that all is packed
- Double check repair supplies and kit

Packing Up

By now the team likely knows its solution well. Still, it might be worth encouraging the team to create a Packing Up list so that they remember everything they need to bring in the excitement and nervousness that surrounds the week before competition. In addition to all the items essential to the team's Long- Term Problem solution, it is important that the team remembers to bring several completed copies of its paperwork for the judges. Everything should be packed in a safe, secure way to ensure that nothing breaks or gets lost in transit from the team's practice area to the



element of their solution. Each member should be a pro at answering questions about the role they played and the portion they were responsible for creating. For example, the team members that built the balsa structure should be the ones answering questions about how they built it, and the team members who created the backdrop and other props should be the ones answering questions about those parts.

Okay, coach. You've made it this far, now it's time to check in and pay attention to how the team is feeling. Keeping the team in positive spirits is important at this point. Remind them of how much they've accomplished in the short time they've worked together. Remind them of what they've learned. You've watched them brainstorm and practice and build their solution, highlight the "AHA!" moments you've witnessed along the way.

One final thing to remember: competition can be stressful. The team is nervous, parents are parents, devices are unpredictable, and other teams also have wonderfully creative solutions and props. No matter the outcome at competition, the team should be proud of themselves.

PRO TIP: Some members may need a quiet room or a moment to collect themselves before and after competition. Find a place that allows them to do that. Don't be afraid to ask the Tournament Officials if they know of a quiet place to use if you are unfamiliar with the venue.

competition site. If materials need to be removed from the "home-base" prior to competition, make sure the plans have been made.

On the morning of competition, get everything out and find a safe spot for it in the host school (there are usually signs posted for this) where the team can check the status of all its props and backdrops. Be sure never to leave these items unattended, and remind parents they cannot fix anything or prep anything for the team. Parents can help carry items to and fro, but anything more could count as Outside Assistance that would result in a penalty.

Going to Competition

In most situations, teams first compete at the regional level. Those who place at this level advance to Association Finals at the state/province/country level, according to qualification criteria set by the individual association. Teams that place here are eligible to compete in the annual Odyssey of the Mind World Finals.

Teams in areas that do not provide official competitions before World Finals may apply to go directly to World Finals and are approved on a first-come, first-served basis. These teams must apply to CCI by April 1 of the program year to be eligible. They may also be allowed to participate in a neighboring state's official competitions, with champions being selected from each state represented. If the team wishes to do this, they must contact the Association Director of the neighboring state to learn the details. Contact your Tournament Director for specifics regarding the competition. In most cases you will be emailed this information after you register or qualify.

On Competition Day for Traditional Tournaments

Teams may be required to register at a central location upon arrival. They are given a scheduled time to compete in Long-Term and in Spontaneous. Sometimes these are on different days, but often they're on the same day with sufficient time in between.

Teams should report to the area for their problem and division 15 minutes before they are scheduled to compete. A judge will then direct them to wait in the Check-In Area. Anyone may help the team move props there and to the Staging Area. When the competition has ended others may help the team remove items and clear the site. Parents and others should remember that if they carry an item for the team and it breaks, only the team may repair the item. Teams are welcome to look at the competition site before this but are not allowed to rehearse on site on competition day.

Either in the Check-In Area or the Staging Area,

depending on the competition site, a judge collects the team's paperwork, and checks for footwear and other requirements of the problem. The team remains here with all its props and materials until the Timekeeper gives the signal to begin.

Checklist for Competing in Long-Term

In competition, each team must provide the following items for its long-term solution along with any forms required by the local competition's Tournament Director. The team members must fill out all of their forms on their own with the exception of Division I, where the coach may write for the team but the team members must dictate what is to be written. Teams should keep an extra copy of all their forms. Most of the following items will be examined and/or collected by the Staging Area Judge:

- Four completed copies of the Style Form.
- Four completed copies of the Team List Form (if required in the problem).
- One completed Cost Form.
- One completed Outside Assistance Form.
- One membership sign.
- Problem clarifications specific to the team's solution.
- All props, costumes, etc. necessary to complete the problem solution, except those listed in the problem under "Tournament Director Will Provide."
- Any items listed in the problem under "Team Must Provide."



Resources:

Odyssey
Academy



Lesson 13:
How to Compete

Odyssey
Academy



Lesson 14:
Understanding
Judge Scores

Program
Guide



Member
Resources



Spontaneous
Practice



Fundraising

Fundraising should be happening throughout the season- not just during competition months. While some schools or institutions may be willing to pay the team's travel or tournament fees, many team's must raise money on their own. It is important that your team begins fundraising as early as possible.

There are many ways that a team can raise funds for the Odyssey Season. Here are some ideas that have worked for other teams, but make sure you have cleared these ideas with your school or the community group that you are representing:

- Sponsor a "Hat Day." For \$1, students will be allowed to wear a hat all day at school.
- Sell bottled water or juice after school for students staying for an activity.
- Present your team's solution at a civic club or church and ask for donations.
- Sponsor a spaghetti supper (have students throughout the school bring in ingredients), and for entertainment have the team perform its long-term solution.
- Put a teacher in "jail." Recruit several teachers who would be willing to be put in jail for a day (choose the most popular teachers). For a fee let the students vote on which teacher they would most like to put in jail. The teacher chosen will be placed in a cell (creatively made by the Odyssey of the Mind team) for the day and the students will be allowed to tease the teacher. With the cooperation of the principal, a substitute will cover that teacher's classes.
- For a fee team members can paint faces at the school's field day.
- Have a "Not Me" day. Have an ugly shirt, hat or sweater to put on someone. If you get it you must wear it until you put a dollar (or more) into a jar and give it to someone else. Your team can creatively "up the ante" by thinking of a more unique, and less pleasant item as long as it is approved by your school.
- Have a talent show. Open the auditions to anyone in the school, making sure the students show a talent and/or ability. This would involve one day for auditions, one day for a rehearsal and one day to present the show. Students will pay \$1 to get out of class to come to the show.
- Sponsor a school dance and/or school fashion show and sell concessions.
- Make up commercials and perform them on the morning school announcements to promote the idea that on an upcoming Friday, anyone who brings \$1 can have the Odyssey team take their spelling test for them and get the grade that the team member makes.
- Host a dinner for the community.

Your team can also raise money in your neighborhood:

- Get the word out in the community. Start a Go Fund Me or similar account. Refer to the News Release and PR tips included in this packet. The more publicity you can get - newspaper, TV, radio, etc., the more people will support the team. Then if you have a fundraiser, such as a barbecue at a local Fire Station, people will be more likely to support it.
- Write letters to local businesses asking for support. Use information about how Odyssey of the Mind fits into the corporate workplace to help businesses understand how they can benefit from sponsorship. If a team member or relative of a team member knows someone in the business, have that person sign the letter or write a personal letter to accompany the form letter.
- Get permission and sell cookies and soft drinks at a popular store on a Saturday.



Your Association may have some ideas
as well!

Make sure to check your Association
website or resources for ideas.

Don't forget, the parents can help
with fundraising!

Spontaneous

Teamwork

Creativity

