

SCIENCE + TECHNOLOGY + ENGINEERING + ARTS + MATHEMATICS + THEATRE + PUBLIC SPEAKING + ROBOTICS + ARCHITECTURE + MUSIC + WRITING

# Odyssey of the Mind

A Creative Experience

Since 1978

CREATIVITY + PROBLEM SOLVING + CODING + PERFORMING + TEAMWORK + SOCIAL SKILLS + SELF-EFFICACY + CONFIDENCE + DESIGN + IMPROV

# WHAT IS ODYSSEY OF THE MIND?

- World-wide, team driven, creative problem-solving competition.
- Teams of five to seven students with diverse skill sets
- Teach, encourage and reward divergent thinking

# LONG TERM PROBLEM

- Teams demonstrate their solution in a competitive tournament in a “skit” based performance.
- Points are awarded with a focus on creativity and risk-taking in the team’s solution.
- One primary problem and five competitive problems are published each year with common themes.
- Each problem requires artistic and technical abilities.

# LONG TERM PROBLEMS

1. **Vehicle** –  
“Drive in Movie”
2. **Technical** –  
“AI-Tech-No-Art”
3. **Classics** –  
“Opening Night Antics”
4. **Structure** –  
“Deep Space Structure”
5. **Performance** –  
“Rocking World Detour”
6. **Primary- K-2**  
“The Night Life”





# CORRELATE TO STATE STANDARDS

- Yearly, Educators evaluate the Odyssey of the Mind problems and show the correlations to State Education Standards for each problem.

# OUTSIDE ASSISTANCE

- Odyssey of the Mind is a Hands-On Program for Kids and a Hands-Off Program for Adults!!!
- The team must conceive, design, construct and perform their own ideas. Help from others outside the team is called Outside Assistance.
- Students learn through trial and error, in an environment that encourages out of the box thinking.



# STEM-PROBLEM 4



## PROBLEM 4: Deep Space Structure

The universe is full of mysteries we hope to discover and some we may not want to discover! In this problem, teams unravel an original mystery by portraying a balsa wood structure discovered in deep space. The structure will be examined, tested, interviewed, and observed. The performance will include an actual balsa wood and glue structure that is tested to balance and support weight, a character portraying the discovered deep space structure, and the scientists studying it.



Science	Technology	Engineering	Mathematics
Understand the properties of objects and materials, and the changes in properties and matter in order to create weight-bearing structures.	Use technology tools to enhance learning, increase productivity, and promote creativity.	Apply a structured approach to solving problems; define problem, brainstorm ideas, research, identify criteria, explore the possibilities, make a model, evaluate, communicate results, and revise to improve performance.	Use visualization, spatial reasoning, and geometric modeling to solve problems in the creation a balsa wood structure.
Research and understand material properties of balsa and various adhesives.	Use productivity tools to collaborate in constructing technology-enhanced models and produce other creative works.	Develop an understanding that engineers need to communicate effectively as individuals and as members of a team.	Utilize geometry and trigonometry to analyze component structures and how those components will be stacked as the final structure.
Understand effects of various environments on materials.	Utilize technology in research and design in all aspects of the solution.	Apply contemporary engineering tools and technology to define, analyze, model, and build prototype structures made of multiple, separate components.	Utilize estimation, measurement, computational skills, and spatial relationships in order to: (a) Work within budgetary, time, and space limitations. (b) Analyze scoring criteria to prioritize problem elements such as weight held, creativity of the performance, etc. Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.
Understand how design of a structure affects weight transfer through the structure and how weight placement impacts the ability to hold weight without collapsing.	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	Evaluate structural characteristics of balsa wood and glued connections.	
Evaluate safety issues involved with materials being used in construction of the structure, particularly relating to structural collapse.	Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration, creativity and innovation.	Evaluate connections – surface area of joining pieces, geometry of joints.	



# STANDARDS 21<sup>ST</sup> CENTURY SKILLS

## Odyssey of the Mind and Educational Initiatives 21<sup>st</sup> Century Skills

21 <sup>st</sup> Century Skills	Odyssey Teams
<b>Global Awareness</b>	<ul style="list-style-type: none"> <li>• Global competitiveness and understanding.</li> <li>• Teams meet other teams from around the world at the annual World Finals.</li> </ul>
<b>Intellectual Curiosity</b>	<ul style="list-style-type: none"> <li>• Research to find information needed to solve the problem. Choosing a problem and idea that is personally exciting.</li> </ul>
<b>Interpersonal and Collaborative Skills Communication</b>	<ul style="list-style-type: none"> <li>• Teamwork: consensus, collaboration, communication. Understanding and valuing the power of diversity within the team. Understanding personal strengths and weaknesses.</li> <li>• Practicing active listening skills.</li> <li>• Learning to value other team member's ideas and contributions.</li> </ul>
<b>Problem Solving &amp; Creative and Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Analyze complex open-ended real-world problems. Identifying challenges within the problem.</li> <li>• Brainstorm possible technical solutions. Brainstorm possible thematic and artistic solutions.</li> <li>• Evaluate potential solutions – How creative is this solution? Will other teams have thought of this?</li> <li>• Spontaneous: training your mind to generate creative solutions by analyzing and evaluation your ideas and learning to use targeted thinking strategies.</li> </ul>
<b>Self-Direction</b>	<ul style="list-style-type: none"> <li>• No outside assistance rule: teams generated research, solutions and decision making. Select potential solutions using scoring criteria.</li> <li>• Planning for tournaments.</li> </ul>
<b>Authentic Assessment Accountability and Adaptability</b>	<ul style="list-style-type: none"> <li>• Team reflection of effectiveness during spontaneous practice. Team reflection of tournament results.</li> <li>• Planning and refining for future tournaments. Create-test-improve-retest best solutions.</li> </ul>





# ART STANDARDS

**Odyssey of the Mind and Educational Initiatives  
Art Standards**

Dance	Music	Theater	Visual Arts	Media Arts
Identify ideas for choreography generated from a variety of stimuli	Generate a simple rhythmic, melodic, and harmonic phrase within AB and ABA forms that convey expressive intent	With prompting, and support, invent and inhabit an imaginary elsewhere in dramatic play or guided drama experience	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of art-making or designing	Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising, and brainstorming
Construct and solve multiple movement problems to develop choreographic content	Generate musical ideas (rhythms, melodies, and accompaniment patterns)	Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work	Brainstorm multiple approaches to a creative art or design problem	Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent
Improve a series of movements that have a beginning, middle, and end	Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent and explicit connection to purpose and context	Collaborate with peers to conceptualize scenery in a guided drama experience	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective
Revise movement choices in response to peer feedback and self-reflection to improve a short dance study	Present the final version of personal created music to others that demonstrates craftsmanship and explain connection to expressive intent	Visualize and design technical elements that support the story and given circumstances in a drama/theatre work	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others	Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences
Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings	Demonstrate understanding of the structure in music selected for performance	Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work	Design or redesign objects, places, or systems that meet the identified needs of diverse users	Demonstrate how a variety of academic arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media
Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support	With limited guidance, apply personal, teacher and peer feedback to refine performances	Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work	Distinguish between different materials or artistic techniques for preparing artwork for presentations	Exhibit basic creative skills to invent new content and solutions within and through media arts production



# ART STANDARDS

**Odyssey of the Mind and Educational Initiatives  
Art Standards**

Dance	Music	Theater	Visual Arts	Media Arts
Judge spaces as distance traveled and use space three-dimensionally. Perform movement sequences in and through space with intentionality and focus	Rehearse to refine technical accuracy and expressive qualities and address performance challenges	Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots	Analyze multiple ways that images influence specific audiences	Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media
Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effects of their intent	Perform music for a specific purpose with expression and technical accuracy	Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work	Develop and apply relevant criteria to evaluate a work of art	Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks
Dance with sensibility toward other dancers while executing complex spatial, rhythmic, and dynamic sequences to meet performance goals	Perform appropriately for the audience and purpose	Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama/theatre work	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making	Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects
Dance for and with others in a space where audience and performers occupy different areas	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the content	Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions	Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed	Identify, describe, and analyze how message and meaning are created by components in media artworks
Explore the use of simple props to enhance performance	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society	Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience
Demonstrate and describe observed or performed dance movements from a specific genre or culture	Present the final version of created music for others	Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision	Identify and apply basic criteria for evaluating and improving media artworks and production process, considering context



# ART STANDARDS

**Odyssey of the Mind and Educational Initiatives  
Art Standards**

Dance	Music	Theater	Visual Arts	Media Arts
Describe, create, and/or perform a dance that expresses personal meaning	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life	Interpret story elements in a guided drama experience	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed	Access, evaluate, and use internal and external resources to create media artworks such as knowledge, experiences, interests, and research
Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story	Using digital tools and demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music	Use body, face, gestures, and voice to communicate character traits and emotions		Analyze and interact appropriately with media arts tools and environments considering fair use and copyright, ethics, and media literacy
Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines	Choose a variety of technical elements that can be applied to a design in a drama/theatre work		
		Perform a scripted drama/theatre work for a specific audience		
		Identify artistic choices made in a drama/theatre work through participation and observation		
		Recognize and share artistic choices when participating in or observing a drama/theatre work		
		Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work		





# LONG TERM PROBLEM DETAILS

## Problem I: Vehicle

- Teams design, build and operate one or more vehicles.
- Sometimes they're small, other times they're big enough to ride on and transport other items.
- Generally, the vehicles are scored on their propulsion system, and for traveling and completing different tasks.



# LONG TERM PROBLEM DETAILS

## Problem 2: Technical/Performance

- Teams are scored for performance elements as well as for some type of technical achievement.
- Usually, this problem requires the team to create one or more devices that perform certain functions or tasks.

# LONG TERM PROBLEM DETAILS

## Problem 3: Classics...

- This is a performance problem based on something “classical”
- It could involve mythology, art, music, archaeology, or anything else that is classical in nature.

# LONG TERM PROBLEM DETAILS

## Problem 4: - Structure

- Teams design and build a structure out of only balsa wood and glue.
- They test the structure by adding Olympic-size weights until it breaks. Each year there is an element of the problem that sets it apart from other years.
- For example, having the structure endure the impact of a ball propelled down a ramp.

# LONG TERM PROBLEM DETAILS

## Problem 5: Performance

- This is strictly a performance problem, where scoring is based mostly on the performance and elements within the performance.
- It sometimes requires a specific character, sometimes humor, sometimes an original story, but it's always fun!

*Sponsored by*





# LONG TERM PROBLEM DETAILS

- **Primary problem is non-competitive for student's Pre-K-2 designed to give them an introduction to creative problem solving.**
- **The format of Primary Problem is very similar to that of competitive long-term problems.**
- **Teams display their solutions at the Regional or State Tournament, whichever is closer for the team.**
- **Unlimited number of teams per elementary membership.**

# SPONTANEOUS

- Quick thinking
- Three Types
  - Verbal
  - Hands-on
  - Verbal Hands-on
- Teamwork
- Creativity

# COSTUMES – SETS - PROPS





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# COSTUMES – SETS - PROPS





# STRUCTURE TESTING



# VERBAL SPONTANEOUS

Your team will have one minute to think and two minutes to respond. You may not talk during think time.

Name things that are blue.

You will receive 1 point for each common response. Highly creative or humorous responses will receive 3 points.

Jeans

The sky

The wind

A sad person



# HANDS-ON SPONTANEOUS

Supplies: You are given two chairs placed on the floor, 8 toothpicks, 5 drinking straws, 24" yarn, 4 mailing labels and 2 index cards.

You will have 8 minutes to design, build, and test a structure that spans a gap between two chairs. The structure may touch only one side of each of the chairs. It may not touch the floor.

You will be scored based on the height of the structure multiplied the distance spanned. If the structure touches the floor or more than one side of a chair your team will not receive a score. In addition, your team will be awarded 1 to 25 points for teamwork.

# THREE COMPONENTS OF COMPETITION

## Spontaneous

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- 100 points
- Quick thinking
- Team-work
- Three types
  - Verbal
  - Hands-on
  - Verbal hands-on

## Long Term

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- 200 point
- Open ended
- Specific criteria
- Presented in skit format

## Style

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- 50 points
- Elaboration of long-term
- Team chosen
- Showcase talents

**Long-Term & Style** are presented at the same time  
Spontaneous is solved separately but on the same day as Style + Long-Term

**LONG TERM + STYLE + SPONTANEOUS = TOTAL SCORE**

# COMPETITION

- **Super Qualifying**  
**Regional**
  - *Top six advance in prob. / div.*
- **State**
  - *Top two advance in prob. / div.*
- **World Finals**





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# WORLD FINALS



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# WHO DOES ODYSSEY IN ADDITION TO USA?

- Argentina
- Australia
- Belarus
- Canada
- China
- Czech Republic
- Denmark
- France
- Germany
- Greece
- Hong Kong
- Hungary
- Japan
- Kazakhstan
- Lithuania
- Mexico
- Moldova
- Philippines
- Poland
- Qatar
- Russia
- Singapore
- Slovakia
- South Korea
- Togo
- United Kingdom
- Uzbekistan

...OM is a global hit!



# **ODYSSEY BENEFITS-LIFE SKILLS**

**PROBLEM SOLVING**

**CONFLICT RESOLUTION**

**MONEY MANAGEMENT**

**CREATIVITY**

**GOAL SETTING**

**TEAM BUILDING**

**ARTISTIC EXPRESSION**

**TIME MANAGEMENT**

**COURAGE**

**COMMUNICATION SKILLS**

**COMMITMENT**

**LEADERSHIP SKILLS**

# COACHES

- Anyone can coach!
  - Parents, Grandparents, Friends, Teachers, Community Members, etc.
- No experience is required.
- Coaches attend a training session and are given the rules and procedures.
- Teams may have two or more coaches.
- Coaching is rewarding!

# WHEN DO TEAMS MEET?


- Teams typically meet once a week, after Christmas they may need to meet twice weekly.
- Teams start meeting in September or October and will continue to meet until at least the last week of February.



# HOW MUCH DOES IT COST PER STUDENT?

- Total cost usually less than \$50 per student. Which includes supplies and tournament registration.
- Those qualifying for World Finals average cost about \$750 per team member before fundraising.

# WHAT DOES A MEMBERSHIP INCLUDE?

- One membership can field 5 teams
  - (Membership is by campus - Unlimited Primary teams)
  - Coaches Training and Support
  - Access to all full-length problems and Program Guide
- 

# IMPORTANT DATES

Coaches Training was held:

Saturday October 28th

Piedmont

or

Saturday, November 4th

OSU - Tulsa

# IMPORTANT DATES

Regional Qualifying Tournament: Saturday, February 24, 2024  
OSU - Tulsa

State Tournament: Saturday, April 6, 2024  
Oklahoma State University - Stillwater

World Finals: May 21-24, 2024  
Iowa State University



# **COACH SUPPORT**

Facebook Group

Oklahoma Creativity Board Members

Online Supplemental Training Through  
Zoom/Facebook

# **JUDGES NEEDED**

3-hour training provided February 3 in OKC or  
February 10 at OSU in Stillwater

Commit 2 Saturdays -Regionals and State

Opportunity to see teams solutions!

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# Questions?



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