Odyssey of the Mind
A Creative Experience
Since 1978
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”
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.

<table>
<thead>
<tr>
<th>Science</th>
<th>Technology</th>
<th>Engineering</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the properties of objects and materials, and the changes in properties and matter to create weight-bearing structures.</td>
<td>Use technology tools to enhance learning, increase productivity, and promote creativity.</td>
<td>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.</td>
<td>Use visualization, spatial reasoning, and geometric modeling to solve problems in the creation of a balsa wood structure.</td>
</tr>
<tr>
<td>Research and understand material properties of balsa and various adhesives.</td>
<td>Use productivity tools to collaborate in constructing technology-enhanced models and produce other creative works.</td>
<td>Develop an understanding that engineers need to communicate effectively as individuals and as members of a team.</td>
<td>Utilize geometry and trigonometry to analyze component structures and how those components will be studied as the final structure.</td>
</tr>
<tr>
<td>Understand effects of various environments on materials.</td>
<td>Utilize technology in research and design in all aspects of the solution.</td>
<td>Apply contemporary engineering tools and technology to define, analyze, model, and build prototypes made of multiple, separate components.</td>
<td>Utilize estimation, measurement, computational skills, and spatial relationships in order to: (a) Work within budgetary, time, and space limitations. (b) Analyze engineering solutions 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.</td>
</tr>
<tr>
<td>Understand how design of a structure affects weight transfer through the structure and how weight placement impacts the ability to build weight without collapsing.</td>
<td>Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</td>
<td>Evaluate structural characteristics of balsa wood and glue connections.</td>
<td></td>
</tr>
<tr>
<td>Evaluate safety issues involved with materials being used in construction of the structure, particularly relating to structural collapse.</td>
<td>Demonstrate the ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity, and innovation.</td>
<td>Evaluate connections – surface area of joints, geometry of joints.</td>
<td></td>
</tr>
</tbody>
</table>

**Creativity + Problem Solving + Coding + Performing + Teamwork + Social Skills + Self-Efficacy + Confidence + Design + Improv**
# STANDARDS 21ST CENTURY SKILLS

## Odyssey of the Mind and Educational Initiatives

### 21st Century Skills

<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th>Odyssey Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Awareness</strong></td>
<td>• Global competitiveness and understanding.</td>
</tr>
<tr>
<td></td>
<td>• Teams meet other teams from around the world at the annual World Finals.</td>
</tr>
<tr>
<td><strong>Intellectual Curiosity</strong></td>
<td>• Research to find information needed to solve the problem. Choosing a problem and idea that is personally exciting.</td>
</tr>
<tr>
<td><strong>Interpersonal and Collaborative Skills Communication</strong></td>
<td>• Teamwork: consensus, collaboration, communication. Understanding and valuing the power of diversity within the team. Understanding personal strengths and weaknesses.</td>
</tr>
<tr>
<td></td>
<td>• Practicing active listening skills.</td>
</tr>
<tr>
<td></td>
<td>• Learning to value other team member’s ideas and contributions.</td>
</tr>
<tr>
<td><strong>Problem Solving &amp; Creative and Critical Thinking</strong></td>
<td>• Analyze complex open-ended real-world problems. Identifying challenges within the problem.</td>
</tr>
<tr>
<td></td>
<td>• Brainstorm possible technical solutions. Brainstorm possible thematic and artistic solutions.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate potential solutions — How creative is this solution? Will other teams have thought of this?</td>
</tr>
<tr>
<td></td>
<td>• Spontaneous: training your mind to generate creative solutions by analyzing and evaluating your ideas and learning to use targeted thinking strategies.</td>
</tr>
<tr>
<td><strong>Self-Direction</strong></td>
<td>• No outside assistance role: teams generated research, solutions and decision making. Select potential solutions using scoring criteria.</td>
</tr>
<tr>
<td></td>
<td>• Planning for tournaments.</td>
</tr>
<tr>
<td><strong>Authentic Assessment Accountability and Adaptability</strong></td>
<td>• Team reflection of affectiveness during spontaneous practice. Team reflection of tournament results.</td>
</tr>
<tr>
<td></td>
<td>• Planning and refining for future tournaments. Create-test-improve-retest best solutions.</td>
</tr>
</tbody>
</table>
# Art Standards

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

<table>
<thead>
<tr>
<th>Dance</th>
<th>Music</th>
<th>Theater</th>
<th>Visual Arts</th>
<th>Media Arts</th>
</tr>
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<tbody>
<tr>
<td>Identify ideas for choreographically generated movement from a variety of stimuli.</td>
<td>Generate a simple rhythm, melodic, and harmonic phrase within major and minor forms that conveys expressive intent.</td>
<td>With prompting and support, impact and initiate impromptu choreography in dramatic scenes or physical drama exercises.</td>
<td>Demonstrate willingness to express and initiate ideas, and take risks to pursues ideas, forms, and meaning that emerge in the process of experimenting or designing.</td>
<td>Formulate variations of goals and solutions for media arts productions by practicing chosen creative processes, such as sketching, improvising, and brainstorming.</td>
</tr>
<tr>
<td>Construct and solve multiple movement problems to develop choreographic content.</td>
<td>Generate musical lines (melodies, arpeggios, and other patterns).</td>
<td>Investigate multiple techniques and solutions to staging challenges in a drama/theatre work.</td>
<td>Involve a variety of approaches to a media arts design problem.</td>
<td>Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering conceptual and aesthetic outcomes.</td>
</tr>
<tr>
<td>Improve a series of movements that have a beginning, middle, and end.</td>
<td>Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent and explore connection to purpose and context.</td>
<td>Collaborate with peers to accompany spoken story in a guided drama experience.</td>
<td>Collaboratively set goals and create a work that has a meaningful and cohesive purpose to the makers.</td>
<td>Develop and modify media artworks, focusing on aesthetic quality and intentionally manipulating aesthetic elements to reflect an understanding of personal goals and preferences.</td>
</tr>
<tr>
<td>Rehearse movement choices in response to peer feedback and self-reflection to improve a short dance study.</td>
<td>Present the development of personal creativity in music to others that demonstrates craftsmanship and explicit connection to expressive intent.</td>
<td>Visualize and design technical elements that support the story and give context to a drama/theatre work.</td>
<td>When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents damage to oneself and others.</td>
<td>Define and modify media artworks, focusing on aesthetic quality and intentionally manipulating aesthetic elements to reflect an understanding of personal goals and preferences.</td>
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<tr>
<td>Demonstrate locomotor and non-locomotor movement that changes shapes, levels, and facing.</td>
<td>Demonstrate understanding of the structure in music oriented for performance.</td>
<td>Collaborate to determine how character might move and adapt to support the dramatic and gestural circumstances in a drama/theatre work.</td>
<td>Design or create objects, places, or systems that meet the identified needs of diverse users.</td>
<td>Demonstrate how a variety of art pieces, media forms, and content may be mixed and coordinated into media arts performances, such as narratives, discursive, and media.</td>
</tr>
<tr>
<td>Replicate body shapes, movement characters, and movement patterns in a dance sequence with awareness of body alignment and core support.</td>
<td>With limited guidance, apply personal, teacher, and peer feedback to refine performances.</td>
<td>Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</td>
<td>Distinsh between different narrative or poetic techniques for preparing artwork for presentations.</td>
<td>Exhibit basic creative skills to invent new content and solutions within and through media arts products.</td>
</tr>
</tbody>
</table>
# ART STANDARDS

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<table>
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<tr>
<th>Art Standard</th>
<th>Description</th>
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<tr>
<td><strong>Visual Arts</strong></td>
<td>Analyze multiple ways that images influence specific audiences.</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>Perform for audiences in a variety of settings.</td>
</tr>
<tr>
<td><strong>Theater</strong></td>
<td>Collaborate to create original ideas for a drama/theater work by voice, music, and movement.</td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td>Perform appropriately for the audience and occasion.</td>
</tr>
<tr>
<td><strong>Painting</strong></td>
<td>Demonstrate how various forms, methods, and styles in art works function together.</td>
</tr>
<tr>
<td><strong>Printmaking</strong></td>
<td>Demonstrate inquiry into the nature of the materials and tools.</td>
</tr>
<tr>
<td><strong>Digital Art</strong></td>
<td>Demonstrate an understanding of the relationship between art and technology.</td>
</tr>
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**ART STANDARDS**

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**Art Standards**

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<td>Describe, create, and/or perform a dance that expresses personal meaning.</td>
<td>Demonstrate understanding of relationships between music and the other arts, other disciplines, and daily life.</td>
<td>Interpret story elements in a guided drama experience.</td>
<td>Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artistic expressions, and relevant contextual information contribute to understanding, meaning, or focus and most sustained.</td>
<td>Access, evaluate, and use internal and external resources to create media artifacts such as: knowledge, experiences, interests, and research.</td>
</tr>
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<td>Observe illustrations from a story. Discuss observations and identify items for discussion and demonstration. Discuss the big ideas of the story.</td>
<td>Use body, face, postures, and voice to communicate character traits and emotions.</td>
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<td>Analyze and interact appropriately with media arts tools and environments consisting of use and copyright, ethics, and media literacy.</td>
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<tr>
<td>Observe a dance and relate the movements to the people or environment in which the dance was created and performed.</td>
<td>Assemble and perform multiple dances in musical styles to create a cohesive performance of selected dance elements.</td>
<td>Observe and analyze multiple aspects of visual art to create a cohesive performance of selected visual art elements.</td>
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</tr>
<tr>
<td>Perform a scripted drama/theater work for a specific audience.</td>
<td>Identify artistic choices made in a drama/theater work through participation and observation.</td>
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<tr>
<td>Consider multiple ways to develop art and design, using physical characteristics and properties, design choices that reflect specific themes in drama/theater work.</td>
<td>Recognize and share artistic choices when participating in or observing a drama/theater work.</td>
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**CREATIVITY + PROBLEM SOLVING + CODING + PERFORMING + TEAMWORK + SOCIAL SKILLS + SELF-EFFICACY + CONFIDENCE + DESIGN + IMPROV**
Problem 1: 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.
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.
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!
• 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

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

CREATIVITY + PROBLEM SOLVING + CODING + PERFORMING + TEAMWORK + SOCIAL SKILLS + SELF-EFFICACY + CONFIDENCE + DESIGN + IMPROV
COSTUMES – SETS - PROPS
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SCIENCE + TECHNOLOGY + ENGINEERING + ARTS + MATHEMATICS + THEATRE + PUBLIC SPEAKING + ROBOTICS + ARCHITECTURE + MUSIC + WRITING
COSTUMES – SETS - PROPS
STRUCTURE TESTING
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
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

<table>
<thead>
<tr>
<th>Spontaneous</th>
<th>Long Term</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 points</td>
<td>200 point</td>
<td>50 points</td>
</tr>
<tr>
<td>Quick thinking</td>
<td>Open ended</td>
<td>Elaboration of long-term</td>
</tr>
<tr>
<td>Team-work</td>
<td>Specific criteria</td>
<td>Team chosen</td>
</tr>
<tr>
<td>Three types</td>
<td>Presented in skit format</td>
<td>Showcase talents</td>
</tr>
<tr>
<td>– Verbal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Hands-on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Verbal hands-on</td>
<td></td>
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</tbody>
</table>

*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
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!
Questions?

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