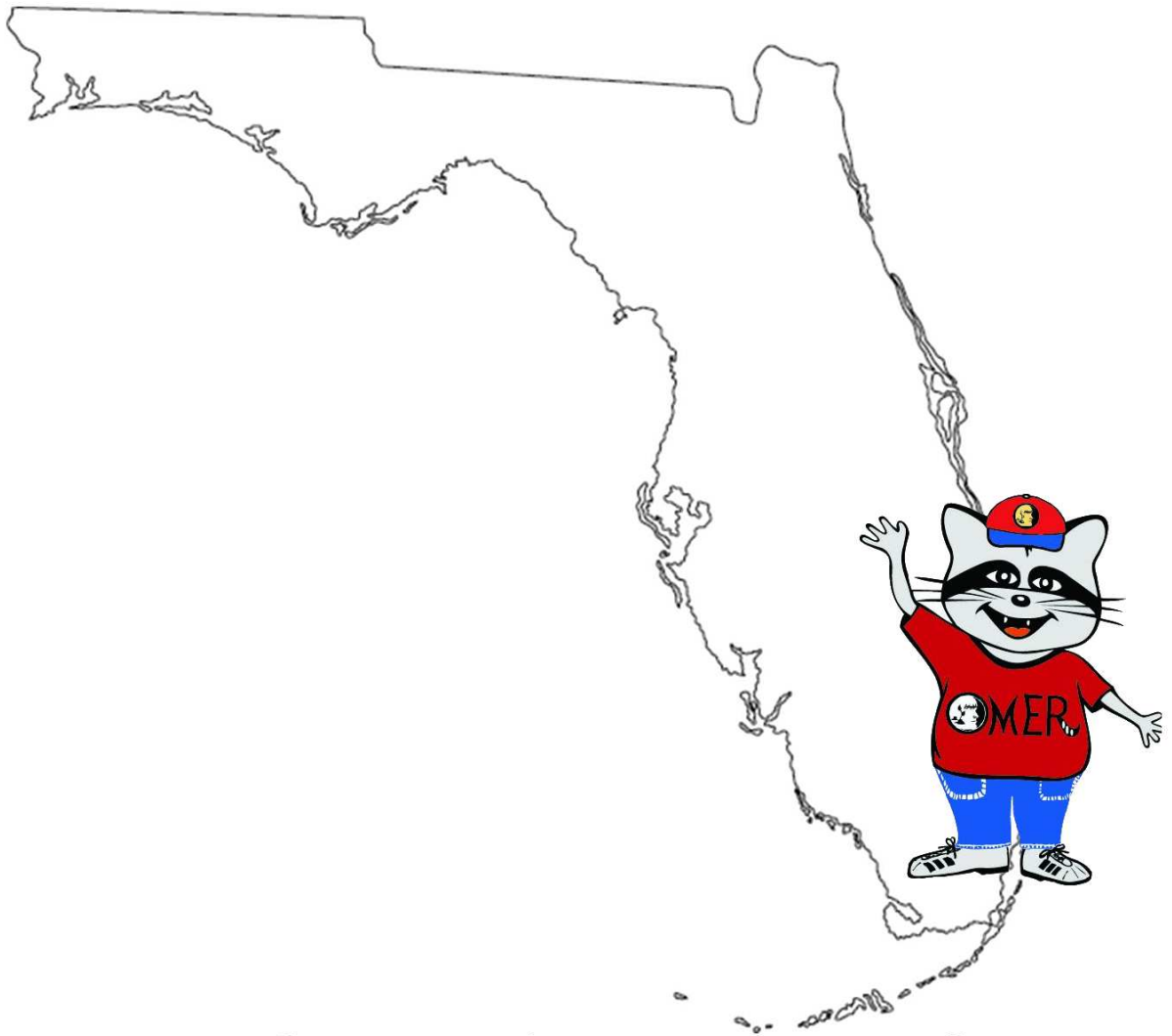
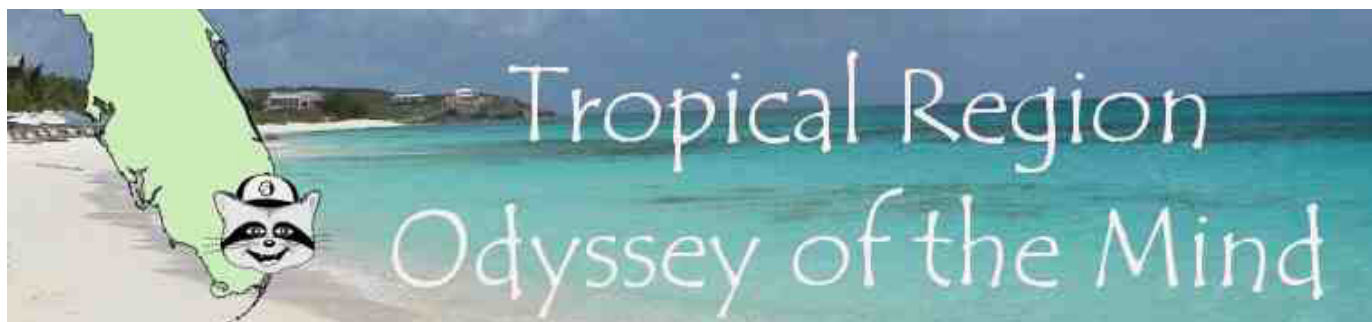


Intro Package 2018-2019



Tropical Region
Odyssey of the Mind
<http://tropicalodyssey.org>



Introduction

The Florida Odyssey of the Mind organization invites K–12 and college students to participate in the Odyssey of the Mind program. In 1978, Odyssey of the Mind helped pioneer the idea of creative problem solving as an educational tool. From our modest beginnings as a local organization we have grown to one positively impacting the lives of millions of students around the world. Odyssey provides learning opportunities that encourage students to apply their talents and strengths to solving “problems” that develop their divergent thinking skills. Educators like the program because it brings creative problem solving into the school environment, offering opportunities to extend lessons beyond the classroom. More than being a learning tool, the benefits of participation are innumerable.

Odyssey of the Mind:

- Improves brainstorming and critical thinking skills.
- Builds teamwork skills such as cooperation and creative problem solving.
- Builds confidence and self-reliance leading to increased self-esteem.
- Develops respect for individual’s strengths
- Provides an environment where students can learn to express and implement their ideas in a collaborative setting.
- Challenges students to become more detail-oriented and inclined to do their best.
- Leads to unique, unforgettable experiences that will serve them in every aspect of their lives now and in the future.

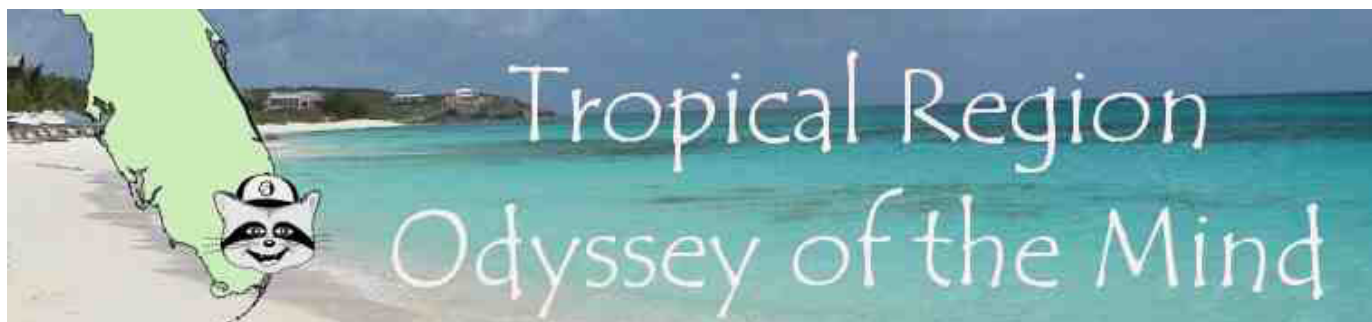
Over 500 schools in Florida are already taking advantage of the learning opportunities provided by our program. While it is common for Gifted and Talented programs to integrate Odyssey of the Mind problem solving into their curriculum, we believe that all students can benefit from participation. In this time of budget cuts for many districts, you can retain arts education, technology, and other subjects by incorporating them into Odyssey of the Mind problem solutions.

The Odyssey of the Mind conforms to National educational standards as well as those of the State of Florida.

The cost of only \$135 per year allows you to have as many students participate as you wish, and to send teams to competition if you choose. For regional competition there is a \$100 registration fee per team for Divisions I – III and a \$20 per Primary team registration fee. This fits easily into almost any budget. Often, parents’ associations are more than willing to support the program once they learn how it can benefit their children.

It is the perfect time to join for the 2018 - 2019 school year. For more information, go to the international Web site, www.odysseyofthemind.com, or visit our regional website at www.tropicalodyssey.org. Please visit our website to sign-up for our e-mail newsletter and to obtain additional information about Odyssey of the Mind in Miami-Dade and Monroe Counties.





ABOUT ODYSSEY OF THE MIND

Things To Know for Your Odyssey

Competing teams participate in both a Long-Term and Spontaneous problem.

Teams of five to seven students develop solutions to one of six Long-Term Problems over several months, while also practicing for a Spontaneous Problem.

In the Long Term Problem teams develop a theatrical and engineering solution to a situational problem over several months. Just as much fun, are the Spontaneous Problems where the students develop brainstorming skills to solve problems given at the competition.

Teams, problems and competitions are organized into five divisions by age groups (Primary, I, II, III, IV). The Primary division problem is a demonstration problem that is not judged competitively.

In Florida we have Regional competitions where teams advance to State Finals. Top teams from the State Finals go on to the Odyssey of the Mind World Finals.

The Florida Odyssey of the Mind program is made possible by the participation of volunteers. Volunteers include teachers, parents and other community members who serve as Coaches, Coordinators, Judges, Tournament Assistants, Trainers, Problem Captains and Board Members.

For more information, visit our websites at:

Tropical Region:

<http://tropicalodyssey.org>

Florida Odyssey:

<http://www.floridaodysseyofthemind.org>

National Organization:

<http://www.odysseyofthemind.com>

Odyssey of the Mind Division Table

K-12 School System		Other International (Non K-12)	
Grade	Division	Age	Division
1st Grade	I	3-7 yrs	I
2nd Grade	I	8 yrs	I
3rd Grade	I	9 yrs	I
4th Grade	I	10 yrs	I
5th Grade	I	11 yrs	I
6th Grade	II	12 yrs	II
7th Grade	II	13 yrs	II
8th Grade	II	14 yrs	II
9th Grade	III	15 yrs	III
10th Grade	III	16 yrs	III
11th Grade	III	17 yrs	III
12th Grade	III	18 yrs	III
Grade on May 1, 2019		Age on May 1, 2019	

Note: Primary teams consist of Kindergarten, 1st and 2nd grade students.

Division IV- Collegiate: All team members must have a high school diploma or its equivalent and be enrolled in at least one course at a two-or four-year college or university.

2018-19 Long-Term Problem Synopses*

Tentative as of April 28, 2018. All problems have an 8-minute time limit.

Problem 1: OMER to the Rescue Again

Who better to help those in distress than OMER? In this problem, OMER and his trusty Sidekick travel to different places with suitcases holding all of the parts of an OMER-mobile vehicle! OMER and his Sidekick will assemble and ride on the vehicle where it will function in different ways to “save the day.” Between attempts, the vehicle will be disassembled, put back into the suitcases, and taken to a different area where it will be reassembled and driven again. Finally, the OMER-mobile is thrown a hero’s parade as a show of appreciation!

Divisions I, II & III

Problem 2: Hide in Plain Sight

Teams take a cue from nature in this problem where they create and build a team-made mechanical creature that hides in plain sight. The creature will change its appearance three times to avoid being detected by a Searcher Character trying to find it. The way the creature changes will be different each time! The team will create and present a performance where its creature gets into – or out of – various situations using this resourceful skill. In the end the creature will surprise everyone by changing its appearance a final time and reveal its true self.

Divisions I, II, III & IV

Problem 3: Classics... Leonardo’s Workshop

Imagine how inspiring Leonardo DaVinci’s (LDV) workshop must have been. Teams will portray his workplace in an original, creative performance that includes LDV, a patron, and a naysayer. The team will recreate a Da-Vinci painting, make a three-dimensional representation of one of his works, and recreate another LDV work in any form the team wishes. There will also be an original “debunked” creation that LDV “invented” but discarded because it was mocked. Ironically, the item will be shown as something commonly used in modern times.

Divisions I, II, III & IV

Problem 4: Structure Toss

Step right up and put your structure to the test! Teams must strategize risk for points and “toss” their structures in this year’s problem-turned-carnival. They will use a device to propel the structure in a carnival game. If it travels in the air it gets higher score! Once the structure has been successfully tossed, it can be tested for strength. A carnival barker character will entice other characters to join the fun during a performance that incorporates testing the structure’s strength with creative games of skill and chance. *Divisions I, II, III & IV*

Problem 5: Opposites Distract

Disagreements can distract groups from seeing the bigger picture. Teams will create and present a humorous performance about a sneaky character that distracts others while trying to take control of anything the team wishes. In the performance it will lure others into silly arguments and be successful two times. The arguments will be presented using different dramatic styles and will include attention-getting effects. In the end, the groups will learn that they have been intentionally distracted and will catch the sneaky character before it takes control.

Divisions I, II, III & IV

Primary: Museum Makers

Kids can see the extraordinary in the ordinary. Now they will use that ability to create their own museum! The team will create and present an original museum and its exhibits. During the performance, the team will reveal three creative displays that explain the theme of the museum and show off team-made items. A tour guide will take audiences on a journey through the museum to meet a humorous artist and a curator. *Grades K-2*

All problems copyright Creative Competitions, Inc. — 2018



Fact Sheet

Odyssey of the Mind[®]



What is Odyssey of the Mind?

The Odyssey of the Mind is an international educational program whose mission is to provide creative problem-solving opportunities for students from kindergarten through college. Through solving open-ended problems, students develop creative-thinking skills that can be applied to real-life situations. Teams from throughout the U.S. and more than 20 other countries participate in the program.

How does it work?

Schools or community groups purchase a membership and form teams of up to seven students. Each team chooses one of five competitive problems to solve. The problems appeal to a wide range of interests; some are technical in nature, while others are artistic or performance-oriented. Under the guidance of an adult coach, teams work on their solutions throughout the school year and, if they choose, present them in organized competitions in the spring. The "friendly" competitive aspect encourages students to be the best that they can be.

What are the competition levels?

In the U.S., the first level of competition is usually within a region of a state. Teams who place are invited to compete at the state level. These championship teams are then invited to participate in the annual Odyssey of the Mind World Finals, where they compete with teams from countries around the world, including Canada, China, Germany, Hungary, Japan, Kazakhstan, Lithuania, Malaysia, Poland, Singapore, and Uzbekistan. New countries join the program each year.

How are teams judged in competition?

Thousands of volunteers from around the world judge the competitions and serve in various positions to help make the tournaments a success. Teams are scored for their long-term problem solution, how well they solve a "spontaneous" problem on the spot, and "Style" -- the elaboration of their long-term problem solution.

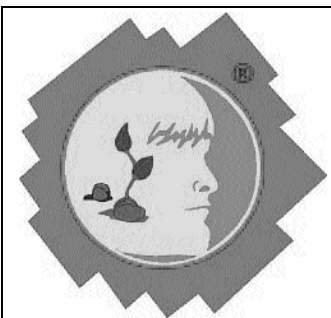
Who runs the Odyssey of the Mind?

Not-for-profit organizations administer the Odyssey of the Mind program in each participating U.S. state and country. Each organization is run by a local Association Director. The organizations are licensed by Creative Competitions, Inc. (CCI), which provides all of the problems and materials necessary to run training sessions and tournaments.

How did Odyssey of the Mind get its start?

Odyssey of the Mind was created by Dr. C. Samuel Micklus, Professor Emeritus at Rowan University in New Jersey. In 1978, 28 New Jersey schools participated in the very first creative problem-solving competition ever. "Dr. Sam" still develops all problems for the program, along with his son, Sammy, President of CCI.





Biography

Dr. C. Samuel Micklus, Founder



Fast facts about "Dr. Sam:"

- *Born in 1934 and raised in Southern New Jersey.*
- *Currently resides in Bradenton, Florida.*
- *Taught in the Technology Department of Rowan University from 1968-1991.*
- *Has made Odyssey of the Mind a family effort: wife Carole is World Finals Tournament Director and son Sammy is Program Director.*
- *Along with Sammy, writes 6 long-term and more than 30 spontaneous problems each year.*
- *Favorite sayings:*
"There's a problem in there somewhere."
"There's no such thing as a bad idea -- but there's always a better one."
"Creativity can be taught!"

Dr. C. Samuel Micklus is the Founder of the Odyssey of the Mind program and a Professor Emeritus at Rowan University (formerly Glassboro State College) in New Jersey, where he taught technology courses from 1968 to 1991.

In his early years at Rowan, Professor Micklus experimented with creative problem-solving activities in his industrial design classes. He wrote challenging problems to set a creative framework for the course, oftentimes rewarding the risk-takers whose solutions may not have worked, but whose ideas were feasible and innovative.

Dr. Micklus' classes at Rowan grew in popularity, and before long his creative activities received media attention. High school students became interested in Dr. Micklus' "challenges" and, in 1978, teams from 28 New Jersey junior and senior high schools participated in the first creative problem-solving competition. Since then, millions of students around the world have solved problems written by Dr. Micklus.

"Dr. Sam," as the kids call him, loves watching teams solve his problems. He says, "Odyssey of the Mind teaches young people to think, create different possible solutions to problems, evaluate ideas, and then carry them out. The problems must be challenging and, at the same time, make learning fun."

Dr. Micklus earned his Ed.D. in 1975 at New York University, an M.A. in Education in 1968 from Trenton State College, and a B.S. in Industrial Design in 1966 from the University of the Arts in Philadelphia.

A recognized pioneer in bringing creative problem-solving into the classroom, Dr. Micklus has received many awards for his achievements. In 1997, he was presented with the NJ Association for Gifted Children's Hall of Fame Award. He and his wife Carole were also recipients of New Jersey's Pioneer Award. In 1985, Dr. Micklus was presented with Rowan University's Management Institute Leadership Award and, in 2000, received the University of the Arts' Silver Star Alumni Award for his work with Odyssey of the Mind.

Dr. Micklus has spoken at conferences about gifted education, and technology and curriculum development in nearly every U.S. state, Washington, D.C., Australia, Canada, Belgium, China, England, Germany, Hungary, Japan, Lithuania, Mexico, Poland and Russia. He has also spoken at corporate meetings for Intel, Pepsi-Cola, and IBM, where he was a featured speaker at their prestigious Golden Circle. He has appeared on numerous radio and television newscasts, talk shows and documentaries; and he has written many books, articles and teachers' manuals on industrial design and creative problem solving.

STEM

How Odyssey of the Mind Fulfills STEM Objectives

Fern Brown & Cindy Byars



STEM Core Concepts

21st Century Knowledge and Skills

- Communications
- Problem Solving
- Critical Thinking
- Information Technology Applications
- Systems Thinking
- Safety, Health, and Environment
- Leadership and Teamwork
- Ethics and Legal Responsibilities
- Creativity, Invention, and Ingenuity

Improved STEM Programs can Create Individuals Capable of New Solutions and Better Decisions

- Increased Science and Math Capability is Not Enough
- Experiences Centered on Design, Innovation, Engineering, and Technology Will Increase Creativity, Inventiveness, Ingenuity, and Imagination Capabilities
- These Characteristics are Fostered in STEM Centered Learning Experiences

Engineering Design Process

GOAL Identify the need/problem.

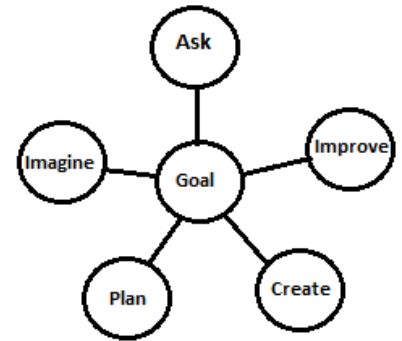
ASK Identify all known facts related to the need or problem. Identify information that is not known but essential to the situation. Identify what is happening now in relation to the need or problem. Explore other options via the internet, library, interviews, etc.

IMAGINE Brainstorm possible solutions. Draw on mathematics and science. Choose the best solution for action by using a list of selected criteria.

PLAN Create a list of necessary materials. Determine the steps in the process of creating the solution. Draw a diagram to match the steps. Troubleshoot to avoid possible problems.

CREATE Construct the prototype. Follow the plan to implement the solution. Test it!

IMPROVE Evaluate the solution. Redesign the prototype after each trial to gain maximum success.



What Should Be the Function of a K-12 STEM Education?

Problem-solvers – able to define questions and problems, design investigations to gather data, collect and organize data, draw conclusions, and then apply understandings to new and novel situations.

Innovators - creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process.

Inventors - recognizes the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process).

Self-reliant - able to use initiative and self-motivation to set agendas, develop and gain self-confidence, and work within specific time frames.

Logical Thinkers – able to apply rational and logical thought process of science, mathematics, and engineering design to innovation and invention.

Technologically Literate – understand and explain the nature of technology, develop the skills needed, and apply technology appropriately.

This article was written by a long-time educator and Odyssey of the Mind director.
It first appeared in the Spring 2003 issue of the Odyssey of the Mind Newsletter.

Educational Standards? They Don't Come Higher Than In Odyssey of the Mind

by Joanne Rompel, Illinois Association Director and Educator of Gifted & Talented

In preparing to meet and exceed each student's needs to the best of our abilities, educators look at learning styles, standards, and student performance. Leaving no child behind is a national decree. "If it's not standard based it's not happening during our class time," is the cry. Educators have found that using Odyssey of the Mind is a way to extend creative experiences in a real work-world environment while aligning with national, state, and school standards.

The Odyssey of the Mind program is able to meld the state and national learning standards while extending academic challenges that employ the processing of thinking skills. Students are required to solve real-world problems in a creative venue designed to fulfill the requirements of the long-term problems offered each year.

The problems encompass the academic skills required by state and national curricula; they are cognizant of the academically talented and challenge students in a variety of genres. Without having to "learn through the seat of their pants," students learn by doing, moving, and sharing. They practice social skills through working in teams, negotiation through validating their ideas, and assessment through the use of their own and problem rubrics.

Educators delight in the thought that they can capture students' *aha!* as they discover new ideas, formulate hypotheses, test many solutions, and, as a team, decide on a final product based on an evaluation that keeps the target in focus.

Many school districts are experiencing seri-

ous cutbacks in fine arts and other classes for their special populations — both remedial and challenge groups. Odyssey of the Mind provides standard-based, goal-oriented curriculum experiences that are educationally solid in all subject areas while immersing students at various levels in the learning process.

Students are consumers of education. They are developing not only academically but also socially and skillfully. Specific tasks designed to practice their newly acquired skills are measurable; growth is observable and can be accurately

*'Odyssey of the Mind
provides standard-based,
goal-oriented curriculum
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educationally solid in
all subject areas . . . '*

reported through the use of rubric (evaluation). Students learn the real work-world skills of defining the problem, developing many possible solutions, and establishing criteria to evaluate the process. They then decide, as a group, how to implement their solution in a creative way. Not only do they learn what is

required, they learn to budget time, resources, and materials to complete and "market" their "product" (solution).

While students across many grade levels receive the same long-term problems, the end product is always unique, and age and academically appropriate. The application of standard-based learning at each age and skill level validates the educational value of the Odyssey of the Mind's creative, social, and interactive learning. Bringing standards to this program or bringing this program to the standards isn't the issue. In standards-based education we have goals. In Odyssey of the Mind, we have fun while learning and meeting those goals.



Reflections of a First-Time Coach

How Odyssey of the Mind Helped to Put My Life In Perspective

As I entered into my first coaching experience with Odyssey of the Mind, I often asked myself what I could possibly have been thinking . . . I had a team that consisted of:

- Three children with parents who spoke no English (Chinese, Vietnamese and Spanish)
- One child with severe ADHD
- One child who broke down in tears during EVERY practice
- Two children who were so painfully shy I did not hear their voices for one month
- Two children in the struggles of a bitter divorce
- One child who had a parent diagnosed with a life-threatening illness two days before a competition

Plus, my team fought non-stop for eight weeks. I did not know what I could possibly accomplish with these kids.

Well, the day of the competition, they pulled it all together and took 7th out of 14 teams. (They would have scored higher if it had not been for my misinterpreting part of the problem. Of course, that made me feel even worse!) I left the competition feeling pretty blue but thankful that it was over.

I always heard the little voice in the back of my head saying, "It's the process, not the outcome." It is hard for a coach to keep that in perspective. On the surface, I did not notice very much in the way of greatness during the process, and the outcome seemed disappointing. But, as I met with the kids at school on Monday and I looked back over the past three months I realized that the following had happened:

- The kids whose parents did not speak English (and had not lived in the country very long) were picked up by the coaches and were transported to the performance to watch their kids - we broke down a lot of cultural barriers trying to communicate with each other.
- The child with ADHD learned to interact with a team.
- The child who cried at every performance gained confidence and performed beautifully.
- The painfully shy kids were running around the competition laughing and interacting with other children.
- The parents going through the bitter divorces were at the competition enjoying their children's performance – as a family.
- The child who had an ill parent spent the day with us and was thankful it took his mind off troubles at home.

The best part of the whole experience: On Monday morning, one of my shy kids asked, "Is this the end of Odyssey of the Mind? Am I really going to go the rest of the year without seeing you?"

I realized then that Odyssey of the Mind had made a huge impact. It was not the scores, it was not the performance, it was the process of getting there. It was the POSITIVE changes that I saw in all the kids. It put my life in perspective.

Theresa Lundy
Sherwood Park Ele, MI

21st Century Skills

Odyssey of the Mind

Complex Technical and Artistic Problem Solving

Global Awareness

- *Global Competitiveness and Understanding*
- *Teams meet other teams from around the world at the annual World Finals*

Intellectual Curiosity

- *Research to find information needed to solve the problem*
- *Choosing a problem and idea that is personally exciting*

Interpersonal and Collaborative Skills Communication

- *Team work - Consensus, collaboration, communication*
- *Understanding and valuing the power of diversity within the team*
- *Understanding personal strengths and weaknesses*
- *Practicing active listening skills*
- *Learning to value other team member's ideas and contributions*

Problem Solving & Creative and Critical Thinking

- *Analyze complex open-ended real world problems*
- *Identifying challenges within the problem*
- *Brainstorm possible technical solutions*
- *Brainstorm possible thematic and artistic solutions*
- *Evaluate potential solutions – How creative is this solution? Will other teams have thought of this?*
- *Spontaneous - training your mind to generate creative solutions by analyzing and evaluating your ideas and learning to use targeted thinking strategies.*

Self-Direction

- *No-Outside Assistance rule – team generated research, solutions and decision making*
- *Select potential solutions using scoring criteria*
- *Planning for tournaments*

Authentic Assessment Accountability and Adaptability

- *Team reflection on effectiveness during spontaneous practice*
- *Team reflection on tournament results*
- *Planning and refining for future tournaments*
- *Create-test-improve-re-test best solutions*

21st Century Skills

Inventive Thinking

Experts agree: As technology becomes more prevalent in our everyday lives, cognitive skills become increasingly critical. "In effect, because technology makes the simple tasks easier, it places a greater burden on higher-level skills" (International ICT Literacy Panel, 2002, p. 6). The Committee on Workforce Needs in Information Technology (2001) defines *intellectual capabilities* as "one's ability to apply information technology in complex and sustained situations and to understand the consequences of doing so" (p. 18). These capabilities are "life skills" formulated in the context of Digital Age technologies.

Inventive Thinking is comprised of the following "life skills":

- **Adaptability and Managing Complexity:** The ability to modify one's thinking, attitude, or behavior to be better suited to current or future environments; and the ability to handle multiple goals, tasks, and inputs, while understanding and adhering to constraints of time, resources, and systems (e.g., organizational, technological).
- **Self-Direction:** The ability to set goals related to learning, plan for the achievement of those goals, independently manage time and effort, and independently assess the quality of learning and any products that result from the learning experience.
- **Curiosity:** The desire to know or the spark of interest that leads to inquiry.
- **Creativity:** The act of bringing something into existence that is genuinely new and original, whether personally (original only to the individual) or culturally (where the work adds significantly to a domain of culture as recognized by experts).
- **Risk Taking:** The willingness to make mistakes, advocate unconventional or unpopular positions, or tackle extremely challenging problems without obvious solutions, such that one's personal growth, integrity, or accomplishments are enhanced.
- **Higher-Order Thinking and Sound Reasoning:** The cognitive processes of analysis, comparison, inference and interpretation, evaluation, and synthesis applied to a range of academic domains and problem-solving contexts.

HOW DOES PARTICIPATION IN ODYSSEY OF THE MIND
HELP DEVELOP SKILLS NECESSARY IN REAL LIFE?

<u>Future Role</u>	<u>How Odyssey Teams Practice for This Role</u>
1. Information Managers	<ul style="list-style-type: none">• Interpret a complex set of problem specifications & rubrics.• Identify & research appropriate resources.• Interpret and evaluate that research.• Synthesize research and resources from many areas to design the solution and presentation.
2. Effective Communicators	<ul style="list-style-type: none">• Use visual, symbolic, dramatic & literary elements.• Include creative style components.• Communicate the solution within a specific time limit.• Assure absolute clarity in the explanation of the solution.• Include original elements such as dialogue, music, poetry and art in various media.• Prepare & submit written descriptions of the solution.
3. Numeric Problem Solvers	<ul style="list-style-type: none">• All problems require teams to budget materials and money and solutions must be created within designated cost limits.• In the structure problem:<ul style="list-style-type: none">○ Use technology, data, measurement and advanced concepts of physics and motion.○ Construct balsa wood and glue towers to support weight and to meet a physical requirement that is changed annually,○ Comply with impact, torque, weight and specific design limitations.• In the vehicle problem analyze data about the design of specified propulsion systems and execute intricate courses and tasks.• In the technical problem develop and execute mechanical systems that will trigger a set of reactions and complete specified tasks.
4. Critical and Creative Thinkers	<ul style="list-style-type: none">• Generate imaginative and original strategies for designing a solution.• Exchange and evaluate various options in terms of their uniqueness and creativity.• Develop the most unusual and innovative solution possible in addition to assuring technical accuracy.• Devise creative presentation elements to gain judging credit for Style.• Predict and plan for what to do when the solution presentation does <i>not</i> go according to plan.
5. Ethical and Responsible Workers	<ul style="list-style-type: none">• Seven-member teams cannot be changed once work on the problem has begun.• No outside assistance is permitted from anyone not officially listed as a team member.• Assign each member's role and tasks based on an evaluation of his/her strengths and limitations.

- Set personal goals, follow-through on tasks, complete action plans and meet all deadlines.
- Practice open and respectful exchange of ideas and opinions among all individual members.

6. Resource Managers

- Observe the problem-specific cost limitations.
- Maintain records to verify all expenditures.
- Locate, obtain and allocate materials used.
- Manage time and personnel resources economically.
- Locate space to work and ways to store and preserve a project-in-progress over several months.
- Arrange for transporting presentation materials to competition sites, including breakdown, packaging and re-assembling the parts.

7. Systems Managers

- Analyze different systems with their parts and functions.
- Design or modify a system to solve the problem such as propulsion systems in a vehicle problem or communication systems in a theatrical problem.
- Analyze complex scoring systems to set priorities and time-lines for meeting the goals.

8. Cooperative Workers

- Individually contribute to team goals; motivate/energize each other; constantly work to improve group processes.
- Demonstrate teamwork, not only when the solution goes according to plan, but especially when it does not.
- Develop such effective group awareness that members can work together almost intuitively.
- Display consistent dedication to “the good of the group.”
- Exceed personal expectations by harnessing the power of the team.

9. Effective Leaders

- Use initiative and demonstrate leadership in fulfilling one’s individual role.
- Share personal ideas, beliefs, feelings and values with other team members and encourage them to do the same.
- Listen effectively to all ideas.
- Explore and negotiate resolution to team conflicts.
- Strive to bring out the best each team member has to offer.

10. Culturally Sensitive Learners

- Recognize that **Long-Term Problems** are written from diverse perspectives to include a variety of cultural, social and academic influences.
- Participate on teams composed of students from different cultural, social, academic, ethnic and economic backgrounds.
- Respect the ideas and contributions of each person.
- Interact with and appreciate the talents of students from other regions, states and countries at various levels of *Odyssey* competition.



Odyssey Angels

NEIGHBORS HELPING NEIGHBORS

.....



Odysey Angels is an initiative that benefits local neighborhoods. Odyssey students are among the best problem-solvers in the world. They learn to identify problems and come up with multiple creative solutions in order to fix them. Now they have an opportunity to apply the same problem-solving ingenuity to help their communities with the **Odyssey Angels** program. By becoming an Odyssey Angel, team members will be able to help someone or improve something within their community by using their creativity.

How it works:

1. Groups identify something or someone in their community that they believe they can help.
2. They use their creative problem-solving skills and work to fix the issue they've identified. At the end of the program year Creative Competitions, Inc. will choose one team that had the most creative and helpful project. That team will be a special guest at World Finals and be able to present its project at the Creativity Festival.

How to become involved:

1. **Becoming an Odyssey Angel** is simple — just by following a few guidelines and having the desire to help others! Now is the time to take notice of someone or something that you can help within your community. Enrollment for the program is open now!
2. **Sponsorship:** If you believe in children and families getting involved with their communities, this is the perfect sponsorship opportunity! Sponsoring an Odyssey Angel team will benefit students by helping them utilize their creative problem-solving abilities as well as helping neighborhoods.

More information for participation & sponsorship opportunities at:

www.odysseyangels.org



ODYSSEY OF THE MIND 2018-19 MEMBERSHIP APPLICATION

Questions? Email info@odysseyofthemind.com or call 856.256.2797

For new memberships or renewals, complete this form and return it with a check, purchase order, or credit card information below. **Check one:**

Divisions I, II, and III:

- _____ Individual school: Must register in the school name. May enter one team per problem per division in competition.
- _____ Two or more schools: Must share the same principal to be under the same membership. Use school district name on application. May enter one team per problem per division in competition.
- _____ Home-schooled students: Must include at least four home-schooled students. May also include up to three members from other schools. May enter one team per problem per division in competition.
- _____ Community Group: May enter one team per problem per division in competition. May not be an organization established solely for the purpose of participating in Odyssey of the Mind. Please submit by-laws if this is a new membership.

Division IV:

- _____ All teams must have a majority of members who are high school graduates and registered for at least one class at a college or university. Other team members must be enrolled in one or more classes accredited by a college or university. They do not have to attend the same institution. May enter one team per problem. May proceed directly to World Finals.

Membership name _____ Membership number (for renewal, if known) _____

Grades covered by membership _____ School district _____ County _____

Contact person (may be a coach) _____ Mailing address (for correspondence) _____

City _____ State/Province _____ Zip _____ Country _____

Daytime phone _____ Email _____

Each individual membership costs \$135, but you will receive discounts if you purchase more than one membership. For each membership purchased, you get five **competitive long-term problems, one **primary problem**, one copy of the **Program Guide**, and more!*

- _____ **Individual 2018-19 Odyssey of the Mind Membership @ \$135**
- _____ **Additional membership(s) for the same school or community group @ \$100**
- _____ **6-10 memberships for the same school district (must register at the same time) @ \$120**
- _____ **11 or more memberships from the same school district (registered at the same time) @ \$100**

ODYSSEY OF THE MIND SUPPORT MATERIALS

- _____ **** Lots of Problems. . . And Tips to Make You More Creative @ \$17** *Tips on problem-solving*
- _____ **** Creative Interaction @ \$17** *Discusses the importance of interaction between students*
- _____ **** Applying Your Creativity @ \$15** *Discusses different types of human creativity*
- _____ **The Spirit of Creativity @ \$15** *Anecdotes about OotM written by Dr. Sam*
- _____ **Odyssey of the Mind Program Guide @ \$7.50** (one is automatically included with membership)
- _____ **Spontaneous Combustion II @ \$8** *booklet with tips and practice Spontaneous problems*
- _____ **packs of Balsa Wood (premium grade AAA 36" x 1/8" x 1/8") **New Pricing****
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**** These are books with a collection of long-term and/or spontaneous problems from past years.**

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