



# Odyssey of the Mind®

## Newsletter

Volume 28

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Number 1

### Microsoft® Awards *Partners in Learning* Mid Tier Grant to OotM®

Microsoft Corporation wants to stimulate positive change in education. In its own words, “Microsoft believes that we can help children reach their full potential.” Microsoft’s *Partners in Learning* initiative is bringing together people, partnerships, services, philanthropy and products to help achieve the goals of its 21<sup>st</sup> Century Schools program. The essential principle guiding *Partners in Learning* is “a belief that education transforms lives, families, communities; and, ultimately, states, nations, and the world.”

The Microsoft grant was awarded to Odyssey of the Mind for “*Integrating Odyssey of the Mind Strategies into the Classroom.*” In this four-year project OotM will:

- identify and quantify successful OotM strategies that can be used in the classroom.
- develop materials to help teachers integrate these methods.
- provide students with a learning atmosphere that allows them to reach their full potential.
- create a multimedia presentation, a manual and present workshops to teachers.

The project will take Odyssey of the Mind practices and incorporate them into the classroom. For example, an Odyssey of the

Mind team solves a problem by analyzing it, identifying the goal and generating all types of ideas. It then evaluates the possibilities and selects the best idea. In the end, it created a solution and developed teamwork skills. Individuals learn from each other, negotiate impasses, and apply their knowledge. On their creative Odyssey, students make many friends and gain self-confidence while having an educational experience that is fun.

In too many classrooms learning is not very much fun and kids don’t have opportunities to work together. Students are often discouraged from interacting with one another in order to prevent “disruptions.” They are compelled to follow a single specific path to find a solution. Odyssey of the Mind shows there are many different paths you can take to reach a solution — even in math.

This project will allow students to thrive socially and scholastically while interacting with each other in the educational process. The change Microsoft and Odyssey of the Mind are working together to create is to better prepare today’s students for success in their professional futures. As the *Partners in Learning* project states, “The actions taken by governments, schools, and businesses now will determine the future.”

### Delaware Celebrates World Finals Champions

Central Middle School’s Division II Stunt Mobiles team received a warm welcome at its homecoming from Colorado. This was Delaware’s first World Finals championship team since 1983 — and it came on their 25<sup>th</sup> anniversary! Newspapers from all over Delaware featured the team in front page stories. In the weeks following their return, the team members were



(Front to back, L to Rt.) Andrew Davis, Erik Towne, Hannah Lindsay, Gina Defranseco, Cooper Asay, April Chestnut, Jessie Girgis and Coach Trudeau Davis. Not pictured Shelli Lawson, Co-Coach.

guests of honor at many assemblies such as:

- the state Board of Education meeting where they were presented with certificates from the Secretary of Education.
- the Dover City Council meeting where they were congratulated by the Mayor and Council.
- a meeting with Gov. Ruth Ann Minner, receiving another certificate honoring the team.
- sessions of both houses of state legislature. In the Senate, team members were asked to explain their problem and how they solved it. The team was presented with Delaware House Concurrent Resolution No. 29, which congratulated them for their accomplishment and hard work.

When asked the most important lesson she learned this year, coach Trudeau Davis said, “Never give up!” This is good advice for anyone who is faced with a problem to solve.



#### Also in this Issue . . .

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### CLARIFICATION REMINDER

The problem clarification system is not intended to replace reading the problem and program guide. Please reread both again before submitting a clarification. Do not submit a clarification that asks: **(1)** if an idea is creative or if one idea would receive more score than another. (No comment regarding subjective scoring will be provided); **(2)** where the judges or audience will be during the performance (That is a question for your tournament director); **(3)** to confirm the wording of the problem; **(4)** if something may be different from an aspect that is specifically required (For example, if the problem requires 1/8" wood for a part you may not use 1/16" wood for that required part).

### PROBLEM CLARIFICATIONS AS OF NOVEMBER 1, 2005

#### Problem No. 1: The Great Parade

1. Reference: Figure A. The distance between the BL and the line (not taped) connecting the two taped "+" marks closest to the BL is 5' (1.5m) as shown in the revised diagram posted online at [odysseyofthemind.com/clarifications](http://odysseyofthemind.com/clarifications).

#### Problem No. 2: Tech Transfer

1. Reference: Figure A. The areas A1 and A2 should be taped so their outer edges line up with those of the OS (revised diagram online).
2. The team may connect an electric cord that extends beyond the OS into the Tournament Director-provided AC outlet in order to power its device without penalty for violating B,6e. The only function the cord may serve is the transmission of electricity.

#### Problem No. 3: Ancient Egypt

1. Hieroglyphics, if selected as a required work of art/artifact, must be or appear to be carved in a stone, painted or carved on a wall. Any material may be used to simulate stone or a wall. Additional use of hieroglyphics may be produced on any surface, in any manner.
2. Although an ancient Egyptian architectural structure might have never been completed, all construction must be widely believed to have been within the time frame of not before 5000 BC and not after 1100 BC. Structures that have been restored or have decayed over time are allowed as long as the structure physically exists today regardless of its condition. (B,9b) *continued on page 6*



### The Rosetta Stone Mystery

Strange writings and carvings adorned pyramid walls, ancient tombs, and other artifacts. The meticulously carved inscriptions obviously had meaning, but no one could decipher them. The voices of the great Pharaohs were silenced, no longer from the depths of the Egyptian sands, but from the limits of human knowledge.

For more than 1,400 years great minds tried to interpret the ancient Egyptian images. They were unsuccessful. However, in 1799 an accidental discovery changed everything. While rebuilding a fort in an Egyptian town called **Rosetta** (Rashid) one of Napoleon's soldiers found a stone bearing unusual markings. This stone, named after the town of its discovery, was the key to understanding hieroglyphics.

There were different kinds of writing in ancient Egypt: **hieroglyphics**, a sacred script used by priests to write about religion or the pharaoh; and **demotic**, a later cursive form of hieroglyphics used for everyday writing. Egyptians used this language for over 3,500 years. After Alexander the Great occupied Egypt a language that combined Greek and Egyptian dialect was created, called **coptic**. As the use of coptic became widespread the understanding of hieroglyphics faded away.

As fortune would have it, the Rosetta Stone contains three forms of writing: hieroglyphics, demotic and Greek. Scholars could understand the Greek writing, but the other two remained a mystery. When they realized that the stone could be saying the same thing three times, the race to decipher the stone began.

#### The Cartouche Clue

**Thomas Young** was an accomplished physicist with a fascination for hieroglyphics. Young discovered the meaning of the

**cartouches** — hieroglyphs encircled by oval figures. He deduced that these had special meaning and theorized that since a foreign name would not have a representative hieroglyph, it would have to be spelled phonetically. He recognized one cartouche as being the name Ptolemy, one of Alexander's generals who became a pharaoh of Egypt. Young applied his theory to other cartouches and translated much of the demotic script. Thomas Young was often referred to as "the last man to know everything."

#### The Sun-God Solution

"*Je tiens l'affaire!*" (I've got it!) **Jean-Francois Champollion** proclaimed with such excitement that he collapsed. Since childhood, Champollion was interested in hieroglyphics and the puzzle they posed. He vowed to one day achieve what no one else could: translate hieroglyphs.

After much diligence Champollion achieved his goal. He discovered that all of hieroglyphic script used phonetic, not symbolic, language — not just foreign names as Young believed. Champollion assumed that the scribes of the stone spoke coptic. His thorough understanding of coptic allowed him to link the two languages. The first carving in one cartouche was a sun. The coptic pronunciation of the sun god was "Ra." He then applied Young's method to the rest of the word and found that it ended with two S's. He was left with this clue: RA\_ \_S\_S. The only name it could be was Rameses, another pharaoh. Since Ramses was Egyptian, it proved that all hieroglyphics were phonetic. Champollion worked on the translation for 20 years. He is often referred to as "**the father of Egyptology**" because of his work with the stone.

#### The Pharaohs Live Again

The text of the Rosetta Stone was written by ancient Egyptian priests proclaiming all of the good deeds that Ptolemy did to benefit the people of Egypt. Others used Young and Champollion's work on the Rosetta Stone to translate many other hieroglyphic-covered artifacts.

Scholars had to think outside of the box (or the cartouche) to solve one of the biggest mysteries of ancient Egypt. Because of their creative problem solving, the Pharaohs are no longer silent.

## SPONTANEOUS PROBLEM PROCEDURES

Teams should report to the spontaneous holding room 10 minutes before the scheduled competition time. If there is no holding room, teams report to the competition site 10 minutes before the scheduled time and wait quietly for further instruction. Only one coach may accompany the team into the holding room.

One team member will register the team, giving its long-term problem and division, the team membership name and number. Team members will wait in the holding room until a judge calls them. A judge will then accompany the team members to the spontaneous problem room. The coach will remain in a designated area and wait for the team to return.

All team members are allowed to enter the spontaneous room. A judge will give the type of problem the team must solve: verbal, hands-on, or verbal/hands-on. The team members will then have one minute to decide among themselves which five members will compete. The non-participating members may remain and watch or they may choose to leave the room. If they

remain, they must not talk, signal, or intervene in any way, otherwise they will be asked to leave while time continues. If a team has five or fewer members at competition, all must participate in spontaneous.

Teams should listen carefully to the judge's directions, as every spontaneous problem is different and specific rules for each individual problem may apply.

A judge places a copy of the problem in full view of the participating team members and reads the problem aloud. The team may refer to its copy of the problem as necessary. Once the judge finishes reading the problem, he or she will say, "Begin," and time starts. The team members may ask the judges questions, but time will continue. In some instances, judges may tell the team that they cannot answer their specific question, and may refer the team to the problem. Judges will try to clarify the problem so the team members understand what the problem requires; however, judges will not give information that helps solve the problem. In verbal and/or verbal/hands-on problems

the judges will use the following language:

- If a team member speaks too fast or mumbles and the judges cannot understand, the judges will say, "UNCLEAR. Please say it again."
- If a response does not make sense to the judges, or it is not acceptable, they will say, "INAPPROPRIATE. Please clarify or give another response."
- If a response is a repeat of a previous response, the judges will say, "DUPLICATE. Please give another response."

Once competition is over the team must leave the room quietly and meet the coach at the designated area. Teams must not discuss the spontaneous problem with anyone until after the competition.

Spontaneous problems are not subject to the grievance process; however, if a team has a concern, one team member should ask to speak to the Spontaneous Problem Captain, who will then speak with the judges and the entire team, if necessary.

~ Joy Kurtz

*Int'l Spontaneous Problem Captain*

## LONG-TERM PROBLEM PROCEDURES

Most competition sites have a Staging Area. A Staging Area Judge will meet the team here approximately 15 minutes before its scheduled competition time. Teams should have the required number of completed copies of their Style Form, Material Values Form, Outside Assistance Form, clarifications specific to the team's solution, and any other paperwork listed in the long-term problem. Teams must also have all items needed for their problem solution. The judge will check for clarity and completion of all paperwork and pass it to the Timekeeper, who will distribute it to the Problem and Style Judges. The Staging Area Judge will then check all props for safety, the team members' foot coverings and the membership sign. The team will then be able to ask questions.

The Staging Area Judge will explain the procedure for picking up the long-term raw score to the coach, who will be directed to sit in a designated area, if available. After that, no one may assist the team in any way until the presentation is over.

Once time begins, the team must clear the Staging Area within the first 3 minutes of its 8-minute performance time. (If a Check-in area is used, the team reports here initially, and this is where the Staging Area Judge collects paperwork, checks props, and so on. When dismissed by the Staging Area Judge, the team members will have 3 minutes to remove their materials from the Check-In Area and proceed to the Staging Area, where they will be met by the Timekeeper. Others may help move items into the Staging Area.)

The Timekeeper will introduce the team to the audience, and will ask that all cell phones and other electronic devices are turned off. The Timekeeper will announce if the team will allow flash photography and/or videotaping of its presentation. No one, including the Timekeeper, may read a description of the team's solution aloud. If the team wants it read, it must do so during its competition time. When the Timekeeper says, "Begin," the team has 8 minutes for setup, Style and the presen-

tation of the problem solution. At the end of 8 minutes, judges will call "time," and the team must stop. An Overtime Penalty will be given if the team takes longer. In problems 2, 3, and 5 judges will stop the team after one minute of overtime.

When competition ends, the judges meet with all team members to ask questions or request demonstrations. The team may point out any special aspects of its solution. When dismissed by the judges, the team will quickly clear the competition site. It is the team's responsibility to bring cleanup materials, and to leave the competition area clean and dry for the next competing team. Others may help with clearing the site and cleanup.

Unless otherwise indicated, the Head Judge reviews with the coach the team's long-term raw score, including penalties, but not Style. Some sites post signs when scores are ready for review. After the score is reviewed, the coach has 30 minutes to return if additional concerns arise.

*Continued on next page*

**Problem 1: The Great Parade**

The team will enter the Staging Area with its vehicle and all props. The competition site will be a minimum of 20' x 24' with the course marked as shown in Figure A within the problem. The Staging Area Judge will ask the team to place its vehicle in the Back Lot (BL). Once the vehicle is “completely within the BL,” the judge will request the team members to return to the Staging Area and remain there until the Timekeeper signals to begin.



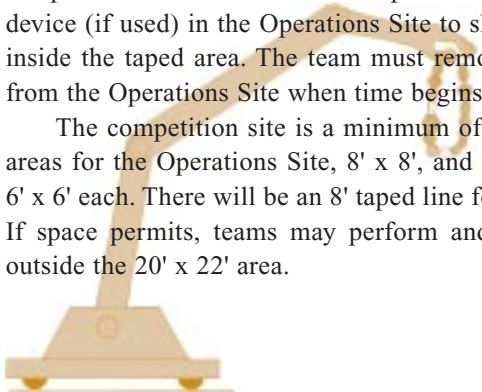
The team will attempt to travel the parade route at least three times appearing as at least three different floats followed by a reverse procedure in order to be eligible for maximum score. The team will present a technical feature and a Spectacular Celebration with its own technical feature.

~ Wayne Kehrl  
International Problem Captain

**Problem 2: Tech Transfer**

Teams must give the Staging Area Judge its documents as listed above, plus the list as described in B,15. The Staging Area Judge will provide a measuring device for the team to demonstrate that its Raised Value Container is within the limitations of the problem. The team will then place its device and back-up device (if used) in the Operations Site to show that the items fit inside the taped area. The team must remove its backup device from the Operations Site when time begins.

The competition site is a minimum of 20' x 22', with taped areas for the Operations Site, 8' x 8', and the A1 and A2 areas, 6' x 6' each. There will be an 8' taped line for the RVC boundary. If space permits, teams may perform and/or place equipment outside the 20' x 22' area.



~ Carol Biro  
International Problem Captain

**Problem 3: Ancient Egypt**

While in the Staging Area, teams must provide paperwork as listed above along with documentation that includes the pharaoh, or king, or queen’s name and the time when he/she existed. The team will also present graphic documentation of the scored ancient Egyptian architectural structure proving its current existence.



The competition site will be a minimum of 7' x 10' and will not be marked.

~ Rita Sleeman  
International Problem Captain

**Problem 4: Geometry Structure**

Before its scheduled competition time, the team or a team member must report to the weigh-in site, where the structure will be measured, weighed and checked for rule infractions. The team’s duplicate geometric shapes will be measured and compared to the shapes on the template and the structure. If time permits, the team may correct any infractions. After filling out the weigh-in checklist, a Weigh-in Judge will seal, mark and store the structure in a paper bag or a team-supplied container, which will be retained at the weigh-in area. Approximately 25 minutes before their scheduled competition time, a team member will pick up the sealed container and take it to the competition site. The coach and other team members will report to the competition site 20 minutes before the team’s scheduled time with the props, the membership sign, the sealed container, and anything else needed for the long-term problem solution. The team will remove its structure from its container and inform the Staging Area Judge whether Style will continue after the structure breaks.

If an adult assistant is used in Division I or II, he or she must be identified in the Staging Area and will remain with the team throughout the long-term solution. When the Timekeeper says, “Begin,” the team will have 8 minutes for site setup, Style and weight placement. When an adult assists in weight placement, it must be apparent to the judges that a team member is supporting a substantial amount of each weight.

The only people allowed inside the testing area during the long-term solution are the team members, judges and adult assistant (if used). Style may take place at any time during the competition time. When the long-term solution is completed, all wood from the crushed structure, or the whole structure if it does not break, will be placed in a paper bag and returned to the weigh-in site by a designated judge. After the competition, a judge may request to inspect the structure again at the weigh-in site. If a team member or judge calls time, the performance is over whether the structure is crushed or not.



~ Dan Semenza  
International Problem Captain

**Problem 5: The Jungle Bloke**

The team will present to the Check-In Judge documentation of every animal that appears in its solution, including its species, its classification of mammal, amphibian, bird or reptile and the jungle it is from. They should also present its list as described in section B,12 along with the required paperwork listed above. The competition site will be a minimum of 7' x 10' and will not be marked.



~ Sharlene Smith  
International Problem Captain



# ODYSSEY OF THE MIND®

## 2005-2006 MEMBERSHIP APPLICATION

Questions? Email [info@odysseyofthemind.com](mailto:info@odysseyofthemind.com) or call 856.456.7776.

For new memberships or renewals, complete this form and return it with a check, purchase order, or credit card information (see 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 **one** school. May enter one team per problem in competition.
- Community Group:** May enter one team per problem 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 team members must be high school graduates and registered for at least one class at 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 newsletter delivery and correspondence) \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_ Zip \_\_\_\_\_ Country \_\_\_\_\_

Daytime phone \_\_\_\_\_ FAX \_\_\_\_\_ 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**, *Odyssey of the Mind* and *NASA curriculum activities*, one **newsletter subscription**, and more!*

- Individual 2005-2006 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** (registered 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

- A Creative Experience** — *Odyssey of the Mind promotional video* \_\_\_ VHS @ \$9.95 \_\_\_ DVD @ 12.95 .....
- \*\*Creative Interaction @ \$19** Discusses the importance of interaction between students.....
- \*\*Applying Your Creativity @ \$18** Discusses different types of human creativity .....
- \*\*Creativity + Teamwork = Solutions! @ \$18** Includes tips on building effective teams.....
- Spontaneous Problem Competitions @ \$7.50** Booklet of problems and tips.....
- Odyssey of the Mind Program Guide @ \$7.50** (one is included with membership) .....
- Coaches Training Video @ \$20** Tips and techniques for coaches .....
- packs of **Balsa Wood** (premium grade AAA 36" x 1/8" x 1/8") **@ \$20 per 100 pieces**.....

Shipping & handling is \$4 for the first item, \$1 for each additional item.  
Contact CCI for shipping costs outside of the U.S.

**\*There are no shipping & handling charges for membership packets.**

*\*\*These books are a collection of long-term and spontaneous problems from past competition years.*

Subtotal \_\_\_\_\_

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**Payment Method:**

- **U.S. Mail:** Send this completed form along with a check, money order or purchase order, **payable to CCI**, or with your credit card info to: **CCI, 1325 Route 130 S, Suite F, Gloucester City, NJ 08030**
  - **FAX:** Send this form along with a copy of your purchase order, or include your credit card information and fax to **856.456.7008**.
  - **On-line:** If paying by credit card, go to **www.odysseyofthemind.com** to access this form.
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# Odyssey of the Mind

c/o Creative Competitions, Inc.

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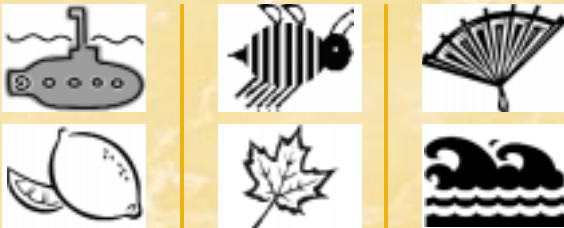


Hey Teams,  
Remember — there's no limit to creativity!  
Your friend,  
*OMER*

The *Odyssey of the Mind* Newsletter is published by Creative Competitions, Inc.

## Some Sphinx Hijinx

If these were hieroglyphics, what would the words mean?



*Clarifications, continued from page 2.*

### Problem No. 4: Geometry Structure

1. Please disregard C,9c. The structure will rest on the surface of the tester base during weight placement.
2. When using templates in the appendix on pages 6 & 7 of the problem to measure the duplicate paper shapes, the paper shape must completely cover the white inside shape and simultaneously must not extend beyond the outside black edge of the shape at any point. (See examples in online clarifications).

### Problem No. 5: The Jungle Bloke

1. The sentence in B,7 “This can take place at any time” refers to the time in the performance when the Bloke talks with the animals, not the jungle setting. The selected jungle must be depicted as it currently appears.
2. The animals that the Bloke talks with must speak to the Bloke in any audible way the team wishes. However, to all other human characters the animals sound and move like normal animals of that species.

*Answers to Some Sphinx Hijinx: Sublime, Bellef, Fancy.*

## A Creative Experience

*A Creative Experience* is a great video that you can use to show family, friends and others what Odyssey of the Mind is all about. Anyone curious about Odyssey of the Mind would benefit from watching the DVD.

It's 10 minutes and features testimony from team members, coaches, teachers, and parents who talk about the benefits and rewards of participation. Also, get an inside view of great problem footage filmed on location at World Finals.

If you want to share Odyssey of the Mind with other schools or groups, showing them *A Creative Experience* is a great way to get them interested.

Included in the video are two bonus animated segments. See the Ranatra Fusca problem through OMER's Odyssey Vision and see creativity evolve through time with The Caveman.

It would also make a great gift for teams, friends or family members during the upcoming holiday season. See **page 5** or visit [www.odysseyofthemind.com/shop](http://www.odysseyofthemind.com/shop) to order.

## Odyssey of the Mind International Expanding

Look forward to meeting teams from **Korea** at next year's World Finals. The launch of the Korean Odyssey of the Mind will begin this month.

Yet another **Greek** Odyssey! The Greek poet Homer wrote the work of literature, “The Odyssey.” Soon students in Greece will gain the opportunity to embark on a new Odyssey — Odyssey of the Mind.