

THE HACKENSACK MODEL

The mission of the OM Association is to further nurture and develop creativity throughout the world. For the past eighteen years, the OM Association and the Odyssey of the Mind School Program presented millions of children with the opportunity to engage in divergent thinking, teaching them the creative problem-solving process and making it applicable not only to their personal but, ultimately, their professional lives.

In addition to the competitive school-based creative problem-solving program, OM develops curriculum guides each year. The curriculum guides represent an extended effort on behalf of the OM Association to reach into the classroom and provide a framework and/or model to directly involve educators in the creative problem-solving process. These guides show “how” to teach creatively and/or divergently.

While the guides are excellent sources and supplements of creative problem-solving activities, one of the goals of the OM Association always has been to effect teaching methodology within the classroom. To achieve this goal, OM Association has partnered with the Hackensack Public Schools in Hackensack, NJ. The goal of this three-year partnership, recently highlighted at the First OM Creativity Conference, is to utilize the creative problem-solving pedagogy that OM has developed and effect a teaching methodology change in grades kindergarten through high school. “We need to find ways of making what we do in the classroom more relevant to the world our students have waiting for them,” states Dr. Joseph Montesano, Hackensack Superintendent of Schools. He continues by saying, “The ability to confront unusual situations, work collaboratively as a team — and take risks — are skills we find our students who participate in the OM School Program have not only learned to master, but make an applicable part of their lives. Accordingly, we need to take the concepts associated with the OM pedagogy and find ways to translate them into the classroom. We need to validate the fact that it is acceptable to work outside the box both as a student and staff member.”

As we move towards the twenty-first century, our ever-changing world will continue to place creative problem-solving

demands on all cultures. If we are to meet these challenges, we must do it within an environment designed to both encourage and foster the development of creativity. The OM/Hackensack partnership is an effort by both OM and the Hackensack Public Schools to use academic risk taking, appreciation of others, cooperative learning, divergent thinking, engagement in learning, a supportive learning environment, and the integration of theoretical and applied knowledge to prepare “all students” to better meet the challenges of the future by adapting and using creative problem-solving skills.

At the conclusion of the three-year model, the OM Association anticipates that a functional classroom model of creative problem-solving applicable to all disciplines, and on all grade levels, will be available. As the project continues, OM will offer updates relating to the progress and implementation strategies associated with the project.

EASTMAN KODAK TO SPONSOR NEW COACHES' VIDEO

OM Association is proud to announce the Eastman Kodak Company's involvement in the development of the new *OM Basic Coaches' Video*. The video, slated for release in March 1997, will be the result of a new partnership with Kodak, which emerged from the efforts of Kodak employee and OM supporter, Rick Mergler.

Kodak is interested in supporting the efforts of the OM Association because it shares a common goal: to further develop creative problem-solving skills in children throughout the world. In addition to underwriting the video production, the Eastman Kodak Company also recently challenged three teams of middle and high school OMers to help Kodak look into the future. The teams were presented with an OM-style problem that challenged them to design, develop and present a model that would represent the future of “imaging” in the twenty-first century. The teams, working under the guidance of Hackensack OM coaches and NJ OM State Director, Marie Consalvo, not only took on the challenge, but successfully completed the task. The highlight of the creative problem-solving effort was a presentation of the solution developed by the teams to Kodak CEO and Chairman of the Board, George Fisher.

OM Association warmly welcomes the interest and efforts of the Eastman Kodak Company and looks forward to a continued and beneficial partnership for both organizations.

For more information regarding the Eastman Kodak Educational effort, please check out that page located at: <http://www.kodak.com/edu/>.

Outside Assistance?

“OM is a ‘hands on’ program for kids and a ‘hands-off’ program for adults . . . adults act strictly as facilitators, asking probing, open-ended questions.” How often have we heard these words . . . or expressed them to others? But, when it comes to Outside Assistance, some folks question how we draw the line.

(see article on page 4)

PEOPLE IN THE NEWS....

OM Appoints Former CO Education Leader to Chair International Fundraising Committee



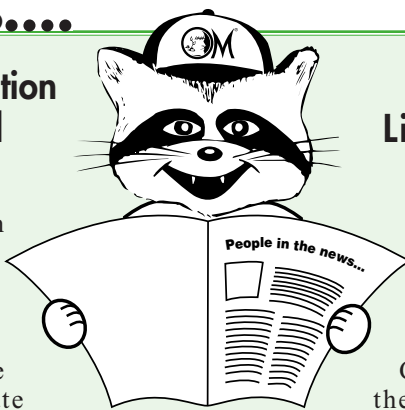
The OM Association is proud to announce the appointment of Tom Mauro as the Chairman of the Friends of OM, the national corporate fundraising committee for the Odyssey of the Mind Program. Tom served as past president for the Denver Board of Education and is vice-president at Norwood Technical Services Company — Northwest Corporation in Greenwood Village.

A native of Pueblo, CO, Tom has a 13-year history with OM. He and his wife, Joie, coached many Colorado OM — and international champion OM teams — for 11 years. Veterans of OM coaching, they now judge OM competitions.

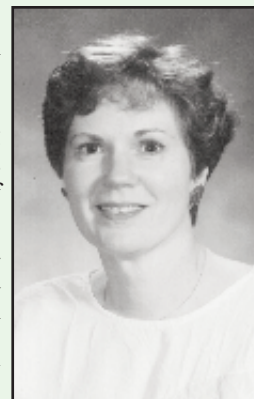
In 1995, Tom Mauro was honored with the Spirit of OM Award, the highest volunteer honor OM bestows. He was recognized not only for his dedication to judging and coaching, but also because he was the driving force behind the formation of the Colorado OM Business Advisory Council, and because of his commitment as a key supporter of OM throughout the state.

Friends of OM committee members are volunteers who give their time to coordinate corporate in-kind, financial donations and sponsorship for OM. Other members include Tom Conway, Senior Vice-President of the Television Bureau of Advertising; Tom Camerlo, President/Chairman of the National Dairy Council; Linda Wayne, OM's new Director of Marketing (and former Director of Youth and Educational Programs for the Paralympics); Maureen Macke, Vice President of the Retail Advertising and Marketing Association; Bill Jones, former Chair of Friends of OM and retired Chevron executive.

The Friends of OM has been instrumental in securing the National Dairy Council's sponsorship of OM for the next three years.



Linda Wayne Joins OM Team as Director of Marketing



Linda Wayne, the Director of Youth and Educational Program for the Paralympic Organizing Committee (APOC), is the new Director of Marketing for OM Association, Inc. In her previous role, Linda developed and implemented state and national education programs for use in schools and community organizations, applied for and received grant money from five foundations, and worked with OM Association to bring 25 teams from all over the U.S. to make presentations at the Abilities Expo at the Paralympics.

As a senior education consultant with extensive experience in program design, development and fund generation, Linda will be working with OM Association to reach out to children through sponsor funding of OM. Linda states, "We don't want to prevent children from participating in OM because necessary funding is not available. Thus, it is my responsibility to develop and implement a marketing plan for OM. I will team OM with businesses that also have the vision 'to make the world a better place in which to live.' I will develop a marketing video and presentation package that will provide for the continuity and consistency in our efforts to recruit sponsors. It will be a pleasure to provide help on the association level as we market OM in your specific area. We will enhance the great work being done by OM and, as people's awareness of OM increases, they will want a piece of the action!"

Please contact Linda with your ideas and comments:

L. Wayne, Director of Marketing
715 Saddle Creek Circle
Roswell, GA 30076

Fax: 770-594-8192 • E-Mail: LWayneOM@aol.com

OM Creativity Conference Creates Havoc the OM Way

The OM First International Creativity Conference was well attended and far surpassed our greatest expectations. Post-event surveys support that another OM-sponsored Creativity Conference should happen! Participants expressed their approval with these comments:

"Wonderful camaraderie with people from all over the world."

"Well-balanced topics."

"Excellent pace, caring and nurturing environment."

The more than 300 participants moved through a busy schedule of events, beginning with the Opening Keynote on Friday evening and ending with the Capstone Address on Sunday afternoon. Presenters and participants represented many countries

including England, Peru, Colombia, Belgium, Paraguay, Norway, Germany and more.

The National Dairy Council was a special Conference guest. The newsletter insert, *Feeding Brains Right*, was distributed at the Conference and underscores the commitment that has developed between the two organizations: One works to develop a healthy body; the other concentrates on a healthy and creative mind! Both work for a common goal: to help children reach and realize their potential!

Look for details about the Second OM International Creativity Conference in upcoming newsletter issues. Should you have suggestions for possible keynotes or presenters at the next OM Conference, please do not hesitate to contact the OM office by phone: 609-881-1603 x15 or by fax at 609-881-3586.

REGIONAL DIRECTORS SPOTLIGHT

Rosalie Bryk, MI OM

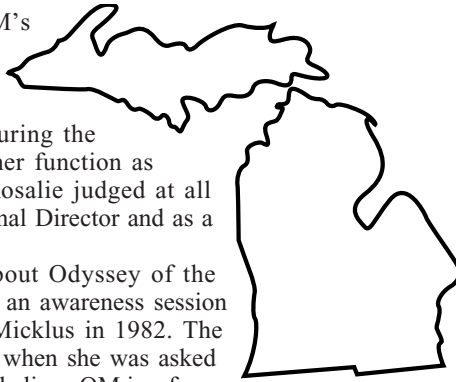
Rosalie Bryk, MI OM's
Present
Tournament

Director, participated in various MI OM roles during the past 12 years. Prior to her function as Tournament Director, Rosalie judged at all levels, served as a Regional Director and as a Problem Captain.

Rosalie first heard about Odyssey of the Mind when she attended an awareness session conducted by Dr. Sam Micklus in 1982. The OM "hook" grabbed her when she was asked to judge. Rosalie says, "I believe OM is a fantastic program which allows kids to fulfill their potential."

In addition to all the organizing she does for the MI OM Association Finals — from registration to scheduling nearly 400 teams, to preparing the sites and welcoming the spectators — Rosalie's energy is spent on fundraising for OM teams. So, when you see her, ask her to tell you stories about hauling pizza and pop, baking cupcakes and cookies. Her stories will keep you laughing . . .

When she's not OMing it for the MI OM Association, Rosalie works as a full-time teacher for the Grosse Pointe Public School System and coordinates OM teams in her building. Rosalie also volunteers annually at the OM World Finals. Whatever time she has left is devoted to organizations that help to make better students and better teachers. If she finds private time for herself, Rosalie likes to read, do needlepoint, golf, play tennis, and sail.



Jim Gower, CO OM

Jim Gower, one of the founding members of Colorado Odyssey of the Mind, has been the "touchstone" for all Regional Directors in CO OM. He represents its "Been there, done that!" source.

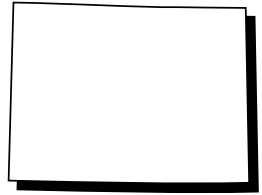
Coaching, judging, training, organizing programs, activities and tournaments — he has done it all and continues to encourage new and creative ideas that help the regional, state and international organization grow.

Jim worked in the Cherry Creek School District for 28 years and is currently the Assistant Principal of both Holly Hills and Holly Ridge Elementary Schools. Since Jim is so dedicated to the growth and education of children, he was recognized by the Cherry Creek Schools for his service to the students of the district.

For the Gowers, OM has been a long-time family affair. Jim, along with his wife, Beth, and 23-year-old daughter, Megan, has been heavily involved with OM activities during the past 15 years.

Jim enjoys bicycling, gardening and golf during the summer months, but what he really enjoys most is organizing OM events and conducting OM trainings!

This is the 15th anniversary of CO OM. As a surprise, the CO OM Advisory Board honored CO OMers who have been working with the organization since its inception. Before the event, a board member called Jim to pick his brain about who had been active in the organization since 1982. Jim went through all of his OM scrapbooks to investigate more about the founding members and came up with plenty of information, but he was the most surprised honoree at the ceremony!

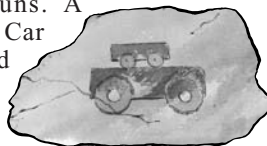


1996-97 PROBLEM CLARIFICATIONS

Please check the bulletin board (609-881-0562) or the OM home page (<http://www.odyssey.org>) for current clarifications.

Problem 1 - BALLOONACY CARS

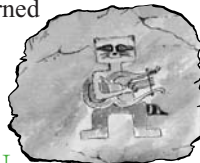
1. C.4.b refers to successful runs. A SUCCESSFUL RUN is one where a Car begins IN A START AREA and ENTERS or PASSES THROUGH A START AREA whether or not a balloon is broken. C.5.c applies to unsuccessful runs; that is, a run where the car begins in a Start Area is considered finished but has not entered or passed through another Start Area during that run.



2. Items may be removed from the Cars. However, if replaced, they must be replaced with like items and returned to the original position on the Cars.

Problem 2 - OMERDROID

There are currently no clarifications for this problem.



Problem 3 - Classics...CAN YOU DIG IT?

1. The design options are not authentic designs from pre-1000 A.D. They are fictional. It is the artifacts that the team creates that must be from pre-1000 A.D. (Thus you may not have television sets, computers, cameras, etc. for your artifacts.)



Problem 4 - DOUBLE TROUBLE

For B.7.a. (Figure C, Top View, LEGAL) the load-bearing structure must FIT THROUGH a square frame with an open interior dimension of 6" x 6" (Divisions II, III and IV) or 8" x 8" (Division I). The frame for testing will be no greater than 1" in height.



Problem 5 - HEROIC PROPORTIONS

1. Costumes do NOT have to be in the 4' x 4' x 4' cubical area if they are worn by the team member(s) throughout the entire 8-minute presentation time. If any parts will be removed during the presentation, those parts must be in the cubical area.



2. The base of the 4' x 4' x 4' cube will be defined by a 4' x 4' taped square on the floor in the staging area. The height will be determined through the use of a device provided by the Tournament Director. There are no solid "sides" or "top" to the cube. However, teams may make a 4' x 4' x 4' (or smaller) container containing their props and scenery to place in the cubical area. If so, they may use the container in their presentation.

3. Please be aware that, in most facilities, a 4' x 4' x 4' container will NOT fit through the competition room doorway. It is the team's responsibility to have its props, etc. in a form that will allow them to fit through a standard door.

COACHES CORNER

What is Outside Assistance?

First, let's review the basics: Coaches have the responsibility to organize the team, to maintain order and discipline. They may serve as a "secretary" to a team (no matter what division) as long as they write only what the team members say. (However, for official forms, coaches may write them out only for Division I teams.)

Coaches should always ask questions that get the team members to think about their solutions and how to improve them. However, they may not ask questions in a leading way, e.g. "Don't you think it would be better to narrate your play, rather than act it out?" The correct way to state the question would be, "What are some other ways you could present your play?" By asking broad questions, the coach stimulates the team members to think. This is the heart of the OM program.

Because coaches want to do their job, do it well, and never place a team in jeopardy due to their own misinterpretation of what Outside Assistance is or isn't, OM Association was recently asked to clarify just what does and does not clarify Outside Assistance in various scenarios. Excerpted below are the the questions posed and OM Association's responses:

SCENARIO A: For a Division I team a parent plugs in a power tool for one of the students as it is a rule in their house that no children are allowed to plug in any appliance.

Question: Is it Outside Assistance (OA) for any non-team member to plug in a power tool that the team uses to complete its solution to the problem?

Answer: No, the only prohibition against this would be if it were done during the timed competition period. The parent may not use the power tool to work on the problem solution.

SCENARIO B: Kids put two boards together perpendicularly (4th graders) with screws and nails, but they keep falling apart.

Question: Is it OA to ask an adult who is familiar with carpentry what kinds of things in carpentry can be done to brace the boards? (Based on the principle that if it can be found with research, an adult can tell them.)

Answer: An adult can tell and show the team members various ways to brace boards as long as s/he does not show them specifically what to do for their problem solution.

SCENARIO C: A team decided if they will revolve their skit around a CELL theme. The coach gives them a homework assignment to come up with all of the words they could with CELL in them like CELLophane CELLular phone, etc.

Question: Is it OA for a coach to give a homework assignment that gets the kids to think more creatively about an initial idea that they came up with?

Answer: Although the coach should not give any examples, the assignment is one of the types of things the coach should do.

SCENARIO D: Team members decide to narrate a good deal of the problem.

Question: Is it OA for the coach to ask them if they can think of other ways to tell a story, rather than reading a piece of paper?

Answer: This is part of coaching. The coach is not telling them the solution. S/he is only trying to stimulate their thinking.

SCENARIO E: As the team deliberates on what the solution will be, the coach asks questions to make sure that its solution is well thought out.

Question: Is it OA for the coach to ask questions as the team is developing its solution?

Answer: NO—that's exactly what a coach is for!!

SCENARIO F: Four of seven team members on a team in one OM year build some backdrops for use in their presentation. These same four are on a team the following year with three new members.

Question: Is it OA for the new team to use the backdrops built in the prior year? May a team use props from a prior year in any situation without incurring an OA penalty?

Answer: Props may be reused from year to year as is ONLY if the team is of entirely the same composition. (That is, no new team members and none that are no longer on the team.) The work must be that of all the current team members regardless of when it was done.

SCENARIO G: An OM team wants to paint some props. There is some paint that was left over from last year, but the colors were mixed by last year's team.

Question: Would it be OA for a team to use something that was made by someone else even though essentially the same thing could easily be bought by any team?

Answer: This is not Outside Assistance as it is not the prop itself.

SCENARIO H: A Division I team is spray painting a prop.

Question: Is it OA for the coach to hold a team member's hand for about 2 seconds (out of a 30-minute job) to help show the proper way to spray paint?

Answer: Only if s/he is not spraying the item that will be used as part of the problem solution. S/he must use a another item (perhaps a scrap piece of paper or wood) to give this lesson.

SCENARIO I: A Division I structure team has a sheet of paper describing the order to put weights on (smaller diameter first, then larger, to allow hand grip space). Team members composed the form (came up with the idea) but the coach actually wrote it.

Question: Is it OA for a non-team member to write down the instructions used by team members during their presentation? Is this any different than the coach completing the Style Form for Division I?

Answer: As long as the team members provided the information, it is okay for the coach to write it out. It is NOT different from the rules for the Style Form.

SCENARIO J: A Division I team is brainstorming its solution.

Question: Is it OA for the coach to write down the team members' ideas for later review?

Answer: This is a good idea. The only rule surrounding this is that the coach may only write down what the team members say.

SCENARIO K: If an "engineering practice" is interpreted by a coach to make it applicable to the current problem (i.e. the engineering practice of material quality assurance could be translated into inspecting and sorting balsa prior to its use in a structure).

Question: Does the interpretation of HOW to apply general engineering practice to a problem represent OA?

Answer: No, not as described.

SCENARIO L: With proper training, it is possible to examine a structure and determine which element failed first and why.

Question: Is it OA for someone other than a team member to examine a failed structure and provide this information for the team?

Answer: This person may tell the team members what part failed; however, s/he cannot tell the team why it failed or what to do to keep it from failing in the future.

SCENARIO M: A coach prepares a simple, generic demonstration of an engineering concept and that concept is immediately applied by the kids into their structural design (i.e. a simple demonstration of how a truss withstands lateral loads better than a frame).

Question: Does the presentation of an engineering concept represent OA in this circumstance?

Answer: *As stated, yes. The coach would have to present several options of construction. S/he could demonstrate how each fails, but the team members must draw their own conclusions.*

SCENARIO N: A Division I team needs to move a 4' x 8' sheet of plywood from the garage to a workshop area.

Question: Is it OA for a non-team member to move the plywood for them?

Answer: *No, this is okay.*

SCENARIO O: A goal for a team is to learn to take a complex problem apart, test each component in a controlled manner, then reintegrate the resulting solution and validate that it performed as expected.

Question: Is it OA for the coach to encourage the kids to approach the problem this way? Is it OA to build jigs or testers to facilitate testing the alternatives they come up with for their sub-components?

Answer: *The coach may encourage the kids to approach the problem this way and s/he may make any TESTERS needed. However, s/he may not make jigs as they are construction aids.*

SCENARIO P: A younger sibling has been following with interest the experiments, designs and "tricks of the trade" on an older sibling's team.

Question: Can the younger sibling adopt the many "lessons learned" from following an older sibling's team around for several years without incurring OA?

Answer: *This is okay to do as long as the younger sibling does not produce exact thematic copies.*

SCENARIO Q: A Division I coach asks each team member to read one of the elements of the problem and explain what it means.

Question: Is it OA for the coach to write each element on a piece of paper and ask the team to group the elements so that it now has a bubble diagram that organizes the elements? Once the team organizes the elements, can the coach copy them down, make copies, and distribute them to each team member?

Answer: *(Any division) It is okay for the coach to write down the elements, ask the team to group them and then copy the grouping and distribute copies to the team members. The coach may not add or change anything, however.*

SCENARIO R: Team is brainstorming about all the things that make you think of tropical islands.

Question: Is it OA for the coach to put those ideas on a flip board for everyone to see?

Answer: *This is okay provided the coach writes only the team members' words.*

SCENARIO S: Team members are creating the script (Div. I).

Question: Is it OA for the coach to write down what they say so that they can look at what they already have? (3rd and 4th graders simply can't write yet.)

Answer: *This is okay in any division provided the coach writes only the team members' words.*

SCENARIO T: Div. I team is reading the Odyssey of the Mind School Program Rulebook and cannot figure out what will happen if they have printed materials for the judges to read.

Question: Is it OA for the coach to help them figure out what the rule book is trying to tell them? Is it OA if the kids ask what the coach thinks it means? Is it OA if the team asks the coach what s/he would do if s/he were them?

Answer: *The coach should help them interpret the rule book. The coach may tell the team what s/he thinks it means. The coach cannot tell the team members what s/he would do unless the answer is "write for a problem clarification." However, s/he should encourage the team to think about what it means first.*

SCENARIO U: Div. I team has decided to use what they think is tasteful bathroom humor in its skit. The coach has made sure everyone is aware of the rule about vulgarity.

Question: The team doesn't think it's vulgar but does not have a clue what adults think is vulgar (TV examples abound in the arguments as examples of what adults think is acceptable). Is it OA for them to tell other adults what their jokes are and ask if they think it's vulgar?

Answer: *No, this is okay to do.*

SCENARIO V: The performance has been taped. Four kids think they need to schedule an extra practice; three think they do not. (Performance cannot be done with just four.)

Question: Is it OA for the coach to make the decision? Is it OA for the coach to say "Majority rules"? Is it OA for the coach to say they must come to a consensus (meaning every person but one must agree)?

Answer: *It is up to the coach to make the decision or to decide on how the decision is to be made. Practice schedules are entirely within the coach's purview.*

SCENARIO W: Judge stops team's performance in long-term because the vehicle used is marking the floor. Children are allowed to push. At end of performance parents standing outside the taped area lift the car to save the floor.

Question: Is it OA for any non-team member to help with props after the performance has ended.

Answer: *No, the only time the team may not have help with prop movement is during the timed competition period.*

SCENARIO X: Coach and two team members (non-participants) are watching their team's performance of long-term solution.

Question: Is it OA for one of the nonparticipating team members to point out to the coach that the team forgot to use a prop?

Answer: *No, so long as none of the performers hear the remark.*

SCENARIO Y: During check-in the coach hands the paperwork to the pre-staging judge.

Question: Is it OA for the coach to hand the paperwork to the pre-staging judge?

Answer: *Although it is always good to have the team members hand in the paperwork, there is no prohibition against having the coach hand it to the judge.*

SCENARIO Z: A team member tells the adult who is helping to stack weights that he is going to go help resolve a problem with a prop. The adult verbally acknowledges that statement with the affirmation, "Sure, go ahead."

Question: Does this represent OA?

Answer: *No. The team member has made the decision to do this. It would be outside assistance if the adult said something like, "Weight placement is more important, just stay here and continue with this" or if the adult initiated the conversation by telling the team member to go help with the prop.*

SCENARIO AA: A team is getting ready for spontaneous competition. The coach picks problems for them to work that s/he thinks will be representative of the type they will get. The coach tells them whether they made a good response or a bad one. The team is given constant, direct feedback on the quality or lack of quality of their spontaneous solutions.

Question: Is it OA for the coach to prepare their team for spontaneous competition in this manner?

Answer: *No, a good coach would always do this.*

SCENARIO BB: Kids get to WF and are uncrating their scenery and props (unscrewing the crates).

Question: Is it OA for the coach to tell the team in what order to do everything? (I know they can help do it but does a team member have to tell the adult to do it?) Can the coach point out things that broke and ask if the team is going to repair them? I don't know if it makes a difference, but this is a Div. I team.

Answer: *It is okay for the coach to tell the team what order to uncrate things. It is also okay for the coach to point out things that broke and ask if the team wishes to try and repair them. However, from that point on it is up to the team members to decide whether and how to make repairs. (This is true for any division.)*

Coaches Corner *(continued from page 5)*

SCENARIO CC: *Team is at competition. They have composed the paperwork but coach has prepared it.*

Question: Is it OA for the coach to carry the paperwork on competition day? Is it OA for the coach to hand the paperwork to the judge? Is it OA if the coach asks how the team intends to organize the paperwork so it can find the paperwork and give it to the judge?

Answer: *Although it is always good to have the team members hand in the paperwork, there is no prohibition against having the coach carry it and hand it to the judge. The coach may ask the team how it will organize its paperwork.*

SCENARIO DD: *Div. I team is having major problems figuring out how to keep track of information for its cost form.*

Question: Can the coach ask what information it is trying to track, how best to track it and then prepare some sheets for the team members to use to write down all the information as they go? (Somewhat like the Advanced Coaches' Workbook forms.)

Answer: *Yes, the coach may do this.*

SCENARIO EE: *It is summer time and the short version of next year's problems have been published, but the full version has not been published.*

Question: Since the problem has not been completely specified, is there anything the coach can do in this scenario that he or she couldn't do (with respect to OA) after the problems have been published?

Answer: *No—the rules are the rules all year.*

SCENARIO FF: *A team observed another team dressed up in chicken costumes that did very well. The next year the team decided to dress up as chickens.*

Question: Is it OA (NOT is it creative) to observe successful performances in one year and copy facets of it in the next?

Answer: *No, it is not Outside Assistance.*

SCENARIO GG: *A local group of several different OM teams are convened for the purpose of practicing spontaneous problem. The coach of each team has prepared a different spontaneous problem to give each of the teams.*

Question: Are the coaches in this instance providing OA? If not, and the coaches score the teams, is this OA? If not, and the scores are provided back to the teams, is this OA?

Answer: *None of these circumstances is outside assistance.*

SCENARIO HH: *Same as the above, but the purpose is to practice each team's long-term solutions and present them to all of the other teams.*

Question: As described, is anyone in this instance providing OA? If not, and the teams are scored, is this OA? If not, and the scores are provided back to the teams, is this OA?

Answer: *The teams may present their solutions to each other and may be scored. They may be given their numeric scores but may not be given verbal comments. (Verbal comments would tend to give the team more specific direction in not only what category should be improved (indicated by the score), but what specific items or changes should be made (e.g. "Costumes were colorful, but all were alike so little creativity was exhibited.").*

For general information: The only Outside Assistance possible in spontaneous is if, during the competition, one of the non-participating team members joins in to help the team members who are doing spontaneous. (Or if someone obtained a copy of the problem(s) in advance and gave it to a competing team.)

What are the penalties, if Outside Assistance is present? Here is how an Outside Assistance penalty should be considered:

First, you must consider the amount of assistance given. For example, in scenario H, where the coach holds a team member's hand for 2 seconds out of 30 minutes to show how to spray paint, if this is done while painting the prop, then a very small Outside Assistance penalty should be given. The questions the judge

should ask are, "If the coach did not help spray this part of the prop, would my score have changed? How much did it help the team?" The assumption is that if the coach did not spray that part, s/he would have taught the team member to spray paint using another item. The answer to the question is obviously that the score would not have changed or not have changed significantly.

If the coach helped paint the entire prop, a larger penalty would be assessed. If the coach made the entire prop, a larger penalty. And, if the coach had the idea for the prop as well as made it, an even larger penalty.

However, there is a second consideration. How much is the prop worth to the team? If the team did not have this prop, what difference would it have made? For example, assume the coach designs and makes an elaborate background set for the team. The team is in the structure problem and the set is one of the "free choice" Style categories. The greatest number of points that the team can earn for this set is 10 plus whatever of the 10 overall effect points it might add. In any case, no more than 20 points total. Therefore, the penalty should not be the maximum. However, suppose that the team is in the Classics problem. The set is paramount to the play. Its set is the focal point for the performance. The penalty should be much greater. In the first instance, the structure problem, the judge should say to him/herself, "If I give this amount of penalty for a Style item, what penalty would I give if the coach designed and made the structure?" This obviously would be a maximum penalty since it is the entire long-term problem solution.

Remember: A coach helps the team members to grow. This means providing a good environment, maintaining discipline, and stimulating — not influencing — its thinking.

First OM Latin American Showcase: April, 1997

The first Odyssey of the Mind Latin American Showcase is tentatively scheduled for Saturday, April 26, 1997, in CURACAO, a beautiful, tropical island in the Dutch West Indies.

Latin America OM teams will present their solutions to the current year's OM problems. This experience is meant to be a showcase of solutions and not a competitive arena. The OM chartered association director of Curacao, Thom Budish, is the tournament director. He is busily confirming sites, housing, educational trips and social activities for participating teams.

This showcase, like the EuroFest, is an international event. OM Association Inc. is seeking interested Division II and III teams (sorry, no *Double Trouble* teams) from the U.S. that would like to participate. Teams are invited to arrive on April 24 and depart on April 30, 1997. All participating teams will be responsible for all expenses, and must conform to their school guidelines as these apply to work missed. Each must follow all rules and regulations set forth by OM Association, Inc. Two adult chaperons must accompany each team. Interested U.S. teams should send a letter of interest and intent, from the coach, to OM Association, Inc., OMLAOC, P.O. Box 547, Glassboro, NJ 08028, no later than January 30, 1997.

ODYSSEY OF THE MIND PRODUCT ORDER FORM

Prices effective through April 1, 1997
(609) 881-1603 • Fax: (609) 881-3596

Mailing Address (for U.S. Postal Service delivery):
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Shipping Address (for delivery via alternate carrier):
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- _____ Copies of **Odyssey Update** book (@ \$17.75 plus shipping and handling)\$ _____
Revised versions of the best problems from three favorite books – Problems! Problems! Problems!, Odyssey of the Mind and OM-Aha! – plus new spontaneous problems. Includes 12 long-term, 46 verbal spontaneous, and 8 nonlinguistic spontaneous problems.
- _____ Copies of **Competition Stimulates Creativity** book (@ \$17.50 plus shipping and handling).....\$ _____
Contains a collection of 12 long-term, 28 verbal spontaneous, and 15 nonlinguistic spontaneous problems. Features a chapter on the value of competition in the workplace and in education.
- _____ Copies of **OMermania! Encouraging Humor and Creativity Using the Odyssey of the Mind Problems** book (@ \$19.50 plus shipping and handling).....\$ _____
Features a discussion on humor and includes 12 long-term problems as well as 40 verbal and 17 nonlinguistic spontaneous problems for practice.
- _____ Copies of **Problems to Challenge Creativity** book (@ \$18.50 plus shipping and handling).....\$ _____
Contains 15 long-term problems, 29 verbal spontaneous problems, and 21 nonlinguistic spontaneous problems. Includes a chapter on why all OMers are winners!
- _____ Copies of **Make Learning Fun! Activities to Develop Creativity** book (@ \$17.95 plus shipping and handling)\$ _____
Contains 11 long-term problems, 19 nonlinguistic spontaneous problems and 38 spontaneous problems and additional activities to develop creativity.

Shipping and Handling for above book orders: Add \$4.00 for the first book.....\$ _____
Additional books, add \$2.00 each. Outside of North America add \$15.00 per book.

- _____ Copies of **1996-97 Odyssey of the Mind School Program Rulebook** (@ \$3.50 plus \$1.00 for shipping and handling).....\$ _____
Contains basic competition information and OM membership rules.
- _____ Copies of **1996-97 Odyssey of the Mind School Program Handbook** (@ \$5.00 plus \$1.00 for shipping and handling)....\$ _____
Contains training, program and tournament information as well as material on awards, coaching and judging.
- _____ **Creativity Around Us*** (@ \$64.95 plus \$3.50 for shipping and handling; current members may purchase this package at a discounted price of \$39.95 plus \$3.50 for shipping and handling).....\$ _____
This video examines many creative achievements throughout history and suggests how we can make our own creativity work better for us. Accompanied by a discussion and activities guide, this is an excellent resource for educational purposes or for personal enjoyment.
- _____ Copies of **Style Videotape*** (@ \$35 which includes shipping and handling)\$ _____
Provides an understanding of Style and how it relates to the long-term solution.
- _____ Copies of **Basic Coaches' Training Videotape*** (@ \$25 which includes shipping and handling)\$ _____
Provides an overview of the role of the coach and highlights pertinent program rules.
- _____ Copies of **Advanced Coaches' Training Videotape*** (each video comes with one **Advanced Coaches' Training Workbook**) (@ \$25 which includes shipping and handling).....\$ _____
For experienced coaches. Used in conjunction with the Advanced Coaches' Training Workbook, which provides coaching techniques.
- _____ Additional copies of **Advanced Coaches' Training Workbook** (@ \$5 which includes shipping and handling)\$ _____
Provides seasoned OM coaches with some suggested coaching techniques.
- _____ Copies of **Odyssey of the Mind Awareness Videotape*** (@ \$19.95 which includes shipping and handling)\$ _____
Narrated by Bill Moyers, this tape introduces the viewer to the OM Experience.
- _____ Copies of **1996 OM World Finals Video Yearbook*** (@ \$50 which includes shipping and handling)\$ _____
Highlights events and activities of the 1996 World Finals.

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ADDITIONAL SUPPORT MATERIALS

Additional subscriptions of 1996-97 OM Newsletter (@ \$10 per year in USA, \$15 outside USA)\$ _____ <i>Published five times per year, it contains noteworthy and newsworthy information about the OM program, problems, events and participants.</i>
1996-97 Associate Membership (Individual \$20; Alumni \$25; Family \$35).....\$ _____ <i>Provides the subscriber with a newsletter subscription and a ticket(s) to the Coaches' Recovery Party at the 1997 World Finals.</i>

My total order is: ➔ \$ _____

Enclosed is check # _____ payable in **U.S. FUNDS**, a purchase order or U.S. Postal Money Order payable to **OM Association, Inc.**

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The Odyssey of the Mind Newsletter is published by OM Association, Inc., P.O. Box 547, Glassboro, N.J. 08028. Individual subscription yearly rate: North America \$10, outside of North America \$15. Executive editors, Dr. Samuel Micklus and Janet Vincz-D'Alessandro. Associate editor, Carol Ann Newlin.

OM Coordinator:
Please route this newsletter to

World Finals 1997

The 1997 OM World Finals will be held at the University of Maryland, College Park, MD. Opening Ceremonies kick off the event on Wednesday, June 4. Competition will be held June 5-7, with the Awards Ceremony culminating the event on Saturday, June 7.

TEAMWORK

Want to be a good Team Worker?

- Contribute your best with no holding back, no bashfulness, no fear.
- Respect others' contributions a la the Golden Rule.
- Be enthusiastic. Enthusiasm is contagious and helps galvanize a group.
- Listen carefully and ask questions during the discussion.
- Keep the team's goal uppermost in your mind. Your personal agenda is secondary to the team's.
- Be willing to compromise. Negotiate toward consensus.
- Support team decisions, even if you voted against them.

From Basically Business, Sir Speedy

Announcing the Second Annual Dissertation Award

Last fall, OM Association, Inc. announced an annual Outstanding Dissertation Awards Program. Any doctoral candidate may enter if his or her dissertation was completed and approved since the 1993 academic year from an institution of higher education that is sanctioned by a state, regional, or provincial accrediting agency. The association honors doctoral candidates whose dissertations significantly advance the knowledge and understanding of education theories, concepts and practices related to the OM mission. Summary and entry must be submitted by June 1, 1997. Winners will be notified by September 1, 1997. First-place winner will receive \$1,500. Second-place winner will receive \$750.

For more information and an entry form contact OM at:

OM ASSOCIATION, INC.
DISSERTATION AWARDS PROGRAM
P.O. BOX 547
GLASSBORO, NJ 08028
FAX: (609) 881-3596

Briefly Speaking

The OM Association, Inc. Board of Directors met in September, 1996. At that time the minutes of the June 23, 1996, meeting were approved. Highlights of the June meeting follow:

- Memberships totaled 13,113 for the 1995-96 membership year.
- A new Marketing Budget was approved.
- Regional Facilitators were approved to provide consistency in training across all associations.
- A new Coaches Video will be produced in the 1996-97 year.
- The Eurofest will be held in Gdansk, Poland, May 1-3, 1997.

EXTRA STUFF

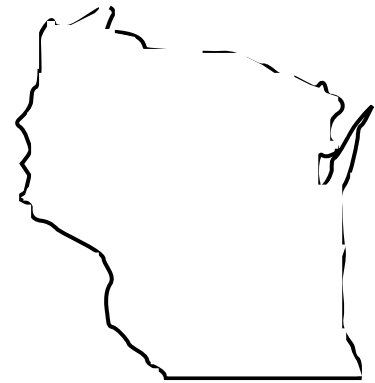
WI OM Joe Warren

Since 1994, Joe Warren, with co-director Pat Morrissey, has managed the Southeast Region in WI (Milwaukee area). Joe became involved in OM when his daughter joined an OM team in the 6th grade. Joe recalls, "The more she told me [that] I couldn't help her build a structure, the more I got hooked. The school had a great information meeting with the parents and had family nights with spontaneous problem solving. I became a coach of the structure team the following year." In '94-'95 Joe helped involve his son's elementary school in the OM program and co-coached his daughter's team. That spring, his daughter's team went on to compete at the 1995 World Finals in Knoxville, TN, in Division II, The Mail Must Go Through.

Joe's OM involvement continued to grow. When the regionals formed a consortium, Joe volunteered to serve as a representative. His focus was on tournament setup. He judged other regional tournaments and WI OM Association Finals. On other occasions he served as Head Judge and Problem Captain for structure at the Association Finals.

In "real life" Joe works as a Mechanical Engineer. He is chief engineer and designs the material handling equipment and systems for Hevi-Haul International, Ltd. and Lange Lift Corp. in Menomonee Falls, WI. In addition to this full-time job, Joe spends anywhere from 3 to 20 hours per week with OM. He estimates that he spends 300-500 hours annually as an OM volunteer.

In 1995 Joe received an Outstanding OMER Award from WI OM



for
his

efforts

in coaching and regional tournament work. But he has been recognized for his accomplishments in other arenas as well. A creative person, Joe was a Wisconsin Area Music Industry (WAMI) nominee in the category of Children's Music in both 1994 and 1995. He received honorable mention for the children's song, "Pumpkin's Fright" in the 1994 song competition.

Leisure? Joe says, "I do song-writing and performing as a solo act." Joe performs adult and children's contemporary folk, acoustic music on guitar, banjo, harmonica and hammered dulcimer. He also enjoys the outdoors and camps, fishes for bass, and canoes with friends and family.

Claire Cruise Warren, Joe's significant partner, is currently "working" as a student to achieve a Masters of Divinity Degree. She also plans to judge this year at the Southeast Regional Competition. Daughter Anna, 15, and son, Philip, 13, are both OMers, so Dad can claim, "The whole family supports me in my OM efforts and I thank them for this."

Editor's Note: For our readers' enjoyment, Joe related the OMecdote below. It occurred at a regional tournament:

THE NAME GAME

It had been a long, busy day, as regional tournaments usually are, for the **Longfellow Middle School Set it Free** team. An 11:45 long-term performance slot, a quick lunch, time to watch the school's *Iliad* team perform at 12:45, and then off to spontaneous at 2:00.

I was now relaxing in the cafeteria, discussing the day's events with parents, when our school's OM coordinator, and an OM Official, the assistant scorekeeper, came in and asked, "Did your team perform in spontaneous?"

"Yes," I replied, "We finished about an hour ago." The response was, "We have your team listed as a no show." So, we went off to sort out the dilemma.

In the scoring room, I met the Spontaneous Head Judge and we went to speak with the spontaneous judges about the team. Yes, the judges remembered our team's distinctive orange shirts, but where was the score sheet? We looked over the schedule and I pointed out that Erin Elementary, the team scheduled before my team in long-term, had not performed as scheduled in the slot allotted for

them. I thought perhaps the team missed spontaneous as well, but it had a spontaneous score. The judges indicated that the team after us, George Washington Middle School, was asked to identify itself as it entered the room.

"Did you ask the preceding team to identify itself?" I asked. "Yes," the judge replied, "We asked, 'Are you Erin?' And 'yes' was the answer we received."

The "OM lightning" struck! "One of our team members is Aaron!" I said.

"Did he have dark hair and sit as one of the two observers?" asked the judge.

"Yes," I said, "That's Aaron." He was the first to enter the room and answered the judge's question correctly. It was now clear to everyone. He was Aaron, not Erin, and our score was submitted as Erin Elementary. Another OM problem solved. Later, we all laughed about the error, but it's true: "Murphy" works overtime!

