

CTOM COACH TRAINING SPONTANEOUS WEBINAR

THANK YOU FOR
COACHING!

In this presentation you will learn:

- What is spontaneous
- The types of Spontaneous Problems
- The roles of the judges & teams
- Spontaneous process competition day
- And of course coaching tips

Spon = Spontaneous

TODAY'S SESSION INFORMATION

- I will be presenting with everyone on Mute
- This session will be recorded and made available for later viewing.
- Dial into phone or computer
 - If you are on both please disconnect from one unless audio does not function on computer
 - Do not turn your video on
- If you have questions (please ask!)
 - If you are on audio only you should click *6 to get added to the queue.
 - If you are on the web conference, click “Ask a question”
- I will open the lines at the end (time permitting) for general open forum / question / discussion



WHAT IS SPONTANEOUS

- At competition, every team solves a spontaneous problem. This part of the competition is called “Spontaneous” because teams don’t know what they’ll have to do until they enter the competition room. Solving spontaneous problems teaches students to “think on their feet” / “on the spot”
- Participating in the Spontaneous portion is another way to get students to think creatively.
- Spontaneous problems take one of three forms: Verbal, Hands-on, Verbal-Hands-on
- All Spontaneous problem solutions require teamwork. Points are often awarded for this regardless of the success of the team’s solution.
- Coaches are not permitted in the room while the team is competing in the Spontaneous portion of the competition.

Coaching tips

- The coach should take the responsibility of prepare the team for Spontaneous
- READ the [program guide](#). It is a great source for coaches to understand Spontaneous

TYPES OF SPONTANEOUS PROBLEMS

There are **three** types of Spontaneous Problems that your team might be asked to solve:

- **Verbal:** A problem where teams give oral responses.
- **Hands-On:** A problem where teams are asked to build something, manipulate objects, and much more.
- **Verbal/Hands-On:** A combination of the two. Physical activity and a verbal component.

Coaching tips

- Work with team to pre-assign team members to each problem type (Don't vote)

COMPARE THE TWO VERBAL PROBLEMS:

VERBAL

- Only require speaking in the solution.
- Provide think time and solution time.
- Are scored for “common” and “creative” responses.
- Specific scoring guidelines and other rules are written on each problem.
- There are a limited number of responses that team members can give.

VERBAL/HANDS-ON

- Require speaking and *some item manipulation* in the solution.
- Provide think time and solution time.
- Are scored for “common” and “creative” responses *and sometimes have additional scoring*.
- Specific scoring guidelines and other rules are written on each problem.
- There are a limited number of responses which team members can give.

Coaching tips

- Have each team member remember 5 words, one for each finger on one hand. Strange words. Have them try to work these words into their response. It will help the team move along and possibly generate a creative response.

THE HANDS-ON PROBLEM:

- Requires manipulation of objects in the solution.
- Does not require team members to give responses in the problem solution.
- May or may not allow team members to talk to each other during practice and solution time.
- Hands-On Problems vary tremendously: A team may be asked to build a structure that holds weight or move objects indirectly

For example: Using only the items listed below, move as many balls into the boxes as possible. You may not touch the balls or the boxes with your hands or any other body part.

Items for moving:

A drinking straw

A piece of clay

A plastic fork

A tennis racquet



Coaching tips

- Find and practice as many variations of hands-on problems as possible. CTOM's [sponzone site](#) has many references to great problems.
- CTOM also links to other popular sites

SPONTANEOUS PROCESS ON COMPETITION DAY

- The team enters and checks in at the spontaneous competition location. They will be escorted to the Spontaneous “Holding Room”
- Coaches may join team in holding room
- Parents, and any other spectators should remain outside spon competition area.
- An official will call on the team and escort them to the spontaneous competition room.
- At this point the coach should go to the debrief room to wait for their team to return
- Once the team is in the problem room the problem will be given.
 - ☞ Next slide for breakdown
- Once the problem is complete the team will be escorted to the debrief room where teams can discuss the problem openly with their coach.
- After the team exits the debrief room they will follow the exit signs outside of the secure spontaneous competition area.
- **TEAMS MUST NOT DISCUSS PROBLEM BEYOND THE DEBREIF ROOM!**

Coaching tips

- Allow the team time to practice problems just before spontaneous competition.
- Team members should not bring cell phones, cameras, stop watches, or other beeping time keepers into the room.

SPONTANEOUS PROCESS IN SPON ROOM

- All team members will enter the spontaneous problem room.
- When the team enters the room - team information will be verified. Be sure they know it!
- Next, they are told what type of problem they will be given. Each team member should know what problem type they are doing.
- Only five team members will be allowed to solve the problem.
- Extra team members (if any) may stay and watch or leave the room. If they stay they cannot talk to, signal, or disrupt the competition in any way. They will also be told where to sit.
- Teams can expect 3-6 judges in the room
- Two copies of the problem (*Team Copy*) are placed in front of the team members BEFORE the problem is read to the team.

Coaching tips

- Practice this whole process frequently
- Coach the two team members not participating to positively critique the team during practice and in debrief room.

THE PROCESS WITHIN THE SPON ROOM

- The entire problem will be read to the team
- The bold sections of the problem (on the judge sheet) will be repeated to the teams
- When instructed, teams will begin the process of solving the problem
- Team members can ask questions at almost any time during the process except during the reading of the problem
- All teams in same division, and long term problem will see same judges and problem

Coaching tips

- Train teams to start assessing the problem as soon as they enter the room
- Practice spontaneous problems with non-coach adult judges
- Next slide for additional tips.

COACHING TIPS

- Watch as your team practices. Work with team so the following is kept in mind:
 - ☞ Time Keeping
 - ☞ Rule Keeping
 - ☞ Decision management - caution of having one person
 - ☞ Score Keeping
 - ☞ The Builders
 - ☞ Material management and use
- Encourage team to ask questions. Practice this!!!

Coaching tips

- Refer to Sponzone on www.ctom.org for additional resources.

PROBLEM INSTRUCTION - JUDGE VS. TEAM



Odyssey of the Mind[®]

REGIONAL TOURNAMENT

Verbal Spontaneous Problem: Colorful Language

A. *When the team members enter the room, tell them, "This is a verbal problem. The five team members who will compete please step over to the competition area (indicate area). The others must sit quietly in these seats (indicate seats) and watch or leave the room. They cannot participate in any way."*

B. **JUDGE READS TO TEAMS:** (Do not read material in parentheses.)

- (1) You have 1 minute to think and 4 minutes to respond. You may ask the judges questions; however, time will continue. **You are not allowed talk to each other at any time.**
- (2) You will receive 1 point for each common response and 5 points for each creative response.
- (3) Each of you has 7 cards. **You will take turns in order. After you give a response, you will place one of your cards in the container** (*point to container*).
- (4) Speak loudly and clearly. Once time begins, it will not be stopped.
- (5) You should not repeat a response that has already been given, and you are not allowed to skip your turn. If one member of the team is stuck, the team is stuck.
- (6) You will be finished when response time ends or when you have used all of your cards.
- (7) **Your problem is to give a response that includes a color. For example, you might say, "We walked on the yellow brick road" or, "Roses are red."**

(Repeat items in boldface. Begin by saying, "I repeat.")

Team's Copy

Verbal Spontaneous Problem: Colorful Language

- (1) You will have 1 minute to think and 4 minutes respond. You may ask the judges questions; however, time will continue. You may not talk to each other at any time.
- (2) You will receive 1 point for each common response and 5 points for each creative response.
- (3) Each of you has 7 response cards. You will take turns in order. After you give a response, you will place one of your cards in the container.
- (4) Speak loudly and clearly. Once time begins, it will not be stopped.
- (5) You should not repeat a response that has already been given, and you are not allowed to skip your turn. If one member of the team is stuck, the team is stuck.
- (6) You will be finished when response time ends or you have used all of your cards.
- (7) Your problem is to give a response that includes a color.

Coaching tips

- Coach your rule keeper to pick up the team copy and review. Including the score keeper if it is a different person

PAGE 2 – FOR JUDGE

C. FOR JUDGES ONLY:

1. Judges should discuss and practice solving the problem before the first team competes. You may make decisions that are uniform to each team.
2. Practice reading the problem out loud before the first team competes. When reading to the teams, judges should illustrate the problem by indicating items and portraying actions.
3. Place two copies of the Team's Copy of the problem in full view of all team members before reading the problem to them. They may use them as a reference.
4. Give each team member a set of seven unnumbered cards. Each set should be different from the others, such as different colors, or marked with different shapes, etc. Make sure team members surrender a card after each response.
5. Place a container within reach of all team members. Make sure it has an opening large enough and that it can hold all 35 cards.
6. If there are fewer than five team members, give only seven cards to each member. The other cards are not used. Be sure to indicate this on the scoresheet, i.e., "only 4 team members." (This will also change the total possible responses.)
7. Be sure to give exactly 1 minute to think and 4 minutes to respond. Timing is critical. Team members responding as time ends may finish and be scored.
8. Score: 1 point for each common response, 5 points for each creative response.
9. **Examples of Common Responses:**
 - ☺ *Commonplace object and color associations:* "A red rose"; "Yellow sun"; "Green grass"; "Black cats"; "Blue sky"; "White clouds"; "Yellow brick road"; "White picket fences"; "We stop at the red light"; "Yellow leaves."
10. **Examples of Creative Responses:**
 - ☺ *Unusual or humorous object and color associations:* "The yellow submarine"; "Pink cows make strawberry milk"; "We browned the meat to cook it."
 - ☺ *Including a color within another word:* "We marveled at the country's **greenery**"; "Bread tastes delicious"; "Stan likes comedy."
 - ☺ *Rhymes or puns involving color:* "The blue shoe"; "The red room filled me with dread"; "Pink drinks make me hyper."
 - ☺ *Using colors associated with emotions:* "He's green with envy"; "She's feeling blue"; "He was so angry he saw red."
 - ☺ *Using color as a different meaning:* "I read (red) the book"; "It's a shame you feel so blue"; "I wasn't ready (red 'e')"; "My favorite story is Snow White"; "My sister is in the Brownies"; "Jack Black is a good actor."

NOTE: If the team gives a response very similar to a previous one, count it as common. Do not ask team members to explain their answer, or to give a different response. You should ask a team member to repeat a response only if you did not hear it. Time continues.

- Teams would not see this information
- It includes directions for setup as well as examples of common and creative responses.

Coaching tips

- Coaching teams on time management and not to panic as time expires.
- Give common responses if time is near end.

HOW SPONTANEOUS SCORING IS CALCULATED

- The Spontaneous portion of the competition is worth up to 100 points. This amount is a calculation based on the team with the highest “raw” or actual score. The team with the highest raw score (in their specific problem and division) will receive 100 points. All other teams will receive a score based on their raw score compared to the high score.

Example: Three teams with the following raw and adjusted scores:

RAW Score	Calc Score
121	100.00
109	90.80
94	77.69

THE MATH:

$$\frac{121}{100} = \frac{109}{X}$$

$$X * 121 = 109 * 100$$

$$X = 90.08$$

Coaching tips

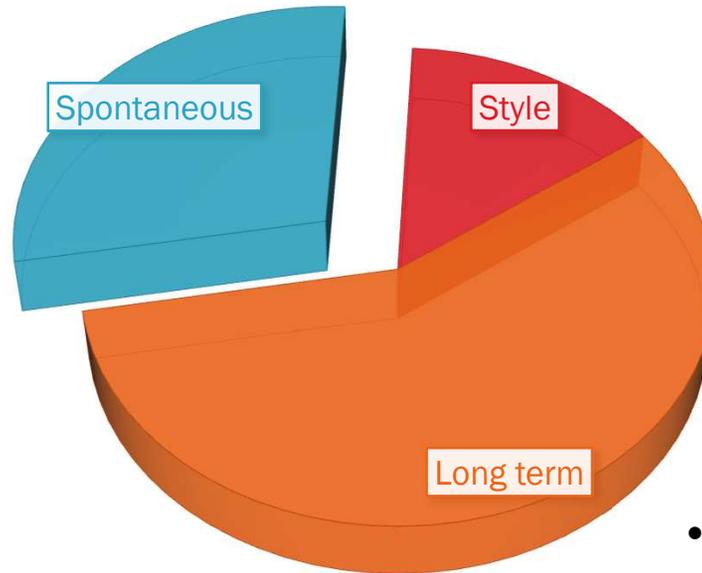
- Coach your score keeper to review the scoring on the team copy and engage the team on how to work to maximize the score
 - Sometimes the obvious is not the highest scoring solution

WHAT IS SPON WORTH?

100 Points

- On the Spot
- Anything Goes
- 3 Types
 - Verbal
 - Hands on
 - Hybrid

SCORE BREAK DOWN



50 Points

- Elaboration of Long-Term
- Pizzaz, Sparkle, Polish
- Team Chosen Elements

200 Points

- Specific Rules
- Open-Ended
- All Solutions Presented in Skit Form (8-min)

Coaching tips

- Jill Riggles award
- Don't forget spon. It is a large portion of the overall score.

THE SCORESHEET:

- This is a sample sheet judges use to score a team on verbal problems.
- Each judge may have a different number of creative and common responses
- These scores are placed onto a master sheet and averaged
- The number of total responses must match.

Coaching tips

- Coach teams to remind judges of their:
 - Team number
 - Membership name
 - And Division

ODYSSEY OF THE MIND TOURNAMENT SPONTANEOUS SCORESHEET

Verbal Problems

Long-Term Problem Full Circle Division I II III

INDIVIDUAL JUDGE'S SCORESHEET

Membership Name Holly Hills Sch. Membership Number 0673

City, State/Prov. Sewell, NJ

Judge JV

COMMON RESPONSES	CREATIVE RESPONSES
<p> </p> <p> .. </p>	<p> </p> <p> </p>
Total Common Responses <u>17</u>	Total Creative Responses <u>18</u>

TOTAL RESPONSES
(Add Total Common Responses and Total Creative Responses)

35

This number should be the same for all judges and should not exceed the amount of cards handed in.

ODYSSEY OF THE MIND TOURNAMENT
SPONTANEOUS SCORESHEET

Basket Shuffle

Hands-On

Long-Term Problem Unhinged Structure Division I II III

INDIVIDUAL JUDGE'S SCORESHEET

Membership Name Holly Hills Sch Membership Number 0763

City, State/Prov. Sewell, NJ

Judge SV

1. *Number of **1-pt** items in the basket. 6
2. *Number of **3-pt** items in the basket. 8
3. *Number of **5-pt** items in the basket. 4
4. *Number of **10-pt** items in the basket. 2
5. All items from Part I successfully used in the basket:
yes (10 pts) no (0 pts)
6. Creativity of team's solution (1-15 points) 12
7. How well team worked together (1-15 points) 13

*Number should be the same for all judges.

- This is a sample sheet the judges use to score a team on a Hands-on problem.
- Atrik items must match. These are cross checked.
- These scores are placed onto a master sheet and averaged
- There are subjective and objective scoring in this hands-on problem

Coaching tips

- Coaching teams on material management would benefit with hands-on problems.
 - Sometimes materials are scored

OTHER COACHING TIPS - CONTINUED

- Create spon problems to help solve the teams long term solution. Watch out for outside assistance.
- Spon problems can take a lot of time to set up. At each meeting try few quick questions:
 - * Name things you would find in a lake
 - * Name things you put on
 - * List things that are sweet
 - * Use random supplies from home to improvise non-traditional uses.
- Improvise non-traditional uses for various items
- What to do if they get stuck? 5-finger, look around the room, ask judge questions.
- Watch out for legacy problems.
 - * New problems no longer instruct judges to say duplicate, unclear, inappropriate response
 - * New problems no longer give 1 minute for team to decide who will perform problem
- New type of problem: Reference this [Spon example](#)



OTHER COACHING TIPS - CONTINUED

- During formal spon practice have the team members that sit out critique teams performance. Ask team:
 - * What they thought could have been done better?
 - * What when well?
 - * What would they do differently?
 - * Why they responded a certain way?
- Remind teams that Spon problems are top secret!
- Coach teams how to build a structure. What the basic requirements are for a structure
 - * Practice building structures out of common materials such as toothpicks, clay, paper cups, and just about anything you can find around the house
- Teach team members to listen. They should not “think ahead” and presume what the problem requires; they should listen carefully until the judge finishes reading the entire problem.



OTHER COACHING TIPS

- LISTEN CAREFULLY WHILE THE JUDGE READS THE PROBLEM. Teams should refer often to the written copy of the problem — they need to be sure to stay within the problem’s intent. If there is uncertainty about an aspect of a problem, team members may ask the judge(s) questions. Time will not be stopped, but a misunderstanding or wrong assumption can lead to a low score.
- Coach teams how to manage their time.
- Coach teams on speaking loud and clear. Judges are instructed to say “Please say that more loudly (or more clearly) I didn’t understand you.” but this takes time.
- Responses that are not understood by the judge will be scored as common.
- Practice and hold or join a scrimmage. We can help organize scrimmage.
- See [Dave’s Spontaneous Tips](#)



VIDEO EXAMPLE

- Although not administered the way I would expect CTOM judges to, this is a very good example of a spontaneous problem being administered and the team solving the problem. A few observations:
 - ☞ Notice how long it takes the team to pick up and read the team copy
 - ☞ The judge adds in “rules” instead of just reading exactly as given
 - ☞ The team works very well together
 - ☞ The team reviews the materials
 - ☞ The judge does a great job at offering positive feedback.
 - ☞ Other thoughts or observations?
- Here is the [YouTube video](#)

Coaching tips

- Use caution using online resources to teach the official rules. Be sure to read the program guide and understand the rules around spontaneous. They may change year to year. Coaching legacy information can cause confusion on competition day.

REFERENCE SLIDES





