



Embracing the Long-term Problem

[Spontaneous Resources](#)

[Creativity Practice Activities](#)

Suggested Materials:

Paper, Chart paper, Markers

Pencils, Sticky notes



Unit 2 of 8

Time	Activity
<i>Info for Coaches</i>	<p>Introduction The long-term problems fall into five general categories which are mechanical/vehicle, technical performance, classics, structure and performance. The specific problem criteria change each year. Through solving these problems, students actively gain skills and experience in various aspects of technology, engineering, history, the classics, and performance art.</p> <p>Looking closely at strengths as a team Each OM team is made up of a unique group of children who bring different talents to the table. In the past few weeks as you have gotten to know the team and they have gotten to know each other; the team members should have an idea of where their talents might be best used. For example, if a team is very verbal and enjoys acting/singing, they might be best suited for the “classics” type problem where scores generally hinge on performance quality. If the team is full of children who enjoy hands-on building and machine making, the “mechanical/vehicle” problem might be best suited for them. Prior to introducing the five problems, ask the team to complete the following activity to get them thinking about their strengths.</p>
15 min	<p>Verbal/Hands-on Problem Pretend your OM team is running for president. Make a poster, commercial, or something else that might advertise the talents and strengths you have as a team. Remember to think about and include all of your team members and where they excel.</p>
5 min	<p>Debrief/discussion: Have a recorder write down the strengths and talents that the team feels it possesses. Hang this up when you have meetings. Reference it often. Each OM team should showcase its unique talents with its long-term solution.</p>



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Time	Activity
45 min	<p>Looking closely at the problems</p> <p>As a coach you will want to help facilitate a discussion about the five different problems and help explain anything that the team doesn't understand. It can be helpful for you as the coach to have copies of the full problems to give out to the team as well as letting them read through the problem synopses listed on the Odyssey of the Mind website. The full problems, with all the scoring rubrics, are only available to the coach upon registering with the national OM organization. Tell the team that it should carefully read each problem while thinking about its strengths. How can the team best showcase those talents in a solution?</p>
15 min (if needed)	<p>If the team cannot agree on a problem</p> <p>Have the team brainstorm ideas for both problems that it is interested in. Either you as the coach can record ideas on chart paper or a team member can (depends on age of group). Go over the rules for brainstorming:</p> <ul style="list-style-type: none"><input type="checkbox"/> No judgment, anything goes!<input type="checkbox"/> Piggybacking is allowed<input type="checkbox"/> Goal is to have as many ideas as possible <p>After the brainstorming session, the team often has a better grip on one of the problems and provides more (practical) ideas for that problem. You might have the team members try to convince each other to choose a certain problem.</p>
5 min	<p>Closing Discussion and homework:</p> <p>Since the team should have chosen a long-term problem to work on, assign the team to work on brainstorming ideas. You could assign each team member to brainstorm about one aspect of the problem or you could divide the team up and have them each come up with ideas about different parts of the problem.</p> <p>Tip: A way to start brainstorming storylines or themes could be to ask the team to think about as many categories of things as they can. Categories of things lend themselves to a creative theme or idea that can fit into the long-term solution. Inanimate objects within a category can be given human-like traits to make them more interesting. Can you make a storyline out of different types of school supplies and how they might feel about a new school year?</p> <p>Tell each team member to come back next week with a list of ideas. The longer the list, the better.</p>

