

Scenario Performance (ScP)



Coach Information
2022-23



FPSPFI
FUTURE PROBLEM SOLVING PROGRAM
INTERNATIONAL

Scenario Performance Overview

What is Scenario Performance?

Designed to sustain oral storytelling traditions, Scenario Performance is ideally suited to students who prefer to showcase their creativity through verbal communication. Scenario Performance encourages students to enlarge ideas, enrich personal style, and predict accurate images of the future. The Performance is not written out in full; it is “told,” and should be more “natural” and “spontaneous” in nature. Whether presented for the camera or in front of a live audience, Performances should be creative and entertaining.

Scenario Performances **emphasize the characters within the story and the story itself**. Well-developed, engaging characters, intriguing plotlines, and captivating settings make for exemplary Performances. The ability to sing, dance, or act is more appropriately employed in the theater or drama club than in a Scenario Performance.

In Scenario Performance, students choose the FPS annual topic that interests them to make a prediction of the future (20-30 years from now), performing those predictions as though the future were the present. Futuristic concepts and trends are incorporated into the story, but a specific date is not required.

2022-23 Topics

E-Waste
Digital Realities
Robotic Workforce
Throw Away Society

Why Scenario Performance?



Scenario Performance is ideally suited to students who show thinking abilities in different ways, and particularly for those whose cultural heritage and/or learning styles prefer oral communication.

Scenario Performance is also ideal for developing thinking skills. Students should immerse the audience in their Performance, bring their characters to life, build suspense in their story, use their voice to portray the emotions of their character(s), and create a story that paints a picture of the future. A rubric-based authentic evaluation is provided for competitors, giving students tools for continuous growth.

What is the ideal way to get started with Scenario Performance?

The best way to become acquainted with Scenario Performance is to view and listen to sample Performances and storytelling presentations. A winning Scenario Performance video example is found [on FPSP's website](#).

Scenario Performance Overview

Who can participate in Scenario Performance?

Students may participate in Scenario Performance in three divisions (equivalent to grade levels in the USA):

- Junior (grades 4-6)
- Middle (grades 7-9)
- Senior (grades 10-12)

For students who participate in the Global Issues Problem Solving and/or Scenario Writing components of FPSPI, Scenario Performance can serve as an excellent complement to their work on any of the annual topics.

Scenario Performance is also a unique offering for students who do not participate in other components of FPSPI. The creative storytelling without written requirements may appeal to students. Scenario Performance can be used as a stand-alone activity by an FPS coach, a drama/debate teacher, a parent, or any instructor with students interested in narrative creation.

Scenario Performance Registration

Each Affiliate Program of FPSPI determines its processes and fees for registration and entries. Please contact your Affiliate Director for specific information. In any region where the Scenario Performance component is not offered by an Affiliate Program, please contact FPSPI's Competition Director, Kyla Mocharnuk (kyla@fpspi.org).

Affiliate Competition

Affiliate Programs may choose a live Performance competition or a submitted video competition.

Affiliate Directors will determine the submission method for individual Affiliate Programs. Please contact your Affiliate Director for specific information regarding registration and submission. To find an Affiliate, [visit our website](#).

International Competition

Champion Performers in each division at the Affiliate level are eligible to compete in the live Scenario Performance Competition at the annual International Conference (IC) each June. Performances at IC are based on the topic of the conference, which is announced on March 1 each year. Specific guidelines for this Scenario Performance Competition are announced approximately one month before IC, and topic sub-themes are released after IC registration closes. At IC, this is a live competition with an audience. If virtual competitions are necessary, this competition will take place via a video recording submitted on [FPSOnline](#).



Scenario Performance Content

The Scenario Performance component provides students an opportunity to tell an original story based on one of the topics for the current competition season, excluding the International Conference topic. Scenario Performance is about **storytelling**, not story **writing**. Scenario Performers develop a creative narrative to entertain and inform listeners as they portray awareness and imaginings of possible futures.

At the International Conference, this is a live competition with an audience. If virtual competitions are necessary, this competition will take place via a video recording submitted on [FPSOnline](https://www.fpspi.org/online).

2022-23 Topics

E-Waste
Digital Realities
Robotic Workforce
Throw Away Society

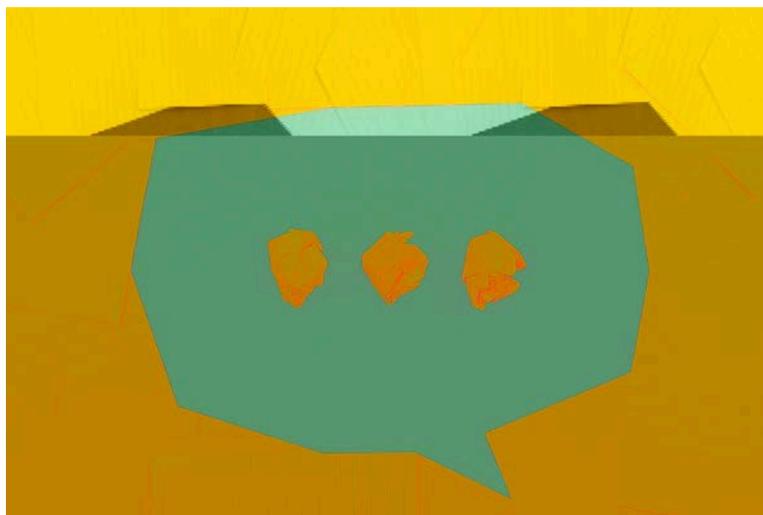
Relation to Topic

The Performance must have a **recognizable** relationship to one of the annual topics. Descriptors for the topics [are provided on the FPSPI website](https://www.fpspi.org/online). Summaries and research are found in the publication *Readings, Research, and Resources* that may be purchased at [fpspimart.org](https://www.fpspimart.org).

EVALUATION

Experienced evaluators consider the following elements during authentic assessment :

- Storytelling techniques
- Audience awareness
- Use of voice
- Development of story
- Characterization
- Creative thinking
- Connection to the topic
- Futuristic thinking



SCENARIO PERFORMANCE RULES

Performances should not exceed five minutes. Performances lasting more than 5 minutes may score lower in "Storytelling Technique" and "Development of Story" as they will not have told their entire narrative within the 5-minute time limit.

***Note:** No penalty is assigned for performances that last less than five (5) minutes. However, a short performance may be unable to convey the full meaning and development of the story and not earn top scores for various score sheet criteria.*

- Hand gestures and slight movements are appropriate for storytelling and often advance the story.
- "Acting," such as crouching, jumping, a character's dramatic death, running, or elaborate movements **are not** permitted.
- Performances are usually recorded for evaluators to review, so any extensive movement that takes the Performer out of the camera's frame is not appropriate.
- Performers may use a maximum of 10 (4x6 inch or size A6) cue cards.
- Props, costumes, theatrical makeup, or other materials beyond the use of voice **are not** permitted.
- Performers are not permitted to wear clothing that identifies any Affiliate Program.

Live Performances

During live Performance competitions, a timekeeper will signal Performers when only 30 seconds remain via a pre-determined signal. Another signal will indicate the 5-minute mark. At 5 minutes and 15 seconds, Performers will be stopped.

Recorded Performances

Recorded Performances will be evaluated up to the 5 minute mark. The recording must be continuous, with no cuts, edits, or movements of the camera location. The focus must remain constant with the camera focusing on either the head-and-shoulders or the full-body of the Scenario Performer, who may sit or stand. The location where the Performance is filmed is left to the discretion of the storyteller.

Each Scenario Performance submission must include a completed copy of the official FPSPI Publication Release & Statement of Authenticity.



Click <https://www.youtube.com/watch?v=Y3dYZQjxLg8> for a video introducing the 2022-23 topics. The links to Suggested Readings for each topic are found at <https://www.fpspi.org/2022-2023-topics/> !

Practice Problem 1: E-Waste

Electronic devices are often replaced with the latest version at an alarmingly fast pace. These constant upgrades add to e-waste, significantly impacting the environment and reducing natural resources while consumer demand is being met. Tens of millions of tons of such materials are discarded every year worldwide. Electronic products are full of hazardous substances such as toxic materials and heavy metals that can threaten humans, plants, animals. One method of disposal often employed by developed states is to offload e-waste to low-income countries for resale or demolition. This offloading places developing nations at greater risk of exposure to toxic chemicals and materials. Meanwhile the high rate of device upgrades in developed countries has significant consequences for both people and the environment.



What impact does planned disposal have on the amount of e-waste? What incentives can be developed to promote software upgrades for existing devices? As the appetite for ever-increasing technological devices continues, what are the implications for how we dispose of these devices? How can more effective and ethical responses to recycling and disposal policies be encouraged to protect human life and the global environment in the future?

Practice Problem 2: Digital Realities



Technologically, virtual reality is widespread and expanding its application through augmented, enhanced, mixed, and other forms of digital realities. The options and opportunities for its application appear boundless through the integration of 3-D images, gaming, computer-assisted instruction, equipment simulators, and entertainment platforms. The imposition of holographic images over real-world views have applications ranging from education, archaeology, and engineering, to sports training, video games, and artistic expression. The utilization of augmented reality technology is already making significant changes to the manufacturing industry.

What other industries will it revolutionize? The inclusion of haptic, visual, and auditory overlays can be both constructive and destructive to users. New opportunities are provided to individuals with disabilities. New treatments are made available to the ill. How will enhanced reality impact human interactions? Digital reality is constantly evolving with advantages for all fields. How will we deal with the fiscal, educational, and psycho-social issues that might arise?

Qualifying Problem: Robotic Workforce

Machines were developed to assist with dangerous and difficult jobs. At present, unskilled human labor is being replaced with robotics more quickly than at any time in history. Advancements of such machines move technology closer and closer to lights-out manufacturing. In countries with robust national safety nets, these changes are viewed as inevitable, and they have begun to explore new human employment concepts. Robotic workers often provide for human safety as in the case of bomb disposal. Laborers are fearful of how these looming employment changes and uncertain of how their work life will proceed. A robotic workforce's effects go beyond manufacturing as university-trained individuals such as lawyers and accountants are already being impacted by automation.



What will the human workforce of the future look like? Will specialized training and education be needed for a combined human and robotic workforce? What will our future work force look like? How will our future economy be impacted by robotics in the workforce?

Affiliate Bowl: Throw Away Society



Consumerism has promoted a 'throw-away' society – one in which people do not keep things for very long, preferring single-use and disposable items. This societal approach leads to overconsumption of short term items instead of durable goods that can be repaired. Widespread social influencing often encourages people to focus on the consumption, ownership, and display of material possessions to mark an individual's social status, identity, and standing. This impacts the environment, lifestyles, and distribution of wealth. Consumerism stretches the world's limited natural resources. Production is dictated

by consumer demand, and businesses try to provide consumers with a growing number of options, including branded goods, to stay afloat. Many products are often fads or are adapted and modified regularly to entice consumers to buy the upgrades despite already having durable ones. Constant upgrades are sought in an effort to achieve greater social standing through material possession instead of meaningful acts.

How can societies value all of their members while allowing for - and encouraging - individual perspectives and desires? What are the appropriate balances between local values and global aspirations for consumers?

Division:	Evaluator ID:	Competition:	Performer ID:												
	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY										
Storytelling Techniques: Effective pacing; unity/coherence of performance; appropriate transitional elements in performance; clear enunciation and pacing; effective use of time	<ul style="list-style-type: none"> • Enunciation and pacing impede understanding • Transitions are awkward and disrupt the flow of the story • Ineffective use of time hinders performance 	<ul style="list-style-type: none"> • Enunciation and pacing interfere with the performer's ability to communicate • Use of language imprecise • Weak transitional strategies • Ineffective use of time 	<ul style="list-style-type: none"> • Enunciation and pacing may interfere with the performer's ability to communicate • Simplistic story structure and use of language • Pauses in transition may impede the flow • Performance was completed within the time limit 	<ul style="list-style-type: none"> • Effective diction appropriate to the length and complexity of the performance • Story structure is controlled and varied, with use of language consistently acceptable and effective • Transitions enhance story • Performance was completed within the time limit 	<ul style="list-style-type: none"> • Excellent diction reflecting control of story structure and use of words • Story is clearly heard • Transitions are seamless and enhance the story flow • Performance made effective use of the time provided 										
Score	1	2	3	4	5										
Audience Awareness: Recognition of intended audience; attention to needs of the intended listener; communication with audience; engages the listener; motivation of listener to consider presented perspectives	<ul style="list-style-type: none"> • Storyteller demonstrates a limited awareness of the type of audience/listener to whom he/she is speaking 	<ul style="list-style-type: none"> • Storyteller demonstrates he/ she is aware of the type of audience/listener for whom he/she is telling, but fails to remain focused on them 	<ul style="list-style-type: none"> • Storyteller demonstrates some evidence of communication with audience/listener 	<ul style="list-style-type: none"> • Storyteller consistently demonstrates communication with the audience 	<ul style="list-style-type: none"> • Storyteller establishes and maintains a strong awareness of and communication with the audience throughout the performance 										
Score	1	2	3	4	5										
Use of Voice: Appropriate use and variation of tone; personal storytelling identity emerges through the use of voice; suitable range of tones	<ul style="list-style-type: none"> • No sense of who is telling the story • Little evidence of vocal techniques or descriptions to enliven story • Inappropriate and/or ineffective use of voice and language for audience 	<ul style="list-style-type: none"> • Voice somewhat formulaic/ informal or a list of facts • Some elements of personal style emerge in telling, but not fully developed • Some variety in expression evident, but not consistent • Voice inappropriate for audience or purpose at times • Difficult for listener to stay involved 	<ul style="list-style-type: none"> • Acceptable voice, but not strong or individual • Evidence of elements of style that give telling life/spirit • Effort made to vary sentences, but not sustained 	<ul style="list-style-type: none"> • Suitable voice consistent throughout telling • Clear, personal touch prevails • Elements of style uniquely mastered throughout • Storyteller's passion obvious • Audience drawn into storyline 	<ul style="list-style-type: none"> • Clear, distinctive personal touch prevails • Variety of tone techniques makes story lively/engaging • Stylistic nuances and elements uniquely mastered • Storyteller's passion contagious 										
Score	1	2	3	4	5	6	7	8	9	10					
Development of Story: Logical, justified development of plot, and story progression; relevant elaboration; related connections and reflections; idea development strategies; organization	<ul style="list-style-type: none"> • Ideas expressed are minimally developed with few or unrelated details • Short duration of story limits development • Performance is random, with little or no evidence of organization 	<ul style="list-style-type: none"> • Ideas expressed are generally not elaborated or details are repetitious • Minimal evidence of story organization 	<ul style="list-style-type: none"> • Ideas are developed and supported by elaborated and relevant details • Evidence of logical organization, but with lapses and/or a lack of coherence 	<ul style="list-style-type: none"> • Ideas are developed in depth and supported by elaborated details • Related connections and reflections are evident • Logical and coherent organization 	<ul style="list-style-type: none"> • Ideas are complex and supported by rich engaging and/or pertinent details • Strong evidence of analysis, reflection and/or insight • Careful and/or subtle organizational strategies demonstrated • May offer a positive resolution or hope for the future 										
Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Characterization: Central, identifiable, sustained character(s) (animate or inanimate) able to evoke emotional response from the listener	<ul style="list-style-type: none"> • No recognizable central character(s) • Weak character development 	<ul style="list-style-type: none"> • Central and identifiable character(s) exists, but needs further development 	<ul style="list-style-type: none"> • Sense of character(s) development evident throughout the story • Character(s) evokes little emotional response from audience 	<ul style="list-style-type: none"> • A strong sense of authentic character(s) • Many dimensions of personality are purposeful and understandable • Emotional response evoked 	<ul style="list-style-type: none"> • Authentic character developed with a dynamic nature that enhances the overall impact and effectiveness of the performance • Total sense of involvement with the character(s) is achieved 										
Score	1	2	3	4	5	6	7	8	9	10					

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
<p>Creative Thinking: Inventive, innovative, original, resourceful ideas</p> <p>Score</p>	<ul style="list-style-type: none"> Little to no integration of creative thinking Creative ideas disjointed/unfocused Perspectives/ outcomes predictable throughout <p>1</p>	<ul style="list-style-type: none"> More traditional ideas rather than inventive Creative ideas do not support plot Predictable storyline <p>2</p>	<ul style="list-style-type: none"> Evidence of creative thinking, going beyond the norm at times Relevant novel ideas present but may be unclear or unfocused Mostly predictable storyline with "sparks" of uniqueness <p>3</p>	<ul style="list-style-type: none"> Evidence of creative thinking Original/unusual details noticeable throughout the telling Unique or unusual ending, setting, conflict <p>4</p>	<ul style="list-style-type: none"> Strong portrayal of innovative, original ideas Use of unusual/creative details and vocabulary A unique and powerful experience provided for the listener <p>5</p>
<p>Connection to Topic: Narrowing the topic to establish and maintain a clear focus; research evident;</p> <p>Score</p>	<ul style="list-style-type: none"> Limited connection between the tale and the topic Minimal or no research evident <p>1</p>	<ul style="list-style-type: none"> Awareness of topic obvious, but fails to remain focused Evidence of some research <p>2</p>	<ul style="list-style-type: none"> Attempt at narrowing of topic, but lapses are evident Evidence of some research, but is not sustained throughout the performance Majority of the setting is in the future with some lapses <p>3</p>	<ul style="list-style-type: none"> Consistently focused on a topic throughout the performance Research evident throughout the performance <p>4</p>	<ul style="list-style-type: none"> Focus established with a strong connection to the topic throughout Strong portrayal of research enhances the story <p>5</p>
<p>Futuristic Thinking: Portrayal of futuristic information and trends, including futuristic ideas as well as technological inventions</p> <p>Score</p>	<ul style="list-style-type: none"> Story not set 20-30 years in the future Little or no development of futuristic trends; no projection into the future Inaccuracies evident in regard to futuristic setting <p>1</p>	<ul style="list-style-type: none"> Unclear setting or time period Evidence of more conventional ideas rather than futuristic Little evidence of futuristic trends related to the topic Natural progression into the future not portrayed <p>2</p>	<ul style="list-style-type: none"> Majority of setting is in the future with some lapses Evidence of futuristic concepts but not sustained throughout Random reference to futuristic trends Futuristic elements not clearly connected to story line <p>3</p>	<ul style="list-style-type: none"> Setting occurs at least 20-30 years in the future Relevant future trends integrated throughout Futuristic ideas connected to topic and storyline <p>4</p>	<ul style="list-style-type: none"> Setting occurs at least 20-30 years in the future Understanding of patterns/ trends and how they might evolve Strong portrayal of futuristic trends/predictions enhance the story <p>5</p>

Storytelling Techniques		<p>Topic: _____</p> <p>Time: _____</p> <p>Comments:</p>
Audience Awareness		
Use of Voice		
Development of Story		
Characterization		
Creative Thinking		
Connection to Topic		
Futuristic Thinking		
Total Score:	<input type="text"/>	

Scenario Performance Skills Aligned with Education Standards

The goal of Scenario Performance is to give students a creative and performance-based outlet to enlarge ideas, enrich personal style, and predict accurate images of the future. In creating their Performances, students are able to develop their thinking skills and enhance their creativity through storytelling, and fulfill many educational standards as well. ***Students work through experiences in creating rough drafts, editing, cutting, improving, seeking advice/feedback, in conjunction with critical self-reflection.*** The education standards addressed through Scenario Performance give a strong basis for the process of adapting, editing, and improving choices in the creative process.

Please note that these standard strands are meant to be approximate and not correspond to any one Affiliate. Please use this for reference and to align with the standards used by your school system or educational governing body.

SPEAKING and LISTENING

Comprehension

1. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
2. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
3. Explore ideas under discussion by drawing on readings and other information.

Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
3. Create oral presentations that maintain a clear focus, development of main ideas and themes that engage the audience.
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
6. Follow agreed-upon rules for presentation
7. Pose and respond to questions that probe reasoning and evidence; promote divergent and creative perspectives.
8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9. Demonstrate command of the conventions of standard English grammar and usage when speaking.



Scenario Performance Skills Aligned with Education Standards



READING (especially important to read/research from a variety of perspectives to have necessary background to create a meaningful narrative for Scenario Performances)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
5. Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject

Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse media and formats.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

Range of Reading and Level of Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.
2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

WRITING

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Clearly present a position in an introductory statement to an identified audience.
5. Support the position with qualitative and quantitative facts and details from various sources, including texts.
6. Use an organizational structure to group related ideas that support the purpose.
7. Use language appropriate for the identified audience.
8. Connect reasons to the position using words, phrases, and clauses.
9. Provide a concluding statement or section related to the position presented.

Research to Build and Present Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
4. Identify and acquire information through reliable primary and secondary sources.
5. Summarize and paraphrase important ideas and supporting details
6. Present the research information, choosing from a variety of sources



Scenario Performance Skills Aligned with Education Standards



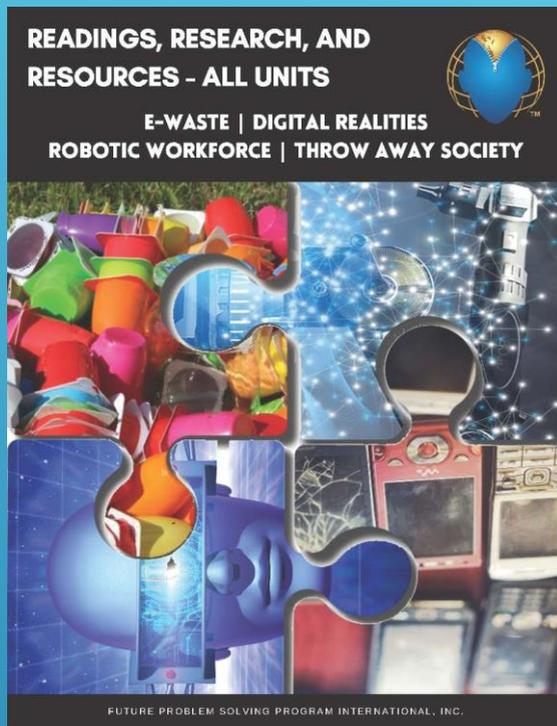
LANGUAGE
<p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none">1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<ol style="list-style-type: none">4. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.5. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase to be important to comprehension or expression.
LITERACY
<p>Key Ideas and Details</p> <ol style="list-style-type: none">1. Read closely to determine what the text says explicitly and to make logical inferences.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ol style="list-style-type: none">1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.3. Assess how point of view or purpose shapes the content and style of a text.4. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none">1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



Scenario Performance Essential Offerings

Available for purchase at www.fpspimart.org

Readings, Research, and Resources

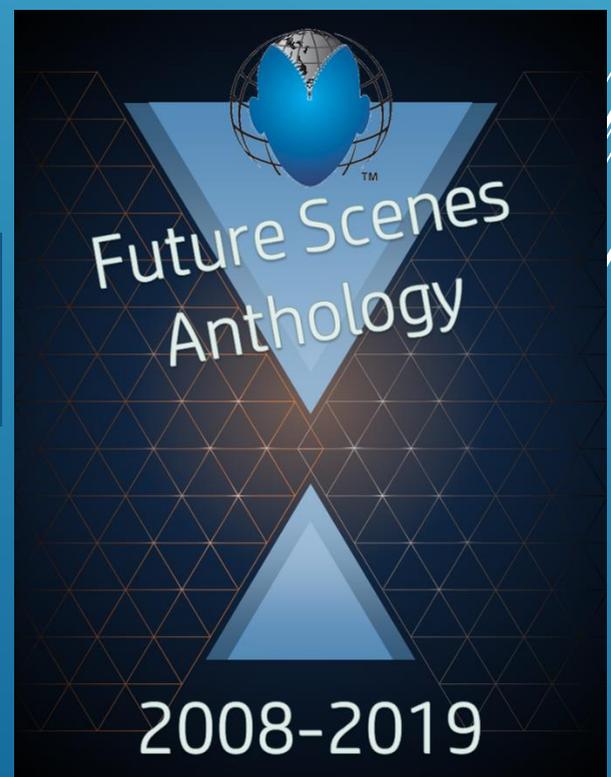


Provides essential background information on the topics for scenario writers and performers.

- Terms and Definitions
- Topic Overview
- Q&A
 - Includes narrative writing questions
- Article Summaries
- Digital Resources

Future Scenes Anthology

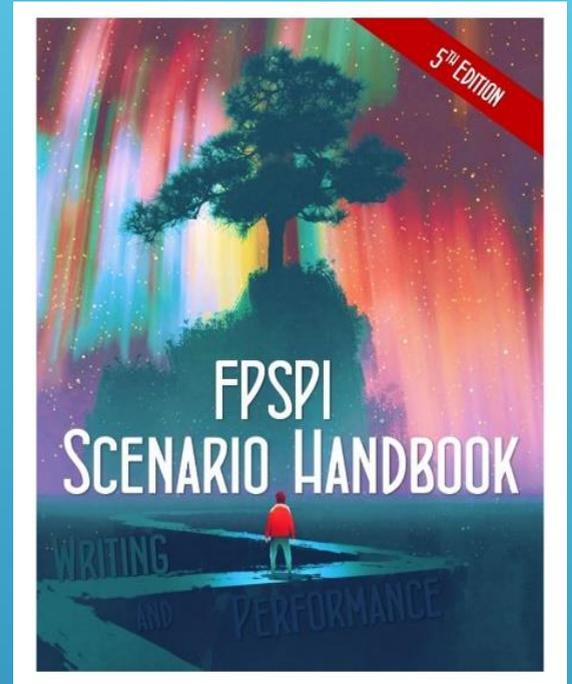
With Future Scenes from 2008-2019, Scenario Performers can find inspiration in these stories and topics!



Scenario Handbook

Designed to help teachers effectively guide students in Scenario Writing and Scenario Performance. This handbook was updated in 2018 to include new activities and information.

- Explanations of scenario development
- Classroom activities
- Award-winning student work



Available at www.fpspimart.org