Scenario Performance (ScP)

Coach Information
2023-24

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.

2023-24 Topics

Tourism
Urbanization
Antarctica
Autonomous Transportation

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 FPSPI'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 include topic sub-themes.

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 Rules 2023-24

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 story**telling**, 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.

2023-24 Topics

Tourism
Urbanization
Antarctica
Autonomous Transportation

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. Summaries and research are found in the publication *Readings, Research, and Resources* that may be purchased at 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
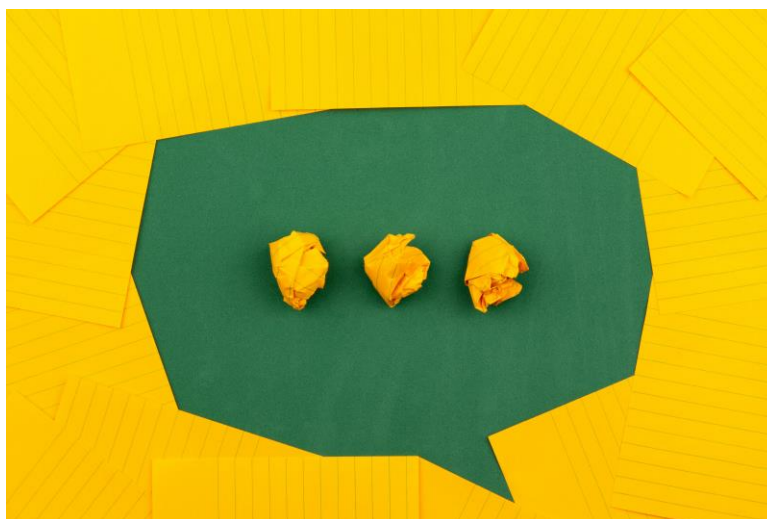
SCENARIO PERFORMANCE RULES
Performances should not exceed five minutes. Performances lasting more than 5 minutes may score lower in "Storytelling Technique" and "Development of Story" as they will not have told their entire narrative within the 5-minute time limit.

> **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.***

2023-24 Topics

Check out [this video](#) introducing the 2023-24 topics, as well as Suggested Readings to kickstart your research!

Practice Problem 1: Tourism

Tourism not only benefits host locales but those on holiday. Travel enriches their lives, expands their understanding of people and cultures, while also serving as a respite from daily life. The economic stability of such destinations depends on the sustainability of their tourist trade. As the popularity of such destinations grows, international corporations and developers typically flock to these growing places, trying to capitalize on the financial possibilities. There is money to be made in building hotels, restaurants, and in developing an area's growing tourism industry. As outside groups seek to attract tourists and the revenue they generate, locals often struggle to maintain their location's unique appeal and ability to support local venues. As this build-up occurs, local people can have their cultures exploited, lands destroyed, and their local businesses put in jeopardy. As the tourism sector grows and expands, we are seeing the expansion of the Special Interest (SIT) market - tourists wishing to match their vacations with their interests (e.g., ecotourism, wellness tourism, event tourism, ancestry tourism, etc.).

> How will changing forms and trends of tourism impact tourists and hosts alike? How can the advantages of expanding tourism be balanced with the protection of destinations?

Practice Problem 2: Urbanization

Today nearly half the world's population lives in an urban area. By 2050, that number is expected to reach 70% due to this increase in Urbanization. Urban areas and their large populations often hold power over governance, economic development, and international connectivity beyond their immediate regions. With proper planning, urban centers can provide educational and economic opportunities to residents not found elsewhere. However, they can also easily give rise to slums and increase income inequality. With growing footprints, cities are also struggling to provide basic needs, essential services, and safety. Future urban planners must address tough questions: What qualities in society should be valued most? What is fair and equitable? Whose interests will be served first? Planners must balance the speed of decision-making with the need for thoughtful, well-considered programs for development. As urban areas expand, how can we develop areas that are efficient, resilient, and inclusive?

> Future urban planners must address tough questions: What qualities in society should be valued most? What is fair and equitable? Whose interests will be served first? Planners must balance the speed of decision-making with the need for thoughtful, well-considered programs for development. As urban areas expand, how can we develop areas that are efficient, resilient, and inclusive?

Qualifying Problem: Antarctica

Antarctica, the highest, driest, coldest continent, has no permanent population and is governed by a collection of agreements between fifty-four countries. The Antarctic Treaty System designates the entire continent and surrounding waters for scientific endeavors, bans military activity, and promotes environmental research and preservation. Although Antarctica remains the most remote place on Earth, it is highly regulated and heavily impacted by activities around the globe. Parts of the continent are polluted by sewage, discarded machinery, fuel products, and rubbish. Antarctica is thought to be rich in minerals and resources, though an 'indefinite' ban on mining is in place through 2048. Antarctica also holds over 60% of the Earth's fresh water in an ice sheet that contains 90% of the Earth's total ice volume. As global temperatures rise, these are breaking apart and melting faster, endangering local wildlife and entire ecosystems.

> Without a consistent population or a sovereign state, Antarctica possesses a unique space within political, economic, and environmental crossroads. How can Antarctica be sustainably utilized yet simultaneously preserved to best benefit our global population?

Affiliate Bowl: Autonomous Transportation

Our transport needs, desires, and realities are rapidly changing due to global growth and increased connectivity. As modes of transportation continue to evolve, increasing levels of complexity and efficiency are pursued. What role will autonomous vehicles, cars, airplanes, ships, etc., which operate without human intervention, play in this pursuit? Their development continues to increase exponentially with advancing technological capabilities. Since all scenarios are not programmable, autonomous vehicles must learn and react. They do this by surveying their environment with multiple sensors and utilizing artificial intelligence (AI) to process vast amounts of data. Autonomous vehicles can deliver on demand, refuel, park, and store themselves. By creating a network of these vehicles, entire systems of transport could become autonomous, controlled by a central AI.

> How will the efficiency of autonomous vehicles affect the development of transportation, on land and sea, in the air, and possibly space? How will autonomous transport cope with unexpected risk situations and ethical decisions? In what ways will autonomous transport impact jobs, industries, infrastructure, and lifestyles?

Scenario Performance

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	• Enunciation and pacing impede understanding • Transitions are awkward and disrupt the flow of the story • Ineffective use of time hinders performance	• Enunciation and pacing interfere with the performer's ability to communicate • Use of language imprecise • Weak transitional strategies • Ineffective use of time	• 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	• 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	• 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	• Storyteller demonstrates a limited awareness of the type of audience/listener to whom he/she is speaking	• 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	• Storyteller demonstrates some evidence of communication with audience/listener	• Storyteller consistently demonstrates communication with the audience	• 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	• 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	• 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	• 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	• Suitable voice consistent throughout telling • Clear, personal touch prevails • Elements of style uniquely mastered throughout • Storyteller's passion obvious • Audience drawn into storyline	• 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	• 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	• Ideas expressed are generally not elaborated or details are repetitive • Minimal evidence of story organization	• Ideas are developed and supported by elaborated and relevant details • Evidence of logical organization, but with lapses and/or a lack of coherence	• Ideas are developed in depth and supported by elaborated details • Related connections and reflections are evident • Logical and coherent organization	• 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	• No recognizable central character(s) • Weak character development	• Central and identifiable character(s) exists, but needs further development	• Sense of character(s) development evident throughout the story • Character(s) evokes little emotional response from audience	• A strong sense of authentic character(s) • Many dimensions of personality are purposeful and understandable • Emotional response evoked	• 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

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	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Creative Thinking: Inventive, innovative, original, resourceful ideas	•Little to no integration of creative thinking •Creative ideas disjointed/ unfocused •Perspectives/ outcomes predictable throughout	•More traditional ideas rather than inventive •Creative ideas do not support plot •Predictable storyline	•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	•Evidence of creative thinking •Original/unusual details noticeable throughout the telling •Unique or unusual ending, setting, conflict	• Strong portrayal of innovative, original ideas • Use of unusual/creative details and vocabulary • A unique and powerful experience provided for the listener
Score	1	2	3	4	5
Connection to Topic: Narrowing the topic to establish and maintain a clear focus; research evident;	• Limited connection between the tale and the topic • Minimal or no research evident	• Awareness of topic obvious, but fails to remain focused • Evidence of some research	• 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	• Consistently focused on a topic throughout the performance • Research evident throughout the performance	• Focus established with a strong connection to the topic throughout • Strong portrayal of research enhances the story
Score	1	2	3	4	5
Futuristic Thinking: Portrayal of futuristic information and trends, including futuristic ideas as well as technological inventions	• 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	• 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	• 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	• Setting occurs at least 20-30 years in the future •Relevant future trends integrated throughout •Futuristic ideas connected to topic and storyline	• 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
Score	1	2	3	4	5

Storytelling Techniques		**Topic:**		**Time:**	
Audience Awareness		Comments:			
Use of Voice					
Development of Story					
Characterization					
Creative Thinking					
Connection to Topic					
Futuristic Thinking					
Total Score:		**Rank:**			

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

Vocabulary Acquisition and Use
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.

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

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.

Craft and Structure
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.

Integration of Knowledge and Ideas
1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Scenario Performance Skills Aligned with Education Standards

Scenario Performance also allows young performers the opportunity to develop themselves as learners as well as global citizens, ready to solve problems they may encounter throughout their lives.

ScP supports the acquisition of skills that are developed, encouraged, and assessed by many international education organizations.

Cambridge Learner Attributes
The five attributes are [Cambridge's] way of recognising that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment. Through their programmes, they help schools to develop Cambridge students who are: • Confident in working with information and ideas – their own and those of others • Responsible for themselves, responsive to and respectful of others • Reflective as learners, developing their ability to learn • Innovative and equipped for new and future challenges • Engaged intellectually and socially, ready to make a difference https://www.cambridgeinternational.org/why-choose-us/parents-and-students/in-class/the-cambridge-learner-attributes/

International Baccalaureate Learner Profile
The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. The profile aims to develop learners who are: • Inquirers • Knowledgeable • Thinkers • Communicators • Principled • Open-minded • Caring • Risk-takers • Balanced • Reflective https://www.ibo.org/benefits/learner-profile/

Scenario Performance Skills Aligned with Education Standards

International Society for Technology in Education

The International Society for Technology in Education (ISTE) has a student section of the ISTE Standards, which describes the skills and knowledge they need to thrive, grow and contribute in a global, interconnected and constantly changing society.

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

https://iste.org/standards

Programme for International Student Assessment (PISA)

Programme for International Student Assessment (PISA) assesses skills and knowledge of students worldwide and compares them internationally. PISA is a project of the Organisation for Economic Cooperation and Development (OECD).

PISA assesses the extent to which 15-year-old students near the end of their compulsory education have acquired the knowledge and skills that are essential for full participation in modern societies.

Some of the competencies measured by PISA are:
- Reading literacy: defined as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.
- Creative thinking: defined as the competence to generate diverse or creative ideas as well as to evaluate and improve ideas. Ideas can be effective solutions to real problems, advances in knowledge and effective expressions of the imagination. In any case, they are novel and useful.
- Global Competence: defined as the ability to deal with global and intercultural issues, to understand and appreciate different perspectives and viewpoints, interact respectfully and successfully with others, and work for the collective good and sustainable development.
- Problem Solving: defined as the cognitive ability to comprehend and solve problems which have no clear paths to a solution, therefore, reaching one's potential as a constructive and reflective citizen.

https://www.pisa.tum.de/en/pisa/home/

Essential Offerings
Publications to assist coaching and teaching Scenario Performance
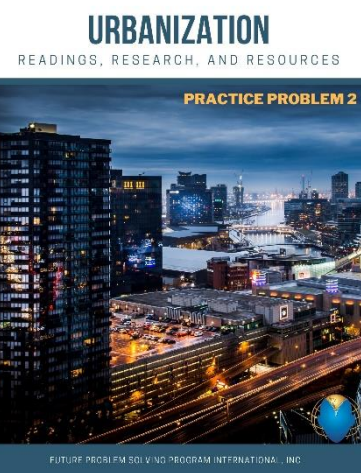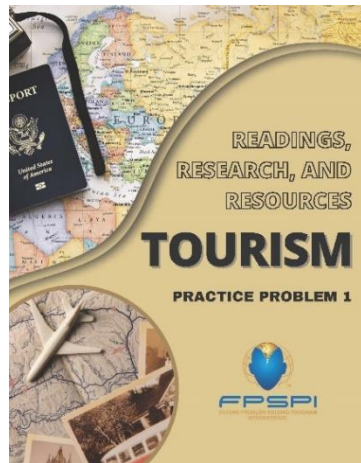
## Readings, Research, and Resources

Provides essential background information on the topics for Global Issues Problem Solvers, Scenario Performers, and Scenario Writers.

- Terms and Definitions to establish an early understanding of the topics
- Overview of the scope of the topic
- Questions to develop analytical skills
- Themes and Concepts to identify major trends
- Article summaries and resource links to articles, infographics, videos, and other digital media

Topic Activity Unit

A wide variety of activities designed to teach the topic and the FPS problem solving process. Lesson plans developed from best practices to integrate critical thinking.

- Research activities that use topic research to engage students with the six-step process
- Tools that explore how to generate or focus ideas
- Lessons that practice each of the six steps
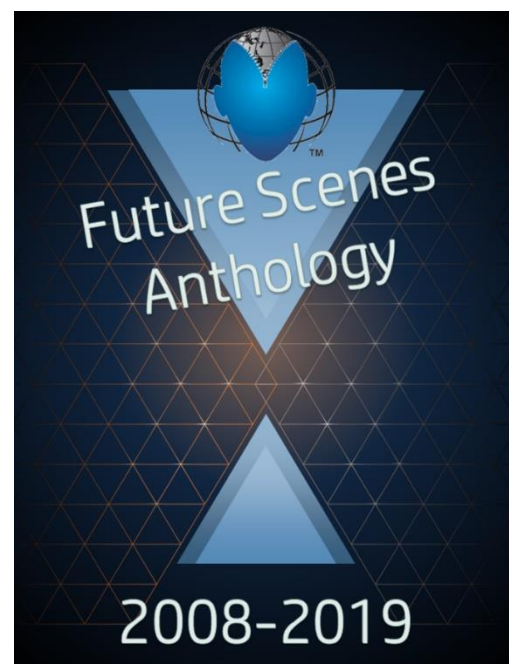- Metacognitive activities that allow students to think critically about their problem solving
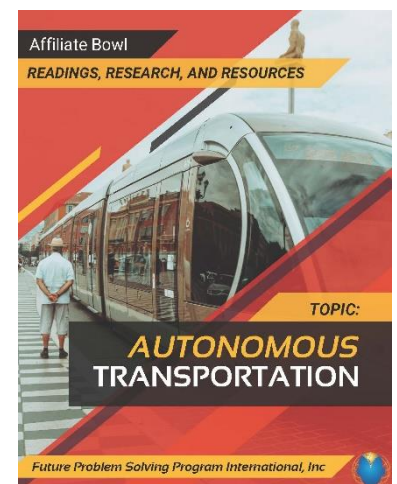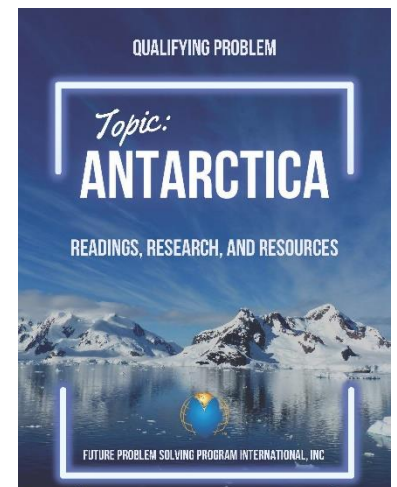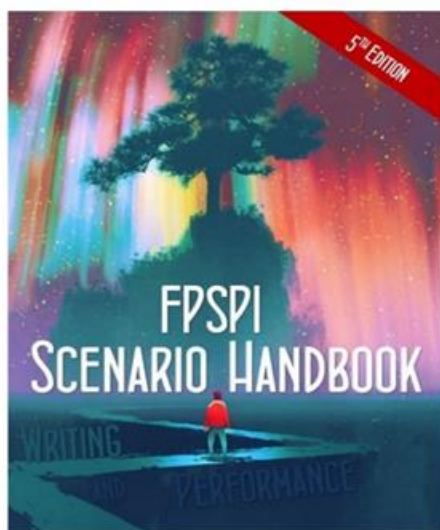
Available at www.fpspimart.org

Future Scenes Anthology

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

Scenario Handbook

Designed to help teachers effectively guide students in Scenario Writing and Scenario Performance.
- Explanations of Scenario development
- Classroom activities
- Award-winning student work