Scenario Writing (SW)

Coach Information
2023-24

FPSPI
FUTURE PROBLEM SOLVING PROGRAM
INTERNATIONAL

Scenario Writing Overview

What is Scenario Writing?

Scenario Writing is an individual competition in which students develop short stories related to one of FPSPI's four annual topics (EXCLUDING the prior season's International Conference topic). The story (1500 words or less) is set at least 20 years in the future and is an imagined but logical outcome of actions or events taking place in the world. More information can be found on FPSPI's website.

Why Scenario Writing?

To prepare students for the challenges of the 21st century, Future Problem Solving Program International teaches students to think critically, creatively, and futuristically. The Scenario Writing component of FPSPI strives to help students enlarge, enrich, and make their images of the future more precise while honing their creative writing skills. This competition provides students with greater awareness and imaginings about possible futures.

Participation in Scenario Writing provides opportunities for students to meet and exceed educational standards as they refine their writing skills. A rubric-based authentic evaluation is provided, giving students tools for continuous growth.

Who can participate in Scenario Writing?

Students may participate in Scenario Writing 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 Performance components of FPSPI, Scenario Writing can serve as an excellent complement to their work on any of the annual topics.

> Scenario Writing can be used as a stand-alone activity by an FPS coach, an English teacher, a parent, or any instructor with students interested in creative writing. Students who are enthusiastic about stories of the future may also be interested in the Scenario Performance component, which is an oral storytelling experience.

How can I get started with my students?

The best way to become acquainted with Scenario Writing is to read published Scenarios. See "Scenario Writing Essential Publications" for support materials available for purchase on FPSPI's website.

Scenario Writing Overview

Do students need to know the six-step problem solving process for Scenarios?

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2023-24 Topics

Tourism
Urbanization
Antarctica
Autonomous Transportation

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Both the Global Issues Problem Solving and Community Problem Solving components use the six-step problem solving process. Although knowing the process can help students think about the future and organize a storyline, it is not a prerequisite for Scenario Writing. Since Scenarios must relate to one of the annual topics, it is imperative that students complete background reading and research on their chosen topic.

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How much help should a coach give?

The student's writing must be original. As a coach, you may provide direct instruction on creative writing, read the student's work, ask questions that occur to you as a reader, and make general suggestions for improvement. Authors may receive assistance to correct spelling, grammar, and punctuation errors. Peer revision is a beneficial process. Automated writing tools (including AI) should only be used for proofreading or to spark ideas; all submitted work should be fully student-created.

Scenario Writing 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 an Affiliate Program does not offer the Scenario Writing component, please contact FPSPI's Competition Director, Kyla Mocharnuk (kyla@fpspi.org).

> **Affiliate Competition**
> Affiliates may use a "yearlong" option with two submissions or a "competitive" option with a single submission. With the yearlong option, the first submission is non-competitive and provides written feedback to guide the story's improvement. Check with your Affiliate Director for options and due dates.

International Conference

Scenario Writers in each division who win 1st place in their Affiliate Competitions are eligible to compete in the Scenario Writing Competition at the annual International Conference (IC) each June. Individual students will write a Scenario of 1000 words or less that uses the provided Future Scene as inspiration. The Scenario must fit within the Future Scene's parameters: TIME, PLACE, and TOPIC. The Future Scene was developed as a writing prompt for students to explore the IC topic.

Scenario Writing Content

The Scenario Writing component provides students an opportunity to tell an original story based on one of the topics for the current competition season. Scenario Writers develop a creative narrative to entertain and inform readers as they portray awareness and imaginings about possible futures.

Scenarios must take place at least 20 years in the future and be written as though the future were the present. It is a logical outgrowth of actions or events that took place earlier. Futuristic concepts and trends are incorporated into the Scenario, but a specific date is not required.

2023-24 Topics

Tourism
Urbanization
Antarctica
Autonomous Transportation

Relation to Topic

The Scenario 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:

- Creative Thinking
- Futuristic Thinking
- Idea Development
- Style/Voice
- Character Development
- Mechanics
- Topic-Related Research

Affiliate Level Scenario Writing Competition Rules

- The Scenario must not exceed 1500 words (excluding the title).
- Scenarios must be submitted in English.
  - If a story has originally been written in a language other than English, the 1500 maximum word count may be based on either the original language <u>or</u> the English translation, as determined by the student. (If the word count is based on another language, a copy of the Scenario in the original language must be submitted along with the English translation.)
- The title must appear at the top of the first page – in the header is ideal.
- The font must be 12pt and readable (no script).
- Scenarios must have a single author.
- The author must not put any identifying information into their Scenario, including their name, school, and Affiliate program.

Scenarios may be disqualified if any of these conditions are not met.

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?

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2023-24 Topics

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 Writing

Division: _____   Eval ID: _____   Title: _____   Scenario ID: _____

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Creative Thinking Author moves beyond obvious or common place 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 inventive thinking •Original/unusual details noticeable •Unique or unusual ending, setting, conflict	•Strong portrayal of innovative/ ingenious/novel ideas throughout writing •Unusual/imaginative details •Unique/powerful experience for the reader
Score	1 2	3 4	5 6	7 8	9 10
Futuristic Thinking Author looks beyond the trends of today into the possibilities of tomorrow	•Little or no development of futuristic trends; no projection into the future •Inaccuracies evident in regard to futuristic setting	•Evidence of more conventional ideas rather than futuristic •Little evidence of futuristic trends related to the topic •Natural progression into the future not portrayed	•Evidence of futuristic concepts but not sustained throughout •Random reference to futuristic trends •Futuristic elements not clearly connected to story line	•Relevant future trends integrated throughout the writing •Specialized terms/language noted •Futuristic ideas connected to topic and storyline	•Understanding of patterns/ trends and how they might evolve •Specialized terms/language related to the topic and storyline •Strong portrayal of futuristic trends/predictions enhancing the story
Score	1 2	3 4	5 6	7 8	9 10
Idea Development Author provides effective elaboration and organization of plot and story progression	•Ideas minimally developed/lacking details •No story line evident, or if present, illogical or unbelievable •Main idea unclear/disjointed •Reader left confused	•Ideas generally unelaborated or repetitive details •Some unrelated/illogical ideas; lacks effective plot development; little relationship to topic •Organization random or disjointed; hints at storyline but not developed	•Most ideas developed and supported by elaborated and relevant details •Understanding of plot development evident but narrow focus on topic; •Order easily followed, but transitions may be weak/formulaic •Logical organization, some lapses or lack of coherence	•In-depth ideas supported by elaborated details •Related connections/reflections evident along with insight into topic •Strong transitions; logical and coherent organization	•Complex ideas supported by rich, engaging, pertinent details •Strong evidence of analysis, reflection, insight exploring different aspects of the topic •Sophistication in organizational strategies •Readers attention captured
Score	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Style/Voice Author's characteristic way of writing determined by diction, imagery, tone, and choice of literary devices	•No sense of who is telling the story •Little evidence of literary techniques or descriptions to liven story •Sentences monotonous/repetitive •Inappropriate or incorrect word choice •Voice not suited to audience	•Distant voice; too formulaic/informal or a list of facts •Some elements of personal style, but not fully developed •Some sentence variety, but not consistent •Voice inappropriate for audience or purpose at times	•Acceptable voice but not strong or individual •Evidence of 'elements of style' that give writing life/spirit •Effort made to vary sentences but not sustained •Appropriate word choice •Evidence of established voice, but not sustained throughout; difficult for reader to stay involved	•Suitable voice/tone consistent throughout writing •Clear, personal touch; elements of style •Sentences vary in both structure and length •Appropriately advanced vocabulary •Writer's passion obvious; reader drawn into storyline	•Clear, distinctive personal touch; use of literary techniques makes text lively/engaging •Unique stylistic nuances and elements •Well crafted, varied sentence structure •Skillful use of vocabulary allowing reader to become emotionally involved •Reader motivated to reflect on purpose and consequences
Score	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Character Development Author creates distinct, identifiable character(s) who possess depth and personality	•No recognizable character(s) •More or less a report or essay	•Identifiable character(s) but further development needed •Difficult to make connection to character(s); character(s) stilted with no real purpose	•A sense of character development including thoughts and feelings throughout the scenario •Some connection to character(s) possible; inconsistent personalities often with irrelevant details	•Strong sense of authentic character(s); many dimensions of a personality evident, purposeful, and understandable •Insight, perspective, or empathy with character(s) possible •Sense of involvement with the character(s)	•Authentic character(s) with dynamic nature enhancing the overall impact and effectiveness of the writing •Character(s) evoke emotional response •Writer provides insight, perspective, and empathy with character(s) •Sense of involvement with the character(s) throughout
Score	1	2	3	4	5
Mechanics Author effectively communicates ideas with appropriate grammar, punctuation, capitalization, spelling, and word usage	•Many errors of grammar and punctuation •Errors invasive and distracting •More in draft form instead of edited and revised	•Grammar, punctuation, and/or spelling interfere with flow of story •Mechanical errors frequently interfere with understanding and/or enjoyment of story •Editing necessary	•Average number/type of errors for age group •Lack of attention to mechanics makes story more difficult to follow or affects meaning •Some editing necessary	•Few errors in grammar and punctuation relative to length and complexity of the writing •Good use of age-appropriate conventions •Evident editing	•Clear control of grammar and punctuation •Creative use of conventions to enhance meaning; license intentionally taken with some conventions to make a point; dialogue/dialect/slang, etc. •Carefully edited
Score	1	2	3	4	5
Topic Integration Author maintains connection to topic issues throughout the story	•Little to no knowledge of topic demonstrated; many inaccurate terms or facts used •Lack of appropriate topic knowledge makes story confusing	•Minimal research on topic; few relevant terms present; made-up/imagined facts •Topic information used not relevant to story	•Knowledge of topic obvious but inconsistent; terms or facts forced •Some uninteresting or inaccurate facts with little connection to story line	•Clear understanding of the topic connecting smoothly with storyline •Story enhanced by knowledge of the topic and topic terminology	•Knowledge of topic artfully blended with storyline •Knowledge of topic as well as an understanding of topic's futuristic trends
Score	1	2	3	4	5

Totals:

Creative Thinking:	Character Development:
Futuristic Thinking:	Mechanics:
Idea Development:	Research:
Style/Voice:	

Word Count (1500 or less): ☐

Relation to approved topic: ☐

Rank ☐   Total Score ☐

Comments:

Scenario Writing Skills Aligned with Education Standards

The Scenario Writing component of FPSPI strives to help students enlarge, enrich, and make more accurate their images of the future, while honing their creative writing skills. Participation in Scenario Writing provides opportunities for students to meet and exceed educational standards as they refine their writing skills. Please see the following chart for details.

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.

READING and LITERACY

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing to support conclusions drawn from the text.
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
4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. 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.
8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
9. Read and comprehend complex literary and informational texts independently and proficiently.

LANGUAGE and VOCABULARY

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.

WRITING

Text Types and Purposes
1. Write texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge
5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
7. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Scenario Writing Skills Aligned with Education Standards

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

SW 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 Writing 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
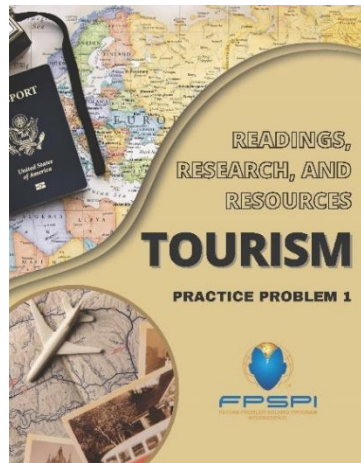
Readings, Research, and Resources
Provides essential background information on the topics for Global Issues Problem Solvers, Scenario Performers, and Scenario Writers.

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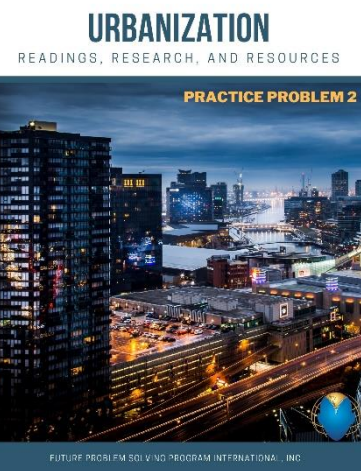
Topic Activity Unit
A wide variety of activities designed to teach the topic and the FPS problem solving process. Lesson plans developed from best practices to integrate critical thinking.

- 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
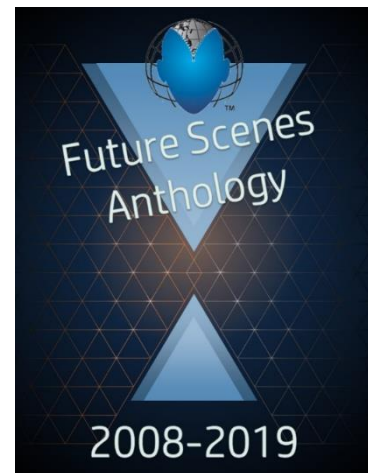- Metacognitive activities that allow students to think critically about their problem solving
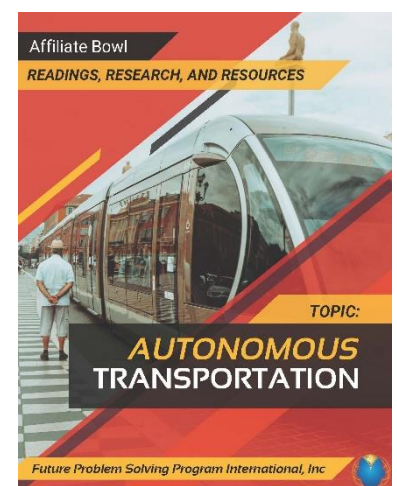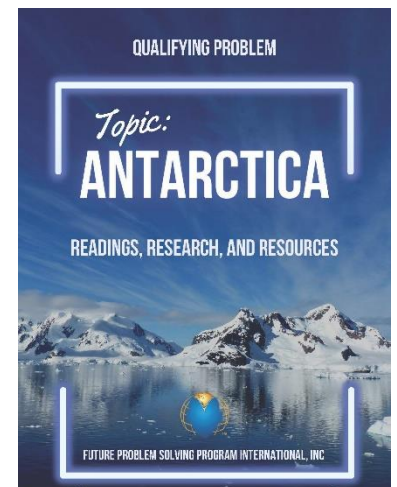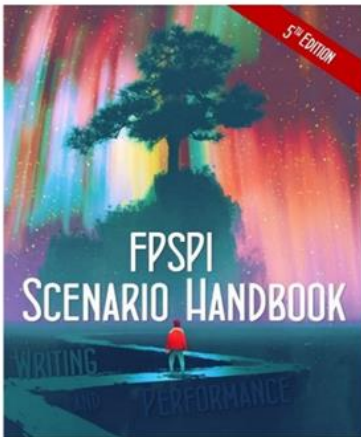
Available at www.fpspimart.org

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

Into the Future: A Kid's Guide to the Process of Scenario Writing

Guides students through the Scenario Writing process.
- Explore topic selection
- Learn research techniques
- Discover how to infuse futuristic ideas into Scenarios
- Practice the creative writing process