

# *Scenario Writing (SW)*



*Coach Information*  
*2022-23*



**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 21<sup>st</sup> 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?

### 2022-23 Topics

E-Waste  
Digital Realities  
Robotic Workforce  
Throw Away Society

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.

## 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.

## 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](mailto: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 1<sup>st</sup> 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.



# Affiliate Level Scenario Writing Competition Rules and Regulations 2022-23



## 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.

### 2022-23 Topics

E-Waste  
Digital Realities  
Robotic Workforce  
Throw Away Society

### 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](https://www.fpspi.org). Summaries and research are found in the publication *Readings, Research, and Resources* that may be purchased at [fpspimart.org](https://www.fpspi.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 or 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.**

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, and 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?

FPSPI Scenario Score Sheet

Evaluator ID: \_\_\_\_\_ Round: \_\_\_\_\_

Division: \_\_\_\_\_ Scenario ID: \_\_\_\_\_

Title: \_\_\_\_\_

|                     | BEGINNING  | DEVELOPING   | PROFICIENT  | STRONG   | EXEMPLARY  |
|---------------------|--|--|---|--|--|
| Creative Thinking   | <ul style="list-style-type: none"><li>Little to no integration of creative thinking</li><li>Creative ideas disjointed/unfocused</li><li>Perspectives/outcomes predictable throughout</li></ul>   | <ul style="list-style-type: none"><li>More traditional ideas rather than inventive</li><li>Creative ideas do not support plot</li><li>Predictable storyline</li></ul>  | <ul style="list-style-type: none"><li>Evidence of creative thinking going beyond the norm at times</li><li>Relevant novel ideas present but may be unclear or unfocused</li><li>Mostly predictable storyline with ‘sparks’ of uniqueness</li></ul>  | <ul style="list-style-type: none"><li>Evidence of inventive thinking</li><li>Original/unusual details noticeable</li><li>Unique or unusual ending, setting, conflict</li></ul>   | <ul style="list-style-type: none"><li>Strong portrayal of innovative/ingenious/novel ideas throughout writing</li><li>Unusual/imaginative details</li><li>Unique/powerful experience for the reader</li></ul>  |
|                     | 1 2  | 3 4  | 5 6   | 7 8  | 9 10   |
| Futuristic Thinking | <ul style="list-style-type: none"><li>Little or no development of futuristic trends; no projection into the future</li><li>Inaccuracies evident in regard to futuristic setting</li></ul>  | <ul style="list-style-type: none"><li>Evidence of more conventional ideas rather than futuristic</li><li>Little evidence of futuristic trends related to the topic</li><li>Natural progression into the future not portrayed</li></ul>   | <ul style="list-style-type: none"><li>Evidence of futuristic concepts but not sustained throughout</li><li>Random reference to futuristic trends</li><li>Futuristic elements not clearly connected to storyline</li></ul>   | <ul style="list-style-type: none"><li>Relevant future trends integrated throughout the writing</li><li>Specialized terms/language noted</li><li>Futuristic ideas connected to topic and storyline</li></ul>  | <ul style="list-style-type: none"><li>Understanding of patterns/ trends and how they might evolve</li><li>Specialized terms/language related to the topic and storyline</li><li>Strong portrayal of futuristic trends/ predictions enhancing the story</li></ul>   |
|                     | 1 2  | 3 4  | 5 6   | 7 8  | 9 10   |
| Idea Development    | <ul style="list-style-type: none"><li>Ideas minimally developed/lacking details</li><li>No storyline evident or if present, illogical or unbelievable</li><li>Main idea unclear or disjointed</li><li>Reader left confused</li></ul>   | <ul style="list-style-type: none"><li>Ideas generally unelaborated or repetitious details</li><li>Some unrelated/illogical ideas; lacks effective plot development; little relationship to the topic</li><li>Organization random or disjointed; hints at storyline but not developed</li></ul> | <ul style="list-style-type: none"><li>Most ideas developed and supported by elaborated and relevant details</li><li>Understanding of plot development evident but narrow focus on topic</li><li>Order easily followed, but transitions weak/formulaic</li><li>Logical organization; some lapses or lack of coherence</li></ul>  | <ul style="list-style-type: none"><li>In-depth ideas supported by elaborated details</li><li>Related connections/reflections evident along with insight into topic</li><li>Strong transitions; logical and coherent organization</li></ul>   | <ul style="list-style-type: none"><li>Complex ideas supported by rich, engaging, pertinent details</li><li>Strong evidence of analysis, reflection, insight exploring different aspects of the topic</li><li>Sophistication in organizational strategies</li><li>Reader’s attention captured</li></ul>   |
|                     | 1 2 3  | 4 5 6  | 7 8 9   | 10 11 12   | 13 14 15   |
| Style/Voice         | <ul style="list-style-type: none"><li>No sense of who is telling the story</li><li>Little evidence of literary techniques or descriptions to liven story</li><li>Sentences monotonous/repetitive</li><li>Inappropriate or incorrect word choice</li><li>Voice not suited to the audience</li></ul> | <ul style="list-style-type: none"><li>Distant voice; too formulaic/informal or a list of facts</li><li>Some elements of personal style, but not fully developed</li><li>Some sentence variety, but not consistent</li><li>Voice inappropriate for audience or purpose at times</li></ul>       | <ul style="list-style-type: none"><li>Acceptable voice but not strong or individual</li><li>Evidence of ‘elements of style’ that give writing life/spirit</li><li>Effort made to vary sentences, but not sustained</li><li>Appropriate word choice</li><li>Evidence of established voice, but not sustained throughout; difficult for reader to stay involved</li></ul> | <ul style="list-style-type: none"><li>Suitable voice consistent throughout writing</li><li>Clear, personal touch; unique elements of style</li><li>Sentences vary in both structure and length</li><li>Appropriately advanced vocabulary</li><li>Writer’s passion obvious; reader drawn into storyline</li></ul> | <ul style="list-style-type: none"><li>Clear, distinctive personal touch; use of literary techniques throughout writing makes text lively/engaging</li><li>Unique stylistic nuances and elements</li><li>Well crafted, varied sentence structure</li><li>Skillful use of vocabulary allowing reader to become emotionally involved</li><li><u>Reader motivated to reflect on purpose and consequences</u></li></ul> |
|                     | 1 2 3  | 4 5 6  | 7 8 9   | 10 11 12   | 13 14 15   |

Word Count 1500 or less? ☐ Yes ☐ No

Relation to approved topic: ☐ Yes ☐ No

|                        | BEGINNING   | DEVELOPING   | PROFICIENT  | STRONG   | EXEMPLARY   |
|------------------------|---|--|---|--|---|
| Character Development  | <ul style="list-style-type: none"><li>No recognizable character(s)</li><li>More or less a report or essay</li></ul>   | <ul style="list-style-type: none"><li>Identifiable character(s), but further development needed</li><li>Difficult to make connection to character(s); character(s) stilted with no real purpose</li></ul>                                | <ul style="list-style-type: none"><li>A sense of character development including thoughts and feelings throughout the scenario</li><li>Some connection to character(s) possible; inconsistent personalities often with irrelevant details</li></ul> | <ul style="list-style-type: none"><li>Strong sense of authentic character(s); many dimensions of a personality evident, purposeful, and understandable</li><li>Insight, perspective, <u>or</u> empathy with character(s) possible</li><li>Sense of involvement with the character(s)</li></ul> | <ul style="list-style-type: none"><li>Authentic character(s) with dynamic nature enhancing the overall impact and effectiveness of the writing</li><li>Character(s) evoke emotional response</li><li>Writer provides insight, perspective, <u>and</u> empathy with character(s)</li><li>Sense of involvement with the character(s) throughout</li></ul> |
|                        | 1   | 2  | 3   | 4  | 5   |
| Mechanics              | <ul style="list-style-type: none"><li>Many errors of grammar and punctuation</li><li>Errors invasive and distracting</li><li>More in draft form instead of edited and revised</li></ul>             | <ul style="list-style-type: none"><li>Grammar, punctuation, and/or spelling interfere with flow of story</li><li>Mechanical errors frequently interfere with understanding and/or enjoyment of story</li><li>Editing necessary</li></ul> | <ul style="list-style-type: none"><li>Average number/type of errors for age group</li><li>Lack of attention to mechanics makes story more difficult to follow or affects meaning</li><li>Some editing necessary</li></ul>                           | <ul style="list-style-type: none"><li>Few errors in grammar and punctuation relative to length and complexity of the writing</li><li>Good use of age-appropriate conventions</li><li>Editing evident</li></ul>   | <ul style="list-style-type: none"><li>Clear control of grammar and punctuation</li><li>Creative use of conventions to enhance meaning; license intentionally taken with some conventions to make a point; dialogue/dialect/slang, etc.</li><li>Carefully edited</li></ul>   |
|                        | 1   | 2  | 3   | 4  | 5   |
| Topic Related Research | <ul style="list-style-type: none"><li>Little to no knowledge of topic demonstrated; many inaccurate terms or facts used</li><li>Lack of appropriate topic knowledge makes story confusing</li></ul> | <ul style="list-style-type: none"><li>Minimal knowledge of topic; few relevant terms present; made-up or imagined facts</li><li>Topic information used not relevant to story</li></ul>   | <ul style="list-style-type: none"><li>Knowledge of topic obvious but inconsistent; terms or facts forced</li><li>Some uninteresting or inaccurate facts with little connection to story line</li></ul>  | <ul style="list-style-type: none"><li>Clear understanding of the topic connecting smoothly with storyline</li><li>Story enhanced by knowledge of the topic and topic terminology</li></ul>   | <ul style="list-style-type: none"><li>Knowledge of topic artfully blended with storyline</li><li>Knowledge of topic as well as an understanding of topic’s futuristic trends</li></ul>  |
|                        | 1   | 2  | 3   | 4  | 5   |

Comments:

Totals:

Creative Thinking

Futuristic Thinking

Idea Development

Style/Voice

Character Development

Mechanics

Research

Total Score:

Rank:



# 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

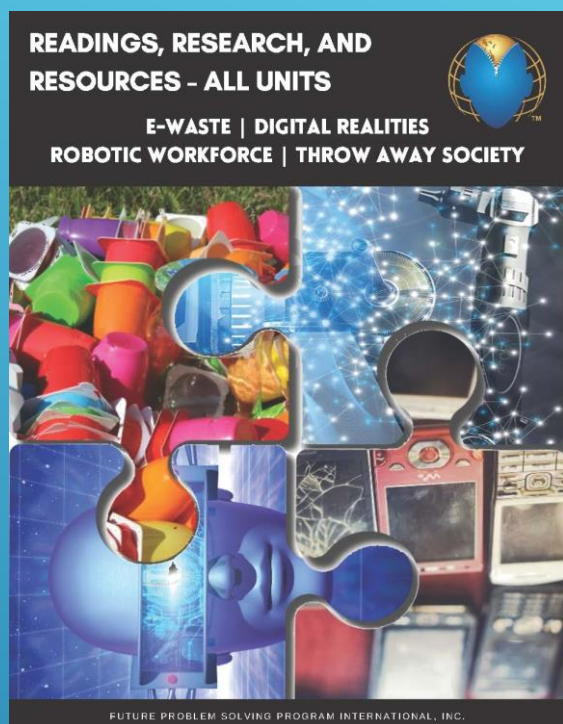
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



# Scenario Writing Essential Offerings

Available for purchase at [www.fpspimart.org](http://www.fpspimart.org)

## Readings, Research, and Resources

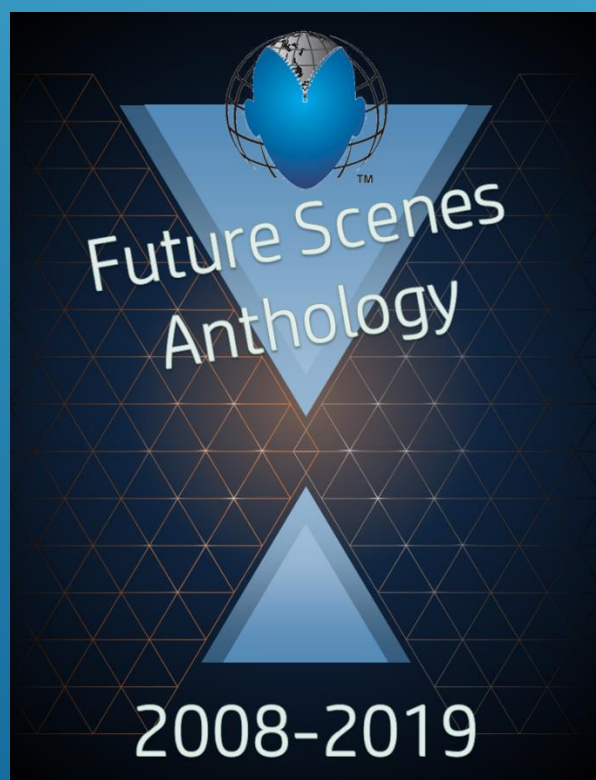


Provides essential background information on the topics for scenario writers and performers.

- 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!

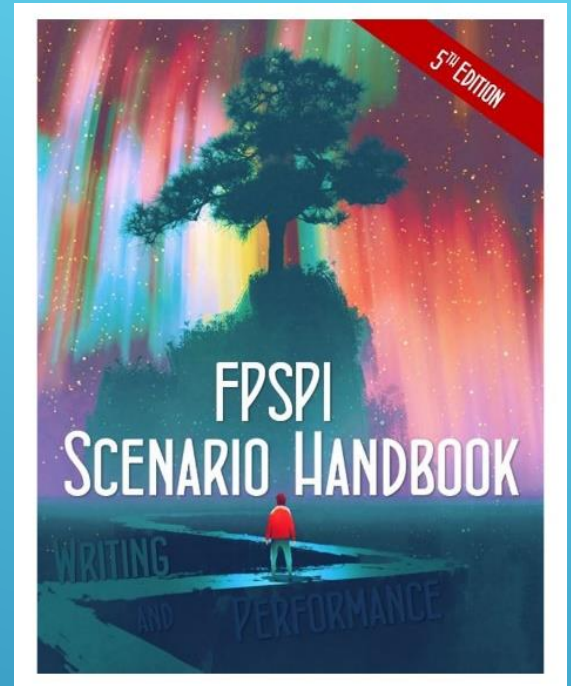


# Scenario Writing Essential Offerings

## 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 the future into Scenarios
- Practice the creative writing process

