

# FPS BEGINNING COACHES TRAINING

Part I

Forming Your Team

Reading the Future Scene

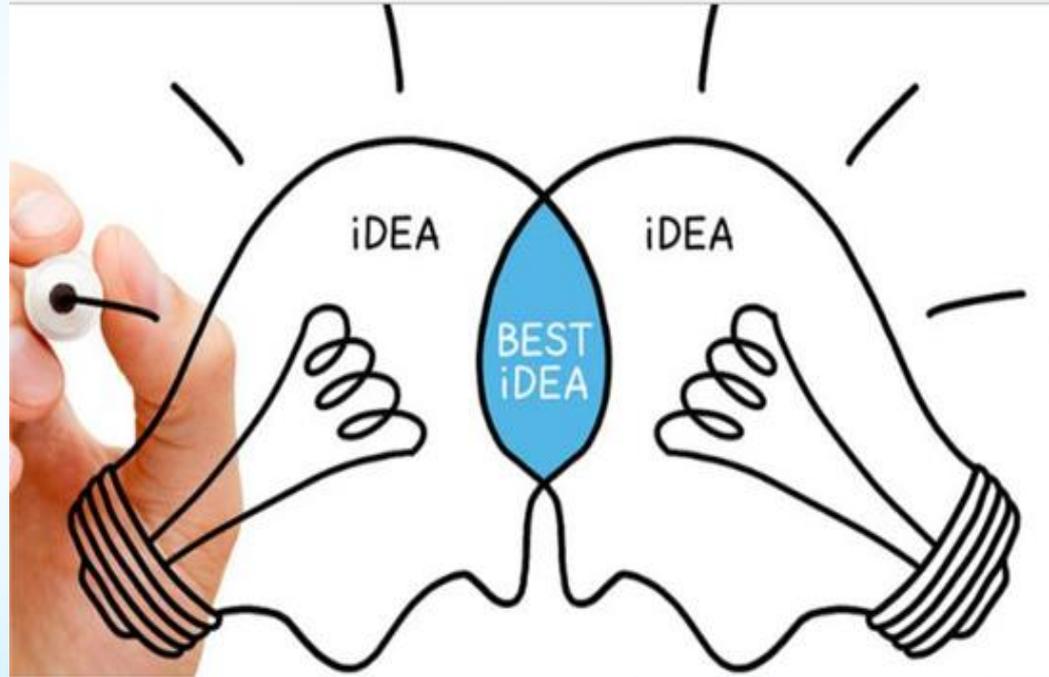
Writing Challenges

Spring 2020

# THE CREATIVE FUTURE PROBLEM SOLVING MODEL

## A Brief Overview:

1. Identify challenges
2. Select an underlying Problem
3. Produce Solutions
4. Generate and Select Criteria
5. Apply Criteria to Solution Ideas
6. Develop an Action Plan



# FPS AND THE COMMON CORE

The Future Problem Solving program aligns with:

- ▶ Common Core State Standards initiative
- ▶ 21st Century Skills
- ▶ STEM
- ▶ National Association for Gifted Children Gifted Education Programming Standards

For additional information:

Contact FPSPI at [mail@fpspi.org](mailto:mail@fpspi.org) or at [www.fpspi.org](http://www.fpspi.org) Phone: 321-768-0074

# TEAM FORMATION



# WHAT MAKES A SUCCESSFUL TEAM?

Select your team by:

1. By ability grouping
2. Two boys and two girls, a balanced group
3. All boys or all girls
4. Creative thinkers and critical thinkers
5. Fast thinkers and slow processors
6. Random selection
7. Let students self select their team

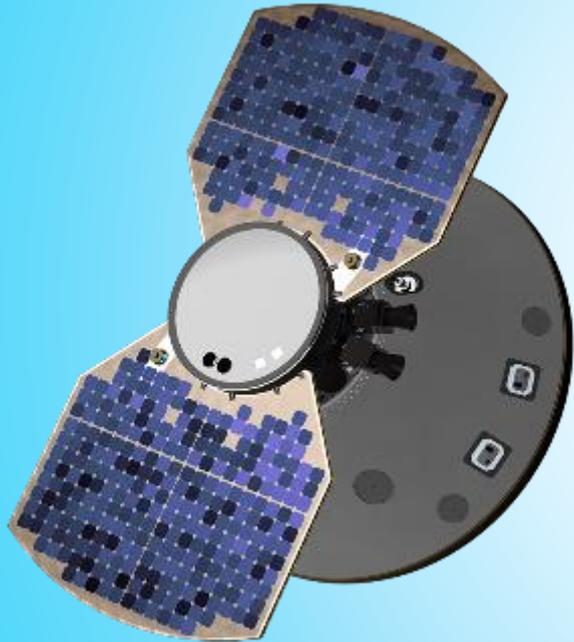
Any one of these methods can be used to select a team. With practice, you will know which method works best for you.

# HOW DO YOU FORM A SUCCESSFUL TEAM? (ONE POSSIBLE WAY)

Try this:

- ▶ Explain to your students that you are trying to select groups. Have them choose one of the following activities that they might like to do the most.
  - ▶ 1. Watch a movie or TV.
  - ▶ 2. Visit a theme park or a zoo.
  - ▶ 3. Organize a scavenger hunt.
  - ▶ 4. Rappel down a cliff or zip line across a canyon.
- ▶ Make sure that you don't select a team that has all four members selecting the same activity. Students who think differently make the best team members.
- ▶ When you group students, if you can, try to put a risk taker in every group (A student who chose #4).

# TOPICS FOR 2020-21



- ▶ **Problem #1 Youth in Competitive Sports**
- ▶ **Problem #2 Wearable Technology**
- ▶ **QP: Human Environmental Impact**
- ▶ **SB Personalized Medicine**
- ▶ **IC: Announcement March 1, 2021**

# ALUMNI AFFIRMATION

The skills I gained while participating in Future Problem Solving throughout middle and high school help me in my daily life as an Emergency Medicine doctor. Not only am I able to pick through the patient's story (future scene) to find the relevant symptoms (challenges) and select the most important underlying reason for their visit to our department (main underlying problem), I also apply the same process during administrative meetings. Emergency departments are constantly dealing with crises, from large unexpected influxes of patients to electronic medical record outages. Future Problem Solving prepared me to work with multidisciplinary teams to combat these issues.

*Nicole Hodgson, MD*  
Emergency Medicine, Mayo Clinic  
Washington State FPS

# A BLANK BOOKLET FOR YOU TO WORK ON

- ▶ A blank Team booklet can be found under the Resources for Coaches tab at [wafps.org](http://wafps.org)
- ▶ Note that a complete Team booklet contains 16 challenges and 16 solutions.
  
- ▶ In order for the evaluator to give your team effective feedback on their booklet, it should be:
  - ▶ Legible
  - ▶ Complete
  - ▶ In order
  - ▶ Include the registered team number on every page

# STEP 1: THE FUTURE SCENE AND IDENTIFY CHALLENGES



# THE FUTURE SCENE

- ▶ Critically reading the Future Scene (FS) is a vital component for a team to be successful at FPS.
- ▶ Read it
- ▶ Identify the charge (often found at the end of the FS)
- ▶ Underline or highlight the challenges stated in the FS
- ▶ Discuss the topic parameters (the topic, the time, the place)

# SAMPLE FUTURE SCENE

- ▶ 2010 State Bowl—*Food Distribution* handout (available at [wafps.org](http://wafps.org))
- ▶ Read through it. Identify the charge. Underline or highlight the challenges presented. Find the parameters (the topic, the place and the time).
- ▶ Think about how you would help your students as they do exactly this.
- ▶ What challenges do you see your students struggling with as they read this Future Scene?

# CHALLENGES

- ▶ A good challenge will identify a cause and effect relationship and possible consequences.
- ▶ Cause
- ▶ Effect
- ▶ Consequences

# PRACTICE WRITING CHALLENGES

- ▶ Using the *Food Distribution Future Scene*, write three challenges that you think are issues related to the Future scene.
- ▶ **Example challenge:** Because Poseidon has a virtual monopoly on the global seafood market, local fishermen may be put out of work as the cost to catch fish may be greater than the value of the catch.
- ▶ **Example challenge:** Because the marine ecosystem is very fragile, overfishing of large edible species may result in the destruction of the marine food chain as there may be too many little fish and not enough large predators to control their number.

# CHALLENGES CONTINUED

A challenge may score a YES in challenges, even if written at a novice level of clarity.

Example: (from Healthy Living (PP#1 2010)):

**Good:** Since California requires all teenagers to participate in an in-depth series of tests that bring forth a set of specific measurements of physical, psychological, and social characteristics, there may be a strong potential for misuse of that information. (High score in clarity and focus)

**Novice:** Data may be used in a bad way to hurt teenagers. (Low in clarity)

# CLARITY IN CHALLENGES

- ▶ Clear understanding
- ▶ Categories
  - ▶ Note: Evaluators do not like to be told into which category each challenge should fit.
- ▶ Creative thinking
- ▶ Clear and thorough description
- ▶ Challenges that lack clarity (often scored as WHY or PERHAPS)
- ▶ Check for duplicates as they do not count

# THE CATEGORY LIST

- ▶ 1. Arts & Aesthetics
- ▶ 2. Basic Needs
- ▶ 3. Business & Commerce
- ▶ 4. Communication
- ▶ 5. Defense
- ▶ 6. Economics
- ▶ 7. Education
- ▶ 8. Environment
- ▶ 9. Ethics & Religion
- 10. Government & Politics
- 11. Law & Justice
- 12. Miscellaneous
- 13. Physical Health
- 14. Psychological Health
- 15. Recreation
- 16. Social Relationships
- 17. Technology
- 18. Transportation

# ORIGINALITY “O”

- ▶ AHA!
- ▶ High quality
- ▶ Insightful
- ▶ Unique ideas
- ▶ Found infrequently

Many evaluators do not give many points as they see the same ideas repeated in many packets.

be original.



# QUESTIONS

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CHECK OUT THE [wafps.org](http://wafps.org) WEBSITE FOR MORE INFORMATION

# THIS CONCLUDES PART 1 OF THE TRAINING

