

Scenario Writing (SW)



Coach Information
2020-21



FPSPFI
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 five FPS topics for the year. 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. Students create stories based on one of FPSPI's annual topics for the current competition season (including the prior season's International Conference topic). 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 more accurate their images of the future, while honing their creative writing skills. This competition provides students with greater awareness and imaginings about possible futures by personalizing the ever-growing perspective a student has on their own.

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 of 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 who are interested in creative writing. Students who are enthusiastic about stories of the future may be interested in the Scenario Performance component, which is an oral story telling experience.

How can I get started with my students?

The best way to become acquainted with Scenarios 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?

2020-21 Topics

Youth in Competitive Sports
Wearable Technology
Human Environmental Impact
Personalized Medicine
Terraforming

The six-step problem-solving process is used in both the Global Issues Problem Solving and Community Problem Solving components. Although knowing the process can help students to 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 the Scenario Writing component is not offered by an Affiliate Program, please contact FPSPI's Program Director, Elizabeth Coyle (elizabeth@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 noncompetitive and provides written feedback to guide improvement of the story. Check with your Affiliate Director for options and due dates.

International Scenario Writing Competition (ISWC)

Winning stories in 1st through 3rd place of each division at the Affiliate level may be entered into the International Scenario Writing Competition. All ISWC champions are eligible to compete in the Scenario Writing Team Competition at the International Conference each June.

1st place champions in each division are invited to read their Scenarios live to an audience at the annual International Conference.

International Conference

Scenario Writers in each division who win 1st place in their Affiliate Competitions, as well as ISWC champions, are eligible to compete in the Scenario Writing Team Competition at the annual International Conference (IC) each June. Each team's task is to collaborate and write a multi-part Scenario that fits within the Future Scene's parameters of Time, Place, and Topic. Awards are given to teams with the greatest total points, as well as the Best Writer in each division.



International Scenario Writing Competition Rules 2020-21



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, including the previous competition season's International Conference topic. 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.

2020-21 Topics

Youth in Competitive Sports
Wearable Technology
Human Environmental Impact
Personalized Medicine
Terraforming

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 fspimart.org.

INTERNATIONAL SCENARIO WRITING COMPETITION RULES

International Scenario Writing Competition Rules

- The Scenario submitted to the International Scenario Writing Competition must be identical to the one submitted at the Affiliate level.
- 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 to elizabeth@fpspi.org 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.
- Scenarios must be set at least 20 years in the future.
- Submissions must have a recognizable relationship to a valid FPSPI topic.
- The author must not put any identifying information into their Scenario, including their name, school, and Affiliate program.

A note on word count: Words after the 1500-word limit will be removed from the end of the Scenario by the International Office and will not be provided to evaluators.



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

International Scenario Writing Competition Rules 2020-21



Submission Information

All International Scenario Writing Competition entries will be submitted on FPSOnline. The Scenario itself must be submitted as both a Microsoft Word file (.doc/.docx) and a PDF (.pdf). Each Scenario Writing submission must also include a completed copy of the official FPSPI **Publication Release & Statement of Authenticity** as a PDF.

EVALUATION

Experienced evaluators consider the following elements during authentic assessment :

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



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

Practice Problem 1: Youth in Competitive Sports

Millions of children around the world participate in competitive youth sports every year. Involvement in organized sports teaches many essential life skills – teamwork, confidence, the value of hard work, and discipline. While some competitive sports promote activity and a healthy lifestyle, others build skills such as mental agility. The hyper-competitiveness of youth sports raises concerns that children are pushed too hard to win and succeed. The sports options for youth are also evolving, as competitive e-sports emerge.



Competitive sports can heighten aggression, pressure to win, and put children – who are still growing and developing – at risk for injuries. In many places, increasing costs of club sport-memberships and insurance exclude those who need social interaction and fitness the most. The costs of maintaining and running facilities can also limit the accessibility for youth.

How much should we push young people to participate in competitive sports? Do the benefits of structured competition outweigh the costs of over-competitive behavior and possible injury? How does participation in sports impact the wellbeing of youth and their families?

Practice Problem 2: Wearable Technology



Traditionally, clothing and accessories have all been developed to fill basic needs. They provide warmth, protection from the elements or injury, and even serve to attract attention. Recently, the industry for wearable technology has transformed the way we think about clothing and accessories. Wearables have rapidly expanded to include heating elements, internet connections, watches, body monitors, and more.

As more people grow accustomed to wearables in their daily lives, the possibilities for what the technologies can do are virtually limitless. They already monitor vital signs, send information to medical professionals, and even give individuals the ability to soar like a bird in personal flight suits. Smart sports uniforms can now reduce and identify injuries by regulating body temperature, supporting muscles and tendons, and gauging the force of impact. Attire with virtual reality functions is currently being developed to push this sector even further.

How will wearable technology enhance or jeopardize real-life experiences and connections with others? Where in the world could wearable technologies allow humans to survive? What advantages or disadvantages are inherent in the inclusion of technology in our clothing and on our bodies?

Qualifying Problem: Human Environmental Impact

Humans have always impacted the environment. Over time, the effects have increased as industrialization, urbanization, deforestation, processing of natural resources, the burning of fossil fuels and more technologies have developed. Examples of human's impact on the environment are everywhere.



Feeding the world's growing population has adverse environmental effects such as overgrazing, deforestation, and agriculture-induced soil erosion. Water pollution from pesticides and fertilizers impacts the quality of water available for specific populations. Clearing of land and overfishing result in loss of biodiversity and disturbances to ecosystems. Industrialization and urbanization cause the release of toxic solid, liquid, or gaseous waste materials and are the catalyst for serious environmental hazards. Water pollution as a result of poor disposal of sewage wastes, solid wastes, and other industrial wastes, may spread diseases and create an unfit environment for human activities. Industrialization has also increased consumption of natural resources for the production of goods, leading to a significant loss of nonrenewable resources and excessive waste. Activities like mining and dam construction cause habitat destruction. Trends like "fast fashion" contribute to why the fashion industry is the second-leading cause of pollution in the environment. What are our challenges moving forward to create a balance between basic human needs and our need to preserve or create an environment that is fit for continued quality human existence and growth?

Affiliate Bowl: Personalized Medicine

What if your doctor could diagnose you before you experience symptoms? Using information from an individual's genetic and molecular profile, researchers have begun to create patient-specific treatments with a level of precision never before seen. Personalized Medicine enables healthcare providers to use a patient's cells to combat precisely identified diseases at an unprecedented pace.

Researchers at universities, biotech companies, laboratories, and pharmaceutical companies are continually making discoveries. Doctors and other healthcare professionals continue to explore how these discoveries can help patients and increase our knowledge about diseases. The pharmaceutical industry is developing medications that tailored to an individual patient's genetic makeup. The costs of genetic tests are decreasing as their availability increases. Even with better affordability, how accessible will individualized advanced treatments be? Will insurance companies cover them? The increasing specificity of personal health information raises many concerns about the protection of personal data. How will Personalized Medicine account for the impact of external/environmental factors on an individual's health?



2020 International Conference: Terraforming



Terraforming is the process of altering the ecosystem of a region on Earth, Moon, or another planet to make it habitable for people. This may include altering the atmosphere, temperature, surface, or environment.

The Moon, Mars, and Venus have all been considered as candidates for terraforming. What modifications would be needed to make such places suitable for humans? The “worldhouse concept” involves enclosing areas on Earth or even entire planetary bodies under domes. Scientists theorize of geo-engineering the Sahara

desert into a lush forest. What unforeseen effects and consequences might these actions create? What other areas might be considered for terraforming?

Many questions surround the logistical, financial, political, and technological process of terraforming. Some people debate the reasons, benefits, and justifications of terraforming. Still, others consider ethical questions surrounding the practice of terraforming. What is the future of designing new habitats for humans? How will humanity redesign environments to make them more hospitable?

FPSPI Scenario Score Sheet

Evaluator ID: _____ Round: _____

Division: _____ Scenario ID: _____

Title: _____

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Creative Thinking	<ul style="list-style-type: none"> • Little to no integration of creative thinking • Creative ideas disjointed/unfocused • Perspectives/outcomes predictable throughout 	<ul style="list-style-type: none"> • More traditional ideas rather than inventive • Creative ideas do not support plot • Predictable storyline 	<ul style="list-style-type: none"> • Evidence of creative thinking going beyond the norm at times • Relevant novel ideas present but may be unclear or unfocused • Mostly predictable storyline with 'sparks' of uniqueness 	<ul style="list-style-type: none"> • Evidence of inventive thinking • Original/unusual details noticeable • Unique or unusual ending, setting, conflict 	<ul style="list-style-type: none"> • Strong portrayal of innovative/ingenious/novel ideas throughout writing • Unusual/imaginative details • Unique/powerful experience for the reader
	1 2	3 4	5 6	7 8	9 10
Futuristic Thinking	<ul style="list-style-type: none"> • Little or no development of futuristic trends; no projection into the future • Inaccuracies evident in regard to futuristic setting 	<ul style="list-style-type: none"> • Evidence of more conventional ideas rather than futuristic • Little evidence of futuristic trends related to the topic • Natural progression into the future not portrayed 	<ul style="list-style-type: none"> • Evidence of futuristic concepts but not sustained throughout • Random reference to futuristic trends • Futuristic elements not clearly connected to storyline 	<ul style="list-style-type: none"> • Relevant future trends integrated throughout the writing • Specialized terms/language noted • Futuristic ideas connected to topic and storyline 	<ul style="list-style-type: none"> • 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
	1 2	3 4	5 6	7 8	9 10
Idea Development	<ul style="list-style-type: none"> • Ideas minimally developed/lacking details • No storyline evident or if present, illogical or unbelievable • Main idea unclear or disjointed • Reader left confused 	<ul style="list-style-type: none"> • Ideas generally unelaborated or repetitious details • Some unrelated/illogical ideas; lacks effective plot development; little relationship to the topic • Organization random or disjointed; hints at storyline but not developed 	<ul style="list-style-type: none"> • 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 weak/formulaic • Logical organization; some lapses or lack of coherence 	<ul style="list-style-type: none"> • In-depth ideas supported by elaborated details • Related connections/reflections evident along with insight into topic • Strong transitions; logical and coherent organization 	<ul style="list-style-type: none"> • Complex ideas supported by rich, engaging, pertinent details • Strong evidence of analysis, reflection, insight exploring different aspects of the topic • Sophistication in organizational strategies • Reader's attention captured
	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Style/Voice	<ul style="list-style-type: none"> • 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 the audience 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Suitable voice consistent throughout writing • Clear, personal touch; unique elements of style • Sentences vary in both structure and length • Appropriately advanced vocabulary • Writer's passion obvious; reader drawn into storyline 	<ul style="list-style-type: none"> • Clear, distinctive personal touch; use of literary techniques throughout writing makes text lively/engaging • Unique stylistic nuances and elements • Well crafted, varied sentence structure • Skillful use of vocabulary allowing reader to become emotionally involved • <u>Reader motivated to reflect on purpose and consequences</u>
	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"> No recognizable character(s) More or less a report or essay 	<ul style="list-style-type: none"> Identifiable character(s), but further development needed Difficult to make connection to character(s); character(s) stilted with no real purpose 	<ul style="list-style-type: none"> A sense of character development including thoughts and feelings throughout the scenario Some connection to character(s) possible; inconsistent personalities often with irrelevant details 	<ul style="list-style-type: none"> Strong sense of authentic character(s); many dimensions of a personality evident, purposeful, and understandable Insight, perspective, <u>or</u> empathy with character(s) possible Sense of involvement with the character(s) 	<ul style="list-style-type: none"> Authentic character(s) with dynamic nature enhancing the overall impact and effectiveness of the writing Character(s) evoke emotional response Writer provides insight, perspective, <u>and</u> empathy with character(s) Sense of involvement with the character(s) throughout
	1	2	3	4	5
Mechanics	<ul style="list-style-type: none"> Many errors of grammar and punctuation Errors invasive and distracting More in draft form instead of edited and revised 	<ul style="list-style-type: none"> Grammar, punctuation, and/or spelling interfere with flow of story Mechanical errors frequently interfere with understanding and/or enjoyment of story Editing necessary 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Few errors in grammar and punctuation relative to length and complexity of the writing Good use of age-appropriate conventions Editing evident 	<ul style="list-style-type: none"> 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
	1	2	3	4	5
Topic Related Research	<ul style="list-style-type: none"> Little to no knowledge of topic demonstrated; many inaccurate terms or facts used Lack of appropriate topic knowledge makes story confusing 	<ul style="list-style-type: none"> Minimal knowledge of topic; few relevant terms present; made-up or imagined facts Topic information used not relevant to story 	<ul style="list-style-type: none"> Knowledge of topic obvious but inconsistent; terms or facts forced Some uninteresting or inaccurate facts with little connection to story line 	<ul style="list-style-type: none"> Clear understanding of the topic connecting smoothly with storyline Story enhanced by knowledge of the topic and topic terminology 	<ul style="list-style-type: none"> Knowledge of topic artfully blended with storyline Knowledge of topic as well as an understanding of topic's futuristic trends
	1	2	3	4	5

Comments:

Totals:	Creative Thinking _____	Character Development _____	Total Score: _____
	Futuristic Thinking _____	Mechanics _____	Rank: _____
	Idea Development _____	Research _____	
	Style/Voice _____		

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
<p>Key Ideas and Details</p> <ol style="list-style-type: none">1. Read closely to determine what the text says explicitly and to make logical inferences 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. <p>Craft and Structure</p> <ol style="list-style-type: none">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. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none">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. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none">9. Read and comprehend complex literary and informational texts independently and proficiently.

LANGUAGE and VOCABULARY
<p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none">1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



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

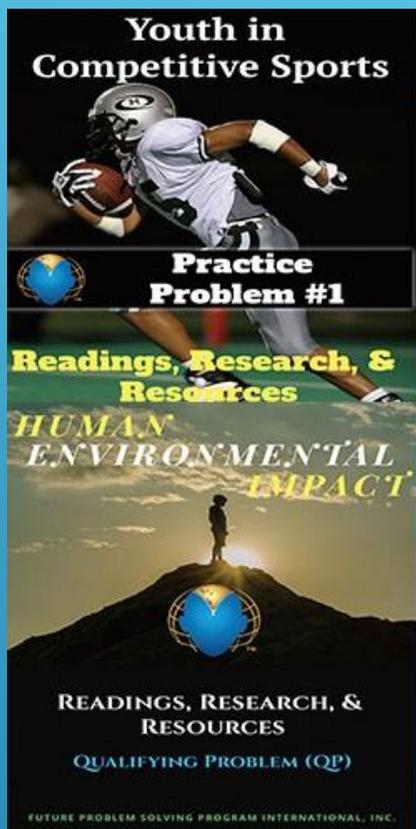
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



Scenario Writing Essential Offerings

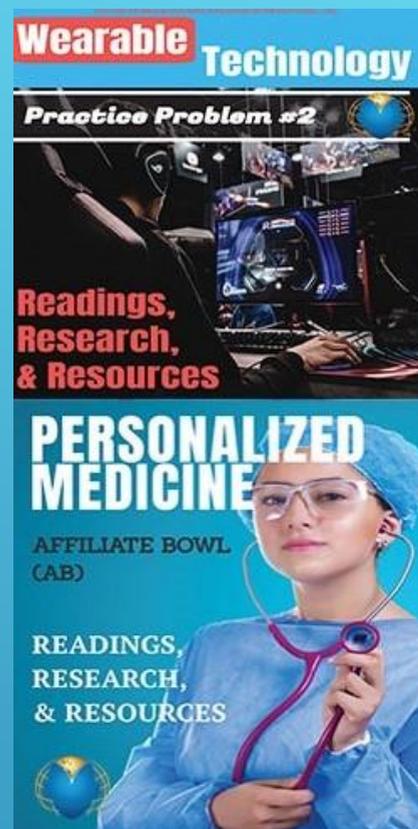
Available for purchase at www.fpspimart.org

Readings, Research, and Resources



Provides essential background information on the topics for Scenario Writers.

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



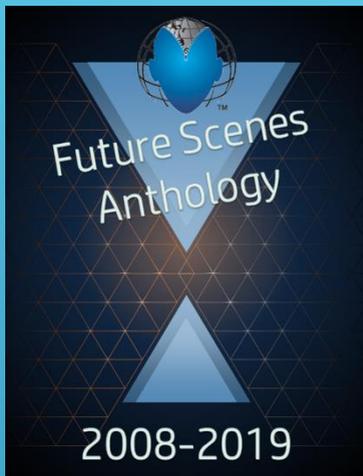
Into the Future: A Kid's Guide to the Process of Scenario Writing

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



Scenario Writing Essential Offerings



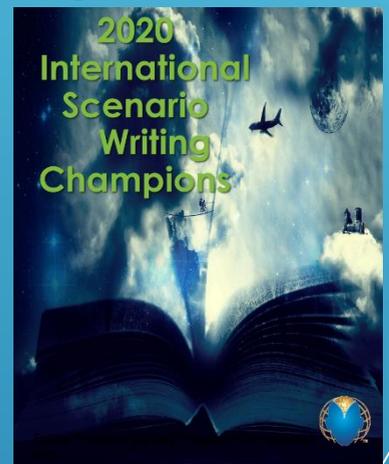
Future Scenes Anthology

With Future Scenes from the last 11 years, Scenario Writers can find inspiration in these stories and topics!

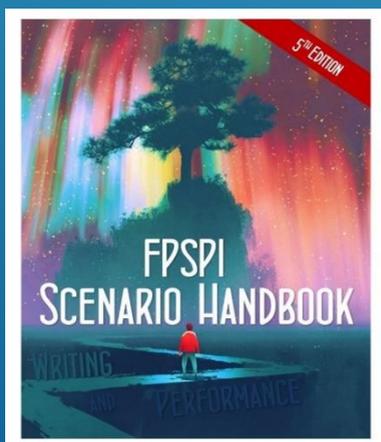
International Scenario Writing Champions 2020

Includes:

- Award-winning Scenarios in each division
- Champion Scenario Writing teams from IC 2019
- Evaluation score sheets and comments



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

Available at www.fpspimart.org