

Global Issues Problem Solving (GIPS)



Coach Information
2023-24



FPSPI
FUTURE PROBLEM SOLVING PROGRAM
INTERNATIONAL

Global Issues Problem Solving Overview



What is Global Issues Problem Solving?

The purpose of Global Issues Problem Solving (GIPS) is to facilitate students' ability to design and achieve positive futures using an authentic creative problem solving model. GIPS is a competitive component of Future Problem Solving Program International (FPSPI). It is a team or individual activity in which participants research a series of global topics and learn the six-step Creative Problem Solving Process (*see below*). In competition, participants apply their knowledge and the problem solving process to address an imagined situation set in the future, called a "Future Scene." From there, they complete a "booklet" (paper or virtual) that asks them to use the process to solve a major issue in the Future Scene.



Why Global Issues Problem Solving?

FPSPI's Global Issues Problem Solving component provides the tools and strategies students need to face the challenges of today and the future. Students complete in-depth research about topics of global importance, then learn to systematically address topic-related complex situations. Through GIPS, students gain the skills to not only create solutions to difficult problems, but how to evaluate those solutions and then turn them into a workable plan of action.

Students involved in GIPS practice powerful problem-solving skills that engage their critical and creative thinking. Participants improve their communication skills through collaboration with teammates, and learn to write clearly and concisely with a specific focus. The 4Cs – collaboration, communication, critical thinking, and creative thinking are infused into GIPS.

What are the Annual Topics?

Topics for the Future Scenes include global issues in the areas of business & economics, science & technology, and social & political. Each year five topics are addressed: two Practice Problems, a Qualifying Problem, an Affiliate Bowl/Final problem, and the problem at the International Conference. Current topics are listed in the *Global Issues Problem Solving 2023-24 Competition Season* document, and full descriptions of these topics can be found on our [website](#).

Recent Science & Technology Topics

- Agriculture
- Alternative Energy
- Artificial Intelligence
- Biosecurity
- Cyber Conflict
- Nanotechnology

Recent Business & Economics Topics

- The Global Workplace
- Environmental Law
- Philanthrocapitalism
- Freedom of Speech
- International Travel
- Intellectual Property

Recent Social & Political Topics

- Coping with Stress
- The Impact of Social Media
- Criminal Justice Systems
- Rage and Bullying

Global Issues Problem Solving Overview



Does FPS have to be done in the classroom?

While many coaches utilize classroom time for FPS, others use it in an after-school enrichment setting, or coach wholly online. Some groups participate as non-school affiliated clubs in their community. Parents, teachers, administrators, retirees – if you are interested in helping students to achieve their goals, and become better prepared for the future, then you can be a coach.

Who can participate in Global Issues Problem Solving?

Competitors may participate in Global Issues Problem Solving in four divisions (equivalent to grade levels of the USA):

- Junior (grades 4-6; team or individual)
- Middle (grades 7-9; team or individual)
- Senior (grades 10-12; team or individual)



Many Affiliates also offer options for non-competitive participation as young as kindergarten, including Action-based Problem Solving, curricular and/or novice problem solving, and other Affiliate-created options. Check with your Affiliate Program for more information.

How can I get started with my students?

Training in the problem solving process is essential for Global Issues Problem Solving coaches. Affiliate Programs often schedule workshops in the problem solving process – check your Affiliate Program’s website for specifics. If you are not able to attend a workshop, you can find many valuable resources at fpspimart.org. The *Coaching Tips* document highlights specific methods for working with students.

Global Issues Problem Solving Registration

Each Affiliate Program of FPSP International determines its processes and fees for registration and entries. Your Affiliate Director can provide you with registration and submission materials and may be able to put you in touch with experienced GIPS coaches. In any region where the Global Issues Problem Solving component is not offered by an Affiliate Program, please contact Kyla at kyla@fpspi.org.

Affiliate Competition

Affiliate Directors will determine the timing and competition process for each of the first four annual topics. Please contact your Affiliate Director for specific information regarding registration and submission. To find an Affiliate, [visit our website](#).

International Competition

Champion GIPS teams and individuals in each division at the Affiliate level are eligible to compete at the annual International Conference (IC) each June. Future Scenes at IC are based on the topic of the conference, which is announced on March 1 each year.

Global Issues Problem Solving 2023-24 Competition Season



For each topic, students conduct research and then complete a problem solving booklet based on the provided Future Scene. Evaluators assess the booklets and provide feedback focused on the problem solving shown in order to improve writing and thinking skills. See your Affiliate Calendar for submission due dates.

Non-Competitive Problems

The first two problems of the season may be completed in non-competitive settings. This offers students and coaches the opportunity to practice the process in a collaborative setting. No time limit is enforced, and coach guidance/modeling is encouraged, especially for young or beginning students. Students may reference notes to promote understanding of the process. Even incomplete booklets should be submitted for feedback and strategies for improvement.

Practice Problem 1

Tourism

For newer students, it is recommended to focus on only the first 3 steps of the process. Working conditions, time limits, and submission requirements are flexible, as they are based on the educational needs and prior experience of the students.

Practice Problem 2

Urbanization

Based on the educational needs of the students, coach guidance should be more limited, and all 6 steps should be attempted. Efforts to prepare students for the 2-hour competition requirements are encouraged.

Competitive Problems

The remaining problems of the season must be completed in competitive settings. This includes a 2-hour time limit from when the Future Scene is provided to competitors, no access to notes and references, and no coach involvement. Only registered students may submit work for evaluation. Performance in these rounds of competition determines advancement.

Qualifying Problem

Antarctica

Top booklets advance to Affiliate Bowl competition.

Affiliate Bowl

Autonomous Transportation

Top booklets advance to the International Conference.

International Conference

Topic announced March 1st

Conference held June 2024; watch our FPSPI website and Social Media for details!

Global Issues Problem Solving 2023-24 Competition Season



How are GIPS booklets evaluated?

GIPS booklets are scored by trained evaluators who carefully read and assess the completed booklets. Scoring is completed using a rubric-based score sheet, and authentic feedback is provided with suggestions for improvement.

Quality teams from the Qualifying Competition move on to the Affiliate Bowl/Final, where champion teams and individuals in each division earn invitations to the International Conference competition.

Rules for GIPS Teams

- Teams must have four (or fewer) members.
- The composition of a team can change during the practice problems.
 - Two team members **must** remain the same from the Qualifying Problem through the International Conference.
- Students may compete in a division higher than their grade level, but not a lower one.
- Coaches may work with multiple teams and individuals.

Presentation of Action Plan

The Presentation of Action Plan is a **required** performance at the International Conference (and many Affiliate Bowls/Finals) for GIPS teams. This demonstration allows students to synthesize their problem solving into a creative performance based on their Action Plan. Though this is usually an in-person event with an audience, there are virtual and multi-media options as well. Check out one of the 2021 International Conference Presentation of Action Plan winners [here](#)!

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.).



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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?

The Creative Problem Solving Process



Global Issues Problem Solving (GIPS) is based on the Creative Problem Solving (CPS) Process, a powerful process that can be applied to many complex situations in education, business, community, and personal settings. In GIPS, students apply the process to a Future Scene to complete a virtual or paper booklet.

Step 1. Identify Challenges (16/team; 8/individual)

- Generate issues, concerns, and problems, applying background knowledge to the Future Scene.
- Consider major issues and categories of problems in order to flexibly identify Challenges (*see: FPS Category List*).
- Select the best Challenges.
- Write the Challenges clearly and concisely, showing cause and effect and tying logically to the Future Scene.

Step 2. Select an Underlying Problem (UP)

- Consider the major issues in the Challenges.
- Select an issue that will have a major impact on the Future Scene as the emphasis of the Underlying Problem (UP).
- Be forward-looking and proactive, not regressive and reactive, in developing the UP.
- Write the UP in correct format, starting with the Future Scene conditions that are the basis or rationale for the idea.
- Indicate a desired action to be taken (Key Verb Phrase), purpose for the action (Purpose), and parameters (topic/place/time) tying the problem to the Future Scene.

Step 3. Produce Solution Ideas (16/team; 8/individual)

- Generate multiple Solutions to the Underlying Problem using flexible thinking (*see: FPS Category List*).
- Think futuristically and consider the impact of technological advances.
- Focus in on the best Solution ideas, checking that each idea addresses the UP.
- Write the Solutions clearly.
- Elaborate by telling who will implement the Solution, why it addresses the UP, and how the solution will be carried out.

Step 4. Generate & Select Criteria

- Considering the UP and the Future Scene, generate Criteria to evaluate the Solutions.
- Select five important Criteria to be written in question format.
- Write Criteria using the superlative form, one dimension, and the desired direction.

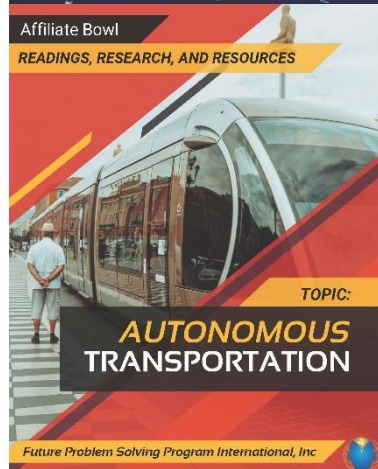
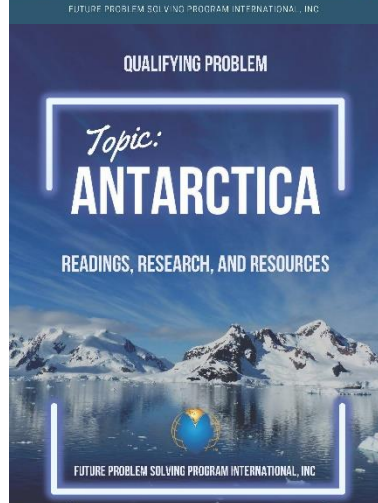
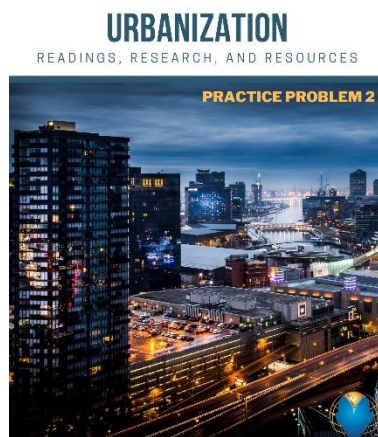
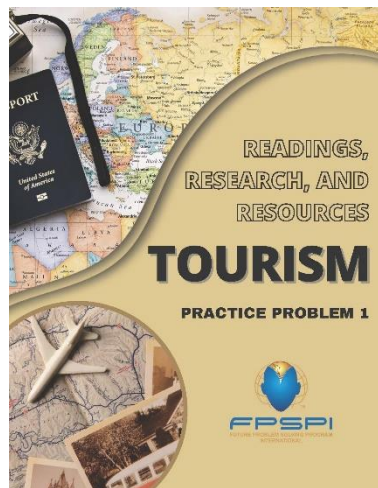
Step 5. Apply Criteria (8/team; 5/individual)

- Select the most promising Solutions and enter in the grid.
- Rank the Solutions based on each of the Criteria separately.
- Identify the best Solution (highest number of total points).

Step 6. Develop an Action Plan

- Plan how the best Solution can be implemented.
- Describe the actions and steps of the plan.
- Explain why the plan fulfills the Criteria.
- Clearly state how the plan will address the Underlying Problem and impact the Future Scene.

Essential Offerings



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



Essential Offerings



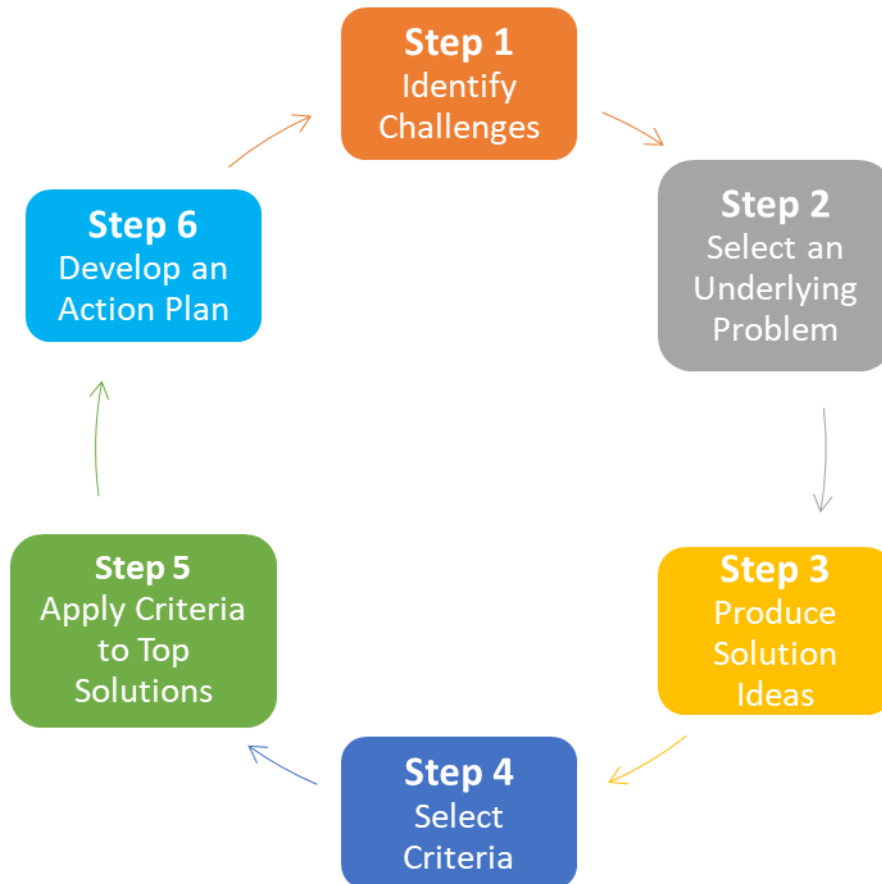
Global Issues Problem Solving

These lessons provide virtual learning via our LMS that will teach the six steps AND provide background on the FPS topics.

These activities were developed using excerpts from the Readings, Research, & Resources and the Topic Activity Unit publications. A practice Future Scene is included.

Lessons Include:

- Instructional Videos
- Research, Q&A
- Digital Media Links
- Engaging lessons on FPS processes



Global Issues Problem Solving Skills

Aligned with Education Standards



The purpose of Global Issues Problem Solving is to facilitate students' ability to design and achieve positive futures using an authentic creative problem solving model. In learning about futuristic topics and using the Creative Problem Solving Process, students are able to develop their thinking skills and enhance their creativity, and fulfil many educational standards as well. Please see the following chart for details.

Please note that these standard strands are meant to be approximate and not correspond to any one region. Please use this for reference and to align with the standards used by your school system or educational governing body.

<p>SPEAKING and LISTENING</p> <p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<p>LANGUAGE and VOCABULARY</p> <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.
<p>READING and LITERACY</p> <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 or speaking 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.

Global Issues Problem Solving Skills Aligned with Education Standards



READING and LITERACY (continued)

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. 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.
9. 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

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

Range of Writing

10. 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.

Global Issues Problem Solving Skills Aligned with Education Standards



Global Issues Problem Solving also allows young problem solvers the opportunity to develop themselves as learners as well as global citizens, ready to solve problems they may encounter throughout their lives.

GIPS 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/>

Global Issues Problem Solving 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/>

Category List for Generating Ideas

2023-2024

Arts & Aesthetics



Government & Politics



Basic Needs



Law & Justice



Business & Commerce



Miscellaneous 1 & 2



Communication



Physical Health



Culture & Religion



Psychological Health



Defense



Recreation



Economics



Science



Education



Social Relationships



Environment



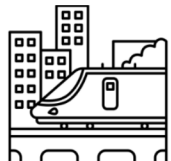
Technology



Ethics & Morality



Transportation



- **Arts** include expression via music, painting, sculpture, theatre, film, or other creative media. **Aesthetics** focuses upon beauty and whether something is pleasant to view or experience.
- **Basic Needs** include food, clothing and shelter—elements important for survival.
- **Business** includes retail stores, restaurants, offices, corporations, etc. **Commerce** focuses upon the trade or the buying and selling of goods and services.
- **Communication** deals with the exchange of information.
- **Culture** includes the customs, arts, social institutions, and achievements of a particular group. **Religion** includes a system of faith or worship.
- **Defense** involves protection, safety, security, and/or privacy. This includes physical efforts by individuals, or groups as well as protection provided by firewalls and passwords.
- **Economics** is the branch of knowledge that concerns the distribution, production, and consumption of wealth.
- **Education** includes schools, training, instruction, and learning.
- **Environment** includes one's surroundings or conditions that shape the lives of people, plants, or animals.
- **Ethics** include the principles that govern a person's behavior. **Morality** involves principles concerning the distinction between right and wrong.
- **Government** deals with how a community or country is managed. **Politics** involves elections and/or the activities related to making governmental decisions, especially debates or conflicts among individuals or parties having or hoping to achieve power.
- **Law** includes the creation and enforcement of recognized laws, court procedures, sentencing, and personnel. **Justice** is the seeking of fairness and reasonable implementation of laws.
- **Miscellaneous 1** is assigned when an idea does not fit within another defined category within that step. It will count as an additional category for scoring purposes.
- **Miscellaneous 2** is assigned when an idea does not fit within another defined category and is also unrelated to the idea assigned to Miscellaneous 1 within that step. It will count as an additional category for scoring purposes.
- **Physical Health** deals with the condition and care of the body as opposed to the mind.
- **Psychological Health** focuses upon emotional and mental well-being.
- **Recreation** includes hobbies, sports, entertainment, and other activities pursued during leisure time.
- **Science** is the systematic study of the structure and behavior of the physical and natural world (including the wider universe) through observation and experiment.
- **Social Relationships** encompass the connections between individuals with recurring interactions.
- **Technology** is associated with machines, equipment, and/or certain advancements developed from applying practical or scientific knowledge.
- **Transportation** is concerned with the movement of individuals, groups, or goods from place to place.

WARNING – Do Not Post

Future Scenes: Every Future Scene contains the following warning: ***Do not post on any website until 2028.*** This means that Future Scenes should not be posted on any unsecured site, anywhere at any time, until that date.

Additionally, Presentations of Action Plan recordings and/or press releases/social media posts with specifics from the Future Scene must not be circulated.

The main reason for this policy is to make sure the confidentiality of Future Scenes is maintained for all Affiliate Programs.

- Different Affiliates have different calendars and may be using a Future Scene at a different date.
- Affiliate Programs are free to change the order of topics. For example, the Future Scene identified for Practice Problem 2 could conceivably be used as the Qualifying Problem by another Affiliate; therefore, Practice Problems must also be kept confidential.

Videos/Images: “Do Not Post” also applies to any videos, such as Presentation of Action Plan or images that might include details from Future Scenes.

Evaluation Notes: Evaluation Notes from any topic may not be posted on any publicly accessible site as they provide specific details of the Future Scene.

FPSPI Publications: A purchase of any publication entitles that person to use the content only with his/her students. Such publications should be posted only on secure sites to which only his/her students have access.

Those found to have violated this policy will be charged \$500 per incident, plus additional costs incurred by the International Office and Affiliate Programs and Mentored Regions.

Thank you for complying with this policy!