Washington FPS

FROM THE AD'S DESK
JULY 2018

2018 International Conference GIPS teams
Left: Fairhaven Middle School, 3rd place
Above: Senior Independent Team, 2nd place

Hello Coaches,

I hope that you are having a restful summer!

If you have not already heard, the Washington State team of thirty students was very successful at the International Conference that was held at the University of Wisconsin in La Crosse, June 6-10. The students garnered three first place, three second and three third place trophies.

Emily Feng from Odle Middle School must be commended for winning the trophy for the best on-site scenario team writer in the middle division. In order to win this, she participated as part of a four-person team that wrote a four-chapter story. Each of the four students on the team wrote one chapter and together the four chapters made a cohesive story. Her chapter was regarded as the best chapter in all the four-chapter stories that competed. Her team also won second place in the competition. Each Scenario Writing team is comprised of four students from different states or countries.

Giving Washington its other first place trophies were Prisha Hemani and Neil Chowdhury, from Odle Middle School, who were the International Scenario Writing winner junior division and the GIPS Individual winner middle division, respectively.

All the results from the International Conference as well as the Washington team results at IC have been posted on the Washington Future Problem Solving website: wafps.net.

Washington State sets high standards for its scenario writers, and we would like to continue offering this competitive component as an option for you as you consider those students who work better individually or who are more attuned to creative writing.

As you start thinking about the coming school year, I'd like to highlight other competitive components besides GIPS to order to help you meet the needs of all your diverse students.

On the next page, I have set out the three other competitive components, each one addressing different areas of student interest. For many of you, GIPS is a great way to focus your students on creativity, critical thinking, communication and collaboration; however, there are other avenues to encourage your students to excel.

Please consider the three other competitive components as you continue your Future Problem Solving journey.

John Buissink, Affiliate Director

SCENARIO WRITING

Do you have students whose creativity is expressed in their writing? Do you have a student who loves to write? Does this student always have an interesting story that grabs your attention? Scenario writing is an individual competition in which students develop short stories related to one of the four current year FPS topics or the previous year's IC topic. The 1500-word story is set at least 20 years in the future and is an imagined but logical outgrowth of actions or events taking place in the world today. The story should focus on one main character and develop that character through the plot of the story.

Who can participate in Scenario Writing?

Students may participate in Scenario Writing in three divisions: Junior (grades 4-6), Middle (grades 7-9), and Senior (grades 10-12). For students who participate in the regular or curricular components of Future Problem Solving, Scenario Writing can serve as an excellent complement to their work on any of the topics used during the year. Scenario Writing is also an excellent offering for students who do not participate in other components of FPS; the creative writing involved may appeal to students who are not drawn to the team orientation of the other components. Scenario Writing can be used as a stand-alone activity by an FPS coach, an English teacher, or any other instructor with students who are interested in creative writing.

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SCENARIO PERFORMANCE

Do you have a student who comes alive when asked to present to the class? Does this student have a passion for performance? Scenario Performance was designed by FPSP Australia to develop and sustain the oral tradition of storytelling. This component is ideally suited to students who show thinking abilities in different ways -- particularly those whose learning styles prefer oral communication.

Scenario Performances are connected to the annual FPSPI Scenario Writing topics. Participants develop futuristic stories to present in a creative and entertaining manner. The stories are performed rather than written.

Who can participate in Scenario Performance?

Students may participate in three divisions: Junior (grades 4-6), Middle (grades 7-9), and Senior (grades 10-12).

How long are Scenario Performances?

Students are challenged to create a story that is between 4-5 minutes long.

What are Scenario Performance requirements?

The story must be set at least 20 years in the future and arise from any one of the year's topics.

Up to 10 note cards created by the student may be used in the performance for reference only. Note cards are not required nor recommended.

COMMUNITY PROBLEM SOLVING (CMPS)

If your school has a service learning requirement or you think your students would benefit from a service learning project, Community Problem Solving (CmPS) might be perfect. CmPS is a team or individual activity in which students identify real problems in their school or community and implement real solutions. Students use the steps and skills of the problem solving process from the Future Problem Solving Program as they work on their project. However, since real life is not always as organized as an academic exercise, the process may not proceed neatly from step one through step six. Also, projects may not be completely wrapped up by the time they must be submitted, and some projects may even take more than one year.

Why Community Problem Solving?

Today's students will be running the world in the 21st century. What better way to prepare them than by teaching them to think systematically about problematic situations, to gather information to understand the situation, and to evaluate multiple solutions in order to best address the situation? Students involved in Community Problem Solving learn very powerful lessons about creating change, about dealing with local authorities and organizations, and about making an impact.

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…Scenario Writing continued from page 2

Do students need to know the 6-step process for scenarios?

Although knowing the process can help students to think about the future, it is not a prerequisite for scenario writing. However, the scenarios must relate to one of the year's topics, so students should do some background reading about the topic they select for their story. The Readings, Research, & Resources manual from the FPSPIMart.org contains article summaries for four of the topics, but students may also do their own research in other publications.

What's the best way to get started with students?

The best way to become acquainted with scenarios is for you and your students to read many of them. In addition to carrying the Scenario Writing Guide, each year, the FPSPI Mart (www.fpspimart.org) publishes the stories of the international winners in each division.

Where can you find more information?

For more information about Scenario Writing, check out the Resources for Coaches page on the redesigned WA FPS website (wafps.net), coming in mid-July.

Excerpt from

Clock

by Julia Cosma (2010)
1st Place, Washington FPS
3rd Place, Internationals FPS

Nothing in this world is tangible.

Even as a kid you realize that, growing up with just images flashing over your head and words swimming above you in auditory ocean. Memories, visions, and sounds seem to blur together and they become nothing but separate dreams in a wish for distant pasts. You exist only in a small box of color, and never do human eyes meet yours until you reach the proper age.

Even then, when you first see the opening, the gap in the box of familiarity, it doesn't seem genuine, or touchable. But when your feet tap a floor of glass and feel the smooth sensation of touch against skin, something changes. Your eyes start to make out the figures of heads and arms and smiles; your ears start to hear the whispers and beeping of this world; your whole body becomes alive, seemingly.

All of a sudden, it seems like everything is, well, real- and that you can touch it, move it, alter it. It seems like you are a part of something.

For me, that was the moment when the illusion began.

…CmPS continued from page 2

The implementation of real solutions gives students a strong sense of accomplishment and helps them to see the practical applications of the processes and skills that they have been learning.

How do students participate in Community Problem Solving?

Individuals or teams of any size may participate in CmPS in three divisions: Junior (grades 4-6), Middle (grades 7-9), and Senior (grades 10-12). For a team, you may want at least 3 or 4 students, and for large projects groups of up to 15 are possible. You may have more than 15 students involved; however, please note that a maximum of 15 students may participate in the CmPS competition at the International Conference if the team qualifies. Since CmPS projects are long-term activities, lasting up to a year or more, students need to be committed to following through with the activity. Complex projects may take quite a bit of organization, with tasks divided among the participants. Having a background in the Global Issues competition or curricular components of FPS is a great start for students in CmPS, but it is not required. If they have not been involved with FPS, students do need to be taught the problem solving process as part of their community problem solving experience.

Website redesign coming soon

In an effort to bring information to coaches in an easier format, WA FPS will be launching a website redesign prior to August.

wafps.net

WORKSHOPS/TRAINING

Would you like a workshop in your area? Would you like to know more about the evaluation process as a coach, but don't really want to evaluate?

Tell us what type of training that you need for a successful year. Contact me at 509-386-6297 (text or call) or email at jbuissinkwafps@gmail.com.

Thinking about becoming an evaluator? Contact Ann Foreyt ann.foreyt@gmail.com.

2018-2019 Topics

PP1: **Mission to the Moon, Mars, and Beyond**

PP2: **Drones**

QP: **Food Loss and Waste**

SB: **Coping with Stress**

IC: TBA

Final Words from the AD's Desk

Changes from the International Office this year are slight adjustments to the score sheet for Step 6, Action Plan (addition of criteria effectiveness in the final Action Plan), and an additional category in the PAP score sheet (persuasiveness of the performance as it relates to the Action Plan). Stay tuned for more information on these changes in a future issue.

As a classroom teacher, your time is valuable. This year, I'll be focusing on ways to make your coaching easier. Delivering more support will be a top priority.

In upcoming publications, look for additional information to help you coach your students in all Future Problem Solving components.

Next Month: Strategies for how to form a successful team and tips for coaching your scenario writers. Plus, where do I find **that**?

"Preparing the students today to solve the problems that don't exist today"