

Scenario Performance (ScP)



Coach Information
2021-22



FPSPI
FUTURE PROBLEM SOLVING PROGRAM
INTERNATIONAL

Scenario Performance Overview



What is Scenario Performance?

Designed to sustain oral storytelling traditions, Scenario Performance is ideally suited to students who prefer to showcase their creativity through verbal communication. Scenario Performance encourages students to enlarge ideas, enrich personal style, and predict accurate images of the future. The Performance is not written out in full; it is “told,” and should be more “natural” and “spontaneous” in nature. Whether presented for the camera or in front of a live audience, Performances should be creative and entertaining.

Scenario Performances **emphasize the characters within the story and the story itself**. Well-developed, engaging characters, intriguing plotlines, and captivating settings make for exemplary Performances. The ability to sing, dance, or act is more appropriately employed in the theater or drama club than in a Scenario Performance.

In Scenario Performance, students choose the FPS annual topic that interests them to make a prediction of the future (20-30 years from now), performing those predictions as though the future were the present. Futuristic concepts and trends are incorporated into the story, but a specific date is not required.

2021-22 Topics

Water Supply
Building Green
Insects
Mining

Why Scenario Performance?



Scenario Performance is ideally suited to students who show thinking abilities in different ways, and particularly for those whose cultural heritage and/or learning styles prefer oral communication.

Scenario Performance is also ideal for developing thinking skills. Students should immerse the audience in their Performance, bring their characters to life, build suspense in their story, use their voice to portray the emotions of their character(s), and create a story that paints a picture of the future. A rubric-based authentic evaluation is provided for competitors, giving students tools for continuous growth.

What is the ideal way to get started with Scenario Performance?

The best way to become acquainted with Scenario Performance is to view and listen to sample Performances and storytelling presentations. A winning Scenario Performance video example is found [on FPSPI's website](#).



Scenario Performance Overview



Who can participate in Scenario Performance?

Students may participate in Scenario Performance 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 Writing components of FPSPI, Scenario Performance can serve as an excellent complement to their work on any of the annual topics.

Scenario Performance is also a unique offering for students who do not participate in other components of FPSPI. The creative storytelling without written requirements may appeal to students. Scenario Performance can be used as a stand-alone activity by an FPS coach, a drama/debate teacher, a parent, or any instructor with students interested in narrative creation.

Scenario Performance 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 Performance component is not offered by an Affiliate Program, please contact FPSPI's Program Director, Elizabeth Coyle (elizabeth@fpspi.org).

Affiliate Competition

Affiliate Programs may choose a live Performance competition or a submitted video competition.

Affiliate Directors will determine the submission method for individual Affiliate Programs. Please contact your Affiliate Director for specific information regarding registration and submission. To find an Affiliate, [visit our website](#).

International Competition

Champion Performers in each division at the Affiliate level are eligible to compete in the live Scenario Performance Competition at the annual International Conference (IC) each June. Performances at IC are based on the topic of the conference, which is announced on March 1 each year. Specific guidelines for this Scenario Performance Competition are announced approximately one month before IC, and topic sub-themes are released after IC registration closes. At IC, this is a live competition with an audience. If virtual competitions are necessary, this competition will take place via a video recording submitted on [FPSOnline](#).



Scenario Performance Content

The Scenario Performance component provides students an opportunity to tell an original story based on one of the topics for the current competition season, excluding the International Conference topic. Scenario Performance is about **storytelling**, not story **writing**. Scenario Performers develop a creative narrative to entertain and inform listeners as they portray awareness and imaginings of possible futures.

At the International Conference, this is a live competition with an audience. If virtual competitions are necessary, this competition will take place via a video recording submitted on [FPSOnline](https://www.fpspi.org/FPSOnline).

2021-22 Topics

Water Supply
Building Green
Insects
Mining

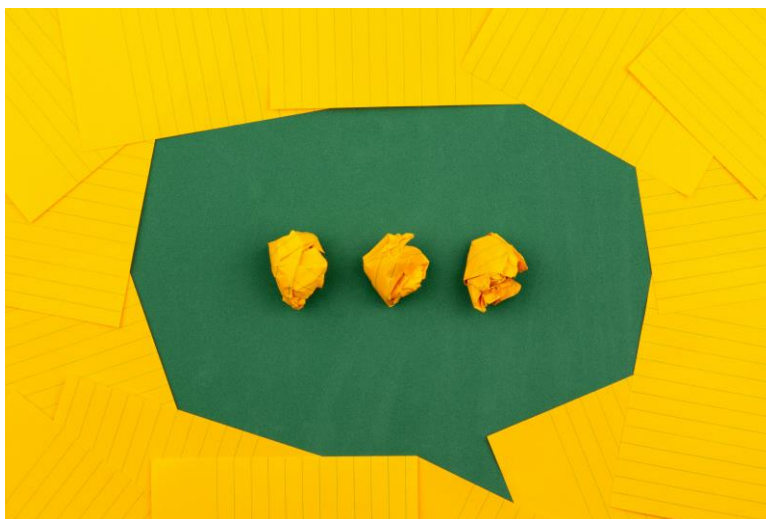
Relation to Topic

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

EVALUATION

Experienced evaluators consider the following elements during authentic assessment :

- Storytelling techniques
- Audience awareness
- Use of voice
- Development of story
- Characterization
- Creative thinking
- Connection to the topic
- Futuristic thinking



SCENARIO PERFORMANCE RULES

Performances should not exceed five minutes. Performances lasting more than 5 minutes may score lower in "Storytelling Technique" and "Development of Story" as they will not have told their entire narrative within the 5-minute time limit.

Note: *No penalty is assigned for performances that last less than five (5) minutes. However, a short performance may be unable to convey the full meaning and development of the story and not earn top scores for various score sheet criteria.*

- Hand gestures and slight movements are appropriate for storytelling and often advance the story.
- "Acting," such as crouching, jumping, a character's dramatic death, running, or elaborate movements **are not** permitted.
- Performances are usually recorded for evaluators to review, so any extensive movement that takes the Performer out of the camera's frame is not appropriate.
- Performers may use a maximum of 10 (4x6 inch or size A6) cue cards.
- Props, costumes, theatrical makeup, or other materials beyond the use of voice **are not** permitted.
- Performers are not permitted to wear clothing that identifies any Affiliate Program.

Live Performances

During live Performance competitions, a timekeeper will signal Performers when only 30 seconds remain via a pre-determined signal. Another signal will indicate the 5-minute mark. At 5 minutes and 15 seconds, Performers will be stopped.

Recorded Performances

Recorded Performances will be evaluated up to the 5 minute mark. The recording must be continuous, with no cuts, edits, or movements of the camera location. The focus must remain constant with the camera focusing on either the head-and-shoulders or the full-body of the Scenario Performer, who may sit or stand. The location where the Performance is filmed is left to the discretion of the storyteller.

Each Scenario Performance submission must include a completed copy of the official FPSPI Publication Release & Statement of Authenticity.



Practice Problem 1: Water Supply

In many parts of the world, freshwater is in short supply. Water is often pumped for miles, streams diverted and reservoirs and dams are constructed to provide for the growing populations in dry areas. As water levels drop and aquifers decline, people become more concerned about preserving their water resources. More than 2 billion people lack access to safe drinking water services, and more than 4 billion lack safely managed sanitation services.



Differing governmental and commercial demands must be balanced so that communities have enough safe water for their needs. As available water supplies deplete, adjacent areas begin to battle with water contracts and water rights. How might the right to access clean water be achieved? How will regulations shape the future of access to water? How will water scarcity shape society?

Practice Problem 2: Building Green



The world is now more urbanized than ever before, and more and more people are flocking to live in large cities. Singapore was once known as the 'Garden City,' now it is being promoted as the 'Garden in the City' as new buildings incorporate trees and other greenery in their designs. Many quickly growing population centers are more environmentally aware as they expand the living spaces for their citizens. This awareness is not just a case of saving the environment and reducing emissions; it is a matter of necessity for creating healthy cities. Buildings can be designed to conserve both energy and water while improving the indoor and outdoor environment. Advancing technology is changing how architects are incorporating sustainable living practices into buildings. Light-based modulated sunlight, improved insulation, enhanced ventilation, eco-friendly building materials – are a few of the ecologically-preferred innovations changing the face and function of

buildings. Some buildings now incorporate wind turbines to provide the necessary energy to power the building. Will these developments solve the problems they have set out to address? Will these change the way cities work and the way people live in them? Will these changes improve safety during natural disasters or introduce new problems?

Qualifying Problem: Insects

Insects - human's best friends and worst enemies. We are surrounded by more than a million species of insects. Without them, humankind couldn't survive. Some insects destroy crops and carry diseases. Mosquitoes, which carry diseases such as malaria, dengue fever, Ross River, Zika, and West Nile viruses, kill and maim more people each year than any other animal. Others do essential jobs like pollinate blossoms, aerate the soil, decompose dead plant material, or eat other harmful insects, making them essential to the food web. As weather patterns and temperatures change, the distribution and habitat of many insect species are likely to change dramatically. The numbers of bees around the world have been radically reduced due to disease. How does the reduction of some species and relocation of others impact health, agriculture, and horticulture?

Over 1,900 insect species have been identified as suitable for human consumption and animal feed and could assure food security. Incorporating insects into the human food and medical supply indicates the ever-growing importance of insects in the world. Will insects and their products, such as genetically modified mosquitoes or manuka honey help to fight diseases? Will toasted grubs, fried crickets, and other edible insects become important global protein choices?



Affiliate Bowl: Mining



Mining is a long-standing means of gathering a wide range of resources vital to aspects of everyday life. The growing demands of mined materials continues to see the mining industry expand at an incredible pace. The technologies in use today and projected for the future are more minerals intensive than ever before. While technology has made mining both safer and more environmentally sensitive than any other time in history, environmental and other risks remain. Yet without the collection of these important materials, the cornerstones of society like buildings, machines, and communication

would not be possible. With environmental protections varying greatly from country-to-country, how can the world collaborate on the best way to extract and share geological materials? With mining as the foundation of countless communities, how will they be impacted by the changing landscape of mining? In the future, are there new areas that might be mined for resources?

Division:		Evaluator ID:		Competition:		Performer ID:	
		BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY	
Storytelling Techniques: Effective pacing; unity/coherence of performance; appropriate transitional elements in performance; clear enunciation and pacing; effective use of time		<ul style="list-style-type: none">• Enunciation and pacing impede understanding• Transitions are awkward and disrupt the flow of the story• Ineffective use of time hinders performance	<ul style="list-style-type: none">• Enunciation and pacing interfere with the performer’s ability to communicate• Use of language imprecise• Weak transitional strategies• Ineffective use of time	<ul style="list-style-type: none">• Enunciation and pacing may interfere with the performer’s ability to communicate• Simplistic story structure and use of language• Pauses in transition may impede the flow• Performance was completed within the time limit	<ul style="list-style-type: none">• Effective diction appropriate to the length and complexity of the performance• Story structure is controlled and varied, with use of language consistently acceptable and effective• Transitions enhance story• Performance was completed within the time limit	<ul style="list-style-type: none">• Excellent diction reflecting control of story structure and use of words• Story is clearly heard• Transitions are seamless and enhance the story flow• Performance made effective use of the time provided	
	Score	1	2	3	4	5	
Audience Awareness: Recognition of intended audience; attention to needs of the intended listener; communication with audience; engages the listener; motivation of listener to consider presented perspectives		<ul style="list-style-type: none">• Storyteller demonstrates a limited awareness of the type of audience/listener to whom he/she is speaking	<ul style="list-style-type: none">• Storyteller demonstrates he/ she is aware of the type of audience/listener for whom he/she is telling, but fails to remain focused on them	<ul style="list-style-type: none">• Storyteller demonstrates some evidence of communication with audience/listener	<ul style="list-style-type: none">• Storyteller consistently demonstrates communication with the audience	<ul style="list-style-type: none">• Storyteller establishes and maintains a strong awareness of and communication with the audience throughout the performance	
	Score	1	2	3	4	5	
Use of Voice: Appropriate use and variation of tone; personal storytelling identity emerges through the use of voice; suitable range of tones		<ul style="list-style-type: none">• No sense of who is telling the story• Little evidence of vocal techniques or descriptions to enliven story• Inappropriate and/or ineffective use of voice and language for audience	<ul style="list-style-type: none">• Voice somewhat formulaic/ informal or a list of facts• Some elements of personal style emerge in telling, but not fully developed• Some variety in expression evident, but not consistent• Voice inappropriate for audience or purpose at times• Difficult for listener to stay involved	<ul style="list-style-type: none">• Acceptable voice, but not strong or individual• Evidence of elements of style that give telling life/spirit• Effort made to vary sentences, but not sustained	<ul style="list-style-type: none">• Suitable voice consistent throughout telling• Clear, personal touch prevails• Elements of style uniquely mastered throughout• Storyteller’s passion obvious• Audience drawn into storyline	<ul style="list-style-type: none">• Clear, distinctive personal touch prevails• Variety of tone techniques makes story lively/engaging• Stylistic nuances and elements uniquely mastered• Storyteller’s passion contagious	
	Score	12	34	56	78	910	
Development of Story: Logical, justified development of plot, and story progression; relevant elaboration; related connections and reflections; idea development strategies; organization		<ul style="list-style-type: none">• Ideas expressed are minimally developed with few or unrelated details• Short duration of story limits development• Performance is random, with little or no evidence of organization	<ul style="list-style-type: none">• Ideas expressed are generally not elaborated or details are repetitious• Minimal evidence of story organization	<ul style="list-style-type: none">• Ideas are developed and supported by elaborated and relevant details• Evidence of logical organization, but with lapses and/or a lack of coherence	<ul style="list-style-type: none">• Ideas are developed in depth and supported by elaborated details• Related connections and reflections are evident• Logical and coherent organization	<ul style="list-style-type: none">• Ideas are complex and supported by rich engaging and/or pertinent details• Strong evidence of analysis, reflection and/or insight• Careful and/or subtle organizational strategies demonstrated• May offer a positive resolution or hope for the future	
	Score	123	456	789	101112	131415	
Characterization: Central, identifiable, sustained character(s) (animate or inanimate) able to evoke emotional response from the listener		<ul style="list-style-type: none">• No recognizable central character(s)• Weak character development	<ul style="list-style-type: none">• Central and identifiable character(s) exists, but needs further development	<ul style="list-style-type: none">• Sense of character(s) development evident throughout the story• Character(s) evokes little emotional response from audience	<ul style="list-style-type: none">• A strong sense of authentic character(s)• Many dimensions of personality are purposeful and understandable• Emotional response evoked	<ul style="list-style-type: none">• Authentic character developed with a dynamic nature that enhances the overall impact and effectiveness of the performance• Total sense of involvement with the character(s) is achieved	
	Score	12	34	56	78	910	

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Creative Thinking: Inventive, innovative, original, resourceful ideas Score	<ul style="list-style-type: none"> • Little to no integration of creative thinking • Creative ideas disjointed/unfocused • Perspectives/ outcomes predictable throughout 1	<ul style="list-style-type: none"> • More traditional ideas rather than inventive • Creative ideas do not support plot • Predictable storyline 2	<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 3	<ul style="list-style-type: none"> • Evidence of creative thinking • Original/unusual details noticeable throughout the telling • Unique or unusual ending, setting, conflict 4	<ul style="list-style-type: none"> • Strong portrayal of innovative, original ideas • Use of unusual/creative details and vocabulary • A unique and powerful experience provided for the listener 5
Connection to Topic: Narrowing the topic to establish and maintain a clear focus; research evident;	<ul style="list-style-type: none"> • Limited connection between the tale and the topic • Minimal or no research evident 1	<ul style="list-style-type: none"> • Awareness of topic obvious, but fails to remain focused • Evidence of some research 2	<ul style="list-style-type: none"> • Attempt at narrowing of topic, but lapses are evident • Evidence of some research, but is not sustained throughout the performance • Majority of the setting is in the future with some lapses 3	<ul style="list-style-type: none"> • Consistently focused on a topic throughout the performance • Research evident throughout the performance 4	<ul style="list-style-type: none"> • Focus established with a strong connection to the topic throughout • Strong portrayal of research enhances the story 5
Futuristic Thinking: Portrayal of futuristic information and trends, including futuristic ideas as well as technological inventions Score	<ul style="list-style-type: none"> • Story not set 20-30 years in the future • Little or no development of futuristic trends; no projection into the future • Inaccuracies evident in regard to futuristic setting 1	<ul style="list-style-type: none"> • Unclear setting or time period • Evidence of more conventional ideas rather than futuristic • Little evidence of futuristic trends related to the topic • Natural progression into the future not portrayed 2	<ul style="list-style-type: none"> • Majority of setting is in the future with some lapses • Evidence of futuristic concepts but not sustained throughout • Random reference to futuristic trends • Futuristic elements not clearly connected to story line 3	<ul style="list-style-type: none"> • Setting occurs at least 20-30 years in the future • Relevant future trends integrated throughout • Futuristic ideas connected to topic and storyline 4	<ul style="list-style-type: none"> • Setting occurs at least 20-30 years in the future • Understanding of patterns/ trends and how they might evolve • Strong portrayal of futuristic trends/predictions enhance the story 5

Storytelling Techniques		Topic: <input type="text"/> Time: <input type="text"/> Comments: <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
Audience Awareness		
Use of Voice		
Development of Story		
Characterization		
Creative Thinking		
Connection to Topic		
Futuristic Thinking		
Total Score:	<input type="text"/>	Rank: <input type="text"/>

Scenario Performance Skills Aligned with Education Standards



The goal of Scenario Performance is to give students a creative and performance-based outlet to enlarge ideas, enrich personal style, and predict accurate images of the future. In creating their Performances, students are able to develop their thinking skills and enhance their creativity through storytelling, 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 Affiliate. Please use this for reference and to align with the standards used by your school system or educational governing body.

SPEAKING and LISTENING
Comprehension <ol style="list-style-type: none">1. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.2. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.3. Explore ideas under discussion by drawing on readings and other information. Presentation of Knowledge and Ideas <ol style="list-style-type: none">1. 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.2. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.3. Create oral presentations that maintain a clear focus, development of main ideas and themes that engage the audience.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.5. Reflect on and contribute to ideas under discussion by drawing on readings and other resources.6. Follow agreed-upon rules for presentation7. Pose and respond to questions that probe reasoning and evidence; promote divergent and creative perspectives.8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.9. Demonstrate command of the conventions of standard English grammar and usage when speaking.
READING
Key Ideas and Details <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 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.4. Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.5. Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject



Scenario Performance Skills Aligned with Education Standards



Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse media and formats.
2. 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.
3. Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

Range of Reading and Level of Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.
2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

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.
4. Clearly present a position in an introductory statement to an identified audience.
5. Support the position with qualitative and quantitative facts and details from various sources, including texts.
6. Use an organizational structure to group related ideas that support the purpose.
7. Use language appropriate for the identified audience.
8. Connect reasons to the position using words, phrases, and clauses.
9. Provide a concluding statement or section related to the position presented.

Research to Build and Present Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
4. Identify and acquire information through reliable primary and secondary sources.
5. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
6. Present the research information, choosing from a variety of sources

LANGUAGE

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.



Scenario Performance Skills Aligned with Education Standards



4. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
5. Acquire and use accurately 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 considering a word or phrase to be important to comprehension or expression.

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 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.

Craft and Structure

1. 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.
2. 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.
3. Assess how point of view or purpose shapes the content and style of a text.
4. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Integration of Knowledge and Ideas

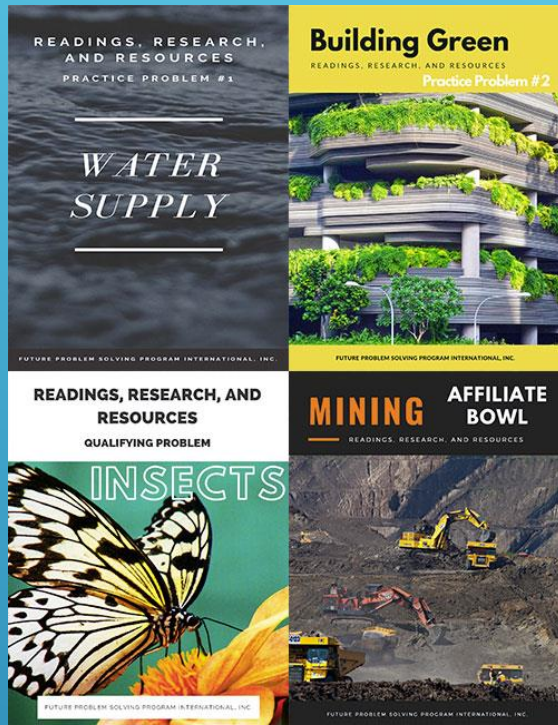
1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



Scenario Performance Essential Offerings

Available for purchase at 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

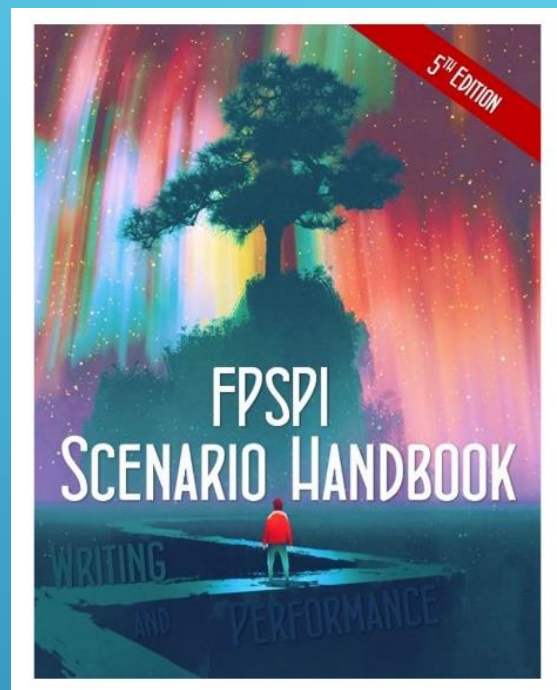
With Future Scenes from the last 11 years, Scenario Performers can find inspiration in these stories and topics!



Scenario Handbook

Designed to help teachers effectively guide students in Scenario Writing and Scenario Performance. This handbook was re-written in 2018 to include new activities and information.

- Explanations of scenario development
- Classroom activities
- Award-winning student work



Available at www.fpspimart.org