Scenario Writing (SW)

Coach Information
2021-22
Scenario Writing Overview

What is Scenario Writing?
Scenario Writing is an individual competition in which students develop short stories related to one of FPSPI’s five annual topics (including the prior season’s International Conference topic). 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. 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 their images of the future more precise 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.

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?

Both the Global Issues Problem Solving and Community Problem Solving components use the six-step problem solving process. Although knowing the process can help students 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 an Affiliate Program does not offer the Scenario Writing component, 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 non-competitive and provides written feedback to guide the story’s improvement. 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
2021-22 Rules

Scenario Writing Content

The Scenario Writing component provides students an opportunity to create 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.

2021-22 Topics
Water Supply
Building Green
Insects
Mining
Neurotechnology

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 fpspimart.org.

EVALUATION

Experienced evaluators consider the following elements during authentic assessment:

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

© Future Problem Solving Program International, Inc. 06/2021
INTERNATIONAL SCENARIO WRITING COMPETITION RULES

All International Scenario Writing Competition entries will be submitted on FPSOnline. Each Scenario Writing submission must include a completed copy of the official FPSPI Publication Release & Statement of Authenticity.

- 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.)
- 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.
- The author must not put any identifying information into their Scenario, including their name, school, and Affiliate program.

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

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.
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?
Topic Descriptors 2021-22

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?

2021 International Conference: Neurotechnology

Neurotechnology is a growing science that helps people understand the brain as well as aspects of consciousness, thought, and high-functioning activities. Since the development of brain imaging, scientists have made significant progress in the field. Neurotechnology includes products and procedures that improve and repair brain function. Presently, we can create images of almost all aspects of the brain, and to some degree, control its functions. Brain imaging, stimulation, measurement, and cell therapy all show promise, as do developments in brain-computer interfaces. Neurotechnology can help treat depression, insomnia, Parkinson’s disease, and many other conditions, as well as improving the quality of life for those with disabilities or injuries. However, its side effects are not well understood, and the implications related to its use have not been fully explored. What potential challenges could scientists, policymakers, and the public face as this technology continues to develop? How can neurotechnology be used to heal and enhance human and animal brains? What are the potential benefits and consequences of its growing use?
### FPSPI Scenario Score Sheet

Evaluator ID: _______   Round:  ____________

<table>
<thead>
<tr>
<th>Creative Thinking</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>STRONG</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Little to no integration of creative thinking</td>
<td>• More traditional ideas rather than inventive</td>
<td>• Evidence of creative thinking going beyond the norm at times</td>
<td>• Evidence of inventive thinking</td>
<td>• Strong portrayal of innovative/ingenious/novel ideas throughout writing</td>
<td></td>
</tr>
<tr>
<td>• Creative ideas disjointed/unfocused</td>
<td>• Creative ideas do not support plot</td>
<td>• Relevant novel ideas present but may be unclear or unfocused</td>
<td>• Original/unusal details noticeable</td>
<td>• Unusual/imaginative details</td>
<td></td>
</tr>
<tr>
<td>• Perspectives/outcomes predictable throughout</td>
<td>• Predictable storyline</td>
<td>• Mostly predictable storyline with ‘sparks’ of uniqueness</td>
<td>• Unique or unusual ending, setting, conflict</td>
<td>• Unique/powerful experience for the reader</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Futuristic Thinking</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>STRONG</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Little or no development of futuristic trends; no projection into the future</td>
<td>• Evidence of more conventional ideas rather than futuristic</td>
<td>• Evidence of futuristic concepts but not sustained throughout</td>
<td>• Relevant future trends integrated throughout the writing</td>
<td>• Understanding of patterns/trends and how they might evolve</td>
<td></td>
</tr>
<tr>
<td>• Inaccuracies evident in regard to futuristic setting</td>
<td>• Little evidence of futuristic trends related to the topic</td>
<td>• Random reference to futuristic trends</td>
<td>• Specialized terms/language noted</td>
<td>• Specialized terms/language related to the topic and storyline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Natural progression into the future not portrayed</td>
<td>• Futuristic elements not clearly connected to storyline</td>
<td>• Futuristic ideas connected to topic and storyline</td>
<td>• Strong portrayal of futuristic trends/predictions enhancing the story</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Idea Development</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>STRONG</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ideas minimally developed/lacking details</td>
<td>• Ideas generally unelaborated or repetitious details</td>
<td>• Most ideas developed and supported by elaborated and relevant details</td>
<td>• In-depth ideas supported by elaborated details</td>
<td>• Complex ideas supported by rich, engaging, pertinent details</td>
<td></td>
</tr>
<tr>
<td>• No storyline evident or if present, illogical or unbelievable</td>
<td>• Some unrelated/logical ideas; lacks effective plot development; little relationship to the topic</td>
<td>• Understanding of plot development evident but narrow focus on topic</td>
<td>• Related connections/reflections evident along with insight into topic</td>
<td>• Strong evidence of analysis, reflection, insight exploring different aspects of the topic</td>
<td></td>
</tr>
<tr>
<td>• Main idea unclear or disjointed</td>
<td>• Organization random or disjointed; hints at storyline but not developed</td>
<td>• Order easily followed, but transitions weak/formulaic</td>
<td>• Strong transitions; logical and coherent organization</td>
<td>• Sophistication in organizational strategies</td>
<td></td>
</tr>
<tr>
<td>• Reader left confused</td>
<td></td>
<td>• Logical organization; some lapses or lack of coherence</td>
<td></td>
<td>• Reader’s attention captured</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style/Voice</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>STRONG</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No sense of who is telling the story</td>
<td>• Distant voice; too formulaic/informal or a list of facts</td>
<td>• Acceptable voice but not strong or individual</td>
<td>• Suitable voice consistent throughout writing</td>
<td>• Clear, distinctive personal touch; use of literary techniques throughout writing makes text lively/engaging</td>
<td></td>
</tr>
<tr>
<td>• Little evidence of literary techniques or descriptions to liven story</td>
<td>• Some elements of personal style, but not fully developed</td>
<td>• Evidence of ‘elements of style’ that give writing life/spirit</td>
<td>• Clear, personal touch; unique elements of style</td>
<td>• Unique stylistic nuances and elements</td>
<td></td>
</tr>
<tr>
<td>• Sentences monotonous/repetitive</td>
<td>• Some sentence variety, but not consistent</td>
<td>• Effort made to vary sentences, but not sustained</td>
<td>• Sentences vary in both structure and length</td>
<td>• Well crafted, varied sentence structure</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate or incorrect word choice</td>
<td>• Voice inappropriate for audience or purpose at times</td>
<td>• Appropriate word choice</td>
<td>• Appropriately advanced vocabulary</td>
<td>• Skillful use of vocabulary allowing reader to become emotionally involved</td>
<td></td>
</tr>
<tr>
<td>• Voice not suited to the audience</td>
<td></td>
<td>• Evidence of established voice, but not sustained throughout; difficult for reader to stay involved</td>
<td>• Writer’s passion obvious; reader drawn into storyline</td>
<td>• Reader motivated to reflect on purpose and consequences</td>
<td></td>
</tr>
</tbody>
</table>

Title:  _____________________________________
Division:  _______    Scenario ID:  _______

Word Count 1500 or less?  ☐ Yes  ☐ No
Relation to approved topic:  ☐Yes  ☐No
<table>
<thead>
<tr>
<th>Character Development</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>STRONG</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No recognizable character(s)</td>
<td>• Identifiable character(s), but further development needed</td>
<td>• A sense of character development including thoughts and feelings throughout the scenario</td>
<td>• Strong sense of authentic character(s); many dimensions of a personality evident, purposeful, and understandable</td>
<td>• Authentic character(s) with dynamic nature enhancing the overall impact and effectiveness of the writing</td>
<td>• Authentic character(s) with dynamic nature enhancing the overall impact and effectiveness of the writing</td>
</tr>
<tr>
<td>• More or less a report or essay</td>
<td>• Difficult to make connection to character(s); character(s) stilted with no real purpose</td>
<td>• Some connection to character(s) possible; inconsistent personalities often with irrelevant details</td>
<td>• Insight, perspective, or empathy with character(s) possible</td>
<td>• Character(s) evoke emotional response</td>
<td>• Writer provides insight, perspective, and empathy with character(s)</td>
</tr>
<tr>
<td>Mechanics</td>
<td>• Many errors of grammar and punctuation</td>
<td>• Grammar, punctuation, and/or spelling interfere with flow of story</td>
<td>• Average number/type of errors for age group</td>
<td>• Few errors in grammar and punctuation relative to length and complexity of the writing</td>
<td>• Clear control of grammar and punctuation</td>
</tr>
<tr>
<td></td>
<td>• Errors invasive and distracting</td>
<td>• Mechanical errors frequently interfere with understanding and/or enjoyment of story</td>
<td>• Lack of attention to mechanics makes story more difficult to follow or affects meaning</td>
<td>• Good use of age-appropriate conventions</td>
<td>• Creative use of conventions to enhance meaning; license intentionally taken with some conventions to make a point; dialogue/dialect/slang, etc.</td>
</tr>
<tr>
<td></td>
<td>• More in draft form instead of edited and revised</td>
<td>• Editing necessary</td>
<td>• Some editing necessary</td>
<td>• Editing evident</td>
<td>• Carefully edited</td>
</tr>
<tr>
<td>Topic Related Research</td>
<td>• Little to no knowledge of topic demonstrated; many inaccurate terms or facts used</td>
<td>• Minimal knowledge of topic; few relevant terms present; made-up or imagined facts</td>
<td>• Knowledge of topic obvious but inconsistent; terms or facts forced</td>
<td>• Clear understanding of the topic connecting smoothly with storyline</td>
<td>• Knowledge of topic artfully blended with storyline</td>
</tr>
<tr>
<td></td>
<td>• Lack of appropriate topic knowledge makes story confusing</td>
<td>• Topic information used not relevant to story</td>
<td>• Some uninteresting or inaccurate facts with little connection to story line</td>
<td>• Story enhanced by knowledge of the topic and topic terminology</td>
<td>• Knowledge of topic as well as an understanding of topic’s futuristic trends</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:**

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

**Comments:**

6/2020 © Future Problem Solving Program International, Inc
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.

<table>
<thead>
<tr>
<th>READING and LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
</tr>
<tr>
<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
</tr>
<tr>
<td>9. Read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE and VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## 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.

- Themes & Concepts
- 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 2021**

Includes:
- Award-winning Scenarios in each division
- 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](http://www.fpspimart.org)