

HINTS FOR SUCCESS

IDENTIFYING CHALLENGES – STEP ONE

**** HINT** – Reread the last paragraph(s) very carefully since this gives the team the focus of the scenario. Highlight this charge as you read the scenario and to return to the fuzzy as you begin to write challenges and the underlying problem to make certain you are on task. The parameters are usually found at the top of the page. Write the topic and charge at the bottom of the underlying problem page to be certain the UP is on target!

**** HINT** – Sometimes the teams begin to play the what-if game. While elaborating the challenges, students begin to hypothesize if this happens (A) then this could happen (B). If this happens (B), then this could happen (C). The elaborated challenges may become so far-fetched; they are scored as PERHAPS. Challenges must have a strong PROBABILITY of occurring to be counted as relevant.

THE UNDERLYING PROBLEM – STEP TWO

****HINT** – The Underlying Problem is the most important of all the steps. There are five parts to the UP. Draw a hamburger!

****HINT** – Use the scoring guide from the Missouri Future Problem Solving website www.mofps.org. Remember trying to solve ALL the aspects of the future scene is scored as a **RESTATEMENT**, and trying to solve a problem outside of the future scene parameters is a **BROADENING** of the future scene.

****HINT** – Avoid absolute verbs. The most common absolute verbs found in student booklets are **GUARANTEE, ELIMINATE, INSURE, ENSURE, KEEP, STOP, PREVENT AND PROHIBIT**. These verbs indicate the key verb phrase mandate will be done with no possibility of failure. Placing the verb **HELP** before any of these verbs does not make a difference. Help is not a helping verb and should not be used as such.

POSSIBLE SOLUTIONS -- STEP THREE

****HINT** – Solutions must directly address the condition phrase, the key verb phrase, and the purpose of the team's underlying problem to be counted as a relevant solution. As long as a solution idea addresses the condition phrase, solves the key verb phrase, accomplishes the purpose of the underlying problem and stays within the future scene parameters, it is scored relevant. An elaborated solution idea explains how it solves the UP. An elaborated solution idea is any relevant solution idea that includes at least three of the who, what, why and how elements. Relevant solution ideas are not automatically elaborated. Solution ideas elaborated by simply tacking on the key verb phrase and/or purpose are not considered for elaboration credit more than three times in a booklet. One of the goals of Future Problem Solving is to provide students with the skills to think critically and to identify positive, proactive solutions to a given situation.

Draw a teeter – totter here.

CRITERIA – STEP FOUR

****HINT – Review the difference between specific, modified and generic criteria with your teams. Generic criteria (1 pt)** are those that can be applied to almost any situation. Examples of **generic criteria** – Which solution is the most acceptable? Which solution is the easiest to implement? **Modified criteria (2 pts)** are criteria that are generic with a future scene parameter. Examples of modified criteria are which solution is most acceptable to the people on Robinson Crusoe Island. **Specific criteria (3 pts)** should relate to the underlying problem. Examples of target criteria: Which solution best provides for increased social interaction at the University of Kansas? Which solution best provides for monitoring the use of robots used to discover treasure? Which solution best enhances security of the cyber infrastructure of Great Britain?

APPLY CRITERIA – STEP FIVE

****HINT --** Please check addition and that the numbers 1 through 8 (1 through 5 for individuals) are used only once in a column. This is the most frequent mistake teams make. Encourage students to identify the best solution for a criterion (8); then identify the worst for the same criterion (1). Look for the best of the solutions left (7); the worst of the solutions left (2).

Working toward the middle often speeds up this step. 8– 1 – 7 – 2 – 6– 3 – 5 – 4.

DEVELOPING AN ACTION PLAN – STEP SIX

****HINT –** Try to get the teams to fully elaborate their best solution. In writing the best solution, the team should identify short-term, middle-range, and long-term goals. What groups will assist them in this endeavor? A good idea is to create a timeline of what should happen. Indicate how the solution addresses the criteria used. Also teams should consider their purpose as they elaborate. How will their solution accomplish the purpose?

Remember that elaboration is important for clarity (and points!) Encourage students to use facts and vocabulary found during research. Consider futuristic technology and trends. Learn interesting facts. Become critical thinkers. Become proactive rather than reactive. Have fun!