

# Future Problem Solving

## Step 2 – The Underlying Problem

**Objective: To identify and state an important part of the future scene to solve.**

### Missouri Standards

**GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives

- Is the condition phrase relevant to a **concern** in the future scene?
- Does the condition phrase address a **cause or an effect** of the future scene?
- Is the **stem** present, and does the key verb phrase contain a **SINGULAR active** verb?
- Are absolute verbs **NOT** used?  
(GUARANTEE, ELIMINATE, INSURE, ENSURE, KEEP, STOP, PREVENT, PROHIBIT)
- Are **all three parameters** present? (**Topic, Time, Place**)
- Can the key verb phrase **adequately solve the purpose**?
- Does the key verb phrase clearly **address the future scene charge**?
- Does the underlying problem identify an **important issue within the future scene to solve**?
- Do all three parts of the underlying problem **address different, but related concerns**?

Reason (Condition phrase) **Since** \_\_\_\_\_,

What can you do to accomplish this?

**In what ways might we** \_\_\_\_\_

What do you want to happen? **so that** \_\_\_\_\_

**Parameters**            **Topic** \_\_\_\_\_    **Place** \_\_\_\_\_    **Time** \_\_\_\_\_