

<p>Wis FPS Community Problem Solving Component 2009-2010</p>

REMINDER!

Notify Wisconsin FPS by February 1, 2010 if you intend to submit a CmPS entry by February 19.

Community Problem Solving is for
TEAMS or INDIVIDUALS

CmPS Fees

	Entry Fee Due late February	State Bowl Fee Due mid March
Individual	\$50	\$30
Team	\$60	\$40

Submission of Materials

Item	For Wisconsin	For International
Final 6-page report	With entry Feb 19	Submitted in April
Addendum - 6 page max	With entry Feb 19	Submitted in April
Scrapbook	With entry Feb 19	Brought to IC
Table Display	Brought to State Bowl	Set up at IC
3-5 min AV presentation	--	Brought to IC
Interview	--	Conducted at IC

Note - First place projects are not automatically qualified for International competition. The CmPS evaluator makes a separate determination as to whether a project is of high enough quality to go on to International. A maximum of 15 team members may attend the International Conference.

TO: Future Problem Solving Coach
FROM: Future Problem Solving Program International
RE: 2009-10 Team/Individual Community Problem Solving

The Future Problem Solving Program International (FPSPI) provides the tools and strategies students need to face the challenges of today and the future. FPSPI is the perfect vehicle to encourage and develop the thinking skills necessary to adapt to a changing world. FPSPI teaches students to think critically, creatively and futuristically.

The Future Problem Solving Program International's six-step model is aligned with National Curriculum Standards and the National Association for Gifted Children (NAGC) Standards. Community Problem Solving (CmPS) provides opportunities for students to meet and exceed these standards. Through participation in community problem solving, students refine critical and creative thinking skills, focus on a real community or school issue, produce solution ideas, generate criteria to evaluate solution ideas, determine the best action plan, and implement the plan to resolve their problem.

Team/individual Community Problem Solving provides a framework for service learning. This action-oriented, authentic learning encourages students to use knowledge meaningfully across disciplines and become actively engaged in their education. Students recognize, address, and overcome obstacles as they work to make a positive difference in the community. Community Problem Solving allows students to move from ideas to action. A community problem may take many forms. A CmPS project can be a problem that exists within the school setting, the local, state, or national community, or even the global community. CmPS provides the vehicle for a significant learning experience, accepting and confronting real-life problems.

Service learning enjoys the spotlight in education. Many schools, both public and private, mandate service hours as a condition of promotion and of graduation. In addition, many youth groups and community organizations require youth service for advancement, awards, or scholarships. All too frequently the service is accomplished with little or no structured guidance. The Future Problem Solving Program can provide both structure and guidance. The CmPS component provides an opportunity for celebration through its affiliate program competition, recognizing and rewarding exemplary work.

Community Action is the highest level of service learning. Because of the depth of the services provided and the resources involved, a team of students usually works together to complete a *community action* project. However, it is possible for an individual student to effectively carry out a *community action* project. The student goes beyond supplying a curriculum-related service to analyzing the situation, identifying a problem area, generating new ideas, and implementing a difference-making plan of action.

In the process the student(s) develops complex problem solving abilities, advanced communication skills, the ability to connect knowledge across disciplines, and the perseverance to overcome obstacles. In *community action* the interaction between the student and community flows in both directions. This interaction leads to a broader community impact and the highest level of real world learning. It also fosters a reciprocity in which both students and the community become the learner and recipient of the problem solving experience. Involvement in *community action* empowers students with the continuing ability to make a difference and thus become more responsive, effective citizens. The community, in turn, develops a respect and appreciation for the positive change brought about by the students and begins to identify youth as valuable community resources.

Award Winning Examples:

A middle school CmPS team accomplished what adults had been unable to do. “*Curves and Swerves*” revealed the magnitude of the problem of Kentucky Highway 146 in Henry County, Kentucky. Two hundred-nine accidents occurred in a nine-mile stretch during the past eight years, including one that severely injured the middle school librarian. After extensive research and presentation of findings, and in cooperation with local officials, Henry County Middle School students convinced the Kentucky Transportation Cabinet to allocate \$770,000 in federal highway funds to eliminate a quarter-mile stretch of deadly curves. While this was an emotional situation for the team, they presented facts and statistics from their research in a very clear and convincing way. As a result of the efforts of middle school students, lives will be saved through changes in a once dangerous road. As one team member described their greatest achievement, “The highway will be made safe by the time we are old enough to drive.”

A senior high school student in Fort Meyers, Florida, developed a project entitled, “Mess with Guns and You’re Done!” Drawing on her own experience, this project emphasized the impact of gun violence in the lives of the children in her community. The project promoted awareness of choosing other options to solve adolescents’ problems.

Look around you. Are there students in your school who might be interested in a community action project for individual problem solving? If so, we encourage you to involve your students in community problem solving through FPS.

It's exciting to see students make a real difference in the community. We hope you take this opportunity to register a team/individual in the CmPS component using the enclosed registration form. We look forward to assisting you as you involve your student(s) in CmPS and help them become learners, leaders, and catalysts for positive change.

COMMUNITY PROBLEM SOLVING Outline of Project Requirements

(Refer to the *CmPS Final Report Guidelines* for a complete description.)

1. **FPSP Cover Sheet** – Completely filled out with signatures
2. **Project Title Page** – Includes ONLY the complete project name, school, city, state/country, and affiliate FPS program.
3. **The Report** – Illustrates problem-solving process and describes actions and accomplishments in the following sections:

Part I: Project Overview

- A. Area of Concern
- B. Challenges Identified
- C. Underlying Problem
- D. Alternative Solution Ideas
- E. Plan of Action

Part II: Implementation of the Plan

- A. Actions and Outcomes to Date
- B. Organization
- C. Resource Identification & Utilization
- D. Accomplishments
- E. Reflection on Project Outcomes

Formatting: Maximum of six single-spaced, single-sided typed or printed pages on standard 8 ½ by 11 inch **OR** A4 paper; printed in the equivalent of Times New Roman or Arial 12 font (or larger); minimum margins on all sides of ½ inch OR 15mm on A4; additional page(s) required for evolving projects – see Final Report Guidelines

Electronic submission in Microsoft Word or .txt format required for International Competition via CD or e-mail attachment.

4. **Supporting Information** - Documents the project's accomplishments and claims
 - Each item should present additional perspectives on the project, without repetition.
 - Projects submitted for FPSP International level competition must include an addendum; the other materials and presentations are required at International Conference competition.
 - Affiliate FPS programs may require some or all of the supporting information (addendum, scrapbook, media presentation, interview, and/or display) for affiliate level competition.

Addendum – A maximum of 6 single-sided pages submitted as a hard copy and electronically (.pdf or .jpg) for international competition which includes documentation of the actions described in the report – typically, excerpts from the scrapbook/portfolio (for example, letters, photos, surveys, brochures, newspaper articles, presentation scripts); additional timeline page required for evolving projects – see Final Report Guidelines

Scrapbook/Portfolio – Visual evidence of the actions and accomplishments described in the report – organized and labeled; no size restrictions

Audio/Visual Media Presentation – 3-5 minute presentation as a DVD or PowerPoint presentation to capture the spirit of the project and document actions not easily portrayed in words or on paper (could be a call to action, a sales pitch, a documentary, or whatever students choose)

Display – Table-top display created on-site; an overview so viewers can quickly grasp the essence of the project and students' actions

Interview – Conversation to allow evaluators to clarify questions and deepen their understanding of the project, while giving students an opportunity to share their passion for the project and describe actions completed after the report was written; 15 – 30 minutes

Note Regarding IC Submission: IC competition submission requires both the original report (with title page) and addendum PLUS an electronic copy of the report and addendum. The report must be in Microsoft Word or .txt format. The addendum must be submitted in .pdf or .jpg format. Do not enclose the materials in any sort of binder or folder.

GUIDELINES FOR FINAL REPORT OF COMMUNITY PROBLEM SOLVING

Community Problem Solving (CmPS) projects submitted for FPSP International competition must include the following materials:

- 1. Official cover sheet**
Complete and sign the official cover sheet and attach to the report.
- 2. Evaluation fee (if applicable)**
- 3. Report** (see 'The Final Report:' below)
 - Title page
 - No more than six single-sided pages of standard paper (8 ½ X 11 inch or A4); additional form required for evolving projects (see attached)
 - Typewritten or printed with a font no smaller than Times New Roman or Arial 12 or equivalent
 - Margins: all around -- no less than ½ inch OR 15mm on A4
- 4. Addendum** (see 'The Addendum' below)
 - No more than six single-sided pages of standard paper (8 ½ x 11-inch or A4); additional timeline page required for evolving projects (see CmPS Terms and Definitions p. 5)
 - Creativity in design and presentation is encouraged!
- 5. Electronic submission of project summary**

Note Regarding IC Submission: IC competition submission requires both the original report (with title page) and addendum PLUS an electronic copy of the report and addendum. The report must be in Microsoft Word or .txt format. The addendum must be submitted in .pdf or .jpg format. Do not enclose the materials in any sort of binder or folder.

(Affiliate programs may require additional materials such as scrapbook/portfolio, display, or audio/visual media presentation.)

THE FINAL REPORT

TITLE PAGE: List ONLY the complete project name, school, city, state/country, and affiliate program.

PART I: PROJECT OVERVIEW

The first part of the report illustrates the students' use of the problem solving process in creating the plan of action. The CmPS process uses the FPS process, with adaptations suited to the active nature of solving present-day real problems.

The step-by-step nature of the FPS process may need to be adjusted for CmPS projects. Some projects will begin with a broad Area of Concern and work through the steps in order. Some projects will begin with a clearly defined problem. Some projects will have a solution idea already in mind (for example, a recycling program). Some projects will continue work on a project begun in previous years and currently in any stage of the process (see notes on continuing projects below). All of these projects can be competitive in CmPS; all of these projects will benefit from use of all steps of the FPS process. Students should use all the steps of the process (in any order), and the written report should describe all the steps of the process.

Students should describe the problem solving process they follow – challenges and solutions may be considered at different stages of the project. No matter where projects begin, they have an Area of Concern (whether broad and ill-defined or as clear-cut as a particular solution idea). The challenges identified by the students may range in scope from general issues within the Area of Concern to specific problems they'll face while implementing a plan. All projects need a well-focused and clearly stated Underlying Problem upon which to base the solution ideas and Plan of Action.

A. AREA OF CONCERN

(scoring criteria: Significance, Completeness, Clarity)

Completely describe the situation addressed by the project. Include information from research about the situation, describe the community involved (whether it is school, local, state, national, or global), explain the significance of the situation, and tell why it is important to the students and the community.

When reporting on a continuing project, the report should summarize briefly the work completed in previous years.

GUIDELINES FOR FINAL REPORT OF COMMUNITY PROBLEM SOLVING

B. CHALLENGES IDENTIFIED

(scoring criteria: Flexibility, Insight, Clarity)

Include a list of challenges the student(s) considered while analyzing the situation: challenges causing the situation, concerns resulting from the situation, and challenges which may arise while trying to change the situation. The challenges should demonstrate a thorough analysis of the situation (or solution idea if previously established) from as many perspectives as possible. The challenges should be clearly written and demonstrate flexible and insightful thinking. This step should lead to the underlying problem or should show a clear connection to any previously established underlying problem or plan of action.

C. UNDERLYING PROBLEM

(scoring criteria: Relevance to Area of Concern, Focus, Clarity of Desired Outcomes)

The underlying problem (UP) should show relevance to the area of concern and be an outgrowth of the challenges identified in part B. At this stage of the process, it is essential to narrow the situation, rather than taking on the entire area of concern at once. The UP should make clear the reasons for focusing on a particular aspect of the area of concern. The underlying problem should clearly communicate desired outcomes. Use FPSP format when writing the UP – condition statement, stem, key verb phrase, purpose, and appropriate parameters.

D. ALTERNATIVE SOLUTION IDEAS

(scoring criteria: Relevance to the Underlying Problem, Flexibility, Clarity)

Students should generate a variety of solution ideas to the underlying problem and clearly explain them. If a project is based on an established solution idea, these ideas should help to focus the ideas for developing, refining, and implementing the plan of action. The ideas in this part should represent a thorough investigation of various approaches to the underlying problem or plan of action and demonstrate flexible and insightful thinking concerning the possibilities for action. Students should select the most promising solution(s) — either a single solution or a combination which will create a focused and effective plan of action.

E. PLAN OF ACTION

(scoring criteria: Relevance to the Underlying Problem, Potential Impact on the Area of Concern, Completeness)

This is the core of the CmPS process – **create a plan** for implementing the ideas from section D. The plan of action represents what students *expect* to accomplish and the steps they plan to take. The plan should include a **working timeline** outlining major goals and deadlines. The plan must demonstrate relevance to the underlying problem and provide a rationale for the selection of solution ideas. It should describe the impact students believe the plan will have on the area of concern and why this is the best way to solve the problem. The plan of action should be thorough--describing both activities to be carried out and how success will be evaluated.

GUIDELINES FOR FINAL REPORT OF COMMUNITY PROBLEM SOLVING

PART II: IMPLEMENTATION OF PLAN (Description of actions taken)

The second part of the report illustrates students' accomplishments while carrying out the Plan of Action. In CmPS, the use of the FPS process does not end with the Action Plan. Students should use the problem solving process in a flexible manner as they work to overcome obstacles, make decisions, and implement an Action Plan. Students should demonstrate good organization, in-depth planning, and results consistent with the plan of action.

A. ACTIONS AND OUTCOMES TO DATE

(scoring criteria: Progress Made, Successful Implementation/Adaptation of Plan, Evidence of Effort)

Describe actions students have taken and the results of their problem-solving activities. The report should cite activities leading to successful implementation of the Action Plan, adjustments made in the plan, and steps taken toward implementing remaining portions of the plan. Include all actions taken before submission of the report and addendum. Activities planned for completion after the submission deadline should also be described, to clarify the current status of the project for the evaluators. The focus should be on what has been accomplished so far; later accomplishments can be reported on-site in other materials and during the interview.

B. ORGANIZATION

(scoring criteria: Clarity, Systematic Approach to Tasks, Involvement of Participants)

In all team and individual CmPS projects, organization is important to the successful implementation of the action plan. Teams' reports should indicate how the work was assigned and who carried out which tasks. Teams might divide themselves into committees or task forces and describe the responsibilities of each. An individual carrying out a project must be well-organized; many individual projects involve working with others and the report should describe their involvement.

C. RESOURCE IDENTIFICATION AND UTILIZATION

(scoring criteria: Thoroughness, Flexibility, Evidence of Outreach)

The report should describe resources used in creating and implementing the plan of action. Resources such as agencies and people consulted, research used, and media contacts should be identified and utilized. Outreach into the community identified in the area of concern should be demonstrated.

D. ACCOMPLISHMENTS

(scoring criteria: Achievement of Goals, Effectiveness of Problem Solving, Impact on the Area of Concern and the Underlying Problem)

This section illustrates the essence of the project – a summary of what students have accomplished while completing the project – and an analysis of the project's effectiveness. Progress toward goals should be thoroughly described, as well as difficulties in achieving the goals. The students should analyze the effectiveness of their problem solving process in developing and carrying out their plan. The report should address the impact of students' efforts on the Area of Concern and the Underlying Problem.

E. REFLECTION ON OUTCOMES

(scoring criteria: Completeness, Thoughtfulness, Accuracy)

The student(s) should assess the outcomes of the project and its impact on the community. Was the action plan effective? Have the students' activities solved the underlying problem? What impact has the project had on the area of concern? How do students feel about the project now? If the plan is only partially accomplished, what remains to be done to achieve the goal? If the outcomes did not meet students' expectations, what might have been done differently or what new angle should be attempted in the future?

GUIDELINES FOR FINAL REPORT OF COMMUNITY PROBLEM SOLVING

THE ADDENDUM

THE ADDENDUM (Documentation of accomplishments)

(scoring criteria: Clarity, Completeness and Creativity)

The addendum serves the pre-International Conference evaluation as a miniature scrapbook/portfolio to document the accomplishments described in the report. Students should select the most salient items from the scrapbook/portfolio. The addendum may be in collage form or in standard typewritten text. Students may demonstrate what they have accomplished through photos, copies of letters written or received, newspaper articles, surveys, etc. The documents may be reduced to fit as long as evaluators are able to read and understand the reduced documents. Include captions to identify or explain photos, surveys, etc.

ADDITIONAL SUPPORTING DOCUMENTATION

(Scrapbook/Portfolio, Audio/Visual Media Presentation, On-Site Display, Interview)

The following items are required at International Conference competition and may be required at the affiliate level.

Each element of the project documentation should add to the presentation of the project and build on the report, rather than duplicating information already presented.

1. Scrapbook/Portfolio

(scoring criteria: Clarity and Organization, Completeness, Creativity)

Materials included in the scrapbook/portfolio provide visual evidence of the actions and accomplishments described in the report. Integral parts of this documentation are: flyers, advertisements, products created, letters, surveys, photographs of the students in action, newspaper articles, meeting agendas, notes from speakers or field trips, and information about or hard copies of presentations made during the project. The materials should present a complete picture of the project. The scrapbook should be creatively arranged for visual appeal and well-organized with clear labels organizing and identifying the information. Students should include information to demonstrate the impact the project has had on the community; highlight community support for the project in letters and media coverage.

2. Audio/Visual Media Presentation

(scoring criteria: Relevance, Clarity, Completeness)

This presentation highlights the students' accomplishments and provides documentation of actions which may be difficult to replicate on paper. Students may use videotape, DVD, PowerPoint presentation, story-telling software, or similar formats to create the presentation. The presentation should convince viewers of the significance of the project. A Public Service Announcement or other form of publicity for the project could be appropriate, as could a recording of a presentation or event done during the project, or a documentary of the problem-solving process. Students are encouraged to surprise us with creative presentations!

3. On-Site Display

(scoring criteria: Relevance of Materials, Clarity of Communication, Visual Appeal)

Students create a table-top display to provide an overview of the project and additional evidence of project outcomes. The display should quickly communicate the essence of the project, so viewers can understand the nature and importance of the project. (More information about the display is provided with International Conference invitations.)

4. Interview

(scoring criteria: Clarity of Responses, Depth of Responses, Evidence of Passion and Project Ownership)

International Conference competitors participate in interviews to discuss their projects with the evaluators (interviews are 30 minutes for teams and 15 minutes for individuals). The interview allows evaluators to deepen their understanding of the project, while allowing students to share their passion for the project and describe actions taken after the report was submitted.

GUIDELINES FOR FINAL REPORT OF COMMUNITY PROBLEM SOLVING

COMMUNITY PROBLEM SOLVING TERMS AND DEFINITIONS

Community Problem Solving (CmPS)--Teams and individuals apply their FPS skills to solve a real challenge in an identified community. A community challenge is a problem that exists within the school, local community, region, state or nation. Implementation of the action plan is included in this component. Teams/individuals move from hypothetical issues to real world, authentic concerns by solving their action plan within their identified community.

One-year CmPS project-- A CmPS project that is identified, solved and submitted for competition within one FPSPI year. Because one-year projects are predictably the largest number of projects submitted, One-year projects will be evaluated by dividing them into the 3 the topic categories utilized in determining topics for the Global Issues Problem Solving competition. These categories will be:

1. **Business/Economics** (projects involving Leadership and Economic issues)
2. **Social/Political/Education** (projects involving Human Services, Civic or Cultural issues, or Education)
3. **Science/Technology** (projects involving the Environment, Health or Safety issues as well as other science related concerns)

Multi-year CmPS project--A CmPS project that takes more than one year to complete in order to solve the action plan. A minimum of fifty- percent of the team members on a Multi-year project must remain constant throughout all years of the project. The multi-year project would be submitted for competition **one time**, upon completion of the project.

Evolving CmPS Project-- This type of CmPS project evolves or builds upon a previously submitted project but a new UP and Action Plan is developed and solved in the second or evolving year. A minimum of fifty- percent of the team members on an Evolving project must remain constant throughout all years of the project.

The Evolving CmPS project must submit an additional Preface (see attached form) in addition to the six-page written report. The Evolving project must also include a seventh page in the addendum including a timeline that **CLEARLY** delineates the accomplishments of the first year and those of the new year of the project.

Grand Champion--The overall winner of all three types of projects within each age division of the CmPS component is the grand champion. ALL CmPS evaluators in all divisions will utilize the Grand Champion rubric to determine the Grand Champion in each division.

Beyonder Award-- Dr. E. Paul Torrance coined the word "Beyonder" to describe projects that "outdistance the others so far that they are not even on the same scale." Team or Individual CmPSers who have demonstrated an exceptional depth, passion, and commitment in the project that goes above and beyond what would normally be expected of student(s) in the grade level division are considered for the Beyonder Award. ALL CmPS evaluators in all divisions will utilize the Beyonder rubric to determine the one Beyonder Award to be given to one Beyonder overall divisions; a Beyonder does not have to be awarded each year.

COMMUNITY PROBLEM SOLVING PREFACE FOR EVOLVING PROJECTS
(Affix to front of 6-page report. This document should not be longer than 2 pages.)

Current Project Title:

Previous Title (if different):

Percent of team members continuing to participate this year: _____
(Please attach a team member list for each year the team has been in existence)

Note where and when this project has been presented:

Briefly explain why there is a NEED to extend your project.

Previous Underlying Problem:

Current Underlying Problem:

Summary of Previous Action Plan:

Summary Current Action Plan:

Additional Information that may be helpful:

Please include a separate additional page with your addendum containing a timeline of the current and previous years' accomplishments; dates should be included on this timeline.

COMMUNITY PROBLEM SOLVING

Coaching Techniques

IDENTIFICATION OF THE AREA OF CONCERN

- One way to identify a problem area in the community is to use the Future Problem Solving Program topics. For example, when working on the FPSP topic of rage and bullying, students could generate possible problems and challenges connected with rage and bullying in their own neighborhood or community. They may have research and expertise to tackle the topic and this procedure more clearly ties future problem solving to the real world.
- Project ideas may arise from classroom discussions, local issues, news telecasts, literature (e.g., a Christmas story about a blind child led to Braille menus), etc.
- Look for ideas in local newspapers or magazines; talk with people in community agencies and houses of worship, poll the group for student concerns.
- Interview community members and students at other schools for ideas about areas/concerns they find bothersome. Talk with city officials, board members and leaders of community action groups.
- When it's time to pick an area of concern allow the students to vote. **Suggestion:** Give each student 25 cents/votes to cast/spend however he/she wishes, all on one issue or split among several challenges. The idea that has the most votes/money wins.

DESCRIBING THE AREA OF CONCERN

- Make sure you include background information from your research in your description of the area of concern. Include facts, quotes, definitions and descriptions.
- Include positive aspects of the situation - what is possible and what improvements have already been made.
- Include negative aspects of the situation - limitations and unsuccessful attempts of others to solve the problem.
- Make sure you make your description of the area of concern community-specific.
- Explain why the problem situation the team identified is a significant issue to both the community and the team.

ALTERNATIVE SOLUTIONS

- Don't dismiss solution ideas you "just know" the kids couldn't actually implement. Give all the possible solution ideas a chance to make it to the evaluation stage.
- Combining solution ideas works well in CmPS. Look for the solution ideas that will work well together to create an effective plan of action

IMPLEMENTATION OF THE PLAN OF ACTION

- Once you've picked the area of concern and developed a plan of action, set up a working timeline for implementation. Let the CmPS project deadline guide your work.
- Organize your team into small groups and let each group choose the part of the plan on which they want to work. Give everyone a job, a title, and a deadline. Make sure each CmPSer understands that it is the responsibility of each group to oversee and complete its part of the plan.

COMMUNITY PROBLEM SOLVING

Coaching Techniques

THE COMMUNITY

- Involve other people who have a positive attitude in your project . Avoid those who only want to criticize. Involve officials who are important to the success of your project.
- Change is often met with resistance. Explain this to your students so they are aware that they might meet with resistance.
- Worthwhile change does not usually occur overnight. Prepare your students for this reality.
- At first, the “silent majority” that probably thinks your idea is great will be just that, silent.
- Throughout your project, there might be critics. Prepare your students for this and help them maintain a positive attitude and develop a sense of humor.
- Try to get the local press involved with your project. If you don’t get publicity, then write your ideas as a “letter to the editor.” Include pictures with the letter if they will be more effective.
- Make sure that those in positions of authority concerning your project take a favorable view of the project. Teaching your students about diplomacy will be a positive side effect of your project.

GENERAL MECHANICS

- Have students create a realistic working timeline for the project before students begin implementation. Then *have them* set up a detailed plan of action so students have a concrete checklist for their activities.
- Be prepared for the large amount of time the project will take.
- Students should establish an identity for their group, possibly with an acronym. Perhaps it can symbolize something about your project. One 2002 CmPS team used the acronym L.A.H.T.S. *Lending A Hand to Sudan*. Another team used the acronym WATERS, an acronym for *Water Awareness Team Encouraging Resourceful Solutions*.
- Document everything! Create the report as you go! Take pictures and keep a weekly log of team activities and progress. It will help when it comes time to complete your written report. Students should shoulder most of the responsibility for this “record keeping.”
- Activity does not necessarily mean productivity. There will be “loose” times when you will not seem to be accomplishing anything. Use this time to encourage creative thinking, even generating “far out” ideas that may lead to more practical ideas later on. **Suggestion:** Play the “What If...” game: Students suggest extreme “What Ifs...” (e.g. *What if we can’t make an appointment with the city council?* or *What if our project gets a national sponsor?*).
- There will be times when you just don’t know what to do next. Don’t quit, something will come up. Teams will probably experience disappointment in some area of the project. Prepare your students for this. Remind them of all the positive things that have occurred.

These tips came from coaches and leaders experienced in community problem solving. Many thanks to Sandra Alcock (TX), Jann Bohnenberger (TN), Vicki Connell (GA), Bonne Jensen (MI), Cassie Johnson (TX), Barbara Lewis (UT), Gail Pyle (GA), Irv Sato (GA), and Alice Terry (GA) for their valuable input and ideas.

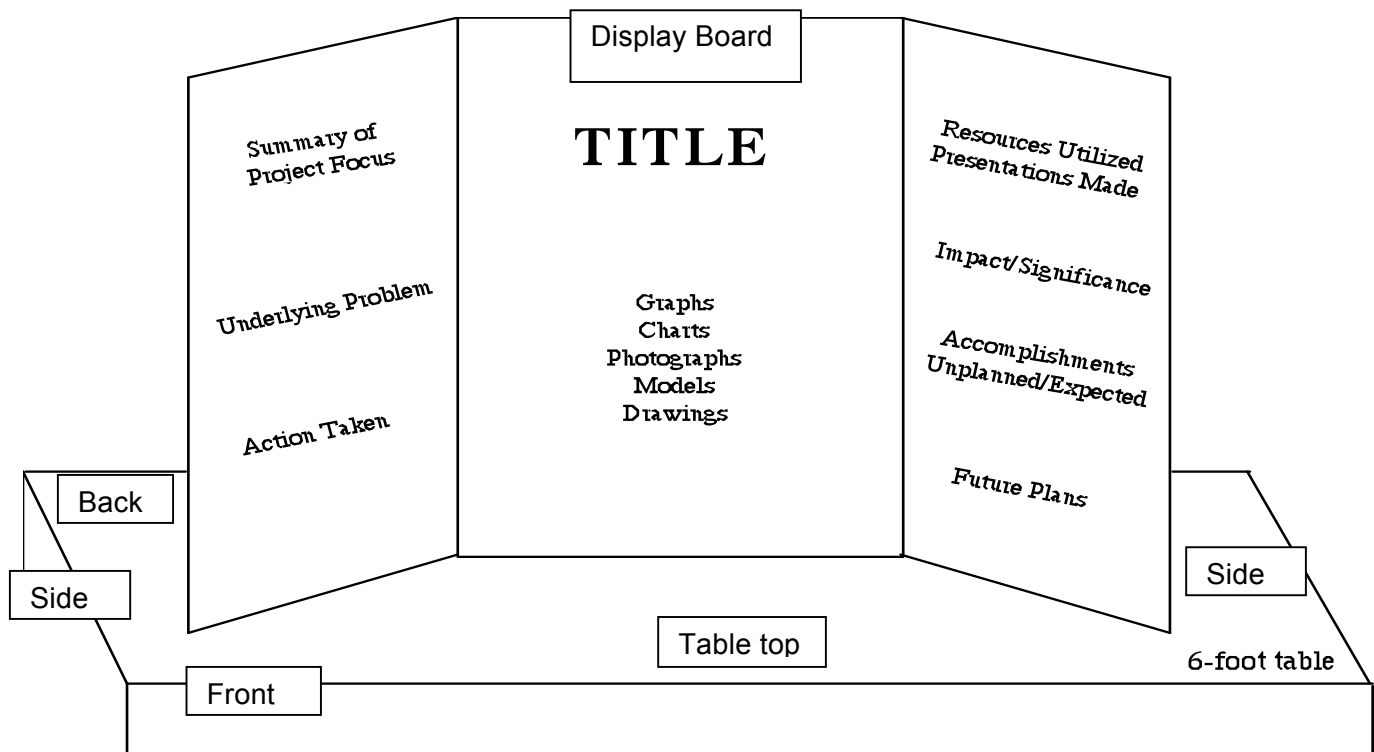
Community Problem Solving Project Display

Team and Individual

An important part of CmPS at the International Conference is the project display. Each CmPS team and individual is responsible for constructing a display on site within the time provided. Students are encouraged to display their project materials in an attractive, informative, organized, and creative manner. The evaluation team will use the display to learn more about the project. The public will have an opportunity to view the project and display during the CmPS Fair on Friday evening.

FPSP provides a table for each team and individual. The tables will measure four to six feet in length and 24 to 36 inches in width (depending on availability); all students' tables within a division will be the same size. The display must be contained on and above the tabletop. Only materials placed on or above the table will be evaluated, so do not hang materials downward from the tabletop. Displays may not exceed six feet in height from floor to top, including table height. Extra materials may be stored under the table.

FPSP provides a tri-fold cardboard project display board to each team and individual. The board measures three feet in height, two feet across the middle section, and one foot across each end flap. **Students must use the display board provided by FPSP as their primary display board.** Students may bring additional display boards to attach to the primary board or to cut and use in other ways.



The design above is a suggestion of items to be included in the display. Students are encouraged to use their creativity and incorporate their own ideas to organize the display in a way that highlights what is important for the evaluators and the public to understand about the project.

Battery-powered tape players, laptop computers, and other technology may be used as a part of the display to show the video or other presentations. (FPSP cannot guarantee access to an electrical outlet.) Students should bring such equipment with them to the interview and the fair for the demonstrations; the equipment should not be left when you are not present at your display. FPSP does not supply and is not responsible for this equipment.

CmPS Affiliate Scoresheet

Team _____

Future Problem Solving Program

Individual _____

Division _____ Category _____ Evaluator _____ Project # _____ Project Name _____

I - Project Overview (explanation of problem solving process)			
A. Area of Concern			
Significance (1-10)	Completeness (1-10)	Clarity (1-10)	Total (Max 30)
B. Challenges Identified			
Flexibility (1-10)	Insight (1-10)	Clarity (1-10)	Total (Max 30)
C. Underlying Problem			
Relevance to Area of Concern (1-10)	Focus (1-10)	Clarity of Desired Outcomes (1-10)	Total (Max 30)
D. Alternative Solution Ideas			
Relevance to UP (1-10)	Flexibility (1-10)	Clarity (1-10)	Total (Max 30)
E. Plan of Action			
Relevance to Underlying Problem (1-10)	Potential Impact on Area of Concern (1-10)	Completeness (Working Timeline) (1-10)	Total (Max 30)
I - Subtotal			

Comments:

II - Implementation of Plan (description of actions taken)			
A. Actions and Outcomes to Date			
Progress Made (1-10)	Successful Implementation/ Adaptation of Plan (1-10)	Evidence of Effort (1-10)	Total (Max 30)
B. Organization			
Clarity (1-10)	Systematic Approach to Tasks (1-10)	Involvement of Participant(s) (1-10)	Total (Max 30)
C. Resource Identification and Utilization			
Thoroughness (1-10)	Flexibility (1-10)	Evidence of Outreach (1-10)	Total (Max 30)
II - Subtotal			

III - Addendum			
Clarity (1-15)	Completeness (1-15)	Creativity (1-15)	Total (Max 45)
III - Subtotal			

IV - Project Outcomes			
A. Accomplishments			
Achievement of Goals (1-30)	Effectiveness of Problem Solving (1-20)	Impact on Area of Concern and UP (1-20)	Total (Max 70)
B. Reflection on Outcomes			
Completeness (1-10)	Thoughtfulness (1-10)	Accuracy (1-10)	Total (Max 30)
C. Scope of the Project			
Community Impact (1-30)	Community Involvement (1-20)	Resolution of Area of Concern/UP (1-20)	Total (Max 70)
IV - Subtotal			

Comments:

V - Supporting Information (Scrapbook, Presentation, Display, Interview)			
A. Scrapbook/Portfolio			
Clarity & Organization (1-20)	Completeness (1-20)	Creativity (1-10)	Total (Max 50)
B. Visual Media Presentation (Optional)			
Relevance (1-20)	Clarity (1-10)	Completeness (1-10)	Total (Max 40)
C. Display (Optional)			
Relevance of Materials (1-10)	Clarity of Communication (1-10)	Visual Appeal (1- 20)	Total (Max 40)
D. Interview (Optional)			
Clarity of Responses (1-30)	Depth of Responses (1-30)	Evidence of Passion & Project Ownership (1-30)	Total (Max 90)
V - Subtotal			

Beyonder Bonus Points (Optional) (1 - 50)

I - Project Overview	
II - Implementation of Plan	
III - Addendum	
IV - Project Outcomes	
V - Supporting Information	
Beyonder Bonus (optional)	
Total Score	