

Future Problem Solving Program Australia



2019 Registration Information Handbook

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WHAT COACHES AND STUDENTS SAY ABOUT THE FUTURE PROBLEM SOLVING PROGRAM

- I love the fact that the students get together and I am more the facilitator, rather than the teacher. It is the researching and the learning about the future. The way I look at it, they are our future; they are becoming our leader and thinking about issues, 25, 30 years on.... It's discovery learning...

Australian Coach
- What I like about it is that you have to delve deep into a topic looking at topics that I might not otherwise look at normally...but you're not just looking at a topic, you are looking at a topic in the future and how this might impact on our generation, and the next generation...

Year 10 Australian student
- I love how you get to learn in different ways. It's a chance to do something that you would never get the opportunity of doing elsewhere...

Year 11 Australian student
- It is not just for gifted students, who benefit from having to work in teams with like-minded peers. There are many people who are not in gifted programs, but who think outside the square. The best thing about FPS is that it is not about coming up with the right answer, and it is not about immediately finding solutions; it teaches students to go deeply into issues because they have to come up with problems first. So much of our schooling is about 'getting it right', and this counters that.

Australian Coach
- FPS is also one of the rare opportunities to get experience in academic teamwork rather than just in sport. It is also unique in that it is a yearlong program, which forces you to develop other skills in commitment and organisation in the team situation.

Year 12 Australian student
- It has definitely prepared me for my profession...everything that I am doing in my policy role is Future Problem Solving...I think that the best part of the Program is the opportunity to think very differently about issues, and to then have a thinking framework that you can then apply to a whole bunch of different situations.

University Graduate and FPS alumnus
- Participation in FPS yielded numerous benefits for students, including problem solving skills, expanded research skills, the development of critical analysis, team work and an understanding of how their education can be used outside the classroom.

Australian coach
- It exposes students to areas that are so different, and it is so varied...I see the growth in the children, and see what they gain from it. The techniques offered by the Future Problem Solving Program are an ideal means of empowering students to approach their learning in a constructive and fruitful manner.

An Australian coach

THE FUTURE PROBLEM SOLVING PROGRAM: AN OVERVIEW

FPSP Australia is a chartered affiliate of Future Problem Solving Program International, the head office of which is located in Melbourne, Florida, USA, and has the aim of developing creative, positive problem solving skills in school-age students and adults.

The Future Problem Solving Program began in Australia in 1988 under the auspices of the Victorian Association for Gifted and Talented Children Inc. (VAGTC), which exists to promote and support the effective education of gifted young people. The founding Director was Keith Frampton. In March 1999, FPSP Australia became an incorporated body and, since then, has functioned independently of the VAGTC. However, it maintains professional links with the organisation. In 1990, around 250 students were involved in the Program. Now, twenty –five years later, the Program has expanded to involve many thousands of students around Australia from all school sectors. It is one the largest Affiliates in FPSP International.

Why not consider becoming part of the wonderful world of FPS by participating in one of the components of the Program: the Global Issues Problem Solving (GIPS) competition; Community Problem Solving (CmPS); Scenario Writing (ScW); Scenario Performance (ScP); the Primary Program; or Integrated FPS? Offer your students or adult colleagues the opportunity to stretch their minds in this exciting future-oriented, creative thinking experience.

During 2019, it is estimated that more than 6000 students from throughout Australia will directly or indirectly benefit from their participation in the Future Problem Solving Program.

For further information, or to discuss a workshop session for the staff of your school on the Future Problem Solving Program, please contact the National Director at the FPSP National Office.

CONTACTING THE FUTURE PROBLEM SOLVING PROGRAM

Future Problem Solving Program Australia Inc.

National Office	Ms Suzanne Digby office@fjsp.org.au	
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Telephone:	Within Australia	(03) 9886 4646
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Patron:	Ms. Elida Brereton FACE FACEL Elida.Brereton@fjsp.org.au	

State/Territorial Committees exist in New South Wales, South Australia, Queensland, Tasmania, Victoria, Western Australia and the Northern Territory. In 2019, the State /Territorial Convenors are:

New South Wales	Punam Wahan	nsw-fps@fjsp.org.au
Queensland	Simon Canfield	qld-fps@fjsp.org.au
South Australia	Tom Greenwell	sa-fps@fjsp.org.au
Western Australia	Auriol Heary/Simon Treadgold	wa-fps@fjsp.org.au
Victoria	Carolyn Giles	vic-fps@fjsp.org.au
Tasmania	Vacant (currently included in Victoria)	
Australian Capital Territory	Vacant (currently included in New South Wales)	
Northern Territory	Vacant	

LEARNING OPTION CO-ORDINATORS 2019

Global Issues Problem Solving (GIPS)	Nicky Desoe	gips@fjsp.org.au
Community Problem Solving (CmPS)	Jean Burton	cmps@fjsp.org.au
Scenario Writing (ScW)	Emily Dirckze	ScenarioWriting@fjsp.org.au
Scenario Performance (ScP)	Christine Casinader	ScenarioPerformance@fjsp.org.au
Primary Programs	Nicky Desoe	primary@fjsp.org.au

THE INTERNATIONAL FUTURE PROBLEM SOLVING PROGRAM: A BRIEF HISTORY

IN THE BEGINNING

In 1974, when Dr E. Paul Torrance accepted an invitation to work with a group of gifted youngsters at Clarke High School in Athens, Georgia, he was unaware that the activity he had developed would grow rapidly into an International Program reaching hundreds of thousands of students at all levels of schooling. But that is exactly what happened and today, it is estimated that more than 250,000 young people internationally participate each year in the Future Problem Solving Program.

Future Problem Solving is an outstanding educational and learning experience that should be available to all students. It is a multi-disciplinary activity that is one of the most significant and widely respected programs for bright youngsters in existence. As Joe Renzulli, Director of the National Research Center on the Gifted and Talented, USA, says, “ It helps to bring out the energy of young people in a way that you would love to see happen in every classroom and situation. It is a program that gives them remarkable opportunities to put their learning to work in very meaningful and very enjoyable ways.

AN OVERVIEW

- ❖ Future Problem Solving is an outstanding enrichment experience with proven ability to challenge and extend bright, young minds. It would add a significant new dimension to the range of educational experiences available to your gifted students.
- ❖ Future Problem Solving is a flexible, cross-disciplinary curriculum activity available to students at all levels of schooling from Year 1 to Year 12. This flexibility makes it readily adaptable to classes within the curriculum, to selected groups withdrawn from class or to co-curricular groups.
- ❖ Future Problem Solving is an experience in critical, creative and futuristic thinking with an emphasis on co-operative, small-group learning and clear, concise written communication of ideas.
- ❖ As a programme inquiry-based learning, Future Problem Solving is ideal for implementing key aspects of the Australian Curriculum and its State equivalents, such as the Victorian Curriculum. It develops disciplinary, interdisciplinary and transdisciplinary learning, and encourages growth in all of the General Capabilities.
- ❖ Future Problem Solving can be either a competitive or non-competitive activity. Since its main emphasis is on individual learning and personal growth, the Program is designed as a year-long activity with comprehensive, written feedback provided to teams on each topic completed.
- ❖ Future Problem Solving is not just an activity appropriate for gifted students. While such students generally achieve significantly higher results, the Program is relevant to motivated people of all abilities and backgrounds because FPS teaches life skills.

GOALS OF FUTURE PROBLEM SOLVING

Students involved in Future Problem Solving are challenged and motivated to:

- ❖ think more creatively by becoming involved in activities to increase the flexibility, fluency, originality and elaboration of their thinking;
- ❖ develop research skills needed for the collection of data from past and contemporary sources;
- ❖ relate effectively with others as members of a small, cohesive team;
- ❖ improve oral and written communication skills for the better understanding of their ideas by others;
- ❖ become interested in the future since this is where they will spend the rest of their lives;
- ❖ solve problems by learning and using effectively a six-step creative problem solving process; and
- ❖ think critically and analytically about significant societal issues.

OPTIONS FOR PARTICIPATION

CATEGORY OF INVOLVEMENT

School-based

This is the traditional base for participation, with teams or individuals being registered by a school or other educational institution. School-based teams can participate in either competitive or non-competitive aspects of the Program. Two schools may combine to register teams, but one school must be designated as the main point of contact.

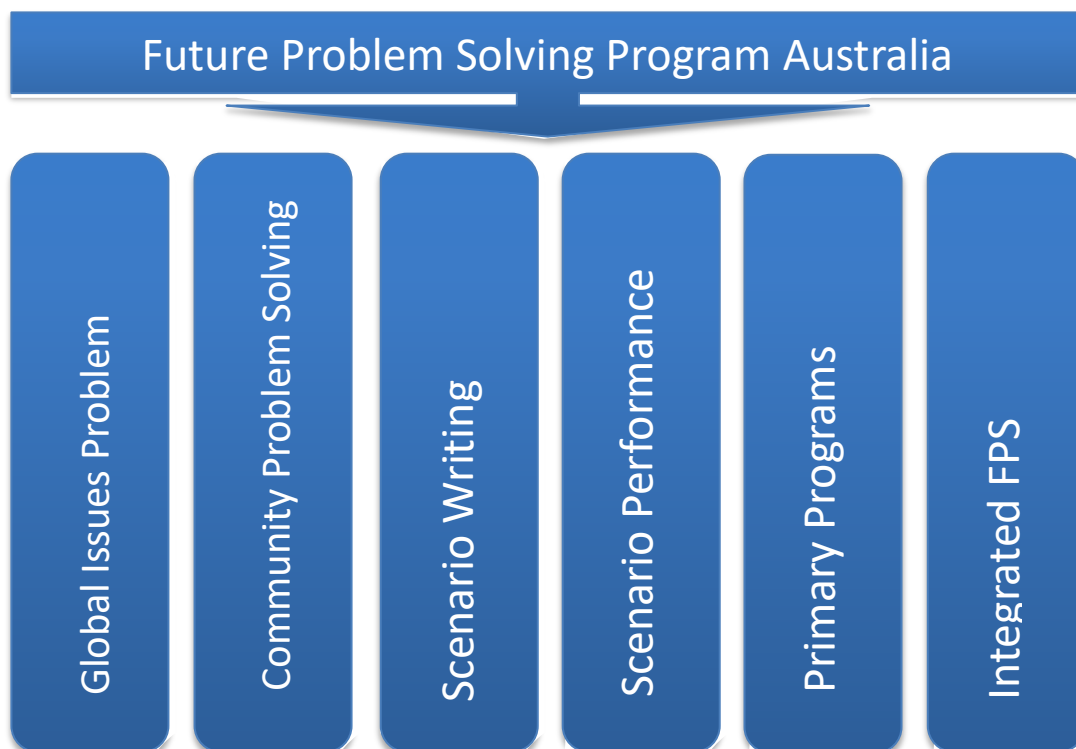
Non-school based

Future Problem Solving is also available for non school-based participation for teams or individuals. The students involved may be of different ages with the coach being a parent or older student working with the team out of school. It is ideal for family groups, youth groups or other configurations not connected with a school.

REGISTRATION DIVISIONS BY SCHOOL GRADE

Primary	Grade 4 and below
Junior	Grades 5 - 6
Middle	Grades 7 - 9
Senior	Grades 10 – 12

PROGRAM OPTIONS



Global Issues Problem Solving [GIPS] (Competitive)

In Global Issues Problem Solving (colloquially known as ‘GIPS’ or the ‘booklet’ program), students apply the FPS thinking process to a written analysis of a scenario called a ‘future scene’. During the year, working in teams or as individuals, analyse on three future scenes, each based on a different topic. Students are aware of the general nature of each topic, and are required to research the relevant topic prior to attempting the analysis. Using this research to generate insightful and creative analysis of the predicted scenario are key elements in the FPS technique.

Participation begins when a school registers one or more teams and finds coaches - usually, but not necessarily, teachers - to work with team members. Coaches and teams work together to learn and practise the skills involved in the six-stage creative problem solving process. They then apply these skills gradually during the year to a series of problem situations on internationally set, significant social, economic, or scientific issues. The focus for each problem is a *future scene*. Conventionally, the format of the Future Scene takes the form of a single-sided A4 sheet, but variations such as the inclusion of maps, diagrams or a second sheet of some form are possible.

The completed booklets are assessed in writing by evaluators and returned with suggestions for improvement. This feedback mechanism is one of the Program’s major strengths, assisting students to grow and develop. The diverse menu of scientific, business and social topics is chosen annually by Future Problem Solving Program International, with input from students, coaches and Affiliate Directors around the world.

Working in teams of four people and under the guidance of a coach, students learn to:

- ❖ **research** background information for topics through interviews, excursions, visiting speakers, electronic data retrieval and print media;
- ❖ **analyse** a future scene based on the designated topic and narrow the scope of a significant problem in order to develop creatively realistic, alternative solutions;
- ❖ **generate** multiple possibilities together for problems and solutions with the important skills of fluency, flexibility, elaboration and originality in their thinking and writing;
- ❖ **develop** appropriate criteria for evaluating and thinking critically about their ideas before describing a plan for implementing their positive, best solution.

Throughout the year, the student teams work their way through two Practice Problems (Terms One and Two) before tackling the Qualifying Problem in Term Three. Teams also have the chance to complete an Optional Problem Four (4) in Term Four.

Global Issue Problem Solving booklets are completed at school and mailed to the FPSP National Office. There is a deadline set for each problem by which all booklets must be received by the National Office. From there, they are randomly distributed to trained evaluators around the country for assessment. Anonymity on the part of both evaluators and team booklets is a vital aspect of this process. The comprehensive written feedback,

which is returned to the schools after each Problem, is one of the major strengths of the FPS Program.

For Problems 1, 2 and 4, there is no time limit for the write-up of booklets and copies of the future scene are available to students from the time they begin to research the topic.

However, in the Qualifying Problem (Problem 3) and in the National Final, there is a strict time limit of two (2) hours for the completion of the booklet. Students have knowledge of the general topic, but they do not see the actual future scene until it is presented to them at the beginning of the two hours for the booklet analysis, which is held behind closed doors.

As in 2014, schools with GIPS teams are also able to access the **Optional Problem Four (4)**. It was created in response to feedback from schools, and is designed to ensure the booklet program is a year-long challenge for all students. This booklet may be completed by any team, and can be submitted for evaluation if either Problem 1, 2 or 3 were not submitted or an additional \$50 fee is paid.

Students may also undertake their work as **individuals**. The differences between the booklets submitted for evaluation by teams and individuals are:

- ❖ Team Booklets represent the collective efforts of a team of four students and include 16 possible problems (Step 1) and 16 possible solutions (Step 3)
- ❖ An Individual Student Booklet is the work of just one student and it includes only 8 responses for Steps 1 and 3 of the problem solving process.

The first Practice Problem requires students to use only the first three steps of the problem solving process. The remaining steps are added for Problems Two, Three and Four, utilising the entire six-step process. The first two and fourth problems, as their name implies, provide opportunities to learn and practise the FPS process. Scores, comments and rankings are supplied to inform teams how they are progressing.

Based on their performance on the third Qualifying Problem, the top 10 - 15% of Junior, Middle and Senior Australian teams registered in the program qualify to participate in the National Finals, which are held in October each year. The champion and second-placed teams from this National Final are invited to represent Australia at the International FPS Final held in the USA in the following June. The same opportunity exists for the individual student champions in each division.

New coaches are encouraged to attend a training session to learn about the skills and techniques of creative, problem solving. Those unable to do so can train themselves using the latest editions of the *Coaching Guide and Key Tips* booklets available for purchase from the FPS National Office.

If you wish to know more about Global Issues Problem Solving, please contact Murray or Nicky (**GIPS@fjsp.org.au**) to discuss the option in more detail.

Community Problem Solving [CmPS] (Competitive)

In the Community Problem Solving component of the Future Problem Solving Program, students apply the six-step process to a real problem in their communities. Students work in groups or individually to identify an issue, explain why it is significant and to identify the underlying problem. They then develop and implement their plan of action. Working as teams or as an individual, students investigate a real-life concern from their school, community or country. It is the team that selects the particular problem they wish to investigate and having described and worked through it using the six-step problem solving process, they set about implementing their best solution.

N.B. CmPS projects start with their application of the six step FPS process to the community issue identified. This is part of the judging process and is the first hurdle in evaluation. It is therefore essential that all CmPS coaches undertake training in the 6-step process so that they can teach the process correctly to their students.

CmPS students do two things differently to the GIPS teams and individuals:

- a. they select the problem on which they wish to work
- b. they actually put their action plan into effect.

In doing so, they may make a significant contribution to their communities.

Students in Community Problem Solving around the world, working both in teams and as individuals, have implemented a wide range of action plans, ranging from cleaning up hazardous waste, promoting indigenous literacy and finding homes for unwanted pets. Projects can be single or multi-year.

Through Community Problem Solving, students develop skills in research, analytical thinking and problem solving, leadership and teamwork. They then apply these skills to address an issue have identified as important to their community in creative and innovative ways. Through the process students may engage in research, fundraising, community outreach, information development and dissemination, documentation and evaluation.

Remember that Community Problem Solving is available as an individual option as well as for a team. This makes the Program very relevant to schools offering the International Baccalaureate (IB), as the CmPS project is ideal for fulfilling the research and service aspects of the IB Diploma. The introduction of Individual Community Problem Solving is a logical consequence of the increasing importance being placed upon service to the community as part of a holistic education. In educational programs such as the International Baccalaureate (IB), students are required to undertake a specified number of service hours to graduate. The relevance of Individual Community Problem Solving to the IB course at Middle and Diploma level has been acknowledged in discussions between the two organizations at the Australian level.

In addition, more and more schools, both public and independent, are mandating service hours as a condition of student achievement and leadership.

The submission requirements are a qualifying report, a preliminary report and for teams invited to the national finals, an onsite booth display and team interview.

A 1000 word qualifying report is submitted in August and invitations to the National finals are issued based on the evaluation of this report. Prior to the National finals, held in October, teams submit a six-page preliminary report with addendum. At the Finals, teams present a booth display and discuss their project with evaluators in a team interview.

If you wish to know more about Community Problem Solving, please contact Jean (cmpps@fppsp.org.au) to discuss the option in more detail.

Scenario Writing [ScW] (Competitive)

Scenario Writing is one of the less familiar options within the FPS suite of options, but it is a key component nevertheless. It is also developing and growing quickly as schools become aware that it is a positive and constructive challenge to draw brilliant creative thinking out of individual writers. The standard of writing and thinking that **ScW** develops makes it the ideal challenge for top writers and thinkers, enabling them to compete alongside the best in Australia and, ultimately, the world. **Scenario Writing** teaches students not only to understand the 'now', but to perceive and shape the future, both morally and philosophically, through the development of persuasive narratives based on prediction and extrapolation from current knowledge. For those of a scientific bent, it is the ultimate in ethical challenge, and for those who are natural philosophers, it is an open invitation to contemplate the implications of current trends in thinking. **Scenario Writing** ultimately personalizes the future for our leaders in training, connecting the science with the ethics: exploring the pathways for dystopia and utopia.

Scenarios and, more importantly, the challenging process of Scenario Writing, sharpens one's observation of the world around us. It sensitises us to potential patterns in events and helps to cut through the blizzard of information to which we are exposed today. It alerts us to the (as yet) weak signals that may be the lead indicators of the futures that are evolving around us. Recognising evolving patterns of weak signals of what 'tomorrow' may look like means that we create opportunities to intervene early to redirect forces creating futures we do not want and to take action aimed at creating the futures to which we aspire.

In Scenario Writing, the student's work must be based on one of five topics: the four publicised for the GIPS Program in any one year; plus the topic for the International Final in the previous year.

Students can be entered for one or two rounds of evaluation. The two-round registration means that a draft can be evaluated against the set criteria by a senior evaluator and individual advice offered to the writer: this is extremely helpful in the drafting and shaping process and, almost without exception, winning entries in the past have been through this two-stage process. The Scenario itself should be no more than 1500 words long, focused on one of the GIPS topics set for the year and exploring a key ethical question developing from

that topic. The best entries will be elegant, succinct, fluent and create empathy from the reader for the key protagonist.

For students who participate in other components of the Future Problem Solving Program, Scenario Writing can serve as an excellent complement to their work on any of the topics set for the year. Scenario Writing is also an appropriate activity for students who are interested in creative writing but who are not drawn to the more team-oriented focus of FPS Booklet Completion and Community Problem Solving. Scenario Writing can be used as a stand-alone activity by an FPS coach, a teacher, or any other person interested in creative writing. Students aged from 10 upwards may participate in Scenario Writing. The divisions are the same as those used for the booklet competition.

The *Scenario Writing and Scenario Performance Handbook* is the major handbook for students in this section. It includes: an in-depth explanation of Scenario Writing; chapters on preparing and writing a scenario; the mechanics of a scenario; feedback and evaluation information; activities relating to Scenario Writing; and numerous examples of students' scenarios. Copies of the winning scenarios from previous years are also available for purchase

The top writers each year are invited to the FPSP Australia National Finals to compete in the onsite **ScW** competition and experience a journalistic challenge. Individual writers and the top team are recognized for their writing at these Finals. The very best in each of the three age divisions (Junior, Middle and Senior) are invited to the International Finals where they compete against the very best writers from other FPSP Affiliates around the World. Australia has a tradition of high success at International level, obtaining top rankings annually across the divisions.

If you are interested in Scenario Writing, please contact Alison-Jane (ScenarioWriting@fbsp.org.au) to discuss the process in more detail.

Scenario Performance [ScP] (Competitive)

Scenario Performance is the newest option offered by FPSP Australia. It is designed principally to cater for students whose cultural heritage and/or learning styles place more emphasis on oral communication than writing. Although it was developed out of the Scenario Writing aspect of the program, it is independent of it. *N.B. Scenario Performance is not a dramatic option as such. The focus is on the use of the voice and the individual as a storyteller.*

It is essentially the art of 'story **telling**'. Students use the topics set each year in the GIPS program as the basis for their ideas. From these topics, they choose one that interests them, think about how it might have changed twenty years into the future and then create their story. This story does not have to be written out in full, as it is going to be 'told' and not 'read'. In many instances, it may be better not to write the story out completely so that the presentation of the tale can be more 'natural' and spontaneous in nature.

In Scenario Performance, the student's work must be based on one of five topics: the four publicised for the GIPS Program in any one year; plus the topic for the International Final in the previous year.

The basic requirements of **Scenario Performance** include the criterion that the story must be 4 to 5 minutes in length and that the story is "told" but not "performed". There is no need for detailed background graphics such as a PowerPoint presentation, but a limited number of props or visuals might enhance the environment in which the story is being told. For example, suitcases behind the speaker might send the message that this is a story being told by someone who is leaving, or the story-teller sitting by a campfire, telling the story to a group of young people. (The audience is assumed and not included in the presentation.) These background images can send a powerful message but they must not overshadow the story!

The performance is recorded on as a digital video file (mp4) and submitted for evaluation. It must be performed in one take (no editing is allowed) with the story-teller looking towards the camera or in its general direction. A variety of facial expressions, changes in tone or the nature of the voice can also be incorporated into the final presentation. A limited number of hand gestures might also be useful but make sure that they appear natural and not forced. Any additional, culturally traditional aspects of a story can also be included. If the student feels that these may be outside the general guidelines then this can be explained in the accompanying summary that is submitted with the video and they will, of course, be considered. This is still a relatively new part of the FPSP Australia program and all feedback is welcomed.

There are two submission dates. One in the middle of the year when detailed feedback will be provided and a final assessment later on in the year. Students may also opt to send in one version only – at the final submission date. Please refer to the handbook for the actual dates for each year.

The [Scenario Writing and Scenario Performance Handbook](#) is the major guide for students in this section and includes a copy of the scoresheet that will be used in evaluating submissions. The criteria are substantially those used for Scenario Writing, but with the focus on **oral** performance of the story rather than the written word.


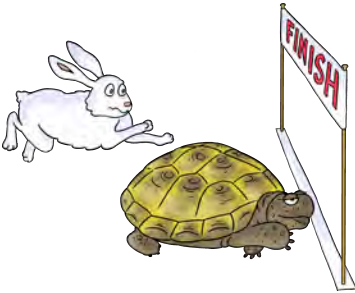
There are many stories to be told and we are waiting to hear them! If you are interested in Scenario Performance, please contact Christine (ScenarioPerformance@fsp.org.au) to discuss the option in more detail.

Primary Programs (Non-Competitive)

The Primary Programs offering has been totally restructured for 2019. It remains a non-competitive problem-solving program designed for implementation in the regular classroom, but there are now three stages in the Primary Programs section: Foundational Skills (F-2); Developing Skills (Grades 3-4); and Practising Skills (Grades 5-6). These can be

organised as a whole class activity or can be conducted in smaller groups, depending upon the needs of the students and school involved

The simplified five-step problem-solving process used in this learning option lends itself to being incorporated into a range of subject areas from the humanities to the sciences. Its flexibility lends itself to situations where curriculum integration is encouraged. The initial problem-solving training is designed in a way appropriate to younger students. Collaborative learning, responsible group, literacy development and the acquisition of related skills also form important aspects of the Primary Programs of learning.

<p style="text-align: center;">P-2</p> 	<p>Foundation Skills Focuses on developing step 1-3 of the FPS process through Fairy Tales, literature, science topics, current affairs, issues in the local or school community, ethics education and many other options. You are only restricted by your own creativity. Step 1 - Brainstorm Challenges Step 2 - Select an Underlying problem Step 3 - Brainstorm solutions to address Underlying Problem</p>	<p>Registration options Twice per year your class/group will send in a one-page submission "Our best ideas" for evaluation. These can be handwritten or drawn by the students or an adult on the A3 format provided.</p>
<p style="text-align: center;">3/4</p> 	<p>Developing Skills Revisit Step 1-3 + Develop use of Step 4 –Writing criteria to help select the best solution. Step 5 – Scoring the solutions Step 6 – Using the highest scoring solution to develop an Action plan</p> <p>You will do this through applying the process to real world problems in your classroom/school/local community (this leads into Community Problem Solving OR Applying the 6 step process to the designated topics for the year.(This leads into GIPS in Grades 5-6) OR Try both (Topics – Semester 1, Community –Semester 2)</p>	<p>Registration options Twice per year your class/group can return a submission for evaluation. While the completion of at least steps 1-3 is encouraged with 4,5 and 6 as you are able.</p> <p>This submission can use the topic Future Scenes for the year or a real world problem for you in your class/school/local community.</p>
<p style="text-align: center;">5/6</p>	<p>Practising skills</p> <ul style="list-style-type: none"> • Community Problem Solving (Individual or Team) • Global Issues Problem Solving (Individual or Team) • Scenario Writing (Individual) • Scenario Performance(Individual) 	<p>Registration Options Register for any program as a team or individual and send your submissions in for evaluation by the designated dates.</p>

If you are interested in the Primary Programs, please contact Nicky (**Primary-fps@fsp.org.au**) to discuss the option in more detail.

Integrated FPS

This Program option is available to schools and tertiary institutions who wish to create their own problem solving curriculum, or any other educational program, using FPS concepts and materials, in whole or in part. Flexibility is therefore an inherent advantage in this alternative form of participation.

The annual registration fee is akin to a software licence. Organisations have access to a senior member of the FPSP Australian administration as a consultant throughout the design and implementation process, and are to able to use any of the materials produced by FPSP Australia and FPSP International. Reproduction of materials is allowable under the terms of the specific arrangements agreed. As part of the licence conditions, FPSP Australia must be provided with a copy of the educational materials produced.

If you are interested in the Integrated FPS option, please contact the National Director (national@fsp.org.au)

TOPICS AND DEADLINES FOR 2019

During the year, student FPS teams research and then 'think their way' through three significant problem situations. Teams that qualify for the National Final of the Future Problem Solving Program investigate a fourth problem, which is also made available to other GIPS teams should they wish to complete the fourth problem.

TOPICS

Practice Problem 1 **Mission to Moon, Mars, and Beyond** Seen future scene, no time limit



A spacecraft in orbit? A biosphere on extraterrestrial ground? Private and governmental organizations are already planning missions to set up research stations or even colonies on the Moon and Mars. Many see opportunities to learn more about our solar system, leading to a better understanding of Earth and ourselves; others question whether such missions are even feasible. One private agency is already seeking volunteers for a Mars mission. Space ventures provide an impetus for advancing knowledge and technologies with applications in space, as well as on Earth. Entrepreneurial and scientific opportunities abound to explore, to mine, and to engineer under distinct conditions. Pioneers will need to plan for a sustainable long-term stay, which will require vast investments of people, money, and other resources.

Only the first three steps submitted

Practice Problem 2 **Drones** Seen future scene, no time limit



Drones are among the most hyped products for aviation enthusiasts in recent years. Although originally developed for military use, drones or Unmanned Aerial Vehicles (UAVs) can be cool gadgets used for recreation. They can also be powerful tools for commerce, scientific research, agriculture, entertainment, photography, transportation, disaster relief, search and rescue, surveillance, and policing. UAVs can carry payloads and can be controlled remotely by a human operator or by an onboard computer. Basic drone models can be operated with little skill or training. Regulations on the use of UAVs are already in place in nations around the world, but technological advancements and expanded applications may outpace their regulation. While UAV use is growing exponentially, concerns are also escalating. Privacy intrusion, airspace violation, criminal use, surreptitious military operations, accidental crashes, terrorist threats, and other issues have raised alarms. What does the future hold for UAV technological advancements and accessory enhancements? Will access to UAVs be equitable? How will the pending prevalence of drones in our daily lives affect society overall, especially in areas of personal rights and safety?

All six steps submitted

Problem 3 (Qualifying Problem) Food Loss and Waste Unseen future scene: 2-hour time limit for competitive teams



Hunger remains a concern in the developing world, and the resources required for food production are limited. About one-third of food produced globally is lost or wasted, leaving millions of people hungry and valuable resources squandered.

Food loss refers to a decrease in food for human consumption during production, post-harvest, and processing stages. Causes include poor harvesting techniques, weak infrastructure (markets, transportation, storage, cooling, packaging), contamination (bacteria, fungus, insects), and corruption. In addition to reduced availability, food loss contributes to higher costs, hurting farmers as well as those who cannot afford to buy their food.

Food losses that occur at retail and consumption stages are called food waste and refer to behaviours such as discarding edible food. Quality standards based on perfect appearance, misused “best-before-dates,” and careless consumer attitudes contribute to waste. Food waste is more common in the industrialized world, while food loss is a greater concern in developing nations.

Can food loss prevention combat hunger and raise incomes in developing nations? Can food waste be decreased without sacrificing quality or safety? What roles might technology or regulations serve? What are the economic, environmental, psychological, and societal implications? Can we improve global food security while meeting the needs of diverse consumers?

All six steps submitted – Competitive teams must solve under National Finals conditions.

National Finals Coping with Stress Unseen future scene: 2-hour time limit for competitive teams

Optional Problem 4 Coping with Stress Seen future scene, no time limit

Coping with Stress

With exponential change and fast-paced trends in society comes an increase in stress. Stress can be physical, mental, or emotional. Living conditions, as well as societal and personal expectations, can lead to higher levels of stress-related hormones. In some parts of the world, people find it difficult to cope with longer work hours and less leisure time as they attempt to meet society’s perceived expectations. Social media is a constant presence, delivering both subtle and overt pressures.

Most people experience stress, but individuals respond differently. Stress can be a useful motivator in the face of challenges or danger, but negative impacts can result from excessive stress. Medical and psychological problems can emerge or be exacerbated. Scientific data show that physical activity and relaxation techniques are samples of ways to reduce these negative impacts.

What are the personal and societal impacts of stress? Do different countries and cultures deal with stress the same way? How can we promote healthier lifestyles that help people to cope with stress?

*** Please note: The topics for Scenario Writing will be**

Mission to Moon, Mars, and Beyond

Drones

Food Loss and Waste

Coping with Stress

Criminal Justice

*** Please note: The topics for Scenario Performance will be**

Mission to Moon, Mars, and Beyond

Drones

Food Loss and Waste

Criminal Justice

International Conference **Topic to be released by
FPSPI International
on March 1st 2019**

**Unseen future scene, 2-hour
time limit for competitive teams**

RECOMMENDED REGISTRATION DEADLINES

All Programs: Friday, 3rd March 2019

SUBMISSION DEADLINES FOR EVALUATION

Global Issues Problem Solving

Problem 1	Thursday April 4, 2019
Problem 2	Thursday June 13, 2019
Qualifying Problem	Thursday August 8, 2019
Optional Problem 4	Thursday October 24, 2019
Last Date for Submissions	Thursday October 25, 2019

Scenario Writing

Draft submission:	Thursday June 6, 2019
Final submission:	Thursday August 8, 2019

Scenario Performance

Draft submission:	Thursday June 27, 2019
Final submission:	Thursday August 22, 2019

Community Problem Solving

Overview of Project - Qualifying Report:	Thursday August 8, 2019
Preliminary report:	Thursday September 22, 2019

All dates are for receipt of work at the FPSP Post Office Box in Melbourne.

Absolute deadline is 5.00 p.m. Eastern Australian Standard time on the date indicated.

NATIONAL FINAL: FPS PROGRAM

Friday, 18th October - Sunday 20th October 2018

Topic: Coping with Stress

Moreton Bay College, Brisbane

Based on their performance in their respective programs, the top 10 - 15% of Junior, Middle and Senior Australian teams / individuals registered in the program qualify to participate in the National Finals, which are held in October each year. Attendees are charged an individual Finals Registration Fee of approx. \$190 per person, which helps to cover the cost of the event.



PROCEDURES FOR EVALUATION AND DELIVERY OF BOOKLETS

There are specific delivery modes for different sections of the Program:

- ❖ Global Issues Problem Solving Booklets: by **post** only
- ❖ Scenario Writing: by **email** only
- ❖ Scenario Performance: by **email** only
- ❖ Community Problem Solving:
 - Qualifying Report: by **email** only
 - Preliminary report: by **post** only

In the interests of fairness to all teams in all states and territories, **only posted** booklets will be accepted. Ideally, booklets should be sent by **express post** for added security. No responsibility can be taken for booklets couriered to or left at the FPSP Australia office **unless** arrangements have been made with the Director of Administration beforehand.

For the **Qualifying Problem**, all booklets must be sent in by **Australian Express Post** or the international equivalent. **Couriered booklets will not be accepted.**

In the event of exceptional circumstances preventing the above from occurring, particularly with the Qualifying Problem, contact must be made with the National Director or Evaluation Coordinator prior to the due date. Full contact can be found on the website www.fpsp.org.au

In submitting Booklets, Scenarios or Community Problem Solving Projects, coaches are asked to ensure that they do the following:

- ❖ use the correct cover sheet for the problem or task being submitted (these are sent to schools following registration in the Program) Each entry must have a unique registration code. Do not use the same registration code for multiple submissions
- ❖ ensure that all details on the cover sheet are filled in, including school code and team/individual code.

Also when submitting Booklets, coaches are asked to ensure:

- ❖ when submitting Booklets, coaches are asked to ensure that **the original is posted** in as per standard procedure, however instead of sending a printed copy of the booklet a scanned copy of the booklet must be emailed to bookletcopies@fpsp.org.au Please put the school name in the subject header of the email. **NB:** This email account **will not be monitored** and will only be accessed if we need to locate a copy of the booklet.
- ❖ that the team / individual code is also written on the first page of the submitted booklet
- ❖ **Scanned and emailed copies of booklets are essential because losses in the postal system, however rare, do occur. A copy allows us to make emergency arrangements for the evaluation of your students' work. FPSP Australia cannot take any responsibility for disappointments that may arise because a copy of the booklet has not been provided by the school.**

Note:

- ❖ If the cover sheets or school code have been misplaced, please contact the FPSP National Office, before submitting the booklets

- ❖ If a team's registration is changed to a different division, **new cover sheets must be obtained from the FPS Office**. These changes should be completed before submitting booklets, wherever possible.

These procedures enable us to track each booklet on its evaluation journey. It also means that booklets can still be marked if originals are lost in the post. Please be aware that the evaluation processing team has to deal with several hundred booklets at the one time and relies on the above information to process them accurately and efficiently.

Please be aware that the FPSP National office is staffed on a part-time basis and that evaluation is undertaken by FPSP Australia trained evaluators who either teach or study full-time. The evaluation processing schedule on the following page has been designed as the best compromise in respect of the variety of term dates around Australia as well as to allow for peak periods in school or university activity, such as mid-year examinations, report writing or examination marking. Due to the rise in the number of late booklets in recent years, the following procedure will be followed:

- i. evaluation takes place in eight (8) rounds during the year (see table on following page)

- ii. booklets that are received after the set deadline will be sent out to available evaluators (if any) if received within a week of the deadline. They will, however have no set return date as this depends upon individual evaluators fitting in the extra work in-between their own work or study, subject to the provisos set out above in point 3. As a guide you can expect them to be returned within 2 – 3 weeks of the official set return date.

- iii. booklets that are more than one week late will be evaluated at the time of the next round e.g. competitive booklets that are more than a week late for Round One will be held over to be marked with the non-competitive booklets in non-comp Round One. Excessively late booklets will be marked when evaluators are available subject to provisos set out above in point 3.

GLOBAL ISSUES PROBLEM SOLVING QUALIFYING PROBLEM (QP)

Booklets received after the submission date for the QP will not be eligible for entry into the National Final. Late QP booklets will be evaluated as set out above.

It is the coach's responsibility to ensure booklets are mailed in a timely fashion so as to arrive at or before the due submission date. FPS Australia will not make allowance or take responsibility for mail mishaps such as being lost by Australia Post, misaddressed mail, insufficient postage or any loss or damage of booklets whilst in the mail. We highly recommend the use of **Express Post** envelopes as they are mostly failsafe, can be tracked by Australia Post and have a guaranteed delivery time.

Provision will always be made for schools with mitigating circumstances that may necessitate booklets being submitted late. In such cases, coaches **MUST** contact the National Director or Evaluation Co-ordinator by email **in advance of the deadline** with details for consideration so that arrangements can be put in place, if warranted.

EVALUATION SCHEDULE FOR SCHOOLS: 2019

Learning Option	Evaluation Event	Submission Date	Posted back to schools on.....
GIPS	Problem One	Thursday, April 5, 2019	Tuesday, April 30, 2019
Scenario Writing	Draft Scenario	Thursday, June 6, 2019	Tuesday, July 16, 2019
Scenario Performance	Draft Scenario	Thursday, June 27, 2019	Tuesday, July 16, 2019
GIPS	Problem Two	Thursday June 13, 2019	Tuesday July 9, 2019
Scenario Writing	Final Scenario	Thursday, August 8, 2019	Tuesday, September 3, 2019
Scenario Performance	Final Scenario	Thursday, August 22, 2019	Tuesday, September 3, 2019
CmPS	Overview of Report	Thursday, August 8, 2019	Tuesday, September 3, 2019
GIPS	Qualifying Problem	Thursday August 8, 2019	Tuesday September 3, 2019
CmPS	Preliminary Report	Thursday, September 26, 2019	Tuesday, October 22, 2019
GIPS	Problem Four	Thursday October 24, 2019	Tuesday November 19, 2019

COMMUNICATION BETWEEN SCHOOLS AND THE FUTURE PROBLEM SOLVING PROGRAM

There are several means of communication between schools and the FPS Program:

Email: The primary means of communication between the Program and coaches. Queries on any routine matter can be directed to the FPS National Office. Enquiries relating to coaching or other specific concerns can be directed to the National Director, Deputy National Director or other members of the National Committee. To assist coaches in directing their questions to the right person, a general list of responsibilities will be outlined on the FPSP Australia website and the first issue of Future Talk for the year. All coaches are asked to provide a reliable email address at both work and home (if possible) and to *check both addresses on a regular basis*.

Telephone: When making these calls, please be aware that the Office is only staffed part time. It is advisable to leave an after-hours contact telephone number in case you cannot be contacted during school hours. This is particularly true if you need to speak to the National Director or Deputy National Director. Both people work in full-time jobs elsewhere and it may not be possible for them to contact you during school hours. This is partly why, in the first instance, email is our preferred form of communication.

Post: Primarily used for the exchange of evaluated booklets and the distribution of registration materials or purchased resources.

The Website: <http://www.fpsp.org.au> Coaches need to be familiar with the FPS Australia website as it is the main method of advertising the Program and reporting on events during the year. As well as providing information on the year's schedules, topics, upcoming training workshops around Australia and current news, the site has descriptions of each part of the Program, photograph galleries, news reports and extensive contact details for all FPS personnel and committees, whether national, state or regional. From 2019, it is the only portal for coach registration, team registration and resources purchases.

Facebook: The Future Problem Solving Facebook page is updated regularly to bring you the latest news and information regarding Future Problem Solving Program Australia.

REGISTERING PARTICIPATION:

To Register Teams and Individuals in the Program

- 1 Go to the FPS web site www.fpsp.org.au
- 2 Click on the Shop page
- 3 Click on each program option in which you want to register teams or individuals. When you enter the number of teams or individuals, the cost is automatically collated. Select the link to add these purchased items to your shopping cart.
- 4 Continue until all purchases are added to the cart.
- 5 Click on the check out page. Complete all required details.
- 6 When you want to complete the sale, select the appropriate button to do so. The system will then generate an order confirmation.
- 7 The Head Office will process the registration, email a Tax Invoice and a user name and password.
- 8 To access the program materials log into the secure section of the website and click on the appropriate learning option folder.
- 9 Please note all learning option folders will be visible however you will only have access to the ones you have registered for.

To Purchase Resources Only

Note: Only schools that have registered students for participation in the 2019 Program can purchase resources

- 1 Go to the FPS web site www.fpsp.org.au
- 2 Click on the Shop page, scroll down to the Resources section
- 3 Continue until all purchases are added to the cart.
- 4 Click on the check out page. Complete all required details.
- 5 When you want to complete the sale, select the appropriate button to do so. The system will then generate an order confirmation.
- 6 The Head Office will process the order, email a Tax Invoice and instructions for downloading your resources.

COSTS OF PARTICIPATION IN 2019

Registration fees and the sale of FPSP Resource Materials are two of the main sources of income for the Program in Australia. As far as possible, charges to schools are always held to a minimum.

Schools should be aware that the registration policy of FPSP Australia allows schools to be involved in the Future Problem Solving Program on a very cost-efficient basis. The cost of a single registration enables a school to teach the Program to as many students as they wish, since schools register **teams**, not student names. The number of booklets, scenarios or reports that can be submitted by schools for evaluation is determined by the number of registrations and extra teams can be registered if the school wishes to do so at some later stage. For example, a school may register one team, teach the process to three (3) teams, but only send one booklet for formal evaluation for the first two practice rounds. It can then pay full registration for two (2) extra teams by the deadline, allowing three teams in all to be evaluated in the Qualifying Problem.

Schools can therefore have a number of teams or individuals involved in the Program and rotate the group whose work is submitted for evaluation for the cost of a single registration, a system that is particularly appropriate in the non-competitive section.

Section	Type	Australia
Global Issues Problem Solving (All types)	Team	\$290.00
Global Issues Problem Solving (All types)	Individual	\$290.00
Community Problem Solving	Team	\$290.00
Community Problem Solving	Individual	\$290.00
Primary Programs	Team	\$150.00
Scenario Writing (Two Evaluations)	Individual	\$150.00
Scenario Writing (One Evaluation)	Individual	\$120.00
Scenario Performance (Two Evaluations)	Individual	\$150.00
Scenario Performance (One Evaluation)	Individual	\$120.00
Integrated FPS	Annual Fee	\$700.00

All Australian prices are GST – inclusive.

A school is able to send in an extra booklet for evaluation from an unregistered team for any of the three main problems in one year providing that a payment of \$80.00 per booklet is sent with the booklet. This option should be as an exception and no more than two problems can be submitted using this option. **Such booklets in the Qualifying Problem of the Competitive Program will not be considered for the National Final unless a payment of \$290 (full registration) is made before or at the time of submission.**

The following pages outline the details of what schools receive for each registration

GLOBAL ISSUES PROBLEM SOLVING REGISTRATION

The Cost of Registration covers the following:

- Evaluation and written feedback for one (1) team or individual on three of the four problems
- A copy of the 2019 *Practice Problems Handbook*
- Postage, telephone and photocopying costs
- A general administrative charge

Essential resources: (at additional cost)

- *Readings, Research and Resource Manual 2019*
- *Coaching Guide: Australian Version 8th edition*

Recommended resources: (at additional cost)

- *Key Tips for Future Problem Solving*
- *Student Guide Workbook*
- *2018 Global Issues Problem Solving Team and Individual IC Champions*

COMMUNITY PROBLEM SOLVING (CmPS) REGISTRATION

The Cost of Registration covers the following:

- Evaluation and written feedback for one (1) team or individual for the qualifying report and preliminary report
- A copy of the 2019 *Community Problem Solving Handbook*
- Postage, telephone and photocopying costs
- A general Administrative Charge.

Essential resources: (at additional cost)

- *Community Problem Solving (CmPS): A "Real World" Experience*

Recommended resources: (at additional cost)

- *2018 International Conference CmPS Champions -*

SCENARIO WRITING REGISTRATION

The Cost of Registration covers the following:

- Evaluation and written feedback for one (1) individual for one or two submissions, as selected
- A copy of the 2019 *Scenario Writing Handbook*
- Regular issues of the FPSP Australia newsletter (*Future Talk*)
- Postage, telephone and photocopying costs
- A general administrative charge.

Essential resources: (at additional cost)

- *Scenario Writing and Scenario Performance Handbook*

Recommended resources: (at additional cost)

- *2018 Scenario Writing Champions*

SCENARIO PERFORMANCE REGISTRATION

The Cost of Registration covers the following:

- Evaluation and written feedback for one (1) individual for one or two submissions, as selected
- A copy of the 2019 *Scenario Performance Guide*
- Regular issues of the FPSP Australia newsletter (*Future Talk*)
- Postage, telephone and photocopying costs
- A general administrative charge.

Essential resources: (at additional cost)

- *Scenario Writing and Scenario Performance Handbook*

PRIMARY PROGRAMS REGISTRATION

The Cost of Registration covers the following:

- Evaluation and written feedback for two (2) submissions
- A copy of the 2019 *Primary Programs Handbook*
- Regular issues of the FPSP Australia newsletter (*Future Talk*)
- Postage, telephone and photocopying costs
- A general administrative charge.

INTEGRATED FPS REGISTRATION

The Cost of Registration covers the following:

- the right to use the FPS process in the teaching of academic curriculum within a school
- the right to purchase any FPS resource material and use it in the teaching of any FPS-based curriculum program (schools will be required to send electronic copies of any FPS-related curriculum material to the FPSP Office as a record of the work done)
- general advice and support with the development of FPS-based curriculum
- Regular issues of the FPSP Australia newsletter (*Future Talk*), online and/or in hard copy
- Postage, fax, telephone and photocopying costs

RESOURCES CATALOGUE:

From 2019, all printed material will be delivered as electronic files via a secure website; no printed copies are available. Only schools registered in the FPS program are able to purchase resources.

Publications marked by an asterisk* are essential resources for the different programs.

	Electronic
<p>*Coaching Guide – Australian Version 9th Edition</p> <p><i>The main coaching manual, covering the FPS six-step model, tips on teaching and a step-by-step explanation of the Evaluation Scoresheets. Essential resource for the Booklet program, but does not have to be purchased each year, unless a new edition is published.</i></p>	\$60.00
<p>*Community Problem Solving: The Real World Experience</p> <p><i>Produced by the International Office, this is the primary coaching manual for CmPS. Great reference for exploring all areas of starting a community project and how to achieve successful results. Includes terrific tips and ideas. Essential for all CmPS coaches.</i></p>	\$57.00
<p>Future Thinking, Future Studies: techniques for Future Problem Solving</p> <p><i>A FPSP International publication that offers a range of classroom strategies and exercises for developing thinking skills, specifically related to the steps in the Future Problem Solving process. New and highly practical: especially useful for teaching new students the FPS process. Valuable for new and experienced coaches alike.</i></p>	\$46.00
<p>Key Tips for Future Problem Solving: 2008 Australia Version 3rd Edition</p> <p><i>Written to relate specifically to the Australian evaluation criteria, which differ slightly from the standard international format. Also gives coaches and students an idea of how evaluators approach their responsibilities. Essential for all Australian coaches of booklet teams.</i></p>	\$28.00
<p>Problem Solving across the Curriculum</p> <p><i>Another FPSP International publication. It contains multiple future scenes, demonstrates how to write problem situations for curriculum topics and includes examples used by teachers in the classroom. Employs the FPS model, whilst focussing on curriculum topics.</i></p>	\$46.00

<p>Problem Solving Process Pointers for Students</p> <p><i>Produced by the International Office. A handbook providing more comprehensive examples and practice for FPS students of all ages.</i></p>	<p>\$28.00</p>
<p>The Problem Solving Experience</p> <p><i>Produced by the International Office. Classroom curriculum designed to promote Future Problem Solving in the 21st Century</i></p>	<p>\$57.00</p>
<p>Questions and Answers for Readings, Research and Resources</p> <p><i>Almost 1,000 questions and answers from information in the Readings, Research and Resources book.</i></p>	<p>\$34.00</p>
<p>*Readings, Research and Resource Manual 2019:</p> <p><i>The standard annual publication from the International Office, extended for our schools, giving basic definitions, bibliographies, article summaries and exploratory questions for each of the four topics of the year.</i> Essential: must be used as a starting point by any booklet individual or team, as well as scenario writers.</p>	<p>\$100.00</p>
<p>*Scenario Writing and Scenario Performance Handbook</p> <p><i>Indispensable manual designed to help teachers effectively guide students in writing scenarios. Explanations of scenario writing techniques, classroom activities, and award-winning student work.</i></p>	<p>\$57.00</p>
<p>Student Guide Workbook</p> <p><i>Use in conjunction with the Coaching Guide. This handbook is produced by FPSP International and introduces generating and focusing tools and guides students through the six-step problem solving model. Each section contains explanations and examples. Coaches should note that there are slight variations between the Australian and International evaluation systems. In the case of contradictions, the Australian version of the Coaching Guide is the definitive publication for schools in the Australian Program.</i></p>	<p>\$12.00</p>
<p>T.I.P.P.S.</p> <p><i>“Terrific Ideas of Practices & Procedures for FPSP”. A new, full re-written FPSP International publication that lists a variety of hints and ideas across all aspects of the FPS process. A good resource for broadening the teaching of FPS ideas</i></p>	<p>\$34.00</p>
<p>Tools for Problem Solvers</p> <p><i>Produced by the International Office as another practical teaching aid</i></p>	<p>\$28.00</p>

Topic Activity Units (2019 Topics) \$75.00

Produced by the International Office, contains comprehensive coverage of the four (4) FPS Topics. Each topic unit provides lessons focusing on the FPS model, research, thinking tools, a simulation, and a practice future scene.

Twenty Years of Future Scenes \$57.00

Replaces "Fifteen Years of Future Scenes". An Australian publication that includes nearly all future scenes for the first twenty years of the Australian program,. Very useful in providing practice future scenes in similar or related topics. Non-competitive teams or those using FPS in the classroom find the collection ideal for developing FPS along the same lines as a theme being covered in the conventional classroom.

2018 International Conference CmPS Champions \$15.00

*Available on a per Division basis
Produced by the International Office, this gives a good example of the standard of work indicative of CmPs in each division. Very useful for CmPs coaches as it places the Australian CmPs projects in a wider context and gives a clear idea of expectations.*

2018 Global Issues Problem Solving Team & Individual IC Champions \$15.00

*Available on a per Division basis
Read and review all three champion team and individual problem solving booklets at the International Conference. Includes evaluator scores and comments. Ideal model for both students and teachers. Allows a coach and team to see what a champion booklet looks like, as well as view evaluator scores and comments (as per the International Evaluation system).*

2018 IC Scenario Writing Champions \$34.00

The top five scenarios from each division in the Future Problem Solving Program International. Scenario Writing Competition. Read the best of the scenarios from around the world and see what makes them champions. Very useful for scenario writers and coaches to see quality examples of what they are aiming for.

SEMINARS AND WORKSHOPS: OUTLINES AND CHARGES

- ❖ The basic charge for seminars/workshops with local presenters in 2019 is **\$300.00 per hour (GST inclusive)**.
- ❖ Regular coach training seminars are held in Victoria, New South Wales, Queensland, South Australia, Tasmania, and Western Australia. Please contact the relevant State/Convenor or the National Office for more information, or view the website (www.fpsp.org.au).
- ❖ Certificates of attendance and/or Accreditation will be provided for all training seminars.
- ❖ Prices relate to capital cities with local presenters. Travel and accommodation expenses apply to regional country and some interstate seminars. Morning / afternoon tea and lunch are supplied as part of the registration fee, depending upon nature of workshop
- ❖ Seminars and workshops for overseas mentored areas are also available on a negotiated basis and a separate fee scale.

The following are standard workshops offered by FPSP Australia. However, we are able to tailor a workshop or seminar to meet the needs of your individual school and / or students. Please contact the National Office for further information.

INTRODUCTION TO FUTURE PROBLEM SOLVING

Cost: \$600.00 including GST

Duration: 2 hours

(For groups of 20 or less)

An overview of the Future Problem Solving Program; the creative, problem-solving process; the relevance of the FPS process to issues in the primary and secondary curriculum; and an explanation of how schools can participate in the various options within the Program.

HOW TO GET GOING WORKSHOPS

Cost: \$300 per hour including GST (for groups of 20 or less)

Duration: negotiable (3 hours minimum recommended)

(a) In Future Problem Solving

This session will focus on six main issues:

- Selection of students and the role of an FPS coach
- Using the FPS resource materials
- Understanding the six-step problem solving process
- Tips for effective booklet writing
- Curriculum materials

(b) In Community Problem Solving

This session will focus on six main issues:

- Selection of students and the role of the coach
- Using the FPS resource materials
- Working within specified guidelines
- Integrating CmPs into the curriculum
- Tips for presentation of completed work
- Involving the local community

(c) In Problem Solving within the Curriculum

This session will focus on using a range of creative problem solving skills in the regular classroom and within the curriculum. The aim is to build on and enhance the teacher's existing pedagogical skills, giving them a wider range of options.

EVALUATOR TRAINING WORKSHOPS

\$100.00 per adult or senior secondary student

Duration: 4 hours

NB: Students are charged full rate as they are paid full adult evaluator rates per submission when accredited.

COACH TRAINING / HOW TO GET GOING WORKSHOPS

Cost: \$300 including GST per person, per day

Duration: 7 hours

AWARDS

The E. Paul Torrance Youth Award for Contribution to Future Problem Solving

The E. Paul Torrance Youth Award for Contribution to Future Problem Solving within Australia was established by Future Problem Solving Program Australia in 2005 to recognise the contribution made to the program by senior secondary students in each state or territory.

Nominations are sought in June each year, and the recipients are invited to receive their awards at the annual National Finals. Students must be in their last three years of secondary schooling, and fulfil a number of criteria, which assess their contribution at state and/or national level to the development and/or administration of Future Problem Solving in Australia. Nomination forms, with details of the criteria, can be found on the web site.

The E. Paul Torrance Coach Award for Contribution to Future Problem Solving

The Outstanding Coach Award. Introduced in 2008, the management committee of the Future Solving Program awards special recognition to an Australian coach or coaches who have contributed significantly to the Future Problem Solving Program at school, state and/or national level. Nominations will be sought in July each year, and the recipient/s will be invited to attend the National Finals to receive their award. Nomination forms, with details of the criteria, can be found on the web site.

2019 TAX INVOICE AND ORDER FORMS

The following pages contain FPS Order forms and a blank Tax Invoice.

The Director of Administration prefers Coaches to register and order resources using the shop page on the website: www.fpsp.org.au

Once the order is processed by the head office, coaches are able to download the all program material they require to get started in their respective FPS programs by logging in again to the secure part of the website.

Please be aware that orders sent via mail make take up to two weeks to be processed, specially during the peak activity period of February / March.



2019 REGISTRATION ORDER FORM FOR AUSTRALIAN SCHOOLS

COACH:

Title Given Name Surname

NAME OF SCHOOL:

SCHOOL ADDRESS:

STATE _____ P/CODE _____

SCHOOL:

Tel: () _____ Mobile: _____

EMAIL:

School _____

REGISTRATION TYPE	DIVISION	NO. OF TEAMS	COST PER REGISTRATION	TOTAL
Global Issues Problem Solving (Team) Competitive	Junior		\$290.00	
Global Issues Problem Solving (Team) Competitive	Middle		\$290.00	
Global Issues Problem Solving (Team) Competitive	Senior		\$290.00	
Global Issues Problem Solving (Team) Competitive	Adult		\$290.00	
Global Issues Problem Solving (Individual)	Junior		\$290.00	
Global Issues Problem Solving (Individual)	Middle		\$290.00	
Global Issues Problem Solving (Individual)	Senior		\$290.00	
Global Issues Problem Solving (Individual)	Adult		\$290.00	
Global Issues Problem Solving (Team) Non-Competitive	Junior		\$290.00	
Global Issues Problem Solving (Team) Non-Competitive	Middle		\$290.00	
Global Issues Problem Solving (Team) Non-Competitive	Senior		\$290.00	
Global Issues Problem Solving (Team) Non-Competitive	Adult		\$290.00	
Global Issues Problem Solving (Curricular)	Curricular		\$150.00	
Community Problem Solving (Team)	Junior		\$290.00	
Community Problem Solving (Team)	Middle		\$290.00	
Community Problem Solving (Team)	Senior		\$290.00	
Community Problem Solving (Individual)	Junior		\$290.00	
Community Problem Solving (Individual)	Middle		\$290.00	
Community Problem Solving (Individual)	Senior		\$290.00	
Scenario Performance (Two Eval)	Junior		\$150.00	
Scenario Performance (Two Eval)	Middle		\$150.00	
Scenario Performance (Two Eval)	Senior		\$150.00	
Scenario Performance (One Eval)	Junior		\$120.00	
Scenario Performance (One Eval)	Middle		\$120.00	
Scenario Performance (One Eval)	Senior		\$120.00	
Scenario Writing (Two Eval)	Junior		\$150.00	
Scenario Writing (Two Eval)	Middle		\$150.00	
Scenario Writing (Two Eval)	Senior		\$150.00	
Scenario Writing (One Eval)	Junior		\$120.00	
Scenario Writing (One Eval)	Middle		\$120.00	
Scenario Writing (One Eval)	Senior		\$120.00	
Integrated FPS	Annual Fee		\$600.00	
Total (incl. GST)				

**2019 RESOURCE MATERIALS ORDER FORM
FOR AUSTRALIAN SCHOOLS**



Name: _____

School: _____

Title	Publications Electronic	Qty	Total
Total (incl. GST)			

TAX INVOICE FORM

Future Problem Solving Program Australia Inc.
ARBN: A0037857P ABN: 14 541 785 420



PO Box 4350
Burwood East Vic 3151
Australia

Date: _____

Attn: _____

School: _____

Address: _____

State: _____ Postcode: _____

TAX INVOICE

To Supply the following: (Refer Order no. _____)

Goods / Services Supplied (incl. GST)	Subtotal	Cost \$A
Registrations (as per attached form)		
Resources (as per attached form)		
Late Fee (if applicable)		
Extra Evaluations		
Total (incl. GST)		

- Payment (in \$A) by **CHEQUE** payable to Future Problem Solving Program Australia Inc or by **ELECTRONIC BANK TRANSFER**

Account Name: *Future Problem Solving Program Australia Inc.*
 Bank: ANZ BSB: 013 – 250 Account No: 3027 - 86942

- Post with copy of FPS Tax Invoice, cheque and Resources Order to
 Future Problem Solving Program Australia Inc,
 P.O. Box 4350
 Burwood East Vic 3151
 Australia

Future Problem Solving Program Australia Inc. is a chartered Affiliate of
Future Problem Solving Program International (FPSPI),
the administration offices of which are in Florida, USA.

Future Problem Solving Program Australia Inc.
is totally dependent on funds from school registrations

For further information about the Future Problem Solving Program, contact:

Future Problem Solving Program Australia Inc.
PO Box 4350, Burwood East Victoria
Australia 3151

Tel: (+613) 9886 4646
Email: office@fsp.org.au
Web site: www.fsp.org.au

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