**Coach Notes: Webinar Series for 2022 PP1 Water Supply**

This series of short webinars written by Nicky Desoe, Deputy National Director and Lesley Sutherland, Director Professional Development of Future Problem Solving Program is designed to help you coach your students through Practice Problem 1 – Water Supply.

Webinar 1 Working in teams

Research

Webinar 2 Future Scene

Problems and Challenges – Step 1

Webinar 3 Identifying an Underlying Problem – Step 2

Webinar 4 Solutions - Step 3

Webinar 5 Criteria – Step 4 and Step 5

Webinar 6 Action Plan – Step 6

**Webinar 1 Coach Notes**

***Webinar 1 - Working in teams, Unofficial first step Research, Research, Research***

[*https://youtu.be/rhx3w2Rxsg0*](https://youtu.be/rhx3w2Rxsg0)

The first unofficial step (RESEARCH) which, if done well, develops critical and creative thinking, general knowledge, connectivity and understanding of real global issues. Having knowledge of the topic gives young students language and ideas to write about.

**Resources referred to in webinar**

* 2022 Research, Resources and Readings – Chapter One; Water Supply
* 2022 Topic Activity Units – Chapter One; Water Supply
* FPS Category List
* Mind Map

**Student Pre-work**

Nil

**Key Points of Webinar**

* Team Formation
  + Successful teams
* listen to each other and give everyone the chance to contribute.
* respect each other and the strengths that each team member has
* support each other by offering help if you finish your bit
* encourage each other with positivity and kindness
  + Consider the strength of each student in the team. Team strengths could be
* English language - polish/edit work
* bring quirky ideas from left field - help the team achieve more points in ‘originality’, futuristic thinking and creativity
* timekeeper/team manager – moves the team through the process
* organiser of research notes​
* analytical and critical thinker - applies a deeper understanding of the future scene and can explain things in simple language for others​
* team leader who guides the team and enables each team member to be the best they can be
  + Team Roles
* Team Manager
  + keeps everyone up to date with the tasks
  + keeps a copy of the booklet as it is evolves
  + collates all teamwork
  + checks with other team members regarding the Underlying Problem structure
* Deputy Team Manager
  + keeps a copy of the booklet as it is evolves
* All team members
  + read and understand the Future Scene
  + write problems from a variety of categories
  + know the elements of an Underlying Problem- structure, focus and adequacy
  + explore the topic creatively and futuristically
  + can write, solutions, criteria & action plan

**Activity**: Have students identify their strengths so the team knows what skills they have to work with and what they must strive to learn to fill in the gaps.

* Use of 2022 Research, Resources and Readings for Water Supply
  + Overview of Topic
  + Terms and Definitions
  + Questions for Discussion.
  + Themes and Concepts
  + Article Summaries
* While the Research, Resources and Readings for Water Supply is the ideal place to start developing knowledge and understanding of the topic, each student should be encouraged to become more ‘expert’ in a more specific area that interests them. Help them allocate different research tasks to enable the team to build their accumulative knowledge.

**Activity**: Discuss with the team or have them plan an approach to RESEARCH using the resources provided and their own offerings of what they will bring to share at your next meeting. Wherever possible, give them choice so they commit to doing it. They let down the team if they don’t follow through on their commitments.

**Activity**: Distribute copies of these to each student

1. Overview of Topic– read together and develop highlighting skills as you identify main ideas, themes and concepts. Transfer these onto a Mind Map.
2. Terms and Definitions – Each time you meet to discuss the topic and combine/compare/share research, identify the student who has managed to use the most ‘new topic language’ in your discussion.
3. Questions for Discussion – consider developing survey/interview questions. Tabulate, graph your findings.
4. Themes and Concepts – Incorporate the suggested themes and concepts on your mind map and develop more.
5. Article Summaries – Use these to add to your mind map of Water Supply ideas.

**Activity:** Mind Map; let students freewheel or use structured activity pp 1-7 2022 Topic Activity Units

**Suggestions for deepening student research skills**

Consider a lesson on

* reliable sources,
* manipulation of statistics,
* fact vs fiction
* same incident, different perspectives/information presented
* Category Use: Identify the most likely categories that problems will emanate from for this topic – water quality. Challenge yourselves to think ‘outside the square’ to consider the other categories. Be aware that the categories can also be used to file/classify information as it comes to hand.

**Key Concept of Webinar**

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| --- | --- | --- |
| Research  **+**  Understanding the topic  **+**  Developing your knowledge about Water Supply | **=** | Ease of responding to the future scene and writing quality responses for all steps of the process |

**Identify websites where the content is reliable, trustworthy and current (slide 18)**

* <http://www.abc.net.au/news/> (ABC news online)
* <http://www.thetimes.co.uk/>; (The Times UK)
* <https://www.theguardian.com/au> (The Guardian UK)
* <http://www.nytimes.com/> (The New York Times)
* <http://www.abs.gov.au/>  (the Australian Bureau of Statistics)
* <http://www.un.org/news/> (UN News Centre)
* <http://www.who.int/en/> (World Health Organisation)
* <http://www.australia.gov.au/about-government/departments-and-agencies/list-of-departments-and-agencies> (Australian Federal Government Departments and Agencies)
* <http://www.abc.net.au/catalyst/> (ABC Science Program)
* <https://www.abc.net.au/radionational/programs/futuretense/>
* [https://www.worldfuture.org](https://www.worldfuture.org/) (World Future Society)
* <https://www.ted.com/topics/future> (TED Talks)