

## Change the Story Learning Resources (Intellectual Output 4)

This document is intended to provide guidance and consistency when developing our Change the Story learning resources. To ensure our piloting results in comparable results (i.e. a compelling digital story for the future) we need a common structure to guide us but not tie us down. This guidance follows the following agreed structure (see IO4 in proposal):

1. Understanding the past – collecting climate stories from community elders to experience how climate change and the causes of climate change (e.g. transport) have affected their community.
2. Exploring action today – meeting with community members who are taking action today to address climate change; investigating action from wider afield.
3. Creating stories for tomorrow – using digital technology to create compelling new stories about how climate change will be addressed in the community, and sharing these with partner schools in other countries.
4. Active citizenship – identifying and encouraging actions with the community to address climate change.

Within this structure, each partner has freedom to create the learning programme suitable to the needs of their school system and educational needs ... and the needs of a healthy sustainable planet. Each partner can choose to develop learning activities in partnership with teachers, or on their own prior to sharing with teachers.

In developing learning resources, all partners must consider the success criteria and pedagogical framework. We will use both these documents to review and agree as a consortium that each partners learning resources successfully deliver Change the Story (and our DNA).

Partners need to be mindful of the competences teachers will need to deliver the learning resources successfully. What teacher courses/guidelines/support will you need to create via Moodle and/or deliver face-to-face?

We also need to be mindful of the key competences we want pupils to develop.

## Overview of Flow of Learning

This slide illustrates *the flow of learning* in the Change the Story project: exploring past, present and future change stories. It also offers some examples of key questions pupils might be asked to investigate.

Pupils in the future may ask if we did enough...



### Past to present

Pupils look for evidence of climate change within their community; they explore secondary sources of data using research skills and communicating with partner schools.

*What's the story?* Some key questions:

- How has the climate changed?
- What might have caused this?
- How much is this was caused by humans?



Cross cutting question:  
*What's the story?*

- *How can this be told in story form?*

### Present to future

Pupils create compelling stories about the future of climate change; they think about the perspective they wish to take and who they want to communicate with; they share their stories and discuss with partner schools.

*What's the story?* Some key questions:

- How would I/we like to change the story?
- How will this work?
- Who can we tell about it?
- How can we communicate these ideas?
- What might other people think about our ideas?



### Present

Pupils explore what is being done now to mitigate and adapt to climate change; they research solutions at a range of scales from personal to international; they critique whether the solutions they discover are enough.

*What's the story?* Some key questions:

- What are people doing about climate change?
- How effective is this?
- What other ideas do people have?
- What strengths or drawbacks may these ideas have?

## More examples of key questions pupils might be asked to investigate.

### **Past to present**

- What evidence of climate change can we find within the community?
- What secondary sources of data are useful to us?
- What research skills will we need?
- How will we communicate our ideas with partner schools?
- How has the climate changed?
- What might have caused this?
- How much is this was caused by humans?

### **Present**

- What solutions can we find out about?
- What are people doing about climate change?
- What is being done now to mitigate and adapt to climate change?
- What examples of solutions can we find out about, from the personal to the international scale?
- How effective are they?
- Are the solutions we are discovering sufficient (i.e. when faced with the problems they are meant to solve)?
- What strengths or drawbacks may these ideas have?
- What other ideas do people have?

These questions can be helpful to guide what pupils are doing/thinking during their learning activities; and therefore how each activity supports this.

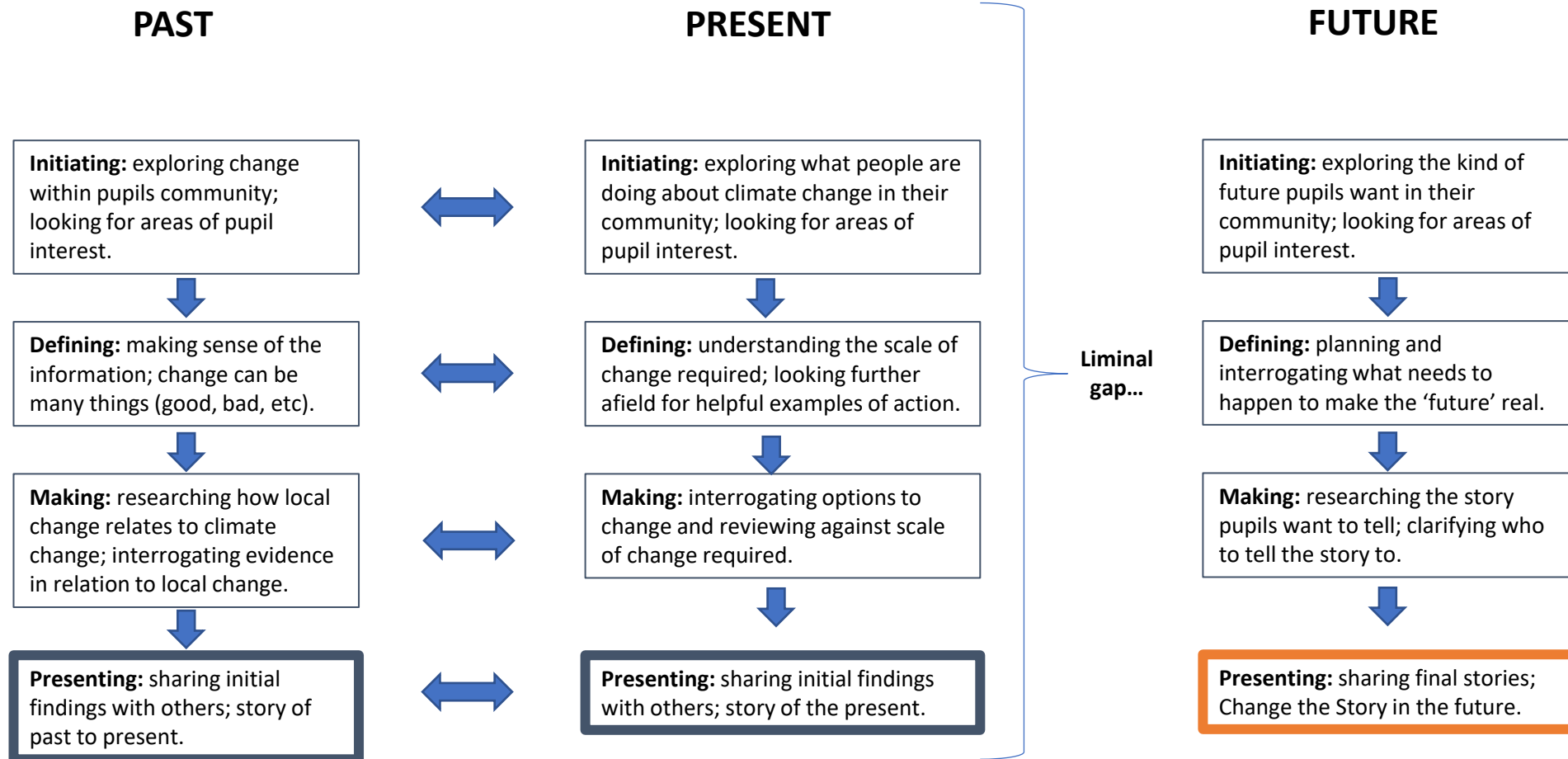
Also, consider what competences you want pupils to develop.

### **Present to future**

- What perspective on the issue do we wish to take?
- Who do we need to communicate with about this issue?
- Who are we able to tell about it?
- How would I/we like to change the story?
- How do we go about changing the story?
- What compelling stories can we create about the future of climate change?
- How can we communicate our ideas?
- How can we share our stories?
- What happens to our ideas when we discuss them with partner schools?
- What might other people think about our ideas?
- Might pupils in the future ask if we did enough?

## Detailed Flow of Learning

This slide illustrates the three phases broken down into smaller elements; activities can then be sourced or written for each element.



Based on Enquiring Minds (Futurelab) enquiry approach; it looks very linear however lots of scope to jump around, combine steps, etc. Perhaps best seen as a useful starting point rather than a rigid plan.

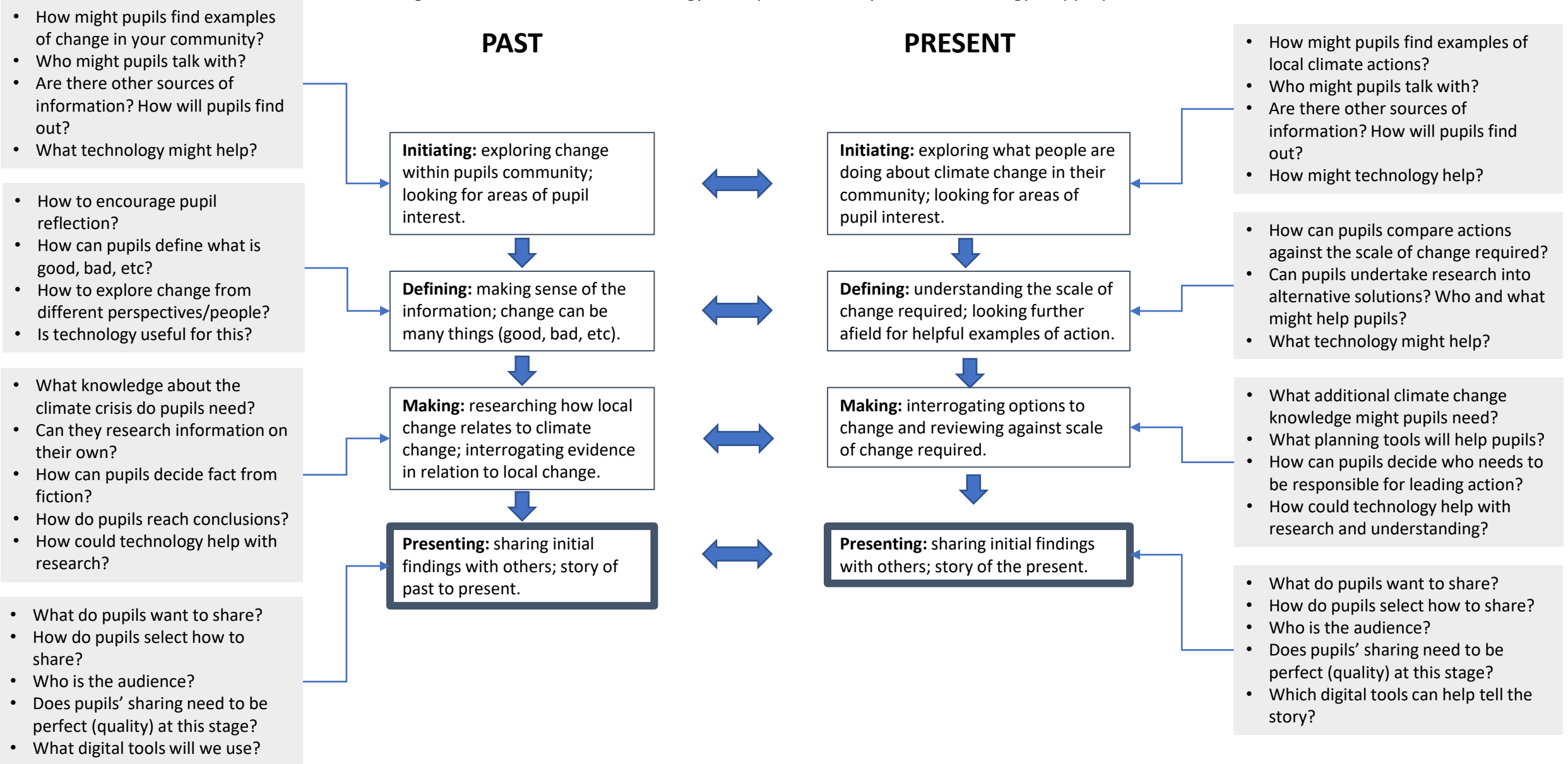
Teachers can choose how to progress through the learning flow. For example, past and present might be combined.

You might produce one micro-planner (see pedagogical framework) for each phase of past, present and future.

Also, consider teacher competence to deliver activities and appropriate support needs for them; what competences do teachers need?

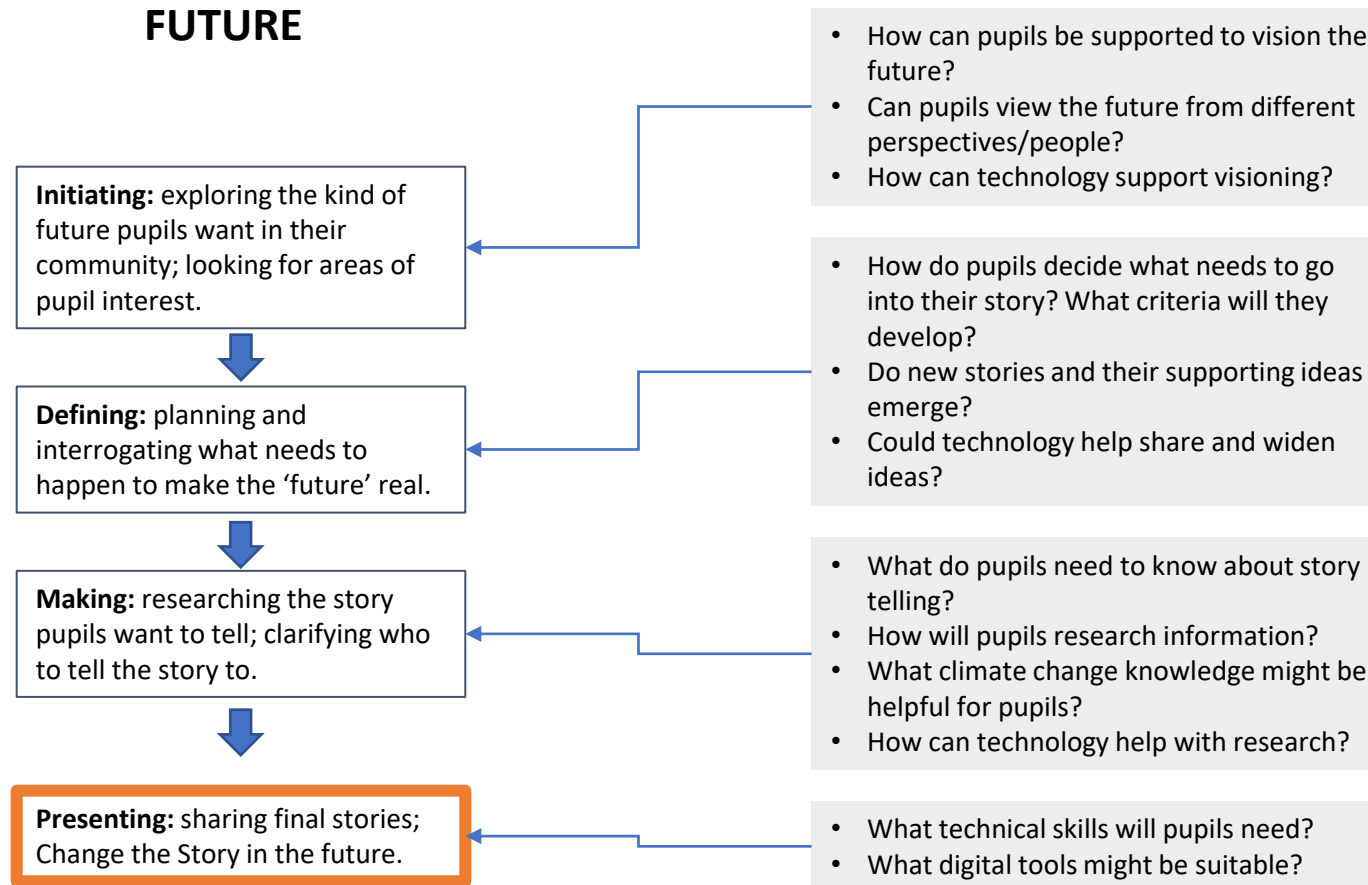
# Creating Activities (1)

Here you find a list of questions to help you (teacher/partner) search for suitable learning activities. The questions are intended to guide you in identifying the right activities, or developing your own. It is also important to refer back to our success criteria and pedagogical framework e.g. when and how to use technology to help with delivery? What technology is appropriate?



## Creating Activities (2)

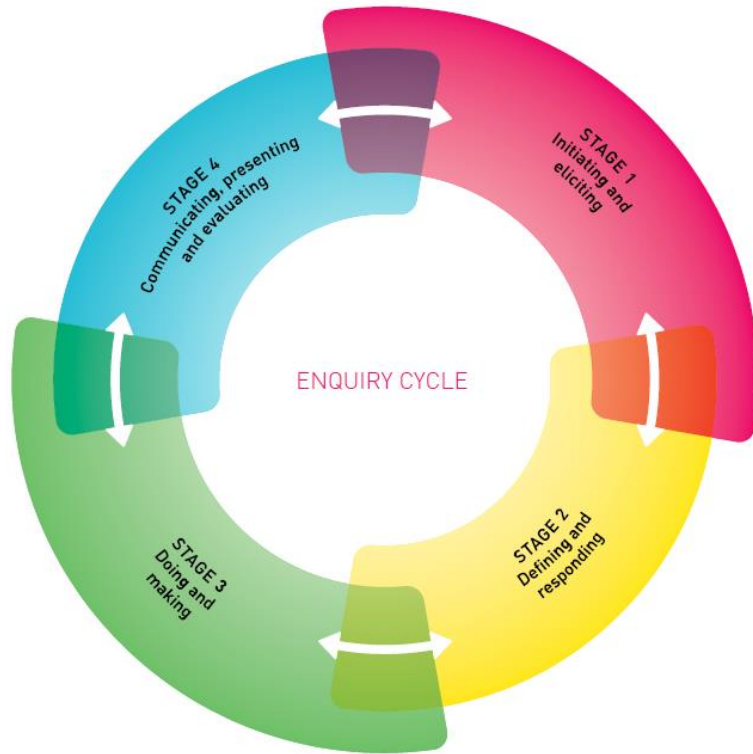
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Course 1. Past to present	Course 2. Present	Course 3. Future
Courses where teachers reflect on and help co-create exemplar learning activities for young people		
<u>Initiating</u> : exploring change within pupils' community; looking for areas of pupil interest.	<u>Initiating</u> : exploring what people are doing about climate change in their community; looking for areas of pupil interest.	<u>Initiating</u> : exploring the kind of future pupils want in their community; looking for areas of pupil interest.
<u>Defining</u> : making sense of the information; change can be many things (good, bad, etc).	<u>Defining</u> : understanding the scale of change required; looking further afield for helpful examples of action	<u>Defining</u> : planning and interrogating what needs to happen to make the 'future' real.
<u>Making</u> : researching how local change relates to climate change; interrogating evidence in relation to local change.	<u>Making</u> : interrogating options to change and reviewing against scale of change required.	<u>Making</u> : researching the story pupils want to tell; clarifying who to tell the story to.
<u>Presenting</u> : sharing initial findings with others; story of past to present.	<u>Presenting</u> : sharing initial findings with others; story of the present.	<u>Presenting</u> : sharing final stories; Change the Story in the future.
<b>Course 4. Focus on content knowledge.</b> Think-piece-style course to extend teachers' contextual knowledge of climate change.		
<b>Course 5. Focus on technological knowledge.</b> Course that explores digital storytelling technologies in the context of the project.		
<b>Course 6. Focus on pedagogical knowledge.</b> Course that supports teachers' creative exploration of innovative pedagogy in the context of the project (e.g. child-led enquiry); populating and developing your micro-level planner for delivery.		
<b>Further potential courses</b> e.g. focus on action competencies, community learning, storytelling skills, intercultural competencies, inclusive working etc.		

# Enquiring Minds and Blooms Taxonomy

Enquiring Minds maps well with Blooms Taxonomy, which teachers might be more familiar with. It also maps well with other enquiry-based learning approaches.



Change the Story exemplar using Blooms Taxonomy:

- Remember** what changes have taken place in the past (Stage 1).
- Understand** the impact of changes (Stage 2).
- Apply** your understanding to relate change and the climate crisis (Stage 3).
- Analyse** the impact of climate change to your community (Stage 3).
- Evaluate** and justify your conclusions (Stage 4).
- Create** a story to share your learning in a new way (Stage 4).

## Bloom's Taxonomy

