

# Change the Story Handbook

This handbook is a guide for teachers piloting Change the Story. It provides a summary of the thinking and planning which has gone into creating the Change the Story courses; it might also be used to inspire new courses in the future.

The handbook starts with an overview of the project within the UK, then goes on to detail three core elements with increasing specificity:

- DNA of Change the Story – the core essence to be woven into all we do, like the letters in a stick of rock.
- Framework – our model for integrating pedagogy, content and technology.
- Designing Learning Programme – a detailed tool and planner to aid activity development in the UK.

Change the Story is delivered in the UK by Wild Awake: [www.wild-awake.org](http://www.wild-awake.org)

Project website: <https://www.changethestory.eu>

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## 1. Change the Story – UK schools briefing

Change the Story offers KS2 resources and hands-on support for teaching climate change, citizenship and digital competence. This is an Erasmus+ project running from Autumn 2019 until the summer of 2022.

*“The most common criticism I get is that I’m being manipulated and you shouldn’t use children in political ways, because that is abuse, and I can’t think for myself and so on. And I think that is so annoying! I’m also allowed to have a say – why shouldn’t I be able to form my own opinion and try to change people’s minds?” - Greta Thunberg*

Change the Story empowers pupils to create the future they want: to explore how climate change impacts their lives and to create meaningful stories about how climate change is being tackled now and what needs to be done in the future. Pupils will use digital technology to create stories about climate change, producing new narratives to challenge the status quo, encouraging young people in their school, community and across Europe to take action.

The overall objective of Change the Story is ‘to empower young people to develop compelling stories addressing climate change, using digital technologies to communicate their results and inspire others to take action’. These stories will be sourced from local people about how the community has changed in ways that can be attributed to climate change; stories of local projects which respond to climate change; and critically new stories that are created by young people to explore desired futures and possible action.

Key to delivering Change the Story is the use of digital storytelling as a pedagogy. Digital storytelling is a powerful tool for engaging teachers and pupils. Digital storytelling allows computer, tablet and smart phone users to become creative storytellers, providing them with the freedom to redefine, create and publish powerful new stories and communicate them widely. Digital storytelling also allows young people to share their experiences across cultural boundaries and national borders. This includes project partners in Turkey, Hungary, Austria and Italy

We are working with UK teachers over three phases:

Cycle 1 – Explore (November 2019 – February 2020): we will carry out a consultation with you to understand your needs and current practice; this will help us to develop learning activities which fit with your school needs. This consultation will consist of a face-to-face meeting and a short questionnaire on digital competences.

Cycle 2 – Plan (March – December 2020): we will work with you to plan how Change the Story will be delivered in your school. This will include the practical details of timetabling, subjects and age groups, and the pedagogical approach to engage pupils in climate change and digital learning to create new and inspiring stories. This includes support via a series of online courses on the Moodle as well as online and face-to-face meetings,

Cycle 3 – Implement and Review (October 2020 -July 2021): we will produce the final set of draft learning resources ready for you to pilot them with your pupils. Before piloting, we will offer you training and support to ensure you feel confident and competent in using these resources. During the pilot, pupil learning will be assessed, and we will follow-up with a final review to ensure we capture your experience. Proposed activities in Summer 2021 will bring schools together (online) across all five partner countries.

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## 2. The DNA of Change the Story

The project is based on a detailed project proposal, but the essence can be distilled into the following DNA running through all activities. A set of guiding questions accompanies each section; these are intended to help partners and teachers work with the DNA creatively, to ensure learning is developed to fit their context rather than 'impose' the DNA onto schools.

**Key Purpose:** To make climate change education relevant and meaningful; provide young people with meaningful ways to deal with complex problem solving within a social context, offering them the process to tackle complex, socio-scientific, real-world problems.

The overall objective is 'to empower young people to develop compelling stories addressing climate crisis, using digital technologies to communicate the results and inspire others.'

Change the Story will produce compelling stories:

- sourced from local people about how the community has changed in ways that can be attributed to or which contribute to climate crisis;
- stories of local projects which help mitigate or adapt to climate crisis;
- and critically, new stories that are created by young people to explore possible desired futures and take hopeful action.

*Guiding questions:*

- *Do stories reflect local changes which have been influenced by the climate crisis? Have pupils engaged with local people and/or local sources of information?*
- *Have local stories been researched which mitigate the climate crisis? Are examples from outside the local area been considered?*
- *Are the stories created by young people based on their future desires? Have young people had the opportunity to consider different possible futures and explore what they might mean?*

Change the Story will empower young people:

- Developing the competences to investigate and research complex issues (inquiry-based learning).
- Connecting learning from different subjects such as history, geography, science and language around a common theme (interdisciplinary learning).
- Increasing skills in listening and interviewing, researching information and finding out the needs of others (empathetic learning).
- Communicating messages to people from different countries and cultures using digital technology (inter-cultural and digital learning).

*Guiding questions:*

- *Have competence needs of pupils been identified and assessed? Do learning activities enable pupils to develop competences to carry out research and investigate issues for themselves?*
- *Do learning activities connect different subject areas as appropriate?*
- *Are there opportunities to develop empathy towards self and others?*
- *Can pupils develop their digital competence? Do they consider how to tailor messages to different groups of people?*

**The Results:** Change the Story will result in:

- Young people with enhanced understanding of how climate crisis affects their community and how they can actively influence it.
- Young people becoming engaged citizens with an understanding of their roles and responsibilities, and empowered to act.
- Young people able to understand and present complex narratives in succinct and accessible ways.
- Young people with an enhanced sense of being a part of Europe and improved inter-cultural skills.
- Schools with a better understanding of the potential of digital storytelling to address subject content and competences.
- Improved digital competences of both teachers and pupils.
- A resource base for teachers to continue developing new stories.
- Training resources guiding teachers to teach storytelling and use digital technology.

*Guiding questions:*

- *Have pupils increased their understanding of the climate crisis and have increased confidence they can influence it?*
- *Do pupils know how they can act today and, in the future, to mitigate and adapt to climate change? Locally, regionally, nationally, globally?*
- *Are pupils competent to understand and present complex stories about the climate crisis?*
- *Do pupils feel more connected with and part of Europe? Feel a stronger connection with other young people throughout Europe?*
- *Can schools use digital storytelling to address subject content and competences effectively?*
- *Are the digital competences of pupils and teachers improved?*
- *Has the project created a lasting resource which teachers can continue to use and adapt?*
- *Has the project provided resources for teachers to develop their professional competence effectively?*

### 3. Framework

Change the Story is working with the TPACK model (Punya Mishra and Matthew J. Koehler of Michigan State University, 2006) and relates to teacher competence. Most teachers will be familiar with two elements from their own training and professional development: content knowledge (CK - what you are teaching, in this case specific to change and the climate crisis) and pedagogical knowledge (PK - how you teach, in this case effective ways of teaching about change and the climate crisis). The area between these (PCK) is about the best approaches for teaching the specific content of this project (stories relating to change and the climate crisis). To this, comes technological knowledge (TK - the technology you utilise, in this case, the use of digital storytelling tools). When all three elements come together (TPACK) we are addressing the goal of this project, as set out in the DNA above.

The TPACK model adapted for Change the Story can be navigated over two steps.

#### STEP 1:

##### The 3 Knowledges - My competences and starting contexts

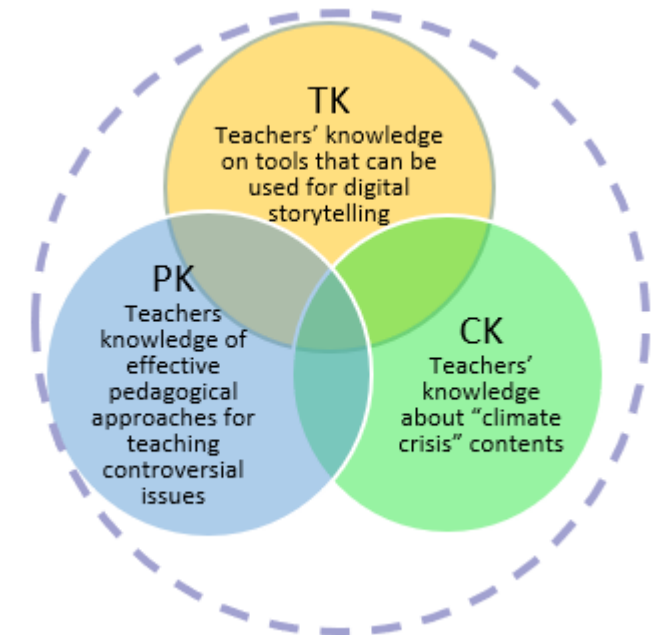
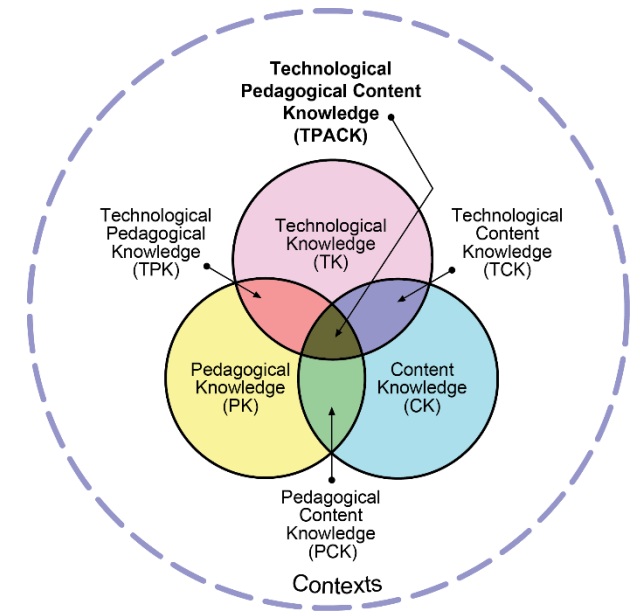
In Change the Story the outcome is declared: to allow students in developing compelling stories addressing climate crisis, using digital technologies to communicate results and inspire others about desired future. The adapted Change the Story framework can help to unpack this outcome and to examine the starting situation in relation to the characteristics of this project, its content (climate crisis), the pedagogical approaches teachers have already experience of in similar context, the kind of (digital) tools they are used to work with, what they may need to understand the project dimensions better, and to establish what they wish to develop.

##### Some guiding questions:

- What do I know about the 3 different areas?
  - Content: about climate crisis?
  - Pedagogy: on teaching about controversial issues?
  - Technology: about digital storytelling tools?
- Where do I feel well-versed? What are the areas where I have more experience?
- Where do I feel I need to deepen my knowledge?
- Which elements from my previous teaching experience may help in this project for the areas of content, pedagogy and digital tools?

##### For CONTEXT:

- What are the context characteristics I need to consider?
- Are there any possible local resources to work with?
- Can I work in an interdisciplinary way with colleagues?



- Are there any local changes which have been influenced by the climate crisis I can consider?

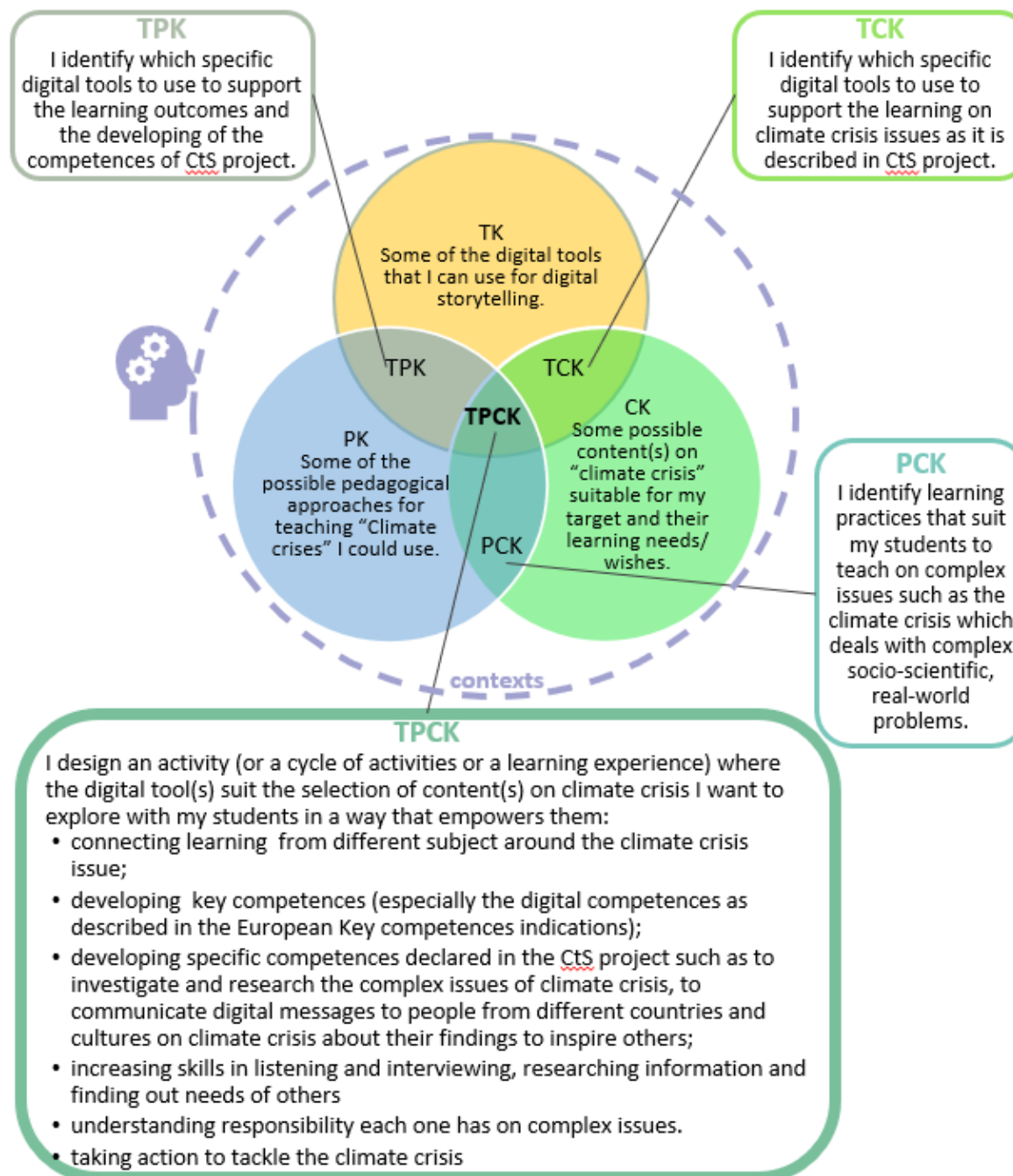
- Are there any local/global stories which can be examples of mitigating the climate crisis?
- What do I know about what my students think, fear, hope regarding the climate crisis?
- Do I know what my students know and what are their misconceptions about climate crisis?
- Do I know what my students wish to know more about climate crisis?

## STEP 2

### Planning: looking for intersections – I develop new knowledges while planning

After the analysis of what are the resources and needs in terms of knowledge and context, teachers can move to understand how to design a Change the Story learning unit. This means to work with this framework at a different level, using it to help to identify specific contents, digital tools and pedagogical approaches (for a learning unit or a single activity) that works in the intersections.

This framework assists in the designing from any of the 3 different domains. It encourages consideration from the outset of the way the domains relate, to look for and progress with the elements of content, pedagogy, technology and context that suits and make together the difference. The lens to look through the intersection are the specification and characteristic of the Change the Story project as described in the DNA above.



## 4. Designing Learning Programme

The third element is to translate the DNA and consideration of teacher competence, into learning activities for pupils. This is for teachers and project workers to use when planning teaching activities. It begins with an over-all learning goal for the unit being taught. This is then expanded into different dimensions of climate change education (we offer some examples). This can then be broken down further into a series of learning objectives.

- Conceptual learning objectives – the big idea being learned by young people.
- Procedural learning objectives – how young people use and apply this big idea and relate it to other big ideas.
- Societal learning objectives – what this big idea means for people’s lives.
- Technical learning objectives – technical skills developed in learning about this big idea.

<b>Learning goal definition:</b> Produce a digital story that can be shared with others (define who) and talk about your investigation about climate change			
<b>Different dimensions of climate change education (the list are examples only):</b>			
1. Identify social implications of climate change			
2. Understand the interconnectedness of ecosystems and how climate change could affect it			
3. Apply digital tools to express ideas and concerns and share own stories to do with climate change			
<b>Conceptual LOs</b>	<b>Procedural LOs</b>	<b>Societal LOs</b>	<b>Technical LOs</b>
<b>Example:</b> Understand the difference between climate and weather	<b>Example:</b> Know how to identify the different steps to research climate change	<b>Example:</b> Appreciate the impact climate change already has on people’s lives	<b>Example:</b> Skill to produce a digital story using a stop motion video about some local climate change story

The task then is to allow teachers to drill down into the detail of what they are teaching and how, while relating it back to the ‘big picture’ of the project as a whole.

Within this structure, teachers identify tasks that they will deliver against the objectives, how they will be delivered, when, how ... and what the intended learning outcomes are. We imagine that elements of this part of the framework will be familiar to most teachers and will therefore be able to be incorporated into planning frameworks and Schemes of Work that they are already using.



The approach to this in the UK is summarised in the following diagrams. The overview of the flow of learning (below) illustrates the whole cycle of Change the Story, the movement from past to present to future, driven at each stage by questions.

## 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.

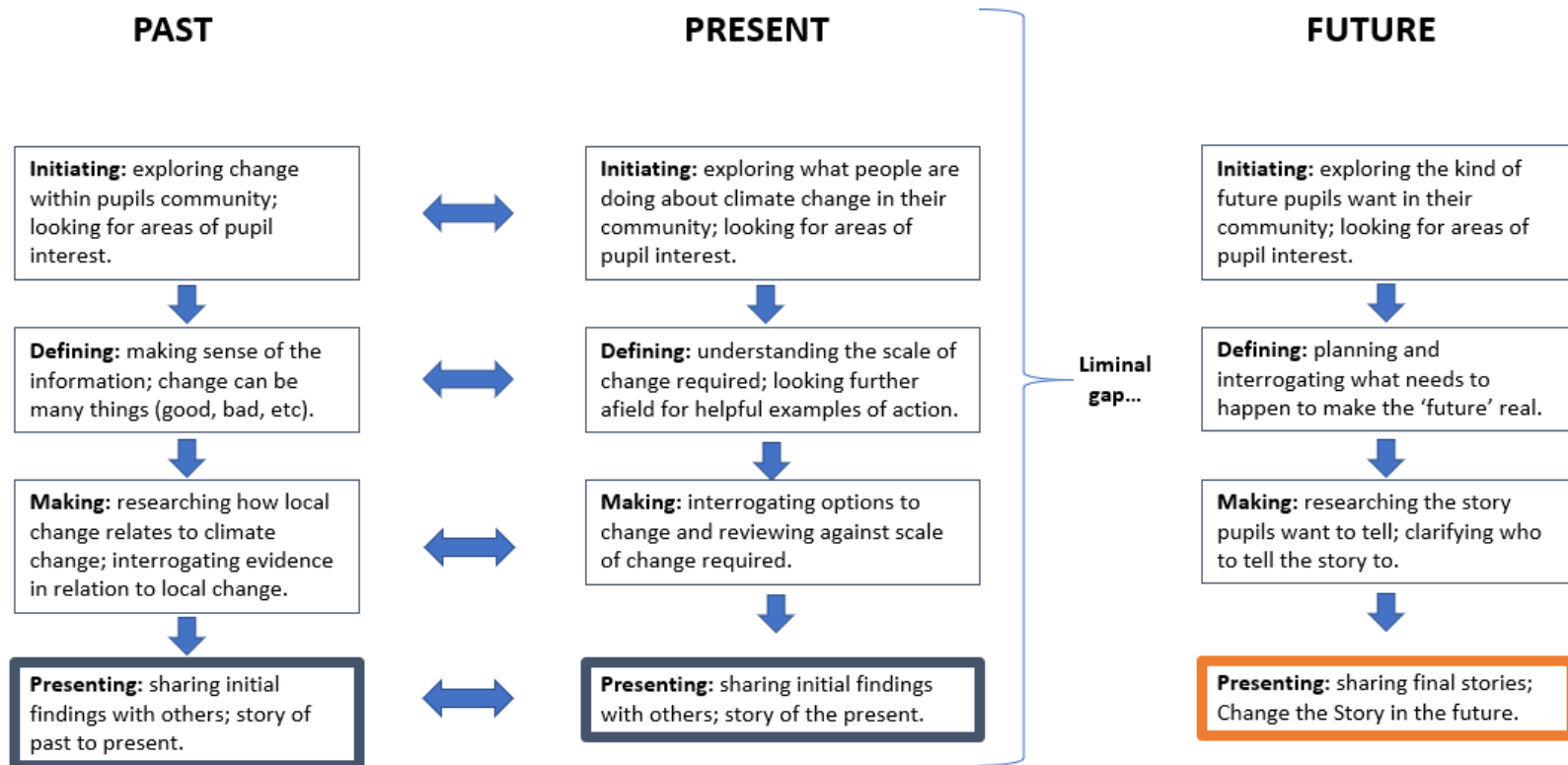
*What's the story?* Some key questions:

- 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?

This becomes more detailed based on Enquiring Minds (Futurelab) enquiry approach, it looks very linear however there is scope to jump around, combine steps, etc. Perhaps best seen as a useful starting point rather than a rigid plan.

## 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.



Teachers can choose how to progress through the learning flow. For example, past and present might be combined. Teachers might produce one - planner/Scheme of Work (for each phase of past, present and future.

There is a deliberate space between past/present and future. The liminal gap represents an envisions change in pupil conception of the climate crisis and how it can be addressed. The aspiration is that this becomes reflected in new stories that give hope for the future, which transcend current narratives and drive an ambition for change.