



Change the story.

Creating new climate stories across Europe

Part 2. PRESENT

These resources follow a framework where pupils explore past-to-present changes, then look at present-day change-makers, before creating their own digital change stories for the future.

Part 2 supports learning about people who bring about change in the present-day.

The sequence of activities

The following sequence of activities supports pupils' exploration of present-day change-makers. It follows four main steps.

- 1. Initiating** - exploring what people are doing about the climate crisis in their community; looking for areas of pupil interest.
- 2. Defining** - understanding the scale of change required; looking further afield for helpful examples of action.
- 3. Making** - interrogating options to change and reviewing against scale of change required.
- 4. Recording** - recording initial findings; story of the present.



As we said at the start of Part 1, there is an expectation in these resources that pupils already have some understanding of basic climate science. This becomes increasingly important as they move into Part 2.

Global climate change is complicated. What happens in one place can have effects on people a long way away, and many small actions in different places can combine to create a significant effect across the whole world. Local causes and small actions can be a part of the climate crisis, but they can also be a part of solutions to the climate crisis.

Before pupils move on to investigating present-day change-makers, it is therefore useful to consider:

- Recapitulating, reviewing, explaining and/or demonstrating the basic science of climate change (e.g. through an experiment that shows the greenhouse effect).
- Inviting pupils to watch the following video, where pupils explain climate change to adults (pilot schools found this particularly useful) - <https://youtu.be/J31jRvqLskU>
- Using a climate-themed story as a class reader (Year 4 teachers piloting these materials found 'Greta and the Giants' by Zoe Tucker really useful).

"The video of pupils talking was absolutely brilliant. That was probably the turning point. They latched on to the way it was explained and they could really relate to it, because it was pupils their own age and it was aimed at their level"
– Year 4 teacher.

"I enjoyed learning about how global warming is affecting the world. Global warming is a blanket around the earth melting ice caps and warming the earth"
– Year Year 4/5 pupil.

There is some good supporting information on the climate crisis elsewhere in these resources. **Part 1** includes some links to credible organisations responding to frequently asked questions. **Teacher Support – the climate crisis** helps you extend your own expertise in thinking about the climate crisis.



1. Initiating

Initiating. Activity 1. Change-makers - looking for areas of pupil interest.

This brief starter activity gets pupils thinking about change, before investigating change-making more deeply in the activities that follow.

Initial discussion (e.g. as part of a circle time discussion or a community of enquiry).

- What does it mean to make a difference?
- How do we know if a change is for the best?

Pupils identify someone they have heard of who has made a positive difference to the world. This might be a small change (e.g. in their family, school or local area) or a big one (e.g. led by a politician or public figure). It could be someone from the present or past, their own country or another part of the world. This could also be done as a homework task.

Pupils draw the person and add their name. What can the pupils find out about this person and what they did? Display pictures on the classroom wall – this will form the start of a messy wall that runs throughout Part 2.

As an extension activity, pupils could hotseat a couple of the people they have drawn. What questions do pupils want to ask the person who made these changes? What would their replies be? It may help for the teacher to take the hotseat for the first change-maker, especially if pupils are not familiar with this technique: subsequent hotseats could be taken by pupils standing in for the change-maker they themselves have researched, while others ask questions of the pupil in that role. Some of the replies can be written down as word bubbles and added to the picture.

Initiating. Activity 2. Cause or effect?

In **Part 1**, pupils looked at **examples** of change and identified their own examples.

Here are some examples of things that had changed, which pupils noticed during the pilot.

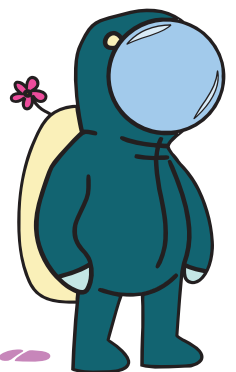
In the past, children used to be able to play on the road, because there were fewer cars.

As the amount of housing has increased, so has the demand for energy resources.

Some modern day house- and road- building demands carbon intensive materials, such as cement. This may not always have been the case in the past.

There has been an increase in local housing. This has met human needs but led to a loss of fields and wild areas.

1. On a large sheet of sugar paper, ask pupils to draw a simple Venn diagram of two overlapping circles. They mark one as 'causes' and the other as 'effects'.
2. Using the list of changes from the past, which do they think are mostly 'causes' of climate change and which are mostly 'effects' of it? Some changes might fit into both categories! Pupils write the examples onto the Venn diagram (e.g. a greater demand for energy is mostly a cause; increased flooding or long spells of hot weather is mostly an effect; air conditioners becoming more popular could be both).
3. Are there patterns and trends that pupils can identify? (i.e. where something is increasing, decreasing, getting better, getting worse: for example, urbanisation is increasing; winter 'snow days' are becoming less common).
4. Discussion point: what might happen if we were to extend these trends into the future?



2. Defining

Defining. Activity 1. Exploring what people are doing about the climate crisis in the local community.

1. Ask the class, is there a project or an organisation in your local area that is doing something positive about the climate crisis? It might be a campaign group, charity, green business or an initiative supported by the local council. It might even be something that is already happening in or around the school community or someone's home. Perhaps the elders that pupils interviewed have mentioned something?
2. For schools in the UK, we offer some suggestions and contact details below for the sort of people or organisations that pupils might want to investigate.
3. Pupils could ask what friends and family are doing in response to the climate crisis, or research an Eco Club or similar project in the school.
4. Pupils revisit the interview techniques from Part 1. If it is not possible to conduct face-to-face interviews, they could try letter or e-mail writing, Zoom or Skype calls instead.
5. Pupils draft questions for the project, person or organisation they are interviewing. The interview proforma available as a supporting resource below (Annex 1) will be useful when making a record of the interview. There might be other questions to add, such as what motivates the person being interviewed, how they know whether their planned change is happening.
6. Pupils can supplement the interview responses with internet research (this is what journalists often do). They could also ask questions through an online comments or contact form, which many organisations have on their website.
7. Some organisations and projects are happy to run assemblies in schools or taster sessions at the project venue.
8. A record of the investigations is added to the messy wall

"I enjoyed looking at the people saving the earth, trees and people. Did you know farmers are doing this?"

– Year 4/5 child.



Tip Box

Especially if you are working with younger pupils, it may be necessary to model some of the activities above, to help pupil understanding of the activity process as well as its content.

'Accepted wisdom' alert! Be aware that the research subjects might not know more than you or the pupils do, so their answers might not provide new information. You and the pupils should be prepared to respectfully challenge them with some prepared questions. What they are saying is great, but what else might need to happen? How might their actions relate, for example, to carbon reduction goals as set by national government?

External links – local change-makers

Please bear in mind the 'accepted wisdom' alert above.

You might want to consider contacting the following:

- Local councillors or council officers with a climate or sustainability brief
- Your local wildlife trust (see <https://www.wildlifetrusts.org/find-wildlife-trust>)
- A local transition group (see <https://transitionnetwork.org/transition-near-me/>)
- A local Fridays for Future group (see <https://fridaysforfuture.org/take-action/>)
- Local energy conservation projects
- Faith groups with an interest in the environment and the climate crisis
- Local Repair Cafes (see <https://repaircafe.org/en/visit/>)
- The UK Schools Sustainability Network (see <https://www.transform-our-world.org/ukssn>)

2. Defining (continued).

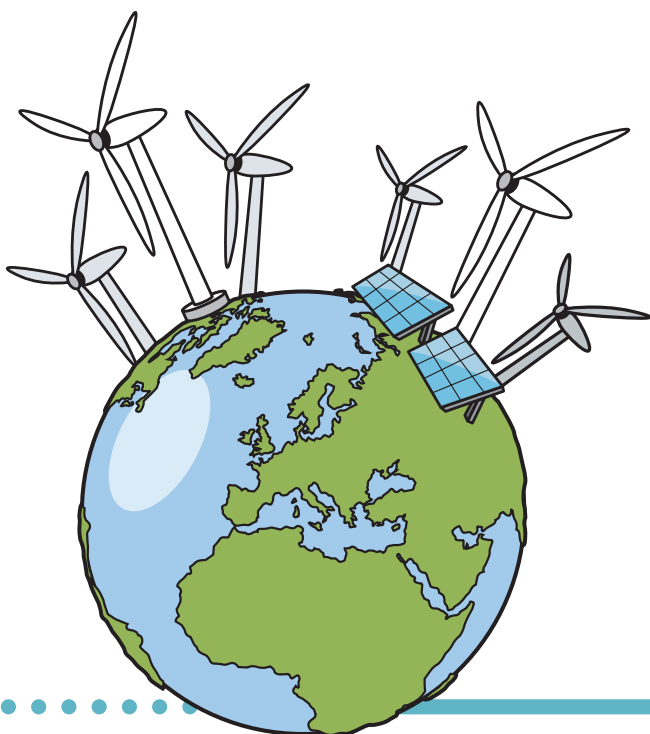
Defining. Activity 2. Worldwide stories about people and the climate crisis – inspiring role models and public figures.

If there is time, this activity will widen the range of people and organisations that pupils are investigating, so as to broaden their understanding of possible areas and strategies for making change.

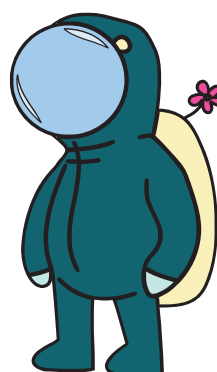
1. Pupils research inspirational figures who have captured their imagination; this is not necessarily about the climate crisis. This time, they should be people from outside of their own local area. For some pupils, this might mean adding additional layers of understanding to the change-makers they looked at in Initiating – Activity 1.
2. Discussion points: How have these people directly affected change? How have they influenced others in making change (this will feed into subsequent activities on Circles for Change).
3. Elevator pitch. Pupils have thirty seconds to tell the class / a group the most important things about the inspirational figure they have looked at.
4. Discussion points: Why are these stories effective? Why do they work for you? What makes a story inspiring? How do they compare with the local examples we looked at?
5. Notes or case studies about the inspirational figures are added to the messy wall, along with any record from the whole class discussions.

Can't think of an example? Here are some young and youngish people that we find inspiring. Who would you add to this list? They don't have to be young!

- Biomimicry Institute Global Challenge: <https://youthchallenge.biomimicry.org/>, <https://challenge.biomimicry.org/>
- Amy Bray: <https://www.another-way.org.uk/history/>
- Ellen MacArthur Foundation: <https://www.ellenmacarthurfoundation.org/case-studies>
- Mya-Rose Craig (Bird Girl): <http://www.birdgirluk.com/p/about-birdgirl.html>
- Kabir Kaul: <https://kabirwildsideoflondon.blogspot.com>
- Arshak Makichyan: @MakichyanA (Twitter)
- Malala Fund: <https://www.malala.org>
- Dara McAnulty: <https://youngfermanaghnaturalist.com>
- Mr Beast: <https://youtu.be/HPJKxAhLw5I>
- Vanessa Nakate: @vanessa_vash (Twitter) <https://www.1millionactiviststories.org/> (this website includes loads of other examples)
- Leah Namugerwah: @NamugerwaLeah (Twitter)
- Marcus Rashford: @MarcusRashford (Twitter)
- Solutions for the Planet: <https://solutionsfortheplanet.co.uk>
- Greta Thunberg: @GretaThunberg (Twitter)



"It was a useful thing for us to do searching, where they can get information from. It can be a tricky thing to do well, even at 10-11. They know how to search well, but how to use it well and looking at plagiarism, the reliability of Wikipedia etc. That was really useful as a live computing skill"
– Year 6 teacher.



2. Defining *(continued)*.

Defining. Activity 3. Exploring what people are doing about the climate crisis.

1. Working in small groups, pupils are given a print-out of the Circles for Change sheet supporting resource (Annex 2).
2. Circles for Change is explained to them.
 - The circles are split into two parts: what people or projects are able to do (the sphere of action) and the things they affect indirectly (the sphere of influence).
 - There are five concentric circles, moving outwards from one's self to the whole world. Some actions start with personal responsibility, others are organised by the school or people in the local community. At the outer edges, there are actions such as global climate summits that happen at a worldwide or international scale.
3. Can pupils think of examples of things that they do that make a change? These might be quite small, everyday things at home, at school, with friends or in the local community. For example, switching off the lights when they leave a room, changing to a plant-based diet.
4. Can pupils think of things that they do that might influence change? These too might be quite everyday things. For example, talking with family about change and ways to reduce energy use, persuading the school to improve wildlife habitats through creating a no-mow zone or a wildlife area.
5. Can they think of examples of people or organisations who would be in each of the five circles? (This might include some of the local or worldwide change-makers that they have already looked at).
6. One way of understanding changes that people can do or influence is to list 'something I can do', then ask what the community can do to make this easier, what the nation can do to make it more effective etc. This way, pupils can explore how working across scales supports change individually and globally.
7. Ideas are noted on the Circles for Change sheets and added to the messy wall.

Defining. Activity 4. Evaluating change-makers and taking change further.

1. Pupils now think about the change-makers they have just found out about in Activity 2 and label a Circles for Change sheet accordingly.
2. What are these people, projects or organisations doing? (Sphere of action)
3. What are these people, projects or organisations able to influence? (Sphere of influence)
4. Which of the concentric circles are they operating within?
5. Which of the concentric circles are they having an effect on?
6. Discussion points: How effective do pupils think this is as a way to address the climate crisis? How can we decide whether or not it is effective? How might their spheres of action or influence be taken even further?
7. Completed Circles for Change sheets are added to the messy wall

3. Making

“We had done climate change before, but this definitely angled it more positively ... Much more about being change-makers, changing things, where do we want to be, how we will change things. It changed how I would approach it ... this was not so much ‘we are pretending to be change-makers’, it was more real than that”

– Year 6 teacher.

Making. Activity 1. Effective change.

How do we know whether an action will be effective? How can we measure this? This activity returns to the washing line to review some of the examples that pupils have investigated.

At this stage, it is important for pupils to focus on how to make change (the process) rather than what to do (particular actions). We introduce new future solutions, including pupils’ own ideas, in Part 3.

1. Pupils return to the change-maker examples they have already investigated.
2. The whole class reviews examples using statement cards and the washing line:
 - Is it easy or hard to do?
 - Is the change that results a big or a small one?
 - Is the change that results very local, very global or somewhere in between?
 - Is it expensive or cheap to do?
 - Does it have a lot of influence or just a little?
 - Is its influence confined to one circle or does it spread across many circles?
 - Are most people likely to be in favour of it or most people against it?
3. This can also be done with some of the examples of inspirational figures.
4. A record of completed washing lines can be added to the messy wall.
5. Discussion points: What benefits might other people see in what you are doing? Are there likely drawbacks for some people? Are there realistic ways to make the most of those benefits and reduce the possible drawbacks? (See supporting resource Annex 3, Benefits and drawbacks).

Making. Activity 2. What sort of change-maker do you want to be?

Pupils read the supporting resource, different kinds of change-makers (Annex 4).

1. Which of these describes you now? Pupils highlight this in one colour.
2. Thinking about the examples that pupils have investigated, including what they feel to be effective, which of these describes the sort of change-maker needed to deal with the climate crisis? Pupils highlight this in a different colour.
3. Discussion point: Which examples were highlighted in one colour, which in both, and which in neither? What does that tell us about effective change-making?
4. Pupils examples and a record of the discussion are added to the messy wall. N.B. We offer activities where teachers can explore their own understanding of making and measuring effective change as part of **Teacher Support – the climate crisis**.

4. Recording

Recording. Activity 1. Reviewing the story of the present.

Throughout Part 2, pupils have been building up a messy wall about change-making. Now, pupils review their learning about change in the present, using the messy wall as a prompt

- Ask the pupils if there are things they have done which will be useful for their digital story. For example, pupils could identify five images from the messy wall that, when placed in order, will tell the story of what they have been learning and how.

Supporting Resources

These can be found below or from the website here - www.changethestory.eu/uk/learning-resources.

- Annex 1: Interview proforma
- Annex 2: Circles for change
- Annex 3: Benefits and drawbacks
- Annex 4: Different kinds of change-makers

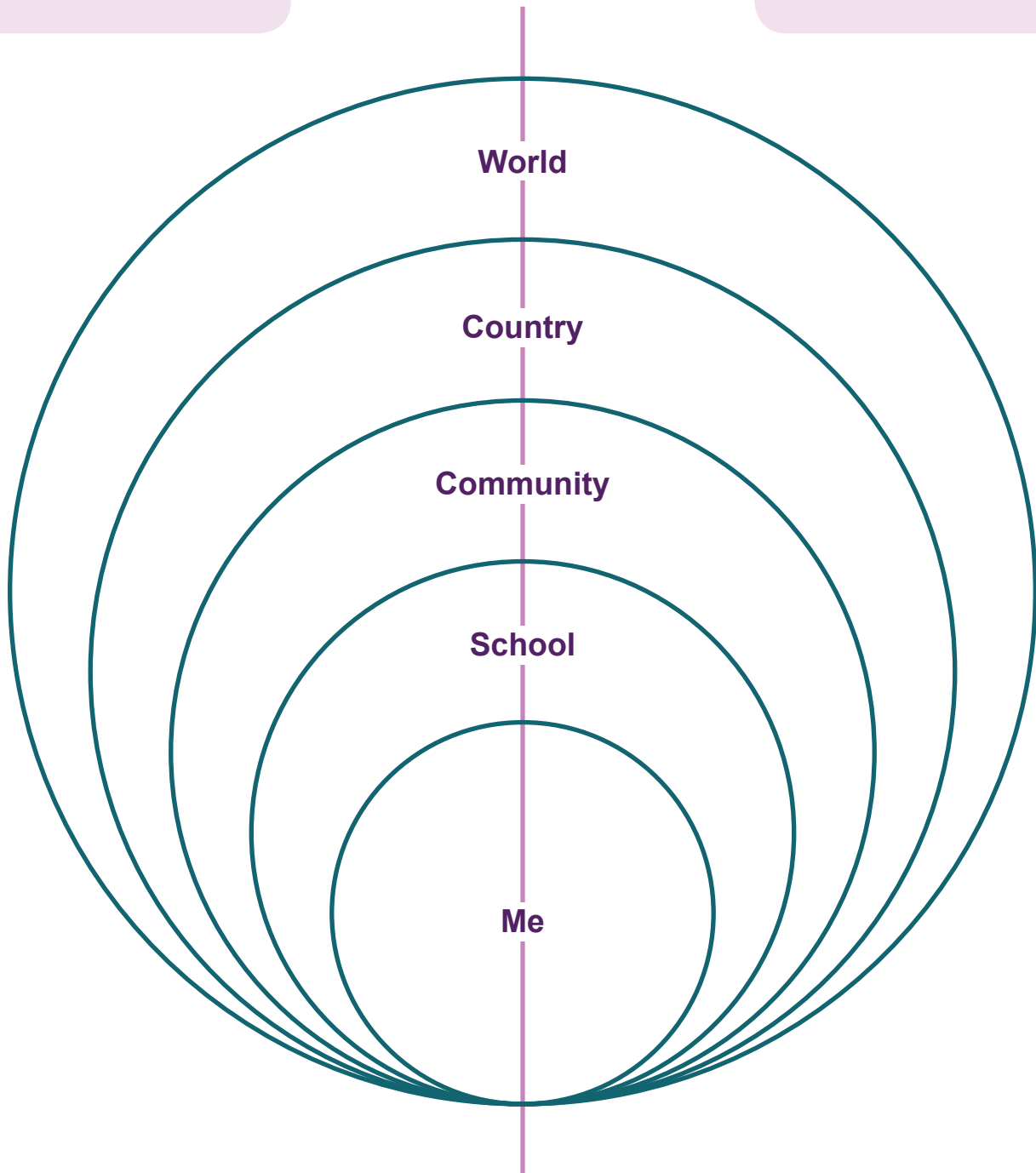
Annex 1: Change the Story. Interview proforma.

Name of person, project and/or organisation					
Contact name					
Role in organisation (if appropriate)					
Organisation contact details (if appropriate): address, email, telephone, website etc					
What is this person, project or organisation doing?					
What change do they hope to bring about?					
How big or small is this change meant to be?	Very small and local	Quite small	Medium	Quite big	Very big - world wide
<p>How do they see this having an effect on the climate crisis?</p> <p>(e.g. how their activity reduces carbon emissions, raises awareness, protects the environment, helps protect people from climate change effects, stores carbon etc)</p>					
Is there an attention-grabbing story or statistic about this activity?					
Any other crucial information					

Annex 2: Change the Story. Circles for Change.

SPHERE OF INFLUENCE:
What they can affect

SPHERE OF ACTION:
What they do



Annex 3: Change the Story. Benefits and drawbacks.

Suggested change:		
Who ...might it benefit?	What ... might be the benefit to them?	How ... might they make the most of this?
Who ...might it have drawbacks for?	What ... are the likely drawbacks for them?	How ... might they reduce possible drawbacks?

Annex 4: Change the Story. Different kinds of change-makers.

Type of change-maker	Example
Activist Make yourself heard.	Write to your MP, go on a march, run an event because it's vital to demonstrate public will for change.
Supporter Be part of a movement.	Join a group, sign a petition, give money, wear a badge. Visible support builds social proof for change.
Doer Help climate action directly.	Reduce your energy use, change your travel habits and diet. You can make a difference in your own back yard.
Employer or school Multiply your impact.	Raise money, work with others to help develop a plan for the school or organisation. Your organisational impact can be huge.
Consumer Make decisions in your daily life.	Buy low carbon goods and services, avoid buying more than you need and creating waste. Your pocket money is powerful.

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Learning for People & Planet

