



Change the story.

Creating new climate stories across Europe

Teacher Support - planning

This resource offers support for planning work on Change the Story in the classroom. It offers planning and assessment frameworks to support preparation for classroom delivery, together with three case studies from pilot schools and examples of how they have used the frameworks.

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Change the Story - aims and objectives

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

The **main objectives** for each part are:

- **Course 1**, the **past**, explores how in the past there have been huge changes; some helpful and some less so. Some of those changes were bold and visionary but they still happened. Because such huge changes have already taken place, we know that the future can also be full of big changes to tackle the climate crisis.
- **Course 2**, the **present**, demonstrates that some people are making inspiring changes today. It also illustrates that those changes, inspiring as they are, are not on their own sufficient to fully meet the challenge of the climate crisis.
- **Course 3**, the **future**, shows that the future needs to be very different from today; we can create the stories that will bring about the sustainable future we want and the planet needs.

Change the Story.



Planning case studies

The following case studies come from three UK primary schools that piloted project activities in 2020-21. They share a little about how the schools approached the work at the time. Because piloting took place during the COVID-19 crisis, they also share thoughts about how they might approach the project in future, and in more 'normal' circumstances.

Case study 1. Change in a village

Context

This rural school piloted work in two Year 4 classes (ages 8-9).

What we did

"Working with the children was good. I liked the structure – past, present, future. I think that fitted in really well. Talking about change from one to the other."
- Class teacher

Pupils looked at old photographs to identify changes in their village over the past century and spoke with an elderly resident. They used a 'washing line' activity to decide which of these changes were good or bad for the environment and the climate crisis: this was not always easy. Moving on to present-day changes, they read picture books about environmental changemakers and watched the online video where children explain the climate crisis to their peers.

Pupils then explored the issue of regular flooding in their village and its connection to the climate crisis: what changes might be necessary to address this problem? They found out about relevant organisations and what they say and do. This led on to some 'blue sky thinking' about aspects of the future, such as transport, jobs, shopping and leisure. Pupils identified particular changes they would like to see and created PowerPoint presentations with embedded stop-motion films as ways of sharing their digital stories.

"One thing I really enjoyed was making the posters and the animations because I learned lots of skills that I didn't know. I also enjoyed finding out about the causes of climate change and how to stop it. Another thing is learning about people that fight to stop it!"
- Year 4 pupil

What we might change

The teachers are looking again at how they make the complexity of the issues around the climate crisis accessible to pupils of this age. Pupils also found it hard to think of future ideas which were both feasible and imaginative. The Futures Cards (created after piloting) will provide teachers and pupils with some helpful prompts and examples.



'New energy' - still from child's stop motion film

Planning case studies *(continued)*

Case study 2. Moulding change in the local town

Context

This urban school is in an area of multiple deprivation. The project was piloted with a combined Year 4/5 class (ages 8 to 10).

What we did

"The children really enjoyed comparing photos of the past and present in their area as this was something they could relate to"

- Class teacher

As an introduction to the project, pupils watched a video clip of David Attenborough showing how the world is changing and were offered background knowledge on the climate crisis and its causes.

They investigated the past by annotating images from a book that showed past and present photographs of their town and through interviewing a Teaching Assistant who had lived in the area as a child. Pupils then used the internet to investigate present-day change-makers and received a visit from a local Buddhist who was taking action on the climate crisis. An exchange of photos and online discussion with a school in Italy that was also piloting the project added excitement and a further context to the work.

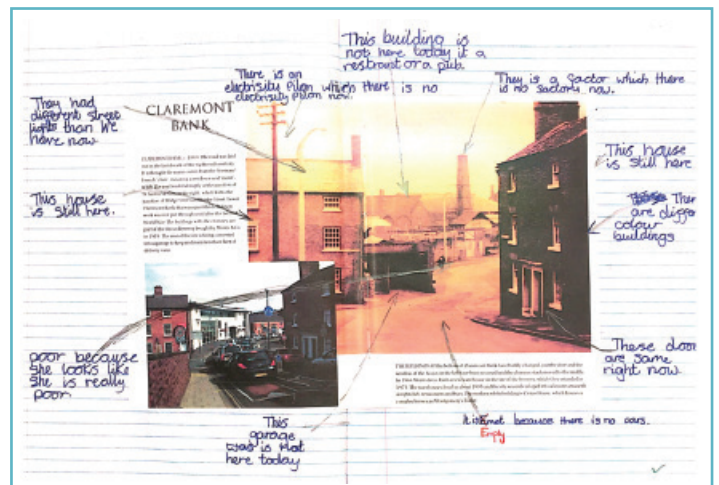
The pupils then made plasticine models of the local area, which they changed according to ideas about how they would like the future to be. From here, they decided on what their story would be and worked in groups to create stop-motion films, some of which were supplemented with video.

"I enjoyed filming because I can express my feelings"

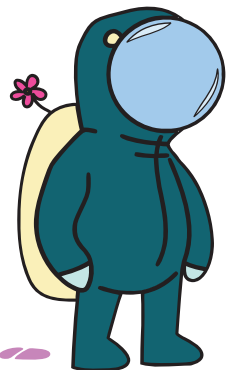
- Y4/5 pupil

What we might change

The school would like to spend more time on the futures aspect of the project and on more closely relating examples of present-day change-makers to pupils' initial ideas for digital stories.



Noting changes from the past in the local area



Planning case studies (continued)

Case study 3. Be the change-maker

Context

This urban school is in an area of multiple deprivation. The project was piloted with a Year 6 class (ages 10 to 11).

What we did

"We had done climate change before, but this definitely angled it more positively ... more empowering, rather than just factual. Much more about being change-makers, changing things, where do we want to be, how we will change things"

- Class teacher

Pupils used a variety of sources to look at past changes in their local town: photographs, weather records, maps and eyewitness accounts. This led on to a 'whistle-stop tour' of climate change science, also making geographical links to local and worldwide examples of flooding. They found that they were able to make good cross-curricular links throughout the project, including to English and Mathematics.

Significant time was spent on looking at present-day change-makers: using the internet to investigate selected figures; using real summit speeches by young people as a model for pupils' own speeches; writing letters and emails to local organisations and individuals and carrying out a face-to-face interview with a local activist. Pupils analysed approaches, investigating spheres of influence and action at a range of scales (see image right), from the individual and local to the collective and global.

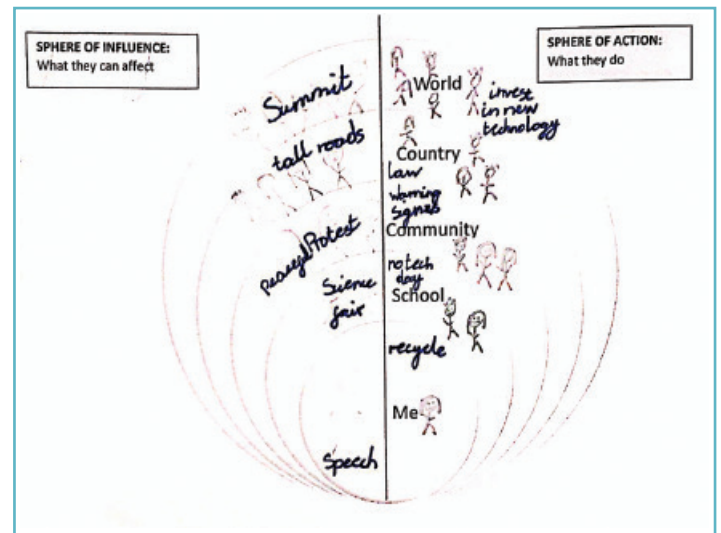
Pupils then explored a range of values, relating them to religious beliefs. These were used to support the creation of a future model of the local area – which of these values would pupils pick for the future? Pupils began to develop ideas about ways in which that future might come about, including both technological and societal changes, and began to devise simple stop-motion digital stories about the world they would like to see.

"I enjoyed exploring the past and what has changed from then to now and thinking about what will also happen in the future"

- Year 6 pupil

What we might change

The school has adopted a 'Change the ...' theme across Key Stage 2 (ages 7 to 11) each summer, including embedding future 'Change the Story' projects into Year 6. When they revisit the project, they will allocate more time for the 'future' element, including digital story-making.



Planning framework

The framework below was successfully used and adapted by teachers in the pilot schools to plan their delivery (examples follow).

MESO- AND MICRO- TEACHING PLANNER					
Macro-level vision (the big idea): Produce a digital story that can be shared with others (define who) and talk about your investigation about the climate crisis.	Meso-level objectives: <ol style="list-style-type: none"> enhance students' learning experiences and learning outcomes on the climate crisis develop students' digital competences empower learners to take action increase accessibility and inclusion, differentiation and personalization through digital storytelling 				
	Micro-level tasks	Necessary resources/tools including people	Skills/time required to complete task	Planned Activities	Intended Learning Outcomes (goals) and how to find out about if they have been reached
	1.1 (the numbers refer here also to the meso-level task and micro level as a sub task)				
	2.1				
3.1					

Examples of planning proformas, Year 4 to Year 6

The following examples all come from pilot schools which adapted the proforma on page 6.

Example: planning proforma for a Year 4 class (see Case Study 1)

Change the Story Plan – Year 4									
Macro-level vision (the big idea): To empower young people to develop compelling stories addressing the climate crisis, using digital technologies to communicate the results and inspire others.									
					Meso-level objectives: <ol style="list-style-type: none"> 1. Investigate changes in the past and analyse how they affect ‘the environment’ 2. Understand the causes of climate change and what changes are needed 3. Identify steps needed for a low carbon future 4. Produce the story 				
					Micro-level tasks	Necessary resources/tools including people	Skills/time required to complete task	Planned Activities	Intended Learning Outcomes (goals) and how to find out about if they have been reached
					1.1	Old and new photographs.	45 minutes	Look at old photos of the village. Compare them with modern pictures to identify changes.	Children will gain an understanding of how the village, and the lives of its residents, have changed in living memory.
					1.2	An elderly resident who can answer the questions in an email.	45 minutes then 30 minutes the next day to identify changes	Children generate questions to ask an elderly village resident as an email. Identify changes from the memories.	
					1.3	Washing lines and pegs. Small cards on which to write the observed change.	30 minutes Ability to discuss and agree	Discuss how the changes would have affected ‘the environment’. Children to order on a washing line from no effect to most damaging effect.	Children will begin to realise the impact of modern lifestyle has on climate change.
					2.1	Selected picture books.	1 hour	Watch this video and read picture books to gain an understanding of climate change.	Children will gain an understanding of ‘carbon footprint’ and climate change.
					2.2	Local statements to organise.	1 hour	Investigate cause and effect. Using this link , changed to flooding in the village.	Children will realise that climate change is already having an effect on the lives of local residents.

Continued on page 8

Examples of planning proformas, Year 4 to Year 6 *(continued)*

Change the Story Plan – Year 4 <i>Continued from page 7</i>				
Micro-level tasks	Necessary resources/tools including people	Skills/time required to complete task	Planned Activities	Intended Learning Outcomes (goals) and how to find out about if they have been reached
2.3	iPads/Chrome books. Questions to guide research. Large concentric circle model and cards to place on it.	1 afternoon Research skills	In groups, children will investigate different environmental organisations/campaigning individuals and the work they do. As a class, they will feed back and put their organisation into a concentric circle model referring to who they are aiming to influence.	Children will gain knowledge of the views and opinions of the different organisations and realise that they influence different groups of people.
2.4	Questionnaire will have been sent home with the children at the beginning of the week.	1 hour Graphical Skills Analytical skills	Analyse results of a local questionnaire into family carbon footprints, their awareness of the issues and any changes the families have made.	Children begin to see how aware families are of the climate crisis.
3.1	Large sheets of paper to record group ideas. Strips of paper on which to record changes.	1 hour	Children undertake 'blue-sky thinking' to predict what the village could look like in the future. Circuit of topics – e.g. transport, jobs, shopping, leisure. Children record their ideas for the future on large sheets of paper. Analyse the changes which would need to take place in relation to their effect on climate change. Sort into good and bad. Discuss what effects these changes could have on the flooding situation in the village.	Children will realise that any possible future change will affect the climate and that we have a chance to influence the type of change which takes place.
3.2	Sheets of paper to record ideas.	45 minutes	Children choose one 'good' change per small group. They thought-shower steps necessary to implement the change. Who would need to be persuaded/ influenced for the change to take place?	Children will have some understanding of the complexities involved in making a lasting change.

Macro-level vision (the big idea):
To empower young people to develop compelling stories addressing the climate crisis, using digital technologies to communicate the results and inspire others.

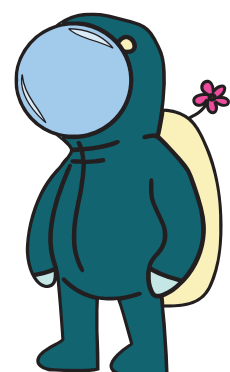
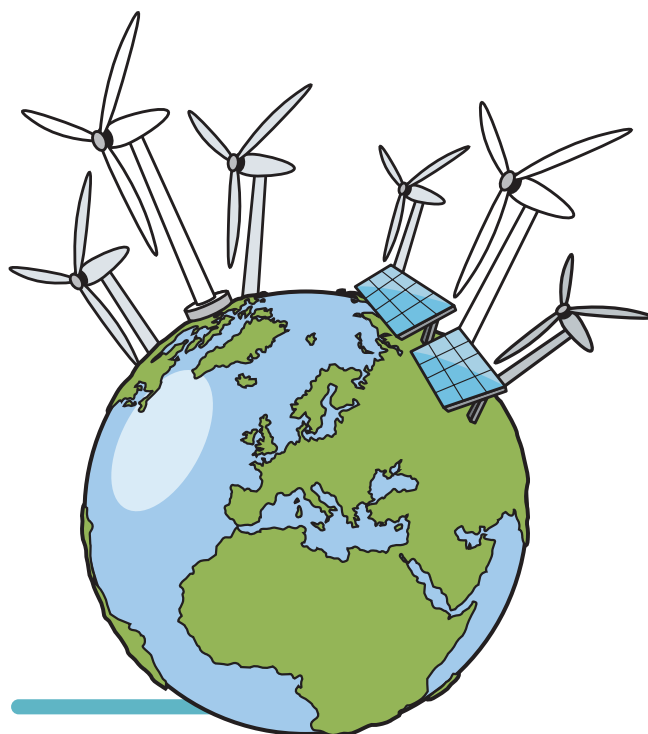
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Examples of planning proformas, Year 4 to Year 6 *(continued)*

Change the Story Plan – Year 4 <i>Continued from page 8</i>				
Micro-level tasks	Necessary resources/tools including people	Skills/time required to complete task	Planned Activities	Intended Learning Outcomes (goals) and how to find out about if they have been reached
4	Computer access iPad	This will take place during ICT lessons when the PowerPoint and animation skills will be taught and the story completed. A half term of weekly 1 hour lessons.	<p>Children plan and create their digital story to influence/persuade the identified groups/individuals (audience). This will take the form of a PowerPoint presentation with a computer animation embedded.</p> <ol style="list-style-type: none"> 1. Introduce the problem – flooding in the village 2. Why it is happening – climate change animation/explanation 3. Vision of the village in the future 4. What would happen if we carry on as we are? 5. Steps required for chosen change to be implemented 6. Responsibility of the audience and others. 	Children will have used digital technologies to communicate their visions for future change to help the climate crisis.

Macro-level vision (the big idea):

To empower young people to develop compelling stories addressing the climate crisis, using digital technologies to communicate the results and inspire others.



Examples: planning proformas for a Year 4/5 class (see Case Study 2)

Past defining (more than 1 lesson's worth!)

Objective	Curriculum links	Activities	Success criteria
<p>Learning Objective: To be able to describe how the changes in the local environment have impacted on climate change.</p>	<p>Geography and History. Science. PSHE</p>	<p>Materials. Washing line or strong string, A4 or A5 paper, clothes pegs, A4 signs on cardboard.</p> <ol style="list-style-type: none"> 1. The examples of change that pupils have looked at are listed on a board or flip-chart. These can be supplemented with other examples gathered from interviews with older members of the community and/or secondary sources. 2. Each pupil copies one of the examples of change onto an A4 or A5 sheet in large writing. If there are more changes than there are pupils in the class, some may write out more than one. 3. Meanwhile, stretch a piece of string or a washing line across the classroom (or if outside, between two trees). Put a sign at one end, saying '<i>no impact on changing the climate</i>' and at the other end a sign '<i>great impact on changing the climate.</i>' 4. In groups of three, pupils decide where on the line to peg their examples of change. 5. When all the sheets are placed on the line, pupils are given the opportunity to move their examples in relation to others. 6. The whole class discusses each example of change and how it might have an impact on climate change. Some of the changes might be deemed as having helped reduce climate change e.g. internet use might have had a positive effect on reducing the need for travel or printing out books, but on the other hand might have led to an increase in demand for electronic items and electricity. Such examples could be explored further through a 'consequences' activity. <p>Take picture of the washing line and put on the learning wall.</p> <p>Then do role play activity to get different people's perspectives. Ask the questions: <i>What do they say about changes they have noticed?</i> Is this to do with climate change? Discuss the answers as their group and then share with the class. One role card per group. Report back to the class in a presentation style – who is the person in your role card and what changes have they noticed? Discuss the fact that the climate and local areas changing affects people differently around the world.</p>	<p>I know that the climate is changing.</p> <p>I understand that the changing climate has different effects on different people.</p> <p>I can look at different people's perspectives about climate change.</p>

Examples: planning proformas for a Year 4/5 class (see Case Study 2)

Present initiating (more than 1 lesson's worth!)

Objective	Curriculum links	Activities	Success criteria
<p>Learning Objective: To be able to identify the causes and effects of climate change.</p>	<p>Science and geography</p>	<ul style="list-style-type: none"> • What does it mean to make a difference? • How do we know if a change is for the best? <p>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.</p> <p>Pupils draw the person and add their name. What can the children find out about this person and what they did?</p> <p>Watch video of children explaining climate change to remind of what it is. https://youtu.be/J31jRvqLskU</p> <ul style="list-style-type: none"> • Make Venn diagram using plastic circles. They mark one as 'causes' and the other as 'effects'. • 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! They write the examples onto post-its and place in the Venn diagram. • Are there patterns and trends that pupils can identify? e.g. people are building more new wind farms, more homes have central heating. Discussion point: what might happen if we were to extend these trends into the future? 	<p>I know that climate change is happening because of the actions of humans.</p> <p>I understand which actions by humans are negatively affecting the planet and why.</p> <p>I can sort changes into causes and effects of climate change.</p>

Examples: planning proformas for a Year 4/5 class (see Case Study 2)

Present defining (more than 1 lesson's worth!)

Objective	Curriculum links	Activities	Success criteria
<p>Learning Objective: To be able to evaluate how people are making a difference to climate change.</p>	<p>English, Maths, Geography, Science.</p>	<p>In the hall, create Circles for Change sheet using hoops.</p> <ul style="list-style-type: none"> • 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. • Can pupils think of examples of things that they do that make a change? These might be quite small, everyday things they do at home, at school, with friends or in the local community. • Can pupils think of things that they do that might influence change? These too might be quite everyday things. • Can they think of examples of people or organisations who would be in each of the five circles? <p>Visitor - from Buddhists for Climate Change</p> <ul style="list-style-type: none"> • What is he doing? (Sphere of action) • What is he able to influence? (Sphere of influence) • Which of the concentric circles is he operating within? • Which of the concentric circles is he having an effect on? • Discussion point: 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? 	<p>I know that people are trying to make a difference to climate change.</p> <p>I understand that I need to think about the action and influence of the action to be able to evaluate it.</p> <p>I can think about the effects of my own and others' actions to help climate change.</p>

Examples: planning proformas for a Year 6 class (see Case Study 3)

Change the Story – The Past

At the end of this unit, we will have an improved understanding of what climate change is and the drivers are. We will be able to describe some of the impacts that have occurred both locally and globally and we will have reflected on some of the actions that have been taken so far.

These are the key skills you will gain through this unit:

1	<ul style="list-style-type: none"> • I can identify some of the drivers of climate change. • I can identify some of the impacts of climate change in my lifetime. • I can investigate change within my local area with support. • I can present my findings with support.
2	<ul style="list-style-type: none"> • I can describe some of the drivers of climate change. • I can describe different people's experiences of climate change within living memory. • I can investigate questions about change in my local area. • I can present my findings clearly.
3	<ul style="list-style-type: none"> • I can reflect on patterns in society that cause climate change. • I can consider how people's views of climate change can differ and why. • I can investigate questions about change and review the validity of my evidence. • I can present my findings creatively with my audience in mind.

Vocabulary

Change

Driver

Renewable

Opinion

Community

Fossil fuels

Viewpoint

Perspective

Atmosphere

Evidence

Emissions

Global Warming

Examples: planning proformas for a Year 6 class (see Case Study 3)

Past to Present 1

Learning Objective	Main teaching – linked to success criteria	Action and differentiation. Adult Focus
<p>Learning Objective: To identify changes in our community and beyond.</p> <p>Bronze – I can identify changes in our local community and world.</p> <p>Silver – I can investigate changes using a variety of sources.</p> <p>Gold – I can reflect on the validity of my sources and identify potential bias.</p>	<p>How has the town changed in your life time? Create a class mind map.</p> <p>As a class, plan and distribute a questionnaire for members of the community (to be completed in the English lesson).</p>	<p>Children work in mixed ability groups to move around the artefact/images and use the question prompts to discuss.</p> <ul style="list-style-type: none"> • Station One – Newspaper article • Station Two – Weather record • Station Three – Past photographs of the town • Station Four – Personal account (elderly person's description of the town when they were young) <p>Are there any clues that this source was taken a long time ago?</p> <p>Who is shown/mentioned in the source?</p> <p>What are they doing?</p> <p>Are there clues about what the people involved were like? Rich, poor? Young, old?</p> <p>Where is the source showing/describing?</p> <p>Would you recognise the location(s) today?</p> <p>Does this source show or describe anything that would be different now?</p> <p>Choose one (bronze) or two (silver) of the sources you've looked at today, if the people in photos or other images were transported by time-machine into the present day, what differences might they notice? (Structure for response given to LA)</p> <p>Gold – How might a person's characteristics affect their view of change? List two examples.</p>

Examples: planning proformas for a Year 6 class (see Case Study 3)

Past to Present 2

Learning Objective	Main teaching – linked to success criteria	Action and differentiation. Adult Focus
<p>Learning Objective: To make links between changes and climate change.</p> <p>Bronze – I can make links between climate change and changes in society with support.</p> <p>Silver – I can make my own connections between climate change and changes in society.</p> <p>Gold – I can reflect on changes affecting society and understand their impact.</p>	<p>What do the graphs tell us? Look at a range of climate graphs and identify what graphs suggest.</p> <p>Can we make connections between this and any of the changes we discussed?</p>	<p>As a class, create a washing line.</p> <p>Children work in pairs and copy a change from our class mind map onto an A5 sheet in large writing.</p> <p>Meanwhile, stretch a piece of string or a washing line across the classroom.</p> <p>Put a sign at one end, saying ‘no impact on changing the climate’ and at the other end a sign ‘great impact on changing the climate.’</p> <p>Children come together in groups of six to discuss where their three examples of change should be pegged.</p> <p>When all the sheets are placed on the line, pupils are given the opportunity to move their examples in relation to others.</p> <p>The whole class discusses each example of change and how it might have an impact on climate change. Some of the changes might be deemed as having helped reduce climate change e.g. internet use might have had a positive effect on reducing the need for travel or printing out books, but on the other hand might have led to an increase in demand for electronic items and electricity.</p> <p>Watch news round climate change – do we notice any of the changes discussed?</p> <p>Ask the children to keep an eye out on the news, social media and in newspapers for any info about climate change or changes in general.</p>

Examples: planning proformas for a Year 6 class (see Case Study 3)

Past to Present 3

Learning Objective	Main teaching – linked to success criteria	Action and differentiation. Adult Focus
<p>Learning Objective: To recognise the impact that change can have.</p> <p>Bronze – I can identify that change in the past effects impacts us today.</p> <p>Silver – I can explain how change can have both positive and negative impacts.</p> <p>Gold – I can reflect on how change can be viewed differently from different perspectives.</p>	<p>As a class, identify three examples of change which have come up frequently in discussions so far.</p> <p>Children get into six groups, and each group is allocated one role card.</p> <p>Each group reads/listens to the role card carefully. They clarify anything they are not quite sure of, including any unfamiliar words or ideas. Taking each of the three change examples in turn, children think about what it means for the person on their role card.</p> <p>How might they see that change? Positively, negatively or somewhere in the middle? Why might that be? How could we find out?</p> <p>A farmer - Bhupinder A taxi driver - Zoltan A shopkeeper - Meena A retired person - Roisin A parent with two toddlers at home - Owen A conservationist – Hiromi</p>	<p>Choose one of the people from our introduction to interview.</p> <p>Bronze – Record interview questions and responses. What impact does this change have on you today? What positive impact has it had? What negative impact has it had?</p> <p>Silver – Repeat with another person – reflect on how the answers differ.</p> <p>Gold – Why do people's views on change and climate differ? Summarise your thoughts in 100 words.</p>

Example: adapted assessment framework for a Year 6 class (Case Study 3)

Competences	Starting	On the way	Done really well
1. Investigating change	I can investigate and understand changes in the past, and how this influences the present with support.	I can investigate changes in the past and understand how these influence the present.	I can investigate and understand changes in the past, and how this has influenced the present both positively and negatively.
2. Understanding changemakers	I can begin to find out how people can make change happen e.g. through their behaviour, science technology and media.	I can explain how people make a change happen through their behaviour, science, technology and media.	I can investigate the climate crisis and understand how some people are influencing and making change happen in different industries.
3. Making change happen	I can find out how I can be part of making change happen.	I can explain how to be part of making change happen.	I can demonstrate an understanding of different approaches which I can use to make and lead change.
4. Working with others	I can find out how I can work with other to create a story about the future and what we can do about it.	I can work with a range of people to create an inspiring story about the future we want which tackles the climate crisis.	I can work with a range of people to create an inspiring story, that can be shared globally, about the future we want which tackles the climate crisis.
5. Inspiring others using digital stories	I can use digital tools that will help me to share my story with others with support.	I can use digital tools to begin to share my story with a diverse platform of people.	I can use digital tools to confidently share and communicate effectively to a range of target audiences.

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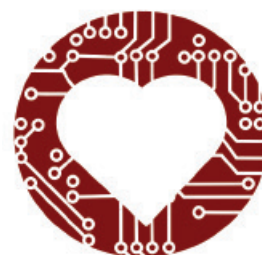
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 **Change the story.**
Creating new climate stories across Europe



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