| Stop 5 | Production and Creation |
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| Introduction: | In this Stop students are working in their actual digital/storytelling production (video, infographic, poster). The activities included in this Stop are designed to guide teachers, students and classrooms towards the creation of their final digital project. |
| Objectives: | The module aims at supporting students in the storytelling endevour, by offering guided activities, as well, additional material and templates that are ready to be taken up by storytellers. |
| Time: | 5 hours (or 5 teaching sessions) |
| Preparation | Each activity requires a set of materials tools |
| Facilitation Style | The approach relies heavily on active learning, as students will experiment with storytelling tools and ideas. |
| Learning Check/ Evaluation | Standard self and group evaluation tools should be employed to support students reflecting upon particular learning milestones. There is also the option of using an interview to assess the acquisition of particular knowledge and competencies (including 21st Century Skills)<br><br>Suggested questions:<br><br>What have I learned?<br>What new ideas and/or insights will I bring home?<br>What has helped me to think about my practice/life?<br>What might be improved or discussed further?<br>What do I want to learn more about the matter?<br>Any other observations or ideas? |

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| Activity 1 | Using the appropriate digital tools: FilmoraGo |
| Aims: | This activity aims at training teachers (and students) in using the FilmoraGo application to create videos that tell particular stories. The chosen subject is Climate Change. |
| Materials: | Video projector, laptop, access to the internet, smartphone/tablet |
| Duration: | 1 hour |
| Procedure: | FilmoraGo is a powerful video editing application. You can create spectacular compositions from any clip you have in the memory of your device. In addition to video, you can add photographs to your creations.<br><br>FilmoraGo is extremely user-friendly.<br><br>On the sides of the screen, you have all the tools you need to use, such as adding transitions, inserting music, applying visual themes, and so on.<br><br>In the center of the screen you can see the preview of the composition, while in the bottom you have the time control function.<br><br>Once you have finished working with your video, you only need to save the result and export it. The video will be stored in the memory of your Android terminal, without a watermark. You can also share your video directly through any social network. |
| Outcomes: | The creation of a small video. |
| Evaluation/ Learn Check: | Core digital skills:<br><br>• Video recording<br>• Video editing<br>• Images<br>• Sound |
| Further Background/references: | Here are a few videos demonstrating how to use FilmoraGo:<br><br>• https://www.youtube.com/watch?v=wiaNwycdtNo<br>• https://www.youtube.com/watch?v=jJk5kh4mLsw<br>• https://www.youtube.com/watch?v=D_rdbVQgi2E |

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| Activity 2 | Let us tell our story |
| Aims: | This activity aims at supporting students telling their story of climate change through the use of the FilmoraGo application. Students may work in groups. |
| Materials: | Smartphone/tablet, mic (optional), tripod (optional), FilmoraGo app |
| Duration: | 1 hour |
| Procedure: | The idea is for students to work on particular effects of climate change in their local settings/communities.<br><br>For example, students in coastal communities may focus on coastal erosion; Students in the Mediterranean countries may focus on the problem of desertification; Students in northern countries may focus on the problem of flooding, etc.<br><br>Another way is to focus on student or civic activism on climate change. In this context, students may consider working with local groups or student groups that participate in the Fridays for Future movement.<br><br>If students choose the option to work with characters, then they need to revisit the basics of how characters operate in a story.<br><br>*Creating characters to populate the story world:*<br><br>*Having built the story-world, you may wish to work/create a character(s) who will be the protagonist(s).*<br><br>*To create their characters, students may draw a picture and choose a name for her. Students may be guided to start with a few key attributes (age, gender, profession etc.) and keep expanding their list, by asking themselves questions (what does my character like to do for fun? what is my character's greatest fear?) to spark their imagination. They may add as many attributes as they like. Richer characters make for better stories. To complete character creation, invite students to add two more details: important items of clothing their character should have and a very personal object the character would always have with them, wherever they go.* |
| Outcomes: | A student video on Climate Change |
| Evaluation/ Learn Check: | A self-reflection/evaluation exercise |

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| Activity 3 | Working with Posters & infographics |
| Aims: | This activity aims at supporting students telling their story of climate change through the use of posters and infographic templates. |
| Materials: | PCs, tablets, projector, access to the internet, the genial.ly app (free version), |
| Duration: | 3 hours (3 teaching hours) |
| Procedure: | The idea is for students to work on particular effects of climate change in their local settings/communities by creating a poster or an infographic that "tells" a particular story.<br><br>Again, students in coastal communities may focus on coastal erosion; Students in the Mediterranean countries may focus on the problem of desertification; Students in northern countries may focus on the problem of flooding, etc.<br><br>Talk to your students about posters. Posters and similar visual options/tools are amazing in conveying messages and exciting the mind. A good place to start could be the 100 posters that changed the world. Check this article on the subject: https://www.theguardian.com/culture/gallery/2020/oct/07/posters-that-changed-the-world-in-pictures.<br><br>Here are two excellent tools with free options to help you create fantastic posters, infographics, maps with your students that tell interesting stories with facts, data, etc.<br><br>Canva: canva.com<br>Geanially: genial.ly<br><br>Here are two "how to use" guides:<br><br>Canva how to use tutorial: https://www.youtube.com/watch?v=WL-WbHwsbs8<br><br>Genially tutorial for students: https://www.youtube.com/watch?v=no-4o7sC1QI<br><br>Instead of working with apps, one may choose to concentrate on a standard conference poster, especially if the approach involves a student project that is discussing experiments and/or basic research and dealing with methodologies, data, outcomes, etc.<br>In this case, this basic template could be used to tell a science story in a more typical fashion. This has the advantage of helping students to grasp the process of scientific research too. |

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| | Visit the template: https://portal.opendiscoveryspace.eu/en/edu-object/eurospectives-20-digital-storytelling-formal-education-metroline-basic-poster-template<br><br>If you are working on a science poster with data and results (even in the context of a classroom project), you may consider the option of attempting to publish your work in the Open Schools Journal: https://ejournals.epublishing.ekt.gr/index.php/openschoolsjournal/index<br><br>The Open Schools Journal for Open Science is the first European peer-reviewed scientific journal which accepts original papers written by school age students from Primary and Secondary schools across Europe, under the mentoring of their teachers on all aspects of Science, Engineering and Technology. Students and teachers are invited to publish the data and results produced in their school projects. Articles are reviewed by scientists and university professors. Through this process, students are introduced to scientific research, the handling of research data, the role of open and citizen science. OSJ has been developed in the context of the OpenAire project: https://www.openaire.eu/citizen-science-activities-in-openaire. |
| Outcomes: | A student video, poster, infographic on Climate Change |
| Evaluation/ Learn Check: | A self-reflection/evaluation exercise |