

Stop 3	Shaping my Idea
Introduction:	<p>In this Stop, students are working on shaping their approach to the issue of Climate Change by working with (digital) storytelling ideas.</p> <p>The Stop contains activities on working with and without (fictional) characters.</p>
Objectives:	<p>The module aims at having students extending their approach to climate change with the use of (digital) storytelling techniques and enhancing their knowledge by working with innovative ideas. Students are using research approaches to local problems relating to climate change.</p>
Time:	2 hours (or 2 teaching sessions)
Preparation	Each activity requires a set of materials tools
Facilitation Style	<p>The approach relies heavily on active learning, as students will experiment with storytelling tools and ideas and act as researchers.</p>
Learning Check/ Evaluation	<p>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 21<sup>st</sup> Century Skills)</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> <li>• What have I learned?</li> <li>• What new ideas and/or insights will I bring home?</li> <li>• What has helped me to think about my practice/life?</li> <li>• What might be improved or discussed further?</li> <li>• What do I want to learn more about the matter?</li> <li>• Any other observations or ideas?</li> </ul>

Activity 1	Working with characters
Aims:	This activity is a continuation of Activity 2 at Stop2 (again on working on/creating characters). This time, students focus their attention on characters that are somehow connected to climate change.
Materials:	<p>PCs, Video projectors, access to the web</p> <ul style="list-style-type: none"> <li>• Index cards</li> <li>• colour markers</li> <li>• pens</li> <li>• pencils</li> <li>• storyboard</li> </ul>
Duration:	1 hour
Procedure:	<p>If you or your students are set to make a video on climate change with characters, here are two ideas:</p> <ul style="list-style-type: none"> <li>• Climate change refugees</li> <li>• Scientists working on climate change</li> </ul> <p>Revisit Activity 2 at Stop 2.</p> <p>Recall that you or your students need to pay attention to the connections between your characters' traits and the story that is about to be told.</p> <p>In the preparation phase you need to support your students in doing a bit of a research on forced migration due to climate change. Here are some resources:</p> <p>The World's First Climate Refugees  <a href="https://www.youtube.com/watch?v=b6QEDbI5zrg">https://www.youtube.com/watch?v=b6QEDbI5zrg</a></p> <p>The floods are coming:  <a href="https://www.youtube.com/watch?v=co5uywe-1Z8">https://www.youtube.com/watch?v=co5uywe-1Z8</a></p>
Outcomes:	Research, Creativity, Collaboration, Critical thinking
Evaluation/ Learn Check:	<p>The participants may be evaluated in their ability to identify:</p> <ul style="list-style-type: none"> <li>• Causal social relations</li> <li>• Environmental factors</li> </ul>
Further	Dimaraki, L. (2018). Building the story together. Stories of Tomorrow. Retrieved July 17, 2020, from

Background/references:	<p><a href="http://www.storiesoftomorrow.eu/?q=node/44">http://www.storiesoftomorrow.eu/?q=node/44</a></p> <p>DW Documentary. Climate refugees in Bangladesh [Video file]. Retrieved July 17, 2020, from <a href="https://www.youtube.com/watch?v=co5uywe-1Z8">https://www.youtube.com/watch?v=co5uywe-1Z8</a></p> <p>Sokhin, V. (Director). (n.d.). The World's First Climate Refugees [Video file]. Retrieved July 17, 2020, from The World's First Climate Refugees</p>
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Activity 2	Working without characters
Aims:	In this activity, students are working without the use of characters in their stories aiming at producing particular elements and ideas for their story
Materials:	<ul style="list-style-type: none"> <li>• Phones/cameras</li> <li>• Index cards</li> <li>• color markers</li> <li>• pens</li> <li>• pencils</li> <li>• storyboard</li> </ul>
Duration:	1 hour
Procedure:	<p>If you decide to work without characters, then you may send your students out to do a bit of reporting or choose a more artistic approach in their video making. They may go out and photograph their world/community from their perspective and bring the digital photographs back and describe their world (from their perspective to the group).</p> <p>This task can focus on particulars in their world! These photographs can be used to create an interesting video or a poster. In the context of climate change, students can document:</p> <ul style="list-style-type: none"> <li>• Landscape affected</li> <li>• The making of a school garden</li> <li>• Weather elements (clouds forming, rain/drought, etc.)</li> </ul>
Outcomes:	Collection of pictures, Creativity, Collaboration, Critical thinking
Evaluation/ Learn Check:	<p>The participants may be evaluated in their ability to:</p> <ul style="list-style-type: none"> <li>• Navigate their surrounding terrain</li> <li>• Connecting grand societal challenges with local</li> </ul>

problems

- Conducting meaningful research