

<b>Stop 4</b>	<b>Storyboard or write your story</b>
<b>Introduction:</b>	In this Stop, students are asked to commence the writing of their story by working on the relevant activities.
<b>Objectives:</b>	The aim of this module is to support students in advancing their stories by offering concrete ideas and techniques that facilitate the storytelling process.
<b>Time:</b>	2 hours (or 2 teaching sessions)
<b>Preparation</b>	Each activity requires a set of materials tools
<b>Facilitation Style</b>	The approach relies heavily on active learning, as students will experiment with storytelling tools and ideas.
<b>Learning Check/ Evaluation</b>	<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> <p>What have I learned?  What new ideas and/or insights will I bring home?  What has helped me to think about my practice/life?  What might be improved or discussed further?  What do I want to learn more about the matter?  Any other observations or ideas?</p>

Activity 1	Finding a good place and an interesting way to begin the story
Aims:	In this activity students are introduced to how to start writing a story, in a collaborative approach.
Materials:	Pens, pencils, notebooks
Duration:	1 hour
Procedure:	There are many ways to start writing a story, but in a collaborative writing, it is easier to begin at the beginning. First, convey to your students how important the opening of the story is: it is what catches the readers' attention and makes them want to read the story. Explain that to make the opening of their story engaging they have to find both an alluring starting point and an appealing form (be it narration, description, dialog, verse, message etc.). If time permits, you may have students look at existing stories and see how their authors crafted a good beginning. Or you may have them recall how some of their favorite stories begin. In crafting the opening of the story we will combine individual and collaborative writing. First ask students to write individually the best opening sentence they can think for the story. Then, ask them to share their opening sentences in the group, and use them as inspiration to compose together the story opening (e.g. an opening paragraph, a short dialog, etc.)
Outcomes:	Writing skills, Creativity, Collaboration, Critical thinking
Evaluation/ Learn Check:	The participants may be evaluated in their ability to identify: <ul style="list-style-type: none"> <li>• Marginalization</li> <li>• Conflict</li> <li>• Social stratification</li> <li>• Justice</li> <li>• Equal opportunities</li> <li>• Connection with climate change themes</li> </ul>
Further Background/references:	The STORIES Toolkit: Stories of Tomorrow. (n.d.). Retrieved May 28, 2020, from <a href="http://www.storiesoftomorrow.eu/content/stories-toolkit">http://www.storiesoftomorrow.eu/content/stories-toolkit</a>

Activity 2	Advancing the story by getting characters to act within the story-world in pursuit of their goals
Aims:	In this activity students begin to develop their story, by alternating between actual writing and exploring the plot possibilities.
Materials:	Pens, pencils, notebooks
Duration:	1 hour
Procedure:	<p>Students can now begin to develop their story, by alternating between actual writing and exploring the plot possibilities present in their tangible story-world, i.e. possible moves for their characters in accordance with their goal and their personal traits, using everything in the setting: environment, landscape, material, buildings, equipment, objects etc. First, assign a group scribe, who will be responsible for writing down the story. The role should rotate every 15'-20' minutes. The scribe first writes down the story opening from the previous step and then keeps recording the story as it develops. Invite students to look carefully at their tabletop story-world and to take turns proposing: (a) characters actions that can drive towards the goal; (b) events that occur as a consequence of character actions; (c) occasional random events (e.g. weather events). The scribe writes down what is being proposed. Every time the scribe changes, they group may read and review the story.</p> <p>Consider how to balance between allowing students enough leeway to develop an interesting story and ensuring that they bring it to a closure. Overall, reminding them to have their goal and obstacles in mind, will help keep the story for diverging more than it is manageable. It is also useful to impose time constraints, i.e. a specific time period for story development, followed by a period for editing and completing the story.</p> <p>Story development presents opportunities for deeper learning similar to the drawing of the story-world:</p> <ul style="list-style-type: none"> <li>• fact-checking the scientific accuracy of proposed story-moves</li> <li>• working into the plot knowledge gained from experiments and other inquiry activities</li> <li>• teachable moments arising from the need to know something that is important for the story.</li> </ul>

<b>Outcomes:</b>	Writing skills, Creativity, Collaboration, Critical thinking
<b>Evaluation/ Learn Check:</b>	The participants may be evaluated in their ability to identify: <ul style="list-style-type: none"><li>• fact-checking</li><li>• Collaboration</li><li>• Inquiry and research</li></ul>
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