Stop 1	The Idea: telling climate change stories
Introduction:	This is an introductory process that aims to commence a discussion on certain familiar issues on the matter of climate change in the classroom. It also focuses on team-building strategies that allow for the retrieve and sharing of previous knowledge and the discovery of new ideas, which will be essential to commence the process of storytelling using digital tools.
Objectives:	The module aims at supporting students engage in an initial discussion o climate change and experiment with the suggested activities. It also aims at facilitating critical thinking, collaboration, problem solving creativity, etc.
Time:	1 hour (or 1 teaching session)
Preparation	Each activity requires a set of materials tools
Facilitation Style	The approach relies heavily on active learning, as students will experiment with 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) Suggested questions: • 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?

Activity 1	Climate change in the classroom
Aims:	This is an introductory activity and aims to discuss familiar issues of climate change in the classroom
Materials:	Laptop, video projector, access to the internet, sturdy drawing paper, box of color markers, printed slips of setting descriptions, index cards, small metal clips, notebook
Duration:	1 hour
Procedure:	You may start by playing a couple of videos as teasers to initiate the discussion on climate change. The National Geographic has a few short videos that are rather concise and are suitable for viewing by junior and upper high school students 1. Causes and Effects of Climate Change: https://www.youtube.com/watch?v=G4H1N_yXBiA 2. Global Warming 101: https://www.youtube.com/watch?v=oJAbATJCugs&t=6s 3. Climate Change: It's Real. It's Serious. And it's up to us to Solve it: https://www.youtube.com/watch?v=0k8rMT2KCy0
Outcomes:	Reinforcing knowledge on the issue of climate change in the classroom and work with stories.
Evaluation/ Learn Check:	A self-reflection/evaluation exercise: 1. What have I learned? 2. What new ideas and/or insights will I bring home? 3. What has helped me to think about my practice/life? 4. What might be improved or discussed further? 5. What do I want to learn more about the matter? 6. Any other observations or ideas?

Activity 2	Web of life game
Aims:	The game aims at facilitating the discovery of interdependencies in an ecosystem. In this game, players need to come up with the connections between different species and their environments. Tip: Don't be afraid to guess, as there are many correct answers (connections to consider)! How is an animal connected to a tree? Think of what the animal eats and where it lives. Everyone playing the game should join in to help come up with as many connections as possible.
Materials:	• index cards • marker or pen • a ball of twine • list of connections
Duration:	1 hour (at least six players)
Procedure:	1. Write the names of each organism from the list of connections on an index card. 2. Sit in a circle: Each player takes a card from a pile in the middle and holds it up so that everyone can see the name of the organism on the card. 3. The person with the tree card starts off the game by tossing the ball of twine to someone else in the circle. 4. The person who catches the ball tries to explain how the organism on his or her card interacts with the tree. Anyone in the group can join in to help out. 5. Next, the person who caught the ball holds onto the string and tosses the ball to a third person. The third person explains how the organism on his or her card interacts with the second person's organism. If the player gets stuck, anyone in the game can make a guess. 6. The game continues until everyone has had a turn at catching the twine. The twine is now complex and tangled—everyone in the group is connected to everyone else. Players can also talk about how their organisms are connected to others that came up earlier in the game.

	7. Choose one of the organisms in the game. Can anyone predict what would happen if it was removed from the web? Which other organisms would be affected? What would happen if you cut the twine with scissors? What effect would this have on the ecosystem? 8. Consider recording a small video of the process or parts of it. 9. Play the video and facilitate discussion on various subjects relating to the web of life idea.
Outcomes:	Team-building, collaboration, engagement
Evaluation/ Learn Check:	Collective evaluation: 1. What have I learned? 2. What new ideas and/or insights will I bring home? 3. What has helped me to think about my practice/life? 4. What might be improved or discussed further? 5. What do I want to learn more about the matter? 6. Any other observations or ideas?
Further Background/references:	What's going on here? The tangled ball of twine has formed a web, just like the complicated web of life in an ecosystem. The web shows how closely organisms in an ecosystem interact with one another. Anything that happens to part of the web has an effect on the whole system. This game is adapted from the American Museum of natural History. Web of Life: Activity Instructions: AMNH. (n.d.). Retrieved May 27, 2020, from https://www.amnh.org/explore/ology/biodiversity/web-of-life/activity-instructions