



TOOLBOX OF RESOURCES

SEQUENCE 3: Creation of the protagonist “The Climate Hero”

Target: Educators, Youth Workers, Trainers

Estimated duration: 60 minutes

Context: Formal, non-formal and informal learning contexts

Materials and tools: tables, chairs, with blackboard/virtual board, internet, computers etc.

Activities can be carried out individually, collaboratively, or in facilitated settings, depending on the educational context and learners' needs.

1. OBJECTIVES

- The aim of this sequence is to guide participants in creating the protagonist of their Adventure Book, by defining a “Climate Hero” connected to a specific climate challenge.
- Participants will identify the character's personality traits, values, motivations and vulnerabilities, in order to build a clear and structured protagonist profile, understandable and accessible to everyone, including young people with Specific Learning Difficulties (SLD).
- It will also be important to ensure that the protagonist is clearly connected to the selected climate challenge and able to take action within the story.

(For narrative and educational considerations on the role of the protagonist in climate storytelling, see [Tutorial 3](#))

2. DESCRIPTION OF THE SEQUENCE

The protagonist “The Climate Hero” is the central figure of the Adventure Book. The goal is not to create a “perfect” hero or heroine, but a character who faces real challenges, who knows how to make difficult decisions and experience the consequences of their actions first-hand.



They must be credible, motivated and able to face the inner “conflict” they will encounter, which will allow them to grow during the adventure. And, of course, they must be strongly connected to the chosen climate theme. So what are they like, and what steps do we need to take to identify and create our hero or heroine?

2.1. The concept of Climate Hero

It will be a young person who will have to face and become aware of an environmental issue, which will be the focus and challenge that they are called upon to “solve”. A character with limitations but determination, with whom readers can identify. Examples not necessarily related to climate can be suggested, real characters who can become a starting point or simply a point of departure. If we start from gender stereotypes, they can be overturned and used as a reference point.

2.2. The fundamental elements of the character

To define the protagonist, participants answer **simple and concrete questions**, allowing for diverse and non-standardised characters.

- Who are they?
- What do they want?
- What are they afraid of?
- What kind of life are they living?
- What is their living environment?
- What climate challenge are they facing?
- What can they lose or gain from their choices?
- Are they already aware of climate change, or do they discover it during the story?

3. PROPOSED ACTIVITIES

Activity 1 - Brainstorming: Who is our Climate Hero?

Duration: 10 - 15 min

The educator encourages participants to share ideas about the protagonist, focusing on **avoiding stereotypes** and creating diverse characters.



The group discusses:

- Age and living environment (city, village, forest, island, etc.)
- How the environment influences the character
- Strengths and weaknesses
- Skills or lack of knowledge related to the climate issue
- What motivates the character to take action

A structured worksheet can be used to support this brainstorming activity (see [Sequence 5](#)).

Activity 2 - The protagonist's profile

Duration: 20–25 min

Participants complete a structured protagonist profile sheet ([Annex 1](#)), including:

- Name
- Age
- Where they live
- What they like to do
- Their main problem
- The climate challenge they face
- What they risk losing
- Their main fear
- Their most useful quality

This activity is really important, as it represents the first creative phase. Participants can respond with short descriptive texts, suggest images and/or drawings that help them “visualise” their protagonist. They can mention real-life characters from whom they draw inspiration to “shape” their protagonist. It is important that they justify their choices, as this will give them additional material to draw on, helping them to visualise the behaviours and events of the story. In addition, they can develop the character, the basis of the climate theme, by imagining that they could be a scientist, a professional or, on the contrary, someone who knows absolutely nothing.



Activity 3 - Draw or build your “Climate Hero”

Duration: 15–20 min

Participants visualise their protagonist using:

- freehand drawing, or
- simple digital graphic tools (see [Digital Toolbox](#))

This activity supports visualisation and prepares material that can later be included in the Adventure Book.

Activity 4 - Presentation of the character

Duration: 10 min 15 - 20 min

At the end of Activities 1, 2 and 3, each participant or group presents their protagonist and receives feedback. Here follows suggest questions for a feedback provision:

- Is the Climate Hero clearly connected to the chosen climate challenge?
- Does the character have clear motivations, strengths, and weaknesses?
- Can this protagonist lead to meaningful choices and consequences in the story?

4. DIGITAL TOOLBOX - Tools for the Sequence

This sequence may include optional digital tools to support visual creation and character representation. Participants are asked to draw, not only because this facilitates character visualisation, but also because the book will need to include a series of illustrations that explain and support the text.

We list some tools from our [Digital Toolbox](#) briefly below, inviting you to view [Tutorial 5](#) for detailed guidance on using digital tools.

Category: Illustration & Image Tools

- [Canva](#)
- [Pixlr](#)
- [Vectr](#)
- [GIMP – GNU Image Manipulation Program](#)



Also [Sequence 11](#) is very useful for editing and adapting images for narrative use.

5. HOW TO APPLY THESE ACTIVITIES IN FORMAL AND INFORMAL CONTEXTS

Formal education contexts (e.g. school)

- Descriptive writing and character analysis activities
- Oral presentation as a communication exercise

Non-formal and informal contexts (youth work, community settings)

- Collaborative creation of the protagonist
- Artistic and creative activities
- Role-playing to “interpret” the character

6. ADAPTATIONS FOR STUDENTS WITH SLD

- Pre-structured character sheet templates
- Option to use images instead of text
- Use of icons representing emotions and character traits
- Audio support for reading and comprehension
- Longer time allowed to define character traits
- “Guided choice” with predefined lists (e.g. brave, curious, worried, etc.)

7. RELATED TUTORIALS

- [Tutorial 3 - Crafting Compelling Climate Narratives](#)
- [Tutorial 4 - Interactive Storytelling Techniques \(Role-Playing & Decision-Making\)](#)
- [Tutorial 5 - Using Digital & Multimedia Tools for Storytelling](#)



ANNEX1

THE PROTAGONIST'S PROFILE

Instructionis: this activity is really important, as it represents the first creative phase. You can respond with short descriptive texts, or suggest images and/or drawings to help you “visualise” your main character.

Name	
Age	
Where they live?	
What they like to do?	
Their main problem?	



The climate challenge they face?	
What they risk losing?	
Their main fear?	
Their most useful quality?	