



TOOLBOX OF RESOURCES

SEQUENCE1: Identifying a real climate challenge as the basis for the story

Target: Educators, Youth Workers, Trainers

Estimated duration: 90–120 minutes

Context: Formal, non-formal and informal learning contexts

Materials: tables, chairs, with blackboard/virtual board, computers/laptops/mobile phones etc.

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

1. OBJECTIVES

- The aim of this sequence is to guide participants in identifying a specific, concrete and narratively actionable climate challenge that can become the starting point of an Interactive Adventure Book story and around which decisions, conflicts and consequences can be built.
- Participants will learn to move from a broad climate topic to a clearly defined situation, suitable for storytelling.
- Participants will develop the ability to select challenges that are understandable, relatable, and meaningful, including for young people with Specific Learning Difficulties (SLD).
- The focus is not on learning climate theory, but on choosing a problem that can generate decisions, conflicts, and consequences within a story.

(For narrative development, see [Tutorial 3](#))

2. DESCRIPTION OF THE SEQUENCE

This sequence focuses on helping participants select a real-world climate challenge that can be used as the starting point for a story.



Educators may briefly introduce climate change concepts if needed, and detailed explanations can be provided through external resources (e.g. videos, short articles, or documentaries).

A good climate challenge for storytelling should be:

- Concrete (something that happens in a real place)
- Specific (not too general, clearly defined)
- Observable (it can be seen, experienced, or imagined easily)
- Actionable (it allows characters to make decisions)

The goal of this phase is not to solve the problem, but to clearly define it as the “starting situation” of a story.

3. PROPOSED ACTIVITIES

Activity 1 - From general topic to specific challenge

Duration: 15 min

Participants start from broad climate topics (e.g. pollution, energy, waste) and narrow them down into specific situations.

Task:

- Choose a general climate topic
- Transform it into a specific real-life situation

Example:

“Pollution” -> “Plastic waste in a local park where children play”

SLD adaptation:

- Provide a list of example topics
- Use visual cards (images of floods, fires, pollution, etc.)
- Allow oral discussion instead of written answers



Activity 2 - Defining the climate challenge clearly

Duration: 25-30 min

Participants work individually or in small groups to clearly define their selected climate challenge, transforming it into a simple and concrete story starting situation.

Participants answer the following guiding questions:

- What is happening? (describe the situation clearly)
- Where is it happening? (real or realistic place)
- Who or what is affected? (people, community, environment)
- Why is it a problem? (what is at risk?)
- What could happen if nothing changes?

To clarify their chosen challenge, participants may briefly consult simple and accessible sources (e.g. short videos, infographics, or articles).

Output: a short paragraph (3–5 lines) describing the climate challenge as the starting point of a story.

SLD adaptation:

- Questions should remain simple and concrete
- Provide a structured template with sentence starters (e.g. “In my story, something is happening in...”)
- Allow participants to respond using keywords, drawings, or oral explanations
- Use visual prompts (images of floods, pollution, drought, etc.) to support understanding
- Work in pairs (one explains, one writes)

Activity 3 - Visualising the challenge

Duration: 15-20 min

Participants represent their climate challenge using:

- freehand drawing, or
- basic digital tools (see Digital Toolbox)



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

Activity 4 - Sharing and feedback

Duration: 10-15 min

Participants present their climate challenge.

Suggested feedback questions:

- Is the problem clear and easy to understand?
- Can this situation become a story?
- What makes it interesting or important?

The goal is to refine the clarity and narrative potential of the challenge.

4. DIGITAL TOOLBOX - Tools for the Sequence

This sequence may include optional digital tools to support identification of the real climate change and idea development:

Category: Illustration & Image Tools

- [Canva](#)
- [Vectr](#)
- [GIMP](#)

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

Formal education contexts (e.g. school)

- Curriculum integration in biology, geography, etc
- Practical activities such as identification of causes of climate change in the local context

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

- Group-based exploration of local environmental issues
- Creative workshops focused on storytelling preparation



6. ADAPTATIONS FOR STUDENTS WITH SLD

- Pre-structured identification of climate change sheet templates
- Option to use images instead of text
- Use of icons representing natural and human causes of climate change
- Audio support for reading and comprehension
- Longer time allowed to define challenges of climate change
- “Guided choice” with predefined lists (e.g. natural, human-caused, challenge, solutions, etc.)

7. RELATED TUTORIALS

- [Tutorial 2 - Getting Started: How To Use The Toolbox Of Resources](#)
- [Tutorial 3 - Crafting Compelling Climate Narratives](#)