



TOOLBOX OF RESOURCES

SEQUENCE 2: From scientific data to the educational message of the story

Target: Educators, Youth Workers, Trainers

Estimated duration: 60 minutes

Context: Formal, non-formal and informal learning contexts

Materials: tables, chairs, with blackboard/virtual board, computers or mobile devices.

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 transforming a selected climate challenge (identified in [Sequence 1](#)) into a clear and simple educational message that can be used in a story.
- Participants learn to move from factual information (what is happening) to meaning (why it matters) and finally to a message (what the story should communicate).
- The focus is on clarity and simplicity: the message should be understandable, relatable, and meaningful for young people, including learners with Specific Learning Difficulties (SLD).
- This sequence does not focus on storytelling structure, but on defining the core idea that the story will communicate.

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

2. DESCRIPTION OF THE SEQUENCE

This sequence builds directly on [Sequence 1](#). Participants start from a defined climate challenge and work on understanding what that situation means and what message it can communicate through a story.



The process follows the following simple steps:

- Fact -> What is happening?
- Meaning -> Why is it important?
- Message -> What should people understand or learn from it?

The goal is not to explain all scientific data, but to select only the information that helps clarify the situation and support a meaningful message.

A good educational message should be:

- Clear (easy to understand)
- Relevant (connected to real life)
- Action-oriented (suggests that something can be done)

At this stage, participants are not creating the story yet, but defining the central idea that will guide it.

2.1. From fact to message

Participants work using a simple transformation model:

- Fact - a real situation based on the selected climate challenge
- Meaning - why this situation matters for people or the environment
- Message - what the story should communicate to the audience

Example:

Fact: "A river near the town is polluted"

Meaning: "Pollution affects health and ecosystems"

Message: "Small actions can protect shared environments"

This simplified structure helps participants focus on essential information without being overwhelmed.



3. PROPOSED ACTIVITIES

Activity 1 - Identifying key information from the challenge

Duration: 15 min

Participants return to the climate challenge defined in [Sequence 1](#).

Task:

- Identify 2–3 key facts related to the situation.
- Select only information that helps understand the problem.

Educators support participants in simplifying complex information.

Activity 2 - From fact to meaning

Duration: 20 min

Participants reflect on why the selected facts matter.

Guiding questions:

- Why is this situation a problem?
- Who or what is affected?
- What are the consequences?

Participants express meaning using simple sentences or keywords.

Focus: understanding impact.

Activity 3 - Creating the educational message

Duration: 15 min

Participants transform meaning into a short message for the story.

Task:

- Write one simple sentence that expresses what the story should communicate

Examples:

“Protecting nature protects people”

“Every action has consequences”

“Working together can solve environmental problems”



The message should be:

- Short
- Clear
- Easy to remember

Activity 4 - Sharing and refining the message

Duration: 10 min

Participants present their message.

Feedback questions:

- Is the message clear and easy to understand?
- Is it connected to the original climate challenge?
- Can it guide a story?

The goal is to refine clarity and relevance.

4. DIGITAL TOOLBOX - Tools for the Sequence

This sequence may include optional digital tools to support idea organisation and visualisation ([Canva](#); [Vectr](#)). Educators can consult [Tutorial 5](#) for technical guidance.

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

Formal education contexts (e.g. school)

- Integration into environmental education or language lessons
- Guided exercises on summarising and interpreting information

Formal and non-formal/ informal contexts (youth work, community settings)

- Group discussions on local environmental issues
- Creative workshops focused on meaning-making and message creation

6. ADAPTATIONS FOR STUDENTS WITH SLD

- Use simplified and structured templates (Fact -> Meaning -> Message)



- Allow use of images, icons, or keywords instead of full text
- Provide examples for each step
- Use short instructions and repeat key concepts
- Encourage pair or group work
- Allow additional time for processing

7. RELATED TUTORIALS

- [Tutorial 2 – Getting Started: How To Use The Toolbox Of Resources](#)
- [Tutorial 3 - Crafting Compelling Climate Narratives](#)
- [Tutorial 5 - Using Digital & Multimedia Tools for Storytelling](#)