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**GREEN
SAGA**

TRAINING FORMALISATION



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GREEN SAGA

Training Formalisation

Workshop Material Formalisation — WP3A1.5

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Project Overview

Green Saga is a 24-month Erasmus+ project designed to empower young people to engage meaningfully in climate action. The project unites five partner organisations from across Europe in a shared mission to transform environmental awareness into proactive, personal sustainability action.

The project creates 15 adventure books that simulate real-world sustainability decision-making. An interactive Toolbox of Resources supports educators in using story-driven learning. The mission is to foster critical thinking and empathy in the next generation of environmental citizens through narrative-based education.

Introduction to the Training

Overall Training Objectives

This two-day training is designed to equip youth workers with the knowledge, skills, and practical tools needed to create and deliver interactive adventure book experiences focused on climate change. By the end of the training, participants will be able to:

- Understand the history, structure, and educational value of Choose Your Own Adventure (CYOA) narratives
- Apply eco-pedagogical principles to climate storytelling
- Design inclusive, accessible, and research-grounded interactive adventure books
- Use digital tools from the Green Saga Toolbox (Twine, Genially, Audacity and others) to create and share stories
- Facilitate adventure book activities with youth aged 16–26
- Integrate narrative-based environmental education into their existing youth work practice

Using the Green Saga Toolbox of Resources

Each module in this training is supported by tools and tutorials developed specifically for the Green Saga project. These resources are freely available on the project website and are designed to be used alongside, or independently of, this training.

All tools, sequences, and tutorials are available at: **greensagaproject.eu**

The Toolbox of Resources contains 15 practical sequences organised into four categories:

- Building the foundation of the climate narrative (Sequences 1–2)
- Creation of characters, dynamics, and narrative structure (Sequences 3–7)
- Digitisation and multimedia production (Sequences 8–13)
- Testing and feedback (Sequences 14–15)

Seven tutorials provide step-by-step guidance on key skills:

- Tutorial 1: Designing Adventure-Based Learning Experiences
- Tutorial 2: Toolbox of Resources; overview and navigation
- Tutorial 3: Crafting Compelling Climate Narratives
- Tutorial 4: Interactive Storytelling Techniques; Role-Playing & Decision-Making
- Tutorial 5: Using Digital & Multimedia Tools for Storytelling
- Tutorial 6: Adapting for Different Learning Styles & Age Groups
- Tutorial 7: Facilitating Group Discussions & Problem-Solving Challenges

Training Structure at a Glance

This training has been designed as a two-day programme, but the structure is flexible — the timing can be adapted to suit different contexts, and the modules can be used independently of one another.

Module	Title
Module 1	Welcome, Warm-Up & Icebreakers
Module 2	Interactive Adventure Books: History & Main Characteristics
Module 3	Playing and Analysing Interactive Adventure Stories
Module 4	Needs, Specificities & Debrief
Module 5	Pedagogy with Adventure Books & Climate Narrative Design
Module 6	Tools for Interactive Storytelling: Green Saga Toolbox
Module 7	Creation Challenge: Mini Adventure Books for Climate Change
Module 8	Presentations, Peer Feedback & Closing

Pre- and Post-Training Evaluation

To measure the impact of the training and capture evidence of learning, participants are invited to complete two short questionnaires: one before the training begins and one at the end of the second day. Both questionnaires are hosted on Google Forms and accessible via the links or QR codes provided by the trainer.

Pre-Training Questionnaire: completed in Module 1.

Post-Training Questionnaire: completed after Module 8, before participants leave.

What the Questionnaires Measure

Both questionnaires cover the same dimensions, allowing for direct before/after comparison:

- Prior knowledge of CYOA and interactive adventure book formats
- Familiarity with eco-pedagogy and climate-focused education
- Confidence using digital storytelling tools (Twine, Genially, Audacity)
- Experience designing inclusive or accessible learning materials
- Readiness to use adventure-based methods with their own youth groups

For the Trainer: Administering the Evaluation

Share the Pre-Training Form link or QR code with participants at the beginning. Share the Post-Training Form at the start of the closing segment in Module 8, allowing time for completion before the group disbands. Remind participants that responses are anonymous.

Trainer tip: Display the QR code on a slide or printed card at each seat.

If internet access is limited, a printed version of the form can be distributed instead.

Module 1: Welcome, Warm-Up & Icebreakers

Duration

45–60 minutes

Format

Welcome address + energiser activities + group formation

1. Purpose

This opening module sets the tone for the entire training. Its purpose is to welcome participants, introduce the Green Saga project, build group energy and psychological safety, and ensure everyone begins from a shared starting point, ready to engage actively with the sessions that follow.

2. Learning Objectives

By the end of this module, participants will be able to:

- Feel welcomed and oriented within the training context
- Understand the objectives and structure of the two-day programme
- Begin to build trust and rapport with fellow participants
- Connect their existing experience to the themes of the training
- Complete the pre-training evaluation questionnaire



Tools & Tutorials from the Green Saga Toolbox

All resources available at: greensagaproject.eu

Tutorials

Tutorial 4: Interactive Storytelling Techniques; Role-Playing & Decision-Making (supports icebreaker Activity D)

Tutorial 6: Adapting for Different Learning Styles & Age Groups (background reading for trainers)

Tutorial 7: Facilitating Group Discussions & Problem-Solving Challenges

3. Welcome Address (10 minutes)

The trainer opens by welcoming participants and briefly introducing themselves and any co-facilitators. A short overview of the Green Saga project is provided, including its mission, the five partner organisations, and the role of training within the wider project. The two-day agenda is presented visually, and housekeeping information is shared (breaks, facilities, communication norms).

Trainer tip: Keep this part brief and warm rather than formal.

Participants will engage more if they feel welcomed as practitioners, not simply as attendees.

4. Pre-Training Questionnaire (10 minutes)

Before icebreaker activities begin, participants complete the pre-training questionnaire via Google Forms. The trainer shares the link or QR code and explains that responses are anonymous and that it takes about 5 minutes.

5. Icebreaker Activities

The following activities are offered as options. Trainers should select one or two based on group size, energy level, and available time. Each is designed to be inclusive, accessible, and relevant to the training themes.

Activity A: My Climate Moment (15 minutes)

In pairs or small groups, participants share a brief personal story: a moment when they witnessed, experienced, or felt moved by a climate-related event or change. After sharing in pairs, a few volunteers share with the full group.

- Why it works: immediately connects participants to the emotional core of the project; builds personal relevance before the conceptual content begins.
- Materials: none required.

Activity B: The Story I Remember (15 minutes)

Participants think of a book, film, game, or story they experienced as a young person that genuinely moved them or changed how they thought about something. They share: what it was, one decision a character made, and why it stayed with them.

- Why it works: activates participants' existing relationship with narrative and choice — directly linking to Module 2.
- Materials: none required.

Activity C: Two Truths and a Climate Myth (15 minutes)

Each participant writes three statements about climate change or sustainability — two true, one false but plausible. In small groups, participants guess which is the myth and discuss any genuine uncertainties.

- Why it works: surfaces existing knowledge, breaks the ice, and primes participants for the critical thinking themes of the training.
- Materials: small cards or sticky notes; optional flipchart.

Activity D: Decision Map (15 minutes)

Participants are shown a simple two-decision branching scenario, for instance, a character facing a sustainability dilemma at work or at home. Each participant makes their choices and ends up at one of four outcomes, then finds others who reached the same ending and discusses their reasoning.

- Why it works: a direct experiential taster of the CYOA format; generates immediate curiosity before the theory module. See Tutorial 4 for decision-making facilitation techniques.
- Materials: printed or projected scenario card; optional coloured sticky dots.

6. Group Formation & Ground Rules (5–10 minutes)

A brief name-sharing round can be incorporated into or following the icebreaker. The trainer then invites the group to agree on two or three shared working norms for the two days: respect for diverse experiences, willingness to take creative risks, and commitment to constructive feedback. These can be written on a flipchart and left visible throughout.

7. Transition to Module 2

The trainer closes the opening module by framing the central question for the training: How can storytelling and the power of choice help young people engage with climate change in a personal and meaningful way?

Module 2: Interactive Adventure Books: History & Main Characteristics

Duration

90 minutes

Format

Interactive presentation + guided discussion

1. Purpose

This module introduces youth workers to the origins, structure, and educational value of Interactive Adventure Books (CYOA). It establishes the theoretical and narrative foundation necessary for applying adventure-based storytelling to climate education.

2. Learning Objectives

By the end of this module, participants will be able to:

- Explain the core principles of CYOA narratives
- Describe the historical development of branching storytelling
- Identify the structural elements of interactive adventure books
- Recognise the pedagogical potential of reader-driven narratives
- Reflect on their relevance for climate change education



Tools & Tutorials from the Green Saga Toolbox

All resources available at: greensagaproject.eu

Tutorials

Tutorial 1: Designing Adventure-Based Learning Experiences; step-by-step guidance on creating engaging, story-driven challenges using the input-challenge-evaluation model

Tutorial 3: Crafting Compelling Climate Narratives; background reading on story structure and climate fact integration

3. Module Content

3.1 From Passive Reading to Reader Agency

The module opens with a reflective prompt: "Have you ever wished a character in a book had made a different decision?", before introducing CYOA as a narrative form that transfers agency from the character to the reader. Key concepts: reader as "protagonist of decision"; choice-driven progression; multiple narrative outcomes; and ethical and critical engagement through decision-making.

3.2 Structure of CYOA Narratives

Participants explore the formal structure of adventure books: texts divided into short narrative blocks, each ending with two or more choices that lead to different consequences, and multiple narrative paths and endings. Branching maps are introduced as structural support tools, and the trainer explains how this structure mirrors real decision-making processes and can simulate ethical dilemmas.

3.3 Origins and Evolution

- 1930: Early Experimentation: Consider the Consequences! (Doris Webster & Mary Alden Hopkins), featuring 12 possible endings and addressing serious moral topics.
- 1970s–1980s: Popularisation: Edward Packard (Sugarcane Island) and R.A. Montgomery (Journey Under the Sea) revived branching storytelling as a mainstream youth genre.
- Literary and Game Influences: non-linear narratives from major writers, alongside the influence of tabletop role-playing games (e.g. Dungeons & Dragons) and escape room formats.

3.4 Main Characteristics

The trainer consolidates the defining features: the reader as central decision-maker; a branching structure (blocks → choices → consequences); a playful, game-like dimension; suitability for individual or group use; and transferability to digital formats.

3.5 Educational and Pedagogical Value

CYOA narratives stimulate critical thinking, encourage ethical reflection, foster divergent thinking, strengthen memory through active engagement, and promote personal growth and awareness.

4. Methodology

Interactive lecture, historical storytelling, reflective questioning, short group exchanges, and visual examples (print and digital).

5. Materials Required

- PowerPoint presentation
- Printed example of a CYOA book
- Digital demo example
- Flipchart for capturing reflections

6. Reflection Prompt (Transition to Module 3)

How does reader agency change engagement? What makes branching narratives powerful for youth work? How could climate challenges be embedded in such structures?

7. Documentation for WP3A1.5

Capture: questions raised about narrative structure; connections drawn to existing youth work practice; any misconceptions about the difference between gamification and adventure-based learning.

Module 3: Playing and Analysing Interactive Adventure Stories

Duration

75 minutes

Format

Experiential learning + structured observation + digital feedback

1. Purpose

This module allows participants to experience interactive adventure stories from the perspective of learners. By actively engaging with CYOA narratives, youth workers gain practical insight into engagement dynamics, narrative structure, and educational potential. The module simultaneously functions as a testing ground for storytelling methodology and digital tools.

2. Learning Objectives

By the end of this module, participants will be able to:

- Analyse interactive storytelling from a learner's perspective
- Identify factors influencing engagement and challenge
- Evaluate the educational potential of branching narratives
- Reflect on the usability of print and digital formats
- Recognise possible barriers for youth audiences



Tools & Tutorials from the Green Saga Toolbox

All resources available at: greensagaproject.eu

Toolbox Sequences

Sequence 15: Playtesting & Feedback Tool, methodology for structured observation and digital feedback collection, directly applicable to the Wooclap feedback phase

Tutorials

Tutorial 2: Toolbox of Resources, overview and navigation (introduced during this module so participants understand the wider resource ecosystem)

Tutorial 4: Interactive Storytelling Techniques: Role-Playing & Decision-Making

Digital Tools

Wooclap: digital feedback tool for real-time engagement and challenge ratings (wooclap.com)

Twine: open-source tool for browser-based interactive stories (twinery.org)

Genially: visual interactive story platform (genially.com)

onlinegamebooks.com and chooseyourstory.com: example story libraries for the playing phase

3. Methodological Approach

This module follows an experiential learning cycle: Experience (playing) → Observation (structured note-taking) → Reflection (Wooclap feedback) → Analysis (afternoon debrief in Module 4).

4. Activity Structure

4.1 Group Formation

Participants form small groups of 3-4 members, each with informal roles: Reader/navigator, Decision facilitator, Observer (engagement and challenge focus), and Note-taker. This structure promotes collaborative reflection rather than passive reading.

4.2 Playing Phase

Groups play 1-3 short interactive stories, choosing from printed CYOA books, eBooks, online stories (Twine or Genially formats), or external examples. The goal is not to "win" but to observe the experience by paying structured attention to emotional engagement, immersion, decision clarity, narrative coherence, difficulty of choices, educational depth, and accessibility.

4.3 Immediate Digital Feedback — Wooclap

After the playing phase, participants provide structured feedback via Wooclap: Engagement (1–5) and Challenge (1–5), plus brief qualitative impressions. This captures immediate emotional reactions, collects measurable engagement data, and models a digital feedback tool participants can use in their own youth work. The methodology aligns with Sequence 15 of the Toolbox.

5. Materials Required

- Printed CYOA examples
- Laptops or tablets with an internet connection
- List of online story links
- Structured note template (recommended for formalisation)
- Wooclap QR code

6. Data Collection & Documentation (WP3A1.5)

Document: average engagement rating; average challenge rating; most common positive feedback; most common difficulties; observed patterns in group dynamics; and any technical issues encountered.

7. Reflection Prompt (Transition to Module 4)

What made you want to continue reading? What caused confusion or frustration? Where did learning naturally occur? Could climate dilemmas be embedded effectively?

Module 4: Needs, Specificities & Debrief

Duration

60 minutes

Format

Facilitated group discussion + structured debrief

1. Purpose

This module consolidates the experience from Module 3 through structured reflection and group discussion. Participants analyse their observations from the playing phase, identify the specific needs and characteristics of their target youth groups, and begin to draw connections between the CYOA format and their own professional contexts.

2. Learning Objectives

By the end of this module, participants will be able to:

- Synthesise observations from the playing phase into actionable insights
- Identify the specific needs of youth learners with regard to interactive storytelling
- Articulate the pedagogical strengths and limitations of the CYOA format
- Connect adventure book methodology to their own youth work practice



Tools & Tutorials from the Green Saga Toolbox

All resources available at: greensagaproject.eu

Toolbox Sequences

Sequence 14: Adapting the story for accessibility and SLD learners; checklist and digital tools for identifying inclusion barriers (directly relevant to the youth needs discussion)

Sequence 15: Playtesting & Feedback Tool; for analysing the Wooclap results collected in Module 3

Tutorials

Tutorial 6: Adapting for Different Learning Styles & Age Groups; customising resources for different settings, age groups, and abilities

Tutorial 7: Facilitating Group Discussions & Problem-Solving Challenges; strategies for student-led exploration and collaborative debate

3. Debrief Structure

The facilitated discussion is structured around the Wooclap data collected in Module 3. The trainer projects aggregated engagement and challenge ratings and invites participants to interpret the results together. Key discussion threads: What drove high

engagement? What caused difficulty or confusion? What would need to change for different youth audiences (e.g. those with Specific Learning Difficulties)?

4. Identifying Youth-Specific Needs

Participants discuss the characteristics of their own youth groups, such as age range, learning styles, digital literacy, language diversity, and any particular needs or barriers. These observations are noted on a shared flipchart and will directly inform the inclusive design work in Module 5.

5. Documentation for WP3A1.5

Capture: key insights from the debrief; specific youth needs identified; questions and concerns raised about implementing CYOA in different contexts; and any feedback about the Wooclap tool itself.

Module 5: Pedagogy with Adventure Books & Climate Narrative Design

Duration

60 minutes

Format

Conceptual input + applied framework + guided design thinking

1. Purpose

This module provides the pedagogical foundation for using Interactive Adventure Books as tools for climate education. Participants move from understanding structure to understanding educational purpose and design logic, engaging with eco-pedagogy, climate-focused storytelling, and inclusive narrative design.

2. Learning Objectives

By the end of this module, participants will be able to:

- Explain the pedagogical value of adventure-based learning
- Define eco-pedagogical principles in climate education
- Design climate-focused narrative frameworks
- Integrate ethical decision-making into storytelling
- Apply inclusive design strategies in interactive stories



Tools & Tutorials from the Green Saga Toolbox

All resources available at: greensagaproject.eu

Toolbox Sequences

Sequence 1: Identifying a real climate challenge as the basis for the story; selecting a concrete environmental issue around which decisions, conflicts, and consequences can be built

Sequence 2: From scientific data to the educational message of the story; transforming climate data into a clear, understandable narrative message

Sequence 7: Structuring the core storyline and narrative arc; defining key phases of development and overall story coherence

Tutorials

Tutorial 1: Designing Adventure-Based Learning Experiences; the input-challenge-evaluation model for story-driven environmental challenges

Tutorial 3: Crafting Compelling Climate Narratives; character creation, setting and climate context, story structure, climate fact integration

3. From Rigid Teaching to Transformative Play

Where secondary education often becomes standardised and content-driven, adventure-based storytelling reintroduces freedom of exploration, personal agency, emotional engagement, and reflective decision-making. Green Saga Adventure Books are positioned within eco-pedagogy, sustainable education, and experiential learning; allowing learners to explore meaningful climate dilemmas and develop autonomy and critical thinking.

4. Developing Climate-Focused Narratives

4.1 Learning Through Play (Beyond Gamification)

Adventure books are structured narrative environments where fiction supports reality-based learning, emotions enhance retention, and ethical choices drive reflection. Climate change is presented not as an abstract theory but as a lived experience.

4.2 What Must Be Defined Before Writing

Participants are guided through essential design questions: What climate issue is being addressed? What do we want readers to understand or internalise? What emotional journey should the narrative create? What ethical tensions are embedded? Stories should include a core narrative, informational inserts, reflection prompts, and reliable documentation. See Sequences 1 and 2 for a structured approach to this preparatory work.

5. Adventure Book Documentation Framework

- Step 1: Choose the Climate Topic (Sequence 1): flooding, extreme rainfall, wildfires, melting glaciers, climate migration, etc.
- Step 2: Collect Reliable Data (Sequence 2): scientific reports, journalistic sources, historical data, statistics, and visual documentation.
- Step 3: Describe the Setting: context before the climate event, during the event, and after. This ensures realism and narrative credibility.

6. Integrating Real and Fictional Characters

Including real individuals, photographers, activists, and scientists strengthens credibility and emotional connection. Fictional characters should include a protagonist (a positive agent of change) and an antagonist (a sceptic, an obstacle, or a systemic problem). All characters must avoid stereotypes and reflect diversity in gender, culture, ability, and background. Sequences 3 and 4 in the Toolbox provide detailed guidance on character design.

7. Plot Diagram & Branching Logic

Participants are introduced to story diagramming: mapping crossroads, defining decision points, planning alternative endings, and visualising narrative structure. Sequence 7 supports the organisation of the main storyline, and Sequence 6 (covered in Module 7) guides the branching structure design.

8. Inclusive & Accessible Design

- Visual: diagrams, illustrations, colour-coded elements, clear formatting, appropriate fonts and spacing
- Auditory: audio narration, dialogue recordings, sound effects, music highlights
- Kinesthetic: role-play activities, dramatisation, discussion-based debriefing

Key inclusion guidelines: clear, simple language; flexible task levels; diverse representation; and multiple content formats. See Sequence 14 and Tutorial 6 for detailed accessibility checklists.

9. Documentation for WP3A1.5

Capture: questions raised about climate accuracy; inclusion challenges identified; feedback on multimodal elements; difficulties in balancing fiction and facts; observations about character design.

Module 6: Tools for Interactive Storytelling — Green Saga Toolbox

Duration

75 minutes

Format

Demonstration + guided exploration

1. Purpose

This module introduces participants to the Green Saga Toolbox of Resources and demonstrates how selected digital tools support the creation of interactive, climate-focused adventure stories. It connects the pedagogical principles of Day 1 with concrete technical implementation strategies.

2. Learning Objectives

By the end of this module, participants will be able to:

- Navigate the Green Saga Toolbox of Resources
- Identify which tools serve which storytelling purpose
- Understand the basic logic of branching story tools
- Recognise how visual and audio elements enhance engagement
- Select appropriate tools based on pedagogical goals

Tools & Tutorials from the Green Saga Toolbox

All resources available at: greensagaproject.eu

Toolbox Sequences

Sequence 8: Organising the story in digital and interactive formats; transitioning from narrative design to digital-ready structure

Sequence 9: Creating an interactive text-based Adventure Book (e.g. Twine); narrative coherence and connection between story parts

Sequence 10: Designing visual elements and illustrations; transforming narrative moments into visual scenes

Sequence 11: Editing and adapting images for narrative use (e.g. GIMP); character portraits and narrative illustrations

Sequence 12: Building a visually interactive Adventure Book (e.g. Genially); combining text, images, and interactions

Sequence 13: Integrating audio elements (e.g. Audacity); narration, effects, and atmospheres for immersion and accessibility

Tutorials

Tutorial 2: Toolbox of Resources: overview, navigation, and integration into different educational settings (core reference for this module)
Tutorial 5: Using Digital & Multimedia Tools for Storytelling; incorporating video, audio, and interactive media; tools for digital storytelling; enhancing engagement with technology
Digital Tools
Twine: branching narrative structure tool (twinery.org); free, browser-based, no account required
Genially: visual interactive storytelling platform (genially.com); free version available
Audacity: audio recording and editing (audacityteam.org); free, multilingual
Canva: graphic design and layout (canva.com); free version available
GIMP: illustration and image editing (gimp.org); free, multilingual
Inkscape: vector illustration (inkscape.org); free, multilingual
Ocenaudio: audio editing alternative (ocenaudio.com); free
NaturalReader: text-to-speech accessibility tool (naturalreaders.com); free version available
LanguageTool; grammar and accessibility checker (languagetool.org); free, 20+ languages

3. The Role of the Toolbox

The trainer explains that many tools exist for creating interactive stories, and that the Green Saga Toolbox simplifies this landscape by organising tools into functional categories. Participants watch the Tutorial about the Toolbox (Tutorial 2), explore the toolbox website at greensagaproject.eu, and understand how tools align with storytelling structure. The emphasis is on guidance, not technical overwhelm.

4. Toolbox Overview

- Storytelling & Structure: Twine, Inklewriter, Storybird; for creating branching logic and narrative structure. See Sequences 8 and 9.
- Visual Design: Canva, Genially, for enhancing engagement through layout, animation, and visual storytelling. See Sequences 10, 11, and 12.
- Audio: Audacity, Ocenaudio; for enriching atmosphere and supporting multimodal inclusion. See Sequence 13.
- Accessibility: NaturalReader, LanguageTool; for improving readability and inclusivity. See Sequence 14.

5. Demo 1: Twine (Structure Backbone)

Demonstrates how branching narratives are technically built: creating a new story, writing 2–3 passages, inserting choices, and playing the story to visualise branching. Participants can see how ethical dilemmas and climate decisions can be embedded in branching nodes. Refer to Sequence 9 for a full step-by-step guide.

6. Demo 2: Genially (Visual Engagement)

Demonstrates visual storytelling: creating a slide, adding illustrations, using effects and animations, and linking slides to create an interactive flow. Visual reinforcement supports memory retention, accessibility, and emotional engagement. Refer to Sequence 12 for detailed guidance.

7. Demo 3: Audacity (Audio Dimension)

Introduces audio as a storytelling enhancement tool: recording a short line, trimming and adjusting audio, and layering multiple sound elements. Audio supports immersion, multisensory learning, and inclusion of learners with reading challenges. Refer to Sequence 13 for a full walkthrough.

8. Wrap-Up

Twine = Structure (Sequence 9)
Genially = Visual engagement (Sequence 12)
Audacity = Sound & atmosphere (Sequence 13)
The Toolbox is not about mastering every tool.
It is about selecting the right tool for the right pedagogical purpose.
All tools and sequences are available at greensagaproject.eu

9. Documentation for WP3A1.5

Capture: tools most chosen during practice; tools perceived as difficult; requests for additional tutorial clarification; technical barriers (e.g. account creation, internet issues); and accessibility considerations raised by participants.

Module 7: Creation Challenge: Mini Adventure Books for Climate Change

Duration

90 minutes (minimum 60 minutes)

Format

Guided group design challenge

1. Purpose

This module guides participants in designing a mini interactive Adventure Book focused on climate change. Participants apply educational storytelling principles, experiential learning logic, the Climate Documentation Framework, branching narrative structure, multimodal accessibility strategies, and digital tools from the Green Saga Toolbox. It represents the synthesis of the entire training.

2. Learning Objectives

By the end of this module, participants will be able to:

- Design a short climate-focused interactive narrative
- Integrate pedagogical goals into storytelling
- Create branching structures with meaningful consequences
- Apply accessibility and inclusion guidelines
- Select appropriate digital tools for implementation
- Balance fiction with reliable documentation



Tools & Tutorials from the Green Saga Toolbox

All resources available at: greensagaproject.eu

Toolbox Sequences

Sequence 1: Identifying a real climate challenge; defining the environmental issue at the heart of the story

Sequence 2: From scientific data to the educational message; grounding the story in reliable documentation

Sequence 3: Creating the protagonist 'The Climate Hero'; designing the main character

Sequence 4: Defining allies, antagonists and narrative dynamics; building complex, realistic relationships

Sequence 5: Story Brainstorming; exploring settings, events, conflicts, and narrative directions

Sequence 6: Building the structure of the branching story; planning decision points and cause-and-effect consequences

Sequence 7: Structuring the core storyline and narrative arc; ensuring overall coherence

Sequence 8: Organising the story in digital and interactive formats; transitioning to a digital-ready structure
Sequence 9: Creating an interactive text-based Adventure Book (Twine); implementation guidance
Sequence 12: Building a visually interactive Adventure Book (Genially); visual production guidance
Tutorials
Tutorial 3: Crafting Compelling Climate Narratives; character creation, setting, story structure, and fact integration
Tutorial 5: Using Digital & Multimedia Tools for Storytelling; support for the digital transformation phase
Digital Tools
Twine: for branching structure (Challenge 2 and 3)
Genially or Canva: for visual design (Challenge 3)
Audacity or Ocenaudio: for audio elements (Challenge 3)
NaturalReader or LanguageTool: for accessibility checking (Challenge 3)

3. Module Structure

3.1 Introduction (5 minutes)

The trainer outlines the objectives: creating a mini CYOA adventure book addressing a climate-related theme, with emphasis on ethical decision-making, climate awareness, experiential learning, and play as a serious educational tool.

3.2 Example Demonstration (15 minutes)

A short example (e.g. "Drowning World") is presented to illustrate structure, integration of real events, branching logic, visual and audio elements, and informative inserts. Participants receive an operational worksheet with guiding questions. This modelling phase reduces uncertainty before creation begins.

4. The Three-Step Creation Challenge

Challenge 1: Building the Story Foundation (30 minutes)

Groups define: a Climate Theme using Sequence 1 (e.g. rising oceans, climate migration, wildfires); a Pedagogical Goal (raise awareness, foster empathy, develop problem-solving); Documentation using Sequence 2 (scientific data, reports, historical information); Context (setting and timeframe); Characters using Sequences 3 and 4 (protagonist, antagonist; avoiding stereotypes and ensuring diverse representation); and a Linear Diagram informed by Sequence 7 (beginning → development → ending) to ensure narrative coherence before branching begins.

Challenge 2: Story Branching (30 minutes)

Participants transform the linear story into a branching structure using Sequence 6: 2–3 decision points; at least one positive and one negative ending; consequences linked to climate realities; and links to scientific sources. Groups may begin experimenting with Twine or draft on paper. Sequence 5 can support groups who feel stuck on narrative directions.

Challenge 3: Digital Transformation & Accessibility (10 minutes)

Participants select appropriate tools from the Toolbox: Twine (Sequence 9) for structure; Genially or Canva (Sequence 12) for visuals; Audacity (Sequence 13) for audio; NaturalReader or LanguageTool for accessibility. They begin transforming their prototype into a digital format.

5. Guidelines for the Mini Adventure Book

- 6–8 sections maximum
- At least two branching choices
- Real data integrated (Sequence 2)
- Narrative voice defined (1st, 2nd, or 3rd person)
- Target age group specified (16–20 / 21–26)
- Dominant learning style identified (visual, auditory, kinesthetic); see Tutorial 6
- Accessibility principles applied (text + audio + images); see Sequence 14
- Clear language and legible fonts
- Inclusive character representation; see Sequences 3 and 4

Core reminders:

- Reader choice is central.
- 'Wrong' choices are pedagogically valuable as they model real-world consequences.

6. Trainer Role

During the challenge, trainers support narrative coherence, ensure scientific accuracy, encourage ethical complexity, assist with digital tools, and prompt inclusion considerations. Facilitators also observe group dynamics, common storytelling difficulties, technical barriers, and conceptual misunderstandings of climate.

7. Documentation for WP3A1.5

Capture: chosen themes; pedagogical goals defined; inclusion strategies applied; most frequent design challenges; tools most selected; and feedback about the documentation process. These insights will directly inform WP3A3 Support Pedagogical Material, the final Green Saga Creation Checklist, and tutorial improvements.

Module 8: Presentations, Peer Feedback & Closing

Duration

60–75 minutes (minimum 45 minutes)

Format

Group presentations + structured peer feedback + closing reflection

1. Purpose

This final module brings the training full circle. Participants showcase their mini adventure books, reflect on their creative and pedagogical choices, and receive constructive peer feedback. It reinforces reflective practice and collaborative learning by transforming individual production into collective knowledge. The module also includes the post-training evaluation and a formal closing.

2. Learning Objectives

By the end of this module, participants will be able to:

- Present a structured interactive climate narrative
- Explain pedagogical and technical decisions
- Analyse strengths and areas for improvement
- Identify transferable ideas for future youth work
- Complete the post-training evaluation questionnaire



Tools & Tutorials from the Green Saga Toolbox

All resources available at: greensagaproject.eu

Toolbox Sequences

Sequence 14: Adapting the story for accessibility and SLD learners; use the checklist as a peer review lens during presentations

Sequence 15: Playtesting & Feedback Tool; structured observation and feedback methodology for the peer feedback phase

Tutorials

Tutorial 7: Facilitating Group Discussions & Problem-Solving Challenges; strategies for encouraging student-led reflection and connecting emotions with learning

3. Presentation Structure

Each group is given 4–5 minutes to present their mini Adventure Book, covering: the story concept or climate theme; the pedagogical objective; how branching choices were structured; visual and interactive elements used; and any sound, accessibility features,

or multimodal enhancements. The emphasis is on clarity and reflection rather than perfection.

4. Peer Feedback Process

After each presentation, participants highlight one or two key strengths, one interesting creative element, and one effective pedagogical feature, drawing on the Sequence 14 accessibility checklist and the feedback methodology from Sequence 15 as shared reference points. Feedback guidelines: be constructive, be specific, focus on learning value.

5. Collective Reflection

A facilitated discussion, guided by Tutorial 7 strategies, explores: which storytelling techniques were most effective; which climate themes generated the strongest engagement; how these stories could be used in real youth contexts; what participants learned about the tools; and what challenges emerged in balancing fiction and facts.

6. Post-Training Questionnaire (8 minutes)

Before the formal closing, participants complete the post-training questionnaire via Google Forms. The trainer reminds participants that this is anonymous and takes around five minutes. Emphasise its importance for Erasmus+ reporting and for improving future training.

Trainer tip: Allocate time for this explicitly, don't let it get lost in the closing energy.

If participants need to leave promptly, invite them to complete the form on their phone as they go.

7. Formal Closing

The trainer closes the two-day training by highlighting two or three themes or moments that stood out across the group's work, acknowledging the effort and creativity participants brought, and sharing follow-up information, including how participants can access the final Green Saga materials, the Toolbox, and the pedagogical guide when published at greensagaproject.eu.

8. Documentation for WP3A1.5

Capture: recurring strengths across projects; common technical difficulties; patterns in climate topic selection; inclusion strategies applied; observed gaps requiring clearer tutorial guidance; and a summary of post-training questionnaire responses once exported.

Conclusion

The Green Saga training is designed as a practical feedback loop: the experience and insights of youth workers directly shape the tools and resources that will be used across the project

What the Training Achieves

Across eight modules, participants move through a complete arc: from theoretical grounding in the history and structure of adventure-based storytelling, through hands-on experience as learners and analysts, to the practical creation of their own climate-focused interactive narratives.

The 15 Toolbox sequences and 7 tutorials that accompany this training are not supplementary extras. They are the practical infrastructure that makes the methodology replicable and scalable, providing youth workers across all partner countries with a shared, evidence-based toolkit they can return to long after the training ends.

Looking Forward

The pre- and post-training evaluation data, combined with the qualitative observations documented throughout each module, will provide the Green Saga partnership with a rich, evidence-based picture of the training's impact. This picture will support Erasmus+ reporting, inform the White Paper's advocacy for narrative-based environmental education, and guide the continuous improvement of all project outputs.

The tools, sequences, and tutorials developed for this project will remain freely available at greensagaproject.eu as Open Educational Resources, ensuring that the partnership's work continues to support educators and youth workers well beyond the project's formal lifespan.

The mission of Green Saga is to transform environmental awareness into proactive, personal sustainability action; one story, one decision, one young person at a time.

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