1. Integrating Adventure Books Into Lessons

Support Pedagogical Materials

Aim / Learning Objectives

This pedagogical material aims to support educators, trainers, and youth workers in effectively integrating adventure books into learning processes across formal and non-formal education settings. It provides a structured framework for implementing adventure-based, competence-oriented learning, grounded in learner-centred and participatory approaches.

The material is designed to contribute to the development of key competences, including critical thinking, collaboration, ethical reasoning, and reflective learning, while strengthening the connection between narrative experiences and real-world challenges, particularly in the areas of sustainability and active citizenship. It also offers practical guidance for implementation across different stages of the learning process, from initial engagement to reflection and assessment.

In addition, the material supports educators in selecting and adapting appropriate and inclusive learning resources, ensuring accessibility and relevance for diverse learner groups. Ultimately, it aims to facilitate the transfer of learning into real-life contexts, empowering learners to apply their knowledge, make informed decisions, and engage in responsible action.

Target Groups

This support material is designed for:

- Youth workers and facilitators in non-formal settings
- Trainers working with young people aged 16–26
- Educators and teachers in formal education

Introduction

This document is part Support Pedagogical Materials and provides comprehensive pedagogical guidance for educators and youth workers on integrating adventure books into educational and youth work contexts. It contributes to the broader objectives of the Green Saga project by promoting sustainability education, critical thinking, and active citizenship through story-driven learning.

Adventure-based learning represents a powerful pedagogical approach that combines emotional engagement with cognitive development. Through narratives, learners encounter characters facing complex challenges, ethical dilemmas, and real-life consequences. This allows abstract concepts - such as climate change, sustainability, and social responsibility - to become tangible and meaningful.

By engaging with stories, learners do not passively receive information but actively interpret, analyse, and reflect. This process supports deeper learning and fosters key competences such as empathy, problem-solving, and systems thinking. The approach is particularly effective for addressing sustainability topics, which often require understanding interconnected systems and making informed decisions under uncertainty.

This Support Pedagogical Material focuses specifically on summarising **best practices for integrating adventure books into learning processes** and provides a few examples from different countries in **ANNEXES 1-3**. It is complemented by two more materials for youth workers, trainers and teachers:

- Tools for Adapting to Different Educational Environments
- Making Materials Accessible to Learners with Specific Learning Difficulties (SLDs).

Section 1: Pedagogical Foundations

The methodology presented here integrates three complementary approaches: **experiential learning, inquiry-based learning, and narrative pedagogy**. This combination supports holistic, competence-oriented education that goes beyond knowledge transmission by engaging learners cognitively, emotionally, and socially. Such an approach is particularly effective for addressing **sustainability and social challenges**, which require learners to navigate complexity, consider multiple perspectives, and make informed decisions. Unlike traditional methods that prioritise memorisation, this methodology places learners at the centre, fostering active participation, reflection, and real-world application.

Learning is most effective when it connects **thinking, feeling, and social interaction**. Adventure books serve as catalysts by offering story-based contexts where learners can explore dilemmas, test ideas, and reflect on consequences in a structured and safe environment. With guided facilitation, these experiences support the development of key competences such as **systems thinking, ethical reasoning, collaboration, and agency**.

This integrated approach promotes:

- Learner-centred engagement
- Reflection and dialogue for deeper understanding
- Transferable skills and attitudes
- Connections between learning and real-life challenges

It aligns with competence frameworks such as **GreenComp**, fostering not only knowledge but also responsibility, critical thinking, and the ability to act in complex and changing environments.

1. Selection and Use of Adventure Books

The effectiveness of this methodology depends on carefully selecting **materials**. Adventure books are not neutral; their themes, structure, and complexity directly influence learning outcomes.

Research shows that **engaging and relevant texts** improve comprehension, motivation, and the ability to apply knowledge (OECD, 2019). When learners connect

with characters or dilemmas, they engage more deeply, both emotionally and cognitively.

In competence-based education, texts should support not only knowledge acquisition but also the development of **skills and attitudes**. The **GreenComp framework** highlights competences such as systems thinking, critical thinking, and agency. Narratives that include dilemmas, multiple perspectives, and open-ended situations provide opportunities to develop these through reflection and dialogue.

Narrative pedagogy further supports this approach. **Jerome Bruner** emphasises that people make sense of the world through stories, while **Jack Mezirow** highlights the role of critical reflection in transformative learning. Story-based dilemmas are particularly effective in triggering such reflection.

In sustainability education, complex issues such as climate change or social justice require materials that reflect **real-world complexity**. **UNESCO (2020)** stresses the importance of enabling learners to deal with uncertainty and interconnected systems. Adventure books can model these dynamics by presenting consequences, trade-offs, and long-term impacts.

Careful selection also ensures **inclusion and accessibility**. Materials should reflect diverse perspectives, avoid stereotypes, and be adaptable to different learning needs (European Agency for Special Needs and Inclusive Education).

Finally, narrative structure matters. Stories with **turning points, decisions, and consequences** provide natural entry points for discussion and align with **Kolb's experiential learning cycle** (experience, reflection, application).

In summary, well-chosen adventure books:

- Increase engagement and motivation (OECD, 2019)
- Support competence development (GreenComp)
- Encourage critical thinking and reflection (Bruner; Mezirow)
- Reflect real-world complexity (UNESCO, 2020)

- Promote inclusion and accessibility

The educator's role in selecting and adapting materials is therefore central to ensuring meaningful and transformative learning.

1.1 Adventure Book Selection Criteria

To maximise educational value, adventure books should:

Be appropriate for learners' level

Content and complexity should match learners' cognitive and emotional development. Materials that are too difficult discourage engagement, while overly simple texts limit critical thinking.

Include meaningful dilemmas and decisions

Stories should present challenging situations involving conflicting values or uncertain outcomes. These create opportunities for analysis, ethical reasoning, and discussion.

Address sustainability themes

Environmental, social, and economic dimensions should be integrated into the narrative, helping learners connect stories to real-world issues.

Reflect diversity and multiple perspectives

Inclusive representation fosters empathy, intercultural understanding, and critical thinking while avoiding one-dimensional narratives.

Encourage engagement and discussion

Compelling plots, relatable characters, and open-ended situations stimulate curiosity and support dialogue and collaborative learning.

1.2 Types of Adventure Books

A variety of formats can support this methodology if they align with the criteria above:

- **Classical adventure literature**
  Useful when contextualised critically, especially regarding historical perspectives and representation.
- **Contemporary climate fiction and social narratives**
  Particularly relevant for sustainability education, linking stories to current global challenges.

- **Interactive and choice-based narratives**
  Enable learners to influence outcomes, supporting decision-making, agency, and systems thinking.
- **Short stories and adapted texts**
  Suitable for diverse literacy levels or time-limited settings while maintaining key themes.
- **Multimodal and digital storytelling**
  Combine text, visuals, and audio to enhance engagement and support different learning styles.

2. Role of the Educator

In this methodology, educators act as **learning facilitators** rather than transmitters of knowledge. Their role is essential in transforming reading into a meaningful, competence-building experience.

Educators create supportive environments where learners explore, question, and construct understanding. They guide discussions, adapt materials, and ensure inclusive participation.

They also help learners connect narratives to **real-world sustainability challenges**, supporting the transfer of insights into practical contexts.

Key responsibilities include:

- **Guiding interpretation and discussion**
  Using open-ended questions to explore perspectives, decisions, and consequences
- **Encouraging critical reflection**
  Supporting learners in examining values, assumptions, and ethical dilemmas
- **Connecting to real-world issues**
  Linking narrative content to social, environmental, and economic challenges
- **Ensuring inclusion and participation**
  Adapting materials and activities to diverse needs
- **Fostering agency and engagement**
  Encouraging learners to take ownership and apply insights to their actions

Section 2: Pedagogical Strategies & Methods

2.1 Pre-Reading Engagement

Pre-reading activities prepare learners for meaningful engagement with the narrative by activating prior knowledge, stimulating curiosity, and establishing a purposeful context for learning. This phase is essential for bridging learners' existing experiences with new content, making the story more accessible, relevant, and engaging.

Effective pre-reading strategies also support competence-based learning by encouraging learners to anticipate, question, and connect ideas before encountering the text. By introducing key themes and concepts in advance, educators can guide learners to approach the narrative with a critical and reflective mindset, increasing both comprehension and participation.

Pre-reading activities are particularly important when addressing complex topics such as sustainability, as they help learners recognise the relevance of the story to real-world issues and prepare them to engage with uncertainty, dilemmas, and multiple perspectives.

Examples:

- **Predicting the storyline based on title or images**

Learners make assumptions about the plot, setting, or characters, which encourages curiosity and activates imagination.

- **Discussing key themes (e.g., risk, responsibility, leadership)**

Introducing central concepts helps learners build a conceptual framework that supports deeper understanding during reading.

- **Brainstorming related real-world issues**

Connecting the story to current events or personal experiences enhances relevance and prepares learners to transfer learning beyond the narrative.

2.2 Guided Reading & Exploration

During reading, learners engage actively and meaningfully with the text, moving beyond passive reading towards interpretation, analysis, and dialogue. This stage supports deeper comprehension and encourages learners to explore the narrative from multiple perspectives.

Methods:

- **Dividing the narrative into structured sections**

The text is broken into manageable parts to support focus, pacing, and reflection. Each section can serve as a checkpoint for discussion, prediction, and clarification.

- **Analysing characters, conflicts, and decision-making processes**

Learners examine characters' motivations, relationships, and development, as well as the central conflicts and key decision points. This fosters critical thinking, ethical reasoning, and understanding of consequences.

- **Using group discussions and collaborative techniques**

Through pair work, small group discussions, or whole-class dialogue, learners share interpretations, challenge perspectives, and co-construct meaning. Collaborative methods enhance communication skills and encourage active participation.

- **Formulating guiding questions and predictions**

Educators can support engagement by posing open-ended questions and encouraging learners to anticipate outcomes, helping them stay actively involved in the narrative.

- **Connecting narrative elements to real-world contexts**

Learners are encouraged to relate situations, dilemmas, and themes from the story to real-life issues, particularly in the context of sustainability and social responsibility.

Please refer to Tutorial 7 and Support Pedagogical Material No.2 - "Tools For Adapting Adventure Books to Different Educational Environments" for more details.

2.3 Deep Learning Activities

These activities transform reading into active, experiential learning by engaging learners in analysis, application, and creative exploration. They support the development of critical thinking, collaboration, and the ability to transfer knowledge to new contexts.

a) Ethical Debates

Learners critically evaluate characters' decisions, dilemmas, and consequences presented in the narrative. Through structured discussions or debates, they justify their viewpoints, consider alternative perspectives, and engage in ethical reasoning. This process strengthens argumentation skills, empathy, and the ability to navigate complex value-based issues.

b) Problem-Solving Simulations

Learners actively engage with the narrative by recreating key scenarios or challenges from the story. Working individually or in groups, they analyse situations, identify possible solutions, and predict potential outcomes. These simulations encourage systems thinking, decision-making, and the application of knowledge to realistic contexts.

c) Creative Expression

Creative activities allow learners to reinterpret and extend the narrative, fostering imagination and deeper emotional engagement.

Examples:

- **Writing or thinking alternative endings**. Learners explore "what if" scenarios by changing key decisions and analysing how outcomes might differ.
- **Creating visual or digital content.** This may include posters, videos, social media campaigns, or digital storytelling formats that represent key themes or messages from the story.
- **Storytelling from different perspectives.** Learners retell events from the viewpoint of different characters or stakeholders, supporting empathy, perspective-taking, and critical reflection.

Suggested tools include ethical decision lines, role-play simulations, greenwashing analysis, creative storytelling, and campaign or action project design, which can support the transfer of learning into real-life contexts.

2.4 Reflection, Assessment & Competence Transfer

Reflection and assessment are integral to the learning process, enabling learners to consolidate knowledge, evaluate their progress, and transfer competences to real-life contexts. This stage combines reflective practice with both formative and summative assessment approaches and is further supported by Green Saga Self-Assessment and Activation Modules, which strengthen learner agency and structured reflection and support the transfer of learning into real-world contexts and strengthen learner agency.

Approaches:

- **Formative assessment** (ongoing, supportive)

Includes observation, feedback, and reflection journals, supporting self-awareness and continuous improvement.

- **Summative assessment** (outcome-based)

Includes projects, presentations, and portfolios, demonstrating competence development and application.

- **Reflection activities**

Such as individual reflection, group discussions, and self-assessment to guide reflection and action planning.

Example key guiding questions:

- What did we learn?
- How does it relate to real life?
- What actions can we take?

2.5 Illustrative Session Structure

To support practical implementation, the following illustrative session structure demonstrates how the pedagogical approach can be translated into a coherent

learning sequence. The outline reflects the key stages of the methodology - from initial engagement and guided exploration to collaborative learning and reflection - and can be adapted to different contexts, durations, and learner needs.

Table 1. Illustrative Session Structure

Activity	Timing	Comments
Contextual framing and trigger question / visual story introduction	15 minutes	
Guided/shared reading	20–25 minutes	
Inclusive group project – workshop (including identity & responsibility exercise and action planning)	30–45 minutes	
Presentation of outputs	15 minutes	
Individual and group reflection	15 minutes	

More detailed session plans can be found in Support Pedagogical Material No.2 - “Tools For Adapting Adventure Books to Different Educational Environments“ and Support Pedagogical Material No.3 - Making materials accessible to learners with specific learning difficulties (SLDs).

3. Cross-Curricular Integration

Adventure-based learning supports interdisciplinary education by creating meaningful connections between different subject areas and real-world contexts. Through narrative-driven approaches, learners engage with complex topics that naturally extend beyond a single discipline, fostering integrated understanding and the development of transferable competences.

By linking content across subjects, this approach enhances relevance, strengthens engagement, and promotes holistic learning. It enables learners to see the interconnected nature of knowledge and better understand how different domains contribute to addressing real-life challenges, particularly in the context of sustainability.

Examples:

- **Language (literacy and communication)**

Developing reading comprehension, writing skills, and oral communication through discussion, interpretation, and creative expression.

- **Science (environmental and natural systems)**

Exploring ecological processes, climate change, and sustainability-related topics presented within the narrative context.

- **Social sciences (ethics and citizenship)**

Analysing ethical dilemmas, social responsibility, cultural perspectives, and global challenges reflected in the story.

- **Media literacy (critical analysis of information)**

Evaluating digital content, identifying misinformation or greenwashing, and understanding the role of media in shaping perceptions and behaviour.

This integrated approach not only enriches subject-specific learning but also supports the development of key competences such as critical thinking, systems thinking, collaboration, and responsible decision-making.

4. Application in Youth Work

In non-formal education settings, adventure books provide a flexible and engaging framework for facilitating meaningful learning experiences. Their narrative nature supports open dialogue, emotional engagement, and active participation, making them particularly effective for youth work contexts.

By creating a safe and inclusive environment, facilitators can encourage young people to explore ideas, express opinions, and reflect on complex issues without fear of judgement. This approach fosters trust, collaboration, and a sense of belonging, which are essential for effective learning and personal development.

Adventure-based activities in youth work also support the development of key competences such as leadership, teamwork, communication, and critical thinking. Through story-driven scenarios, young people can engage with real-life challenges, including sustainability-related issues and emotional topics such as climate anxiety, in a structured and supportive way.

Adventure books in youth work can:

- **Create safe spaces for dialogue**

Encouraging open and respectful conversations where diverse perspectives are valued.

- **Encourage participation and engagement**

Motivating young people to actively contribute, share ideas, and take ownership of the learning process.

- **Support leadership and teamwork**

Providing opportunities for collaboration, role-taking, and collective decision-making.

- **Enable exploration of complex issues**

Allowing young people to engage with multifaceted topics such as sustainability, social responsibility, and climate anxiety in a meaningful way.

Examples of activities:

- **Role-play**. Learners take on different roles or stakeholders from the narrative, exploring perspectives and practicing decision-making.
- **Group discussions**. Facilitated conversations that deepen understanding, encourage reflection, and build communication skills.
- **Community action planning**. Learners design and propose practical actions or initiatives inspired by the narrative, supporting agency and real-world application.

5. Inclusion & Differentiation

Key strategies include multimodal learning (visual, oral, written), flexible tasks and outputs, scaffolded instructions, and peer collaboration.

For detailed approaches, refer to Support Pedagogical Material 3 - Making materials accessible to learners with specific learning difficulties (SLDs).

6. Implementation Framework

This section provides a structured overview of how the pedagogical methodology can be applied in practice across formal and non-formal learning contexts. Rather

than representing a rigid sequence, it reflects a flexible and iterative process that can be adapted to different learner groups, settings, and educational objectives.

The approach brings together key pedagogical stages - from initial engagement and guided exploration to deep learning activities and reflection, assessment, and competence transfer - into a coherent learning cycle.

Educators are encouraged to use this methodology as a guiding structure to:

- select and adapt appropriate narrative materials aligned with learning objectives and learner needs;
- design learner-centred and participatory learning experiences;
- facilitate critical thinking, dialogue, and reflection;
- support the transfer of learning into real-life contexts;

In practice, the process typically follows a progression from engagement to reflection, while remaining adaptable and non-linear.

This integrated approach ensures methodological coherence while allowing flexibility in implementation, enabling educators and youth workers to respond effectively to diverse contexts and learner needs. For more information go to Support Pedagogical Material No.2 “Tools For Adapting Adventure Books to Different Educational Environments“.

7. Impact & Added Value

The implementation of this methodology contributes to meaningful and lasting learning outcomes by combining narrative engagement with active, competence-based learning approaches.

It supports:

- **Increased learner engagement** through interactive and story-driven learning experiences
- **Development of transversal competences**, including critical thinking, collaboration, ethical reasoning, and reflection

- **Connection between learning and real-world challenges**, particularly in the context of sustainability and active citizenship
- **Strengthening of learner agency**, enabling learners to reflect, make informed decisions, and take responsible action

By integrating cognitive, emotional, and social dimensions of learning, this approach transforms learning into an active and meaningful process that supports both personal development and societal awareness.

8. Transferability & Sustainability

The proposed pedagogical approach is designed to be adaptable, scalable, and sustainable across a wide range of educational and youth work contexts. It is:

- **Adaptable across subjects and contexts**. The methodology can be applied in different thematic areas, particularly where complex, real-world issues such as sustainability, ethics, and social responsibility are explored.
- **Suitable for formal and non-formal education**. It can be implemented in schools, training environments, and youth work settings, supporting both structured curricula and flexible learning formats.
- **Scalable to different learner groups**. The approach can be adjusted to diverse age groups, learning levels, and needs, including inclusive and differentiated learning environments.

By combining narrative engagement with competence-based learning and supported tools, the approach enables long-term integration into educational practice and contributes to sustainable learning design.

9. Resources & References

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ANNEX 1

From Classroom to Community: Empowering Youth as Environmental Citizens. Good Practice Case from Cyprus

The **Active Citizens** learning intervention is a strong example of how pedagogical approaches can actively engage upper secondary students in Environmental Citizenship through real-world problem solving. Implemented within biology lessons over four months, the project centred on a **local environmental conflict** - the construction of a casino resort near a protected wetland. This place-based focus motivated students to take ownership of the issue and act as informed citizens.

The learning process followed a structured pedagogical progression based on the Education for Environmental Citizenship model. It began with **inquiry**, where students collected scientific data, conducted field visits, analysed environmental impacts, and examined stakeholder perspectives and underlying causes such as policy gaps and economic pressures. This evidence-based phase laid the foundation for informed decision-making.

Students then moved into **planning actions**, mapping stakeholder conflicts and debating alternative solutions. By weighing competing interests (developers, environmentalists, community), they developed a deeper understanding of the complexity of environmental issues.

In the **civic participation stage**, students translated knowledge into action. They engaged with experts and organizations, shared their proposals, and organised awareness campaigns within their community. Their work extended beyond the classroom through **networking and sharing**, including presentations at a national conference and collaboration with peers, teachers, and stakeholders.

To ensure continuity, students contributed to **sustaining change**, for example by participating in a local radio broadcast to raise awareness. Finally, through **evaluation and reflection**, they assessed the effectiveness of their actions and examined how their competences and attitudes evolved.

This intervention stands out for its **experiential, student-driven pedagogy**, where learning is rooted in authentic contexts and leads to meaningful civic engagement. By integrating scientific inquiry with social action, it supports the development of critical thinking, collaboration, and a sense of responsibility—key elements of Environmental Citizenship.

Resource: Knippels, M.-C., Romero Ariza, M., Boeve-de Pauw, J., Gericke, N., Paraskeva-Hadjichambis, D., Telesiene, A., Christodoulou, A., & Hadjichambis, A. Ch. (2021). *Good examples and best educational practices leading to pro-environmental attitudes, behaviour and values*. European Network for Environmental Citizenship (ENEC).

ANNEX 2

The Power of Story: Connecting Learners to Environmental Action

The resource focuses on storytelling as a pedagogical approach in environmental education, highlighting how narratives can engage learners emotionally and intellectually while fostering environmental awareness and action. Rather than relying solely on factual instruction, the approach positions storytelling as a powerful tool to connect learners with environmental issues through meaning, empathy, and personal relevance.

The pedagogical process begins with **exploration and inquiry**, where learners investigate environmental topics and gather information that forms the basis of their stories. Students are encouraged to identify real-world issues, perspectives, and experiences, often drawing from their local context. This stage builds understanding while preparing learners to communicate complex ideas in accessible ways.

Learners then move into **story creation**, where they transform knowledge into narratives. This includes developing characters, settings, and plotlines that reflect environmental challenges and possible solutions. Through this creative process, students interpret scientific and social information, making it more relatable and meaningful.

The next stage involves **sharing and communication**, where students present their stories to peers or wider audiences. This can take multiple forms, such as oral storytelling, digital media, or written narratives. Sharing stories not only strengthens communication skills but also promotes dialogue, reflection, and collective understanding of environmental issues.

Finally, the approach supports **reflection and action**, encouraging learners to consider how storytelling influences their own attitudes and behaviours, as well as those of others. By linking stories to real-life actions, students are motivated to see themselves as participants in environmental change.

This pedagogical perspective is particularly effective because it combines **cognitive learning with emotional engagement**, making environmental education more impactful. Storytelling fosters creativity, critical thinking, and empathy, while also empowering learners to communicate and act on environmental issues in meaningful ways.

Resource: *Ron Tooth and Peter Renshaw. Story thread pedagogy for environmental education. Pullenvale, Australia.*

ANNEX 3

From Problems to Stories: Engaging Students in Sustainability Through Action and Creativity

This case presents a hybrid pedagogical approach that combines **problem/project-based learning (PBL)** with **storytelling** to foster sustainability awareness among high school students. Implemented as a structured workshop, the approach places students at the centre of learning, engaging them in real-world problem solving while later reinforcing their understanding through creative narrative work.

The process begins with a **PBL phase**, where students work in groups on sustainability themes linked to the Sustainable Development Goals. They identify local problems, analyse their causes, and explore solutions considering environmental, social, and economic dimensions. Activities include mapping community issues, discussing feasibility, and developing **prototypes** such as models, sketches, or practical solutions (e.g., water filters or recycling ideas). This phase is highly structured, with iterative progress, peer collaboration, and continuous teacher feedback supporting the development of systemic thinking and problem-solving skills.

Students then transition to a **storytelling phase**, where they transform their projects into narratives. Building on the problems and solutions already developed, they create scripts, storyboards, and short videos that communicate their ideas. This stage encourages students to revisit concepts, organise their knowledge, and express it creatively. Presenting their stories to peers further promotes discussion, reflection, and shared understanding.

The pedagogical strength of this approach lies in the **complementarity of the two methods**. PBL effectively supports knowledge construction, critical thinking, and civic awareness, while storytelling enhances **engagement, creativity, and communication skills**. Although storytelling does not significantly increase conceptual knowledge, it deepens students' connection to the topic and broadens participation, especially among less active learners.

Overall, this combined approach creates a **dynamic and holistic learning experience**, where students not only understand sustainability issues but also learn to communicate and act on them. It highlights the value of integrating multiple active methodologies to address complex topics and develop diverse competences needed for responsible citizenship.

Resource: Hamedi d'Escoffier, A., de Oliveira Santiago, J., & d'Escoffier, L. N. *Stories that educate: Problem/project-based learning and storytelling in raising awareness for sustainability*. Revista Electrónica de Enseñanza de las Ciencias.

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