2. Tools For Adapting To Different Educational Environments

Support Pedagogical Materials

Aim / Learning Objectives

This document is meant to support educators and youth workers in using developed materials in order to make adventure books effective, to provide strategies for integrating adventure books into formal school lessons or non-formal youth activities, and to practically use tools from the Green Saga project adapted to different educational environments, both formal (traditional classrooms) and non-formal/informal (youth work).

It is one of three Support Pedagogical Materials, providing operational instructions and ready-to-use modules (using the book “Maasana’s Challenge“ as an example), adaptable to formal and informal contexts.

This section provides practical guidance to adapt sessions, facilitate inclusive dialogue, and promote environmental citizenship through accessible pedagogy.

By using this material, educators and youth workers will be able to:

- Use a flexible approach that bridges the gap between formal classroom settings and informal youth work.
- Customise and enhance pedagogical materials across diverse educational environments (in-person, remote, mixed-ability groups, etc.) for activities with various age groups (16-20, 21-26, etc.).
- Move from static content to engaging, accessible, and personalised learning experiences.
- Use tools individually or combined, for example, using Miro, PowerPoint to draft a story, Canva to design it, and Audacity to add a narrated audio version.

Introduction

Story-driven environmental education turns complex climate data into relatable narratives. By following a protagonist through a changing landscape, learners connect emotionally with the science, making the lessons stick. To adapt these adventurous stories across different settings, educators can use various tools.

This section provides:

- Concrete strategies for educators and youth workers
- Practical methods for using certain tools to adapt to different learning environments
- Three adaptable session models using "Maasana's Challenge“

Pedagogical Materials sections

Section 1: Strategies For Adapting Climate Change Adventure Books To Different Educational Environments

Provide guidelines and practical advice for educators and youth workers to adapt climate change material (climate change adventure stories) to different educational environments, both formal (school curriculum) and non-formal (youth work).

Adapting climate change adventure books requires shifting between structured, curriculum-aligned learning in schools and flexible, youth-led exploration in non-formal settings. While both environments use storytelling to build empathy and agency, the implementation focuses on different goals: academic integration versus social empowerment.

1. **Formal Educational Environment (Classroom)**

In schools, climate change adventure books serve as anchors for meeting standardised learning objectives across multiple disciplines.

- **Cross-Curricular Integration:** Use the narrative to bridge subjects. For example, use a book's setting for **Geography** (mapping climate zones), its plot for **Science** (analysing the greenhouse effect), and its characters for **English** (exploring climate refugee stories).
- **Inquiry-Based Projects:** Transition from the book's fictional challenges to real-world investigations. Students can start with a story's problem and then conduct **hands-on inquiry**, such as measuring local biodiversity or waste-sorting games.
- **Structured Literacy & Ethics:** Use "trade books" (commercial fiction) to foster written expression and debate on **sociological and scientific issues**, such as weighing climate justice against economic needs. This means using engaging fiction to teach students to read, write, and think critically about tough real-world issues, and to discuss and debate them thoughtfully.

- **Digital & Gamified Enhancements:** Supplement reading with some climate modelling software or simulations to make invisible concepts like carbon cycles visible and interactive.

2. **Non-formal Youth Work**

In youth work, the focus shifts to personal development, community action, and reducing "ecological anxiety" through high-participation activities.

- **Youth-Led Action:** Use the book's "hero's journey" as a template for youth to design their own **community projects**. This empowers them to move from passive "contemplation" to active "problem-solving".
- **Place-Based & Outdoor Learning:** Connect book themes to the local environment through **nature walks** or "ecological games" that build an affective connection to nature.
- **Safe Spaces for Dialogue:** Use storytelling to "humanise" climate impacts. This allows young people to discuss their **personal experiences and anxieties** in a relaxed, non-evaluative setting.
- **Advocacy & Leadership:** Use the books on climate policies to help youth translate themes of justice from the book into real-world **policy action plans**.

Feature	Formal School	Non-Formal Youth Work
Primary Goal	Academic literacy & scientific knowledge	Empowerment, agency & social connection
Method	Curriculum-linked modules & assessments	Discovery-based & youth-led activities
Setting	Classroom-based (with some field trips)	Natural, outdoor, or community spaces
Outcome	Mastery of complex STEM/social concepts	Reduced ecological anxiety & community impact

Section 2: Key Principles For Adapting to Different Learning Environments

1. **Formal Education in the Classroom**
    - Structured, curriculum-driven learning.
    - Focused on academic skills.
    - Teacher-led, assessment- driven.
    - Cognitive skills, classroom-based.

2. **Non-formal/Informal Education (Youth work)**
    - Voluntary, centred on youth.
    - Experiential, often held in non-formal settings (youth centres, community projects).
    - Promoting personal, social, and emotional development.

3. **Key Principles For Adapting To Both Learning Environments**
    - Develop Learner-Centred Autonomy: take ownership, recognise your own learning preferences (visual, auditory, kinesthetic) and understand which ones work best for you in specific contexts.
    - Implement multi-modal learning strategies (engage multiple senses, convert information between formats such as turning a verbal lecture into a visual map).
    - Leverage digital and physical flexibility (organise your physical space to minimise distractions, proactively use digital tools to suit your learning needs.
    - Cultivate Active Engagement And Collaboration (take notes, ask questions, participate in discussions, work together in a group).
    - Cultivate A Growth Mindset (view new learning formats as opportunities to develop, participate actively in collaborative tasks).
    - Use core pedagogical principles (place the learner at the core of the experience, adjust methods or materials in the moment to address emerging needs, present information in all forms- visual, auditory and

kinesthetic, shift focus from educator talk to learner engagement, allow learners to monitor their progress through assessment).

More detailed information can be found in Tutorial 6: Adapting the stories for different learning styles & age groups (16–26 years) Tutorial 5: Using Digital And Multimedia Tools For Storytelling, for different learning styles & age groups (16–26 years) and in Sequence 14: Adapting the story for accessibility and SLD learners.

4. **Multiple Ways of Engaging**
    - Allow learners to respond in writing, drawing, oral explanations, or digital formats.
    - Provide alternatives for reading, listening, and hands-on activities.
    - Always provide at least two modes of expression for each activity.

5. **Manage Cognitive Load**
    - Break tasks into smaller, sequential steps.
    - Avoid unnecessary distractions (animations, sounds, flashing elements).
    - Repeat instructions and check understanding.
    - Include structured breaks after each narrative turning point or important decision.

6. **Active Reflection and Participation**
    - Use visual prompts, guided questions, or mind maps.
    - Encourage learners to express difficulties or solutions in their preferred format.

2. Practical Strategies for Educators & Youth Workers

Strategy	How to Apply	Notes / Examples
Preview Materials	Provide access to content before the lesson using digital tools, videos or key vocabulary lists to build background knowledge	Identify complex language, long instructions, or unclear tasks
Provide Scaffolds	Use familiar checklists, or experience to explain new, complex concepts	Offer sentence starters, diagrams, or visual cues
Flexible Grouping	Organise learners based on skills or project needs	Reduces pressure and provides peer support
Multi-Modal Instruction	Explain a topic using all three input methods-visual, auditory and kinesthetic	Supports different learning styles and SLD needs
Check for Understanding	Ask learners to process the topic individually, discuss in pairs and share it with the larger group.	Can be verbal, written, or illustrated
Iterate & Adapt	Use Padlet to ensure multiple participation for a large group.	Use observation, simple feedback forms, or learner reflections

3. Solutions for Different Learning Environments and Models for Action

To adapt climate change "adventurous stories" across different learning environments, educators and youth workers can use a mix of immersive digital tools for indoors and experiential, place-based activities for outdoors. The goal is to move beyond abstract theory toward solution-oriented agency.

In classrooms or youth centres, educators and youth workers can use technology to make invisible climate impacts visible and interactive. Interactive narrative platforms

can let learners create map-based adventures that trace local climate impacts with multimedia. Virtual and Augmented Reality can transport students to ecosystems like melting glaciers in Indigenous territories, building empathy through immersion. Mobile apps can support observation of local biodiversity; students can lead research tasks, such as mapping CO2 distribution around their school using portable instruments. Youth can be guided in transforming school grounds into "climate shelters" or pollinator-friendly habitats, turning the "adventure" into tangible community action. Eco-anxiety can be overpowered by highlighting positive actions and examples of best practices rather than just doom-filled facts.

Section 2: Sample Modules

1. Adaptability of modules to different environmental topics

The following three session proposals use the story "Maasana's Challenge" as an example. This choice shows, in a concrete way, how to work with a specific Adventure Book.

No matter the topic, the educational logic remains the same. Each module starts with a narrative situation that presents a conflict or dilemma; continues with guided reading and moments of clarification; stimulates analysis through structured questions; encourages personal and collective reflection; and concludes with a call to concrete action.

"Maasana's Challenge" focuses on several interconnected themes, including Indigenous rights, environmental protection, climate change, rare earth mining, cultural heritage, green transition, and community-led action.

Other topics in the story include Greenland's potential independence, Inuit fishing, the geopolitical situation, sustainable development, greenwashing, etc. As a result, conflicts emerge between various actors and interests, with profound effects on environmental protection and climate change mitigation.

This supporting material includes three sample sessions adapted to different learning environments and age groups of young participants. One is for formal education for high school/gymnasium students aged 16-18; another is for university students aged

19-26; and the third is for young people in non-formal education in youth work, aged 18-26.

Sample session 1 - Using the book "Maasana's Challenge" with a group of University Students aged 19-26.

Learning Objectives:

1. Analyse Indigenous perspectives on environment and heritage protection

2. Identify the impacts of resource extraction, climate change, and colonialism on Indigenous territories.

3. Develop advocacy tools based on the adventure climate change book "Maasana's Challenge"

1. Contextual Framing and Trigger Question (15 minutes)

Activity: "What Is Land?"

Display the book cover or a quote from the book. Ask university students to write down the first three words that come to mind when they think of "land." Discuss how these differ from Indigenous views of land as a living relative or a responsibility.

Introduce the concept that Indigenous peoples are "the first grassroots movement" to bring environmental rights to the international level, such as the UN.

Trigger Question for Inquiry: **"Does the environment have rights that should be protected by law?"**

Example Scenario 1 – Posting About Inuit Rare Earth Mining Dilemma in Greenland

A researcher or journalist visits Greenland to document the effects of rare earth mining and melting ice. They show dramatic images of Inuit communities and Arctic landscapes, but they do not include Inuit voices or advocate for Indigenous rights.

Question: Is this is raising awareness or exploiting tragedy?

Example Scenario 2 – Greenwashing Rare Earth Mining

The EU has signed a Memorandum of Understanding with Greenland to cooperate on mining. Proponents argue it is sustainable and necessary for green transition as Greenland is crucial for the EU in sourcing rare earth elements. Critics argue that labeling the extraction of rare earths to power green technologies as green ignores the environmental costs, which they term green washing.

Question: Who is responsible for checking environmental information?

Example Scenario 3: Greenland Paradox

The climate change in Greenland melts the ice, enabling the mining of materials intended to stop the climate change, which in turn risks further degrading the local environment in Greenland. Therefore the melting ice is indeed enabling more rare earth exploration , but it also creates a major ethical and environmental paradox. **Question**: Are efforts to secure materials for the global green transition worth the risk of creating environmental destruction in Greenland?

2. **Guided Reading (20–25 minutes)**

   Read key excerpts from Maasana's Challenge aloud, focusing on passages detailing turning points in the story. Pay attention to the following guided focus points:

- **Focus 1 - Decision Making:** How are Indigenous voices excluded or included in decision-making processes regarding their own economy?
- **Focus 2 - Economic vs Cultural Trade-offs:** Contrast the Inuit viewpoints where many Inuit are open to locally-controlled mining that provides jobs but oppose foreign-led mining, which might harm traditional livelihoods such as hunting and fishing.
- **Focus 3 - The Power of 'Choosing':** Discuss alternative ways Greenland can develop its economy without hurting their living environment.

3. **Environmental Action Workshop (30 minutes)**

   Activity - "From Analysis to Advocacy": Split students into small groups.

   Task: Groups must create an "action plan" inspired by the book. They must choose one scenario from the text where land is threatened due to potential rare earth mining and create a:

   - **Strategic Action:** A non-violent action (e.g., legal, digital, art-based).
   - **Allyship Statement:** How would they support this action as non-Indigenous or young allies?

   Resources: Use United Nations principles and frameworks related to the Free, Prior and Informed Consent (FPIC) of Indigenous Peoples.

4. **Presentation of Outputs (15 minutes)**

   Each group briefly presents their strategy.

   Discussion: How do these strategies empower community land stewardship?

5. **Individual and Group Reflection** (15 Minutes)

   Individual Reflection (Free-write): "Now that I know this, what will I do about it?"

   Group Reflection (Circle Conversation): Discuss the environmental destruction and how civil society in Europe and Inuit people in Greenland can work together..

   Key Closing Theme: Moving from witnessing the environmental crisis to becoming partners in land protection.

Sample session 2 - Using the book "Maasana's Challenge“ with a group of school students aged between 16 and 18 years old.

1. Contextual Framing (20 minutes)

Establish the historical and legal background of the story's narrative. Use the UN Declaration on the Rights of Indigenous Peoples; connect this with the topic of the subjects of History (discovery/colonization of the Americas) and Geography (Scandinavian and North American natural and economic features)

Introduce the concept that for Indigenous peoples, land is not just a resource but the source of knowledge systems and identity.

Briefly outline the impact of colonisation on Inuit communities in Greenland and elsewhere, with a focus on the situation now.

2. Analytical Reading (45 minutes)

Form groups of up to 5 participants and have them read "Maasana's Challenge" story. Encourage fair participation within the group.

Participants analyse:

- Current situation of indigenous Inuit people in Greenland
- Greenland-EU Agreement on Mining- pros and cons
- Greenwashing in the form of economic progress for a few
- The important role of civil society in environmental protection

Use guiding framework:

- What is the core dilemma of "Maasana's Challenge" story?
- Who benefits from such economic agreements?
- What can be the role of young Inuit people, researchers, activists, and community members in protecting their land and future?
- Why is it important to protect the Greenland ice sheet?

Reconvene as a whole group and discuss the answers. Come back to the Post-it and see if the first question echoes the analysis.

3. Identity & Responsibility Exercise (25 minutes)

Individually, each participant has a moment of reflection and completes the following:

- My role as an individual in environmental protection :
- My knowledge of digital tools for an environmental cause:
- My responsibility and commitment to repair harm in a local context
- One contradiction I recognise:

Make sure you include inter-generational connections at both local and international levels. Discuss the responsibility of past, present and future generations in protecting nature, both on individual and group levels. Participants must decide whether they want to share their answers.

4. Action Planning (45 minutes)

In groups, participants develop a global advocacy strategy on how to efficiently connect civil society in Europe with Indigenous Peoples in Greenland and elsewhere.

- What makes the struggle of Indigenous peoples authentic?
- What greenwashing in the EU-Greenland mining agreement should be avoided?
- How can EU civil society support Indigenous peoples?
- What kind of digital tools can young people use in this?

Each group :

1. Creates campaign design for a specific issue- for example, how Inuit traditional life and fishing can be threatened by mining pollution

2. Ensures inclusion and engagement, incorporating diverse voices
3. Defines monitoring and assessment goals for their proposed action.

This activity aims to put European students into Indigenous Peoples' shoes and find common ground between Indigenous Peoples and European civil society in protecting the environment and mitigating climate change.

4. Presentation of Outputs (20 minutes)

Each group presents their action plan using a storytelling approach to build empathy and understanding. Participants also provide one suggestion for a possible solution and name at least one strong and one weak point of it.

This is followed by constructive feedback focusing on the feasibility and sensitivity of the proposed actions

It is recommended to use Tutorial 7: Facilitating Youth Group Discussions & Problem-Solving Challenges.

5. Individual and Group Reflection (10 minutes)

Students write a brief personal reflection on how the book changed their perspective on environmental protection by incorporating the struggles of Indigenous peoples. At the end, groups discuss how stronger individuals and families lead to resilient communities.

Sample session 3 - Using book "Maasana's Challenge" with a Mixed Group (19–26) + SLD Learners in Youth Work.

1. Visual Story Introduction (15 minutes)

Participants will understand the deep connection between Indigenous peoples and their land, why protecting it matters, and create a collective visual output reflecting this understanding. Instead of starting with reading:

- Show images of Greenlandic Inuit youth or community members engaging in land-based activities (e.g., fishing, hunting) or environmental protection efforts. You can create those using Activity 1&2 of Sequence 3: Creation of the protagonist "The Climate Hero".

- Ask: “ Is the Land just a resource, or is it our teacher offering lessons on nature and sustainability?”

Set the tone for collaboration, encouraging participants to put "Mother” Earth and creation ahead of humans.

2. Shared Reading with Pause Points (25 minutes)

Read the digital book individually and then one person reads it aloud, focusing on the visual storytelling (illustrations). Pause after learning about the character’s ordinary activities. Pause at the conflict (why is it important that indigenous people protect their land and sacred places? Why is it important for Indigenous peoples and European civil society to work together on climate change, environmental protection, etc.?

3. Inclusive Group Project (40 minutes)

Activity: “ Design an Indigenous environmental advocate inspired by Maasana’s profile ” (you can use Sequence 3: Creation of the protagonist “The Climate Hero”)

Methodology: Divide into small groups to create a "Photo Voice" or "Visual Story" project, putting participants in Inuit’s shoes.

Task: Groups will draw, collage, or photograph a scene illustrating:

1. The Land indigenous people love.
2. The threat to the Indigenous land.
3. The indigenous community protecting the Land.

Inclusion: Provide various media (drawing tools, digital tools) for different learning styles.

4. Presentation (20 minutes)

Each group presents their visual output and explains the rationale behind their "Maasana’s Challenge" scene.

Circle Protocol: Use a talking circle format (if comfortable) for sharing. This fosters respect and deep listening.

Peers leave feedback:

- 1 Strength

- 1 Question
- 1 Suggestion

Discussion Questions:

- What surprised you about the story or your project?
- How can we support Inuit-led environmental protection in our community?

Feedback can be given through Post-it notes, digital forms like Kahoot, Emojis…

5. Collective Reflection (20 minutes)

Individual Reflection (Journaling /Silent Time):

- Prompt: " What is one thing I will do to act with more respect for the land I live on?"

Collective Reflection (Final Circle):

- Prompt: "How can Indigenous Peoples and Western civil society work together to be better allies?"

Closing: A closing statement that reaffirms the commitment to honouring Indigenous wisdom, land rights, and environmental stewardship.

It is recommended to also use Tutorial 7: Facilitating Youth Group Discussions & Problem-Solving Challenges.

Expected Outcomes / Conclusion

Through these inclusive session models, educators will:

- Enhance learners' engagement through practical activities
- Be able to use a big idea to teach across disciplines and school subjects.
- Ensure accessibility of the topic by using a variety of tools.
- Guide learners in inquiry and action rather than just delivering facts

Learners will:

- Move away from apocalyptic narratives toward action-oriented adventure stories
- Acquire increased agency and empowerment as they will see the direct impact of their choices
- Connect global phenomena to relatable local reality.
- Grow emotional bond with nature-related solutions

The ultimate goal of adapting climate change stories is to move education from a passive transfer of knowledge to a transformation tool for adaptation and resilience. By prioritising hope and local relevance over fear and abstract data, educators can prepare a generation that views climate action as an opportunity for innovation and leadership rather than an insurmountable crisis.

Resources & recommendations

- Tutorial 1: Designing Adventure-Based Learning Experiences
- Tutorial 6: Adapting the stories for different learning styles & age groups (16 - 26 years)
- Tutorial 7: Facilitating Youth Group Discussions & Problem-Solving Challenges
- Sequence 3: Creation of the protagonist “The Climate Hero”





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