Digital Destiny Training Module 4 – Societal issues as meaningful learning contexts

OUTCOMES	Question & comments
- Acknowledges the power of transdisciplinary methods as a context for ESD. - Recognizes societal issues in the world - Teaches students how to construct the relevant components to assemble a sustainability story - Creates an environment where storytelling processes are displayed - Weaves in societal issues with other subjects - Uses transdisciplinary methods to introduce and/or analyze SD issues - Is able to connect a specific societal issue to different subjects - Is able to see and create opportunities for working towards subject-related competencies when working on societal issues (trans disciplinarity)	

BRIEF DESCRIPTION OF CONTENT (name)	Question & comments
Teachers experience several overlapping methods of transdisciplinary learning through Design thinking, storytelling. Problem and Project based learning. They will experience how to draw their students into the learning in engaging ways as they incorporate societal issues/SDGs into their learning. The objectives of the module are to: - Introduce teachers to aspects of Design Thinking, Storytelling, Problem and Project-based learning - Help teachers visualize where these methods overlap and how they can combine in their teaching different elements of each method. - Let teachers experience how unique aspects of the learner-centered methods can be used to enhance the learning in your classroom. - Show teachers how they can integrate societal issues and UN´s sustainable development goals into the learning in their classroom After completing the module, teachers will: - be able to understand the 4 proposed methods, their similarities and differences - have experienced how to combine methods, following the way the module has been setup Within the module the teachers will carry out 7 exercises: - Share stories so as to realize that they are keen storytellers and perform sustainability actions already	

- Analyse problems by completing Empathy Maps for characters of a story
- Define aspects of a problem by working on a Problem Analysis Tree
- State the problem for investigation
- Reflect on the proposed solutions
- Reexamine the problem due to a disruption
- Reflect on the whole module and what they will have learned

DURATION	BRIEF SCRIPT (name)	Question & comments	Tools
20' (at home)	Assignment for the participants: - Watch Flipped Classroom Video for Module 4 - Review story of The Three Little Pigs		
5'	PLENARY The script: We are very pleased to welcome you back to Module 4: Learning Through Transdisciplinary/Meaningful Learning. 4. Our objectives today are to: • Introduce you to aspects of Design Thinking, Storytelling, Problem and Project-based learning • Help you visualize where these methods overlap and how you can combine in your teaching different elements of each method.		PPT Slide 1 (Title) PPT Slide 2

	• Experience how unique aspects of the learner-centered methods can be used to enhance the learning in your classroom. • Integrate societal issues and UN´s sustainable development goals into the learning in your classroom		
5'	PLENARY The script: We hope you enjoyed reviewing the well-known story of the Three Little Pigs. We are going to anchor all of our work today around this story. While we are going to begin with the Design Thinking methodology, let's look at this table which visualizes how design thinking, storytelling and project- and problem-based learning overlap During the next 50 minutes we are going, together, to work on the first three steps in the design thinking process: empathy, define, and ideate. Design Thinking is a human-centered creative approach used to understand users, problems/challenges and redefine it and then create an innovative solution to prototype and test. Empathy is the first step in this non-linear creative process. Empathy means "putting yourself in the shoes of someone		PPT Slide 3 (Storytelling & Design Thinking) PPT Slide 4 (Empathy Map)

	else, for the purpose of getting to know them, their pains (their problems/challenges) and their needs. An Empathy Map is a tool within Design Thinking that is used to get to know a character and their problems/challenges and need for a solution An **empathy map** is a visualization used, collaboratively or individually, to articulate what we know or understand about a particular character or type of character. It allows us to sum up our learnings from engagements with other characters and create a shared understanding of their pain (suffering) and needs. There are four areas on the top section of an empathy map (Hear, See, Think & Feel, Say & Do) which are utilized to describe aspects of the personality, actions, inner thoughts and feelings of the character. Two additional areas on the bottom section of an empathy map (Pains, Gains) are utilized to describe problems that the character is facing and aims that the character sets to meet. These are the most significant areas for our needs, although they are interconnected with the initial four areas.		
7'	BREAKOUT ROOMS The script: For this exercise we will shift you into break out rooms, in groups of 4 . You are going to complete the empathy map for Pig #1, who built its home out of straw and Pig #3 who built its home out of bricks.		Miro board with empathy maps Create a miro board with empathy maps. Miro provides an empty Empathy Map template which you can use templates that are freely available on the internet. Use one board and put in as many maps as needed (according to the number of groups).

	Actions: The moderator splits the participants in breakout rooms.		Suggestion: To assist trainees, you can add some post-it notes in some of the empathy map sections
8'	PLENARY The script: Welcome back. What did you notice about your own understanding after completing the maps? In what were the 2 characters thinking/acting similar or different? Why? Actions: Have 1 person from each group share opinions, reflecting on the activity of their group in the breakout rooms		PPT Slide 4 (Empathy Map) Suggestion: Ideally have all groups share. Alternatively, have 1 group for each pig share and then ask the rest to comment, add or reflect.
2'	PLENARY The script: Now that you have a deeper understanding of Pig 1 and Pig 3, we are going to begin to work towards defining a problem. In order to do this today we are going to use a Problem tree You will notice that the branches are the visible and most obvious part of the tree. In a moment we are going to send you back into small groups and you will be working on your group tree.		PPT Slide 5 (Problem tree)

10'	**BREAKOUT ROOMS** The script: Considering the story you will define a specific problem and put it in the trunk. Then you will begin the hard work of peeling the layers off of this problem by asking why many times. Which means that once you write down one reason the problem exists you will ask why, you will write your thoughts down in the roots, and then consider why that idea exists, so on and so on. Actions: Trainees move into rooms		Miro board with trees Create a miro board with problem analysis tree such as the one in the slide. Use one board and put in as many maps as needed (according to the number of groups). Use the image "Handdrawn template Tree.png ". Suggestion: If another Tree template is used, change the image in the slide accordingly Use the same groups throughout the module
2'	**PLENARY** The script: Once you have exhausted your list you are going to write a clear problem statement that follows this equation: X needs Y because_____ For example (these appear on a slide) The Pigs need Shelter because winter is close The Pigs need Shelter because the Wolf is after them The Pigs want to live on their own because they have grown and want to be independent		PPT Slide 6
8'	**BREAKOUT ROOMS** The script:		PPT Slide 7 (Problem statement miro board)

	Please share your problem statement on this miro board. The statements can be divided into 3 sections with the 1st corresponding to less and the 3rd to the most significant and urgent problems that are identified and concern the pigs Actions: Trainees move into rooms		Miro board with Problem statements Create a Miro board like the one in the slide
2'	PLENARY The script: Excellent work. Up until now you have: • Considered a story/situation • Empathized with two characters to better understand their "pain"/ issue/challenge • You worked collaboratively in a set process to define the problem using a problem statement. The final step we will do together in design thinking is to Ideate – think about/consider/brainstorm potential solutions.		PPT Slide 8 (So far)
15'	BREAKOUT ROOMS The script: Back in your groups, with the miro board visible, 1. take a few moments in silence to think about potential solutions and post them near your problem statement.		PPT Slide 9 (Breakout session)

	2. Read all the ideas in your group 3. Discuss each idea, thinking about: The value of the solution for the user (the pigs) and the potential value for society 4. Choose one solution and name the value for the society (the societal issue) it addresses Actions: Trainees move into rooms		
5'	**BREAK**		PPT Slide 10 (Coffe time)
5'	PLENARY The script: At this point if we were to continue with Design Thinking we would be moving to prototyping and testing. Here is a reminder of the overlap of these approaches This is a long term process and not one we will do today. Instead, we are going to use a Storytelling as a thought exercise which can mimic these two steps. We are going to use a method: "What if……then….." This method is excellent in that it has the potential to disrupt your created solutions. We are going to provide each break out group with one of four new scenarios. As a group you will need to consider your new scenario and		PPT Slide 11 (Methods overlap) PPT Slide 12 (Disruption)

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	how you will re-work your solution to take the scenario into account. These scenarios were drawn from the SDGs Group 1: You have limited resources for building. (responsible consumption & production) Group 2: You have limited area on which to build. (sustainable cities & communities) Group 3: You have limited knowledge about how to build. (Quality education) Group 4: A nearby River floods twice a year. (clean water & sanitation)		
10'	BREAKOUT ROOMS Actions: Trainees move into rooms to discuss		Suggestions: The activity can be implemented also in plenary without changing anything. In this case all trainees share their insights and a miro board or a paddlet can be used to record them (or it can just be in the form of a discussion). Depending on your choice, the allocated time may need to change (more minutes)
10'	PLENARY The script: Good to have you back. Let's hear some of the ideas discussed in your groups Actions: 1-2 Trainees share their conclusions The script:		PPT Slide 12 (Disruption) Suggestions: In the case of having the previous activity in Plenary, then use only the second script to conclude and shift time from this activity to the previous one.

	Thank you for sharing your ideas. You see, based on the initial story we have come much further in really understanding a problem and also its extensions which provide a wider perspective before reaching solutions. This was achieved mainly through storytelling and design thinking. Congratulations!		
10'	PLENARY The script: Let us now discuss Problem-based learning: Problem-based learning is a student-centered approach in which learners learn about a subject by working in groups to solve an open-ended problem. If you were to consider a problem-based learning approach, you could have begun with all of the steps of design thinking. The primary difference is that design thinking is user centered and problem-based thinking doesn't have to be – you can begin your work from a problem. Your problem-based learning unit can culminate with the what ifs exercise….During the unit your learners will have • Worked on a problem • Understood if better through research/interviews/etc • And considered various scenarios What about Project based learning?		PPT Slide 13 (Problem-based learning) PPT Slide 14 (Project-based learning)

	Project Based Learning is a teaching method in which learners gain knowledge and skills, usually by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. In this method, the process of working toward a final project is the vehicle for learners to learn important knowledge and skills. For example, the project you are assigning is for your students to rewrite the story of the Three Little Pigs using one of the SDGs. In this case your learners would have to: • explore and understand the SDGs • work together to determine which SDG they wanted (and why) to work into the story • rewrite the story with new details and issues • present the story through (a live play, video, graphic novel, etc)		
15'	PLENARY The script: We are now going to come to a final reflection. Using this miro board please take 5 minutes to complete this sentence for yourself I used to think……now I think….. Actions: All trainees share their final reflection		PPT Slide 15 (Final reflection) Suggestions: Each person makes a reflective statement. If a statement is already made, the

	The script: Thank you for your insights. Congratulations on your great work during this module!		following trainees cannot make the same statement; they have to provide a new one. If there is time available you can use a miro board to capture the reflections.