



# **Digital Destiny**

**A project about education for sustainable development  
& didactical guidelines for teachers and parents**

## **Module 4: Meaningful Learning**





# Stories for repurposing – Review overall comments

- X stories submitted
- Y comments made
- Where did you find it?
  - (categories: home, garbage, store, countryside...)
- How did you repurpose it?
  - (categories: relocation, restoration, transformation...)
- Why did you repurpose it?
  - (categories: liked/needed the item, valued its history, saved resources, sad for wasting it, thought of environment, ...)
- Degree of satisfaction
  - (categories: Pleased with the result, satisfied needs, environmental friendly, ...)
- Impact?
  - (categories: personal life, community, environment, society)





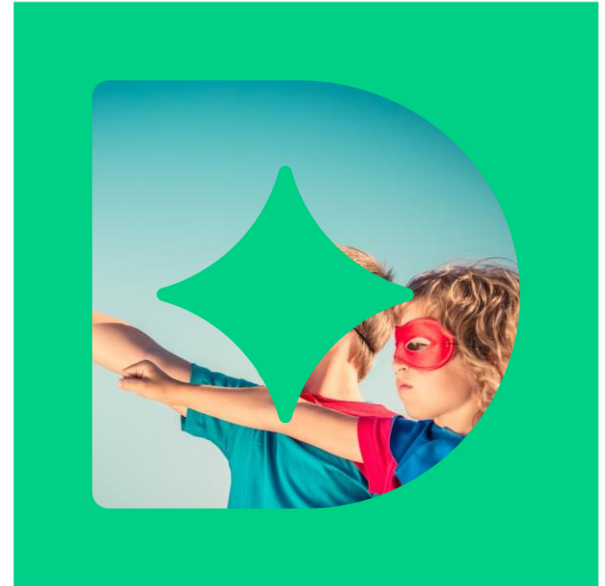
# Stories for repurposing - discussion

One (or two) volunteers:

- Share your story. After the activity, do you have something to add/comment?

Overall discussion:

- Do small actions matter and how?
- Would you change daily routines/actions?
- What about the level of satisfaction?





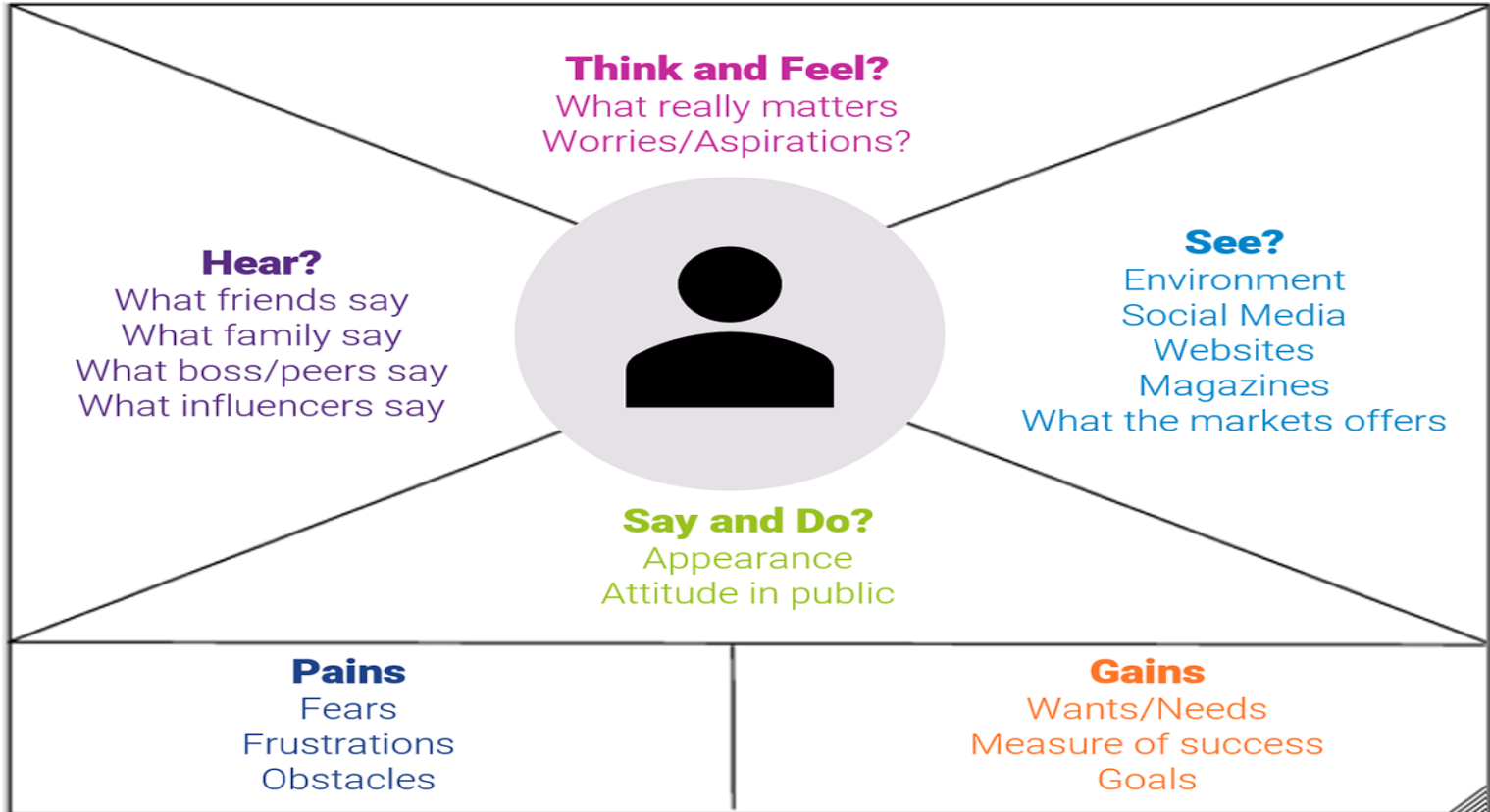
# Storytelling & Design Thinking



|   |                                 |                                                |                        |
|---|---------------------------------|------------------------------------------------|------------------------|
| 1 | Select issue                    | Issue                                          | Empathize              |
| 2 | Define project/problem          |                                                |                        |
| 3 | Research<br>Document<br>Inquiry | Empathy Map<br>Characters<br>What if? 5 Senses | Define = POV statement |
| 4 | Ideate                          | Concept map                                    | Ideate                 |
| 5 | Decision (way to solve/create)  | Timeline                                       | Prototype              |
| 6 | Product                         | StoryMap - Story                               |                        |
| 7 | Present product                 | Share                                          | Test                   |
| 8 | Reflect                         | reflect                                        |                        |

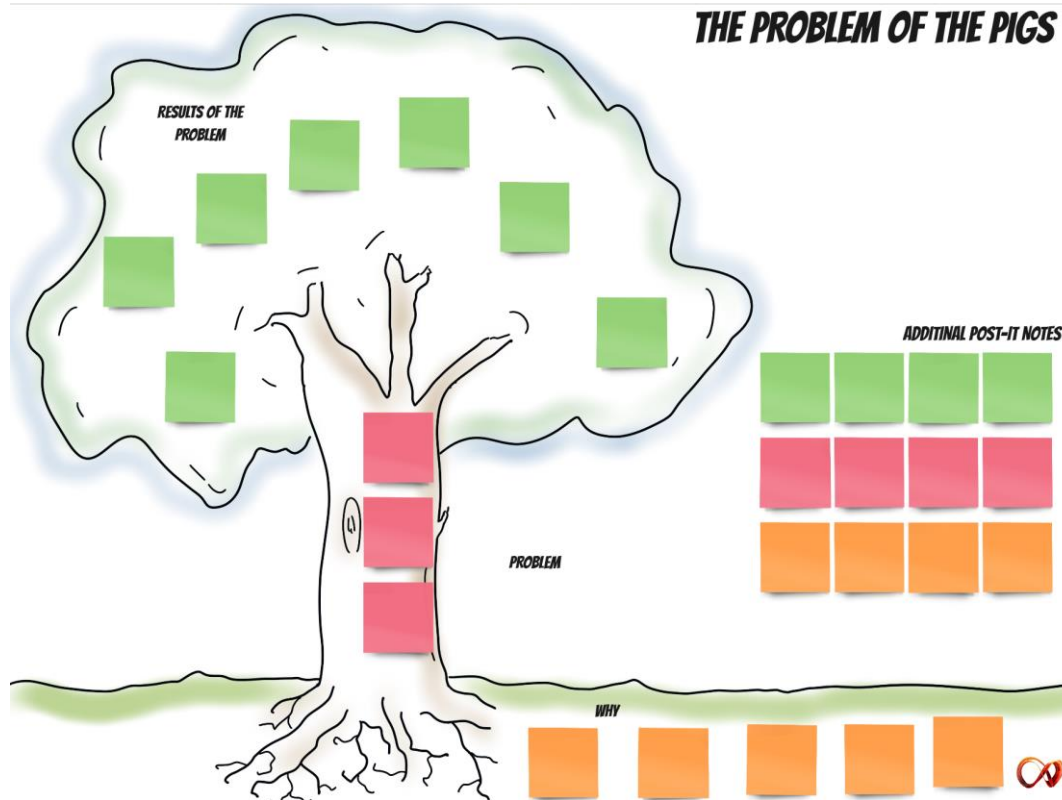


# Empathy Map





# Problem Analysis Tree





# Problem Statement

Examples:

- 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.



# Problem Statement Board

| <b>Problem statement</b> | Post your problems considering how significant they are (Level 1 less significant to Level 3 Urgent) |                              |                              |                              | If you need more, copy these ones |
|--------------------------|------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|------------------------------|-----------------------------------|
| <b>Level 1</b>           | ___ needs ___<br>because ___                                                                         | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___      |
| <b>Level 2</b>           | ___ needs ___<br>because ___                                                                         | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___      |
| <b>Level 3</b>           | ___ needs ___<br>because ___                                                                         | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___      |





## So far...

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.



# Breakout session

| <b>Problem statement</b> | Post your problems considering how significant they are (Level 1 less significant to Level 3 Urgent) |                              |                              |                              | If you need more, copy these ones |
|--------------------------|------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|------------------------------|-----------------------------------|
| <b>Level 1</b>           | ___ needs ___<br>because ___                                                                         | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___      |
| <b>Level 2</b>           | ___ needs ___<br>because ___                                                                         | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___      |
| <b>Level 3</b>           | ___ needs ___<br>because ___                                                                         | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___ | ___ needs ___<br>because ___      |



# Coffee Time !





# Methods' overlaps



|   |                                 |                                                |                        |
|---|---------------------------------|------------------------------------------------|------------------------|
| 1 | Select issue                    | Issue                                          | Empathize              |
| 2 | Define project/problem          |                                                |                        |
| 3 | Research<br>Document<br>Inquiry | Empathy Map<br>Characters<br>What if? 5 Senses | Define = POV statement |
| 4 | Ideate                          | Concept map                                    | Ideate                 |
| 5 | Decision (way to solve/create)  | Timeline                                       | Prototype              |
| 6 | Product                         | StoryMap - Story                               |                        |
| 7 | Present product                 | Share                                          | Test                   |
| 8 | Reflect                         | reflect                                        |                        |



# Disruption

- 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).



# Problem-based learning

- Student-centered
- Learn in groups, solving open-ended problems
- Follow Design Thinking steps for solution
- Integrate through disruptions (What if)
- During a PBL students will have:
  - Worked on a problem
  - Understood it better through research/interviews/etc
  - And considered various scenarios



# Project-based learning

- Extended period of work
- Investigate and respond to authentic/engaging/complex question/problem
- Work towards a project goal while developing competences
  - e.g. rewrite the Three Little Pigs story
- During a PBL students will have:
  - 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)



## Final reflection



**miro**





## Questions and more informations?

[info@northconsulting.is](mailto:info@northconsulting.is)

<https://www.digitaldestiny.eu/>

On to the country-based rooms

