

Story Map

This method is used to formulate hypotheses, explore the application of ideas and validate them in specific contexts. It is a way to quickly create a proper story-structure and come up with a story to use in other methods, by focusing only on the fundamental information. In addition to this Digital Destiny principle, this activity supports Learning Through Thinking and Learning Through Dialogue and interaction and Learning Through Reflection and Evaluation.

Expected Outcomes – students will:

- ✓ Be able to experiment and imagine the application of ideas in realistic contexts.
- ✓ Be able to explore different societal problems in depth.
- ✓ Be able to think, predict, validate information.
- ✓ Be able to be actively involved in a debate (show active listening to others and building arguments to support their opinion).

Timing

The timing of this activity is dependent on many factors: experience, classroom culture, and how you implement it, etc., the minimum amount of time you should plan for 55 minutes.

Material

Offline	Blended
<ul style="list-style-type: none"> - A white board with post-its - An empathy map for each group from step 2 	<ul style="list-style-type: none"> - Create an account to Mindmeister - Create a new mindmap for step 2 - Let your students create an account on Mindmeister - Provide a device for each student

Prepare yourself

- Look for pictures of a Story Map (see examples provided below)
- Print the picture of your liking to create your visual space
- In a blended format create a wall on Miro or Mural using the picture as a background.

There are two categories of story maps.

- One is about creating basic schematics or structures of stories following the storytelling method. This allows the creation of basic stories to start

working with in combination with other working methods (e.g., Empathy Map, Problem Statement, Problem Analysis Tree). These maps incorporate sections to describe the fundamental elements of a story, making sure that nothing important is left out or is not thought of. Usually, the maps include the following sections: title, author (not necessary), characters, setting, problem, actions, outcome/solution. The following links lead to examples that you may replicate or print and use:

- ❏ https://www.educationworld.com/tools_templates/template_StoryMap-thumb.png
- ❏ <https://svg.template.creately.com/Q8BngEvgquv>
- ❏ https://files.liveworksheets.com/def_files/2021/8/14/108140443532342223/108140443532342223001.jpg
- ❏ <https://www.janbrett.com/images/storymap.gif>

You may adapt these examples to your visual liking.

- The second category of story maps concerns the development of a scenario involving a character (persona) who takes a series of actions, in order to predict and evaluate the outcome. Maps of this kind are used, for example, when developing products (e.g., a web application) in order to design usage scenarios and predict problems or visualize user experience. You may adapt such story maps to apply a course of action and predict outcomes with your students. The following links lead to such examples that you may replicate or print and use:
 - ❏ https://www.spiria.com/site/assets/files/4189/story_map_ping_03_en.png (an example of planning a trip)
 - ❏ <https://www.beliminal.com/wp-content/uploads/2019/05/user-story-map.png> (an example of digital app usage scenario)
 - ❏ https://images.prismic.io/whiteboards/e78167d9-04f3-4420-9066-ddcafbe1c5f5_usm.jpeg?auto=compress,format (an example of organizing a calendar application for a specific type of user, this case a teacher)

Step-by-step

Begin by deciding the problem or issue you wish to work with. Take the following into account:

1. *Students' prior knowledge and experiences*
2. *Students' cultural and social background*
3. *Local elements (e.g., historical background, economy elements, landmarks, etc.)*

The Story Map is a tool for quickly creating stories or scenarios to analyze and categorize a problem into smaller problems.

Select a complex problem that incorporate several criteria (find inspiration also in the "Bullseye" working method) so that they can be broken down to smaller problems. For example, select news posts which can be directly related to SDGs (e.g., household heating, school hygiene policy, preservation of sea life). Also, you may select a picture (photograph) from the news as a trigger.

1 Preparation

Select the problem or issue you want to work with. Introduce it to your students.

2 Brainstorming or prior activities



Give 5 minutes to your students to brainstorm possible solutions to the problem. They can do it offline or with a digital tool Mindmeister. Let your students brainstorm individually on their device.

Suggestion: we propose that you use other working methods prior to this one to explore and analyze problems and/or concepts/issues, identify the user (who is affected by the unsolved problem) and finding the root causes of the problem that you can continue working with in identifying possible solutions. For example, you can use the “Empathy Map”, “Problem Analysis Tree” or the “Problem Statement”.

3 Small groups

Form small groups of 2-4 students. (You may work in plenary, but interaction is better managed in small groups). Assign one of the solutions proposed in the brainstorming session to each group or allow the groups to choose the solution of their liking.

Ask the students to create a story or a scenario using a story map template to explore the proposed solution and its potential impact (on identified user, local community, society etc.). Give 10 minutes to the students to complete this task.

4 Plenary

In plenary, give 3-5 minutes to each group to present their story or scenario and critically reflect on it. For example, they may comment upon the impact of the solution to the wider community, the feasibility of the solution, etc. The idea is for the students to reflect upon the validity, feasibility, creativity, and efficiency of their solution. Open the floor to all the students for a discussion.

5 Consider next steps

After completing the previous steps, your students should have gained new insights on a given problem/issue and its possible solutions/impacts.

Use the new insights as a foundation for building smaller projects, addressing only some of the proposed scenarios.

Alternatively, use the created scenarios/stories as a basis for other working methods, such as Empathy Map and Problem Analysis Tree.

6 Bring it Home

In the case of asynchronous format, students can be asked to provide at least 2 comments or questions to other groups' stories/scenarios with the support of their families, after reviewing all of them with their parents.

Also, the students can create stories and scenarios based on the Story Map at home with the assistance of their families before they get back to class and work in groups, bringing in these ideas for discussion.