

# SUITCASE STORIES

EXPLORING CLIMATE ADAPTATION THROUGH  
PARTICIPATORY STORYTELLING WITH YOUNG PEOPLE

INDEPENDENT EVALUATION REPORT BY SOS-UK FOR YORK ST JOHN UNIVERSITY



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# INTRODUCTION

# About Suitcase Stories

**Suitcase Stories is a Natural Environment Research Council (NERC) funded public engagement project that used storytelling to explore climate adaptation with young people.**

When we talk about climate change and its impacts, we often focus - rightly - on how to prevent it. However just as important, given that the consequences of climate change are already affecting many communities (particularly in the Global South), is learning how to adapt to it. Young people can expect to see dramatic upheavals in their lifetime in terms of food and water supply, health, the economy, migration, and work.

It is vital that everybody is involved in responding to the climate crisis, so that the solutions developed are democratic and equitable. The more knowledge that people have, the more they are able to combat eco-anxiety in a resilient and compassionate manner. This was the thinking behind 'Suitcase Stories', funded by NERC as part of the 'Creative Climate Connections' programme.

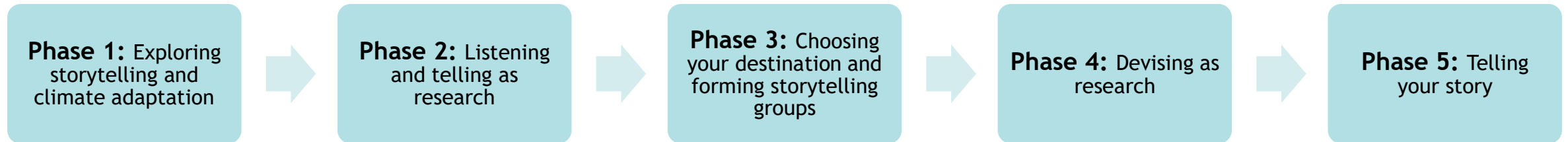
In 2022, young people in Batley and Leeds worked with storytellers and researchers from York St John University, a climate journalist and (via remote technology) young people from Nigeria. The young people used what they learnt to create short stories that could pack into suitcases and communicated how people are already experiencing the effects of climate change and what we can learn from how they are adapting.

Full project details can be found [online](#).



# How Suitcase Stories worked

Suitcase Stories uses a drama-led approach to climate education. Climate change can be an emotionally overwhelming topic; the Suitcase Stories approach brings to it a spirit of curiosity and open-ended questioning, and allows young people to steer the process, using a storytelling approach to explore climate adaptation. The project followed a five phase process, as outlined below, culminating in the performance of a climate story by the young people involved.



This process had the following aims for young people, their teachers and their school community.

1. Young people develop their abilities to articulate issues surrounding climate justice and climate adaptation as leaders within their communities
2. Young people are confident in using storytelling approaches to express experiences of climate injustice and adaptation
3. Young people possess a sense of agency around climate adaptation and climate justice, contributing to improvements in feeling of anxiety linked to climate change
4. Teachers experience professional development in relation to climate education practice
5. School communities (local and international) gain exposure to learning on climate justice, climate adaptation and techniques related to climate education

# Expected project outcomes

The overarching aims for the project were broken down into specific outcomes for each audience involved. This report considers each audience and presents the findings against each of the specific outcomes.

## Young people

Participants (young people) in Suitcase Stories understand the impacts of climate change already being experienced differentially by communities locally and globally

Participants (young people) feel empowered to take action related to climate change

Participants (young people) in Suitcase Stories understand how communities locally and globally are adapting to the impacts of climate change

Participants (young people) are confident in their ability to use storytelling approaches to communicate issues around climate change (justice and adaptation)

Participants (young people) report lower levels of anxiety related to climate change and its impacts

## Teachers

Teachers (within partner schools) gain insight into techniques and tools applicable to climate education

Teacher communities within local areas gain insight into arts-based teaching and learning for climate education

## International partner schools

International partner schools gain insight into experiences of climate change and adaptation internationally

# How Suitcase Stories worked

Suitcase Stories was delivered in two locations in West Yorkshire.

## Batley

Suitcase Stories in Batley was delivered at Batley Girls' High School, with a mixed-age group of students between 11 and 17. In total 11 sessions of 90 minutes duration were held as a weekly after-school, extra-curricular activity during the Easter term 2022. Many more students wanted to participate than the 25 who could be accommodated, and attendance remained consistently high and enthusiastic throughout the term. All participating students attended a screening of the project films at York St John University in June 2022.

## Seacroft

Suitcase Stories in Seacroft was originally planned for Leeds East Academy, but the project was eventually delivered in two different community centres due to staff shortages at Leeds East Academy. The alternative plan saw delivery as an after-school project at an arts and community centre called Chapel FM. Five sessions were attended by three young people. Whilst the workshops were felt to be 'deep and fruitful in discussion' by facilitators, the low attendance numbers meant another alternative approach was attempted. This saw an intensive four-day project delivered at Kentmere Community Centre, taking over the course of a week of the Easter school holidays, with the final performance delivered at a community event on the Friday. The age range of participants was both wider, and younger than intended (with participants aged 4-14 years old), and participation was less consistent with different young people joining each day however the atmosphere was 'chaotic, fun and vibrant'.

The more fluid nature of delivery in Seacroft meant that less time was available to devote to evaluation activities. Therefore the majority of the evidence presented in this report is drawn from delivery of Suitcase Stories in Batley.

# EVALUATION METHODOLOGY



# Evaluation methodology

SOS-UK worked with the project team at York St John's University to devise a range of data collection methods to feed in to this evaluation. The methods were designed to be in line with the storytelling approach adopted by the Suitcase Stories project and included:

## Spectrum of opinion exercise

A spectrum of opinion exercise was developed as a means of collecting quantitative data on the outcomes experienced by young people taking part in Suitcase Stories. A series of statements were devised to uncover student perceptions of their understanding of climate change, awareness of climate action, feelings of climate anxiety and confidence in communicating climate change (including through storytelling). Young people were asked to say how much they agreed or disagreed with the statements listed here.

This exercise was designed to be completed at the start and end of participation in the project to capture the changing sentiments of participants.

## Spectrum of opinion statements

I understand the impacts climate change is having on people and places around the world.

I understand the impacts climate change is having on people and places in my area.

I know about some things I could do or get involved with to tackle climate change or help people adapt to it.

I already take action to help tackle climate change or help people adapt to it .

I would feel confident to explain the impacts of climate change to a friend or family member who didn't really get it.

I often feel anxious about environmental issues.

I know other people who share my feelings about environmental issues and climate change.

I am confident in talking to other people about my feelings about environmental issues and climate change

I consider myself a storyteller (in any art form).

# Evaluation methodology

## Diaries

A guided diary exercise was also designed to capture qualitative data on participants changing understanding and feelings related to the climate crisis. These were designed as ‘travel diaries’ tying in with the framing of the project, however very few young people engaged with the diary process, perhaps put off by writing. Facilitators noted there was a preference for open-ended group reflections. Despite this, 15 students completed a diary to some extent.

## Observations and reflections

Alongside the more formal data collection, additional evidence in the form of session outputs (films and performances), outputs from reflection sessions with young people taking part in the project alongside reflections from the project team (facilitators) have been considered.

## Guided diary reflection statements

If I saw climate change in a dream, it would be like...

Some things I know about how climate change is affecting people and places around the world and in my local area are...

Some questions I have about how climate change affects people and places are...

Climate change and environmental issues make me feel...

It feels like I can share these feelings with...

Some ways I could, or already do, help people adapt to climate change are...

I feel like I could explain the impacts of climate change to people by...

# FINDINGS

# Outputs

# Outputs

The following outputs have been achieved or produced by the project.

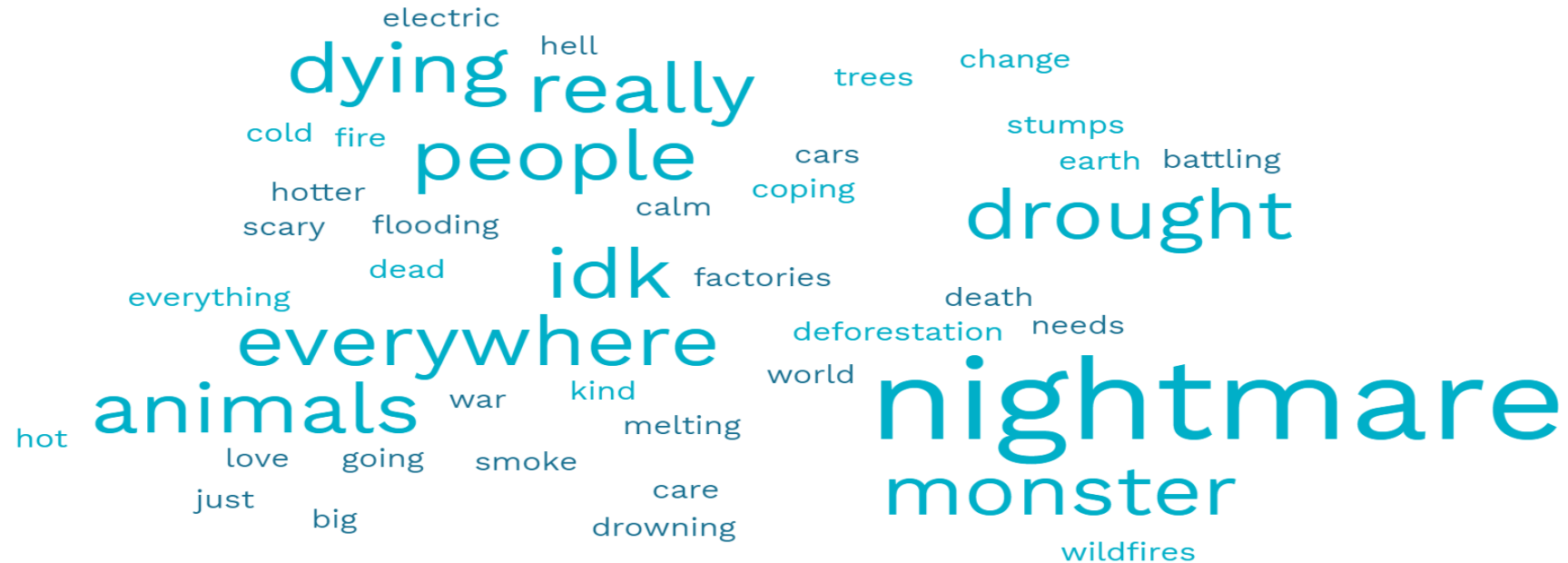
OUTPUT/ACTIVITY	DETAILS
Engagement sessions	<p>A total of 20 sessions were delivered with young people across the two locations in West Yorkshire, with 11 sessions completed in Batley with Batley Girls' High School and 9 in Seacroft at Kentmere Community Centre and Chapel FM Arts Centre.</p> <p>45 young people participated overall.</p>
Teaching resources	<p>Two teachers' resource packs have been developed and published:</p> <p><a href="#">Resource pack for ages 7 to 11</a></p> <p><a href="#">Resource pack for ages 11 plus</a></p>
Film screenings/performances	<p>A short film compiling the experiences of the project has been created, and is available to <a href="#">view online</a>. The film was screened at York St John's University on 9<sup>th</sup> June 2022, with the screening attended by the young people themselves alongside the project team and staff and students of the university. The students from Batley also performed their films to a large public group at a community Iftar event (Ramadan celebration) and Seacroft young people performed at a We Are Seacroft community event.</p> <p>Individual stories presented by young people from Batley are also available, focusing on <a href="#">Ukraine</a>, <a href="#">Malawi</a>, <a href="#">Japan</a>, <a href="#">Brazil</a>, <a href="#">Batley</a>, <a href="#">Australia</a> and the <a href="#">Arctic</a>.</p>

Additional outputs include an article on the [IVE website](#), an organisation seeking to amplify creative education, and an article on [The Conversation](#) (forthcoming at the time of writing), both serving to share the learning and achievements of the project, and increase awareness of the teaching resources.

# Outcomes for young people

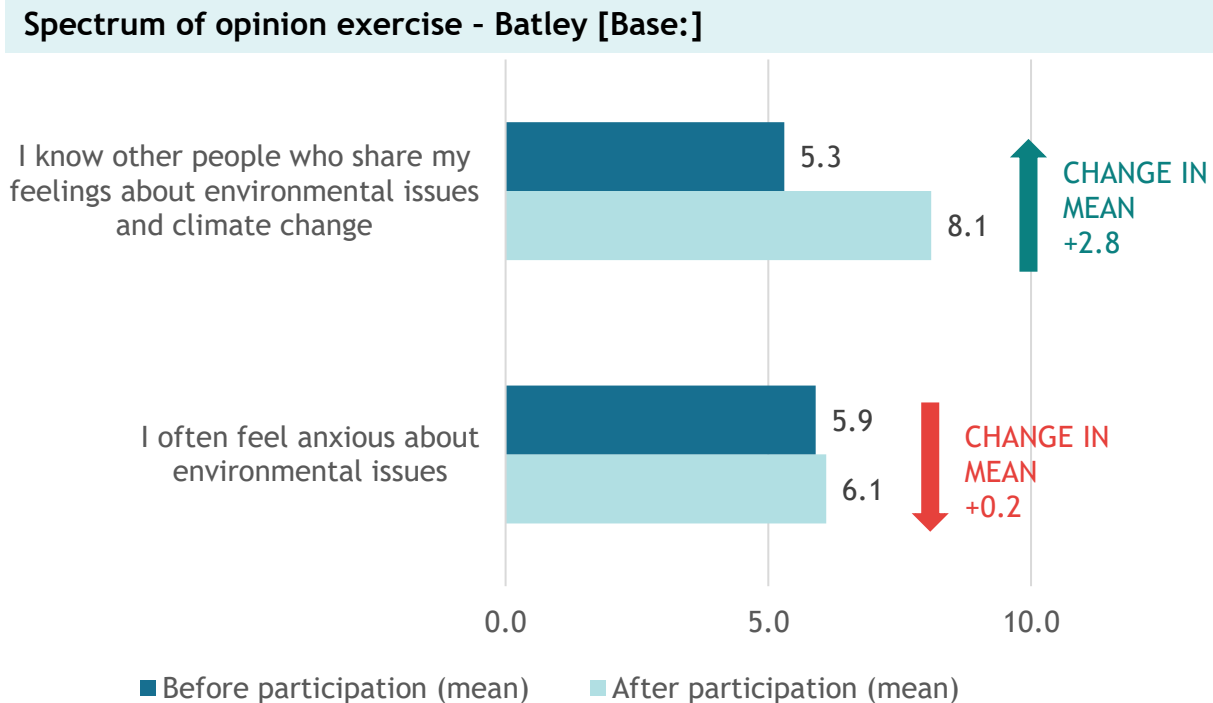
# Participants (young people) report lower levels of anxiety to climate change and its impacts - 1

The sessions were designed to support young people with anxiety they may be experiencing in relation to climate change and its existing and predicted impacts. The diaries completed by some students taking part in the project revealed anxieties related to climate change. When asked to describe how climate change might appear in a dream, the key words from responses reveal feelings of fear and distress. These key words are shown in the word cloud below.



Diary exercise - Batley

# Participants (young people) report lower levels of anxiety to climate change and its impacts - 2



Through the spectrum of opinion activity, participants revealed that they felt they knew more other people who share their feelings about environmental issues and climate change. This is often proposed as a way of [supporting people who are experiencing eco-anxiety](#). Whilst there was a small overall increase in participants reporting that they often feel anxious about environmental issues, reviewing this finding alongside perceptions of awareness of climate change suggests that those who came to the sessions with higher existing levels of awareness of climate change reported a decrease in their feelings of anxiety, whereas those who didn't know much about the topic when they got involved seem more likely to report increases in feelings of anxiety.

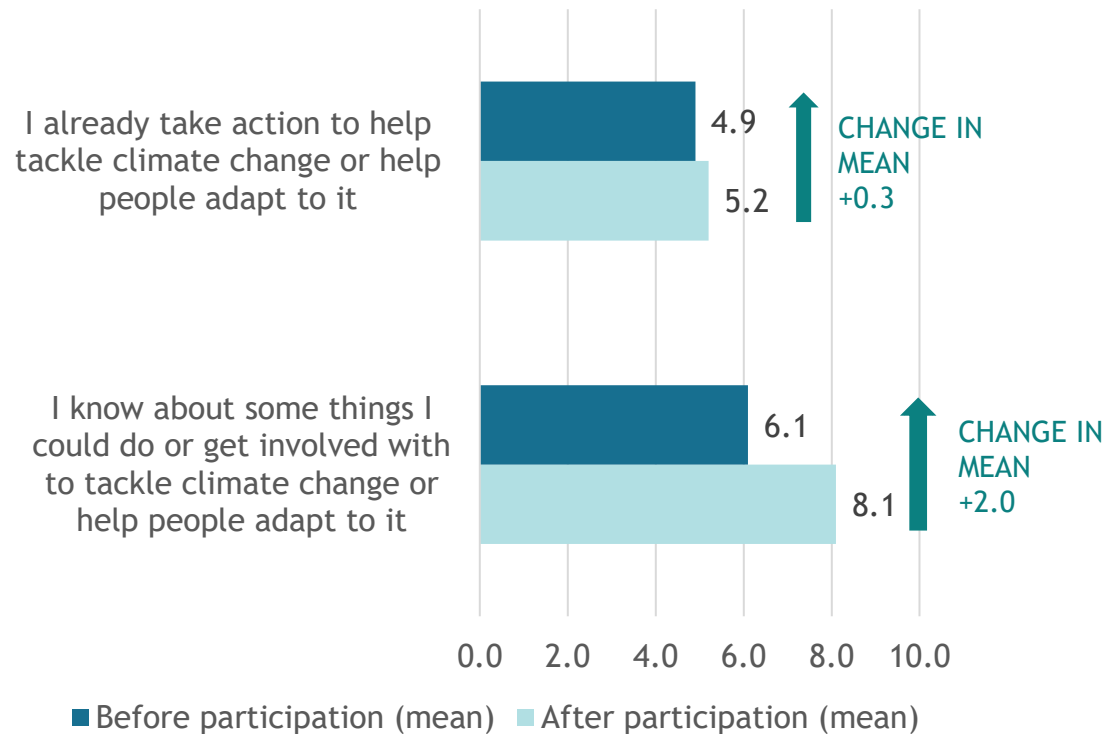
Reflections from the students themselves also highlight how the project has helped them in relation to their anxieties related to climate issues.

*"I think have learned, how can you relate pick up issues and more on, like, how they can be solved carefully. Looking at it more into what can be done, with the people around it. So now I look more into, kind of what can be done [...] and how can we solve it, instead of like, getting upset about it." Batley student*



# Participants (young people) feel empowered to take action related to climate change - 1

## Spectrum of opinion exercise - Batley [Base:]



The self-assessment undertaken by young people at the start and end of their participation in Suitcase Stories shows an increase in the mean score in relation to understanding what action they can do or get involved with to help tackle climate change, or help in adapting to it (6.1 to 8.1). Similarly there is also a small increase in the mean score against already taking action to tackle climate change or to help people adapt to it.

Facilitator-led discussions with the young people also reveal how the project has helped them to understand the action they can take on climate change.

*“Now we have more understanding about like, at the start, we didn't like have that much understanding about climate change. But now we have like so much. Like, if anyone asks you the question, we can act to answer it quickly. Like we know more information than we did at the start.”* Batley student

*“Some ways I could, or already do, help people adapt to climate change are...Try not to use as much energy and spread the message on social media and news. Try to educate myself more.”* Batley student

*“Some ways I could, or already do, help people adapt to climate change are... Recycling, protesting, not littering, litter picking, using public transport, cycling, walking etc.”* Batley student

# Participants (young people) feel empowered to take action related to climate change - 2

Reflections by the students on potential audiences for their stories also reveals their sense of empowerment, expressing their desire and demand for action at a range of levels, both locally and globally.

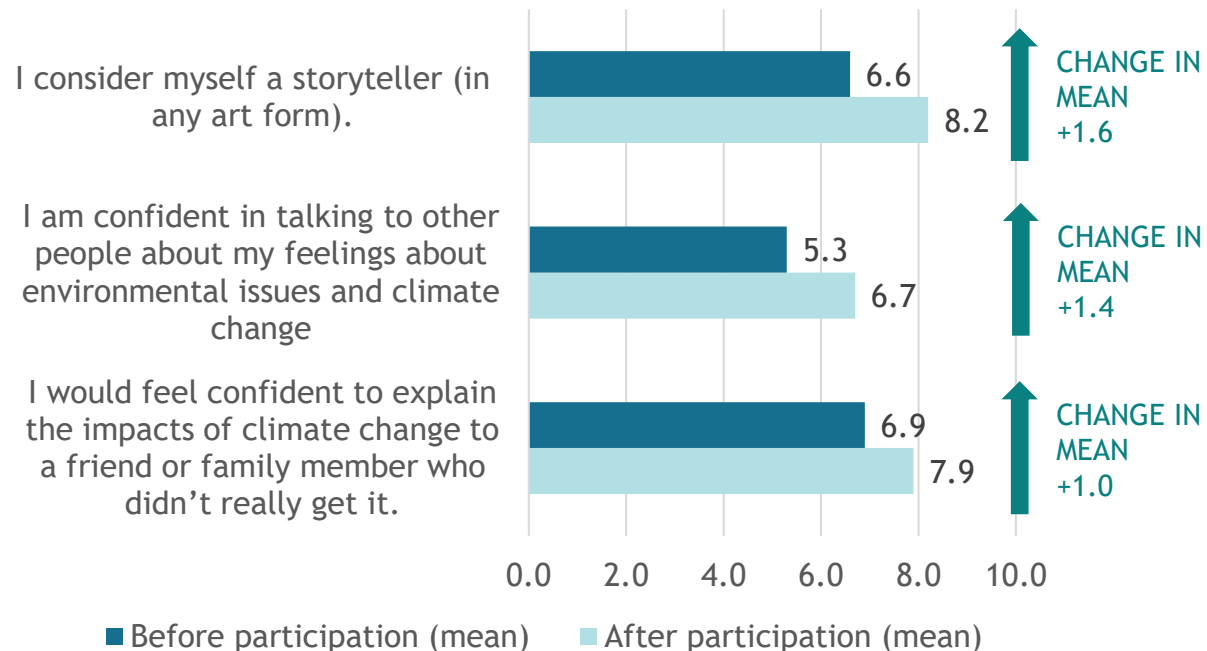
*“I also feel like if it's internationally, a lot of like, it could become possibly big. And due to that, I feel like if they became bigger, like, maybe people of higher rank would see this. And I feel like that would impact maybe, possibly, it could create some change.”* Batley student

*“Hopefully, like governments. Or kind of like the older generation, like, millennials and stuff. So then, because they feel like they have a bit of worse attitude towards climate change some of them. So I kind of want them to see it and see the full effects of it and what they've contributed to.”* Batley student

*“I think it's more for like the younger generation because, ultimately, they're gonna be the ones that are having to deal with like the effects of the climate change. So I feel like they should be aware of the changes before they're the ones like tackling the issues.”* Batley student

# Participants (young people) are confident in their ability to use storytelling approaches to communicate issues around climate change (justice and adaptation) - 1

## Spectrum of opinion exercise - Batley [Base:]



The spectrum of opinion exercise carried out during sessions in Batley shows improvements in young people's self-assessment of their communications skills in relation to climate change. For example, before participating, the mean score amongst the 25 participants who completed the exercise was 5.3 in relation to their confidence talking to other people about environmental issues and climate change. This showed an improvement to 6.9 mean score (increase of 1.4) when the exercise was repeated at the end of the sessions. Similarly self-assessed confidence levels related to communicating the impacts of climate change to friends or family with limited understanding of the issue improved from a mean of 6.9 to 7.9 following participation.

Young people's perceptions of their story-telling abilities also showed improvement, for example, at the start of the sessions participants' self-assessment in terms of considering themselves as 'storytellers' ranks at a mean of 6.6. At the end of the project, this rises to a mean score of 8.2.

# Participants (young people) are confident in their ability to use storytelling approaches to communicate issues around climate change (justice and adaptation) - 2

Conversations between session facilitators and young people also revealed their learning in relation to storytelling, and their sense of themselves as storytellers.

*“I see myself as a storyteller but more of like an acting storyteller because like [name] said it gets like the message out and it’s also a bit easier to do than with words, because you know, actions speak louder than words.”* Batley student

*“The skills I’ve learned are like, how to tell a story and like how to tell a story to a big audience, not to be shy.”* Batley student

*“And I think I’ve also picked up on this skill of being able to identify what we can use to tell a story.”* Batley student

*“Facilitator: Would you like to tell more stories about the environment and climate and how people are adapting to it all around the world?”*

*Kentmere young people (all 4): Yes!”* Seacroft

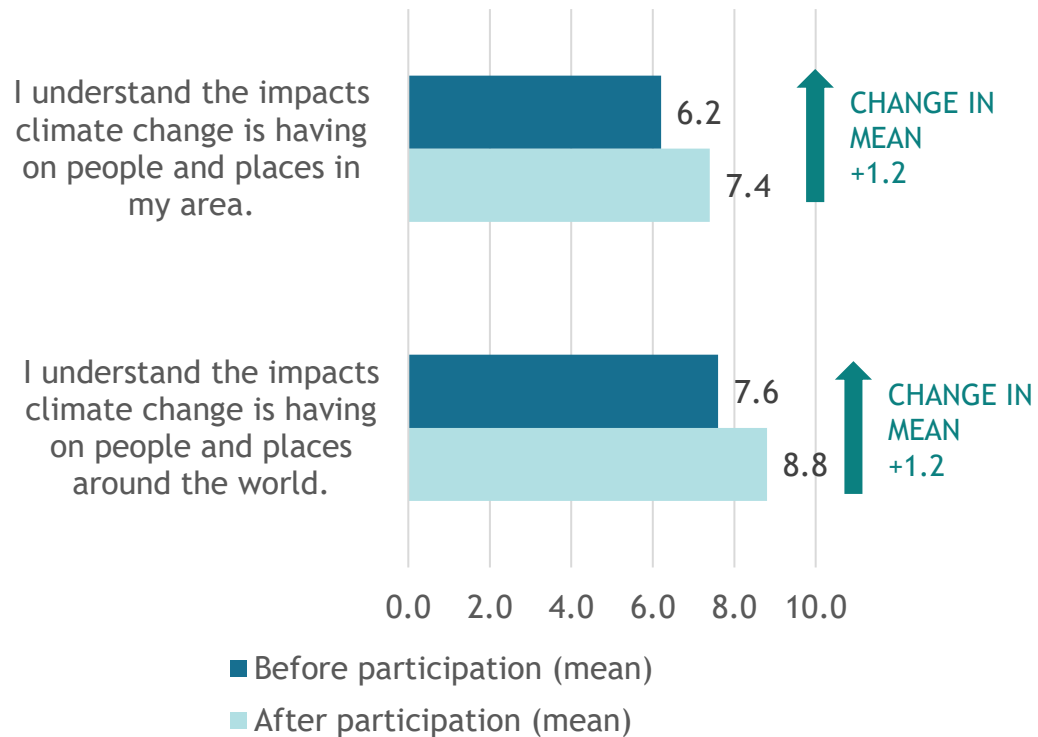
*“I like the elements of storytelling and being able to like talk about the different like things that are happening to like our world like right now and how that was different people’s stories like people that have been affected by climate change.”* Batley student

*“I feel like I could explain the impacts of climate change to people by... Using my story to enlighten others. Simplify the impacts to make it easier to describe and understand.”* Batley diary entry

*“I think it developed my storytelling skills, I had a lot of fun with that. So figuring out the backstory, and what the character was gonna go through.”* Batley student

# Participants (young people) in Suitcase Stories understand the impacts of climate change already being experienced differentially by communities locally and globally - 1

## Spectrum of opinion exercise - Batley [Base:]



When considering understanding of climate impacts on communities locally and globally, the spectrum of opinion exercise carried out with young people in Batley shows that at the start of the project, understanding of climate impacts on people and places ‘in their area’ received a slightly lower mean score than understanding of global climate impacts. However understanding for both aspects improved according to self-assessed mean score amongst the young people.

Diary entries from young people at Batley Girls' High School show their understanding of climate change.

*“Some things I know about how climate change is affecting people and places around the world and in my local area are...Sea levels are rising, which is covering over islands making them inhospitable. And Lake Chad drying up has caused a lot of people and animals to dehydrate.”* Batley student

*“Some things I know about how climate change is affecting people and places around the world and in my local area are... The ice caps are melting. Crop cycles are different and unpredictable. Conditions are too hot.”* Batley student

# Participants (young people) in Suitcase Stories understand the impacts of climate change already being experienced differentially by communities locally and globally - 2

Reflections from facilitators working with young people in Seacroft also show a development in their understanding of climate impacts.

*“Through asking the young people questions, we began to think about what would happen to this landscape and the people who live there if all the weather became more extreme. The young people added, ‘tornadoes’ ‘scorching sunshine’ ‘splashing rain!’ ‘Floods, snow and ice.’ They discussed how, ‘The vegetables will wash away and won’t grow’ ‘The fish will die in the sea because the ice will freeze them’ ‘Forest will burn in the scorching sunshine’”* YSJ facilitator, Seacroft



*“Facilitator: What’s happening here?”*

*Participant: The people are running away from the forest fire.*

*Participant: The water is coming into the house.”*

*Kentmere Community Centre session, Seacroft*

Illustrations from young people creating a story. They worked together to decide what weather disaster they would focus on and how their characters would face this challenge.

# Participants (young people) in Suitcase Stories understand the impacts of climate change already being experienced differentially by communities locally and globally - 3

Reflections from Batley students below demonstrate their increased appreciation of climate experiences in different localities, alongside experiences of climate change and adaptation in Nigeria, explored via video call with Nobelhouse College in Abeokuta, Nigeria.

*“So due to the climate change, the weather has been changing very, like, very often so like maybe next month you may be cold. We don't know, but for now it's very hot.”* Nigerian student

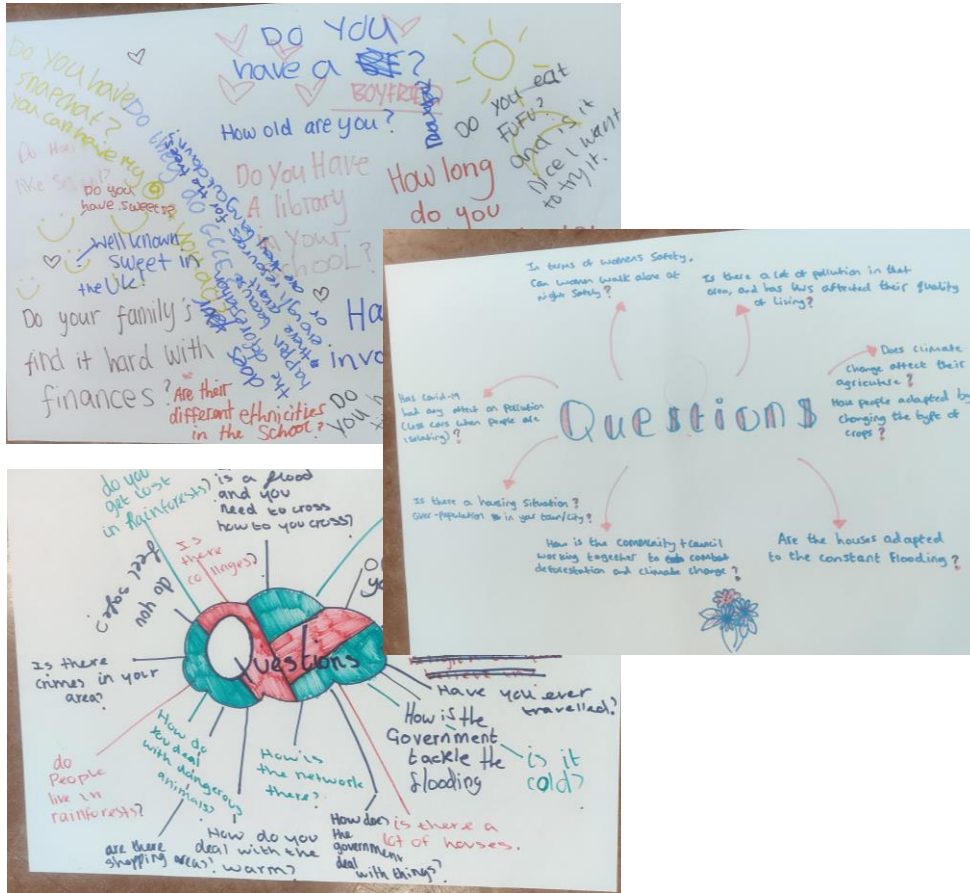
*“Due to the increase in temperature. Because weather has changed from cold to hot, cold-blooded animals are starting to come out more like scorpions and snakes.”*

*“I feel like people should be more respectful of what's happening in other countries, just because you're not affected by doesn't mean they're not either.”*  
Batley student

*We're just a little town, you know, we're Batley, it shows that like, anywhere, wherever you're from it can affect you. And it just means you know; we've got to do something.”* Batley student

*“I like hearing all the different people's stories, like people that have been affected by climate change the most.”* Batley student

# Participants (young people) in Suitcase Stories understand how communities locally and globally are adapting to the impacts of climate change - 1



One activity delivered as part of the project included formulating questions to be asked of students in Nigeria, and Thimali Kodikara (producer for the [Mothers of Invention](#) feminist climate solutions podcast). The images shown here outline questions developed by students to help them understand more about their interviewees' lives in their communities, how they're impacted by climate change, and how they're adapting to it.

Example questions focused on climate are provided below, highlighting the understanding students gained on climate adaptation.

*How do you keep cool?*

*How is the government tackling flooding?*

*Is there a lot of pollution in that area, and has this affected their quality of living?*

*If there is a flood and you need to cross, how do you cross?*

*How is the community and council working together to combat deforestation and climate change?*

*How do you deal with the warm?*

*Have people adapted by changing the type of crops?*



# Participants (young people) in Suitcase Stories understand how communities locally and globally are adapting to the impacts of climate change - 2

Further reflections from students and facilitators on understanding climate adaptation through the project include:

*“Probably being more aware of what's going on around in the world as well, other than just like in your area.” Batley student*

*“Participants showed good knowledge and interest in climate adaptation through their willingness to participate and asking/answering questions with sensitivity and maturity.” YSJ facilitator*

*“Dialogue with the Nobelhouse students (Nigeria) frustrated by tech again but we managed using hand signals, whatsapp messages and people talking direct to camera. The questions and answers were rich and a good opportunity for individuals to express their beliefs and intentions. We had questions about if we experience floods, wildfires, drought, which sparked informative conversation between the girls, ourselves and the Nobelhouse students.” YSJ facilitator*

*“Like, in Nigeria, about the whole issue with heat, and like how it gets so hot that they have to soak their mattresses in water, because I just never thought like, that it would be that hot, or like, the people would already be experiencing that kind of change right now.” Batley student*

*“We created our own version of Jack and the Beanstalk, which existed in the land the children had drawn. In this story the weather is changing so much that nothing will grow, no one can buy Jack's milk! The villagers try to adapt to the extreme weather by building greenhouses, collecting water etc - but not until they work together and combined all their skills and resources can they successfully adapt.” YSJ facilitator*

# Additional skills

Conversations between session facilitators and young people identified the development of a number of skills beyond the specific outcomes outlined for the project. As demonstrated by the quotes below, these include leadership and listening, and compromise and adaptation.

*“Probably from the project, I feel like I’ve really worked on actually working on my leadership skills. So, you know, by enabling myself to think of this issue in Australia, and influencing that, and students younger than me, and actually being able to work with students younger than me, was really inspiring.”* Batley student

*“Compromising. And listening to everyone’s ideas, and kind of, like, adapting and knowing that, like learning that the first answer and best idea is not always going to be the last one. It’s just like the base of it. You can build on it after.”* Batley student

*“One of the younger, quieter participants who has not been for a few weeks has joined this group, it was great to see her come out of her shell being with more confident older participants, I think it was also good for the older participants as they were making sure they were including the younger participant.”* YSJ facilitator

# Outcomes for teachers

# Teachers (within partner schools) gain insight into techniques and tools applicable to climate education

Reflections from teachers at Batley Girls' High School on the project's delivery within their school outline their appreciation for the outcomes sought and achieved by the project.

Teacher reflections also highlighted an appreciation for the creative approaches and tools used by the project to develop outcomes for students.

*“So this has been a fantastic project to be part of and to be honest, we're always looking at as a school to get involved in projects like this because ultimately you go back to what the ethos of the school is and what our aspirations right. So not only do we want people who achieve great results and outcomes because that's their passport to the next stage of their life, but we want them to be citizens as well and ambassadors for our community. So enabling and empowering young people to be able to discuss and articulate their kind of thoughts and potential solutions about what incredibly complex problems and challenges that we face is central to what education is and should be about.”* Teacher, Batley

*“The students have enjoyed looking at something that is very important and serious issue but in a creative or thinking outside the box way. The idea that they've got a visual, like suitcases, and they've taken ownership, they've really bought into it because it's not just 'oh here is a topic is something that's current affairs, that is global education here that we've got climate education', but actually what we've also got is a creative approach, and I just think it's lovely to see them do the work, to do research, they've taken ownership, it is that project, and it will get all that way and it will just flow and that's what I think could be missing in education over the last couple of years. So not only is the whole topic important, that's just not up for negotiation, but the way that we've approached it as a whole team has been absolutely enjoyable to be involved in.”* Teacher, Batley

# Teacher communities within local areas gain insight into arts-based teaching and learning for climate education

Feedback received by the project team following the launch of the teaching resources also revealed the demand for support that facilitates the inclusion of the climate crisis within teaching and learning, as well as wider interest across academia on the use of participatory arts methods within climate education.

*“I love the suitcase approach! I am teaching a new strand on an Education Studies BA honours next year (Semester B) and want to include this in the module on ‘Becoming a Sustainable Educator’. The videos are excellent in quality and show the personalised aspect of this work, the importance of story-telling at revealing human/ community engagement and impact. Most of our students go on to become Primary, FE or Community Educators - this strand is our way of responding to the unpreparedness of teachers to reach / deal with climate change. Your resources, kindly shared, will be something we engage with a lot and thanks for making that possible.”* Programme leader, Higher education institute

*“This is amazing, thank you! I have a weekly 3 hour drama lesson where we focus on socially aware performance so I’ll definitely utilise the workshop plan into that in September and provide some feedback.”* English and Performing Arts teacher, Secondary school

*“I am a first year PhD student at [university] researching the use of participatory art methods in environmental education settings on behaviours and attitudes in climate change [...] I would love to discuss the project more and your research as well.”* Postgraduate researcher

# Outcomes for international partner schools

# International partner schools gain insight into experiences of climate change and adaptation internationally

Despite experiencing significant technical difficulties with online communication, young people in the UK were able to exchange questions with students in Nigeria, enabling both audiences to learn about experiences of climate change and adaptation in their respective countries.

*“How is climate change affecting you guys in Britain?”* Nigerian student

*“Do you guys experience natural disasters, like hurricanes and tornadoes, stuff like that?”* Nigerian student

*“What does the government do about deforestation? Is there any habitat destruction?”* Nigerian student

*“Do you guys experience wildfires in the UK and also droughts?”* Nigerian student

# REFLECTIONS ON DELIVERY



# Reflections for delivery

The facilitator team at York St John University reflected on the delivery of Suitcase Stories. Whilst not exhaustive, the table below identifies some challenges and successes which provide a useful reference for educators adopting the approach in their own setting. Further reflections from the project team are found [online](#).

Successes	Challenges
<p>The students expressed an appreciation for hearing ‘real stories’ first-hand from contributors to the project: <i>“I liked his story because it was personal to him. And it was really interesting, because it was like first-hand, he had experienced it himself. And I found that really interesting.”</i> Batley student</p> <p>These first-hand experiences also served to inspire young people where they were able to see themselves in the contributors: <i>“I really liked Thimali’s story about the, you know how she got to be where she is now in terms of doing a podcast from New York and being a journalist because I aspire to be a journalist in the future.”</i> Batley student</p>	<p>Ensuring a range of climate experiences and adaptations are covered through example stories, and in enough depth: The flow of the project didn’t involve significant time for young-person led research so the project team reflected on the importance of providing a selection of stories for the participants that show a range of innovative approaches to community-led adaptation, and ensuring these stories are in enough depth to show the reality of climate impacts and adaptation, rather than ‘glossing over’ the struggle it often involves. The teaching resources list a number of resources that have been specifically chosen to address this.</p>
<p>Using props helped bring the storytelling to life for students: <i>“The students were keen to use an actual suitcase for this - they are really attached to the suitcases as props now.”</i> Facilitator</p>	<p>Allocate sufficient time for filming and production of the stories: On reflection, more time and resource for filming the stories, and producing a video record of the young people’s experiences would have been beneficial.</p>
<p>The use of games and interactive activities encouraged positive participation from young people, perhaps as a contrast to more formal learning experiences at school: <i>“I like all the games and all the exercises we can do, and other activities we’re doing as a group.”</i> Batley student <i>“Students took great joy in ‘This is not a...’ and were bold in coming forward with more ideas.”</i> Facilitator</p>	<p>As noted at the start, the diary exercise devised as part of the project’s evaluation was not taken up widely by participants. Facilitation recommendations are for evaluation tasks to be more open-ended and group based: <i>“This was too much of a writing task. We need more open-ended and fun approaches to evaluation/reflection. More big sheets of paper to map ideas together.”</i> Facilitator</p>

## Students Organising for Sustainability UK

SOS-UK is a student-led education charity focusing on sustainability. Change is urgently needed to tackle the injustices and unsustainability in our world. We believe education can bring about that change.