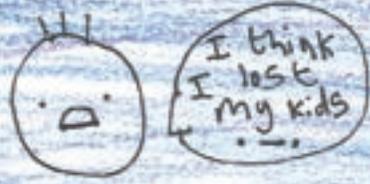
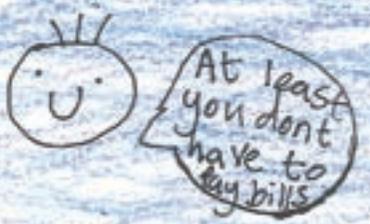
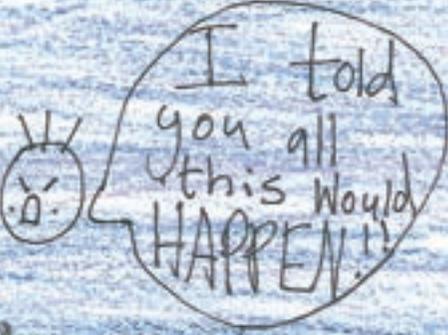
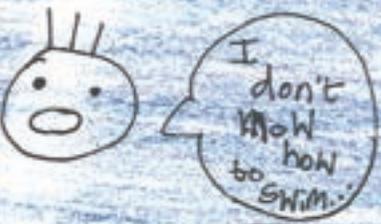
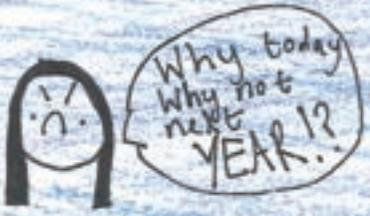
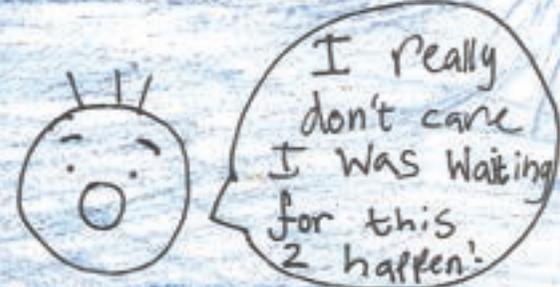
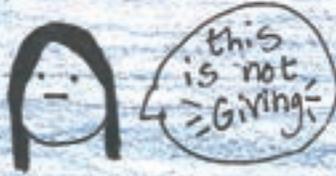
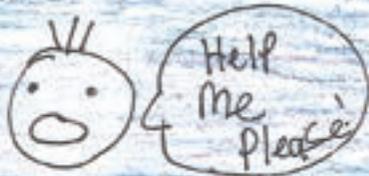


Stories Across the Globe

YOU CAN BE AN ECO-HERO!



A project involving schools from Pakistan, Norway, the UK and South Pacific islands





By Julianna, Elea, Konstane, Ingrid Marie, Frei Skole, North West Norway

Introduction

The children's stories and pictures presented in this book are just a few examples of children's creative responses to environmental issues. All were involved in a project at the University of Lancashire, UK, which partnered schools in different countries to learn about one another's lives and to understand more about the impacts of climate change.

The schools were in Pakistan, Norway, North West and South West England, and two Fijian islands in the South Pacific.

One of the aims of the project was to find out what children know about climate change, what they want to know about, and how connecting with other children can enhance their interest, knowledge, empathy and activism.

Initially, the children were introduced to their partner school and its location. They had all sorts of questions for each other and wanted to tell them about the place where they lived. As researchers we were interested in how children's ideas could lead to conversations about global environmental impacts and their own education. Very often, their first questions were about the food their new friends eat, the clothes they wear, their pets, sports, transport, housing, technologies, and the local landscapes. Once they got to know more about one another, they began to ask about how climate change and other environmental issues were affecting their lives.

They exchanged their questions and answers via written letters, short films, photographs and video messages. The information was received with great excitement, and many children were inspired to create pictures and stories.

We hope that teachers and children everywhere will be inspired by the creations in this book to make their own responses, to learn more about children in other countries, and to learn about climate change and its impact on communities world-wide.

The stories range from the factual to the fantastical, with reference to local myths and legends, popular culture, superheroes, and with a focus on different environmental concerns.

The stories are presented according to the partnerships created, with each section providing new insights into children's perspectives. Stories and pictures from the various partnerships reveal how the relationships between schools in different locations influenced the children's thinking and creativity.

Candice Satchwell, Jacqueline Dodding, Bob Walley, University of Lancashire

Section 1: Mian Gul Model School, Peshawar, Pakistan and Penwortham Girls' High School, NW England, UK

This partnership was between two girls-only schools, with students aged 12 to 15. The schools in both Peshawar and Penwortham sent photos of their locations and short films in which the girls asked and answered questions about their lives. The stories from the UK school included here show the impact their messages had, taking inspiration from photos from Pakistan of goats, dry earth, evidence of flooding, and planting shrubs. Stories written from the perspective of children in another country show that empathic connections have been made.

Section 2: Five Islands Academy, Isles of Scilly, SW England, UK, Viro Primary School, Ovalau Island and Vunivasa Primary School, Koro Island, Fiji, South Pacific

Children aged 9 to 11 in these three settings, on tiny islands on opposite sides of the globe, share concerns about sea level rise and flooding. Their stories emphasise local knowledge, the natural world both above and below sea level, and mythical beings and characters from local folklore and legend. They show concern about polluted seas, depleted woodland and damage to animals' habitats; yet their stories provide hope through animals, humans and fantastical creatures working together. Empathic connection between the partnered children is shown in their stories, for example children on the Isles of Scilly include the characters Fiji Mermaid and Scilly Mermaid. The story Nature Saving Nature was created by the class of children in Ovalau and shows how nature must be allowed to flourish for the benefit of all.

Section 3: Saint Maria Goretti School, NW England, UK and Frei Skole, Norway

Two classes of Year 5 children in a town in the UK and an island community in Norway exchanged filmed messages and met one another through a live video call. The live link-up was possible because of the relatively small time difference. Being able to talk to one another in real time was a highlight of the project. Children in Norway show factual understanding of the causes of climate change and its connection with extreme weather events. Their stories also urge us to keep on the right side of Huldra, the forest spirit, by protecting plants and animals. They engage with local folklore to get their message across, while also telling us about their experiences of outdoor school, which is a feature of their curriculum. The UK children, inspired by their Norwegian partners, became interested in frozen landscapes and showed concerns about melting icebergs. Like many of the children, they are also worried about keeping forests safe and keeping the world's temperature down.

Section 4: Saint Maria Goretti School, NW England, UK and Viro Primary School, Ovalau Island, Fiji, South Pacific

These two schools are in very different locations: one in an inland urban setting in a large town in the UK and the other on a small island in the South Pacific. The contrasts in their settings were of great interest to the children, and they shared films and photos of their local environments around their schools. The UK children's stories indicate their environmental concerns, such as plastic pollution, deforestation, forest fires, extreme weather, and natural disasters including volcanoes, earthquakes and tsunamis. The children on the South Pacific island mentioned their experience of tidal waves, bush fire, and typhoons. They also told us about a storm that had struck their homes, when their school had become a place of shelter for local people. Children from Ovalau sent a booklet of their climate change activities, joining the 'fight for climate change', and showing that they are also keen to look after their environment.

Stories and artwork created by Mian Gul Model Girls School in Peshawar, Pakistan and Penwortham Girls' High School in North West England, UK

Pictures by Lubna, Aiman, Jameela and Nayab, Mian Gul Model School



The Everyday Life of Super G.O.A.T. [Greatest Of All Time]

By Harneet, Isabella and Isabelle, Penwortham Girls' High School

There has been a drought in a small village which has caused all the crops to die, the trees to wither away and people not having water in their village and having to travel a while to get water.

So Super Goat plants new trees and crops in the field. She also connected water pipes all across the city so that they are able to drink water without the worries of a drought happening again.

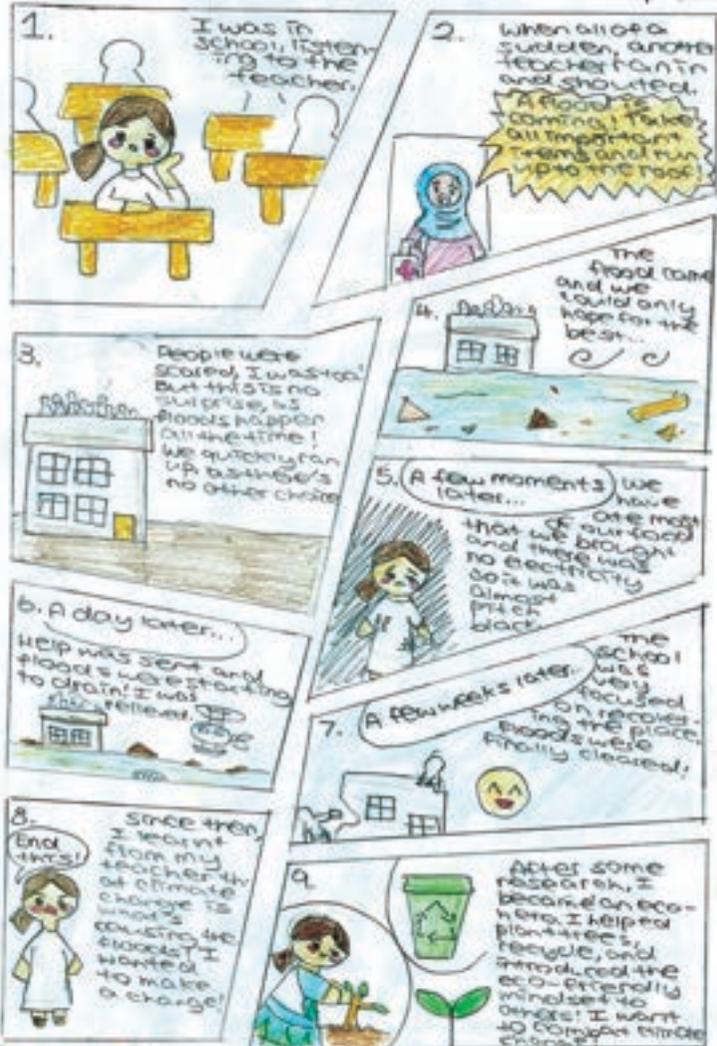
People now realise how important water is for everybody's life and they do their best to save themselves from a drought happening again.

YOU CAN BE AN ECO-HERO!

by Cherlotte,
Penwortham Girls' High School



Concerns for climate change are rising because climate change causes increase in rain, floods, and other natural disasters, which causes a lot of damage to our planet. This would hugely affect us and future generations so we would have to take some action in order to stop this!



So what can we do?

- In order to help combat climate change we can:
- Eat less meat and dairy
 - Protect green spaces
 - Cut on waste
 - Use less plastic
 - Recycle
 - Plant trees



Picture by Zainab,
Mian Gul Model School





Baby Goat

By Lilah, Jenya and Beaux
Penwortham Girls' High School

There was once a little girl,
She lived in Pakistan,
She found a baby goat,
Who was abandoned by a man.

She felt extremely sorrowful,
She took it to her home,
She fed it lots and lots of milk,
As now it was her own.

The goat was very skinny,
The crops were not enough,
Ever since the flood came,
Growing crops was very tough.

The trees were all run down now,
And everyone was sad,
But then a superhero came along,
And everyone was glad!

The superhero saved the day,
By zapping all the trees,
They stood up nice and proud now,
The next problem was the bees...



They had drowned in all the misery,
The water was too much,
The crops could not get pollinated,
Without the magic touch!



The superhero touched them all,
And they came alive,
Soon they got to pollinating,
And now the crops could thrive.



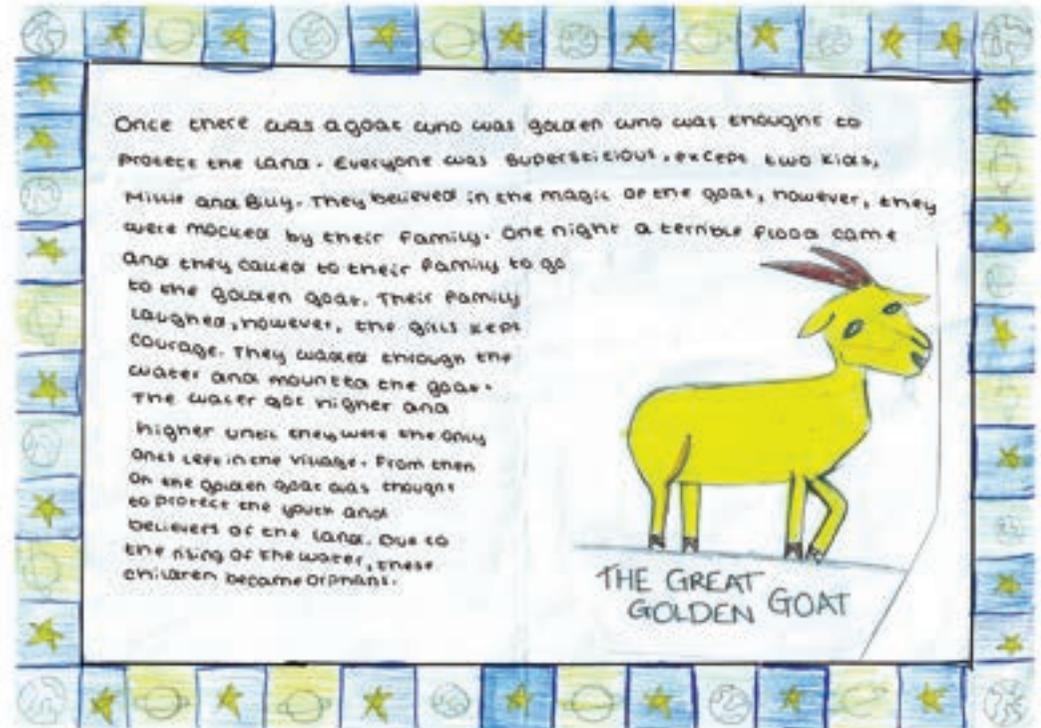
The goat was very full now,
and many lives were saved.
The hens were also healthy,
so lots of eggs were laid.

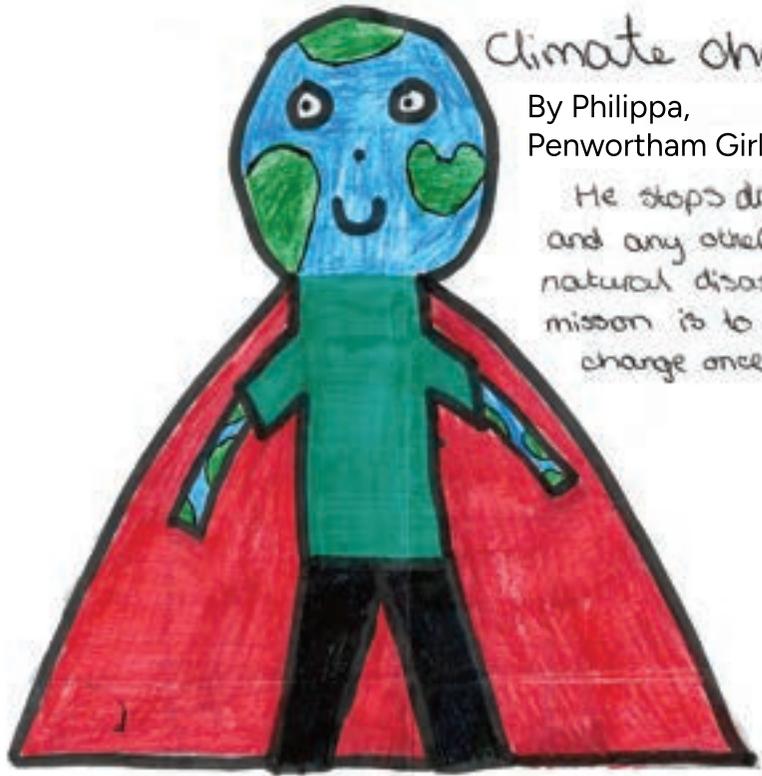
People could eat the yummy food,
and the animals as well.
Fried egg and popcorn chicken,
all the food will quickly sell.

Thank you to our superhero,
our life is full of joy.
No misery there will ever be,
for any girl or boy.



By Lily, Zahra, Safaa and Jasmine, Penwortham Girls' High School





Climate change hero

By Philippa,
Penwortham Girls' High School

He stops droughts, floods
and any other serious
natural disasters. His
mission is to stop climate
change once and for all.

In Pakistan there are some extreme changes in weather, and some natural disasters too. Climate change hero will fly in and save the day. His main mission is to stop climate change, but it is not as simple as a click of your fingers. To stop climate change he gives speeches, influences young people to make sure that the next generation of politicians will help and carry on trying to stop climate change and gives the current politicians ideas and makes sure they educate and encourage people to help stop climate change instead of just ignoring the topic. He will continue to stop natural disasters, influence and educate people about climate change until we stop it.

Poem by Muskan, Mian Gul Model School

The Glaciers are weeping in pain,
Smoke has covered the whole land,
Oceans are rising with a sigh,
Forests are falling, and ask why?
The Earth begs — change or die.

Pictures by Aiman and Zakia at Mian Gul Model School



By Haalah, Lucy, Ruby and Bella, Penwortham Girls' High School



Climate change is our worst enemy! It has destroyed our beautiful planet. Haalah da Horrible and Lucy the Lemon have caused this destruction and who knows if we will be able to fix this. Our war has already gone on for 174 years and it needs to STOP! At this point they have already won... NOT!!! Ha, Ha, Ha! Just kidding we are unstoppable.



By Laiba, Javeria and Asmara, Mian Gul Model School

By Ayesha, Areeba, Jalwa and Kalsem, Mian Gul Model School



By Nayab and Khadija, Mian Gul Model School

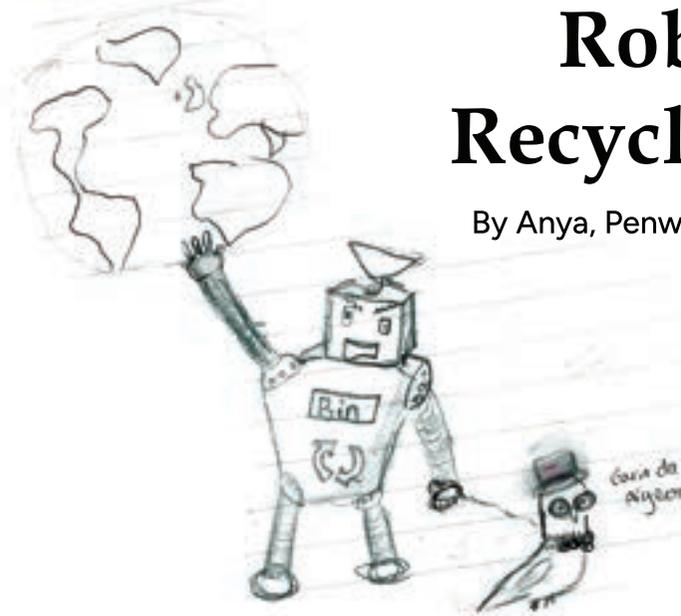


By Nimra, Summaya, Muskan, Zainab, Lubna and Aiman,
Mian Gul Model School



Robert the Recycling Robot

By Anya, Penwortham Girls' High School



The world is dying. Thousands of plants, animals and even people are dying. All because of climate change and pollution, and no one is trying to stop it. Except for Robert the Recycling Robot...

The morning sun rises high in the skies of Pakistan, burning anyone and everyone in sight of its rays. The rivers evaporate, the plants and animals (especially the goats) hide in any shade left from the bare tree branches.

The towns are bustling with civilians, hunched over and sweating as they work in the boiling sun in the sky above. Many faint from the dehydration. The people of Pakistan are in need of help and Robert the Recycling Robot is the only one who can help now. And that's what he's going to do.

He zooms in, taking to the sky with his trusty sidekick – Gavin da Pigeon. The problem was the sun and the only way to save the people is to cool it. The people below look up. Realising who it is, they all begin to cheer for their saviour. Blocking the burning rays with his amazing eco-friendly powers. This was one step closer to Robert saving the world from global warming. By just saving Pakistan, he has started a revolution to save the planet.

The world is in danger. The atmosphere heats up the climate, droughts, heavy rain fall, strange storms and anything in between. The world is close to an end.

Stories and artwork created by Viro Primary School and Vunivasa Primary School, Fiji, South Pacific and Five Islands Academy on the Isles of Scilly, South West England, UK

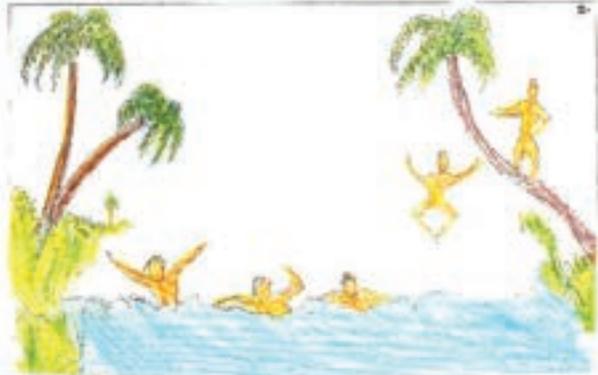
NATURE SAVING NATURE

Illustrated by Peni and written by all of year 5-8, Viro Primary School, Fiji, South Pacific

Coloured in by students in the 4th Grade at Frei Skole, Norway



Back in the 1960's cargo ships used to berth up the river near our homes.



During those days little boys and girls enjoyed playing games and swimming in the river.



The fishermen used to enjoy abundant catch from the sea. It was used for food only. They never used to sell fish then.



In those days even sea birds lie in the river bank for their catch or feed too.



As years pass due to soil erosion and landslide the river got shallow. During high tide it was just shoulder deep



And even during low tide the water and sea was just knee deep.



The change in weather pattern has caused a lot of erosion which has moved the seashore line towards the village.



Our fishermen were returning home with empty nets and baskets.



In the early 2000's our village started to increase in size and the number of villagers increased rapidly. They needed homes to build so they started to cut down trees and logs.



Due to the increase in population, lands and bushes that were untouched were used for farming. At times they just cleared the land but did not plant anything. Over-farming was taking place.



Our village started to experience a great change in our climate. There were lots of rain and low lying areas got flooded.



Landslides caused the washing of soil into the river, with the falling of trees and weathering of rocks, this caused the shallowness of the river.



While observing nature we noticed that the birds were doing a great job of sowing and replanting plants. MR SOWER, took over.



That was the new idea needed to be practiced to save our HOME.



As a community we sowed our land day in day out. Afforestation was the method to take us forward.



Our forest was restored which once again supplied cool nice breeze and cool river water. The people are happy that the environment was turning green and healthy.



Our beach front was shallow and when its spring tide the sea waters enters our village. It was a risk to our community.



The high sea level and strong current damaged the beach front.



TO our amazement the SEA GOD master of seawall building, MR OCTOPUS taught us based on his natural duty they we needed to build sea walls.

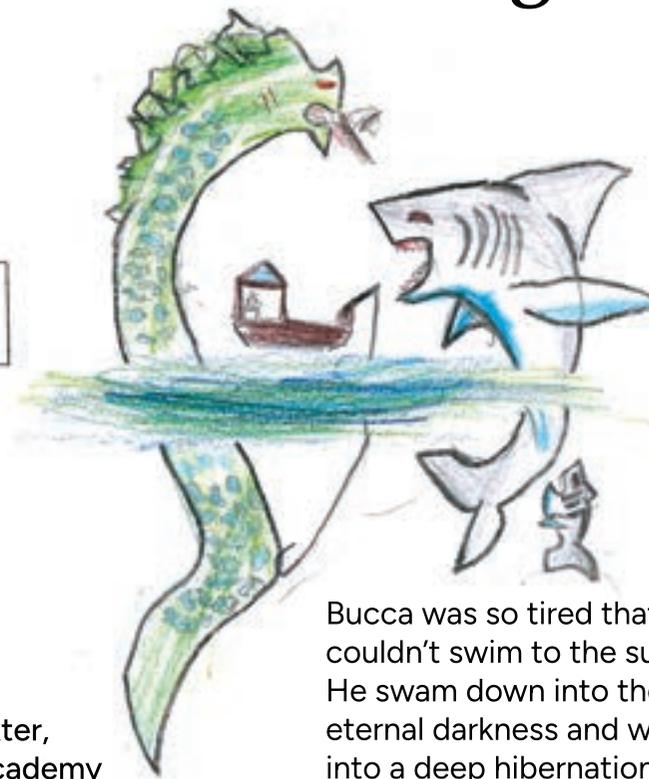


We followed MR OCTOPUS's method and were able to save parts of our nature. It was somehow "Nature saving Nature".

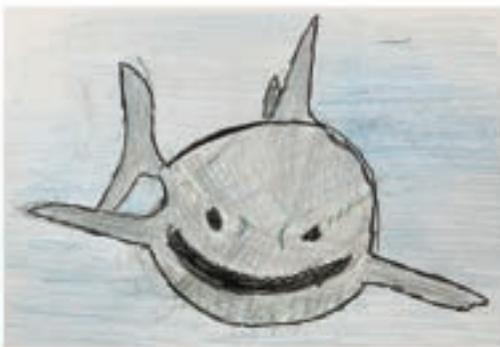
Bucca's Revenge!

By Raff, Robin and Cooper, Five Islands Academy (based on a Cornish god of the sea, Bucca)

The fisherman used to give Bucca a majority of their catch, but now they give him none because their fish are either dead or polluted. So Bucca started to destroy all the boats. Without remorse, the fishermen froze in fear. Their hearts pounding and lungs collapsing, they could only watch in horror. But as the water polluted more and more and the infected water went into Bucca's gills, his power started to drain.



Bucca was so tired that he couldn't swim to the surface. He swam down into the eternal darkness and went into a deep hibernation.



Picture by Dexter, Five Islands Academy

Tree Dweller, A.S.H. and The Plot to Destroy the World!

By Ted, Lawrence, Henley and Alfie, Five Islands Academy (based on a folktale of Buzza the giant)

It all starts with an epic land battle between Mr P. and the invincible land giant Buzza, until he is wiped out with one big blow from Mr. P's metal arm and then ancient Buzza is dead. Meanwhile, in the deep reaches of Antarctica, there was a curious sight. Penguins work 24 hours a day in factories. A hero from the Association of Superheroes (A.S.H.) was sent to this Smog City where he vows to stop pollution. If you've been to Smog City then you understand why. Chimneys pump smoke into the atmosphere, cars clog the streets, sewage is pumped splattering into the ocean and the skies are stained an ink jet black.

The battle began and went on for long hours...

Until Tree Dweller said, 'Why are we fighting?'



Scilly Ancestors

By Bella and Isla, Five Islands Academy (based on old folk legends)

There was once an island called Lethowsow.

It was very peaceful there, until a big storm came and Lethowsow sank to the bottom of the sea! But no one knew that the Scilly mermaid was living on Lethowsow and now was at the bottom of the sea too!

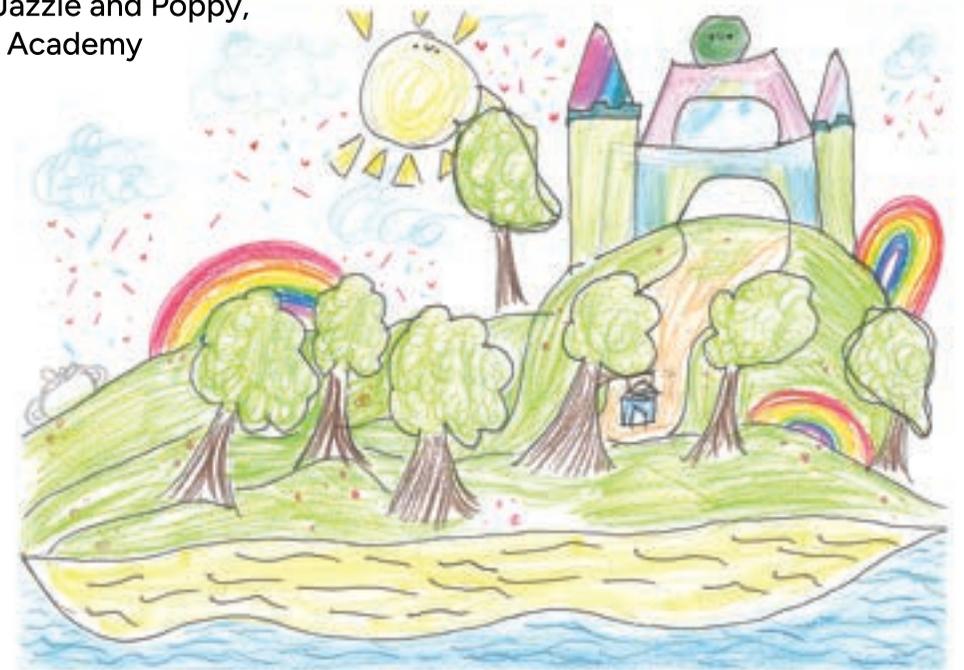
The Fiji mermaid had got lost going back to Fiji. The two mermaids worked together to warn the people on the Isles of Scilly what happened to the island of Lethowsow and to put up defences so it does not happen to them. 100 years later, scientists found out some ancient field walls are visible below the high tide line.



Images of coastal debris after a storm and signs of drought in Koro, by Vunivasa Primary School

Helping the Fairy Failure

By Sophia, Jazzie and Poppy,
Five Islands Academy



WE CAN MAKE A DIFFERENCE!

just a small message out to everyone.

By Charlotte and Millie, Five Islands Academy



By Arthur, Dexter and Isaac, Five Islands Academy



By Ned and Oscar, Five Islands Academy



By Mia, Five Islands Academy



By Wilbur, Five Islands Academy

Stories and artwork created by Frei Skole in North West Norway and St Maria Goretti School in North West England, UK

Klimaendringa / Climate Change

Slik merker vi det i Norge / This is how we notice it in Norway

By Henrik, Runa, Kasper and Benjamin, Frei Skole



Når det blir stormflo stiger vannet i havet veldig høyt. Da kan det bli oversvømmelse i naust og på ekrene som ligger nede ved sjøen. Hus som ligger nær havet kan bli ødelagt

When there is a storm surge, the water in the sea rises very high. Then there can be flooding in the boathouse and fields that are down by the sea. Houses located near the sea can be destroyed



Det er mer søppel i havet. Folk kaster ikke søppel i søppeldunken. Folk kjøper ting de ikke trenger

There is more trash in the ocean. People don't throw their trash in the trash bin. People buy things they don't need

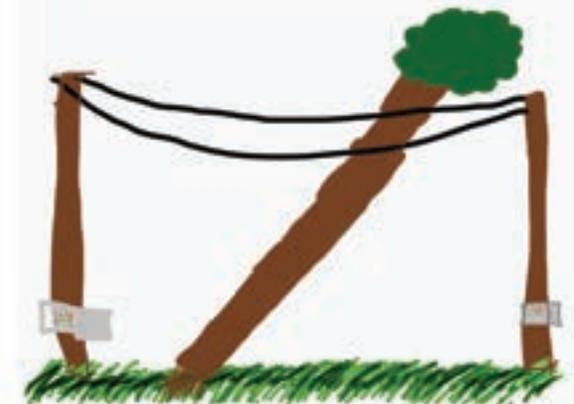
FREEDOM FREEZER

By Ahmed, Saint Maria Goretti School



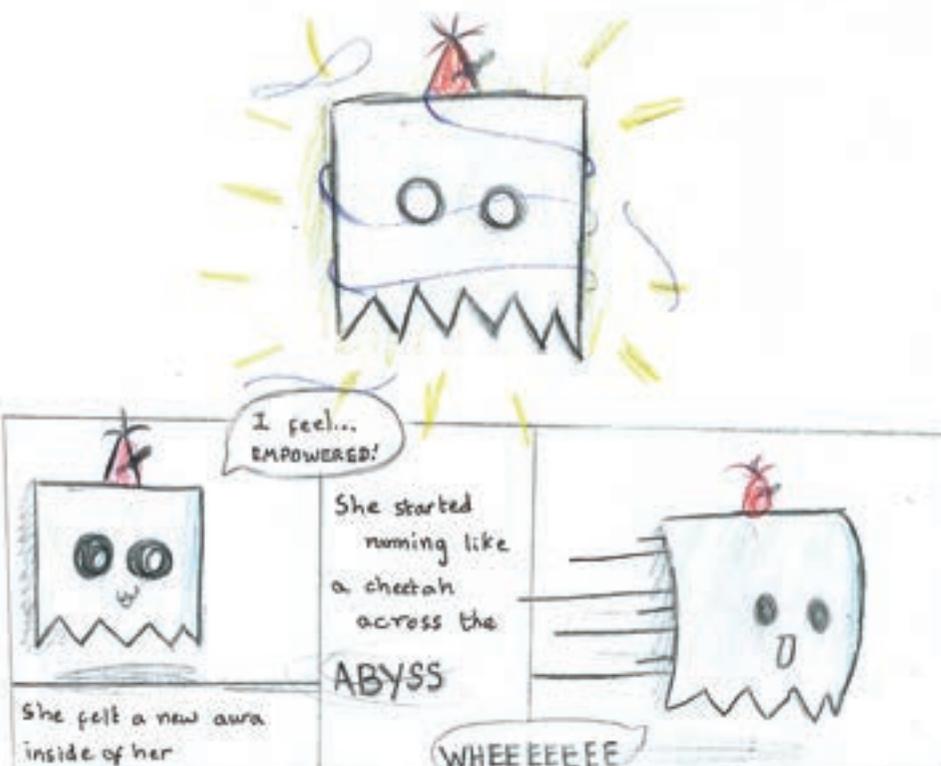
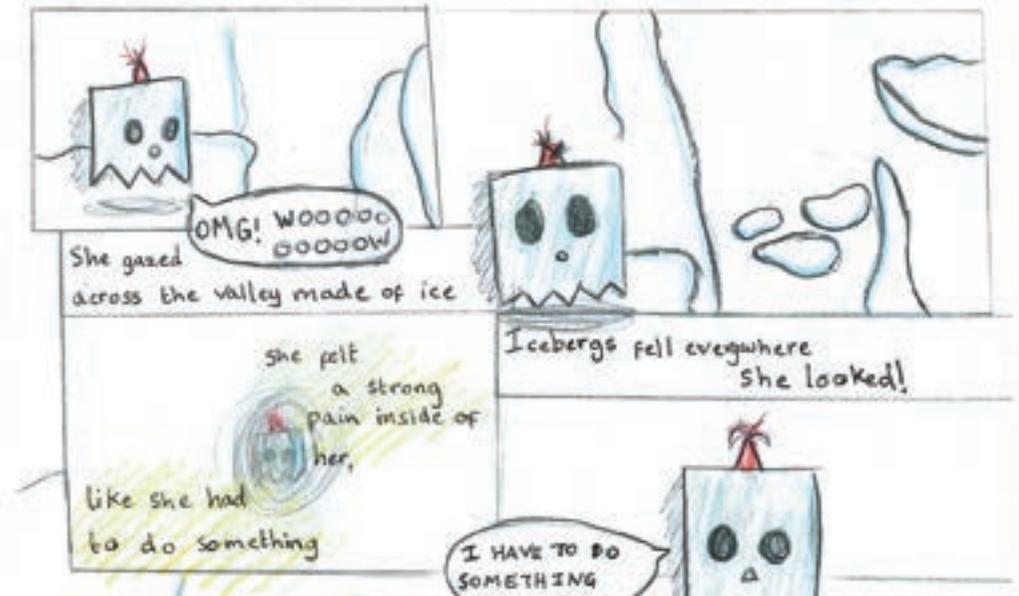
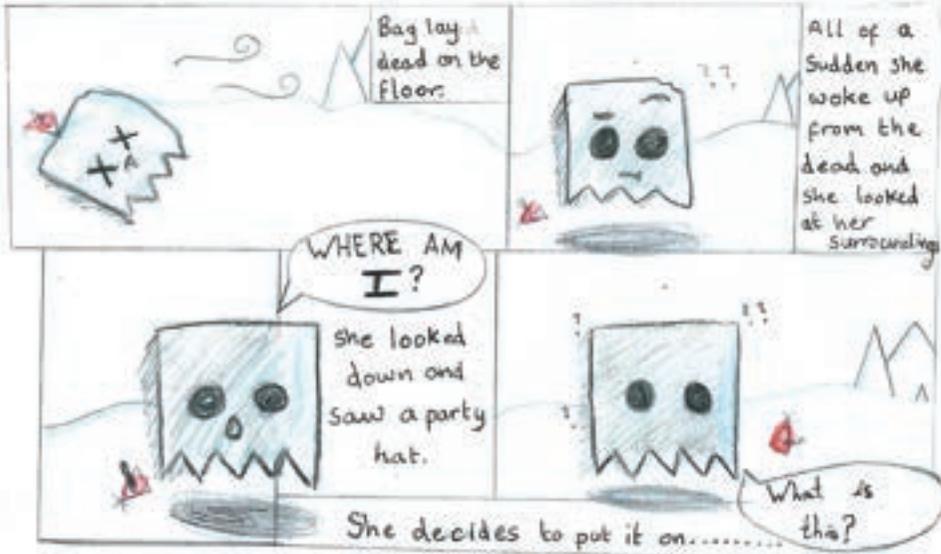
Det er varmere om vinteren, det er mer regn og mindre snø

It is warmer in winter, there is more rain and less snow



Det er kraftigere stormer og kraftigere regn.

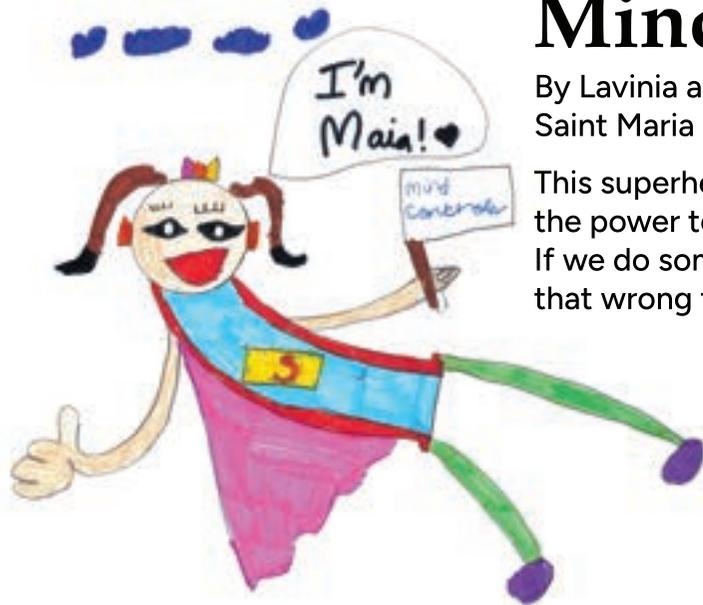
There are stronger storms and heavier rainfall.



Mind Controller

By Lavinia and Athena,
Saint Maria Goretti School

This superhero is very mindful and gives you the power to walk on the right path. If we do something wrong, it tells us not to do that wrong thing. So we do the right choice!



The Forest Flames of Fear

By Amelia, Saint Maria Goretti School

On one cold dawn early in the year, where pollution was a major problem, there was a 16 year old hero known as Lily Nature. She had inherited the nickname because of her powers of summoning plants and changing the climate which was strangely peculiar.

On this particular morning, Lily was perching on a tree grasping a basket of ivy and cherries, when a startling boom was heard echoing ominously through the forest. There, on the horizon, a large flickering flame lit up the forest, making Lily know it was her destiny to extinguish it. But how?

She jumped to her feet, sliding down a branch and swinging down the ivy as she grabbed a bucket of water and an orb in the glistening colour of sapphire. She dashed towards the fire, soaking the orb in the water before throwing it in the flame. Splash!! It started to rain as the fire ceased to exist.

Lily Nature had saved a forest again.





By Angelina, Jenny
and Frøya,
Frei Skole

Huldra er et overnaturlig vesen som bor i den norske skogen. Huldra kan forhekse mennesker.

Huldra lokker på dyrene. Huldra har en ku hale. Huldra har langt lyst hår. Huldra har en vanlig fot og en boke fot. Huldra har ofte på seg kjole.

Hvis du møter Huldra da må du være forsiktig. Huldra har uendelig liv. Det betyr at Huldra dør aldri. Huldra er på en måte magisk.

Huldra is a supernatural being that lives in the Norwegian forest. Huldra can bewitch people.

Huldra lures the animals. Huldra has a cow's tail. Huldra has long fair hair. Huldra has a normal foot and one goat's foot. Huldra often wears a dress.

If you meet Huldra then you have to be careful. Huldra has eternal life, which means that Huldra never dies. Huldra is, in a way, magical.

Huldra vil passe på naturen og dyrene hvis mennesker ikke gjør det da blir hun sint.

Vi må være snill med Huldra naturen og dyrene som bor der. Hvis ikke forhekser Huldra deg. Da kan hun ta deg me inni fjellet hvor du blir for alltid.

Huldra wants to protect nature and the animals. If humans don't do the same she gets angry.

We must be kind to Huldra, nature and the animals that live there. If not she will enchant you. Then she may take you inside the mountain where you will stay forever.



Vi går på Frei Skole. Vi skal snakke om klimaendringer. **We are students at Frei School. We are going to talk about climate change.**

By David Andre, Antoni and Fredrik, Frei Skole



Hvorfor skjer klimaendringer?

Det skjer for vi bruker biler, båter, fly og fabrikker slipper ut CO2.

Why does climate change happen?

It happens because we use cars, boats, airplanes, and factories, and they release CO2.

Det kan skje at det kan bli...

It can happen...



Mer kraftig vind.

Here, the wind has become stronger.



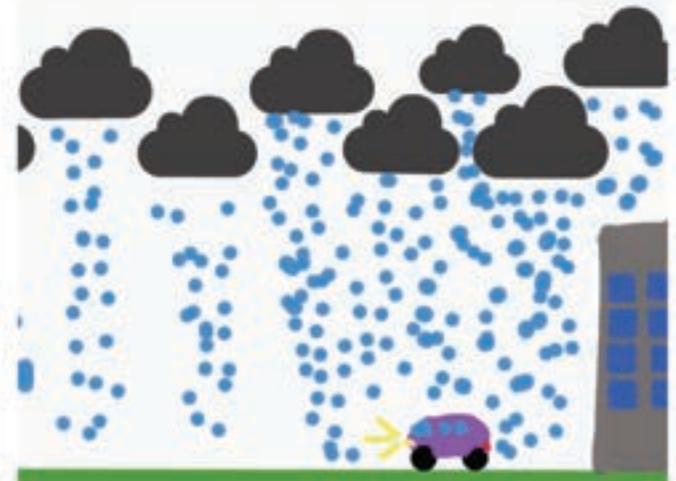
Oftere Stormflo.

There are more frequent storm floods.



Mindre snø.

Less snow.



Mer regn.

More rain.

Uteskole på Frei / Outdoor School on Frei

By Jakob, Cecilia and Fride, Frei Skole

Vi går på Frei skole og her har 1. til 4. klasse uteskole hver uke mens 5. til 7. klasse har en gang i måneden. På uteskole lærer vi mer om naturen. Barn som lærer om naturen de er mer i naturen og blir glad i naturen. Da vil de også ta vare på den. Mange av barna vil også ta med voksne ut i naturen og lære de å bli glad i naturen.

We go to Frei school and here the 1st to 4th grade have outside school every week, while 5th to 7th grade have once a month. At outdoor school, we learn more about nature. Children who learn about nature spend more time in it and become fond of it. Then they will also take care of it. Many of the children will also take adults out into nature and teach them to appreciate it.



På uteskole har vi lært å lage gapahuk og vi har lært å tene bål.

At outdoor school, we have learned how to build a shelter and start a fire.

Så vi tror det at barn som har uteskole vil ta vare på naturen, og de vil huske det når de blir voksne og det blir mindre klimaendringer. Etterhvert håper vi dette vil bidra til mindre klimaendringer og en friskere jordklode.

We believe that children who have outdoor school will take care of nature, and we hope they will remember this when they grow up. Over time, we hope this will contribute to less climate change and a healthier planet.



Vi har lært oss å ro og fiske og bruke fisken å lage mat.

We have learned to row and fish and use the fish to cook



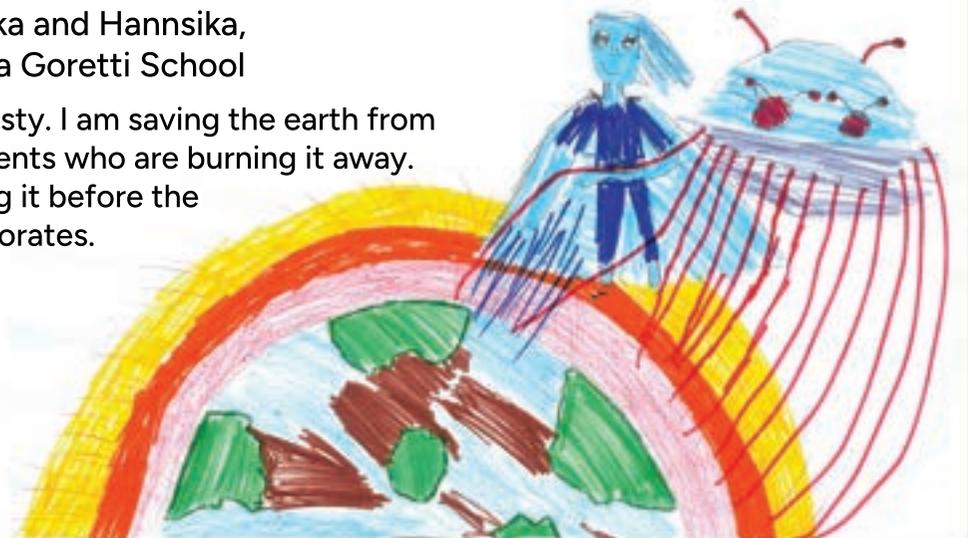
Vi lærer om planter og dyr og hvordan vi kan høste fra naturen og lage mat av det vi høster.

We learn about plants and animals and how we can harvest from nature and make food from what we harvest.

Save the Earth from burning away

By Vanshika and Hannsika,
Saint Maria Goretti School

Hi, I am Frosty. I am saving the earth from my evil parents who are burning it away. I am cooling it before the water evaporates.



The weird noises in the night!



By Elise and Maja Rita, Frei Skole

One time in December there was a girl named April that woke up in the middle of the night. She lived in a small house in the woods. She woke up because she heard noises.

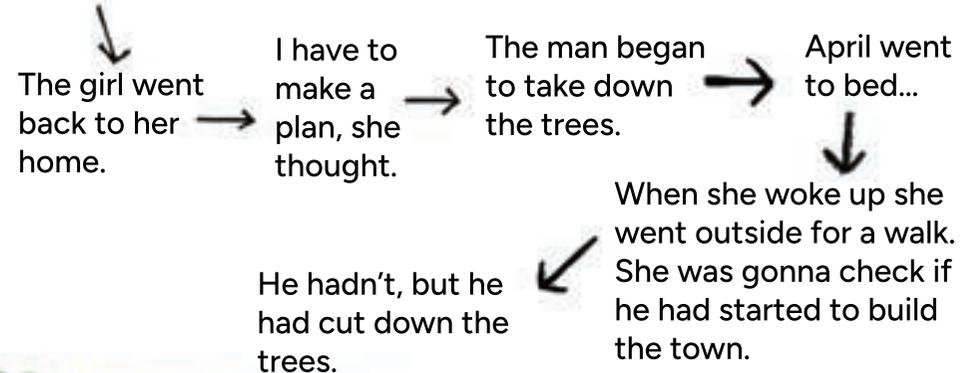


Why are there so many noises? she thought...

She went outside and checked. Outside she saw nothing, but when she went further into the forest, she saw that someone was making something, she went to the man and asked.



'What are you making?' she said. Huh. 'Oh I didnt see you there, I am making a town.' 'A TOWN!!' She shouted. 'Yes. What's the problem...?' 'You can't make a town' she said. 'What, why can't I make a town?' he said. 'Because then the animals will have nowhere to live' she said. 'Ok, I don't care' said the man.



When the girl saw that he had cut down some of the trees she made a plan.



'I need to go to the animals and tell them the plan.' April went to the animals. When she came to the animals she told them the plan. The plan was to get all the animals in the forest to write a sign that said, for example "save the forest", "don't make the wrong choices" or "please save the animals".

'Ohh no' said the animals. 'Ok, we will follow your plan.'

The night came, April went to bed.

But the animals didn't go to bed because they needed to make the signs.

The animals made the signs.

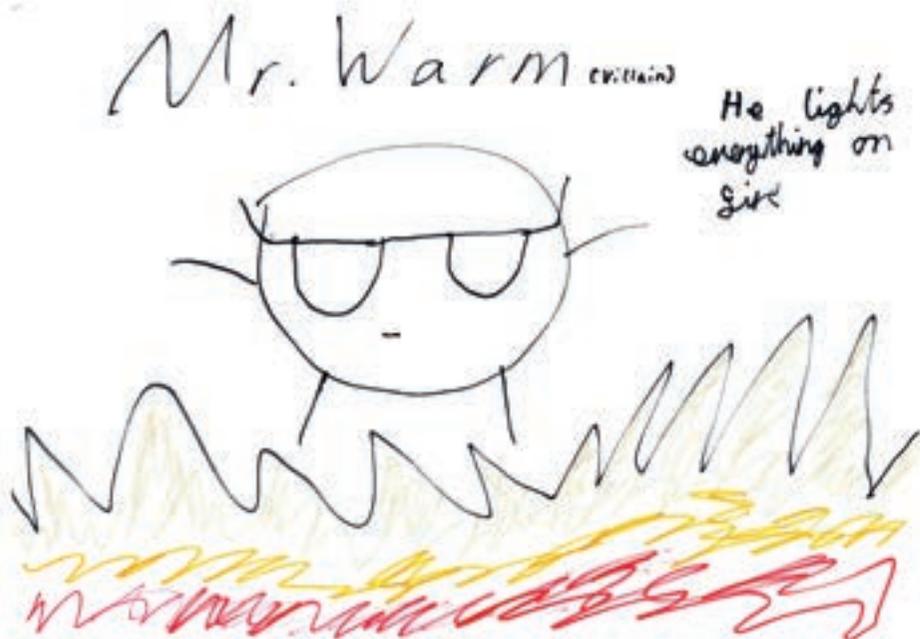
The next day they met at the lake, they were ready!

They went to the place where the man was building the town. They started the plan.

The man heard something in the woods, then he saw something! Why are there so many animals? he thought.

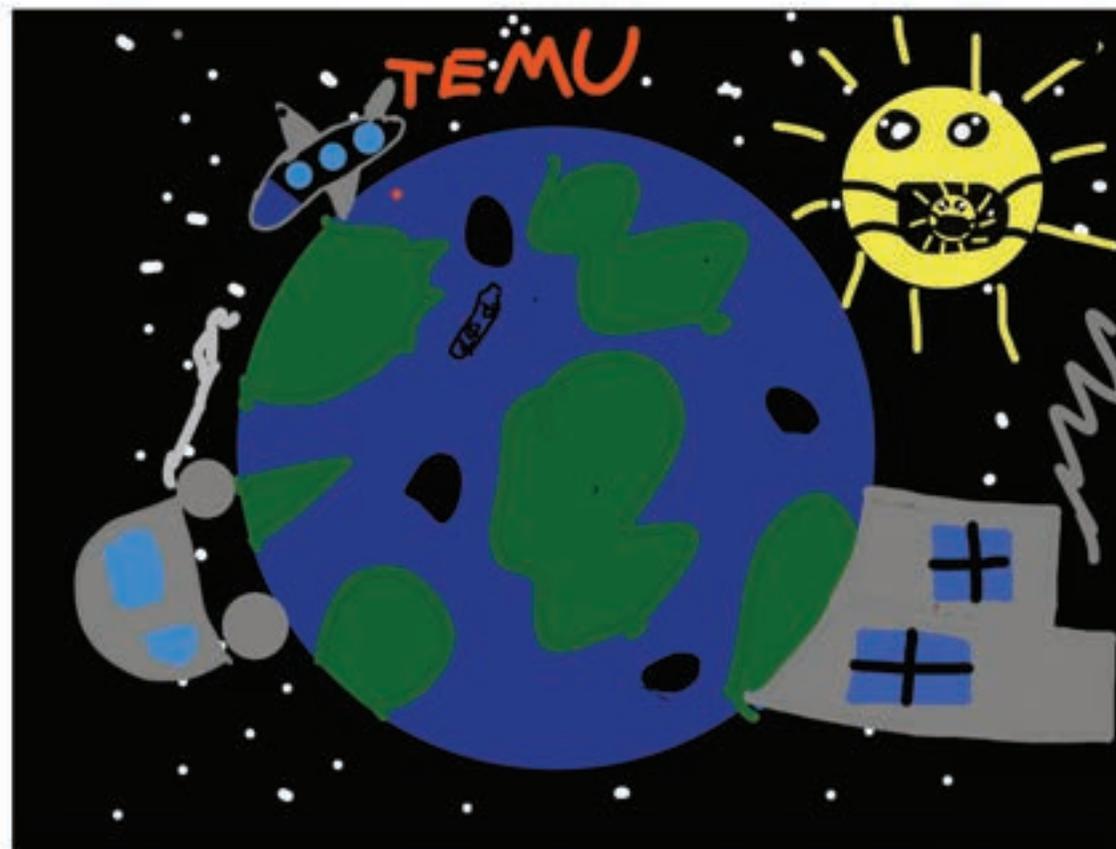
But then he saw April, April went to him. 'Can you please stop' said April. 'Why would I do that?' said the man. 'Because if you don't I tell the animals to hurt you.' 'Huh animals cannot talk' he said. 'Yes they can!' said April. 'If you show me I will stop building the town.' 'Fine I will show you then' said April. She asked the animals if they could talk in front of him. They said 'yes', and then he stopped building the town. The plan worked!

The man looked really confused. He was scared because there was so many animals.



Jorda er i fare. Vi gjør jorda syk The Earth is in danger. We are making the Earth sick

By Storm Elias, Sondre and Sigve, Frei Skole



By Oliver, Saint Maria Goretti School

**Stories and artwork created by
Viro Primary School,
Fiji, South Pacific and
Saint Maria Goretti School
in North West England, UK**

Toxi man

By Ciaran,
Saint Maria Goretti School



He can breath
carbondioxide
and makes it
into oxygen

The land of dragons

By Iwo, Saint Maria Goretti School

Once upon a time, there was a land of dragons and mankind. The dragons controlled the weather; people controlled the land. The dragons were like gods. If one person hoped for rain for the crops, that's what the whole land would get.

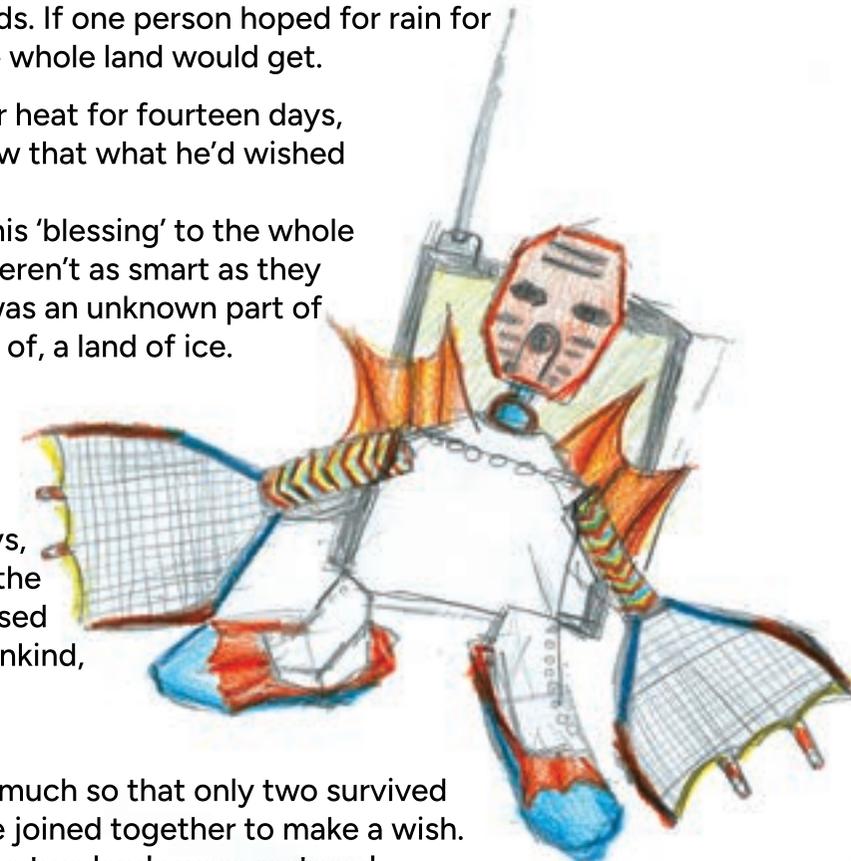
One day, a man hoped for heat for fourteen days, but little did the man know that what he'd wished for was a grave mistake.

The dragon of heat sent his 'blessing' to the whole of the land. The people weren't as smart as they thought, because there was an unknown part of the land they didn't know of, a land of ice.

The heat continued for fourteen consecutive days, leading to many parts of the ice land melting. This caused a flood for the land of mankind, obliterating their village, wrecking the ground.

The flood was deadly, so much so that only two survived the flood. The two people joined together to make a wish. In a matter of seconds, the two lands were restored. The flood formed back into the land of ice, and the houses were returned to their original places and put back together. The pair had summoned the golden dragon, the dragon of restoration and peace.

They went back to the village to visit their families. Everything was back to normal. But the people decided that in future they would leave decisions about the weather up to the dragons. If people didn't interfere, no more problems would occur.



By Amelia and Kisilla, Saint Maria Goretti School



Litter Power!

By Millie and Skylar, Saint Maria Goretti School



G: regrower

B: Water girl / splasher



Our Climate Change Activities

Written and Illustrated by
The Years 5 and 6
Viro Primary School
Ovalau
Fiji Islands



Broken bottles, broken glasses and tins are buried. Burying these also prevents the spread of diseases such as dengue fever.



Fruit peelings such as bananas are put into compost. These composts are used as manure in vegetable gardens.



We plant flowers and vegetables around the school compound. Trees and vegetables are good for us.

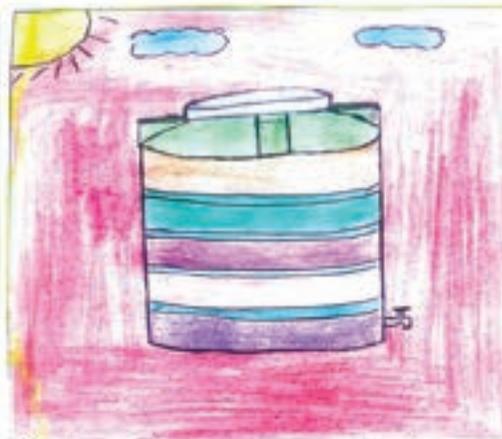
Greeting

Malo! Bula! Malo!

"We are the years 5 and 6 of Viro Primary School in Fiji. It's time to act now. Fight for Climate change."



Papers are recycled. They are returned back to the school as toilet papers for the children to use.



Rain water is stored in the tanks. We use the water for drinking. Rain water is clean. It helps us in dry seasons.



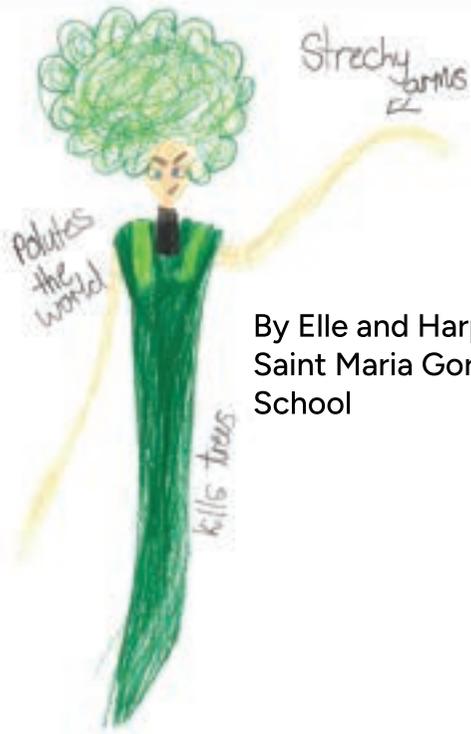
We plant trees around the school compound. Trees provide shade and oxygen for us.



Rain water is stored in the tanks. We use the water for drinking. Rain water is clean It helps us in dry seasons.



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By Elle and Harper, Saint Maria Goretti School

By Delilah, Saint Maria Goretti School

Name: Super Lola
 Super power: flying and pausing time
 She saves the trees from deforestation and fires.



A Robin's Landing

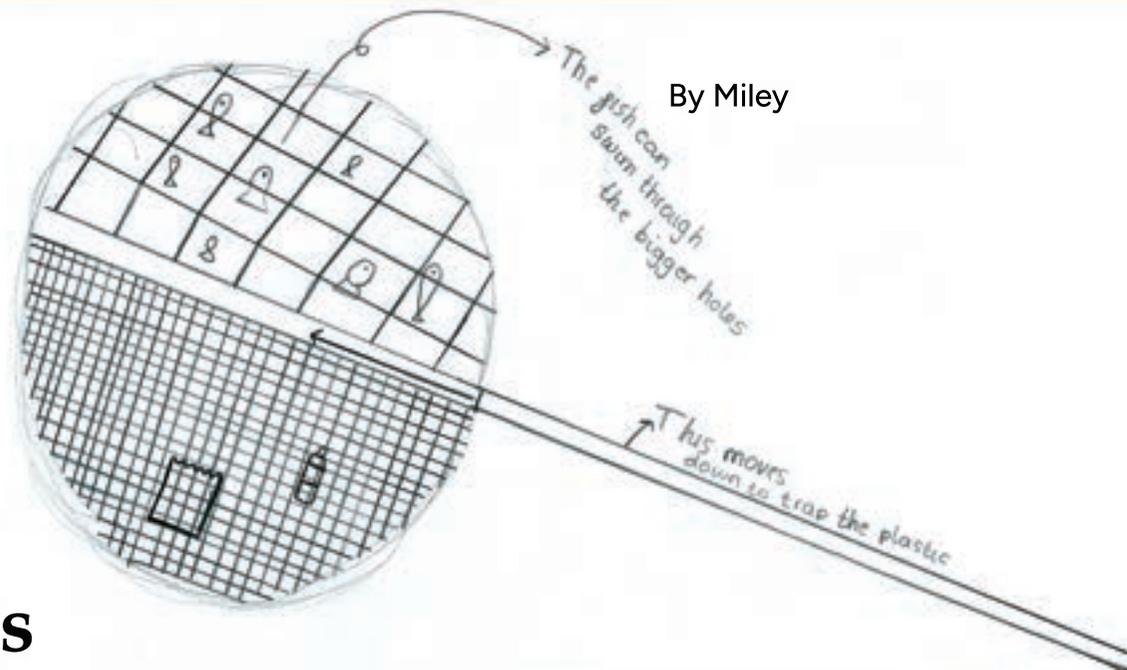
By Hannah, Saint Maria Goretti School

As I swayed my branches it was going to thunder. As it approached more, I noticed that a little robin had landed on one of my branches. It looked like it had lost one of its wings. Out of nowhere, it had started hail stoning. The robin was getting scared. While that started, thunder approached. When the robin noticed I had a hole in my trunk, it flew straight through. It was warm. It was comfy. Please stop deforestation as that's stopping you as humans! We're losing our lives.

How does a piece of rubbish travel so far?

By Hannah, Saint Maria Goretti School

If you chuck rubbish around,
no matter how far you live away from the ocean,
it could get all the way to Fiji!
Because the tide or the wind will make it go as it could
get stuck on fish and killing the fish so we have less food.
As people are being selfish and being careless.

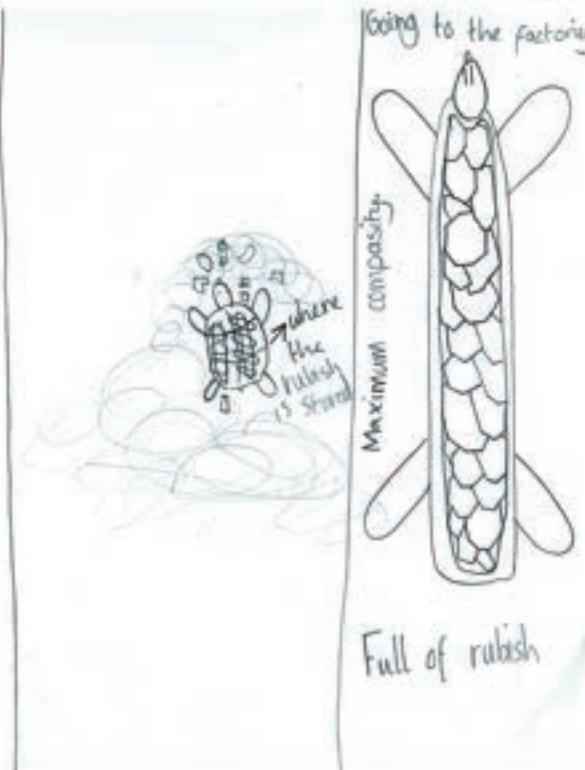
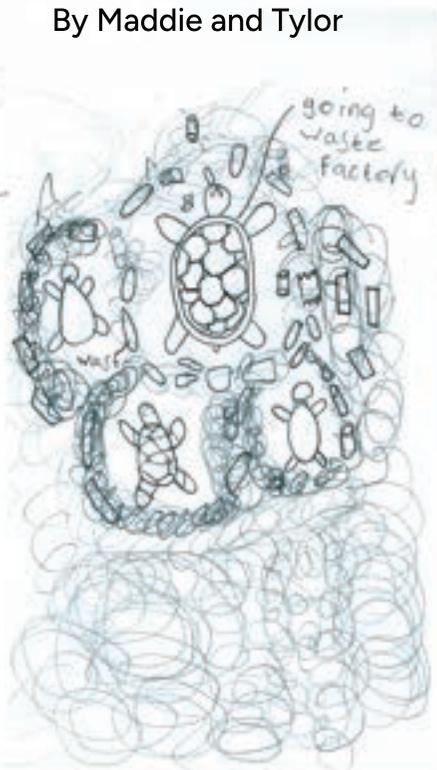
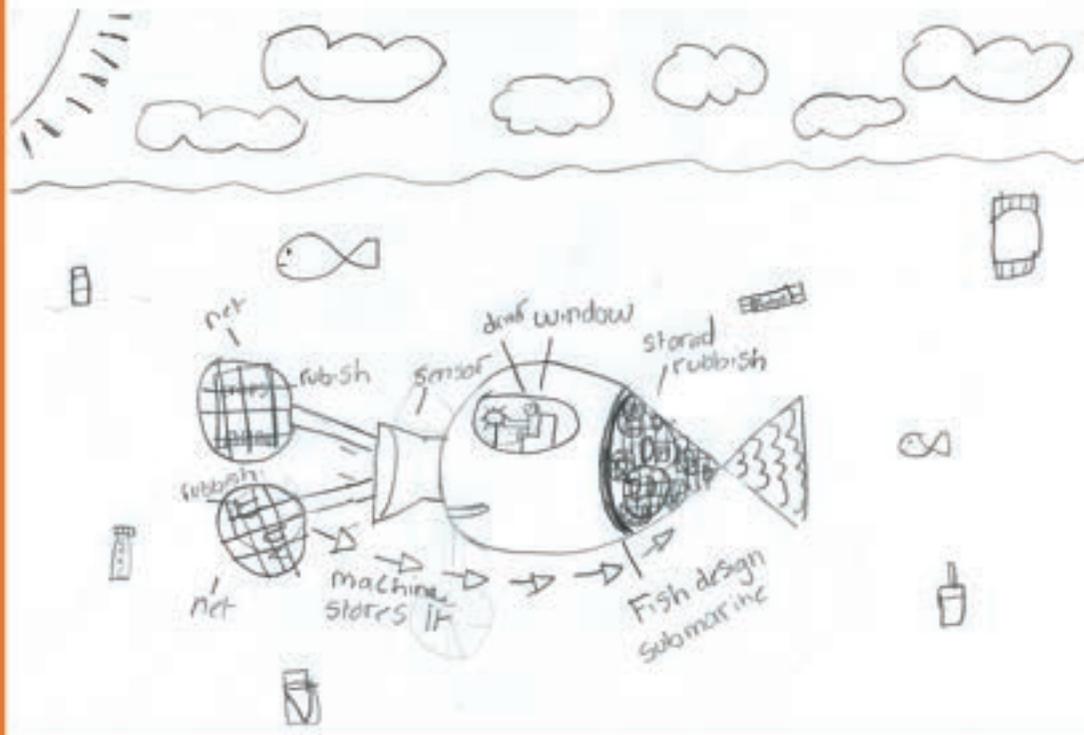


By Miley

Ocean Pollution Solutions

Pictures by Saint Maria Goretti School

By Maddie and Tylor



ELLA THE OCEAN CLEANER

By DJ and Anaya, Saint Maria Goretti School



She can breathe under water, fly, and walk on land.
 She helps save fishes from the plastic.
 She can suck up all the plastic and put it in the bin.
 She saves endangered species and lots more.
 She heals animals that live in the water and walks on water.



By Jakub and Prasil,
 Saint Maria Goretti School

Suggestions for teachers

The project is based on the principle that children learn best when they are active and interested. The enthusiasm with which the children engaged in the project and produced stories and pictures is testament to their excitement about connecting with other children.

They may be distant geographically but they found they share common interests in one another's lives and locations, and share many of the same concerns.

We also collected children's emotional responses to the climate crisis, which are included in a film that accompanies this book.

The project has shown that children can develop empathy through these connections and therefore become more interested and active in their responses to environmental issues.

We suggest that children's ideas can help to lead their own education on climate change.

If invited to ask questions and to look for answers together - with their teachers as co-inquirers, children can learn a great deal.

Adding creativity through story-making and picture-making helps to make learning relevant to and accessible for all children. Not only that, but their creative expressions can help adults to understand better what children think, and how to facilitate the learning they need for their futures.

For more about the Stories Across the Globe project visit: www.stories2connect.org

If you would like to connect with the researchers for more information, please contact:

Professor Candice Satchwell, University of Lancashire, CSatchwell@lancashire.ac.uk

Dr Jacqueline Dodding, University of Lancashire, JDodding1@lancashire.ac.uk

Bob Walley, University of Lancashire, BWalley1@lancashire.ac.uk

Acknowledgements

We are grateful to the wonderful children and teachers who joined so enthusiastically in the project.

The curiosity, creativity, and care for one another shown by the children have provided us with invaluable insights into creating a future in which they can flourish.

The schools involved are:

Viro School, Ovalau Island, Fiji, South Pacific

Vunivasa School, Koro Island, Fiji, South Pacific

Mian Gul Model School, Peshawar, Pakistan

Saint Maria Goretti School, Preston, NW England, UK

Five Islands Academy, Isles of Scilly, SW England, UK

Frei Skole, Frei, Norway

Penwortham Girls' High School, Penwortham, NW England, UK

Printed by John E Wright & Co Ltd

Edited and curated by Bob Walley

All stories and characters created by the children themselves.







Sea Dude (Hero)

He collects
rubbish.



“Who’s going to save the day? Let’s see next time!”

By Oliver, Saint Maria Goretti School, NW England, UK