

# Construction Visions Book Project

*Stories for a more sustainable post-pandemic future*

# FINAL REPORT ACTIVITIES

**August 2024**

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4

**YEARS OF WORK**

Prompted by the Pandemic

10

**STORIES**

Covering topics from wildlife to knowledge & community.

100+

**VOLUNTEERS**

Contributed their time and passion to the project

\$100k +

**USD INVESTED**

Across the entire project

9

**PROJECTS**

Delivered at the local level

23

**COUNTRIES**

Represented by partners

4

**PROJECTS LED BY FEMALES**

800+

**BENEFICIARIES**

63% of beneficiaries being females



# INTRODUCTION

The “**Constructive Visions Book Project: Stories for a more sustainable post-pandemic future**” was launched by a global group of over **50 National Geographic Explorers and their collaborators**. These explorers united to begin reflecting on how behavioral changes under COVID-19 were positively and negatively affecting our relationship with nature and other aspects of our society. We wondered: What would the world look like five years from now if our positive changes in behavior continued long after the pandemic? How would the world look if some of the positive side effects were somehow maintained as we collectively found our “new normal”? These questions have led to an international multi-media educational project (e-book and interactive website) of stories, which paints a realistic vision of hope for a more sustainable future.

The chapters’ themes range from education, sustainable economies, Indigenous leadership, and climate crisis to food waste, wildlife conservation, and much more. They include a wide diversity of voices from around the world, including 21 countries across six continents. Each multi-sensory chapter incorporates vivid storytelling, mixed media (photos, drawings, video, and soundscapes), and a set of educational challenges that can be used by both educators and students who wish to join our Constructive Visions Collective for a more positive post-COVID future.

## **MISSION STATEMENT**

Constructive Visions aims to tell stories and inspire our society to imagine and build a more sustainable post-COVID future.

# PURPOSE

Through our stories, we engage and inspire individuals worldwide to believe in the power of their actions to positively impact the world around them, including their families, communities, landscapes, and governments.

In 2021, a total of 29 partnerships were built with educational organizations worldwide. Our educational partners incorporated the Constructive Visions stories into their work with young students. In 2023, the Constructive Visions team invited partners to conduct further in-depth tailor-made projects using our stories.

This report outlines the activities of the Constructive Visions Project with a focus on the outcomes of our most recent Meridian Grant from the National Geographic Society.



Drawings by Karine Sarkissian

# THE PROJECT'S OBJECTIVES

## 01

### **To fill a gap in knowledge and vision**

about the opportunity that COVID-19 presents us to start building a more sustainable future;

## 02

### **To provide an informed, accessible view**

that will spark the reader's imagination, encouraging creative innovation and behavioral change;

## 03

### **To encourage and facilitate critical discussion**

by building diverse communities and exploring challenging questions;

## 04

### **To honor and celebrate diverse knowledge systems**

from experts from all demographics, languages, countries, and fields of study;

## 05

### **To encourage interdisciplinary systems thinking**

about the opportunity that COVID-19 presents us to start building a more sustainable future;

## 06

### **To connect educators, Nat Geo Explorers and communities**

across the globe to create a diverse and vast network of people eager to contribute to a sustainable COVID-19 recovery.



# CONSTRUCTIVE VISIONS TIMELINE AND MILESTONES

**2020**

**2020**

**2020**

**2020**



**MARCH**

First conversations  
sparked in the NG  
Connected Community

**APRIL**

Book chapter  
teams formed

**NOVEMBER**

Ten book chapters  
drafted, pre-editing

**DECEMBER**

Two grants awarded (COVID-  
19 special release NGS grant  
and Explorer Community  
Project Fund)

# CONSTRUCTIVE VISIONS TIMELINE

**2021**

**2021**

**2021**

**2021**

**JANUARY**

Website development begins

**JUNE**

Participation in the virtual NG Explorers Festival

**JULY**

Educational partnerships begin (29 partners from over 20 countries)

**OCT-DEC**

Release of our website ([constructivevisions.com](https://constructivevisions.com)) and chapters are progressively published online

# CONSTRUCTIVE VISIONS TIMELINE

**2022**

**2022**

**2022**

**2023**

**JANUARY**

Virtual readings by authors to small group global audiences, partner engagement continues (partners conduct chapter readings to their groups and take on chapter challenges)

**JUNE**

In-person participation at NG Explorers Festival (on-stage panel discussions). Virtual book tour begins

**OCTOBER**

NGS Meridian grant awarded to further support engagement activities

**JANUARY**

Limited edition print book is published

# CONSTRUCTIVE VISIONS TIMELINE

**2023**

**2023-24**

**2024**



**APRIL**

**DECEMBER**

**JULY**

Partner projects begin and several new partners join

Small focused partner activities begin

Small focused partner activities conclude

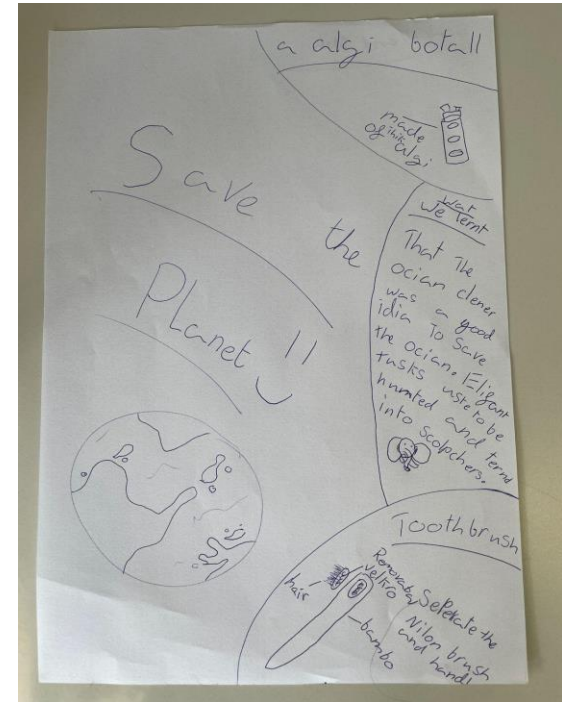
# OUTREACH ACHIEVEMENTS

The “Constructive Visions” book has been made available for free on the interactive website:

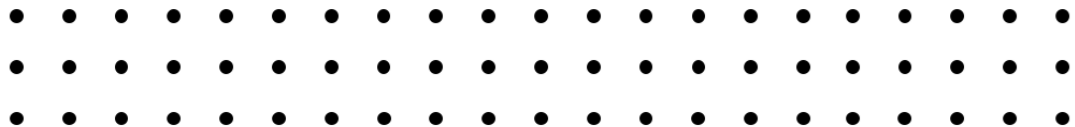
<https://constructivevisions.org> which offers a storytelling experience that blends journalism, media, science, and experiential education. It provides ample inspiration for reflecting and engaging in sustainable activities.

The project involved over 35 Educational Partners, including schools, environmental and educational NGOs in over 23 countries.

These organisations incorporated the book and topics related to sustainability into their lessons and activities, enhancing learning experiences for their young participants.



*Primary school students in Cambridge (UK) reflected on innovation applied to sustainable development. They were also challenged to think about recyclable toothbrushes and sustainable bottles that could help prevent ocean pollution. Photo Credit: Letizia Diamante*



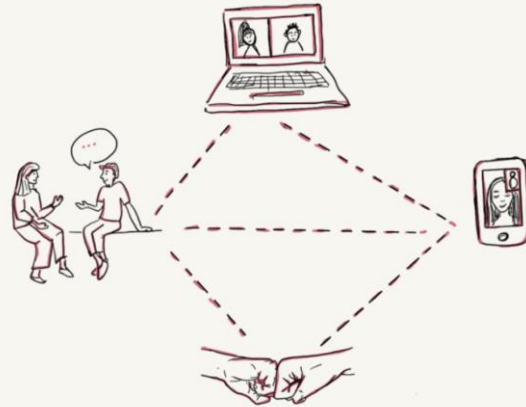
## PRESENTATION OF THE PROJECT PARTNERS

Projects under this grant funding have been scoped and delivered by educational partners. They range from video documentary production to arts and crafts projects in school and outdoors, activities being conducted include documentary production, beach clean ups, radio podcasts, innovation design, and local wildlife exploration.

All projects focused on **engaging students around the ages of 12-18 from around the world**. These projects are briefly presented below in the words of their lead partners.

The “Constructive Visions” project has also created a WhatsApp group that connects all Educational Partners and that’s used to celebrate success stories and exchange suggestions.

We also organised virtual readings of the “Constructive Visions” book in English with SeedScience in Ghana, and also in Spanish targeting Argentina and Chile which is available on YouTube. The reading was followed by a Q&A to facilitate the interaction between the authors of the book and the readers, and involved 20 people in total.



# Happy Earth Workshop (Travel with a Cause, Australia)

Our purpose is to help students who are from 12-18 years old to understand more about our environment and animals. We all recognise protecting the Earth is vital as it could help to reduce global warming, greenhouse effect, etc.

Virtual touring of South East Tasmania to then share worldwide with the children in Constructive Visions. We selected students to tour with us during activities such as cleaning plastic on the waterfront, planting trees, interacting with museums and art groups in the community. Then we promoted the Zoom classroom delivery of our touring to present to children worldwide.

We understand the timing of the project is crucial due to the planet having such little time to stop global warming and its effect. So we built on the CV modules backed by expertise from CSIRO (The Commonwealth Scientific and Industrial Research Organisation) and UTAS (University of Tasmania) who work with leading organizations around the world. We aimed to concentrate on climate change, nature and wildlife.



*Travel with a Cause participants planting trees. Photo credit: Sam Bui*

# Project achievements

**Fifty children were benefited from this project, being 35 girls and 15 boys, ranging from 12 to 18 years old.**

By designing workshops tailored for students and working with all chapters from the CV book, the project not only imparted crucial knowledge about nature and the environment but also instilled a sense of responsibility and empowerment to take action towards building a more sustainable future. Moreover, the inclusive approach of welcoming participants of all ages highlights the project's commitment to fostering a collective effort to safeguard our planet.

Throughout the Construction Visions Project, they focused on educating school students about environmental conservation and sustainability. They organized interactive workshops, educational sessions, and engaging activities aimed at raising awareness about the importance of protecting Earth and adopting sustainable practices. The sessions covered various topics, providing students with a comprehensive understanding of environmental issues and actionable solutions.



*Travel with a Cause group photo. Photo credit: Amber Tsai*

By empowering students with knowledge and inspiring them to take positive actions, the project contributed to building a more environmentally conscious and sustainable future, even amid the challenges posed by the COVID-19 pandemic.

# Community Engagement for the Environment 2023 (EARTHCARE, Bahamas)

EARTHCARE engaged the West End community to properly clean the valuable mangrove ecosystem for the future generations on World Wetlands Day. EARTHCARE educates the community on the importance of protecting our invaluable ocean resources on World Ocean Day highlighting the ocean's importance to the ongoing climate crisis. We orchestrated an International Coastal Cleanup Day which we had to stop in 2019 due to the impacts of Climate Changed Hurricane Dorian and in 2020 and 2021 due to the Covid Pandemic. Public Town Meetings were held to increase the community's awareness of the Climate Crisis and solutions.

We sensitized the public about the importance of our mangrove forests for carbon sequestration, marine nurseries, land building and storm protection. We inspired our community to care about our oceans and to want to learn about how they can help to protect the oceans. We educated our community about the Climate Crisis and give them the knowledge that they need in order to adapt, be resilient and to hopefully draw down the Climate Crisis.



*EARTHCARE's World Ocean Day Constructive Visions Kayak Trip. Photo credit: Isle Lens, Bob Davies and EARTHCARE*

**A total of 173 people benefited from this project, being 90 females and 83 males. The age range was very wide, impacting young people under 18 years old to people 45 years and up.**

EARTHCARE together with the Constructive Visions Project was able to reach many more persons on their island. The project fellow-shipped during World Wetlands Day where they cleaned up 100's of lbs of marine debris in the mangrove wetlands. In June for World Ocean Day they were able to read the Ocean Story Chapter and take 2 days worth of persons kayaking through the healthy mangrove forests that survived Climate Changed Hurricane Dorian. In September they used the Constructive Visions chapter to engage the volunteers who had come to clean the Gold Rock Beach at our Lucayan National Park on International Coastal Cleanup Day. Finally in October they held a Public Town Meeting which was also on Zoom. Here they enlightened the audience both online and in the room about the Climate Crisis and the Solutions.



*Kayak trip during World Ocean Day. Photo credit: Isle Lens, Bob Davies and EARTHCARE*

Each one of their 4 activities was well received and each one reached a different audience. Their activities worked with Chapters 1 (Nature), 3 (Pollution), 5 (Climate) and 8 (Community) from the CV book.

# The Future Of Nyanyano (SeedScience and Patriots Ghana, Ghana)

Science clubs was launched and supported in a few selected schools in the Nyanyano community. Twenty students were equipped with the skills and knowledge to champion them to be change makers and collaborative design solutions to local problems using the scientific method. The students showcased their solutions to local challenges to an audience of parents, headteachers, local authorities, community members and other students. In addressing the future of our community, pollution, climate and the consequences on our environment, project members and participants embarked on clean-up exercises once a month to promote small actions with a possibly big impact and foster collaboration within the community.



*Discussion on climate. Photo credit: Richmond Afful*

The main goals of the project were to (1) raise awareness and empower 20 10-15 year old students working in groups to design, by the end of the project, possible solutions to address local challenges like plastic waste management, deforestation and environmental pollution through effective teamwork and collaboration, and (2) reach out to local authorities and community members to discuss these challenges, ways to manage them, and finally showcase students' designs/ideas at a final community event.

**A total of 20 children benefited from the project, being 12 girls and eight boys benefitted from our project, from ages 10 to 15 years old.**

They have cemented a strong foundation in the community that will be continuously watered to accomplish their goal of having the cleanest and safest community in the central region of Ghana. They have also contributed to preparing the community's mind for another global pandemic and measures to curtail the issues of pollution. The artifacts made and showcased to an audience of traditional leaders, heads of schools, and community members have solidified the grounds on generating less waste in the community and meaningful the ones they produce to build models that will address community issues and help spread proper sanitation and hygiene in the community and across the regions.



*Students and teachers train to become problem solvers. By addressing local challenges like plastic waste management and deforestation, they get inspired to think critically and propose sustainable solutions. Photo Credit: Richmond Afful*

Working with Chapters 1 (Nature), 3 (Pollution), 5 (Climate) and 8 (Community), they conducted the following activities with the beneficiaries:

### 1. Chapter reading and discussion:

They read and discussed the four chapters, and the chapter readings helped them analyze critical life after the pandemic, adjustments made to social and economic lives, and sustainable measures to live through another global pandemic.

### 2. Community Engagement

The students embarked on a community sensitization exercise to share and collect the community's perspective on waste management and pollution. The exercise chalked great success as community members learned a great deal on the need to prioritize a safe and clean environment for all.

### 3. Clean-up exercise

They organized a cleanup exercise at the community clinic and around some key areas of the community as part of our measures to promote proper environmental hygiene and the 3Rs.



# Constructive Visions Extra Curricular Activity (Beacon Academy, Philippines)

In 2020, the pandemic brought major industries to a halt, leading many people to initially believe that the strict lockdowns had inadvertently given nature a much needed break and time to recover. On many social media sites, powerful images and optimistic declarations conveyed that amidst the pain and suffering brought about by Covid, there was, indeed, a silver lining: eco-systems and their animal inhabitants - remarkably - were flourishing; possibly faring even better than prior to the pandemic. However, more accurate observations now appear to reveal a contrary picture: emerging data suggest a possible decline in certain marine species, as well as sustained damage on ecosystems that were otherwise well-protected before the pandemic.

What, therefore, is the true situation? What is the real consequence of the pandemic on our marine environment, in particular? Has Covid-19 served as a boon or a bane? Our documentary film: "The Covid-19 Pandemic and Our Marine Environment: Boon or Bane?" seeks to uncover both the possible positive impacts and also the undeniable negative effects on the marine environment brought about by activities that not only continued in the last 2 years, but even flourished amidst the absence of tourists and general lack of monitoring in marine reserves.

Critical questions require trenchant answers: **How has the ocean coped with our shift in priorities? What setbacks have we seen in marine conservation during the pandemic? How does this affect the general population?** We took a deep dive into this conversation and accompany our visual storytelling with stunning and compelling images and illuminating interviews to help remind viewers of what is at stake for our species and for our planet.

The goals of the project were:

- a. To help young people and adults (especially their parents, teachers, and other "seniors") learn for themselves whether or not our marine environment was helped or hindered by the Pandemic.
- b. To help young people and adults learn to gather information, marshal evidence, and craft arguments to answer the film's crucial questions.
- c. To help young people and adults understand how our behaviors are affecting the planet, its inhabitants (both humans and non-humans alike), and, ultimately, setting the human species on a course towards a more fruitful - or more destructive - existence on Earth.

**A total of 21 children benefited from this project, being 13 girls and 9 boys, whose ages ranged from 8 to 18 years old.**

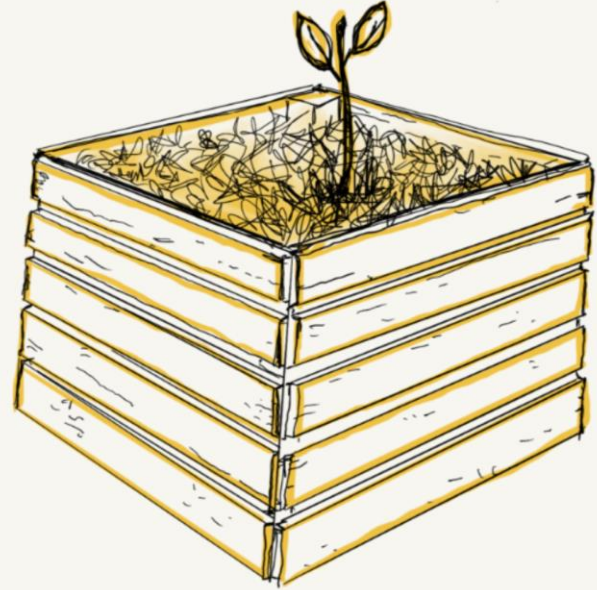
The project worked solely with Chapter 6 (Wildlife) on group discussions, letter writing, art work, creative projects and other activities.

It must be stated that, especially for us in the Philippines, they experienced the longest and most restrictive lockdowns of any country in the world, Covid had a massive impact on the implementation of the CV Project. They feel that they were unable to tap into the full potential of the project because Covid restrictions on their schools prevented students and teachers from coming together and working on the activities as much or as well as they could have. Moreover, because the project was launched when classes and academic schedules were already set, they were only able to implement the activities to the extent that they would not interfere with the already established academic program (this is especially true for schools like theirs that comply with the very rigorous International Baccalaureate Program). This notwithstanding, the CV Project nevertheless presented truly valuable opportunities for authentic, relevant, and compelling learning experiences. In light of this, they believe that if the project is conducted again, schools should be given adequate advance notice and time to prepare. This will go a long way towards maximizing the potential of the CV project by allowing the faculty, students, administrators, and maybe even parents to more thoughtfully and deliberately include it in the academic and/or co-curricular plans of the participating schools.

## Entrepreneurial perspectives towards a sustainable future (Plena Inclusión, Spain)

A total of 15 adults benefitted from this project, being 11 women and 4 men. In terms of age range, there were three people from ages 20 to 30, five people from ages 30 to 40, five people from ages 40 to 50 and two people from ages 50 to 60+ years old.

They worked mainly with Chapters 5 (Climate) and 10 (Education), in an activity carried out in the workshop, where they created a town with recyclable materials to encourage their recycling and good use, working on values education as its methodology.



The creation of a town built with recyclable materials that they have daily in their homes encouraged awareness-raising work with care and respect for the environment on the use and abuse of large quantities of materials that we generate daily. It reflected how the participants have generated that commitment to recycle and reuse these materials, being more respectful of the planet, creating a climate of teamwork where the values of equity, sustainability and resilience have been very present during all the sessions that have been carried out in the creation of the town.

The inclusion and diversity of the group of participants have contributed a sum of ideas and creations through their imagination, thus generating a response that unites human beings in the behavior of respect, freedom and commitment, promoting teamwork to internalize and promote those ideas as educational work.



# Invisible shopping stories: a story tale that tells what they don't tell us when we go shopping (TRAMA SCCL, Spain)

We proposed a dramatized workshop for third and fourth grade of primary school (from 9 to 11 years old) that was reproduced twice, once per course, in the vehicular language of the territory: Catalan.

The session begins with a **staging of an adaptation of the story of the Cicada and the Ant, in which two opposing consumption models are made visible**: through the Ant, an irresponsible model was presented in which the consequences for the environment and local commerce are not taken into account, and which leads to the exploitation of people and encourages child labor. The Cicada showed a more sustainable consumption alternative, which takes into account the welfare of people and the environment, based on the collective good, and we saw all that hides such an everyday activity as shopping in our society, and its impact on many levels.

We then discussed what they have seen and collectively shared how we think the characters feel, what their motivations, attitudes and problems are, and reflect with the children on the consequences of the Ant's way of consuming and what measures he could take to change the way he does it. We talked about the implications that certain behaviors have in the generation of situations of global injustice, and the power of becoming aware of one's own actions to generate changes.

Finally, a dramatic pretext was developed in which the creatures stage some of the situations raised in the story. In this way, they shared the different situations experienced, the problems that have arisen, their feelings and emotions, and the inequality and injustice of the system of mass production and massive consumption. **With the accompaniment of the facilitators and through collective dialogue, the participants looked for healthier, fairer and more equitable alternatives.** Story, dramatic pretext, collaborative work and collective creation.

The main goals of the project were:

To approach the different dimensions of responsible consumption: quality of life, commitment and ethical positioning, territory, North-South cooperation, global, social and gender justice, and environmental sustainability and preservation, and to relate responsible consumption to democracy, freedom, solidarity, co-responsibility, participation and citizenship.

Know the social consequences (inequalities and the attack on gender, cultural, sexual and emotional diversity,...) and environmental consequences (such as pollution, destruction of ecosystems, the spread of diseases and climate emergency) of irresponsible consumption.

To become aware, through examples linked to consumption practices, of current inequalities and injustices and the causes that generate them, linking them to the violation of individual and collective rights, as well as those of animals, the Earth and future generations.

To promote a critical view of the world, to analyze the ethical, social and natural implications of our own behavior and of what happens around us. Identify issues that matter and concern participants: their own and others' health and happiness, neighborhood and community, equal rights of people, environmental preservation, family conditions (purchasing power of families, cultural habits and customs, religious beliefs...), specific characteristics of the place of residence,... to encourage the acquisition of responsible consumption habits, adjusted to personal circumstances and those of the community.

To solve collectively the link between personal interests and ethical aspects linked to consumption practices and to find healthy, fair and sustainable alternatives, exercising creativity and active involvement, critical thinking, empathy, dialogue and democratic decision making.

Identify products and forms of consumption that allow solving the detected needs in an ethical and fair way. To test and experiment concrete practices of responsible consumption that we can replicate in our daily lives.

The direct beneficiaries were approximately 70 people, including pupils and education professionals at the school. Although gender was not an indicator directly collected, the project lead estimates that there were approximately 25 men and 45 women. In addition, they have the indirect beneficiaries such as the families and friends of the participants, which would at least double the number. In terms of age range, approximately 65 people from ages 8-11 and 5-6 people from ages 35-50.



*Photo credit: TRAMA*

The main book chapter used in the project was Chapter 8 (Community). From the CV book they created a script to work through the stories in a more corporal and physical way, from the play, imagination and creativity that theater brings us. They have designed an activity in which participants were challenged through the story and finally become part of it to try to collectively think of ways to change reality.

Although the different issues and challenges faced are separated by themes (chapters in this case), the project lead believes they can clearly see that they are part of a whole and that everything is interrelated. It has been a very good exercise to design a creation in which this is contemplated, made visible and transmitted to the participants so that they can reflect on it. It is necessary to act from this awareness and, above all, in community.

They believe we need to add voices, actions, transmission channels, languages... we need to be many people aware of a present that will shape our future so that it is fair and free of inequalities for all of us and for the planet. In the educational environments with which they have had contact, they have shown themselves available to initiatives like this and in the majority they have worked on some issues in class, but we see, and they have transmitted to us, that much more incidence and work is needed both with the students and with the families. Information is beginning to be available, but in order to move on to action and become fully and deeply aware, much more advocacy is needed.



*Photo credit: TRAMA*



*Photo credit: Trama*



*Photo credit: Trama*

# World heritage archive (Interstellar Foundation, USA)

We are creating a World Heritage Archive with 60 million scouts and girl guides collecting stories, sounds, languages and music from 216 countries around the world. The project is important for its role in cultural preservation, promoting global unity, providing educational value, empowering youth, fostering artistic expression, and using technology for positive cultural exchange. It embodies the spirit of collaboration and understanding, contributing to a more harmonious and interconnected world. The archive includes a Storytelling Project (Collecting of stories from the aged members in their community), Language Documentation (Documentation of local languages, dialects, and phrases), Sound Collection (Recording of ambient sounds, traditional music, and unique audio snippets), Music Compilation (Recording a global playlist featuring traditional and contemporary music)



*Photo credit: interstellar Foundation*

**A total of eleven people benefited from this project, being eight girls and three boys, with ages ranging from 12 to 15 years old.**

The project worked mainly with Chapter 8 (Community). According to the project lead, in their project they were trying to explain the richness of communities to scouts and girl guides. By asking them to read through this first we feel they were better primed for the task of recording stories in their communities. They feel they have a better understanding and appreciation for the communities they live in, and they have almost fully completed our pilot project and now looking to expand to a country wide pilot in South Africa.



*Photo credit: Interstellar Foundation*

# Read & Narrate Educational Initiative – Fostering a Culture of Storytelling among School Children (Young Visionary Leaders, Ghana)

The primary objective of the "Read and Narrate" initiative was to cultivate a love for reading and enhance verbal communication skills among school children. By encouraging students to read storybooks and then share their narratives with peers, we created an interactive and engaging platform that promotes literacy, creativity, and peer-to-peer learning.

The following are the key components of the activities undertaken to ensure effective implementation of the project:

- a. **Book Selection and Distribution:** We collaborated with educators to curate a diverse collection of age-appropriate storybooks. Distributed books to participating students, ensuring each child has access to a variety of reading materials.
- b. **Reading Sessions:** We designated dedicated time for regular reading sessions within the school schedule. Encouraged students to choose books of interest and read independently during these sessions.
- c. **Narration Workshops:** We conducted workshops on effective storytelling techniques, emphasizing voice modulation, expression, and engagement. Provided guidance on summarizing and narrating the key elements of a story.
- d. **Storytelling Competitions:** Arranged storytelling competitions at the school level to showcase and celebrate the students' storytelling abilities. Included diverse judging criteria, such as creativity, articulation, and audience engagement.
- e. **Storytelling Corners:** Established dedicated storytelling corners within classrooms or common areas and school assembly halls. well as those of animals, the Earth and future generations.

The main goals of this initiative were

- a. **Cultivate a Love for Reading:** Encourage students to explore diverse literary genres and discover the joy of reading independently and to foster a positive attitude towards books and literature.
- b. **Foster Peer-to-Peer Learning:** Create a collaborative environment where students share their reading experiences with peers and encourage a sense of community and camaraderie through storytelling.
- c. **Develop Critical Thinking and Comprehension Skills:** Engage students in discussions about story elements, characters, and themes to enhance critical thinking and improve comprehension skills by reflecting on the narratives they read.
- d. **Utilize Technology for Interactive Storytelling:** Integrate technology platforms for interactive storytelling, enhancing digital literacy skills and showcase the intersection of traditional storytelling and modern technology.
- e. **Build Confidence in Public Speaking:** Boost students' confidence in public speaking through regular opportunities to present their narratives and provide a platform for overcoming stage fright and fear of public speaking.

Additionally, the learning outcomes of the initiative were:

- a. **Improved Verbal Communication:** Enhanced verbal communication skills, including articulation, expression, and storytelling fluency.
- b. **Community Building:** increased sense of community and collaboration among students through peer-to-peer sharing.
- c. **Creative Storytelling:** Expanded creativity in storytelling, allowing students to express their imagination and unique perspectives.
- d. **Digital Literacy Skills:** Enhanced digital literacy skills using technology platforms for storytelling.
- e. **Positive School Culture:** Establishment of storytelling as a celebrated aspect of the school culture, fostering pride and belonging.
- f. **Public Speaking Confidence:** Improved confidence in public speaking, demonstrated through articulate and engaging story presentations.

**A total of 440 school children benefited from the project. 259 school girls and 181 school boys from public basic schools. In terms of age range, 301 children were from ages 12-14 and 139 children from ages 15-17.**

In the context of the "Read & Narrate Initiative," we incorporated the Constructive Vision (CV) book into several structured activities designed to engage learners deeply with the material and enhance their critical thinking, comprehension, and storytelling skills. Here are the activities they ran with the CV book:

- a) **Focused Reading Sessions:** They dedicated specific times for students to read selected chapters from the CV book, particularly focusing on Chapter 5: "The Future of Climate" and Chapter 10: "The Future of Education." These sessions allowed learners to engage with the text at their own pace, fostering independent reading habits.
- b) **Group Discussions and Analysis:** After reading the chapters, they organized group discussions where students analyzed the content. They discussed the themes, characters, and key messages, and related them to their own experiences and the broader world. These discussions helped enhance critical thinking and allowed students to share diverse perspectives.
- c) **Book Reviews:** Students were encouraged to write or verbally present reviews of the chapters they read. This activity focused on helping them articulate their understanding of the material, express their opinions, and critically evaluate the content.

**d) Narration Workshops:** They conducted workshops that taught students how to effectively narrate stories from the CV book. These workshops emphasized storytelling techniques, including voice modulation, expression, and the ability to convey the essence of the story. Students practiced summarizing and narrating key elements from the chapters.

**e) Peer-to-Peer Story Sharing:** In peer-to-peer sharing sessions, students took turns narrating the stories they had read to their classmates. This activity not only reinforced their understanding of the material but also helped build their confidence in public speaking and storytelling.

**f) Storytelling Corners:** They established storytelling corners in classrooms where students could informally gather and share stories from the CV book. These spaces encouraged spontaneous narration and created a relaxed environment for students to discuss and explore the stories further.

These activities were designed to be interactive and engaging, making the learning experience with the CV book both educational and enjoyable for the students.



*Photo credit: Young Visionary Leaders, Ghana*

The experience with the CV Project has been enriching and has provided valuable lessons in the power of storytelling, the importance of interactive and inclusive learning, and the need for adaptability in educational initiatives. The project's impact on the students, both in terms of skill development and fostering a love for reading, reaffirms the effectiveness of the approach and provides a strong foundation for future initiatives.

## The Invisible Story of Microalgae (The National Federation of the Blind, Puerto Rico)

A total of 43 people benefitted from this project, being 23 women and 20 men. In terms of age range, they were mainly in the 20 - 30 years old.

The project worked mainly with Chapter 1 (Nature), Chapter 5 (Climate), Chapter 8 (Community) and Chapter 10 (Education). Through community engagement and collaboration, the activity highlighted the importance of community engagement and collaboration, showing the collaborative efforts in the book's stories. Participants discover how local communities, scientists, and entrepreneurs work together to produce algae-based products. Also the Blind community kept thanking the project lead for including them in this project. Additionally, through resilience and adaptation, the participants learnt how algae thrive in challenging conditions and contribute to ecosystem resilience, fostering a deeper appreciation for nature's capacity to confront adversity. Also related there own resilience and adaptation due to their special needs.



*Photo credit: Julián Ortega Durán*

The main takeaways from this project were that the CV Project can also be brought to another community that are marginalized with conservation topics - in this case, the blind. But it could work with other communities with special needs.

We collaborated with our Educational Partners to promote their activities and remit on social media, on our Facebook (constructivevisionsbook) and Instagram (@constructivevisionsbook) channels using hashtags: #EducationForChange #constructivevisions #natgeofest #sustainablefutures #sustainabilityscience #sustainability #resilience #ecofriendly #zerowaste #sustainableliving #climatechange #COVID19 #coronavirus #pandemic #postpandemic #postcovid #education #teachersofinstagram #onlinelearning #elearning #natgeoexplorers #natgeoexplorer #sustainability. We reached 802 followers on Instagram, and posted 2-3 posts per Educational Partner.



*Students discussed climate change in a peer-to-peer initiative organised by our Educational partner Young Visionary Leaders Ghana (YVLG) which involved around 100 students. Photo credit: YVLG*

**Our Educational Partners helped us bring topics related to environmental and social sustainability to a wider audience.**

For example, our Educational Partner The SEA Institute produced an award-winning short documentary "[The Passage](#)", directed by National Geographic Explorers Robert Suntay and filmed in the Philippines, at the heart of a famous marine hotspot for biodiversity. The documentary was screened at the National Geographic's Explorer Film Screening, which included a Q&A with the director, Constructive Visions's author and National Geographic's Explorer Isabel Nuñez Lendo, and documentary participants Akiko Thomson and Boogs Rosales. "The Passage" has been shown in film festivals and cultural events.

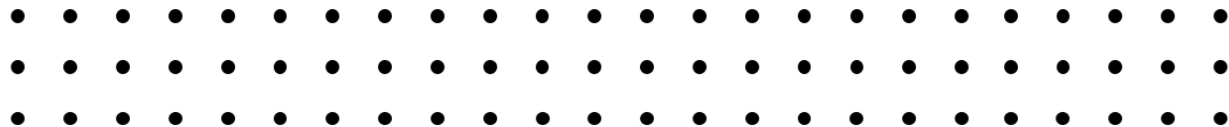


*The SEA Institute (Philippines) documented how the pandemic impacted the marine environment as well as the local community in a biodiversity-rich area. Photo credit: The SEA Institute*

Our Educational Partner, **The National Federation of the Blind (Puerto Rico)** reached out to people with visual impairments to raise awareness about algae in their area. Participants explored how algae can be transformed into eco-friendly materials and learned how local communities, scientists, and entrepreneurs collaborate to produce algae-based products. They also gained insights into algae's ecological importance.



*The Algae Sense Activity is a multisensory experience about macro and microalgae, organized by our Educational Partner, The National Federation of the Blind in Puerto Rico. Photo credit: Julián Ortega Durán*



# CONCLUSIONS

The Constructive Visions project was first conceptualized over four years ago, starting as an initial conversation between less than 10 Explorers from several corners of the globe it has now sparked conversations between thousands from all corners of the globe. At the dawn of the COVID era the idea was simple - surely there are some critical lessons that need to be drawn from all of this significant global change that is happening within global economic, social and environmental systems. Perhaps these lessons should be part of the solution that makes up a more sustainable future for all, in the wake of a new and far greater era of change and challenge - in the form of climate change and catastrophic global biodiversity loss.

Driven by this idea and a passionate group of several Explorers, the team quickly grew to over 50 Explorers who mobilized to create 10 fictional stories of sustainability contextualized by hope and resilience in the face of a global pandemic. With these stories at the heart of the Constructive Visions project, engagement was leveraged through the creation of a website, social media pages, a print book, and active partnerships with over 30 schools and organizations from more than 20 countries.



## CONCLUSIONS

With the support of a focused engagement team, comprised of Explorers and other engagement experts, partners led school and community activities involving chapter readings, discussions, and ‘challenges’, and partners were also invited to several virtual chapter readings led by some of the Constructive Visions authors themselves. The final phase of engagement offered partners the opportunity to develop their own projects, developed within the context and objectives of the overarching Constructive Visions project. Seven projects were scoped, developed and implemented by partners and these ranged from clean up days in the Bahamas to the formation of science clubs in Ghana to the production of an award winning marine conservation documentary in the Philippines. Remaining Constructive Visions project funding was used to support a further eight focused partner activities.

Through the global partner activities alone over 800 people were engaged, of which almost 60% were women, and the age range included 8 year old children up to elderly people over the age of 60. Feedback from partners' projects and activities reveals that the Constructive Visions project sparked meaningful conversations, generated impactful action, and inspired a global community of visionary sustainability leaders that will continue the legacy of the Constructive Visions project well into the future.