

IMMERSIVE LEARNING CPD: BUILD A WORLD IN YOUR CLASSROOM



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ABOUT FACTORY INTERNATIONAL

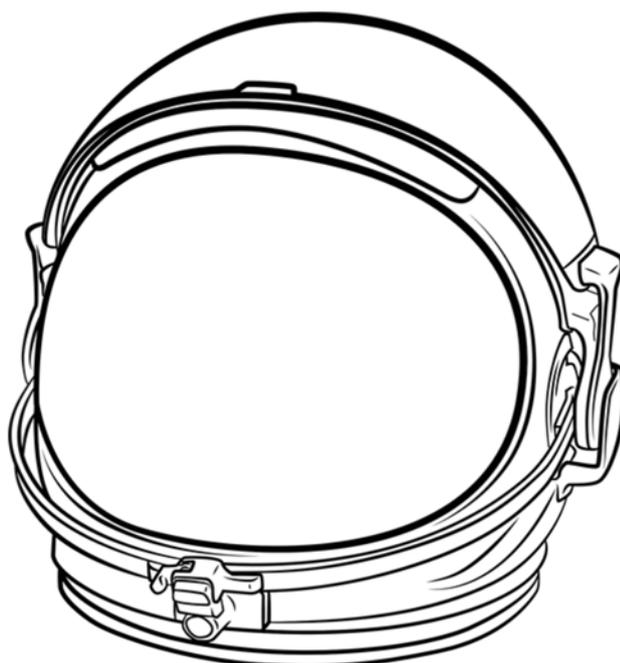
The Creative Learning Team at Factory International designs a programme filled with activities that runs in parallel to our shows. There are many different opportunities for young people, schools and educators across Greater Manchester to engage with unique art experiences – completed with digital and physical resources to accompany and explore the themes of the shows. This is one of those resources, created specifically for educators.

This resource is inspired by Factory International’s Summer ‘24 show, which provided a perfect chance to support five STEM teachers in local schools to develop their practice, expanding the use of creativity within National Curriculum delivery.

Our aim was not to add the A to STEM and deliver a STEAM project where the art was just a tool, a crutch to serve other subjects. Instead, we wanted to help teachers to challenge their perspectives, to add the A (for art) as a lens, as a creative and collaborative approach. We wanted art to hold a space for the teachers to be able to experiment and release some of the pressures they face daily.

Inspired by artwork with powerful immersive narratives, we decided to do the same. We created an immersive narrative that the teachers could inhabit while at work. It was not just about bringing creativity into their class, it was also about using storytelling to deliver the sessions and content they would have delivered anyway.

Over five weeks, the teachers were asked to design and deliver three sessions in character within a brand new universe that expanded from the narrative of the show. A new adventure set in the future, in year 45 A.E.R. (After the Evil [REDACTED]).



HOW TO USE THIS RESOURCE

This resource contains everything you need to think, plan and deliver lessons by using an immersive narrative. Within these pages, you will find:

- Guides and tips on how to world build and prepare a thematic learning project.
- The experience of four teachers who have gone through a similar project.
- All of the assets these teachers created during their lessons for inspiration.

This resource will be useful to educators looking for new ways to deliver the National Curriculum, boost student engagement, dig deeper into complex concepts or moral questions, and create learning experiences that are more collaborative and empowering.

We tested and designed this resource with the invaluable help of four teachers and their students: Caitlin Haresign, Lucy Harrison, Sarah Lyons-Wallis and Simon DeCoursey. In order to do so, we provided an immersive narrative inspired by Factory International's artistic programme. Although we have included that narrative in this resource, you don't have to use that specific one to have a go – you can create your own stories and shape your own worlds.

This resource presents the experiences of a range of teachers - some of them commencing their education journey, some of them seasoned educators - teaching many different young people with many different life experiences. The reason for that is because we want you to find something within these pages that relates to your own context. You can create brand new stories that make sense to you and your circumstances. No matter your subject, experience or if you've ever been to an event at Aviva Studios or by Factory International before. You just need to feel adventurous and ready to try a new way of doing things.

Imagine how you would deliver this project, and then, if you feel like it, give it a go!



Inhabitant of Planet Forbees, as envisioned by one of the pupils working with Caitlin Haresign.

BENEFITS

These are some of the benefits that our test teachers and students found while delivering lessons in an immersive context. If you'd like to talk to someone about the project, please email learning@factoryinternational.org.

- **Allowed teachers to think differently about planning, finding fun and excitement in their delivery.**

"I've got a new tool in my toolbox now, and I'm already thinking about how to implement parts of the process next year. I'm going to try and bring all the teachers together so we can try a large-scale version" - Jenny ToGo (Caitlin Haresign, Teacher).

- **Allowed students to grasp complex concepts in a more intuitive and memorable way.**

"I loved. I thought it was super creative + different and new. I loved being a part of something so weird + wonderful" - Carrot N2, Y7 Student.

- **Allowed teachers to observe behaviours, sit back, and analyse the students' approach to the challenges.**

"I didn't know they could work so well by themselves until I actually let them get on with it. I was really impressed when I saw them thinking by themselves and collaborating with each other. I've learned how powerful taking a step back can be" - Alexa (Lucy Harrison, Teacher).

- **Increased engagement with their students – shifting group dynamics and creating space for different voices to take their place in the classroom.**

"I loved that the activity extended to more than just the practical task... you should always be open to creative and unusual ideas and opportunities! At first I wasn't happy with my group but we worked really well together" - Ice Cream, Y7 Student.

- **Increased ownership and agency of the students in their own learning experience.**

"I adapted the lessons based on their feedback. At first, they were surprised to see that their voice could shape the lessons, but by the last lesson, they felt empowered. They had ownership over the way they were learning, and we were, together, collaborating to build a new world by discussing, voting, and reaching consensus" - Dash (Simon DeCoursey, Teacher).

THE IMMERSIVE NARRATIVE

This is the general initial prompt we gave to the teachers at the start of their journey, during a day-long CPD session at Aviva Studios. We share it with you in case you'd like to use it to deliver your sessions, and so you understand the reports they sent through sharing their journey:

The Evil [REDACTED] was desperate to sell more – so desperate that he ended up selling his fast-food soul to artificial intelligence. An AI, 'The Guru', in its infinite marketing wisdom, realised that the most efficient way to produce environmentally friendly food was to start using human meat. We then were farmed for many years, until the empire of deliciousness and destruction ended. The collective trauma is too deep, the cravings so grave, that the few humans that are left have lost all hope to save the charred earth.

But then came the Primer Maestro, like a ray of hope – by creating the S.W.E.E.T. (Secretary of Wisdom for Extraterrestrial Emergency Takeovers), he looked up and hoped to find a new planet to live in, but also to prevent other dietary catastrophes in the vast universe above.

Four Cosmonauts with the necessary wisdom and ability to educate were selected for the first ever S.W.E.E.T. mission. This document is the story of their adventures – the civilisations on the verge of collapse that they met, and the decisions they made to save them.





“After the Evil [REDACTED] near extinction event, humanity had changed forever. Our self-inflicted wounds would never fully heal. Whenever we gathered, we always ended up stuck with the same question: what if we had known better? From the ruins of our civilisation we looked up to the stars and we dreamed, what if it’s not too late for them? May Evil [REDACTED] never live again!”

Primer Maestro - Founder of the S.W.E.E.T First mission inaugural speech - 45 A.E.R.

MEET THE COSMONAUTS

During the CPD, teachers set their missions, which they would complete while delivering their usual lessons. We then used the worksheets (included [here](#) or through the QR code at the end of the resource) to create their characters. These are the final results alongside a short bio about the teachers who created them.



ALEXA

Although she hates her name, she is a confident and determined engineer with past experience working for a massive oil company. Her technical expertise, especially in terms of AI and machine learning, made her the perfect candidate for our first batch of cosmonauts. She has built up strong moral principles after working for the greedy and corrupt humans left on Earth. She only agreed to sign her contract as a consultant, not wanting to commit, but still hoping to be given the opportunity to do something good for other stellar civilisations.



DASH VEGAMODE

This very quiet and reserved fungi expert was perfect for the exploration of alien planets. His goal in this mission is to support civilisations to achieve balance between what they consume and what they produce. By discovering new environments, and off-world biodiversity, he hopes to find a food product that will solve the galaxy's problems.



GINGER ROOT

Being 170 years old makes her our most experienced cosmonaut, a vault of ancient wisdom, who knows firsthand the horrors humanity has been going through. She knows that even in the darkest of nights, you can always find a shining light – her dream is to bring that light to other planets, helping them to become stable and resilient. Her experience feeding and caring for people (she's a mother) will be a great asset to the S.W.E.E.T.'s mission and the civilisations she visits.



JENNY ToGo

An expert Art Therapist, Jenny became a respected leader at a very young age. She has travelled our home planet, facilitating the remaining pockets of humanity and supporting them in forming tiny, self-reliant communities. Her fame provided a direct pathway to the cosmonauts programme, hoping to replicate her work on other planets in need of support. Although scared of potential unknown languages, she will use her experience and humour to conquer any challenges.

AND THEIR PLANETS

Then, they were asked to think about their school or class as their own alien civilisation on an alien planet. It could be technologically advanced or perhaps in their Stone Age equivalent, or something different altogether. During the session, they started building the world they would inhabit for the rest of the project. Some of them used their engineering and maths backgrounds, while others dived into the realms of food technology or citizenship expertise.

Planet Verison (Virtual Horizon) is a technology treasure trove, filled with synthetic versions of natural materials. Ruled by the Algorithm, a government that decides what is socially acceptable, and Meta, their version of a god. Their inability to plan ahead increases the risk of collapse should they suffer a Meta blackout, or should the government turn to greed.



Planet Spordia turns their elders (over 50) into food, a ritual blessed by their god, Consuma. However, as of late, a new disease has appeared, and it may be connected to their unique food sources. Their society is feudal, with tribal leaders and a strong military body; however, there are signs of a developing youth, the Spore teens, who seem to be yearning for change.



Planet Foodie is the only planet we have identified where they live off air and water alone. They don't understand the concept of taste, and the only reason why they cook (and they do it well) is because exporting meals and snacks across the galaxy is their main source of income. Masters of marketing and PR, they are all about aesthetics and catchy slogans – you won't find a better-looking (and smelling) planet in the universe. The rest depends on your taste.



Planet Forbes is under political turmoil; although PM J tries their best to rule, the upcoming younger generation is protesting. It is time for a new general election, and Jenny ToGo is our best choice to facilitate the process in a peaceful, collaborative way.





S★W★E★E★T

Secretary of Wisdom for Extraterrestrial Emergency Takeovers.

S.W.E.E.T.
First transmission

Dear cosmonauts,

I hope that you feel at home in the spaceship, and that you are enjoying all the commodities the S.W.E.E.T. implemented in the spacecraft's design. I am The Secretary, and I will be communicating with you throughout your missions, on behalf of Old Boy, the current S.W.E.E.T. president.

Your arrival to your different planets will be imminent, I expect. Use this first contact with them to inform the design of your missions. Let yourself wonder and be playful. Allow yourself, trusting your experience and expertise, to think in a different way.

Remember to have fun!
Yours,
The Secretary

REPORTS AND JOURNAL 1

DASH VEGAMODE

(played by Simon DeCoursey, Director of Area - Y7)

“The first round of interactions were fascinating and left one or two Sporidians bewildered although the majority were keen to engage and open up about their complex culture.”

-Dash

We recommend reading Dash’s reports if you are looking for inspiration on how to world build a very rich, detailed context for your lesson. It will also provide tips on how to tackle the first contact, and how to share the ownership of the story with your students.

Dash was played by Simon DeCoursey, a Drama/Media/PSHE teacher (but a Biochemist by trade!) with many years of experience. He is now a Director of Area who directs other Subject Leads in his school. From there, he champions arts provision and creates meaningful collaborations with many artistic organisations.





S ★ W ★ E ★ E ★ T

Secretary of Wisdom for Extraterrestrial Emergency Takeovers

REPORT 1

Dash reporting to the S.W.E.E.T. HQ. I have arrived on Sporidia and the situation is worse than we expected. I've identified a main block that is holding back the Sporidians from developing their civilisation: They worship a many-limbed god called Consuma. It preaches that Sporidians who are over 50 years old need to go to the Eternal Pod, where they end their lives by freely giving themselves as food for their kind. That's correct, they eat their elders! This is the only food they eat, and it's spreading some kind of illness. I am infiltrating a Spore-teen education centre to learn more before I take action. Over and out.

REPORT 2

I have made contact with the Spore-teen. Upon introducing myself I was accepted with joy. They were very happy to know of our good intentions, and spoke about 'The Wasting', a disease that is spread through eating Elder Sporidians. The Spore-teens suggested that perhaps it was time for change. After some research on their environment, I've proposed a few food alternatives, and they are assessing the options. We will be holding a vote to decide which one is the best option. The Elders are not happy about this potential change in their millenary traditions. Over and out.

REPORT 3

The Spore-teens made a difficult decision, as all of my food alternatives created other potential problems: the Tofoid Cubes could destroy forests; Sporidian Squeakers maintain balance in habitats; Burga Clusters have to be eaten in large quantities and have low food values... In the end, they decided that the best option was a combination diet of Tofoid Cubes and Squeakers, so that both sources could replenish to maintain the demand. So far, Elders have been reluctant to join our talks, so I'm preparing and sending Spore-teens to present their ideas to their Elders. Over and out.

SIMON'S JOURNEY:

Simon introduced the basics of Sporidia to his students during the first session, where he also spent quite some time developing the students' own Sporidian characters. He didn't stop being in character (Dash) at any point, and every item in the classroom became a Sporidian equivalent with a different name (tissues became fungal sheets, etc.).

Most students really enjoyed the weirdness and novelty of it all and ran with their imaginations, creating an even richer world by adding their own ideas and visions for the Sporidians. Whenever they asked Simon something about Sporidian culture, he would bounce the questions back: "You tell me, this is your planet. I've just arrived!"

Some of them struggled to follow due to English being an additional language, which is good to keep in mind when planning. The immersive narrative allowed students and Simon to navigate complex conversations that touched on multiple subjects - including religion to race and gender. The character's mask allowed them to articulate vulnerable thoughts in a safe way. Together they built up a world while coming up with problems and finding solutions together as a community.

ACTIVITY IDEA: POWERPOINT PRESENTATION

By the end of this project, Simon asked them to present to the Elders why finding an alternative food source was so important. This activity would work especially well if you've committed to characters and a very rich narrative, and can generate discussions on topics that you wouldn't be able to address in any other way. Like Simon said, "that's the power of the dramatic mask", a power that (if you are a confident facilitator) will allow you to explore conflicts in a safe way. It's an opportunity to empower your students to come together and create change in the narrative.

The image shows a collage of presentation slides. On the left, a dark blue slide contains two white boxes for notes: "What persuasive points do you need to make?" and "What counter arguments do you need to consider?". Below these is a green slide with "Guidelines:" and a list of six bullet points: "2 to 3 minutes in length", "Includes movement and gesture", "Everyone involved", "Mentions change and the future", "Directly speaks to the audience". The central slide is green with white text: "Preparing Your Presentation: Persuade the Spore-Elders that eating Tofoid Cubes and Sporidian Squeakers is better than eating Sporidians! How have you made your presentation different from others?". To the right, there are two "Food Choice" slides. "Food Choice 1: Tofoid Cubes" features a glowing green cube with purple spots and text describing it as a fungal food source. "Food Choice 2: Sporidian Squeakers" features a small white mouse-like creature and text describing it as a fungal food source. The background of the right side is dark with colorful, glowing fungal-like patterns.

You can find this presentation and more details [here](#) or by scanning the QR code at the end of the resource.

REPORTS AND JOURNAL 2

ALEXA

(played by Lucy Harrison, Maths Teacher - Y11)

“The subjects seemed very interested and engaged in this experience during the briefing as this was different to their usual operations, it seems. The subjects also seemed very enthusiastic in stopping the GURU and helping S.W.E.E.T. in their mission.”
-Alexa

We recommend reading Alexa’s reports if you are looking for inspiration on how to present Maths or other science subjects in the context of an immersive narrative, what happens when you take a step back, and how to deliver this project while working as an undercover agent.

Alexa was played by Lucy Harrison. As a Maths teacher, Lucy really pushed the boundaries by adapting the narrative to fit the content she had to deliver – not the other way around. She delivered a series of missions for her students, who eagerly immersed themselves in the narrative. They worked together to find solutions to the problems proposed, learning and fulfilling the National Curriculum while also having the opportunity to save their planet.





S ★ W ★ E ★ E ★ T

Secretary of Wisdom for Extraterrestrial Emergency Takeovers.

REPORT 1

Consultant Alexa reporting to the S.W.E.E.T. HQ. Just as we suspected, the whole planet relies on META, a program that is the backbone of their technical network. This is unnerving because the whole civilisation could just collapse, should a blackout occur or even worse... a malicious attack to the network. I will select a few of the Verison inhabitants and prepare them against the potential issues they may encounter in the future. I reiterate I am an independent consultant and I am highly critical of the S.W.E.E.T.'s programme. Over and out.

REPORT 2

I am continuing to work on gaining their trust. I am assessing their ability to collaborate under pressure, reach the correct solutions and prioritise tasks. To do so, I asked them to build fuel canisters. This will shed some light on their knowledge and ability to deal with 3D figures and to calculate their volume. Their answers were wrong and they ran out of time... I am worried, as this skill is vital to safeguarding their future. Over and out.

REPORT 3

I have used my engineering knowledge to create the blueprints of an "off-grid" secret base. This place will be a safe building away from the potentially malicious META, and if you ask me, their last resource to make it out alive at all. I am however, not building it for them. I will oversee the construction but let them figure out how many solar panels in the secret base's roof we need, so we are actually "off-grid". Over and out.

LUCY'S JOURNEY:

Lucy managed to align the narrative with her specific context. She started from the content she had to deliver (volumes, 3D shapes) and planned the sessions from there, creating her own narrative that facilitated the lessons. This is the ideal approach, especially if you don't feel 100% comfortable playing a character—Lucy did not disclose her character, Alexa, to the students, and did not create characters with the young people. She introduced the world, the challenges, and then facilitated the related activities. The thematic narrative overarching three sessions allowed the students to learn foundational concepts in a very comprehensive way, instead of merely 'learning the formula' without truly understanding what it means. It provided 'real world' examples in a fun way.

She was really surprised to see that, when she took a step back and left them alone, they didn't request her help as much as she thought they would. They were thinking for themselves, and although their answers were mostly incorrect, she noticed it was due to lack of time, and that the students' decisions were the appropriate ones.

Lucy also tried giving different roles to her students, and although it did not land every single time (it provided an excuse not to collaborate as a team, focusing solely on their task), she recommends it to anyone wanting to explore thematic learning.

ACTIVITY IDEA: KNOWLEDGE TO SAVE THE WORLD

This is a great example of a mathematical concept used within a narrative. To save the world, they need to figure out the most efficient surface area to install the solar panels!

- Think about a core concept you want your students to learn.
- Create a simple story with two possible endings.
- Create a challenge that will determine which ending they get, depending on their ability to apply this new concept. Extra points if you make props!



You can find Lucy's presentations and more details on the assets she used [here](#) or by scanning the QR code at the end of the resource.

REPORTS AND JOURNAL 3

GINGER ROOT

(played by Sarah Lyons-Wallis, Food Tech Teacher - Y7)

*“Planet Foodie inhabitants worked tirelessly to come up with new sensations and creations amongst their colonies last week – new products to pitch to the planets they supply their food sources with, their trade, their livelihood!
-Ginger Root”*

We recommend reading Ginger Root’s reports if you want examples of how to make time for planning an immersive narrative in the classroom, and how thinking outside the box can yield unexpected (and sometimes tasty) rewards.

As a Food Tech teacher, Sarah has been able to fully immerse her students in this narrative by helping students to create their own foodie personas. She also adapted engaging lessons that fit perfectly with the themes of her planet. Her journey was a great example of how to reconcile the imagined and the real world—how to determine what this narrative means in your specific context, how to adapt it to your capacity, and how to use it to think outside the box during planning and delivery.





S ★ W ★ E ★ E ★ T

Secretary of Wisdom for Extraterrestrial Emergency Takeovers.

REPORT 1

Dear people from the sweet. This is ginger root, hope this letter finds you well. I have arrived on the planet and I don't speak their language. What a shame! I have done some research and found out that, although they do not taste things anymore (they eat air), they used to in a not-so-remote past. I've left a hologram of their world in an educational facility, and they have pinpointed where they come from and what foods they remember eating when growing up. See you soon, ta-ra!

REPORT 2

The foodie people were tremendously excited! Now that I can communicate, thanks to this funny technical device you sent through, I have introduced myself, and have been able to learn a great deal about these culinary experts. Politically, I've noticed that the Foodies are separated by strong food-related beliefs, so I'm trying to convince them to create brand new products. We've been looking at my old recipe books, but I think they're keen on trying something new. Ta-ra my dears!

REPORT 3

Dear sweet, let me tell you, the foodie people love a good planning session. After drawing complex blueprints and recipes, they were ready to get hands on - I was so intrigued by the combination but most of them were tasty still. I've helped them prepare marketing campaigns, and shortly they will be holding a vote to decide the first planetary dish - and hopefully this will be a right step for avoiding a Chicky Ricky scenario. All my best to you all back on Earth. Ta-ra!

SARAH'S JOURNEY:

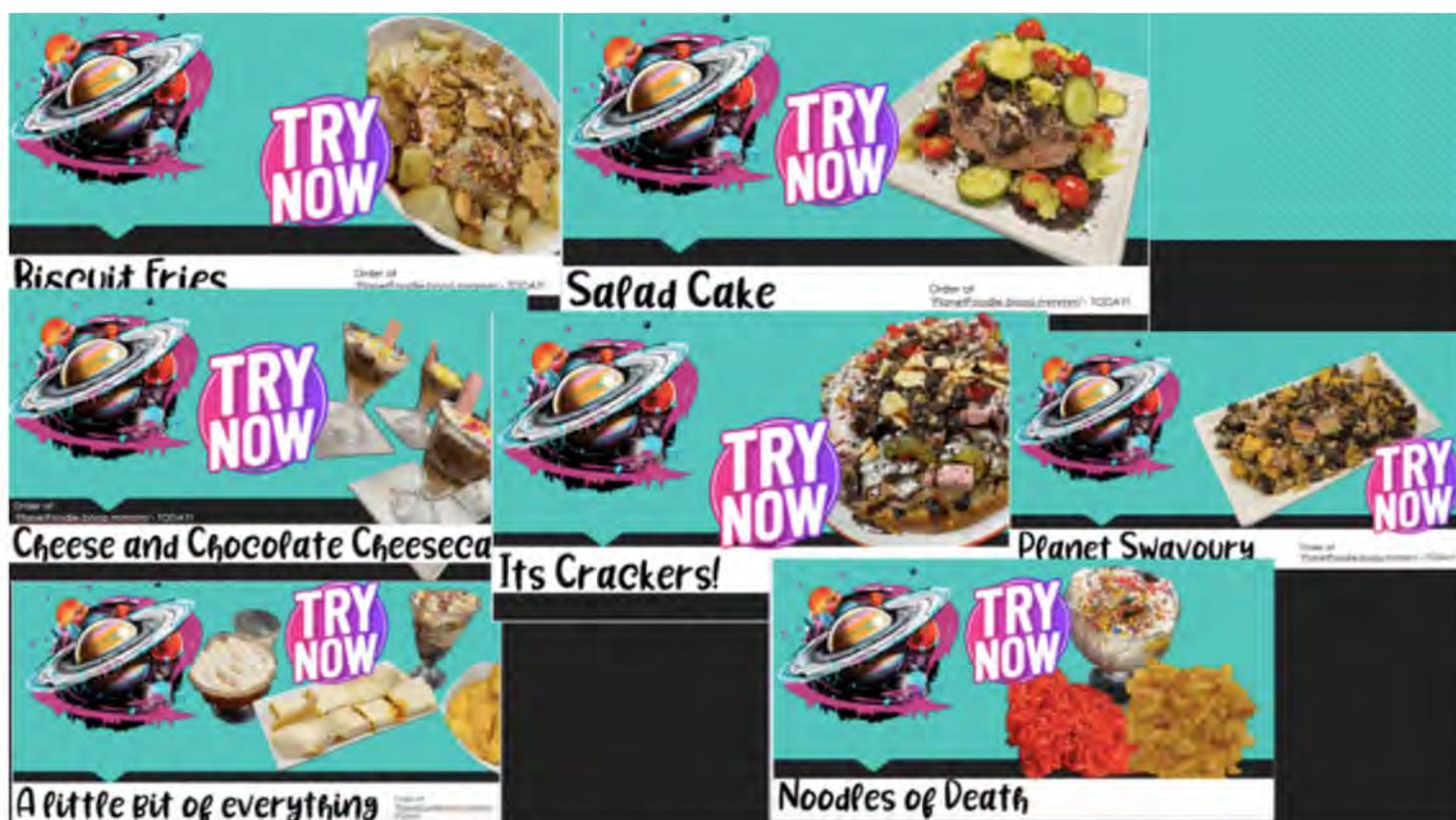
Sarah took creativity to the extreme! Although at first she seemed worried about presenting Ginger Root to her students, she quickly threw herself into the project. From there, she adapted to her students' reactions, culminating in an exciting product-design journey with surprising results. She allowed the narrative to dictate a new way of delivering her usual classes and put a question at the centre of her lessons: What would happen if we didn't have to worry about taste when cooking?

The students thoroughly enjoyed the process, although some food it strange. Throwing caution to the wind, their cooking skills and the presentation of the final dishes were stunning. They were pleasantly surprised with some of the "risky" dishes they cooked.

Sarah shared that the planning time for these sessions increased exponentially and she found it difficult to find time in the middle of a teacher's busy schedule—so keep this in mind when delivering your own thematic learning lessons. Prep time will be increased, so make sure you plan the project at a time when you will have the capacity to deliver it (or deliver a shorter, single session version).

ACTIVITY IDEA: PRODUCT CREATION

Depending on your subject, you may have the opportunity to ask the students to create a product. Instead of a world-changing cosmonaut, why couldn't you be the director of an important science magazine? The lead researcher of an archaeology expedition? Think about what you would like them to produce and back plan from there. Perhaps they could create a model of an ancient building, or a physics experiment? Let them build, draw and calculate a product, then present their project to you. Make sure that marketing and design are part of the presentation!



You can find the assets Sarah used [here](#) or by scanning the QR code at the end of the resource.

REPORTS AND JOURNAL 4

JENNY ToGo

(played by Caitlin Haresign, SEND Teacher - KS4)

“The Forbeeans are a curious species, and have been excited about the prospect of preventing a near apocalypse through collaboration with one another. The initial short mission centred on quickly rebuilding the planet, as an unknown crisis had previously rendered the space futile.”

-Jenny ToGo

We recommend reading Jenny’s reports if you are working with students in a SEND context or in a primary school. You will also find exciting examples of how to let the students take the lead, how to improvise, bringing props and costume into the lessons, and how to incorporate real-life headlines into the narrative.

Caitlin works within a SEND context, so the emphasis in her journey was on figuring out how to adapt the storyline to her classroom in a way that made sense to her students. Caitlin came up with extremely creative solutions to bring the world of Sweet Dreams into the classroom, from students arriving on a planet with tipped-over chairs and tables to a very creative general election. Collaboration was key in the activities and sessions that Caitlin proposed, and we can’t wait for you to look at their results!





S ★ W ★ E ★ E ★ T

Secretary of Wisdom for Extraterrestrial Emergency Takeovers.

REPORT 1

Jenny ToGo speaking... I've just arrived at the planet and guess what? All of that training we had will not apply to this situation. I know you mentioned this could happen, so I'm going to call a couple of my friends to use as a sounding board. For now, the planet has been completely obliterated, and you won't believe it... but the spirit of the Evil [REDACTED] has somehow arrived to planet Forbees and is their Prime Minister... I'll assemble a team and start working on rebuilding the planet. Will keep you posted!

REPORT 2

The Forbeans are so excited that I'm here, and I am helping them to create a new identity away from the claws of Chaos Reign's consumerism. I brought lots of props and accessories with me, so we are all finding our own new style. Now that the city is looking better, I am assembling work groups that will build some buildings that the city needs. Will keep you up to date on the progress.

REPORT 3

I've succeeded in making the Forbeans see the truth behind the Evil [REDACTED] - he's just a symbol, and the real trouble was the BOSS behind him. After discovering some corruption going on, I facilitated a revolution that ended up with a new Prime Minister (whose name was curiously very similar to one on Old Earth) chosen by the people of Forbees. I'll oversee the transition towards democracy and be back ASAP. Ta!

CAITLIN'S JOURNEY:

From the start, we tried to support Caitlin by opening up the narrative. We wanted to experiment in a SEND setting and knew that it wouldn't be as straightforward as with the other teachers.

Caitlin mentioned that it took her a while to move past the examples and ideas we shared in the CPD workshop before the sessions, and she had to discuss them with colleagues and friends to find her own way of delivering the project. However, once it flowed, it became a very enjoyable experience. As this was her first year of teaching, this project allowed her to try something new and gain a few additional tools for her toolbox.

Caitlin tried to plan according to the story, around little fables with morals she thought would be easy to grasp. However, she realised that an abstract narrative would not resonate well with her students; instead, she made it more literal by bringing in tangible items (costumes, props, lights, craft materials). She transformed the classroom by tipping over chairs and tables, playing suspenseful music, and changing the lighting, then asked everyone to work together to rebuild their planet. She really understood the potential for collaboration in thematic learning and leaned into that throughout the lessons.

She recommends that, when thinking about accessibility, you try to make the abstract real. Take those concepts and ideas and translate them into physical objects that can be touched and experienced. For example, when discussing a planet that they couldn't see, some students struggled to grasp that concept. Instead, Caitlin turned the classroom into the planet and created a map for students to locate themselves within the world they were creating.

ACTIVITY IDEA: A MAPPED DISCUSSION

Once the city was put back together, Caitlin asked everyone what buildings they were missing, and so they started to build them together. By creating a visible, tactile map, she was able to start conversations around the world they lived in. She was really surprised by the logical thinking when she kept asking why. Why is the restaurant next to the dumpster? Why is the factory next to the restaurant?

If you are working with students where communication can be an issue, this would be the perfect activity to world-build around a visible, tangible world.

Get creative! It can be a huge hand-drawn map, a digital one, or a crafts-based one. The world is your oyster! Consider using materials like cardboard, felt, or even natural items to create a three-dimensional representation of the world. You could also involve students in designing symbols or landmarks that represent their ideas, making the activity both collaborative and engaging. Encourage them to think about how different elements of their world interact and relate to one another, and don't be afraid to ask 'why?'. Caitlin really enjoyed learning about the logic behind her students' decisions.



You can find the assets Caitlin used [here](#) or by scanning the QR code at the end of the resource.



S ★ W ★ E ★ E ★ T

Secretary of Wisdom for Extraterrestrial Emergency Takeovers.

S.W.E.E.T.

Final Transmission

To our cosmonauts,

Thank you for all of your reports, I am happy to be able to confirm that we have received all of your data, and that I will be using my last hours on Earth to create the final document. This document will be sent around many galaxies and hopefully will inspire other people to become cosmonauts themselves.

The S.W.E.E.T.'s dream is ending now, and I'm afraid I must deliver bad news. The Evil [REDACTED] has come back after losing general elections in a different planet far away, and he's angrier than ever. There's no hope on Earth, but I know that as long as you exist, there will be seeds of hope somewhere in the universe.

You won't be able to return. Please, stay on your planets, become one of their inhabitants – learn from them, teach them the best you can. Help us find other cosmonauts. Spread the vision of the S.W.E.E.T., bring change. Work together and collaborate to build a better future.

Whenever you look up to the night sky, think of us.

Old Boy and myself will be rooting for you.

Great work cosmonauts.

You are dismissed.

Final transmission over –

NOW, IT'S YOUR TURN!

STEP BY STEP

This is a step-by-step guide on how to deliver a single session using an immersive narrative. Feel free to bring your own or use ours: You are a cosmonaut going to a planet on the verge of collapse (your classroom). Based on the teacher's examples, they fall into these different processes. Chose the one that fits you best:

A - Product creation process

Mama Root / Jenny ToGo

A story in which you are asking a group of students to create something on behalf of someone.

i.e. an article, an object, an experiment

B - Discussion and voting process

Dash Vegamode

A story with an open ending that will be determined by your students making a moral or complex decision.

i.e, gender, religion, politics

C - Knowledge-based process

Alexa

A story that helps you present new concepts and knowledge. The ending will depend on the assimilation of the content delivered.

SESSION PLANNING

1 - CREATE YOUR CHARACTER

Even if you are not the most comfortable acting, having this character will allow you to root yourself in your narrative. Depending on the process you choose, your questions could be different:

- What do I want from my students?
- What kind of person am I?
- How does my character think?

Use the character sheet as an example. This is saved in the assets folder, which is accessed by scanning the QR code at the end of this resource

3 - DECIDE THE CONTENT

We recommend you pick content that is conceptual. The most complex concepts in the National Curriculum are the ones that shine in thematic learning.

However, feel free to pick any part of the National Curriculum that you would like to experiment with.

5 - BACKPLAN THE LESSON

Now that you know what content you are delivering, your story and the potential endings, think about the challenges you need along the way to reach the conclusion. Problems, presentations, activities...

Keep in mind the length of your project. For a single lesson, we recommend a maximum of two challenges.

2 - CREATE YOUR WORLD

Is it taking place in the real world? Or are you creating a brand new one? We recommend sticking to the world we all know for a first experiment. Ask yourself questions such as, what do you need from the world to be able to deliver the lesson?

The more backstory or "lore" you create, the more you will have to remember, so be careful! Avoid long presentations and "death by worksheets". Create the core idea, and then let it develop in collaboration with your students.

4 - DECIDE WIN / LOSE

What happens if your students reach the end of the story? How do they win? Can they lose?

We recommend that you allow them to create major impact in the world you present (positive or negative). This way you will show them that their decisions matter, and help them feel empowered within the classroom.

6 - CHECK WITH COLLEAGUES

Once you have everything planned it's time to share with your colleagues and friends. Be open to feedback and questions. Maybe there's a way to bring all the teachers together and deliver a school-wide immersive narrative!

You can read all of the unedited reports written by the teachers, their presentations and assets by following [this link](#) or scanning the QR code.



As you can tell, some teachers have been using AI to illustrate their world, preparing presentations, adding music to their lessons - you can use as many digital tools as you need.

We also recommend having a look at the original document that the teachers were given during the workshop days. The project changed with time, but it could contain helpful examples on how to get started.

SESSION DELIVERY

1 - PREPARE YOUR ASSETS

Props, presentations, maps, crafts materials. Make sure that you have everything you need with you.

It really helps to change the setting, to make it look familiar enough but different. Change the lighting, play some relevant music, get rid of chairs and tables. Dress the stage!

3 - PRESENT THE WORLD

You can do it through a brief presentation, a printed document, your performance or as if you were telling them a story.

Use the surprise factor to your advantage. Going in without giving too many explanations and letting them learn as they go has given really good results.

Do not despair if at first it feels hard work, commit to your world and they will follow you anywhere.

5 - PRESENT THE CHALLENGE

Having the brief printed out or on the whiteboard helps students to engage better with the challenge proposed. Make sure it's clear and concise. We've had good experiences dividing them into smaller groups or giving out relevant roles to specific students such as a mechanic, quality control or head chef

Be ready to support students, but give them space to learn their own way. Some of the teachers were positively surprised to see their students' reasoning skills and abilities to figure things out. That's where the learning takes place.

2 - STAY IN CHARACTER

Even if the character stays in your head, observe the lesson with their voices in mind. What would they think of the approach the students are taking to solve the problem? Would my character be happy with this result? What does my character know that they don't? Allow yourself to communicate the answers, in character or not.

4 - PRESENT THE CONFLICT

Make sure your story has some sort of conflict. It will be the engine of your lesson, and it will be the element that will push the students forward to complete the challenge.

It can be a conflict between themselves and you, the planet, an organisation, or some other class. Get creative and think about what conflict would engage your students the most.

6 - RESOLVE THE CHALLENGE

Think of a nice way to end your story. What will happen if they win? And if they lose?

Perhaps a song plays while you reveal the ending or you have diplomas or fake money to give them. Don't be afraid of increasing the level of drama. It is the end, make it memorable!

TIPS

- **MAKE THE NARRATIVE YOUR OWN:** You are in charge. Use it, edit it to fit your context.
- **BACKPLAN:** Figure out what you want them to learn. Build your world around that.
- **COMMIT TO THE WORLD:** Believe in your character and follow their instincts.
- **CHANGE THE ENVIRONMENT:** Transform the classroom, bring the narrative alive.
- **TRUST THE STUDENTS:** They are experts at creating characters, new identities and role playing them.
- **SWITCH OFF THE SCREENS:** As much as you can. The learning is in the conversations.
- **EMBRACE THE SILENCE:** Take silence as a challenge. The last one breaking it wins. Let them break it first.
- **BE ACCESSIBLE:** Don't rely on verbal communication. Make them touch, smell, taste.
- **GIVE THEM TIME TO FIGURE IT OUT:** Don't step in and answer all the questions for them.
- **CELEBRATE YOUR ACHIEVEMENTS:** Take time to appreciate the small wins along the journey.

PROFESSIONAL DEVELOPMENT LINKS

This resource and project are tailored to provide benefits to teachers and students.

For teacher development, there will be opportunities to:

- Imagine new ways of inspiring, motivating and engaging pupils.
- Reimagine the way we plan and teach lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Try new ways of managing behaviour and creating a safe learning environment.
- Fulfil wider professional development responsibilities.

For delivering the National Curriculum, this project is linked to the following areas:

- **English:** Opportunities for pupils to enhance their communication and literacy skills.
- **Science:** Discussing our potential futures, environmental impact and technological evolution.
- **PSHE:** Self-awareness, empathy and decision-making in moral and political scenarios.
- Exercising **critical thinking**, creativity and innovation.
- **Any other subject** that is delivered during the duration of the sessions.

CONTACT

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