

RE-REPRESENTING A CLIMATE CHANGE STORY



Through stories, we can learn about history, how to tell right from wrong, and important issues facing us now—like climate change. At Yale Climate Connections (YCC), we produce radio stories about climate change. But radio stories are not the only way to tell stories! In this activity, you will get to be the storyteller and will choose how you would like to retell one of our radio stories.

INSTRUCTIONS

Choose a radio story that sparks your interest. Listen to it and read along with the transcript. Then answer the questions below.

You can find radio stories through the YCC website at www.yaleclimateconnections.org where you can use our menu to search for stories by topic or simply click the magnifying glass in the upper right hand corner of the screen to search by keywords. You may also navigate to Story Locations under the Radio Program tab in order to search stories by location.

If you'd like some help narrowing down options, you can select a story from the list provided at the end of this activity. At the end of this activity, you will also find a rubric that can help guide you as you work to retell your chosen story.



Figure 1: Example radio stories from the YCC website.

ACTIVITY

1

In your own words, write a 3-5 sentence summary of the radio story that explains the main idea of the story.

2

What was your response when you listened to this radio story? What did you think and feel?

3

What would you want someone else to think and feel about this story?



4

Think about how you can retell or re-represent this story. Here are some ways in which you could do this:

- Create a **poster** that depicts the radio story you chose.
- Turn the radio story into a **comic strip**.
- Design a piece of **artwork** (drawing, sculpture, etc.) showing what happens in the radio story.
- Write a **script** or a **short story** that re-tells what happens in the radio story.
- Rewrite the radio story as a **poem**.
- Tell your radio story's story through a series of **social media posts** (i.e. tweets, Instagram posts, etc.)
- **Any other way** that you can think of to creatively represent your selected radio story!



In science storytelling, scientists do NOT make things up! Rather, they use stories as a tool to present facts to an audience in an accessible and even fun way. Their stories are only about what they have observed and carefully measured in the world. Therefore, make sure to also bring in evidence to support your story.



For example, writing an evidence-filled script that imagines a climate change conversation between a teen and his stepdad could be a great way to re-represent the radio story, How a teen changed his stepdad's mind about global warming. As a part of the conversation, the teen can provide evidence from credible sources to change his stepdad's mind about global warming, like the fact that 97% of climate scientists believe that human-caused climate change is real.

5

Once you have re-represented the story, write a short paragraph explaining why you chose to tell your story in the way that you did. What was something new you learned about this topic by telling the story in a different way?

6

Do you think the story is best told through the radio story or through your medium? Why or why not? Do you think there is a better medium (i.e. video, art installation, book, etc.) through which to tell this story?

7 Why did you choose this particular story?

8 How do you think storytelling in science (and on Yale Climate Connections!) is different from other types of storytelling (i.e. fairytales, novels, etc.)?

9 Why do you think storytelling is an important tool for communicating about science?

EXTENSION SUGGESTIONS

Share your ideas and your work with your classmates – that is the beauty of storytelling!



SUGGESTED RADIO STORIES BY TOPIC

- **Arts & Culture**
An artist is painting a vision of a better world
- **Climate Science**
What are living shorelines?
- **Communicating Climate**
Art shines a light on urban flooding in Philadelphia
- **Education**
Students in Illinois get paid to learn skills for jobs in energy efficiency
- **Energy**
Heat pump water heater: climate hero?
- **Food and Agriculture**
Denver nonprofit transforms city lots into lush food forests
- **Health**
The hidden climate cost of online shopping
- **Jobs and Economy**
Minnesota man brings solar power and job training to North Minneapolis
- **National security**
How the Veterans Health Administration is preparing for flood emergencies
- **Oceans**
Scientists are trying to figure out how to help the ocean absorb even more climate changing pollution
- **Policy and Politics**
Why a professional ski mountaineer ran for a Senate seat
- **Religion and Morality**
Maryland rabbi calls on people to be good ancestors to future generations
- **Snow & Ice**
Why is it so cold outside when the climate is warming?
- **Species and Ecosystems**
Climate change is forcing pregnant caribou to make dangerous decisions
- **Transportation**
Battery-powered sea glider could make coastal travel more climate-friendly
- **Youth**
Kids in Portland, Oregon, take a 'bike bus' to school

RUBRIC: 25 POINTS

| | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------|---|--|--|---|--|
| Content | No understanding of the chosen story is reflected in the re-representation. | Minimal understanding of the chosen story is reflected in the re-representation. | Basic understanding of the chosen story is reflected in the re-representation. | Good understanding of the chosen story is reflected in the re-representation. | Exceptional understanding of the chosen story is reflected in the re-representation. |
| Use of evidence | Uses no evidence to support re-representation. | Uses little evidence, but is not relevant to the chosen story. | Uses some evidence to support re-representation, other evidence is irrelevant. | Uses copious evidence, most of which is related to the chosen story. | Uses copious evidence, all of which is related to the chosen story. |
| Creativity | Work not unique, detailed, or interesting. | Work occasionally unique, detailed, or interesting. | Work somewhat unique, detailed, or interesting. | Work generally unique, detailed, and interesting. | Work exceptionally unique, detailed, and interesting. |
| Written responses to questions | Does not complete any of the questions. | Answers some questions with incomplete sentences. | Answers all questions with incomplete sentences. | Answers all questions fairly thoughtfully in complete sentences. | Answers all questions thoughtfully and thoroughly in complete sentences. |
| Effort | Work shows no effort, planning, or pride. | Work shows minimal effort, planning, and pride. | Work shows basic effort, planning, and pride. | Work shows good effort, planning and pride. | Work shows exceptional effort, planning, and pride. |

SAMPLE WORK

Below is a sample of work by Jaylen Bean-Walker, a 10th grader at Fairmont Heights High School in Landover, MD. She decided to re-represent the story “Arctic wildfires are lasting longer and burning more intensely” as a poem.

Arctic Wildfires

By Jaylen Bean-Walker

In the fall, the colors are bold
In the winter, the winds are cold
In spring, the birds come to meet
And in the summer , the sun brings on
the heat
Fire spreading all in arctic ground
With zero trees left to be found
And animals running around to find a
home
While the fires continue to roam
The more earth heats
The more animals have to flee
The more heat gets high
The more plants die
And the more climate changes
The more damages the earth faces