

GOALS AND STANDARDS

1. Analyze a climate change story to gain a greater understanding of a climate change topic.
2. Construct a written or oral argument using evidence.

NGSS Performance Expectations: [MS-ESS3-3](#), [HS-LS2-7](#)

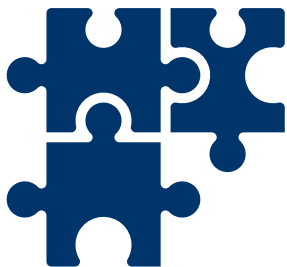
NGSS Science and Engineering Practices: [Engaging in argument from evidence](#); [Obtaining, evaluating, and communicating information](#)

Common Core ELA Standards: [RH.6-8.1](#), [RST.9-10.8](#), [RST.11-12.8](#), [WHST.6-8.7](#)

LEVEL

6-7 grade or anyone new to learning about climate change communication.

BACKGROUND



Climate change is a complex scientific issue. In order to teach climate change effectively, we must make the topic concrete and connect it to students' everyday lives. [Yale Climate Connections](#) does just that: YCC aims to help citizens and institutions understand how the changing climate is already affecting our lives. It seeks to help individuals, corporations, media, non-governmental organizations, government agencies, academics, artists, and more learn from each other about constructive “solutions” so many are undertaking to reduce climate-related risks and wasteful energy practices.

Through articles, videos, and daily 90-second stories broadcast on hundreds of radio stations nationwide, YCC “connects the dots” between climate change and energy, extreme weather, public health, food and water, jobs and the economy, national security, the creative arts, and religious and moral values, among other themes.

ACTIVITY DESCRIPTION (20 MIN)

The Jigsaw is a great way to promote discussion around [YCC radio stories](#) in a way that gets students to listen to and learn from each other. You can facilitate a Jigsaw in one of two ways:

JIGSAW 1

Pick a radio story to play for your class. You can pick the story in advance or you can choose one together with your students. After you listen to the story, divide students into small groups (3-5 per group). Assign each group 1-2 questions from the [Question Bank](#) or create your own questions. Give each group different questions to discuss. After 5-10 minutes of small group discussion, come back together as a class and have students share out what they talked about in their small groups.

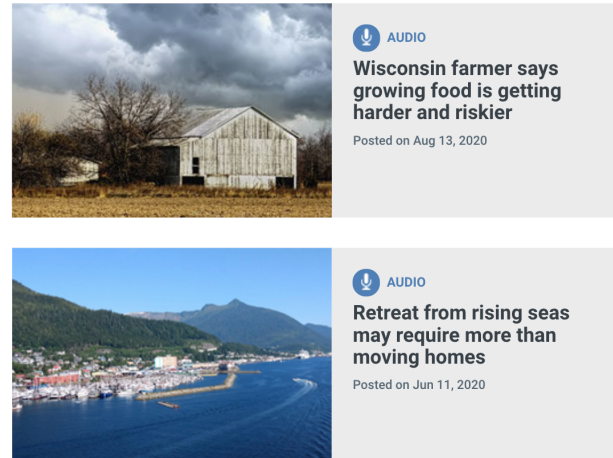


Figure 1: Example radio stories from the Yale Climate Connections website.

JIGSAW 2

Each group of students will listen to a different radio story but answer the same questions. When you come back together as a class, groups can share what their radio story was about and discuss connections between the different radio stories. See below for an example of a group of radio stories and selected questions from the [Question Bank](#):

Radio Stories:

- [Richmond teens design shade projects](#)
- [Rising heat could disproportionately harm African American communities](#)
- [Hope is a critical component in addressing climate change](#)
- [Group helps turn abandoned shrimp farms into carbon-storing mangrove ecosystems](#)
- [New York Yankees go to bat on climate change](#)
- [Climate change is making some hurricanes more severe](#)
- [What happens when cows, horses, pigs, and goats escape after big storms](#)

Questions from Question Bank for all groups to discuss:

- How does this story relate to you?
- How do you think this story affects different groups of people? People in urban areas versus rural areas? People of different races or socioeconomic backgrounds?
- Design a method for minimizing a human impact based on what you learned about in this story.

Regardless of which version you use, students can fill out the same graphic organizer (posted on the Student Page).

You can find radio stories through the Yale Climate Connections [homepage](#), where you can use our menu to search by topic. You can also simply click the magnifying glass in the upper right-hand corner of the screen to search by keywords. You can search stories by [location](#), too.

TIPS FOR SUCCESS

- Have students read along while listening to the radio story. Each radio story comes with its own transcript.
- In order to make this activity place-based, consider choosing a radio story(s) from your state by searching for stories by [location](#) (under the Radio Program tab on the homepage, select Story Locations, Stations Map).
- Before sending students off into their groups, make sure they understand vocabulary and concepts touched upon in the radio story so that they feel confident going into their discussions.
- Assign roles for students to assume in their groups. For example, in a group of four, you can use the following positions: recorder, reporter, discussion leader, and timekeeper.
- The questions in the [Question Bank](#) are just a sampling of prompts you can use—we encourage you and your students to create your own questions that are specific to the radio stories you listen to in order to help facilitate discussion.