

### GOALS AND STANDARDS

1. Apply a storytelling framework to explain climate change causes, impacts, and/or solutions.
2. Describe why storytelling can be an effective tool for communicating about climate change.

**NGSS Science and Engineering Practices:** Obtaining, evaluating, and communicating information

**Common Core ELA Standards:** RH.6-8.2, RH.6-8.7, RH.11-12.2, RI.6.2, RI.7.3, RI.8.7, RST.9-10.2

### LEVEL

8-10 grade or anyone looking to practice data analysis, model manipulation, and storytelling skills in the context of climate change communication.

### BACKGROUND



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](#), we produce radio stories about climate change. Everyday, Yale Climate Connections releases a new 90-second radio story about climate change, connecting this important issue to other topics that may be more relatable to students, such as arts and culture, health, and food.

It is important to note that storytelling in science (i.e. Yale Climate Connections) is different from other types of storytelling (i.e. fairytales, novels, etc.). 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. Scientists' stories are only about what they have observed and measured in the world.

## ACTIVITY DESCRIPTION (40 MIN)

In this activity, students will get to be the storyteller and will choose how they would like to retell one of our radio stories. They will first select a radio story by navigating to the Yale Climate Connections [homepage](#) (from there, they can scroll through the homepage, use the search function, or search by [location](#)). You may also select a radio story for your students, though giving them the opportunity to select their own may create a greater sense of investment in the activity. A sampling of stories is included in the Student Page and can help students narrow down options.

After listening to their radio story, students will complete a set of comprehension questions and then choose a way to re-represent the story. This can take the form of a poster, brochure, comic strip, piece of art, etc. A rubric is provided in the Student Page, which guides and sets expectations for student work. By re-representing a story, students get the opportunity to engage deeply with a climate change story and think creatively about climate change communication.

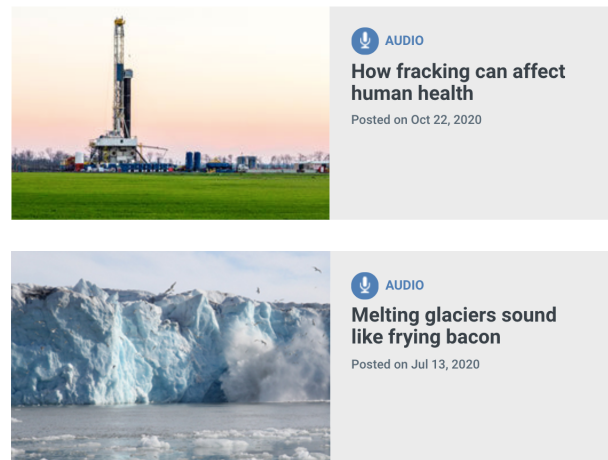


Figure 1: Example radio stories from the Yale Climate Connections website.

## TIPS FOR SUCCESS

- Encourage students to find a radio story that gets them excited. This may mean identifying a story from their state or town, or selecting a story related to a climate change topic that they care about. Challenge them to explore at least 3 stories before deciding on the one they'd like to re-represent.
- Ideally, allow students no more than 10-15 minutes to identify a story so that they have time to complete the rest of the activity!
- **What worked for other teachers:** Consider giving students an extended period of time to re-represent their chosen story. For example, a teacher in Florida had his students respond to the activity's questions in class, but gave them a week to re-represent their stories, which they completed as a homework assignment. Allowing students to really take their time resulted in a higher quality of work.