An important part of reducing climate change is being able to communicate with people who may have different opinions about it. This is an exercise to practice engaging with people of varying perspectives—and what it is like to have one of those perspectives yourself.

Through national survey data, the Yale Program on Climate Change Communication has identified Global Warming’s Six Americas: six unique audiences within the American public that each respond to issue of climate change in their own distinct way: the Alarmed, Concerned, Cautious, Disengaged, Doubtful, and Dismissive.

**INSTRUCTIONS**

In this activity, you and your group will write and perform a 5-10 minute skit for a climate change-related scenario.

- **First**, read the scenario, the accompanying vocabulary terms, and the roles, which will be provided by your teacher.
- **Next**, in a group of 6 people, decide who will play the role of each of the Six Americas (your teacher may assign you your roles).
- **Then**, complete the graphic organizer on page 3.
- **After** you and your group members are finished with your graphic organizers, you may write your script.
- **Finally**, rehearse and perform!
Make sure to address the following in your script (your graphic organizer will help you answer these questions)

1. What is each person’s opinion about the proposal?

2. Does each person think this proposal is the best way to address the problem? Why or why not?

3. Who is agreeing with each other?

4. Who is disagreeing with each other?

5. What words or phrases should the Alarmed and Concerned citizens use to try to convince the others to agree with them?

6. Who are the Alarmed and Concerned most focused on trying to convince (the Cautious, Disengaged, Doubtful, or Dismissive) and why?

7. How do the Cautious, Disengaged, Doubtful, and Dismissive react to the messages of the Alarmed and Concerned?

8. Why do they react in the way that they do?

9. How does your script end? Is anyone convinced to change their mind? Why or why not?
GRAPHIC ORGANIZER

ROLES (Alarmed, Concerned, Cautious, Doubtful, Disengaged, Dismissive):

1. For/against the proposal:

2. Reasons you’re for/against the proposal:
   1. ______________________
   2. ______________________

3. Which characters do you agree/disagree with?
   Agree
   Disagree

4. How does your character think that climate change affects the situation described in the scenario? Include relevant vocabulary terms in your response. Use evidence to support your character's thoughts!

5. Look at what other characters wrote for question 4. What clarifying questions do you have for them?

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SCRIPT REQUIREMENTS
(the rubrics on pages 6 and 7 provide further details on expectations):

- Each person must speak at least 3 times.
- Use evidence to support your claims.
  
  An example of using evidence to support claims: Those playing the Alarmed, Concerned, and Cautious characters could present evidence to show that when humans emit large amounts of greenhouse gases into the atmosphere, this changes the ecosystem where your scenario takes place. This affects the plant and animal populations that live there, including humans.

- Ask clarifying questions.
  
  An example of a clarifying question: Those who are Doubtful, Disengaged, and Dismissive could ask questions, such as “How exactly are increased storms and storm intensity related to climate change?”

Once your script is written, rehearse it so you can perform it for your class. This can also be solely a written activity and/or an individual exercise.

REFLECTION QUESTIONS TO DISCUSS OR WRITE ABOUT POST-PERFORMANCE

- Did you play the role of someone who you agree with or disagree with? What was that like?
- What was challenging about the role you played?
- Have you had conversations with people similar to the ones you wrote about in your script?
- How has this exercise influenced the way in which you might understand or talk to people who you disagree with in the future?
- Why is it important to think about how you communicate with someone about climate change? Why isn’t it enough to just give people the facts?
- Issues like the scenario you wrote a script for exist all over the country. What climate change issues are important in your community? Do you think that people have similar opinions or differing opinions, like in the scenario?
EXTENSION SUGGESTIONS

- In your group, brainstorm different design solutions for how to maintain biodiversity in the location of your scenario. Your class can then come together to evaluate the different design solutions from the perspectives of each of the Six Americas and vote for which one is best.

- Take the Six Americas Super Short SurveY (SASSY) at https://climatecommunication.yale.edu/visualizations-data/sassy/, a 4-question multiple choice survey that will tell you which of the Six Americas you are in!
## SCRIPT/PREPARATION RUBRIC: 25 POINTS

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of evidence and</strong></td>
<td>Use no evidence or questioning to support argument</td>
<td>Uses little evidence and questioning, but is not relevant to argument</td>
<td>Uses some evidence and questioning to support argument, other evidence is irrelevant</td>
<td>Uses copious evidence and questioning, most of which is related to argument</td>
<td>Uses copious evidence and questioning, all of which is related to argument</td>
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<tr>
<td><strong>questioning</strong></td>
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<tr>
<td><strong>Spelling, grammar,</strong></td>
<td>No proofreading, sentences and grammar make it difficult to understand statement</td>
<td>Some strong syntax, many spelling, grammar, and punctuation errors</td>
<td>Mostly strong syntax, some spelling, grammar, and punctuation errors</td>
<td>Strong syntax, only a few inconsequential errors</td>
<td>Strong syntax, no spelling, grammar, or punctuation errors</td>
</tr>
<tr>
<td><strong>punctuation, and</strong></td>
<td></td>
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<tr>
<td><strong>syntax</strong></td>
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<tr>
<td><strong>Addressing criteria</strong></td>
<td>Does not address any criteria from the instructions</td>
<td>Briefly addresses some criteria from the instructions</td>
<td>Briefly addresses all criteria from the instructions</td>
<td>Addresses most criteria from the instructions in depth and briefly addresses the other criteria</td>
<td>Addresses all criteria from the instructions in depth</td>
</tr>
<tr>
<td><strong>from instructions</strong></td>
<td></td>
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<tr>
<td><strong>Preparation</strong></td>
<td>Does not participate</td>
<td>Participates only upon prompting by other group members</td>
<td>Shares info and contributes to forming some new ideas and evidence</td>
<td>Often collaborates, brainstorms new ideas, strives to find new evidence, and invites others in</td>
<td>Is a leader who always collaborates, brainstorms new ideas, strives to find new evidence, and invites others in</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Preparation</strong></td>
<td>One person did most of the work. Team did not work together</td>
<td>A few people in the group did most of the work</td>
<td>Everybody had input, though some had much more input than others</td>
<td>Everybody had a mostly equal amount of input</td>
<td>Everybody collaborated and pushed each other to develop ideas and arguments</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td></td>
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</table>
## PERFORMANCE IN ROLE PLAY: 25 POINTS

<table>
<thead>
<tr>
<th>Role Play: Six Americas, Six Views on Global Warming</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Did everyone speak equally?</strong></td>
<td>One person did most of the speaking</td>
<td>One or two people do most of the speaking, some speak a little, while some do not speak at all</td>
<td>Some speak more than others, but everyone does speak</td>
<td>For the most part, everyone speaks equally. Some might speak a little more than others</td>
<td>Everyone speaks equally</td>
</tr>
<tr>
<td><strong>Volume/Eye Contact</strong></td>
<td>Inaudible/No eye contact</td>
<td>Can hear some parts of their performance, but not most/Minimal eye contact/makes eye contact in the same place</td>
<td>Volume is appropriate throughout most of the performance/Some eye contact with focus at various points throughout the classroom</td>
<td>Volume is appropriate throughout entire performance–only lost a few words/Makes eye contact through most of the performance and speaks to most of the classroom</td>
<td>Volume is appropriate throughout entire performance/Makes eye contact consistently and speaks to entire classroom</td>
</tr>
<tr>
<td><strong>Responses to Reflection Questions</strong></td>
<td>Does not respond to questions</td>
<td>Responds minimally to questions but not in a thoughtful way</td>
<td>Responds adequately to questions</td>
<td>Gives appropriate, thoughtful responses to all questions</td>
<td>Gives thoughtful, in-depth responses to questions</td>
</tr>
<tr>
<td><strong>Overall participation</strong></td>
<td>Does not participate</td>
<td>Participates only upon prompting by other group members</td>
<td>Shares info and contributes to forming some new ideas and evidence.</td>
<td>Often collaborates, brainstorms new ideas, strives to find new evidence, and invites others in</td>
<td>Is a leader who always collaborates, brainstorms new ideas, strives to find new evidence, and invites others in</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Does not take exercise seriously, rude during other’s performances</td>
<td>Is mostly respectful during performances, sometimes goes off</td>
<td>Is respectful towards others, needs to be a little more serious</td>
<td>Is respectful and professional most of the time during the performances</td>
<td>Is respectful and professional at all times during the performances</td>
</tr>
</tbody>
</table>

**TOTAL: 50 POINTS**