ROLE PLAY: SIX AMERICAS, SIX VIEWS ON GLOBAL WARMING

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

2. Reasons you're for/against the proposal:

1. _____

_____

_____

2. _____

_____

_____

3. Which characters do you agree/disagree with?

Agree	Disagree

1. For/against the proposal:

_____

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

_____

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!

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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

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

PERFORMANCE IN ROLE PLAY: 25 POINTS

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

TOTAL: 50 POINTS