

Use Your Voice (8-18) Guidance for Teachers

Guidance for teachers

60 minutes – 2 hours depending on discussion and choice of extension activities.

The session has been designed so that you can adapt the session to your students.

Resources needed

- PowerPoint Presentation
- Paper
- Pens
- Post it Notes

Printable Our Pitch Resources:

- Storytelling Career Sheets
- Four Pillars of Science Communication
- Storytelling in Science Communication

Session Aims:

AIM 1: To understand the power of storytelling and what considerations need to be made to produce effective science communication.

AIM 2: Look at how athletes are using their platform to drive positive change.

AIM 3: To understand what careers are involved in the art of storytelling, including industry professionals relevant to 'Use Your Voice' campaign.

AIM 4: Explore different methods you could use to express your voice.

Curriculum Alignment:

The materials can be delivered as part of the formal school curriculum, through school assemblies, tutorial time and/or as a cross-curricular enrichment day.

The materials can be integrated into the following National curriculum areas in England:

Geography: Pupils will, understand how human and physical processes interact to influence, and change landscapes, environments, and the climate.

Science: Pupils learn about earth and atmosphere, including the production of carbon dioxide by human activity and the impact on climate.

Citizenship: Pupils will, understand the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity'.

Gatsby Benchmark 2, 4 and 5.

Whilst the materials meet National Curriculum requirements for schools in England, the materials can be adapted for use in other devolved nations and elsewhere.

| STEP | SLIDE |
|---|-------|
| Holding Slide | 1 |
| Introduce the aims of the session | 2 |
| The power of storytelling | 3 |
| <ul style="list-style-type: none"> • Activity: Play “One Word Story” - Each student adds onto the story by adding the next word or phase in the sentence to formulate a short story. • These are likely to be very silly and that is ok. You may like to start the story off, demonstrating the tone of good storytelling. • For example: “It was a cold snowy night, the moon was shining brightly over the river, suddenly there was a deep rustle in the trees....” • Depending on your class size, as the story progresses you may need to recap to keep the story on track. • Discuss: Afterwards reflect how we can all be storytellers – the story may not have been the best, but we were all intrigued what would happen next. We were invested in the story and that is very powerful. | |
| Ask when do we use or hear stories? Who are powerful storytellers? | 4 |
| <ul style="list-style-type: none"> • Examples may be: Entertainment, Education, Communication: casual conversations, presentations, or speeches, Marketing and Advertising, Cultural and Social Traditions, Reporting and Journalism, Social Change and Advocacy, Art and Creativity. • Explain: human beings love story, it is part of our survival with some of the best story’s being passed on from generation to generation, from an early age when we read books with our parents, through to watching films, learning other people’s stories, and forming our own. Stories are a versatile and powerful means of communication, entertainment, and understanding. They serve as a bridge between imagination and reality, enabling people to connect with one another and the world around them. | |
| Overview of science communication | 5 |
| <ul style="list-style-type: none"> • Explain: science communication is used, as the title suggests, to communicate science to a different audience, usually referred to as a non-academic audience. | |

- **Explain:** It is a diverse, creative industry with hundreds of variations and different tools used. Science is communicated through film, documentaries, journals, books, shows, standup comedy, comic magazines, drag acts, visual art, dance, music, magic, baking, knitting, digital art and sculpture... the list goes on and on.

- It is practiced by all sorts of people, including; scientists, journalists, artists, comedians, presenters, celebrities, athletes, young people...

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- **Activity:** Play the communication chain game

1. Ask for X5 volunteers.
2. Have participants form a straight line. All participants should face the same direction.
3. Teacher writes down an action. For instance, "I was taking a walk and saw someone. I waved but fell over" or "I jumped in the sea to go scuba diving; it was really cold, but I saw lots of fish".
4. The first participant will read the action and demonstrate the action they wrote without verbal cues (using gestures/actions only).
5. Then that participant taps the next person and demonstrates the action
6. The demonstration will continue to be passed up to the end of the line. Then, the last person on the line will have to guess what the action is.
7. Ask volunteers to sit down.

- **Discuss:** how effective was this communication? Welcome hands up or if needed speak with the person next to you and feedback.

- **Explain:** Yes, the fun of the game lies in misunderstanding. When players misinterpret a gesture, the message gets muddled and miscommunicated, and the final participant's guess can become hilariously off-base. All qualities we do not want in effective science communication.

Linking science communication and storytelling

- **Share:** this thought from the British Science Association about storytelling in science communication.
- **Explain:** wrapping up science in story is a great tool for effective science communication.

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Turning our attention to science communication for climate action...

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- **Share:** this quote from David Attenborough

What makes a powerful story?

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- **Activity:** Show Nature Is Speaking (Liam Neeson is Ice)- Conservation International https://www.youtube.com/watch?v=qBBOue_AdclU
- **Discuss:** What made this film a powerful example of science communication and storytelling? What did this include that made us want to listen more?
- **Explain:** The use of drama, storytelling, and addressing the audience made us engage with the message. It had a compelling character, engaging plot, emotional impact and a clear theme and message.
- **Compelling Characters:** The character may be nature or an animal, a plastic bottle with a story or a human.
- **Engaging Plot:** A structured narrative with conflict, tension, and a satisfying resolution.
- **Emotional Impact:** Evokes emotions and creates an emotional connection with the audience.
- **Themes and Messages:** Conveys deeper themes or messages that resonate with the audience and add meaning to the story.

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Note: The storytelling in science communication printable sheet is available to support students when planning their communication.

Exploring effective science communication

Explain: Beyond a good story, all good science communication follows four important pillars (rules) of success that need to be carefully planned to make the communication effective.

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1. **Purpose – What is the communication trying to achieve?**

Good science communication often takes complex research with real-life consequences to an audience by extracting key messages that the audience needs to know and using communication tools to tell those people easily and effectively. Often to educate, inspire or inform.

2. **Audience – Who is it aimed at? Who are we communicating with? Where are they?**

By working this out it will help us decide on the right tools to use and right language.

E.g., A specific audience, for example Year 7 at your school?
All year 7s in your local neighbourhood?
The whole of your local neighbourhood?

3. **Message – What action do we want the audience to have? What’s our message? How does what we are telling the audience affect them? What is the story?**

Story is important in all communications. Finding the story within science is a science communicators most important job.

4. **Impact – How will I know if my science communication has been successful?**

Like all good science, for science communication to be effective we need to know if it has achieved what it set out to do. We must evaluate and track how the communication has affected the intended audience. We can sometimes easily track this, especially if we are using social media, or if we are at a live event, we can count how many people we have spoken to.

E.g., Does our communication tell the story we want? Does it make sense to others? Students could show another class / the school / another teacher their project to check it has impact.

Note: The four pillars of science communication printable sheet is available to support students when planning their communication.

Careers in Storytelling (Suitable for students aged 11+)

Discuss: what careers students think link with science communication and the art of storytelling and feedback. You may like to write these up on the board. Give some missing examples, which may include a screenwriter, marketing executive, content producer, editor, videographer, director, photographer, climate scientist, environmental engineer.

Activity: To understand further about what these careers may look like, using the job specification sheets provided in the resource pack, students are to work in groups to highlight key features of different job specifications and discuss the most interesting parts of these roles. What roles are they drawn to? What surprises them about these roles? What skills would they need to carry out these roles? Encourage students to feedback.

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Inspiring athletes and their climate action

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- **Activity:** Watch this Silverback and Open Planet film to discover how athletes are using their platform to drive change.
- **Discuss:** using the following slides how different athletes are using their voice for positive climate action to help inspire students with their own ideas for their project.

Note: We have linked athlete's actions with other examples from science communicators to inspire students to use a medium that they are passionate about.

Let's Create

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- **Explain:** It is now the students turn to create some science communication based on climate change and action.

They now need to choose a method/medium of science communication (this may be from the examples on the previous slides) and a climate action or message before creating.

Note: If you have completed the **#Our Pitch Session** students will have established an area of climate action they are passionate about and have started to find their story. You may encourage younger students to tell the story of their favourite habitat, what is it like, what creatures live there and how it is being affected by climate change, but most importantly why does this place matter to them. For older students they could communicate their land story. How is their land being impacted by climate change? Perhaps, like our athletes it is connected to their sporting interest?

This is an opportunity for students to be creative! They may work in small groups to create plays, sculptures, poems or films themed on climate change and action.

Use the printable resources to help students with their planning and execution:

- Storytelling in Science Communication
- Four Pillars of Science Communication

We would love to hear what actions your students take after using this resource.

Share their pledges on your school's social channels with the hashtag:

#ProtectOurPitch

With thanks to the STEM Project

