

Story Gathering



Climate change is a scientific concept that can seem abstract when first learned about it in class. When talking about methane being released, the greenhouse effect, and sea level rising over decades, it can feel like big picture stuff far away from student daily lives. Use this activity to further explore Climate Change and how it affects students everyday.

Grade Level	6th-8th Grade
Activity Length	Variable - at least a couple class periods. See explanation below
Materials	Paper Pencil/Pen Recording Device

In classroom: Set aside 40 minutes for your students to interview each other. Each student should talk for about 10-15 minutes about their climate story.

At home/virtual: Students should spend 10-15 minutes interviewing their subjects if they choose to interview. Students should spend as much time as necessary to write their story if they decide to write their own experience. Encourage 3-5 pages or a 10-15-minute audio/visual recording.

Both: Set aside class time (however much you can allow) for students to share their pieces in class, on a Zoom call, or create a space (virtual or in-person) where your students can see their classmates' work.

Disciplinary Core Ideas

(ESS2) Earth's Systems

(ESS3) Earth and Human Activity

SEEd Standards:

Standard 8.4.2 Engage in argument supported by evidence about the effect of per-capita consumption of natural resources on Earth's systems.

Standard 8.4.4 Analyze and interpret data on the factors that change global temperatures and their effects on regional climates.



**NATURAL HISTORY
MUSEUM OF UTAH**

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We are all impacted by the effects of climate change, whether by noticing that the summers are hotter and the winters have less snow or noticing more wildfires in the region every year. Each student has a climate change story, and everyone is part of this global happening.

Stories are an important part of recording the ways that scientific concepts impact and interact with our daily lives. In this activity students will record and present your community's stories of climate change. Students will interview a fellow student in class and ask them about a climate story they have. If doing this activity virtually, students can interview a different classmate, friend, neighbor, or family member. If it is not possible to set up an interview or you want the students to tell their own story, students can also record and tell a story of the changing climate from their perspective.



In Person:

1. Have students pair up. Each student will be given up to 15 minutes to tell a climate story, while the other person in the partnership will be recording and taking notes.
2. Students can ask whatever questions they'd like about climate change stories to encourage their partner to start talking, or you can allow the partner to just tell a story that they have already thought of. Record their answers using your phone, a recording device, or by writing down notes. If your students are struggling, provide them with some prompts.



Prompts for Students

What is your first memory about an unusual weather event?

How have you noticed the seasons changing during your life? Are the summers hotter? Do the winters have less snow?

What is a recent climate change news story that you noticed and resonated with you?

How do you see climate change impacting your life today? What kinds of impacts do you see it having in your future?

How do you think your experience of climate change and weather is similar or different to that of your parents?

3. After your students have recorded their partner's story and taken notes, have them interpret that story. This can be a straightforward restating what their partner said, written as a newspaper article, a poem, or whatever the students want. Encourage them to collaborate with their partner to tell a story both are happy with.

4. Set aside time for your students to share these stories in class.

Virtual:

There are a few options for having your students complete this assignment virtually:

1. Have students pair up on Zoom, Google Meet, or another virtual platform. Each student will be given up to 15 minutes to tell a climate story, while the other person in the partnership will be recording and taking notes.

OR

1. Have students interview a family member, friend, or neighbor about their climate change stories. Students will similarly spend around 15 minutes (min.) interviewing their subject and writing it down.

2. Students can either record their video chat, record it on their phones, or take down notes to write it later.

3. Students can ask whatever questions they'd like about climate change stories to encourage their partner to start talking, or you can allow the partner to just tell a story that they have already thought of. If your students are struggling, provide them with some of the above prompts.



4. After your students have recorded their partner's story OR their family member's/friend's/neighbor's stories and taken notes, have them interpret that story. This can be a straightforward restating what their partner said, written as a newspaper article, a poem, or whatever the students want. Encourage them to collaborate with their interviewee to tell a story both are happy with.

5. Set aside time for your students to share these stories in class.

