Worksheet, background, instructions

2.3. Science@venture - Shared knowledge and good intentions

# How to present results from scientific experiences?

You have already received various inputs on why it is important to tell good stories if you want to disseminate content: introduction to story-telling and specific challenges when it comes to scientific story-telling. Here you have looked at various examples at "Energy@venture" and perhaps already told a motivating story yourself using the appropriate media? For this module - scientific@venture, we want to introduce you to various tools for sharing your experiences and gaining publicity for them.

# Introduction or repetition: “What is constructive Journalism?”

If you haven't watched it yet: Here are some videos that will teach you the basics of constructive journalism: Look for an [introduction](https://drive.google.com/file/d/1Ufaj4sxeoEdsF7jEpCbrJNaQgY1QPRND/view?usp=share_link) at this Video by Andrea Degl'Innocenti an. He is an journalist expert on environment, economy, complex systems, governance models. A founding member of Italia che Cambia, he also collaborates with other newspapers including Il Manifesto, Terra Nuova, Nsl. You will also get [tipps](https://drive.google.com/file/d/1HI5OxvqsY5WUoKjegoQTPIofoLUwxP0S/view?usp=share_link), how to lead an [interesting interview.](https://drive.google.com/file/d/1HI5OxvqsY5WUoKjegoQTPIofoLUwxP0S/view?usp=share_link)

# Make a motivating “story” from your experiences - using power-point

The other students should also learn from your experiences! Therefore you should structure your talk and include a discussion with your fellow-students. So structure your talk (that they do not fall asleep 😉and don’t lose orientation!)

**Here are the “ingredients” you need for a catchy powerpoint-presentation**

* most interesting results/parts/things from your experiments
* pictures
* big letters on big “paper”
* **only** 5 minutes - and “elevator-pitch”
* Concentrate on the scientific explanation did you got from the experiment?
* Summarize the "scientific explanation" in a few words/sentences for your presentation. Note key points
* Write them in big letters on the black-board, on a smart-board or on presentation-paper.
* Prepare few “tools” of your experiments, that make the other students curious!
* Present as a team
* Speak as freely as possible and use your keywords.
* 15-20 minutes after presentation: Incite a discussion: "What can you do? Maybe you can think of more?
* Look at this video - a call for action in 1,5 minutes - only pictures and some voice-over: [Environmental Activism: Climate Action Elevator Pitch (youtube.com)](https://www.youtube.com/watch?v=rUgMeHbmZvk)

# Another form of reflection and good-intentions: A “letter to yourself”

You don't have to watch helplessly as the climate changes! Make concrete plans for what you can and will do about it! Write a letter to yourself summarizing your good intentions and the way you want to achieve them. Work quietly for yourself alone.

**Here are the “ingredients” you need for your letter**

* Take: A sheet of paper, pens - different colours, an envelope
* Take 5 minutes to work on your own
* Reflect on your experiences today during the climate scout training
* Also think about what your classmates have said.
* Remember the suggestions: "What can you do?".
* You can also check the relevant pages
* Write a letter to yourself on a piece of paper. In this letter you can formulate good intentions regarding climate-friendly behavior. See an example below!
* Don't forget to write your first and last name and your class at the top of the paper. Put your letter in an envelope given to you by your teacher and write your name and class there too!
* Write down your resolutions separately e.g. in your smart-phone/calender with memory-function)
* Read your resolutions regularly, e.g. every Monday after school, and remember why you chose them
* Your teacher collects the envelopes and returns them to you in 4 weeks. You should take time in class to share the success (or perhaps failure) of your good intentions.

**Example:**

Dear (your name), I found the experiments very interesting. I have learned a lot and would like to live more environmentally friendly in some aspects. For example, I would like to eat vegetarian food at school. I would like to cycle to school in the summer. At least when it's nice and warm and not raining.

I also want to buy fewer clothes because I regularly outgrow them anyway and then can't wear them any more. Best wishes and see you in 4 weeks. Yours (name)

# Create a Mnemonic about Climate Change

"A compelling 'story' serves as the foundation for capturing others' attention. Create a mnemonic sentence using word cards suitable for a younger audience. Here's how you proceed:

**Use**

white paper DIN A4 (can be used on one side!), thick markers/eddings, a class with younger students who want to “perform”

**Here are the “ingredients” you need to make an extraordinary Mnemonic**

1. Write each word of the sentence on separate large pieces of paper (DIN A4).

2. Seek out a class with younger students who are eager to 'perform' the sentence.

3. Engage in dialogue with the students, explaining the background of the sentence and clim@venture.

4. Distribute the cards to them, ensuring each student receives roughly the same number.

5. Instruct them to lay the sentence in a row on the ground.

6. Have them walk past the completed sentence once or twice silently, reading it individually.

7. Once the mnemonic is ready and displayed down the corridor, explore different ways of reading it, like actors and actresses, to determine the most impactful delivery.

8. Consider how to embed this mnemonic effectively in the minds and hearts of fellow students. Would a poster suffice? Or perhaps a song, a photo for the homepage, or a rap performance in front of more students?

9. Remember: Your aim is to disseminate knowledge!

10. Gain more inspiration by watching the following video: ['Storytelling](https://www.youtube.com/watch?v=dgQfHeA6vOI) |

# Create a “Climate-Science-Show”

If you can spare more time - make storytelling "show time"! This is how you could start and carry out your “climate-science-show!”

**Instruction and ideas**

1. Look out for examples on youtube. Here are some, which we like…

* [Top 10 Climate Change Myths BUSTED (youtube.com)](https://www.youtube.com/watch?v=zG53kU3gIa4)
* [Climate Change - YouTube](https://www.youtube.com/watch?v=M2Jxs7lR8ZI)
* [Science Show "Secret Science Agency" - Science Me! 2019 - Physics & Technology - YouTube](https://www.youtube.com/watch?v=cOxmGLb1R3U)

1. Engage fellow scientists for your show. Design the setting: consider your role as a scientist, the media platform, location, tools, and timeframe. Decide on your target audience.
2. Select the most exciting experiments and experiences you've encountered.
3. Exercise:
   1. Create a trial video
   2. Invite your audience
   3. Ensure someone documents your show
   4. Announce the show: inform the headmaster/headmistress, utilize your school website, and inform teachers
   5. Carry out your show and document it
   6. Produce a video from your show and share it "all over the world"."

# Celebration

You have finally finished the first part of clim@venture! Congratulations! Before you go on with field@ventures: Take time to celebrate half-time, talk about what you have learned, what you have liked, what could or should be improved.

# Feedback

Tell us in a survey and exchange your results with partner-classes in Europe or in your school, if they were also dealing with the problem of global warming in class or during a clim@venture-session.

<https://forms.office.com/r/SgAqkkfEpw>