



AFNR at the U School is a “Climate Classroom.” What this means is that we are making connections between all the subjects we are learning about and Climate Change. Specifically we are working with [My Climate Story](#) and are part of a team of students, educators, authors, scientists, farmers and business people working together to make connections between Food, Agriculture & Natural Resources resources and research.

We will be writing stories individually, together, and sharing them in class and on-line to impact and inspire ourselves, our school community and the wider world to work together to keep humans from making this planet uninhabitable.

This project will weave through all of our AFNR units, and include field trips to The University of Pennsylvania and elsewhere. There will be opportunities for a few of you to join writer workshops with authors and students from around the city. There are also opportunities for photo essays, art, and other creative communication platforms to express ideas about these issues.

This assignment leads to you writing your first Climate Story. Have fun!

THERE ARE FOUR PARTS. Ask Herman or Karcz or Hunter for feedback and support as you work. At the end of Step 3 please turn you assignment in for review. Everyone should plan to publish their first climate story on the website by the end of September!

Part 1:

Watch (all together in class or on your own):

[Tell Us Your Climate Story!](#)

Visit: The [My Climate Story Storybank](#)

Browse the stories. Spend at least 10 minutes. Can you find one that is from Philadelphia? Can you find one that is from a country you have visited, or wanted to visit? Choose **one** story to share with the class. Copy and paste it here:



Why did you choose THAT story?

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Part 2:

Biodiversity Matters:

watch  **Why Is Biodiversity So Important?**

Get Ready to Write Your First Climate Story from the Perspective of a Non Human with whom we share our planet.

To do this you will need to **Learn Something About a Plant or Animal. This could be in our classroom, Around the School, In Your Neighborhood, or one that lives somewhere else in our big world.**

Research Tips:

Find a source you can trust!

It can be in print, like a recently published encyclopedia, book or magazine, or a digital resource like Wikipedia, a website, or a report.

When searching the web for information, evaluate the sites that come up in your search to make sure they are offering reliable information based on facts, not opinions. Good questions to ask as you evaluate a source are: Who is the author? What are their credentials? How do they know what they know? Are their claims supported by evidence?

You might get started by doing a google search for “species name” + “climate change.”

One good resource is [iNaturalist](#), an online community of citizens learning about species in their environment. If you are choosing to learn about birds, try the National [Audubon](#) Society, a nonprofit organization with a long history, and their website has detailed, up-to-date information about birds and climate change based on scientific data.

What animal or plant are you choosing?	
What is the thing about this species that compelled you to select it? (in other words, why did you choose this species?)	
What are the facts that you discovered about “your” species and climate change	
Was there anything you were surprised to learn as you researched how climate change impacted “your” species and setting?	



List the Resources You Used Here - provide live links to web-sites.	

PART 3:

After you gather some information you can reflect on your research: What does it all mean?

You might ask yourself:

- Was there anything you were surprised to learn as you researched how climate change impacted “your” species and setting?
- How do you imagine “your” story might make others feel?
- What can you do with those feelings?

Get out your S-I-S-Rs (scissors).

The S-I-S-R storytelling framework helps organize your story’s ingredients. Your story needs them all. You choose your story’s S-I-S-R: its Setting, where in the world it takes place; its climate Impact, how climate is driving changes to your setting; the Senses you need to witness these changes; and your Reflections on what these changes mean—for the species, for the ecosystem and its other plants and animals (including humans), for you.

S-I-S-R Framework

Setting: Consider a plant or animal species you love. Where does it live? What is the setting for its story? Think of an ecosystem or environment.

Impact: Ask how is that setting impacted by our changing global climate? Do those impacts affect “your” species? How?

Sense: How can you use your five senses to observe that change? Can you see it? Hear it? Smell it? Touch or even hear it? What other climate sensing instruments have been used to observe this change?

Research + Reflect: Dive deeper and supplement your story with further research on the species you chose. How do you feel about this change?

If you need a suggestion for an animal or plant to learn about how about: glow worms (baby fireflies), bees, opossums, squirrels, oak trees, any of the many birds that live part of their lives in Philadelphia (look on Audubon site for more information) or one of our classroom critters: koi, frogs, skinks, skippers, tadpoles, geckos, White’s tree frogs, catfish, mice, ducks. Or one of the many plants growing inside and out. Or one of the many insects you can visit in our food farm.

Using the S-I-S-R framework from above start with the Setting . Write some details about the species you chose. Where does it live? What is the setting for its story? What is the habit,	
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<p>ecosystem or environment that it lives within?</p>	
<p>Impact: Ask how is that setting impacted by our changing global climate? Do those impacts affect “your” species? How?</p>	
<p>Sense: How can you use your five senses to observe that change? Can you see it? Hear it? Smell it? Touch or even hear it? What other climate sensing instruments have been used to observe this change? This will require you to use your imagination.</p>	
<p>Research + Reflect: Dive deeper and supplement your story with further research on the species you chose. How do you feel about this change? If you already did your research - then use this time to reflect on what you learned.</p>	
<p>List any additional resources you used here. If you used a web-site, please include the link with the website title.</p>	
<p>Turn these S-I-S-R sections into a short Climate Story about your species. You have already chosen your story’s its Setting, where in the world it takes place; its climate Impact, how climate is driving changes to your setting; the Senses you need to witness these changes; and your Reflections on what these changes mean--for the species, for the ecosystem and its other plants and animals (including humans), for you.</p> <p>If you visited the My Climate Story Story Bank in Part 1 you can see that many of the stories there are quite short. A four- five sentence story that includes each of the S-I-S-Rs would be fine. A longer story is fine too. Decide on a point of view. Are you writing as an observer? Are you writing from the point of view of your non -human? Or are you telling a story some other way.</p>	



THIS PART is a SEPARATE STEP in LIFT

Part 4: [Contribute A Climate Story!](#)

After you have submitted your story through LIFT for review, and revised it based on any notes you received, you should upload your story to the storybank. Screen shot your submission to submit as evidence that this step is complete.

Congratulations, you have just published your first Climate Story!