

Guide 5: Communicating Climate Trends – Combining Imagery and Audio

Marc Los Huertos

February 28, 2024 (ver. 0.80)

1 Introduction

Developing the skills to communicate climate trends is an important skill for scientists and policy makers. This exercise will focus on developing the skills to communicate climate trends using a imple script, graphics, and audio to create a publically available video.

1.1 Goals

Create a compelling story! Based on the data and the analysis, what is the story you want to tell? What are the key messages you want to communicate? How does this “jive” with the EPA reports or policy goals in the state?

Based on what we have learn from research on Social Media, what type of graphics or script do you want to write.

1.2 Approach

Unfortunately, a linear order of steps (and use of our guides) is not possible. The process of creating a compelling story is iterative and requires some back and forth between processes and guides.

Nevertheless, for this stage, here’s what I suggest:

1. Explore various methods to display climate data
2. Use the following [Google Doc](#) to suggest code and/or some functions that can be used to analyze your data. Marc and mentors will meet to see if we can help you with your code.

2 Take Home Message

I suggest that you start with the end in mind. What is the take home message? What do you want the viewer to remember?

- What are some types of evidence that Climate change is happening in State X?
- What are the potential impacts of a changing climate on State X’s resources/activities?
- What is State X doing to mitigate/adapt?
- What might a resident of State X do about climate change?

3 A roll and B roll

3.1 A roll

The A roll is the primary footage that drives the story. It is the main footage that is used to tell the story.

3.2 B roll

The B roll is the secondary footage that is used to support the A roll. It is often used to show the viewer what the narrator is talking about.

4 Script

4.1 What are some types of evidence that Climate change is happening in State X?

Time Marker	A Roll Audio	B Roll Imagery
0:00		
0:20		
0:40		
1:00		
1:20		
1:40		
2:00		

4.2 What are the potential impacts of a changing climate on State X's resources/activities?

Time Marker	A Roll Audio	B Roll Imagery
1:00		
1:20		
1:40		
2:00		
2:20		
2:40		
3:00		

4.3 What is State X doing to mitigate/adapt?

Time Marker	A Roll Audio	B Roll Imagery
2:00		
2:20		
2:40		
3:00		
3:20		
3:40		
4:00		

4.4

Time Marker	A Roll Audio	B Roll Imagery
3:00		
3:20		
3:40		
4:00		
4:20		
4:40		
5:00		

5 Making a Movie

Filming a short movie can take a lot of work. In general, it takes 10 hours of work to produce 1 minute of video. This includes planning, filming, and editing. But if the script is coherent and the B roll is well planned, the process can be much faster. Editing can be the most time consuming part of the process.

I have found that the best way to edit a movie is to start with the script and the B roll. Then, I add the A roll. Finally, I add the audio. There are lots of software tools available to help with this process and many are free and available on cell phones as apps. However, I also can give you access to the EA studio if you want to use professional software, Adobe Premier Pro.

In addition, I'll help you with that process.

6 Grading Rubric

6.1 Self-Grading

Why self grading on this assignment. As we approach our independent projects, it is important to be able to assess our own work. This is a skill that is important in the professional world. Moreover, each project will be different and I, as the instructor, will not be able to grade each project is unique, making the grading more subjective.

To build this into the course, I have developed a 3-step process. We will develop the criteria and standards together. Then we'll watch several other projects and develop a range of grades. Finally, you will grade your own project with the context of the criteria, standards, and range of grades.

6.2 Developing the Criteria and Standards

This assignment is self-graded. But the criteria have not been defined because I was not sure how far you would get. Thus, after seeing a great job on the script, I figured we might use a google doc to develop our grading criteria.

See the google doc here: <https://docs.google.com/document/d/1AmZXKbcnBlqLqNuxSL5f9fhDD2joQRebMWgB6VJVuE4/edit?usp=sharing>

We'll use Table 1 to start the conversation and then I will update this table to reflect the classes rubric.

Table 1: Grading Rubric

Category	Mastery	Accomplished	Points
Problem Definition	clear PQP, audience ask is clear and obvious		
Question of Interest			
Purpose of Video	Clearly defined,		
Documented Evidence			
Data Graphics	Carefully customized R graphic	Uses pre-made & cited sourced graphics	
Impacts of Climate Change			
State Policy Described			
Audience Empowerment			
Audio			
Movie A/B Roll Integration			
Take Home Message			
Total			