

# Sharing Science through Storytelling

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# What, Why, Who

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Outcome: key messages, ABT, scicomm video script

# What?



# Why?

Nature blog “Why We Need Science Communication” Feb 2013



# Who?

*If not you, then...?*



## A guide to creating communication materials that complement your science



## Contents

- ◆ What are your communication goals?
- ◆ Understanding your audience
- ◆ Defining your “take-home” messages
- ◆ Establishing your “And, But, Therefore” statement

- ◆ Sound Bites
- ◆ Elevator Pitch
- ◆ 3-Minute Talk
- ◆ Formal Presentation

- ◆ Twitter
- ◆ Facebook
- ◆ Memo for Policymakers
- ◆ Op-Ed
- ◆ Blog

<http://bit.ly/scicommportfolio>

# Goals

- Build trust and respect within a community
- Increase your awareness of public perception
- Improve your communication skills
- Add meaning, relevance, and value to your work
- Demonstrate effort in broader impacts
- Increase public engagement
- Improve science literacy
- Get others excited about your science!

# Audience

- Who? (And no, *general public* doesn't count...)
- Why should they care?

*Make it relevant*

- Why are they here?
- What will you send them home with?

*Fun fact, action item, sound bite*

- How can you best reach them?

*Visuals, active vs. passive learning*

- What might they be hesitant to hear/listen to?



# Everyone's favorite time - icebreaker!

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Jargon airplanes

Your name + 1 jargon word/phrase

Who really knows *your* language? 😊



# Audience and alt-jargon

Recognition allows for redemption!

**Pro Tip: The De-jargonizer!**

[scienceandpublic.com](http://scienceandpublic.com)

[readable.com/text](http://readable.com/text)

Practice time \* 5 minutes

## Take-home messages

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What is your main story line?

What are the key points?

# Example Science Story

## *Biofouling*



photo credit:  
Hadfield Lab,  
Kewalo Marine Lab

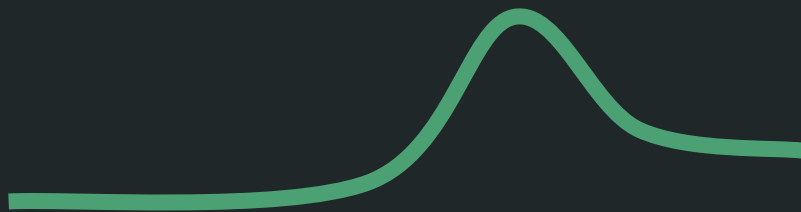
- Biofouling has negative impacts on harbors around the world
  - Decrease the life of materials submerged - piers, boat hulls, etc.
  - Decrease efficiency of ships moving through water, causing increase in fuel use
  - Anti-fouling paints are, by nature, toxic
  - Discovering the microbial compounds that induce settlement could help us find natural ways to reduce biofouling.
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Practice time \* 2 minutes

# ABT

Science through storytelling

And...But...Therefore



# Example Science Story

## *Biofouling*

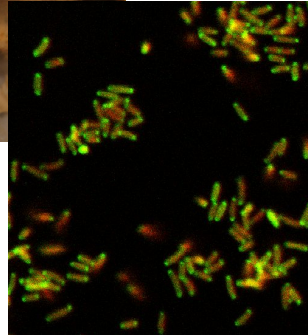
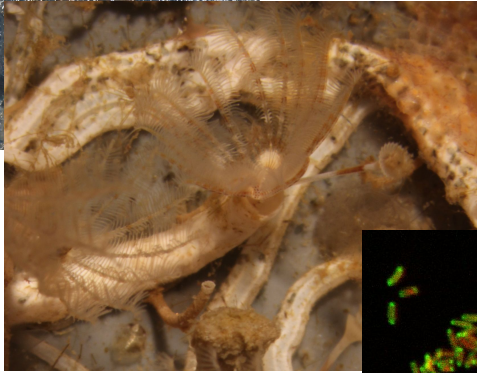
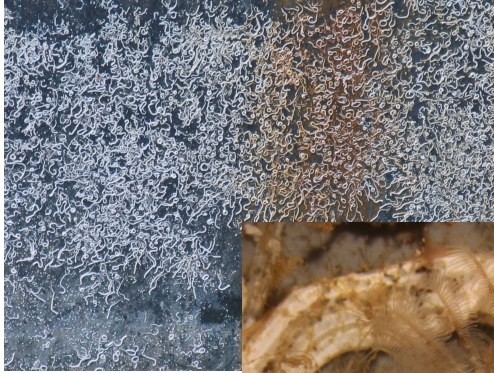


photo credit:  
Hadfield Lab,  
Kewalo Marine Lab

A lot of time, money, and nasty chemicals are needed to keep ships moving smoothly through the water.

**BUT**, what if we could find a non-toxic way to keep biofouling critters from clinging to the side of boats?

**THEREFORE**, researchers at Kewalo Marine Lab are culturing bacteria known to induce settlement to better understand how to prevent it.

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# Video Tips

Science through storytelling

*#SciFund Challenge*

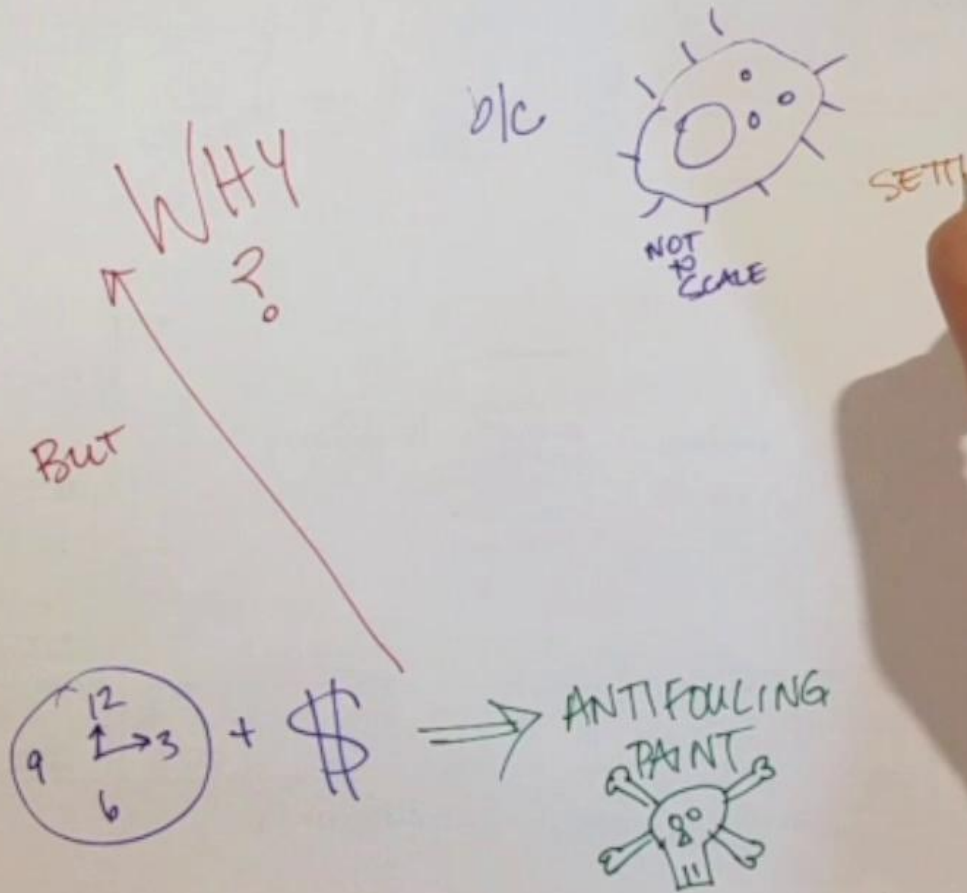
- The Hook
- Analogies
- Imagery
- Active voice, 1<sup>st</sup> person, passion!
- Call to action
- **\*No jargon\***

# Video Tips

- **The Hook** *What brings them in?*
- **Audience, relevance** *What keeps them?*
- **Analogies, imagery** *What is already familiar to connect them?*
- **Call to action** *What should they do next?*
- **Active voice, passion!** *Get a microphone!*
- **Media** *Document, document, document - B-roll*



Voice overs:  
Elisha Wood-Charlson,  
Marnie Freckelton



# Video Tips

- **The Hook\*** *What brings them in?*
- **Audience, relevance** *What keeps them?*
- **Analogies, imagery\*** *What is already familiar to connect them?*
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# Take home messages (and resources)

- Always: Goals, audience, key messages, jargon
- Video: hook, imagery, call to action
- Feedback survey (please!): [bit.ly/OSMscicomm-feedback](https://bit.ly/OSMscicomm-feedback)
- Copy of slides: 10.6084/m9.figshare.11827314.v1
- Science Communication Portfolio: [bit.ly/scicommportfolio](https://bit.ly/scicommportfolio)
- De-jargonizer: [scienceandpublic.com](https://scienceandpublic.com) & [readable.com/text/](https://readable.com/text/)

# Workshop Timeline and Activities

0:00-0:05 – Introduction of speakers, topic, and goals for workshop

0:05-0:15 – What is science communication: goals, audiences, jargon

0:15-0:25 – Jargon icebreaker, key messages, ABT

0:30-0:35 – Report out

0:35-0:40 – Intro to video tips

0:40-0:50 – Work on video script

0:50-0:55 – Report out - hook, ideas for imagery

0:55-1:00 – Take homes, feedback survey