Part 3

COMMUNICATION

Have you ever had a teacher who explained a fact to you in such an interesting way that you’ve never forgotten it? Perhaps you can still quote the exact words the teacher used to describe the phenomenon. Precise, well-crafted language that frames the message with the audience in mind, employs compelling metaphors, and comes from a trusted source helps audiences to understand concepts. Educators can use what they know about their audiences to inform their language choice and overall program organization, which in turn may facilitate achieving their outcomes. This part summarizes research on climate change communication and helps educators apply that research to their education programs. We focus on aspects of climate change messages, including framing (chapter 8) and metaphors (chapter 9), and on the messenger who delivers the message (chapter 10). We continue weaving in examples from Elena’s, Jayla’s, and Will’s stories to illustrate applications to environmental education.