UCL

UCL Handbook for Communicating Climate Change

# Contents

1. Purpose of the handbook

The climate crisis is at the forefront of UCL's research agenda. The role of UCL academics in communicating climate-related research findings, and their implications to society, is of the upmost importance. This task of communication is particularly crucial for climate change given its nature as an enormous, complex, multi-faceted and somewhat contentious topic that has significant and fundamental implications for humanity. It also often requires being *well-informed* across many disciplines. It may involve speaking to industrial partners about specific technical solutions, answering media questions about a new energy policy or responding to the latest heatwave, or it may be a general talk across the entire spectrum of climate issues. All of these are climate comms. Given the enormity of the subject it can seem a daunting task.

Yet most researchers do not have formal training or knowledge of the growing literature which suggests that *how* we communicate and *who* communicates these issues is often just as important as the message itself. Therefore, this handbook aims to provide a short toolkit and real-world examples to help UCL staff and students who communicate climate change, in whatever aspect and with whatever experience. It will provide a brief guide of best practice and top tips, important contacts at UCL, an introduction to the literature, case studies and further reading.
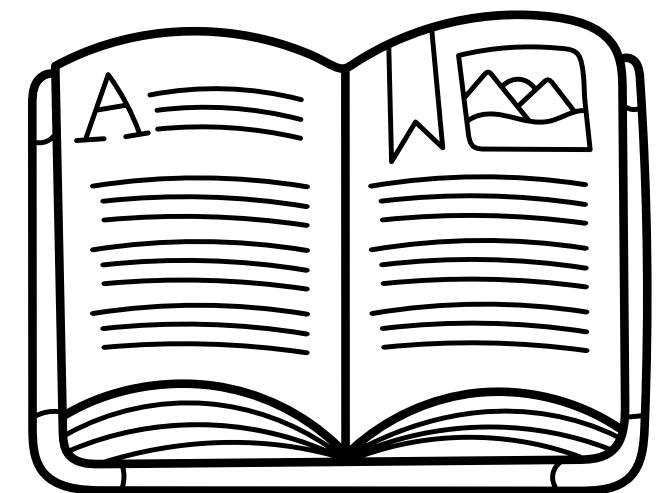
2. Top Tips

The following are high-level tips that will apply for most audiences when speaking about climate change (and most are good for general science communication).

- **Identify your role as a communicator**

- What is the specific purpose of this piece of communication?
  - In which capacity are you speaking: as an independent expert on a specific topic, a climate expert more generally, as an advocate, or as a knowledgeable concerned citizen?

- Whatever role a climate scientist undertakes, it is important to convey genuine and authentic communication. Therefore, the best advice is to be yourself.
  - Make it clear, to both yourself and any audience, whether you are speaking in a professional or personal capacity (it may be possible to undertake both within one piece of comms as long as the distinction is highlighted).

- **Know your audience**

- Tailoring examples to the people sitting in front of you can really help with their engagement. Research in advance the audience you will be speaking to and understand what makes them tick.
  - Professor Katharine Hayhoe, Texas Tech University, gives a great example in her book *Saving Us* about rewriting a presentation at the last minute for a Rotary Club so that the presentation's format now addressed that club's four-way-test values.

- People are not a blank slate. They hold a range of pre-existing values and world views. More facts do not necessarily change mindsets and can often simply reinforce values. Listening is therefore also an important role.

- **Use people, places and stories.**

- Make it *people* centric. Research has shown that centring on humans is the best way to engage both in the words that you say and in the images you show.

- Distance – whether in space or time – can make climate change feel far away. *Locality* can help to ground information and statistics in people's everyday lives and experiences.

- Stories can help people assimilate and retain information. Where possible use familiar examples and stories from day-to-day life that are relevant to people's lived experiences. These don't have to be about yourself.

- Give examples of people who are *like* your audience, going on a journey of discovery, or taking action.

- **Practice, prepare, practice**

- There is no better way to prepare than to rehearse. Try doing this with colleagues or others you trust to provide honest feedback.

- Make eye contact and stay calm.

- Expect questions and prepare for them. Questions could cover a whole spectrum of topics, and this can be difficult, but any preparation will help. If speaking to a room, repeat any questions asked so everyone in the room has heard and it gives you time to think.

- **Afterwards**

- Be approachable and open for further questions.

- Reflect, get feedback and then DO IT AGAIN!

3. What is climate communication?

A note on literature and sources:

This section contains a brief introduction as well as some of the literature that may be relevant and example case studies and support from across UCL. This is not in any way an exhaustive list and there are many more studies, examples and resources available. The following should only be considered as starting points. We also provide some useful guides at the end of the handbook that offer greater detail.

What is Climate Comms?

For the purposes of this handbook, climate change communication (or climate comms) refers to any formal interaction about an aspect of the global climate change challenge, often in the form of imparting knowledge on a specific aspect of the science, social science or policy.[1] In the main focus is on communication from an expert to a non-expert. This may be in the form of a presentation to government policymakers, meeting with funders, undertaking a media interview/video/podcast, or many others. The science of climate change communication is a growing area of literature (see Moser, 2016) covering a number of disciplines and can help inform academia in practice.

The mantra of the five 'w' (or four 'w' and an 'h') hold true for most forms of communications, so they are always a useful starting point when embarking on any piece of climate comms.

WHY?

Why are you doing this and what do you hope to achieve? Why would your audience want to be involved? Be clear with your aims and objectives. Why might they be interested in your research?

WHO?

Who do you want to hear from? Who might want to hear from you? Why are they interested? What might be the barriers to engaging with them? Do not be afraid to re-visit your original aims and objectives after meeting the people you want to work with.

WHEN?

When do you engage? The earlier in your research lifecycle gives more opportunities for meaningful engagement, also go beyond the 'one-off' meaningful change and learning comes from long-term relationships with people, rather than short-term interactions.

HOW?

How will you do this? Choose methods that work with the context of your research/teaching and the people you want to work with. What approach works best for your public? Use an appropriate format. Use clear accessible language; make your research simple to understand.

WHAT?

What are the intended outputs (the things/relationships you create), outcomes (the short-term changes) and impacts (long-term changes) of your engagement? How do you evaluate these and how do they evidence your original objectives? Keep comms appropriate for an informed and influential lay audience. Language and tone should be straightforward, approachable – no jargon. Show, don't tell. Use examples, evidence and testimonies to underline your message.

[1] Most of the information would also be applicable to informal climate comms e.g., speaking with friends, family and colleagues. However, we limit the scope here to interactions that take place as a UCL employee or in similar public settings.

5 w's adapted from UCL Engagement.

What is your role?

In communication, the messenger is often equally important as the message itself (Hoffman, 2015). On the whole, scientists are credible and trusted by the public in communicating the climate issue. However, there are many roles' academics can take in such communication. The UCL Commission on Communicating Climate Science (Rapley et al. 2014) identifies five distinct roles of climate communication, based on Piekle. (2007), - the 'Pure Scientist', the 'Science Communicator', the 'Science Arbiter', the 'Issue Advocate', and the 'Honest Broker'. The pros and cons of these roles are discussed in detail in the UCL report which also suggests a greater focus on co-production of scientists with policymakers and others.

There have also been calls for more fundamental adjustments to academica and expansion of the role of institutions and staff to contribute to the public good in order to tackle the climate emergency (Lubchenco and Rapley, 2020; Gardner et al. 2022), Suggestions towards greater academic advocacy and activism include broadening work allocation models, more training, and engaged research sabbaticals.

Emerging research from the Transforming Universities for a Changing Climate project (based at IOE, UCL's Faculty of Education and Society) emphasises the crucial role of higher education in responding to the climate crisis, not only through academic research, but through processes of teaching and learning (McCowan, 2022), the curriculum (McCowan, 2021), and community engagement and commitments to action (Apsan Freidani & Nussey, 2021).

Academics therefore have a unique role in applying what is often considered more technical and/or theoretical knowledge to more practical questions of climate mitigation and adaptation, working together with institutions, local authorities, governments, and private sector and civil society organisations to locate the focus of their research onto the broader map of university action towards climate change (McCowan 2020).

Words are important

Academic terminology can often be misunderstood or lost on others when communicating. Simplifying terms can assist with good, clear communication. A recent study by Bruine de Bruin et al. (2020) showed that several terms regularly used in climate comms by academics are not well understood by the public. For lay audiences, examples and explanations of words are often taken from other contexts. For instance, the term *mitigation* is often considered in a legal context, where it is viewed negatively. Or even misconstrued for mediation. Suggested alternatives are spelling it out further e.g., "policies to reduce emissions to stop climate change", or to simply always refer to specific policies/actions. Other examples of misunderstood terms include using "point of no return" in place of the academic use of *tipping point*, and phrase like "changes to survive climate change" or "adjusting to climate change" instead of *adaptation*.

Framing

The framing of climate-related communications can have a significant impact on outcomes. In particular, researchers have investigated whether certain types of messages are better for achieving certain goals e.g., whether fear or hope-based messaging is better for improving environmental behaviour (Reser and Bradley, 2017; Ettinger *et al.*, 2021). A low perception of risk exists around climate, perhaps due to the psychological distance in space and time of the threat. Therefore, on the one hand, some posit generating greater concern to motivate action through increased fear. On the other hand, fear and doom-based frames can have the exact opposite impact. Some literature suggests that understanding the risks climate change poses (knowledge) but having little sense of our ability to act (agency) can result in a variety of negative emotional responses (Aronson, 2008; Witte, 1992).

It is clear that knowledge is not in of itself enough and that the information deficit model does not necessarily hold. Awareness and concern are not necessarily required as a precursor to action (De Meyer et al, 2021). Therefore, framing is important for different audiences depending upon their characteristics and their efficacy. Humour can even be used to elicit learning-related outcomes and positive emotional responses (Chattoo and Green-Barber, 2018; Boykoff, and Osnes, 2019; Carroll-Monteil, 2022).
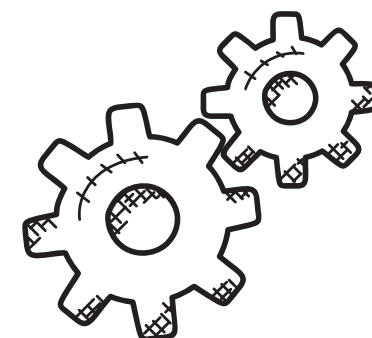
Stories

Stories can help with science communication to non-experts (Martinez-Conde and Macknik, 2017). Bloomfield and Manktelow (2020) provide suggestions related to implementing storytelling concepts in the IPCC's reporting. They state that such storytelling methods are an effective way to help people assimilate and retain information as well as enjoyment of learning and pro-environmental behaviour. Improvements to communication may be attained through defining clearer *characters* (government and people), *locations* (case studies of specific localities) and specific *goals* (i.e., achieving health improvements). They also propose using narratives to define future climate projections to make it clear these are not predictions.

More participatory and deliberate forms of engaging the public are necessary (BEIS, 2019). Positive stories are especially important to provide ways to act on climate. Literature shows that that moving from knowledge to action is of upmost importance and therefore stories about action and solutions are critical (Baden 2019; De Meyer et al. 2021). It also necessitates moving beyond narrow views of climate action in terms of consumer choice and activism. In particular, De Meyer et al (2021) discuss helping storytellers, creative writers and journalists to tell action-based climate storytelling i.e., stories about people taking climate action. They provide practical examples such as workshops, tip sheets, case studies and consultations for screenwriters in Hollywood.

Public engagement

Public Engagement is incredibly powerful, it can lead to new socially-engaged research directions, new perspectives, advocacy, empowerment and new meaningful skills for all involved. Most importantly it can change research, teaching and lives for the better. There is no single right way to do public engagement; each project or activity is as unique as the people involved.

The 'Public' in public engagement can be anyone outside of higher education but is generally considered not to include businesses/industry or policy makers. It is also not usually considered to be 'outreach' or 'widening participation' – these common activities at higher education are generally focused on recruiting or addressing barriers faced by individuals in accessing higher education (however the approaches taken often overlap and can benefit and lead to each other). When you are looking to work with, listen to, learn from people and benefit together, you are likely doing public engagement.

Public Engagement is experimental, it works best when done in collaboration, when we listen and respond to people's needs and equality, inclusivity and diversity is enshrined throughout.

UCL Engagement can help, whether it is your first talk at a local community centre or you are looking to partner with communities for decades to come – talk to us at publicengagement@ucl.ac.uk

PODCASTING ABOUT CLIMATE CHANGE
Case Study

Professor Paul Ekins OBE (Professor of Resources and Environmental Policy and Director of the UCL Institute for Sustainable Resources) spoke on a UCL podcast about climate change and public health.

In this episode, Paul spoke alongside a young climate change activist, Dominique Palmer, to explore how tackling climate change can improve our health, not only through reducing the risks of heatwaves, extreme weather events and poor air quality, but through the mitigation and adaptation strategies we use, bringing benefits for climate, the economy and health.

UCL has been podcasting since 2008 and today, has grown with nearly three million listens over the years through Apple Podcasts and SoundCloud. Podcasting at UCL gives academics the opportunity to share their research with global audiences, peers and students in a way that other formats can't.

This podcast, like most podcasts at UCL, was recorded remotely, and only took 1 hour to record. Before speaking on the podcast, Paul was given a full briefing document which included details about the format and target audience, an overview of the topic, and suggested talking points. This document enabled Paul to prepare some answers in advance that would be appropriate for a lay audience. UCL has a 'getting started with podcasting guide' which provides a step-by-step guide for podcast production which can help academics to understand what the full process entails.

You can listen to Paul's podcast here.

Climate Risk Handbook
Freya Roberts - Case Study

In 2021 Freya received a fellowship from the UK COP26 Universities Network to deliver an interactive workshop on climate risk communication for scientists, the public and policymakers. The Climate Risk Summit communication workshop gave people a process for engaging with and understanding their audience, plus skills & language hints for optimising written comms. After the event, Freya and her colleagues at the UCL Climate Action Unit published the material introduces as a handbook on communicating climate risk, which was then launched at a COP26 science zone event.

"The handbook is a practical guide to communicating climate risk. It provides insights from psychology and neuroscience on how our brains engage with the idea of climate risk, and provides a set of useful questions to help other researchers ascertain what policymakers need from climate risk research."

There are also some excellent pieces of climate comms advice - the first being writing hacks from journalism about risk, and the second being 'golden nuggets' of advice: lessons from the team's experiences of working with policymakers. For example, understanding the policy 'mood music' and whether your message is in tune with it or challenges it; understanding policymakers' 'risk currencies'; tailoring engagement to their time constraints, and the importance of listening in a planned, structured interaction.

Following the climate risk summit and handbook launch, Freya recorded this podcast with the head of the Royal Meteorological Society. Freya also reached out to the editor of The Environment magazine, and wrote this article.

Freya Roberts is the Project Manager of the UCL Climate Action Unit
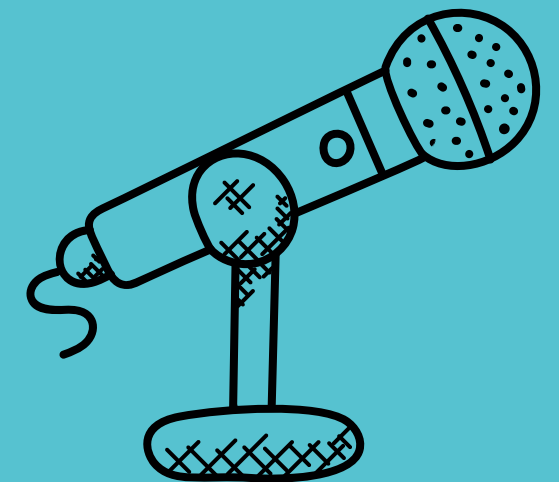
Media

Whenever you're asked to speak to the media, choose one key message you want to get across, and focus on that. As with other non-academic audiences, try to tell stories and paint pictures with your narrative. When invited to appear on TV remember to look at the interviewer, keep still and keep your hands still and out of shot, avoid distracting clothing and try to consider the background, say yes to hair and make-up, TV amplifies everything. Above all relax, enjoy it and remember it's ok to smile.

Radio may be a little less daunting, but some key tips will help you make the most of any interview and clearly get your message across. On radio you only have your voice to rely on so slow down, stay still and stay quiet during the questions. If the interview is being pre-recorded you can always ask to stop and start an answer again, take control to make sure you are comfortable and happy with your answers. If you get asked a particularly tricky question, stay calm and use the 'ABC' technique: Acknowledge the question (they are entitled to ask it); Bridge to what you want to say; Confirm your key message. It's also ok to say something is not your area of expertise and gently correct any errors or inaccuracies. Ways to start could be: "It's an interesting view…I can understand why people might think that. What's important to remember is… What our research clearly shows is…"

"You'll appreciate that's not my area of expertise. What's interesting though is…"

When it comes specifically to climate comms, the issues can often be on a huge scale or highly technical. When explaining your research try to put things into perspective, e.g., instead of saying 'X tonnes of CO_2e' try 'it's the equivalent to taking X cars off the road in a year or avoiding X number of long-haul flights'. As with all comms remember to avoid acronyms that aren't known well (and don't assume any are well known) and try to avoid jargon. Above all be yourself; you are the expert and you're being asked to appear because you know something people want to hear.

Faculty media representatives and the central media team can help with media engagement and comms. You can find your faculty media rep here.

Social media
Angelica Johansson - Case Study

At COP26 in Glasgow Angelica decided to live-tweet the Stocktake Plenary on 12th November 2021 from a loss and damage perspective. In particular, she summarised in short sentences what each country said about loss and damage in real-time. "I just started live tweeting it in very simple summaries for my own benefit." Angelica said she was inspired to do so by pre-COP UCL training which highlighted trying new approaches to be more communicative, even though she wasn't that familiar with Twitter as a tool.

The real-time dimension required her to be succinct and highlight only the main points she interpreted. Afterwards her Twitter thread was referenced by the climate news outlet Carbon Brief in their summary of COP26.

On the experience, Angelica said that "taking notes in meetings during her PhD really helped in this instance." However, the fact that she couldn't type at the speed necessary to write what was being said verbatim meant that she was forced to adapt and listen for key points - "Keeping up with it was a challenge but also good to help with focus". She was also helped by the fact that her PhD requires her to interpret quite bureaucratic UN language into something accessible. The information collected in the tweets would form ethnographic data for her PhD so the tweets did serve a double purpose, although she didn't have to send them out to the ether, she could simply have taken notes, it was her choice to try some social media comms.

Ahead of COP27, Angelica said the experience meant that she recently took to Twitter again undertaking a thread on a new paper she published which received significant online engagement. "I think the most important thing I learned was to just try and do it. It doesn't need to be perfect. Don't let that put you off."

Angelica is a PhD student in Department of Political Science on the topic of climate change loss and damage politics. Part of her PhD requires her to attend international policymaking events such as the UN Conference of the Parties process.

Media general

Priti Parikh - Case Study

Priti does not directly work on climate change. Her research is predominantly concerned with infrastructure in resource constrained settings in relation to the Sustainable Development Goals. However, she regularly touches on climate issues indirectly. During the pandemic she took part in the British Science Association Media Fellowship scheme. This involved her spending a month working at the New Scientist magazine.

Priti described the initial placement as a "shock to the system" and "outside her comfort zone". She had to interview academics and write seven-hundred-word articles on topics out with her expertise in only three days and "importantly I had to make sure it was accessible to a teenager interested in science." She quickly learned how to improve on the usual academic approach - "You need to start with what is exciting, what is the key result and then go into some of the details."

Although a steep learning experience it has been very useful. "I wrote about six or seven articles for them within a month, which in the end they said was really good. And I did pick up quite a few things from them and it got easier and easier." She continued "the big lesson for me coming out of the Media fellowship is if I was to communicate my research, I have to do it in a way which is very simple and clear, whether it's on climate, whether it's an infrastructure, whether it's in sustainability."

More recently, Priti has tried to be responsive to media requests where possible. She attended COP26 as part of the UCL delegation and did a number of media around President Modi's announcement on India's Net Zero target.

Since undertaking the placement, she has found a significant uptake in social media engagement, which she presumes comes from her writing being more accessible. She has also written more blogs – "I wrote a blog for the Institution of Civil Engineers, for example, highlighting links between climate and infrastructure in low middle income countries and highlighting how women, in particular bear the burden of poor climate and infrastructure."

Priti really sees the benefit of non-traditional academic outputs such as policy briefs. "In academia we really strive for perfection; in the media they strive for clarity." And she recently strayed into stand-up comedy about sanitation, on which a video segment featured prominently on BBC News.

Dr Priti Parikh is a Professor and Acting Head of the Bartlett School of Sustainable Construction.

Donors

Communicating with potential donors can present a number of subtle differences to more general and informal communications to a broad public audience, particularly when the desired end result is something more tangible than information sharing – collaboration, time, or money.

When communicating with a potential donor, it is important to put the donor first. Understand who they are, what motivates them philanthropically and use this to shape your comms and make them integral to your story. Address their concerns and pre-empt any questions. Where possible, make a connection with them at a personal and emotional level. Use case studies and people-focused stories that will resonate with their circumstances, and vivid and emotionally-resonant language. Focus on the individuals that do the work at UCL (yourself and your team), and the individuals who benefit from it where possible, rather than talking about UCL's excellence, as if UCL were a person in its own right.

Focus on donor agency and the active role people can play to solve challenges in partnership with UCL people, rather than UCL solving challenges with philanthropic funds. Consider addressing the difference their support for your work will make in the world, why they should care about what you are doing above any other issue right now and what role they can play.

Finally, say thank you. Acknowledge their role in your institution's impact, and in the wider philanthropy arena.

If you are working with a (potential) donor who is interested in supporting the work of UCL, OVPA can support you throughout the process, from conducting due diligence to writing bespoke proposals to advising on stewardship. Contact advancement@ucl.ac.uk for more information.
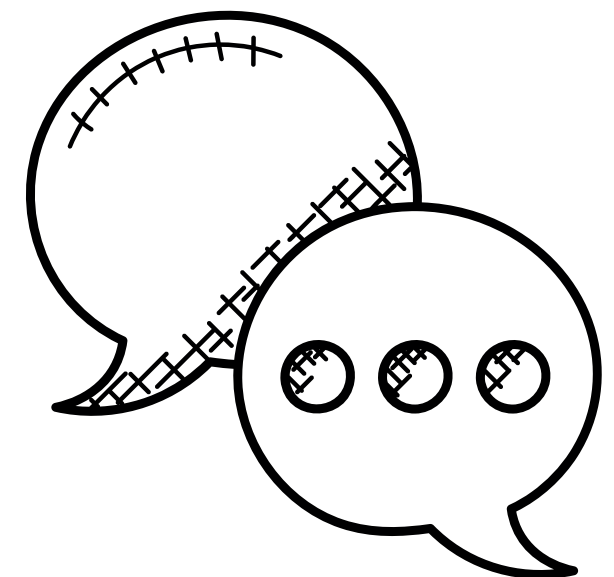
Blog writing

Nick Hughes - Case Study

Together for Climate Action was a communications campaign led by Professor Paul Ekins, on behalf of the Bartlett, which aimed to increase public understanding of and engagement with COP26, the UN climate change conference which took place in Glasgow in November 2021. The campaign was launched in April 2021 and created a mixture of blogs, policy briefs, podcasts and online events throughout the months leading up to the conference.

"We thought it was important to launch the campaign with a blog called 'What is COP26?'" commented Nick. "We were conscious that although substantial coverage of the event itself across UK media sources could be expected, it was not necessarily obvious that those who had not hitherto been closely following the progress of UN climate negotiations would know what the conference was about, how the negotiations had got to their current state, and what would be the main topics of discussion. As its title suggests, the blog aimed to explain COP26 for a non-expert."

In order to negotiate this challenge, Nick chose to pick out a simplified but chronological three-stage story that used the three most famous COPs – Kyoto, Copenhagen and Paris – as staging posts. The blog describes the journeys between them and although it clearly jumped over huge amounts of complexity and detail, this broad narrative was faithful to one of the most crucial issues at stake throughout the period discussed and accessible to a wide, but time poor audience.

"We were also writing in the context of the recent upsurge in environmental protest movements," said Nick, "and with an awareness of the frustration and anger expressed by such movements at the slow pace of change." As such the final section of the blog tries to address such an audience directly. "We didn't want to dismiss such actors as naïve; on the contrary, we explicitly agree in the blog that their anger and frustration is justified. Our aim was perhaps to try and immunise such actors against the disappointment that would emerge if COP26 failed to "solve climate change". Instead, we tried to insist to them that we still need you – we need contributions from every level of society – it's just that it might take longer than you hoped."

Dr Nick Hughes is Associate Professor in Sustainable Resource Governance at the UCL Institute for Sustainable Resources.

Policy

Policymakers might be another critical audience for your climate comms, but this vast category can contain a wide range of actors and stakeholders. From civil servants and chief scientific advisors in key government departments and arm's length bodies, to MPs and the network of parliamentary staff, to policy professionals in other organisations such as think tanks and learned societies. There is also a range of scales to consider from local authorities, both UCL's local constituencies of Camden, Islington and East London and across the rest of the UK, to international policymakers in Europe and around the world, and supra-national organisations and systems such as those that make up the UN. The policy ecosystem is broad and complex, so it is important to take time to consider who you want to communicate with and why.

It is also important to consider the policy context. Think about how your research might fit into the broader policy context and why it matters; show that you have some understanding of this. How is your work relevant to solving a policy problem, and how are you going to share your work in a way that is understandable and quick to digest?

Policy professionals have limited time and attention span, and deal with a vast range of information and inputs on a daily basis. Focus on your finding and be as clear and definitive as possible. Don't overstate the case, but don't hedge your conclusions. Be honest about what you think.

Policymakers are people too, so as with any audience for your climate comms try to be engaging, offer examples of lived experience where you can, tell stories and ask questions. The better you can engage policy professionals, and quickly, the greater the outcome for your research.

The UCL Public Policy team is available to provide support and advice if you plan on approaching policymakers about your research. Contact us at public-policy@ucl. ac.uk if you have some policy comms you would like to discuss.
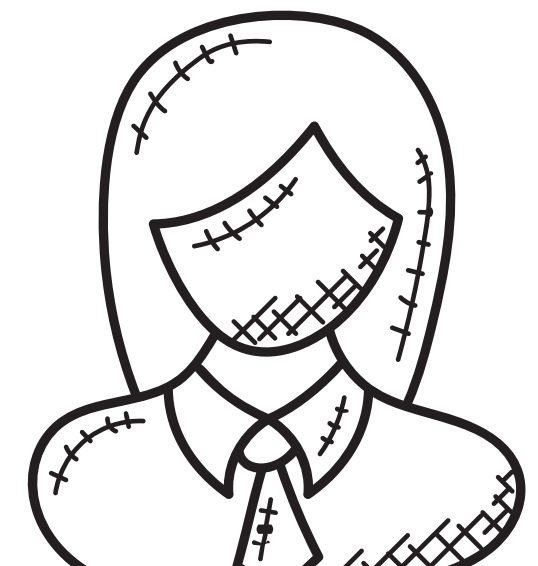
UK Select Committee Oral Evidence Session

Steve Pye - Case Study

In 2022, Steve was called to give oral evidence as part of an inquiry by the Environmental Audit Committee (EAC). Giving evidence came at the end of a series of comms based around the publication of a research paper in Nature on the fossil fuels that need to be left in the ground to meet 1.5C. The research received a lot of media attention which in turn resulted in the team being approached by a climate NGO to write a UK-focused policy briefing paper on the topic. "We were originally coming at it from a climate perspective" said Steve, "but clearly energy security is also a major part of the issue now". The team were also encouraged to submit evidence to the EAC inquiry on 'Accelerating the transition from fossil fuels and securing energy supplies' and submitted written evidence outlining their research and their findings.

Then they were called to give oral evidence, and answer questions on the role of oil and gas in the energy security strategy and the North Sea transition deal as part of a panel of experts. The committee were interested in the impartial, expert evidence Steve could provide. "They're trying to understand some of the scientific context, the evidence base" he said, that underpins the ongoing debate around oil and gas under climate targets. It was noticeable that the questioning was much broader than the narrow context of the initial research, and Steve recommends doing a lot of prep work in advance of giving evidence. "Make sure you engage with the kind of broader discussion that's happening out there that your research sits in" he suggests. But he also recommends, given the broad context, keeping messages simple (but without losing the nuance). "The written evidence is there, so there's no need to go into the minutia of the detail within the evidence that you're giving, so give those straightforward headline messages and numbers" he advises.

The experience of going to Westminster, sitting in front of a panel of MPs and being broadcast on Parliament TV can be quite daunting, Steve said, but he still recommends it. "Just having our voice in there and providing some of the kind of research into that sort of real-world discussion I think is super important." As for his three top tips: do your preparation in advance, keep your messaging simple and direct, and "relax and enjoy it, it's not so bad once you're there."

Steve is an Associate Professor in Energy Systems at the UCL Energy Institute.

UCL RESOURCES

UCL Climate Hub
UCL Environment Domain
UCL Public Policy
UCL Public Engagement Unit
UCL Climate Action Unit
Co-Pro Collective

USEFUL GUIDES AND RESOURCES:

Corner, A., Shaw, C. and Clarke, J. (2018). Principles for effective communication and public engagement on climate change: A Handbook for IPCC authors. Oxford: Climate Outreach.

A guide to the science of climate change communication for early career researchers. Online. Available at https://climateoutreach.org/reports/science-of-climate-change-communication-early-career-researchers/

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Good Energy Stories - https://www.goodenergystories.com/playbook

Green Stories Writing Competitions - https://www.greenstories.org.uk/

Hayhoe, K. (2021). Saving Us. Atria/One Signal Publishers (October 28, 2021).

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