



CRESCENDOschools: European network of schools on Earth system modelling and climate change

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CRESCENDOschools is a European network of schools on Earth system modelling and climate change supported by the European Commission. The Network was born through the CRESCENDO H2020 project (<https://crescendoproject.eu>) and its communication strategy designed to ensure knowledge developed in the project is communicated to the wider public in an engaging and understandable form.

The students enrolled in the network are working directly with leading climate researchers to increase both their scientific understanding of global climate change, and also the awareness of the urgency of the problems and potential solutions. The overall aim is to define and develop an appropriate suite of education and dissemination resources (web based documents, online videos, games, social networking and other methods of communication etc.) targeted to the needs and interests of students in the 16-19 years old age range. While helping them to develop these resources we aim for the students to learn new skills, benefit from the experience and also have fun.

In this first year, CRESCENDOschools involves three schools from the UK, France and Sweden, which are now exploring the science of global change with nearby CRESCENDO researchers. Besides increasing their scientific understanding of global climate change students are interacting with scientists working in this field and together co-developing communication methods appropriate to students of their age group or younger. For now the schools are working independently of each other alongside scientists from each respective country. Their individual efforts will be shared at a later stage and the schools encouraged to engage with each other, giving the students the opportunity to interact and share knowledge and materials developed with the other schools in the network.

In Sweden, a group of sixty 16-years old science students from the KungskapsGymnasiet started working with SMHI (Swedish Meteorological and Hydrological Institute) researchers earlier this year. They spent one day at the SMHI Head Office discussing different aspects of climate science, visiting SMHI observation stations and the weather forecast centre, and watching climate-related movies at a "geodome". More recently a group of researchers from SMHI visited the school to introduce a range of topics which the students will work on over spring, with support from local CRESCENDO researchers.

Ten students from the École Jeannine Manuel in Paris, partnered with Institut Pierre Simon Laplace (IPSL) scientists, are creating a "Crescendo Musical" on climate change. They have created a script and are now composing the music and text for the different characters in the musical. The story is about a young woman who travels in the future (2100) and discovers the effects of climate change, she falls in love with a young man there and takes a vow to go back in time and find solutions to prevent the worst effects of climate change. The musical will be presented to the entire school by the end of the school year; it will also be filmed and shared on social media.

In the UK, eight students from Coombeshead Academy, in Newton Abbot, partnered with Met Office and the Universities of Leeds and Exeter, will create a website linked to several social-media platforms (e.g. Twitter, Instagram and Snapchat), where content developed in CRESCENDOschools can be made available. The students have initiated development of the website, designed to target other students aged 11 to 18, as well as school teachers where content and material available will respond to their needs and interests. CRESCENDO scientists have visited the school on two occasions and the students spent one day at the UK Met Office visiting the Operations centre and the supercomputer Halls, learning about Climate Modelling and meeting a range of scientists.

Our aim is to keep this network active through to the project end (Oct 2020) and grow it over the coming 4 years, either by including schools from other partner countries in the project or by expanding the number of schools centred on the 3 institutes presently involved. Nowadays it is particularly important for young people to have access to reliable information on climate change, to be engaged in an issue that will be with them for their lifetime. Our wish is to improve the means by which we communicate with this generation through the co-development of suitable material. We believe that learning about the people and the tools behind climate science and climate change projections will promote the trust needed to take on board the key-messages and take action.