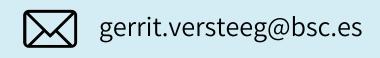
ALIGNING EFFORTS TOWARDS CLIMATE ACTION THROUGH STORYTELLING



Gert Versteeg & Marta Terrado Barcelona Supercomputing Center (BSC-CNS)





Although physical climate storylines are a promising tool to make climate information tangible and context-specific, the social aspect of these storylines requires further study. How climate information is interpreted by users of the climate adaptation digital twin (DT) and the process of making sense of physical phenomena in the context of a community's social construction of climate risk remains a challenge that impedes uptake, ownership and longevity of decisions.

UNDERSTANDING THE COGNITIVE AND AFFECTIVE ROLE OF CLIMATE INFORMATION

Decisions under radical uncertainty require

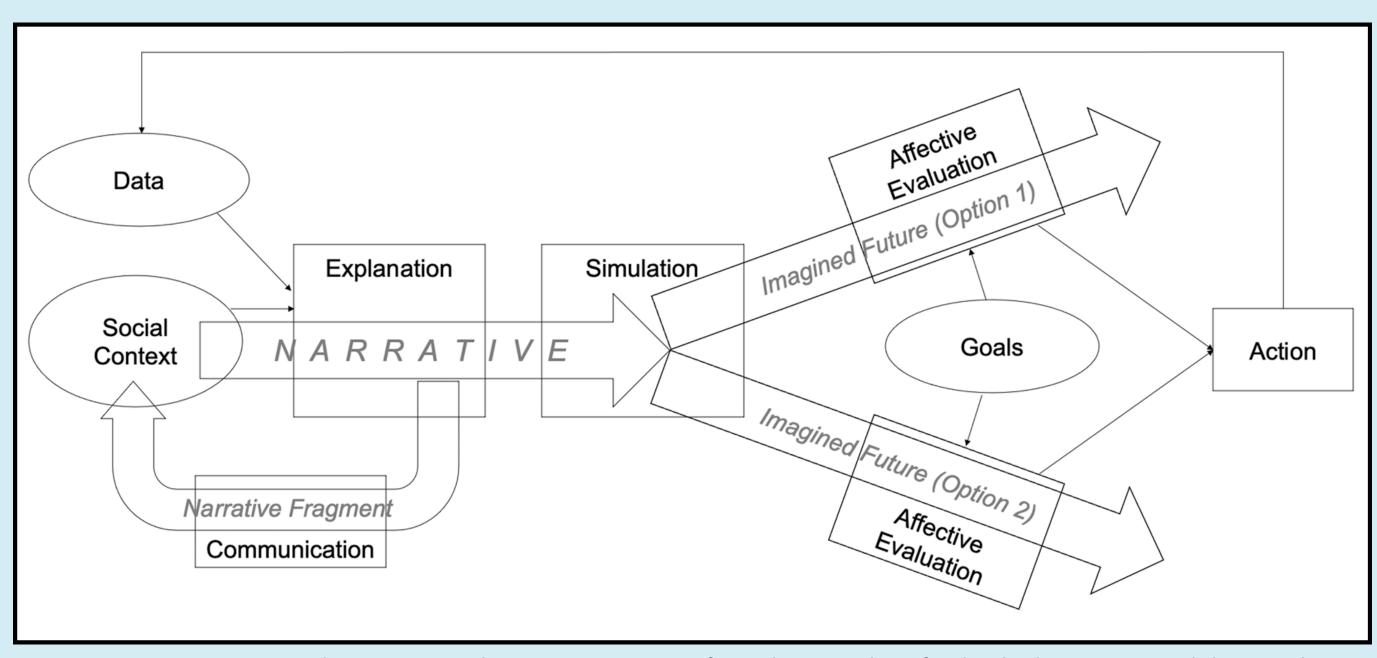


Narratives

Key mental representations that best explain the data nar

& Conviction

Emotional response to narrative which sustains action



Conviction Narrative Theory governs how narratives arise from the interplay of individual cognition and the social environment, with reasoners adopting a narrative that feels 'right' to explain the available data; using that narrative to imagine plausible futures and affectively evaluate those futures to make a choice (Johnson, Bilovich & Tuckett, 2022).

Although the storylines from the climate adaptation DT incorporate heuristics and context-dependent decision-making to increase their societal impact, there are sociological and psychological factors that impede an adaptation response.

We can explore how climate risk storylines become meaningful by applying storytelling techniques (narrative theory and literary fiction) by embedding them in attitudinal frameworks (e.g. user stories) that demonstrate the interplay of cognition, affect and behavior.

On top of a co-production framework that engages users of risk storylines, building shared narratives of imagined futures by appealing to values and answering psychological needs could be a critical step to understand (the lack of) climate action in our society.







