

**New Challenges & Next Steps**

*In the first months of the program, we are focused on supporting youth participants as they build interpersonal relationships, game development and XR skills, storytelling skills, and understanding of the local impacts of climate change. As the year progresses, we will also begin to position the youth as community science leaders and communicators.*

**Equity**

*We are conducting our work as an equitable research-practice partnership that honors the expertise and lived experience of collaborating adult professionals and youth leaders/learners. In this work, we are elevating Latinx and youth priorities, creativity, and cultural funds of knowledge.*

Youth came to program with a considerable range of **perspectives** related to **climate change**. For example, when asked how confident they felt about their ability to personally deter negative effects of climate change, their responses ranged from *not at all confident* to *very confident*.

**Lessons Learned & Insights Gained**

*By leveraging several different connections into local communities we were able to recruit a diverse and talented group of high school students to participate in the project. In October, we collected baseline data that will be used to assess the effects of the project on students’ awareness of climate change issues, their perception of agency to affect such issues, their STEM identity, and their STEM interest.*

**Engaging Latinx Youth in Understanding the Science of Climate Change by Developing Digital Narratives and Games**

Rae Ostman, Eugene Judson, Paul Martin, Nicholas Pilarski, and Nicholas Weller

NSF Award Number​: 2148016 Dates: 2022-2024

Project type:​ ITEST Exploring Theory and Design Principles

Project URL:

Project Overview: The project engages high school students in exploring science-based climate scenarios and co-creating an interactive digital narrative. Project research investigates outcomes related to the project goal to improve STEM career aspirations among Latinx teens.