

First Aid Bridge Building

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Training Resource



Tools to Introduce Themes
Tools for Discussion, Reflection
and Learning: Quick Tools
Tools for Discussion, Reflection
and Learning: Deep Dives

Research Insights



Making Sense of Science
Evaluating & Promoting Science
Communication Quality Online
Barriers to & Opportunities for
Reaching Audiences

Competence Framework



Picture of the World
Professional Norms & Roles
Working Knowledge

Required Prior Knowledge



Knowledge of the sense-making methodol-
ogy and basic knowledge of communication
strategy development needed.

Description

Research on sensemaking points to the complex and multifaceted situations in which individuals encounter science in their everyday lives. The sense-making methodology is especially helpful as it sheds light on the influences of personal backgrounds when dealing with science. In this context, it reveals both related demands and difficulties in tailoring science communication to the diversity of citizens' needs. Against this backdrop, the research conducted within RETHINK aimed at exploring the sensemaking of citizens in the context of the COVID- 19 pandemic. To condense the results of this research, visual presentations were developed based on the sense-making methodology to explain the gaps that individuals face their individual approaches to overcome these and build bridges to make sense of and cope with the health crisis.

Science communication strategies can be regarded as approaches to help different audiences to overcome gaps in information or trust and to build bridges that allow them to make sense of science. Against this backdrop, the task aims at developing instant strategies that respond to the gaps articulated by the people of focus. Students can work individually or in small groups.

Strategy building should encompass the following steps:

- Identification of problems (i.e., gaps that people are facing);
- Objective (e.g., help people to overcome uncertainties);
- Description of target group (i.e., criteria that can be used to describe the segment of society the person in focus belongs to/represents);
- Development of instruments, platforms and tools (depending on time, this can also include the production of first instruments, such as texts and visuals); and
- First ideas for schedule, budget calculation and evaluation.

Students prepare short presentations to present their strategies in class. Strategies could be evaluated by the other participants with regard to clarity, potential effectiveness and creativity.

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Learning Objectives

- Recognising audience's needs
- Learning and improving skills to develop communication strategies
- Developing strategic thinking

Technical Requirements and Preparation

- Visual presentations in print or digital form
- Flipcharts or online equivalent to support students' strategy development
- Equipment for presentation (notebooks, whiteboards etc.)

Resources

A file containing all discussion prompts can be found in the navigator folder under the file name VisualPresentations.pdf

Sample Schedule

15 minutes	Introduction of task
15 minutes	Reading and understanding the visual presentation(s) on sensemaking regarding COVID-19
Minimum 45 minutes up to a day, depending on available time	Group work to develop strategy
10–15 minutes per group	Presentation of results
10–15 minutes per group	Discussion
15–20 minutes	Lessons learnt and wrap-up