

Weather hero cartoon activity

This activity will get you looking at a real story about people who work in weather and climate careers, before planning and making your own! You'll think about how to use storytelling, creativity and research skills to bring exciting jobs in weather and climate to life.

Part 1: Get inspired by Sophie's story

(If you've already looked at the cartoon with your teacher, skip to 'Part 2: Storytelling challenge', or you might want to use these steps anyway as a refresher).

1. Read the 'Weather heroes' cartoon, which follows Sophie in an exciting day at her job as a field services engineer.

As you read, circle any words or phrases you don't understand – these could relate to job roles that come up, or technical terminology.

2. Use the glossary below to look up those trickier terms. If some of the words/phrases you circled or wrote down aren't shown here, research these online and write down the definitions.

Apprenticeship



A paid work opportunity that allows you to train and progress towards a qualification while working.

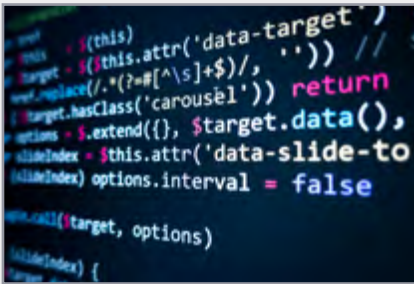
Bridge



A frame made out of scaffolding that allows engineers to safely work at height within a radome.

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Code



An arrangement of rules or instructions that tells a computer to perform different tasks.

Data



A collection of measurements that are gathered through observation and can then be converted into information as text or visuals.

Field services engineer



Engineers whose job it is to maintain and fix radars. It can also involve building and testing weather observation systems or preparing equipment for installation.

Meteorologist



People who look at data and use this to forecast the weather, helping people stay safe.

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Precipitation



Water that is falling out of the sky, this could be rain, drizzle, snow, sleet, or hail.

Radome



A large structure that surrounds the radar to protect it from damage. It looks like a giant golf ball!

Radar software engineer



An engineer whose job it is to use programming and code to improve the software that runs at the weather radar sites. This software controls everything the radar does – for example, how fast the dish spins, what frequency it transmits at for how long.

Receiver



A device in the radar that 'listens' to the echoes transmitted back to the radar to capture important weather data.

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Snowstorm



A very heavy fall of snow that is blown by strong winds for a sustained period of time. It can include snow, sleet, ice and freezing rain.

Upper air observations manager



Someone whose job it is to oversee the running of weather radars. Their role involves using software, planning visits and speaking to the right people to monitor the radars and make sure they're working.

Weather radar



A device that sends out electromagnetic pulses which detect objects in the sky, like raindrops, and can tell how big they are, where they are and how fast they are falling.

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Part 2: Storytelling challenge

Now it's time to come up with your own weather hero cartoon! Using Sophie's story as inspiration, it will need to give readers an exciting view into 'a day in the life' of people who work in weather and climate. You will need to do research to make sure your story is an accurate representation of those jobs. You'll also need to bring your creative flair and eye for a good story!

Could your story even be a continuation of the cartoon you just read? In that case, what new characters, events and situations might you introduce?

The first important step is to plan out your story.

The background

A really important part to this story will be the careers and the people behind them. Why not start by researching some weather and climate jobs, to decide which ones will feature in your story? The following links may help you:

- [icould.com](https://www.icould.com)
- prospects.ac.uk
- [metoffice.gov.uk/about-us/careers/your-career](https://www.metoffice.gov.uk/about-us/careers/your-career)

You may also want to think about the factual information you'd like to highlight in your story e.g. technologies, scientific terminology etc. How will you make sure your story is grounded in real evidence?

The characters:

- Who is your protagonist (the main character or hero of your story)?
- Who will be the other characters in the story – what is their relation to the protagonist?
- What will they look like, where will they live, what will be their backstory?
- What personal qualities and skills will they have?

The plot:

What will your cartoon be about? Decide what will happen at the beginning, middle and end to plan your story.

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Beginning

Set the scene and introduce your characters; you may also want to introduce a backstory, e.g. in a similar way Sophie's story looked at her journey towards becoming an engineer, exploring her interests as a kid, the training she did etc.

Middle

What big events or challenges will your characters face? How will you tie this back to weather and climate? E.g. an extreme weather event, a disaster or problem that comes up in the protagonist's working day...

End

What will be the resolution to the story's challenge or big event? You could even include a plot twist!

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Now you've done the research and planning, you're ready to create your cartoon! Use the template below or make it with your own materials.

If you'd prefer, you could even ask your teacher or another adult about telling your story in a different way e.g. a film, written story, podcast, poem...

You might even want to think of a purpose or audience for your work – is it to inspire other young people like you to get into weather careers? Is it to inform people who are already working about the different roles they could explore if they're thinking about changing career?

A 2x2 grid of dashed boxes, intended for drawing a storyboard. Each box is empty and occupies approximately one-quarter of the page's width and height.

Storyboard continues overleaf if needed

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