A physical concept in the press: the case of the Jet Stream

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Abstract. In recent years, science has hardened the discourse on the emergency of global warming, pointing out that the next decades will be decisive to maintain the stability of the climate system, avoiding a cascade effect of events that increase the average temperature above safe limits. The scientific community warns that there are different tipping points that could produce
10 a chain reaction in the global climate. One of them is related to the Jet Stream. But despite the importance of this air current in atmospheric dynamics in the Northern Hemisphere and the changes it is experiencing in the context of global warming, the public is still not familiar with this kind of physical concepts, nor with much simpler others. As concerns about the climate crisis rise, knowledge remains stagnant. To advance in the learning of the science of climate change, in general, and of concepts such as the Jet Stream, in particular, specific scientific communication formats are required that can successfully tackle the
15 difficult task of explaining such complex problems to the general public. These formats should be included in the media because they are the main source for information on climate change and because their characteristics allow taking on the challenge. In this article we present a communication proposal existent in a newspaper published in Spain. We argue that this communication format represents a good model to disseminate climate science, educate readers and even to make physical concepts such as the Jet Stream accessible. We believe that this format conforms to and complies with the enunciation of
20 Article 12 of the Paris Agreement, which calls on the signatory countries to promote education and training on climate change.

1 Introduction

In the last five years, the science discourse on climate change has become harsher. During this time, the scientific community has published several articles highlighting the urgency of the current situation, while pointing out that the progressive increase of greenhouse gases may trigger a domino effect in the global climate system that would make it unstable and raise the Earth's
25 average temperature beyond the limits established by the Paris Agreement. The 'Hothouse Earth' hypothesis appears to be a possible future, as a result of a feedback process that would give rise to a previously unknown climate situation in human history (Steffen et al., 2018) (Fonseca, 2020c). Since then, concepts such as 'point of no return' and 'tipping point' have been increasingly used. So much so that the Secretary-General of the United Nations, António Guterres, assured during the COP25 held in Madrid in 2019 that 'the point of no return is no longer over the horizon. It is in sight and hurtling toward us' (Noticias
30 ONU, 2019). The supporters of this theory say that climate triggers a domino effect so that, when one of the tiles collapses, it

may end up knocking down the others. These individual pieces may refer to unique ecosystems, such as the Amazon and the coral reefs, or to global climate regulation mechanisms, such as the thermohaline circulation (Caesar., et al., 2021) and the Jet Stream.

Despite the climate urgency and the exponential increase of scientific evidence about its origin, behaviour and impact, we can still observe a severe lack of climate education in the general public. A possible explanation for this deficit is that the climate change message is not being correctly transmitted by the media, which are the main source of public opinion information. As a result, the recipient –the general public– is unable to embrace it. The problem resides in how this issue has been historically tackled: most of the time from a social, environmental, sociological, political and economic approach, although meagerly focusing on scientific dissemination (Wihbey, 2016). The world seems to have understood that human activity produces global warming gases and that such actions have serious implications on biodiversity and economy. However, this just appears to be a shallow understanding, and, in fact, people remain unaware of how the greenhouse effect works or how each one extra degree impacts the average temperature. In a nutshell, humanity faces a problem yet to be understood by a majority, with the risk and difficulties this entails.

This article begins with a diagnosis of the lack of climate education among the general public, illustrated with the results of a survey on the knowledge about climate change among university students in Galicia (Spain). This population group is very interesting because they are young, educated people who use several sources of information and who belong to the generation that will mostly suffer the consequences of the increase in global temperature. The obtained data supports our main goal for the second part of this article: to design efficient communication tools that allow the public to assimilate a series of ideas and basic concepts about the science of climate change, as it is requested by the Article 12 of the Paris Agreement (United Nations, 2015). We present a dissemination section called *Historias del Tiempo* (Weather Stories) that appears daily on the most widely read Galician newspaper (*La Voz de Galicia*), which has unique key characteristics aimed at improving scientific culture through media. We argue that it can be used as a model to bridge the existing gap between an increasing awareness of climate issues and the apparently stagnant knowledge on these natural phenomena. We illustrate our analysis with a particular example: how this communication format has brought up the dissemination of the *Jet Stream*.

2 The role of climate literacy

The effect that a wider knowledge about climate science may provoke on an individual is widely debated within the academic literature and has both supporters and detractors. The US National Oceanic and Atmospheric Administration published a manual on climate science knowledge in 2009 (Global Change Research Program, 2009). The document mentions that 'a person who knows how to assess scientifically credible information about climate may communicate their knowledge in a significant way and is able to take informed and responsible decisions regarding actions that may affect climate'. In 2017, the Earth Day theme topic was *Environmental and Climate Literacy* (UN News, 2017). The UN campaign recognized that 'environmental and climate literacy is the engine not only for green growth and advancing environmental and climate laws

and policies, but also for accelerating green technologies and jobs. Both the NOAA and the United Nations –two major entities
65 in terms of climate– recognize the transformational role of scientific literacy.

Our hypothesis is that, following the provisions backed by the NOAA and the United Nations, the scientific literacy process
is vital for boosting ambitious policies that guarantee the climate system's stability and, therefore, for preventing a cascade
effect of events that make the average temperature rise above the safety limits. However, there are also doubts and skepticism
by a part of the academic community about the learning process being a game changer. In this sense, we believe that scientific
70 literacy has been more thoroughly analyzed within the educational sphere from a formal point of view and not within an
'informal' education context, such as that provided by the media. It is true that there exist other informal scopes that have been
investigated such as, for example, the impact that films and documentaries about global warming have on society. In this sense,
some conclusions are that the audience's awareness increases after watching one of those audiovisual pieces; however, the
effect vanishes soon (Sakellari, 2014).

75 We further support the importance of the media with quantitative data from our survey, which reveals that a high percentage
of the analyzed population mostly relies on the press and TV news to obtain information about climate change, rather than
from the academic literature. For these different reasons, we contend that, in order to study the general impact of the climate
literacy process, it is vital to take into account the role of the media, which has not been always considered (López, 2009).

Current discussions on the effect of scientific literacy highlight the need to design an educational strategy supported by 'a
80 social experience' (Gaudiano and Meira, 2009). Building on this idea, we argue that the scientific communication format
presented in this article is actually inspired in a 'social experience' created after a constant learning process with the added
value provided by everyday testing within the meteorological field. In this sense, the characteristics of the dissemination format
described and analyzed in this article can be considered rather unique and different from any other example taken from Spanish
or international media. It would be a model designed to educate, rather than to raise awareness.

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3 A new language for a different climate: the role of the media

The signing of the Paris Agreement in December 2015 was a milestone in the fight against climate change. The document
includes measures tackling the problem from every angle, such as mitigation and adaptation. It states that the 'Parties shall
cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public
90 participation and public access to information, recognizing the importance of these steps with respect to enhancing actions
under this Agreement' (CMNUCC, 2015).

Since the endorsement of the Agreement, governments, universities and scientific institutions from all over the world –also
the United Nations– have increasingly used the terms 'crisis' or 'climate emergency' to refer to global warming (Ripple et al.,
2020). This terminology supports the idea that humanity is facing a crucial period and that the document signed in Paris is the
95 roadmap to be followed in order to keep the planet's average temperature increase below two degrees. The IPCC's Special
Report Global Warming of 1.5 °C summary released in 2018 mentions that the years to come are probably the 'most important
years in history' (IPCC, 2018.)

The use of this terminology has also expanded due to the 'Greta Thunberg Effect'. In her interventions, the Swedish activist uses terms such as 'crisis' and 'emergency' (Ballew et al. 2021). In her speech at COP24 in Katowice, she warned that 'we

100   cannot solve a crisis without treating it as a crisis'. During the Davos Forum, Thunberg also said that the IPCC's estimations 'do not include most feedback loops or non-linear tipping points' that might urge for the need to take more pressing measures (World Economic Forum, 2020).

This change of terminology seems to be aimed at raising the general public's awareness about the causes and effects of the problem; however, it does not entail an increase in knowledge. Most part of the population lacks a sufficient scientific culture

105   to understand the experts when they use expressions such as 'tipping point', which strictly refers to a physical process (T. M. Lenton et al., 2019). Besides, they are not familiar with another basic idea having an impact on global warming: the greenhouse effect (Cassia et al., 2018). A recent investigation states that even climate pundits are unable to understand the urgency and severity imposed by the environmental crisis threat (Bradshaw et al., 2021).

There is a notorious history of media adaptation to the new ways of disseminating this environmental problem. Some

110   newspapers, such as The Guardian, have reacted to the warning issued by the scientific community and have decided to modify their style guide regarding the news about the effects of the average temperature rise (Damian Carrington, 2019). The terms 'climate change' and 'global warming' have been replaced by new terms such as 'climate crisis'.

Mass media have a double leading role within the current climate emergency context (Maxwell et al., 2020), as main information and education source. Indeed, in order to send a message of urgency, the press is the most efficient medium. This

115   fact has been ascertained during the Covid-19 pandemic. Mass media were considered one of the essential activities, since information is deemed to have the power to save lives. However, journalism faces today a triple crisis: economic, model-wise and, the most important one, confidence-wise (Alsina and Cerqueira, 2019). Credibility is being threatened in post-truth times, a concept understood as the circumstances in which 'objective facts have less influence on opinions and decisions than personal emotions and beliefs' (Wihbey and Ward 2016). A study conducted in Spain on the dissemination of information during the

120   Covid-19 pandemic revealed that most of the fake news were spread through social media and WhatsApp (89.1 %), whereas that figure was of 4 % in press media (Salaverría, et al., 2020). Thus, traditional mass media have a decisive importance within a context where several crises converge (health, climate and economic) and in a situation of hoax and fake news rising.

Mass media are also very efficient for educational purposes. One idea that underpins this article is that credibility and confidence may be reinforced if it is supported by scientific dissemination. To this end, the medium must generate a 'social

125   experience' the reader feels a part of, in which case we think that the veracity of information will not be questioned. This trust by the public is fundamental for the scientific discourse spread by media to be assimilated and relied upon. (Moreno et al., 2020)

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4 Methodology

In order to assess the scarce scientific information available to the public on climate change as well as the importance of mass
135 media, we will use the data gathered in a survey on climate change knowledge. The quantitative study was conducted in the
three universities based in Galicia during the 2018-2019 academic year: University of Vigo (UVigo), University of Santiago
de Compostela (USC) and University of A Coruña (UDC). The participants were 600 students from different years and science
and humanities fields: Journalism, Sociology, Biology, Politics, Mathematics, Industrial Engineering, Aeronautical
Engineering, Economics and Law. For the statistical analysis, we used the Wilcoxon test and the Kruskal-Wallis test, to identify
140 the factors that have a significant influence on their knowledge on climate change.

We then analyse the content of a model to improve society's scientific culture through media. This is a scientific
communication format called *Historias del Tiempo* (a pun in Spanish, mixing the terms Time and Weather as well as Stories
and Histories) published in *La Voz de Galicia*, the third most read newspaper in Spain (data from the Media Dissemination
Office) since September 2018, both in press and web formats. The project started in 2011 as a daily audiovisual content
145 broadcast on *V Televisión* (*La Voz de Galicia*'s TV channel), which ended its broadcasting in 2018, when such content was
transferred to the newspaper. This format has been going on for a decade and has had the purpose of disseminating weather,
climate and climate change issues from a scientific point of view. Today, this section is integrated into the daily section about
weather and maritime information.

150 ## 5 Results

Growing concerns but little climate literacy

Public concern about climate change is gathering momentum, not only in Spain but elsewhere too. In the United States, it has
tripled between 2014 and 2019 (Goldberg 2020 et al). In Europe, the 2019 Eurobarometer shows that 93 % of the European
population think it is a severe issue and 79 % think it is critical (European Union, 2019). This trend also applies to the analysed
155 population of Galician university students. When asked **'How worried are you regarding the rise in global temperature?'**
more than 70 % assure that 'quite a lot' or 'a lot'. Nevertheless, the growing concern does not correspond at all with the general
knowledge about the issue. Another of the proposed questions was **'What degree of knowledge do you think you have about
the origin and the effects of the current rise in global temperature described by the scientific community?'** 43 %
answered 'little' and 38 % replied 'a lot'.
160 It seems obvious that something is not working properly. At this point, it is necessary to resort to mass media, since they are
the main channel to access climate-related contents. The survey suggests this too. Regarding the question **'What source do
you mainly use to be informed about the planet's rise in global temperature?'**, almost 54 % answered written and digital
press and 26 % said television. In the same vein, when students were asked **'From which of the following people did you
obtain information about the rise of Earth's temperature for the last time?'** the majority of the surveyed population (42 %)
165 answered from a journalist, almost double than from a lecturer and triple than from a scientist.

Both pieces of information indicate that mass media are the first option for the surveyed population (students in the Galician University System, SUG) to find information about climate change, thus coinciding with results from similar studies in other contexts. At the same time, the analysed population shows a worrying lack of knowledge about certain basic concepts. For example, more than 40 % believe that the greenhouse effect is a consequence of human activity and not a natural mechanism
170   that allows for life on Earth to exist.

6 How to build a climate change dissemination social experience: the Weather Stories model

After having introduced a plain case of climate illiteracy, we now delve into communication formats that raise social awareness about climate change science. The starting point is that climate literacy is very limited. Not only can we note that there exists
175   a complete lack of knowledge about the meaning of modern emerging concepts such as 'tipping point', but also other much more basic concepts such as 'greenhouse effect'.

Our hypothesis is that if a model gathers certain characteristics (daily section, scientific dissemination, historic perspective, teleconnections and specialization), it is possible to tackle the dissemination of a highly complex issue such as climate and build a 'social experience' based on a permanent scientific learning by the user. This strategy may have a positive impact, not
180   only in compliance with the Paris Agreement, but also for empowering the general public in the post-truth era. The following model complies with the recommendations of a dissemination manual on climate change (Corner et al., 2018).

6.1 Daily content

Daily content is fundamental for creating a communicative social experience, since it allows to always have an open space for
185   readers to learn about aspects related to weather, climate and climate change, regardless of the newspaper's informational demands at any particular time. Besides, daily dissemination helps examine, analyse and follow up a weather event or a scientific study. In this sense, the reader is acquainted with a certain ability to contextualise climate news, articles, reports and interviews. This constant learning is more a training than an information process when creating an 'experience' in which the reader is the main figure. The format also provides the added value derived from applying the scientific knowledge to the
190   everyday weather reality. Thus, by learning and contrasting day after day, this format helps establish a trust relationship between the medium and the reader.

6.2 Scientific dissemination

Weather stories has an obvious scientific dissemination purpose, especially in terms of atmospheric physics. Our goal is that
195   readers incorporate new concepts to their weather culture and, therefore, improve their scientific literacy. Mass media usually disseminate weather information focusing on their public service role, thus reporting about weather forecast and warning about extreme events. Only when weather becomes a hot topic, due to the impact of an adverse event or the release of an academic article, media coverage intensifies.

Given the characteristics of the scientific communication format hereby mentioned, the coverage of a certain event, such as a
200   heat wave or an intense storm, begins long before its actual impact and continues for days after it has passed, providing context
and a broader knowledge. A good example is the coverage of the storm Filomena that occurred in January 2021 (Fonseca,
2021a). The coverage started one week before most of Spain collapsed and continued days after with the explanation of the
origin of this extreme cold event, introducing physical concepts such as the 'Jet Stream' to explain it, while framing it within
climate change (Fonseca, 2021b).

205   Furthermore, given that the population has a limited level of general scientific literacy and a low level of specific climate
literacy, the content is presented with a simple language supported by some graphic material that facilitates the understanding
of physical concepts. In this sense, visual information has a very notable relevance, to the extent of having its own personality.

6. 3 Historic perspective

210   The historic approach is the format's hallmark. This helps readers to understand the relevance that climate has had in the
evolution of life on Earth, and Earth itself, as well as to understand that this influence can sometimes be unexpected.
Environmental psychologist Robert Gifford alleges that there exist up to seven psychological barriers that prevent the
population from responding to climate change. He mentions 29 specific mental blocks, to which he refers as 'dragons of
inaction'. In one of them, he explains that our brains have evolved to respond to immediate dangers, not to face a slow distant
215   threat (Gifford, 2011). For our 'sapiens' brain to a assimilate climate change, providing a historic perspective may be of great
help. Climate change is not only about hurricanes in the East Coast of the United States, heat waves in Europe and droughts
in Africa, it can also be linked to a war like Syria's (Kelley et al., 2015) (Müller et al., 2016). In this respect, dozens of articles
on the influence of climate throughout history have been published in *Weather stories*. Two examples are the consequences
that the "Little Ice Age" brought to Galicia's society and economy (Fonseca, 2018) or the decisive role played by the Bhola
220   cyclone in the creation of the State of Bangladesh (World Meteorological Organization, 2020). Looking over the past may also
be a powerful ally to fight climate denial. One of the most recurring arguments of those who deny the anthropogenic origin of
global warming point to the natural cycles of climate (Hobson, Simon, 2013). In this sense, history can be very useful to show
how climate disruptions affected ancient societies, generated epidemics and wars and, in some cases, caused the decline of
civilizations.

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6. 4 The importance of *Teleconnections*

Weather stories also emphasises and tries to convey the idea that the atmosphere is the gas layer that wraps the planet and
knows no boundaries; thus, the global climate system can connect different areas on Earth. An example is the El Niño
phenomenon in the equatorial Pacific, which can affect many other distant regions (Barnston, 2014). It is essential to inform
230   the public about concepts such as atmospheric teleconnection so that they develop a global climate vision, something that
science deems appropriate to understand the nature of the problem of climate change (UNESCO, 2020). One common feature

of these daily publications is a review of atmospheric phenomena that occur thousands of kilometres away and an effort to connect them to a specific region like Galicia (Fonseca, 2019a).

235 6. 5 Specialisation

Different regional, national and international institutions, specialising in meteorology, climatology and climate change, collaborate in this daily section. In fact, the person responsible for this communication project carries out his doctoral studies at the Department of Nonlinear Physics in the University of Santiago de Compostela. This innovative collaboration between physicists and scientific journalists working together in the same research group makes it possible for the section's content to

240 have all warranties of a thorough information and to respond to a demand by the scientific community, which requires more specialised communicators and a higher prominence in public areas to debate about the environmental issue (Besley and Nisbet 2013). Besides, it is also a good example of multidisciplinary science, since his PhD is co-directed at the Department of Sociology of the University of A Coruña in order to ensure that such communication 'experience' has a 'social' dimension.

245 **7 A dissemination case study: the Jet Stream concept**

We now illustrate the abovementioned ideas with a specific example that illustrates how this communication format addresses the scientific dissemination of a physical concept: the *Jet Stream*. The inclination of 23.5 degrees in Earth's rotation axis makes solar radiation to be intense in the equator and weak in the poles. To compensate for this energy imbalance, the planet has ocean and air currents that redistribute heat. As part of these redistributing large-scale wind circulations, cold air descending

250 from polar regions and warm flows coming up from subtropical areas converge in mid latitudes. The *Jet Stream* circulates just where these air masses of different temperature meet, forming a high-speed air current in the upper troposphere, blowing from west to east, that encircles the entire hemisphere. There are jets in both the Northern and Southern Hemispheres. The jet stream can present large meanders, like those in rivers, or may move in a more zonal manner. In the latter case, when it follows the parallels, it usually reaches a higher speed. In the North Atlantic this zonal configuration drives a succession of extratropical

255 cyclones towards Europe.

During these years of publications, the daily format of *Weather stories* has released hundreds of articles about the Jet Stream, helping to reveal and popularise the use of this physical concept, therefore highlighting the relevance of this atmospheric current in the meteorology of the entire northern hemisphere in general and Galicia in particular. The permanent scientific

260 dissemination about the jet stream includes a historical approach, its influence on air navigation and the changes experienced in the current global warming context. In essence, the coverage about a complex physical concept is addressed from different points of view, the model's hallmark. Below we break down some of the aspects mentioned about the Jet Stream in *Weather stories*, which can be used as an example of the dissemination strategy that was used, described in the previous section.

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7. 1 A current with plenty of history

The communication model that we present is aimed for the readers' scientific culture improvement and for their familiarisation with complex physical concepts, such as the Jet Stream. A good way of attaining this objective is by addressing its origin and

270   functioning from a historical point of view. By explaining the jet stream history, we make sure that readers do not assimilate such physical concept as something abstract and unknown, but rather as a natural mechanism with its own history, which has even played a major role in certain historical events.

7. 2 The discovery

275   One of the natural mechanisms that intervenes in climate dynamics is intense volcanic eruptions, which inject sulphuric gases in the stratosphere and create an aerosol cloud that blocks sunlight, lowering temperatures and triggering a chain of events in global climate, some of them with catastrophic consequences (Wolfe, 2000). Some of the most famous cataclysms in climate history are caused by a volcano. In 1883, one of the most intense examples was registered. The Krakatoa volcano erupted in Indonesia and the explosion wiped out a large area of the island. The powerful 1883 eruption, whose released energy was

280   equivalent to a million atomic bombs, raised particles to the upper atmosphere and, in less than two months, a volcanic cloud had covered the whole planet. London's Royal Society received numerous testimonies from people all over the world describing the effects of this phenomenon at distant locations from the eruption site (Fonseca, 2018). This English scientific institution started one of the first public cooperation networks. Based on the data coming from all around the globe thanks to the telegraph, scientists suspected that something was moving the Krakatoa cloud across the planet. The depiction of the

285   movement of that volcanic cloud produced the first map of the jet streams that circulate the Earth (Kravets, 2010).

7. 3 The role in World War II

The jet stream is a high-speed airflow situated around 8,000 metres of altitude, just below the tropopause, the boundary between the troposphere and the stratosphere. Winds go from west to east moving about the whole hemisphere at an average speed

290   ranging between 150 and 400 kilometres per hour. The Jet Stream played a crucial role during World War II. In the 1930s, Japan was a great scientific power that kept the jet stream existence as a state secret. After the attack to the American naval fleet in Pearl Harbor, Japan thought it was the right moment to use the weapon of which nobody else knew. Hence, they decided to use the stream to attack the United States with balloons loaded with bombs. The goal was to start fires in the west part of the country (Fonseca, 2020a). (See figure 1)

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Figure 1: The graphic illustrates how Japanese planes used the jet stream to drop bombs against the United States in the context of World War II

7. 4 A highway for planes

One of the most important concepts linked to the jet stream that the reader must learn is its direction. The Jet Stream generally
300 moves from west to east, following the general atmospheric motion in mid latitudes, describing meanders of larger of smaller amplitude. Since the North Atlantic storm track is linked to the jet stream, once readers have knowledge of the general wind direction they can better understand the impact of the Atlantic storm circulation in Galicia, where these systems produce large amounts of rainfall, turning it into one of the most humid regions in Europe. To educate the public about the direction of the jet stream, we often stress its influence on air navigation. It is known that planes use it to save time and fuel. As an example
305 of this, we developed a story about an Emirates Airlines flight from Dallas to Dubai, one of the longest routes on Earth, in December 2019 (Fonseca, 2019c) (See figure 2). While it was going through the Atlantic Ocean, the plane descended in latitude and jumped into the jet stream to gain velocity. The aircraft reached in the Galician sky a subsonic speed of 1,234 km/h, just below the sound barrier, largely exceeding the usual figure of 800 km/h. The estimated duration of this journey is 14 hours and 44 minutes but, thanks to the power and position of the Jet Stream over Galicia, the plane could complete its route in 13
310 hours and 19 minutes.
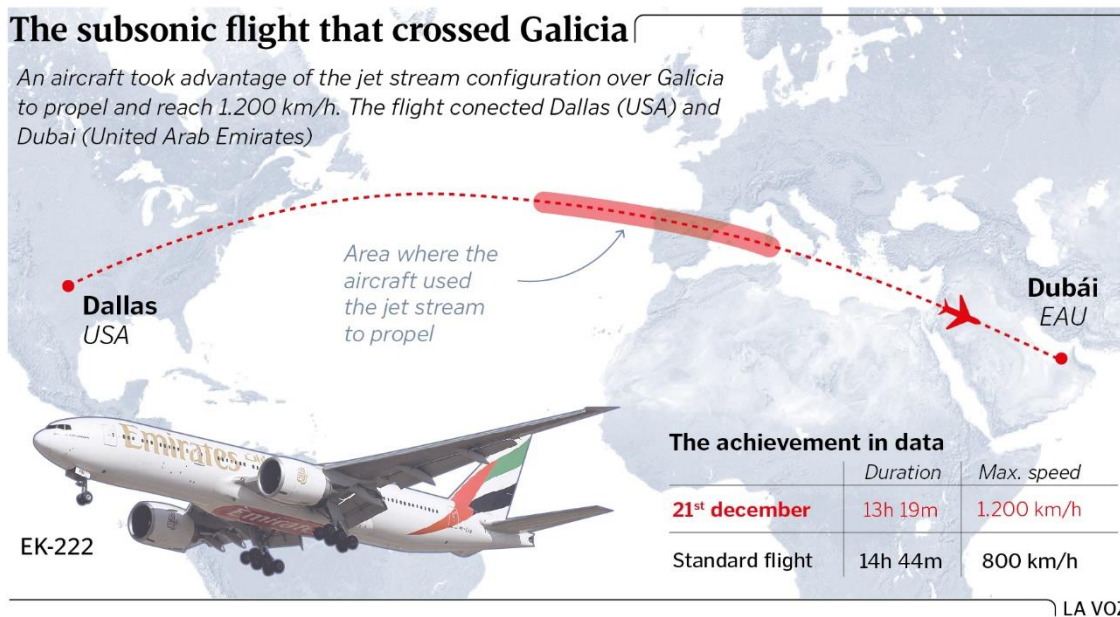
Figure 2: This graphic explains the characteristics of the Emirates company flight that on December 21, 2019 reached a speed
315 of 1,200 kilometers per hour taking advantage of the strong winds from the jet stream.

7. 5 The role in the northern hemisphere atmospheric dynamics

The jet stream has a decisive role in the northern hemisphere meteorology in general and in the Galician meteorology in
particular due to the region's geographic location (in the northwest of the Iberian Peninsula) (Hall, et al., 2014). The different
320 configurations of the Jet Stream can result in high and low temperature situations, long periods of drought, heavy rains and
winds and even favour the appearance of a tropical low-pressure system in mid latitudes. In October 2019, the interaction with
the Jet Stream induced tropical cyclone Pablo to transform into a category 1 hurricane in the Northeast Atlantic, not far off the
Galician coast. Meteorologists defined this event as unprecedented and they assured that it challenged normal atmosphere
logic, which establishes that conditions for this type of transitions should not occur as far north as Galicia.

325 The jet stream has an influence on many unique weather situations, which highlights its major role on meteorology. Hence, by
means of these events, we can insist on the learning process, thus favouring that readers are able to become familiar with this
physical concept and understand that it can affect their day to day life. For example, the jet stream's configuration may result
in a summer that is wetter than usual, making it impossible for people to enjoy the sun and the beach and therefore have a
negative impact on the economy in the most important time of the year for the tourist sector. That is what happened in Galicia
330 in the summer of 2019. While the rest of Spain and Europe suffered from an unprecedented heat wave, Galicia did not notice
it due to the meanders generated by the Jet Stream (Fonseca, 2019) (See figure 3)

Why are conditions so changing?
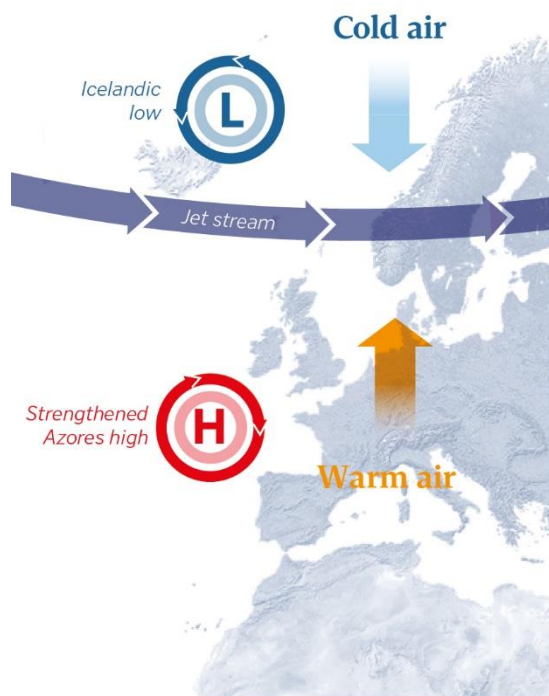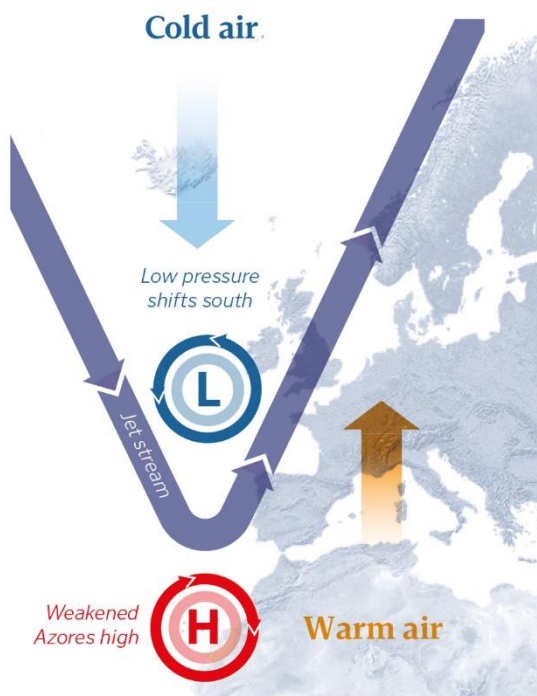
Figure 3: The graph shows the role that the jet stream configuration played during the summer of 2019. The descending region of the jet stream moved cold and maritime air that generated humid conditions in the northwestern of Spain while ascending region in the rest of the country produced high temperatures.

7. 6 The effect of climate change

The jet stream, as is the case of other atmospheric systems, is reacting to the new climate change of anthropogenic origin. Some investigations suggest that, due to the lower thermal contrast between the equator and the poles, the Jet Stream might become unstable, describing larger amplitude meanders, thus increasing the odds of extreme weather events, such as heat and cold waves (Francis and Cohen, 2017). These jet stream diversions can produce specific atmospheric situations (already mentioned) (See figures 4 and 5), such as a historic snowfall like the one produced by the Storm Filomena in January 2021, a summer with milder temperatures than usual or the appearance of a hurricane in an unusual latitude. The emphasis of this dissemination proposal is that all of these are events linked to jet stream changes, which serve as an example of the importance that the jet stream has in the planet.
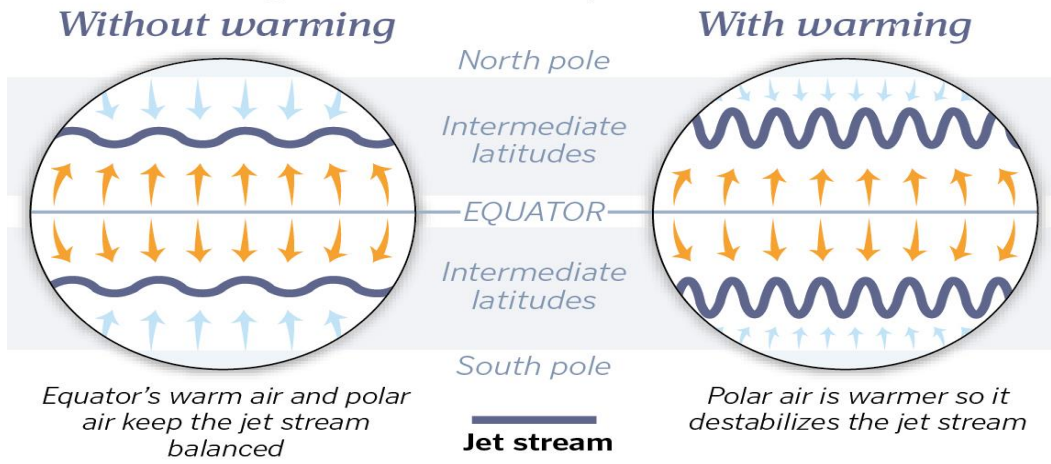
Figure 4: This graph explains how climate change is causing the jet stream to weaken in the northern hemisphere, causing it to travel from north to south and from south to north instead of moving from west to east more and more frequently, often generating situations. of extreme weather such as hot and cold waves in the mid-latitudes.
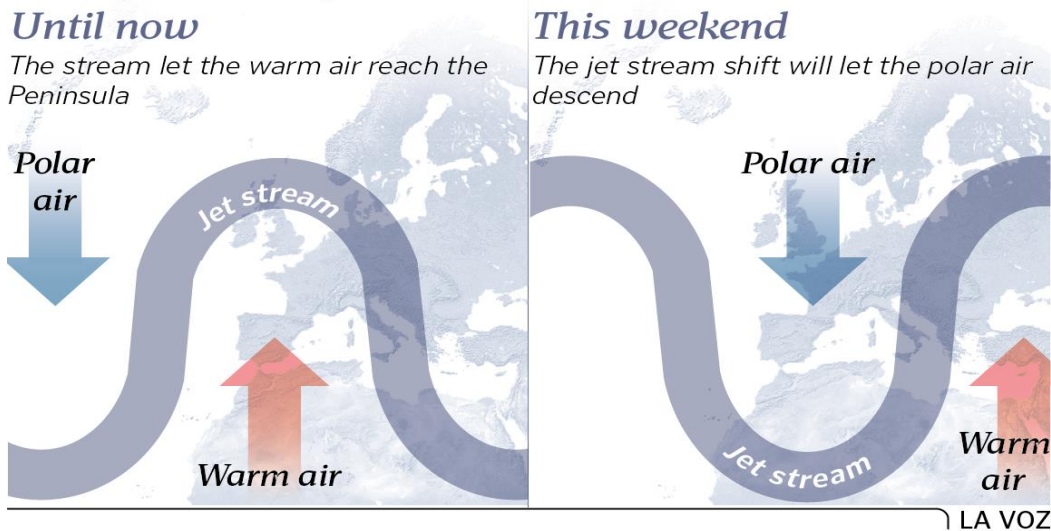
Figure 5: The image shows a practical example of the effects of jet stream weakening on a specific region of the northern hemisphere such as Spain. In addition to generating adverse conditions, the weather can change from one extreme to another in a short time depending on the movements of the jet stream. In this case, as the graph shows, in a few days the positive thermal anomalies, due to the arrival of warm air, became negative due to the irruption of polar air.

Conclusion

Our civilization faces a decisive moment to make sure the global average temperature does not exceed the limits established
by the Paris Agreement in 2015, thus preventing an abrupt and irreversible climate change. In the last few years, the degree of
concern and climate awareness has increased in society, as shown by different surveys all around the world, from Europe to
the United States. Nonetheless, global warming knowledge remains stalled. The general public does not even understand the
most basic science concepts about climate change.

The origin of this imbalance between awareness and knowledge is partly due to the manner in which mass media deal with
this issue, always reporting but never educating. The climate crisis, given its characteristics: global, slow and often invisible,
represents a challenge for the homo sapiens' brain ability. For that reason, communication cannot simply be based on the
typical news coverage of mass media. New instructional and educational formats are required. We need formats able to
contextualise each piece of news, making the invisible become visible, connecting different areas of the world, creating a
global mentality and, above all, conveying the transformational power of climate. Weather Stories format, published daily in
La Voz de Galicia newspaper, may be a good reference to achieve the goal of Article 12 of the Paris Agreement, since it
generates a 'social experience' based on a constant scientific learning process about climate change, by means of a series of
characteristics that make it unique: daily frequency, specialisation in scientific dissemination, commitment towards a historic
perspective and emphasis on teleconnections. A good example of this approach is the way in which the dissemination of a
physical concept such as the Jet Stream has been addressed.

Besides, the prominence of meteorology, climate and climate change in the press does not match the severity of the problem,
as reported by the scientific community, or the increasing concern in society. The press coverage depends on the latest news,
high impact extreme weather events, climate summits or relevant articles in scientific journals (Quesada et al., 2015). But apart
from this aspect, thoroughly investigated in the scientific literature, we must highlight that the content treatment in the press
features an excessively informational but non-educational approach. Yet scientific dissemination requires analysis, depth,
context and perseverance, so that the public can do, piece by piece, the complex puzzle that Earth's climate forms, while
understanding the role played by each piece (Belenguer, 2003). Approaching climate change from a dissemination point of
view and not from an informational one is a necessary step that mass media must take in order to succeed in making the
audience comprehend the nature of such an existential issue as global warming.

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