

Teach-In for Climate Justice

All-You-Need-to-Know Guide for Students

March 1st – 12th, 2010

Introduction	2
About the Teach-In	2
About goBeyond	3
So What Will the Teach-In Look Like?	3
<i>The Discussion Questions</i>	4
<i>What Happens After the Teach-In?</i>	4
How to Organize a Teach-In at Your School	5
How to “Sell” the Teach-In	6
Useful Tips	6
Making the Most of the Teach-In	7
<i>Connecting students with local initiatives</i>	7
<i>Maximizing results locally</i>	7
Appendices	8
Appendix 1: Local Follow Up Sheet For Students	8
Appendix 2: Sample Emails	9
Appendix 3: Sample Letter	10
Appendix 4: Faculty Sign-Up Sheet	11

Introduction

Post-secondary institutions are crucial grounds for turning our present into a more sustainable and prosperous future. Why? –They bring together diverse expertise, have large economic impacts, and are cradles of innovation. Post-secondary institutions draw together communities, government, and the private sector and shape their responses to new ideas. Most of all, post-secondary institutions educate our future leaders and community members, and in doing so, inform the decisions they will make in a rapidly changing world. So while post secondary institutions can and should go climate neutral in their operations, there is an opportunity to go *beyond* by creating broader community and regional solutions.

This is why Education is one of the key pillars of goBeyond, and a key focus of Sustainable Campuses. We envision an education system that connects the classrooms to the community to deliver knowledge with practical applications. We envision an education system that provides hubs for local solutions to climate change. And the Teach-In for Climate Justice is a key way to do this.

The goal of the Teach-In is to start focusing the resources at post-secondary institutions to tackle climate change issues. Through innovative and engaging curriculum, we have the capacity to shift our schools and communities toward low-carbon practices and a culture of sustainability. The Teach-In is designed to foster dialogue about the opportunity for our education to help our society address climate change. Educators and youth are critical players in shaping our sustainable future. We understand the limited amount of time and resources faculty and students have for extra initiatives. We have worked to make organizing the Teach-In as easy for you as possible by keeping the parameters flexible while providing the resources and support you need.

This guide will walk through the basics of what the Teach In is, a bit of background info on the project partners, and some tips and tricks for promoting the Teach In. If you have any questions, or would like to learn more, please email info@campusclimatenetwork.org

About the Teach-In

The goBeyond Teach-In is a proven success. Last year almost 400 faculty from 17 institutions across the province donated 15 minutes or more of class time to host discussions about climate change. In just a two-week period we engaged over 20,000 students in important dialogue about climate solutions and how their schools can contribute. Data collected from the Teach In was compiled into two reports with recommendations on how to support sustainability education, which were circulated to key decision makers within institutions and government.

This year the Teach In will build off the success of last year's project to explore the important issue of climate justice, and Canada's role in developing a just an equitable global solution. goBeyond is also partnering with the Sustainable Campuses project to take the project national

About goBeyond

The goBEYOND Project is mobilizing the energy, innovative ideas, and leadership of today's students to take on the challenges of climate change. As a youth-driven project, we are working with our peers and diverse campus stakeholders at 12 universities across BC to ensure our colleges and universities realize their potential for generating climate solutions that benefit our regions.

About the Sustainable Campuses Project

For over ten years, the Sustainable Campuses conference has been a leader in the campus sustainability movement in Canada. The Sustainable Campuses Project, coordinated by the Sierra Youth Coalition (SYC), supports Canadian university, college and CEGEP students' efforts toward researching, creating, introducing and implementing environmental and sustainability projects for their institutions

So What Will the Teach-In Look Like?

From March 1st to 12th, 2010, faculty members in all disciplines will facilitate class discussions or distribute assignments on climate change issues, climate justice, and the solutions pertinent to their discipline and institutions. goBEYOND provides the questions, a 3 minute introductory video, tips on how to facilitate a great Teach-In, and next steps for getting involved. We also collect the notes taken in each class and compile a report that we share with the teaching community, students, and other climate action stakeholders.

Little preparation is necessary for the Teach-In. Faculty members need not be experts on climate change. Instead, we invite you to use your discipline and research interests to stimulate dialogue. We ask that participating faculty members dedicate a minimum of 15 minutes of their class's time between March 1st and 12th to open a discussion on how your discipline can take part in solving the complex challenge of climate change.

To participate in the Teach-In between March 1st – 12th, 2010, professors are asked to either:

- Dedicate 15 minutes of class time;
- Dedicate a full class to discussion;
- Create an assignment for their students; OR
- Create a problem-based learning class module which works with stakeholders on a real-life climate-related problem that the class can help with in finding a solution

The goal is to have professors facilitate a dialogue with their students using the discussion questions provided below. This year, the questions are designed to explore climate justice and how specific disciplines can play a role in fostering equitable climate solutions for our local and global communities. The results of the dialogue will be compiled and shared as a resource for future action.



The Discussion Questions

These are the discussion questions we have provided for professors. We encourage professors to choose a tier of involvement and use these questions and suggestions as a guide, depending on how much time they are willing to commit to these important issues.

Tier 1: 15- 20 minute discussion

1. How can our discipline be part of creating a just and equitable climate solution?

Tier 2: Full class discussion

1. What is climate justice and what does it mean?
2. How does climate justice relate to this discipline?
3. What is Canada's role in developing a just and equitable climate solution?
4. What would climate justice look like on a global scale? What about national and local scales?
5. How can your academic discipline contribute to achieving this vision?

Tier 3: Assignment

1. Include a discipline-specific assignment in your course curriculum.
 - a. E.g. have education students create an activity that introduces climate change problems to kids and teaches them how to minimize their impacts.
 - b. <http://www.campusclimatenetwork.org/wiki/Education#Courses>

Tier 4: Regional Solutions Pilot Project

1. How can our region be climate neutral by 2050? Use a collaborative, problem-based approach to address a current climate-related issue in your region that is relevant to your discipline. Guidance/ resources provided on a case-by-case basis.
 - a. E.g. have students collaborate on a solutions-based project and have presentations of findings and recommendations to city/ town council
 - b. <http://www.campusclimatenetwork.org/wiki/Education#Courses>

What Happens After the Teach-In?

We envision the Teach-In as one of several starting points for an ongoing dialogue on climate change in BC's post-secondary institutions. We envision students challenging one another to go beyond climate-neutral in their own lives; students, faculty, and administration planning together to move their institutions beyond climate-neutral; and a network of people making the best use of post-secondary education's potential for their communities.

How to **Organize a Teach-In** at Your School

1. **Get a great team together!** Having 4-5 people that are working on the Teach-In together will help you hit the numbers you want, and ensure there is always someone to go door-knocking with.
2. **Set a goal.** How many professors do you want to participate? How many different disciplines? This can be a percentage-based goal (20% of all professors from our school!) or a hard target (we want to get 100 professors signed up).
3. **Get to know the resources.** Everything you need to know is in this document and in the Faculty Teach-In Guide. There is a lot of overlapping information, but read through them both to be sure you are comfortable with all the details.
4. **Get the word out there early on.** If a professor has heard about the Teach-In before you directly ask them to participate, they are more likely to sign up, particularly if they have heard about it from a couple different sources. Send email blasts out to your own professors, to deans and department heads, to the president of your university, to faculty list-serves. Ask key people to send it through their own networks. However, don't expect many professors to sign up when they see the email. You will need to do some face-to-face recruiting.
5. **Go face-to-face.** The most successful way to sign faculty up is talking to them! Students found that walking up and down office hallways talking to professors was a sure fire way to sign tons of people up in one go. Also professors respond well to being asked by students they know, or who are in their classes. Get members of your student group to approach all of their professors.
6. **Sign them up.** Faculty who want to sign up can either email info@campusclimatenetwork.org OR sign up through the local campus group (you!). If they sign up through you, ***you must email all the info to info@campusclimatenetwork.org yourself.*** All professors will be added to a Teach-In listserve, where they will be emailed periodic updates and any additional resources. Don't worry; they will not receive more than 2 or 3 emails from this list. (See sign up sheet in Appendices)
7. **Talk them through the note taking and follow-up.** One of the problems we encountered with the first Teach-In was confusion about how faculty could take notes and report their results. You can find more resources on this below in the Making the Most of the Teach-In section and the Faculty Teach-In Guide – but make sure to talk them through the process.
8. **Create ways for students to get involved after the Teach-in.** Fill out the *Local Follow Up Sheet for Students* (see Appendices) so that professors can tell their classes how to get involved after the Teach-In. Include info on what your group is about and your initiatives, any upcoming events, and how they can get in touch... and then get ready for an influx of volunteers! Once it's filled out, we can make sure all faculty from your school has a copy, or you can bring it with you when you're signing professors up in person.

How to “Sell” the Teach-In

These are some tips on how to frame the Teach-In when talking to professors. Make up a spiel and practice it a few times before going door-to-door. Most of all, be relaxed and yourself when inviting faculty to participate. Many professors want to take part in interesting and impactful initiatives such as this, but may have some reservations such as lack of time or feeling unprepared. Having these ‘selling points’ in mind will help you address any concerns they have.

- The Teach-In is flexible to faculty’s time and availability – it can be 15 minutes, an entire class, an assignment, or a practical problem-based module. It is not a lecture, so little preparation is involved.
- You don’t have to be an expert in climate change – this is about sparking a dialogue.
- Your class will be part of a province-wide initiative – with hundreds of other professors and thousands of students participating.
- goBeyond has already held 2 successful Teach-Ins in October 2008 and March 2009. Each one had about 200 professors and 10,000 students participating.
- Results will be compiled and shared with faculty, students, and key decision-makers. The results will guide future collaboration between faculty and students across the province.

Useful Tips

- Volunteers need a fair amount of support in door knocking, so it’s good to go in pairs, at least at first. Success was sensitive to the quality of the communication, so practice the spiel in advance and give each other feedback on how to be more effective.
- “It takes about 45 minutes to get 10 professors signed up if you walk up and down office hallways. I found that it was important to tell professors that no one was coming to their class and that if they wanted to do something slightly different than the proposed questions that would be ok. If people got 5 volunteers to commit to 3 hours each of door to door asking, it would be easy to get over 100 professors.”
- goBEYOND Volunteer
- “Talk to professors you’ve had classes with, and let them know how you think climate change relates to their discipline and why it would be successful. For those professors who are really enthusiastic about it, ask them if they have any colleagues who would be interested, and ask if they would let their colleagues know. Professors seem to be receptive when their fellow professors are doing it themselves.”
- goBEYOND Volunteer
- Provide as much notice as you can to allow faculty to work the Teach-In into their course plans. Encourage them to do it during the two week window of March 1-12, but if they will be discussing climate change at other points in their semester they can do it then as well.
- Some professors aren’t tech savvy, so reassure them that the technological demands are not high, and help them work through any questions they have.

- Be sensitive to the demands of faculty; try not get in a big push before midterms start, as they will be bogged down with marking afterwards.

Making the Most of the Teach-In

Connecting students with local initiatives

Here is your chance to bring more people into your group and let vast numbers of students know what your student group is up to! Ensuring that students have a clear way to get involved after the Teach-In is important to empower individuals and build momentum. Make sure you fill out the Local Follow-Up Sheet For Students (Appendix 1), send it to info@campusclimatenetwork.org or directly to the faculty you sign up, and we will make sure that your professors have it ready for their class on the day of the Teach-In.

We will also be encouraging students to attract media from their campus newspaper and/or radio station. Prior to the Teach-In, a press release template will be drafted and sent out to participating schools for distribution to their local media outlets. This will also be an opportunity to draw students into your organization and the projects you're working on.

Maximizing results locally

The Teach-In will be most effective if key decision-makers know that it's happening at your school, and see the results as a useful tool for building support and catalyzing change. Though a little extra work, it can be very effective to contact key people about this initiative in advance, and follow up with the results afterwards. Influential contacts may include individuals in upper administration, members of your senate or education council, staff responsible for campus facilities and operations, and existing sustainability champions.

For instance, one of the questions from the first Teach-In was "*What can our school do to reduce its climate impacts and help develop climate solutions for our community or region?*" Many ideas from large numbers of people were put forward, suggesting initiatives that their particular school could work on. This can be very effective for helping schools develop their own green strategies, or lending support for initiatives that you or your school are already working on.

If you are unsure of who to contact at your school, or would like support in developing your message, please don't hesitate to be in contact with us: info@campusclimatenetwork.org.

Appendices

Appendix 1: Local Follow Up Sheet For Students.

goBeyond Apathy: Get Involved! (SAMPLE)

Be part of a growing movement to see our schools and peers lead the way in solving the climate crisis...

On **your** Campus:

Local Organizations and Projects:

- Name/Title. Brief Description. Contact info.

Upcoming Events:

- Name/Title. Date. Brief Description. Contact Info.

Take the Teach-In to the Top:

- Share the outcomes of your Teach-In with decision-makers in your school: your dean, the vice-president of student affairs, your student union or the facilities manager may all be interested to hear how your class and your school can take action on climate change. Contact them directly, or through your local campus group.

With **goBeyond**:

Upcoming Events:

- Attend the **goBeyond Youth Action Gathering**, a six-day climate leadership training in the last week of August. Email info@campusclimatenetwork for more information.

Take the Challenge:

- Reduce your own carbon footprint, and then *goBeyond* by getting others involved and working together to make a climate-neutral world a reality. See www.go-beyond.ca for more details.

Join your local group!

Contact:



Appendix 2: Sample Emails

Sample email #1

Coming up soon! Teach-In for Climate Justice

Would you like your students to explore the relationship between academia and climate change? The goBEYOND Teach-In is designed to do just this. How? From March 1 – 12, 2010, join hundreds of other faculty for BC's second Teach-In on climate change. Dedicate 15-20 minutes of your class's time to a discussion on climate change, and help spark a province-wide dialogue on climate change issues in our homes, schools, communities, and province. The Teach-In requires very little preparation. An introductory video and discussion questions will be provided. Details may be found in the attached document. To sign up, please email Tria Donaldson, goBEYOND Project Manager at info@campusclimatenetwork.org.

Best,
Your name

Sample Email #2

Hello Professors,

This is an invitation to participate in the international Teach-In for Climate Justice happening from March 1-12, 2010. This initiative is supported by the <campus student/faculty group names>. There are a variety of ways for faculty to participate in the Teach-In, but it can be as little as dedicating fifteen minutes of class time to leading a discussion, or creating an assignment for students to explore topics relating to climate justice and your particular discipline.

The goal is to spark a province-wide discussion on climate change issues and solutions, and to share the ideas that arise across campuses. As an initiative of the youth-run goBEYOND Project, with partnership from the Sierra Youth Coalition and international organizations such as Africa's Inter-Varsity Environmental Network, the Teach-In is a first step in harnessing the unique resources of post-secondary institutions to go beyond climate-neutrality by creating climate change solutions in our broader communities.

Please note - this is meant to be a low-commitment but high-impact initiative. A short video and discussion questions are provided, along with a tip sheet on facilitating successful Teach-Ins. I have attached more information here on the Teach-In and the goBEYOND Project.

I hope you will join professors across BC and the world who will be engaging tens of thousands of students on this issue. To participate in the Teach-In or to have your questions answered, please contact <your name>, the goBEYOND <your position> at <your email> or <your phone number>.

Sincerely,
Your name

Appendix 3: Sample Letter

Dear <<Name of Recipient>>

Re: Teach-In for Climate Justice, <dates>

I am excited to tell you about the international Teach-In for Climate Justice, occurring from March 1-12, 2010. It is supported by <student/faculty campus group>. The Teach-In involves professors dedicating the first fifteen minutes of class time during the weeks of March 1 – 12, 2010 to leading a discussion on how the topic of the class relates to climate change and its solutions.

It is an initiative of the youth-run goBEYOND Project, with partnership from the Sierra Youth Coalition and international youth organizations such as Africa's Inter-Varsity Environmental Network. goBEYOND seeks to engage, inspire, educate, and support students in creating climate change solutions on their campuses by focusing on four pillars: Education, Planning, Challenges, and Training.

The goal of the Teach-In is to spark a province-wide discussion on climate change issues and solutions, and to share the ideas that arise across campuses. It is an important first step in harnessing the unique resources of post-secondary institutions to achieve climate-neutrality, and go beyond climate-neutrality by creating climate change solutions in our broader communities.

The Teach-In is meant to be a low-commitment but high-impact initiative. A short video and discussion questions are provided to professors by goBEYOND, along with a tip sheet on facilitating successful Teach-Ins. For more information and to participate in the Teach-In, those interested may contact <your name>, the goBEYOND <your position> at <your email> or <your phone number>.

I hope you will support this exciting initiative by encouraging <campus> professors to participate. They will be joining others like themselves across BC and the world who will be engaging thousands of students on this important issue.

Sincerely,

