



## Teach-In 2011: Climate Solutions-From Classroom to Community *All-You-Need-to-Know Guide for Students*

January 17th-28th, 2011

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### Education and GoBeyond

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. 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. We want to connect with you to make that happen.



## Introducing the Teach-In

The goal of the Teach-In is to educate and build awareness on the issues of climate change as they appear throughout many disciplines. We hope that such awareness inspires students and faculty alike to advance sustainability education within their classrooms. By engaging students in meaningful, educational dialogue 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. As such, we hope that the Teach-In will also allow us to support students and faculty in taking climate action within their classes, on their campuses and in their communities. 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](mailto:info@campusclimatenetwork.org)

## About the Teach-In

The goBeyond Teach-In is a proven success that encompasses many disciplines. Over the past three Teach-Ins, almost 500 professors from across BC and Canada donated 15 minutes or more of class time to host discussions related to climate change. In just a two-week period we engaged over 30,000 students in important dialogue about climate solutions and how their schools can contribute.

This year the Teach In will focus on success stories in the battle against climate change. It will ask classes to examine the ways in which their disciplines have contributed to these successes and what they can do now to continue this progress. goBEYOND is once again 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

### What will the Teach-In look like?

From January 17th to 28th, 2011, 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 ask that professors submit a short follow up to the Teach-In, either to a blog or word document, briefly detailing some of the most innovative solutions discussed within their classes. goBeyond will review these solutions and offer prizes to the classes who come up with some of our favourites.

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 January 17th to 28th 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 January 17th-28th, 2011, professors are asked to either:

- Dedicate 20 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 each disciplines contribution to real world success stories of climate solutions. It will also focus on how these contributions have resulted in meaningful community connections. The results of the dialogue will be compiled and shared as a resource for future action.

### 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: Connection. (20 Minute Discussion)**

1. How can the content in this course be applied to climate solutions?

**Tier 2: Action. (Full Class Discussion)**

1. How can the content in this course be applied to climate solutions?
2. What are some specific projects that your course could implement that would reduce the impacts of climate change?
3. How can we collaborate with other disciplines to implement our climate action projects?

**Tier 3: Application. (Class Assignment)**

1. goBEYOND and develop a class assignment that will stimulate your students to think outside the box
  2. Tailor your own, or use the discussions questions from Tier 2.
- Not sure what your assignment would look like? We'll connect you with a trained sustainability education peer at your school to provide some support.

**Tier 4: From Classroom to Community. (Project Based-Curriculum)**

1. goBEYOND the walls of your classroom and work with community partners to further climate solutions.
2. See our amazing database of success stories for ideas, and we can help you connect with a trained sustainability education peer at your school to provide additional support.

**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. If you come across any professors who are particularly passionate about bringing climate change issues to the classroom, suggest Sustainability Education Across The Province, or SEAP, another goBeyond initiative that helps to train professors in implementing sustainability education within their classes and campuses. To get more information on SEAP, e-mail [info@campusclimatenetwork.org](mailto:info@campusclimatenetwork.org)

**How to organize the Teach-In at your school**

1. **Get a great team together!** Canvassing instructors can be a great way to engage new volunteers, and help you hit your target.



## go BEYOND

2. **Recruit before January!** Instructors have told us again and again that they need lots of notice to do a teach-in - preferably before they design their second semester courses. Do as much recruiting as possible in October and November.
3. **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).
4. **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.
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. 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. If you can, try making short presentation at department meetings and ask instructors to commit then and there.
6. **Sign them up.** Faculty who want to sign up can either email [info@campusclimatenetwork.org](mailto: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 listserv, 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 submitting results and follow-up.** One of the problems we encountered with the previous 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. Also ask that they circulate the sign-up sheet, and tell them you'll be by afterward to pick it up and remind them to submit their class's best ideas.
8. **Pick up sign-up sheets, and get ready for volunteers.** This is also a chance to follow up with instructors to see how the Teach-in went. Once you have the filled out sign-up sheets, add them to your own campus group's list, send them to [info@campusclimatenetwork.org](mailto:info@campusclimatenetwork.org), and get ready for an influx of volunteers.

### 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 3 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 for the Teach-In

- 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. Roleplaying can be a very effective way of training volunteers.
- "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 January 17-28, 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 instructors pass out the sign-up sheet for students (Appendix 1), and ensure you pick it up.

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 whom 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](mailto:info@campusclimatenetwork.org).

## Appendices

### Appendix 1 Sign 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 a training! The Provincial Conference in January or the **goBeyond Youth Action Gathering**, a six-day climate leadership training in August are great options. Email [info@campusclimatenetwork](mailto: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](http://www.go-beyond.ca) for more details.

Join your local group!

Contact:





goBeyond Campus Climate Network

[www.go-beyond.ca](http://www.go-beyond.ca)





## Appendix 2 Sample Emails

### **Sample email #1**

Coming up soon! Teach-In 2011 - From Classroom to Community

Would you like your students to explore the relationship between climate change and the content of your course? The goBEYOND Teach-In is designed to do just this. How? From January 17-28 2011, join hundreds of other faculty for BC's fourth Teach-In on climate change. Dedicate 15-20 minutes of your class's time to a discussion on the links between classroom climate and community and help spark a province-wide dialogue on the role of higher education in addressing this most pressing of challenges. In its most basic form, 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 Sarah Stoner, goBEYOND Project Manager at [info@campusclimatenetwork.org](mailto:info@campusclimatenetwork.org).

Best,  
Your name

### **Sample Email #2**

Hello instructors,

This is an invitation to participate in the 2011 goBEYOND Teach-In - From Classroom to Community is happening from January 17-28. 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 and the content of our courses. As an initiative of the youth-run goBEYOND Project, with partnership from the Sierra Youth Coalition, 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-floor, high ceiling initiative. You can choose to use 15-20 minutes for a brief discussion, or devote an entire research project. 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 that 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 Faculty Sign Up Sheet**

<b>Instructor's Name</b>	<b>School</b>	<b>Department</b>	<b>Faculty</b>	<b>Class/Classes</b>	<b>Number of Students</b>	<b>How will you be participating in the Teach-In?</b>	<b>Email</b>	<b>Comments</b>