



## The goBeyond Teach-In 2011: Climate Solutions, From Classroom to Community

### *All-You-Need-to-Know Guide*

January 17th-28th, 2011

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### Introducing the Teach-In

The goal of the Teach-In is to start focusing the resources of post-secondary institutions to tackle climate change issues. Our education system has tremendous capacity to shift our schools and communities toward low-carbon practices and create a culture of sustainability through innovative and engaging curriculum. Moreover, the diversity in expertise at our colleges and universities create an optimal – yet underutilized – opportunity for inter-disciplinary collaboration in generating solutions; this year especially we would like to focus on the success stories in the battle against climate change. Portrayed in the media, the issue of climate change seems to become more disheartening each day, however, while it is one of the most serious challenges of our generation, we at GoBeyond have also witnessed firsthand the tremendous positive impact that faculty and students all over the world have begun to make. The Teach-In is about sparking a transformation at our schools through a dialogue between faculty, students, and the greater campus community. Together, we can move our institutions beyond climate-neutral by taking responsibility for our impacts and taking opportunities to create solutions with our communities.

Educators and youth are critical players in shaping our sustainable future, but we understand the limited amount of time and resources faculty have for extra initiatives. We have worked to make the Teach-In as easy for you as possible by providing the resources and support you need. However, all the materials we provide are guidelines only – feel free to get creative in order to make this initiative work for your class!

**Thank you** for the time you are taking to be part of this international initiative! You are making a tremendous difference, and we are grateful for your time and support.

Sincerely,  
The goBEYOND Team

## Teach-In Backgrounder

- 1.
2. Post-secondary institutions have the potential to catalyze climate change solutions in their communities. 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 people for our future, and in doing so inform the decisions they will make in a rapidly changing world.

- 3.
4. The goal of the Teach-In is to start focusing the resources at post-secondary institutions to tackle climate change issues. 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. Data collected from the Teach-Ins have been compiled into two reports with recommendations on how to support sustainability education, which were circulated to key decision makers within institutions and government.

5.

## Teach-In Details

- 6.
7. *So what will it look like?* From January 17th-28th, 2011, faculty members in all disciplines will facilitate class discussions on climate change issues and the solutions pertinent to their discipline and institutions by asking a series of questions. goBEYOND provides the questions, a 3 minute introductory video, tips on how to facilitate a great Teach-In, further support for involvement tiers 3 and 4 (developing assignments and regional solutions projects) 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 and other climate action stakeholders.

8.

9. 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-28th to open a discussion on how your discipline can take part in solving the complex challenge of climate change.

10.

## 11. What happens after the Teach-In

12. 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.

## The Discussion Questions

These are the discussion questions that we feel provide a good basis for thought-provoking dialogue. We encourage you to choose a tier of involvement that works with your schedule and use these questions and suggestions as a guide, depending on how much time you are willing to commit to these important issues.

**Tier 1: Connection. (15 Minute Discussion)**

- % How can the content in this course be applied to climate solutions?
- % How can our discipline contribute positively to reducing the impact of climate change?

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

- % How can the content in this course be applied to climate solutions?
- % How can our discipline contribute positively to reducing the impact of climate change?
- % What are some specific projects that your course could implement that would reduce the impacts of climate change?
- % How can we collaborate with other disciplines to implement our climate action projects?

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

- % goBEYOND and develop a class assignment that will stimulate your students to think outside the box
- % Tailor your own, or use the discussion 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)**

- % goBEYOND the walls of your classroom and work with community partners to further climate solutions.
- % 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.

**The 5 Step Teach-In**

1. **Read through this information package** and decide:
  - % Which tier of involvement you would like to pursue (pg. 2)
  - % Which discussion questions you will do with your class, or what type of assignment you will create (pg.2)
  - % How you will structure your discussion, assignment or regional solutions project (pg. 4)
  - % How you will submit results (pg.5)
  - % If there are any pre-readings you would like your class to do
2. **Sign up and help spread the word!**

- % To sign up, email [info@campusclimatenetwork.org](mailto:info@campusclimatenetwork.org) with your name, faculty, class, number of students participating, which tier of involvement you have decided to commit to and which discussion questions you will use.
- % Set aside a minimum of 15 – 20 minutes during your class for the weeks of January 17<sup>th</sup>-28<sup>th</sup>, 2011
- % Forward an email or talk to 3 colleagues about the Teach-In!

**3. Tell your class about it in advance**

- % 1-2 classes ahead of time, let your students know about the discussion
- % Ask for a volunteer note-taker ahead of time (note: taking down results into a word document will make it easier for you to get this back to us! Encourage note-takers to bring a laptop!) We're looking for *highlights* from group discussions, not an essay!
- % Emphasizing the diversity of disciplines and number of schools involved helps people feel part of something large and exciting—this year, we want to inspire students by focusing on collaborations and success stories.
- % Pre-readings, assignments or thought-provoking questions can be helpful to get students thinking about these ideas in advance, and make for deeper, more fulfilling conversations during the Teach-In (though this is optional!)—pg. 5

**4. On the day of, make sure you're prepared logistically.** You'll need:

- % The video (downloaded, or the internet link)
- % The discussion questions you decided on
- % Links to the online survey
- % The local follow-up sheet to help your students take the next step and get involved

**5. After the Teach-In, send in your results then fill in the survey and have your students do the same!**

- % Submit results to [info@campusclimatenetwork.org](mailto:info@campusclimatenetwork.org)
- % Faculty Survey: <http://www.surveymonkey.com/s/7KBCTN8>
- % Student Survey: <http://www.surveymonkey.com/s/MLDRHGZ>
- %

**Tips for a Dynamic and Engaging Teach-In**

1. Have FUN!
  - % Above all – the more enthusiastic and supportive you are, the more your class will be excited to participate and the more creative the ideas they will generate!
2. Make it visual
  - % Have the questions up on the blackboard or on a projector
  - % Having students put answers up on the blackboard, or the \*note-taker type through the projector will make it more interactive for participants
3. Make time for small group discussions
  - % No matter the size of your class, people will be more comfortable having small group discussions and bringing ideas back to the larger group. Below are 3 ideas on how to structure your discussions and capture the ideas from your class.

- a) *Open Space (can cover more in less time, requires follow-up)*
- Have the discussion questions posted around the room
  - Have a designated note-taker\* at each station, and allow for students to participate in the discussions that most interests them (this will also “meet students where they’re at” with regards to thinking about these ideas)
  - Encourage students to move between stations if they want, which helps cross-pollination of ideas
  - Allow some time at the end for the note-takers\* to share the key findings from each question
  - Have 1 student collect notes from the 4 stations and compile the results
- b) *Large Group Discussion (slightly more time required, but less follow-up)*
- Have students brainstorm ideas for 1 minute with their neighbour on one of the discussion questions, and then bring it back to the large class to share and discuss for 2-5 minutes
  - Repeat for the other discussion question(s)
  - Ensure there is a note-taker\* for large group discussion section
- c) *Small Group Discussions*
- Have people get into groups of 2-8
  - Groups can move through the questions, or focus on ones they are more interested in (alternatively, you can split the class up so different groups discuss a specific question the whole time)
  - Have people write down a summary of their answers on a piece of paper and submit it to a note-taker\* for compilation; OR have the questions on the blackboard and invite people from the class to write their ideas on the board, with a note-taker typing up what is presented.

\*NOTE: Please encourage note-takers to record only the *highlights* from discussions

### Submitting Results

*We will be using 3 avenues for collecting results and feedback this year. Please try to participate in all of them and have your students do the same!*

1. Results
  - a. Send in your results directly to [info@campusclimatenetwork.org](mailto:info@campusclimatenetwork.org). A *goBeyond Teach-In 2011 Results* document is attached for use as a template.
    - i. Ensure the note-taker(s) have this document ahead of time and email the completed copy to you for submission
    - ii. Document is sent to all participating-faculty members prior to the teach-in
    - iii. NOTE: we are looking for *highlights* from class discussions

2. Surveys
  - a. Have your students complete an online survey
  - b. Complete the faculty survey yourself!
  
3. Online discussion forum
  - a. Log on to Facebook and find the goBeyond Teach in 2011 Group  
([http://www.facebook.com/event.php?eid=163283997032604#!/home.php?sk=group\\_160847017269054](http://www.facebook.com/event.php?eid=163283997032604#!/home.php?sk=group_160847017269054) )

### Making the Most of the Teach-In

#### ***Connecting students with local initiatives***

Ensuring that students have a clear way to get involved after the Teach-In is important to empower individuals and build momentum. Where we are working with local student groups, faculty will be provided with information on campus initiatives, as well as how they can get involved with goBeyond. See Appendix 1 for a sample template.

#### ***Pre-Teach-In materials for professors and students***

Here are some examples of success stories from the classroom to the community:

1. ENVR 400 project at UBC where students chose and developed a project that saw them conduct an eight-month review of Metro Vancouver's solid waste management strategies and make recommendations based on their research.  
% <http://www.straight.com/article-332598/vancouver/incinerator-opponents-fired-fight>
- 2.
3. UBC researcher Alejandro Rojas is launching The Think&EatGreen@School Project which aims to connect Vancouver K–12 students to food and sustainability issues while helping schools lighten their ecological footprint and reduce greenhouse gas emissions.  
% <http://www.publicaffairs.ubc.ca/2010/06/03/helping-students-chew-over-their-food-sources/>
- 4.
5. UVic engineering students partner up with industry to help companies design alternative energy systems.  
% [http://web.uvic.ca/sustainability/assets/pdfs/GG\\_ENGR\\_141107.pdf](http://web.uvic.ca/sustainability/assets/pdfs/GG_ENGR_141107.pdf)
- 6.
7. The Haida Gwaii Higher Education Society (HGHEs) is a non-profit organization whose objective is to develop and deliver field-based natural resource management and conservation programs to university students in Haida Gwaii, British Columbia (previously known as the Queen Charlotte Islands).  
% <http://www.haidagwaiisemester.com/>
- 8.

**go  
BEYOND**

9. The following videos are designed to offer a range of choices for your students to learn more about the science of climate change. Students can find more information on the solutions to climate change on our website at go-beyond.ca.
- 10.
11. Science of Climate Change:
12. 1. A Basic Introduction to Global Warming (1 minute): · <http://www.youtube.com/watch?v= XDhuDEWSu4> 2. A Basic Introduction to Global Warming (1 minute): · <http://www.youtube.com/watch?v= XDhuDEWSu4> 3. 350.org's Animation on GHG Emissions, Targets, and Action (1.5 minutes): · <http://www.350.org/en/animation> 4. Wake Up, Freak Out, Then Get a Grip (11 minutes): · <http://vimeo.com/1709110> 5. Al Gore's TED Conference Talk on Climate Change (27 minutes): [http://www.ted.com/index.php/talks/al\\_gore\\_s\\_new\\_thinking\\_on\\_the\\_climate\\_crisis.html](http://www.ted.com/index.php/talks/al_gore_s_new_thinking_on_the_climate_crisis.html)
- 13.
14. ***Maximizing results locally***
- 15.
16. 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. You may opt to contact key people about this initiative and/or encourage your students to. 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.
- 17.
18. 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.
- 19.
20. ***Follow up for faculty***
- 21.
22. GoBeyond is committed to supporting faculty and students in integrating climate change and sustainability into their curriculum. Here are some ways that you can continue building on the ideas of the Teach-In once it is over:
- 23.
24. ***1. Share your curriculum***  
We are looking for examples of projects or class curriculum that result in a more sustainable campus community. Does your class in some way shift personal behaviour, campus culture or campus operations? Share your syllabi, course outlines, marking schemes, or project ideas by sending them to info@campusclimatenetwork.org.
25. ***2. Organize a workshop for a group of faculty***  
If you are able to organize a group of 5 or more faculty, goBeyond will facilitate a workshop that examines sustainability education, best practices, and begins to explore

how you might integrate this lens in your own classroom. Contact [info@campusclimatenetwork.org](mailto:info@campusclimatenetwork.org) for more information or to book the workshop.

*3. Attend Sustainability Education Across the Province (SEAP-BC)'s pilot 2.5-day short course (May 2011)!*

This course will bring together staff from institutions across the province to talk about integrating sustainability into our curriculums. Faculty and other campus stakeholders who participate will leave the intensive with a workshop that they can deliver to their colleagues, as well as the tools they need to build a community of practice and provide continued support. SEAP-BC is a collaborative initiative, and builds off other effective train-the-trainer models such as the [Sustainability Education Across the Curriculum Leadership Workshops](#) hosted by the Association for the Advancement of Sustainability in Higher Education (AASHE). Contact [mbaynham@campusclimatenetwork.org](mailto:mbaynham@campusclimatenetwork.org) for more info.

26.

27. **Appendix 1: Follow up sheet for students**

28. **goBeyond : Get Involved!**

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

30.

31. **On your Campus:**

32. Local Organizations and Projects:

33. · Name/Title. Brief Description. Contact info.

34. Upcoming Events:

35. · Name/Title. Date. Brief Description. Contact Info.

36. Take the Teach-In to the Top:

37. · 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.

38.

39. **With goBeyond:**

40. Join our Discussion Forum:

41. · <http://www.facebook.com/topic.php?uid=29481496735&topic=13170>

42. Upcoming Events:

43. · Attend the **goBeyond Youth Action Gathering**, a six-day climate leadership training in the last week of August. Email [info@campusclimatenetwork.org](mailto:info@campusclimatenetwork.org) for more information.

44. Take the Challenge:

45. · 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.

46. Join your local group!

47. Contact: [info@campusclimatenetwork.org](mailto:info@campusclimatenetwork.org)



50.

## Appendix 2: Database of Success Stories

- 51.
52. **Course Title:** Engineering and Environmental Sciences
53. **School:** UVic
54. **Course Description:** In the summer of 2007, a pilot course in UVic’s Design Engineering Office’s Sustainable Energy Systems Design Projects, in UVic’s Faculty of Engineering, provided an opportunity for engineering students in the final year of undergraduate studies to apply their technical, creative and teamwork skills to significant real-life projects. Six student teams worked closely with industry representatives to design sustainable energy systems based on industry needs.
- 55.
56. [http://web.uvic.ca/sustainability/assets/pdfs/GG\\_ENGR\\_141107.pdf](http://web.uvic.ca/sustainability/assets/pdfs/GG_ENGR_141107.pdf)
- 57.
58. **Course Title:** CHEM 302, Environmental Chemistry
59. **School:** UNBC
60. **Course Description:** The Ring Road at UNBC was first designed as a two way road, but in 2002, the road was converted to a one way road to increase overall parking capacity at the university. This change meant that any car entering the Ring Road would have to eventually travel the road's entire 969 meter length before leaving campus. The Chemistry 302 class, as part of Go Beyond for Climate Change, performed a study to estimate the reduction of CO2 emissions that would result from returning the Ring Road to its original two way traffic pattern. Currently, vehicles collectively travel a distance on the Ring Road every week that would be equivalent to more than a driving trip across Canada. The results of this study showed a change in traffic pattern from one way to two way would lead to a reduction in the CO2 emissions from 41.2 tonnes to 24.7 tonnes from the first day of classes in September to the last day of exams in April. This estimate of 16.5 tonnes in reduced CO2 emissions is conservative because travel on the Ring Road in evenings and weekend was not included.
- 61.
62. **Course Title:** ENPL 304: Mediation, Negotiation & Public Participation
63. **School:** UNBC
64. **Course Description:** Worked with the City of Prince George to plan and facilitate youth workshops to inform the development of the city's Integrated Community Sustainability Plan.
- 65.
66. **Course:** AGSC 450 “Land, Food and Community III”
67. **School:** UBC
68. **Description:** In this course students partner with various professional members of the UBC community to explore the carbon and ecological footprints of various avenues of food production and consumption at UBC.
- 69.
70. **Course:** ENVR 400 capstone project
71. **School:** UBC

72. **Description:** Students chose and developed a project that saw them conduct an eight-month review of Metro Vancouver’s solid waste management strategies and make recommendations based on their research.
- 73.
74. **Course:** Forestry Sustainability; not a course, but rather a project encompassing the faculty and student community.
75. **School:** UBC  
**Description:** Student volunteers from the faculty of Forestry aim to educate fellow undergrads about sustainability related initiatives at UBC and within the community at large. They also run a “living atrium” project and facilitate several small composts within the forestry sciences building.



## go **BEYOND**

Across the province, students and faculty are putting their heads together to come up with climate solutions; from classroom to community. Let's share our great ideas! Please fill out the following form with highlights of your discussion during the goBEYOND Teach-In 2011. The top ideas will be featured on the goBEYOND website and circulated to participants around the province. The goBEYOND project is about collaboration, innovation, and working together---great ideas are even greater when they are shared.

Campus:

Course Title:

Number of Participants:

Contact:

**Highlight #1**

**Highlight #2**