



CITIZENS
OF THE FUTURE



BETHE CHANGE
EARTH ALLIANCE

CLIMATE FELLOWSHIP

2018/2019 Fellowship Handbook



CLIMATE fellowship



Acknowledgements

BTCEA would like to acknowledge that we are grateful for the opportunity to live, work, play, and learn on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam), selílwitlh (Tsleil Waututh), sk̓wxwú7mesh (Squamish), Stó:lō, sc̓əwaθən (Tsawwassen), and q̓ʷa:n̓áʻən̓ (Kwantlen) peoples.

The Climate Action Champions program relies on the support of BTCEA’s community of sponsors and partners to succeed in its goal to inspire school-based climate action.

Various staff and volunteers at Be the Change Earth Alliance have worked on components of this initiative, and the supporting materials and frameworks, including: Erin Leckie, Maureen Jack-LaCroix, Jillian Treadwell, Eugenia Serrano, Jude Crasta, Jen Holden, Nicola Wilson, Laurel Sleight, Julian Villafuerte Diaz, Celine Leroudier, Parisa Pajoo, Samantha Dadd, Alexandra Waterkeyn-Barnes, Rosalyn Cameron and Corinne Cote.

We would like to thank our teacher champions and school district partners across the Lower Mainland for going the extra mile to help roll out this initiative. We would also like to thank youth champions for their insight, passion, and outreach.

The various frameworks and content included within this program have drawn upon the works of Dr. Per Espen Stoknes, Dr. Marshall Ganz, Ken Wilber, and Organize BC.

All programs, whether large or small, need support through personal efforts to ensure success. However, financial or in-kind resources and support can be very crucial to ensuring the success of the various goals that need to be achieved. We thank the following organizations for being amazing sponsors of the work we have performed as a part of the Climate Action Champions Initiative.

This project was undertaken with the financial support of:
Ce projet a été réalisé avec l'appui financier de :



Environment and
Climate Change Canada

Environnement et
Changement climatique Canada



The Hamber
Foundation
Bettering the lives of British Columbians



Van Tel/Safeway
Credit Union Legacy Fund



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Be The Change Earth Alliance

Be the Change Earth Alliance is a Vancouver-based, charitable organization that empowers individual and collective change for a resilient, just, connected, and sustainable world.

We create new and innovative space for holistic sustainability learning in the education system through:

- developing and delivering school programs & resources for educators, learners, and partners
- fostering a community of leaders through capacity building and tools to support change

We provide educational programming that **engages** citizens in understanding their role in fostering global sustainability solutions. We believe that when an individual's passion for action is **activated**, they shift their behaviours and lead meaningful sustainability changes in their homes, schools, workplaces, and communities. We believe that a collective of engaged and activated citizens has the power to shift our cultural norms, creating a more sustainable shared future.

Our core programs currently being offered are SLS: Student Leadership in Sustainability and Citizens of the Future. BTCEA also provides specific educational programming on waste, connected to our Waste Watchers program.



100,000+
Sustainability Actions
committed



700+ Tonnes
CO₂ Equivalent Reduced



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BE THE CHANGE
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CLIMATE FELLOWSHIP

WHAT IS THE CLIMATE FELLOWSHIP?

Through our Citizens of the Future initiative, we support and empower youth across the Lower Mainland to take environmental action (actions that tackle environmental issues such as climate change).

The Climate Fellowship is a **leadership training and fellowship program for youth that are engaged in sustainability and social justice and looking for opportunities to increase their leadership skills.** Students will be supported as they bring projects that address climate change to their school.

WHY BECOME A CLIMATE FELLOW?

Training: develop leadership and project planning skills.

Networking: building relationships and connections with like-minded peers.

Inspiration: project ideas, tools for success, and inspiring stories.

Ongoing project support: virtual meetings, possible mentorship, or a school-wide assembly

Acknowledgement: recognition for student success and efforts.

WE'RE LOOKING FOR STUDENTS THAT:

- **Have a passion for sustainability and dedication to bringing a Climate Action Project to their school.**
- **Are willing to lead others in taking action.**
- **Have the capacity to bring Climate Action to their school.**

“The Fellowship, the whole training session, was just this ability to understand what it takes to make something that’s going to be effective, what it takes even just to start – to get people involved... and realizing that it’s going to be possible it’s just going to take a few steps”

– Kisa, Grade 10 Student, Seaquam Secondary

FIND OUT MORE

takeclimateaction.ca/fellowship

Be the Change offers a wide variety of services and programs for students and teachers including curriculum support resources, professional development, workshops, and assemblies. For more information, check out www.bethechangeearthalliance.org or email us directly at admin@bethechangeearthalliance.org.



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Climate Fellowship Timeline

OCTOBER
Climate Fellow Leadership Training
NOVEMBER - MARCH
Webinars
Personal Actions
Climate Action Projects – Planning and Implementation
MARCH-MAY
Sharing and Acknowledgement

Key Contacts

NAME	ROLE	EMAIL ADDRESS	PHONE NUMBER (IF APPLICABLE)
BTCEA Team	BTCEA	admin@bethechangeearthalliance.org	604.269.9874
Julianne Pickrell	Abbotsford District Point Person	Julianne.Pickrell@abbyschools.ca	604.269.9874
	Abbotsford District Student Point Person		
	Vancouver District Student Point Person		
	Delta District Student Point Person		
	Your accountability buddy		
	Possible mentor or mentee		



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How do I complete the Climate Fellowship?

The Fellowship is meant to give extra support for the actions and projects that students are already interested in, giving them more resources, additional inspiration, and further leadership opportunities.

To complete the Climate Fellowship Program you will need to:

- ATTEND:** participate in the Climate Leadership Training on October 12, 2018 with other youth from Abbotsford, Vancouver, and Delta.
- DIALOGUE:** maintain contact with BTCEA and other fellows throughout the 2018-2019 school year (e.g. collaborating with other fellows online or in person, answering emails, responding to surveys).
- CONNECT:** participate in at least 2 collaborative virtual workshop/webinars (BTCEA will offer 2-4 workshops on pertinent topics).
- ACT:**
 - Lead or co-lead at least one larger project at your school that helps reduce school-wide greenhouse gas emissions (e.g. waste audit, school garden, bike to school week, Climate Action week, etc.).
 - Take at least 7 personal “Climate Actions.”
- COLLECT:** track and collect data related to the project for example impact statistics and photos. Please refer to the Data Collection Project Reporting document (C6).
- SHARE:** supported by BTCEA, students will share their story through at least one of many creative options including blog posting, video, presentation, poster, visual art, or spoken word. We will also encourage students to share their stories with their schools and districts for additional recognition.



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Recording Your Ideas and Stories

Write down any ideas of cool projects, ways of reaching people, specific actions, or other action items that come up as you are listening, sharing, and participating. What examples are coming up? Who could you connect with about these ideas? Do they fit onto any of the frameworks? Could they?

Ideas (yours or others)	Examples



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COMMIT TO ACTION

ENERGY



EN1 Turn down thermostat in home by 2 degrees * 3 nights

EN2 Swap out 1 incandescent light bulb in the home for an LED

WASTE



WA1 Donate one working computer or cellphone

WA2 Do not purchase any new clothes or accessories for 2 weeks

WA3 Compost all organic waste in your household for week

WA4 Waste Free lunch * 3 days

FOOD



FD1 Eat vegetarian or vegan for a day

FD2 Eat vegetarian lunches * 3 days

TRANSPORTATION



TR1 Carpool with at least 1 other person for 5 km

TR2 Walk, bike, or take transit for 5 km (instead of driving)

LAND & WATER



LW1 Plant a tree

LW2 Install a low flow shower head in your home

FIND OUT MORE

takeclimateaction.ca/committoaction

Bethe Change offers a wide variety of services and programs for students and teachers including curriculum support resources, professional development, workshops, and assemblies. For more information, check out www.bethechangeearthalliance.org or email us directly at admin@bethechangeearthalliance.org.



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Training Day Evaluation

Name: _____

We hope you enjoyed taking part in the Climate Action Fellowship Training and that you have learned something new and feel empowered to take meaningful action! Please take a few minutes to fill out our short survey to ensure that workshops like these can serve to empower and support students in taking meaningful climate actions.

Think about the Climate Fellowship Training and reflect on what you have learned and gained from it.

1. What stands out from the day?
2. Are there any parts of the training you would change? Do you have any suggestions?
3. Do you have any questions regarding the Fellowship?
4. What impact did this training have on you? (e.g. outlook, behaviour, understanding, knowledge)
5. As a Climate Fellow, what is the next step you are planning on taking?
6. Do you feel more prepared to take on informed leadership? (1 being not at all, 10 being completely prepared)
1 2 3 4 5 6 7 8 9 10
7. Overall, how would you rate this training? (1 being useless, 10 being awesome)
1 2 3 4 5 6 7 8 9 10



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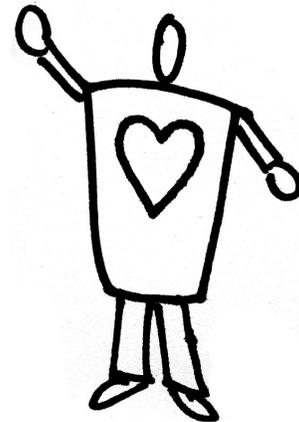
Models & Tools



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Head, Heart, Hand





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BTCEA Engagement Ladder





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The 5 S's of Impact & Influence

How to transform 'apocalypse fatigue' into action on climate change

Apply these 5 S's to any project, messaging, or workshop you do to ensure successful climate communication, reach the greatest number of people, and empower action.



Social – make it relatable, relational, and relevant

To overcome having an issue or solution seem far away and unconnected to someone's personal life or community, use the power of social networks and social norms and try to do the following things:

- Use local examples of how the issue or solution is already 'in our backyard' or will be in the coming years.
- Use examples that connect to existing communities (family, friends, neighbours, clubs, schools, etc.).
- Try to spread solutions or initiatives in your circles first, in a way that others can see and join in, making it 'social' (once your neighbour has a solar panel, then 2 others do, it spreads!).



Supportive – turn doom into solutions that benefit us all

About 80% of media articles use catastrophe narrative when informing and asking for action on Climate Change. This can create wide-spread 'apocalypse fatigue' which is numbing people instead of inspiring action. To change to a more inspiring narrative try:

- Consider the personal and community benefits. Most 'climate actions' have many benefits beyond positively impacting the issue we are focusing on. Will this action make you healthier, increase safety, create new green jobs for the economy, or be fun and connective for our communities?
- While informing people, highlight 3 positive facts or benefits to each 'scary' fact. This makes change empowering and tempting instead of scary, which 'disconnects' your audience.
- Can you imagine a world where we are taking the action needed and our societies are better off because of it? Hold that vision yourself and with others when approaching these topics.



Simple – make taking action easy or even built in

When necessary climate actions are too inconvenient, multi-stepped or overwhelming, people may avoid taking action. They justify their inaction by comparing themselves with others that are taking less action to make themselves feel better. To set people up to successfully take environmental action, try:

- Organizing events or asks in a way that makes taking action easy by removing barriers and having built-in support (e.g. organize a ride-share that encourages people to carpool, or provide transit details, so those low-carbon choices are easy).



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- Start by inviting others to take easy attainable actions, with a few choices, and a given, realistic timeline. Once you do something 7 times it starts to become a habit, so consider that number. Think SMART goals, if you've learned that model.
- Build easy environmental decisions into your plans and systems (e.g. use smaller plates that encourage less food waste, or incorporate actions into existing workshops or events). Even the location of recycling, landfill, and organics bins, can make making the sustainable choice easier.

★ Signal – share the tangible progress made!

Sharing success is one way that we can overcome people avoiding difficult topics, even if they know something about it. Share insights and figures that highlight progress and success stories. Use a variety of clear indicators to provide feedback on progress. Here's some tips on how to do this:

- Where possible, collect numbers on how many people you have informed, engaged, activated, or invited to lead. This inspires others and shows that progress is possible! If you can say how many actions people have taken, GHG's reduced, or systems changed, people will take you and your message more seriously.
- Other indicators may include a happiness index, planetary boundaries, or ecosystem health and nature index.
- Use relevant and reliable facts, statistics, and figures that relate to the initiative you are part of.
- Presenting facts and numbers is what signal is focused on, but when looking at evaluation for sharing, make sure to include qualitative, anecdotal, or even story telling as well.



Stories – use relatable stories to reach others

We can spread more climate action by telling personal, relatable stories that avoid apocalypse narratives. Solutions can conflict with or challenge existing values and identity, in which case people may reject, deny, or oppose solutions and facts that threaten these values and ways of being. To speak to larger demographics with different experiences, you need to tell stories with universal value that touch on our commonalities and success of overcoming adversity or challenges.

- Identify what stories you, personally, can tell about the moments that impacted you or times you made different choices that were harder, but worked out. What values, structures, situations, and feelings do you think others would or could relate to? Can you relate your story to places and things that may be dear to your audience?
- Work on refining and including stories, in concise, clear, relatable, and accessible language.
- Use stories that are visual and vivid, exciting, humorous, or witty.
- Are there success stories from people in your community or others that you could tell that would reach more audiences or that hit home some more universal values or concerns?
- What stories aren't being told? Who really needs to be reached? What types of stories would reach them? How can we speak to those that need to hear these messages?

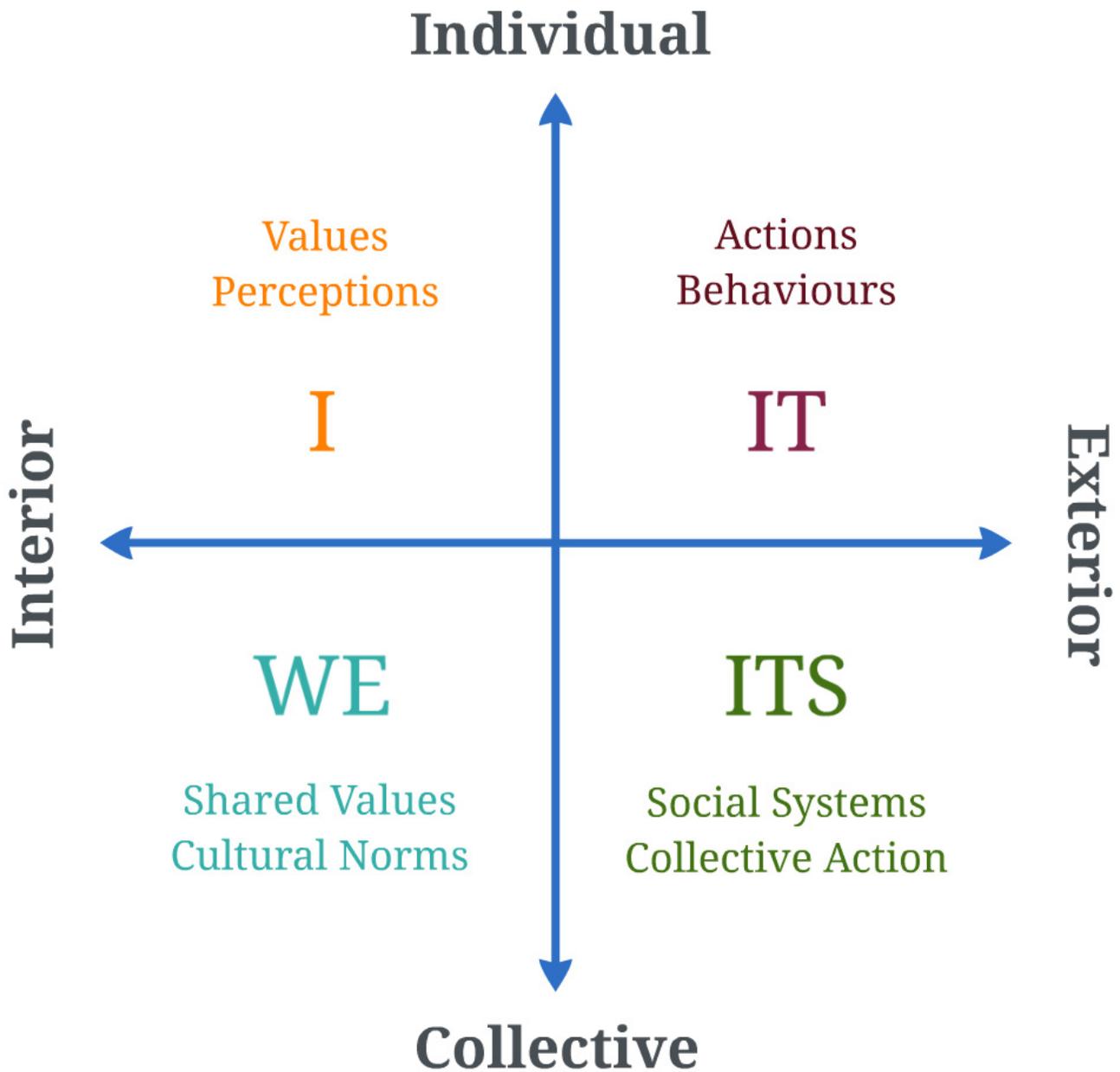
***Model Adapted from Per Espen Stoknes, Author of What We Think About When We try not to think about Climate Change.**
"What We Think About When We Try Not To Think About Global Warming; Toward a New Psychology of Climate Action"



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The Integral Model





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Creating a Theory of Change

In order for change to materialize in the projects we undertake, we need to have a clear understanding of what that change looks like and how it can come about. With this understanding, we can plan and work accordingly to achieve the goals that we set out for ourselves. The Theory of Change statement model provides a simple, yet effective way to articulate and understand our action strategies.

**“If we do (STRATEGY)
Then (STRATEGIC GOAL or ACTION)
Because (ASSUMPTION)”**

STRATEGY is the plan of action that you are looking to implement and is a simple summary of the larger climate action project you are undertaking. STRATEGIC GOAL is the reason why you are undertaking a project (i.e. what you hope to achieve). ASSUMPTION is a short statement that outlines the connection (and underlying assumption) between your STRATEGY and STRATEGIC GOAL. Having ASSUMPTION statements that represent simple and strong connections between your STRATEGY and STRATEGIC GOAL will support the success of your endeavour. It is always good practice to consider testing your ASSUMPTION statements.

Let's take a look at some examples...

Climate Action Fellows Theory of Change: **IF** we give young passionate students the resources and approaches to be impactful climate advocates, along with leadership opportunities and some mentorship, **THEN** they will empower their peers and school communities to take small and large climate actions, **BECAUSE** youth have the ability to influence great change in their schools and communities if given the right opportunities and support.

BTCEA Theory of Change: **IF** we provide 21st century educational programming that meaningfully engages educators and youth in understanding and acting on global sustainability solutions, **THEN** they will become activated to shift their behaviours and worldviews and lead cultural change **BECAUSE** teachers and youth are powerful activators of societal change, influencing the values and behaviours of their families, and greater communities.

*Model retrieved from Organizing: People, Power, Change from the original work of Dr. Marshall Ganz. November 2015.



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Climate Projects



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Climate Project Brainstorm

Your Climate Action projects will be larger than the individual actions you take; they will reduce GHG emissions while creating awareness and changing systems. Think of the types of things that you would categorize in the WE and ITS quadrants of the Integral Model. Try to choose projects for which you can calculate carbon emission reductions, but if that is not possible for the project you are most interested in, that is fine as well.

Below are some examples that others have done in their schools.

Foods

Reduce your carbon 'foodprint' by:

- creating or expanding home and school gardens
- implementing school 'meatless' days once a week
- making changes to cafeteria menu options
- replace an international food product with a local product by implementing sustainable food sourcing policies

Waste & Consumerism

Reduce your carbon 'wastepint' by:

- conducting a waste audit
- reducing organics going to the landfill through improving bin signage
- having a zero-waste day
- implementing waste stream monitoring
- banning single-use disposables or water bottles
- having an e-waste collection drive
- educating staff on waste challenges and options and give them resources for their classroom

Energy & Transport

Reduce your energy consumption by:

- implementing a bike to school week
- conducting energy monitoring
- getting LED lights donated to your school
- advocating for renewable infrastructure investment
- having ugly sweater days (where you turn down the heat)
- do energy audits and remove items that are pulling phantom energy

Land

Improve your school's appreciation for the natural world by:

- creating an outside learning environment,
- joining or starting a beach or park clean-up
- supporting a Federal Environmental Bill of Rights
- organizing a tree planting day



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Project Brainstorm – What are your ideas?



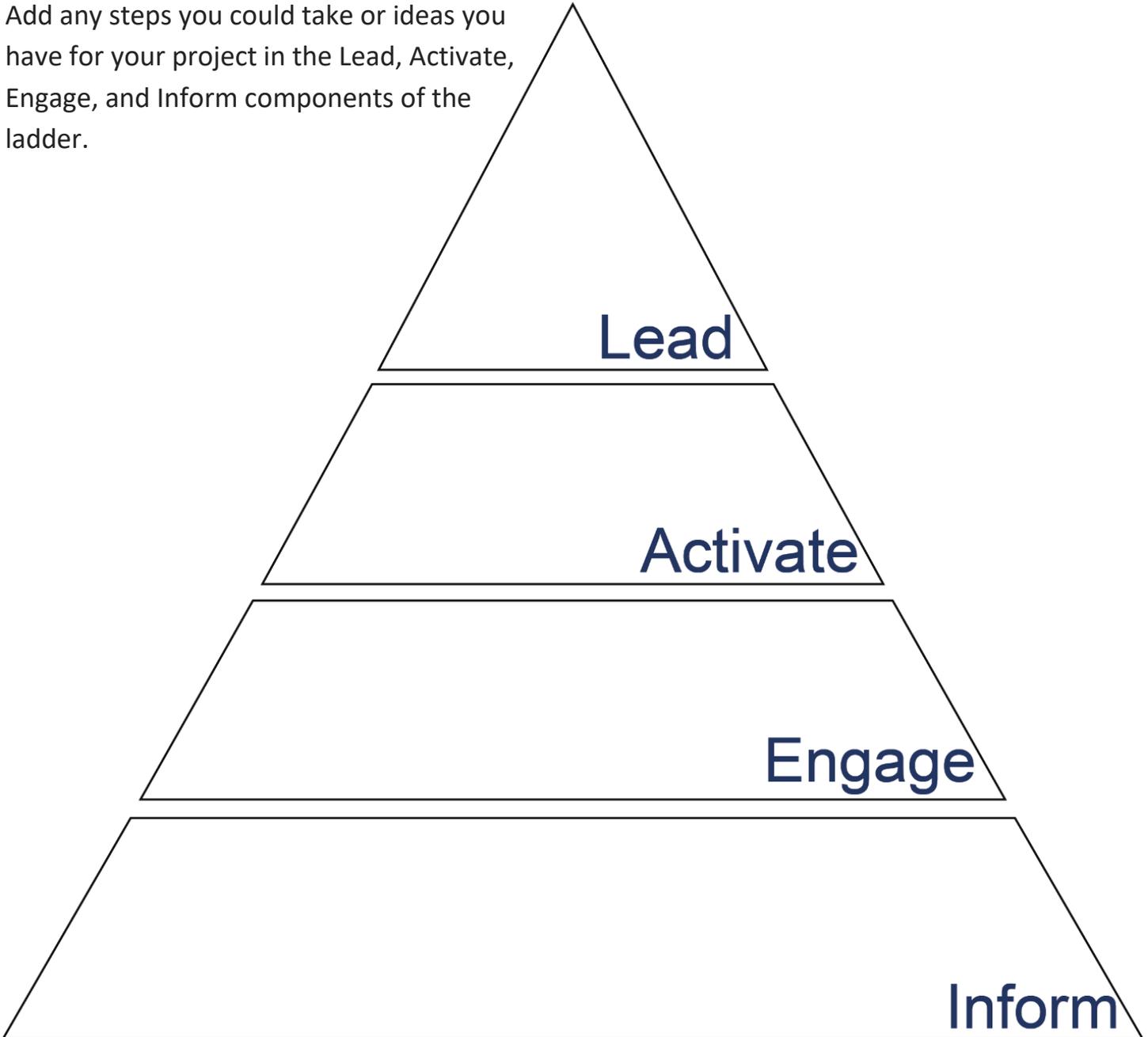
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BTCEA Engagement Ladder

Name: _____

Add any steps you could take or ideas you have for your project in the Lead, Activate, Engage, and Inform components of the ladder.





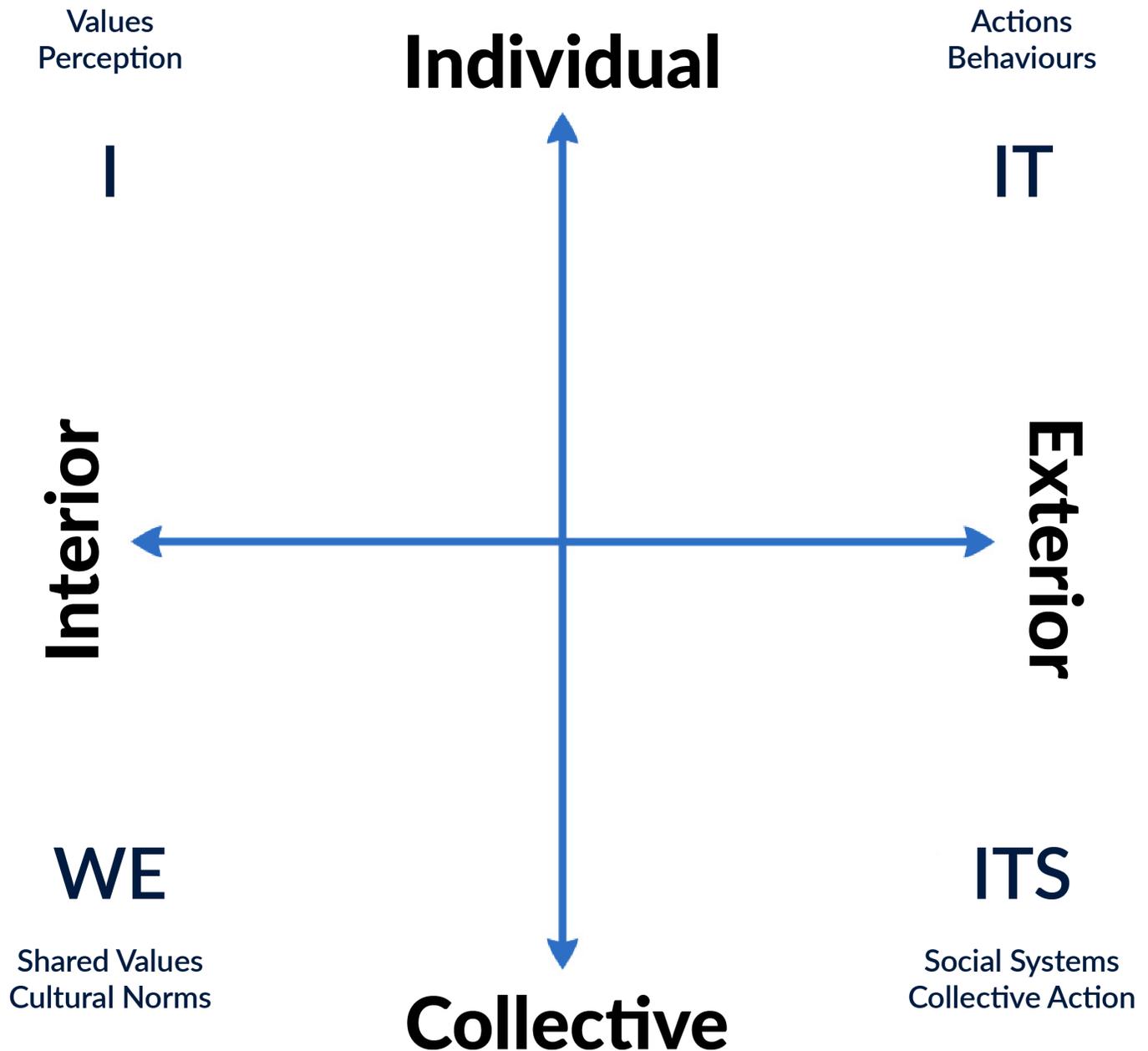
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The Integral Model

Name: _____

Add your own notes to the Integral Model.





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The 5 S's Checklist

How to transform apocalypse fatigue into action on climate change - Use this check-list to include some element of each 'S' in your projects, communications, and workshops.



Social – make it relatable, relational, and relevant

- I've used a local example that is already happening and connects the issue to our community or school (family, friends, neighbours, school, etc.)
- I've started doing it already, making it easy for others to join in
- I've asked my immediate circles to take action first



Supportive – turn doom into solutions that benefit us all

- I've thought of 3 personal and community benefits that result from this action, in addition to helping avert climate change
- I've shared a world where we are taking the action needed and our societies are better off because of it



Simple – make taking action easy or even built in

- I'm organizing my events, workshop or action asks in a way that makes taking and pledging action easy
- I'm asking others to take easy actions, with a few choices, and a realistic timeline
- I've built easy environmental decisions into my plans and systems



Signal – share the tangible progress made!

- I've tracked how many people I've/we've informed, engaged, activated, or invited to lead
- I've shared relevant and reliable facts and figures that relate to the initiative I'm part of
- I've also included some good stories and examples in my evaluation



Stories – use relatable stories to reach others

- I've used a personal or a community member's story to relate to places and things dear to the audience
- I've refined my stories, in concise, clear language my audience can relate to
- I've invited others to share their success stories that deliver more universal values
- I've considered what stories aren't being told, who really needs to be reached, and what types of stories would reach them. I've reached out to others who can help me reach them.

Model Adapted from Per Espen Stoknes, "What We Think About When We Try Not To Think About Global Warming; Toward a New Psychology of Climate Action"



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Collecting Data

Project Outline

Summary of Project:

e.g. For our project, we organized a Bike-to-School week where we encouraged students to bike to school instead of driving. This project aimed to reach all students in the school and reduce the school’s overall greenhouse gas emissions. To ensure that we had excellent engagement of students we did X, Y, and Z. To measure our impact, we did X, Y, and Z. We hope that this project will continue into the future because of X, Y,Z.

Project Timeline:

e.g. Project planning: October – February, Project Implementation: February-March, Bike to School Week – March 15th.
Project Reporting: March-April

Key Team Members:

i.e. list all key team members involved in the project and where possible their roles and responsibilities

Tracking the Impact

Participants- getting people involved. Refer to the **Engagement Ladder** as you fill in the following:

Number of Individuals	Students	Teachers /Staff	Family Members	Other	How were they involved?
Informed	e.g.1000	e.g.30	e.g.20		e.g. Posters and PA announcements
Engaged	e.g.800	e.g.15	e.g.15		e.g. spoke with Climate Fellow about the initiative, played a Kahoot game in the Cafeteria the week before with biking tips and tricks – winner got Mobi (Vancouver bike share service) credit
Took Action	e.g.700	e.g.10	e.g.10		e.g. signed-up/in and biked to school
Took Leadership	e.g.10	e.g.2	e.g.2		e.g. volunteers to help at the sign up table, brought a similar initiative to their workplace



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Measuring success

Total number of climate actions taken (if applicable):

e.g. 450 students participated in Bike-to-School day, 700 students committed to taking at least 2 personal actions.

How did you track actions (if applicable):

e.g. using a table and sign-up page at the front of the school during Bike-to-School day/week, using a Kahoot! survey in the cafeteria.

Total GHG reduction (if known/trackable): e.g. 50 tonnes, ask BTCEA for more information on how to calculate.

How were GHG emissions reduced:

e.g. students biked to school instead of walking. For other projects, examples might include: students switched incandescent light bulbs to LED bulbs, students put food waste in organics bin instead of garbage can

How did you track GHG reductions:

e.g. we knew the GHG reductions per student taking action (provided by BTCEA), and multiplied this by the total number of students who took action

Wrap-Up

What was really awesome? And what was harder or has room for improvement?

e.g. We had the PE teacher promote this for credits! That was unexpected and super awesome. Also, it was great to see how many people loved our PA announcements and actually biked that week.

As for room for improvement, it was really hard to track how many people participated. I think only half of the bikers can and visited our table to report on the kms they biked that day. Maybe next time we'd have candy or something to incentivize.

Please share any stories, pictures, quotes:



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Collecting Data

Project Outline

Summary of Project:

Project Timeline:

Key Team Members:

Tracking the Impact

Participants- getting people involved. Refer to the **Engagement Ladder** as you fill in the following:

Number of Individuals	Students	Teachers /Staff	Family Members	Other	How did you involve them?
Informed					
Engaged					
Took Action					
Took Leadership					



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Measuring success

Total number of climate actions taken (if applicable):

How did you track actions (if applicable):

Total GHG reduction (if known/trackable):

How were GHG emissions reduced:

How did you track GHG reductions:

Wrap-Up

What was really awesome? And what was harder or has room for improvement?

Please share any stories, pictures, quotes:



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Sample GHG Calculations

Tag	Action	CO ₂ eq (kg) or kWh
EN1	Turn down thermostat in home by 2 degrees for 3 nights	0.6708 kg of CO₂eq per day 2.01 kg of CO₂eq for 3 days
EN2	Swap out 1 incandescent light bulb in the home for an LED	213.5 kg of CO₂eq saved per lifespan (50000 hours) per bulb or 2542 kWh
FD1	Eat vegetarian or vegan for a day	2.28 kg of CO₂eq
FD2	Eat 3 vegetarian lunches	1.82 kg CO₂eq
LW1	Plant a tree	907.1 kg of CO₂eq
LW2	Install a low flow shower head in your home	10 977 litres water, 145 kg of CO₂eq, 370 kWh saved per year
TR1	Carpool with at least 1 other person for 5 km	0.678 kg of CO₂eq
TR2	Walk, bike, or take transit for 5 km instead of driving	Bicycle: 1.25 kg of CO₂eq saved Walk: 1.25 kg of CO₂eq saved Bus: 0.85 kg of CO₂ eq saved Average: 1.117 kg of CO₂ eq saved
WA1	Donate one working computer or cellphone	Computer: 298 kg of CO₂eq saved Cellphone: 66 kg of CO₂eq saved Average: 182 kg of CO₂eq saved
WA2	Do not purchase any new clothes or accessories for 2 weeks	26.52 kg of CO₂eq saved
WA3	Compost all organic waste in your household for week	17.3 kg of CO₂eq avoided for a family of 4 composting for a week
WA4	Waste Free lunch * 3 days	1.36 kg of CO₂eq



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Stories

Stories are a powerful way to share your Climate Action Project successes and lessons learned.

These resources are intended to help you craft your stories! Check them out for information on how to share your project. We will also provide a webinar on stories for anyone who would like to take that on for their Climate Action project.



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Stories – Challenge, Choice, Outcome

Stories are used to share values and inspire action through emotions. Feelings of urgency, anger, hope, solidarity or feeling like we can make a difference inspires action. The most compelling stories generally contain three key components; the story includes a challenge faced by the main character, a choice, and an outcome. We encourage you to include these components when using stories throughout your projects.

Challenge

Your story will start with a challenge that the character (you or your community) must confront to make a choice.

- What was the situation before?
- What challenge did you or your community face?

Choice

When faced with a challenge, the character explores the possible choices that can be made, and makes a decision.

- When you or your community faced a challenge, what were your options?
- What did you decide to do?

Outcome

The outcome is the result of the choice.

- What was the outcome of your choice?
- What might have been the outcome if that choice had not been made?



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Stories – Story of Self, Us, and Now

The Public Narrative Framework integrates 3 stories: the Story of Self, the Story of Us, and the Story of Now. This can be used to present a plan on how challenges can be overcome and invite others to join you in taking action. This could be simple, like explaining why you chose to stop using disposable cups, or why you joined the green club and want to take more action. These can be short simple stories that connect you to others.

Story of Self

In the Story of Self, communicate what inspired you to take action or a leadership role. Talk about yourself and why you decided to take action. These are the questions you can reflect on to build up to your Story of Us:

- Why I am called to act or lead?
- Why did I decide to tackle this specific injustice or problem?
- What 'values' move me to act? Have these values always been important to me? If not, when did that change?
- What stories can I tell from my own life about specific people or events that would show, rather than tell, how I learned or acted on those values?

Story of Us

The Story of Us communicates shared values and experience with your community. The goal is to create a sense of unity within your community. These are the questions you can reflect on to build your Story of Us:

- What values do you share with your community?
- What experiences have had the greatest impact on your community? What challenges has it faced?
- What change does your community hope for and why?

Story of Now

In the Story of Now, communicate the urgent challenge that you and your community are facing, why your group should act and how it can act. These are the questions you can reflect on to build your Story of Now:

- What is the urgent challenge your community is facing?
- What could the future look like if no change is made? What if change is made?
- What change is the community hoping for?
- What choices are you asking your community to make, and why now?
- What actions are you asking your community to take and what impact will these have on the bigger picture?

***Model adapted from** Organizing: People, Power, Change from the original work of Dr. Marshall Ganz. November 2015 .



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Sharing Your Story: Reference Document

We have already outlined some ways to share and build your story:

- Work on your personal story and gather others stories to add to your personal tools
- Track when and where you are able to communicate your intentions, actions, and impact
- Provide BTCEA, and where possible, media, with information, pictures, stories, etc.

To complete your Fellowship, we are requesting that, at a minimum, you share at least one story.

Stories can be shared through:

- a) A blog entry (2-6 paragraphs)
- b) A video/vlog
- c) An audio clip
- d) A poster presentation
- e) An oral presentation
- f) A media interview
- g) Another way? (If you have another idea on how you'd like to share your story, send us an email and we'll talk about it!)

Please make sure to send any of the above to BTCEA so we can share your voice loud and clear as well.

Some prompting tips/questions to consider when developing and sharing your story:

- a) Consider the parts of the story: challenge, opportunity, and outcome.
 - a. Why are you interested in in taking environmental action?
 - b. What did you see that you could do?
 - c. What happened, what were the results?
- b) What was it like to take action during the Citizens of the Future Initiative?
- c) What did you do for your Climate Action project?
- d) What did you learn along the way?
- e) If you could share one thing with other youth about your experience, what would it be?

Should you complete the Fellowship, the things you share with us through your story will be reflected in your personal reference letter, which can be used for university, job, or scholarship applications.



CLIMATE fellowship



Workshops

Some of you may choose to deliver workshops as part of your Climate Action project. These resources are intended to help you with that mission! Check them out for information on how to plan and book workshops as well as some workshop templates that you may choose to use. We will also provide a webinar on facilitating workshops for anyone who would like to take that on for their Climate Action project. More workshop resources will be made available later in the year, please check in with BTCEA staff if you are choosing to facilitate any workshops.



CLIMATE fellowship



Planning for Workshops

Name: _____

If you are choosing to do one or more workshops, use this sheet to help you walk away with the information you need.

WHO

- Who will I be presenting with initially? A Mentor? Another Climate Fellow? Write their role, name, and contact here.

- What general dates and times work for both of you?

PLANNING WORKSHOP

Get together in person or virtually to discuss your workshop. Look at the BTCEA and Fellows resources to help plan your lesson and divide up the parts.

- When can we meet to do this?

- What are our deadlines for what we want to do?

- Who can help me if I need it?

PRACTICING

It's a good idea to practice on your own or with your co-facilitator at least once before delivering the workshop. See if you have a friend or family member that could support you and give feedback.



CLIMATE fellowship



- BOOKING WORKSHOPS**
 - Do you have a class or teacher in mind? You can schedule a workshop with them and let us know!
(Consider Grades 5-7, Science 9, SS 10, Planning 10, or other keen teachers)

- GETTING PERMISSION TO MISS CLASS**
 - Before you confirm your workshop, ask your teacher(s) whose class(es) you will be missing.
 - Then request a fieldtrip form from BTCEA or your sponsor teacher.

- DOUBLE CHECK YOUR LOGISTICS:**
 - 1-2 weeks before, confirm booking with the teacher and your co-facilitators
 - 1-2 weeks before, if you will be taking pictures, you must send teachers Media Consent forms (found in the handbook) to be signed and returned prior to the workshop (you will collect these at the workshop).
 - 1 week before double check you have everything in place to present and do some practice.

- GETTING TO YOUR WORKSHOP**
 - Plan ahead if someone can drive you or if you are taking transit or biking, give yourself enough time to get there.
 - Be 15 minutes early and check in at the office.

- AT YOUR WORKSHOP**
 - If you take any pictures, make sure to have received (and kept!) the Media Consent forms.
 - Collect your evaluation and any feedback the teacher has.
 - Watch your timing, use your teacher for help where needed, and have fun!



Media Release Form - Freedom of Information and Protection of Privacy Act

I am pleased to inform you that your child has been accepted to be a 2018/2019 **Climate Fellow**, for the **Citizens of the Future (CotF) initiative**. CotF is an action-education initiative with the goal of reducing our collective ecological footprint through education and youth engagement. Climate Fellows are students that have self-selected to play a leadership role in this initiative. CotF is run by **Be the Change Earth Alliance (BTCEA)**, a Vancouver-based non-profit organization focused on environmental education. This initiative will bring together diverse student leaders from a variety of schools.

During the **Climate Fellow** program, photographs will be taken, and, possibly, audio and video recordings will be made (all of which are referred to in this Release Form as the "Images").

BTCEA may use the Images in activities, events, or promotional materials. Typical uses may include publishing in materials, such as inspirational videos, social media posts asking others to take environmental action, annual reports, grant reports, e-newsletters, and print or website promotion. This will help BTCEA continue their sustainability initiatives in your community and help youth voices be heard. We will not release names or personal information regarding the identification of individuals in the photos without their prior consent.

In accordance with the *Freedom of Information and Protection of Privacy Act* and **School District No. 39 (Vancouver), School District 34 (Abbotsford), and School District 37 (Delta)**, BTCEA requests consent to use personal information or pictures, in specific **Release of Student Photographs/Video**.

This Fellowship strives to highlight youth voices; therefore students will be given the opportunity to share their projects and success through various media platforms. BTCEA requests permission to use Images of your child in a variety of publications (including web publications) to promote their sustainability initiatives, enabling them to continue their initiatives in your community. In the pictures your child may be identified by school and grade, but no other information will be released unless given prior consent.

CONSENT

Yes, I give my consent to BTCEA to use my child's image for the purposes consistent with the above. I understand that the Images may be circulated widely if published on BTCEA's website or related websites. I consent to BTCEA using, reproducing, publishing, broadcasting, or displaying Images containing my child's image and voice consistent with the above.

No, I do not permit BTCEA to use my child's photograph/video and comments for purposes consistent with the above.

Date: _____

Student's Name: _____

Parent / Guardian Signature: _____



CLIMATE fellowship



Climate Fellows Outreach Guide

Outreach steps for Fellows

If you are choosing to complete assemblies or workshops as part of your Climate Action Project, or if you will be involving other schools in your project, you will be reaching out to get others involved in the **Citizens of the Future** initiative.

This document contains some information you can use to outreach to schools or green clubs.

Step-by-Step Guide for outreach:

1. **Choose a school** you would like to reach out to (unless you plan on facilitating a workshop at a school we have already booked, in which case you should talk to BTCEA about that).
2. Research to **find the right teacher(s)** or green club contact(s).
For example, research:
 - a. the name and contacts of art teachers to promote our Art Contest,
 - b. green club contacts to get people engaged in taking Climate Action,
 - c. In high schools, science, social studies, or geography teachers to get them engaged in workshops or assemblies.
 - d. In elementary schools, you can send teachers an invitation to participate in any relevant workshops, assemblies, or projects.
 - e. It may also be appropriate to send an invitation to participate in all projects to high school principals or vice principals
3. **Send them an email (see email drafts below)** and invite them to take part in a workshop, assembly, or project.
Tell them that you will be following up with them in a few days. If possible, send your invitation at a period where you think the contact person will be likely to read your email and have time to reply.
4. **Two or three days after you send the email, follow-up with teachers** or green club contacts and invite them (again) to take action (by booking a workshop/assembly, or having them commit to participate in the project).
5. **Book and Provide Resources** - Depending on the interest shown by the teachers/green club contacts, book your workshop, provide them with any additional resources or information that you have available, or touch base with your mentor or a staff at BTCEA if you're unsure of what to do next.



CLIMATE fellowship



Sample Workshop Outreach Blurb

Note:

BLACK TEXT – our suggested email text, you can edit this so it works for you

RED TEXT – you need to fill this in appropriately

PURPLE TEXT – provides a bit more context for you prior to editing/sending the email

Good (morning/afternoon NAME),

My name is (name), and I am a student from (name of high school) high school and a Climate Fellow working with Be the Change Earth Alliance on a 2018/2019 Citizens of the Future initiative which focuses on engaging students to take environmental action.

(We/I) would like to take this opportunity to invite your (class/club) to sign up for a Climate Action Workshop.

Be the Change Earth Alliance (BTCEA) is a non-profit organization that works in school districts throughout Metro Vancouver and BC to provide educational programming that engages students in environmental and social justice learning while supporting and fostering solution-oriented action.

As a **Climate Fellow**, my role is to act as a Climate Action leader, rallying other students to take climate action, implementing projects that reduce GHG emissions, and inviting other schools, peers, and community members to join us.

Climate Action Workshops are free, grade specific (with curricular tie-ins), and can be delivered from **November-April**. This workshop will be led by (myself and NAME, another Climate Fellow) and will run for (70 minutes/ a half day/ 70-120 minutes ... choose a time frame that works for you and makes sense with workshop templates and class schedules). The main goals of these inquiry-based workshops will be for students to gain a better understanding of climate change, explore solutions, and be empowered to take action.

[FOR GRADES 2-4]: **Our grade [2/3/4 – choose grade of teacher you are emailing] Vision for a Green Future workshop** will invite lots of student engagement and will focus in on positive actions, a 'Visioning for the Future' activity, and having students draw their future vision or actions that can be taken to get to that vision. The workshop closes with a group reflection exercise and an invitation for students to pledge to take personal, school, or community action.



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[FOR GRADES 5-7]: **Our grade [5/6/7 – choose grade of teacher you are emailing]** **Understanding Climate Change & the Greenhouse Gas Effect workshop** will include a fun experiment, invite lots of student engagement, and will focus on climate science, the greenhouse gas effect, and supportive solutions and actions. The workshop closes with a ‘Climate Resilient Future’ visioning exercise and an invitation for students to pledge to take personal, school, or community action.

[FOR GRADES 8-10]: **Our grade [8/9/10 – choose grade of teacher you are emailing]** **Climate Rebuttal workshop** will include a fun debate, invite lots of student engagement, and will focus on critical thinking around climate science as well as supportive solutions and actions. The workshop closes with a group discussion around STEAM climate career paths and an invitation for students to pledge to take personal, school, or community action.

I am available to run a workshop on the following days (**Day 1 and time, Day 2 and time, Day 3 and time - enter days here**). Are you interested and if so, do any of those dates work for you?

If you would like to sign up for a workshop, we would love to hear from you! If you’re interested in additional support, Be the Change Earth Alliance is also delivering assemblies to provide more context and help empower students and teachers to take climate action. Assemblies can be [booked](#) by contacting BTCEA directly at admin@bethechangeearthalliance.org.

If you have any questions or comments, please feel free to contact (**me/us**) by phone at (**phone number**) or by email at (**email address**).

Thank you,

Your Name, Climate Fellow 2018
Your School District



Workshop Template: Grade 2-4

Vision for a Green Future

This document is meant to be used as a template and reference document for facilitators as you develop and lead workshops. It includes links to additional resources that may be useful.

INTERCONNECTEDNESS & VISION FOR A GREEN FUTURE (~60 minutes)	Workshop: Introduction to “interconnectedness” and “green future,” focus on climate solutions and action. <i>*NOTE: this activity can be done outside, weather permitting. Make sure students bring a binder or clipboard for drawing.</i>
Activity and Time Estimate	Activity Description
<h1 style="color: orange;">HOOK</h1>	
<p>Section Notes</p> <p>Start with a Story (3 minutes) </p> <p>Sharing time (5-10 minutes)</p>	<ul style="list-style-type: none"> ● Make sure you are really animated and engaging when working with younger students, and keep the messaging really positive. <hr/> <ul style="list-style-type: none"> ● What brought you (as the facilitator) here today? ● Why do you think understanding/taking action is important? <p>Note: make sure to keep your story positive!</p> <hr/> <ul style="list-style-type: none"> ● Ask the students: <ul style="list-style-type: none"> ○ ‘What is your favourite thing to do outside this time of year?’ ○ OR ‘What is a space outside that you really like?’ ○ Make sure to respond here (e.g. “great!”, “interesting” or “thanks for sharing,” etc.) ● Follow-up Question: <ul style="list-style-type: none"> ○ ‘What does it mean to take care of that space, for you, your family, or the community?’ ● If possible, tie the answers into the topic of the day - drawing back to the importance of having a positive green future. ● One could frame this as: “I really love nature too and that’s why it’s so important to me that I do the best job I can to take care of the planet - do you want to help me take really good care of the planet?.... Great - we are going to talk about lots of ways to help today!” <p>Note: If you are outside, have them take a look around, what is something they</p>



	<p>notice that is beautiful, what can they see, hear, smell. Ask: “do you notice how you feel after spending time outside?”</p>
<h2>INFORM</h2>	
<p>Introductions: Introduce Facilitators (2 minutes)</p>	<p>This can be done first if that feels right, many people do this first and then go to their “Hook” above.</p> <ul style="list-style-type: none"> ● Name ● Role ● School/organization
<p>Acknowledgements (1 minute)</p>	<p>First Nations Land Acknowledgement: Acknowledging that today we are on the unceded and traditional territory of the (Musqueam, Tsleil Waututh, and Squamish Coast Salish peoples- this will change based on where you are giving the workshop).</p> <p>You can use one of these links to determine which traditional territory your workshop is on: Native Land First Nations Profile Interactive Map</p>
<p>Outline Goals of Workshop (1 minute)</p>	<p>Today we are going to:</p> <ol style="list-style-type: none"> 1. Talk about our communities and natural environment. 2. Use our imaginations to think of an awesome world that we want to live in. 3. Talk about how we get there.
<p>Global citizens (7 mins)</p>	<p>Global citizen intro: Did you know there are 7 and a half BILLION people all living together as citizens of this one planet?</p> <p>Global citizen questions:</p> <ul style="list-style-type: none"> ○ Who do you think has a right to (deserves) clean drinking water (EVERYONE!) ○ Who do you think has a responsibility help take care of each other and the planet? (EVERYONE!) ○ What can we do to take care of each other and the planet? ○ Transition to next section: Do you think we are connected or not connected to other people, plants, and animals on the planet?



ENGAGE & REFLECT

Web of Interconnections Activity (20 mins)

Focus on:

- Interconnectedness
- Ecosystems/biodiversity
- Potentially First People's views on interconnectedness (e.g. all my relations) (**dependent on facilitator**)
- See [Web of Life Activity](#)
- **PRINT OUT CARDS AHEAD OF WORKSHOP**

Visioning Exercise (5-10 minutes)

Transition: we've talked about how systems are connected and what we can do to make sure these ecosystems stay healthy, now we want you to imagine what that healthy, happy, green, interconnected world looks like...

Follow [Visioning Exercise](#) portion of the Art Contest activity pack

Group reflection, ask:

- How did this activity make you feel?
- What do you think we need to do to get to create world that you imagined?

Inspirational Solutions Images & Reflection (5 minutes)

There are lots of people out there doing some really cool things to help us move toward that healthy, happy, green, and interconnected world. There are big things that people are doing, and little things too, and they all add up and they are all important.

I'm going to show you all some pictures and if you think you know what is in the picture, I'd love for you to put your hand up and I'll give you the chance to share with the class.

PRINT INNOVATION PHOTOS AHEAD OF WORKSHOP

Go through cards and see what they say!

Ask: is there anything else you can think of that we can do?

ACTIVATE & ENGAGE

How to Take Action (5-10 minutes)

- What you're doing
 - Tell them actions have you personally completed
 - Ask them what actions they may already be doing
- Give them some examples of the types of actions they can take
 - Can supply copies of the "Personal Action" to the teacher
 - Read them out some or all of the actions
- Invite students to join in taking action!
 - Ask them to put their hand up if they will be taking at least 1



	<p>action – record the number and ask a few of them which action</p> <ul style="list-style-type: none"> ○ Ask them who is going to take more actions? (record)
<p>Art work Option (optional if longer workshop: 15-30 minutes - gauge their interest)</p>	<p>Have students draw one of the following on a blank sheet, or using one of our art frames.</p> <ul style="list-style-type: none"> • Vision A: Illustrate the vision of the world you want to live in. • Vision B: Illustrate the actions that you could take during Climate Action Week and beyond that are meaningful to you and that will help create a world you want to live in. <p>Materials needed: PDF frames, colouring materials (markers, crayons, pencil crayons) PRINT OUT ART FRAMES AHEAD OF WORKSHOP *OPTION: for student to journal (after art, or instead of drawing)</p>
<h2>WRAP-UP</h2>	
<p>Circle Share (10-15 minutes)</p>	<p>In a circle (if possible), ask them to share:</p> <ol style="list-style-type: none"> 1. One thing they liked about the workshop 2. One thing they learned during the workshop <p>Note: you can share first to get the ball rolling</p>
<p>Gratitude (1 min)</p>	<p>Huge thank you to the class - “for engaging your minds today to talk about something that we have a lot of power to change”</p>
<h2>EXTRA ACTIVITIES</h2>	
<p>Book</p>	<p>Read a story e.g. the Lorax or Oh the Places You’ll Go</p>



Materials Needed:

- Web of Life Activity:
 - Print out activity description
 - Yarn
 - Ecosystem cards
 - Human activity cards
- Climate Actions
 - Commit to Actions- Personal actions sheet
 - Recording sheet
- Innovation photos (printed, laminated)
- Visioning activity
 - Print out of Visioning Text
- Art activity
 - PDF art frame print outs



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Visioning Exercise

Introduction

(unless you read this earlier)

It takes courage to care, to challenge existing norms and the status quo and to do something different. You have to be brave to act when you feel like the job is really big. You might be only one person, but you can make a difference, and can come together with others to help keep our planet healthy.

We'll need *creativity*, innovation, commitment, and hard work. We need your help to create an innovative, healthy, beautiful future.

One place you can look into to gain courage and hope is through knowing we'll be carrying on the work of our ancestors who were working to create a better life for their kids. One day we will be ancestors, and future generations will be proud of the incredible work we did to leave them in a world that is worth living in and fighting for.

Visioning

Please settle back into your chair and allow your eyes to lower or gently close, take a deep breath (pause), and let it out. *(Pause)*.

"You are now travelling 100 years into the future. You arrive in a green space in the middle of...what seems to be a city. Wow, things look different now. The innovations and inventions of your generation must have really changed the ways we do things. You smell fresh crisp air, walk over to a fruit tree and pick and eat the delicious interesting fruit.

Take a good look around and look for other things that have changed. What has stayed the same? Think about what must have happened to get this world to where it is now, to livable, fun, beautiful, and thriving.

You hear the laughter of some children and a couple run over to you and stare at you and give you a bit of a funny look. They look familiar, as if they could be family. They ask you... "Who are you? Where are you from?"

You tell them your name and that you are from 2018. Their eyes grow wide with excitement. "Wow, we heard about that time and how the earth's systems and our people were really starting to struggle. We



CLIMATE fellowship



heard it was a time of great learning for the human family and that kids and adults had make big changes for us to have the world we do today.”

“You are so familiar... you must be a great grandparent, or auntie or uncle, or great cousin. What was that time like? What types of things did you work on or do to make this world we live in now possible?”

Think about the things you may have worked on or actions you took in your lifetime that helped create a greener, more fair and just world. Answer them with a few things that you think you will work on or already are.

They listen carefully, they thank you, and they give you a quick hug before then run off to play.

You watch them go, thinking about the life they may lead. You take one last look around - notice what stands out about this world.

Take a deep breath in and travel back to 2018.

Take your time opening your eyes and returning to the group.



Web of Life Activity

Purpose: Explore interconnectedness, ecosystems, and biodiversity.

Materials:

- Large ball of yarn or string
- **Printed** ecosystem component cards (below; enough for 1 for each student)
- **Printed** human activity cards (below)
- *(Facilitator may want an extra copy of ecosystem & human cards so they know what's on them)*

Background:

Our *ecosystems* in BC are made up of lots of different plants and animals, living and non-living things. Today we are going to explore how those systems are connected, and the role of humans and human activities in those systems.

Instructions:

Round 1:

1. Have students sit in a circle
2. Pass out the ecosystem component cards (1 per student)
3. Ask the student what resource all life needs to grow (big yellow ball in the sky... sun!).
Facilitator is the sun.
4. Ask students what uses the sun directly to grow... pass the yarn to a student with a plant card to start with. **Tell students that once they are holding the yarn, they keep holding it until the end of the round!** *(option to have them wrap it around their hand to make sure they don't let go - might be useful with younger grades)*
5. Then carry on like this - who is connected to the plant? Who might eat the plant for food or have a home in the plant? Who is connected to the bird, are there any plants that get eaten by the bird, any animals that a bird might eat (e.g. worm...)? Continue on like this until each student has a card.
6. Have the students "scooch back" until the string is a bit tighter (but not too tight, don't want to cut off anyone's circulation!).



7. Who thinks they are a really important part of this system? Choose one student and have them gently start tugging on the yarn. Then have the rest of the students gently tug as soon as they can feel a tug until there are 'vibrations' in the whole system.
8. Repeat step 6 but start by asking for someone who thinks they might not be such an important part of the system
9. Say we are going to move on to Round 2. Collect the cards and roll up the yard... get ready for round

Round 2:

1. Students are still in a circle
2. Pass out new cards including 'human activity' cards
3. Repeat steps 3- 5 from Round 1, but include human activities
4. Have each human activity tug at the string - anyone who feels a tug should drop the yarn

IF SHORT ON TIME...alternative to Round 2 is have them stay in Round 1 and orally introduce a stressor (e.g. hurricane, forest fire, climate change..) and ask anyone who thinks they are impacted by that stressor to drop their yarn.

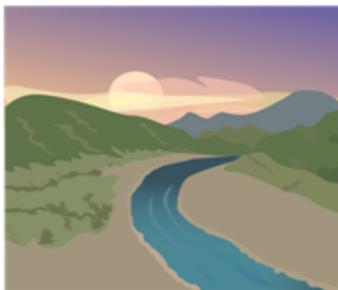
Follow-up questions:

1. What happened when we introduced human activities?
2. Do you think just the systems in BC are impacted by these activities or do you think it goes on and impacts other systems in the world?
3. Do you think we have a responsibility to do something about this? Do you think we can choose different activities? (Talk about conservation and better tech)

****Remember to keep it positive, so wrap this up with a discussion about all of the awesome things we can do to make sure our ecosystems stay happy and healthy.***

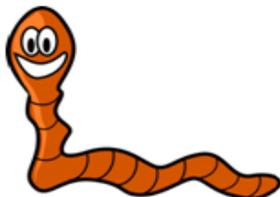


Ecosystem Component Cards (1/2)



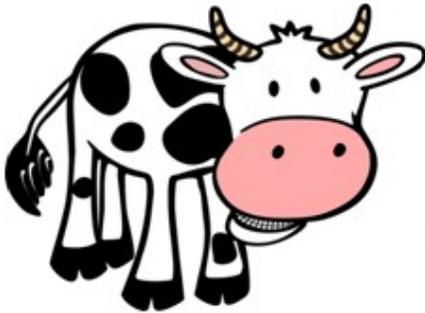


Ecosystem Component Cards (2/2)





Human Activity Cards (1/1)



Take
Climate
Action

Citizens of the Future



<https://www.takeclimateaction.ca/>

BE THE CHANGE
EARTH ALLIANCE

Art by:
Grade:
School:

Take action for a brighter tomorrow!

Citizens of the Future



<https://www.takeclimateaction.ca/>

BE THE CHANGE
EARTH ALLIANCE

Art by:

Grade:

School:

Join us in making this future possible

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Grade:
School:

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<https://www.takeclimateaction.ca/>

BE THE CHANGE
EARTH ALLIANCE

Art by:

Grade:

School:



<p>Option B: Start with a Story (3 minutes) </p>	<p>Personally answer and prepare:</p> <ul style="list-style-type: none"> • What brought you here today? • Why do you think understanding/taking action is important? <p>You can reference the story telling section.</p>
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INFORM

<p>Introductions: Introduce Facilitators (2 minutes)</p>	<ul style="list-style-type: none"> • Name • Role • School & organization (BTCEA and Let's Talk Science if appropriate) • If you didn't tell your story above, make sure you properly introduce yourself and why you care or are there giving the workshop.
<p>Acknowledgements (1 minute)</p>	<p>First Nations Land: Acknowledging that today we are on the unceded and traditional territory of the (Musqueam, Tsleil Waututh, and Squamish Coast Salish peoples- this will change based on where you are giving the workshop, the above is for Vancouver region).</p> <p>You can use one of these links to determine which traditional territory your workshop is on:</p> <p>Native Land First Nations Profile Interactive Map</p>
<p>Outline Goals of Workshop (1 minute)</p>	<p>There will be 3 main goals of this workshop:</p> <ol style="list-style-type: none"> 1. Gaining a basic understanding of climate change and the greenhouse effect 2. Understanding and exploring solutions 3. Support you in taking action
<p>Understanding Climate Change: Video (6 minutes)</p>	<p>Watch this video with class: Climate 101 with Bill Nye</p>

ENGAGE

<p>Carbon Detectives Experiment: Greenhouse Effect – Mini Greenhouse (25 minutes)</p>	<p><u>Purpose:</u> to explain the Greenhouse Effect <u>Materials:</u> 2 glasses of water equal size, 2 thermometers that fit in the glasses, plastic wrap, rubber band, heat lamps. <u>Facilitation:</u> Cover one glass of water with plastic wrap and put a rubber band around it, place both glasses in direct sunlight (or heat lamp). Ask different to students to</p>
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	<p>come up and read and record the water temperature every 2 minutes for 16 minutes</p> <p>Important Notes for Activity:</p> <ul style="list-style-type: none"> • Talk to BTCEA about different options for this activity and heat lamps. • Make sure thermometer fits in glasses • Make sure water in glasses is the same temperature to begin with! • Make sure you have heat lamps in case it is not sunny • Give them the Follow-up questions to consider while waiting for the experiment (during the 16 minutes)
<p>Understanding Climate Change: Group Inquiry</p> <p>(10 minutes: 6 for brainstorm, 4 for reporting)</p>	<p>While you wait for the results of your experiment, have the class do the following small group brainstorm.</p> <p>Using 3 flip chart sheets, have the class brainstorm in 3 small groups these key prompting questions:</p> <ul style="list-style-type: none"> • What are the causes of climate change? (as many as possible but minimum of 2) • What specific impacts could climate change have on people in BC? • What impacts could it have on our natural systems? • What questions do you have about climate change? <p>Then, present back to the group! Each group gets 1 minute</p>
<p>Debrief the Carbon Detectives Experiment</p> <p>(5-10 minutes)</p>	<p>Give the results of the experiment, having a student read out the difference.</p> <p><u>Debrief by presenting the follow up question:</u></p> <ul style="list-style-type: none"> • Why do you think the water is warmer in one glass than the other? <ul style="list-style-type: none"> ○ Delivery options to play with: <ul style="list-style-type: none"> ■ Pair share ■ Group share ■ Solo write • Make sure to respond, could add something like “Great!” Or “getting close”, etc. and provide a brief summary of what they said. <p><u>Follow-up video to make the point :</u> The Greenhouse Effect (2 minutes)</p>



REFLECTION

Reflection Inquiry
(7 minutes)

In a group discussion, ask:

- **What stood out from exploring climate change so far?**
- **How do these videos make you feel?**
 - Think: Head, Heart, & Hand
 - Answer that it's great to acknowledge how you feel and use it to fuel taking action and having more conversations with others
- What can we do to address climate change and the greenhouse effect?
 - Can you think of some available innovations or solutions?
 - Delivery options to play with:
 - Pair share
 - Group share
 - Solo write
 - What are some actions that we can take individually?
 - Delivery options to play with:
 - Pair share
 - Group share
 - Solo write

ACTIVATE

Watch Inspirational Video
(2 minutes)

- Remember to use the 5 S's!

Watch: [Climate Change: It's Real. It's Serious. And it's up to us to Solve it](#) (2 min)

Visioning Exercise
(5 minutes)

Read Visioning Text. Remember to challenge them to vision a future they would be excited to live in with citizens being innovative and taking action.

Group reflection, ask:

- How did this video/activity make you feel?
- What did you find the most interesting?

Commit to Action
(5 minutes)

- What you're doing
 - Tell them actions have you personally completed
 - Ask them what actions they may already be doing
- Give them some examples of the types of actions they can take
 - Can supply copies of the "Individual Actions" to the teacher
 - Read them out some or all of the actions
- Invite students to join in taking action!



	<ul style="list-style-type: none"> ○ Ask them to put their hand up if they will be taking at least 1 action – record the number and ask a few of them which action ○ Ask them who is going to take more actions? (record)
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WRAP-UP

Option A: Longer Circle Share (10-15 minutes)	<p>In a circle (if possible), ask them to share:</p> <ol style="list-style-type: none"> 1. One thing they liked about the workshop 2. One thing they learned during the workshop <p>Note: you can share first to get the ball rolling, you can also have 1 fellow record their answers to gather feedback.</p>
Option B: Short Circle Share (3 minutes)	<p>In a circle (if possible), ask them to share 1 word to summarize what they will take away from the workshop</p> <p>Note: you can share first to get the ball rolling, you can also have 1 fellow record their answers to gather feedback.</p>
Gratitude (1 min)	<p>Huge thank you to the class - “for engaging your minds today to talk about something that we have a lot of power to change”</p>

EXTRA ACTIVITIES

Bingo (10 minutes)	<p>Have students play a game of Bingo – see BTCEA’s Climate Bingo and ask those in the winner’s squares to speak to their experience with that statement</p>
Action Tree (10 minutes)	<p>Draw on flip chart, or on board</p> <ul style="list-style-type: none"> ● Have students write what actions they plan to take on post-its and put these actions on the roots of the tree <p>Move actions to canopy of tree once they have been taken</p>
New Idea!	<ul style="list-style-type: none"> ● Do you or any other Fellows have a new idea?

CLIMATE CHANGE

BINGO

Bingo rules:

1. You can have each name down once
2. You can't put your own name down
3. A row across, down, or diagonally gets a bingo
4. YOU NEED 3 LINES to call Bingo

Find someone (and write in their name) who.....

<p>1.</p> <p>Knows the importance of Indigenous land rights or has participated in an action in support of Indigenous land rights</p>	<p>2.</p> <p>Can name a store or vendor they like that sources their food or products locally</p>	<p>3.</p> <p>Has composted food scraps at home for more than 2 years</p>	<p>4.</p> <p>Uses recycled paper</p>
<p>5.</p> <p>Can name 3 important things that trees do</p>	<p>6.</p> <p>Knows what a carbon footprint is and has calculated it before</p>	<p>7.</p> <p>Occasionally or often uses a bike or skateboard to get around</p>	<p>8.</p> <p>Knows the difference between clear-cutting and selective logging</p>
<p>9.</p> <p>Is a vegetarian</p>	<p>10.</p> <p>Is mindful of how long their showers are</p>	<p>11.</p> <p>Can name 2 types of renewable energy sources</p>	<p>12.</p> <p>Chooses to eat OceanWise or SeaChoice seafood</p>
<p>13.</p> <p>Avoids buying plastic items</p>	<p>14.</p> <p>Drinks tap water</p>	<p>15.</p> <p>Can name 3 negative impacts from mining</p>	<p>16.</p> <p>Tries to limit energy use (name what you do)</p>



<p>Option B: Start with a Story</p> <p><i>(3 minutes)</i> </p>	<p>Personally answer and prepare:</p> <ul style="list-style-type: none"> • What brought you here today? • Why do you think understanding/taking action is important?
<h2 style="color: orange;">INFORM</h2>	
<p>Introductions: Introduce Facilitators <i>(2 minutes)</i></p>	<ul style="list-style-type: none"> • Name • Role • If you didn't tell your story above, make sure you properly introduce yourself and why you care or are there giving the workshop.
<p>Acknowledgements <i>(1 minute)</i></p>	<p>First Nations Land: Acknowledging that today we are on the unceded and traditional territory of the (Musqueam, Tsleil Waututh, and Squamish Coast Salish peoples- this will change based on where you are giving the workshop, the above is for Vancouver region).</p> <p>You can use one of these links to determine which traditional territory your workshop is on:</p> <p>Native Land AND/OR First Nations Profile Interactive Map</p>
<p>Outline Goals of Workshop <i>(1 minute)</i></p>	<p>There will be 3 main goals of this workshop:</p> <ol style="list-style-type: none"> 1. Deepening our understanding of climate change and investigating climate myths 2. Understanding and exploring solutions 3. Supporting you in taking action
<p>Understanding Climate Change: Video <i>(6 minutes)</i></p>	<p>Watch climate change refresher video with class:</p> <p>Climate 101 with Bill Nye</p>
<h2 style="color: orange;">ENGAGE</h2>	
<p>Understanding Climate Change: Group Inquiry (15 minutes:5 for brainstorm, 10 for reporting)</p>	<p>Using 3 flip chart sheets, have the class brainstorm in 3 small groups these key prompting questions:</p> <ul style="list-style-type: none"> • What are the causes of climate change? (as many as possible but minimum of 2) • What specific impacts could climate change have on people in BC? • What impacts could it have on our natural systems?



<p>The Great Climate Debate (15-minutes)</p>	<ul style="list-style-type: none"> • What questions do you have about climate change? <p>Then, present back to the group! Each group gets 1 minute</p> <p><u>Purpose:</u> to address concerns around climate skepticism</p> <p><u>Materials:</u> The Great Climate Debate handouts - enough copies for the whole class, collect at the end to reuse.</p> <p><u>Facilitation:</u> (details provided in The Great Climate Debate activity package)</p> <ul style="list-style-type: none"> • Class will split into 2 groups; ‘climate skeptics’ and ‘informed climate citizens’. • Skeptics and informed citizens will get different handouts and they will not know what the other side will say. • Each side will get 5 minutes to review their notes and prepare their arguments. • Each side will have a 20 second opening statement (select 1 or 2 members that will give this “speech”), then the climate skeptics will raise 3 questions/concerns that the informed citizens will have to respond to. <p><u>OPTIONAL Follow-up video:</u> Climate Science - What you Need to Know (~6.5 minutes)</p> <p>(FOLLOW-UP DISCUSSION BELOW)</p>
<h2 style="text-align: center;">REFLECTION</h2>	
<p>Reflection Inquiry (5+ minutes)</p>	<p>In a group discussion, ask:</p> <ul style="list-style-type: none"> • If you were a “skeptic”, how was that exercise for you? How did it feel to be a skeptic? <ul style="list-style-type: none"> ○ Talk about some of the reasons why people may be skeptics, importance of engaging with people from the other side in a kind and meaningful way and understanding where they are coming from. • How did it feel to be an informed citizen? How did it go trying to defend what you knew? • Have you heard people use any of these myths before? • Why do you think people still deny climate change or the cause of climate change?



ACTIVATE

Starting to Address Climate Change
(5-10 minutes)

- What can we do to address climate change?
 - What are some available innovations or solutions?
 - Possible delivery options to use:
 - Pair share
 - Group share
 - Solo write
- What are some actions that we can take individually?
 - Possible delivery options to use:
 - Pair share
 - Group share
 - Solo write

Inspirational Solutions Video & Reflection
(5 minutes)

Watch: [Climate Change: It's Real. It's Serious. And it's up to us to Solve it \(2 min\)](#)

Group reflection, ask:

- How did this video/activity make you feel?
- What innovations did you find interesting or had never heard about?

Resources
(5 minutes)

Use resources slide (time, choices, money, network, knowledge/skills)

Invite them to Join
(10 minutes)

- What you're doing
 - Tell them actions have you personally completed
 - Ask them what actions they may already be doing
- Give them some examples of the types of actions they can take & have them commit to taking an action in front of the class
 - Share the "Commit to Action" sheet and ask them to choose 1 or more actions that they aren't currently doing.
 - Read them out some or all of the actions
 - Ask them to raise their hands if they will be taking action X? Y? Z? (choose a few of interesting actions)
- Invite students to join in taking action!
 - Ask them to put their hand up if they will be taking at least 1 action – record the number and ask a few of them which action
 - Ask them who is going to take more actions? (record)

Reiterate how we need "all hands on deck" to build the kind of future we all want to live in. Thank them for their commitments.



WRAP-UP

	<p>If you have time left at the end of class you can do a feedback/wrap-up activity</p>
<p>Option A: Longer Share (10-15 minutes)</p>	<p>In a circle (if possible), ask them to share:</p> <ol style="list-style-type: none"> 1. One thing they liked about the workshop 2. One thing they learned during the workshop <p>Note: you can share first to get the ball rolling, you can also have 1 facilitator record their answers to gather feedback.</p>
<p>Option B: Short Share (3 minutes)</p>	<p>In a circle (if possible), ask them to share 1 word to summarize what they will take away from the workshop</p> <p>Note: you can share first to get the ball rolling, you can also have 1 facilitator record their answers to gather feedback.</p>
<p>Gratitude (1 min)</p>	<p>Huge thank you to the class - “for engaging your minds today to talk about something that we have a lot of power to change”</p>

Materials Needed:

- Workshop template
- Flip chart paper
- Markers (for flip chart)
- Skeptic and informed sheets
- Climate Action Sheets
- Computer with slideshow & videos
- Clicker and USB w/ slideshow



The Great Climate Debate

Activity Package:

Background information:

Purpose: to address concerns around climate skepticism.

Materials: The Great Climate Debate handouts (at the end of this document), enough copies for the whole class, collect at the end to re-use.

Facilitation:

Introduction: There are some people who are still unsure if climate change is happening, if it's caused by humans, and even whether it's a big deal. During today's activity, we are going to address those concerns.

Instructions:

- Have class split into 2 groups; 'climate skeptics' and 'informed climate citizens.'
- Skeptics and Informed Citizens will get different handouts and they will not know what information has been provided to the other side.
- Each side will get 5 minutes to review their notes, think about what the other side MIGHT say, and prepare their arguments.
- Each side will prepare a 20 second "opening statement" (1-2 students will present the opening statement – this is your chance to "state your case")
- Then the climate skeptics will raise 3 questions/concerns (one at a time) that the informed citizens will have to respond to.

Optional Follow-up video:

Watch: [Climate Science - What you Need to Know](#) (~6.5 minutes)

Follow-up Discussion:

In a group discussion, ask:

- If you were a "skeptic", how was that exercise for you? How did it feel to be a skeptic?
- How did it feel to be an informed citizen? How did it go trying to defend what you knew?
- Have you heard people use any of these myths before?
- Why do you think people still deny climate change or the cause of climate change?



Information for Teachers:

Optional Follow-up Activity:

Watch [The Truth about Global Warming](#) (2:44)

The main message of the clip introduces one of climate skeptics' main arguments: climate change is actually natural variability; which Attenborough then disproves.

Guided Discussion Questions:

- What are some reasons for climate denialism?
- If climate change did not exist and no action had to be taken to combat it, who would benefit?

Watch [What They Haven't Told You About Climate Change](#) (4:54)

The main message of this clip is that climate change is not man-made and has been ongoing throughout history. Ask students to think carefully about the claims made in this video, and think of scientific facts they have learned that disprove this climate denialist video's claims.

Divide the class into groups (optional: hand out the Skeptic vs. Informed Citizen Worksheets; approximately 8-10 students per worksheet) and ask them to brainstorm and write down what they learned about climate science to refute the myths. Come back together as a class and discuss.

Stop the Myth vs. Science activity and watch [Response to "what they haven't told you about climate change"](#).

This response video offers counter-arguments to Patrick Moore's climate denialism. Students can learn from someone refuting the errors in the original video shown. This will help if any students also are starting to doubt climate change. This activity can be given as homework where students are given the freedom to do research to find answers.



Worksheet 1 Skeptics:

You've heard that climate change is all a hoax (fake) and you're wondering if it's even happening, and if it is, how do we know it's caused by humans? You have the following concerns:

1. There's no consensus – science isn't sure about whether climate change is happening and we certainly don't know if it's caused by humans, right?
 2. Is climate change really that big of a deal? It's not that bad, I like warm weather.
 3. I've heard that animals and plants can adapt.
 4. I've heard that glaciers are growing.
 5. It was so cold this winter, maybe the earth isn't warming at all, maybe it's cooling!
 6. It's because of the sun.
 7. Scientists can't even predict weather, why should we trust them to predict climate change?
-

Worksheet 1 Informed Citizens:

You believe climate change is happening, is caused by humans, and that we have the ability to take action to move towards a more sustainable world. You know the following information about climate change:

1. [97% of climate scientists](#) agree climate change is real, is happening, and that [humans are causing it](#).
2. Climate change will have negative, [powerful, and wide-reaching impacts](#) on agriculture, human health and environmental well-being that far outweigh any positives.
3. It takes a long time for plants and animals to adjust and adapt to changing conditions - climate change is likely to cause mass extinctions of species that cannot adapt on short time scales.
4. [Glaciers are retreating almost everywhere around the world](#) — including in the [Alps, Himalayas, Andes, Rockies, Alaska and Africa](#). Retreating glaciers pose a serious problem for millions who rely on glaciers for water.
5. Scientists have been recording temperatures for hundreds of years and [16 of the 17 warmest years on record have happened in the last 17 years \(since 2001\)](#).
6. A short period of cold weather has nothing to do with the long-term trend of increasing global temperatures.
7. In the last 35 years, the sun has shown a slight cooling trend while the temperature has shown a warming trend. Sun and climate have been going in opposite directions.
8. Weather is chaotic, making prediction difficult. However, climate takes a long term view, averaging weather out over time. This removes the chaotic element and enables climate models to successfully predict future climate change.



CLIMATE fellowship



Course Connections

When bringing environmental workshops and assemblies into classrooms, it can be useful to know how the concepts you are delivering fit within the curriculum for that grade. We have provided some examples below, for more information please see www.curriculum.gov.bc.ca

Science 5

- First Peoples' concept of interconnectedness in the environment
- The nature of sustainable practices around BC's living and non-living resources

Science 7

- Electricity — generated in different ways with different environmental impacts
- Evidence of climate change over geological time and the recent impacts of humans

Science 9

- Matter cycles within biotic and abiotic components of ecosystems
- Sustainability of systems and First Peoples' principles of interconnectedness

Social Studies 10

- Development, structure, and function of Canadian and other political institutions, including First Peoples governance
- Political and economic ideologies and the development of public policy
- Discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
- Human–environment interaction
- Economic development and Canada's role in a global economy

You can find more in depth course connections and more course connections at
www.bethechangeearthalliance.org/course_connections



CLIMATE fellowship



Providing Feedback

When providing feedback after a workshop or an activity, consider this 3-fold approach. Remember to be both nice and helpful!

1. Ask them how it went

Before giving your feedback, ask the activity leader what they thought of their workshop, talk, or activity? Questions you may ask are:

- How did that go for you?
- How did that feel?
- If you had to do it again, what would you do differently?

Then, mention some of your impressions, and give the leader space to add on to what you noticed.

- At one point, you mentioned /did/ said _____, what did you mean by that, or what outcome were you hoping for?

2. Clarify

Think of elements that you thought were important, and clarify them with the activity leader.

- When you said/did _____, I understood _____. Is this what you meant to express/demonstrate?
- This is what I picked up from your activity/what you said, is that what you intended?

3. Tell them what you'll remember

Tell the activity leader what you liked, what resonated with you and what you'll remember.

- I really like _____ because _____.
- The section on _____ really resonated with me because _____.
- I will remember _____ from your activity/story/workshop because _____.
- You did/said _____, it helped me understand _____.

*Model adapted from Organizing: People, Power, Change from the original work of Dr. Marshall Ganz. November 2015.