

Climate Action 150, *National Youth Dialogue on Climate Change*

Teacher's Guide

GreenLearning Canada is pleased to work with you and your students in this unique learning and engagement project.

Climate Action 150 gives students a voice in creating a low-carbon and prosperous Canada — a legitimate, critical and informed voice. It engages them in authentic learning and inquiry, starting in their communities. They collaborate with experts and mentors. In a culminating Virtual Town Hall, they present and engage in dialogue with the Government of Canada. Throughout and beyond the project, students take action — in their daily lives, at school and in their community while challenging others to act.

Who's Involved: 25 schools — English, French, Inuit, First Nations and Metis, coast to coast to coast. We are pleased to partner with [Connected North](#) as well as [TakingITGlobal](#) and [The Centre for Global Education](#).

GreenLearning supports you and your students:

- teacher training throughout the project, with full tech support for all virtual events
- an inquiry-based learning model with comprehensive resources to support student inquiry: experts, resource materials, factsheets, community links, videos, etc.
- an action tracker for GHG reductions
- hosting and facilitation of all virtual events
- many resources in French.

Set Up	<ul style="list-style-type: none"> • We'll work with you to plan the project. • We'll provide '<i>tech set-up and support</i>' for all virtual events 	<ul style="list-style-type: none"> • As part of this, we'll help you set up your Virtual Classroom. • The <i>Virtual Classroom</i> is where you can collaborate with other teachers, your students post their blogs, etc.
Teacher Training Sessions	<ul style="list-style-type: none"> • A half-day webinar. • We'll walk you through the entire project; facilitate your working with fellow-teachers in key elements; look at evaluation; and collaboratively plan the project. 	<ul style="list-style-type: none"> • We will run additional PD sessions — 45 minutes — on key topics — those you identify in the half-day sessions along with <i>Preparing for the Virtual Seminars</i> and <i>Designing the Culminating Product</i> for the project.
In-class Inquiries	<ul style="list-style-type: none"> • The Inquiry serves as a guide and is fully supported. Students/student-groups select the focus of their inquiry. They produce blog dairies, videos, storify, etc. • Inquiries to be finished by mid-March. • Taking action and the use of social media are built in. 	<ul style="list-style-type: none"> • Enrichment videoconference panels with Indigenous youth leaders from the North on such possible topics as <i>Polar Bears</i> and <i>The Future of the Arctic</i> and a youth leader on activism. • Students blog their inquiry question, their inquiry findings, and comment on one other student's blog.

<p>Getting Ready</p>	<ul style="list-style-type: none"> • Students prepare their findings for presentation in the Virtual Seminar (6 to 8 minute powerpoint) and do a dry-run with GreenLearning interns. • Students share their findings through a variety of social media. • Student leaders play a vital role in the Virtual Seminars, helping to run the break-out groups. Training provided. 	<ul style="list-style-type: none"> • The in-class inquiries ensure students are ready for the Virtual Seminars. • GreenLearning will provide ‘tech support and training for all virtual events, train student leaders, and provide short PD sessions on preparing for and managing Virtual Seminars. • Student leader training sessions are about 1.5 hours; dates and times to be announced.
<p>Virtual Seminars</p>	<ul style="list-style-type: none"> • Virtual Seminars take place from late March to early April, 5 to 6 classes per Seminar. • Classes present their findings; experts and other classes provide feedback and dialogue on climate change. • Classes synthesize and extend their findings through a facilitated series of cross-class break-out groups. 	<ul style="list-style-type: none"> • Dates and times to be announced. • Students work in Google Docs. • Experts and Community groups participate. • Students vote on key issues, amplifying their learnings. They share their actions and commit to more, build campaigns, etc. They use social media to deepen engagement with participating students and other classes.
<p>Student Writers</p>	<ul style="list-style-type: none"> • Students apply to serve as Student Writers, preparing the final student document. • GreenLearning selects 10 student writers. 	<ul style="list-style-type: none"> • Arrangements are between parents and GreenLearning Canada. • In parallel, GreenLearning prepares the “mountain” of student work for the Student Writers, identifying key themes, synthesizing, etc.
<p>Writers Weekend</p>	<ul style="list-style-type: none"> • The Writers Weekend will be held in Ottawa, late-April. • We anticipate that students will have the opportunity to meet with youth, government, industry and other leaders. 	<ul style="list-style-type: none"> • GreenLearning covers all costs for this weekend. • GreenLearning will chaperone and facilitate the weekend.
<p>Student Site</p>	<ul style="list-style-type: none"> • Student work will be shared and profiled in our dynamic web space... 	<p>... student videos, student social media, student stories, students actions and action-ideas, and a report capturing highlights of the students work!</p>
<p>Culminating Virtual Town Hall</p>	<ul style="list-style-type: none"> • We have asked that Minister of the Environment, McKenna and Prime Minister Trudeau participate in the Virtual Town Hall. Students will present their Climate Action report and engage in dialogue with them. 	<ul style="list-style-type: none"> • Mid-May, 1.5 to 2 hours. • GreenLearning will provide tech set up and support for your class to participate. • Student work will live on our platform and on government websites.