

Work in a Warming World's

# Youth, Climate Change and Jobs Youth Institute:

## Curriculum Kit and Organizer's Manual



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**W3** | Work in a Warming World

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## Background on Work in a Warming World (W3):



Why research work and global warming? Because the world of work—what’s made, how it’s made, and the training behind production— is crucial to reducing Canada’s Green House Gases (GHG’s). The purpose of W3 is to better understand the present and potential role of employment and work organization in Canada’s transition to a low-carbon economy, and to develop practical strategies for adapting employment to the warming world.

W3 is a young research programme that actively engages the Canadian work world in the struggle to slow global warming. The programme is based on the belief that because workplaces are major producers of GHGs, they can also be effective actors for reducing our carbon footprint.

W3 is a cluster of funded research partnerships that started early in 2009. It is interdisciplinary, linking natural sciences, social sciences, law, education and environmental studies. With over 50 researchers and organizations and active links in the EU, Australia, New Zealand, the US and Latin America, it’s growing network of graduate students hosts internships with trade unions, government and NGOs.

Academics work with architects, engineers, climate scientists, trade unions, social justice and environmental advocacy groups, sectorial councils and para-governmental agencies in order to map the impact of climate change on Canadians’ job futures and to craft workable strategies to lower greenhouse emissions in the work place. Affiliated with IRIS, York’s Institute for Research and Innovation on Sustainability, W3 is made up of action-researchers, whose research is structured to make change happen. This means they are also developing a social agenda for the climate struggle, and training the next generation of social climate scientists.

York University has the expertise to bring together the natural sciences and the social sciences, as well as the creativity to tackle a basic social challenge like this. More, York collaborates widely and effectively with NGOs and universities in a number of countries. It is the goal for W3 to foster research collaboration that contributes to real change in the environment in which we work.

## Overview and Rationale of the Youth Institute:



Youth, Climate Change and Jobs Institute was created for high school students to engage young Canadians in the issues surrounding climate change and work, and to invite them to participate in imagining then creating solutions for our future. The workshop was organized by Work in a Warming World (W3), a project affiliated with York University's Institute for Research & Innovation in Sustainability (IRIS). Support for the workshop was provided by a Social Sciences and the Humanities Research Council public outreach grant.

The researchers for W3 believe that it is crucial to engage youth in the research process and addressing the theoretical and material issues and problems that are associated with climate change and the future of work. The Youth, Climate Change and Youth Institute also provides the opportunity to widen the area of beneficiaries of the research outcomes associated with W3's work.

On Feb 4th and 5th 2012, thirteen high school students from the Greater Toronto Area attended the Climate Change, Youth, and Jobs Institute at York University. The two-day institute was conceptualized by York faculty members, Carla Lipsig-Mummé, the Director of W3, Dawn Bazely, who is affiliated through IRIS, and Steven Tufts from the department of Geography. The workshops were co-facilitated by Professors Bazely and Tufts as well as Matthew Carroll, a scientist and environmentalist with Lead Now. Stefanie Hall, the Institute Coordinator, is an MES student in the Faculty of Environmental studies.

In addition to gaining experience in a university setting and earning a certificate of participation, students benefitted from the highly engaging workshops, developed skills in critical thinking, and had the opportunity to dialogue directly with a variety of academics, activists, and stakeholders regarding climate change and work in Canada. Students discussed climate change science, the limits and potential of creating new green jobs in the economy, how to green workplaces, and current policy debates involving climate change and the world of work.

The institute was composed of a series of four workshops held over two days in York University's Osgoode Hall. The first session is titled ***Climate Science 101***, which highlights key aspects of climate science and the politics around climate change skepticism led by Professor Dawn Bazely and Matthew Carroll. Using a variety of video and audio clips, students were given

examples of the ecological impacts of climate change and had the chance to compare peer reviewed and non-peer reviewed writing. The session then moved to analyzing some of the political motivations in promoting denial and scepticism.

The second session led by Professor Steven Tufts titled ***From Green Jobs to Greening Work*** was a presentation of terms, concepts and examples of how climate change is linked to capitalism. This session focused on defining green jobs, brown jobs and moving towards an understanding of the importance of greening all work and workplaces through a discussion- based group activity, then a tour and audit of York campus.

The third session titled ***Debating Climate Change***, led by Steven Tufts and co-facilitated by panellist Hannah McKinnon and coordinator Stefanie Hall was an opportunity for students to analyze various levels and perspectives on understanding climate change and climate change denial. Through a round-table role play of a 'family dinner', participants engage in a conversation that juxtaposes the various perspectives and how to think critically about the ideas that inform those opinions. Students then reconvened into a large group and brainstormed ideas that should be considered in demanding green work for their futures. Following the brainstorm, the students created a Young Green Workers Charter, which identifies the top five priorities for the future of green workplaces. To view the charter please visit:

**<http://warming.apps01.yorku.ca/wp-content/uploads/Young-Green-Workers-Charter-V2.pdf>**

The fourth and final session is the ***Interactive Panel***, where *Hannah McKinnon*, campaigns director for Climate Action Network Canada; *James Nugent*, a member of the Toronto Climate Campaign as well as Good Green Jobs for All!; *Winnie Ng*, Sam Gindin Chair in Social Justice and Democracy local co-chair of Good Jobs for All Coalition and *Steve Shallhorn*, Executive Director of the Labour Education Centre each presented their thoughts, experiences and perspectives on climate change and work. After each panellist spoke for ten to twenty minutes, students were invited to dialogue with the panellists through comments or questions.

The fully catered workshops closed with a reception and presentation of certificates of participation to the students and gifts to the panellists. During the reception, students and professors had the opportunity to reflect on the day by answering interview questions posed by a videographer to capture the main learning and energy of the workshops. To watch a video of the goals and highlights of the Youth, Climate Change, and Jobs Institute of February 4<sup>th</sup> and 5<sup>th</sup>, 2012 visit the link on this website:

**<http://www.workinawarmingworld.yorku.ca/2012/06/w3-climate-change-video/>**

## HOW TO USE THIS MANUAL



This resource has been designed in order to support individuals and groups who would like to implement an entire or section of the Youth, Climate Change, and Jobs Institute in their community. All of the materials are available to support organizers, facilitators and educators in the creation, adaptation and delivery of a workshop for youth related to climate change and work.

The workshop outline, lesson plans, and academic and supplemental activity resources are based on the two-day Youth, Climate Change and Jobs Institute that was held at York University on February 4<sup>th</sup> and 5<sup>th</sup>, 2012. The purpose in providing the outline, resources, panellist biographies and budgets is to give future planners a holistic idea of what is involved in planning the institute in its entirety. Other materials such as the budgets and schedules are included to support the planning process. All supplemental materials, such as the brochures may be adapted to fit the needs, dates and locations of subsequent workshops.

The Youth, Climate Change and Jobs Institute was a collaborative effort with contributions from the York University faculty, facilitators and community partners. While much of the content is available and shared within this curriculum kit, some of the presentations are proprietary and not included. The lesson plans including the objectives and learning goals and the resources were carefully developed by Professors Dawn Bazely and Steve Tufts. These plans and the associated materials are available to reproduce and share with participants. Should there be a need or desire to change or edit the presentations or themes and tones of the workshops, please contact Steven Tufts or Dawn Bazely prior to making these changes.



***Professor Steven Tufts***

## Design of Youth Institute February 4<sup>th</sup> and 5<sup>th</sup>, 2012



TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	WHO
8:30	Registration	Sign-in	<ul style="list-style-type: none"> <li>Provide students with their name tags (refer to contact information and notify parents if students do not arrive)</li> </ul>	Checklist and Name tags	Stefanie
9:00	Welcome	Discussion	<ul style="list-style-type: none"> <li>Introduce W3, ourselves, youth participants, housekeeping, guidelines for discussion</li> </ul>	N/A	Steve/ Dawn
9:10	Icebreaker	Name game	<ul style="list-style-type: none"> <li>Play 'Clap focus', where everyone claps toward another person in the room and say each person's name as they clap.</li> </ul>	N/A	Stefanie
<b>The Science of Climate Change – Session #1</b>					
9:15	Evaluate the Purpose of Studying Climate Science	Video clip, Discussion Audio clip	<ul style="list-style-type: none"> <li>Watch video clip and discuss the principles of climate science. Discuss the Ontario curriculum and attention to climate science.</li> <li>Listen to audio interview of students opinions on climate science. Discuss the reactions to the interview.</li> <li>Watch clip from Climate Reality Project.</li> </ul>	DVD The Weather Report, Audio Clip and copies of transcript	Dawn
10:15	Break				
10:30	Overview of Climate Science	Power Point Presentation and Lecture	<ul style="list-style-type: none"> <li>Present the information on climate science and provide opportunity for clarification questions.</li> <li>Small group break-out discussion about why there is still a debate.</li> </ul>	PowerPoint	Matt
11:15	Evaluating Peer Reviewed	Audio clip and discussion	<ul style="list-style-type: none"> <li>Listen to op-ed interview with N. Oreskes. Discuss peer reviewed science and do a Google search and compare to a Google scholar search.</li> </ul>	Audio Clip and copies of transcript	Dawn

	Science				
	Explore How Science Leads to Activism	Video Clip, Discussion	<ul style="list-style-type: none"> <li>Show video clip and discuss local and international movements and ways to get involved</li> </ul>	Weather Report DVD, Leadnow website	Matt
12:00	Lunch				
<b>Green Jobs – Session # 2</b>					
1:00	Identify the 'Green Job' problem	Lecture, presentation, discussion	<ul style="list-style-type: none"> <li>Lecture and discussion by Steve based on defining the role of capitalism, green jobs and greening work</li> </ul>	Power Point, Lecture	Steve
1:45	Greening Work	Break out groups	<ul style="list-style-type: none"> <li>Students form groups based on the jobs of babysitting, retail, fast food, clothing and brainstorm ideas of how they could make those jobs greener.</li> </ul>	Chart paper	Steve
2:15	Audit of York Campus	Campus tour	<ul style="list-style-type: none"> <li>In two groups students tour the York campus and engage in questions posed by the guide</li> <li>Reconvene in a large group and debrief exercise.</li> </ul>	Audit Questions and Map of University	Steve and Stefanie
3:15	Wrap-up and adjourn	Whole group debrief	<ul style="list-style-type: none"> <li>Do a go-around for quick feedback of the day</li> <li>Remind students to have media forms signed, bring mugs and water bottles the next day</li> </ul>	Copies of media forms	Stefanie
<b>Debating Climate Change – Session # 3</b>					
9:00	Prepare for role-play	Pair character development	<ul style="list-style-type: none"> <li>Students will be given characters based on the characteristics presented to them in the cards.</li> </ul>	Character cards	Steve

9:30	Role Play	Whole group dialogue and discussion	<ul style="list-style-type: none"> <li>Students engage in a role play where a family is around a table discussing climate change. Each pair will have a chance to state their initial positions, and then ask questions to others. The role play will then be debriefed.</li> </ul>	n/a	Steve
10:30	Creating demands for young workers	Group work	<ul style="list-style-type: none"> <li>Students will think of ways to identify the needs of young workers, and then articulate them in a campaign style. Outline the process, operation, small group work and reconvene.</li> </ul>	Copies of a template	Hannah
11:30	Develop questions for the panellists	Group discussion	<ul style="list-style-type: none"> <li>Information will be given about the panellists, students will practice asking questions</li> <li>Whole group discussion to outline tips and strategies of engaging with the panel</li> <li>Time to write and edit questions</li> </ul>	Panellist Biographies	Steve
12:00	Lunch				
<b>Panel Discussion – Session # 4</b>					
1:00	Panel talk	Each panellist has 10 – 15 minutes	<ul style="list-style-type: none"> <li>Each panellist will discuss their position on youth, climate change and green work</li> </ul>	n/a	Panelists
2:00	Question and answer led by students	Student led discussion	<ul style="list-style-type: none"> <li>Panellists will respond to youth's questions</li> </ul>	n/a	All participants - Steve moderating
2:30	Discuss charter	Student led discussion	<ul style="list-style-type: none"> <li>Students will request feedback from panellists on the content of the youth charter</li> </ul>	Copies of Charter	Steve
2:50	Wrap-up and adjourn	Final thoughts	<ul style="list-style-type: none"> <li>Invite guests to reception</li> </ul>	n/a	Steve
3:00	Certificate ceremony	Present certificates and Adjourn	<ul style="list-style-type: none"> <li>Thank all participants and guests</li> </ul>	Certificates	Steve and Dawn

## Session by Session Overview of Youth Institute

### 1. The Science of Climate Change



#### Overview

This session will work to provide an excellent understanding of the scientific framework around climate change. The main question that the natural and physical scientists first asked was whether this warming was really happening. A second important question was how much of this warming is caused by human activity. This session will talk about science – what is it? How is it done? How is the work of climate scientists different from that of other scientists? How does science come to be accepted or rejected by society? This session will also include opportunities to discuss how science contributes to activism on climate change.

#### Key Questions

- Who is Karl Popper and what is the scientific method?
- What is the greenhouse effect and how is the global ecosystem connected?
- What are the ecological impacts of climate change on a global scale?
- Who is and what is the role of the Intergovernmental Panel on Climate Change?
- Why is there still a debate on whether or not climate change is happening and whether or not it can be attributed to human activity?
- What tools, media and arguments are being used to encourage skepticism of climate science?
- How does science fit in with the world of climate activism?

#### Learning Goals (Concepts)

- Understand what is covered in the discipline of climate science and the process of the scientific method
- Understand various contributions of anthropogenic greenhouse gases
- Understand various ecologic, social and economic impacts of anthropogenic climate change
- Understand the motivation behind and modes of perpetuating skepticism in the science of climate change

#### Learning Goals (Skills)

- Analyze the relationship between the science of climate change, the political climate and the media
- Discern between anthropogenic and non-anthropogenic sources of GHGs
- Communicate the connection between climate science and community involvement and activism

## Resources

### Prior Reading:

- Skeptical Science: Getting Skeptical About Global Warming Skepticism  
<http://www.skepticalscience.com/>

- The World Environmental Organization: Top 100 Climate Change Sites  
<http://www.world.org/weo/climate>

- The Intergovernmental Panel on Climate Change  
<http://www.ipcc.ch/>

### For the Presentation:

- Documentary - *Weather Report* - Director Brenda Longfellow - <http://www.onfnfb.gc.ca/eng/collection/film/?id=54332>
- Film - *Age of Stupid* - Director Franny Armstrong - <http://www.spannerfilms.net/>
- Video at <http://climateralityproject.org/videotopic/climate-change/>
- <http://www.thisamericanlife.org/radio-archives/episode/424/kid-politics?act=2>
- <http://www.npr.org/2012/01/24/145732719/op-ed-the-verdict-is-in-on-climate-change>
- <http://www.ucsusa.org/assets/documents/ucs/cool-it-global-warming-card.pdf>
- Book - *Merchants of Doubt* by Naomi Oreskes
- Book - *Fool Me Twice: Fighting the Assault on Science in America* by Otto
- <http://www.world.org/weo/climate>
- Film that explains our demand for fossil fuels due to our consumption - *The Story of Stuff* - <http://www.storyofstuff.org/movies-all/story-of-broke/>
- Grist article - <http://grist.org/climate-change/2011-11-22-the-art-of-talking-climate-science/>
- Book and Website - *Don't be Such a Scientist*

## The Science of Climate Change – Part 1 – Lesson Plan

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	WHO
20 min.	Overview of the breadth of climate science	Video clip and discussion	<ul style="list-style-type: none"> <li>• View the first 5 minutes of the film</li> <li>• Discussion question - How do we know the climate is really changing on a global basis that involves more than local weather but the climate?</li> </ul>	Documentary – The Weather Report	Dawn
10 min.	Reveal the curricula around climate change in Ontario	Go-around discussion	<ul style="list-style-type: none"> <li>• Ask students in which high school courses they learned about climate science and climate change? Which grades, which subjects and what content?</li> </ul>	Curriculum Connections	Dawn
20 min.	Evaluate the	Audio clip and	<ul style="list-style-type: none"> <li>• Listen to audio clip. Students can follow along with a print-out</li> </ul>	This American Life - Kid	Dawn

	perspective of climate change deniers	discussion	<p>transcript included in package</p> <ul style="list-style-type: none"> <li>• Begin discussion with how students initial reaction. Some reaction may include: “angry, annoyed, upset)</li> <li>• What do you think of the student’s response?</li> <li>• What do you see as issues or problems with the teacher’s explanation?</li> <li>• Define and compare ‘peer reviewed literature’ to non-peer reviewed.</li> <li>• What are the basic facts of climate science being challenged in this piece?</li> </ul>	Politics - Section 2 on Climate Change clip and transcript	
10 min.	Revealing climate denial	Video clip and discussion	<ul style="list-style-type: none"> <li>• Watch 4 minute clip online</li> <li>• Refer to Teacher’s package from the Union of Concerned Scientists</li> <li>• Discuss the motivation of climate change denial</li> </ul>	Climate Reality Project video clip UCS Teacher’s Package	Matt
15 min.	Break				

## The Science of Climate Change – Part 2 –Lesson Plan

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	WHO
30 min.	Overview of climate science	Lecture and Power Point	<ul style="list-style-type: none"> <li>• Presentation on the basics of climate science</li> <li>• Include an opportunity for students to ask clarification questions</li> </ul>	Power-Point	Matt
15 min.	Analysis of climate change denial	Small group discussion	<ul style="list-style-type: none"> <li>• Discussion - If the scientists are in agreement, then why is there still a debate?</li> <li>• Students break into groups of 4 to discuss their thoughts.</li> <li>• Report back to the whole group. Discuss ‘how does science proceed’?</li> </ul>	n/a	Matt
30 min.	Further analysis of	Audio clip and	<ul style="list-style-type: none"> <li>• Listen to audio clip. Students can follow along with a copy of the</li> </ul>	The State Of The Nation	Dawn

	climate change denial	discussion	transcript <ul style="list-style-type: none"> <li>Discuss and identify the specific motivations of climate denial and/or skepticism referring to the 'controversy at the University of East Anglia' and the tobacco industry</li> </ul>	Interview with N. Oreskes, transcript and Op Ed piece	
15 min	Evaluate the concept 'peer reviewed'	Whole group discussion and web search	<ul style="list-style-type: none"> <li>Explain the scientific method, Karl Popper, the notion of a hypothesis</li> <li>Explore how Google Scholar is different from plain Google searches by doing the searches together. Explain editorial boards and the peer review process</li> </ul>	Specific searches that will lead to different results (ie. climate change)	Dawn
15 min.	Discuss links between science and activism	Video clip and discussion	<ul style="list-style-type: none"> <li>Watch video clip future options - from science to activism.</li> <li>Discuss scientists as activists using Leadnow, UNFCCC and COP as examples</li> </ul>	Weather Report DVD (Interview with W. Maathai)	Matt

## 2. From Green Jobs to Greening Work



### Overview

Our economic system is dependent upon our environment and its resources. Many argue that capitalism leads to environmental decline. Others argue that capitalism can be green. For commentators such as Van Jones a 'green economy' fixes two problems, environmental degradation and unemployment. In this session we will discuss these issues and others related to the future of green workplaces. We will address the issue of 'green' versus 'brown' jobs, and will question and critique the idea of a green economy and green jobs. Furthermore, we will look at the issue of 'greening' all jobs and workplaces. We will end the session with a tour and audit of York as a 'green workplace'.

### Key Questions

- What is capitalism and why must it always grow?
- Can capitalism be green?
- What is a hydrocarbon economy?
- Can we have a global economy without oil?
- What is a green job?
- What is a brown job?
- What is a green workplace?
- Can all jobs be green?

### Learning Goals (Concepts)

- Understand the circuit of capital and the operation of the capitalist economic system
- Understand the difference between green jobs and brown jobs
- Create critical understanding of green jobs discourse
- Move from understanding green jobs to greening work
- Understand the tools involved in determining factors that evaluate York as a green workplace

### Learning Goals (Skills)

- Evaluate what a world could look like without a hydrocarbon economy
- Articulate the difference between green jobs, brown jobs and greening work
- Brainstorm and communicate ways to make workplaces greener
- Evaluate and be critical of York as a green workplace by using audit tools

## Resources

### Prior Reading for Youth Participants:

Magdoff, Fred and John Bellamy Foster. 2011. *What Every Environmentalist Needs to Know About Capitalism*.

Monthly Review Press: New York.

Blue Green Canada

<http://www.bluegreencanada.ca>

### For the Presentation:

- Review of Bellamy and Foster Text:

<http://climateandcapitalism.com/2012/05/05/what-environmentalist-needs-to-know/>

- Brown vs Green Jobs

<http://science.time.com/2011/09/08/green-jobs-vs-brown-jobs/>

## Green Jobs – Part 1: Lecture –Lesson Plan

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	WHO
30 min.	Overview of capitalism and the hydro-carbon economy	Lecture	<ul style="list-style-type: none"> <li>• Lecture based on PowerPoint presentation providing definition of terms and concepts</li> <li>• Engage students in a discussion on what an economy not based on hydrocarbons would look like</li> </ul>	PowerPoint	Steve
15 min.	Overview Of green jobs discourse	Video clip and discussion	<ul style="list-style-type: none"> <li>• Discuss and define green jobs, brown jobs</li> <li>• Show Van Jones video clip</li> <li>• Discuss what it would mean for manufacturing green technologies for Canada and the US</li> </ul>	Video clip and PowerPoint	Steve
30 min.	Brainstorm of making workplaces greener	Break out groups	<ul style="list-style-type: none"> <li>• Discuss the concept of making all jobs and workplaces green</li> <li>• Split the students into three groups, one that will analyze clothing retail, fast food and a grocery store</li> <li>• Student will brainstorm specifically how to make these workplaces greener. Float and assist with brainstorms</li> <li>• Report back to a large group and debrief</li> </ul>	Chart paper	Steve
15 min.	Break				

## Green Jobs – Part 2: Audit – Lesson Plan

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	WHO
10 min.	Introduce concepts and activity	Lecture	<ul style="list-style-type: none"> <li>Describe that York campus was given an award for sustainability and the ways that York was acknowledged for their efforts toward sustainability</li> <li>Review the list of audit questions and clarify any questions</li> <li>Describe the timing of and 'look fors' during the audit</li> </ul>	Audit Questions/ TUC Guide	Steve
40 min.	Tour campus and complete the audit	Guided tour	<ul style="list-style-type: none"> <li>In two groups, guide the campus tour, at the beginning noting particular designs or strategies to reduce energy consumption, and a way that York can improve</li> <li>Provide opportunities for students to identify these themselves, point things out when needed</li> </ul>	Audit Questions	Steve and Stef
15 min.	Debrief Activity	Group Discussion	<ul style="list-style-type: none"> <li>Ask each group to report back their findings and consolidate the critiques discovered during the audit</li> </ul>	N/A	Steve

### 3. Debating Climate Change



#### Overview

The topic of climate change is widely debated. When people speak about the economic implications the topic is even more controversial. This session will explore the different perspectives on the issue. Students will learn basic debating skills through a role play scenario. Young workers are an important part of the economy. The session will also look at how young workers can demand greener workplaces. We will also discuss how different groups have organized to reduce carbon emissions and green our economy. Students will work together to develop an instrument to begin to demand changes.

#### Key Questions

- Why are climate change and the economy so controversial?
- What are the different perspectives on the issue?
- How do you debate the issues?
- How can young workers fight for greener work?
- What makes a good campaign for green work?

#### Learning Goals (Concepts)

- Understand that how we speak is related to materiality and has a direct impact on how we act
- Understand a variety levels of denial of climate change including 'the socialist plot', 'humans are not the cause', 'there is no hope'
- Understand a variety of perspectives on responses to climate change including 'green business', 'eco-socialism', and 'deep ecology'
- Understand what makes a successful campaign and what the priority asks are for green jobs of the future

#### Learning Goals (Skills)

- Articulate critical questions towards opposing views on climate change
- Articulate motivations behind climate change denial and acting to mitigate climate change
- Learn and practice debate basics including the substance, the rebuttal and manners
- Craft responses and debate the differing perspectives on climate change
- Articulate demands for good green jobs for the future of Canadian youth

#### Resources

- Maslin, Mark. 2005. Global Warming: A Very Short Introduction. Oxford, USA.
- McKibbin, Bill. 2011. The Global Warming Reader. Penguin.

- Washington, Haydn and John Cook. 2011. Climate Change Denial: Heads in the Sand. Routledge. Good Jobs for All : A Community-Labour Coalition  
<http://goodjobsforall.ca/about-the-green-economy-for-all-committee/>

## Debating Climate Change – Part 1: Debate –Lesson Plan

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	WHO
30 min.	Overview of perspectives and debate strategies	Whole group discussion and pair work	<ul style="list-style-type: none"> <li>• Read and discuss each perspective on climate change from the character cards and clarify any question</li> <li>• Review the process and strategies of a debate</li> <li>• In pairs, students work together to develop their substance and arguments to their debate. Support students in this process. Each pair is assigned as a specific member of the family in order to prepare their role and argument. Assign each pair another role that they will have to question or critique another perspective</li> </ul>	Background materials and character cards	Steve
60 min.	Debate climate change	Role play	<ul style="list-style-type: none"> <li>• In two groups , introduce the role play of the family dinner</li> <li>• In a go-around format each of the perspectives are given the opportunity to state their argument</li> <li>• In a second go-around each family member must ask another member a question challenging and critiquing their perspective</li> <li>• In a final go-around, each participant responds by presenting their rebuttal</li> <li>• Open the floor to discussion while in role. Facilitate and keep a speakers list</li> <li>• Debrief and highlight key points and clarify any questions</li> </ul>	Background materials and character cards	Steve, Stefanie and Hannah

15 min.	Break
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## Debating Climate Change – Part 2: Charter –Lesson Plan

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	WHO
10 min.	Review a successful campaign and charter	Whole group discussion	<ul style="list-style-type: none"> <li>Review the Good Jobs For all Charter and identify its purpose, message and what makes it effective</li> </ul>	Good Jobs For All sample charter	
40 min.	Create a Youth charter	Break out groups and full group discussion	<ul style="list-style-type: none"> <li>Use the format – Break it down, brainstorm, consolidate, prioritize and declare!</li> <li>Record all points from the brainstorm and assist students in rewording and consolidating points checking for agreement</li> </ul>	Whiteboard	Steve
10 min.	Prepare for panel	Whole group discussion	<ul style="list-style-type: none"> <li>Discuss the purpose and importance of experts and panels of experts</li> <li>Describe ways to actively and respectfully engage with a panel</li> <li>Create a series of questions that participants could ask the panel and describe how to take notes and formulate new questions</li> <li>Identify a way to ask the panellists to give feedback to the charter</li> </ul>		

## 4. Panel



### Overview

The creation of 'Good Green Jobs' has been on the agenda of community groups. The final session will feature a panel of community activists who have all advocated for a low carbon economy. Topics discussed will be the role of unions, government, training agencies, and communities in changing our workplaces. The featured speakers have been active in environmental and community-labour organizations.

### Key Questions

What are community groups doing to demand green jobs?  
Are employers and governments responding to demands for green work?  
How can young workers fight for greener work?  
What makes a good campaign for green work?

### Learning Goals (Concepts)

- Continue to explore a variety of ecological, social and economic impacts of climate change
- Understand the importance of an expert panel
- Understand a variety of perspectives on climate change activism
- Understand the importance of collaboration within Nongovernmental Organizations

### Learning Goals (Skills)

- Learn how to fully participate in a panel
- Learn how to take notes and create critical questions
- Learn how to articulate potentially dissenting ideas and questions in a respectful and productive way

### Resources:

Climate Action Network

[www.climateactionnetwork.ca](http://www.climateactionnetwork.ca)

Greenpeace

<http://www.greenpeace.org/canada/en/campaigns/Energy/>

Blue Green Alliance

[www.bluegreencanada.ca](http://www.bluegreencanada.ca)

## Panel –Lesson Plan

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	WHO
10 min.	Introduction	Lecture	<ul style="list-style-type: none"> <li>Formally introduce the panellists and the participants</li> <li>Read panellist biographies, agenda and structure of the panel, housekeeping</li> </ul>	Biographies	Steve
60 min.	Panel presentation	Lecture	<ul style="list-style-type: none"> <li>Each panellist has 10-15 minutes to present their information</li> </ul>	Each presenter brings their own presentation or notes Winnie Ng, Hannah Mckinnon, Steve Shall-horn, James Nugent	
20 min.	Question and answer	Open discussion	<ul style="list-style-type: none"> <li>Youth participants are encouraged to ask their questions that may have been previously formulated from the prior session or thought of during the panel.</li> <li>The moderator creates a speakers list and facilitates responses from panellists.</li> </ul>	n/a	Steve
10 min.	Thank you and closing	Lecture	<ul style="list-style-type: none"> <li>Formally thank each panellist and all participants for their participation.</li> <li>Clap out</li> </ul>	Gifts and certificate of participation	Steve

## Panel Guests:

### **HANNAH MCKINNON**



Hannah joined Climate Action Network Canada in August of 2009, following three years of climate change adaptation work in El Salvador. Hannah has a M.Sc. in Science and Society from the London School of Economics and a B.Sc. Hon. in Biochemistry from Mount Allison University. She has been engaged in climate change activism for over eight years in Canada, the United Kingdom and Latin America. Hannah is the campaigns director for Climate Action Network Canada.

Hannah discussed the moral imperative to act in regards to climate change. She also described how youth have been involved in climate change activism and encouraged the participants to think about how and why they might get involved.

### **JAMES NUGENT**



James Nugent is a PhD student at the University of Toronto in the Department of Geography. His research focuses on coalitions between labour and environmental groups. James has been a member of both the Toronto Climate Campaign as well as Good Green Jobs for All!; Green Economy for All Committee. He is also an active member of CUPE Local 3902.

James' informative power point presentation and discussion described numerous social and economic impacts of climate change and a variety of examples of how labour and environmental groups are working together. He focused on how coalition building is an effective way forward to address the issues of climate change in Canada and around the world.

### **WINNIE NG**



Labour rights activist and scholar Winnie Ng has joined Ryerson University as the CAW-Sam Gindin Chair in Social Justice and Democracy. Ng holds a BA from McGill University and a MA and PhD from the Ontario Institute for Studies in Education at the University of Toronto. For eight years Ng was the Canadian Labour Congress' Ontario regional director. She is the labour co-chair of Good Jobs for All Coalition, an executive member of the Asian Canadian Labour Alliance and a board member of Labour Community Services.

Winnie Ng spoke about harnessing the power of the people affected by social and environmental issues to make positive and lasting changes. Her presentation encouraged students to think about the connections between labour and the environment and to maintain a focus on equity and social justice.

### ***STEVE SHALLHORN***



Steve Shallhorn has more than 15-years' experience as a senior manager with Greenpeace in Canada, the United States, United Kingdom, Japan and Australia. Steve's last full time position at Greenpeace was Executive Director of Greenpeace Australia-Pacific, based in Sydney (2005-2009). Steve has successfully co-ordinated Greenpeace campaigns including a global ban on the dumping of nuclear waste at sea, and the preservation of the Great Bear Rainforest on Canada's west coast. Steve is currently Executive Director of the Labour Education Centre.

Steve Shallhorn described the social and economic implications of climate change while highlighting the need for collaboration. Steve spoke about his experience with Greenpeace and encouraged students to consider the role of the government and civil society in addressing climate change.

### ***Other potential invitees:***

Political figures in the municipal, provincial or federal level, green business owners, and representatives from Non-Governmental Organizations, youth activists, labour unions

## Organizers Time Budget



**Note:** The time allocation is based on the time spent on each task for the February event at York University. Time can be significantly reduced if organizers are using materials provided.

Task	Schedule	Time Allocation (In hours) (February)	Estimated Time Allocation (In Hours)	Notes on the Process
<b>Creating Promotional Materials</b> -creating a brochures and poster to mail or email	3 months prior	50	2	See Appendices 'Brochure' and 'Poster'
<b>Compiling Contact Information for Recruitment</b> -compiling lists and verifying addresses	4 months prior	30	15	See Appendix 'Contact Information'
<b>Recruiting</b> -Printing, emailing, calling to follow-up	2 months prior	30	30	See Recruiting Strategies
<b>Inviting Guests for Roundtable</b> -deciding on guests and objectives -writing letters -follow up phone calls and making travel arrangements	2 months prior	20	10	See Roundtable
<b>Welcome Package</b> -writing letter, survey, agreement, waiver and registration -writing study guide for reading materials	1 month prior	30	5	See Welcome Package Materials
<b>Organizing Student Information</b> -organizing and compiling all survey results, contact and emergency information -responding to emails and questions	3 weeks prior	5	5	See Welcome Package Materials
<b>Ordering Food</b> -creating a menu based on estimated number of guests -ordering and follow-up confirmation of orders	1 month prior Confirm 1 week prior	15	10	See Menu
<b>Organizing the Photographer/Videographer</b> -hiring a videographer -asking interview questions -editing and reviewing photos and video	1 month prior	5	2	See video on <a href="http://www.workinawarmingworld.com">www.workinawarmingworld.com</a>
<b>Room Booking</b> -finding space that meets the needs of the workshop -reporting providing guest and other information -confirming the space	3 months prior	15	10	See Room Requirements

<p><b>Lesson Planning</b></p> <ul style="list-style-type: none"> <li>-deciding on goals and expectations</li> <li>-reviewing level appropriate curriculum expectations</li> <li>-reviewing content and choosing materials</li> <li>-organizing lesson sequence</li> <li>-preparing handouts</li> </ul>	<p>4 months prior</p> <p>Finalize 1 month prior</p> <p>Review 1 week prior</p>	100	20	See Overview and Lesson Plans for Workshops
<p><b>Certificates and Thanks</b></p> <ul style="list-style-type: none"> <li>-creating and printing certificates of participation</li> <li>-shopping for and buying materials and gifts for students and panellists</li> </ul>	2 weeks prior	15	5	See Appendix 'Certificate of Participation'

### Room Requirements



The requirements for the room will be to ensure that you have access to:

- sufficient space to seat the number of participants as well as invited guests (minimum 30);
- a breakout room for separated group work;
- audio/visual capabilities including a DVD Player and a projector, audio player, computer with internet access and projector.

## Sample Budget



<b>Recruitment and Event Costs</b>	
Room Rental	In kind from the University
Audio/Visual Support	\$165.00
Travel Subsidies for Panellists	\$214.25
Printing (Brochures)	\$95.55
Postage	\$150
Food - Meals	\$1,173.25
Food – Snacks, Drinks, Coffee/Tea	\$713.45
<b>Materials and Gifts for Panellists and Participants</b>	
Book – What Every Environmentalist Needs to Know About Capitalism – 20	\$299.00
Mugs, Folders, Pens, Notebooks – 20 each	\$240
<b>Total</b>	<b>\$3050.50</b>

## Recruiting Strategies



Ideal candidates for the Youth, Climate Change and Jobs Institute are students in their last year of high school who plan to attend post-secondary studies in any field in 2012 or 2013. They are also involved in environmental or community initiatives, and have average to above average literacy skills.

- contact principals directly;
- contact Geography and Science Instructional leaders for the school board;
- contact Geography and Science curriculum leaders for each school;
- contact teachers involved with the High Skills Major for the Environment program as part of the requirement for the program is to take part in extra-curricular activities;
- school or class visits.