Teacher's
#60Above60
Guide
#60above60 Project Overview

You have received this packet because you expressed interest in participating in #60above60 for the 2017-2018 school year. We are thrilled to have you and your students involved in our project. In January 2018 Arctic PIRE will launch the second year of #60above60 with educators collaborating across the 60 degree parallel.

**Participating in Research**

It is important to note that #60above60 is an active educational research project and, as a result, the research team is required to obtain written consent from all participating teachers as well as parental consent from student's parents or guardians. Participation in this research is fully voluntary and you or any of your students may feel free to withdraw your participation at any time during the three-month project period. If you have any questions regarding your participation in this research, please contact the #60above60 educational team.

**Global Education**

The goal of the #60above60 K-12 education project is to enhance student's global perspective about urban life and sustainability in their local communities, as well as those abroad. A central component of this work is the #60above60 challenge that encourages students to make 60-second videos exploring sustainable innovations related to food, water, energy, and climate on their school campuses or in their communities.

#60above60 aims to connect classrooms across the 60 degree parallel, to enhance global awareness and active citizenship among students in DC and Arctic communities. In the U.S., #60above60 intersects with existing school subjects and themes, grounded in Common Core Standards and Next Generation Science Standards.

**Getting Started**

The National Science Foundation Arctic Program for International Research and Education (PIRE) project is excited to partner with the George Washington University’s Graduate School of Education and Human Development (GSEHD), School of Media and Public Affairs’ Planet Forward project, and local DC area schools to launch a multimedia project communicated through the hashtag, #60above60. The hashtag refers to 60-second videos produced by students in the DC metropolitan area and Arctic urban communities in order to share urban life perspectives above and below the 60 degree parallel.

Info: email: ice@gwu.edu
We are so glad you and your students are interested in exploring the global community! The exploration of issues across the 60 degree parallel expands beyond the twelve weeks of #60above60’s three cycles. Below is a brief outline of the activities:

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<th>Week</th>
<th>Activity</th>
<th>Description</th>
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<tr>
<td>1</td>
<td>Students film 60 second video #1: What is special about your city?</td>
<td>1. Preparation for content and composition of video 1. 2. Filming. 3. Reflection on experience.</td>
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<tr>
<td>2</td>
<td>Consider what is known and what you want to find out.</td>
<td>1. Students discuss, write about, or draw a picture to answer prompts. 2. Students conduct independent research about place they will learn about through exchange.</td>
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<tr>
<td>3</td>
<td>Watch videos from abroad.</td>
<td>1. Students watch, listen, and consider videos from abroad. 2. Reflect on prompts. 3. Create a list of questions for students from abroad. 4. Share questions via Skype/video chat, email, or record students asking questions.</td>
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<tr>
<td>4</td>
<td>Student film 60 second video #2: What is an environmental challenge in your city?</td>
<td>1. Preparation for content and composition of video 2. 2. Filming. 3. Reflection on experience.</td>
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<tr>
<td>2</td>
<td>Consider distant environments</td>
<td>1. Students make predictions of types of environmental issues from peer city. 2. Review fact v. opinion. 3. Evaluate quality of informational source.</td>
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<td>4</td>
<td>Students watch videos from abroad.</td>
<td>1. Students watch, listen, and consider videos from abroad. 2. Reflect on predictions and create new observations. 3. Discuss students’ answers to prompts. 4. Create a list of questions for students from abroad. 5. Share questions via Skype/video chat, email, or record students asking questions.</td>
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<tr>
<td>1</td>
<td>Student film 60 second video #3: How is your city addressing or trying to make changes to an environmental challenge?</td>
<td>1. Preparation for content and composition of video 3. 2. Filming. 3. Reflection on experience.</td>
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<tr>
<td>2</td>
<td>Consider distant environments</td>
<td>1. Students suggest solutions to environmental challenges that take their culture and lives into consideration. 2. Create a written reflection that considers question prompts.</td>
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<td>4</td>
<td>Students watch videos from abroad.</td>
<td>1. Listen to peers and discuss answers to prompts. 2. Make a classroom commitment to take action to improve your school or community’s environment. 3. Share your commitment through an art, writing, or multimedia project. (You can share your commitment on the #60above60 digital platform)</td>
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website: http://blogs.gwu.edu/arcticpire/60above60-campaign/
Winter 2018

This year's video production, exchanges and discussions will run for three one-month cycles. For each cycle, classrooms will have two weeks to produce 60 second videos and a week to do some research about the city and country with which they will connect. During the fourth week of each cycle videos will be available for viewing and discussion.

Following the conclusion of the final exchanges, teachers will participate in interviews regarding teacher and student experiences. Prior to participating in #60above60 teachers and students must complete all required forms including consent forms from The George Washington University.

Video #1
What is special about your city?

Video #2
What is an environmental challenge in your city?

Video #3
How is your city addressing or trying to make changes to an environmental challenge?

Timeline
#60above60
2017-18

January 2018
Online Meeting with Teachers & Research Staff
Test Technology
Meet other international teachers via email or platform to collaborate and connect

February 2018
2nd Video & Examine Line of Inquiry
Upload video
Connect with other classrooms
Collaborate with international teachers
Collect Data

March 2018
3rd Video & Examine Line of Inquiry
Upload upload
Connect with other classrooms
Collaborate with international teachers
Collect Data

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How to Make a #60above60 Video

Students will examine their local environment by reflecting on what is special in their city with a 60-second video and compare/contrast their videos with those of students from cities in other places (above and below the 60 degree parallel). Anyone with a smart phone can create a video. But to create an effective, informational video, it does require a little prep.

### WHAT ARE YOU GOING TO COVER?

| Write out the answers to the prompts provided for your topic. | Memorize your points – don’t read the answers when on camera. This adds to the spontaneity of the video, which makes it more interesting for viewers. | Aim to make your video fun – don’t just list off statistics and numbers. Make sure you emphasize the emotional connection to the people of your city — or you! — have to the topic. |

### HOW ARE YOU GOING TO FILM IT?

| When planning your video, consider the time of day you will be filming, the location you would like to film, and whether you will be sitting, walking or standing. | For video composition, avoid cutting off your eyes on camera, as viewers want to see you. Follow the rule of thirds – you should fill up one third of the frame and station yourself to be off center. Light should be in front of you so your face is not in shadow. | Seek a location with good sound quality (avoid crowds and street noise) and lighting – natural light is best. |

Adapted from Planet Forward
for more information go to Planetforward.com
Objective:
Students will be able to (1) examine their local environment by reflecting on what is special in their city with a 60 second selfie and (2) compare/contrast their videos with 60 second videos of students from cities in other places (above and below the 60 degree parallel).

Part One: Making Our First Video
Before we learn about communities abroad, let's learn about our home. Part one of this lesson is designed to help students explore their city and become comfortable as investigators. We will begin to develop our ability to ask critical questions, and seek answers by exploring this first line of inquiry.

Student video
What is special about your city?
Students may find these prompts helpful in planning for a video about their city.

- What’s new or interesting about it?
- What difference can it make in the lives of people who live there?
- Why do you love it? What don’t you like about it?
- What do you see and hear? How does it smell? What can you taste? How does it make you feel?

Reflect on Your Experience
Take a moment and with students reflect about the process you experiences in creating your first video. As a community, what might you do differently in planning for and filming the next video? What did you all learn about your hometown through this experience?
Exploring City Life in Different Contexts.

Part Two: Activating Prior Knowledge about Exchange Cities

Now that we have created our first video and learned about our home city, let's start to think about our exchange cities. Take some time to consider what you already know, what you think about it, and what you are curious to find out. Take some time to record your students' ideas so you can come back to them later.

Considering Global Contexts:
Before watching video's from abroad, access student's prior knowledge about that place. Discuss, write about, or draw a picture to answer these prompts.

• How do you think your city is different/unique compared to other cities?
• What do I know about city life in the Arctic city?
• What do I think life is like there?
• What would a city look like there?
• What do you think other places would say about our city and community?

Building on Prior Knowledge and Asking Questions

Now that you have had a chance to consider what you already know about your exchange city, take some time to think about what you don't know, and what you are curious to learn. Will your international peers will be capable of answering those questions? Do your questions contain assumptions about your exchange country? Do a little bit of independent research about the place you will be learning about through these exchanges.

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Part Three: Connecting and Considering Videos from Abroad
Finally, it's time to watch videos received from international peers. Building on prior knowledge and expectations expressed earlier, let's make observations about the videos. We will want to watch them several times to allow ourselves the opportunities to think deeply about their content.

Watching, Listening, and Considering
Students may find these prompts helpful in reflecting on video each other's videos.

- What do you notice?
- What stood out to you the most while you watched the video?
- Did you have any assumptions that the video challenged?
- What surprised you?
- What question would you ask someone living there?

Extension: Asking Inspired Questions
Create a list of questions for the students from abroad. Try to build that list from the video content. If the time difference is manageable, schedule a Skype or Google video chat between your classrooms to create an opportunity for students to ask those questions. Or have students compose their questions in the form of letters that can be emailed to the connecting classroom. Another option is to record students asking questions and exchange that too. But be aware of time. We still have two more videos to film and exchange.
Lesson #60above60
TWO

Environmental challenges in urban contexts.

Objective:
Students will be able to (1) identify environmental challenges facing their local community and examine/question urban sustainability in their local environment and (2) compare/contrast their environmental challenges to the challenges depicted in the 60 second selfies of students from cities in other places (above and below the 60 degree parallel).

Part One: Making Our Second Video
For this video we want to consider the ways that the natural world impacts our community as well as the ways our community impacts nature. Sometimes it can be difficult for younger students to consider this question. It can be helpful to keep it small. An environmental problem can be as simple as cars idling at drop off or pick up. However, beware of giving too many suggestions. It’s important that the students explore an issue that they noticed.

Student video
What is an environmental challenge in your city?
Students may find these prompts helpful in planning for a video about their city.

- What is one environmental challenge in your city?
- What caused the problem?
- What difference does it make in the lives of people who live there? (Who does it affect - human or non-human?)
- Why do you think it matters?

Reflect on Your Experience
What was similar or different about the process of creating this video? Were there aspects that were more difficult, or easier? Why do you think that was? Was it different to create a video for international peers you have been introduced to? Why or why not? Draw or write a reflection based on your thoughts.

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Part Two: Connecting and Considering Distant Environments
This part's format is similar to the previous lesson. But now we'll try to use the knowledge we gained from the previous video to predict the types of environmental issues impacting the #60above60 peer city. As we make predictions, let's try to support those predictions with facts we learned, either through our independent research, or from the video we watched from our #60above60 peer school.

Considering Environmental Challenges from a Global Perspective
These questions may help students think about environmental issues taking place in unfamiliar contexts:
- What do you think the main environmental challenges might be there?
- What observations led you to that prediction?
- Are there environmental challenges there that are similar to those in your town? Why or why not?

Facts vs. Opinions
Depending on the student's age range, this might be a good time to review or introduce the difference between fact and opinion. For those more advanced students it might be a chance to discuss the ways one evaluates the quality of an informational source, and the proper way to cite that source. As always, we should try to be conscious of whether or not our predictions are developed based on stereotypes or assumptions about life in our #60above60 peer community.
Part Three:
Let's watch these new videos and begin to construct a new set of observations that deal specifically with the relationships between humans and nature. Go back to your predictions and, make new observations about the videos. Don't forget to watch them several times so we can think deeply about their content.

Watching, Listening, and Connecting Around Environmental Challenges
These prompts may foster discussions of student's observations from videos

- What did you learn about an environmental challenge in a different part of the world?
- What surprised you?
- What question would you ask someone living there about this challenge?

Deepen Your Connections and Reflect on Your Experience
Again, create a list of questions built from the video's content. Consider scheduling a Skype or Google video chat between your classrooms. By this time, your classroom communities may be becoming very curious about each other. Try to encourage that curiosity by creating pathways for communication between your classes. Is there another aspect of your curriculum in which the #60above60 school could be included?

Write a Reflection - How do different environmental challenges in other parts of the world compare and contrast to the challenges in your own community? What are the similarities and differences?

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Thinking Critically about Urban Sustainability

Objective:
Students will be able to (1) critique and support ways in which their local communities and other cities they learned about are solving environmental challenges and (2) develop their own opinion (or service project!) on how they can solve the environmental problem.

Part One: Making Our Final Video
Sometimes we feel powerless to create change. This portion of #60above60 helps us address some of those feelings. Remember that you don't have to feel obligated to fix everything. For this video, try to think of a solution that is achievable and could address an environmental challenge, even if it isn't the same challenge you shared previously.

Student Video
How is your city addressing or trying to make changes to an environmental challenge?
OR
How would you or will you address the environmental challenge?

Take it Further
This time, think as a community about the types of solutions that came up during this process. Take that deeper by beginning to consider the steps you could take to making those solutions a reality. As a classroom, try to develop an action plan for addressing an environmental challenge in your school or community.

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Part Two: Thinking about Global Solutions
Solving environmental problems is never easy. But it is even harder to do from far away. As you think about the city abroad that you have been learning about, try to go deeper by considering ways to suggest solutions to environmental challenges that takes their culture and lives into consideration.

**Considering Environmental Challenges from a Global Perspective**
These questions may help students think about environmental issues taking place in unfamiliar contexts

- What do you imagine are some innovations or ways that cities are trying to find solutions to environmental problems in your #60above60 peer city?
- Are there things you can do from home to help address problems your #60above60 peer city faces?
- Are there ways your city is addressing the challenges your #60above60 city is dealing with?

**Considering Cultures and Systems**
Engaging in writing or drawing about how our solutions can have unforeseen effects can help us consider bigger pictures. Create a written reflection that considers the following: How might differences between your culture and the #60above60 peer community’s cultures impact the types of environmental challenges their city is facing? What makes solving those challenges difficult? Could your proposed solutions create new problems, if so how?

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Part Three: Learning about Solutions from Abroad
As you watch these last videos try to consider the ways their city is addressing their challenges. Make observations again, but focus observations on the ways their solutions may be similar or different to those in your city. Listen to your international peers and try to come up with some thoughts as to how culture connects to those differences.

Watching, Listening, and Connecting to Seek Solutions
These prompts may foster discussion around solutions from other places and how they may be possible at home.

- What did you learn about ways that the city is adapting to environmental challenges or adopting solutions?
- Would these work in your own city?
- What question would you ask someone living there?
- Are these similar or different than environmental challenges they are facing locally?

Make a Change
Go all the way back to your first reflection. In it, you thought about your hometown. For your final reflection, consider how learning about another place has changed the way you see your home. Also, reflect on the ways your perception of the international city has changed. Lastly, as a classroom, make a commitment to take action to improve your school or community’s environment. Share that commitment through an art, writing, or multimedia project.
Q: How many schools will be involved in this project?
A: For this pilot we will be connecting two schools to each other. One school will be located in Metro Washington, D.C., USA, and the other school will be located above the 60 degree parallel.

Q: When will this project be launched for the students? What is the interval (time) between each stage?
A: We hope to begin as soon as October. You will connect with other teachers to start collaborating and to introduce yourselves. The first time you do the video project and you will view other videos answering the same line of inquiry from 3 other places. You will do this two more times with another video and different line of inquiry. Please see the timeline document for further clarification.

Q: And when will the last part of the project be done?
A: The project will consist of looking at one question for a month, thinking about how people from another country might answer that question, and watching videos from abroad to examine those responses. Our hope is that a school or community environmental project may develop out of the experience.

Q: How much involvement from the teachers are expected?
A: Teachers will be collaborating with other teachers from around the world on this project. We have given you a few ideas for pre and post activities, but you should adapt them for your classroom and grade level and subject area. Teachers are expected to participate in a pre and post survey on the project. Teachers are also expected to help upload videos to the platform, and of finding time for you to view other videos during the month to compare/contrast.

Q: Who will have access to the results of the 60 seconds videos?
A: The other school with whom you are collaborating will have access to the videos. We are working on finding the best platform to host the videos and teacher collaboration. Researchers on the team will also be accessing them. Video sharing is completely in school’s control. We will collect forms of consent from students participating.

Q: Are my students the right age for this project?
A: We recognize that across the world, we educate our students differently and group them differently. We trying to align the ages of your classroom with other classrooms.

Q: Is it suppose to be only one video from each class for every prompt?
A: There are many ways to structure this in your classroom and that is why it will be important to collaborate with international teachers also participating in this pilot on how best to do this. The #60above60 School Coordinator will be able to help you make a plan with the international peer school. For example, an elementary school or primary school might want to create one classroom video, or they might want to have the students each create their own as an independent project. It also depends on the classes access to technology. Most importantly, try to communicate with the #60above60 team about your needs, as well as with the teacher with whom you are connecting internationally.
This document has been created by Mary E. Short with significant input from Laura C. Engel and Sarah Jennings, who authored a previous version. We would like to acknowledge all of those who have supported the development of the #60above60 project, especially Planet Forward with specific thanks to Frank Sesno and Dan Reed; the Arctic PIRE team, especially Robert Orttung, Luis Suter, Dmitry Streletskiy, Carrie Schaffner, Carlson Giddings, and all of the teachers participating in this pilot study. Funding for this project came from the National Science Foundation’s Arctic PIRE (award # 1545913).