Student

#60above60

Information Packet
#60above60 Project Overview

Welcome to #60above60! Your classroom will be collaborating, discussing, and thinking about environmental issues in your city. Through this process you will be exploring your community and learning about how it exists in relation to the planet earth. You will be doing this along with schools from around the world: in the United States, Europe, and Russia!

Participating in Research
By now you have learned that #60above60 is part of a research project. If your school is participating in the research portion, you probably have turned in a consent form from a parent or guardian. Your participation in the research is voluntary and if you decide you don't want to be included in the research part of the project, it will not effect your grade.

Global Education
While you are participating in this project you will make a series of videos about your city. Each of these will be exchanged with a classroom on the other side of the 60-degree parallel. You will learn where their country and city is located in relation to your own. Through your video exchanges, you will also learn a bit about what life is like in another country. This guidebook, will help you think about how you want to share your ideas with a classroom in another part of the world. It will also help you think carefully about the videos you receive from abroad.

Here at #60above60, we do not require your class to have global digital conversations with your exchange classroom beyond the three videos. But, we hope you will consider extending beyond the videos to use them as a starting point in developing a dialogue between your two classrooms. 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.

Your Voice Your Actions
Finally, this project is about you. It is about your thoughts, your ideas, and the things you care about in your community. These videos are a chance for you to make your voices heard as you learn environmental issues in your city. We hope that you will take that learning beyond words. We hope you will use this project as an opportunity to think about some ways you can make a change in your community to make it more sustainable for you and future generations.

Info: email: lce@gwu.edu
The Arctic is the polar region located at the northernmost part of Earth and includes the Arctic Ocean, adjacent seas, and parts of Iceland, Norway, Russia, Sweden, Northern Canada (Canada), Greenland (Denmark), Finland, and Alaska (United States). The Arctic region is a unique area among Earth's ecosystems. For example, the cultures in the region and the Arctic indigenous peoples have adapted to its cold and extreme conditions. In recent years, Arctic sea ice decline has been caused by global warming. Life in the Arctic includes organisms living in the ice, zooplankton and phytoplankton, fish and marine mammals, birds, land animals, plants, and human societies. For the purposes of this project, anything above the 60-degree parallel is considered Arctic. But different groups of people define the boundary differently.
Washington DC, United States

Washington D.C. is the capital city of the United States of America. It is home to the U.S. national government. Schools participating in #60above60 are located in the city of Washington D.C. as well as in some of the surrounding cities. Interestingly, Washington D.C. is not part of any of the U.S. 50 states. It is its own "district" which is what the "D", in D.C. stands for. That is why you will find students in #60above60 from several states, as well as D.C. The D.C. metropolitan area is made up of the capital and cities nearby in the states of Virginia and Maryland.
You will be creating three videos and exchanging them with students across the 60th degree parallel. You and your classmates will have two weeks to produce 60 second videos and a week to do some research about the city and country with which you are exchanging with. During the fourth week of each cycle you will watch videos from your partnered school. Check out the video prompts below!

**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?

website: http://blogs.gwu.edu/arcticpire/60above60-campaign/
Creating a video to share with people you don't know can be a little intimidating. One of the best ways to deal with that is to prepare what you want to say in advance and practice before the camera starts rolling. This page can help you get ready to film.

1. 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 the people of your city — or you! — have to the topic.

2. 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
Exploring City Life in Different Contexts.

Part One: Making Our First Video

Before we learn about communities abroad, let's learn about our home. This lesson is designed to help you explore your city and get some practice investigating. Investigating your city is all about asking questions. Here are some ideas to get you started.

**Video 1 Topic**

*What is special about your city?*

The questions on the right are made to help you think about what you want to say in your video. On the next page, there is some space for you to write down your thoughts.

- 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? How does it make you feel?

**Other Types of Media: What can you add to make your video even better?**

There are lots of ways you can make your video reflect your personality. Is there a song that you want to include as background music? Are there graphics that you can include for transitions? What else could you include in your video?

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Explores City Life in Different Contexts.

Part One: Making Our First Video - This page is a place for you to record your thoughts as you plan your video.

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Exploring City Life in Different Contexts.

Part Two: Learning 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. Consider what you already know, what you think about it, and what you are curious to find out. Take some time to record your ideas here.

Considering Multiple Perspectives:

How do you think your city is different/unique compared to other cities?

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What do I know about city life in the exchange city?

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Considering multiple perspectives: continued

What do you think life is like there?

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What do you think other places would say about your city and country?

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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 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
It's time to watch videos from international peers! While we do, let's make observations. We need to want to watch them several times to allow ourselves the opportunities to think deeply about their content.

- 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?

Here's a place for you to record your thoughts as you watch the videos

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Part Three: Connecting and Considering Videos from Abroad

Asking Inspired Questions
Create a list of questions for the students from abroad. Try to build that list from the video content. See if your class can connect with your partner school over Skype or through an email so that you can ask and answer each other's questions.

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Environmental challenges in urban contexts.

Part One: Making Our Second Video

For this video we want to consider the ways the natural world impacts our community as well as the ways our community impacts nature. Sometimes this can feel like a difficult question. Try to keep it small. An environmental problem can be as simple as cars idling.

**Video 2 Topic**

*What is an environmental challenge in your city?*

The questions on the right may be helpful in planning your second video. Again, on the next page there is a place for you to write down your ideas.

- 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?

**Learn from the last video**

As you plan your next video, think about what went well last time. What were you really proud of? Also, think about the things that didn’t go as well. Were there technical difficulties? Did you feel pressed for time? Try to remember both the good and the bad as you get ready for the second time around. Are there some new types of media you’d like to try this time?

Sometimes it is also helpful to think about what seemed like it worked well for other people. Ask your peers, especially if you really liked their video. This is a really great chance to learn from one another and get better at creating digital stories.
Environmental challenges in urban contexts.

Part One: Making Our Second Video - This page is a place for you to record your thoughts as you plan your second video

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Environmental challenges in urban contexts.

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? Write a reflection based on your thoughts.

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Part Two: Connecting and Considering Distant Environments

Think back on the first videos you watched from your exchange city. What types of environmental issues might impact that city? Support your guess with something from the video. Also, take some steps to research your guess and make more 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.

What do you think a main environmental challenges might be there?

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What observations led you to that prediction?

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Exploring City Life in Different Contexts.

Are there environmental challenges there that are similar to those in your town? Why or why not?

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What is it about that place that you think would create differences or similarities to your town?

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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 be helpful as you make 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?

Part Three: Observations

On the next page there is space for you to record your observations during the second video. You may also decide you want to use this space to jot down some questions for your international peers.

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Exploring City Life in Different Contexts.

Video Two
#60above60 Viewing
Part One: Making Our Final Video

Sometimes we feel powerless to create change. This section is designed to help address some of those feelings of helplessness. Remember that you don't have 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?*

• What is one way your city is attempting to address an environmental challenge?

• If there is no solution being implemented, what are some solutions or ideas you have?

• What’s new or interesting about the solution you described above?

• What difference does it make in the lives of people who live there?

• Why do you think it matters?

**Researching Current Solutions**

Use this space to think about ways your city might already be addressing the environmental problem you have identified. How can you find out about your city's plans to correct the problem.

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Lesson #60above60 Three

Thinking Critically about Urban Sustainability

Research Current Solutions (continued)

If there is no solution being implemented, what are some solutions or ideas you can imagine?

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Use this space to think plan your final 60-second video.

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Thinking Critically about Urban Sustainability

Part Two: Thinking about Global Solutions
Solving environmental problems is never easy. But it is even harder to do from far away. Take some time to think about the city abroad from which your class has watched videos. Try to go deeper by considering ways to suggest solutions for environmental challenges that takes their culture and lives into consideration.

**Considering Environmental Challenges from a Global Perspective**
These questions may us think about environmental issues in contexts that are different from our own.

- What do you imagine are some innovations or ways that cities are trying to find solutions to environmental problems in?
- 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?

Use this space and the next page to record your thoughts about the questions above.

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Lesson #60above60
Three

Thinking Critically about Urban Sustainability

Considering Cultures and Systems

Engaging in writing or drawing about how our solutions can have unforeseen effects can help us consider bigger pictures. Write a reflection that considers the following: How might differences between your 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 them 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 may be connected to the difference you perceive.

Watching, Listening, and Connecting to Seek Solutions
These prompts may help you think about around solutions from other places and how they may or may not 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?

Notes and reflections for thinking about environmental solutions abroad
Starting on the next page, record your observations and questions about the environmental solutions your international peers have discussed in their 60 second videos. Use the questions above to help guide your thinking. As you record what you notice, try to consider how the issues is bound to each city.

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Thinking Critically about Urban Sustainability

Lesson #60above60
Three

Cycle Three: Week Four

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Thinking Critically about Urban Sustainability

Lesson #60above60
Three

Thinking Globally

Take some time to think about how local environmental issues you learned about, both at home and abroad, might be connected to global environmental issues? How could changing or addressing your local issue be a first step in addressing a bigger, global issue?

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Lesson #60above60
Three

Thinking Critically about Urban Sustainability

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.
Thinking Critically about Urban Sustainability

Lesson #60above60 Three

Make a Change (continued)

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