

Letter inviting faculty to make climate a class.

Dear (personalize)

Our school is participating in [The WORLDWIDE Teach-In on Climate and Justice](#) on or around March 29, 2023. We will be collectively engaging more than 50,000 students at more than 350 campuses in at least 60 countries.

We ask you to join us and [#MakeClimateAClass](#). This means devoting a short portion of your regular class time in your non-climate classes to a discussion of how your field contributes to the understanding of climate change, climate solutions or climate justice. If ten teachers at our school do this, we will engage 200 to 300 students in a positive focus on climate solutions. If twenty of us do it, then we will touch 400 to 600 students. As climate-concerned educators, this is work we can do every term in every one of our classes.

Here's what we suggest:

Tell students you are taking a short diversion into climate as part of the Worldwide Teach-in. Then for 15 minutes, introduce an example of how your discipline is thinking about climate change. Then have a 15-minute presentation from an alumnus or other professional who is actually working on climate change in your field. Thirty minutes, DONE!

Climate change touches every field—from artists to business professors, philosophers to scientists. Our courses can inspire students to see how they can be leaders in the critical work ahead to stabilize the climate. Examples:

- If you are a literature professor, talk about the genre of climate fiction, or a specific work of climate fiction. Then engage your students in discussion.
- If you are in a field like engineering, chemistry, physics, math or ecology, assign your students a problem or problem set related to climate change or climate solutions.
- If you are in food systems, discuss the impacts of climate change on agriculture and the food supply.
- If you are in the social sciences, discuss human dimensions of climate change and climate justice.

The possibilities are endless.

Students will appreciate the chance to learn how your field relates to an issue that is a major concern for many of them, and to see a pathway to solving climate that goes beyond their lifestyle choices and political action.

You can also take this model further and [#Co-TeachForClimate](#). On or around March 29, instead of your regular class, hold class jointly with one or more of your colleagues in a different discipline. You could each then present on how your field contributes to the understanding of climate change, climate solutions or climate justice, as above. Then conclude with a panel of 3-4 alumni or professionals doing climate work in your field.

It would be most powerful if you were able to coordinate your presentations on a particular topic such as climate justice, tipping points, climate anxiety, climate solutions or some other topic that makes sense for your fields. For example, invite educators in philosophy, sociology, health, and policy to discuss what climate justice means to them.

Why do this? [#MakeClimateAClass](#)? This is a way to reach all of your students – not just the ones who show up for an event about climate change. At this critical moment, we can help move students from climate despair to inspiring them with the idea of pursuing work and careers in solving climate. This goes beyond the typical "eat less meat, fly less, vote, protest" ways of engagement, to turn students' climate anxiety into excitement about a future of work with deep purpose.

If this idea inspires you, sign up here to [stay informed](#). The Worldwide Teach-in also has regular on-line meetings [every Wednesday at 10 AM and 9 PM Eastern Time \(New York\)](#), featuring non-climate experts talking about how to talk about climate change in the classroom, and sharing ideas on how to [#MakeClimateAClass](#). Register for one of those sessions [here](#). Find more resources [for #MakeClimateAClass here](#).

Thank you again for joining this effort. The biggest threat to our future is thinking that someone else will step up, that someone else will lead. Join us in bringing a short focus on climate into your class.