



December 16, 2013

Dear Fellow Educators,

We are sending this invitation because you previously indicated interest or have already participated in the [International Student Carbon Footprint Challenge](#) (ISCFC). We would like to invite you and your class or classes to be involved in the February 2014 ISCFC and to work with our partner program supporting student-to-student communication, the *Einztein* social learning network.

You and your class(es) will have the opportunity to use and explore our student-focused [International Carbon Footprint Calculator](#). Students can then discuss the results of this activity and their perspectives regarding climate change and related environmental concerns on the *Einztein* social learning network with other ISCFC students around the world. Since the inception of the ISCFC in April 2011 nine sessions of the program have included teachers and students from Australia, Bangladesh, Belgium, Bolivia, Brazil, Bulgaria, Canada, China, Czech Republic, Croatia, Cyprus, Egypt, Estonia, Finland, France, Germany, Ghana, Great Britain, Greece, Guatemala, Iceland, India, Italy, the Ivory Coast, Korea, Lithuania, Japan, the Maldives, Mexico, Myanmar, the Netherlands, New Zealand, Norway, Poland, Romania, Slovenia, Spain, Sweden, Switzerland, Taiwan, Turkey, the United States, and Venezuela, and we expect additional countries this year.

The next session of the ISCFC will begin in February, and if this date (and the schedule outlined below) coordinates well with your curriculum, we invite you and perhaps your entire school to join us, and ask you to **please let us know no later than February 1, 2014**.

In summary, participation in the February 2014 ISCFC will include these steps:

- **In December and January** prospective partner teachers explore the ISCFC website at: <http://footprint.stanford.edu> and test our student [Carbon Footprint Calculator](#).
- **By February 1** let us know that you would like to enroll your class(es) by completing the registration form posted on the ISCFC site at: <http://footprint.stanford.edu/participate.html>
- **Between February 3-7 (or before)** students calculate their personal carbon footprint.
- **Between February 3-14** classes join and participate in the international student collaboration/discussion on the *Einztein* social learning network site. Discussions may also continue past this date if student participation warrants. <http://einztein.com/user/jason/the-international-carbon-footp-12645/>
- **After the session**, teachers and students complete the required online *SurveyMonkey* survey in order to help us evaluate and improve our ISCFC project. **Certificates** for ISCFC participation will be awarded.

On behalf of Professor David Epel and Dr. Sam Dupont, the co-directors of the I2I team, project manager Geraldine Fauville and staff scientist Dr. Jason Hodin, we invite you and your class(es) to be a part of the ISCFC. We look forward to your response (no later than February 1) and to meeting you and your students online!

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EXAMPLE of ISCFC STUDENT AND TEACHER POSTS ON EINZTEIN

Example high school student posts:

Erin G, USA: "When I calculated my carbon footprint, I was surprised to see that my home produced more carbon than my transportation, food, and personal purchases did put together. ...then I started becoming aware of all the things my family does that really increase the size of our carbon footprint."

Alex A, USA: "As a part of this project...[since] our neighborhood doesn't recycle...I've set up a laundry basket [at home] to hold all the paper we aren't using, and I'm going to take it to school to recycle...if I recycled only twenty inches of paper a week, my family would be saving all of this each year: 17.7 trees, 2 tons of coal, 4,903 miles driven in a car, 4.3 cubic yards of trash in a landfill, 7,228 gallons in water, 4,264 Kilowatt hours, and ten dollars for recycling. Think if more than one household did that..."

Elizabeth R, Croatia: "Big advertisement companies affect on our desires... We don't need the latest computer...cell phone... two or more TVs in house. ..In all that technology we're losing sense for each other and...good judgment. We're losing our humanity...becoming blind for those who are really in need."

Audrey B, USA: "If families are trying to be more economically friendly wouldn't it make sense to have less people per family that way there is less waste, water, and electricity used?"

Ana Maria S, Romania: "More than 80% of the Earth's forests have been destroyed -by the man. However,at least, we are beginning to understand that the key role which forests play in keeping us alive...I just hope it's not too late."

Liza R, USA: "It blows my mind that businesses that can afford private jets to send their CEOs on vacations do not take the initiative to put up windmills or solar panels on their buildings. ...I think more 'green' education among the wealthy could benefit the world in countless ways."

Taku Y, Japan: "As a Japanese, and since I study at school in States, I have noticed a lot of governmental propaganda whenever I go back home. Somehow, Japan does not like the information about how serious the nuclear radiation to leak out of the country, and also to the Japanese people..."

Example high school teacher posts:

Dubravka Cokrljic, Croatia: "My pupils (those who are not taking part in this project) asked me today why I was so happy...I decided to show them...[the] literally hundreds of beautiful messages...and heartfelt pledges [of your students*]! ...I am even more pleased because I am sure that (fortunately) they have many soul-mates in this discussion forum! Their messages are so inspiring and comforting and show us that young generation is ready to think, research and look for...solutions to environmental (and many other) problems that are interwoven. ...you have done great job as their teacher, too. Congratulations!"

Irena Lauzadiene, Lithuania: "Students who participated in the project for the second time and did calculations of the test were pleasantly surprised that their amount of carbon emissions has decreased...little changes in their lifestyles influenced their results...cutting down on meat, walking more ...using ecological bags for shopping...or simply turning [off] lights... They say that it is very important to involve more and more people in our societies to perform these calculations which would make them change themselves."

Marie Christine and Patrick Osmont Nicolas, France: "Our students [were] able to connect to a site of Stanford University in the United States to compare their results ...[to] those students participating in the world, to propose radical changes and thus reduce their carbon footprint. ... The health of our planet depends on it. Antoine de Saint-Exupéry did he not say: 'We do not inherit the earth from our ancestors, we borrow it from our children?'"

Birsen Arisu, Turkey: "[My students] are pleased and proud to be a part of an international project. It helped them use their English and learn many new words which makes me happy as an English teacher. This project also taught them to be more aware of environmental issues and more careful in their life-styles."

Kim Scoville, USA: "Through participation in the International Student Carbon Footprint Challenge, my students were transformed. They went from viewing themselves as unlucky inheritors of an insurmountable global problem to a community of individuals whose actions matter and who can make a difference in tackling the problems of climate change. In sharing data and exchanging ideas with students from around the world, my students began to envision a future for our planet characterized by cooperation and stewardship."