

# Introducing Environmental Education into Foreign Language Teaching

Con la colaboración y el apoyo del  
Consejo Británico (British Council)

**#InglésParaElDesarrollo**  
**conectar.intercambiar.crecer**

Victor Manuel Alonso Surí  
Miguel Iraido Gutierrez Espinosa  
Deyse Matilde Fernández González



Edited by: Miriam Artiles Castro

Cover and Interior Design by: Ernesto Alejandro Cárdenas Montero

Revised by: Miriam Artiles Castro

© Victor Manuel Alonso Surí, Miguel Iraido Gutierrez Espinosa, Deyse  
Matilde Fernández González, 2023

© Current Edition: Editorial Feijóo, 2023

ISBN: 978-959-312-568-0



Atribución-NoComercial-SinDerivadas CC BY-NC-ND

Prohibida su venta. Prohibida su reproducción total o parcial sin la  
autorización de los compiladores



Editorial Samuel Feijóo, Universidad Central «Marta Abreu» de Las Villas.  
Carretera a Camajuaní, km 5 ½, Santa Clara, Villa Clara,  
Cuba. CP 54830

## **Table of contents**

### **Introduction**

#### **Unit 1. Introducing environmental issues into language teaching classes**

Activity 1: Teachers and topics

Activity 2: Teachers and topics

Activity 3: Teachers and topics

Activity 4: Global and environmental issues 1

Activity 5: Global and environmental issues 2

Activity 6: Global and environmental issues 3

Activity 7: Global and environmental issues 4

Activity 8: Global issues, global actions 1

Activity 9: Global issues, global actions 2

Activity 10: Global issues, global actions 3

Activity 11: Global issues, global actions 4

Activity 12: Global issues, global actions 5

Activity 13: Global issues, global actions 6

Activity 14: Global issues, global actions 7

Activity 16: Global issues, global actions 9

End of unit

#### **Unit 2. The Environment Key Terms and Concepts for Language Classes**

Activity 1: Environment-related vocabulary 1

Activity 2: Environment-related vocabulary 2

Activity 3: Environment-related vocabulary 3

Activity 4: Environment-related vocabulary 4

Activity 5: Environment-related vocabulary 5

Activity 6: Environment-related vocabulary 6

Activity 7: Environment-related vocabulary 7

Activity 8: Global and local environmental issues 1  
Activity 9: Global and local environmental issues 2  
Activity 10: Global and local environmental issues 3  
Activity 11: Global and local environmental issues 4  
Activity 12: Grading the language 1  
Activity 13: Grading the language 2  
Activity 14: Grading the language 3  
End of unit

### Unit 3. Ways of giving language classes an environmental twist

Activity 1: Different contexts, different ways 1  
Activity 2: Different contexts, different ways 2  
Activity 3: Different contexts, different ways 3  
Activity 4: Different contexts, different ways 4  
Activity 6: Teaching environmental issues – primary 1  
Activity 7: Teaching environmental issues – primary 2  
Activity 8: Teaching environmental issues – primary 3  
Activity 9: Teaching environmental issues – secondary 1  
Activity 10: Teaching environmental issues – secondary 2  
Activity 11: Teaching environmental issues – secondary 3  
Activity 12: Teaching environmental issues – secondary 4  
End of Unit 3

### All in All

Lesson plans for different Educational Levels

### ANNEXES

Annex 1 Video and Audio Scripts  
Annex 2 Answer key  
About the compilers



## Introduction

This *Introducing Environmental Education into Foreign Language Teaching* booklet is aimed at helping you explore climate change issues and different ways you can effectively introduce these topics in language classes in ways your learners will find engaging and motivating. You will learn the key climate change terms and concepts relevant to your teaching context, and practical teaching approaches you can use both inside and outside the classroom.

This booklet compiles materials from different courses as part of *#InglesParaElDesarrollo* project led by the British Council Cuba in alliance with the Ministry of Higher Education (MES) and the Ministry of Education (MINED), focused on creating new opportunities for Cuban teachers' professional development.

The activities were designed taking into account the knowledge gained from the main author of this booklet through the online teacher training course *The Climate Action in Language Education* led by the British Council from 28 April 2021 to 30 June 2021. Some others were adapted taking into account the teaching context in Cuba and the feedback from trainees as part of the online postgraduate courses *Introducing Education into ELT and Developing Materials* and *Introducing Education into Foreign Language Teaching*. The first one was led by the Association of Cuban Pedagogues, ELT section (APC-ELI), the National Board for Foreign Language Teacher Education Program, Enrique José Varona University of Pedagogical Sciences, Universidad Central "Marta Abreu" de Las Villas, University of Granma in collaboration with the British Council Cuba. The second one was carried out by Universidad Central "Marta Abreu" de Las Villas in collaboration with the British Council Cuba.

Audio recordings, videos, and pictures in some activities are included. Please, use the link given in each activity or scan the QR code included on those pages. In addition, you can read the

transcripts included in the annex pages.

This material can be used for pre and in-service teachers from different educational levels as well as those people interested in learning how to teach environmental issues in foreign language teaching.

In the design of the activities, a task-based approach was used. The booklet is divided into two parts: Part One includes three units and their corresponding tasks and part two contains a selection of lesson plans from different educational levels to show you practical examples of how to effectively introduce environmental issues in your classroom.

We hope you find this material useful and use it in your lessons.

## **Unit 1. Introducing environmental issues into language teaching classes**

Environmental issues have become a global concern and more and more voices ask for environmental education and protection. Are schools ready to include environmental issues in their classes? Do teachers feel prepared to tackle these issues in their language classes? Are learners motivated to learn about these issues and to take action?



In this first unit, we will explore why environmental issues should be a constant topic in your language classes and what benefits learners can get from discussing these topics. Then you will look at how you can present key environmental terms and concepts to learners and different ways of introducing these topics you have at your disposal.

By the end of the first unit, you will be able to:

- explain why to include environmental issues in your classes
- describe the factors that motivate you to include environmental issues in your classes
- identify what benefits teaching environmental issues can bring to your learners.

### **Activity 1: Teachers and topics**

You are probably reading this booklet because you are the kind of teacher who never stops learning, who wants to have interesting classes, and who wants learners to leave the classroom with some new knowledge, skills or values.

The booklet will map out the roads you can take in order to enrich your classes by adding environmental topics to your teaching.

But where are you now?



Take a few moments to think about the most recent class you delivered on any topic. What were your learning outcomes? What language points did you teach? What topics did you discuss with your learners?

## Activity 2: Teachers and topics

In the previous activity, we asked you back at your last lesson. Now think about your views on teaching generally. Think about your role as a teacher and make notes on the questions.

- What do you do?
- What do you teach?
- What else do you teach?
- Who do you teach?
- What do learners expect from your classes?
- What do you prepare the learners for?

## Activity 3: Teachers and topics

Read the poem called Teacher, by Alan Maley. Then answer the reflection questions.

**Teacher**

**What do you do?**

I'm a teacher.

**What do you teach?**

People.

**What do you teach them?**

English.

**You mean grammar, verbs, nouns, pronunciation, conjugation, articles and particles, negatives and interrogatives ...?**

That too.

**What do you mean, 'that too'?**

Well, I also try to teach them how to think, and feel – show them inspiration, aspiration, cooperation, participation, consolation, innovation,

... help them think about globalization, exploitation, confrontation, incarceration, discrimination, degradation, subjugation,

...how inequality brings poverty, how intolerance brings violence, how need is denied by greed, how –isms become prisons, how thinking and feeling can bring about healing.

Well, I don't know about that.  
Maybe you should stick to language, forget about anguish.  
You can't change the world.  
But if I did that, I'd be a cheater, not a teacher.  
**Alan Maley**

Pollution Gender equality  
Human rights Climate crisis  
Environmental  
Confrontation issues Globalisation  
Health Sustainability  
Exploitation



Think back to your answers in the previous activity or look at the notes you took. Do you find any similarities between your answers and Alan Maley's poem? If you do, how are they similar? Do you like the ideas in the poem? Which ones in particular?

#### Activity 4: Global and environmental issues 1

The poem in the previous activity lists some global issues worth discussing in classes. But what are global issues? Being such an all-encompassing term, global issues can be difficult to define. The general perception is that global issues are problems or risks that affect local communities and that are shared among different societies within our global community. These global issues can be solved only through cooperation among nations.

Watch the learners in the video explain some of the global issues. Then match each issue with the topic it belongs to

**You can watch the video by following this link**

<https://drive.google.com/file/d/1d0SDKiilXO0R87ceu2HjdcRyMfQa9FrF/view?usp=sharing> or scanning the QR code.

Also, you can read the Video Script in **Annex 1**.



Column A	Column B
1.__ Girls and women aren't able to do the same things as boys and men.	α. Gender equality
2.__ Some people are used by others who have more power than them.	β. Health
3.__ Problems that nature has include changes in temperature, a lack of water and higher temperatures around the world.	γ. Human rights
4.__ Every person around the world should have the same freedoms and rights.	δ. Environmental issues
5.__ Keeping diseases such as AIDS, COVID-19, malaria or smallpox under control.	ε. Exploitation

### Activity 5: Global and environmental issues 2

Alan Maley says that avoiding discussions on global topics turns the teacher into a cheater.

#### What do you think about Alan Maley's comment?

1. \_\_\_ I disagree
2. \_\_\_ I find the wording too strong
3. \_\_\_ I agree
4. \_\_\_ I don't have any opinion

There is no correct answer here, this is just an opportunity for you to reflect on your role and your job. Each teacher can have different opinions.

### Activity 6: Global and environmental issues 3

Language teachers want their learners to be fluent in the language they are learning and be able to communicate with people around the world on a variety of topics. They would like them to be able to discuss a wide range of topics, such as exploitation, injustice, oppression and environmental destruction. To do this,

they need not only accuracy and fluency but also an awareness of and knowledge about these global issues.

In a survey from 2019 in the USA, teachers who do not approach environmental issues in their classes were asked about their reasons. Look at what they said:

- It is not related to the subject I teach.
- My learners are too young.
- I do not know enough about it.
- I do not have the materials to teach this subject.
- I do not believe in climate change.

Match the reasons for not mentioning environmental issues in classes with the reasons given by teachers who include these topics in their classes.

### **Column A**

1. \_\_\_99% of scientists now believe that humans are causing global warming. As a teacher, I rely on science but I also look around me and the evidence can't be denied.
2. \_\_\_As a language teacher, I find connections between most of the topics we discuss in class and environmental issues. The other day, we were talking about types of holidays and the learners mentioned how much litter many tourists leave behind.
3. \_\_\_Besides the texts and topics in my coursebook, I can find lots of materials online. I've also noticed that learners love to get involved in creating material on environmental issues and they contribute with pictures, videos, and articles.
4. \_\_\_I generally bring environmental issues into our class discussions by talking about my personal experience. Yesterday I mentioned how different winters are now from when I was a child. The learners were really interested so I gave them a project to look into possible explanations. I started reading on this topic too. You don't have to be an expert. You can learn as you go.
5. \_\_\_I'm a primary teacher and I always start from practical

things such as recycling and picking up litter around our neighborhood. It is never too early to learn responsibility.

### Column B

- a) My learners are too young.
- b) I don't know enough about it.
- c) I don't have the materials to teach this subject.
- d) It's not related to the subject I teach.
- e) I don't believe in climate change.

### Activity 7: Global and environmental issues 4

You will work on key terms and concepts related to environmental issues in Unit 2 of this book but you need to understand the variety of aspects that go under this umbrella term.

What are the first environmental issues that come to your mind that affect the whole world? Maybe you thought of the climate crisis and global heating because they refer to the impact that human activity has on the climate of the planet and they are discussed quite regularly in the media.

Read the text presenting five other environmental issues. Match the images to each issue.

### It's Not Just Climate Change

#### Wildlife loss

Specialists estimate that species are going extinct **100 to 1000** times faster as a result of human influence. If we do not change anything, by 2100 **half** of the planet's species will be lost. Overall, around **40%** of all known animal species are facing extinction.

#### Deforestation

Forests still cover about 30% of the world's land, but they are **disappearing** at an alarming rate. **15 billion** trees are cut down every year. Since humans started exploiting forests, about **46%** of the planet's trees have been cut down.



**Lack of water**






1.1 billion people **do not** have clean water. Women and girls around the globe spend an estimated **200 hours** fetching water every day. By 2050 **five times** more land will be affected by severe drought compared to today.

**Pollution**

Pollution is one of the **biggest killers**, together with malaria and HIV. Every year, **4.2 million** deaths are caused by air pollution. There are more than 500 million cars in the world, and by 2030 the number will rise to 1 billion. This means the pollution level will **more than double**.

**Soil degradation**

Every year **24 billion tons** of fertile soil is lost. **A third** of the planet’s land is degraded. If this trend continues, **95%** of the planet’s land areas could become degraded by 2050.

Column A		Column B	
1.	Pollution	$\alpha.$	
2.	Lack of water	$\beta.$	
3.	Deforestation	$\chi.$	
4.	Wildlife loss	$\delta.$	
5.	Soil degradation	$\epsilon.$	

Are these issues visible in your area or community? Do you think your learners have heard about these issues? Do you think your learners would like to know more about them?

**Activity 8: Global issues, global actions 1**


Language classes are generally flexible in terms of the topics that you teach. You are probably used to discussing issues related to the environment, society, science, arts and many more which are present in the coursebooks you use or which are interesting for your learners. Of course, teachers do not always have the same attitude towards including such varied topics in language classes.

Watch some teachers talking about including environmental issues in their classes. You will hear from Abdullah, Sofia, Romain, Ezelya and Priya.

Match the teachers to the topics they discuss.

**You can watch the video by following this link..**  
<https://drive.google.com/drive/u/1/folders/1L2LCKisK6-lgQhRkxrJ-1ePfRlz7u5wN> or scanning the QR code.

*Also, you can read the Video Script in **Annex 1**.*



Column A	Column B
1. ___The curriculum they have to cover entirely.	a. Abdullah
2. ___Using the coursebook creatively and adding questions about environmental issues.	b. Sofia
3. ___The anxiety that learners feel when discussing some topics.	c. Ezelya
4. ___Specially designed lessons to teach environmental issues.	d. Romain
5. ___The lack of subject-specific vocabulary.	e. Priya

## Activity 9: Global issues, global actions 2

Watch the five teachers again and think about how you feel about introducing environmental issues in your language classes.

Which teacher's ideas are similar to your own?

You can watch the video by following this link..

<https://drive.google.com/drive/u/1/folders/1L2LCKisK6-IgQhRkxrJ-1ePfRlz7u5wN> or scanning the QR code.

Also, you can read the Video Script in **Annex 1**.



## Activity 10: Global issues, global actions 3

Who do you expect to talk about environmental issues? Look at these quotes. Are you surprised to see some of the names of the people talking about climate change and environmental problems?

*"Climate change knows no borders."*

**ANGELA MERKEL, Chancellor of Germany**

*"An important biological species –humankind- is at risk of disappearing due to the rapid and progressive elimination of its natural habitat. We are becoming aware of this problem when it is almost too late to prevent it. It must be said that consumer societies are chiefly responsible for this appalling environmental destruction".*

**FIDEL CASTRO RUZ, Former President of Cuba**

*"We are the first generation to feel the effect of climate change and the last generation who can do something about it."*

**POPE FRANCIS, 266th Catholic Pope**

*"Adults keep saying: We owe it to the young people to give them hope. But I don't want your hope. I don't want you to be hopeful. I want you to panic. I want you to feel the fear I feel every day. And then I want you to act. I want you to act as you would in a crisis. I want you to act as if the house is on fire. Because it is."*

**GRETA THUNBERG, Environmental activist**

*“Pollution and climate change by excessive burning of fossil fuels are real threats, not the people who warn that we must take these threats seriously.”*

**LEONARDO DI CAPRIO, Actor & Environmentalist**

*“The world is reaching the tipping point beyond which climate change may become irreversible. If this happens, we risk denying present and future generations the right to a healthy and sustainable planet – the whole of humanity stands to lose.”*

**KOFI ANNAN, Former Secretary-General of the UN**

*“What you do makes a difference, and you have to decide what kind of difference you want to make.”*

**DR. JANE GOODALL, Scientist & Activist**

### **Activity 11: Global issues, global actions 4**

Scientists are aware of the environmental problems we are facing worldwide. It is not enough for them to draw our attention to these problems and to look for solutions. We now see celebrities, politicians, religious leaders, activists, business leaders and journalists using social media, interviews, and public events to not only express their views but also to inspire other people to take action and get involved.

What can teachers do to join this global movement? According to UNESCO, “education is critical in helping populations understand and address the impacts of climate change, and in encouraging the changes in attitudes and behavior needed to help them address the causes of climate change, adopt more sustainable lifestyles and develop skills that support different modules of economies, as well as to adapt to the impact of climate change”.

How can teachers get actively involved in promoting awareness and action about environmental issues? Make a note of your ideas at this point.

In the following units of this book, you will analyze different ways of doing this and decide which ones are most suitable in your teaching context.

## Activity 12: Global issues, global actions 5

Teachers do not have to be specialists in the field of environmental issues. You just need to create awareness, encourage learners to do some research and take some action. In this way, you contribute to the global action required for stopping environmental issues. This is an area of your teaching that you can develop by collaborating with your learners.

Select the headings below to find out more about two approaches to teaching that could be useful when you bring environmental issues into your classrooms.

### 1. Your teaching principles

### 2. Constructivist approach to

\_\_\_The most important principle of the constructivist approach is that people build knowledge through active experience. When you introduce environmental issues into your classes, you can explain to learners that you are going to explore the topic together and learn together through your individual and class experiences (research, projects, class activities, local community activities).

Teachers do not have to be specialists in the field of environmental issues to bring them into a discussion but they need to be willing to learn while exploring this field together with the learners.

\_\_\_Through continuous professional development, teachers find out and experiment with numerous methods. However, teachers select the methods that suit them and the needs of their learners. Teachers select activities and ideas from different methods and build their own methodology that is closer to their teaching philosophy and to their teaching principles.


At the beginning of the unit, you were encouraged to think about some of your principles. One of the principles that teachers often mention is preparing learners for life after graduation and making them active citizens of the world. This principle can

be useful to keep in mind when you design your classes and introduce environmental issues in your lessons.

**Activity 13: Global issues, global actions 6**

Listen to some learners whose teachers introduce environmental issues in their language teaching. You will hear from Min, Jafari, Matias and Rajay. Which of these opinions do you think your learners would agree with?


**You can watch the video by following this link..**  
<https://drive.google.com/drive/u/1/folders/1L2LCKisK6-lgQhRkxrJ-1ePfRlz7u5wN> or scanning the QR code.  
*Also, you can read the Video Script in Annex 1.*






**Activity 14: Global issues, global actions 7**

Listen to Min, Jafari, Matias and Rajay again and match the learner to the idea they mention.

**You can watch the video by following this link..**  
<https://drive.google.com/drive/u/1/folders/1L2LCKisK6-lgQhRkxrJ-1ePfRlz7u5wN> or scanning the QR code.  
*Also, you can read the Video Script in Annex 1.*



Column A	Column B
1. Hands-on projects and immediate results.	a.  Min
2. No activities on environmental issues and lack of vocabulary and knowledge.	b.  Jafari
3. Connection between learning in the classroom and the real world.	c.  Matias

4. Only discussions and no actions.



d.  Rajay

### **Activity 15: Global issues, global actions 8**

Look at the benefits that including environmental issues in your classes can bring to the learners. Think about your learners and your teaching principles. Rank these benefits from the ones you agree with most at the top to the ones you agree with least at the bottom.

\_\_\_Learners and teachers are empowered to improve their environmental knowledge and to make their voices heard.

\_\_\_Learning takes place inside and outside the classroom, which enables learners to make connections and to apply their learning in the real world.

\_\_\_Learners acquire vocabulary and structures that allow them to communicate with people all around the world on current topics.

\_\_\_Many international certificates include texts and topics related to environmental issues.

\_\_\_Learners become more sensitive towards and more appreciative of nature and develop a healthier lifestyle.

\_\_\_Learners need to do research and then make their own decisions on complex issues, which leads to developing their critical and creative thinking.

\_\_\_Studying environmental issues encourages learners to look at different topics from a variety of perspectives, which makes them more tolerant and understanding.

### **Activity 16: Global issues, global actions 9**

Look back at your answers to the activity 3 at the start of this unit. Would you like to change your answers in any way? Why / Why not?

Take some notes about what motivates you now to introduce environmental issues in your language classes.

### **End of unit**

*You have read unit 1. Now, you should now be able to:*

- explain why it's important to include environmental issues in your classes
- describe the factors that motivate you to include environmental issues in your classes
- identify what benefits teaching environmental issues can bring to your learners.



This unit has shown how important and urgent it is for teachers to add environmental issues to their classes. In the next unit, you will be working on the key terms and concepts that are necessary for including these topics in your lessons.

Now that you have explored your attitudes and ideas about including environmental issues in your classes, continue the discussion with colleagues in your staffroom.

### **Unit 2. The Environment Key Terms and Concepts for Language Classes**

In the first unit, we learnt about why environmental issues should be introduced in language classes and what benefits both the learners and teachers could have from learning more about these issues. In this unit you will explore the necessary language for teaching the topic of the environment.



*By the end of the second unit you will be able to:*

- identify key terms and concepts related to climate crisis and



- environmental issues
- explore the differences between global and local issues
- research and prioritize subject-specific terms and concepts according to your context.

### **Activity 1: Environment-related vocabulary 1**

The term ‘environmental issues’ is a large one, covering a range of concepts that come with specific vocabulary.

Look at the statements below and select the one that is the closest to how you feel about vocabulary related to environmental issues.

How do you feel about vocabulary related to environmental issues?

- a. I only know a few key terms and concepts and that is why I feel insecure about discussing environmental issues with my learners.
- b. I know some key terms and concepts related to this topic but in my mother tongue, not in the language I teach.
- c. I know the necessary key terms and concepts from the lessons that appear in our coursebooks.
- d. I feel confident that I can use a range of key terms and concepts because I do quite a lot of research on environmental issues.

There are no correct answers here. This unit aims at exploring lexical challenges no matter how confident you feel about the key terms and concepts related to environmental issues.

### **Activity 2: Environment-related vocabulary 2**

Read the text below about some changes that a dictionary for children made and their effects on language and thinking.

Select the correct word to fill in the gaps.

The Oxford Junior Dictionary is aimed at seven-year-old children and contains 10,000 words considered necessary for their

(1) \_\_\_\_\_ of the world. In 2007 and in 2012, they published new editions that eliminated some words and introduced new ones that were considered more relevant for children today.

The deleted words include acorn, almond, buttercup, fern, mistletoe, nectar, otter and willow. You can easily see that they all refer to (2) \_\_\_\_\_. What words were considered more relevant for today's children and took their place? These are just a few of them: attachment, blog, broadband, chatroom, cut-and-paste, MP3 player and voicemail.

You do not need to look twice to realize that they all belong to the sphere of (3) \_\_\_\_\_.

The words that are taught to children reflect the values society wants to pass on. The words shape how they see the world and how they interact with nature and society. The dictionary cut out words that depict a world where children can (4) \_\_\_\_\_ from natural play and a connection to nature. The words that replace them create an image of lonely childhood, completely disconnected from nature.

It is important to think about what long-term effects these vocabulary changes may bring about.

benefit

nature

technology

understanding

### **Activity 3: Environment-related vocabulary 3**

Recent studies show that the language or languages that people speak and also the words that people know and frequently use affect how they see the world, the way they think and the way they live their lives. In the context of bringing environmental issues into the classroom, teachers have to be particularly careful about what vocabulary they use to introduce and to talk about environmental issues.

Listen to two teachers, Sofia and Priya, talking about the key-words and concepts that they use in class and in their teaching activities to talk about the environment.

Think about how you speak about and teach environmental issues and then complete the sentence below.

**You can watch the video by following this link..**

[https://drive.google.com/drive/u/1/folders/1uiVW\\_230F3k85it8x539n2pLYrgU6qjZ](https://drive.google.com/drive/u/1/folders/1uiVW_230F3k85it8x539n2pLYrgU6qjZ) or scanning the QR code.

*Also, you can read the Video Script in **Annex 1**.*



The vocabulary and activities I use are:

- a. Closer to the first teacher, Sofia's, approach.
- b. Closer to the second teacher, Priya's, approach.
- c. A combination of Sofia and Priya's approaches.
- d. Different from Sofia and Priya's approaches.

There are no correct answers for this exercise.

Whatever vocabulary and activities you use with your learners, you choose them because they suit you and your learners.

#### **Activity 4: Environment-related vocabulary 4**

The wording of people's thoughts on the environment and the planet can make a difference the way learners react to them.

Listen to Sofia and Priya again and answer the questions.

**You can watch the video by following this link..**

[https://drive.google.com/drive/u/1/folders/1uiVW\\_230F3k85it8x539n2pLYrgU6qjZ](https://drive.google.com/drive/u/1/folders/1uiVW_230F3k85it8x539n2pLYrgU6qjZ) or scanning the QR code.

*Also, you can read the Video Script in **Annex 1**.*



1. Which teacher uses terms that most people are familiar with?
  - a. Teacher 1 – Sofia
  - b. Teacher 2 – Priya
2. Which teacher talks about the practical things that their learners did?
  - a. Teacher 1 - Sofia

b. Teacher 2 – Priya

3. Which teacher uses stronger terms that create a sense of emergency?

a. Teacher 1 - Sofia

b. Teacher 2 – Priya

4. Which teacher describes classroom activities on the topic of climate change?

a. Teacher 1 - Sofia

b. Teacher 2 – Priya

### Activity 5: Environment-related vocabulary 5

In October 2019, the Guardian newspaper in the UK announced that it had changed its style guide and that its journalists would start using terms that are more accurate from a scientific point of view to describe the environmental crisis. Other newspapers and news sites around the world followed their example and started using these new terms.

The image shows the new terms. Match the commonly used terms with the new terms.

Fish populations  
Global heating Climate denier  
Climate crisis  
Greenhouse gas emissions Climate emergency  
Wildlife

#### Column A

1.\_\_Climate crisis / emergency

2.\_\_Climate denier

3.\_\_Global heating

#### Column B

a. Fish stock

b. Climate change

c. Carbon dioxide gases

4. \_\_ Greenhouse gases

d. Biodiversity

5. \_\_ Wildlife

e. Climate sceptic

5. \_\_ Fish Population

f. Global warming

### **Activity 6: Environment-related vocabulary 6**

Why should people start using different terms?

Select the correct words and phrases to complete the explanations.

‘Climate change’ is a passive term which does not suggest the impact on the climate of (1) \_\_\_\_\_. It has been used so often that people’s minds tend to ignore it. Climate (2) \_\_\_\_\_ or climate emergency, on the other hand, are more scientifically precise and communicate better how serious the situation is.

‘Climate denier’ is more appropriate than ‘climate sceptic’ because these people (3) \_\_\_\_\_ the existence of a climate crisis, even when they are presented with strong scientific evidence.

‘Global heating’ is stronger than ‘global warming’ and is correct from a (4) \_\_\_\_\_ point of view because the greenhouse gases prevent the sun’s heat from escaping back into space. Saying that the planet is becoming warmer because of that is too mild. Some scientists are speaking about a hothouse Earth.

‘Carbon dioxide gases’ is not an incorrect term but it is limited. ‘Greenhouse gases’ include all the gases that heat the (5) \_\_\_\_\_.

‘Biodiversity’ is quite a specialized word used mostly by scientists and most learners wouldn’t be familiar with it. ‘Wildlife’ is more commonly used and it reminds us of all the (6) \_\_\_\_\_ that share the planet with us. In the same way, ‘fish populations’ shows respect towards fish. This term presents the fish as living creatures that should not be seen only as ‘fish stocks’ that exist only to be (7) \_\_\_\_\_ by people.

caught and eaten      scientific      atmosphere  
human activity      crisis      deny      creatures and plants

### Activity 7: Environment-related vocabulary 7

Scientists and the press are changing the terms they use when talking about climate change. Should teachers introduce these new terms in their language teaching classes? Look at the word cloud and at these new terms again and take a moment to reflect on your emotional reactions to them.

Think about your learners. How would your learners react to the new terms? How would you introduce the new terms? Would you teach them as new vocabulary? Would you ask them to compare the old and the new terms? Could you adapt any of the activities in this unit to use in your classes?

When you've thought about the answers to these questions, read the box below to review the reasons for changing keywords and terms related to environmental issues.

#### Reasons for changing keywords for environmental issues

- Studies say it is indeed time to change the terms people have been using to talk about the problems that human activity creates for the planet. When people listen to discussions about climate change and global warming, they have weak emotional reactions because these terms have been overused and lost their deeper meanings. It seems obvious by now that these terms have not managed to accurately communicate the situation. When people hear about the climate crisis, they pay attention because the language is strong enough to create emotions and has a bigger impact.
- It's not easy to quickly replace the common terms with the terms with stronger emotional impact but once people become aware of this vocabulary issue, they'll probably remember to check the terms they use. Teachers need to introduce vocabulary that is up-to-date. They shouldn't find

it too difficult to switch from the old terms to the new ones because they are used to planning their activities and in the first stages, they can plan the language too until it becomes familiar and it comes naturally to them and to their learners.

### **Activity 8: Global and local environmental issues 1**

Environmental issues are seen as problems related to the quality or quantity of the planet's systems (soil, water, air, ozone layer etc.) as a result of human activity or because of the mistreatment of the planet.

Harmful human activity starts at the local level but it can quickly spread across the globe or its consequences can become regional and then global. Our massively connected world has many advantages while also creating huge problems. Of course, global environmental issues can also affect small communities even if they respect nature and develop in a responsible and sustainable way.

If you asked your learners to give examples of global and local environmental issues, what would they say?

Make some notes and then compare them with the examples below by reading the headings

#### **Global and environmental issues**

Air pollution, lack of water, global heating, acid rain,  
rainforest destruction

#### **Local environmental issues**

Pollution, waste disposal, desertification, lack of water, endangered wildlife, extreme weather. Of course, these would vary depending on the specific problems that your community faces at a local or regional level. Some global issues have local effects so they can be both local and global. However, it's important to help learners understand the differences and the connections between the local and the global environmental issues.

## Activity 9: Global and local environmental issues 2

People can try to ignore global environmental issues but they can't do that with local ones. These issues have an immediate effect on their community.

Match the examples of local environmental issues with the corresponding pictures.

### Column A

1. Deforestation

2. Desertification

3. Waste disposal

4. Wildfire

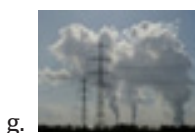
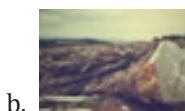
5. Landslide

6. Water pollution

7. Flood

8. Smog

### Column B






**Activity 10: Global and local environmental issues 3**

In the previous activities you saw some local environmental issues. Are they relevant to your learners? As you watch the video and consider Abdullah’s questions, think about your community and living conditions.

**You can watch the video by following this link..**  
[https://drive.google.com/drive/u/1/folders/1uiVW\\_230F3k85it8x539n2pLYrgU6qjZ](https://drive.google.com/drive/u/1/folders/1uiVW_230F3k85it8x539n2pLYrgU6qjZ) or scanning the QR code.

*Also, you can read the Video Script in **Annex 1**.*



**Activity 11: Global and local environmental issues 4**

In the next unit you will look at how you can include global and local environmental issues in your language classes. To be able to do that, you have to identify the local ones and make your lessons relevant.

Take another look at the checklist from the previous video and match the items with local environmental issues.

Column A	Column B
1. Is the air outside healthy?	a) Endangered wildlife
2. Do people have access to clean water easily?	b) Air pollution
3. Is it safe to swim in your local rivers/lakes/beach?	c) Water pollution
4. Is waste managed correctly in your village/town/city?	d) Toxic chemicals releases
5. Are there factories in or near your community?	e) Extreme weather
6. Have you experienced unusual weather in the last few years?	f) Waste disposal
7. Are any animals and plants in your area endangered?	g) Lack of water

## Activity 12: Grading the language 1

In this unit you have used many key terms and concepts related to the climate crisis.

Listen to two teachers giving instructions to their learners at different moments in their classes. Then answer the questions. (The first teacher is Ezelya and the second is Romain.)

**You can watch the video by following this link..**

[https://drive.google.com/drive/u/1/folders/1uiVW\\_230F3k85it8x539n2pLYrgU6qjZ](https://drive.google.com/drive/u/1/folders/1uiVW_230F3k85it8x539n2pLYrgU6qjZ) or scanning the QR code.

*Also, you can read the Video Script in **Annex 1**.*



1. Ezelya probably teaches (1) \_\_\_\_\_ learners.
2. Romain probably teaches (2) \_\_\_\_\_ learners.

secondary

primary

## Activity 13: Grading the language 2

In the previous activity some of the clues that showed you the level of the learners were lexical. Besides the language, you also have to be careful what activities you use and how you approach the topic of environmental issues.

Think about the characteristics of young learners, how they learn and what language they react to.

Select which of these strategies you already use with your learners.

- a. Use high-level words.
- b. Introduce environmental issues through games and crafts.
- c. Create opportunities for playing outside and creating a relationship with nature.
- d. Encourage learners to think about simple ways they can keep the environment clean.

- e. Introduce environmental issues by reading newspaper articles and watching the news and documentaries.
- f. Use words like nature and animals.
- g. Create learner pods that focus on different topics of research such as global heating, protecting wildlife, or the climate crisis.
- h. Organize opportunities for learning outside the classroom.

There are no correct answers for this exercise. For the strategies you didn't select, think about which ones you might like to try.

### **Activity 14: Grading the language 3**

In the previous activity you thought about how teachers approach environmental issues in primary classes. Now you will focus on secondary classes. Think about how learners of this age learn and what language they can use in these classes.

Select do or don't for the following tips for the language and activities you may want to use with secondary learners.

- a. \_\_\_ Use only terms like clean water and help the planet.
- b. \_\_\_ Start from local issues and develop towards global issues.
- c. \_\_\_ Stick only to the topics presented in your coursebooks
- d. \_\_\_ Use a variety of authentic materials.
- e. \_\_\_ Encourage initiative and individual, school or community projects
- f. \_\_\_ When planning your lessons, think about what aspect of the climate crisis could be related to the topics from your coursebook
- g. \_\_\_ Prevent learners from bringing their own interests related to climate crisis into your classes
- h. \_\_\_ Work with high-level words such as 'deforestation', 'desertification' or 'carbon dioxide.'

**End of unity**

You've read unit 2 in the booklet *Introducing Environmental Education into Foreign Language Teaching*.

*Now you should be able to:*

- identify key terms and concepts related to climate change and environmental issues
- explore the differences between global and local issues
- research and prioritize subject-specific terms and concepts according to your context.



This unit has presented what language you can use in your classes depending on your teaching context, the age and the level of your learners. In the next unit, you will be looking at different ways of introducing climate crisis topics to your learners and at practical activities to use in your classes.

Now that you've identified the terms and concepts of environmental issues and explored how you feel towards the lexical changes that seem to be necessary, you can share them and discuss them with other teachers.

### **Unit 3. Ways of giving language classes an environmental twist**

So far you've looked at what environmental issues are, why they should be included in language teaching classes and what key words and terms you can use when approaching the topic of the environment. In this unit, you will learn about different strategies to work on environmental issues with your learners, depending on your teaching context.



*By the end of this unit, you will be able to:*

- analyze how to include environmental issues in your classes

- evaluate online resources about the environment to use with your learners
- reflect on the benefits of a proactive attitude to environmental issues.

### Activity 1: Different contexts, different ways 1

Once you understand the importance of raising awareness about the climate crisis, you have different ways that you can work on this topic in your classes. There are several factors you need to take into account:

- the curriculum and the coursebooks that you use
- the resources you have access to
- the age and the level of your learners
- your teaching context.

Watch these teachers, Priya, Sofia, Ezelya and Romain, talking about how they introduce environmental issues in their classes.

Is your teaching context similar to what the teachers in the video describe? Would you like to be in their situation? Why/Why not?

**You can watch the video by following this link..**

<https://drive.google.com/drive/u/1/folders/10mARlld0e5j5Brm9GHi9V8VHyahZYWdz> or scanning the QR code.

*Also, you can read the Video Script in **Annex 1**.*



### Activity 2: Different contexts, different ways 2

Watch the video again and select the teacher who mentioned each idea.

**You can watch the video by following this link..**

<https://drive.google.com/drive/u/1/folders/10mARlld0e5j5Brm9GHi9V8VHyahZYWdz> or scanning the QR code.

*Also, you can read the Video Script in **Annex 1**.*



Teachers	Ideas
1. Sofia	a. ___ makes the most of the lessons and units from their coursebook that focus on environmental issues, without mentioning these issues in the other lessons.
2. Priya	b. ___ has a hands-on approach to the climate crisis and encourages learners to do many projects and to take action.
3. Romain	c. ___ designs their own lesson plans and applies what they learnt through courses and online resources.
4. Ezelya	d. ___ adds critical thinking questions and gives an environmental twist to most of their lessons.

### Activity 3: Different contexts, different ways 3

One of the reasons why some teachers hesitate to approach the subject of environmental issues in class is that learners can feel overwhelmed when they realize that we are in a climate crisis. This feeling of fear in connection to ecological disaster and nature damage is more and more common and has now been named 'eco-anxiety'. The term is used by some mental health professionals although it's not listed yet among the conditions that can be diagnosed.

Read the text and select the best heading for each paragraph.

Eco-anxiety is a term used for describing chronic or acute anxiety related to humans' relationship with nature.

1. Correct information about the current state of the planet enables communities to feel better prepared and more resilient when they have to face a local environmental problem. Nowadays, it's impossible to avoid the topic so people should educate themselves from reliable, scientific sources and become aware of their role in the current situation.

2. Staying optimistic makes people more resilient, which allows them to recover better and quicker after stressful situations such as natural disasters. Psychologists state that resilience can be developed by focusing on controllable elements.

3. While some things are impossible to change, there are others that we can deal with, such as:

- not thinking that problems are impossible to deal with or solve
- avoiding isolation and developing trusting relationships with like-minded people
- looking at problems in wider contexts
- setting some manageable goals for ourselves and feeling that we are making progress towards them
- keeping strong connections with nature and cultural ties
- taking care of ourselves and creating a positive self-image.

4. Having a proactive attitude reduces anxiety and powerlessness. Identify actions that would benefit others and participate actively in them. Possible positive actions are:

- volunteering with an environmental group
- sharing good environmental practices inside our communities
- making 'greener' choices such as recycling or changing our diet to include less meat and dairy.

5. Staying outdoors as much as possible develops a good relationship with the natural world and reduces anxiety. Some people like to have something that reminds them of nature even when they are indoors: pictures of beautiful scenery, a rock, a twig or any natural object.

## Headings

- a. Stay in touch with nature.
- b. Elements that are under our control.
- c. Resilience and optimism.
- d. Taking action.
- e. Information and education.

### Activity 4: Different contexts, different ways 4

The main tips for managing eco-anxiety are:

- staying in touch with nature
- resilience and optimism
- information and education
- taking action.

How is this information useful for you as a teacher? Make a few notes on how these tips could be transferred into teaching.

Select each of the tips to find some ideas that can be applied in teaching

Tips	Ideas
1. Organize educational trips and visits to nature parks. (Make sure you have an environmental purpose that is clear to the learners.) Teach classes outside the classroom. You can encourage learners to use nature journals where they write their observations about what they'd like to discuss or research.	a) Taking action
2. Don't bring only 'bad news' to the classroom. Successful environmental stories provide examples of how problems can be overcome. Lead by example, but don't preach or nag. You can share your tips for leading a green life but don't talk down to learners for their own personal choices. Use active learning techniques. Hands-on tasks and projects give a sense of achievement and progress and make learners feel involved in a positive way.	b) Staying in touch with nature



<p>3. Teach with data. Don't make emotional statements and avoid sweeping generalizations. Statistics and figures can be shocking so use personal stories shared by you, other learners or guests that are supported by the data.</p> <ul style="list-style-type: none"> <li>• Show learners how to check the reliability of the sources of their information.</li> <li>• Combine critical and creative thinking. When working on environmental issues, you mix science, economics, and politics so make sure you teach the science behind the facts. However, also look for ways to add creative tasks that allow learners a more personalized approach and that cater to all learning preferences.</li> </ul>	c) Information and education
<p>4. You can start with local environmental issues that can be easily observed by learners. This will encourage awareness and urge learners to take action.</p> <ul style="list-style-type: none"> <li>• Use project-based learning and allow learners to choose the topics they want but encourage them to include a practical part that allows them to learn what their own personal stake may be.</li> <li>• Encourage learners to take the initiative and start projects at home, at school or in the community. You could also present charities and organizations that use volunteers for local projects.</li> </ul>	d) Resilience and optimism

### Activity 5: Different contexts, different ways 5

When preparing to add environmental issues to language classes, teachers can be overwhelmed by the number of websites and online resources.

You can use this checklist when evaluating websites and online resources to make sure that you're making the right choices for you and your learners:

#### Content:

- Is the information accurate?
- Is the information current?

- Are the ideas close to your teaching philosophy?
- Can you easily adapt the materials to your learners' language level and age?

### **Technical quality:**

- Is the website user-friendly and intuitive?
- Is it easy to navigate?

### **Authority:**

- Can you easily identify the author or the contributor?
- Is the author well-known and respected in the field?

In the Further Reading section for this unit, you will find websites that offer materials and ideas for teaching environmental issues. Make sure you use the checklist to analyze them and see which ones suits your teaching context best.

### **Activity 6: Teaching environmental issues – primary 1**

So far, you've looked at key terms and concepts and how to approach environmental issues with your learners. You have also looked at some criteria for identifying the most suitable resources to use.

In this next section you will look at some lesson plans to inspire your own classes on environmental issues.

Listen to Sofia and complete her lesson plan.

**You can watch the video by following this link..**  
<https://drive.google.com/drive/u/1/folders/10mARlld0e5j5Brm9GHi9V8VHyahZYWdz> or  
 scanning the QR code.

*Also, you can read the Video Script in **Annex 1**.*



**Lesson:** (1) \_\_\_\_\_ out the Greenhouse Effect

Learners' age: 6 – 12

Learning outcomes: to (2) \_\_\_\_\_ in a very visual way how the greenhouse effect works and to begin to explore its (3) \_\_\_\_\_.

Depending on how much the learners know already, you may need to explain about greenhouse gases first.

Preparation: You need a large classroom or the (4) \_\_\_\_\_.

**Ten pupils** get 'Heat' nametags and **five pupils** 'Greenhouse Gases' nametags. One end of the room is labelled ' (5) \_\_\_\_\_ ' and the other

end 'Earth.' The 'Heat' learners stand at the 'Sun' end of the room and the 'Greenhouse Gases' learners need to be in the middle of the room. Other learners sit and wait for their turn.

- a. sun
- b. acting
- c. show
- d. gym
- e. implications

### Activity 7: Teaching environmental issues – primary 2

Look at Sofia's lesson plan. Select the best words for each point covered in the plan.

1. Explanations      a)\_\_\_\_\_Remind everyone that the Sun produces heat that reaches the Earth's surface.  
Introduce the idea of global heating and explain that this process is not natural but it is caused by human activity.
2. Impact              b)\_\_\_\_\_The 'heat learners' walk from one side of the room to the other, demonstrating heat travelling from the Sun to the Earth. Then they travel back to the Sun, but this time the 'greenhouse gases learners' each trap one 'heat learner', keeping them on the Earth side of the room, allowing the others to escape.

Have the extra learners join the 'greenhouse gases learners'. They represent the greenhouse gases that human activity adds to the atmosphere. The original group of 'heat learners' travel from the Sun side to the Earth side again. When they try to travel back, the 'greenhouse gases learners' should then each trap one 'heat learner'. Since there are many more greenhouse gases now, more heat will be trapped on Earth, with very little, if any, escaping.

### 3. Learners' actions

c)\_\_\_\_\_Pupils learn that the greenhouse effect is a beneficial, natural process and that without it the Earth would be too cold for life to develop.

Elicit from learners the conclusion: the additional greenhouse gases that come from human activity keep too much of the Sun's heat close to the earth and make it too hot. This is how global heating happens.

## Activity 8: Teaching environmental issues – primary 3

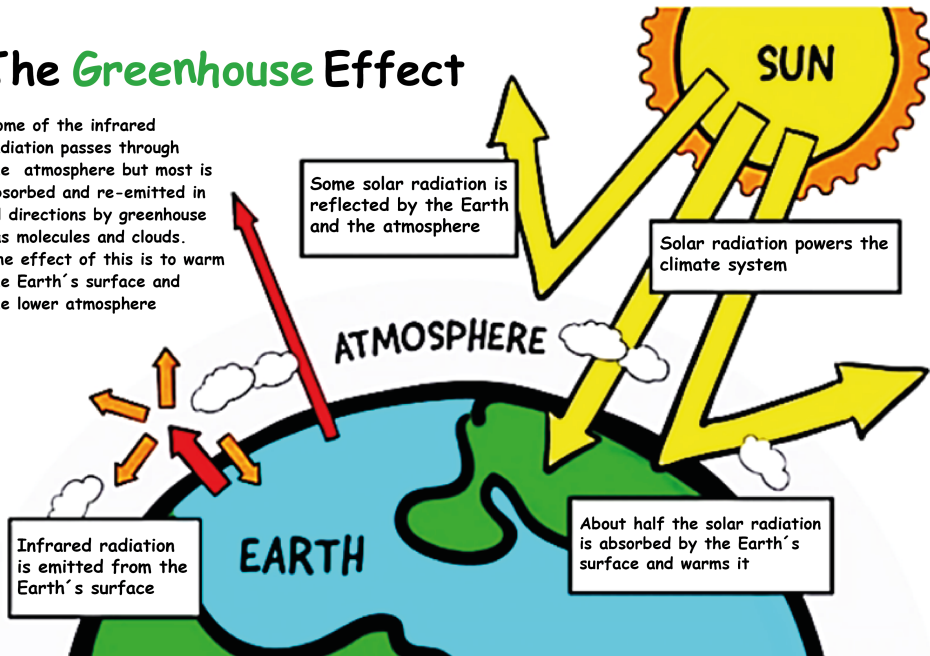
It is a good idea to approach primary learners through demonstrations, games and personal observations of local environmental issues. You can reinforce and develop the ideas through some follow-up activities.

Think about your own classes. Which of these would you choose to finish Sofia's lesson?

- a. Use a picture and ask learners to identify the roles and actions they acted out.
- b. Organize a discussion using relevant questions: Why should people care about global heating? Who is responsible for taking care of the planet?
- c. Use an animated video that shows the same actions performed by the learners and ask comprehension questions.

# The Greenhouse Effect

Some of the infrared radiation passes through the atmosphere but most is absorbed and re-emitted in all directions by greenhouse gas molecules and clouds. The effect of this is to warm the Earth's surface and the lower atmosphere



## Activity 9: Teaching environmental issues – secondary 1

Listen to Priya, a secondary teacher, talking about her lesson plan.

You can watch the video by following this link..  
<https://drive.google.com/drive/u/1/folders/10mARlld0e5j5Brm9GHi9V8VHyahZYWdz> or  
scanning the QR code.



Also, you can read the Video Script in **Annex 1**.

Select the correct options

Lesson: The (1) \_\_\_\_\_ Crisis

Learners' age: (2) \_\_\_\_\_

Learning outcomes:

- to become aware of this crisis
- to get actively involved in doing research and finding (3) \_\_\_\_\_.

- a. solutions
- b. teens
- c. water

## Activity 10: Teaching environmental issues – secondary 2

Match the headings with the lesson stages in Priya's lesson plan

1. Action planning	a. Ask learners to write down all the ways they've used water today. Then tell them to compare lists and to add points to their partner's lists. Ask them to start thinking together about other things or activities that require water. A few pairs present their lists.
2. Lead-in	b. Split the learners into three groups. Each group receives a different question to discuss: 1. What do you know about access to fresh water around the world? 2. Do you think there is a water crisis in the world? Why/why not? 3. Is water an important resource? Why/Why not? The three groups present their conclusions.
3. Reading	c. The learners watch a short video. They answer the previous questions again and see what they have learnt with just one video.
4. Pre-watching	d. Learners complete worksheet on vocabulary with scrambled letters that form key words from the text that follows.
5. Watching	e. A text on World Water Day is split into three parts for a jigsaw reading. First the original three groups read their part and work together on an agreed summary. Then new groups are created containing at least one member from each of the initial three groups and they share their summaries. They arrange them into a logical order and to get the main ideas of the whole text.
6. Pre-reading	f. Learners work in their new groups on worksheets with gapped sentences from the texts.

7. Post-reading	<p>g. Ask learners to choose whether they work alone or in groups on one of the topics for the next two weeks:</p> <ol style="list-style-type: none"> <li>1. Do some research on the situation of running water in your community. Present your findings to the whole class.</li> <li>2. Present some ways to use water responsibly.</li> <li>3. Bring arguments supported by facts and figures for the statement: 'Bottled water companies do not produce water. They produce plastic.'</li> </ol>
-----------------	---

### **Activity 11: Teaching environmental issues – secondary 3**

Read the article on asking good questions. Think about the different ways you can encourage learners to ask questions and arrange them depending on how often you use them in your classes (from often to almost never).

#### **Asking Good Questions**

When teachers introduce environmental issues in their classes, they must be ready to ask good questions. You may need to plan your questions in advance so that you balance closed and open-ended questions.

#### **Display questions (or closed questions)**

- What does ..... mean?
- When do we use .....?
- What's the opposite of .....?

#### **Referential questions (open-ended questions)**

- What do you think about .....?
- Have you ever .... when/where .....?
- If you had ....., what.....?

Good questions will allow you to give an environmental twist to most of your classes. It's even better when you manage to create situations in which the learners ask the questions, not you.

- Introduce a challenging or interesting environmental topic at the end of the class and ask learners to do some research about it. Start the next class with their questions.
- Encourage learners to ask their peers questions after they present projects or homework to clarify points or to find out more information about interesting points.
- Present facts and information and then specify what kind of questions you expect from the learners: seeking evidence, connecting ideas, describing or predicting.
- Present facts and information and then specify what kind of questions you expect from the learners: seeking evidence, connecting ideas, describing or predicting.

There are no correct answers but think about whether you would like to use the strategies at the bottom of your list more often from now on.

### **Activity 12: Teaching environmental issues – secondary 4**

While critical thinking is developed through discussing environmental issues in language classes, creative thinking can also be put to good use. Some learners may respond better to this approach so make sure you alternate critical and creative thinking. This may involve using or creating songs, collages with unconventional materials, poems or any piece of art that can be related to protecting the planet.

An example activity is to challenge your learners to complete the gaps in a few lines from Amanda Gorman's poem *Earthrise*. You can give them complete freedom to use their own words or give them several words to choose from.

Here you are going to try a multiple-choice version. While the words you choose may make sense in the logic of the poem you are creating, the correct answers are Amanda Gorman's words.



Climate change is the single greatest

(1) \_\_\_\_\_ of our time,

Of this, you're certainly aware.

It's (2) \_\_\_\_\_, but I cannot spare you

From knowing an inconvenient fact, because

It's getting the facts straight that gets us to

(3) \_\_\_\_\_ and not to wait.

So, I tell you this not to scare you,

But to (4) \_\_\_\_\_ you, to dare you

To dream a different (5) \_\_\_\_\_.

- a. reality
- b. challenge
- c. act
- d. prepare
- e. saddening

### End of Unit 3

Before reviewing some of the concepts in this course, a little creative challenge for you. Read a few more lines from Amanda Gorman's poem *Earthrise*:

And while this is a training,

in sustaining the future of our planet,

There is no rehearsal. The time is

Now

Now

Now,

Because the reversal of harm,

And protection of a future so universal



Should be anything but controversial.

So, earth, pale blue dot

We will fail you not.

Now write your own poem on teaching environmental issues and share it with colleagues in your staffroom - or online with other teachers after you finish the unit. You can choose whatever type of poem you want (blank verse, rhymed poem, haiku, etc.) or just express your thoughts in a creative way.

### **All in All**

This final unit focused on different ways in which you can include environmental issues in your primary and secondary classes, the criteria you can use for identifying useful online resources and how to combine critical and creative thinking.

Bear in mind that even a small step towards introducing environmental issues in your language classes is a positive thing.

How much did you remember from the previous units? Try to answer the following questions to prove what you have been learning.

### **End of Unit 1**

1. Decide if the statements are true or false.
  - a. \_\_\_\_ You can choose how you introduce environmental issues in your classes depending on your teaching context.
  - b. \_\_\_\_ You need to be a specialist in the environment to talk about it in your classes.
  - c. \_\_\_\_ The constructivist approach to teaching implies that the teacher and the learners build knowledge together.
  - d. \_\_\_\_ Studying environmental issues can make learners become more sensitive towards and more appreciative of nature and develop a healthy lifestyle.

### **End of Unit 2**

2. Put the terms into the category they belong to.

Commonly used terms	More impactful terms

- a. climate crisis
- b. climate change
- c. greenhouse gas emissions
- d. carbon dioxide emissions
- e. fish population
- f. fish stock
- g. climate denier
- h. climate sceptic
- i. global warming
- j. global heating
- k. wildlife
- l. biodiversity

**End of Unit 3**

Select the strategies that have proved to be effective in preventing eco-anxiety.

- a. Information and education
- b. Talking to climate deniers
- c. Taking action
- d. Resilience and optimism
- e. Ignoring environmental issues
- f. Staying in touch with nature

## **PART 2:**

### **Lesson plans for different Educational Levels**

#### **Level: Primary School**

#### **Lesson plan for face-to-face classroom teaching**

**Topic:** A green classroom

#### **Outcomes:**

During and after the lesson, learners will be able to demonstrate they can:

- raise awareness of sustainability issues
- review and learn vocabulary related to the classroom
- develop creativity and critical thinking
- promote communication and collaborative skills
- develop speaking and visual literacy skills

**Age group and level:** Primary learners aged 6–8 years at CEFR A1 level and above

**Time:** 75 minutes (approximately)

**Materials:** The teacher will need:

- photos of different classrooms
- the 'Classrooms A and B' worksheet (one per pair)
- link to song (see optional stage)
- paper or card and colored pens or crayons (for posters)

#### **Introduction**

This lesson focuses on green classrooms, encouraging learners to think about ways in which they can make their classroom greener. By teaching primary children more about this topic, we can help them to develop the vocabulary they need to take part in important dialogues around sustainability in the future and help them understand that they can do their bit to make their world greener.

The lesson begins with a warmer to introduce the topic. This

is followed by a photo-based activity to recycle vocabulary related to classrooms. Learners then talk about green classrooms before doing a 'find the differences' activity, where they examine two illustrations of classrooms, one of which has several green elements. Learners finish this section of the lesson with a guided discussion about each of the green aspects in the classroom.

The lesson finishes with a poster activity in which learners work in small groups to share ideas for how to make a green classroom and then make a 'Do and don't' poster.

## Procedure

### 1. Warmer (5 minutes):

- On the board, write the following letters: • l s o m c o s a r
- Explain that these letters spell a word and ask learners to reorder the letters to make the word.
- They put their hands up when they think they know the word. When more than half the class have their hands up, invite a volunteer to say the word.
- Answer: classroom

### 2. Vocabulary (10 minutes)

- Show learners the different photos of classrooms. If you have a data projector in your classroom, display the photos on the screen – you could use the PowerPoint or PDF for the online class for this. Alternatively, you could pin the images around the classroom, or you could add the images to an online folder and share the link with your students so that they can look at them on their mobile devices. Try to avoid printing too many copies.





- Do a point-and-say activity to recycle vocabulary for things in the classroom.
- Invite learners to take turns to point to something in a photo and say, It's a (desk) or They're (pencils).
- Write a list of all the words the learners say. If necessary, point, say and add more words to the list.
- Suggested vocabulary for this level: board, book, bookcase, class, classroom, computer, cupboard, desk, door, eraser, floor, pen, pencil, playground, ruler, teacher, window, scissors, glue, crayons, bag, pencil case, bin, and table.
- When you finish, say each word on the list and ask learners to find it in the photos. When they have all found the item, point to it yourself so that they can check.

### 3. Discussion (10 minutes)

- Show the photos again and ask learners to compare the classrooms with their own classrooms. Point to each photo in turn and ask, *Is your classroom like this? What's different? What's the same?* Accept any reasonable ideas.
- For extra support write the two sentences below on the board for learners to use as models.

*This classroom is big, but my classroom is small.*

*There's a window in this classroom and there's a window in my classroom too.*

### 4. Introduce the idea of a green classroom (5 minutes)

- On the board write: A green classroom.
- Ask learners what they think this means. Accept any reasonable ideas. Then explain that when something is green,

it is kinder to the planet. Explain that it is important to find ways to be green at home, in our towns and cities and also in the classroom. Then ask, How can we make our classroom green?

- Encourage learners to think and share some ideas.

### **5. Find the differences (15 minutes)**

- Organize learners into pairs, A and B. Give each pair a copy of the 'Classrooms A and B' worksheet. Tell each pair to fold their paper where the dotted lines are, so that they can only see Classroom A.
- In pairs, ask them to take turns to describe what they can see in the pictures. They point and say, for example, it's a desk. They're books.
- Help with any unknown vocabulary as necessary.
- Ask learners to unfold the paper and to find eight differences between the two classrooms. They should write the differences in their notebooks. Do one as an example with the whole class.

Example:

1. In Classroom A there is one bin, but in Classroom B there are three bins.

Answers:

2. In Classroom B there is a bicycle outside the window.

3. In Classroom A there is a carton of juice with a straw, but in Classroom B there is a reusable water bottle.

4. In Classroom A the sandwich was in a plastic bag, but in Classroom B it is on paper.

5. In Classroom B there is a sign on the wall. It says, 'Turn off the light'.

6. In Classroom B there is a sign on the bookcase. It says, 'Books for sharing'.

7. In Classroom A there is one plant, but in Classroom B there are two plants.

8. In Classroom B there is a box for used/recycled paper.

*\*Depending on the abilities of the learners, teach words like 'reusable', 'carton' and 'straw'.*



## 6. Discussion (10-15 minutes)

- Write these discussion questions on the board:
  - Which class is greener? Why?
  - Why is it a good idea to have a box for used paper?
  - Why is it a good idea to have books for sharing?
  - Why is it a good idea to cycle to school?
  - Why is it a good idea to have plants in a classroom?
  - Why is it a good idea to bring your own bottle or glass to school?
  - Why is it a good idea to have a sign saying, 'Turn off the light'?
- Ask *each question* in turn and encourage learners to share their ideas. If necessary, allow learners to use L1 for this discussion, but try to help them find the words to express their ideas in English.
- Ask: *Which classroom do you like best, A or B?* Have a class vote.

## 7. Brainstorming ideas (5 minutes)

- Write two headings on the board: Do and Don't. Ask learners to imagine they want to make their classroom greener. Ask, What can we do?



- If necessary, write a suggestion for Do and another for Don't. Then add learners' suggestions under each heading

**Suggestions:**

**Do:** Bring a glass or reusable water bottle; recycle paper; share books and toys; bring food to class in paper; turn off the lights; walk or cycle to class; have plants.

**Don't:** bring food in a plastic bag; bring straws to school; throw plastic in the bin; waste water; waste paper; leave the tap running; throw litter on the floor.

## **8. Make posters (10-15 minutes)**

- Organize learners into small groups to make 'A green classroom' poster using the ideas from the previous stage.
- Give each group a piece of paper or card and colored pens or crayons. They should include a title and a list of dos and don'ts. They can illustrate the ideas in the poster. When they finish, make a classroom display of the posters.

## **9. Optional task**

- Play this song called 'Do your best' from the LearnEnglish Kids website for learners to listen and sing along with. The song is all about how we can do our best to save the planet that we love.

Link to song:

<https://learnenglishkids.britishcouncil.org/songs/do-your-best>

**Level: Secondary School**

## **The fashion industry and its environmental impact. Face-to-face lesson plan**

**Topic:** The fashion industry and its environmental impact; up-cycling.

**Aims:**

- To raise awareness of sustainability issues
- To review and learn vocabulary related to fast fashion
- To practise saying big numbers and statistics
- To promote communication and collaborative skills
- To develop reading, speaking and visual literacy skills

**Age/level:** Younger teenagers aged 12–15 at CEFR level A2 and above

**Time:** 60 minutes approximately

## **Materials**

The teacher will need:

- the ‘Fast fashion’ worksheet (one per learner)
- the ‘Fast fashion’ infographic (one per learner)
- the ‘Fast fashion’ infographic answers.

## **Introduction**

This lesson focuses on fast fashion, presenting key data in the form of an infographic. By teaching teenagers more about this topic, we can help them to develop the vocabulary they need to take part in important dialogues around sustainability in the future and help them understand that there are alternatives to fast fashion.

The lesson begins with a warmer to introduce the topic. This is followed by a matching word–definition task, with keywords that appear in the infographic. Learners then have an opportunity to practise saying big numbers and statistics before they complete the infographic and discuss the information, including thinking of ways they can change their habits in the future.

The lesson finishes with a brainstorming activity in which learners find and present ideas for upcycling a T-shirt.

There is an optional task for learners to upcycle a T-shirt at home and then take part in a ‘show and tell’ activity back in the classroom.

## **Stage one – Warmer (5 mins)**

### **Instructions**

#### **1. Warmer (5 mins)**

- On the board, write Fast fashion.
- Do a think, pair, share activity.
  - o First learners think about what fast fashion means.
  - o Then they tell each other their ideas in pairs.
  - o Then they share their ideas with the rest of the class.

## **Stage two – Discussion (10 mins)**

- Give each learner a copy of the fast fashion worksheet.
- Draw their attention to the definition: Clothes that are made and sold cheaply, so that people can buy new clothes often.
- Then put learners into small groups to discuss the four questions:
  - o Where can you buy fast fashion in your town?
  - o What kinds of people buy fast fashion? Why?
  - o What are the pros and cons of fast fashion?
  - o Where can you get clothes that aren't fast fashion?
- Appoint a spokesperson in each group to share the group's ideas with the rest of the class.

## Fast fashion Student worksheet

Fast fashion: Clothes that are made and sold cheaply, so that people can buy

### 1. Discuss the questions.

- Where can you buy fast fashion in your town?
- What kinds of people buy fast fashion? Why?
- What are the pros and cons of fast fashion?
- Where can you get clothes that aren't fast fashion?

### 2. Match the words and definitions.

1) item (n)	a) a place where large amounts of rubbish
2) produce (v)	b) natural materials, such as cotton or wool
3) carbon emissions (n)	c) material used to make clothes etc.
4) landfill site (n)	d) one object or unit
5) biodegradable (adj)	e) break up into small parts and disappear with time
6) decompose (v)	f) chemicals that are dangerous for the environment
7) recyclable (adj)	g) relating to the whole world
8) raw materials (n)	h) make, create
9) textile (n)	i) able to be recycled, used again
10) global (adj)	j) able to decay naturally, without causing harm

### 3. Complete the infographic about fast fashion. Use the numbers in the box

1.2	400	400	235	200	99	80	35
60,000,000	3,781	2,700	5	60			

### **Stage three – Vocabulary (10mins)**

- Ask learners to look at the matching activity on their work-sheets.
- Read aloud the ten words. Then give learners time to do the matching activity individually or in pairs.
- Check the answers together.
- Answers: 1d, 2h, 3f, 4a, 5j, 6e, 7i, 8b, 9c, 10g

### **Stage four – Pronunciation (5mins)**

- Write the numbers below on the board (without the text):
  - o 90% = ninety per cent
  - o 150,000,000 = a hundred and fifty million (not millions)
  - o 3.6 = three point six
  - o 6,280 = six thousand two hundred and eighty
- Make sure learners know how to say each number aloud. If necessary, provide further practice by writing more numbers and nominating learners to say them aloud.

### **Stage five – Infographic cloze (15mins)**

- Ask learners to look at the infographic and to read the information, ignoring the gaps.

# FAST FASHION NUMBERS



We wear fast fashion items fewer than (1) times in total



British people send about (6) million items of clothing to landfill sites each year

Old clothes made from non-biodegradable fabric take (10) years to decompose

(11) % of used clothing is recyclable



The fashion industry produces (7) billion tonnes of carbon emissions a year



(8) litres of water are used in the lifetime of one pair of jeans



About (13) people work in the global fashion industry

We keep fast fashion items for about (2) days before throwing them away

Fast fashion produces (3) % more carbon emissions than clothes we wear 50 times



People in the USA buy (4) billion new items of clothing each year



In the past twenty years clothes sales in the USA have grown by (5) %

In the UK they burn or send to landfill (9) rubbish lorries of clothes every minute



You need (14) litres of water to make one T-shirt



- Explain the meaning of any unfamiliar words as necessary.
- Ask learners to complete the cloze activity in pairs, using the numbers provided.
- Provide the answers, either by eliciting and checking them one by one around the class or by displaying the complete infographic on the board for learners to check.

### **Stage six – Discussion (10–15mins)**

- Write these three discussion questions on the board:
  - o How does the information make you feel?
  - o How can we change the situation?
  - o Where can we get clothes that aren't fast fashion?
- Allow a few minutes' thinking time before having a class discussion where learners share their ideas.
- For larger classes, divide the class into smaller groups and appoint a spokesperson to share the group's ideas with the whole class.

### **Stage seven – Brainstorming ideas (5–10mins)**

- On the board write: To upcycle.
- Ask learners if they know what it means and how it is different from 'recycle'. If necessary, explain that when we upcycle something, we make something new and better.
- Write these two discussion questions on the board:
  - o What do you do with your old T-shirts?
  - o How can you upcycle an old T-shirt?
- Organize learners into groups to brainstorm ideas. If you have internet access in the classroom, learners can do a search to find ideas. Ask each group to share their ideas with the rest of the class. Then vote on the best ideas.
- Suggested answers:
  - o You can make a new object like a bag, a hat, a pencil case, a pet blanket or a scarf.
  - o You can make another T-shirt by cutting, restyling and decorating or painting.

### **Optional homework task**

- Learners upcycle an old T-shirt. Then they bring it to class and do a 'show and tell' presentation, explaining what steps they took to make the new product.
- Alternatively, they can make 'How to' videos or write step-by-step 'How to' guides, which can form the basis of a classroom display.

### **Lesson plan for adult learners**

#### **Water for all**

**Topic:** The global water crisis – causes and solutions.

#### **Outcomes**

During and after the lesson, learners will be able to demonstrate they can:

- employ critical-thinking skills
- read texts to find specific types of information
- collaborate and share written information
- create simple written messages that lead to action and awareness.

**Age group and level:** Adults at CEFR level B1

**Time:** 90 minutes in two 45-minute lessons. This can be a 60-minute single lesson with shorter time for tasks.

#### **Materials**

The teacher will need:

- Reading texts 1–4
- Sample poster
- Vocabulary sheet

#### **Introduction**

There is a global water crisis. In this lesson, the learners will use and develop their reading skills to gain a bigger understanding



of the crisis, its causes and some possible solutions. They will go on to use some 21st-century skills such as collaboration and creativity to make some campaigning posters to create a greater awareness of the problem in their local communities.

## **Procedure**

### **Stage one – Reading about the water crisis (20 minutes)**

#### **1. Warmer**

- Briefly check that learners have an understanding of what the water crisis is by asking them to give some examples.
- Guide them if needed by giving an example such as Many rural communities globally have no clean water for drinking, washing or cooking.

#### **Optional activity**

- Ask students if they currently have unlimited access to water in their homes.
- If students answer yes, either ask them if they can think of a time when they didn't have access to water at home and how it affected them or ask them
- how it would affect them if they didn't have access to clean water at home.
- If students answer no, ask them how they manage or how they gain access to clean water.

#### **2. Reading for specific information**

- Tell learners that at the end of the lesson they will be making a poster explaining the water crisis and its causes. Explain that the poster will be designed to encourage people to take action about the water crisis.
- Divide the learners into four groups of equal or near-equal numbers. Number the groups 1, 2, 3 and 4. Give each group the reading text that relates to their group number (1, 2, 3 or 4), or put copies of the readings on the wall and suggest

students read it from there. Each group must only look at its one text.

- The tasks are on the reading text sheets, but they all have these three stages:
- *Before reading* – learners read the title and briefly discuss what they expect the text to be about.
- *While reading* – learners read the text and underline any information that might help them in their poster. Remind them that the poster is designed to encourage people to act. Each text has one example of this kind already underlined.
- *After reading* – learners discuss and agree a list of key pieces of information that might be used in their posters. Each individual learner must have a copy of the written list of ideas.

### **Reading texts sheets:**

1. Before you read the text, look at the title and briefly discuss what you think the text will be about.
2. While you read the text, underline any information that might help you in your poster. Remember, the poster is designed to encourage people to act. Each text has one example of this kind already underlined.
3. After you have read the text, discuss and agree a list of key pieces of information to use in the poster.

### **Text 1**

#### **The water crisis – what are the big issues?**

The facts about the water crisis are very shocking. According to the British charity WaterAid, <https://www.wateraid.org/uk/>, around 785 million people do not have clean water in or near their houses, for drinking or washing. That's about ten per cent of the global population. But why is this important? The serious effects of the water crisis can be seen in four ways: the effect on people's health, on their education, on their financial situation

and on the stability of their community. Let's look at these four issues one by one.

## **Health**

Water is used to keep clean, and keeping clean is key to good health. For example, a simple cut to a child's leg can be treated by washing it, to avoid infections. Where there is no clean water, that simple cut can become a serious medical condition. Equally, washing hands with clean water after using the toilet will help stop the spread of fatal diseases.

## **Education**

Children who are not healthy or who have to walk a long way to collect water are less likely to attend fulltime education, and those with unhealthy families at home are less likely to be able to study to the level required to get to college or university. This lack of education contributes to poor sanitation and hygiene. This creates a vicious circle. This problem is particularly bad for girls, who tend to be the families' members who walk a long way to collect water.

## **Money**

Low standards of education make it much more difficult for people get jobs that are both well paid and secure. Without money from employment, it is difficult for communities to develop their water supply and sanitation. In addition, where family members need to spend a lot of time collecting water and carrying it home, they cannot take full-time jobs even if they are available. As mentioned above, this particularly impacts on women and girls.

## **Political stability**

Water is a basic resource that is central to health and well-being. Because of this, it is often a source of conflict and even wars. The stability of a whole region or even a country can be in dan-

ger because of a shortage of clean water. To try and decrease the impact of the water crisis, the United Nations has a Sustainable Development Goal (number 6) that specifically refers to water and sanitation. The intention is to meet these goals by 2030, but many countries are a long way from that goal.

## **Text 2**

### **Hygiene – what are the problem?**

Having clean water to drink is just one of the problems that many communities have to face. Clean water is fundamental to hygiene and sanitation – the ways people protect themselves from disease. Children in particular die from diseases caused by dirty water and poor sanitation.

In most of the world, where clean water is taken for granted, it is sometimes hard to understand the fundamental challenges of poor hygiene. The points below are a reminder of what the key hygiene issues are. There are a number of factors to consider.

#### **Clean hands**

For so many people in the world, handwashing is not something that people think about. It's something people do automatically, with the clean water that is always there. Clean hands stop disease spreading, and the importance of doing this before a meal, after using the toilet and while cooking is fundamental. A combination of the infrastructure needed for clean water to be always available in or near people's homes and health education is a sensible approach.

#### **Lack of health and hygiene education**

Communities that have good sanitary facilities and clean water for the first time will need to be taught how to keep their families clean and how to stop disease and infection. Central to this is handwashing education. Apart from the obvious health benefit, these communities will have more self-respect and in-

creased opportunities to access education and employment, leading to a more sustainable way of life.

## **Toilets**

World Health Organization figures suggest that over two billion people do not have adequate and hygienic toilets to use. Hygienic toilets need clean water for handwashing. This issue both creates enormous health problems, with many infectious diseases being transmitted, and also damages the dignity of these communities.

## **Eating well**

While lack of food may be a serious problem in some communities, the supply of clean water needed to wash hands, preparation surfaces, kitchen tools and the food itself is so important. Eating well will make a big difference to general health and resistance to diseases.

## **Who needs help most?**

Poor hygiene is not the same for everybody. It has a worse impact on elderly people, babies and young women. These more vulnerable groups are often the ones involved in both the collection of water and the preparation of food, so their good health is vital to communities.

## **Text 3**

### **Climate change and water**

The two hottest years in history so far were 2016 and 2020. Fossil-fuel use across the world is creating climate change, which has a large and damaging influence on many aspects of the life of our planet. And one of these damaging influences is on water. Specifically, the extreme weather patterns caused by climate change mean that global communities increasingly have too little or too much water. Too little and too much water both have disastrous results. Ninety per cent of the natural disasters we have in the world are connected to water.

## **Too much water**

Excessive heat and moisture in the atmosphere leads to heavy rainfall and storms. In many countries, this excessive water is causing floods that are getting both bigger and more frequent. These floods are seen in countries as diverse as Pakistan, the United Kingdom, Germany and Malawi. Low-income countries tend to have less resilient infrastructures to deal with the flooding, and so people suffer more. In particular, farmland is flooded and crops are destroyed, leading to risks of starvation and financial problems. In addition, fresh water is contaminated and toilets destroyed, and this can lead to diseases.

## **Too little water**

The problem of too little water can be equally catastrophic. Clean water is a basic requirement for drinking, and reduced and unpredictable rainfall can mean some communities lose their local water supply and need to travel large distances to collect water. All this impacts the female population especially, as they usually collect this water. A water shortage also means basic hygiene and sanitation such as handwashing and clean toilets may be difficult to find, and this will result in more deaths from diseases.

As temperatures rise and there is less rain, agricultural communities need more water to grow their crops, leading to less water for drinking and hygiene and the risk of food shortages. The stability of communities is also at risk from regional conflicts about water shortages.

## **Lakes and the sea**

Climate change means that lakes will become warmer, and this can kill fish, which in turn means that fishing communities will suffer. Sea levels are also rising due to climate change, and in low-income countries, this can result in seaside towns and villages being damaged or even completely destroyed.

From the above, it is clear that there is a strong connection

between climate change and both too much and too little water. Both of these issues can result in catastrophes for communities around the world.

#### **Text 4**

#### **The water crisis – facts and figures from the United Nations**

In 2015, The United Nations launched 17 Sustainable Development Goals to be achieved by 2030. All the goals have a series of targets, events and actions.

Goal 6 is Clean Water and Sanitation. The goal is to ‘ensure access to water and sanitation for all’ by 2030. There are eight targets, 60 events and 657 actions for Goal 6. You can see more here: <https://sdgs.un.org/goals/goal6>.

These are summaries of the eight targets:

6.1. By 2030, to give access to safe and affordable drinking water for all.

6.2. By 2030, to give access to adequate sanitation and hygiene for all.

6.3. By 2030, to improve water quality, by reducing pollution, and increasing recycling.

6.4. By 2030, to substantially reduce the number of people suffering from water shortages.

6.5. By 2030, to manage water resources including sharing water internationally.

6.6. By 2020, to protect water-related ecosystems, including mountains, forests and lakes.

6.A. By 2030, to expand international cooperation to developing countries in water and sanitation programmes, including desalination and recycling.

6.B. To encourage local communities to work on improving water and sanitation.

Let’s see why this goal is so important with some facts and figures from the UN and its agencies.

**Children** are in most danger from climate change because of disease, food shortages and poor water and sanitation. (UNICEF, 2019). By 2050, **1.6 billion** people will be at flood risk and **2.7–3.2 billion** will be at risk of water shortages. (United Nations, 2020)

In 2019, **12 per cent of the world population** had unsafe drinking water. (United Nations, 2020)

In 2019, **30 per cent of the world population** had no sanitation. (United Nations, 2020)

**By 2030, 24–700 million people** will need to move locations because of water shortages. (UN WWDR, 2009)

In **80 per cent of homes with no water**, the water collection is done by women and girls.

It is sometimes difficult to understand what statistics like these mean in everyday words. To help us understand how urgent the situation is, we need to remember that every day 1,000 children die from diseases caused by dirty water and poor sanitation. The shortage of clean water that leads to these deaths is in many cases caused by climate change. The use of fossil fuels makes our planet warmer, and this is leading to less rain in some areas and so less water. It can also lead to more rain in some areas and floods which are catastrophic for hygiene and sanitation. ‘But man is a part of nature, and his war against nature is inevitably a war against himself.’

### **Vocabulary discussion and development**

- Encourage learners to check any new vocabulary in the text with their peers at group level.
- Give each group a copy of the vocabulary sheet or put a copy on the wall that learners can read. At class level, go briefly through each of the items on the four vocabulary sheets, making any clarifications needed.



## Vocabulary Sheet

### Text 1: The water crisis – what are the big issues?

- sanitation – cleaning and washing of, for example, kitchens and bathrooms

*Example: There is good sanitation at the hospital.*

- intention – a plan or schedule

*Example: The intention is to finish on Wednesday*

### Text 2: Hygiene – what are the problems?

- hygiene – keeping things clean to stop disease and illness

*Example: Good hygiene is essential when cooking.*

- infrastructure – basic systems to make a town or country operate correctly

*Example: Our hospital infrastructure needs to improve.*

- infectious diseases – sickness that moves from one person to another, such as cholera or Covid-19

*Example: We have infectious diseases in rural areas.*

- transmitted – moved from one person or place to another

*Example: Poor hygiene transmitted the cholera*

### Text 3: Climate change and water

- fossil fuel – any fuel made from carbon, such as oil, gas or petrol

*Example: Burning oil and fossil fuels causes climate change.*

- starvation – the result of people not eating enough

*Example: There was starvation after the floods.*

- catastrophic – a very serious situation

*Example: The result of the fire was a catastrophic loss of life.*

### Text 4: The water crisis - facts and figures from the United Nations

- sustainable development – development that is enough for the needs of today and does not damage the future

*Example: Sustainable development will help us save the planet for our grandchildren.*

- adequate – something is adequate when it is good enough to meet a goal

*Example: The sanitation at the school is adequate now.*

## **Stage two – Comparing ideas and agreeing a strategy (25 minutes)**

### **3. Planning a poster**

- Put the learners into new groups of at least four. The groups should be composed so that each group has at least one member from all the previous groups 1, 2, 3 and 4.
- Tell learners that they are now going to work together to combine the key points from each of the reading texts (1–4) and agree two possible action points that they can put on their poster.
- Remind the learners that the objective of the poster is to encourage people to act. Either put some copies of the sample poster on the wall and encourage learners to look at it or display the poster on a screen. Show them that it uses this structure:
  - Climate change makes the air warmer. (Cause)
  - Warm air from climate change increases rainfall in some places. (Problem)
  - Flooding destroys crops and communities can't feed themselves. (Result)
  - Can you reduce your impact on climate change by recycling paper and glass? This reduces carbon dioxide production from burning waste. (Your actions)
- Suggest they can use this structure to make their two action points:
  - Cause – Problem – Result–Your actions.
- While they are working on their posters:
  - If learners need technical help, remind them that climate change is caused largely by fossil fuels such as coal, gas, petrol, oil, trees and waste being burned and producing carbon dioxide.
  - Suggest to learners that 'your actions' could include ways of reducing environmental impacts but also giving money to climate-change organisations or working to raise awareness. Encourage them to think of their own

ideas too.

- Tell learners they will have a few more minutes in the next session/lesson to finalise the two action points for their posters.

### **Stage three - Making the posters (45 minutes)**

#### **4. Writing engaging statements**

- Learners should go back to the groups where they finished the last lesson.
- Remind them they are making two action points for their posters. Give them another five to ten minutes to finalise their action points.
- At class level ask learners the question, 'What's important for designing a poster?' Lead a brief oral class-level discussion.

#### **5. Collaboration and agreement**

- The key issues learners might to consider are below. You can put them on the whiteboard:
  - The poster needs an objective – what result do we want from it?
  - Who is the poster for?
  - How can we make the poster eye-catching?
  - Where can we put the poster?
- Learners should now make their posters – one per group. They can use A4 or larger poster paper if available. Encourage them to use bright colours and add any graphics or pictures they wish to, but explain they are optional.
- Take the posters from the group and, if possible, attach them to a wall as a display or put all the posters together on one table. Ask all learners to review all the posters and discuss what they like about them.

#### **6. Giving feedback**

- At class level, lead a brief summary of what learners saw on

the posters and what they liked about the design and the messages. Keep this informal and supportive, and not an evaluation

## **ANNEXES**

### **Annex 1 Video and Audio Scripts**

#### **Unit 1**

##### **Activity 4 Video Script**

**MIN:** When the teacher says we're going to discuss environmental issues, I know we'll talk about the problems that the planet has had lately because of human activity, like the lack of clean water, the climate crisis, global heating and endangered animals.

[Min is looking at the board with Environmental issues written on it. She's thinking about water coming out of a tap, a globe, and pandas]

**JAFARI:** We had some classes on human rights and we learnt about the freedoms that all people of the world have or should have because we are all human beings. We started from the right to life and then looked at rights to education, food, health and work.

[Jafari is looking at the board with Human rights written on it. He is thinking about books, an apple and a stethoscope]

**MATIAS:** In this lesson, I've learnt that in some countries girls and women can't get the same education and job opportunities as boys and men. They also can't be active in society and politics. This makes me really upset!

[Matias is thinking about a man and son who are leaving their house and a mother and daughter who are staying at home.]

**RAJAY:** I know that not all people are treated in a fair way but I was shocked when I found out that around the world there are children who are forced to fight in wars as soldiers and peo-

ple who work very hard without being paid. We should all learn about these issues and stop this from happening.

[Rajay is thinking about a little boy and images of war. He is also thinking about people who are working in a field harvesting vegetable and a boss who is shouting at them.]

**NOUR:** When we talk about health as a global issue, we think about keeping diseases that affect many people around the world, such as malaria or AIDS, under control. A recent example is COVID-19.

[Nour is thinking about people getting on public transport all wearing face masks.]

### **Activities 8 and 9 Video Script**

**ABDULLAH:** I'm sure my learners and I would benefit from discussions on environmental issues but I don't feel prepared to do this. We don't know the terms and concepts that would allow us to talk about the environment.

[Abdullah standing in the center looking confused. Images of planet, environment, trees, storms appearing around his head with question marks.]

**SOFIA:** I noticed that most topics from my coursebook can be related to environmental issues. I regularly ask additional questions that lead my learners to explore topics further. They've now got used to this and even come up with questions and ideas themselves.

[Sofia in front of class, pictures of transport on the whiteboard. Teen learners sitting in groups at tables and chairs discussing transport, pollution, temperature.]

**ROMAIN:** Honestly, I've already tried to bring up environmental problems during my classes but my learners get frightened and worried about the future when we talk about it.

[Romain in front of class, picture of globe on white board. teen learners sitting in groups at tables and chairs look agitated.]

I've stopped trying because I want them to leave the class-

room in a good mood.

[We see a picture of food on the whiteboard, learners now look happy.]

**EZELYA:** The language curriculum I have to cover is so large that I don't have time to introduce anything new. I just focus on language teaching because that's what I'm supposed to do in my classes, isn't it?

[Ezelya sitting at desk planning class and dictionaries beside her.]

**PRIYA:** I think it's important to talk about the environment in my language classes. I regularly have lessons dedicated only to environmental issues. The learners always look forward to these lessons because they feel they can participate in an active way.

[Priya in front of class, picture of globe on the whiteboard. Teen learners sitting in groups at tables and chairs talking about planet, plants, animals, recycling, temperature. Everyone looks happy.]

### **Activities 13 and 14 Audio transcript:**

**MIN:** I like it when my teacher makes entire lessons on the climate crisis or global heating because I feel that what I learn can be used in real life.

**JAFARI:** I want to improve my English language level by reading and watching the news online. But when they talk about problems in the environment, I don't understand much because we never learn these words in our English classes.

**MATIAS:** Whenever we discuss problems with the environment in our classes, I feel frustrated and depressed. That's all we do, just talk. We discuss but we never do anything.

**RAJAY:** The teacher always asks questions about how different lessons in our coursebook are connected to the environment. We often do projects related to the environment and I love that

they're so practical. I can already see some changes at home and in our school, like we're all recycling more.

## **Unit 2**

### **Activities 3 and 4**

#### **Transcript**

**SOFIA:** I started working on environmental issues with my learners a few years ago. We study how climate change affects not only the environment, but our communities as well.

Learners often do projects about biodiversity where they come to understand that having a variety of plant and animal life is very important. We also talk about how carbon dioxide emissions lead to global warming and what impact our lifestyles have on the environment.

**PRIYA:** As soon as I introduced the topic of the climate crisis, my learners decided to do research and to take action.

They read about the wildlife in our region that's affected by human activity and realized that butterflies and moths have become rare in our area. They planted native plants that attract butterflies in their yards and in the schoolyard.

We looked for ways to reduce greenhouse gas emissions that lead to global heating and we all started walking or cycling to school and using less electricity. Our life choices do make a difference.

#### **Activity 10 Video Transcript**

**ABDULLAH:** I often include topics related to the climate crisis in my classes. But sometimes students feel like global issues do not affect them directly.

[Teacher standing at front of class pointing to whiteboard showing globe and problems like temperature at north & south pole, animals near the equator. Learners sitting around tables looking bored.]

We can show them that there are local problems that we

need to be aware of and that we need to solve them together, as a community.

[Image on whiteboard is now of a town, with rubbish floating down the river. Learners look shocked and worried about the fish.]

We can use a simple checklist to try to identify the most common local environmental issues. Think about your community and answer these questions:

Is the air outside healthy?

[Text appears on whiteboard - Is the air outside healthy? surrounded by images of pollution icon with a cross through it, clouds, flowers]

Do people have easy access to clean water?

[Text appears on whiteboard - Do people have easy access to clean water? With images of a glass of water, tap with water coming out]

Is it safe to swim in your local rivers, lakes or at your beach?

[Text appears on whiteboard - Is it safe to swim in your local rivers, lakes or at your beach? with images of people swimming, enjoying being by water]

Is waste managed correctly in your area?

[Text appears on whiteboard - Is waste managed correctly in your area? with images of people putting rubbish in the bin, a garbage truck]

Are there factories in or near your community that release toxic chemicals?

[Text appears on whiteboard - Are there factories in or near your community that release toxic chemicals? with images of a factory releasing smoke from a chimney and pollution into a river]

Have you experienced unusual weather in the last few years?

[Text appears on whiteboard - Have you experienced unusual weather in the last few years? with images of storms, snow, very hot weather]

Are the animals and plants in your area endangered?

[Text appears on whiteboard - Are the animals and plants in



your area endangered? with images of wild animals and plants]

### Unit 3

#### Activities 1 and 2: Video Transcript

**PRIYA:** I use my previous study in environmental education and information from websites I follow to help me design entire lessons on preserving wildlife, finding solutions for global heating or local environmental issues.

[Priya is sitting at a desk with environmental books beside her. She is looking at a Green Planet website on her laptop.]

I often collaborate with other teachers from the school depending on the topic of the lesson. Learners enjoy these cross-curricular lessons and participate actively.

[Priya is with two other adults (one male, one female) teaching the class. Learners are smiling and talking together about food, airplanes, pollution, insects.]

**SOFIA:** When I plan my lessons, I look for connections with environmental issues. From birthdays to travelling and from fashion to food, everything I teach my learners can be enriched with questions related to the climate crisis.

[We see Sofia thinking about a birthday cake and an arrow to a recycling bin, suitcases and an arrow to an airplane, food and an arrow to trees being cut down.]

Learners have got used to this and, quite often now, the questions come from them, which is perfect. It shows they want to know more and have learnt to use their critical thinking to investigate further.

[Sofia at front of class, learners sitting in groups at tables thinking and asking questions.]

**EZELYA:** The pressure of preparing learners for exams doesn't give me too much freedom to add anything to the classes I teach.

[Ezelya sitting at a desk surrounded by books and with laptop, looking stressed.]

However, when I reached the unit dedicated to environmen-

tal issues I focussed on the specific vocabulary and concepts and helped my learners think of things they could do in our local area.

[Ezelya is at the front of the class. The board shows recycling and plants. Learners sitting in groups at tables are discussing garbage and walking.]

**ROMAIN:** I personally think that learners learn better by doing. I dedicate a few lessons a month to introducing new environmental issues or ask the learners to contribute their own topics and initiatives. They get organized in groups and for the next month they do research and come up with projects that are very practical,

[Learners sitting at tables in groups talking, with some books & laptops on tables. Romain is standing in the background helping. The whiteboard reads Think locally.]

...things that they can apply at home, at school or in everyday life. They're aware of the impact their actions have on the planet and try to make better choices each day.

[Learners putting rubbish in the recycling, walking to school, riding a bicycle.]

### **Activity 6: Audio Transcript**

**SOFIA:** I designed a lesson entitled 'Acting out the Greenhouse Effect' for primary learners.

What I want to achieve in this lesson is to show in a visual way how the greenhouse effect works and to begin to explore its implications.

I've already worked on similar topics and my learners are familiar with greenhouse gases but other teachers might want to pre-teach some of the necessary vocabulary if the topic is new for their learners.

The preparation is not complicated at all but you do need a large classroom or the gym where you can gather the learners together and give them roles to act out about the Greenhouse Effect.

Select fifteen learners. Have ten learners be 'heat' and five learners be 'greenhouse gases'. Hand out 'heat' and 'greenhouse gases' name tags and have learners put them on. Label one end of the room 'sun' and the other end 'Earth.' 'Heat' learners should stand at the 'sun' end of the room while the "greenhouse gases" pupils stand in the middle of the room.

Everyone else sits and watches until it's their turn.

### **Activity 9: Audio Transcript**

**PRIYA:** Today I'm teaching a lesson entitled 'The Water Crisis'. My learners are 16 years old teenagers and they've been working on environmental issues for quite a few years now. They're used to discussing issues in ways which can help them make changes in their lifestyles.

Lack of water is a problem for our community, so I want my learners not only to become aware of the water crisis, but to actually get actively involved in doing research and finding some solutions

### **Annex 2 Answer key**

#### **Unit 1**

##### **Activity 1**

*Answers will vary*

##### **Activity 2**

*Answers will vary*

##### **Activity 3**

*Answers will vary*

##### **Activity 4**

1.a      2. c      3. d      4.e      5. b

##### **Activity 5**

*Answers will vary but may include items a and b*

### **Activity 6**

1.e      2. d      3. c      4.b      5. a

### **Activity 7**

1.d      2. c      3. b      4.a      5. e

### **Activity 8**

1.c      2. b      3. d      4.e      5. a

### **Activity 9**

*Answers will vary*

### **Activity 10**

*Answers will vary*

### **Activity 11**

*Answers will vary*

### **Activity 12**

## **2. Constructivist approach to teaching**

The most important principle of the constructivist approach is that people build knowledge through active experience. When you introduce environmental issues into your classes, you can explain to learners that you are going to explore the topic together and learn together through your individual and class experiences (research, projects, class activities, local community activities).

Teachers do not have to be specialists in the field of environmental issues to bring them into a discussion but they need to be willing to learn while exploring this field together with the learners.

### **1. Your teaching principles**

Through continuous professional development, teachers find out and experiment with numerous methods. However, teach-

ers select the methods that suit them and the needs of their learners. Teachers select activities and ideas from different methods and build their own methodology that is closer to their teaching philosophy and to their teaching principles.

### **Activity 13**

*Answers will vary*

### **Activity 14**

1.d      2. b      3. a      4.c

**Activity 15** *Answers will vary according to the benefits they agree with most at the top to the ones they agree with least at the bottom.*

### **Activity 16**

*Answers will vary*

## **Unit 2**

### **Activity 1**

*Answers will vary but may include item b*

### **Activity 2**

1. understanding
2. nature
3. technology
4. benefit

### **Activity 3**

c. A combination of Sofia and Priya's approaches.

### **Activity 4**

1.a      2. b      3. b      4. a

### **Activity 5**

1.b      2. e      3. f      4.c      5. d      6. a

### **Activity 6**

1. human activity
2. crisis
3. deny
4. scientific
5. atmosphere
6. creatures and plants
7. caught and eaten

### **Activity 7**

*Answers will vary*

### **Activity 8**

*Answers will vary*

### **Activity 9**

1. b      2. f      3. h      4. e      5. d      6. c      7. a      8. g

### **Activity 10**

*Answers will vary*

### **Activity 11**

1. b      2. g      3. c      4. f      5. d      6. e      7. a

### **Activity 12**

1. primary      2. secondary

### **Activity 13**

*Answers will vary but may include items a, b, d, f and h.*

### **Activity 14**

Do b, d, e, f and h

Don't a, c and g

## **Unit 3**

### **Activity 1**

*Answers will vary*

**Activity 2**

1.d      2. c      3. b      4.a

**Activity 3**

1.e      2. c      3. b      4.d      5. a

**Activity 4**

1.b      2. d      3. c      4.a

**Activity 5**

*Answers will vary*

**Activity 6**

1.b      2. c      3. e      4.d      5. a

**Activity 7**

1.a      2. c      3. b

**Activity 8**

Option c

**Activity 9**

1.c      2. b      3. a

**Activity 10**

1.g      2. a      3. e      4.b      5. c      6. d      7. f

**Activity 11**

*Answers will vary*

**Activity 12**

1.b      2. e      3. c      4.d      5. a

**Annex 3: All in All Answer Key**

**End of Unit 1**

1.

- a. True                      b. False                      c. True                      d. True

**End of Unit 2**

Commonly used terms	More impactful terms
Climate sceptic Carbon dioxide emissions Fish stock Global warming Climate change Biodiversity	Climate denier Greenhouse gas emissions Fish population Global heating Climate crisis Wildlife

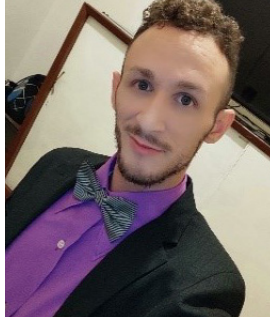
**End of Unit 3**

3.

Correct strategies: a, c, d, f



## About the compilers



### **VICTOR MANUEL ALONSO SURÍ, MD.**

He is a Learning Assistant at the International School of Havana. He used to work at the Foreign Language Department at Universidad Central “Marta Abreu” de Las Villas. He is an Assistant Professor. He holds a master’s degree major in Didactics of Foreign Language Teaching. He has experience as an English Language Teacher in Primary and Secondary Levels. He is an associate member of the International Association of Teachers of English as a Foreign Language (IATEFL). He is part of *Mentors in Action* project led by the British Council Cuba. He has taught Integrated English Practice, Translation and different subjects of the linguistic area in undergraduate courses. In addition, he has trained student and in service teachers from different educational levels and parts of the country through online post-graduate courses on the environmental education topic. He has participated in different research projects on the Teaching of English as a Foreign Language in Cuba where he has presented several papers and articles derived from his line of research in national and international events. He has been trained through the British Council’s professional development course *The Climate Action in Language Education*. He is one of the principle change agents for climate crisis in the country.



**MIGUEL IRAIDO GUTIÉRREZ ESPINOSA, Ph.D.**

He has been developing his teaching career in Santa Clara, Cuba, since 1993. He is Full Professor and the current Head of the Foreign Language Department at Universidad Central “Marta Abreu” de Las Villas, where he has been teaching for 27 years. He has served as coordinator at the International Exchange Program “Canada-World-Youth”, and he was also granted a scholarship at Universidad de Granada, Spain, to complete his doctoral studies. He has videotaped more than 50 English lessons for the “José Félix Ribas” Mission, in Venezuela. He has also taught English for High School students, and Integrated English Practice in Higher Education. He has participated in different research projects on Teacher Education, the Teaching of English as a Foreign Language in Cuba and Teaching English in High School. He has served as an adviser and outside critic for many master’s program candidates. He has been developing his line of research on the topic of Environmental Education for Sustainable Development, and he has published the results in outstanding international magazines.



**DEYSE MATILDE FERNÁNDEZ GONZÁLEZ, MD.**

**Consulting Professor**

She has been a teacher educator for 50 years in the Foreign Language Department at Universidad Central “Marta Abreu” de Las Villas. She has taught different subjects including Integrated English Practice, History of the English-Speaking Countries, Panorama of the History of English Language, Didactics of Foreign Language Teaching and Educative Research Methodology. She has been a mentor and outside critic of several master’s program students, as well as in major and term papers. She has participated in some research projects Teacher Education and on the Teaching of English as a foreign language in Cuba. She has been a member of different examination boards. She served as a Secondary Level English language provincial adviser in the Villa Clara province.

