

- +
 - UK-German Connection Sustainable Development Training Seminar

LFEE Training Course
Enschede



WONDERS

How was the first made?

Who came up with car

I wonder how the fish stay in

I wonder why smoke was coming from the ground in the oxen picture

Why don't robots have antennas to hear

How do we sleep

Who was the first human

What was the first purple

Why are we here

I wonder if anyone still died while they were sleeping from their car

I wonder where the buffaloes are going -Si-

Where can you...
How do you...
I wish...
Why did...
I wonder...

I wonder how many people in the world?

How are crystals made?

Who invented numbers and letters?

Why are there mountains here

Why have I ever been to a country

Why does the world exist
Debye

Why are dogs called their names

Who invented numbers and letters?

Where did the first robot

I wonder why your stomach hurts when you eat? James M

Why did the Greeks have a different Alphabet

I wonder why they would make children become soldiers

How do websites remember so many usernames and passwords?

I wonder in the buffalo picture I think they were in the dinosaur age
Don

I wonder what the average depth of the ocean is
James M

Why do you wrinkle in the water

Why do we have to eat every day?

When is the robot team going to join a team do they get the middle too?

Are robots real

I wonder how many oceans are in the world

Why are my glasses fuzzy

I wonder how many people are in the world

I wonder where the balls are going!
-Sarah

wonderwall

Wat zit er in je lichaam

hoe kan je
grote mensen
vand kleine
vand halen
los maken

Waarom hebben mensen
verschillende beesten
ogen

I want to integrate SDGs into my teaching/curriculum/school system, but how can I?





KWVL

What do you think you already **know** about education for sustainable development (ESD)?

What do you **want** to know?

What have you **learnt**?



1.

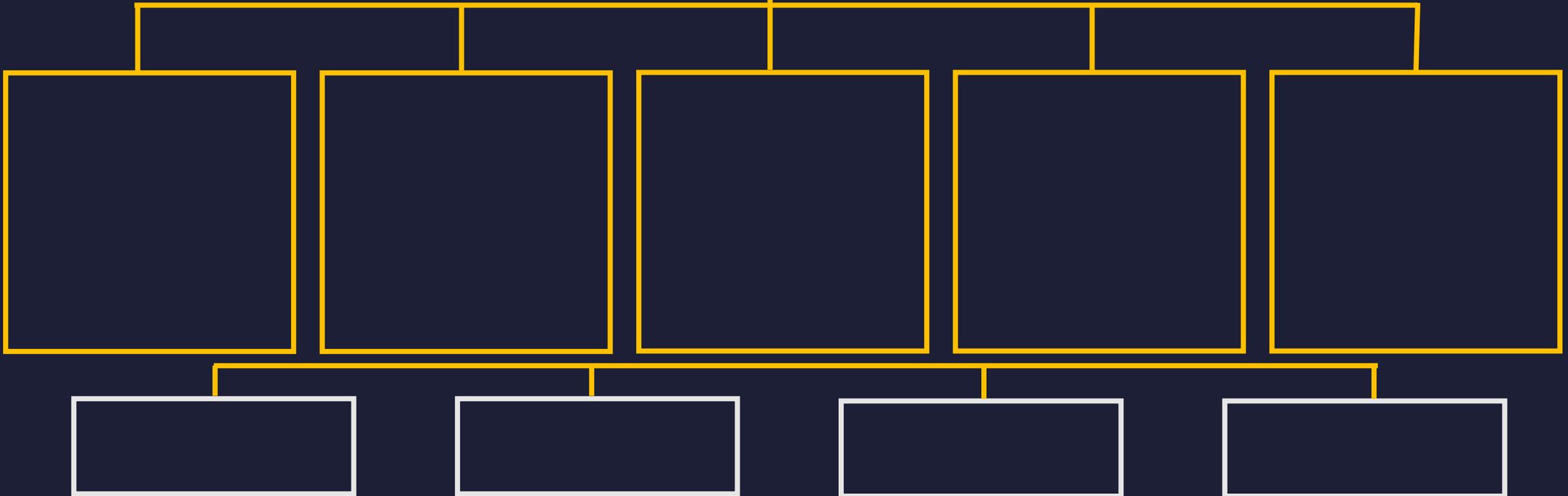
WHAT IS EDUCATION FOR
SUSTAINABLE DEVELOPMENT?

ESD is based on the principles and values that underlie sustainable development



United Nations
Educational, Scientific and
Cultural Organization

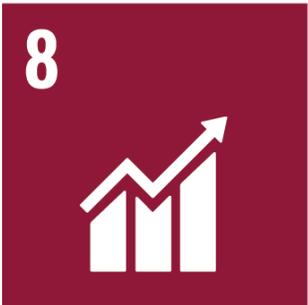
Educating a student who:



What are the SDGs?

- Also known as the Global Goals, were adopted by the UN in 2015
- A universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.
- The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.
- Countries have committed to prioritize progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls.
- The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context.

SUSTAINABLE DEVELOPMENT GOALS



Gettingsmart.com



A FILM BY DELEOVIDE MONTY PYTHON PRESENTS
THE TURNING POINT





What global sustainability issues were represented in this video? What SDGs do they link to?



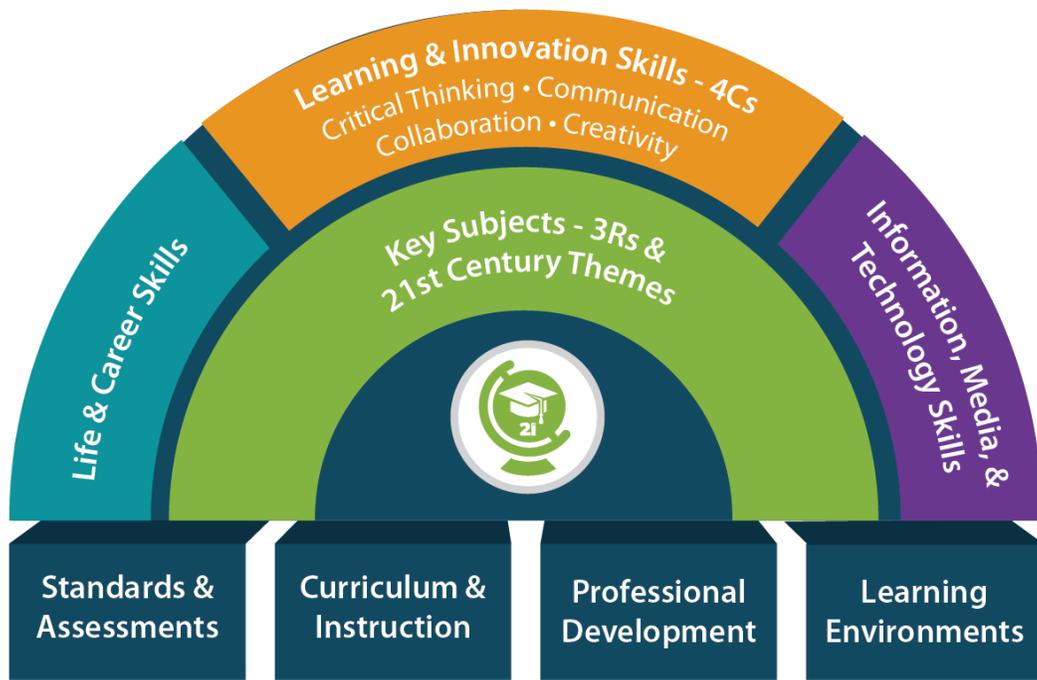
- 1) Water pollution (clean water)
- 2) Overpopulation (sustainable cities)
- 3) Overconsumption (responsible consumption)
- 4) Deforestation (life on land)
- 5) Plastic Pollution (responsible consumption)
- 6) Melting glaciers and global warming (climate action)
- 7) Air Pollution/Acid rain
- 8) Loss of biodiversity/species extinction (life on land)
- 9) Renewable/clean energy (clean energy)
- 10) Poverty (no poverty)
- 11) Lack of food (zero hunger/no poverty)

What skills do sustainability literate students need to have/be able to do?

- Effective communication
- Critical and creative thinking
- Cooperation
- Self-awareness and reflection
- Empathy
- Conflict resolution
- Ability to manage complexity and uncertainty
- Informed and reflective action

The Sustainable Development Goals: A guide for Teachers, Oxfam, 2019

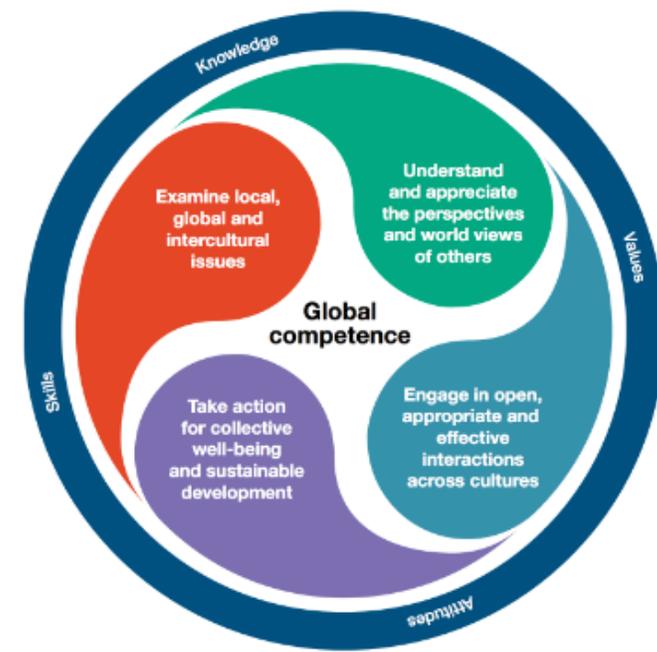




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Partnership for 21st Century Learning

Global Skills Frameworks



OECD Global Competence Framework

WAYS OF THINKING

- Creativity and innovation
- Critical thinking, problem-solving, decision-making
- Learning to learn/metacognition (knowledge about cognitive processes)

TOOLS FOR WORKING

- Information literacy
- Information and communication technology (ICT) literacy

WAYS OF WORKING

- Communication
- Collaboration (teamwork)

WAYS OF LIVING IN THE WORLD

- Citizenship – local and global
- Life and career
- Personal and social responsibility – including cultural awareness and competence

ATC21S Framework



2.

WHY SHOULD WE INCORPORATE SDG
INTO OUR SYLLABI ?

"ESD is essential for the achievement of a sustainable society and is therefore desirable at all levels of formal education and training, as well as in non-formal and informal learning."

Council of the European Union, 2010





3.

SO...HOW CAN WE INCORPORATE
SUSTAINABILITY INTO OUR SCHOOLS AND
CLASSES?

How?

3 things to consider:

- 1 – How we teach
- 2 – Content we teach
- 3 – Activities we use



Image by Gerd Altmann from Pixabay

How we teach...

Integration of sustainability within higher education implies shifts

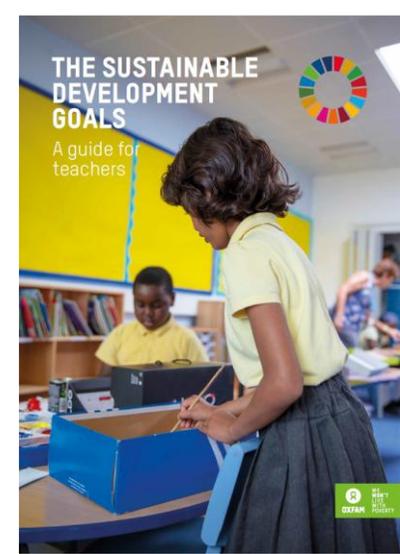
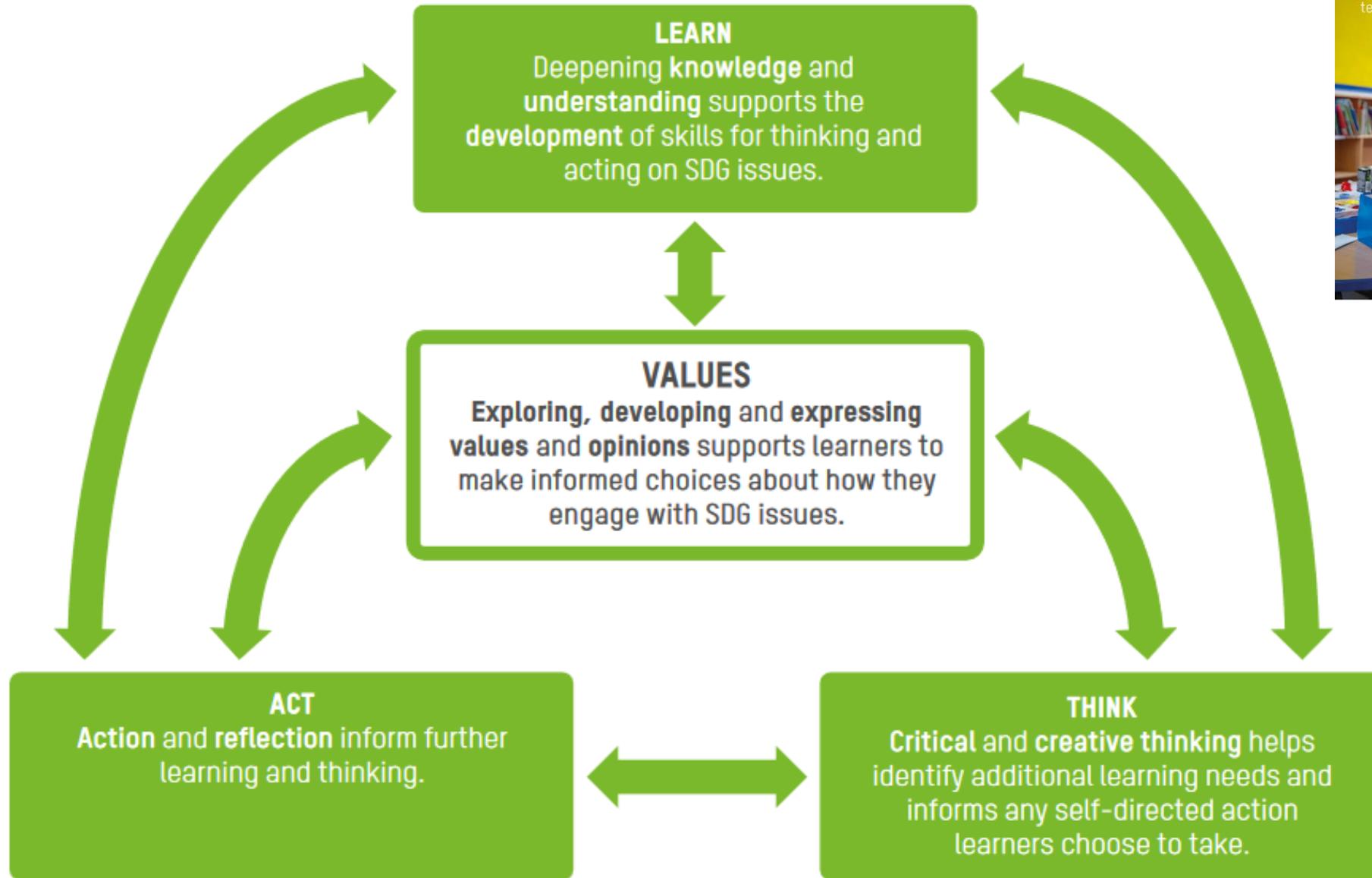
From	Towards
Transmissive learning	
Teacher-centred approach	
Individual learning	
Learning dominated by theory	
Focus on accumulating knowledge and a content orientation	
Emphasis on cognitive objectives	
Institutional, staff-based teaching/learning	

Source: Sterling (2004, p.58); adapted from Van den Bor *et al.* (2000).

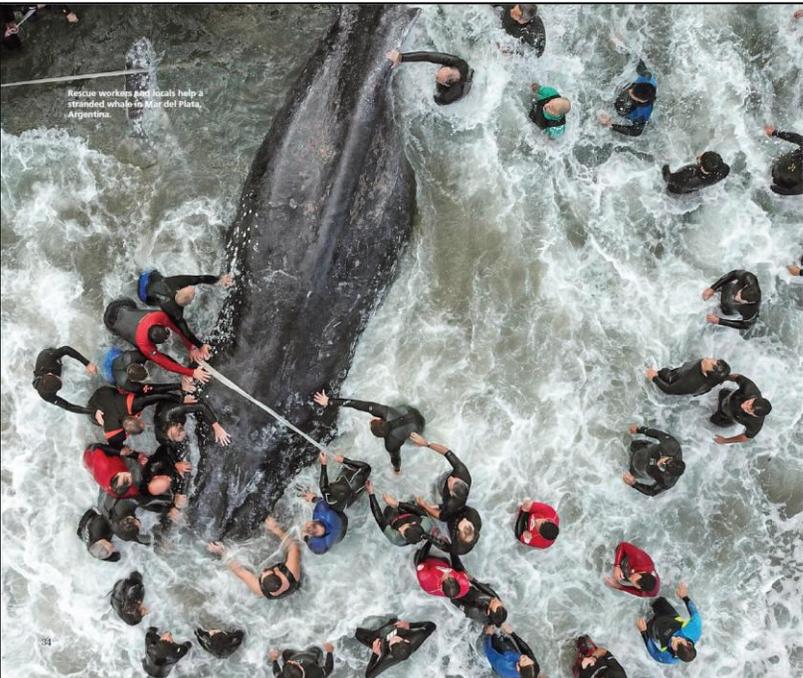


Image by Gerd Altmann from Pixabay

FIGURE 1: LEARN-THINK-ACT FRAMEWORK



Content we teach



Rescue workers and locals help a stranded whale in Mar del Plata, Argentina.

3 Working together

GOALS

- Identify supporting examples in an online forum
- Talk about an important relationship
- Think about what you already know before listening to a news report
- Talk about teamwork
- Learn about managing conflict
- Write an email of apology

1 Work in pairs. Discuss the questions.

- Look at the photo. What are the people doing?
- How does working together help them to achieve their goal?

WATCH 

2 Watch the video. Answer the questions.

NATIONAL GEOGRAPHIC EXPLORER



REBECCA WOLFF

- According to Rebecca, what is the challenge of teamwork?
- What qualities does Rebecca say are important for everyone to get along?
- Make connections. Do you have a memorable experience of working together with other people? Why was it memorable?

35

Voices

UNIT 5 THE PLASTIC AGE



More than 500 pieces of plastic found in the digestive tract of a baby bird in the North Pacific Gyre

IN THIS UNIT

- Evaluate the amount of plastic in our lives
- Consider how plastic waste can be reduced
- Consider disadvantages to green solutions
- Present arguments for and against a green idea

SKILLS

LISTENING
Recognize fact and opinion

SPEAKING
Present a balanced view

GRAMMAR
The passive voice

CRITICAL THINKING
Make a balanced judgment

CONNECT TO THE TOPIC

- What items can you identify?
- How much plastic trash do you think you could find around your neighborhood in one hour?

74

75

Reflect

“We can’t eat the world.”



A GLOBAL FOOD JOURNEY

In 2014, French photographer Matthieu Paley set out to explore the world of food. His travels took him through jungles, over mountains, and beneath the sea. He went on the journey to explore how our environment affects the food we eat—and how our diet shapes our culture. Paley shared his experiences in a visual food diary, called *We Eat What We Eat*.

Paley saw how food plays an important role in people’s lives all over the world. In Greenland, he went seal hunting with the Inuit to catch food for dinner. He gathered honey from trees with the Hazda people of Tanzania. And in Malaysian Borneo, he went diving to catch sea urchins² and octopuses.

In Crete—the largest island in Greece—Paley enjoyed a typical Mediterranean family meal. On the following page is an excerpt from his diary.

¹ diet: the food that we often eat
² sea urchin: a small sea animal with a round shell and sharp spikes



FOOD JOURNEYS 85

- BEFORE YOU READ** Work in pairs. Scan the text for numbers. What information do you think they give?
- LEARN NEW WORDS** Find these words in the text. Which two words are antonyms? Use a dictionary to check. Then listen and repeat. **076**

decision	decrease	increase
involve	rush	
- WHILE YOU READ** Underline the numbers in the text. **077**
- AFTER YOU READ** Look at the sentences. Tick T for true or F for false.
 - Students waste less food if their lunchtime is longer. **T F**
 - When break is after lunch, students eat more. **T F**
 - Students don’t want to make decisions about their school menu. **T F**
 - Some schools get their food from charities. **T F**
- Complete the sentences.**
 - Lunch in US schools is usually between _____ and _____ minutes long.
 - If break is before lunch, schools reduce plate waste by _____ per cent.
 - Students put _____ per cent of their school lunch into the bin.
 - Longer lunch breaks reduce food waste by _____.

100 READING

Clean Your Plate!

Canteen Waste and What Can Be Done About It

It’s lunchtime. You rush into the school canteen. You’ve only got 20 minutes to eat, but you also want time to relax with your friends before afternoon lessons. So you quickly get some food, eat half of it, and then the bell rings. What happens to the food on your tray? Chances are, it ends up in the bin.

Does this sound familiar? Even if you don’t do this, you probably know someone who does. In fact, in the United States, nearly 30% of the food served in school canteens goes to the bin. All that wasted food is worth billions of US dollars every year.

Although food waste is a problem, schools are finding ways to decrease the amount of food that gets thrown away. Lunch breaks have simply changed when lunch starts. Students often rush to finish their food so they can go to break. But when lunch starts later, students get the chance to eat more slowly. They can eat first. Then they’re hungry and they want to eat.

Do you have much time for lunch? Like many students, you probably don’t. Lunch breaks make many students feel rushed. They haven’t got time to eat, so they’re likely to throw food away. Schools that have longer lunch hours have less waste.



30% Around of food served in US school canteens is wasted.

When break is before lunch, waste decreases by as much as **30%**.

If schools increase the lunch break from **20 to 30 minutes**, students throw away one-third less food.

3

Food for thought

- GOALS**
- Recognize indirect information in an article
 - Talk about ongoing events in the past
 - Practise words related to eating at a restaurant
 - Listen for reasons in an interview

Unit 6

Are You Going to Eat That?

‘I would encourage everyone who sees a food and thinks it’s weird to try it once. And then they’d probably try it again.’
Tristram Stuart



Mishapae carrots

TO START

- Look at the photo. Would you eat these? Why or why not?
- When was the last time you tried a completely new type of food? What was it? Did you enjoy it or not?
- What’s your favourite food? Has the type of food you like changed as you’ve grown older? Explain, with examples.

8B Clothes that we don't need

LISTENING AND GRAMMAR

- Work in pairs. Discuss the questions.
 - How many pieces of clothing do you think you own?
 - Fast fashion refers to inexpensive fashionable clothes that are designed and made very quickly. How much of the clothing you buy is fast fashion?
- Work in pairs. Look at the infographic below. What do these numbers represent?

a 80,000,000,000	d 50%
b 10	e 7
c 5, 1980	f 2,100,000,000,000

80 billion pieces of clothing are produced each year. That's about 10 pieces for every person on this planet!

Fast fashion is cheap, so people are buying **5x more clothes** than they did in 1980.

On average, clothes are **only worn 7 times** before they're thrown away.

50% of fast fashion is thrown away in less than a year.

2.1 billion tonnes (about 2.1 trillion kg) of clothes are thrown away every year. Most of it ends up in landfills.

LESSON GOALS

- Understand someone talking about an infographic.
- Learn to use defining and non-defining relative clauses.
- Notice elision in words with th.
- Talk about the impact of clothing waste.

NATIONAL GEOGRAPHIC EXPLORER

- Listen to Mary Gagen talking about the infographic. Answer the questions.
 - How does Mary feel about fast fashion?
 - What did she do a few years ago?
 - What was her reaction to the fact that we currently produce ten new pieces of clothing a year for every person on this planet?
 - What happens when fast fashion goes to landfills?
 - What are the two things Mary says we can do?
- Read the Grammar box. In pairs, find the relative pronouns in the example sentences and say what they refer to.

GRAMMAR Defining and non-defining relative clauses

Use relative clauses to give more information about a person, thing or place. Use the relative pronoun *who* for people, *which* for things and *where* for places. Use *whose* to mean *of who / of which*.

- Work in pairs. Underline the relative clauses in sentences 1–5. Which of them are defining (D) and which are non-defining (N)?
 - Fast fashion, which started in the early 2000s, has changed the way we buy clothes.
 - Fast fashion brings styles which are seen in this season's fashion shows to the high-street stores at cheap prices.
 - Fast-fashion companies pay celebrities, whose followers, to wear their clothes.
 - There's a growing number of shoppers who are happy to buy second-hand clothes.
 - Many people are using websites like eBay Vinted, where users can buy and sell second-hand goods, to make money from selling their clothes.
- Work in pairs. Look at the sentences again. Circle the relative pronouns they refer to.
 - Complete the sentences with *who* or *that*. Some sentences have more than one possible answer.
 - Many of us throw away clothes that we don't want instead of recycling them.
 - The tidying-up expert Mary Gagen, who is a popular TV presenter, says we should be kinder to our own less, tells people to donate their wardrobes.



When you buy a piece of clothing, there are...



LISTEN & SPEAK THE FACTS ABOUT FAST FASHION

A dress made from clothing that was thrown away, Prato, Italy

A PHRASES TO KNOW Work with a partner. Discuss the meaning of these phrases from the discussion. Then use them to complete the information about microfibers. One phrase is used twice.

break down end up makes up

Polyester ¹ _____ over half of all fabric used by the fashion industry. It is made of plastic, and when we wash our polyester clothes, the plastic begins to ² _____ into microfibers. Those microfibers ³ _____ in our rivers and oceans, where they're eaten by fish. Ultimately, they ⁴ _____ back in our bodies.

NOTE-TAKING TIP

When you are listening to a group discussion, remembering who said what can be difficult. To make it easier, make a note of the speakers' names and their roles or titles at the top of your notes. Then, as you are taking notes, write their initials next to the points that they make.

RJ: 80–100 billion items clothing/year

B MAIN IDEAS Listen to the introduction to a panel discussion and complete the notes. [123]

Festival of Ideas

Topic: Fast fashion: threats and ¹ _____

Panel: SF: Sara Flores – lecturer in fashion ² _____ & author
 YX: Yuan Xu – environmental ³ _____
 MT: Megan Turner – ⁴ _____ journalist & blogger

C MAIN IDEAS Listen to the discussion. Write the initials of the person who makes each statement. Choose the correct answers to complete the sentences. [123]

- _____ The fashion industry makes far fewer / a few more / many more items of clothing now than 20 years ago.
- _____ A bit / Most / All of the water in the Aral Sea has disappeared because of cotton farming.
- _____ Cotton farming provides jobs for 100 million shop workers / farmers / factory workers.
- _____ Washing synthetic / natural / synthetic and natural fabrics causes microfibers to pollute the environment.
- _____ Most people know / don't know / know but don't care about the environmental costs of fast fashion.
- _____ It's estimated that the fashion industry will be three times bigger in less than 20 years / about 30 years / about 50 years.

THE HIGH PRICE OF FAST FASHION 25

TO START

- Are these boys dressed the same? Discuss the similarities and differences.
- Do you choose the clothes you wear? Why do you wear the clothes you do?
- Do you have a personal connection with all of the clothes you wear? Why or why not?

13 CLIMATE ACTION

1 NO POVERTY

Activities we use

EXPLORE THE THEME

A Read the information on these pages and match the subheadings (a-c) to the correct sections (1-3).

- Reducing Your Daily Waste
- Turning Trash into Cash
- Using Trash for Power

B Match the correct form of the words in blue to their definitions.

- _____ (v) to bring together
- _____ (v) to get rid of
- _____ (v) to use again

DEALING WITH TRASH



Adventurer Alison Teal travels the world making films about environmental issues. Once, she went to Thailand, or "Trash Island" in the Maldives.

What do you do with your trash? Instead of **throwing it away**, some people do something different with their garbage.

1. ____: Collecting trash helped 14-year-old Willow Tufano buy a house. Willow **collected** things on her sidewalk that people didn't want anymore, such as furniture and electronics. She then sold the items on the Internet. With the money she earned, she and her mother bought an inexpensive house in Port Charlotte, Florida.
2. ____: Instead of burying trash in a landfill,¹ Sweden burns it to produce energy for homes and businesses. In fact, Sweden is so good at using trash that it doesn't have enough now—so it imports² trash from other countries.
3. ____: In 2012, blogger Lauren Singer decided to live a zero-waste lifestyle by **recycling** and **composting**³ all her trash. In three years of living a zero-waste lifestyle, she was able to fit all her non-recyclable trash in a small glass container.

¹landfill: a place where garbage is buried under the ground
²import: to bring products from one country into another country
³composting: using garbage, such as food waste, to grow plants

Lauren Singer could fit three years of trash in a small jar.



READ THE RISE OF USERSHIP



Helsinki, Finland

A PREVIEW Read the title. Answer the questions with a partner.

1. What do you think usership means?
2. How do you think usership is different from ownership?

TEXT

1. Do you need to *own* a phone? A sofa? A car? Some people want to buy things and use them for many years. But in a circular economy, you don't have to. This is because many businesses are moving away from traditional ownership models of selling products. Instead, they are moving to different models that include renting their products or offering "products-as-a-service." The key to the success of these usership models is that products are of high quality and can be repaired or upgraded easily. That way, one product can have a long life and many users.
2. When people move into their first home, they often look for inexpensive furniture. Many of them **turn** to options like IKEA, the Swedish furniture company, for these purchases. However, some of this furniture is not designed—or expected—to last very long. When it breaks, the owners often just throw it away. In the United States alone, 12 million tons of furniture go into landfills every year. IKEA is trying to address this waste problem in several ways. First, the company has begun to rent some of its products in parts of Europe. Each time a product comes back from a renter, it is refurbished, extending the life of the product. Second, customers who buy new furniture can sell it back to IKEA. The company will clean it, refurbish it, then sell or rent it to a new customer. With this in mind, IKEA has started to design its products for longer life and easier repair. It is testing which parts of chairs, tables, lamps, etc. are likely to break or wear out first. Their goal is to make it possible to replace just that part, giving each piece of furniture a longer life. This model works well for products we use every day, such as furniture, but it makes even more sense for products that we use less frequently, for example, camping equipment and wedding dresses, both of which have growing rental and resale markets.
3. Renting and reselling are not the only trends away from ownership. More and more consumers are choosing to pay a monthly fee for a service that allows them to use products instead of buying them. This model—sometimes called *product-as-a-service*—is already popular in the music and publishing industries. It is becoming more common across a wide range of other industries, including the smartphone market. The Dutch phone company Fairphone manufactures smartphones using sustainable materials and environmentally friendly methods. But it doesn't sell its phones. Instead, customers pay a monthly fee to use them. Because the company designs high-quality phones that are easy to repair, they last a long time, and they are less likely to end up in a landfill.
4. For consumers, the benefits of usership are clear. They don't have to pay a high purchase cost or worry about maintenance. They can easily and cheaply repair or upgrade their products. Young people, in particular, are attracted to usership models. They prefer having access to products, rather than owning them. Many of them don't want the responsibility of having a lot of **possessions**.

Inquiry Based Learning (IBL)



- Supports students to build their own initiative
- Encourages a deeper understanding of the content
- Motivates students to form their own connections about what they learn
- Students take more ownership of their learning and a sense of reward
- Helps students develop the critical thinking and life skills necessary to be competitive in the 21st century

<https://teachingenglishwithoxford.oup.com/2020/01/29/inquiry-based-elt-classroom/>



Essential Questions



Q Should we rethink what we eat?

In the photo, we see a Sichuan hot pot surrounded by various other ingredients. Sichuan cuisine is known for its rich flavors and intense spiciness, which begs the question: would you eat food like this? For most of us, the answer depends on the flavors we prefer or even how health-conscious we are. But should we also consider what impact the food we eat has on the world? In this unit, we'll take a closer look at our diets and explore alternative foods that are good for both us and the planet.

2 Look at the essential question and the unit introduction. How does the food we eat impact the planet?

A local resident stands in flood water in front of her home in Java, Indonesia.

5

Global Countdown

Q How should we respond to environmental problems?

Across the globe, more and more places are seeing the effects of climate change. The island of Java in Indonesia, for example, is experiencing floods more often due to rapidly rising sea levels. In this unit, we'll look at how different countries and communities are responding to environmental issues.

THINK and DISCUSS

- 1 Look at the photo and read the caption. How does the environmental problem shown in the photo affect people?
- 2 Look at the essential question and the unit introduction. What environmental problems do you know of? Which are you most concerned about? Why?

Q What steps can we take to live healthier lives?

Q How can we make a difference in the world?

Q How should we respond to environmental problems?

Q Should we rethink what we eat?

Q How should public money be spent?

Developing sustainability literacy: eight dimensions, eight questions

The following eight generic dimensions and questions can be used, adapted and refined in a teaching situation to help develop sustainability literacy in relation to sustainability related issues or problems. Around any issue, ask:

Holistic: 'How does this relate to that?' 'What is the larger context here?'

Critical: 'Why are things this way, in whose interests?'

Appreciative: 'What's good, and what already works well here?'

Inclusive: 'Who/what is being heard, listened to and engaged?'

Systemic: 'What are or might be the consequences of this?'

Creative: 'What innovation might be required?'

Ethical: 'How should this relate to that?' 'What is wise action?' 'How can we work towards the inclusive wellbeing of the whole system – social, economic, and ecological?'

Practical: 'How do we take this forward with sustainability in mind as our guiding principle?'

Based on Sterling (2010).





 NATIONAL
GEOGRAPHIC
LEARNING



Global Thinking Routines

[https://pz.harvard.edu
/thinking-routines](https://pz.harvard.edu/thinking-routines)





Our campaign to ban plastic bags on Bali

The 3 Whys

1. Why might this [topic, question] matter to me?
2. Why might it matter to people around me [family, friends, city, nation]?
3. Why might it matter to the world?



Our campaign to ban plastic bags on Bali

The 4Cs



Our campaign to ban plastic bags on Bali

Connections

What connections do you draw between the talk and your own life or your other learning?

Challenge

What ideas, positions, or assumptions do you want to challenge or argue with in the talk?

Concepts

What key concepts or ideas do you think are important and worth holding on to from the talk?

Changes

What changes in attitudes, thinking, or action are suggested by the talk, either for you or others?



Our campaign to ban plastic bags on Bali

The 4 Ifs

1. If *I* take this idea seriously...
2. If my *community* takes idea seriously...
3. If our *nation/world* takes this idea seriously...
4. If I/we *don't do anything*... what will happen?

Incorporate SDG focused project work to promote action

Make an Impact

YOU DECIDE Choose a project.

- 1 Make an ad promoting clean fun.**
 - Brainstorm ways to have fun that don't harm the environment.
 - Plan and write a script for an ad that promotes environmentally friendly fun.
 - Film your ad and show it to the class.
- 2 Write a song about the environment.**
 - Brainstorm some environmental topics that matter to you.
 - Write your lyrics and add music.
 - Perform your song!
- 3 Reduce the footprint of fun at your school.**
 - Choose an upcoming event at your school.
 - Develop a plan to reduce litter produced at the event.
 - Make posters or flyers to promote your ideas.



Incorporate the philosophy of education for sustainable development by:

- implementing appropriate ESD **methodologies** and pedagogies
- using **content** that raises students' awareness of ESD
- integrating **activities** that develop key ESD skills and values and which encourage students to take action





Education for Sustainable Development

A roadmap

#ESDfor2030



THE SUSTAINABLE DEVELOPMENT GOALS

A guide for teachers



Join the Movement.

Pledge to teach SDGs

Meet Our Ambassadors

Join the #GoalsProject

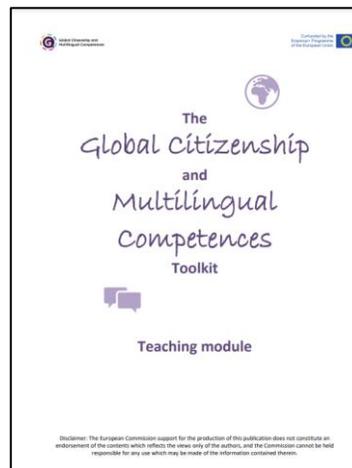
#TEACHSDGS

OUR GLOBAL AMBASSADORS

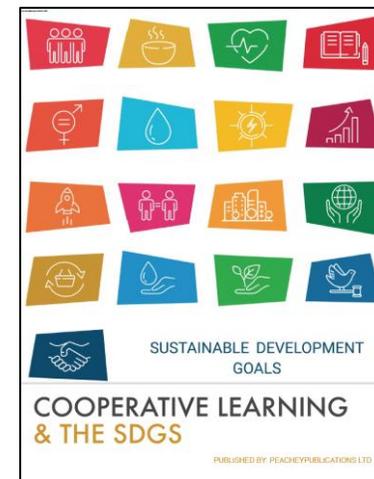
#GOALSPROJECT



www.teachsdgs.org/



<https://gcmc.global/tools/gcmc-toolkit/teacher-module/>



<https://papyhip.com/b/obOwr>



www.teachingenglish.org.uk/sites/teacheng/files/PUB_29200_Creativity_UN_SDG_v4S_WEB.pdf



www.eltfootprint.org

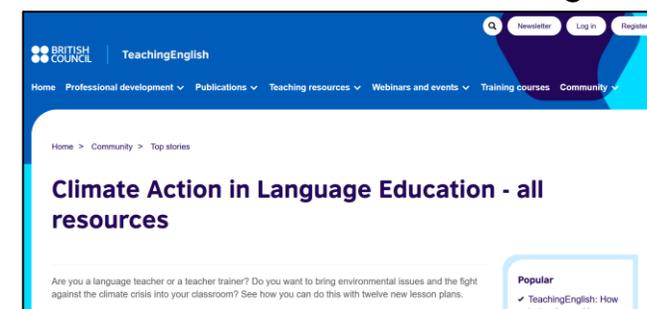


www.eltsustainable.org

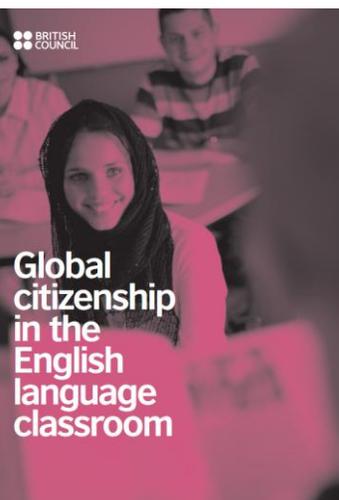
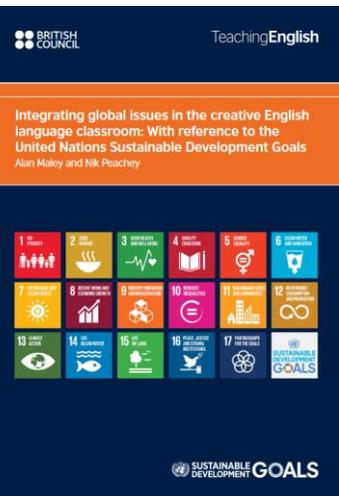
www.teachingenglish.org.uk/sites/teacheng/files/pub_GlobalCitizenv2.pdf



www.renewableenglish.com



www.teachingenglish.org.uk



What 3 things have you
learnt about Education
for Sustainable
Development?





Photo by Ana Municio on Unsplash.com