sustÆnable

A Practical Guide for Teachers and Tutors

www.sustaenable.eu

Preface

This Guide offers information and suggestions for adult education teachers, tutors and other staff on how to use the **SustAEnable** teaching and learning materials. It includes:

- Our definition of sustainability
- Tips on using **SustAEnable** activities in the classroom
- Practical information on the exercises (e.g. length of tasks)
- Examples of how to transfer **SustAEnable** activities to different subject areas
- Details of further resources

The **SustAEnable** project is funded by the Erasmus+ programme of the European Union and this Guide, Activity Sheets and other materials are available in Czech, English, German, Spanish and Swedish. They can be downloaded for free from our website: www.sustaenable.eu

Follow us on Facebook: http://www.facebook.com/project.sustaenable. Find out more about the project and its partners on our website: www.sustaenable.eu

We would like to say…

…. a big thank you to all the teachers that helped to create this material. Above all, we hope this Guide will inspire you to develop your own materials on the topic of sustainability. You really do not need to be an expert - enthusiasm and an interest in the subject will take you on a fascinating and maybe even a life changing journey with your class as you learn together along the way.

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Introduction to the SustAEnable project

The **SustAEnable** language teaching activities and guide are the result of the **SustAEnable** project, a collaboration between education partners in Austria, Czech Republic, Germany, Spain, Sweden and the UK. Our aim is to create inspiring teaching and learning activities focusing on sustainable living for language teachers and other adult educators to use with their learners.

This Guide accompanies the **SustAEnable** activities that you can download from our website (www.sustaenable.eu). It provides practical ideas and suggestions on using and adapting them plus links to further reading and resources.   As sustainability is such a large topic, we focus on three key areas:

- What we eat
- The world of technology
- How we live

Sustainability also lends itself as a theme to support learning in subjects other than languages and we have included some examples of its application in other areas in the project resource pool.

Why "sustainability" and language learning?

Language learning can be a complex undertaking because, unless they are very advanced, adult language learners' intellectual capacities, thought processes and opinions are almost always more advanced than their linguistic skills in their target language. It may seem strange to combine the complexities of learning a language with the complicated subject of sustainability. Our experience shows that this approach works. Learning a language provides an excellent opportunity to explore sustainability - nearly everyone has an opinion on it! The subject provokes controversy and discussion making it an ideal subject for language learners to practise their skills. It covers so many areas that it can quite easily be embedded in language learning

Another key factor is the motivation to learn – for example, migrants who need to learn their host country's language or tourists really wishing to get to know the culture of their holiday destinations. Acquiring a new language is an enriching and life affirming experience and learning the language of sustainability offers learners important, interesting subject matter that will be relevant everywhere they go.

What is sustainability?

Sustainability [səˈsteɪnəˈbɪlɪti] *...*
... thinking about how we live, what resources we use and what will be left for following generations. It is a complex concept that involves ecology, economy and society.

Sustainability is a complex concept that affects everyone's lives and it means different things to different people. **SustAEnable's** approach to sustainability involves reflecting on how we live, the resources we use and the impact we make on the world.   How do our lifestyles affect other people, animals and plants – the whole planet itself? What will be left for future generations and what can we do about it?

We have known for a long time that the resources on our planet are finite and not equally distributed. Changes must be made and we can wait for global policy to come up with big schemes to live more sustainably or we can make a start right now in our everyday lives.

Understanding how our daily choices impact on the planet will help us learn how to manage our consumption of finite and precious resources. Our decisions about what we consume or do not consume are critical and influence what we produce, in terms of process, quantity and quality.

For example, the decision to buy a plain white cotton T-shirt has big implications. Producing the cotton for just one T-shirt can use 2700 litres of water - enough to provide 1350 people with drinking water for a day. The dye used to make the naturally grey cotton sparkling white can be toxic and in some countries, waste dye is drained directly into the river, polluting the water and harming wild life. Many T-shirts are manufactured in countries with low production costs where there are often poor working conditions and very low wages. http://www.worldwildlife.org/stories/the-impact-of-a-cotton-t-shirt.
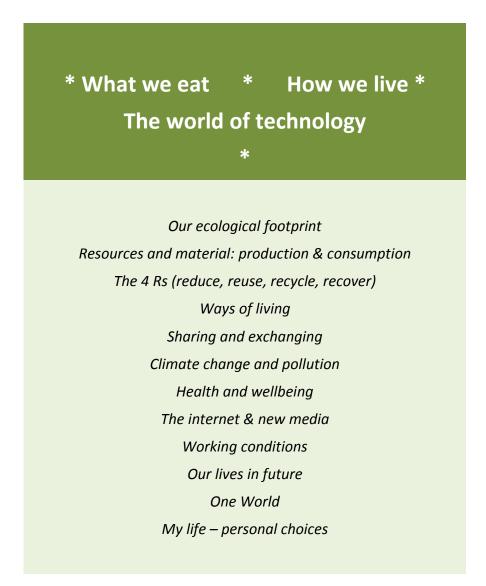
It can be hard to change though, particularly if it means doing less of what we enjoy and the enormity of it all can feel overwhelming! We firmly believe, however that **SustAEnable's** activities and methodology show that small changes are quite easy to make and have a real, cumulative impact. By reflecting on our lifestyles at a personal level we can develop a more caring and thoughtful approach which, step by step, will help us change our own behaviour and influence that of our friends, families, work colleagues and neighbours. We are not missionaries and we do not expect you to be either!   We do want to generate discussion, thinking and curiosity on a topic that is, or should be, important to all of us.

SustAEnable topics

Sustainability is a huge topic so the project mainly focuses on the areas shown in the table below which affect most people in their day-to-day lives.

* What we eat   *   How we live *
The world of technology
*

Our ecological footprint

Resources and material: production & consumption

The 4 Rs (reduce, reuse, recycle, recover)

Ways of living

Sharing and exchanging

Climate change and pollution

Health and wellbeing

The internet & new media

Working conditions

Our lives in future

One World

My life – personal choices

The activity guide

Each activity is described in a guide (see the template below) and any additional supporting resources are attached or linked to a file that can be downloaded from the resource pool via the project website: http://www.sustaenable.eu.

Title of the activity

1. **Subject**	*E.g. English as a Foreign Language.*
2. **Duration**	*Estimated In minutes and depends on the experience and size of the group.*
3. **Level**	*E.g. for languages, based on the Common European Reference Framework (CEFR).*
4. **Key words**	*To help search for relevant materials on the resource pool.*
5. **Materials needed**	*E.g. flipchart, internet access.*
6. **Group size**	*Optimum minimum and maximum group size.*
7. **Skills practised**	*E.g. for languages, one or more of the following: reading, writing, listening, speaking.*
8. **Methodology**	*E.g. learning style, type of interaction*
9. **Aim of the activity**	*Main aim of the activity from both a language learning and sustainability perspective.*
10. **Steps**	*Each activity is broken down into a set of clear steps.*
11. **Tips**	*Tips from teachers and tutors, for more see: the resource pool on www.sustaenable.eu.*
12. **Source**	*Website or book from which activity was inspired, if applicable.*
13. **Developed by**	*Name of the partner responsible for creating the activity.*
14. **Copyright**	*Erasmus+ Strategic Partnership "SustAEnable"*

Using the activities

It has been a challenge to make the complex subject of sustainability linguistically accessible. We have tried to use a wide range of interesting and stimulating methods to help break down the content into manageable language 'chunks' that are relevant to adults as well as memorable. We also hope to inspire you to start to make this subject not only part of your class room teaching but also to find information about the topic yourself to create your own materials.

Please remember that these activities are just examples. Some may be used as they are but you are invited to change and adapt them to suit your learners, their needs and learning goals. With other activities, you may want to add or leave out warm-up activities, add extension activities, leave out one or several steps in the sequence of some of the activities, add in more or different steps or adjust the vocabulary or grammar focus. Please share your ideas with us at www.sustaenable.eu and via our Facebook page.

Introducing activities with ice-breakers and warm-up exercises

We suggest that you introduce each activity so that learners can start to focus their knowledge about the topic and any vocabulary they already know. Some suggestions for warm-ups and icebreakers are included in Appendix 1 at the end of this Guide.

Adapting the activities

You may find activities in the **SustAEnable** collection that you would like to use but are not presented in the language you teach - this applies particularly to activities based on a supplementary text or audio. Try searching for key words or phrases on the internet as this can lead you to similar resources in the target language that you can adapt to use with the **SustAEnable** methodology or approach. As described above, vary the warm-up, icebreaker and extension activities.

Ultimately, it is the principles behind the activities which are important – that is to support our learners in achieving the best that they can – both in terms of speaking (listening to, reading and/or writing) another language and extending their cultural awareness and also equipping them even better to reflect on their choices in daily life in order to make a sustainable future possible.

Creating your own resources with sustainability in mind

Unless you have just started teaching, you will already have a range of highly effective resources. Like most teachers, you will probably keep lessons fresh and authentic and review existing resources periodically, weed out activities, which consistently do not give you the results you are looking for and add in some new ones. Here are a few ideas on how you can embed sustainability in existing and new activities that describe a range of, often interconnected, approaches:

Embedding sustainability in relevant topics

Sustainability is such a huge subject we cannot begin to cover all of it in this guide but some key topics will already be familiar to some learners may include the: *environment, consumerism, human rights, climate change, development and disaster risk reduction education, power and participative democracy and community resilience.* All of these can provide rich material for your teaching and learning resources.

The topic of climate change shows how just one topic can be explored in a variety of ways in the classroom in the context of language learning. For example:

- Looking at the carbon footprint of foods
- Exploring different hobbies and their environmental impact
- Checking the environmental credentials of a hotel before booking a room
- Researching where clothing has been produced
- Researching different holiday, travelling or accommodation options
- Signing environmental petitions
- Writing a letter to an MP
- Planning a vegetable plot (which gives the opportunity to practise food vocabulary, seasons, months and numbers)

Using different pedagogical methods

Some methods are particularly well suited to communicating sustainability values and thinking, including:

- Interdisciplinary learning (e.g. using language teachers' other skills such as making jewellery, gardening etc. which could be incorporated into a lesson in the target language)
- Collaborative and participatory learning
- Problem-based learning
- Multi-stakeholder social learning or place-based learning.

Becoming more confident in embedding sustainability in your teaching

A couple of issues we have encountered in embedding sustainability in lessons are that: a) some teachers feel it is not their role to "preach"to their students about how to live their lives; and, b) some teachers feel it is the domain of experts to talk about sustainability issues and they do not feel they are such experts.

As educators, we do not need to be expert in sustainability but as language teachers and tutors, we are able to give our students a better chance to find out about the issues and think for themselves by giving them the language tools to examine and discuss their views.

Whatever we teach, we reflect certain values and attitudes. Of course it is not your role to put pressure on learners to behave in a certain way. You do have an opportunity, however, to make your learners aware of a wider range of issues and choices as well as their consequences, giving them the opportunity to make up their minds for themselves.

Non-language activities

We are also exploring the use of activities based on the theme of sustainability that can be embedded in other adult education courses, such as information technology classes, second chance, cooking, etc.

Please refer to our website for further information: www.sustaenable.eu

Appendix 1: Some quick warm-ups and icebreakers

Here are some additional short activities that can be used by themselves as warm-ups and icebreakers or included in one of the main activities.

a) Find as many words as possible connected to the topic
   - Write a topic on the whiteboard/flipchart.
   - In groups learners brainstorm as many words related to the topic as they can and write them on the whiteboard/flipchart.

b) What do you know about ___?
   - In groups learners brainstorm as many facts as they know about ____.

c) A to Z race
   - Give learners a topic.
   - Write the letters A to Z on the board.
   - Learners try to write a word beginning with each letter.

d) Describe a word to a partner
   - Pre-prepare small pieces of paper with one sustainability related word on each one.
   - Learners work in pairs.
   - Learner A picks up a piece of paper and describes the word. Learner B has to guess it.

e) Name ten
   - Get learners to brainstorm ten items or acts that fit a certain criterion e.g. 10 ways to save energy

f) Find someone who…
   - You will need to prepare a set of five to ten "find someone who" questions related to one topic. E.g. find someone who recycles their newspapers, has a compost bin, turns the tap off when cleaning their teeth, walks/cycles to work

g) 20 questions
   - One learner thinks of an object (place, thing or person).
   - The other learners take turns asking yes/no questions until somebody guesses the correct answer
   - Learners cannot ask "Wh"questions.

h) Taboo
- Pre-prepare cards with a topic to be described and some "taboo words" that cannot be used in the description.
- One learner has to describe a topic without using the "taboo words".

i) Finish the sentence
- Learners complete unfinished sentences related to the topic the teacher has written on the board.

j) Would you rather…?
- Write "Would you rather" questions on the board e.g. "would you rather eat organic vegetables or non-organic."
- Encourage learners to discuss them and decide what they would rather do (divide into small groups if necessary)
- Ask learners to explain their responses

k) Short debates
- Write a controversial statement on the board and set a time limit for discussing it
- Learners have a short debate about it.
- You can distribute the roles "I agree with this" and "I disagree with this" in advance.

l) Describe a picture with "wh" questions
- Before the lesson, find some pictures related to the topic
- Learners in pairs or groups describe the picture using "wh" questions
- The pictures can be rotated between pairs/groups after 3 or 4 minutes.

m) Describe a picture and draw it
- Before the lesson, find some pictures related to the topic
- Learners work in pairs.
- Learner A describes a picture to learner B, who draws it.

n) Use a mind map
- To write down all the vocabulary that learners already know about the topic.
- To brainstorm prior knowledge about the topic and organise learners' thoughts.

Appendix 2: Embedding key sustainability competences

The table below gives some further ideas on embedding sustainability in your teaching. More information on all these topics can be found at: LSIS Report

Key sustainability competences	Ideas for embedding in language lessons
Systems thinking *- an understanding that everything is connected and everything has a knock-on effect on something else*	Use mind and concept maps at all language levels, talking about consequences of actions (if I do this, then this changes, which influences…) In more advanced classes read an article or watch a documentary and using the Iceberg Model. Ask a) What is happening? b) What trends can we spot over time? c) How are the parts related and what influences the patterns? d) What values, assumptions and beliefs shape the system to make these events happen?
Future thinking *– what might our lives look like in 10, 20, 30 or a 100 years? How will they be different from the past or present?*	Talk about the future, do a SWOT analysis for a business or use scenarios (look up scenario planning to find out more, e.g. http://scenariosforsustainability.org/howto_recipes.php)
Collaborative competence *– the ability to work together and include stakeholders*	Use collaborative learning including peer assessment, pair and group work, based on co-operation rather than competition See Geoff Petty – www.geoffpetty.com and the World Café (www.theworldcafe.com) for inspiration
Change agent competence *– active citizenship*	Discuss the role of the citizen, voting, volunteering, writing letters to newspapers or MPs, signing petitions, taking responsibility for own wellbeing
Empathy, sympathy and solidarity	Change your perspective: e.g. buying a cheap T-shirt means I spend less money but probably means low pay

Key sustainability competences	Ideas for embedding in language lessons
	and poor working conditions for someone else
Ethics and values	Discuss the values behind decisions. Consider ethical versus unethical choices and the difficulty to distinguish between the two in some cases. Do we buy food with considerable food miles to assist poorer economies r do we buy local and possibly exacerbate poverty elsewhere?
Coping with uncertainty	Sometimes challenging the group by being deliberately vague when giving instructions, changing routines in the classroom, changing the room layout, asking people to sit in different formations etc. Then discuss the group's response to this.

Embedding key generic competences

There are also many key generic competences which are useful to embed as they can are necessary skills for becoming more sustainable. This includes critical thinking and independent enquiry, self-management (i.e. managing time and other resources, managing one's emotions and how one responds to a given situation), effective participation, team working, reflective learning and creative thinking.

Appendix 3: Links and further reading

www.sopor.nu
Information about how you throw away your garbage/waste (in Swedish).

www.slangintematen.se   (Don't throw away food)
Lärarrummet (teachers room) from 11yrs to 16 yrs but language would suit adults learning Swedish (in Swedish); Exercises, short videos, food-diary.

http://www.naturvardsverket.se/Miljoarbete-i-samhallet/Miljoarbete-i-Sverige/Uppdelat-efter-omrade/Konsumtion-och-produktion/
The goods we handle and many services we use affect the environment in several ways. In manufacturing, use, recycling and waste management. If we are to reduce the negative environmental impacts and achieve Swedish environmental quality objectives, we must change our consumption. (in English and Swedish)

www.skogsstyrelsen.se
Maintaining good environmental concerns fully utilize and conserve the forest's natural production capacity. Work for sustainable production practices that increase growth and is compatible with good environmental stewardship. Partly for teaching. (Swedish Forest Agency in English and Swedish)

http://www.mobil.se/nyheter/nu-kan-du-skaffa-en-r-ttvis-milj-mobil#.VR1IZfysWfg
Android phone Fairphone : Now you can also get a fair environment mobile . Article about the eco-friendly fair mobile. The phone got a lot of attention when it was first presented because, according to the manufacturer stated to be the first mobile phone that is manufactured with a focus on both environmental friendliness and fairness.

http://www.hallbarproduktion.se
What is sustainable production?
- general information brochure (in Swedish)

http://miljonytta.se/
Sustainability information in all our three topics. (in Swedish English and Chinese)

www.klimatmat.se
Food pyramids useful for teaching –to inspire and provide tools for sustainable eating habits with practical tips and tools (in Swedish)

www.beras.eu
A Green Planet Cookbook- all aspects and actors of the food chain. Cookbook to read online or download Contains recipes but also lots of information (in Swedish and English)

www.framtidsstigen
How not to waste food. (in Swedish - some of it easy to translate)

http://www.malmo.se/miljo
http://www.malmo.se/sustainablecity

Policy for sustainable development and food (in Swedish)

www.wrrl-info.de
Information about the Water Framework Directive of the German Green Liga in several languages (Czech, Polish, German and English)

www.fluter.de
Portal on all different subjects of sustainability with interesting publications on plastics, waste, trade (in German)

https://foodsharing.de/
A site that concentrates on stopping food waste and the ways to share food with the help of "Food baskets" (in German)

https://www.zugutfuerdietonne.de/
Stop food waste. Page of the German Ministry of Environment with a lot of useful tips on how to shop and store food and prevent food waste (in German)

http://www.gemueseorchester.org/videos.php
Do not play with food? Watch this video and talk in class about what you think! ;-)

Send A Cow: *Lessons From Africa*
http://www.sendacow.org.uk/lessonsfromafrica/resources/
A series of general sustainability learning resources based on African themes including climate change, health to poverty and recycling; includes videos (vimeo) lesson plans, source materials, PPTs (English)

Connected: a sustainable future
https://www.forumforthefuture.org/sites/default/files/project/downloads/connected.pdf
By Forum for the Future - 32pp booklet aimed at ICT businesses on impact of ICT – useful reference info – can be adapted (English)

Sustainability Living Suite
www.oercommons.org/authoring/1660-the-sustainability-learning-suites/view
A set of videos to enable those with secondary science education to understand the set of intersecting issues around sustainability. Their design uses the framework of the Fink Taxonomy of Significant Learning. The videos cover six themes: Systems thinking; Sustainable Development; Population; Energy; Water and Materials. (English)

Youth xchange
www.oercommons.org/courses/youth-xchange-climate-change-and-lifestyles-guidebook/view
Climate change and lifestyles, published by UNESCO - Articles & photos on aspects of sustainability each with a ‚Get Active' learning activity (English)

Stop disasters!
http://www.stopdisastersgame.org
A disaster simulation game (English)

Project Partners

VÖV - Verband Österreichischer
Volkshochschulen
Pulverturmgasse 14
1090 Wien, Austria
www.vhs.or.at

Educa - vzdělávací centrum, s.r.o.
Mlýnská 46a
466 02 Jablonec nad Nisou
Czech Republic
www.educa-jbc.cz

TVV - Thüringer Volkshochschulverband e. V.
(Germany) - COORDINATOR
Saalbahnhofstraße 27, 07743 Jena
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www.vhs-th.de

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Your notes

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