

# ideas in ACTION

# Activities for a Greener Mindset

Integrating sustainable learning in the ELT classroom

**Harry Waters** 



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# **Preface**

The DELTA Publishing Ideas in Action series aims to help teachers to relate specific areas of theory and research to their classroom practice. It aims to bridge the divide between these through explanation of the theory from a practitioner perspective, discussion of major research findings and linking both of these to example activities, strategies and suggestions for the classroom. Written by practising teachers and experienced materials writers, Ideas in Action titles show that theory and practice can come together to make English language learning both effective and enjoyable for all.

As series editor, I am very excited to introduce **Activities for a Greener Mindset** as the next title in the Ideas in Action series. While individual units in previous books in the series have touched upon issues of the environment and sustainable practices, this book empowers teachers to bring green issues to the centre of their teaching.

Many English language teachers often feel unsure about how exactly they should integrate and explore environmental concerns in their teaching: Should it just influence the texts I choose or the topics we discuss? Should I try to raise learners' ecological awareness through my own practices? Can I create a greener classroom during the process? Harry Waters answers all these questions and more with a resounding 'Yes!'

In the Introduction, Harry skilfully guides readers through the background theory and research evidence to offer a clear justification for a curriculum and methodology that is green to its core. Then, like other titles in the series, the micro-strategies chapter links this theory to more general principles we can introduce in our classrooms to teach effectively and sustainably. The six core units then lead us through different components of green teaching. We begin by creating a classroom that is not just figuratively, but *literally* green through the presence of plants that become co-teachers on the journey to a greener mindset. This leads logically into a focus on how we – teachers and learners – can make our own behaviours more sustainable. We then adopt a critical learning approach to explore key topics in the environmental debate, such as the plastics problem, the issue of carbon footprints and greenwashing. Finally, we explore how we can have a meaningful impact beyond the classroom to show our learners how to become changemakers for the future. Throughout all these units, Harry is careful to link the learning aims to Sustainable Development Goals, ensuring that the book is likely to be compatible not only with local curricula, but the most important one of all – protecting and nurturing the planet that nurtures us.

Two things particularly impress me about Harry's vision for a greener mindset: Firstly, his ability to demonstrate how the topic can penetrate all areas of our planning, teaching and wider lives. Secondly, how he is able to do this with a positive mindset. Instead of the 'doom-and-gloom' or 'guilt-laden' warnings that we (justifiably) see all around us, Harry's vision emphasises building a positive mindset about everything we do to help the environment and raise awareness towards it among others.

I have already begun implementing his suggestions in my own teaching and look forward to learning about how you will do the same in yours. Welcome to the green classroom!

Jason Anderson Series Editor: Ideas in Action

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Introduction

# **O** Introduction

# My journey towards environmental awareness and action

You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.

Jane Goodall



This sums up how I try and live my life, both inside and outside the classroom. While it's impossible to be perfect. It's easy to make a positive impact on the world around you.

If there's one thing I've learned from years in the classroom, it's that teaching about the environment shouldn't feel like a chore – neither for the teacher nor for the students. Unfortunately, many of the resources out there make it seem like we're preparing for a world that is racing towards a horrible finale, or about places that are a long way away from us, neither of which are particularly motivating for us as teachers or our students.

This was one obvious motivation for putting my thoughts on paper. Beyond my frustration with existing materials, I wrote this book because I feel a profound connection to both education and the environment. I've always believed that the classroom is a powerful place for fostering change, and I feel a strong responsibility to give back in any way I can. This book is my way of paying it forward, providing educators with the tools to cultivate a love for the environment and equip students to be proactive and creative environmental stewards.

Throughout my teaching career, I've often found myself frustrated with the available resources on environmental education. They tend to be overly negative, irrelevant to the students' lives, and fail to address the significant emotional toll that climate change can have. It's like being given a toolkit with all the wrong tools – what's the point if they don't help you get the job done? This book aims to fill that gap, offering practical, engaging activities that not only educate but also empower students to take meaningful action and stay positive in the face of climate challenges.

This book has a dual focus:

- 1. To improve students' English language skills.
- 2. To ensure we're empowering students to become environmental stewards.

Through engaging activities, it aims to ensure that creativity is harnessed to the max, making learning both effective and enjoyable.

## My journey

I come from a family where activism wasn't just encouraged; it was a way of life.

Growing up, my parents were deeply involved in political causes, fighting for fair treatment and opportunities for all. Before I could even spell "protest," I was in a pushchair at marches against the closure of coal mines. Perhaps I wouldn't go on those same marches now, but it was for the rights of the workers as opposed to any environmental edge. At just four years old, I found myself in the local newspaper, holding a sign to protest the introduction of library fees. While I didn't fully grasp the issue, I understood that it was important to stand up for what's right. These early experiences ingrained in me a sense of justice and the belief that even small actions can make a big difference.

One of my earliest memories is from 1991, when a flood of Bangladeshi students arrived at my school after their homes were destroyed by cyclones. This was the first time I could truly connect with people who had been affected by ecological disaster and I realised it could have been anyone. Looking back, it seems to have been a pivotal moment in my life.

In my twenties, I left the UK and was fortunate enough to travel extensively, a journey that further broadened my perspective on environmental issues. In Vietnam, I witnessed communities grappling with severe floods, and in Australia, I saw first-hand the devastating effects of prolonged droughts and wildfires. These experiences were eye-opening, revealing the stark realities of climate change and reinforcing my commitment to environmental advocacy.

In 2011, my life took an unexpected turn when I was diagnosed with Chronic Myeloid Leukaemia. I spent three weeks in the hospital, but rather than letting the experience get the better of me, I used the time to reflect on how I could make a meaningful impact. I realised that as a teacher, I had a unique opportunity to integrate environmental education into my lessons and make a real difference in my students' lives.

Determined to make a positive change, I scoured all available educational resources on the environment and found them severely lacking. The materials were not only overwhelmingly negative, but also disconnected from students' lives. They failed to inspire or provide practical ways to engage with environmental issues. Instead of fostering a love for the planet, they seemed to make students dread the topic.

When my daughter was born in 2013, my commitment to environmental education deepened. I took my ideas to a large local school where I was working, and I saw the incredible potential of children of all ages to become passionate advocates for change. The enthusiasm and creativity of the students were inspiring and showed me the power of positive, engaging education.

Seeing the impact of effective environmental education motivated me to leave my school position and focus on spreading knowledge, empowerment, and positivity about the environment to students and teachers worldwide. This book is a culmination of that mission. It aims to provide educators with some of the tools to inspire and empower their students to become informed, proactive advocates for a sustainable future.

## Your journey guide



My journey from early activism to global travel, health challenges, and educational reform has been expansive and diverse. The aim of this book is to help provide educators and learners with the opportunity to take a similar journey, from the comfort of their classrooms.

Given the vast scope and complexity of environmental issues, it's impossible to address every topic in a single volume. Instead, **Activities for a Greener Mindset** is designed to provide a solid foundation for both educators and students, offering a starting point for further exploration and action. My hope is that this book will inspire you to delve deeper into these issues and to continue fostering a greener mindset in your classroom.

It is set up as a guide to becoming a changemaker. I hope it provides you with the insights and tools you need to inspire your students and foster a greener mindset in the classroom and beyond. Is there any way of knowing when you truly reach changemaker status? Not really, but hopefully this book can provide you with the necessary tools to give it your best shot.

We need to harness this environmental awareness and use it to how It best suits our personalities. Whether it's as a newfound strength or stamina or resilience, what we do with it is our choice, let's ensure every student and educator has the opportunity to use it however they choose.

What I've learnt is that the more we uncover, the more we feel the need to uncover more. Not just in terms of the environment, but in life in general.

Thank you for embarking on this journey with me. Together, we can make a significant impact on our students' and hopefully, our planet's future.

# The journey towards environmental awareness and action in the ELT classroom

In addition to fostering environmental awareness, this book is designed to integrate seamlessly into the ELT classroom by enhancing students' language skills through meaningful, real-world contexts. Each activity not only promotes critical thinking about sustainability but also reinforces key language skills, including vocabulary acquisition, grammar practice, and communicative competence. By linking English learning to real-world environmental challenges, students are encouraged to apply their language skills in practical situations, thereby deepening their understanding and retention. This approach ensures that language learning is both relevant and engaging, fostering a connection between the classroom and the world beyond.

Please note that most of the activities in the book are aimed at teens and adults, with a little language modification they can be easily adapted to the primary classroom.

#### Science and research behind the lessons

Each of the lessons is not only designed to be engaging and fun, but is also rooted in scientific research and educational good practice. Each unit leverages the latest findings in environmental science and education theory to ensure that the lessons are both educationally effective and scientifically sound. All the lessons have been tried and tested by teachers and students across the globe.

#### Research on environmental education

Environmental education is a critical component of fostering ecological literacy and responsible behaviour among students. Numerous studies have demonstrated that incorporating environmental topics into the curriculum enhances students' understanding of complex ecological concepts and promotes a greater sense of responsibility toward the environment. *Planet-Based Learning* is an educational framework that emphasises the importance of understanding and connecting with the Earth's systems (e.g., Horton & Lo, 2021; Sterling & Scott, 2019). It integrates knowledge across various subjects with a focus on environmental sustainability and planetary health. This approach aims to develop students' ability to think critically about global issues and to foster a deeper connection to the planet.

Research by Horton and Lo (2021) in *Integrating Planetary Health into Education* highlights the necessity of incorporating planetary health into curricula. The study argues that a multidisciplinary approach, connecting environmental, economic, and social aspects, is crucial for fostering a holistic understanding of planetary health. Sterling and Scott (2019) in their paper *Education for Planetary Stewardship and Sustainability* provide a framework for integrating sustainability into education. Their research emphasises the role of education in preparing students to be proactive stewards of the planet, with a focus on critical thinking and real-world applications.



#### **Example in the book**

In **2 Get a class plant**, students choose and care for a classroom plant, integrating lessons on botany, environmental science, and the global impact of plant conservation. This activity draws on the principles of Planet-Based Learning by encouraging students to understand the role of plants in maintaining planetary health and fostering a sense of responsibility for the environment.

#### Improving ecological literacy and behavioural change

Research by Nicole Ardoin and colleagues (as noted by NAAEE., 2017) shows that students who participate in environmental education programs display a deeper understanding of ecological principles and are more likely to engage in behaviours that support environmental sustainability. Stevenson et al. (2013) note that students who are exposed to environmental education are more likely to adopt proenvironmental behaviours, such as recycling and conserving energy, and to influence their families and communities to do the same.



#### **Example in the book**

In **3 Sustainable behaviours**, students explore their carbon footprints and learn practical ways to reduce it through activities such as creating eco-friendly meal plans. This lesson draws on the principles of behaviour change theory, which emphasises the role of education in fostering environmentally responsible actions.

#### Cognitive benefits of learning in nature

Engaging with nature has profound cognitive benefits for students. Research indicates that outdoor learning and nature-based activities can enhance cognitive function, reduce stress, and increase motivation and engagement in learning, as follows:

• Enhanced cognitive function A study by Berman et al. (2008) found that interactions with natural environments improve attention and memory, providing a cognitive respite from the stresses of daily life and enhancing overall mental function.

- **Stress reduction** Research by Wells and Evans (2003) demonstrated that exposure to natural settings can significantly reduce stress and improve emotional well-being in children, which in turn, enhances their ability to concentrate and perform academically.
- **Increased motivation** A study by Lieberman and Hoody (1998) found that students who participate in environmental-based learning activities show increased motivation and enthusiasm for learning, leading to better academic performance and more positive attitudes toward school.



#### **Example in the book**

In **4 Ecology and ecosystems**, the **4a Mindful walk** activity encourages students to explore their local environment and observe the ecosystems around them. This activity is designed to leverage the cognitive and emotional benefits of outdoor learning, helping students to connect with nature and understand its importance in a personal and impactful way.

#### Impact of creative learning

Research suggests that a perceived lack of creativity among students is often less about an inherent absence of creative potential and more about the constraints of the educational system they have experienced. Students may not consider themselves creative, particularly if they equate creativity solely with artistic ability – a misconception reinforced by educational practices that prioritise standardised testing and rote learning. This phenomenon is supported by my own observations while working with secondary students in Spain, where many express a belief that creativity is beyond their reach simply because they do not excel in traditional art classes. Such insights underscore the need for educational approaches that foster creativity across all disciplines, encouraging students to see creative thinking as a vital skill in all areas of learning.

The primary issue may not be a lack of creativity in the student but a lack thereof in the education they've received. As Ken Robinson famously observed (TED, 2007):

We are educating people out of their creative capacities... I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it.



With the impact of the climate crisis being felt across the globe, we are going to need creative thinkers to solve these problems. For this reason, this book leans very heavily towards creative thinking and learning. Creative learning approaches are essential for fostering problem-solving skills and encouraging innovative thinking among students. By incorporating creativity into the curriculum, educators can help students develop the skills necessary to tackle complex environmental challenges.

- **Improved problem-solving skills** Research by Sternberg and Lubart (1996) highlights that creative learning environments foster critical thinking and problem-solving abilities, which are essential for addressing environmental issues.
- **Increased innovation** Robinson and Aronica (2015) note that creativity in education encourages students to think outside the box and come up with innovative solutions to problems. This is a crucial skill for sustainable development.



#### **Example in the book**

There are examples throughout the units on how to harness the power of creativity. One example is in **5 Plastic problems**, students participate in an **5d Upcycled art show**, in which they transform plastic waste into artistic creations. This activity encourages students to think creatively about waste reduction and recycling, fostering innovative approaches to environmental challenges.



# Climate mental health: Understanding and addressing the emotional impact of climate change

As awareness of climate change grows, so does the recognition of its profound impact on mental health. The term "climate mental health" encompasses the range of emotional and psychological responses to climate change, including anxiety, grief, and a sense of helplessness. This section explores the importance of understanding climate mental health, the contributions of key researchers and advocates, and strategies for supporting students as they navigate their emotions related to climate change. Despite this glaring need to bring children's mental health to the table a recent study shows that children's health, education and nutrition are high on the agenda in policy making in 160 countries, yet not one single country addressed children's direct needs in the domain of mental health (Zangerl et al., 2024).

#### The psychological impact of climate change

Climate change is not just an environmental issue; it's a profound psychological and emotional challenge. As individuals and communities confront the realities of a changing planet, they often experience a range of emotions that can significantly impact their mental health.

- Climate anxiety and eco-anxiety Climate anxiety, also known as eco-anxiety, is a pervasive feeling of worry and fear about the impacts of climate change. This can manifest as chronic stress, feelings of helplessness, and even depression. This tends to be the focus when looking at the psychological impact of the climate crisis. It does, however, go a lot deeper.
- **Intergenerational trauma** Young people often feel burdened by the knowledge that they will inherit a planet facing significant ecological challenges, leading to feelings of betrayal and frustration toward older generations.

#### Panu Pihkala's contributions

Panu Pihkala, a leading researcher in the field of climate anxiety, has extensively studied the psychological impacts of environmental change (see Pihkala, 2020). His work highlights the complex nature of climate-related emotions and the need for effective coping strategies.

- **Emotional responses to climate change** Pihkala emphasises that feelings of anxiety and grief are natural and rational responses to the reality of climate change. Acknowledging these emotions is a crucial step in addressing them constructively.
- **Strategies for coping** Pihkala advocates for the use of coping strategies such as building emotional resilience, fostering community connections, and engaging in climate activism to channel anxiety into positive action.

#### **Climate Mental Health Network**

The Climate Mental Health Network is a collaborative initiative aimed at addressing the psychological impacts of climate change. The network provides resources and support for individuals experiencing climate-related distress and works to raise awareness of the intersection between climate change and mental health.

- **Awareness and advocacy** The network seeks to elevate the conversation around climate mental health and advocate for policies that consider the psychological impacts of climate change.
- **Support and resources** By providing tools, educational materials, and community support, the network helps individuals and communities build resilience against climate-induced stress and anxiety

#### **Initiatives**

- **Mental health resources** The network offers a variety of resources, including guides on coping with climate anxiety, educational webinars, and access to mental health professionals who specialise in climate-related issues.
- Community support Through forums, workshops, and support groups, the network fosters a sense of
  community among those affected by climate anxiety, helping them to share experiences and find
  solidarity.

#### Integrating climate mental health into education

Given the profound impact of climate change on mental health, it's crucial to integrate climate mental health education into the classroom. By addressing these issues head-on, educators can help students develop resilience and find constructive ways to cope with their emotions.

#### **Classroom discussions**

Encouraging open conversations about climate change and its emotional impact is crucial in helping students process their feelings and develop a deeper understanding of the subject. These discussions can serve as a safe space for students to express their anxieties, fears, and hopes about the future. Teachers can facilitate these conversations by introducing tools such as the Climate Emotions Wheel, which helps students identify and articulate their feelings. This tool can guide students in recognising a wide range of emotions, from anxiety and sadness to hope and determination, enabling them to better understand their emotional responses to climate issues. By fostering an environment of openness and support, teachers can help students feel heard and understood, which is essential in building emotional resilience.

#### **Creative expression**

Creative expression offers students a therapeutic outlet to process their emotions related to climate change. Activities such as journaling, art projects, and storytelling allow students to explore and express their thoughts and feelings in a non-verbal, yet profoundly impactful way. For example, through journaling, students can reflect on their personal experiences with climate change, documenting their thoughts and feelings in a way that promotes self-awareness and emotional healing. Art projects, such as creating climate-related murals or illustrations, can help students visually express their concerns and hopes for the future, fostering a sense of agency and creative problem-solving. Storytelling, whether through writing or oral presentations, can allow students to share their narratives, building empathy and a sense of community among peers. These creative outlets not only support emotional processing, but also enhance students' engagement with the subject matter by connecting it to their personal experiences.

#### **Activism and Advocacy**

Engaging students in activism and advocacy projects can be a powerful way to transform feelings of helplessness into a sense of empowerment and purpose. By participating in climate-related initiatives, such as letter-writing campaigns to policymakers, organising local environmental clean-ups, or starting school-wide sustainability projects, students can actively contribute to solutions and see the tangible impact of their actions. These activities teach students that they can be agents of change, reinforcing the idea that individual and collective efforts can make a difference. Moreover, involving students in advocacy work helps them develop important skills such as critical thinking, public speaking, and leadership, which are essential for their future roles as informed and active citizens. Through activism, students not only address environmental issues but also build confidence in their ability to effect positive change, fostering a lifelong commitment to environmental stewardship.

#### Integrating research into practice

By integrating these research findings into practical, classroom-tested activities, **Activities for a Greener Mindset** equips educators with the tools they need to foster a new generation of environmentally – conscious and proactive individuals. Each unit is designed not only to educate but also to inspire students to take action and become advocates for the environment.



#### **The Sustainable Development Goals**

All the activities in this book are linked to the Sustainable Development Goals. Go to the link here for more detailed information about the individual goals.

# SUSTAINABLE GEALS DEVELOPMENT GEALS





































# 1 Micro-strategies

#### Introduction

This section will introduce a few low/no preparation activities that can be used in almost any lesson to help reinforce a greener mindset and encourage critical thinking. There are also digital tools to help with your lessons and some physical tools to help keep things, well, real.

#### **Activities**

# 1 Two-minute tweet/thread - Reflective climate impact analysis



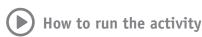
About the activity



To cultivate students' ability to summarise and reflect on the environmental impact of various topics in a succinct format.

#### **Rationale**

The ability to distil complex environmental impacts into a concise tweet encourages critical and reflective language use. This activity harnesses the brevity of social media to enhance student understanding of climate issues.



Levels A2-C2	Learners Teens and Adults	Time	2 min	nutes			
Preparation and material	Find a tweet/thread like the one here:	Harry  ©Renewableenglish  Sport impacts the climate in many ways. Like people travelling to matches and the food wasted in hotels. But the climate crisis also damages sport. 20 years ago they never had water breaks in football now they do. Events also get cancelled because of extreme weather more often  12:00 PM - Jan 19, 2023					
		222 Retweets 2.2K	Quote Tweets 2	222.2K Likes	±.		
Procedure	<ol> <li>Recap the day's lesson and highlight its potential environmental impacts.</li> <li>Provide two minutes for students to draft a tweet that reflects on the topic's relation to climate change.</li> <li>Share and discuss these tweets, promoting peer feedback.</li> <li>Display the tweets on a class noticeboard or online platform to document evolving student perspectives.</li> <li>Please note Students do not need to use X or threads, this is simply to allow them to understand the format. Tweets/threads can easily be written in notebooks and used as an exit ticket.</li> </ol>						
Language	Students will practise crafting concise, im environmental implications of diverse sub	•	ages that	t articula	te the		

### 2 Green solutions pitch - Eco-innovative thinking



#### About the activity

Each lesson presents an opportunity to inspire solutions for environmental sustainability. This activity invites students to creatively engage with these solutions and express them compellingly.

Aim

To stimulate creative and critical thinking in students as they propose sustainable solutions to environmental challenges.

#### **Rationale**

This activity is designed to bridge the gap between environmental awareness and actionable solutions by encouraging students to think innovatively about eco-friendly practices. It supports the development of critical thinking and persuasive communication skills, essential for advocating sustainable change. By revisiting previous lessons and building on them, students are empowered to apply their knowledge in practical ways, envisioning how their ideas could impact real-world scenarios. This approach not only deepens their understanding of environmental issues, but also fosters a sense of responsibility and agency in contributing to global sustainability efforts.

# **(**

#### How to run the activity

Levels B1-C1	Learners Teens and Adults Time 5 minutes				
Procedure	<ol> <li>Revisit the previous lesson's topic and its impact on the environment.</li> <li>Give students two minutes at the start of the next lesson to brainstorm eco-friendly solutions.</li> <li>Encourage students or groups to present their solutions, emphasising persuasive language.</li> <li>Collaborate as a class to discuss how these ideas could be enacted in real-life contexts.</li> </ol>				
Language	Students will develop their persuasive language skills, articulating innovative solutions to environmental issues.				

# 3 Snowball pledges - Promoting eco-commitment



#### About the activity

Personal pledges to act more sustainably can make a significant difference. This engaging activity encourages students to commit to environmentally-friendly actions in a memorable way.

Aim

To involve students in making personal commitments to environmental sustainability through a creative and interactive approach.

#### **Rationale**

This activity is designed to make the concept of environmental responsibility tangible and personal for students. By committing to specific eco-friendly actions, students are encouraged to internalise the

importance of individual contributions to sustainability. The interactive nature of the activity, particularly the 'snowball' method, creates a memorable and engaging experience that reinforces the significance of their pledges. Moreover, by sharing and discussing these commitments, students develop a sense of accountability and community, which can lead to sustained behavioural change. This approach not only promotes language skills, but also fosters a lasting commitment to environmental stewardship. By remaining on the wall they will serve as a constant reminder of the pledge they've made.

# **(**

#### How to run the activity

Levels	A1-C1		Learners	Teens and Adults	Time	6 minutes
Procedure		3. Cr red 4. Sh pr 5. Us	stainability.  Isk students to ece of scrap peate an enjoy ceptacle.  It is are the pledgomoting according		endly action t ents 'snowball' nd discuss the re responsibilit discover who i	hey pledge to take on a their pledges into a eir practicality, by. made which pledges.
Language  Students will practise writing precise, commitment-focused sentences a engage in collaborative discussions about sustainable actions.  Students will also work on question formation.						

# 4 Environmental board races – Expanding eco-vocabulary



# About the activity

Expanding your vocabulary is particularly important for articulating complex environmental issues. This dynamic activity encourages teamwork and rapid language recall in an environmentally-focused context.

Aim

To broaden students' environmental vocabulary in a lively, team-based setting.

#### **Rationale**

This activity is designed to enhance students' environmental vocabulary through an engaging, competitive format that encourages quick thinking and teamwork. By associating words within specific lexical sets, students not only expand their vocabulary but also deepen their understanding of key environmental concepts. The fast-paced nature of the activity aids in reinforcing word recall and spelling accuracy, skills essential for effective communication and exam success. Additionally, the collaborative aspect fosters a sense of community and shared learning, as students work together to connect language with real-world environmental issues.



#### How to run the activity

Levels A2-C1	Learners Teens and Adults Time 5–10 minutes		
Procedure	<ol> <li>Write an environmental word vertically on the board, twice, for two teams.</li> <li>Challenge teams to brainstorm and associate appropriate words (within lexical sets) for with each letter.</li> <li>Have teams race to complete their lists, rewarding points for the fastest and most accurate or perhaps even longest completion.</li> <li>Review the words as a class, discussing their relevance and meaning in the context of environmental conservation.</li> </ol>		
Students will increase their environmental vocabulary and practise quick re and accurate spelling. It will also aid word building – a skill used frequentl exams.			

#### 5 Green letter days



### About the activity

Recognising significant environmental dates is a compelling way to celebrate our planet and reflect on our roles in its stewardship. This activity personalises the observance of these occasions, linking them with students' own lives.



To raise awareness of key environmental dates and personalise their observance through classroom activities, such as World Earth Day (April  $22^{nd}$ ), World Water Day (March  $22^{nd}$ ), and World Environment Day (June  $5^{th}$ ).

#### Rationale

This activity is designed to help students connect personally with global environmental initiatives by recognising and celebrating significant environmental dates. By linking these dates to their own lives through a personalised class calendar, students develop a deeper understanding of the importance of these occasions. This approach not only raises awareness but also encourages ongoing engagement with environmental issues. Celebrating these special days through classroom activities and discussions promotes a sense of responsibility and motivates students to take action in their daily lives.



#### How to run the activity

Levels A1-C1 Learners Teens and Adults Time 5 minutes – 1 ye	ear
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