

Webinars for teachers

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# Climate action in language education

1 November 2021

# Session objectives

## By the end of the session you will:

- be more aware of why we should include climate action in language education
- have seen several practical activities that you can use in your classroom
- know where to find more information about climate action in language education

# 1. What can you see?



Photo by [Lucien Wanda](#) from [Pexels](#)



Photo by [Kevin Clyde Berbano](#) from [Pexels](#)



## 2. What can you see?



Photo by [Pok Rie](#) from [Pexels](#)



Photo by [Vladyslav Dukhin](#) from [Pexels](#)



### 3. What can you see?



Photo by [Andre Moura](#) from [Pexels](#)



Photo by [Matheus Bertelli](#) from [Pexels](#)

# Environmental issues

**What other problems are you aware of that result from climate change?**

***‘We are doing violence towards the earth, towards nature. We have become butchers of nature.’***

**Sunderlal Bahuguna**

***‘If you don’t act against climate change, then no matter how much money you leave for your children, it’ll not even cover their healthcare bills, due to living on an unhealthy planet.’***

**Abhijit Naskar**

***‘Believe in the power of your own voice. The more noise you make, the more accountability you demand from your leaders, the more our world will change for the better.’***

**Al Gore, Former US Vice President**

# Why should we talk about climate action?

Topical and always in the news

Connections to other subjects

Future leaders and changemakers

Children *want* to learn about these issues

Develop critical thinking skills and other HOTS

Future resilience



# Different ages

**Young children:** introduce them to nature and instil a love of it

**Primary students:** help them make connections, e.g. between personal choices and climate impact; encourage personal climate actions

**Secondary students:** relate climate change to recent events and support their efforts to take action at a community level

Ideas taken from  
[Talking with Children about Climate Change - HealthyChildren.org](#)

# How to talk about climate change



Photo by [Dick Hoskins](#) from [Pexels](#)

# Be local

Photo by  
Greg Hume  
on  
Wikimedia  
Commons



Photo by  
Minh-Duy  
Poirrier on  
Flickr



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*Right:*  
Photo by  
Kalyanvarna  
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*Left:*  
Photo by  
Shantanu  
Kuveskar  
on  
Wikimedia  
Commons



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Photo by Ranjithsiji on Wikimedia Commons



# Be hopeful: Talk about solutions

1. How can we avoid fossil fuels?
2. What materials should we avoid?
3. What should we do with things when we've finished using them?

# Activity 1

Stage 1: brainstorm different environments

Stage 2: identify the ones they visited. What did they like about each one?

Stage 3: what didn't they like about each environment (including environmental issues such as litter, dirty rivers)?

Stage 4: draw a picture of their favourite environment and label different parts – even better if they can use materials from that environment (e.g. sand and leaves)

Govt. Higher Secondary School, Ayilam, India:  
See more from the [Rivers of the World](#)



## Activity 2

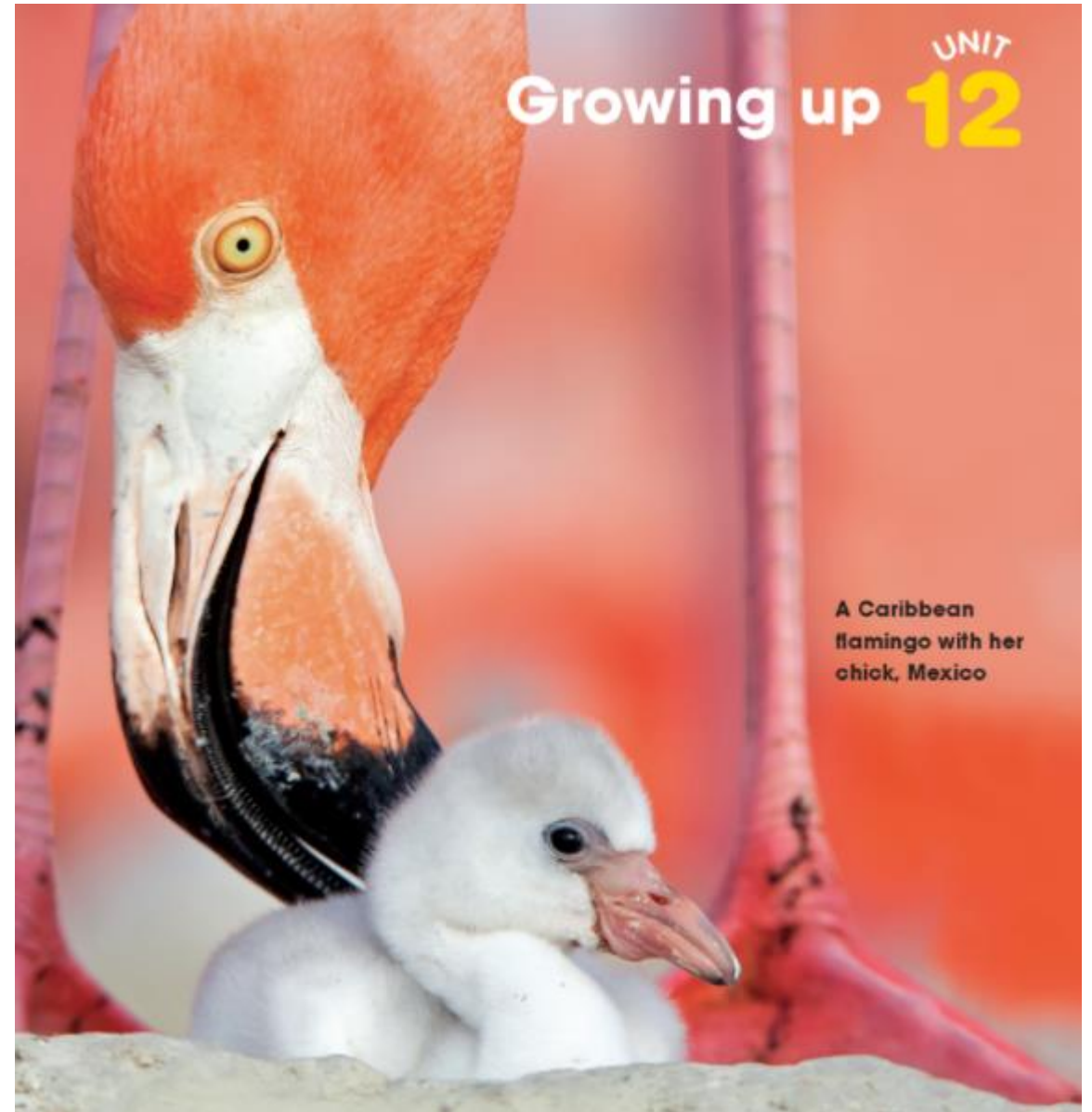
Stage 1: language preparation with model text

Stage 2: drawing and writing about their choice of animal

Stage 3: playing the matching game

Stage 4: research the animals

Stage 5: present their findings



Growing up <sup>UNIT</sup> 12

A Caribbean  
flamingo with her  
chick, Mexico

Lesson and image taken from [National Geographic Learning: In Focus](#)



## Activity 3

Stage 1: set the scene – friendly aliens have come to earth and must make a decision whether to stay or not

Stage 2: students are the aliens – look at all the problems on earth and discuss them

Stage 3: the aliens make a decision – will they stay and make the earth better or will they look for another planet?

Stage 4: students create and perform a the ‘Welcome to Earth’ play

Activity taken from [The Hands Up Project](#). Hear more about them in Episode 5 of [The Climate Connection: Greenhouse classes](#) and see a lockdown [Welcome to Earth](#) play on their YouTube channel.



Photo by [Squeeb Creative](#) from [Pexels](#)

# Activity 3

Stage 1: brainstorm local issues

Stage 2: pairs/groups select and research one each

Stage 3: pairs/groups create an infographic about it

Stage 4: school shares the infographic on social media or puts on an exhibition

Activity taken from a teacher in Croatia as mentioned in Episode 10 of The Climate Connection - Future perfect

Infographic from Medanta and Dr Bornali Dutta:  
Air Pollution In India - What You Should Know



# Bonus activity! All students and schools

## School action plan

Stage 1: brainstorm how their school can be greener. Can use categories such as: Student actions / School leader actions / Community leader actions

Stage 2: create an action plan

- raise awareness among students (e.g. creating posters, having school talks)
- agree actions with the school's leaders and teachers
- write to local leaders, local communities and media to request changes

Stage 3: monitor the plan and the school's progress

An example of a charter for a greener classroom can be found on [ELT Footprint](#)



Photo by [Markus Spiske](#) from [Pexels](#)



# How do you teach climate action?

Please share your experiences of teaching climate issues and climate action in the English classroom.



# Make your own lessons!

## What lessons will you create?

### Here are some suggested authentic materials.

[Supermarkets in Asia are Now Using Banana Leaves Instead of Plastic Packaging \(nextshark.com\)](#)

[Would you eat recycled landfill meat? - BBC News – YouTube](#)

[The surprisingly large carbon paw print of your beloved pet | Salon.com](#)

[Hyundai Launches First Car With Solar Roof Charging System \(goodnewsnetwork.org\)](#)

This list of useful resources came from [ELT Footprint](#)



# Be the example

- **Make reference to climate issues regularly** – not just on Earth Day (22 April) or World Environment Day (5 June)
- **Model climate responsible behaviour** such as using a reusable water bottle, turning off lights/fans after a class, not copying so much and recycling the copies you do make etc.
- **Stay hopeful** – focus on actions we can take and don't overwhelm students with information
- **Make local connections** – encourage students to notice changes locally and tie it into children's daily lives



# Join the MOOC to learn more!

## Enrol on the course:

Climate Action in Language Education

The graphic is a promotional poster for a MOOC. It features a dark blue background with green accents. At the top left is the British Council logo. To its right, the text 'MOOC' is in large blue letters, followed by 'Climate Action in Language Education' in white. Below this, the dates 'Oct – Nov 2021' are shown, along with the hashtag #TheClimateConnection and the website URL. The middle section contains three icons: a laptop, a globe with clouds, and a bar chart. The bottom left features a large green and white pencil icon. The bottom right shows a photograph of a smiling woman in a white hijab and shirt, holding a small plant. Overlaid on the photo is the British Council 'TeachingEnglish' logo and a 'A free online course' badge. At the very bottom, a green banner contains the course title and a 'Sign up now' link.

**BRITISH COUNCIL**

**MOOC**  
Climate Action in Language Education

**The Climate Connection**

Oct – Nov 2021

#TheClimateConnection  
[www.britishcouncil.org/climate-connection](http://www.britishcouncil.org/climate-connection)

**BRITISH COUNCIL**  
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Sign up now

# Even more resources!

Facts about climate change: [NASA Climate Kids](#)

Song and worksheets for primary students: [Do your best | LearnEnglish Kids](#)

Twelve ready-to-go lesson plans: [Climate Action in Language Education lesson plans](#)

Podcast about climate action in language teaching: [The Climate Connection](#)

Lesson ideas around the SDGs: [Integrating global issues in the creative English language classroom](#)



Teaching**English**

**Climate Action  
in Language  
Education**



# Thank you