

MEET MAWSIG 2021

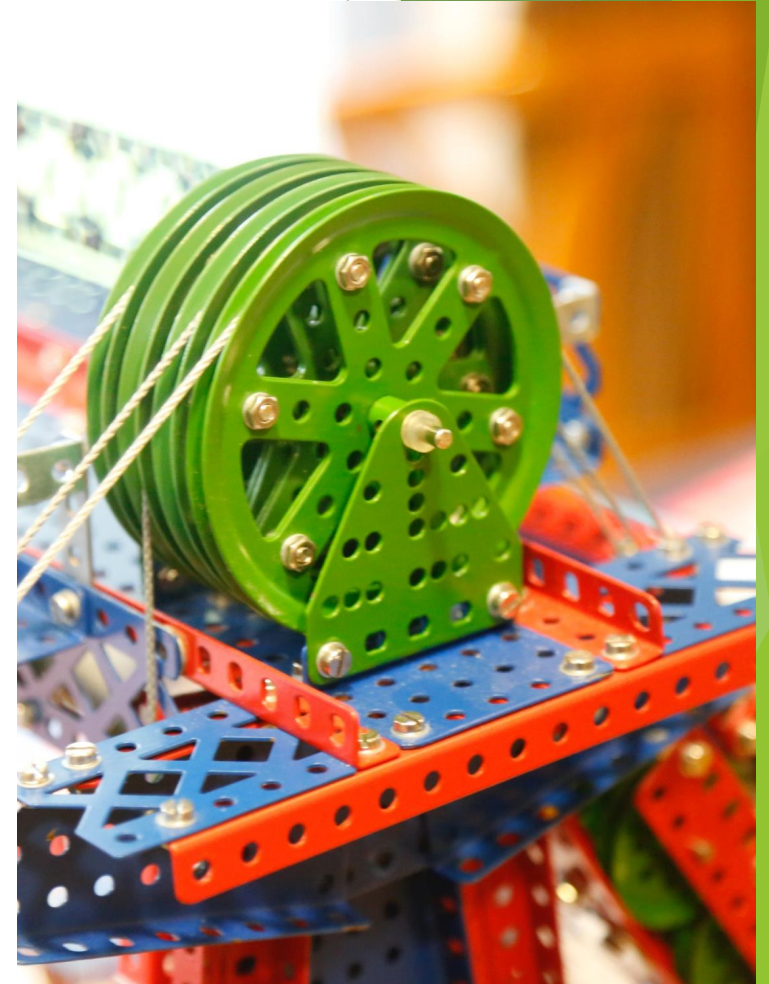
Reinventing the green wheel

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Photo by [Georg Eiermann](#) on [Unsplash](#)

Our plan for today

- Model some materials that have a **green focus**
- Discuss the **principles & process** underpinning the writing of the materials
- Consider **pros & cons** of writing about sustainability
- Share **experiences & attitudes**
- Draw some **conclusions**



Modelling some materials

Find someone who (re....) by Katherine Bilsborough

Context: Written with primary classes in mind as they often get neglected. I think it could also work with teenagers.

Outcomes:

By the end of the lesson learners will have:

- thought about their own beliefs and practices regarding recycling, repurposing, re-using, etc.
- learned some new re-words related to greener practices
- practised question forms
- gained confidence in speaking (through repetition and support)
- worked collaboratively and creatively to produce a poster

Modelling some materials

As you observe the mini-lesson, put your materials writer cap on and think about:

- ✦ staging
- ✦ task design
- ✦ interaction
- ✦ target language
- ✦ other skills being developed

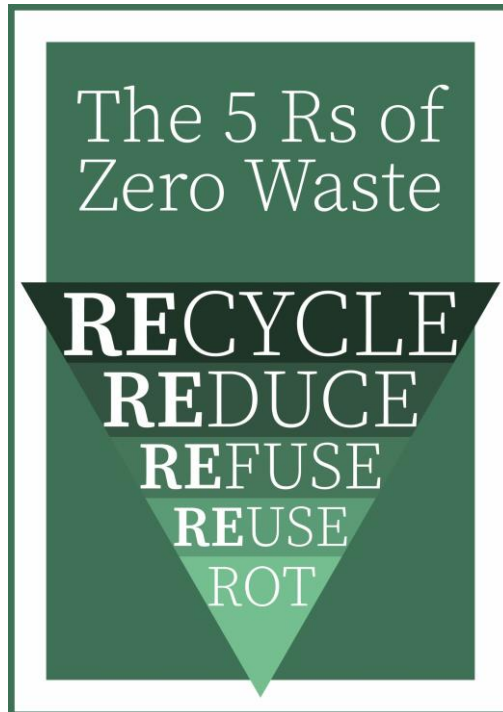
What
are the
3 Rs?



What are the 3 Rs?



What
about the
5 Rs of
zero
waste?



*“If it can’t be reduced,
reused, repaired, rebuilt,
refurbished, refinished,
resold, recycled or
composted, then it
should be restricted,
redesigned or removed
from production.”*

Pete Seeger



*"Sock puppet" by
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THE THREE (OR MORE) R's

*Do you know the three R's? **R**ecycle, **R**euse and **R**educe. Do you do the three R's?*

I do. I recycle paper, glass and plastic at home. My family reuses paper bags, boxes and other things too. I reduce electricity when I turn my computer off every night.

There are other re- words too. I do lots of them!

When I'm in town with my friends I refuse plastic bottles of water. I say, 'no thanks, I don't need one'. I always remember to take my own bottle when I leave home. Then I can refill it again and again. It's free!

At home we repurpose lots of things. It's great fun. Last week I repurposed an old stripy sock. I used it to make a snake puppet for my sister. She loves it! My mum likes repurposing too. She helped me repaint an old chair for my bedroom. It was brown and boring. Now it's my favourite colour, yellow!

We used to throw away broken things. Now we repair them. My dad repaired a broken clock and gave it to my grandma. I'm repairing my skateboard. I want to repaint it too!

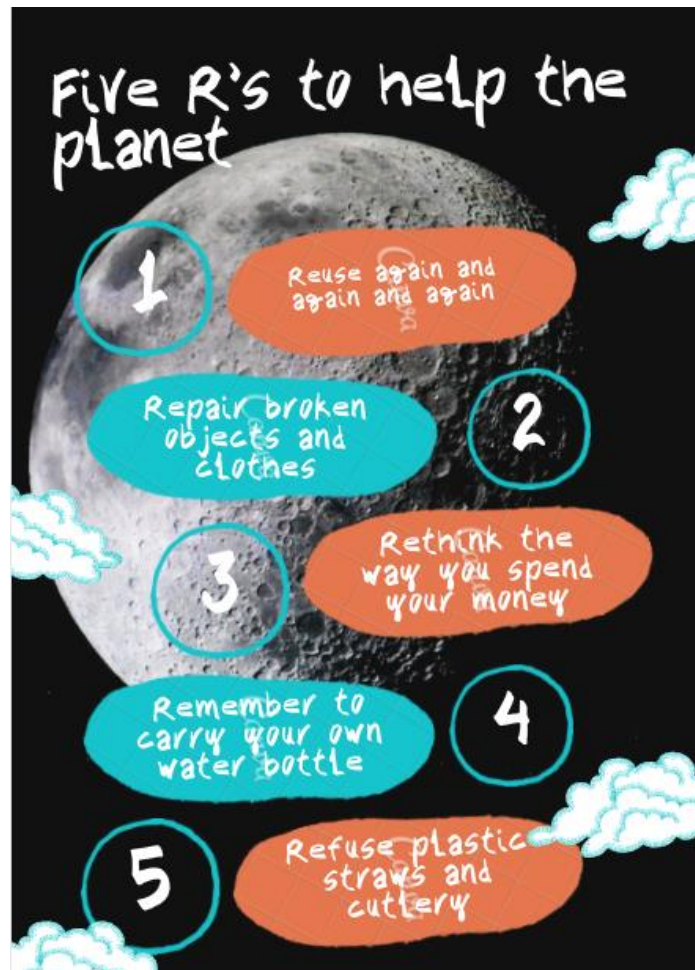
We need to rethink the way we live. We need to protect our planet.


Name: _____

Find someone who ...

Ask and answer questions to complete the table. Write at least 10 different names in the boxes. Ask a second question, each time. Write some extra information.

_____ knows how to repurpose a T-shirt.	_____ recycles paper at home.	_____ knows how to reduce the amount of water we use	_____ thinks it is a good idea to refuse plastic bags in a shop	_____ reuses glass jars at home.
_____ thinks we should stop using cars in city centres.	_____ knows someone who can repair a broken computer.	_____ always remembers to turn off electrical things at night.	_____ respects all living plants and animals.	_____ thinks we should fly less.





LANGUAGE TEACHING FOR THE PLANET

Photo: Mikael Colville-Andersen / Copenhagenize Design Co. /
Copenhagen Labelled for reuse on climatevisuals.org

A RESOURCE PACK OF LESSONS FOR
ENVIRONMENTALLY-CONSCIOUS
LANGUAGE TEACHERS.

CREATED BY PARTICIPANTS ON THE COURSE LANGUAGE TEACHING
FOR THE PLANET, NOVEMBER COHORT. BY TEACHERS FOR
TEACHERS.

<https://eltfootprint.org/language-teaching-for-the-planet-a-new-course-for-lessons-about-a-sustainable-future/>

Discussing principles & process...

Think back over the mini-lesson, what were the underlying **principles**? Use the areas below to help you.

- ✦ staging
- ✦ task design
- ✦ interaction
- ✦ target language

Find someone who (re....) by Katherine Bilsborough

Behind the scenes

Main principles setting out:

- 1 To keep things **as simple as possible** in terms of tasks and worksheet design (and workload for me)
- 2 To come up with a LP (and materials) **I knew would work** (because it's tried and tested)
- 3 To have **clear language learning objectives** in mind (S and R skills/question forms/ communication, etc.)

Find someone who (re....) by Katherine Bilborough

Behind the scenes

Some other principles emerged in retrospect

- 1 The materials are **personalised**
- 2 The materials are **scaffolded** and language production is **modelled** and **supported**
- 3 The materials follow **a logical sequence**
- 4 The materials are **engaging**

Find someone who (re....) by Katherine Bilsborough

Discussing principles & process...

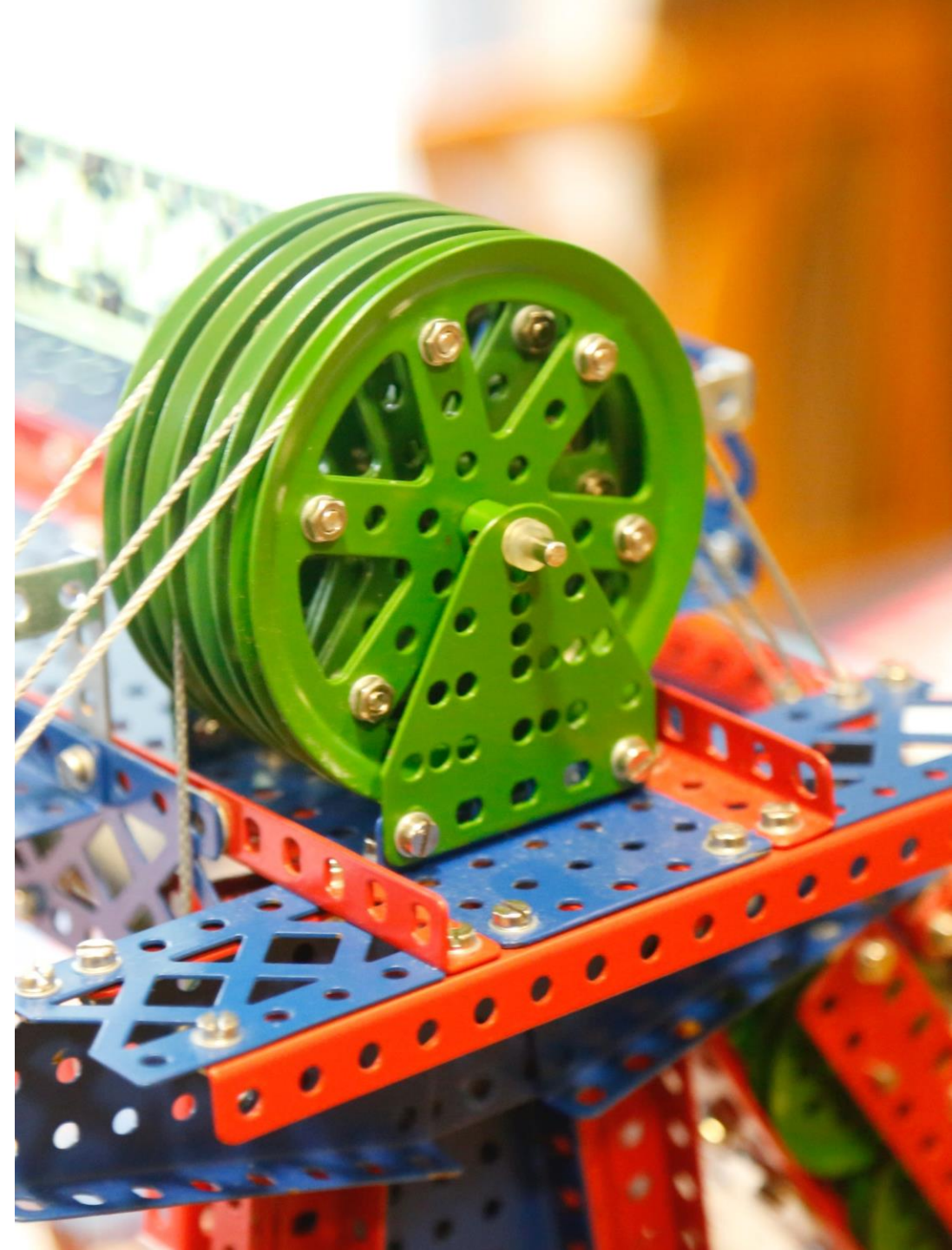
Think about the **process**. Look at the first and last steps.
What did I do in between?

- ✦ I started writing the 'Find someone who' worksheet.
- ✦ I realised some language might be new.
- ✦ ... ?
- ✦ ... ?
- ✦ ... ?
- ✦ I imagined myself using the materials.
- ✦ I wrote T instructions using a low level of English.

Find someone who (re....) by Katherine Bilborough

Considering pros & cons

What are the pros and cons of including sustainability as a topic in our materials?



Why not?

- ✦ I'm not an expert in environmental issues.
- ✦ It's boring and unappealing.
- ✦ Students have too many 'environment-focused' lessons already.
- ✦ Teachers are too busy to design green activities.
- ✦ Students with a low level can't cope with controversial issues.
- ✦ I don't like asking students to talk about the bad behaviour of humans.

Sharing experiences & attitudes

- ✦ Have you ever created materials with a green focus?
- ✦ Do you feel you have the skills to create materials with a green focus?
- ✦ How likely are you to create some materials with a green focus on a scale from one to ten?
- ✦ Do you feel equipped to write materials with a sustainability focus?
- ✦ What obstacles (if any) might prevent you from creating materials with a green focus?

Drawing conclusions

- ✦ it doesn't need to be complicated
- ✦ you don't need to be a subject expert
- ✦ making connections with the local context is key
- ✦ integrating rather than isolating (green touches)
- ✦ eco-literacy is going to be the next big thing - we need to be prepared for it

Final word



**IF WE ALL ADD SPLASHES
OF GREEN TO OUR
MATERIALS, WE JUST
MIGHT MAKE A
DIFFERENCE!**

If you want to find out more,
head over to ...



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Thank you!