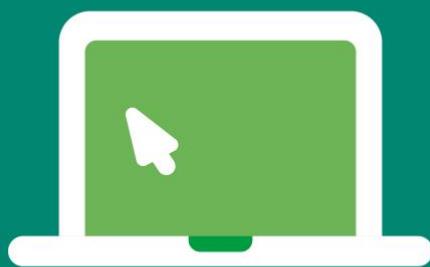


The Climate Connection

Climate Action in Language Education

Newsletter 3

#TheClimateConnection
www.britishcouncil.org/climate-connection



Newsletter 3

The British Council is supporting the UK's role in the 26th UN Climate Change Conference of the Parties (COP26) through a global programme centred on climate change called '[The Climate Connection](#)'. This global programme includes a specific strand focussed on climate action and environmental sustainability in English language teaching and learning called '[Climate Action in Language Education](#)'.

Conversation for Change



The Conversation for Change panel was the launch event for The Climate Connection. It was held Thursday 3 June. You can watch a recording of the event [here](#). Stevie Spring, the British Council's Chairman, introduced the online panel discussion. The panel featured the following expert speakers:

- Ahmed Yassin, the co-founder of Banlastics Youth Initiative in Egypt
- Alison Tickell, founder of Julie's Bicycle, a leading UK arts organisation focusing on climate change
- Rishika Das Roy, a Future Leaders Connect alumna and current Technical Policy Consultant at Oxford Policy Management in India
- Christopher Graham, teacher, educator and writer, founder of ELT Footprint, a 2020 ELTons winner.
- Graihagh Jackson, presenter of the BBC's [The Climate Question](#), moderated.

COP26 President Alok Sharma MP pre-recorded an opening speech about the UK's ambitions for COP26 and tackling climate change. He highlighted the important role that civil society and young people can play. The panel session also featured a video from award-winning author Neil Gaiman.

All our expert panel contributors provided valuable comments about the role of arts, culture and education and English in climate change, as well as on policy and individual action.

Welcome to the third Climate Action in Language Education newsletter. In this newsletter we would like to tell you about our new 12 lesson plans for English teachers, new dates for our professional development free online course series and a preview of 2 podcast episodes coming this month.

Climate Action in Language Education: 12 Lesson plans

Are you a language teacher or a teacher trainer? Do you want to bring environmental issues and the fight against the climate crisis into your classroom? See how you can do this with twelve new lesson plans. You can discover the lesson plans [here](#).



This series of twelve lesson plans provides teachers with step-by-step guidance and resources. They are an ideal starting point to help to address issues of sustainability in the classroom.

About the lesson plans

The twelve lessons cover a range of levels and age groups, and each explores a different topic, from sports to storms and from families to fashion. They are designed with flexibility in mind, can be integrated within existing curricula and are available in two versions, for classroom-based lessons and online teaching.

About the writers



The writers of these lesson plans, Katherine Bilsborough, Christopher Graham and Daniel Barber, are three of the founding members of [ELT Footprint](#), a global community of more than 3,500 teachers, trainers, writers and publishers dedicated to reducing the environmental impact of their place of work, the ELT profession. ELT Footprint won a British Council ELTon in 2020 for innovation in teacher resources.



#TheClimateConnection – Podcast Series

Our new podcast series 'The Climate Connection' has now been downloaded over 1000 times. You can find out more about the podcast and download our podcast show notes for teachers [here](#).

Episode 3: 'Language Recycling' – June 9



What do we mean by 'green pedagogy'? How can we get our students interested in the environment? What kind of environmental images and videos should we use in our teaching? All these questions, and many more, are addressed in Episode 3, 'Language recycling' of the #TheClimateConnection. We ask world-leading ELT practitioners Scott Thornbury, Ceri Jones and Kieran Donaghy for practical tips and ideas that you can use in your classrooms. We also hear from an Oxford English Dictionary editor about the history of the word 'ecocide' (and, more generally, about prefixes and suffixes in English). And amongst the many and varied 'vox pops' around the world, we visit an eco-school in rural China to find out how they link language learning and the natural world.

Episode 4: 'Where there's a CLIL, there's a way' – June 23



CLIL (Content and Language Integrated Learning) is an area of particular interest with the ELT community. In Episode 4 of the #TheClimate Connection (Where there's a CLIL there's a way) we'll investigate how to get the right balance between language and content (specifically environmental content) in your lessons. Helping us to do this are the highly experienced ELT teachers and teacher trainers Aleksandra Zaparucha, Owain Llewelyn and Linda Ruas. We'll also visit a British Council project in Colombia (ECO 2.0) to see how they do it, and we'll hear from the Oxford English Dictionary about the small – but important – difference in meaning between 'climate change' and 'climate crisis'.

Feedback: Please tell us what you think about our podcast series and the podcast show notes by completing this short online survey: <http://bit.ly/PodcastFeedbackSurvey>



Highlights from last month: Launching of 'Module 2: Developing and delivering lessons with a sustainability focus'.

Between May 19 – June 02 we ran module 2 of our new professional development course series designed to train teachers how to integrate environmental issues into language teaching. We are delighted that over 1200 teachers, from over 105 countries, enrolled for this second module.

Here is what some teachers said about module 2...



Kru Piyathida Surawiwat

2 June at 23:16 ·

...

I've successfully completed Module 2. I gained a lot of perspectives and techniques on developing lesson plans that incorporate environmental issues. Thank you very much for your amazing efforts in helping us English teachers overcome the barriers and anxiety of using the topic we are not an expert on. I have gained more confidence to be in the facilitator role to help students learn the target language and raise their awareness of saving their mother earth.



Rehana Aamir

29 May at 02:11 ·

...

Amazing learning experience. Lot of integration and exploration. Application of techniques to include environmental issues integrating with Language concepts is a great idea. Awareness, knowledge, recapitulation of language concepts along with localising and personalising environmental issues and how to create interest in classroom is lot of fun and wonderful way to learn and grow. Visuals create lot of interest as starters and strike a valuable conversation giving way to brainstorming.



Zeinab Olimat

2 June at 18:48 ·

Hi dear friends!

I found this course truly useful for me as a teacher. It gives me many ideas about including environmental issues in my classes. I liked the ideas of personalising and localising the topics. I realised that we don't have to talk about complicated points related to climate problems. We can make it useful and interesting at the same time. Thanks for giving me this opportunity .



Nazeer Hussain ► Language for Resilience Practitioners

21 May at 00:43 ·

...

Explored module 2. The notable things are; Very comprehensive, innovative and graded activities which develops communication, collaboration, creativity and critical thinking (all 21st century skills) among learners as well as teachers. The worries of teachers have been addressed in a very systematic way and variety. There's a lot of room for learner's ideas and solutions which makes learners autonomous. Incorporating the projects into the learning outside the classroom is the area I need to focus more in coming days.



Starting in June: 'Module 3: Making sustainability part of your learners' lives'.

Module 3 starts on Wed June 16, it's free, open to everyone, and we think you're going to love it.
[Register now for Module 3](#) - Making sustainability part of your learners' lives (June 16 – June 30)



'Making sustainability part of your learners' lives' is a three-hour self-study training module, which is divided into three one-hour units.

This module is focussed on language learning and climate action beyond the classroom. It's aimed at helping you develop projects, through which your students can use climate related language relevant to their context and participate in community action aimed at tackling the environmental crisis. You'll learn how to design, manage and evaluate learner-centred projects which enable your students to act and make a meaningful difference.

Modules 1 & 2 re-run dates: June 16 – June 30

We were really impressed by engagement and contribution from teachers around the world during this first run, and we are very pleased with this positive experience reported by teachers. To give new teachers an opportunity to complete all three modules, we have decided to rerun both module 1 and 2 between June 16 – June 30.



[Register now for Module 1](#)



[Register now for Module 2](#)



Coming Soon in July

There is more coming in July: two new podcast episodes, one research report highlighting efforts taken by the global English language teaching industry to tackle the climate crisis and a global 'Climate Action in Language Education' competition for teachers and students.

For more information, please visit our official website: [Climate Action in Language Education](#)
To contact us directly please e mail: ClimateActionELT@britishcouncil.org

To subscribe to this newsletter please click [here](#)

To unsubscribe from this newsletter please click [here](#)

Inspiring social media post of the month: Hameda Hussein (Sabratah, Libya) talking about real action with her students following Climate Action in Language Education Module 2.

Hameda Hussein · 17h

Hello

Inspired by module 2, we celebrated the environment day for the first time in my department. I had a discussion with my students and they made a list of things that they would do to be environment friends such as reducing the amount of plastic that they use, sending the invitation by email instead of printing them, using reusable things instead of disposal, bringing healthy snacks and plant trees.

Today my students acted scene about how humans behaviours such as throwing the rubbish out can harm the environment to raise students' awareness. They also presented their ideas and changes that they made in their habits to protect the environment such as walking, using reusable bags instead of the plastic ones.

At the end of the event, my students sold the newspapers that they prepared for their reading classroom and the healthy snacks that they brought and the money was donated to Sabratha Oncology Hospital.

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