

### HOW TO TEACH ENVIRONMENTAL STUDIES

Course dates

28 June - 4 July

Course fees

£685

Course location

University of Kent

#### Target audience

Native and non-native language teachers with some experience who teach children aged 11+, teenagers or young adults. Language teachers who have already addressed some global issues in their teaching but would like to learn about ways to move forward; and those who are unsure of when and how to integrate sustainability in and outside their classrooms.

**You will need at least an advanced level of English (C1)**

#### Course summary

If we want to bring up responsible citizens for the future, addressing sustainability must become part of education in general, including ELT. This course will open your eyes to sustainability issues and Sustainable Development Goals as specified and defined by UN.

To do so you need psychology, leadership skills, specific language skills to understand and teach the language of campaigns and politics, and you need language awareness to communicate your messages depending on the addressee. This is primarily a methodology course which also includes a substantial language improvement element.



#### Course content

Creating a powerful, motivated action group who will engage

Recognizing your own and your learner's potential for triggering change

Pooling popular knowledge of sustainability, and skillful scaffolding

Sparking off enthusiasm and maintaining it

Choosing and introducing sustainability issues in an unthreatening way

Defining relevant goals for change and choosing a formula for implementing them

Role models and examples to follow

Examples of effective and ineffective practices

Analysis of the language of campaigns and language to convince people

Planning for networking, liaison and cooperation

### Sample Programme

Please note this is an example of a daily programme. Course content may often be usefully adapted to incorporate the needs of each group member.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30	Introductions and group bonding. How to form an action group	Scaffolding for sustainability Making the seeds grow	Designing a sustainability survey, conducting a survey and processing information	Language and vocabulary for sustainability	Presentation of own projects, self-evaluation and peer feedback on projects
11.00-12.30	Needs analysis and choosing relevant, local topics Using ICT	The language of campaigns and political discourse	Planning and conducting a field trip	Lessons from Greta Thunberg Inga Zasowska, Alexandria Ocasio-Cortez	Dealing with success, and coping with failure
14.00-15.30	Inconvenient truths and how to present them in a positive way	Choosing a goal, and how to go about it	Choosing an expert, talking to an expert Interview techniques	Preparation of own projects-  Choosing topics and methods of presentation	Course wrap-up Planning for the future and networking including e-twinning

### Recommended reading

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

[https://www.teachingenglish.org.uk/sites/teacheng/files/PUB\\_29200\\_Creativity\\_UN\\_SDG\\_v4S\\_WEB.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/PUB_29200_Creativity_UN_SDG_v4S_WEB.pdf)

<https://old.hltmag.co.uk/feb15/sart10.htm>

<http://old.hltmag.co.uk/jun17/index.htm>

### Type of certification awarded

Attendance certificate detailing topics covered, course content and the number of training hours.



### Is this the right course for me?

Yes, if you want to understand environmental needs and how to promote them

Yes, if you are interested in how to develop leadership, specific language skills, innovate techniques and psychology supporting environment improvements

Yes, if you want to work on your personal as well as professional development

### Contact

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