

**Sustainability**

**Framework**

for ELT

## Adult Learner Activity Cards



**CAMBRIDGE**

*Where your world grows*

## HOW TO USE

Sustainability includes the knowledge, skills and attitudes we need to make a fairer, brighter future for people and the wider natural world. We want to make it easy for you to teach sustainability skills in your classroom. To help with this, we have created these activities for you to use with your learners.

Each card in this pack contains details of a face-to-face activity to practise a component from one of the dimensions within the Sustainability Framework for ELT. If you have to plan a lesson with little or no time to prepare or need some ideas for activities to help your learners develop their sustainability skills, we hope you will find plenty of inspiration in these cards. At the same time, you can be sure that your learners are developing key sustainability skills to become informed, compassionate, and innovative agents for positive environmental, social, and economic change.

# GUIDANCE NOTES

- All the cards in this pack can be used as standalone activities, but many of the activities also work in sequence across the components. For deeper engagement with sustainability skills, try combining different activities within each dimension.
- If you are teaching online, try using different tools and resources to enable learners to collaborate and share their ideas. Here are a few useful tools to try:
  - Virtual collaboration tools, such as [Jamboard](#), [Miro](#), or [Lucidspark](#), are a great way for learners to brainstorm, share and organise ideas.
  - Digital portfolios, such as [Padlet](#) or [bulb](#), enable learners to collect, organise and share different pieces of work with each other.
  - Shared online documents, such as [Google Slides](#) or [Google Docs](#), enable learners to work collaboratively.
  - Online design tools, such as [Canva](#) or [Visme](#), enable learners to create visual designs, illustrations, or storyboards (a story presented in a series of pictures) of their ideas.
- Talking about environmental, social, and economic sustainability topics can be challenging for learners, especially in a second or other language. In these situations, a bilingual approach may be helpful. In classes with a shared first language, try using the learners' LI to explain complex concepts. In multilingual classes, use the [Cambridge Learner's Dictionary](#) to support learners in translating and understanding key vocabulary in English. To find out more about the benefits of using LI in the classroom, read our Cambridge paper on [The Use of LI in English Language Teaching](#).

# THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

The United Nations (UN) [Sustainable Development Goals](#) (SDGs) are a collection of goals, all connected to each other, designed to be 'a blueprint to achieve a better and more sustainable future for all' (United Nations, n.d.). The SDGs are a great source to consult when planning lessons or projects with the cards. If you have time, try using an activity card as a starting point and then combine it with one of the SDGs to make a full lesson. You can see the SDGs below, and find out more about them [here](#).



# REFERENCES

## To cite this resource:

Blue, J. (2022). The Sustainability Framework for ELT Activity Cards: Adult Learners. [pdf]  
Cambridge: Cambridge University Press & Assessment.

**Jade Blue** is an English language teacher, trainer, materials developer and researcher who works closely with the Product Insight & Ideation team at Cambridge English. Jade is the author of a wide range of articles, teacher guides and research guides, and has presented at various conferences, including the international IATEFL conference. Jade's primary research interests focus on learner-generated visuals in ELT, learner autonomy, and integrating life skills into classroom practice.

## References

United Nations Sustainable Development (n.d.). Take Action for the Sustainable Development Goals – United Nations. Retrieved from <https://www.un.org/sustainabledevelopment/sustainable-development-goals>.

# Knowledge

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## Recognising the environmental, social and economic dimensions of sustainability

### THREE DIMENSIONS

When introducing a new coursebook topic, ask learners to research and identify environmental, social and economic aspects relating to the topic and consider how sustainable these are. Use a framework like the one here to help organise learners' ideas. (You can write or project it on the board.) Encourage learners to identify how the different aspects are linked and how they impact on each other.



## Engaging with information and data relating to sustainability and regeneration

### FINDING DATA

When discussing a coursebook topic, ask learners to consider and research what the sustainability aspects of the topic might be. Ask learners to agree on two or three research questions before they do research online, e.g.:

- What are the sustainability impacts of *marketing/travel/education*?
- What opportunities are there for more sustainable *marketing/travel/education*?

When learners have identified sustainability aspects, agree on one aspect to focus on as a class (e.g. with the topic of travel, an aspect might be the environmental impact of air travel). Now, ask learners to research online to find statistical data relating to this aspect; encourage them to consider the reliability of the sources they find. Finally, ask learners to present their findings to the rest of the class.





## Identifying and understanding obstacles to sustainability

### CURRENT AND POTENTIAL

When discussing sustainability-related topics in class, ask learners to identify what obstacles stand in the way of the issue (e.g. what might prevent people from recycling, or why some people might not have access to clean drinking water). Encourage learners to consider psychological barriers (e.g. people's knowledge, beliefs and values), as well as situational obstacles (e.g. rules and regulations, not enough funds). Ask learners to think about current barriers and potential future barriers. Have them research online to find out more, and organise their ideas in a table like the one shown here.

Finally, ask learners to discuss what might need to happen in order for these obstacles to be overcome (current obstacles) or prevented (potential future obstacles).

	Current barriers	Potential future barriers
 Psychological barriers		
 Contextual barriers		

## Broadening discussion and including underrepresented voices

### FINDING OTHER VOICES

After a reading or listening task in the coursebook, ask learners to think about the topic and consider what 'voices' are usually underrepresented in relation to the topic (e.g. due to age, ethnicity, disability or gender). Invite learners to identify ways of including these voices (e.g. by inviting discussion in their local communities or on social media platforms).

Ask learners to agree on some discussion questions relating to the topic; and to then find and collect the viewpoints of 'other' voices which are usually underrepresented.

## Identifying components and their roles within a system

### SYSTEMS AND SUBSYSTEMS

At the start of a coursebook unit or topic, invite learners to identify systems (a set of things working together) related to the topic. E.g., with the topic of food, learners might identify systems relating to how the food is grown/produced/packaged/transported, etc.). Ask learners to choose one of the systems they have identified and draw a diagram, demonstrating how the component parts work together.

Next, ask learners to identify any subsystems (self-contained systems within a larger system) in the system, (e.g. workers' shifts might be a subsystem of a food packaging system) and to choose and draw a diagram of one of these. Finally, ask learners to discuss the following questions:

- If one part of the system is changed, how might this affect other parts of the system?
- How might it affect the system as a whole?
- How might the system or its parts impact on the environment?
- How might the system or its parts impact on different social groups?

## Finding connections within and between systems

### FEEDBACK LOOPS

Elicit or explain the concept of feedback loops (a diagram showing how two or more factors impact on each other in a circular fashion) and show an example, e.g. one of these shown below:



When learners encounter environmental or social issues in the coursebook, ask them to make a list of all the factors that may affect the issue. Next, ask learners to choose two or three factors from their list that are dynamic (that change over time) and to connect these with two arrows. Write the following question on the board:



- When one factor changes (increases or decreases), how does it affect the other factor(s)?

Explain that if learners are able to answer the question, then they have identified a feedback loop. Ask learners to think about and discuss the question in relation to other factors on their list to see if they can identify any more feedback loops.

## Understanding observable and hidden consequences

### CONSEQUENCES

When learners encounter behaviours and practices relating to environmental, social or economic sustainability issues in the coursebook (e.g. healthcare provision, fair trade), invite them to identify and discuss the potential consequences of these behaviours. Learners should research online to find any hidden consequences that might not be immediately apparent. Use a framework like the one below to help learners organise their ideas.

behaviour/practice (e.g. healthcare provision; fair trade)	
 Observable consequences	 Hidden consequences

## Identifying the potential for alternative outcomes

### NEW OUTCOMES

When learners discuss cause-and-effect relationships in sustainability-related topics, ask them to draw a diagram illustrating the situation. Next, ask learners to work together in pairs or small groups to identify how the outcome might be different. Ask them to extend or change their diagram to show an alternative outcome, and invite them to consider what would need to happen in order for the outcome to be different.

## Recognising relationships with each other and the wider natural world

### MAPPING CONNECTIONS

Ask learners to draw a quick sketch of themselves in the middle of a piece of paper. Then ask them to write the six headings below around the outside

- my local community
- my regional community
- my national community
- my global community
- other life forms
- nature and the environment

When learners encounter a new topic in the coursebook ask them to write the topic at the top of the piece of paper and encourage them to think about what connections they can identify between themselves and each of the six headings in relation to the topic (e.g. in relation to the topic of art, learners might identify 'enjoying wildlife photography' as a link between themselves and other life forms). Invite learners to write notes about the relationships and connections they identify on their maps.

## Exploring how living beings in an ecosystem depend on each other for survival and growth

### ECOSYSTEM DIAGRAMS

When learners encounter a geographic feature in the coursebook (e.g. a forest, ocean, desert, mountain, etc.), invite them to share what they know about its ecosystem (the system where all the plants and animals depend on each other in some way). Ask learners to research the ecosystem and draw a diagram to represent it. Use the questions below to help:

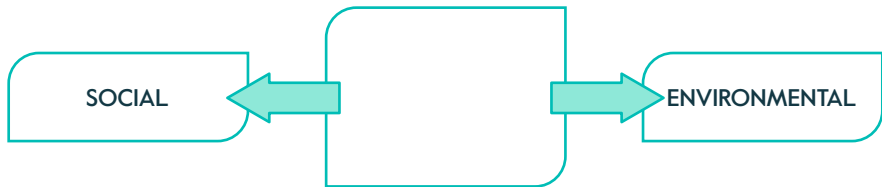
- What living organisms are there?
- How do they interact with each other?
- How do they interact with their physical environment?
- What would happen if one of the organisms were removed?
- What would happen if part of the physical environment were removed?



## Understanding social and environmental responsibilities

### RESPONSIBILITIES

When learners discuss different jobs, companies or organisations in class, ask them to draw a framework like the one below. Ask learners to write the name of the job/company/organisation in the middle box. Next, ask learners to consider what responsibilities this job/company/organisation has to other individuals and groups of people, and to the environment. Ask them to write or draw their ideas in the boxes on either side, and then compare and discuss their ideas in groups.







## Considering the welfare of present and future generations

### NOW AND IN THE FUTURE

When discussing sustainability issues in class (e.g. food production, global warming, access to education), invite learners to consider the impact of the issue on current and future generations. Use the following questions to help you:

- How does this impact on us now?
- How does this impact on future generations?
- What practical steps can we take to protect the welfare of future generations?

Encourage learners to think about the impact on people, animals and the environment. Use a table to help them organise their ideas.

	Now	 In the future
		
		
		

# Values

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## Exploring sustainability beliefs and values

### BELIEFS AND VALUES

When learners discuss topics in the coursebook, invite them to explore their own and others' beliefs in relation to the topic. Ask them to consider and discuss the following questions:

- What do I believe about this? What influences and affects my beliefs?
- What might cause me to believe something different?
- What values do I have, and how do my beliefs influence and affect these?
- How might my beliefs and values differ from other people's?
- What do people in my local area usually think about this? Why might they think this?
- What do people in my country usually think about this? Why might they think this?

## Understanding how beliefs and values contribute to sustainable and unsustainable behaviours

### COMPANY VALUES

When learners encounter companies or organisations in the coursebook, invite them to research online to find out whether the company has a sustainability policy, and what it says about the company's values. Ask them to identify how the company's behaviours are influenced and affected by their values, and whether its actions as a company really correspond to its values. Give learners a framework like the one below to help them organise their notes.



## Examining one's own sustainability behaviours

### WHY DO I DO WHAT I DO?

When learners discuss different topics in the coursebook, invite them to identify different sustainability aspects relating to the topic and talk about what actions they take in relation to this. Use the following questions to support learners' thinking:

- What actions do I take in relation to this topic?
- What inspires or causes me to do this?
- What enables me to do this?
- Do my actions correspond with what I believe is right? Why/why not?
- What might inspire, cause or enable me to behave differently?

## Sharing one's own sustainability beliefs and values

### ELEVATOR PITCH

When discussing sustainability issues in class, invite learners to think about their views on the issue and ask them to write a 30-second 'elevator pitch' to summarise their idea(s). Explain that an elevator pitch is a brief, persuasive speech to get someone interested in a project, idea or product.

Ask them to practise their elevator pitch, and invite learners to read their pitch to the class. Extend the task by asking learners to change their pitch for different audiences (e.g. a presenter interviewing them on a local radio programme / someone who is sceptical about sustainability).

## Showing empathy and compassion for all forms of life

### IF I COULD SPEAK

When learners discuss sustainability-related topics in class, invite them to think about what other life forms apart from humans are affected by the issue. Invite learners to imagine what that life form could say if it could speak. Ask them to write a short speech from the perspective of that life form.



## Understanding human rights and social justice

### MIRRORS AND WINDOWS

When learners encounter an image in the coursebook showing people from another culture, age group or background, write the following questions on the board and ask learners to look at the image and discuss their ideas in pairs.

- What can you see in the image that is like a mirror for your own life, which reflects something familiar to you?
- What can you see in the image that is like a window onto another culture or way of life, which shows something unfamiliar to you?
- What human rights do you think are most important to the person(s) in the picture? Are these the same or different to the human rights that are most important to you?

## Engaging in environmental regeneration

### REGENERATION MIND MAPS

When discussing environmental issues in class, elicit or explain the term 'regeneration' in sustainability (restoring what has been lost and building it back so it is stronger and healthier than before). Ask learners to think about the issue and to identify what would need to happen in order for regeneration to take place (e.g. to encourage the regeneration of the bee population you could raise awareness, plant bee-friendly flowers in gardens etc.). Invite learners to create a mind map to represent their ideas.

Learners share their mind maps with the class and choose one of their ideas for what might need to happen. Elicit practical ideas from the class for how this might be implemented, and write these on the board.

If possible, start a class project based on one or more of the ideas to encourage learners to participate in environmental regeneration (e.g. by creating educational posters, lobbying a company or organisation, etc.).

## Promoting sustainable development

### ENCOURAGING CHANGE

When learners generate ideas for environmental sustainability solutions, ask them to consider whether everybody in their community or organisation is aware of this issue and solution. In groups, ask learners to brainstorm three or four ideas to raise awareness of this issue in their community or organisation. Then, ask them to choose just one idea and develop it further, creating a plan of action to increase awareness of the issue and encourage positive action. Where possible, have learners implement their ideas and give feedback on how successful they were.

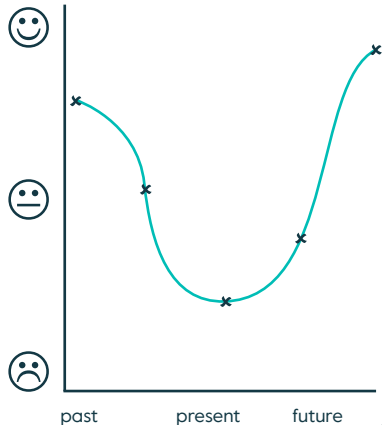
## Recognising and exploring emotions

### GRAPHIC EMOTIONS

When discussing sustainability issues in class, ask learners to draw a graph with time on the horizontal axis and happiness on the vertical axis, as in the example shown.

Ask learners to think about how they feel now about the issue, and to plot a point on the graph. Then ask learners to think back and reflect on how they felt at two moments in the past (e.g. five years ago, ten years ago), and to plot these points. Next, ask learners to imagine and plot how they might feel about the issue in the medium- and long-term future. Then have learners connect their points on the graph.

Finally, ask learners to share their graphs and discuss the reasons for their choices, and what might make (or might have made) them feel differently.



## Holding and reconciling tensions

### I FEEL THIS BUT ALSO THIS

When discussing learners' views on a topic, encourage them to identify any conflicting points of view they might have. Write on the board the phrases 'I feel this... but also this...' and ask learners to fill in the gaps so that they write a complete sentence with relation to the topic (e.g. 'I feel bad for buying a lot of fast fashion, but happy when I have new clothes'). When learners have identified conflicting points of view, invite them to discuss the following questions:

- How might these conflicting points of view be reconciled (how is it possible to make them exist together without conflict)?
- To what extent do you feel comfortable if they are not reconciled?



## Demonstrating resilience and adapting to change

### CHANGE AND ME

When discussing sustainability issues in class, ask learners to describe how the world is changing as a result of the issue and how this change affects them. Draw/project the table shown here on the board.

Ask learners to make notes about what has changed in the world as a result of this issue in the column on the left and get feedback from the class. Next, ask learners to think about what has changed in themselves as a result. Use these questions to help guide them:

- How has this issue changed my life?
- How has it changed how I feel?
- How have I adapted to this change?

 Change in the world	 Change in me

## Generating hope in self and others

### BUT THE GOOD NEWS IS...

When discussing problems and issues in class, write on the board 'But the good news is...' and invite learners to complete the sentence in as many ways as possible.

*But the good news is...*

# Innovation

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## Critically evaluating sustainability claims

### STRONG AND WEAK ARGUMENTS

When learners encounter information and claims (a claim is when someone has said something is true without giving any evidence) relating to environmental, social and/or economic sustainability, ask them to search for more information online. Ask them to identify and choose two different sources of information relating to the issue: one which presents a strong argument and one which presents a weak argument. When learners have identified and chosen two different sources, ask them to compare what they have found in groups, and explain what makes each argument strong or weak.

## Seeking out personal, local and global perspectives

### SEEKING PERSPECTIVES

When discussing sustainability issues in class, write the words 'Personal Perspectives' on the board, and ask learners to discuss their own views on the issue with a partner.

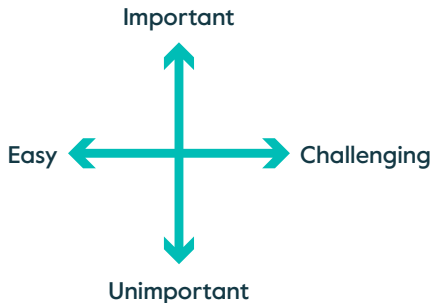
Next, write on the board 'Local Perspectives' and 'Global Perspectives'. Ask learners to brainstorm ideas for how we might find out what people in the local community and what people around the world think about the issue (e.g. talking to people in the local community, carrying out surveys, searching in online forums).

Next, invite learners to choose one of the ideas and set up a project in which they find out more about local and global perspectives. Invite learners to share what they have found out in the next lesson.

## Framing and reframing issues

### PLOTTING PERSPECTIVES

When learners discuss or debate sustainability-related issues in class, use a matrix framework like the one here to encourage them to consider how important and how challenging the issue is. Ask them to plot their own view on the framework, and then ask them to consider the issue from the perspective of different communities and/or types of people (e.g. a politician / a single parent / a homeless person / someone in another country or culture / a global corporation), and to plot these on the framework. Finally, ask learners to discuss and explain their ideas.



## Understanding the bigger picture

### SMALL TO BIG PICTURE

When discussing sustainability issues in class, ask learners to work in groups and search online for three different sources of information relating to the issue. Explain that the sources they choose should contain different or conflicting viewpoints. Next, ask learners to work together to compare and contrast what they have found. Use the following questions to guide discussion:

- What three different viewpoints did I identify?
- What were the sources? Who wrote the texts and why?
- How do these viewpoints differ from each other?
- Were there any similarities?
- What does this tell me about the bigger picture?
- Why do people have different viewpoints?

## Imagining alternative futures

### IDEAL WORLD VIDEOS

When discussing sustainability issues in class, invite learners to think about how the issue would be different in an ideal world. Encourage them to describe what their ideal future might look like. Next, tell learners they are going to make a one- or two-minute video representing their ideal future. They can film original content, or make a video montage of photos or drawings and add an audio commentary or background music.

After learners have made their videos and shared them with the class, ask them to discuss what might need to happen in order for their ideal futures to become a reality.

## Recognising opportunity for positive transformation

### WHERE, WHEN, AND HOW

Write the words 'positive change' on the board, followed by the words 'where', 'when', and 'how'. When learners are discussing sustainability problems and issues in class, invite them to brainstorm ideas for where, when and how something might be done about the issue which leads to positive environmental, social or economic change.

Encourage learners to identify multiple ideas and approaches to doing something about the issue, and to consider in detail the steps needed in order for change to take place.

## Identifying sustainable alternatives

### ALTERNATIVE POSTERS

When discussing sustainability problems with learners, identify an unsustainable practice related to the topic (e.g. plastic straws, fast fashion, nuclear energy). Ask learners research online to identify sustainable alternatives. Ask them to choose one alternative that they find, research it in more detail, and prepare a poster presentation to explain to the class the sustainable alternative that they have chosen.

## Innovating for sustainable development

### BORROWING FEATURES

Bring several pictures of different objects/things to class. These can be of anything from kitchen implements to a tree to a ski lift – the important thing is to have pictures of a variety of different things.

When learners are discussing a sustainability-related problem or issue, tell them they are going to 'borrow' features or qualities from a variety of different objects as inspiration for a new solution. Put learners into groups and give each group one of the pictures. Write on the board, 'What features or qualities does this object have that might be useful for solving this problem?' Allow a few minutes for groups to discuss the question and write down ideas, and then rotate the pictures so that each group has a different picture. Repeat four or five times, and then invite groups to share their best idea with the class.



## Tackling sustainability issues and challenges

### COLLECT AND CLUSTER

When learners encounter sustainability issues in the coursebook, ask them to make a list of all the factors that may affect the issue, and to write these on separate sticky notes, one factor on each sticky note. Next, ask learners to stick all their notes on the wall or a large table in random order, and ask them to work together to cluster (i.e. group) similar notes together. Ask them to discuss and agree on a title for each cluster which shows what they have in common. Finally, have learners discuss why they clustered the notes in the way they did, and how this helped them begin to explore the issue.

## **Promoting equality, non-discrimination, and equity in sustainability solutions**

### **PROMOTING EQUALITY**

When learners discuss sustainability solutions, ask them to consider the extent to which the solution is equitable ('equitable' means treating everyone fairly or in the same way) for all. Ask them to discuss and share their ideas, and then identify and discuss further practical ways in which the solution might promote equality, non-discrimination, and equity.

## Justifying decisions and solutions in relation to their sustainability impact

### PERSUADE ME ROLE PLAY

When learners generate ideas for sustainable solutions or alternatives, ask them to work in pairs to role-play a discussion about their idea(s). Write the roles below on the board:

- A. Explain your idea to B. Listen to their response and try to persuade them that it's a good idea.
- B. Listen to A's idea. You are sceptical about this idea and don't think it will work. Explain to A why you think it's a bad idea.

## Evaluating the effectiveness of sustainable solutions

### WHAT AND WHY

When learners encounter (or identify) implemented solutions to sustainability problems, ask them to evaluate the effectiveness of the solution using the following questions:

What worked?

Why did it work?

What didn't work?

Why didn't it work?

Once learners have considered these questions, ask them share their ideas in pairs, and invite them to discuss what might have made the solution more effective.

# Transformation

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## Understanding one's personal agency

### INDIVIDUAL AND COLLECTIVE ACTION

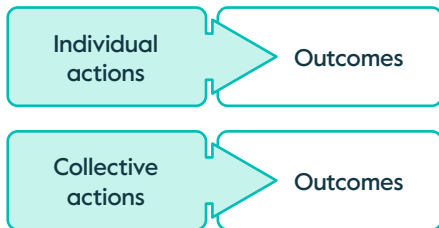
When starting sustainability activities and projects in class, encourage learners to think about what action they can take in relation to the issue, both individually and as part of a group. Use a table like the one here for them to organise their ideas, and encourage them to break down the actions into practical steps.

	 Individually	 Collectively
 Action		

## Understanding the relationship between agency and outcome

### ACTIONS AND OUTCOMES

When exploring sustainability issues in class, ask learners to research and identify how individual and collective actions have resulted in positive environmental, social and/or economic change. Use a framework like the one below for learners to organise their ideas and to highlight the relationships between agency and outcome.



## Recognising the potential for collective action to enact and amplify change

### COMPARING OUTCOMES

When learners discuss sustainability problems and issues in class, invite them to think what individual actions and collective actions people can take. Elicit ideas and write these on the board in two columns (individual actions/collective actions). Then, ask learners to think about what the outcomes of each of these actions might be. Put learners into small groups and give each group a copy of the framework below. Ask groups to make notes about actions and outcomes on the left side of the framework, and then compare and contrast the outcomes by identifying similarities and differences. Finally, have groups share and discuss their ideas with the class.





## Inspiring agency in others

### INSPIRE ME!

When learners encounter or identify positive sustainable behaviours and actions, write the following question on the board:

How could you inspire \_\_\_\_\_ to take positive action on this issue?

Choose one of the groups of people from the list below, write it in the gap, and ask learners to discuss their ideas in pairs.

your colleagues / your classmates / your friends / your neighbours / your parents /  
your grandparents / people who are sceptical about this issue /  
people who profit financially from this issue / people who have never heard of this issue

Continue by choosing a different group of people and writing this group in the gap for learners to discuss. (Alternatively, write or project on the board the different groups of people and allow learners to choose.) Repeat this a few times, and then ask learners to think about how and why their ideas might differ for each group of people.

## Appreciating cultural diversity

### CULTURAL VALUES

When discussing sustainability-related issues in class, ask learners to research different cultural values. Ask them to choose one or two different national cultures and research how these cultures might differ in their beliefs, values and principles. Next, ask learners to share their findings in groups, and discuss the following questions:

- What have you found out about this culture's beliefs, values and principles?
- How might this affect the way you work together with them to take positive action?
- What steps can you take to build positive relationships with someone from this culture?

## Encouraging fair, respectful and equitable interaction

### FAIR, RESPECTFUL, EQUITABLE

Begin by writing 'equitable' on the board and eliciting or explaining the meaning (treating everyone fairly or in the same way). Ask learners to give examples of equitable behaviours. Then ask learners to think of and agree on guidelines to make sure that interactions in group work are equitable. Display these guidelines on the wall, and refer to them during group work and projects.

## Promoting social inclusion

### PROMOTING EQUAL OPPORTUNITIES

When discussing sustainability solutions in class, write the following question on the board and discuss as a class:

- How can we ensure that this solution actively promotes peaceful and inclusive\* societies for everyone, regardless of their background?

\*including all kinds of people, from different races, religions, genders, disabilities, etc.

## Encouraging collaborative approaches

### RACI CHARTS

When working on sustainability projects in class, use a [RACI](#) chart to help learners define roles within the project. First, identify the actions (what needs doing) in the project. Then, give each group a copy of the table, and ask learners to answer the questions in relation to actions they have identified.

You can also use a RACI chart to discuss sustainability issues more widely (e.g. when discussing the fashion industry, learners might decide that consumers should be responsible for buying ethical clothing, while companies should be accountable for the impact of their production methods, etc.)

	Action 1	Action 2	Action 3
Who should be RESPONSIBLE? (someone who does the task but does not have to explain their actions, e.g. to the general public)			
Who should be ACCOUNTABLE? (someone who may or may not do the task but who has to explain the outcome – positive or negative – e.g. to the general public)			
Who should be CONSULTED?			
Who should be INFORMED?			

## Acting as a global citizen

### GLOBAL IDENTITY

When learners encounter different countries and cultures in the coursebook, invite them to consider their relationships with, and how they are connected to, these countries/cultures. Ask them to write and illustrate a short paragraph describing these connections, and how these connections contribute to their own identity. Use these questions to guide learners:

- How am I connected to this country/culture?
- What do we have in common?
- What do I value about this country/culture?
- How does this contribute to my sense of identity?

## Holding self and others to account

### RESPONSIBILITIES FRAMEWORK

When starting group tasks and projects on sustainability topics, ask learners to identify the roles and responsibilities of each group member. Ask learners to draw a responsibilities framework, like the one shown here, and have them write the names of their group members in the left column, and their corresponding responsibilities in the second column.

 Group members	 Responsibilities	 Actions	 Justification

At the end of the project, have learners complete the third and fourth columns, reflecting on what actions they and their group members took and giving reasons to justify these.

## Promoting a culture of peace and non-violence

### MEDIATION ROLE PLAY

When learners encounter examples of conflict or disagreement between two people in the coursebook, ask them to role-play a scene in which the characters receive mediation to help resolve the issue. Begin by eliciting or explaining the meaning of mediation (the process of talking to two separate people or groups involved in a disagreement to try to help them resolve or find a solution to their problems).

Invite the class to brainstorm ways to mediate successfully (e.g. listen carefully in order to understand, be respectful and tactful, focus on the future rather than the past, offer multiple solutions). Put learners into groups of three and explain that one learner will play the role of the mediator, who will listen to each person in turn before facilitating a dialogue between them, and the other two learners will play the roles of the two people in conflict. Give learners time to prepare before the role play, and ask groups to give feedback to the class afterwards on whether the mediation was successful and how it could have been improved.



## Taking action towards a sustainable future for all

### PRACTICAL ACTIONS

When discussing environmental, social and/or economic sustainability issues in class, write the words 'Practical actions' on the board. Ask learners to brainstorm ideas for how they themselves can contribute to a more sustainable solution, either within their personal lives or in their study/work contexts.

When learners have brainstormed several ideas, ask them to choose one and discuss how they might implement this by breaking the action down into practical steps. Invite learners to do these actions and report back on how successful they are.