

Sustainability

Framework

for ELT

Teenage 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: Teenage 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

Teenage Learner Activity Cards



CAMBRIDGE

Sustainability




Framework

for ELT

Recognising the environmental, social and economic dimensions of sustainability

PEOPLE; PLANET; PROFIT

When learners encounter situations in coursebook texts (e.g. someone drinking coffee, someone buying a new mobile phone), ask them to think about the situation in relation to people, planet, and profit. Draw a table on the board with three columns, as in the example shown, and write one or two questions in each column (choose from the examples shown, or write your own). Allow time for learners to discuss the questions in groups, and then do some research to find out if their ideas are correct.

 people	 planet	 profit
Who are the people involved in this? How are they impacted by the situation? What about other people in the local/national/global community? Is the situation fair for everyone involved?	What manufacturing might have taken place? What natural resources might have been used? How does this impact on the local and global environment?	Is anyone profiting from this financially? Does this profit impact positively or negatively on local and global communities?

Engaging with information and data relating to sustainability and regeneration

LET'S FIND OUT: WEBQUEST

When discussing a coursebook topic, allow time for learners to research sustainability aspects of the topic. Ask learners to agree on two or three research questions before they carry out their research online, e.g.:

- What are the sustainability impacts of *food/sport/art/fashion/education*?
- What opportunities are there for more sustainable *food/sport/art/fashion/education*?

Encourage learners to search for and use information and data from a range of sources, such as texts, infographics, charts, videos and audio files. Ask them to present the results of their research to the rest of the class.

Identifying and understanding obstacles to sustainability

OBSTACLE COURSE

Explain the meaning of 'obstacle' (something that prevents movement or progress, or makes it more difficult) and the concept of an obstacle course (a race in which runners have to climb over, under or through a series of obstacles). When discussing sustainability-related topics in class, ask learners to identify what obstacles might exist (e.g. what might prevent people from recycling, or why some people might not have access to clean drinking water). Encourage learners to consider a range of different obstacles (e.g. not enough money or people needing more knowledge).

Invite learners to draw a picture of an obstacle course (or even make a model of an obstacle course with cardboard boxes etc.), showing the ideal sustainable situation at the end and the obstacles that need to be overcome along the course. Finally, ask learners to share and discuss their drawings/models in groups and explain what would need to happen in order for these obstacles to be overcome or removed.

Broadening discussion and including underrepresented voices

OTHER VOICES

When learners encounter sustainability-related topics in the coursebook, ask learners to think about what 'voices' are usually heard in relation to the topic (i.e. who usually writes/speaks about this issue)?

Use the following questions as prompts:

- What kind of people usually speak/write about this topic?
- What is their cultural background/level of education/economic status?
- What motivates them to speak/write about this topic?

Next, give each learner a piece of paper and ask them to write the topic in the middle of the page. Ask them to draw three or four speech bubbles around the topic. Then ask learners to identify 'voices' that *are not* usually represented in discussion around the topic (e.g. ethnic minorities/manual workers/children/elderly people, etc.), and to write these in the speech bubbles. What might these voices say? End by asking learners how these voices might be more represented.

Identifying components and their roles within a system

ZOOMING IN

Elicit or explain the concept of a system (a set of things working together). When learners encounter images relating to the environment or society in the coursebook, invite them to identify as many different systems as they can in the image. For example, this might be a transport system, a factory, an energy system, or an employment procedure.

Choose one of the systems learners have identified and encourage them to 'zoom in' and think about it in more detail, by asking questions such as:

- How does the system work?
- What are the parts in the system?
- How does each part connect to other parts?



Finding connections within and between systems

ZOOMING OUT

Elicit or explain the concept of a system (a set of things working together). When learners encounter images relating to the environment or society in the coursebook, invite them to identify as many different systems as they can in the image. For example, this might be a transport system, a factory, an energy system, or an employment procedure.

When learners have identified several different systems, encourage them to 'zoom out' and think about the bigger picture by asking questions such as:

- How are the different systems in the image connected to each other?
- What happens if one of the systems stops working?



Understanding observable and hidden consequences

BEHIND THE PICTURE

When learners encounter images relating to the environment or society in the coursebook, invite them to think about the cause-and-effect relationships in the image. Use the following questions to guide learners' thinking:

- Why is this there? / Why is it happening? (e.g. 'Why is this rubbish here?' / 'Why is this river drying up?')
- How did it get there? / What is making it happen?
- What people were involved in it being there? / What people were involved in it happening?
- What will happen to it afterwards?

Ask learners to draw 'before and after' pictures to help them think about cause-and-effect relationships and possible effects that might not be immediately visible. For example, with an image of a mobile phone, learners might draw a factory worker who can't afford to feed their family if they're not paid a living wage, or they might draw a landfill site in a third world country.

Identifying the potential for alternative outcomes

HOW COULD THIS BE DIFFERENT?

Elicit or explain the concept of a system (a set of things working together). When learners encounter images relating to the environment or society in the coursebook, invite them to identify as many different systems as they can in the image. For example, this might be a transport system, a factory, an energy system, or an employment procedure.

Next, ask learners to think about and discuss the following questions:

- What would happen if one part of the system were different?
- What part(s) of the system would need to change for the system to be more sustainable?
- How would it/they need to change?

Recognising relationships with each other and the wider natural world

RELATIONSHIP JOURNALS

When learners encounter topics related to the environment, people, or money in the coursebook, ask them to think about their relationships and interactions with elements of these topics, and to write notes and observations about this in a 'relationships journal'. For example, learners might write about:

- time they've spent in nature, and what they've observed
- what their relationship is with different aspects of the environment
- how they relate to different people in their local communities and what they have in common
- how they spend their money, where what they spend ultimately goes, and who benefits from it.

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

A WORLD WITH...

When learners encounter a geographic feature in the coursebook (e.g. a forest, ocean, desert, mountain, etc.), ask them to research it online to find out about its ecosystem.

Next, put learners into groups and ask them to choose one part of the ecosystem (e.g. a particular living organism or a part of the physical environment). Write on the board:

'A world with _____ is a world _____'.

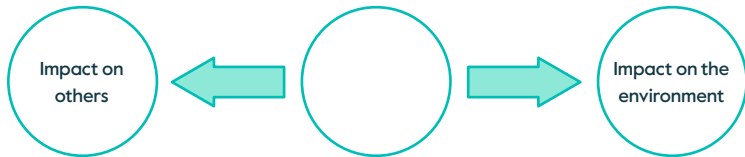
Ask them to write the part they have chosen in the first gap, and to research how it contributes to the ecosystem as a whole, so that they can finish the sentence in as many ways as possible. E.g., 'A world with plants is a world with oxygen'; 'A world with plants is a world with medicine'; 'A world with plants is a world with shelter'.

Allow groups time to research before sharing their ideas. Finally, hold a discussion on ways we might ensure that each part of the ecosystem is protected.

Understanding social and environmental responsibilities

MY IMPACTS

When learners discuss personal habits or behaviours in class (e.g. daily routines or how they spend their free time), ask them to draw a framework like the one below. Ask learners to choose something that they do (i.e. one habit or behaviour) and to draw an icon or sketch to represent this in the central circle. Next, ask them to consider how this behaviour affects other individuals and/or groups of people, and how it affects the environment. Ask them to draw their ideas in the circles on either side. Then they compare and discuss their drawings in groups.



Considering the welfare of present and future generations

LOOKING FORWARD

When discussing sustainability-related issues in class, ask learners to think about how the issue affects people in the world now and in the future. Give learners a copy of the framework below, and ask them to draw or write their ideas in the boxes to show the potential impacts of the issue. Ask learners to consider whether these impacts are positive or negative, and to discuss what might need to change in order for the impacts to be different.



Values

Teenage Learner Activity Cards



CAMBRIDGE

Sustainability

Framework

for ELT

Exploring sustainability beliefs and values

BELIEFS AND VALUES

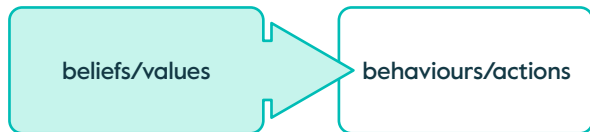
When learners discuss sustainability-related topics in the coursebook, encourage them to explore their own and others' beliefs in relation to the topic. Invite them to consider and discuss the following questions:

- What do I believe about this topic, and why?
- What values do I have in relation to the topic, and how do my beliefs affect my values?
- How might my beliefs and values differ from other people's?
- What do people in my local area usually think about this topic?
- What do people in my country usually think about this topic?

Understanding how beliefs and values contribute to sustainable and unsustainable behaviours

LINKING VALUES

When learners encounter sustainable or unsustainable behaviours in the coursebook, draw or project the framework below on the board.



Invite learners to identify the behaviour or action (e.g. someone recycling packaging, or someone buying second-hand clothing) and write this in the box on the right. Next, ask learners what they think this person's beliefs and values might be, i.e. what do they care about or not care about that makes them behave this way? Ask them to write their ideas in the box on the left, and emphasise the link between the two boxes.

Examining one's own sustainability behaviours

ACTIONS AND CAUSES

When learners discuss different topics in the coursebook, invite them to identify different sustainability aspects relating to the topic and to talk about what actions they take in relation to these. Use the questions below to guide discussion.

- What actions do I take?
- What causes me to do this?
- How could my actions be different?
- What would cause them to be different?

Sharing one's own sustainability beliefs and values

DIFFERENT AUDIENCES

When learners talk about their sustainability beliefs and values, encourage them to consider how what they say might be received by different audiences. Ask them to write one or two sentences explaining their views. Next, write some different situations/audiences on the board, as in these examples:

- a presenter interviewing you on a local radio programme
- someone who is sceptical about sustainability
- a young child who isn't familiar with sustainability

Ask learners to consider how they might explain their views to these different audiences, and how their language might change according to the context. Ask them to rewrite their sentences for different audiences, and to discuss their different versions in groups.

Showing empathy and compassion for all forms of life

‘IF I COULD SPEAK’ VIDEOS

When learners encounter different life forms (e.g. animals and plants) in the coursebook, invite them to imagine what that life form could say if it could speak. Ask learners to work in pairs or small groups to make a short video representing their ideas (e.g. a monologue by their chosen life form). Allow learners to choose or create images to include in their video and to record the audio using their phones.

Understanding human rights and social justice

IS THIS EQUAL?

When learners encounter images of people in different situations, ask them to consider what other people might be connected to the picture (e.g. in a picture of two people in a café: other people connected might be the staff who work in the café, the owner, the company that supplies the coffee, the coffee farmers who grow the coffee, etc.). Ask learners to brainstorm their ideas and write them on the board.

Next, ask learners to consider whether all of these people are treated fairly, and why or why not. Introduce the concept of human rights, and invite learners to consider whether all of the people they have identified have their human rights met.

Engaging in environmental regeneration

OUR REGENERATION PROJECT

When discussing environmental issues in class, elicit or explain the term 'regeneration' (building something back so it is stronger and healthier than before). Ask learners to think about the issue, and elicit practical ideas for how we might encourage regeneration. Set up a class project based on one or more of the ideas to encourage learners to participate in environmental regeneration (e.g. by holding a litter picking event, planting trees, creating educational posters, etc.).

Promoting sustainable development

TELL THE TOWN

When learners encounter sustainability-related issues and solutions in the coursebook, ask them to consider whether everybody in their community is aware of this issue and solution. Put learners into groups and ask them to think of three or four ideas for how they might raise awareness of this issue with different people/groups within their communities (e.g. children, adults, schools, the local council, etc.). When groups have several ideas, ask them to choose one and to develop it further: they can make a plan of action to increase awareness of the issue and encourage positive action.

Recognising and exploring emotions

CLIMATE ANXIETY

Elicit or explain the meaning of climate anxiety (a condition in which someone feels frightened or very worried about climate change). When learners encounter environmental sustainability issues in the coursebook, ask them to discuss the following questions:

- Why might this issue cause people to experience climate anxiety?
- How might climate anxiety influence people's action or inaction in relation to this issue?
- What might be needed in order to reduce climate anxiety around this issue?

Holding and reconciling tensions

I FEEL THIS BUT ALSO THIS

When discussing sustainability topics in class, encourage learners to identify any conflicting emotions 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 about the topic (e.g. 'I feel frustrated that people keep using plastic, but hopeful that this will change'). When learners have identified conflicting emotions, invite them to discuss the following questions:

- How does having conflicting emotions affect what you say and do about this topic?
- How comfortable are you with having conflicting emotions?
- What might make you feel more comfortable?

Demonstrating resilience and adapting to change

FACTS; FEELINGS; RESPONSE

When discussing sustainability issues in class, ask learners to describe how the world has changed and is changing as a result of the issue, and how these changes affects them.

Write the following questions on the board:

- What are the facts about this issue?
- What does this issue make me feel?
- How can I respond to this?

Ask learners to discuss the questions in pairs or groups, and share their ideas with the class.

Generating hope in self and others

REASONS TO BE CHEERFUL

When learners encounter content in the coursebook relating to sustainability issues (e.g. climate change or human rights) ask them to search online for success stories relating to the topic, e.g. how individuals, groups and organisations have taken successful positive action. Ask the class to create a '*reasons to be cheerful*' display on the wall with posters summarising and illustrating the stories they liked most.

Innovation

Teenage Learner Activity Cards



CAMBRIDGE

Sustainability

Framework

for ELT

Critically evaluating sustainability claims

COMPARING INFORMATION

When learners encounter information and claims relating to environmental, social and/or economic sustainability, ask them to search for more information online. Ask them to choose two different sources of information relating to the issue and to identify similarities and differences between the information given. Write the following questions on the board:

- What is the source of each piece of information? Who wrote it and why?
- How reliable do you think the source is? How do you know?

Once learners have considered the questions in relation to the information in the two different sources, ask them to compare and discuss their findings in pairs or small groups.

Seeking out personal, local and global perspectives

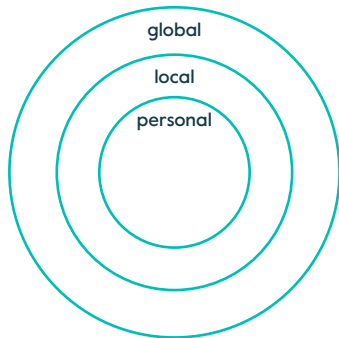
CIRCLES OF PERSPECTIVE

In class discussions on sustainability topics, give learners the framework below and write the following question on the board.

- How does this issue affect you personally?

Ask learners to discuss the question and make notes about their ideas in the centre of the framework. Next, write the questions below on the board and ask learners to discuss and make notes about these in the two outer circles of the framework.

- How does this issue affect local communities?
- How could you find out more about this?
- How does this issue affect the global community?
- How could you find out more about this?



Framing and reframing issues

DIFFERENT LENSES

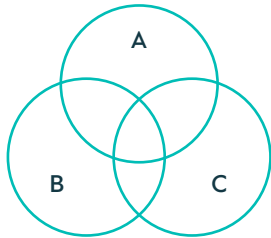
When learners discuss or debate issues in class, encourage them to see things from different perspectives by asking how different communities and/or types of people might view the issue, e.g:

How might (a politician / a single parent / a homeless person / someone in another country or culture / a global corporation) view this issue?

Understanding the bigger picture

VENN COMPARISONS

When discussing sustainability issues in class, put learners into pairs or small groups and give each group a large piece of paper with a three circle Venn diagram, as in the example below. Ask pairs/groups to think about the issue, and to draw a picture of it in circle A.



Next, choose two different people who are likely to have a different perspective to your learners (e.g. an elderly person / someone from a very different culture / someone very poor / wealthy) and write one of these on the board. Ask learners to think about how this person might see the issue, and have them write or draw their ideas in circle B. Repeat with the second person, using circle C.

Finally, ask learners to think about how these views are similar to or different from each other. Ask them to make notes about the similarities in the areas where the circles overlap.

Imagining alternative futures

TWO FUTURES

When discussing sustainability issues in class, ask learners to imagine and discuss a probable future scene or landscape if the issue or situation continues as it is now. Ask them to write a short paragraph describing the scene, or ask them to illustrate it on paper or to create a digital collage of images.

Next, ask learners to imagine a possible alternative future (e.g. if action is taken to try to solve the issue being discussed).

Finally, ask learners to write or illustrate a second scene based on their ideas for a possible alternative future.

Recognising opportunity for positive transformation

ROOM FOR IMPROVEMENT

When learners encounter sustainability topics in the coursebook, ask them to think of ways in which the situation could be improved, and what would be needed for this improvement to take place. Encourage learners to share their ideas in pairs or small groups.

Identifying sustainable alternatives

BETTER WAYS

When discussing sustainability problems with learners, identify an unsustainable practice related to the topic (e.g. plastic straws, fast fashion, nuclear energy) and ask learners whether they know any better, more sustainable alternatives. Ask learners to share their ideas in groups or as a whole class, and then ask them to find more alternatives in a guided Webquest. Give learners specific search terms (e.g. 'sustainable alternatives to plastic straws') to support them in their research.

Innovating for sustainable development

VISUAL ALPHABET

When learners encounter sustainability problems and issues in the coursebook, ask them to create a visual alphabet relating to the problem. First, identify with the class what the sustainability problem or issue is and write it on the board.

Next, give learners a large sheet of paper and ask them to draw 26 boxes – one for each letter of the alphabet. Next, ask learners to draw something in as many boxes as they can that relates to the problem and begins with that letter of the alphabet. You could set a target, e.g. 8–10 boxes. Finally, ask learners to compare their drawings and discuss these questions:

- How did this activity make you think differently about the problem?
- What ideas did this give you for how the problem might be solved?

Tackling sustainability issues and challenges

CHALLENGE, IDEAS & ACTION

When learners discuss sustainability ideas and solutions, ask them to think about and discuss the questions below:

Challenge:

- What is the problem to be solved?
- How do you know it's a problem?
- What do different groups of people say and think about the problem?

Ideas:

- What ideas do you have for solving the problem?
- How might these ideas work in practice?
- How might different groups of people respond to these ideas?

Once learners have discussed the questions, ask them to select one of their ideas and answer the following action questions:

- What action is needed in order to implement this idea?
- Who needs to be involved in implementing the idea?
- How will you know whether the solution has been successful?

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

DIFFERENT IMPACTS

When discussing sustainability solutions in class, write the following words on the board: Race, Gender, Age and Ability. Extend this list as appropriate for your class with other categories from [the Equality Act](#). Put learners into pairs and ask them to think of different types of people in these categories (e.g. Ability: a blind person / a deaf person / someone in a wheelchair).

Focus again on the sustainability solution being discussed. Ask pairs to choose one of the people from the board – someone who they think the solution would affect positively. Different pairs should choose different people. Ask pairs to write a few sentences from the perspective of that person, explaining how the solution affects them. Next, ask learners to choose another person who they think the solution would affect negatively; they then write a few sentences from the perspective of that person. Finally, invite pairs to read their texts aloud, and discuss as a class whether the solution is fair for all.

Justifying decisions and solutions in relation to their sustainability impact

NECESSARY, VALUABLE, EXCITING

Elicit from learners the meanings of 'necessary', 'valuable' and 'exciting' and ask for some examples of these adjectives in use. When learners generate ideas for sustainable solutions or alternatives, ask them to examine and justify their ideas by discussing and completing the following sentences:

- This is necessary because ...
- This is valuable because ...
- This is exciting because ...

Invite learners to research and explore the [United Nations Sustainable Development Goals](#) to help them identify how their proposed solutions might contribute to a more sustainable outcome.

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?

Transformation

Teenage Learner Activity Cards



CAMBRIDGE

Sustainability

Framework

for ELT

Understanding one's personal agency

WHAT I'M BRINGING

When you begin sustainability activities and projects in class, write the questions below on the board and ask learners to write down their ideas.

- What knowledge, experience and abilities can I contribute to the activity?
- What will I do, and how will I do it?
- What impact will my actions have?
- How will my actions contribute to the overall outcome?

Once learners have written down their answers, ask them to share what they have written in groups, and respond to each other's ideas. Learners then rewrite their answers to include any suggestions or changes made by their group.

Understanding the relationship between agency and outcome

I CAN'T... BUT I CAN...

When learners discuss sustainability problems and issues in class, invite them to think about what they are able to do and not able to do in order to help resolve the issue or solve the problem. Write the sentence stems (beginnings of sentences) below on the board and ask learners to complete the sentences before comparing their ideas in groups.

- I can't...
- But I can...
- And if I do, then...

Recognising the potential for collective action to enact and amplify change

COLLECTIVE ACTION SCRAPBOOK

When learners encounter examples of collective action (people working together to achieve a common objective) in the coursebook, ask them to consider how the outcome may have been different had people been working individually. Ask learners to write and illustrate a short summary describing how people working together led to a more positive outcome.

During a course, ask learners to collect their examples and summaries in a class 'collective action scrapbook'. Extend the activity by inviting learners to research and identify further examples to add to the scrapbook.

Inspiring agency in others

HOW WOULD YOU SAY THIS?

When learners encounter or identify positive sustainable behaviours and actions, ask them to write one or two sentences to persuade another person to take similar positive action. Ask them to share their sentences in class.

Next, ask them to adapt their text for a different audience (e.g. someone sceptical about the issue / someone who profits from the issue / someone who has never heard of the issue), and compare their sentences again.

Finally, discuss as a class the importance of adapting what we say or write to persuade or inspire different audiences.

Appreciating cultural diversity

DIVERSITY TIMELINE

Encourage learners to appreciate cultural diversity by asking them to draw and illustrate a personal timeline of events and experiences in their lives that taught them about diversity.

Write the questions below on the board to guide learners:

When was the first time you...

started learning another language?

met someone from a different country?

travelled to another country?

spent time with someone from a different culture?

noticed a situation you believe could have been related to prejudice?

Once learners have created their timelines, ask them to share them in pairs, and discuss how their experiences have helped them to appreciate and celebrate diversity.

Encouraging fair, respectful and equitable interaction

ROUND ROBINS

When learners work together in groups on sustainability-related activities and projects, begin by inviting them to discuss the following question:

- How can we ensure that everyone's voice is included in group work?

Elicit some ideas, and then write the words 'Round Robin' on the board. Explain that in a 'round robin' each member of a group is invited to speak once before anyone may speak a second time; this makes sure that every voice is included. During group activities, remind learners to use the 'round robin' procedure.

Promoting social inclusion

HOW COULD WE INCLUDE...?

When discussing sustainability solutions in class, write the following words on the board: Race, Gender, Age and Ability. Elicit or explain the meaning and ask learners to give you examples of different types of people in these categories (e.g. Ability – a blind person / a deaf person / someone in a wheelchair). Then ask learners to think about how we could make sure that the solution does not exclude any of these different types of people.

Encouraging collaborative approaches

EVERY PERSON, EVERY STEP

In sustainability tasks or projects ask learners to identify the steps involved and to consider how every person in the group will contribute at each stage. Use a framework like the one below to help learners plan. Ask them to describe the task or project steps in the arrows, write each group member's name in the speech bubble and how each group member will contribute.



Acting as a global citizen

GLOBAL CONNECTIONS

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. Use these questions to guide learners' thinking:

- How am I connected to this country/culture?
- What do we have in common?
- What do I value about this country/culture?



Next, give each learner an enlarged copy of a world map, and ask them to make notes or sketches in the appropriate place on the map which describe their connections. Ask learners to add to their maps during the course.



Holding self and others to account

ACCOUNTABILITY FRAMEWORK

Elicit or explain the meaning of 'accountable' (you are accountable when you are responsible for doing something and you must explain to other people what you did and why you did it). After group sustainability tasks and projects, ask learners to complete an accountability framework like the one shown here. Learners can then reflect on and justify their actions in groups, and then share their thoughts in class.

 My responsibilities	 What I did	 Why I did it

Promoting a culture of peace and non-violence

ESCALATE/DE-ESCALATE

When learners encounter examples of conflict or disagreement in the coursebook, ask them to brainstorm ideas for what might escalate the conflict (make it more serious or problematic). Write these on one side of the board. Then, ask learners to brainstorm ideas for how the conflict might be de-escalated and resolved in a peaceful, non-violent manner. Write these on the other side of the board. Encourage the class to make the de-escalation list longer.

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.

When learners have brainstormed several ideas, ask them to choose one and discuss how they might implement this, by breaking the action down into a series of practical steps. Invite learners to actually carry out these steps and report back on how successful they were.