

SJELT VOLUME II

WEBINAR 1: ENVIRONMENTAL EDUCATION

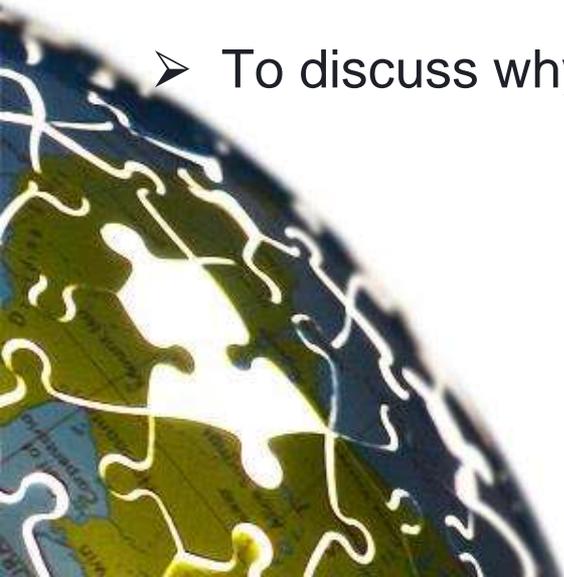
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OBJECTIVES

- To get to know each other
- To discuss **sustainable development** and UN's global goals
- To review several concepts/issues in relation to **social justice language teaching**: lesson planning, instructional materials and textbook analysis
- To discuss why environmental education is a social justice endeavor



Getting to know each other

- Your name
- School
- Reasons for being interested in social justice issues or this project
- Something to remember you by



What They Did Yesterday Afternoon

...

later that night
i held an atlas in my lap
ran my fingers across the whole world
and whispered
where does it hurt?
it answered
everywhere
everywhere
everywhere.

[Warsan Shire, 2011](#)



What are some problems we face in our world?



Do you ever stop and think
what you are doing [on earth] is
sustainable?

What is sustainable
development?



<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

<https://education.microsoft.com/courses-and-resources/courses/SDG>



Numbers in action:

https://www.youtube.com/watch?v=Mdm49_rUMgo

Our webinar themes

- Environmental education
- Gender equality
- LBGTQ inclusive pedagogy
- Peacebuilding and immigration



Social justice curriculum

- Lesson planning
 - Content
 - Classroom activities
 - Materials development, evaluation and adaptation



LESSON PLANNING

Learning activities

1. What kinds of *authentic materials* do I have access to that might support the activity? How can students learn from those materials?
1. What *modes of communication* (Interpretive, Interpersonal, and Presentational) are students using in these activities? Is there a good variety?
1. What *components of culture* (products, practices, and perspectives) are students examining in these activities? Is there a good variety?
1. What *models of classroom organization* (whole-class, individual, groups, pairs) are used in these activities? Is there a good variety?
(Glynn, Wesely, & Wassell, 2014, p. 55)



Modes of communication

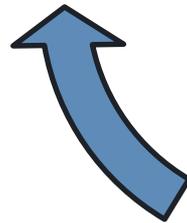
e.g., Engaging in conversations, providing and obtaining information, expressing feelings and emotions, and exchanging opinions

Interpersonal



e.g., contextual guessing, hypothesizing, and confirming and revising those as one builds meaning

Interpretive

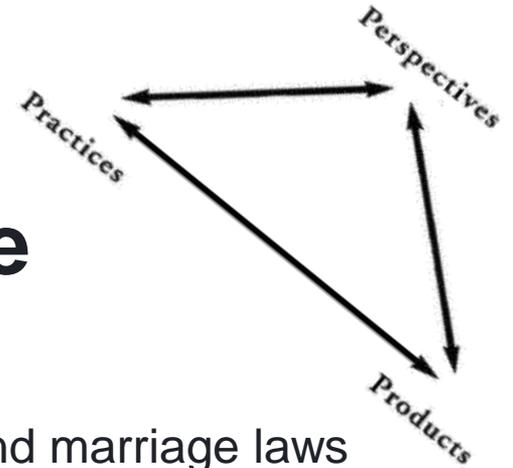


Presentational

e.g., Presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics



Components of Culture



Perspectives (i.e., attitudes and values):

- The evolution of beliefs about homosexuality and marriage laws in the target language cultures

Practices that arise from how people interact:

- Language usage and its implications in specific contexts (schools, jobs, etc.)
- Ways that communities express themselves in the face of oppression

Products that focus on access to and relationships with tangible and intangible resources:

- The ways that laws on immigration shape decisions made by individuals

Social justice activities

- Problem posing activity
- Action-oriented activity
- Text analysis



Problem-posing activities

- Activities focusing on discussion, critical inquiry, and interactive participation
 - Transformative questions
 - Essential questions



Transformative questions

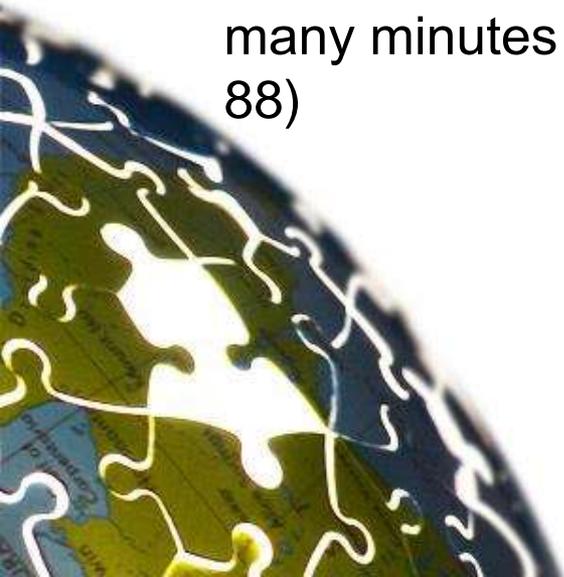
- E.g., asking students to rewrite the text utilizing characters that speak to their personal experiences so as to promote alternative perspectives.
 - In what way could the story have been told differently and from whose perspective?



(Harven & Gordon-Biddle, 2016, p. 163)

Essential questions

- invite students to consider subject matter from multiple, often conflicting viewpoints and do not have simple, declarative answers
- “How would life be different if we couldn’t measure time?” vs. “How many minutes are there in an hour?” (McTighe & Wiggins, 2004, p. 88)



Action-oriented activity

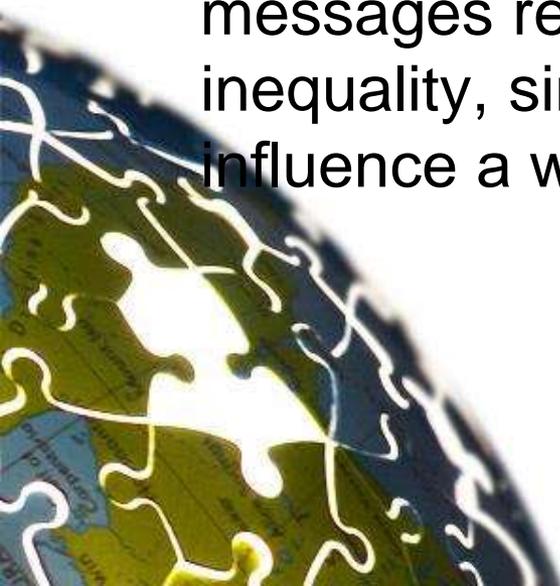
- Emphasis on being agents of social change
- To encourage students' desire to examine and reform social situations, while also encouraging their active citizenship
 - the class collectively writes a letter to the principal to demonstrate support for anti-bullying in schools



Text analysis activity

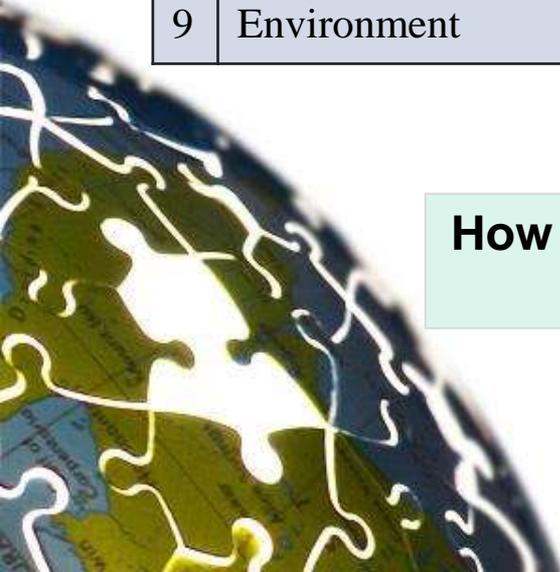
- Purpose: Critical literacy (CL)
- CL: the practice of challenging texts through a critical analysis (Frey & Fisher, 2005, p.1)
- Readers are encouraged to examine all texts for messages related to power, privilege, and social inequality, since social, cultural, and historical factors influence a writer's position.

(Harven & Gordon-Biddle, 2016, p. 163)



Common themes that occur in traditional textbooks

#	Themes	Topics
1	School	classes, supplies and materials, schedules
2	House	furniture, rooms, chores
3	Clothing	shopping, clothing items, colors, styles
4	Health	Illnesses, going to the doctor
5	Travel	Hotel, transportation
6	City	Places found in a city, leisure time activities
7	Education and Work	Professions, education system
8	Relationships	Family, friends, marriage, divorce
9	Environment	Recycling, responsibilities, natural and manmade disasters



How do you think you can integrate environmental education into these themes?

Table 21.1. Environmental Angles to Supplement Traditional ESL and EFL Topics

Traditional ESL/EFL Topic	Environmental Angle
Transportation	Carbon emissions Car-free cities
Food	Industrial agriculture and meat production Organic and community gardening Genetically modified organisms
Tourism	Environmental impacts of traditional tourism Ecotourism Local green directory
Business	Sustainable business case studies Environmental impacts of famous companies True cost economics
Marketing	Greenwashing Label reading
Art/Literature	Representations of nature Ecohumanities
Psychology/Sociology	Consumerism and mental health Nature-deficit disorder
Health	Effects of pollution/indoor air pollution Effects of biking, walking vs. driving Effects of eating less meat/processed food
Weather	Climate change Use of climate control
Technology	Mining precious metals Recycling and disposal of toxic materials
Hobbies/Interests	The prevalence of consumption-based hobbies Environmental impacts of different hobbies
Housing	Environmental footprint Average house size around the world Natural building/Green building

Integrating environmental education into coursebooks



A globe of the Earth is shown in the bottom-left corner, composed of puzzle pieces. A white, tangled, web-like pattern of plastic pollution is overlaid on the globe, extending across the top and right sides of the image. The globe shows continents in yellow and green and oceans in blue. The text is positioned in the upper right quadrant.

Why is environmental
education a social justice
endeavor?

The economic injustice of plastic:

https://www.ted.com/talks/van_jones_the_economic_injustice_of_plastic

Environmental justice

- the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.



Environmental laws and policies

- Who is making them? Who is speaking to the mike?
- Who are they protecting?
- Whose voice is included? Whose silenced?
- Who is facing these environmental hazards and challenges?
- Who is left from decision-making processes?
- Who receives the most help?



How does a teacher get students to think critically about environmental events and help them become agents of social change?



Greta Thunberg's full speech to world leaders at UN Climate Action Summit:
<https://www.youtube.com/watch?v=KAJsdgTPJpU>



Suggestions for Teachers

- should highlight connections between environmental issues and students' everyday actions
- can give students the freedom to select some of the course content,
- can embed environmental issues into lessons seamlessly, not necessarily sparing new units or stand-alone courses for them.

e.g., A textbook reading profiling the offerings at McDonald's in different countries (Hartmann & Blass, 2007, p. 95) could be supplemented with information on the environmental cost (deforestation, water consumption, pollution) of industrial beef production.



Suggestions for Teachers

Challenge: Lacking knowledge about environmental issues to teach them effectively

English language teachers:

- cover content outside of expertise (e.g., art, science, food, and history),
- are not responsible for providing all the answers,
- should design language learning activities for meaning co-construction and engagement in research,
- should acknowledge the limits of their own knowledge to model lifelong learning,
- should accept environmental issues as the concern of everyone but not merely as the duty of experts to solve (Royal, 2016, p. 281)



Breakout Sessions:

- Watch the video at the following link and create a language learning activity related to this video:

<https://www.youtube.com/watch?v=ArYLGNe-jCA>



Blog reflection # 1:

Examine the textbook that is used in your Practicum class, or the one you are using in your classes.

- Write down some of its features (e.g., chapter sections, activities, supplemental materials) that you feel particularly support social justice education, particularly in relation to [but not limited to] environmental education and environmental justice.
- Write down features that you think would be more difficult to adapt to support social justice education.

<http://www.socialjusticeinelt.com/Home/Stories>

Due: 11/30/2019



Lesson plan # 1:

Environmental education

- Using the template posted on Google Drive, you will create a lesson plan relating to each one of the projects' critical themes. You will post your lesson plans onto Google Drive. These lesson plans will then be reviewed by the project team and the English language specialist. You will revise these lesson plans and repost them to Google Drive.
- Please see Google Drive for:
 - Lesson plan checklist
 - Lesson plan template
- **Due: 12/7/2019**





RESOURCES

Social Responsibility Project Idea

Food

- Natural food stores, restaurants featuring local or organic cuisine, vegan or vegetarian restaurants, farmer markets, community supported agriculture programs

Waste Disposal

- Recycling facilities and local policies, procedures for disposal of hazardous materials (batteries, technology, electronics, paint and toxic chemicals, etc.)

Shopping

- Secondhand stores, pawn shops, online resources (Freecycle, Craigslist, etc.), ecofriendly stores

Transportation

- Public transportation, bicycle shops, pedestrian and bicycle routes and laws

Entertainment

- Parks, community gardens, museums, concerts and performances, other free or low-cost activities that do not involve consumption

**More on
Google Drive**

Sample Lesson Plans

- [Advanced Learners](https://sharemylesson.com/todays-news-tomorrows-lesson/human-geography-lesson-why-one-third-marshall-islands-has-left-us)
<https://sharemylesson.com/todays-news-tomorrows-lesson/human-geography-lesson-why-one-third-marshall-islands-has-left-us>
- [Young Learners:](https://sharemylesson.com/teaching-resource/earth-day-collection-300316)
<https://sharemylesson.com/teaching-resource/earth-day-collection-300316>



News stories that can be used for discussion or in lesson plans

- **Climate Change Is Strengthening Typhoons, Hurricanes and Cyclones. The US Isn't Paying Attention. - Union of Concerned Scientists**
<https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapple.news%2FApuIRPQW2Nz60Bw0ICt7hqQ&data=02%7C01%7Cdortactepe%40miis.edu%7Cb31aa168372e440987eb08d6685ccf4e%7Ca1bb0a191576421dbe93b3a7d4b6dcaa%7C1%7C0%7C636811145168317204&sdata=pDp%2BLr8%2BB2Q6aF2uosWkZUcNcwtmeoRXfcEHsPPuqDU%3D&reserved=0>
- **See how much warmer winters in U.S. cities could be by 2050 - Vox**
<https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapple.news%2FAnJWsneHCSQOZfcgsGbRePA&data=02%7C01%7Cdortactepe%40miis.edu%7Cb31aa168372e440987eb08d6685ccf4e%7Ca1bb0a191576421dbe93b3a7d4b6dcaa%7C1%7C0%7C636811145168317204&sdata=Fh0qdERsrqWqOeBMXcrRJzabDYnMgAa04MNN1HUIXpE%3D&reserved=0>



Environment-friendly links

- **What are GMOs?**

<https://www.motherjones.com/environment/2013/08/what-are-gmos-and-why-should-i-care>

- **Recycling in Turkey:**

<https://www.pagev.org/turkiye-de-plastik-geri-donusumu-avrupa-nin-odaginda>

- **Why is sharing important?**

https://www.nytimes.com/paidpost/maven/why-sharing-is-the-future-of-your-city.html?cpv_dsm_id=191651511&sr_source=lift_pocket&tbs_nyt=2018-nov-nytoffsite_pocket-firefox



Free webinar

- <https://hub.aashe.org/browse/video/16618/Beyond-Doom-and-Gloom-Include-Solutions-to-Climate-Change>



Other resources

- Brown, H. D. (1991). 50 simple things you can do to teach environmental awareness and action in your English language classroom. *Language Teacher*, 15(8), 4-5.
- Cates, K., & Jacobs, G. M. (2006). Global issues projects in the English language classroom. In G. H. Beckett & P. C. Miller (Eds.), *Project-based second and foreign language education: Past, present, and future* (pp. 167-180). Greenwich, CT: Information Age.
- Jacobs, G. M. (1993). *Integrating environmental education in second language instruction*. Singapore: SEAMEO Regional Language Centre.
- Hauschild, S., Poltavtchenko, E., & Stoller, F. L. (2012). Going green: Merging environmental education and language instruction. *English Teaching Forum*, 50, 2-13.

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- Glynn, C., Wesely, P., & Wassell, B. (2014). *Words and actions: Teaching languages through the lens of social justice*. Alexandria, VA: ACTFL.
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- Royal, D. (2016). We are all environmental educators (whether we knot it or not). In. C. Hastings & L. Jacob (Eds.), *Social justice in English language teaching*. Alexandria, VA: TESOL Press.
- Shire, W. (2011). *Teaching my mother how to give birth* (Mouthmark Series, 10). UK: Flipped Eye Publishing.