



Workshop

Going Green – Exploring Sustainability in Virtual Space

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Registration on the platform

1. Visit the TeachAboutUS Moodle platform at <http://www.teachaboutus.org/>.
2. Create a new account: Click on [Create a new account](#) in the top right box and fill in your personal information.
3. Confirm your registration by clicking on the link in the confirmation e-mail.
4. Log-in on the Moodle platform using your user name and password.

Course enrolment (for the workshop)

- Log in and type in “**XXXXXXXXXX**” in the course search field on the start page and select the course “Going Green Teacher Training 16/17”.
- When prompted to enter an enrollment key, enter “**XXXXXXXXXX**”. You are now enrolled as a teacher in our Moodle course!



I. The e-classroom in a nutshell

1. What is sustainability?

Section 1 serves as a general introduction to the Going Green project curriculum and to the topic of sustainability. This is the general structure of this section:

- WARM-UP: Attitudes and stereotypes
- RESEARCH: The Ecological Footprint
- CULTURE: Local, state, and federal perspectives on sustainability

To learn more about this section and its activities, read the [TEACHING NOTES: “What is sustainability?”](#).

2. Exploring the challenges

Section 2 introduces students to four interesting subtopics of sustainability:

- 2.1 Plastic//Recycle
- 2.2 City//Transport
- 2.3 Food//Sustainable
- 2.4 Fashion//Toxic

Students can choose on which one of these modules they would like to work. The modules all follow the same structure including a warm-up phase, a research task, a case study, and a so-called eco-challenge. In addition, there is a selection of language tasks and exercises for each of these modules.

To learn more about this section and its activities, read the [TEACHING NOTES: “Group work // Exploring the challenges”](#).

3. Your sustainable action plan

Section 3 contains the task description for your course's sustainability action plan. Your students should agree on one topic for the final project – their sustainability action plan. The instructions in the TASK: Sustainability project provide a general structure for your students' work. It leaves enough room for topic choice, use of media, context of the sustainability action plan, and other aspects.

To learn more about this section and its activities, read the [TEACHING NOTES: Your sustainability action plan](#).

4. Tips, Resources, and Tools

This section does not contain any tasks or activities, but can be used as a repository for interesting online tools or additional materials, e.g. the learning tips referred to throughout the Going Green curriculum.

To learn more about this section and its activities, read the [TEACHING NOTES: Language focus](#).

II. A hands-on exploration of sustainability online

Now, you are going to explore some of the activities and learning materials from the Going Green curriculum. The following notes will guide you through the platform.

Task 1: Eliciting and discussing learner attitudes towards sustainability

“ *Everybody has stereotypes and underlying assumptions concerning the topic of sustainability, but also towards the question how our countries – the U.S. and Germany – go about addressing environmental challenges.*

The QUESTIONNAIRE: What are your attitudes towards sustainability? should elicit and make students aware of these stereotypes and activate prior knowledge and assumptions. We suggest that your students fill it out and then discuss the outcomes in class together. If you have the time, why don't you ask your students to summarize their results on a poster? They could review these at the end of the project and reflect upon their changed views and insights.

- Go to section 1 (What is sustainability?), then to the first subsection WARM-UP: Attitudes and Stereotypes.
- Click on the  [QUESTIONNAIRE: What are your attitudes towards sustainability?](#) Take some time to fill it out.
- Study your colleagues' responses. What is this task's potential? How can it be implemented and modified?

Task 2: Defining important terms and concepts cooperatively

“ *At this stage, students will learn what the topic of sustainable development entails. An important part of this is to define the core terminology and concepts necessary to develop a basic understanding of the issue.*

The TASK: The ecological footprint...

- *introduces students to the concept of the ecological footprint and the most important related terms and concepts (step 1),*
 - *asks students to calculate their own ecological footprint and discuss their results critically in a forum (step 2),*
 - *and critically approaches the aspect of CO₂ production of countries and the reasons for the differences we can observe between them (step 3).*
- Go to section 1 (What is sustainability?), then to the second subsection RESEARCH: The Ecological Footprint.
 - Click on the  [TASK: The ecological footprint](#) and browse through the task instructions and materials. Do the following:
 - **1. What is the ecological footprint?**
Watch the videos and take notes of the core concepts mentioned (see keywords). Define at least one of the concepts for your colleagues and enter it into the  [GLOSSARY: Sustainability Lingo](#) (link in task instruction).
 - **2. What is your ecological footprint?**
Click on the link to the footprint calculator and fill out the quiz. Review the statistics for your personal lifestyle. Discuss your result in the  [FORUM: Ecological footprints](#) (link in task instruction), where you will find some guiding questions.
 - **3. Comparing ecological footprints**
Analyze the graph and find out what the possible reasons could be for the different carbon footprints of the selected countries (see task instruction).

Task 3: Exploring the challenges

“ There are many challenges when it comes to sustainable development and they all have some things in common: they don't stop at national borders, they concern our daily lives, and we can't fight them effectively without local approaches.

Section 2 introduces students to four interesting subtopics of sustainability:

- Plastic//Recycle,
- City//Transport,
- Food//Sustainable,
- and Fashion//Toxic.

Students can choose on which one of these modules they would like to work. The modules all follow the same structure (s. below).

- Go to section 2 (Exploring the challenges). Click on the  [GLOSSARY: Political cartoons](#) and browse through the cartoons. There are two cartoons for each of the four subsequent study modules and two more focusing on sustainability and global warming in general.
- Identify the topics addressed in the cartoons and find appropriate (and creative) captions or titles. You can modify, or elaborate on, your colleagues' contributions.
- Finally, select one of the four topics for a deeper focus. In the same section, click on the  [CHOICE: Select a sustainability topic](#) and indicate your choice.

Focus on Fashion//Toxic

“ Everybody uses it, in fact, hardly anyone can live without it: plastic. But our dependence on this material also creates severe challenges.

Learn about a floating field of plastic trash that is four times the size of Germany, and some fascinating campaigns to counter these issues.

Open section 2.1 (Fashion//Toxic) for the following:

Task 4: Warm-up

“ Students are presented with a first glimpse at the module topic so as to activate prior knowledge and language resources, emphasize personal relevance, generate interest, and relate the topic to personal experience. In the introductory task learners are to respond to provocative materials creatively and cooperatively brainstorm ideas that are taken up in the following stages again.

This phase concludes with a quiz consisting of three questions each. This is not necessarily meant to test your students' knowledge, but rather to bring different aspects of the selected study module to their attention, such as curious facts, statistics, and different topic areas.

- In the subsection WARM-UP, click on the  [TASK: Map your clothes](#). Inspect your own clothes' labels and indicate in an online map, where they were produced (see link in task instructions).
- In the same subsection, click on the  [QUIZ: Fashion//Toxic](#) and learn some interesting facts about this topic by answering the questions.

Task 5: Research task

“ Students explore an exemplary issue or challenge connected to the selected module topic in a research task. The information is presented mainly in the form of videos, infographics, texts, and further online media. A research task description directs students through the variety of materials.

In the end, students document their findings (for themselves as well as for their classmates) in the form of a collage or poster, which they should upload into the DATABASE: Collages & posters of research tasks. In this database, students can also comment on each other's products.

- In the subsection RESEARCH TASK, click on the  [TASK: Exploring toxic fashion](#). Browse through the materials. Research the aspects of true cost accounting, fast fashion, and social and environmental consequences using the resources provided.
- Summarize your findings in the form of a collage. Select images from the resources and others on the web. Use the easy to use web-tool Fotor (see link in task instructions). Share your collage in the  [DATABASE: Collages & posters of research tasks](#) (see link in task instructions).

Task 6: Case study

“ The case study lets students learn about one local manifestation of the environmental issue of the module. The case studies combine a critical look at the environmental challenge, its impact on local U.S. communities, and thereby a focus on American culture, as well as possible ways of addressing it politically in the civil society.

In the end, students should discuss their findings in their small group using the forum for this task. These are Q-and-A forums, i.e. they contain three predefined study and discussion questions. Students cannot start new discussion threads here.

- In the subsection RESEARCH TASK, click on the  [TASK: Toxic fashion – and its alternatives](#). Take a look at option 2 focusing on the Triangle Waist Company factory fire in New York City in 1911. Using the resources provided, research this incident. What is its legacy?
- You can summarize and document your findings in an annotated, illustrated timeline. See the task instructions for links to useful web-tools.

Task 7: Eco-challenge

“ Students now progress from the general module topic and its representation in the U.S. to their own local environment. The eco-challenge bridges both cultures in a research- and process-oriented manner. Students are asked to analyze how the module topic affects their local community (town/city, neighborhood, family, friends, school, etc.). This can be done, e.g., by doing an experiment, conducting interviews, administering a questionnaire survey, taking photos or recording a video, etc.

- In the subsection, ECO-CHALLENGE, click on the  [ECO-CHALLENGE: Fashion/Toxic](#) and review the task instructions.
- Get together with your colleagues and develop a possible concept for such an eco-challenge that could also be performed by your students in their communities. Potential aspects to consider: What challenge or question do you want to target? Which research method(s) do you wish to apply? How will you document your approach and findings?

Task 8: Language focus

“ Going Green will be implemented in various contexts, i.e. different goals, state and school curricula, time budgets, EFL vs. CLIL classes, etc. Thus, tasks and materials for further exploration as well as language-focus tasks/exercises are listed as additional resources for each module. Participants can select these as needed – or you make this decision for your learners, thereby selecting a clear language focus for Going Green.

- In the last subsection, LANGUAGE FOCUS, click on the individual tasks to explore opportunities for incorporating explicit and creative language study in this content-based approach. The tasks for each of the four parallel subtopics of sustainability include:
 -  [TASK: Language and culture mediation](#)
 -  [TASK: Vocabulary](#)
 -  [TASK: Write a blog post or newspaper article](#)
 -  [TASK: Cartoon analysis](#)

Developing a sustainability action plan with local relevance

Task 9: Developing a sustainability action plan

“ The core idea is that learners will take up one aspect they encountered in the eco-challenges (or even a new one), identify the underlying problem, develop ideas for a solution as well as indicators for evaluating their success and collaboratively plan their project. The final step will be to project or pilot the action plan's implementation in their environment (course, school, town etc.).

- Go to section 3 (Your sustainability action plan) and click on the  [TASK: Sustainability project](#).
- Together with your colleagues, develop a draft for a potential sustainability action plan. The following “six steps of future problem solving” will have to be considered:
 1. Identifying possible causes and effects of a problem
 2. Identifying the underlying problem
 3. Brainstorming potential solutions
 4. Developing criteria for evaluating solutions
 5. Evaluating solutions to determine the best one
 6. Developing an action plan

Register your own e-classroom:

To register your own e-classroom, visit www.teachaboutus.org, click on “Request” at the bottom of the page, and fill out the registration form. If you need support regarding the registration, please contact Ms. Katja Krüger (LIFE e.V., eXplorarium, Berlin) at krueger@life-online.de.

You can also access a demo e-classroom without registration (and forward the link to interested colleagues). Simply visit the Teach About US platform (<http://www.teachaboutus.org/>) and click on “Demo” in the Going Green tab.