



EDUCARE & FUTURO

LINGUE STRANIERE

**TRA INNOVAZIONE
E SOSTENIBILITÀ**

(Green) Gifts that Keep On Giving

Nicholas Tims



We're going to be talking about ...

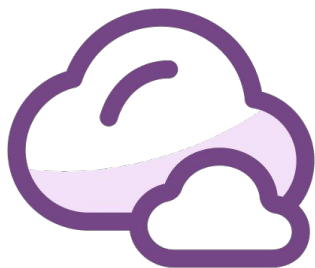
- making learning memorable for students
- the skills needed for lifelong learning
- integrating sustainability topics



(Green) Gifts that Keep On Giving

What words or phrases do you think of when you see the word 'sustainable'?

slido



What words or phrases do you think of when you see the word 'sustainable'?

① Start presenting to display the poll results on this slide.

Learning about sustainability

social

**inequality, human rights,
cultural diversity**

economic

**responsible production/
consumption,
green technology, ...**

environmental

**energy resources, pollution,
ecosystems**

Sustainable Learning in Education (SLE)

**Promote continuous,
deep and memorable
learning**

**Develop lifelong
learning skills**



One definition ...

The intention behind SLE is to create and proliferate sustainable curricula and methods of learning and teaching. These are designed to instil in people the skills and dispositions to thrive in complicated, challenging and ever-changing circumstances, and contribute to making the world a better place.

Hays and Reinders, International Journal of Education, 2020



In other words ...

Sustainable methods of
learning and teaching



Skills and dispositions to thrive in
complicated, challenging and
ever-changing circumstances

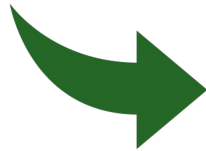


**The world is a
better place!**



In other words ...

Sustainable methods of
learning and teaching



skills and dispositions to thrive
in complicated, challenging and
ever-changing circumstances



make the world a better place!



Unpacking the definition (2): *Sustainable methods of learning and teaching*

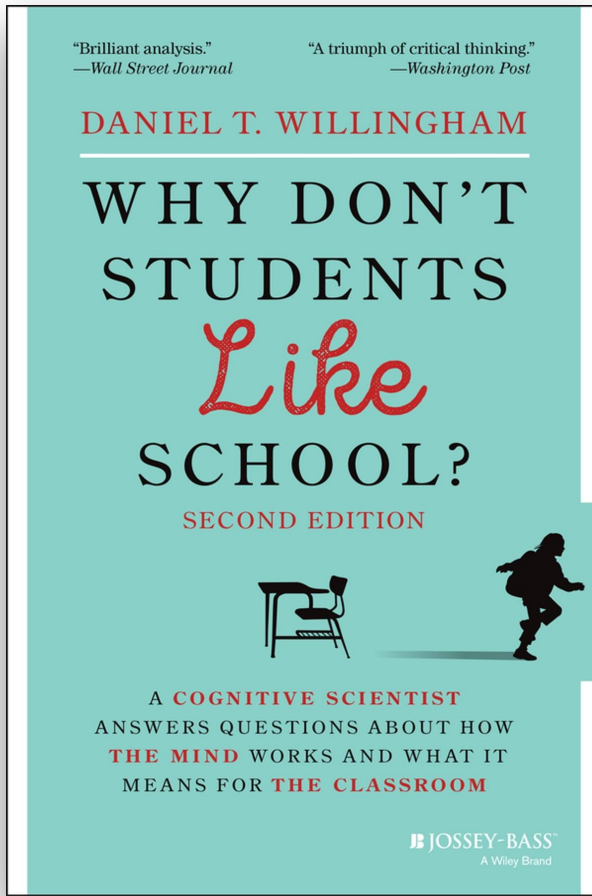
*“The intention behind SLE is to create and proliferate **sustainable curricula and methods of learning and teaching**. These are designed to instil in people the **skills and dispositions to thrive in complicated, challenging and ever-changing circumstances**, and contribute to **making the world a better place.**”*



Unpacking the definition (1): *Sustainable methods of learning and teaching*

“The intention behind SLE is to create and proliferate sustainable curricula and methods of learning and teaching. These are designed to instil in people the skills and dispositions to thrive in complicated, challenging and ever-changing circumstances, and contribute to making the world a better place.”





*'Memory
is the residue
of thought'*



**The more we think
about something,
the more likely we are
to remember it**



(Green) Gifts that Keep On Giving



In pairs. Discuss.

What did you have for...

dinner last Thursday?



lunch on Christmas Day?



Credit: Unsplash.com

Read the text.
Then think about
what it *means*.

?!?!?

Credit: Unsplash.com



(Green) Gifts that Keep On Giving



Getting students to think more deeply

But ... why?

The Western Spotted Skunk lives in a hole in the ground.

Why?

The skunk's hole is usually found on a sandy piece of farmland near crops.

Why?



Credit: DALL-E

Getting students to think more deeply

BIG QUESTIONS

(Green) Gifts that Keep On Giving



Around the world

UNIT 1

Citizenship: Diversity 10 minutes

Ci sono più di 8 miliardi di persone nel mondo. Ci sono quasi 200 nazioni e più di 7.000 lingue. C'è molta varietà nel nostro mondo. Le nostre diversità ci arricchiscono e le nostre somiglianze ci uniscono!

How are we different?

- THINK** Osserva le foto. In quali modi siamo tutti diversi l'uno dall'altro?
- WATCH** Guarda il video. Quali delle tue idee nell'esercizio 1 sono menzionate?
- ▶** Guarda di nuovo il video. Numera le frasi (a-e) nell'ordine in cui le vedi (1-5).
 - Our favourite things are different.
 - Our languages are different.
 - We are from different places.
 - Our personalities are different.
 - Our faces are different.


REFLECT **Citizenship** In quali modi siamo anche tutti uguali?

twenty-nine 29

Getting students to think more deeply

BIG QUESTIONS



- Often involve critical thinking
- Deeper engagement with topic



REDUCED INEQUALITIES

rdi
o.
ietà
stre
ono!

How are we different?

- 1 **THINK** Osserva le foto. In quali modi siamo
- 2 **WATCH**  Guarda il video. Quali delle tue
- 3  Guarda di nuovo il video. Numera le frasi
a Our favourite things are different.
b Our languages are different.
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e Our faces are different.

Getting students to think more deeply

Problem-solving tasks: e.g Escape Rooms



(Green) Gifts that Keep On Giving



Problem-solving tasks: Escape rooms



(Green) Gifts that Keep On Giving

Problem-solving tasks: Escape rooms



(Green) Gifts that Keep On Giving

Problem-solving tasks: Escape rooms



(Green) Gifts that Keep On Giving

Problem-solving tasks: Escape rooms



(Green) Gifts that Keep On Giving

3 Problem-solving tasks: Escape rooms

P

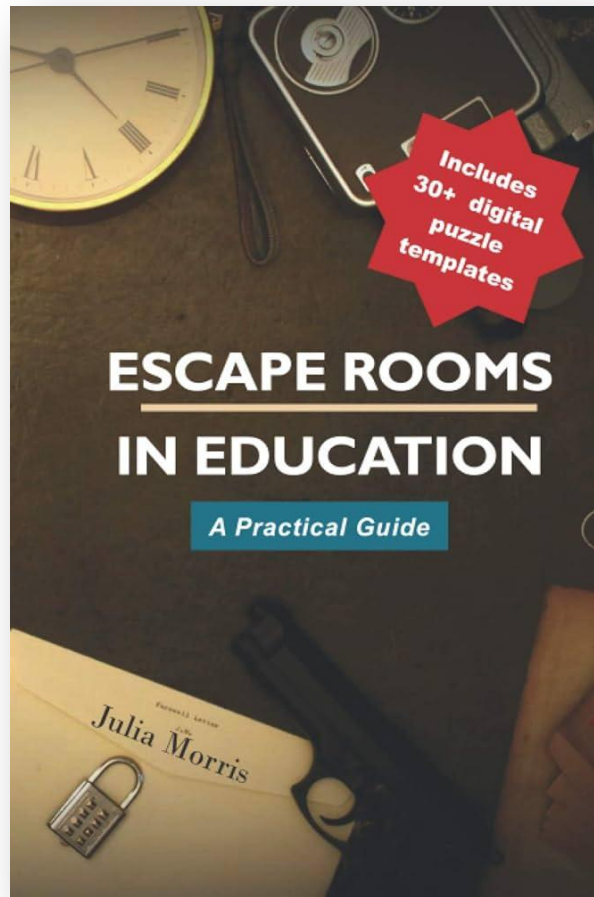


(Green) Gifts that Keep On Giving



3 Problem-solving tasks: Escape rooms

- Engaging
- Collaborative
- *Can* practise speaking skills
- Limited time



Engaging students more deeply ...



better memorization/learning

But ... Why?



Problem-solving tasks

BIG
QUESTIONS

Unpacking the definition (2): *Sustainable methods of learning and teaching*

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What are these skills that students need to 'thrive'?

slido



What are these skills that students need to 'thrive'?

① Start presenting to display the poll results on this slide.

The skills students need to ‘thrive’ ...

- **Learning Skills** collaboration, critical thinking, creativity, communication
- **Life Skills** autonomy, social-emotional, (local and global) citizenship, etc.
- **Literacy Skills** digital, media, visual



These skills in our coursebooks...

Around the world

UNIT 1



Citizenship: Diversity 10 PHOTOS

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twenty-nine 29

These skills in our coursebooks...

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These skills in our coursebooks...

6 Dialogue

Do you have Maths today?



1 **342** Guarda il video. Poi ascolta e leggi il dialogo.

È ora di colazione a casa di Evie e Ollie. Perché Evie è preoccupata?

Dad Do you have Maths today, Ollie?

Ollie Yes, I do. We have it four times a week now. But that's Evie's book. I'm in Year 9...

Dad Evie?

Evie What? Oh, thanks.

Dad What time do you finish school today?

Ollie At 3.30. I don't go to any after-school clubs on Wednesdays. Evie doesn't finish until 4.30. She has drama club.

Dad OK. Work hard!

Ollie Yes, Dad.



2 **343** Ascolta di nuovo e ripeti.

[Il papà di Evie e Ollie esce dalla cucina.]

Ollie Do you want that toast?

Evie No, I don't. Here you are.

Ollie Cheer up, Evie!

Evie It's the concert on Saturday. I've only got two tickets. Hana wants to go with me and she's my best friend. But Jack really likes K-Seven.

Ollie And you really like Jack!

Evie That isn't funny. How do I decide?

Ollie I don't know... but best friends are important, Evie.

Evie Thanks, Ollie.

Dialogue 6

Comprehension

3 **344** Decidi se le frasi sono vere (T) o false (F). Correggi quelle false.

- 1 Dad's got Ollie's Maths book.
- 2 Ollie's in Year 9.
- 3 Evie finishes school before Ollie today.
- 4 Evie has drama club after school today.
- 5 Jack is Evie's best friend.

Everyday English

4 **345** Completa con le espressioni dal dialogo. Poi ascolta e ripeti.

- 1 Su con il morale!
- 2 Che cosa?
- 3 Non è divertente.
- 4 Impegnatevi! / Lavorate sodo!

Dialogue work

5 **346** Abbina le frasi dal dialogo. Poi ascolta e controlla.

- 1 Do you have Maths today, Ollie? a until 4.30.
- 2 What time do you finish school today? b Yes, I do.
- 3 Evie doesn't finish c No, I don't.
- 4 Do you want that toast? d At 3.30.

6 **347** Completa i mini-dialoghi con le parole date. Poi ascolta e controlla.

doesn't finish • don't • Do you • don't go • do you

A Dad What time ⁽¹⁾ finish school today?

Ollie At 3.30. I ⁽²⁾ to any after-school clubs on Wednesdays. Evie ⁽³⁾ until 4.30.

B Ollie ⁽⁴⁾ want that toast?

Evie No, I ⁽⁵⁾ Here you are.

A coppie, recitate i mini-dialoghi.

Speaking

7 **348** A coppie, usate le parole per formare frasi sul vostro orario scolastico.

- | | |
|------------------------|------------------------|
| 1 English / Wednesdays | 4 R.E. / Fridays |
| 2 Art / Thursdays | 5 Maths / Tuesdays |
| 3 History / Mondays | 6 Science / Wednesdays |

A We have English on Wednesdays at 9.30 a.m.

B We don't have English on Wednesdays.



Secondo te, in che modo Ollie mostra empatia verso Evie? Che consiglio le dà?

Empathy

Se vedi che un amico / un'amica o qualcuno nella tua famiglia è preoccupato o giù di morale, è importante ascoltare e cercare di capire come si sente, e se possibile, offrire un consiglio.

Culture

Nel Regno Unito le scuole organizzano attività extrascolastiche e club all'ora di pranzo (lunchtime clubs) e dopo la scuola (after-school clubs). Possono riguardare sport, teatro (drama), informatica o musica.

These skills in our coursebooks...



ME
and YOU

Secondo te,
in che modo

Ollie mostra empatia
verso Evie? Che
consiglio le dà?

Empathy

Se vedi che un amico /
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nella tua famiglia è
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capire come si sente, e
se possibile, offrire un
consiglio.

These skills in our coursebooks...

C

Be a good classmate

1 Help other students.

2 Laugh at classmates when they make mistakes.

3 Put up your hand before you speak.

4 Share your things.

5 Use your phone.

1 **THINK** Osserva le foto (1-5). Segna (✓) quelle che rappresentano esempi di come essere un buon compagno di classe.

These skills in our coursebooks...

Interpersonal skills

- Collaboration
- Respect
- Empathy

Competences for Life

C

Be a good classmate

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1 **THINK** Osserva le foto (1-5). Segna (✓) quelle che rappresentano esempi di come essere un buon compagno di classe.

Creativity skills

Write a sentence
to describe this picture
without using the letter 't'.



Creativity skills

Write a sentence to describe this picture *in the past simple, without using the letter 'd'.*



Collaboration skills

B Compito di Realtà

Task: plan your perfect weekend

Warm up

- 1 Look at the photos. What are the people doing? Which of these things do you like doing?



Preparation

- 3 In groups of four, think of activities that you all enjoy and plan your perfect weekend. Complete the table. You can also look for ideas online.

Perfect weekend planner	Notes
Who's coming?	
What activities are you doing, and where?	
What's the programme?	
What food are you having?	
Do you need any money? How much?	

Projects

So many benefits, but ...

- Motivation
- Time
- Can feel like a HUGE task

Task: plan your perfect weekend

- Break down the project into 3-4 stages
- Do each stage at relevant points in the unit over several lessons

Collaboration skills - Task: plan your perfect weekend

1 Vocabulary

1 go for a run

2 have a (BBQ)

3 go out for a

4 stay at

5 hang out with

6 have a

7 go

8 have a

9 go away for the

10 visit

11 go to a

12 go to the

Can you add more activities?

Vocabulary 1

Weekend activities

1 Look at the photos (1-12). Complete the activities and plans with the words.

barbecue • beach • climbing • concert • friends • home • meal • party • relatives • *zmf* • sleepover • weekend

2 Listen and check. Then listen and repeat.

3 How often do you do the activities in exercise 1? Put the activities in the correct box for you.

every week

go for a run

once a month

once or twice a year

ACTIVITIES

never

other?

go to the beach

(every week in summer)

Speaking

4 In pairs, ask and answer about how often you do the activities in exercise 1.

A How often do you go to the beach?

B We go to the beach every week in the summer. And you?

SAM

SAYS...

Watch Sam's video.

24 twenty-four

Word Bank, pp. 216-217 Workbook, pp. 37-38

twenty-five 25

Collaboration skills - Task: plan your perfect weekend

Vocabulary 1

Weekend activities 

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11 go to a

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A How often do you go to the beach?
B We go to the beach every week in the summer. And you?

SAM SAYS... 

Watch Sam's video.

Word Bank, pp. 214-217 Workbook, pp. 37-38 twenty-five 25

Project Stage 1 (after vocabulary)

1. Introduce the project
2. In groups, students decide:
 - *Who do you want to invite?*
 - *What activities do they enjoy?*
3. Write a longlist of activities your group wants to include

Collaboration skills - Task: plan your perfect weekend

1 Dialogue
We're meeting the others at 4



1 Read, listen or watch.

Hana, Evie and Jack are leaving school. Who is Ollie waiting for?

Evie It's the weekend!
Hana Yeah! We're talking about the school skiing trip in February, I can't wait. I love skiing! Are you going?
Evie No, I'm not. My parents think it's expensive. And I haven't got any ski clothes.
Jack Can you pay for some of the trip? Or the clothes?
Evie I guess so. How much are ski clothes?
Jack I have no idea. Oh, hi, Ollie. What are you doing at the weekend? Are we practising guitar on Sunday?
Ollie I'm going climbing on Sunday. Let's meet on Saturday afternoon.
Evie Who are you waiting for?

Ollie A friend.
Ruby Ollie!
[The friends see Ruby]
Evie Oh no, it's Ruby!
Ruby Come on, Ollie. We're going!
Evie You never go say it's a waste!
Ollie No, I don't! Sc
[Ollie and Ruby leave]
Evie I don't really!
Hana Yeah, she's sc
Jack Well, Ollie li

2 Listen ag

26 twenty-six

Dialogue 1

Comprehension

1 Answer the questions.

- 1 What day is it today?
- 2 What is Hana excited about?
- 3 What do Evie's parents think about the trip?
- 4 When do Jack and Ollie decide to practise the guitar?
- 5 What does Hana think about Ruby?

Everyday English

4 Write the expressions from the dialogue. Then listen and repeat.

- 1 _____ prepotente
- 2 _____ Non vedo l'ora
- 3 _____ sono spreco di soldi
- 4 _____ Non ne ho idea.

5 Read the dialogue again and match (1-5) to (a-e). Then listen and check.

- 1 ... We're a climbing on Sunday.
- 2 ... Are we b go to the cinema.
- 3 ... I'm going c practising the guitar on Sunday?
- 4 ... Who are you d waiting for?
- 5 ... You never e talking about the school skiing trip.

6 Choose the correct alternative. Then listen and check.

Ruby Come on, Ollie! We meet. We're meeting the others at 4.
 @ We're going / We go to the cinema.
Evie You'll never go / don't never go to the cinema, Ollie. You always @ are saying / say it's a waste of money.

In pairs practise the dialogue.

Speaking

7 In pairs, ask and answer about your plans for the weekend. Use these ideas and your own ideas.

go for a run - go to the cinema - have a sleepover - play football / basketball / etc. - stay at home

- A What are you doing on Saturday evening?
- B I'm having a sleepover with some friends. What about you?

Workbook, p. 38

twenty-seven 27

MEET and YOU! How does Jack try to help Evie?
 Se qualcuno ha un problema, ascoltalo. Se puoi, cerca di dare consigli che potrebbero aiutare a risolvere il problema.

Culture
 Nel Regno Unito le scuole spesso organizzano viaggi per gli studenti: visite a siti storici, tornei sportivi o attività sportive come lo sci. I viaggi più lunghi sono organizzati durante le vacanze.

Project Stage 2 (after dialogue)

- Students individually complete grid with activities

Saturday morning	Sunday morning
.....
Saturday lunch <i>have a BBQ</i>	Sunday lunch
.....
Saturday afternoon	Sunday afternoon
.....
Saturday evening	Sunday evening
.....



(Green) Gifts that Keep On Giving

Collaboration skills - Task: plan your perfect weekend

Oral competences 1

Making suggestions

Choose the words. Then watch or listen and check.
sunny • bored • ski • lunch

Evlie I'm ¹....., Hana. Let's make some food and go to the park.
Hana Sorry, I can't. My dad's making ²..... at home. What are you doing this afternoon?
Evlie Nothing.
Hana What about watching a film at my house later?
Evlie No, I want to go out this afternoon. It's really ³..... I know! Why don't we go shopping?
Hana OK. How about going to the sports shop?
Evlie We can look at some ⁴..... clothes.
Hana That's a great idea!

2 Listen again and repeat.

Per dire che non si hanno programmi, si può rispondere con la parola **nothing** (niente).
What are you doing this afternoon?
Nothing.

Key language

Making suggestions
Let's (make some food).
Why don't we (go shopping)?
What about (watching a film) later?
How about (going to the sports shop)?

Accepting	Refusing
OK. / Alright.	Sorry, I can't.
That's a great idea!	No, I want to (go out).

Speaking

3 In pairs, take turns to make suggestions and accept (✓) or refuse (X). If you refuse, say why. Use the Key language to help you.

- play basketball on Sunday morning (X)
- go for a pizza later (X)
- go to the beach at the weekend (✓)
- have a barbecue tomorrow (✓)
- stay at home this afternoon (X)

A How about playing basketball on Sunday morning?

Project Stage 3 (after speaking)

- In groups, students use language of suggestions to negotiate a single version of the chart.

Saturday morning	Sunday morning
Saturday lunch <i>have a BBQ</i>	Sunday lunch
Saturday afternoon	Sunday afternoon
Saturday evening	Sunday evening

Collaboration skills - Task: plan your perfect weekend

Make a difference!

Every year, over 300,000 young people in the UK, between 14 and 25, do a Duke of Edinburgh's Award (DofE). The award programme helps young people to discover their talents, develop new skills and make a difference. There are three levels: Bronze, Silver and Gold. For many, it's a **life-changing** experience.

Part of DofE	What do participants do?
1 Physical	Do a sport or fitness activity
2 Volunteering	Volunteer to help in your community
3 Skills	Learn a new skill
4 Expedition	Plan a trip

Sasha
ar I'm doing
level of the
l. At Bronze,
d has four
rts:

For the ski
become a
Sunday aft
We learn h
emergenc
first aid. N
how to sw

the physical part, lots of people play sports
basketball or football, but I'm not into team

Project Stage 4 (after reading)

- Are you 'making a **difference**' on your weekend?
- In groups, replace one of your activities with an **activity that benefits the community.**

Collaboration skills - Task: plan your perfect weekend

Final Project Stage: Presentation (at the end of the unit)

- In groups, students prepare a 5-10 minute presentation of their perfect weekends.



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A better place ...

UNIT 9 THE NATURAL WORLD

26 World Problems

1 What does the cartoon below suggest to you? Who do you think was responsible for drawing it?



2 a Dr Lawton is an expert on the environment. He is giving a talk on the environment and the individual. Listen to the talk. Which of the following does he mention?

- saving energy
- recycling glass and paper
- acid rain
- joining an action group
- the destruction of rain forests
- the ozone layer
- solar energy
- using lead-free petrol
- buying organic food

b Listen to the talk again and answer these questions.

- List three ways of saving energy
- What are the two advantages of using lead free petrol?
- Which two action groups does he mention?

3 Compare your answers in 2 with another student. Using the information from the talk, design a poster for your college or school with advice to other students who want to help.

Unit 11 Conserving nature

A  B 

2 In which continents, or world do these creatures live?

SAVE OUR PLANET

unit **2**

16 WHO CARES?



12 Watch the video. Then answer the questions.

What do you know about climate change? What problems does it cause?

What's the greenest form of transport that you use?

What materials do you and your family recycle?

VOCABULARY Climate change



(Green) Gifts that Keep On Giving



(Green) Gifts that Keep On Giving



UNIT	Vocabulary	Dialogue
1 Around the world p. 29 How are we different? Workbook p. 43	Countries and nationalities (1) SAM SAYS... Word Bank p. 222 Countries and nationalities (2); Continents	I'm a bit nervo ME and YOU people feel w
2 We're a family! p. 51 What is a family? Workbook p. 65	Family (1) SAM SAYS... Word Bank p. 224 Family (2); Adjectives to describe people	Is dinner read ME and YOU new people
A Competences for Life: Make new friends p. 73		
3 My things p. 77 What are our favourite things? Workbook p. 91	Possessions (1) SAM SAYS... Word Bank p. 226 Possessions (2); Adjectives to describe things	I've got two ti ME and YOU assumptions
4 At home p. 99 What is a home? Workbook p. 113	House and furniture (1) SAM SAYS... Word Bank p. 228 House and furniture (2); Adjectives to describe rooms and furniture	Are there any games? ME and YOU
B Competences for Life: Be ready for school p. 121		

2

We're a family!

p. 51

What is a family?



(Green) Gifts that Keep On Giving



We're a family!

UNIT 2



Citizenship: The role of the family

Al mondo esistono diversi tipi di famiglie, ma tutte sono importanti per gli stessi motivi: ci danno amore, sicurezza e stabilità. La famiglia è fondamentale per la nostra crescita, l'educazione e il benessere.

What is a family?

- THINK** Osserva la foto. In che modo questa famiglia è diversa dalla tua? In che modo è simile?
- WATCH** Guarda il video. Quale famosa famiglia britannica vedi?
- DO** Guarda di nuovo il video. Abbinare le persone (1-5) alla loro traduzione (a-e).

1 partners	a nonni
2 mums	b fratelli e sorelle
3 dads	c compagni
4 brothers and sisters	d papà
5 grandparents	e mamme

REFLECT **Citizenship** Perché la tua famiglia è importante per te?

A better place ...

Mirrors and windows

1. What can you see in the photo that is like a mirror for your life? (It reflects something familiar to you)
2. What can you see in the picture that is like a window onto another culture or way of life? (It shows something unfamiliar to you?)
3. How do the members of your family help you to stay healthy in body and mind?



We're a family!

UNIT
2

Citizenship: The role of the family

3 GOOD HEALTH AND WELL-BEING

What is a family?

1 **THINK** Osserva la foto. In che modo questa famiglia è diversa dalla tua? In che modo è simile?

A better place ... I can't ..., but I can ...

3 Swaps not shops!

Glossary
swaps: scambi
wheels: ruote
size: misura
I'm rubbish at: Sono pessimo a
broken: rotta
already: già

Maya
My offer is... a pair of rollerblades.
I've got two brothers and we're all into skating. We've got a skatepark near our home. It's my favourite place. These rollerblades are blue and white and they've got yellow wheels, but they're small for me now. They're size 37.
Have you got... rollerblades too? Are they size 38? What are they like? Or have you got a small skateboard?

Erik
My offer is... a drum kit!
I'm really into music and I'm in a band with some friends. I've got this drum kit. But I'm rubbish at the drums! I've got a guitar too. It's my favourite instrument. But it's old and it's broken. The drum kit is in good condition.
Have you got... a guitar? Is it electric?

Leah
My offer is... an umbrella and a watch. The umbrella is big and red. It's new! It's a birthday present from a friend, but I've already got an umbrella. This watch isn't new, but it isn't very old. I'm into running and exercise. A fitness tracker is perfect for me now!
Have you got... a fitness tracker? Blue and green are my favourite colours.



A better place ... *I can't ...*, but I can ...



Erik

My offer is... a drum kit! I'm really into music and I'm in a band with some friends. I've got this drum kit. But I'm rubbish at the drums! I've got a guitar too. It's my favourite instrument. But it's old and it's broken. The drum kit is in good condition.

Have you got... a guitar? Is it electric?

A better place ... *I can't ...*, but *I can ...*



Citizenship

Se qualcosa non ti serve più, prima di buttarla via pensa all'impatto sull'ambiente. Puoi scambiarla con i tuoi amici o online? Potresti anche dare gli oggetti in beneficenza o rivenderli. Se devi buttare via qualcosa, assicurati di riciclare il più possibile.

► Che cosa fai con le cose che non ti servono più?

ED. CIVICA

Green Skills



Target

12.5

By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

A better place ... *I can't ... , but I can ...*

- ① I can't *sell my old computer.*
- ② But I can *recycle it.*
- ③ If I do, *I'll save waste.*

A better place ... *I can't ... , but I can ...*

- ① I can't
- ② But I can
- ③ If I do,

What we talked about ...

- ① Making learning sustainable through deeper engagement
- ② Skills our students need throughout their lives
- ③ Integrating sustainability through, e.g. the SDGs



Grazie per l'attenzione!



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