

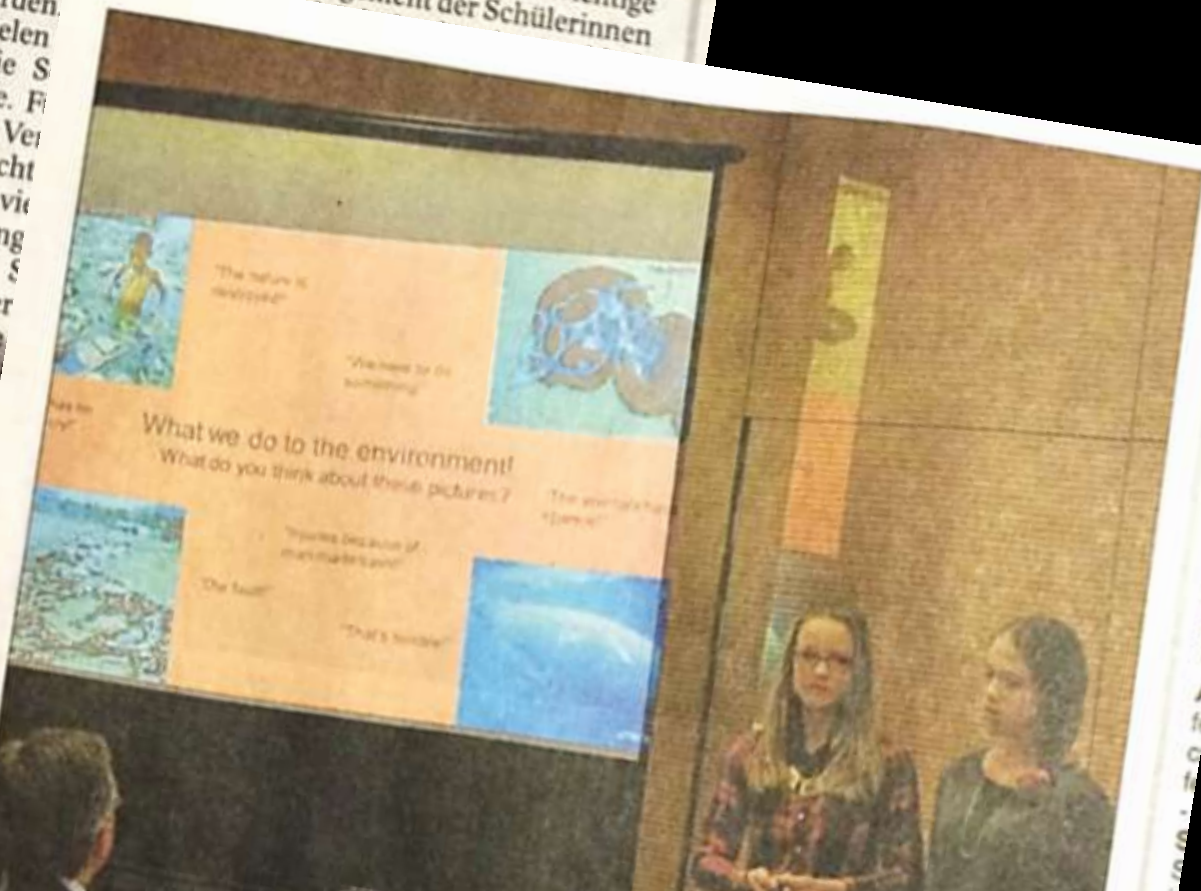
Oft zu viel Verpackung

Schülerinnen präsentieren Projekt im Schulministerium

„Going Green - Education for Sustainability“ (Hin zum Grün - Erziehung zur Nachhaltigkeit) heißt ein transatlantisches gemischtes Lernprojekt, das Schülerinnen und Schülern aus ganz Deutschland und den USA die Möglichkeit bietet, mit Hilfe digitaler Medien gemeinsam an umweltpolitischen Themen zu arbeiten. Die Klasse 9e des Werden Gymnasiums beschäftigte sich im Englischunterricht von Lehrer Karsten Brill über mehrere Wochen mit dem Thema „Nachhaltigkeit“. In insgesamt elf Teams recherchierten die Leutklässler im Internet und vor Ort und entwickelten eigene Aktionspläne. Es entstanden Ideen zu Gemüsegärten in Schulen, alternativen Erholungs- und begrünten Trageanlagen und begrünter Erholungsanlagen auf dem Kennedy-Platz. Drei Schulen aus Nordrhein-Westfalen durften am vergangenen Donnerstag im Schulministerium in Düsseldorf ihre Projekte präsentieren, darunter das Werden Gymnasium. Fünf Schülerinnen (14) und Helen Grafenstraße. Für sie hatten sie Verträge unterschrieben, dass für viel Verpackung verwendet wird. Sie anhand einiger Produkte aus, wie Verpackungsmaterialien, und wie man dies auspacken könnte. Diese Ergebnisse im Ministerium. Eine Power Point vor - natürlich.

Staatssekretärin zeigte sich von den Projektideen beeindruckt und bemerkte, dass die Projekte zur Schule hinaus V

ten. Ich bin zuversichtlich, dass das große und wichtige Engagement der Schülerinnen





GOING GREEN

Education for Sustainability in the EFL and STEM Classrooms



Joannis Kaliampas & Prof. Dr. Torben Schmidt, Leuphana Universität
Spring/Summer 2019

[Create new account](#)[Lost password](#)[Home](#)[The Project](#)[Going Green](#)[US Election](#)[ABOUT TEACH ABOUT US](#)[NEWS](#)[BLOG](#)[PRESS](#)[EVENTS](#)[FAQ](#)

Going Green 2018 - Winners

The Winners

[read more ...](#)

The Project
>> About /
Downloads

ABOUT

Teach About US is an intercultural blended-learning platform and your one-stop destination for innovative project ideas on teaching American studies. We invite teachers and students on both sides of the Atlantic to explore new ways of learning English and to 'go green' together.

www.teachaboutus.org



Election Project 2016 - The award winning student contributions

Mariena Peters | 27 Jun 2018

On November 7, 160 students representing 34 schools from Berlin (18), Brandenburg (9), Saxony (4), Saxony Anhalt (1) Niedersachsen (1), and Mecklenbur ...



Teach About US

Project cooperation:
 U.S. Embassy Berlin (incl. U.S.
 consulates & German-
 American Institutes)
 Leuphana University (Institute
 of English Studies)
 LIFE e.V. / eXplorarium

Project partners:



School projects:

ABOUT		2014	2015/16	2016/17	2017/18
Teach About	students	826	942	278	527
platform an	teachers	123	44	27	44
project idea	courses	58	41	25	43

ject 2016 - The award winning
 tributions

| 27 Jun 2018

0 students representing 34 schools

from Berlin (10), Brandenburg (9), Saxony (4), Saxony
 Anhalt (1) Niedersachsen (1), and Mecklenbur ...



Overview

1. Sustainable development and the U.S.
2. Going Green: Project overview
3. Teaching the Going Green curriculum
4. Project week: Power to the People





1



Sustainable Development in the U.S.

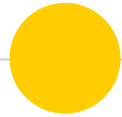
Narratives and counter narratives



Learner attitudes on sustainability in Germany and the U.S.

- **Questionnaire:** Blended learning task in the Going Green curriculum (TASK: What are your attitudes towards sustainability?)
- **Two open-ended items:** *“Think of the U.S. / Germany and its population's attitudes towards the environment. Do you think there is a typical attitude? What words, ideas, or images come to your mind? Give some examples (at least 3).”*
- **Sample:** German Going Green participants in 2016-17 and 2017-18

	courses	students
2016-17	11	104
2017-18	11	123
total	22	227

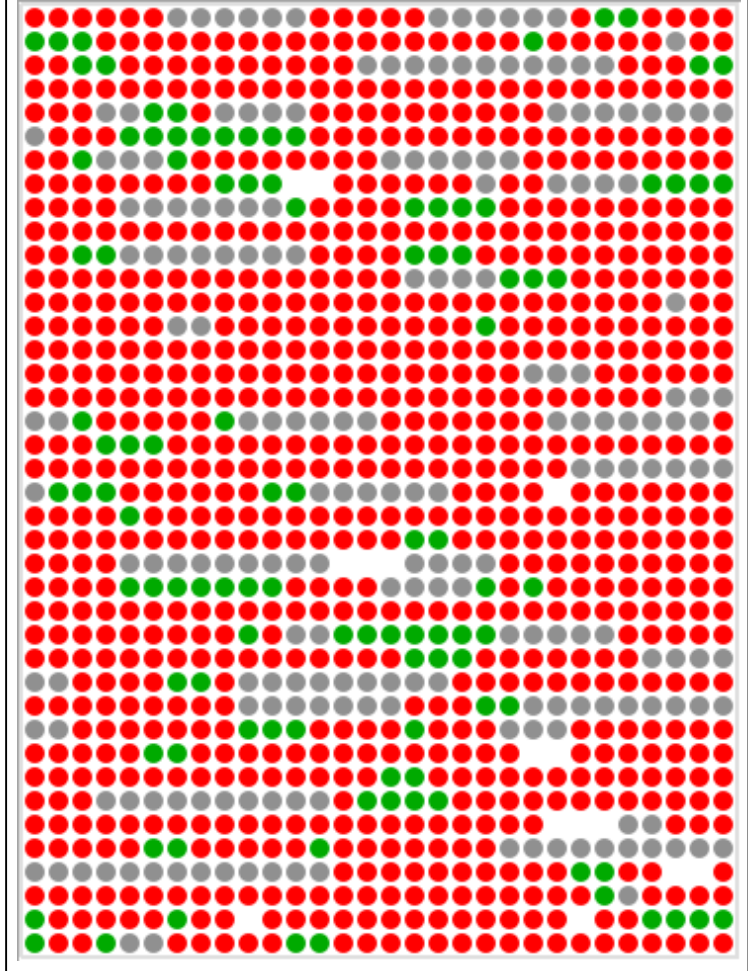


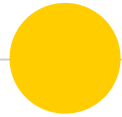
Item 1:

German students' perception of sustainability in the U.S.

code	count
(+) positive attitudes and practices (USA)	68
natural beauty, national parks, wildlife and recreation	21
political activism	19
environmental awareness is increasing in the U.S.	15
technological innovation and renewable energy	8
praise for sustainable everyday practices	4
economy as a driver for sustainable development	1
(-) negative attitudes and practices (USA)	537
unsustainable everyday practices	
mobility	62
littering and/or no recycling	48
nutrition	22
general	19
wasting energy	16
disregarding the problem	
indifference toward sustainability	84
climate change denial	38
U.S. as a self-centered nation	9
unethical or immoral approach to sustainability	9
U.S. economy affects environment negatively	57
political inactivity / lack of political action	55
continued dependence on carbon-based & nuclear energy	48
high population	11
negative consequences as a rationale for sustainability	9
agriculture creates negative environmental impact	7
U.S. sets a negative example for the world	1
(+/-) non-judgmental position (USA)	42
U.S. a pluralist and/or split society	36
everyone should apply sustainable practices	6

Document portrait (MAXQDA):





Item 2:

German students' perception of sustainability in Germany

code	count
(+) positive attitudes and practices (Ger)	439
laws and government action	
Energiewende / nuclear exit	40
recycling regulations	40
government support for sust. development (general)	33
mobility regulations	25
environmental treaties	7
wildlife protection laws	5
renewable energy	89
high(er) level of environmental awareness	78
praise for sustainable everyday practices	57
political activism	29
natural beauty, wildlife, and recreation	12
economy as a driver for sustainable development	12
technological advances and innovation	12
(-) negative attitudes and practices (Ger)	130
unsustainable everyday practices	46
Germans are not doing enough / could do more	25
awareness/practice gap	20
continued reliance on carbon-based energy	17
German economy affects sustainability negatively	14
Energiewende is too ambitious	4
Germany's impact on the world is too small	3
criticism on too much government interference	1
(+/-) non-judgmental position (Ger)	41
Germany as a pluralist society with diverse perspectives	25
other	16

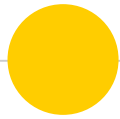
Document portrait (MAXQDA):





Evaluating German and U.S. efforts to go green

Question	Codes	Examples
<p>Germany a 'Muster-schüler' and the U.S. an 'underachiever'?</p> <p>True on the surface, but students' views are more differentiated.</p>	3. non-judgmental position (USA)	<p>"I don't think there is one single mindset in the US, the country is way to diverse for that. There may be two major mindsets, one being that the environment is being destroyed by our actions and we should try to preserve it, the other is that climate change has nothing to do with human behaviour and our actions thus don't matter." [100]</p> <p>"There is, however, a strong divide between the democratic and republican voter (...)." [124]</p>
	6. non-judgmental position (Ger)	<p>⁵Germany has no typical attitude towards the environment as well. It's not black, it's not white ... it's a nuance of grey. Climate Change is a polarized topic." [17]</p> <p>"Here in Berlin there's a lot of trash on the streets and trash bins are always used which shows that people in big cities don't care much about their environment. It might be different for people in the countryside though where there is nearly no pollution. I think there's no typical attitude all people in Germany share." [210]</p>
	2.3 Germans not doing enough / could do more	<p>"Germany wants to rely on renewable sources of energy only in future" [42]</p> <p>"But the scandal of VW or the fact that we buy nuclear power from France shows that these environmental awareness isn't complete yet." [104]</p> <p>"It's a shame we won't reach our target to reduce our CO2 output since we are a rich industrial country which should be an example for the world." [154]</p>
	2.7 awareness-practice gap	<p>"Many at least pretend to be sustainable and as if they want to save the Environment, but many don't really DO anything to Support saving the nature" [2]</p> <p>"We want to keep the sustainability but we also want to be comfortable." [82]</p> <p>"We harm the environment but feel bad about it." [157]</p>



The role of extreme positions in learner perception

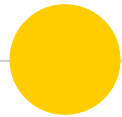
Question	Codes	Examples
What role do fringe positions play in perception? They are represented disproportionately high.	5.9 disregard/indifference toward sustainability	<p>"They don't separate trash, many Support nuclear Energie and drive not sustainable and even use cars for really short ways." [2]</p> <p>"Americans are downplaying the role of the individual in protecting the environment" [15]</p> <p>"I heard in America there are people who polluting the environment on purpose because they want to protest against environmental protection." [11]</p>
	5.9.3 climate change denial	<p>"Denying climate change despite overwhelming scientific evidence is something that is dangerous to the enviroment because it suggests that we can do what we want, because we dont have any influence." [100]</p> <p>"A lot of americans just don't believe in climate change" [204]</p>
	5.4 continued dependence on nuclear and carbon-based energy	<p>"especially in resource gathering, they use frecking to get as much oil as possible to refine and then wasting it on inefficient cars, which leads to extraordinary amounts of air pollution, and many don't seem bothered by this fact" [76]</p> <p>"An extreme example of conservative politic in the US is the building of the Dakota Pipeline through nature and native reservats" [106]</p>
	5.8.4 unsustainable everyday practices / mobility	<p>"When I think of U.S. and environment, the first thing that come to my mind is air pollution. It's let me think so because people convert Pickups to so called Coal Rollers. There aim is to blow a lot of dirt and exhaust fumes in the air. So I think they don't have any responsibility towards environment and sustainability" [89]</p>



The role of government policies in learner perception

Question	Codes	Examples
What role is attributed to federal policies and the government?	1.6 laws and government action	<p>"Even though all companies' primary focus on still on making money, German laws restrict them in the way that they need to meet certain environmental standards." [38]</p> <p>"restrict for CO2 emission, Paris Agreement, environment badge" [55]</p> <p>"We intervene stronger, put positive incentives for lasting management or create regulations which protect the environment better." [143]</p>
	4.3 political activism	<p>"On the other hand, the US has many agencies researching climate change, creating mountains of data supporting their claims." [100]</p> <p>"(...) but also new ideas, progress and engagement of many organisations, companys, citizens etc. towards an sustainable and cleaner society (country of contrasts)" [173]</p>
	5.6 political inactivity / lack of political action	<p>"Trump said that the global change is only a natural phenomena and don't take it seriously." [7]</p> <p>"I just hope Trump isn't going to destroy everything that Obama built up in the last years (e.g. climate protection) ... " [13]</p> <p>"Politics really influences that, e.g. NASA recently got their budget for researching climate change (among other things) cut." [100]</p> <p>"(...) most people tend to a more a ruthless treatment of the environment, due to the lax laws in the US." [144]</p> <p>"Trump left the Paris Climate Agreement, and there are no concrete goals to reduce the impact on the environment." [187]</p>

Students view the U.S. through their 'German glasses' - the role of the federal government is overemphasized.



Making moral judgments

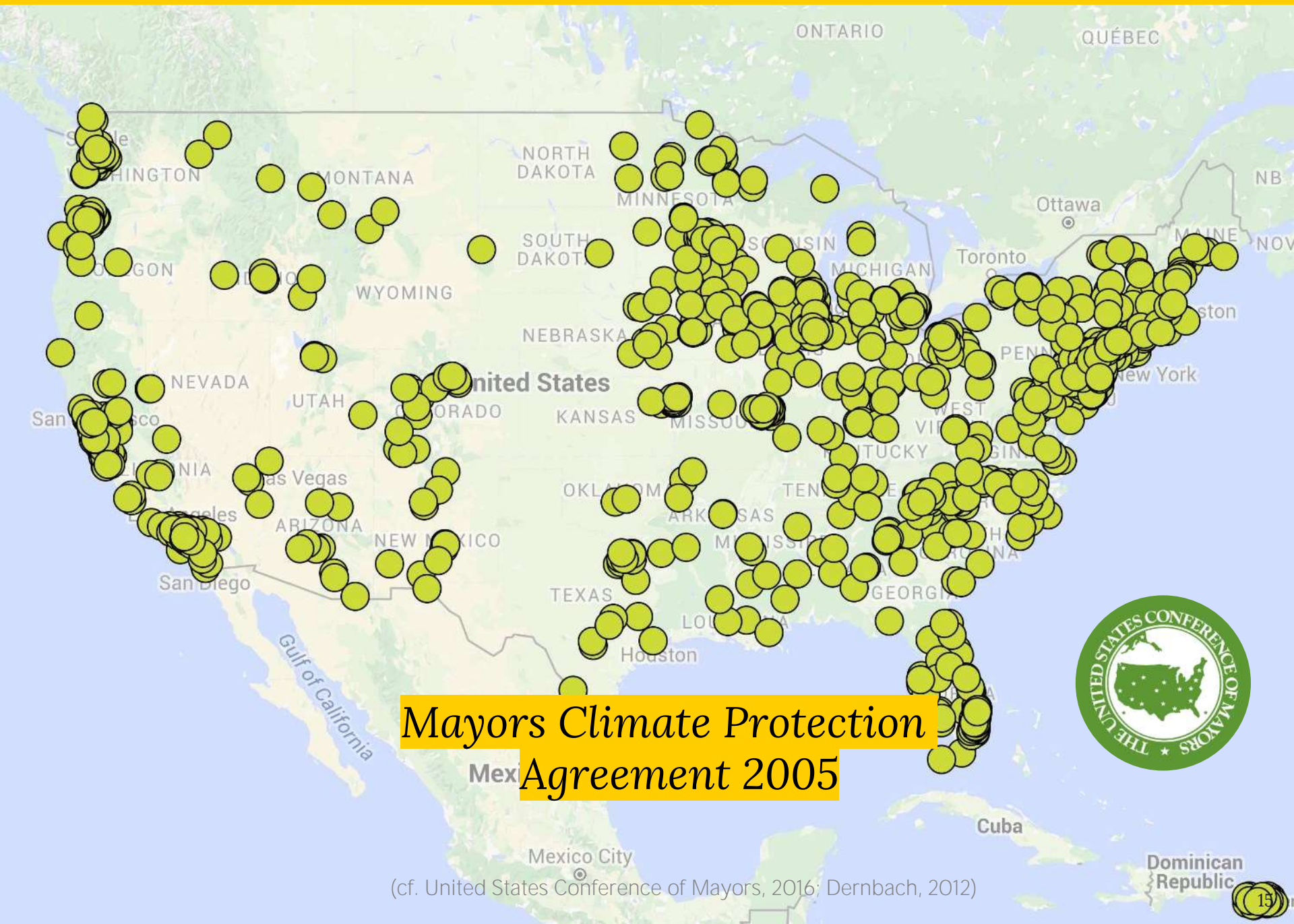
Question	Codes	Examples
	5.9.2 U.S. as a self-centered nation	<p>"America first, no matter what problems are around" [56]</p> <p>"they live like there be alone of the world" [72]</p> <p>"The U.S. has a to large Ecological Footprint per Capita . The U.S. are demanding four times the resources and wastes that our planet can regenerate and absorb in the atmosphere" [226]</p>
What type(s) of judgment do students make?	5.9.1 Unethical or immoral approach to sustainability	<p>"environmelntalsinner and climate change critics" [59]</p> <p>"I think the attitude of the americans is very wrong, especially in resource gathering, they use frecking to get as much oil as possible to refine and then wasting it on inefficient cars, which leads to extraordinary amounts of air pollution, and many don't seem bothered by this fact." [76]</p> <p>"I think thay are irresponsible. Because if i do think about the U.S i think about to mutch of like every thing with that i mean too mutch plastik and to mutch Food than you need." [86]</p> <p>"Atomic war ?! No Problem we love the total destruction. Trash ? Put it in the Ocean so it is not our Problem anymore. Shooting the last buffalo ? Haha that was fun" [134]</p>
Some students adopt a moralizing perspective when describing sustainable development in both countries.	2.7 awareness-practice gap	<p>"The Germans are very arrogant about their "greenness". In my opinion if you look at how politics have dealt with ecological problems so far then there is only one word I can think of: hipocrisy." [124]</p> <p>"political double moral = anti nuclear power meanwhile supporting questionable projects and countrys in the hope of economical progress and advantages" [173]</p>



Areas of significant progress in sustainable development in the U.S.



(based on Dernbach et al., 2009)



Mayors Climate Protection Agreement 2005



(cf. United States Conference of Mayors, 2016; Dernbach, 2012)



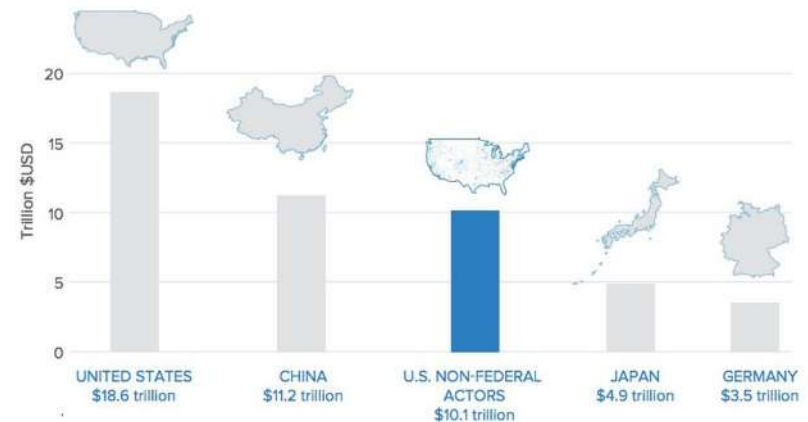
America's Pledge on Climate: "We're Still In"

- 20 U.S. states,
- 110 U.S. cities, and
- 1,400 businesses...

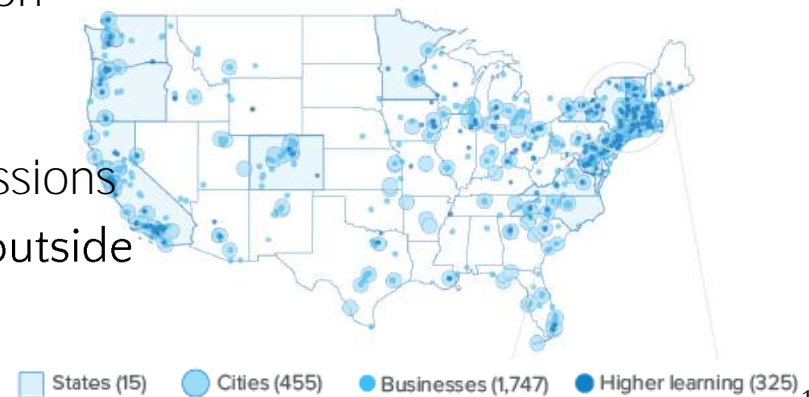
...representing...

- more than half the U.S. population and economy,
- \$25 trillion market capitalization
- 1.0 Gigatons of annual GHG emissions
- "largest economy on the globe outside the U.S. and China"

GDP of largest countries and of U.S. states and cities supporting the Paris Agreement

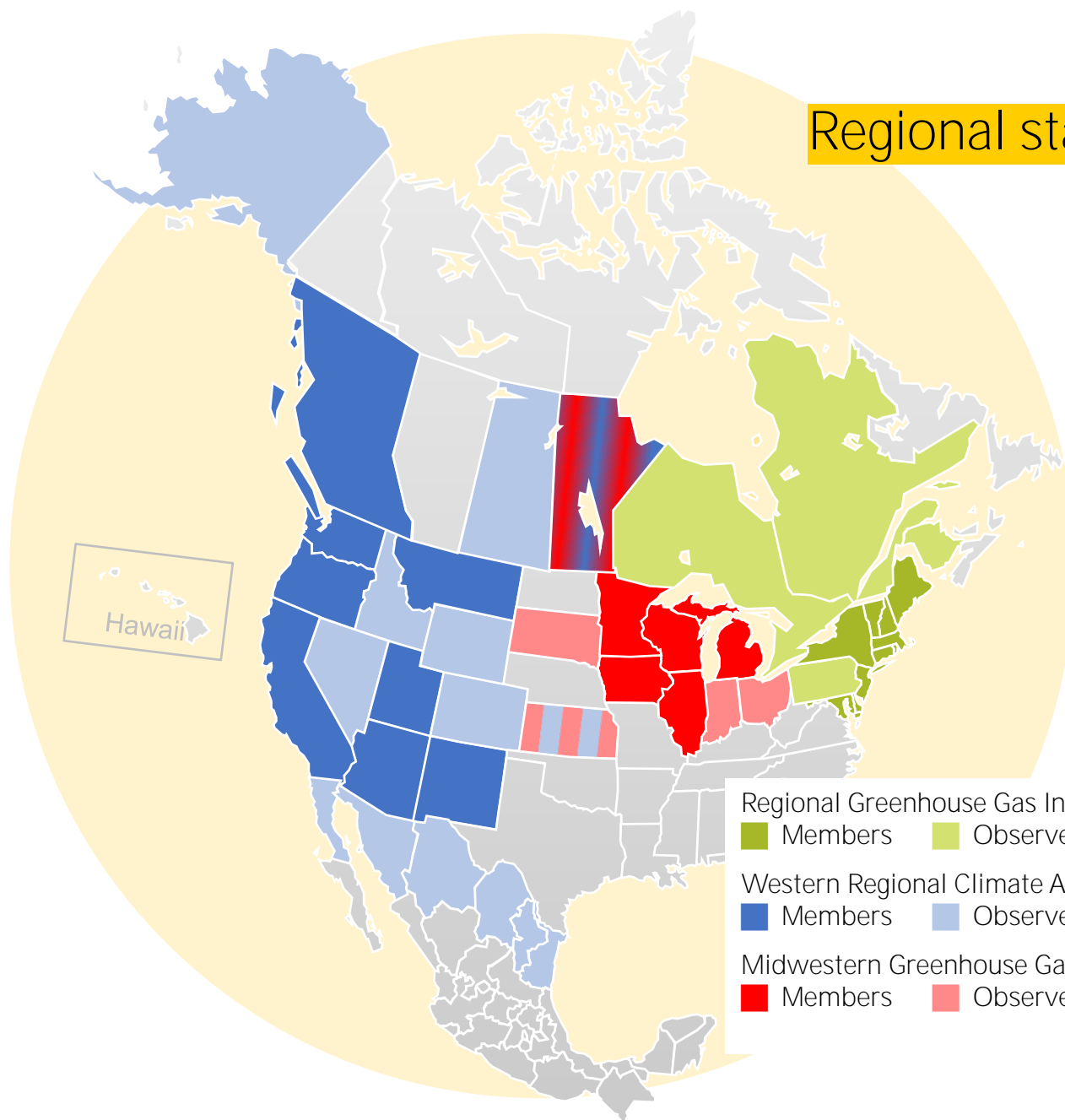


Networks supporting the Paris Agreement across the U.S.





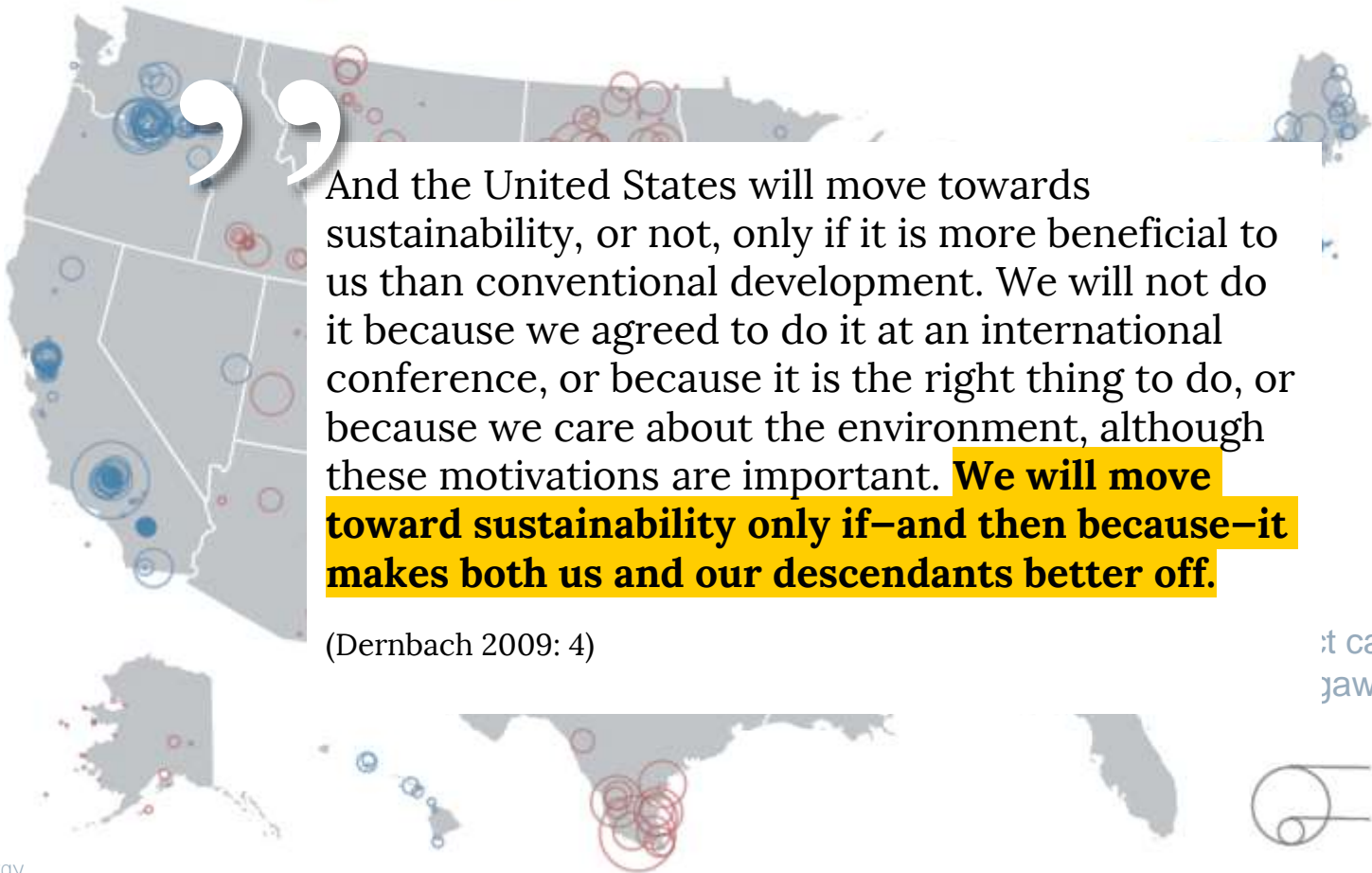
Regional state coalitions





Wind energy in Trump land

in states won by: ○ Trump ○ Clinton



created by Mercy
Benzaquen | Source:
American Wind Energy
Association

["In Trump Country, Renewable Energy Is Thriving"](#). The New York Times (June 6, 2017)



Global warming's six Americas



Alarmed

21%



Concerned

30%



Cautious

21%



Disengaged

7%



Doubtful

12%



Dismissive

9%





Global warming's six Americas and five Germanies

In the U.S., public opinion on climate change is highly polarized.

Some people recognize it as a threat to our safety, well-being & future.

Some people think it is a hoax, concocted by scientists and politicians.

And many people just aren't sure what to think...

Disengaged

Doubtful

Dismissive

7%

12%

9%

Highest belief in global warming
Most concerned
Most motivated

24%

18%

In Germany, there is more acceptance of climate change & less polarization, but some people are not fully engaged.

Some people recognize it as a threat and are taking action.
Some people doubt that it exists or is human-caused.
And some people think it's happening, but aren't motivated to take action...

March
n=
(Leiser
et al.,

Apr.-June 2011
n=3,000
(Metag et al.,
2015)



Legat Architects
Building outdoor learning
environments



Katharine Hayhoe,
"Climate Change Evangelist"



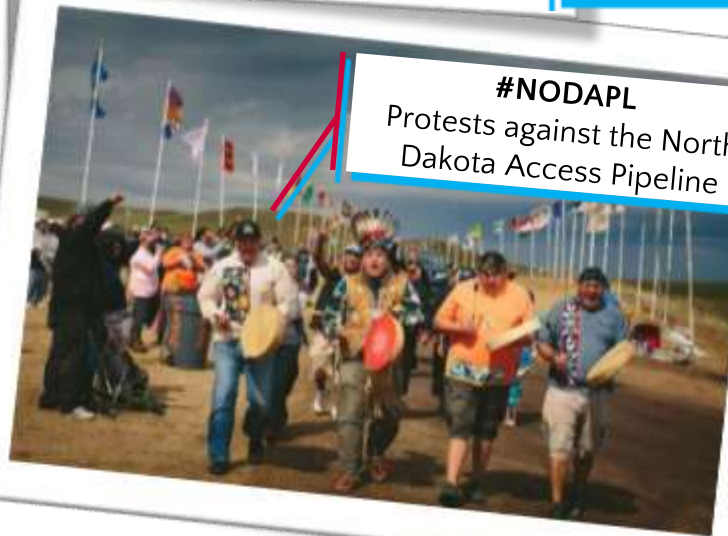
Beans & Greens
Reducing food deserts



Kayaktivists
"Shell No" – Protests against
Arctic offshore drilling



#NODAPL
Protests against the North
Dakota Access Pipeline





A good read...



GERMANY AND U.S. CLIMATE AND ENERGY POLICIES AT THE LOCAL LEVEL: COMMON PUZZLES

by [Marilena Peters](#) - Monday, 15 January 2018, 7:51 PM



"They [my German colleagues] were surprised that the independence and strength of our private sector meant that if there was profit to be made, even green energy could move forward regardless of Washington rhetoric, so long as tax and other incentives were in place. Little news reaches them through their media about U.S. local and state climate and energy policy, and thus they had the impression that Washington pulling out of the Paris climate agreement prohibited states and local entities as well as the private sector from following their own course."

Nilda Mesa,
former NYC Director of the Mayor's Office of Sustainability



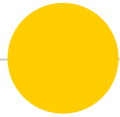
2



Going Green

Education for Sustainability

Project overview



Going Green: Status quo



Project cycles since 2014:

5



Registered Moodle courses:

127



Submitted local action plans:

60+



Teacher training seminars:

60+



Registered participants (Ger. & U.S.):

2,500+



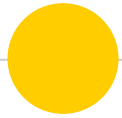
Duration of project participation:

6 weeks/ **20** lessons

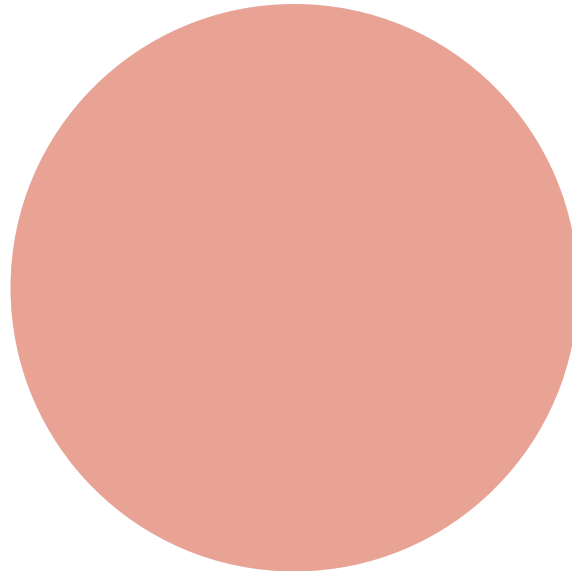


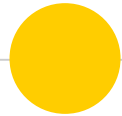
Average class grade:

11



Conceptual rationale





Conceptual rationale



ICC



TBLT



CALL



Conceptual rationale



Intercultural communicative competence (Byram 1997)

Exploring insider vs. outsider perspectives (Bredella 2010)

Tackling intercultural rich points (Agar 1996)

Global education as a thematic framework (Cates 1990, Lütge 2015)

'Concept – Discourse – Action' framework (Siepmann 2016)



TBLT



CALL



Conceptual rationale



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Tasks: product-oriented, meaning-focused, link to real-world communication (Ellis 2003, van den Branden 2006)

Content and language instruction in modular project structure (Gudjons 2015, Becket & Slater 2005, Stoller 2002)

CBI to foster environmental awareness, pers. responsibility for sustainability, and L2 learning (Hauschild et al. 2012)





Conceptual rationale

ICC

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TBLT

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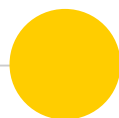
CBI to foster environmental awareness, pers. responsibility for sustainability, and L2 learning (Hauschild et al. 2012)

CALL

Virtual collaboration through learning management system (Brandl 2005, Stickler & Hampel 2010, Strasser 2011)

Blended-learning format to complement classroom practice (Neumeier 2005, Staker & Horn 2012, Würffel 2014)

Providing support & experiential learning opportunities for learners and teachers (Kaliampos & Schmidt 2014)



Implementation in state curricula

Land	Curricular content focus*
BW	T: Chance/problems of social change & globalization; T: Contemp. public life & pol. culture of the USA
BY	T: Environment, nature, science and technology
BE	Q3: One world – global questions; Q4: Challenges of our time
BB	T: Chances/problems of social change & globalization; T: Contemp. public life & pol. culture of the USA
HB	T1: Universal topics of human culture; T2: Current realities of the anglophone world
HH	T2: Political and social issues of our time; T2: Universal topics of human existence
HE	Q1: The Challenge of Individualism (USA, science & technology); Q4: The global challenge
MV	T: Chances/problems of social change & globalization; T: Contemp. public life & pol. culture of the USA
NI	T1: Beliefs, values & norms in Western societies; T5: Globalization; T6: Science & technology
NW	T1: Erschließung von Alltagswirklichkeiten; T4: Topics and contents of global relevance
RP	T4: Science – technology – ecology
SL	Q1: Aspects of society; Q2: Science, technology, ecology
SN	T: Taking a stand towards Issues in politics and society: science and technology, environment
ST	T: The American Way of Life; T: Challenges of Our Time;
SH	T4: Preservation of natural resources; T5: Structural change
TH	T2: People in Society; T3: Politics and economy; T4: Environment, science and technology

*T = Themenbereich/-schwerpunkt; Q = Thema i. d. Qualifikationsphase; Zahl = Angabe d. Halbjahres (falls vorgegeben)



Concept
(4-6 lessons)

Discourse
(6-8 lessons)

Action
(6-8 lessons)

The screenshot displays the 'Going Green - Education for Sustainability e-classroom' website. At the top, there is a navigation bar with tabs for 'Home', 'The Project', 'Going Green', and 'US Election'. To the right of the navigation bar is a logo featuring a star with 'TEACH ABOUT U.S.' and a profile picture of Joannis Kalliampos, labeled 'Student'. Below the navigation bar is a green banner with links: 'ABOUT GOING GREEN', 'VIRTUAL TOWN HALL', 'COURSES', 'DEMO COURSES', 'AWARDS', 'ACTIONS', and 'ARCHIVE'. The main content area has a breadcrumb trail: 'Home > Courses > GoingGreen-Development 17/18'. The central heading is 'Going Green - Education for Sustainability e-classroom'. Below the heading are four icons: a recycling bin, a bicycle, a shopping cart, and a battery. A large image of a road with a white arrow pointing forward is centered below the icons. At the bottom of the main content area are four more icons: a speech bubble, a document with 'Aa', a database cylinder, and a folder. On the right side, there are three sidebar boxes: 'Online users' showing 'No online users (last 5 minutes)', 'Recent activity' showing 'Activity since Monday, 17 September 2018, 5:39 PM' and a link to 'Full report of recent activity...', and 'Activities' listing 'Assignments', 'Choices', 'Databases', and 'Forums'.

Kalliampos (2016), Siepmann (2016)

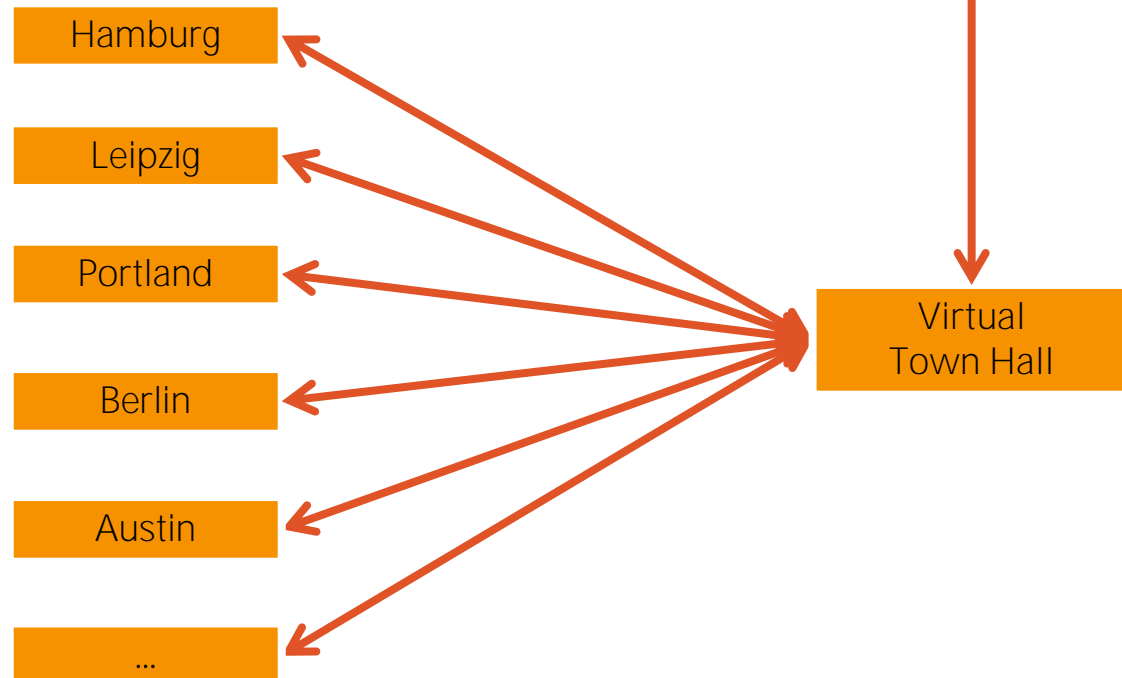


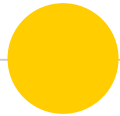
Structure of the Moodle platform

Combination of public and private interaction spaces

E-Classroom
private space for your class
(password-protected)

Meta-course to cooperate beyond
classroom borders





Conclusion

Current challenges:

1. Disparity between private media use and effective classroom implementation (teachers and learners)
2. Lack of (opportunities to develop) teaching expertise in web-based task design and facilitation
3. Lost in hyperspace phenomenon: Overwhelming amount and variety of web-resources, but limited time budget
4. Time-sensitivity of sustainability topics vs. slow pace of textbook innovation

A web-based approach to teaching American studies:

1. Materials and resources that are current, authentic, interactive, and age-appropriate
2. Combination of model teaching units and teacher trainings
3. Web-based tasks that foster structured and logically sequenced learning while allowing for learner autonomy, cooperation, and creativity
4. “Interculturally wired, locally connected”: inter-/transcultural learning and community-based learning



3



Teaching the Going Green Curriculum

Tasks and learner texts



Task: Create your own account

Registration on the platform

- Visit the Teach About US Moodle platform at <http://www.teachaboutus.org/>.
- Create a new user account: Click on [Create a new account](#) in the top right box and fill in your personal information.
- A confirmation email will be sent to your email address. Click on the link in this email to finish the registration. (Check your spam folder if you can't find the email.)
- Log-in on the Moodle platform using your user name and password.





Task: Enroll in our workshop Moodle course

- Log into your Teach About US account (www.teachaboutus.org) using your username and password.
- Type in “Schleswig” in the course search field on the start page and select the course “SH | GG18/19 | BBZ Schleswig Training...”.
- When prompted to enter an enrollment key, type in “TrainingSchleswig”. You are now enrolled as a teacher in our Moodle course!



Task: Use a questionnaire to elicit learner knowledge and attitudes

- Course chapter:
 1. What is sustainability
- QUESTIONNAIRE: What are your attitudes towards sustainability?

Fill out the questionnaire,
review your colleagues' responses,
discuss observations with a partner.

QUESTIONNAIRE: What are your attitudes towards sustainability?

As an Introduction to Going Green, fill out the questionnaire and compare your answers with those of your classmates.

1. Fill out the questionnaire.

Think about and answer the questions. The goal is to reflect on your personal assumptions towards sustainability, so there are no right or wrong answers here.

• Your answers will be visible to your classmates and you will be able to see theirs after completing the questionnaire.

2. Review your classmates' responses.

Discuss the responses in the **FORUM: Attitudes towards sustainability** as early as you can in your class. These questions could be helpful:

- Are there any responses that surprised you or that you did not expect?
- Are there any questions that reveal larger trends? Which ones?
- Are there questions with opposing responses? What are some of the extreme answers?

• The questionnaire is only public to students in your course, so that you can discuss your results with each other.

[Review the questionnaire.](#)



Think of the U.S. and its population's attitudes towards the environment. Do you think there is a typical attitude? What words, ideas, or images come to your mind? Give some examples (at least 3).



“Most American people usually don’t care about the environment or the global warming. Their only desire is to have weapons and big trucks. The most important issue for Germany is their environment and sustainability.”

What are your attitudes towards sustainability?

In general I do not think that there is a typical attitude towards sustainability from a whole country. Nevertheless, I think many people have an image of Americans that is not very positive towards sustainability. Most people always think of huge cars which need like twice as much gas as the cars in Germany. Moreover, everyone thinks that they are driving way more than Germans.”



Now think of Germany and the Germans' attitude towards the environment. Do you think there is a typical attitude? What words, ideas, or images come to your mind? Give some examples (at least 3).



“German people care more about the environment than other countries but not as much as they could. Germany is a leading country in the fight against environmental pollution and global warming but they still don’t do enough.”

“Germany is working on environmental projects also there is a party Die Grünen which engages in environmental protection and renewable energies.”

“(…) Germans think that they care more about sustainability. I do not think that is true. We are driving our cars all the time, we take the plane to go pretty much everywhere, and we use plastic as much as Americans do.”



Exploring your personal impact

What is your ecological footprint?
How many earths does your lifestyle require?

How sustainable
is your own lifestyle?

<http://myfootprint.org/>





Vocabulary: Defining sustainability terms in a glossary

Browse the glossary using this index

Special | A | B | C | D | **E** | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y
| Z | ALL

E

 **Ecological footprint**
by Joannis Kalliampos - Sunday, 2 March 2014, 9:44 PM

The ecological footprint is a measure to define the demand of natural resources by the Earth's population in relation to the actual resources available and the Earth's capacity to regenerate (see http://en.wikipedia.org/wiki/Ecological_footprint).

✕ 🔊 📄

▼ Comments (1)

 Joannis Kalliampos - 2 Mar, 22:00 ✕

With the ecological footprint you can estimate how much land and sea area are necessary to sustain your habits of consumption and absorb your waste, or in short: to afford your lifestyle. In other words, with this measure you can calculate how many planets like our Earth would be necessary if the world's population had the same lifestyle as you (see <http://myfootprint.org/>).

Add a comment...

Save comment



Task: Exploring new concepts, reframing old ones

1. What does sustainability mean to you? Take a moment to note down your personal definition.
2. Discuss with your partner. Revise or extend your definitions until you are both satisfied with it.
3. Share your result with another pair. Again, share and revise.
4. Post your definition in the forum (along with your names). Review other definitions.



What is sustainability?

what is Sustainability?

Sustainability



“Sustainability means to me...”

© Kingpins (<http://vimeo.com/51476502>)

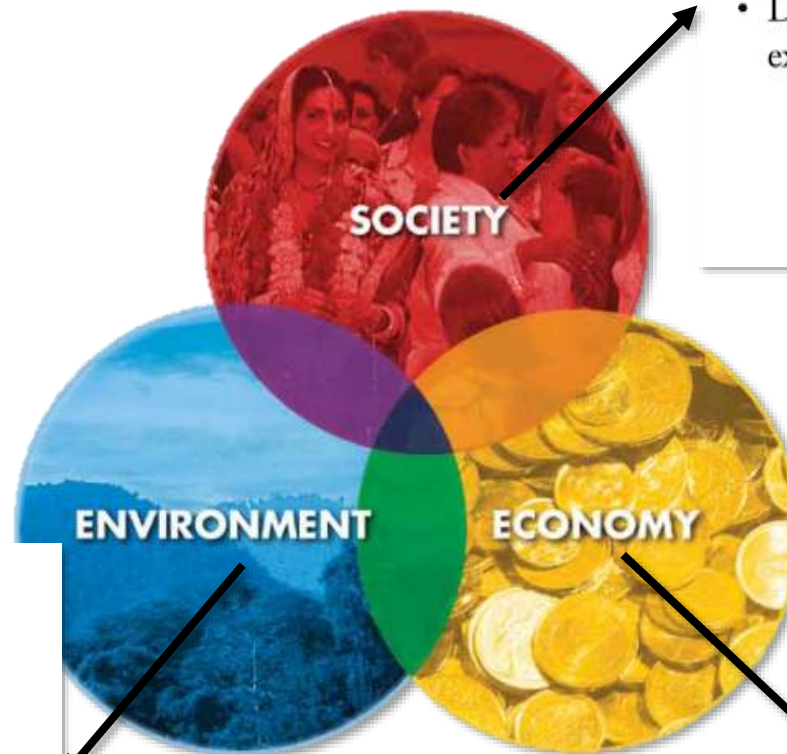
© The Lexicon of Food (<https://vimeo.com/92196477>)

... sustainability

© Explainity (https://youtu.be/_5r4loXPyx8)



What is sustainability?



Environment

- How are plants and animals affected?
- How are air, water, and soil affected?
- What is the long-term impact on the environment?

Society

- How are people's lives affected?
- How are cultures affected?
- Do some people benefit at the expense of others?

Economy

- How are local, national, and international economies affected?
- Are meaningful job opportunities provided?
- Is there a long-term economic gain for people and communities?



FORUM: What is 'sustainability'?

Display replies in nested form

Move this discussion to ...

Move



own definition of sustainability

by ~~MARIU ZENHUBU~~ - Wednesday, 17 September 2014, 6:12 PM

Just for everybodies own Definition of sustainability

[Edit](#) | [Delete](#) | [Reply](#)



Re: own definition of sustainability

by ~~MARIU ZENHUBU~~ - Wednesday, 17 September 2014, 6:12 PM

What is sustainability?

Sustainability builds on the concept that things that are consumed or taken from their origin, regenerate as the rest that is not taken renews, just as trees in a forest will replace the ones that have been cut down. In general I would consider, that the generation coming after you has the same conditions to start with you had. So everything you found when you started, the next generation should find as well. Sustainability can be reduced to three basic aspects: society, economy and environment.

The social aspect is about people and their ressources, so human capital.

The environmental aspect is about the planet, so Natural capital.

And the economic aspect is about profit and money that's available or not, so about financial capital.

In conclusion: Sustainability is not only about planting trees that have been cut down, but to balance the use of human, natural and financial capital and their regeneration.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

**Re: own definition of sustainability**by ~~Mathias Rissi~~ - Friday, 19 September 2014, 8:45 AM

I really like your definition of sustainability. You made it easy to understand and I liked the examples you used. Moreover, it is really good that you summarised your main idea at the end of your definition.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)
**Re: own definition of sustainability**by ~~Julia Pfeffer~~ - Friday, 19 September 2014, 8:46 AM

I really like your definition and your language.
You explain it in an understandable way and consider all aspects of life.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)
**Re: own definition of sustainability**by ~~Bianca Hubach~~ - Friday, 19 September 2014, 8:52 AM

~~Manu~~, I think your definition is good but I think your first sentence is too long. Maybe make it two or three sentences. Also I think you should start not with it builds on but with one short sentence what sustainability is. I think your point about future generations having the same starting conditions as you had would work out for that.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)
**Re: own definition of sustainability**by ~~Mathias Rissi~~ - Friday, 19 September 2014, 9:00 AM

thanks for your feedback so far :)

I think I should really have added one sentence, generally about sustainability like it can be found in a encyclopedia

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)



PLASTIC//RECYCLE

Sample module



2.1 Plastic // Recycle



4. Language focus



TEACHING NOTES: Language focus

This is only visible to teachers. Take a look at this introduction when preparing this part of the project for your students.



TASK: Language and culture mediation



FORUM: Language and culture mediation



TASK: Vocabulary



TASK: Write a blog post or newspaper article



TASK: Cartoon analysis

Upload your result into the **DATABASE: Eco Challenges - Plastic // Recycle** in the Virtual Town Hall.



Warm-up and exploration: “Catch of the day”





Butts-n-bits
Veri

Plastic surprise, \$2.03
Galveston Beach, TX



Styrofoam bites, \$1.02
Long Beach, CA



Aerosol valu-pack, \$1.59
South Padre Island, TX





‘Eco-challenges’: task-as-workplan







Monday, 15 September 2014

"I decided to be a vegetarian for two weeks. I started the project on the 10th of September. On Thursday I got ill because I didn't eat meat. Just kidding, I'm feeling good and I am proud of myself because I am obsessed with meat. I am just afraid that I will forget the self-

Wednesday, 17 September 2014

"It is working. My mum supports my project; she eats no meat, too. It's like a little family war between my dad and my brother on the one hand, and my mother and me on the other hand. My father is consultant of animal feed and so we usually eat meat. He doesn't understand why I am vegetarian and

Monday, 22 September 2014

"My self project failed. When I arrived in the choir camp I saw the buffet and only one sort of cheese and sooo much sausage was available. I thought: OMG! You can't do that anymore! And then I eat a bread with sausage, it was so delicious! But I think it was a good way to think about my lifestyle and how to eat healthier. When I am older I will maybe try it again."



Task: Explore a study module

- In pairs, review one of the three remaining study modules (cities, food, fashion).
- Browse the various phases (warm-up, research task, case study, eco-challenge)
- Take notes of main topics/issues, procedures, outcomes, language focus.
- Pick one (or more) interesting task or material to share with the group.
- Where do you struggle? What support would you like to see?





Jointly developing a local sustainability project



Six steps of future problem solving:

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

Adapted from Crabbe, A. (1985): The Coach's Guide to Future Problem Solvers Program, Future Problem Solvers Program. Ann Arbor. In: UNESCO (2010): Teaching and Learning for a Sustainable Future. Module 25: Future Problem Solving.

$g+1$ 0[illegible]

WHAT ABOUT YOU?

as a team to create
this blog, to inform

We have thought



**Greenate –
Don't Eat Your World!**



Creating a green action plan: Sample learner texts



“Bag to the roots”, Leipzig, 2014

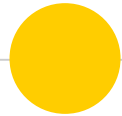


“Superstainable”, Seeheim-Jugenheim, 2014



“Sustainable food”, Aalen, 2014-18





Your turn! Develop a green action plan together with your colleagues



Develop a rough concept for a green action plan. Consider these aspects:

- Start with an issue you want to tackle.
- What will be your overall topic, goal, and outcome?
- What is your method or procedure?
- What resources will you need? (materials, technology, permissions, supporters, allies)
- How and to whom will you communicate your idea? (addressees, format, media)
- How will you evaluate the success of your project? (standards or checklists, feedback, reflection)

Some classes have done the following:

- A **creative presentation** to raise awareness of an issue (website or blog, flashmob and video, social media campaign involving Facebook, Instagram, Twitter etc.)
- Organize a **public event** (with educational workshops, upcycling, speeches, etc.)
- **Political activism** and outreach to local policy makers
- Launch a new **product** (a tote bag collection, reusable and recyclable lunch boxes)
- Enrich your **school-based education program** („sustainability ambassadors“ or learning materials)
- Launch or extend **school partnerships** (neighboring schools or U.S. partner schools)
- Update the **school's infrastructure** (school garden, plant a tree, install a water fountain, update waste separation tools)


[Jump to](#)

[Learner agency](#)

Engagement with the sociocultural environment

**beyond the school:
city, state, country, ...**

- near-by special education school (collaboration school garden)
- cooperation with elementary schools (green ambassador program)
- local media (radio & newspaper)
- **farmer's market & supermarket** (expert interviews, experiments)
- technical college (sustainability day, green certification)
- bank (oak tree donation)
- State Government/Ministry of Rural Affairs & Consumer Protection (interview, invitation by MP)
- virtual community (bilingual website & Facebook page)
- participation in annual Going Green competition

school community

- students' families (*'home experiments' on expiration dates*)
- school garden (purchasing new tools, enlarging beds)
- school waste separation program (new labels & plaques)
- annual environment day
- bilingual information posters about local food
- **reusable lunch boxes for freshman students & 'snack brochure'**
- U.S. partner students (online questionnaires)

**students/
classroom**

- cooperative learning
- learners as 'experts' in their own right
- planning, reflection, & evaluation of community-based learning



4

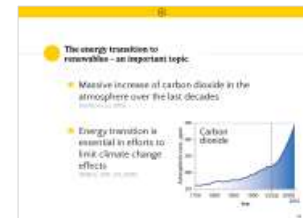
Power to the People

A project week curriculum on renewable energy in the community

Jump to:



Science & language



Teaching climate change



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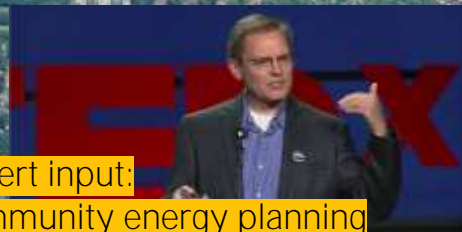
“Attention! The mayor of Leinwig is seeking your help to transform her town’s energy supply. But the clock is ticking, and you must present your blueprint to an expert commission at the end of this week. The citizens of Leinwig are counting on you. Will you answer their call and help build the town’s future?”

Solve Leinwig’s energy crisis!



mayor’s letter

expert input:
community energy planning



Gross electricity generation and supply in Leinwig County



energy portfolio

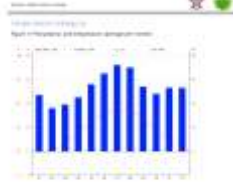
Leinwig Community Profile



city profile



utility map

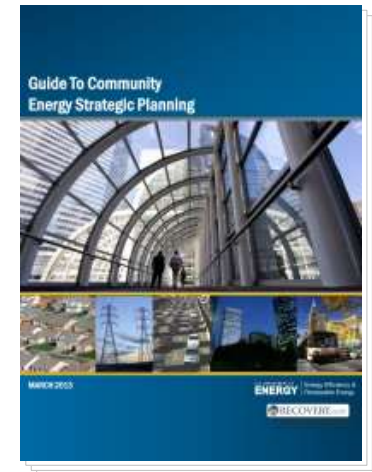


climate data

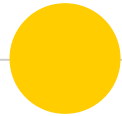


Community energy planning: A simulation

1. Establish key organizational structures
2. Develop a vision (“mission statement”)
3. Analyze status quo and assess current energy and emissions profile
4. Develop operative goals and strategies; identify and prioritize actions
5. Develop a funding and financing plan
6. Develop implementation strategies, implement actions, evaluate success

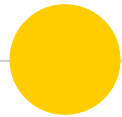


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Power to the people: Project structure

Preparation	Day 1	Day 2	Day 3	Day 4	Day 5
RENEWABLE ENERGY	SCENARIO	GOALS & OPTIONS	DEVELOPMENT	PLANNING OUTCOMES	PRODCUTS & EVALUATION
What is renewable energy? Concept & definition	TED talk: community energy planning	Developing an energy vision: Mission statement	Establishing a work plan & launching expert group phase	Expert group presentations on work packages	Pitching students' CEP to the 'commission'
Renewable energy technologies	Letter(s) from the mayor(s)	Critically reviewing best practice case studies	Mid-day report on work progress	Planning the project outcomes (pitch & video)	Reflection and evaluation of the project week
Renewable energy tradeoffs: Bath-tub experiment					
Climate change impacts: Researcher workshops	Reviewing community energy dossiers	Adapting best practices to the scenario: planning work packages	Critical assessment: SWOT analysis	Optional: Producing a pitch video for competition	Optional: Continue project work focusing on the students' own community



Pitching your community energy plan to an expert commission

Result: You (the Climate Solutions Council) will pitch your blueprint for Leinwig's community energy plan (CEP) to an expert commission (community representatives from the local government, businesses, and residents).



Your CEP pitch should...

- address Leinwig's community energy and climate targets
- refer to the status quo of Leinwig's energy supply (your 'baseline')
- include a convincing vision for the community
- describe concrete measures in different action areas to achieve the goals that reflect the work of the various expert groups
- reference the science behind renewables
- provide support in terms of best practices from other communities
- critically acknowledge challenges, impacts and costs



Community energy plans



"Our pitch for a community energy plan"
(West Simsbury, Conn. & Neubrandenburg)

The **Green** Future of
Leinwig



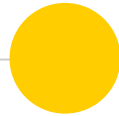
Going Green 2018: Power to the People:
Renewable Energy in the Community:
Our pitch for a community energy plan

Gymnasium Essen-Werden
Q2 Englisch-LK Brill
Julia Obergfell, Jordi Straßen



"The Green Future of Leinwig – A CEP
for future cities" (Essen)





Thank you!

Learning Technology

Materials will be available on Moodle. Teacher trainings, web-tutorials, and support will be provided throughout the project. Prior Moodle experience is not required! The project can also be carried out 'offline.'



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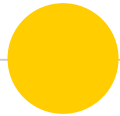
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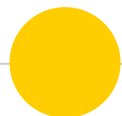
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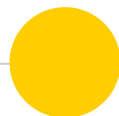
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