



ADVANCING FUTURES

Education for Sustainable Development and Citizenship

Education for Sustainable Development and Citizenship in Gateway to the World



1 | Why is Education for Sustainable Development and Citizenship (ESDC) important for today's students?

Our world today is an ever-changing, ever-connected place: students' lives are connected not only to their own communities and countries, but to communities around the world. We all have an important role to play in protecting the Earth, its resources, and each other. For our students to become true global citizens, they need to understand their rights and responsibilities as members of a diverse global community. As educators, we can equip them with the knowledge, skills and attitudes they need to make a positive difference in their own lives and those of others.

2 | What does Education for Sustainable Development and Citizenship involve?

ESDC helps students become engaged global citizens. It ties classroom practice to Global Citizenship Education theory, incorporates an inclusive approach to language learning, and references the Sustainable Development Goals (SDGs), which are a United Nations initiative.

Macmillan Education's Advancing Futures Program plays a key role in our commitment to quality education by providing enriching and meaningful content for all learners. Students are encouraged to see themselves as valued members of local and global communities. They learn to think critically about how their actions affect the world around them, from caring for the environment to recognising the value of individual differences. As a result, students develop an appreciation for both cultural diversity and common humanity.



3 | How does *Gateway to the World* incorporate the Sustainable Development Goals (SDGs)?

The 17 Sustainable Development Goals (SDGs) were adopted by the United Nations in 2015 as a universal call to action, with targeted goals to meet by 2030. The SDGs are based on the five pillars of people, the planet, prosperity, peace, and partnerships.

The list below shows how *Gateway to the World* incorporates topics related to one or more SDGs.

GOAL 4: QUALITY EDUCATION

Macmillan Education's Advancing Futures Program responds directly to Goal 4: Quality Education and, in particular, Target 4.7, which addresses education for sustainable development, global citizenship, and appreciation of cultural diversity. Quality Education is at the heart of Macmillan's ELT materials and inspires us to make all of our content meaningful, accessible, and impactful.

Though Goal 4 is embedded in the approach to all of our materials, a wide variety of content related to other SDGs is also included in reading and listening texts, projects, and interactive classroom activities. This content provides students with the foundation to understand our world and its citizens and, where appropriate, encourages the students to engage critically with the issues outlined in the SDGs.

GOAL 2: ZERO HUNGER

SB B1+, U4: Sustainable food production
SB B1+, U4: GM foods and sustainability
SB B1, U6: Increasing agricultural productivity



GOAL 3: GOOD HEALTH AND WELLBEING

SB B2+, U2: Clean city centres
SB C1, U10: Economic malaria diagnosis

GOAL 5: GENDER EQUALITY

SB B1+, U6: Challenging stereotypes - an inspiring female inventor
SB B2, U2: Women who work in a male-dominated industry
SB C1, U3: Campaign against gender discrimination on British banknotes
SB C1, U10: An artist who promotes female empowerment



GOAL 7: AFFORDABLE AND CLEAN ENERGY

SB A2, U2: Living off the grid

SB A2, U5: Wind machines

SB B1+, U3: Water and electricity sensors

SB B2, U3: Using a solar-powered yacht to attend the UN Climate Action Summit

SB B2+, U2: Biofuel from waste products



GOAL 8: DECENT WORK AND ECONOMIC GROWTH

SB B1+, U10: Ethical shopping

SB B2, U2: Labour legislation services and child labour

GOAL 10: REDUCED INEQUALITIES

SB B1, U1: Reactions to senior citizens

SB B2, U4: The inspiring story of civil rights activist, Rosa Parks

GOAL 11: SUSTAINABLE CITIES AND COMMUNITIES

SB A2, U2: The benefits of small homes

SB B1+, U2: Expanding public transport

SB B2, U3: Urban transport systems

SB B2+, U6: DIY eco-friendly houses

SB B2+, U6: The Big Sleep Out



GOAL 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

SB A1+, U1: Bye Bye Plastic Bags

SB A1+, U6: Upcycling second-hand clothes

SB A2, U6: A food-sharing app

SB B1+, U4: Edible food packaging

SB B1+, U10: The circular fashion system

SB B2, U2: Salvaging wasted food

SB B2, U8: Eco-fashion designer, Maya Penn

SB B2+, U2: Sustainable consumption and production

SB C1, U2: Fast-fashion and sustainable clothing

SB C1, U2: Sustainable shopping

GOAL 13: CLIMATE ACTION

SB B1, U6: Government plans to combat global warming

SB B1, U6: Rising sea-levels

SB B2, U3: Walking and cycling vs. private transport

SB B2+, U5: Encouraging young people to take action against climate change

SB C1, U10: Using music to promote action against climate change.

SB C1, U10: Ayakha Melithafa, a young climate activist, and her work

GOAL 15: LIFE ON LAND

SB A1+, U9: WWF nature reserve, Tiritiri Matangi

SB A2, U10: Planting trees, to halt deforestation

SB B2, U2: Community group combats poaching and trafficking of protected species

SB B2+, U7: The effects of cocoa bean farming on populations and natural habitats

4 | What is the Macmillan Global Citizenship Framework?

The Global Citizenship Framework was developed by experts in Global Citizenship Education and ELT. It is our guideline for the development of meaningful and engaging ESDC content in our materials. This framework is used by authors and editors when creating new content.

The framework includes a variety of meaningful and age-appropriate learning outcomes in the areas of Global Knowledge, Global Attitudes & Action, and Global Skills.

5 | How does *Gateway to the World* incorporate the Global Citizenship Framework?

In *Gateway to the World*, students will engage with content that develops the following learning outcomes.

GLOBAL KNOWLEDGE IS THE INFORMATION YOU NEED TO NAVIGATE THE WORLD.	GLOBAL ATTITUDES & ACTION ARE WHAT YOU DO TO PUT YOUR KNOWLEDGE AND SKILLS INTO ACTION.	GLOBAL SKILLS DEVELOP CREATIVITY, COLLABORATION AND COMMUNICATION, WHICH ARE NECESSARY SKILLS FOR GLOBAL CITIZENSHIP.
<ul style="list-style-type: none"> ■ Evaluate critical perspectives of global institutions. ■ Identify personal responsibility for health in their community. ■ Identify power relationships and the forms of power. ■ Identify what it is to be a global citizen through specific examples. ■ Recognise different perspectives from a variety of global cultures. ■ Recognise healthy living as a balance of diet and exercise. ■ Recognise multifaceted personal identities, including national and global identities. 	<ul style="list-style-type: none"> ■ Critically examine opinions on a controversial issue, including their own. ■ Identify and take positive action in the community. ■ Identify own viewpoint with regards to a controversial topic. ■ Identify personal complicity in negative outcomes, interpersonal and global. ■ Identify personal responsibility for perpetuating certain views of the world and critically examine these. ■ Question social or governmental priorities and articulate personal viewpoint. ■ Show empathy with another's perspective of the world. 	<ul style="list-style-type: none"> ■ Apply appropriate media and technologies to different contexts. ■ Assess reliability of information sources. ■ Demonstrate an ability to build and develop empathy with others. ■ Demonstrate an ability to communicate effectively in a cross-cultural setting. ■ Demonstrate an ability to make necessary compromises to accomplish a goal. ■ Demonstrate an ability to self-evaluate. ■ Demonstrate an awareness of group dynamics. ■ Demonstrate an understanding of cause and effect. ■ Demonstrate independent thinking. ■ Distinguish true/false information. ■ Evaluate decisions critically. ■ Identify a problem and provide an innovative solution. ■ Identify biases. ■ Identify premises and evaluate conclusions.

6 | How can I use *Gateway to the World* to teach Global Citizenship?

Use the **Global Citizenship Framework Map** for your level to see a unit-by-unit explanation of how the content in *Gateway to the World* maps to the Global Citizenship Framework. You can pick up on these themes as you progress through the units in the Student's Book.

On this spread, students learn about better ways of moving around the city and to evaluate different modes of transport by considering the advantages and disadvantages of electric scooters as a way of reducing traffic congestion.

Domain Global Attitudes and Action
Standard Students are exposed to contrary perspectives and views, with an opportunity to debate and accept differences.

Learning Outcome Critically examine opinions on a controversial issue, including their own.

In the Great Learners feature, students learn to identify a problem and come up with an innovative solution as a group.

Domain Global Skills

Standard Students acquire the skills to be collaborative and creative citizens.

Learning Outcome Demonstrate an ability to make necessary compromises to accomplish a goal.

The exercises on this page encourage students to research people who have made a positive contribution to their society.

Domain Global Knowledge

Standard Students are exposed to multiple global cultures and the ways in which these different cultures inform different perspectives.

Learning Outcome Recognise different perspectives from a variety of global cultures.

7 | How does ESDC incorporate Diversity, Equity, and Inclusion?

At Macmillan Education, we are committed to creating content that represents the diversity of the world. We recognise the impact that our published materials can have on students' understanding of the world and their place within it. We believe that all students should see themselves and their communities reflected in the materials they use in class.

As part of our Advancing Futures Program, Macmillan Education has developed Diversity, Equity, and Inclusion (DEI) guidelines for authors and editors. These guidelines ensure that our materials promote equity and inclusion and represent diversity in meaningful, respectful, and authentic ways. These principles are reflected in the stories we tell, the characters we create, and the realities we represent in artwork and photos.

8 | How else can I use Macmillan Education's Advancing Futures Program in my classroom?

The Advancing Futures Program provides you with all the tools you might need to help your students understand their rights and responsibilities as members of a diverse global community. In the *Gateway to the World* Teacher Resource Centre, you can find supplementary materials to support Education for Sustainable Development and Citizenship in your classroom, including ESDC lessons that focus on GCE, SDGs, and DEI.

You can also find these lessons and much more on our teacher resource site, onestopenglish.com



For further information about any of our ESDC materials, please visit help.macmillaneducation.com to contact us.

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At Macmillan Education, we believe that quality education is the most effective way to create a community of global citizens and achieve sustainable development. In this, we share the vision of the United Nations Educational, Scientific and Cultural Organization (UNESCO):

**“EDUCATION
CAN, AND MUST,
CONTRIBUTE TO
A NEW VISION OF
SUSTAINABLE GLOBAL
DEVELOPMENT.”**

(UNESCO, 2015)

