

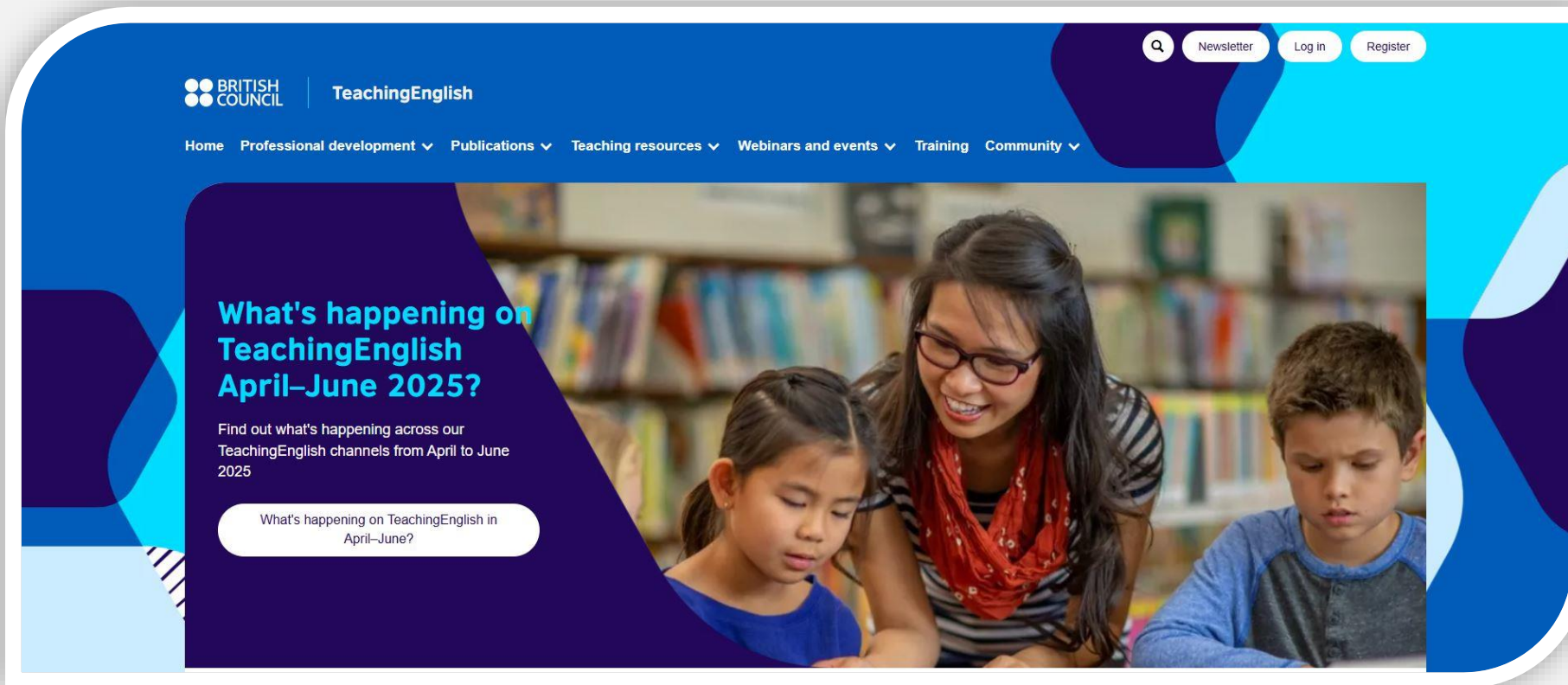
IATEFL Edinburgh 2025

Lessons on inclusion: piloting secondary EDI materials

Philippa Davies

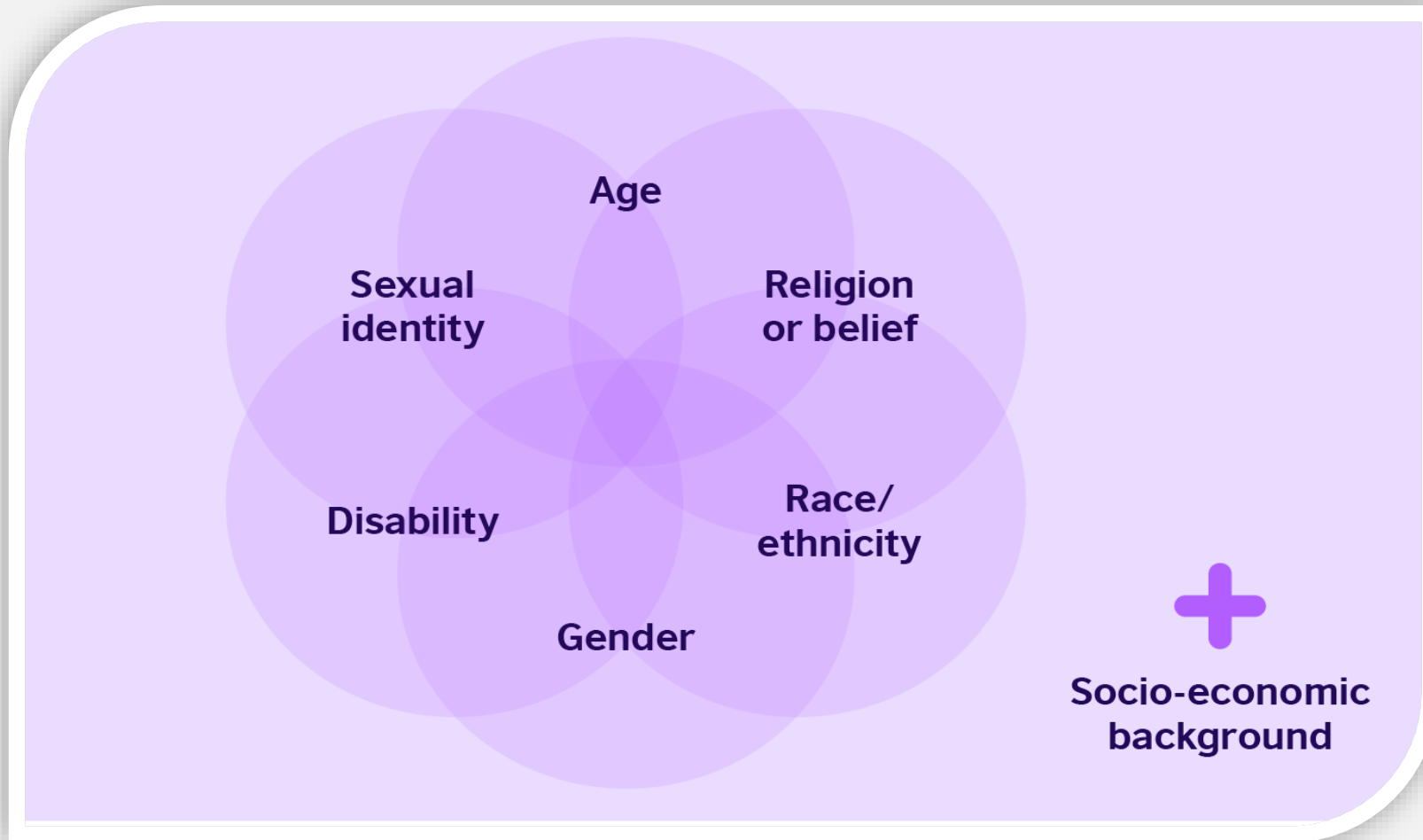
TeachingEnglish

TeachingEnglish is the British Council's online English teaching community and global programme for English teachers and teacher educators.



Who has used a TeachingEnglish resource?

What are equality, diversity and inclusion (EDI) key areas?



Our challenges



How can we be sensitive to local contexts but also be relevant to a global audience?



How can we embed EDI themes into lesson content rather than making them the sole focus?



How do we decentralise lesson development and ensure diverse voices shape our materials?

What did TeachingEnglish do?



10 listening lessons for secondary learners with six main goals:

- 1. Use authentic and diverse voices.**
- 2. Focus on topics that are relatable.**
- 3. Include materials that are adaptable.**
- 4. Embed underlying EDI themes like kindness, empathy and respect throughout the content.**
- 5. Use listening as a powerful tool for empathy and understanding.**
- 6. Ensure that the development process is inclusive and responsive.**

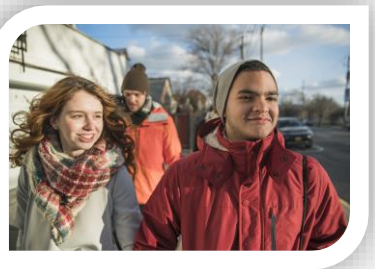
The TeachingEnglish lessons



Families (A1): To raise awareness that not all families look the same and that family can include friends, pets or anyone that makes us feel loved or safe.



Managing emotions (A2): To reflect on when and why learners feel certain emotions and what they can do to manage them.



Challenges at school (B1): To empathise with the challenges that some people face at school, including neurodivergent learners, particularly those with ADHD.

The TeachingEnglish lessons – continued



Future expectations (B2): To think critically and empathetically about the expectations that are sometimes imposed on young people by their families and by society.

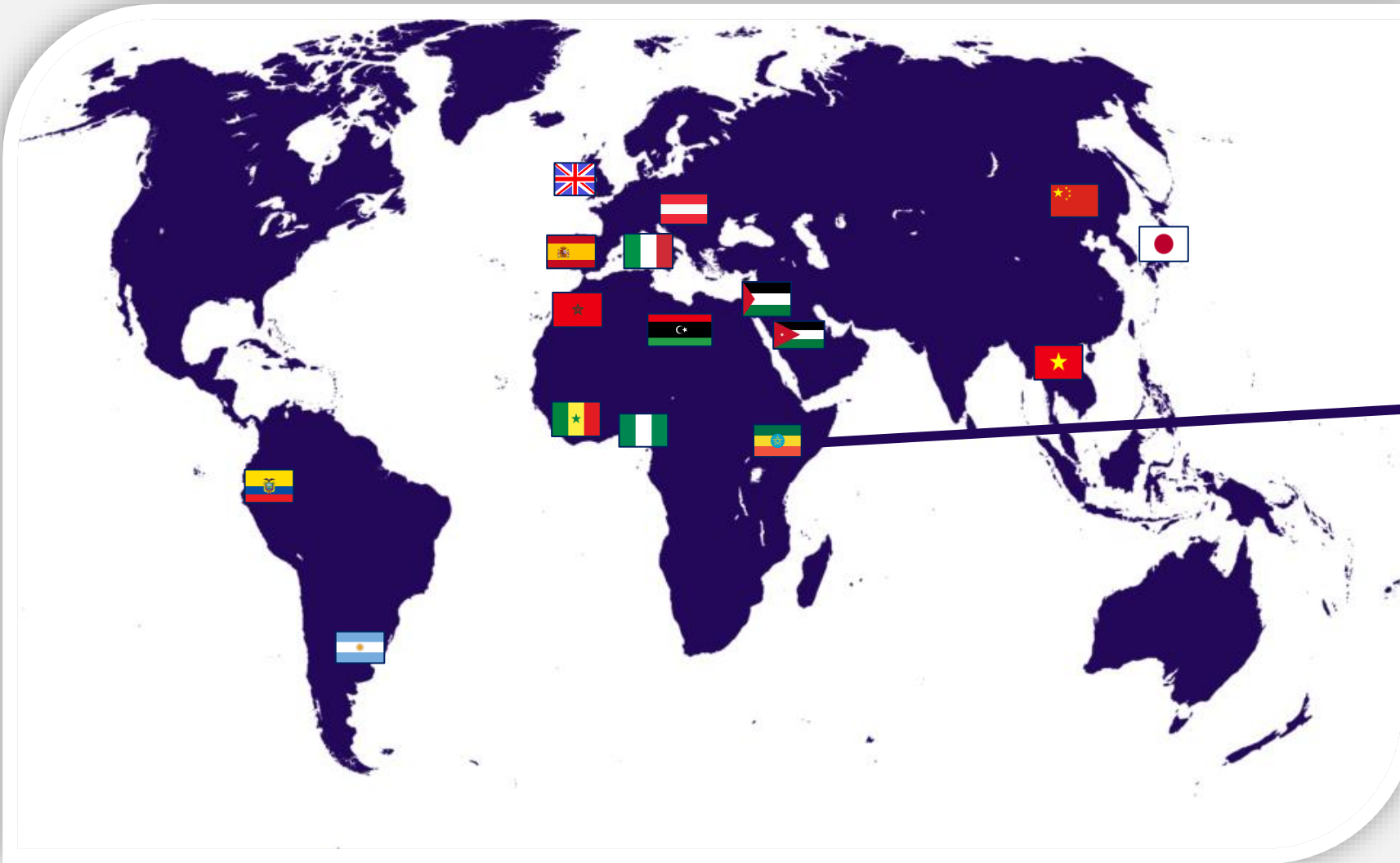


Open-mindedness (C1): To reflect upon open-mindedness, binary thinking, division in society and how we back up and evaluate our beliefs.



Managing stress (C1): To learn about techniques to manage stress and empathise with teenagers who feel stressed and overwhelmed at exam time.

The development process

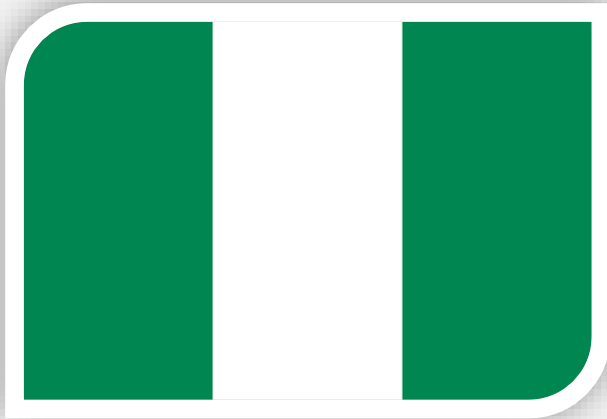


- Feedback at different stages

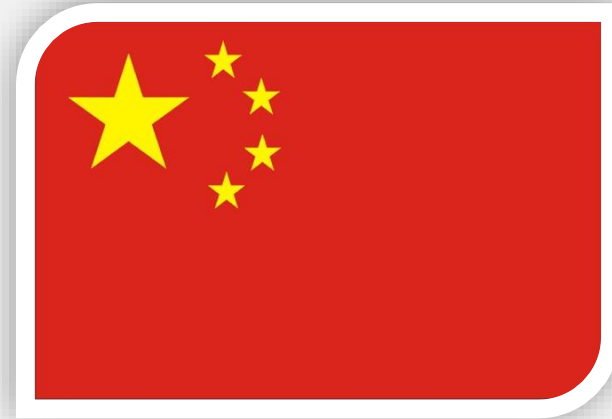
- Extended, large families
- No dogs in the house

- 32 teachers
- 14 countries
- Surveys and focus groups

Two case studies



- Teacher 1
- Nigeria
- State school
- 80 learners
- 12-13 year olds
- A1/A2 level



- Teacher 2
- China
- State school
- 30 learners
- 16-17 year olds
- B1 level

Teacher 1 – Families (A1)

Look at the photos of different families. Describe each family.

1.



2.



3.



4.



The family in picture
___ is/has ...

How do you think her learners
responded?

Teacher 1's learners...

- identified with one of the speakers' families as she had a lot of siblings
- were sceptical that a dog could be part of your family
- didn't think it was possible to have two mums.

“At the end of the lesson for the day, my students agreed that there are different kind of families”

Teacher 2 – Challenges at school (B1)


Which problems does Emma have? Which problems does Jay have?
Which problems do they both have?

How do you think her learners responded?

- ...**Jay**: Are you OK?
- **Emma**: Yeah, I guess.
- **Jay**: You looked kind of frustrated in maths today.
- **Emma**: I was. I just find it a bit hard to focus. My brain keeps thinking about other things. It's really annoying.
- **Jay**: Yeah, I know what you mean. That happens to me too sometimes. Is it like this in all of your classes?
- **Emma**: Well, some of them, but especially in maths because the teacher talks so fast.
- **Jay**: Yeah.
- **Emma**: She gives so many instructions! Because of my ADHD, it's difficult to listen to everything, and I get confused.
- **Jay**: Hmm, I'm afraid I don't know very much about ADHD. What exactly is it, if you don't mind me asking?...

Teacher 2's learners...

- were interested in the speakers' accents
- appreciated the opportunity to personalise the content
- hadn't heard of ADHD, but identified with the symptoms.



***“Wow, the speakers
have the same
challenges as me”***

Our takeaways



Include a range of global accents.



Humanise and personalise content.



Ensure that speaker descriptions include nationality, race and gender.



Build in opportunities for extension, differentiation and adaptation.

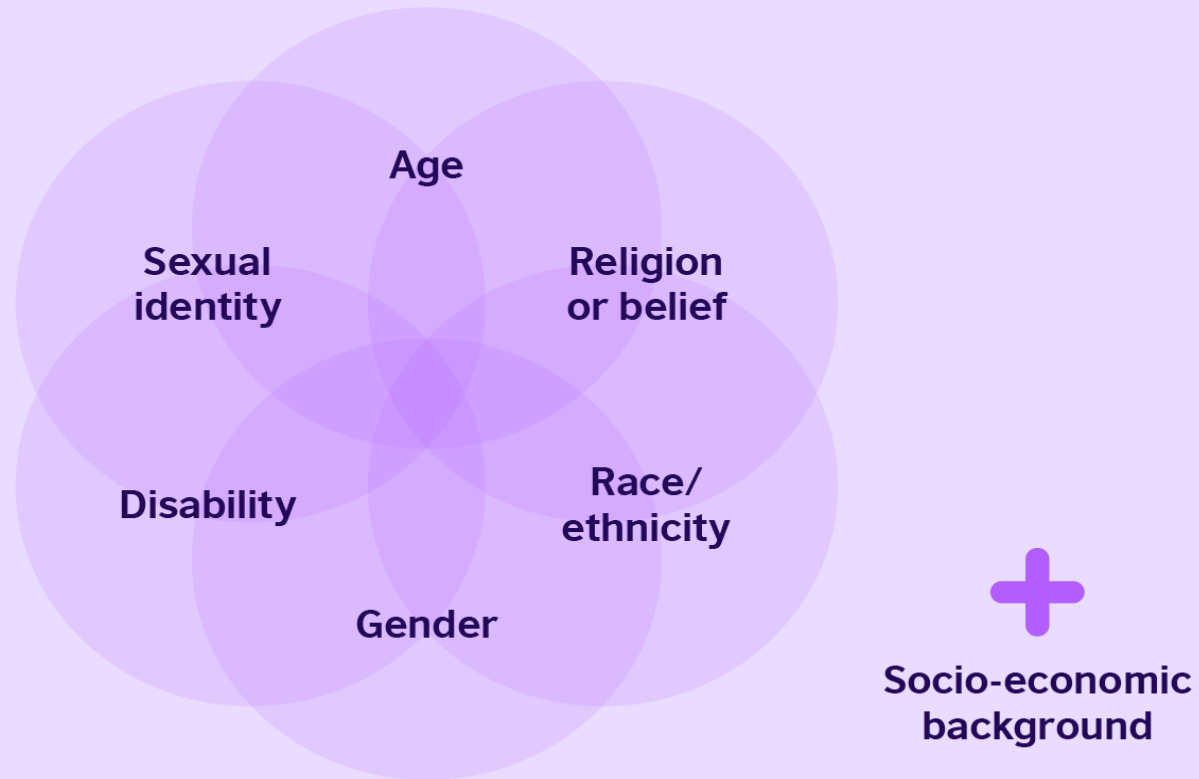


Involve teachers and other stakeholders in the development process.



EDI themes like kindness, empathy and respect work across different contexts.

Final thoughts



"There is no such thing as a single-issue struggle because we do not live single-issue lives".

Audre Lorde

Thank you

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- **The rest of the TeachingEnglish team**

Thank you for coming

philippa.davies@britishcouncil.org