

ERASMUS+

ECOLINGUISTIC RESOURCE PACK

Eco-Leaders: Empowering Teachers for a Sustainable Future

2024-2-EE01-KA210-SCH-000294262

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AGRUPAMENTO DE ESCOLAS TERRAS DO AVE

MLYST

Ecoleaders

Empowering teachers for a sustainable future

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ECOLINGUISTIC RESOURCE PACK



Language shapes the way people perceive and interact with the world around them. The words, stories, metaphors, songs, media messages, and cultural narratives used in daily life influence how individuals understand nature, sustainability, and environmental responsibility.

The Ecolinguistic Resource Pack has been developed within the Erasmus+ project Eco-Leaders: Empowering Teachers for a Sustainable Future to support teachers in integrating eco-linguistic awareness into sustainability education.



The Resource Pack combines:

🌱 **ecological awareness**
🗣️ **language education**
🌍 **intercultural perspectives**
💻 **digital literacy**
🧠 **critical thinking**



through practical classroom materials and interactive activities.

It aims to help teachers encourage students to critically analyse environmental discourse and develop more sustainable ways of thinking and communicating.



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INTRODUCTION

Language for a Sustainable Future

The environmental challenges facing our world are not only scientific, technological, or economic; they are also deeply connected to the ways we think, communicate, and tell stories about nature. Language shapes how we understand our relationship with the environment. The words we choose, the metaphors we use, and the stories we tell can present nature either as a resource to be exploited or as a living system of which human beings are an interconnected part.

The Ecolinguistic Resource Pack has been developed within the Erasmus+ KA210-SCH project "Eco-Leaders: Empowering Teachers for a Sustainable Future" (2024-2-EE01-KA210-SCH-000294262). It aims to support teachers in bringing ecolinguistic perspectives into sustainability education and helping students become more critical, environmentally aware, and responsible communicators. The project brings together collaborative work and perspectives from Estonia, Türkiye, Finland, and Portugal, with a shared focus on ecolinguistics, ecological storytelling, critical language use, and curriculum integration.

At the heart of this resource pack is a simple but powerful idea: changing the way we talk about nature can help change the way we relate to it. For this reason, the activities encourage learners to question human-centred narratives, give a voice to nature, explore environmental issues from different perspectives, and create alternative stories that promote ecological justice, responsibility, empathy, and hope.
The pack combines ecological awareness, language education, intercultural perspectives, digital literacy, and critical thinking through practical and interactive learning experiences.Storytelling plays a particularly important role, enabling learners to imagine nature as an active participant rather than a passive background and to explore environmental challenges through emotion, creativity, and perspective-taking. The accompanying activities also encourage learners to create eco-conscious narratives, critically examine environmental discourse, and strengthen empathy towards nature and ecosystems.

Rather than providing environmental information alone, the Resource Pack invites teachers and learners to question, reinterpret, create, and act. Activities such as speaking from the perspective of nature, rewriting unsustainable narratives, imagining environmental futures, developing digital eco-stories, and exchanging ecological stories across cultures transform language learning into an opportunity for environmental reflection and action.

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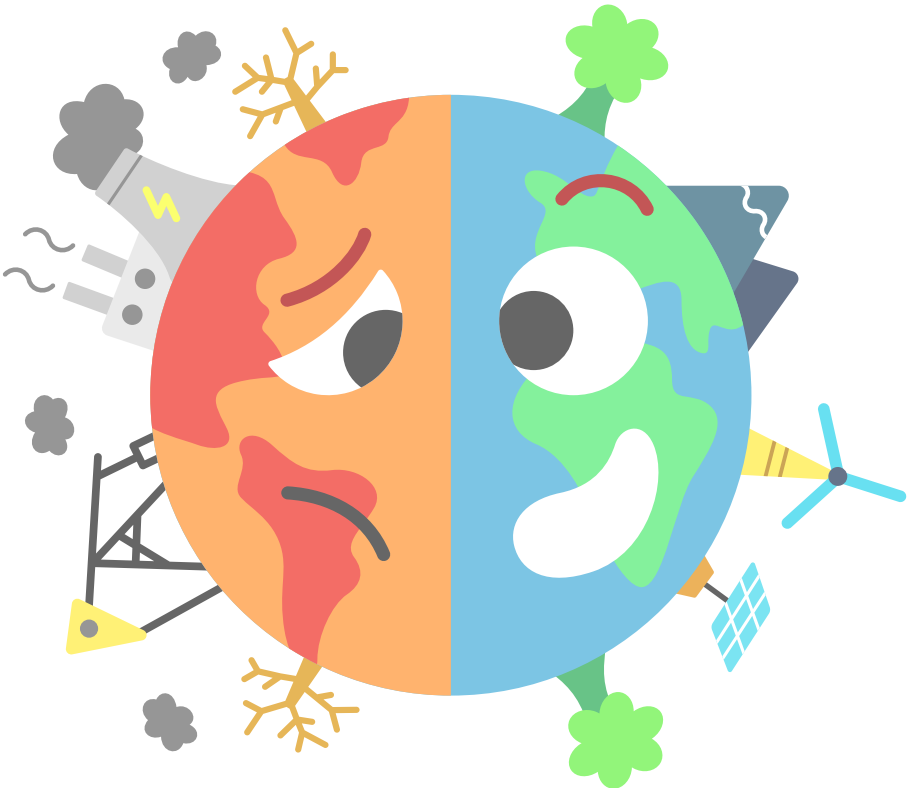
INTRODUCTION

Designed to be practical, adaptable, and learner-centred, the materials can be integrated into language education, environmental education, interdisciplinary learning, project-based activities, and teacher-training contexts. Through creative storytelling, critical discourse analysis, collaborative learning, reflection, and digital tools, educators can help learners recognise that sustainability is not only about what we do, but also about how we think, speak, and imagine.

Ultimately, this Resource Pack seeks to empower educators and learners to become more conscious users of language and more active participants in building sustainable futures. Because every sustainable future begins with the ability to imagine it—and every new way of imagining the world begins with the stories we choose to tell.

Change the language. Change the story. Change the future.



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THE POWER OF STORYTELLING FOR ECOLOGICAL AWARENESS
Interactive Workshop Booklet

Welcome to the *Interactive Eco-Storytelling Workshop Booklet* developed within the Erasmus+ KA210SCH project *Eco-Leaders: Empowering Teachers for a Sustainable Future*.

This Booklet Combines:
🌍 ecological awareness
🗣️ storytelling
🧠 critical thinking
💻 digital creativity
🌿 eco-linguistic learning

through engaging and interactive activities.

Workshop Objectives:
By the end of the workshop, participants will:
✔️ explore the role of storytelling in sustainability education
✔️ understand ecological narratives and eco-linguistics
✔️ develop creative environmental storytelling skills
✔️ create eco-conscious narratives and messages
✔️ strengthen empathy toward nature and ecosystems



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Worksheet 1

🌍 If Nature Could Speak

Objective
To develop empathy and emotional connection with nature.

Choose a Voice
- □ Forest
- □ Ocean
- □ River
- □ Animal
- □ Tree
- □ Mountain
- □ Earth



✍️ **Write a Short Monologue**
"I have seen..."

"Humans often..."

"What I wish for the future is..."

🌱 **Reflection**
What environmental message does your story communicate?

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Worksheet 2

🌊 A Letter From The Ocean

Objective
To explore environmental issues creatively through perspective-taking.

✍️ Task
Write a short letter FROM the ocean TO humanity.
Include:
✔️ emotions
✔️ environmental challenges
✔️ hopes for the future



✉️ Starter
"Dear Humans..."

🌍 Include at least ONE issue:
☐ Plastic pollution
☐ Overfishing
☐ Climate change
☐ Water pollution
☐ Tourism

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Worksheet 3

🌱 Rewrite The Narrative

Objective
To transform harmful environmental narratives into sustainable discourse.



✍️ Rewrite Sustainably

❌ "Nature exists for human benefit."

✅_____

❌ "Technology will solve all environmental problems."

✅_____

❌ "Economic growth is more important than forests."

✅_____

🌿 Reflection

How can language influence environmental behaviour?

_____

_____

_____

_____

_____

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Worksheet 4

🧠 Climate Fiction Mini-Story



Objective
To imagine possible environmental futures.

✍️ Story Title

📅 The Year 2050

Write a short story including:
✔️ one environmental challenge
✔️ one emotional moment
✔️ one sustainable solution

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Worksheet 5

💻 Digital Eco-Storytelling

Objective
To create digital sustainability narratives.



🟢 Choose a Format

□ Canva Poster
□ Instagram Reel
□ Podcast
□ Video Story
□ Digital Comic

📋 Story Planning Table

Element	Ideas
Environmental Theme	
Main Character	
Sustainability Problem	
Solution	
Emotional Message	

🌱 Eco-Slogan

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Worksheet 6

🌍 Cultural Eco-Story Exchange

Objective
To explore ecological wisdom through intercultural storytelling.

🟢 Share a Story from Your Culture



Type:
□ Folk Tale
□ Myth
□ Song
□ Proverb
□ Ritual

✍️ Story Summary

🌿 Environmental Message

🎮 Mini Gamified Challenge

🌱 Eco-Story Quest

Mission

Create a 5-sentence eco-story using ALL words below:
🌿 forest
🌊 water
💻 technology
🧠 responsibility
🌍 future

🌱✍️ Our Eco-Story

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Worksheet 6

Storytelling Assessment Rubric

🌎 Eco-Storytelling Evaluation

Criteria	4 – Excellent	3 – Good	2 – Developing	1 – Beginning
🌱 Environmental Awareness	Strong sustainability message	Clear environmental ideas	Some awareness shown	Limited awareness
🗣️ Eco-Linguistic Language	Respectful and eco-conscious language	Mostly eco-conscious	Some eco-language	Limited eco-awareness
🧠 Critical Thinking	Deep reflection and questioning	Some critical thinking	Limited reflection	No critical analysis
🌍 Creativity & Originality	Highly creative and engaging	Creative overall	Some creativity	Limited creativity
❤️ Emotional Connection	Strong emotional impact	Emotional elements included	Some emotional connection	Little emotional impact
🌿 Sustainable Solution	Meaningful and realistic solution	Solution included	Solution unclear	No sustainable solution
💻 Digital Storytelling *(optional)*	Excellent visuals/media use	Good digital communication	Basic digital design	Incomplete digital work
🤝 Collaboration *(group work)*	Excellent teamwork	Good collaboration	Uneven participation	Minimal collaboration

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Worksheet 6

🧠 Self-Reflection Page

🌿 Reflect on Your Story

1️⃣ What environmental message did your story communicate?

2️⃣ Which part of your story are you most proud of?

3️⃣ What would you improve next time?

🤝 Peer Feedback Page

🌍 Feedback from a Classmate

🌱 One strong aspect:

🌿 One suggestion:

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Worksheet 6

🌟 Final Reflection
🌍 What Story Do We Want to Tell About the Future?
✍️ Reflection Questions

1️⃣ How can storytelling encourage sustainability?

_____

_____

2️⃣ What environmental narratives should we challenge more critically?

_____

_____

3️⃣ What kind of future do we want to imagine together?

_____

_____

🌱 My eco-commitment
After this workshop, I will:

✅_____

✅_____

✅_____

✅_____

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Lesson Plan 1

Lesson Plan: An Ecological Perspective Through the Short Film "Abuela Grillo"

Grade Level: Grades 8–12 / Adult education (can be adapted for teacher workshops)

Duration: 40'+40'+40'+40'

Materials:
-The "Abuela Grillo" short film: youtube.com/watch?v=AXz4XPuB_BM
-Projector
-Computer/tablet
-StoryJumper account
-Individual reflection form
-Story evaluation rubric
-Character perspectives chart

Preparation:
- A short film is produced.
- Computer/tablet setups and internet connections are arranged for the digital stories.
- Annex 2: The "Characters' Perspectives" worksheet is copied for each student.

Objectives:
- Drawing on the short film "Abuela Grillo", explains the concepts of the right to water, exploitation, and solidarity.
- Identifies anthropocentric expressions in texts that objectify nature.
- Portrays nature as an active subject in their writing.
- Uses a language grounded in ecological justice and solidarity.
- Evaluates ecological events from the perspectives of different characters.
- Creates and shares an environmentally themed digital storybook using StoryJumper.

PROCESS

1. ENGAGE

The students walk freely around the room, following the teacher's instructions. The teacher gives the following instructions: "Imagine you are a raindrop. You are falling to the ground. You are being blown about by the wind. You are trying to decide where you will land. Will you become a river and flow? Will you fall onto a child's eyelashes? Will you mix with the soil and give life to a seed? Or will you enter a pipe, be bottled, and wait on a supermarket shelf?" The students are told to freeze. Their feelings and thoughts about where the raindrop fell and what it did are gathered.

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Can we own water? Is water a commodity, or is it the common heritage of all living beings?" These questions are answered.
Students are told they will watch a short film today with no dialogue. It is noted that the film features only visuals, music, and an old woman's song. They are told the film tells an important story connected to real life.

2. EXPLORE

Watch the short film "Abuela Grillo". Students should carefully observe the characters' facial expressions, the visuals, the music, and the progression of events. After watching the film, answer the questions.
- Who is in the story?
- What is Abuela Grillo's power?
- Why did they drive her away?
- What did they do to her in the city?
- What do the men in black represent?
- What happens in the end?

After the questions are answered, the characters and their roles (the emotions/thoughts/perspectives they represent) are listed.

Characters	Roles / Representation
Abuela Grillo (Grandma Grillo)	The bringer of rain, the voice of nature, freedom
Little Girl	Innocence, loyalty, a sense of justice
Father	Between traditional life and modern pressures
Boss / Businessmen	Exploitation, commodification, greed for profit
Villagers	Unity, remorse, solidarity

3. EXPLAIN

By explaining the fundamental concepts of ecolinguistics, the text discusses linguistic anthropocentrism, the construction of nature as a subject, the language of ecological justice, and multi-perspective ecological literacy skills, illustrating these concepts with examples.
1. **Linguistic Anthropocentrism:** Portraying nature as an object that exists solely to serve humans. E.g., "water source," "natural resource"
2. **Personifying Nature:** Attributing emotions, intentions, and actions to nature. E.g., "The rain whispered to the earth."

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3. Language of Ecological Justice: Emphasizing reciprocity rather than exploitation.
4. Multi-Perspective Literacy: Viewing the same event through the eyes of different characters.

The characters' perspectives (Annex 2) are shared with the students. The same event is analyzed from different viewpoints. Students are instructed to write the story from a character's point of view. They are asked to choose one of the following characters: the little girl, the grandmother, the boss, or the father. Using the provided examples as a guide, students consider which ecodisciplinary skills they can apply in their stories and begin to develop their story outlines.

4. ELABORATE

Log in to StoryJumper. The book template (5 pages) and page content are explained:
Page 1: The beginning in the village / the bounty of water (the character's state at this moment)
Page 2: Abuela's expulsion or the boss's arrival (the character's reaction)
Page 3: Exploitation / bottling of water (what is the character doing / feeling?)
Page 4: Resolution / solidarity / new beginning (the character's choice)
Page 5: Ecological message (a question to nature / nature's answer)

Students create stories from the perspective of the character they have chosen and add visuals. The following points are discussed.
-How does your character talk about nature? As an object?
-Does water feel anything?
-Don't forget to use words like "profit, efficiency, bottle, sales" when speaking as your boss.
-Words like "song, freedom, rain, friend" might come out of your grandmother's mouth.
-How did you craft your ecolinguistic message?

At the end of the activity, students save their digital books, copy the links, and share them with the teacher or the class via digital sharing platforms.

5. EVALUATE

Students present their StoryJumper stories. They discuss whether nature is portrayed as a subject or an object in the stories. Students analyze the stories using eco-linguistic concepts. They answer individual reflection questions.

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Individual Assessment (Student Reflection Questions):

1. Which character did you choose? Why?
2. How did you make nature (water/rain/earth) speak or convey its feelings in your story? Write an example sentence.
3. What is the language of ecological justice? Is there an example from your own story?
4. Which eco-linguistic skill did you find most challenging in this activity?

Annex 1: Story Evaluation Rubric

Criterion	1 – Beginner	2 – Developing	3 – Adequate	4 – Excellent
Recognizing Linguistic Anthropocentrism	Nature has consistently been referred to as an object, yet this has gone unnoticed	There are instances of object-oriented language in a few places, but it is inconsistent	Nature is mostly not an object; sometimes it is a subject	Nature has been consciously removed from the status of an object
Fictionizing Nature as a Character	Nature never speaks or feels	In one instance, nature is given emotions	In two or three instances, nature actively feels or speaks	Nature acts like a strong character in the story
Use of Ecological Justice Language	No message of ecological justice	The message of ecological justice is not clear	There is a clear message of ecological justice	The message of justice is very strongly conveyed through the character's language
Multi-Perspective Literacy	The character's voice is unclear	The character is defined but inconsistent	The character is consistent and their role within the ecosystem is reflected	A strong connection has been established between the character's perspective and the ecological issue
Using StoryJumper	The book is incomplete	There are 5 pages, but the visuals and text don't match	5 pages, readable, visuals and text are well-matched	Creative visuals, integrated with the text, impressive

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Lesson Plan 2

Lesson Plan: Rewriting the Little Mermaid Fairy Tale from the Ocean's Perspective

Grade Level: Grades 8–12 / Adult education (can be adapted for teacher workshops)

Duration: 40'+40'+40'+40

Materials:
-The Little Mermaid
-Projector
-Computer/tablet
-StoryJumper account
-Individual reflection form
-Story evaluation rubric

Preparation:
- A short film is produced.
- Computer/tablet setups and internet connections are arranged for the digital stories.
- Annex 2: The guide for the Ocean/Sea Character is copied for each student.

Objectives:
- Describes the ocean as if it were a character that speaks, feels, and moves.
- Uses language that upholds nature's rights.
- Identifies phrases in texts that suggest nature is used solely for human benefit.
- Creates and shares an environmentally themed digital storybook using StoryJumper.

PROCESS

1. ENGAGE

The teacher asks, "If the ocean could speak one day, what would it tell us?" The students share their ideas with the class, reflecting the ocean's feelings and thoughts. Building on the students' answers, the teacher transitions into the lesson by explaining that they will rewrite a well-known fairy tale from a different perspective. By noting that this time the narrator will not be a prince or a mermaid, but the ocean itself, the teacher directs the students' attention to the story.

2. EXPLORE

During the development phase of the lesson, the teacher distributes a brief summary of the fairy tale to the students or projects it onto the board to help them recall the story.

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The teacher then reminds the students that in the original fairy tale, the ocean is used merely as a backdrop and possesses no emotions or voice, and asks them to consider whether this is accurate. Students individually jot down their thoughts on what the ocean might have felt. The teacher then explains that oceans today face problems such as plastic pollution, acidification, coral bleaching, and overfishing, drawing attention to the silent disappearance of the oceans. Students consider how they can incorporate this information into their own stories. Later in the activity, the teacher plays sounds of waves, wind, or storms for the students and asks what emotions these sounds evoke in them. By sharing their thoughts on whether the ocean might be sad, angry, or tired, students begin to view nature as a subject.

3. EXPLAIN

During the development phase of the lesson, the teacher projects the "Guide for the Ocean/Sea Character" (Annex 2) onto the board and asks the students, "If the ocean were a character, how would it feel, and how would it speak?" The students examine the chart and jot down their thoughts. The teacher then explains two fundamental eco-linguistic skills—framing nature as a subject and using the language of ecological justice—using examples. The teacher emphasizes that nature can be described through emotions, intentions, and actions; and that nature should be treated not merely as a resource, but as a living space and a being with rights. While listening to the explanations and taking notes, students plan how they can apply these skills in their own stories.

4. ELABORATE

Log in to StoryJumper. The book template (5 pages) and page content are explained:
Page 1: The peaceful, clean, and balanced life of the ocean is described.
"My waves sing, and my corals shimmer in vibrant colors."
Page 2: The ocean's feelings are described in response to the Little Mermaid's desire to leave the sea.
"I raised her among my corals. Now she wants to leave me. Why?"
Page 3: The damage caused to the ocean by human-induced pollution and exploitation is addressed.
"Plastics are choking me, and toxic chemicals are burning my corals."
Page 4: The ocean's reaction to these events and its search for a solution are described.
"I won't stay silent any longer. Should I raise my waves, or should I give humans one more chance?"
Page 5: The message the ocean wants to convey to humans is shared.
"I am your home. Please hear my voice and protect me."

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Students create stories from the perspective of the character they've chosen and add visuals. The following points are discussed:

-How does the ocean feel? Is it sad, angry, or hopeful?
-What actions does the ocean take? (Raising its waves, growing quiet, whispering...)
-What bothers the ocean the most? (Plastic, noise pollution, the mermaid leaving?)
-What does the ocean ultimately want to say?

At the end of the activity, students save their digital books, copy the links, and share them with the teacher or the class via digital sharing platforms.

Sample Sentences for StoryJumper Pages (From the Ocean's Perspective):

Page	Example Sentence (The Ocean Speaks)
Page 1	*"My name is Ocean. My waves are my heartbeat. My corals are my lungs. I've been here for thousands of years."*
Page 2	*"I remember my little mermaid. She grew up in my coral cradle. But one day she said to me, 'I'm leaving you.' It left a wound in my heart."*
Page 3	*"When the sea witch arrived, my waters turned poisonous. Her potions turned my corals pure white. And the people... they threw my plastic back at me. I'm drowning."*
Page 4	*"When the sea witch arrived, my waters turned poisonous. The potions turned my corals pure white. And the people... they threw my plastic back at me. I'm drowning."*
Page 5	*"You are in my home. Please don't disturb me. Please listen to my silence."*

5. EVALUATE

Students present their StoryJumper stories. They discuss whether nature is portrayed as a subject or an object in the stories. Students analyze the stories using eco-linguistic concepts. They answer individual reflection questions.

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Individual Assessment (Student Reflection Questions):

1. What was it like to write about the ocean as a character? Was there a moment when you found it challenging?
2. Give an example of a verb used to describe the ocean in your story. (e.g., "My waves whispered," "My corals wept")
3. In the original fairy tale, the ocean is silent. In your story, it spoke. How did this change affect the fairy tale's message?
4. What do you think the real ocean would want to tell you today?

The teacher evaluates the stories using a rubric.

Annex 1: Story Evaluation Rubric

Criterion	1 – Beginner	2 – Developing	3 – Adequate	4 – Excellent
Framing Nature as the Subject	The ocean never speaks or feels.	The ocean never speaks or feels.	In two or three instances, the ocean actively feels or speaks.	The ocean is the story's powerful main character, serving as the subject in every sentence.
Using the Language of Ecological Justice	The ocean's rights or harvest have not been mentioned.	There is a call for justice in a single sentence.	The ocean's needs and rights have been clearly articulated.	A powerful message of justice has been conveyed in the ocean's own language.
Recognizing Linguistic Anthropocentrism	The ocean is still portrayed as mere scenery.	The ocean is sometimes the subject, but mostly the object.	The object-oriented language in the original fairy tale has been recognized and transformed.	The ocean's subject-oriented language has been consciously and consistently established.
Using StoryJumper	The book is incomplete.	There are 5 pages, but the visuals and text don't match.	5 pages, readable, visuals and text are in harmony.	Creative visuals, seamlessly integrated with the text, with a strong ocean vibe.

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Annex 2: Guide to Ocean/Sea Characters

Dimension	The Ocean's Perspective
Identity	A living, breathing, sentient giant. Its waves are its heartbeat. Its corals are its lungs.
Its Role in the Fairy Tale (Original)	Just a backdrop. A prop. No one asks its feels its, or notices its.
The Role in the Fairy Tale (In the Rewrite)	The main character. It narrates the story. Its emotions, sorrows, and joys drive the events.
A look at The Little Mermaid	"I raised her. She used to play among the coral. But now she wants to leave me. What did I do to her?"
A Glimpse of the Sea Witch	"It spreads through my waters like poison. Her potions are killing my corals."
The Prince's Perspective	"He sends his ships, casts his nets, and tosses my plastic back. But when he looks at the beauty of my sea, he calls it a 'scenery.'"
The Emotions It Feels	Longing, anger, sorrow, hope, exhaustion, compassion.
Language Used (Examples)	"My waves are whispering, but no one hears them." "Plastic is choking me." "My corals are crying, turning completely white." "My little mermaid, why are you leaving?"
Ecological Literacy	Making nature the subject + The language of ecological justice (direct application)

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THE LITTLE MERMAID

At the bottom of the sea lay a world so beautiful that people could scarcely imagine it. The water was so clear that even in the deepest depths, sunlight filtered through like shimmering golden grains. The seabed, made of white sand, was adorned with corals—red, orange, purple... Each coral city was a palace for the fish, starfish, and anemones that lived within it.

The king of this underwater kingdom lived in a massive coral palace with his six daughters. The youngest mermaid was quieter and more dreamy than the others. Her name was Aqua. At night, she would sit beside the marble mermaid statue in the palace garden and watch the surface. When the moonlight shone through the water, the ocean's waters glistened like silver.

The ocean was silent. But it felt.

The waves breathed in and out, the currents pulsed like veins, and the corals filtered the water like lungs. The ocean was alive. But no one asked what it felt.

When she turned fifteen, Aqua received permission to surface. The sea mother combed her hair with a golden comb and placed a pearl crown on her head. As she rose, the ocean watched her silently.

"Come back," the ocean said with a silent wave. But Aqua didn't hear.

At the surface, she saw a ship. Lights, music, dancing people... And in the center of the ship, a prince dressed more brilliantly than the others. Aqua's heart grew heavy, like a pearl falling to the bottom of the ocean's deepest abyss. In that moment, she fell in love.

A storm broke out. The waves weren't rising and falling like the ocean's breath; this time, it was furious. The wind whistled, and the ship was splitting in two. The prince fell into the water. Aqua caught him, took him in her arms, and swam to shore.

The ocean felt the prince's heartbeat amidst the waters carrying him. "My little girl, why are you saving a human?" it asked quietly. But no answer came.

Aqua decided to go to the Sea Witch to reunite with the prince. The witch lived in the ocean's darkest, most poisonous corner. Her path wound through the tentacles of giant octopuses, disappearing among rotting seaweed and broken shipwrecks. The water there was heavier than elsewhere. Plastic debris hung suspended, and chemical waste had turned the corals pure white.

The witch, Mora, took the form of a giant sea anemone. Her poisonous tentacles spread out, and her eyes glowed like phosphorescence.

"I want your voice," said Mora. "Your voice is the most beautiful sound underwater. I will put it in a bottle. In exchange, I'll give you a potion. When you drink this potion, your tail will turn into two human legs. But with every step you take, you'll feel pain as if a knife were being stabbed into you. If the prince marries someone else, you'll turn into sea foam when the sun rises."

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The witch began preparing the potion in a massive cauldron. She added the following:

-A handful of her own cut hair
-Three drops of poisonous jellyfish tears
-Crushed coral dust
-A shard of a plastic bottle
-Aqua's warm, high-pitched, clear voice

As the potion simmered, purple smoke rose from the cauldron. The Ocean felt a twinge deep within. "My little girl, why are you crying out?" he whispered. But Aqua didn't hear him. Or perhaps she didn't want to.

She drank the potion. The pain surged through her body like lightning. She fainted. When she awoke, her tail was gone, replaced by two slender human legs.

Aqua was now silent. She could not speak. She smiled, she danced, but with every step, knives pierced her feet. The prince loved her dearly—like a sister. He dressed her in silk gowns and had her sit by his side in the palace. But he never fell in love with her.

At night, Aqua would sit by the sea. The waves lapped at her feet, and the ocean heard her silence. "Come back," the ocean said. "We'll give you your voice back. My corals miss you." But Aqua couldn't hear anymore. She had become human. She had forgotten the language of the sea.

The prince married the princess of the neighboring kingdom. Aqua's heart was broken. On the wedding ship, at midnight, her sisters emerged from the water. Their hair had been cut off. They held a knife in their hands.

"We gave our voices to the witch. Take this knife! If the prince dies and you smear his blood on your feet, you will become a mermaid again!"

Aqua took the knife. She entered the room where the prince was sleeping. But she couldn't bring herself to strike him. She threw the knife into the sea.

Morning came. The sun rose. Aqua's body melted, turning into foam.

The ocean drew her in. The foam merged with the waves. But this was not an end. The ocean embraced her and whispered:

"You are with me now. Your silence has become the song of my waves. You will never be silent again."

And from that day on, Aqua lived in every wave of the ocean, in every bubble, in every raindrop.

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Lesson Plan 3

Lesson Plan: Hear the Voice of Biodiversity!

Grade Level: Grades 8–12 / Adult education (can be adapted for teacher workshops)

Duration: 40'+40'+40'+40'

Materials: Canva, Padlet, Mentimeter, Smart board, Tablets or smartphones

Lesson Overview:
This lesson introduces students to biodiversity through an ecolinguistic perspective, helping them explore how language influences human relationships with nature. Students will analyze environmental messages, use digital tools, collaborate creatively, and design campaigns that promote biodiversity protection.

Objectives:
By the end of the lesson, students will be able to:

- Define biodiversity and explain its importance.
- Identify how language shapes attitudes toward nature.
- Analyze environmental slogans, advertisements, and media critically.
- Use digital tools to research and present information.
- Create eco-friendly communication materials.
- Collaborate creatively in teams.

Key Concepts:

- Biodiversity
- Ecosystems
- Endangered species
- Sustainability
- Ecolinguistics
- Environmental discourse
- Human–nature relationship

Materials & Digital Tools:
Materials

- Projector / Smartboard
- Worksheets
- Sticky notes
- Markers and poster

Digital Tools

- Canva - poster and campaign design

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- Padlet - collaborative idea board
- Kahoot! - interactive biodiversity quiz
- Google Earth - exploring ecosystems globally
- Mentimeter - live student responses and word clouds
- National Geographic Kids - biodiversity research resources

PROCESS

1. ENGAGE

1. Nature Word Cloud

Using Mentimeter, students answer:

- "What words come to mind when you hear 'nature'?"
- "How do humans talk about animals and forests?"

Display the live word cloud and discuss:

- Which words are positive?
- Which suggest ownership or exploitation?

2. Video Introduction

Show a short biodiversity video from:

- National Geographic Kids

Discuss:

- Why are species disappearing?
- How does the narrator describe nature?

3. Ecolinguistic Mini Discussion

Teacher introduces ecolinguistics simply:
"The words we use about nature affect how we treat nature."
Students analyze phrases such as:

- "Natural resources"
- "Save wildlife"
- "Conquer nature"
- Students discuss:
- Which expressions respect nature?
- Which expressions sound harmful?

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2. EXPLORE

1. Ecosystem Exploration with Google Earth

Students explore rainforests, oceans, wetlands, and deserts using:

- Google Earth

In groups, they identify:

- Species diversity
- Human impact
- Environmental threats

2. Media Detective Activity

Groups examine environmental advertisements, headlines, or social media posts. They answer:

- What message is being communicated?
- Does the language encourage protection or consumption?
- Which words are emotionally powerful?

Students post findings on:

- Padlet

3. EXPLAIN

Teacher Input

Explain:

- Types of biodiversity
- Importance of ecosystems
- Human effects on biodiversity
- Basics of ecolinguistics
- Use visuals and simple examples.

Interactive Quiz

Students play a class quiz using:

- Kahoot!

Quiz topics:

- Endangered species
- Ecosystems
- Sustainable language
- Human impact

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Group Reflection
Students complete sentences:
- "Language can protect nature when..."
- "People may harm biodiversity if..."

Class discussion follows.

4. ELABORATE

Main Creative Activity:
"Speak for the Earth" Campaign Challenge
Students work in groups to create an ecolinguistic biodiversity campaign.
Task Options
Groups choose one:
- Digital poster
- Short video
- Social media campaign
- Eco-slogan series
- Mini podcast
- Created using:
- Canva
- Requirements
- Campaign must:
- Promote biodiversity protection
- Use positive ecological language
- Include at least 3 persuasive slogans
- Include visuals and facts
- Avoid harmful anthropocentric expressions

5. EVALUATE

1. Peer Evaluation
Students assess campaigns using a rubric:
- Creativity
- Accuracy
- Language awareness
- Teamwork

2. Exit Ticket
Students answer:
- "What new idea changed your thinking today?"
- "How can language help biodiversity?"

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3.. Teacher Assessment

Assessment criteria:

- Participation
- Critical thinking
- Digital tool use
- Collaboration
- Understanding of ecolinguistics and biodiversity

4. Assessment Rubric (Sample)

Criteria	Excellent	Good	Developing
Understanding of Biodiversity	Clear and detailed	Mostly accurate	Limited understanding
Use of Ecological Language	Highly effective	Appropriate	Minimal
Creativity	Very original	Some creativity	Basic
Digital Tool Usage	Effective and skilled	Adequate	Limited
Collaboration	Excellent teamwork	Mostly cooperative	Uneven participation

References/Links

https://www.mentimeter.com
https://www.canva.com/
https://padlet.com/
https://kahoot.it/
https://earth.google.com/web/
https://kids.nationalgeographic.com

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Lesson Plan 4

Lesson Plan: Media and Greenwashing

Grade Level: Grades 8–12 / Adult education (can be adapted for teacher workshops)

Duration: 40'+40'+40'+40

Materials:
-Computer / interactive whiteboard
-Internet connection
-Advertising images and videos
-Colored pencils and poster paper
-Phone / tablet / computer
-Glue and scissors
-Assessment rubric

Topic: How are language and media used to create an environmentally friendly image?

Central question (driving question):
Is the company really helping the environment or just talking about it convincingly?

Objectives:
The student:

- explains the concept of *greenwashing*
- analyses environmental media language
- recognises emotional and manipulative language use
- evaluates the reliability of sources
- distinguishes fact, opinion and advertising language
- understands how metaphors shape attitudes toward nature
- argues based on evidence
- creates a public product

Key concepts: greenwashing, ecolinguistics, advertising language, narrative, metaphor, critical thinking, sustainability, manipulation, consumption

PROCESS

LESSON 1 – Opening the problem
Warm-up
The teacher shows 6 advertisements:

- "100% natural"

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- "green choice"
- "eco"
- "planet friendly"
- green-coloured packaging
- nature imagery in advertisements

Question for the class:

Does this automatically mean that the product is environmentally friendly?



Introducing the concept

The teacher introduces the concept:

Greenwashing = a situation where a company creates an environmentally friendly image of itself, but its real environmental impact is much more negative.

Examples:

- fast fashion
- plastic packaging
- "carbon neutral"
- "green energy"
- "natural"

Examples from the project-based learning workshop may be used:

"Green Revolution – Real Solution or Greenwashing?"

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Discussion: language and influence

The teacher shows sentences:

- "Saving the planet"
- "Green future"
- "In harmony with nature"
- "Sustainable fashion"

Students discuss:

- what do these expressions mean?
- are they concrete?
- what is left unsaid?
- what emotions do they create?

Connection with ecolinguistics:

language does not only describe the world — language shapes how people see the world.

Forming groups

Groups choose one topic:

- fast fashion
- beverage brand
- cosmetics
- car manufacturer
- package
- paper straws

Each group must investigate in the next lesson:

1. What is the company claiming?
2. What kind of language is used?
3. What emotions are used?
4. What is not said?
5. What are the real environmental impacts?

LESSON 2 – Research and critical analysis

Research phase

Students:

- search for advertisements
- examine the company's website
- search for independent sources
- analyse advertising language

Supporting questions:

- For what purpose?
- Is emotional language used?
- Are vague words used?

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- Is data presented?
- What is left out?

Analysis worksheet for students

Company / product:

Main message of the advertisement:

What kinds of words are used?

□ green
□ natural
□ sustainable
□ clean
□ climate-friendly
□ other: _____

What emotions are they trying to create?

□ hope
□ reducing guilt
□ pride
□ feeling of safety
□ sense of responsibility

Are nature-related images used in the advertisement?

□ forest
□ water
□ animals
□ green colour
□ sounds of nature

Why?

What is NOT said?

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Could this be greenwashing?

□ yes
□ partly
□ no
Justification:

LESSON 3 – Debate / "Environmental Court"

The format comes from your workshop material.

Roles

- company representative
- environmental activist
- scientist
- journalist
- consumer



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Additional role cards with additional information. Teacher can choose wich one is better in the class.

Debate questions

- Is the company misleading people?
- Does green advertising influence consumers?
- Is the company responsible for misleading consumers?
- Should greenwashing be legally restricted?
- Should consumers themselves think critically?

Analysing of advertisements:
Fast Fashion ("sustainable collection")
For example, H&M or Zara advertise:

- "Conscious collection"
- "Join Life"
- "sustainable fashion"

Problem:

- enormous amounts of clothing are still produced
- huge amounts of water and energy are used
- synthetic materials = microplastics
- people buy more than they need
- a large part of clothing quickly becomes waste

In other words: a small "green collection" does not make the whole business model sustainable. This is one of the most classic examples of greenwashing.

Plastic bottles labeled "100% recyclable"
For example, many beverage companies:

- use green packaging
- write "fully recyclable"
- talk about the circular economy

Problem:

- plastic is still being mass-produced
- a very large part of plastic is not actually recycled
- plastic breaks down into microplastics
- production uses fossil fuels

An important nuance:
"recyclable" does not mean that it is actually recycled. This is a very good place to teach critical thinking.

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"Biodegradable" plastic bags

Advertising:

- eco bag
- biodegradable
- compostable

Problem:

- they often decompose only under industrial conditions
- in nature they do not break down quickly
- people may produce more waste because they think it will simply "disappear"

This is a good opportunity to discuss: does "slightly less harmful" automatically mean "environmentally friendly"?

Electric car advertisements

For example, Tesla or other electric cars.

Advertising:

- zero emissions
- green mobility
- clean future

Problem:

- battery production requires mining
- lithium, cobalt, and other minerals are used
- production has a large CO_2 footprint
- electricity production may not be green

This does NOT mean that electric cars are "bad," but rather: advertising often leaves out part of the environmental impact. From an ecolinguistic perspective, this is very interesting.

Paper straws vs the whole system

Some companies advertise:

"We are saving the ocean – we use paper straws!" but:

- all the other packaging is still plastic
- production and transport remain the same
- the change is very small compared to the company's actual impact

This is sometimes called: "tiny green change, huge green marketing."

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LESSON 4 – Public product

Groups create one of the following:

- poster
- video
- podcast
- social media post
- "Fake vs Reality" comparison
- infographic

Topic:

"How to recognise greenwashing?" or "Think before you believe green advertising."

Important ecolinguistic focus for the teacher

The purpose of the lesson is NOT only: "companies are lying" but rather: how language influences our attitudes toward nature, consumption and responsibility.

It is important to help students notice:

- metaphors
- emotional influence
- vague language
- creation of a "green" identity
- how advertising may hide the real environmental impact

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This fits very well with the goals of:

- critical thinking
- media literacy
- ecological thinking
- sustainable development

argumentation skills in the national curriculum.



Assessment

Formative assessment

- argumentation
- use of sources
- critical analysis
- cooperation
- ability to recognise manipulative language

Assessment Rubric

Criteria	**1**	**2**	**3**	**4**	**5**
Evaluating reliability of sources					
Analysing advertising language					
Use of evidence					
Argumentation					
Public product quality					
Cooperation					

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Lesson Plan 5

Lesson Plan: How Language Shapes Our Relationship with Nature

Grade Level: Grades 8–12 / Adult education (can be adapted for teacher workshops)

Duration: 45'+45'

Main theme: Eco-linguistics: analysing how words, metaphors and narratives influence ecological awareness

Key competences: Communication, critical thinking, citizenship, environmental literacy, multilingual awareness

Preparation and Materials:

- Three short texts: a school announcement, a news headline/social media caption, and a short advertising or tourism slogan related to nature.
- Printed or digital "language lens" worksheet with three columns: Words, Message about nature, Possible alternative.
- Sticky notes or shared digital board, markers, projector, optional multilingual examples from partner countries.
- Exit ticket with one prompt: "One word I will use differently after this lesson is..."

Objectives:

- Identify examples of environmental discourse in media, school communication and everyday language.
- Explain how specific words, metaphors or narratives can encourage care for nature or reinforce detachment and exploitation.
- Rewrite a short text using language that promotes responsibility, interdependence and ecological awareness.
- Collaborate to create an "eco-language audit" of school communication and propose improvements.
- Reflect on how language choices can support sustainable behaviour in the school community.

Sample teacher prompts:

- Does this text describe nature as a resource, a partner, a problem, a victim or a living system?
- Which words make humans seem separate from nature? Which words show interdependence?
- What behaviour might this language encourage?
- How could we rewrite the message without making it longer or less clear?
- How can school leaders use language to create a culture of sustainability?

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Lesson Plan 5

PROCESS

Time	Phase	Teacher / Facilitator Role	Learner Tasks and Outputs
0–10 min	**Hook**	Show two contrasting sentences about nature. Ask: Which one makes nature sound alive, valuable or distant?	Learners vote and justify their choice using one keyword.
10–25 min	**Mini-input**	Introduce eco-linguistics as the study of how language influences how people think and act towards the living world.	Learners note three key ideas: words matter; stories guide action; alternatives are possible.
25–45 min	**Text analysis**	Distribute texts and model one example of analysis.	Groups highlight words/metaphors and complete the language lens worksheet.
45–65 min	**Critical dialogue**	Facilitate discussion on whether each text promotes care, consumption, fear, responsibility or indifference.	Groups present one finding and one improved wording.
65–80 min	**Creative rewriting**	Support groups in rewriting one school text so it becomes more eco-conscious and action-oriented.	Each group produces a revised message for the school community.
80–90 min	**Reflection**	Connect activity to eco-critical leadership: leaders choose language that mobilises responsible action.	Learners complete the exit ticket and choose one phrase for a class display.

Assessment

Criteria	Beginning	Developing	Secure
Critical identification	Finds isolated environmental words.	Identifies words and basic meanings.	Explains how language frames human-nature relationships.
Rewriting quality	Makes minor vocabulary changes.	Improves tone and ecological message.	Creates clear, persuasive and action-oriented eco-conscious language.
Collaboration	Participates when prompted.	Contributes to group analysis.	Listens, negotiates and helps the group produce a shared output.
Reflection	Gives a general opinion.	Links language to attitudes.	Connects language choices to sustainable action and school culture.

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Differentiation and inclusion

- Provide sentence starters: "This word suggests...", "A better alternative could be...", "This message makes nature seem...".
- Allow visual responses, colour coding, oral explanation or bilingual contributions.
- Offer shorter text samples for learners who need reading support and extension tasks for advanced learners.
- Use mixed-ability groups with clear roles: reader, highlighter, translator, presenter, editor.

Extension / follow-up

- Create an eco-linguistic wall display with before-and-after school messages.
- Compare examples from partner schools and build a multilingual glossary of eco-conscious expressions.
- Use the revised texts in the school newsletter, website or Erasmus+ dissemination materials.



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Lesson Plan 6

Lesson Plan: Eco-Linguistic Action Plan for a Greener School

Grade Level: Grades 8–12 / Adult education (can be adapted for teacher workshops)

Duration: 40'+40'+40'+40

Main theme: Designing an eco-linguistic action plan for school communication and leadership

Key competences: Leadership, participation, communication, sustainability, digital competence, collaboration

Preparation and Materials:

- Examples of school notices, canteen messages, recycling instructions, mobility announcements or energy-saving reminders.
- Action plan template: Challenge, Audience, Current language, Better language, Channel, Responsible persons, Timeline, Evidence.
- Digital tools: Canva, Google Slides, Padlet, shared Google Docs or any school-approved collaborative platform.
- Peer-review checklist and simple impact indicators.

Objectives:

- Analyse school communication to identify language that supports or weakens ecological awareness.
- Select one school sustainability challenge and define a communication objective for it.
- Design a short eco-linguistic action plan with message, audience, channel, responsibilities and indicators.
- Create a campaign slogan or micro-text that encourages sustainable action without blaming or frightening the audience.
- Present and peer-review action plans using clear criteria connected to Erasmus+ values.



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PROCESS

Time	Phase	Teacher / Facilitator Role	Learner Tasks and Outputs
0–15 min	**Problem framing**	Present a common school issue: food waste, energy use, water use, biodiversity or transport.	Learners discuss why some environmental messages are ignored.
15–35 min	**School language audit**	Guide groups to examine real or sample school messages.	Groups identify wording that is too vague, negative, consumerist, human-centred or not action-oriented.
35–55 min	**Choosing a challenge**	Help each group select one challenge and define a realistic audience.	Groups choose a challenge and complete the first part of the action plan template.
55–80 min	**Message design**	Model how to transform a weak message into an eco-linguistic message with agency and interdependence.	Groups write a slogan, short announcement, social media caption or poster text.
80–100 min	**Action plan building**	Support groups in adding channels, responsibilities, timeline and evidence.	Groups complete an action plan that could realistically be implemented in school.
100–115 min	**Peer review**	Organise a gallery walk or digital exchange.	Groups use the checklist to give one strength and one improvement suggestion.
115–120 min	**Commitment**	Invite learners to choose one plan element for immediate implementation.	Learners record a personal or group commitment.

Action plan template

Component	Group response
Sustainability challenge	
Target audience	
Current language/problem	
Eco-linguistic improvement	
Main message or slogan	
Communication channel	
Responsible persons	
Timeline	
Evidence / indicator	

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Peer-review checklist

- Is the message clear, positive and easy to act on?
- Does it avoid blaming, fear-based language or empty slogans?
- Does it show interdependence between people, school and the natural world?
- Is the proposed action realistic for the school context?
- Are responsibilities and evidence of impact clearly defined?

Criteria	Beginning	Developing	Secure
Eco-linguistic analysis	Identifies obvious environmental terms.	Explains weaknesses in current messaging.	Analyses framing, values and likely effects on behaviour.
Action plan design	Includes basic ideas but limited detail.	Defines audience, message and action clearly.	Presents a coherent, feasible and measurable plan.
Leadership and participation	Follows group decisions.	Contributes ideas and listens to peers.	Mobilises others respectfully and helps improve the collective plan.
Communication product	Message is understandable.	Message is persuasive and audience-aware.	Message is inclusive, eco-conscious and suitable for real dissemination.

Differentiation and inclusion

- Provide a partially completed template for groups needing more structure.
- Allow outputs as text, audio, poster, short video script or bilingual campaign material.
- Use clear group roles: coordinator, language analyst, designer, presenter, evidence manager.
- Ensure that sustainability challenges include accessible actions for all students, not only those with resources or transport options.

Dissemination and Erasmus+ follow-up

- Share the best action plans with partner schools and compare how different languages frame sustainability.
- Publish selected messages on the school website, Erasmus+ corner or eco-school board.
- Collect simple evidence after two weeks: number of posters displayed, classes reached, student reactions, observed behaviour changes or survey results.
- Use the results to create a mini "Eco-Linguistic Resource Pack" for the project.

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READING

https://www.researchgate.net/publication/382326911_Language_and_ecology_in_social_imaginaries_ecolinguistic_perspectives

https://www.researchgate.net/publication/363080803_Practical_applications_of_ecolinguistics

https://www.researchgate.net/publication/363065043_Ecolinguistics_history_today_and_tomorrow

https://www.researchgate.net/publication/360676589_Environmental_issues_in_the_Anthropocene_ecolinguistic_perspectives_across_media_and_genres

https://www.researchgate.net/publication/400611970_Storytelling_and_Self-Translation_Ecolinguistic_Perspectives_in_Language_Teaching_for_InclusionStorytelling_and_Self-Translation_Ecolinguistic_Perspectives_in_Language_Teaching_for_Inclusion

https://www.researchgate.net/publication/372321748_Ecolinguistics_in_practice

https://www.ecolinguistics-association.org/journal

USEFUL LINKS

https://www.teachingenglish.org.uk/climate-action-language-education-all-resources

https://www.nasa.gov/stem-content/nasa-climate-kids/

https://science.nasa.gov/climate-change/

https://kids.earth.org/climate-change/
Videos:

https://www.youtube.com/watch?v=_ewyvsApqBU

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PRESENTATIONS

https://drive.google.com/file/d/1hZ4OcRrIAFWX2fqp1I3ENQC8k62VT8Pr/view?usp=sharing

https://drive.google.com/file/d/1ZBRlhwqRrYpenRoJRZLNUNf8cYBWfEn7/view?usp=sharing

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Empowering teachers for a sustainable future

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AGRUPAMENTO DE ESCOLAS TERRAS DO AVE

MLYST

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