

Climate Action in Language Education

Cristiana Osan
Teodora Naiba

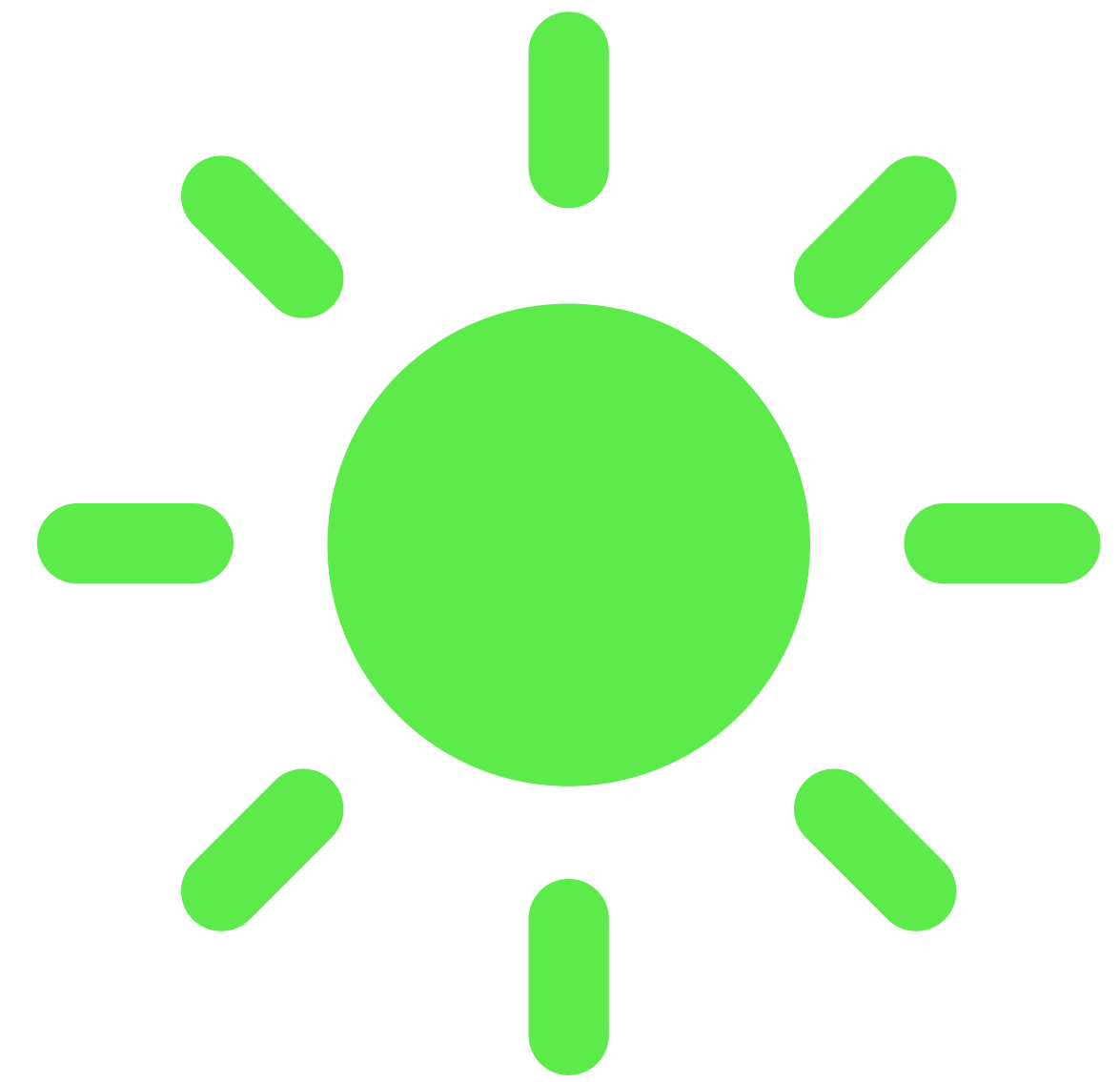
#TheClimateConnection



How can you introduce climate action in your classes?

Some options:

- Developing the lessons already available in your coursebooks
- Giving regular classes an environmental twist (additional questions, images, videos, additional tasks, etc.)
- Designing whole lessons on environmental issues
- Creating opportunities for research and action (projects for the class, the school or the community, volunteering in local organisations, activism).



Practical ideas for integrating climate content into ELT classrooms

How can you?

Use pictures

Look at the two pictures. Which one is more suitable for your classes? Why?



<https://unsplash.com/photos/8aVYkPi84AY>



<https://unsplash.com/photos/RvFpe4YMJIE>

What to do with a picture?

Describe the picture.

How do you feel when you see a beach like this?

Do you know what causes this type of pollution?

What do people do to improve the situation?

How can you help?





Work on language and concepts

The language we need when we talk about the climate crisis is often everyday language.

An example from a project by the British Embassy in Bucharest and British Council Romania – Teodora Naiba and Cristiana Osan.

► Lesson 2 - Extreme weather



FREEZING HOT COOL

TEMPERATE ICY WARM

WINTRY COLD BOILING

SIZZLING CHILLY

HUMID BITING MILD

MUGGY STIFLING

FREEZING

► Lesson 2 - Extreme weather



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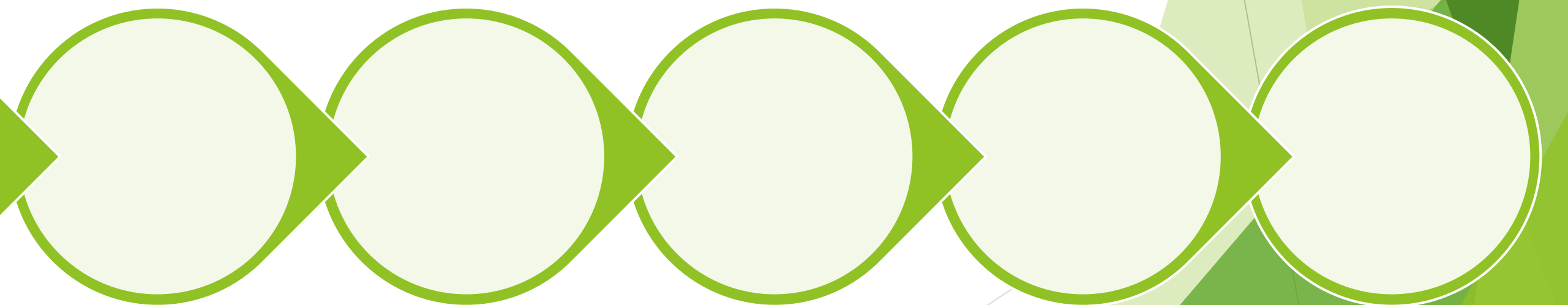
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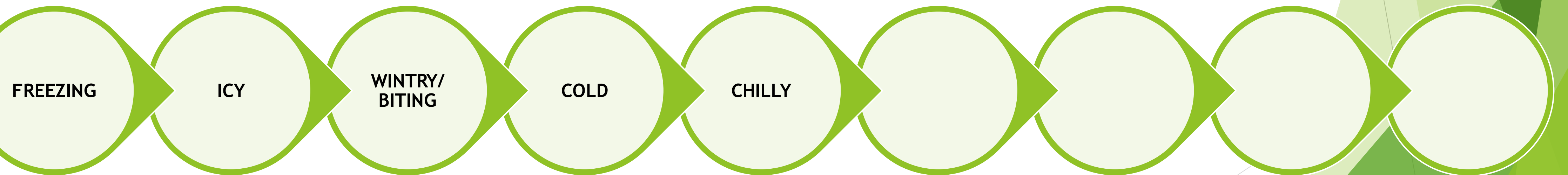
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HUMID

HOT

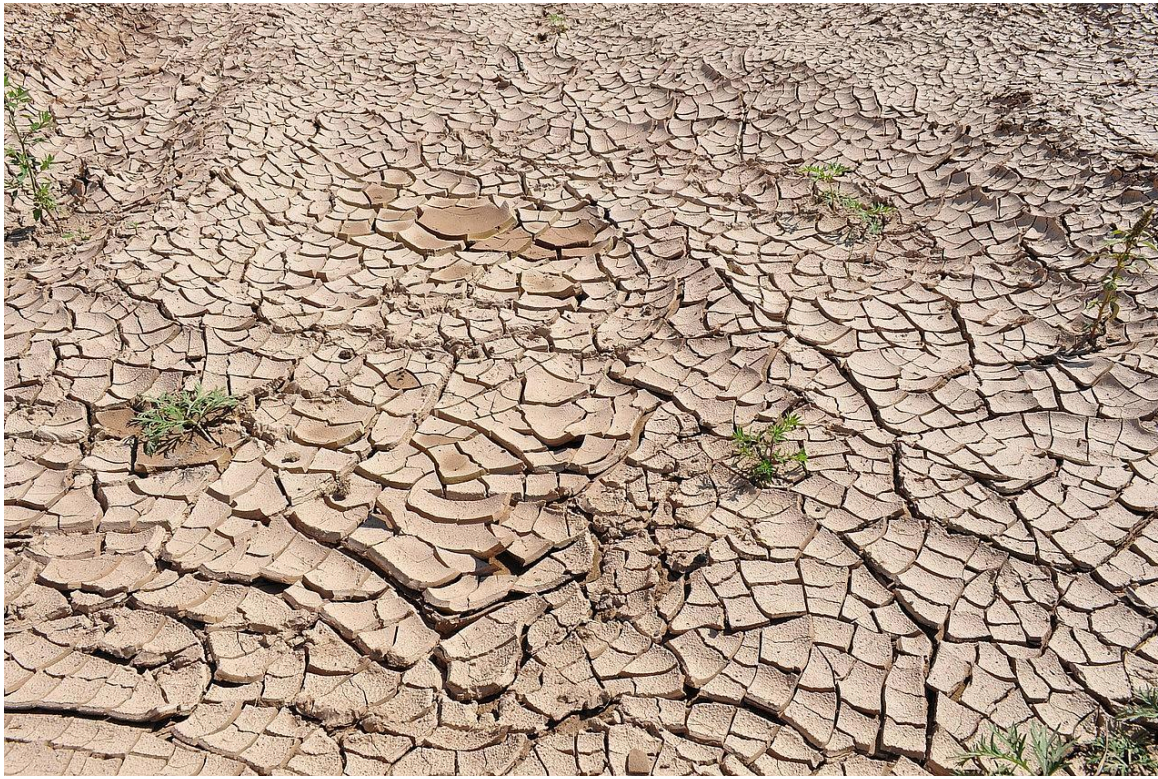
BOILING

SIZZLING/
STIFLING

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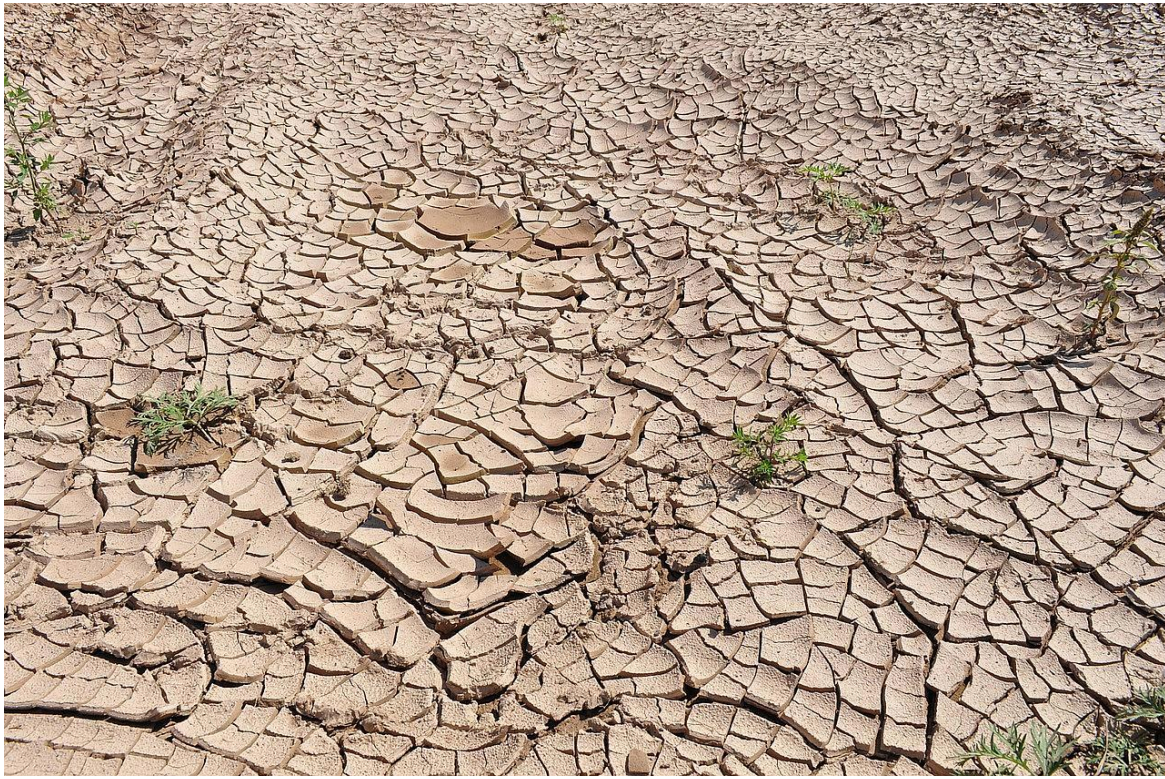


► Lesson 2 - Extreme weather



DROUGHT



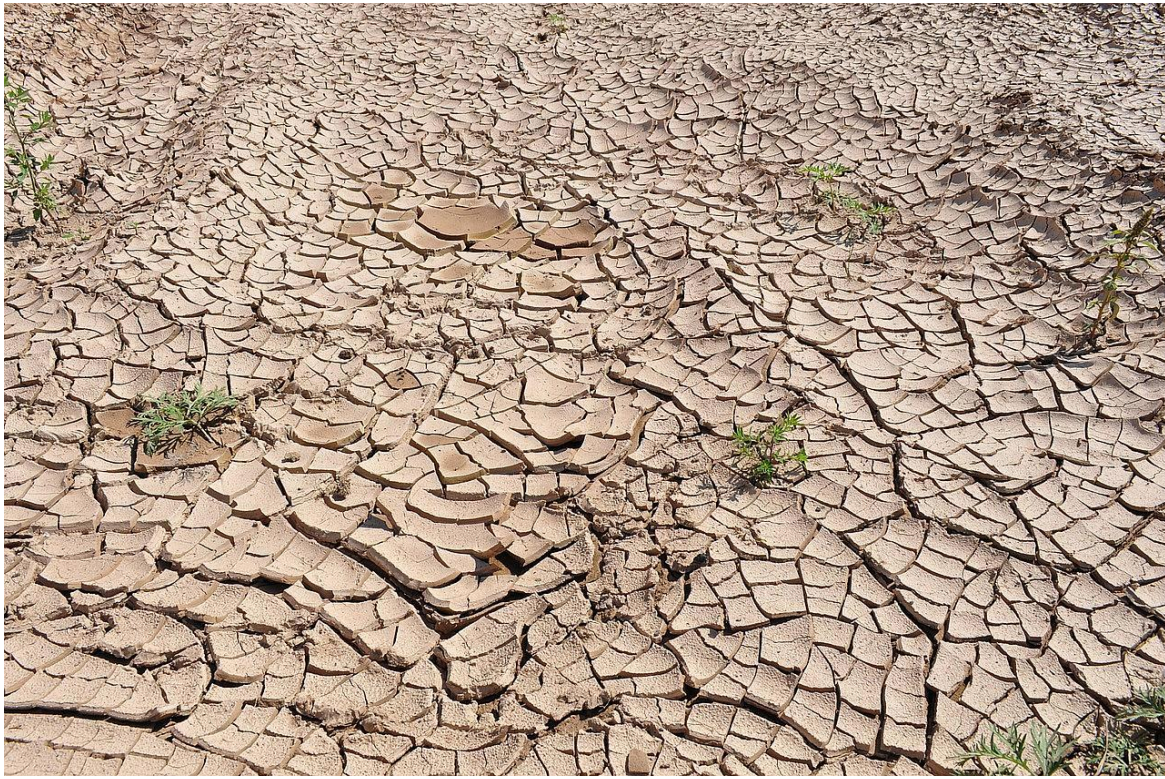


DROUGHT



BLIZZARD





DROUGHT

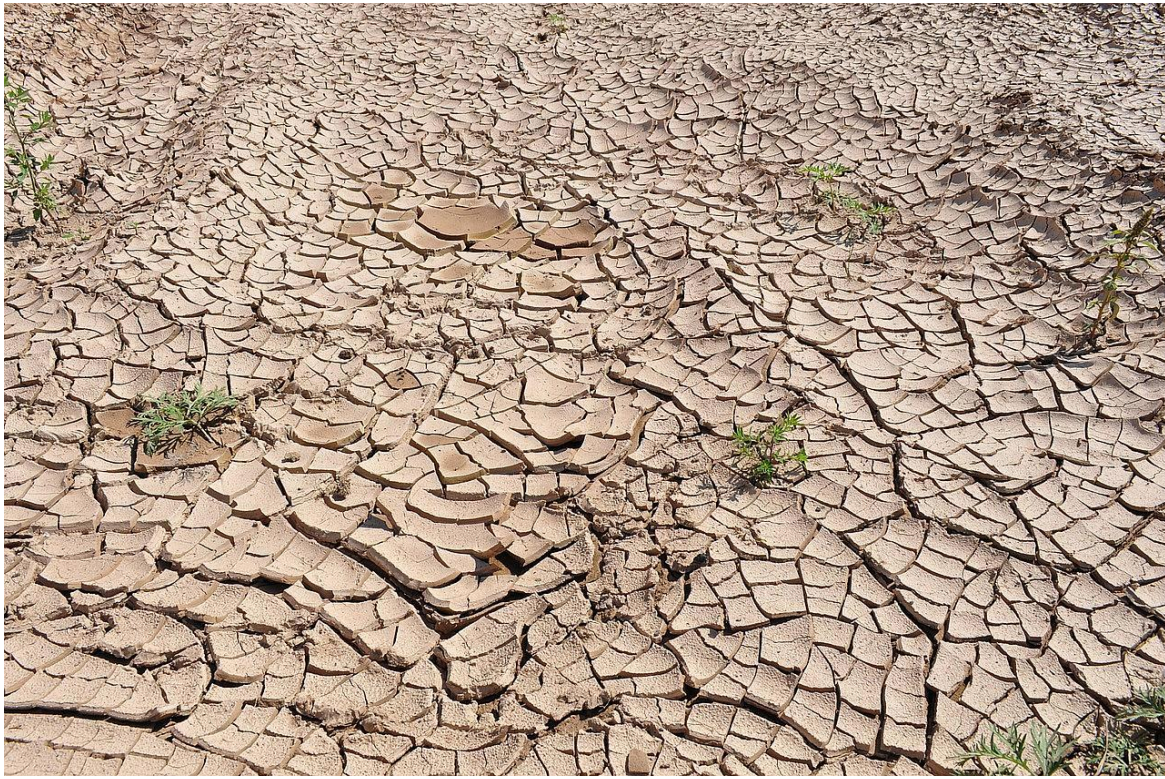


BLIZZARD



LANDSLIDE





DROUGHT



BLIZZARD

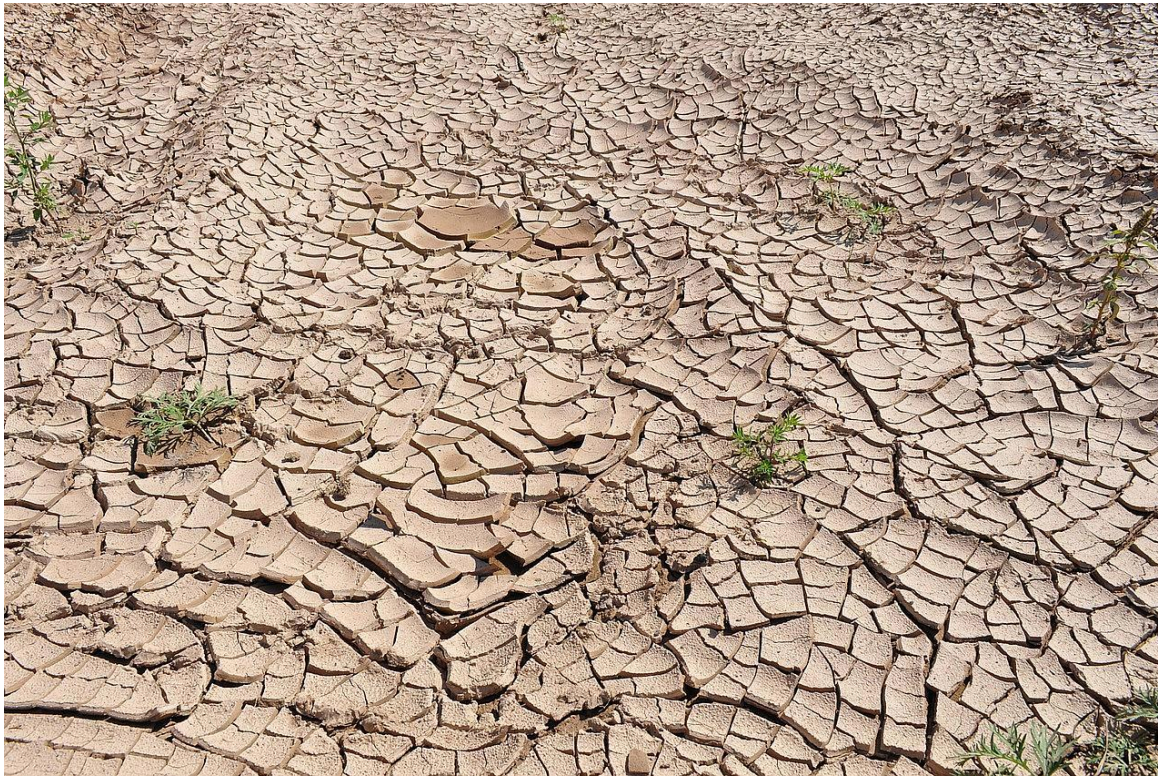


LANDSLIDE



WILDFIRE





DROUGHT



BLIZZARD



LANDSLIDE

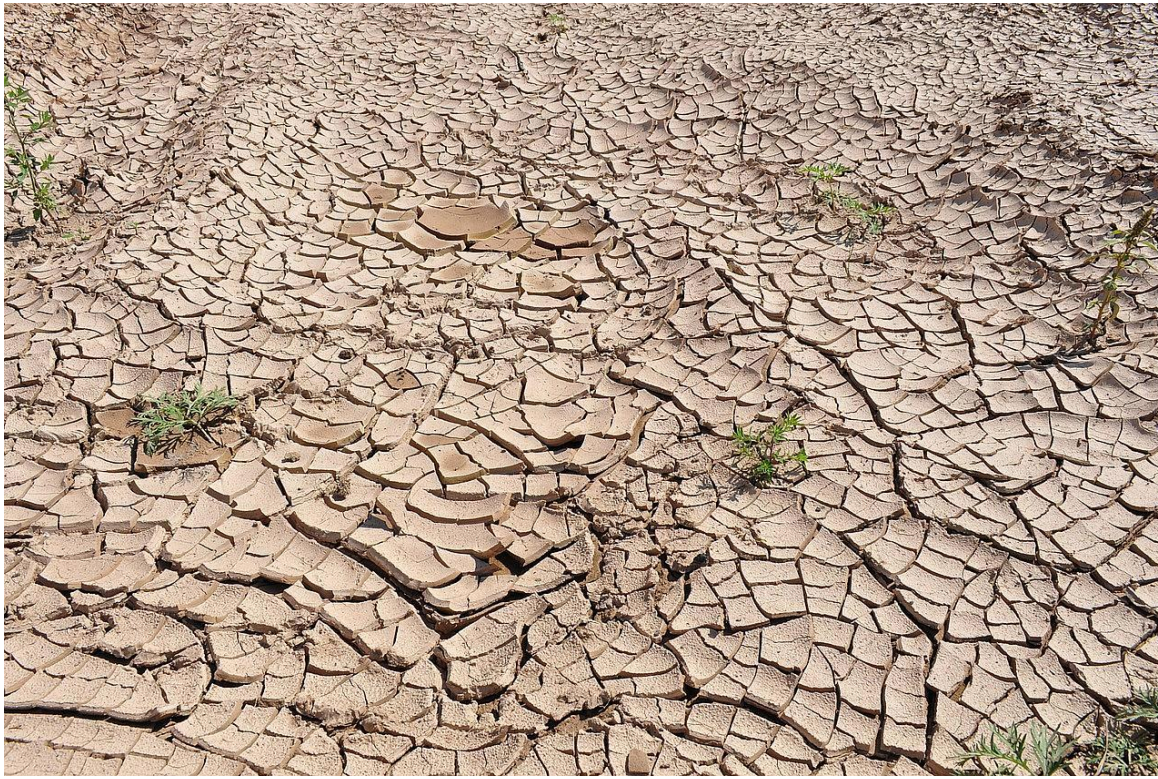


WILDFIRE



HURRICANE





DROUGHT



BLIZZARD



LANDSLIDE



WILDFIRE



HURRICANE



FLOOD

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