



**ECOLINGUA**

**EcoLingua Curriculum:  
Digitally Enhanced Pedagogy for Integrating Environmental Issues into  
Language Teaching (ECOLINGUA)**

**EcoLingua Project – Activity Plan Template**

**Work Package 2 – Integration of Environmental, Climate, and Ecology Topics into  
English Language Teaching**

**1. General Information**

- Partner Institution: University of Rome Tor Vergata
- Country: Italy
- CEFR Level: A2
- Activity Number: Act2
- Title of Activity: *Deforestation and Climate Change: From Awareness to Action*

**2. Strategy Statement**

This activity is designed for A2-level Italian students (third year of junior high school or first year of liceo or technical/vocational school). At this stage, learners can understand sentences and frequently used expressions related to everyday topics, describe aspects of their environment, and express simple opinions. The lesson builds on these competencies by engaging students in meaningful communication about deforestation and its connection to climate change, topics that are both relevant and motivating for their age group.

The activity aligns with the Italian National Guidelines for secondary education, which promote cross-curricular teaching and the development of active citizenship, as well as the European Recommendation on Key Competences for Lifelong Learning (2018), particularly in multilingual, digital, and citizenship competences.



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Methodologically, the activity combines CLIL (Content and Language Integrated Learning) and Task-Based Learning, providing authentic input (a YouTube video) and opportunities for output through creative production (slogans, speeches, and articles). Digital tools such as Mentimeter and Padlet support collaborative learning, enhance motivation, and ensure inclusivity.

The plan also incorporates the GreenComp: European Sustainability Competence Framework (2022), encouraging students to *envision sustainable futures* and *act for sustainability*. It directly addresses the UN Sustainable Development Goals (SDGs), specifically SDG 13 (Climate Action) and SDG 15 (Life on Land).

Through this activity, students not only consolidate their listening, speaking, reading, and writing skills in English but also develop critical thinking and ecological awareness, empowering them to act responsibly in their local communities.

### **3. Activity Details**

#### **3.1. Learning Objectives**

Students will acquire and use key vocabulary related to deforestation, understand its causes and effects, and link it to climate change. They will express their ideas creatively through slogans and short speeches, collaborate on problem-solving, and write a short article proposing sustainable solutions.

#### **3.2. Target Skills & Competences**

Students practice listening (through the video), speaking (in discussions and speeches), writing (in slogans and articles), and reading (instructions, peers' contributions). Linguistically, the focus is on environmental vocabulary, imperatives for slogans, and modal verbs ("we can/must/should") for solutions. From the environmental perspective, they develop awareness, critical thinking, and the ability to propose sustainable practices.



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### 3.3. Resources, Materials & Media

- Printed/Handouts: Vocabulary lists, planning templates, reflection worksheets.
- Digital Resources: Mentimeter (brainstorming), Padlet (collaborative reflection).
- Audio-Visual Materials: YouTube video *Deforestation | Causes, Effects & Solutions | Video for Kids* ([link](#)).
- Visuals: Images of forests, campaigns.
- Realia: Poster-making materials (optional).

### 4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method / Approach	Materials / Resources
<b>Warm-up / Lead-in</b>	5 min	Launch Mentimeter and ask: “ <i>What do you know about deforestation?</i> ” Collect student input and display the word cloud. Highlight links to pollution and climate change.	Contribute words/phrases via Mentimeter. Observe and discuss the collective word cloud.	Inquiry-based learning, activation of prior knowledge	Mentimeter, projector
<b>Pre-Task / Input</b>	10 min	Show the YouTube video in sections, pausing to explain vocabulary and ask guiding questions. Encourage students to note causes, effects, and possible solutions.	Watch attentively, take notes, answer questions, identify new words and concepts.	CLIL, Scaffolding, Active Listening	YouTube video, projector, vocabulary list

<b>Main Task (Part 1)</b>	15 min	Instruct pairs/groups to create a slogan against deforestation. Provide examples and sentence starters. Guide them in preparing a short (1–2 min) speech explaining the slogan and suggesting solutions.	Work collaboratively to invent a slogan, draft and rehearse a short speech.	Task-Based Learning, Cooperative Learning	Paper, markers, planning templates
<b>Main Task (Part 2)</b>	15 min	Facilitate student presentations of slogans and speeches. Organize peer voting to select the most creative/impactful campaign.	Present slogans and speeches; listen to peers; vote on the best presentation.	Project-Based Learning, Peer Evaluation	Class space, posters (optional)
<b>Post-Task / Reflection</b>	10 min	Initiate a discussion: <i>“What solutions can we apply in our school/community?”</i> Guide students to post their suggestions on Padlet. Summarize the main ideas.	Share ideas for local solutions; upload reflections and proposals on Padlet.	Guided discussion, Collaborative reflection	Padlet, projector
<b>Wrap-up &amp; Homework</b>	5 min + homework	Assign writing task: <i>“Write a short article for the school magazine about deforestation, its effects, and possible solutions.”</i> Provide structure and expectations.	Plan and write the article at home; bring it for review/publication.	Authentic writing task, Reflection	



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## 5. Differentiation & Inclusion

Activities are designed to cater to different learning styles. Mentimeter supports visual learners through word clouds, while group work allows peer support for weaker students. Sentence starters and vocabulary banks scaffold production for less confident learners. Students with special needs can present orally instead of writing, or contribute shorter slogans if required.

## 6. Assessment & Evaluation

Assessment is both formative and summative. The teacher observes participation during brainstorming, comprehension during the video task, and creativity during slogan creation. The short speeches are assessed using a rubric focusing on clarity, originality, language accuracy, and relevance to the topic. The process of involving students in evaluating and selecting the most effective slogan introduces a collaborative dimension to assessment, fostering active engagement and shared responsibility in the learning process. The final written article is assessed for content, vocabulary use, and coherence. Self-reflection is encouraged through a short survey or exit ticket.

## 7. Sustainability & Follow-Up

The activity promotes sustainability by linking local actions (such as reducing paper, planting trees, or creating awareness campaigns) to global issues. The use of Padlet allows students to continue updating their ideas and solutions beyond the lesson. Possible follow-up includes organizing a tree-planting event, setting up a Green Day at school, or creating posters and flyers for a local awareness campaign. In this way, learning extends beyond the classroom into real community engagement.



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## 8. References / Sources

- - MIUR (2012, updated 2020). Indicazioni Nazionali per il Curricolo.
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