



**ECOLINGUA**

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

**EcoLingua Project – Activity Plan Template**

**1. General Information**

Partner Institution: University of Rome Tor Vergata

Country: Italy

CEFR Level: B1

Activity Number: Act1

Title of Activity: Be Crea(c)tive for a Sustainable Future

**2. Strategy Statement**

This activity integrates language learning and environmental education by encouraging B1 students to explore simple, everyday actions that can make a difference to the planet. It is based on the United Nations *Lazy Person's Guide to Saving the World*, which shows that even small contributions can have a global impact. The lesson applies Task-Based Learning (TBL) and elements of Project-Based Learning (PBL). Students engage with authentic UN material, work collaboratively to select and adapt sustainability actions, and create their own mini "School Lazy Guide." The approach is scaffolded with vocabulary support and structured group discussions, making the activity accessible for B1 learners.



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This design supports UN Sustainable Development Goals (SDGs), particularly SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action). It also reflects European Key Competences for Lifelong Learning (European Commission, 2019), especially cultural awareness and expression, citizenship, and communication in foreign languages. By connecting English with environmental topics, the lesson helps students improve their reading, speaking, listening, and writing skills, while fostering a sense of responsibility and agency.

### **3. Activity Details**

#### **3.1 Learning Objectives**

- Language: Students will understand and use sustainability-related vocabulary; express suggestions using should/can; and present short ideas in groups.
- Content: Students will recognize small everyday actions that reduce environmental impact at home and school; reflect on their personal role in global sustainability.

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

- Language Skills: Reading short authentic texts; speaking in groups and presentations; writing a short reflective paragraph.
- Linguistic Focus: Modals (should, can), imperatives (reuse, recycle, save), key vocabulary (waste, recycle, energy, share).
- Environmental Competences: Awareness of personal responsibility, critical thinking about daily actions, ability to transfer knowledge to school/community context.

#### **3.3 Resources, Materials & Media**

- Handouts: Extracts from Lazy Person's Guide to Saving the World (Levels 1-4).
- Visuals: Posters or slides with selected actions.
- Worksheets: Group activity sheets for creating a "School Lazy Guide."
- Digital/Audio-visual: Optional short UN video clips or infographics.



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#### 4. Detailed Activity Procedure (60 minutes)

| Stage             | Time    | Teacher Actions                                                                                                                                                                                                                                                                                                          | Student Actions                                                                                                           | Method / Approach                         | Materials / Resources                        |
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| Warm-up / Lead-in | 5–7 min | The teacher opens the Lazy Person's Guide to Saving the World and reads its key message: "Even the laziest person can help save the world." The teacher asks: "Do you agree? Why or why not?" and invites students to share opinions. A few ideas are elicited to generate interest and set a positive, reflective tone. | Students first discuss in pairs and then share short opinions with the class, agreeing or disagreeing with the statement. | Discussion, activation of prior knowledge | Projector or printed cover of the Lazy Guide |



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| Pre-task /<br>Input | 8-<br>10<br>min | The teacher introduces the four levels of the Guide (sofa, home, neighbourhood, work/school). For each level, the teacher provides a simple example (e.g., “from your couch, you can share positive messages online”). The teacher asks students guiding questions about what they could do in each context. | Students listen, take notes, and try to suggest one or two possible actions for each level before comparing with the teacher’s examples. | Scaffolding, inquiry-based learning | Short slides or handout with the 4 levels |
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| <p>Main Task<br/>Part 1 –<br/>Everyday<br/>Actions<br/>(Home<br/>Context)</p> | <p>15<br/>min</p> | <p>The teacher distributes extracts from Level 1 (sofa) and Level 2 (home). Instructions are given for groups to read, discuss, and select three actions they find most realistic or important. The teacher circulates, offering help with vocabulary and encouraging full participation.</p> | <p>In small groups, students read the short action points, discuss which are easiest or most useful, and agree on their top three. They prepare simple sentences explaining their choices, using target structures (We can... / We should... because...).</p> | <p>Task-Based Learning, collaborative reflection</p> | <p>Handouts with selected Lazy Guide actions</p> |
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| Main Task<br>Part 2 –<br>School<br>Lazy<br>Guide | 20<br>min | The teacher explains that groups will now adapt the Lazy Guide to their own school. Each group receives a blank worksheet titled School Lazy Guide and is asked to propose five actions their school community could take. They are encouraged to use drawings, slogans, or digital tools if possible. At the end, groups present their guides briefly, and the class votes for the most convincing or creative one. | Students work collaboratively to brainstorm five realistic actions for school, write them on the worksheet, and decorate with drawings or short slogans. They present their mini “School Lazy Guide” to the class, then take part in voting for the best product. | Project-Based Learning, cooperative creativity | Worksheets (School Lazy Guide), markers or digital tools |
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| Post-task / Reflection | 5 min | The teacher shifts focus to the wider community. Students are asked: "What can people do in their neighbourhood to make a difference?" A few examples are offered to start.                                                                                                                                                            | Students reflect and share one or two short ideas (e.g., cleaning the park, using bikes, joining local recycling). | Reflection, community connection | Board to collect ideas       |
| Wrap-up & Homework     | 5 min | The teacher summarizes the key vocabulary and underlines the idea that small actions make a big difference. The winning School Lazy Guide is mentioned as inspiration. Homework is assigned: write a short paragraph (80–100 words) about three things they can realistically do at home in the coming week to reduce their footprint. | Students listen to the wrap-up, note homework, and leave the class with a clear personal task.                     | Reflection, writing task         | Board, homework instructions |



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## 5. Differentiation & Inclusion

Weaker students receive sentence starters (We can... / We should... / One easy action is...). Stronger students can expand ideas with reasons (because it saves energy / because it reduces waste). Visual aids are provided for students with learning difficulties (icons for recycling, energy, food). Mixed-ability grouping ensures peer support.

## 6. Assessment & Evaluation

Formative assessment takes place through teacher observation of group discussions, vocabulary use, and participation. Group products (School Lazy Guide posters) are evaluated for creativity, clarity, and appropriate use of language. Homework is assessed for correct use of modals and environmental vocabulary.

## 7. Sustainability & Follow-Up

The School Lazy Guide outputs can be displayed in classrooms or corridors to raise awareness. Teachers or eco-clubs could select actions for real implementation. Follow-up lessons could connect with Level 3 (neighbourhood/community) from the Lazy Guide to expand beyond school.

## 8. References / Sources

United Nations. (2016). The Lazy Person's Guide to Saving the World.

<https://www.un.org/sustainabledevelopment/takeaction/>

Cambridge Dictionary. (n.d.). Ecological footprint. <https://dictionary.cambridge.org>

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