



**ECOLINGUA**

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

### **1. General Information**

Partner Institution: Vilnius University

Country: Lithuania

CEFR Level: B1+

Activity Number: Act1

Title of Activity: Influencers On Social Media

### **2. Strategy Statement**

Provide a concise but comprehensive background (½–1 page) explaining:

- How environmental, climate, and ecology topics can be integrated into English language teaching.

According to CEFR (2018), students of level B1+ can understand ‘the description events, explicitly expressed feelings and perspectives in narratives’ (p. 65). If texts are written in high frequency, everyday language, students can comprehend ‘straightforward, factual texts on subjects relating to his/her interests or studies’ (p. 63).

At present, much environmental debate takes place in social media where texts are typically written or voiced in high frequency language. Besides, students are social-media natives today and they follow different influencers from their own country and abroad.

Thus, analysing and assessing influencers’ texts on social media undoubtedly enables students to not only enhance language proficiency, but also instill a deeper understanding of influencers and their commitment to ecological and environmental stewardship.



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- Relevant teaching approaches (e.g., CLIL, Task-Based Learning, Project-Based Learning, Inquiry-Based Learning, Gamification).

The activity follows a student-centered approach to teaching and learning where the teacher values and uses the personal knowledge and experience of each group member. The teacher relies on learners' input, encourages their individual and group responsibility and stimulates learners to make informed choices and value the process.

The activity is applicable in CLIL projects (e.g., with Biology, Economics, Life Skills), as part of Task-Based Learning, and is efficient in Virtual Exchange (VE) projects, esp. with students from other countries.

- Methodological considerations (e.g., scaffolding, use of authentic materials, cross-curricular links).

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Students should be in the age group 14-16, have knowledge and skills in using social media, and know how to use AI in order to make short video clips. Besides, they should be willing to work in teams and they should be ready to engage in reflection (e.g., discuss the benefits and drawbacks of using social media and AI).

The school should encourage cross-subject integration.

- Expected benefits for students in terms of language skills and environmental awareness.

Students practise comprehension and application skills, i.e., use facts and rules to find out, illustrate and demonstrate knowledge.

Students enhance understanding and broaden viewpoints.



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### 3. Activity Details

#### 3.1. Learning Objectives

(State specific learning outcomes in both language and environmental content.)

Teachers raise students' awareness of responsible consumption, digital footprint, circular economy.

Students develop critical analysis, collaboration and enquiry skills through reading and/or listening to influencers' posts.

Students practise to look at decisions from multiple perspectives.

Students make and defend predictions about what might happen.

#### 3.2. Target Skills & Competences

- Language Skills: (Listening, Speaking, Reading, Writing)

reading / listening:

- students distinguish main ideas in a text, recognize fact, opinion, and speculation;
- if AI is used, students use 'what if' prompts to explore alternate outcomes or perspectives and learn to engage in hypothetical reasoning and counterfactual thinking;

speaking:

- students make presentations
- ask clarification questions in question-answer session

- Linguistic Focus: (Grammar, Vocabulary, Pronunciation)

vocabulary: adjectives to describe features of objects; technology and the environment, digital footprint

grammar: use of comparative/superlative adjectives; *will* for predictions, *First Conditional*; ask questions



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- Environmental Competences: (Awareness, Critical Thinking, Sustainable Practices)

Students develop critical thinking skills:

- analysis (differentiate between fact and opinion, identify evidence about matters related to digital footprint; interpret language and tone, recognize biases and persuasive techniques; identify similarities and differences in knowledge about sustainable consumption practices),
- collaboration (groupwork),
- enquiry (ask clarification questions)

Students use AI to judge and value assumptions.

### 3.3. Resources, Materials & Media

- Printed/Handouts:

Responsible Consumption Checklist (e.g., Who made this? What is it made of? Will it last? What will happen to it when I'm done? what features are highlighted? how to dispose? possible to repair / repurpose / recycle? is it possible to buy locally? is it produced locally? is it a cruelty-free product?)

Stand-up and Sit-down list that could be voted on the screen, e.g., consumption is an engine of the modern economy and funds innovation (opinion), consumption funds social services, like schools (opinion), the things we buy is a form of self-expression (opinion), consumption signals our identity and values (opinion), we're using the Earth's resources much faster than it can be regenerated (fact), the world currently generates 2.01 bln tonnes of municipal solid waste annually is it is expected to increase by 70% by 2050 (fact), the demand for cheap goods fuels human rights abuses and modern slavery (fact)

Conversational expressions (e.g., after all, anyway, as a matter of fact, by the way, come to think of it, in other words, if you ask me, so to speak, that being said)

- Digital Resources: an approved list of social media sites

- Audio-Visual Materials:

- Visuals:

- Links:



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- Sora <https://openai.com/sora/>
- FlexClip <https://www.flexclip.com/>
- Vidnoz AI <https://www.vidnoz.com/>
- Pictory AI <https://pictory.ai/>
- Veed <https://www.veed.io/>
- Six Thinking Hats <https://www.debonogroup.com/services/core-programs/six-thinking-hats/>
- Realia:

#### 4. Detailed Activity Procedure

(Please complete all columns clearly. Give enough detail so another teacher could replicate the activity.)

Stage	Time	Teacher Actions	Student Actions	Method /Approach	Materials /Resources
Warm-up / Lead-in	Lesson 1 (a week prior):  20 min	<ul style="list-style-type: none"> <li>- checks which social media platforms students use and if they follow any influencers</li> <li>- makes a list of social media platforms and sets a timeframe (e.g., one month) for research</li> <li>- facilitate Stand-up Sit-down activity</li> </ul>	<ul style="list-style-type: none"> <li>- participate in Stand-up Sit-down activity, i.e., they stand up if the statement is a fact and sit down if it is an opinion</li> <li>- pick a social media influencer (in own country or abroad)</li> <li>- if needed or desired, pair-up with another student who</li> </ul>	direct instruction, brainstorm	Stand-up Sit-down list, access to social media site



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		<ul style="list-style-type: none"> <li>- introduces Responsible Consumption Checklist</li> </ul>	<p>follows the same influencer</p> <ul style="list-style-type: none"> <li>- in pairs, students share what they expect to be true about the influencer</li> </ul>		
Pre-Task / Input	<p>lesson 2 (3 days before):</p> <p>30 min</p>	<ul style="list-style-type: none"> <li>- gives individual consultations</li> <li>- (optional) helps to upload video-recorded presentations</li> <li>- (in CLIL classes) invites subject teachers (e.g., biology, economics) to watch the video presentations and prepare observations</li> <li>- organises all blurbs into 3 clusters</li> </ul>	<ul style="list-style-type: none"> <li>- read / listen to the influencers' postings made during the assigned time</li> <li>- take notes about consumption related topics covered, the main ideas, and the volume of output over the period in question; use Responsible Consumption Checklist</li> <li>- individually or with a peer, prepare a 3 min blurb to assess the influencer's social stance; the presentations are video-recorded and</li> </ul>	problem-based learning	Responsible Consumption Checklist; AI tool to make a video



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			uploaded on the school communication platform prior to the class		
Main Task (Part 1)	10 min	<ul style="list-style-type: none"> <li>- announces 3 clusters</li> <li>- instructs how to watch the blurbs in Six Thinking Hats</li> <li>- assign each student a Thinking Hat function and role</li> </ul>	<ul style="list-style-type: none"> <li>- with the assigned Thinking Hat on, each student watches at least 3 peer presentations (one from each cluster)</li> <li>- prepare questions to clarify information or extract peer's viewpoints;</li> <li>- (optional) the watching can be done on the eve of the class</li> </ul>	Six Thinking Hats method	videos on a class platform
Main Task (Part 2)	lesson 3: 20 min	- organizes 3 rounds of discussion (5-7 min each)	<ul style="list-style-type: none"> <li>- in three rounds and with Thinking Hats on, share views and questions with students who made the blurbs</li> <li>- either prior to the class or spontaneously</li> </ul>	inquiry-based hypothetical reasoning	



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			<p>in class, the presenters finish the statement ‘What if...’ to explore alternate outcomes of such sustained influencers’ behavior</p> <p>- the group members can use AI to write ‘what if’ prompts and compare with presenter’s claims made about social influencers</p>		
Post-Task / Reflection	15 min	- invites subject teachers to offer their observations	<p>- in cluster groups, tell what new things they learnt about responsible consumption and digital footprint</p> <p>- what are the most logical, bias-free outcomes based on what you know now?</p>	Reflection based on analytical thinking	



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Wrap-up & Homework	10 min	- brainstorm with students how to approach the influencer and encourage them to be more environmentally and socially responsible	- write a post / comment to the influencer and share class observations about the products or services they advertise	inquiry-based learning	access to social media
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## 5. Differentiation & Inclusion

(How will the activity be adapted for mixed-ability groups or students with special needs?)

Teachers allow needy students to ask (or answer) questions in L1

Teachers encourage students to use AI to edit the transcript of their recording

## 6. Assessment & Evaluation

(Describe tools and methods: rubrics, checklists, self/peer evaluation, quizzes, observation notes.)

Teachers use officially approved assessment tools to assess 2 of the listed aspects (subject to course priorities and students' language skills):

- the composition of a blurb (structure, number of points covered from Responsible Consumption Checklist)
- asking and answering questions
- creativity of a video-recorded blurb

During the critical reflection, teachers give informal feedback about being able to move from more traditional forms of gathering information to more visual discovery tools.

## 7. Sustainability & Follow-Up

(How will the activity promote continued environmental awareness and action? Possible follow-up projects, community engagement, or further lessons.)



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The activity extends over a week at least, which can constitute a mini-module. If it engages teachers of other subjects or is performed as a cross-group activity, it can have a lasting effect on a big volume of students.

## 8. References / Sources

(APA 7 or agreed format for any external materials, visuals, or videos used.)

Council of Europe. (2018). *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment—Companion Volume with New Descriptors*. Strasbourg: Council of Europe



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