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

Italy_A2_Act2_Student Activities

Warm-up / Lead-in (Mentimeter)

Task for Students: Type in words or short phrases you already know about deforestation and climate change (e.g., “trees,” “animals,” “pollution”).

Pre-Task / Input (Video & Notes)

Instructions: Watch the video carefully. While watching, complete this table:

Causes of Deforestation	Effects of Deforestation	Solutions
...

Vocabulary Support: cut down trees, forest fires, animals lose homes, less oxygen, global warming, plant new trees, protect forests.



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Main Task (Part 1 – Slogans & Speech)

Instructions (Pairs/Groups):

1. Create a short slogan against deforestation. (Use imperatives: Stop...! Save...! Protect...!)

Example: "Stop cutting, start planting!"

2. Prepare a 1–2 minute speech to explain:

- Why deforestation is dangerous.
- One or two solutions (using we must / we can / we should).

Speech Outline Template:

- Our slogan is...
- Deforestation is a problem because...
- We must / can / should...

Main Task (Part 2 – Presentations & Voting)

Task: Present your slogan and speech to the class. Listen carefully to others. Vote for the most creative and impactful campaign.

Post-Task / Reflection (Padlet)

Prompt: What solutions can we apply in our school or community to stop deforestation or reduce paper use?

Examples: Use both sides of paper, plant a tree in the school yard, create posters to raise awareness.

Wrap-up & Homework

Homework Task: Write a short article (120–150 words) for the school magazine:

Title: Deforestation and Climate Change: What Can We Do?

Structure:

1. Introduction → What is deforestation?
2. Body → Causes + Effects.
3. Solutions → What can we do?
4. Conclusion → A call to action (Let's... / We must...).



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Italy_B1_Act1_Student Pack

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

CEFR Level: B1

Activity Number: Act1

Duration: 60 minutes

1. Warm-up / Lead-in

Discuss with a partner: Do you agree with the sentence “Even the laziest person can help save the world”? Why or why not?

2. Pre-task / Input

Look at the 4 levels of the Lazy Person’s Guide to Saving the World.

Levels:

- Sofa
- Home
- Neighbourhood
- Work/School

Try to think of one possible action for each level.

3. Main Task Part 1 – Everyday Actions

In your group, read the actions from Level 1 (sofa) and Level 2 (home). Select 3 actions that are most realistic or important. Write sentences using ‘We can...’ or ‘We should...’. Example: We should turn off the lights because it saves energy.



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4. Main Task Part 2 – School Lazy Guide

In groups, design your own SCHOOL LAZY GUIDE.

- Choose 5 realistic actions for your school.
- Write them clearly.
- Add drawings or slogans.
- Present your guide to the class.
- Vote for the most creative or convincing guide.

5. Post-task / Reflection

What can people do in their neighbourhood to make a difference? Write one or two ideas.

6. Wrap-up & Homework

Homework: Write a short paragraph (80–100 words) about three things you can realistically do at home in the coming week to reduce your footprint.



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Worksheet Pack – *Renewable Energy: Powering the Future*

(B2 Level, 90 minutes)

Image of fossil fuel vs renewable energy sources



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1. Vocabulary Worksheet

Match the word with the correct definition.

1. Renewable energy
2. Fossil fuels
3. Sustainable
4. Carbon footprint
5. Solar power
6. Wind turbine
7. Hydropower
8. Biomass

Definitions

- A. Energy from moving water.
- B. Energy sources like coal, oil, and gas formed over millions of years.
- C. Using natural resources without damaging them for future generations.
- D. Energy created from the sun's rays.
- E. The amount of greenhouse gases released by an individual, activity, or country.
- F. Plant or animal material used as fuel.
- G. Machines that convert wind into energy.
- H. Energy that comes from sources which naturally replenish.



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Video Comprehension (National Geographic: *Renewable Energy 101*)

Watch the video carefully and answer the questions. Choose the correct option (a, b, or c) or fill in the gaps.

Q1. What does “renewable” mean in the video?

- a) Can be used only once
- b) Naturally replenishes
- c) Is always cheap

Q2. Which of these is **not** mentioned as a renewable energy source?

- a) Solar
- b) Nuclear
- c) Wind

Q3. Why is renewable energy important for the future?

- a) It reduces dependence on fossil fuels
- b) It always provides free energy
- c) It produces more pollution

Q4. Which of the following is a benefit of renewable energy mentioned in the video?

- a) It produces no greenhouse gas emissions during operation
- b) It is always cheaper than fossil fuels
- c) It can be stored easily for unlimited time

Q5. What is one challenge the video highlights about renewable energy?

- a) It is impossible to use renewable energy on a large scale
- b) Renewable energy depends on natural conditions like sun and wind
- c) Fossil fuels are running out immediately

Q6. (Gap-fill) Wind energy uses the power of the _____ to generate electricity.

Q7. (Gap-fill) Hydropower comes from the movement of _____.



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Group Work: Renewable Energy Fact Sheet

Work in groups. Each group receives one **energy source** (Solar, Wind, Hydro, Geothermal, Biomass). Complete the fact sheet with information from the UN materials and National Geographic articles.

Energy Source: _____

- **3 Advantages (pros):**

1. _____
2. _____
3. _____

- **1 Limitation (con):**

- **Useful Vocabulary (3 new words):**

1. _____
2. _____
3. _____



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The Pitch

Prepare a **2-minute group pitch** to convince the class that your energy source is the best solution for the future. Use your fact sheet.

Pitch Checklist (for self & peer evaluation)

- We included **3 strong advantages**
- We mentioned **1 limitation**
- We used at least **2 persuasive expressions** (*We must... / In the future... / The best option is...*)
- Everyone in the group spoke
- We spoke for about **2 minutes**

Mini Debate

Now discuss: *“Renewable energy should completely replace fossil fuels in the next 20 years.”*

Complete the table with your group.

Arguments FOR	Arguments AGAINST
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



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Useful Phrases:

- *I strongly believe that...*
- *One major disadvantage is...*
- *In my opinion, governments should...*
- *On the other hand...*

Writing Task (Homework)

FCE Essay (140–190 words) *Do you think renewable energy is the key to solving climate change?*

Notes (use all your notes and your own idea):

1. Cost
2. Availability
3. Your own idea

Essay Outline (to help you plan):

- **Introduction:** Present the question and your position
- **Body Paragraph 1:** Discuss “cost”
- **Body Paragraph 2:** Discuss “availability”
- **Body Paragraph 3:** Your own idea (e.g. government support, technology, individual lifestyle)
- **Conclusion:** Summarize and give your final opinion



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Renewable Energy Fact Sheets – Student Handout

Each group will receive one fact sheet about a renewable energy source. Read the information carefully. Then, using your notes, prepare a 2-minute pitch to convince the class that your energy source is the best option for the future. Use at least 3 advantages and 1 limitation in your presentation.



Solar Energy

- • Uses sunlight to generate electricity through solar panels.
- • Clean and renewable – no greenhouse gases.
- • Solar panels are becoming cheaper and more efficient.
- • Works best in sunny areas.
- • Challenge: depends on weather and daylight; energy storage needed.

Notes for our pitch: _____



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Wind Energy

- • Uses wind turbines to produce electricity.
- • One of the fastest-growing renewable sources worldwide.
- • Produces no pollution.
- • Good for windy coastal areas and open plains.
- • Challenge: Some people find turbines noisy or unattractive; wind is not constant.

Notes for our pitch: _____

Hydropower

- • Uses flowing water (rivers, dams) to create electricity.
- • Reliable and can produce a lot of energy.
- • Provides clean energy for millions of homes.
- • Challenge: Dams can damage ecosystems and force people to move.

Notes for our pitch: _____



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Geothermal Energy

- • Uses heat from the Earth's core to generate electricity and heating.
- • Available all the time (24/7), not weather-dependent.
- • Very low emissions.
- • Challenge: Limited to regions with volcanic or geothermal activity (Iceland, Italy).

Notes for our pitch: _____



Biomass Energy

- • Uses organic materials (wood, crops, waste) as fuel.
- • Can reduce waste and provide renewable fuel.
- • Already widely used in some countries.
- • Challenge: Burning biomass still releases some carbon; needs careful management to stay sustainable.

Notes for our pitch: _____

Mini Glossary

- • Emissions = gases released into the air (e.g., CO₂)
- • Sustainable = something that can continue without harming the environment
- • Efficient = using resources well, without waste
- • Renewable = naturally replenished and cannot run out



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