



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: C2

Activity Number: Act1

Title of Activity: *Beyond the Headlines: Unpacking Europe's Environmental Challenges 2025*

2. Strategy Statement

This activity integrates advanced English language learning with environmental education by engaging learners with authentic sections of the EEA Europe's Environment 2025 report. Students work in expert groups to analyse complex sustainability data across four thematic areas: Air Quality, Biodiversity, Climate Extremes, and Waste/Consumption. By interpreting evidence from authoritative sources, summarising findings, and presenting conclusions to peers, learners practise high-level academic skills including summarisation, reformulation, structured oral presentation, and critical discussion, all of which are indicative of C2-level competence.



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The activity aligns with national and international frameworks for environmental education. At the European level, it draws on UNESCO's Education for Sustainable Development (ESD) principles and the EU GreenComp framework, emphasising sustainability competences such as systems thinking, critical thinking, responsibility, and civic engagement. National guidelines also stress the development of awareness, analytical skills, and informed action.

Key environmental education themes addressed:

- Sustainability and responsible consumption – analysing patterns of resource use and waste management.
- Climate change and resilience – understanding causes, impacts, and mitigation strategies.
- Biodiversity and ecosystem services – recognising interdependence of human activity and natural systems.
- Human–environment interaction – evaluating policy gaps and societal responsibilities.

Pedagogical approaches:

- CLIL (Content and Language Integrated Learning) – integrating language learning with complex subject matter.
- Task-Based Learning – engaging students in authentic tasks such as analysing report data and peer presentations.
- Inquiry-Based Learning – fostering questioning, hypothesising, and evidence-based reasoning.
- Collaborative Learning – expert groups share knowledge and build holistic understanding.



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Methodological considerations:

- **Scaffolding:** Academic phraseology for summarising, reformulating, and presenting complex data; guided note-taking grids.
- **Authentic materials:** Excerpts from EEA's report ensure exposure to real-world environmental data.
- **Cross-curricular links:** English, Science, Geography, and Environmental Studies.
- **Differentiation:** Structured templates for support; extension tasks for advanced learners.

Expected benefits:

- **Linguistic:** Development of C2-level English skills, including advanced reading comprehension, precise academic vocabulary, structured oral presentation, and peer communication.
- **Cognitive:** Critical thinking, data interpretation, analytical reasoning, synthesis of complex information.
- **Environmental:** Awareness of European sustainability challenges; understanding system interconnections; reflection on policy and action.
- **Social:** Collaborative competence, peer learning, presentation confidence.



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3. Activity Details

3.1 Learning Objectives

Language outcomes:

- Interpret and summarise complex environmental reports in English.
- Extract key data and arguments from technical texts.
- Reformulate findings into clear, concise academic language.
- Present information orally to peers and respond to questions.

Environmental outcomes:

- Understand trends and patterns in Europe's environment.
- Critically reflect on sustainability challenges and interconnections.
- Recognise policy gaps and propose informed recommendations.

3.2 Target Skills & Competences

- **Language Skills:** Reading, Speaking, Writing, Listening
- **Linguistic Focus:** Academic vocabulary, hedging, summarising, cohesion, pronunciation
- **Environmental Competences:** Awareness, Critical Thinking, Sustainable Practices



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3.3 Resources, Materials & Media

- **Printed/Handouts:** EEA 2025 extracts (Air Quality, Biodiversity, Climate Extremes, Waste/Consumption), note-taking grids, vocabulary handouts
- **Digital Resources:** EEA Europe's Environment 2025 Report
- **Audio-Visual Materials:** Projector, slides with key visuals if needed
- **Visuals:** Graphs, tables, and charts from report sections
- **Links:** <https://www.eea.europa.eu/en/europe-environment-2025>



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4. Detailed Activity Procedure - (90-minute lesson)

Stage	Time	Teacher Actions	Student Actions	Method / Approach	Materials / Resources
Warm-up / Lead-in	10 min	Brainstorm urgent environmental challenges in Europe; note categories on board	Share ideas in pairs; discuss	Inquiry-based / Activating prior knowledge	Whiteboard, markers
Pre-Task / Input	5-10 min	Introduce key vocabulary: <i>mitigation, resilience, thresholds, ecosystem services, policy gap</i>	Predict meaning, discuss in pairs, confirm with examples	Scaffolding	Vocabulary handout
Main Task (Part 1) Expert Group Reading	20-25 min	Divide students into 4 expert groups; assign each a section of the report (Air, Biodiversity, Climate, Waste); guide reading and note-taking	Read assigned section; complete note-taking grid: - What is the main issue? - What evidence/data is presented? - What are the consequences? - What actions are proposed / needed?	Task-Based Learning / CLIL	EEA extracts, note-taking grid



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Stage	Time	Teacher Actions	Student Actions	Method / Approach	Materials / Resources
Main Task (Part 2) – Jigsaw	20 min	Facilitate regrouping so each new group has an “expert” per theme; guide presentations	Teach their section to new group (5 min each); take notes; build holistic picture	Collaborative Learning / Project-Based	Notes from Part 1, whiteboard for summary
Post-Task / Reflection	15 min	Lead whole-class discussion: interconnections, policy gaps <i>Which issues are interconnected?</i> <i>Where are the biggest gaps between policy and action?</i> Teacher highlights advanced linking language (interconnectedness, cascading effects, systemic resilience)	Discuss and analyse connections; reflect critically	Critical Thinking / Inquiry-Based	Whiteboard, selected visuals



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Wrap-up & Homework	10 min	<p>Individual digital exit ticket: Which of the four issues is most urgent for your country/community, and why?</p> <p>Assign a 300-word policy brief or opinion article for the European Commission (or local government) recommending which environmental issue should be prioritised and why.</p>	Fill in the exit ticket and take notes	Writing Integration / Project-Based	Mentimeter
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5. Differentiation & Inclusion

- Scaffolded note-taking grids and sentence frames for weaker students.
- Oral-only options for learners with writing difficulties.
- Extension: policy briefing slides, cross-country comparison, or global trends analysis for advanced students.



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6. Assessment & Evaluation

- **Formative:** Observation of group work, participation, clarity of peer teaching.
- **Peer/Self-Assessment:** Using tick-box checklists for presentations.
- **Written Task:** graded for accuracy, argumentation, cohesion, lexical range, and academic style.
- **Oral Presentation:** Evaluated for use of academic language, structure, and collaboration.

7. Sustainability & Follow-Up

- Encourage tracking of real-time data or local environmental initiatives.
- Optional follow-up: prepare school/municipal presentations; create awareness campaigns; compare EU vs. national approaches.
- Foster continued environmental literacy and civic engagement.

8. References / Sources

- European Environment Agency (EEA). (2025). *Europe's Environment – Assessment of Key Trends*. Retrieved from <https://www.eea.europa.eu/publications/europes-environment-2025>
- UNESCO. (2020). *Education for Sustainable Development: Guidance for Policy Makers*.
- European Commission. (2022). *GreenComp: The European Sustainability Competence Framework*.



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