GREEN CURRICULUM EU GREEN TOUR

EU Green Tour

1.1 Weather, climate and climate change

2.6 Reconnecting with and protecting nature

6.4 Sustainable living spaces

4.6 Addressing climate misinformation and disinformation

6.3 Responsible consumption

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GREEN CURRICULUM-EU GREEN TOUR

LEARNING UNITS

EU Green Tour: the project

▶ 1. Introduction to the Green Curriculum of the EU Green Tour Project

The Green Curriculum developed within the framework of the European project EU Green Tour (Erasmus+ KA220-VET) constitutes an **innovative educational proposal** aimed at initial vocational education and training (IVET), with the objective of structurally integrating sustainability competences into technical and professional pathways. The project involves VET institutions from four European countries – **Italy, Greece, Sweden and Ukraine** – and stems from a shared awareness of the need to educate citizens and professionals capable of addressing the environmental, economic and social challenges of the ecological transition.

The curriculum design is based on a solid theoretical, comparative and regulatory foundation. In particular, its contents and approaches are built around five thematic areas inspired by **UNESCO's Green Curriculum Guidance** and aligned with GreenComp, the European sustainability competence framework. The five topics guiding the structure of teaching activities are:
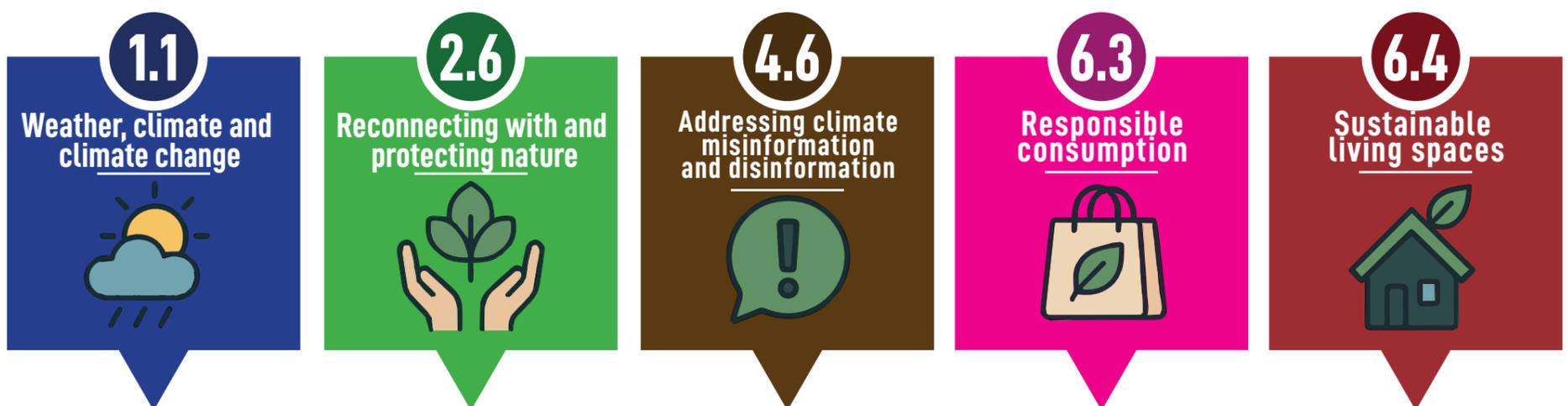

| 1.1 Weather, climate and climate change | 2.6 Reconnecting with and protecting nature | 4.6 Addressing climate misinformation and disinformation | 6.3 Responsible consumption | 6.4 Sustainable living spaces |

Based on these thematic strands, **25 Learning Units (LUs)** have been developed, targeted at second- and third-year VET students (aged 15-16). The LUs are designed to foster knowledge, skills and attitudes linked to the eight key competences for lifelong learning and the principles of transformative education, within a systemic and interconnected perspective.

The curriculum is structured around four main cultural and educational axes:

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Socio-economic axis, enabling students to understand the socio-economic contexts related to sustainability issues by analysing the causes and effects of climate change, the social dynamics behind misinformation and disinformation, and sustainable consumption and development models. Models of development related to social and ethical justice are also explored. This axis provides the critical competences needed to interpret environmental phenomena in their social and economic dimensions

02

Technical-technological axis, focused on the development of operational and design competences. This axis concentrates on activities such as environmental monitoring, the application of sustainable technologies, and the design of living spaces in accordance with ecological criteria. Practical and laboratory-based activities enable students to put theoretical principles into practice and to develop an innovative, problem-solving approach.

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ABC
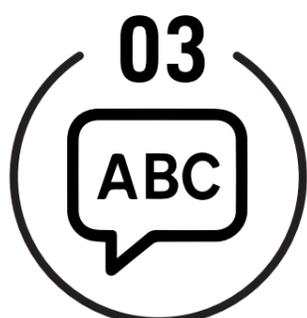
Language axis (English language), aimed at strengthening students' communication skills so they can critically analyse information and address sustainability-related topics. Language skills are essential not only for countering misinformation and disinformation but also for engaging in intercultural and multidisciplinary dialogue on sustainability.

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VET subject-specific axis, tailored to different study pathways to ensure a connection between interdisciplinary content and sector-specific professional competences. Students are prepared to integrate sustainable practices within their future fields of work.

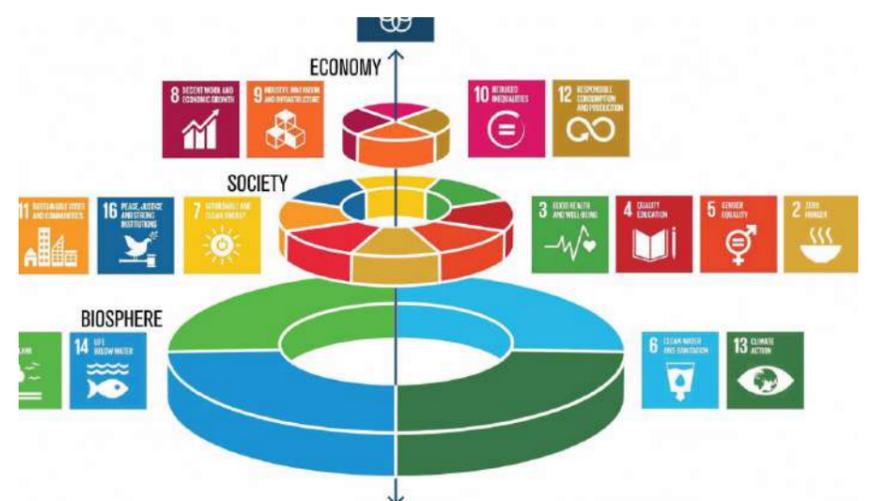The curriculum is based on an integrated methodological approach that values interdisciplinarity and the use of active methodologies: learning by doing, problem-based learning, cooperative learning and project work. Particular attention is given to formative and systemic assessment, understood as a means of capturing complex learning processes capable of mobilising cognitive, social and ethical competences in real-life contexts.

2. Educational policies and VET contexts: the systemic foundation of the EU Green Tour Green Curriculum

The Green Curriculum developed within the EU Green Tour project is the result of an analytical and comparative process conducted across the VET systems of the partner countries: **Italy, Greece, Sweden and Ukraine.** The initial desk analysis enabled the identification of both commonalities and criticalities in the integration of sustainability themes within the respective educational contexts, and helped to outline the pedagogical and systemic foundations underpinning the shared curriculum model.

The comparison between the partner education systems allowed for the identification of similarities and differences in the promotion of sustainability competences within vocational education and training (VET), offering a common baseline and validating the modular and adaptable structure of the curriculum. In all analysed contexts, there is a growing tendency to integrate environmental and sustainable development themes, in line with European directives (**Agenda 2030, GreenComp, and the eight key competences for lifelong learning**). However, implementation strategies vary significantly.

In Italy, sustainability is promoted through the cross-curricular teaching of Civic Education (Law 92/2019), recently reinforced by the 2024 Guidelines. Nevertheless, in VET pathways, structural weaknesses remain due to a lack of specific teacher training and the absence of explicit assessment criteria. Some good practices have emerged in the area of transversal skills and orientation pathways (PCTO), particularly when linked to circular economy or urban regeneration projects promoted at the local level. Greece has recently reformed its VET system through Law 4763/2020, introducing the concept of a "**National Programme for Green Skills**" and encouraging cooperation between schools, businesses and local authorities. Despite ambitious policies, practical implementation still faces challenges, especially due to a lack of resources in vocational training centres (IEKs) and the limited integration of theory and practice in environmental topics.

In Sweden, sustainability is considered a core element of the national education identity. In VET programmes, it is taught through interdisciplinary modules using active methodologies such as problem-based and project-based learning. An example is the "**Gröna Jobb**" ("Green Jobs") initiative, which links technical education with the ecological transition and employment opportunities in the environmental sector. Moreover, the

government has promoted continuing professional development programmes for VET teachers that include 90 specialised credits on education for sustainable development. The case of Ukraine is heavily affected by the ongoing conflict, yet it shows significant signs of educational resilience. In some regions, VET centres have established partnerships with environmental NGOs to **integrate ecological education into courses, through initiatives involving material reuse, energy efficiency and local environmental monitoring.** Programmes such as "EcoSchool" and "Green Class" have been integrated into technical modules, albeit within a highly complex operational context. A cross-cutting element that emerged strongly is the key role of public-private partnerships. In all partner countries, these collaborations prove strategic in enhancing sustainability education, supporting teacher training, promoting the use of digital technologies, encouraging project-based learning, and strengthening the link between school and the world of work. This systemic approach – integrating school, territory and productive sectors – represents one of the most **solid methodological foundations of the curriculum developed in EU Green Tour**.

Teacher training in the VET sector also shows converging trends: in Italy, Ministerial Note No. 39533/2019 formally introduced sustainability into induction pathways for newly recruited teachers; in Sweden, a structured 90-credit programme on sustainable education is in place; in Greece and Ukraine, there is a proliferation of professional development initiatives and collaborations with NGOs, universities and enterprises. These data confirm that teacher professionalism is increasingly seen as a lever for the ecological transition of technical and vocational education. Finally, the methods for evaluating the impact of sustainability in VET systems are evolving: there is a shift from purely quantitative approaches to **mixed tools that include rubrics, observations, self-assessments, portfolios and case studies**. These are useful for monitoring the actual acquisition of systemic, critical and transformative competences.

 In Sweden, digital tools for compiling individual portfolios have already been introduced, while in Italy and Greece there is **increasing attention to interdisciplinary assessment rubrics**, aligned with an approach based on critical and systemic competences, even though consolidated national standards are still lacking. In Ukraine, despite the emergency context, some VET institutions have adopted self-assessment models to document ecological learning in blended mode.

The desk analysis not only mapped educational policies, but also provided crucial evidence for the construction of a shared and replicable curriculum. The Green Curriculum designed by EU Green Tour is grounded in systemic awareness: sustainability education is not just content, but also context, policy, network and daily practice. It is rooted in the territory, supported by shared European frameworks, and projected towards a future-oriented vocational training model.

3. Methodological framework of the EU Green Tour Curriculum in light of the UNESCO Green Curriculum

The Green Curriculum developed within the EU Green Tour project reflects and coherently applies the methodological guidelines proposed by the UNESCO document Greening Curriculum Guidance: **Teaching and Learning for Climate Action** (2021, updated in 2024), which promotes a systemic vision of sustainability education. The framework is structured around four methodological dimensions — content, pedagogy, learning environment, and school–community connection — and three fundamental learning domains: **cognitive, socio-emotional and behavioural**. The entire curriculum structure is designed to integrate these dimensions in an operational and contextualised way.

Content

The 25 Learning Units (LUs), based on the five cross-cutting topics (1.1 Weather, climate and climate change; 2.6 Reconnecting with and protecting nature; 4.6 Addressing climate misinformation and disinformation; 6.3 Responsible consumption; 6.4 Sustainable living spaces), put into practice the theoretical references of UNESCO and GreenComp. Each topic is developed through interdisciplinary activities that combine scientific, technical and ethical knowledge. In the topic Addressing climate misinformation and disinformation, for example, one LU involves students in designing a digital campaign to **promote the consumption of local and seasonal food as a concrete form of resistance to climate misinformation**. Through the creation of videos, blogs and informational posts, students investigate the link between dietary choices, greenhouse gas emissions, and misleading narratives circulated by the media. The work unfolds in phases of scientific research, source verification and persuasive storytelling, connecting disciplinary knowledge (science, cooking, English) with the development of communication and digital competences.

Pedagogy

The teaching methodologies adopted align with an active and transformative approach. The LUs are based on techniques such as project-based learning, cooperative learning, simulation, field investigation and digital production. In the topic Responsible consumption, for instance, a LU guides students in the design of a digital campaign to promote the consumption of seasonal, local and low-impact food. **Students investigate local dietary habits, analyse the relationship between diet and greenhouse gases, and produce multimedia content to encourage more sustain-**

able choices. The combination of real-world experience, critical analysis and effective communication fully embodies the UNESCO pedagogy, which encourages "learning to transform" rather than simply "learning facts".

Learning environment

The activities are designed to go beyond the classroom and transform the surrounding territory into an educational platform. Protected areas, local markets, nature reserves, science labs and urban spaces become authentic learning environments. In the topic Reconnecting with nature, one LU takes students on field trips to the P**unta Aderci Regional Nature Reserve and the Majella National Park** (Abruzzo/Italy). Learning activities include mapping natural habitats, documenting endemic species, and producing digital ecocritical narratives, fostering an affective and conscious relationship with local ecosystems.

School-community connection

The Green Curriculum strengthens the participatory dimension of learning by activating collaborations with local authorities and community stakeholders. Schools do not operate in isolation, but as nodes within an expanded educational network. In the topic Sustainable living spaces, for example, students work with municipal technicians to assess the ecological usability of urban areas, with reuse cooperatives in sustainable design workshops, or with green space managers to develop urban regeneration plans.

Learning domains

Alongside the four methodological dimensions, the Green Curriculum also integrates - with operational consistency- the three learning domains identified in the UNESCO framework. Each of them is activated through real educational experiences designed within the LUs.

1. Cognitive domain

The LUs activate this domain through the analysis of environmental data, critical reading of sources, understanding of climate phenomena, and the study of complex ecological processes. For example, in the topic Weather, climate and **climate change**, one LU engages students in analysing regional meteorological datasets to construct heat maps and predictive scenarios, using official indicators such as those from the

IPCC. Through these activities, students interpret the increase in extreme weather events in their area, link causes to global trends, and formulate proposals for sustainable local adaptation. In the topic Addressing climate misinformation and disinformation, one LU includes a full section dedicated to environmental fact-checking: students analyse news headlines, social media posts and viral videos, verifying them using scientific sources (ISPRA, SNPA, IPCC), and reflecting on the mechanisms of media distortion.

2. Socio-emotional domain

The LUs foster emotional engagement and values-based activation through narrative, collaborative and sensory activities. In the topic Reconnecting with nature, one LU involves excursions to protected areas such as the Majella National Park and the Punta Aderci Regional Nature Reserve. Students collect sensory materials (sounds, colours, images), which become the **starting point for ecocritical writing**, video diaries and environmental autobiographical narratives, encouraging introspection on the relationship between well-being and natural landscapes. Another LU proposes collective writing activities and ecological podcasts in which students share experiences of contact with biodiversity, raising awareness about habitat protection and climate justice as an intergenerational right.

3. Behavioural domain

The curriculum promotes action competence through the design and implementation of interventions in students' own contexts. In the topic Responsible consumption, one LU involves a critical analysis of sustainability-related communication in tourism, aiming to identify and counter greenwashing. Students map examples of misleading or deceptive communication, collaborate with local stakeholders, and propose awareness-raising actions, developing **competences in active citizenship and responsible communication**. In the topic Sustainable living spaces, another LU engages students in a participatory mapping of school and public urban spaces. Based on direct observation and the identification of accessibility and sustainability issues, students design

small-scale improvements: creating educational flowerbeds, repurposing furniture with recycled materials, and installing information panels for environmental awareness. The entire process develops operational and civic competences, making learning a concrete opportunity for transforming one's living space.

4. Territory as a learning matrix: rootedness, relevance and replicability

The Green Curriculum of the EU Green Tour project is based on a strongly contextualised approach, in which territory is not a mere backdrop, but a true pedagogical and didactic matrix. Developed within a transnational partnership involving schools from Abruzzo (Italy), Larissa (Greece), Uppsala (Sweden) and Vinnytsia (Ukraine), the curriculum is rooted in the environmental and socio-cultural specificities of different local contexts. The Learning Units (LUs) are conceived as dynamic and flexible learning tools, designed around **real environmental issues, natural resources, ecological vulnerabilities and cultural questions** that characterise each territory. In this sense, the curriculum is designed to foster in students a concrete and situated understanding of sustainability, making their living and learning environments an integral part of the educational process.

This integration between school knowledge and local context translates into interdisciplinary pathways that stimulate students' systems thinking, critical interpretation of landscapes, and a sense of responsibility towards their social and environmental ecosystems. Environmental phenomena are not presented in abstract terms, but through the observation and **analysis of tangible local data, made accessible via laboratory work, digital tools and the active contribution of local stakeholders.** The Green Curriculum was conceived to foster sustainability competences not by starting from abstract models, but from what students know, experience and observe every day: their own territory. Places are not merely the setting of the learning process, but the very substance of the educational journey. It is in transformed landscapes, polluted waterways, burnt forests, rebuilt or poorly planned cities that the most urgent questions for ecological education emerge.

This vision finds full expression in the territories where the LUs were designed, each of which presents different environmental features, educational opportunities and ecological vulnerabilities-all equally valuable from a learning perspective.

In Abruzzo, the presence of three national parks, one regional park and 38 nature reserves represents an **environmental heritage of significant European importance**. However, land consumption has reached alarming levels: in 2023, over 150 hectares of land were lost (ISPRA, 2023). This phenomenon, combined with the seismic vulnerability highlighted by the 2009 earthquake and the recurrence of summer wildfires, underlines the urgent need to educate young people about environmental fragility and the

impact of human choices on the land.

In Larissa, in the heart of Thessaly, resources and vulnerabilities also coexist. The area is rich in biodiversity and crossed by major watercourses, but is exposed to seismic risks and recurrent forest fires, such as those of summer 2023 which devastated large forest and agricultural areas (Hellenic Ministry for the Environment, 2023). To this must be added extreme weather events, such as the floods caused by Storm Daniel in September 2023, which severely damaged infrastructure and communities. Here, as in Abruzzo, sustainability education plays a crucial role in prevention and resilience.

Uppsala, Sweden, stands out for its **strong focus on urban sustainability and environmental innovation**. The city is a leader in organic waste management and biogas production, key pillars of a circular economy model (Uppsala Municipality, 2023). However, Uppsala faces the challenge of per- and polyfluoroalkyl substances (PFAS) contamination, which poses a serious risk to public health and the quality of water resources (Swedish Environmental Protection Agency, 2022).

Lastly, the Ukrainian context offers an extreme scenario, where military aggression and environmental degradation are tragically intertwined, amid human loss and collective trauma. The ongoing invasion has triggered a wide range of environmental impacts: **chemical contamination from the bombing of industrial plants, extensive forest fires, water pollution, and destruction of natural habitats** (UNEP, 2023; OSCE, 2023).

One emblematic example is the destruction of the Kakhovka dam in 2023, which led to the uncontrolled release of millions of cubic metres of water, flooding vast agricultural areas, causing irreversible damage to river ecosystems, and compromising water supplies for thousands of people. **This event highlighted a vast environmental and social emergency, closely linked to the need for sustainable reconstruction and territorial regeneration.** Despite this, Ukraine possesses vast agricultural land and natural resources that- if managed sustainably- represent a strategic asset for European food security (FAO, 2022). In such a context, environmental education takes on crucial importance not only for the protection of natural resources, but also for social stability and the future of local communities.

These diverse realities show that, despite local specificities, a common ground exists: the need for environmental education that fosters in young people the ability to critically observe their environment, understand the interactions between nature and human activity, and take an active, responsible role in the protection and enhancement of their territory.

The territorial anchoring of the LUs does not limit the transferability of the curriculum — on the contrary, it enhances its replicability. **The modular structure and adaptive methodology allow for the same conceptual cores** (climate change, reconnection with nature, environmental disinformation, responsible consumption, sustainable spaces) to be reinterpreted in other European contexts, while maintaining high educational and pedagogical coherence. The Green Curriculum thus positions itself as a cross-cutting educational tool, capable of responding to the specific needs of individual territories, while also building a shared culture of sustainability, essential for tackling global environmental challenges starting from the local level.

5.Guide to Reading the Learning Units (LUs)

The Learning Units (LUs) of the EU Green Tour Green Curriculum are structured according to a two-phase model that allows for a multi-layered interpretation of the teaching and learning pathway. Each LU begins with a synoptic framework, presented in tabular form, which outlines:

01 THE TITLE AND OVERALL DURATION

02 THE LEARNING OUTCOMES (LOS), CATEGORISED BY EDUCATIONAL AXIS (LANGUAGE, TECHNICAL, SOCIO-ECONOMIC, VET-SPECIFIC);

03 THE FINAL PRODUCT, AS A CONCRETE AND INTERDISCIPLINARY OUTPUT

04 THE SUBJECTS INVOLVED AND KEY ACTIVITIES FOR EACH AXIS

05 THE TEACHING AND LEARNING METHODS ADOPTED (E.G. SIMULATIONS, COOPERATIVE LEARNING, PROBLEM SOLVING)

06 THE ASSESSMENT METHODS USED (RUBRICS, GRIDS, OBSERVATIONS, TANGIBLE OUTPUTS);

07 THE UNESCO DOMAINS ACTIVATED BY EACH OBJECTIVE (COGNITIVE, SOCIO-EMOTIONAL, BEHAVIOURAL).

This initial structure provides an integrated and comparable overview across the LUs, facilitating cross-cutting reading and adaptation to different school contexts.

This is followed by an analytical framework, which explores each of the LOs listed above in greater detail, focusing on how they are implemented in practice. For each objective, the following are specified:

1. **the specific activities to be carried out (e.g. environmental audits, interviews, collaborative design projects, field trips);**
2. **the materials and tools used (sources, maps, environmental data, digital instruments);**
3. **the targeted assessment strategies and methods for documenting results (portfolios, presentations, infographics, etc.).**

This dual articulation (synoptic framework and LO-by-LO analysis) enables both vertical and horizontal reading of the unit: on one hand, the integration between different educational axes; on the other, the coherence between objectives, methods and assessment.

Through this format, the Green Curriculum positions itself as a practical tool for systemic, replicable teaching that is rooted in both territorial and professional contexts

TOPIC: Weather, climate and climate change

Learning Unit 5- Topic 1.1: Climate Science

Class: 15-16 years old - VET
Duration: 8 hours
Disciplines involved: Natural Sciences (chemistry, physics, biology), Earth Sciences (geology, oceanography, geography), Formal Sciences (mathematics, computer science), English
Framework: 2030 Agenda, GreenComp Framework 2022, UNESCO Guidelines 2024

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 13: Take urgent action to combat climate change and its impacts. Know the main international agreements for the global response to climate change. Learn about the EU's actions to achieve emissions reduction targets,such as a 40% reduction by 2030, and is working to increase ambition and achieve climate neutrality.	Be able to articulate a clear definition of climate change, its causes, mechanisms, and potential mitigation strategies, supported by solid evidence. Addressing misconceptions about climate change is fake news.	1.1 Enhancing sustainability 1.3 Promoting nature 2.1 Systems thinking 2.2 Critical thinking 2.3 Problem framing 3.2 Adaptability 3.3 Exploratory thinking	Become familiar with the terminology used in climate and climate change sciences. Acquire specific terminology to effectively communicate information on climate disinformation. Understand information to express views on climate change and biodiversity loss.	Identify and analyze key findings from IPCC reports relevant to their region. Assess temperature forecasts and impacts of global warming on extreme events at local and global levels. Assessing the potential of innovative technologies to mitigate global warming and support sustainability.	Evaluate sustainable practices such as the circular economy to address climate change. Collaborate to counter misinformation and support climate action in the community. Understand how globalization affects climate change and migration.	Apply ecological skills to address climate impacts in the cooking profession. Understand the role of vocational training and green skills in sustainable development.
Unit Structure			**English**	**Sciences**	**Economy**	**Kitchen**
OBJECTIVES	Informing, updating students on the problem of climate change, strengthening in particular the links between the topic and its effects on natural systems, biodiversity and landscape; reflect on biodiversity reductions and metamorphoses of the land and marine landscape in relation to climate change offer educational ideas and new teaching approaches to raise awareness among students about climate change, its impact on the environment and sustainable development;		Develop the ability to critically analyze and effectively communicate information about climate change, in the landscape of conflicting opinions, with engaging narratives. Strengthen communication skills to engage in global discussions, share ideas, and collaborate with international experts. Strengthening communication skills to effectively inform information at the crossroads between fake news and scientific truth on climate change.	Explain climate systems and environmental change through natural sciences. Exploring the links between human activities, ecosystems and climate. Use scientific methods to investigate problems and solutions. Know significant and reliable scientific sources on the topic of climate change Ecourage the use of scientific research to explore the Earth's processes and environmental changes To strengthen young people's interest and confidence in science.	Develop the ability to critically analyze the economic cost of climate change. Know the negative impacts on the economy, such as increased natural disasters, decreased agricultural productivity, and the cost of adaptation measures.	Understand how the circular economy can contribute to waste reduction and resource enhancement Propose sustainable practices such as: 1 Use seasonal ingredients as a base for the creation of dishes. 2 Cook with locally sourced ingredients. 3 use animal products from sources that promote animal welfare and sustainable production systems. 4 Prioritise sustainable production systems for all foods. 5 Reduce all forms of waste
FINAL PRODUCT	Drafting the digital presentation		Digital presentation on climate and sustainability	Information brochure to promote civic engagement and participation in initiatives for climate change mitigation and adaptation.	Informative brochure on hidden cost analysis of food	Make a dish with selected seasonal and locally sourced foods.

LEARNING OUTCOMES	Understand climate science textbooks. Expand vocabulary related to climate. Evaluate the reliability and bias of information. Strengthening communication skills to effectively inform information, at the crossroads between fake news and scientific truth, on Climate Change	Exploring the impact of human activity on ecosystems and natural resources. Demonstrate understanding of the evidence of climate change through data processing, presentations, and reports. Understanding the impact of global warming on the planet and populations To become aware of climate change and its implications in one's own and others' daily lives, in a local and global dimension. Know the strategies for preventing and mitigating global warming.	Assess the economic benefits of climate policies geared towards the transition to renewable energy.Analyse the role of low- emission green technologies, reflect on how they can contribute to the reduction of greenhouse gas emissions and economic growth. Critically reflect on the scientific evidence that the foods that generate the highest costs on average are those deriving from animal production, which have a much higher environmental and health impact than that of plant foods Understand the role of industrial economies in global warming.	Recognize the importance of green skills in achieving sustainability goals.Understand the impact of climate change on professions and industries. Develop practical solutions to integrate sustainability into professional practices.
ACTIVITY	Participation in English- language debates on climate change Drafting of the digital presentation on disinformation.	Create graphs and tables to analyze temperature, precipitation, and sea level data to identify trends and variations over time. Group discussions on the direct effects of climate change, such as floods, droughts, intense storms and rising sea levels.Online Search: Our Climate Our Future is a series of interactive videos for young people about climate change. The videos, animations and activities allow learners to study and discuss the science of climate change, motivating them and giving them the tools to take action and support solutions to the climate emergency.	Exploring climate impacts on Earth systems and extreme weather conditions.Research and data collection. Creation of charts; Analysis and discussion of case studies.Discuss the use of "real" labels on food, i.e. labels that reflect the true cost of products by including negative externalities.	Emphasize technical and practical skills for the creation of professional outputs. Exploring ecological solutions.
TEACHING METHODS	Cooperative learning: students collaborate in the research and presentation of various aspects climate misinformation. Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them CLIL: Deliver content in English, focusing on climate science and literacy Media. Interdisciplinary approach: combines insights from science, geography, and digital media to provide a comprehensive understanding of climate misinformation. Debate and discussion: Encouraging dynamic exchanges on climate issues to refine the critical thinking and argumentation skills.			
TOOLS AND RESOURCES	- Digital tools: content creation software and platforms to create blogs, videos, or social media content. - Educational material: scientific articles, media reports and fact-checking websites. - - Framework: Integration of the GreenComp principles and the UNESCO Guidelines on Disinformation- Reliable climate resources: IPCC reports, United Nations Framework Convention on Climate Change, Paris Agreement, etc.; - Data visualization tools: Excel, Google Sheets for creating charts, charts, and tables; - Creative platforms: PowerPoint, Canva to present data, images and solutions; - Multimedia resources: Videos, animations; - Research tools: Internet access, pre-selected scientific articles or reports.			
EVALUATION	Educational: - Evaluate the final creative product, final multimedia presentations, or blog posts based on their accuracy, creativity, and impact. Summative: - Continuous feedback during the research and content creation phases.			

DEVELOPMENT: Climate Science

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
Understand the basic principles of physics, chemistry, and biology related to climate systems and environmental processes. Exploring the impact of human activity on ecosystems and natural resources. Know the scientific methods applied to analyze climate data and propose solutions to environmental challenges Understand the evidence of climate change through presentations and reports.	- Introduction to climate concepts and IPCC findings. Analysis of the data of the Calderone Glacier on the Gran Sasso: glaciers do not lie, they are the natural element that, perhaps, best highlights the ongoing global warming. Demonstrate with scientific data that the last glacier in the Apennines, the Cauldron, is disappearing due to global warming. (Science)	Dialogic lesson Expert Intervention: The guest speaker (climatologist, meteorologist, geologist, etc.) provides insights into the real world. Brainstorm the benefits of a sustainable diet that allows you to reduce greenhouse gas emissions, water consumption and pesticide use, contributing to the fight against climate change	- IPCC reports (summary results). - Visual aids/slides. - Digital brainstorming tools Sustrain website, Rigeneriamo il territorio website, NWG Energia website, zeroCO2 website, Iren Group website.	- Participation in brainstorming and discussion. Written reflection on expert reports and key concepts.
Apply digital marketing skills to gain actionable insights into climate change. Assessing the economic benefits of climate policies geared towards the transition to renewable energy. Analyze the role of low-emission green technologies can contribute to the reduction of greenhouse gas emissions and economic growth. Assessing sustainable practices such as the circular economy to tackle climate change	Analysis of the costs of breeding/production of the chosen feeds. Cost comparison of food from sustainable production systems and local circular agricultural systems. Brainstorming on the need to implement a local economy capable of supporting local farmers and businesses that adopt sustainable production practices, creating jobs and enhancing the territory. (Economy)	Dialogic lessons Online site searches, social media Research in specialized journals	Use search engines such as Google and specialized websites. View UNRIC for documents, statistics and scientific studies on climate change. Use the MET Office section to search for clear and complete explanations on the causes and effects of climate change, with visual and infographic support NASA 's Global Climate Change: Vital Signs of the Planet website provides up- to-date information and data on climate change on Earth	The evaluation will focus on accuracy interpretation of the data and the clarity of the Information Brochure of the students
Recognize the importance of green skills in achieving sustainability goals. Understand the impact of climate change on professions and industries. Develop practical solutions to integrate sustainability into professional practices.	Brainstorm the benefits of reducing waste to boost awareness of sustainable consumption (Kitchen)	Debate on reducing waste and enhancing food that would otherwise be thrown away	- IPCC reports (key findings). - Mobile devices for documentation, cameras, smartphones, notebooks. - Digital presentation devices for local weather maps, weather forecast recordings, photos, videos.	- Participation in brainstorming and observation. Research and documentation for the creation and dissemination of the final product
Analyze and understand climate science textbooks, expand climate-related vocabulary, and assess the reliability and bias of information. Strengthening communication skills to effectively disseminate information, at the crossroads between fake news and scientific truth, on Climate Change Understand written and oral texts (B1 level). Hold a conversation on specific topics (B1 level)	Develop and refine content for blogs or digital and multimedia presentations in English (ENGLISH)	Class debates and group discussions to improve students' abilities to express their thoughts on the climate change in English. Role playing to represent conflicting opinions on climate change, between denial and scientific evidence, to improve the use of language to discuss and persuade.	Websites dealing with climate change Video (Greenpeace, WWF, Legambiente)	They will be evaluated on the basis of the use of language, argumentative ability and the ability to interact constructively with opposing points of view.

Learning unit 3 – Climate Science

Class: 15-16 years old – VET
Duration: 8 hours
Class 15-16 years old VET
Duration 8 hours
Disciplines involved: Agricultural Biotechnology, Plant Production, Animal Production, Italian, English
Framework: 2030 Agenda, Green Comp Framework 2022, UNESCO Guidelines 2024

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 13: Take urgent action to combat climate change and its impacts	Be able to articulate a clear definition of climate change, its causes, mechanisms, and potential mitigation strategies, supported by solid evidence.	1.1 Enhancing sustainability 1.3 Promoting nature 2.1 Systems thinking 2.2 Critical thinking 2.3 Problem framing 3.2 Adaptability 3.3 Exploratory thinking	Become familiar with the terminology used in climate and climate change sciences and learn to both understand information and express opinions.	Identify and analyze key findings from IPCC reports relevant to your region. Assess temperature forecasts and impacts of global warming on extreme events at local and global levels. Based on: GreenCurriculumGuideUnesco.p df	Collaborate to counter mis-information and support climate action in the community. Based on: GreenCurriculumGuideUnesco.pdf	Understand the role of vocational training and green skills in sustainable development. Apply ecological skills to address climate impacts in various professions. Based on TVET, Green Skills and Sustainability in the Workplace: GreenCurriculumGuideUn esco.pdf
Unit Structure		**Languages: English**	**Crop Production**	**Animal Production**	**Italian**	**Agricultural biotechnology**
OBJECTIVES		Acquire and use specific technical vocabulary in English to describe climatic characteristics and biodiversity, in order to facilitate access to scientific publications and global initiatives.	Analyze the current legislation relating to the conservation of biodiversity and the Guidelines for the selection of botanical species of beekeeping interest (Eco-scheme 5 of the CAP to understand the importance of pollinators in agroecosystems.	Understand the anatomy and ethology of pollinating insects, with particular focus on the mouthparts, biological cycles, social hierarchies and communication mechanisms, evaluating their ecological role in pollination and biodiversity	Analyze and understand poems and short stories about pollinators, understanding their ecological role and developing a critical awareness of the connection between nature, biodiversity and climate change.	Understand the relationship between climate change and pollinating insects, their role in the ecosystem. Be able to describe how climate change threatens the survival of pollinating insects, with particular attention to the protection of natural habitats
FINAL PRODUCT	Realization Bug Hotel	The students will create a Bug Hotel, a refuge for pollinating insects, to be placed in an outdoor space adjacent to the school. English: they prepare information panels on the function of the hotel, the ecological role of pollinators and the benefits deriving from their protection for the environment. Plant Productions: they design and build the hotel structure and the microhabitats suitable for hosting different types of pollinating insects. Agricultural biotechnologies: they select natural and sustainable materials, such as wood, straw and other elements easily found in nature, for the construction of micro habitats. Animal Production: they deepen and carry out guided discussions on the dangers that threaten pollinating insects and the importance of protecting them. Italian: they produce poems or stories to raise awareness and stimulate reflections on environmental protection. The papers will be read during the inaugural day of the project.				

LEARNING OUTCOMES	Theme 1.1 Weather, climate and climate change Cognitive: Identify key findings from recent IPCC reports relevant to the student region. Evaluate technologies and practices, such as the circular economy, to mitigate global warming. Behavioral: Working together to counter climate disinformation and support preventive measures.	Production of informative texts. Students are able to write information panels in English, using a technical and specific language. Oral and written communication. Students are able to communicate in English in a clear and concise way about ecology and climate issues	Design and construction of the hug hotel Students will be able to de sign and build the hug hotel Selection of suitable plants. Students have skills in choosing and using plants that attract pollinators,	Reflection on the link between climate change and pollinating insects. Students understand the fundamental role of pollinating insects in the conservation of biodiversity in ecosystems, understanding how climate change affects their survival and its impact on natural balances.	Creative text creation. Students develop the ability to produce short creative texts to raise awareness on the issues of biodiversity and climate change.	Design of sustainable solutions Students design and implement innovative solutions for the protection of biodiversity (e.g. creation of habitats for pollinators).
ACTIVITY	By completing a few activities, students will gradually develop their knowledge (scientific principles, climate impact), skills (data analysis, digital tools, communication) and attitude (social awareness, problem-solving) to produce their final product, a digital presentation.	Reading and analysis of scientific texts in English. Research and creation of clear and technical written content (signage).	Analysis of national and EU legislation and guidelines on biodiversity. Design of the hug hotel using technical software (autocad)	Study of the anatomy and ethology of pollinating insects through 3D (VR) models and the ecological role of pollinating insects in the ecosystem with a focus on climate change causing their decline.	Analysis of bucolic texts and reflection on biodiversity by identifying the themes of nature, harmony between living beings and the landscape, and the relationship between man and nature. Experimentation with creative writing texts in a bucolic style	Design and implementation of artificial microhabitats for pollinators. In groups, they will explore the ecological needs of different pollinator species (such as bees, butterflies and beetles) and select the most suitable natural materials (wood, bamboo canes, hay, etc.).
TEACHING METHODS	The curriculum must employ a variety of student-centered teaching methods that promote active learning, collaboration, and the development of practical skills. For example, short lectures, group discussions, hands-on activities, guided research, and workshops on digital tools.	-Guided research and brainstorming -Cooperative Learning -Creative Writing -Laboratory activity (learning by doing)Lectures - Use of digital and immersive tools (AUTOCAD, VR, prezi…) - Critical thinking discussion e circle time - Regulatory sources and European Guidelines - Scientific text search tools (Google Scholar, ResearchGate…)				
TOOLS AND RESOURCES	The curriculum uses a variety of digital tools and resources to support student learning, encourage practical skills, and facilitate the creation of the final product.	- Design software (autocad, 3D printing…) - Platforms to create presentations (PowerPoint, Canva, Prezi…) - Literary texts (poems, short essays) - Laboratory of Agricultural Biotechnology - Textbook and handouts				
EVALUATION	The evaluation and evaluation of this curriculum focuses on measuring students' understanding, practical skills, and ability to effectively communicate their achievements.	Formative Evaluation: Use of specific lexicon: continuous monitoring of the accuracy and use of technical language related to pollinators and biodiversity. Presentation and teamwork skills: observation of group dynamics, ability to express ideas clearly and to collaborate effectively in the group. Continuous peer to peer feedback during project activities. Summative evaluation: Written and oral tests Evaluation of the final product				

DEVELOPMENT: Climate Science

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
Product of informative texts. Students are able to write information panels in English, using a technical and specific language. Oral and written communication. Students are able to communicate in English in a clear and concise way about ecology and climate issues	Reading and analysis of scientific texts in English. Research and creation of clear and technical written content (signage).	Guided research and brainstorming Cooperative Learning	Scientific text search tools (Google Scholar, ResearchGate...) Platforms to create presentations (PowerPoint, Canva, Prezi...) -	Observation grids on participation in brainstorming and discus Evaluation rubrics on technical and specific vocabulary
Design and construction of the hug hotel Students will be able to design and build the hug hotel Selection of suitable plants. Students will be able to choose and use plants that attract pollinators,	Analysis of national and EU legislation and guidelines on biodiversity. Design of the hug hotel using technical software (autocad)	Cooperative Learning Lectures: introduce key concepts and scientific principles Use of digital and immersive tools (AUTOCAD, VR, prezi...)	Regulatory sources and European Guidelines Design software (autocad, 3D printing...)	Structured evaluative tests Preliminary project evaluation in autocad
Reflection on the link between climate change and pollinating insects. Students understand the fundamental role of pollinating insects in the conservation of biodiversity in ecosystems, understanding how climate change affects their survival and its impact on natural balances.	Study of the anatomy and ethology of pollinating insects through 3D (VR) models and the ecological role of pollinating insects in the ecosystem with a focus on climate change causing their decline.	Guided research and brainstorming Lectures: Use of digital and immersive (VR) tools Critical thinking discussion e circle time	Platforms to create presentations (PowerPoint, Canva, Prezi...) Textbook and handouts	Direct observation grids Classroom Q&A Written paper
Creative text creation. Students develop the ability to produce short creative texts to raise awareness on the issues of biodiversity and climate change.	Analysis of bucolic texts and reflection on biodiversity by identifying the themes of nature, harmony between living beings and the landscape, and the relationship between man and nature. Experimentation with creative writing texts in a bucolic style	Creative Writing Lectures	Literary texts (poems, short essays) Textbook and handouts	Direct observation grids Written paper
Design and implementation of artificial microhabitats for pollinators. In groups, they will explore the ecological needs of different pollinator species (such as bees, butterflies and beetles) and select the most suitable natural materials (wood, bamboo canes, hay, etc.).	Design and implementation of artificial microhabitats for pollinators. In groups, they will explore the ecological needs of different pollinator species (such as bees, butterflies and beetles) and select the most suitable natural materials (wood, bamboo canes, hay, etc.).	Guided research and brainstorming Cooperative Learning Laboratory activity (learning by doing) Lectures	Scientific text search tools (Google Scholar, ResearchGate...) Laboratory of Agricultural Biotechnology	Direct observation grids (technical-practical) Evaluation of the final product

UDA 1 EU GREEN TOUR –Environment, Climate and Climate Change

Towards Green and Responsible Tourism in Abruzzo
"The Climate Challenge: A Local Response through Tourism"
CLASS 3 SEC. A TECHNICAL ECONOMIC TOURISM INSTITUTE A.ARGOLI
Duration: 8 hours
Disciplines involved: Economic and tourism disciplines, English, Touristic Geography, Art and Local Heritage
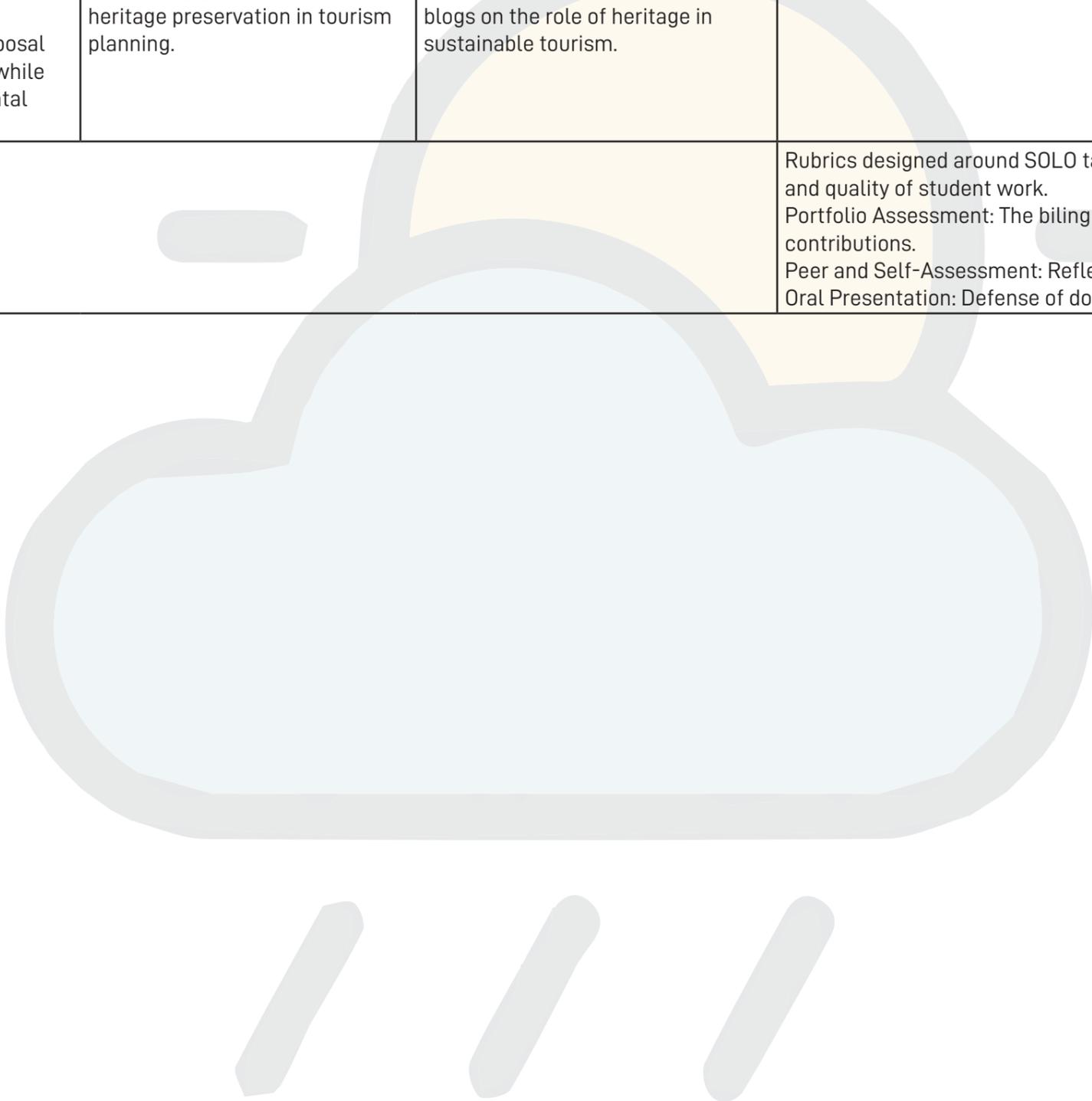Framework: 2030 Agenda, GreenComp Framework 2022, UNESCO Guidelines 2024

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Quality Education; Sustainable cities and communities; Responsible consumption and production Climate action Decent work and economic growth Life On Land	Systemic thinking Futurization Collaboration and negotiation Individual and collective responsibility	Key skills for sustainability: ability to understand and address the complexity of natural and social systems ability to engage in action knowing how to work together for the common good analyzing the interaction between humans and the environment.	Acquisition and application of a vocabulary related to climate change and sustainable tourism, translation and production of a bilingual content for an informative dossier, and presentation of the project findings orally in English.	Exploration of the economic effects of climate change on the tourism sector, assessment of the environmental impact of tourism-related activities, and development of basic strategies for sustainable and climate-resilient business models.	Investigation of how climate change affects the local area, identification of environmental vulnerabilities and risks, and planning tourism itineraries that promote sustainability and adapt to climate challenges.	Documentation and interpretation of the environmental transformation of the landscape through visual tools, analysis of the connection between local heritage and nature, and proposal of eco-friendly ways to preserve and promote artistic and cultural sites.
Unit Structure			Languages: English	Economic and tourism disciplines	TOURIST GEOGRAPHY	ART AND LOCAL HERITAGE
OBJECTIVES			Understanding and use of the vocabulary related to climate change, sustainability, tourism, and local heritage. Reading and analys of short authentic texts on environmental and tourism- related topics. Translation of informational and promotional texts from Italian to English with accuracy and context awareness. Writing clear and effective texts in English for a bilingual dossier. Oral Presentation of main ideas of the climate-focused project in English.	Identification of the economic impact of climate change on the tourism sector. Analysis of the environmental footprint of tourism-related businesses (e.g., accommodation, transportation). Exploration and designing green business models and sustainable tourism services. Development of a simplified business strategy for climate-resilient tourism initiatives. Interpretation and representation of economic data related to environmental costs.	Description of the climate characteristics of the Tagliacozzo area and identify recent environmental changes. Analysis of local environmental risks related to climate change (e.g., drought, landslides, forest fires). Use of maps and digital tools to locate natural and cultural resources and vulnerable zones. Assessment of the climate resilience of the local territory as a tourism destination. Propositions of sustainable tourism itineraries adapted to climate challenges.	Observation and description of how the natural and built environment has been affected by climate change. Analysis of artistic representations of nature and climate in local or regional artworks. Understanding of how architecture and restoration can contribute to environmental sustainability. Documentation and communication of the visual transformation of the territory through sketches, photos, or visual storytelling. Promotion of local cultural and natural heritage using environmentally responsible practices.
FINAL PRODUCT			Bilingual Dossier on Climate Change in the Local Area and Sustainable Tourism Solutions			

LEARNING OUTCOMES	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
	-Apply appropriate vocabulary and expressions related to environmental issues and sustainable tourism in written and spoken English. -Comprehend and summarize texts about climate change and green travel. -Translate informational texts from Italian into English using correct grammar and register. -Produce short, informative and promotional texts in English for a bilingual dossier. -Deliver a clear and engaging oral presentation in English about the project and its objectives.	-Identify and explain the environmental and economic challenges facing the tourism industry due to climate change. -Evaluate the environmental impact of different types of tourism- related services and products. -Propose sustainable business solutions for tourism enterprises (e.g., eco-lodges, local product chains). -Design a basic green business model and justify its viability. -Interpret data and represent key findings through charts, graphs, or tables	-Describe the climate conditions of the local area and recognize signs of climate change in the territory. -Locate and analyze areas affected by environmental risks using maps and digital tools. -Evaluate the vulnerability and potential of the territory for sustainable tourism. -Plan a tourism itinerary adapted to climate- conscious travelers. -Justify the choice of places and experiences based on environmental and geographical criteria.	-Document and interpret the visual and environmental changes in the landscape through sketches, photos, or mapping. -Recognize the relationship between artistic/cultural heritage and natural surroundings in the context of climate change. -Explore how local materials, building techniques, and restoration practices can support sustainability. -Select and describe artistic or architectural sites that are environmentally relevant or impacted. -Create visual content for the dossier that communicates environmental awareness through the lens of art and territory.
ACTIVITY	Glossary creation on climate change, sustainability, tourism, and environment. Analysis of short articles or case studies on eco-tourism and climate adaptation. Translating informational texts (e.g., posters, infographics, web content) from Italian to English. Drafting English content for the bilingual dossier (e.g., descriptions, factsheets, promotional blurbs). Group presentations or video recordings in English to explain part of the project or proposed itineraries.	Review of green business models or sustainable tourism enterprises. Estimating the environmental impact of different tourism services. SWOT analysis: Evaluating the strengths, weaknesses, opportunities, and threats of local businesses in relation to climate change. Creating a simplified business canvas for an eco- tourism initiative in Tagliacozzo. Reading and visualizing environmental and economic data (e.g., tourism flows, resource use).	Identifying natural, cultural, and at-risk areas using maps or GIS tools. Studying temperature, precipitation, and seasonal changes over time in the region. Designing routes and activities that are low- impact and climate- resilient. Locating and explaining areas vulnerable to climate-related hazards (e.g., droughts, landslides). Exploring how tourist behavior is shifting due to climate concerns.	Creating a photo series, collage, or drawing project documenting environmental changes. Studying the materials and styles of local architecture in relation to sustainability. Researching how art can raise awareness of climate change and inspire action. Visiting and documenting cultural or natural sites, observing their current condition and ecological value. Producing visual content (e.g., cover page, infographics, diagrams) for the final dossier.
TEACHING METHODOLOGY	Project-Based Learning (PBL), Task-Based Language Learning (for English), Cooperative Learning, Blended Learning, Experiential and Place-Based Learning, Cross-Curricular Learning			
TOOLS AND RESOURCES	Canva - Google Slides / Microsoft PowerPoint - StoryMapJS / Google My Maps Wordwall / Quizlet / Kahoot - DeepL - YouTube Channels Istat / Eurostat / Regione Abruzzo, UNESCO / WWF / Legambiente Google Earth, Google Earth			
EVALUATION	Formative Assessment (During the Learning Process) Authentic Assessment (Final Product) Subject-Specific Assessment Key Competence Assessment			

DEVELOPMENT: Environment, Climate and Climate Change

	LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
ENGLISH	Economic and tourism disciplines; Describe basic facts about climate change effects and tourism in Tagliacozzo using simple sentences; Compare and contrast climate change impacts and sustainable solutions in Tagliacozzo and other regions, producing coherent bilingual texts; Compare and contrast climate change impacts and sustainable solutions in Tagliacozzo and other regions, producing coherent bilingual texts	Vocabulary and reading comprehension exercises on climate change and tourism. Writing paragraphs describing local climate issues and tourism challenges. Group discussion and presentations in English about sustainable tourism models.	Task-Based Learning: Focus on authentic tasks like dossier writing, presentations, and peer reviews. Collaborative Learning: Group discussions, peer editing, and pair work to develop bilingual communication skills. Flipped Classroom: Pre-session videos or readings on climate change vocabulary and grammar for deeper in- class practice.	Online dictionaries Google Docs for collaborative writing and peer feedback Language learning platforms (e.g., Quizlet for vocabulary flashcards) Video conferencing tools (Zoom, Teams) for oral presentations and discussions Authentic texts: articles, reports on climate change and tourism	Formative: Vocabulary quizzes, drafts with peer and teacher feedback, oral presentation rubrics. Summative: Final bilingual dossier assessed on content accuracy, language proficiency, coherence, and presentation skills.
		Collaborative bilingual dossier writing: drafting, peer review, editing, final presentation.	Scaffolded Writing: Step-by-step writing support, from vocabulary lists to drafting and finalizing bilingual texts.		
CORPORATE TOURISM DISCIPLINES	Recognize basic concepts of tourism economy and environmental impact.	Case study analysis of local tourism economy.	Case Study Analysis: Guided exploration of real tourism economic data.	Local tourism statistics (municipality or tourism board websites)	Formative: Data analysis worksheets, participation in simulations, reflection journals.
	List the main economic benefits and challenges of tourism in Tagliacozzo. Analyze economic data about tourism trends and environmental costs related to climate change. Propose innovative economic strategies for sustainable tourism development in Tagliacozzo, supported by data and case studies.	Data collection and interpretation: statistics on tourist numbers, revenue, environmental costs. Role-play simulation of stakeholders (tourism board, local government, environmentalists) negotiating sustainable tourism policies. Writing an economic impact report section for the dossier.	Role Play / Simulation: Engage students in stakeholder negotiations on tourism policies. Problem-Based Learning: Students identify problems and propose sustainable economic solutions. Data Literacy Instruction: Teach interpreting graphs, statistics, and economic reports.	Economic data visualization software (Excel, Google Sheets) Simulation templates and role cards for stakeholder negotiation Research articles and reports on sustainable tourism economics	Summative: Economic impact report within the dossier, evaluated for analytical depth, use of data, and feasibility of solutions.
TOURIST GEOGRAPHY	Identify geographical features of Tagliacozzo and local climate patterns.	Map reading and interpretation exercises.	Experiential Learning: Field trips or virtual tours of Tagliacozzo and surrounding areas.	Google Earth and GIS tools (QGIS, ArcGIS Online)	Formative: Map exercises, group project milestones, presentation of spatial analysis.
	Map climate change effects on local natural resources and tourism sites. Correlate geographical data with tourism flows and environmental pressures. Develop a spatial analysis and propose geolocated sustainable tourism routes and solutions.	Field trip or virtual tour to observe geography and tourist landmarks. Mapping tool use to plot climate risks and tourism hotspots. Creation of maps and infographics for dossier integration.	Map Skills Workshops: Teaching spatial analysis and GIS basics. Project-Based Learning: Students create maps and infographics integrating climate and tourism data. Inquiry-Based Learning: Investigate the links between geography, climate, and tourism.	Maps and topographical data from local sources Cameras or smartphones for field documentation	Summative: Geographical analysis report and visual map portfolio assessed for accuracy, clarity, and integration into the dossier.
				Infographic creation tools (Canva, Piktochart)	

ART AND LOCAL HERITAGE	Recognize important local cultural and artistic heritage sites.	Research and presentation on local heritage sites.	Project-Based Learning: Research and multimedia documentation of heritage sites.	Local museums, archives, and heritage websites	Formative: Research notes, interview summaries, draft visuals.
	Describe key local heritage sites and their significance. Analyze the impact of climate change and tourism on cultural heritage. Propose conservation strategies integrating art and heritage within sustainable tourism. Design a cultural tourism proposal that promotes local heritage while protecting it from environmental threats.	Interviews or collaboration with local experts/ artisans. Creating visual content (photos, sketches, digital art) to document heritage for the dossier. Developing guidelines for heritage preservation in tourism planning.	Community Engagement: Interviews and collaboration with local artists, heritage experts. Visual Learning: Use of photography, sketching, and digital art to explore heritage. Reflective Practice: Journals or blogs on the role of heritage in sustainable tourism.	Digital cameras, tablets or smartphones for art and photo documentation Audio recording tools for interviews Presentation software (PowerPoint, Prezi)	Summative: Heritage section of dossier evaluated on depth of research, creativity, and sustainability proposals.
Overall Assessment Strategy				Rubrics designed around SOLO taxonomy levels for each discipline to evaluate complexity and quality of student work. Portfolio Assessment: The bilingual dossier as a portfolio compiling all disciplines' contributions. Peer and Self-Assessment: Reflection on learning progress and collaboration. Oral Presentation: Defense of dossier findings and proposals to an audience.	

Learning Unit 1 - Environment, Climate and Climate Change

Class: 3B LSA - IIS "Luigi di Savoia" - Chieti.

Duration: 8 hours.

Disciplines involved: English, Natural Sciences, Earth Sciences, Computer Science.

Framework: 2030 Agenda, UNESCO Green Guidelines, GreenComp Framework 2022.

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 13: Take urgent action to combat climate change and its impacts Recognizing that the United Nations Framework Convention on Climate Change is the main international and intergovernmental forum for negotiating the global response to climate change.	Topic 1.1. Weather, climate and climate change. - A comprehensive understanding of the basic science behind climate science. - Be able to articulate a clear definition of climate change, its causes, mechanisms, and potential mitigation strategies, supported by solid evidence.	1.1 Valuing sustainability. 1.3 Promoting nature. 2.1 Systems thinking. 2.2 Critical thinking. 2.3 Problem definition. 3.2 Adaptability. 3.3 Exploratory thinking.	Become familiar with the terminology used in climate and climate change sciences and learn to both understand information and express opinions.	- Identify and analyze key findings from IPCC reports relevant to their region. - Assess temperature forecasts and impacts of global warming on extreme events at local and global level. - Assess the potential of innovative technologies to mitigate global warming and support sustainability. Based on: GreenCurriculumGuideUnesco.pdf	- Evaluate sustainable practices such as the circular economy to address climate change. - Show empathy for people displaced by the climate through creative expression. - Collaborate to counter misinformation and advocate for climate action in the community. Based on: GreenCurriculumGuideUnesco.pdf	- Understand the role of vocational training and green skills in sustainable development. - Apply ecological skills to address climate impacts in various professions. - Propose sustainable practices for workplaces and industries. Based on TVET, Green Skills and Sustainability in the Workplace: GreenCurriculumGuideUnesco.pdf
Unit Structure			English	Natural sciences	Earth Sciences	Computer science
OBJECTIVES	- Distinguish between weather and climate, including their characteristics and impacts. - Understand the causes and consequences of global warming. - To explore how climate models predict future conditions using natural and anthropogenic factors. - Learn about international agreements such as the UNFCCC, the Paris Agreement, and the IPCC's role in climate action. - Analyze the importance of global eve ts such as COP in climate policymaking. Based on the key idea of topic 1.1. Weather, climate and climate change for the 16-18 age group: GreenCurriculumGuideUnesco.pdf		- English is the primary language of scientific research, international policy, and climate publications, allowing students to access cutting-edge information. - Prepares students to engage in global discussions, share ideas, and collaborate with international experts. - Strengthens communication skills for careers related to climate science or media, as well as participation in global initiatives.	- Explain climate systems and environmental changes through natural sciences. - Explore the links between human activities, ecosystems and climate. - Use scientific methods to investigate problems and solutions. - Enable evidence-based contributions to climate discussions.	- To provide students with basic knowledge of earth systems (atmosphere, hydrosphere and geospatial geosphere). - To promote understanding of the natural and human-induced processes that shape the planet. - Encourage the use of scientific research to explore the Earth's processes and environmental changes.	- To equip students with green skills to meet the needs of sustainable development and the green economy. - To provide knowledge on the role of TVET in achieving the SDGs (Sustainable Development Goals) through environmentally sustainable practices. - To promote understanding of the social, economic and environmental impacts of climate change on various professions. - Promote lifelong learning and adaptability in green labour markets through inclusive and context- sensitive education. Based on TVET, Green Skills and Sustainability in the Workplace: GreenCurriculumGuideUnesco.pdf
FINAL PRODUCT	DIGITAL PRESENTATION ON CLIMATE AND SUSTAINABILITY					

LEARNING OUTCOMES	Theme 1.1 Weather, climate and climate change Cognitive: - Identify key findings from recent IPCC reports relevant to the student region. - Evaluate temperature forecasts and analyze the types of extreme events locally and globally. - Evaluate technologies and practices, such as the circular economy, to mitigate global warming. Social and emotional: - Express empathy for those displaced by climate change through creative works such as art, poetry, or stories. Behavioral: - Work together to counter climate disiformation and support preventive measures. - Support or lead initiatives to mitigate or adapt to global warming in their school or community. Based on the learning outcomes of topic 1.1. Weather, climate and climate change for the 16-18 age group: GreenCurriculumGuideUnesco.pdf	- Analyze and understand climate science textbooks, expand climate- related vocabulary, and assess the reliability and bias of information. - Write clear and structured essays, reports, and summaries on climate-related topics. - Effectively present and discuss climate science concepts, using evidece-based arguments.	- Understand the basic principles of physics, chemistry and biology related to climate systems and environmental processes. - To explore the impact of human activity on ecosystems and natural resources. - Know the scientific methods applied to analyze climate data and propose solutions to environmental challenges.	- Understand the structure of the Earth, the main processes and interactions between systems. - Analyze the impact of natural and human activities on the environment. - Apply scientific methods to explore Earth science challenges.	- Recognize the importance of green skills in achieving sustainability goals. - Understand the impact of climte change on professions and industries. - Develop practical solutions to integrate sustainability into professional practices.
ACTIVITY	By completing a few activities, students will gradually develop their knowledge (scientific principles, climate impact), skills (data analysis, digital tools, communication) and attitude (social awareness, problem-solving) to produce their final product, a digital presentation. 1. Introduction and brainstorming 2. Research and data collection 3. Data visualization and scientific principles 4. Explore eco-friendly solutions 5. Drafting the digital presentation 6. Submission and upload to the EUGT website	Understanding of research papers and summaries, written content and multimedia and interactive presentations. Activities: 1, 5 and 6	Understanding of scientific principles and ecological solutions. Activities: 3 and 4	Knowledge of climate impacts on earth systems and extreme weather conditions. Activities: 1 and 2	Improvement and emphasis on technical and practical skills for the creation of professional outputs. Activities: 4, 5 and 6
TEACHING METHODS	The curriculum must employ a variety of student-centered teaching methods that promote active learning, collaboration, and the development of practical skills. For example, short lectures, group discussions, hands-on activities, guided research, and workshops on digital tools.	- Guided search. - Class discussion. - Collaborative writing. - Presentation practice. - Short lectures: introduce key concepts and scientific principles. - Lead research: Explore reliable sources, such as IPCC reports, to collect data and examples of green solutions. - Leading teamwork: collaborating to research, analyze data, discuss and give solutions to tailored areas and sectors. - Digital Tools Workshop: Using PowerPoint, Excel to design presentations that incorporate data, images, and solutions. - Real-world application: Help them present and upload their final product.			
TOOLS AND RESOURCES	The curriculum uses a variety of digital tools and resources to support student learning, encourage practical skills, and facilitate the creation of the final product.	- Reliable climate resources: IPCC reports, news articles, etc... - Writing and presentation tools: word processors, PowerPoint, etc. - Sources of climate data: IPCC reports, United Nations Framework Convention on Climate Change, Paris Agreement, etc. - Data visualization tools: Excel, Google Sheets for creating charts, charts, and tables. - Creative platforms: PowerPoint, Canva to present data, images and solutions. - Multimedia resources: Videos, animations. - Research tools: Internet access, pre-selected scientific articles or reports.			
EVALUATION	- The evaluation and evaluation of this curriculum focuses on measuring students' understanding, practical skills, and ability to effectively communicate their achievements.	Formative Assessment - Brief summaries. - Vocabulary quiz on climate-related terminology. - Presentation practice. - Analysis and discussion of case studies. - Creation of charts. - Explain processes based on scientific principles and valuable data. Summative evaluation: - Evaluation of the final product.			

DEVELOPMENT: Environment, Climate and Climate Change

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
(ENGLISH) Analyze and understand climate science textbooks, expand climate-related vocabulary, and assess the reliability and bias of information.	Understanding of research papers and summaries, written content and multimedia and interactive presentations.	- Class discussion. - Lead research: Explore reliable sources, such as IPCC reports, to collect data and examples of green solutions. - Leading teamwork: collaborating to research, analyze data, discuss and give solutions to tailored areas and sectors.	- Reliable climate resources: IPCC reports, news articles, etc... - Sources of climate data: IPCC reports, United Nations Framework Convention on Climate Change, Paris Agreement, etc. - Data visualization tools: Excel, Google Sheets for creating charts, charts, and tables. - Multimedia resources: Videos, animations. - Research tools: Internet access, pre-selected scientific articles or reports.	Formative Evaluation: - Brief summaries. - Vocabulary quiz on climate- related terminology. - Analysis and discussion of case studies. Summative evaluation: - Evaluation of the final product.
(NATURAL SCIENCES) Understand the basic principles of physics, chemistry and biology related to climate systems and environmental processes.	Understanding of scientific principles and ecological solutions.	- Class discussion. - Short lectures: introduce key concepts and scientific principles. - Lead research: Explore reliable sources, such as IPCC reports, to collect data and examples of green solutions. - Leading teamwork: collaborating to research, analyze data, discuss and give solutions to tailored areas and sectors.	- Writing and presentation tools: word processors, PowerPoint, etc. - Sources of climate data: IPCC reports, United Nations Framework Convention on Climate Change, Paris Agreement, etc. - Data visualization tools: Excel, Google Sheets for creating charts, charts, and tables. - Research tools: Internet access, pre-selected scientific articles or reports.	Formative Evaluation: - Vocabulary quiz on climate- related terminology. - Analysis and discussion of case studies. - Creation of charts. - Explain processes based on scientific principles and valuable data. Summative evaluation: - Evaluation of the final product.
(EARTH SCIENCES) Understand the structure of the Earth, the main processes and interactions between systems.	Knowledge of climate impacts on earth systems and extreme weather conditions.	- Class discussion. - Lead research: Explore reliable sources, such as IPCC reports, to collect data and examples of green solutions. - Leading teamwork: collaborating to research, analyze data, discuss and give solutions to tailored areas and sectors.	- Sources of climate data: IPCC reports, United Nations Framework Convention on Climate Change, Paris Agreement, etc. - Data visualization tools: Excel, Google Sheets for creating charts, charts, and tables. - Multimedia resources: Videos, animations. - Research tools: Internet access, pre-selected scientific articles or reports.	Formative Evaluation: - Vocabulary quiz on climate- related terminology. - Analysis and discussion of case studies. - Creation of charts. - Explain processes based on scientific principles and valuable data. Summative evaluation: - Evaluation of the final product.
(IT) Develop practical solutions to integrate sustainability into professional practices.	Improvement and emphasis on technical and practical skills for the creation of professional outputs.	- Collaborative writing. - Presentation practice. - Digital Tools Workshop: Using PowerPoint, Excel to design presentations that incorporate data, images, and solutions. - Real-world application: Help them present and upload their final product.	- Reliable climate resources: IPCC reports, news articles, etc... - Writing and presentation tools: word processors, PowerPoint, etc. - Creative platforms: PowerPoint, Canva to present data, images and solutions. - Multimedia resources: Videos, animations. - Research tools: Internet access, pre-selected scientific articles or reports.	Formative Evaluation: - Presentation practice. - Creation of charts. Summative evaluation: - Evaluation of the final product.

Learning Unit 4 - Earth Village

Class: 15-16 years old (ACERBO)
Duration: 8 hours
Disciplines involved: English, Tourism Geography, History, Tourism and Business Disciplines
Framework: 2030 Agenda, GreenComp Framework 2022, UNESCO Green Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 13: Take urgent action to combat climate change and its impacts Recognizing that the United Nations Framework Convention on Climate Change is the main international and intergovernmental forum for negotiating the global response to climate change.	- Be able to articulate a clear definition of climate change, its causes, mechanisms, and potential mitigation strategies. - Understand the causes and consequences of global warming. - To explore how climate models predict future conditions using natural and anthropogenic factors. - Analyze the importance of global events in climate policymaking.	1.1 Enhancing sustainability 1.3 Promoting nature 2.1 Systems thinking 2.2 Critical thinking 2.3 Problem framing 3.2 Adaptability 3.3 Exploratory thinking	- Strengthen communication skills for careers related to green jobs, as well as participation in global initiatives.	- Assess the impacts of global warming on extreme events at local and global level. - Assess the potential of innovative technologies to mitigate global warming and support sustainability. Based on: GreenCurriculumGuideUnesco.pdf	- Evaluate sustainable practices such as the circular economy to address climate change. - Collaborate to support climate action in the community. - Explore the links between human activities, ecosystems and climate. Based on: GreenCurriculumGuideUnesco.pdf	- Understand the role of vocational training and green skills in sustainable development (Green jobs). - Propose sustainable practices for workplaces and industries. - To equip students with green skills to meet the needs of sustainable development and the green economy. Based on TVET, Green Skills and Sustainability in the Workplace: GreenCurriculumGuideUnesco.pdf
Unit Structure			English	Tourist Geography	History	Tourism And Business Disciplines
OBJECTIVES			- Use the specific language and terminology of scientific research, international policies and climate publications, allowing students to access cutting-edge information.	- To help students develop analytical and problem-solving skills to model and interpret climate-related data.	- To promote understanding of the natural and human-induced processes that shape the planet.	- To equip students with green skills to meet the needs of sustainable development and the green economy.
FINAL PRODUCT		VIDEO OF THE PARTICIPATION IN WORLD EARTH DAY, AT VILLA BORGHESE (ROME)- 11 APRIL 2025 AND ORIENTATION ON GREEN JOBS				

LEARNING OUT-COMES	Theme 1.1 Weather, climate and climate change Cognitive: - Assess and analyze the types of extreme weather events at the local and global levels. - Evaluate technologies and practices, such as the circular economy, to mitigate global warming. Social and emotional: - Express awareness for the fate of the Planet. Behavioral: - Work together to counter climate disinformation and support preventive measures. - Support or lead initiatives to mitigate or adapt to global warming in their school or community.	- Analyze projects and understand their results in terms of the effects of climate change.	- Recognize the current impact of human activity on ecosystems and natural resources.	- Recognize the impact, in history, of human activity on ecosystems and natural resources.	- Understand the importance of green skills in achieving sustainability goals. - Understand the impact of climate change on professions and industries. - Develop practical solutions to integrate sustainability into professional practices.
ACTIVITY	By completing a few tasks, students will gradually develop their knowledge, skills (data analysis, digital tools, communication) and attitude (social awareness, problem-solving) to produce their final product, a digital presentation.	Preparation of various multi-media presentations, also in English.	Mapping climatic situations and case studies on earth systems.	Analysis of the historical- evolutionary contexts of sustainable development.	Reworking and implementing digital outputs.
TEACHING METHODS	Cooperative learning, peer tutoring.	- Guided search - Collaborative writing - Presentation practice - Driving research: exploring reliable sources to collect data and examples of green solutions; - Leading teamwork: collaborating to research, analyze data, discuss and give solutions to tailored areas and sectors.			
TOOLS AND RESOURCES		- Official sources of climate data; - Data visualization tools: Excel, Google Sheets for creating charts, charts, and tables; - Multimedia resources: Videos, animations; - Research tools: Internet access, pre-selected scientific articles or reports.			
EVALUATION		- Formative assessment: degree of participation and application; - Summative evaluation: final product.			

DEVELOPMENT: Earth Village

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
Analyze projects and understand their results in terms of the effects of climate change.	Preparation of various multimedia presentations, also in English.	- Guided search - Collaborative writing - Presentation practice - Driving research: exploring reliable sources to collect data and examples of green solutions; - Leading teamwork: collaborating to research, analyze data, discuss and give solutions to tailored areas and sectors.	- Official sources of climate data; - Data visualization tools: Excel, Google Sheets for creating charts, charts, and tables; - Multimedia resources: Videos, animations; - Research tools: Internet access, pre-selected scientific articles or reports.	- Formative assessment: degree of participation and application; - Summative evaluation: final product.
(TOURIST GEOGRAPHY) Recognize the current impact of human activity on ecosystems and natural resources.	Mapping climatic situations and case studies on earth systems.	- Guided search - Driving research: exploring reliable sources to collect data and examples of green solutions; - Leading teamwork: collaborating to research, analyze data, discuss and give solutions to tailored areas and sectors.	- Official sources of climate data; - Data visualization tools: Excel, Google Sheets for creating charts, charts, and tables; - Research tools: Internet access, pre-selected scientific articles or reports.	- Formative assessment: degree of participation and application; - Summative evaluation: final product.
(HISTORY) To recognize the impact, in history, of human activity on ecosystems and natural resources.	Analysis of the historical-evolutionary contexts of sustainable development.	- Guided search - Driving research: exploring reliable sources to collect data and examples of green solutions; - Leading teamwork: collaborating to research, analyze data, discuss and give solutions to tailored areas and sectors.	- Official sources of climate data; - Data visualization tools: Excel, Google Sheets for creating charts, charts, and tables; - Research tools: Internet access, pre-selected scientific articles or reports.	- Formative assessment: degree of participation and application; - Summative evaluation: final product.
(TOURISM AND BUSINESS DISCIPLINES) Understand the importance of green skills in achieving sustainability goals.	Reworking and implementing digital outputs.	- Collaborative writing - Presentation practice - Driving research: exploring reliable sources to collect data and examples of green solutions; - Leading teamwork: collaborating to research, analyze data, discuss and give solutions to tailored areas and sectors.	- Official sources of climate data; - Multimedia resources: Videos, animations; - Research tools: Internet access, pre-selected scientific articles or reports.	- Formative assessment: degree of participation and application; - Summative evaluation: final product.

TOPIC: Reconnecting with and protecting nature

Learning Unit 3 - Reconnecting with nature and protecting it

Class: 15-16 years old – Vocational school
Duration: 8 hours
Disciplines covered: natural sciences, English, geography, professional disciplines
Framework: 2030 Agenda, GreenComp Framework, 2024, UNESCO Recommendations

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 2: Ecosystems and biodiversity 2.6 Reconnect with nature and protect it.	Cognitive, social and emotional- behavioral.	1.3 Nature conservation 2.2. Critical thinking 2.3 Framing the problem 4. Commitment to sustainability 4.2 Collective action	Spread ideas to reconnect with nature and protect it with appropriate terminology in English.	Understand environmental impacts through greater direct contact with nature.	Analyze the relationships between chemical use, noise and night light, and animal life.	Evaluate practical and sustainable solutions in the context of the discipline (dissemination of information on natural heritage sites to promote green tourism, production of eco-friendly goods).
Unit Structure			**English**	**Sciences**	**Economy**	**Kitchen**
OBJECTIVES	The training unit aims to promote greater environmental awareness and to encourage more sustainable behaviors. Specific objectives allow portions of real ecosystems to be brought into the classroom to introduce students to their territory, to make them passionate about nature and its diversity with a practical and experimental approach. The activities are aimed at making the resources of one's territory appreciated from a scientific point of view, of environmental value and to encourage individual and collective behaviors that contribute to the conservation of ecosystems and biodiversity.		Support the implementation of local nature protection projects and promote awareness at community level.	Examine the variety of plants and animals in your territory and their role in the ecosystem. Understand the relationship between climate, season and the availability of local foods. Study environmentally friendly cultivation and breeding techniques.	Improving knowledge of ecosystems and biodiversity: understanding their importance, the mechanisms of operation and the factors that influence their functioning. Discover the main types of ecosystems, threats to biodiversity and the effects of human actions on natural environments.	Enhancing green tourism in natural heritage sites and in the local food and wine richness. To raise awareness among future restaurateurs of an eco- responsible approach, essential to preserve our planet and rediscover the good taste of things.
FINAL PRODUCT	Protecting biodiversity by enhancing traditional farming methods while respecting the cycles of nature: grazing protects plant biodiversity (the great variety of herbs) and animal biodiversity (including precious pollinators) and enhances the landscape.		Preparation of Arrosticini Abruzzesi PDO			
LEARNING OUTCOMES	Topic 2.6. Reconnecting with nature and protecting it		Master a special vocabulary on how to reconnect with nature and its protection. Create engaging content for a communication strategy aimed at emphasizing the beauty and value of these places to stimulate the interest of potential visitors. Telling and describing the natural landscape that surrounds us.	Promoting the discovery of biodiversity. Promote an ethical attitude towards nature. Understand how biodiversity keeps water pristine and influences the content of mineral salts dissolved in it. Recognize valuable tools to understand and respect the natural world around us.	Understand traditional and innovative techniques of processing, organization, marketing of services and food and wine products representative of the territory. Master and support the planning and management of procurement, production and sales processes with a view to quality and biodiversity protection. Explain how to reduce the negative impact of human activity on local biodiversity.	To promote, through the media, natural heritage sites and local products. To promote a sustainable, thoughtful and reasonable approach, with the sole objective of preserving the environment and bringing local products back to the center of gastronomy.

ACTIVITY			Reading and analysis of scientific articles in English on nature protection. Creating original and engaging content through articles, blog posts, travel guides and videos with authentic stories and curiosities about a local natural heritage site.	Eco walks/outdoor classes. Practical nature observation activities, excursions in protected environments, visits to environmental education centers. Take water samples from local water bodies, compare them with regulations. Workshop activities to discover how to purify water.	Operational marketing and the price lever	Preparation of Arrosticini Abruzzesi DOP. Making videos and photos to show the beauty of natural sites and local food and wine excellence. Promote the local food and wine culture through the organization of events, tastings and workshops to raise awareness of food and wine traditions and typical local products
TEACHING METHODOLOGY			- Cooperative learning: Students work in groups, creating practical solutions and exchanging ideas. - Problem-based learning: solving real-world problems (e.g., reducing light at night) - CLIL: Part of the lessons will be conducted in English to facilitate the learning of the specific language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature - Learning in nature: visiting a natural heritage site.			
TOOLS AND RESOURCES			- Digital tools: online platforms (google earth, google maps, digital maps) - CLIL resources. - Teaching material: articles, videos, cases, GreenComp frameworks.			
EVALUATION			- Ongoing class discussions and feedback on relationships and projects. - Result: Interdisciplinary tests, including written and oral tests - Evaluation of the final project (e.g., an advertising campaign, a scientific report).			

DEVELOPMENT: Reconnecting with nature and protecting it

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
Understand traditional and innovative techniques of processing, organization, marketing of services and food and wine products representative of the territory. Master and support the planning and management of procurement, production and sales processes with a view to quality and biodiversity protection. Explain how to reduce the negative impact of human activity on local biodiversity.	(Economy) Operational marketing and the price lever.	Learning based on text analysis and determination through the method of full costing or direct costing of the price of the product or service.	- Use of slides and sector texts. - Analysis of videos of practical cases.	Evaluation of the written documentation processed
Master a special vocabulary on how to reconnect with nature and its protection. Create engaging content for a communication strategy aimed at emphasizing the beauty and value of these places to stimulate the interest of potential visitors. Telling and describing the natural landscape that surrounds us.	(English) Creating original and engaging content through articles, blog posts, travel guides and videos with authentic stories and curiosities about local sites and culture. Make videos that show how to prepare arrosticini by describing the production process from ingredients to cooking, with a focus on traditional techniques related to local culture.	CLIL: Part of the lessons will be conducted in English to encourage the learning of a special language.	Videos of local activists. Podcasts that deal with natural heritage sites and their protection by activists.	Written vocabulary test.
Promoting the discovery of biodiversity. Promote an ethical attitude towards nature. Analyze and understand how biodiversity keeps water pristine and influences the content of mineral salts dissolved in it. Recognize valuable tools to understand and respect the natural world around us.	(Science) Dedicated lessons, in the classroom and outdoors. Compare various types of mineral waters. Meeting with Nunzio Marcelli, president of the "Lamb Consortium of Central Italy" who explains how pastoralism is not only an economic activity, but above all essential for preserving biodiversity. It is explained in an engaging way, also through video lessons, how the meat of Lamb of Central Italy PGI becomes a "super-food": with a lower fat content than those raised in the barn, an optimal balance between Omega-6 and Omega-3 fatty acids, and a greater amount of linoleic acid.	A dialogue lesson.	Video lessons agnello.wmv meat features - Google Drive Features Meat agnelo2.wmv - Google Drive	Evaluation of practical activities with observation grid of involvement and participation.
To promote, through the media, natural heritage sites and local products. To promote a sustainable, thoughtful and reasonable approach, with the sole objective of preserving the environment and bringing local products back to the center of gastronomy. Enhancing the local food and wine culture through the organization of events that enhance the products and excellence of tradition.	(kitchen) Debate "Lamb of Central Italy PGI. Environment, biodiversity and product quality" by the Consortium for the protection of the lamb of central Italy PGI. Preparation of Arrosticini Abruzzesi DOP. Training by the Consortium for the Protection of the Lamb of Central Italy PGI to introduce young people to our territory, the excellence of the farms, the typical and traditional products, always keeping a careful eye on the principles of nutrition, lifestyles and therefore also sustainability. Organize winds, tastings and workshops to introduce food and wine traditions and typical local products.	Debate. Cooking workshop.	Search in archives, libraries, museums, documents, photos or stories that document the history and traditions related to arrosticini. Documentaries and films on Abruzzo culture including the preparation and consumption of arrosticini.	Evaluation grid

Learning unit 1 Topic 2.6. Reconnecting to nature and protecting it

Class: 15-16 years old – Vocational school
Duration: 8 hours
Disciplines covered: English, Agricultural Biotechnology (Science), Italian, Marketing Appraisal
Framework: 2030 Agenda, GreenComp Framework, 2024, UNESCO Recommendations

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 2: Ecosystems and biodiversity 2.6 Reconnecting with nature and protecting it	Cognitive, social and emotional behavioural	1.3 Nature conservation 2.2. Critical Thinking 2.3 Framing the problem 4. Commitment to sustainability 4.2 Collective action	Spread ideas to reconnect with nature and protect it with appropriate English language terminology	Understand natural ecosystems and environmental impacts through increased direct contact with nature	Analyze the impact of human activities on the environment, with particular reference to pollution and the spread of microplastics, and understand the consequences on animal and human health	Experiment with practical and sustainable solutions in the context of the discipline, such as the dissemination of information on natural heritage sites to promote green tourism, the promotion of collective waste collection
Unit Structure			**Languages: English**	**Italian**	**Agricultural biotechnology**	**Environment Management and Territory/Appraisal Marketing**
OBJECTIVES			Acquire a technical scientific language to create a brochure in English on the plogging day with messages on the importance of connecting with nature and protecting it	Develop a precise and specific language to describe natural landscapes, integrating sensations (visual, sound, olfactory, tactile and gustatory) and using adjectives, metaphors and synaesthesia to create descriptions.	Analyze the anthropogenic impact (waste, land use, state of surface water, native and alien flora) on the Calanchi di Atri Oasis Reserve with field trips	Developing practical solutions for the protection and management of the environment through collective initiatives, such as waste collection, to maintain biodiversity and the health of natural places.
FINAL PRODUCT		Organization of an "EcoPlogging" day in the Oasi dei Calanchi, involving the local community and visitors in waste collection and environmental awareness activities, with the aim of promoting sustainable practices, preserving the ecological integrity of the area and raising awareness on the reduction of plastic pollution. https://drive.google.com/file/ d/ 1j7Tw1LjtoLVMkOwPKRGseBbKr TEjAB6j/view?usp=drive_link				
LEARNING OUTCOMES	Topic 2.6. Reconnecting with nature and protecting it		Acquire specific vocabulary related to nature, sustainability and environmental protection. Produce descriptive texts or short reflections in English on the plogging experience and environmental awareness to be included in the brochure.	developing the ability to use synaesthesia to combine multiple sensations to observe and analyzing a natural landscape such as the Calanchi di Atri through all the senses.	Be able to describe the anthropogenic impact on the ecosystem of reference Analyze soil and water quality in the laboratory and compare the results obtained with the reference legislation	focusing on the importance of living in harmony with nature, providing detailed knowledge about the Oasis of the Calanchi and its ecosystem.

ACTIVITY			Reading and analysis of scientific articles in English on the protection of nature and its role in psycho- physical well-being Creation of flyers in English to promote and explain the event.	Morning at the Calanchi oasis with sensory observation and reflection on stimulating questions Free Writing Free, uninterrupted writing based on sensory sensations focused with the teacher	Visit to the Calanchi oasis for observation of the landscape through a grid and detection of the main characteristics Soil and/or water samples for instrumental analysis in chemistry laboratory	Organization of a plogging day in the Oasi dei Calanchi, "EcoPlogging" with the involvement of the local community
M TEACHING Y ETHODO-LOG			- Cooperative learning - Guided discussion - Problem-Based Learning: Solving Real-World Problems (PBL) - CLIL: part of the lessons will be conducted in English to facilitate the learning of the specific language. - Interdisciplinary approach - Outdoor education - Service learning - Education for Sustainable Development - ESD			
TOOLS AND RESOURCES			- Online platforms (google earth, google maps, digital maps) - APP (plant recognition) - Platforms to create presentations (PowerPoint, Canva, Prezi…) - Institutional social platforms (Facebook, Instagram…) - CLIL resources. - Educational material: articles, videos, podcasts. - Stationery teaching materials - Chemistry laboratory (soil/water analysis) - Drones			
EVALUATION			Formative Evaluation: - Use of specific lexicon: continuous monitoring of the accuracy and use of technical language related to pollinators and biodiversity. - Presentation and teamwork skills: observation of group dynamics, ability to express ideas clearly and to collaborate effectively in the group. - Continuous peer to peer feedback during project activities. Summative evaluation: - Written and oral tests - Evaluation of the final product			

DEVELOPMENT: Reconnecting with nature and protecting it

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
identify specific vocabulary related to nature, sustainability and environmental protection. Produce descriptive texts or short reflections in English on the plogging experience and environmental awareness to be included in the brochure. (ENGLISH)	CLIL scaffolding: specific vocabulary on nature and ecology Production of written text to be inserted leaflets	Cooperative learning CLIL: part of the lessons will be conducted in English to facilitate the learning of the specific language.	Platforms to create presentations (PowerPoint, Canva, Prezi...) CLIL resources. Teaching material: articles, videos, podcasts in foreign languages	Written vocabulary test Product evaluation (brochure)
Implement descriptive vocabulary by developing the ability to use synaesthesia to combine multiple sensations observe, analyzing a natural landscape such as the Calanchi di Atri through all the senses. (ITALIAN)	Excursion to the Calanchi oasis with sensory observation and reflection on stimulating questions Free Writing Free, uninterrupted writing based on sensory sensations focused with the teacher	Guided discussion Outdoor education	Educational material: articles, videos, podcasts. Stationery teaching materials	Evaluation grid of a written text Direct observation in the field
Be able to describe the anthropogenic impact on the ecosystem of reference Analyze soil and water quality in the laboratory and compare the results obtained with the reference legislation (AGRICULTURAL BIOTECHNOLOGY)	Visit to the Calanchi oasis for observation of the landscape through a grid and detection of the main characteristics Soil and/or water samples for instrumental analysis in chemistry laboratory	Guided discussion Problem-Based Learning: Real (PBL) Outdoor education	Online platforms (google earth, google maps, digital maps) APP (plant recognition) Chemistry laboratory (soil/water analysis) Drones	Direct observation and continuous feedback Evaluation grid for laboratory activities
To be able to plan and organize an environmental awareness event, focusing on the importance of living in harmony with nature, providing detailed knowledge about the Oasis of the Calanchi and its ecosystem. (MARKETING MANAGEMENT/APPRAISAL)	Organization of a plogging day in the Oasi dei Calanchi, "EcoPlogging" with the involvement of the local community	Cooperative learning Outdoor education Service laerning Education for Sustainable Development - ESD	Online platforms (google earth, google maps, digital maps) Platforms to create presentations (PowerPoint, Canva, Prezi...) Institutional social platforms (Facebook, Instagram...)	Field Observation Assessment Rubric Product evaluation (plogging event)

LU 2 Reconnecting with nature and protecting it

BRIGANDS FOR A DAY. PROMOTION OF THE CAMMINO DEI BRIGANTI.

Sante Marie

CLASS 3 SEC. A TECHNICAL ECONOMIC TOURISM INSTITUTE A.ARGOLI

Duration: 8 hours

Disciplines involved: Science, English, Geography, Professional Disciplines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 2: Ecosystems and biodiversity 2.6 Reconnect with nature and protect it		1.3 Nature conservation 2.2. Critical thinking 2.3 Framing the problem 4. Commitment to sustainability 4.2 Collective action	Spread ideas to reconnect with nature and protect it with appropriate terminology in English language	Comprendere gli ecosistemi naturali e gli impatti ambientali attraverso un maggiore contatto diretto con la natura.	Knowing, promoting and valorising sustainable territorial resources Being aware of the impact of tourism Knowing slow tourism first hand	Experiment with practical and sustainable solutions in the context of the discipline, such as disseminating information on natural heritage sites to promote green and sustainable tourism - Provide students with green skills to meet the needs of sustainable development and green economy.
Unit Structure			**Languages: English**	**Corporate Tourism Disciplines**	**Tourist Geography**	**Art And Territory**
OBJECTIVES			Develop vocabulary and expressions related to environmental protection, ecotourism, and sustainability. Understand and summarize texts (articles, videos, podcasts) related to reconnecting with nature.	Understand and summarize texts (articles, videos, podcasts) related to reconnecting with nature. Evaluate the economic impact of green tourism initiatives on local communities.	Identify and describe natural and protected areas Analyze the relationship between geography and the development of sustainable tourism destinations. Understand the effects of mass tourism on fragile ecosystems and local biodiversity.	Explore how nature has inspired art and architecture throughout history. Identify local artistic and cultural expressions linked to the natural environment (e.g. land art, rural heritage, eco-architecture). Promote local natural and cultural heritage through artistic or multimedia projects.
				Design a sustainable tourism package or business plan that highlights respect for the environment and local culture.		
FINAL PRODUCT			Creating an Information multilingual digital brochure (in Italian and English) promoting a sustainable itinerary on the Sentiero dei Briganti. A short video guide or narrated virtual tour integrating natural, cultural, and historical elements. A presentation to a mock tourism board, simulating a pitch for sustainable development funding.			

LEARNING OUTCOMES	Identify key vocabulary related to nature, sustainability, and ecotourism. Use appropriate language and structures to write a persuasive text promoting eco-awareness. Compare different opinions on environmental protection through discussions and debates. Design a digital campaign or leaflet in English to raise awareness about protecting the environment.	Explain the importance of eco-certifications and sustainable tourism policies. Develop a tourism business plan or package that incorporates environmentally friendly practices. Develop a tourism business plan or package that incorporates environmentally friendly practices. Propose an innovative, sustainable tourism product that addresses both customer needs and environmental concerns.	Describe the relationship between tourism development and environmental impact. Describe the relationship between tourism development and environmental impact. Compare tourism models (mass vs. sustainable) in terms of environmental impact. Critically assess tourism policies in sensitive natural areas. Design a low-impact travel itinerary that promotes a deeper connection with local environments.	Explain how natural elements influence local art and traditions. Use artistic techniques to represent natural landscapes or environmental themes. Explore how environmental and cultural heritage are interlinked. Develop a multimedia project that combines art and local heritage to advocate for nature protection.
ACTIVITY	Vocabulary building on key concepts: biodiversity, ecosystems, sustainable tourism, local heritage, trails, conservation, etc. Writing tasks: Descriptive texts about the Sentiero dei Briganti for a travel blog or tourist guide. Short informative articles about the local ecosystem and how it can be protected. Promotional texts for brochures (with a focus on inclusive and respectful language). Writing and recording of the English version of the tourist brochure or video guide. Oral presentation (simulated pitch) in English to a group of "international tourists" or stakeholders.	Analysis of eco-tourism business models with a focus on sustainable tourism. Research on local tourist demand for nature and cultural trails in Abruzzo. Development of a sustainable tourism plan for promoting the Sentiero dei Briganti, including SWOT analysis and marketing strategies. Creation of a cost and revenue forecast for eco- tourism services (guides, accommodation, experiences)	Study of the natural ecosystems and biodiversity along the Sentiero dei Briganti. Mapping of key environmental features, protected areas, and historical sites using GIS tools or digital maps. Research on the impact of tourism on local biodiversity, with a focus on responsible visitor behavior. Comparative study of similar eco-trails in other regions or countries.	Identification and documentation of artistic and cultural heritage found along the trail (murals, rural churches, traditional crafts, ruins). Photo-reportage and digital storytelling of the Sentiero dei Briganti's key visual and artistic landmarks. Design of visual materials (maps, brochures, posters) integrating both art and environmental values. Study of the relationship between natural landscapes and historical-artistic identity of the area.
TEACHING METHODOLOGY	Project-Based Learning (PBL): Designing brochures, videos, digital maps, and presentations. Simulating a sustainable tourism campaign. CLIL (Content and Language Integrated Learning): Studying key concepts (ecosystem, biodiversity, sustainable tourism) in English. Performing reading, listening, and writing tasks in English. Giving presentations and simulations in English (e.g., tourist guide, pitch). Inquiry-Based Learning, Cooperative Learning, Visual Thinking & Storytelling, Gamification			
TOOLS AND RESOURCES	Canva - Google Slides / Microsoft PowerPoint - StoryMapJS / Google My Maps Wordwall / Quizlet / Kahoot - DeepL - YouTube Channels Istat / Eurostat / Regione Abruzzo, UNESCO / WWF / Legambiente Google Earth, Google Earth, Visit Abruzzo / Sentiero dei Briganti (siti ufficiali) Padlet – Book Creator			
EVALUATION	Formative Assessment (During the Learning Process) Authentic Assessment (Final Product) Subject-Specific Assessment Key Competence Assessment			

DEVELOPMENT: Reconnecting with nature and protecting it

	LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
English	Recognize key vocabulary related to tourism, nature, culture, and sustainable development. Write simple descriptions of the Sentiero dei Briganti's main natural and cultural features. Create bilingual brochure texts with detailed descriptions, using appropriate grammar and vocabulary. Produce coherent bilingual digital content integrating text and multimedia elements, suitable for a tourism audience. Deliver a persuasive oral presentation (pitch) to a mock tourism board demonstrating clear, confident communication and effective argumentation.	Research: Research the history and techniques of bread-making, focusing on local practices in Tagliacozzo and the sustainability aspects of these techniques. Writing: Write a section of the brochure describing the history and cultural significance of bread-making in Tagliacozzo, using formal and persuasive language. Collaboration: In groups, collaboratively design the layout and language of the brochure. Edit and refine each section to ensure clarity, engagement, and cohesiveness in the final product. Scriptwriting and narration practice for the video guide. Group rehearsals for the pitch presentation with peer feedback	Task-Based Learning: Focused on creating authentic communication products (brochure, video narration). Peer Teaching & Feedback: Students revise texts and rehearse presentations together. Scaffolded Writing and Speaking: Gradual development from sentence-level work to extended spoken/written texts. Project-Based Learning: Collaborative content creation with clear language goals.	Google Docs & Slides for collaborative writing and editing. Canva for digital brochure design. Audacity or VoiceThread for audio narration. TED Talks or YouTube videos on pitching ideas for modeling. Grammarly and DeepL Write for language refinement.	Formative: Vocabulary quizzes Draft writing reviews Presentation rehearsal feedback Summative: Final brochure section (clarity, grammar, effectiveness) Narration script quality and delivery Pitch presentation performance using rubric (language accuracy, fluency, persuasion)
CORPORATE TOURISM DISCIPLINES	Identify basic concepts of tourism economics and sustainability. Describe economic benefits of sustainable tourism for the Sentiero dei Briganti area. Analyze potential economic impacts of developing the sustainable itinerary. Evaluate different funding options and stakeholder interests in sustainable tourism development. Develop and justify a comprehensive funding proposal during the pitch simulation.	Research economic data and case studies related to sustainable tourism in similar areas. Cost-benefit analysis exercises on tourism development. Role-playing stakeholder meetings to understand competing interests. Prepare a funding pitch as part of the final presentation.	Case-Based Learning: Study real-world examples of sustainable tourism projects. Simulation and Role Play: Mock tourism board pitch simulating funding application process. Problem-Based Learning: Solve real local challenges related to sustainable tourism. Data-Driven Discussion: Analyze visitor trends, economic impact, and cost projections.	Tourism economic data from regional reports or ISTAT. Spreadsheet tools (Excel/Google Sheets) for budgeting. Business model templates (e.g., Lean Canvas). Videos or guest talks from sustainable tourism entrepreneurs or policymakers.	Formative: Group work on case study analysis Economic impact worksheets Budget drafts and peer critiques Summative: Written funding proposal (budget, expected ROI, impact) Presentation assessed on persuasiveness, realism, economic insight
TOURIST GEOGRAPHY	Identify key geographical features of the Sentiero dei Briganti area. Describe the physical and cultural landscape along the itinerary. Map the itinerary, highlighting natural, historical, and cultural points of interest. Analyze how geography affects tourism potential and environmental impact. Propose spatial management strategies to balance tourism growth with conservation.	Map reading and creation activities using GIS or digital mapping tools. Field visits or virtual exploration of the trail and surrounding environment. Integrate geographical data into the digital brochure and video guide. Group discussion on sustainable spatial planning.	Field-Based Learning or Virtual Site Exploration: Direct experience or virtual tours of the Sentiero dei Briganti. GIS-Enhanced Lessons: Basic mapping and geotagging of itinerary points. Collaborative Mapping Projects: Students create thematic maps linked to the trail. Discussion-Based Analysis: Linking geographical factors with tourism strategy.	Google Earth, QGIS, or ArcGIS Online for interactive mapping. Printed and digital trail maps from local authorities. Google My Maps for creating custom tourist itineraries. Drone or 360° camera content (if available) for immersive visual experiences.	Formative: Mapping practice exercises Geographic data analysis tasks Summative: Visual map integrated in brochure or video Spatial planning proposal evaluated on clarity, accuracy, relevance

ART AND TERRITORY	Identify key heritage sites and cultural practices linked to the Sentiero dei Briganti. Describe the historical and artistic significance of local landmarks. Analyze the role of heritage in enriching the tourist experience. Suggest methods to promote and protect local heritage within sustainable tourism. Design creative multimedia content showcasing local heritage and propose sustainable heritage management strategies.	Research local heritage stories, artworks, and traditions. Produce visual and audio content for the digital brochure and video guide (photos, interviews, narration). Collaborate with local experts or cultural institutions. Develop conservation recommendations included in the pitch presentation.	Storytelling & Multimedia Production: Students narrate historical episodes, legends, or interviews with locals. Community-Based Learning: Collaboration with local artists, historians, or museum guides. Art Integration Projects: Visual and narrative elements enhance cultural interpretation. Creative Process Workshops: Image curation, voice recording, artistic expression through digital media.	Smartphones or cameras for photo and video documentation. Editing tools (iMovie, CapCut, Canva Video, Clipchamp). Local heritage databases, museum archives, or oral history collections. Audio tools for creating narrations (e.g., Soundtrap, Audacity).	Formative: Heritage site research reports Storyboard drafts for the video Summative: Final multimedia segment (photo/video/audio) assessed on originality, coherence, cultural depth Pitch presentation section proposing heritage conservation strategies
Overall Evaluation Strategy		Rubric-Based Assessment (aligned with SOLO taxonomy) Each discipline contributes to a shared rubric that assesses: Cognitive complexity (from basic identification to creative synthesis) Interdisciplinary integration Communication effectiveness (written, visual, oral) Authenticity and relevance of proposed solutions			

Learning Unit 2 - Reconnecting with nature and its protection

Class: 3° B LSA - Luigi Di Savoia

Duration: 8 hours

Disciplines covered: Geography, Science, English, Computer Science

Framework: 2030 Agenda, GreenComp Framework, 2024, UNESCO Recommendations

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 2: Ecosystems and biodiversity 2.6 Reconnecting with nature and protecting it	Cognitive, social and emotional behavioural	1.3 Nature conservation 2.2. Critical Thinking 2.3 Framing the problem 4. Commitment to sustainability 4.2 Collective action	Spread ideas to reconnect with nature and protect it with appropriate English language terminology	Understand environmental impacts through greater direct contact with nature	It analyzes the relationships between chemical use, noise and night light, and animal life.	Evaluate practical and sustainable solutions in the context of the discipline (dissemination of information on natural heritage sites to promote green tourism, production of eco-friendly goods).
Unit Structure			**English**	**Natural sciences**	**Earth Sciences**	**Computer science**
OBJECTIVES			Messages on how to reconnect with nature and protect it	Increase direct contact with nature through walks and visits to natural heritage sites	Reduce the negative impact of humans on animal life by reducing noise, chemicals or light at night	Marketing of green tourism in natural heritage sites
FINAL PRODUCT	MAKING A VIDEO ABOUT A UNESCO NATURAL HERITAGE SITE AND ITS PROTECTION BY LOCAL ACTIVISTS					
LEARNING OUTCOMES	Topic 2.6. Reconnecting with nature and protecting it		Acquire a vocabulary on the theme of reconnection with nature. Understand relevant literature, listen to podcasts that deal with natural heritage sites and their protection by activists.	Describe and discuss case studies on the protection of natural heritage sites. Analyze and define the water content in local water bodies. Analyze and identify the path of water purification at home.	Analyze and recognize the impact of humans on the lives of animals in the local community. Research on natural heritage, its biodiversity, proposals to change the way of life in the community to protect nature.	Publicizing and classifying natural heritage sites in the media, and promoting eco-tourism, and local ecological products.
ACTIVITY			Reading and analysis of scientific articles in English on nature protection. Presentation of a project on a local natural heritage site	Visit to the natural heritage site, to find out how to reduce the negative impact of human activity on the biodiversity of the area and promote an ethical attitude towards nature. Take water samples from local water bodies, compare them with regulations. Learn how to purify water	Elaboration of a presentation on how daily habits save or damage nature, especially in animals (light, noise, pollution of nature with chemicals deriving from daily consumption).	Making a video about a UNESCO natural heritage site and its protection by local activists. SWOT analysis of an ecotourism facility.

TEACHING METHODOLOGY	- Cooperative learning: Students work in groups, creating practical solutions and exchanging ideas. - Problem-based learning: Solving real-world problems (e.g., reducing light at night). - CLIL: Part of the lessons will be conducted in English to facilitate the learning of the specific language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature. - Learning in nature: visiting a natural heritage site.
TOOLS AND RESOURCES	- Digital tools: online platforms (google earth, google maps, digital maps). - CLIL resources. - Teaching material: articles, videos, cases, GreenComp frameworks.
EVALUATION	Educational Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Result: interdisciplinary tests, including written and oral tests. - Evaluation of the final project (e.g., an advertising campaign, a scientific report).

DEVELOPMENT: Reconnecting with nature and its protection

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
(ENGLISH) Acquire a vocabulary on the theme of reconnection with nature.	Reading and analysis of scientific articles in English on nature protection.	- Problem-based learning: Solving real-world problems (e.g., reducing light at night). - CLIL: Part of the lessons will be conducted in English to facilitate the learning of the specific language.	- CLIL resources. - Teaching material: articles, videos, cases, Green-Comp frameworks.	Educational Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Result: interdisciplinary tests, including written and oral tests.
(NATURAL SCIENCES) Describe and discuss case studies on the protection of natural heritage sites.	Visit to the natural heritage site, to find out how to reduce the negative impact of human activity on the biodiversity of the area and promote an ethical attitude towards nature.	- Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature. - Learning in nature: visiting a natural heritage site.	- Digital tools: online platforms (google earth, google maps, digital maps). - Teaching material: articles, videos, cases, Green-Comp frameworks.	Educational Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Result: interdisciplinary tests, including written and oral tests.
(EARTH SCIENCES) Analyze and recognize the impact of humans on the lives of animals in the local community.	Elaboration of a presentation on how daily habits save or damage nature, especially in animals (light, noise, pollution of nature with chemicals deriving from daily consumption).	- Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature. - Learning in nature: visiting a natural heritage site.	- Digital tools: online platforms (google earth, google maps, digital maps). - Teaching material: articles, videos, cases, Green-Comp frameworks.	Educational Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Result: interdisciplinary tests, including written and oral tests.
(IT) Publicizing and classifying natural heritage sites in the media, and promoting ecotourism, and local ecological products.	Making a video about a UNESCO natural heritage site and its protection by local activists.	- Cooperative learning: Students work in groups, creating practical solutions and exchanging ideas. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature.	- Digital tools: online platforms (google earth, google maps, digital maps). - CLIL resources. - Teaching material: articles, videos, cases, Green-Comp frameworks.	Educational Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Result: interdisciplinary tests, including written and oral tests. - Evaluation of the final project (e.g., an advertising campaign, a scientific report).

UdA 3 - Reconnecting with Nature and Protecting It

Class: 15-16 years old (ACERBO)

Duration: 8 hours

Disciplines covered: English, Tourism Geography, History, Tourism and Business Disciplines

Framework: 2030 Agenda, GreenComp Framework 2022, UNESCO Green Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 2: Ecosystems and biodiversity 2.6 Reconnecting with nature and protecting it	Cognitive, social and emotional behavioural	1.3 Nature conservation. 2.2. Critical thinking 2.3 Framing the problem. 4. Commitment to sustainability. 4.2 Class Action.	Spread ideas to reconnect with nature and protect it with appropriate English language terminology	It analyzes the relationships between living beings - animals, plants and humans.	Understand environmental impacts through greater direct contact with nature.	Evaluate practical and sustainable solutions in the context of the discipline (dissemination of information on natural heritage sites to promote green tourism and sustainable and innovative solutions).
Unit Structure			**ENGLISH**	**HISTORY**	**TOURIST GEOGRAPHY**	**TOURISM AND BUSINESS DISCIPLINES**
OBJECTIVES			Formal and informal messages on how to reconnect with nature and protect it.	To increase direct contact with nature through walks and activities in natural heritage sites.	Reduce the negative impact of humans on animal and plant life with environmentally friendly activities.	Promotion of green tourism in natural heritage sites.
FINAL PRODUCT	CREATION OF A DIGITAL WORK ON A LOCAL NATURAL HERITAGE SITE THAT IS AN EXPRESSION OF SUSTAINABLE TOURISM FOR THE COMMUNITY.					
LEARNING OUTCOMES	Topic 2.6. Reconnect with nature and protect it.		Acquire vocabulary on the theme of reconnection with nature, by reading and/or listening to articles or podcasts that deal with sites in the context of the sustainable tourism offer.	Understand different case studies in the field of sustainable tourism offering.	Analyze the impact of humans on the lives of animals in the local community. Discovering biodiversity in the natural heritage, and proposing solutions to change the way of life in the community, to maintain the balance between nature and tourism offer within the sustainable tourism offer.	To disseminate natural heritage sites in the media, to promote ecotourism and local ecological products as part of the sustainable tourism offer.
ACTIVITIES (outdoor learning - one day)	Visit to tourist companies (specialized in sustainable tourism) in the regional territory and experimentation of individual and group workshop activities.		Visits to tourism companies that offer: · Glamping; · workshops and activities in farmhouses (also in English); · silviculture (tree hugging); · Tree house/holiday home.	Visits to tourism companies that offer: · Glamping; · workshops and activities in farmhouses (also in English); · silviculture (tree hugging); · Tree house/holiday home.	Visits to tourism companies that offer: · Glamping; · workshops and activities in farmhouses (also in English); · silviculture (tree hugging); · Tree house/holiday home.	Visits to tourism companies that offer: · Glamping; · workshops and activities in farmhouses (also in English); · silviculture (tree hugging); · Tree house/holiday home.

TEACHING METHODOLOGY			- Cooperative learning: Students work in groups, creating practical solutions and exchanging ideas. - CLIL: Part of the lessons will be conducted in English to facilitate the learning of the specific language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature - Learning in nature: visiting natural heritage sites and tourist facilities integrated into the environment.
TOOLS AND RESOURCES			- Digital tools: online platforms (google earth, google maps, digital maps). - CLIL resources. - Teaching material: articles, videos, cases, GreenComp frameworks.
EVALUATION			- Direct observation in outdoor education. - Ongoing class discussions and feedback on relationships and projects. - Evaluation of the final output (e.g. vlog).

DEVELOPMENT: Reconnecting with Nature and Protecting It

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
(ENGLISH) Acquire vocabulary on the theme of reconnection with nature, by reading and/or listening to articles or podcasts that deal with sites in the context of sustainable tourism.	Visits to tourism companies that offer: · Glamping; · workshops and activities in farmhouses (also in English); · silviculture (tree hugging); · Tree house/holiday home.	· Cooperative learning: Students work in groups, creating practical solutions and exchanging ideas. · CLIL: Part of the lessons will be conducted in English to facilitate the learning of the specific language. · Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature · Learning in nature: visiting natural heritage sites and tourist facilities integrated into the environment.	· Digital tools: online platforms (Google Earth, Google Maps, digital maps). · CLIL resources. · Teaching material: articles, videos, cases, GreenComp frameworks.	· Direct observation in outdoor education. · Ongoing class discussions and feedback on relationships and projects. · Evaluation of the final output (e.g. vlog).
(HISTORY) Understand different case studies in the field of sustainable tourism offering.	Visits to tourism companies that offer: · Glamping; · workshops and activities in farmhouses (also in English); · silviculture (tree hugging); · Tree house/holiday home.	· Cooperative learning: Students work in groups, creating practical solutions and exchanging ideas. · CLIL: Part of the lessons will be conducted in English to facilitate the learning of the specific language. · Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature · Learning in nature: visiting natural heritage sites and tourist facilities integrated into the environment.	· Digital tools: online platforms (Google Earth, Google Maps, digital maps). · CLIL resources. · Teaching material: articles, videos, cases, GreenComp frameworks.	· Direct observation in outdoor education. · Ongoing class discussions and feedback on relationships and projects. · Evaluation of the final output (e.g. vlog).
(TOURIST GEOGRAPHY) Discovering biodiversity in the natural heritage, and proposing solutions to change the way of life in the community, to maintain the balance between nature and tourism offer within the sustainable tourism offer.	Visits to tourism companies that offer: · Glamping; · workshops and activities in farmhouses (also in English); · silviculture (tree hugging); · Tree house/holiday home.	· Cooperative learning: Students work in groups, creating practical solutions and exchanging ideas. · CLIL: Part of the lessons will be conducted in English to facilitate the learning of the specific language. · Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature · Learning in nature: visiting natural heritage sites and tourist facilities integrated into the environment.	· Digital tools: online platforms (Google Earth, Google Maps, digital maps). · CLIL resources. · Teaching material: articles, videos, cases, GreenComp frameworks.	· Direct observation in outdoor education. · Ongoing class discussions and feedback on relationships and projects. · Evaluation of the final output (e.g. vlog).
(TOURISM AND BUSINESS DISCIPLINES) To disseminate natural heritage sites in the media, to promote ecotourism and local ecological products as part of the sustainable tourism offer.	Visits to tourism companies that offer: · Glamping; · workshops and activities in farmhouses (also in English); · silviculture (tree hugging); · Tree house/holiday home.	· Cooperative learning: Students work in groups, creating practical solutions and exchanging ideas. · CLIL: Part of the lessons will be conducted in English to facilitate the learning of the specific language. · Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of reconnection with nature · Learning in nature: visiting natural heritage sites and tourist facilities integrated into the environment.	· Digital tools: online platforms (Google Earth, Google Maps, digital maps). · CLIL resources. · Teaching material: articles, videos, cases, GreenComp frameworks.	· Direct observation in outdoor education. · Ongoing class discussions and feedback on relationships and projects. · Evaluation of the final output (e.g. vlog).

Learning Unit 4 - Addressing climate disinformation

Class: 15-16 years old - VET
Duration: 8 hours
Disciplines involved: Science, English, Geography, Professional Disciplines
Framework: 2030 Agenda, GreenComp Framework, 2024, Unesco Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 13: Take urgent action to combat climate change and its impacts.	Addressing misconceptions and misinformation.	Critical Thinking (4.2.2) Problem framing (4.2.3) Systems thinking (4.2.1) Futures Literacy (4.3.1) Political Agency (4.4.1)	Develop the ability to critically analyze and effectively communicate information about climate disinformation in English, using precise terminology and engaging narratives.	Gain a deep understanding of how climate disinformation impacts public perception and policy decisions related to climate change and sustainability.	Examine the social dynamics and economic interests that fuel climate misinformation and understand the global and local consequences of misinformation on sustainability efforts.	Apply marketing principles to design and implement campaigns that effectively counter climate misinformation and promote factual and science-based information.
Unit Structure			**English**	**Sciences**	**Economy**	**Kitchen**
OBJECTIVES			Discuss climate misinformation.	Understanding consensus and misinformation on climate change.	Exploring the global impacts of climate misinformation.	Creating digital content to counter climate misinformation.
FINAL PRODUCT	A multimedia presentation or a series of informative blog posts aimed at debunking common myths about climate change.		"Debunking the myth", knowing how to recognize fake news about climate change and its consequences.	The consequences of climate change on crops and farming methods, documentary viewing.	Changing trends in mass tourism caused by climate change	How climate change has impacted the availability of food in the kitchen.
LEARNING OUTCOMES	Topic 4.6. Fighting climate disinformation		- Debate and discuss climate change, using appropriate scientific and technical vocabulary. - Critically evaluate the language used by the media to describe climate change. - Effectively argue for discrepancies between climate myths and scientific facts.	- Identify and correct the most common misconceptions about climate change. - Demonstrate understanding of the evidence of climate change through presentations and reports. - Evaluate the scientific methods used in climate research to distinguish between valid and imperfect studies.	- Learn the role of geographic information in the spread or debunking of climate disinformation. - To know the global effects of climate change and correlate them with disinformation trends. - Argue case studies on regional climate impacts and the misinformation associated with them.	- To show how our food choices affect greenhouse gas emissions and climate change. - Recognize false or misleading claims about the climate crisis and its relationship to food.
ACTIVITY			- Participate in structured debates on climate disinformation.	- Investigate case studies of popular climate myths and the science that debunks them.	- Mapping the sources and dissemination of climate misinformation in different regions.	- Design and develop a digital campaign focused on educating the public to encourage the consumption of seasonal, local and ethically sourced foods, reducing food waste.

TEACHING METHODS			- Cooperative learning: Students collaborate on researching and presenting various aspects of climate misinformation. - Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them. - CLIL: To deliver content in English, focusing on climate science and media literacy. - Interdisciplinary approach: Combines insights from science, geography, and digital media to provide a comprehensive understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.
TOOLS AND RESOURCES			- Digital tools: Content creation software and platforms to create blogs, videos, or social media content. - Educational materials: scientific articles, media reports, and fact-checking websites. - Framework: Integrate the GreenComp principles and the UNESCO guidelines on disinformation.
EVALUATION			Educational: - continuous feedback during the research and content creation phases. Summative: - Evaluate final media presentations or blog posts based on their accuracy, creativity, and impact.

DEVELOPMENT: Addressing climate disinformation

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
Learn the role of geographic information in the spread or debunking of climate disinformation. To know the global effects of climate change and correlate them with disinformation trends. Argue case studies on regional climate impacts and the misinformation associated with them.	(economy) Mapping the origins and impacts of the most pervasive climate myths. Mapping the sources and dissemination of climate misinformation in different regions. Mapping the global effects of climate change and correlating them with disinformation trends.	Teach students to use simple online mapping tools to monitor where climate misinformation is spreading. This method makes the economy engaging by connecting it to real-world problems.	Tool: Google My Maps - This tool allows students to create custom maps, making it easy to visually monitor the spread of misinformation. It integrates well with the mapping task and is easy to use.	Students will present their personalized maps showing the spread of climate misinformation. The evaluation will focus on the accuracy of the interpretation of the data and the clarity of its presentation.
Identify and correct the most common misconceptions about climate change. Demonstrate understanding of the evidence of climate change through presentations and reports. Evaluate the scientific methods used in climate research to distinguish between valid and imperfect studies.	(Science) Investigate case studies of climate myths and prepare a factual refutation based on scientific evidence.	Participatory lesson. Debate.	Resource: Skeptical Science – This website provides clear explanations of climate change myths and the science that debunks them, perfect for young students to use in their research and investigations.	Each student or group will present their findings about a climate myth they have studied. The evaluations will consider the use of scientific evidence to support their arguments and the completeness of their investigation.
To show how our food choices affect greenhouse gas emissions and climate change. Recognize false or misleading claims about the climate crisis and its relationship to food.	(kitchen) Design and develop a digital campaign focused on educating the public to encourage the consumption of seasonal, local and ethically sourced foods, reducing food waste.	Show students how to use basic media tools to create short videos or blog posts that debunk climate myths. This hands-on approach will help them express their creativity and learn valuable digital skills.	Tool: Adobe Spark – This is an easier alternative to Adobe Premiere, tailored for young users to create videos, web pages, and graphics effortlessly. It supports the digital storytelling aspect of their projects.	Students will present their multimedia projects to the class. They will be evaluated on creativity, technical skills in the use of digital tools and the effectiveness of their messages in debunking climate myths.
Debate and discuss climate change, using appropriate scientific and technical vocabulary. - Critically evaluate the language used by the media to describe climate change. - Effectively argue for discrepancies between climate myths and scientific facts.	(English) Develop and refine content for blogs or presentations, focusing on clarity, accuracy, and persuasiveness in English.	Class debates and group discussions to improve language fluency and argument skills.	Resource: TED-Ed - This platform offers educational videos on a variety of topics, including climate change, which can serve as great starting points for classroom debates and enhance discussion with credible information.	Students will participate in a structured debate on a climate change topic. They will be assessed on the basis of language use, argumentation skills and the ability to interact with opposing points of view constructively.

Learning unit Addressing climate disinformation

Class: 15-16 years old – VET

Duration: 8 hours

Disciplines involved: Science, English, Geography, Professional Disciplines

Framework: 2030 Agenda, GreenComp Framework, 2024, Unesco Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 13: Take urgent action to combat climate change and its impacts.	Addressing misconceptions and misinformation.	Critical Thinking (4.2.2) Problem framing (4.2.3) Systems thinking (4.2.1) Futures Literacy (4.3.1) Political Agency (4.4.1)	Develop the ability to critically analyze and effectively communicate information about climate disinformation in English, using precise terminology and engaging narratives.	Gain a deep understanding of how climate disinformation impacts public perception and policy decisions related to climate change and sustainability.	Examine the social dynamics and economic interests that fuel climate misinformation and understand the global and local consequences of misinformation on sustainability efforts.	Apply marketing principles to design and implement campaigns that effectively counter climate misinformation and promote factual and science-based information.
Unit Structure			**Languages: English**	**Sciences**	**Geography**	**Marketing**
OBJECTIVES			Discuss climate misinformation.	Understanding consensus and misinformation on climate change.	Exploring the global impacts of climate misinformation.	Creating digital content to counter climate misinformation.
FINAL PRODUCT	A multimedia presentation or a series of informative blog posts aimed at debunking common myths about climate change.					
LEARNING OUTCOMES	Topic 4.6. Fighting climate disinformation		Engage debates and discussions on climate change, using appropriate scientific and technical vocabulary. tag. Critically evaluate the language used by the media to describe climate change. . Effectively emphasize the discrepancies between climate myths and scientific facts.	. Identify and correct the most common misconceptions about climate change. . Demonstrate understanding of the evidence of climate change through presentations and reports. . Evaluate the scientific methods used in climate research to distinguish between valid and imperfect studies.	Analyze the role of geographic information in the spread or debunking of climate disinformation. Mapping the global effects of climate change and correlating them with disinformation trends. Examine case studies on regional climate impacts and associated disinformation.	- Apply digital marketing skills to drive actionable insights into climate change. Analyze the effectiveness of different digital content formats in changing the public perception of climate change.
ACTIVITY			Participate in structured debates on climate disinformation.	Investigate case studies of popular climate myths and the science that debunks them.	Mapping the sources and dissemination of climate misinformation in different regions.	design and develop a digital campaign focused on educating the public on climate facts.
TEACHING METHODS	- Cooperative learning: Students collaborate on researching and presenting various aspects of climate misinformation. - Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them. - CLIL: To deliver content in English, focusing on climate science and media literacy. - Interdisciplinary approach: Combines insights from science, geography, and digital media to provide a comprehensive understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.					
TOOLS AND RESOURCES	- Digital tools: Content creation software and platforms to create blogs, videos, or social media content. - Educational materials: scientific articles, media reports, and fact-checking websites. - Framework: Integrating GreenComp principles and UNESCO guidelines on disinformation					
EVALUATION AND ASSESSMENT	Educational: Continuous feedback during the research and content creation phases. Summary: Evaluate your final media presentations or blog posts based on their accuracy, creativity, and impact.					

DEVELOPMENT: Addressing climate disinformation

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
Mapping the global effects of climate change and correlating them with disinformation trends. Examine case studies on regional climate impacts and associated disinformation	Mapping the origins and impacts of the most pervasive climate myths. (Environment and Land Management) Students will present their personalized maps showing the spread of climate misinformation.	teach students to use simple online mapping tools to monitor where climate misinformation is spreading. This method makes geography engaging by connecting it to real-world problems.	Google My Maps – This tool allows students to create custom maps, making it easy to visually track the spread of misinformation. It integrates well with the mapping task and is easy to use.	The evaluation will focus on the accuracy of the interpretation of the data a clarity of the students' presentation.
Identify and correct the most common misconceptions about climate change. . Demonstrate understanding of the evidence of climate change through presentations and reports. . Evaluate the scientific methods used in climate research to distinguish between valid and imperfect studies.	Analyze case studies on climate myths and prepare a factual refutation based on scientific evidence. (Agricultural Biotechnology) Each student or group will present their findings about a climate myth they have studied.	Guide students through the process of investigating climate myths using basic research and fact-checking. This method emphasizes hands-on learning and encourages curiosity and skepticism.	Resource: Skeptical Science – This website provides clear explanations of climate change myths and the science that debunks them, perfect for young students to use in their research and investigations.	The evaluations will consider the use of scientific evidence to support their and the completeness of their investigation.
Apply digital marketing skills to drive actionable insights into climate change. Analyze the effectiveness of different digital content formats in changing the public perception of climate change.	Create digital presentations or blog posts that address and debunk climate change myths. (VET) Students will present their multimedia projects to the class.	Show students how to use basic media tools to create short videos or blog posts that debunk climate myths. This hands-on approach will help them express their creativity and learn valuable digital skills.	Adobe Spark – This is an easier alternative to Adobe Premiere, tailored for young users to create videos, web pages, and graphics effortlessly. It supports the digital storytelling aspect of their projects.	They will be evaluated on creativity, technical skills in the use of digital too effectiveness of their messages in debunking climate myths.
Engage in debates and discussions on climate change, using appropriate scientific and technical vocabulary. tag. Critically evaluate the language used by the media to describe climate change. . Effectively emphasize the discrepancies between climate myths and scientific facts.	Develop and refine content for blogs or presentations, focusing on clarity, accuracy, and persuasiveness in English. (ENGLISH) Students will participate in a structured debate on a climate change topic.	Use classroom debates and group discussions to help students practice expressing their thoughts on climate change in English. Focus on building their confidence in using language to argue and persuade.	TED-Ed – This platform offers educational videos on a variety of topics, including climate change, which can serve as great starting points for classroom debates and enhance discussion with credible information.	They will be assessed on the basis of language use, argumentation skills an to interact with opposing points of view constructively.

LU 3 CLIMATE MIS/DISINFORMATION

Tourism in the Age of Climate Truth: Tackling Misinformation for a Sustainable Future

CLASS 3 SEC. A TECHNICAL ECONOMIC TOURISM INSTITUTE A.ARGOLI

Duration: 8 hours

Disciplines involved: Science, English, Geography, Professional Disciplines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
			Understand and use key vocabulary related to climate change and misinformation Analyze news articles, blogs, and social media posts for misinformation patterns Develop persuasive arguments and write informative pieces about climate-conscious tourisT	Examine the economic consequences of climate misinformation on global tourism Evaluate sustainable business models and eco- tourism initiatives Discuss how climate awareness can be used as a tourism marketing strategy	Identify regions most affected by climate change and their tourism implications Examine case studies of destinations adapting to climate change challenges Compare governmental policies and international efforts to fight climate misinformation	Explore artistic and cultural representations of climate change and their role in raising awareness Create visual campaigns (posters, social media content) to promote responsible tourism Analyze how heritage sites are impacted by climate change
Unit Structure			**ENGLISH**	**HISTORY**	**TOURIST GEOGRAPHY**	**TOURISM AND BUSINESS DISCIPLINES**
OBJECTIVES			Acquire and use specific vocabulary related to climate change and sustainable tourism. Analyze authentic texts (articles, reports, social media posts) to identify climate misinformation. Write persuasive messages, brochures, and digital content to raise awareness among tourists. Present and defend arguments in fluent English during the final campaign	Examine the economic impact of climate misinformation on tourism destinations. Analyze the role of tourism marketing in promoting eco- sustainable travel. Evaluate sustainable business strategies, comparing real-world economic models. Identify actions taken by companies and governments to counter climate misinformation in the tourism sector.	Explore tourist destinations most affected by climate change. Analyze maps and geographic data to understand climate evolution in tourism regions. Compare international environmental policies and their impact on tourism. Examine sustainable tourism as a response to global climate change challenges.	Study artistic representations of climate change and responsible tourism. Create visual content (posters, videos, brochures, infographics) for the awareness campaign. Analyze how cultural heritage is impacted by climate change. Use art as a tool for social communication to counter climate-related fake news.
FINAL PRODUCT	Students will create a multimedia campaign promoting climate- conscious tourism. Divided into groups, they will research and debunk common climate misinformation affecting tourism destinations. Using findings from English, Economic and Tourism Sciences, Tourism Geography, and Art and Territory, they will design brochures, social media posts, short videos, or infographics that educate travelers on responsible tourism practices					

LEARNING OUTCOMES	Understand and use specialized terminology related to climate change and sustainable tourism. Identify and analyze fake news and misinformation about climate in authentic texts and social media. Develop persuasive writing skills to create informative content (brochures, articles, social media posts). Improve oral communication, defending arguments about responsible tourism in English. Use fact-checking strategies to verify information on climate change.	Analyze the economic impact of climate misinformation on global tourism. Examine sustainable business models in tourism and their economic effects. Assess the importance of transparency and reliability in tourism marketing strategies. Study the role of tourism agencies and governments in promoting eco-sustainable travel. Propose adaptation strategies for destinations affected by climate change.	Analyze the effects of climate change on vulnerable tourist destinations. Examine geographic data to identify environmental impacts on global tourism areas. Study environmental policies of different nations and their impact on tourism. Compare adaptation strategies used by cities and territories facing climate change. Integrate geographic data into tourism decision-making to promote responsible travel.	Explore artistic representations of climate change and sustainable tourism. Create visual content (posters, videos, infographics) to raise awareness on the topic. Analyze how cultural and historical heritage is affected by climate change. Study the use of art as a tool for activism and environmental awareness. Apply artistic techniques to communicate complex concepts related to sustainable tourism.
ACTIVITY	Breaking the Climate Myths Students will analyze articles, social media posts, and videos to identify fake news and misinformation techniques about climate change in tourism. Writing for Climate Awareness Creating written content (brochures, articles, social media posts) to educate tourists and debunk climate-related myths. Speaking & Debate Simulation of a debate where students defend positions on sustainable tourism and counter misinformation.	Case Studies on Sustainable Tourism Analysis of real-world examples of destinations that have adopted sustainable economic models to address climate change challenges. Marketing Against Misinformation Creating tourism communication strategies to promote transparency and debunk climate myths within the industry. Designing Sustainable Tourism Packages Students will develop eco-friendly and responsible travel packages to attract conscious travelers.	Mapping Climate Change & Tourism Study and creation of geographic maps highlighting the tourism areas most affected by climate change. Comparing Environmental Policies Analysis of national and international policies aimed at combating climate change and misinformation in tourism. Sustainable Travel Itineraries Designing tourism itineraries based on sustainability criteria and reducing environmental impact.	Visual Storytelling for Climate Truth Creating posters, infographics, and visual content to raise awareness about the connection between tourism and climate change. Social Media Awareness Campaign Production of videos and digital posts to counter climate misinformation and promote sustainable tourism. Art and Heritage at Risk Research and analysis of artworks and historical sites threatened by climate change, with proposals for their preservation.
TEACHING METHODOLOGY	Inquiry-Based Learning, Project-Based Learning (PBL), Case Study Method, Debate, Digital Storytelling & Multimedia Production, Role-Playing & Simulations, Cooperative & Peer Learning.			
TOOLS AND RESOURCES	Canva - Google Slides / Microsoft PowerPoint - StoryMapJS / Google My Maps Wordwall / Quizlet / Kahoot - DeepL - YouTube Channels Istat / Eurostat / Regione Abruzzo, UNESCO / WWF / Legambiente Google Earth, Google Earth			
EVALUATION	Formative Assessment (During the Learning Process) Authentic Assessment (Final Product) Subject-Specific Assessment Key Competence Assessment			

DEVELOPMENT: CLIMATE MIS/DISINFORMATION

	LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
English	Recognize and identify key climate-related misinformation in tourism contexts. Compare and contrast different sources of climate misinformation in tourism, evaluating their impact on travelers' behavior. Synthesize findings from multiple sources to create a clear, effective communication strategy that debunks misinformation. Develop a multimedia brochure or social media post in English that uses persuasive language to challenge misconceptions and promote climate-conscious tourism practices.	Research and compile examples of climate misinformation that affect tourism, such as claims about "carbon-neutral" destinations or the environmental impact of certain tourist activities. Write a short argumentative essay or social media post that explains why these claims are misleading and proposes better alternatives. Work in groups to create a multilingual brochure or video (in English) that debunks a piece of common tourism misinformation, incorporating facts and statistics.	Task-based Learning: Students will engage in specific, real-world tasks such as writing an argumentative essay or creating a social media post, focusing on climate-conscious tourism and misinformation. This method encourages active learning through problem-solving. Collaborative Learning: Students will work in groups to research, draft, and critique each other's work. Peer feedback allows them to refine their communication skills and deepen their understanding of the topic. Flipped Classroom: Students will study articles and videos about climate misinformation as homework and then discuss their findings in class, facilitating more in-depth, reflective learning.	Online Research Tools: Google Scholar, JSTOR, and other academic databases for finding credible sources on tourism misinformation and climate change. Google Docs (for collaborative writing and feedback) and Grammarly (for language and grammar assistance). Social Media Platforms: Instagram, Twitter, and Canva (for creating visual content and social media posts promoting responsible tourism).	Formative Assessment: Peer reviews and teacher feedback on drafts of written content (essays, social media posts) to ensure understanding and improvement over time. Summative Assessment: The final multimedia product (brochure, post, or video) and a brief reflective essay that explains the choices made in their communication strategy.
CORPORATE TOURISM DISCIPLINES	Identify the economic and environmental implications of irresponsible tourism practices. List strategies and policies that can promote climate-conscious tourism while sustaining local economies. Analyze the economic impact of climate-conscious tourism on local businesses and communities. Design an infographic that illustrates the economic benefits of sustainable tourism, highlighting how it can balance environmental protection and economic growth.	Analyze case studies of destinations that have adopted sustainable tourism practices and assess their economic and environmental outcomes. Organize a class debate on the economic trade-offs between mass tourism and sustainable tourism, focusing on the role of tourism policies and industry practices. Design an infographic that shows how responsible tourism can benefit both local economies and the environment.	Case-based Learning: Students will analyze real-world case studies of destinations that have either suffered from unsustainable tourism or successfully implemented climate-conscious tourism strategies. Problem-based Learning (PBL): Using a real-world tourism-related issue (e.g., environmental impact of mass tourism), students will propose solutions that balance economic benefits with environmental sustainability. Lecture and Discussion: Provide foundational knowledge about the economics of tourism, followed by a discussion of how sustainable tourism can be integrated into local economies.	Case Study Platforms: Harvard Business Publishing Education or World Tourism Organization (UNWTO) reports, which provide in-depth case studies on sustainable tourism. Infographic Design Tools: Canva, Piktochart (for designing infographics that highlight the economic impact of sustainable tourism). Data Analysis Tools: Google Sheets or Microsoft Excel to analyze and visualize data related to tourism's economic impact (e.g., tourism revenue vs. environmental costs).	Formative Assessment: Group discussions and short reports on assigned case studies. Summative Assessment: The infographic created by each group that presents both the economic benefits of responsible tourism and its environmental advantages.
TOURIST GEOGRAPHY	Identify key geographic regions where tourism has a significant impact on the environment and climate. Describe how various geographic regions are affected by different forms of tourism and climate change. Explain the interconnections between tourism, climate change, and geographic features such as natural resources, ecosystems, and urban spaces. Create a map or interactive digital tool that showcases regions at risk from tourism-related environmental degradation, while suggesting responsible tourism practices for each.	Research specific tourist destinations and create a map highlighting areas that are especially vulnerable to climate change and over-tourism. Present a case study of a region where tourism has both positive and negative impacts on the local geography (e.g., coastal erosion, deforestation). In groups, design a geographic tourism strategy that minimizes environmental impact while maximizing educational and cultural benefits for tourists.	Fieldwork and Virtual Field Trips: If possible, arrange a field visit to a local tourism site to observe firsthand the geographical and environmental impact of tourism. Alternatively, virtual field trips using Google Earth or specialized tourism geography platforms. Geographic Information Systems (GIS): Introduce GIS tools to students for mapping the environmental impact of tourism and analyzing areas most at risk due to climate change and over-tourism. Interactive Learning: Use maps, simulations, and interactive discussions to help students understand the spatial and environmental aspects of tourism.	Google Earth and ArcGIS: For mapping and analyzing tourism hotspots and their environmental impacts. Tourism and Environmental Impact Reports: Research papers and online databases, such as the UNWTO and the World Resources Institute, that provide data and reports on tourism's impact on geography and climate. Mapping Tools: Google My Maps or ArcGIS Story Maps for students to create customized maps for their final projects.	Formative Assessment: Class presentations on specific geographical regions that discuss tourism's impact on the environment, incorporating maps and data. Summative Assessment: The final project that includes a map, analysis, and proposed solutions to mitigate tourism's environmental effects on geographic locations.

| ART AND LOCAL HERITAGE | Recognize the role of local art and heritage in tourism and how it can be used to promote sustainable practices. Describe how art and cultural heritage can be integrated into campaigns promoting responsible tourism. Analyze how tourism can impact local heritage sites, both positively and negatively, and propose solutions that protect cultural assets. Design a visual campaign (such as a series of posters or a video) that uses local art to raise awareness about the importance of preserving cultural heritage in the face of climate change and mass tourism. | Investigate local heritage sites and traditional art forms, and explore how tourism impacts them (both positively and negatively). Work in groups to create a multimedia piece (poster, short video, digital artwork) that uses local art to communicate a message about the importance of preserving cultural heritage. Organize a small exhibition or online gallery that showcases how art can be used to educate tourists about the importance of protecting cultural and environmental resources. | Project-based Learning (PBL): Students will create an art project (poster, short video, or digital artwork) that promotes responsible tourism while highlighting the importance of protecting local heritage. Cultural Analysis: Students will analyze examples of art, both contemporary and traditional, that have been used to raise awareness about environmental and cultural issues. Collaborative Workshops: Students will engage in workshops where they collaborate to create their final artistic projects while discussing how art can communicate messages of sustainability and heritage preservation. | Art Creation Tools: Adobe Spark or Canva for creating visual content (posters, videos, digital artwork). Heritage and Art Databases: UNESCO's World Heritage site and various local cultural archives to understand the importance of preserving heritage. Video Editing Software: iMovie, Adobe Premiere Rush, or other video editing tools for students creating short promotional videos | Formative Assessment: Students will submit drafts of their art projects (posters, video storyboards) for feedback. Summative Assessment: The final art project that integrates local heritage and climate-conscious tourism. Additionally, a brief written explanation of how their piece communicates the message of responsible tourism. |

Learning Unit 3 - Addressing climate disinformation

Class: 3°B LSA – Luigi Di Savoia

Duration: 8 hours

Disciplines involved: Geography, Science, English, Computer Science

Framework: 2030 Agenda, GreenComp Framework, 2024, Unesco Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 13: Take urgent action to combat climate change and its impacts.	Addressing misconceptions and misinformation.	Critical Thinking (4.2.2) Problem framing (4.2.3) Systems thinking (4.2.1) Futures Literacy (4.3.1) Political Agency (4.4.1)	Develop the ability to critically analyze and effectively communicate information about climate disinformation in English, using precise terminology and engaging narratives.	Gain a deep understanding of how climate disinformation impacts public perception and policy decisions related to climate change and sustainability.	Examine the social dynamics and economic interests that fuel climate misinformation and understand the global and local consequences of misinformation on sustainability efforts.	Apply marketing principles to design and implement campaigns that effectively counter climate misinformation and promote factual and science-based information.
Unit Structure			**Languages: English**	**Natural sciences**	**Earth Sciences**	**Computer science**
OBJECTIVES			Discuss climate misinformation.	Understanding consensus and misinformation on climate change.	Exploring the global impacts of climate misinformation.	Creating digital content to counter climate misinformation.
FINAL PRODUCT	A multimedia presentation or a series of informative blog posts aimed at debunking common myths about climate change.					
LEARNING OUTCOMES	Topic 4.6. Fighting climate disinformation		Discuss in debates and comparisons on climate change, using appropriate scientific and technical vocabulary. Critically evaluate the language used by the media to describe climate change. Effectivly emphasize the discrepancies between climate myths and scientific facts.	Identify and correct the most common misconceptions about climate change. Demonstrate understanding of the evidence of climate change through presentations and reports. Evaluate the scientific methods used in climate research to distinguish between valid and imperfect studies.	Analyze the role of geographic information in the spread or debunking of climate disinformation. Mapping the global effects of climate change and correlating them with disinformation trends. Examine case studies on regional climate impacts and associated disinformation.	Apply digital marketing skills to drive actionable insights into climate change. Analyze the effectiveness of different digital content formats in changing the public perception of climate change.
ACTIVITY			- Participation in structured debates on climate disinformation.	- Investigation of case studies of popular climate myths and the science that debunks them.	- Mapping sources and spreading climate disinformation across regions.	- Design and development of a digital campaign focused on educating the public on climate facts.
TEACHING METHODS	- Cooperative learning: Students collaborate on researching and presenting various aspects of climate misinformation. - Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them. - CLIL: To deliver content in English, focusing on climate science and media literacy. - Interdisciplinary approach: Combines insights from science, geography, and digital media to provide a comprehensive understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.					
TOOLS AND RESOURCES	- Digital tools: Content creation software and platforms to create blogs, videos, or social media content. - Educational materials: scientific articles, media reports, and fact-checking websites. - Framework: Integrate the GreenComp principles and the UNESCO guidelines on disinformation.					
EVALUATION	Formative (Educational) Evaluation: - continuous feedback during the research and content creation phases. Summative evaluation: - Evaluate your final multimedia presentations or blog posts based on their accuracy, creativity, and impact.					

DEVELOPMENT: Addressing climate disinformation

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
(ENGLISH) Discuss in debates and comparisons on climate change, using appropriate scientific and technical vocabulary.	Participation in structured debates on climate disinformation.	- Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them. - CLIL: To deliver content in English, focusing on climate science and media literacy.	- Digital tools: Content creation software and platforms to create blogs, videos, or social media content. - Educational materials: scientific articles, media reports, and fact- checking websites.	Formative (Educational) Evaluation: - continuous feedback during the research and content creation phases.
(NATURAL SCIENCES) Identify and correct the most common misconceptions about climate change.	Investigation of case studies of popular climate myths and the science that debunks them.	- Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them. - Interdisciplinary approach: Combines insights from science, geography, and digital media to provide a comprehensive understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.	- Digital tools: Content creation software and platforms to create blogs, videos, or social media content. - Educational materials: scientific articles, media reports, and fact- checking websites. - Framework: Integrate the GreenComp principles and the UNESCO guidelines on disinformation.	Formative (Educational) Evaluation: - continuous feedback during the research and content creation phases.
(EARTH SCIENCES) Analyze the role of geographic information in the spread or debunking of climate disinformation.	Mapping sources and spreading climate disinformation across regions.	- Cooperative learning: Students collaborate on researching and presenting various aspects of climate misinformation. - Interdisciplinary approach: Combines insights from science, geography, and digital media to provide a comprehensive understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.	- Digital tools: Content creation software and platforms to create blogs, videos, or social media content. - Educational materials: scientific articles, media reports, and fact- checking websites. - Framework: Integrate the GreenComp principles and the UNESCO guidelines on disinformation.	Formative (Educational) Evaluation: - continuous feedback during the research and content creation phases.
(IT) Apply digital marketing skills to promote concrete information on climate change.	Design and development of a digital campaign focused on educating the public on climate facts.	- Interdisciplinary approach: Combines insights from science, geography, and digital media to provide a comprehensive understanding of climate misinformation.	- Digital tools: Content creation software and platforms to create blogs, videos, or social media content.	Formative (Educational) Evaluation: - continuous feedback during the research and content creation phases. Summative evaluation: - Evaluate your final multimedia presentations or blog posts based on their accuracy, creativity, and impact.

Learning Unit 5 - Addressing Climate Disinformation

Class: 15-16 years old (ACERBO)

Duration: 8 hours

Disciplines involved: English, Tourism Geography, History, Tourism and Business Disciplines

Framework: 2030 Agenda, GreenComp Framework 2022, Unesco Green Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 13: Take urgent action to combat climate change and its impacts.	Addressing misconceptions and misinformation. Topic 4.6. Fighting climate disinformation	(4.2.1) Systems thinking. (4.2.2) Critical thinking. (4.2.3) Classification of the problems. (4.3.1) Futures Literacy. (4.4.1) Political agency.	Develop the ability to analyze and communicate climate information/disinformation in English using public speaking (microconferencing).	Gain an understanding of how climate disinformation impacts public perception and policy decisions related to climate change and sustainability.	Examine the social dynamics fueling climate misinformation and understand the global and local consequences of misinformation on sustainability efforts.	Apply sustainability principles also to examine campaigns that counter climate misinformation and promote factual information in tourism as well.
Unit Structure			**ENGLISH**	**TOURIST GEOGRAPHY**	**HISTORY**	**TOURISM AND BUSINESS DISCIPLINES**
OBJECTIVES						
FINAL PRODUCT			A MULTIMEDIA PRESENTATION IN THE FORM OF A MICRO-CONFERENCE (TED TALK) THAT HIGHLIGHTS MISINFORMATION ON CLIMATE CHANGE ALSO IN RELATION TO TOURISM. (AI WILL BE A TOOL FOR STUDYING AND DEMONSTRATING CLIMATE BIAS)			
LEARNING OUTCOMES	COGNITIVE DOMAIN: Research and present the changing presence of information in the media, highlighting the critical issues for a correct reading of climate change. SOCIO-EMOTIONAL DOMAIN: To promote sensitivity and awareness and the internalization of a systematically correct approach. BEHAVIORAL DOMAIN: Collaborate with stakeholders to create functional information spaces.		- Engage in discussions about climate change, using appropriate vocabulary. - Evaluate the language used by the media to describe climate change.	- Identify and correct the most common misconceptions about climate change. - Demonstrate understanding of the evidence of climate change through presentations and reports.	- Identify the role of socio-historical information in the spread or debunking of climate disinformation. - Mapping the global effects of climate change and correlating them with disinformation trends.	- Define digital marketing campaigns to promote concrete information on climate change, including in the tourism sector.
ACTIVITY			- Reading and exposition of findings, data and situations on climate disinformation.	- Mapping the sources and dissemination of climate misinformation locally and/or globally.	- Investigate case studies of popular climate myths.	- Analyze a digital campaign focused on educating the public on climate facts, including in the tourism sector.
TEACHING METHODS			- Cooperative learning: Students collaborate on researching and presenting various aspects of climate misinformation. - Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them. - Interdisciplinary approach: combines elements of geography and digital media to provide a broad understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.			
TOOLS AND RESOURCES			- Digital tools: software and platforms for creating content for videos or content for social media. - Educational materials: industry articles, media reports, and fact-checking websites. - Framework: Integrate the GreenComp principles and the UNESCO guidelines on disinformation.			
EVALUATION			Training - continuous feedback during the research and content creation phases. Summative - Evaluate final media presentations based on form and content.			

DEVELOPMENT: Addressing Climate Disinformation

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
Engage in discussions about climate change, using appropriate vocabulary.	Reading and exposition of findings, data and situations on climate disinformation.	- Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them. - Interdisciplinary approach: combines elements of geography and digital media to provide a broad understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.	- Digital tools: software and platforms for creating content for videos or content for social media. - Educational materials: industry articles, media reports, and fact-checking websites.	Training · continuous feedback during the research and content creation phases. Summative · Evaluate final media presentations based on form and content.
(TOURIST GEOGRAPHY) Identify and correct the most common misconceptions about climate change.	Mapping the sources and dissemination of climate misinformation locally and/or globally.	- Cooperative learning: Students collaborate on researching and presenting various aspects of climate misinformation. - Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them. - Interdisciplinary approach: combines elements of geography and digital media to provide a broad understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.	- Digital tools: software and platforms for creating content for videos or content for social media. - Educational materials: industry articles, media reports, and fact-checking websites.	Training · continuous feedback during the research and content creation phases.
(HISTORY) Identify the role of socio-historical information in the spread or debunking of climate disinformation.	Investigate case studies of popular climate myths.	- Cooperative learning: Students collaborate on researching and presenting various aspects of climate misinformation. - Problem-based learning: addressing specific cases of disinformation and developing strategies to counter them. - Interdisciplinary approach: combines elements of geography and digital media to provide a broad understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.	- Digital tools: software and platforms for creating content for videos or content for social media. - Educational materials: industry articles, media reports, and fact-checking websites.	Training · continuous feedback during the research and content creation phases.
(TOURISM AND BUSINESS DISCIPLINES) Define digital marketing campaigns to promote concrete information on climate change, including in the tourism sector.	Analyze a digital campaign focused on educating the public on climate facts, including in the tourism sector.	- Interdisciplinary approach: combines elements of geography and digital media to provide a broad understanding of climate misinformation. - Debate and discussion: Encourage dynamic exchanges on climate issues to hone critical thinking and argumentation skills.	- Digital tools: software and platforms for creating content for videos or content for social media. - Educational materials: industry articles, media reports, and fact-checking websites. - Framework: Integrate the GreenComp principles and the UNESCO guidelines on disinformation.	Training · continuous feedback during the research and content creation phases. Summative · Evaluate final media presentations based on form and content.

TOPIC: Responsible consumption

Learning Unit 1 Responsible Consumption

Class: 15-16 years old – VET

Duration: 8 hours

Disciplines involved: Science, English, Geography, Professional Disciplines

Framework: 2030 Agenda, GreenComp Framework, 2024, Unesco Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 12: Responsible consumption and production	Cognitive, Social and Emotional Behavioral: Topic 6.3 Appreciating the role of different channels in promoting responsible consumption	2. Embracing Complexity in Sustainability – 2.3 Problem Framing 4. Take action for sustainability- 4.2 Collective action	Communicate ideas on responsible consumption in English, with appropriate terminology.	Understand the environmental impact of different consumption practices and eco-friendly alternatives	Analyze the relationships between consumption, natural resources and global distribution of resources.	Evaluate practical and sustainable solutions in the context of their discipline (e.g. sustainable production chains).

Unit Structure			**Languages: English**	**Science: Biotechnology**	**Geography: management of the environment**	**Product Processing**
OBJECTIVES			Communicating responsible consumption	Environmental impact of consumption	Resource Deployment and Consumption	Evaluate practical solutions for sustainable production and consumption
FINAL PRODUCT	Podcast in English: Interview with the owner of the sustainable company visited on the sustainable agri-food supply chain Video di restituzione finale: Orange marmalade.mov					
LEARNING OUTCOMES	Topic 6.3 Appreciating the role of different channels in promoting responsible consumption		Acquire the specific vocabulary of sustainable consumption (e.g. waste reduction, ecological products). - reflect and map the factors that influence one's consumption behavior. (Cog) -Participate in a debate in English, discussing sustainable choices.	. -Understand the life cycle of products and their impact on the environment (energy, raw materials, waste).	-Research and explain the changes in consumption patterns globally and the associated external risks that are contributing to the planetary crisis. -analyze the distribution of natural resources and their connection with global consumption patterns. -deepen the concept of climate justice and economic inequality linked to the use of resources	-Actively changing production and consumption habits so that they better meet the needs of the planet.

ACTIVITY			-Reading and analysis of scientific articles in English on the circular economy. -Presentation of a project on how to improve sustainable consumption in a specific area	-Case studies (e.g. technological products, food).	-Discussion of the geographical and economic implications of unsustainable consumption.	-Analysis of ethical marketing and eco- friendly advertising. -Create an advertising campaign on a sustainable product
TEACHING METHODS			- Cooperative learning: Students work in groups to create practical solutions and share ideas. - Problem-based learning: solving real problems (e.g. waste management) - CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption - Outdoor education – visiting companies in the circular economy sector – - Debate			
TOOLS AND RESOURCES			- Digital tools: Online platforms (google earth, google maps, digital maps, - CLIL resources. - Teaching material: Articles, videos, case studies,			
EVALUATION			Educational: - Ongoing class discussions and feedback on relationships and projects. - Summative: Interdisciplinary tests, including written and oral tests - Evaluation of the final product (e.g. podcasts).			

DEVELOPMENT: Responsible Consumption

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
analyze the distribution of natural resources and their connection with global consumption patterns. (Environmental and land management)	1. Brainstorming guided tour of a local company that operates in the transformation of sustainability in the UVA production chain.	Outdoor education: In the classroom: study of the territory distribution of a particular type of vine - Recovery and use of natural species and resilience, naturalistic engineering works	- Use Google Earth to analyze the terrain	- On-site observation grid
Acquire the specific vocabulary of the sustainable supply chain. F to F (English)	2. Write a short report in English describing the process observed and use the glossary. 3. Debate 4. Podcast: interview with the owner of the company (sustainability choices)	- CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language. - Debate	- Analysis of scientific publications and sector- specific interviews	- Debate evaluation grid - Product evaluation grid
Understand the life cycle of products and their impact on the environment (energy, raw materials, waste). (biotechnology) -Actively changing production and consumption attitudes so that they better meet the needs of the planet. (Technology and production techniques):	-Analyze the process: physical, chemical and microbiological characteristics (yeasts and bacteria) before and after the process. creating a sustainable pilot supply chain on grapes Create a flowchart of the observed transformation cycle. .	- Problem-based learning: solving real problems (e.g. waste management)	- A world without waste (ted's talk) https://www.youtube.com/watch? v=3NclY3MCQqg Laboratory, scientific publications on innovative methods - Round tables and meetings with experts	- Project evaluation - Rubric
		- Project work	- Laboratory - cellar	Observation grids (technical- practical) Evaluation of the final product

LU 4 CONSUMPTION RESPONSIBLE

USE OF KM 0 MATERIALS

ANCIENT GRAINS - CULTIVATED IN THE MARSICA AREA - VILLA S.SEBASTIANO - TAGLIACOZZO AQ

CLASSE 3 SEZ.A ISTITUTO TECNICO ECONOMICO TURISTICO A.ARGOLI

Duration: 8 hours

Disciplines involved: Science, English, Geography, Professional Disciplines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Defeating Poverty Defeating Hunger Health and Well-being	Topic 6.3 Responsible consumption	- EU biodiverse strategies 2030; -Imagining sustainable futures and acting for sustainability	acquiring specific voice on sustainable consumption debate in language on the following topics: 0 km material, ancient grains and use of the wood-fired oven the phases of bread making	Produce goods and services using a smaller amount of natural raw materials; Extend the life cycle of products; Reduce waste production; Reuse waste material from one production as input for another.	analyze the territorial distribution of natural resources and their impact on social well-being	describe actions that have an impact on the environment plan and implement the pros and cons discuss good practices propose solutions
Clean and Affordable Energy Responsible Consumption and Production		3.1 SENSE OF THE FUTURE 3.3 CRITICAL THINKING	reading and analysis of specific articles in language taken from texts used by students			describe situations assess sustainable fuels
Unit Structure			**Languages: English**	**CORPORATE TOURISM DISCIPLINES**	**TOURIST GEOGRAPHY**	**ART AND LOCAL HERITAGE**
OBJECTIVES			- Expand vocabulary related to sustainability, responsible consumption, and the environment	Define sustainable consumption and recognize its importance in economic, social, and environmental contexts.	Analyze how tourism consumption impacts different geographic regions and ecosystems	Identify ways in which local art and cultural heritage can promote environmental awareness and responsible tourism.
			- Understand written and spoken texts on topics related to sustainable consumption - Express opinions and support ideas with structured phrases (e.g. In my opinion, I think that..., It is important to..., We should...). - Write short informative or persuasive texts (e.g. a brochure, a post for a school blog) on responsible consumption	Design or propose management models based on economic, social, and environmental sustainability principles. Identify solutions to encourage responsible consumption by customers and tourism operators Measure business sustainability indicators (e.g., waste reduction, energy savings, community involvement).	Explore geographic factors that promote or hinder sustainable tourism development. Interpret case studies of geographic regions successfully implementing sustainable tourism consumption models	Develop projects or initiatives that integrate art and sustainable consumption to engage local communities and tourists. Reflect on the impact of tourism on local cultural expressions and how sustainable consumption can help protect them Promote critical thinking about the balance between cultural preservation, artistic innovation, and environmental sustainability.
FINAL PRODUCT	Bread Making, Ancient Techniques for Sustainable Consumption of the Future. The Country Oven in Tagliacozzo: Creating an Information Brochure					

LEARNING OUTCOMES	Understand and use vocabulary related to bread making, traditional techniques, and sustainability	Analyze the role of traditional food production in local tourism and sustainable development	Identify geographic and cultural factors influencing traditional bread-making practices in the village and region.	Explore the cultural and artistic significance of traditional bread- making as part of local heritage.
	Develop reading comprehension skills through texts about historical bread- making methods and sustainable consumption. Practice oral communication skills by presenting or explaining aspects of the brochure or bread-making process.	Develop marketing and communication skills by creating a brochure targeted at tourists and locals promoting sustainable consumption. Evaluate how sustainable food practices can enhance the reputation and appeal of local businesses like the village bakery.	Understand the spatial significance of local bakeries in rural community life and tourism Use maps or geographic tools to illustrate the origin of ingredients and the distribution of the bakery's products.	Understand how bread-making techniques contribute to the identity and cultural landscape of the territory. Develop creative skills by designing an informative and visually appealing brochure that highlights local traditions.
ACTIVITY	Vocabulary Workshops with Interactive lessons to learn and practice key terms related to bread making, sustainability, and traditional techniques. Analyze articles or stories about ancient bread-making methods and sustainable consumption. Students collaboratively write clear, informative texts for the brochure, focusing on language accuracy and engaging style.	Case Study Analysis: Examine examples of local bakeries that use traditional methods and sustainable practices, discussing business impact Design and develop a brochure promoting the village bakery as a sustainable tourism attraction. Develop surveys to gather feedback on tourists' interest in sustainable local food experiences.	Create maps showing the origin of ingredients and location of local bakeries, highlighting geographic factors Visit or explore local bakeries and surrounding environment to observe traditional techniques and sustainability in practice Study how the environment and culture influence bread-making practices in the area.	Use graphic design tools to create visually appealing brochures that reflect local culture and traditions Investigate and present stories, symbols, or customs connected to bread-making in the community.
TEACHING METHODOLOGY	Project-Based Learning (PBL): Encourages students to actively explore real-world problems and challenges, such as creating an informative brochure about sustainable bread making. Collaborative Learning: Students work in small groups to complete tasks like writing brochure content, designing marketing strategies, or creating maps. Flipped Classroom: Students review materials like videos or readings about traditional bread-making and sustainability at home Technology and Digital Tools			
TOOLS AND RESOURCES	Digital Tools: Canva, Adobe Spark, or Microsoft Publisher for creating brochures, PowerPoint, Google Slides, or Prezi for student presentations, Kahoot for vocabulary practice related to bread making and sustainability, Google Maps, ArcGIS Online, or StoryMapJS to create geographic visualizations of ingredient origins and bakery locations, Collaborative Platforms: Google Workspace (Docs, Sheets, Slides), Microsoft Teams, or Padlet			
EVALUATION	Formative Assessment: Ongoing checks during the learning process to monitor student understanding and provide timely feedback. Performance-Based Assessment: Assessment of practical tasks and real-world applications related to the unit. (Examples: creation of the informative brochure, oral presentations explaining sustainable consumption and traditional techniques, and mapping projects). Project Assessment: Evaluation of the final group or individual project(s), such as the brochure or a multimedia presentation. Criteria include content accuracy, creativity, clarity, use of language, and demonstration of sustainability concepts Self-Assessment and Peer Assessment: Opportunities for students to reflect on their own learning and evaluate peers' contributions and products. Summative Assessment: A final evaluation that measures the overall achievement of learning objectives			

DEVELOPMENT: Responsible Consumption

	LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
ENGLISH	Identify key aspects of traditional bread-making techniques and their relevance to sustainable consumption. Demonstrate an understanding of the language needed to write and present an informational brochure. Analyze how bread-making connects to broader themes like sustainability and cultural preservation, and integrate this into written content for the brochure. Create an engaging and informative brochure in English that promotes the practice of traditional bread-making in Tagliacozzo, emphasizing its benefits for sustainable consumption.	Research the history and techniques of bread-making, focusing on local practices in Tagliacozzo and the sustainability aspects of these techniques. Write a section of the brochure describing the history and cultural significance of bread-making in Tagliacozzo, using formal and persuasive language. In groups, collaboratively design the layout and language of the brochure. Edit and refine each section to ensure clarity, engagement, and cohesiveness in the final product.	Task-based Learning (TBL): Students engage in real-world tasks such as creating a brochure, with a focus on persuasive and informative language. They will also conduct research and discuss the cultural and environmental significance of bread-making in Tagliacozzo. Peer Review and Feedback: Students will collaborate and provide feedback on each other's writing, allowing them to refine their language and improve clarity and coherence. Scaffolded Writing: Start with simpler writing tasks (e.g., outlining the brochure) and gradually progress to more complex tasks (writing full sections with appropriate tone, style, and detail).	Online Research Tools: Google Scholar, JSTOR, and local archives for researching the history of bread-making and its significance in Tagliacozzo. Writing Platforms: Google Docs (for collaborative writing), Grammarly (for grammar checks), and Hemingway Editor (for readability checks). Design and Publishing Tools: Canva (for designing brochures), Adobe Spark (for multimedia content), and Microsoft Word/Google Slides (for presentation purposes).	Formative Assessment: Regular peer reviews and teacher feedback on written drafts of the brochure content. Summative Assessment: Final evaluation of the brochure's language, including its structure, clarity, persuasive tone, and accuracy in conveying the cultural and sustainability aspects of traditional bread-making.
CORPORATE TOURISM DISCIPLINES	Identify the economic benefits of sustainable, traditional food practices like bread-making for local economies. List potential markets and tourism opportunities for promoting traditional bread-making as part of the local tourism offer in Tagliacozzo. Analyze how promoting traditional, sustainable bread-making can foster a new tourism niche, contributing to both economic development and environmental sustainability. Design a marketing strategy, including an economic forecast, for introducing Tagliacozzo's traditional bread-making techniques to sustainable tourism, positioning it as a key local attraction.	Analyze tourism trends that involve food culture (food tourism, slow food movements), particularly in Italy. Look at other regions that have successfully promoted traditional food-based tourism. Estimate potential tourism revenues from bread-making workshops, local bread sales, and other related activities. Create a tourism plan that incorporates the promotion of local bread-making, detailing the economic impacts on the local community and environment, as well as marketing strategies.	Case Study Analysis: Students will analyze case studies of regions that have successfully incorporated traditional food-making into sustainable tourism (e.g., Tuscany's wine tourism, Slow Food movement). Project-Based Learning: Create a comprehensive economic and tourism development plan based on Tagliacozzo's traditional bread-making, blending theory with practical strategy. Discussion and Debate: Engage students in debates about the economic pros and cons of introducing niche, sustainable tourism like bread-making. This will help them develop critical thinking about economic issues.	Online Research Tools: Tourism Data Platforms: UNWTO, OECD reports, and local tourism databases for analyzing trends in food-based tourism. Economic Analysis Tools: Google Sheets or Excel to model economic forecasts, tourism growth, and potential revenue from bread-making workshops or related tourism services. Marketing Tools: Canva (for designing promotional materials), Piktochart (for creating infographics), and Google Analytics (for assessing digital marketing strategies).	Formative Assessment: Students will submit a market research report outlining potential economic benefits and challenges for introducing bread-making tourism in Tagliacozzo. Summative Assessment: Final tourism strategy and economic forecast report, assessing the viability of integrating traditional bread-making into Tagliacozzo's tourism offer, including projected revenues and sustainability considerations.

TOURIST GEOGRAPHY	Identify Tagliacozzo's geographic and cultural features that make it a suitable location for promoting traditional bread-making tourism. List the geographical factors (local ingredients, climate, traditions) that contribute to the uniqueness of Tagliacozzo's bread-making practices. Explain the relationship between Tagliacozzo's geographic features and its cultural heritage, particularly in the context of bread-making. Propose an integrated tourism and geographic plan for Tagliacozzo, using its natural environment and historical practices to develop a sustainable tourism offer. Understand the significance of the sociological and aggregative aspect of bread	Geographic Analysis: Research Tagliacozzo's location, geography, and climate. Understand how these factors contribute to the production of local grains and the traditional methods of bread-making. Mapping: Create a geographic map that highlights local sources of ingredients used in bread- making (e.g., local wheat, ancient mills, etc.) and potential tourist routes. Tourism Design: Develop a touristic itinerary that emphasizes Tagliacozzo's geography and history, showcasing how local geography influences bread-making and other traditional practices.	GIS and map-based learning Experiential learning / Virtual fieldwork Concept mapping and infographic creation	Google My Maps, ArcGIS Online, Google Earth Virtual field trips, documentaries on local agriculture or slow travel Canva, MindMup, Piktochart	Map creation evaluated for accuracy, relevance, and integration with brochure Reflective diary entry or short report Infographic clarity and how well it connects geography with food tourism
ART AND LOCAL HERITAGE	Unistructural: Recognize the artistic and cultural significance of bread-making as part of Tagliacozzo's heritage. Multistructural: Describe the role of local art forms (e.g., murals, pottery, local crafts) in preserving the traditions around bread- making. Relational: Analyze the ways in which bread-making practices have been represented in local art and how this can be communicated in the tourism context. Extended Abstract: Design a creative piece (such as a visual or multimedia representation) that connects the art and heritage of Tagliacozzo's bread-making traditions with sustainable consumption, integrating cultural elements into the promotional brochure.	Heritage Research: Study the role of bread-making in local folklore, art, and traditions in Tagliacozzo. Look at how bread-making has been represented in local arts (paintings, folk songs, etc.). Creative Design: In groups, create a visual element (a digital art piece or hand- drawn illustration) to be included in the brochure that reflects the heritage of bread-making in Tagliacozzo. Cultural Representation: Design and implement an element that showcases the local art forms (such as folk art or pottery) and how they are tied to bread-making, to be included in the brochure's promotional materials.	Visual storytelling and heritage interpretation Interview-based inquiry (oral history method) Comparative cultural analysis Project work Cooperative Learning	Smartphone cameras, Canva, Adobe Express, Genially Audio recording tools, Transcription apps, Consent forms Articles/videos on rural ovens, traditions of bread-making across	Observation rubric Evaluation of the final product Evaluation rubric: originality and creativity peer cooperation Evaluation rubric for design and storytelling (historical accuracy, aesthetics) Transcription quality and integration into brochure Poster or visual comparison, reflective essay
General Assessment Strategy	Knowledge and Understanding; Creativity and Critical Thinking; Formative: Continuous feedback sessions, group checkpoints, learning diaries Summative:Final assessment of the bilingual brochure (visual, written, economic aspects) Collaboration and Communication: Reflection and Self-Assessment. Final Product and Evaluation				

Learning Unit 2 - Responsible Consumption

Class: 15-16 years old – VET

Duration: 8 hours

Disciplines involved: Science, English, Economics, Cooking

Framework: 2030 Agenda, GreenComp Framework, 2024, Unesco Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 12: Responsible consumption and production.	Cognitive, Social and Emotional Behavioral: Topic 6.3 Appreciate the role of different channels in promoting responsible consumption.	2. Embracing Complexity in Sustainability – 2.3 Problem Framing 4. Take action for sustainability- 4.2 Collective action	Communicate ideas on responsible consumption in English, with appropriate terminology.	Understand the environmental impact of different consumption practices and eco-friendly alternatives.	Analyze the relationships between consumption, natural resources and global distribution of resources.	Evaluate practical and sustainable solutions in the context of their discipline (e.g. sustainable production chains).
Unit Structure			**ENGLISH**	**SCIENCES**	**ECONOMY**	**KITCHEN**
OBJECTIVES			Communicating responsible consumption	Environmental impact of consumption	Resource Deployment and Consumption	Marketing
FINAL PRODUCT	CREATING A TRADITIONAL AND ZERO-KM DISH					
LEARNING OUTCOMES	Topic 6.3 Appreciating the role of different channels in promoting responsible consumption		- Acquire the specific vocabulary of sustainable consumption to indicate the reduction of waste and ecological products. - Reflect and map the factors that influence one's consumption behavior. - Participate in a debate in English, discussing sustainable choices.	- Identify and implement innovative ways to challenge psychological and personal orientations that promote overconsumption or unsustainable consumption behaviors. - Understand the life cycle of products and their impact on the environment (energy, raw materials, waste).	- Understand the changes in consumption patterns globally and the associated external risks that are contributing to the planetary crisis. - Know the distribution of natural resources and their connection with global consumption patterns. - Deepen the concept of climate justice and economic inequality related to the use of resources.	- Actively changing consumption habits so that they better meet the needs of the planet.
ACTIVITY			- Reading and analysis of scientific articles in English on the circular economy. - Multimedia Presentation with responsible consumption education activities to involve the school community, families and local organizations, promoting sustainable and environmentally friendly behaviors.	- Case studies (technological products, food, etc...). - Discussions and meetings with experts to address specific issues, such as food waste and sustainability.	- Discussion of the geographical and economic implications of unsustainable consumption.	- Analysis of ethical marketing and eco-friendly advertising. - Create an advertising campaign on a sustainable product.
TEACHING METHODS			- Cooperative learning: Students work in groups to create practical solutions and share ideas. - Problem-based learning: solving real problems (e.g., waste management). - CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Outdoor education – visiting an illegal landfill. - Debate.			
TOOLS AND RESOURCES			- Digital tools: Online platforms (google earth, google maps, digital maps, - CLIL resources. - Teaching material: Articles, videos, case studies, GreenComp frameworks.			
EVALUATION			Educational: - Ongoing class discussions and feedback on relationships and projects. Summative: - Interdisciplinary tests, including written and oral tests. - Evaluation of the final project (e.g. advertising campaign, scientific report).			

DEVELOPMENT: Responsible Consumption

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
- Understand the changes in consumption patterns globally and the associated external risks that are contributing to the planetary crisis. - Know the distribution of natural resources and their connection with global consumption patterns. - Deepen the concept of climate justice and economic inequality related to the use of resources.	(Economics/English) Discussion of the geographical and economic implications of unsustainable consumption. Creation of a power point in a foreign language for the explanation of the traditional dish. Evaluate the cost of producing the local dish	Cooperative learning Group work. The aim is to expand knowledge on the seasonality of food products and the environmental implications related to it (2030 Agenda) and, more generally, to contribute to personal professional growth Peer to peer	Textbooks Laboratories Video footage Personal computer LIM Smartphone (photos of the dishes made) Website	Product and process Pupils' self-assessment UDA Evaluation Grid The product presented by each working group, the learning process of each student and the degree of awareness of the student in relation to his or her own path will be evaluated (student self-evaluation). The evaluation criteria of the product, the learning process and metacognitive skills are listed in the evaluation grids prepared by the teachers
Acquire the specific vocabulary of sustainable consumption (e.g. waste reduction, ecological products). Develop in the student the ability to use the L2 language to understand and produce correct, appropriate and contextual texts	(English) Building a vocabulary of sustainability in the kitchen Use the sectoral languages of the foreign languages provided for by the study paths to interact in different fields and contexts of study and work	CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language.	Analysis of newspaper articles	Written vocabulary test
Understand the life cycle of products and their impact on the environment (energy, raw materials, waste). Understand how 0 km cuisine promotes environmental sustainability by reducing CO2 emissions, supporting the local economy and using fresh and seasonal ingredients.	(Science) Initiatives to raise awareness of sustainable consumption and lifestyles, offering adequate information on the seasonality of products, the nutritional values of food, the correct reading of labels, and involving them, among other things, in sustainable public procurement.	Participatory lesson. Problem-based learning: solving real problems (e.g., waste management). Guided Debate/Discussion Objectives: To strengthen the degree of awareness in students regarding the many aspects that determine the quality of food products, from flavor to nutritional properties, from aromas to colors, respecting the environment and its natural rhythms.	Laboratories. Personal computer. LIM. Smartphone. Video footage. https://www.youtube.com/watch?v=pF72px2R3Hg	Project evaluation. Rubric. Evaluation grids
Actively changing consumption habits so that they better meet the needs of the planet. Educating to collaboration for the creation of a common product, assuming responsibilities and roles knowing how to do so. To develop a greater civic awareness in the productive fabric of the territory.	(kitchen) Making the recipe for a poor man's dish, rich in flavors and history of the farmers and shepherds of the sheep track. Preparation of the dish: Pancotto soup with sautéed turnip greens and stewed horse cheese. Enhancement (with a paper or multimedia advertising campaign) of the local ingredient for the preparation of soups.	Cooking workshop. Participatory lesson. Project work for plating (traditional or innovative). Organization of the shopping list with the quantities provided for guests (10 people). Organization of preparation times. Organization for any intolerances/allergies.	Visits to events (dairy, bakery, vegetable picking). Video.	Evaluation of the final product.

Learning Unit 4 - Responsible Consumption

Class: 3B LSA - Luigi Di Savoia						
Duration: 8 hours						
Disciplines involved: English, Natural Sciences, Earth Sciences, Computer Science						
Framework: 2030 Agenda, GreenComp Framework, 2024, Unesco Guidelines						

FRAMEWORK | | | LEARNING OUTCOMES

2030 AGENDA	UNESCO GREEN GUIDELINE	GREENCOMP	LANGUAGE	SCIENCE AND TECHNOLOGY	ECONOMIC AND SOCIAL	VET
Goal 12: Responsible consumption and production	Cognitive, Social and Emotional Behavioral: Topic 6.3 Appreciating the role of different channels in promoting responsible consumption	2. Embracing Complexity in Sustainability – 2.3 Problem Framing 4. Take action for sustainability- 4.2 Collective action	Communicate ideas on responsible consumption in English, with appropriate terminology.	Understand the environmental impact of different consumption practices and eco-friendly alternatives	Analyze the relationships between consumption, natural resources and global distribution of resources.	Evaluate practical and sustainable solutions in the context of their discipline (e.g. sustainable production chains).

Unit Structure			English	Natural sciences	Earth Sciences	Computer science
OBJECTIVES			Communicating responsible consumption	Environmental impact of consumption	Resource Deployment and Consumption	Marketing
FINAL PRODUCT	CREATE AN ADVERTISING CAMPAIGN ON A SUSTAINABLE PRODUCT					
LEARNING OUTCOMES	Topic 6.3 Appreciating the role of different channels in promoting responsible consumption		Acquire the specific vocabulary of sustainable consumption (e.g. waste reduction, ecological products). Reflect and map the factors that influence one's consumption behavior. (Cog) Take part in a debate in English, discussing sustainable choices.	Identify and implement innovative ways to challenge psychological and personal orientations that promote overconsumption or unsustainable consumption behaviors. Understand the life cycle of products and their impact on the environment (energy, raw materials, waste).	Explain the changes in consumption patterns globally and the associated external risks that are contributing to the planetary crisis. Analyze the distribution of natural resources and their connection with global consumption patterns. Deepen the concept of climate justice and economic inequality related to the use of resources.	Actively changing consumption habits so that they better meet the needs of the planet.
ACTIVITY			Reading and analysis of scientific articles in English on the circular economy. Presentation of a project on how to improve sustainable consumption in a specific area	Case studies (e.g. technological products, food).	Discussion of the geographical and economic implications of unsustainable consumption.	Analysis of ethical marketing and eco-friendly advertising. Create an advertising campaign on a sustainable product
TEACHING METHODS	- Cooperative learning: Students work in groups to create practical solutions and share ideas. - Problem-based learning: solving real problems (e.g., waste management). - CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Education in the open air, visiting an illegal landfill. - Debate.					
TOOLS AND RESOURCES	- Digital tools: Online platforms (google earth, google maps, digital maps. - CLIL resources. - Teaching material: Articles, videos, case studies, GreenComp frameworks.					
EVALUATION	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Interdisciplinary tests, including written and oral tests. - Evaluation of the final project (e.g. advertising campaign, scientific report).					

DEVELOPMENT: Responsible Consumption

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
(ENGLISH) Acquire the specific vocabulary of sustainable consumption (e.g. waste reduction, ecological products).	Reading and analysis of scientific articles in English on the circular economy.	- Problem-based learning: solving real problems (e.g., waste management). - CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption.	- Digital tools: Online platforms (google earth, google maps, digital maps. - CLIL resources.	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Interdisciplinary tests, including written and oral tests.
(NATURAL SCIENCES) Identify and implement innovative ways to challenge psychological and personal orientations that promote overconsumption or unsustainable consumption behaviors.	Case studies (e.g. technological products, food).	- Cooperative learning: Students work in groups to create practical solutions and share ideas. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Debate.	- Digital tools: Online platforms (google earth, google maps, digital maps. - Teaching material: Articles, videos, case studies, GreenComp frameworks.	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Interdisciplinary tests, including written and oral tests.
(EARTH SCIENCES) Explain the changes in consumption patterns globally and the associated external risks that are contributing to the planetary crisis.	Discussion of the geographical and economic implications of unsustainable consumption.	- Cooperative learning: Students work in groups to create practical solutions and share ideas. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Debate.	- Digital tools: Online platforms (google earth, google maps, digital maps. - Teaching material: Articles, videos, case studies, GreenComp frameworks.	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Interdisciplinary tests, including written and oral tests.
(IT) Actively changing consumption habits so that they better meet the needs of the planet.	Analysis of ethical marketing and eco-friendly advertising.	- Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Debate.	- Digital tools: Online platforms (google earth, google maps, digital maps.	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Evaluation of the final project (e.g. advertising campaign, scientific report).

TOPIC: Sustainable living space

Learning Unit 2 - Active and Responsible Tourism

Class: 15-16 years old (ACERBO)

Duration: 8 hours

Disciplines involved: English, Tourism Geography, History, Tourism and Business Disciplines

Framework: 2030 Agenda, GreenComp Framework 2022, Unesco Green Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
Goal 12: Responsible consumption and production	Cognitive, Social and Emotional Behavioural - Topic 6.3: Appreciating the role of different channels in promoting responsible consumption	2. Accepting complexity in sustainability 3.3 Exploratory thinking 4. Take action for sustainability 4.2 Collective action	Communicate ideas on sustainable and responsible tourism in English, with appropriate terminology.	Understand the environmental impact of different tourism practices and sustainable alternatives.	Analyze human behavior in different tourism practices.	Evaluate practical and sustainable solutions in the context of their discipline (e.g. sustainable tourism companies).
Unit Structure			**ENGLISH**	**TOURIST GEOGRAPHY**	**HISTORY**	**TOURISM AND BUSINESS DISCIPLINES**
OBJECTIVES			To create an active and sustainable tourism proposal.	Environmental impact and territorial vocation.	Ethical behavior towards the environmental resources used by man over time and in the territory.	Communicate the concept of sustainability, also through the regulatory process and local, national and international indications.
FINAL PRODUCT	CREATION OF LEAFLETS CONTAINING A PROPOSAL FOR ACTIVE AND SUSTAINABLE TOURISM					
LEARNING OUTCOMES	Topic 6.3 Appreciating the role of different channels in promoting responsible tourism		• Acquire the specific vocabulary of sustainable tourism (e.g. waste reduction, ecological products). • reflect and map the factors that influence one's behavior. (COG) • Participate in a debate in English, discussing sustainable choices in tourism.	• Identify and implement innovative ways to challenge psychological and personal orientations that promote unsustainable tourism behaviors. • Understand the life cycle of products and their impact on the environment (energy, raw materials, waste).	• Research and explain the changes in tourism patterns globally and the associated external risks that are contributing to the planetary crisis.	• Actively change/improve consumption habits in the tourism sector so that they better meet the needs of the planet.
ACTIVITY			• Reading and analysis of scientific articles in English on the circular economy/sustainable tourism. • Presentation of a project on how to improve sustainable tourism.	• Case studies.	• Discussion on the geographical and economic implications of unsustainable tourism.	• Analysis of ethical tourism marketing and eco-friendly advertising. • Create an advertising campaign on a sustainable service.
TEACHING METHODS			- Cooperative learning: students work in groups to create practical solutions and share ideas; - Problem-based learning: solving real problems; - CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language; - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of tourism consumption; - Outdoor education: visiting a site with pollution problems; - Debate.			
TOOLS AND RESOURCES			- Digital tools: Online platforms (google earth, google maps, digital maps); - CLIL resources (scientific articles in English); - Teaching material: Articles, videos, case studies, GreenComp frameworks.			
EVALUATION			- Formative (Educational): class discussions and continuous feedback on relationships and projects. - Summative: interdisciplinary tests, including written and oral tests. - Evaluation of the final project.			

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
(ENGLISH) Acquire the specific vocabulary of sustainable tourism (e.g. waste reduction, ecological products).	Reading and analysis of scientific articles in English on the circular economy/sustainable tourism.	- Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of tourism consumption;	- Digital tools: Online platforms (google earth, google maps, digital maps); - Teaching material: Articles, videos, case studies, GreenComp frameworks.	- Formative (Educational): class discussions and continuous feedback on relationships and projects. - Summative: interdisciplinary tests, including written and oral tests. - Evaluation of the final project.
(TOURIST GEOGRAPHY) Identify and implement innovative ways to challenge psychological and personal orientations that promote unsustainable tourism behaviors.	Case studies.	- Cooperative learning: students work in groups to create practical solutions and share ideas; - CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language;	- Digital tools: Online platforms (google earth, google maps, digital maps); - CLIL resources (scientific articles in English); - Teaching material: Articles, videos, case studies, GreenComp frameworks.	- Formative (Educational): class discussions and continuous feedback on relationships and projects. - Summative: interdisciplinary tests, including written and oral tests. - Evaluation of the final project.
(HISTORY) Research and explain the changes in tourism patterns globally and the associated external risks that are contributing to the planetary crisis.	Discussion on the geographical and economic implications of unsustainable tourism.	- Cooperative learning: students work in groups to create practical solutions and share ideas; - Problem-based learning: solving real problems; - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of tourism consumption; - Debate.	- Digital tools: Online platforms (google earth, google maps, digital maps); - Teaching material: Articles, videos, case studies, GreenComp frameworks.	- Formative (Educational): class discussions and continuous feedback on relationships and projects. - Summative: interdisciplinary tests, including written and oral tests.
(TOURISM AND ENVIRONMENTAL DISCIPLINES) Actively change/improve consumption habits in the tourism sector so that they better meet the needs of the planet.	Analysis of ethical tourism marketing and eco-friendly advertising.	- Cooperative learning: students work in groups to create practical solutions and share ideas; - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of tourism consumption; - Debate.	- Digital tools: Online platforms (google earth, google maps, digital maps); - Teaching material: Articles, videos, case studies, GreenComp frameworks.	- Formative (Educational): class discussions and continuous feedback on relationships and projects. - Summative: interdisciplinary tests, including written and oral tests. - Evaluation of the final project.

Learning unità 2 Sustainable Living Spaces

Class: 15-16 years old – VET-

Duration: 10 hours

Disciplines involved: English, Agricultural Biotechnology, Geo-history, Rural Engineering

Framework: 2030 Agenda, GreenComp Framework, 2024, Unesco Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET-DISCIPLINE ADDRESS**
Goal 12: Responsible consumption and production	Cognitive, Social and Emotional Behavioural - Topic 6.3: Appreciating the role of different channels in promoting responsible consumption	2. Accepting complexity in sustainability 3.3 Exploratory thinking 4. Take action for sustainability 4.2 Collective action	Communicate ideas on sustainable and responsible tourism in English, with appropriate terminology.	Understand the environmental impact of different tourism practices and sustainable alternatives.	Analyze human behavior in different tourism practices.	Evaluate practical and sustainable solutions in the context of their discipline (e.g. sustainable tourism companies).

Unit Structure			**ENGLISH**	**Agricultural biotechnology**	**GEO-HISTORY**	**VET**
OBJECTIVES	Communicating responsible consumption		Communicating responsible consumption	Environmental impact of consumption	Resource Deployment and Consumption	Rural engineering
FINAL PRODUCT	Final product "urban green space design" Progetto su carta.JPG https://drive.google.com/file/d/1nAYC6eYcoQCScCmW21b5dTneQD10EtP6/view?us-p=drive_link Topic 6.4: Sustainable Living Spaces				The students develop a project related to outdoor spaces (sustainable garden in the municipal villa of Atri). The space is currently in a state of neglect. Once built, the green space will be returned to the usability of citizens. Geo-history: study of the territory and in-depth study of the "Italian-style" garden. Agricultural biotechnology: study of plant essences and pollinating insects. Rural engineering: design of the area with surveys and plan of the garden. CLIL English: CLIL lexicon; debate (English gardens versus Italian gardens)		

LEARNING OUTCOMES	Topic 6.4: Sustainable Living Spaces					
		COGNITIVE DOMAIN			Analyze the unequal distribution of green/blue spaces in local and global urban contexts	Identify the economic and social benefits of investing in green and blue spaces in urban areas.
		SOCIO-EMOTIONAL DOMAIN		Identify the environmental impacts of urbanization on the local territory	Assess the perception of environmental equity in urban contexts through interviews	
		BEHAVIORAL DOMAIN	Expressing sustainability in relation to sustainable urban spaces through written and oral messages	Propose ecological solutions to improve the urban area nearby.		Collaborate to develop a concrete proposal to improve an existing urban space, focusing on the integration of green and blue areas for economic and social sustainability

DEVELOPMENT: Sustainable Living Spaces

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
Analyze the distribution of green spaces in local and global urban contexts Assessing the perception of environmental equity in urban contexts through interviews (Geo-history)	Visit of the class in the space to be redeveloped - Observation of space as a whole - Historical insights (Villa di Atri)	- Outdoor Education - Media literacy: Take notes, pictures and videos - Cooperative Learning (analysis of the territory) - Flipped classroom Historical insight	Digital tools for visual presentation (Canva, PowerPoint,	Peer evaluation and final evaluation (by the teacher) of the multimedia presentations.
Expressing sustainability in relation to sustainable urban spaces through written and oral messages	In CLIL scaffolding: garden lexicon (English and Italian) Debate (Pro & cons) on the two types of gardens	Group Work Project based Learning Debate	Use of AI to organize the debate. AI will support the debate with its "thesis" against the students' thesis	Process grid Debate evaluation grid
Identify the environmental impacts of urbanization on the local territory. Propose ecological solutions to improve a nearby urban area. (Agricultural Biotechnology)	The students return to the municipal villa of Atri to catalogue and classify the plant essences present. - Study of pollinating insects	Outdoor education Lectures Cooperative learning	Digital tools (plantnet: App for plant recognition) Study materials: European Laws Laboratory: cuttings in the Institute's home automation greenhouse	Product Evaluation Evaluation grid for technical- practical activities Observation grids
Identify the economic and social benefits of investing in green spaces in urban areas. Collaborate to develop a concrete proposal to improve an urban space (existing, focusing on the integration of green and blue areas for economic and social sustainability (Rural Engineering)	- Design of the sustainable garden located inside the municipal villa of ATRI - The student will join a role play acting as client and designer - once the space will be restored and donated to the community the students will organize the ribbon cutting ceremony	Brainstorming for organization of design phases Cooperative learning Role playing (client – designer) Contest (choosing the best project) Service learning: Ribbon cutting	- Computer room – AUTOCAD - Social media institute (social survey) - Presentation event	Product evaluation rubric: - Originality and creativity - Coherence - Cooperation between students Service Learning Assessment Citizen feedback

LU 2 SUSTAINABLE LIVING SPACES

TOURISM MODEL FOR CULTURE AND CRAFTSMANSHIP, "ZERO KILOMETERS".
DISCOVERING SANTO STEFANO DI SESSANIO
CLASS 3 SEC. A TECHNICAL ECONOMIC TOURISM INSTITUTE A.ARGOLI

Duration: 8 hours

Disciplines involved: Science, Tourism and Economics, Tourist Geography, Art and Local Heritage

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	UNESCO GREEN GUIDELINE	GREENCOMP	LANGUAGE	SCIENCE AND TECHNOLOGY	ECONOMIC AND SOCIAL	VET
DEFEATING POVERTY ENDING HUNGER HEALTH & WELLNESS CLEAN AND AFFORDABLE ENERGY RESPONSIBLE CONSUMPTION AND PRODUCTION	-systemic thinking -collaboration and negotiation individual and collective responsibility	EU biodiverse strategies 2030; - Imagining sustainable futures and acting for sustainability: 3.1 SENSE OF THE FUTURE 3.3 CRITICAL THINKING	Effectively communicate in English on environmental and tourism topics	Promote environmentally and culturally respectful tourism in Abruzzo.	Reflect on the impact of climate change and good practices in sustainable tourism.	Design an integrated thematic tourism experience, enhancing local specificities.
Unit Structure Unit Structure			**Languages: English**	**CORPORATE TOURISM DISCIPLINES**	**TOURIST GEOGRAPHY**	**ART AND Local Heritage**
OBJECTIVES			Learn vocabulary related to sustainability, tourism, architecture, and heritage.	Analyze the local economy of Santo Stefano di Sessanio.	Locate the village and understand its geographical features.	Explore the architectural and artistic heritage of the village.
			Translate key parts of the brochure. Practice written production and oral presentation.	Understand sustainable tourism models. Identify economic and entrepreneurial opportunities linked to green tourism.	Assess the environmental context and natural resources. Analyze territorial sustainability.	Highlight traditional building techniques and materials. Understand restoration as a sustainable practice.
FINAL PRODUCT	Bilingual brochure (Italian–English) to promote the village of Santo Stefano di Sessanio as an example of a sustainable and culturally rich living space.: Description of places Ecological and low-impact strategies Proposals for "green" activities Digital promotional material (brochure, presentation or website)					

LEARNING OUTCOMES	Understanding and use of vocabulary related to sustainability, tourism, architecture, and cultural heritage. Reading and analyzing short authentic texts on sustainable tourism and living. Production of short written texts in English (e.g. promotional content, descriptive leaflets). Translation of informative and promotional texts from Italian into English with accuracy and cultural awareness. Collaboration in peer editing and revision processes to improve written output. Oral presentation of a brief description of the village and its sustainable features.	Analyzing the tourism potential and economic structure of a small historic village. Identification of sustainable and innovative tourism models (e.g. albergo diffuso, eco-tourism). Understanding of how cultural heritage can be turned into an economic and entrepreneurial opportunity. Creation of a SWOT analysis for a tourism destination. Designing a basic sustainable tourism offer/package for Santo Stefano di Sessanio.	Location and description of the geographical position and features of Santo Stefano di Sessanio using maps and GIS tools. Identification of natural, cultural, and environmental resources in the area. Evaluation of the level of sustainability of the village from a geographical and environmental point of view. Creation of a descriptive geographical profile to be included in the promotional brochure. Understanding of the relationship between territory and sustainable development.	Recognization of the artistic and architectural features of traditional Abruzzese villages. Identification of historical building techniques and materials in Santo Stefano di Sessanio. Understanding of the importance of restoration and conservation as sustainable practices. Documentation local heritage through sketches, photos, or digital tools. Integration of artistic and cultural content into a communicative product (the bilingual brochure).
ACTIVITY	Reading texts about sustainable tourism. Glossary creation. Writing promotional texts in English. Peer revision and collaborative translation	SWOT analysis of the village. Study of albergo diffuso and eco-tourism. Simulate a tourist package proposal.	Map reading and GIS tools. Environmental impact studies. Create descriptive geographical profiles for the brochure.	Field research or virtual tours. Sketches or visual documentation. Focus on heritage conservation.
TEACHING METHODOLOGY	Project-Based Learning (PBL), Task-Based Learning, Cooperative learning, Flipped Classroom, CLIL, Learning by doing			
TOOLS AND RESOURCES	UNESCO and WWF articles and sites, digital dictionaries, Canva, PowerPoint, Google Earth, Padlet, DeepL, ChatGPT			
EVALUATION	Formative Assessment Summative Assessment Evaluation rubric for written and oral production; re-elaboration skills			

DEVELOPMENT: Sustainable Living Spaces

	LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
English	Students can identify and list key vocabulary related to sustainability and tourism promotion. Students can organize content into a coherent bilingual brochure, using correct structures and vocabulary. Students can creatively produce persuasive and culturally sensitive content to promote a destination internationally.	Glossary-building for sustainability, architecture, and tourism terms. Peer-review workshops for translation and editing (Italian- English). Writing persuasive and descriptive texts for different brochure sections (e.g., eco- activities, historical overview).	Project-based learning (PBL) Collaborative writing & peer editing Flipped classroom (language input at home)	Canva, Google Docs, Grammarly, DeepL Google Drive (shared editing), Padlet for brainstorming Short YouTube tutorials (e.g., "English for Tourism"), teacher-made vocabulary quizzes	Rubric for written texts (clarity, correctness, persuasiveness); peer assessment of translationsOral presentation in English of brochure content or promotional video Vocabulary quizzes and accuracy of translated content
		Recording voice-overs or video subtitles in English for digital materials.			
CORPORATE TOURISM DISCIPLINES	Students can describe basic principles of sustainable tourism and economic development. Students can analyse how sustainability contributes to local economic growth through case studies. Students can propose realistic, innovative green tourism business ideas for a small village context. .	Case study analysis of sustainable tourism in rural settings. SWOT analysis of Santo Stefano di Sessanio as a green tourism destination. Creation of fictional but feasible sustainable tourism packages (e.g., eco-lodging, zero-km experiences). Pricing and marketing strategy for proposed tourist activities	Case-based learning Cooperative learning (group creation of sustainable offers) Inquiry-based learning development	Online databases (OECD, UNWTO), example brochures of eco-tourism sites; Canva (for visual offers), Excel/Sheets (budgeting), Trello (project tracking); Interviews or local field visits (real or simulated), articles on sustainable	SWOT analysis report; evaluation grid focused on originality and feasibility of p Business proposal presentation; simulated investor pitch roposals Rubric to assess depth of research and innovation in proposals
TOURIST GEOGRAPHY	Students can locate and describe geographical features and climate of Santo Stefano di Sessanio. Students can explain how geography influences tourism development in small villages. Students can evaluate the geographic sustainability of proposed tourism initiatives.	Mapping of local attractions and sustainable itineraries using digital tools (e.g., Google Maps, Canva). Analysis of tourist flows and seasonality using real or simulated data. Research and presentation on the physical and cultural landscape of the Gran Sasso area.	GIS-based learning and visual mapping Fieldwork simulation / virtual tours Data analysis & visualization	Google My Maps, ArcGIS Online, Google Earth Google Earth Tours, Virtual field trips (e.g., Gran Sasso National Park) Excel/Google Sheets for charting tourism flows	Digital map project showing eco- itineraries and attractions Individual or group presentations with integrated maps Accuracy and insight in interpreting tourism trends in the area
ART AND LOCAL HERITAGE	Students can identify and describe key historical and artistic elements of the village.	Photo reportage and description of historical buildings and artistic features.	Visual analysis & heritage walk (virtual or real)	Smartphone cameras, Canva or Adobe Express for visual brochure parts	Photo essay with captions; brochure's visual and cultural accuracy
	Students can connect local art and architecture with broader cultural themes (e.g., medieval heritage, restoration).	Comparison between traditional and modern restoration techniques (e.g., Sextantio Albergo Diffuso).	Comparative studies (old vs modern restoration)	Articles/videos on Sextantio project;	Comparative poster or infographic; reflective writing task
	Students can critically assess the role of art and heritage in sustainable territorial promotion.	Design of visual content (brochure layout, icons, color schemes) inspired by local artistic motifs.	Creative digital storytelling	interviews, documentaries	Artistic quality, historical accuracy, and creativity in brochure visuals and storytelling
				Adobe Express, Genially, PowerPoint for presentations	
Final Evaluation Strategy			Formative: Regular checkpoints during group work, teacher-student feedback sessions, self- assessment checklists Summative: Final presentation of the bilingual brochure (printed or digital) with: Descriptive texts (EN–IT), Green activity proposals Visual and cartographic materials Rubric Criteria: Language accuracy (EN), creativity, sustainability relevance, economic viability, geographic and cultural depth, teamwork, and use of digital tools		

Learning Unit 1 - Sustainable Living Spaces

Class: 15-16 years old - VET

Duration: 8 hours

Disciplines involved: English, Science, Economics, Professional Disciplines (Cooking)

Framework: 2030 Agenda, GreenComp Framework, 2024, Unesco Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
SDG 11: Sustainable cities and communities (Goal 11.7: "By 2030, ensure universal access to safe, inclusive and accessible green and public spaces, especially for women, children, the elderly and persons with disabilities). SDG 12: Responsible consumption and production (in particular for the KITCHEN track) (SDG 13: Climate action.)	Topic 6.4: Sustainable living spaces The integration of green spaces (plants) and blue spaces (water) into cities balances urbanized development, creating a safe environment for residents and visitors. COGNITIVE DOMAIN: Research and present the changing availability of green and blue spaces in urban areas and the external risks and conflicts related to urbanized development. SOCIAL-EMOTIONAL DOMAIN: Promote sensitivity, appreciation and respect for the rights of city residents and visitors to green and blue spaces BEHAVIORAL DOMAIN Collaborate with stakeholders to create sustainable living spaces within their schools and communities.	GC 2.1 (Systems thinking): identify and analyze the interconnections between urban change, green/blue spaces and socio- environmental conflicts. GC 1.1 (Valuing sustainability): appreciating the value of sustainable solutions to improve the quality of urban life. GC 1.2 (Supporting equity): Understanding and addressing the unfair distribution of environmental benefits and burdens. GC 3.1 (Future thinking): use the ability to imagine future scenarios to explore sustainable solutions for cities and communities.	Use the English language to understand, analyze and communicate sustainable solutions related to living spaces, applying a technical/sectoral language	Exploring the relationship between human activities and the natural environment, analyzing scientific data to understand the impacts of urbanization on local ecosystems, and developing ecological solutions for sustainable living spaces.	Acquire skills to analyze the TERRITORIAL distribution of natural resources and their impact on social well-being, developing sustainable and inclusive solutions for the planning of green/blue spaces in local and school contexts.	Evaluate practical and sustainable solutions in the context of their discipline (e.g. sustainable production chains).
Unit Structure			**English**	**Sciences**	**Economy**	**Kitchen**
OBJECTIVES			Communicating responsible consumption.	Critically reflect on the environmental impact of consumption.	Analyze the distribution and consumption of resources.	Foresee the fight against food waste.
FINAL PRODUCT	Final Product (Cooking Path) "Sustainability in the Kitchen" Project		• Students create a chickpea dessert. The activities include a visit to a farm in Pescasseroli and the creation of a brochure in English to promote the entire project and its benefits for the entire community by spreading the change in the daily habits of citizens, called to a lesser and more responsible use of energy and resources.			

LEARNING OUTCOMES	Topic 6.4: Sustainable living spaces	COGNITIVE DOMAIN	Understand written texts and videos in English on sustainable urban policies.	Design sustainable urban planning that includes the efficient management of water resources.	Identify areas and opportunities to improve environmental performance in terms of waste, emissions, discharges, energy consumption and to identify opportunities in the circular economy. Identify innovation projects that can simultaneously attract investment and increase profit while preserving the environment.	Identify foods and techniques that reduce environmental impact in the kitchen, as part of a sustainable urban lifestyle.
		SOCIO-EMOTIONAL DOMAIN	Expressing support for sustainable urban spaces through written and oral messages	Identify the environmental impacts of urbanization on the local territory	Pursuing the transition to a Circular Economy, understood as the ability of a society to achieve its needs without compromising the same possibility for future generations.	Understand and value the importance of sustainable culinary practices for the well-being of the urban community.
		BEHAVIORAL DOMAIN	Expressing support for sustainable urban spaces through written and oral messages.	Propose ecological solutions to improve school learning spaces and meeting spaces (gardens and green spaces).	Systematically analyze resource planning problems in economic, social and environmental terms.	Create a sustainable menu that enhances local ingredients.
ACTIVITY		COGNITIVE DOMAIN	Reading of articles and watching videos in English on sustainable urban policies, followed by summary sheets.	Analysis of local maps, satellite photos and environmental datasets related to the impact of urbanization on water resources, soil and biodiversity.	Participatory lesson on the principles of the circular economy; the 4Rs of the circular economy that guarantee a sustainable economy: R for Reduce, Reuse, Recycle and Recover.	Study of the life cycle of food to identify those with low environmental impact and discussion of sustainable cooking techniques, such as the reuse of waste and low-energy cooking.
		SOCIO-EMOTIONAL DOMAIN	Write short persuasive texts and read them aloud to simulate public speeches. Historical research of products imported from America or England and used in local cuisine.	Group discussions linking mental and physical health to access to these spaces	Design and conduct interviews with peers, parents or community members on the functioning of the Green economy. The aim is to make people understand that the success of the green economy is also linked to the daily habits of citizens, who are called upon to use energy and resources less and more responsibly.	Brainstorm how sustainable culinary practices impact urban well-being, followed by a discussion of personal experiences (e.g., local markets, food sharing).
		BEHAVIORAL DOMAIN	Group work to design digital posters or multimedia presentations on sustainable solutions for school spaces.	Carrying out practical interventions for the ecological improvement of a school or urban area, presenting visual proposals and written reports.	Communicating the principles of sustainability through the tools of the digital age: website, social media, etc...	Design of a menu with sustainable meals for a school or community canteen, with a focus on local ingredients and solutions to reduce food waste.

TEACHING METHODS			- Guided lesson - Group work - Oriented discussion - Project-based learning - Scenario-based learning (for economic and decision-making simulations) - Field research (e.g. interviews, data collection, observations) - Case Studies - Hands-on workshop - Reflective discussion - Creative brainstorming - Peer Teaching - (Transversal CLIL) Cooperative learning: Students work in groups to create practical solutions and share ideas. - Problem-based learning: solving real problems (e.g. waste management) - CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption - Outdoor education - visiting a restaurant, a canteen, a farmers' market... - Debate
TOOLS AND RESOURCES			- Maps and datasets: thematic (local, historical, urban), environmental and economic maps for analysis. - Digital tools: spreadsheets (Excel, Google Sheets), cartographic software (Google Earth, QGIS), presentation tools (PowerPoint, Prezi), collaborative platforms (Canva, Trello). - Real digital platforms: iNaturalist (biodiversity), OpenTreeMap (tree mapping), Too Good To Go (food waste), AllTrails (natural and urban paths). - Teaching materials: tutorials, guides, summary sheets of case studies, examples of sustainable projects, simplified bibliography (articles, videos, reports). - Visual aids: posters, images, postcards, task checklists. - Technology: tablets, PCs, smartphones for research and content creation. - Workspaces: physical areas for simulations or practical activities (equipped classrooms, laboratories...)
EVALUATION			Educational: - Observation during collaborative and individual activities (checklists, lecturer's notes). - Continuous feedback from teachers and peers (structured feedback modules). - Intermediate self-assessments to reflect on progress (reflection journals, self-assessment grids). - Peer Review: structured peer feedback on group projects (peer review forms, shared checklists). Summative: - Final evaluation of interdisciplinary products (project evaluation grids, analytical rubrics). - Optional self-assessment: reflect on personal contributions (final self-assessment sheets).

DEVELOPMENT: Sustainable Living Spaces

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
Design sustainable urban planning that includes the efficient management of water resources. Identify the environmental impacts of urbanization on the local territory. Propose ecological solutions to improve school learning spaces and meeting spaces (gardens and green spaces).	(Science) Observe, describe and analyze real, natural and artificial phenomena; Recognize the consequences of climate change, pollution, overexploitation of food resources; Analyze intensive agricultural practices and the use of fertilizers and pesticides. Create green spaces at school to promote biodiversity.	Cooperative learning, project-based learning. Group work for water analysis with the special kit.	Digital tools for visual presentation (Canva, PowerPoint), brainstorming sheets.	Peer evaluation and final evaluation (by the teacher) of the multimedia presentations.
Understand written texts and videos in English on sustainable urban policies. Expressing support for sustainable urban spaces through written and oral messages. Expressing support for sustainable urban spaces through written and oral messages.	(English) Increase linguistic and cultural integration. To know and raise public awareness towards the reduction of consumption. To know the products of the territory, even those imported from America and England and used for many years Castel di Sangro Brewery.	Outdoor education. Group work. Project-based learning Game on the origin of products with video recording.	Drawing and design materials (posters, simple drawing software such as SketchUp).	Evaluation of the project presentation and peer feedback. Self-assessment grid on the ecological proposals developed, with a focus on the effectiveness of the solutions.
Identify areas and opportunities to improve environmental performance in terms of waste, emissions, discharges, energy consumption and to identify opportunities in the circular economy. Identify innovation projects that can simultaneously attract investment and increase profit while preserving the environment. Pursuing the transition to a Circular Economy, understood as the ability of a society to achieve its needs without compromising the same possibility for future generations.	(economy) Creation of a map that identifies local producers of local ingredients in the territory and creation of a socio-economic behavior or model, which highlights a balance between resource consumption, their regeneration, and between production and cost reduction. To know and raise public awareness of the reduction of consumption (transport, packaging, etc …). Participatory lesson on the principles of the circular economy; the 4Rs of the circular economy that guarantee a sustainable economy: R for Reduce, Reuse, Recycle and Recover.	Cooperative learning. Visualization and/or creation of explanatory charts.	Digital tools (Coggle, MindMeister) and poster materials.	Product Evaluation Rubric
Identify foods and techniques that reduce environmental impact in the kitchen, as part of a sustainable urban lifestyle.	(kitchen) 0 waste challenge: Design of the typical local dessert "Stuffed chickpeas" with local ingredients and solutions to reduce food waste with sustainable meals for a school or community canteen, with particular attention to local ingredients. Minimizing waste and creatively using what apparently seems to be waste.	Viewing explainer videos. Goal: Zero Waste - Rai Cultura	Local recipes, nutritional analysis sheets and tutorials.	Evaluation rubric: - Originality and creativity; - Coherence; - Culinary techniques; - Cooperation between students.

Learning Unit 5 - Living Spaces for Sustainable Living

Class: 3B LSA - Luigi Di Savoia

Duration: 8 hours

Disciplines involved: English, Natural Sciences, Earth Sciences, Computer Science.

Framework: 2030 Agenda, GreenComp Framework, 2024, Unesco Guidelines.

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
SDG 11: Sustainable cities and communities (Target 11.7: "By 2030, ensure universal access to safe, inclusive and accessible green and public spaces, especially for women, children, the elderly and persons with disabilities.) SDG 13: Climate action.	Topic 6.4: Sustainable Living Spaces Integrating green spaces (plants) and blue spaces (water) into cities balances urbanized development, creating a safe environment for city residents and visitors.	GC 1.1 (Valuing sustainability Appreciate the value of sustainable solutions to improve the quality of urban life. GC 1.2 (Defending equity): Understanding and addressing the unequal distribution of environmental benefits and burdens. GC 2.1 (Systems Thinking): Identify and analyze the interconnections between urban changes, green/blue spaces, and socio-environmental conflicts. GC 3.1 (Sense of the future): Use the ability to imagine future scenarios to explore sustainable solutions in cities and communities.	Communicate ideas on responsible consumption in English, with appropriate terminology.	Understand the environmental impact of different consumption practices and eco-friendly alternatives	Analyze the relationships between consumption, natural resources and global distribution of resources.	Evaluate practical and sustainable solutions in the context of their discipline (e.g. sustainable production chains).
Unit Structure			**English**	**Natural sciences**	**Earth Sciences**	**Computer science**
OBJECTIVES			Use the English language to understand, analyze and communicate sustainable solutions related to living spaces, applying a technical/sectoral language.	Exploring the relationship between human activities and the natural environment, analyzing scientific data to understand the impacts of urbanization on local ecosystems and developing ecological solutions for sustainable living spaces.	Acquire skills to analyze the territorial distribution of natural resources and their impact on social well-being, developing sustainable and inclusive solutions for the planning of green/blue spaces in local and school contexts.	Develop skills in the use of existing digital tools and platforms to analyse, monitor and promote sustainability and equitable access to green and blue spaces in urban areas.

FINAL PRODUCT	Final Product Group 1, 2 (Earth Sciences, Natural Sciences, English, Computer Science): CREATION OF AN IDEAL PARK. Creating an ideal park - redevelopment of abandoned areas near water sources - reimbursement and management of diseased trees - Solar panels for sustainable energy - Water collection areas for artificial ponds Final Product Group 3, 4 (Earth Sciences, Natural Sciences, English, Computer Science): CREATION OF A DIGITAL MODEL OF THE PARK. Attachment: Detailed project path Final Product Group 5 (Computer Science): WEBSITE CREATION AND VIDEO PRODUCTION ACTIVITIES CARRIED OUT Attachment: Detailed project path				
LEARNING OUTCOMES	COGNITIVE DOMAIN Research and present the changing availability of green and blue spaces in urban areas and the external risks and conflicts related to urbanized development. SOCIAL-EMOTIONAL DOMAIN Promote sensitivity, appreciation and respect for the rights of city residents and visitors to green and blue spaces BEHAVIORAL DOMAIN Collaborate with stakeholders to create sustainable living spaces within their schools and communities.	Understand and use vocabulary related to sustainability, living environments and eco-friendly practices. Develop reading and comprehension skills of texts in English that deal with sustainable homes and green technologies. Communicate ideas and projects regarding sustainable living spaces orally and in writing, using grammatical structures correctly.	Understand the principles of environmental sustainability applied to living spaces. Analyze the impact of sustainable technologies and practices on the natural environment. Exploring eco-friendly materials and construction techniques and their role in reducing the ecological footprint.	To study how sustainable living spaces affect and are influenced by the Earth's natural processes. Analyze the natural resources used in the construction of sustainable homes and their life cycle. Assess the impact of sustainable living practices on the health of the planet and the conservation of resources.	Learn how to use digital tools and software to design and simulate sustainable living spaces. Understand how smart technologies and automation systems can improve the energy efficiency of homes. Develop data analysis skills to monitor and optimize the environmental impact of sustainable living spaces.

ACTIVITY	Division of the class into groups: Group 1 - Importance of green and blue spaces: - mental and physical health benefits. - Improved cognitive abilities. - ecological benefits. - social and cultural benefits. - integration of green and blue spaces to reduce the environmental impact in urban areas. - Spanish experiment to demonstrate the benefits of nature. Group 2 Identification of 3 parks in Abruzzo (Fara San Martino Park, Abruzzo National Park, Maiella National Park): - Brief introduction of the park. - Positive characteristics. - Negative characteristics. Group 3 Identification of 5 other parks in Abruzzo (Lake Scanno, Punta Aderci, Lake San Domenico, Trabocchi di San Vito and Cusano Waterfalls): - Brief introduction of the park. - Positive characteristics. - Negative characteristics. Group 4 - Creation of an ideal park. - redevelopment of abandoned areas near water sources. - reimbursement and management of diseased trees. - solar panels for sustainable energy. - water collection areas for artificial lakes. Group 5 Environmental safety: the importance of maintaining the quality status of green parks and surface waters and reducing the risk of disease development and transmission: - environmental safety. - the importance of green parks. - transmission of diseases from contaminated water. - an example of a disease (cholera).
TEACHING METHODS	- Cooperative learning: Students work in groups to create practical solutions and share ideas. - Problem-based learning: solving real problems (e.g., waste management). - CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Education in the open air, visiting an illegal landfill. - Debate.
TOOLS AND RESOURCES	- Digital tools: Online platforms (google earth, google maps, digital maps. - CLIL resources. - Teaching material: Articles, videos, case studies, GreenComp frameworks.
EVALUATION	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Interdisciplinary tests, including written and oral tests. - Evaluation of the final project (e.g. advertising campaign, scientific report).

DEVELOPMENT: Living Spaces for Sustainable Living

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
(ENGLISH) Understand and use vocabulary related to sustainability, living environments and eco-friendly practices.	Division of the class into groups: Group 1 Importance of green and blue spaces: - mental and physical health benefits. - Improved cognitive abilities. - ecological benefits. - social and cultural benefits. - integration of green and blue spaces to reduce the environmental impact in urban areas.	- Problem-based learning: solving real problems (e.g., waste management). - CLIL: Part of the unit will be carried out in English to encourage the acquisition of a specialized language. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Debate	- Digital tools: Online platforms (google earth, google maps, digital maps. - CLIL resources.	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Interdisciplinary tests, including written and oral tests.
(NATURAL SCIENCES) Understand the principles of environmental sustainability applied to living spaces.	- Spanish experiment to demonstrate the benefits of nature. Group 2 Identification of 3 parks in Abruzzo (Fara San Martino Park, Abruzzo National Park, Maiella National Park): - Brief introduction of the park. - Positive characteristics. - Negative characteristics.	- Cooperative learning: Students work in groups to create practical solutions and share ideas. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Debate.	- Digital tools: Online platforms (google earth, google maps, digital maps. - Teaching material: Articles, videos, case studies, GreenComp frameworks.	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Interdisciplinary tests, including written and oral tests.
(EARTH SCIENCES) To study how sustainable living spaces affect and are influenced by the Earth's natural processes.	Group 3 Identification of 5 other parks in Abruzzo (Lake Scanno, Punta Aderci, Lake San Domenico, Trabocchi di San Vito and Cusano Waterfalls): - Brief introduction of the park. - Positive characteristics.	- Cooperative learning: Students work in groups to create practical solutions and share ideas. - Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Debate.	- Digital tools: Online platforms (google earth, google maps, digital maps. - Teaching material: Articles, videos, case studies, GreenComp frameworks.	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Interdisciplinary tests, including written and oral tests.
(COMPUTER SCIENCE) Learn how to use digital tools and software to design and simulate sustainable living spaces.	- Negative characteristics. Group 4 - Creation of an ideal park. - redevelopment of abandoned areas near water sources. - reimbursement and management of diseased trees. - solar panels for sustainable energy. - water collection areas for artificial lakes. Group 5 Environmental safety: the importance of maintaining the quality status of green parks and surface waters and reducing the risk of disease development and transmission: - environmental safety. - the importance of green parks. - transmission of diseases from contaminated water. an example of a disease (cholera).	- Interdisciplinary approach: the disciplines interact, developing a global and systemic vision of consumption. - Debate.	- Digital tools: Online platforms (google earth, google maps, digital maps.	Formative (Educational) Evaluation: - Ongoing class discussions and feedback on relationships and projects. Summative evaluation: - Evaluation of the final project (e.g. advertising campaign, scientific report).

Learning Unit 1 - Enjoying sustainable tourist spaces

Class: 15-16 years old (ACERBO)

Duration: 8 hours

Disciplines involved: English, Tourism Geography, History, Tourism and Business Disciplines

Framework: 2030 Agenda, GreenComp Framework 2022, Unesco Green Guidelines

FRAMEWORK			LEARNING OUTCOMES			
2030 AGENDA	**UNESCO GREEN GUIDELINE**	**GREENCOMP**	**LANGUAGE**	**SCIENCE AND TECHNOLOGY**	**ECONOMIC AND SOCIAL**	**VET**
SDG 11: Sustainable cities and communities Goal 12: Responsible consumption and production	Theme 6.4: Sustainable living spaces The integration of green spaces (plants) and blue spaces (water) in cities balances urbanized development, creating a safe environment for residents and visitors to the city.	GC 1.1 (Valuing sustainability): appreciating the value of sustainable solutions to improve the quality of urban life. GC 1.2 (Supporting equity): Understanding and addressing the unequal distribution of environmental benefits and burdens. GC 2.1 (Systems Thinking): Identify and analyze the interconnections between urban changes, green/blue spaces, and socio-environmental conflicts. GC 3.1 (Thinking Forward): Use the ability to imagine future scenarios to explore sustainable solutions for cities and communities.	Use the English language to understand, analyze and communicate sustainable solutions related to tourist spaces, applying a technical/sectoral language.	Exploring the relationship between human activities and the natural environment, analyzing scientific data to understand the impacts of urbanization on local ecosystems, and developing ecological solutions for sustainable living spaces.	Acquire skills to analyze the territorial distribution of natural resources and their impact on social well-being, developing sustainable and inclusive solutions for the planning of green/blue spaces in local and school contexts.	Evaluate practical and sustainable solutions in the context of their discipline.
Unit Structure			**ENGLISH**	**TOURIST GEOGRAPHY**	**HISTORY**	**TOURISM AND BUSINESS DISCIPLINES**
OBJECTIVES	COGNITIVE DOMAIN: Research and present the changing availability of green and blue spaces in urban areas and the external risks and conflicts related to urbanized development. SOCIAL-EMOTIONAL DOMAIN: Promote sensitivity, appreciation and respect for the rights of citizens and visitors to green and blue spaces BEHAVIORAL DOMAIN Collaborate with stakeholders to create sustainable living spaces within their schools and communities.		• Use the English language to understand, analyze and communicate sustainable solutions related to living/tourist spaces, applying a technical/sectoral language.	• Acquire skills to analyze the TERRITORIAL DISTRIBUTION of natural resources and their impact on social well- being, developing sustainable and inclusive solutions for the planning of "Green" spaces and behaviors in local contexts.	• Explore the relationship between human activities and the natural environment, analyzing statistical data to understand the impacts of urbanization on local ecosystems and developing ecological solutions for sustainable living/tourist spaces.	• Develop skills through the use of existing digital tools and platforms to analyse, monitor and promote quality certifications and sustainability and equitable access to "Green" spaces in tourism businesses.
FINAL PRODUCT	STATIC/DYNAMIC INFOGRAPHIC OF THE CORPORATE PROCESS OF SUSTAINABILITY CERTIFICATION FOR TOURISM COMPANIES AT LOCAL, REGIONAL AND NATIONAL LEVEL.					
LEARNING OUTCOMES			1. Understand written texts and videos in English on sustainable tourism policies. 2. To express support for sustainable tourist spaces through written and oral messages. 3. Create visual presentations on sustainable strategies in tourism.	1. Identify the environmental impacts of urbanization on the local territory in the field of tourism. 2. Reflect on the importance of green spaces for the health and well-being of the community. 3. Propose ecological solutions to improve a space used in tourism.	1. To analyze the unequal distribution of sustainable spaces in contexts used in tourism. 2. Evaluate the perception of environmental equity in tourism contexts (in space and time) through desk analysis / field research. 3. Collaborate in the creation of a concept map for an equitable distribution of green spaces.	1. Identify the economic and social benefits of investing in green spaces in contexts used in tourism. 2. Strengthen the role of investments in greenspaces in promoting social equity and economic benefits. 3. Develop a concrete proposal to improve a space used in tourism, focusing on the integration of green areas for economic and social sustainability.

ACTIVITY			• Reading of articles and/or watching videos on sustainable tourism policies preparatory to group work for the design of digital posters or multimedia presentations on sustainable solutions for tourist spaces.	• Group discussion for the elaboration/design of practical interventions for the ecological improvement of the spaces used in tourism, presenting visual proposals and/or reports.	• Study of historical and modern urban maps and/or design and conduct interviews with peers, parents or community members, identifying differences in the distribution of sustainable tourist spaces.	• Analysis of simple examples of public investments and/or development projects for the improvement of an existing tourist space, integrating sustainable elements, estimating costs and describing economic and social benefits.
TEACHING METHODS			ü Guided lesson. ü Group work. ü Oriented discussion. ü Project-based learning. ü Scenario-based learning (for economic and decision-making simulations). ü Field research (e.g., interviews, data collection, observations). ü Case studies. ü Hands-on workshop. ü Reflective discussion. ü Creative brainstorming. ü Peer teaching. ü CLIL (transversal).			
TOOLS AND RESOURCES			o Maps and datasets: thematic maps (local, historical, urban), environmental and economic datasets for analysis. o Digital tools: spreadsheets (Excel, Google Sheets), cartographic software (Google Earth, QGIS), presentation tools (PowerPoint, Prezi), collaborative platforms (Canva, Trello). o Real digital platforms (possible use): e.g. iNaturalist (biodiversity), OpenTreeMap (tree mapping), Too Good To Go (food waste), AllTrails (natural and urban paths). o Teaching material: tutorials, guides, summary sheets on case studies, examples of sustainable projects, simplified bibliography (articles, videos, reports). o Visual aids: posters, images, cards, checklists for activities. o Technology: tablets, PCs, smartphones for research and content creation. o Workspaces: physical areas for simulations or practical activities (equipped classrooms, laboratories...)tag.			
EVALUATION			Training: · Observation during collaborative and individual activities (checklist, lecturer's notes). · Continuous feedback from teachers and peers (structured feedback forms). · Intermediate self-assessments to reflect on progress (reflection journals, self-assessment grids). · Peer Review: Structured peer feedback on group projects (peer review forms, shared checklists). Summative: · Final evaluation of interdisciplinary products (project evaluation grids, analytical rubrics). Self-assessment (optional): • Reflection on personal contributions (final self-assessment forms).			

DEVELOPMENT: Sustainable Living Spaces

LEARNING OUTCOMES	ACTIVITY	TEACHING METHODS	TOOLS AND RESOURCES	EVALUATION
(ENGLISH) Understand written texts and videos in English on sustainable tourism policies.	Reading of articles and/or watching videos on sustainable tourism policies preparatory to group work for the design of digital posters or multimedia presentations on sustainable solutions for tourist spaces.	ü Guided lesson. ü Group work. ü Oriented discussion. ü Case studies.	ü Teaching material: tutorials, guides, summary sheets on case studies, examples of sustainable projects, simplified bibliography (articles, videos, reports). ü Visual aids: posters, images, cards, checklists for activities. ü Technology: tablets, PCs, smartphones for research and content creation.	Training: · Observation during collaborative and individual activities (checklist, lecturer's notes). · Continuous feedback from teachers and peers (structured feedback forms).
(TOURIST GEOGRAPHY) Identify the environmental impacts of urbanization on the local territory in the context of tourism.	Group discussion for the elaboration/design of practical interventions for the ecological improvement of the spaces used in tourism, presenting visual proposals and/or reports.	ü Guided lesson. ü Group work. ü Oriented discussion. ü Hands-on workshop. ü Reflective discussion. ü Creative brainstorming.	ü Maps and datasets: thematic maps (local, historical, urban), environmental and economic datasets for analysis. ü Real digital platforms (possible use): e.g. iNaturalist (biodiversity), OpenTreeMap (tree mapping), Too Good To Go (food waste), AllTrails (natural and urban paths). ü Technology: tablets, PCs, smartphones for research and content creation.	Training: · Observation during collaborative and individual activities (checklist, lecturer's notes). · Continuous feedback from teachers and peers (structured feedback forms). · Intermediate self-assessments to reflect on progress (reflection journals, self-assessment grids).
(HISTORY) Analyze the unequal distribution of sustainable spaces in contexts used in tourism.	Study of historical and modern urban maps and/or design and conduct interviews with peers, parents or community members, identifying differences in the distribution of sustainable tourist spaces.	ü Oriented discussion. ü Field research (e.g., interviews, data collection, observations). ü Case studies. ü Hands-on workshop. ü Reflective discussion.	ü Maps and datasets: thematic maps (local, historical, urban), environmental and economic datasets for analysis. ü Teaching material: tutorials, guides, summary sheets on case studies, examples of sustainable projects, simplified bibliography (articles, videos, reports).	Training: · Observation during collaborative and individual activities (checklist, lecturer's notes). · Intermediate self-assessments to reflect on progress (reflection journals, self-assessment grids).
(TOURISM AND BUSINESS DISCIPLINES) Identify the economic and social benefits of investing in green spaces in contexts used in tourism.	Analysis of simple examples of public investments and/or development project for the improvement of an existing tourist space, integrating sustainable elements, estimating costs and describing economic and social benefits.	ü Group work. ü Oriented discussion. ü Project-based learning. ü Scenario-based learning (for economic and decision-making simulations). ü Hands-on workshop.	ü Teaching material: tutorials, guides, summary sheets on case studies, examples of sustainable projects, simplified bibliography (articles, videos, reports). ü Workspaces: physical areas for simulations or practical activities (equipped classrooms, laboratories...) tag.	Training: · Peer Review: Structured peer feedback on group projects (peer review forms, shared checklists). Summative: · Final evaluation of interdisciplinary products (project evaluation grids, analytical rubrics)