



# **NBS Academy MOOC “Nature-based solutions: Training approaches for educators and teacher trainers”**

## **NBS Learning Scenario for Teacher Training Template**

### **Enhancing English Teaching Practice through Nature- Based Solutions: Applying the Thinking Tool**



# NBS Learning Scenario for Teacher Training

## Basic Information

### Title

Enhancing English Teaching Practice through Nature-Based Solutions: Applying the Thinking Tool

### Author(s)

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### Target audience

Continuous Professional Development (CPD) trainers - to train in-service teachers

### Summary

This scenario equips in-service English teachers (EFL) with the knowledge and skills to integrate Nature-Based Solutions (NBS) into their professional practice. Using the NBS Thinking Tool and the NBS Academy Resource Hub, teachers explore how to link sustainability with English teaching through inquiry, reflection, and collaborative design of classroom activities.

### Keywords

Nature-Based Solutions, English teaching, teacher training, sustainability, Thinking Tool

### Aim of the training

To enable in-service EFL teachers to understand NBS concepts, explore pedagogical approaches to integrate them into their teaching, and reflect on their professional growth using the NBS competence checklist.

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## Overview

|                            |                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic(s)</b>            | <p>Nature-Based Solutions (NBS)</p> <p>English language education and sustainability</p> <p>Pedagogical integration of inquiry-based and project-based learning</p> <p>Teacher professional development</p>                                                                                                                                         |
| <b>Preparation time</b>    | 2 hours (familiarisation with the Thinking Tool, NBS Resource Hub, and competence checklist)                                                                                                                                                                                                                                                        |
| <b>Implementation time</b> | 6 hours total (can be spread across 2–3 training sessions)                                                                                                                                                                                                                                                                                          |
| <b>Delivery mode</b>       | Hybrid (online introduction and follow-up; in-person workshops for collaborative design)                                                                                                                                                                                                                                                            |
| <b>Materials needed</b>    | <p>Online resources:</p> <p>NBS Thinking Tool (NBS Academy Resource Hub)</p> <p>Competence Checklist (pre- and post-questionnaire)</p> <p>Padlet (collaboration), Kahoot (quizzes), Google Docs (co-design)</p> <p>Physical resources: flipcharts, sticky notes, markers</p> <p>Project resources: NBS Education Resources from the NBS Academy</p> |

## Learning objectives

By the end of this scenario, trainees will be able to:

- Define and explain Nature-Based Solutions and their relevance to education.
- Integrate NBS concepts into English language teaching through project-based and inquiry-based methods.
- Design and share lesson activities that connect local environmental issues with English learning goals.
- Use the NBS Thinking Tool to structure classroom projects.
- Reflect on professional growth through self-assessment using the NBS competence checklist.

## Pedagogical approaches

Project-based learning: EFL Teachers co-design English projects centred on local sustainability challenges.

Inquiry-based learning: EFL Teachers experience inquiry tasks modelled through the Thinking Tool, encouraging critical questioning.

Outdoor learning: Whenever possible, EFL teachers connect projects to local green spaces or urban ecosystems.

Collaborative learning: EFL Teachers work in groups to co-create lesson ideas, modelling teamwork they can replicate in class.

Reflective practice: EFL Teachers engage in pre/post questionnaires and guided reflection activities to track their competence development.

# NBS Learning Scenario for Teacher Training Activities

## Activity plan

| Activity name                          | Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Duration |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>1. Pre-training self-assessment</b> | Teachers complete the Competence Checklist individually. Trainer discusses common gaps and expectations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30 min   |
| <b>2. Introduction to NBS</b>          | <p>Teachers watch a video on NBS concepts and policies (GreenComp, DigComp). Trainer shows video first to hook teachers' attention; the video follows a discussion to relate NBS concepts to language teaching. Pair work: teachers compare definitions in infographics and try summarizing in their own words.</p> <p>Resources:<br/>           Video: Words into Action: What are Nature-based Solutions?<br/> <a href="https://www.youtube.com/watch?v=UWKslN6bU24">https://www.youtube.com/watch?v=UWKslN6bU24</a><br/>           United Nations Office for Disaster Risk Reduction<br/>           Nature based solutions infographic (EN)<br/> <a href="https://networknature.eu/conexus/nbs-infographics">https://networknature.eu/conexus/nbs-infographics</a><br/>           NetworkNature<br/>           Infographic (EN)<br/> <a href="https://www.ecologic.eu/18431">https://www.ecologic.eu/18431</a><br/> <a href="https://www.ecologic.eu/">https://www.ecologic.eu/</a><br/>           Ecologic Institute</p> | 45 min   |

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|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <p><b>3. Exploring the Thinking Tool</b></p> | <p>Hands-on activity: teachers use the 6-step cycle of the Thinking Tool to analyse a local sustainability challenge. Small groups brainstorm how this could be used in English lessons.</p> <p><i>Suggested activity:</i></p> <p><b><i>Urban Heat Islands in the School's Neighbourhood</i></b></p> <p><i>Step 1 – Identify the Challenge</i></p> <p><i>Teachers are presented with the issue of urban heat islands (cities being hotter due to lack of greenery, asphalt, and buildings).</i></p> <p><i>Trigger question: “How does heat affect our community, and what solutions might nature provide?”</i></p> <p><i>Step 2 – Explore the Context</i></p> <p><i>Teachers brainstorm what they already know about local heatwaves, tree coverage, shaded areas near the school, or student experiences.</i></p> <p><i>Resource: local news article about rising summer temperatures in the city (in English).</i></p> <p><i>Step 3 – Generate Ideas</i></p> <p><i>Using the Thinking Tool, teachers brainstorm NBS that could reduce heat: planting trees, green roofs, shaded schoolyards.</i></p> <p><i>Small groups map possible solutions on sticky notes.</i></p> <p><i>Step 4 – Select Solutions</i></p> <p><i>Groups evaluate which solutions are realistic for their school context (e.g., planting trees in the yard vs. lobbying for city green roofs).</i></p> <p><i>Step 5 – Prototype/Plan</i></p> <p><i>Groups design a mini English lesson activity around the chosen solution, such as:</i></p> <p><i>Writing persuasive letters to the school board about planting trees (writing skills).</i></p> <p><i>Organizing a class debate: “Should the school invest in air conditioning or more green spaces?” (speaking &amp; argumentation).</i></p> | <p>90 min</p> |
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|                                                           | <p><i>Vocabulary activity: matching sustainability terms (e.g., canopy, shading, resilience) with definitions (lexical development).</i></p> <p><i>Step 6 – Reflect &amp; Share</i></p> <p><i>Groups present their mini-lesson idea to others, followed by feedback:</i></p> <p><i>How does the lesson support both English language development and sustainability literacy?</i></p> <p><i>How would students be assessed?</i></p> <p><i>This way, teachers experience the Thinking Tool process as learners, then transform it into a teaching resource for their own classrooms.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |
| <p><b>4. Designing NBS-inspired lesson activities</b></p> | <p>In groups, teachers co-create and practice English teaching activities linking language learning objectives with NBS themes (e.g., debate on climate change, storytelling about local ecosystems).</p> <p><i>Example activities:</i></p> <p><i>Group 1. Debate: “Green Roofs vs. Air Conditioning”</i></p> <p><i>Language focus: Argumentation, persuasive language, modal verbs (should, must, could), formal register.</i></p> <p><i>NBS theme: Using green roofs to reduce urban heat islands.</i></p> <p><i>Activity: Teachers research both solutions, then hold a structured debate in English. Each team presents arguments, rebuts, and concludes.</i></p> <p><i>Group 2. Storytelling: “A Day in the Life of a Tree”</i></p> <p><i>Language focus: Creative writing, narrative tenses (past simple, past continuous), descriptive vocabulary.</i></p> <p><i>NBS theme: Role of trees in absorbing CO<sub>2</sub>, cooling, and supporting biodiversity.</i></p> <p><i>Activity: Teachers write or tell a short story from the perspective of a tree planted as part of an NBS project in their town.</i></p> <p><i>Group 3. Project Proposal: “Our School Garden”</i></p> | <p>90 min</p> |

*Language focus: Formal writing, functional phrases (introducing proposals, making suggestions, concluding), vocabulary for plants and ecosystems.*

*NBS theme: Creating a school garden as a local NBS.*

*Activity: Teachers draft a written proposal in English, including purpose, benefits, and steps. They present their proposal orally to the class.*

*Group 4. Role Play: “Town Council Meeting on Flooding Solutions”*

*Language focus: Speaking fluency, negotiation language (I agree, I suggest, I propose, however...), turn-taking.*

*NBS theme: Restoring wetlands or riverbanks to prevent flooding.*

*Activity: Teachers act as different stakeholders (mayor, citizens, business owners, environmental activists). They discuss possible NBS vs. grey infrastructure and try to reach consensus.*

*Group 5. Poster Campaign: “Save the Pollinators!”*

*Language focus: Vocabulary (insects, ecosystems, adjectives for persuasion), writing slogans, imperatives.*

*NBS theme: Creating pollinator-friendly spaces (wildflower strips, rooftop gardens).*

*Activity: Teachers design posters in English with short, catchy texts and visuals. They present their posters as mini-campaigns.*

*Group 6. News Report: “Local Plastic-Free Initiative”*

*Language focus: Reported speech, journalistic style, passive voice.*

*NBS theme: Reducing plastic pollution through nature-based waste management (e.g., composting, recycling with natural processes).*

*Activity: Teachers act as journalists and create short news reports in English (video or written), interviewing classmates as “experts.”*

*These activities allow EFL teachers to address language skills (reading, writing, speaking, listening) while embedding NBS knowledge and critical thinking.*

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>5. Sharing and peer feedback</b>                    | Each group presents their activity to the other groups. Peers provide constructive feedback based on feasibility and creativity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 |
| <b>6. Reflection and post-training self-assessment</b> | EFL Teachers re-do the Competence Checklist and compare results. Trainer leads reflection discussion on perceived growth and next steps.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30 |
| <b>7. Wrap-up and resources</b>                        | Trainer presents additional NBS Academy resources for continued learning and encourage EFL teachers to implement one activity in their classrooms (see Annex).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15 |
|                                                        | <p>Nature-Based Lesson Plans for All Ages<br/> <a href="https://ymiclassroom.com/nature-based-lesson-plans-for-all-ages/">https://ymiclassroom.com/nature-based-lesson-plans-for-all-ages/</a></p> <p>Young Minds Inspired (ymiclassroom.com)</p> <p>Youth Education Resources for Ages 14-18<br/> <a href="https://www.nature.org/en-us/about-us/who-we-are/how-we-work/youth-engagement/nature-lab/high-school-lesson-plans/">https://www.nature.org/en-us/about-us/who-we-are/how-we-work/youth-engagement/nature-lab/high-school-lesson-plans/</a></p> <p>The Nature Conservancy <a href="https://www.nature.org/en-us/">https://www.nature.org/en-us/</a></p> <p>Green Schoolyards America<br/> <a href="https://www.greenschoolyards.org/elementary-forest-lessons">https://www.greenschoolyards.org/elementary-forest-lessons</a></p> <p>National Education Nature Park<br/> <a href="https://www.educationnaturepark.org.uk/resources/results">https://www.educationnaturepark.org.uk/resources/results</a></p> <p>ReGreen Project<br/> <a href="https://www.regreen-project.eu/">https://www.regreen-project.eu/</a></p> <p>TEACHER GUIDE TO E-BOOKS ON NATURE-BASED SOLUTIONS<br/> <a href="https://www.regreen-project.eu/wp-content/uploads/Teacher-guide_Field-E-books-and-Nature-Based-Solutions_Final.pdf">https://www.regreen-project.eu/wp-content/uploads/Teacher-guide_Field-E-books-and-Nature-Based-Solutions_Final.pdf</a></p> |    |



## Assessment

Formative assessment: Peer review of group-designed activities.

Summative assessment: Comparison of pre- and post-checklist results, showing increased competence in understanding NBS, designing activities, and beginning to see themselves as multipliers.

Process-oriented assessment: Reflection discussions and written feedback on how trainees' thinking has evolved.

## Trainees' feedback

Pre-training: Teachers mostly confident in basic understanding of sustainability; weaker in curriculum integration and training peers.

Post-training: Teachers show growth in all three areas, particularly in designing hands-on activities and connecting NBS to English teaching. Growth in training others will be moderate but evident, as they gain confidence in sharing ideas.

Feedback will be collected through:

Anonymous Google Forms (open/closed questions on content, methods, applicability).

Short reflective writing: "One key takeaway and one challenge I anticipate when applying this."

## Reflection on practice

### Promoted competence areas

Select which of the competence areas this Learning Scenario helps develop. For more information about these competences frameworks, [refer to this summary document](#).

### GreenComp: The European sustainability competence framework

Select which competence areas from the GreenComp framework are promoted through your Learning Scenario.

- ★ Embodying sustainability values
- ★ Embracing complexity in sustainability
- ★ Envisioning sustainable futures
- ★ Acting for sustainability

☐ The Learning Scenario is not linked to any of the GreenComp framework competence areas.

### **DigComp: Digital competence framework for citizens**

Select which competence areas from the DigComp framework are promoted through your Learning Scenario.

- ★ Information and data literacy
- ★ Communication and collaboration
- ★ Digital content creation
- ☐ Safety
- ★ Problem solving
- ☐ The Learning Scenario is not linked to any of the DigComp framework competence areas.

### **Reflect on your development process**

Target audience:

I chose CPD because in-service EFL teachers are experienced but often lack structured tools to embed sustainability in language teaching. Their existing pedagogical expertise makes them ideal for enhancing practice with NBS.

Context and relevance:

The scenario addresses the need for EFL teachers to integrate global challenges (climate change, biodiversity loss) into classroom practice, aligning with competence frameworks and policy demands.

Activities:

Inspired by the NBS Thinking Tool and the NBS Academy Resource Hub, the activities ensure teachers experience inquiry and design-based learning before applying it in their classrooms.

Pedagogical approaches:

Project-based and inquiry-based learning encourage authentic connections between language learning and sustainability issues. Outdoor learning increases relevance and engagement.

Assessment:

I chose a mix of formative, summative, and process-oriented methods to ensure both knowledge and reflective growth are captured. The checklist is central to tracking pre/post development.

Competency development:

GreenComp ensures sustainability literacy; DigComp equips teachers with digital collaboration and creation skills necessary for modern teaching.

Developing this scenario showed me how NBS can enrich EFL teaching and teacher training. Strengths: integration of sustainability into language teaching; Weaknesses: ensuring all teachers see the relevance to their subject. Challenge: time constraints in CPD sessions which can be overcome by designing modular activities adaptable to different contexts.

### Target audience

Why did you choose CPD/in-service teachers as a target audience? Is your choice related to your personal/professional experience, or is this the first time you design a similar activity?

I chose CPD/in-service teachers because they already bring rich classroom experience and pedagogical expertise, which allows them to engage deeply with the NBS Thinking Tool and the NBS Academy resources. Many in-service EFL teachers are looking for fresh, meaningful ways to enhance their practice, and sustainability provides a highly relevant lens that connects with both their professional and students' real-world needs.

This choice is also related to my professional experience of working with practicing teachers who often seek practical, ready-to-use strategies rather than abstract theory. By focusing on CPD, the scenario can immediately impact classrooms, as teachers are able to apply new insights with their current learners. Although this is the first time I design an activity that explicitly integrates NBS into English teaching, it builds naturally on my previous experience in teacher professional development and in supporting educators to adopt innovative approaches.

### Context and relevance

Explain which teachers' skills needs you have aligned this Learning Scenario to, and why you think it is crucial that your trainees acquire them.

This Learning Scenario is aligned with teachers' needs to integrate sustainability competences into subject teaching while still meeting language learning objectives. Many EFL teachers are skilled in communicative and project-based methods but may lack confidence in connecting these with real-world sustainability challenges or in applying tools like the NBS Thinking Tool.

The scenario also addresses the need for teachers to develop skills in:

Designing interdisciplinary activities that combine language learning with environmental themes.

Adapting NBS concepts to classroom realities, linking global challenges to local contexts.

Facilitating critical thinking and problem-solving in students through inquiry-based methods.

Using digital tools to collaborate and create resources around sustainability.

It is crucial that trainees acquire these skills because English teachers have a unique role in helping students express, discuss, and reflect on sustainability issues in an international language. It is also imperative for EFL teachers in Greece to integrate NBS solutions into their teaching because of the obligatory implementation of the new curriculum in Greek schools “Active citizenship actions” in their classrooms. By embedding NBS into language teaching, teachers not only support curriculum implementation and linguistic development but also empower students to become environmentally aware citizens.

### Activities

What was your source of inspiration for the activities? Which tools did you use to conduct your research? Explain if/how the research made you shift from your initial ideas and why.

My main source of inspiration for the activities was the NBS Thinking Tool and the resources available through the NBS Academy Resource Hub. These offered a clear framework for guiding teachers through the process of identifying, exploring, and applying Nature-Based Solutions in their own teaching contexts.

To design the activities, I also drew on additional open educational resources such as the NBS EduWORLD learning units, the REGREEN teacher guide, and lesson examples from sustainability education platforms (e.g., Nature Conservancy’s NatureLab). For collaboration and reflection elements, I considered the use of digital tools like Curipod, which supports blended learning activities embedding Padlet, Kahoot, and Google Docs to enhance engagement and support active participation.

Initially, I had imagined a more traditional lecture-based training with some discussion. However, during my research I realized that the real value of NBS education lies in experiential, hands-on learning. This shifted my design towards activities where teachers actively use the Thinking Tool cycle, brainstorm local sustainability challenges, and co-create English lesson ideas. The research confirmed that such participatory approaches are more effective for teacher professional development and ensure that teachers leave the training with practical outputs they can implement immediately.

What is the value of the pedagogical approaches you chose? Connect that to your previous experience in implementing them, if any.

The pedagogical approaches chosen—project-based learning, inquiry-based learning, outdoor learning, collaborative learning, and reflective practice—are valuable because they mirror the competences we want teachers to pass on to their students: critical thinking, creativity, teamwork, and problem-solving in authentic contexts.

Project-based learning gives teachers and students the opportunity to connect language skills with real-world sustainability challenges, making lessons more meaningful.

Inquiry-based learning fosters curiosity and encourages learners to ask questions, which aligns well with both language development (formulating and testing ideas in English) and NBS exploration.

Outdoor learning provides direct engagement with the local environment, which enhances motivation and makes abstract concepts tangible.

Collaborative learning reflects the cooperative nature of sustainability challenges and helps teachers design activities that strengthen peer-to-peer interaction in their classrooms.

Reflective practice is essential for professional growth, enabling teachers to recognize their evolving competences through tools like the pre/post checklist.

From my previous experience in teacher training, I have seen how project-based and inquiry-based methods help teachers gain confidence in designing interdisciplinary lessons. In EFL teaching contexts, debates, storytelling, and project proposals connected to real-life environmental issues have consistently increased student engagement. This experience reassures me that combining these pedagogical approaches with NBS themes will not only build sustainability competences but also enhance language learning outcomes.

## Assessment

Why did you choose a specific assessment method or a mix of them? Are you also providing your trainees with ways to reflect on **how** they are learning, rather than just on **what** they are learning (encouraging process-oriented assessment)?

I chose a mix of assessment methods—formative, summative, and process-oriented—because each serves a different but complementary purpose in professional development.

Formative assessment through peer feedback on group-designed activities allows teachers to learn from one another and refine their ideas collaboratively.

Summative assessment is captured by comparing the results of the pre- and post-competence checklists, which provides a clear measure of growth in knowledge and confidence related to NBS.

Process-oriented assessment is built into reflective discussions and short written tasks, which encourage teachers to think about how their competences are evolving, not only what they have learned.

This combination ensures that teachers can see concrete progress while also developing a reflective mindset about their professional journey. It moves assessment beyond checking content knowledge, fostering self-awareness, critical thinking, and long-term capacity for innovation in their teaching.

## Competency development

Explain how GreenComp and DigComp are addressed in this Learning Scenario, and why it is important that your trainees develop these competences.

This Learning Scenario explicitly integrates both GreenComp and DigComp, as they provide essential frameworks for equipping teachers with the competences needed to address 21st-century challenges.

GreenComp is addressed through activities that help teachers embody sustainability values (e.g., reflecting on their own ecological footprint), embrace complexity (e.g., analysing local sustainability challenges with the Thinking Tool), envision sustainable futures (e.g., co-creating lesson activities on potential NBS), and act for sustainability (e.g., planning classroom projects that encourage students to become environmental citizens). By aligning with GreenComp, the training ensures that teachers can connect English language learning with meaningful sustainability competences.

DigComp is addressed through the use of collaborative digital tools (Padlet, Google Docs, Kahoot, Canva), encouraging teachers to practise information and data literacy, communication and collaboration, digital content creation, and problem solving in authentic contexts. This prepares them not only to teach with digital tools but also to model responsible and creative digital practices for their students.

It is important that trainees develop these competences because EFL teachers are uniquely positioned to give students the words, arguments, and narratives to engage with sustainability issues. When combined with digital literacy, this enables them to guide students in using English to access information, collaborate across cultures, and communicate solutions to global challenges. In this way, GreenComp and DigComp strengthen both the pedagogical impact of teachers and the empowerment of learners as active, future-oriented citizens.

## Overall

How was the development of this Learning Scenario for you? Mention your strengths and weaknesses, and how you overcame the challenges you encountered.

Developing this Learning Scenario was both a creative and reflective process. One of my main strengths was the ability to connect sustainability concepts with language teaching, designing activities that serve both linguistic and environmental goals. My previous experience in teacher training also helped me choose pedagogical approaches that are engaging and transferable to classroom practice.

A key weakness at the start was the tendency to rely too much on lecture-style delivery. Through researching the NBS Academy resources and competence frameworks, I realized the importance of designing hands-on, participatory activities that mirror the inquiry and collaboration we want teachers to foster in their own classrooms.

The biggest challenge was balancing the dual focus: ensuring that English language objectives were not overshadowed by sustainability content, while still keeping NBS at the centre. I overcame this by carefully mapping each activity to both language competences (e.g., debate, storytelling, formal writing) and sustainability competences (using the Thinking Tool, connecting to local issues).

Overall, the process was enriching because it deepened my own understanding of how NBS education can be embedded across subjects, and it confirmed the value of combining reflective tools (the pre/post checklist) with creative pedagogies for teacher professional development.

### About NBS Academy

[NBS Academy](#) is an Erasmus+ Teacher Academies project, co-funded by the European Union (Grant Agreement No. 101104412). The mission of NBS Academy is to set up an international Community of Practice on NBS education for both teachers and teacher training providers. It aims to do so through participatory approaches to activate the collective creativity of its members towards creating, testing and validating innovative, highly accessible, and transferable ITE and CPD programmes on NBS education.

### About Scientix®

[Scientix®](#) is the community for science education in Europe. An initiative of European Schoolnet (EUN) that aims to promote and support a Europe-wide collaboration among STEM teachers, education researchers, policymakers and other educational stakeholders to inspire students to pursue careers in the field of Science, Technology, Engineering and Mathematics (STEM).

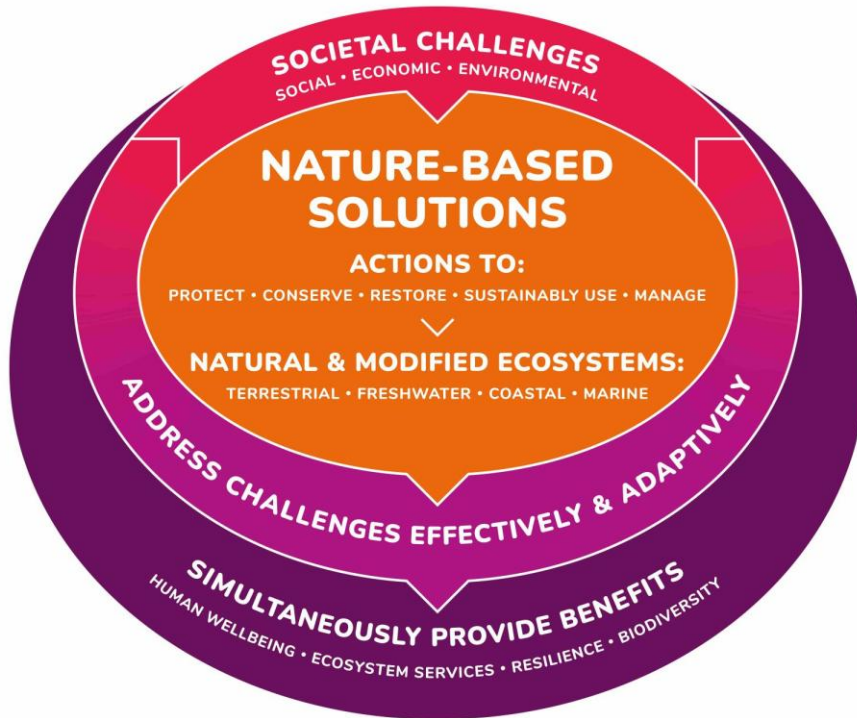
### Annex

Provide here any annex(es) for this Learning Scenario, if needed.

#### Introduction to NBS

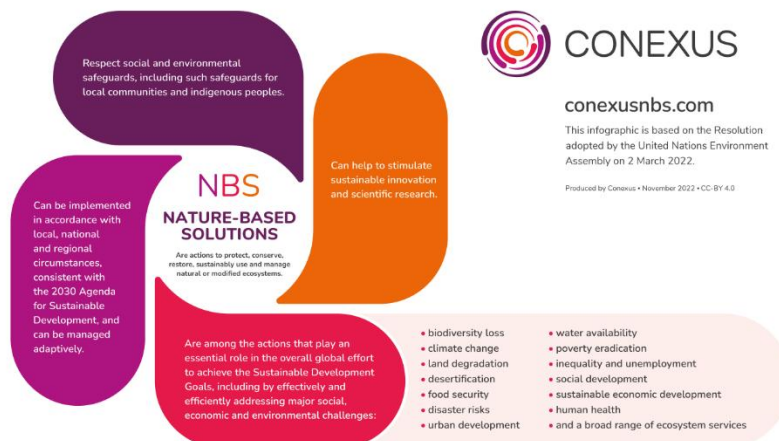
#### Infographics





This infographic is based on the Resolution adopted by the United Nations Environment Assembly on 2 March 2022  
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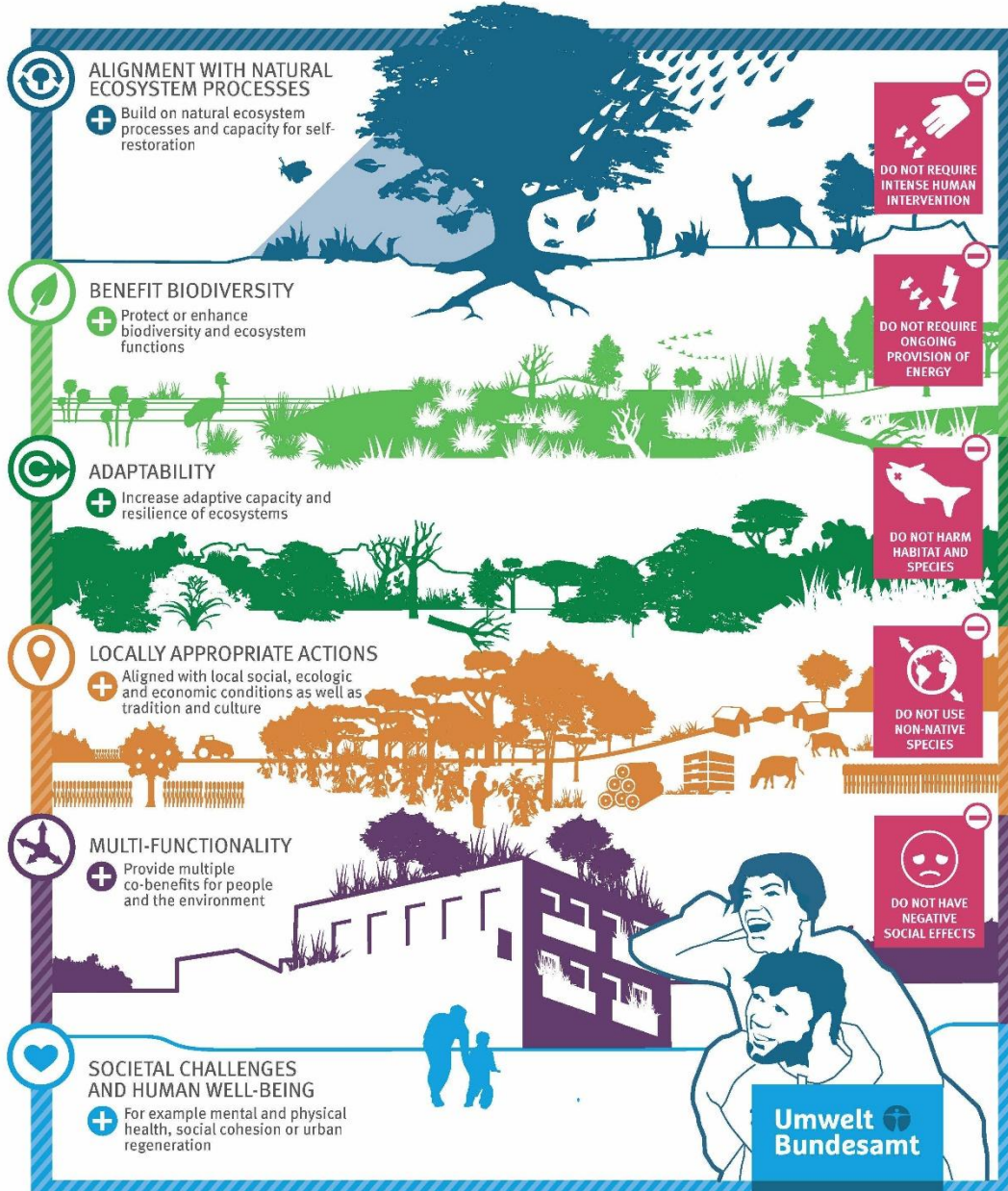
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# Nature-based Solutions

Nature-based Solutions are locally appropriate, adaptive actions to protect, sustainably manage or restore natural or modified ecosystems in order to address targeted societal challenge(s) - such as climate change mitigation -, while simultaneously enhancing human well-being and providing biodiversity benefits.



This graphic has been developed by Öko-Institut and Ecologic Institut on behalf of the German Environment Agency. It is based on Relse et al. (2021): Nature-based Solutions and global climate protection. Climate Change 01/2022, Dessau-Roßlau. Download at: <https://www.umweltbundesamt.de/publikationen/nature-based-solutions-global-climate-protection>. Design: Erik Tuckow, sichtagitation.de.

## Suggestions for Implementation in Training

7. Wrap-up and resources: Here are some ways your trainees might use those resources

1. **Pick one learning unit / activity from NBS EduWORLD or the REGREEN guide** and adapt it for their class: e.g. take a non-formal activity and convert into a reading-writing/speaking task in English.
2. **Use e-books or video explainers** from REGREEN to develop reading comprehension, vocabulary, and then have students produce their own versions locally (e-book, poster, blog post).
3. **Outdoor / field activities:** use the Green Schoolyards / NatureLab lessons for class trips or walks, then follow up in class with writing / speaking (e.g., reflecting on what was observed, proposals for NBS in the local environment).
4. **Peer sharing / community of practice:** Teachers could share which resource they tried in their class, what worked, what they adapted, and perhaps build a joint repository of their own “localized NBS English lesson plans”.