



ECOLINGUA

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

Activity Plan 1 – A1 Level

General Information

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** A1
- **Activity Number:** Act5
- **Title of Activity:** *Save Water, Save Life*

2. Strategy Statement

This activity connects **daily routine vocabulary** with **water conservation habits**. Students learn simple verbs and phrases such as “*brush teeth,*” “*wash hands,*” and eco-actions like “*Turn off the tap.*” Through **Total Physical Response (TPR)** and **Role-Play**, learners practice daily actions while reflecting on eco-friendly behaviors. This dual focus fosters both communicative competence and environmental responsibility.

3. Activity Details

3.1. Learning Objectives

Language: Students will use daily routine vocabulary in simple sentences.

Environmental: Students will understand and apply water-saving actions in everyday life.

3.2. Target Skills & Competences

Language Skills: Listening, Speaking

Linguistic Focus: Vocabulary (verbs), Imperatives

Environmental Competences: Awareness of water-saving habits, responsible actiontaking

3.3. Resources, Materials & Media

Printed/Handouts: Flashcards of daily routines (toothbrush, shower, washing hands)

Digital Resources: Short animated video on saving water

Visuals: Pictures of taps (on/off)



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Realia: Toothbrush, cup 4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Mime brushing teeth, ask: “What am I doing?”	Guess: “Brush teeth!”	TPR	Teacher action
Pre-Task / Input	10 min	Teach verbs with flashcards	Repeat words and mime actions	CLIL, TPR	Flashcards
Main Task (Part 1)	10 min	Show tap pictures, ask: “What do we do?”	Say: “Turn off the tap.”	Role-play	Pictures
Main Task (Part 2)	10 min	Create role-play: brushing teeth with water on/off	Act out eco vs. non-eco versions	Simulation	Realia
Post-Task / Reflection	5 min	Ask: “How can we save water?”	Say: “Turn off the tap.” / “Use a cup.”	Reflection	Class discussion
Wrap-up & Homework	5 min	Homework: Draw one eco water habit	Share next lesson	Project-based	Paper, crayons

5. Differentiation & Inclusion

Use visuals and realia to support weaker learners.

Provide sentence starters (“I ___ my teeth.” / “Turn off the ___.”).

Allow stronger learners to expand sentences (“*I wash my hands and turn off the tap.*”).

6. Assessment & Evaluation

Teacher observation of TPR actions and role-play accuracy.

Peer evaluation of drawings.

7. Sustainability & Follow-Up

Encourage students to practice saving water at home.

Ask families to discuss eco-habits with children and share reflections in class.



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8. Suggested Basic Vocabulary

Verbs: brush, wash, drink, turn off, open, close

Sentences: “I brush my teeth.” / “Turn off the tap.”

9. Games & Links

Game: *TPR Water Game* – Teacher calls actions; students perform the eco-version.

Game: *Water Drop Relay* – Students pass a paper “water drop” and say one eco-action.

Links:

National Geographic Kids – Water Conservation o EPA Water Sense Kids’ Games

10. Strategy and Suggested Methodology

This activity draws on **language acquisition theories** and **environmental pedagogy** to promote both communication and eco-consciousness.

Total Physical Response (Asher, 1977): Physical enactment of brushing, washing, or turning off taps strengthens comprehension and memory, particularly effective at A1 level.

Task-Based Learning (Ellis, 2003): Role-plays of eco vs. non-eco routines provide real-world communicative tasks with meaningful outcomes.

Behaviorist Learning (Skinner, 1957): Repetition of imperatives reinforces correct language structures through habit formation.

Communicative Language Teaching (Littlewood, 2004): Learners focus on meaning rather than isolated forms, using simple functional sentences for real-life classroom situations.

Environmental Education (Tilbury, 1995): Encourages participatory and action-oriented strategies, empowering children to reflect on personal habits and adopt ecoresponsible practices.

Methodological Strategies Applied:

Scaffolding with visuals and sentence starters ensures access for all learners.

Multimodal learning (visuals, actions, realia) supports Paivio’s (1991)

Dual Coding Theory.

Gamification (Water Drop Relay) lowers anxiety and increases motivation (Dörnyei, 2001).



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