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

Activity Plan 1 – A1 Level

General Information

- **Partner Institution:** GAUN
- **Country:** Turkey
- **CEFR Level:** A1
- **Activity Number:** Act3
- **Title of Activity:** *Eco-Animal Friends*

2. Strategy Statement

This activity combines **animal vocabulary** with **environmental awareness**. Students learn the names of common animals and link them with their natural habitats (forest, sea, sky) while practicing simple sentences such as “*The fish lives in the sea.*” Through **Storytelling** and **Gamification**, students co-create an “Eco-Animal Story” about protecting animals. This promotes not only language development but also empathy and responsibility toward nature.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will be able to name animals and use simple “lives in” sentences.
- *Environmental:* Students will recognize animals’ habitats and understand the importance of protecting them.

3.2. Target Skills & Competences

- *Language Skills:* Listening, Speaking, Reading
- *Linguistic Focus:* Vocabulary (animals, habitats), Simple Present tense (“lives in”)
- *Environmental Competences:* Awareness of biodiversity, empathy toward living creatures



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3.3. Resources, Materials & Media

- *Printed/Handouts*: Animal flashcards (dog, cat, fish, bird, frog, dolphin)
- *Digital Resources*: Short cartoon clip about saving animals
- *Visuals*: Posters of forest, sea, and sky habitats
- *Realia*: Toy animals or soft toys

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Make animal sounds, ask: "What is it?"	Guess: "Dog!" "Cat!"	Storytelling, guessing	Teacher voice
Pre-Task / Input	10 min	Teach animal names and habitats with flashcards	Repeat and match animals to habitats	CLIL	Flashcards, posters
Main Task (Part 1)	10 min	Show habitat posters, ask: "Where does the ___ live?"	Say: "The fish lives in the sea."	Sentence frames, TBL	Posters
Main Task (Part 2)	10 min	Lead a story: "One day the animals needed help..."	Students add one sentence each	Storytelling, cooperative learning	Flashcards
Post-Task / Reflection	5 min	Ask: "How can we help animals?"	Say: "Don't throw plastic." "Plant trees."	Reflection	Class discussion
Wrap-up & Homework	5 min	Homework: Draw your favorite animal in its habitat	Share in next lesson	Project-based	Paper, crayons



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5. Differentiation & Inclusion

- Provide visuals and sentence starters for weaker students.
- Allow stronger students to create more complex sentences (“*The bird lives in the sky. It eats seeds.*”).
- Use gestures and sounds to support learners with limited literacy.

6. Assessment & Evaluation

- Teacher observation checklist for vocabulary use and sentence accuracy.
- Peer review of story contributions and drawings.

7. Sustainability & Follow-Up

- Create a class mural of animals and habitats.
- Plan a “Save the Animals” campaign in the school (e.g., posters, slogans).

8. Suggested Basic Vocabulary

- **Animals:** dog, cat, fish, bird, frog, dolphin
- **Habitats:** forest, sea, sky, river
- **Sentences:** “The bird lives in the sky.” / “The fish lives in the sea.”

9. Games & Links

- **Game:** *Animal Habitat Match* – Students race to place animals on the correct habitat poster.
- **Game:** *Eco-Charades* – Act like an animal; others guess.
- **Links:**
 - National Geographic Kids – Animals
 - BBC Bitesize – Animal Habitats

10. Strategy and Suggested Methodology

This activity is grounded in both **second language pedagogy** and **environmental education frameworks**.

- **Storytelling in Language Teaching (Wright, 1995):** Stories make language meaningful, memorable, and engaging. Creating an “Eco-Animal Story” supports vocabulary acquisition and sentence practice.
- **CLIL (Coyle, Hood, & Marsh, 2010):** Integrating animal and habitat knowledge into language lessons increases authenticity and motivation.
- **Task-Based Learning (Ellis, 2003):** Matching animals to habitats and building a story are communicative tasks with clear goals, enhancing fluency.



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- **Sociocultural Theory (Vygotsky, 1978):** Story-building is collaborative, allowing learners to scaffold each other's contributions.
- **Environmental Education (Palmer, 1998):** Encourages understanding of biodiversity and empathy for living beings through active participation.
- **Methodological Strategies Applied:**
 - *Scaffolding* via sentence frames (“The ___ lives in the ___”).
 - *Embodied learning* (animal sounds, charades) engages kinesthetic and auditory channels.
 - *Multimodal input* (flashcards, visuals, realia) supports comprehension (Paivio, 1991 – Dual Coding Theory).
 - *Gamification* ensures high motivation, especially with very young learners (Dörnyei, 2001).



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