



ECOLINGUA

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

Activity Plan 1 – B1 Level

General Information

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** B1
- **Activity Number:** Act1
- **Title of Activity:** *Water Crisis: What Can We Do?*

2. Strategy Statement

This activity focuses on the **global water crisis** and how individuals and communities can act to protect water resources. Students at B1 level will practice **reading comprehension, expressing opinions, and making suggestions** using modals (*must, have to, should*) and cause-effect connectors (*because, so, therefore*). Through a **reading-text analysis, problem-solution discussion, and a class action plan**, learners connect language skills with real-world ecological concerns.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will understand a short text about the water crisis, discuss solutions, and write short action-oriented suggestions.
- *Environmental:* Students will explore causes of water shortages and suggest realistic conservation actions.

3.2. Target Skills & Competences

- *Language Skills:* Reading, Speaking, Writing, Listening
- *Linguistic Focus:* Modals (*must, have to, should*), cause-effect structures, problem solution vocabulary
- *Environmental Competences:* Awareness of global/local water problems, responsibility for eco-actions



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3.3. Resources, Materials & Media

- *Printed/Handouts*: Reading text (short article about water scarcity), worksheets
- *Digital Resources*: Short video (2 min) about water crisis
- *Audio-Visual Materials*: Infographic with water-saving tips
- *Realia*: Cup of water to illustrate waste vs. saving

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Pour water into a cup, spill some on the desk, ask: "Is this waste? Why?"	Answer: "Yes, we must save water."	Inquiry, realia	Cup of water
Pre-Task / Input	10 min	Give students a short reading text about water crisis	Read text, underline causes and effects	CLIL, reading skills	Handouts
Main Task (Part 1)	15 min	Guide group discussion: "What problems do we have? What can we do?"	Share ideas using modals (<i>We should recycle water.</i>)	CLT, group work	Worksheets
Main Task (Part 2)	10 min	Groups create a "Water Action Plan" poster with 3 rules for home/school	Write and present rules	Project-based learning	Poster paper
Post-Task / Reflection	5 min	Class agrees on top 3 water-saving actions	Summarize aloud	Reflection	Poster
Wrap-up & Homework	5 min	Homework: Write a short essay (100 words): " <i>How I can save water in my life</i> "	Share next lesson	Writing	Paper



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5. Differentiation & Inclusion

- Provide weaker learners with sentence starters (“*We must ___ because ___.*”).
- Challenge stronger learners to expand ideas with more detail (“*We should use rainwater for gardens because it reduces waste.*”).
- Use visuals and group collaboration to include all learners.

6. Assessment & Evaluation

- Teacher observation during discussion and poster work.
- Peer feedback on group posters.
- Homework essay graded for structure and eco-awareness.

7. Sustainability & Follow-Up

- Display posters in the school corridors.
- Launch a “Water-Saving Week” challenge in school.

8. Suggested Vocabulary

- **Problems:** drought, shortage, waste, pollution, climate change
- **Solutions:** save, recycle, reuse, protect, conserve
- **Structures:**
 - “*We must save water because ___.*”
 - “*We should reuse water for ___.*”
 - “*There is not enough water, so ___.*”

9. Games & Links

- **Game:** *Water-Saving Brainstorm* – Teams list as many eco-actions as possible in 3 minutes.
- **Game:** *Problem–Solution Match* – Match problem cards with correct eco-action cards.
- **Links:**
 - [National Geographic – Freshwater Crisis](#)
 - UNICEF – Water and Sanitation

10. Strategy and Suggested Methodology

This activity integrates **reading, discussion, and project-based learning** with sustainability content:

- **CLIL (Coyle, Hood, & Marsh, 2010):** Combines language learning with scientific/environmental content.
- **Task-Based Learning (Ellis, 2003):** Group discussion and creating an action plan are authentic communicative tasks.
- **Communicative Language Teaching (Littlewood, 2004):** Emphasizes functional communication about real-world issues.



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- **Project-Based Learning (Thomas, 2000):** Action plan posters encourage collaboration and creativity.
- **Sustainability Education (Tilbury, 1995):** Encourages reflection and concrete action to address water issues.
- **Methodological Strategies Applied:**
 - *Scaffolding* with reading text, sentence starters, and infographics.
 - *Multimodal learning* (video, realia, posters) supports comprehension (Paivio, 1991 – Dual Coding Theory).
 - *Peer collaboration* in action plan development fosters responsibility (Vygotsky, 1978).

 - *Gamification* (Problem–Solution Match) maintains engagement and lowers affective barriers (Dörnyei, 2001).



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