



ECOLINGUA

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

Activity Plan 2 – B1 Level

General Information

- **Partner Institution:** GAUN
- **Country:** Turkey
- **CEFR Level:** B1
- **Activity Number:** Act2
- **Title of Activity:** *Sustainable Shopping: Needs vs. Wants*

2. Strategy Statement

This activity helps students practice **expressing opinions, making comparisons, and giving reasons** while exploring **sustainable consumption**. Learners reflect on shopping habits (clothes, food, electronics) and distinguish between “needs” and “wants.” Using **role-plays, debates, and group discussions**, students learn vocabulary related to shopping and sustainability, and practice persuasive language (“*I think we should buy ___ because...*”). The activity encourages **critical thinking** about consumer choices and their impact on the environment.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will express opinions, compare items, and justify choices using connectors (*because, so, but*).
- *Environmental:* Students will reflect on consumerism and identify eco-friendly alternatives.

3.2. Target Skills & Competences

- *Language Skills:* Speaking, Listening, Writing, Reading
- *Linguistic Focus:* Opinion phrases (*I think, In my opinion*), comparatives & superlatives, cause/effect connectors
- *Environmental Competences:* Critical awareness of consumption habits, decision-making for sustainability



Co-funded by
the European Union

3.3. Resources, Materials & Media

- *Printed/Handouts*: Needs vs. Wants shopping list, debate cards
- *Digital Resources*: Short video on fast fashion and waste (2–3 min)
- *Audio-Visual Materials*: Posters of eco-friendly vs. non-eco products
- *Realia*: Shopping props (bags, clothes, bottles, gadgets)

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Show two products (plastic bottle vs. reusable bottle), ask: “Which do you prefer? Why?”	Answer with short opinions	Inquiry, visuals	Realia
Pre-Task / Input	10 min	Teach key vocabulary: waste, packaging, reuse, expensive, cheap	Match words with pictures	CLIL	Flashcards
Main Task (Part 1)	15 min	Distribute “Needs vs. Wants” lists. Students decide in pairs which items are necessary or not.	Classify items and justify choices	Task-based	Worksheets
Main Task (Part 2)	10 min	Organize debate: “We should always buy new clothes” vs. “We should reuse/repair clothes”	Teams present arguments	Debate, CLT	Debate cards
Post-Task / Reflection	5 min	Ask: “How can we shop more sustainably?”	Share ideas: “We can use eco-bags.”	Reflection	Posters



Co-funded by
the European Union

Wrap-up & Homework	5 min	Homework: Write a short opinion paragraph: “ <i>One thing I will change in my shopping habits...</i> ”	Share next lesson	Writing	Paper
--------------------	-------	--	-------------------	---------	-------

5. Differentiation & Inclusion

- Provide weaker students with sentence starters (“*I think ___ is better because ___.*”).
- Encourage stronger learners to use comparatives and justifications (“*Second-hand clothes are cheaper and better for the planet than new clothes.*”).
- Allow visual classification for learners who need less text-heavy tasks.

6. Assessment & Evaluation

- Teacher observation during debates and discussions.
- Peer feedback after debate rounds.
- Homework paragraph graded for language accuracy and depth of reflection.

7. Sustainability & Follow-Up

- Set up a “Swap Corner” at school where students exchange used books or clothes.
- Encourage eco-friendly shopping campaigns during school events.

8. Suggested Vocabulary

- **Shopping words:** waste, packaging, cheap, expensive, reuse, repair, second-hand
- **Structures:**
 - “*I think we should buy ___ because ___.*”
 - “*This is better/cheaper than ___.*”
 - “*In my opinion, we must stop buying plastic bags.*”

9. Games & Links

- **Game:** *Eco-Shopping Race* – Teams race to choose eco-items from a list.
- **Game:** *Sustainable Choices Bingo* – Students tick eco-habits they already do.
- **Links:**
 - Kids Against Plastic – Plastic-Free Living
 - Fashion Revolution – Why Fast Fashion is a Problem



Co-funded by
the European Union

10. Strategy and Suggested Methodology

This activity combines **language learning with critical thinking on consumer choices**:

- **Task-Based Learning (Ellis, 2003)**: Sorting items into needs/wants and debating sustainability encourages meaningful interaction.
- **Communicative Language Teaching (Littlewood, 2004)**: Students practice expressing opinions and reasons in authentic contexts.
- **CLIL (Coyle, Hood, & Marsh, 2010)**: Vocabulary and functional language are integrated with real sustainability content.
- **Debate as Pedagogy (Bygate, 1987)**: Structured debates promote persuasive speaking, negotiation of meaning, and fluency.
- **Sustainability Education (UNESCO, 2017)**: Helps learners reflect critically on consumerism and personal responsibility.
- **Methodological Strategies Applied**:
 - *Scaffolding* with word banks and sentence starters.
 - *Gamification* (Eco-Shopping Race) adds fun and motivation (Dörnyei, 2001).
 - *Peer collaboration* (debates, pair work) fosters cooperative learning (Vygotsky, 1978).
 - *Lexical Approach* (Lewis, 1993): Students practice collocations like “*reduce waste*,” “*reuse clothes*,” “*eco-friendly product*.”



Co-funded by
the European Union