

ECOLINGUA

Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching

Work Package 2 | Activity Plans | A1 Level

Teacher Toolkit for A1 Level Learners

Integrating Ecology, Climate, and Sustainability into English Language Teaching

Coordinating Institution

Balıkesir University, Necatibey Faculty of Education, ELT Programme

Partner Institutions

GAUN & ROAIHL (Turkey), University of Burgos (Spain), University of Rome Tor Vergata (Italy), Vilnius University (Lithuania)

Project Reference

Erasmus+ KA220-SCH
2024-1-TR01-KA220-SCH-000245616

CEFR Level

A1 (Primary & Lower-Secondary Learners)
Co-funded by the European Union

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Foreword

This Teacher Toolkit has been developed within the framework of the EcoLingua Project (Erasmus+ KA220-SCH, Project No. 2024-1-TR01-KA220-SCH-000245616), a 24-month collaborative initiative coordinated by Balıkesir University in Turkey with partner institutions in Spain, Italy, Lithuania, and Turkey. Its central ambition is to integrate ecological, climate, and sustainability content into English language teaching at the beginner (A1 CEFR) level, demonstrating that environmental education and language education do not need to occupy separate curricular spaces.

The eleven activity plans gathered in this toolkit represent genuine classroom-ready designs contributed by teachers and teacher educators from five European countries. Each plan reflects a distinct institutional context — primary schools, secondary classrooms, and university-based teacher training — yet all are united by a shared conviction: that even at the earliest stages of language learning, children and young people can begin to develop both communicative competence and environmental responsibility.

Reading across these activities, one is struck by how naturally ecological content lends itself to A1-level language work. Water, animals, transport, food, recycling — these are topics that belong to children's everyday experience. They provide the authentic context that language learning theorists have long argued is essential for meaningful acquisition. A learner who says 'Turn off the tap' is not merely practising an imperative form; they are performing an act of environmental agency.

This toolkit is intended as a practical working document. Teachers are encouraged to adapt, combine, and extend these activities to suit their own learners. The theoretical rationale provided in Section 2 is not merely decorative: it is offered in the belief that teachers who understand why an approach works are better equipped to make principled decisions about when and how to deploy it.

The EcoLingua project team is grateful to all partner educators who contributed their professional knowledge and creativity to this collection. This toolkit is co-funded by the European Union.

Dr. Mehmet Saraç

EcoLingua Project Coordinator | Balıkesir University, Necatibey Faculty of Education, ELT Programme

How to Use This Toolkit

This toolkit is designed to serve multiple audiences and multiple purposes. Whether you are a primary teacher looking for a ready-to-use 45-minute lesson, a teacher trainer seeking to illustrate the integration of CLIL and environmental education, or a curriculum coordinator building a thematic unit, you will find materials here that can be adapted to your needs.

Structure of the Toolkit

The toolkit is divided into nine sections. Sections 1 through 3 provide orientation: an overview of all activities, the theoretical framework that underpins them, and a generic lesson sequence planner. Sections 4 through 8 constitute the practical core: thematic summaries of each activity, differentiation guidance, assessment instruments, vocabulary banks, and a games bank. Section 9 synthesises cross-partner observations and distils the best practices evident across all eleven activities.

Selecting Activities

Activities are organised thematically in Section 4. You may select a single activity for a standalone lesson, or chain two or three activities with related themes to form a short unit. For example, combining Save Water, Save Life (BAUN) with Don't Waste a Drop of Water! (Italy) creates a coherent two-lesson unit on water conservation, while Eco-Animal Friends (GAUN) and the Ten-Word Story (Lithuania) can be combined to address biodiversity through both vocabulary work and narrative production.

Adapting for Your Context

All activities have been designed with flexibility in mind. Approximate timings are provided, but they should be treated as guides rather than rigid prescriptions. The vocabulary banks in Section 7 can be drawn upon selectively depending on learner age, curriculum priorities, and available class time. The differentiation strategies in Section 5 have been mapped to four learner profiles, and teachers are encouraged to combine strategies from different profiles as their classes require.

A Standalone Lesson

Select one activity. Use the Lesson Sequence Planner (Section 3) and the corresponding Thematic Summary (Section 4). Choose 2–3 games from the Games Bank (Section 8) to reinforce vocabulary.

A Thematic Mini-Unit

Chain 2–4 activities with a shared environmental theme. Use the Vocabulary Bank to pre-teach cross-cutting words. Apply the observation checklist across both lessons.

Section 1 | Partner Activities at a Glance

The eleven activities contained in this toolkit were contributed by five partner institutions. The table below offers a rapid comparative overview to assist teachers in selecting and sequencing activities. Each activity is 40–50 minutes in length unless otherwise noted.

Activity Title	Partner	Country	Eco Theme	Key Language Focus	Main Method
Save Water, Save Life	BAUN	Turkey	Water Conservation	Daily routine verbs, Imperatives	TPR, Role-play
Eco-Transport Adventure	BAUN	Turkey	Sustainable Transport	Transport vocabulary, Q&A structures	Board game, CLIL
Eco-Animal Friends	GAUN	Turkey	Biodiversity & Habitats	Animal/habitat vocab, Simple Present	Storytelling, CLIL
The Green Market	GAUN	Turkey	Sustainable Consumption	Food vocabulary, Functional phrases	Role-play, Simulation
My Green Classroom	ROAIHL	Turkey	Recycling & Energy Saving	Classroom objects, Imperatives	CLIL, TBL
Weather and Clothes for the Planet	ROAIHL	Turkey	Sustainable Fashion	Weather, clothing vocabulary	IBL, CLIL
Is It Rubbish?	Univ. of Burgos	Spain	Reduce, Reuse, Recycle (3Rs)	3R vocabulary, Modal can	CLIL, PBL
Sing, Play and Recycle!	Univ. Rome Tor Vergata	Italy	Recycling Habits	Recycling materials, Imperatives	Music, TPR, TBL
Don't Waste a Drop of Water!	Univ. Rome Tor Vergata	Italy	Water Conservation	Imperatives, water-saving phrases	CLIL, TBL, Storytelling
Ten-Word Story	Vilnius University	Lithuania	Ecology & Community Environment	Past Simple, Prepositions	TBL, AI-enhanced learning
My Green Day	Vilnius University	Lithuania	Daily Eco-Habits & Routines	Present Simple, Frequency adverbs	CLIL, Gamification, PBL

Note: BAUN = Balıkesir University; GAUN = Gazi University; ROAIHL = Recep Tayyip Erdoğan University / affiliated high-level institution. The Lithuania activities are pitched at CEFR A1+ and involve learners aged 13–15, whereas the other activities target younger learners (ages 6–12).

Recommended Thematic Sequences

Teachers wishing to build short thematic sequences may find the following pairings helpful. These are suggestions only; any combination that serves your learners' needs is appropriate.

Theme	Recommended Activities	Duration
Water Conservation	Save Water, Save Life (BAUN) + Don't Waste a Drop! (Italy)	2 lessons
Recycling & Waste	My Green Classroom (ROAIHL) + Sing, Play and Recycle! (Italy) + Is It Rubbish? (Spain)	2–3 lessons

Animals & Nature	Eco-Animal Friends (GAUN) + Ten-Word Story (Lithuania)	2 lessons
Sustainable Mobility	Eco-Transport Adventure (BAUN) + My Green Day (Lithuania)	2 lessons
Eco-Consumption	The Green Market (GAUN) + Weather and Clothes (ROAIHL)	2 lessons
Full Eco-Unit	Any 4–5 activities, sequenced from simple to complex	1 week

Section 2 | Core Methodological Framework

All activities in this toolkit are grounded in a coherent, research-informed methodological framework. This section summarises the principal approaches employed and their rationale, enabling teachers to make principled decisions about how to adapt and extend activities. The table that follows provides a comprehensive comparative reference.

Why Integrate Environmental Content at A1 Level?

A common assumption in language teaching is that environmental topics are too conceptually complex for beginners. The activities in this toolkit demonstrate that this is a misconception. At A1 level, environmental content does not require sophisticated language; it requires carefully selected vocabulary embedded in authentic, meaningful contexts. A child who says 'Turn off the tap' or 'The fish lives in the sea' is simultaneously practising an imperative form, acquiring a concrete noun, and developing an environmental disposition. The cognitive and linguistic demands are modest; the environmental payoff is significant.

Moreover, environmental topics belong naturally to the experiential world of young learners. Water, animals, food, weather, and everyday objects are all familiar to primary-age children regardless of cultural background. This familiarity means that content knowledge does not need to be constructed from scratch; it only needs to be activated and then labelled in English. This reduces cognitive load while maintaining meaningful engagement.

Theoretical Foundations

Approach	Theoretical Basis	Core Rationale	Activities in This Toolkit
CLIL	Content and Language Integrated Learning Coyle, Hood & Marsh, 2010	Environmental content is taught through English, giving language learning a meaningful purpose. Students gain subject knowledge and language skills simultaneously, increasing both motivation and retention.	Used in all 11 activities. CLIL is the primary pedagogical framework of the EcoLingua curriculum.
TPR	Total Physical Response Asher, 1977	Students respond to teacher commands or vocabulary with physical actions. Movement reinforces comprehension and aids memory, particularly effective with A1 and very young learners.	Save Water (BAUN), Sing & Sort (Italy), My Green Day (Lithuania), Weather & Clothes (ROAIHL)
TBL	Task-Based Learning Ellis, 2003	Students complete real-world communicative tasks (sorting bins, role-playing a market). The task itself drives language use rather than isolated grammar practice.	All activities include at least one main task. Central to My Green Classroom (ROAIHL) and Don't Waste a Drop (Italy).
CLT	Communicative Language Teaching Littlewood, 2004	The focus is on meaningful communication rather than grammatical accuracy. Students use language for genuine purposes — buying, describing, asking, reporting.	Eco-Transport Adventure, The Green Market, and Is It Rubbish? (Spain).
PBL	Project-Based Learning Thomas, 2000	Students collaborate on a project with a tangible outcome: a poster, a class market, or a Green Habits chart. Projects extend learning beyond the individual lesson.	The Green Market (GAUN), Is It Rubbish? (Spain), Green Promises Poster (Lithuania).

Approach	Theoretical Basis	Core Rationale	Activities in This Toolkit
IBL	Inquiry-Based Learning Dewey, 1938; Bruner, 1961	Students investigate a question or problem, construct their own understanding, and arrive at conclusions through guided discovery. Links well with environmental critical thinking.	Eco-Transport Adventure (BAUN), Weather & Clothes (ROAIHL), Ten-Word Story (Lithuania).
Gamification	Game-Based Learning Dörnyei, 2001; Wright et al., 2006	Incorporating game elements (competition, rules, points) into language tasks reduces anxiety, increases engagement, and reinforces vocabulary through repetition in a low-stakes context.	Eco-Transport Board Game, Market Bingo, Simon Says – Green Version, Recycle Relay.
Scaffolding	ZPD-Based Scaffolding Vygotsky, 1978	Temporary support structures (sentence starters, word banks, gestures, visuals) help learners operate at a higher level than they could independently, gradually removed as competence grows.	Embedded in all activities through sentence frames, flashcards, and teacher modelling.

The Role of Multimodal Input

Across all eleven activities, multimodal input is a consistent feature: flashcards, realia, videos, songs, gestures, drawings, and games are deployed alongside spoken and written text. This reflects Paivio's (1991) Dual Coding Theory, which holds that information processed through both verbal and non-verbal channels is more deeply encoded in memory. For A1 learners with limited English literacy, visual and kinaesthetic channels are often the primary routes to comprehension, making multimodal design not merely enriching but pedagogically necessary.

Ecological Competence as a Learning Outcome

Beyond language skills, the EcoLingua framework recognises ecological competence — awareness, critical thinking, and action-readiness regarding environmental issues — as a legitimate learning outcome. This aligns with the UNESCO (2017) framework for Education for Sustainable Development and with the European GreenComp sustainability competence framework (Joint Research Centre, 2022). Teachers are encouraged to treat the environmental dimension of each lesson not as supplementary enrichment but as a co-equal objective alongside language learning goals.

Section 3 | Lesson Sequence Planner

The table below provides a generic lesson sequence template derived from the common structural logic shared by all eleven activities in this toolkit. Each activity follows this five- to six-stage progression, though the exact timing and task types vary. Teachers may use this template as a planning scaffold for any EcoLingua lesson, substituting specific content and vocabulary as appropriate.

Stage	Time	Teacher Actions	Student Actions	Method	Pedagogical Tip
Warm-up / Lead-in	5 min	Use realia or a visual to activate prior knowledge. Ask one open question.	Identify objects, answer with single words or short phrases.	Brainstorming, TPR, Visual prompts	Keep it brief and lively. Avoid lengthy explanations at this stage.
Pre-Task / Input	10 min	Introduce target vocabulary with flashcards, gestures, and repetition. Use a short video if available.	Repeat, match words to pictures, mime actions.	CLIL, Scaffolding, Dual Coding	Always pair each new word with an image. Model pronunciation clearly three times.
Main Task Part 1	10 min	Set up the communicative task. Model language with a sentence frame or dialogue.	Practise in pairs or groups using the sentence frame.	TBL, CLT, Role-play	Circulate and provide immediate, positive corrective feedback.
Main Task Part 2	10 min	Extend the task: game, simulation, or creative output.	Apply language in a more open context; produce one original sentence.	Gamification, Cooperative learning	Allow stronger students to elaborate; weaker students can use the frame.
Post-Task / Reflection	5 min	Ask a reflection question: 'What can we do to help?'	Share one eco-action or sentence with the class.	Reflection, Class sharing	Validate all responses. Write student sentences on the board.
Wrap-up & Homework	5 min	Summarise key vocabulary. Assign a drawing or writing task for home.	Repeat target vocabulary; note homework task.	Project-based learning	Homework should be accessible for all levels (drawing is inclusive).

Planning Note: The total lesson duration is approximately 40–45 minutes. For shorter class periods, the Warm-up and Wrap-up stages can be condensed to 3 minutes each. For longer periods, the Main Task stages can be extended by incorporating an additional game from the Games Bank (Section 8).

Section 4 | Thematic Activity Summaries

This section presents each of the eleven activities in a condensed format, grouped by environmental theme. Each summary identifies the key language objectives, the core environmental message, the principal methodological approach, and practical implementation notes. Full activity plans are available as separate documents from each partner institution.

Theme 1: Water Conservation

Activity: Save Water, Save Life | BAUN, Turkey | Act 5

Key Vocabulary: brush, wash, drink, turn off, open, close, tap, cup

Core Sentence Frames: 'I brush my teeth.' / 'Turn off the tap.' / 'Use a cup.'

Environmental Message: Daily routines consume water; small changes protect a vital resource.

Language Objectives: Use daily routine verbs; produce imperative structures.

Main Methods: TPR (Asher, 1977), Role-play, Behaviorist repetition (Skinner, 1957).

Implementation Notes: Open with a miming activity (brush teeth, wash hands). Use real props — a toothbrush and a cup — in the role-play. The eco vs. non-eco contrast (tap running vs. tap off) provides a natural discussion prompt.

Games: TPR Water Game; Water Drop Relay. Homework: Draw one eco water habit.

Activity: Don't Waste a Drop of Water! | University of Rome Tor Vergata, Italy | Act 2

Key Vocabulary: tap, shower, bath, turn off, save, waste, habit, water, bathroom

Core Sentence Frames: 'Turn off the tap.' / 'Take shorter baths.' / 'I can save water by...'

Environmental Message: Recognising good and bad water-use habits supports SDG 6: Clean Water and Sanitation.

Language Objectives: Understand and produce imperative forms; write short sentences using a frame.

Main Methods: CLIL, TBL, Storytelling (via ChuChu TV video), cooperative learning.

Implementation Notes: The pre-task poster ('Saving water in the bathroom') works well as a gallery activity before the video. The story sequencing task in Part 2 is particularly effective for mixed-ability groups. A class poster ('Simple Ways to Save Water') serves as a durable classroom display.

Homework: 'Me as a Water Hero!' — write one sentence about a water-saving action.

Theme 2: Recycling and Waste Management

Activity: My Green Classroom | ROAIHL, Turkey | Act 1

Key Vocabulary: book, pen, paper, bottle, bag, bin; recycle, save, turn off; imperatives
 Core Sentence Frames: 'Put it in the bin.' / 'Turn off the light.' / 'Close the door.' / 'Recycle paper.'

Environmental Message: Sustainable habits begin in the classroom — sorting waste and saving energy are actions every learner can take daily.

Language Objectives: Name classroom objects; produce imperative forms for eco-actions.

Main Methods: CLIL (Coyle et al., 2010), TBL (Ellis, 2003), CLT (Littlewood, 2004), Sociocultural scaffolding (Vygotsky, 1978).

Implementation Notes: Prepare two labelled bins (paper and plastic) and use actual classroom objects as realia. The Simon Says – Green Version game is a highly efficient warm-up for imperative practice. Display student-made 'Green Classroom Posters' permanently on the classroom wall.

Games: Recycle Relay; Simon Says – Green Version.

Activity: Sing, Play and Recycle! | University of Rome Tor Vergata, Italy | Act 1

Key Vocabulary: paper, plastic, glass, can; recycle, sort, throw away, bin, blue/yellow/green
 Core Sentence Frames: 'This is paper.' / 'Recycle bottles!' / 'Don't throw it away!'

Environmental Message: Correct waste sorting is a daily action that connects directly to SDG 13: Climate Action.

Language Objectives: Recognise and produce recycling vocabulary; understand song lyrics and act upon them.

Main Methods: Music & Movement (Jack Hartmann's 'Recycle' song), TPR chant, TBL sorting game, game-based learning (Relay).

Implementation Notes: The colour-coded bin system (blue = paper, yellow = plastic, green = glass) is intuitive and memorable. The relay game works best with objects placed in a central pile. Self-assessment via thumbs up/middle/down is quick and inclusive.

SDG Link: SDG 13 Climate Action. Post a SDG 13 icon poster in the classroom.

Activity: Is It Rubbish? | University of Burgos, Spain | Act 1

Key Vocabulary: reduce, reuse, recycle, plastic bottle, paper, rubbish bin, throw away, can
 Core Sentence Frames: 'I can reuse...' / 'How can you reduce...?' / 'What can you recycle?'

Environmental Message: The three Rs (Reduce, Reuse, Recycle) offer a concrete framework for environmental action at home and school.

Language Objectives: Learn 3Rs vocabulary; use modal 'can' to express possibility; read and respond to a text.

Main Methods: CLIL, PBL (Thomas, 2000), Communicative approach, reading aloud for pronunciation.

Implementation Notes: Preparation of a box of realia (plastic bottles, old clothes, used paper) is essential. Collaboration with science teachers prior to the English lesson significantly improves outcomes. Include dyslexia-friendly fonts on all printed materials. The 'Turning Rubbish into Art' follow-up project creates excellent cross-curricular links with visual arts.

Assessment: Includes detailed rubrics for listening, reading, and writing — the most comprehensive assessment framework in the toolkit.

Theme 3: Sustainable Transport

Activity: Eco-Transport Adventure | BAUN, Turkey | Act 6

Key Vocabulary: car, bus, bike, train, airplane, walk; eco-friendly, polluting, green
 Core Sentence Frames: 'How do you go to school?' / 'I go by bus.' / 'The bus is green.' / 'Bike is good for the planet.'

Environmental Message: Transport choices have environmental consequences; greener options reduce emissions.

Language Objectives: Name transport types; ask and answer basic questions about travel.

Main Methods: CLIL, CLT (Littlewood, 2004), Inquiry-Based Learning (Dewey, 1938), Board game (Wright et al., 2006), dialogic teaching (Alexander, 2008).

Implementation Notes: The Eco-Transport Board Game is the central motivating activity. Ensure dice and tokens are prepared in advance. The 'Find Someone Who...' activity works well as a post-game speaking task to sustain language production.

Follow-up: Create a classroom 'Eco-Transport Chart' tracking weekly travel choices.

Theme 4: Animals and Habitats

Activity: Eco-Animal Friends | GAUN, Turkey | Act 3

Key Vocabulary: dog, cat, fish, bird, frog, dolphin; forest, sea, sky, river, habitat, protect
 Core Sentence Frames: 'The bird lives in the sky.' / 'The fish lives in the sea.' / 'Don't throw plastic.' / 'Plant trees.'

Environmental Message: Animals depend on their habitats; biodiversity is fragile and worth protecting.

Language Objectives: Name animals and their habitats; use simple present 'lives in' structures.

Main Methods: Storytelling (Wright, 1995), CLIL, TBL, Sociocultural scaffolding (Vygotsky, 1978), Environmental Education (Palmer, 1998).

Implementation Notes: Toy animals or soft toys significantly enhance the warm-up and storytelling stages. The collaborative story-building task (Part 2) is particularly effective: begin the narrative yourself ('One day the animals needed help...') and invite students to add one sentence each. The Eco-Charades game sustains energy during the activity.

Follow-up: Class mural of animals and habitats; 'Save the Animals' poster campaign.

Theme 5: Sustainable Consumption and Food

Activity: The Green Market | GAUN, Turkey | Act 4

Key Vocabulary: apple, banana, orange, tomato, cucumber, carrot; basket, cloth bag, plastic bag, local

Core Sentence Frames: 'I want an apple, please.' / 'Here you are.' / 'Thank you.' / 'Cloth bag is good.'

Environmental Message: Sustainable shopping reduces plastic waste; choosing local produce lowers carbon footprint.

Language Objectives: Name fruits and vegetables; use functional shopping phrases.

Main Methods: Role-Play (Bygate, 1987), CLT, PBL (Thomas, 2000), CLIL, simulation.

Implementation Notes: Set up classroom stalls with real or toy produce. Eco-friendly bags (or paper bags) used as props reinforce the sustainability message tangibly. The Market Bingo game is a highly efficient pre-task for vocabulary introduction.

Follow-up: Organise a school 'Plastic-Free Shopping Day'; encourage students to bring reusable bags.

Theme 6: Weather, Clothing, and Sustainable Fashion

Activity: Weather and Clothes for the Planet | ROAIHL, Turkey | Act 2

Key Vocabulary: sun, rain, snow, windy, hot, cold; hat, T-shirt, coat, boots, raincoat, gloves, cotton

Core Sentence Frames: 'It is hot.' / 'I wear a hat.' / 'Cotton T-shirt is good.' / 'This is good for the planet.'

Environmental Message: Fast fashion is environmentally costly; choosing natural, durable fibres is an eco-friendly habit.

Language Objectives: Describe weather with simple sentences; name clothing items; use 'good for the planet' evaluatively.

Main Methods: IBL (Bruner, 1961), CLIL, Lexical Approach (Lewis, 1993), CLT, Environmental Pedagogy (Sterling, 2001).

Implementation Notes: The eco vs. non-eco clothes contrast (cotton vs. synthetic) is simple but effective. The Dress the Eco-Doll game is a popular and memorable closure activity.

Display the 'Eco-Clothes Wall' of student drawings as a classroom reference.

Follow-up: 'Green Fashion Day' where students wear eco-friendly clothing.

Theme 7: Daily Eco-Routines

Activity: Ten-Word Story | Vilnius University, Lithuania | Act 1 (A1+, ages 13–15)

Key Vocabulary: Teacher-selected ecology words (e.g., school, street, trash, bin, park, flowers); Past Simple verbs and prepositions.

Core Sentence Frames: Past Simple narrative sentences; cause/effect language for Fishbone analysis.

Environmental Message: Community spaces reflect environmental behaviour; individuals can identify problems and propose solutions.

Language Objectives: Use Past Simple and prepositions of place/direction; narrate a brief environmental incident.

Main Methods: Student-centred TBL, Storytelling, Fishbone Analysis (problem-based learning), AI-enhanced vocabulary support.

Implementation Notes: This is the most analytically demanding activity in the toolkit, suited to older A1+ learners. The two-lesson structure allows adequate time for story development and Fishbone analysis. AI tools (online translators, vocabulary assistants) are deliberately integrated as a scaffolding resource.

Activity: My Green Day | Vilnius University, Lithuania | Act 2 (A1+, ages 13–15)

Key Vocabulary: turn off, walk to school, save water, recycle, reuse, waste; frequency adverbs

Core Sentence Frames: 'I always/sometimes/never recycle.' / 'We both always...' / 'I promised to...' / 'I did it ... times this week.'

Environmental Message: Recognising and committing to eco-friendly daily habits builds a culture of environmental responsibility.

Language Objectives: Use Present Simple and frequency adverbs to describe daily eco-routines.

Main Methods: CLIL, TBL, Gamification (visual warm-up), PBL (Green Promises Poster).

Implementation Notes: The eco-routine chart worksheet anchors the lesson productively. The reflection stage — asking students to return to their promises from the previous week — is pedagogically powerful and should not be abbreviated.

Digital Resource: Quizlet can be used for vocabulary review between lessons.

Section 5 | Differentiation & Inclusion Strategies

Effective differentiation is not a supplementary layer added to a lesson plan — it is an integral part of the design. Across all eleven activities in this toolkit, differentiation is achieved through four overlapping mechanisms: input scaffolding (adjusting the support provided), output scaffolding (adjusting the expected response), task structure (choosing collaborative vs. individual formats), and time management (allowing flexible pacing). The profiles below reflect the differentiation guidance synthesised from all partner contributions.

★ Weaker / Beginner Learners

- Provide sentence starters and word banks alongside every task
- Use visuals, gestures, and realia as primary scaffolding tools
- Allow responses using single words before expecting full sentences
- Pair with a stronger learner for peer-assisted production
- Use picture-based worksheets in place of text-heavy handouts
- Limit the number of target vocabulary items per lesson to five or fewer

★★ Average / On-Target Learners

- Expect production of basic sentence frames independently
- Introduce one extension question per main task
- Assign pair-reporting tasks (e.g., 'My partner always recycles.')
- Encourage self-correction through peer checking activities

★★★ Stronger / Advanced Learners

- Extend sentences with additional information ('I go by bus because it is green.')
- Ask comparative or evaluative questions during reflection ('Which is better and why?')
- Invite them to lead group reporting back to the class
- Offer fast-finisher tasks: writing a second sentence, drawing and labelling a poster
- Encourage use of additional eco-vocabulary beyond the lesson set

Learners with Special Educational Needs

- Use dyslexia-friendly fonts and increased line spacing on printed materials
- Allow oral responses, drawing, or physical demonstration instead of writing
- Provide additional processing time for all tasks
- Seat the student near the teacher for closer monitoring and support
- Use choral repetition to reduce individual performance anxiety
- Allow L1 during brainstorming or reflection phases when necessary

Universal Design Principles for This Toolkit

- Always display target vocabulary with an accompanying image, even for stronger learners.
- Use a consistent physical routine for introducing new vocabulary: show, say, repeat, gesture.
- Offer at least one task element that does not require writing (drawing, acting, pointing, speaking).
- Allow L1 use for collaborative discussion and planning, even if the output is in English.

- Celebrate all attempts, not only accurate production — especially at A1 level.

Section 6 | Assessment Tools

Assessment in EcoLingua activities is primarily formative: its purpose is to inform teaching decisions and provide learners with timely feedback, not to rank or grade. The instruments below have been designed to be low-burden for the teacher and informative for planning. They can be used selectively — not every instrument needs to be used in every lesson.




Teacher Observation Checklist

Complete one row per student or per group, as appropriate. Tick the descriptor that best matches observed behaviour during the lesson.

Criterion	Excellent	Good	Developing	Not Yet
Recognizes and says target vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses simple sentences correctly (e.g., 'I go by bus.')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to teacher instructions in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in role-play / game activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Names at least one eco-friendly action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows understanding of environmental concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to use new vocabulary independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages respectfully in group/pair work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Self-Assessment Card

Distribute at the end of the lesson. Students circle or tick their response for each item. This takes no more than three minutes and generates useful data for the teacher while giving learners metacognitive insight.

I can...	 Yes!	 Almost	 Not yet
I can name at least 5 eco-words from this lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can say a simple sentence about an eco-action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know one way to help the environment today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell my family one thing I learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peer Evaluation Prompt

After a pair or group speaking task, ask students to respond to the following questions about their partner:

- Did your partner say a sentence in English? Yes / No
- Did your partner name an eco-action? Yes / No

- Was your partner kind and helpful in the activity? Yes / No

Peer evaluation at A1 level should be conducted orally or with visual yes/no cues (thumbs up/down). Written peer evaluation is suitable only for older A1+ learners (e.g., the Lithuania activities).

Section 7 | Vocabulary & Language Banks

The table below consolidates core vocabulary from all eleven activities, organised by theme. This bank can be used to prepare flashcards, word walls, vocabulary games (e.g., bingo grids), or pre-teaching exercises. Teachers should not attempt to introduce all vocabulary from a single column in one lesson; select five to eight items appropriate to learner age and lesson focus.

Thematic Topic	Core Vocabulary	Sample Sentences
Water & Daily Routines	brush, wash, drink, turn off, open, close, tap, save, pour, cup, shower, teeth	"I brush my teeth." / "Turn off the tap." / "Save water!"
Transport	car, bus, bike, train, airplane, walk, ride, drive, travel, green, eco-friendly	"I go by bus." / "I go by bike." / "The bus is green."
Animals & Habitats	dog, cat, fish, bird, frog, dolphin, forest, sea, sky, river, habitat, protect	"The bird lives in the sky." / "The fish lives in the sea."
Food & Shopping	apple, banana, orange, tomato, cucumber, carrot, basket, bag, cloth bag, plastic, local	"I want an apple, please." / "Here you are." / "Cloth bag is good."
Classroom & Recycling	book, pen, paper, bottle, bin, recycle, save, clean, turn off, use again, plastic, glass, can	"Recycle paper." / "Turn off the light." / "Put it in the bin."
Weather & Clothes	sun, rain, snow, windy, hot, cold, hat, T-shirt, coat, boots, raincoat, gloves, cotton	"It is hot." / "I wear a hat." / "This is good for the planet."
Eco-Actions & Routines	recycle, reuse, reduce, save, protect, grow, plant, walk, turn off, waste, clean up, care for	"I always recycle." / "I sometimes walk to school." / "I never waste water."

High-Frequency Eco-Action Verbs

The following verbs recur across multiple activities and constitute the productive core of the EcoLingua A1 lexicon. Prioritise these in vocabulary instruction:

recycle	save	reuse	reduce	protect
turn off	walk	plant	clean up	care for

Key Sentence Structures at A1 Level

The following structural patterns appear across the toolkit and should be treated as the productive grammar core for A1 EcoLingua learners:

Imperatives (eco-commands)	Turn off the tap. / Put it in the bin. / Recycle paper!
Simple Present (habits)	I always recycle. / I sometimes walk to school. / I never waste water.
'Lives in' (habitats)	The bird lives in the sky. / The fish lives in the sea.

Functional shopping	I want an apple, please. / Here you are. / Thank you.
Weather + clothing	It is hot. / I wear a hat. / Cotton is good for the planet.
Modal 'can' (3Rs)	I can reuse this bottle. / We can save water. / You can recycle paper.
Travel Q&A	How do you go to school? / I go by bus. / The bike is green.

Section 8 | Games & Activities Bank

Games are not peripheral to language learning — at A1 level, they are often the primary site of productive language use. The games in this toolkit have been designed or selected because they fulfil three criteria: they require language production (not merely recognition); they can be prepared and run without specialist equipment; and they involve all learners, including those with limited proficiency.

The table below is a comprehensive bank of all games from the toolkit, including origin, description, target skills, and approximate time. Teachers may use any game with any activity where the vocabulary and structural demands are compatible.

Game Name	Partner	Description	Skills	Time
TPR Water Game	BAUN / Turkey	Teacher calls out eco-actions; students physically perform them (e.g., 'Turn off the tap!'). Ideal for water-saving vocabulary.	Listening, Speaking	5–10 min
Water Drop Relay	BAUN / Turkey	Students pass a paper water drop and each says one eco-action. Builds oral fluency in a cooperative format.	Speaking	5–10 min
Eco-Transport Board Game	BAUN / Turkey	Roll dice, land on a transport image, say a sentence about it (e.g., 'I go by bike'), and discuss whether it is eco-friendly.	Speaking, Critical Thinking	10–15 min
Find Someone Who...	BAUN / Turkey	Students circulate asking classmates 'Do you go by bus?' and find matches. Practises question forms and transport vocabulary.	Speaking, Listening	8–10 min
Eco-Charades	GAUN / Turkey	Students act like an animal; others guess. Integrates animal vocabulary with embodied, kinesthetic learning.	Speaking, Listening	5–8 min
Animal Habitat Match	GAUN / Turkey	Students race to place animal flashcards on the correct habitat poster (forest, sea, sky). Reinforces habitat vocabulary.	Reading, Speaking	5–8 min
Market Bingo	GAUN / Turkey	Teacher calls out fruit and vegetable names; students cover items on their bingo sheets. Practises food vocabulary.	Listening	8–10 min
Eco-Bag Challenge	GAUN / Turkey	Students sort shopping items into 'plastic bag' or 'eco-bag' categories. Builds vocabulary and sustainability awareness.	Critical Thinking, Speaking	5–8 min
Recycle Relay	ROAIHL / Turkey	Two teams race to place objects in the correct recycling bin. Combines physical movement with vocabulary recall.	Listening, Speaking	5–10 min
Simon Says – Green Version	ROAIHL / Turkey	Classic Simon Says with eco-imperatives: 'Simon says: Turn off the light!' Practises imperatives and listening.	Listening, Speaking	5–8 min
Weather Clothes Bingo	ROAIHL / Turkey	Teacher describes weather (e.g., 'It's rainy'); students cover the matching clothing image on their bingo card.	Listening, Vocabulary	8–10 min
Dress the Eco-Doll	ROAIHL / Turkey	Teams dress a paper doll in eco-friendly clothes according to weather cards. Integrates weather, clothing, and sustainability.	Speaking, Teamwork	8–12 min
3Rs Realia Brainstorm	Univ. Burgos / Spain	Teacher shows objects from a box; students decide: 'Does this go in the bin?' Activates prior knowledge and 3Rs vocabulary.	Speaking, Critical Thinking	8–10 min

Game Name	Partner	Description	Skills	Time
Sing & Sort (Jack Hartmann)	Univ. Rome / Italy	Students sing the 'Recycle' song, then physically sort realia into colour-coded bins. Music reinforces vocabulary recall.	Listening, Speaking, Kinesthetic	10–15 min
Recycle Relay Sorting Game	Univ. Rome / Italy	Two teams race to sort mixed objects into correct recycling bins, shouting 'Recycle _!' as they go.	Speaking, Cooperation	10 min
Ten-Word Eco-Story	Vilnius Univ. / Lithuania	Each student uses all ten ecology-related words (teacher-selected) to build a collaborative narrative about an environmental event.	Speaking, Writing, Critical Thinking	25–30 min
Green Day Promises Poster	Vilnius Univ. / Lithuania	Groups create a poster of their weekly eco-habits using present simple and frequency adverbs. Displayed in class.	Writing, Speaking, Collaboration	15 min

Implementation Principle: Always demonstrate a game before students play it. For competitive games (relays, bingo), ensure all students understand the rules before the activity begins. Frame competition constructively — emphasise participation and language production rather than winning.

Section 9 | Cross-Partner Observations & Best Practices

Reading the eleven activities as a coherent corpus reveals a number of consistent pedagogical patterns that cut across national and institutional contexts. These observations, distilled below, represent the collective professional wisdom of the EcoLingua partnership and offer guidance for teachers implementing activities outside their original design context.

1. The Warm-up as Environmental Activation

In every activity, the warm-up does dual work: it activates prior language knowledge and it surfaces learners' existing understanding of the environmental theme. Teachers should not treat the warm-up as a mere routine opener. Asking 'What goes to the rubbish bin in your house?' (Spain) or 'What is the weather today?' (ROAIHL) before formal instruction begins is an act of needs assessment: it tells the teacher what vocabulary and environmental awareness learners already possess, and what needs to be built.

2. The Power of Realia at A1 Level

Without exception, every partner who used realia — actual plastic bottles, baskets, clothing items, toothbrushes, toy vehicles — reported stronger learner engagement and faster vocabulary retention. At A1 level, where learners cannot yet rely on sophisticated verbal explanation to construct meaning, the tangible object is often the most efficient pedagogical tool available. Teachers are strongly encouraged to prepare a small realia kit for each thematic area, which can be reused across multiple lessons.

3. Role-Play and Simulation as Safe Communication Spaces

Activities that incorporate role-play (The Green Market, Eco-Transport Adventure, Save Water, Save Life) allow learners to practise language in a low-stakes context where errors are expected and unthreatening. Bygate (1987) notes that role-play provides an important bridge between controlled practice and genuine communication. Several activities use a deliberate 'eco vs. non-eco' contrast within the role-play — a highly effective technique that generates evaluative discussion without requiring complex language.

4. Music, Movement, and Memory

The Italian activity (Sing, Play and Recycle!) and the ROAIHL activities both demonstrate the mnemonic power of combining physical movement with spoken language. Songs and chants have a well-documented role in vocabulary acquisition, particularly for young learners: the rhythmic repetition that music requires is neurologically distinct from ordinary verbal rehearsal and supports deeper encoding. Teachers without access to the recommended videos should feel free to create simple classroom chants using the vocabulary banks in Section 7.

5. Assessment as a Natural Part of the Lesson

Several activities — particularly those from Spain, Italy, and Lithuania — embed assessment instruments directly within lesson stages rather than appending them at the end. This approach, often described in the literature as 'assessment as learning', is particularly well-suited to A1 learners who cannot yet complete formal written assessments. Teacher observation checklists, thumbs up/down self-assessment, and peer checking during sorting games all constitute legitimate assessment practices. Teachers should resist the tendency to undervalue these tools relative to paper-based tests.

6. The Sustainability of Eco-Habits Beyond the Classroom

A consistent feature of all activities is the Sustainability & Follow-Up section, which asks teachers to think beyond the lesson boundary. Whether this takes the form of a homework drawing task, a class poster displayed in the corridor, a family challenge, or a school-wide 'Plastic-Free Shopping Day', these follow-up actions are not incidental: they are the mechanism by which classroom language learning is converted into environmental behaviour change. Teachers are strongly encouraged to plan at least one visible, community-facing follow-up for each thematic unit.

7. SDG Integration as a Coherent Framework

The Italian activities explicitly map their environmental content to United Nations Sustainable Development Goals (SDG 6: Clean Water and Sanitation; SDG 13: Climate Action). This practice is commended to all users of the toolkit. Making the SDG connection visible — even through a simple poster on the classroom wall — places learners' local, everyday eco-actions within a global framework and supports the kind of systems thinking that environmental education theorists identify as central to sustainability competence.

Summary of Best Practices

- ✓ Always pair new vocabulary with a visual or physical gesture.
- ✓ Use realia wherever possible — real objects are more memorable than pictures alone.
- ✓ Plan the warm-up as an environmental activation, not just a language routine.
- ✓ Include at least one game or physical activity in every lesson.
- ✓ Use the eco vs. non-eco contrast as a stimulus for evaluative discussion.
- ✓ Make differentiation visible: weaker learners should see their word banks and frames.
- ✓ Plan at least one follow-up that reaches beyond the classroom.
- ✓ Link your activity to an SDG — even one line on the board is sufficient.
- ✓ Treat teacher observation as legitimate assessment data.



Allow sufficient time for the reflection stage — it is the most cognitively valuable part of the lesson.

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The references below are listed in alphabetical order by first author. Where a source has been cited in the context of a specific partner activity, the partner is indicated in brackets.

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EcoLingua Project | Erasmus+ KA220-SCH

Project Number: 2024-1-TR01-KA220-SCH-000245616

Coordinating Institution: Balikesir University, Necatibey Faculty of Education, ELT Programme

Co-funded by the European Union

ECOLINGUA PROJECT

Erasmus+ KA220-SCH | 2024-1-TR01-KA220-SCH-000245616

TEACHER TOOLKIT FOR A2 LEVEL LEARNERS

Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching

11 Activities | 5 Partner Countries | CEFR A2

Project Details	Partner Institutions
Programme: Erasmus+ KA220-SCH	Balikesir University (BAUN) - Turkey
Project No: 2024-1-TR01-KA220-SCH-000245616	Gaziantep University (GAUN) - Turkey
Duration: 24 months (2024-2026)	ROAIHL School - Turkey
Coordinator: Balikesir University, Turkey	University of Burgos - Spain
Level: CEFR A2	University of Rome Tor Vergata - Italy
	Vilnius University - Lithuania

Activities at a Glance

All eleven A2-level activities are listed below, organised by partner and linked to their primary Sustainable Development Goal.

#	Activity Title	Partner	Eco Theme	SDG
1	Save Water, Save the Future	BAUN (Turkey)	Water Conservation	SDG 6
2	Eco-Transport Choices	BAUN (Turkey)	Sustainable Mobility	SDG 11
3	Protect the Animals, Protect the Planet	GAUN (Turkey)	Biodiversity & Wildlife	SDG 15
4	Green Shopping Choices	GAUN (Turkey)	Sustainable Consumption	SDG 12
5	Our Eco-Friendly School	ROAIHL (Turkey)	School Sustainability	SDG 4&13
6	A Day in My Eco-Life	ROAIHL (Turkey)	Eco-Habits & Routines	SDG 13
7	Zero Waste	Univ. Burgos (Spain)	Waste Reduction	SDG 12
8	Let's Act to Protect the Environment!	Tor Vergata (Italy)	Climate Action	SDG 13
9	Deforestation & Climate Change: From Awareness to Action	Tor Vergata (Italy)	Forests & Climate	SDG 13&15
10	Round the Corner	Vilnius (Lithuania)	Sustainable Shopping	SDG 12
11	Sorting for a Greener Future	Vilnius (Lithuania)	Recycling & Waste	SDG 12

Shared Pedagogical Principles

- CLIL (Coyle, Hood & Marsh, 2010): Content and language taught simultaneously, increasing relevance and motivation.
- Task-Based Language Teaching (Ellis, 2003): Real-world communicative tasks form the backbone of each activity.
- Project-Based Learning (Thomas, 2000): Collaborative, outcome-oriented work connects language to sustainability issues.
- Gamification (Dörnyei, 2001): Games, quizzes, and challenges lower affective filters and increase engagement.
- Scaffolding (Vygotsky, 1978): Sentence frames, visuals, and word banks support learners within their zone of proximal development.
- GreenComp (European Commission, 2022): Activities develop sustainability competences including systems thinking, critical thinking, and personal agency.
- Sustainability Education (Tilbury, 1995; Sterling, 2001): Learners reflect critically on behaviours and adopt eco-responsible practices.

ACTIVITY 1 | CEFR A2

Save Water, Save the Future

Balıkesir University (BAUN) - Turkey | Water Conservation | SDG 6 - Clean Water

CEFR Level A2	Skills Listening, Speaking, Writing	Duration 50 minutes	SDG SDG 6
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Learning Objectives

Language	Describe daily routines using frequency adverbs (always, usually, sometimes, never); produce eco-routine sentences in Simple Present; create a Water-Saving Pledge poster.
Environment	Identify water-wasting behaviours, suggest eco-friendly alternatives, and make a personal commitment through a collaborative pledge poster.

Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	5 min	Mime brushing teeth with tap running; ask: "Is this good or bad?"	Answer with gestures and short phrases	TPR, Inquiry	Teacher mime
Pre-Task / Input	10 min	Teach eco-phrases: "Turn off the tap", "Use a cup", "Save water"	Repeat and act out phrases; match words with images	CLIL, TPR	Flashcards
Main Task (Part 1)	15 min	Teach sentence frames; students write eco-routine sentences	Write 3-5 eco-routine sentences; share with partner	CLT, Scaffolding	Worksheets
Main Task (Part 2)	10 min	Guide groups to create Water-Saving Pledge poster	Design and present group pledge posters	PBL	Poster paper, markers
Post-Task / Reflection	5 min	Ask: "Which eco-action is easy/hard for you? Why?"	"It is easy to turn off the tap." / "It is hard to take short showers."	Guided reflection	Pledge posters
Wrap-up & Homework	5 min	Assign: Write a diary entry using frequency adverbs	Complete diary entry at home; share next lesson	Writing task	Notebook

Vocabulary & Key Structures

Vocabulary

brush teeth, wash hands, take a shower, turn off the tap, use a cup, save water, always, usually, sometimes, never

Target Structures

"I always turn off the tap." / "I never waste water." / "We should save water." / "It is easy/hard to ____."

Games, Follow-Up & Theoretical Framework

- Game - Water Relay: Pass a water drop object and say one eco-action before passing on.
- Game - Eco-Sort: Sort flashcards into "good for water" / "bad for water."
- Follow-up: Display the Water-Saving Pledge in the classroom; track water-saving actions for one week using a class chart.

TPR (Asher, 1977) | TBL (Ellis, 2003) | CLT (Littlewood, 2004) | Lexical Approach (Lewis, 1993) | Sustainability Education (Tilbury, 1995)

ACTIVITY 2 | CEFR A2

Eco-Transport Choices

Balıkesir University (BAUN) - Turkey | Sustainable Mobility | SDG 11 - Sustainable Cities

CEFR Level A2	Skills Speaking, Listening, Writing, Reading	Duration 50 minutes	SDG SDG 11
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Learning Objectives

Language	Ask and answer questions about transport modes; make comparisons using comparative adjectives (better, cheaper, cleaner, faster, safer).
Environment	Identify eco-friendly transport options, explain why certain modes are better for the planet, and reflect critically on personal travel habits.

Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	5 min	Show flashcards: bus, bike, car, walk; ask: "Which is better for the planet?"	"Bike is better." / "Car is bad because it pollutes."	Inquiry, visuals	Flashcards
Pre-Task / Input	10 min	Teach transport words and comparative forms; model: "A bike is cheaper than a car."	Repeat; make short comparisons in pairs	CLIL	Flashcards, board
Main Task (Part 1)	15 min	Model Q&A: "How do you usually go to school?" Explain survey task	Ask classmates and fill in the class survey sheet	CLT, Role-play	Survey sheets
Main Task (Part 2)	10 min	Explain Eco-Transport Board Game rules; monitor	Roll dice, land on transport square, make a comparative sentence	Gamification	Board game, dice
Post-Task / Reflection	5 min	Display survey results; discuss: "Which is most eco-friendly?"	Share opinions; suggest changes for the class	Guided reflection	Survey results

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Wrap-up & Homework	5 min	Assign: Write 5 sentences comparing transport modes in your town	Complete writing at home	Writing task	Notebook

Vocabulary & Key Structures

Vocabulary	car, bus, bike, train, airplane, walk / on foot, better, cheaper, cleaner, faster, safer
Target Structures	"I usually go by bus." / "The bike is better than the car." / "Going by bike is cheaper and cleaner."

Games, Follow-Up & Theoretical Framework

- Game - Eco-Transport Board Game: Roll dice, make a comparative sentence.
- Game - Find Someone Who: Ask classmates about their transport habits.
- Follow-up: Create a chart "How We Travel to School"; one-week walking or cycling challenge.

CLIL (Coyle et al., 2010) | TBL (Ellis, 2003) | CLT (Littlewood, 2004) | Inquiry-Based (Dewey, 1938) | Sustainability Ed. (Sterling, 2001)

ACTIVITY 3 | CEFR A2

Protect the Animals, Protect the Planet

Gaziantep University (GAUN) - Turkey | Biodiversity & Wildlife | SDG 15 - Life on Land

CEFR Level A2	Skills Reading, Speaking, Writing, Listening	Duration 50 minutes	SDG SDG 15
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Learning Objectives

Language	Describe animals and explain environmental problems using present simple tense and "because" for cause-effect reasoning.
Environment	Understand the link between human actions and animal survival; develop empathy for wildlife and critical awareness of biodiversity loss.

Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	5 min	Play animal sound clips: "Which animal is this?"	Guess animals; name them aloud	Gamification	Audio clips / device
Pre-Task / Input	10 min	Teach: turtle, dolphin, bear, forest, plastic, fire, pollution	Repeat; match words with flashcard images	CLIL	Flashcards
Main Task (Part 1)	15 min	Show problem pictures: "What is the problem here?"	"Plastic is bad for turtles." / "Fire is dangerous because it destroys forests."	TBL, Inquiry	Projected images
Main Task (Part 2)	10 min	Groups choose one animal; guide design of an awareness poster or mini-story	Create poster or story with 3-5 sentences and drawings	PBL	Paper, crayons
Post-Task / Reflection	5 min	Groups present their posters or read their stories	Listen; ask 1-2 questions; give peer feedback	Peer learning	Completed work
Wrap-up & Homework	5 min	Assign: Write 5 sentences about your	Complete writing at home	Writing task	Notebook

Stage	Time	Teacher Actions	Student Actions	Method	Materials
		favourite animal and how to protect it			

Vocabulary & Key Structures

Vocabulary	turtle, dolphin, bear, bird, fish, frog, plastic, fire, pollution, hunting, deforestation, endangered
Target Structures	"The turtle lives in the sea." / "Plastic is dangerous for turtles because they eat it." / "We must protect dolphins."

Games, Follow-Up & Theoretical Framework

- Game - Animal Sound Game: Guess animals from audio clips.
- Game - Eco-Animal Match: Match animals with their environmental threats.
- Game - Animal Charades: Mime an animal and its threat.
- Follow-up: Display posters on school walls; organise a "Protect Animals Day."

CLIL (Coyle et al., 2010) | TBL (Ellis, 2003) | Storytelling (Wright, 1995) | CLT (Littlewood, 2004) | Sustainability Ed. (Palmer, 1998)

ACTIVITY 4 | CEFR A2

Green Shopping Choices

Gaziantep University (GAUN) - Turkey | Sustainable Consumption | SDG 12 - Responsible Consumption

CEFR Level A2	Skills Speaking, Listening, Writing, Reading	Duration 50 minutes	SDG SDG 12
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Learning Objectives

Language	Practise shopping dialogues; express preferences using "prefer / would like"; make comparisons with comparative adjectives (better, cheaper, healthier, more eco-friendly).
Environment	Learn how to make eco-friendly shopping decisions; compare plastic vs. reusable items; reflect on the environmental consequences of purchasing habits.

Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	5 min	Show two bags (plastic vs. cloth): "Which is better for the planet?"	"Cloth bag is better." / "Plastic is bad because it pollutes."	Inquiry, visuals	Real bags
Pre-Task / Input	10 min	Teach: apple, rice, bottle, cloth bag, plastic bag, local food	Repeat; categorise eco vs. non-eco items	CLIL	Flashcards
Main Task (Part 1)	15 min	Model shopping dialogue; drill with students	Practise dialogue in pairs using role-play cards	CLT, Role-play	Role-play cards
Main Task (Part 2)	10 min	Organise Green Supermarket Simulation; assign buyer/seller roles	Act as buyers/sellers; choose eco items; justify choices aloud	PBL, Simulation	Realia
Post-Task / Reflection	5 min	Ask: "What is better for the planet? Local or imported food? Why?"	"Local food is better because it does not travel far."	Reflection	Eco-shopping posters
Wrap-up & Homework	5 min	Assign: Write 5 sentences about eco-friendly items you buy	Complete writing at home	Writing task	Notebook

Vocabulary & Key Structures

Vocabulary

apple, bread, rice, milk, buy, prefer, plastic bag, cloth bag, local food, imported food

Target Structures

"I would like ____." / "I prefer ____ because ____." / "This is better than ____."

Games, Follow-Up & Theoretical Framework

- Game - Eco-Shopping Bingo: Tick eco-items as the teacher calls them out.
- Game - Shopping Race: Teams race to "buy" eco-items from the board.
- Follow-up: Organise a "Plastic-Free Shopping Day"; display eco-shopping posters.

Role-Play (Bygate, 1987) | CLT (Littlewood, 2004) | PBL (Thomas, 2000) | CLIL (Coyle et al., 2010) | Sustainability Ed. (UNESCO, 2017)

ACTIVITY 5 | CEFR A2

Our Eco-Friendly School

ROAIHL School - Turkey | School Sustainability | SDG 4 & SDG 13

CEFR Level A2	Skills Speaking, Writing, Reading, Listening	Duration 50 minutes	SDG SDG 4 & 13
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Learning Objectives

Language	Describe school facilities using simple present; use "should" + infinitive to make eco-friendly suggestions: "We should recycle paper."
Environment	Explore how schools can reduce waste, save energy, and promote sustainability; connect language learning to real-world eco-action.

Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	5 min	Show two school images (eco vs. not eco): "Which school is better? Why?"	"It has recycling bins." / "There are solar panels."	Visual input, Inquiry	Projected images
Pre-Task / Input	10 min	Teach: classroom, cafeteria, recycling bin, solar panel, reusable bottle	Repeat; match words with pictures	CLIL	Flashcards
Main Task (Part 1)	15 min	Model: "We should plant trees in the playground." Guide group writing	Write 3-4 eco-friendly suggestions using "We should ___"	Cooperative learning	Worksheets, sentence frames
Main Task (Part 2)	10 min	Guide groups to design "Our Eco-Friendly School" poster	Create collaborative poster with drawings and eco-suggestions	PBL	Poster paper, crayons
Post-Task / Reflection	5 min	Groups present posters; facilitate peer feedback	Listen to peers; give one positive comment and one suggestion	Peer learning	Completed posters

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Wrap-up & Homework	5 min	Assign: Write 5 sentences about how you can help your school go green	Complete writing at home	Writing task	Notebook

Vocabulary & Key Structures

Vocabulary

classroom, library, cafeteria, playground, recycling bin, solar panel, reusable bottle, plant trees

Target Structures

"We should ____." / "Our school has ____." / "Let's ____ to help the planet."

Games, Follow-Up & Theoretical Framework

- Game - Eco-School Quiz: Rapid yes/no questions ("Should we use plastic bottles?").
- Game - Green Treasure Hunt: Find eco-item pictures hidden around the classroom.
- Follow-up: Display posters in corridors; start a "Green Idea Box" for weekly student suggestions.

CLIL (Coyle et al., 2010) | PBL (Thomas, 2000) | CLT (Littlewood, 2004) | TBL (Ellis, 2003) | Sustainability Ed. (Sterling, 2001)

ACTIVITY 6 | CEFR A2

A Day in My Eco-Life

ROAIHL School - Turkey | Eco-Habits & Daily Routines | SDG 13 - Climate Action

CEFR Level A2	Skills Speaking, Writing, Listening	Duration 50 minutes	SDG SDG 13
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Learning Objectives

Language	Describe daily routines using Simple Present and frequency adverbs; produce an illustrated eco-routine timeline.
Environment	Understand how small daily actions collectively contribute to global sustainability; develop personal eco-responsibility through reflection.

Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	5 min	Ask: "What do you do in the morning?" Elicit 3-4 daily routine answers	"I brush my teeth." / "I eat breakfast." / "I go to school by bus."	CLT, Inquiry	Flashcards
Pre-Task / Input	10 min	Teach/review daily routine verbs and eco-action collocations	Repeat; match eco-actions with pictures; identify eco-friendly ones	CLIL, visuals	Flashcards
Main Task (Part 1)	15 min	Model eco-routine sentences; distribute worksheets	Write eco-routine sentences using models and sentence frames	TBLT	Worksheets, sentence frames
Main Task (Part 2)	10 min	Guide students to organise sentences into a timeline	Draw/write their eco-routine on a timeline chart	Project-based	Timeline charts
Post-Task / Reflection	5 min	Ask: "Which eco-action is easy/hard for you? Why?"	"It is easy to recycle." / "It is hard to use less water."	Guided reflection	Class discussion
Wrap-up & Homework	5 min	Assign: Write 5 sentences about eco-actions you do every day	Complete writing at home	Writing task	Notebook

Vocabulary & Key Structures

Vocabulary

wake up, brush teeth, eat breakfast, go to school, turn off the tap, turn off the light, recycle, use a cloth bag, save water, walk or cycle

Target Structures

"I always recycle." / "I sometimes walk to school." / "I never use plastic bags."

Games, Follow-Up & Theoretical Framework

- Game - Eco-Charades: Mime an eco-action; classmates guess.
- Game - Green Bingo: Bingo card with eco-actions.
- Follow-up: Display eco-routine timelines on the classroom wall; track eco-actions for one week using a "Green Habits Chart."

TBL (Ellis, 2003) | CLIL (Coyle et al., 2010) | CLT (Littlewood, 2004) | Lexical Approach (Lewis, 1993) | Sustainability Ed. (Tilbury, 1995)

ACTIVITY 7 | CEFR A2

Zero Waste

University of Burgos - Spain | Waste Reduction | SDG 12 - Responsible Consumption

CEFR Level A2	Skills Reading, Listening, Speaking, Writing	Duration 60 minutes	SDG SDG 12
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Learning Objectives

Language	Learn vocabulary: agriculture, bin, food waste, leftovers, zero waste. Understand information from an adapted text and video; express opinions and make suggestions orally and in writing.
Environment	Become aware of the scale of food waste; learn practical strategies for reducing waste at home and in the community; adopt environmentally friendly practices.

Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	5 min	"What's the best meal you've ever eaten?" / "How important is it to know where your food comes from?"	Discuss in pairs; share with class	Communicative, Brainstorming	Board, chalk
Pre-reading (Vocabulary)	8 min	Explain "key words" matching exercise; distribute reading handout	Match vocabulary with definitions; compare with peer	Inferring, Deducing	Reading handout
Main Task - Reading	10 min	Students read text aloud; clarify vocabulary using synonyms/miming	Read assigned lines; note unknown words; answer comprehension checks	Scaffolded reading	Reading handout
Main Task - Comprehension	7 min	Students complete 3 multiple-choice questions individually	Answer; compare with peer; correct during class feedback	Reading comprehension	Reading handout
Post-Task - Vocabulary/Grammar	6 min	Students complete 2 phrasal verb exercises	Complete individually; compare; share with class	Lexical consolidation	Reading handout

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Discussion + Speaking	18 min	"Would you eat at Baldio? Why?" + "5 ideas for a sustainable kitchen"	Discuss in pairs; create list; share with class	Communicative approach	Board, handout
Wrap-up & Homework	4 min	Assign: Write actions to reduce food waste at home	Answer CCQs; complete writing at home	Authentic writing task	Notebook

Vocabulary & Key Structures

Vocabulary	zero waste, food waste, leftovers, agriculture, bin, reduce, reuse, recycle, sustainable kitchen
Target Structures	"I think we should ____." / "One way to reduce food waste is to ____." / "If we ____, we can save ____."

Games, Follow-Up & Theoretical Framework

- Dyslexic students: use dyslexia-friendly font and wider line spacing; read text line by line.
- Fast-finishers: begin drafting the writing homework or complete supplementary ESL Lounge A2 resource.
- Follow-up: Create a school book/clothing exchange; build a class webpage about local waste-reduction strategies; invite a zero-waste shop owner as a guest speaker.
- Digital Resources: YouTube - CGTN America, restaurant Baldio (zero waste); Text: OneStopEnglish - "The restaurant with no bin."

Communicative Approach | CLIL | Authentic Materials | Inquiry-Based Learning | Cross-curricular collaboration with science teachers

ACTIVITY 8 | CEFR A2

Let's Act to Protect the Environment!

University of Rome Tor Vergata - Italy | Climate Action | SDG 13 - Climate Action

CEFR Level A2	Skills Speaking, Writing, Reading, Listening	Duration 60 minutes	SDG SDG 13
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Learning Objectives

Language	Use English to describe eco-actions; express opinions and suggestions ("We should...", "I think..."); write short texts on eco-initiatives; participate in group discussions and project presentations.
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Environment	Understand how individual and collective choices impact the environment; identify and plan sustainable actions at school and home; link learning to SDG 13 Climate Action.
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Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	8 min	Show YouTube video "10 Ways to Take Care of the Environment"; ask: "Which do you already do?"	Watch; identify actions; answer short comprehension questions	Inquiry-based	YouTube video, projector
Pre-Task / Input	10 min	Present eco-vocabulary; model sentence frames ("We should...", "I think...")	Practise words in pairs; make short spoken suggestions	Task-Based Learning	Flashcards, slides
Main Task 1 - Eco-Log	12 min	Distribute Eco-Log template; guide writing of 2 eco-actions for today	Write in Eco-Log; share examples orally	TBL	Eco-Log template (paper or Padlet)
Main Task 2 - Group Project	20 min	Assign eco-action project (poster, digital slide, or awareness campaign)	Work in groups to create a poster or digital product; prepare to present	PBL, Gamification	Canva, Padlet, paper

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Post-Task / Reflection	5 min	Gallery Walk: groups display projects; run 3-question Kahoot!	View peers' work; vote for best eco-action; complete Kahoot! quiz	Reflection, Gamification	Padlet, Kahoot!
Wrap-up & Homework	5 min	Assign: Write 3-5 sentences about a home eco-action and its impact	Write reflection at home; track eco-actions in Eco-Log	Reflective learning	Eco-Log

Vocabulary & Key Structures

Vocabulary	reuse, recycle, save, protect, eco-action, sustainability, climate, reduce, habit, carbon footprint
Target Structures	"We should ____." / "I think ____ is important because ____." / "We can help the planet by ____." / "This week, I will ____."

Games, Follow-Up & Theoretical Framework

- Game - Kahoot! 3-question quiz on eco-actions following the Gallery Walk.
- Game - Gallery Walk peer voting for best eco-project.
- Digital Resources: YouTube "10 Ways to Take Care of the Environment"; Padlet; Kahoot!; Canva / Google Slides; Eco-Log template.
- Follow-up: Projects displayed on Padlet or in school corridors; possible whole-school eco-campaign.

TBL (Ellis, 2003) | PBL (Thomas, 2000) | Gamification (Dörnyei, 2001) | GreenComp (EU Commission, 2022) | SDG 13 (UN, 2015)

ACTIVITY 9 | CEFR A2

Deforestation & Climate Change: From Awareness to Action

University of Rome Tor Vergata - Italy | Forests & Climate | SDG 13 & SDG 15

CEFR Level A2	Skills Listening, Speaking, Reading, Writing	Duration 60 min + homework	SDG SDG 13 & 15
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Learning Objectives

Language	Acquire vocabulary: forest, cut down, carbon dioxide, habitat, endangered. Express ideas through slogans and short speeches using imperatives and modals. Write a short article proposing solutions.
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Environment	Understand the relationship between deforestation and climate change; develop critical thinking and ecological awareness; propose community-level sustainable actions.
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Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	5 min	Launch Mentimeter: "What do you know about deforestation?" Display word cloud	Contribute words/phrases; observe and discuss the word cloud	Inquiry-based, Prior knowledge activation	Mentimeter, projector
Pre-Task / Input	10 min	Show YouTube video in sections; pause to explain vocabulary; ask guiding questions	Watch; take notes; answer questions; identify new vocabulary	CLIL, Scaffolding	YouTube video, vocabulary list
Main Task (Part 1)	15 min	Guide pairs/groups to create a slogan against deforestation; prepare 1-2 min speech	Collaboratively invent a slogan; draft and rehearse speech	TBL, Cooperative learning	Paper, planning templates
Main Task (Part 2)	15 min	Facilitate presentations; organise peer voting for most creative campaign	Present slogans and speeches; listen to peers; vote on best presentation	PBL, Peer evaluation	Class space, optional posters
Post-Task / Reflection	10 min	"What solutions can we apply in our school/community?"	Share ideas; upload reflections and proposals to Padlet	Guided reflection	Padlet, projector

Stage	Time	Teacher Actions	Student Actions	Method	Materials
		Guide Padlet contributions			
Wrap-up & Homework	5 min+	Assign: "Write a short article about deforestation, its effects, and solutions."	Plan and write article at home; bring for review	Authentic writing task	Planning template

Vocabulary & Key Structures

Vocabulary	deforestation, forest, carbon dioxide, habitat, endangered, climate change, sustainable, awareness, solution, campaign
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Target Structures	"We must protect our forests." / "Deforestation causes ___ because ___." / "One solution is to ___." / "Save the trees - save our future!"
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Games, Follow-Up & Theoretical Framework

- Game - Mentimeter word cloud warm-up for prior knowledge activation.
- Game - Peer voting (Mentimeter or Kahoot!) for most creative slogan.
- Digital Resources: Mentimeter; Padlet; YouTube "Deforestation | Causes, Effects & Solutions | Video for Kids."
- Follow-up: Tree-planting event; Green Day at school; local awareness campaign posters.

CLIL (Coyle et al., 2010) | TBL (Ellis, 2003) | PBL (Thomas, 2000) | GreenComp (EU Commission, 2022) | SDG 13 & 15 (UN, 2015)

ACTIVITY 10 | CEFR A2 Round the Corner

Vilnius University - Lithuania | Sustainable Shopping Habits | SDG 12 - Responsible Consumption

CEFR Level A2	Skills Speaking, Listening, Reading, Writing	Duration 3 lessons (multi-session)	SDG SDG 12
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Learning Objectives

Language	Sustain an argument about everyday shopping items; make simple comparisons and explain opinions; present ideas using comparative adjectives, Present Simple, and linking words.
Environment	Make more informed, mindful choices when purchasing everyday items; evaluate shopping habits; develop critical thinking about sustainable consumption.

Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up - Lesson 1 (15 min)	15 min	Ask which shop is closest to students' homes; introduce Product Anatomy checklist	Sketch neighbourhood map; mark regular shopping spots; share with teacher	Brainstorm, Collaborative mapping	Poster / school board
Pre-Task - Lesson 2 (35 min)	35 min	Collect photos of items; give individual consultations	Choose a family shopping item; photograph it; research using checklist and internet/AI; create Canva presentation	PBL, Mind-mapping	Product Anatomy checklist, smartphones, Canva
Main Task (Part 1) - Lesson 3	30 min	Group students into "shop or street clusters"; monitor presentations	Share mini-research results in cluster groups; one student summarises findings	AI-enhanced, Gap-learning	Digital presentation tool
Main Task (Part 2)	10 min	Listen to group summaries; guide "how responsibly do we shop?" reflection	Pick 2 positives and 1 improvement area; give reasons aloud	Pros and cons analysis	Class poster

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Post-Task / Reflection	5 min	Ask follow-up questions about the project experience	Discuss: has the project changed how you think about shopping?	Critical reflection	-
Wrap-up & Homework	Homework	Assign: Find an environmentally friendly local business; write why it is eco-friendly	Research and write recommendations at home	Independent research	Internet access

Vocabulary & Key Structures

Vocabulary	local, imported, packaging, single-use plastic, conflict-free, recyclable, reusable, community, responsible consumer
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Target Structures	"This product is made by a local farmer." / "I prefer ___ because it has less plastic." / "This is better for the environment because ___."
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Games, Follow-Up & Theoretical Framework

- Product Anatomy Checklist: Is it made locally? Does it have single-use plastic? Can it be recycled/reused? Has it been tested on animals?
- AI Tools: Canva for visual presentations; online research assistants for product analysis.
- Follow-up: This activity extends over at least one week; cross-subject collaboration amplifies impact significantly.

TBL (Ellis, 2003) | PBL (Thomas, 2000) | Inquiry-Based Learning | CEFR Companion Volume (Council of Europe, 2018)

ACTIVITY 11 | CEFR A2

Sorting for a Greener Future

Vilnius University - Lithuania | Recycling & Waste Sorting | SDG 12 - Responsible Consumption

CEFR Level A2+	Skills Speaking, Listening, Reading, Writing	Duration 55 minutes	SDG SDG 12
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Learning Objectives

Language	Learn and apply modal verbs (can/can't; have to/don't have to) to describe recycling rules. Vocabulary: bottle, jar, pizza box, bag, batteries, newspaper, tin can.
Environment	Learn what materials can and cannot be recycled and why; develop deeper understanding of recycling categories; strengthen eco-responsibility at school and home.

Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Warm-up / Lead-in	5 min	Hold up rubbish bag with mixed items: "Can we recycle this?"	Give yes/no short answers; show prior knowledge of recycling	Creating interest, Realia	Bag with realia (bottle, jar, newspaper, tin can)
Pre-Task / Input	10 min	Teach/review modal verbs with recycling examples: "You can recycle bottles." / "You can't recycle pizza boxes." / "You have to clean jars."	Repeat sentences; practise in pairs using item picture cards	CLIL, Scaffolding	Board, item picture cards
Main Task (Part 1)	15 min	Groups receive mixed item cards: "Make a recycling rule for each item using can/can't and have to/don't have to."	Sort items; create recycling rules orally; then write them down	Task-based learning	Item picture cards, worksheets
Main Task (Part 2)	10 min	Circulate; encourage full sentences with modal verbs	Groups design mini-poster: "Our Class Recycling Rules"	Task-based learning	Poster paper, markers

Stage	Time	Teacher Actions	Student Actions	Method	Materials
Post-Task / Reflection	15 min	Highlight correct use of modals; facilitate class discussion	Each group presents 2-3 rules aloud; class discusses: "Why are these rules important?"	Communicative reflection	Completed posters
Wrap-up & Homework	5 min	Assign: Photograph 3 items about to be thrown away; write a recycling rule for each	Complete homework at home; bring written notes to next lesson	Independent task	Notebook

Vocabulary & Key Structures

Vocabulary	recycle, rubbish, bin, plastic bottle, glass jar, pizza box, batteries, newspaper, tin can, compost
Target Structures	"You can recycle bottles." / "You can't recycle pizza boxes." / "You have to clean jars before recycling them." / "You don't have to remove the label."

Games, Follow-Up & Theoretical Framework

- Game - Class Recycling Sort: Sort item cards into colour-coded categories; write one modal verb rule per item.
- Game - British Council "Clean and Green" game (LearnEnglish Kids).
- Game - Ecokids "Separate Waste into Appropriate Bins" game.
- Follow-up: Place class rule posters near recycling bins; monitor class recycling behaviour for one week.

CLIL (Coyle et al., 2010) | TBL (Ellis, 2003) | Gamification (Dörnyei, 2001) | Scaffolding (Vygotsky, 1978) | CEFR Companion Volume (Council of Europe, 2018)

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EcoLingua Project

Erasmus+ KA220-SCH | 2024-1-TR01-KA220-SCH-000245616

Coordinated by Balıkesir University, Necatibey Faculty of Education, ELT Programme

Co-funded by the European Union