



ECOLINGUA

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

Activity Plan 2 – C1 Level

General Information

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** C1
- **Activity Number:** Act2
- **Title of Activity:** *The Future We Want: Youth Visions for Sustainability*

2. Strategy Statement

This activity empowers C1 learners to **synthesize knowledge, debate visions of the future, and produce persuasive proposals**. Students imagine what the world might look like in 2050 under different sustainability scenarios (optimistic vs. pessimistic futures). They engage in **scenario building, vision writing, and persuasive presentations**, while practicing **advanced conditional forms, speculative language, and discourse markers for contrast and concession**.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will speculate, hypothesize, and articulate visions using advanced conditionals and persuasive language.
- *Environmental:* Students will reflect on possible sustainable and unsustainable futures, evaluating human choices and responsibilities.

3.2. Target Skills & Competences

- *Language Skills:* Critical reading, oral discussion, persuasive speaking, advanced writing
- *Linguistic Focus:* Advanced conditionals (*If we had acted earlier, we would have avoided...*), speculative modals (*might, could, may well*), discourse markers (*nevertheless, in the long run, despite this*)



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- *Environmental Competences*: Futures thinking, systems reflection, personal agency in sustainability

3.3. Resources, Materials & Media

- *Printed/Handouts*: Short “future scenarios” texts (utopian vs. dystopian 2050 visions)
- *Digital Resources*: Short video clip about the UN “Our Common Future” vision
- *Audio-Visual Materials*: Timeline posters for 2025–2050 planning
- *Realia*: “Future box” with symbolic objects (solar panel toy, plastic bottle, tree branch, etc.)

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Show two contrasting images (green city vs. polluted city in 2050). Ask: “Which future do you imagine?”	Share opinions	Visual inquiry	Posters
Pre-Task / Input	10 min	Provide scenario texts. Teach key speculative and conditional structures.	Read critically, highlight structures	CLIL, academic reading	Handouts
Main Task (Part 1)	15 min	In groups, design their own 2050 “vision” (optimistic or pessimistic). Include 3 events/choices leading to that future.	Create future scenario	Project-based	Posters, timeline
Main Task (Part 2)	15 min	Groups present their vision in persuasive format (“Why our scenario is realistic/important”).	Present, debate, respond	CLT, debate	Placards
Post-Task / Reflection	10 min	Class reflects: “Which actions today can shape 2050 positively?”	Discuss, link to real life	Futures thinking	Class



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Wrap-up & Homework	5 min	Homework: Write a 300–350 word essay “ <i>My Vision of a Sustainable Future.</i> ”	Submit next class	Writing	Paper
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5. Differentiation & Inclusion

- Provide weaker learners with sentence frames (“*If we continue to..., we will...*”).
- Stronger learners encouraged to use advanced conditionals and integrate data or references.
- Group roles (vision writer, presenter, artist, researcher) ensure diverse contributions.

6. Assessment & Evaluation

- Teacher evaluates group visions for creativity, coherence, and language range.
- Peer voting: “Most inspiring/realistic vision.”
- Homework essay graded for argument depth, accuracy, and advanced structures.

7. Sustainability & Follow-Up

- Display “visions of 2050” posters in school eco-corner.
- Invite local policymakers or NGOs to discuss youth perspectives.

8. Suggested Vocabulary

- **Key terms:** sustainable, resilient, innovation, collapse, scenario, foresight
- **Structures:**
 - “*If we had acted earlier, we would have prevented...*”
 - o “*By 2050, this might become a reality.*”
 - o “*Nevertheless, technology could provide solutions.*”

9. Games & Links

- **Game:** *Future Headlines* – Groups write newspaper headlines from 2050 (e.g., “*The Last Polar Bear Dies*” or “*World Powered 100% by Renewables*”).
- **Game:** *Future Box Storytelling* – Each group takes one object from the “future box” and integrates it into their vision.
- **Links:**
 - o UN – The Future We Want o World Economic Forum – Scenarios for 2050



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10. Strategy and Suggested Methodology

This advanced activity builds **futures literacy and persuasive academic communication**:

- **Scenario Planning (Wack, 1985):** Helps students explore multiple possible futures.
- **Task-Based Learning (Ellis, 2003):** Designing and presenting visions are authentic, outcome-focused tasks.
- **Communicative Language Teaching (Littlewood, 2004):** Encourages extended interaction and debate.
- **CLIL (Coyle, Hood, & Marsh, 2010):** Combines futures studies content with English practice.
- **Critical Pedagogy (Freire, 1970):** Students critically reflect on social responsibility for shaping futures.
- **Sustainability Education (Sterling, 2001):** Emphasizes long-term thinking and intergenerational justice.
- **Methodological Strategies Applied:**
 - *Scaffolding* with scenario texts and sentence frames.
 - *Multimodal input* (videos, posters, objects).
 - *Peer collaboration* to generate visionary yet realistic outputs.
 - *Gamification* (headlines, future box) adds creative engagement.



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