



**ECOLINGUA**

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

Activity Plan 2 – C2 Level

### **General Information**

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** C2
- **Activity Number:** Act2
- **Title of Activity:** *Intergenerational Justice and Climate Change*

### **2. Strategy Statement**

This activity challenges learners to grapple with the **ethical and legal implications of climate change across generations**. Students analyze the idea that present-day actions (or inactions) determine the rights and futures of unborn generations. They work with **legal cases, UN declarations, and philosophical arguments**, and engage in a **mock tribunal** where they must argue whether governments should be held accountable to future citizens. The activity develops **advanced discursive, argumentative, and evaluative competence** in English, while reinforcing critical awareness of **justice, equity, and sustainability**.

### **3. Activity Details**

#### **3.1. Learning Objectives**

- *Language:* Students will practice constructing and defending complex arguments, using advanced rhetorical strategies and legal-academic vocabulary.
- *Environmental:* Students will reflect on climate responsibility through the lens of **justice, rights, and long-term sustainability**.

#### **3.2. Target Skills & Competences**

- *Language Skills:* Academic reading, critical listening, persuasive speaking, formal writing (policy/legal style)



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- *Linguistic Focus*: Legal and evaluative language (*liable, accountable, duty of care, precedent, equity*), complex conditionals (*If governments had adopted stricter laws, damages could have been avoided*), rhetorical appeals (ethos, pathos, logos).
- *Environmental Competences*: Intergenerational responsibility, justice-oriented reasoning, systems-level reflection

### 3.3. Resources, Materials & Media

- *Printed/Handouts*: Summaries of cases (e.g., Urgenda v. Netherlands, youth-led climate lawsuits)
- *Digital Resources*: UN “Declaration on Future Generations” excerpts
- *Audio-Visual Materials*: Short documentary clip on climate justice litigation
- *Realia*: Tribunal placards (Judge, Prosecutor, Defense, Civil Society, Future Generations’ Advocate)

### 4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Present quote: “We do not inherit the Earth from our ancestors; we borrow it from our children.” Ask reactions.	Respond with short reflections	Critical inquiry	Poster
Pre-Task / Input	15 min	Provide summaries of legal/philosophical texts. Highlight legal and evaluative language.	Read, annotate, extract arguments	CLIL, academic reading	Handouts
Main Task (Part 1)	20 min	Assign tribunal roles (Judge, Government, NGOs, Future Generations). Groups prepare their cases.	Develop legalstyle arguments	Simulation prep	Placards
Main Task (Part 2)	20 min	Conduct <b>mock tribunal</b> . Government defends current policies; NGOs and Advocates argue for accountability.	Present, defend, rebut	Simulation, debate	Placards



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Post-Task / Reflection	10 min	Whole-class reflection: “Should governments be legally	Share nuanced perspectives	Critical discussion	Class
<b>Stage</b>	<b>Time</b>	<b>Teacher Actions</b>	<b>Student Actions</b>	<b>Method/Approach</b>	<b>Materials</b>
		responsible to future generations?”			
Wrap-up & Homework	5 min	Homework: Write a 600-word position paper “ <i>Climate Justice Across Generations: Law, Ethics, and Responsibility.</i> ”	Submit next lesson	Writing	Paper

### 5. Differentiation & Inclusion

- Provide weaker learners with legal argument frames (“*The state is liable because...*”).
- Encourage stronger learners to bring in external references (philosophy, UN reports, real lawsuits).
- Tribunal roles ensure all types of learners can participate (speaking, writing, or summarizing).

### 6. Assessment & Evaluation

- Teacher evaluates tribunal performance (clarity, persuasiveness, legal accuracy, language sophistication).
- Peer voting: “Most convincing argument.”
- Position paper assessed for argument depth, structure, and academic register.

### 7. Sustainability & Follow-Up

- Compare mock tribunal outcomes with real cases (e.g., Dutch climate court rulings).
- Link activity to **SDG 16: Peace, Justice, and Strong Institutions** and **SDG 13: Climate Action**.
- Encourage student essays to be submitted to academic essay competitions.

### 8. Suggested Vocabulary

- **Key terms:** intergenerational justice, accountability, liability, duty of care, equity, precedent
- **Structures:**
  - “*Governments could have prevented these damages if...*”



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- “Future generations are entitled to...”
- “Although current policies exist, they fail to...”

### 9. Games & Links

- **Game:** *Courtroom Language Bingo* – Tick advanced legal markers used during tribunal.
- **Game:** *Justice Scale* – Groups rank policies from “most just” to “least just” for future generations.
- **Links:**
  - o Urgenda Climate Case o UNESCO Declaration on Future Generations

### 10. Strategy and Suggested Methodology

At C2 level, pedagogy must support **near-native competence, research synthesis, and discursive sophistication**. This activity is informed by:

- **Simulation Pedagogy (Crookall, 2010):** The tribunal role-play replicates real-world climate litigation, requiring formal persuasive communication.
- **Critical Discourse Analysis (Fairclough, 1995):** Students interrogate the language of laws, declarations, and policies.
- **Content and Language Integrated Learning (Coyle, Hood, & Marsh, 2010):** Legal and ethical content is embedded in high-level English practice.
- **Task-Based Learning (Ellis, 2003):** Tribunal preparation, debate, and position papers simulate authentic academic/professional contexts.
- **Critical Pedagogy (Freire, 1970):** Learners question systems of justice and power in relation to climate change.
- **Sustainability Education (Sterling, 2001; UNESCO, 2017):** Focuses on long-term justice, equity, and responsibility.

#### Methodological Strategies Applied:

1. **Scaffolding** with legal texts, vocabulary banks, and case studies ensures entry into complex material.
2. **Dialogic Learning:** Tribunal debates promote deep reasoning and multi-perspective engagement.
3. **Multimodal Input:** Reports, videos, infographics support comprehension and retention (Paivio, 1991 – Dual Coding).
4. **Higher-Order Thinking:** Learners evaluate, synthesize, and create — top levels of Bloom’s taxonomy.
5. **Role Differentiation:** Tribunal roles (Judge, Advocate, Government) guarantee varied communicative functions.
6. **Gamification:** Bingo and justice-scale tasks balance serious debate with motivation and active learning.



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