

SENSE	TITLE	TIMING
	Visual Voices for Sustainability	 45 minutes

AUTHORS	KEY WORDS	LANGUAGE
Rui Baltazar	Sustainable Development Goals (SDGs), sustainability, Padlet	English

LEVEL	GROUP LEVEL	AGE
B2	Secondary Education (High School)	15 +

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Describe and interpret sustainability-related messages using visual information.
FUNCTIONAL	• Express opinions and propose solutions based on visual evidence.
CULTURAL	• Develop awareness of global and local sustainability challenges. • Understand how images convey cultural values and perspectives.

METHODOLOGY	• CLIL • Visual learning • Collaborative problem-solving.
TECHNIQUES	• Image observation • Pair work • Guided discussion • Problem–solution analysis • Caption writing • Peer feedback.
RESOURCES	• https://sdgs.un.org/goals • https://www.youtube.com/watch?v=0XTBYMfZyrM • https://www.youtube.com/watch?v=sL0VStdpcA
ICT TOOL	• Computer • Video Projector • Speakers • Padlet tool

ASSESSMENT

Part 1 – Visual Interpretation (5 points)

Look at the image used in the activity and answer in English.

- Describe one clear element you can see in the image. (2 pts)
- Explain what sustainability problem the image represents. (3 pts)

Part 2 – Language Use: Problem & Solution (5 points)

Complete the sentences using appropriate language.

- This problem exists because _____. (2 pts)
- To improve this situation, people should / could / must _____. (3 pts)

Part 3 – Caption with Impact (5 points)

Write a caption (15–20 words) for the image.

The caption must:

- refer to the sustainability issue
- suggest responsibility or action

Assessment criteria

- Message clarity (2 pts)
- Appropriate vocabulary (2 pts)
- Grammar and accuracy (1 pt)

Part 4 – Reflection (5 points)

Choose ONE sentence and complete it.

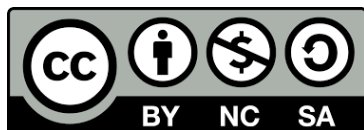
- Today I learned that _____.
- This image made me think about _____.
- One action I can take is _____.

Assessment criteria

- Relevance to the image/topic (3 pts)
- Clear and correct English (2 pts)

TOTAL: 20 points

DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1 - "What Do You See?" Procedure - Teacher shows 2 powerful sustainability images (no text, no sound). - Images are shown for 30 seconds each. Students - Individually write 3 words per image, in a digital tool, like PADLET or in their book. - Then share orally: <i>What do you see?</i> <i>What problem does the image suggest?</i>
		Activity 2 - Image Interpretation Procedure - Students work in pairs. - Each pair receives one image. Tasks - Answer 3 questions in writing (book or digital tool) - What is happening in the image? - Who is affected? - Why is this a sustainability issue? Language focus - Cause–effect (<i>because, due to</i>) - Visual evidence (<i>This image shows...</i>)
Main Dish	15'	Activity 3 - Visual Problem → Visual Solution Procedure - Same pairs. - Students imagine a solution image for the problem they analysed. Tasks - Describe the problem (2–3 sentences). - Propose a solution using: <i>should / could / must</i> Speaking moment - Each pair presents one key sentence to the class
		Activity 4 - Caption with Impact Procedure - Students write one strong caption (15–20 words) for their image. Rules - The caption must: - include a sustainability message - suggest responsibility or action Peer feedback - Exchange captions with another pair. - One suggestion for improvement. Language focus - Concise, meaningful writing - Tone and clarity
Smile	5'	Activity 5 - Visual Exit Note Students write (choose ONE): <i>Today I learned that...</i> <i>This image made me think about...</i> <i>One action I can take is...</i> Teacher - Collects or discusses 2–3 examples.



Attribution: Original activity from Erasmus + LANSEN Project

Artificial intelligence aided

Cofunded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.