A Lesson Design on the Subject of Climate Change as a Course Unit in Language Teaching

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ABSTRACT

Aim. The purpose of this qualitative research is the preparation, implementation and evaluation of a present-related lesson focused on the selection of the subject of climate change for elective German courses taught in universities. For climate change, the issues of sustainability and peace are also important. It is important to address these issues in educational institutions. The dove of peace is an important figure.

Methods. In this research the document analysis technique was used. The research on the subject of climate change, sustainability and peace in the context of relation to the present was taken up during the winter semester of 2022/2023 academic year in the elective German courses of the researcher at Hacettepe University.

Results. The successful contribution of the lesson planning model already mentioned in this article was also observed in the teaching activities at primary and secondary schools conducted earlier. The participants discussed climate change, sustainability, and peace.

Conclusion. It was observed that the participants voluntarily talked about climate change, sustainability, and peace. It is important to state that the interest of the participants in German courses continued.

Originality. German language courses are offered as a foreign language learning practice and elective foreign language courses in schools, private institutions, and universities in Turkey. Participants from all the departments of the Hacettepe university voluntarily attended the elective German language classes. To conduct the German courses effectively, a suitable method should be developed to help the participants who come from different countries having various levels of fluent speech.

Keywords: German, climate change, sustainability, peace, planning, materials

Introduction

Turkey is a republic that was proclaimed as an independent state following the fall of the Ottoman Empire in 1923. Therefore, it is important to know what language teaching was like in the Ottoman Empire. In the Ottoman Empire, in addition to the madrasas in Arabic, there were also American, German, French and Italian private schools.

After the establishment of the Republic, the number of foreign schools decreased. The remaining schools were currently among the educational institutions preferred by Turkish parents. For a long time, English, German and French were offered as foreign languages in Turkish schools. In the last 20 years, Russian, Japanese, Arabic, Spanish and Italian were also taught as foreign languages in Turkey. It can be observed that currently Arabic courses are increasingly offered in Turkey.

At the same time, it can be observed that there is a positive (direct) relationship between learning a foreign language and emigrating for economic reasons. Due to the economic situation in Turkey, educated people, secondary school students and university students want to go abroad, especially to Germany. Therefore, these groups of people learn German in private courses, at schools and at universities.

In private courses and at universities, course participants from different subject areas form groups. For this reason, too, it is important that course instructors plan their lessons in relation to the present. Based on these considerations, I have designed this lesson in a present-tense way. I chose the dove of peace as the key concept because the dove of peace can be used figuratively for the subject areas of climate change, sustainability, and peace. These three topic areas can be addressed in the classroom in a present-tense way using a variety of disciplines. For my German classes at the university, I developed an approach consisting of 13 stages (Coşkun, 2018; Demirezen, 2013; Karabıyık, 2018). This approach is based on the action-oriented approach.

Method

This study regarding the climate change topic was conducted according to the qualitative method (Saban & Ersoy, 2016). Document analysis was used in this research (Poenicke, 1988). Self-developed teaching materials were used in the research. The research on climate change, sustainability and peace as a collective subject in foreign language teaching was conducted in my elective courses for German at Hacettepe University in Ankara in the academic year 2022/2023.

In planning the meetings, 320 students, pupils, teachers and lecturers from different subjects participated. The selected words and the written texts were discussed with experts in the field of German as a foreign language in Turkey as well as in Germany. The development, implementation and evaluation of this teaching unit were realised by following two previously published books (Coşkun, 2022).

General Information

It is important that courses in classes are planned with the educational level and needs of the target group in mind. This will inform the reader about the target group. The most valuable information about the target group is given below.

Table 1

Information on context

Educational institution	University
Target group	Participants who choose the elective German lessons.
Name of lessons	German for ERASMUS and German for Communication
Subject of the lesson	Climate Change
Duration of the course	120 minutes (3 hours)

Source. Own research.

Rationale of the Lesson

The reasons for developing this teaching unit are as follows: the wishes of the addressees and the topics that are relevant to all countries, people, animals and plants are the main reasons. The participants would like to get into conversation with the course instructor and with each other based on current topics, because most of the participants would like to continue their studies or work in Germany.

Sustainability means that people use the earth's treasures responsibly (Meadows et. al. 1978). According to this definition, consideration should be given to future generations when consuming the earth's treasures as future generations will also need raw materials such as wood, water, coal and oil (Meadows et al. 1978). The Club of Rome's report on the state of humanity, which is closely linked to development in the world, was published in 1972. In this study, five trends are examined in a "world model" of complex interactions. These trends are accelerated industrialisation, rapid population growth, global malnutrition, exploitation of natural resources and habitat destruction (Meadows et al. 1978). These trends hinder sustainability. Irmi Seidl & Angelika Zahrnt (2022) claim that the warnings of the Club of Rome have remained largely inconsequential. For this reason, it is important that the topic of sustainability is also discussed in lessons.

Peace refers to a comprehensive and lasting legal order and way of life in which the well-being and prosperity of citizens is the primary goal. Peace is therefore more than just the absence of violence or war. In common parlance, we speak of peace when existing conflicts between people, social groups or states are settled in legally established norms without violence (Riepe, 2016). The concept of peace has always increased in importance since the beginning of humanity. It should be the goal of all countries to contribute to the establishment of world peace. The following events, for example, currently illustrate this:

the war between Ukraine and Russia; the unrest in Israel and its neighbouring countries; unrest in Turkey, Syria and Iraq; unrest in the Balkans; unrest in Nagorno-Karabakh, unrest in Sudan, Mali and France.

Climate change, sustainability and peace are issues that I believe are symbolised by the dove of peace and that affect the whole world. The dove symbolises peace. The opposite of peace is war. War harms the environment, people, animals and plants. Where the environment, people, animals and plants are affected by war, there can be no talk of sustainable development. Climate change knows no geographical boundaries. Climate change is best addressed through actions that are accepted by all people. For these reasons it makes sense that subject areas such as climate change, sustainability, and peace should also be addressed in the classroom.

THE OBJECTIVES OF THE LESSON

A distinction is made in the literature between general, long-term and detailed goals. The goal of this lesson is to get the participants to acquire communicative German skills and improve their existing German language skills. The second goal of this lesson is to lead the participants to explore the issues of climate change, sustainability, and peace. A third goal is for participants to understand, follow, and participate in texts and/or conversations as appropriate. A distant goal is for participants to write texts themselves (Tan et al., 2003). The objectives to be achieved by attending this course are formulated as follows.

Students participating in this class (these Lessons) will do the following:
- recall what they have learned or experienced thus far regarding climate change, sustainability, and peace;
- learn the meaning of the dove of peace as a key concept and of 24 words that appear in the themes of climate change, sustainability, and peace;
- talk about the dove of peace in their environment, in peer groups and abroad;
- understand the effects of climate change, sustainability and peace;
- understand the importance of climate change, sustainability, and peace;
- have a simple conversation about climate change, sustainability, and peace;
- understand a simple text about climate change, sustainability, and peace;
- write a simple text about climate change, sustainability, and peace;
- make suggestions regarding climate change, sustainability, and peace.

MATERIALS FOR USE IN THE COURSE

According to our own practical experience, detailed lesson preparation is not enough for successful language teaching rather language acquisition. The learning process should be supported with appropriate teaching materials and media. The most common teaching

materials are textbooks, workbooks, dictionaries, word lists, worksheets, forms, leaflets, newspaper articles, texts such as dialogues and reading texts, cards, illustrations and games. The most commonly used media are audio cassettes, CDs, Internet, blackboard, pin board, slide projector, beamer, tablet, PC, cell phone (Rösler & Würfel, 2017). The person learning a new foreign language in the classroom hears, reads or sees texts. It is important that the learning process is enriched by different materials.

The following materials have been developed for this course:
- flashcards for speaking exercises;
- word lists for expanding vocabularies;
- worksheets for the development of writing skills;
- dialogues to develop reading skills and comprehension;
- reading texts to develop reading skills and comprehension;
- learning cards for the memory learning games (with music in the background);
- tokens for building language towers (with music in the background);
- observation and evaluation forms;
- questions about the dialogue (name of the dialogue);
- questions about the reading text (name of the reading text); and
- the overall reflection of the lesson in the form of an exercise.

Importance of the Learning Game

Educational games are usually used to make classroom activities more attractive, to promote communication, to consolidate learning, and encourage creativity. It is important from the subject didactics that the rules of each learning game are formulated in an understandable way and suitable materials are developed for it. The memory card learning game was developed for this teaching unit and for the socio-educational activities.

Flashcards for the Speaking Exercises

The key term dove of peace and 24 words related to the themes of climate change, sustainability and peace (8 words each). On the flashcard, there is a picture of the dove of peace with an olive branch in its beak as a symbol for the key term. This flashcard is number 00. Why (Buthe picture of a "dove"? I think the dove figuratively symbolises the three issues of climate change, sustainability and peace, which are closely related. War destroys the environment (humans, animals and plants) and the systems necessary for societal advancement.

In language acquisition, vocabulary is of great importance (Hölscher et al., 2016). There are different techniques for expanding and consolidating vocabulary. In the lesson planning approach, I have developed, a new key term (00) and 24 new words are used

in each lesson. The key word symbolises the topic of the lesson. The 24 words are words that are closely connected (related) to the particular topic. In this lesson, the key term used is the dove of peace.

The set of 24 words was improvised by me on the basis of the mill game, because there were 24 nodes on the mill game board. One word is placed on each node. The square in the middle of the board is used for the key word. These words are used to write sentences, sentences are used to write paragraphs, and paragraphs are used to write texts.

Using the selected key term, a trilingual flashcard is developed. Under the picture on the flashcard, there are usually 5 sentences in three languages. So, in this unit, there are 15 sentences because the dove of peace symbolises the thematic areas of climate change, sustainability, and peace. For each topic area, 5 sentences have been written. This flashcard is numbered 00, and the other flashcards are numbered from 1 to 24. From the 24 words, a word list (on two pages, 1-12 and 13-24) is made in three languages (Turkish, German and English).

A flashcard is also created in three languages for each of the 24 words. It is left to the learners to write 5 sentences in three languages to the picture on each flashcard. It is recommended that each sentence consists of 5 or 6 words.

Table 2

Flash Card for "Climate Change, Sustainability and Peace"

İklim Değişikliği, Sürdürülebilirlik ve Barış	Klimawandel, Nachhaltigkeit und Frieden	Climate Change, Sustainability and Peace
	Bu resim ile ilgili 15 Türkçe, Almanca ve İngilizce cümle yazınız. Schreiben Sie über dieses Bild 15 Sätze auf Türkisch, Deutsch und Englisch. Write 15 sentences about this picture in Turkish, German and English.	

No	Türkçe	Deutsch	English
01	Toplum insanlardan oluşur.	Die Gesellschaft besteht aus Menschen.	Society is composed of people.
02	İnsanlar arasında iletişim önemlidir.	Die Kommunikation zwischen den Menschen ist wichtig.	Communication between people is important.
03	Dünya hepimize yeter. Onu korumalıyız.	Die Welt reicht uns allen. Wir sollten sie schützen.	The world is enough for all of us. We should protect it.
04	Doğayı, havayı ve suyu barışla koruyalım!	Schützen wir die Natur, die Luft und das Wasser mit Frieden!	Let's protect nature, air and water with peace!
05	Bugünden itibaren doğaya, insanlara, hayvanlara ve bitkilere şiddet olmasın!	Ab heute soll es keine Gewalt mehr gegen Natur, Menschen, Tiere und Pflanzen geben!	As of today, there should be no violence against nature people, animals and plants!
06	Savaş çevreye de zarar verir.	Der Krieg schadet auch der Umwelt.	War also harms the environment.

No	Türkçe	Deutsch	English
07	Savaşta insanlar, hayvanlar ve bitkiler de ölürler.	Im Krieg sterben Menschen, Tiere und Pflanzen.	In war people, animals and plants also die.
08	Barış doğadaki bütün canlılar için gereklidir.	Frieden ist für alle Lebewesen in der Natur notwendig.	Peace is necessary for all living beings in nature.
09	Barış insanlar, hayvanlar ve bitkiler için önemlidir.	Frieden ist für die Menschen, Tiere und Pflanzen wichtig.	Peace is important for people, animals and plants.
10	Hoşgörü barışı, barış ise sevgiyi getirir.	Toleranz bringt Frieden, Frieden bringt Liebe.	Tolerance brings in peace; peace brings love.
11	Hoşgörü olmadan çok-kültürlülük düşünülemez.	Multikulturalismus ist ohne Toleranz undenkbar.	Multiculturalism is unthinkable without tolerance.
12	Toplum için kültürel farklılıklar zenginliktir.	Für die Gesellschaft stellen kulturelle Unterschiede einen Reichtum dar.	Cultural differences represent wealth for society.
13	Bazı dinlerin temelinde hoşgörü vardır.	Einige Religionen basieren auf Toleranz.	Some religions have tolerance as their basis.
14	Birlikte iklim değişikliğine karşı önlem alalım!	Lassen Sie uns gemeinsam gegen den Klimawandel Massnahmen treffen!	Let's take action together against climate change!
15	Yaşasın doğa, sevgi, dostluk ve barış!	Es lebe Natur, Liebe, Freund-schaft und Frieden!	Long live nature, love, friendship and peace!

Source. Own research. The picture of dove was drawn by students of Çankırı Karatekin University and Gazi University.

Table 3

Word List for Climate Change, Sustainability and Peace (a)

No	Resim / Bild / Picture	Türkçe	Deutsch	English
01		anlaşmazlık (çatışma)	der Konflikt	conflict
02		arkadaşlık	die Freundschaft	friendship
03		asker	der Soldat	soldier
04		aydınlatma	die Aufklärung	enlightenment
05		bitki	die Pflanze	plant

No	Resim / Bild / Picture	Türkçe	Deutsch	English
06		bomba	die Bombe	bomb
07		çevre	die Umwelt	environment
08		dayanışma	die Solidarität	solidarity
09		doğa	die Natur	nature
10		dünya	die Welt	world
11		gıda	das Nahrungsmit-tel	foods
12		hava	die Luft	air

Source. These pictures were drawn by students of Çankırı Karatekin University and Gazi University.

Table 4
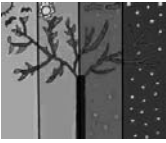
Word List for Climate Change, Sustainability and Peace

No	Resim / Bild / Picture	Türkçe	Deutsch	English
13		hayvan	dasTier	animal
14		iklim	dasKlima	climate
15		insan	derMensch	human being

No	Resim / Bild / Picture	Türkçe	Deutsch	English
16		saldırı	derAngriff	aggression
17		sevgi	dieLiebe	love
18		su	dasWasser	water
19		şiddet	dieGewalt	violence force
20		özgürlük	dieFreiheit	freedom
21		saygı	derRespekt	respect
22		uzlaşma	dieVerständigung	understanding
23		yıkım (felaket)	dieKatastrophe	catastrophe
24		zeytin dalı	der Olivenzweig	olive-branch

Source. These pictures were drawn by students of Çankırı Karatekin University and Gazi University.

Memory Card Learning Game

Needless to say, it is important to use learning games in language classes. Well-prepared learning games increase motivation and promote communication. The classic game called Memory was revised for the topic of climate change, sustainability and peace.

Memory is a popular board game. In German, this game is called Memo und Gedächtnisspiel (memory game). There are different variants of the memory game. In my courses, we often used the term card game. The basic master of this game consists of around 150 picture cards. It is a matching game with cards in which two cards belong together and form a card pair. Originally, two cards with the same picture belong together (Dauvillier & Levy-Hillerich, 2004). This game is also used in foreign language lessons (Girgin, 2011).

According to the same source, the memory game was further developed in 1959 by William Hurter. He and Ravensburger Verlag made Memory one of the most famous games in the world. This game sold more than 50 million copies in over 70 countries around the world. The name Memory means memory game in German and *hafıza oyunu* in Turkish. Meanwhile, there are modified variants of Memory.

The classic memory card learning game was revised by me for teaching "German as a foreign language". This game can be used for any subject and topic. It is possible to modify the learning game for different subjects and learning groups. The revised form was rehearsed in German classes with students. The game was also used at an elementary school. The children at this elementary school learn English as a foreign language.

This memory card learning game can be played in threes or fives. In each version, one participant is the referee. In the version with 5 participants, four participants are players. The four players form two subgroups (A and B). In each subgroup there are 2 subgroup members. In each subgroup the tasks are distributed. One group member reveals the cards. The other group member does the writing and, if necessary, the presentation of the results. The other subgroup member can also make suggestions to his partner.

The classic memory game usually consists of 33 pairs of cards. In the game concept I developed, it is usually played with 25 pairs of cards. Depending on the age and language level of the players, the number of exercises and the time allotted, the game is played with 9, 13 or 25 pairs of cards. Different texts and exercises were developed for the memory card learning game.

Rules of the Memory Game

The memory game is played according to the following rules (Dauvillier & Lévy-Hillerich, 2004): the cards revealed at each turn, must be turned over again

during the memory game, if the revealed motifs are not two identical pictures. However, it is also important that the positions of the cards do not change during the turn. Additionally, if one of the players manages to uncover two identical motifs in one turn, he may remove this pair from the game and place it on his pile.

The uncovering of two identical motifs also means that there is no change of player. Thus, the correct uncovering of two identical motifs in Memory is rewarded by allowing the successful player to continue the game, in other words, he may now uncover two more cards. Especially towards the end of the game this can give an enormous advantage. Since usually all the face-down cards have already been revealed, the players have enough time to memorise their respective positions.

How is a Memory Card Learning Game Played?

In the centre is a picture that symbolises the theme. Both sides of the playing card or tile are marked with the number 00 and with the respective pattern. To sort the pairs of cards quickly, easily and completely from each other at the end of the memory card learning game, the outer edges of the cards of each pair are in different colours.

Players place playing cards or tokens on the table. The side with the general pattern is visible. The sides with the 24 words are face down. Whoever's turn it is may turn over two cards at a time. If there are two identical pictures, the player may take these two cards and turn over two more cards. His teammate enters the names (the respective words) into the word list as a worksheet. This continues until he reveals two different cards. In this case, it is then the "opponent's" turn.

Rules of the memory card learning game:
− Sample sentences to introduce the memory card learning game in detail;
− Example sentences for introducing the memory card learning game in a prompt manner;
− Example sentences for the retelling of the memory card learning game;
− Example sentences for introducing the memory card learning game in the manner of a prompt.

Dialogue (Role Holders: Mustafa, Sevgi, Aria, Mihriban, Emma and Kelly)

According to personal experience the use of dialogues in the classroom enhances the learners' social, cultural, and linguistic skills. Dialogues are used to express personal experiences, feelings, moods, and attitudes. The length and intensity of the sentences should match the learners' level. Both teachers and learners can write dialogues. The individual sentences should be short and understandable. In each unit the key term and the 24 words related to the topic should be used in the dialogue. If possible, only one of the 24 words should be used in a sentence. The dialogue should

start with the teacher's introduction (Coşkun, 2022). Besides the lecturer, 6 people are recommended as speaker-role bearers: three girls and three boys. The lecturer asks three girls and three boys to come to the blackboard to read the dialogue. The roles are distributed, and the text is read aloud in front of them.

Table 5

Climate Change, Sustainability and Peace

No	Persons	Text
01	Mustafa	Good morning, friend! How are you guys doing?
02	Sevgi	We are fine, thank you. How are you guys doing?
03	Aria	I am fine. I am concerned about climate change.
04	Mihriban	You have touched on a very important subject. There are really people around me who do not have the necessary knowledge.
05	Emma	These people should be enlightened.
06	Kelly	You are right. This is how we can avoid conflicts.
07	Mustafa	There are various reasons for climate change in the world: factory and household waste, chemicals, exhaust gases, nuclear bombs are important causes.
08	Sevgi	These cause the ozone layer to be depleted. They also pollute the air we breathe.
09	Aria	People should not do whatever they want in nature. I think there should be a limit to the concept of freedom.
10	Mihriban	Fossil fuels, unconscious energy consumption, industrial substances, deforestation, nuclear attacks accelerate climate change.
11	Emma	The use of fossil fuels causes the emission of greenhouse gases.
12	Kelly	The increase in greenhouse gases also leads to an increase in the average temperature on Earth.
13	Mustafa	The average temperature on earth has increased by 1.1 °C in the last 140 years. However, for life to be sustainable, this increase should be limited to 1.5 °C.
14	Sevgi	Fossil fuel consumption is causing carbon dioxide emissions to rise.
15	Aria	Drought, extreme heat, and wildfires are devastating millions of people.
16	Mihriban	There are also severe floods. This also affects our lives. For example, 1 million people in Madagascar cannot get enough to eat because of the severe drought.
17	Emma	Climate change not only affects our environment, but also our psychological well-being.
18	Kelly	When people don't get enough food and water, the risk of disease naturally increases.
19	Mustafa	In countries with low income levels, the problems are even greater.
20	Sevgi	I would like to give an example: Pakistan has been very much affected by climate changes for years. In 2020 alone, at least 1700 people lost their lives.
21	Aria	We should treat nature, animals and plants with love. We should unplug electrical appliances that we do not use. We should buy energy-saving light bulbs and products. We should increase the thermal insulation of our houses.
22	Mihriban	We should also have solar panels installed. We should walk and use bicycles. We should use public transport instead of driving our own cars. We should prefer trains, buses or ferries to airplanes. This way we reduce CO2 emissions, greenhouse gases and carbon footprint.

No	Persons	Text
23	Emma	Municipalities and employers should make compromises so that greenhouse gases in the atmosphere do not increase.
24	Kelly	Let me repeat it again: Droughts, floods, hurricanes, increased acidity, melting glaciers, and rising water levels affect people, plants, and animals.
25	Mustafa	We can only prevent climate change through solidarity.
26	Sevgi	We should treat nature, people and plants with love.
27	Aria	I have a suggestion: we should pay more attention to pollution. We should use paper bags instead of plastic bags.
28	Mustafa	Wars harm nature, people, animals and plants. With peace we can prevent wars. The olive branch is an important symbol for us.
29	Mihriban	We should be sensitive and respectful of pollution.
30	Sevgi	So we are all responsible for sun, nature, people, animals, plants, climate, water, environment and climate.

Source. This dialogue text was taken from the term papers of the participants of Çankırı Karatekin University and revised by Coşkun.

A Reading Text

Writing is one of the most important language skills. In the language classroom, one can work with ready-made texts or self-written texts. In summary, Bernd Kast (2000) points out the following:

- Writing is done in school, even in communicative foreign language classes;
- The subject of writing is receiving more attention again in foreign language teaching;
- There are numerous writing exercises in recent textbooks and individual publications.

For this lesson, students at Çankırı Karatekin University wrote texts on climate change, sustainability, and peace. The reading text in this teaching unit was created based on the texts written by the students. Various exercises can be developed for this reading text.

Climate Change
in Şabanözü District of Çankırı City

The Şabanözü district is located between Ankara and Çankırı provinces. This district consists of 18 villages and 7 municipalities. According to the 2021 census, 11,657 people live in the district. Şabanözü district is experiencing rapid industrialisation today. There is one industrial area in Şabanözü district covering an area of 93 hectares. A second industrial area is also under construction. The area of the district is 594 square kilometers. Production in the district is mainly for export. There are almost no unemployed people in the district. Urbanisation is progressing in parallel with industrialisation. Due to in-

dustrialisation in the community, the population has been steadily increasing since 2007 (Kocaoğlu, 2023).

Industrial workers come by bus from neighbouring districts and provinces. In addition to industry, agriculture and animal husbandry are also practised. Therefore, Şabanözü district is of great importance in terms of climate change and environmental protection. Climate change, which is discussed in many dimensions in the world, affects Turkey, Çankırı Province and thus Şabanözü District. Necessary measures should be taken to prevent industry from having a negative impact on climate change. Climate change causes drought, desertification, unbalanced rainfall and floods. Typhoons, storms, tornadoes, and similar events are also due to climate change.

In recent years, the problem of climate change has become very noticeable in Şabanözü as well as in the whole world. Therefore, there is a decline in the agricultural sector. Food is the most important basic need of people. Necessary measures should be taken to prevent agriculture from being affected by global warming and climate change. Rain is important for agriculture. In recent years, rainfall has not been regular. Water resources are diminishing. Crops are experiencing problems with fertilisation and photosynthesis. The soils become inefficient. In summary, global warming is causing climate change. Climate change also has a negative impact on agriculture (Coşkun, 2023).

Another sector affected by climate change in Şabanözü is animal husbandry. Climate change affects many sectors such as milk production, gestation, death, fodder production. The locals of the district should be educated about climate change and its impacts. Local people should be taught especially effective methods of water use. This is because raising public awareness about this issue is also important in the context of climate change. It is believed that the problems caused by climate change can be prevented by raising awareness.

As in the whole world, Şabanözü district is also affected by climate change. It is well known that climate change knows no borders in the whole world. Negative developments in one country also affect other countries. Every individual should do his or her part to prevent this negative impact from becoming even greater. We should put aside disagreements, violence and destruction. Love and respect should be brought to the stage. People should hand each other the olive branch as a symbol of peace and let doves of peace fly. Water resources must be used with care. Renewable energy sources should be used for clean air and nature. The public should be made aware of energy conservation and consumption. At the same time, friendships should be established. Because in a peaceful environment, we can prevent climate change together (Çelik et al., 2023)

The Planning of the Lesson

There is a close connection between lesson planning and learning success. Therefore, the teacher is expected to plan every lesson. There are various models for lesson plan-

ning (Weigmann, 1996). The most common didactic model is Wolfgang Klafki's didactic analysis (Bimmel et al., 2003). This model seeks answers to the following questions:

- What should the students learn?
- What does the teacher have to do in the planned lesson?
- What media / aids (e.g. recorders, books, texts, cards, slides, learning games) does the teacher need?
- Do the pupils work individually, in groups or in other social forms?
- How will learning outcomes be assessed?
- The following lesson plan is a part of this lesson planning.

Table 6

The Flow Chart of the Lessen Climate Change, Sustainability and Peace

Step	Dura-tion (min.)	Lecturer behaviour	Participant Behaviour	Technique/ Method	Materials
1	8	The teacher shows a poster he has prepared. He asks the participants what they associate (know) with the image of the dove of peace on the poster. A short brainstorming about it takes place. He announces the theme for the course: The dove of peace symbolises climate change, sustainability and peace.	Participants tell what they know about what is shown on the poster. One participant writes the important words on the board.	Question answer	Poster (Plakat) Projector Black board
2	6	The lecturer shows different images on the themes of climate change, sustainability and peace. The friendship, the plant, the climate, the attack, the environment, nature, water, violence and the olive branch He asks what the participants think about the pictures: The instructor stretches out the clothesline in the classroom. He asks the participants to work in pairs to hang the flashcards.	− Participants discuss the images. − These are different pictures about climate change, sustainability and peace. − Friendship is important for all of us. − We should protect every plant. − We keep nature clean. − There are people, animals and trees in nature. − Attacking other countries harms all people. − Climate is important for people, animals and environment. − We do not want violence. The olive branch is also a symbol of peace.	Oral statement	Images

Step	Dura-tion (min.)	Lecturer behaviour	Participant Behaviour	Technique/ Method	Materials
3	15	He places 25 climate change, sustainability, and peace flashcards, 25 clothes pegs, and clothesline instructions on the table. He asks the participants to hang up the flashcards	Participants hang the flashcards on the clothesline in pairs using the clothesline instructions. While doing so, they read the text: "Idioms for practice with the clothesline": − There are 25 flashcards on the on the table. − I pick up a flashcard. − The number is 04. − It is the flashcard with the word "Enlighten-ment". − I take a clothes peg. − I hang up the flashcard.	Individual work and group work	Clothesline. 25 flashcards, 25 clothes pegs Clothesline instruction
4	6	The instructor asks that the flash-cards, clothes pegs, clothesline, and clothesline instructions be collected and returned to him.	Participants give group leaders the flashcards, clothes pegs, clothesline, and clothesline instruc-tions. Group leaders return the materials to the instructor.	Individual work	25 Flashcards, 25 clothes pegs, clothesline, clothesline instructions Yogurt cup
5	10	The lecturer says that he has brought a dialogue on climate change, sustainability and peace. He wants 3 female and 3 male par-ticipants to come to the blackboard and read the dialogue.	3 female and 3 male Participants come to the blackboard and read the dialogue.	Read out	Dialog text
6	10	The instructor asks the class to share opinions (comments) related to the class topic.	Participants share their ideas. For example: − The dialogue is about climate change. − The dove is an important symbol. − The dialogue promotes tolerance	Class statement	Opinions (comments) about the dialogue
7	15	The instructor asks the participants to form groups of five. One of the participants is the group leader. The group leaders are to present the results. The lecturer gives the group leaders the dialogue text and the questions.	Participants form groups of five. The group leaders distribute the dialogue and questions. The group leaders present the results of their work.	Partner work	Dialogue questions
8	15	The instructor asks the participants to form groups of five and distributes the reading text he has written on the class topic.	Participants form groups of five. The group leaders distribute the reading text and the questions. The group leaders present the results of their work.	Partner work	Questions and answers about the reading text

Step	Dura-tion (min.)	Lecturer behaviour	Participant Behaviour	Technique/ Method	Materials
9	20	The instructor announces that the memory card learning game will be played. He asks the participants to form groups of five and distributes the materials for the game.	Participants form groups of five. The groups play the memory card learning game. Afterwards, the group leaders present the results.	Partner work and Presenta-tion	Materials for the memory card learning game
10	10	The lecturer gives the group leaders for each participant a sheet with 6 pictures (symbols) on the topics of climate change, sustainability and peace and a catalogue of sentences. He wants the participants to work in pairs to match the sentences in the catalogue to the pictures on their sheets. Afterwards, some participants present their work.	The lecturer gives the group leaders for each participant a sheet with 6 pictures (symbols) on the topics of climate change, sustainability and peace and a catalogue of sentences. He wants the participants to work in pairs to match the sen-tences in the catalogue to the pictures on their sheets. Afterwards, some participants present their work.	Partner work	Worksheets with symbols for the lesson topics
11	15	He asks the participants to form groups of five and make a Ger-man-Turkish word list with learned nouns, adjectives and verbs. He asks the participants to answer the questions about the text at home.	Participants form groups of five and create the desired German-Turkish word list with the nouns, adjectives and verbs they have learned. Participants write down the homework.	Partner work and Presenta-tion	German-Turk-ish word lis
12	6	The instructor summarises the activity, thanks the participants, and gives the homework assignment for the following week.	Participants take notes while listening to the lecturer. They also thank the lecturer for his activity.	Oral statement	

Source.Own research.

Evaluation of Teaching

Of course, a pedagogically acceptable teaching unit requires careful work. There-fore, I propose on this issue five steps. These are design, implementation, evaluation, revision, and continuous updating. Each step builds on the other and should be subject to review. This teaching unit was developed together for one year with the participation of 320 interested parties (participants, teachers and lecturers) and implemented in my courses at Hacettepe University, Ankara.

Participants who participated in my courses in Turkish have developed the Turkish language version. There are separate ways to evaluate a teaching unit. I think it is

important that lessons are observed and evaluated by both teachers and participants. For this purpose, I developed the following observation and evaluation form for the instructor (Table 7):

Table7

Observation and Evaluation Form

No	Skills	Rating levels				
		insuffi-cient	acceptable	medium	good	very good
01	Was the participant participation effective?					
02	Did the participants sufficiently discuss the topics on climate change, sustainability, and peace?					
03	Did the participants understand the rules of the memory card learning game?					
04	Did the participants understand the importance of climate change, sustainability, and peace for the future of humanity?					
05	Did the participants learn the meaning of the 25 words?					
06	Did the participants understand the dialogue?					
07	Did the participants understand the reading text?					
08	Were the participants able to see the connections between the terms?					
09	Were participants able to make suggestions regarding the terms climate change, sustainability, and peace?					
10	Overall, were the objectives of the lesson achieved?					

Source. Own research.

Conclusions and Recommendations

Recent social development of Turkey shows that the choice of foreign languages is related to the following factors: culture, tradition, level of education, technical innovation, study and work opportunities, emigration, acquaintance with other cultures of the world, political situation in their own country, and so on. When Turks still lived predominantly in Central Asia, they belonged ideologically to the older Altaic

shamanism. An earlier religion of Mongols and Turkic peoples in Central Asia was Tengrism (Bayraktaroğlu, 2023).

Among other issues, emigration from Central Asia to the Near East led to changes in everyday life, especially in religious life and language use. Persian and Arabic influence even gave rise to the Ottoman Turkish language. In the last 200 years before the fall of the Ottoman Empire and especially after the establishment of the Turkish Republic, language reform aimed to mitigate this influence.

The influence of Persian and Arabic can also be felt even today. Until 20 years ago, English was the first, German the second and French the third foreign language in schools in Turkey. French is now less represented in Turkish schools. Additionally, German is no longer increasingly chosen. Currently, the Arabic language is increasingly moving into second place after English. The main reasons for this are religious ties, increase in relations with Arab countries, financial support from Gulf countries, employment opportunities in Arab countries (Coşkun, 222). There is currently a second trend regarding foreign language acquisition: families who want their children to live a Western life make sure that their children learn a Western language at school. These families send their children to Western countries as early as secondary school. In terms of learning a foreign language, therefore, there is a third group. The members of this group want to work and live in the West. To achieve this goal, they learn a Western language. The forerunners are English and German. Foreign language skills are usually a prerequisite to obtain a visa (Sarıçoban & Öz, 2014).

This situation leads to enormous changes in the methodology of foreign language teaching in Turkey. At this point, it is worth mentioning that according to the international researches, Turkey does not perform well in the field of learning a foreign language. Increasingly, German language is learned at an adult age. The addressees want to acquire the four skills (reading, writing, understanding and speaking) in a short time so that they can go abroad in a short time.

This research has shown that students are interested in the topic of Climate Change, Sustainability and Peace. Based on the results of this research, the following suggestions are made:

- In Turkish educational institutions, foreign languages that are important for the future of learners should be offered primarily;
- Foreign language teaching should be prepared, implemented, evaluated and updated according to the action-oriented approach;
- Current topics shall be chosen for foreign language teaching;
- Foreign language teaching should be planned according to subject pedagogical principles;
- The lecturer should rather act as an organiser;
- The participants should be motivated to participate actively in the lessons;
- The lessons should be enriched with learning games, jokes, teaching materials and communication media;

- In foreign language teaching, the four skills (reading, writing, understanding and speaking) should be taught;
- Exchange of experience with teachers and lecturers at home and abroad should be encouraged;
- Foreign language teaching should be enriched by extra information about the country;
- The symbols "dove of peace" and "olive branch" used by the researcher in this article may need country-specific modifications after further applications.

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