Suvremena škola

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LEARNING SCENARIO

Sustainability in action: a nexus of environmental responsibility and civic engagement

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Suvremena škola



Copilot

Learning scenario

Sustainability in action: A nexus of environmental responsibility and civic engagement

Author(s): Franka Maričić Bujas, Žana Antunac, Hrvoje Grbešić

Abstract

This integrated learning scenario is based on the concept of outdoor learning, using the real local context as an authentic space to explore the overarching theme of sustainability and the coexistence of man and nature. Through three complementary perspectives, third-grade high school students connect measurable natural processes with social responsibility and functional communication. Geographical specificity (Research of microclimatic processes): In the immediate school environment, the focus is on field research of physical-geographical processes. By directly measuring the temperature of different surfaces (green, concrete, sunny and shaded), students analyze the impact of urban materials and vegetation on the local climate. By recording data in worksheets and comparing them between groups, students come to conclusions about the phenomenon of urban heat islands through an empirical research process. Sociological specificity (Analysis of civic engagement and volunteering): During a walking trip to a local sanctuary for injured and sick birds, the focus shifts to the social dimension of sustainability. Students observe the work of the institution through the prism of civic activism, co-financing and volunteer work. By listening to a lecture on animal care and talking to employees, students conduct sociological research through a digital survey, critically reflecting on young people's attitudes, empathy and personal contribution to the community. Language specificity (Language mediation and digital production): The experiences and insights gathered in the previous activities become the basis for the development of communication skills in a foreign language. Students are tasked with transforming and structuring information on environmental and social sustainability and translating it into English using professional vocabulary. Using the digital tool Canva, they create information leaflets intended for the public, which achieves the outcome of language mediation. The final part of the activity takes place in the school through team data analysis, sociological reflection and presentation of products. The evaluation is comprehensive: it is carried out formatively through the monitoring of research and social competencies (cooperation, critical thinking) and summative through the analytical section for language mediation in English.

***Key concepts**: learning outside the classroom, sustainability (environmental and social), urban heat islands (microclimate), language mediation*

Basic information	
Subjects	*English, Italian, Geography, Sociology*
Teaching topics	*Environmental and social sustainability* *Animal protection* *Volunteering and local community* *Urban microclimate (urban heat islands, blue and green infrastructure)*
Class	*11th grade of high school*
Preparation time	*45 minutes per subject*
Time to perform	*85 minutes + 45 minutes + 45 minutes*
Required materials	***Foreign language*** *Written summary of instructions for the implementation of activities (Word), publication of the assignment and rubrics for assessment in Classroom (Annex 1), worksheets for groups (A,B,C) (Annex 2) (Word), smartphones for field notetaking, text notes for field notetaking.* *Checklist for self-evaluation (Appendix 3).* ***Geography*** *A thermometer for measuring air temperature, worksheets for recording measurements (Annex 4), pens and writing pads, a mobile phone for photographing the measurement locations, a self-evaluation sheet for the task (Annex 5).* ***Sociology*** *Survey for students in Google Forms (Annex 6), self-evaluation section (Annex 7).*
Educational Trends	***Outdoor learning and experiential learning:*** *Activities take place outside the classroom, in a real school environment and a natural and social ecosystem. Direct experience, direct observation and measurement of microclimatic differences between surfaces encourage motivation and durability of learning. This approach develops the motivation to help and actively participate in contemporary sustainability and volunteering projects.* ***ICT integration in data collection, processing and presentation:*** *Digital tools are used through all phases of work. Students use mobile phones to measure, photograph locations and record data in the field, while in the processing and evaluation phase, they use online*

	surveys (Google Forms) and creative digital tools (Canva) to create final information posters and leaflets. ***Problem-Based Learning:*** *The work is focused on real environmental and social problems in the community – from the warming of urban areas and the emergence of urban heat islands to the issues of sustainability of organizations. Students explore the causes and consequences of these phenomena, independently collect data and analyze the impact of vegetation, shade and various materials on the temperature of the environment.* ***Collaborative learning and teamwork:*** *The teaching process is based on working in small groups where students share tasks together, conduct field research and record data. Cooperation also includes direct communication and interviews with external experts and programme managers to obtain relevant information.* ***Development of critical thinking and analytical skills:*** *Through the interpretation of the collected data, students compare the results from different locations and surfaces. They are encouraged to explain the observed differences with arguments, connect environmental evidence and draw independent and critical conclusions.* ***Education for Sustainable Development (ESD) and Environmental and Climate Literacy:*** *Environmental and social sustainability are set as a central topic of teaching. The activities encourage a deep understanding of the impact of urbanization and humans on the environment, raise awareness of the importance of green areas in mitigating climate change and promote social responsibility through volunteer engagement.*

Learning outcomes and evaluation

Learning outcomes *by subject*	***English/Italian:*** *The student provides information about the life, characteristics and protection of birds of prey (owl, falcon, hawk) by transferring it from Croatian to a foreign language in writing;* *using professional vocabulary related to ecology and sustainability, he writes a short text in a foreign language or notes (80–120 words) on the ecological and social role of the center (shelter, volunteering, co-financing);* *understands and listens to the authentic speech of the facilitator and records key information that will then mediate in a foreign language – oral presentation, conversation.* ***Geography:***

	The student researches and analyses natural-geographical processes in the local area; *collects, records and interprets geographic data through field work;* *explains the impact of humans and urbanization on the environment;* *analyzes the relationship between vegetation, surface materials and room temperature;* *compares the characteristics of different micro spaces in the local environment;* *develops research and analytical skills through practical work;* *draw conclusions based on the data and observations collected;* *collaborates in a group during field research and presentation of results.* ***Sociology:*** *The student explains the concept of volunteering and its social role;* *recognises the importance of civic engagement in addressing social and environmental problems;* *analyses the relationship between the individual, the community and the environment; recognizes the role of organizations and institutions dealing with the protection of nature and animals; It connects environmental problems with the social responsibility of citizens.* *The student collects data by surveying; participates in the implementation of simple sociological research; analyses and interprets the results of the survey; draw conclusions based on the data collected; develops critical thinking about young people's attitudes towards volunteering and environmental protection. The student develops awareness of the importance of nature conservation and sustainable development;* *assesses his/her own readiness for volunteering and socially useful activities;* *expresses responsibility towards the community and the environment;* *develops empathy for living beings and natural resources;* *recognizes the possibilities of personal contribution to environmental protection.*
Cross-curricular learning outcomes	***Sustainable Development (SDG)*** *The student describes the importance of local initiatives and volunteering for the sustainability of the community.* *The student analyzes the ecological impact of the protection of endangered species and natural habitats.* *Students explore the impact of urbanization on the environment and the importance of green spaces for quality of life and mitigation of space heating.* *The student recognizes the importance of nature and biodiversity conservation and assesses the impact of human activities on the environment.*

	The student develops responsible behaviour towards nature and natural resources and proposes ways to protect the environment in the local community. ***Civic Education (CSE)*** *The student recognizes the importance of co-financing public goods and social responsibility.* *The student evaluates and recognizes volunteer work as a form of active citizenship and participates in activities important for the community.* *Students develop awareness of the importance of preserving the environment, solidarity and responsible behaviour in the local community.* *The student reflects on the possibilities of personal engagement in solving social and environmental problems.* ***Use of information and communication technology (ICT)*** *The student uses digital tools (Canva, text notes, tables and charts) to collaboratively note, organize, process and creatively display information and results.* *The student publishes digital content responsibly and creatively.* *Students use digital devices to measure, photograph, record and process data in the field.* ***Personal and Social Development (PSD)*** *The activity encourages cooperation, communication, division of tasks, development of cooperative relationships and communication skills within the group.* *The student develops empathy for people, animals and the environment.* *The student strengthens self-confidence and responsibility through participation in joint activities.* *The student critically reflects on their own attitudes and values.* ***Health*** *The student recognizes the benefits of movement in nature and direct contact with the animal world for physical and mental health.* *Students understand how temperature and landscaped green spaces affect the quality of life and people's stay in urban space.*
Evaluation of outcomes *by subject*	***Foreign language:*** *Assessment for learning (formative), assessment as learning (self-assessment), summative assessment.* *Language mediation section: A written English product (Canva poster) is evaluated by a section that contains:* *1. Content accuracy and relevance of the information 2. Lexical range (ecological and general vocabulary) 3. Grammatical correctness* *4. Coherence and organization of the text* *5. Mediation effectiveness (clarity for the target audience)* *Rating scale: Excellent (5), Very good (4), Good (3), Sufficient (2), Insufficient (1)*

	Self-assessment: Students complete a short checklist (Word) about their own contribution and language confidence. (Annex 3) *Feedback: The teacher gives feedback within 3 working days orally and in writing in notes in the e-diary.* ***Geography*** *Assessment for learning and as learning:* *monitoring the active participation of students during fieldwork, evaluating cooperation and communication within the group, checking the accuracy and regularity of recording measurements in worksheets* *evaluation of the application of measuring instruments and research procedures, evaluation of drawing conclusions based on research results* *oral presentation and participation in the final discussion, monitoring of the research process throughout the activity, self-assessment.* ***Sociology*** *Assessment for Learning (Formative, Assessment as Learning (Self-Assessment):* *The goal is to monitor the progress of students and provide feedback to improve understanding of the concept of volunteering (survey).* *The student actively participates in the assessment of his/her own work and progress. It develops independence, self-evaluation and responsibility for learning through reflection on one's own contribution.* *Feedback: in the next lesson, the teacher and the students analyze the surveys, come to a common conclusion and critically review the results obtained.*

Procedure		
Activity Name *Subject*	**Description**	**Approximate duration**
Motivational introduction on the way to the center (Foreign language)	*At the beginning of the hike, encourage conversation by asking the students questions: "Which birds of prey live in our area? Why are they endangered? Who takes care of them?" Let them talk freely and share opinions while walking.* *Distribute the Research Sheets (Annex 2) to the students and explain that they will use them to record information in the center. Remind them: "Write down everything you are interested in – you will need it for the assignment in English!"*	*15 min*
Arrival and introduction to the center	*Upon arrival at the Falconry Center, instruct the students to sit quietly in the auditorium and carefully observe the surroundings. Ask them not to shout or disturb the birds.* *Briefly introduce the head of the center and thank him for organizing the visit. Announce the schedule: first lecture,*	*5 min*

	then a demonstration with birds, then a tour of the center and work on the research part of the task *Remind students: "Listen carefully, take notes on sheets, and feel free to ask questions at the end of the class." Divide them in advance into three groups (groups A, B, C), each with a specific note-taking focus (Appendix 2).*	
Lecture by the leader and interaction with birds	*Follow the students as they listen to the facilitator's lecture on the work of the center and on the owl, falcon and hawk. Discreetly go around groups and check their note-taking – encourage them with a whisper if you notice that they are missing important information.* *When the facilitator shows the birds, encourage the students to observe the morphology (wings, claws, beak, eyes) and record observations. Ask group A to pay special attention to physical traits, group B to behaviour and lifestyle, group C to the role of the center and sustainability.* *When the leader offers to keep the bird, encourage the students to come forward, they will put on a glove and hold the bird briefly under the supervision of other students take photos or record a short clip for work documentation.* *At the end of the lecture, instruct the students to ask pre-prepared questions to the facilitator. Each group asks at least one question according to its focus (Appendix 2).*	*30 min*
Tour of the center and digital recording (mobile phone, camera)	*Instruct the students to tour the rest of the center in groups. Each group photographs or records at least two birds and records them on the Research Sheet.*	*30 min*
A short reflection in front of the center – a round of conversation	*Before leaving, gather the students in a circle in front of the center. Ask them reflective questions:* *• "What surprised you the most today?"* *• "How has your opinion on volunteering changed?"* *• "How can you personally contribute to sustainability?"* *This short discussion (in Croatian) serves as preparation for the final task of language mediation.* *Announce the task: "At school, you will create an English information leaflet or poster in Canva to explain to a foreigner why this center is important for our community and nature."*	*5 min*

Final product	*Canva flyer (next hour)* *In the next English class, instruct the students to open Canva in groups (A, B, C) and use the prepared template to create a two-page information leaflet in English.* *Task: "Your leaflet is intended for foreign tourists visiting Šibenik. Explain to them why it is worth visiting the Falconry Center, which birds live there and why the center is an example of a sustainable community."* *The leaflet should contain:* *The name and purpose of the center (in English)* *-description of at least one bird (characteristics, threat)* *The Environmental and Social Dimensions of Sustainability* *-photos/illustrations* *Call to Action (Call to Action: Contribution to Sustainability)* *The teacher circulates and provides support (scaffold), does not correct immediately, but instructs the use of thematic vocabulary and more complex language structures.* *The finished leaflet is presented to the class and evaluated in the language mediation section (Annex 1).*	*45 minutes at school.*
Motivational introduction (Geography)	*At the beginning of the activity, encourage conversation by asking students questions:* *"Where is the most comfortable place to stay in the schoolyard during warm days? Why?", How do trees and greenery affect the temperature of a space? Have you noticed the difference between the temperature on concrete and grass?* *Where do you think we will measure the highest temperature today?"* *Before starting the activity, determine the exact locations of the measurement and check the correctness of all instruments with which the measurement is made. It is important to emphasize the importance of cooperation, communication and division of tasks within the group.* *Give the students attachments with tables in which they will record their data that they measure.*	*5 min*
Explanation of the task and division of groups	*Explain to the students how to work, the use of measuring instruments and the rules of safe movement. Divide the students into groups and give them worksheets and equipment.*	*5 min*

Field measurement	*Groups visit given locations within the school and measure the temperature of the air and surfaces (concrete, asphalt, grass, shade, etc.). They record the data in worksheets (Annex 4).*	*20 min*
Comparison and analysis of data	*The students compare the results between the groups, notice the differences between the locations and discuss the possible causes of temperature differences.*	*10 min*
Final conclusions	*Each group presents the most important observations and conclusions. Relate the results to the notion of urban heat islands and the importance of green spaces in the city.*	*5 min*
Introduction to the Social Problem (Sociology)	*Through conversation as you walk, encourage students to think with questions: "Who cares about endangered birds? What would you do if you came across a wounded bird?" Share with the students the information that in the virtual classroom they will find a thematic survey made in Google Forms (Annex 6).*	*15 min*
Instructions for sociological monitoring	*After settling into the auditorium in silence, briefly introduce the presenter and announce the work schedule. Remind students to listen carefully and note that the Google Forms survey is completed individually.*	*5 min*
Observing social engagement	*The students follow the lecture closely, but their focus is on the human factor: they observe the volunteer who works with birds, his approach to work, enthusiasm and relationship with birds and the audience.* *At the end of the lecture, the students join the discussion and ask pre-prepared sociological questions to the facilitator.*	*30 min*
Field interview and interviewing	*Instruct the students on a tour of the rest of the center.* *In doing so, they conduct short conversations/interviews with freelance volunteers or employees at the center about sustainability and the practical challenges of volunteering.*	*30 min*
Preparing for data analysis	*Gather students in a circle; through questions ("How has your opinion about volunteering changed?") encourage reflection on personal engagement in the community.* *Announce the assignment: "At school, you will analyze the results of the survey, write a conclusion, and create a visual poster in Canva with keywords about volunteering."*	*5 min*

Sociological Analysis and Critical Review	*In sociology class, students open the results of the Google Forms survey, statistically analyze them, write a reference conclusion and critically review the trends in young people's attitudes towards volunteering.* *They create visual posters in Canva (little text, focus on the message).* *Formative evaluation of attitudes and competencies (cooperation, communication, critical thinking) is carried out. (Annex 7)*	*45 minutes at school.*

Annexes

Annex 1 Language mediation section (English)

Evaluation of the written product (Canva poster) and oral presentation according to the following criteria

CRITERION	EXCELLENT (5)	VERY GOOD (4)	GOOD (3)	SUFFICIENT (2)	INSUFFICIENT (1)
Content accuracy and completeness	All key information about the center, birds and sustainability is accurately and completely conveyed; There is no mistake in the facts.	The information is mostly accurate and complete; one minor omission that does not affect the understanding of the whole.	Most of the information is correct, but two or three important details are missing or one fact is misreported.	The information is partially correct; a number of important details are missing or incorrect; The basic message is barely recognizable.	The information is predominantly inaccurate, incomplete or absent; The reader cannot understand the purpose of the center.
Lexical range and appropriateness	Rich and varied vocabulary; He consistently uses professional ecological terms (raptor, rehabilitation, habitat, wingspan...) without errors.	Appropriate vocabulary with occasional repetitions or one inappropriate word; The terminology is mostly correct.	Limited vocabulary; frequent general words instead of professional ones; two or three lexical errors that do not interfere with understanding.	Poor vocabulary with multiple errors; Translation errors or misuse of terms that make it difficult to understand.	Insufficient vocabulary: the text is incomprehensible or predominantly in Croatian; Environmental terminology is absent.
Grammatical accuracy	Grammatically correct text without errors; correct use of tense, members, and syntax; A natural and natural expression.	Minimal grammatical errors (1–2) that do not interfere with understanding; The general grammatical structure is correct.	More grammatical errors (3–5) that occasionally make it difficult to understand; The basic syntax is mostly correct.	Numerous grammatical errors that significantly hinder understanding; sentences often fragmentary or incorrectly compounded.	Grammatical errors at every turn; The text is unintelligible or there is no coherent sentence structure.
Coherence and organization of the text	The text is extremely clearly structured; a logical sequence of ideas; effective use of connecting elements (however, moreover, therefore...).	Mostly coherent and well-organized; minor problems in connecting ideas that do not interfere with readability.	Partially organized; the flow of thought can mostly be followed, but the connecting elements are missing; The structure of the leaflet is incomplete.	Poor coherence; unrelated or illogically arranged ideas; It is difficult for the reader to follow the thought.	The text is unstructured and almost impossible to follow; There is no logical sequence or organization of content.

Effectiveness of language mediation	Information excellently adapted to foreign audiences; a convincing and creative call to action; The leaflet inspires the reader.	Information well-tailored to the audience; A call to action present and understandable, but less convincing or original.	Information mostly understandable to a foreign audience; A call to action exists, but it is general or vague.	The message is partially understandable; adaptation to the audience is weak; The call to action is absent or unrecognizable.	The message is not understandable to a foreign audience; there is no adaptation or call to action; The purpose of the leaflet has not been achieved.

Annex 2 Research sheet for students

Photocopy one sheet per student (or share digitally Classroom, WhatsApp class group). Each group records data and information according to the assigned task.

Name and Surname: _____ Group: ☐ A ☐ B ☐ C Date: _____

GROUP A – Bird characteristics

1. Which birds have you seen/heard today? Write at least 3:
_____
2. Describe one observation about the physical characteristics of a hawk, falcon or owl:
_____
3. What surprised you about the bird's behaviour?
_____

GROUP B – Life and endangerment

1. Why are some birds of prey endangered? Write the reasons:
_____
2. What is the life cycle of a bird in the center (from arrival to rehabilitation)?
_____
3. Which birds does the center receive and where do they come from?
_____

GROUP C – Sustainability of the Center

1. Who runs the center and how is it financed?
_____
2. Why is volunteering important for the center? What are the advantages and challenges?
_____
3. How does the city participate in the maintenance of the center? Is that enough?
_____

COMMON QUESTION FOR THE FACILITATOR (each group): Write one question you want to ask the facilitator:

_____

Annex 3 Student self-evaluation sheet

SELF-EVALUATION SHEET

Wings of Change – Falconry Center
Language mediation – English

Erasmus+ KA1

Name and Surname:	Grade:	Date:
_____	_____	_____

1. EVALUATE YOUR LANGUAGE MEDIATION

Circle or blackout the number of stars that corresponds to your rating (1 = poor, 5 = excellent)

CRITERION	1	2	3	4	5	My rating
Content I have written accurate and complete information about the center and the birds.	☆	☆	☆	☆	☆	____ / 5
Vocabulary I have used environmental terms in English.	☆	☆	☆	☆	☆	____ / 5
Grammar My English text is grammatically correct.	☆	☆	☆	☆	☆	____ / 5
Organization The text is clear, logical and well-structured.	☆	☆	☆	☆	☆	____ / 5
Mediation My message is understandable to a foreign audience.	☆	☆	☆	☆	☆	____ / 5
					TOTAL:	**____ / 25**

2. CHECK YOUR ACTIVITIES ON THE TRIP

Put a box ✔ next to everything you've done.

☐	I listened carefully to the lecture of the presenter.	☐	I participated in a conversation with a teacher.
☐	I have recorded the information on the research sheet.	☐	I photographed the birds in the center.
☐	I held the bird (or watched it closely).	☐	I exchanged pictures with other members of the group
☐		☐	I created a Canva flyer in English.

3. BRIEF REFLECTION

Answer briefly – you can write in Croatian

One thing I learned today:

_____

_____

The most difficult part of the activity:

_____

_____

How does this visit connect English with care for nature?

_____

_____

4. UNDERSTANDING TRAFFIC LIGHT

Tell me how you felt when you wrote in English.

I NEED HELP	I PARTIALLY UNDERSTAND	I UNDERSTAND AND I KNOW
It's hard for me to write in English; I'm not sure about the vocabulary.	I'm coping, but I have questions and insecurities.	Writing in English was good for me; I can do it again.

Annex 4 Analysis of the urban microclimate (school environment)

For each of the groups, just change the title (GROUP 1, GROUP 2, GROUP 3...)

WORKSHEET – GROUP 1

GROUP MEMBERS:

Date of analysis: _____

Start of measurement: _____

Measurement completion: _____

MEASUREMENT TABLE

Area	Measurement 1 (°C)	Measurement 2 (°C)	Measurement 3 (°C)	Average temperature (°C)
Temperature in the shade (grass substrate)				
Temperature in the sun (grass substrate)				
Temperature in the Sun (stone base - amphitheatre)				
Temperature in the shade (concrete/asphalt)				
Temperature in the sun (concrete/asphalt)				

Annex 5 Analysis of work (assessment for learning)

Through questions, students connect observations with geographical concepts and develop an understanding of the microclimate

QUESTIONS FOR THE ANALYSIS OF THE PAPER:

1. What surface was the hottest?
2. What surface was the coldest?
3. What is the difference between temperature in the shade and in the sun?
4. Why do individual surfaces heat up differently?

Annex 6 Survey for students

https://docs.google.com/forms/d/1svTuMcmSMsqvgAZsFGkqPURqZ1qfrPl4zXHUwET0a_I/edit?usp=sharing_eil&ts=6a296dfe

Annex 7 Student self-evaluation sheet

SELF-EVALUATION WORKSHEET

Sustainability, volunteering and my personal attitude

Name and Surname: _____	**Grade:** _____	**Date:** _____

1. HOW DO I RATE MY PARTICIPATION?

Claim	I totally agree	I partially agree	I'm not sure	I partially disagree	I don't agree at all
I actively participated in the conversation about volunteering and sustainability.	☐	☐	☐	☐	☐
I understand the importance of volunteering for the community.	☐	☐	☐	☐	☐
I understand the importance of nature protection and sustainable development.	☐	☐	☐	☐	☐
I have taken the survey seriously.	☐	☐	☐	☐	☐
The results of the survey encouraged me to think about my own attitudes.	☐	☐	☐	☐	☐
I believe that I can contribute to the preservation of the environment with my behaviour.	☐	☐	☐	☐	☐

I would like to participate in volunteer or environmental activities.	☐	☐	☐	☐	☐

2. REFLECTION

What new have I learned about volunteering?

What have I learned about sustainability and nature conservation?

Which data or conclusion from the survey surprised me the most?

Have I changed my attitude about volunteering or protecting the environment? Explain.

3. MY ATTITUDE TOWARDS SUSTAINABIL

Mark the activities you're already doing:

- ☐ I sort waste.
- ☐ I save water and electricity.
- ☐ I'm using reusable products instead of disposable ones.
- ☐ I participate in environmental cleaning actions.
- ☐ I encourage others to behave responsibly towards nature.
- ☐ I take care of animals and their habitats.
- ☐ I participate in volunteer activities.
- ☐ Something else: _____

5. FINAL SELF-EVALUATION

After this activity:

- ☐ I have a better understanding of the importance of sustainability.
- ☐ I understand the importance of volunteering better.
- ☐ I am more willing to actively engage in environmental protection.
- ☐ I have thought about my own contribution to the community.
- ☐ I want to learn more about volunteering opportunities.

4. MY PLAN FOR THE FUTURE

One specific activity I will undertake to contribute to nature conservation or volunteering:

MY FINAL THOUGHT — A Message to Myself After This Activity: