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Echoes of the Past

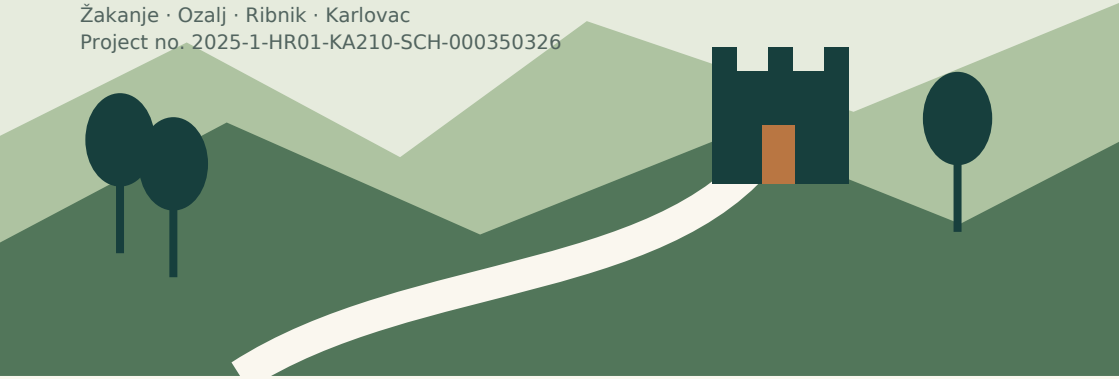
Crafting Future Leaders Through Heritage and the Environment

The Influence of Nature on Human Identity

A project-based learning journey through landscapes, heritage and community.

ŽAKANJE PRIMARY SCHOOL

Žakanje · Ozalj · Ribnik · Karlovac
Project no. 2025-1-HR01-KA210-SCH-000350326



Learning through a real challenge

What is Project-Based Learning?

Project-Based Learning (PBL) engages learners in investigating a meaningful question or problem over time. They use subject knowledge, gather information, discuss ideas and create a product for an audience.

Knowledge and success skills

A project has clear learning goals. Learners develop subject understanding alongside critical thinking, problem-solving, collaboration and self-management. These skills grow through purposeful tasks and reflection.

A challenging question

The driving question gives the project a focus. It should be understandable, open to investigation and relevant to learners. In this activity, the question connects nature, heritage and human identity.

Sustained inquiry and authenticity

Learners ask questions, consult different sources and check their ideas. Field visits, local voices and familiar landscapes give the inquiry a real-world context and connect learning with community life.

IN OUR CROATIA ACTIVITY

Students explore places and traditions, collect observations and use them to explain how nature influences identity. Their digital stories share local heritage with others.

Source (adapted): Course Material, supplied at Școala Gimnazială Otilia Cazimir, Iași, Romania. SEnSE training, 6-8 September 2021. Photographed handout: “Project-Based learning, a comprehensive instrument for inclusion”.

Ask. Create. Reflect. Improve.

Student voice and choice

Learners help choose their focus, questions, team roles and ways to present their work. Teachers provide guidance and make sure everyone can participate.

Reflection, critique and revision

Students reflect on what they learn and how they work. They give specific, helpful feedback and revise their products. Reflection supports the next step in learning.

A product for an audience

A final product makes learning visible beyond the team. It can be a digital story, a heritage booklet, an exhibition or a guided tour. For this activity, students will share a HistoryPin collection and short presentations.

A SIMPLE PBL PLANNING CHECKLIST

Big idea: nature, heritage and identity.
Real-world context: local places and communities.
Skills: observation, teamwork and communication.
Product: photographs and short digital stories.
Audience: partner schools and the school community.

Learning from different perspectives

Compare ideas across teams and partner languages. Use the Frayer Model vocabulary activity in this booklet to notice differences in words and discuss the meaning behind them.

Source (adapted): Course Material, supplied at Școala Gimnazială Otilia Cazimir, Iași, Romania. SEnSE training, 6-8 September 2021. Photographed handout: “Project-Based learning, a comprehensive instrument for inclusion”. PBL planning examples in this booklet also draw on the previously supplied planning form, which credits Jennifer Pieratt (2019).

PBL / GOLD STANDARD CHART

Seven practices. One learning focus.

Gold Standard PBL: Project-Based Teaching Practices



Source: PBLWorks, “Gold Standard PBL: Project Based Teaching Practices”. https://www.pblworks.org/gold-standard/pbl-teaching-practices
Chart redrawn from the PBLWorks framework. Accessed 10 October 2026.

PBL / TEACHER PRACTICES

Guide inquiry. Support every learner.

Gold Standard PBL: seven teaching practices

The learning goals combine key knowledge, understanding and success skills. These seven practices help teachers turn those goals into purposeful project work.

1. Design & plan

Create or adapt a project to suit learners and the local context. Plan the journey from launch to final sharing, while allowing student voice and choice.

2. Align to standards / competencies

Use curriculum competencies to plan the project. Include the key knowledge and understanding from the relevant subject areas.

3. Build the culture

Encourage independence, growth, open-ended inquiry and team spirit. Establish shared expectations for participation and quality.

4. Manage activities

Work with students to organise tasks and schedules, set checkpoints and deadlines, find resources, create products and share them with an audience.

Source (adapted): Course Material, supplied at Școala Gimnazială Otilia Cazimir, Iași, Romania. SEnSE training, 6-8 September 2021. Photographed handout: “Project-Based learning, a comprehensive instrument for inclusion”.

PBL / TEACHER PRACTICES & PROCEDURE

Make ideas visible. Learn through making.

5. Scaffold student learning

Use lessons, tools and teaching strategies to help all learners reach the project goals. Adjust support as their confidence and independence grow.

6. Assess student learning

Use formative assessment of knowledge, understanding and success skills. Include self-assessment and peer feedback on both team and individual work.

7. Engage & coach

Learn and create alongside students. Notice when they need skill-building, redirection, encouragement or celebration; agree on tasks, checkpoints and deadlines together.

Workshop: match, model and explain

1. Match each teaching practice with its explanation.
2. Check the matches and discuss the reasoning.
3. Each participant chooses one practice and makes a Play-Doh or modelling-clay sculpture to represent it.
4. In groups, guess the practice and explain the visual clues.

Why use modelling?

Creating a model asks learners to synthesise ideas, think critically and express meaning creatively. Hands-on work supports engagement and offers another way to assess understanding. Adapt it to reading, vocabulary or reflection in any subject.

Source (adapted): Course Material, supplied at Școala Gimnazială Otilia Cazimir, Iași, Romania. SEnSE training, 6-8 September 2021. Photographed handout: “Project-Based learning, a comprehensive instrument for inclusion”.

Framework credited in the handout: PBLWorks, Gold Standard PBL teaching practices.

From heritage to leadership

Our shared purpose

Explore how the natural environment and cultural heritage shape human identity. Through observation, dialogue and creative work, learners connect local stories with choices for a sustainable future.

DRIVING QUESTION

How can we show the way nature shapes our identity and use local heritage to inspire responsible leadership?

Learning goals

By the end of the activity, learners should be able to explain a connection between landscape and identity; support an interpretation with field evidence; compare perspectives across cultures; and collaborate on a digital heritage story.

The activity at a glance

Host: Žakanje Primary School, Žakanje 58, 47276 Žakanje, Croatia.
Dates: 19-23 October 2026.
Action: KA210-SCH - Small-scale partnerships in school education.
Approach: Project-Based Learning (PBL).
Proposed outcome: a shared HistoryPin collection and a short team presentation.

Planning note: dates, locations and programme times follow the supplied agenda. Research prompts, team roles, outputs and assessment in this booklet are proposed PBL extensions for teachers to adapt to learners' ages and needs.

One question. Five days of inquiry.

1. Connect & ask | Monday

Meet partner schools, share traditions and identify what the team wants to investigate.

2. Observe & collect | Tuesday

Explore Žakanje, gather field evidence and connect food, land use and community life.

3. Interpret | Wednesday

Investigate Ozalj and Munjara. Compare heritage, settlement and the use of natural resources.

4. Create & improve | Thursday

Extend the inquiry in Ribnik and Karlovac. Select evidence, receive feedback and revise the digital story.

5. Share & reflect | Friday

Present findings to the school community, explain the evidence and identify a next action.

LEARNER VOICE & CHOICE

Teams choose a focus: food and orchards; water and energy; homes and landscapes; or traditions and belonging. Each team decides which evidence best answers the driving question.

Suggested team roles: researcher, interviewer, visual storyteller and editor/presenter. Combine roles in smaller groups and rotate them so everyone contributes. Teachers support access, inquiry and feedback.

03 / DAY 1 · MONDAY, 19 OCTOBER

Belonging begins with a story

What do games, music and school traditions reveal about who we are?

PROGRAMME FROM THE AGENDA

11:00	Arrival at the host school and brunch.
11:15	Welcome ceremony with traditional music/dance.
11:45	Icebreakers and traditional games: “How our ancestors played”.
12:30	School presentations and exchange of educational approaches.
13:30	Discussion and voting on project logo proposals.
14:00	Lunch.
14:45	HistoryPin registration and instructions.
15:15-15:30	Evaluation.

SUGGESTED PBL TASK

Choose a team focus. Compare one tradition from each partner context and record similarities, differences and a question about its connection to place.

Evidence / output: A team question and a short plan.

Reflection: Which tradition helps me feel that I belong?

DAY 1 / ICEBREAKER & TRADITIONAL GAME

Build a castle. Build a team.

The tallest corn-cob castle

This traditional game recalls how our ancestors played with simple materials from everyday rural life. Teams build the tallest, strongest freestanding castle or tower from dried corn cobs.

Materials & setup

Give each small team the same number of dried corn cobs with the kernels removed. Use a flat surface and agree on a time limit. The cobs are stacked without glue or other supports.

How to play

1. Place two cobs parallel to form the first layer.
2. Place the next pair crosswise, at right angles to the layer below. Repeat, adding two cobs in each layer.
3. Discuss the design, take turns and adjust the structure together.
4. At the end, let go. The tower must stand without collapsing for an agreed time, for example 10 seconds. Compare the height of the towers that remain standing.

Learning goals

Strengthen togetherness, cooperation and trust; practise listening, clear communication and shared decision-making; develop patience, persistence, creativity and spatial reasoning; solve a practical balance problem; and connect play with local heritage.

Reflect together

What made our tower stable? How did we include everyone? What did we change after an unsuccessful attempt? What does this game tell us about childhood in the past?

DAY 1 / PBL WORKSHEET 1

Compare our traditions

19 October 2026 | Connect & ask | Use one tradition from each partner context.

Name: _____ Team: _____ Date: _____

1. Choose and describe

What does the traditional costume look like? Describe its colours, patterns, materials and accessories. When do you think people wear it? Who takes part, and what music or activities accompany the tradition?

2. Record similarities

What is the same in our traditions: purpose, rules, materials, season or participants? Write two similarities and give a specific example for each.

3. Record differences

What is different? Could climate, available plants, landscape or local history help explain it? Mark an explanation as an idea until you have evidence.

4. Choose our inquiry question

How might nature have influenced this tradition? Write one question your team can investigate this week. Choose your roles and one source to consult.

Different words. Shared understanding.

A four-part vocabulary organiser

The Frayer Model explores a word through its definition, characteristics, examples and non-examples. It helps learners explain concepts instead of only translating words.

How we will use it in this activity

During teamwork on cultural identity, students will choose a word such as heritage, landscape, orchard or identity. Mixed-language pairs will complete a Frayer Model and compare the words used in their partner languages. Students will notice differences in vocabulary, spelling and meaning, and explain them to the group.

DEFINITION	CHARACTERISTICS
WORD: _____	
EXAMPLES	NON-EXAMPLES

Compare: Our English word: _____
Partner-language words: _____
What is similar or different? _____

Website / resource:
www.adlit.org/in-the-classroom/strategies/frayer-model
Sources: AdLit, “Frayer Model” (accessed 9 October 2026); supplied SEnSE training material, Școala Gimnazială Otilia Cazimir, 2021.

Guess the word

Read all four boxes. Guess the word. Write it in your own language in the WORD box.

Name: _____ My language: _____

DEFINITION

Things from the past that we keep and pass on to others.

WHAT IS IT LIKE?

- Comes from earlier generations.
- Can be a place, object or tradition.
- Helps us learn about our community.

WORD IN MY LANGUAGE

_____

EXAMPLES

- An old castle.
- A traditional song or dance.
- A family recipe passed down for years.

NON-EXAMPLES

- A new game with no link to the past.
- A made-up family tradition that no one has used yet.
- A shopping list for today.

Use the clues. Different languages can name the same idea.

Guess the word

Read all four boxes. Guess the word. Write it in your own language in the WORD box.

Name: _____ My language: _____

DEFINITION

The world of plants, animals, land and water around us.

WHAT IS IT LIKE?

- Includes living and non-living things.
- Exists without people making it.
- Gives living things places to live.

WORD IN MY LANGUAGE

_____

EXAMPLES

- A river and a forest.
- Birds, flowers and trees.
- Mountains and rocks.

NON-EXAMPLES

- A plastic toy.
- A mobile phone.
- A road built by people.

Use the clues. Different languages can name the same idea.

Guess the word

Read all four boxes. Guess the word. Write it in your own language in the WORD box.

Name: _____ My language: _____

DEFINITION

The study of people and events from the past.

WHAT IS IT LIKE?

- Asks what happened long ago.
- Uses old objects, letters and photos.
- Helps us understand change over time.

WORD IN MY LANGUAGE

_____

EXAMPLES

- Learning how people lived 100 years ago.
- Reading an old letter to learn about the past.
- Studying why an old town was built.

NON-EXAMPLES

- A weather forecast for tomorrow.
- A plan for next summer.
- A story about the future that someone invents.

Use the clues. Different languages can name the same idea.

Guess the word

Read all four boxes. Guess the word. Write it in your own language in the WORD box.

Name: _____ My language: _____

DEFINITION

The things that make you who you are.

WHAT IS IT LIKE?

- Includes your languages, culture and values.
- Can be shaped by family and community.
- Can grow and change as you learn.

WORD IN MY LANGUAGE

_____

EXAMPLES

- The language you speak at home.
- The traditions that matter to you.
- The values you choose to live by.

NON-EXAMPLES

- Tomorrow’s weather.
- A shopping list.
- A chair in an empty room.

Use the clues. Different languages can name the same idea.

Guess the word

Read all four boxes. Guess the word. Write it in your own language in the WORD box.

Name: _____ My language: _____

DEFINITION

A caring connection between people who like and trust each other.

WHAT IS IT LIKE?

- People listen to and help each other.
- They show kindness and respect.
- They enjoy spending time together.

WORD IN MY LANGUAGE

_____

EXAMPLES

- Helping someone when they feel sad.
- Sharing a game and including each other.
- Listening and keeping a promise.

NON-EXAMPLES

- Bullying someone.
- Leaving someone out on purpose.
- Making cruel jokes about someone.

Use the clues. Different languages can name the same idea.

Guess the word

Read all four boxes. Guess the word. Write it in your own language in the WORD box.

Name: _____ My language: _____

DEFINITION

A European programme that helps people learn, train and work together across countries.

WHAT IS IT LIKE?

- Supports learning and cooperation.
- Connects schools and other groups.
- Can help people visit and learn in another country.

WORD IN MY LANGUAGE

_____

EXAMPLES

- Partner schools doing a shared European project.
- Students learning at a partner school abroad.
- Teachers sharing ideas with schools in other countries.

NON-EXAMPLES

- A family holiday with no learning project.
- Buying something in an online shop.
- A local sports match with no link to the programme.

Use the clues. Different languages can name the same idea.

DAY 1 / REFLECTION

Our first steps

19 October 2026 | Review the comparison of traditions and the Frayer Model activity.

Name: _____ Team: _____ Date: _____

Our inquiry plan

Our team will investigate: _____
Our roles: _____
First source / next task:

Our vocabulary connection

Our Frayer Model word: _____
Which example from today helps explain it? How do partners describe this concept in their languages?

DAY 1 / DAILY EXIT TICKET

Today I learned...

19 October 2026 | Traditions, costume & belonging

Name: _____ Team: _____ Date: _____

Tick one or more options. Add an example or write your own answer. There is no single correct personal answer.

1. What did I learn today?

☐ Traditional costumes can express belonging.
☐ Traditions can use local materials and reflect the landscape.
☐ Partner traditions have similarities and differences.
My own answer / example:

2. Which evidence supports my learning?

☐ A costume detail or traditional game.
☐ A comparison of partner traditions.
☐ An example in our Frayer Model.
My own answer / example:

3. How did I contribute?

☐ Explained a tradition or costume detail.
☐ Listened to a partner and compared ideas.
☐ Helped with vocabulary, the game or our inquiry plan.
My own answer / example:

4. What is my next step?

☐ Ask how nature influences a local tradition.
☐ Check an idea with a teacher, host or another source.
☐ Find a field example that connects place and identity.
My own answer / example:

5. My remaining question:

03 / DAY 2 · TUESDAY, 20 OCTOBER

Read the landscape

How do local landscapes shape food, work, traditions and community care?

PROGRAMME FROM THE AGENDA

10:00	Mary's Meals charity fair marking Apple Day, World Savings Day and World Food Day; brunch with apple pies and traditional desserts.
12:15	Fruit tree planting and wishes for project success.
12:45	Teamwork on national history and cultural identity; discussion on recognising and using heritage and the natural environment.
13:30	Žakanje field walk: viewpoint, church, vineyard, gardens, old houses and villages.
14:15	Picnic lunch at the viewpoint.
14:45	Painting contest: "Best painting from the viewpoint".
16:00	Evaluation.

SUGGESTED PBL TASK

Record three observations connecting nature and everyday life. If possible, ask a local person or a teacher how the landscape has changed. Use a painting to express a connection between place and identity.

Evidence / output: A field evidence sheet, a landscape painting and a short caption linking food or land use with identity.

Reflection: How can caring for nature also mean caring for people?

DAY 2 / PBL WORKSHEET 1

Read the landscape

20 October 2026 | Žakanje | Observe & collect. Record facts before interpretations.

Name: _____ Team: _____ Date: _____

1. Collect three observations

Look at orchards, vineyards, gardens or old houses. For each observation, record: place + what I see + how it may connect to food, work, homes or traditions.

2. Ask a local person or teacher

What is grown here and why? How does the land or weather affect daily work? What has changed since you were younger? How do people care for this place?

3. Record and check the answer

Source / role: _____ Key answer: _____
Which observation supports it? What still needs checking with another source?

4. Connect care for nature and people

How could planting a fruit tree or sharing food benefit both nature and the community? Propose one practical example.

DAY 2 / PBL WORKSHEET 2

Listen to a local voice

Interview a partner, teacher or host about a tradition. Ask permission and listen respectfully.

Name: _____ Team: _____ Date: _____

Ask: What does this tradition mean to you? Who taught it to you? Which local materials or natural features does it use? How has it changed? What should young people preserve?

Follow up: Can you give an example? Why do you think that? Is this your own memory or something you learned from another source?

Record one useful answer

Source / role (name only with permission): _____ Tradition: _____
Answer or short quotation (check it with the speaker):

Connect the answer to place

Which local material, plant or landscape feature did the speaker mention? How does it connect to the tradition or costume?

Check and follow up

What was new or surprising? Which answer should we check? Write one follow-up question and identify another source.

DAY 2 / PBL WORKSHEET 3

A landscape in pastels

Use pastels and a pencil to show a connection between the viewpoint and local identity.

Name: _____ Team: _____ Date: _____

Plan: Choose one focal point. Make a light pencil sketch; place the horizon deliberately and show foreground, middle ground and background. Test pastel colours on spare paper.

Create: Build colour in light layers; use pencil for selected details. Show light and shadow. Blend only where useful so colours stay clear. Keep the paper clean and do not blow pastel dust.

Choose the best work: Look for a clear focal point, balanced composition, thoughtful colour and a visible link to the place. Explain your choice with evidence; different styles are welcome.

My painting caption

Title: _____ Place / focal point: _____
What does my picture show about nature and identity? Which detail supports this?

DAY 2 / DAILY EXIT TICKET

Today I learned...

20 October 2026 | Žakanje, landscape & pastel painting

Name: _____ Team: _____ Date: _____

Tick one or more options. Add an example or write your own answer. There is no single correct personal answer.

1. What did I learn today?

☐ Land and climate influence food and work.
☐ A local tradition can connect people to their surroundings.
☐ Caring for nature can also support people.
My own answer / example:

2. Which evidence supports my learning?

☐ An observation from the field walk.
☐ An answer from our local interview.
☐ A detail in my pastel-and-pencil landscape.
My own answer / example:

3. How did I contribute?

☐ Recorded an observation or interview answer.
☐ Created a picture with a clear focal point.
☐ Helped the team explain a link between nature and identity.
My own answer / example:

4. What is my next step?

☐ Check a field observation with another source.
☐ Improve my painting caption with a specific detail.
☐ Compare how water or landscape affects another place.
My own answer / example:

5. My remaining question:

03 / DAY 3 · WEDNESDAY, 21 OCTOBER

Water, heritage and change

How can natural resources influence the way communities live and develop?

PROGRAMME FROM THE AGENDA

10:00	Guided study visits: Ozalj Old Town, Munjara hydroelectric power plant and Etno village; exploration of Croatian houses and villages.
13:00	Lunch.
14:00	Work on final products using HistoryPin.
15:00-15:30	Evaluation.

SUGGESTED PBL TASK

Choose one place you visited. Take a photo or make a drawing. Write two sentences about how nature connects with life in this place.

Evidence / output: Two draft digital entries, with sources and a comparison explaining what the evidence suggests.

Reflection: What has changed over time, and what still connects people to this place?

FIELD VISIT / WORDS & SYMBOLS

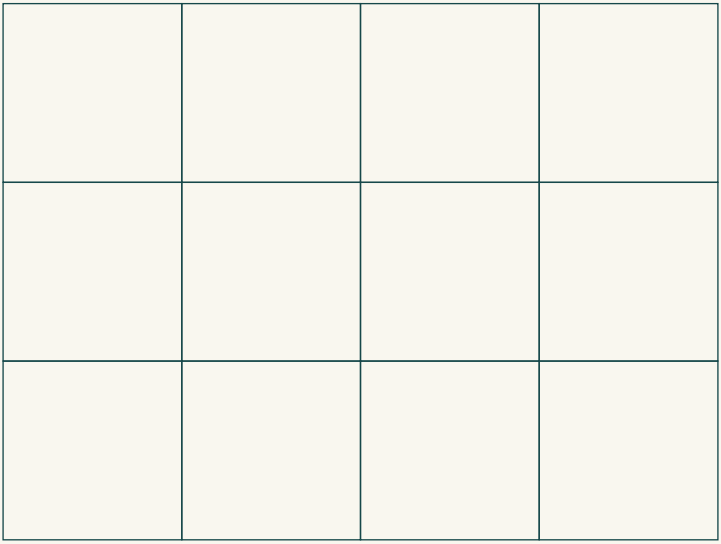
Small clues.
Lasting memories.

During a visit, write a word or draw a simple symbol in each square to record an important fact you notice or learn about the place. Choose clues that will help you recall an event, a story or information later.

Example: if you learn about a king, draw a crown. After the visit, explain your clues to a partner and use them to retell what you learned.

Place: _____ Date: _____

Name / team: _____



DAY 3 / PBL WORKSHEET 1

Water, homes and change

21 October 2026 | Ozalj, Munjara and Etno village | Interpret field evidence.

Name: _____ Team: _____ Date: _____

1. Investigate one place

Chosen place: _____
Which natural feature can you identify? What visible detail shows how people used it for energy, settlement, building or everyday life?

2. Interview the guide

Why was this location chosen? How did water or the landscape influence life here? What changed over time? What remains? Which source supports this explanation?

3. Compare two places

Place A: _____ Place B: _____
What is similar in the use of nature? What is different? Record one observed detail or a guide’s explanation for each place.

4. Explain with care

Write two sentences: “I observed / learned ...” and “This suggests a connection to identity because ...”. Identify one claim you still need to check.

DAY 3 / PBL WORKSHEET 2

Draft two story cards

Prepare two entries for HistoryPin. Use offline cards if internet access is unavailable.

Name: _____ Team: _____ Date: _____

For each card include a title, place, original photo or drawing, source and two sentences connecting nature with local life. Keep observation and interpretation clear.

Card A

Title / place: _____ Visual: _____
Evidence + source: _____
Connection to nature and identity:

Card B

Title / place: _____ Visual: _____
Evidence + source: _____
Connection to nature and identity:

Before sharing: check facts, credit the creator and confirm permission for identifiable people. Ask a teacher to support account access and publishing.

DAY 3 / DAILY EXIT TICKET

Today I learned...

21 October 2026 | Ozalj, Munjara & Etno village

Name: _____ Team: _____ Date: _____

Tick one or more options. Add an example or write your own answer. There is no single correct personal answer.

1. What did I learn today?

☐ Water can influence energy and settlement.
☐ Local landscapes and materials can shape homes.
☐ Places change while some heritage connections remain.
My own answer / example:

2. Which evidence supports my learning?

☐ A guide’s explanation with a recorded source.
☐ An observed detail, photograph or drawing.
☐ A comparison between two visited places.
My own answer / example:

3. How did I contribute?

☐ Asked a question or recorded evidence.
☐ Drafted a digital story card.
☐ Compared places or helped check an interpretation.
My own answer / example:

4. What is my next step?

☐ Verify one claim and record its source.
☐ Improve a story card so its meaning is clear.
☐ Choose a photograph that shows the nature-identity link.
My own answer / example:

5. My remaining question:

03 / DAY 4 · THURSDAY, 22 OCTOBER

A city tells its story

How do heritage, urban spaces and food express local identity?

PROGRAMME FROM THE AGENDA

08:30	Departure from Žakanje and visit to Ribnik Castle.
10:00	Karlovac tour with Gymnasium students: historic centre “The Star”, museum and local market.
12:00	Trade and Hospitality School in Karlovac: traditional food tasting and lunch.
13:30	Guided tour of Dubovac Old Town.
14:30	Best photo competition.
15:00	Final product work: HistoryPin presentation.
15:30-16:00	Evaluation.

SUGGESTED PBL TASK

Choose your favourite photo from the visit. Write a short caption about the place and why it matters to local people. Share it with another team and improve it using their feedback.

Evidence / output: A revised digital story and a selected photo with an evidence-based caption.

Reflection: What does this place help us understand about local identity?

DAY 4 / PBL WORKSHEET 1

Tell a story by phone

22 October 2026 | Ribnik & Karlovac | Create a mobile-phone photograph with meaning.

Name: _____ Team: _____ Date: _____

Before taking photos: follow the guide, stay with the group and stop in a safe place. Respect site rules. Ask before photographing people; avoid personal details and private spaces.

Use your phone: clean the lens; use the main camera without digital zoom; tap the subject to focus and adjust brightness. Hold the phone steady with both hands. Check the light, horizon and background.

1. Plan a meaningful frame

What is my subject? Which detail links the place to water, food, buildings or local identity? Would a wide view or a close-up explain this better?

2. Take and compare three versions

Try different viewpoints or framing without entering unsafe or restricted areas. Compare sharpness, light, composition and the story each image tells.

3. Select my best photograph

Chosen photo / file: _____
Why is it strongest? Name two visible details. Does it show a clear connection to the project question?

DAY 4 / PBL WORKSHEET 2

Caption. Check. Improve.

Use an interview and peer feedback to improve your selected photograph and story.

Name: _____ Team: _____ Date: _____

Ask a guide, student or restaurant manager: What makes this place or food special locally? How does nature influence it? What has changed? What should visitors understand or help protect?

Write an evidence-based caption

Place + what the image shows + why it matters to local people. Record the source of any explanation; do not guess historical facts.

Peer feedback and revision

Partner: Is the connection clear? Which detail supports it? Is a source or perspective missing?
One helpful suggestion: _____ My specific change:

Final check: title, place, source, photo credit and permissions are ready. Submit your selected mobile-phone photo according to the host's competition instructions.

DAY 4 / DAILY EXIT TICKET

Today I learned...

22 October 2026 | Ribnik, Karlovac & mobile photography

Name: _____ Team: _____ Date: _____

Tick one or more options. Add an example or write your own answer. There is no single correct personal answer.

1. What did I learn today?

☐ Buildings, urban spaces and food express local identity.
☐ A photograph needs both a clear image and a meaningful story.
☐ Specific feedback helps improve a caption.
My own answer / example:

2. Which evidence supports my learning?

☐ My selected mobile-phone photograph.
☐ An answer from a guide, student or restaurant manager.
☐ A detail or comparison used in our revised digital story.
My own answer / example:

3. How did I contribute?

☐ Took and compared different photo versions.
☐ Wrote or revised an evidence-based caption.
☐ Gave useful feedback or checked sources and permissions.
My own answer / example:

4. What is my next step?

☐ Select the strongest evidence for our presentation.
☐ Rehearse my speaking role.
☐ Check captions, credits and permissions before sharing.
My own answer / example:

5. My remaining question:

03 / DAY 5 · FRIDAY, 23 OCTOBER

Share the past. Shape the future.

How can our findings inspire a practical action in our own schools?

PROGRAMME FROM THE AGENDA

10:00	Final presentations summarising activity outcomes.
11:00	Evaluation and certificate ceremony.
12:00-13:30	Gathering with parents, pupils and host-school teachers.

SUGGESTED PBL TASK

Present the team’s answer to the driving question. Show selected evidence, explain one comparison between partner contexts and propose one realistic action that protects nature or shares heritage.

Evidence / output: A shared digital collection, a team presentation and a school action proposal.

Reflection: How has my understanding of identity changed this week?

DAY 5 / PBL WORKSHEET 1

Share our answer

23 October 2026 | Share & reflect | Prepare a 3-5-minute team presentation.

Name: _____ Team: _____ Date: _____

1. Answer the driving question

How does nature shape identity, and how can heritage inspire responsible leadership? Write your team's answer in two clear sentences.

2. Choose strong evidence

Select two examples from at least two visited locations. For each, name the place, show a visual and explain the source and the connection it supports.

3. Include another perspective

What similarity or difference did you find across partner contexts? How did a partner's viewpoint improve or change your understanding?

4. Plan an achievable school action

What will we protect or share? Who will do what, and when? What resources do we need? How will we know the action helped?

DAY 5 / PBL WORKSHEET 2

Speak. Listen. Respond.

Make sure every team member has a meaningful role in the final sharing.

Name: _____ Team: _____ Date: _____

Plan and rehearse

Who introduces our question? Who explains each example? Who shares the partner comparison and proposed action? Practise timing and clear speaking.

Prepare for audience questions

Be ready to answer: Which evidence is strongest, and why? Which source did you check? What is still uncertain? What can another school do with your findings?

Learn from the audience

Record one audience question or suggestion. How could it improve your story or school action?

DAY 5 / DAILY EXIT TICKET

Today I learned...

23 October 2026 | Final sharing & responsible leadership

Name: _____ Team: _____ Date: _____

Tick one or more options. Add an example or write your own answer. There is no single correct personal answer.

1. What did I learn today?

☐ Nature and heritage help shape identity.
☐ Different cultural perspectives can improve our understanding.
☐ Young people can take a practical action to protect or share heritage.
My own answer / example:

2. Which evidence supports my learning?

☐ An example explained in our team presentation.
☐ An entry in our shared collection.
☐ An audience question or a partner team's findings.
My own answer / example:

3. How did I contribute?

☐ Presented evidence or answered an audience question.
☐ Supported the team with visuals, organisation or feedback.
☐ Helped propose a realistic school action.
My own answer / example:

4. What is my next step?

☐ Share the collection with classmates.
☐ Care for a tree or another local natural place.
☐ Organise an interview, heritage walk or small exhibition.
My own answer / example:

5. My remaining question:

FINAL LEARNER REFLECTION / 1

Look back at learning

Tick one or more answers for each question. Always add a personal example or your own answer.

Name: _____ Team: _____ Date: _____

1. What connection do I understand better?

☐ Landscape influences food and work.
☐ Water influences energy and settlement.
☐ Local materials and places influence traditions and belonging.
My own answer / example:

2. Which evidence helped me understand it?

☐ An observation, photograph or drawing.
☐ An interview or a guide’s explanation.
☐ A comparison between places or partner contexts.
My own answer / example:

3. What did I learn from another culture?

☐ We share similar traditions or values.
☐ Our traditions differ because places and histories differ.
☐ The same place or tradition can have different meanings.
My own answer / example:

4. How did my thinking change?

☐ I can explain a connection I did not notice before.
☐ I changed an idea after checking evidence.
☐ I still have a question I want to investigate.
My own answer / example:

FINAL LEARNER REFLECTION / 2

Plan my next step

Reflect honestly. These choices are starting points; there is no single correct personal answer.

Name: _____ Team: _____ Date: _____

5. What did I contribute to the team?

☐ Research or interviews.
☐ Photographs, a pastel picture or story captions.
☐ Organisation, listening, feedback or presenting.
My own answer / example:

6. What helped me improve my work?

☐ Specific feedback from a partner or teacher.
☐ Checking a source or comparing different pieces of evidence.
☐ Practising and revising my picture, photo or story.
My own answer / example:

7. What will I do in my school or community?

☐ Care for a planted tree or another natural place.
☐ Share a heritage story, exhibition or walk.
☐ Interview a community member with permission.
My own answer / example:

8. How will I make my action happen?

I will _____ with _____ by _____.
I will know it helped when _____.
One question I want to explore next:

04 / COLLECT EVIDENCE

Look closer. Ask better questions.

Use this page for one place, object, tradition or landscape. Keep observations separate from interpretations.

Place / date / team

What do we notice?

Record details you can see, hear or document.

What can a source tell us?

Note a guide’s explanation, an interview or a display. Record who or what supplied the information.

What might this mean for identity?

Connect your evidence to food, work, homes, traditions or belonging.

What do we still need to check?

Write a question or identify another source.

Field kit: comfortable footwear, warm clothes, umbrella if needed, stationery and a mobile phone. Follow host guidance, stay with the group and ask before photographing or recording people.

Build a story worth sharing

Proposed product: “Nature & Identity”

Create a shared HistoryPin collection. Suggested minimum per team: three place-based entries, covering at least two visited locations, plus a short presentation that answers the driving question.

EACH ENTRY SHOULD INCLUDE

A title and place; an original photo or drawing; a short description.

A useful story structure

Place: What are we exploring?
Evidence: What did we observe or learn from a source?
Meaning: How does this connect to identity?
Future: What could young people do to protect or share it?

Feedback before sharing

Ask a partner team: Is the connection clear? Is it supported by evidence? Is another perspective missing? Revise the caption or explanation using the feedback.

Presentation guide

Aim for 3-5 minutes per team. Introduce the question, show the strongest evidence, compare one partner perspective and end with a practical school action.

Use teacher-supported account access and publishing arrangements. Credit sources and contributors, check permission for identifiable people and avoid personal contact details. If online access is unavailable, prepare the same entries as offline story cards for later upload.

Assess the process and the product

Proposed formative rubric. Use during draft review and final presentations; adapt expectations to learners' ages.

Criterion	3 · Yes	2 · With help	1 · Not yet
Understanding	Explains how nature shapes identity.	Explains the link with help.	Needs help to find a link.
Teamwork	Takes part and listens.	Takes part with reminders.	Needs help to join in.
Final story	Shows a photo or drawing and a clear description.	Story needs a little help.	Story needs more work.

Daily exit ticket

One thing I learned · One piece of evidence · One question for tomorrow. Use the scheduled evaluation time for a short written reflection or team discussion.

Final learner reflection

What did I contribute? Which evidence changed my thinking? What did I learn from another culture? What will I do differently in my school or community?

Feedback is for growth: recognise a strength, identify one next step and allow learners to explain how their work improved.

Put our stories on the map

What is HistoryPin?

HistoryPin is a platform where people share photographs and stories connected to places. It helps communities explore local history and different memories of the same landscape.

Website

www.historypin.org

How we will use it

Day 1: introduction and teacher-supported access.
Days 2-4: collect photographs, choose places and prepare short descriptions.
Days 3-4: work together on the collection.
Day 5: present the stories and discuss what they reveal about nature and identity.

A simple contribution

Choose a visited place, a photo or drawing and a short description. A teacher will support adding the entry to the project collection.

EXAMPLE STORY CARD

Title: Our orchard story
Place: Žakanje
Short description: Fruit growing connects the local landscape with food and traditions.
Illustrative draft: adapt it to your actual visit.

Use your own images or images you have permission to share. Credit contributors and ask before including identifiable people. Prepare offline story cards if internet access is unavailable. Web source: HistoryPin, “About Historypin”, www.about.historypin.org (accessed 9 October 2026).

Leave with a story. Return with a purpose.

Suggested follow-up at home

Share the collection with classmates and invite them to contribute a story from their own community. Choose one achievable action: care for a planted tree, create a heritage walk, interview a community member or organise a small local exhibition.

OUR NEXT STEP

Our action: _____
Who will take part: _____
When we will review it: _____
How we will know it helped: _____

Host & project team

Žakanje Primary School
Žakanje 58, 47276 Žakanje, Croatia
Project coordinator: Antonija Kunf Rehorić
Legal representative: Jasmina Katunić, mag. chem.
Project participant: Gabi Tomašić

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Booklet created by Antonija Kunf Rehorić, project coordinator.