

Best Practice Collection Template

For School Teachers and Educational Providers

"Future Schools – ESG Integration through the Flipped Approach"

SECTION A: General Information

Name of School/Institution	IC OMODEO BEETHOVEN
Country	ITALY
Contact Person (Name, Email, Role)	Filomena Vaia, menapost@gmail.com French Teacher
Date of Submission	23/07/2025

SECTION B: Overview of Best Practice

Title of the Practice	
Applicable Area	
Target Group(s)	Secondary school students (11-13 years old), teachers, parents, local community
Sustainable Development Goals (SDGs) Addressed	SDG 4: Quality Education
ESG Focus	Social, Governance
Subject Area(s)	

SECTION C: Detailed Description

- Summary of the Practice:

Our good practice is based on the Erasmus project 'We Are the Different Colours of Europe.' The project was carried out under the coordination of Italy and in partnership with Spain and Turkey, aiming to respond to the most serious refugee issue Europe has faced since World War II. The project is based on the assumption that European societies will be more culturally diverse and multicultural with refugee students. The biggest problem hindering academic success is the issue of adaptation, and to overcome this problem, it is essential to include cultural cohesion, empathy, and sympathy activities in schools. In this context, three LTTA (Short-term Learning and Teaching Activities) events were organized. In these projects, the flipped learning model was used to encourage students' active participation. Before the activities, students were provided with informative videos and materials about the tangible and intangible cultures of the partner countries to conduct individual reading and comprehension studies at home. After working with these resources, students designed digital games related to Turkish culture using digital tools in workshops in Turkey. Additionally,

teachers in Italy and Spain, where teacher mobility took place, prepared lesson plans for use in drama activities after completing their preliminary work at home.

Project Process:

- Flipped Approach Methodology:
 - Digital Tools Used:
Google Classroom, Padlet, YouTube, Kahoot, Canva
 - Learning Objectives:
 - Inclusivity & Accessibility Measures:
 - Collaboration & Stakeholder Involvement:

SECTION D: Evaluation & Impact

- How Was Impact Measured?:

To determine whether the project achieved its objectives, measurement and evaluation studies were conducted throughout the project. Some important statistics from these studies are as follows:

1. Refugee Students' Sense of Belonging to School

Measurement Tools: "Sense of Belonging to School Scale" and "Friend Loyalty Scale"

Results:

Initial Status: Average score: 45/100

3-Month Result: Average score: 50/100 (11% increase)

6-Month Result: Average score: 55/100 (22% increase)

Project End Result: Average score: 60/100 (33% increase)

2. Local Students' Attitudes

Measurement Tool: "Refugee Student Attitude Scale"

Results:

Initial Status: Average score: 50/100

3-Month Result: Average score: 55/100 (10% increase)

6-Month Result: Average score: 62/100 (24% increase)

Project End Result: Average score: 70/100 (40% increase)

3. Support Services and Communication

Guidance Services:

Initial Status: Number of complaints: 20

3-Month Result: Number of complaints: 18 (10% decrease)

6-Month Result: Number of complaints: 15 (25% decrease)

Project End Result: Number of complaints: 12 (40% decrease)

- Outcomes Achieved:

These results support the project's impact and sustainability, strengthening the integration of refugee students into the education system.

- Challenges Encountered:

- Scalability & Transferability:

SECTION E: Supporting Materials

Please attach or link to any supporting files:

<https://differentcolourofe.wixsite.com/different-colours-of/kopyas%C4%B1-partners>
<https://differentcolourofe.wixsite.com/different-colours-of/kopyas%C4%B1-module-1>
<https://differentcolourofe.wixsite.com/different-colours-of/kopyas%C4%B1-module-1>

SECTION F: Consent & Permissions

☐ I confirm that all submitted materials comply with data protection and consent regulations applicable in my country.

I ☐ agree for the submitted best practice to be published on the Future Schools platform and shared among Erasmus+ partners.

Best Practice Collection Template

For School Teachers and Educational Providers

"Future Schools – ESG Integration through the Flipped Approach"

This template is designed to document **effective, innovative, and replicable best practices** that integrate **Environmental, Social, and Governance (ESG)** topics in school settings using the **Flipped Classroom methodology**. Please complete each section carefully to ensure your contribution supports knowledge sharing and practical implementation across schools in Europe.

*2-3 best practices per partner

SECTION A: General Information

Name of School/Institution	I.C. Omodeo -Beethoven
Country	Italy
Contact Person (Name, Email, Role)	Filomena Vaia, menapost@gmail.com French Teacher
Date of Submission	24/07/2025

SECTION B: Overview of Best Practice

Title of the Practice	"Voices for the Future, the World I Wish For. A Podcast for a Sustainable Planet."
Applicable Area	Curriculum Design, Community Engagement, Instructional Strategy
Target Group(s)	Secondary school students (11-13 years old), teachers, parents, local community
Sustainable Development Goals (SDGs) Addressed	<ol style="list-style-type: none">1. SDG 6 Clean water and sanitation2. SDG 7 Affordable and clean energy3. SDG 11 Sustainable cities and communities4. SDG 12 Responsible consumption and production5. SDG 13 Climate action6. SDG 14 Life below water7. SDG 15 Life on land
ESG Focus	Environmental, Social
Subject Area(s)	Science Technology Languages ITC Geography

SECTION C: Detailed Description

- **Summary of the Practice:**

Our good practice is based on a school-wide civic education project. The program is dedicated to civic education and environmental sustainability. In an era where global challenges demand aware and proactive citizens, it is essential to understand our role in building a more just and sustainable future. The initiative explores various dimensions of sustainability—environmental, social, and economic—not only through theoretical study, but also through creative production and active participation.

At the heart of our methodology is the Flipped Classroom. Students become familiar with key concepts and curated teaching materials at home via multimedia resources. Classroom time is devoted to deepening understanding, discussion, critical analysis, and most importantly, hands-on implementation: the creation of a podcast series.

Podcasts serve as a tool for giving voice to students' ideas, research, interviews, and reflections on sustainability themes. Through the production of original audio content, they not only consolidate their acquired knowledge but also develop essential skills such as research, analysis, effective communication, and teamwork. This project aims to transform each student into a conscious storyteller and active promoter of a more sustainable future, capable of positively influencing their community and beyond.

Phase 1: Introduction and Ideation (5 hours)

This phase aims to lay the foundation and spark students' interest by introducing the key elements of the project.

- **Initial Brainstorming:** A class discussion on “environment” and “sustainability.” What environmental issues are students already aware of? This initial exchange helps uncover prior knowledge and generate curiosity.
- **Awareness and Context:** Viewing and analyzing short videos/documentaries—excerpts from *Our Planet*, videos on the 2030 Agenda for young audiences, and awareness campaigns. Guided discussion. Introduction to the 2030 Agenda and the SDGs, with a focus on environmental goals. Activity: “SDG–Problem/Solution” matching.
Introduction to podcasting as a communication tool: Listening to excerpts from popular podcasts (even non-educational ones) to analyze structure, tone, and effectiveness.
- **Formation of Work Groups:** Students are divided into groups of 3–4. Each group is responsible for creating one podcast episode.

- **Ideation and Topic Selection:** Within each group, students choose a specific environmental issue or aspect of sustainability to explore in their episode (plastic pollution, food waste, energy consumption, waste management).

Phase 2: Research, Documentation, and Story Development (5 hours during the week)

In this phase, groups deepen their topic, gather relevant information, and begin shaping their story.

- **In-Depth Research and Documentation:** Using trusted sources (institutional websites, NGOs, simplified scientific articles) to gather data, examples, and key information.
- **Identifying Experts:** Each group chooses an expert to interview on their topic. Suggested experts include: the local environmental councilor, an organic farmer, a Plastic Free volunteer, and the school principal. Six key questions are prepared, focusing on causes, consequences, solutions, and individual actions.
- **Story Creation on Wakelet:** Each group builds a digital “collection” on Wakelet to organize all relevant material—web links, images, short videos, research notes, and interview question drafts. Wakelet serves as a multimedia digital notebook that helps visualize and structure the story prior to drafting the podcast script. This step is essential for documenting the research process and shaping the narrative.

Phase 3: Recording, Editing, and Podcast Production (5 hours)

- **Conducting Interviews:** With teacher support, students carry out the planned interviews and record clear audio.
- **Transcription and Content Selection:** Groups review the interview recordings and select the most relevant sections.
- **Script Writing:** Detailed script for the episode is created.
- **Recording and Editing Audio Files:**
 - **Voice Narration Recording:** Students record their voices for the scripted narration.
 - **Audio Editing and Mixing:** Using free and intuitive software like Audacity or Spotify for Podcasters, students clean audio (remove noise, pauses), adjust volume levels across speakers (interviewees

and narrators), and add royalty-free background music and sound effects.

- **Cover Design:** Each group designs a catchy cover for their episode or for the entire podcast.

Phase 4: Review, Sharing, and Evaluation (5 hours)

- **Review:**
 - **Internal Feedback:** Each group presents its episode to classmates.
 - **External Feedback (Teacher):** The teacher provides feedback and suggestions.
 - **Final Edits:** Groups revise the episodes based on feedback.

Publishing: The podcasts are uploaded to the school's website.

- | Flipped | Approach | Methodology: |
|---|-----------------|---------------------|
| Students engage with preparatory content at home via videos and readings related to culture and integration, enabling active and collaborative learning during in-class workshops. | | |
| <u>Pre-Class Activities:</u> Students watch videos or read materials at home on topics related to the environment and the 2030 Agenda, including excerpts from Our Planet and awareness campaigns. This phase prepares them for in-class discussion and hands-on application. | | |
| <u>In-Class Implementation:</u> Lessons include guided discussions on the 2030 Agenda and the environmental SDGs. Activities involve “SDG–Problem/Solution” matching, and an introduction to podcasting as a communication tool, through listening to excerpts from popular podcasts. The program also includes the formation of working groups, brainstorming and selection of podcast themes, in-depth research, interview preparation and execution, scriptwriting, and audio recording/editing. | | |
| Educational methodologies such as Cooperative Learning , Project-Based Learning , Action Research , Problem Solving , and Debate/Guided Discussion are integrated throughout the experience. | | |
- **Digital Tools Used:**

Google Classroom, Wakelet, Audacity, Spotify for Podcasters, Youtube, Canva

- **Learning Objectives:**

- Constitution: Recognize the fundamental principles of the Italian Constitution and the 2030 Agenda for Sustainable Development, with particular reference to environmental protection (Art. 9, Art. 32).

- Sustainable Development: Understand the concept of sustainable development, its dimensions (environmental, social, economic), and the Sustainable Development Goals (SDGs) of the 2030 Agenda, focusing on those related to the environment (e.g., SDGs 6, 7, 11, 12, 13, 14, 15).

- Digital Citizenship: Use digital tools in a conscious and responsible way to gather information, communicate, and actively participate in civic life, promoting sustainability.

- Participation: Develop a sense of responsibility and active participation in protecting the environment and promoting sustainable lifestyles, both locally and globally.

- **Inclusivity & Accessibility Measures:**

Working in Small Groups (Cooperative Learning) encourages the participation of all students and the exchange of ideas. Various materials and methods were used in activities to address different learning styles. Thanks to the variety of content provided—textual, visual, and auditory—students with different learning styles have the opportunity to participate actively and effectively. The opportunity to choose the podcast topic within groups allows students to focus on subjects of personal interest, increasing engagement. The use of intuitive and free audio editing software ensures that technological tools are accessible to everyone. Creating a "collection" on Wakelet serves as a multimedia digital notebook, supporting diverse learning styles. The possibility to select “experts” for interviews makes it easier to tailor the experience to available resources and the interests of students.

- **Collaboration & Stakeholder Involvement:**
Involvement of external figures such as the environmental councilor, an organic farmer, a Plastic Free volunteer, and the school principal, interviewed by the students. This fosters a connection with the local community and encourages an understanding of different perspectives on environmental issues. Involvement of the educational community, institutional figures, and parents in the implementation of activities. Support provided by actively engaged teachers.

SECTION D: Evaluation & Impact

- **How Was Impact Measured?:**
- Internal Feedback: Each group presents its episode to the others, receiving peer feedback.

- External Feedback (Teacher): The teacher provides suggestions and feedback on the podcasts produced.
- Final Product Evaluation: The quality of the podcast (research, script, editing) serves as an indicator of learning and skills acquired.
- Classroom Observation: The teacher observes student participation in discussions, group work, and research/problem-solving activities.

● **Outcomes**

Achieved:

Improved digital and media skills through the use of Wakelet and audio editing software
Increased awareness of environmental issues and the Sustainable Development Goals of the 2030 Agenda.

Development of a sense of responsibility and active participation in environmental protection.

Strengthening of research, critical thinking, and information synthesis skills

Enhancement of communication and storytelling skills through scripting and voice recording

Growth of personal, social, and citizenship competences through cooperative work and idea exchange

Promotion of collaboration and engagement with the local community through expert interviews

Creation of a tangible product (the podcast) that can be shared with the school community and beyond, amplifying the project's impact

● **Challenges**

Encountered:

Initial difficulties in selecting and verifying reliable sources for research.
(Addressed with guidance from the teacher and recommendations of institutional and NGO websites).

Time management across the various phases of the project, particularly research and production.

(Handled through detailed scheduling of hours for each phase).

Potential technical issues during audio recording and editing.
(Managed through the use of intuitive software and teacher support).

Ensuring equal participation of all group members during cooperative work.
(Addressed by clearly defining roles within each group and ongoing monitoring by the teacher).

● **Scalability**

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Transferability:

The project is highly scalable and transferable to other schools and educational settings.

The podcast-based methodology is adaptable to various age groups and topics.

Awareness and research materials (videos, documents on the 2030 Agenda) are easily accessible and shareable.

The use of free and user-friendly digital tools (Wakelet, Audacity/Spotify for Podcasters)

makes the project replicable without significant additional costs. The involvement of local experts can be tailored to the specific characteristics of the territory in which the project is implemented. Clearly defined phases and explicit teaching methodologies facilitate the project's reproduction.

SECTION E: Supporting Materials

- **Detailed lesson plans** for each phase (*Introduction and Ideation, Research and Documentation, Recording and Production, Review and Evaluation*). **Examples of key questions** prepared by students for the interviews.
- **Links to Wakelet "collections"** created by the groups, containing research materials, images, and notes.
- **Scripts of the podcast episodes** produced by the student groups.
- **Audio files of the final podcasts** published on the school's website.
- **Examples of podcast covers** designed by students.

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General Tips

- Write in clear, concise language.
- Use bullet points for readability.
- Include input from colleagues or students where relevant.