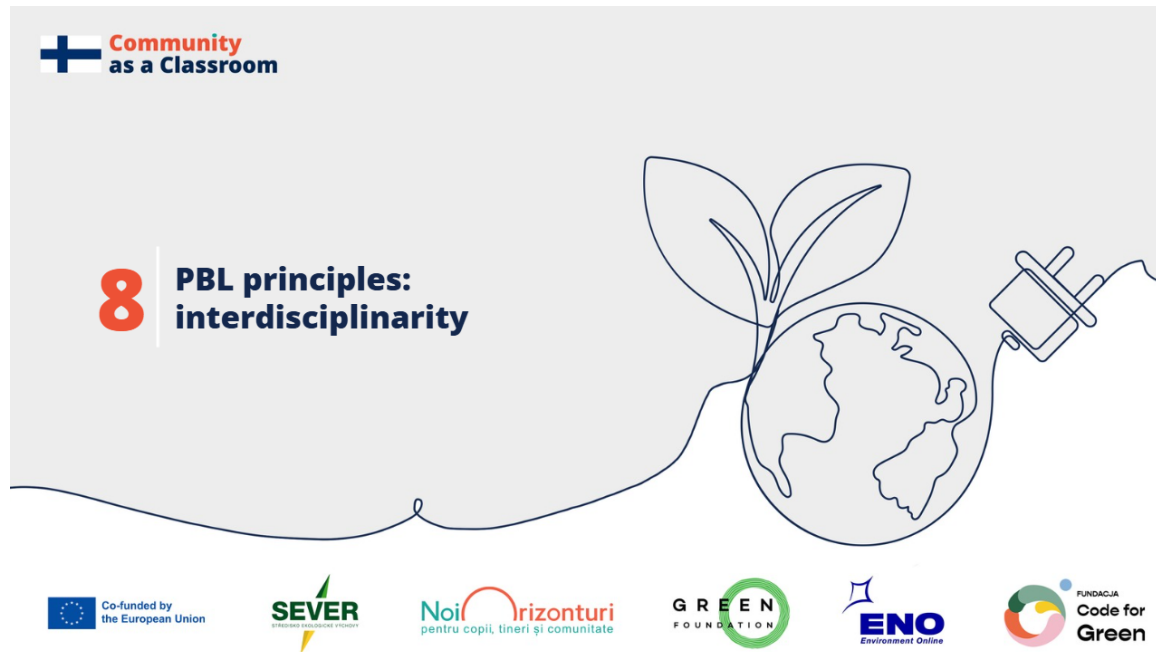




Country: Finland

Organisation: ENO Environment Online

Contributors: teachers

How does sustainable development appear in the Place-Based Learning approach?

Sanna Huovinen: *Sustainable development is not just a concept, it is a responsibility. Place- and community-based learning gives students the skills to take care of their own communities as well as their ecosystems where through learning meaningful local action is carried out.*

Sustainable development came up in my opinion very well during the visit of an expert artist guest and when she told how she had collected these items that we had used. So there were items starting from sofas that had been dismantled and usable objects and materials had been salvaged.

Jaana Räisänen: *Of course, sustainable development, environmental education have already been highlighted in the curriculum fit that social sustainability, ecological sustainability fit into it really well. And depending on what the object under examination is, I believe that almost anywhere they can, to a certain extent, be woven into it.*

Sanni-Kaisa Martikainen: *We have a parish hall nearby so with them we collaborated. We actually visited almost monthly there at the parish hall. Similarly, in cooperation with*

them, a meadow was established in the parish hall yard. With this, we aimed to influence biodiversity loss and increase the biodiversity of our area. So we went to build that meadow. there last year.

Sami Rätty: *We focused more on the history of the local environment, but on the other hand, when you think about it, we also visited, when we were in the Utra islands and elsewhere, where sawmills had operated, we examined with the students how human activity has affected environmental transformation, how river routes were altered and so on, so that sawmills could operate.*

Through that, yes, it definitely influenced various aspects of environmental responsibility, by at least making students think that our actions have impacts, that how we act and treat nature has consequences.

Sanni-Kaisa Martikainen: *Behind our school's Green Flag program there is a very beautifully worded idea, that we believe every child must fall in love with their local environment and nature, and that creates the desire to protect it. That is why it is very important that we take our children and young people as part of the local environment and the local community, because only something that is personally meaningful to you is something you want to protect.*

How would you define the relationship between Place-Based Learning and environmental education?

Mike Miikkola: *They complement each other, and overlap to some extent, depending on the perspective and what the teacher emphasizes. In short—they complement each other.*

Janne Salin: *PBL as a method does not necessarily need to be limited to only, for example, environmental studies as a subject, but the method offers opportunities to integrate many different subjects, not just one specific one.*

Sanni-Kaisa Martikainen: *At least I see that environmental education is kind of embedded in this method, meaning that the perspective was constantly present of how we take care of our local environment, how we use it sustainably, how we protect it, but I feel that this method specifically broadened the idea of how we can use the local environment in other ways as well, not only in terms of nature.*

How does learning outside the classroom enrich the learning experience?

Jaana Räisänen: *As I mentioned earlier, we spent a lot of time outdoors and reflected on areas important to young people, which certainly enriched their learning, and they got to have an impact. For example, through the survey, on their local place, or there may be some influence or at least they learned how one can potentially influence things. Whatever it may be. Often young people may think that this is pointless, that it has no significance, but here I would say they experienced their work as meaningful.*

Henna Hulmi: *Whenever we leave the classroom, go outside, into the local environment, it always enriches learning and also sparks students' interest in a completely different way.*

Janne Salin: *In that sense, whenever you get to an environment that naturally provides stimuli, such as visiting a museum, for example, where there were authentic artifacts and furnishings related to the theme and topic, it has a great impact on how memorable or tangible the learning is.*

Sami Rätty: *If outdoor learning is not already a school practice, then this is a good way to introduce it. It provides certain frameworks for implementing learning outdoors. So I definitely see that this has potential in the future, as it is developed further, this is a very good method. It becomes more concrete and more meaningful for students— outdoor learning and familiarization with the environment. So thumbs up for this!*

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