



D.3.5.1 – Lessons in Primary and Secondary Schools

Activity 3.5 "Sensibilization activities in primary and secondary schools"

Public Institution Development Agency of Lika-Senj County – LIRA

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1. Introduction to the project

The CAMPUS project addresses the challenges posed by climate change to UNESCO sites, with a particular focus on natural and cultural heritage sites located in Italy and Croatia. Issues such as sea level rise, increasing temperatures, and extreme weather events threaten the conservation of universal heritage. The establishment of monitoring systems and site-specific adaptation plans has therefore become a critical priority.

The primary objective of this project is to develop a shared cross-border framework for monitoring systems, action plans, and climate adaptation measures, aiming to preserve the Outstanding Universal Value (OUV) of the involved UNESCO sites.

The project engages several public and private entities:

- Municipality of Ferrara (Lead Partner) – Italy
- IUAV University of Venice – Italy
- Municipality of Monte Sant'Angelo – Italy
- Veneto Regional Park Authority of the Po Delta – Italy
- Development Agency of Lika-Senj County (LIRA) – Croatia
- Regional Development Agency of Split-Dalmatia County (RERA) – Croatia

Additionally, the Plitvice Lakes National Park and the City of Trogir are involved as associated partners.

The project consists of three Work Packages:

WP1: Climate change scenarios of the UNESCO sites and risk assessment

- A.1.1: Analysis of potential impact and data collection
- A.1.2: Vulnerability and risk analysis
- A.1.3: Climate change risk scenarios
- A.1.4: Creation of a cross-border Monitoring System Tool template
- A.1.5: UNESCO sites stakeholders and community perception

WP2: UNESCO Climate Change Adaptation Plans

- A.2.1: Activation of "Living Labs" to engage local communities in plan development



- A.2.2: Creation of a UNESCO sites Cross-Border Climate Change Adaptation Guidelines
- A.2.3: Design of UNESCO sites Climate Change Adaptation plans and measures
- A.2.4: Organisation of local integration workshops
- A.2.5: Organisation of Regional Conferences

WP3: UNESCO Climate Change Adaptation Countermeasures

- A.3.1: Implementation of NBS and natural restoration solutions
- A.3.2: Implementation of building restoration solutions
- A.3.3: Implementation of light infrastructure solutions
- A.3.4: Assessment of the adopted Climate Change countermeasures in UNESCO sites
- A.3.5: Awareness-raising activities in primary and secondary schools

CAMPUS project aims to provide practical solutions to address climate change in the involved UNESCO sites. One of the key outcomes will be the creation of a cross-border monitoring system to assess the vulnerability, sensitivity, and resilience of these sites using indicators aligned with UNESCO guidelines. Common guidelines will be developed to support local management plans, improving the response capacity of authorities. Concrete measures will be implemented, including nature-based interventions such as habitat restoration and control of invasive species, restoration of historical buildings, and the construction of light infrastructure. The project will actively engage local communities through Living Labs, workshops, and conferences, and will promote climate risk awareness through campaigns targeting students. The collaboration between Italian and Croatian partners will ensure the sharing of methodologies and best practices, contributing to the preservation of the cultural and natural value of UNESCO sites and supporting their sustainable management.



2. Introduction to the deliverable

Activity A3.5 Sensibilization activities in primary and secondary schools

D.3.5.1 – Lessons in Primary and Secondary Schools

Project Partner: Public Institution Development Agency of Lika-Senj County – LIRA

Implementation period: May – June 2026

Implementation area: Gospić, Lika-Senj County, Croatia

Target groups: Primary and secondary school students

Associated UNESCO site: Plitvice Lakes National Park

2.1. Introduction

The CAMPUS project, Climate Adaptation Plans for UNESCO Sites, is implemented within the Interreg Italy–Croatia Programme 2021–2027 and addresses the growing impact of climate change on UNESCO World Heritage sites in Italy and Croatia. The project aims to strengthen the resilience of UNESCO sites by developing monitoring systems, climate adaptation plans and concrete countermeasures for the protection of natural and cultural heritage.

As part of Work Package 3, Activity A.3.5 is focused on sensitization activities in primary and secondary schools. The purpose of this activity is to raise awareness among children and young people about the Outstanding Universal Value of UNESCO sites, the risks posed by climate change, and the importance of climate change adaptation and heritage conservation.

Within this activity, LIRA organized educational workshops for primary and secondary school students in Gospić, ensuring their implementation in line with the objectives of Activity A.3.5 and Deliverable D.3.5.1. The workshops were designed to connect the topic of climate change with the local context of Plitvice Lakes National Park, a UNESCO World Heritage site of exceptional natural value. Through age-appropriate and interactive activities, students were encouraged to understand the importance of protecting UNESCO heritage and to reflect on their own role in preserving nature and cultural/natural values for future generations.

2.2. Objectives of the activity

The main objective of the implemented workshops was to increase awareness among students about UNESCO heritage and the impacts of climate change on protected natural and cultural sites. The



activity aimed to present the concept of UNESCO World Heritage in a simple, understandable and engaging way, while also introducing students to the importance of climate change adaptation.

More specifically, the workshops aimed to help students understand what UNESCO is, why certain sites are protected as world heritage, and why Plitvice Lakes National Park represents an important natural heritage site not only for Croatia, but also for the wider international community. The activities also aimed to explain key climate change threats, such as droughts, floods, wildfires, heatwaves and other environmental pressures, and to encourage students to identify possible solutions and responsible behaviours that can contribute to the protection of nature and heritage. In addition, the workshops sought to strengthen children's and young people's sense of agency. The focus was not only on presenting climate risks, but also on showing that every individual, including children and young people, can contribute to positive change through everyday actions, responsible behaviour and active participation in the community.

2.3. Description of school workshops

The school workshops consisted of age-appropriate educational and participatory activities implemented with primary and secondary school students. The activities included interactive presentations, guided discussions, creative exercises and group work focused on UNESCO heritage, climate change risks and possible adaptation solutions.

2.3.1 Description of primary school workshops

LIRA organized and implemented workshops in OŠ dr. Jure Turića in Gospić with four lower-grade classes. The workshops were held on 28 and 29 May 2026.

On 28 May 2026, workshops were carried out with 1.e grade, attended by 19 pupils aged 7–8, and 3.e grade, attended by 21 pupils aged 9–10. On 29 May 2026, workshops were carried out with 2.c grade, attended by 24 pupils aged 8–9, and 4.a grade, attended by 19 pupils aged 10–11. In total, 83 primary school pupils participated in the D.3.5.1 workshops.

Each workshop lasted two school hours, or 90 minutes in total. The first school hour was dedicated to an interactive educational presentation adapted to the age of the pupils. During this part of the workshop, pupils were introduced to the topics of climate change, UNESCO and protected heritage in Croatia. The presentation included examples of UNESCO sites in Croatia, including Plitvice Lakes, Dubrovnik, Trogir and Stari Grad Plain on the island of Hvar. Pupils also learned about the main threats to heritage and nature, such as wildfires, droughts and floods.



The second school hour was organized as a creative workshop on the topic “How to protect our UNESCO heritage?”. Through drawing and creative expression, pupils presented their own ideas for protecting UNESCO sites and nature. Their drawings included solutions such as planting trees, saving water, recycling, protecting forests and behaving responsibly in nature. This creative part of the workshop allowed pupils to transform the knowledge gained during the presentation into their own visual messages and practical ideas.

The primary school workshops were implemented using methods appropriate for younger pupils. The content was presented through simple language, visual materials, guided discussion, interactive exercises and creative tasks. For younger pupils, especially 1st and 2nd grade, the activities used shorter explanations, more visual elements and basic concepts. For 3rd and 4th grade pupils, the content included slightly more complex tasks and encouraged pupils to understand basic cause-and-effect relationships between human behaviour, climate change and nature protection.

2.3.2 Description of secondary school workshop

LIRA also organized and implemented a workshop for secondary school students on 1 June 2026 in the Student Dormitory Gospić. The workshop included students from Strukovna škola Gospić and Gimnazija Gospić. A total of 27 secondary school students participated in the activity, of which 25 students were from Strukovna škola Gospić and 2 students from Gimnazija Gospić.

The secondary school workshop was designed to provide a more detailed and analytical approach to the topic of UNESCO heritage and climate change. Students were introduced to the definition and role of UNESCO, as well as to the UNESCO sites in Croatia. The workshop also included information on climate change, including rising temperatures, CO₂ emissions and the broader consequences of climate change for natural and cultural heritage.

Special attention was given to the specific threats that climate change can pose to heritage sites. Students discussed heatwaves, sea-level rise, wildfires, droughts, invasive species and other climate-related pressures. The workshop also presented examples of possible adaptation solutions, including nature-based solutions and concrete examples of climate adaptation measures, such as the MOSE system in Venice.

Compared to the primary school workshops, the secondary school activity placed greater emphasis on discussion, critical thinking and argumentation. Students were encouraged to reflect on the complexity of climate change impacts and to consider possible responses at the level of individuals, institutions and the wider community. The workshop therefore supported not only knowledge acquisition, but also the development of critical thinking and civic awareness.



2.4. Methodological approach

The workshops were implemented through an age-appropriate and participatory methodology. The approach was adapted to the cognitive and emotional development of the participants, with the aim of making the topic understandable, relevant and engaging for each age group. In primary school workshops, the methodology was based on interactive presentation, guided conversation, simple exercises, creative expression and group work. Pupils participated in activities such as movement-based games, matching threats with solutions, recognizing positive environmental actions and creating drawings on the protection of UNESCO heritage. This approach enabled pupils to actively participate and learn through play, discussion and creativity.

In the secondary school workshop, the methodology included interactive presentation, the use of data and examples, discussion, group work and argument-based reflection. Students were encouraged to analyse information, express their opinions and propose possible actions. This approach was particularly appropriate for older students, who are able to understand more complex relationships between climate change, heritage protection, tourism, environmental management and community responsibility. The workshops were designed to avoid passive learning and instead encourage students to actively participate in the learning process. The activities created space for questions, opinions, creativity and exchange of ideas. At the same time, the tone of the workshops was constructive and solution-oriented, with emphasis on responsibility, positive action and the possibility of change.

2.5. Main topics covered

The workshops covered several interconnected topics related to UNESCO heritage, climate change and adaptation. Students were introduced to the meaning and role of UNESCO, the concept of World Heritage, and the importance of protected sites in Croatia. Particular attention was given to Plitvice Lakes National Park as the local UNESCO site connected to the project area.

The topic of climate change was presented through examples that students could understand and relate to. Primary school pupils discussed visible changes in nature, threats such as fires, droughts and floods, and simple actions they can take to protect the environment. Secondary school students discussed broader climate change trends, greenhouse gas emissions, rising temperatures and specific risks for natural and cultural heritage. The workshops also addressed possible solutions and adaptation measures. These included responsible behaviour in protected areas, saving water, reducing waste, recycling, planting trees, protecting biodiversity, reducing pressure on natural areas and raising awareness among family members and the wider community.



3. Results of the activity

The implemented workshops successfully contributed to the objectives of activity D.3.5.1. A total of 110 students participated in the activity, including 83 primary school pupils and 27 secondary school students. The activity reached children and young people aged between 7 and 18 years, allowing the CAMPUS project to communicate its key messages to different age groups.

The primary school pupils showed a high level of interest and engagement. They actively participated in discussions and exercises and expressed their understanding through drawings and creative work. Their drawings showed that they were able to identify concrete actions for protecting nature and UNESCO heritage, such as planting trees, saving water and separating waste.

The secondary school students demonstrated an ability to understand more complex aspects of climate change and heritage protection. Through discussion and group work, they reflected on possible threats to Plitvice Lakes and other UNESCO sites and proposed actions such as reducing tourist pressure, collecting waste, communicating their ideas to decision-makers and promoting more activities of this type.

The workshops also contributed to raising awareness about the importance of personal responsibility. Students identified everyday actions they can take, such as saving water, planting trees, sharing knowledge with others and paying more attention to climate change and environmental protection.



4. Evaluation and feedback

The feedback collected after the activities shows that the workshops were well received by both primary and secondary school students.

Among primary school pupils, the activities were evaluated very positively. A large share of pupils stated that the workshop was very fun and that they learned a lot. Drawing was identified as one of the most popular activities, which confirms that creative expression is an effective method for working with younger pupils. Pupils especially liked the opportunity to draw, talk, work together and learn about places such as Plitvice Lakes and Dubrovnik.

The evaluation also showed that pupils were able to understand key messages of the workshop. Some pupils mentioned concrete environmental protection actions, such as using bins for waste separation, while others stated that they learned how to protect nature. This indicates that the workshops successfully translated abstract topics, such as climate change and heritage protection, into simple and practical messages.

At the same time, the evaluation indicated that additional encouragement may be needed to help pupils transfer the knowledge gained during the workshops to their families. Although many pupils expressed a positive attitude toward sharing what they learned, some were unsure whether they would actually do so. This suggests that future activities could include a simple take-home task or short information material for parents, in order to further strengthen the link between school learning and family/community awareness.

Secondary school students also provided constructive feedback. They particularly emphasized the value of group work and discussion. They appreciated the opportunity to exchange opinions and participate in activities that encouraged them to think about possible solutions. The students also proposed improvements for future workshops, including a shorter programme, more dynamic activities, more quizzes, problem-solving tasks and less text-heavy presentations.

This feedback is valuable because it shows that young people are interested in the topic, but also that they respond best to highly interactive, practical and dynamic formats. It also confirms the importance of adapting the methodology to the needs and expectations of different age groups.



5. Contribution to the CAMPUS project objectives

The implemented workshops contributed directly to the objectives of the CAMPUS project by raising awareness among children and young people about the importance of UNESCO heritage and the need for climate change adaptation.

Through the workshops, students gained basic knowledge about UNESCO sites, climate risks and the importance of protecting natural and cultural heritage. The activities also contributed to the wider project goal of strengthening local awareness and encouraging community involvement in the protection of UNESCO sites.

By connecting the project topics with the local context of Plitvice Lakes National Park, the workshops made the issue of climate change more concrete and relevant for students. They were able to understand that climate change is not only a global problem, but also a challenge that can affect places close to them and values that are important for their own community.

The activity also supported the educational and awareness-raising dimension of WP3, which focuses on UNESCO climate change adaptation countermeasures and the involvement of younger generations. Through this approach, LIRA contributed to building a more informed and engaged generation of young people who understand the importance of heritage conservation and climate action.



6. Conclusions

Within activity D.3.5.1, LIRA successfully organized educational workshops for primary and secondary school students in Gospić and ensured their implementation in line with the CAMPUS project objectives. The activities included 110 students in total and were adapted to different age groups, from lower primary school pupils to secondary school students. The workshops introduced students to UNESCO heritage, climate change and the importance of climate adaptation. They encouraged pupils and students to think about the value of Plitvice Lakes National Park and other UNESCO sites, as well as about concrete actions that can contribute to their protection.

The primary school workshops showed that younger pupils respond very well to visual, creative and interactive methods, while the secondary school workshop confirmed the importance of discussion, group work and critical thinking for older students. The feedback received from students indicates that the activities were meaningful and engaging, while also providing useful recommendations for future educational activities.

Overall, the implemented activity represents a valuable contribution to the CAMPUS project's awareness-raising objectives and to the broader goal of strengthening the resilience and protection of UNESCO sites through education, participation and community engagement.



Annexes

Annex 1: Photo documentation





