

Engleski jezik

Ogledni sat održan u 4.razredu opće gimnazije, 15.travnja 2026.

Sat održala. Kristina Kaučić, prof. engleskog jezika i književnosti i njemačkog jezika i književnosti, izvrsna savjetnica

Speaking activity: Sustainable Tourism: From Ethical Debate to Policy Simulation

Method: Socratic seminar

Duration: 45 minutes

Target group:

Upper secondary students (B2–C1 CEFR)

LEARNING OUTCOMES (NC aligned)

Students will be able to:

- analyse complex visual and multimodal sources (EJ B.3.3)
- participate in structured academic discussion (EJ C.1.2)
- express and defend opinions using advanced discourse strategies (EJ A.3.2)
- evaluate sustainability and stakeholder perspectives (ODR A.4.2 / GOO A.4.3)
- apply systems thinking to real-world problems (UKU / POD)
- negotiate and justify policy decisions in simulation contexts

Focus:

Critical thinking + ethical reasoning in sustainable tourism

All visual materials used in this lesson are sourced from open-access platforms (Unsplash, Pexels, Wikimedia Commons) and are used in accordance with their respective licenses for non-commercial educational purposes.

VENICE / OVERTOURISM

Unsplash:

<https://unsplash.com/s/photos/venice-crowds>

Wikimedia:

https://commons.wikimedia.org/wiki/Category:Venice_tourism

BARCELONA / TOURIST PROTESTS

Pexels:

<https://www.pexels.com/search/barcelona%20crowd/>

Wikimedia:

https://commons.wikimedia.org/wiki/Category:Anti-tourism_protests

ECO TOURISM / SUSTAINABLE LODGE

Unsplash:

<https://unsplash.com/s/photos/eco-lodge>

Pexels:

<https://www.pexels.com/search/eco%20tourism/>

MOUNT EVEREST / OVERTOURISM IN NATURE

Wikimedia:

https://commons.wikimedia.org/wiki/Category:Mount_Everest

Unsplash:

<https://unsplash.com/s/photos/mount-everest>

MALDIVES / LUXURY VS ENVIRONMENT

Unsplash:

<https://unsplash.com/s/photos/maldives-resort>

Pexels:

<https://www.pexels.com/search/maldives%20resort/>

LESSON STRUCTURE

1. VISUAL PROVOCATION (7 min)

Teacher shows a series of photographs on the screen.

The first image presents Venice under conditions of overtourism, where large crowds of tourists fill the historic city centre and create visible pressure on the urban space.

The next photograph shows Barcelona during a tourist protest, where local residents are demonstrating against mass tourism and its impact on housing, daily life, and the identity of the city.

Another image illustrates an example of eco-tourism, showing a sustainable lodge integrated into nature, emphasizing low-impact accommodation and environmental responsibility.

The following photograph presents Mount Everest and overtourism in a fragile natural environment, where overcrowding on the climbing routes highlights ecological pressure and safety concerns.

The final image shows the Maldives as a luxury tourism destination, contrasting high-end tourism development with the fragility of the natural environment, including coral reefs and coastal ecosystems.

Students observe.

Student tasks:

- Describe what is happening
- Identify tensions and conflicts
- Define stakeholders (locals, tourists, government, industry)

2. CONCEPT ACTIVATION (3 min)

Students receive only keywords:

- carrying capacity
- stakeholder conflict
- sustainable trade-offs

(No explanations — discovery-based learning)

3. SOCRATIC SEMINAR (30 minutes)

Setup: Fishbowl structure (inner + outer circle)

Students are arranged in two concentric circles:

- Inner circle = active speakers (discussion participants)
- Outer circle = observers (listening, tracking, noting arguments)

Teacher introduces the activity and sets the tone for academic dialogue.

Teacher explains that students will participate in a Socratic Seminar focused on sustainable tourism, where the aim is not to reach a single correct answer, but to develop deeper understanding through discussion, listening, and argumentation.

Teacher states that students should focus on:

- clear reasoning
- respectful dialogue
- active listening
- building on or challenging ideas

Teacher briefly reminds students that they should support their opinions with explanations or examples and avoid interrupting others.

Teacher initiates the discussion and invites the inner circle to begin.

Teacher presents guiding questions:

- Should tourism be limited in fragile destinations?
- Can mass tourism ever be sustainable?
- Who should be responsible for managing overtourism: governments, tourists, or the tourism industry?

Teacher emphasises that students should respond to each other, not only to the teacher, and should try to build a dialogue rather than give isolated answers.

During this phase, the teacher does not participate in the discussion content. The teacher's role is strictly facilitative and observational. The teacher:

- monitors whether students follow discussion rules
- ensures that participation is balanced
- encourages quieter students to contribute if needed
- gently redirects the discussion if it goes off-topic
- ensures respectful communication is maintained at all times

If necessary, the teacher may intervene briefly with prompts such as:

- inviting less active students to speak
- asking for clarification or examples
- reminding students to respond to each other's ideas

Teacher pauses the discussion and addresses the class.

Teacher explains that the first round is now complete.

Teacher instructs students to switch roles:

- students from the inner circle move to the outer circle
- students from the outer circle move to the inner circle

Teacher explains that the new outer circle will now take on the observer role, while the new inner circle will continue the discussion.

Teacher reminds observers that they should continue focusing on argument quality, participation balance, and communication strategies.

Students reorganise accordingly.

Teacher restarts the discussion with the new inner circle.

Teacher may optionally add a follow-up prompt such as:

- whether students would like to respond to ideas raised in the first round
- whether any opinions have changed after hearing previous arguments

Discussion continues with the same rules:

- students respond to each other
- arguments should be supported
- respectful dialogue is maintained
- multiple perspectives are encouraged

Teacher continues to observe, ensuring equal participation and maintaining structure without dominating the discussion.

4. REFLECTION (2 minutes)

Teacher brings the discussion to a clear close and signals the end of speaking.

Teacher says: “The discussion stops here.”

“Take a moment to reflect on what you heard today, what arguments influenced your thinking, and whether any perspective changed your opinion.”

Optional reflective prompts:

- What idea challenged your thinking the most?
- Which argument was most convincing and why?
- What perspective was missing or underrepresented?

Teacher thanks students for their participation and concludes the activity.

5. CLOSING ACTIVITY (3 min)

“ONE DECISION, ONE CONSEQUENCE”

Students:

1. choose one key issue discussed
2. make one policy decision
3. state one positive and one negative consequence

Outputs become input for simulation game.