



Research Article

# INTEGRATING ENVIRONMENTAL EDUCATION INTO EXPERIENTIAL ACTIVITIES: IMPLEMENTATION SOLUTIONS FOR PRIMARY SCHOOLS

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## ABSTRACT

*As global environmental problems become increasingly urgent, and as Vietnam's 2018 General Education Curriculum states experiential activities as a compulsory component, integrating environmental education into experiential activities in primary schools has become an important educational need. In practice, many primary schools still face difficulties in doing this effectively because teachers often lack clear guidance and practical instructional solutions. This study combines theoretical analysis and synthesis with a pedagogical experiment to explore the feasibility and effectiveness of using active teaching methods to integrate environmental education into primary experiential activities. The findings indicate that carefully designed integration can enhance educational outcomes while fostering students' environmental awareness, positive attitudes, and responsible behaviors through meaningful learning experiences. The study also shows that experiential activities provide a suitable context for environmental education at the primary level. Based on these findings, the paper proposes several practical solutions, including diversifying teaching methods and using AI-powered tools for observation and reflection, to help teachers design and implement more effective experiential activities.*

**Keywords:** experiential activities; environmental education; integration; primary education

## 1. Introduction

Faced with global issues such as climate change, resource depletion, and increasing environmental pollution, environmental education has become a crucial part of sustainable development education. In Vietnam, this is considered a shared responsibility of the entire education system, especially at the primary school level, where children begin to form their personalities, attitudes, and daily habits (Ministry of Education and Training [MOET], 2018a). In the 2018 General Education Curriculum, experiential activities are a mandatory

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component designed to develop students' qualities and competencies through active participation in practical situations related to their personal lives, communities, and surrounding environment. Through these activities, students are guided to develop appropriate awareness, attitudes, and behaviors towards themselves, others, and nature (MOET, 2018b). The four aspects of experiential activities, self-oriented, society-oriented, nature-oriented, and career-oriented, provide a meaningful framework for integrating environmental education into primary schools through daily activities, community involvement, and direct interaction with the natural world. In this sense, experiential activities offer a particularly suitable context for environmental education in primary schools. This approach also aligns with broader national education policy. Resolution No. 29-NQ/TW calls for the development of a modern and integrated curriculum in the early years of primary education to support the holistic development of students (Central Committee of the Communist Party of Vietnam, 2013). Similarly, Resolution No. 88/2014/QH13 emphasizes the integration of relevant content across subjects, especially at the primary level, to improve the quality and effectiveness of education (National Assembly of the Socialist Republic of Vietnam, 2014). Therefore, integrating environmental education into Experiential activities is based on both theoretical foundations and current policies. (Le, 2017). However, in many primary schools, environmental education is often implemented in a fragmented and superficial manner with monotonous teaching methods, insufficient to promote students' exploration, action, and positive reflection. Therefore, the potential of Experiential activities in fostering environmentally responsible lifestyles has not been fully exploited. To address this, this study proposes solutions to integrate environmental education into experiential activities at the primary school level by diversifying active methods and techniques, implementing a Green campaign, and using AI tools to design Green action worksheets to enhance students' environmental participation and responsibility.

## **2. Research subjects and methods**

This study examines the integration of environmental education into experiential activities in primary schools, focusing on pedagogical approaches and instructional techniques. To establish a theoretical foundation, this study employs analysis and synthesis of policy documents, curriculum frameworks, and prior research on integrated teaching and experiential learning (Creswell & Creswell, 2017). This analysis includes identifying key concepts, comparing relevant theoretical perspectives, and drawing pedagogical principles for integrating environmental education into experiential activities (Bowen, 2009). The study also examines current practice in schools through the analysis of lesson plans and instructional materials, to identify approaches and major challenges in implementation. Based on these findings, a pedagogical experiment was conducted in which experiential activities incorporating environmental content were designed through active teaching methods based on

experiential learning theory (Kolb, 2015). The experiment was used to assess the feasibility and educational value of the proposed solutions in actual classroom settings.

### **3. Results and discussion**

#### ***3.1. General issues of integrating environmental education in the organization of Experiential activities***

##### *3.1.1. Integration and integrated teaching*

Integration is a systematic process in which individual elements are connected and organized into a unified, coherent whole, increasing relationships and convergence within the system (Do Ngoc Thong, 2016). It is an interactive process based on a shared worldview and common logical-methodological foundation, rather than simply a matter of linking content. According to UNESCO, integrated teaching methods help organize knowledge by highlighting the relationships between scientific concepts and principles, thereby minimizing rigid separation between subjects from the very beginning of learning (Tran, 2002). From an educational perspective, integrated teaching is a pedagogical approach in which teachers design learning activities that allow students to synthesize knowledge and skills from different subjects and fields to effectively complete learning tasks (Do, 2016). In general education, integration can be intra-subject, interdisciplinary, multidisciplinary, or transdisciplinary, depending on the degree of linkage between subjects and their applicability in a real-world context. Generally, integrated teaching connects knowledge, skills, and experiences from various fields to promote holistic understanding and practical problem-solving abilities, providing a theoretical basis for integrating environmental education into Experiential activities at the primary school level and supporting students' adaptive capacity and environmentally responsible behavior in real-life contexts.

##### *3.1.2. Objectives, content, and learning requirements of the experiential activities curriculum*

At the primary school level, experiential activities aim to build positive daily habits, diligence, and responsibility towards oneself, family, school, and community, while developing students' self-assessment, communication, and cooperation skills, as well as problem-solving abilities. The program is organized into four domains. This comprehensive structure places the nature-oriented domain, most closely linked to environmental education, as an integral component, accounting for approximately 10% of teaching time, along with self-oriented activities (60%), social-oriented activities (20%), and career-oriented activities (10%) (MOET, 2018b). In terms of learning requirements, experiential activities contribute to the development of both general and specific competencies. General competencies include autonomy and self-learning, communication and cooperation, problem-solving, and creativity. Specific competencies include adaptability to life, the ability to design and organize activities, and career orientation. Among these, adaptability to life is particularly important, as it relates to understanding oneself and one's surroundings, and responding

appropriately to changes in daily life. In this study, the integration of environmental education focuses primarily on helping students understand themselves and their surrounding environment, as this forms the foundation for developing environmental awareness, responsible attitudes, and appropriate behavior. For this reason, environmental education is mainly integrated into nature-oriented content, through activities such as exploring the natural environment and participating in environmental protection. These contents are arranged sequentially, from awareness and understanding to participation and action, in a way that is appropriate to the developmental characteristics of primary school students. The framework and learning requirements are presented in the tables below.

**Table 1.** Overview of the Experiential activities curriculum content at the primary level

Content	Activities	Activity content
Nature-oriented experiential activities	Exploring and preserving natural landscapes	Exploring the beauty and significance of natural landscapes. Participating in activities to conserve natural landscapes.
	Exploring and protecting the environment	Investigating the current state of the environment Participating in environmental protection activities

**Table 2.** Specific content and expected learning outcomes by grade in nature-oriented Experiential activities

Grade	Exploring and preserving natural landscapes	Exploring and protecting the environment
1	- Introduce the beauty of local natural landscapes to peers and family members. - Demonstrate awareness of protecting local landscapes.	- Identify characteristics of clean and green, beautiful environments versus polluted ones. - Perform simple actions to maintain cleanliness in their surroundings.
2	- Describe the beauty of local landscapes to peers and family members. - Practice caring for and protecting surrounding landscapes.	- Explore the current state of environmental hygiene in their surroundings. - Carry out age-appropriate actions to maintain environmental hygiene at school.
3	- Identify the beauty of local natural landscapes. - Communicate and raise awareness about protecting local landscapes.	- Identify common aspects of environmental pollution. - Participate in activities to prevent and reduce environmental pollution.
4	- Present information about local natural landscapes. - Implement actions to care for and protect the natural landscape.	- Examine environmental hygiene in classrooms and school settings. - Implement actions to maintain a green, clean, and beautiful school environment.
5	- Express appreciation and pride toward local and national natural landscapes. - Propose measures for conserving natural landscapes.	- Explore environmental conditions in their living areas. - Participate in and encourage family members to engage in community environmental protection activities.

**Table 3.** Environmental education content in primary school textbooks  
(Review of the Experiential activities textbooks - “Connecting Knowledge with Life” series)

Theme/ Time allocation/ Lesson titles	Objectives
	<b>Grade 1</b>
Theme. A beautiful homeland Weeks 29-32 <i>Lesson 19. Beautiful nature</i> <i>Lesson 20. Protecting natural landscapes</i>	<ul style="list-style-type: none"> <li>- Introduce the beauty of local natural landscapes.</li> <li>- Participate in protecting local landscapes.</li> </ul>
Theme. Protecting the environment Weeks 33-35 <i>Lesson 21. Maintaining a clean and beautiful environment</i>	<ul style="list-style-type: none"> <li>- Identify clean, beautiful, and polluted environments.</li> <li>- Perform actions to maintain environmental cleanliness.</li> </ul>
	<b>Grade 2</b>
Theme. The Environment around Me <i>Week 28. Local landscapes</i> <i>Week 29. Protecting local landscapes</i> <i>Week 30. Maintaining environmental hygiene</i> <i>Week 31. Green classroom</i>	<ul style="list-style-type: none"> <li>- Describe the beauty of local landscapes.</li> <li>- Practice protecting local landscapes.</li> <li>- Explore environmental hygiene in the surrounding area.</li> <li>- Perform actions to maintain school environmental hygiene.</li> </ul>
	<b>Grade 3</b>
Theme. Building connections with nature Weeks 28-31	<ul style="list-style-type: none"> <li>- Identify the beauty of local natural landscapes.</li> <li>- Raise awareness about protecting landscapes.</li> <li>- Recognize aspects of environmental pollution.</li> <li>- Participate in activities to prevent environmental pollution.</li> </ul>
	<b>Grade 4</b>
Theme. My beautiful homeland Weeks 28-31	<ul style="list-style-type: none"> <li>- Present local natural landscapes to peers and family members.</li> <li>- Implement actions to care for and protect natural landscapes.</li> </ul>
	<b>Grade 5</b>
Theme. Pride in my homeland Weeks 29-31	<ul style="list-style-type: none"> <li>- Express appreciation for local and national landscapes.</li> <li>- Propose measures for conserving natural landscapes.</li> <li>- Explore environmental conditions in local areas.</li> <li>- Participate in community environmental protection activities.</li> </ul>

**3.1.3. The role of integrating environmental education into experiential activities**

Within primary-level experiential activities, environmental education plays an important role in shaping students’ values, attitudes, and responsible behaviors toward nature and the community. Instead of focusing solely on imparting knowledge, experiential environmental education allows students to learn through experience, interaction, and action in contexts close to their daily lives. Activities such as keeping the environment clean, caring for green spaces, sorting waste, conserving resources, and participating in community environmental protection efforts help students translate environmental awareness into daily action. Through these experiences, environmental knowledge is not only learned but also

connected to students' emotions and behaviors, making ecological values more meaningful and sustainable. Direct participation in environmental protection also helps students better understand the relationship between humans and nature, while developing important competencies such as cooperation, self-management, and problem-solving in real-world contexts. In this way, integrating environmental education into experiential activities can help foster green habits, positive attitudes, and a sense of civic responsibility in primary school students, while contributing to broader sustainable development goals in schools and in society.

### ***3.2. Measures for integrating environmental education into experiential activities at the primary level***

#### *3.2.1. Principles for proposing integration measures*

Alignment with the objectives of the experiential activities curriculum: Integration measures should be consistent with the goals of the primary experiential activities curriculum. Environmental education should go beyond adding knowledge and instead help develop students' competencies, especially life adaptability, through a better understanding of themselves and their living environment. Therefore, activities such as exploring nature, protecting the environment, and participating in green initiatives should be designed to foster awareness, responsibility, and appropriate behavior.

Alignment with primary students' characteristics and abilities: Because primary school students learn best through concrete and familiar experiences, integration measures should be simple, practical, and engaging. Activities such as caring for plants, keeping the classroom clean, saving water, and sorting waste are suitable because they are close to students' daily lives. Content and expectations should also be adjusted to each grade level.

Emphasis on students' experience and action: Environmental education is most meaningful when students learn through doing (Kolb, 2015). It should therefore be organized through observation, exploration, practice, discussion, and reflection. Instead of focusing solely on explanation, activities should encourage students to identify problems, propose solutions, and take action.

Connection with school and local contexts: The integration should be linked to environmental issues that students encounter in their daily lives, such as school hygiene, local landscapes, water resources, waste, and green spaces. This helps students realize that environmental protection is something close and relevant to their own lives.

Flexibility and feasibility: The proposed measures need to be flexible and suitable for different school conditions. Teaching methods and forms of organization should match the available time, facilities, and resources so that they can be applied effectively.

#### *3.2.2. Proposed measures*

- *Diversifying active teaching methods and techniques in experiential activities, integrating environmental education at the primary level*

Regarding environmental education integrated into experiential activities, active teaching methods are crucial as they encourage student participation and learning through action. Instead of simply explaining environmental knowledge, teachers should create activities that allow students to reflect, share ideas, work together, and engage in meaningful environmental tasks (Granato et al., 2025). A useful technique is the “think-pair-share.” Students begin by individually thinking about a familiar environmental issue, such as keeping the classroom clean, reducing plastic waste, or saving water. Then, they discuss their ideas with their group members before sharing them with the whole class. This simple process helps students express their thoughts, listen to others, and build environmental awareness through discussion and interaction. Examples of using this technique in integrated Experiential activities are presented in Table 4:

**Table 4.** *Examples of applying active teaching methods and techniques in experiential activities, integrating environmental education*

Lesson	Activity description and requirements	Suggested integrated content
Theme. Protecting the environment Lesson 21. Maintaining a clean and beautiful environment (Experiential activities 1, Connecting Knowledge with Life series)	Students identify places in their hometown that are not clean and propose actions to improve environmental conditions. Technique: think → pair → share (individual reflection → peer discussion → whole-class sharing).	Environmental protection grounded in students’ local contexts. Students propose age-appropriate actions to maintain a clean, green, and beautiful environment.
Theme. My beautiful homeland Week 30 (Experiential activities 4, Connecting Knowledge with Life series)	Students observe and share information about local natural landscapes based on field trips with teachers or family members and propose solutions to address observed environmental issues.	Exploration of local natural landscapes through class or family field trips. Students identify environmental conditions and complete a survey worksheet on local landscapes to propose improvement actions.

Besides the think–pair–share, project-based learning is particularly suitable for integrating environmental education into experiential activities in primary schools (Nguyen & Ngo, 2024). Teachers can assign small projects such as” My green, clean and beautiful school,” “Green learning corner,” “Say no to plastic waste,” or “Protecting the environment around us.” Through these projects, students will conduct field research, gather information, work in groups, propose solutions, and take practical actions (e.g., planting trees, sorting waste...). This helps students build environmental knowledge while enhancing their ability to cooperate, solve problems, and take responsibility for the environment. Instead of relying on a single method, teachers should combine different approaches to suit the environmental education goals and the developmental level of primary school students. For each topic or lesson, activities should be planned based on the curriculum content, learning outcomes, and the school’s practical conditions. Depending on the context, teachers can use methods and

techniques such as think-pair-share, group discussion, project-based learning, and role-playing. In this way, learning can naturally transition from awareness to action. More broadly, the flexible use of active learning methods helps students learn through practice and interaction, thereby allowing environmental awareness to gradually become a daily behavior and contribute to the development of adaptive skills.

- *Organizing a “Green campaign” to educate primary school students in environmental protection*

The Green campaign is a themed experiential activity designed to help students develop environmentally responsible habits through simple, purposeful actions. Carried out over seven consecutive days, the campaign engages students in daily tasks related to their surroundings, such as keeping classrooms clean, conserving electricity and water, sorting waste, caring for plants, protecting the school environment, and encouraging green practices at home and in the community. By breaking down learning into short, practical activities, the campaign helps students translate environmental awareness into daily action. Research has shown that structured school activities, such as waste reduction, water conservation, and student-led environmental campaigns, can reinforce students’ environmental knowledge, attitudes, and behaviors when supported by regular practice and reflection (Hernández-Téllez et al., 2022; Hoang & Kato, 2016). Each day, students complete one specific green action and record their progress in a reflective journal or an AI-supported Green action worksheet. Digital tools such as Canva, Kling AI, and Prezi may support teachers in creating attractive materials and tasks for different groups of students (Trinh, 2025). Through regular participation, students gradually build awareness, reflect on their own behavior, and develop more sustainable habits. In this way, the Green campaign creates a natural link between environmental education and experiential activities. To ensure consistency from planning to implementation, the campaign can be organized in six steps: (1) Defining goals and content: Teachers define goals and select content that is appropriate for the experiential activity program and suitable for the age of the students as well as the school’s conditions; (2) Designing a seven-day series of green activities: Teachers design a simple and meaningful seven-day series of green activities, each day focusing on a different theme; (3) Developing green activity sheets and materials: Teachers prepare green activity sheets and other supporting materials to help students record what they do and reflect on their experiences; (4) Implementing the campaign: Teachers introduce the goals and process, guide students to complete the activities, monitor progress and encourage participation; (5) Summary, Evaluation, and Feedback: Students and teachers review the campaign together through worksheets, discussions, or short presentations to reflect on engagement and behavioral changes; (6) Extending and maintaining green behavior: Students are encouraged to continue these habits at home and in their communities, and effective activities can be integrated into future experiential learning to support a greener and more sustainable school environment.

- *Application of the Green campaign procedure*

Based on the proposed procedure, the Green campaign was implemented within the following instructional context:

Theme: The Environment around me (Experiential activities, Grade 2, Connecting Knowledge with Life series)

Applied lessons: Lesson 30. Maintaining environmental hygiene

Lesson 31. Green classroom

Step 1. Defining campaign objectives and content:

The campaign aims to develop Grade 2 students' environmental awareness and positive attitudes toward natural landscapes and their immediate living environment. Students explore the current state of environmental hygiene, appreciate local environmental beauty, develop responsibility for maintaining school and classroom cleanliness, and perform age-appropriate actions to protect environmental hygiene.

Within the theme "The Environment around Me", environmental education is integrated through two content strands corresponding to Lesson 30 and Lesson 31:

Lesson 30:

- + Observe environmental hygiene in classrooms, schoolyards, restrooms, and waste areas.

- + Identify indicators of clean vs. polluted environments through observable signs (e.g., water condition, waste, dust).

- + Perform age-appropriate actions such as sweeping the classroom, collecting waste, and maintaining clean learning spaces.

Lesson 31:

- + Make the classroom greener by adding plants, flowers, and simple, environmentally friendly decorations.

- + Join school activities that help protect the landscape and respond to environmental messages such as For a Green Planet.

- + Create simple communication materials, such as signs, drawings, or slogans, to encourage cleanliness and environmental protection.

These activities can be woven into everyday learning and experiential tasks, giving students opportunities to learn through direct involvement and real experience. In this way, environmental awareness is gradually shaped into everyday practice.

Step 2. Designing a seven-day sequence of Green actions: Based on the objectives and integrated content, teachers design a seven-day series of age-appropriate green actions that help students put environmental awareness into practice in their daily lives. Each day should focus on a specific theme and guide students naturally from observation to action, reflection, and commitment.

*Table 5. Seven-day Green action plan*

Day	Objectives	Activities
Day 1. Observing the surrounding environment	Recognize environmental hygiene and landscape conditions in classrooms and school surroundings.	Observe classrooms, corridors, and schoolyards; identify clean and polluted areas; record observations using drawings or symbols
Day 2. Green classroom	Develop habits of maintaining a clean and orderly learning environment.	Clean desks and boards, organize learning materials, collect and dispose of waste properly, and establish a classroom green corner
Day 3. Waste sorting	Distinguish types of waste and practice proper disposal.	Identify organic and recyclable waste; practice waste sorting in classrooms or schoolyards.
Day 4. Saving electricity and water	Raise awareness of responsible resource use.	Turn off lights and fans when leaving the classroom, close water taps after use, and remind peers to follow these practices.
Day 5. Caring for green trees	Foster responsibility for protecting plants and natural landscapes.	Water plants, remove weeds, clean leaves, care for flower beds or classroom plants, and observe plant changes
Day 6. Spreading green actions	Promote communication and sharing of environmentally responsible behaviors.	Share green practices with peers and family members; create drawings, posters, or short "green stories."
Day 7. Reflection and commitment	Encourage self-assessment and long-term environmental commitment.	Review actions completed during the campaign, discuss sustainable behaviors, and express personal commitments to environmental protection.

Step 3. Designing the Green activity sheet: The Green activity sheet is used to help students record their daily environmental activities during the seven-day campaign. It provides them with a simple way to track what they have done, reflect on their actions, and gradually form habits that contribute to a cleaner, greener, and more attractive environment. When introducing the activity sheet, teachers should clearly explain its purpose and guide students on how to use it. Each day, students complete the assigned task and record their actions, allowing both teachers and students to track progress and encourage the development of green habits.

Step 4. Implementing the campaign: After determining the goals and content, teachers will implement the Green campaign through Experiential activities over seven consecutive days. Each day, students complete an environmental task and record their progress on the activity sheet. Before the campaign begins, students will review Lessons 30 and 31 to understand the goals, process, and expectations of the activity.

Step 5. Review and evaluate the campaign: After the campaign, teachers review the results using the completed worksheets. Students reflect on their own participation, while teachers assess the level of engagement and any changes in students' awareness and behavior. Positive efforts and progress should be acknowledged and encouraged. To make this phase more meaningful, teachers can also share selected worksheets, photos of the green corner in the classroom, or short videos documenting students' activities over the seven days.

Step 6. Expand and maintain green behavior: Based on the results, students are encouraged to continue these environmentally responsible behaviors both at school and in daily lives, and share them with family and friends. Effective actions can then be incorporated into later Experiential activities, helping to build a greener, cleaner, and more sustainable school environment. At this stage, teachers can also reinforce students' sense of responsibility by emphasizing their role in protecting the environment as active members of the community.

#### **4. Conclusion**

This study shows that integrating environmental education into Experiential activities at the primary school level is pedagogically appropriate and consistent with Vietnam's 2018 General Education Curriculum as well as the goals of sustainable development education. By incorporating environmental content into nature-oriented content and practical experiential tasks, students will broaden their understanding of their living environment while developing positive attitudes, responsible behaviors towards the environment, and a sense of responsibility towards nature and the community. The proposed measures, especially diversifying active teaching methods and implementing the 7-Day Green campaign supported by Green action sheets, facilitate experiential and action-based environmental learning. Therefore, experiential activities serve as an effective space to translate environmental awareness into concrete behaviors and foster green lifestyles and adaptability in primary school students. However, this study has several limitations. The intervention was conducted on a small scale and over a short period, which may limit the ability to generalize the findings. Furthermore, the assessment relied primarily on classroom observation and participant responses, thus failing to fully capture long-term changes in students' environmental behavior. The effectiveness of the proposed measures may also vary depending on the expertise of the teachers and the conditions of the school. Future research should utilize a larger and more diverse sample, and adopt a longer-term design to generate more comprehensive empirical evidence.

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## TÍCH HỢP GIÁO DỤC MÔI TRƯỜNG TRONG TỔ CHỨC HOẠT ĐỘNG TRẢI NGHIỆM – GIẢI PHÁP TRIỂN KHAI Ở NHÀ TRƯỜNG TIỂU HỌC

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### TÓM TẮT

Trong bối cảnh các vấn đề môi trường toàn cầu ngày càng gia tăng và Hoạt động trải nghiệm là hoạt động giáo dục bắt buộc trong Chương trình Giáo dục phổ thông 2018, việc tích hợp giáo dục môi trường vào Hoạt động trải nghiệm ở tiểu học trở thành yêu cầu có cơ sở lý luận và thực tiễn. Tuy nhiên, triển khai còn hạn chế do thiếu định hướng sự phạm thống nhất và giải pháp tổ chức phù hợp cho giáo viên. Nghiên cứu sử dụng phân tích, tổng hợp lý thuyết kết hợp thử nghiệm sự phạm nhằm đánh giá tính khả thi và hiệu quả của việc vận dụng các phương pháp, kỹ thuật dạy học tích cực trong giáo dục môi trường thông qua Hoạt động trải nghiệm. Kết quả cho thấy, tích hợp theo quy trình sự phạm hợp lý góp phần nâng cao hiệu quả giáo dục và hình thành ở học sinh tiểu học nhận thức, thái độ, hành vi thân thiện với môi trường thông qua các hoạt động gắn với thực tiễn. Trên cơ sở đó, nghiên cứu khẳng định Hoạt động trải nghiệm phù hợp để triển khai giáo dục môi trường ở tiểu học, đồng thời đề xuất các giải pháp như đa dạng hóa phương pháp, kỹ thuật dạy học và thiết kế phiếu ghi chép có ứng dụng trí tuệ nhân tạo nhằm hỗ trợ giáo viên tổ chức hoạt động hiệu quả, góp phần mở rộng các mô hình giáo dục môi trường theo định hướng phát triển bền vững.

**Từ khóa:** hoạt động trải nghiệm; giáo dục môi trường; tích hợp; tiểu học