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Erasmus+ Programme
of the European Union

621506-EPP-1-2020-1-IT-EPPKA3-IPI-SOC-IN



Training Module 2

Change of mindset about environmental problems





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Unit 4

Introducing an ethical environmental behaviour in inclusive school settings

Effectiveness of Environmental Education Programs



- The environmental education programmes should address two facets of human decision-making:
- conscious awareness
 - automatic processes which provide an immediate reaction (positive, negative, bias) when confronted with a situation or a stimulus.

Effectiveness of Environmental Education Programs



To convince human beings that sustainability is a part of their identity
Environmental Education should target:

- knowledge and attitudes,
- overall identity and subconscious

(McGuire, 2015)

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[Click here to learn more...](#) (McGuire, 2015)

McGuire's criteria for Environmental Education Programs



- Engage students' social and personal identities in as many behavioural domains as possible to increase the influence exerted on global self-identity
- Address behavioural domains with which students most identify, using experiences and activities as authentic to each student as possible
- Support students for them to discover, to question, and to develop their own environment-centric reasons
- Emphasize affect toward the particular object of thought

Work in group



In small groups develop a set of short activities (3-4) for introducing the points of view of the ethics of care for very close behaviours related with children's plastic consumption (for example, toys, clothes, games, cell phones, etc).

Work in group



- 1) Revise the principles of the ethics of care
- 2) Select a children's plastic consumption
- 3) Rethink the selected consumption from the ethics of care. For example, think how a specific living being (plants, animals, humans) is hurt with the microplastics produced by the disintegration of plastics toys
- 4) Develop 3-4 activities that could help children understand the principle that no one should be hurt in the specific case selected.
- 5) Use at least one the methodologies introduced in the previous module.

Final Recommendations (I)



- Emphasize that the waste of plastic is happening here and now.
- Design activities that enable conversations on long-term preparedness.
- Develop a narrative of positive change with students – for creating a fairer and equitable world.
- Create a narrative with recognizable actors, motives, causes and effects.
- Maintain simple frameworks and be open and help students to be open to new meanings.
- Ensure that students are aware that a wide range of solutions is constantly under review.

Final Recommendations (II)



- Build a narrative of cooperation (not unity).
- Be honest about the danger.
- Encourage positive visions.
- Activate cooperative values rather than competitive values.
- Recognize the role of your own role and the students' role in the problem.
- Work with students on the idea to never assume that what works for you will work for others.