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Schools Plastic freE Movement

Training Module 3

Inclusive STEAM model for change of environmental behaviour

Polo Europeo della Conoscenza
Junta de Castilla y León
Consejería de Educación
PANEVĖŽIO RAJONO ŠVIETIMO CENTRAS
Make IT Better
REPUBLIC OF TURKEY MINISTRY OF NATIONAL EDUCATION
FRIENDS OF EDUCATION
UNIVERSIDAD DE BURGOS

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Unit 1

A three-step pedagogical model

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Triadic Network

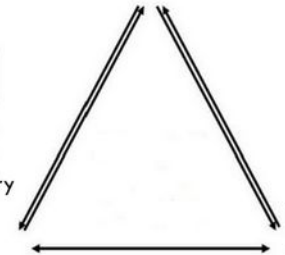
In order to produce a coherent pedagogic framework

METHODS

Socio-scientific Inquiry based learning; inquiry in social science; engineering design; design thinking; . .

THEORIES

Epistemology: Science and Technology Studies perspectives.
Psychology: Vygostky's socio-cultural theory
Theory of behaviour change: Social Practice Theory
Didactics: STEAM transdisciplinary integration



AIMS

Raising awareness among children and young people of environmental problems related to plastics, leading to a transformation in the consumption and choices we make, both for them and for the adults around them.

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PEDAGOGICAL MODEL

For defining the **pedagogical classroom model** for changing **environmental behaviour within inclusive school settings,** we are going to apply the **Social Practice Theory and McGuire's proposal**

This theoretical framework defines a coherent pedagogical model, characterized by three steps:

Problematization
Understanding,
Action.

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PROBLEMATIZE

- Initial problems should be as authentic as possible to each student;
- have different possible solutions,
- involve different "points of view" for the search of solutions,
- be at once recognizable to children,
- children's contribution to the problem should also be recognizable,
- cooperative action should be mobilized.

(Marshall 2015 and McGuire)

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UNDERSTANDING

Use of **active, collaborative, and learner-centred methodologies** that enable them to understand the current environmental situation and to acquire new knowledge, skills, and meanings through social interactions (peers, teachers, society).

Facilitate **critical reflection**, helping students to understand how plastic objects shape our daily life; and the ways to reduce/replace/recycle plastics, through the knowledge of different materials and the development of new skills and meanings.

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ACTION

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The solutions to the problems found by the children should be **applicable,** enabling students to **become agents of change** and empowerment in their environment.

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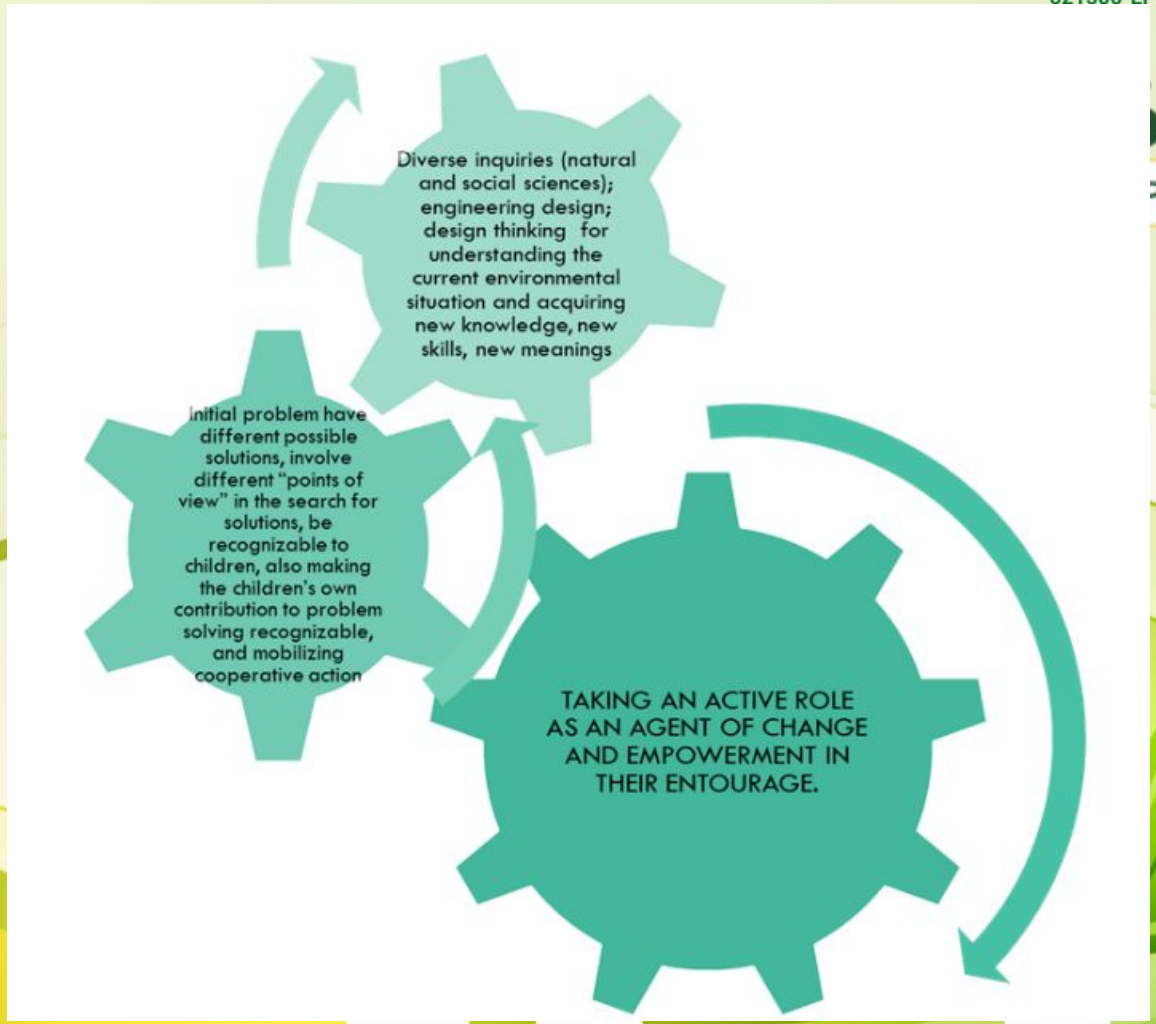

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EXAMPLES OF PRACTICES

- **A plasticized planet**

- **Detectives for sustainability**

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Work in group

Discuss the possibilities and difficulties they would find for applying the model in their classrooms.