



**Environmental Learning based on Values Education from
Early Childhood**

CURRICULUM PROPOSAL

SHORT VERSION FOR TEACHERS

**Environmental Learning based on Values competence
framework for early childhood education teachers**



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The educational goal of **ELVE - Environmental Learning based on Values Education from Early Childhood** - is connecting children to the natural world. We want to raise awareness and influence attitudes and behaviours to promote stewardship of natural resource. We want to forge habits that determine any performance in the future, a transfer of values that remains in the long term, which extends during all their lives, creating awareness and encouraging reflection and the transfer into one's own everyday life.

The Intellectual Output number 1 (IO1) refers to the proposal of a transversal curriculum to support ECEC teachers continuing professional development in environmental education as a means to promote knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones starting from early childhood.

This short version of the EU report has been developed after the compilation of 5 National Reports from Germany, Spain, Italy, Cyprus and Croatia. It is aimed at providing specific suggestions, recommendations, and guidelines for the development of a transversal curriculum focusing on environmental education as a means to foster knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones starting from early childhood.

MAIN RESULTS

National Reports were developed based on:

- ✓ **SURVEY:** ECEC and primary education teachers and trainers dealing with environmental education issues in their classes.
- ✓ **INTERVIEWS:** expert trainers in the field of environmental education and bioethics.

Results from the Desk research show that studied countries have national guidelines and policies regarding Environmental Education. However, there is practically no dedicated subject that deals with Environmental Learning based on Value Education, but it runs through various compulsory or elective subjects and projects. Research also shows that teachers and educators, in partner countries, have available online or face to face courses, seminars and publications.

For full results of research please see the extended version of report.



Results from the Survey show most relevant AIMS, TOPICS, SKILLS and VALUES of Environmental Learning based on Values Education.

| AIMS | TOPICS | SKILLS | VALUES |
|---|--|--|-------------------------|
| Develop an awareness of importance of a responsible attitude towards oneself, others and nature | Environment and health Pollution | Responsibility taking Problem sensitivity | Respect Care |
| Stimulate the use of responsible and sustainable lifestyles with respect to nature and to natural resources | Air, water, soil Waste and material resources | Critical thinking Acting | Empathy Appreciation |
| Recognise behavior that harms the natural environment | Natural resources | Knowledge acquisition | |

Regarding the **choice of MEDIA** that are most suitable in classroom for teaching Environmental Learning based on Values Education, **objects that can be found in nature** (e.g. branches, stones, leaves...) and **everyday objects** (e.g. cardboard boxes, plastic bottles...) are the most favorites. Other media that are also welcome are Animated presentations, Audio and video files and Learning platforms.

For the **METHODS** the favorite ones are **experiential and holistic learning** and **critical and creative thinking**. Other methods that are also welcome are learning through and for research, project-based learning, biographical learning and learning through stories and development of the sense of personal responsibility - Social activism and global movements as vehicles for education.

When asked about **the time they believed they could devote to the course**, the highest responses were no more than 10 hours and 10 to 15 hours.

Instructor led online courses and Instructor led face to face courses are the most suitable **learning formats** to attain information, ideas or concepts. Online group discussions and Interactive Television/movies are also welcome.

To **learn through demonstration and observation and to practice skills**, techniques, and thinking processes the Simulation/Games and Role Playing were the choices.

The first choice for **increasing in-depth understanding and meeting a variety of learning objectives** the Coaching and Workshops were the first choice.

Regarding their **main concerns** about Environmental Learning based on Values Education course, the keywords we have identified regarding their concerns are: **parents involvement, time and schedule, more theory and little practical work**.

And their **suggestions** to the ELVE team in order to design a course for teachers to facilitate environmental education, the keywords we have identified regarding their suggestions are: **online activities (webinars, workshops, lectures, presentations), outdoor activities, workshops, practical examples/activities, engagement/cooperation of teachers, parents, local authority**.

If you are interested in full results of research please see the extended version of report.

ELVE CURRICULUM PROPOSAL

The results obtained have allowed the ELVE team to design a theoretical Environmental education competence framework for ECEC and primary education teachers that have implications for ELVE Handbook “Model of Environmental Learning based on values education” and Online platform and toolkit with educational multimedia materials and tools.

It is proposed the following initial framing of ELVE competence framework:

| Title of the Qualification | | ELVE - Environmental Learning based on Values Education from Early Childhood | | | | | | |
|----------------------------|---------|--|--|-------|-------|----------------------|--------------|--|
| Total ECVET points | | 3 | | | | | | |
| EQF level | | Level 5 | | | | | | |
| NQF Level | CROATIA | CYPRUS | GERMANY | ITALY | SPAIN | | | |
| | 5 | 5 | 5 | 5 | 5 | | | |
| | | | UNITS | | | Total learning hours | ECVET points | |
| | | | U1 Name of Unit: example: INTRODUCTION: WHY ENVIRONMENTAL EDUCATION | | | 15 | 0,6 | |
| | | | U2 Name of Unit: example INTRODUCTION II: VALUES IN ENVIRONMENTAL EDUCATION | | | 15 | 0,6 | |
| | | | U3 Name of Unit: example ONE “SELF”: ETHICS AND ENVIRONMENTAL EDUCATION | | | 15 | 0,6 | |
| | | | U4 Name of Unit: example ONE “SELF AND THE OTHERS” REGARDING ENVIRONMENTAL EDUCATION | | | 15 | 0,6 | |
| | | | U5 Name of Unit: example ENVIRONMENTAL VALUES, AS WE LIVE IN THE PLANET EARTH | | | 15 | 0,6 | |



We have focused on EQF level 5, taking into consideration the complexity and level of learning outcomes expected from trainees. In this sense, it is a requirement that staff using the Profile have fundamental knowledge and specialized skills to be able to manage and supervise activities, in a responsible and autonomous way.

The profile has allocated 75 learning hours in total; organized into FIVE (5) units of learning outcomes. ELVE proposes to adopt a credit system of 1 ECVET point = 25 hours of total, so our curriculum would correspond to 3 ECVET points. These hours encompass contact and learning hours.

| | | |
|-----------------------------------|--|-----------|
| Title of the Qualification | ELVE | |
| EQF Level | Level 5 | |
| Total learning hours | 15 h (10 contact + 5 self-learning) | U1 |
| TITLE OF THE UNIT | WHY ENVIROMENTAL EDUCATION (Introduction) | |

If we are going to educate a child to live inside a specific society, first of all we will have to reflect on the kind of society in which that child is going to develop and its rules, guidelines and values. To get an approximate idea about how the society will be in the future, we have to study the current cultures and the changes that are taking place inside them, as far as customs, rules and social relationships are concerned. Above all, it is very important to observe the problems and their causes; in this why **we will promote a kind of education that improves our present society.**

| KNOWLEDGE | SKILLS | RESPONSIBILITY AND AUTONOMY |
|--|--|---|
| <ul style="list-style-type: none"> ✓ <i>Basic knowledge about the environment</i> | | |
| <ul style="list-style-type: none"> ✓ <i>Basic facts about Environmental education</i> | <ul style="list-style-type: none"> ✓ <i>Stimulate children’s curiosity about environmental problems</i> | |
| <ul style="list-style-type: none"> ✓ <i>Importance of harmonizing human life with nature</i> | <ul style="list-style-type: none"> ✓ <i>Develop children’s responsibility towards the environment</i> | <ul style="list-style-type: none"> ✓ <i>Belief in the necessity of Environmental education implementation in kindergartens and schools</i> |
| <ul style="list-style-type: none"> ✓ <i>The influence of humans on the environment</i> | <ul style="list-style-type: none"> ✓ <i>Develop the children’s natural curiosity about the processes in nature</i> | |
| <ul style="list-style-type: none"> ✓ <i>Man-nature-society-environment</i> | <ul style="list-style-type: none"> ✓ <i>Demonstrate the basic environmental problems to children in an acceptable way</i> | |
| <ul style="list-style-type: none"> ✓ <i>Get familiar with 17 goals, especially ones related to environmental protection</i> | | |



| | | |
|-----------------------------------|---|-----------|
| Title of the Qualification | ELVE | |
| EQF Level | Level 5 | |
| Total learning hours | 15 h (10 contact + 5 self-learning) | U2 |
| TITLE OF THE UNIT | WHY VALUES IN ENVIRONMENTAL EDUCATION (Introduction) | |

The education we give each child must respect his/her personal characteristics, but we don't have to forget that a child doesn't live isolated, but in a society. This child will evolve according to the quality of the human relationships he/she establishes. Arguing from the premise that when children are born, they are not cognizant of the roles, norms, standards of conduct, and the moral and social values of their community, educational agents are converted into facilitators of experience and relations that enable children's progressive social maturity.

We can define a value as a real, desirable, objective, and convenient element for human beings who interiorize it through individual experience, and which is converted into a moral norm of conduct. Through their experiences, children select, choose, and make their own system of values that helps them to develop a moral conscience and to acquire the individual commitment for organizing their conduct and putting it into practice.

We can only understand the environmental education if we treat it simultaneously with what we traditionally know as value education. Children won't take care of the environment if they don't usually respect either themselves or other people. So it is clear that we have to educate children in order to share, respect, love believe, etc.

| KNOWLEDGE | SKILLS | RESPONSABILITY AND AUTONOMY |
|--|---|--|
| <ul style="list-style-type: none"> ✓ <i>Clarify the difference between the concepts of ethics, morality and values</i> ✓ <i>Theoretical acquaintance with common, human values</i> ✓ <i>Introduction to ethical values related to the environment</i> ✓ <i>Identify the relation between environmental education and values education</i> ✓ <i>Basic concepts of environmental ethics</i> | <ul style="list-style-type: none"> ✓ <i>Connect environmental values with everyday life</i> ✓ <i>Recognize, illustrate and provide examples for different forms of environmental values</i> ✓ <i>Be able to explain why values are important for environmental education</i> | <ul style="list-style-type: none"> ✓ <i>Necessity of the use of environmental ethics in working with children</i> |



| | | |
|-----------------------------------|--|-----------|
| Title of the Qualification | ELVE | |
| EQF Level | Level 5 | |
| Total learning hours | 15 h (10 contact + 5 self-learning) | U3 |
| TITLE OF THE UNIT | ONE “SELF” ETHICS AND ENVIRONMENTAL EDUCATION | |

Education implies the formation of a series of traits, norms, values and behaviours for and with children. This group of psychological qualities regarding personality development are inseparable from any other area of the development and behaviour of children.

These qualities are focused on two great aspects of the personality of children – the Self, referring directly to the formation of their character, temperament, and other internal psychological formations – and the Projection of the Self on the environment that surrounds children, that is the family, the local community, and society in general.

This is a dialectic interrelation, given by the unity of cognitive and affective factors, the “Self” expresses in its essence the formative action of the medium on children. The “Self and others” expresses the action of the child on this medium. In this sense, it is necessary to remember that all psychological qualities are fundamentally an inter-psychological relationship of children with those that surround them. Later, they become an intra-psychological relationship, of the Self. Only in pedagogical work is it possible to give emphasis to one aspect or another, allowing them to be differentiated.

| KNOWLEDGE | SKILLS | RESPONSABILITY AND AUTONOMY |
|---|---|---|
| <ul style="list-style-type: none"> ✓ <i>Cognitive abilities of the children (cognitive development by age)</i> ✓ <i>Know and use educational methods by which children are introduced to the ethical problems of the environment</i> ✓ <i>Basic knowledge of environmental problems in the local community</i> | <ul style="list-style-type: none"> ✓ <i>Make children aware of how much they can personally affect the environment</i> ✓ <i>Make children aware of the methods they can use to protect the environment</i> ✓ <i>Be able to appropriately indicate how much environmental pollution can affect their lives</i> ✓ <i>Developing respect for nature and self-esteem</i> ✓ <i>Encourage children to self-reflect on their personal relationship towards nature</i> | <ul style="list-style-type: none"> ✓ <i>Importance of a positive attitude of each individual towards the environment</i> |



| | | |
|-----------------------------------|--|-----------|
| Title of the Qualification | ELVE | |
| EQF Level | Level 5 | |
| Total learning hours | 15 h (10 contact + 5 self-learning) | U4 |
| TITLE OF THE UNIT | ONE “SELF AND THE OTHERS” REGARDING ENVIRONMENTAL EDUCATION | |

Human lives in community. The relation of the individual towards society, but also of society towards the individual, takes place according to the usual rules, which over time have become moral rules. Ethics is a philosophical discipline that studies morality. In modern society, one of the biggest problems, as well as moral problems, is the attitude of people towards nature, the attitude towards the environment. For this reason, it is important to highlight the moral problems that man has created by his behavior toward the environment. This relationship of the individual in the community, the community towards the environment and the individuals (as members of the community) towards the environment is necessary to raise awareness from an early age in order to soon have young people, citizens who are sensitive to environmental issues. In order to interpret and engage with the social world, individuals must understand how they relate to others. Self–other understanding forms the backbone of social cognition and is a central concept explored by research into basic processes such as action perception and empathy, as well as research on more sophisticated social behaviors such as cooperation and intergroup interaction.¹

| KNOWLEDGE | SKILLS | RESPONSIBILITY AND AUTONOMY |
|---|--|---|
| <ul style="list-style-type: none"> ✓ <i>Basic concepts on the topic Family-society-environment</i> ✓ <i>Getting acquainted with the importance of a healthy environment</i> ✓ <i>Basic knowledge of flora and fauna and how pollution affects that world</i> ✓ <i>Getting acquainted with different methods that encourage specific actions in environmental protection</i> | <ul style="list-style-type: none"> ✓ <i>Raise awareness of the need for cooperation in the community for environmental protection</i> ✓ <i>Understand the differences in society and nature</i> ✓ <i>Identify and use examples from the animal world that indicate the need to preserve the environment</i> ✓ <i>Encourage ethical and environmental actions to preserve the environment</i> | <ul style="list-style-type: none"> ✓ <i>Importance of community joint action for the purpose of preserving the environment</i> |

¹ Catmur, C. & all 2016; Understanding self and others: from origins to disorders. Available at: <https://royalsocietypublishing.org/doi/10.1098/rstb.2015.0066>



| | | |
|-----------------------------------|---|-----------|
| Title of the Qualification | ELVE | |
| EQF Level | Level 5 | |
| Total learning hours | 15 h (10 contact + 5 self-learning) | U5 |
| TITLE OF THE UNIT | ENVIRONMENTAL VALUES, AS WE LIVE IN THE PLANET EARTH | |

Globalisation has great momentum in the early twenty-first century for both economic and political reasons. At the same time, it poses fundamental challenges for environmental values as environmental problems are worsening at all scales from the local to the global.² Today, environmental ethics and environmental values are most important ethical issue because environmental problems are problems of whole globalized world. Environmental values and justice are becoming increasingly important in the globalizing world. Those who seek to protect the environment because of its cultural significance will not have the same priorities as those who value its economic contribution, or those who nurture natural systems for their intrinsic beauty, or those who want to take a precautionary approach to complex natural systems. So we need to be sensitive to all environmental values that underpin these and other positions and develop institutions that enable broad participation in the making of difficult environmental decisions. The processes used to resolve differences in viewpoints must recognize that there are legitimately diverse viewpoints which arise from the plurality of values.³

| KNOWLEDGE | SKILLS | RESPONSIBILITY AND AUTONOMY |
|--|---|--|
| ✓ <i>Getting acquainted with ethical values related to the environment</i> | ✓ <i>Analyze and compare ethical values related to the environment</i> | |
| ✓ <i>Getting acquainted with activities that, in the modern world, try to reduce the daily pollution of the planet</i> | ✓ <i>Promote activities that benefit the recovery of nature and our environment</i> | ✓ <i>Inseparability of the individual from the environment</i> |
| ✓ <i>Theoretical knowledge of environmental ethics (bioethics)</i> | ✓ <i>Promote local and global environmental actions</i> | |
| ✓ <i>Basic knowledge of global environmental problems</i> | ✓ <i>Transmission of global environmental values</i> | |
| | ✓ <i>Raising awareness of joined forces in protecting the Planet Earth</i> | |

² Edited by Jouni Paavola J., Lowe I. (Eds) (2005) *Environmental Values in a Globalising World Nature, justice and governance*, Taylor & Francis e-Library, p.4.

³ Ibidem, p.

