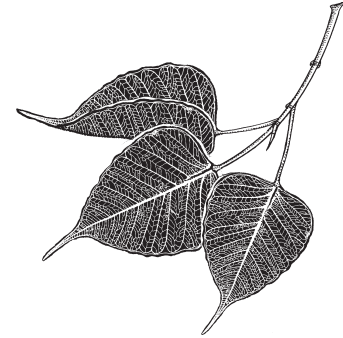


MODULE III



Environmental Education in Schools

CEE

Centre for Environment Education



COMMONWEALTH *of* LEARNING

Acknowledgements

The **Green Teacher** is a unique capacity-building distance education course. This course will give teacher-learners an opportunity to empower themselves with knowledge and skills of effectively transacting education for environment and sustainable development in schools. This Course has been developed by CEE in partnership and with support from the Commonwealth of Learning (COL), Vancouver, Canada. The module has been developed through a workshop with distance learning experts as well as subject experts.

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Much of the material in this book draws upon earlier publications of CEE.

1. Greening Formal Education, Kartikeya V. Sarabhai, Meena Raghunathan, Kalyani Kandula, CEE, 1988.
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4. National Focus Group on Habitat and Learning, Draft Report, 2005
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6. The Green Club: A Guide to Setting Up and Running Clubs for the Environment, Meena Raghunathan, Mamata Pandya (eds.), CEE, 1997
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8. Thoughts on EE at School Level, Kartikeya V. Sarabhai, CEE, 2004.

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COL is an intergovernmental organization created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education, knowledge, resources and technologies.

CEE is a national institution engaged in developing programmes and material to increase awareness about the environment. CEE was established in 1984 as a Centre of Excellence in Environmental Education, supported by the Ministry of Environment and Forests (MoEF), Government of India. It is affiliated with the Nehru Foundation for Development.

Rationale and Content

ABOUT THIS MODULE

The Green Teacher Diploma in Environmental Education offers teachers an opportunity to empower themselves with the requisite knowledge and skills to effectively transact EE. Four modules make up the theory of this course.

This module is the third in the logical sequence of this course. In a sense, it also marks the transition of the course contents from the theory to the practise.

As you know, Module 1 and 2 were primarily discussing the contents of the subject area of environmental science/studies, as well as fundamental concepts and issues that concern sustainable development. Modules 3 and 4, move from the 'theory' to exploring the 'practice' of communicating the contents in a variety of ways that could enrich and enhance the traditional/tried and tested textbook and chalk and talk methods.

In other words, having understood the "what" of environment and sustainable development, we will now be looking at the "how"; that involves ideas and tools to help you to adopt more participatory and active teaching-learning methodologies.

The module attempts to set the stage by describing the scope and characteristics of environmental education, to set forth the objectives, and to explore the wide range of strategies and methodologies that would help to meet these objectives. These have been used, over several years, by teachers in diverse contexts and situations. They are intended to provide a menu of basic ideas that each teacher may draw upon, to suit their own specific needs and requirements.

It is mainly the initiative and innovativeness of the teacher that can bring change into the classroom. For this, we do not need prescriptions, we do not need to be told what "to do" and "not to do". Rather we all need to understand the scope of our task, we need ideas, we need to share experiences, and to above all build our own capacities and confidence to take the initiative, and to innovate. This module tries to meet these needs.

This module will help:

- To provide an understanding of environmental education in its international context
- To present the status and scope of EE in India
- To develop an understanding of the role of a teacher as an environmental educator
- To review and discuss a range of teaching-learning ideas that could help meet the objectives of EE
- To provide guidance on planning and running “green” projects.

Questions and Exercises

Questions and short exercises are given at the different points in the unit. They are meant for you to stop and reflect on what you are reading. These could be also good tools for you to check your progress on basic understanding of the issues. These questions also help to relate the text to your own situation and consider how to practically apply the ideas in your teaching.

Teach and Learn

These sections acknowledge and appreciate your role as practicing teacher/educator and are designed to give you ideas in transacting many of the textbook topics in an interactive way in your classroom.

As you go through the module you will find that some of these give a detailed description of how to carry out certain activities with your students. This will give you the chance to immediately apply the learnings in a real-life situation.


Evaluation

As in Modules 1 and 2, as a student of the Green Teacher Diploma Course you are supposed to carry out the activities and exercises, and submit these for evaluation. Several exercises, both in-text and unit-end indicate “credit points 5”. You are required to submit at least three of such exercise. These will be evaluated and the credits will be added to your overall score of the Green Teacher Diploma.

In addition to these exercises which carry a weightage of **15 credits**, the final written examination also includes the contents of this module, which carry a weightage of **20 credits**. For more details on evaluation and weightage, you may refer the Learners’ Handbook (Point 9).

The following icons will guide you throughout the unit:

Introduction 

Teach and Learn 

Objectives 

Unit-end Exercise 

Contents

Environmental Education: What and Why?	1
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