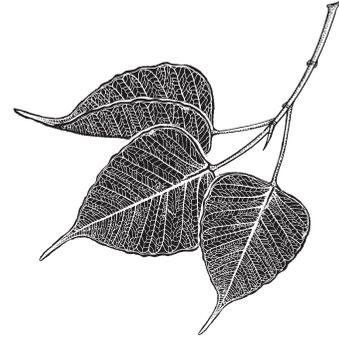


# MODULE IV



## Resources and Opportunities for EE

**CEE**

Centre for Environment Education



COMMONWEALTH *of* LEARNING

# Acknowledgements

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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. Animal Workbook: Information and Activity Book for Children, CEE and NMNH
2. Approaches to Environmental Education in Schools: Some Working Papers (Camping and Excursions, Lavkumar Khachar), CEE,
3. Exploring A Tree: Teacher's Manual, CEE, 1993
4. Biomass Studies: Field Methods for Monitoring Biomass, Dr. Shailaja Ravindranath, Sudha Premnath, CEE, 1997
5. The Green Action Guide: A Manual for Planning and Managing Environmental Improvement Projects, Meena Raghunathan, Mamata Pandya (eds.), CEE, 1997
6. The Green Teacher: Ideas, Experiences and Learnings in Educating for the Environment, Meena Raghunathan, Mamata Pandya (eds.), CEE, 1997
7. Water Quality Monitoring in Schools: A Teachers' Manual, CEE
8. Wild Dreams, Green Screens, Mamata Pandya, Meena Raghunathan (eds.), CEE, 2002

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*'Puppets for EE'* by Madhavi Joshi, CEE.

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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.

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# Rationale and Content

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## 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 fourth and the last in the logical sequence of this course.

Today most of us, dealing with the school system are convinced that environmental education (EE) is essential and it is everyone's concern—not just of the science teachers. It is also accepted today that EE is not just teaching about the forests and pollution, but it is a way of looking at the world around, seeing linkages and understanding that the well being of the natural world is the basis of the well being of human beings. But there have always been many other concerns when it came to teaching about the environment. Is it practically feasible? Where is the space in the school system? How to ensure that environment did not get taught as one more subject—to be learnt by rote so that correct answers could be given and marks scored? How to in fact ensure that EE leads to Awareness—Knowledge—Attitude—Skill—Action?

This Module deals with some of the above-mentioned questions. It helps teachers acquire a vision of seeing opportunities for EE within the school system—textbooks, visits, camps as well as use of media. In each of the case, the Module shows examples of how can textbook lessons be enriched with environmental perspectives, issues, concerns, and made locale-specific and contemporary; how can visits be made more meaningful and educational without taking away the fun; how can media accessible within the schools (videos, making puppets, etc.) be used creatively to bring in environmental education; and how can outdoors (in and around the schools or a wilderness area) be used to instill a sense of appreciation for nature in children.

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 in Modules 1 and 2, we looked at the "how" of EE in Module 3. Module 4 is designed to help you explore a range of resources and opportunities available for conducting EE in schools.

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Designed for practicing teachers in a country as diverse and big as India, the module presents a sample range of EE resources, most of which, if not all, are likely to be available and accessible to teachers in India. Further the units in the Module share a variety of possible ways (through case examples and write-ups) of using the various resources and opportunities for EE in an effective manner. In this way, the Module also forms a bridge between the other Course Modules and the Course Project (4-6 month long EE project).

**This module will:**

- Present resources for EE readily available within and around the schools and as part of the school system;
- Provide guidance on planning and using available resources and opportunities for conducting EE projects in an effective manner.

**In-text Questions**

Questions are given at different points in the units. They are meant for you to stop and reflect on what you are reading. These questions also help to relate the text to your own situation and consider how to practically apply the ideas in your teaching.

**Evaluation**

Module 4 Assignment: Select an EE resource or a facility available and accessible to you as a teacher. Use the same for conducting any EE lesson/activity with your students. The activity/lesson conducted should be based on the school curriculum and should be planned as a part of your regular teaching; write a detailed report of the same and submit it to us as the Module 4 assignment. This will be evaluated and the credits will be added to your overall score of the Green Teacher Diploma.

The Module 4 assignment report must include (a) objectives/learning outcomes set to be achieved through the activity/lesson conducted using the selected EE resource/opportunity, (b) an explanation on the lesson/activity conducted, (c) results/outcomes achieved, (d) lessons that preceded and followed this particular lesson/activity, (e) major problems/obstacles faced in this process and how were these overcome by you/your team. This assignment carries a weightage of **15 credits**.

In addition to the above explained Module assignment, the final written examination will include 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 

Objectives 

Unit-end Exercise 

# Contents

<b>Visits for EE</b>	<b>1</b>
<b>The School and It's Environs</b>	<b>27</b>
<b>Bringing the World into your Classroom: Media for EE</b>	<b>54</b>
<b>Camping and Excursions</b>	<b>65</b>

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