

Environmental Awareness Teaching And Learning

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ABSTRACT: Lack of environmental awareness about environmental preservation and conservation adds fuel to the fire. All of these factors contribute significantly to the rapid deterioration of environmental quality at the grassroots level. If the current trend continues in the near future, the entire human civilization will be doomed in a variety of ways. At this point, the only option is to raise public awareness about the importance of environmental protection, preservation, and conservation, as well as mitigating environmental damage.

Furthermore, environmental awareness motivates people to protect and improve the environment. All of this is only possible because of environmental education.

Environmental awareness is having an understanding of the environment, the impacts of human behaviors on it, and the importance of its protection. Environmentalism is an ideology that evokes the necessity and responsibility of humans to respect, protect, and preserve the natural world from its anthropogenic (caused by humans) afflictions. Environmental awareness is an integral part of the movement's success. By spreading awareness to others that the physical environment is fragile and indispensable, we can begin fixing the issues that threaten it. Before you can begin promoting environmental awareness in your community, you must first make sure that you have a thorough understanding of environmental issues. Stay up to date on environmental news, read books and other materials, and learn about the issues affecting your own community. It's much easier to talk to others about the environment if you've already taken the time to educate yourself. Numerous resources are available to promote environmental awareness and education: group learning (inside or outside of the classroom), informational and inspirational seminars, online courses, books, articles, videos, and brochures. These are just a few of the tools that can get you started in raising awareness about the environment.

KEYWORDS: environmental, awareness, teaching, learning, resources, issues, preserve, community

I.INTRODUCTION

A good course of action that ensures your continued participation is to pick an environmental issue that strikes you as the most urgent. The amount of environmental issues seems limitless, and while they are all important, it's easy to get overwhelmed. Try choosing one issue to focus on at a time. You will soon see that all environmental issues are intertwined and will find your niche of interest. After you've chosen an issue and educated yourself, engage your community, family, and friends in a conversation about the issue's urgency and importance. By engaging your community in the conversation, you are not only promoting environmental awareness, but you may also find opportunities to participate in communal projects or to get involved in other related causes.[1,2]

Once you're well versed in environmental issues, you can use that knowledge to start beneficial projects in your home and/or in your community.

Here are some examples of the kinds of projects and initiatives you could get involved in:

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- Instead of driving to work or school, take the bus, carpool, walk, or ride your bike to cut down on greenhouse gas emissions. According to the EPA transportation adds to 33% of the total atmospheric CO₂.
- Consider investing in appropriate technology like clean power (solar or wind), if not for your home then maybe for a community center. This supports a transition to clean and renewable energy.
- Buy reusable products such as glass bottles, reusable bags, and reusable cups. Avoid buying disposable goods such as paper towels, plastic bottles, and plastic bags.
- Start a composting and recycling program in communities where there are none. This will help cut down our waste production.
- Support local businesses and farmers, and buy organic and pesticide-free food when you can. Or, start your own community garden.[3,4]

Once you have chosen your cause and have started a personal or community project, share it with the world! Get your coworkers, neighbors, friends, family, or even your local government involved. It's much easier and more effective to spread environmental awareness and start a local project if you collaborate with others in your [community](#). Promoting environmental awareness is a crucial part of being an environmental steward. Start participating in the change and teach your community what is needed to create a sustainable future.

II.DISCUSSION

[Environmental education](#) is now an essential part of all education stages. The objective is to achieve environmental awareness, reduce ecological footprints, develop respect for nature and take actions that help preserve the environment. The primary responsibility lies with teachers. They are the ones with an immediate and long-lasting impression on a kid's life. Therefore, the role of teaching in protecting the environment is crucial.[5,6]

- A teacher's role is to transfer knowledge and act as the facilitator, a role model, and a mentor.
- Teachers develop through practice that links the learner with the community, attitudes and values.
- Teachers promote behavior directed towards environmental protection and lead to transformation that overcomes that reality, both in its natural and social aspects.
- They help develop learners the skills and aptitudes necessary to understand ecological issues and take necessary actions.
- Teachers help their students develop an awareness of creative, dynamic, effective, and efficient environmental protection and management responsibilities.[10,11]

The most challenging part of environmental education is to teach students the values of the environment in a way that is easy to understand. Therefore, special attention is needed towards the teaching methodology for a better understanding of environmental issues. To begin with, at the primary level, the visual and creative learning approach can be highly effective for children to understand the basic concepts of the environment.

The following approach can help teachers to play a more prominent role in environmental education and protection[7,8]

Connect With the Nature

There is no better way to inculcate respect for nature than to encourage learners to spend some time with nature. A visit to the countryside, mountains, lakeside, and natural parks can hugely impact young minds. The little minds will acquire the awareness of nature and understand the need for a clean environment. It is easier to protect something you have a direct connection with.

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1) Organizing Small Cleaning Events of Natural Areas

Teachers could collaborate with local [NGOs and arrange events](#) for cleaning natural areas like beaches or forests. Students participating in these events will understand the gravity of the situation and learn that taking care of the natural environment is necessary for both humans and wildlife.[12,13]

2) Introduce Students to Recycling

Waste generated by humans has a drastic impact on the environment. Therefore, it is essential to introduce recycling to students early on so that they can learn ways to [limit waste generation](#). Separate bins for separate waste can be installed around classrooms for proper waste collection. To further reinforce learning, teachers should talk to students about the [benefits of recycling](#).

3) Arrange Seminars and Debates

Teachers should arrange talks and debates on environmental issues. The topics should be adopted according to the age and maturity of the school kids. The emphasis should be to make kids understand that environmental problems affect all, and every individual's participation is needed to tackle the challenges.[9,10]

Environmental education is now a pillar of the primary education system. Given the current state of nature, environmental education takes a more critical role. School children need to understand the importance of nature, its resources and its plant and animal life. Only then can they really involve wholeheartedly in the care and preservation of the environment? Teachers in this regard play a significant role. They are the ones who could shape the minds of young ones from early days to be responsible towards nature. They have to assume the responsibility of instilling the values and ethics needed to protect the environment.[14,15]

III.RESULTS

Environmental learning is a lifelong, lifewide, and life-deep endeavor, much of which occurs in the spaces in between those that are studied, remarked upon, and documented. Within this everyday-life context, we examine the concept of learningscapes—intersecting sociocultural, intellectual landscapes where people learn about and undertake practices related to the environment understood as a holistic concept. Considering the affordances and constraints of the environment situated within this everyday-life context, we examine theoretical underpinnings and implications of making daily-life learning visible, while avoiding a doom-and-gloom approach to environmental practices. We end by highlighting research and practice opportunities within environmental learning, overall. Holistic in nature, one's learningscape is marked by intentional practice and reflection, creating a generative space where people can consider how they move through life and construct meaning within and among their myriad intersecting experiences. In this frame, learning—often incidental—occurs through social interactions such as those with family, friends, or even casual acquaintances, and through participating in activities in a variety of contexts, such as at work, while traveling, in the neighborhood, or inside the home [16,17]

Occasionally, people encounter particularly powerful learning experiences that stand apart from daily-life activities, marking a memory, punctuating a moment, motivating a desire for greater exploration, or prompting deeper reflection. Such moments—called variously mountaintop moments, peak experiences, or significant life experiences, among other related terms—may stand out immediately from the background of everyday life or may be marked in retrospect. Although traditional perspectives on environmental learning often focus on formal contexts, this emphasis risks overlooking the expanse of other settings where environmental learning occurs daily. A broad approach does not preclude, but rather draws together, learning that may occur in a range of contexts, as those places represent the constellation of meaningful learning experiences that people encounter, deliberately or incidentally, in the course of daily living. It is science learning landscape as occurring, 'beyond formal and informal educational institutions, [including in] the various media, libraries and other community-based resources and people's hobby groups and workplaces.' To this science learning landscape, we add the landscapes of opportunities for the arts, sports, dining, entertainment, history, and nature.[11,12]

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People seamlessly shift between social roles. Consider a parent with friends who are also parents. The adults can engage in a meaningful conversation, yet instantly shift attention to their children, then re-enter the adult conversation with a brief apology to reorient. Or consider the ways in which people rapidly shift from professional to peer to familial relations: As an individual moves from one social role to another, attention changes, and the data noticed are interpreted through a different set of lenses. Individuals in the same location, at the same time, can hold radically different perceptions of that moment and place, based on their differing roles at a given time. Social roles help people make sense of what they need or want to attend to in the moment.[18,19]

Yet social roles can also constrain perceived learning as people consciously consider themselves to be 'learners' in relatively few settings. Thus, effectively enacting the role and identity of a learner may require more of an explicit marking of experience while moving through life, noting the many settings, interactions, resources, and opportunities of environmental learning. In turn, learningscapes—or the robust and holistic context in which those learning experiences occur—also influence the identity of the learner

The learningscapes framework offers one particularly powerful way to align perspectives of environmental learning with everyday life contexts. Learningscapes focus attention on how a person moves through life, with the potential for making meaning from, and learning across, among, and between myriad life experiences and social roles[13]

IV.CONCLUSIONS

Although learning in its most holistic sense is continual, learning about any single thing is often sporadic and interrupted. People make meaning across and between life experiences and may not, without particular effort, consciously connect specific events. Each individual's learningscape encompasses a mosaic of social roles, as well as the ways in which that person chooses to engage in society, structures, and institutions. Learningscape framing incorporates what individuals retain cognitively, affectively, and skill-wise from across those many experiences, then considers how they construct meaning, especially around understandings of and action on environmental issues[20,21] Considering learning and the lifecourse in this context challenges conventional assumptions about how we learn about the environment and the world around us. This conscious construction creates a way of organizing one's experiences so that, as one moves through life, all experiences begin to either fit into one's learningscape or dissettle the journey. This process focuses attention on organizing, providing a framework, and allowing for meaning-making rather than assuming a didactic knowledge transfer. Indeed, we refer to curation for authentic integration of learning theories into informal and incidental contexts and to aid in the seamless transition of formal environmental learning into everyday life. Research participants' uptake and processing of this information occurs in a socially and culturally relevant setting by attending to and participating in activities authentic to their daily lives and roles as parents, neighbors, consumers, and voters. They then have immediate opportunities to take meaningful, impactful action, such as making an environmentally friendly purchase, discussing a topic of community importance with a friend or neighbor, or learning from a farmer about which local vegetables are or are not in season due to current patterns impacted by broader-scale environmental conditions.[22,23]

The everyday-life and learningscape framing opens possibilities for connecting the environment to people's daily experiences in ways that are meaningful and relevant. In forced-choice studies and experiments, a continuum appears to exist with regard to how much people purport to care about the environment particularly when placed in comparison with numerous other pressing concerns[24]

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