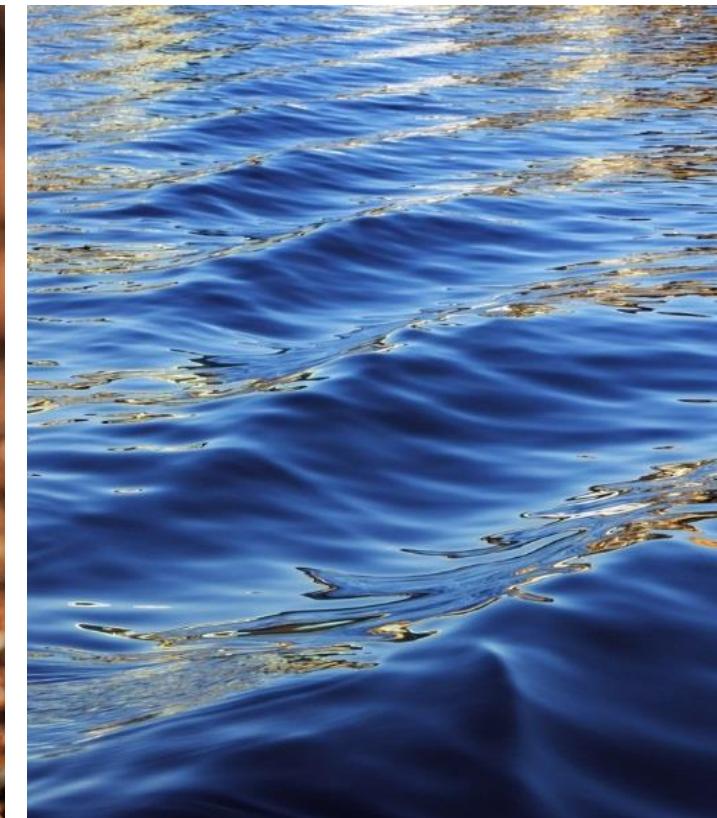




# My environment – My land – Module 3

Partner name: PRIMARY SCHOOL OF VAREIA - GREECE

Date: 17/02/2023



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Partners

1. BLUE ROOM INNOVATION – SPAIN
2. IDEC – GREECE
3. FEDERATION DES ASSOCIATION DE PARENTS D'ELEVES DU LUXEMBOURG
4. UNIVERSITE DE LIEGE – BELGIUM
5. PRIMARY SCHOOL OF VAREIA – GREECE
6. Instituto Agrario Bell-Lloc del Pla SA – SPAIN
7. Scuola Europea di Varese – ITALY



# My land

- Gruenewald&Smith (2008) state that the concept of “place” is often used as a synonym for “community”.
- According to Smith&Sobel (2010), the implementation of an action plan, whose main objective is to get to know and promote the place, will create learning opportunities that foster changing attitudes towards environmental issues and the acquisition of skills.
- The concept of place can be approached both as a small-scale concept, that is, as a neighborhood but also in the broader sense of the entire region.
- Some students and teachers may give more importance to the ecological dimension of the place and others to the social and cultural parameters.



# The concept of “Place” in Environmental Education is distinguished from the following:

- Learning is mainly experiential
- Students research information about their place
- The approach is interdisciplinary
- Active participation and initiative are encouraged



Good practice should involve all members of the school community. Analytically:

- Educators
- Students
- Parents
- Non-teaching school staff
- Local community – agencies



# The stages of an educational action:

- Define context
- Planning
- Choice of Strategies and actions
- Ensuring Support from local community
- Implementation and integration of the policy in the daily life of the school
- Record of School Needs
- Timetable
- Review
- Comments – Suggestions
- Evaluation
- Conclusions



Educators should discuss in plenary whether the environmental approach chosen meets the following criteria according to Derretall (2017):

- Participatory learning is promoted
- Students have the possibility of self-expression
- Experiential learning to be place-based
- Empathy is cultivated



# Material

The material that to be produced can be digital and printed. Digital materials include:

- Creating a poster
- The presentation of the results of the actions
- A comic book story
- A leaflet with information about the place
- Writing brochures with information about my place and highlighting its features and attractions
- The creation of a documentary tribute to my place



# Useful material

- <https://www.ecoschools.gr/>
- [https://gym-lefkara-lar.schools.ac.cy/data/uploads/oikologika\\_scholeia/kales-perivallontikes-praktikes-scholeion.pdf](https://gym-lefkara-lar.schools.ac.cy/data/uploads/oikologika_scholeia/kales-perivallontikes-praktikes-scholeion.pdf)
- <https://www.un.org/sustainabledevelopment/>
- <https://en.unesco.org/themes/education/sdgs/material/14#primary>

# Quiz

<https://create.kahoot.it/details/97219a14-cf56-4fd0-bf6f-32c9d6542f40>



# References

- Adams, J., Greenwood, D., Thomashow, M. & Russ, A. (2017). Sense of Place. *Urban Environmental Education Review*. Cornell University Press. New York, USA
- Ardoin, N., Gould, R., Lukacs, H., Sponarski, C., & Schuh, J. (2019). Scale and sense of place among urban dwellers. *Ecosphere Journal*.10 (9), 139-154
- Derr , V., Chawla, L. &Pevec, I. (2017). Early Childhood. *Urban Environmental Education Review*. Cornell University Press. New York, USA.
- Kudryavtsev, A., Stedman, R. &Krasny, M. (2012). Sense of place in environmental education. *Environmental Education Research*,18, 229–250.
- Gruenewald, D.& Smith, G.(2008).*Place-Based Education in the Global Age: Local Diversity*.New York: Lawrence Erlbaum Associates
- Russ, A. & Krasny, M. (2015). Urban environmental education trends. In A. Russ (Eds), *Urban Environmental Education*(p.p.12-25). Cornell University Civic Ecology Lab, NAAEE and EE Capacity
- Smith, A. & Sobel, D. (2010). *Place and Community-based Education in Schools*. New York &London: Routledge Taylor & Francis Group
- <https://ejournals.epublishing.ekt.gr/index.php/enveducation/article/view/28166>  
<https://ejournals.epublishing.ekt.gr/index.php/enveducation/article/view/26818/22790>



Project 2021-1-ES01-KA220-SCH-000032687

