



Training Module 2

Change of mindset about environmental problems



Unit 1

Rethinking the relation nature/ society

ETHICS OF CARE



The ethics of care is a distinctive approach to moral theory that emphasizes the importance of **responsibility**, **concern**, and **relationship** over consequences (utilitarianism) or rules (deontologism).

[Click to learn more...](#)

Alternative Paradigms - Care Ethics and Feminine Ethics



[Click here to watch the video](#)



ECOFEMINISM



Ecofeminism: an attempt to outline a new utopian horizon, addressing the environmental issue from the categories of patriarchy, androcentrism, care, sexism and gender

[Click to learn more...](#)

[Source: European Institute of the Mediterranean]

Ecofeminism: A Global Crisis



3 Key Takeaways from Vandana Shiva's Activism

[\(click to learn more...\)](#)



Work in group



Choose an environmental problem and discuss how this theory would apply, particularly trying to think how this form of thinking is different from the usual one.



Unit 2

The environmental problem of plastics

Introduction

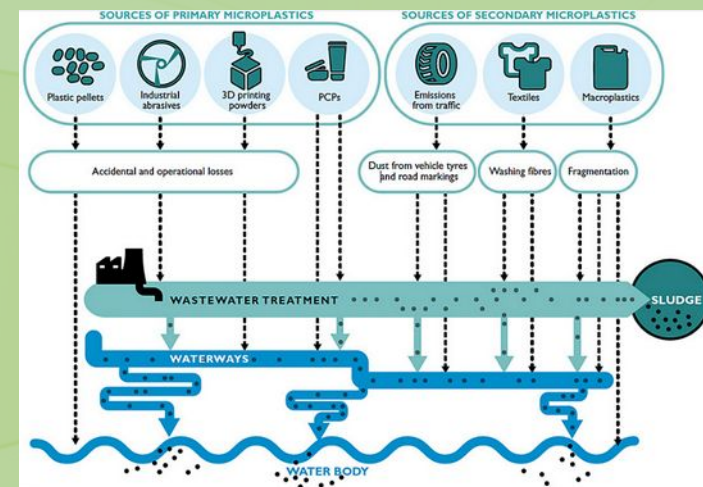


From the many global issues that human beings have caused during the Anthropocene era, plastic pollution has become one of the most pressing environmental issues, as rapidly increasing production of disposable plastic products overwhelms the world's ability to process them as waste.

Work in group

Develop a search in Internet and produce a presentation about plastics. Each group will address one of the following topics.

- History of plastics
- Diverse types of plastics and their use
- Facts about plastic pollution
- Targeted solutions for plastic pollution



Group discussion



Identify some “tentative” ways to address the environmental problem of plastics using the theories addressed in the previous unit



Unit 3

The Social Practice Model

SOCIAL PRACTICE THEORY (I)



Social Practice Theory uses elements from **science, technology, and society studies.**

Human ‘practices’ (habits) are arrangements of various inter-connected ‘elements’, such as **physical and mental activities, norms, meanings, technology use, and knowledge**, which **shape people’s actions** or ‘behavior’ as part of their everyday lives

SOCIAL PRACTICE THEORY (II)



For understanding and changing the environmental conduct we need to focus not on:

- individual behavior
- social practice
- the interaction of people's practices and their material contexts

SOCIAL PRACTICE THEORY (III)



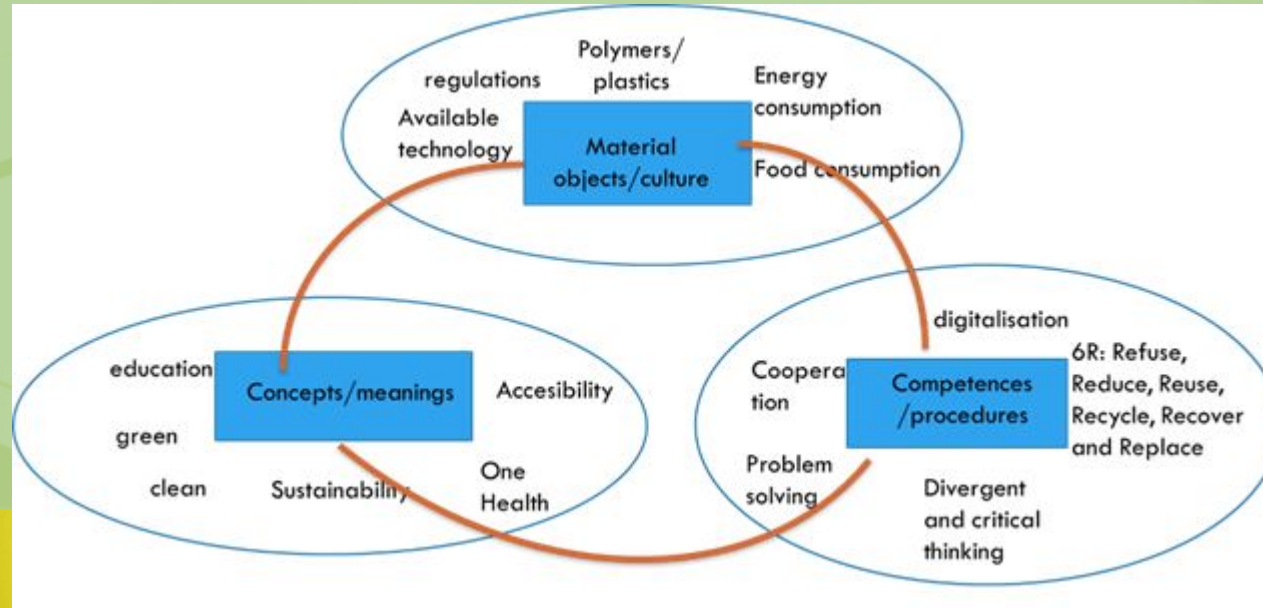
If we are to understand behavior, we must consider the relations between:

- **material objects** (that make it easier to perform certain activities in specific ways);
- **meanings** (concepts associated with activities that determine how and when they might be performed); and
- **procedures** (competencies that lead to activities that are performed in certain ways).

SOCIAL PRACTICE THEORY (IV)



Some of the possible objects, concepts, and competences that should be considered, in order to change our behavior related to plastic use and abuse



SOCIAL PRACTICE THEORY (V)



This theory goes beyond the understanding that a change of behavior will follow an increase in knowledge and positive attitudes. It is necessary to promote, through social interaction, critical reflection on how plastic objects shape our daily life and to develop knowledge of different materials, new skills and meanings

Deepening the concept



Read why understanding the forces behind social practices could change behaviour ([click here to learn more...](#))

And

Watch this video ([click here to learn more...](#))



Group discussion



Discuss the positive and negative aspects of Social Practice Theory, having in mind its implementation in the school environment.



Unit 4

Introducing an ethical environmental behaviour in inclusive school settings

Effectiveness of Environmental Education Programs



- The environmental education programmes should address two facets of human decision-making:
- conscious awareness
 - automatic processes which provide an immediate reaction (positive, negative, bias) when confronted with a situation or a stimulus.

Effectiveness of Environmental Education Programs



To convince human beings that sustainability is a part of their identity
Environmental Education should target:

- knowledge and attitudes,
- overall identity and subconscious

(McGuire, 2015)

Effectiveness of Environmental Education Programs



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[Click here to learn more...](#) (McGuire, 2015)

McGuire's criteria for Environmental Education Programs



- Engage students' social and personal identities in as many behavioural domains as possible to increase the influence exerted on global self-identity
- Address behavioural domains with which students most identify, using experiences and activities as authentic to each student as possible
- Support students for them to discover, to question, and to develop their own environment-centric reasons
- Emphasize affect toward the particular object of thought

Work in group



In small groups develop a set of short activities (3-4) for introducing the points of view of the ethics of care for very close behaviours related with children's plastic consumption (for example, toys, clothes, games, cell phones, etc).

Work in group



- 1) Revise the principles of the ethics of care
- 2) Select a children's plastic consumption
- 3) Rethink the selected consumption from the ethics of care. For example, think how a specific living being (plants, animals, humans) is hurt with the microplastics produced by the disintegration of plastic toys
- 4) Develop 3-4 activities that could help children understand the principle that no one should be hurt in the specific case selected.
- 5) Use at least one of the methodologies introduced in the previous module.

Final Recommendations (I)



- Emphasize that the waste of plastic is happening here and now.
- Design activities that enable conversations on long-term preparedness.
- Develop a narrative of positive change with students – for creating a fairer and equitable world.
- Create a narrative with recognizable actors, motives, causes and effects.
- Maintain simple frameworks and be open and help students to be open to new meanings.
- Ensure that students are aware that a wide range of solutions is constantly under review.

Final Recommendations (II)



- Build a narrative of cooperation (not unity).
- Be honest about the danger.
- Encourage positive visions.
- Activate cooperative values rather than competitive values.
- Recognize the role of your own role and the students' role in the problem.
- Work with students on the idea to never assume that what works for you will work for others.