

# Module 1: Environment



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### Introduction

'The earth has enough to satisfy every man's need, but not every man's greed'. In the greatness of his words, Mahatma Gandhi perhaps tried to help us acknowledge that through the efficient and carefully calculated management of the earth's resources, we can achieve survival, prosperity and growth of our species and of the living organisms that surround us. In the last century of excessive industrialisation, we have begun observing intensive environmentally destructive processes and the gradual and stable degradation of some of our natural resources. The environment is constantly changing and although some of these changes can be attributed to the Earth's natural course. Numerous reliable scientific research proves that the vast majority of environmental changes and pollution are the outcome of human activity.

If we consider our current lifestyle and the concept of ever-expanding growth as an ultimate socio-economic goal, it becomes quite clear that this model cannot be sustainable. Despite constant technological advancements and push for 'green growth', we are pushing the planetary boundaries. Our industries, including the increasingly industrialised and globalised food production, are taking a huge toll on the environment. This interconnectedness is a phenomenon that we constantly come across when dealing with global education topics, highlighting how interconnected we are with one another in a multitude of ways that can range within the spectrums of commerce, education, policy implementation and social relationship formation. However, it seems to us that the greatest example of interconnectedness can be witnessed most accurately when referring to the environment, something we are integrated into and ever dependent upon.

The current module presents some tools and activities that have a thematic focus on land, water and air pollution. Even though each environmental aspect is tackled separately, we consider them as a major interconnected entity, each one affecting the other, and as a whole impacting the collective existence of life on earth. Having adequate knowledge and understanding on environmental topics is an absolute necessity for the youth of tomorrow. By learning about the environment, we can observe to a great extent how our actions can have relative reactions or impacts on a certain environmental aspect and therefore understand the interconnectedness of the different counterparts of our environment.

### Aims and objectives of the module

Through the present module, we aim to raise awareness on current global realities that affect the environment in order to enhance the capacity of young people to understand the importance of these issues, their causes, their impact and their role as global citizens and global actors that can work towards various solutions for these issues. More specifically, the module has as its objectives among others:

1. To help young people understand the interdependencies and the interconnectedness of the earth's environmental dimensions;
2. To improve the understanding of how our consumption patterns are part of a bigger cycle that impacts the environment negatively;
3. To raise awareness on common environmental issues that our world is currently facing;
4. To improve young people's understanding of the impact of our actions towards the environment and their skills to better address these issues;
5. Enhance the capacity for the commitment of young people towards protecting the environment in a pro-active way and their capacities to behave more environmentally friendly.

### Number of participants

10-25

### Duration and time requirements

12-14 hours

### Suggestion for a Work Programme

| N | Event/<br>meeting | Step     | Name of the tool                | Timing per tool | Timing per<br>event |
|---|-------------------|----------|---------------------------------|-----------------|---------------------|
| 1 | Event 1           | Step 1   | Reaching Out to the World       | 30 min          | 1 h,<br>45 min      |
|   |                   | Step 1   | Thoughts on the Environment     | 20 min          |                     |
|   |                   | Step 1   | See the Big Picture             | 25 min          |                     |
|   |                   | Step 1   | Breathe In, Breathe Out         | 30 min          |                     |
| 2 | Event 2           | Step 2   | Rank the Statement              | 25 min          | 2 h,<br>25 min      |
|   |                   | Step 2   | Thematic Tree – Part 1          | 30 min          |                     |
|   |                   | Step 2   | Collective Self Mandala         | 1 h             |                     |
|   |                   | Step 3   | What Causes Pollution?          | 30 min          |                     |
| 3 | Event 3           | Step 3   | Which Environmental Issue Am I? | 20 min          | 2 h                 |
|   |                   | Step 3   | Product Analysis                | 50 min          |                     |
|   |                   | Step 3   | From Pollution to Solution      | 30 min          |                     |
|   |                   | Step 3   | Thematic Tree - Part 2          | 20 min          |                     |
| 4 | Event 4           | Step 4   | News from the Future!           | 40 min          | 1 h,<br>35 min      |
|   |                   | Step 4   | The Battle of the River         | 45 min          |                     |
| 5 | Event 5           | Step 4/5 | Clean It!                       | 1 h             | 3 h                 |
|   |                   | Step 4/5 | Don't Waste the Waste!          | 2 h             |                     |
| 6 | Event 6           | Step 5   | Make Your Own Product           | 1 h             | 1 h                 |
| 7 | Event 7           | Step 6   | Learning Bubbles                | 20 min          | 45 min              |
|   |                   | Step 6   | Pantomime                       | 25 min          |                     |

Overview of tools and their relation to global education competencies

| GloLab Framework competencies   |      | Self-awareness | Personal development | Maintaining relations | Understanding Global connections | Commitment to equality and human rights | Challenging stereotypes | Respect for the environment | Critical thinking | Maintaining independent opinion | Empathy | Solidarity | Creativity | Active participation | Taking action |
|---------------------------------|------|----------------|----------------------|-----------------------|----------------------------------|---|-------------------------|-----------------------------|-------------------|---------------------------------|---------|------------|------------|----------------------|---------------|
| Tools in this module            |      |                |                      |                       |                                  |   |                         |                             |                   |                                 |         |            |            |                      |               |
| Name                            | Page |                |                      |                       |                                  |   |                         |                             |                   |                                 |         |            |            |                      |               |
| Reaching Out to the World       | 20   | X              |                      |                       | X                                |   |                         |                             |                   |                                 |         |            |            |                      |               |
| Thoughts on the Environment     | 22   | X              |                      | X                     | X                                |   |                         |                             |                   | X                               |         |            |            |                      |               |
| See the Big Picture             | 23   |                | X                    | X                     | X                                | X                                       | X                       |                             |                   |                                 | X       |            |            |                      |               |
| Breathe In, Breathe Out         | 25   | X              |                      |                       |                                  |   |                         | X                           |                   |                                 |         |            |            |                      |               |
| Rank the Statement              | 26   | X              | X                    | X                     | X                                |   |                         | X                           |                   | X                               |         |            |            |                      |               |
| Thematic Tree – Part 1          | 28   |                |                      | X                     | X                                |   |                         | X                           |                   | X                               |         |            |            |                      |               |
| Collective Self Mandala         | 29   | X              |                      |                       |                                  |   |                         | X                           |                   |                                 |         |            | X          |                      |               |
| What Causes Pollution?          | 30   |                |                      |                       | X                                |   |                         |                             |                   | X                               |         |            | X          | X                    |               |
| Which Environmental Issue Am I? | 31   |                |                      | X                     | X                                |   |                         |                             |                   |                                 |         |            | X          |                      |               |
| Product Analysis                | 32   | X              |                      | X                     | X                                |   |                         | X                           | X                 |                                 |         |            |            |                      |               |
| From Pollution to Solution      | 33   |                | X                    | X                     | X                                |   |                         | X                           |                   | X                               |         |            |            |                      |               |
| Thematic Tree - Part 2          | 38   |                |                      | X                     | X                                |   |                         | X                           | X                 |                                 |         |            |            |                      |               |
| News from the Future!           | 39   |                |                      | X                     |                                  |   | X                       | X                           |                   | X                               |         |            | X          | X                    | X             |
| The Battle of the River         | 40   |                | X                    | X                     | X                                |   | X                       | X                           |                   |                                 | X       | X          |            | X                    | X             |
| Clean It!                       | 42   |                |                      |                       |                                  |   |                         | X                           |                   |                                 |         |            |            | X                    | X             |
| Don't Waste the Waste!          | 43   |                |                      | X                     |                                  |   |                         | X                           |                   | X                               |         |            | X          |                      | X             |
| Make Your Own Product           | 44   |                |                      |                       |                                  |   |                         | X                           |                   |                                 |         |            | X          |                      | X             |
| Learning Bubbles                | 47   | X              | X                    | X                     | X                                |   |                         |                             | X                 | X                               |         |            |            |                      |               |
| Pantomime                       | 49   |                | X                    | X                     | X                                |   |                         |                             |                   |                                 |         |            | X          | X                    |               |