How to teach environmental studies to 3rd world countries

[Environment](#), [Environmental Study](#)

Teaching Environmental Studies to 3rd World Countries Teaching Environmental Studies to 3rd World Countries Description of the Unit of Study Environmental studies are fundamental in the third World Countries and a Community of Learners Unit Plan establishes how to teach them. The unit of study will derive the multicultural perspectives, learning needs, differentiated instruction, socioeconomic status, and learning styles. It has an objective of teaching how natural environments function and how human beings should cohabitate sustainably in the natural environment. State and federal standards on the environment as enacted in the National Environmental Policy Act. Mediation of Intentionality and Reciprocity I will use Checking for Prior Knowledge to establish what the community knows about the environmental hazards, measures of conserving the environment. I will also use the checking for prior knowledge concept to ascertain knowledge of the International Environmental Policies. Moreover, I will select objects or topics and request for the attention of the students. I will also use the concept of structuring the task to develop the schemes of work and relevant environmental activities for teaching environmental studies. I will equally use the concept of looking back and reflecting to evaluate the effectiveness of the Community of Learners Unit Plan. I will also use this concept to derive mechanisms of improving the plan. Furthermore, I will adopt the Bridging Forward concept to implement the plan and establish objectivity in teaching environmental studies. More so, I will share my goals of the learning programme in a manner that invites response from the students. Mediation of Meaning The KWL seeks to activate a learner's prior knowledge of a given topic, define their interest in the topic, and gauge what

they learn from a topic (University of Illinois, n. y). To mediate meaning, I will use KWL activities like choosing a topic that will derive and maintain their interest. I will also use collaborative activities like concept maps to enhance understanding. Moreover, I will prepare relevant resources to address matters arising. I will specifically use the thinking processes of prediction to evaluate critical ideas in the study and assist students to acquire and process environmental knowledge. Additionally, I will use inquiry to do researches and surveys aimed at reinforcing my teaching. I will also connect the world to academics by giving practical examples, encouraging experimentations, and derive the practical application of the study to real life. More so, I will encourage dialogue on matters relating to the topic. Mediation of Transcendence In the quest to provide for higher-order goals and purposes, I will seek to increase the participation of all stakeholders in the community in matters relating to environmental conservation and environmental awareness campaigns. Moreover, I will assist the students to overcome their personal biases or insecurities towards learning about the environment. Additionally, I will assist students to connect isolated facts about the environment and all the dynamics of the environment. Mediation of Competence The TESA strategies ensure that teachers behave in a manner that is equal and equitable to all students with a view of making them feel accepted (Orlich et al, 2012). To incorporate the TESA strategies, I will help the students to develop an awareness of their ability to participate in environmental matters. I will equally address the questions of every student and consider the special needs of the disabled. I will also use universal assessment methods, give rewards accordingly, listen to all, be

cautious, encourage feedbacks, and develop personal interest to all students. Mediation of Sharing Behaviour Some of the activities that I will use in establishing the Mediation of Sharing Behaviour include encouraging sharing of information by initiating group discussions on various topics (Ferguson & Roux, 2003). I will also encourage sharing of information by allowing individuals to present their findings and recommendations on reference topics. I will also organize seminars and conferences on common topics (Rodriguez & Bellanca, 2007). Mediation of Individuation This involves the fostering of the development of the individual's autonomy and unique personality of the student (Ferguson & Roux, 2003). Mediation of Goal Planning My goal planning lesson involves rendering assistance to students to enable them solve their misconceptions, stereotypical ideas, or negative attributes towards the environmental studies. This ensures that there is successful completion of group tasks and activities in the study. Mediation of Challenge I will integrate the mediation of challenge by instilling aspects of determination and encouragement to cope with the complex tasks in the unit plan. More so, I will challenge the students to derive critical thinking before drawing a conclusion to a give topic. Additionally, I will encourage the students to increase their knowledge of the topic by doing more research. Mediation of Self-Change I will integrate the mediation of self-change in my unit by enabling the students to recognise the differences between relevant and irrelevant responses to environmental debates. I will equally help the students to address all the dynamics of the environmental study. References Ferguson, R., & Roux, C (2003). Mediation in the context of teaching and learning about religions in tertiary education. South African Journal of

Education, 23(4) 292 – 296. Orlich, D., Harder, R., Callahan, R., Trevisan, M., & Brown, A (2012). Teaching Strategies: A Guide to Effective Instruction. London: Cengage Learning. Rodriguez, E. R., & Bellanca, J. (2007). What is it about me you can't teach?: An instructional guide for the urban educator (2nd ed.). Thousand Oaks, CA: Corwin Press. University of Illinois (n. y). KWL. Retrieved from: http://www. ion. uillinois. edu/resources/otai/KWL. asp