

DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION

2024

EED2601

Environmental Education

ASSIGNMENT NUMBER 01

ASSIGNMENT DUE DATE: 03 May 2024

ASSIGNMENT TOTAL MARKS: 100

HONESTY DECLARATION

Your exam script will not be marked if this is not completed.

I,

(Name & Surname)

Student number:

Module code:

Hereby declare the following:

I understand Unisa's policy on plagiarism. This examination is my original work produced by myself. I have duly acknowledged all other people's work (both electronic and print) through the proper reference techniques as stipulated in this module.

I have not copied the work of any other person and handed it in as my own. I have also not made my work available to any fellow students to submit as their own.

Signature: Date:

EED2601 ASSESSMENT 01
SHORT-ESSAY QUESTIONS

ACTIVITY 1

Environmental education is an emerging field that has been around for some years. Yet it is not an easy field to tie down (if one would want to): its boundaries are fuzzy and interpretations of its documents, foundations and directions are multiple.

- 1.1. In your understanding, define environmental education? (2)
- 1.2. Explain why environmental education is considered an emerging field with fuzzy boundaries. (3)
- 1.3. Why is it important for teachers in environmental education to teach learners about the different notions of environmental education history and how they influence us? Give examples. (5)

[10]**ACTIVITY 2**

Environmental education processes need to take into consideration the history and context behind certain environmental issues and their implications for communities and their lived contexts.

- 2.1 In the context of your local community or region, how would you design and implement an educational initiative that integrates ***the three-pillars model of sustainable development*** (Thatcher, 2014) to address one environmental challenge that you have identified and contribute to the achievement of one or more Sustainable Development Goals (SDGs)? Consider the cultural, economic, and environmental factors that are unique to your area.

Please outline the following in your response:

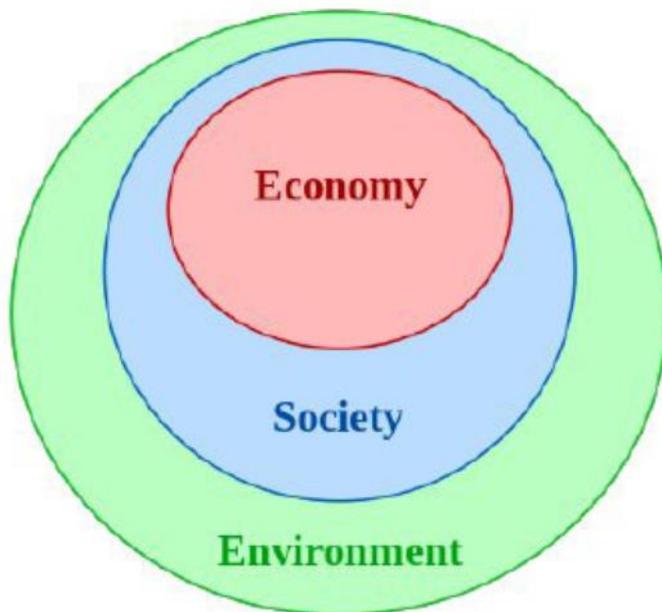
1. Identify one challenge or issue in your local community that align with the Sustainable Development Goals. (2)
2. Describe how you would integrate the three pillars of sustainable development into the curriculum or educational activities to address the identified challenge. (6)

3. Explain how the proposed environmental activities aims to develop cross-cutting sustainability competencies in learners, enabling them to contribute to sustainable development in areas such as societal, economic, and political change. (6)
4. Discuss strategies for engaging the local community, including parents, teachers, and other stakeholders, in the implementation of the environmental education initiative in your local community. (4)
5. Define specific, measurable outcomes that you would use to assess the success and impact of the initiative in terms of contributing to the SDGs. (2)

[20]

ACTIVITY 3

- 3.1. Summarise the key climate change impacts in Southern Africa, as mentioned in the **learning unit 3**. How has climate change become a developmental challenge for the region? (5)
- 3.2. Discuss the vulnerability of Africa to climate change effects. Why is the continent, despite contributing less to carbon emissions, facing severe impacts? (5)
- 3.3. Study the diagram below and answer the questions that follow;



- 3.3.1. Consider the diagram and explain how you would teach your learners about the effect of climate change on the economy, society and environment.

(15)

[25]

ACTIVITY 4

- 4.1. In your own words, describe invasive alien plants. (2)
- 4.2. Discuss the economic costs associated with invasive alien plants in South Africa. How do these plants impact agriculture, forestry, fisheries, and other economic sectors? Provide two examples. (5)
- 4.3. Outline the methods used for controlling invasive alien plants. (4)
- 4.4. How can natural enemies and physical removal contribute to effective management of alien plants? (4)
- 4.5. Describe the role of teachers in educating learners about invasive alien plants. What actions can learners take to contribute to the control of alien plants in their local areas? (10)

[25]**ACTIVITY 5**

- 5.1. In designing an Environmental Education (EE) curriculum that addresses diverse learning needs, consider the various learning styles identified within your context.
- 5.1.1. Describe how you would assess and identify the predominant learning styles among learners in an environmental learning context. (2)
- 5.1.2. What strategies would you use to recognise and accommodate diverse learning preferences, including auditory, visual, and tactile learners? (3)
- 5.1.3. As an environmental teacher, how would you create an engaging and effective learning experiences that resonate with each learning style? (3)
- 5.2. Considering the theory of multiple intelligences in environmental education discuss how you would design and implement an inclusive curriculum that caters to the diverse intelligences of students. Reflect on the following:
- 5.2.1. How would you leverage the diverse strengths and preferences associated with bodily/kinaesthetic, musical/rhythmic, and naturalistic intelligence (3)
- 5.2.2. How can activities be designed to appeal to learners with various intelligences, promoting a deeper connection to environmental issues? (2)

5.2.3. Discuss how you would balance collaborative and individual activities in the EE curriculum to accommodate learners with interpersonal and intrapersonal intelligences. How can group work and self-reflection contribute to a holistic learning experience? (4)

5.3. Provide three practical examples of how the school environment can be enriched to support different intelligences. (3)

[20]

Grand total: [100]