

Children's everyday experiences for the building of the child-environmental- citizen

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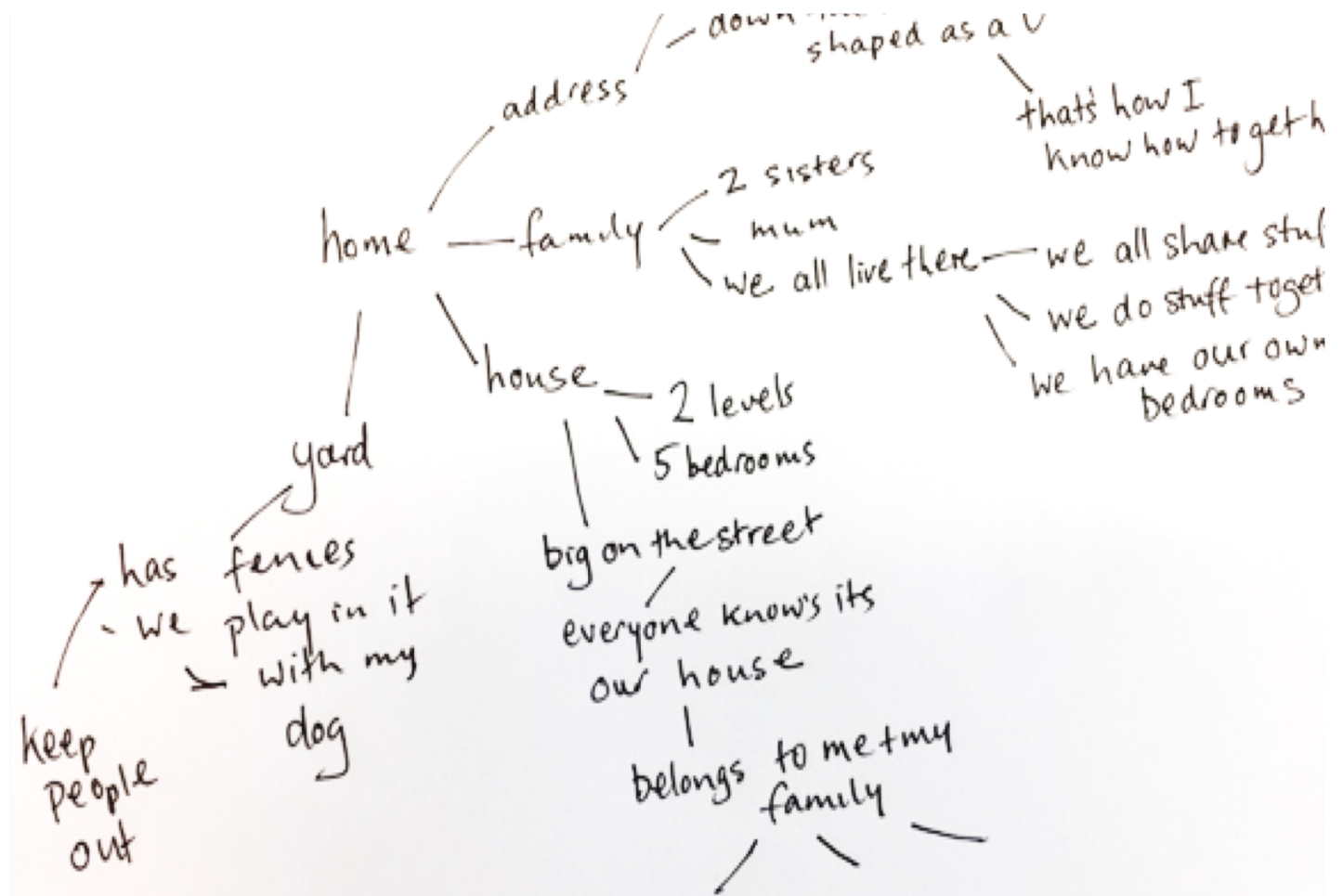
Why place?

- * subjective understandings
- * place as a local area
- * school curriculum *Which syllabuses?*

Phenomenography

— a record of different understandings of **place** as the site of everyday experiences.

How is the phenomenon experienced, perceived or conceptualized (Marton, 1981).



***Notions of place – often tied
to identity – inform action***
(Sartor, 2018)

Developmental opportunities	Catling, 2005; Hart, 1979, Green, 2011; Hordyk, Dulude & Shem, 2015; Kylin, 2003; Min & Lee, 2006; Moore, 1986; Nansen, et.al. 2015; Powell, 2001 Wells, 2000; Sebba, 1991
Children as active agents	Blanchet-Cohen, 2008; Gadd, 2016; Holloway & Valentine, 2000; Mackey, 2012; Malone 2013; Nansen et al. 2015; Pike, 2011; Ross, 2007.
Children's participation	Derr & Tarantini, 2016; Ergler, et.al, 2015; Malone 2013

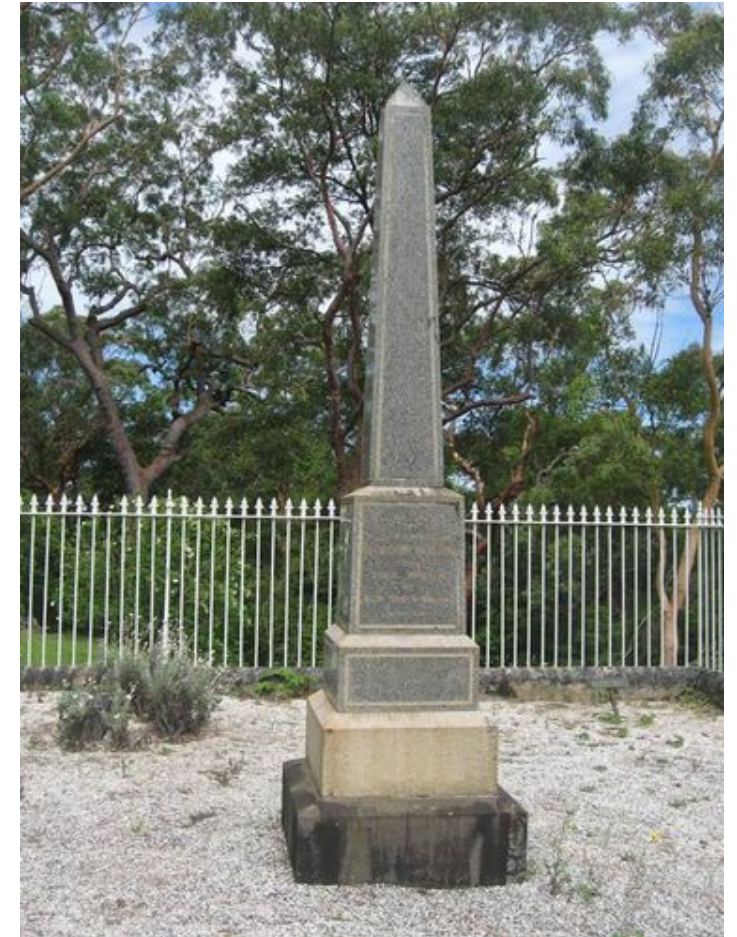
- I think the word place means. ...
- My place is ... and it is
- I see myself as someone who is...
- I can look after my place by

Categories of description

(Sartor, 2018)



- **Place heritage** (Sartor, 2018)
 - personal and collective history
 - understanding the influence of culture
- **Independent mobility for capacity building** (Sartor, 2018) exploration, autonomy,
 - social and environmental awareness.
 - resilience
- **Children's evaluations of place** (Sartor, 2018)
 - Satisfaction for future aspirations



Space for spatial & psychological security (Sartor, 2018)

- continuity of self
- protection and safety

The body self (Sartor, 2018)

- senses, movements, orientations
- ownership of space
- self-regulatory processes



Autobiographical understandings and personal histories (Sartor, 2018)

- monitoring own development and future aspirations

Children's identities in place (Sartor, 2018)

- place identity,
- social identity,
- identity continuity
- environmental identity
- ecological identity

Inclusion and exclusion (Sartor, 2018)

- belonging
- not belonging eg lack of citizenship



Relatedness to nature (Sartor, 2018)

- trees for ecological processes
- embodied experiences,
- environmental & ecological identity
- intangible qualities - awe & wonder

Value nature (Sartor, 2018)

- personal- fun, functionality, memories
- humans- gaseous exchange, climate
- ecology- for other species



An ethic of care (Sartor, 2018)

- caring for self, others, the community
- caring for personal space, home, yard, the bush, heritage sites, trees
- humanitarian caring

Environmental knowledge- where & who with? (Sartor, 2018)

- good environmental knowledge
- no mention of school
- own observations/experiences
- social learning- family & friends

Willing and able? Intentions for looking after place (Sartor, 2018)

- (limited) strategies eg pick up litter and recycling
- self-efficacy for activism
- limited sense of citizenship

Pro-sociality and social skills for participation and citizenship (Sartor, 2018)

- pro-sociality on relationships with family and friend
- democratic process eg
 - collaborative, decision making and problem solving skills
 - assertiveness
 - negotiation of power relationships
 - capabilities for working on existing relationships

Environmental citizenship (Berkowitz et al.'s , Green, et.al., 2016)

Civics Understanding and critical thinking

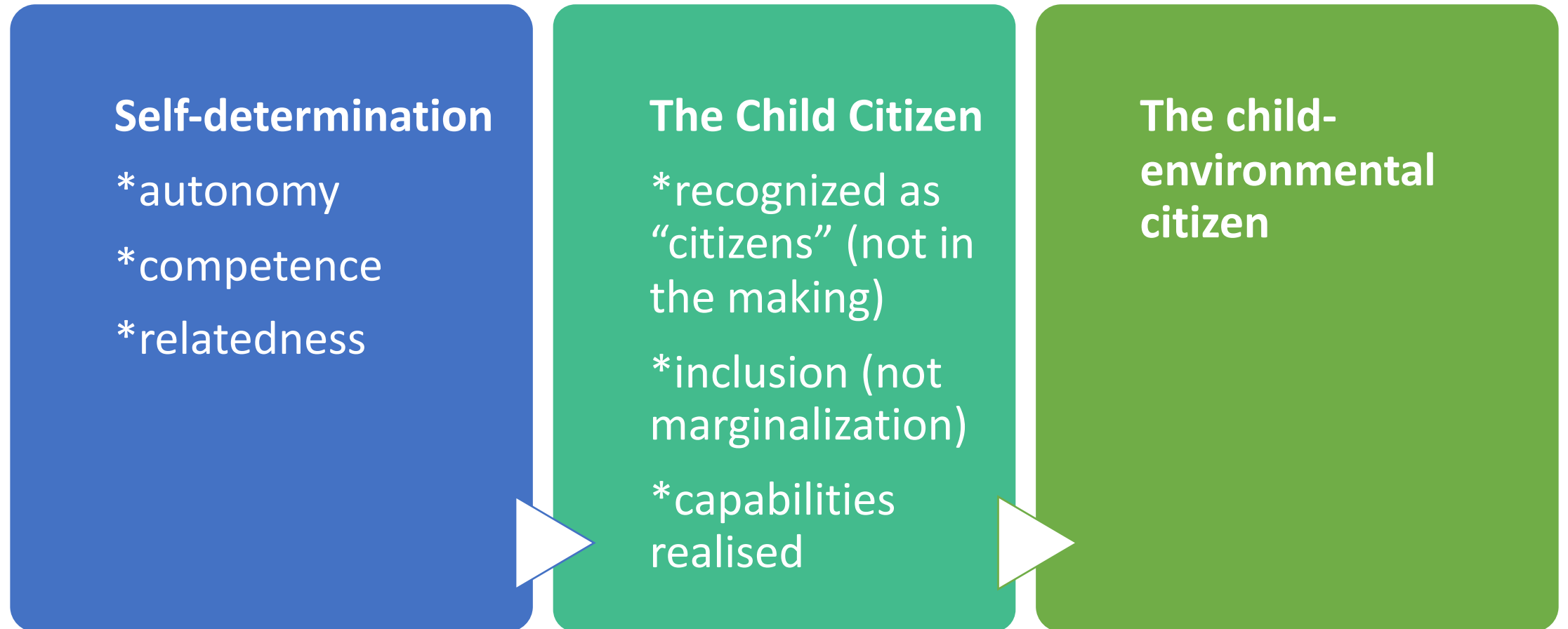
Ecological Literacy

Values Implementation

Self-efficacy- confidence and competence

Action- skills and context

Building the **child-environmental-citizen** (Sartor, 2018)



Building capacity for child-environmental citizenship (Sartor, 2018)

When children's understandings of geographies relevant to them are dismissed in school learning contexts, their lived experiences, interests and future aspirations for engagement in place are of little importance (Catling, 2005).

To engage with children's personal geographies (Sartor, 2018)

1. Provide learning opportunities

- from everyday experiences
- within the local community /area
- supporting cognitive, affective, social and physical development

2. Bridge the gap between what is taught in schools and children's personal geographies, by exploring students' (Sartor, 2018)

- leisure/recreational activities,
- social groups / interactions / events
- favourite / important places
- embodied experiences/personal spaces
- place related memories and histories

3. Observe and understand the local area (Sartor, 2018)

- Know the community (not assume)
- Encourage children to observe continuity and change in the local area and their causes.
- Develop programs embedded in/involving the local community
- Provide opportunities to building connections, social capital, and a sense of community

4. Engage in ‘political ecoliteracy’ in the classroom (Sartor, 2018)

- encourage children to critically examine their actions in relation to impacts on the local environment and/or community
- bring stories into the classroom for critical discussion (no right or wrong answers)
- demonstrate how environmental issues are intrinsically tied to social issues

5. Teaching citizenship skills without teaching “citizenship” (as per Stage 3 syllabus) (Sartor, 2018)

- implement democratic processes eg articulation, collaboration, decision making and problem solving
- implement social justice skills eg advocacy, inclusion, changing the structure to be fair
- encourage goal setting for becoming the ‘type of citizen you want to be’ (includes environmental citizen)
- start “acting” in everyday life- small steps
- focusing on local social/environmental issues that may impact on someone the children might know.
- work together with parents on “community projects”

Celebrate engagement in **place** as a local area (Sartor, 2018)

How?

- * through stories, visual media, show and tell, conversation
- draw out the “sustainable” benefit for communities & the environment
- where possible relate the local to the global
- don’t politicise

Why?

- allows children to develop agency that influences their capacity for taking a stance
- allows children’s voice to be valued
- builds awareness of how they can contribute to society

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