Topic 1.1

Environmental Value Systems

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| **Class** | **Lesson Outline** | **Resources** |
| 90 minutes | 1. Ask question: Does Environment have intrinsic value? 2. Have students complete “Environmental attitudes questionnaire.” 3. Students write 20-25 minutes about how they see their relationship with the environment. Remind students these will be shared, but that we need to respect alternative viewpoints and class should be a safe place to express these viewpoints.    1. Is it here to serve us?    2. Should there need to be a balance between people and the environment?    3. Should the environment come first? 4. Collect reflections for the next class 5. Students read pages 10-13 in textbook. Students fill in definitions and examples on “Environmental Value Systems Definitions” worksheet 6. Place continuum on the board and define terms with students. 7. Have students place themselves on the continuum 8. Exit ticket (name the three main EVSs) 9. Homework: Quick Student EVS Survey | 1. [Environmental attitudes questionnaire](http://weebly-file/2/1/8/2/21824154/environmental_attitudes_questionnaire.docx) (on website) 2. Textbook 3. Environmental Value Systems Definitions worksheet (on website) 4. Quick Student EVS Survey (on website) |
| 45 minutes | 1. How did the survey go? Problems? 2. Place 3 main EVSs on board with a place for tallying and a place for student explanations. Students take turns placing their findings and explanations in the 3 columns. Should end up with the total number of students who identified as each EVS, plus a list of reasons they chose that EVS. 3. Discussion of findings    1. What were the trends, if any?    2. Should we completely trust these findings? Why or why not?    3. How could we improve this survey? 4. Discuss what kinds of problems students listed for their countries. Are there any trends based on our small sample? 5. Return reflections 6. Students pass their reflections to other students. Students read 2 or 3 other reflections and try to label the EVS described in each reflection. Students write their guess at the top and at the end students get back their reflections and see how others would categorize their reflections. These should be more specific than the 3 main EVSs. For examples, deep ecologist or cornucopian. 7. Read pages 2-4 in textbook |  |
| 45 minutes | 1. Discussion of the 5 primary environmental periods of human history from table on page 4. How have these major inventions/periods shaped our relationship with the environment? 2. Students choose a landmark in environmental history from table on pages 7-8. They research the landmark and are prepared to answer:    1. What was the event?    2. How did it happen (the causes)?    3. What was the result?    4. How would the 3 EVSs view the event and subsequent changes or fallout from the event? 3. Students briefly present their landmarks and other information. |  |
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