

PERSPECTIVES ON THE PROMOTING ENVIRONMENTAL EDUCATION AND ENVIRONMENTAL AWARENESS OF PRIMARY PUPILS BY USING SENSES THROUGH OUTDOOR ACTIVITIES

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Abstract: This article provides perspectives on the promoting of environmental education by using senses. As underlain by the different environmental education models, the base of environmental educational ideas lies on positive attitudes to nature. Thereby it was studied to which extent attitudes could be affected by emphasising senses in a lesson held outdoors. The study is a qualitative phenomenographic case study in which a total of 18 pupils participated voluntarily in the research. The empirical data was gathered in the April 2012. The conceptions of third and fourth graders – children of age 9 and 10 – were studied. They were given outdoor education that was mostly based on using different senses, namely sense of hearing, touch, sight, smell, and taste. Children drew images on how they perceived the nearby forest and lake area before and after the outdoor lessons. The data was analyzed by using deductive content analysis. Based on the drawings, five children were interviewed before and after the outdoor lessons. The outcome was that even a short teaching period in nature has a positive effects on the pupils attitudes to nature.

Key words: attitudes to nature, environmental educational models, outdoor education, primary education, phenomenographic case study.