

# Table of Contents

	Page
Foreword - Karl Frey	
1. Environmental education curricula - worldwide	1
1.1. Definitions	1
1.2. Sources	3
1.3. Selection of the project for this study	9
1.4. Summary	11
2. Choosing the central issue for an environmental education curriculum	12
2.1. Factors influencing the choice	12
2.2. The choice of water pollution as central issue in the projects under review	19
2.2.1. - in Problems of Water Pollution	19
2.2.2. - in Man and Water	22
2.2.3. - in Man and the Environment	25
2.2.4. - in Sink or Swim? (People and Resources)	26
2.2.5. - in Shoreline Management	28
2.3. The framework in which the units were developed	31
2.4. The justification of the choice of water pollution as topic	38
2.5. How strong were various influences on the choice of the topic?	40
2.6. Summary	42
3. Materials produced by the projects	44
3.1. The ratio between teacher and students materials	44
3.2. The teacher's role in choosing and adaptating activities	50
3.3. Composition of teacher's guides	54
3.4. Composition of students' texts	64
3.5. The format of the students' texts and students' self-evaluation	74
3.6. Summary	76

	Page
4. Student activities and methods	79
4.1. Starting points - motivation	79
4.2. Laboratory investigations	82
4.2.1. Categories of laboratory investigations	82
4.2.2. Difficulties in setting up laboratory investigations	85
4.3. Outdoor observations and surveys	90
4.4. Analysis of data and critical reading	94
4.5. Socio-cultural and historical aspects	97
4.6. Games and simulations	100
4.7. Problem solving and decision making	107
4.8. Summary	112
5. Use of media	115
5.1. Use of photographs and drawings	115
5.2. Use of audio-visuials	117
6. Recommendations	119
7. Appendix	123
7.1. Curriculum units reviewed extensively and the materials used in this study	123
7.2. References	125