

**University of Pedagogical Sciences**

**Captain“Silverio Blanco Núñez”**

**Sancti-Spíritus**

**Major paper presented in option to the Bachelor´s degree in Foreign  
Languages Education.**

**ACTIVITIES DIRECTED TOWARDS THE PROTECTION OF THE ENVIRONMENT  
THROUGH THE ENGLISH LESSONS.**

**Danirys Venegas Pérez.**

**2012**

**University of Pedagogical Sciences**

**Captain "Silverio Blanco Núñez"**

**Sancti-Spíritus**

**Major paper presented in option to the Bachelor's degree in Foreign  
Languages Education.**

**ACTIVITIES DIRECTED TOWARDS THE PROTECTION OF THE ENVIRONMENT  
THROUGH THE ENGLISH LESSONS.**

**Danirys Venegas Pérez.**

**Tutor: BA Misbel Torres Pérez. PI**

**2012**

## **Thought**

“Tomorrow, it will be too late to do what we should do since a long time ago”.

Fidel Castro.

Discourse pronounced in Río de Janeiro in the conference of the United Nations about the environment and development. (June 12, 1992, page 1)

## **Dedication**

- ❖ To my family: those persons who have always supported me during this research with the goal of being a good teacher in the future.
- ❖ To the students who made possible the development of this work.
- ❖ To my tutoress.

## **Acknowledgement**

- ❖ To this university center and my professors, mainly Fidel Cubillas, Francisco Joel and others, because of the teaching of the different subjects during my career.

## **Abstract**

The present research is entitled: Activities directed towards the protection of the environment through the English lessons, it has as objective to propose activities for developing an environmental conscience through the English lessons. Different methods and techniques were used like: the survey, the interview, the observation and the documentary analysis. To process the data the author uses the porcentual calculation. This work brought as main results the lack of knowledge the students had regarding the flora and the fauna in general way, so, the same happened with the taking care of the environment that exists in the environmental education, some difficulties from the theoretical point of view in the English lessons.

## Index

<b>Contents table</b> _____	<b>Pages.</b>
Introduction .....	1
Development .....	3
Conclusions.....	19
Recommendations.....	20
Bibliography	
Annexes	

## Introduction

Nature is in constant evolution due to the dynamic process unchained by phenomena like: flooding, fires, hurricanes, volcano's eruptions or climatic accidents that provoke the disappearing or transformation of landscapes, species and ecosystems. All of this brings as consequence the destruction of the ozone layer, the acid rains, the global heating of the planet, and the loss of cultivable lands caused by deforestation, water pollution, decreasing of the biodiversity, which expose the mankind to danger; the present situation shown by the world, and specially, Latin America, makes emphasis on the necessity for elevating the environmental culture in the new generation, it is unquestionable that this responsibility, basically, falls upon the school together with the family and the different community factors, and also prepare persons for the future.

At international level, Zaror, C (1991) referred to the environmental control to preserve the natural environment and reaching a sustainable social-economic development and Foster, S (1992) proposed actions for the protection of the subterranean waters. In Cuba, different authors of major paper and articles, as Valdes, O (1996) who elaborated a methodological pamphlet to develop a correct environmental education in children and the commander Castro, F (1998) reflected about the protectionist alternatives in favor of the improvement and preservation of the environment in different events. Pentón, F (2010) studies the environmental education in junior high school in a territorial project carried out in the University of Pedagogical Sciences.

In Cuba, the use of new technologies as a support to education has transited in a dizzy way from the utopia to palpable reality. To review its excellent use and didactic utility, the role of the professor and the students, improve the pedagogical and didactic realities in the teaching learning process, as a more necessary result, among others. In this context the environmental education constitutes an important role for a person and the community in general, to be conscious about the problems that affect the possible survival of the species, environmental problems or how to solve them and prevent them, what implies the necessarily changing; each action aim at the effects of the individual and collective activity be modified, headed in just one direction, the sustainability of the Cuban educative system, as main part of the social system should answer to the challenge of forming an integral man, capable of



communicating correctly with the environment, guarantying a sustainable social and economical development.

In today's Cuban school the environmental conscience on the students should be developed, although this objective has been treated, the results are not the desired ones, specially, by means of the use of technologies in the teaching learning process, that is the case of the English subject, due this the following **scientific problem** is determined: How to contribute to develop the environmental conscience through the English lessons in junior high school? As **objective** of this research the authoress plans: To propose activities to develop the environmental conscience through the English lessons. In this investigation constituted a fundamental guide the following **scientific questions**: \* Which are the theoretical and methodological precepts that support the environmental culture in the Secondary School? \*What is the present status of the ninth grader students from, "Ernesto Valdés Muñoz" Secondary School in Sancti Spíritus regarding the environmental education? \* Which are the characteristics that school activities should have to reinforce the environmental education on seventh grader students? \* What results would be obtained in the application of the school activities guided towards the reinforcement of the environmental education on the seventh graders students from "Ernesto Valdés Muñoz" Secondary School in Sancti Spíritus? **Scientific Task**: 1- Determination of the theoretical and methodological precepts of the English teaching process with emphasis on the environmental education. 2-Diagnosis of the needs and potentialities related to the development of the environmental conscience on the students. 3- Elaboration of the proposal of activities to develop the environmental conscience. 4- Application of the proposal to develop the environmental conscience.

**Independent Variable**: The activities to develop the environmental conscience through the English lessons. **Dependent variable**: Development of the environmental conscience. **Population**: it is formed by all the students form the group: ninth 4, from Ernesto Valdes Muñoz Junior High School. This scientific presentation has been conceived, based on the precepts of the Marxist Leninist philosophy as epistemological theoretical foundation. Besides, methods, from the following levels, have been used: **Scientifically Methods**: from the theoretical level: **Inductive-deductive**: It is employed to get conception of the theoretical and methodological foundations that are used in the major paper. **Hypothetical-**

**deductive:** It is employed to determine the anticipation of the solution based on the main theoretical precepts of the environmental education promulgated by the Ministry of Education. From the empirical level: **Documentary analysis:** to know the requirements of the curriculum in the Junior High School. **Observation:** to determine a first approximation to the problem, the deficiencies and potentialities of the students in the development of an environmental conscience. **Interview:** to professors as unit of study to complement the information obtained by previous methods. From the Statistical-Mathematical level: **Porcentual calculus:** Employed to know the degree of the indicators' evolution. **Scientific Novelty:** It is given in the fact that teaching tasks demonstrate what to do and how to do it, to strengthen the environmental education on students from Ernesto Valdes Muñoz Junior High School.

## Development

It would be difficult to mark a date for the appearing of the so called Environmental Education movement, the first initiatives that can be related to an education to face the environmental problems, do not spout in the context of the school , if not in other social boundaries, like : Organization of United Nations to the Agriculture and the feeding FAO, World Organization to Health WHO, Organization to the education of Science and Culture of the United Nations UNESCO, the program Man and Biosphere, with the purpose of supplying the basic knowledge to the rational use and preservation of the biosphere recourses and the improvement of the global relation between man and the environment. On respect to this aspect, the Conference of the United Nations about Human Environment celebrated in Stocolm in 1972, among its recommendation number 96 which indicates "It is recommended that the general secretary, organism of the United Nations, particularly, the UNESCO and others international institutions interested get a previous reference and of common agreement the necessary measures to establish an international educative program of interdisciplinary teaching in school and out of them about the environment that involves all of grades of teaching and that it be directed to everybody with the goal of developing the knowledge and to stir up simple actions that allow, in some possibilities administering and protecting the environment.

A significant event is the International Colloquium of Environment Education in Belgrado, 1975, where is written a declaration of principles to the development of the environmental education known with the name of Belgrade's Letter, global context to the environmental education in which there is a great inanity of the experts in the topic, it is considered as one of the most complete documents. In it is exposed the goals of the environmental education.

Environment: System of abiotic, biotic and socioeconomic elements with what the man interacts and adapts his life, tranformates it and uses it to satisfy his necessities. (According to the law 81).

Environmental Education: Is considered a continuous and permanent process, that constitutes a dimension of the integrated education of all the citizens directed to the harmony of relations among men, between them and rest of the society and nature, during the process of acquisition of knowledge's, development of habits, skills, attitudes and formation of values, with the objective of participating in the

reorientation of the cultural, social and economic process towards a sustainable development.

The Environmental Education has as objective: To reach that the students understand the difficulties of the natural environment and the one created by the man, resulting of the interaction of the biological, physical, social economic and cultural components that knowledge acquire, the values behaviors and practical skills to participate responsibly and efficiently in the prevention and solution of environment problems in favor of the quality of the natural environment. Nereida Nodarse Valdes (2004:194).

The present world experiences the superlative degree of an environmental crisis that is characterized in the Masterly Conference taught by the Dr Gisela Alonso Dominguez, President of the Environment Agency in Cuba, in the international colloquium Jose Marti and nature, in October, 2004 when she indicates:

1. Exist an accelerated tendency to the running out natural resources that is manifested in:

- ❖ Sensible decreasing of the forest, they cover the 30% of the terrestrial surface. In the decade of 1980 it was estimated that the forest mass were being destroyed at a rhythm of 200 000 km<sup>2</sup> every year. With incidence in provision, erosion of grounds and biodiversity.
- ❖ About 6000 species of animals are considered threaded of extinction because is diminishing the number of individuals that for the destruction of their habitats.
- ❖ Every year the erosion of grounds and other ways of degradation of lands provoke a loss between 5 and 7 millions of ha of cultivable lands.
- ❖ The 40% of lands in the word are in process of desertification.
- ❖ Sweet water: in the decade of the 90 s increased twice its use. In the year 2000, 508 000 000 of people lived in 31 countries affected by the lack of water.
- ❖ The 75% of the world fishing in situation of risk.
- ❖ The 70% of sea reefs in risk of degradation.

2. Increasing levels of pollution in: atmosphere, inner waters and seas.

- ❖ The quantity of CO<sub>2</sub> in the atmosphere since 1750 has increased its level approximately in a 30%. In the XX century the averaged temperature of the planet increased 0.6°C and scientists foresee that the ave raged temperature of the Earth

will rise between 1, 4 y 5, 8°C in 1990 and 2100 and with them the increasing of natural events.

❖ The acidity of some rains in the north of EE.UU. and Europe is too high and has provoked the destruction of populations of fishes in lakes and retard the growing of forests in these areas.

❖ The data talks about the damage caused to the environment by the man's action, who, in his wishes of profit propagates a model of unsustainable and incompatible with life, respect this, Fidel Castro in his conference in the Earth Summit said: An important biological specie is in risk of disappearing because of the quick and progressive elimination of its natural conditions: the man.

So we have to alert about:

1. Help to understand the existence of the economic, social, political and ecological independence of the urban and rural zones.
2. Provide the possibility of acquiring the knowledge, the sense of values, attitudes of the active interest and the necessary attitude to protect and improving the environment.
3. Inculcate new guides of conducts in the individuals and the society in its joined respect to the environment.

We begin this way in a new millennium with a galloping environmental crisis.

A historical stage in which exist problems of deforestation generalized, loss of biological biodiversity and the climacteric changes, among others, all of this joined to big hungers, pandemics and poverty. Extreme wars of huge environmental content, migrations that are changing the face of the planet, and some demographic imbalance by the existence of more than one thousand millions of habitants in the planet.

### **Progresses and tendencies of the environmental education at international scale.**

Education has great relevance to promote the sustainable development and to increase the capacity of population to talk about environmental questions and development. The basic education is used as foundation to the education regarding the environment; the last one should be incorporate to learning as a fundamental part, with the purpose of being efficacious. At world scale, to materialize of practical form the goal of the environmental education, multiple effort have been carried out,

an example of that is ECO 92, where they try to find ways of translating the good intentions in concrete measures and governments specifically agreements to face the big environmental and development problems. The results of the Earth's Cumber include global convention about biodiversity and climate.

The principal cause of almost all the environmental problems is quick increase of the human population that nowadays reach the cipher of 6.605 million (2007) of people in the entire world. Every day there are 250.000 births, what sum 90 millions in the year. At this rhyme the global population will arrived to 10 000 millions in the year 2050. The basic needs of all these beings (feeding, dwelling, energy, clothes and consumption goods) plan a huge demand of natural recourses. If we do not make changes in the technology, the use of land and in the control measures of the birth rate, this demand will increase hardly. The pressure of the population augmenting on the environment determined by its distribution and its local cipher. The 90% of the present increasing takes place in the countries that are in a process of development, in which, for the year 2025, it will be concentrated the 84% of the world population. Kenya and Iraq, for examples, present a rhythm of growing of almost the 4% in the year, so they duplicate its population every 20 years. In some developed countries, like Japan and France, it would be necessary about 400 years to fold their populations.

The industrialized countries, with a higher level of life, are responsible ones of the major part the atmosphere's contamination, the winter resort effect, the fishing running out and the deforestation. However, these countries can reduce the environmental risk when using the new technologies as antipollution appliance, in chimneys, system of the auto regulation of emission, and facilities for the treatment of the residual waters. Although the countries in via of development consume less resource by a person, the high density of population produces a big running out the ground, the forest and the aquatic resources. The new not contaminating Technologies are economically inaccessible for those countries. Due to this, urge actions to preserve a more inhabitable world, under sustainable and economic principles.

The first initiative to solve this situation do not appear in the school context, but in other social boundaries, being collected and diffused above all international organism related directly to the United Nation. Among these organization are

outstanding: The Organization in charge of the agriculture and feeding (FAO), World Organization of Health (WOH, The Culture, Science, and Education Organization for the United Nation UNESCO, which together, approved and put into practice the program with an instructive character had the propose of supplying knowledge of Natural and Social Science necessities for the rational use and the conservation of natural resources present in the biosphere.

It necessary an immediate action plan joined to the continuous effort what will count with an educative plan to obtain a god result in a long term. In fact, one of the most important responsibilities of the educative system is to prepare the future students for the citizen changes that will take place in a better world, in a near future. Respect this recommendation#96, conference of the United Nations about Human Environmental, celebrated in Stocolm in 1972, indicates:

“It is recommended that the General Secretary, the organism of the united nations, particularly the UNESCO and the other international institution interested take previous consultation and of common agreement, the necessary measures to establish an international educative program of interdisciplinary teaching in the school and out of it, regarding the environment, that covers all the grades of teaching and directed to everybody [...]with the goal of developing the knowledge and to motivate simple actions that permit them[...] to administrate and to protect the environment”.

On October, 1977 the UNESCO, in collaboration with the PUMA, convoked the first Intergovernmental Conference of Environmental education that took place in Tbilisi (Georgia). It is considered the most significant event in the history of the Environmental Education, because in it were established the objectives and the pedagogical principles, so the strategies that should guide the development of such education at international scale.

In the Tbilisi Conference ,”The environment is conceived as, in which it is included the natural aspects and the ones resulted by the human action; the Environmental Education was planned with an interdisciplinary focusing, assigned to the solution of problems and opened to the local reality remaining integrated in all the educative process and making the students to learn how to organize their own experiences of

learning and give them the opportunity of deciding and accepting its consequences, using different educative activities, a wide variety of methods to communicate and acquire knowledge about the environment.”

During the decades of 1970 and 1980 it was cleared that the natural resources were squandering in name of the development. There were unforeseen changes in the atmosphere, grounds, waters, plants and animal, and in the relations among all of them. At the endings of 1983, the general secretary of the United Nations asked the First Ministry of Norway, Gro Harlem Brundtland, to create an independent commission to examine these problems that suggest mechanism for the increasing population of the planet to face the necessities.

On August, 1987 it is celebrated the International Congress in Moscow, in which one agreement was to declare the decade of the nineties as “World Decade for the Environmental Education”. The works were organized in relation to decisive elements of the Environmental Education; it insists in the need of an Environmental Education, that we should make emphasis in a sustainable development. The most significant of the results in the congress was the statement of the elements for an International Strategy of Action regarding education and environmental formations for the 1990 decade.

The areas in which the work is projected are:

- ❖ Reorientation of education towards the sustainable development.
- ❖ Increasing of the people’s conscience.

Foment of the capacitating.

### **The Environmental education in the Cuban Educative context:**

In the beginnings of the Revolution Triumph, the environmental education was treated in a not formal boundary and as inherent element of the socioeconomic development project, the environmental education had in mind different ways of the social task of the country through the popular participation, political and mass organizations, becoming with the course of the time in part of the national traditions. At the end of the decade of 70s is celebrated the first national seminar of environmental education, in which one of the recommendations directed to school



centres was to continue introducing the environmental dimension in each subject of the study plan of the junior high school. From this period of time the ministry of education has achieved to introduce elements that are related to the environment in curriculum's of subjects in different levels of teaching.

The different levels and types of teaching should be represented in the permanent commission to the environmental education workers. The lesson should be the principal element to introduce the environmental dimension, taking into account the system of knowledge's, so, and the potential that can give to develop the activities out of the school. Participation in labours related to cleaning, embellishment and sanitation in general. The ones related with the saving of water, electricity, combustible and recourses.

Recuperation of any type of remainder 's materials with the objective of recycling or recuperate them for their procedure later. Participation in labours of forest repopulation, take care and maintenance of urban green areas. The ones banded in the attention to the sociocultural problems and the population in general, in particular to the more needed social groups.

In this aspect the revolution has been advanced with solid steps from the organizative and legislative point of view, what have showed the will of the Cuban State to the protection of the environment and the promotion of the environmental education. This reality is seen in successes that the different breaches reach, like: education health, science and technology among others, which during 40 years have devoted the work to satisfy the growing necessities of the population. The origin of this new attitude is found in the wide ecological crisis, in the social reverberation that it plans and the need of answering from several sectors, among them: education.

The environmental education implies the practice, decision, and the auto formulation of conducts code about the making has showed a major interest by the environmental problems; this preoccupation has an important role in the social scientific development of the three last decades, to surpass the environmental problems. In the historical context that supports these efforts are distinguished three decisive moments in work towards the searching of solution to the environmental problems.

Due to the problems detected, The National Strategy of the Environmental Education designed these objectives:

- ❖ Develop on children and Young people conscience the need of taking care and protecting the environment and be sensible with the ecological problems.
- ❖ Contribute to the acquisition of knowledges and develop attitudes, skills, feelings, convictions and capacities that allow the formation of a personality who determines the causes and effects of the environmental problems and makes possible the participation in the improvement of the environment.
- ❖ Create on the students a conscience about the economic, political and ecological interdependence of the contemporaneous world, with the goal of intensifying responsibility and solidarity.

The role of the school in this contribution is expressed through the purpose of integrating the environmental dimension in the educative system, guided to the acquisition of knowledges, the development of capacities and the formation of ethic values favorable to a social and a coherent professional behavior to reach a sustainable development.

Nowadays it is a challenge the attainment of the interdisciplinary relations at a level that is required by the systemic character of the environmental problematic regarding the development.

- ❖ The interdisciplinary relations is the highest level of them, the idea is to form a total system that no have rigid limits among the subjects.

In the teaching learning process is necessary a formation on the students which help them to acquire an interdisciplinary way of acting and thinking based on the subjects they receive at school. All the students and particularly those we teach, need to be conscious about the world that surround us and the present circumstances in which the human being attempt against the survival, it is necessary that they enrich their knowledges about such important topic using the studio plan and giving them our help referent to the educative necessity in this case.

The teenagers think they are important and useful persons when they do some duties fulfill norms to live together in society and search about what they can do or not. This research has been done with few resources, used in the correct way, with equality and justice, and above all offering the same opportunities to the youth from our country.

It is our intention to reinforce the taking care and protection of the environment making a good use of the English lessons' potentialities through the studio plan of the subject for ninth grade in which are designed and applied activities related to environmental themes that can be used as a teaching aid in order to involve the Environmental Education in the English lessons and that is propitiated by the studio plan.

The scholar environmental education in the new millennium is characterized by studies, researches and experiences which in the present stage are generalized and they have generated new strategies, methodologies, indications, resolutions and plans that conform the legal of the environmental education in the Cuban educational politics.

#### Education Ministry's Energy Saving Program. (EMESP).

It has as general objective to contribute to the formation of a responsible civic conduct on present and future generations through the Education National System that based on the country's present energetic situation guarantee a conscience about the need of using the electric energy rationally, but also its saving and the contribution to the environment protection, regarding the sustainable development.

Joined Resolution #. 1/2005. Program for the saving and rational use of water in the educational. The situation of contingency that the country has due to the consequence of the drought's accumulative effects, that during some years affect the rains' regimen, the inadequate use of the sources to supply water and the no rational employ of this liquid, with the negative impact on the population quality of life, cause that the Cuban school assume the inescapable should of taking into account the measures to contribute to the people education , since early ages forming values

and foment a responsible citizen conduct with the saving and the rational employ of all the resources, among them, the water with an extraordinary importance.

Circular Letter # 11 / 03: Joined indications of MINED and the Cultural Society José Martí for the development and establishment of the Martianos Gardens in the educational sector.

These indications support the Project named “Creation and conservation of forests: an approach to José Martí and the nature's culture”, it has as base the thought of our national hero in defense of nature and his aesthetic precepts, and also, the help that in this branch the revolutionary government offers, referring to the noble effort for the protection of the environment in the battle against the deforestation, process of environmental destruction that threat with the disappearing of forest species.

The materialization of the environmental education in the highest level of the educational politics is constituted by its rank of formative objective, becoming in a transversal axle that embraces all types of education.

The Secondary School Pattern reads the following precision:

General Formative Objective.

- ❖ Demonstrate a correct attitude towards the environment, expressed on the way of acting respect to the protection and saving of resources, mainly the energetic ones, and the taking care of the social property.
- ❖ Carry out studies of familiarization about the environment, the biodiversity of what surround us, the energetic resources etc, participating in the actions for their conservation and the taking care of the social property, through the contents that subjects bring, the duties of the OPJM, the PAEME, the clubs formed according to their interests etc.

So it is obvious that the main goal of the scholar environmental education is giving the students the knowledges about the environment and development, but at the same time to create a new way of acting that is in accord with the environment.

Then, we need to educate in an environmental culture to form:

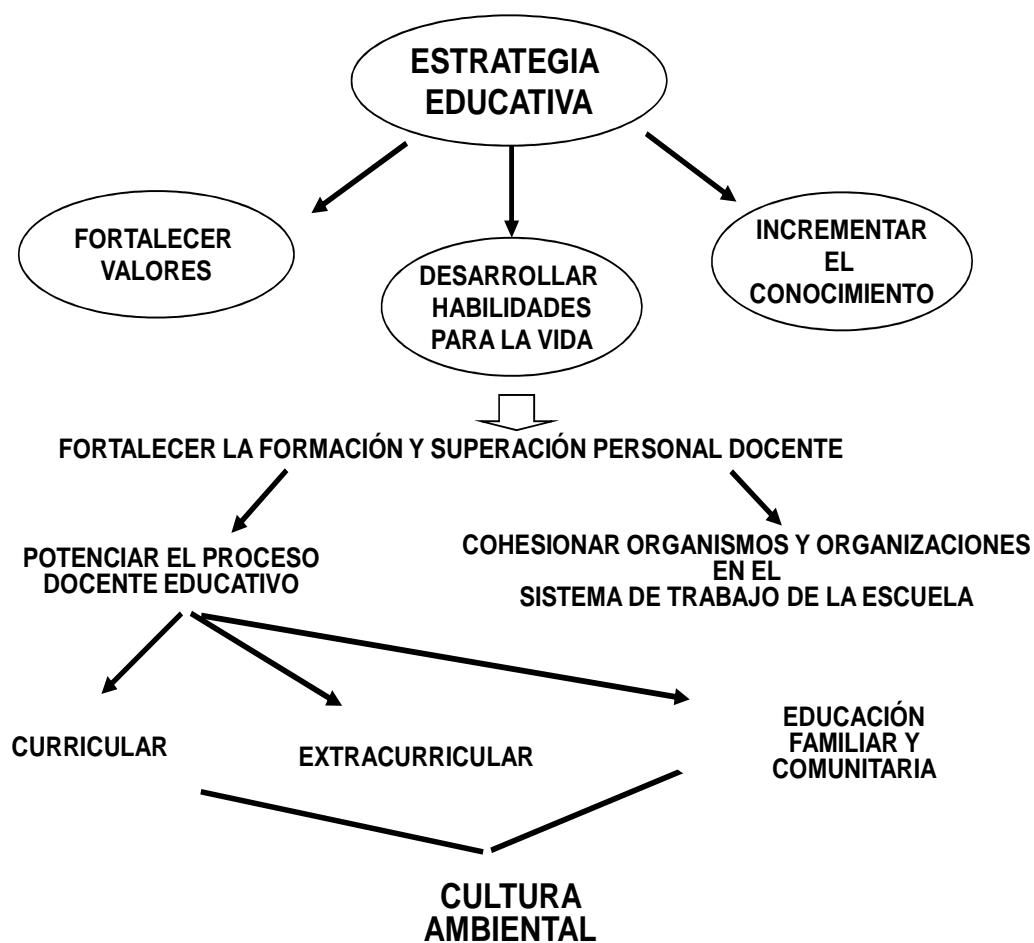
- ❖ Students with knowledges about the environmental problematic which is considered a risk for the human being and they should carry out some environmental practices to give solution to that problem.

CUBA. MINED. (Curso 1999 – 2000). Precisions for the Direction of the Teaching Learning Process in the Secondary School Transformations. p. 2.

Pentón, Félix. (2007) Scholar Environmental Education in Sancti Spiritus: realities and challengers. In digital format. CD Event of International Pedagogy. La Habana.

- ❖ Students with an environmental ethic, who be conscious and able to criticize the bad behaviors, they should observe and understand, demand their environmental rights, prepared for their own environmental responsibilities.
- ❖ Students with capacity to participate in the environmental management guided towards the realization of an inhabitable environment.

## PROMOCIÓN Y EDUCACIÓN AMBIENTAL EN EL ÁMBITO ESCOLAR



### Valuation of the indicators' initial status:

In a general way the students have scarce knowledges about the environmental culture. Respecting the total of the students are in the first level 22 for a 55% (low), 8 for a 20% in level two (middle) and only 9 for a 22% (High) can reach the third level. The indicators behave as follows:

1-Only ten students take care of the forest.

2-Seven students preserve the species in extinction.

3- Five students save the water and the electricity.

4- Nine students keep the cleaning and hygiene of classrooms and other areas of the school.

5- Eight students assume a correct attitude in situations of inadequate conducts.

The previous information has a closed relation in the development of students' skills.

**Main causes of the detected problems:**

The insufficient level of teachers' preparation: In methodological meetings the teachers do not receive orientations and actions from the technical and directions organs. This provoke that teachers do not pay attention to the necessary self-preparation looking for alternatives that allow to give solution to any thematic axles of the Director Program. In the interview to the teachers that work with group 4, 9 express that they know and apply some elements of the environment in their subjects, 4 say that they have treat this topic through different ceremonies, formative programs and extra school activities, 9 have talk about the topic with the students but not with the required time and knowledges.

The technological resources are not used with frequency

In the school, there is the possibility of getting information from video cassettes, software and video lessons, and only the Biology and Geography teachers treat the content related to environmental problems, The others express that their subjects are complex to fulfill with this activity.

The school does not make a good use of the bibliography material: The school library possesses materials specialized in the environmental culture, because everybody can consult magazines, newspapers, In Letter Encyclopedia and teachers do not assign the students to do independent activities related to the environment in that place.

Poor creativity to develop the School for Fathers. The environmental education is treated rarely and in a superficial way in those meetings.

Extra school activities are not planned and programmed in the methodological work's system The fulfillment of these extra school activities for each stage of the course allows to develop skills about the environmental education in which should be inserted the fundamental educative agents of the centre.

Lack of the students' protagonism It is given because of the weak educative work in the formation of the students' individual responsibilities at the moment of fulfilling important tasks with a formative emphasis.

Few employ of organizative styles, at the moment of developing the school and extra school activities applying systems of communication and spaces without the use of techniques to participate which will motivate the interests on the students.

The educative labor of some teachers and other persons does not constitute patterns of acting because does not generate real influences and neither transmit positive values, mainly with the taking care and respect towards the environment.

### **Methodological- Theoretical Bases.**

Based on the results obtained we elaborate some actions with an interdisciplinary focusing directed to the environmental education on the students from the junior high school. These actions are designed in ten sessions of work divided in four hour. It is proposed to develop an activity each month due to the complex character of them and the time devoted to reflection, debate and taking of decisions. In the elaboration of the actions were taken into account the interdisciplinary relations with the Natural Sciences area and the school-family- community.

This provides a conscience regarding the consequences for the environment that personal and collective actions provoke. The actions should be transformed in an individual and collective compromise to the solution of the environmental problems, creating attitudes that favor the participation in the environmental management of the community and the family.

The conception of the proposal allows characterizing it as flexible, systemic, interdisciplinary and educative, because it contributes to the acquisition of environmental knowledges related to community's problems, and also the conscience respect to the environmental problematic . It permits to establish interdisciplinary relations among the subjects that belong to the same department, taking as reference the educative potentialities of the knowledges' system that each one offers during the whole course.



The following action constitutes an important element to answer the scientific problem presented in this investigation:

### **School Activity # 1**

Title: "Saving our blue planet."

Objective: Sensitize the students with environmental problems that affect the mankind.

Participants: Students and teachers.

#### **Procedures:**

1. The teacher writes on the board NATURE and asks:

What does this term suggest you?

The students begin to express any idea, word or phrase that comes to their minds, for example:

Green, birds, keep the forest, do not destroy the environment, and take care of water, planet, infertile lands, garbage everywhere, acid rain, toxic gases, and atmospheric contamination.

2. Put examples of how they contribute to protect nature at school and community.

After valuing these aspects, in which the students should play an active role, the teacher will analyze the relation cause-effect of these problems and define the concept of Environmental Education with the students. It is important to precise that the environmental education is not the only cause of the environmental destruction, there exist other factors like: the extinction of species from the flora and fauna, the desertification, the indiscriminated cutting of woods, the lands erosion, the drought, the level of salt in waters, and the alkalinity of lands, constitute damages that contribute to the destruction of the environment. The students are going to write a paragraph with no more than 5 sentences related with the content already studied to be evaluated.

After the activities the teacher controls the activity observing the way the students work and evaluates them in an oral way by means of an open talk using the content already studied.

### **Pedagogical Test.**

A pedagogical test was applied to the students from the sample again, with the objective of proving the level of knowledge about the indicators that characterize a person who possesses a correct environmental education and his manifestations regarding the theme, this test permitted verifying that the level of knowledge about that type of education increased. When we ask them if the environmental education is important, the total of the students answer yes, representing the 100%.

The results of the instruments after the activities' application proved the same, which permitted to determine that the difficulties regarding environmental education were eliminated on the students, we achieved that they take care and keep the classroom organized, show a correct attitude towards the taking care of all what surround them at school and community, participate in activities of knowledges related to the environment and the world impact.

## Conclusions

The review of the pedagogical literature gave the author all the materials referent to the environmental education in the secondary school.

The diagnostic study revealed that it was necessary to know about the environmental education due to the following reasons:

- ❖ Mistreatment of the school entorno.
- ❖ Creation of harmful agents.

The elaborated proposal is directed to the junior high school students and is characterized for having a participative and integrated conception which motivates the school activity that has as a central core the student protagonism.

The application of the proposal revealed an improvement in: the taking care of the flora, conservation of species in extinction, saving of water and electricity, keeping the cleaning and hygiene of the environment that surround them and also the attitude assume by the students in situations of incorrect conducts respecting it.

## **Recommendations**

The author recommends:

- Continue getting knowledges about the topic that is object of study with the objective of keeping its force for post- graduate studies.
- Present the results of the research in scientific events.

## Bibliography

Álvarez de Zayas, Carlos M.: *Metodología de la Investigación Científica*. Editorial Oriente, Santiago de Cuba, 1995.

\_\_\_\_\_: *Didáctica de la escuela en la vida*. Editorial Pueblo y Educación, La Habana, 1999.

Arancibia Sosa, Victoria, Lisardo García Ramis y Eva Escalona Serrano: *La investigación educativa como sustento de las transformaciones educacionales*, en VI Seminario Nacional para Educadores. Ministerio de Educación. Editorial Pueblo y Educación, La Habana, 2005.

Armas, Nerely de, J. Lorences y M. Perdomo: *Conceptualización y caracterización de los aportes teórico-metodológicos como resultado científicos de la investigación*. Centro de Estudios de Ciencias Pedagógicas, ISP "Félix Varela", Villa Clara, 2003.

Baxter Pérez, Esther: *La escuela y el problema de la formación del hombre*. Instituto Central de Ciencias Pedagógicas, Ministerio de Educación, La Habana, 1

Castro Ruz, Fidel: "Discurso en el acto de inauguración del curso escolar 1997-1998". Ciudad Escolar Libertad, 1 de sep., 1997, en periódico *Granma*, 4 de sep., 1997.

Colectivo de autores: *Pedagogía*. Editorial Pueblo y Educación, La Habana, 1984.

*Constitución de la República de Cuba*. Editorial Pontón Caribe. S.A. abril del 2005.

Cuba-MINED: *Licenciatura en Educación. Carrera de Biología*. Editorial Pueblo y Educación, La Habana, 1990.

Danilov, M. A.: *El proceso de enseñanza en la escuela*. Editorial Libros para la Educación, La Habana, 1978.

Febles, A. Z.: *Higiene Ambiental y Hábitos Culturales*, serie de Educación para la Salud, folleto 3. Editorial Pueblo y Educación, La Habana, 1988.

García Ramis, Lisardo: *Los retos del cambio educativo*. Editorial Pueblo y Educación, La Habana, 1996.

García Batista, Gilberto y Roberto Valledor Estevill: *Conformación del Informe de la investigación*, en Fundamentos de las Ciencias de la Educación. Maestría en Ciencias de la Educación, Módulo II, Primera Parte, Ministerio de Educación Instituto Pedagógico Latinoamericano y Caribeño. Editorial Pueblo y Educación, La Habana, 2006.

Martínez Rodríguez, Oscar R. y otros: *Sistema de acciones encaminadas a fortalecer la Educación para la Salud mediante actividades extracurriculares en la Educación Media Superior*. Ponencia presentada en el V Taller Regional de Promoción y Educación para a salud e el ámbito escolar. La Habana, del 10-15 de abril, 2006

Vigotski, L. S: *Obras Completas*, t. V, Editorial Pueblo y Educación, La Habana, 1989.  
Labarrere Reyes, G y Valdivia, G. E. (2001). *Pedagogía*. La Habana: Editorial Pueblo y Educación

## ANNEXES

### ACTIVITIES PROPOSAL:

#### 1- Matching elements.

Objective: The students should identify the relation among some elements related to the environment to understand the damage that human beings cause to it.

Match:

A	B
1- Water	tree
2- Air	fish
3- Industry	bird
4- Forest	man

- Which one of the elements from column B causes more damages to the environment?
- Why do we relate man with industry?

#### 3- Fill in the gaps

Objective: The students should identify some vocabulary words related to the environment to acquire conscience about taking care of nature.

- Cuban people like to go to the ----- and the ----- in summer.
- The students dislike throwing ----- in streets and rivers.
- My mother loves having ----- at home.
- My friends hate cutting ----- and hunting -----.

List: plants, beach, trees, garbage, birds, camping site.

#### 4- Saying true or false:

Objective: The students should recognize some statements to deep into the importance of the forest and air for living.

a- ----- Fishes die because of waters' contamination.

b- ----- The forest is very dangerous for the human beings.

c- -----The cleaning of the cities contributes to the environment' s protection.

a- Why is statement B false?

#### 5- Guess where

Objective: The students should identify the name of one of the most interesting and famous places in Cuba, in order to get to know how the government preserves it.

The teacher says: Next vacation, I am going to visit a place in Pinar del Rio, it is beautiful, big, and green and there are many exemplaries from our flora and fauna. This is the unique place in Cuba where you can find small mountains named hillocks.