

The Strand Approach to Environmental Education

Using these large concepts, or strands, teachers who have no particular scientific or ecological training can instruct or guide students toward open-ended purposeful activities. The strand approach uses the following five broad, universal concepts as a way of drawing the environment under a total, integrated "umbrella."

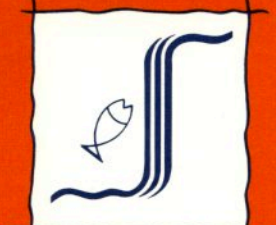
VARIETY AND SIMILARITIES. Many likenesses and differences occur among living and nonliving things. A variety of functions, sizes, and structures exists in plants and stars, rocks and animals, processes and people. Yet there are sufficient similarities to permit their classification into orderly patterns. These classifications increase one's understanding of his world.

PATTERNS. Organizational patterns are kinds of structures that may be found in rock formations as well as in social groups of people and animals. Functional patterns include traffic movements and classroom schedules. Spatial arrangements are patterns that often please us. Such patterns occur both in nature and in artistic design.

INTERACTION AND INTERDEPENDENCE. Nothing exists in isolation. Each individual is constantly interacting with living and nonliving things: his family, his belongings, his friends, his world. These people and things also depend on the individual in order to function properly. The process is continuous (as part of the life cycle) even after death, for dead life forms nourish the living.

CONTINUITY AND CHANGE. Both living and nonliving things are constantly changing—whether among galaxies and planets or within body cells and body systems. Some things remain the same in spite of change. Matter and energy may change in form, but they can never be created or destroyed.

EVOLUTION AND ADAPTATION. Over centuries of time, living and nonliving things alter and develop in the process called evolution. Probably the greatest number of changes over the longest periods of time come about in order to enable an organism to adapt to the environment. Hereditary factors then preserve the continuing elements.



In **Man and His Environment** you will find—

- A brief look at the background of environmental study area programs
- Suggestions for selecting sites and planning programs
- Aids to identifying the educational possibilities of a site and preparing learning activities related to them
- A detailed discussion of the strand approach to environmental education
- Sample class activities based on the strand approach
- Specific suggestions for different content areas which provide the teacher with springboards for further development
- References for additional help.

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