



Tree planting dilemma

Joint crossover Environmental & Space Education

MODULE 1 ERASMUS+ project Le_MOON

Lesson on *Environmental Ethics & Dilemmas* 7th of February 2023, Manisa, Turkey

AUSTRIA

ACD-Agency for Cultural Diplomacy team:

Mag. Tamara Tomašević (T.T), Dr. Geraldine Fitoussi-Hoffmann (GFH), Tatjana Christelbauer MA (TC)



The Lesson Content

based on *creative ecology approach* (Howkins, 2010, 2018)

Ethical dilemmas in environmental education introductory guide;

case scenario;

ethical dilemma model brief introduction on 2 models

environmental and space education crossover, space images & satellite for awareness raising;

art-based ethical reasoning, inclusive approach:

Optional: creating Art Manifesto to address ethical issues (inspired by *Hundertwasser*);

AI Art Wombo, mind map and linguistic landscape consisting of key terms in a multilingual setting

Source Creative Ecology, J. Howkins: <https://www.creativityatwork.com/john-howkins-on-creative-economy-ecologies/>



Bevor moving on ... Rainyday movie





Objectives:

Students learn vocabulary and problem solving related to ethical dilemmas, play scenario with examples of ethical dilemmas to ignite intense discussions; create a mind map model as a tool for ethical awareness; learn ethical dilemma step by step problem solving through the model of Ralf Potter; make further research in their classroom/local community, on environment and ethics, influence of environment on wellbeing; reflect on the lesson.

Competences:

Systems –thinking competence; anticipatory (future thinking) competence; normative competence; strategic competence; interpersonal competence, collaboration competency; critical thinking competency, self-awareness competency; integrated problem-solving competency; STEAM; creativity; digital literacy

Level: Knowledge; Awareness; Skills; Participation

Duration:

divided in 3x 30 min workshops 15-20 min + 10 min time for summary, individual presentations (in classroom, or virtual presentations via social media, learning platforms such as MIRO, MURAL)



Lesson Design

- **Online teaching material:** Digital learning resources including text and images, *Powertalk* (including assistive technologies)
- **Resources used:** lectures, scientific research, textbooks, films, plays, podcasts, multimedia art
- **E-Materials/ Technology:** Computer Software and Apps, Graphic organizers- charts and graphs
- **Learning – Teaching Styles:** Collaborative learning, Peer learning, Student centred learning, Open-Source Learning, individual learning
- **Teaching Methods/ Techniques:** Brainstorming; Demonstration; Case-Based Small-Group Discussion; Role Playing; Translation; Group work; Presentation and Questioning

1 part

Brief introductory to Environmental ethics & ethical dilemmas

Environmental ethics (author: TC)

Duration: 15 min.

What is Environmental ethics?

Environmental ethics is the discipline in philosophy that studies the moral relationship of human beings to, and also the value and moral status of the environment and its non-human contents.

(Def. from the Stanford Encyclopedia of Philosophy)

One deliberate example of environmental ethics is given in the United Nations Agenda 2030 and the 17 Sustainable Development Goals (SDGs) which reveals a relationship to ethical issues, ethical questions and concerns raised by scholars, political leaders, citizens, practitioners, and philosophers over the years on key human development and environmental issues (United Nations, [2015](#)).

Source: <https://plato.stanford.edu/entries/ethics-environmental/>

Weblink, UN Agenda 2030: <https://sdgs.un.org/2030agenda>

UN Agenda2030 & 17 SDGs



Why environmental ethics matters?

Step 1
Watch the United Nation videos:

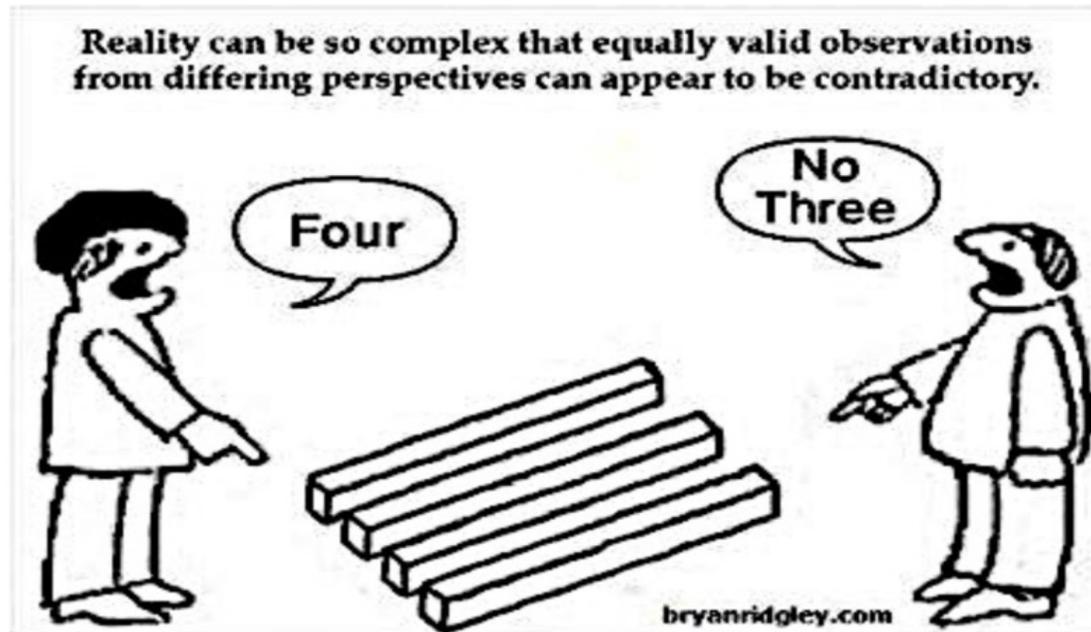


<https://www.un.org/en/sustainable-development-goals>

1.2. Ethical dilemmas (author: T.T)

Duration: 10 min
introductory part + 20
min scenario play

Ethical dilemmas



Guiding exercise on decentration with 9 dots

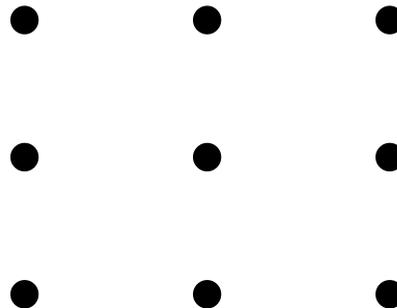
Objective

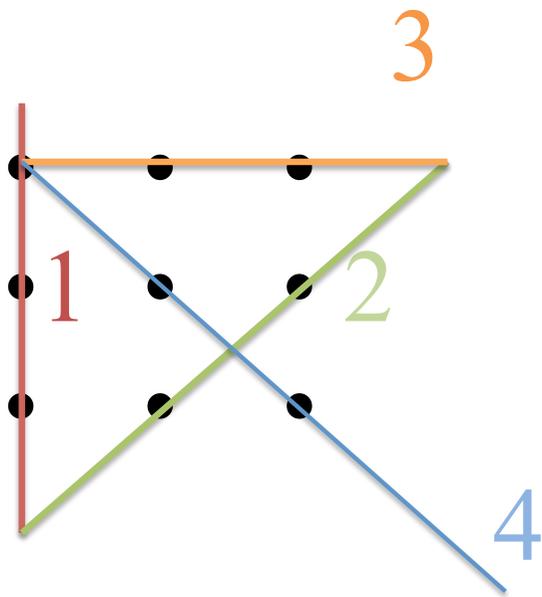
This is a classic exercise used by trainers to demonstrate how pre-existing ways of thinking can prevent us from seeing new ways of doing things. It can be substituted for a longer warm-up exercise when time is a factor or can be used at any time during this or other training units to encourage creative thinking.

If you want to have different results, you need to have different thoughts.

Process

Display on newsprint the pattern of nine dots as shown below. Ask participants to reproduce the pattern on a sheet of their own paper. Give them the task of connecting all nine of the dots by drawing four straight, continuous lines without lifting their pencils or retracing a line.



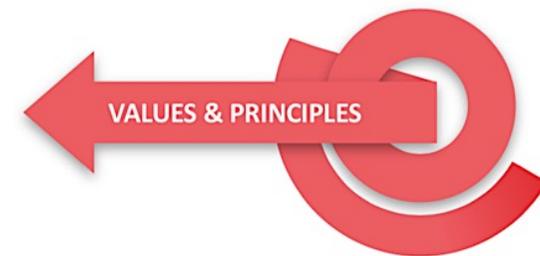


Source:

<https://www.nzdl.org/cgi-bin/library?e=d-00000-00---off-0hdl--00-0----0-10-0---0---0direct-10---4-----0-0l--11-en-50---20-about---00-0-1-00-0--4---0-0-11-10-OutfZz-8-00&cl=CL1.3&d=HASH01d2eeec7eeb46909f2b938e.5.2>=1>

Ethical dilemmas

Situations when an individual, must make a decision about which course of action is best even thou no matter what course of action is taken, some ethical principle will be compromised. In other words, there is no perfect solution.



Core pillars in decision making process

- What affects our process of thinking when we have to make a choice?
- Ethical principles-propositional statements (standards) that are used to determine what the right course of action in a situation is. They rely on logical and rational criteria to reach a decision, an essentially cognitive process.
- Values- describe ideas that we value or prize
- Morals-describe a behavioral code of conduct to which an individual ascribes. They are used to negotiate, support, and strengthen our relationships with others
- Laws and policies, codes of conduct- make people legally, or ethically, as a member of institution, obligated to take a particular course of action.

Ethical competences:

Competence for recognizing ethical dimension of the problem-naming things

Competence for ethical reasoning

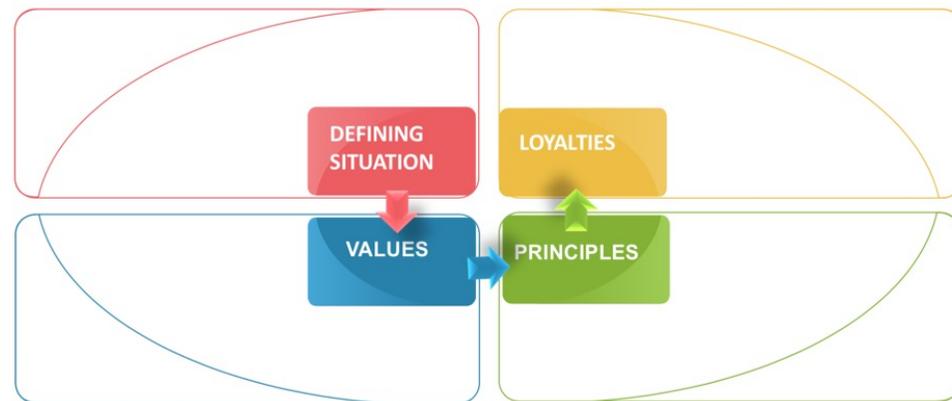
Competence for ethical decision making

Ethical Codes and Codes of conduct can also guide us from the perspective of our professional (institutional role). They define our duties related to our work or to our status in institution, but also relation in between all that are part of the same institution or profession. They can help us in choosing the course of the action. Schools have their own Codes of conduct, and values that might be compromised in practice should be recognized and defined by suggested way of behaving in risk situation /ethical dilemmas.



Ralf Potters box,
for ethical
reasoning and
decision-making
process in three
steps

Ralph Potter's Model of Ethical Decision Making



Ethical decision making in three steps

Using Potters box, process of ethical reasoning and decision making is based on three steps.



Ethical decision making in three steps



Gathering facts, defining values and principles-seeing ethical dimension of the problem. Argumentation pro/cons for different course of the action/values behind the YES or NO.

Ethical decision making in three steps

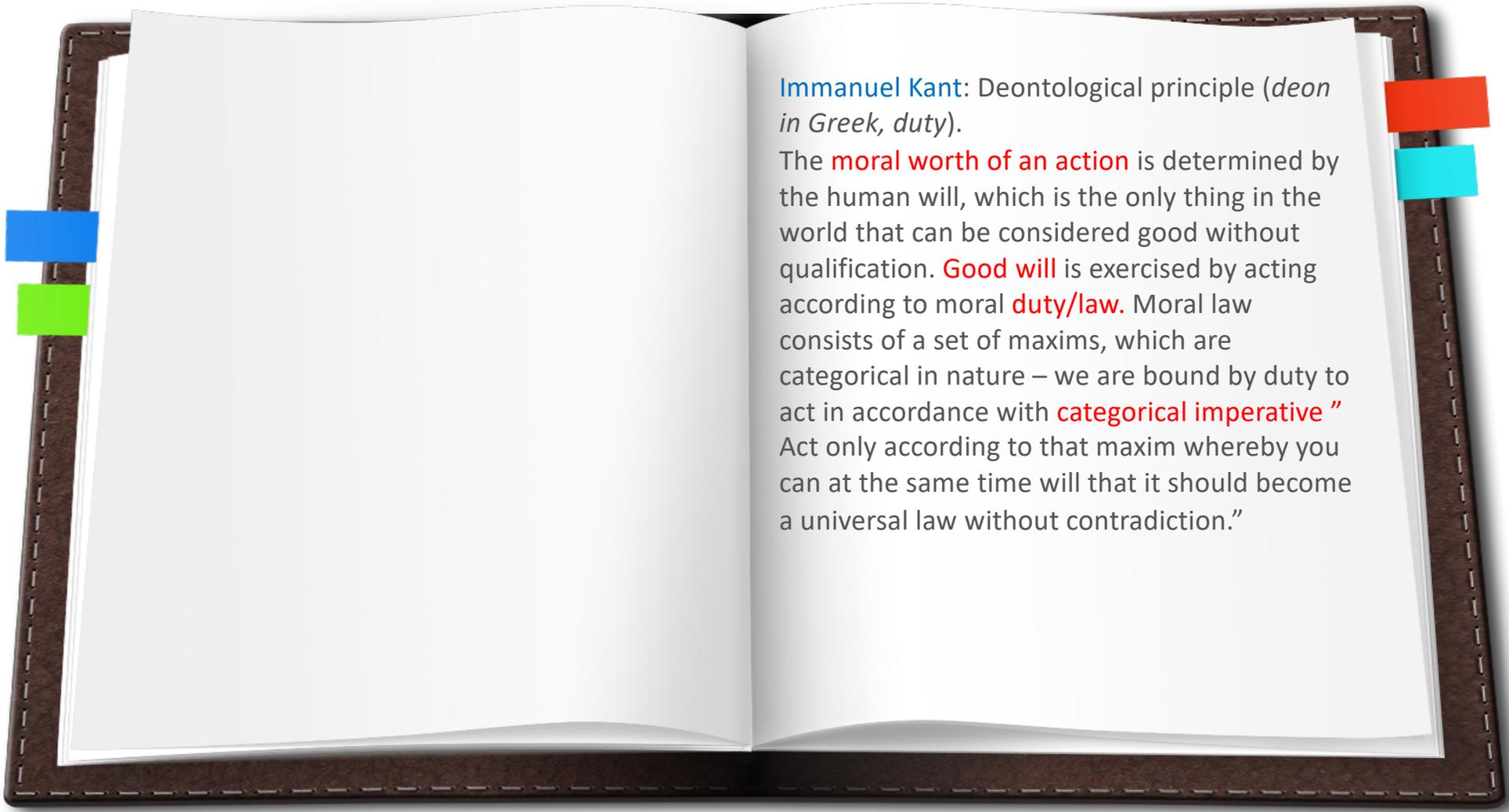


In this step we use competencies for ethical reasoning and explaining. The process consists of foreseeing consequences of the choosing different course of actions on three levels: Individual, institutional and societal level. The choice can be understandable from the perspective of one of the ethical principle(s) tied to the our course of action.

Ethical decision making in three steps



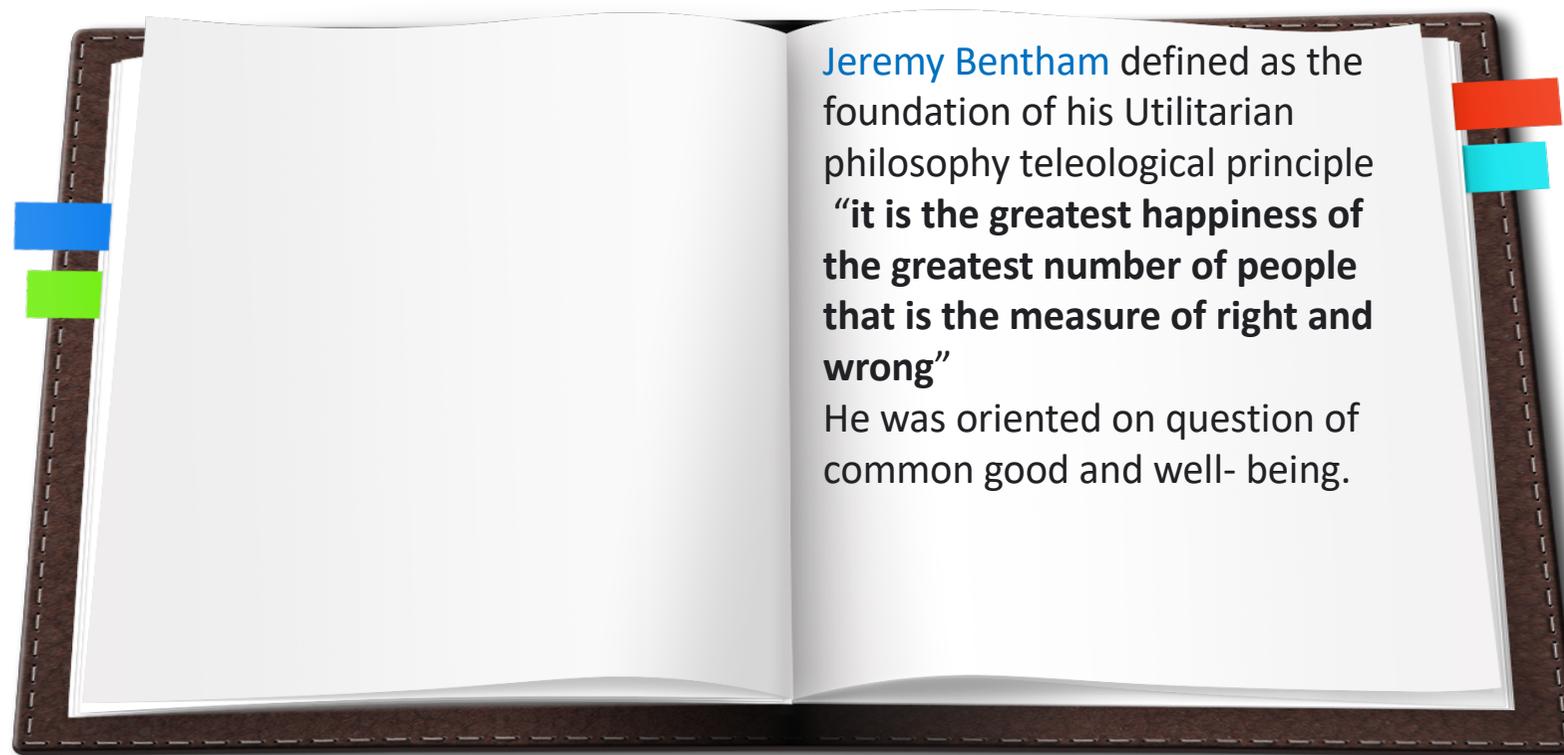
**In this step we use competencies for ethical decision making
We choose the course of action and we are ready to take a stand for
it.**



Immanuel Kant: Deontological principle (*deon* in Greek, *duty*).

The **moral worth of an action** is determined by the human will, which is the only thing in the world that can be considered good without qualification. **Good will** is exercised by acting according to moral **duty/law**. Moral law consists of a set of maxims, which are categorical in nature – we are bound by duty to act in accordance with **categorical imperative** “Act only according to that maxim whereby you can at the same time will that it should become a universal law without contradiction.”

Ethical principles



Jeremy Bentham defined as the foundation of his Utilitarian philosophy teleological principle **“it is the greatest happiness of the greatest number of people that is the measure of right and wrong”**
He was oriented on question of common good and well- being.

Quick additional tests for ethical decision making

Mirror Test. Imagine making the decision and then look at yourself at the mirror. Are you proud of the decision that you made ?

Front Page Test. Imagine reading about the decision in the headlines, with your name and photo prominently displayed

Consequences Test. The consequences of unethical decisions can be severe/consider them in advance

Reciprocity Test. Imagine being on the receiving end of your possible action

Fairness and equity: Forsee if the decision you made will impact the life of all the citizens in the same way...

Resolving ethical dilemmas with students

Case scenario, exploring ethical dilemma (T.T)

Imagine...

Director of one high school organized ecological action, as a part of a project. Idea was to plant a 100 poplar trees as a part of a high school yard. Pupils will be engaged in this ecological action. In an invitation letter for students, director explained that school received donation of 100 seedlings of poplar tree from one country who was their partner on project. Iva, one of the pupils from school whose class will participate in this action, took a part a year before in research named " *Trees in our region who are triggers for the allergy*", and she is well informed that a poplar tree is on the list of trees who are triggers for allergy. Many children in her school and many others in town deal with the same allergy, which happens when immune system sees poplar tree pollen as a potential threat. Instead of ignoring the harmless pollen, it attacks with antibodies and other chemicals like histamine. This causes allergy symptoms like coughing, sneezing, runny nose, and itchy eyes to occur. Iva refused to participate in this action, and she organized a protest in school since director rejected her written proposal in which she presents the results of the research about the % of people who suffer from this kind of allergy, and proposed director to change the tree seedlings for ecological action. Director informed Iva that he understands a given reasons, but that he is also accountable for the given donation, and therefore he needs to organize this action and make a video reportage about it. He wrote to her that there is enough space in school yard for other seedlings and it is also questionable if all the seedlings will even grow, but in a case, they do not plant it as a part of planned ecological action, that might compromise relation with their project partner and made the donation of their country questionable.

Was the decision of the director, and choice that he made right or wrong?

Step by step analysis

Duration: 10 minutes

First step:

Prepare two chairs in front of the students. Paste a paper with a word YES written on it on a first chair in a way that is visible to students. Do the same with a second chair just put the word NO on it. Prepare flipchart or white board behind so you can write down everything that is needed to be written during the process of ethical decision making. Write a T table (on a top of the left part write down YES and on a right part write down NO).

Second step:

Tell the students that you will share with them one of the stories /ethical dilemmas.

Explain that this is situation when it is not easy to make a decision because each course of the action that is possible to choose is tied to some principle of values and usually our decision means that we need to choose only one of them.

Explain that after you read the story, they should one by one pick one of the chairs based on their thinking and choice of action they believe it is right in described situation.

Everyone who would like to share their opinion needs to take a stand, by taking the floor sitting on one of the chairs (either YES or NO), and explain their reasons of choice. It is not possible to share their point of views by remaining on the place where they sit regularly/they need to come up front and pick a chair.



Third step: Read the story out loud and slowly (slide number 3). Ask students while listening to memorize all the facts. Offer to read once more if they missed some of the data.

Fourth step: When some of the students picks a chair and explains their choice, ask them to try to recognize values that are baseline of their choice.

After the coming out of few students who participated in process you will have enough values written down on both sides of the table.

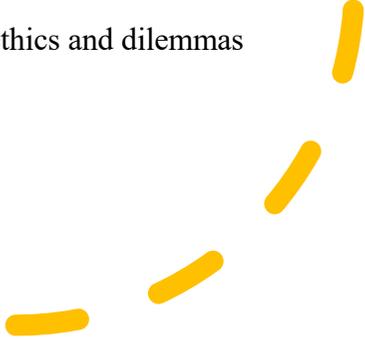
Fifth step: Ask students to think about the consequences of each course of action on individual level (consequences of doing for that person and her nearest surrounding/family setting, peers etc.), institutional and societal level.

Discussion

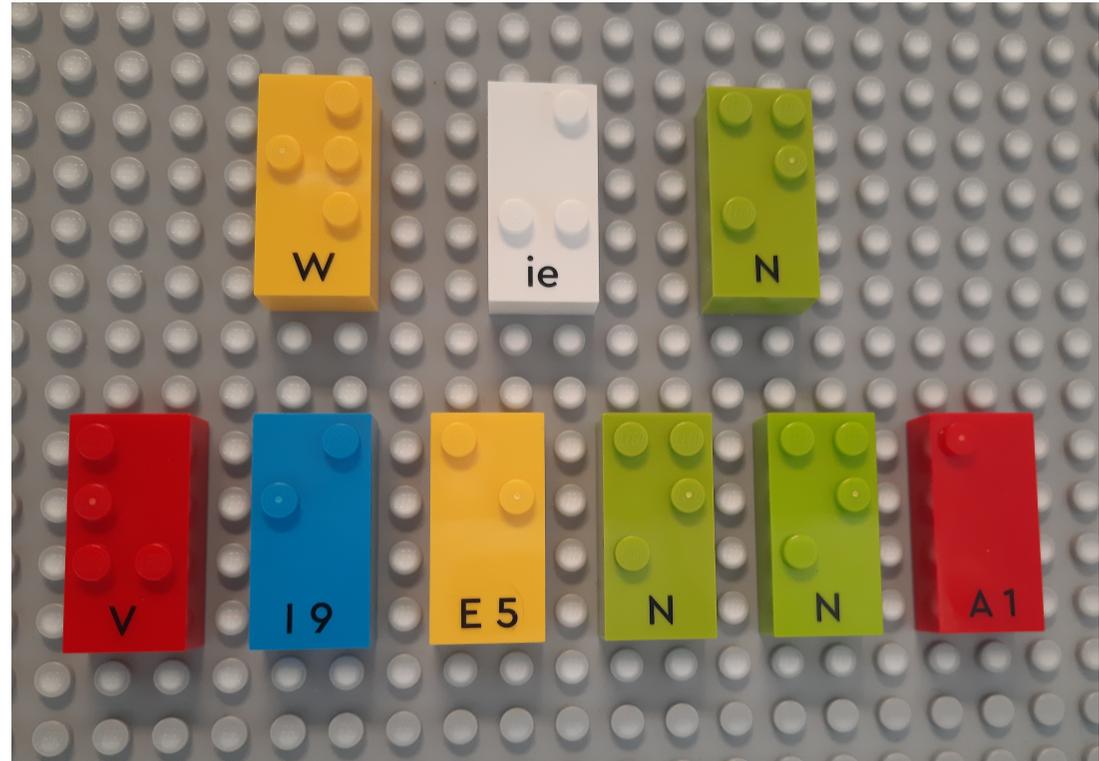
Ask if anyone would now change the decision and if yes to explain why.

Creating mind map: Ethical Code #healthyenvironment

Further research in the classroom, family, friend circle, web, on ethics and dilemmas



BBI Vienna: *an input from blind & visually impaired students to discussions and policy recommendations on mobility in urban environment*



Contribution of the Vienna partner school The Institute for Blind & visually impaired in the ERASMUS+ Project Le_MOON for the Module1 lecture on “Ethics & dilemmas” shared by Focus group high school students for the discussion on *Environmental safety challenges for blind & visually impaired*

„In traffic, people sometimes leave their e-scooters wherever they want and then it could be difficult for blind people because if they touch it the alarm goes off. To solve the problem there should maybe be parking spots for e-scooters so that they are not in the middle of the way.“

Task:

Read the experiences shared by blind students (age 14), include them into discussion on improvement of mobility & road safety, urban environment ethics & dilemmas (scooters); share your suggestions for the improvement of conditions; investigate on conditions, talk with blind students in your local area about challenges they are meeting and also their suggestions for their improvement, develop together innovative solutions

Note: read by your interests the UNESCO EEP: ethics education programme:

<https://en.unesco.org/themes/ethics-science-and-technology/ethics-education> Powertalk weblink: <https://blinno.org/en/roadtalk/>

Wombo AI: <https://wombo.ai/create>



Step 3 take action

Get inspired by recognized artist and ecological activist Hundertwasser read the text:

Tree tenants: occupants of a building in Alserbachstrasse, Vienna Austria:
[https://hundertwasser.com/en/texts/an die bewohner wien-alserbachstrasse](https://hundertwasser.com/en/texts/an%20die%20bewohner%20wien-alserbachstrasse)

More about “Tree tenants”:

[https://hundertwasser.com/en/texts/baummieter sind botschafter des freien waldes in der stadt](https://hundertwasser.com/en/texts/baummieter%20sind%20botschafter%20des%20freien%20waldes%20in%20der%20stadt)

- Read the document composed by Hundertwasser “*Peace Treaty with Nature*”
- Weblink: [https://hundertwasser.com/en/original-graphic/847 a hwg93 peace treaty with nature 14](https://hundertwasser.com/en/original-graphic/847%20a%20hwg93%20peace%20treaty%20with%20nature%2014)
- Read more about ecological art activist Hundertwasser: <https://hundertwasser.com/en/ecology> ;
<https://www.kunsthhauswien.com/en/about-us/green-museum/ecological-commitment/>

Joint crossover Environmental and Space Education

Awareness of the dilemmas of human activities through space images. Example-exercise: The Aral Sea seen by satellite. Left in 2006, right in 2009 (Images Credits GeoVille Information Systems)

Duration: 15 min



ACD-Agency for Cultural Diplomacy association *Spaces academy* <https://www.acdvienna.org/sdg-learning/parlamint-planetarythinking/> partner Dr. Geraldine Fitoussi-Hoffmann with her enterprise KariFilm <https://www.karifilm.media>

Topic:

A human-induced natural disaster: the water that fed the lake was diverted for cotton cultivation

Task:

- The size of the lake has been considerably reduced. The consequences: disappearance of fish and birds, loss of economic activity for fishermen and inhabitants, displacement of the population, health problems linked to the polluted desert.
- Observe the two images and see the changes. Reflect on the choices made. Understand the impacts. What do we understand from these images?

We understand that water resources are not inexhaustible, and we reflect on the economic benefits of cotton crops / disastrous ecological, human, and economic consequences.

To go further, look for examples using satellite images (Space Images Search: www.esa.int) of changes in the size of forests and large cities and think about the economic, ecological, and human consequences.

Topic:

Space exploration and its benefits: Is it ethical to go to the Moon to get water?

Is it ethical to send people into space?
to build a lunar base as a training ground for going to Mars?
Reflect on this question considering that space techniques
are a source of technological innovations that have an
impact on sustainable ecological practices,
that the costs are huge,
that the problems in the world are also huge.

Weblinks to free learning materials UN SDGs:

<https://www.unoosa.org/oosa/en/ourwork/space4sdgs/index.html>

<https://www.unoosa.org/oosa/en/ourwork/world-space-forum/2022/world-space-forum-2022.html>



Photo Credits:
NASA CC

Global week to act 4 SDGs #FlipTheScript Campaign Video

Our voices matter



Youth composes their Statement for Policy makers

Follow the example:

UNICEF: Making Climate and Environment Policies for & with Children and Young People-doc for reading for students, in preparation for their individual, national and multilateral discussions on policy

<https://www.unicef.org/media/109701/file/Making-Climate-Policies-for-and-with-Children-and-Young-People.pdf>

„Peace Treaty with Nature“

1983

Friedensreich Hundertwasser

(1928-2000)

The design of environmental posters was part of *Hundertwasser* strategy, which manifested in a variety of activities, such as lectures and actions taken aimed at preserving nature and activating people's awareness of environmental protection.



Get inspired by Friedensreich Hundertwasser

Weblink: <https://www.hundertwasserartcentre.co.nz/about/hundertwasser/hundertwasser-on-ecology/>



Statement for Policy makers (draft)

We, the students of the. ...

acknowledging the (UN Agenda 2030)...

reaffirming the endeavors of the local, national & international policy makers for the sustainable development transition...

we are ***stressing*** ... (*what are your most important concerns connected with sustainable development goals?*)

Engsging in (local initiatives, European projects, school-led activities in environmental education ...

we are ***Calling upon*** (*policy makers, civil society, ...*)

and in trust, that our voices matters, we are Proposing ...



Student presenting their
Statement/ArtManifesto

Connect with the United Nations
/UNICEF/UNECE/your regional dialogue platforms,
create Youth Dialogue Platform with your
schoolmates

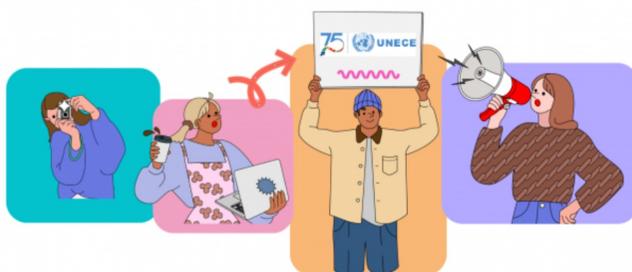


UNECE (1) **EVENTS (/INFO/EVENTS/UNECE-MEETINGS-AND-EVENTS)**

UNECE Youth Dialogue: Shaping the future of the region

UN cooperation in the UNECE region

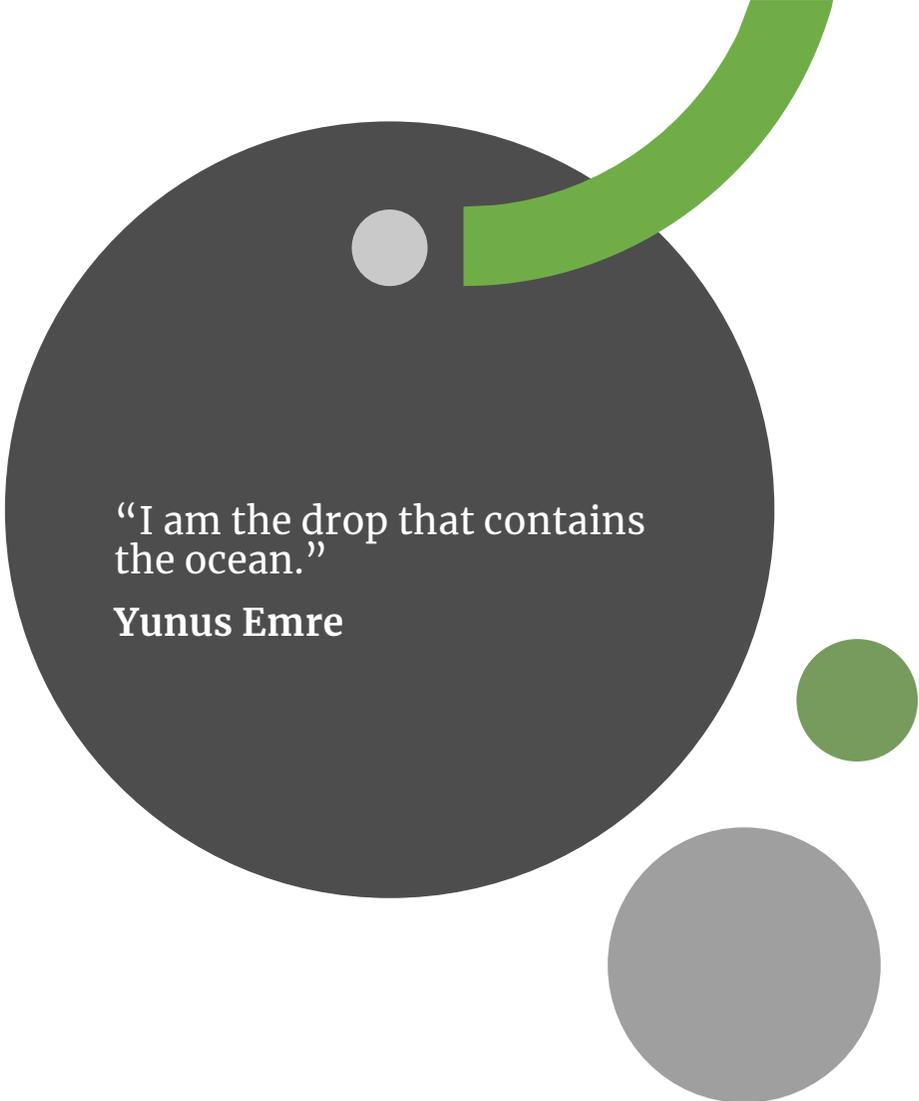
20 December 2022 10:00 - 16:00



Connect here:

[https://unece.org/info/events/
event/373517](https://unece.org/info/events/event/373517)

*Each drop matters,
together, it's raining*



“I am the drop that contains
the ocean.”

Yunus Emre

More info, references: t.christelbauer@gmail.com