

ENVIRONMENTAL ETHICS EDUCATION IN TEACHING CIVIC EDUCATION IN SECONDARY SCHOOL

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Abstract. The research purpose is to clarify the goal, content, and teaching methods for environmental ethics and propose effective examples. Theoretical and pedagogical experimental research methods are used in the research process. The findings show that integrating environmental ethics via Civic Education enhanced students' awareness and ethical behavior towards the environment through active teaching methods and visual aids, with the potential for wide application in similar teaching contexts in Civic education programs.

Keywords: Ethics, environmental ethics, civic education, environmental ethics education, environmental education, integrating.

1. Introduction

The evidence gleaned from recent research on environmental education worldwide indicates that one of the leading causes of contemporary environmental degradation stems from humans, particularly the deficiency in societal values and environmental ethics [1] [2]. Consequently, Environmental Ethics Education plays a paramount role in addressing environmental issues [3] [4]. Within educational settings, studies on environmental ethics education demonstrate positive outcomes regarding its effectiveness on learners' attitudes and behaviors toward the environment [5] [6]. Moreover, it serves as a crucial element in enhancing the quality of teaching and learning, fostering emotional intelligence, and promoting environmentally responsible actions.

The Party and the State of Vietnam have issued numerous documents to guide the protection of the environment and environment education, such as Decision No.1216/QĐ-TTg dated September 5, 2012, on the “National Environmental Protection Strategy until 2020, vision towards 2030”; The Environmental Protection Law in 2020, Article 153, which stipulates “the content and educational programs of the national education system are integrated, incorporating knowledge and legal provisions on environmental protection” [7]... Implementing the directives of the Party and State of Vietnam, environmental ethics education should be recognized and implemented through a clear curriculum, integrated into various subjects within the educational curriculum [2] [8]. The subject of Civic Education (CE) in the 2018 General Education Program (GEP) holds significant advantages for integrating environmental ethics education due to its content revolving around human relationships with oneself, others, the community, the nation, humanity, work, and the natural environment [9] [10]. Therefore, integrating environmental ethics education into CE helps learners develop competencies that demonstrate responsibility towards

the environment, encouraging practical actions to address local and global environmental degradation issues. Some studies have approached the integration of ecological lifestyle education [11] and ecological cultural education [12] into CE to elucidate the necessity, objectives, and methods of integration within CE. However, studies have not mentioned in detail the specific content, process, and methods in environmental ethics education. Therefore, this study was conducted to answer the question: What are the goals, content, and methods of environmental ethics education? Environmental ethics education process in Civic Education and notes on methods and assessment when teaching integrated environmental ethics education.

2. Content

2.1. The goal and content of environmental ethics education in teaching Civic Education

Environmental ethics education is a process in which individuals become aware of their living environment, acquire knowledge, experience, values, ethical principles, and the determination to take action to address environmental issues and related challenges of the present and future. Environmental ethics education not only seeks to convey information about the environment and environmental issues but also aims to inspire and motivate learners to change their behavior to promote sustainable environmental practices [4].

The goal of environmental ethics education is to create a generation of learners that can:

- Explain human interaction with Earth's systems;
- Make wise decisions to act and apply creative thinking and systems thinking to regenerate and maintain the environment, specifically;
- Demonstrate respect for diverse perspectives and seek solutions to socio-ecological crises.

Based on research on the characteristics of environmental ethics, sustainable development education, environmental ethics education, the 2018 General Education Program, and the psychological characteristics of middle school students, the author proposes the content and requirements of environmental ethics education for middle school students in the Civic Education subject as follows:

Table 1. The content of environmental ethics education

No.	The content of environmental ethics education	The requirements of environmental ethics education
1	The relationship between humans and the environment in the context of environmental ethics	<ul style="list-style-type: none"> - Recognizing current environmental issues from both a global and local perspective. - Identifying and analyzing the relationship between humans and the ecological environment. - Evaluating the impact of human activities on the ecological environment. - Assessing the effects of climate change, environmental pollution, biodiversity loss, etc... on the lives and production activities of human beings.
2	Environmental ethics standards	<ul style="list-style-type: none"> - Demonstrating respect and protection for the harmony of the human-society-nature system. - Implementing the efficient and sustainable use of resources. - Practising responsible consumption. - Articulating and implementing fairness in the exploitation and protection of the environment, ensuring equality in benefits and responsibilities in the use of shared resources. - Cooperating and sharing responsibilities for environmental protection.

		- Demonstrating self-awareness and honesty in environmental protection.
3	Environmental ethics actions	- Analyzing the causes and identifying solutions to environmental issues. - Proposing action plans for environmental protection. - Making decisions to act for environmental protection. - Practising a cultural lifestyle that harmonizes with nature. - Promoting and mobilizing family members, friends, and the community to conscientiously engage in environmentally friendly behaviors.

2.2. Methods of environmental ethics education in Civic Education

2.2.1. Level of Integration Environmental Ethics Education in Civic Education

Environmental ethics education in secondary education is conducted by integrating environmental ethical standards, environmental ethical awareness, and environmental ethical behavior into the curriculum in a reasonable way. The integration of environmental ethics education into civic education is often expressed at three levels:

Table 2. The level of integration of environmental ethics education into civic education

Level	Total level	Partial level	Connection level
<i>How to determine the level</i>	The content of the topic or lesson is consistent with the content of environmental ethics education.	Only part of the topic or lesson is suitable for the content of environmental ethics education.	The content of environmental ethics education is not expressed in topics or lessons but can be naturally related to environmental ethics education
<i>Orientation for organizing integrated teaching</i>	The entire topic of Citizenship Education has requirements for environmental ethics education. Teachers only need to organize teaching to ensure the objectives of the program to be able to convey the content of environmental ethics education.	Part of the topic of Civic Education has requirements on environmental ethics education. Teachers only need to organize teaching to ensure the objectives of the program to be able to convey the content of environmental ethics education.	Teachers need to determine the requirements to meet the integration of environmental ethics education content (what content, when, and how to organize activities, for example) reasonably.

2.2.2. The process of building lesson plans that integrate environmental ethics education in Civic Education

To integrate environmental ethics into the teaching of civic education, teachers need to select and design teaching activities and incorporate them into the lesson plan. The integration of environmental ethics content into the lesson plan is reflected in the lesson objectives, the teaching content, the products obtained from learning activities, the organization of learning activities, and the assessment and evaluation process according to a flexible procedure with the following basic steps:

Steps1: Identify integration capabilities of environmental ethics education

- Identify integration address and level of integration.
- Based on the required objectives of subjects stipulated in the Civic education program, teachers proceed to identify the predominant subjects suitable for integrating environmental education content.
- Review the identified predominant subjects to pinpoint lessons advantageous for integrating environmental ethics education content.
- Review the lesson to determine integration points and integrated content. To accomplish this, teachers need to address questions such as: What content integration is appropriate? What

specific content is involved? Which activities in the lesson should integrate this content? How does the logical and developmental flow of these contents occur?

Step 2: Determine the objectives of environmental ethics education

Teachers need to base these objectives on the required objectives of lesson themes in the curriculum and the required objectives regarding environmental education content. Objectives should aim to develop qualities and competencies in students. Additionally, objectives should be expressed using quantifiable verbs corresponding to levels of cognition, such as: able to identify, able to present, able to explain, and able to execute.

Step 3: Determine content, methods, and teaching materials

Based on the objectives, teachers identify the specific content of environmental ethics education to be integrated into the lesson (knowledge about the relationship between humans and the environment in the context of environmental ethics...; problem-solving skills, critical thinking skills related to environmental issues, and positive environmental behaviors). To contribute to improving the effectiveness of teaching integrating environmental ethics education, teachers need to exploit students' knowledge and experience about the surrounding living environment; evoke emotions for students to care for and respect the living environment; organize students to learn through discovery, interaction, and experience with the surrounding environment, thereby helping students form an ecologically ethical person. In particular, when choosing how to organize environmental ethics education in Citizenship Education, teachers must note that the goal of teaching environmental ethics must be emotionally connected. Environmental ethics education uses emotions as the basic driving force. Emotional engagement can have an impact on how students feel and act towards the environment and environmental sustainability.

Step 4: Design integrated teaching activities

In this step, teachers need to specify student activities, and teacher support activities to achieve the set objectives, especially those related to educating on environmental issues. Essentially, designing learning activities is the process of designing introductory activities, exploring knowledge, applying practice, and exercises for students, designing teaching methods, designing teaching environments, designing teaching aids, designing tools, and planning student assessments. To design engaging and effective learning activities, teachers must combine various teaching methods and forms of organization, integrate subject knowledge, and professional skills with rich life experiences, and know how to “activate” teaching objectives and content...

When designing learning activities for students, teachers should pay attention to:

- “Faithfulness” to the predetermined teaching objectives.
- Encompassing the common characteristics of students' age development, while also paying attention to each student's characteristics in terms of thinking, language, life experiences, etc.
- Incorporating core information of the subject into the lesson, while also paying attention to the connection between related knowledge areas; aiming not only to develop knowledge and skills but also to foster students' proper perceptions and humane values; developing students' suitable competencies for their level and age.
- Creating a diverse, multidimensional learning environment for students, stimulating their curiosity, and desire to explore, and discover.
- Providing specific guidance to students on activity methods, how to evaluate learning activities or the products of the activity process.

To meet the goals of competency development, teachers need to design activities in the following sequence: Engagement; Exploration; Practice; and Application.

Steps 5: Design tool, assessment exercises

In ecological ethics education, focusing on regular assessment is necessary because assessment helps collect evidence related to the results of students' implementation of learning

tasks during the concurrent learning process. Focus on detecting and finding shortcomings and factors that negatively affect students' learning and training results to have timely support and adjustment solutions. The evidence that needs to be collected may include qualitative evidence (observation results, records of students performing learning tasks/projects; self-assessments, surveys; comments from students). friends/group of friends; comments from students' parents, the community...) and also quantified evidence (number of times participating in group activities, quantity and quality of learning products...)

2.2.3. Integrating Environmental Ethics Education in Civic Education

Integrating ecological ethics education into Civic Education is completely feasible and necessary, based on the following characteristics:

Firstly, the main content of the subject is moral education, life skills, law, and economics. These contents are mainly oriented towards education about personal values, family, homeland, and community, to form for students the necessary habits and routines in studying, living, and a sense of self-regulation. according to ethical standards and legal regulations. This facilitates the integration of knowledge and skills related to ecological ethics. Through lessons on lifestyle and ethics, students will be equipped with basic knowledge about the environment, sustainable development, and each individual's responsibility towards the surrounding environment.

Second, one of the main goals of Civic Education is to help students understand basic moral and legal standards, and be proud of family, homeland, and national traditions; respect, tolerance, care, and help others; self-discipline, active learning and working; Have the right and clear attitude towards phenomena and events in life and be responsible for yourself, your family, society and the living environment. This is a solid foundation for environmental ethics education, helping students become deeply aware of the importance of environmental protection and sustainable development.

Third, Civic Education helps students have general, basic knowledge about ethics, life skills, economics, and law; Evaluate the attitudes and behaviors of themselves and others; Self-regulate and remind and help friends and relatives adjust attitudes and behaviors according to ethical and legal standards; Carry out tasks to achieve goals and plans for improvement and self-development; know how to establish and maintain harmonious relationships with people around them, adapt to a changing society and solve simple problems in the lives of individuals and communities in accordance with cultural values, ethical standards, community rules, legal regulations and age groups. This is an opportunity to provide knowledge about environmental ethics, helping students approach concepts and issues related to environmental ethics in a scientific and clear way.

Fourth, the Civic Education program focuses on integrating many necessary educational topics such as the environment, gender equality, cultural heritage, and social evils prevention. Integrating ecological ethics education into these topics will increase the practicality and connection of the subject with students' real lives. Students will have the opportunity to participate in environmental protection activities, become more aware of environmental issues and develop effective problem-solving skills.

Finally, the connection between the content of environmental ethics education and current events in the economic, political, cultural and social life of the locality, the country and the world will make education more effective. The subject's education becomes more vivid and attractive. Students will be more clearly aware of their roles and responsibilities in protecting the environment, thereby forming positive habits and behaviors, and contributing to the sustainable development of society.

Thus, Civic Education is a subject that plays an important role in educating students on civic awareness and behavior, contributing to the formation and development of the necessary qualities and abilities of citizens to meet the needs of citizens, requirements of the industrialization and modernization of the country and in accordance with the general development trend of the times.

However, from there, forming and developing in students a sense of responsibility and the ability to act on environmental issues and environmental protection. From there, the subject helps students understand and realize how humans and the environment interact with each other, the consequences arising from daily decisions related to the ecosystem, and the overall picture of ecosystems. Earth's diverse and interconnected social culture. The subject also contributes to answering questions about the meaning of living sustainably in this world, human relationships and their responsibility towards the natural environment, as well as fostering students' love of nature and arousing in them creative ideas about ways and solutions to live in harmony with nature and be environmentally friendly.

Regarding the secondary education curriculum, the review shows that the subject has the ability to educate ecological ethics through the following table:

Table 3. Content capable of integrating environmental ethics education into civic education

Grade	Content in the Civic Education program	Requirements in the Civic Education program	Requirements for Integrating Environmental Ethics Education	Level of integration
6	Saving	<ul style="list-style-type: none"> - State the concept of saving and its manifestations (money, supplies, time, electricity, water...) - Understand why you have to save - Practice savings in life and study - Comment and evaluate the savings practices of yourself and those - Criticize signs of waste 	Environmental ethics actions Environmental ethics standards	Partial level
7	Proud of homeland traditions	Carry out appropriate actions to preserve and promote the traditions of the countryside	Environmental ethics actions Environmental ethics standards	Connection level
	Preserving cultural heritage	<ul style="list-style-type: none"> - Recognize students' responsibilities in preserving cultural heritage - Do some age-appropriate things to do to help protect cultural heritage. 	Environmental ethics actions	Connection level
8	Protect the environment and resources	<ul style="list-style-type: none"> - Explain the need to protect the environment and natural resources. - State some basic provisions of the law on environmental protection and natural resources course; some necessary measures to protect the environment and natural resources. - State students' responsibilities in protecting the environment and natural resources course. - Achieve the protection of the environment and natural resources through actions suitable for ages. - Criticize and fight against acts that pollute the environment and destroy resources nature. 	The relationship between humans and the environment in the context of environmental ethics Environmental ethics actions	Partial level

9	Actively participate in community activities	<ul style="list-style-type: none"> - Recognize students' responsibilities in participating in community activities. - Actively and voluntarily participate in age-appropriate community activities class, school, and local organizations. 	Environmental ethics actions	Connection level
	Adapt to change	Recognize the meaning of adapting to changes in life	Environmental ethics actions	Connection level
	Smart consumption	<ul style="list-style-type: none"> - Evaluate smart and unsmart consumer behaviors. - Identify smart consumption methods (grasp information about products, use products) <p>Content Requirements to be met</p> <p>safe products, recognize different forms of advertising, determine methods pay...).</p> <ul style="list-style-type: none"> - Implement smart consumer behavior in some specific situations 	Environmental ethics actions	Connection level

2.2.4. Method of teaching environmental ethics education in Civic Education

Environmental ethics education in the subject of Civic Education should integrate flexible, suitable, and effective teaching methods, emphasizing experiential learning such as classroom, group, and individual teaching; teaching within and outside the classroom, beyond the school premises; enhancing practical experiences, honing skills in specific life situations; actively utilizing modern teaching tools for diverse, updated information, fostering students' interest; coordinating education within the school with education in families and society.

One of the important tasks of ecological ethics education is to help students understand, respect, and question values - their own, those of the locality where they live, and the values of others around the world. This requires teachers to ensure that rather than lecturing on environmental ethical values, teachers should use a non-dogmatic approach that allows students to be exposed to and participate in diversity from which to analyze different perspectives and express one's assumptions, opinions, and values. Some methods such as drama, simulation, storytelling, ethical challenge games, and discussing difficult environmental ethical issues... to nurture students' empathy for differences or openness to other people's perspectives.

Teachers should diversify positive teaching methods to organize learning activities for students in environmental ethics education, such as moral challenge games, Socratic methods, situational approaches, conflict resolution techniques, and puzzle techniques. Additionally, teachers should enhance the use of visual aids in environmental ethics education, such as drawings, paintings, photos, videos, etc.”.

*For example, using the method: **Discussion of difficult environmental ethical issues** in teaching Civic Education, Grade 9, Smart consumption*

Situation: Minh noticed that the school cafeteria uses a lot of disposable plastic products such as straws, cups, and plastic bags. Minh understands that disposable plastic is harmful to the environment but is convenient for everyday life.

Questions to guide student discussion:

What should I do when I see my friends and teachers continue to use disposable plastic?

What are the alternatives to disposable plastic products?

What can Minh do to convince his school and friends to reduce the use of single-use plastic?

Instruction:

Students will be divided into small groups to discuss the above situation. You should exchange your views and arguments. Then, the teacher will ask each group why they made that decision. Based on the answers of small groups, the teacher organizes a whole-class discussion so that students have the opportunity to listen to different groups.

The goal of the activity is for students to consider environmental ethical standards and values such as respect, responsibility, and trade-offs between convenience, economy and ecological values... will guide them in solving the above situation.

For example, using the method: **ethical challenge games** in teaching Civic Education, Grade 6, Saving

Game “Hero of environmental protection”

Objective: Raise awareness about small but meaningful actions that can protect the environment.

How to play:

Prepare:

Print task cards related to environmental protection (for example: “Turn off the lights when leaving the room”, “Segregate trash”, “Use personal water bottles instead of plastic bottles”). Each student is given a random number of task cards.

Perform:

Students perform tasks over the course of a week and record them by taking photos or writing in a journal. At the end of the week, the children will share what they did and how they felt about those actions.

Discuss:

They will discuss the impact of these actions on the environment and encourage each other to continue taking environmental actions in their daily lives.

2.2.4 Assessing Environmental Ethics Education in teaching Civic Education

Environmental Ethics Education is integrated into the subject of Civic Education. Therefore, directing the assessment of student's academic results needs to be based on the specified requirements for the field of Environmental Ethics Education outlined in the curriculum. Additionally, it should be guided by the specific nature of the subject and the methods of examination and assessment used within the subject. In environmental ethics education, the emphasis on regular formative assessment is essential because it aids teachers in collecting evidence related to students' learning outcomes during the learning process. This approach also focuses on identifying shortcomings and factors influencing standards, as well as environmental ethical behavior, enabling timely support and adjustments.

The assessment content related to environmental ethical education includes:

- Assessing students' awareness of the relationship between humans and the environment in the context of environmental ethics
- Assessing students' attitudes and beliefs regarding environmental ethical standards
- Assessing students' environmental ethical behavior.

Regular assessment in teaching environmental issues is diverse and flexible. This diversity is reflected in various assessment methods (conducted directly or online through questioning, writing, presentations, practical activities, experiments, and learning products) and assessment tools (checklists, scales, observation sheets, questionnaires, criterion-referenced assessment sheets, etc.). It is not restricted by the frequency of assessments, and multiple participants are

involved in the evaluation process (teacher assessment, self-assessment by students, peer assessment, parental assessment, and evaluation by organizations, and communities).

3. Conclusions

Environmental ethics education aims to develop students' capacities to take responsible actions towards the environment while encouraging practical engagement to address local and global environmental issues. Thus, the secondary school Civic Education curriculum, given the specificities of the subject with its many feasible contents in environmental ethics education, plays a crucial role. Therefore, teachers need to flexibly apply various forms of organizing teaching, appropriate teaching methods, and techniques to design lesson plans that integrate environmental ethics, empowering students to make ethical decisions regarding the environment.

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