

SOCIAL STUDIES COURSE AND THE ENVIRONMENTAL EDUCATION

Res. Assist. Fatma Özge BAYRAM

fatmaozgebayram@sdu.edu.tr

Süleyman Demirel University, Turkey

INTRODUCTION

The Environment

The environment is the physical, biological, social, economic, cultural and natural atmosphere in which people and other living things maintain their relationships and interact with each other throughout their lives (Çevre Kanunu, 1983). The environment, which can be expressed as the habitat of the living beings, is a concept that covers all living and non-living elements related to the individual in ecological terms (Kışlalıoğlu and Berkes, 1993). In this respect, the basic elements of the environment can be listed as follows:

- All living beings, including humans,
- Non-living beings,
- All elements of physical, chemical, biological and social nature that affect or may affect the actions of living beings (Karatekin, 2011).

The environment has a great meaning for living beings and includes the relations between human beings and other living species such as plants and animals, as well as relations with inanimate elements such as air, water, soil, underground resources and climate (Karataş and Aslan, 2012; Keleş, Hamamcı and Çoban, 2009). The structure of the environment, including both living and non-living elements, reveals the concepts of natural and artificial environment, which are two different types of environment.

The natural environment can be defined as a structure that the human influence is not seen and does not undergo a rapid change. People, in daily lives, use the elements of the natural environment effectively and show a structure that consumes the resources of the natural environment. At this point, the artificial environment can be defined as the natural environment modified or transformed by means of the human influence and technological activities, economic and social activities (Ertan, 1991). The natural and artificial environment contains the basic environmental elements and constitutes a basic living space for humans and other living life forms. Through the human element, the natural and artificial environments are in a constant interaction.

The encompassing nature of the environment has required human beings to act together in every aspect of their lives. Humans have been benefitting from their environment and nature for various purposes, and have also caused consumption in resources. Particularly, the rapid consumption and accessibility, which has increased with the effect of the technological developments and globalization, play an important role in the creation of resource waste. This waste has brought the unaware consumption of environmental resources within itself. The environmental problems such as the waste of resources as well as the global warming, the climate change, the extinction of species, running out of energy sources, inability to control the waste, energy of resource depletion, the reduction in the agricultural areas, nuclear hazards, the rapid population growth are emerged (Borden and Francis 1978; Kışlalıoğlu and Berkes, 1993). Considering the negative results of the interaction between human and nature, a negative relationship can be seen between the two. The gradual expansion of the boundaries of the artificial environment created by human has brought about the disappearance of the natural environmental elements. On the one hand, the natural environment is being narrowed; on the other hand, the artificial environment is being expanded (Ertan, 1991). The results of this struggle of human against the environment create the necessity of leaving a healthy natural environment to future generations. And thus, this situation has made it even more important to inform the future generations that the artificial environment is gradually expanding its sphere of influence and to impose the importance of protecting natural environmental elements (Dinçer, 1999).

In order to prevent the environmental problems, human activities and behaviours should be focused on the environmental awareness. The environmental education also plays an important role in raising the individuals who are sensitive to the environment and actively participate in protecting environmental resources. As it is known that humans are the living beings that degrade the environment and consume resources, the need for activities to eliminate these negative behaviours has emerged. Because of the fact that an individual environmental education will bring a broad social education, the need for environmental education is increasing in protecting and developing the elements of the natural environment and ensuring sustainability. Raising environmental awareness by making use of educational opportunities is an important step for an effective environmental education in order to know and understand the problems that people will encounter in case of deterioration of the natural and artificial environment (Güney, 2003).

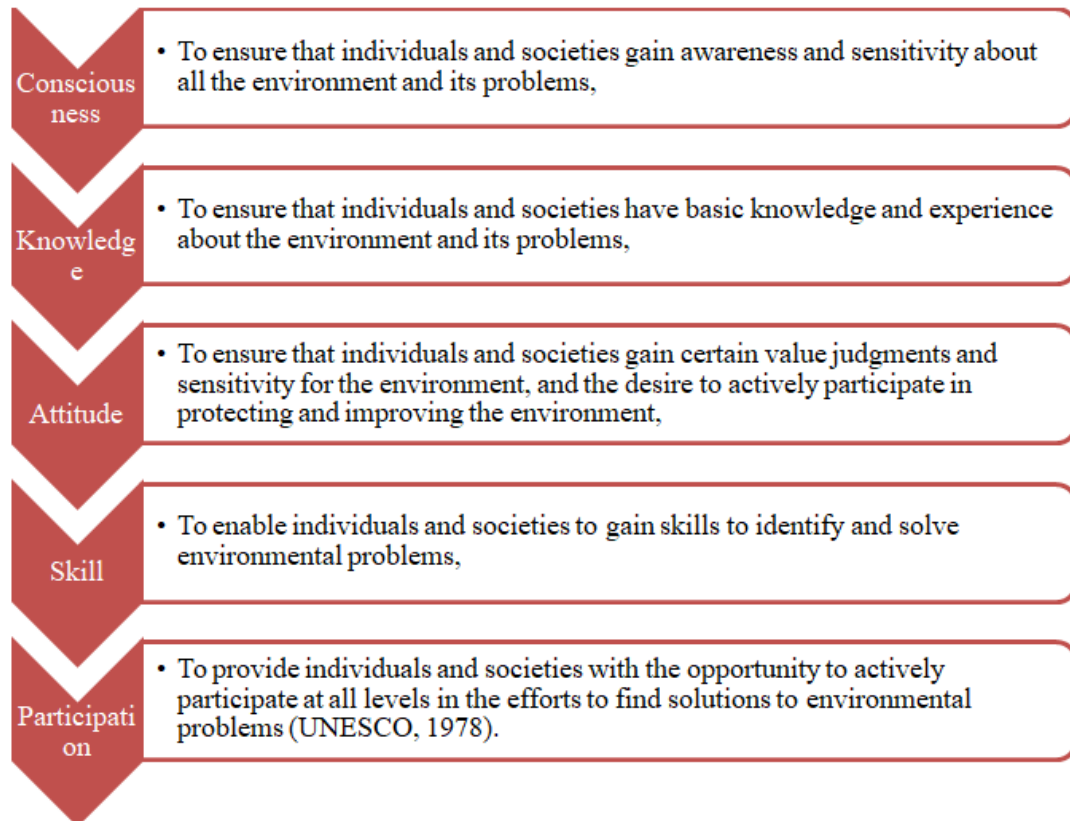
The Environmental Education

From past to present, various changes have been taking place on Earth. The most important factor causing these differences has been people. Human beings have been causing significant changes in the environment in order to have more comfortable living conditions in the world they live in. A significant part of these changes disrupt the natural balance of the world and cause many problems. The fact that all problems encountered, including the natural environment, are human-made is becoming more evident day by day (Özey, 2013).

The fact that humans have to live with the living creatures and the natural environment around them has brought along a process of adaptation. In this adaptation process, people have established dominance over the environment and made changes according to their own interests. As a result of these changes, irreparable damage to the environment has begun to occur (Külköylüoğlu, 2006). The environmental problems experienced bring the education of people for a better life and investment in the future. The structure of education, which aims to provide desired and permanent changes in the individual, emphasizes an important aspect for the environmental education. With the environmental education to be given to individuals, the process of thought, knowledge, behaviour, value judgment and skill development can be made effective with a good content based on understanding and preventing environmental problems (Geray, 1992).

The environmental education, which is an important starting point for preventing the environmental problems, aims to raise sensitive people who show responsible environmental behaviour and to enable these people to participate actively in the environmental problems with the responsibility they take. Global warming, acid rain, ozone depletion, ocean pollution and more localized environmental problems are becoming more and more common today. To find effective measures in solving these problems, the environmental education is one of the important options that come to mind (Kawashima, 1998; cited in Meydan, 2014). Apart from protecting the environment and ensuring sustainability, the environmental education focuses on protecting and improving the entire environment, including the biosphere, biomes and ecosystems, in addition to developing and protecting natural resources such as soil, water, and forests. With this inclusive subject area, the environmental education aims to go beyond informing the world citizens about over time and to train them as lifelong active participants in the environmental management (Peyton & al., 1995). Based on these basic objectives, the environmental education; it is defined as a learning process that increases individuals' knowledge and awareness of the environmental problems, develops the skills needed to evaluate the problems and encourages attitudes, motivation and responsibility to take responsible actions and make informed decisions (UNESCO, 1978).

While there are various international studies and meetings aimed at developing and disseminating the environmental education, the first international meeting on the environmental education in the world was held in Tbilisi in 1977 with the cooperation of NESCO-UNEP (UNESCO, 1978). At the meeting, it was tried to determine the basic definition, purpose and characteristics of the environmental education that can be followed around the world (Knapp, Volk & Hungerford, 1995). The declaration and recommendations of the Tbilisi Conference are accepted as an important turning point for the inclusion of environmental education in human education. Among the environmental education programs implemented all over the world today, the most advanced ones are the ones based on the Tbilisi Declaration (Ünal and Dımışkı, 1999). According to the Tbilisi Declaration, the aims of the environmental education are as follows:



The environmental education, the importance of which became widespread as a result of the publication of the Tbilisi Declaration, is considered as a life-long education in all formal and non-formal education stages, starting from pre-school education. The program, created with an interdisciplinary approach, aims to enable students to have foresight about different environmental conditions. The program gives importance to local, national and international cooperation as well as taking precautions and offering solutions for environmental problems (Bozkurt, 2006; cited in Karatekin, 2011). The environmental education, which aims to participate beyond just addressing environmental problems, to offer solutions, to offer an inclusive program to students as an environmental citizen of the future, has shown various developments and advances in the historical process from past to present.

Historical Development of the Environmental Education

Although there is no definite and clear information about the start date of the first studies on the environmental education, it is possible that the first studies are based on Ancient Greece and Ancient Egypt. It can be said that the studies in these periods have penalized individuals' nature sensitivities and negative practices towards the environment. In general terms, the studies on the protection of the environment become functional with the Industrial Revolution, in which environmental problems increased rapidly in the eighteenth century. The rapid industrialization starting with the Industrial Revolution and the pollution and environmental problems that followed it made it necessary to take some precautions and studies on protecting the environment have been started since the 1970s.

Zoologist Rachel Louise Carson's chemical insecticides (DDT and its derivatives) used her writings and for covering the research of *Silent Spring*, the book is a great contribution in terms of environmental awareness has occurred. With this study, the negative effects of nuclear fallout and modern agricultural practices on the environment began to be noticed. A legal regulation on environmental education was found in the USA in 1970. Accordingly, environmental education was first made into law and then a part of the infrastructure of federal governments (Carter and Simmons, 2010).

The environmental education gained a global dimension with the United Nations Human Environment Conference held in Stockholm in 1972 during the years when local and national studies were ongoing. 113 countries, including Turkey, participated in the conference. The conference has an important place in terms of the international dimension and scope of environmental problems. "Humanity has an obligation to protect and improve the environment for present and future generations." In his statement, it was stated that people's environmental attitudes were given importance. At the conference, it was decided to establish the United Nations Environment Program (UNEP) and to commemorate 5 June as World Environment Day (Ünal and Dımışkı, 1999; Türk and Erciş, 2017). Within the scope of the International Environmental Education Program, a workshop was held in Belgrade in 1975 and as a result of this workshop, some basic principles for the environmental education programs were established with the Belgrade Declaration. After this workshop, the first international meeting on environmental education was held in Tbilisi in 1977 with the cooperation of UNESCO-UNEP, and at the meeting, the starting point for the environmental education to find a place in the world of education was accepted and the basic principles of the environmental education were determined (Knapp., & al. 1995; Palmer, 1998 cited in Özdemir Özden, 2011).

The report, titled "Our Common Future", prepared by the Environmental Development Commission, which was established with the decision of the UN General Assembly in 1987, is one of the important studies on raising environmental awareness at the international level. In the report, it was discussed that humanity is under threat and that common measures should be taken to affect the whole world, and the concept of sustainable development was defined. The Earth Summit was held in Brazil in 1992 with the participation of 170 countries, and this summit was considered as a continuation of the Stockholm Conference with the decisions taken on the environment (Agarwala, 2006). In 1997, the Kyoto Protocol, which was organized in Kyoto and aimed to make the fight against climate change concrete, was signed. According to this protocol, participating states, including Turkey, are obliged to reduce their greenhouse gas emissions at least 5% below the 1990 level in the period of 2008-2012 (Türkeş, 2006). After the World Summit, the World Sustainable Development Summit was held in Johannesburg in 2002, and the evaluation of the last ten years of the conference held in Rio was discussed, a forward-looking development strategy was determined and it was aimed to find solutions to the problems experienced in the implementation of the decisions taken at the Rio Conference (Alkış, 2009). The most recent work carried out in order to spread environmental education

and raise awareness of people is the Paris Agreement, which was accepted with the Paris Climate Summit held in 2015. 192 countries joined the agreement, of which Turkey is one of the parties. The goal of zeroing greenhouse gas emissions has been set in the agreement, which has been concluded to provide a new agreement on a global scale since the 1997 Kyoto Protocol (Karakaya, 2016).

Along with the studies organized on an international scale, various steps regarding environmental protection and environmental education can be seen in Turkey. First of all, the right to the environment has been defined under Article 56 of the Constitution. This article states that “Everyone has the right to live in a healthy and balanced environment. It is the duty of the State and citizens to improve the environment, to protect the environmental health and to prevent the environmental pollution. (Constitution of the Republic of Turkey, 1982, p. 56). In addition, the Seventh Five-Year Development Plan Environmental Specialization Commission covering the years 1996-2000 can be counted as one of the important steps taken to raise environmental awareness. In the Seventh Five-Year Development Plan, Environment Specialization Commission Report, the objectives that environmental education wants to bring to the individual are listed as follows:

- 1.* It will create the possibility of a more sensitive approach to the environmental and natural events that develop around people and will be able to perceive the events in the environment through their sense organs,
- 2.* Will be able to analyze the characteristics of the artificial environment and the natural environment comparatively and examine the interaction network between them,
- 3.* Will be able to learn and apply the necessary techniques and methods to conduct environmental research,
- 4.* Will be able to examine and comprehend the dynamics and inevitable connections between environmental sciences and other disciplines,
- 5.* Improved decision-making ability, thus gaining the functions and skills to identify and solve environmental problems,
- 6.* Watching the events related to the environment and feeling the importance of integrating with these events whether they happened near or far away,
- 7.* Able to develop and apply the philosophy of protecting nature in their immediate surroundings and in their own living environment,
- 8.* Developed the necessary features in his/her social life (such as self-confidence, responsibility, creativity, expressing himself/herself to others, applying what he/she believes),
- 9.* Knowing what the value judgments they have and knowing how to resolve the contradictions that arise when other people do not have the same value judgments,
- 10.* Individuals who can create or participate in social activities that can protect and improve the characteristics of the natural environment, and even protect and develop them, should be trained (Republic of Turkey Prime Ministry State Planning Organization Undersecretariat, 1995).

With the rapid increase in the importance given to the environment along with the studies aimed at determining the objectives of environmental education, the "Cooperation Protocol on the Studies to be made on Environmental Education" was signed between the Ministry of Environment and the Ministry of National Education in 1999. According to this protocol, it was stated that it is important to start environmental education from kindergartens and to give it in a systematic program in primary and secondary education institutions, and it was decided to carry out the following studies on environmental education:

- Emphasizing applied environmental education in order to develop environmental awareness in preschool and primary school children,
- To include environmental education in order to develop environmental awareness among teachers and students in secondary education institutions,
- Programs approved by the Ministry of National Education in secondary education institutions.
- Inclusion of Environment Course in the curriculum as a compulsory course for one hour a week,
- Include environmental issues in Apprenticeship Training Programs as well as in Vocational Technical Education Programs,
- Organizing in-service training courses for environmental education in order to ensure that all teachers and students are informed about the environment throughout the country (Türkiye Çevre Atlası, 2004).

In addition to their participation in international meetings and documents, there are also many environmental education studies carried out by non-governmental organizations in Turkey today. Free lessons supported by voluntary organizations are given at Private Environment Schools and Private Nature Schools in Istanbul, environmental education programs are implemented, and efforts are made to increase environmental awareness with the participation of families and children, along with camp trainings. Examples of these are the erosion training camps organized by TEMA Foundation every year in Bolu Aladağ, the out-of-school environmental education activities of the Ministry of National Education, and the out-of-school environmental education activities of the Natural Life Protection Association (Meydan, 2014). Similarly, KuşBank of Doğa Association, Doğa Çantam and Doğa School projects, ÇEVKOR's Ecology Summer Schools, Young Ecologists Training Program, ÇEKUD's "Let Our Children Grow with Trees" and Eco-Schools' students raise awareness on environmental education and environmental issues, the studies are also available.

Development

Social Studies

Social Studies is a field of study in which subjects related to human relations are handled with an interdisciplinary approach in order to raise good and responsible citizens who establish a relationship with the social facts based on evidence, and provide students with knowledge, skills, attitudes and values towards social life (Doğanay, 2002; Erden, undated; Sönmez, 1998). Social Studies course, which combines social and human sciences in order to provide an effective citizenship education at its base, has three unique teaching approaches: Social Studies as citizenship transfer, Social Studies as social science and Social Studies as reflective research (Öztürk, 2012).

The oldest and most basic approach of Social Studies course is Social Studies as a citizenship transfer. With this approach, Social Studies course is taught in order to raise effective citizens. According to this approach, citizenship is best taught through indoctrination and textbooks are accepted as a source for teaching. The information is handled in traditional ways such as question-answer method and memorization. The content is interpreted by the teacher and handled by the authorities. The second approach of Social Studies is teaching Social Studies as a social science. According to this approach, the citizenship transfer is best developed when making decisions in line with social science concepts, processes and problems. It is aimed to provide students with a social scientist perspective based on research and inquiry specific to social sciences. Course content consists of separate or integrated content specific to social sciences. The third approach of Social Studies course is teaching Social Studies as a reflective research. Based on John Dewey's ideas, this approach aims to develop students' problem-solving and decision-making skills. The problematic situations that they may encounter in life and in their immediate environment are created for students, and they are provided to examine and research them (Öztürk, 2012).

Social Studies course has a structure that has its own nature-specific goals, along with the basic objectives of the three approaches that form the basis of it. Accordingly, the course incorporates social science disciplines in order to prepare students for the social life. Considering the primary purpose of raising the child as an effective citizen, the course aims to give importance to the integrity of the country as a citizen who believes in democracy, to participate actively with the awareness of his duties and responsibilities, and to adopt the constitution and its basic principles knowingly. It can be said that the course, which integrates social science disciplines in its content, aims to enable the student to research and think like a social scientist, as well as to provide acculturation in the student with the individual and social aspects of these disciplines. It can be said that acculturation, which is one of the main purposes of the education at the point of creating desired changes in the lives of individuals, is effective in ensuring the adaptation of the child to the environment and the world through Social Studies course. Through the course, it is also aimed to create

a knowledge and awareness of time in the axis of the past-future-present in the student. Based on the concept of time, the course aims to enable the students to gain knowledge about the society they live in, and to gain the sense of keeping their culture alive and protecting it. In addition, it also aims to raise the awareness of transferring the material and spiritual values created in the process of cultural, historical and social development to future generations (Tay, 2018).

Social Studies course has developed its content according to the conditions of the era in line with its basic objectives from past to present. With this innovative approach, it aimed to promote a democratic citizenship and teach various social science disciplines; on the other hand, it aimed to help the students develop twenty-first century skills. In this context, with twenty-first century skills, the students should approach their environment with a critical perspective, understand that they form a global integrity with the people they share the same planet with, develop literacy skills in media and information and communication technology, and develop life skills such as flexibility, adaptability, self-management, responsibility, productivity and career skills (Zarillo, 2016). It is aimed to realize an awareness and action towards the adaptation in changing and developing world conditions, active participation, research and examination in students with twenty-first century skills. The structure of Social Studies course, which aims to teach the students about current issues and events and ensure their participation in them, brings into account the direct relationship of the course to developing twenty-first century skills. In addition to twenty-first century skills, there are also new approaches aiming to follow up-to-datedness and innovation in Social Studies course. With the view of the global education, which is one of them, it is revealed that the importance of educating students not only as the citizens of a particular country but also as the citizens of the world. It is aimed to raise awareness of the intercultural differences, a tolerant approach towards them, and the integration with the phenomenon of globalization, which accelerates with the approach of societies to each other, economic, political, social and cultural integrations. In addition to global education, within the scope of Social Studies course, the problems related to peace and security, the problems related to nations and international development, the problems related to human rights and the environmental problems can be addressed as the new approaches (Erden, undated). The topics for these approaches are given below:

The New Approaches in the Development of Social Studies Program	The Problems that can be addressed in Social Studies Program
The Global Education	<ul style="list-style-type: none"> • The study of systems • Studying the human values • Studying the continual problems • Studying the World History

The Problems Related to Peace and Security	<ul style="list-style-type: none"> • West-East Relations • Terrorism • Colonialism • Democracy
The Problems Related to National and International Development	<ul style="list-style-type: none"> • Famine and wealth • The rapid growth of population • North-South relations • Appropriate technology
The Problems Related to the Human Rights	<ul style="list-style-type: none"> • The racial discrimination • Indigenous homelands • Political criminals • Religious persecution • Refugees
The Environmental Problems	<ul style="list-style-type: none"> • Acid rain • River pollution • The consumption of forests • Fallouts • Erosion
The Movements in Society	<ul style="list-style-type: none"> • Peace movement • Women's Rights movement

As stated in the table, Social Studies course aims to create the lasting effects on knowledge, skills and attitudes of the individual, the country s/he lives in, and the world. Through the course, students become individuals who work not only for their own environment, but also for the whole world. Due to the structure of the course, citizenship issues, global issues and problems, current events, culture and value structures and environmental issues can be covered. It is considered important that students learn about environmental skills and values through Social Studies course so that they can be sensitive and participatory in environmental issues in the world they live in.

Social Studies Course and the Environmental Education

With the environmental problems' increasing rapidly and causing irreparable damage in the world, it has become important to protect and maintain the environment in the international arena. In order to make people living in the world a part of this active effort, it is necessary to educate and raise the awareness. Being able to provide people with the environmental feelings and thinking skills to protect the environment from an early age will result in a more positive and concrete result than making a law on protecting the environment and natural resources (Öztürk, 1998; cited in Karatekin, 2011). It is important to give environmental education to children from an early age in order to protect the environment and ensure sustainability. As a citizen of the future, it is an important goal

for the environmental education to feel responsible for both the immediate environment and the distant environment, and to want environmental justice for everyone living in the world. In order to ensure environmental justice, it is important for everyone to know that they have equal rights in accessing and using natural resources, and that everyone has the right to live in a healthy and safe environment and to have an equal say in the decisions taken regarding the natural environment (Leist, 2011).

The environmental education has an interdisciplinary program structure. By learning about organisms, animals and plants that share the world together, students get to know the important part of science. Many traditional learning activities such as nature lessons and out-of-school education also form a part of environmental education (Zarillo, 2016). With this interdisciplinary structure, the environmental education contains similar contents with Social Studies course. At the same time, the Social Studies course, which plays an important role in the environmental education, enables students to see more than one dimension as a whole about a subject that includes the disciplines of social sciences by fusing and integrating content from various disciplines (Öztürk, 2012).

Since the Social Studies course aims to raise active citizens who can make decisions and solve problems flexibly according to the changing world and environmental conditions, it directs students as individuals to research and examination. As a reflective research that forms the basis of Social Studies, the Social Studies approach refers to the same goals as the cognitive skill dimension expected from the individual at the point of being environmentally literate. Accordingly, it is important to develop high-level thinking skills such as identifying, analyzing, making decisions and solving problems that students face. An inquiring, investigative and decision-making perspective, which is desired to be gained by individuals with environmental education, can be associated with one of the basic approaches of Social Studies. Defining environmental problems, analyzing problems and making appropriate decisions for the problem indicate an important step in terms of cognitive skills. It is important to raise an environmental literate through environmental education with these skills, which are also important to Social Studies (Barth & Demirtaş, 1977).

Environmentally literate individuals are referred to the people who have awareness, knowledge and sensitivity about how the natural systems in the world work and how human activities affect these systems (Teksöz, Şahin, & Ertepinar, 2010). The structure of the environmental education, which is based on the aims of protecting the environment and ensuring its sustainability by raising an environmental literate, as well as human and environmental justice, is also similar to the universal goals of Social Studies regarding values and social participation. Social Studies course, which supports different people and cultures to see the value they deserve in a fair and equal environment and live in accordance with the human rights, can be associated with each individual's obtaining the right to live in a healthy environment under equal positive conditions in order to ensure environmental justice. In addition, the aims of supporting the defence of rights as

a citizen by showing sensitivity to people of all cultures, taking a common responsibility through group work, fulfilling civic responsibilities, and taking action to contribute to the improvement of people's living conditions bring together the social participation dimension of Social Studies and environmental education. (Öztürk, 2012).

Social Studies and the environmental education course has a structure that wants individuals with similar points and similar goals to take responsibility as an active citizen of the future, to be aware of their duties, and to produce solutions to the problems can be faced by every individual. In addition to the structure of environmental education that deals with nature and the environment, the goal of creating a healthy environment for all humanity meets the common denominator of Social Studies with the goal of raising individuals who are sensitive to their environment and to provide justice and benevolence towards others at the point of value education. The curriculum structure of the two fields, which has similar aims, offers various opportunities for environmental education practices within the Social Studies course. The structure of Social Studies, which also reflects learning outside of school, helps students to develop their ability to act for their immediate environment and to think and decide about environmental problems in their distant environment.

A few suggestions for the possibilities of using the environmental education in Social Studies course are given below in line with the suggestions also discussed by Zarillo (2016):

- Students can be asked to examine the garbage in order to realize that whether they waste and consume too much. During this examination, students will also be able to see the recycling materials among the wastes and will be able to be conscious of separating these wastes.
- Planting activities can be carried out in order to ensure the sustainability of natural life and to encourage active participation. By researching the environment that saplings need in the process of transforming into a tree, it can be ensured that the saplings learn that they need protection and attention. During this study, they will be able to learn both to keep the tree alive and to protect it from negative effects.
- Reading activities suitable for the age level of children dealing with environmental issues can be organized. TEMA Foundation's publications on environmental issues can be cited as examples of these books (<https://minik-yavrutema.org/>).
- Students can be asked to observe the energy consumption at home so that they can have the opportunity to practice the environmental education outside of the school. In this way, it is tried to see and prevent unnecessary use.
- They may be asked to conduct research on endangered animals and present them in class.
- In order to become sensitive citizens to the environmental issues, they may be asked to read the laws related to the environment, bring the items that interest

them to the class and create a discussion environment.

- They may be asked to present a newspaper article, interpret the newspaper article, and create a current news column in the classroom by bringing examples of the environmental problems occurring today from their near and far surroundings.

CONCLUSION

Today, the environmental problems that are increasing at the global and regional level have made it extremely important to take a joint action and take action. Responsibility taken as an individual in solving the environmental problems and changing attitudes towards improving the environment are important for taking permanent measures. In addition, there is a need for the people who are aware of their responsibilities, who can act together not only for individual improvements, but also socially. One of the most effective methods in developing societies is education. Since it is possible to create a permanent behavioural change in the individual through education, it can be seen that it is also effective for realizing the environmental education.

The aim of the environmental education is to develop a positive attitude change towards the environment, to take responsibility and to take an active role in the solution of environmental problems for everyone. Being aware of the fact that the environment does not only consist of our immediate surroundings, it is important for the protection of the environment to be able to take responsibility individually. The meetings and published documents on the environmental education from past to present consider the value of the environmental education for our present and future. With these studies carried out at the international level, large-scale steps are taken, and the existence of the environmental education is taken into account for individual developments and small-scale steps.

Social Studies course, which has an important place in the environmental education, also includes the aim of raising citizens who are sensitive to their environment and the world, which is one of its main goals, in order to raise good environmental literate individuals. It is a necessary indicator for a good environmental education that students can take responsibility and be concerned about their close and distant environment and participate as a result of Social Studies course. The structure of the course that renews itself and focuses on the current events and the events discussed in environmental education support each other.

Social Studies course and the environmental education are two important stakeholders in order to raise people who can adapt to these changes with the changing world and the environmental conditions. It emphasizes the necessity of raising generations who can take responsibility for the environment and solve problems, to be able to deal with Social Studies and the environmental education more together and to develop application opportunities for generations who work, produce and take responsibility for the environment.

REFERENCES

- Agarwala, S. P. (2006). Environmental studies. Alpha Science.
- Alkış, S. (2009). Sürdürülebilir bir dünya için coğrafya eğitimi. Aktif.
- Barth, J. L., & Demirtaş, A. (1997). İlköğretim sosyal bilgiler öğretimi, kaynak üniteler. YÖK/ World Bank National Education Development Project Pre-Service Teacher Training.
- Borden, R. J., & Francis, J. L. (1978). Who cares about ecology? Personality and sex differences in environmental concern. *Journal of Personality*, 46(1), 190–203.
- Carter, R. L. & Simmons, B. (2010). The history and philosophy of environmental education. *The Inclusion Of Environmental Education in Science Teacher Education*, 3-16. DOI 10.1007/978-90-481-9222-9_1.
- Çevre Kanunu. (1983, 9, 8). Resmi Gazete (Number: 2872). Accession adress: <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2872.pdf>
- Dinçer, Ç. (1999). Okulöncesi dönem çocuklarının çevresel farkındalıklarını artırma yolları. *Çevre ve İnsan*, 44, 28-31.
- Doğanay, A. (2002). Sosyal bilgiler öğretimi. C. Öztürk ve D. Dilek (Edt.), *Hayat bilgisi ve sosyal bilgiler öğretimi içinde* (p. 15-46). Pegem.
- Erden, M. (undated). Sosyal bilgiler öğretimi. Alkım.
- Ertan, B. (1991). Türkiye'de çevre hakkının gelişimi (Master dissertation). Ankara University Social Sciences Institute, Ankara.
- Geray, C. (1992). Çevre için eğitim: İnsan çevre toplum. İmge.
- Güney, E. (2003). Çevre ve insan. Çantay.
- Karakaya, E. (2016). Paris iklim anlaşması: içeriği ve Türkiye üzerine bir değerlendirme. Adnan Menderes University Social Sciences Institution Publication, 3(1), 1-12.
- Karataş, A. ve Aslan, G. (2012). The role of environmental education in gaining environmental awareness for elementary school students: The sample of ecology based summer camp project. *Journal of World of Turks*, 4(2), 259-276.
- Karatekin, K. (2011). Sosyal bilgilerde çevre eğitimi. R. Turan, A. M. Sünbül & H. Akdağ (Edt.), in *Sosyal bilgiler öğretiminde yeni yaklaşımlar – II* (p. 270-285). Pegem.
- Keleş, R., Hamamcı, C., & Çoban, A. (2009). Çevre politikası. İmge.
- Kışlalıoğlu, M., & Berkes, F. (1993). Çevre ve ekoloji. Remzi.

- Knapp, D. H., Volk, T. L., & Hungerford, H. R. (1995). Global change: Environmental education module. UNESCO-UNEP International Environmental Education Programme (IEEP). Accession adress: <http://unesdoc.unesco.org/images/0011/001113/111308eo.pdf>
- Külköylüoğlu, O. (2006). Çevre ve çevre (İnsan doğa ilişkisi). Bolu Abant İzzet Baysal University.
- Leist, A. (2011). Daha iyi bir sürdürülebilirlik için çevresel adalet. (Trans. Selim Kılıç). Küresel Bakış, 1(1), 1-12.
- Meydan, A. (2014). Sosyal bilgiler öğretiminde gezi-gözlem ve doğa eğitimi. R. Turan, A. M. Sünbül ve H. Akdağ (Edt.), in Sosyal bilgiler öğretiminde yeni yaklaşımlar – I (p. 241-262). Pegem.
- Özdemir Özden, D. (2011). İlköğretim okullarında çevresel vatandaşlık eğitimi (PhD Dissertation). Marmara University Institute of Education Sciences, İstanbul.
- Özey, R. (2013). Günümüz dünya sorunları. Aktif.
- Öztürk, C. (2012). Sosyal bilgiler: Toplumsal yaşama disiplinlerarası bir bakış. C. Öztürk (Edt.), in Sosyal bilgiler öğretimi: Demokratik vatandaşlık eğitimi (p. 2-30). Pegem.
- Peyton, B., Campa, H., Peyton, M. D., & Peyton, J. V. (1995). Biological diversity for secondary education. UNESCO – UNEP: Environmental Education Module.
- Sönmez, V. (1998). Sosyal bilgiler öğretimi ve öğretmen kılavuzu. Anı.
- Tay, B. (2018). Sosyal bilgiler öğretiminin dünü bugünü ve yarını. R. Turan ve K. Ulusoy (Edt.), in Sosyal bilgilerin temelleri (p. 2-17). Pegem.
- Teksöz, G., Şahin, E., & Ertepinar, H. (2010). Environmental literacy, pre-service teachers, and a sustainable future. Hacettepe University the Journal of the Faculty of Education, 39(39), 307-320.
- Türk, B., & Erciş, A. (2017). Türkiye’de çevre politikası ve uluslararası çevre sözleşmeleri. The Journal of Academic Social Studies, 54, 351-362.
- Türkeş, M. (2006). Küresel iklimin geleceği ve Kyoto Protokolü. Jeopolitik, 29, 99-107.
- The Constitution of the Republic of Turkey. (1982). Accession adress: <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2709.pdf>
- Republic of Turkey Prime Ministry State Planning Organization Undersecretariat. (1995). Environment Specialized Commission Report. Accession adress: <https://www.sbb.gov.tr/ozel-ihhtisas-komisyonu-raporlari/>
- Türkiye Çevre Atlası. (2004). The Republic of Turkey, Ministry of Environment and Forestry. Accession adress: <https://webdosya.csb.gov.tr/db/ced/icerikler/turk->

yecevreatlas--20180514084340.pdf

UNESCO. (1978). Final report, intergovernmental conference on environmental education. Organized by UNESCO in cooperation with UNEP. Tbilisi, USSR. 14-26 October 1977. UNESCO ED/MD/49. Accession adress: http://www.gdrc.org/uem/ee/EE-Tbilisi_1977.pdf

Ünal, S., & Dımıřkı, E. (1999). UNESCO-UNEP himayesinde çevre eğitiminin gelişimi ve Türkiye’de ortaöğretim çevre eğitimi. Hacettepe University the Journal of the Faculty of Education, 16(17), 142-154.

Zarillo, J. J. (2016). Sosyal bilgiler öğretimi: İlkeler ve uygulamalar (Trans. Edt. B. Tay, & S. B. Demir). Anı.

To Cite This Chapter:

Bayram, F. Ö. (2021). Social studies course and the environmental education. In Ö. Akman, F. O. Atasoy, & T. Gür, (Eds.), Education, social, health and political developments in Turkey between 2000-2020, 283-299. ISRES Publishing.