

Values-Based Climate Education: *Cracking The Behaviour Change Challenge*



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“...words without deeds are as bees that yield no honey, as trees that bear no fruit...”

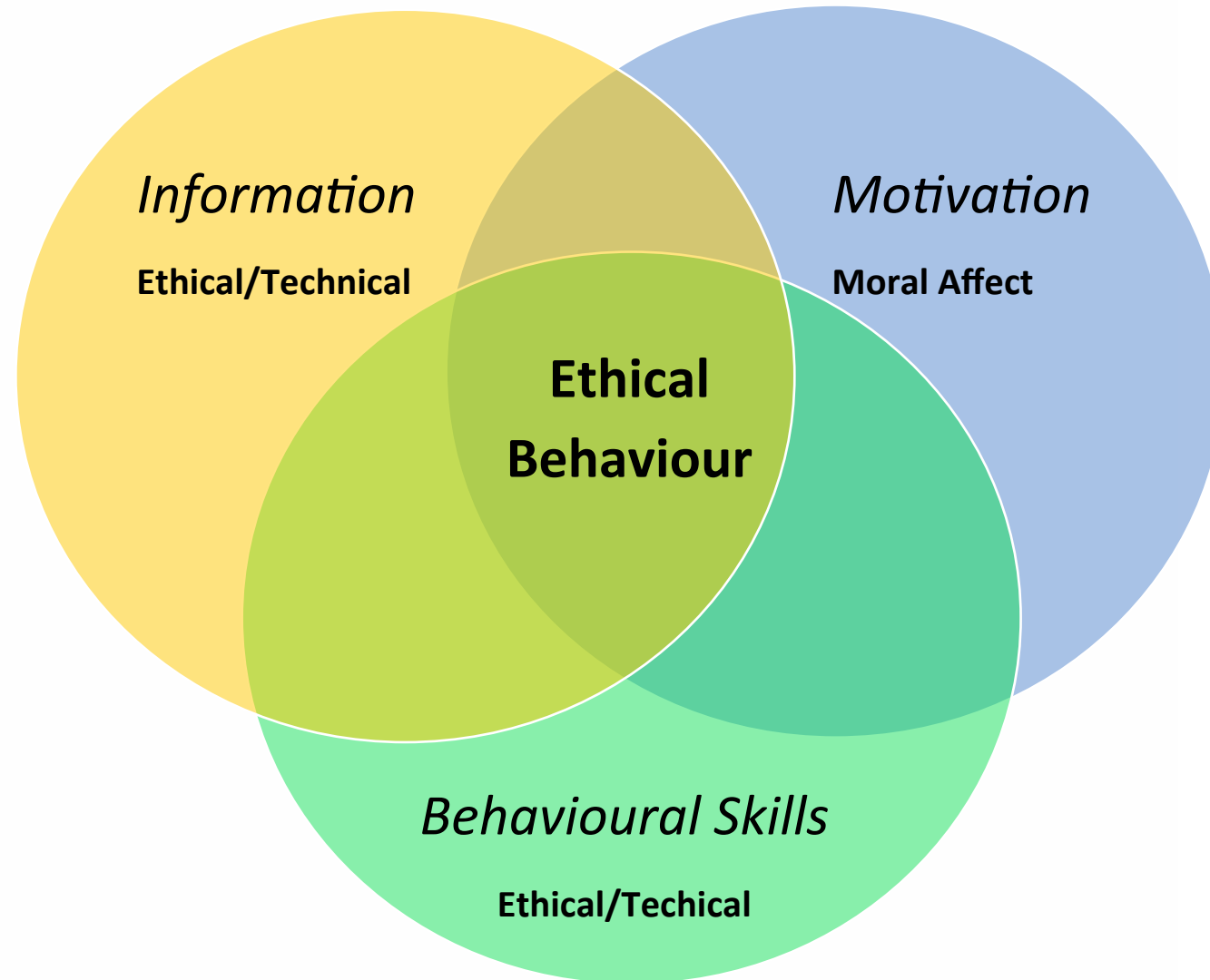
(From the Baha’i sacred writings)

The goal of education for sustainable development (ESD) as defined by the United Nations Decade of Education for Sustainable Development (UNDESD) is:

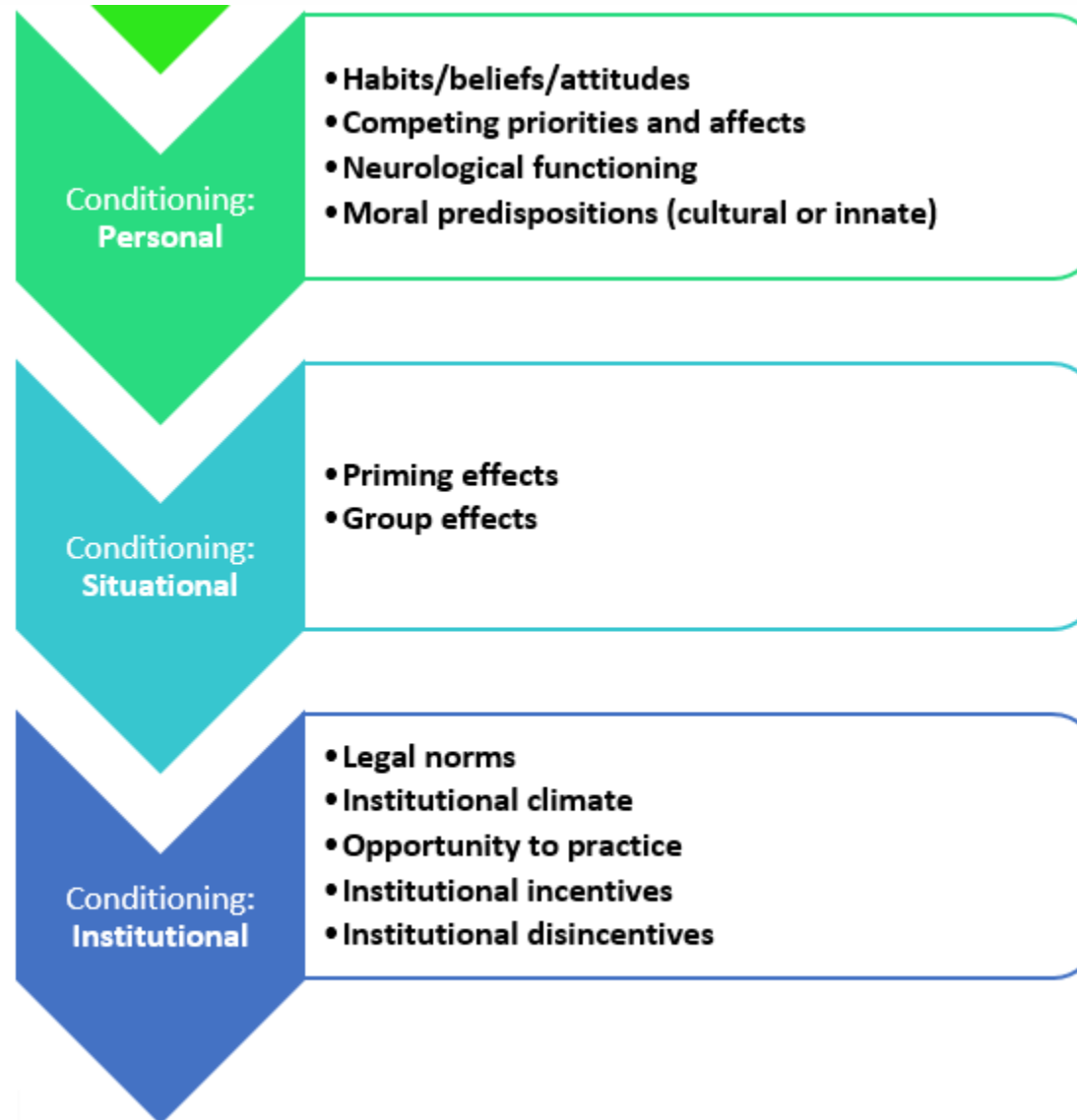
“To integrate the principles, values, and practices of sustainable development into all aspects of education and learning.

This educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations”

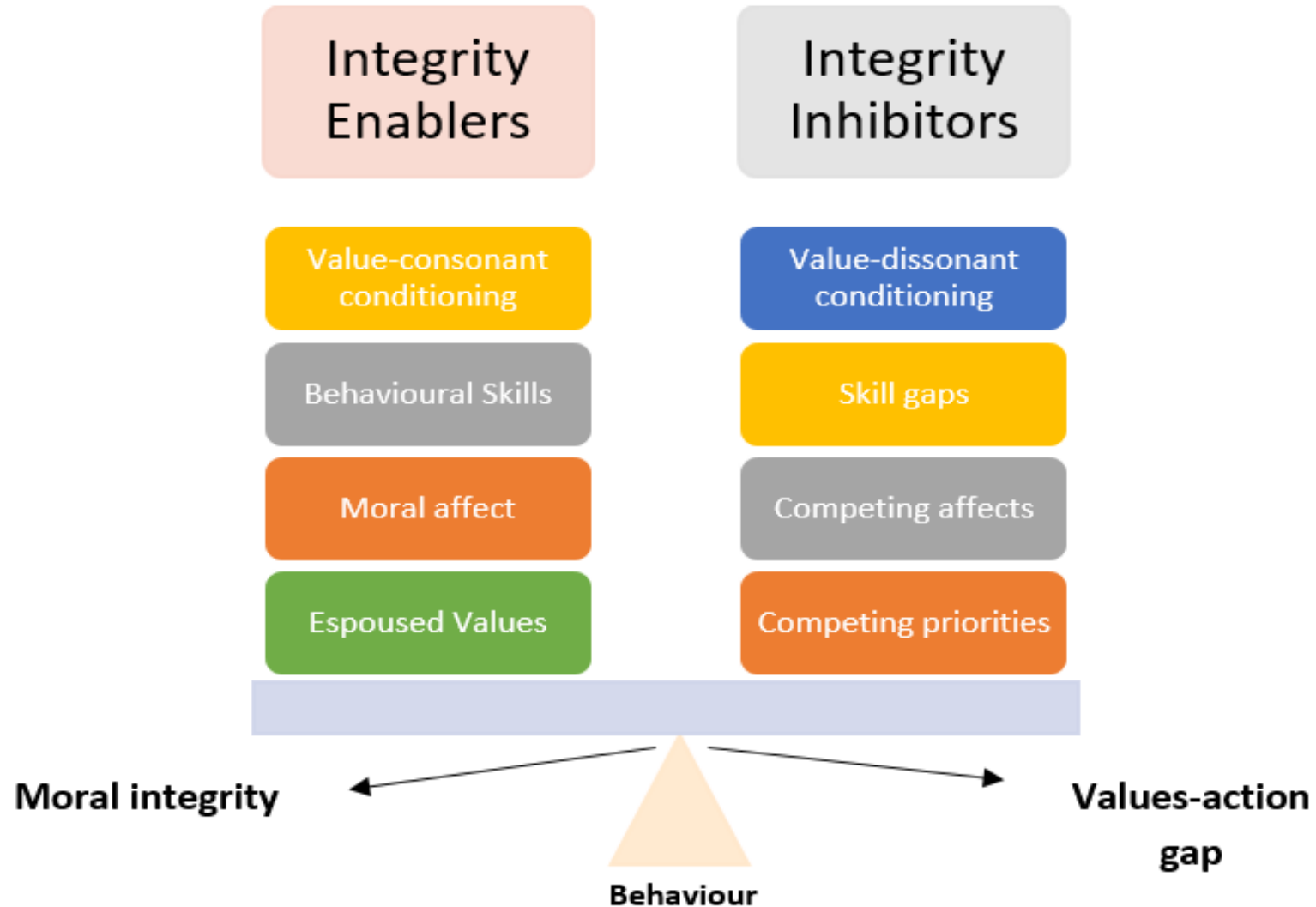
3 Components of Values-Based Behaviour-Change Interventions



3 Moderators of Values-Based Behaviour-Change Interventions



Mechanisms of ethical behaviour



Designing Effective Values-Based Climate Education

- 1) Evidence-based, values framed information*
- 2) Priming: verbal and non-verbal*
- 3) Affective/experiential multi-sensory group learning*
- 4) Elicitatory reconceptualization*
- 5) Personal application – service*
- 6) Institutional accompaniment and support*
- 7) Iteration*

“Whoso ariseth among you to teach... let him, before all else, teach his own self, that his speech may attract the hearts of them that hear him. Unless he teacheth his own self, the words of his mouth will not influence the heart of the seeker.

Take heed, O people, lest ye be of them that give good counsel to others but forget to follow it themselves.”

(From the Baha’i sacred writings)

• INSPIRING VISION • CREATIVE CONNECTION •
INFORMATIONAL ACTION • TRANSFORMATION



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