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# Growing Up Green: Becoming an Agent of Care for the Natural World

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**ABSTRACT:** This article reviews research that suggests developmental paths to active care for the natural world in childhood and adolescence. It emphasizes studies with young people that explore experiences associated with care for elements of nature, but includes retrospective research in which adults who take action on behalf of the environment recall formative childhood experiences. To provide a framework for the review, the article applies the expectancy-value model of achievement motivation of Jacquelynne Eccles and Allan Wigfield and the synthesis of research on perceived efficacy by Albert Bandura, with the reasoning that children's motivation to care for nature exemplifies general processes in the development of a sense of agency and motivation to achieve valued goals. Within this framework, it looks more closely at how children develop empathy and sympathy for other living things, as a motivation for care, by applying the theory of empathic morality of Martin Hoffman. The conclusion suggests areas for future research.

## A Framework for Environmental Action

This article is guided by the question, "What childhood experiences are associated with actively caring for the natural world, and what developmental processes do these experiences suggest?" Reviews in the field of environmental education show that there have been many more assessments of children's environmental knowledge, values and attitudes than studies to explain how children learn to take action on the environment's behalf (Rickinson, 2001; Rickinson et al., 2004). This article is based on the principle that it is not enough to know about risks that the natural world faces and to hold pro-environmental values and attitudes: Moving to action is essential.

As the naturalist E. O. Wilson observed, humanity has entered a bottleneck of maximum stress on the life-support systems of the biosphere as three great trends converge: population growth, increasing resource consumption, and the degradation of the environment (cited in Musser, 2005). To successfully pass through this bottleneck, societies must maintain human health and well-being while reducing global consumption, protecting and restoring ecosystems, and preserving biodiversity. This requires action on several fronts, including energy conservation and recycling as well as protecting natural areas and wildlife. This article reviews studies that measure pro-environmental behavior in any form, but pays particular attention to children's interactions with plants, animals and other elements of nature—defining "nature" as the world that humans have not created. In addition, it reviews research that connects adult engagement in protecting

the environment to childhood experiences.

Figure 1 presents key factors that have been repeatedly associated with active care for the environment. It derives primarily from research with adults, but as this review shows, it is consistent with studies that assess the environmental behavior of children. It draws on meta-analyses of research on pro-environmental behavior by Hines, Hungerford, and Tomera (1986/87) and Bamberg and Möser (2007), as well as research syntheses by Geller (2002), Stern (2000), and Vining and Ebreo (2002). These reviews show that the intention to act and self-reported pro-environmental behavior are associated with knowledge about environmental issues or problems, knowledge of action skills and strategies, people's perception that action for the environment is a social norm, and a sense of efficacy to do what is needed. These reviews also demonstrate the importance of understanding opportunities and barriers that shape action. Figure 1 also integrates the work of Clayton (2003) and Stets and Biga (2003), which indicates that pro-environmental behavior is related to an ecological or environmental identity, which forms when people identify with nature and consider caring for it an important aspect of their self-concept. The contribution of empathy and sympathy to pro-environmental concern and behavior has been shown by Schultz (2000) and Berenguer (2007). Another motivating factor, childhood experiences of nature, has been related to adult behavior either directly (Chawla, 2007; Horwitz, 1996; Vadala, Bitler, & James, 2007; Wells & Lekies, 2006) or indirectly, through an influence on adult values (Ewert, Place, & Sibthorp, 2005; Kals, Schumacher, & Montada, 1999).

## Empathy vs Sympathy

Differ - English Language - Grammar - Words  
Sympathy is a feeling of care and understanding for suffering beings. Empathy is understood as the ability to mutually experience the thoughts, emotions, and direct experience of others without them being directly communicated intentionally.

Empathy and Sympathy are relationships based on shared emotions and understanding.  
Both have similar usage but differ in their emotional meaning.

	Empathy	Sympathy
<b>Nursing:</b>	Relating with your patient because you have been in a similar situation or experience	Comforting your patient or their family
<b>Example:</b>	I know it's not easy to lose some weight because I have faced the same problems myself.	When people try to make change like this (e.g. lose some weight) at first it seems difficult.
<b>Definition:</b>	Understanding what someone else is feeling because you have experienced it yourself or can put yourself in their shoes.	Acknowledging a person's emotional hardships and providing comfort and assurance.
<b>Relationship:</b>	Personal	Friends, family and community (the experience of others).
<b>Scope:</b>	Personal, it can be one to many in some circumstances	From either one to another person or one to many (or one to a group).

## Millennium Negotiating An IT-Tense Life

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- 1. The digital revolution is changing the way we live, work, and play. It is also changing the way we think and feel. This is a double-edged sword. On the one hand, it is giving us access to information and tools that were once unimaginable. On the other hand, it is also creating new challenges and risks. We need to be aware of these risks and take steps to protect ourselves. This includes being mindful of our privacy, security, and digital footprint. We also need to be aware of the potential for digital addiction and its effects on our mental health. Finally, we need to be aware of the environmental impact of our digital lives. The energy consumption of data centers and the e-waste generated by our devices are major concerns. We need to find ways to reduce our digital carbon footprint.
- 2. The digital revolution is also changing the way we work. It is creating new jobs and opportunities, but it is also displacing others. We need to be prepared for this change and invest in our skills and education. This includes learning to work in a digital environment, developing critical thinking and problem-solving skills, and staying up-to-date on the latest technologies. We also need to be aware of the potential for digital discrimination and bias in the workplace. We need to ensure that everyone has an equal opportunity to succeed in the digital economy.
- 3. The digital revolution is also changing the way we play. It is giving us access to a wide range of entertainment options, but it is also taking away our time. We need to be mindful of our screen time and find ways to balance our digital lives with our offline lives. This includes taking breaks from our devices, spending time with family and friends, and engaging in physical activity. We also need to be aware of the potential for digital addiction and its effects on our mental health. We need to find ways to stay motivated and engaged in our offline lives.
- 4. The digital revolution is also changing the way we think and feel. It is giving us access to a wide range of information and perspectives, but it is also creating a sense of isolation and disconnection. We need to be aware of the potential for digital addiction and its effects on our mental health. We need to find ways to stay connected to our offline lives and to each other. This includes spending time with family and friends, participating in community activities, and practicing self-care. We also need to be aware of the potential for digital discrimination and bias in the workplace. We need to ensure that everyone has an equal opportunity to succeed in the digital economy.

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