

Children Environment Representation at primary school

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Abstract

Any human being deals with the reality complexity, actively building and developing his/her own representation of the world (Bruner, 1990; 1996). In fact, he/she collects, stores and organizes the elements of knowledge in structures of meaning, creating relationships between information of different nature (Axia, 1986).

The aim of this research is to collect, analyze and describe, adopting a qualitative approach, conceptions about environment that children possess.

The sample is composed by children 7 years old.

The data were collected using both cognitive maps (Giglioli & Collinassi, 2011) and drawings (Cannoni, 2003; Pinto, 2002, 1995; Bombi & Pinto, 1993).

The survey results show that children have a multifactorial representation of environment.

To know what children know is the first step in the field of environmental education. However, it is necessary to overcome the simple juxtaposition of a plurality of elements to promote an actual systemic and integrated vision of environment (Bonnes, Bonaiuto & Lee, 2004; Bronfenbrenner, 1979).

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