Green Consciousness in Students with Disabilities: Exploring Environmental Perception through Drawings

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ABSTRACT

This study focuses on the green consciousness of students with disabilities and explores their perceptions of the environment and their future in it. By using their drawings as a medium, the aim is to find out how these students conceptualize and relate to ecological issues. Twenty students from a school in Northern Greece, all with disabilities and with intellectual ages ranging from 4 to 8 years, participated in this research. They were invited to express their current and future environmental perspectives through drawings, emphasizing sustainability and their interaction with nature. These drawings were collected in a supportive educational environment and were analyzed through thematic analysis, highlighting key themes of nature, sustainability, and environmental engagement. Analysis of the drawings revealed a strong environmental awareness among the participants. The future-oriented drawings showed more optimistic and vibrant environmental scenes compared to the present, with themes such as renewable energy and green urban planning at the forefront, indicating a hopeful and proactive attitude towards environmental sustainability. The findings of this study highlight the environmental awareness of students with disabilities and emphasize the value of their perspectives in discussions about sustainability. Their drawings reflect not only an understanding of environmental issues, but also a hopeful vision for the future. This study underscores the need for inclusive environmental education and policies that recognize and integrate the unique insights of students with disabilities.

Keywords: Environmental Perception; Green Consciousness; Students with Disabilities; Sustainability; Thematic Analysis