



ID: 758

Green Minds, Greener Futures: Integrating Ecopsychology into Environmental Curricula for Holistic Sustainability

Mahsa Ebadi^{1*}, Mahboubeh Babae², Furkat Ubaev³, Muhammad Yasir Naeem⁴, Tulkinzhon Gaipov⁵, Shamiran Salih Abdulrahman^{6,7}

¹Ferdows Sari Educational Center, Department of Humanities, Sari, Mazandaran, Iran

²Department of Science Private Law, Sari Branch, Islamic Azad University, Mazandaran, Iran

³Leading Researcher at the Center for Sustainable Development and Scientific Research. Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan

⁴Department of Agronomy, Animals, Food, Natural Resources and the Environment (DAFNAE), University of Padua, Italy

⁵Khoja Akhmet Yassawi International Kazakh-Turkish University, Center for Strategic Development, Rating and Quality, Turkestan, Kazakhstan

⁶Biology Research Center, Faculty of Science, University of Zakho, Zakho, Iraq

⁷Department of Biology, Faculty of Science, University of Zakho, Zakho, Iraq

Presenter Author's Email: Mhsaebadi00@gmail.com

Abstract

The integration of ecopsychology into environmental education is a worthwhile approach to building sustainability by tapping cognitive knowledge and emotional affinity with nature. This review examines ecopsychological principles grounded on the human-nature relationship embedded within formal and informal curricula for ecological literacy and psychological wellbeing. The essay chronicles ecopsychology's evolution as well as the relevance of its framework in modern socio-environmental challenges of climate distress, eco-grief, and emotional detachment from the natural world. An integrative review of ecopsychological pedagogies such as mindfulness in nature, eco-art therapy, and reflective journaling shows their efficacy in building emotional resilience and environmentalism. Grounded on a multidisciplinary integration, this review shows how ecopsychological interventions in schools can initiate heightened awareness, sense of responsibility, and long-term commitment to taking care of the environment. It also presents case study examples from different learning environments—schools, universities, and community programs—highlighting their challenges and achievements. The paper concludes by proposing a model curriculum that incorporates ecopsychological approaches into sustainability education in order to connect the psychological and ecological dimensions of learning. Last but not least, this initiative instills a new paradigm for environmental education—one where students are empowered not only to know the environment but to experience and care for it.

Keywords: Ecopsychology, Environmental curriculum, Climate anxiety, Nature-based education, Sustainability, Emotional resilience

