**FOCUS & INVESTIGATION QUESTION**

Too often, we assume children are incapable of thinking about the world around them, and we assume that they lack the cognitive and social skills to exercise citizenship. Even when decisions taken directly concern them, many segments of contemporary society do not ask their "voices" in order to take into account their concerns and views. However, the children of today will need to be more creative and informed than their parents in order to help re-construct a healthy environment.

What strategies and mechanisms for their involvement exist to ensure that they fully participate in the construction of a more sustainable world?

**METHODS**

The work involves several types of visual and verbal data produced by children 10-12 years of age, including photography, drawings, free association, production of tests and their exploitation in informal discussions and conversations.

We present a critical revision of two studies.

**RESULTS SYNTHESIS**

Children do have concepts of the environment, some of them rich and substantive, although the criteria that they use to differentiate concern their present and their future, the processes in which the idea of media contribute (a lot, albeit indirectly) to their information sources.

More than half of the children of study A, think that the future is going to be worse than the present, and an even larger number is worried about a wide range of environmental problems (study B).

Men are considered as the orchestrator of environmental problems, although a few children point to nature, as responsible for the issues they are worried about.

Children believe in the possibility of rehabilitation or remedies for their interventions on nature. They are truly beneficent in the way they see behavioural change and its effects on nature.

Children involve themselves in environmental change, proposing a wide range of solutions. Many of these solutions are not adequate to face the problems, either because they don't hold enough information about them or they don't understand the processes that are at their basis.

**RECOMMENDATIONS**

It is imperative to listen to the children, because if we do not understand their conceptual structures, we do not know where to act. It is from these children's own productions that we are unable to understand their limitations and their strengths, helping to build "bottom-up" curricula.

The quality of the information we share with children must be improved, including better explanations of the projects which are complex, expanding their horizons, and as they do not lose the rich messages concerning environment.

It is necessary to work on scientific consequences and experiment them in order to better understand the causality factors affecting many anthropogenic problems.

Our world is a technological world, one without understanding technology it is probably very difficult to regulate the behaviour, so a scientific spirit and logic should be promoted among children.

Children's belief in the change of behaviors and practices should not remain on the subjects' heads, but to become practices. From our perspective, a critical and very difficult process that must be done.

We should learn from the children's belief that men can do good things, trying to deconstruct our own resistances, expanding practices of many years.

It is also necessary to put some of these proposed solutions (and others) into practice, letting them evaluate their strategies and to learn that change is much more difficult than they seem to anticipate.