

Research Paper :

## Sensitizing children through educational games

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### ABSTRACT

The investigation was carried out with the objective to develop instructional strategies and check impact of games developed to teach children on the topic environment education. The project was undertaken at Karelibaug Bhagini Samaj Trust Sanchalit, Shree Mukued Shukal Pustkalay and Vanchanalay of Baroda city. The children aged between 5-11 years were selected. Instructional material like chart, poster, flashcard and methods like puppet show, drama, workshop, demonstration and exhibition and games like snake and ladder, ludo, housie and puzzle game were developed and their effectiveness was checked using questionnaire. The result showed that learning through game is learning without tension. All the children opined that they liked play way method *i.e.* Tambola most for imparting environmental education. They were having favourable opinion for motivational activities like dustbin making and diya decoration. Overall the programme was successful in imparting environmental education amongst the children.

**Key words :** Environment education, Children, Play way method and motivational activities.

Environment is simply the world around us- starting with our skin and reaching out in all directions, in ever widening circles, unit it embraces the universes. Educating our populace on this important aspect is the prime requirement of the day. Institutionalization of education has restricted one to get enlightened in very narrow discipline. The advent of degree- based education; vocational education etc. has further restricted the scope of education. The present education system imparts social, political and economic education besides biological and physical sciences. These subjects taught now a day are more conceptual and theoretical rather than realistic and need-based. Environmental education's focus is on environmental "literacy" learning about and caring for the total environment, understanding how humans interact with and are dependent on natural ecosystems and developing critical- thinking skills to resolve environmental issues (Kochhar, 1988). Environmental education for children is critically important and should start before school begins. Early environmental education experiences help shape children's values, perspectives, and understanding of the environment and how to interact with it (Reddy and Reddy, 2003). Yet many children have little or no meaningful exposure to environmental education or opportunities to connect with the natural world because they are involved with activities that isolate them from it. Today's children will be responsible for making decisions that will shape the health of the environment. To prepare them for such responsibilities, they need a sound environmental education as a foundation from which to

make those decisions.

### METHODOLOGY

The children registered at Karelibaug Bhagini Samaj Trust Sanchalit Shree Mukued Shukal Pustkalay and Vanchanalay were selected for imparting environmental education . The children were between ages of 5-11 year. The total 35 children out of which 15 children were regularly attending the programme. Teaching children using only lecture methods not be right strategy. Keeping this in mind play way method was adopted to teach the environment education. The games developed were snakes and ladder, loudo, housie/Tambola, puzzle game and word identification games were developed to make teaching learning process more effective. The project worker had developed reference material on different topics related to environment. Different teaching methods like talk, drama, workshop, demonstration and exhibition were adopted to make learning easy. Different types of teaching materials like chart, flashcards were used to increase their concentration and participation in different activities evaluation of any project is essential. Evaluation help us to find out whether the project has achieved the expected goal or not and with available resources for the present project.

### FINDINGS AND DISCUSSION

Evaluation process helps to measure the entire project in terms of objective which examines the success or failure of the project. The Project worker had developed

reaction scale to check the effectiveness in terms of content covered, response towards different play way method and activities used for imparting environment education.

#### **Background information:**

Table 1 indicates that majority (66.66%) of the respondents were in the age group of 5-10 years. More than twenty five per cent (26.66%) of the respondents were in the age of 10-15 years follow by very few (6.66%) were in age of 1-5 years

Sr. No.	Age	No. of respondents	Percentage
1.	5-10 years	10	66.66
2.	10-15 years	4	26.66
3.	1-5 years	1	6.66

It is clear from Table 2 Show that majority (80%) of the respondents were male and very less (20%) were female respondents.

Table 3 shows that higher majority (93.33%) of the respondents were having membership of library except the one respondent.

Sr. No.	Sex	No. of respondents	Percentage
1.	Male	12	80
2.	Female	3	20

Sr. No.	Membership of library	No. of respondents	Percentage
1.	Member	14	93.33
2.	Non-member	1	6.66

#### **Raction regarding content covered under environment education:**

It is evident from Table 4 that all (100%) of the respondents had gain knowledge regarding meaning of environment, tree plantation and conservation of trees and skin disease occurs due to pollution. More than ninety three per cent of (93.66%) of respondents were aware of types of pollution.

According to Table 5 more than fifty per cent

Sr. No.	Knowledge gain about environment	No. of respondents	Percentage
1.	Meaning of environment	15	100%
2.	Reason for spreading of pollution	15	100
3.	Tree plantation as measure to save environment	15	100
4.	Conservation of trees	15	100
5.	Skin disease is occurs due to pollution	15	100
6.	Types of pollution	14	93.66

Sr. No.	Activities	No. of respondents	Percentage
1.	Play way method	8	53.33
2.	Waste out of best	7	46.66
3.	Illustrated talk	-	-

(53.33%) of the respondents liked play way method followed by more than fourth five per cent (46.66 %) of the respondents liked wastes out of best activities.

It is evident from Table 6 that more than thirty three per cent (33.33%) respondents liked tambola game for imparting environment education. More than twenty five per cent (26.66%) liked snakes and ladder and words arrangement games followed by very less (6.66%) liked passing the parcels and puzzles game, used for environment education.

Sr. No.	Game	No. of respondents	Percentage
1.	Tambola game	5	33.33
2.	Snakes and ladder	4	26.66
3.	Words arrangement	4	26.66
4.	Passing the parcel	1	6.66
5.	Puzzles	1	6.66

#### **According to play way method used for imparting environment education:**

Table 7 indicates that majority (66.66%) the respondents could gain information regarding environment through words arrangement game. Twenty per cent of the respondents gained information through passing the parcel

**Table 7 : Percentage distribution of respondents regarding information gain through games N=15**

Sr. No.	Information gain through games	No. of respondents	Percentage
1.	Words arrangement	10	66.66
2.	Passing the parcel	3	20
3.	Snakes and ladders	1	6.66
4.	Tambola game	1	6.66
5.	Puzzles	-	-

followed by 6.66% using tambola and snakes and ladder games.

It is evident from the results of Table 8 than more forty five per cent (46.66%) of the respondents opined that learning through game is learning without tension. More than thirty three per cent (33.33%) felt it has long lasting effect on learning and twenty per cent (20%) felt it is easy to remember when games are used for teaching.

**Table 8 : Percentage distribution of respondents regarding benefits of games N=15**

Sr. No.	Benefits of games	No. of respondents	Percentage
1.	Learning without tension	7	46.66
2.	Long lasting learning	5	33.33
3.	Easy to remember	3	20

It is evident from Table 9 that more than sixty six per cent (66.66%) of the respondents liked dustbin making activity and more than twenty six per cent liked Diya decoration followed by 6.66% of the respondents liked Thali decoration activity.

#### **Problem and suggestion :**

All of respondents (100%) opined that information regarding environment was covered to great extent.

All of respondents (100%) opined that they liked the games used for imparting environment education.

Majority of the respondents opined that time was not suitable to them due to their tuition classes.

**Table 9 : Percentage distribution of respondents regarding liking of waste out of best activities N=15**

Sr. No.	Waste out of best activities	No. of respondents	Percentage
1.	Dustbin making	10	66.66
2.	Diya decoration	4	26.66
3.	Thali decoration	1	6.66
4.	Paper tray	-	-

#### **Overall programme :**

All respondents (100%) opined that they liked the environment education project very much.

#### **Problems during the project:**

The project worker some time faced problem in conducting their project because of their busy schedule.

#### **Suggestions :**

- Similar project can be taken up in others school, non-government organization, and dropout children
- Use of educational games help to improve children's skills.
- School should be motivated to start with effective activities related to environment education.

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