

***Proposal play help education environmental learners of the first cycle from class of
Physical Education
Propuesta de Juegos para contribuir a la Educación Ambiental de los educandos
del primer ciclo desde la clase de Educación Física***

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ABSTRACT

Environmental Education is a continuous educational process that seeks to be sustainable, form and modify attitudes objectively about the global reality of the environment, both natural and social. With this work it is intended to contribute to environmental education from the teaching-learning process of Physical Education, considering that the subject has the characteristics to form environmental values, the proposal is specified in a set of games that favor the formation of values and at the same time learn in a fun way.

RESUMEN

La Educación Ambiental es un proceso educativo continuo que persigue ser sostenible, formar y modificar actitudes de forma objetiva sobre la realidad global del medio, tanto natural como social. Con este trabajo se pretende contribuir a la educación ambiental desde el proceso enseñanza – aprendizaje de la Educación Física al considerar que la asignatura cuenta con las características para formar valores medio ambientales, la propuesta se concreta en un conjunto de juegos para que favorecen la formación de valores y a su vez aprender de una forma divertida.

Keywords

Environmental education; Physical education; Environment middle; Game.

Palabras clave

Educación Ambiental; Educación Física; Medio Ambiente; Juego.

INTRODUCTION

From the primitive community to the present, the human being has had to face innumerable difficulties to maintain himself as a species on the planet. Hunger, intense heat or cold, and other environmental factors in which they carried out their activities forced our ancestors to seek new ways of facing life.

The phenomenon of environmentalist thought can be said to have taken place from the moment the individual began to interact with his environment, since man develops his abilities and begins to take into account the resources that could be taken advantage of, that is, to satisfy their needs, therefore it can be said that environmentalist thought has been in force since ancient times, environmentalist thought that was perfected as societies progressed, which allows us to say that this phenomenon triggered a process of transformations, where the activity that The development of man has constituted an important factor on the planet, introducing changes that, voluntarily or involuntarily, have not always been justified.

It should be noted that before the Intergovernmental Conference on Environmental Education was held in 1977 in Tbilisi, USSR, the environment was considered with an ecological conception, that is, only as the set of physical and biological elements that surrounded man.

Given the importance of discussing the environment and that we live in an underdeveloped country and given the geographical characteristics, it is important to analyze the environmental thinking of a great leader not only for us but for the entire world, Fidel Castro Ruz, since he always had the prediction of the future. We can see this idea from the very moment that every moment in which Fidel made himself feel present was recorded in history, always with an open and critical mind to see and analyze each situation that the world was facing.

Proof of this was in 1992, during the so-called Earth Summit, Fidel Castro expressed: "An important biological species is at risk of disappearing due to the rapid and progressive liquidation of its natural living conditions: man." ¹ In this speech, concern once again for society and the environment was evident, since we are part of it, and where an explicit call is made for citizen participation to get involved in the protection of the environment.

The leader of the Cuban Revolution, Fidel Castro, not only stood out for his fight against capitalism and inequality, he was also a tireless defender of the environment, he became a spokesman and broad defender of it, for which reason his thought is in force at the present time and with the following work it is intended to make an approach to the environmentalist facet of Fidel's ideology, his concern for the present and future of humanity and the balance that must exist between man and nature for the preservation of life.

In the vast thought of Fidel Castro, the problem related to the Environment, its conservation, its components, the rational use that man must make of it, has always been present, he pointed to consumerism as one of the main destroyers of nature.

We can also assume that due to our principles and social bases throughout the Revolution, important advances have been made, such as the recovery and adequate use of water resources, the creation of a vast system of parks and protected areas, the application of coherent policies for the protection of flora and fauna, the conservation of biodiversity, the development of a comprehensive health system focused on the well-being of man, the sensitive increase in the level of education of the population and its professional technical planning, which influence, among other factors, the protection and conservation of the environment.

All these aforementioned aspects, having Fidel Castro as the highest leader, have supported the Cuban environmental policy. Achievements that do not prevent us from having to go a long way, since the protection of the environment is indicated as one of the objectives of the Millennium.

The environmental problems that have appeared throughout history have led to taking measures at the international, regional, national and local levels.

One of the measures is the broad movement that since 1968 spread internationally related to the need to include environmental education topics in the study plans.

Today the contemporary world faces a serious danger, related to the conservation of the living space of future generations. Different personalities from science and culture, together with politicians, forums and conferences from different social organizations debate the need to stop the deterioration of the environment.

Man's anthropocentric and predatory vision of the natural environment has led to a complex environmental situation, with multiple manifestations of deterioration and exhaustion. This vision ignores the fact that the survival of the human species on the planet depends on complex natural processes, while representing a partial and immediate perception of the natural environment.

Despite the incipient efforts that are being made on a global scale to achieve sustainable development, the concern of the Cuban Philosopher J. A. Blanco is very valid, when he states that the 20th century ends with a growing tension between the limited resources of the planet and the number of growing number of its inhabitants. The situation must be examined in the necessary society-nature interrelation, considering the dynamic role of the human being, in its double condition of natural and social element, since the effect of these interrelations depends on its performance in a sustainable way, which translates in a better quality of life.

Global problems are capable of destroying essential balances and preventing the reproduction of life within the current natural framework. The common feeling is that a limit is being reached as a consequence of the type of development that began centuries ago that entails dangerous evolutions for the very survival of humanity and life on earth; This threshold phenomenon forces us to reconsider the meaning of progress and modern development (M. Aguilar, 1989).

The conformation of Fidel Castro's vision regarding the environment has the following particularities: first, the family context, the education received from an early age includes respect and love for nature. As well as the link with his political ideology, where he reflects the ideas of Martí referring to poverty, underdevelopment and social inequality. In addition, the conception of a projection of independent development in a nation constantly under siege and with structural socioeconomic disadvantages, as well as cultural ones. It is also linked to the strong influence of forward thinking. Man and nature become more acute, until reaching the environmental crisis that is manifesting itself globally today.

Environmental Education aims to strengthen the institutional capacity aimed at perfecting their work in comprehensive training with greater professional performance to establish their relationships with the environment. Environmental education from the Physical Education class can and should be supported by the game if you want children to appropriate certain knowledge about the environment that surrounds them in a significant way.

The game is the quintessential method of preschool education. Physical education teachers cannot ignore this method that is implicit in all physical education classes regardless of the level of teaching. The game is considered one of the most effective educational resources to stimulate children's apprehension of knowledge, for several reasons, among which are:

- It is an entertaining way to learn.
- Children do not feel the obligation to learn content, on the contrary, the learning process flows naturally.
- The game requires an active participation that also requires an effort of attention, movement and achievement of an objective.

In this sense, games are the most important activities for the education of boys and girls since they not only distract and amuse them, but also constitute their main development and teaching instrument.

The following scientific research methods were used to carry out this work:

Theoretical level methods:

Historical and logical: it was used to know the history or background of the treatment of environmental education in the teaching-learning process of Physical Education.

Analysis and synthesis: it was used to study the theoretical and methodological conceptions that support the treatment of environmental education in the Physical Education teaching process.

Induction and deduction: to know the real treatment that is given to the environmental education of the students of the first cycle of primary education from the Physical Education class.

Empirical level methods:

Observation: it was used to verify the existing difficulties regarding the treatment of environmental education by students and teachers.

Interviews with students: it was applied to obtain information on how the game as a method is a way for the treatment of environmental education from the Physical Education class.

Survey of teachers: it was used to find out the level of knowledge on the subject to treat it from the Physical Education class.

Mathematical - statistical level methods:

Percentage technique: it was used to compare the percentage in which the results advanced after putting the designed proposal into practice.

RESULTS AND DISCUSSION

The designed proposal allows to take as central axis the following question:

How to contribute to environmental education through Physical Education class?

General objective of the proposal: to contribute to environmental education in the students of the first cycle of primary education from the Physical Education class, implementing the game method as the main way.

Foundation of the proposal: this was elaborated after carrying out an exhaustive analysis of the Physical Education programs, determining for its implementation the first cycle of primary education, since these constitute, due to their great biological and pedagogical value, an indispensable means for the correct formation of the personality of the boy or girl.

The games designed are contentive of motivational elements that allow the students to be actively located in the activity to be carried out, taking into account the characteristics of these ages.

They have the following structure:

Title.

Aim.

The materials to use.

Organization.

Development.

Assessment.

For the application of the games the following methodologies are used.

enunciation of the game.

Explanation-motivation.

Organization.

Demonstration by the teacher.

Practice of the game by the students.

Orientation or introduction of the rules of the game.

Game execution.

Game variant (not mandatory).

And finally the evaluation of the game.

The proposal of these games comply with the methodological indications for the teaching in which they work.

Proposal:

Game #1

Name: Run and put out the fire.

Materials: sheets with a forest on fire and handkerchiefs of different colors.

Objective: to exercise the career and contribute to environmental education avoiding forest fires.

Organization: the teacher will form two teams which will represent the fire brigade.

He will draw a starting line and at a distance of 10 to 15 meters he will place the sheets that simulate the fire.

Development: at the voice of the teacher the forest catches fire, the students of both teams run to where the sheets are and with the handkerchiefs in their hands they simulate that they put out the fire with the handkerchiefs and in turn each team collects the largest number of sheets and return to the starting position with the blades in their hands.

Rules: the team that collects the greatest number of sheets wins.

Game #2

Name: Cleaning the beach.

Materials: nylon javas, cardboard boxes, objects of different types.

Objective: improve aerobic resistance and educate children on the importance of keeping beaches clean to protect the environment.

Organization: the teacher will place the objects he has in an area, relatively it can be the surroundings of the school, guiding the children that this represents the beach.

Development: to start the game, the teacher says we are going to clean the beach and the children start the route indicated by the teacher, collecting all the objects that are scattered around the area until there are none left and they take them to the place where the route began.

Rules: All children must complete the course.

Game #3

Name: who knows more who answers better.

Materials: cards with different questions.

Objective: to know the ways to protect the environment.

Organization: the teacher will form the students in a circle.

Development: to start the game, the teacher with the cards on a screen goes around the circle and each student draws a card from the screen which will give him an answer at the moment and if he does not answer it, another child can do it.

Rules: the child who answers the most number of questions wins.

If there is a tie, you will be asked other questions to break the tie.

Game #4

Name: Let's reforest

Materials: blue and red flags that will represent the positions of trees.

Objective: to improve resistance and contribute to the knowledge of the importance of reforestation for the care and protection of the environment.

Organization: the teacher will form two teams and each one will represent the color of the flag that its members have in their hands.

It will trace the route that the students must take.

Development: to start the game the teacher says we are going to reforest the forest, the children begin the route indicated by the teacher placing the flags they have in their hands throughout the area until they finish all of them and return to the starting point of the route.

Rules: The team that manages to place the greatest number of flags in the area of the route in the time established by the teacher wins.

CONCLUSIONS

1. Environmental education constitutes a fundamental element for the integral formation of the students since it is a systematic, dynamic and permanent process that allows them to develop their activities while interacting with the environment in which they live.
2. The proposal of games to contribute to environmental education from the Physical Education class is in correspondence with the class model governed by a recreational educational paradigm.
3. The applied games allowed a significant growth in the environmental training of the students of the first cycle of primary education, taking the Physical Education class as the main scenario.

RECOMENDATIONS

Continue the study of the essential peculiarities of the environmental development process, from the Physical Education classes, in order to find new ways that support the preparation of teachers for their environmental educational insertion from the classes.

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