

Extracurricular activities as a Strategy to Develop Environmental Security among Kids: Application to Primary School Students

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Summary

This paper aims at suggesting an educational strategy based on extracurricular activities to develop the concept of environmental security among elementary school students. These activities make learners contribute to and take part in activities and to take in charge the responsibility that result from that. Feeling the responsibility towards the environment that surrounds the student becomes an educational aim that requires planning to identify the necessary steps that reflect a global strategy. It is what the current paper intends to tackle

Key words: Environmental security, extracurricular activities; Strategy, School activities; Primary School

Introduction:

The most important human needs that an individual seeks to fulfill are security, a sense of ease of life, a positive continuation of coexistence with the other and a sense of belonging that forces him to seek to maintain his position within the social system. Since school is one of the institutions that community created to ensure regular education of young people, it is entrusted with teaching positive behaviors to learners and providing them with knowledge and skills required to take responsibility for their actions and to think positively about the direction of the society to which they belong.

Since environmental security is based on positive behaviors adopted by the individual toward the environment and to avoid any thing that causes it to be polluted or subverted; here is the role of the school, especially the early stages of education - primary school - where the such behavior is embedded in the individual's behavioral system and is an integral part his approach which requires considering appropriate strategies to achieve this. One of the interactive pedagogical strategies that studies demonstrated effective in the importance of the learner's involvement in the curriculum objectives and apply what they have learned in their social practices is classroom activities.

In this paper, a suggestion will be made for an educational strategy that adopts the extracurricular activities to develop the concept of environmental security for primary school students, through three themes:

First: Classroom activities are understandable, important, and varied.

Second: Environmental security, concept and the importance of its teaching.

Third: Proposed educational strategy for developing the concept of environment.

Extracurricular activities:

1. The concept:

The American extracurricular activities were defined school in the beginning of the 19th century as activities that make students more involved and interested in school than academic classroom activities (James, 1999:23 "Mohamed" (1996:165)

defines them as "*each activity teacher and student do outside the lesson in its traditional sense, in addition, it gives students the freedom to choose what is appropriate to their own orientation, desires, and psychological needs*".

"Amal" (2008:4) defines extracurricular activities as :

"A complementary educational aspect to the educational process, but an educational position in itself that is accepted by the learner with a desire, a taste and an automatic inclination." In sum, classroom activities are activities practiced by learners through free choice, are not directly related to the curriculum, and they provide learners with the opportunity to develop special skills and knowledge. They are conducted outside of school time, are organized by schools and youth organizations, and include a variety of activities such as sports, music, and the arts.

In addition to the previous definitions of extracurricular activities, we find that It is based on a set of foundations:

- These are activities that are related to learners' trends and needs.
- They are exercised freely.
- They are activities that are carried out collectively.
- They are not directly related to the curriculum but can contribute to its goals.
- They are supervised and continuously monitored by teachers for learners.
- Through them ,learners acquire special skills that enable them to adapt to social life.

2 – Importance of *Extracurricular Activities*:

Eless, et.al (2003) identified the importance of classroom activities as providing learners with opportunities to :

- Acquire and practice social, motor and mental skills that may be useful in school preparation.
- Develop the sense of community strength to which they belong, and their importance as members.
- Achieve social belonging and abiding by group values.
- Strengthen social ties between them and between colleagues and adults who are organized for activities, providing support for them in the present and future.

Form what preceded; it appears that classroom activities are important for learners, as they enable them to practice their skills, especially social and emotional skills, to confront problems in society. The importance of extracurricular activities is also evident in its educational goals; they hev allow learners to establish healthy relationships with adults and gain models of positive role, contributing to academic success of students and avoiding bad behaviors such as taking drugs.

Numerous studies have emphasized the importance of students' participation in this type of activity, including studying each and emphasizing that participation allows students to gain a social capacity that enables them to achieve success in school and life. This participation reinforces their confidence in themselves, help them to frame their future interests and give them a feeling of satisfaction about their work.

III—Positive Effects of Extracurricular Activities on Students:

Pupils who participate in extracurricular activities have fewer problems of behavior. In sports, for example, they show discipline in training, and in practices. They also develop responsibility and awareness for practicing right, whether playing basketball, football, or dancing. When students participate effectively in these activities, they are rewarded through their good behavior, which increase their self-esteem and pride in their achievements. This feeling leads to self-esteem and self-confidence. It is mentioned that participation in school activities, especially the power games, leads to a rise in self-esteem and a reinforcement of position among peers, which prevents anti-social behavior. The crucial time for behavior is after the child leaves school and before the parents return home, which is usually between 03 and 07 hours when the student finds himself alone with no restrictions or supervision (Holloway, J. H., 2002).

Meanwhile, it may be vulnerable to many serious acts. The age between 12 and 17 years has been described as critical and serious, in terms of the proportion of crimes committed. Some researchers also considered that the period 9 to 17 years is age during which the child learns to make his own decisions and control his behavior, and therefore it is an appropriate period for the participation of pupils in extracurricular activities that require monitoring and guidance for their activities. These extracurricular activities also gain the ability to resist deviant behaviors such as drugs, alcohol consumption and criminal activities.

Through participation in classroom activities, students learn lessons in leadership, group work, organization, analytical thinking, problem solving, time management, and learning to deal with many tasks at the same time. Classroom activities allow them also to discover their talents. (Massoni, Erin 2011).

When a student decides to join any other additional mandated activity, he chooses what is appropriate for his talent, love him, and feel the pleasure. Some studies have also shown that participation in some of these classroom activities teaches students long term commitment. If they want to contribute in a particular activity, they must register to practice it for a long time, not iust for a week or a few days. The students should learn at school, learn that school is a long-term commitment, as well as job opportunities, and other things that require them to deal with as adults.(Massoni, Erin 2011). Pupils who participate in the classroom activities meet many new people. As we have mentioned earlier, the extra-curricular activities are varied (sport, art, drama, clubs, music etc.), and each activity is different, and therefore, students meet with several people in different groups. This combination with other groups in different

activities enables them to identify their fellow students with whom they share the same interests and interests.

In addition, students often meet with other students who were difficult to deal with classroom situations. Therefore, through these classroom activities, students learn to work together collective action as is known facilitates communication, openness to the other, and learning from companions. (Erin 2011).

Environmental Security:

The discussion of a safe environment is essentially related to the safety and availability of the planet on the basis of the safe natural living of individuals, and because studies in this field are still modern, the concept of environmental security has defined different orientations and dimensions, with both the gender and the ages (2013: 167) .

The second dimension was the focus on the ecosystem and its conservation, as the integrity of the ecosystem was Ensures the health security of individuals. The academic studies on environmental security were linked to its characteristics and effects and have been classified in five directions. Studies on the relationship between scarcity of renewable resources and internal and external conflicts and on climate change caused by natural change and their effects on international security, social and economic development and social unrest in various regions are understood by students which broaden their minds. Studies were oriented with the environmental impacts on individual security, which are closely linked to sustainable development, namely food security, health security and social welfare. Studies focused, as well, on natural disasters and their socio-economic impacts, such as earthquake and flood effects. From the above, environmental security is determined by two basic dimensions: Environment and human.

The natural environment, with its resources, is being exploited by man to facilitate life, and by man, with its behavior to preserve and optimize its environment and its exploitation and to adapt to its laws.

Tom and ages have included a set of definitions of environmental security that have centered on the importance of identifying environmental hazards and avoidance strategies through organizing the dynamic interaction between human beings and the environment with its elements in order to achieve social and economic stability, thereby ensuring security and avoiding conflicts that are originally a major environmental concern.(Alom and Alvik 2013: 176)

The importance of environmental education for individuals is therefore an imperative for achieving environmental security based on the development of environmental awareness and the recognition of the importance of environmental security in the attainment of individual happiness and the achievement of a safe life.

II-Importance of Teaching Environmental Security:

Studies confirm that achieving environmental security requires human awareness of the importance of the environment and the risks it threatens, and its role as an effective individual in protecting and preserving the environment through environmental education. The aim of the latter is to create an environment-conscious individual, aware of the relationships of the environment in which he lives, based on the principle of influence and mutual influence between man and the environment. The teaching of environmental topics is aimed at improving environmental awareness by giving learners knowledge, skills, attitudes and values toward the environment that allow them to be interested in these issues to take action to meet the environmental requirements of all type and nature (Saakni, 2015:54).

The development of sound environmental behavior to rationalize the exploitation of resources by individuals is particularly important. At present, environmental risks threaten the security of individuals and the survival of life, and most of the strategies that countries take to reduce environmental risks to solve problems related to them may not be given a result, unless they are centered to guiding individuals through environmental education.

Research has confirmed that the most important mechanisms for environmental security are the well-educated and environmentally conscious behavior, as environmental learning allows for effective environmental security. Most environmental threats are caused by humans, so sensitizing is an effective strategy for achieving environmental security. (Alam, 2013: 184).

The explanation of the complex concepts and relationships that connect man to his environment to identify problems and to develop possible solutions is therefore a prerequisite for achieving

environmental security, and the curricula are required to do so and to conduct appropriate activities, he pointed out (Hardiek1995). To the objectives of the UK Environmental Education Curriculum as follows: Developing learners' awareness of the environment and contributing to solve its problems provide learners with new information about the environment and the required skills to maintain them. The use of observational and interactivity based instructional strategies underlay steps to develop the concept of security in a real way, and to integrate the concept and test its acquisition is through direct contact with the learner's environment, which is the purpose of the suggested strategy to be addressed .(Daoud 2015:249).

III. Suggested Educational Strategy:

Given the importance of the above-mentioned extra activities, and considering the importance of environmental education as a necessity for achieving environmental security, it is necessary to examine how to organize work according to a planned educational strategy to develop the concept of environmental security among elementary school students, as any educational ideas need to be planned for implementation in school. It is noted that non-classroom activities are made up of curriculum components aiming to achieve educational objectives that cannot be achieved with other activities, as they provide a realistic environment for practice of educated concepts.

The proposed strategy in this research will be presented by focusing on a range of elements:

- Identify the objectives of the proposed strategy.
- Identify the types and sources of activities.
- Define roles and quality of participation.
- Management and financing of the strategy.
- Evaluate the strategy.

1-Objectives of the suggested Strategy:

Learning is undoubtedly becoming more interesting and fun when students are engaged in activities outside the courses and are linked to their identities and interests. The proposed strategy is therefore aimed at developing concepts, instilling and maintaining habits of conservation and at adopting a self-regulatory system that would resist any threat to their environment, and because extracurricular activities are mainly related to pupils, their tendencies and their needs, the proposed strategy aims at:

- Connecting school learning to the environment.
- The application of knowledge and skills learned in the natural and geographical sciences in life-related activities related to the reality of pupils.
- The students are able to enjoy and enjoy the children and contribute to a safe environment for them and others.
- Development of aspects of pupils' personality such as independence, self-confidence, initiative and decision-making, this allows for a healthy relationship with their environment to think about innovative solutions to environmental problems. Use leisure time for students to beautify and enrich their surroundings.
- Participation in activities of preservation of the environment. Development of the concept of social service among pupils through charitable and voluntary activities in Environment and mechanisms for achieving environmental security.
- To achieve a positive image of their geographical surroundings and the higher nature and its effects.

The school should determine the type of activities appropriate for the students according to their interests and needs, taking into account their relation to the curriculum, the possibilities and facilities of the school. Suggestions made by the pupils, teachers, school administrators and the official of the education directorate. However, many studies emphasize the need for diversification of activities, among the extra-curricular activities that may be exercised are:

- Social activities in the form of excursions and ceremonial events, and solidarity work during natural disasters and social services.
- Sports activities such as different sports, especially those open to nature.
- Cultural and scientific activities such as scientific research activities and the use of technology to rationalize the use of resources, balance human requirements, preserve the components of the environment, read and read through libraries open to the environment The foreign language clubs that allow for intercultural dialog allow for the reduction of conflicts among the countries that are threatened by the environment, the dissemination of a culture of peace, the press, school radio, the holding of exhibitions and museums, and the organization of seminars and lectures in the field of environmental security.

- Creative arts activities such as painting and sculpting, the student understands the benefits of his environment and the specific materials he provides for performing works of art, music and theater representation of natural phenomena.
- The exercise of these activities is organized through clubs formed with the participation of students, teachers and school administration. The company has been working with the Ministry of Environment and Development to provide a number of services to the public, private and private...
- Role-setting: Success of classroom activities is linked to the identification of roles of all actors, whether teachers, school departments, parents, social partners, and also of the students involved themselves. The teacher's role is important in guiding students to participate in this type of activity, encouraging them to highlight their hobbies and helping them to choose the appropriate activity, through classroom activities with their students in class, while emphasizing the extension of these activities to outside the classroom; The teacher also provides management with student interests and needs, facilitating planning for classroom activities.
- The school administration also provides adequate space for pupils' work and equipment for activities codifies activities by establishing controls for the system of participation to meet pupils' goals and concluding agreements with other departments such as youth centers. The role of culture, sports clubs, and environmental interests is to coordinate to facilitate student participation.
- The parents play an important role in bringing students to this kind of activity and in continuing participation, and the parent encourages his son to participate, and enhances his interest in participating in work at home. By presenting successful models in certain hobbies, urging dialog and discussing its needs and concerns, which allow it to understand and work toward what it wants.
- The parents also participate in the planning process of activities and in providing assistance to the school to activate the operation, which provided the school with some means, or providing facilities for field visits and flights.

Participation in extra curricular activities:

The school is committed to a non-classroom program that allows most students to participate voluntarily and through selection, especially at the primary level, with a consultation of the guardian by type of activity, and to determine how to participate in it, either individually or collectively. The same is true for a single school, a school group belonging to one school district, or different provinces. The participation of students is supervised by their teachers and with the consent of their parents, and can be done through the participation form issued by the Administration School, in which the type of activity, its requirements, the conditions for participation, and the expectation of the guardian and the teacher supervising, the school will announce the activities available and explain how to participate.

Administration and funding of non-descriptive activities:

The school can develop an administrative structure under its supervision and be responsible for planning and coordination, and it includes a group of supervising teachers, a representative of pupils' parents, a representative of pupils, representatives of some civil sectors, such as the Forest Department, the Ministry of Housing and Environment, the Ministry of Industry, the other relevant Ministry of Agriculture, and undertakes the following:

Plan the progress of activities.

Determine the budget for activities to provide the necessary tools.

Identify sources of funding (School, student fees, the donation of affordable parents, etc...)
Establish a timetable for activities and follow up on them.

Emphasize the safety and security of participants by providing safe environments for the conduct of activities.

Announce the participants and all events associated with environmental activities.

Ensure that the work of the participating students is valuable and motivated by awards, certificates and awards Green environment, for example, or clean environment.

Develop non-classroom activities programs and to achieve quality standards for environmental security.

The assessment strategy:

to ensure the success of the work plan for non-classroom activities, an annual workflow assessment, data collection on participating students, the extent of their change in knowledge of the environment, its components, its dangers and conservation activities, and the determination and strengthening of student participation rates in activities, and the identification and promotion of more attractive activities for students; The school is able to develop appropriate strategies to meet the needs of

its students, develop their talents and set environmental education goals. Assessment is by observing actual performance to identify skills gained about environmental awareness, the rate of participation in activities, and knowledge tests that allow for the identification of knowledge and information students have gained about the environment.

Conclusion:

The development of the concept of environmental security in schools today, which is the new school is a part of the activities in the field of education and the schools work ,to prepare students to face the future.

Not to include environmental education in regular school practices can lead to a failure in educational objectives. The school has to reinforce tools to gain skills of scientific thinking and to address issues that can be engendered by environmental safety. Extracurricular activities should be included in different levels of education, thus the responsibility of supporting and promoting students' engagement within their natural environment and develops reflective environmental thinking to equip students with behaviors that lead to the preservation of the environment.

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