



Inculcation of Citizenship Values through Board Game

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Abstract

Civic Literacy is the knowledge of how to actively participate and initiate change in your community and the greater society. Civic literacy means participating effectively in civic life through knowing how to stay informed and understanding governmental processes, exercising the rights and obligations of citizenship at local, state, national and global levels, understanding the local and global implications of civic decisions and acting responsibly with the interests of the larger community in mind.

This paper describes the development of BGCG based on the above mentioned concept. This game is developed to promote civic literacy among students. The demands and inputs of learner are included during the development of game i.e. curiosity, twists, motivation in the form of rewards and punishments and opportunities for decision making. While playing BGCG, the learners play to get higher civic index to become the best citizen of their country. The items were prepared based on civic indicators i.e., regular voting, regular volunteering, protesting, campaign contribution etc. The game is recommended as appropriate cost effective learning tool for developing civic responsibilities and civic literacy. It is helpful to create positive attitude towards civic responsibilities and create civic awareness among students even in the absence of required real experiences.

Keywords: *civic literacy, citizenship, boardgame*

Introduction

Human behavior is significantly shaped by norms and values, which are the basis for attitudinal growth. The dominant features in Indian Society impinge much on cultural and other values of young people, include areas such as: family life, education, work and occupational activities, gender, class and ethnic relations, religion, mass communication, artistic and creative expression, sports, recreation, politics and economic environment. However, anti-social behavior is manifestation of the absence of well- accepted values, attitudes and norms within an individual and society, which reflects itself in crime, violent action, breakdown of parental authority in family life, corruption in public life, obscenity in the media, indiscipline in schools and sporting activities and low productivity at the workplace etc. In accordance with above mentioned sequences civic education is becomes indispensable, which accounts for development of citizenship through education.

In India, civic education is at the core of the school-state relationship. The education system should facilitate the citizen to perform multifarious civic duties and responsibilities than engaging in ferocious activities. Today's children should be so trained by ethical education that they can successfully discharge their various civic duties and responsibilities in their future walks of life. The Secondary Education Commission in India (1951-1952) has greatly emphasized citizenship training in schools. This training primarily includes development of certain qualities to character such as clarity in thinking, articulate in speaking, command in writing, art of community living, co-operation, toleration, sense of patriotism and sense of world citizenship. In general, civic literacy is first step towards full-fledged civic education.

Definition of civic literacy:

Civic Literacy embodies the knowledge and skills that we need for effective participation in community, government, and politics.

Civic Literacy is the knowledge of how to actively participate and initiate change in your community and the greater society. It is the foundation by which a democratic society functions. Citizen's Power as a check and as a means to create avenues for peaceful change.

In order to create civic literacy among students, civics as a subject is introduced for the students from standard fifth onwards. But, it is often observed that students find civics subject dry when taught with traditional methods. It has its flaw with respect to pedagogy and somewhere failed to inculcate practical value amongst students. The researcher thought of inculcating civic literacy through board game technique.

Review of literature:

Dewey (1938) described the game as unconscious behaviors that weren't intended for a result. Huizinga (1938) described the game as activities which were voluntary and in accordance with rules at a particular time and in a particular place. The game can be described as pleasurable activities that are performed within particular rules, for a limited time and in place, in which individuals participate voluntarily, carried out with mental and physical abilities and gained some social behaviors. Games are very important for physical, mental and emotional development (Egemen, Yılmaz&Akil, 2004).

Romine (2004) conducted a research study and compared the lessons thought by traditional methods and lessons thought by using the games. It revealed that using games in lessons increases students' motivation as well as social and academic abilities.

If teacher turns learning into a play, students are naturally motivated to participate (Baines & Slutsky, 2009). Different researchers developed different games for educational use and investigated how effective they could be? Aycan et al. (2002) used two games for teaching periodic table and elements and compared these games in a research study. It also observed that students didn't get bored and they had fun through applications.

A board game about cell topic was used in a study, which was done in Switzerland with high school students. It was observed that students enjoyed playing the game. Furthermore 56% of the students stated they learned new information that they didn't know (Cardoso et al., 2008). Cordona et al. (2007) adapted a game about cell to DNA topic, performed it with high school students. Participant teachers and students accepted the game and the researchers reached the result of the game can be used for educating complex topics. Altunay (2004) reported that, lessons thought with games would increase the achievement of students and while students in the control group forgot the information that they learned, experiment group didn't forget what they learned with games.

BE A GOOD CITIZEN GAME (BGCG)

This paper describes the development of "Be a Good Citizen Game". It is a board game, which is developed with the purpose of nurturing civic literacy among children.

First of all the concept of civic literacy is studied.

Civic literacy includes the following:

- Participating effectively in civic life through knowing how to stay informed and
Understanding governmental processes

- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions
- Acting responsibly with the interests of the larger community in mind

So basically it was decided to include the rights and duties of citizen, civic obligations, and information about civic life.

Based on this concept civic indicators are selected. These civic indicators are converted into specific extrovert behavior or actions. The items are prepared as per the life experiences and knowledge of children. A special care will be taken that the items selected, items would be interesting for children and it would be related to their life experiences. Some of the items are as follows:

1. Voted in election
2. Taxes are paid
3. Gave donation
4. Complaint about a person asking bribe
5. File petition in court about social issue
6. Wrote in newspaper about the noise pollution in area
7. Copied in examination

The civic indicators and items were given for the validity to five experts. Based on experts comments, 1/3 items are selected for the purpose of game.

The children were interviewed about board games. The questions were asked like what type of games they play? Why do they prefer those games? What do they like most about their favorite game? Why do they want to time and again? What do they want in new game? Which characteristics of games do they like most? Children discussed regarding above mentioned questions related to the different board games like ludo, business games, snake and ladder etc. from this discussion with children, the common characteristics which children looking for in the game or they appreciate more about games of interest, full of twists, ups and down while playing game, simulation to their life, attractive in appearance, motivation in the form of punishment or rewards, sustaining curiosity etc.

Taking into consideration the content which, is decided to inculcate and the expectation of children, the rough draft was prepared on paper. Gradually the final draft of game was prepared.

Description of BGCG (Be a Good Citizen Game)

BGCG is a board game which can be played in small group of children. Its' off line version can be helpful for playing in classroom situation.

- The players are representatives of their country as a citizen. They start playing by withdrawing the numerical beads. The numbered beads determine the number of spaces the player has to move. They can move ahead only if they get Ration card. The spaces represent different civic obligations the citizen should follow or use of rights by citizen. Whenever the player land in the space, he / she gets some points, which are mentioned as a reward for positive citizenship behavior or he / she has to return the points, which are mentioned as a punishment for negative citizenship behavior.
- During his journey of citizenship, he has to pay taxes and get the "tax honor card".
- Whenever a player lands in the space of "stand for election" he / she has a choice of standing or not standing in election. If s/he stands up for election, he / she have to take longer route. Otherwise s/he takes short route. This emphasizes the leadership and decision making skill.
- Further if s/he gets elected, on each "solve my problem" space, he has to tell the solution of the problem presented by other player and he gets 2 bonus points. If other players land in the "solve my problem" space, they also will get 1 point for raising their problems about social issue.
- If the player lands in "C Q" space, the other players will ask questions related to civic life from the given list. They are allowed to ask their own questions related to civic life. On answering, the player will get C Q tag as a reward.
- After finishing journey the players reach to end but cannot exit till they get unique identity number. The player who reaches to end with UIN first, can exit.
- The game continues till all the players do not reach to end. During this time the players who reaches first will get double points of the scores they got through different tag i.e. tax honor card, CQ tag as an honorary reward.

Pilot Study

The game was tried before the research with group of students in a school apart from the sample for determining the problems that can appear and making a decision about the game time. After the applications we decided the time that game takes. The game takes average 20 minutes and a lesson time will be enough for completing game twice. Also, some rules were added for organizing the playing process such as selecting space-wise activity. During the pilot study, space-wise was linked to the student's request. But most of the students wanted to be space-wise. It has been difficult to select the performer among them. Therefore, it was

thought that, it would be suitable to select students by chance method. For the next activity, it was decided that students throw dice before starting the game. The probability has sufficed to select students those who threw the highest number. Those students were selected to perform space-wise activity. In this method each student gets equal opportunity to participate in the activity.

Benefits

- Increased awareness in civic and community affairs.
- Communication and solidarity amongst students across racial, economic, regional and religious boundaries.
- Encouraged curiosity and involvement in multi-cultural exchanges and world affairs.
- Provides an environment for democratic participation in a multicultural environment.
- Provides a fun and interesting way of getting students involved in social studies lessons.
- Develops a discussion of democratic Norms & Values even in a scientific/technological society.
- Develops conflict-resolution and peer mediation skills of students.

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