

**METHODS OF
TEACHING PRIMARY SCHOOL
SCIENCE**

GAMES

Outline

- What is the Games Method?
- Reasons for designing educational games
- Procedure/Guidelines
- Roles of the Teacher
- Roles of the Learner
- Examples of Games
- Characteristics of Games
- Effect of Games

Games in Teaching

- To promote and encourage habits in school, some forms of games could be introduced to revitalise the educational system and revitalise the instructional process.
- Learner's interests to participate in such games unwittingly stimulate them to learn through games.
- A game in teaching is a new approach to traditional chalk and textbook method
- A game is a mental or physical activity/ contest in which people agree to abide by a set of rules in an attempt to achieve a good objective.

Games in Teaching

- An educational game is a method of teaching in which the teacher uses structured activities with well-defined objectives for two or more learners to perform according to a set of rules
- Physical or mental contests played according to rules. They are usually played for fun, but also provide excitement and challenge. Many games also help in the development of mental, physical and social skill.

Reasons for designing educational games

- To help students to understand a particular subject or topic
- Prepare learners for what to expect in their next lesson
- Serves as a research work for self-teaching

Procedure/Guidelines

- **Training-** Learners must be trained to play the games
- **Purpose-** Let learners know the purpose the game emphasis the responsibilities for learning something from the game.
- **Participation** – Make sure that all the learners are participation for the maximum possible time. Assign some players, referee and scores.
- **Discussion-** Devise team games for team of two or more so that teams can discuss possible affairs, make decisions, devise strategies, etc.

Procedure/Guidelines

- **Forward Planning-** Try out the game before asking learners to play with, to gain a better understanding on the thought processes require, desirable strategies, potential for development, rules etc.
- **It is often better when introducing a game to learners to start with a few simple rules** and then when they are used to these, add more complex ones. Play some practice runs to divide pupils learn the rules before playing the actual scoring.

Procedure/Guidelines

- **Simplicity**- the game should be simple enough to be introduced and used, minimum teacher guidance or supervision.
- **Flexibility**- the game should be flexible enough to be adopted to various level of understanding. Flexibility should lead to potential variation in the components of the game ie: the rules, scoring system, number of players, objectives etc.

Roles of the Teacher

- Define your learning objectives
- Determine how long the game will last
- Select an appropriate game that suits the purpose, the level and the interest of your class
- Determine and make available the materials to be used
- Identify principal rules of the game and explain the role of each player
- Select players or call for volunteers

Roles of the Teacher

- Arrange the room to suit the nature of the game
- Begin the game
- Establish how and when the game is to won
- At the end of the game let pupils through discussion, summarise what they have learned

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Roles of the Learner

- Get familiar with the materials to be used in playing a given game
- Identify the roles you want to play
- Play your roles according to the prescribed rules of the game
- Judges selected among you should determine the winners
- Discuss what you have learned from the game
- A pupil should participate as a scorer
- A pupil should participate as a referee

Examples of Games

- Traditional games: oware, ampe, alokoto
- Conventional games: ludo, cards, snake and ladders
- New games: akwaba, monopoly, agoro, wager fun

Characteristics of Games

- There are reasons for designing games and as such games must have certain characteristics.
- A good objectives to be achieved
- Definite set of rules to be achieved
- Strategies for winning
- Elements of completion and cooperation
- Visible results which depends upon chance and or techniques used
- Action and rewards (positive and negative).
- Recreational and relaxation components
- Entertainment

Effect of Games

During lesson presentation, pupils should experience the following:

- Success
- Satisfaction
- Self confidence
- Enjoyment
- Excitement
- Enthusiasm
- Interest
- Active involvement

Effect of Games

Games can contribute in a variety of ways to help learners to:

- Learn the language and vocabulary of mathematics
- Use scientific notation
- Know scientific facts
- Develop scientific skills
- Understand scientific concepts
- Devise problem solving strategies

Effect of Games

Games contribute to the learner's development because they can

- Encourage discussion
- Both pupil-teacher discussion and pupil-pupil discussion
- Contribute to the development of communication skills
- Explain rules to others
- Write down your own rules
- Stimulate creativity and imagination

Effect of Games

- Make up your own game
- Invent your own rules
- Try your own variation
- Encourage cooperative learning
- Work in small teams