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IGNITED YOUNG MINDS – A CASE STUDY

1N. SWAMINATHAN, 2J. LALITHA, 3J. PRAISE EDITH PAULIN

1PRINCIPAL, 2Post-graduate Teacher, 3Trained-graduate teacher

ONGC PUBLIC SCHOOL, NERAVY, KARAIKAL.

ABSTRACT:

To become a life-long learner, the mind of the people has to be ignited all the time. If it is ignited with the right cause, the resultant outcome would be benefit to the mankind as a whole. That ignition has to happen to the children when they were young. As stated by Dr.APJ Abdul Kalam and we quote “Dream Big and that dream should not allow you to sleep until you realize it”, we need to kindle the minds of young to keep mind alive and receptive always. With the introduction of National Educational Policy in the affiliated school of Central Board of Secondary Education, it becomes very essential to make the students more creative, innovative and critical thinkers. The traditional methodology of rote learning would only help the children to memorize the concept and without understanding of how to use the concepts in the day to day real life situation. We have conducted a case study in ONGC Public School, Karaikal by using innovative tools such as storytelling, theatre and mind mapping to teach the concepts to the students of Grade 8 and Grade 12. The impact of storytelling besides drama and mind mapping have exhibited very clearly that these two tools helped the children to learn, comprehend and use the concepts in their real life situations.

INTRODUCTION:

This paper discusses the effective innovative tools such as storytelling, theatre, mind mapping for positive class room learning. This technique acts as creative tool for real class room learning. Using case study methodology to undertake investigation, random sampling was followed by our teachers. This study concludes that storytelling, theatre; Mind Mapping is a powerful tool for inhaling the essence of learning in the smartest way. Storytelling is an effective tool for students to adopt the moral values, principles to mould their interpersonal skills, with sheer involvement. Students imitate the role of the protagonist and the attitude of the characters. Storytelling involves developing an inner vision of a series and then communicating with their peer. Creative story involves the theme, meaning, message, moral, imagining, observing, remembering, questioning, recalling and enrich the memory of the students. Spinning the yarn is another technique and strategies we adopt in the class room learning. This storytelling case study focuses on a Traditional Story. Story listeners can project themselves into these characters. It also engages the students in guided conversation. Theatre tool is one of transforming tool which modulates their voice, gestures, eye contact, facial expression, costumes. It develops repeated conversational exchanges, sense of humour. It acts as a therapy. It helps us to analyse the large amount of qualitative research data from our school. Detailed information about the innovative tools could be recorded and explored for the benefit of positive learning environment. This particular tool will immensely help the students to become a life-long learner. This has also resulted in the enhancement of communication skill and confidence level of the students in exhibiting their skills for others to see.

HOW TO IGNITE THE YOUNG MINDS?

When does the mind get activated with ignition? During the period of childhood, children are keen to observe and react. When they are encouraged or appreciated for their activities, they will be happy and will try to do the same thing again and again. Ignition takes place when something (fuel) is consumed, damaged or injured in the case of mechanical devices. In case of human mind gets ignited when they are dealing with emotions of strong or weak and it becomes so intense to emotions which are very strong. Children comes to school with an open mind like new motor device every day and if their mind get ignited with new ideas on any subject and the reception was to a greater level. In chemistry, we use equations with two sides—on the left we use elements which are put into reaction and on the right side we write the end product produced by the reactants and so as the mind is being ignited by receiving (hearing) both positive and negative comments. The reaction of positive comments will make a glowing face or be filled with thrilling expression

MIND MAPPING:

Mind Mapping is a smart tool for teaching and learning process which transforms the learner in the way they learn. It maps out the idea in the active classroom learning. The use of lines, words, colours, symbols and images is very simple and brain friendly. Mind Mapping also stimulates and challenges of our children for brain storming activities and accelerating the thinking process of mind. Naturally, human brain thinking and receptive power is located in pictures. Mind mapping is a technique for delivering effective and creative thinking (Buzan, 2005). This visual presentation helps to organize thoughts. Mind mapping presents data in an organic and visual format to unlock the brain and to develop visual thinking. To become a life-long learner tools such storytelling, theatre, mind mapping play an important role in igniting the young minds which is so lucid where it can be moulded in proper shape.

THEATRE (DRAMA):

Roleplay (theatre) is an excellent tool where engagement of students in Toto to complete the task assigned to them in their special role and can be done in groups. It not only stimulates the imagination but also enhances friendship and social development through collaboration and cooperation. Role play also helps to spark brain storming sessions, to improve communication between team members and to see problems or situations from different perspectives.

CONTEXT/ BACKGROUND FOR THE CASE STUDY:

This study was done in ONGC Public School, Nervy, and Karaikal 609604 which is a semi-urban in Puducherry Union Territory. Children of diversified social strata are studying and more than twenty five per cent of children belonging to fishermen community. Learning English language is a paramount importance as it is an international repute. Parents send their children with an intention to start speaking in English from day one. Children have never been exposed to other language besides their mother tongue until then. Listening to English is happening for the first time in children when they come to school. Innovative tools of storytelling in English barring body language, dancing to ignite the fluid mind by the primary teachers. Even for the children of grade 8 story telling has stellar impact in understanding. In the school greater concern lies on the learning process among the students due to coverage of vast syllabi. Students fail in their attempts during assessment to perform their learning outcome. Considerable efforts have been taken to bring out the best performance in academics. This study identified various reasons for their failures and present inputs of innovative tools like storytelling, Mind Mapping, heater for pedagogy

CASE PRESENTATION:

As children belonging to different socio-economic background are studying in our School, it is not easy to make all the children either to understand the concept or to apply the conceptual understanding in a real life situations in the rote way of teaching which happens since immemorial. Certain mechanical devices gets ignited instantaneously others may take in stages and so as the children it depends on the receptors' mind. There are different types of minds, ignited in different ways. Skill, wisdom, knowledge, aptitude, attitude and other such qualities matter a lot. Ignition takes place only with the material which is having the capacity to catch the spark. This capacity is otherwise said as the 'kindling temperature or 'flashpoint'. The flash point varies according to the nature of the material and other factors like fuel, oxygen and heat. In this particular case study the children of grade 8 were able to understand the morale and its application in the real life situation when it was narrated as story amalgamating dance with body language besides eye-to-eye contact in teaching practice. Mind mapping done for children who studied in our school two years back when they were studying 10th standard, now continue their study in 12th standard. The questionnaire was administered to 30 students in order to ascertain how far the mind mapping technique helped them in their higher studies to understand the concepts taught and its application in the real life situation.

OBJECTIVES:

To make children understand the concept, story and moral in depth

To make the children apply their understanding skill in their day to day activities

To identify the need to improve grasping ability of children within a short span of time.

To identify the creative ability of the child in real classroom teaching.

METHODOLOGY

At the initial stage we were not in a position to tackle the problem with a concrete Solution as different minds has different attitudes. The close look at the social strata, family background and surrounding in which they are from presented us a uniqueness that these children can understand anything if it is told in such a way favourable to their surroundings. Hence, we felt that storytelling would be an ideal solution to make the children more not only in conceptual understanding but also application oriented.

RESULTS AND ANALYSIS:

As mentioned earlier, this particular study was conducted in order to make the children to understand the English language, thereby understand the concepts of different subjects taught in English in their higher studies. Apart from narration of study we have given emphasis to by putting and charts and pictures for better understanding. Positive feedback after question/answer sessions, quizzes etc. has yielded remarkable response from the children. Flash cards having pictures had a long lasting impact. Teachers meticulously implemented these techniques and were able to produce a successive rate of 85% and the remaining 15% children requires personal attention and we are working more innovative method to reach the unreached. The team of teachers have prepared mind maps for their subjects with symbols, pictures, words and images. The entire topic was portrayed in a single page as a chip which made learning interesting and innovative. Mind map content has themes, sub-themes, keywords, symbols and pictures which helped children to grasp quicker like magnet attract the iron particles. The drama enacted by the students and the role they played in the drama helped them to understand the concept, team work, team spirit, live in harmony. In fact it has enhanced the confidence level of students in communicating English commendably in front of the audience. In appendix we have put in the successful view and beneficiaries satisfaction as an evidence.

MIND MAPPING:

Mind mapping is the brain storming activity which draws maximum attention of the Students to involve in positive classroom learning. It creates the spark in taking the Content without any force. It empowers the learner to recall the key content very easily.

Table1. Impact of Mind Mapping among the children in enhancing their learning

Class XII

No. of students: 30

Question	Agree	Disagree	% age
Do you think Mind Mapping helps you to understand clearly?	30	0	100
Is Brain storming activity creates great impact in Learning process?	30	0	100
Is it interesting and thought provoking?	30	0	100
Do you have fun in Positive class room learning?	30	0	100
Do you feel energetic when you support your topic With Mind Mapping?	30	0	100
Is Mind Mapping helps you to learn in a smarter way?	30	0	100
Do you enjoy this innovative tool in self-learning?	27	3	97
Do you develop the habit of notetaking?	30	0	100
Do you visualize your content and recall the ideas?	30	0	100
Write about positive learning environment	30	0	100

Mind mapping tool played an important role in helping the children to understand the concepts clearly in Class 12 students and out of 10 questions nine questions students have extended their agreement and for one question in relation to the enjoyment in using innovative tool in self-learning has yielded 97%. The results can be understood very clearly as given in the graph 1.

Graph1. Result of the Mind Mapping Questionnaire administered to the students of Grade12 who attended the session last year.

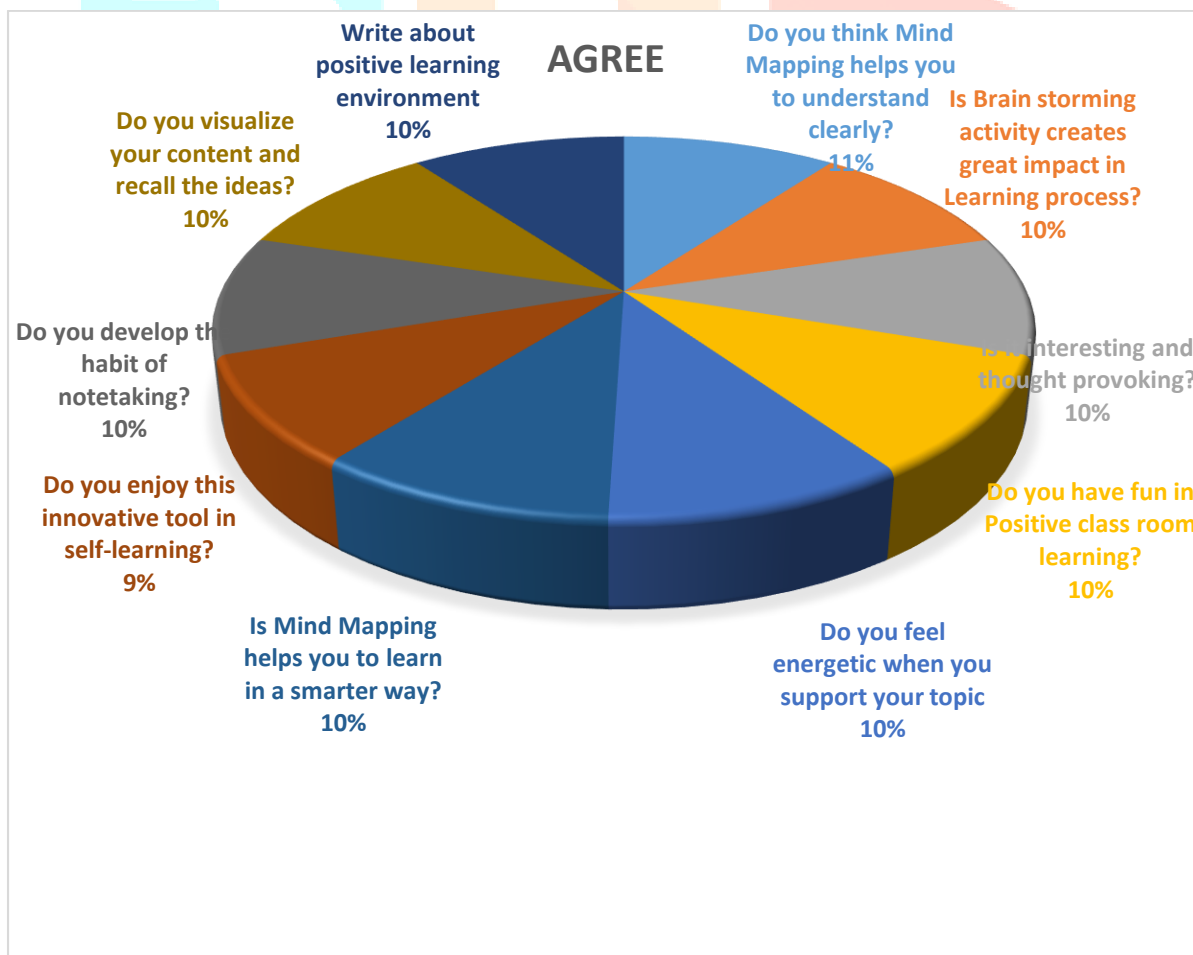


Table2. Impact of Storytelling before and after administration

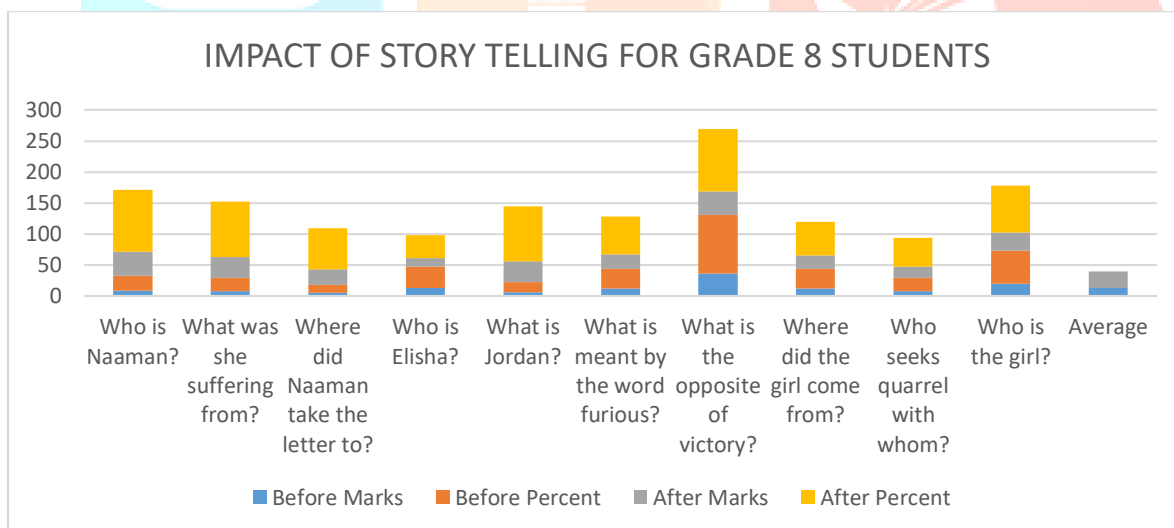
Classic

No.of students:38

S.No.	Question	Before		After	
		Marks	Percent	Marks	Percent
1	Who is Naaman?	9	24	38	100
2	What was she suffering from?	8	21	34	89
3	Where did Naaman take the letter to?	5	13	25	66
4	Who is Elisha?	13	34	14	37
5	What is Jordan?	6	16	34	89
6	What is meant by the word furious?	12	32	23	61
7	What is the opposite of victory?	36	95	38	100
8	Where did the girl come from?	12	32	21	55
9	Who seeks quarrel with whom?	8	21	18	47
10	Who is the girl?	20	53	29	76
	Average	12.9		27	

Table 2 has clearly revealed that for question 1 & 7 all the 38 students were able to score 100%; for questions 2 & 5 34 students were able to score 89%; for questions 3, 6 and 10, students were able to score 66%, 61% and 76% respectively; for questions 4, 8 & 9 students were able to score 37%, 55% and 47% respectively. From the Table 2 we can come to the conclusion that children can easily understand the concepts and its application in real life situation if is taught using story telling method more appropriately. But still some innovative technique is must to reach near perfection.

Graph 2 represents the impact of Story-telling in the understanding of the children



CONCLUSION:

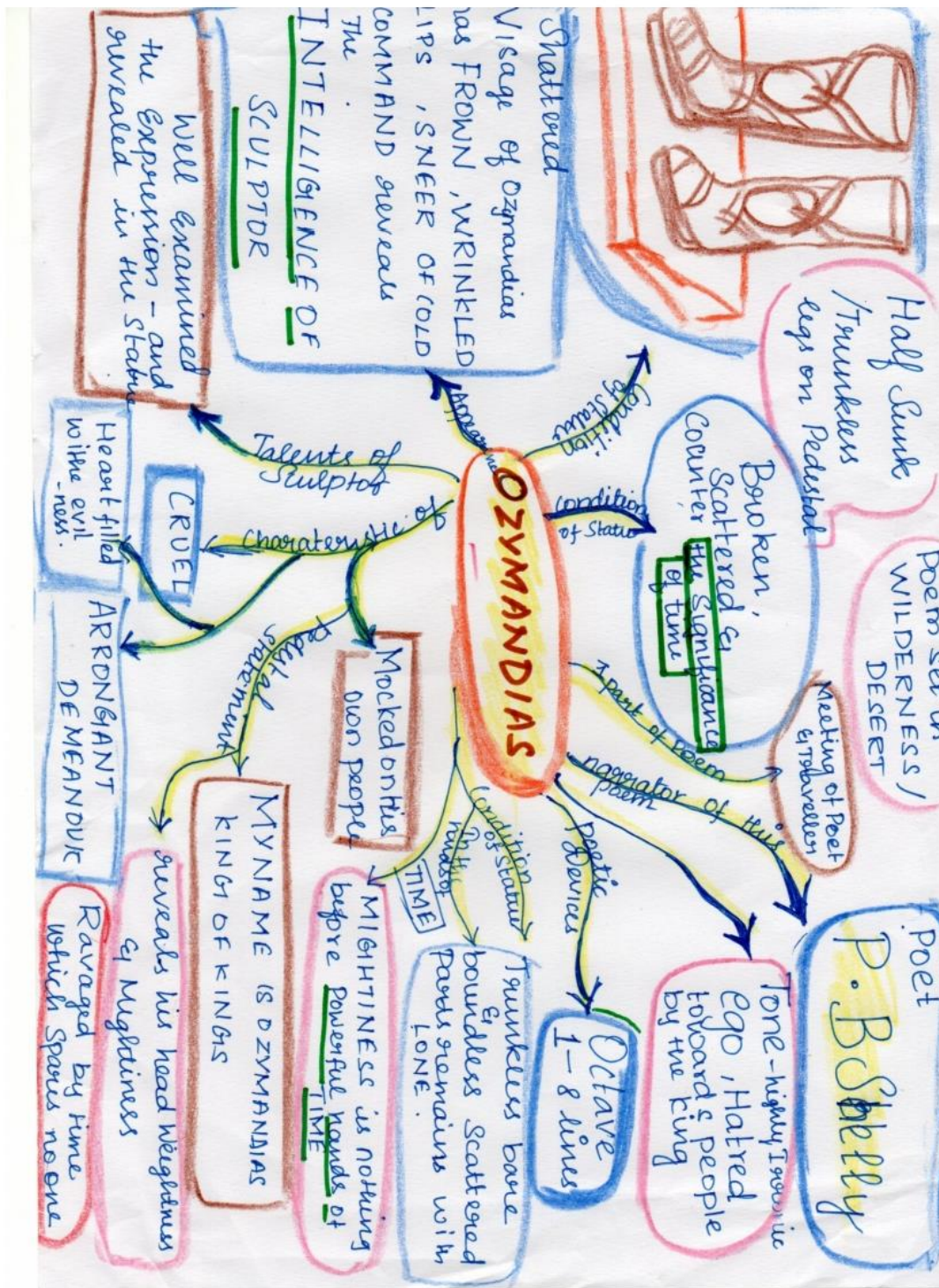
To ascertain the impact of storytelling, mind mapping and theatre on how these innovative and creative tools helped in the children of studying in Grade 8 and Grade 12 respectively, we conducted this case study in our school located at Karaikal having semi-urban population. Intelligent quotient level of students belonging to diversified social strata differ from each child in understanding the concept, application of those concepts in their real life situations and communication in English language. The results of our the case study over a period of four years among the children of 30 (8th Grade) and 38 (12th Grade) represented in the tables 1 & 2 and the graphical representation in the two graphs clearly displayed that the innovative and creatives tools such as storytelling, mind mapping and theatre had an incredible impact on the children not only in understanding the concepts, application and improvement in communication of English language. We were in a position to find the outcome of the four objectives put in the study. The result can be manipulated to the higher denomination would also be beneficial to the learning community in particular and teaching community in general.

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Appendix 1



Appendix 2

