

DRAWING COMPETITION AND ENVIRONMENTAL AWARENESS CAMP

**Report on Awareness Event
Conducted on October 29, 2021 in
Noida, Uttar Pradesh**

ABSTRACT: The camp was held to inform children of the importance of the environment, not just as a fundamental right but also as a thing with intrinsic value in of itself. The children's interest was further piqued by the holding of a drawing competition around the theme of environmental preservation.

Conducted by:
Ms. Medhika
Sharma, Paralegal
Volunteer

Under the Guidance
of:
Ms. Charvi Kumar,
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I. Concept Note

Environment is no one's property to destroy; it's everyone's responsibility to protect. – Mohith Agadi

For millions of years, nature provides us everything to live a better life starting from clothes, food, light, air, and furniture to beautiful landscapes, waterfalls, and forests. One of the important aspects of living a long healthy life is to protect our environment from the harmful gases, chemicals, and wastes that we use every day. Today the pressure of high population has taken a toll on nature and created a lot of stress. The entire system of living beings around the Globe is collapsing. Our planet's biosystem, which consists of both the chemical and physical environment, is constantly changing, causing our world to deplete gradually.

Legal Aid Centre of Symbiosis Law School, Noida in collaboration with Golden Lioness Club(Riddhi) organised a drawing competition and environmental awareness activities at Nagar Public School, Sector-143, Noida on 29th October 2021. Ms Savita Sharma, Ms Sneha and Ms Shashi came forward to represent Lioness Club and Ms Medhika Sharma, a Paralegal volunteered on behalf of the Legal Aid Centre, Symbiosis Law School, Noida

II. Objective

The event's primary objective was:

1. To spread awareness among the children about protecting the environment through various activities

III. Preliminary Preparations

Before the event was conducted, the following preparations were made:

1. Taking Permission from the School principal
2. Arrangement of chart papers and prizes
3. Studying the Environmental Law in India such as the definition of environment and what can be categorised as environment

IV. Conducting the Event

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The drawing competition was organised for 9th to 12th class students where they had to draw on chart paper to spread awareness to protect the environment. The winner of the competition had drawn a contrast between how one person is trying to protect the environment by planting trees and keeping the air clean and on the hand a person was cutting the trees, there were factories, the ground water table had gone down drastically and the air quality was extremely poor. The winner of the second prize had showed that the earth was crying and asking for help because of the number of cars and factories which were polluting it. Lastly, the winner of the third prize urged its viewers to do acts that can protect the environment. It gave a sense of responsibility and duty to its viewers by saying that, " I can help water". The

remaining entries out of the 9 entries were given a consolation prize. Ms. Savita Sharma also spoke to the children of class 7th to 8th where she made them aware about the importance of trees and urged them to plant them and protect them.

Later, Ms. Medhika Sharma spoke to the children of class 4th to 6th about the importance of environment day. The children come from a poor dwelling and they do not have resources which can reduce their carbon footprint. They spend in products that adds to the environmental degradation. Keeping this in mind, she tried to explain them the importance of protecting the environment. For this, she conducted two activities, firstly she asked the children to close their eyes and to imagine their dream place, that will make them happy. The children answered her by saying that they wanted to visit parks, swim in a river, have a ground to play cricket, to have a scrumptious meal sitting under a tree, etcetera. Taking the happy places of the children she tried to explain them that all these places are part of our environment and if they wish to enjoy these happy places they need to protect it.

The second activity she conducted was to explain the children about the importance of using the resources judiciously. For this, she asked for three volunteers- one who was less thirsty and the other two who were very thirsty. She gave a glass of water to the less thirsty and asked her drink the whole glass. They were sufficiently satisfied and their weren't as thirsty as before. The other two volunteers were left thirst, then she filled another glass of water and asked the remaining two volunteers that each should drink only half the glass of water . Through. This, she explained the children that if we assume that only a glass of water is there to drink and if we exploit the resource more than what is necessary, then we make our fellow beings suffer. But if use the resources judiciously, then everyone can benefit from this.

V. Response of the Target Population

The children enthusiastically participated in the event and came up with many unique drawings. The majority were of the opinion that it was both their duty to protect the environment, and their right to have access to a healthy environment.

VI. Conclusion

The imperative to educate children about the preservation of the environment is grounded in the recognition of the intrinsic interdependence between the health of the planet and the well-being of its inhabitants. Environmental conservation not only safeguards biodiversity and ecological balance but also directly impacts human livelihoods and socio-economic development. It is incumbent upon educational institutions to instill in children an acute awareness of the fragile equilibrium that sustains life on Earth.

Teaching children about the importance of environmental preservation is an investment in fostering a responsible and environmentally conscious citizenry. The Sustainable Development Goals (SDGs), a comprehensive global agenda established by the United Nations, accentuate the pivotal role of environmental sustainability in achieving broader developmental objectives. Of particular relevance is SDG 4, which underscores the necessity of quality education for all. Integrating environmental education into the curriculum aligns with SDG 4's mandate by ensuring that learners acquire not only academic knowledge but also a profound understanding of the ethical and ecological dimensions of their roles as global citizens.

It must also be noted that environmental education dovetails with other SDGs, notably SDG 13 (Climate Action) and SDG 15 (Life on Land). In elucidating the intricate connections between human activities and environmental health, children can grasp the urgency of mitigating climate change (SDG 13) and conserving terrestrial ecosystems (SDG 15). By cultivating a sense of environmental stewardship, children are better equipped to contribute to sustainable development through informed decision-making and responsible consumption.

Thus, imparting knowledge about the preservation of the environment to children is an educational imperative with profound implications for global sustainability. It serves not only to protect the ecosystems that sustain life but also to cultivate a generation of informed and conscientious individuals capable of advancing the broader agenda of the Sustainable Development Goals. Through education, society can mold environmentally literate citizens who recognize the interconnectedness of ecological health, human well-being, and the pursuit of a sustainable future.

GLIMPSES OF THE EVENT

