and awareness on this subject was lacking. It can also be seen that after the program including activities regarding the basic reasons for environmental pollution and activities related to water, air, soil, etc. pollution, the information and awareness levels of the children increased, as reflected in their drawings. It was observed that the children chose to compare a clean and a polluted environment.

Taking the research findings into account, the following can be suggested:

Attention and importance must be given to applications of activities regarding environmental education in preschool education programs. With this in mind, pupil-centric activities should be prepared.

This study was conducted with preschool pupils. The same can also be applied to elementary school students.

A specific program was used in this study and the results were observed. Families can be included in another program prepared for another study and changes can be observed.

Also, the school management should take the environmental education as group work and should create suitable environments for pupils to study and they should act in a motivating and incentivizing manner.

According to the findings obtained, in the program arrangements in future semesters, there can be more of an emphasis on the “environmental education” concept through different aims, gains, concepts and special dates and weeks.

Lastly, it can be stated that the environmental education program prepared for the 5–6 age group is effective in creating environmental awareness in children.

References


