



## **Effects of creative drama based life skills training on the life skills level of 5-6 years old children**

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**Journal for Educators, Teachers and Trainers, Vol. 13 (3)**

<https://jett.labosfor.com/>

Date of reception: 12 Mar 2022

Date of revision: 28 May 2022

Date of acceptance: 02 Jun 2022

**Yakup Yıldırım<sup>1</sup>, Merve Altok Çetin (2022). Effects of creative drama based life skills training on the life skills level of 5-6 years old children *Journal for Educators, Teachers and Trainers*, Vol. 13(3). 134-145.**

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### **ABSTRACT**

The aim of this study is to examine the effect of the creative drama based life skills training on the life skills levels of 5-6-year-old preschool children. In this study, quasi-experimental research design with pretest-posttest and follow-up test control group was adopted. The study group of the research consisted of children aged between 60-72 months (5-6 years old) in the kindergarten of a private school affiliated to the Ministry of National Education in Alanya district of Antalya province. Two groups were formed; an experimental group and a control group. "Early Childhood Life Skills Scale" was administered to the children both in the experimental group and in the control group before the implementation. After the pre-test, the "Creative Drama Based Life Skills Curriculum" designed by the researcher was used in the experimental group for 12 weeks, 2 sessions a week and a total of 24 sessions. The children in the control group, on the other hand, continued their regular training program with their teachers. Following the end of the implementation, the same scale reapplied to the children in the experimental and control groups. The scale was reapplied to the children in the experimental group in order to monitor the permanence of the curriculum, 3 weeks after the end of the implementation. The data were analyzed via the SPSS program after obtaining all the data. The normality of the data was determined by the kurtosis-skewness analysis. After reaching the information that the data were normally distributed, the analyzes were completed by using the t-Test for dependent groups and t-Test for independent groups from parametric tests. According to the findings obtained from the study, no statistically significant difference was found between the life skills levels of the experimental and control groups in the "Early Childhood Life Skills Scale" pre-test results. When the post-Test results applied to both groups at the end of a 12-week study period with the children in the experimental group were examined, a statistically significant difference was found in favor of the experimental group. According to the results of the follow-up test applied to the experimental group 3 weeks after the end of the implementation, no significant difference was observed in the life skills levels of the children and it was concluded that the effects of the curriculum were permanent.

**Keywords:** Creative drama, life skills, preschool education

### **INTRODUCTION**

With the understanding of the importance of contemporary education approaches, which are seen as an alternative to traditional education approaches, the thinking skills of children in early childhood and how these skills can become more active has become a subject on which educators and researchers think about.

Sub-titles of thinking skills are: Critical thinking, creative thinking, analytical thinking, problem solving and reflective thinking skills. Thinking education begins by activating children's thinking skills. During thinking education, teachers constantly offer children new life experiences. In this way, children can transfer what they have learned to their next life experiences by benefiting from their previous life experiences (Burke ve Williams, 2008; Costello, 2012; Güneş, 2012).

Thinking skills education is intertwined with life skills education, which is another important education of our age. World Health Organization-WHO (1997) stated that the life skills that individuals of all ages should have are: coping with emotions, coping with stress, decision making, problem solving, creative thinking, critical thinking, communication skills, interpersonal relationships, self-awareness and empathy. Life skills are necessary for individuals to cope with the difficulties of daily life, adapt to environmental conditions and develop positive behaviors. This training takes place through dynamic and active learning (World Health Organization [WHO], 1997). With life skills training, individuals learn to control their emotions, to be strong

against the changeability of changing social life, to control their health, to initiate a discussion when necessary, to maintain the discussion and to establish strong interpersonal relationships. Considering the long-term, a person who has received life skills training has a better chance of finding a suitable job in the future and supporting the development of the country (Mulyadi, Suryadi and Aliyyah, 2020; Yalçıntaş Sezgin and Ulus, 2019).

It is very important for children to develop life skills and internalize the learning process through active participation. On the other hand, considering the educational institutions in today's conditions, an education approach that is far from child-centered is encountered (Bulut, 2008). The difficulty of teacher candidates who receive teacher-centered education in education faculties in providing student-centered education after graduation can be shown as the cause of this problem (Büyükoztürk, Kılıç, Karadeniz and Karataş, 2004).

When the contemporary pre-school education approaches applied in the world are examined, it is seen that the child is at the center of education. For example, the "image of the child" is important in the Reggio Emilia approach. According to this image, children are not people who need protection and cannot decide on their own. Children are individuals who question, research, decide on the project they want to work on, and reach the solution themselves. In the Reggio Emilia approach, teachers respect the child's character and his/her ideas. The biggest task of the teachers is to observe the children well and to guide them in whatever subject they want to study (Edwards, Gandini and Forman, 2011; Pekdoğan, 2012).

When the common features of child-centered approaches are examined, it is seen that children can naturally develop life skills in a dynamic learning process. One of the dynamic and child-centered methods is creative drama. During creative drama, children may face more than one problem situation. They are not guided by teachers to solve these problem situations. The people who direct and shape the process are the participants of the creative drama (Adıgüzel, 2019; Köksal Akyol, 2012). There is a great cooperation between the drama leader and the participants in the drama process, and with this cooperation, the participants can freely add their own ideas to the drama. In drama, there are no right and wrong ideas, just as there are no rewards and punishments. The drama leader is responsible for starting the process, but the leader also does not know exactly what will happen at the end of the process (Guli, 2004; Gao, Hall, Linder, Leonard and Qian, 2022).

When the studies on early childhood life skills (Göktürk İnce, 2014; Kaya, 2016; Robinson and Zajicek, 2005; Topçu Bilir, 2019; Yıldırım and Temel, 2020) are examined, it is seen that there is no study on the effectiveness of this method and on gaining life skills through creative drama. Therefore, a need has arisen to conduct a research in which the effect of creative drama method on the acquisition of life skills of preschool children will be examined. Within the framework of this need, a creative drama-based life skills training program was created by the researchers and the main purpose of the research was decided. The aim of this research is to examine the effect of the creative drama-based life skills training program, which was created for 5-6 year old preschool children, on the life skills levels of children.

Based on this general purpose, answers to the following questions were sought:

- Is there a significant difference between the Early Childhood Life Skills Scale pre-test mean scores of the experimental and control group children?
- Is there a significant difference between the Early Childhood Life Skills Scale post-Test mean scores of the experimental and control group children?
- Is there a significant difference between the Early Childhood Life Skills Scale post-Test mean scores and the pre-test mean scores of the experimental group children?
- Is there a significant difference between the Early Childhood Life Skills Scale post-Test mean scores and the pre-test mean scores of the control group children?
- Is there a significant difference between the pretest and posttest scores of the Early Childhood Life Skills Scale of the experimental and control group children?
- Is there a significant difference between the Early Childhood Life Skills Scale post-Test and follow-up test mean scores of the experimental group children?

## METHOD

### Research Method

In this study, the effect of the Creative Drama Based Curriculum, which is the independent variable and prepared by the researchers, on the life skills levels of 5-6-year-old children, which is the dependent variable, was investigated. A quasi-experimental design, which is one of the quantitative research methods, was used in this study, which aims to determine the cause-effect relationship between the variables.

When creating experimental and control groups, quasi-experimental designs are used when random assignment is not possible (Büyükoztürk, Kılıç Çakmak, Akgün, Karadeniz, and Demirel, 2019). Since random assignment was not possible in this study, two ready-made groups in the same age range, who were known to be at the normal developmental level, were randomly divided into experimental and control groups. In order to test the equivalence of the experimental and control groups before the implementation, the "Early Childhood Life Skills Scale" developed by Topçu Bilir (2019) was applied to both groups before the experiment. After the pre-test, the

"Creative Drama Based Life Skills Training Program" developed by the researchers was applied to the experimental group in addition to the existing preschool curriculum of the institution, 2 sessions a week for 12 weeks and a total of 24 sessions. The control group, on the other hand, continued the normal education curriculum with their teachers. At the end of 12 weeks, the same scale was reapplied to both groups. Three weeks after the last implementation, a follow-up test was applied to the experimental group in order to determine the permanence level of the implementation.

The symbolic pattern of the research is as follows:

**Table 1. Quasi-Experimental Research Design**

Group	Pre-tests	Process	Post-Tests	Follow-up Test
E (Experimental)	P1.1	CDBLSEP	P1.2	P3
C (Control)	P2.1		P2.2	–

E: 5-6 years old experimental group,

C: 5-6 years old control group,

P1.1: Experimental group pre-test measurements,

P1.2: Experimental group post-Test measurements,

P2.1: Control group pre-test measurements,

P2.2: Control group post-Test measurements,

P3: Experimental group follow-up test measurements,

CDBLSEP: It refers to the Creative Drama Based Life Skills Curriculum applied to the experimental group.

### Study Group

The study group of the research consists of 32 children aged 60-72 months (5-6 years) who are studying in the kindergartens of a private school affiliated to the Ministry of National Education in Alanya, Antalya. There are 16 (50%) children in the control group of the study, 8 boys and 8 girls, and a total of 16 (50%) children, 7 boys and 9 girls, in the experimental group. When evaluated according to gender, 53.1% of the study group consists of female students and 46.8% of male students. It is known that the children in the study group are at the normal developmental level.

### Data Collection Tools

"Personal Information Form" was used to determine the demographic characteristics of the children participating in the research and their families, and the "Early Childhood Life Skills Scale" developed by Topçu Bilir (2019) was used to determine the levels of life skills of the children.

### Creative Drama Based Life Skills Training Program

Creative drama-based life skills training program is a program that aims to develop the life skills/skills targeted in each session, considers the developmental characteristics of 5-6 year old children and respects individual differences. While the program was being created, from the Ministry of National Education-MoNE (2013) Pre-School Curriculum; inspired by the ideas of world-renowned pioneers of creative drama such as Peter Slade and Dorothy Heathcote, and the ideas of İnci San and Tamer Levent, who contributed to the recognition of creative drama as an important discipline in Turkey. The sessions were administered by the researcher who has a creative drama trainer certificate.

In the first stage of developing the program, the domestic and international literature on life skills and creative drama was scanned in depth and the life skills aimed to be developed in 5-6-year-old children were determined. These skills are coping with emotions, coping with stress, decision making, problem solving, creative thinking, critical thinking, communication skills, interpersonal relationships, self-awareness and empathy skills, which have been explained in detail by WHO, UNESCO and UNICEF. According to these organizations, life skills are skills that individuals should acquire at an early age, enable individuals to cope with the difficulties they may encounter in their daily lives, facilitate the adaptation of individuals to their environment and society, and positively affect the future of the society they live in. (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2012; United Nations International Children's Emergency Fund [UNICEF], 2022; WHO, 1997).

When the literature is scanned, under the title of life skills, self-care skills, health and hygiene skills, and the skills of individuals to protect themselves from all kinds of dangers and risk factors were also encountered (Ministry of Family and Social Services, 2018; Canada 4). -H, 2021; Yalçıntaş Sezgin and Ulus, 2019; Zins, Wagner and Maher, 1985; WHO, 2003). In the light of this information, all the early childhood life skills included in the "Creative Drama Based Life Skills Curriculum" are as follows:

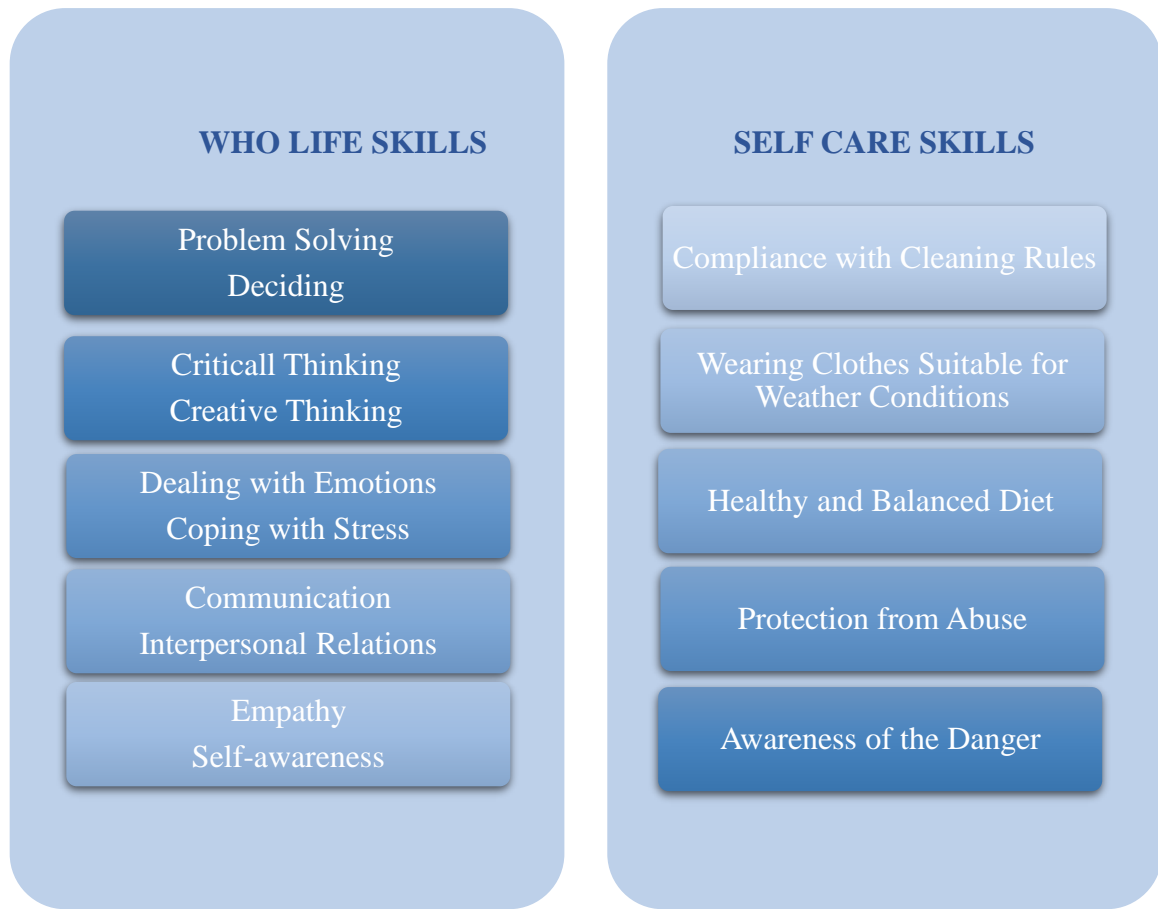


Figure 1. Creative Drama Based Life Skills Training Program Target Life Skills

### Validity and Reliability

In order for the results of a research to be valid, the items in the measurement tool and the content taught to the students must be consistent. It is not possible to measure the subjects that are not included in the curriculum and are not covered by the teacher (Baştürk, Dönmez, and Dicle, 2013; Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, and Demirel, 2019). In this study, there is consistency between the test items of the "Early Childhood Life Skills Scale" and the "Creative Drama Based Life Skills Curriculum" prepared by the researcher. The measured items were widely included in the creative drama sessions, and each child's opinion was listened to during the implementations, and attention was paid to the children's learning speed and focus time in order for each child to benefit from the curriculum equally.

In order to ensure the reliability of the research, the results of the research should be free from random errors as much as possible and there should be stability and consistency between the different measurements (Büyüköztürk, 2020). In order to ensure reliability in this study, the training program prepared by the researcher was sent to a group consisting of faculty members, creative drama leaders and preschool teachers. As a result of the opinions and suggestions received from the experts, the program was finalized. Following the completion of the implementation part of the research, the video recordings taken during the implementation were examined by an independent creative drama leader and lecturer, apart from the researcher. When the opinions received were evaluated, it was concluded that the opinions were consistent with each other.

### Data Collection

In order to test the equivalence status of the experimental and control groups before the implementation, the "Early Childhood Life Skills Scale" developed by Topçu Bilir (2019) was applied to both groups in the week of February 15-19, 2021, in the second term of the "2020-2021 Academic Year". After the pre-test, in addition to the existing preschool curriculum of the institution, the "creative drama-based life skills training program"

developed by the researcher was applied to the experimental group for 12 weeks, 2 sessions per week and 24 sessions in total. The control group, on the other hand, continued the normal education curriculum with their teachers. At the end of 12 weeks, the same scale was applied again to both groups in the week of 17-21 May 2021. Three weeks after the last implementation, the scale was reapplied to the experimental group in the week of 10-14 May 2021 to check the permanence of the implementation. Video recordings were made in each of the creative drama sessions. It is stated in the "Volunteer Participation Form" sent to the parents before the implementation that the video recording will be kept.

### Data Analysis

In the analysis of the data, first of all, the skewness-kurtosis normality distribution test was used to determine whether the pre-test, post-Test and follow-up test score distributions of the experimental and control groups were normal. As a result of the analysis, it was found that the data were normally distributed. Independent groups t-Test is used to compare the mean scores of a quantitative variable of two independent groups (Büyükoztürk, 2020; Cevahir, 2020). In this study, whether there was a statistically significant difference between the "Early Childhood Life Skills Scale" pre-test and post-Test scores of the experimental and control groups, which were independent from each other, was determined using the t-Test for independent groups. The significance levels of the differences between the pre-test, post-Test and follow-up test of the same study group can also be determined with the dependent groups t-Test (Kavuncu, 2018). In this study, the dependent groups t-Test was used to determine whether there was a significant difference between the pretest-posttest and posttest-follow-up test mean scores of the experimental group and the pretest-posttest mean scores of the control group. While interpreting, the results obtained from the analyzes, the value of .05 was used as the level of significance. It was interpreted that, if the results were  $p < .05$ , there was a statistically significant difference, if  $p > .05$ , there was no statistically significant difference.

### RESULTS

In this section, the analysis of the data obtained from the experimental and control groups on the effect of the "Creative Drama Based Life Skills Curriculum" developed within the scope of the research on the life skills of children is presented in tables in line with the sub-problems specified in the first section.

#### First Sub-Research Question

Is there a significant difference between the Early Childhood Life Skills Scale pre-test mean scores of the experimental and control group children?

**Table 2: t-Test Results of the Pre-Test Scores of the Experimental and Control Groups**

Group	N	X	S. S	t	df	p.
Experiment	16	176,445	14,24	1,634	14	,125
Control	16	182,114	19,46			

When the table is examined, according to the results of the analysis, the pre-test mean score of the children in the experimental group was 176.44, while the pre-test mean score of the children in the control group was calculated as 182.11. When the control and experimental group averages were examined, it was observed that there was a similarity in the scores between the two group averages. When the pre-test scores of the experimental and control groups were examined, no statistically significant difference was found between the two groups according to the scores they got ( $p = ,125 > .05$ ). In this case, it can be said that the children in the experimental and control groups were close to each other in terms of life skills, which was the dependent variable, before the treatments.

#### Second Sub-Research Question

Is there a significant difference between the Early Childhood Life Skills Scale post-Test mean scores of the experimental and control group children?

**Table 3: t-Test Results of the Post-Test Scores of the Experimental and Control Groups**

Group	N	X	S. S	t	df	p.
Experiment	16	233,375	8,17	-3,260	14	,004
Control	16	199,875	16,27			

When the table is examined, according to the results of the analysis, the post-Test mean score of the children in the experimental group was 233.37, while the post-Test mean score of the children in the control group was calculated as 199.87. A statistically significant difference was found in the scores obtained between the two

groups ( $p=.004<.05$ ). In this case, it can be said that there is a significant difference between the mean scores of the children in the experimental group.

### Third Sub-Research Question

Is there a significant difference between the Early Childhood Life Skills Scale post-Test mean scores and the pre-test mean scores of the experimental group children?

**Table 4: t-Test results of the post-Test mean scores and the pre-test mean scores of the experimental group**

Experiment	N	X	S. S	t	df	p.
Pre-test	16	183,3750	16,57659	-17,09	15	,000
Post-Test	16	231,3750	9,17878			

When the table is examined, according to the results of the analysis, the pre-test mean score of the children in the experimental group was 183.37, while the post-Test mean score was calculated as 231.37. It was calculated that there was a significant difference in the mean scores of the children in the experimental group. In this case, when the pretest-posttest scores of the experimental group are examined, it can be said that there is a statistically significant difference in the scores obtained between the two tests ( $p=.00<.05$ ).

### Fourth Sub-Research Question

Is there a significant difference between the Early Childhood Life Skills Scale post-Test mean scores and the pre-test mean scores of the control group children?

**Table 5: t-Test results of the pre-test mean scores of the control group**

Control	N	X	S. S	t	df	p.
Pre-test	16	198,4375	8,17287	-1,642	15	,121
Post-Test	16	199,8750	7,15425			

When the table is examined, according to the results of the analysis, the pre-test mean score of the children in the control group was 198.43, while the post-Test mean score was 199.87. When the mean of the control group was examined, it was observed that there was a closeness in the scores between the mean of the two tests. In this case, when the pretest-posttest scores of the control group are examined, it can be said that there was no statistically significant difference between the two tests according to the scores they got ( $p=.121>.05$ ).

### Fifth Sub-Research Question

Is there a significant difference between the pretest and posttest scores of the Early Childhood Life Skills Scale of the experimental and control group children?

**Table 6: t-Test Results of the Difference Between Pretest-Posttest Difference Scores of the Experimental and Control Groups**

Pretest-Posttest (Difference Score)	N	Mean	S.D	t	df	p.
Experimental group	16	34,09	9,17	3,287	15	,003
Control Group	16	29,33	9,07			

When the table is examined, according to the analysis results, the difference between the difference of the pre-test and post-test scores of the experimental group and the difference between difference of the pre-test and post-test scores of the control group, it can be seen that the difference between the mean scores of the pretest-posttest of the experimental group ( $X=34.09$ ) and the difference between the mean scores of the pre-test-posttest of the control group ( $X=29.33$ ), there is a significant difference on behalf of the experimental group according to  $p=.003<.05$ . It can be concluded that the children in the experimental group developed their life skills scores at a higher level than the children in the control group during the period between the pre-test and the post-Test. It can be stated that the "Creative Drama-based Life Skills Training Program" given to the children in the experimental group significantly increased their scores compared to the children in the control group in the period between the pre-test and the post-Test.

### Sixth Sub-Research Question

Is there a significant difference between the Early Childhood Life Skills Scale post-Test and follow-up test mean scores of the experimental group children?

**Table 7: t-Test results between the Post-test and Follow-up Scores of the experimental group**

Experiment	N	Mean	S.D	t	df	p.
Post-Test	16	231,3750	9,17878	-3,397	15	,091
Follow-up Test	16	233,8750	9,07653			

When the table is examined, according to the results of the analysis, the post-Test mean score of the children in the experimental group was 231.37, while the follow-up test mean score was calculated as 233.87. When the experimental group averages were examined, it was observed that there was a closeness in the scores between the two group averages. When the post-Test and follow-up test scores of the experimental group were examined, no statistically significant difference was found between the two tests according to the scores they got ( $p=.09>.05$ ). In this case, it can be said that the statistically significant difference created by the "creative drama-based life skills training program" on the experimental group is permanent.

### CONCLUSION AND DISCUSSION

In this study, the effect of the creative drama-based life skills training program prepared by the researchers on the life skills levels of 5-6-year-old children was investigated. According to the Early Childhood Life Skills Scale pre-test results of the experimental and control groups, there was no statistically significant difference between the mean scores of the groups. In this respect, it can be said that the groups were close to each other in terms of life skills, which was the dependent variable, before the implementation of the creative drama-based life skills training program.

A creative drama-based life skills training program consisting of 24 sessions for 12 weeks was applied to the children in the experimental group. The control group, on the other hand, continued the normal education curriculum with their teachers. When the post-Test results of the experimental ( $X= 233.3$ ) and control ( $X=199.8$ ) groups were examined; children's empathy, problem solving, decision making, critical thinking, self-awareness, interpersonal relations, communication, creative thinking, coping with emotions and stress, healthy eating, obeying cleaning rules and protecting themselves from all kinds of danger life skills compared to the pre-test results. It was determined that there was a significant difference in favor of the experimental group. In this direction, it can be said that the creative drama-based life skills curriculum creates a positive differentiation in the life skills of 5-6-year-old children and contributes to the development of life skills of children.

When the post-Test ( $X=231.3$ ) and follow-up test ( $X=233.8$ ) score averages of the experimental group were examined three weeks after the end of the implementation, it was determined that there was no significant difference between the two tests. In this case, it can be said that the statistically significant difference created by the "creative drama-based life skills training program" on the experimental group is permanent.

When the studies on life skills training programs in the literature (Göktürk İnce, 2014; Sacred, 2018; Topçu Bilir, 2019; Yıldırım and Temel, 2020) are examined, it can be seen that life skills programs are similar to children's anger management, communication, problem solving, empathy, and recognizing their emotions. It was observed that there was a positive difference in life skills. The results of the research support the results of this research. The effectiveness studies of the Lions Quest Life Skills Training Program, which emerged in the USA and are applied in many countries today, were conducted by Kidron, Garibaldi, Anderson, and Osher (2015). This result is also similar to the results of this study. The effectiveness of the Kindergarten Plus Program, another important life skills training program that emerged in Germany, was also examined by Klinkhammer (2013). After the curriculum applied to children aged 3-6, it was determined that there were positive meaningful differences in life skills such as conflict resolution skills, communication skills, emotional awareness and problem solving. It can be said that this result supports the research. Klinkhammer checked the retention of the training program for one year and the retention of the Kindergarten Plus program was found to be quite high. Longer-term follow-up tests can also be done to check the persistence of the creative drama-based life skills training program. Another positive effect of the program is the reduction in peer problems between children and others with behavioral problems such as excessive shyness or aggression. This result of the study is quite remarkable, and it can be examined whether the creative drama-based life skills training program has such an effect on the children who participated in the training.

The creative drama method is a method in which the participants are always actively involved and produce a common solution to the problem situations that arise during the creative drama process by using their skills such as interpersonal communication, empathy, critical thinking, recognizing and reflecting their emotions (Üstündağ, 2020). From this point of view, it can be said that the nature of creative drama lies in using life skills. When the literature is examined, studies aiming to gain life skills by using the creative drama method (Akfırat and Sefer, 2009; Gökçearslan Çıfci and Altınova, 2012; Kaya, 2018; Yağmur, 2010) have been



encountered. The results encountered in all the studies examined are that creative drama improves one or more of the life skills. These results also support the significant differentiation created by the creative drama-based life skills training program on the experimental group.

Creative drama makes use of the basic features of the game and often itself. Especially in the warm-up part of creative drama, play is used extensively to warm children up to the environment and to bring them from their previous moments to their current moments (Tekerek, 2006; Ulutaş, 2011). Girmen (2012) examined the effect of traditional children's games on children's life skills. Ataseven (2019) also aimed to improve both language development and daily life skills of children with its game-based program. When the results of the studies were examined, it was seen that the game was an effective tool to develop life skills. The idea of seeing the game as a tool also forms the basis of the creative drama-based life skills training program.

In the literature, studies in which open air is used to provide children with life skills have been encountered. In nature, children can use all their sense organs more intensely. Thus, they can recognize the environment and become more experienced about the risks that may be encountered in the open air. The open air, which contributes to the learning experiences of children by doing and living, is an element that supports their holistic development (Aktaş Arnas, 2017; Aşkar, 2021). Robinson and Zajicek (2005) prepared a one-year school gardening program to develop the life skills of working in groups, self-understanding, communication, volunteering, decision making and leadership. As a result of this program, which took place in the open air, there was an increase in the life skills of the children at the targeted level and it was seen that the results of the program were permanent. Outdoor activities are also included in the creative drama-based life skills training program, but it is thought that including more outdoor activities will increase the permanence of the program more.

It is seen that there are studies examining different life skills in the literature. One of these studies is the study of Güvenç and Aktaş (2006). The researchers chose assertiveness, self-esteem, interpersonal reactivity and internal control, different from the life skills targeted in the creative drama-based life skills training program. It can be said that this differentiation stems from the life skills needed by the adolescents who constitute the study group of the research. In Gültekin and Kılıç's (2015) study, it was aimed to develop self-management skills. Researchers have stated that self-management skills are intertwined with the ability to make decisions, self-knowledge and effective emotion control. These skills were also tried to be developed in this study. When the results of the study were examined, it was seen that the program developed the children's self-management life skill and all sub-dimensions of this skill. In this respect, it can be stated that the results of the creative drama-based life skills training program based on child-centeredness are similar to the present study of Gültekin and Kılıç, which was conducted with child-centered methods.

### **Suggestions**

In the light of the results obtained from the research, the following suggestions were made for researchers and educators.

### **Recommendations for Researchers**

- In this study, children aged 5-6 years who are known to show normal development have been studied. Studies can be conducted to examine the effects of similar programs to be developed on children of different ages and with different developmental features.
- By conducting studies on the problems that drama leaders who practice creative drama may encounter with children, the awareness of drama leaders about situations that may cause problems can be strengthened.
- Research can be conducted to examine the effect of creative drama-based life skills curriculum on children's skills other than life skills.

### **Recommendations for Educators**

- It has been determined that the creative drama-based life skills training program creates positive and significant differences in the life skills levels of 5-6-year-old children. It is recommended that preschool teachers plan activities in the light of this or similar programs in order to improve children's life skills levels.
- Creative drama training can be given to preschool teachers within the scope of in-service training.
- The content of drama courses given at universities can be enriched and the courses can be taught with active learning methods.
- While planning drama activities in pre-school education institutions, more attention may be paid to the fact that the activities are child-centered and that children can actively participate in the activity process.

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