

STUDY OF THE OPINIONS OF SCOUT LEADERS AND SCOUTS ON THE CONTRIBUTION OF EDUCATIONAL USE OF DRAMA TO THE IMPROVEMENT OF SCOUTS' CREATIVITY AND ENVIRONMENTAL AWARENESS

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ABSTRACT

The purpose of this research is to examine the views of scout leaders and scouts regarding the contribution of the use of drama in educational activities to the development of the creativity of the scouts and raising environmental awareness. The study group of this research consisted of 282 scouts and 36 scout leaders working in 12 different primary schools in the Turkish Republic of Northern Cyprus in 2016-2017 under the Ministry of National Education and Culture Primary Education Department. In the research, a questionnaire was used to measure the contribution of drama, and model of pre-test and post-test was used to determine how much their creativity developed.

In the workshops entitled Environment and Wetlands, both environmental awareness was developed and information about wetlands was provided. In addition, the scouts created slogans, composed songs and shouts about this subject. It has been revealed that the scout leader and the majority of the scouts think that Drama has positive effects on improving the creativity of the scouts and increasing their knowledge and manners..

Keywords: Drama, drama in education, scouting, creativity, environmental awareness

INTRODUCTION

The cornerstone of our national education program and national education policy is the eradication of ignorance. Until ignorance is destroyed, we stand still in the same place. Something that stays in place in fact is going backwards. On the one hand, it is necessary to try to eliminate the general ignorance, on the other hand, it is necessary to raise effective, beneficial and productive individuals in social life. This is possible with the implementation of practice in primary and secondary education. Only in this way will societies have business people and artists”(Atatürk).

Educational processes show constant change and development in parallel with the changes and developments of our age. Based on this view, our Ministry has tried to convey the student-centered teaching approach and its practices to school administrators and teachers in all our primary schools through in-service courses in recent years. Our Ministry emphasized that "Student-Centered Education" aims to meet student needs and characteristics. Accordingly, it presented to its educators an approach in which the approach to learning shifts away from memorizing facts to research and invention, focusing on group learning instead of individual learning, in short, allowing students to learn how to learn. Accordingly, in student-centered education, it is desired that the individual can question things, is active, working in harmony with the teacher, self-confident, self-expressive, developing by recognizing their abilities, acting independently and freely.

Drama offers us opportunities that can provide for all of the above-mentioned things to individuals. Considering its goals, the fact that drama is the most effective way to bring us to the same point should not be ignored. The goals of the drama are:

- To provide creativity and aesthetic development in children,
- To give children the ability to think critically,
- Gaining social development and working together habits in children,
- To give children self-confidence and decision-making skills,
- To give children language and communication skills,

It aims to develop imagination, emotions and thoughts in children. In the changing world, values education, which is the basis of modernization as well as academic success, has come to the fore. Various official organizations and voluntary organizations make efforts and work for the development of the individual as a whole and to have human characteristics. (Keskin et al., 2012).

Scouting, which is a youth activity in voluntary uniform, is defined as an educational tool that aims at the physical, mental and social development of the individual as a whole, enables the necessary work to improve their creative abilities, will benefit the society, and gather all moral national and international youth under one roof. It is also defined as an activity that supports practical knowledge and skills (Şahin, 2007).

The aim of scouting education is to make children and young people think as "We," not "me," and to raise them as responsible individuals who attach importance to national and human values. (Açıkbaş, 2010) It has an important function in terms of filling the gaps in family and school education. Acting with the motto "Do a good act every day" the scouts continue their activities by doing, living, trying and observing and they attach importance to values education. With this aspect, scouting is an activity that is similar to drama, intertwined with drama in many ways, and overlapping in terms of self-expression of the individual.

PROBLEM STATUS:

- Misperceptions about scouting and scouts, which arise from the fact that scouts are not included in the training processes with methods suitable for them, and that they are not given enough opportunity to reveal their creativity,
- The inadequacy of our education and training activities in raising individuals foreseen by the era, the necessity of using alternative and contemporary methods,
- The state of insensitivity and unconsciousness arising from not teaching the awareness of the protection of the environment and natural habitats with appropriate methods.

LITERATURE SCANNING

What is Drama?

"Drama supports education and training by providing communication and interaction skills, empathy, using body language, role playing, dreaming, relaxation, animation while teaching a subject" (Karakaya Necmettin).

Drama is a new formation in education and training. A rote-based education prevents the child's mental development, or research, or relationships with other people, or and finally effective learning. Drama, on the other hand, is both an educational field and an effective teaching method that develops and trains the children's creativity and prepares them for life (MEB, 1999:7).

Drama is a new formation that takes place in contemporary education systems and has been used in recent years.

- Expressing a thought with body language, movement and action,
- Multi-faceted development of persons by putting themselves in the shoes of others,
- Taking an active role in individual education-teaching processes,
- It is one of the most effective education methods in terms of an individual's discovery of creativity, perceiving life as multidimensional, and learning by doing. (Meral Kocabay)

"Creation of play processes and dramatic moments by experts within in-group interaction processes is described as creative drama studies" (San, 524)

Drama is a new formation that takes place in contemporary education systems and has been used in recent years.

Importance of Drama:

In our age, where science and technology are developing very rapidly, human beings are faced with the questions of having the qualifications suitable for this age. In order to adapt to the current era, countries have to plan and program their educational institutions according to these situations. They have to organize their education systems in order to raise individuals who are modern, self-confident, democratic, secular, able to perceive and question life, express themselves, be effective, productive, self-confident, and influence the masses. Drama is a science and art that give these features to students. Drama is a branch of science. In order for a field to be a branch of science, it must have management. Sciences reveal the correct information by examining the events and phenomena with their own methods. The leading unique methods of drama are communication, pantomime (non-verbal communication), improvisation, using body language, demonstrating, imitating, empathizing, role playing, daydreaming, enacting and evaluation. In addition, drama also benefits from all kinds of teaching methods and techniques used in education and training. Thus, a work of art emerges. (Aris, 1995:3, 4).

Art is one of the cornerstones of education and training. In case of its deficiency, it may cause gaps in personality and social development, as well as negative effects. Drama has a relationship with art. In education and training with art, students learn to think, develop physically and spiritually, and help them open up the ways of creativity. (İspiroğlu, 1994:49)

Drama educates children's emotions in educational activities through art. People whose emotions are not trained are insensitive to what is going on around them. These people look but do not see, hear but do not listen. Art is a branch of philosophy that enables people to develop their understanding of beauty. This branch studies what is beautiful, ugly and harmful for people (İspiroğlu, 1994: 9).

Drama affects the development of sense organs. People whose senses are trained learn more easily and quickly. For this reason, drama is important in terms of presenting learning through experiencing, filtering it from external factors, individualizing child's knowledge, making learning and knowledge functional, activating learning and activating the developmental characteristics of students in learning. (Adıgüzel, 2002:82)

In addition to permanent learning and socialization in drama processes, there are qualities that give the individual confidence and respect, enable the individual to reveal the social power and consciousness of being a member of a group, and contribute to the development of problem solving and communication skills. Participation instead of passiveness, independence instead of dependence and decision-making, competence, democratization are other qualities that creative drama can offer.

Education and Drama:

Today, with the developing technology and new understandings, human beings are also in a constant search, looking for different and more effective ways to adapt themselves to the new age and new developments. When considered in all these processes, Education also gets its share from these changes. When the issue of education is handled in this context, there are opposing views. The first of these are traditionalists, who think that the purpose of education is to transfer knowledge. Considering that this era is the era of information and finding information is at our fingertips at any time, it is a debatable how much mere information transfer is important in today's education. "The most appropriate metaphor for traditionalists' view on education is the image of an empty vessel."(Engin Karadağ, Dr. Nihat Çalışkan). Here, anything that is outside the child, evaluated by the teacher, is passively emptied into the open-mouthed container. It shows an understanding that puts the teacher in the center, ignoring the student's feelings, personality traits, perceptions and needs.

"The other view on education stems from the romantic idea that emphasizes the importance and uniqueness of the individual. The teacher should protect the children from the cruel world and interventions and support their natural development."

The student-centered teaching approach, which has become widespread in many countries today, is very compatible with this understanding, and it is aimed to structure the knowledge without ignoring the individual differences of the individual. At this point, according to San, most of the learning in school has taken the form of learning that is added and piled on one another. Information that is new to the individual is constantly taught and stored by individuals. However, today, knowledge must be perceived as holistic constellations within their interdisciplinary context. Learning in drama is a kind of structuring. It is the students' evaluation of what they have learned and the knowledge from their point of view. It is necessary to examine the acquired concepts and to attribute new meanings to these concepts. Experiences and lives are reviewed and all these natural processes bring learning. Teaching with drama is not just memorizing and storing information. In drama, information is structured in subjective and objective relations with the world. Educational institutions generally cannot provide such learning. For this, it is necessary to use drama in education.

"John Dewey (1921) defines the revolution from knowledge-centered education to child-centered education as follows; In the old education system, the weight was outside the child: it was in the teacher, in the textbook, wherever the child did not have instinctive and internal reactive activities... the center of gravity of the changes we are trying to make now changes and the child turns into a sun around which educational practices revolve."(Engin Karadağ, Dr. . Nihat Caliskan).

Unfortunately, when we look at our education system and in-class activities, it is seen that the teaching is mainly in everything except the child, as stated above. The children, who develop in this system and understanding, cannot go beyond memorization, grow up as individuals who do not question, are passive, cannot develop in accordance with his interests and abilities, cannot express themselves, and do not trust themselves. On the other hand, the children who grow up in education and training processes with a student-centered understanding are raised as

individuals who are questioning, active, work in harmony with the teacher, express themselves, develop by being aware of their abilities, act independently and freely.

Whatever understanding is adopted, educational activities should be carried out within the framework of a program. "The education program performs its function with its four structural dimensions. These dimensions are; goals expressing the expected behavioral change in the individual; Content consisting of information and categories necessary for the realization of the objectives; methods and techniques that express the way followed in transferring the determined content to students; "Evaluation dimension to measure whether behavior change has taken place or not"

"The method to be applied in education and training is to turn knowledge into a practical and possible tool that ensures success in material life, rather than an ornament, a tool of domination or a civilized pleasure." Atatürk In this statement, Atatürk also emphasized the importance of the method and emphasized the necessity of using knowledge for life.

Creative drama:

It is a way of self-expression. It is a method that reveals the creativity, imagination and courage of acting. In this way, the person gains self-confidence, self-realization, has values such as inner discipline, imagination, freedom and respect. Creative Drama is therefore also used as a teaching method.

Creative thinking and creativity are one of the aspects that distinguish humans from other living things. (Eker & Sak, 2016). It has been accepted that it is a feature that can exist and be developed in everyone (Arioğlu, 1999).

Scouting and Drama:

Scouting is activities done by living, experimenting and observing. It is very similar to drama in this aspect. Drama offers participants the opportunity to examine various social roles and problems. In the nature of scouting, there is work to solve the problems of oneself, those around them, and nature by undertaking various roles and tasks. .

Drama in Primary Education:

"Drama in Primary Education" is the animation of the lesson subjects that a classroom teacher will or will have taught in his class in accordance with the curriculum, under the leadership of the teacher. The success of the subject to be animated depends on the teacher and her experience in drama education (Karakaya 2007).

Drama in primary education is also a game. The aim is to ensure the subjects will be learned permanently by transforming the course topics into games. Drama in primary education is a group effort. It works to make learning by doing-experience permanent, to facilitate course subjects, to concretize abstract concepts, to provide effective and meaningful learning (Hatipoğlu, 2006: 2).

Drama in primary education is to revive a word, a concept, a behavior, a sentence, a thought, an experience, an event or a phenomenon or a subject of any lesson by using theater techniques and developing plays and games.

Happy individuals learn more quickly because all their perceptions are activated. Students learn to test and try, dream, gain courage, solve their problems, develop their creative power and try to relax, with the course topics given in the form of games. (Slade). Seachove states that this situation allows the child to gain personality in terms of social, ethical and psychological aspects. Kase and Posilini, on the other hand, make learning a natural and easy way by customizing their personality through imitation and role, transforming them into new situations and problems they will encounter in life. To summarize briefly, the student who use drama has the opportunity to simulate real life experiences beforehand. This is the most effective and exciting phenomenon that prepares a student for life, and it engages participation and creation at the same time. Parallel to the purpose of drama in primary education, the main purpose of primary education is to prepare students for life and higher education. All courses in primary education programs are effective in the realization of skills such as mental skills, effective reasoning, critical thinking and problem solving for the realization of this purpose. Primary education is a period in which children develop rapidly both physically and mentally. Therefore, it is necessary to know both the mental competencies of the students and the lessons to be taught should be arranged according to these competencies. Students learn through their sense organs. It is one of the basic conditions of learning to include learning and teaching tools that will appeal to the sense organs of the students. The fact that the course topics can be seen, handled and divided into parts facilitates learning and also reduces forgetting. In drama based activities, students use teaching materials related to the lesson topics; they will act, discuss solution strategies with their friends in the group, use body language, develop and combine their own concepts by playing the role of the object they will

portray in the group, so that students can channel their energies into learning by developing "student-centered activities".

Drama has a very important place and role in the development of primary school children. By emphasizing the principles and elements of students' cognitive, psycho-motor, physical, emotional, sexual and social development, the long-term sustainability of education and training can be achieved when education and training are provided in the drama environment. We can list the effects of drama on the development of students as follows:

1. The Effect of Drama on Cognitive Development

Primary school students have a unique worldview. Children of this age try to understand the world they live in. In children there are differences depending on age group, maturation speed and private life. They begin to think logically and thoughts increase mobility. Evaluations of features such as objects number, color, shape, mass, weight, volume and alike occur in this period. The ability to think abstractly has not been put in place in a concrete way. They adopt abstract concepts and metaphors such as freedom, honor, nation, country, death with their concrete meanings. (Acun; Gülay, 1992:44-45)

In the process of teaching the lesson subjects with the drama method in primary education, a significant increase is observed in the cognitive development of children. Children gain depth in their cognitive stages through the roles they will play about the lesson topics that will be the basis of the drama. They can reach correct and positive evaluations of objects, events and facts related to the subject through their group friends. This is also a result of the cognitive developmental stage. Drama contributes to the correct evaluation of this stage and to the correct perception of many abstract and concrete concepts.

2. Effect on Emotional Development

Whether or not the feelings that affect our inner world from our environment or that come from within are pleasing us, they are dimensions related to emotional development.

People are more or less in pain or pleasure while interacting with the environment. Failure to meet the basic needs of children may pave the way for the formation of various emotions in them. E.g; Children whose needs are met may be very happy, but otherwise unhappy. Emotional reactions in primary school children may differ with learning and maturation. The environment and conditions in which the child lives as well as endocrine glands play an important role in emotional development. Children can be provided with an environment of interest, love and trust. Children's emotional development can follow a positive development. Drama plays an important role in ensuring the positive and emotional development of children. In teaching with drama, children will be subject to a learning process by doing-living, and they will be free from many negative attitudes and behaviors in their relationships with friend groups thanks to the role play. Because; In drama, there is a constant interaction and activity. Children are present in this process with the roles they play. Since every interaction and every activity will carry children to the next level, they prepare the best environment for the emotional development of primary school children and for the initiation of positive relationships in terms of their mental health. Drama activities in the emotional life of the child lead to emotional relaxation by enabling the child to act independently in his own world. (Hatipoğlu, 2006:29)

The best activities in primary education can be obtained by teaching the lessons with the drama method.

With drama, children gain new experiences, prepare themselves for the future with the roles they play, they learn to be loved, to rejoice, sharing, discussing, rules, daydreaming, truth, goodness, perfection, responsibility, and staying in the foreground or in the background from time to time. Thus, the will to fight develops. For this reason, drama activates the passiveness and encourages the less courageous. (Hazar, 1997:16) Children gain a sense of self-confidence by trying to relax without being exposed to any obstacles in their emotional development by reflecting their innermost to the outside through the roles they play. (Hatipoğlu, 2006:28)

3. Effect on Social Development

Social development encompasses the processes related to the development of a person in a way that the society they live in will approve or disapprove. (Acun; Gülay, 1992:66) It follows a path parallel to the physical and emotional development of primary school children's social development. Children's gaining social characteristics is reflected in the culture of that environment through the environment and the environment.

it comes in. E.g; friendship; arises from the exchange of love and thought. Friendship distracts children from selfish behavior. Every child feels the need to make friends and join a group. This is a basic social need. Children learn the rules and value judgments that are valid in the society and be in harmony with them, depends on the positive start of this basic need. Social experiences have an important place in the socialization of children and in being a

man of society. Children can shape themselves by testing life in drama with the roles they will play with drama activities. Through drama, children also learn to socialize. Positive and negative qualities gained in real life are tested in drama and it is tried to gain positive qualities.

If the lessons are given with the drama method in primary education, children will be able to gain the traits below by gaining social characteristics through that environment, it will be easier to enter, adopt, integrate and finally integrate into the culture of that environment. (Poyraz, 1999:41)

- Meeting their basic needs,
- To regulate their behavior according to the value judgments of the society,
- Minimizing negative behaviors,
- In making socially approved behaviors a habit,
- Behaving in accordance with traditions and customs,
- Having good relations with others,
- Being self-respecting,
- To display a respectable and exemplary personality in the society,
- To form the cornerstones of social development in future ages,
- Ensuring communication and interaction with other people and institutions in the society,

4. Effect on Psychomotor Development

Psychomotor development is the voluntary mobilization of the organism as a result of brain and spinal cord development along with physical growth and development. (Montenegro; Caliskan, 2005:25)

When the child is born, he/she has psychomotor abilities such as readiness for reaction, restless movement, coordination, dynamics, attention and flexibility. Until the primary school age, these abilities are reflected in the personality at an increasing rate through trial and mistakes. These abilities of the children continue to develop in a healthy way during the course subjects taught with the drama method. In a role that they will play for the first time in a drama, children may show shyness, may not know how to act their roles, or even be afraid to play drama. This is due to the inability of a normal child to use his/her will properly. It should not be thought that there may be a disorder in psychomotor development.

Children who are confronted with a drama activity that they have never seen or tried before and which is completely unfamiliar to them can do it more easily with their friends in the drama group. (Poyraz, 1999:41). Thanks to drama, psychomotor skills, strength, reaction, attention increase, small muscles are controlled, coordination and balance of organs, flexibility and agility in movements are provided. (Infrequent; Sun, 1991:51-53)

5. Effect on Physical Development

Physical development is the maturation and differentiation of biological functions as a result of changes in the structure and biochemical composition of a growing organism's tissues.

Physical development encompasses regular, harmonious and continuous progress. In drama activities, the child's constant repetition of certain movements according to the roles he/she plays will naturally accelerate and strengthen his muscle development. The activity in the drama primarily affects the respiratory, circulatory and digestive systems positively and will accelerate the physical development of the child by contributing to the secretion of the endocrine glands more. First of all, it will help him/her eat healthy because he uses the calories he takes from nutrition with movements. When the child, who has a good appetite in the natural development process, combines the food he/she takes with the movements and the role he/she plays in the drama;

- Strengthening of muscles and tendons,
- Strength, endurance and quickness,
- Strengthening and development of bone structure and joints,
- Development of the immune system in the organism,
- Exercising the body,
- Acceleration in blood circulation,
- Enabling tissues to receive more nutrients,
- Acceleration in respiration will occur and positively affect their health and endurance.

6. Effect on Sexual Development

The development that includes a person's sexual growth, taking a healthy attitude towards this growth, being able to overcome his sexual problems and being sufficient is called sexual development.

The majority of the problems that people face in their sexual development coincide with school age. If students want to be in harmony with their environment, have good mental health, and get rid of emotional tensions, they should be closely interested in their sexual development and necessary guidance should be given. (Binbaşıoğlu, 1978:232)

Many parents in our country see sexuality as a taboo due to the cultural structure of our society. However, people begin to recognize their gender from birth, acquire gender-specific movements and personality, and in adolescence, they begin to be interested in sexuality with the physiological growth and activation of the glands. In this growth cycle, it is very important for the child to find the right answers to the questions that appear in his/her mind as he/she is shaped. Giving logical, scientific and correct answers to the child's questions about sexuality in this period depends on the guidance of the family and educational institutions. Otherwise, children will be prepared for a period of sexual complexity. In this case, children may fall into adolescence-specific depressions and mistakes (Basaran, 1976:43).

The primary school age is the age when children leave the family environment and open up to the outside world and mingle with the social environment. In this period, as the child's personality development continues, his/her tolerance for waiting and resisting obstacles increases. The child, whose world expands, creates imaginary heroes. Child gangs are formed during this period. Impulses to oppress the weak and to be a leader appear.

The child is lively and active. Child is energetic, physically stronger. When these children are given education and training with the drama method, negative attitudes and behaviors related to sexual development can turn into positive ones, especially when they act in accordance with the roles they undertake in social lessons. Life Studies, Social Studies and Turkish lessons and family, friends, society, work subjects in these lessons can help children to find their sexual identity. Thus, in teaching with drama method;

- They understand family life
- They develop their abstract thinking
- They develop the ability to choose between good and right, bad and wrong.
- They enrich their vocabulary.
- They bring the feelings of being liked to the fore.
- They use their energies in a positive way.
- They join friend groups.
- They reach the skill of being a healthy man and woman in later ages.
- They can solve their problems by researching.
- They become healthy individuals by successfully passing the healthy sexual development phase.
- They get rid of excessive emotionality.

PROBLEM STATUS:

- Using methods that are far from raising the individual foreseen by the age,
- Misperceptions about scouting and scouts, arising from the fact that scouts are not included in the education process with methods suitable for them, and that they are not given the opportunity to reveal their creativity sufficiently,
- The inadequacy of our education and training activities in raising the individuals foreseen by the age, the necessity of using alternative and contemporary methods.
- According to San, "...When we approach education in all its aspects, we see that in many respects we cannot innovate to the extent we wish. ...The rote teaching system is a phenomenon that everyone complains about, and creativity is a popular concept. Therefore, the question of how to raise a creative person in education concerns many of us. In this context, when we ask what more contemporary methods can be substituted for the old teaching methods, what we come up with are effective methods such as alternative learning methods, role playing, dramatization and finally creative drama..."(Adıgüzel, 2012, 253)
- According to Levent, "Rote learning does not allow an individual to even understand what they have learned. However, the drama method enables the individual to use all the information he/she has learned with his/her developing role, and even as his/her role develops, he/she becomes demanding and reaches it by himself/herself" (Adıgüzel, 2012, 282)
- "Drama supports education and training by providing empathy, using body language, role playing, dreaming, relaxation, communication and interaction skills while teaching the subject." (Karakaya Necmettin).

PURPOSE OF THE STUDY

In this study, it is aimed to determine the extent to which drama activities affect the creativity of the scouts and increase their sensitivity to the environment by taking the views of the scout leader and scouts.

- Using drama as an effective educational method,
- Raising awareness among primary school scouts regarding the promotion and protection of the environment and wetlands and endangered bird species,
- Demonstrating the effective use of the drama method in raising awareness to the scout leaders about the promotion and protection of the environment and wetlands and endangered bird species with the drama method,
- Arrangement of Shouts and Songs and applause to be created by the Scouts during the drama workshops to be created,
- Collecting the arranged songs on a CD by performing them by the scouts,
- Distribution of CDs created by the scouts in drama workshops, to all schools where scouting takes place.

In this study, answers were sought to the following questions:

- 1-The place of the scout and scout leaders in the education-teaching processes of drama as an educational method,
- The effects of the presence of drama in the educational processes on the awareness to be created about the subject to be taught.
 - The contribution and results of drama and the use of drama in education in revealing the creativity of the scouts.
 - Contribution of drama in developing environmental awareness and sensitivity of scouts.

IMPORTANCE OF STUDY

This study is important in terms of determining how effective and important drama is in terms of revealing the extent to which the Scouts develop their creativity and increase their environmental awareness.

In addition, this research is important because students are important. The main thing is what the students learn, what they feels, how they expresses themselves and where and how they use what they have learned. "Drama and drama take the place and value it deserves in education-teaching processes,

It is important in terms of revealing the creativity of the scouts and that the resulting product will be shared with all other scouts.

METHOD

• STUDY MODEL

Quantitative research model approach was used in this study. In order to create a solution to the research problem, a survey technique based on the quantitative research approach was created and a questionnaire was designed.

UNIVERSE AND SAMPLE

In this study, 176 girl and 116 boy scouts and 36 scout leaders participated as a selected sample, taking into account the 10% error number among 2000 scouts and 80 scout leaders affiliated to the Ministry of National Education and Culture Primary Education Department in 2016-2017.

Drama Workshops held in 12 primary schools in Famagusta Center and surrounding primary schools were limited to 176 Girl Scouts and 116 Boy Scouts and 36 Leaders.

Working Group – Workshops

Data Collection

Analysis and Evaluation of Data (Editing and evaluating songs)

Sharing the new product created

Work Groups:

In the drama workshops on Environment - Wetlands, awareness was created on the subject, slogans were created and the process was completed by producing songs and shouts.

The results obtained were evaluated by testing before the workshop and testing afterwards.

In addition, the attitudes of scout leaders towards drama were revealed through the surveys.

Drama Workshops were held in 10 primary schools and Famagusta Girl Scout Organization.

TARİH OKUL KIZ – ERKEK İZCİ SAYISI LİDER SAYISI

| | | |
|---|---------------------------------|-----------------|
| 4 Mayıs 2017 Şehit Zeki Salih İlkokulu | 18 K+16E = 34 | 3 |
| 11 Mayıs 2017 Şehit Osman Ahmet İlkokulu | 10 K+ 6E =16 | 2 |
| 12 Mayıs 2017 Polatpaşa İlkokulu | 15K+10 E= 25 | 2 |
| 13 Mayıs 2017 Dört Yol İlkokulu | 11K+11E=22 | 2 |
| 18 Mayıs 2017 Karakol İlkokulu | 10K+8E=18 | 2 |
| 1 Haziran 2017 Yeniboğaziçi İlkokulu | 10K+12E=22 | 3 |
| 4 Haziran 2017 Geçitkale İlkokulu | 13K+11E=22 | 2 |
| 4 Haziran 2017 Şht İlker Karter İlkokulu | 20K+20 E =40 | 4 |
| 5 Haziran 2017 Gazi İlkokulu | 15K+8E=23 | 2 |
| 8 Haziran 2017 Güvercinlik İlkokulu | 5K+14 E =19 | 1 |
| 29 Haziran 2017 Gazimağusa Meslek Lisesi | 14 K | 1 |
| 29 Haziran 2017 Gazimağusa Kız İzci Örgütü | 20 K | 10 |
| Projede asistan olarak eğitimlerde görev alan | 15 K | 2 |
| TOPLAM | 176 Kız +116 Erkek = 292 | 36 lider |

Pretest and posttest measurements were made to all participants, and the success of the workshops and the awareness created in the students were measured. As a result of the analysis of these tests, a success rate that can be considered serious was determined.

DATA COLLECTION TOOL

In order to collect the data, both questionnaires and pre-tests and post-tests were used. In addition, the outputs obtained from the Drama Workshops were presented as products.

In drama workshops, a drama plan consisting of 12 different drama activities was implemented. With 12 different activities in the drama plan, the scouts were able to descend and rise, make their arms wings and fly like a bird. The scouts also pretended to talk to water drops and sought an answer to the question, "Who or what needs water in the world?" and they wanted the water drops to fall where they were needed. They shared the joy of hovering over deserts, trees, seas, and waterless countries as imaginary clouds and raining water with their friends.

In another activity, the scouts, who were asked to be the voice of nature, put themselves in the place of nature and had the opportunity to both empathize and express their thoughts on this subject as if they were the voice of nature. Afterwards, after imitating the various sounds of nature, the scouts prepared slogans for the protection of nature and the environment, and by thinking about the natural rhythms of nature, scouts shouted. Finally, the phrase "The World Is Not Only Us" was combined with rhythms and movements to create a scout's applause.

ANALYSIS OF DATA;

Pretest and posttest measurements were made to all participants, and the success of the workshops and the awareness created in the students were measured. As a result of the analysis of these tests, a success rate that can be considered serious has been determined.

FINDINGS

The following findings were obtained in this study:

Products; It consists of scout songs, slogans and shouts that will be passed down from generation to generation. Scouts shared the happiness of working and producing in accordance with the spirit of the scouts in cooperation.

Scout songs created by the scouts in drama workshops were recorded in the studio by the scouts, CDs were prepared and distributed to primary schools with their lyrics.

Findings Obtained from Pre- and Post-Tests:

Before starting the Drama Workshops titled "Join the Scouts for the Environment, The World Is Not Only Ours", a pre-test consisting of seven questions was asked to each of the scouts, and a post-test was administered at the end of the drama workshops. The findings of the pre-test and post-test, in which the same questions were asked, are as follows. According to this:

The first question in the pre-test was "Do you know the names of the wetlands in the Famagusta region?" While only 13% of the scouts answered the question correctly, 91% of the scouts were able to answer the same question correctly after the drama shoots.

In the second question, the scouts were asked to write the names of two of the wetlands in the Famagusta region. While the correct answer given by the scouts to this question in the pre-test was 9%, the correct answer rate increased to 87% in the post-test after the workshops.

In the third question in the pre-test, scouts were asked if they knew the names of the endangered bird species living in the wetlands in the Famagusta region. While 47% of the scouts stated that they knew the names of endangered bird species, 71% of the scouts stated that they knew bird species for the same question in the final test made after the drama workshops.

In the fourth question in the pre-test, the scouts were asked to write the names of the endangered bird species living in the wetlands of the Famagusta region. In the pretest, 35% of the scouts were able to write the names of only two of the endangered birds, while only 5% of the other three species got their names right. In the final test after the drama workshop, 69% of the scouts were able to spell at least three of the bird species correctly.

In the fifth question in the pre-test, the scouts were asked what can be done to protect the wetlands and they were asked to write down three things that could be done. Scouts were able to correctly know only one of these three options. While it can be understood from the only answer they gave that they knew that environmental cleanliness is very important, in the final test made after the workshops, 76% of the participants were able to give the desired answers.

In the sixth question in the pre-test, the scouts were asked why it is important to protect our environment and natural life. They were asked to write three reasons. However, the desired correct answer to this question could not be given. However, the rate of those who answered this question correctly in the post-test was 60%.

In the last question of the test, scouts were asked what the expression "The World Is Not Only Ours" means, and 82% of the scouts were able to explain in their own way in the pre-test. However, in the post-test, these statements were found to be more satisfactory and close to what was desired.

Slogans, lyrics and shouts made with rhythms created in the Drama Workshops should also be considered as outputs that will contribute to the awareness of the scouts after the workshops about the environment, wetlands, endangered birds in wetlands and what needs to be done to protect these places.

In addition to all these by pretending to be a bird, the scouts learned how the birds look from above, the descending movement of birds to feed in wetlands, how their life is at risk due to a chewing gum sticking to their beaks, learning through imitations, while developing different perspectives, they also learned to develop their empathy skills. Again, while seeing themselves as drops of water, becoming clouds and making it rain, they added critical thinking skills to their empathy skills while thinking about those in need.

During the activities, they also learned to express their feelings, that there is more than one truth, and to respect the ideas and existence of others. In addition, they learned the importance of water and the importance of the environment not only by listening, but also by experiencing case studies, by taking part in the scene themselves, and by internalizing the real-life relationship of what they learned, they achieved full learning.

CONCLUSION AND RECOMMENDATIONS

In this research, when the quality of the outputs is examined, it is seen that drama activities affect the creativity of the scouts significantly. The slogans, songs, applause and shouts that the scouts created during the drama workshops are the most effective evidence to support the findings. Scouts were included in the learning processes and were able to express themselves by including all their emotions in the processes, by doing, experiencing, having fun and expressing themselves freely, with the roles they took in the processes, in imaginary places with drama activities. While expressing themselves, they were not just spectators to the learning processes, they were able to internalize learning much more easily by participating in person. When the pre and post tests were evaluated, it was revealed that the scouts knew the environment better, gained environmental awareness, were more sensitive to the environment and natural riches, and what was learned was more permanent thanks to the drama activities.

Ömer Adı Güzel stated that Drama provides many benefits to the person and listed only some of **the benefits of Drama as follows:**

- ♣ Since it provides physical activity, it also has an effect on physical development.
- ♣ In addition, it provides support for a more effective verbal expression while providing the ability to use body language,

- ♣ Develops self-expression skills.
- ♣ Helps to eliminate shyness and stillness
- ♣ Develops the four basic skills of speaking, reading, writing and reading and strengthens healthy communication
- ♣ Develops imagination and creativity
- ♣ Provides the habit of using creativity in a versatile way
- ♣ Improves emotional intelligence
- ♣ Enables to realize teamwork and cooperation, the differences of group and individual work.
- ♣ Improves sensitivity
- ♣ Provides self-control skills
- ♣ Develops problem solving skills.

Considering the benefits mentioned above, it was seen that the scouts achieved similar gains in Drama Workshops. However, it was determined that the scout leaders believe in the benefits of using Drama in scouting activities, and they want to receive training to improve themselves in this regard. These findings emerge as another result of the study.

SUGGESTIONS

More drama should be included in scouting activities. Particular attention should be paid to the expansion of drama activities among scouting activities in order to support the physical, mental, cognitive and social development of scouts.

Scout leaders should receive training on DRAMA in order to apply drama activities more effectively in scouting activities.

Drama plans should be prepared and archived as material on environment, our cultural heritage, our values and similar topics.

In-service training on the place of Drama in Education should be given to teachers in order to include drama as a method in educational processes, not only in scouting activities but also in classroom activities.

Drama should be included in school programs as an educational branch activity in our primary schools in order to spread it.

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