

The effect of drama activities on self-care skills in children aged 48–60 months in the preschool period

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ABSTRACT

The purpose of the study is to examine the effect of drama activities aimed at self-care skills on the self-care skills of 48–60-month-old children in the preschool period. It is important that self-care skills, which are among the basic skills that should be acquired by children in the preschool period, are acquired correctly and become a habit through drama activities that enable learning by doing and experiencing. The study used a pretest–posttest control group quasi-experimental design from quantitative research methods. The study group was formed using the convenience sampling method from purposive sampling methods. The study group consisted of 26 children aged 48–60 months, 14 in the experimental group and 12 in the control group. The “Self-Care Skills Assessment Test for Children Aged 3–6” developed by Bayer, Çağdaş, and Kayılı (2019) was used as the data collection tool in the study. The test was completed separately by teachers for each child as a pretest and posttest before and after the application. In the implementation phase of the study, drama activities focused on self-care skills, prepared by the researchers, were conducted twice a week for 6 weeks, in addition to the existing educational programs of the children in the experimental group. The control group continued with their current education. The results of the study revealed that drama activities aimed at self-care skills had a positive effect on the self-care skills of children aged 48–60 months in the preschool period, including cleaning and personal care, eating, resting, dressing, protecting oneself from accidents, and organizing the environment.

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Introduction

The preschool period is the most crucial stage for children's cognitive, social-emotional, motor, and language development. Development is particularly rapid during these first six years of life, and fundamental skills are acquired during this period. Considering children's learning speeds, this period is one in which they are open to learning, discovering, and acquiring skills (Cempron, 2021). The skills children acquire during this period form the foundation of their lives. Therefore, the activities undertaken should be designed to support children's development and skills. One of the most important skills targeted for children during this period, which they will use throughout their lives, is self-care skills (Sezici & Akkaya, 2020).

Self-care skills are the ability of a child to independently meet their basic daily needs without adult support. Acquiring these skills enables children to develop the ability to make decisions on their own, as well as a sense of autonomy and self-confidence (Altaş, 2022). The first six years are crucial for children to acquire basic self-care skills. During this period, children who have not sufficiently acquired self-care skills may experience difficulties participating in social and community activities and communicating comfortably with their environment (Zhu et al., 2022). In addition, the development of health and hygiene-related skills also affects children's development at school (Duran & Arslan, 2021). For this reason, self-care skills are

among the priority skills that preschool education aims to teach children. Preschool education programs include achievements and indicators related to self-care skills in this direction (MEB, 2013). Activities based on learning outcomes and indicators related to self-care skills provide significant contributions to children's physical and mental health by teaching them skills such as body hygiene, dressing, adequate and balanced nutrition, understanding the importance of rest, making necessary arrangements in their living spaces, using necessary tools and equipment, protecting themselves from dangers and accidents, and taking precautions related to their health. Within the scope of supporting holistic development in the preschool period, it is important to teach these self-care skills (MEB, 2013; Yalçın, Başar & Çetinkaya, 2013). This situation highlights the importance of activities carried out in preschool education for children in acquiring self-care skills.

In addition to the skills that should be taught to children in the preschool period, how these skills should be taught is equally important. Children actively participate in activities they enjoy and achieve lasting learning during this period (Dogru, 2015). One of the most important methods for children to actively participate and achieve lasting learning is learning by doing and experiencing. One of the most effective activities for children to learn by doing and experiencing in the preschool period is drama activities (MEB, 2013). Drama is an effective method that develops children's imagination, supports their creativity, and enables them to learn by doing and experiencing (Cottrell, 1987; Kabaday, 2023). The purpose of drama in education is to enable children to learn through experience by acting out and pretending (Köksal Akyol, 2012). Through drama activities, children learn to perceive life in a multifaceted way and can transform their knowledge into experience. Therefore, through drama activities, children can permanently learn basic self-care skills such as eating, dressing, and personal hygiene (Khursonali, 2024; Köksalan, Yayan, Emre & Ulutas, 2017). Drama activities, which support holistic development and positively influence all areas of development, also help children gain self-confidence. By supporting the development of social skills in children through group work, it instills a sense of belonging, responsibility, and achievement (Ceylan, & Gök Çolak, 2019). In addition, drama activities support children in acquiring and developing the self-care skills they need to gain in early childhood (Basso & Pelech, 2008; Loretha, Arbarini, Felestin & Desmawati, 2023).

In the literature review conducted, Okvuran (2003) examined the characteristics of drama, Water (2009) examined why drama is necessary, Genç (2005) examined the relationship between drama and education, Lindberg (2015) examined the effects of drama on curriculum and learning, Özsoy and Yüksel (2007) examined drama and mathematics teaching, Kurudayıoğlu and Özdem (2015) examined drama and Turkish language teaching, Köksal Akyol (2012) examined drama in education and the role of the teacher, and Hui et al. (2011) examined the effect of drama on the creativity of both children and teachers. Regarding self-care skills, Huong et al. (2025) addressed the management of self-help skill development activities in early childhood institutions, Duong and Pham (2023) addressed self-care skills education for 5-6-year-old children, and Alias et al. (2025) addressed the importance of self-care independence, and Konya (2007) addressed the effect of cooperative learning activities on the development of self-care skills. Dinçer, Demiriz, Ergül (2017) and Bayer, Çağdaş, Kayılı (2019) developed scales to measure self-care skills in their studies. When examining studies investigating the relationship between drama and self-care skills, Ceylan and Gök Çolak (2019) examined the effect of drama activities on the life skills of five-year-old children; Yıldırım and Altok Çetin (2022) examined the effect of creative drama-based life skills education on the life skills level of children aged 5-6; Tombak (2014) examined the development of self-care skills through drama-based learning about the functions and care of body parts; Spykerman (2017) conducted a study on creating self-care practices using therapeutic drama techniques; Akasha, Gabr and Gani (2025) applied a psychodrama-based program in their studies to develop self-care skills and emotional expression skills in preschool children and concluded that it was effective.

In the literature review, studies on drama (Genç, 2005; Köksal Akyol, 2012; Kurudayıoğlu & Özdem, 2015; Okvuran, 2003; Özsoy & Yüksel, 2007; Yiğit, 2010), studies on self-care skills (Bayer, Çağdaş & Kayılı, 2019; Dinçer, Demiriz & Ergül, 2017; Konya, 2007) and studies examining the relationship between drama and self-care skills (Ceylan & Gök Çolak, 2019; Ladera-Castañeda et al., 2022; Yıldırım & Çetin, 2022). It is very important that self-care skills, which are among the basic skills that individuals use in daily life throughout their lives, are acquired correctly in the preschool period and become a habit. For this reason, it is thought that it will be important to teach and reinforce self-care skills by using drama activities that allow children to learn by doing and experiencing. From this point of view, the aim of the study was to examine the effect of drama activities on the self-care skills of 48-60 month old children.

Teaching children self-care skills, which are fundamental skills used in daily life throughout an individual's life, in the preschool period and making them a habit is very important. In order for self-care skills to be learned correctly and permanently in the preschool period, it is necessary to set an example and ensure that children learn by doing and experiencing. In this context, it is considered important to use drama activities that preschool children enjoy and participate in with enthusiasm to bring self-care routines to life, provide

children with the opportunity to learn by doing and experiencing, and reinforce these skills. Based on this, the aim of the study is to examine the effect of drama activities prepared for self-care skills within the scope of the research on the self-care skills of 48–60-month-old children, including cleaning and personal care, eating, resting, dressing, protecting oneself from accidents, and organizing the environment.

Method

Research design

This study employed a pretest–posttest, control group quasi-experimental design, one of the quantitative research methods. Experimental studies involving experimental and control groups are quasi-experimental studies, used when random assignment of the sample is not possible (Şimşek, 2018). One of the effective methods used to determine the cause-effect relationship between variables is the quasi-experimental design (Büyüköztürk, 2007). In this study, a quasi-experimental design was used because the experimental and control groups were determined without random assignment. Furthermore, the quasi-experimental design was used in this study to examine whether drama activities have an effect on the self-care skills of preschool children.

Working group

Convenience sampling, one of the purposeful sampling methods, was used in the study. Convenience sampling relies on elements that are readily available, easily accessible, and quick to obtain (Patton, 2005). It is used in situations where the sample size is not expected to allow for generalization, where similarities and differences between diverse situations are revealed, and where access is easy and inexpensive (Vogt, Gardner & Haefele, 2012). In this study, the easily accessible sampling method was preferred because it was predicted that the sample size would not allow for generalization and in order to save time and money in reaching the result. The demographic characteristics of the experimental and control groups included in the study are presented in Table 1.

Table 1. Demographic Characteristics of the Experimental and Control Groups

Groups	n	Gender		Age	Number of Siblings				Duration of Preschool Education		
		Girl	Boy	48–60 month	0	1	2	3	6 months	1 year	2 years
Experimental Group	14	5	9	14	1	8	3	2	5	4	5
Control Group	12	6	6	12	–	4	4	4	–	12	–
Total	26	11	15	26	1	12	7	6	5	16	5

Table 1 shows that the experimental group consists of 14 children aged 48–60 months attending

Ağdacı Kindergarten in Bartın province, while the control group consists of 12 children aged 48–60 months attending Ayıçi Kindergarten in Zonguldak province. Accordingly, the study group consists of 26 children aged 48–60 months, 14 of whom are in the experimental group and 12 of whom are in the control group. Five of the children in the experimental group are girls and nine are boys. All of the children are aged 48–60 months. One child is an only child, 8 have 1 sibling, 3 have 2 siblings, and 2 have 3 siblings. The duration of their preschool education is 2 years for 5 children, 1 year for 4 children, and 6 months for 5 children. Six children in the control group are girls and 6 are boys. All children are between 48 and 60 months old. Four children have one sibling, four have two siblings, and four have three siblings. The duration of preschool attendance for these children is one year.

Data collection tools

Personal information form: Prepared by researchers to obtain children's personal information. It consists of questions regarding gender, age, number of siblings, and duration of preschool education.

“Self-Care Skills Assessment Test for Children Aged 3–6” (Bayer, Çağdaş & Kayılı, 2019): Used to measure the effect of drama activities on children's self-care skills. The test is prepared in a 5-point Likert scale. The test consists of 50 items with options ranging from very good, good, average, poor, to very poor. The test has six subscales:

Hygiene and personal care; items 1–18

Eating; items 19–29

Resting; items 30–33

Dressing; items 34–43

Protecting oneself from accidents: items 44–46

Organizing the environment: items 47–50.

The reliability of the test was found to be 0.88 for three-year-old children, 0.80 for four-year-old children, and 0.85 for five-year-old children. The reliability for six-year-old children was also found to be 0.85 (Bayer et al., 2019).

Drama Activities for Self-Care Skills: The drama activities were prepared by researchers. When preparing the activities, the developmental characteristics of children, self-care skills, and the literature related to drama activities were examined first, and the basic characteristics of the activities to be implemented were determined. The drama techniques to be used in the activities were determined as role-playing, dramatization, improvisation, mental visualization, and group drama. The drama activities were designed as 12 activities by integrating the self-care skills that need to be developed in children aged 48–60 months with the sub-areas of the measurement tool, namely

“cleaning and personal care, eating, resting, dressing, protecting oneself from accidents, and organizing the environment.” The materials planned to be used in the activities were then procured. The activities, prepared using the achievements and indicators in the Preschool Education Program, were planned so that children would play an active role in the process. The principles of moving from the specific to the general, from the concrete to the abstract, from the simple to the complex, and from the part to the whole have been taken into consideration (MEB, 2013). The prepared activities were submitted to three preschool education experts for review and, after the necessary corrections, were made ready for implementation. Sample activities are provided in the appendix section.

Data collection

During the implementation phase of the study, teachers were first provided with information about the research. Subsequently, as a pretest, the “Self-Care Skills Assessment Test for Children Aged 3–6” was completed by teachers for each child individually, based on the principles of closeness to the child and getting to know the child. Then, drama activities focused on self-care skills were implemented by the researchers for the experimental group. During this time, the teacher supported the process and ensured the children's adaptation to the activities and researchers. The activities were implemented over 6 weeks, twice a week, focusing on one area each week (cleaning and personal care, eating, resting, dressing, protecting oneself from accidents, and organizing the environment). Kalemkuş (2020) states in his study that experimental research applications can be carried out between 6 and 10 weeks. During the application process, drama activities aimed at teaching self-care skills were implemented by the researchers in addition to the existing program of the children in the experimental group. During this process, the control group continued to learn within the existing program with their own teachers. After the implementation process was completed, the “Self-Care Skills Assessment Test for Children Aged 3–6” was administered as a post-test by the teachers of the experimental and control groups, separately for each child.

Data analysis

The data from the study were analyzed using the SPSS program. The pretest–posttest Cronbach Alpha (α) values for the experimental and control groups were calculated. The normality values for the pretest and posttest were calculated. Since the Shapiro–Wilk value for the experimental group's pretest was $0.013 < 0.05$, it was found to be significant and that the group did not show a normal distribution. Therefore, the Mann Whitney U Test from Non-Parametric Tests was applied between the pre-tests of the experimental and control groups, and the Mann Whitney U Test from Non-Parametric Tests was applied between the post-tests of the experimental and control groups. The Wilcoxon Test from Non-Parametric Tests was applied for the pre-test–post-test analysis of the experimental group. and the Wilcoxon Test from non-parametric tests for the control group's pre-test–post-test analysis.

Findings

The findings of the study conducted to examine the effect of drama activities on the self-care skills of 48–60-month-old children in the preschool period; pretest–posttest Cronbach Alpha values for the experimental and control groups (α) values, pretest–posttest normality values for the experimental and control groups, Mann Whitney U test results between the pretest of the experimental and control groups, Wilcoxon test results for the pretest–posttest of the experimental group, Wilcoxon test results for the pretest–posttest of the control group, and Mann Whitney U test results between the posttest of the experimental and control groups.

Table 2. Pre-test and Post-test Cronbach Alpha (α) Values for the Experimental Group and Control Group

Group	n	Cronbach Alpha (α)
Experimental Group Pre-test	14	0,982
Experimental Group Post-test	14	0,933
Control Group Pre-test	12	0,968
Control Group Post-test	12	0,970

Table 2 presents the Cronbach Alpha (α) values for the pretest and posttest results of the experimental and control groups. The pretest Cronbach Alpha (α) value for the experimental group was 0.98, while the posttest Cronbach Alpha (α) value was 0.93. The pretest Cronbach Alpha (α) value for the control group was 0.96, while the posttest Cronbach Alpha (α) value was 0.97. Cronbach Alpha values greater than 0.80 indicate high reliability.

Table 3. Normality Values of the Experimental Group and Control Group Pre-test and Post-test

Grup	n	Skewness	Kurtosis	Kolmogorov-Smirnov ³	Shapiro-Wilk	X	SS
Experimental Group Pre-test	14	1,346	,750	,009	,013	2,61	,602
Experimental Group Post-test	14	-,411	,576	,200	,994	3,91	,453
Control Group Pre-test	12	,172	-1,025	,200	,709	2,92	,398
Control Group Post-test	12	,013	-1,091	,200	,764	3,02	,397

When examining Table 3, the pretest-posttest normality values for the experimental and control groups were determined by taking the averages of the scores obtained from the "Self-Care Skills Assessment Test for Children Aged 3-6." When examining normality values, if the number of individuals is greater than 50, the Kolmogorov-Smirnov3 value should be examined, and if the number of individuals is less than 50, the Shapiro-Wilk value should be examined to make a normality interpretation (Büyüköztürk, Bököçü & Köklü, 2009). When examining the table, the Shapiro-Wilk value for the pretest of the experimental group was 0.013, the Shapiro-Wilk value for the posttest was 0.994, the Shapiro-Wilk value for the pretest of the control group was 0.709, and the Shapiro-Wilk value for the posttest was 0.764. Since the Shapiro-Wilk value of the pretest for the experimental group is $0.013 < 0.05$, it is significant and the group does not show a normal distribution. Therefore, the Mann Whitney U Test was applied between the pre-tests of the experimental and control groups, the Mann Whitney U Test was applied between the post-tests of the experimental and control groups, the Wilcoxon Test was applied between the pre-tests and post-tests of the experimental group, and the Wilcoxon Test was applied between the pre-tests and post-tests of the control group. The obtained data are presented in Table 4, Table 5, Table 6, and Table 7.

Table 4. Pre-test Mann Whitney U Test Results for the Experimental and Control Groups

Groups	n	Rank Mean	Rank Total	U	Z	P
Experimental Group	14	10,89	152,50	47,500	-1,879	,060
Control Group	12	16,54	198,50			

$n=26, p<.05$

Table 4 was examined, and the Mann Whitney U Test was applied to test whether there was a significant difference between the pre-tests of the experimental and control groups. The analysis revealed no significant difference between the pretest scores of the experimental and control groups on the "Self-Care Skills Assessment Test for Children Aged 3-6" ($U=47.500, p>.05$). Accordingly, it can be said that the experimental and control groups had similar levels of self-care skills prior to the intervention.

Table 5. Post-Test Mann Whitney U Test Results for the Experimental and Control Group

Groups	n	Rank Mean	Rank Total	U	Z	P
Experimental Group	14	18,64	261,00	12,000	-3,705	,000
Control Group	12	7,50	90,00			

$n=26, p<.05$

According to Table 5, when the post-test scores of the experimental and control groups on the "Self-Care Skills Assessment Test for Children Aged 3-6" are examined ($U=12,000, p<.05$), a significant difference is observed. This difference can be explained by the fact that the experimental group's post-test score rank average (18.64) is higher than the control group's post-test score rank average (7.50). Accordingly, it can be said that the experimental group's self-care skills are more developed than those of the control group.

Table 6. Results of the Wilcoxon Test for the Pre-test and Post-test of the Experimental Group

Pre-test-Post-test	n	Rank Mean	Row Total	Z	P
Negative Sequence	0	0	0	-3,296	,001
Positive Sequence	14	7,50	105,00		

Equal	0
Total	14

Table 6 shows that there is a significant difference between the pretest and posttest scores of the experimental group on the “Self-Care Skills Assessment Test for Children Aged 3–6” ($z=-3.296$, $p<.05$). When the rank means and totals of the difference scores are examined, it is seen that this observed difference is in favor of the posttest scores. In this case, it can be said that the drama activities implemented positively affected the children's self-care skills. Accordingly, it can be said that at least one degree of increase was observed in at least one of the skills measured at the end of the implementation process in the children in the experimental group.

Table 7. Control Group Pre-test and Post-test Wilcoxon Test Results

Pre-test-Post-test	n	Rank Mean	Row Total	Z	P
Negative Sequence	0	0	0		
Positive Sequence	12	6,50	78,00	-3,075	0,002
Equal	0				
Total	12				

According to Table 7, when the pretest-posttest scores of the control group on the “Self-Care Skills Assessment Test for Children Aged 3–6” are examined, a significant difference is observed ($z=-3.075$, $p<.05$). When the rank means and totals of the difference scores are examined, it is seen that this observed difference is in favor of the posttest scores. Accordingly, it can be said that at least one degree of improvement was observed in at least one of the skills measured at the end of this process in the children in the control group.

Conclusions and recommendations

The study examined the effect of drama activities targeting self-care skills on the self-care skills of 48–60-month-old children in the preschool period.

The analyses revealed no statistically significant difference between the pre-tests of the experimental and control groups. This can be explained by the fact that the experimental and control groups were of similar socioeconomic status and attended educational institutions where the current educational program was implemented. Indeed, the aim of the current preschool education program is to ensure that children attending preschool institutions grow up healthily through rich learning experiences, reach the highest level by supporting all areas of development, acquire self-care skills, and are ready for basic education (MEB, 2013).

The analyses revealed statistically significant differences between the post-tests of the experimental and control groups. Accordingly, the experimental group's self-care skills post-test scores were higher than those of the control group. This result indicates that the drama activities targeting self-care skills applied to the experimental group within the scope of the study positively affected the children's self-care skills. Accordingly, the drama activities targeting self-care skills in the study facilitated children's acquisition of self-care skills, including cleaning and personal care, eating, resting, dressing, protecting themselves from accidents, and organizing their environment. Children achieved effective and lasting learning related to self-care skills both by having fun and by doing and experiencing. Similar to this finding, Ceylan and Gök Çolak (2019) and Yıldırım and Altok Çetin (2022) determined in their research that creative drama activities are effective in supporting basic life skills. In his study Betz (2000), developed developmental guidelines based on Piaget and Erikson's developmental frameworks and Orem's self-care models. Accordingly, he encourages dramatic play to teach children to become self-sufficient in managing their health needs within the scope of self-care skills. Yiğit (2010) states that drama activities in lessons develop children's creativity and that children gain educational achievements through drama, which is a learning-by-doing model. In his study, Jjarrah (2019) showed that the use of drama in education has an impact on life skills. In their research, Yıldırım and Niyomugabo (2025) emphasize that teachers use drama and collaborative peer activities, positive reinforcement, and digital resources to teach life skills.

According to the analysis of the pretest-posttest data of the experimental group, a statistically significant difference in favor of the posttest was found. This result shows that the drama activities applied to the experimental group within the scope of the research positively affected the children's self-care skills, such as cleaning and personal care, eating, resting, dressing, protecting themselves from accidents, and organizing their environment. This result of the research can be explained by the fact that drama activities used to teach self-care skills make learning interesting and enjoyable and offer children opportunities for lasting learning through doing and experiencing. Similar to the result of this research, Lo and Ke (2022) examined the effects of self-care intervention on the self-care practices of young children in mixed-age

classes. Children underwent a self-care education intervention in five dimensions—nutrition, clothing, toilet training, sleep, and hygiene—over eight weeks, and the Self-Care Behavior Scale found that the general self-care behavior performance reached a significant level of interaction. In relation to the research results, Kurudayıoğlu and Özdem (2015) stated in their research that students gained lasting comprehension skills through drama activities by doing and experiencing; Coleman and Davies (2018) also stated that drama makes learning interesting and enjoyable, providing positive attitudes, self-confidence, and lasting learning in learners.

According to the analysis of the pretest-posttest data of the control group, a statistically significant difference in favor of the posttest was found. This situation can be explained by the developmental rates of the children during this period and the current education they receive at their educational institutions. Accordingly, when the current educational program is examined, it includes gains and indicators related to self-care skills, such as applying hygiene rules related to the body, performing tasks related to dressing, organizing living spaces, eating a sufficient and balanced diet, explaining the importance of rest, using tools and equipment for daily living skills, protecting oneself against possible dangers and accidents, and taking health precautions (MEB, 2013).

As a result, it was concluded that drama activities focused on self-care skills had a positive effect on the self-care skills of preschool children aged 48–60 months, including cleaning and personal care, eating, resting, dressing, protecting oneself from accidents, and organizing the environment.

According to the results of the study, the following suggestions can be made:

Recommendations for teachers

- Considering the positive effect of drama activities on the development of self-care skills in the study, preschool teachers may be advised to prefer drama activities more in teaching self-care skills.
- Drama activities focused on self-care skills that children can practice at home with their parents can be planned to reinforce self-care skills.

Recommendations for researchers

- The impact of drama activities on self-care skills can be analyzed separately according to the subscales of the “Self-Care Skills Assessment Test for Children Aged 3–6.”
- The number of drama activities focused on self-care skills can be increased to extend the implementation process. This will help reinforce self-care skills.
- The impact of drama activities on self-care skills can be examined in terms of variables such as gender and age.

Declarations

Ethics statements

At the meeting of Bartın University Social and Human Sciences Ethics Committee dated 30.05.2024 and numbered 6, it was decided to give the Ethics Committee Approval for research to the application numbered 2024-SBB-0431.

Informed consent

Both written and verbally informed consent was obtained from all participants or their legal guardians. The identity information of the participants was obtained with a personal information form but was not published in the study. No images were taken from the participants to be used in the study.

Availability of data and materials

Data and materials are available.

Competing interests

There is no conflict of interest in research.

Funding

There is no funding for research.

Authors' contributions

In the study, the first author contributed 50% and the second author contributed 50%.

Artificial intelligence

DeepL free version was used for the translation of this study. Apart from this Artificial intelligence was not used in the preparation of this article.

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Attachments

Sample Activity: Cleaning and Personal Care

Preparation-Warm-up phase

Play music for the children that includes the sounds of birds, roosters, and other animals. Let's be birds and flap our wings, let's be roosters and crow, etc.

- When do we wake up?
- When morning comes...
- How do we know it's morning?
- The sun rises...
- Then let's be the sun today and wake people up.
- I'm being the sun, how about you?
- Yes, we're the sun and people are awake, let's see what they do when they wake up in the morning.

Role-Play

When I wake up, I will show you what I do, and then we will do it together. So now you must watch me carefully.

- The sun rose, I woke up, aaaaaaaahhh, what do we do when we yawn? We close our mouths. (yawn and close your mouth)
- I got out of bed, made my bed, and now I'm going to the bathroom. (perform the specified movements)
- I used the bathroom, cleaned myself with water and tissue, then flushed the toilet. (Perform the specified actions)
- I immediately went to the sink and washed my hands with soap. Then I dried my hands with a towel. (Perform the specified actions)
- Then I washed my face and brushed my teeth with enough toothpaste on my toothbrush. Then I rinsed my mouth with water. (The specified actions are performed.)

- How much toothpaste should I put on my toothbrush? Answers are collected, and together with the children, we conclude that it should be about the size of a chickpea.
- I checked the weather and dressed appropriately for the conditions. (Perform the specified movements.)
- Ahhhh, I almost forgot my hair. I'll comb my hair right away. (Perform the specified movements.)
- Before leaving the house, I'll stand in front of the mirror and check myself. Yes, everything is in order, now we can go out. (The specified actions are performed.)
- While putting on my shoes, I see that they are very dirty. I must clean them immediately. (The specified actions are performed.)
- I put on my clean shoes and went to school. (Perform the specified actions.)
- It seems a little chilly. Ha ha, a sneeze. What do we do when we sneeze? We cover our mouths. (Perform the specified actions.)
- (Sniffing) My nose is running. I'll wipe it with a tissue right away. (Perform the specified actions.)
- I came to school and saw that my desk was dirty. I cleaned my desk with a wet wipe and did the activity. (perform the specified actions)
- After playing for a while, it was time for fruit, so I sat down at the table. (perform the specified actions)
- Suddenly, I noticed that the fruit on my plate was dirty, so I washed it right away. (perform the specified actions)
- Ahem, ahem, ahem, I think a piece of fruit got stuck in my throat. What do we do when we cough? We cover our mouths. (Perform the specified actions.)
- I went home and gave my dirty clothes to my mom to wash. (Perform the specified actions.)
- Now let's all repeat this together.

Evaluation

Various questions related to the activity are asked to engage children in conversation.

- Why did we cover our mouths in the game we played? (Descriptive question)
- In what situations do you cover your mouth? (Life-related question)
- Why should we cover our mouths? (Achievement-oriented question)
- What did we do after leaving the bathroom in the play we acted out? (Descriptive question)
- Do you wash your hands and flush the toilet after leaving the bathroom? (Life-related question)
- Why should we wash our hands and flush the toilet after leaving the bathroom? (Learning-oriented question)
- Do you remember if we brushed our teeth in the game we played? (Descriptive question)
- Do you brush your teeth? (Life-related question)
- Why should we brush our teeth? (Learning-related question)
- What did we do in front of the mirror before leaving the house? (Descriptive question)
- Do you check yourself before leaving the house? (Life-related question)
- What do you pay attention to when checking yourself? How do you check yourself? (Life-related question, learning objective question)
- What did we do when we saw that our shoes were dirty? (Descriptive question)
- What do you do when your shoes are dirty? (Life-related question)
- What did we do when we saw that our table was dirty? (Descriptive question)
- How do you clean your dirty things? (Life-related question)
- What did we do before eating our fruit? (Descriptive question)
- What do we do if our clothes get dirty? (Achievement-oriented question)

Sample Activity: Eating

Warm-up

Play an imaginary apple picking game with the children. After the children and the teacher are randomly positioned in the classroom, they all start collecting apples by imagining apples above. After the activity continues for a while, the teacher says “oooooooooooo we are very tired, I think we are hungry”. Why do we eat before transitioning to the activity? When should we eat? What happens if we don't eat?

Role-Play

After saying “Let's go to eat and fill our bellies.”, they are asked to imagine that the classroom is a restaurant. After they arrive at the restaurant, they are told that there are candies, chocolates and chips here, fruits here, and food here. Children are told that not all foods are healthy and that they should choose healthy foods. They are told why they should eat healthy foods. They are told to take turns taking as much food as they can eat on their plates with the help of ladles and spatulas and take their seats. Then they are told to fill the water in the bottle into their glasses. They are told that they need to wipe their forks, spoons and knives before they start eating. “Let's wipe them together”. Children are told to eat according to the rules of food and without spilling. The food on their plates is eaten together by role-playing. They are reminded of etiquette rules such as not talking while eating

and eating with a closed mouth... They realize that cucumbers and tomatoes are whole. They are encouraged to slice cucumbers and tomatoes by saying “Let's slice our cucumbers and tomatoes to make it easier for us to eat”. They cut the cucumber tomatoes made of play dough with a plastic knife. Now let's spread butter and jam on our bread and continue the role-play in this way.

Evaluation

- What did we do in the activity? (Descriptive question)
- What are the rules of etiquette that we should follow while eating? (Outcome-oriented question)
- Why is it important to distinguish between healthy and unhealthy food? (Outcome-oriented question)
- Do you have unhealthy food in your home? What are they? (Life relevance question)
- How can these unhealthy foods harm us? (Life relevance question)
- What amused you the most in the activity? (Affective question)
- What made it the most difficult for you to take the food on your plates and eat it? (Affective question)
- Why should we pay attention to eating meals at meal times? (Question aimed at achievements)

Sample Activity: Dressing

Warm-up

A music with sounds like wind, rain, etc. is played for the children. “Let's fan our hands and be the wind, let's be raindrops by tapping our feet on the ground, let's be raindrops by making a sound like “shoo shoo shoo”, let's open our arms and be the sun, etc.”.

"We woke up to a beautiful day and we need to get ready for school. Now let's all look out the window to see what the weather is like and decide what to wear."

What can we wear when the weather is sunny and warm?

What can we wear when it is raining?

What can we wear when it is cold?

What can we wear when it is windy? Preparation is made for the animation stage by asking questions.

Role-Play

Clothes with buttons, snaps, buckles, zippers, belts and laces are hung in appropriate places in the classroom for children to see. Children are divided into 4 groups. One group is given clothes with buttons, one group with snaps, one group with buckles and one group with zippers. After all the children in the group try on the clothes and act them out, they are asked to hang them up again. The groups take turns and try on all the clothes. Clothes with belts and laces are placed in each group. Thus, children are encouraged to try every skill. At the end of the activity, “Let's take our clothes off the hangers, fold them and place them in our

closet” is said and the children are guided to fold the clothes. Everyone takes turns folding the clothes on the hangers.

Evaluation

- Which clothes did we use in the activity? (Descriptive question)
- What did we do while wearing the clothes? (We closed buttons, snaps, etc.) (Descriptive question)
- What should we pay attention to when wearing clothes with buttons? (Question for attainment)
- What can we wear when the weather is sunny and hot; rainy; cold; windy? (Question for attainment)
- Which outfit did you like wearing the most? Why? (Affective question)
- Which outfit did you have the most difficulty putting on? Why? (Affective question)
- Do you hang or fold your own clothes at home? (Relation to life question)

Sample Activity-4: Rest

Warm-up

Music is played for the children, and they are encouraged to dance and have fun. After the children have danced for a while, they are asked if they are tired. People rest when they are tired. Because if they don't rest, they can get sick. So, when you are tired, say so and let's rest. But since you are not tired now, we can dance a little more. The activity continues depending on how tired the children are. After the children get tired, the activity transitions.

Role-play

The children are told that they look very tired and that they need to rest now. They are told to imagine that everyone in the classroom has a bed and that they will rest by sleeping. Before going to sleep, everyone is told to go to the bathroom and put on their pajamas. This is done through role-play. Once they are ready for bed, everyone is told to go to their beds and fall asleep. Then the alarm goes off and the children are told it's time to wake up. After waking up, the children are told to wash their faces and get themselves ready. After washing their faces, the children are told that their beds are very messy and that they should make their beds.

Evaluation

- What did we do in this activity?
- Which of these things do you do at home?
- What tires you out the most?
- How do you relax when you're tired?
- How did having a messy bed make you feel?
- How did you feel after tidying your bed?
- What do you do before going to sleep?

Sample Activity-5: Protecting Yourself from Accidents

Warm-up

The children are told to lie down on the floor and close their eyes. The teacher says, “I am imagining that I am in the forest right now.” Then, touching the children one by one, the teacher asks them what they are imagining. First, the child is asked where they imagine themselves to be and what they see around them. After talking for a while, the teacher moves on to the next child. The child is asked to continue from where their friend left off and is asked questions such as what they see and how they feel. The activity continues until all children have been heard.

Role-play

The teacher says, “Now we are all going to the playground together,” and asks the class to imagine the classroom as a playground. They leave the classroom and start walking towards the playground. The dangers that may be encountered along the way are presented to the children, and they are asked what should be done. After arriving at the playground, the children are asked about dangerous situations that may occur at the playground, and they discuss what to pay attention to. Then they talk about what to pay

attention to in order not to get hurt. While playing in the playground, the teacher gets injured, says, "Look, I got hurt because I wasn't careful," and says that it hurts a lot. Then he asks the children for help and asks them what to do. They talk about what needs to be done. They ask what numbers we can call and where we can ask for help in cases of injury, accident, etc.

Evaluation

How did you feel during the activity?

What did we do during the activity, and what did we pay attention to while playing in the garden?

What should we do in case of danger?

What should we do in case of injury or accident?

What numbers should we call in an emergency?

Sample Activity-6: Environmental management

Warm-up

Ask the children how our home and classroom get messy. How do we tidy up our home and classroom when they get messy? Now let's tidy up our messy home in our imagination. The teacher tidies up the area, saying, "Now I'm tidying up the kitchen. Oh, it's very messy. There are popped corn kernels and fruit peels on the floor, and plates and glasses on the counter. First, I'll pick up the fruit peels and popcorn and throw them in the trash (gestures of picking up and throwing away), then I'll sweep the floor, wuuuuu, and put the plates and glasses in the dishwasher (gestures)." Let's split into groups: the red group will tidy up the living room, the blue group will tidy up the children's room, and the green group will tidy up the hall. Let's make our home smell wonderful. The groups take turns acting out the tidying process.

Animation

Kids, did you notice how messy the classroom was when we started the day? I get really annoyed when things are so messy around here. Do you feel the same? Then let's tidy up the classroom now. The red group can pick up the Legos, the blue group can pick up the blocks, and the green group can pick up the toys. We've gathered the toys and put them away. Now let's all be vacuum cleaners and vacuum the floor. Ohhh, everything is spotless now, I'm so happy. Are you happy too?

Evaluation

What did we do in this activity?

How did you feel when the classroom was messy?

How did you feel after tidying up the classroom?

Do you organize your home like this?

Do you help your mom and dad organize the house?

What do you do when organizing your home?

Why should we organize our surroundings?