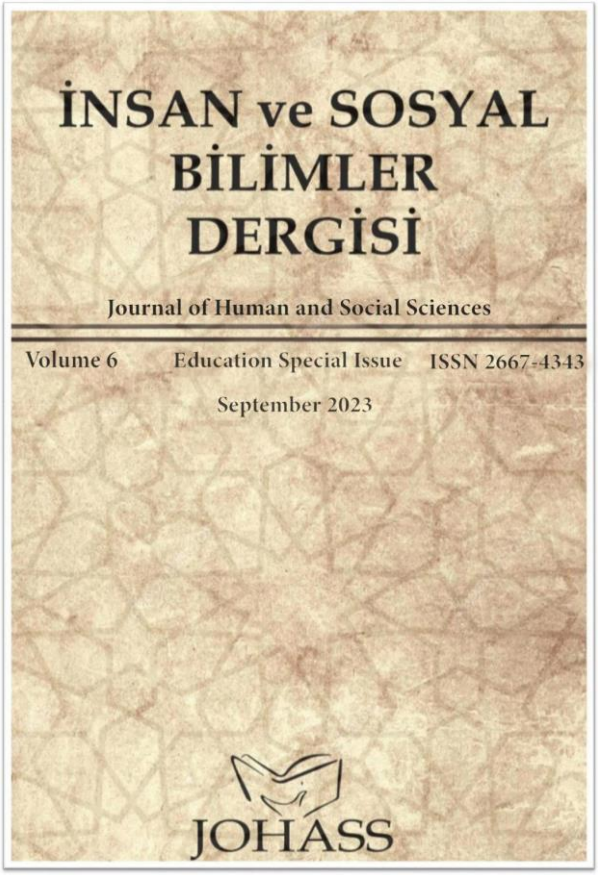
JOURNAL OF HUMAN AND SOCIAL SCIENCES (JOHASS)



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Creative Explorations for a Sustainable Future: Philosophy-Based Creative Drama Workshop Proposal for Children

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Article Type: Research Article
Received: 28.08.2023
Revision received: 19.09.2023
Accepted: 20.09.2023
Published online: 28.09.2023

Citation: Şahin, G. (2023). Creative explorations for a sustainable future: Philosophy-based creative drama workshop proposal for children. *Journal of Human and Social Sciences, 6*(Education Special Issue), 616-640.

Creative Explorations for a Sustainable Future: Philosophy-Based Creative Drama Workshop Proposal for Children

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Abstract

"The Sustainable Development Goals (SDGs)", are a universal call for action, covering targets to be fulfilled by the end of 2030. Many global problems such as global climate change and drought, environmental pollution, depletion of natural resources and biodiversity, inclusive education have evolved into the greatest collective problem of all humanity. It is recognized that teachers, are also responsible for ensuring a sustainable life for future generations and contributing to its sustainability. At this point, there is a need for educational approaches based on group dynamics that will contribute to the socialization of the individual, support them to gain new experiences, provide them with the opportunity to produce solutions to the encountered obstacles, be sensitive to human values, have a questioning perspective, support them in processes that will enable critical, collaborative, attentive and creative thinking skills, and guide them in processes that will enable them to activate their critical, collaborative, attentive and creative thinking skills. Philosophy and creative drama practices for children based on these educational approaches are among two of the methods that are thought to be effective in addressing and questioning development goals and developing solutions for individuals who are learning about the actions that can be carried out. The research, which is designed to convey this universal call for action to children through the teachers of the future and to support them to be an active part of this process, is based on three components: sustainable development goals, creative drama and philosophy for children, and a sample workshop plan is presented.

Keywords: Sustainability, creative drama, philosophy for children, basic education

Review Article

Received: 28.08.2023
Revision received: 19.09.2023
Accepted: 20.09.2023
Published online: 28.09.2023

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Introduction

The education sector has an essential and broad scope of mandates, covering many challenging issues in the field of education in a rapidly evolving and diverse world. Education has a key role to fulfill in local and global climate change mitigation and adaptation efforts. In the world we live in, wars, rising industrialization, unconscious consumption of natural resources and destruction of the natural environment, increase in fossil fuel consumption are major challenges that rapidly threaten human life. It would not be incorrect to state that human beings have an enormous share in this destruction of the natural environment (Yeşiltaş, 2010). Russell and Russell (1979, p. 60, 61) stated with great foresight that "Unless precautions are adopted, it will become inevitable that industrialization will lead to abundance for today's generations, poverty for the next and hunger for the third...", which is the current expression of the world order we are currently facing (Yapıcı, 2003). The sustainability of economic growth, which will be achieved in a real and correct sense through the balanced consumption of the earth's resources, is only possible if human beings, who manage to live in interaction with nature, have the necessary education (Arslan, 1997).

As a result of this change in perception about environmental problems, the necessity of organizing educational activities for the values, attitudes and behaviors of individuals about the environment has emerged (Özer, 2015). In this regard, teachers, “who are primarily considered as models, have an effective role in spreading ecological awareness, gaining ethical approaches to environmental problems and transforming sustainable life principles into the behaviors of students” (Alpak Tunç, 2015, p. 17). Only teachers who have sufficient environmental sensitivity and awareness will enable their students to gain an effective environmental education (Özcan, 2010) and assume a guiding role in achieving a sustainable life.

Therefore, this study is based on three components, namely "sustainable development goals, creative drama, and philosophy for children and societies" in order to convey the universal call for action to protect the world we live in, to transform it into a habitable world and to ensure that all people live in peace and tranquility, to children through the teachers of the future and to support them to be an active part of this process.

In the "Eleventh Development Plan" approved by the Grand National Assembly of Turkey (Presidency of the Republic of Turkey Presidency of Strategy and Budget, 2019), some important articles are discussed under the title of "Evolution of Educational

Approaches". In the thirty-third article of these articles, it is stated that "The education systems which equip students with analytical, critical, creative and computational thinking skills for the solution of real-life problems through an approach that focuses on natural sciences...", and other disciplines in an integrated manner, are gaining greater importance (p.7). Therefore, within the scope of this study, the "climate crisis" problem, which exists in real life, is addressed through the integrated work of two different disciplinary fields such as creative drama and philosophy for children and communities. Among the achievements of the philosophy for children and communities programme; raising individuals with critical, creative, collaborative, caring, and analytical thinking skills is taken as a basis. In the same way, creative drama studies aim to enable individuals to think creatively and critically. In the thirty-fourth article of the eleventh development plan, it is stated that "Learning environments and techniques involving mutual teaching and learning in groups and imposing skills of capturing knowledge from different sources outside school and comparing them, adopting edutainment approaches, and promoting self-confidence in decision making are getting more popular" (p.7). Therefore, both creative drama and philosophy for children and communities practices gain importance at this point. Both techniques are techniques that can be applied in both in-school and out-of-school learning environments, contribute to individuals' learning while having fun, support the development of self-confidence, aim to develop a solution to a problem, and are suitable for interdisciplinary studies.

Although it was emphasised both in the “Eleventh Development Plan” and in the "Workshop on Integration Climate Change Awareness into Basic Education", the insufficiency of studies designed and proposed in the literature on the integration of sustainability into the education process has led to the need to fill the gap in this field. Based on this information and requirements, it would be appropriate to express the purpose of the study as "to guide teachers, who are a stakeholder of the education and training process in raising individuals who prioritize sustainability and are sensitive to the environment and climate change, and to present a study proposal that they can carry out with their students". Depending on this purpose, the research, which is a systematic review, has first addressed the title education for sustainable development. Then, theoretical information about creative drama and philosophy for children practices used in learning environments to support the adoption of sustainable development goals by students and transform them into applicable life experiences was presented and the benefits of these practices were discussed. Finally, in line with the 13th sustainable development goal "Climate Action", a 180-minute workshop

proposal was presented, which was designed in accordance with the philosophy-based creative drama method for children and piloted (45 minutes) with volunteer students.

Education for Sustainable Development

Sustainable development is currently defined as an interdisciplinary field that encompasses environmental, economic and social criteria (Schmandt & Ward, 2000) and aims to provide a solution to a problem in terms of the emergence and development (Bartelmus, 1994; WCED, 1987).

"The Sustainable Development Goals (SDGs)", also referred to as the "Global Goals", are a universal call to action by the member states of the United Nations, covering goals to be fulfilled by the end of 2030. By 2030, there are three important goals. To achieve this, 17 global goals have been agreed upon. This call, which took effect in January 2016, focuses on solving social, cultural and ecological issues around the world, including ending hunger and poverty, combating climate change, ensuring gender equality, promoting quality education, responsible production and consumption, and establishing peace, justice and powerful institutions (UNDP Türkiye, 2023).

The UN World Commission on Environment and Development (WCED), established in 1983, published a report entitled "Our Common Future" in 1987 with participants from twenty different countries. In this report, the Commission concluded its efforts and called on the public, non-governmental organizations, educational institutions, and the scientific community, stating that they are the key actors in initiating the process of sustainable development in the world and that they believe that they will be successful in this process with a joint effort, and addressed all teachers in the world with the statement "In particular, the Commission is addressing the young. The world's teachers will have a crucial role to play in bringing this report to them" (WCED, 1987, s. 8).

This report, referred to as the "Brundtland Report" after Gro Harlem Brundtland, the chairperson of the Commission, not only has guiding principles for sustainable development today, but is also of great importance in terms of placing the concept of sustainability on the world agenda. The expression for sustainable development in this report is defined as "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (WCED, 1987, p.41). "The report, which elaborates the idea of sustainable development in detail, displays an approach that reconciles the developmentalist ideology of the 1960s with the environmentalist

ideology of the 1970s. In the face of increasingly severe environmental problems, the report recognizes the establishment of a vital bridge between environmental development and economic development and the "sustainable" development as the way out for humanity." (as cited in Bozlağan, 2005, s. 1019).

However, since rapidly developing technology and many innovations have facilitated human life in every field, the most important underlying issue has often been ignored aside from the experts working in the field. Rapid population growth, internal migration, urbanization and industrialization have led to various problems, and the fact that developing science and technology facilitates daily life has been considered as a gain, and it has been ignored that this situation threatens life in social, cultural, economic and environmental terms. Many global problems such as global climate change and drought, environmental pollution, depletion of natural resources and biodiversity, shortage of energy resources, hunger and poverty have been on the world's agenda and have become the greatest collective problem of all humanity.

Mızıkacı (2020, pp. 9, 10) stated that settlement forms have been reshaped with the industrial revolution and mentioned the negative effects of this situation on production systems and the natural structure of agriculture and water resources. At the same time, he draws attention to the fact that rapidly developing and growing cities overflowing into agricultural lands, the transformation of the local and productive population living in rural areas into the consumer class, and the rapid population growth will be among the water-poor regions with disasters such as hunger, thirst, pollution, epidemics, which are not hard to foresee for our country. Baykal and Baykal (2008) stated that human beings are always in an effort to desire and demand the best, and that this situation has taken place in the form of "development" in economic language, but that these endless demands and desires cause the limitation, decrease and pollution of natural resources. The statement "The efforts to achieve social welfare have mortgaged the future of humanity" clearly summarizes the situation we are currently facing.

The concept of "sustainable development", which has been on the world agenda since the 1980s, has imposed certain responsibilities not only on states but also on local governments, national and international non-governmental organizations (Uzel, 2006, pp. 77, 78). The main goal adopted at this point has been multi-actorism and social consensus (Akgül, 2010). Bauen, Baker and Johnson (1996) propose six principles to ensure sustainability in society. These principles are listed as follows: "Nurturing a sense of belonging to a place,

supporting social vitality, building local capacity to support flexibility and adaptation in the face of change, supporting a sense of responsibility as a leader, supporting and reinforcing the importance of relationships and connections at local and supra-local levels, and increasing equality within the social structure of the place" (as cited in Akgül, 2010, p. 144). Considering these six principles, not only the efforts of the government, local administrations, non-governmental organizations and individual efforts are not sufficient to restore this disrupted balance, but both the business life and the education sector should also take their place in the list of actions to be undertaken. It is believed that interdisciplinary and collaborative studies will contribute to the rebalancing of nature. For this reason, it should not be overlooked that teachers, who are the practitioners of the education and training process, also have duties in order to provide a sustainable life for future generations and to contribute to making it sustainable.

The issue of the deterioration of the natural balance of the world, which has become the primary common issue on the world agenda and which environmental scientists stress and shape their studies in this direction, is discussed both nationally and internationally. Countries have identified the concept of climate change, which they have addressed in various reports on the subject, as the most important environmental issue faced by individuals, communities and countries. Education plays a key role in local and global climate change mitigation and adaptation efforts. However, a final program that will reflect the philosophy of sustainable development in a comprehensive way in the education systems of nations unfortunately does not exist today (Yapıcı, 2003). UNESCO, under Education for Sustainable Development (ESD), supports member states in building the capacity of policy makers and educators to improve the education sector's response to climate change (Tang, 2013).

According to UNESCO data, one in two countries mentions the climate crisis in their national education curricula. Climate change education addresses the challenges of climate change and sustainable development facing both developed and developing countries. It not only helps students comprehend the underlying causes and consequences of climate change, but also promotes the acquisition of the skills and dispositions required by individuals and societies in their resilience to the climate crisis. Additionally, it improves the educational system's readiness for climate change as well as its capacity to both mitigate and adapt to it (Gibb, 2016).

On February 25, 2022, the 213th recommendation of the Commission of the Ministry of Environment, Urbanization and Climate of the Republic of Turkey under the title of

"Education and Awareness"; it was decided to review the acquisitions in the curriculum starting from pre-school period in terms of sustainable development goals, to update the curriculum, to prepare activities on climate change for the relevant acquisitions, to provide in-service trainings to teachers on the subject, and to disseminate practical studies to raise awareness on climate change in non-formal education (Republic of Türkiye Ministry of Environment, Urbanization and Climate Change, 2022, p. 23). Following the commission decision, the Ministry of National Education prepared a Climate Change Action Plan on September 29, 2022 and shared it with stakeholders. According to this action plan, it was announced that curricula would be updated to be compatible with environmental and climate change issues, climate workshops would be established in schools and National Education Nature Parks would be established in the surrounding area, and innovative practices such as air quality measurement devices and gray water storage in classrooms would be implemented. In October 2022, the Ministry of National Education (MoNE) prepared a Climate Change Action Plan consisting of 6 objectives to "increase sensitivity and awareness on environment and climate change" and "strengthen the physical capacity of learning environments against climate change" (MoNE, 2022a). In order to raise awareness on climate change, trainings were provided to teachers on the Teacher Information Network (TIC) and to students on the Education Information Network (EIN) as well as in schools. In addition, the "Environmental Education and Climate Change Course" Curriculum, which will be implemented as 2 hours per week in 6th, 7th or 8th grades of secondary schools starting from the 2022-2023 academic year, has been prepared (MoNE, 2022b).

Following the preparation of the Climate Change Action Plan, a workshop entitled "Workshop on Integration Climate Change Awareness into Basic Education" was held on 22-23 November 2022 with the support of the Ministry of National Education General Directorate of Basic Education with the support of the European Union TAIEX. According to the workshop report (MoNE, 2023a), within the framework of the adaptation and mitigation policies to be pursued by our country in the fight against climate change, attention was drawn to updating educational programs that will strengthen our connection with nature and promote green and digital skills in line with the "Zero Waste", "2053 Net Zero Emission" and "Green Development Move" targets. Looking at the extent to which the decisions taken on this issue have been implemented, it can be seen that a meeting on the environment and climate change was held on 18 August 2023 under the coordination of the General Directorate of Support Services of the Ministry of National Education. A meeting was held to prepare an

"Environment and Climate Change Glossary" in order to make the terminology related to the environment and climate change understandable in all genres according to age and development level, and it was informed that the work is ongoing and it was stated that solution-oriented studies on climate change will continue (MoNe, 2023b). At the same time, with the decision of the Board of Education of the Ministry of National Education dated 24 August 2023 and numbered 43, the weekly course schedule of primary education institutions was updated and started to be implemented in all grades from the school year 2023-2024. The elective section of the updated schedule was divided into three groups: "Man, Society and Science", "Religion, Morals and Values" and "Culture, Arts and Sports". Among these groups, the "Environmental Education and Climate Change Course", which was planned to be implemented among the elective courses under the title "Man, Society and Science", was put into practice and started to be implemented in 6th, 7th, and 8th grades as two hours per week (MoNE, 2023c). At the same time, within the framework of Turkey's Green Consensus Plan and Green Development Initiative, 1000 Environmentally Friendly Schools, Zero Waste, Ecological Schools, Energy Efficiency in Public Buildings are among the activities carried out in this process (MoNE, 2023a).

Utilizing Creative Drama and Philosophy for Children towards Sustainability

Undoubtedly, in the education and training process, there is a need for educational approaches based on group dynamics that will contribute to the socialization of the individual, support them to gain new experiences and knowledge, provide them with the opportunity to produce solutions to the encountered obstacles, be sensitive to life and human values, have a questioning perspective, support them in processes that will enable critical, collaborative, attentive and creative thinking skills, and guide them in processes that will enable them to activate their critical, collaborative, attentive and creative thinking skills (Şahin, 2022). Creative drama and philosophy for children practices are two of the methods that are thought to be effective in addressing and questioning the development goal titled “Climate Action”, which is among the sustainable development goals and the subject of this study, and in developing solutions for actions that can be implemented.

Creative drama, which is defined as an efficient way of learning, is “the portrayal of a goal or idea based on the life experiences of the members of a group through techniques such as improvisation, role playing, etc.” (Adıgüzel, 2020, p. 45). Drama practices enable the individual to be a participant instead of being passive and to be independent instead of being

dependent (San, 1996). It is a valuable tool that attracts children's interest in the study of a subject and an effective method for teaching any topic. Although it is a formal or informal group art, it is reshaped with the contribution of each participant. A well-planned creative drama session provides practice for critical thinking as well as creativity. In the process of using drama as a teaching method, the teacher employs these techniques to achieve predetermined outcomes such as conveying information, arousing interest, solving problems, shifting attitudes, etc (McCaslin, 2019, s. 261).

One of the most important reasons why creative drama is preferred as a method is that the participants use role-playing and improvisation techniques, play an active role in the process, experience the moment of conflict by playing a role in the fictional order, develop solutions with a critical perspective and contribute to the process, especially in sensing, internalizing and experiencing universal problems such as sustainability. Addressing sustainability issues through drama can assist students to understand these issues in a more realistic and internalized way. For example, students can write scenarios in which they play different characters, such as an environmental protection activist, an energy company manager or a farmer. This will enable students to experience the complex interactions and contradictions of sustainability as they try to understand different perspectives.

Another example lies in the forum theater approach. Forum theatre, a type of theatre, can also be used as a technique in creative drama studies. In forum theater, an interactive type of theater in which the audience can intervene in events, there is a group of people who present a short scene that realistically depicts a social problem important to them and reflects their real life experiences. When these scene(s) are performed repeatedly, the audience, called the "audience", actively participates in the scene within the framework of predetermined rules at the invitation of the "joker" (intermediary). The scene is thus reshaped towards a better outcome for the social. The aim is to support each other in solving the social problem, to demonstrate whether changing words and actions affect the outcome, to influence people personally, socially and emotionally, and to support better outcomes for the greater good (Baldwin, 2019, p.141). For example, a scene addressing the issue of sustainability can be presented to students, giving them the opportunity to change the characters in the scene, their discourse or actions, or to experience different options. Then, it can be discussed whether this change is shaped towards social common good or not.

In this process, it is believed that the philosophy for children and communities (P4C) sessions, in which creative drama is implemented as a method, contribute positively to the

participants in terms of developing experiences, gaining universal sensitivity, and developing critical, creative, collaborative and caring thinking skills. The philosophy for children (P4C) education program based on Socratic discussion is a field that interacts with different disciplines. This abbreviation, which is referred to as P4C in the literature, has three different expansions. The first one is Philosophy for Children, the second one is Philosophy for Communities, and the third one emphasizes critical, creative, collaborative and caring thinking and community skills (Özdemir, 2021).

The pioneer of this method, American philosopher Matthew Lipman, realized that his students were not effectively utilizing their thinking skills during the philosophy courses he taught at Colombia University. After this realization, he decided to develop the philosophy for children program as a thinking education program. Lipman and his colleagues took the first step of this valuable journey with the education program they prepared at the Institute for the Development of Philosophy for Children at Montclair University.

It is feasible to benefit from the creative drama method in the process of practicing the philosophy method for children. Because both methods have similar processes with each other. Akkocaoğlu Çayır (2021, pp. 101,102) developed a similarity table based on the general characteristics of creative drama stated by Adıgüzel (2020). To summarize this table briefly;

1. Both methods are group activities. Drama activities are carried out with voluntary and active participation of group members. Philosophy for communities is also a group activity. The participants are members of the community of inquiry and voluntary participation in the process is essential.
2. Both methods are shaped by participant experiences. Drama studies are based on participant experiences and are participant-centered. In philosophy for communities, the philosophical problem is presented in relation to the life experiences of community members. The discussion process diversifies and progresses with examples from life experiences.
3. Both methods are process-oriented, not result-oriented. The desire to co-produce and share is at the forefront of drama work. The philosophy for communities, on the other hand, is not to find the answer to the question being discussed, but to have new questions and ideas at the end of the process.
4. Both methods have the presence of a facilitator/teacher with knowledge and experience in the field.

5. Both methods support anyone who volunteers to be a member of the group.
6. Both methods are the common ground of different disciplines. Drama studies is an interdisciplinary field. Philosophy for communities is located at the intersection of philosophy and educational sciences.
7. Both methods have similar characteristics to games. Drama studies utilize the characteristics of games such as freedom within rules, pretend play, competition-conflict-dramatic moments and fun. In philosophy for communities, games can be used to stimulate discussion, warm up, build trust, and make introductions.

Şahin (2022, p. 6) states that the enrichment of philosophy for communities practices with creative drama concretizes the way the concept in question and the topic under discussion are handled. There are common points in both educational programs, and the essence is that participants express their views and opinions freely. In philosophy sessions with children, creative drama helps to share ideas freely. The dramatization of the philosophical problem at hand both concretizes the concept or phenomenon in the background and supports active participation. Baldwin (2020, p. 6) states that the process of developing philosophy for children can be associated with drama and that drama activities begin with a story focus. Philosophical thinking is encouraged and developed through the storyline. In doing so, picture boks that deal with the main questions and issues necessary for philosophical thinking are utilized. In this regard, high-quality picture books are also employed as effective stimuli in the process of inquiry with children, young people and adults.

Philosophy for Children (P4C) Implementation Proposal with Creative Drama as a Method

During the workshop proposal preparation process, a literature review was conducted and a draft workshop design was prepared by reviewing the researcher's drama leadership graduation project (Şahin, 2022). Stimuli that can be utilized for socratic discussion, that are suitable for the age and level of the students, and that are also related to the sustainable development purpose determined within the scope of the research topic were investigated. The story "The Rain Tree" in the book "Tales from Mother Earth", which was believed to be suitable for the workshop draft, was chosen as the stimulus. Then, the questions planned to be discussed during the investigation process were prepared and organized by integrating them

with appropriate activities in the draft plan. The 13th sustainable development goal, "Climate Action", and the goals aimed to be achieved by students were determined and the workshop plan was brought together with volunteer students in a single 45-minute session at the TÜBİTAK (Scientific and Technological Research Council of Turkey) 4004 Science Festival activities with the title "Does Nature Resent Us?". The workshop proposal presented here is an improved and enriched version of the first workshop.

According to San (1991), creative drama in Turkey is realized in five stages. These stages include warm-up and relaxation activities, games, improvisation, formation, and evaluation. Based on San's stages, Adıgüzel (2006) summarized creative drama plans into three stages: a) warmup/preparation, b) improvisation, and c) evaluation/discussion. The workshop plan was designed according to Adıgüzel's (2006) phasing.

Climate Heroes: Questioning the Path to a Sustainable Future

***Topic*:** Does Nature Resent Us?

Group: 16 participants in the age group 9-10

Location: A suitable drama room or meeting hall

Time period: 45+45+45+45 min

Methods and Techniques: Creative Drama (small group improvisation, full group improvisation, role playing, frozen image), socratic method, brainstorming.

Tools and Materials: "The Rain Tree" story (Book of Tales from Mother Earth, Causse & Vezinet, 2018), visuals about nature and climate change, 4 pieces of kraft paper, paste glue, pencil, eraser and colored crayons, post-its.

Attainment:

1. Discusses the human-nature relationship.
2. Discusses the positive and negative aspects of the interaction between human and nature.
3. Discusses the solutions to overcome climate change.
4. Knows the threats posed to nature and life by mucilage, fossil fuel consumption, and greenhouse gas emissions.
5. Interpret the effects of global climate change through case studies.

Warming Up/ Preparation Phase

Activity 1: The workshop topic "Climate Action" is shared with the participants. Based on this topic, a chart prepared for the K-W-W-L technique is presented in order to mobilize their prior knowledge and determine the purpose of participation. Participants fill in the chart and submit it to the trainer. At the end of the workshop, they are informed that this chart will be handed to them again during the evaluation phase.

Table 1

K-W-W-L Chart

K	***W***	***W***	***L***
Put what you already know here (pre-workshop)	Write 2-3 questions you have here (pre-workshop)	Tell where you'll look to find your answers (pre-workshop)	Write answers to your questions and important information here (post workshop)

Activity 2: In this activity, the game "From Seed to Flower" which is taken from the Nonviolent Methods Handbook for Facilitators is played. Participants sitting in a circle are asked what words evoke nature, and the participants are listened to. Then the trainer says to the participants, "Let's close our eyes where we are sitting and become the seed form by lowering our heads forward". Then the trainer says, "When I say 'It rained', let's raise our heads. When I say 'The sun shone', let's stand on our knees. When I say 'The wind blew', let's slowly swing left and right. When I say 'Finally, the sun shone', let's hold hands. When I say 'It rained and I grew up, the wind blew and I swayed, the sun shone and I came to life, now I am a flower', let's jump and shout loudly 'I am a flower'." Then the trainer starts the game with the instruction 'It rained'.

Activity 3: Participants are grouped in pairs with the A-B counting method. The trainer asks them to sit face to face with their partners and shares the instruction. The instruction is as follows: "Now each of us will share with our partners an unusual and incredible event that happened to us. But this event will take place in the year 2063, not in the present day. Due to the climate crisis and drought, what kind of life would we expect in the world 40 years from now? Let us first think about this question and focus on a "moment" in the future. Then let's turn to our spouse and tell about that incredible and extraordinary event by making a sentence starting with 'Do you remember, one day.....'. Our partner, who listens to the event, will enrich your extraordinary story with his/her own ideas by forming a sentence starting with

‘Yes, I remember. Even.....’." After the instruction, they are given approximately 1 minute to think and at the end of the time, the sharing of each pair group is listened respectively.

Activity 4: Before the workshop, the trainer hangs on the walls of the room some images about nature and climate change. Participants walk freely in the space. While walking, they take turns to say "let's walk with the biggest step we can take... let's walk with the smallest step we can take... let's jump to the highest point we can jump... let's walk as if we are caught in the rain... let's walk as if we are stuck in the mud... let's walk as if we are walking on hot sand... let's walk with our normal steps... let's walk freely and carefully examine the visuals on the walls of the space... Let's choose the image that impresses us the most from these images, the one that prompts us to think, and let's take a sculpture form based on what it makes us think". After the participants take their forms, the person touched by the instructor, respectively, expresses what they feel based on this vision for a few seconds using action, word or both, and sits where they are. After the sharing of all participants, the activity is evaluated by sitting in a circle. During the evaluation process, the participants share their opinions about which visual they preferred and why, what emotions this visual evoked in them, and what it made them think/question.

Figure 1

Nature-1

Figure 2

Nature- 2

Figure 3

Climate Change-1

Figure 4

Climate Change-2

Improvisation Phase

Activity 5: Participants choose one of the cards with four different colors and four groups are formed, with those who choose the same color card forming one group. Within each group, the trainer divides the participants into A and B pairs. A and B are both the people in the dramatic situation. The A's demand that the rain tree should stay in their settlement on the grounds that it is necessary for their people. B's, on the other hand, wish to keep the rain tree in their settlement on the grounds that a shepherd from their community had raised it. Based on the story "The Rain Tree", the following dramatic scenario is shared with the participants.

Dramatic Scenario: You live in a village in the heart of the desert, where all the water wells have dried up and people are struggling with hunger and thirst. All the villagers are able to survive thanks to a single water source far, far away from your settlement. But it is very, very difficult and troublesome both to get to that water source and to carry that water to your village. One day, a young shepherdess in the village, with months of hard work, effort and sacrifice, grows a rain tree that gives drops of water, grows in all its splendor where you live and turns into a water source to meet the water needs of the whole community. The villagers

in the village where the shepherd who sacrificially grew this rain tree lives say that the tree should stay there. Villagers in a nearby settlement uproot the tree on the grounds that their people are dying of thirst and therefore the tree should be replanted where they live.

When the participants are ready, they perform their role-playing and improvisation techniques.

Interim Evaluation: In this section- after the animations- the trainer reads the rest of the story and the socratic discussion process, which is the basis of philosophy for children practices, begins. Here, suggestions for questions that can be asked to the participants and that will initiate the socratic discussion are presented. However, these questions can be enriched in line with the workshop topic of "climate action" and the thoughts of the participants.

a. What do you think about the decision to move the rain tree to another location?
b. How would you interpret the relationship between humans and nature?
c. What are your thoughts on the dominance that people have established or believe they have established over nature?
d. What are the major problems of nature-human relations in the period we currently live in?
e. Under what conditions and circumstances are humans in the position of being able to control nature? Why?
f. What are the problems that cause climate change? What are your duties and responsibilities in solving these problems?

Activity 6: Based on the whole story, the first and second group of the four groups formed in the previous activity portray the people in the settlement where the tree is located, and the third and fourth groups portray the people in the settlement who wish to move the tree by using role-playing and improvisation techniques. In these portrayals, the people are expected to explain their justifications with their reasons.

Activity 7: The trainer divides the participants into four groups in a 1-2-3-4 counting order. The following dramatic scenario is shared with the participants and based on this dramatic scenario, the participants perform an enactment using role playing and improvisation techniques.

Dramatic Scenario: You live in a quiet town on the shores of the Mediterranean Sea, where fishing and agriculture are the main livelihoods. In this town, women are busy with field and garden work, men earn their living by fishing when the fishing season opens, and children swim and play in the sea with great pleasure. But when the fishing and agricultural

season is over, some of the townspeople complain of unemployment. One day, a factory owner from a big city comes to this town and says that he wants to make an investment and builds a factory here. For the location of this factory, some of the trees in the forest land are cut down, then additional buildings are needed, and the forest land starts to disappear over time. People complaining of unemployment start to work in this factory. Over time, however, the agricultural people say that their crops are infested with insects, that they are not getting as much yield as they used to, and they begin to discuss among themselves what is causing this.

Those interested in fishing are distressed by the dead bodies of fish washed up on the shore and wonder why this is happening. Children complain that they cannot swim in the sea as they used to and that a slippery and sticky layer of liquid forms (mucilage) on the sea surface. Could the reason for these events be the factory built in this settlement? What if dozens of people working in the factory have to quit their jobs? After the reenactments, the group shares are evaluated and the causes and solutions to these problems are discussed using the socratic discussion method.

Interim Evaluation: After the discussions, the participants are asked what they are aware of, what they think about global climate change and how these studies can be related to this issue. They are asked to think about and share their views on the question of what duties and responsibilities people and institutions/managers may have regarding global climate change. Then, within the framework of the topic discussed, the causes of global climate change, the threat to nature and life posed by mucilage, fossil fuel consumption and greenhouse gas emissions, and the duties and responsibilities of individuals and institutions in this regard are shared with the participants in a short presentation by the trainer.

Evaluation/Discussion Phase

Activity 8: Participants come together again in the groups indicated in the previous activity. Each group is provided with a piece of craft paper and crayons. Based on the activities carried out during the process, group participants write the problems and solutions they encounter on post-its and stick them horizontally on the lower part of the cardboard. On the wide upper part of the cardboard, they design a striking poster emphasizing the relationship between nature and human beings and write a slogan. When the group work is finished, each poster is hung on the wall of the hall and the groups examine and evaluate each other's work.

Activity 9: The K-W-W-W-L chart, the first activity of the workshop, is handed to the participants again. The last heading of the chart, "L- What I learned?" is filled in by the participants at the end of the workshop. The trainer answers any questions that the participants have about climate action for sustainable development purposes. The workshop ends with good wishes for a sustainable world.

Discussion and Results

Global society is facing the threat of the extinction of ontological continuity. The transition of sustainability from an idea to a concept is a result of the large-scale damage to the ecosystem brought about by economic and social developments in the twentieth century (Bozlağan, 2005). In order to produce solutions for sustainable development, it is essential to reach a consensus with the solution proposals of different perspectives working in different disciplines (Tutulmaz, 2012). Yapıcı (2003) states that especially television programs, cartoons and thematic films should be utilized to teach the philosophy of sustainable development to individuals. He also states that it may be effective for institutions to develop incentive methods in the preparation of cartoons, documentaries and thematic films. The primary goal in sustainability is for educational institutions to reflect the philosophy of sustainable development in their curricula.

While each country adopts a different approach to this issue, the Ministry of National Education, as the institution responsible for education in Turkey, endeavours to transform the actions emphasised in both national and international documents into daily life within the scope of combating climate change. When similar studies in the literature related to the subject were examined, it was found that there were studies in which activity plan suggestions were presented in the process of teaching the "sustainable development unit" of the secondary education science course with creative drama method (Dursun, 2022) and augmented reality applications (Tün, Kışoğlu, & Uzun, 2018). However, a similar study in the field of basic education has not yet been found.

The main topics addressed in this regard can be listed as improving the quality of education, ensuring green and digital transformation in education, and developing a culture of democracy in individuals from early childhood. Within the scope of combating climate change in schools, the vision of implementing the "Whole School Approach" is adopted, and it is stated that the best interests of the child and nature will be considered in this process. It is

planned to integrate climate change education into the basic education curriculum, update curricula in line with environmental and climate change issues, and organize climate workshops in schools (MoNE, 2023a).

Recommendations

Sustainability activities in curricula should be carried out through different practices designed by qualified teachers equipped with 21st century skills in accordance with the interests, needs and age levels of students. These practices can be a philosophy-based creative drama workshop for children, which is presented in detail in the research, or different studies that will help students understand sustainability issues more deeply by interacting, experiencing and learning.

The aim of these practices is to ensure that students not only learn about sustainability, but also recognize how to utilize this knowledge in their daily lives and social interactions. For example, students can be provided with the opportunity to develop projects that address environmental issues or provide social benefits. Students can design projects in groups on topics such as waste management, energy conservation, social equality, etc. and work on real-world problems by implementing these projects. They can develop various voluntary service projects to benefit society. Projects such as cleaning parks, encouraging the use of public transportation, and protecting local water resources can raise awareness of sustainability among students. Various simulations and games can be employed to understand sustainability issues. Climate change simulations, resource management games or decision-making games can provide students with skills to solve complex sustainability problems. Visiting environmentally friendly energy production facilities, recycling facilities, organic farms, etc. with students can enable students to combine theoretical knowledge with practice.

At the same time, students can be supported to organize campaigns or awareness-raising activities to raise awareness on sustainability issues. These activities will help them develop their communication and leadership skills and raise awareness about sustainability issues in society. Critical thinking skills can also be developed by giving students tasks to analyze international news, articles or statistics related to sustainability. Such tasks will allow students to evaluate real world events from a sustainability perspective.

Finally, if the workshop plan presented in detail is implemented, the participants will be able to bring a different perspective to the universal concepts discussed, to be aware of the

universal call for action and to gain knowledge about producing solutions, to be able to analyze and evaluate the views presented, to have the opportunity to experience the negativities or impossibilities experienced instead of remaining neutral or insensitive to some of the problems that exist in the world, It is believed that it will contribute to their ability to propose solutions to the issues addressed within the framework of development goals, to realize their responsibilities as individuals in protecting the world on which they live, to ensure that all living things live in peace and tranquility, and to support them to grow up as thoughtful and sensitive individuals.

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