

The Effect of Using the Method of Theatrical Curriculum on the Level of Intelligence Kinetic Movement of a Kindergarten Child

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Introduction and research problem

The aim of education is to build a good citizen who contributes to the civilized progress of the country and the child today is the pillar of tomorrow and the future and the wealth of the country and its uplifting in the light of values and ideals must cooperate all educational institutions with the child.

The pre-school has its own character in the possibility of showing physical and mental energies and improving the fundamental movements of children. This stage in developed societies has received great attention and achieved valuable results.

Ahmed Fathi (2005), Ahmed Bakri (2005), (20) (2005) (9), Walid Abu Khoussa (2009) (22) refers to the importance of using the curriculum in kindergarten curricula as an educational tool and as a way to teach educational content and educational activities. The stage of childhood,

Where the text is the theater is the basis of the activity of the school theater, and is the basis for any successful theatrical presentation and the goal of the acquisition of values of the basic goals that seek texts The play presented to the school theater to give it to the students during their various stages of development,

Through educational drama situations and exposure to positive role models that help children to acquire educational values aimed at raising children. Materials and all levels of study, and include in the books of scientific and practical activities of all materials educational plays.

It is a curriculum of the latest methods in education because it uses the theater as a means to help in Teaching the child and educating him and turning the classroom into a theater and the process of teaching from its usual traditional form to an interesting image break the intensity of boredom, using the

curriculum as a successful educational method in teaching a lot of materials, or as a method of teaching because they provide paragraphs of the curriculum,

Or idea for learners In an attractive, interesting and entertaining way through representation that aims at introducing the idea or information Z minds of learners and simplify the delivery of any information to them indirectly in the grainy to their hearts mold.

Because of the importance of the curriculum in the ability to overcome the traditional indoctrination in the lesson, especially with the changes and cultural developments that have made it urgent to change the pattern of boring classes for children filled with huge images from television programs and the Internet and video games,

The ball alone can not get the attention The child has little access to information and can not create an interactive teaching environment in which the student has a role in the learning process. Learning in this case becomes independent,

interactive, cooperative and competitive.

The researcher believes that a proposed kinetic education curriculum can be presented to give children some kinetic skills and in order to support the creative role of children in the learning process. This is consistent with the references and available studies of the importance of child participation in the lesson through a dramatic context in which the child finds pleasure,

As a receiver, which contributes to raising the level of education through activities that work on the use of senses, movement of the body, imagination, reflection of the behavior of the viewer.

To increase the child's thrill to learn in multiple situations, focus on motor intelligence, which is one of the types of intelligence according to the Gardner theory of multiple intelligence, which focuses on children who learn to develop their kinetic abilities through their sensory receptors. They are often sports enthusiasts and are distinguished in athletic skills.

They also have the ability to control the activity

and movements of the body properly. This intelligence is linked to motor skills and physical attributes, which in turn require one or more sensory receptor patterns. And that the origin of intelligence lies in the child's activities of sensory kinetics during the early stage, which means the need to stimulate the senses of the five (hearing- sight- touch-smell- taste), in addition to the need to exercise motor activities (Wafa Al Ghurairi 2010)

Forssberg & Nashner (2002) (23) noted that the body's ability to perform locomotion depends on the information coming from both the motor sensory system and the visual device, and vestibular audio inputs. Galley & Froster (2007) To the effect of hearing, sight, touch and muscular sensory receptors in muscles, tendons and joints on the performance of sports movements.

Because learning to work happens through physical movement, the body knows ways to perform many tasks, such as riding a bike, dancing, or moving a certain movement, grabbing something extruded, balancing walking, identifying

keys on the computer's writing board, and doing such activities skillfully. It is a kind of physical intelligence

The school theater is a bridge connecting the learner between the two sides of academic education and activities to facilitate the transfer of information and idea to him, and is the school theater directed to the child is the most important ways to reach his mind and his mind, because it provides children with excellent educational experiences, in addition to entertainment and entertainment, The art of theater is an influential way of expressing different ideas and subjects. However, to the best of her knowledge,

The researcher has not been able to reach studies on the curriculum of the development of motor intelligence for children, despite its importance at that stage and because the theater of the child is the highest form of play,

The importance of dialogue through the visual expressions in the representation and performance drama of the text of education as it is a means of learning for

dramatic representation, the transformation of teaching from indoctrination and inertia to the interaction and vitality and this role contributes significantly to the development of motor intelligence of children and this prompted the researcher to conduct this study to identify in The effect of using the style of the curriculum on the level of motor intelligence in kindergarten

Research goal

The aim of the research is to design an educational program in a descriptive style and to determine its effect on the level of motor intelligence of kindergarten children aged 5-6 years.

Research hypotheses

-There are statistically significant differences between the mean and post measurements of the experimental group in the level of motor intelligence in the kindergarten child and for the post-measurement.

-There are statistically significant differences between the mean and post measurements of the control group in the level of motor intelligence in question in the

Kindergarten and for the post-measurement.

-There were statistically significant differences between the mean of the two dimensional measures in the experimental and control groups in the motor intelligence level in the kindergarten child and for the experimental group.

Research Plan and Procedures:

Research Methodology:

The researcher used the experimental method using the experimental design of two groups, one experimental and the other using the preand post measurement of the two groups.

Research community

The research community is represented in the children of the Good Shepherd School in Menia Governorate for the academic year (2015/2016)

The research sample:

The study sample was randomized to children enrolled in the second level kindergarten (5-6) years (48) children divided into two groups, one of which is experimental and the educational program is used in a descriptive style curriculum

and other control and use the activities prescribed within the kindergarten each (20) (41.66%) in addition to (8) children by (16.66%) for the

experimental pilot of the research.

Repetitive distribution moderation

Table (1)

Arithmetic mean, median, standard deviation and torsion coefficient Of the variables under consideration in children (n= 48)

Variables	Measurement unit	Average	SMA	standard deviation	Torsion coefficient
Age	Year	5.21	5.20	0.25	0.120
Length	Cm	89.65	89.62	0.17	0.529
The weight	Kg	26.32	26.00	0.63	1.523
Drop the ball	Cm	12.98	12.90	0.24	0.999
Roll around the circle	S	13.25	13.20	0.26	0.576
Color ruler and hands	No	6.61	6.50	0.52	0.634
Sound and movement	S	5.18	5.15	0.21	0.428
Walk to the circle	No	2.14	2.10	0.47	0.255

It is clear from Table (1) that the values of the convolution coefficients for the variables of the growth rates and the level of motor intelligence in the research sample ranged from (± 3),

indicating the moderation of the sample distribution in these variables.

Data collection tools:

The researcher used the following tools:

Prepared by Essam El-Din Shaaban and Mostafa El-Sibai.	1- Battery measure the motor intelligence of children.
Preparation / Researcher	2. The educational program in a theatrical way.

-battery measure the intelligence of motor mobility for children:

-The battery is (26) motor test for motor intelligence. Attachment (2) Prepared by

Essam El-Din Shaaban and Mostafa El-Sibai.

Curriculum in a theatrical way Curriculum:

-Program Objective:

The educational program aims to develop the level of motor intelligence of children

- Program content:

The content of the proposed program includes various activities and a variety of dramatic texts that all work to develop the motor skills of the child.

The researcher formulated the content of the educational program in a descriptive way in the light of the following:

-The scientific references and the previous specialized studies that dealt with the curriculum of school curricula and theatrical and dramatic texts.

The researcher formulated the content of the kinetic activities using the dramatized texts and was presented to a group of experts. Annex (1) of the faculty members of the faculties of Physical Education and Kindergarten who have 10 years of experience in the field of teaching.

-The researcher has relied on two types of theatrical texts,

namely, the author's text and the text prepared from stories and stories.

-Theatrical text Author: The researcher selected the written texts that achieve the activities identified in the content of the activity of the proposed program, through scientific references and previous studies, "Ahmed Ashour" (2004) (1), "Salam Abu Hassan" (2004) 7), Awatif Ibrahim (2003) (10) (2008) (11.)

-Theatrical text prepared from the stories and stories: The researcher selected a series of stories for children, whose objectives are the objectives of the activities specific to the content of the activity, and the researcher turned these stories into plays,

Where the definition of theatrical dialogue, and identify the characters, time and place, The appropriate climate for the story until it becomes a play that meets the conditions of theatrical text.

-The researcher identified the activity of the movements of the plays, since these plays the main objective is to achieve the goal of activity through motor activity and therefore saw the need to refer to the dynamic

activity, which will be performed by children through the text educational drama, but is determined within the text of the theater.

-The researcher took into consideration a set of specifications and standards that fit the level of children. The purpose of the study is to develop the motor intelligence of these children.

When choosing theatrical texts for the content of the proposed curriculum, these bases and criteria are the appropriate choice for the story or play that prepares the drama, Whether for the child in the viewer or in the work of art itself, and taking into account the psychological rules and higher values and social, and the selection of theatrical text, which contributes to work to increase the imagination and perception and perceptions of the child.

-The researcher presented the written texts for the activities of the proposed program in full to the experts specialized in (1) in the field of theater, experts in the field of curriculum and teaching methods of physical education, and experts in the field of kindergartens, number (9) experts, to express the

opinion in the scientific form Of theatrical text in terms of the conditions that are available in the theatrical play text.

The researcher deleted the dramatic texts that were not approved by the experts. The following is a detailed description of these dramatic texts after the presentation to the experts and the deletion of those who did not get the required agreement (78%) for the agreement of 7 experts. To determine the suitability of content for the dental stage and the relevance of these activities for the purpose of the research as well as to ensure the validity of the program for the application through a questionnaire to the opinion of experts on the content of the program.

- The researcher divided the content into educational units in light of the general objectives that should be developed for pre-school children. The available scientific references mentioned that when constructing the curriculum for children, the content should be divided into sequential modules to facilitate and facilitate learning.

-The researcher developed the proposed program in educational units

The educational units are as follows:

-Module 1: Dramatic texts of transitional kinetic activities.

-Module 2: Dramatic texts of activities of non-transitional movements.

-Module 3: Dramatic texts for handling and treatment activities.

.^oThe necessary means to implement the program:

Kindergartens Theater.

-Wide playground for the implementation of program content.

-Boxes divided by different heights.

-Core Tennis.

Plastic mat or carpet.

-Sponge Mattresses.

-Medical center in small sizes.

Plastic Hoops.

-Clothes for personalities.

-Teaching method used in the implementation of the program:

The researcher used the method of theatrical syllabus in the implementation of the tutorial through (narrative style and dialogue in the dramatic

text, the learning method through the representative model, the simulation style and the model with imitation and role-playing by the children) as the researcher used with children free play style and follow-up by the teacher.

-General framework for implementing the program:

The researcher applied the proposed program through the lessons of motor activities at the kindergarten and with 2 lessons per week according to the kindergarten activity plan. The lesson time is (35) minutes and for (8) weeks to become the lessons of the program (16)

As follows:

The introductory part is 10 s

Main part 20 s

Closing part 5 s

Total time 35 s

The researcher taught the children of the experimental group during the period of application of the experiment on Sunday, Tuesday and Thursday. The control group will perform the kinetic activities at the same time of application for the experimental group according to the activities scheduled within the kindergarten.

-Teaching strategy in the proposed program:

Instructional courses are taught through the teaching methods shown. The teacher in the main part narrates the script and reads each written scene

-Proposed evaluation methods for the program:

The proposed program is evaluated by the kinetic intelligence measurement battery in question.

Man - Whitney Test for Difference.

-Test (t) to denote differences between the averages of one group and two groups.

-The researcher used the level of significance (0.05) to confirm the significance of statistical results and the researcher used the statistical program SPSS to address the results.

View and discuss the results:

Table (2)
The significance of the differences between the preened post measurement in the level of motor intelligence Experimental Research Group N = 20

Variables	Measurement unit	Pre measurement		Post measurement		Differences Between The average	Improvement rate	Value (T)	Level of significance
		M	E	M	E				
Drop the ball	Cm	12.58	0.21	8.80	0.58	3.70	30.04%	4.85	significance
Roll around the circle	S	13.10	0.17	10.32	0.41	2.78	21.22%	4.32	significance
Color ruler and hands	No	6.45	0.32	8.10	0.32	1.65	20.37%	4.28	significance
Sound and movement	S	5.11	0.22	4.15	0.74	0.96	18.78%	4.62	significance
Walk to the circle	No	2.10	0.14	3.25	0.32	1.15	35.38%	4.36	significance

*Tabular value (T) at significance level (0.05) = 1.725

Table (2) shows that there are statistically significant differences between mean and post measurements at the level of kinetic intelligence in children of the

experimental group, where the value of (T) is greater than its tabular value at the level of significance (0.05) for the benefit of telemetry.

Table (3)
The significance of the differences between the pre and post measurement in the level of motor intelligence Control search group " N = 20

Variables	Measurement unit	Pre measurement		Post measurement		Differences Between The average	Improvement rate	Value (T)	Level of significance
		M	E	M	E				
Drop the ball	Cm	12.60	0.17	11.10	0.21	1.50	11.90%	2.98	significance
Roll around the circle	S	13.12	0.22	11.09	0.14	2.03	15.47%	2.15	significance
Color ruler and hands	No	6.47	0.21	6.98	0.22	0.51	7.30%	2.85	significance
Sound and movement	S	5.10	0.74	4.90	0.41	0.20	3.92%	2.54	significance
Walk to the circle	No	2.11	0.32	2.98	0.21	0.87	29.19%	2.62	significance

*Tabular value (T) at significance level (0.05) = 1.725

Table (3) shows that there are statistically significant differences between the averages of pre and post measurements in the level of motor intelligence of the

children. The value of (T) is greater than the tabular value at the significance level (0.05) for the benefit of the post measurement of the control group.

Table (4)
"The significance of differences between the two dimensions in the level of motor intelligence Experimental and control groups" N = n = 2

Variables	Measurement unit	Pre measurement		Post measurement		Value (T)	Level of significance
		M	E	M	E		
Drop the ball	Cm	8.80	0.58	11.10	0.21	3.98	significance
Roll around the circle	S	10.32	0.41	11.09	0.14	3.25	significance
Color ruler and hands	No	8.10	0.32	6.98	0.22	3.15	significance
Sound and movement	S	4.15	0.74	4.90	0.41	3.85	significance
Walk to the circle	No	3.25	0.32	2.98	0.21	3.28	significance

The value of "T" is a tabular at the level of 0.05 = 1.684

Table (4) shows statistically significant differences between mean distance measurements in the experimental and control groups at the level of motor intelligence. The value of (T) is greater than the tabular value at the significance level (0.05)

Discussion of results

The results of Table (2) show that there are statistically significant differences between mean and post measurements in the level of kinetic intelligence of children in the experimental group, where the value of (T) is greater than its value at the significance level (0.05) for the benefit of telemetry.

The result is to use the proposed program in a descriptive method, which included a group of movements and movements with tools and tools that contributed to improving the level of motor intelligence in the children of the experimental group

Issam Shaaban (2008) notes that learners with motor intelligence excel in physical activities, in visual-motor coordination, and have great tendencies for movement and touch of objects, ability to

exercise or practice dance and acting, .

This intelligence is based on the interaction of physical and motor configurations and abilities. This type of intelligence exists in the cerebellum and the primary neural mass. This intelligence develops from childhood and may appear at an advanced stage. It is influenced by the opportunities for training and practice in the environment And learn both on Athlete to perform or motor performance.

Henry (2000) and Sun Ping (2003) point out that the intelligent people walked early, they did not like long, they were attracted to sports and physical activities, they did not sit for long, they were in constant activity, they liked Dancing and creative and creative movements like to work with their hands in different activities such as computer use, clay games, cutting, pasting and dancing. They love to be in space, they need to move to think, and often use their hands and legs when they think. They need to touch things to learn. ,

And prefer to take part in physical adventures that are

characterized by difficulties. Such as climbing mountains, trees and highlands have good kinetic synergy, strike the target in many of their actions and movements, always prefer to test things and try them instead of hearing or seeing them.

This is consistent with what Sun Ping (2003) noted that drama activities are essential in the early development of children's reading and writing, because children can participate in reading and writing as a meaningful overall communication process. Mental requirements to understand the drama are similar for those children in the reading process.

The researcher attributed this result to the dramatic scenes of theatrical texts have influenced the children's understanding of the activities they have contributed effectively in developing their direction towards the development of values and the development of their direction towards learning through the dramatic text,

As well as educational drama as a method of teaching

which helped children to accept the required work (2002). (27) Fathi Hassanein, Magda Abdel Tawab (2002). (12) The use of the method of theatrical syllabus helps in the development of the educational aspects of the research. Children's motor abilities, which fulfill the hypothesis of the first research.

Table (6) shows that there are statistically significant differences between the averages of pre and post measurements in the level of motor intelligence of the children.

The sample value (T) was greater than the tabular value at the level of significance (0.05) for the after measurement of the control group to contain the kinetic activities inside the kindergarten. On collective and individual transition skills that have contributed to the development of limited motor intelligence.

In this regard, Jawdat Mustafa (2002), 5 Salam Abu al-Hasan (2004), 7 Somari Somers (2002) (27) agree that children need movement. The movement helps them to discover and know many

things about themselves and the world around them

The greater the child's motor ability, the greater the sense of independence and self-confidence. Children tend to measure their abilities and efficiency with the skills they achieve and should be given the opportunity to develop these abilities and not to help too much to achieve the second hypothesis.

It is clear from Table (3) that there are statistically significant differences between mean distance measurements in the experimental and control groups at the level of motor intelligence, where the value of (T) is greater than the tabular value at the significance level (0.05) The result is the effect of the educational program on the level of motor intelligence in the children of the experimental group.

The researcher believes that the theater of children agrees with the nature of the child on the basis that it is an integrative type because the dramatic text of the photographer conveys them to the dramatic atmosphere in which the events revolve through the illustrative form of the dramatic text. Hence, the researcher finds the

compatibility of the dramatic text with the characteristics and nature of the children at this stage, This is in line with the study of Nahed Shaaban (2007) (18), Hussein Al-Sayed (2001), 6 which considers that the nature of the dramatic text is consistent with the nature of children in the age of Riyadh where they can not read. This view has made clear the importance of the illustrated text of the children of Riyadh who have not yet learned to read through the written.

In this regard, Norris (2002) states that motor intelligence is the ability to use the body or parts of a hand, fingers or arms to solve a problem, to make a thing, to perform a production process, to do some work, to express ideas and feelings through movements and learners Those who have this intelligence excel in physical activities, in visual-motor coordination, and have great tendencies for movement, touching objects, physical exercise or practicing dance and acting. This intelligence has superior physical-motor abilities, and this intelligence depends on the interaction of formations or abilities Physical-motor and environmental factors

This intelligence develops from childhood and may appear at an advanced stage where it is influenced by the opportunities available in the environment of training, exercise and learning opportunities, both on athletic performance and motor performance. Those who prefer this intelligence prefer learning through practice, experimentation, movement, physical expression and the possibility of using their senses

Different
The results of the study agree with the study of Mona Awad (2002) (17), Nahed Shaaban (2007) (18) that the curriculum gave the children the opportunity to live new learning experiences that lead to the discovery and knowledge of different things at multiple levels and this illustrates the possible effectiveness of drama as a method Teaching in developing the abilities and skills of children during the programs.

Extractions:

-The proposed program using the curriculum has a positive effect on improving the motor intelligence of the kindergarten child.

-The traditional program has limited effect on the level of

motor intelligence of kindergarten children.

-The proposed program using the curriculum has a better positive effect than the traditional program on improving the motor intelligence level of kindergarten child.

Recommendations:

-Attention to the theater of the child in general and theatrical curricula in particular.

-Design educational manuals that accompany the school curriculum including educational plays that serve sports and educational activities.

-Holding training courses for kindergarten teachers to develop their teaching abilities in the field of children to teach motor intelligence and to train them on how to explain the content of kinetic activities

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