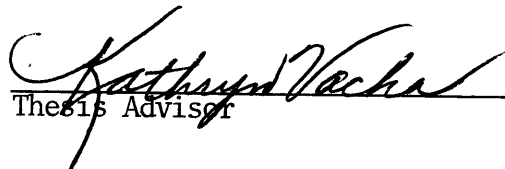


THE RELATIONSHIP BETWEEN
CREATIVE DRAMATICS
AND IMPROVED SELF-CONCEPT
IN AN INNER-CITY THIRD GRADE

AN ABSTRACT
PRESENTED TO THE GRADUATE FACULTY
OF WESTERN CONNECTICUT STATE COLLEGE

by
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IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE



Thesis Advisor



For the Graduate Division

6/12/99
Date

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SELF CONCEPT IN AN INNER-CITY THIRD GRADE

ABSTRACT

The purpose of this study was to assess the effects of a program of creative dramatics on self concept.

The study utilized two third grade classes from the same inner-city elementary school in a lower middle-class neighborhood in south Richmond, Virginia. The racial composition of the school is seventy-eight per cent black to twenty-two per cent white.

Thirty-three students from two third grade classes composed the control and experimental groups. The experimental group was taught by the homeroom teacher who had previous training in the creative dramatics activities that were used as the treatment. The control group also was taught by the homeroom teacher who used a more traditional approach to teaching which did not include dramatics.

The treatment period was two months in length and included story dramatization, improvisation, role-playing, puppetry, and creative movement. The activities were used in math, science, social studies, and language arts.

The Piers-Harris Children's Self Concept Scale was used as the pre-test and the post-test. A t-test was administered on both tests, but there was no significance as had been hypothesized at the .05 level. However, the analysis of the variances showed a .06 level of significance for the treatment effects.

The author observed many favorable outcomes such as: (1) The students seemed to enjoy their participation as evidenced by their enthusiasm; (2) The students seemed freer to voice their suggestions and opinions; (3) The shy students were gradually drawn in and seemed to enjoy themselves; (4) The students learned to express their criticisms in a more positive way; (5) Students exhibited more independence in planning and carrying out their activities; (6) A sense of group togetherness emerged.

The text includes literature related to creative dramatics, its origins, and its place in social studies, social skills, language arts, and self concept. Sample activities corresponding to each curriculum area are included.