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Developing Life Skills through Unplugged Coding and Handicraft Activities in Primary Schools: An Action Research

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Abstract

Developing students' life skills through authentic, practice-based learning environments has become an increasingly important focus in contemporary primary education. Despite this growing interest, studies examining structured and production-oriented implementations that support holistic development remain limited. This study investigates the implementation process of a production-based life skills workshop integrating unplugged coding and handicraft activities, as well as the learning outcomes emerging from this process. The research was designed using a mixed-methods approach within a five-theme workshop conducted at the third-grade primary school level. Data were collected through students' Likert-type self-assessments administered at the end of each theme, open-ended student responses, and teacher observation forms. Findings indicate that students' self-assessment scores remained consistently high throughout the process, with increasing perceptions of learning confidence and competence across themes. Temporary challenges observed during stages requiring technical skills evolved into mastery and more independent production behaviours in subsequent themes. The combined evaluation of student narratives and teacher observations suggests gradual development in attention, collaboration, self-regulation, and problem-solving skills. Overall, the findings demonstrate that production-based learning environments not only foster technical skill acquisition but also provide a strong pedagogical framework that supports active engagement, self-confidence development, and the holistic enhancement of life skills.

Keywords: Life Skills Education; Hands-On Learning; Creative Teaching Methods; Primary Education; Self-Assessment