


Article Arrival : 16/01/2021

Published : 30.03.2021

Doi Number  <http://dx.doi.org/10.26449/sssj.3054>Reference  Kurtdebe Fidan, N. & Yazici, F. (2021). "Reflections Of Values In The Animated Movie Scenarios From The Eyes Of Children (An Example Of Creative Writing Study)" International Social Sciences Studies Journal, (e-ISSN:2587-1587) Vol:7, Issue:80, pp:1416-1431

REFLECTIONS OF VALUES IN THE ANIMATED MOVIE SCENARIOS FROM THE EYES OF CHILDREN (AN EXAMPLE OF CREATIVE WRITING STUDY)

Çocukların Gözünden Değerlerin Animasyon Film Senaryolarına Yansımaları (Yaratıcı Yazma Çalışması Örneği)

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ABSTRACT

The aim of this study is to determine the reflections of the values covered in the curriculum program of the social studies courses in the animated film scripts through the eyes of children. To this end the qualitative research method was adopted and phenomenology technique is used in the study. The participants of the study are twenty-seven seventh grade students attending a public school during the school year of 2018-2019 spring semester. In order to reveal their perceptions about the values covered in the curriculum program of the Social Studies course creative writing activity was used. The animation movie scenarios developed by the participants constitute the documents of the research. These documents were analysed through the content analysis. The findings indicate that twelve values covered in the curriculum program of the course were used by the participants as core values: scientific literacy, savings, solidarity, peace, respect, honesty, freedom, equality, justice, helpfulness and patriotism. Of them the most frequent used value is found to be the value of scientific literacy. As a result of the analysis of the data, it was found that the basic values in the scenarios developed by the participants are associated with all the values covered in the educational program of Social Studies course, but they mostly prefer the value of freedom.

Keywords: Value, Value education, social studies, animated movie scenarios, creative writing.

ÖZET

Bu araştırmanın amacı, çocukların gözünden Sosyal Bilgiler Dersi Öğretim Programı'ndaki değerlerin animasyon film senaryolarına yansımalarını tespit etmektir. Bu doğrultuda nitel araştırma yöntemi benimsenerek fenomenoloji deseni kullanılmıştır. Çalışma grubunu 2018-2019 bahar döneminde bir devlet okulunun 7. sınıfında öğrenim gören 27 öğrenci oluşturmaktadır. Katılımcıların Sosyal Bilgiler Dersi Öğretim Programı'ndaki değerlere yönelik algılarını açığa çıkarmak amacıyla bir yaratıcı yazma çalışması gerçekleştirilmiştir. Katılımcıların oluşturdukları animasyon film senaryoları araştırmanın dokümanlarını oluşturmaktadır. Dokümanların analizinde içerik analizi yöntemi kullanılmıştır. Araştırma sonucunda katılımcıların Sosyal Bilgiler Dersi Öğretim Programı'ndaki değerlerden 12 tanesini (bilimsellik, tasarruf, dayanışma, barış, saygı, dürüstlük, özgürlük, eşitlik, adalet, yardımseverlik, vatanseverlik) temel değer olarak kullandıkları tespit edilmiştir. Katılımcılar senaryolarında temel değer olarak en çok bilimsellik değerini kullanmışlardır. Verilerin analizi sonucunda senaryolarda temel değerlerle Sosyal Bilgiler Dersi Öğretim Programı'nda yer alan tüm değerleri ilişkilendikleri ama ilişkilendirmede en çok özgürlük değerini tercih ettikleri tespit edilmiştir.

Anahtar Sözcükler: Değer, değerler eğitimi, sosyal bilgiler, animasyon film senaryoları, yaratıcı yazma

1. INTRODUCTION

Most of the studies on values is about determining the value orientation of individuals and revealing the interactions of their orientations with their behavior, attitude, social roles and experiences (Mehmedoğlu, 2006). The transfer of the values that can affect the social structure to the new generations systematically without any deterioration in their structure makes value education important (Elbir & Bağcı, 2013). Value can be defined as the belief, attitude or feelings that an individual is proud of having and is willing to confirm it publicly, that is thoughtfully chosen from the alternatives without external persuasion (Harmin & Simon 1966, 28; Halstead, 2005). Value education constitutes a source of problems for individuals when done incorrectly, whether under formal or informal education within the scope of affective education. Failure to carry out value education effectively and correctly leads to many incorrect ideas and ultimately, to crimes. Therefore, values should be acquired by students in an accurate and orderly way through the educational programs at schools (Berkant & Sürmeli, 2013). Teaching values to students through a consciously structured learning environment during the lessons is the basis of teaching values in a quality way (Clement, 2009). Schools play the most important role in providing the value education to students in a planned way. The prerequisite for schools to have a value-based vision is to develop and implement learning activities which are organized through the collaborate efforts by school principals, teachers and students. Creating a value-based school vision is an important factor in the implementation of the value education. Because the success of the curriculum program depends on the vision that will guide all policies, programs and activities that exist in schools (Raihani, 2008; Suyatno et. al., 2019). In Turkey schools implement all activities related to value education following the laws and regulations issued by the ministry of national education. In this sense, the National Education Basic Law (1739) is the basis of all such activities (Köylü, 2016). Value education was previously given as moral education. Citizenship and moral education under the Citizenship and Human Rights Course aimed to provide teachers with the concepts and strategies they needed to contribute to the moral, ethical, and political development of children and the resources needed to reflect on the education of values (Halstead & Pike, 2006). The learning approach which was adopted in the 2004-2005 curriculum program for the social studies courses regarded the development of students as the center of teaching process. In other words, it is aimed that the students develop and look for beliefs and values of society and their own moral values through the learning environments. In such a learning environment, students are expected to be able to compare their individual value judgments and beliefs with those of others (Kabapınar, 2016). Because through value education students do not only acquire certain values but also become aware of the values of others. The significance of teaching values in social studies courses is evident in that these courses are interdisciplinary and compulsory for primary school students. These courses are related to many daily aspects in the teaching of behaviors that are approved by each individual and perceived as a value in our country, the Social Studies course is very important (Yiğit & Tarman, 2013). The education program for the social studies courses contains a total of eighteen values to be acquired by the students: scientific literacy, independence, saving, solidarity, peace, freedom, equality, helpfulness, caring for family unity, diligence, sensitivity, justice, friendship, honesty, respect, affection, responsibility, patriotism, benevolence and aesthetics. The education program aims at providing the gains to the students through information, skills and values in a holistic perspective (MONE, 2018). In order to achieve the stated objectives of the education program for the Social Studies courses and to provide students with the necessary knowledge, skills and values, those teaching and learning models, methods and techniques that are consistent with the constructivist approach, which develop students' higher-level thinking skills, have gained importance (MONE, 2005). One of such teaching methods is creative writing activities which improve students' higher-level thinking skills and creative thinking skills. Creative writing activities allow students to have experiences that they have not come across before through their imagination (Dolmaz & Kaya, 2017). Such activities are very crucial in terms of revealing and improving both creative thinking and writing skills of students. Creative writing activities for students is to enable them to use their own views, thoughts and imaginations that they employ to perceive and express the outside world. Thus, the impressions taken from the outside world through five senses are activated and are transferred to the paper. Perceiving the outside world through the senses, being aware of the details and imagine these details in the mind allow students to achieve some sort of freedom through their writing (Demir, 2012). Creative writing activities in regard to values will enable students to see the reflections of their values on texts. Measuring the existing or acquired values among students is as important as the process of teaching them the values (Yazıcı, 2006). In addition, creative writing helps

students to discover, explain, and make connections between concepts in a variety of ways (Watkins & Tehrani, 2020).

Creative writing is an umbrella term that does not only contain the writing of poems, short stories and dialogues but also of other types of writing (Ponsot, 2020). Writing is one of the ways to transmit a certain message to the readers. Traditional types of writing are expository, persuasive, narrative, and descriptive. Narrative refers to the writing in which the author tells a story which could be either fact or fiction. The former includes memories, biographies, autobiographies and the scripts for the newspapers, television and movies. The latter contains short stories, novels, myths, television and movie scripts. In creative writing the animated movie scripts are also employed. In creative writing, characters in TV or animated film scenarios are made up of imaginary characters and events, influenced by real life (Rozakis, 2004). Animated movies are generally audiovisual versions of that stories which are liked by children. Such movies are reported to make individuals think about something and therefore, improve their knowledge and emotions (Gómez & García, 2020). Aley and Hahn (2020) argue that animated movies significantly affect children in terms of their social interactions, personality, cognitive development and gender roles. A successful animated movie is not only series of events, but includes impressive characters which have certain effects on viewers. Emotions that the characters experience in the movie make the viewers to learn about these feelings (Zong, Qi, & Zong, 2020). Animated films are an important tool for students to attain human and social values. Besides, animated films are excellent educational tools in the development of aesthetic and artistic values (Żebrowski, 2017).

In Turkey the studies on the values covered in the education program of social studies courses are mostly of quantitative nature and deal with the analysis of the perceptions about these values (Balıcı & Yelken 2013; Tay, Durmaz & Şanal; 2013). There are also qualitative studies on this subject which employed the metaphors to analyse these values (Akyol, 2016; Çelikkaya & Seyhan, 2017; Er Türküresin, 2018; Kılcan & Akbaba, 2018; Ulu Kalm & Koçoğlu, 2017; Sönmez & Akıncan; 2013; Şenel & Aslan, 2014). On the other hand, the studies which used creative writing are mostly carried out in Turkish language courses (Ak, 2011; Akkaya, 2011; Beydemir, 2010; Demir, 2011; Karadağ, 2013; Maltepe, 2006). One such study was carried out in the course of Revolution History and Kemalism (Duban et. al., 2015). However, similar studies have not been conducted in social studies courses. Carter (2020) argues that creative writing activities should be used not only by grammar teachers but also by social studies teachers. In the Social Studies courses, students can improve their imagination by expressing their feelings and thoughts and by creating a sense of accomplishment (Frederick, 1987).

Purpose of the study and research questions: In this study the aim is to reveal the reflections of the values in animated movie scripts through the views of the seventh grade students using creative writing activities. In line with this goal the study attempts to answer the following research questions:

- ✓ What are the values that the seventh grade students reflect on animation films within the scope of creative writing?
- ✓ What are the values associated by the seventh grade students' with the values reflected in animation films within the scope of creative writing?

2. METHODOLOGY

2.1. Model of the Study

This study, which employs a qualitative research method, is a phenomenological research aimed at exploring the values that the middle school students reflect on animated film scenarios. The selection of a qualitative research design makes it possible that participants focus on creating meaning and presenting the complexity of classroom teaching (Creswell & Clark, 2015). The phenomenology pattern makes it possible for the researcher to be the interpreter of the texts produced by the participants (Biggerstaff & Thompson, 2008). The purpose of selecting the phenomenology pattern in the study is to examine the animated movie scenarios written by the children in more detail and to discover the values from the eyes of children.

2.2. Participants

The participants of the study are twenty-seven seventh grade students attending a public school in Afyonkarahisar, a city located in the West Anatolia region of Turkey. The students voluntarily participated in the study. At the school there are two branches of seventh grade with a total of forty-five students. Of

them twenty-seven volunteered to take part in the study. They were selected through the criterion sampling which is part of the purposive sampling technique. In purposive sampling participants are chosen among those who can provide information about the study subject. They can reveal important exploratory information about the phenomenon studied (Christensen, Johnson & Turner, 2015). In addition, the principle in the selection of the purposeful sample is the researcher's decision in regard to the typical topic or the subject of interest (Robson, 2017). Criterion sampling involves the use of pre-determined criteria in selecting the participants (Sandelowski, 2000). The criterion used in the study is as follows: taking social studies courses from the fourth grade to be familiar with the values covered in the education program of social studies courses. The reason for choosing the school that the participants attended is that it serves the students coming from the middle socio-economic level and is easily accessible. Table 1 presents the characteristics of the participants.

Table 1. Participant Characteristics

		F
Gender	Male	18
	Female	9
Educational background of mothers	Primary education	10
	High school	9
	Higher Education	8
Educational background of fathers	Primary school	5
	High school	12
	Undergraduate	10
Occupation of mothers	Civil servant	6
	Worker	6
	Housewife	15
Occupation of fathers	Civil servant	12
	Worker	5
	Farmer	9
	Retired	1

2.3. Data Collection Tools and Procedure

The data of the study were collected through the written materials produced by twenty-seven participants. The documents are 72 pages. The analysis of documents has been one of the most frequent data collection tools in qualitative studies (Bogdan & Biklen, 2007, p. 64). Documents are important sources of information that enable researchers to obtain data on the topics they analyse (Creswell, 2012, p. 223). Bogdan and Biklen (2007, p. 64) argue that documents are categorized into three major types: personal documents, official documents and popular culture documents. Personal documents include diaries, essays, letter, personal notes and autobiographies. In most qualitative studies, personal documents are widely used to refer to any first-person account in that these documents describe individuals' actions, experiences and beliefs. The purpose of using written personal documents as data collection tools is to reveal the opinions of the participants about the experiences, to determine what various factors / events are significant for the participants, and to obtain detailed information about how social situations seen by the participants (Bogdan & Biklen, 2007, pp. 133-136). In the document analysis, researchers are in the position to describe, explain and interpret the documents in detail. The documents examined in this method are open to an unlimited number of comments. For this reason, each comment made is considered valid as it reflects the meanings attributed to the text by the researcher (Vanderstoep & Johnston, 2009).

Before the data collection process necessary ethical commission permission was taken from the general directorate of ministry education (Attachment. 1). The students were asked to write animated movie scenarios in the Social Studies course. There were no restrictions on the topics so that they could feel free in their thoughts. The participants were asked to write their scenarios within two class hours (80 minutes) and at the end of the activity, the documents were collected by the researchers.

2.4. Data Analysis

The documents produced by the participants were analysed. Each document was numbered from one to thirty-seven. Ten documents were excluded from the analysis due to the fact that these documents just contained the views and emotions of the participants. Therefore, these were not movie scripts. Therefore, a total of twenty-seven texts were analysed through content analysis which is used to examine written

materials. In the content analysis, the text data is encoded into open categories and then the statistics of these codes are explained (Hsieh & Shannon, 2005). The documents were primarily classified in relation to the core values. In order to deal with the core values in more detail, the categories (associated values, concepts, characters, the reason for choosing the value) and codings were developed. The information obtained by interpretation were made sense of using the codes. This section of the analysis covers how you distinguish and combine the data you collected, and the reflections you make about this information (Miles & Huberman, 2016: 56). In order to ensure the full representation of the data, direct quotations from the statements by the participants were given in the discussion. The transferability of the research results in qualitative research depends on the adequate description of the analyzed data. The detailed description is the transfer of the raw data in a reorganized form based the determined concepts and themes, by being as loyal as possible to the nature of the data (Yıldırım & Şimşek, 2018: 281). In reporting the statements of the participants some codes are used (i.e., s1, s2, s3). In order to ensure the reliability of the study, two authors independently examined the documents and developed separate code lists. Later, these codes were compared and then, sub-themes and categories were created. The agreement between the interraters was analyzed using the formula developed by Miles and Huberman (2016). It is found to be .92%.

2.5. Findings and Results

The findings indicate that there are four themes (values, concepts, character and reason for choosing value). Table 2 shows that the participants used twelve core values covered in the education program of social studies courses in the movie scripts they developed.

Table 2. Core values used in the movie scripts they developed

Values	f
Scientific literacy	6
Independence	4
Savings	4
Solidarity	2
Respect	2
Peace	2
Honesty	2
Freedom	1
Equality	1
Fairness	1
Helpfulness	1
Patriotism	1

As can be seen in Table 2 the most frequently chosen value is that of scientific literacy. The values of independence and savings are used four times. Those values used twice are those of solidarity, peace, respect and honesty. The values that are used only once are those of fairness, helpfulness, patriotism, freedom and equality. The other values, namely sensitivity, care for family unity, diligence, aesthetics, affection and responsibility are used in relation to core values. Table 3 presents the values that are used in relation to the core values.

Table 3. Values that are used in relation to the core values

Values	f	Values	f	Values	f
Freedom	6	Honesty	4	Saving	2
Solidarity	5	Equality	3	Affection	2
Helpfulness	5	Solidarity	3	Diligence	1
Caring for family unity	5	scientific literacy	3	Independence	1
Sensitivity	5	Respect	3	Peace	1
Responsibility	5	Patriotism	2	Aesthetic	1

As can be seen in Table 3 there are eighteen values that are used in relation to the core values. These values are as follows: freedom, helpfulness, solidarity, sensitivity, honesty, caring for family unity, responsibility, equality, solidarity, scientific literacy, respect, patriotism, savings, affection, hardworking, independence, peace and aesthetics. Of them the most frequently used one is freedom. It is nearly used with each of core values. Table 4 shows the related values, concepts, characters and reasons for using in the movie scripts which are based on the value of scientific literacy.

Table 4. Values, concepts, characters and reasons for using in the movie scripts which are based on the value of scientific literacy

Theme	Sub theme	Code	
scientific literacy	Values	Solidarity (f=3), Hardworking Caring for family unity Sensitivity Honesty Responsibility	
		Concepts	Space (f=3), time machine (f=3), Robot (f=2), theory (f=2), taking lesson from (f=2), space shuttle (f= 2), laboratory (f=2), Astronaut, energy store, laser weapons, artificial intelligence, invention, discovery, camera
			Characters
		Reasons for choosing the value	

Table 4 shows that six participants used the value of scientific literacy as the basis of their scripts. It is seen that the participants emphasize other values besides the value of scientific literacy. In the scenarios in which this value is used as a basis it is found that they mostly emphasized the value of solidarity. In addition, giving importance to family unity, diligence, honesty, sensitivity and responsibility values are also included in such scenarios.

An example of the statement about the value of solidarity is as follows: *“Professor told Melis that they should go to future together and that if they go there together they can save the world.”* (S26). The value of the diligence is expressed in the scenario as follows: *“Katrina worked hard to become an astronaut. Although she could not pass the first exam, she never gave up.”* (S2).

Under the subtheme of concepts it is found that the most used ones are space and time machine. The other concepts that are used frequently in the scenarios are as follows: robot, theory, taking a lesson, space shuttle and laboratory. In addition, the following concepts are also found to be used in the scenarios which indicate that the participants related the concepts about technology with the value of scientific literacy: astronaut, energy store, laser weapons, artificial intelligence, invention, discovery and camera.

In regard to the subtheme of characters it is found that the participants used parents, peers, imaginary characters and heroes in their scenarios in which the basis was the value of scientific literacy. The participants included both foreign and Turkish names in their scenarios.

The reasons for using the value of scientific literacy in the scenarios are mostly related to their interest in science and the significance of science for them. For instance, one of the participants justified the use of the value of scientific literacy in the scenario as follows: *“I have a special interest in science, I like to develop scientific theories.”* (S10). Another participant explained his choice as follows: *“Science is the most significant features of the countries. This feature forms the basis of the state and helps to improve the standard of living of people.”* (S24). Table 5 shows the related values, concepts, characters and reasons for using in the movie scripts which are based on the value of independence.

Table 5. Values, concepts, characters and reasons for using in the movie scripts which are based on the value of independence

Theme	Sub theme	Code
Independence	Values	Freedom (f=4) Patriotism (f=2) Solidarity (f=2) Caring for family unity Scientific literacy
		Concepts

Characters	Parents
	Heroes Imaginary (Manga, Joachim Murat, Dinosaur, a young child, Moni) real (Cengiz Khan, Oğuz Khan)
Reasons for choosing the value	Being fond of independence
	Adventurous nature of independence
	Considering independence as a reason for freedom

Four participants used the value of independence as the basis of their scenarios. As can be seen in Table 5 the value that is mostly related with the value of independence is freedom. The others are the values of caring for family unity, solidarity, patriotism and scientific literacy .

The use of the freedom value in the scenarios based on the value of independence is as follows: “*Dinosaurs wanted the little boy to live with them, but the little boy preferred to die rather than live with the dinosaurs.*” (S17). The use of patriotism in these scenarios is given as follows: “*After the Ottoman army conquered the American army in the same way, it became the largest army in the world and the whole world was now Ottoman land.*” (S7). The values of scientific literacy, solidarity and caring for family unity are exemplified as follows: “*We went hand in hand with my brother and tried to teleport.*”(S20).

The frequent concepts found in the scenarios based on the value of independence are soldier, army and war. The concepts used only once in these scenarios are strategy, captive, majority of votes, country, head of country, organizational, colonial, happiness, death, black hole, universe and teleportation. In line with the concepts used in the scenarios, it is found that the participants consider the value of independence necessary for the liberation of a country or the world.

The characters found in the scenarios based on the value of independence are parents, imaginary and real heroes. For the former both foreign names (Joachim Murat) and Turkish names (little child) are used. The real heroes are Turkish heroes (Cengiz Khan, Oğuz Khan).

The participants stated that they are fond of independence so that they used this value as follows: “*I hate living in a way that others want.*” (S17) ve “*Because I am fond of my independence.*” (S3). Another reason is stated to be the view that independence is a reason for freedom and it is expressed as follows: “*Because if a nation is not independent it cannot be free.*” (S9) . Table 6 shows the related values, concepts, characters and reasons for using in the movie scripts which are based on the value of savings.

Table 6. Values, concepts, characters and reasons for using in the movie scripts which are based on the value of savings

Theme	Sub theme	Code
Savings	Values	Sensitivity (f=3)
		Responsibility (f=2)
		Caring for family unity (f=2)
		Respect
		Aesthetic
	Concepts	Helpfulness
		Wastefulness (f=3)
		Taking a lesson (f=2)
		Valuing, Wasting money, Waste of Effort, Waste of Water, Waste of Energy, Being Careful, Money
Characters	Parents	
	Friends; Özgür, Cansu, Enes, Ahmet Kübra	
reason for choosing the value		attaching importance to savings

The value of savings is found to be used by four participants in their movie scripts. The following values are found to be used in relation to the value of savings: sensitivity, responsibility, helpfulness, respect, caring for family unity and aesthetic. Of them the most used one is the value of being sensitive.

The use of the sensitivity in the movie scripts which are based on the value of savings is exemplified as follows: “*He turned off the taps and lights immediately, avoiding waste.*” (S21). The use of the value of caring for family unity in these scenarios is as follows: “*As a family they saved money and stood against waste.*” (S22). The value of aesthetic is related only with the value of savings. The following statement

exemplifies it as follows: “It was a two-story huge house with cream walls, a garden full of lush lawns and vines down the garden walls.” (S4).

As can be seen in Table 6 in the scenarios which are based on the value of savings the most used concept is wastefulness. It may be due to the fact that it is the opposite term of the value of savings. The other values used in such scenarios are as follows: taking a lesson, not valuing, wasting everything, waste of effort, waste of water, waste of energy, being careful and money.

In these scenarios the characters used are parents and friends. It can be said that they selected the real characters from their close environment rather than imaginary characters.

The reason for choosing the value of savings is explained by them as their emphasis on savings. For instance, one of the participants stated “I chose this value because I care about savings.” (S4) and “Because it is a topic I care about.” (S13). Table 7 presents the related values, concepts, characters and reasons for using in the movie scripts which are based on the value of solidarity.

Table 7. Values, concepts, characters and reasons for using in the movie scripts which are based on the value of solidarity

Themes	Sub themes	Code
Solidarity	Values	Helpfulness (f=2)
		Equality
		Respect
		Savings
		Honesty
Concepts	Cooperation, taking a lesson, team work	
Characters	Friends; Ali, Hasan, Talha, team, classmates Heroes Real people (school principle, neighbors)	
Reasons for choosing the value	Attaching importance to unity and oneness Solidarity saves time and effort	

There are two participants who developed scenarios in which the value of solidarity is used as a basis. As can be seen in Table 7 the value of helpfulness is the most frequent value that is used in relation to the value of solidarity. The other values that are related with solidarity include equality, respect, honesty and savings.

The expression of the value of helpfulness in these scenarios is as follows: “After school, I went to Tuba grandmother. I meet Tuba grandma's grocery needs every day.” (S15). The following quotations show the use of respect and the use of honesty in these scenarios, respectively: “you win, it is our duty to respect and congratulate you.” (S15) and “I praised myself unnecessarily I will never praise myself again.” (S6).

In such scenarios the concepts of cooperation, taking a lesson and team work are found. It can be said that cooperation and teamwork are the prerequisites for ensuring solidarity.

The characters used in these scenarios include familiar individuals (Ali, Hasan, Talha, team members, classmates, school principals and neighbors).

The participants stated that they attach importance to the unity and therefore, they selected this value: “The reason I chose this subject is to explain the importance of unity and togetherness.” (S6). They also cited another reason: solidarity saves time and effort. It is expressed as follows: “Without solidarity, we cannot finish a job. If we do it together, we do a job without getting tired and in a short time.” (S15). Table 8 indicates the related values, concepts, characters and reasons for using in the movie scripts which are based on the value of peace.

Table 8. Values, concepts, characters and reasons for using in the movie scripts which are based on the value of peace

Theme	Subtheme	Code
Peace	Values	Scientific literacy
		Freedom
		Solidarity
		Honesty
		Affection
		Helpfulness
		Patriotism

Concepts	Nuclear war, laser weapons, superpower, radiation, army, oil, water, unity, togetherness, embarrassment
Characters	Friends; Mehmet Heroes Real persons (Russian army, US army, Türk army, Barış teacher) Imaginary (Pink Kaliş, eraser, Grumpy pencil sharpener)
Reasons for choosing the value	The world will not be a place to live without peace Seeing peace as the beginning of everything

Two participants used the value of peace as the basis of their scenarios. The values which are related with this value are as follows: scientific literacy, freedom, solidarity, honesty, patriotism, affection and helpfulness.

In these scenarios the value of patriotism is expressed as follows: *“Commander said war will continue until the enemy disappears.”* (S7). The value of solidarity is given in the scenarios as follows: *“He told them that it was not nice to fight and that everyone should talk cry and laugh together.”*

The concepts included in the scenarios are nuclear war, laser weapons, superpower, radiation, army, oil, water, unity, togetherness, embarrassment. The concepts used give clues about the scenarios in terms of linking the causes and outcome of wars.

The participants used the real characters and imaginary characters in these scenarios. The former category of characters includes friends, teachers, Russian army, US army and Turkish army. The latter category contains Pink Kaliş, eraser and grumpy pencil sharpener. It can be said that in the scenarios centered on the value of peace, the use of the Russian US and Turkish army as characters is an effect of the lessons.

Major reasons for choosing this value are as follows: the world will not be a place to live without peace and seeing peace as the beginning of everything. The following statement shows the first reason: *“I think if there is no peace, the world is not a livable environment, so I chose the value of peace.”* (S7). The second is expressed as follows: *“If there is peace in the world, all the values exist. The beginning of everything is peace. I think that if there is peace, everything will be nice and peaceful.”* (S11). Table 9 indicates the related values, concepts, characters and reasons for using in the movie scripts which are based on the value of respect.

Table 9. Values, concepts, characters and reasons for using in the movie scripts which are based on the value of respect

Theme	Sub theme	Code
Respect	Values	Responsibility (f=2) Helpfulness Equality
	Concepts	Condemnation, making mistakes, pampering, apologizing, greeting, asking for permission, helping
	Characters	Friends; Hatice, Sultan, Sanem, Sueda, Amine Heroes Real persons (teachers)
	Reasons for choosing the value	Attaching importance to unity and oneness Being respectful

There are two scenarios in which the value of respect is used as a basis. The values which are related with this value are the values of responsibility, helpfulness and equality. As can be seen in Table 9 the value which is the most frequently related with the value of respect is that of responsibility.

The value of responsibility is given in the scenarios as follows: *“We played outside and came home immediately. We did our homework and went to bed early. Because tomorrow we will get up early and go to school.”* (S14). The value of equality is expressed in the scenarios as follows: *“He is respectful to not only Hatice, Sultan, Sanem and Sueda but also to all other classmates.”* (S8).

The concepts used in these scenarios are as follows: condemn, make mistakes, indulge, apologize, greet, ask permission and help.

The participants developed the following characters in the scenarios: friends (Hatice, Sultan, Sanem and Sueda) and teachers. They used only real individuals as characters.

They stated that they selected the value of respect due to the fact that they attach importance to unity and oneness which is expressed as follows: *“Because respect is our biggest responsibility.”* (S8). Another reason is that they define themselves as respectful individuals: *“I chose the value of respect. Because I am respectful and because I respect both my girlfriend and classmates.”* (S14). Table 10 indicates the related values, concepts, characters and reasons for using in the movie scripts which are based on the value of honesty.

Table 10. Values, concepts, characters and reasons for using in the movie scripts which are based on the value of honesty

Theme	Sub theme	Code
Honesty	Values	Responsibility Helpfulness
	Concepts	Lie, righteous, confession, taking a lesson, truth mirror
	Characters	Parents Heroes
		Imaginary (Lesyuna, Nerseme, Sermine, Somana, Şeyleke, Geleshe) Real (Religious culture teacher, physician)
	Reason for choosing the value	Honesty as part of life Lies do not work

There are two scenarios in which the value of honesty is used as a basis. The values of helpfulness and responsibility are found to be related with the value of honesty in the scenarios.

In the scenarios the value of helpfulness is given as follows: *“He regretted what he did to Lesyuna and helped his mother and uncle.”* (S5). The value of responsibility was expressed as follows: *“When Ali came home his mother was not at home, he gathered everywhere he distributed to compensate for all his mischief.”* (S12).

These scenarios cover the following concepts: Lie, righteous, confession, taking a lesson, truth mirror.

As can be seen in Table 10 the characters used in these scenarios include parents, imaginary characters (Lesyuna, Nerseme, Sermine, Somana, Şeyleke and Geleshe) and real ones (Religious culture teacher and physician).

One of the reasons for choosing this value is that for them honesty is part of life. It is expressed as follows: *“Because honesty is part of our life, if we are not honest, our life will not be nice.”* (S5). The other reason is that for them lies do not work. It is stated in the scenarios as follows: *“We only manage to some extent by lying. a lie never lives to be old. It is better to tell the truth.”* (S12). Table 11 indicates the related values, concepts, characters and reasons for choosing in the movie scripts which are based on the value of freedom.

Table 11. Values, concepts, characters and reasons for choosing in the movie scripts which are based on the value of freedom

Theme	Sub theme	Code
Freedom	Vales	Solidarity
	Concepts	symbol of freedom, distinct features (individual differences), lie
	Characters	Heroes Imaginary (Flying, Escaping, Holding, Leaving)
	Reasons for choosing the value	Showing that each creature is alive

There is only one scenario in which the value of freedom is used as a basis. Table 11 shows that this value is used in relation to the value of solidarity.

The use of the solidarity value in this scenario is as follows: *“Flying, Escaping, Holding, Leaving combined their power and escaped from that terrible place with a very strong magic.”* (S1).

In the scenario the following concepts are used: symbol of freedom, distinct features (individual differences) and lie.

In the scenario only imaginary characters are used. The participant developed characters which he called Flying, Escaping, Holding, Leaving. Of them the Flying is the major character. Its name is given as the symbol of freedom: *“He taught that it was possible to be such a name as Flying. He later understood that this name was the symbol of freedom”* (S1).

The reason for choosing the value of freedom is the participant’s attempt to show that each creature is free. It is expressed as follows: *“The purpose of choosing freedom is to prove that every person and every living thing is free.”* (S1). Table 12 shows the related values, concepts, characters and reasons for choosing in the movie scripts which are based on the value of equality.

Table 12. Values, concepts, characters and reasons for choosing in the movie scripts which are based on the value of equality

Themes	Sub theme	Code
Equality	Values	Helpfulness
		Savings
		Solidarity
		Peace
	Concepts	Wasting, appreciation, support
Characters		Heroes
		Real (Suzan, Gül)
	reasons for choosing the value	Not believing the existence of equality in the world

There is only one scenario developed in which the value of equality is used as a basis. This value is connected with the values of helpfulness, savings, peace and solidarity.

In the scenario the values of helpfulness and solidarity are expressed as follows: *“That moment I said that Even if the world is bad, I will continue to maintain equality, benevolence and solidarity until the end of my breath, and teach others that we must strive for them in the future.”* (S18).

The following concepts are found in the scenario: Wasting, appreciation, support. The reason for it can be that the value of savings is used in relation to the value of equality.

In the scenario real heroes are included. The main character is Suzan who help Gül in the scenario.

The reason for choosing the value of equality is stated as not believing the existence of equality in the world. It is expressed as follows: *“I do not think there is equality in the world. I want a more peaceful and equitable world.”* (S18). Table 13 presents the related values, concepts, characters and reasons for choosing the value in the movie scripts which are based on the value of fairness.

Table 13. Values, concepts, characters and reasons for choosing the value in the movie scripts which are based on the value of fairness

Themes	Subtheme	Code	
Fairness	Values	Equality	
		Caring for family unity	
	Concepts	Discrimination against children, discrimination	
	Characters		Parents
			Heroes Real (brother)
	Reasons for choosing the value	Existence of discrimination in families	

There is one scenario in which the value of fairness is used as a basis. Two more values are used in the scenario in relation to the value of fairness.

The value of equality is expressed in the scenario as follows: *“Parents had two children, one of them was a boy and one was a girl. Even if they discriminated against the girl, the girl's brother never thought like that and always treated her sister equally.”* (S19). The value of caring for family unity is expressed in the scenario as follows: *“They apologized their daughters and went out to the garden and played games together.”* (S19).

In the scenario two concepts are employed: discrimination against children and discrimination.

The characters in the scenario are all family members of the participant. The supporting characters are parents and brother and the main character is their daughter who is discriminated by her parents.

The participant reported that she used the value of fairness due to the fact that there is discrimination in families. The related quotation is as follows: *“Because I do not believe that boys and girls are treated equally in families.”* (S19). Table 14 indicates the related values, concepts, characters and reasons for choosing the value in the movie script which is based on the value of helpfulness.

Table 14. Values, Concepts, Characters and Reasons for Choosing The Value in The Movie Script Which is Based on The Value of Helpfulness

Theme	Subtheme	Code
Helpfulness	Values	Sensitivity
		Honesty
		Affection
		Scientific literacy
	Concepts	Helping, research, good, evil, love for animals
characters		Animals
		Chicken, dog, cat
		Heroes
		Real (Elif, Lale, Reyhan) Imaginary (Fairies)
	reasons for choosing the value	Everyone should help each other

There is only one scenario in which the value of helpfulness is used as a basis. Table 14 shows that the value of helpfulness is used in the scenario in relation to the values of sensitivity, honesty, affection and scientific literacy .

The use of the value of sensitivity in the scenario is exemplified as follows: *“When Elif left her grandfather, she saw a girl crying on the street and immediately ran to her and asked how she could help her.”* (S23). The expression of the value of scientific literacy is as follows: *“Elif was very curious about everything and wanted to research everything.”* (S23). The following quotation exemplifies the use of the value of affection: *“Elif loved the cats, dogs and chickens they feed in their gardens.”* (S23).

The concepts used in the scenario are helping, research, good, evil, and love for animals.

“The scenario characters include animals (dogs, cats) imaginary characters (fairies) and real ones (Elif, Lale and Reyhan).

The participant explained why she selected the value of helpfulness as the basis of the scenario she developed as follows: *“I want everyone to help one another. Everyone is helpful if everyone helps each other.”* (S23). Table 15 presents the related values, concepts, characters and reasons for choosing the value in the movie script which is based on the value of patriotism.

Table 15. Values, concepts, characters and reasons for choosing the value in the movie script which is based on the value of patriotism

Themes	sub theme	Code
Patriotism	values	Independence
		honesty
		freedom
	concepts	Colonialism, mine, loved by the people, morality, generous, soldier, flag, weapon, army
	characters	parents heroes Real (Mustafa, soldier Mecit)
	Reason for choosing the value	priority of the love of homeland

One participant wrote a scenario in which the value of patriotism is used as a basis. In scenario this value is related with the values of independence, honesty and freedom.

In the scenario the value of honesty is expressed as follows: *“Mustafa Bey was master, honest, moral and patriotic.”* (S25). The following quotation shows the use of the independence value: *“While the enemy wanted to erect their own flag, Mecit erected our flag ignoring his wound even though he was hit by the enemy.”* (S25).

In the scenarios in which the value of patriotism is used as a basis the following concepts are found: colonialism, mine, loved by the people, morality, generous, soldier, flag, weapon and army.

Table 15 shows that in the scenarios in which the value of patriotism is used as a basis have the following characters: parents, Mustafa and soldier Mecit. The participants included completely real characters in the scenarios.

The reason for choosing this value is the importance of loving the land which is expressed as follows: *“Because the love of homeland comes before the love, thanks to homeland.”*

3. DISCUSSION

In this study, it is aimed to examine the reflections of values in animation movie scenarios through creative writing through the eyes of children. It is found that the participants used twelve of the values as the basic value in their animation movie scenarios. These are as follows: scientific literacy, independence, savings, solidarity, peace, respect, honesty, freedom, equality, fairness, helpfulness and patriotism. The findings of the study indicate that the children mostly used the value of scientific literacy as the basic value in the animated movie scenarios they produced. As a reason for this situation, it can be said that today children are extremely interested in technology and technological developments. Sözcü and Aydınöz (2018) argue that the importance that should be given to the value of scientific literacy is quite clear. Similarly Katılmış et al. (2010) stated that acquiring science as a value will help students to establish a reality-based value system. Bıyıklı et al. (2014) stated in their study that knowing students' perceptions about science will also benefit the school administrators and those who design the educational process. Similar to the result of the study carried out by Koç (2016) which aims to determine the views of middle school teachers about value education it is found that the value of scientific literacy is one of the most emphasized values. According to Kaplan and Sulak (2017), determining the social values of secondary school students will help school administrators in meeting their social needs. Meydan (2014 cited in Berkowitz and Bier 2004) states that value and character education contribute to reduce the substance abuse and violent among the students. According to Kan (2010) Social Studies courses help students to acquire values and to analyze the values of students.

It is found that the values used in the scenarios by the participants are related with the core values covered in the curriculum program of social studies. The value that is most frequently related with these core values is found to be the value of freedom. Because the participants regarded the value of freedom as a basis for other values in the scenarios they produced. Halstead (2005) remarks that the value of freedom is one of the core values. McQuail 1992 stated that the value of freedom is seen as one of the fundamental values in western societies and explained it as the value that people attempt to have and protect (cited in Dedeoğlu, 2014). Kant stated that sees freedom as the condition of moral law (cited in Ürek, 2007). Selanik Ay (2014) argues that enabling students to make research and explore and developing activities that will enable them to have a voice at school, in classroom, and at home while making decisions are very crucial to teach students the value of freedom.

It is found that the participants use the concepts that are related to the basic values or the associated value in their scenarios. For instance, in regard to the value of scientific literacy the participants employed the concepts of technology, laboratory, experiment and space in their scenarios. Therefore, creative writing activities can be used in teaching of concepts. Mercan (2016) suggests that creative writing activities can employed to teach several concepts covered in educational programs. Temizkan (2010) argues that creative writing activities improve students' ability to make analysis and synthesis as well as their knowledge on punctuation and basic grammar rules.

In scenarios produced by the participants several characters were employed such as parents, friends, familiar persons, teachers, animals, real historical heroes and imaginary heroes. In the study it is found that the participants not only use the real characters in their scenarios but also employ imaginary characters. Gündüz and Şimşek (2016) remark that creative writing activities may reveal students' productivity ability.

Duran (2010) states that creative writing activities may provide the individuals with an opportunity to experience creativity and empathy. Nicholls (2009) argues that writing can be used as a tool for individuals to leave their strict narrative on themselves and to be open to understand themselves. The perceptions of the students about the values can be analysed through creative writing activities. Based on the findings of the study the following suggestions are developed:

- ✓ This study was carried out with a sample of the seventh grade students. Future studies can be carried out with other secondary school students.
- ✓ Within the scope of certain values, creative writing activities can be employed. In particular, the values of equality, justice, helpfulness and patriotism are found to be the least addressed by students. Further studies about the views of students on these values can be carried out.

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