The Effect of Creative Drama and Creative Writing Activities on Creative Writing Achievement

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Abstract

Since all sense organs are effectively used in the creative drama method, children's communication skills such as attention, perception, listening, speaking and using body language develop. This method gives children the opportunity to express themselves, their problems and imaginary world. Individuals are not passive during the activities, but active. In addition to enabling personal and social development, creative drama also helps skills of creativity and thinking differently emerge. Similar to creative drama, creative writing enables individuals to express their thoughts freely and productively. In the writing process, students should use their knowledge as well as their skill. Therefore, the development of writing skill requires long-term and effective practices. It is possible to make writing that is usually perceived as a boring activity by students interesting by using a set of activities and practices. The creative writing process makes the writing activities appealing to students. Using creative drama and creative writing activities together can increase students' motivation to write. The aim of this study is to identify the effect of creative drama and creative writing activities on creative writing achievement. Mixed method design was employed by combining qualitative and quantitative research methods. Embedded design was preferred among mixed method designs. In the study, the quantitative data were thoroughly discussed, and the qualitative data were used to support the findings. Pretest-posttest control group design was used in the quantitative part. The study was conducted with 60 4th graders (female=33; male=27) in Denizli city centre during the 2013-2014 school year. The activities were implemented at a school with medium socio-economic level in 14 weeks. At the end of this period, the students' views on the creative writing activities were identified. In the data gathering process, Creative Writing Works Assessment Scale (CWWAS) developed by Beydemir (2010) and a semi-structured interview form developed by the researcher were

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used. In addition, open-ended questions were prepared to be presented to the students in the creative writing activities which were used as pretest and posttest. With regard to creative writing achievement, a significant difference was determined between the pretest and posttest scores of the experimental group, but no significant differences were found in the control group. The analysis of the students' views revealed codes such as relief, expressing feelings and thoughts, finding writing interesting and being motivated to write. Most of the students asserted that they had fun, felt relieved and freer, and became more motivated to write during the creative writing activities they participated after creative drama. The students stated positive views related to the creative writing activities. The qualitative results obtained in the study supported the quantitative results.

Introduction

Creative drama is a method that enables direct communication among individuals, gives the opportunity to get to know one's self and other individuals, and develops the skill of sympathy. Theatrical techniques are also used, but drama and theatre are two areas that should not be confused with each other. There is no repetition of a memorized script in front of an audience. It is performed with the participation of the whole group instantly, without following the text and having any concerns to make a mistake, and by repeating when necessary. As there is no need for rehearsal beforehand, a decor, costumes or accessories are not needed. There are spontaneous performances and dramatisations based on the group dynamics.

According to San (2002, p. 81), creative drama is individuals' making sense of and dramatising an experience, an event, an idea or sometimes an abstract concept or a behaviour in a group work by re-organising previous cognitive patterns in theatrical processes in which observations, experiences and feelings are reviewed. As the base of the word, drama means a settlement established near an abundant and fluid spring, and it is about motion and action. Motion means changing status in the course of time, and this meaning has the same meaning with "dran", the root of the word "drama". In the context of using the word "dromena" that is used for important religious ceremonies, dran also means being determined to do something. In that case, drama refers to the activities that involve action and the interaction of individuals with each other or with objects (Adıgüzel, 2015, p. 1). In Germany, while it used to be termed as "school play" or "play and interaction", in recent years "Darstellendes Spiel= Role Play" has been preferred (Adıgüzel, 2009, p. 26). Whereas it is adopted as "creative drama" in the United States, the preferred term in England, which is the most experienced country in using drama in instructional processes, is "drama in education", and the one widely used in Turkey is also "creative drama" (San, 1996). As is seen in the terms used, the concept of drama or creative drama can be used in different ways. In this study, the term "creative drama" was preferred. Creative drama is a very effective method in developing characteristics such as an artistic taste, critical thinking, good communication and adapting to the group. Creative drama activities lead children to behave independently, be tolerant and democratic, and have a creative personality. Learning through creative drama both occurs in a shorter time period and becomes more permanent. By means of these activities, students learn by doing and experiencing in an entertaining environment.

Creative drama supports many aspects of student development. It contributes to children's and young individuals' cognitive, physical, social and affective development. Techniques and practices used in creative drama develop individuals' creativity as well as their self-expression skill, and prepare them for life (Benson, 2008; Ginsburg, 2007; Lindsey and Colwell 2003). Since creative drama is a method that requires active use of all senses, it develops children's all communication skills such as attention, perception, listening, body language and interpretation. In this way, children learn how to express and interpret themselves and their problems. With the help of creative drama, individuals discover their abilities, gain self-respect, develop their self-confidence, acquire the skill of making independent decisions, and get ready for different situations. With the activities it includes, creative drama can be used to develop participants' experiences. However, the active particpation of students is needed for the development of these skills. (Bryant, 2003; Chalmers, 2007; Dayton, 1990; Zipes, 2004). Creative drama provides experiences that are concrete, seen, heard and felt. The activities in creative drama develop individuals in all aspects (Önder, 2006). Creative drama is putting mental designs into action. As a result, individuals freely express their thoughts, get to know themselves, and go beyond the conventional thoughts that are imposed by others. Since all sense organs are actively used in creative drama activities, expression and interpretation skills develop by means of listening, speaking and body language. In this way, children learn how to express and interpret themselves and their problems.

The fact that creative drama develops individuals in many aspects has increased the interest in this area, and it has been used quite frequently in teaching-learning processes. Today, there is a strong tendency to creative drama in early childhood and school years. The reason is that creative drama is accepted as the common ground for developing academic skills in children. Creative drama activities have an important influence on individuals' social and cognitive development as children form their works by interacting with their peers, use tools symbolically, create special roles, and adapt to multiple themes and characters. Creative drama performances that develop personal and social maturity provide a unique environment for encouraging children's development (Bodrova & Leong 2005). In creative drama activities, students understand that the problems they have but cannot express are also experienced by others in the group. They express themselves by listening to different problems others experienced, and can have the chance to improve their empathy skill. Children get to know themselves, their environment, and the people in their environment during creative drama activities. Consequently, children's skill of showing empathy develops and they easily understand other individuals and events in their environment.

From the perspective of education programs, creative drama is accepted as an important method in terms of achieving educational goals. Particularly, since the goals of elementary education are too many and are clearly defined, creative drama can be more useful. Because creative drama actually includes techniques to be used in activities towards educational goals, it provides many opportunities to teachers in this respect. Due to the characteristics of their age (e.g. physical growth and resistance to tiredness, having a longer attention span, and storing experiences in different places for a longer time), elementary school children find the activities conducted in real environments outside the school more interesting. Therefore, conducting activities that are similar to real environments by means of creative drama practices can be highly beneficial in terms of educational goals (Önder, 2006). Creative drama enables an active progression in almost every aspect of a child's personality in early childhood. The activities in the creative drama process such as interaction, cooperation and agreement contribute to social and language development (Szecsi, 2009). Creative drama develops young individuals' pretending and symbolic thinking skills that are the base of intellectual skills such as problem solving, social learning and writing. Since creative drama is a group activity, it contributes to children's social development including cooperation, social relations and communication. It speeds up their social development. Because emotions are also reflected during the activities, it also influences children's affective development. It enables children to feel relieved by isolating themselves from the difficulties of daily life.

Creative drama can be used in all areas of education and for every course (e.g. social studies, Turkish, history, mathematics, arts, foreign language, values education, police education, teacher training). What is important is that educators should have the awareness on using which type of creative drama activity where and how by considering their course programs and plans. Today, creative drama activities are used in all levels of education, from preschool to elementary school, or from undergraduate to graduate level. Educators (e.g. teachers, inspectors, faculty members, administrators, etc.) and students from all levels attend creative drama courses and try to benefit from this field. The importance of creative drama is increasing not only in education, but in many other areas. Moreover, individuals who are not directly involved in education (e.g. police, doctor, public relations expert) participate in creative drama practices to develop themselves or for various reasons.

Similar to creative drama, creative writing also enables individuals to express their thoughts freely. Creative writing develops description ability as well as interpretation skill and critical thinking. Creative writing helps individuals express their thoughts, feelings, hopes and different ideas courageously (Calkins, 1986; Graves, 1983). What is important in creative writing is to have creativity, belongingness, subjectivity and imagination. However, writing is the act of writing a composition or a literary work. The basic point that distinguishes creative writing and writing is originality. "Creative writing is the ability to create original literary works or compositions" and can be applied to any type of writing activities (Ramet, 2007, p. 1).

Most students struggle to write properly and express their thoughts effectively while writing. The development of writing skill involves a complex structure and varies according to person. Some people develop this skill more easily and in a shorter time, whereas others need to work on it for a long time. Mastering the writing skill requires studying and practising for many years (Applebee, Langer and Mullis, 1986; Collins and Cross, 1993; Collins and Parkhurst, 1996; Ganopole, 1988). Particularly, setting strict rules in writing practices makes the process more difficult. For instance, identifying standards such as the writing being legible and accurate, layout of the paper, spelling and grammar rules may negatively affect students' motivation. For this reason, in creative writing practices, what is emphasized is content and imagination, not rules. However, a point that should not be forgotten is that creative writing does not mean irregularity. Writing rules should not be sacrificed for the sake of developing the writing skill.

According to Orhon (2014, p. 8) creative writing is "a method that develops creativity and personality. It refers to an individual's writing down his/her feelings and opinions freely using imagination." For Yılmaz (2006, p. 249), "the common point of creative texts is that they all include courage and risk. Courage is an individual's delivering his/her opinions and views by going beyond the pressure and expectations of the majority and taking a responsibility for it." Goma (2001) also emphasizes that creative writing can develop problem solving and creative skills. Creative writing activities develops students' problem solving skills, and enable them to produce different solutions in the face of problems. Creative writing is different from other types of writing in terms of content. Its content bears features representing imagination and creativity apart from situations known and encountered every day, or that does not look like ideas adopted by the majority of the society. "Creative writing is perceived in two ways. The first one is a literary text written based on imagination like a tale and a play or by being inspired from events that have actually happened. The other one is the writing that aims to build a text that is educational and entertaining. That text includes overcoming obstacles at school or in a working environment, writing by playing, and listing ideas. The primary aim in education is to address the latter" (Yılmaz, 2006, p. 249). By means of creative writing, teachers can have the opportunity to get to know their students while students can raise the awareness that they have various thoughts on different topics.

In recent years, many authors and educators have stated that writing skill develops better in group work. According to Dyson (1995), writing process is not an individual activity, and requires social interaction. For Rayers (1987), children who start writing for the first time need "cooperative writing" to speed up the writing process. In this way, they develop not only their use of technical

writing rules, but also sense of responsibility. On the other hand, sharing of different ideas plays an active role in the formation of creative ideas. Similarly, according to Sutherland and Topping (1999), social interaction in the writing process depends on Vygotsky's principles. Social interaction has an important place in the development of writing skill. Creative writing cannot be performed individually. It can be implemented through both individual and group work activities. Creative drama is actually a method mostly based on group work. Creative drama, with its unique group dynamics, can contribute to social interaction and cooperative writing features of creative writing.

Why Creative Drama and Creative Writing?

Individuals' creativity is of significance in both creative drama activities and creative writing practices. Bringing together both areas plays an active role in revealing children's creativity. Creative writing practices also increase their motivation to write (Cremin, Goouch, Blakemore, Goff and Macdonald, 2006; Grainger, Goouch and Lambirth, 2005; Bearne, Grainger and Wolstencroft, 2004). Incorporating music, dancing and creative writing activities under creative drama increases children's interest in other forms of art. Children's using their hand, voice and body meaningfully produces stronger texts at the end of the process, which helps them combine all skills that would eliminate the difficulty of focusing on each skill separately. In this way, an important opportunity would be developed for arts education, which is a deficiency in educational programs (Essays-UK, 2013). Creative drama performed in connection with writing activities enables limited perspectives to be enriched with multiple experiences and interpretations. Action, speaking, listening, visual reading and group work performed in creative drama also increase individuals' belief in themselves as well as their motivation to write. More physical, cognitive, affective and language elements are combined, and thoughts behind actions reflect on paper from a different perspective. Creative drama activities provide ease in combining the product and the process more fluently. In the traditional sense, writing is a cognitive activity. However, using creative drama and creative writing together takes writing practices beyond the cognitive dimension, and enables it to be integrated with the affective dimension.

Ward (2001) argues that the use of creative writing and creative drama together develops basic cognitive skills. Activities in both areas that support each other enhance motivation, socialization and problem solving skills. Besides, they trigger the creativity process. According to Hill (2004), combining creative drama and creative writing enables individuals to produce solutions for social and moral problems they encounter. This aspect is not only limited to supporting moral development, but also help them evaluate themselves. On the other hand, it contributes to emphasizing ethical values that exist in social life.

In Which Areas is a Combination of Creative Drama and Creative Writing Used?

Creative drama and creative writing that activate individuals in the learning process, enable them to learn by doing and experiencing, contribute to their self-actualization and all aspects of development, and provide emotional relief are among the areas that have been resorted to solve children's problems in recent years. Combining the areas of creative drama and creative writing have attracted great interest. Their use is becoming widespread not only in writing or personal development, but also in any subject that is related to human beings.

In developed countries such as England and the United States, projects are implemented to integration of the two areas and these are applied to all courses at schools. Particularly, projects that focus on the use of creative drama and creative writing at elementary schools are designed and put into practice. These projects, while enabling the program to be flexible, also attract students' attention (McCaslin, 2006). In most developed and developing countries, there are courses towards using creative writing and creative drama together. Some of these courses that aim to teach writing using creative drama techniques are provided by universities to everyone who is interested. These courses provide speaking and writing opportunities on almost every issue that affect life beside social and cultural topics. When necessary, artists, authors, psychologists and even researchers contribute to

these courses (BA-Hons, 2015; Harvard, 2015; Tallin, 2015). In addition to developing creative writing skills, such courses raise the awareness to social values by enabling individuals to discover their artistic characteristics (CBC, 2015). Tale, poem, short story and even novel activities performed with creative drama contribute to individuals' forming a writing style by making free choices. These activities encourage them to start writing or develop their writing skills.

Moreover, practices conducted with creative drama and creative writing have been widely accepted in the field of psychotherapy in recent years. Features such as enabling individuals to express themselves freely, including creative activities, catharsis, and verbalizing feelings and thoughts by going beyond boundaries that are valid for both areas considerably contribute to individuals' relief (Malchiodi, 2014; Malchiodi and Crenshaw, 2014; Warren and Kirk, 2011; Langley, 2006; Meekums, 2005; Finlay, 2004). These features are also called "expressive therapies" since they mostly help individuals to express themselves. In teaching tolerance to children, such activities are particularly helpful in observing individuals' roles, gaining a flexible perspective for sharing roles in life, and developing problem solving skills. On the other hand, individuals develop a deeper perspective related to the problems they experience with the roles within a group, and thus, test out solutions for those problems and find the most suitable solution for that moment. By means of the catharsis they experience and their insights, they would be able to evaluate the problems and its solutions (Malchiodi, 2015; Blank, 2010; Foa, Keane, Friedman and Cohen, 2009, Malchiodi, 2005). In England, University of Winchester also used creative drama and creative writing in the education of imprisoned children. In this way, it was aimed to keep children away from the stressful and boring environment of a prison. The powerful therapeutic effect of creative drama and creative writing helped children to reveal their inner voices (Clark, 2013). The number of projects and applications related to the use of creative drama and creative writing in the education of imprisoned children has increased in recent years (Gardner, Hager and Hilman, 2014). Furthermore, creative drama and creative writing practices are also used in the treatment of alcohol and drug additions, which have been among the most important problems in the last century. These practices help individuals resist their addiction by giving them a chance to reach their inner worlds, and express their feelings and thought by means of movements and writings. Bad habits are replaced by new life experiences, and individuals establish a relationship between their addiction and inner reality (Dayton, 2013; Waletzky, 2015; Friend, 2007). Psychologists, educators and artists argue that linking together creative drama and creative writing practices has many advantages because they are effective in finding a solution for educational, social or personal problems that individuals experience.

Aim and Significance of the Study

Writing activities are mostly perceived by students as boring and tiring. These activities are usually implemented in the form of summarizing, and explaining a proverb or a saying. Moreover, writing activities can be compressed to small periods of time within the Turkish course. Due to the negative consequences of such implementations, students are disinclined to write. With the 2005 program started to be used at schools, this situation changed to a small extent with the reforms brought by the new program, but it is a reality that writing practices are not at the desired level. However, educating individuals who can successfully express themselves and are open to development is among the necessities of our age and country. For this reason, creative writing practices should be made widespread in Turkey.

Combining the creative drama method and creative writing practices enables students' life-wide development while it contributes to the development of their writing skills. Students are not merely listeners, but actively participate in the educational process, engage in creative activities, meet the attraction of writing with different and original writing topics, and thus, will show great eagerness to write. The goals of creative drama and creative writing, and the practices conducted accordingly overlap with the aims of Turkish language teaching. Such practices are of significance not only in writing, but also in the development of reading, speaking, listening, visual reading and visual presentation skills.

The problems encountered in developing the writing skill in the educational process have been influential in forming the departure point for the current study. This study that is related to creative drama and creative writing is thought to shed some light to teachers, program developers and researchers who are interested in this area. In other countries, creative drama and creative writing are used together in solving many problems that relate to people. This study sought to contribute to making the use of these two areas together more widespread.

The aim of this study was to identify the effect of creative drama and creative writing activities on creative writing achievement, and student views on the creative writing activities conducted. Based on this aim, the following research questions were addressed in this study: 1. Do the activities in which creative drama and creative writing are used together and the activities conducted in accordance with the Turkish Language teaching Program lead to a significant difference on students' creative writing achievement? 2. What are the views of students (experimental group) who are taught with the activities in which creative drama and creative writing are used together on the creative writing process?

Method

In this study, mixed method design was employed by combining qualitative and quantitative research methods. Among mixed method designs, embedded design was preferred. In this design, one of the qualitative or quantitative methods is more emphasized than the other method. In other words, studies in embedded design are mostly qualitative or quantitative, however, there is a need for additional data obtained with alternative methods to support, generalize or interpret the initial data (Yıldırım and Şimşek, 2013). In this study, quantitative research was at the forefront. Qualitative research was conducted to support the results revealed in quantitative research.

For the quantitative part, quasi-experimental design was used. In accordance with this design, the groups were randomly assigned as experimental and control group, and pretest-posttest control-group model was implemented (Balcı, 2007; Baştürk, 2010; Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2012). Firstly, written works were obtained from the students, and then, these texts were scored. While creative drama and creative writing activities were done together in the experimental group, the program set by the Ministry was used in the control group (MEB, 2005). To collect the qualitative data, the semi-structured interview technique was employed (Ekiz, 2009; Yıldırım and Şimşek, 2013). The students' views and thoughts related to the creative writing activities were identified following the experimental study. Each student in the experimental group was interviewed individually. The interviews lasted about 15 to 20 minutes on average.

Participants

The study was conducted in Denizli city centre. Schools having a medium socio-economic level were determined, and the school at which the study would be conducted was selected using cluster sampling method (Ekiz, 2009; Balcı, 2007). The study was conducted with elementary 4th graders in the spring semester of the 2013-2014 school year. Two classes were randomly assigned as experiment and control groups. While the experimental group, in which creative drama and creative writing were implemented, included 29 students (female=15, male=14), the control group, in which the program given by the Ministry was used, consisted of 31 students (female=18, male=13).. The experimental activities were done three lessons a week during 14 weeks.

Data Gathering Tools

In the data gathering process, Creative Writing Works Assessment Scale (CWWAS) developed by Beydemir (2010) and a semi-structured interview form developed by the researcher were used.

Creative Writing Works Assessment Scale (CWWAS)

Creative Writing Works Assessment Scale (CWWAS) developed by Beydemir (2010) was used to assess the written works produced during the creative writing activities (Beydemir, 2010). The reliability of the scale was tested with 308 students, 174 of whom were male and 134 were female. The test-retest technique was used, and the creative writing topic that was decided was assigned to the same group twice. The time interval between these two applications was two weeks. CWWAS was used while the results of the first application were assessed. 30 criteria included in CWWAS were rated on a 5-point scale. The creative writing works obtained in the first application and those obtained in the second application were scored in accordance with these criteria. To determine the consistency coefficient between the two applications, correlation analysis was conducted. The items that revealed a coefficient lower than 0,40 were excluded from the scale. The consistency coefficients of the 25 items included in the scale ranged from 0,41 to 0,82. The Cronbach's Alpha value for the data obtained from the posttest of this study was 0,96.

In this study, the assessment of the written works obtained in the pretest and posttest was performed using CWWAS. To strengthen the reliability of the study, the written works were scored firstly by the researcher and then by a faculty member who was an expert in the field, which was followed by calculating the consistency coefficient of the scores obtained. The consistency coefficient of both assessments was 0,84 for pretests and 0,88 for posttests.

Open-Ended Question for Creative Writing Works

An open-ended question was developed and presented to students in the creative writing activities which were done as pretest and posttest. Five different topics that would attract especially 4th graders' interest were determined (Ataman, 2009, p. 103-108). Expert opinion was taken to select the most suitable topic among the five topics. Based on the feedback received from three faculty members who were experts in their field and three elementary teachers, the open-ended creative writing topic to be used in the experimental study was decided. Accordingly, the activity "talking objects" was carried out. "This activity is about personalizing objects. Depending on their characteristics, objects are made to speak to other objects. The act of speaking occurs between two objects that are related to each other. In this way, students can find an opportunity to get to know their inner worlds" (Yılmaz, 2006, p. 260). In accordance with this topic, the question "What would entertainment and game tools in an amusement park talk about if they could speak to each other?" was asked.

Semi-Structured Interview Form

To identify the students' views on the creative writing activities, a semi-structured interview form developed by the researcher was used. In developing the form, a literature review was firstly conducted and five questions were formed based on this review. The form was presented to three elementary teachers and three faculty members for their comments. Based on these comments, the questions in the form were revised. As a result, the semi-structured interview form consisting of four questions and a personal information form was developed. The data obtained after the experimental procedure were transferred to computer environment, and the consistency of the codes revealed after content analysis was examined. In this process which was performed for each question separately, Miles and Huberman's reliability formula (Reliability=Agreement/Disagreement+Agreement x 100) was used. The reliability values obtained in the study can be listed as: 0,88 for the first question, 0,89 for the second question, 0,90 for the third question and 0,93 for the fourth question.

Implementation of the Experimental Procedure

In this study, creative drama was used as a teaching method. The lesson plans and activities were based on 22 goals towards creative writing activities. The study that was implemented during 14 weeks and 3 lessons (40X3=120 minute) per week was designed and applied by the researcher who had leadership training. Following the creative drama practices, the creative writing activities were done. The creative drama practices were performed in the theatre hall of the elementary school. For creative drama practices to be effective, they should be performed in a suitable environment (Carroll, 1996 cited in Wee, 2009; Önder, 2006). In the experimental procedure, the following creative drama techniques were included: 1. Extemporising 2. Leader's joining to the group (These two techniques were used two weeks in a row to make the group get used to the practices). 3. Statue poses and photo frame 4. Mirror and pantomime 5. Ritual and ceremony practice 6. Consciousness corridor. 7. Split screen 8. Turning back 9.Unfinished material 10.Private property 11.Real moment 12. Rumour ring 13. Role cards. At the end of each session, activities for evaluating the creative drama process were done. The creative drama activities were implemented in accordance with the three steps proposed by Adıgüzel (2006): 1. Preparation-Warm-up Activities, 2.Role-playing, 3.Evaluation-Discussion.

The creative writing activities followed by creative drama were done in the classroom environment. One creative writing technique was used each week. These techniques are respectively: 1. Talking objects 2. Writing on different and interesting topics (e.g. All the money in the world was abolished due to a new rule and from now on, no one can use money or gold while shopping. How do you think the life would be after this rule? What would you do to go on with your life?) 3. Poem binocular 4. If I played the major role 5.Writing student sayings 6. Name your character 7. Writing by thinking in different places, times and personalities 8. Cluster technique 9. Writing in the company of music and photographs 10.Writing a poem with the window problem 11.Naming individuals 12. Writing stories from dreams 13. Recipes 14.Objects speaking (Ataman 2009; Orhon, 2014; Temizkan 2010; Yılmaz 2006). Some of these techniques were practised individually or in groups. In the first and the fourteenth weeks, the technique "objects speaking" was implemented and the creative writing works obtained were assessed as a dataset (see Appendix 1 for samples) In organizing the creative writing activities, special attention was paid to create a cheerful, free and comfortable environment that makes students think and triggers their imagination. Warnings such as neatness of the paper and legibility were not emphasized in the writing activities. The researcher both warned the students that they should be careful about spelling rules and also showed their mistakes after examining the texts. There was no time limitation for students while they were writing (see Appendix 2 for a sample plan prepared with regard to the experimental process).

Data Analysis

In the pretest and posttest, an open-ended question was asked to the students for creative writing. The written works obtained from the students were read by the researcher and scored according to CWWAS. The same procedure was repeated by a faculty member who was an expert in the field to enhance the reliability of the study. Mann Whitney U-Test was used to reveal the students' achievement after comparing pretest and posttest scores. The codes were revealed in the content analysis that was conducted to identify the students' views and opinions on the creative writing activities, and themes were formed by combining the related codes. Quotations from the students' views were included while presenting the themes and codes. Pseudo names of the students and sequence numbers were indicated in parentheses in the quotations.

Findings

To answer the first research question, the creative writing works obtained in the pretest and posttest were assessed according to CWWAS. Whether the data obtained in the pretest and posttest had a normal and homogenous distribution was examined. The Kolmogonov-Simirnov Test revealed that the significance values of CWWAS were lower than 0,05. Therefore, Mann Whitney U-Test, a non-parametric test method, was used (Büyüköztürk, 2012). The Mann Whitney U-Test results on the comparison of pretest and posttest scores of the experimental and control groups are presented in Table 1.

Table 1. Mann Whitney U-Test Results for the Pretest and Posttest Scores of the Experimental and Control Groups

Tests CWWAS	Groups	n	Rank Mean	Rank Total	U	p
Pretest	Control	31	27,40	849,50	353,50	.155
	Experimental	29	33,81	980,50		
Posttest	Control	31	22,95	711,50	215,50	,000
	Experimental	29	38,57	1118,50		

As is seen in Table 1, there was no significant difference between the posttest scores of the students in both groups. Based on these findings, the achievement level of the groups was the same at the beginning of the process, U=353,50; p>0,05. The experiment and control groups had similar characteristics in terms of creative writing achievement. When the posttest scores of the groups were examined, a significant difference was found, U=215,50; p<0,05. The mean rank of the experimental group was higher in the posttest, which shows that the creative writing achievement of this group improved in the process. This finding shows that the creative drama and creative writing activities that were used together increased creative writing achievement. Creative writing and creative drama teach students the ways to think independently and freely. On the other hand, they are effective in enabling students to make their own decisions in the face of an event and find different solutions. Creativity and expressing thoughts freely are on the forefront. Since the activities supported the students' creativity and free thinking, they resulted in a significant increase in their creative writing achievement. This result is consistent with previous studies in the literature (Ataman, 2006; Karateke, 2006; Susar Kırmızı, 2008). The Mann Whitney U-Test results for the pretest and posttest scores of the experimental and control groups are presented in Table 2.

Table 2. Mann Whitney U-Test Results for the Pretest and Posttest Scores of the Experimental and Control Groups

Groups	Tests CWWAS	n	Rank Mean	Rank Total	U	p
Experimental	Pretest	29	17,78	515,50	80,50	.000
	Posttest	29	41,22	1195,50		
Control	Pretest	31	26,65	826,00	330,00	.084
	Posttest	31	36,35	1127,00		

As can be seen in Table 2, a significant difference was found between the pretest and posttest scores of the experimental group, U=80,50; p<0,05. When the mean scores for the experimental group were examined, it was determined that the posttest scores significantly increased. The creative drama and creative writing process followed in the experimental group, and the techniques and activities implemented increased the students' creative writing achievement. Senses and abilities develop both in creative drama and creative writing. Students learn while they have fun. They analyse and re-interpret what they learn in their minds, and express it by adding new dimensions (İpşiroğlu, 2010). Individuals end up in situations that cannot be real, and virtually experience these situations. The

creative drama and creative writing activities applied in the experimental group gave the students the opportunity to share the thoughts which they had not shared with anyone. This aspect was an important factor revealing a significant difference in their creative writing achievement. This result supports the results of previous studies in the literature (Akkaya, 2011; Sevim, 2006; Susar Kırmızı and Beydemir, 2012). When the pretest and posttest scores of the control group were examined, no significant difference was found, U=330,00; p>0,05. There was an increase in the posttest mean scores, but his was not at a significant level. This finding can be interpreted as the writing activities included in the Turkish teaching program are not effective in developing creative writing achievement.

Regarding the second research question of the study, seven codes were revealed from the interviews conducted with the students, and three themes were reached by combining the related codes. These codes and themes are presented in Table 3.

Table 3. Themes and Codes Revealed in the Study

Themes	Codes
Feelings being affected	Entertainment and happiness
	Relief
	Expressing feelings and thoughts
Development of writing skill	Finding writing interesting
	Enhancing the desire to write
Development of thinking differently	Development of creativity
	Encouragement and freedom

Eight students (27,58%) stated a view related to the code "entertainment and happiness" of the theme "feelings being affected". Some of the quotations regarding this code are as follows: *"The activities are very entertaining. They entertain me. I make my mother do them at home" (Yazgülü 3). "I learned that writing can be fun and entertaining" (Ömer 25). "I realized that writing is fun" (Erhan 18). "Thanks to these activities, I learned that writing is a fun activity" (Gülce 21). "I was able to develop my writing since I was very happy while doing it" (Nehir 23).* While creative writing develops students' literary skills, it also entertains them. Students who realize that writing is an entertaining activity are more motivated to take part in writing activities. They would not seek opportunities to avoid writing. As is seen in the quotations, the experimental group students realized the entertaining aspect of writing thanks to the creative writing activities. The activities that were done in an entertaining way helped the students realize that writing is not an activity to be avoided.

For the code "relief" that was another code under the theme "feelings being affected", six students (20,68%) stated a view. Some of the quotations related to this code include the following: *"After the writing activities, I realized that I was relieved emotionally. And this was nice" (Caner 19). "I was able to show the beauty inside me. I felt like relieved by means of a paper and a pen" (Bengisu 20). "I had a different mood while I was writing. I was relieved" (Batuhan 22).* In the creative writing process, students write without the fear of being judged, in a social environment where there is emotional relief, with a desire and curiosity to write, and freely without the pressure of the majority (Maltepe, 2006a). "Creative writing can be regarded as a kind of psychological therapy. It helps individuals who have inner conflicts, cannot open themselves to other people, and have difficulty in knowing themselves to verbalize their feelings on paper and see the boundaries of their selves. While writing, they overcome the obstacles that limit their feelings" (Orhon, 2014, p. 16). In this way, they can experience great emotional relief. Creative writing activities are influential in the expression of visions, thoughts and differences in the students' imaginary worlds. This relief is also effective in the development of positive feelings. As is seen in the quotations, the experimental group students stated that they were relieved and felt better due to the creative writing activities. Creative writing activities used as a therapy in different countries had a similar influence on the students. This aspect of creative writing helps educators train individuals who know how to think positively.

For the code "expressing feelings and thought", nine students (31,03%) expressed a view. The quotations from the students' statements include the following: *"My feelings and thoughts were affected positively. It was easier to express my feelings that I couldn't share with anyone" (Ömer 25). "These activities even helped us express some feelings that we couldn't express (Firuze 11). "I learned that writing what I feel about an object I look at is normal" (Açelya 6)."While writing, I realized that I had different feelings." (Serhat 16).*"In creative writing activities, the primary goal is students' expressing their feelings and thoughts on certain topics, producing original ideas, and putting their feelings and thoughts in writing courageously, honestly and effectively." (Orhon, 2014, p. 15-16). In creative writing, there are no strict rules as in traditional writing. The focus is on thinking freely by having fun. Even the rules set do not limit the expression of feelings while writing. For this reason, it enables students to freely express their feelings and thoughts while writing. As can be inferred from the quotations, the experimental group students stated that they were able to express their feelings however they wanted thanks to the creative writing activities. The students realized that expressing their feelings was normal.

Nine students (31,03%) provided statements related to the code "finding writing interesting" under the theme "development of writing skill". Some of the quotations regarding this code are as follows: *"Up until now, it was difficult for me to write about topics that weren't interesting to me. However, with these activities, I wrote on interesting topics" (Gelincik 13). "It was enjoyable to use my imagination and write about interesting topics" (Caner 19). "We got rid of routinised writing" (Ömer 25). "Writing about different topics developed my writing skill more" (Dilem 10). "I realized that I can write on different topics" (Yetkin 7).* Extraordinary activities and topics of creative writing were regarded as interesting by the students. The activities conducted beyond the standard topics of writing enabled the experimental group to find writing interesting. At the same time, this aspect developed awareness among the students towards writing on different topics. They thought that it was interesting to write on topics different from the routine.

For the code "enhancing the desire to write", six students (20,68%) expressed a view. Some of the quotations regarding this code are as follows: *"It's really nice that something that used to bore me now entertains me. I started to like writing" (Türker 4). "Writing used to be boring in the past, but now started to be appealing. I'm more motivated to write" (Soner 5). "These activities gradually enhanced out desire to write" (Ahmet 14). "I write pretty good stuff. I can even be a writer" (Damla 8).* One of the primary goals of creative writing activities is to ensure that students enjoy writing and to encourage them to write. Whether or not individuals want to be a writer, they should be able to go beyond their limits, question themselves, activate their senses, start thinking freely and enjoy writing (İpşiroğlu, 2010). "When students start creative writing practices, they are observed to perceive the process as some kind of drudgery and write carelessly. However, when they move on in the process and topics change, children are able to express the problems that they have difficulty in delivering in a comfortable and flexible way" (Orhon, 2014, p. 20). It should be noted that creative writing is a process. It is quite effective in changing students' perspective regarding writing eventually. In this study, the students gained more experience in written works in time, and were excited about the writing activities. The activities that motivated students to write were influential in making them like and be engaged in writing. Considering that the possibility of being successful is higher in tasks that individuals like, the importance of creative writing activities becomes clearer. The creative writing activities was effective in enhancing the desire to write.

Ten students (34,48%) stated a view related to the code "development of creativity" under the theme "development of thinking differently". The following are some of the quotations from the students' statements: *"It helped me produce different ideas on any topic. I gained different perspectives"* (Birkan 1). *"It enabled me to be aware of my feelings, not to think about different things, and developed my imagination"* (Özgür 9). *"Writing activities developed my creativity. I started paying attention to the details. I try to think differently on any topic"* (Barış 12). *"These activities encouraged me to think more creatively. I can even write new cartoon characters"* (Selmin 26). *"I realized that I used to write in a limited way. Now I know that my imagination is broader"* (Ahmet 14). Since the education and teaching system in our country is based on pure information and memorization, individuals cannot think freely, express their thoughts and verbalize their experiences in spoken or written language. On the other hand, it is a fact that the fight for cutting across the teaching system that focus on delivering information and memorization has been continuing with a civil democratic organisation gradually developing since the beginning of 1990's. It can be foreseen that these developments will reflect on the educational process only in the long-term. Education is so important that it cannot be left to the hands of people who are narrow-minded and afraid of novelties. Destroying individuals' imagination would abolish their ideals. Education should create environments that can develop creativity and self-confidence. It should not be underrated that creative writing is a process that is considerably effective in developing creativity (Orhon, 2014). The practices performed with the experimental group enabled the students to go beyond the traditional patterns and realize their creative characteristics. As can be inferred from the quotations, the creative writing activities were quite effective in the students' realizing their creativity. The thoughts were put on paper from different perspectives and they gained the awareness that they could achieve different tasks. This is one of the main goals of creative writing activities. Due to the practices performed, the students had a chance to get to know their feelings, or in other words, themselves. The practices were very influential in realizing their potential.

Related to the code "encouragement and freedom" under the theme "development of thinking differently", nine students (31,03%) stated a view. Some of the quotations from the students' statements are as follows: *"It helps me feel free. Because my writings wouldn't be criticized. That's why I felt more comfortable. I feel more positive about writing"* (Fırat 27). *"Writing like this encouraged me to express my feelings. None of my writings were criticized."* (Erhan 18). *"What I wrote increased my self-confidence. I saw that I could write better. I can write even better than my elder sister"* (Barış 12). *"I told things that I couldn't share with anyone. I wish it would always be the same"* (Rima 24). *"I felt free while writing"* (Mehmet 28). *"I wrote on every topic I wanted without any fears"* (İncisu 17). *"I set myself free while writing"* (Serhat 16). *"I found my freedom in writing.* I now prefer writing rather than speaking" (Ceylin 2).Creative writing actually means writing in a freeway. Feelings, thoughts, impressions and dreams are expressed without the fear of being criticized. Individuals go beyond routine thoughts and explore themselves. The creative writing activities implemented in the study were effective in the students' courageously expressing their feelings and thoughts, and thus, thinking and writing freely. Knowing that they would not be judged by others made them feel free while expressing themselves. Moreover, they found it more interesting to express their thoughts in writing rather than in speaking. Based on the quotations from the students' statements, it can be argued that the creative writing activities were considerably effective in the students' freely and courageously expressing their views and thoughts.

Discussion, Result and Suggestions

In the study, it was found that regarding the effect of creative writing activities on creative writing achievement, the difference between the posttest scores of the experimental and control groups was significant. The creative drama and creative writing activities implemented in the experimental group brought a significant difference in creative writing achievement. Creative drama and creative writing activities include practices that enable individuals to freely express themselves. From the perspective of the students, both type of activities were entertaining, extraordinary, free from the worry of making mistakes, innovative and creative. This significantly increased the experimental group students' creative writing achievement. The findings revealed are consistent with previous studies. In a study with 5th graders during six weeks, Susar Kırmızı (2008) examined the effect of the creative drama method on creative writing achievement and used the assessment criteria for creative writing developed by the researcher in assessing the creative writing works. The study conducted with a pretest-posttest experimental design revealed a significant difference in favour of the experimental group. In Ataman's study (2006), creative drama and creative writing were used together. The study focused on 4th graders and the writing activities were based on the word "suitcase". The activities implemented with 14 students in seven sessions were found to be effective in producing written works in the Turkish course. In another study, Karagöz (2002) organized eight sessions with 32 5th graders and used creative writing activities based on creative drama. At the end of the process, significant developments were found in producing written works. Sevim (2006) used tales in writing activities accompanied with creative drama and aimed to develop literary arts skills in students. The study employing elements of tales and advanced creative drama techniques revealed an increase in the students' achievement of producing written works. Karateke (2006) examined the effect of creative drama activities on writing skills. The study employed a pretest-posttest experimental design and was conducted with 6th graders. The study revealed a significant difference in favour of the experimental group and positive developments in the students' writing skills. Other studies related to assessing creative writing works included only creative writing and did not incorporate the creative drama method. These studies were on different levels of education and followed a process mostly based on creative writing activities. The results favouring the experimental group in this study support the results of previous studies (Colantone, Cunningham-Wetmore and Dreznes, 1998; Kapar Kuvanç, 2008; Maltepe, 2006b). Some of these studies include Beydemir (2010), Akkaya (2011), Reiter (2010), Alberson and Billingsley (2000), and Temizkan (2011). Beydemir (2010) employed a pretest-posttest design with an experimental group (n=27) and a control group (n=26). Different creative writing activities were implemented in teaching 5th graders during 12 weeks, and the written works produced by the students were assessed using a creative writing scale. The study revealed a significant difference in favour of the experimental group in creative writing achievement, and positive developments were found in the students writing and creative writing achievement. Akkaya (2011) also employed a pretest-posttest experimental design in a study with 6th graders. Creative writing techniques were used during eight weeks and creative writing activity sheets were utilized in the study. At the end of experimental process, a significant increase was revealed in the students' writing achievement. Reiter (2010) conducted a creative writing project with imprisoned children at Indiana State Prison. The study was carried out in a total of 12 sessions, and the data obtained from the poems and assessment questions written by the children were analysed. The study revealed that there was an increase in the children's interest in literature and writing, and their level of self-expression. In addition, improvements were observed in the emotional stability of the imprisoned children. In their study with 7th graders (i.e. 13-year-olds), Alberson and Billingsley (2000) focused on creative writing and writing stories. The process included teaching some techniques of writing stories. In data analysis, multiple baseline and time-series design was used. Observations were made regarding how long the basics identified in the story-writing process were employed, and the students' effective planning in writing their stories, the number of stories they wrote, the number of words they used, the time they allotted to writing, and their writing fluency and quality were examined. The results showed that the participants produced longer and more fluent texts using more

story elements in a shorter time, and while doing these, they used more words. There was also an increase in the number of stories produced. In another study, Temizkan (2011) investigated the effect of creative writing activities on story writing skill. The study was conducted with undergraduate students and an experimental design was adopted. Different creative writing activities were used during 10 weeks. The creative works were assessed with "The Scale of Story Writing Skill". The results of the study revealed a significant difference between the post test scores of the students in the experimental and control groups in favour of the experimental group**.** Creative writing activities help students get to know themselves, discover their inner world, show tolerance to others, broaden their imagination and come up with creative ideas. These activities contribute to both students' writing skills and their personal development, and unveil the creativity in them. Even the students having difficulty in expressing themselves can have the opportunity to go beyond their routine. Individuals who develop the awareness of their own creativity realize that others can have different and original ideas. Creative writing activities also enable them to be at peace with themselves and others.

At the end of the experimental study, the students' views on the creative writing activities were obtained. The analyses revealed the codes "entertainment and happiness, relief, expressing feelings and thoughts, finding writing interesting, enhancing the desire to write, development of creativity, and encouragement and freedom" and related to these codes, the themes "feelings being affected, development of writing skill" and "development of thinking differently". Some of the students (Eight students-27,58%) said that they had fun during the writing activities they carried out. Writing was no longer boring for them, and became a process in which they were happy. Six of the students (20,68%) also asserted that a psychological relief both during and after writing. Creative writing can be used as a therapy and make individuals feel psychologically relieved. The creative writing activities implemented in the study were effective in revealing the differences in the students' inner worlds. In this way, they experienced an emotional relief. The students indicated that they expressed their feelings and thoughts better through writing. In addition to creating a more democratic environment for the students to express their feelings, the activities were also effective in putting their feelings on paper. Six of the students (20,68%) stated that thanks to the writing activities, they were more eager to write when compared to their previous experiences. One of the primary goals of creative writing is to enhance students' desire to write. Creative, extraordinary and non-repetitive activities fostered a positive perspective in the students. The activities increased the students' desire to write. Ten students in the experimental group (34,48%) asserted that they discovered their creative characteristics. Perhaps the basic goal of creative writing is to reveal the creativity in individuals. Creative writing activities develop the skill of looking the environment with a critical eye. In this way, individuals realize that events may have different dimensions, in other words, they learn to think. Those who know to think are also creative and good at producing different ideas. According to the students' views, the activities were effective in helping them realize their creativity. Besides, nine of the students (31,03%) stated that they were more courageous and had more freedom in expressing their thoughts. What lies behind creativity is free thinking. With free thinking, individuals choose their own way despite the pressure of the society, have the chance to be themselves and go beyond the routine ideas. Since the activities encouraged the students to think, they felt to have more freedom while writing. Similar results were also found in Susar Kırmızı (2012) that focused on 4th and 5th graders. In that study, the students engaged in creative writing activities and the products were examined to identify the characteristics that specify the quality of students' creative writing works. The analyses revealed the themes "caring about other people's happiness" and "personal expectations from the future". Beydemir (2010) conducted an experimental study to develop students' creative writing skills and identified codes after examining their written works. Some of the codes included a different approach to the environment, creating an imaginative environment, and emotional elements. The results showed that creative writing activities had special importance in students' expressing their thoughts on paper.

The following suggestions can be offered based on the results of the study: Creative writing activities should be included in the 2005 program from a more effective and broader perspective. Moreover, creative writing activities should be supported with creative drama practices. In writing activities, the focus should be on expression and different thinking skills rather than language rules. Teachers should be trained on creative writing activities through in-service trainings organized by the Ministry. They should also be encouraged to use these activities in their classes. In creative writing activities, the focus should be on tolerance and developing the texts, not on criticism. Teachers should have an attitude that does not impose their thoughts to students. Students should be encouraged to come up with different ideas in creative writing activities. Even the most irrational ideas should not be seen as meaningless or not be looked down on. Students should express their ideas freely, without worrying about anything. In writing activities, the topics that students are interested in should be emphasized, and insisting on writing on only certain topics should be avoided. Writing activities should not be implemented individually, and group works should be included from time to time. For students, an environment in which they can exchange ideas and develop a democratic understanding should be developed. The psychological relief effect of creative wiring should be considered. Students should be enabled to feel better by means of these activities. Different writing activities that would arouse a desire and interest in students to write should be conducted. The importance of positive feedback in arousing an interest should not be missed out. This study was carried out with 4th graders in 14-week period. However, studies that would be conducted in different time periods and grade levels can play acceleratory role in the reflection of creative writing activities on both the teaching programs and the educational contexts in our country. Creative writing activities are mostly originated in other countries. Researchers and teachers should show awareness in developing creative writing activities special to our own culture. Creative drama is a very effective method in supporting creativity. For this method to be combined with creative writing activities, researchers should carry out more studies. Writing practices are also included in creative drama applications (e.g. character forming, identifying a moment of conflict, etc.) Based on these practices, creative writing activities should be supported and the power of creative drama in affecting creative writing should not be neglected. In program development studies, these practices should be analysed from a constructive perspective.

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Appendix 1. Sample Writings from the Talking Objects Activity

Everything is for Children

It was Sunday. Almost all families came to the amusement park. It was so crowded that people bumped to each other. The crowd left when it was the night and finally the park was closed. The the watchman fell asleep, the toys of the park started talking.

-Oh my god! How busy was today!?. All day long, I swung with people on me screaming. But my place is the seas, said the Gondola. Then the crashing cars said:

- What about us?. We crash to each other without wanting to all day. Every part of us ache in the evening, they said. The Ballerina yelled:

- Look what I go through as a lady here. I spin people on my skirt all day. I feel dizzy and my skirt opens up. I am very unhappy! The wise Ferris wheel who wanted not to talk to much in a place where people and children are very happy said:

- Come on, go to sleep. Everything is for children to smile. (Ceylin)

Complaints of the toys in the Amusement Park

Ferris Wheel: I was spinning since the morning. People sat on me. Don't they feel dizzy? I will throw up because of this spinning.

Cars:

- We were crashing since the morning. How do they like crashing us like this. I will throw them off soon.

Swing:

-What kind of fun is this? I sit on my arms and I am very tired. They always make my arms ache. Help! Help me' If someone fatter sit on me, my arms will be torn apart. (Fırat)

Appendix 2. Sample Plan used in the Experimental Activities

Course: Turkish

Duration: 40X3= 120 minutes

Group: Elementary 4th graders (29 students)

Techniques used: Creative drama (consciousness corridor technique), creative writing (technique of writing by thinking in different places, times and personalities).

Outcomes Related to Creative Drama;

1. They show willingness to participate in creative drama activities.
2. They can produce imaginary narration in creative drama activities.
3. They can make quick decisions with the group.
4. They develop the skill of distinguishing sounds via hearing and listening.
5. They can express their ideas verbally based on a theme.
6. They can reveal their sense of aesthetics in the activities.

Outcomes Related to Creative Writing

1. They can write their views and thoughts on characters, events, places, moments and so on that are interesting to them.
2. They can include original ideas in their writing.
3. They can reveal their imagination in their writing.
4. They can present a different perspective for an existing situation.
5. They can produce an impressive way of expression in their writing.

Creative Writing Activities

Warm-up Activities

Walking Activity: Students are told that they will perform different types of walk with music. These types include "normal walking, double time, walking as if they will fall down, on water, on sand, on hot sand, on mud, on broken glass, on thorns, walking as if they have load on their back, as if they carry a box, as if they hold bags with both hands, as if they are late, or as if they are hiding from someone, and so on".

Sinking Ship Game (Adaptation Activity): The group is split into four. They form four different rows. They are asked to stand firmly shoulder to shoulder. They are asked to feel like a sinking ship and follow instructions given. It is explained that they need to move in accordance with their friends' angles and body movements. They bend over to the side that the ship is sinking towards based on the instructions of the leader. It is important to do this with the group. They bend to right, left, front and back. The leader says "The ship is in balance" and stands in straight position. The same activity is done on one foot.

Boat Race Game: The class is split into 4-5 groups. Each group is assigned with a name. The groups are asked to make the objects that are asked from them in 10-15 seconds without any preparation. At this step, it is important for the group to show the ability to make instant and right decisions. The leader calls the group name and tells the member what object they will make (e.g. high-heeled boot, zipper, comb, tea pot, cup, train, car, dental plate, flower pot, table, slide, chair, phone with a headset, armchair, eye-glasses, watch, scissors, cabin, boat, slippers, wheelchair, bicycle and candlestick). Groups try to make the object within the specified time.

Find Your Partner Game (Sound Activity): Groups consist of pairs. Each group specify a special sound for itself (e.g. shhh, beep beep, tinkling). Then, all the participants leave their partners and gather around. The leader tells them to close their eyes. The partners try to find each other by using the sound they specified. Those who find their partners step back. The game continues until others find their partners.

Role Play Activities

Making shaping with ropes: Students are split into 5-6 groups. The leader puts the knitting yarn prepared in advance in the middle of the classroom. The groups are asked to make a picture about "a little boy and his friendship with a street dog" by using the yarn. The groups form their pictures by giving shape to the knitting yarn. After all the groups made their pictures, their examine and comment on each other's picture.

Consciousness corridor

Topic: "Your mother does not approve having a pet at home at all. However, you get along well with a little street dog and want to look after him at home. Would you persuade your mother, or give up looking after him?

Students from a corridor between two rows as they face each other. A voluntary student stands in front of the corridor. The voluntary student (the main character) is given the topic for the consciousness corridor. The whole class is asked to think about it. The students in the corridor are asked to think about suggestions to help the main character decide. The character walking through the corridor formed by his/her friends and they say their ideas one by one. While the students say their ideas about a topic, they become the sound of the character's consciousness. Towards the end of the corridor, the sounds become louder. In this process, the ideas and emotional impulses suggested through the corridor help the character make a decision. The main character explains his/her decision at the end. The voluntary student is asked what ideas were effective in making that decision and the activity finishes.

Evaluation

Wish Pool: The group gather around a chamber and sit down. The leader explains the activity and the outcomes. A large and white cloth (wish pool) is put on the floor. Each student prepares 10 kurush. The students tell their feelings and views on the activities, to what extent the outcomes are achieved, and what they felt. The student who tells throws his/her money to the wish pool.

Creative Writing Activity

Warm-up

Students are shown visuals about the friendship between people and animals. They talk about the visuals and express their feelings and thoughts.

They are asked to give examples related to this friendship from their daily lives.

Creative Writing Activity

The teacher presents the topic of creative writing to the students via the projector and reads it loudly. They are asked if they have not understood any points regarding writing. If there are such points, explanations are made. Students are given time to write.

Creative writing topic: "For one moment, imagine that you are a street dog. You sometimes have difficulty in finding food, but you feel free in the streets. On the other hand, there is a little child that you are friends with. This child wants to look after you at home. Would you want to live at home or in the streets? If you had a chance to talk, what would you say to the child about your choice?"

Evaluating Creative Writing Works

Students are asked to write, review and revise their own texts. The texts are passed out among the students and evaluated based on the criteria stated by the teacher. Students take notes on another paper while evaluating their friends' texts and attach it to the text. Then, the texts are returned to the owners. The students read their friends' notes and make necessary modifications. Several voluntary students read their texts aloud in the classroom.