

Artículo de investigación

**Explanation of What and How Does “Norouz Holiday and Story Design”
Effect on the Creativity of Elementary Students in Iranian Educational
System****Объяснение того, что и как влияет «Праздник Норуз и дизайн истории» на творчество
учащихся начальной школы в иранской образовательной системе****Explicación de qué y cómo el "diseño de vacaciones e historia de Norouz" afecta la creatividad de los
estudiantes de primaria en el sistema educativo iraní**

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Written by:

Rezvaneh Amini Golestani¹⁰²**Soolmaz Nourabadi¹⁰³****Abstract**

Of the goal of this study is to investigate the effect of Norouz Holiday on students' prospers. Norouz Holiday in Iran and the surrounding countries is the beginning of the New Year. Therefore, in the present research, the main question is: What is “Norouz Holiday and Story Design” and how does it effect on the creativity of the students? The findings show that the removal of Norouz courier and replacement with Norouz Holiday and Story Design are an effective step in the growth of students' creativity. The strategy of fundamental transformation document emphasizes the creation of mechanisms to strengthen Islamic-Iranian lifestyle and mores in all areas of education. Also, the results showed that the Norouz Holiday and Story Design has been made students to have other peace with book which is purposeful and valuable. It also brings familiarity with different ethnicities and their lifestyle that simultaneously fosters the creativity of students and has left students unwilling to entertain norouz's homework assignments.

Key Words: Norouz Holiday and Story Design, Elementary, leisure time, creativity.

Аннотация

Целью данного исследования является изучение влияния праздника Норуз на процветание студентов. Праздник Норуз в Иране и соседних странах - это начало Нового года. Поэтому, в настоящем исследовании, главный вопрос: что такое «Праздник Норуз и дизайн рассказов» и как это влияет на творческий потенциал студентов? Результаты показывают, что удаление курьера Norouz и его замена на Norouz Holiday and Story Design - эффективный шаг в развитии творческого потенциала студентов. В стратегии фундаментальной трансформации документа подчеркивается создание механизмов для укрепления исламско-иранского образа жизни и нравов во всех сферах образования. Кроме того, результаты показали, что проект «Праздник и история» в Норузе заставил студентов окунуться в мир книги, которая является ценной и ценной. Это также приносит знакомство с разными этническими группами и их образом жизни, что одновременно способствует творчеству студентов и лишает студентов желания выполнять домашние задания Норуза.

Ключевые слова: Навруз Праздник и рассказ Дизайн, Элементарно, свободное время, творчество.

¹⁰² M.A. Student in Curriculum, Department of Educational Sciences, Shahed University, Tehran. Iran.

¹⁰³ Assistant Professor in Curriculum, Department of Educational Sciences, Shahed University, Tehran. Iran.

Resumen

El objetivo de este estudio es investigar el efecto de Norouz Holiday en la prosperidad de los estudiantes. Las vacaciones de Norouz en Irán y los países vecinos son el comienzo del Año Nuevo. Por lo tanto, en la presente investigación, la pregunta principal es: ¿Qué es "Norouz Holiday and Story Design" y cómo afecta a la creatividad de los estudiantes? Los hallazgos muestran que la eliminación del servicio de mensajería de Norouz y el reemplazo con Norouz Holiday and Story Design son un paso efectivo en el crecimiento de la creatividad de los estudiantes. La estrategia del documento de transformación fundamental enfatiza la creación de mecanismos para fortalecer el estilo de vida islámico-iraní y las costumbres en todas las áreas de la educación. Además, los resultados mostraron que Norouz Holiday and Story Design ha hecho que los estudiantes tengan otra paz con el libro que es útil y valioso. También trae familiaridad con diferentes etnias y su estilo de vida que simultáneamente fomenta la creatividad de los estudiantes y ha dejado a los estudiantes dispuestos a entretener las tareas de Norouz.

Palabras clave: Nowruz Holiday and Story Design, primaria, tiempo libre, creatividad.

Introduction

In order to boost students talents and abilities, teachers need to know what they are doing and what they should do in order to achieve their goals. According to experts, the lack of homework on Norouz holiday is harmful for students. Norouz holiday courier is one of the educational approaches for the Norouz holiday, which has always been accompanied by students' psychological stress and sometimes with the help of parents and friends, and it even was lasting to the final minutes of the Norouz holiday. Since human can do the same thing in his leisure as she/he likes, regains her/his character and expresses it. Therefore, various abilities will appear in leisure time (Mahdavi Nejhad, 2009). In order to benefit the way for the use of Norouz holiday in a variety of natural and diverse learning environments to enhance basic skills tailored to individual and local-cultural needs, strategy 2-5 from the *Fundamental Transformation Document* has been raised. The International Department of Social Studies has defined the leisure time as following: Leisure is a set of activities that a person do in order to pleasure for rest and recreation or for the development of volunteering and social participation after has escaped her/his personal, family and social obligations (Saroukhani, 1991). Peier states that, "the existence and originality of culture are based on the leisure time of the people living in that society (Research Deputy of Isfahan Jihad University, 1994).

Free time is the time when person has after doing all his duties and responsibilities, but leisure is a time in a free time, that person is spiritually free from any coercion and responsibility. Hence, leisure time is more personal and partly than free time. Jalali Farahani has quoted Aristotle as saying in his writings of "Extra Time," "Time For

Himself" or "Time of Relaxation," and says, "We work to have leisure, war to live in peace" (Jalali Farahani, 2012). Finally, leisure as a cultural, social, economic and even political problem is a common problem for all segments of society, and because of its importance and characteristics, it has attracted the attention of education officials, not only in the form of a social value, It is also important in the role of relaxation and the flourishing of the collective spirit (HajAbdul Baghi, 2007; Abdushukurov, 2016). Norouz holiday equals to April 1, is the celebration of the beginning of the year and one of the earliest festivities left in ancient times. The time of the norouz holiday is at the beginning of the spring. Norouz holiday in Iran and Persian-speaking countries is the beginning of the New Year. According to experts, the absence of a task in norouz holiday, which lasts about twenty days, is harmful for students. Norouz Courier is one of the educational approaches to the holiday in norouz, which, according to experts, has always been associated with students' mental stress, and sometimes it was done with the help of parents, friends and acquaintances. The removal of norouz courier and its replacement with *Norouz Holiday and Story Design* (story reading, story writing and storytelling) are an effective step in the growth of students' creativity. Due to the influx of cyberspace into life, children spend a lot of time with mobile phones and tablets, or watching television that are on one-way receivers. On the other hand, the importance of developing creativity skills in students is highlighted. What is creative thinking and why creativity is important in students?

The point to consider is that the beginning of the child's linguistic interaction with the environment is "Speaking Skills" and "Listening

Skills". A child who has enough space to play and communicate with the environment around him, and to feel the urgent needs and feedback from others to respond to environmental stimuli, will need more to use the language. And thus will increase its efforts to accumulate and apply these experiences (Chandersharma, 2002; Fatoureh Bonabi, 2017). Two other language skills known as school skills are "Writing Skills" and "Reading Skills". If we know the language of speech as decoding the sounds produced in the environment around the child, that being exposed to them and imitating them, gradually, succeeds in understanding the existing system in these, and he will become as a spokesman for that language, achieving two skills "Reading and Writing" requires the acquisition of another system of language called "Written System" (Zandi, 2006). Two skills of "Hearing and Reading" are received skills, and two skills of "Speaking and Writing" are called production skills.

Story and Story Therapy is a very powerful tool in human relationships, psychotherapy, education, family, art and life in general (Eriksson & Rosen, 2003). Story is a kind of readable or audible narrative in which the process of interaction of a person with a subject based on the purpose, analysis of the viewpoint and the desired result of the author or storyteller is expressed (Hemmati, 2010; Antúnez & Contreras, 2016). Therefore, in this research, we are trying to find the answer to the question "What is *Norouz Holiday and Story Design* and how does it effect the creativity of students ?

Methodology

Regarding the nature of the subject, this research is qualitative and descriptive-analytic research. Descriptive research includes a set of methods whose purpose is to describe the conditions or phenomena under evaluation. "In the descriptive method, researcher seeks to describe the objective, real, and regular characteristics of a position or subject" (Naderi & Seif Naragi, 2016). On the one hand, the goal of analytical research is to sharpen concepts and to provide a detailed and informative image of the nature of the concept (Short, 2009).

Findings

Creativity and Creative Thinking are one of the most complex and finest manifestations of human thought, which is at the highest level of its cognitive activities and is considered to be the most valuable culprits and educational goals (Soleimani, 2002). Creativity means uniqueness,

dealing with problems and encountering life with a viewpoint and a particular point of view, and dealing with life's problems as anyone chooses or creates as individuals. But the opposite of creativity is not being machine-making or slow minding; but it is imitation. Students move away from creativity when we want of them do their jobs only as they have been trained (Panahi, 2005). Parker (2008) states the terms of creative refers to those mental processes that lead to solutions, ideas, conceptualizations, artistic forms, unique and new theories (Jebeli Adeh & Sobhani, 2012).

Researches on the characteristics of creative people show that besides being of optimal intelligence, honesty, clarity and flexibility, they enjoy the most of their leisure, they evaluate and adopt new solutions with free thinking and divergent thinking and achieve to different problems (Zol Aktaf, 2001). Egan (2001) argues that children learn easily the concepts they teach in the form of a story. Storytelling has been used by many educators for the intrinsic attraction that children have. Nowadays, in the proper formation of a modern and progressive world, creativity is one of the important components of a social life. Psychological, philosophical and political research supports the concept of creativity that is an example of the change in method for better understanding of phenomena and one of the most important fields of psychology and science education (Fedotova & Latun, 2015).

The tradition of storytelling is as old as human life, and the story was considered as one of the most important means of modifying behavior, in the Qur'an, in many verses like in Surah al-Imran, Surah al-Kahf, Surah al-A'raf and Surah al-Hud; through the story of the ancients has been trying to lead and improve human behavior. Erickson and Rozen (2003) also consider storytelling as a healing incarnation that reduces child anxiety. In such a way, that it helps him in discovering his own emotions and others through matching with the characters or situations of a story. Chini Forushan (2006) believes that the clean nature of children makes it possible to listen to stories with great enthusiasm, and storytelling, like a stream of clean air, penetrating their wings, causes relaxing them. In fact, stories, by inviting to welfare and goodness, enhance community-based behaviors in children and thus, by controlling children's excitement, they develop adaptive and good behaviors in them (Soleimani, 2006).

It is essential to use the indirect teaching methods such as games and stories in teaching skills. It seems that since teachings are well understood and meaningful for the child during the story, the likelihood of their application and generalization of them by the child increases in similar fields (Hefner, 2003). Writing skill is the last skill of the language that a person achieves. Achieving this skill, like speaking, is not the natural and inherent result of puberty; it's about getting into a learning environment and gaining prerequisites and writing requirements that one of the most important of which is the ability to read. The ability to express personal opinions in writing is a great goal of many speakers in the language that the presence of writing syndrome provides this for them (Murcia, 2001). Diaw (2009) consider the use of the storytelling method in teaching to motivate students to become more effective in learning.

Therefore, teaching with the help of storytelling increases the motivation of learners to learn because of their adaptation to the children's intentional desire and their emotional stimulation. So storytelling is not only fascinating and exciting, but also has a profound and meaningful learning effect. Students at Norouz's Leisure in *Norouz Holiday and Story* educational design should write their own hearings and observations of nature and travel, or listen story of grandparents, and is created an inter-generational relationship. The goal of this project is to enhance the ability to speak, read, write, and imagine the students in the appropriate educational form. Students at the norouz festival, in addition to being happy and having fun in a happy environment, get acquainted with ancient Iranian literature. The holding of such festivals is effective in familiarizing students with native traditions, mores and customs.

In other words, one of the best forms of education, is story, and considering that the story is one of the best ways that even God has used it in the Quran to convey educational messages, in the educational debate also students can make good gains (Norouz Holiday and Story Design circular, 2017). For example, in the Holy Qur'an, God has used this template: "We read the best stories by revelation of this Qur'an, and of course you were unaware of it before" (Surah Yusuf, verse 3).

Also, researches in this field indicate that there is a direct relationship between the dimensions of this design and creativity. Mahimi et al. (2018) in a research entitled "The effect of creativity training on cognitive factors related to creativity"

have presented a report on the design of seasonal schools of creativity and ideation in Fars city. This research was intended to evaluate the effect of creativity training on the cognitive factors associated with it, including the ability to observe, the ability to think, the ability to analyze, intellectual coherence, the use of prior knowledge and the ability to use the intrinsic information of sextet factors, in students in the 9th, 10th and 11th grades. Findings in the individual section showed that the training provided in the creativity discussion has had a significant effect on the sextet factors in the students. It also had a significant effect on group activities. In addition, the findings of this research indicate that there is a significant difference in the individual performance of male and female students in project-based activities. However, no significant difference was observed between male and female students when performing project-based activities in a group. The results of this research can be used to improve the effectiveness of creativity training in improving students' ability to creativity.

Khaledian et al. (2018) studied the effect of literary storytelling (Keleleh and Demneh stories) on creativity training and reduction of children's anger. To collect data, Shifer's questionnaire and Parvaz and Khaledian multidimensional anger were used. This experimental study was a pre-test, post-test with control group. The findings showed that the mean score of creativity in the post-test group was significantly higher than the mean post-test scores in the control group. Also, the mean scores of anger in the post-test group were significantly lower than the mean post-test scores in the control group. The results showed that literary storytelling on the one hand promotes creativity and, on the other hand, reduces and control anger.

Karimi et al. (2016) conducted a research in the study entitled "The Effect of Teaching LifeSkills Using Storytelling Method on Creativity Components of Primary SchoolChildren" by a pre-test, post-test with a control group. Before and after implementation of the independent variable, the Torrance's Creative Thinking Test was used as a research tool. Findings showed that there is a significant difference between the experimental and control group in fluid components, flexibility and innovation. As a result, teaching life skills through storytelling will increase the creativity of elementary students.

Kiyani (2015) in his research on "Poetry and Story and its effect on Elementary Education",

aimed at evaluating the effect of literature on education of primary school children, found that children's learning was facilitated through literature. Also found that effects of lessons with using literary tools in children's intellectual and linguistic development is greater. Since the effect of this on students of elementary school is more than higher grades, as well as the understanding of some lessons by poetry and stories in the students of this grade can be more than other materials and equipment; consequently, encouraging students to read poetry and story books by teachers and creating habits of reading and book reading by parents has significant effects. As a result, literature can be the best means for changing attitudes and culture in children.

Shabib Asl and his colleagues (2013) evaluated "the effect of storytelling on verbal intelligence (vocabulary, general information, comprehension) of preschool children" by experimental method with pre-test, post-test with control group. The research tool was Wechsler intelligence test for pre-school children. The results of the data analysis indicated that the use of storytelling method had an effect on the verbal intelligence of the children of the experimental group compared with the control group and this effect was also stable after one month of follow-up.

Ali Akbari et al. (2014) studied the effect of storytelling on moral intelligence in a research entitled "The Effectiveness of Storytelling on the Elemental Intelligence Components of Pre-Child Girls in Isfahan City". The research method was experimental with pre-test and post-test in two groups of experimental and control. The results of covariance analysis showed that there is a significant difference between the two groups in terms of empathy, conscience, respect and tolerance. Therefore, storytelling can be used as an indirect educational method appropriate to the world of childhood with preset methods, according to a special and purposeful moral teaching.

Rostami et al. (2014) compared "the effect of intellectual stories of Philip Kam and intellectual stories of Morteza Khosro Nejhad's on the development of creativity of children in Tehran's preschool course" with the Torrance creativity test. The results of covariance analysis and Tukey's test showed that there is a significant difference between groups of children who have been trained in the intellectual stories of Philip, with the group trained by Morteza Khosro Nejhad's intellectual stories.

Radbakhsh et al. (2013) found that the use of play and storytelling method significantly increased creativity in all four components in play and storytelling groups in the research of "Effectiveness of play and storytelling on increasing creativity of children". The use of game and storytelling techniques, by eliminating the barriers to creativity, the intellectual stagnation and helping to solve problems with an enjoyable and entertaining process, increases the creativity of students. For this reason, students attending game and storytelling sessions are more successful in finding original solutions to problems.

Chaboki (2013) in his research entitled "Globalization and Change in Leisure Lifestyle", found that people's leisure practices are influenced by the culture and values of every society. The results showed that the way of spending the leisure of the inhabitants of Tehran under the effect of globalization has shifted from the Iranian-Islamic style to the modern Western style.

Haj Abdul Baghi (2007) in a study has evaluated "How to spend the leisure of high school students in Tehran" found that among the leisure activities questioned by students, respectively, spending free time with friends and family and listening to music have been in the first to third priority.

Holmes et al. (2019) found a positive relationship between storytelling abilities and language abilities, relationships between game types, storytelling and language abilities, and communications between game and creativity, and language and creativity.

Kupers et al. (2019) found that the importance of creativity has been recognized as an essential skill of the 21st century in the "Children's Creativity: A Theoretical Framework and Systematic Review" research. Based on this assumption, the first goal of this study is to provide a theoretical integration through the creation of a framework based on the theoretical principles of complex dynamic systems that describe and explain children's creativity. The second goal is empirical integration. The results of research showed that creativity is often measured as a static and aggregated structure.

Gardner (2018) in a research entitled "Green Writing: The Influence of Natural Spaces on Primary Students' Poetic Writing in the UK and Australia", has evaluated the findings of international research on the poetic writing of students about the natural environment in class

and a natural environment. The results showed the poetic writing of student's increases through direct communication with nature.

Park et al. (2017) found that the scientific attitude, attention and creativity had positive effects on each other in a paper titled "Analysis of Factors Influencing Creative Personality of Elementary School Students". Also, when a teacher uses a specific method to increase the attention of students in their class, their scientific attitude and attention will increase and give them an opportunity to promote creativity.

Jacobs and Lawson (2017) in a research entitled "Collaboration can promote student creativity", point out that creativity makes students' lives more enjoyable and more successful. The complex elements of society require creativity to guide humanity. Therefore, coaches should strive to promote creativity among students. This research focuses on participatory learning and highlights six collaborative learning techniques to enhance student creativity.

McNees (2015) emphasizes the study of the fluidity of the role of theater in ordinary life in a research entitled "Exploring the Adolescent's Creative Pathways: Mindfulness, Role Fluidity, Story, and the Dramatic Curriculum". Because the theater can be used as an active support role to emphasize psychological characteristics of adolescents in the Monte Carlo method.

Chong & Lee (2012) found in the research entitled "Developing a Pedagogical-Technical Framework to Improve Creative Writing" that there are many indications of the motivational and educational benefits of using learning softwares. To develop the basic research framework, used the first principles of Merrill's education as a teaching scaffold and also used story, then determined the characters and story structure as technical scaffolds.

Ypatumai (2006) in his research found that educational program related to creativity significantly increased the creativity and cognitive components of it in students. Also, there is a significant positive relationship between the components of creativity, i.e., fluidity and innovation.

Plosky (2006) found that stories are good tools for developing children's thinking or philosophizing. Today, use story and storytelling is a necessary tool for advancing children's thinking. The child's literature, with various literary elements, helps the child's mental

coherence, imagination, concentration, and judgment. One of the most important parts of childhood literature is storytelling. The stories that children read and hear have a profound effect on their thoughts and morals and prepare them to deal with the problems of growth and socializing with others. It also helps them understand their life problems.

Conclusion

Currently, in our society, for a variety of reasons, there is limited study and the book is out of reach of children. *Norouz Holiday and Story Design* seeks to bring students together with a book of reconciliation, and reading activity can be purposeful and valuable. *Norouz Holiday and Story Design* brings familiarity with the tribes and lifestyles of the various tribes that the result of which is to strengthen the creativity of the students. Planning to increase leisure time study is one of our community's requirements. The study of literature open the valve of history and culture of any nation to the audience's, and has effect on the reader's perception and understanding. Since the effect of this on elementary school students is higher than the middle grade, as well as the understanding and effect of some lessons by poetry and storytelling in the students of this section can be more than other educational materials. Therefore, encouraging students to read poetry and story books by the teacher and creating a habit of reading book by parents has significant effects. This will enable children to learn from their prominent and positive literary personalities and select the best ones as models and become familiar with the cultures of themselves and the alien. Also gain values, beliefs and norms and put away the wrong ideas. Stories are good tools for growth philosophical thinking of child. Today, use of story and storytelling is a necessary tool for advancing children's thinking. The literary storytelling, creates creativity and also cause controls the anger in child.

The results of this research indicate that four factors of educational space, family, teacher and social values have effect on the promotion of reading culture among students. Using game play and storytelling significantly increases creativity. Using different methods of playing and storytelling, eliminating the barriers of creativity and intellectual stagnation, as well as helping to solve problems with a pleasurable and entertaining process, increases the creativity of students. The other result show that teaching life skills through storytelling will increase the creativity of elementary students. Today, the use

of story and storytelling is a necessary tool for advancing children's thinking. The child's literature, with various literary elements, helps the child's mental coherence, imagination, concentration, and judgment. For this reason, students attending game and storytelling sessions are more successful in finding original and new solutions for problems. Educational program related to creativity significantly increases the creativity and cognitive components of it in students. The findings also indicate that amount of attention to creativity and education for learners in the elementary period in all of the upstream documents of the country is low and the least attention has been paid to the national curriculum document.

Reviewing the upstream information of the curriculum of elementary school as well as the coherence and integrity of the program in the path to achieving all goals in a creative way for children are the suggestions of this research.

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