

HIDDEN GEM IN CHRISTOPHER ROBIN'S JUNGLE THE BIRTH OF WINNIE THE POOH: A CONTENT ANALYSIS

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Abstract

The study was carried out in order to examine the suitability of the film "Goodbye Christopher Robin" about Christopher Robin Milne's biography, which was determined by the Turkish Radio and Television Corporation (TRT) in the "Family and Children's Films" category with the recommendations of the critics. In this research, the movie "Goodbye Christopher Robin"; a) the fact that children spend most of their time in front of the screen as a habit that is an achievement of the pandemic period, b) The film, which was screened in cinemas in our country in 2017, is broadcast in the broadcast zone on television channels, c) In the context of social learning theory, children's learning by modelling, d) the content of the film is suitable for children and includes concepts related to the development of children, for these reasons, it was found appropriate to analyze this film from a developmental point of view. In this study, which has a qualitative research design, document analysis technique was used. The film Goodbye Christopher Robin was evaluated with the Content Evaluation Form for Children's Programs, which was used as a measurement tool in the study. The form used has 5 basic sub-dimensions. These; the content of children's programs for the physical development of children (contents for psychomotor development, content for the sexual development of the child), the content of children's programs for the cognitive/perceptual development of children, the content of children's programs for the social and emotional development of children, the dimension of other content for the development of the child in children's programs (violence, modeling, family values, family structure) and is the content dimension of children's programs for language development of children. Findings of the evaluation results were presented with descriptive statistics. It was determined that the content of the analyzed film included more content for social and emotional development area, followed by the content for the development of the child, including violence, modeling, family structure, family values, cognitive/perceptual development area content, language development area content, content for psychomotor and sexual development areas within the physical development area, respectively. It was seen that the least amount of content related to sexual development was included in the film. In addition to elements such as anger/violence, which we can evaluate negatively, elements of love that we can express positively are also frequently included in the film. As a result, it was concluded that Goodbye Christopher Robin is a film that can have a positive impact on children from an intellectual point of view when watched purposefully and under adult control.

Keywords: Cinema, film, child and media, early childhood, Goodbye Christopher Robin

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CHRISTOPHER ROBIN'İN ORMANINDAKİ SAKLI CEVHER WINNIE THE POOH'UN DOĞUŞU: BİR İÇERİK ANALİZİ

Öz

Araştırma, Türkiye Radyo ve Televizyon Kurumu (TRT) tarafından, eleştirmenlerin tavsiyeleriyle belirlenmiş, “Aile ve Çocuk Filmleri” kategorisinde önerilen, Christopher Robin Milne'nin biyografisinin konu edildiği “Goodbye Christopher Robin” filminin, çocuklar açısından uygunluğunu incelemek amacıyla yapılmıştır. Bu çalışmada, Goodbye Christopher Robin filminin, a) pandemi döneminin kazanımı olan bir alışkanlık olarak çocukların vakitlerinin çoğunu ekran karşısında geçiriyor olmaları, b) 2017 yılında ülkemizde sinemada gösterime giren filmin televizyon kanallarında yayın kuşağında yayınlanması, c) sosyal öğrenme kuramı bağlamında çocukların model alarak öğrenmesi durumu, film içeriğinin çocuklara uygunluğu ve d) çocukların gelişimlerine yönelik kavramları içeriyor olması nedeniyle bu filmin gelişimsel açıdan analiz edilmesi uygun bulunmuştur. Nitel araştırma deseninde olan bu çalışmada, doküman analizi tekniği kullanılmıştır. Goodbye Christopher Robin filmi, çalışmada ölçme aracı olarak kullanılan “Çocuk Programlarına Yönelik İçerik Değerlendirme Formu” ile değerlendirilmiştir. Kullanılan formun 5 temel alt boyutu bulunmaktadır. Bunlar; çocuk programlarının çocukların fiziksel gelişimine yönelik içerikleri boyutu (psikomotor gelişimine yönelik içerikleri, çocuğun cinsel gelişimine yönelik içerikleri), çocuk programlarının çocukların bilişsel/algısal gelişimine yönelik içerikleri boyutu, çocuk programlarının çocukların sosyal ve duygusal gelişimine yönelik içerikleri boyutu, çocuk programlarında çocuğun gelişimine yönelik diğer içerikler boyutu (şiddet, model alma, aile değerleri, aile yapısı), çocuk programlarının çocukların dil gelişimine yönelik içeriği boyutudur. Değerlendirme sonuçlarına ilişkin bulgular betimleyici istatistiklerle sunulmuştur. Tahlil edilen filmin içeriğinde, sosyal ve duygusal gelişim alanına yönelik içeriklere yer verme durumunun daha fazla olduğu saptanmıştır. Ardından sırasıyla, şiddet, model alma, aile yapısı, aile değerlerini kapsayan çocuğun gelişimine yönelik diğer içerikler, bilişsel/algısal gelişim alanı içerikleri, dil gelişim alanı içerikleri, fiziksel gelişim alanı kapsamındaki psikomotor ve cinsel gelişim alanına ilişkin içeriklerinin geldiği belirlenmiştir. Filmde en az cinsel gelişim alanına yönelik içeriklere yer verildiği görülmüştür. Ayrıca olumsuz olarak değerlendirebileceğimiz öfke/şiddet gibi öğelerin yanı sıra, olumlu olarak ifade edebileceğimiz sevgi unsurlarına da filmde sıklıkla yer verilmiştir. Sonuç olarak, Goodbye Christopher Robin'in, amaçlı olarak ve yetişkin kontrolünde izlendiğinde, çocukları düşünsel açıdan olumlu etkileyebilecek bir film olduğu kanısına varılmıştır.

Anahtar kelimeler: Sinema, film, çocuk ve medya, erken çocukluk, Goodbye Christopher Robin

Introduction

As a branch of art, cinema is a science that is the sum of production, distribution, screening and watching processes and can be affected by different fields in these processes. Cinema, which is also considered as a mass communication tool, has not lost its feature of being a communication tool until today. When considered from this aspect, its relationship with the audience includes multidimensional and complicated processes (Özsoy, 2017: 358). In other words, the audience can be problematized as a subject of examination in addition to being a complementary element of the film. In fact, being an audience should not be considered as just performing the act of watching. Because the experiences presented by mass media also enable individuals to gain experience through observation (Akbulut, 2014: 23; Karabağ Sarı, 2013: 15-16; Mayne, 1993: 1; Özsoy, 2017: 358).

Certain elements are used to describe the child who is a cinema audience. These elements include being able to send messages, open to receive posts, and ready to initiate communication. In addition, the child tries to make sense of and interpret the new messages s/he will receive through films, and to find himself/herself by changing his/her attitudes and actions in line with his/her inferences (Pembecioğlu, 2006: 87-90, 104-105). Due to the limitations of their language and cognitive development, young children can perceive what they see, but encounter various difficulties while expressing them. In this context, considering that the child, who is a cinema audience, is exposed to visual stimuli in line with the choices and directions of the adults, it is seen that there are narrowings in his/her own preferences. In today's complex structures and changing conditions, there are also differentiations in the definition of the child who is a cinema audience (Özsoy, 2017: 361).

The image of childhood in world cinema is closely related to childhood profiles designed by adults based on their own childhood (Düzcan, 2017: 401). As a matter of fact, although the child is handled in different ways with its cultural dimension, Erikson states that the child should be perceived "not only as a mirror or as a creature, but also as a creator of culture and, in this sense, a dynamic force on its own" (Erikson, 1968: 122). From this point of view, it is necessary to know the childhood period and its features, which is an extremely important issue in terms of cinema and the development of the child. Cinema, which contributes to the socialization of the child, begins to attract the attention of the child in the early childhood period. During this period, the child realizes that what is happening in the film is not real. S/He interprets the content of the film in line with the experiences s/he has. For this reason, the messages given to the child by the stimulus presented to the child should be designed in accordance with his/her development (Emir, 2011: 32-34; Tokgöz, 1979: 192). Families and educators can be more selective about their preferences by distinguishing the good and bad sides of this mass communication tool. While making an assessment about the quality of the film, families and educators should pay attention to the compatibility of the subject, the language and form of expression and the images to the child's developmental level. These children, who are in the pre-operational period, may be negatively affected by perceiving what is going on as if they are real because they cannot distinguish between real and imaginary elements (Haktanır, 2007: 271). The child who identifies with the characters may be influenced by and act like them. S/He can reflect these on his/her actions in his/her daily life (Güvenç, 1980: 56-63).

In the 21st century, children's interaction with and access to the media is increasing day by day. With easier access to the media, studies focusing on the negative effects of television (Newman, 2018: 36) as well as the positive effects of television (media, film, video) on child development have begun to be conducted. The primary purpose of these studies is to provide educational content to children and to focus on pro-social educational television programs (Christensen and Myford, 2014: 22; Coates et al., 1976: 140; Evans et al., 2018: 6; Wilson and Smith, 1998: 533-534). In the studies, social emotional impact of media or films on children is discussed mostly (Rogalski, 2021: 11). The acquisition of many skills, such as gaining effective communication skills, establishing successful relationships with others and understanding the emotions of others, is related to social emotional competencies (Darling Churchill and Lippman, 2016: 2; Marion, 2019: 20; Newman, 2018: 37; Santrock, 2019: 12). In this respect, the early childhood period has a great importance in the social and emotional development of children (Chronaki et al., 2014: 220; Marion, 2019: 20).

Especially in this period, the development of social emotional skills of children is effective in increasing academic success in later ages and in gaining competence in terms of socialization (Christensen and Myford, 2014: 21; Marion, 2019: 21; Rasmussen et al., 2016: 445). In addition, studies show that emotional development in early childhood is affected by positive or negative media interactions of children (Rogalski, 2021: 3). Emotional development contributes greatly to social competence, especially by involving the expression, understanding and regulation of emotions (Chronaki et al., 2014: 219; Gross and Ballif, 1991: 368-369; Montiroso et al., 2010: 72; Rasmussen et al., 2016: 445; Santrock, 2019: 12). At this point, effective use of media tools by children is important. Christakis and Zimmerman (2009: 1178) state that “watching high-quality content can improve children's cognitive and behavioral development”. In the literature, it is seen that there is a limited number of studies examining the effects of films and media on the emotional development of children in early childhood (Rogalski, 2021: 5). It is equally important to determine which media can produce the best results for children by considering the harmful effects of media products as well as the beneficial content that contributes to the development of children (Christakis and Zimmerman, 2009: 1178; Kirkorian et al., 2008: 53).

This study aims to determine the suitability of the Film "Goodbye Christopher Robin", which is about the biography of Christopher Robin Milne, the child of Alan Alexander Milne, and was produced in 2017, for children through content analysis. The Film “Goodbye Christopher Robin” is also among the “Family and Children's Films” recommended by the Turkish Radio and Television Corporation (TRT) according to the age groups, in line with the critics' recommendations (TRT2, 2022). In the Film Goodbye Christopher Robin, A. A. Milne wrote his first book about Winnie-the-Pooh after his son Christopher Robin was born in 1982. For Milne, Christopher Robin and his interaction with his stuffed animals inspired the birth of Winnie-the-Pooh. Like many children's books, Winnie-the-Pooh, which is also a children's book, contains morally valuable advice aimed at teaching children something (Larsson, 2008: 2). In England, where Milne grew up, religious institutions and the church direct the moral education of children under the influence of Puritanism. At the end of the 19th century, the control of moral education shifted towards a secular direction as children began to be seen as people with the right to education. During this period, many books were written for children, one of which was Winnie-the-Pooh (Marshall, 1982: 11).

This study is important in that it allows us to evaluate the positive or negative impact of Goodbye Christopher Robin, a world-renowned biographical book about the birth of Winnie-the-Pooh, on the development of children. The main purpose of the study is to determine the contribution of the film Goodbye Christopher Robin to the developmental areas of children by taking it from a holistic perspective.

1. Method

The study is a descriptive research aiming to analyze the content of the film "Goodbye Christopher Robin", which was released in 2017 and directed by Simon Curtis, written by Frank Cottrell and Boyce Simon Vaughan. Descriptive research allows for an in-depth examination of a phenomenon or event in order to understand a situation (Karasar, 2015: 75). The research, which was designed in a qualitative design, was carried out using the document analysis technique. In the document analysis method, in addition to written sources, visual materials such as films, videos or photographs can be analyzed as data (Yıldırım and Şimşek, 2016: 189). The document analysis method offers various conveniences to researchers by ensuring the continuity of non-verbal behaviors, by allowing the same behaviors to be monitored at different times, by enabling the examination of difficult-to-repeat behaviors through records, and by enabling different researchers to reach the same source with its feature of repeatability (Yıldırım and Şimşek, 2016: 191).

The researchers found the film Goodbye Christopher Robin appropriate to analyze from a developmental point of view since a) children spend most of their time in front of the screen as a habit that is a result of the pandemic period, b) the film, which was released in 2017 in our country, is broadcast on television channels, c) children learn by modeling in the context of social learning theory, d) the content of the film is suitable for children, and e) it contains concepts related to the development of children. Before analyzing the film, a development list was created in which the content for the developmental areas of children can be evaluated. A literature review was conducted to determine whether there is a scale or

checklist that meets the development list created. As a result of the review, the scale with the most appropriate content was determined for the development list prepared. The Content Evaluation Form for Children's Programs, which was developed in 2008 within the scope of a research conducted by the T.R. Prime Ministry General Directorate of Family and Social Research, was used as an analysis form. The sub-dimensions of the form used are given below:

1. The content of children's programs for the physical development of children;
 - a. Content for psychomotor development of the child
 - b. Content for the sexual development of the child
2. The content of children's programs for cognitive/perceptual development of children
3. The content of children's programs for the social and emotional development of children
4. Other content of children's programs for the development of the child;
 - a. Violence
 - b. Modeling
 - c. Family values
 - d. Family structure
5. The content of children's programs for the language development of children

The Lawshe technique was used in the validity processes of the 80-item form (General Directorate of Family and Social Research, 2008). While evaluating the film, first of all, the whole film was watched separately by three researchers and coding process was carried out separately in accordance with the form items. During the coding process, what content the film scenes are related to and the minutes of the coded scenes were noted one by one. A month later after these processes, the film was watched in detail by three researchers using the analysis form again, and its consistency with the analysis made one month ago was evaluated. With the analysis made, the findings of the research were given its final form. Frequency analysis was used to display the descriptive statistics of the findings obtained through content analysis (Tavşancıl et al., 2001: 85). Inter-observer reliability coefficient was calculated for the reliability procedures of the research. Inter-observer reliability was calculated according to the formula of Miles and Huberman (1994: 185), and the reliability rate was found to be 87.5%.

2. Plot

Goodbye Christopher Robin, a biographical film, is about the family interaction after the birth of Christopher Milne, the son of Alan Alexander Milne (his friends nicknamed him "Blue" in the film), the author of the book Winnie-the-Pooh. Even though his family named him Christopher, everyone calls him "Billy Moon". Having gained fame in England after the First World War in 1941, A.A. Milne wanted to get away from the city because of his life at the front at that time. The film includes stories about the family settled somewhere in the forest, the caretaker who settled in their house with the birth of Christopher Milne, the friendships of Christopher and Olive, whom Christopher calls Nou, and the adventures of Christopher and his father Alan in the forest with stuffed animals bought by his mother Daphe. In the process that the stories begin to form, Blue's illustrator friend Ernest joins them and they begin to develop the series of Winnie-the-Pooh books together (Wikipedia, 2022).

3. Results

The findings obtained as a result of the analysis of the film Goodbye Christopher Robin with a holistic perspective are categorized according to the main development areas and presented in order. The distribution of the general results of the measurement tool used in the research is given in Table 1.

Table 1. General Results of Content Evaluation Form

Content for Development Areas	F
Content for Children's Physical Development Area	12
Content for Psychomotor Development Area	10
Content for Sexual Development Area	2
Content for Cognitive/Perceptual Development Area	25
Content for Social and Emotional Development Area	60
Other Content for Child's Development	31
Violence	12
Modeling	6
Family structure	7
Family Values	5
Content for Language Development Area	13

In the results of the content analysis of the film "Goodbye Christopher Robin" made according to the Content Evaluation Form in Table 1, it is seen that the content for social and emotional development area was mostly included in the film. Other developmental areas included are listed as content for child's development covering violence, modeling, family structure, family values, content for cognitive / perceptual development area, content for language development area and content for physical development area covering psychomotor and sexual development, respectively.

The total frequency of the content for the psychomotor and sexual development areas, which are evaluated separately within the physical development area, is 12, and the frequency distributions of the items for these dimensions are explained in Table 2 and Table 3.

Table 2. Content for the Psychomotor Development Area of the Film

Items	f
There are expressions or visual presentations that can put children in dangerous situations.	1
Physical activities that will positively affect children's health are shown.	5
There are messages that improve the child's physical self-care.	4

When the frequency distributions of the psychomotor development areas are examined, physical activities that will positively affect the health of children, messages that improve the child's physical self-care, and expressions or visual presentations that can put children in dangerous situations are seen to be included in the film. An example of the content for the item "There are expressions or visual presentations that can put children in dangerous situations" is the photo scene of the film where Billy shoots the bear at the zoo without any safety precautions. The scene where Billy and Blue play baseball and shoot arrows, and the scene where they make wooden spears are examples of the item "Physical activities that will positively affect children's health". As for the item "Messages that improve the child's physical self-care", the scenes where Billy takes a bath, brushes his teeth and puts on his clothes can be shown as examples.

Table 3. Content for Sexual Development Area of the Film

Items	f
It contains extra-marital affairs.	0
It contains elements of physical sexuality (hugging, kissing, etc.).	2
It contains images of clothing that emphasize sexuality.	0
It contains sexual models that are not suitable for the child's sexual development level.	0
Friendships between children are given with sexual connotations	0

In the Film, there are only scenes that can be an example for the item "It contains elements of physical sexuality (hugging, kissing, etc.)" among the items of content for sexual development area. The kissing scene of Blue and Daphne can be given as an example for this item.

Table 4. Content for Cognitive/Perceptual Development Area of the Film

Items	f
The events are of the kind that the child can encounter in his/her own life.	9
The characters solve their problems using supernatural powers.	0
Images have rapid transitions that make it difficult for the child to perceive.	1
There are sudden changes in sounds that make it difficult for the child to perceive.	3
The characters solve their problems using violence.	0
There are positive images that will affect the child's power of imagination.	8
The importance of physical characteristics is emphasized.	0
Being rich is emphasized to be very important and necessary.	1
It carries messages that make the child think.	2
It carries messages that direct the child to make a decision.	1
The message conveyed to the child encourages being on the side of the right.	0

When the content for cognitive/perceptual development area are examined, it is seen that the film has content for the following items: Events are of a kind that the child can encounter in his/her own life, there are positive images that will affect the child's power of imagination, there are sudden changes in the sounds that make it difficult for the child to perceive, there are messages that make the child think, there are rapid transitions in the images that make it difficult for the child to perceive, being rich is emphasized to be very important and necessary, it carries messages that direct the child to make a decision. However, there is no content related to the following items: The characters solve their problems using supernatural powers, the characters solve their problems using violence, the importance of physical characteristics is emphasized, the message conveyed to the child encourages being rightful.

For the item "The events are of the kind that the child can encounter in their own life", which has the highest frequency for the cognitive/perceptual area in the film, the scenes where Blue gives Billy a bath, Billy floats a twig in the water, they play with a wooden sword, Billy climbs a tree, Billy watches Nou and the Moon, they pray, Billy and Blue go to the zoo together can be given as examples. For the item "There are positive images that will affect the child's power of imagination", the scenes where Daphne imitates the toys and welcomes Billy, Billy and Blue play the game of "Hunters in the Snow", Billy, Blue and Ernest think of putting the door they designed for Owl's house on a tree branch by blowing balloons, Billy climbs the branch assuming that it is the owl's house and knocks on the door, and the scene with Ernest's drawings can be given as examples.

For the item "There are sudden changes in the sounds that make it difficult for the child to perceive", the scene which suddenly changes as the scene with the sound of flies turns into the scene and sounds of a ball can be given as an example. For the item "It carries messages that make the child think", the scene in which it is stated that it is a wrong behavior for Billy to follow his father to the forest alone, unaware of his family can be given as an example. For the item "There are rapid transitions in the images that make it difficult for the child to perceive", the scene that suddenly turns into war images with the throwing of a baseball can be given as an example. For the item "Being rich is emphasized to be very important and necessary", the scene where Daphne sends Blue's poem for publication and returns with the check, and the scene of Blue and Daphne's travels can be given as examples. However, the film includes a message that explains that the real wealth is the moments spent with the family as Billy rejects his father's inheritance.

Table 5. Content for Social and Emotional Development Area of the Film

Items	F
It contains messages that develop the sense of responsibility.	2
It contains messages that improve the sense of benevolence.	1
Sense of justice	0
Sense of self-confidence	2
Sense of revenge	0
Anger/Violence	10
Jealousy	2
Love	7
Betrayal	2
Disappointment	5
Despair	2
It contains threatening statements.	2
Sense of rivalry	1
It contains messages that support lying behavior.	0
Messages that encourage gossip	0
sense of arrogance	3
Leadership	0
Friendship	2
Truthfulness	0
Patience	1
Respect	2
love for animals	1
Sense of regret	1
Sense of self-control	1
Sense of self-criticism	2
Sense of empathy	3
Improving religious values	5
It carries awareness-raising messages about social rules.	1
It carries awareness-raising messages about moral rules.	0
It has a fatalistic perspective.	1
It contains superstitions.	1
It has a message that glorifies obedience.	0
Different social classes are presented separately from each other.	0
Clothing styles are designed to create stereotypes about different social classes.	0

When the frequency distribution of the items related to the social and emotional area in the film is examined, it is seen that the content that is mostly included in the film belongs to anger/violence messages, followed by the content related to love, disappointment and improving religious values. In addition, messages reflecting responsibility, benevolence, self-confidence, jealousy, betrayal, despair, threat, rivalry, arrogance, friendship, patience, love for animals, regret, self-control, self-criticism, empathy, awareness-raising messages about social rules, fatalistic perspective and superstitions are also included in the film. For the most reflected messages from the film about the social and emotional area, the scenes where Billy returns to the forest with Blue, Daphne gets angry with Nou next to Billy and they have a dialogue, Daphne and Blue have arguments, Nou's mother tells him by hitting the cutlery on the dinner table that his father fired Nou, Billy is pushed down the stairs by his friends at school and Billy is told not to boohoo when he cries can be given as examples for "violence/anger" messages. The scenes where Billy's parents send a band on his birthday, Nou says, "we don't know what will happen tomorrow, so one must do what he loves with his loved ones" and the scene in which Blue tells Billy that the days he spent with him were the best days of his life can be given as examples for "love" messages. Blue's statement "I thought when people love a book, they flatter the author. Everyone's talking about Christopher Robin", Billy's statement "Blue, are we writing a book? I

thought we were just having fun", Billy's statement "I know. But you sold them out" after Blue tells Billy that the days spent together were the best of his life can be given as examples for "disappointment". Billy's statement "Lord, grant us to eat these blessings.", Billy and Nou's prayer scene, Billy's statement while praying "God can you hear me? Why did you make the bath water so hot? I was going to be cooked alive.", Nou's statement "Thank God we woke up to another sunny day, now it's time to get up" can be given as examples for "improving religious values". Daphne's statement "You know, the one good thing about the war is there are lots of marvelous women around like you who are never going to get married because there are no men. So you can take on work like this" can be given as an example for "sense of arrogance". Ernest's statement when Blue is scared, "I'm the same when my motorbike backfires." can be given as an example for "sense of empathy".

Table 6. Other Content for Child's Development

a. Violence	F
It contains images/words that will create fear in children.	6
It contains images/words that cause anxiety in children.	0
The actions of those who use violence are given in a framework that can create a wannabe.	0
The culture of violence is assigned to a certain social class.	0
Heroes use physical violence (hitting, wounding, killing, etc.).	0
Heroes use verbal violence (yelling, insults, etc.).	5
Heroes use psychological violence (contempt, slander, exclusion, mockery, etc.).	1
Evil and unjust heroes are punished by violence.	0
Firearms are used as a means of violence.	0
b. Modeling	
Exemplary behaviors that children can model are exhibited.	1
Appropriate models are presented for the consequences of behavior.	0
Heroes exhibiting negative behavior are presented as models.	3
The characters are of one gender.	0
The characters represent a particular social class.	0
National or religious symbols are included in the clothes of the characters.	0
The racial features of the characters are emphasized in favor of a particular race.	0
There are references to stereotypes about different nationalities	2
c. Family structure	
The roles of men and women are handled separately.	0
The family structure is in the form of a family with children.	1
Late adults are not included in the family.	1
The family is also shown in settings outside the home.	1
The child works in the family.	3
Only the mother works in the family.	0
Only the father works in the family.	1
The parents work in the family.	0
A single parent (unmarried) family model is presented.	0
The elderly are presented in institutional structures (eg nursing homes) outside the family.	0
There are messages that encourage being a boy.	0
There are expressions that strengthen family ties.	0
d. Family Values	
Values that are not included in Turkish family values are handled.	1
The participation of the child in family decisions is encouraged.	1
There are messages that despise the mother/father.	3

When the violent content of the film is examined, content of verbal violence such as shouting, insult, the images/words that will create fear, and content of psychological violence such as contempt, slander, exclusion, and mocking are seen to be used. The images that come out while Blue is giving a speech on

stage, the scene in which Billy's balloon bursts late at night and Blue is afraid, the scene in which Blue re-experiences the war moments during the "Hunters in the Snow" and Billy is afraid, the scene where Nou prepares to go and Billy angrily throws the toys and says he hates them and doesn't want any of them, the scene where Blue says, " In fact, I wrote a brilliant little farce while I was at the front. I sat there with my typewriter, glass of sherry.. knocked it out while the whizz bangs popped all around us. Sometimes the gas would steam my glasses up" as to whether he'd written it while he was in the war can be given as examples for content related to violence.

Regarding the modeling, the exemplary behaviors that children can take as models, the presentation of heroes with negative behaviors as models and stereotypes about different nationalities are included in the film. In this context, among the content of the film, the scenes in which Billy says that he has a great idea about Blue's book and Blue states that he is the only person who thinks like this by expressing his thanks and showing that he values the child's opinion can be given as an example of messages for exemplary behaviors that can be taken as a model. Examples for the messages that can set a negative example for children are the scenes where Billy requests from Blue to send him to war in some way illegally even though he could not pass the health check, Daphne wants to go to a tavern in America, the journalists say that it is forbidden and that it is attractive because it is forbidden.

The family structure of the film reflects a family with children. In the film, scenes about family are also exhibited outside the home, and there are no scenes about late adults in the film. The fact that Billy is asked to give an interview after the publication of the book and to participate in the activities organized about the book, and that he has to answer the letters he receives but he is not happy about this is an indication that the child is indirectly employed in the film. In the film, the father is shown as the individual who brings income to the family.

Regarding family values, the film includes values that are not included in Turkish family values and content that encourages the participation of the child in family decisions. In addition, there are also content and messages that despise parents. The scene in which Billy addresses his parents by name can be given as an example for the content that does not reflect Turkish family values. The fact that not only the author and the illustrator's, but also Billy's opinion is taken while deciding on the characters of the book and Billy's name in the book during the writing process of the book is an indication that the child's participation is valued. However, Billy's opinion is not taken in the decisions taken within the family. Nou's statement "With all due respect, but even cows give birth" during an argument can be given as an example for messages that despise parents.

Table 7. Content for Language Development Area of the Film

Items	F
It contains complex sentence structures that the child will not understand.	1
Dialect and accent features are used in the narration.	0
Non-Turkish, made-up words/expressions are used.	1
Slang words are used.	10
Expressions that are difficult to understand are used in the narration.	1
The superiority of languages other than Turkish is emphasized.	0
The language use of the characters is given in a way that fosters social segregation.	0
The superiority of girls' macho manner of speaking of is emphasized.	0
The superiority of boys' macho manner of speaking is emphasized.	0
Language of Magic is used (mixed expressions that don't actually exist).	0
A language other than English is used.	0

When the content related to the language development area is analyzed, it is seen that the content mostly used in the film is for slang words. In addition, complex sentence structures that children cannot understand, non-Turkish made-up words and expressions that are difficult to understand are included in the film. The meaningless expression Billy's given the swan "Pooh" can be given as an example for the made-up word in the film. The words such as stupid, boohooing, damn, goofy are examples for the slang expressions used in the film, and the use of the concept of entomology, which is an expression that is difficult to understand for young children, is an example for the hard-to-understand expression.

4. Discussion

The main purpose of this study is to evaluate the impact of Goodbye Christopher Robin, a world-renowned biographical book about the birth of Winnie-the-Pooh, on the development of children. Goodbye Christopher Robin is a film released in 2017, about the biography of Alan Alexander Milne. The best-known work of Milne, who has theater plays and humorous essays, but gained his reputation as a children's book author, is the story titled "Winnie the Pooh", which he wrote for his son Christopher Robin in 1926 (Wikipedia, 2022). In this study, the content analysis of the film, which was recommended by the critics to be watched by TRT in our country, was carried out with the "Content Evaluation Form". The form developed by the T.R. Prime Ministry General Directorate of Family and Social Research (2008) within the scope of a research was decided to be used by researchers as it allows the film to be evaluated from a comprehensive perspective according to the main development areas.

In the 21st century, the development of media tools and the rapid penetration of technology into all areas of our lives have also differentiated the ways of accessing these tools. Socioeconomic differences of individuals have not been affected by this diversity in technology, and all layers of society benefit from this diversity. In particular, the increase in the use of new media shows its effect mostly on children and young people (Durmuş and Övür, 2021: 137). For this reason, the content presented in the media should be rich enough to support the development of children and young people. In the film Goodbye Christopher Robin, when inclusion of content within the scope of general development areas is analyzed, it is seen that the content of the social and emotional areas in the film were included more than the content of the physical, cognitive/perceptual and language development areas and the content related to violence, modeling, family structure and family values, which are expressed as other development areas.

Bandura, one of the social emotional development theorists, deals with the social learning theory in the widest perspective (Tatlıoğlu, 2021: 19). Based on the effect of learning in the process of human socialization, Bandura states that individuals can learn a lot of information by observing the experiences of others (Bayrakçı, 2007: 198). This statement of Bandura, based on Plato and Aristotle, points out the effect of modeling and observation on the learning of people who are in the process of interacting with individuals (Gürel, 2014: 102). Unlike classical media theorists, Bandura does not define human beings as atomic beings (Tatlıoğlu, 2021: 28). In this regard, the fact that there are more social and emotional messages in the film Goodbye Christopher Robin compared to other content will be valuable in terms of permanent learning of children.

In the content evaluation form used in the research, the content for the psychomotor and sexual development sub-areas within the scope of physical development area were analyzed separately. The most frequently used content for psychomotor development area in the film is "physical activities that will positively affect children's health". The demonstration of Billy's activities such as playing baseball and shooting arrows in various scenes is remarkable in terms of being a model for children. The mental, cognitive and emotional effects of physical activities make significant contributions to child development. Physical activities are activities carried out during the day using head, body, arms and legs and include activities such as walking, running, jumping, swimming, cycling, which are defined as basic bodily movements, the activities such as games and dance, exercises for different types of sports. (Orhan, 2019: 159). According to Gohla (2010); from an early age, children can perceive themselves and their environment through movement, realize their strengths, and learn how to establish mental and physical connections in this way. Therefore, movement and sports activities are important in development processes (Orhan, 2019: 160). Physical

activities performed by the child character in the film will also be motivating for the children watching the film. In the sexual development area, which is considered as the sub-dimension of the physical development area, only the content for “It contains elements of physical sexuality (hugging, kissing, etc.)” is somewhat included. Child rearing styles of parents, who are among the environmental factors that are effective in the sexual development of the child and conveying their own gender to their children in a healthy way are crucial. In school-age children, the sense of pleasure emerges by turning to activities such as taking part in social environments and making friends (Artan, 2001: 52). Attraction to the opposite sex begins in adolescence. At this point, in addition to biological and familial effects, media and friendship ties are also effective in the sexual development of the child (Henry, 1997: 25). Despite little, sexual content in the film has negative effects on young children in early childhood.

The content for the cognitive/perceptual development area of the film is derived from the item “The events are of the kind that the child can come across in his/her own life.” Some examples for this content are the scenes in which Billy floats a twig in water, climbs a tree, prays, goes to the zoo. Vygotsky (2004: 10) states that while children transfer their real-life experiences to their games, they enrich their games with their creativity. Similarly, field trips in the preschool period provide opportunities for children to gain real-life experiences by interacting with their immediate environment. As a matter of fact, out-of-class practice is a teaching method in which children gain the ability to transfer what they have learned to real life and use it in their daily lives (Karaca et al., 2018: 14). In the educational process, the stimuli and experiences offered to children by their immediate environment are very important in terms of supporting their development. The presence of encouraging messages in the film that will positively affect the development of the child makes the film an effective stimulus for children. Another content that is most emphasized in the cognitive/perceptual development area belongs to the item “There are positive images that will affect the child’s power of imagination.” Since the regions that perform functions such as physical coordination, attention, logical thinking and imagination are constantly renewing themselves in the process of brain development in children, activities to develop these functions of the brain are important, especially in the early period (Turhan and Özbay, 2019: 60). Studies suggest that open-ended questions support creativity, and environments designed to support creativity develop imagination, curiosity and creative abilities in children. They also focus on four factors that enable the development of imagination (Atchley et al., 2012: 1; Engelen et al., 2018: 87; Ernst, 2008: 9; Ernst and Burçak, 2019: 2; Perry, 2001: 2). These are predictable areas, sufficient and consistent time, open-ended materials, creative play and adult guidance that supports learning (Kiewra and Veselack, 2016: 71). Therefore, the inclusion of elements that develop the child’s imagination in the film will encourage the parents watching the film to do activities that support cognitive development with their children, as well as make the children willing to perform these activities.

The content for the social and emotional development area mostly included in the film is anger/violence. Bandura criticizes the stimulus-response model on which the influence of the media is based. He has also structured the theoretical infrastructure of his research, which deals with the elements of violence in media such as television and the violence tendencies of children, within this framework. According to Bandura’s research on violent elements in media and violent behaviors exhibited by individuals, it is possible to learn messages of violence not only from real life, but also by imitating the character watched in media tools such as television. (Yılmaz, 2014: 39). For this reason, the elements of violence in Goodbye Christopher Robin negatively affect children and offer them a permanent learning environment in a negative way.

When the content of the language development area is examined, slang expressions such as stupid, damn, goofy, boohooing are seen to be often used in the film. With its most common function, language is one of the most basic communication tools in sharing knowledge (Sagala et al., 2018: 204). Language acquisition is a very complex process. Because while children gain some of their expressions from the environment in the language acquisition process, the mass media also plays an important role in the acquisition of the language. Children at the age of five use the skills of seeing, hearing and interpreting symbols in the acquisition of language. For this reason, media products such as films and animations are very effective in this critical period for children (Chaer, 2003: 163). There are studies on the reflection of the time children spend in front of the screen on the language development process (Wartella et al., 2003: 13).

However, studies comparing media content and watching time show that the content of media tools is a more important factor in child development (Rezeki, 2021: 123). As a result, the inclusion of slang expressions in Goodbye Christopher Robin can negatively affect children's language acquisition and limit the richness of expression they gain.

5. Conclusion

In this study, a multidimensional evaluation of the Film "Goodbye Christopher Robin" was made in terms of child development by content analysis method. The analysis of the film was discussed within the framework of development areas of physical (psychomotor, sexual), cognitive/perceptual, social-emotional, language and other content (violence, modeling, family structure and family values). As a result of the analyzes, it was concluded that the content mostly included was related to the social emotional development area, while the content least included was related to the sexual development area. The film is qualified in that it has content close to children's own lives, encourages children to dream, contains messages about skills such as thinking and decision-making, and contains positive content such as benevolence, responsibility, love, self-confidence, friendship, respect, patience, empathy, rivalry. In addition, the film includes slang expressions and elements of fear and violence that can negatively affect children. It is thought that sexually explicit elements, which are included in the film, may have a negative effect on the development of young children in different age groups. Although it contains negative elements or messages, Goodbye Christopher Robin is a film that can have a positive impact on children from an intellectual point of view if watched in a controlled and purposeful way.

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7. Declaration of Conflicting Interests

All authors certify that they have no affiliations with or involvement in any organization or entity with any financial interest or non-financial interest in the subject matter or materials discussed in this manuscript.

8. Ethical Approval of the Research

Ethical approval of this research was obtained with the decision of KTO Karatay University Non-Pharmaceutical and Medical Device Research Ethics Committee, dated 29.03.2022 and numbered 30552.

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