

4th Grade Social Studies Textbooks, Games, and Sports Activities

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To Cite This Chapter

Akcan, C., & Alincak, F. (2024). 4th grade social studies textbooks, games, and sports activities. In F. Alincak & M. Özdal (Eds.), *Current Studies in Physical Education and Sports 2024* (pp. 1-18). ISRES Publishing.

Introduction

Human beings try to understand and perceive their environment from the moment they open their eyes to life until the last moment. From infant to older, learning continues throughout life. Children, who are one of the building blocks of society, often benefit from games while making sense of and learning what is happening around them due to their nature. Because games offer children the opportunity to experience life by having fun on the one hand and by doing and living on the other. The word game is defined in Turkish as “children’s game; dance, cards, dice and games of chance; sports activities, theater text or show; aşık game” (Akbaş & Özusu-Ünal, 2016). Çoban (2006:7) defines games as entertaining activities that have a specific purpose, are played within physical and bodily needs, within appropriate time and space, have their own rules, and develop both intelligence and skills.

Children often make use of auxiliary materials when they play. Toys are the most important play tools. While play is the most important endeavor for children, toys are the most important tool (Bekmezci & Özkan, 2015: 81). The history of games and toys dates back to ancient times. When we look at the historical process, children have played by making their own toys or by changing the games they learned from their ancestors. Many games and game tools known today date back to ancient times. One of the oldest known games is the jack game.

This game was carried from culture to culture and played with materials such as aşık instead of stones (Akbaş & Özusu-Ünal, 2016: 25). It has been stated that traditional games offer opportunities to transfer culture and increase cultural richness (Küçükbiş et al.: 1423). Akay (2017) stated that children can gain skills such as “leadership, strategy development, finding solutions, expressing emotions, gaining self-confidence, anger control, role-playing and emotion management” through traditional games. The Ministry of National Education [MoNE] (2023) provided both teachers and students with the opportunity to recognize and learn about traditional games by providing detailed content about traditional games in its “100 Children’s Games.” It can be said that traditional games, which are inherited from our ancestors and provide us with numerous benefits, serve as a bridge between generations in the transfer of culture.

Games help children strengthen their problem-solving skills, develop their creativity and contribute to their physical, language and psycho-social development. It also helps

children develop their social skills by supporting them to interact with their friends (Pesen-Duman & Cumart, 2024: 788). Games serve as a stimulus that improves children's ability to both move and express themselves (Boz, 2018: 30). Children develop motor skills through movements such as jumping, running and walking while playing. These continuous movements help them gain balance control and flexibility. In addition, children who spend energy by playing games sleep more regularly and have a better appetite.

Especially children who play outdoors accelerate their physical development as they benefit from the sun and fresh air (Burgaz-Uskan, 2019: 126). In today's conditions, the benefits of play, sports and exercise, in short, an active lifestyle, are well known. It is seen that the problems of our age such as technology addiction, obesity and posture disorders are reduced in children who regularly play games and engage in sports activities (Akbal et al., 2024; Hekim, 2016). In this context, it is thought that games and an active life have numerous positive effects on children, so it is necessary to create areas where they can play plenty of games and do sportive activities.

Games now appear in every aspect of life. With the development of technology, especially digital games have become widespread today. With the widespread use of digital games, the use of these games for educational purposes has increased over time. Digital educational games are defined as games that include cognitive, behavioral, social and emotional dimensions and aim to learn for a specific goal (Çetin, 2013).

The development of gaming platforms in the digital world has led to an increase in children's interest in technological games. Digital games, which have become a part of education, allow students to have fun and learn at the same time, increase participation in the lessons and help develop their interest and curiosity (İşçi & Yeşiltaş, 2020; Kukul, 2013). Games that place children at the center are thought to improve and stimulate learning. Children who play games can learn many things directly or indirectly. With these aspects, it has been stated that games are used in an educational sense by including them in learning and teaching processes in various branch courses (Çavuş & Balçın, 2017: 324).

In the literature, the game-based teaching model has been addressed in studies conducted on individuals at different age levels, starting from preschool students to graduate students. Teaching with games has been the subject of various studies in areas such as preschool, life science, science, Turkish, mathematics, social studies, religious culture and ethics, foreign language education and physical education (Aydın, 2014; Bakar, Tüzün & Çağıltay, 2008; Çalışkan & Biter, 2019; Dalaman, 2015; Dolunay & Karamustafaoğlu, 2021; Güven, 2017; Hekim, 2016; Kahyaoğlu & Elçiçek, 2016; Öztop, 2022; Şentürk, 2020; Uğurel & Moralı, 2008; Yıldırım & Can, 2017; Yorulmaz & Göv, 2019).

Teaching with games has found a place in education programs in the form of achievements in these areas. In the 2018 MoNE 4th grade social studies curriculum, in the learning area of 'Individual and Society' in relation to games and physical and educational activities, "Participation in educational and social activities at school or in their immediate surroundings is encouraged in line with their interests and wishes."; in the learning area of 'Culture and Heritage', "Compares traditional children's games with today's games in terms of change and continuity. "; in the learning area of 'Active Citizenship', "Suggests educational and social activities deemed necessary in school life."; and in the learning area of 'Global Connections', "Visual and written communication tools and cultural elements; issues such as clothing, food, games, family relations are emphasized." These learning outcomes in the curricula are presented to students through textbooks. Textbooks are important sources of information used by both teachers and students and contribute to students' individual learning (Ceyhan & Yiğit, 2005). Since games and sports are considered to play an important role in children's lives, it was deemed appropriate to conduct this study to understand how and with what content games and sports activities

are included in 4th grade social studies textbooks.

Aim of the Study

In this study, it is aimed to reveal to what extent games and sportive activities are included in the texts, evaluation questions and visuals in the 4th grade social studies textbooks. In line with this purpose, answers to the following research questions were sought:

- How are games and sports activities included in Social Studies textbooks?
- Which games and sports activities are emphasized in Social Studies textbooks?

Method

Design of the Study

The research was conducted with document analysis, one of the qualitative research methods. Document analysis involves the analysis of written sources related to the phenomena and events to be investigated. Written sources that constitute the data set in qualitative research can be excerpts from program records, reports, official correspondence, textbooks, personal diaries and open-ended written responses used in research. Document analysis can be used as a research method alone or in combination with other research methods (Patton, 2002; 4-5; Yıldırım & Şimşek, 2018: 189). In this direction, since it was aimed to examine traditional games and sportive activities in social studies textbooks, the research was conducted with a document analysis design.

Data Analysis

The data obtained in the study were analyzed by content analysis. The aim of content analysis is to reach a general picture through the codes obtained from the existing data (Creswell, 227: 236). In this type of analysis, meaning units are initially reached and then the codes obtained from these units are grouped under certain themes. After the relationships between the themes are identified, the main themes are created (Yıldırım & Şimşek, 2018: 253). In this line, the data obtained for the purpose of the study were analyzed by content analysis. The texts, assessment questions, activities and visuals in the textbooks constituting the data set of the study were analyzed and codes were determined and these codes were grouped under appropriate categories. The data obtained were supported by direct quotations and presented as findings.

Material

In the study, 4th grade social studies textbooks were used as the data set. These textbooks were accepted as textbooks by the Ministry of National Education (MEB) Board of Education and Discipline for a period of 5 years starting from the 2023-2024 academic year. Three books were determined as textbooks for the 2023-2024 school year, and two of these books were randomly selected and used in the study. Information about the books is given in Table 1.

Table 1
4th Grade Social Studies Textbooks

Name of Book	Publishing	Authors
4 th Grade	Ferman Publishing	Tolgahan Ayantaş
4 th Grade	Ministry of National Education Publishing	Elif Ebru Doğangüzel, Hüseyin Güleç, Dr. Nagihan Şahin ve Dr. İbrahim Yavuz

Validity and Reliability

It is recommended to act in accordance with validity and reliability criteria in qualitative research. For validity, the concepts of credibility and transferability are taken into account, and for reliability, the consistency of the research is taken into account. In order to increase the credibility of the research, factors such as long-term participation, data diversity, expert opinion and reference adequacy can be taken into consideration (Lincoln & Guba, 1981). Based on this approach, the study was conducted by adopting expert opinion to ensure the credibility of the research.

Two social studies field experts were consulted from the beginning to the end of the study. Adjustments were made in the study in line with the opinions and suggestions of the experts. In order to ensure the transferability criteria of the research, the data sources used in the research, the study plan and the findings obtained were reported in detail, supported by verbatim quotations. To ensure the consistency of the research, the researchers collected and analyzed the data at different times and places. They evaluated each element obtained from the analyzed textbooks in line with the research purpose as codes and placed them in the determined themes. The researchers evaluated the units of analysis they obtained and made comparisons to determine whether the data showed consistency. As a result of these comparisons, the units of analysis were re-evaluated and consistency was tried to be ensured.

In addition, the reliability of the research was tested with the formula “Number of agreement / total number of agreement + number of disagreement” determined by Miles and Huberman (1994: 64). According to Miles and Huberman (1994), a reliability coefficient above 70% indicates that the research is reliable. Based on this view, the reliability coefficient was calculated the reliability rate was found to be 92%.

Findings

In this section, 4th-grade social studies textbooks were analyzed in the context of games and sportive activities and the findings were presented. In addition, the findings were supported by using direct text and visual quotations about the games and sportive activities in the textbooks. The findings on games and sportive activities in the 4th-grade social studies textbooks of Ferman and Ministry of National Education Publishing are presented under two headings.

Findings on Games and Sportive Activities in the 4th Grade Social Studies Textbook of Ferman Publishing

The games and sportive activities in the 4th grade Social Studies Textbook (4th grade SBDK) of Ferman Publishing were categorized and the findings of these categories are presented in Table 2.

Table 2

Findings on Games and Sports Activities in the 4th Grade Social Studies Textbook of Ferman Publishing

Main Categories	Sub Categories	1.Sub Category	Text, questions and activities (f)	Image (f)	Total (f)
Games	Traditional Games	Folk dance	5	2	7
		Handkerchief Grab	5	-	5
		Sack Race	4	1	5
		Hopscotch	4	-	4
		Dodgeball	3	1	4
		Rope pulling	2	2	4
		Hide and Seek	2	2	4
		Chinchin	2	1	3
		Carousel ride	1	1	2
		Kite flying	-	2	2
		Tombik	2	-	2
		The chase	1	-	1
		Shadow games	1	-	1
		Turning the wire wheel	1	-	1
		Cycling	1	-	1
		Slipping on snow	-	1	1
		Jump rope	1	-	1
		Ebelemece	1	-	1
		Silent cinema	1	-	1
		Marble game	1	-	1
		Pulley	1	-	1
		Capturing the flag	1	-	1
		Kagome-kagome	1	-	1
		You have my hand	1	-	1
		Evening midwife	1	-	1
		Lover	1	-	1
		Istop	1	-	1
		Medicine	1	-	1
		Word of mouth	1	-	1
		Riding on suspended swings	1	-	1
	Educational Games	Chess	4	2	6
		Robotic puzzle	1	-	1
		Mind Games	1	-	1
	Technological games	Online Games	6	5	11

Sport ctivities	Traditional Sports	Javelin	1	-	1
		Wrestling	1	-	1
	Team Sports	Football	2	1	3
		Basketball	1	1	2
		Swimming	2	-	2
		Volleyball	2	-	2
	Field Sports	Orienteering	3	1	4
		Hiking	2	-	2
		Scouting	1	-	1
Total			75	23	98

The games and sportive activities in the 4th grade Social Studies Textbooks (SBDK) were tabulated as main categories, subcategories and types. According to Table 1, firstly, there are three subcategories in the main category of ‘games’: ‘traditional, educational and technological games’. Among the traditional games analyzed in the textbooks, 30 different games were identified.

According to their frequency, these games include folk games, handkerchief snatching, sack races, hopscotch, dodgeball, tug of war, hide and seek, chinchin, merry-go-round, kite flying, tombik, chasing, shadow games and spinning the wheel, cycling, snow sliding, jumping rope, tag, charades, ball games, hoop, capture the flag, kagome hand in hand, evening midwife, lover, stop, stop, medicine, ear to ear and riding on suspended swings. Another sub-category within the games category is ‘educational games’. This category includes chess, robotic puzzles and mind games. One of the main categories, ‘sporting activities’, is divided into three subcategories: traditional sports, team sports and nature sports.

‘Traditional sports’ are grouped as javelin and wrestling, ‘team sports’ as volleyball, basketball, swimming and soccer, and ‘nature sports’ as orienteering and hiking. The findings related to the games and sportive activities in Table 1 are presented as with verbatim quotations:

Findings on Traditional and Educational Games in the Games Category

In the 4th grade social studies textbook, “Folk dances” is discussed on page 162 with the statement “Carrying out book collection campaigns to enrich school libraries, planting saplings in cooperation with TEMA, and organizing folk dance performances help us develop educationally and socially.” In this sentence, it is emphasized that folk dances and similar activities contribute positively to both the educational and social development of students. In addition, in the “Let’s Say” section on page 48 of the textbook, visuals and expressions about traditional dances are included as follows:

Figure 1

Images of Traditional Games [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 48]



According to Figure 1, in the “Let’s Tell” section of the 4th grade social studies textbook, examples of traditional games were given and students were asked whether they had prior knowledge about these games. In this section, visuals of children playing traditional games such as sack race, tug of war and hide and seek were included. Examples of other traditional games are presented in Figure 2.

Figure 2

Images of traditional games [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 50]



Visuals of traditional games such as sliding on snow, flying kites, playing chase, playing hopscotch, riding on a carousel, pulling a rope, playing hide and seek and riding a bicycle are shown in Visual 2. Page 193 contains the following statements about traditional games: “Traditional games played by children vary from culture to culture. However, even though they have different names, many games are similar to each other. For example, hide and seek, hopscotch, skipping rope, tag, charades and marble games are known and played by children in different cultures.” In this statement, it is emphasized that traditional games are known and played by children in different cultures. In addition, examples of traditional games played in other countries are given as follows:

“One of the traditional games played by children in Europe is the “Pulley” game” (p.193).

“Capture the Flag” is another traditional game, especially in Europe and America, and is a lot of fun” (p.193)”.

“Traditional games played by children in the Far East, especially in Japan, are also very interesting. One of them is the “kagome kagome” game” (p.193).

Figure 3

Example of Çinçan Game from traditional games [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 51]



In Figure 3, there is a visual of the “Çinçan Game”, which is among the traditional games. Detailed explanations of the game were given with a QR code, enabling students to learn more about the game. In addition, a visual of “Hacivat and Karagöz Game”, one of the shadow plays, was included in the 4th grade social studies textbook as follows:

Figure 4

Example Images of Hacivat Karagöz Game from Shadow Plays [Ayantaş, 2023, p.49]



The textbook includes the following about chess game and robotic coding among educational games:

“Going to a chess course, learning to swim, painting wood or photography are also hobbies that we can enjoy.” (p.21)

“I like doing robotic puzzles.” (p.23)

“Satranç oynamayı seviyorum.” (s.23)

“I like playing chess.” (p.23)

Figure 5

Images of Children Playing Chess [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 21 and p.23]



In the 4th grade social sciences textbook, the following statement is given on page 23 regarding online games in the “Technological Games” category: “I play computer games.” On page 60, an evaluation question was asked as “Which of the following cannot be shown among traditional children’s games?” and the correct answer was “tablet game”. Another evaluation question on page 61 is as follows: “Which of the following games is not among the games that children learn from the elders of the neighborhood?” The correct answer is ‘public network game’. The images related to online games in the textbook are as follows:

Figure 6

Images of Children Playing Online Games [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 40, p.48, p.100, p.102 and p.107]



Findings on Traditional, Team and Outdoor Sports in the Sports Activities Category

In the 4th grade social sciences textbook examined, traditional sports in the category of “Sports activities” are given the following statements on page 49: *“There are games and activities such as eating “Ottoman paste and apple candy, golden cradle game” and javelin throwing. Games and activities such as watching Karagöz-Hacivat, wrestling, riding on suspended swings and riding on the carousel were usually performed on important days.”* Team sports from the category of sportive activities are listed as follows:

“I know how to play soccer.” (p.23)

“I like playing volleyball.” (p.23)

“Activities are organized in almost every branch of sports, especially swimming, soccer, basketball and volleyball.” (p.163)

The iamges of team sports in the textbook are as follows:

Figure 7

Images of Football and Basketball from Team Sports [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p.23 and p.163]



In the 4th grade social studies textbook, the following statements are given on page 162: *“Our friends who study in courses such as scouting, foreign language, drama, theater and folk dances, photography and mind games participate in activities where they can exhibit their talents periodically.”* On page 70, the following statement is made about orienteering:

Outdoor sports on page 70: *“Wayfinding is very important, especially in hiking. You may have read many news about people who go hiking and get lost.”* The following statement was encountered. On the same page, nature walks are included in the activity as follows:

Findings Related to Games and Sportive Activities in the 4th Grade Social Studies Textbook of MEB Publishing

Categorizations were made regarding the games and sportive activities in the 4th grade social studies textbook (4th grade SBDK) of the MEB publishing house and the findings of these categories are presented in Table 3.

Table 3

Findings Related to Games and Sports Activities in the 4th Grade Social Studies Textbook of MEB Publishing

Main Categories	Sub Categories	1.Sub Categori	Text, questions and activities (f)	Image (f)	Total (f)
Games	Traditional Games	Beziranbasi	5	-	5
		Hide and Seek	4	-	4
		Steel pins	3	-	3
		Dodgeball	3	-	3
		Bestas	3	-	3
		Blindfold	3	-	3
		Istop	2	-	2
		Leapfrog	2	-	2
		Circle spinning	1	-	1
		Hopscotch	1	-	1
		Shadow games	1	-	1
		I sell oil	1	-	1
		Lantern Game	1	-	1
		Jump Free	1	-	1
		Riding on suspended swings	1	-	1
	Educational Games	Mangala	2	-	2
		Chess	1	-	1
	Technological games	Online Games	2	-	2
Sport Activities	Traditional Sports	Javelin	1	-	1
		Wrestling	1	-	1
	Team Sports	Basketball	2	1	3
		Track	2	-	2
		Volleyball	1	1	2
	Field Sports	Scouting	1	-	1
Total					47

According to Table 3, games and sportive activities in the 4th grade social studies textbook are tabulated as main categories, subcategories and types. Firstly, it is seen that there are three subcategories under the main category of “games” as “traditional, educational and technological games”. A total of 15 games were identified among the traditional games analyzed in the textbook. These games are as follows: beziranbaşı, spin the hoop, steel pom-pom, hopscotch, dodgeball, hide and seek, shadow games, five stones, istop, körebe, leapfrog, sell oil, lantern game, free jumping and riding on hanging swings. It was observed that the most common traditional game in the textbook was beziranbaşı. The educational games category includes mangala and chess. The technological games category consists of online games. In the sports activities category, there are subcategories of traditional sports, team sports and nature sports. Traditional sports include javelin and wrestling, team sports include basketball, track and volleyball, and scouting is included under the category of field sports.

Findings on Traditional and Educational Games in the Games Category

In the 4th grade social studies textbook, the following findings were encountered regarding traditional games:

“My children, when we were children, we used to play games such as beş taş, yakan top bezirgânbaşı, and we used to spin in a circle. We also loved to play çelik çomak .” (p.35)

“When I was a child, we mostly played on the street, in the garden or in the fields. There were so many things... Saklambaç, beştaş, yakan top, çelik çomak, seksek, körebe, bezirgânbaşı... We laughed, we ran, we sweated, we were neither hungry nor thirsty while playing.” (p.36)

“I will take you to the place where we used to play these games in my childhood. We are going to the garden of Kozahan to play bezirgânbaşı.” (p.36)

In the 4th grade social studies textbook, activities related to traditional games are included on page 33 as follows:

The activities in the textbook support students’ participation in the lesson and facilitate their learning by offering them a fun lesson environment. In the 4th grade social studies textbook, the visual related to the game of salıncağa binme, one of the traditional games, is given as follows:

Figure 8

Image of a Child Salıncağa binme [Source: Social Studies 4, (Ministry of National Education Publications) Doğangüzel, Güleç, Şahin & Yavuz, 2023, p.124]



In the 4th grade social studies textbook, on page 156 of the traditional games, the game “Free to Jump” is played with three or four people. Each child is divided into groups and has a number. The number one player of each group comes to the starting line. He tries to jump the farthest with his feet together. Then the number two players try to jump to the farthest point by stepping on the footprint of the number one players. In the game played this way in England, whichever player from the groups jumps the farthest wins the game. With this text, it is seen that the 4th grade social studies textbook includes traditional games of other countries in addition to the traditional games of our own country. The fener game, one of the traditional games of a different country, is included as follows:

“The fener game is a very popular children’s game in Japan. In this game, children sit on the floor in a circle. The game starts with one player saying “büyük fener”. The player next to him opens his hands and says “küçük fener”. The game continues in this way. It is a very fun game when played fast. The player who opens his hands incorrectly is out of the game.” (p.156).

On page 19 of the educational games, under the title “My Interests, Needs and Abilities”, content related to playing chess was identified as *“liking to play chess”*.

Findings on Traditional, Team and Field Sports in the Sports Activities Category

In the 4th grade social studies textbook on page 19 under the title “My Interests, Needs and Abilities”, the expression *“playing in a basketball team”* was encountered. Other statements about sportive activities in the textbook are as follows:

“I eat healthy foods and do lots of sports. I like playing basketball the most.” (p. 23)

“Doing sports is very important for me. I play volleyball very well.” (p.135)

“I want to be a good athlete in the future. I am already working very hard for this.” (p.125)

Figure 9

Images Related to Sportive Activities [Source: Social Studies 4, (Ministry of National Education Publications) Doğangüzel, Güleç, Şahin & Yavuz, 2023, p.23 and p. 135)]



On page 72 about scouting, *“The sisters had wanted to go camping ever since they learned that their father used to be a scout. Two more friends joined them with their parents’ permission. Now they were a little scout troop. With their camping equipment, they set off to their camping place laughing and laughing.”*

Discussion and Conclusion

The benefits of games and sports are known to have many positive effects on individuals of all age groups, both physically and psychologically. Children begin to learn many things about life, first in the family and then at school age. One of the supportive and helpful elements of learning is games. Children gain a lot of knowledge and skills by sharing the same social environment with their peers through games and sports branches they are interested in. From this point of view, this study aims to determine how and to what extent games and sports activities, which are considered important for children, are included in 4th grade social studies textbooks.

In the 4th grade social studies textbook of Ferman Publishing, a total of 98 items were encountered in terms of games and sportive activities. It was determined that the games category was divided into subcategories as traditional games, educational games and technological games. As a result of the analysis, 30 traditional games were identified. It is seen that folk dances (f: 7) are mostly included in the textbook. When analyzed on the basis of educational games, chess (f: 6) were included the most. The other sub-category in the games category is technological games; it was observed that online games (f: 11) were also included in this category. The sports activities category includes traditional sports, team sports and field sports. Among traditional sports, javelin (f: 1) and wrestling (f: 1) were included at the same rate. It was found that football (f: 3) was the most common team sport.

In the 4th grade social studies textbook of MEB Publishing, there are 47 items in total related to games and sports activities. There are 15 traditional games under the games category. It is seen that bezirganbaşı (f: 5) is the most common traditional game. While mangala (f: 2) and chess (f: 1) games were included under the educational games category, online games (f: 2) were encountered under technological games. When evaluated in terms of sportive activities; traditional sports, team sports and field sports categories were formed. Among traditional sports, javelin (f: 1) and wrestling (f: 1) games were included with the same frequency. Among team sports, basketball (f: 3) was the most frequently practiced, while only scouting was practiced among field sports.

Two 4th grade social studies textbooks taught in schools in the 2023-2024 academic year Two 4th grade social studies textbooks taught in schools in the 2023-2024 academic year were evaluated in terms of texts, evaluation questions, activities and visuals. It is seen that both textbooks directly include the learning outcomes in the Ministry of National Education (MoNE, 2018) social studies curriculum. However, it was found that the visuals and activities in the analyzed textbooks were insufficient in terms of games, social and physical activities. Ministry of National Education

Two 4th grade social studies textbooks taught in schools in the 2023-2024 academic year Two 4th grade social studies textbooks taught in schools in the 2023-2024 academic year were evaluated in terms of texts, evaluation questions, activities and images. It is seen that both textbooks directly include the learning outcomes in the Ministry of National Education (MEB, 2018) social studies curriculum. However, it was found that the images and activities in the examined textbooks were insufficient in terms of games, social and physical activities. When both textbooks were compared in terms of games and sportive activities, it was found that Ferman Publishing had the most elements. Especially in the 4th grade social studies textbook of MEB Publishing, very few visual elements were encountered. Since it is thought that primary school children may focus more on images and these images may attract their attention more in lessons, this situation shows that the content of the textbook is incomplete.

Since traditional games are seen as a part of cultural heritage, they are considered to have an important place in cultural transmission. Yıldırım (2022) expressed similar views with this research in his study titled “Traditional children’s games in Turkish books in the context of transfer of culture through texts”. According to Yıldırım (2022), traditional games are excluded by the modern understanding of life and the view that these games are mostly played in rural areas is dominant.

At the same time, he came across the result that traditional games are rarely included in the Turkish textbooks he examined within the scope of the research. In this respect, he argued that traditional games, which have an important place in cultural transmission, should be included in Turkish teaching programs and textbooks, and that school gardens and parks should be planned in a way that children can play games. Ünal (2013), who reached similar results with the research, conducted examinations in 4th, 5th, 6th and 7th grade textbooks in his study titled “Evaluation of folk culture elements in elementary

social studies textbooks” and found the most content related to folk games, children’s games, shadow games, wrestling and javelin games among folk culture elements.

In the research, children’s games such as birdirbir, saklambaç, çelik çomak and bezirganbaşı were encountered only in the 4th grade social studies textbook, while in the category of folk dances, sufficient data was found only in the 5th grade social studies textbook. At the same time, the content related to wrestling and javelin, which are included in the traditional sports category, was found only in the 4th grade social studies textbook. Demircioğlu and Gürsoy (2022) examined 6th and 7th grade Turkish and social studies textbooks in terms of folkloric elements. While they found a limited number of traditional games in 6th and 7th grade social studies textbooks, they found that traditional sports were included in only a few 6th grade social studies textbooks.

Uygun et al., (2018), in their study titled “The effect of educational games on social studies teaching: activity example”, concluded that with the help of educational games, students’ interest in the social studies course increased, their sense of responsibility improved, they had positive reflections on their communication skills, and they had a collaborative and interaction-oriented process with their friends. Dağdelen and Kösterelioğlu (2015), in their study titled “Evaluation of games and physical activities course in primary schools according to teachers’ opinions”, stated that according to teachers’ opinions, games and physical activities have positive effects on children, increase students’ course success, affect their motivation and support their social development. In the same study, it was suggested that a game culture could be formed in children by organizing game festivals in primary schools with the participation of other classes. As it is understood from these studies, it can be said that lessons carried out with games and sports activities contribute to the development of both social skills and physical health of children. Based on the results of the research, the following suggestions were made in the study:

- This study is limited to 4th grade social studies textbooks. In other studies, social studies textbooks at other grade levels can be analyzed and compared in terms of games and sports activities.
- In the research, it was determined that there was not enough visuals in terms of games and sportive activities. Textbooks can be enriched especially in terms of visual elements.
- Differences in terms of content were found between the textbooks taught in schools in the same academic year. In order not to have too many differences between the books, it can be suggested that the contents of the textbooks should be arranged in a balanced distribution in terms of subjects, activities and visuals.

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