

Values Education with Educational Games

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Abstract

This study aims to reveal the effectiveness of educational games in raising awareness about the values of responsibility, patience and honesty in the programme within the scope of the Physical Education and Games course for 3rd-grade primary school students. In this study, technical/scientific/collaborative action research, one of the types of action research, which is a qualitative research design, was used. The study group of this research consisted of 23 primary school 3rd-grade students studying in a public school in Istanbul, Türkiye. While determining the study group, easily accessible case sampling method was used. Student interviews, researcher observations, and audio and video recordings were used to evaluate the implementation process. The qualitative data were analysed with the descriptive analysis technique. At the end of this study, it was determined that the education carried out with educational games in physical education and game lessons raised awareness about the values of responsibility, patience and honesty in students. It was also observed that students had positive thoughts about the process and enjoyed the activities. Based on the results of this research, it is recommended that in further studies, the duration of the action should be longer, the number of games whose effects are examined should be increased, and the issue of values education with educational games should be investigated in all classes and courses.

Keywords: Values Education, Educational Games Action Research, Elementary Schools.

About the Article

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Introduction

The concept of play can be defined as a way for children to recognise the universe they are in at the beginning of their lives, express themselves, understand their environment, communicate and express their positive and negative emotions. Games have started to be used in the education process to eliminate the boredom of traditional education, make education more enjoyable and benefit from the positive effect of games on learning (Yıldırım, 2012, p. 24; Yorulmaz, 2014, p. 21).

It is not correct to see games as a leisure time occupation. Play is one of the most effective educational tools for children not only to have fun and have a good time but also to experience life and learn new things because it is a prototype of real life. In educational research, the concept of educational play is used more often than play. Educational play is defined as activities that arouse a sense of happiness in children, give them good behaviour and habits, and contribute positively to cognitive, behavioural and emotional development (Varışoğlu et al., 2013, pp. 1060-1061).

As soon as human beings are born, they find themselves in society, which is a social area. To survive in this social environment, it is not enough to meet physiological needs alone. At the same time, it is also crucial for individuals to be happy, be part of society, and meet their social needs, such as communication and love. It is possible for students to gain values, which are among social skills, through educational games (Gündüz et al., 2017, pp. 64-68)

Values are expressed as the elements that enable society to live in peace and be happy (Ogur & Altunay Çam, 2021, p. 673). Demir (2018) defines values as systems that make people's lives meaningful and guide their attitudes and behaviours. Values are primarily acquired in the family and shaped by the environment. Thus, educational institutions have considerable duties in addition to the family for individuals to receive a correct values education. In educational institutions, all students are trained to acquire common values despite coming from different environments (Demir, 2018, pp. 1-2)

In today's society, communication and bonds between individuals are decreasing daily. When the unconscious use of technology is added to this situation, people's intolerance towards each other and their distancing from human values, such as love, respect and cooperation, continue to increase in society. This increase also damages the peaceful environment in society. To prevent all negativity, human values should be instilled in children at a very young age to ensure that values are adopted permanently (Senek, 2018, pp. 2-3). Values have many effects on society, such as raising people with good morals and character, transferring elements of culture to the next generation, ensuring peace in society, and shaping individual behaviour. Over time, forgetting the vital values that make a society a society and decreasing the sensitivity of people to these issues may cause social collapse. Thus, it has gained vital importance to educate society about values to prevent social collapse and the loss of culture (Biter & Çalışkan, 2019, p. 4). For this reason, it is vital for the continuation of the existence of society to give more

importance to values education in schools that are responsible for raising the new generation and carrying out this training effectively (Ogur & Altunay Çam, 2021, p. 674).

When giving value education to children, it is necessary to create a suitable environment where they can learn by doing and experiencing, and give them the opportunity to play games instead of giving speeches to give information about values. Games have a great effect on the growth of children as spiritually healthy individuals (Erdal, 2019, pp. 53-59). Educational games are seen as important activities for children to acquire values. Because it is a necessity to acquire values at an early age. Thus, using educational games in the process of acquiring values can be an opportunity for effective values education (Gündüz et al., 2017, pp. 64-69). Children acquire many human values, such as respect, honesty, helpfulness, happiness and tolerance while playing games. Children who play games at home and school will have fun while playing and learn while having fun. Hence, more effective, easy and permanent values education can be provided through games (Erdal, 2019, p. 59). Games played during childhood are effective in the acquisition of values. It is also thought that abstract values, such as responsibility, and respect, which are difficult to teach students, can be gained through games (İlgar & Tutumlu, 2021, p. 86).

In the studies on values education in the national literature, data were generally collected through document analysis. To give examples of these studies, Ogur and Altunay Çam (2021) mentioned the importance of values in children's stories. Senek (2018) Aytül Akal fairy tales, Karagöz (2018) Emin Özemir books, Gök (2021) Bedri Rahmi Eyüboğlu's poems, Yeniay (2019) Behiç Ak stories, Ağaoğlu (2018) Bahaeddin Özkişi's works, Bebek (2020) Dadaloğlu poems, Aydoğdu and Alkan (2020) analysed Behiç Ak's Notes of an Observer with Rabbit Teeth according to the value of love, Geçgel and Durak (2020) analysed Gülliver's Travels, and Urlu (2020) analysed Melih Cevdet Anday's plays according to the root value; Akpınar (2015) analysed the stories published in Yağmur Magazine between 2004-2014 according to their inclusion of social values. Kara and Emirhan (2020) and Yükrük and Akarsu (2015) examined the songs in primary school music textbooks, Karagözoğlu (2020) examined the songs liked by fourth-grade students, Erçelik and Yeşilyurt (2020) examined the Turkish Learning set, Alici (2019) examined the second-grade Turkish textbook, Kurtdede Fidan and Geyik (2019) examined the fourth-grade Human Rights, Citizenship and Democracy book, Uzunkol (2017) examined primary school third grade mathematics textbooks, Özkaya and Duru (2020) examined mathematics textbooks in the context of values education. When the research results are examined in general, it is stated that many values are included in the artefacts. However, it is stated that not all of these values are equally distributed in the works; some values are greater and some are less. For example, Özkaya and Duru (2020) stated that equality was the most common value in mathematics textbooks, while justice, sharing, saving and aesthetics were the least common values. Uzunkol (2017) stated that values should be discussed in more detail. Yükrük and Akarsu (2015) stated that in songs in primary school music textbooks, love

and patriotism values are the most common values, while fairness, kindness, modesty, empathy, hospitality and greeting values are absent.

Yaşaroğlu (2018), in his study investigating the extent to which values have been included in life science programmes since 1926, stated that values were covered in all programmes, but values were explicitly emphasised in the 2015, 2017 and 2018 programmes.

In the literature, there are studies on educational administrators, teachers and pre-service teachers. It is seen that mostly values education studies are conducted on teachers (Bayırlı et al., 2020; Ergin & Karataş, 2014; Karasu Avcı et al., 2020; Sayın, 2020; Kuzu, 2015; Karamustafaoğlu & Amanat, 2017; Batmaz & Erdoğan, 2019; Erbaş & Başkurt, 2020; Aktepe et al., 2020; İbret, Karatekin, & Avcı, 2015). Some studies are about administrators and teachers (Vatansever Bayraktar & Karakülçe, 2019; Yazar et al., 2017; Karakülçe, 2018; Gürhan, 2017; Yediyıldız, 2019); some studies are about candidate teachers (Kurtdebe Fidan, 2016; Kırıl & Dinçer, 2018). When the studies were examined, teachers stated that values education is important. However, the time allocated to this education is insufficient (Ergin & Karataş, 2014), it should be compulsory as a separate course (Ergin & Karataş, 2014) (Aktepe, Keser, & Şeref, 2020), and they mostly do value indoctrination instead of value education (Bayırlı et al., 2020; Erbaş & Başkurt, 2020).

In the literature, there are studies conducted on preschool (Kapkın, 2018), primary school (Kılıç & Babayiğit, 2017; Genç 2015; Izgar, 2020) and secondary school students (Biter, 2019; Keleş, 2019; Aktepe & Yalçınkaya, 2016; Yıldırım, 2019). In some studies, the effectiveness of different practices, methods and approaches in value education was examined. It was stated in the studies that the drama method (Kaya & Antepli, 2018; Kaya et al., 2016), educational games (Biter, 2019; Izgar, 2020), web-based value education (Karaman & Akgül, 2015), value transfer, value analysis, value explanation and action learning approaches (Demir, 2018) were effective in value education. Yıldırım (2019) stated that out-of-school activity-based values education and Kapkın (2018) stated that the activity-based values education programme is useful in value education. Kılıç and Babayiğit (2017) found that there was a decrease in love and respect, selfishness, decreased socialisation, and decreased awareness of responsibility in students.

Some studies in the literature were conducted with the participation of parents. According to the results of the research, parents think that SEDEP (Koyuncu & Uçar, 2018; Uçar, 2018), Mother Values Education Programme (Neslitürk et al., 2015) are effective in adopting important values.

Izgar (2020) examined the effect of educational games on values education for primary school students; Keleş (2019) examined the effect of physical education and sports courses on values education, but, to our knowledge, no study has been conducted on whether educational games are effective in raising awareness about values within the

scope of physical education and games courses in a class in primary school. However, the importance of educational games for values education is frequently mentioned in the literature. In addition, a physical education course is accepted as an important course in terms of gaining value because it develops children in many aspects (Yıldız & Güven, 2013). İpek Eren and Arslan (2022) stated that physical education and sports lessons have a very important place in teaching values. A popular physical education course can be used as an important tool for values education as well as movement and physical education (Öztürk Kuter & Kuter, 2012). This course enables the acquisition of values because it enables learning by doing and experiencing and encourages the active participation of students (Bozkuş, 2014). Based on the importance of physical education and games lessons and educational games in values education, this study aims to make a modest contribution to the literature on values education with educational games in physical education and games lessons. In this study, it was investigated whether educational games in physical education and games lessons create awareness about values education in children. In this article, the efficiency of games in teaching honesty, patience and responsibility values to 3rd-grade primary school students was investigated. The reason why only these three values have been investigated is that it is considered important for children to gain these values and it is desired to investigate these values in more detail.

The Aim of this Research

It is thought that playing educational games designed in accordance with the values of honesty, patience and responsibility in the Physical Education and Games course will create awareness in children about the values of honesty, patience and responsibility. This research covers the processes of data collection, analysis and evaluation of whether this idea is true or not. In this context, the research aim is to reveal the effectiveness of educational games in raising awareness about the values of responsibility, patience and honesty, which are included in the programme within the scope of Physical Education and Game lesson for 3rd-grade primary school students. In line with this general purpose, the following questions were sought in the research:

1. How do *Honesty* and *Horns in the Air* games help students acquire the value of honesty?
2. How do the games *Fill and Empty* and *Balloon Dance* help students acquire the value of patience?
3. How do *Castle* and *Go Around Behind, Reach Your Place* games help students acquire the value of responsibility?

Method

The Study Design

This research was designed with technical/scientific/collaborative action research, which is one of the types of action research among qualitative research designs, to raise awareness about the values of responsibility, patience and honesty in the content of the 3rd-grade Physical Education and Games curriculum through the educational games developed. Technical/scientific/collaborative action research is defined as the implementation and evaluation of the application within a certain theoretical framework (Yıldırım & Şimşek, 2021, p.320). To prevent the negativity that may occur during the implementation process of the research, the educational games were personally applied to the students by the researcher and the interviews were conducted one-on-one. After the implementation, this research was finalised by evaluating the actions taken. The technical/scientific/collaborative action research design was accepted as the most appropriate design for this study due to the fact that no intervention was made to the naturalness of the classroom environment and the observations and interviews during the implementation were included in this study and subjected to evaluation.

The Study Group

The study group of this research consisted of 23 students studying in the 3rd grade of a public school in Ümraniye district of Istanbul, Türkiye, in the 2021-2022 academic year. While determining the study group, easily accessible case sampling, which is a purposeful sampling method, was preferred. Convenience sampling is defined as sampling by choosing a situation that is close to the researcher and easy to reach (Yıldırım & Şimşek, 2021).

The Study Environment and the Role of the Researcher

The location of the study was the school garden and the classroom. The school garden was large and consisted of a concrete floor. The classroom was an average classroom. It was organised in a u-arrangement where children could move comfortably.

The researcher was the class teacher of the group in which this research was conducted. The researcher gained the trust of the students because he was the teacher of the group. He aimed to conduct a research process based on an environment of trust in the classroom. In this way, it was thought that the students would express themselves more comfortably.

In this research, six educational games were played for two weeks. The games played by the participants were: Fill and Empty, Castle, Horns in the Air, Balloon Dance, Go Around Behind and Reach Your Place and Honesty. The reason for choosing these games was that each game contains at least one value whose effect was desired to be investigated. The games were first explained to the students and the rules of the game

were comprehended. During the playing of the games, the students were observed by the researcher. The researcher did not intervene in the group during the observation; she took notes on student behaviours and made audio and video recordings. In the interviews conducted after the games, the students were asked to answer the questions posed. The interview was elaborated by asking additional questions when necessary. Children who could not answer the questions expressed themselves in different ways, thinking that they did not understand the question. Nevertheless, those who did not want to answer were not forced.

The researcher did not reflect his prejudices and thoughts on the process during the observations and interviews and only carried out actions to reveal the participants' ideas.

Data Collection

First of all, before the research started, the application permission was obtained from the Istanbul Provincial Directorate of National Education and the ethics committee certificate showing that the research did not violate ethical rules was obtained from Marmara University.

The data of the study were obtained from observer notes and student interviews. During the implementation process of this study, the process was recorded with video and audio recordings to evaluate the in-class communication during the games played and prevent data loss. With these recordings, it was aimed at evaluating the participation of the students and whether the applications were useful or not. In addition, the purpose for which these recordings would be used was explained to the students. The recordings were frequently transferred to computer media to prevent data loss and kept for re-listening during the analysis process. The students' identities were hidden in the recordings and the analysis process was carried out through the codes given to them.

a. Interview

The researcher used a semi-structured interview form to determine the students' awareness of the values related to the educational games and activities after the educational games and activities. A semi-structured interview form was preferred because it can provide the flexibility of the research with additional questions during the interview.

During the interview conducted after the games, six open-ended questions were asked of the students. Through the questions, it was aimed to find out what the students gained from the educational games prepared within the scope of the games and physical activities course, to obtain the opinions of the participants about the situations that should and should not be done during these games, and to reveal the results/principles reached by the students at the end of the activities. In this context, firstly, interview questions were prepared by the researcher. While preparing the questions, each question was aimed at investigating a different situation. The prepared questions were

finalised by applying expert opinion and making corrections and deletions. The questions in the semi-structured interview form are as follows:

Questions to be asked after the games about the value of *honesty*:

- 1) What do you think honesty is?
- 2) Is it right or wrong to lie? Why?
- 3) How did you want your friends to behave during the game?
- 4) What did you learn while playing the game?
- 5) How did this game benefit you?
- 6) Which rules will you pay attention to while playing the game after today?

Questions to be asked after the games about the value of *patience*:

- 1) What do you think patience is?
- 2) Is it right or wrong to be impatient? Why?
- 3) How did you want your friends to behave during the game?
- 4) What did you learn while playing the game?
- 5) How did this game benefit you?
- 6) Which rules will you pay attention to while playing the game after today?

Questions to be asked after the games about the value of *responsibility*:

- 1) What do you think responsibility is?
- 2) Is it right or wrong to behave irresponsibly? Why?
- 3) How did you want your friends to behave during the game?
- 4) What did you learn while playing the game?
- 5) How did this game benefit you?
- 6) Which rules will you pay attention to while playing the game after today?

b. Observer notes

While the researcher was implementing the activities centred on educational games in the physical education and games course, the following items were taken into consideration and notes were taken:

- Difficulties encountered by students during the activities
- Students' mental and emotional development during the activities
- Students' behaviour during activities

From the beginning to the end of this research, the researcher took notes on the students' ideas at every stage, their experiences in the process, and their thoughts about the problems and solutions. In this way, the usability of using educational games in the games and physical activities course to raise awareness among students about values was checked. Observer notes were evaluated in the analysis phase of this research.

Data Analysis

The qualitative data obtained from communication segments, observer notes and student interviews was analysed by the descriptive analysis method. Descriptive analysis is defined as collecting data about the group, analysing and describing it and then presenting it (Büyüköztürk et al., 2006). The data obtained from student interviews were directly quoted. The directly quoted answers was described and interpreted in a meaningful way.

Validity and Reliability

For qualitative research, validity can be defined as the correct measurement of the phenomenon to be measured. The fact that the researcher is flexible in the research process and close to the application area, obtaining the data in detail by conducting face-to-face interviews, and collecting information directly at the place where the event takes place by making observations are important factors for validity. In addition, explaining the research process and data in detail and including direct quotations are important features in creating validity (Yıldırım & Şimşek, 2021).

External validity is the ability to generalise the research results to similar environments and situations. For generalisation to occur, it is expected that the research stages should be explained to the reader in detail (Yıldırım & Şimşek, 2021). According to Miles and Huberman (1994), the process, environment, sample and findings of the study are explained in detail and the research questions are consistent with the results, increasing external validity.

For internal validity, the researcher should be consistent in all processes of the research (data collection, analysis and interpretation) and make explanations about them. The researcher, who must constantly evaluate himself/herself and the process with a critical eye, should check whether the findings reflect the truth and the explanations regarding the procedures to be carried out throughout the research should be clear in a way that the reader can understand (Yıldırım & Şimşek, 2021).

To increase the validity of this research;

For external validity;

- The research sample, setting and process were described in detail.
- The sample group consisted of children from families with different socio-economic statuses.
- The study group consisted of both male and female students.
- As a result of this research, the research questions were answered.

For internal validity;

- Face-to-face interviews were conducted to collect detailed and in-depth information.
- Observations were made in the natural environment where the event took place.
- Research questions were examined by other experts and necessary corrections were made.
- All stages of the research were recorded with video and voice recorders.
- The researcher personally participated in the process and did not allow any data loss and recorded the data systematically.
- In this research, data were collected with more than one tool and the relationship between the data was analysed and the validity of this research was tried to be increased in this way.

For external reliability, it is considered important for the researcher to explain the role of the researcher in the research process. Clearly defining the group and the environment in which the data were collected and providing detailed information about the data collection and analysis stages are considered essential conditions for external validity (LeCompte & Goetz, 1982). Miles and Huberman (1994) emphasise the necessity of keeping the raw data related to the research.

For the internal reliability of the research, the research data should be quoted directly and the interpretation should be made later. In addition, using the data obtained from observations and interviews to confirm each other and comparing the results by involving different researchers in data analysis are factors that increase internal reliability (LeCompte & Goetz, 1982). Miles and Huberman (1994) stated that expressing the questions related to the research clearly will increase internal reliability.

To increase the reliability of this research;

For external reliability;

- The position of the researcher (what he/she did during observations and interviews) was clearly stated.
- The study group was clearly defined.
- The social environment where the data were collected was described.
- The data collection process and analysis stages of the study were explained in detail.
- The raw data of this study were stored.

For internal reliability;

- The data obtained in the interviews were confirmed through observations.
- The video and audio recordings made during the observation were analysed by two other teachers besides the researcher. A consensus was reached by consulting about the data and analysed.
- The questions to be used in the research were explained clearly and understandably.
- The data obtained from the research were quoted directly without modification.

Study Plan and Process

What was carried out before the application of this research is as follows:

- Obtaining the necessary permissions from the school administration, student parents and provincial national education
- Obtaining ethics committee permission from the university
- Determining the time and hours of the application and making the application plan
- Introducing the research to students and parents
- Preparation of educational games

The studies carried out in the action research are shown in Table 1 below:

Table 1.

Actions in the Research

Lesson	Actions	Researched Value	Data Collection Tool
Lesson 1	<ul style="list-style-type: none"> • Warm-up exercises • Playing the <i>Honesty</i> game • Playing the game of <i>Horns in The Air</i> • Interview form 	Honesty	Observation Interview Video recordings Audio recordings
Lesson 2	<ul style="list-style-type: none"> • Warm-up exercises • Playing the <i>Fill and Empty</i> game • Playing the <i>Balloon Dance</i> game • Interview form 	Patience	Observation Interview Video recordings Audio recordings
Lesson 3	<ul style="list-style-type: none"> • Warm-up exercises • Playing the <i>Castle</i> game • Playing the <i>Go Around Behind and Reach Your Place</i> game • Interview form 	Responsibility	Observation Interview Video recordings Audio recordings

To summarise the research process briefly, a document containing the purpose, scope and consent form of the research was sent to the participant students and parents in this study. It was stated in the document that audio and video recordings of the children would be taken. A consent form was obtained from the parents indicating that they allowed their children to participate in the research. During the activities, care was taken to ensure that children volunteered and students who did not want to participate were not forced. Two different games were played in two different lessons on the same day. After explaining how the games were played, no intervention was made to the children during the game. The lesson was video recorded during the game. After the games, interviews were conducted in the third lesson. If the interviews were not finished, the fourth lesson was continued and not left for the next day. During the interviews, students' opinions were respected and no guidance was given. Only when more details and explanations were needed, additional questions were asked. While reporting the research data, the identity information of the students was concealed. The names of the students were reported using the initials of their first and last names and the letters K if female and E if male. Name coding was determined as gender, first name and surname initials respectively.

Findings

Findings related to the First Sub-objective, "How do the games *Honesty and Horns in the Air* help students acquire the value of honesty?"

The following findings were obtained as a result of the interviews with the children and the researcher's observations in the study, which examined whether students were aware of the values of honesty (Table 2):

Table 2.

Values Acquired in "Honesty and Horns in the Air" Games

Values	F
Integrity	19
Goodness	7
Happiness	4
Respect	1
Following the Rules	1
Love	1

Looking at the data in Table 2, it was seen that the value of honesty was the value that developed the most in students after playing the game of *Honesty and Horns in The Air*. In the interviews conducted with the students after the games, the students gave answers pointing to the value of honesty when asked what they had learned. This situation is also supported by the observations made during the game. After the games, the values that raised the most awareness after the value of honesty were kindness, happiness, respect, obeying the rules and love, respectively.

In the interviews, it was observed that the students generally defined the value of honesty as not lying/telling the truth. Some students defined honesty as goodness, love and respect, cooperation-peace and friendship.

All of the students think that lying is wrong behaviour. A few students explained their reasons as follows: Lying is wrong. Because "KSÖ: You will be very sad.", "KEP: You will be very sad and hurt", "EYE: If you do not keep your promise, it will be harmful.", "KAA: Something bad will happen.", "KND: If you lie, people won't believe you.", "EVK: Your friendship bond will weaken. They won't trust you anymore.", "EYÇ: You will be sad when your lie is revealed.", "KAE: If I don't do what I say, my friend will resent me.", "KHH: A lie can cause anything.", "ENG: No one will believe us. We'll be alone.", "KES: No one will be friends with us.", "EYB: Even if it is true, no one will believe it."

When asked how they wanted their friends to behave during the game, children expressed that they wanted their friends to behave well, to be honest and kind, not to be unruly and unfair, not to say bad words, to congratulate them, and to follow the rules. Children mostly stated that they wanted their friends not to lie and to be honest.

Children stated that they would pay attention to being honest, obeying the rules, loving their friends, not hitting, not pushing, not doing what they dislike, not harming, playing nicely, being respectful, and not mistreating their friends while playing games. When the answers were analysed, it was seen that the majority of the participant group stated that they would pay attention not to lie, in other words, to be honest in the games they would play from now on.

The children said, "KHH: I learnt not to lie at all, EYE: I will go to the board when I do wrong, KMC: I learnt honesty while playing the game, KND: The game taught me honesty..." sentences, "EUY: I will not behave badly, KZU: I will not hit, KZU: I won't push, I won't do what I don't like to anyone, KZU: I will not upset, KEP: I will not get angry, I will not behave badly, EVK: I will not harm, I will not do harm, Doing good helped." in the sentences, goodness, "KSÖ: I will obey the school rules", obeying the rules in the sentence "KSÖ: I will love my friends", love in the sentences "EET: It was very enjoyable, KZU: I was happy, it was fun" sentences, it can be said that they gained the values of happiness.

Thanks to the games "*Honesty*" and "*Horns in The Air*", awareness about the value of honesty increased in the majority of the class. A few sample sentences showing that students' awareness of the value of honesty rose are given below:

EYB: Thanks to this game, I learnt not to lie.

KAA: The benefit of the game was that it taught honesty.

KND: Saying the right things was the benefit of the game.

EYÇ: The game taught honesty.

EMK: I learnt to be honest.

KAE: I learnt the word honest, I didn't know it.

KSÖ: I learnt the beauty of honesty.

Apart from these sentences, the majority of the class wrote expressions about honesty in the question of the benefits and teachings of the games. This situation can be interpreted as the *Honesty* and *Horns in The Air* games created awareness about the value of honesty in students.

Findings related to the Second Sub-objective, "How do the games *Fill and Empty* and *Balloon Dance* help students acquire the value of honesty?"

As a result of the interviews with the children and the researcher's observations regarding the games played about the value of patience, the following findings were obtained (Table 3):

Table 3.

"Values Acquired in "Fill and Empty and Balloon Dancing" Games

Values	F
Patience	19
Happiness	8
Favour	6
Integrity	6
Respect	5
Following the Rules	4
Love	1

When the data in the table above were analysed, it was seen that the students gained the value of patience to a great extent thanks to these games as a result of the interviews and observations made with the children after the *Fill and Empty* and *Balloon Dance* games. Following the value of patience, students acquired the values of happiness, kindness, honesty, respect, obeying rules and love, respectively.

In the interview conducted at the end of the game, 16 students explained the concept of patience as waiting, waiting for their turn, while one student answered correctly as holding ourselves, two students as doing/acting slowly, one student as being calm, one student as gritting his teeth, and two students made incomplete or incorrect definitions by explaining the word patience as being excited, being patient.

All of the children found it wrong to behave impatiently. A few students explained their reasons as follows: It is wrong to be impatient. Because; "ENG: If I take the cake out of the oven, I will eat it raw", "KSK: If we don't wait, we will lose. ", "EMK: If we act impatiently, it will be bad and harmful.", "KZU: Things can break. You have to be patient when you get angry. Otherwise, something will break.", "ERO: If you wait patiently, everything will come immediately.", "KAE: We should not get in front of the person in front of us while waiting in line.", "KHH: There will be a fight in the canteen or something.", "KMC: We should be a little patient. We should wait for our time. Otherwise, this will make us lose.", "KES: The things we do may go to waste.", "KEP: If I am impatient while waiting, that thing will not happen.". When these justifications are considered, it is seen that the students have internalised the value of patience.

During the activity, it was observed that the children were eager to play games and wanted to play the same game all the time. In the interviews, they expressed that they had a lot of fun while playing games and that they enjoyed this activity and were happy. They stated that the games were fun, beautiful and good. In addition, the students were sensitive about following the rules of the game. It was even observed that they warned their friends who did not follow the rules or reported them to the researcher. In the interviews, they stated that they would obey the rules while playing games from now on. At the same time, the children asked their friends to treat them well during the game, to

be slow and calm, respectful, honest and patient, to wait their turn, and not to shout, swear, say bad words, hit or push them.

The children stated that from now on, they would pay attention to being patient, and honest, not to go beyond the game, not to fight, not to hit, pushing, shouting, not to make mistakes, to be good, to love, not to cheat, not to be sad when they lose, and to be respectful.

Children's "KHH: I will not shout, KBD: I won't push, EET: I won't upset, EEP: I won't fight, ERO: I learnt to behave nicely." from the sentences of goodness, "EHÖ: I will not say wrong in the game, EUY: I will not cheat, EEP: I learnt not to lie.", honesty from the sentences "EET: I learnt to enjoy, EEP: I had fun, EYE: It taught me to have fun." sentences are happiness, "KBD: I will wait for my turn.", patience and respect, "EYÇ: I will stand my ground, EOB: I learnt not to rush, ENG: I will grit my teeth.", patience from the sentences "EEP: I will be quiet, EYÇ: I will not spill the water, KMC: I will not go out of the game." It can be interpreted that they gained the value of obeying the rules.

Some of the sentences showing that the *Fill and Empty* and *Balloon Dancing* games created awareness in students about the value of patience are as follows:

ERO: I will not leave my seat during the game.

EOB: I won't rush.

EYE: I will do it slowly, not quickly.

KBD: I will wait my turn.

EMK: I will not get ahead of others.

These sentences show that children have started to develop awareness about the value of patience.

Findings related to the Third Sub-objective "How do the *Castle and Go Around Behind, Reach Your Place* games help students acquire the value of honesty?"

As a result of the interviews with the children and the researcher's observations regarding the actions related to the value of responsibility, the following findings were obtained (Table 4):

Table 4.

The Values Acquired in "Go Around Behind, Reach Your Place and Castle" Games

Values	F
Responsibility	17
Favour	9
Integrity	7
Following the Rules	6
Happiness	4
Courtesy	3
Solidarity	2
Patience	2
Respect	1
Courage	1
Success	1
Justice	1

When the data in Table 4 were analysed, it was seen that the students developed awareness about the value of responsibility the most after the *Go Around Behind, Reach Your Place and Castle* games. During the observations made during the game, the students in the group complained that KMC did not protect the castle and KZU did not listen to the group leader. The group thought that the reason for losing the game was that some students did not fulfill their duties. The answers given by the students in the interviews coincided with the observations made by the researcher during the game. It can be said that after learning the value of responsibility, students became aware of the values of goodness, honesty, obeying rules, happiness, kindness, solidarity, patience, respect, courage, leadership, success and justice, respectively.

When the definition of responsibility was asked in the interviews conducted after the games, 16 students gave correct or close to correct answers by giving explanations such as fulfilling the given task, protecting the castle, doing what they were told, taking on and doing work, taking care of your belongings, your homework is your responsibilities. Four of the seven students gave incorrect answers (courage, patience, not getting involved in something, waiting) and three students could not answer the question.

All of the students stated that it was wrong to behave irresponsibly. They explained the reason as follows: It is wrong to behave irresponsibly. Because "EYE: We will lose the game.", "KZU: We will lose and fail.", "KND: We cannot do our work and we will lose.", "EVK: If we don't do our homework, we will get a low grade. We cannot have a profession.", "KNT: If we behave irresponsibly, things will be lost. We forget their places.", "EET: Irresponsible people bring bad things.", "KES: We cannot do or fulfill anything.", "KSK: Bad things happen if we don't fulfill our responsibilities.", "LET: When you leave the castle, you are defeated.", "KHH: If we are irresponsible, things pile up. Life becomes difficult." When these responses are analysed, it is seen that students comprehend the value of responsibility to a great extent.

The students gave the following answers to the question: "How did you want your friends to behave during the game? Behave well, do not hit, do not play spoilsport, be patient, do not push, plan well, take good care of the places they go, be responsible, protect the prisoners and the castle well, work to win, do not lie, be honest, listen and understand the game well, congratulate, fulfill the task given by the leader, follow the rules, play calmly and slowly, be treated fairly, be respectful. Most of the children expressed that they wanted their friends to fulfill their responsibilities. Similarly, during the observations, it was observed that some students did not listen to the group leader and did not want to fulfill their responsibilities. These students were blamed when the game was lost. When we look at the answers given by the children in the interview form, it is seen that they coincide with the observations. Group leader EYB made a statement in the interview: "When they did not listen to me and did not fulfill their responsibilities, sometimes we could not win the game."

When asked which rules they would pay attention to while playing games from today onwards, the children gave the following answers: EYE: I will listen to others, EET: I will be honest and respectful, EYB: I will fulfill my responsibilities, KHA: I will listen to the responsibility given to me, KAE: I will obey the rules of the game, KHH: I will do the assigned task, KZU: I will not be a spoilsport, EMK: I will keep my word, EOB: I will listen to the plans, KMC: I will not upset the group leader, KBD: I will be patient, KSÖ: I won't get angry and I won't talk back, EUY: I will not cheat, EEP: I will form a good team and play well, KEP: I will congratulate the winner, I will behave well. The students stated that they wanted each student in the groups to fulfill their responsibilities and that they would fulfill their own responsibilities in future games.

In children, "EYB: I will do what my friends say, EYE: I will listen to others, KZU: If we don't do what we are told and no one is left in the castle, the castle will be taken and they will win, KMC: I will not upset the group leader. They didn't listen to what the leader said, EOB: I will listen to the plans, KSK: The game taught us to know our duty." responsibility, "KES: I will not lie, EUY: I will not cheat." honesty, "EET: I will not push my friend, KHA: I will not hit, KNT: I will behave well, KAA: I will not be unfair." kindness, "EYE: Games taught me to have fun, I was happy, KNT: I enjoyed it." expressions of happiness, "KHA: The game taught me how to win.", success, "KAE: The game taught me to be fair." statement can be interpreted as raising awareness about the values of justice.

At the end of the games "Go Around Behind, Reach Your Place" and "Castle," students developed awareness about the value of responsibility. The interview sentences of a few students showing that this awareness has occurred are given below.

KHH: From now on, I will do the given task while playing games. We should not forget our numbers.

ESL: I will do my duty in games from now on.

EOB: I will listen to the plans, then we will win.

ENG: I learnt to fulfill my responsibilities while playing games.

KSK: The game taught us to know our duties.

KMC: The game taught me responsibility.

EEP: From now on, while playing the game, a leader will be elected and everyone will be given a task.

EEP: The game taught me to take responsibility.

KZU: If no one is left in the castle, if no one does what someone says, the castle is taken and they win.

KHA: After today, I will listen to the responsibilities given to me while playing the game.

Answers similar to these examples were frequently encountered during the interview. This situation can be interpreted as an awareness of the value of responsibility in children after the related games.

Results and Discussion

In this study, it was tried to determine whether educational games were effective in raising awareness about the values of responsibility, patience and honesty within the scope of the Physical Education and Game course programme. The results of the data obtained from the interviews and observations are given below.

As a result of the interviews conducted after playing the game of "*Honesty*" and "*Horns in The Air*," it was determined that the students gained the most value from honesty. Students mostly know what the word honesty means. All of the participants think that lying is wrong. Most of the children expressed that they wanted their friends not to lie to them and to be honest while playing the game. The students mostly said that they would pay attention not lie and be honest in the games they would play from now on.

After the "*Fill and Empty*" and "*Balloon Dance*" games, it is seen that the students mostly developed awareness about the value of patience. Children mostly know the meaning of the word patience. Children think that it is wrong to behave impatiently. It was observed that the students had a lot of fun while playing the games and wanted to play the games again.

As a result of the interviews with the students who played the games "*Go Around Behind, Reach Your Place*" and "*Castle*," it was observed that the students developed awareness about the value of responsibility. During the observations, the participants stated that they lost the game because of the students who did not fulfill their responsibilities during

the game. This situation is also compatible with the results of the interviews. Most of the children know the meaning of the word responsibility. All of the students stated that irresponsibility is wrong. Most of the participants said that they wanted their teammates to fulfill their duties and responsibilities and that they would fulfill the responsibilities given to them in the next games.

There are few studies in the literature examining the effect of educational games on value education. To give an example of these studies, Bozkurt (2017) examined the effect of games on values education in his study. He stated that when games are intensified with values, value teaching will become more permanent in children. Biter and Çalışkan (2019) examined whether educational games are effective for value education. They found that games developed values in students. Izgar (2020) stated that educational games prepared to teach values (honesty, friendship, responsibility, patience, equality, solidarity, justice) positively affect students' cognition levels. Gündüz, Aktepe et al. (2017) stated that values can be acquired at an early age through educational games in their research on preschool students. Similar to the studies mentioned above, in this study, it was determined that the education carried out with educational games created awareness about values in students.

According to the results of the present research, it is seen that while awareness is raised about many values through educational games, the values gained the most are honesty, responsibility and patience. In this study, students stated that they gained the value of honesty the most with the games *Honesty* and *Horns in the Air*. After learning the value of honesty, students became aware of the values of kindness, happiness, respect, obeying the rules and love, respectively. In the games *Fill and Empty* and *Balloon Dance*, students were most aware of the value of patience. After the value of patience, students acquired the values of happiness, kindness, honesty, respect, obeying the rules and love, respectively. After responsibility, the values that created awareness in students are as follows: Goodness, honesty, obeying the rules, happiness, kindness, courtesy, solidarity, patience, respect, courage, success, and justice, respectively. Biter and Çalışkan (2019) stated in their study that similar to this study, educational games develop responsibility values in students. Bozkurt and Mehmet (2018) found that students learnt the value of responsibility through the game of handkerchief snatching. According to Gündüz et al. (2017), students acquired the values of respect, kindness, happiness, helpfulness, tolerance, responsibility, patience, belonging, sensitivity, courage, justice and goodness through educational games.

There are also studies in the literature that reach different results from this research. Işıkgöz et al. (2018) stated that secondary school students have the highest awareness value and the lowest national culture and solidarity value in physical education and sports lessons. Students have the value of respect in second place and solidarity in third place. Keleş and Yoncalık (2019) conducted a study on 307 eighth-grade students and stated that the value that students gained the most in physical education class was courage and leadership.

In our research, as a result of the use of educational games in the lesson, it was determined that students enjoyed the lesson, had fun, learnt and were happy. Similar to this research result, according to Bolat's (2018) study, students think that educational games are teaching, educating, entertaining, intertwined with real life and creative. Biter and Çalışkan (2019) also stated in their study that students had fun while learning and their interest in the lesson increased through educational games.

As a result, it was observed that educational games within the scope of physical education and game lessons were effective in raising awareness about values education in students. In addition, students stated that they had fun and had a good time while playing games.

Recommendations

There are some limitations in this study. Based on these limitations, some suggestions are made below for future academic studies:

- In this study, the action process was limited to two weeks. Future research may cover a longer period of time.
- In the study, the effect of six educational games on value education was analysed. It is recommended to increase the number of games in other studies.
- Three values were analysed in the study. In future studies, educational games can be used to teach different values.
- The study is limited to third-grade primary school students and includes physical education and game lessons. Value education with educational games can be investigated in all courses and classes.
- In future studies, the development of values in children can be monitored by applying a pre-test and post-test.
- Studies can be conducted to test the permanence of values.
- The qualitative method was preferred in this study. In future studies, the qualitative method can be supported by the quantitative method and detailed research can be conducted.

Below, some suggestions are made to teachers, the Ministry of National Education, curriculum development experts and universities regarding values education:

- The use of educational games in values education should be popularised.
- In-service training should be given to teachers who are practitioners to carry out values education through games.

- In the faculties of education of universities, training should be given on the processes of designing, conducting and evaluating games related to values education.
- Games intensified with values should be added to the Physical Education and Games course programme.
- There are a limited number of studies in the literature on values education with educational games in physical education and games course. More studies should be conducted on this subject. curriculum development experts and universities regarding values education:

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Genişletilmiş Türkçe Özet

Amaç

Bu araştırmada ilkokul 3. sınıf öğrencilerine Beden Eğitimi ve Oyun dersi kapsamında programda yer alan sorumluluk, sabır, dürüstlük değerleri ile ilgili farkındalık kazandırılması noktasında eğitsel oyunların etkililiğinin ortaya çıkarılması amaçlanmaktadır.

Araştırma Modeli

Bu araştırma nitel araştırma desenlerinden eylem araştırması türlerinden teknik/bilimsel/işbirlikçi eylem araştırması ile desenlenmiştir. Öğrencilere araştırmacı tarafından eğitici oyunlar uygulanmış ve görüşmeler birebir gerçekleştirilmiştir. Uygulamanın ardından yapılan eylemlerin değerlendirmesi yapılarak araştırma sonlandırılmıştır. Sınıf ortamının doğallığına herhangi bir müdahale yapılmaması, uygulama sırasındaki gözlem ve görüşmelerin çalışmaya dahil edilerek değerlendirilmeye tabii tutulması sebebiyle teknik/bilimsel/işbirlikçi eylem araştırması deseni, çalışmaya en uygun desen olarak kabul edilmiştir.

Çalışma Grubu

Bu araştırmanın çalışma grubunu 2021-2022 eğitim-öğretim yılında İstanbul Ümraniye'de bir devlet okulunun 3. sınıfında öğrenim gören 23 öğrenci oluşturmaktadır. Çalışma grubu belirlenirken amaçlı örneklem alma yöntemi olan kolay ulaşılabilir durum örnekleme tercih edilmiştir.

Veri toplama

Araştırmanın verileri gözlemci notlarından ve öğrenci görüşmelerinden elde edilmiştir.

Başvuru süreci video ve ses kaydı ile kayıt altına alınmıştır. Bu kayıtlar sayesinde öğrencilerin katılımının ve uygulamaların işe yarayıp yaramadığının değerlendirilmesi amaçlanmıştır. Kayıtlar gerektiğinde tekrar dinlenilmek üzere muhafaza edilmiştir.

Uygulama süreci

Uygulama okul bahçesinde ve sınıfta gerçekleştirilmiştir.

Araştırmacı uygulamanın yapıldığı sınıfın öğretmenidir. Araştırmacı, katılımcı öğrencilere ve velilere araştırmanın amacı, kapsamı ve onam formunu içeren bir belge göndererek süreç hakkında bilgilendirme yapmış ve gönüllü öğrencilerin araştırmaya katılmasını sağlamıştır. Öğrenciler 2 hafta boyunca 6 eğitsel oyun oynamıştır. Her oyun öncesi ders ısınma oyunları ile başlatılmış, oynanacak oyun tanıtılarak kurallar belirlenmiştir. Oyunlar oynanırken öğrenciler; hiçbir müdahale yapmadan gözlemlenmiş, notlar alınmış ve süreç videoya kaydedilmiştir.

Her oyunun ardından öğrencilerle açık uçlu sorularla görüşmeler yapılarak görüşmeler kayıt altına alınmıştır. Araştırmacı, gözlem ve görüşmeler sırasında öğrencileri

zorlamamış, kendi düşüncelerini sürece yansıtmamış, sadece öğrencilerin fikirlerini ortaya çıkarmaya çalışmıştır.

Veri Analizi ve Yorumlama

Gözlemci notlarından ve öğrenci görüşmelerinden elde edilen nitel verilerin analizi betimsel analiz yöntemiyle yapılmıştır. Öğrenci görüşmelerinden elde edilen veriler doğrudan alıntılanmıştır. Doğrudan alıntılanan cevaplar anlamlı bir şekilde yorumlanıp açıklanmıştır.

Video ve ses kayıtlarında öğrencilerin kimlikleri gizlenmiş olup, analizler kendilerine verilen kodlar üzerinden gerçekleştirilmiştir.

Sonuçlar

"Dürüstlük ve Boynuzlar Havaya" oyunu oynandıktan sonra yapılan görüşmeler sonucunda öğrencilerin en fazla dürüstlük değerini kazandığı belirlenmiştir. Öğrenciler genellikle dürüstlük kelimesinin ne anlama geldiğini bilmekte ve tamamı yalan söylemenin yanlış olduğunu düşünmektedir. Çocukların çoğu oyun oynarken arkadaşlarının kendilerine yalan söylememesini ve dürüst olmalarını istediklerini belirtmişlerdir. Öğrenciler bundan sonra oynayacakları oyunlarda çoğunlukla yalan söylemeyeceklerini ve dürüst olacaklarını söylemişlerdir.

"Doldur Boşalt ve Balonla Dans" oyunları sonrasında öğrencilerin çoğunlukla sabır değerinin farkına vardıkları görülmektedir. Çocuklar çoğunlukla sabır kelimesinin anlamını bilmekte ve sabırsız olmanın yanlış olduğunu düşünmektedirler. Öğrencilerin oyunları oynarken çok eğlendikleri ve oyunu tekrar oynamak istedikleri gözlenmiştir.

"Arkadan Dön, Yere Ulaş ve Kale" oyunlarını oynayan öğrencilerle yapılan görüşmeler sonucunda öğrencilerin sorumluluk değerinin farkına vardıkları görülmüştür. Yapılan gözlemlerde katılımcılar, öğrencilerin oyun esnasında sorumluluklarını yerine getirmemeleri nedeniyle oyunu kaybettiklerini ifade etmişlerdir. Bu durum görüşme sonuçlarıyla uyumludur. Çoğu çocuk sorumluluk kelimesinin anlamını bilmekte ve çocukların tamamı sorumsuzluğun yanlış olduğunu ifade etmektedirler. Katılımcıların çoğu takım arkadaşlarının görev ve sorumluluklarını yerine getirmelerini istediklerini, kendilerine verilen sorumlulukları sonraki oyunlarda yerine getireceklerini ifade etmişlerdir.

Tartışma

Literatürdeki çalışmalara benzer şekilde (Bozkurt, 2017; Biter ve Çalışkan, 2019; Gündüz, Aktepe, Uzunoğlu ve Gündüz, 2017; Izgar, 2020) bu çalışmada da eğitsel oyunlarla yürütülen eğitimin değerlerle ilgili öğrencilerde farkındalık yarattığı tespit edilmiştir.

Öğrenciler en çok "Arkadan Dolaş, Yerine Ulaş" ve "Kale" oyunlarında sorumluluk değerinin farkına varmışlardır. Biter ve Çalışkan (2019), Bozkurt ve Mehmet (2018) bu araştırmaya benzer şekilde öğrencilerde sorumluluk değerinin oyunlarla geliştiğini tespit etmişlerdir.

Araştırmada öğrenciler oyun oynarken eğlendiklerini ve güzel vakit geçirdiklerini belirtmişlerdir. Bu araştırma sonuçlarına benzer şekilde Bolat (2018), Biter ve Çalışkan (2019) eğitsel oyunların dersi eğlenceli hale getirdiğini ifade etmişlerdir.

Öneriler

Bu çalışmanın sınırlılıklarından yola çıkarak gelecekte yapılacak çalışmalarda; İncelenen oyun sayısının artırılması, daha fazla değer incelenmesi, nitel ve nicel yöntemlerin birbirini destekleyecek şekilde kullanılması, uygulama süresinin artırılması; öğretmenlerin derslerde eğitsel oyunların kullanımını artırmaları; üniversitelerin eğitim fakültelerinde değerler eğitimi ile ilgili oyun tasarlama, yürütme ve değerlendirme süreçlerine ilişkin eğitim verilmesi; öğretmenlere değer eğitiminin oyun aracılığıyla yürütülmesi için hizmet içi eğitim verilmesi; araştırmacıların beden eğitimi ve oyun derslerinde değerler eğitimi üzerine çalışma yürütmeleri önerilmektedir.

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