

Beden Eğitimi ve Oyun Dersinde Kullanılan Fiziksel Etkinlik Kartlarına İlişkin Sınıf Öğretmenlerinin Görüşlerinin İncelenmesi

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ORIGINAL RESEARCH

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Öz

Beden Eğitimi ve Oyun dersi, ilkököl 1-4. sınıflarında öğrenim gören öğrencilerin fiziki etkinliklere katılmalarına, oyun oynamalarına ve bunları yaparken de zihinsel, bedensel, sosyal, duygusal ve kişisel becerilerini geliştirmelerine katkı sağlayabilecek tüm eğitim-öğretim süreçlerini kapsar. Ders, öğrencilerin fiziksel özelliklerine ve yaşına uygun olarak oyun oynayacağı ve etkinliklere katılacağı şekilde planlanır. İlkokul ve ortaokulda çocukların sporla ilgili ve özelleşmiş becerilerini geliştirmeyi hedefleyen ve üzerinde farklı açıklamalar olan kartlara, fiziksel etkinlik kartı denir. Bu kartlar kendi içerisinde sarı ve mor gruptan meydana gelir. Millî Eğitim Bakanlığı tarafından öğretmenlere gönderilen bu kartlarda Beden Eğitimi ve Oyun dersinde kullanılacak çeşitli oyun ve etkinlikler yer almaktadır. Bu araştırmanın amacı, Beden Eğitimi ve Oyun dersinde kullanılan fiziksel etkinlik kartlarına ilişkin sınıf öğretmenlerinin görüşlerini incelemektir. Öğretmenlerin görüşleri incelenirken araştırma nitel araştırma yöntemlerinden durum çalışması yaklaşımı ile gerçekleştirilmiştir. Araştırma Elazığ ilinde resmi ilkökullarda görev yapan on üç sınıf öğretmeni ile yüz yüze görüşmeler yapılarak yürütülmüştür. Araştırmaya katılan sınıf öğretmenlerinden yarı yapılandırılmış görüşme formu ile veriler toplanmıştır. Araştırma sonucunda sınıf öğretmenlerinin Beden Eğitimi ve Oyun dersinde Fiziksel Etkinlik kartlarından faydalandığını ancak bu kartların bazı eksikliklerinin olduğu belirtilmiştir. Ayrıca çalışmada görüşmeye katılan öğretmenlerin, fiziksel etkinlik kartlarında çocukların becerilerini geliştirecek kalitede oyunların artırılmasını gerektiği, geleneksel oyunların güncellenebileceği, okullarda Fiziksel Etkinlik Kartlarına yönelik zemin oluşturulması gerektiği gibi önerileri yer almaktadır.

Anahtar kelimeler: Beden Eğitimi ve Oyun Dersi, Fiziksel Etkinlik Kartları, Sınıf Öğretmeni Görüşleri

Investigation of Primary School Teachers' Opinions on Physical Activity Cards Used in Physical Education and Play Lessons

Abstract

Physical Education and Play lesson covers all education and training processes that can contribute to students in grades 1-4 of primary school to participate in physical activities, play games and develop their mental, physical, social, emotional and personal skills while doing so. The lesson is planned in such a way that students play games and participate in activities in accordance with their physical characteristics and age. In primary and secondary school, cards with different descriptions that aim to develop children's sports-related and specialized skills are called Physical Activity Cards. These cards consist of a yellow and a purple group. These cards, which are sent to teachers by the Ministry of National Education, include various games and activities that can be used in Physical Education and Play lessons. The aim of this study is to examine the opinions of Primary school teachers about the Physical Activity Cards used in Physical Education and Play lessons. While examining the opinions of the teachers, case study approach, one of the qualitative research methods, was used. The research was carried out by interviewing thirteen primary school teachers working in a public school in the province of Elazığ. Data were collected from the Primary school teachers using a semi-structured interview form. As a result of the research, it was stated that Primary school teachers benefit from Physical Activity Cards in Physical Education and Play lessons, but these cards have some deficiencies. In addition, the teachers who participated in the interview in the study made suggestions such as the need to increase the quality of games that will improve children's skills, traditional games can be updated in Physical Activity Cards, and a ground should be created for Physical Activity Cards in schools.

Keywords: Physical Education and Play lesson, Physical Activity Cards, Primary school teachers

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Introduction

All instructional activities that might encourage children in the first through fourth grades of primary school to play games and hone their mental, physical, social, emotional, and personal skills are covered in the physical education and play lesson. It is crucial to take into account in this process elements including student preparation, age levels, expectations, interests, and regional characteristics. The session is structured so that students play games and engage in activities appropriate to their age and physical build (MoNE, 2018).

Children learn to interact with both their inner and outer worlds through the games. Children use games to perceive, recognize, and learn about the world, as well as to gather experience and get ready for their futures (Kuyumcu, 2007; Nalbur Taşdemir, 2007). Everything about children is a game, including their capacity for knowledge of the world, their existence, their lives, and their vitality. Games are crucial for kids and the best transitional solution for explaining their objectives and aspirations, preparing them for life, and assisting them in achieving their goals (Coban & Nacar, 2006; Kuzu, 2010).

In many aspects of a child's development, play is crucial. Children gain a sense of love, happiness, and security from playing games. Games, in addition to these, are a crucial tool for fostering social skills. Children learn how to obtain the truth through trial and error, strive for goals, and complete tasks through the games they play. Games also aid in children's social development by teaching them how to follow instructions and model characteristics like cooperation, sharing, and assisting others (Semerci, 2022).

The development of children's physical health as well as their emotional and social growth is significantly influenced by participation in physical education and play lessons. Children's leadership and creative qualities are shown through these activities, and they are also encouraged to struggle, strive, be steady, productive, empathetic, and respectful of others. They are also encouraged to follow rules, cooperate, act independently, be willing, and be conscientious. Children will also be in an environment that will help them further develop their social skills, such as establishing friends, cooperating with friends, being in mutual respect and love, and being able to communicate their feelings with ease, thanks to the activities in physical education and play lessons (Taşkın, 2018).

Lessons in physical education and play have a structure that ensures students' mental, physical, social, and spiritual development in a healthy and balanced way and enables them to exist as healthy and content people in the social structure they live in. Because of these sessions, pupils love engaging in sports and improve their current skills in this area (Ağırtaş, 2017).

Physical Activity Cards (PAC)

Physical activity cards, which include various explanations, are meant to help children in primary and secondary schools develop their athletic and specialty skills. Usluoğlu (2014) asserts that the curriculum created with the support of Physical Activity Cards aims to develop fundamental motor abilities, educate a few unique sports activities, and actively employ the constructivist method of instruction.

Physical Activity Cards that that might help pupils in their social, psychological, and physical development. Teachers can utilize the crosses and only practice because the cards have all the necessary explanations. Games that can be practiced in a classroom, gym, or schoolyard are included on the cards. Furthermore, the cards are created so that children with disabilities can take part in the activities (Atlı, 2017). Physical education and play lessons in primary school as well as physical education and sports lessons in secondary school are intended uses for Physical Activity Cards. In general, it aims to enhance the pupils' fundamental movement abilities and athletic capabilities. It is ready to engage the learner and support the teacher at the same time (Sülün, 2022).

On the front of the Physical Activity Cards, summary definitions and visual presentations of games and movements are made and the security precautions to be considered during these movements are explained. On the back side of the cards, there are "Teaching Key" that should be taken into consideration during the movement and games introduced on the front, "Facilitation and Difficulty" how to diversify the activities, "Evaluations and Improvement Evaluations" and "Understanding of Health" sections on the activities (Usluoglu, 2014).

The main features of PAC (Physical Activity Cards) can be listed as follows (Torphe, 2013):

S-Success

M-Maximum Participation

I- Inclusive

L-Learning

E-Enjoyment

S-Socialization

Physical Activity Cards: it consists of two different color groups: yellow card and purple card. In the yellow card group, "Movement Competency Card", "Sports Has No Barriers Cards", "Understanding Health Cards", "Combined Movement Cards", "Basic Movement Skills and Concepts Card", "Physical Activity and Nutrition Pyramid Card" and "Teacher Card" are included (MoNE, 2018)

The yellow cards in the Physical Activity Cards are prepared based on activity and games to develop the movements that constitute the Movement Competence sub-learning area in the physical education and play lesson program in the primary school. Movements that change places (running,

sliding, walking, jumping, etc.), balancing movements (sitting, during, turning, oscillating, etc.), movements that require object control (hitting, throwing, holding, catching, etc.) and combined movements (target games, relay races, etc.) (MoNE, 2018).

The games for the combined moves heading on yellow cards are designed to improve the following topics:

- **Tail Capture:** Hold, take, catch
- **Relay racing games:** Bending, jumping, running, and dribbling with long-handled vehicles
- **Target Games:** Competitive sighting
- **Throwing and Hitting:** Hitting, holding, and throwing the bouncing ball
- **Rolling and Holding:** Throwing balls at the target, rolling
- **Moving Target Shooting:** Throwing, tuting and shooting game
- **Caterpillar Game:** Tapping and rolling (MoNE, 2018).

In the purple card group; "Sports Barrier Free Card", "Health Understanding Card", "Active Participation Card", "Capture and Shooting Games Card", "Offensive Games Card", "Net and Racket Games Card" and "Teacher Card" (MoNE, 2018).

Children in primary and secondary schools are given purple cards with the goal of enhancing their movement abilities in relation to specific sports. These cards' fronts include a visual representation and a brief description of the activity, as well as recommendations for appropriate gear, instructional guidance, and adjustments. Teachers are given a knowledge of the efficacy along with details on the size of the playing field and the number of players in the game in the explanation. In the safety situation, there are points to be considered to ensure safety for children. On the equipment heading, there are points that help teachers to see the materials needed for the activity or games. In the title of instructional adaptations, there are necessary suggestions for children who have difficulty in learning games or activities (MoNE, 2018).

Material and Method

Model of the Study

While examining the opinions of primary school teachers about the Physical Activity Cards used in physical education and play lessons, case study was used from qualitative research methods. Case study is a qualitative research method used to investigate a current phenomenon in a real-life context, especially when the boundaries between context and phenomenon are not clear (Yin, 2009). These studies are used to see and describe the details of a situation, to develop explanations of a situation and to evaluate a situation (Büyüköztürk et al., 2020). While planning the study, we acted

within the framework of the "Higher Education Institutions Scientific Research and Publication Ethics Directive".

Study Group

The study group of this research consists of thirteen primary school teachers working in a public school in the province of Elazığ in the 2022-2023 academic year.

Data Collection Tools

Data were collected by applying a semi-structured interview form (consisting of six questions) developed by the researchers to the primary school teachers who participated in the study. While developing a semi-structured interview form, first, a literature review was conducted. As a result of the literature review, questions were prepared in accordance with the Physical Activity Cards used in physical education and play lessons. Then, the form was created by taking expert opinions and making the necessary arrangements. The questions of the created interview form are as follows:

- Do you use any resources in the Physical Education and Play lesson? What resources are you using?
- What are your views on the use of Physical Activity Cards in the Physical Education and Play lesson?
- What were you using in Physical Education and Play lesson before the Physical Activity Cards?
- Do you find the visuals in the Physical Activity Cards descriptive and sufficient? Can activities be carried out by looking at these visuals?
- Are there any aspects that are missing in the use of Physical Activity Cards and that there are problems in the lesson? If so, what?
- What are your suggestions for improving Physical Activity Cards?

Analysis of Data

The qualitative data generated by employing the interview technique was analyzed using content analysis. Encoding the data that has been gathered is the initial step in the content analysis process. The development of categories based on the codes is the second stage. The data are organized in accordance with the resulting codes and categories in the third stage. The researcher's interpretation of the results is the last step (Yıldırım & Şimşek, 2018). To strengthen the reliability, the cases of consensus and disagreement were determined, and the reliability results of the rubric were obtained by applying the Miles and Huberman formula. This formula is expressed as: $\text{Reliability} = \frac{\text{Consensus}}{(\text{Agreement} + \text{Disagreement})} \times 100$ (Miles & Huberman, 1994). According to the Miles and

Huberman reliability formula, two different experts in the field analyze the data by coding in line with the predetermined themes. As a result of these coding, the themes with which consensus and disagreement were reached among the experts are determined, and the consistency ratio between the opinions of the two experts can be determined with the reliability formula (Yanpar Yelken, 2009). The Miles and Huberman coefficient was found to be 0.84.

Results

The teachers who participated in the interview, "Do you use any resources in the Physical Education and Play lesson? What resources are you using? " was asked. The categories / codes that emerged because of the answers received and their frequency and percentage values are given in Table 1.

Table 1
Resources used in Physical Education and Play Lesson

Category / Code	f	%
Resources Used	11	84
Physical Activity Cards	5	21
Internet	5	21
Game Activity Book	2	9
Computer	2	9
Smart Board	1	4
Education Information Network	1	4
Drama 1. Stage Games	1	4
Drama Book	1	4
Colleague forum pages on social media	1	4
Traditional Children's Games	1	4
No Resources	2	16

Since the teachers pointed to multiple categories when expressing their opinions, the number of opinions of the obtained categories was more than the number of teachers participating in the study. When Table 1 was examined, eleven teachers from the teachers who participated in the interview stated that they used resources in the Physical Education and Play lesson, and two teachers stated that they did not use any resources. It is seen that the resources used in the lesson are physical hand activity cards, internet, game activity book, computer, smart board, education information network, drama stage 1 games, drama book, colleague forum pages in social media and traditional children's games. Examples of opinions that are thought to be examples of categories are given below.

T1: "Yes, I do. Computer, smart board, Game activity book."

T5: "Yes. I use Internet and Physical Activity Cards."

T8: "Yes. Drama book, Drama 1. I use Stage Games and PAC."

T4: "I usually use social media and the pages of our colleagues."

The teachers who participated in the interview, "What are your views on the use of Physical Activity Cards in the Physical Education and Play lessons?" was asked. The categories / codes that emerged because of the answers received and their frequency and percentage values are given in Table 2.

Table 2

Opinions on the use of Physical Activity Cards

Category/ Code	f	%
Effective	5	39
A resource that schools should have	1	13
Includes different activities	1	13
Includes different games	1	13
Useful for students	5	39
Allows students to improve themselves	3	23
Motion-oriented	1	8
Interesting	1	8
Resource for teachers	2	14
Giving teachers ideas	1	7
Guide for teachers	1	7
Beautifully prepared but not given much importance	1	8
The environment is not suitable	3	5
Insufficient game equipment	2	3

When Table 2 was examined, five of the teachers who participated in the interview stated that they found the use of Physical Activity Cards in physical education and play lessons effective, five of teachers stated that they were useful for students, two of them were resources for teachers and one of them stated that they were well prepared but not given much importance. The teachers who found the use of Physical Activity Cards successful; they stated that cards are a resource that should be in schools and contain different activities and games. The teachers, who say that they are useful for students; the cards allow students to improve themselves, are movement-oriented and interesting. The teachers who say that they are a resource for teachers; they stated that he gave ideas and guidance to

the teachers. Finally, the teachers who say that they are well prepared but not given much credit; they stated that the environment was not suitable for using the Physical Activity Cards and that the game equipment was insufficient. Examples of opinions that are thought to be examples of categories are given below.

T3: *"I find it useful in terms of including different games, different activities."*

T2: *"It attracts the attention of children. It's a resource that schools should have."*

T7: *"Generally it is good, but there is no physical environment to apply some of them and there is no applicability."*

T10: *"I find it useful in terms of including different games and different activities."*

The teachers who participated in the interview, "What were you using in the Physical Education and Play lesson before the Physical Activity Cards?" was asked. The categories / codes that emerged as a result of the answers received and their frequency and percentage values are given in Table 3.

Table 3

Games used before the Physical Activity Cards

Category/ Code	f	%
Traditional Games	9	53
Rope	1	6
Ball	1	6
Circle	1	6
Labut	1	6
Stop	1	6
Running races	1	6
Burning ball	1	6
Handkerchief grabber	1	6
Open the door Bezirgan head	1	6
Games for achievements	3	16
Games played online	3	16
Volleyball	1	5
Football	1	5
Developing games	1	5

When Table 3 was examined, nine of the teachers who participated in the interview said that they played traditional games before Physical Activity Cards, three of them played games suitable for achievements, three of them played games played on the internet, one played volleyball, one

played basketball, and one teacher said that they developed the games themselves. Among the traditional games played, rope jumping, ball, hoop, coffin, stop, running races, burning ball, handkerchief grabbing and open door Bezirgan head games are indicated. Examples of opinions that are thought to be examples of categories are given below.

T11: "Rope, *ball, labut, circle.*"

T7: "Online games *and traditional games.* "

T13: "*I was developing games myself.*"

T8: "*I was playing the games I found by researching on the internet.*"

The teachers who participated in the interview, "Do you find the visuals in the Physical Activity Cards explanatory and sufficient? Can activities be carried out by looking at these visuals?" was asked. The categories/codes resulting from the responses received and their frequency and percentage values are given in Table 4.

Table 4

Opinions on the explanatory nature of Physical Activity Cards and the feasibility of events

Category/ Code	f	%
Yes	9	72
Visuals are descriptive enough	5	36
Deliverable	4	28
Cards are open for practitioner to contribute	1	8
Enough, but the materials had to be sent together	1	7
Some cards are enough, and some are inadequate	1	7
Can be realized if there is instruction and material integrity	1	7
No	1	7

When Table 4 was examined, nine of the teachers who participated in the interview stated that they found the visuals on the cards explanatory and sufficient, one of said that they were sufficient but the materials should be sent together, one of said that some cards were sufficient and some were insufficient, one of said that the activities could be carried out if there was instruction and material integrity, and one teacher stated that the visuals on the cards were not explanatory and sufficient. Teachers who find the visuals explanatory and sufficient; that the visuals are sufficiently descriptive, realizable, and that the cards are open to the practitioner's contribution. Examples of opinions that are thought to be examples of categories are given below.

T1: "It is *sufficient, but it should have been given with materials.*"

T9: " *Yes. The visuals are descriptive enough.*"

T12: " *Yes, I find it sufficient. All kinds of activities can be held.*"

T4: *"Yes, it can be realized. The cards are explanatory and open for the practitioner to contribute."*

The teachers who participated in the interview, "Are there any deficiencies in the use of Physical Activity Cards and disruptions in the lesson operation? If so, what? " was asked. The categories / codes that emerged as a result of the answers received and their frequency and percentage values are given in Table 5.

Table 5

Opinions on the deficiencies of the Physical Activity Cards and the disruption of the lesson operation

Category/ Code	f	%
Yes	10	77
Not enough material	5	22
Insufficient physical space	4	17
Some have no applicability	2	9
Materials do not appeal to all segments	2	9
Explanations should be clearer	1	5
Less content suitable for achievements	1	5
Includes activities that require long-term standing	1	5
Free play time is scarce	1	5
No	3	23
Visuals clear enough	1	5

When Table 5 was examined, ten of the teachers who participated in the interview stated that there were aspects of the Physical Activity Cards that were missing and disrupted in the lesson functioning, while three teachers stated that there were no deficiencies and disruptive aspects in the lesson functioning. Teachers who indicate the deficiencies of these deficiencies; they mentioned that there were not enough materials, that the physical space was insufficient, that some activities were not applicable, that the materials did not appeal to all segments and that the explanations should be more understandable. One of the teachers, who stated that there were no deficiencies, stated that the visuals were clear enough. Examples of opinions that are thought to be examples of categories are given below.

T10: *"Some of them have no applicability, there are disruptions because there is no material and physical space."*

T8: *"Lack of physical space, disruptions in the supply of lesson equipment prevent the application of cards."*

T12: *"Sometimes it only causes children to stay afloat and not to move much. Children don't have free play time."*

T3: *"Since it is supported by visuals, it is illustrative enough and there are no flaws."*

The teachers who participated in the interview, "If you have any suggestions for improving the Physical Activity Cards, what are they? " was asked. The categories / codes that emerged as a result of the answers received and their frequency and percentage values are given in Table 6.

Table 6

Opinions on recommendations for improving Physical Activity Cards

Category/ Code	f	%
Physical ground should be established	3	18
Lack of materials must be eliminated	3	18
Must be feasible	2	12
It should appeal to all segments	2	12
Variety can be increased	1	5
The number of games should be increased	1	5
Cards can be turned into pocket booklets and distributed to students	1	5
Images can be of better quality	1	5
Traditional games can be updated	1	5
Contain quality games that will develop children's skills	1	5
Explanations should be more comprehensive	1	5
No need for cards	1	5

When Table 6 is examined, the teachers who participated in the interview have various suggestions for improving their Physical Activity Cards. Teachers stated that the efficient physical ground should be created, the lack of materials should be eliminated, the cards should be applicable, appeal to all segments, the types of activities and the number of games should be increased, the cards should be distributed to the students in the form of pocket booklets, the visuals should be of higher quality, they should be of a quality that can develop some skills and the explanations should be more comprehensive. One of teacher also stated that there was no need for cards. Examples of opinions that are thought to be examples of categories are given below.

T2: *"Traditional games can be updated."*

T5: *"I don't think there is a need to stick to a certain card."*

T7: *"It should be turned into pocket booklets like children's play manuals and distributed to children."*

T13: *"Visuals can be of higher quality. The explanations could be more comprehensive."*

Discussion, Conclusion and Suggestions

When the literature on Physical Activity Cards was examined, it was seen that there were not many studies in the relevant literature. In a recent study, Öztürk (2019) saw that Physical Activity Cards made students more active in the lesson and contributed positively to the lesson. It also found that students developed a positive attitude towards the lessons. Kanbir (2018) concluded in his study that Physical Activity Cards are effective in improving students' attention levels. In his study, Altun (2017) concluded that Physical Activity Cards improve visual perception and attention. Yılmaz and Bozkurt (2017) concluded in their research that Physical Activity Cards positively improve the flexibility and strength characteristics of students.

All of the thirteen teachers interviewed, eleven of them use a resource in the Physical Education and Play lessons and two teachers do not use resources. Physical Activity Cards and the internet are mostly used as resources by the teachers. Thirteen teachers who participated in the interview, five of them evaluated their Physical Activity Cards as efficient, five of them put forward Physical Activity Cards as useful for students, and two of them thought these are resources especially for teachers. One teacher stated that the Physical Activity Cards were well prepared, but these cards were not given much importance. Eight of the thirteen teachers who participated in the interview were used from traditional games in the Physical Education and Play lesson before the Physical Activity Cards. In addition, three teachers preferred games suitable for achievements and three teachers preferred games played on the internet.

While ten of the teachers who participated in the interview found the visuals in the Physical Activity Cards explanatory and sufficient, two teachers found Physical Activity Cards some sufficient and some of them insufficient, and one teacher did not find them explanatory and sufficient. While ten of the teachers who participated in the interview think that there are deficiencies in the use of Physical Activity Cards and disruptive aspects in the lesson operation, three teachers do not think that there is a deficiency or a disruptive aspect in the use of the cards.

While twelve of the teachers who participated in the interview presented various suggestions for improving the Physical Activity Cards, one teacher thought that there was no need to use the Physical Activity Cards. Among the suggestions offered; PAC should contain games of quality that will improve children's skills, traditional games can be updated, efficient physical ground should be created, lack of materials should be eliminated, cards can be converted into pocket booklets and distributed to students.

As a result of the interviews with the teachers, the opinions of the teachers on the use of Physical Activity Cards in physical education and play lessons were determined. More detailed

questions can be prepared for these cards and opinions can be obtained from teachers and students. An experimental study of the integration of Physical Activity Cards into the physical education and play lesson can be designed. Finally, Physical Activity Cards can be used in other lessons to see the activity.

Statement of Contributor Rates of Researchers

Both authors contributed equally at all stages of the research.

Conflict Statement

The authors do not have a conflict statement about the research.

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