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DEVELOPING ACADEMIC EDUCATION TOOLS AND METHODS OF TRADITIONAL SPORTS AND GAMES FOR YOUTH

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Introduction

Societies throughout human history have struggled to survive alongside creating their own unique lifestyles as a result of their interactions with nature, and this accumulation has allowed societies to produce their own unique cultures over time. In this regard, culture is one of the most important elements that distinguish societies from one another, and culture also contributes to the formation of social identities based on cultural structures. In fact, the survival and existence of societies depend on individuals gaining and maintaining social belonging. Because cultural values meet this need, they constitute the basis of social belonging in a society (Güngör, 1997: 95).

Ethnosports are a general definition for the wealth of games and sports various cultures have performed for centuries in today's world, where sports branches are more institutionalized and sporting success is accepted as an indicator; ethnosports cover many local identities with the aim of not forgetting these traditions, of reproducing them, and of bringing them back to the world stage (Erciş, 2018). Therefore, in today's world where social differences are decreasing and cultures are beginning to resemble one another due to the effects of globalization, keeping the values within the scope of ethnosports alive has great importance, just as other cultural elements, with regard to preserving and sustaining cultural and social identities.

Education systems aim to provide youths with academic qualifications and universal human values, in addition to society's own national values. At this juncture, this educational program aims to integrate the skills, achievements, and values related to the field of ethnosports into the curriculum implemented in schools, which are the basic institutions where educational studies related to national culture are conducted, and this curriculum is expected to fulfill an important function in this regard.

Curricula of the Ministry of National Education

The rapid changes in science and technology, the changing needs of individuals and society, and the innovations and developments in learning and teaching theories and approaches have directly affected the roles that are expected from individuals. These changes identify an individual through such characteristics as one who produces knowledge, can use it functionally in life, can solve problems, thinks critically, is enterprising and determined, has communication skills, can empathize, and contributes to society and culture. Curricula that serve to raise individuals who possess this weave of qualities have been prepared with a simple understandable structure that takes into account individual differences and aims to provide values and skills rather than simply convey information.

In line with this purpose, while these curricula on one hand offer repeated gains and explanations using a spiral approach for different subjects and grade levels, they also offer learning outcomes that aim to be gained holistically in one go. The gains and explanations in both groups have the characteristic where ideal, up-to-date, and valid relationships with life can be established in the educational process of the relevant discipline.

These gains and the explanations that identify their limitations are indicative of elementary content through the viewpoint of providing wholeness from the perspective of the values, skills, and competences at the grade and educational level. In this way, set of curricula have been formed that guide the use of metacognitive skills, that provide permanent meaningful learning, and that are associated with sound previous learning in which other disciplines and daily life are integrated around values, skills, and competencies.

Curricula Objectives

The curricula were prepared based on the “General Objectives of Turkish National Education” and “The Basic Principles of Turkish National Education” as stated in Article 2 of the Basic Law of National Education (Law No. 1739). The learning outcomes included in the joint text of the Century of Türkiye Education Model and other course curricula that will be implemented gradually starting with the 2024-2025 academic year were also taken into consideration while preparing the program. In this context, the basis of the program is comprised of the components of spiritual and physical integrity, knowledge and wisdom, education from past to future, axiological maturity, moral consciousness, and aesthetic perspective, which form the basis of the student profile under the heading of “Competent and Virtuous Persons” in the joint text of the Century of Türkiye Education Model.

All works carried out through the education and training programs aim to achieve the following objectives in a complementary manner at the pre-, primary, and secondary school levels:

1. To support the healthy development in physical, mental, and emotional areas of students who've completed pre-school education by taking into account their processes of individual development.
2. To ensure that students who've completed primary school become individuals who possess self-confidence and self-discipline; who carrying out basic verbal, numerical, and scientific reasoning; who've gained social skills and an esthetic sensitivity, and who are oriented toward a healthy life by using these skills effectively in the framework of moral integrity and self-awareness in line with their developmental level and their own individuality.
3. To ensure that students who've completed secondary school become individuals who have adopted national and moral values, who use their rights and fulfill their responsibilities, and who have acquired both the basic level skills and competencies as stated in the “Turkish Competencies Framework” as well as in discipline-specific areas by developing the competencies they had gained in primary school.

Perspective of the Curricula

The main purpose of the Turkish education system is to raise individuals who possess the knowledge, skills, and behaviors that have been integrated with Turkish values and competencies. While attempting to have students gain knowledge, skills, and behaviors through the curricula, Turkish values and competencies serve as the connection and scope that establish the integrity among these skills, behaviors, and knowledge. By distilling our values from the national and spiritual resources of our society, our own heritage that has come from the past to the present will be conveyed to the future. Competencies are the operational totalities that allow this heritage to participate in and contribute to life and the family of humanity.

From this aspect, our values and competencies form an inseparable essential part of the totality of our theory and practice. In a contemporary context, the knowledge we try to have students gain through the processes of learning and teaching are the tools and platforms of the values and competencies that make us who we are for gaining visibility under the conditions of the day; they have an incidental structure that can change under the conditions of the day, and thus are updated and renewed through constant reviews.

The components of being ethical, patriotic, wise, aesthetic, strong-willed, compassionate, healthy, questioning, and productive as explained under the heading of “Competent and Virtuous Persons” in the Century of Türkiye Education Model were taken as a guide when preparing the program. Based on this, the program aims not only to transfer knowledge to students but also to provide them with the necessary values and skills in line with our current curriculum.

Values

Values are the sum of the basic principles that form the perspective of the curricula. Its roots are in our traditions and culture, and its trunk and branches extend to the present and future by being nourished from these roots. The values that constitute our basic human characteristics are the source of power that guides us and allows us to take action in the flow of our lives and when coping with the challenges we encounter.

The objective of our education system is to raise individuals who have adopted these values and who apply them to their lives by combining these values with the competencies they possess. In this context, the project being carried out through the World Ethnosport Confederation aims to use traditional sports and games to convey our cultural heritage to the younger generations and to help them gain the values inherent in this heritage. Traditional sports and games, such as archery, mangala, and mas-wrestling in the Ethnosport courses that have been revealed in scope of the project, support values education while at the same time contributing to students' physical and mental development.

From this perspective, the curriculum prepared within the scope of this project is also consistent with the learning outcomes, values, and skills of the Century of Türkiye Education Model, which is being gradually implemented in Türkiye as of the 2024-2025 academic year and is based on the theme of From Roots to the Future. This characteristic also helps integrate the program into school lessons and positively affects its applicability. The traditional sports and games (e.g., archery, Mangala, mas wrestling) in the Ethnosport classes that are being initiated within the scope of the project contribute to students' physical as well as mental development while also supporting the education of values.

Through these sports and games, students learn by experiencing such core values as self-control, patience, honesty, responsibility, and team spirit. For example, emphasis is placed on the values of focus and patience in the archery classes, of strategic thinking and honesty in games of Mangala, and of justice and respect in mas-wrestling activities. These values are a guide not only during sports activities but also when dealing with situations encountered in daily life.

The education system is more than just a structure targeting academic success; it also has the mission of raising individuals who can make moral decisions and reflect these decisions onto their behaviors. For this reason, the prepared curriculum has been designed with the understanding that values are not considered to be a separate syllabus or area of learning but as the ultimate objective and soul of the entire educational process. An educational approach based on our core values has been adopted in each unit and stage of the curricula.

In this context, the curriculum includes the basic values of justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and helpfulness. These values will come alive in the process of learning and teaching by being addressed on their own both through the sub-values to which they are related as well as through other core values. Students will be encouraged to internalize these values and to reflect them in their behaviors through traditional sports and games.

Carried out under the leadership of the World Ethnosport Confederation, this project aims to use sports to integrate the younger generations into society by equipping them not only physically but also with our values. This approach will provide significant contributions to the personal and social development of students in addition to their academic lives.

General Aim of the Ethnosport Course Curriculum

Ethnosport education aims to allow students to acquire skills related to traditional sports and physical activities that they will use throughout their lives, to lead an active and healthy life, to adopt cultural values, and to develop social, intellectual, and self-management skills. In line with this, the aim for students taking the Ethnosport course is to prepare them for the next level of education by having them embrace both their physical as well as cultural heritage.

Students who complete the Ethnosport education program are expected to achieve the following gains:

- Developing movement skills specific to traditional sports: Students will learn and master the basic movements and skills of such traditional sports as archery, wrestling, and horseback riding.
- Using the concepts and principles of movement in a variety of traditional sports and activities: Individuals will apply the strategies and techniques of traditional sports by learning their historical and cultural background.
- Using movement strategies and tactics in different traditional sports and activities: Students will gain the competences of strategic thinking and tactical development in the Ethnosport activities in which they have participated.
- Explaining the concepts and principles of traditional sports and activities related to healthy living: Ethnosport encourages sports activities that support a healthy lifestyle and allows students to gain health awareness.
- Regularly participating in traditional sports to stay healthy and improve one's health: Students will regularly participate in traditional sports activities to maintain their physical as well as mental health.
- Comprehending the cultural background and values related to ethnosports: Students will understand traditional sports not just as physical activities but also as representing a deep cultural heritage and will embrace these values.
- Developing self-management skills through ethnosports: Students will acquire personal management skills such as discipline, self-control, and self-improvement through traditional sports.
- Developing the qualities of cooperation, fair play, social responsibility, leadership, and cultural awareness through ethnosports: Students will acquire social skills that reflect the spirit of traditional sports, such as cooperation, fairness, leadership, respect for differences, and sensitivity to nature.

These gains show how ethnosports are not just a physical activity but also a part of cultural values and personal development.

Area-Specific Skills of the Course Curriculum

The skills addressed within the scope of the Learning Outcomes Framework in the Century of Türkiye Education Model are discussed under the headings of conceptual skills (e.g., basic, integrated, and higher-order thinking skills), physical skills, education (e.g., self-, social, and intellectual dispositions), and field skills (e.g., Turkish, mathematics, science, and social sciences).

The model does not limit courses to their own fields in terms of subject matter and learning outcomes; emphasis is placed on establishing interdisciplinary collaborations and relationships. From this perspective, Ethnosport education contributes to achieving the model's learning outcomes by including learning outcomes and subjects that address many fields, especially history, social fields, Turkish, and sports.

Ethnosport education aims to raise students as healthy and balanced individuals who are equipped with cultural values by supporting their physical as well as mental development. The skills students are planned to gain in line with this are listed as follows:

- Endurance: Traditional sports increase students' physical and mental endurance, especially in activities that require long-term performance such as wrestling, archery, and horseback riding.
- Speed: Traditional sports branches develop students' reflexes and agility through situations that require quick decision making and sudden movements.
- Flexibility: Traditional sports that involve various movement patterns increase students' flexibility and strengthen control of the body.
- Mobility: Traditional games and activities increase students physical mobility overall and enables them to use their bodies more effectively.
- Coordination: Traditional sports, in particular archery and horseback riding, improve hand-eye coordination and physical coordination in general.
- Strength: Sports that require physical strength, in particular horseback riding and wrestling, increase students' musculature and strengthen their physical endurance.
- Rhythm: Traditional games and dances increase body awareness and balance by developing a sense of rhythm.
- Cultural Awareness: Traditional sports help people adapt to society's historical and cultural codes by putting them in touch with ancient knowledge.



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Matters for Consideration in Implementing the Ethnosport Course Curriculum

Teachers need to take various factors into consideration in the process of implementing ethnosport education. The basic topics teachers need to consider are listed as follows:

- **Adaptations Specific to the School and Student:** The basic principles of ethnosport education should be adapted to the developmental characteristics of secondary school students and to the sociocultural structure of the school. Flexibility should be provided by taking into account the unique needs of each school.
- **Relating to Other Courses and Daily Life:** Ethnosports should be associated in the learning-teaching process with other courses and with students' daily lives. This allows students to be able to integrate what they learn into their lives.
- **Collaboration and Stakeholder Participation:** Collaborations should be made with stakeholders such as parents, civil society organizations, and local governments in order to successfully implement the Ethnosport syllabus. These collaborations help students receive a sports education based on cultural values.
- **The Basic Principles of the Teaching Process:** Ethnosport education is based on learning through games, sports, and physical activities. A student-centered learning environment is created by considering students' cognitive, emotional, and motor development as a whole. This type of education has a process-oriented, developmental, and flexible structure that allows students to take part in individual, paired, and group works in a balanced manner.
- **Developmental Characteristics of Secondary School Students:** Ethnosport education should be planned in a way that is appropriate for students' age and developmental period. Teachers should make adaptations to activities by taking into account students' individual developmental and environmental factors. More emphasis can be given to folk dances or local games in place of modern dances in accordance with the school's sociocultural structure.
- When considered within the scope of ethnosports, educators should select and implement the teaching models that are best suited toward students achieving their physical and social gains. Personal and social responsibility, cooperative learning, and tactical game models are prominent in an ethnosport-inspired sports education. Instructors should plan a sports education that is individualized and implemented with the community by blending sports with cultural values. Traditional games and activities that accommodate ethnosports should be integrated into the courses in order to support students' physical, mental, and social development.
- Ethnosport-based teaching methods use traditional games to develop students' psychomotor, cognitive, and affective skills. Students in these programs not only gain physical skills but also learn human values such as responsibility and cooperation through the unifying spirit of sports. By supporting personal development in this context, ethnosport games also establish a direct relationship with social life and present students with gains that will provide benefits throughout their lives.
- Teachers should set aside broad space for ethnosport activities in their sports education syllabus and should remember that courses not only carry the aim of having students gain sports skills but also have the role of keeping cultural heritage alive and transferring it to the younger generations. Ethnosport enriches sports education, allowing students to gain skills they can apply in their daily life. Students should be encouraged to participate in these activities outside of class through local sports clubs or ethnosport associations.
- In addition, collaborating with the school administration, parents, local governments, and sports federations will increase the education's successfulness when implementing ethnosport activities. With the support of these various stakeholders, students can be offered a wider range of physical activities in the process of their education, as well as be provided with solutions that are more appropriate to their individual needs. Ethnosport activities, especially at the local level, can both support students' physical development as well as help them establish ties with culture values.
- Lastly, the activities included in ethnosports should be adapted to the students' needs. Appropriate arrangements should be made to the class syllabus for students with special needs, and these students should be included in sports. Ethnosports contribute to students' physical, social, and cultural development by offering a unifying inclusive approach to sports, one in which everyone can participate.

STRUCTURE OF THE ETHNOSPORT COURSE CURRICULUM

LEARNING AREAS	TOPICS	LEARNING OUTCOMES	AREA-SPECIFIC SKILLS	VALUES
Learning Area 1 Competence of Movement	<ul style="list-style-type: none"> a. Movement skills b. The movements and related life skills of traditional sports and games c. Movement strategies and tactics 	<ol style="list-style-type: none"> 1. Develop movement skills specific to traditional sports. 2. Use the concepts and principles of movement in various traditional sports and activities. 3. Use movement strategies and tactics in different traditional sports and activities. 	Endurance Speed Flexibility Mobility Coordination Strength Rhythm Cultural Awareness	Self-control, Patience Honesty, Responsibility Team spirit Patience Love Honesty Fairness Respect Patriotism Helpfulness
Learning Area 2 Sports and Cultural Awareness	<ul style="list-style-type: none"> a. Awareness of fair competition b. Conceptual knowledge about our sports and games culture. c. Human values and sports relations. 	<ol style="list-style-type: none"> 4. Explain the concepts and principles of traditional sports and activities related to healthy living. 5. Participate in traditional sports regularly to stay healthy and improve your health. 6. Understand the cultural background and values related to ethnosports. 7. Develop self-management skills through ethnosports. 8. Develop cooperation, fair play, social responsibility, leadership, and cultural awareness through ethnosports. 		



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1st Area of Learning: Competence of Movement

The ethnospot education syllabus is based on developing the participants' movement competencies. Movement competencies aim not just to develop physical skills but also to integrate these skills into daily life. Traditional sports offer holistic development while combining mental and emotional skills by enabling individuals to use their bodies more effectively.

a. Movement skills

Movement skills allow individuals to be able to effectively direct their bodies using their basic motor abilities. These skills involve balance, speed, strength, flexibility, coordination, and agility. Ethnosport education aims to have participants learn these skills through different games and sports. Gaining movement skills helps individuals live healthier, more energetic, and more coordinated lives not only in sport activities but also in daily life. For example, during a wrestling match, students learn to keep their body balanced and to make quick decisions. At the same time, coordination and balance skills constantly improve by playing outdoor games or as a team on different ground conditions. The movement skills gained in this process increase individuals' self-confidence, support motor development, and improves overall physical health.

b. The movements of traditional sports and games and related life skills

Traditional sports and games enable individuals to gain not only physical but also social and mental skills. Traditional sports specific to Turkish culture, such as oil wrestling, archery, and javelin throwing, allow individuals to gain skills such as patience, focus, strategy development, quick decision-making, team spirit, and leadership. These skills can be used in every aspect of life and increase one's capacity to produce solutions and cope with the difficulties one faces. In archery for example, individuals focus on the target, control their breathing, and develop a strategy. At the same time, they learn to cooperate with teammates and wait for the right moment during a game. Life skills involve learning how to act not only as an individual but also within the community; by becoming aware of one's responsibilities toward society, individuals become more sensitive and impactful individuals.

c. Movement strategies and tactics

Ethnosport games and sports require one to develop not only physical movements but also strategies and tactics as a mental process. Traditional sports frequently involve physical strength and speed, as well as being able to anticipate an opponent's moves, come up with instantaneous solutions to challenges, and devise game strategies. For example, observing an opponent's moves, developing a proper strategy for it, and moving forward with suitable tactics by adhering to this strategy are important in wrestling. Movement strategies enable individuals to gain mental flexibility and to improve their capacity to think quickly. In this process, individuals gain the ability to analyze their own performance as well as that of their opponent. In addition to learning the technical and tactical aspects of a sport, the training also supports analytical thinking and problem-solving skills. In this way, individuals internalize not just the physical movements but also the processes of strategic thinking behind these movements.

2nd Area of Learning: Sports and Cultural Awareness

Sports are one of the most important reflections of a society's cultural heritage. Ethnosport education considers sports to be a carrier of culture and aims to use sports to transfer cultural values to students. This area of learning enables individuals to learn that sports are not just a physical activity but also a tool that conveys human values and society's history and cultural identity.

a. Awareness of fair competition

Fair competition is one of the most fundamental values in sports. Ethnosports adopt the approach of fair competition due to the nature of traditional sports. By having participants internalize human values such as sportsmanship, respect, and honesty, they learn that sports are not the struggle of winning or losing but the practice of ethical and moral values. In this context, students realize the importance of putting on a fair game and adhering to the rules of the sport instead of focusing only on success. In team games in particular, individuals' responsibility to each other, cooperation, and respectful behavior are the most concrete examples of awareness of fair competition. Not having the desire to win lead to unethical behaviors is emphasized, as well as the need to have competition remain within ethical boundaries. This gain helps individuals develop a sense of justice in their daily lives outside of sports.

b. Conceptual knowledge about our sports and games culture

Ethnosports teach the historical and cultural context of traditional sports and games. This area of learning teaches that sports are not just a physical activity but also a reflection of the history, identity, and values of a society. This area of learning also examines the origins of traditional sports in Turkish culture, the purposes for which these sports are performed, and their effects on society. This knowledge empowers individuals' sense of belonging to their own culture and raises awareness of how to protect their cultural heritage. For example, students who learn that Turkish warriors used the javelin game as a training tool understand the historical value of this sport and its relationship to war strategies. Similarly, they realize that oil wrestling is not just a sport but also a social ritual that strengthens social relationships. These types of conceptual knowledge provide a deep cultural understanding of sports and play an important role in how individuals transfer these values to future generations.

c. The relationship between human values and sports

Sports are a tool that establishes bonds between individuals, increases solidarity, and highlights human values. Ethnosport education emphasizes how sports are not just a physical activity but also an environment in which social and human values are transmitted. Students are taught how sports empower such human values as collaboration, tolerance, respect, honesty, and solidarity. Traditional sports enable individuals to learn how to work as a team, support one another, respect the opponent, and preserve moral values within a game. For example, the human side of sports is revealed in respect for one's opponent in a wrestling match, congratulating one's opponent at the end of the match and appreciating the process of struggling together. This area of learning encourages students to use sports to become more conscientious and responsible individuals in society. At the same time, this area of learning makes students more aware of how human values should be implemented not just in the field of sports but in every aspect of life.

Lesson Plan: Traditional Sports and Competence of Movement

Lesson Topic: Traditional Turkish Sports and Movement Strategies

Length: 90 minutes

Grade Level: Middle school – High school level (12-18 years)

Outcomes:

- Learn about the historical and cultural roots of traditional sports.
- Develop movement skills and gain strategic thinking skills.
- Participate in sport activities within the framework of fair competition and human values.
- Develop such life skills as teamwork, patience, and leadership.

Lesson Stages

1. Warm-up and Preparation (10 minutes)

- Goal: Prepare students physically for the lesson.
- Warm-up exercises: Basic stretching and warm-up movements (running, jumping jacks, squatting, jumping).
- Activities: Warm-up exercises for the traditional sport of oil wrestling. Students partner up together and try simple wrestling techniques (without applying force). Emphasis is on body awareness at this time.

2. Introduction to Sports (20 minutes)

- Goal: Introduce students to traditional Turkish sports in their historical and cultural contexts.
- Activity: The teacher uses short videos and pictures to introduce such sports as Jereed (equestrian javelin), oil wrestling, and Mangala. The history of these sports, how they are played, and their place in Turkish culture are explained. Emphasis is on the strategic and physical aspects of each sport.
- Question & Answer: Students' questions are taken, and a short discussion on sports happens. The students talk about which sports interest them.

3. Movement Skills and Strategy Applications (30 minutes)

- Goal: Develop students' physical skills as well as their strategic development abilities.
- Activity: Students are divided into two groups and do physical exercises for the selected sport.
- The Game of Jereed: A small field is formed among the students, with emphasis on javelin throwing techniques. First individual throwing and then mutual throwing strategies are worked on as a team.
- Archery: Target shooting happens with simulated bows and arrows. Emphasis in this process is on focus, balance, and strategy development (taking into account factors such as wind, distance, and speed).
- Oil Wrestling: Students use basic wrestling techniques to practice balance and coordination. During this time, emphasis is on analyzing the opponent's moves and developing counter moves.

4. The Connection Between Sports and Culture (20 minutes)

- Goal: Teach how sports relate to human and cultural values.
- Activity: Students prepare in small groups a short presentation about a sport. They discuss which human values (e.g., respect, fair play, teamwork) are related to that sport and present these to the class. Each group explains why they chose their sport and its cultural significance.
- Example: Students in one group can explain how archery requires patience and focus and how this sport has been a part of everyone's life historically, from warriors to morally strong individuals.

5. Wrap-up and Evaluation (10 minutes)

- Goal: Reinforce what students have learned during the course.
- Activity: Students sit in a circle at the end of the lesson and make a short evaluation of what they learned during the lesson. Students are asked to share their favorite activity and why. A short conversation also happens about which sport has contributed the most to them and which life skills they've developed from it.

Evaluation Methods

A multi-faceted evaluation process will be implemented at the end of the course to measure students' achievements. This evaluation will cover both physical performance as well as knowledge.

1. Written Test (30%)

Students are given a written exam about sports and their cultural contexts. Questions may occur as follows:

- Explain the history and cultural significance of two traditional Turkish sports.
- What strategic moves are important during Jereed?
- Why is awareness of fair competition important in sports?

2. Applied Performance (40%)

Each student is to demonstrate in practice the sport skills they've learned in class. For example, target accuracy, balance, and technical control are evaluated in archery performance. Strategic throwing and team cooperation are evaluated in Jereed.

Evaluation criteria can include:

- Coordinated use of the body
- Ability to think strategically and make split decisions
- Contributions and collaboration within the team

Oral Exam (20%)

Students are asked questions about the human values they learned in class, about the cultural context of sports, and about their personal development. For example:

- What roles do patience and discipline play during sports?
- What place do traditional sports have in our cultural identity?

Participation and Attitude (10%)

This evaluates general participation during class, contribution to group work and positive attitude. This will also take into consideration students' interest in the lesson, ability to exhibit a cooperative attitude toward classmates, and responses to teacher feedback.

The Range and Quality of the Courses to Be Held

Our Ethnosport halls where the lessons will be held have equipment that allow students to perform physical activities and contribute to their cultural and intellectual development. Our halls are exclusive areas where traditional sports come in contact with modern facilities.

While students increase their strategy development skills through games of intelligence on the Mangala tables, they will also have the opportunity to develop such physical abilities as strength, balance, and agility in the mas wrestling area. The traditional archery range allows them to experiment with such basic skills as attention, concentration, and target focus. These areas have been carefully designed to help students learn the Ethnosport culture in practice.

Our Ethnosport halls are also equipped with a library of 100 books that give access to information on topics such as the history of Turkish sports culture, traditional games, and ethical values. Our halls are also equipped with such technological devices as computers and projectors. These means support the learning process through visual presentations by providing access to digital content in the courses.

These features transform our halls from being just a sports area into a versatile learning environment where students can develop themselves physically, mentally and culturally.

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