

Games from Generation X to Generation Z¹

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Abstract In this study, it was aimed to reveal the progress that the games follow in the process of transferring from Generation X to Generation Z. Being a qualitative study, interviews were used for data collection; interviews were conducted with 10 participants and the data was analysed using descriptive analysis. According to the results of the analysis it was found that the games played had significant differences in terms of content and venue between generations, where an apparent break from the nature occurred; children of Generation Z have a tendency towards indoor games. Therefore, taking measures allowing the children of Generation Z to spend more and high-quality time in nature may be effective on directing children's indoor tendency towards outdoor.

Keywords Game, Nature Education, Outdoor Education, Generation X, Generation Z

1. Introduction

The game, which is defined as an intelligence and talent developer fun, has certain rules and it serves to have a good time; being a tool that develops children's mental and creative skills, it can be used as a physical tool [1-2]. By virtue of the game, the child develops physically, socially, mentally, linguistically and emotionally [3]. As the child feels comfortable and free in his/her surrounding, he/she will get the opportunity to develop his/her creativity and aesthetic sense by means of game [4].

According to Boreham and Riddoch, (2001) games are among the most important activities that ensure social, mental and physical positive development of the children. Outdoors is the best environment for the children to execute it [5]. As the children interact with the nature, they get the opportunity to practice various nature sports, allowing them to be raised as a sensitive individual who can approach people and other living beings with affection, who can perceive life more meaningfully [6]. Or as stated by Rivkin, (1995) interacting with the nature has

significant importance for the development of the child and outdoor playgrounds further enhance this interaction [7]. Open areas and natural environments contain dynamic and challenging playgrounds in itself. For example, in topography with slopes and cliffs, there are natural obstacles, bunkers, trees and meadow areas with which children have to cope [8]. These are among the most suitable environments that children are on the move. It is highly likely that positive social, psychological and phycological changes will occur in the children who interact and play in these environments.

Open areas and the activities conducted there, especially when they are designed according to age, areas of interest and needs of the children, allow children to spend their time effectively in both physically, and mentally [9]. In the 1980s, two psychologists from Michigan University (Rachel and Stephen Kaplan) suggested that spending time in nature have significant psychological benefits. In addition, according to Kaplan, (1995) and Kaplan & Kaplan, (1989) the theory called as "Attention Restoration Theory" (ART) argues that the nature offers a regenerative environment through volunteer participation and through the tasks requiring attention, where people can be recovered without getting tired [10]. Open areas ensure physical and mental improvement and development as well as physiological improvement. According to Andersen et al, 2004 (imparted by Stratton and Mullan (2005)) who presented evidence proving this, low physical activity in childhood is associated with specific health problems such as osteoporosis [11]. Similarly, Goran, Reynolds and Lindquist's (1999) experimental intervention studies demonstrated that regular exercise and activities affect children weights [12]. In the study performed by Andersen, Crespo, Bartlett, Cheskin and Pratt (1998) a relationship was revealed between watching television, physical activity and body structure and the body mass index of the children, which was found to be higher among the children who watch TV more and who are involved in activities requiring less physical power or effort. Usually, less physical activity and more obesity were observed among the ones who live in unadvantageous regions [13].

Cunning-ham et al., (1996) have conducted a research with 8-12 years old children and found that 53% of them play around their house, 24% in open and natural areas, 17% at parks and playgrounds, and 6% at the streets [5]. Similarly, in a research conducted in Australia, with 421, 5-12 years-old children, it was found that 59% of the children prefer their own house or a friend's house as playground, whereas 23% prefer to play in the park and 9% at the street [14]. There are many factors leading to this phenomenon. One of the factors may be the concerns of the parents about security [12]; another one is the changes occurred in technology [15].

Parents buy computer to home for offering better education alternatives to their children and get internet connectivity [16]. According to TSI (TUIK) data, the results of Household ICT usage survey in Turkey showed that 80.7% of the households in Turkey have internet access and this ratio indicates that eight out of every ten households in Turkey have Internet access. The number of electronical household equipment increases as the education level of the parents increases [17]. While used correctly and as intended, the internet contributes to the individual in a positive way; on the other hand, loneliness, staying awake till late and fatigue are mentioned among the problems caused by internet [18]. Especially, excessive and inappropriate computer and Internet use of school-age youth may create negative effects on their psychological and physical development, social relations; it may also cause negative effects on both their academic and personal development. What is important at this point are: the independence of the individuals who use internet disappears in time; the dependency shows up with the failure of doing things that the child normally does due to the time spent on the internet; health issues arise with improper and excessive usage; disruption in family relations, lack of productivity and academic failure begin [19]. Nowadays many computer games and social media include the applications allowing having fun time; they let the children to become distant from the nature, which is the most important negative effect of the internet on the children. However, Internet or technology is not the only factor that causes children to move away from the nature. Urban sprawl, misuse or devastation of the natural environment, building structured playgrounds, lack of neighbourhood relationships or wrongly established neighbourhood relationships due to the high population and apartment culture, alienation from the immediate environment cause the playgrounds of the children to change. This plays an effective role on the children to prefer home for playing game or spending time instead of the nature. This situation began to attract more attention in recent years; the studies addressing nature-child relationship began to occupy more places in the literature. However, the works examining the changing of the games and playgrounds with time, along with the factors that causes this change are quite rare. Therefore, this study was

conducted to identify the games that today's mothers were used to play in their childhood, the games that their children play at the moment, and to evaluate the similarities and differences in different dimensions. So, the changes on the playgrounds, on the games played and on the content of these games, on the time spent in nature and the factors affecting to spend time in nature were addressed. In this regard the following sub-problems were addressed:

1. What was the structure of the games that mothers have played in their childhood?
2. What were the factors affecting mothers' playground location selection in their childhood?
3. What kind of changes do mothers observe in the games played since their childhood?
4. What is the structure of the games that mothers' children play?
5. What were the factors affecting mothers' children's location selection for playing?

2. Methodology

This study was designed as a qualitative research. Qualitative research is a process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting [20].

2.1. Study Group

The study was conducted with the faculty members of a university located at Black sea Region. Convenience sampling method, where researcher aimed to collect data from an easily accessible sample, was adopted for this study [21]. Mothers from X generation, having children of Z generation were considered for interviewing. The workgroup consisted of 10 academician mothers (from Generation X), having children of 6-12 years old (Z generation). Generation X describes the people born between 1965-1980, whereas Generation Z describes the children born after 2000 [22].

2.2. Data Collection

Before initiating data collection stage of the study, the forms concerning the approval of the ethic committee were filled to get the necessary permission; data collection stage was initiated after the discussion and approval of the project in the ethic committee. A semi-structured interview form was employed as the data collection tool. Interview means collecting information from relevant people around the questions addressed in the research and provides in deep information about a research topic or a question [21]. In order to ensure the reliability and the validity of the questionnaire, the questions covered in the questionnaire were first asked to someone outside of the workgroup, and

the interview form was finalized according to her responses. Before giving the final shape, two experts from the field were consulted; the data, analysis results and interpretations were presented to them and the study was finalized according to their feedbacks, which is a significant step for ensuring the validity and reliability. The questions included in the interview form have been prepared by the researchers and they were asked to the respondents. Interviewer might also ask additional questions to get further information about the issue [23]. Each interview lasted for around 15-30 minutes; they were recorded by an audio recorder after getting the permission of the interviewee. The data was converted to written form following the completion of all interviews.

2.3. Data Analysis

Descriptive analysis approach was adopted in data analysis. The aim of descriptive analysis is to present the data to the reader in an organized way and interpret them. Obtained data was systematically and clearly described, the descriptions were explained and interpreted, cause-and-effect relationships were examined and conclusions are reached [23]. The findings obtained by the researchers were organized to explain sub-problems. For this purpose, all the data obtained from the participants were interpreted by the researchers and the common ground data were gathered under the same heading. The statements included under each heading were explained in the context of cause-effect relationship and these data were presented in the finding section, under different headings.

3. Findings

3.1. Findings about the Games those Mothers were Used to Play in their Childhood

3.1.1. Games those Mothers were Playing in their Childhood

In this part of the study, mothers were asked to state the games that they were playing in their childhood. Based on the statements of the mother, it was found that they were mostly playing skipping rope, dodgeball, running contest, hide and seek, stopped ball, playing house, jumping rope, line, tag, godelek, playing tag, higher than the floor, taking scene and singing, teacher-student role playing, puzzle, charade, soccer. These games have retained their place as quite popular games played by children from the past to the present day. The remarkable aspects of these games in terms of this study are the places they have played in, people, and content. Regarding the locations where these games have been played, it can be said that they were mostly played outdoors, in front of the house and in the gardens. The evaluation of the games in terms of the people indicates that they were the games mostly played by children in groups, hence they can be considered to be

significant in terms of socialization. A child, who was supposed to play alone, also prefer to play outside, which shows that nature was a centre of attraction for the child during that era. The statements of the participants on this topic are as below:

H1: When we were child, we prefer the places that we call outdoor. In fact, indoors were quite narrow and we only had a few dolls to play with. But outdoors many games with rope, ball were possible, we were living in a street with few traffic. We were with friends there (we were also a big family). With my little sister and big sister, we were playing dodgeball, skipping rope; I remembered the games making gymnastic movements with rope. Such games. And I remember contests, running contests, I mean in the neighbourhood we were making a running contest, making an "o", a rectangle starting and finishing at the same point by keeping time was a very popular game for us.

H2: I am from Rize, from Hemşin town. It was a small place where we were. Our parents were leaving us, sometimes we were not entering house till night. Outside, inside the garden, in the trees, we were collecting sweeps, stones, examining flowers, birds, that's how we were spending our time. Of course, hide and seek, skipping rope, hopscotch, we were playing all of them but beside them we were in touch with nature, we were usually outside.

H3: In our childhood we were usually playing in the garden. I don't remember playing at home except in winter, we were playing at home in case of snow, rain. I was playing with my brother at home but most of the time, when the weather was good I was playing in the garden for sure. Of course, the games played by the girls were hide and seek, stop ball, dodgeball, playing house, and skipping rope, line, etc. We were mostly playing the games that can be played in the garden with friends.

H4: We were playing hide and seek, stop ball, higher than the floor. It is about my childhood; our house was at the centre of Sivas but in a location not-so-busy, it was on a narrow street close to the main street, I remember that we were playing on the street with many people, with the friends from the neighbourhood, our peers till night. Tapping, godelek were the street games. I remember we had so much fun, we were very happy. As I said there were numerous games played with ball. We were chasing each other, tapping, hide and seek, ... I even forgot the name. It is so far from us, so much time has passed. Even the names seem stranger since they were the games that I didn't encountered after. Maybe

they are still played, but those are not the games that I see in our home, around, among the kids.

H5: We were playing the common games, such as skipping rope, dodgeball with the kids of the neighbourhood at the garden, at the street.

H6: When I was a kid, we prefer the games played outside, in the nature. There were games that we played at home but I remember playing games inside with our fellows. Outdoor games were mostly mixed. For example, we were taking the foods and pitching a tent on the trees. We were putting rocks around and playing inside. Playing house is one of the games that we were preferring and liking. I can now understand we did work a little dramatization. I can name it now. We were playing such games. There were games that we were playing by taking scene and singing, teacher-student role playing. We were playing all of them with a great pleasure. We were frequently playing puzzle, charade. The games that we played outside were mostly the ones that we could not play inside. In both cases, during the meetings where parents got together, children were gathering in a separate place and played. It was usually the room of one of us. If there was no room for the child, when we had to stay with the elders, we were playing under the table or we were finding a corner for us to create a separate world and we were playing there. The elders could talk comfortably among themselves.

H7: I was playing games outside. I mean when we came from the school or when we did not go to the school; we were playing at the garden, at the streets, usually without any toy, by creating games on our own but usually at the neighbourhood. My childhood has been passed in a small town, so we were spending time at the street without any worry. All kids of the neighbourhood were gathering together. We were playing tapping, dodgeball, stop ball, by running, moving around. Or more calm games like house playing. But we were usually outside.

H8: When I was a child I was playing at the street. We had a rug, we used to take it and lay out to the edge of the house. We were bringing all our toys. We had a kind of garden at the back of the house, we were gathering herbs, we were playing with them, we were breaking the bricks and making money with them ... Grocery, I don't know, we were building a shopping place with many things and playing such games. Of course, we were playing soccer as well.

H10: When I was a child I was mostly playing outside. I liked to play with various objects. I was playing with other kids as well. I was playing with mud, sand, things like that. In addition, I

was playing ball games as well. If I could not find anybody, I was taking my ball and I was playing volleyball by returning the ball to the wall. I was cycling as well. When we moved to Atakum, it was the beginning of 90s and there was not much housing at Atakum, everywhere was empty and it was very nice to cycle. I cycled so much until I finished the high school.

3.1.2. Preference of Game Venue

In this section of the study, mothers have been asked about their favourite place for playing games when they were kids. By using the answers provided to this question, we tried to determine whether the mothers used to prefer playing in the nature, and if not, the venue they preferred. All of the mothers have stated that they have mostly preferred outdoors (nature) to play their games. Even though some participants said that they used to play in their homes too, it is possible to say that they were spending more time outside than inside. They also said that they there were times that they did not want to go home at all. Participants have stated that they preferred to play in the neighbourhood, on side streets, in front of their apartments, on alleys and gardens. Even though some participants stated that they were playing at home, their first preference was playing in the nature. This can be associated with the attractive power of nature. The expressions of the participants are as follows:

H1: I used to prefer playing outdoors most of time.

H2: We used to play outside most of the time. I mean we did not stay in. Sometimes we did not even want to go home for supper. Our mothers used to shout from the windows, telling supper was ready. But we stayed outside, shouting back "coming in a while, let us play some more".

H3: Outdoors, in the garden.

H4: We were playing on the street most of the time. Sometimes I was playing at home with my siblings, sometimes with my cousins even. My uncle was living upstairs, their home was so close to ours, living in the same apartment. We used to play house with our dolls and other stuff. We used play in the living room in our home or when we were invited to someone else's home. But other than that, especially during summer months, I remember staying outside after school, till late hours. We used to spend so much time in the garden of our apartment.

H5: Depending on the weather conditions, we used to play outdoors during summer months.

H7: On the streets, in the neighbourhood... My childhood has started around 85, I was born in 81. There were not many cars back in those times. We were playing on side streets, between

apartments and so. Our neighbourhood had adjacent apartments, some with gardens. So, we were playing in those gardens sometimes or in the space in front of our apartment. Or sometimes in the gap between two apartments.

H8: On the street, I mean right in front of our house.

H9: When I was a kid, we used to live in Samsun's Alaçam district. It was a small town, and we were on the street all the time. There was a yard. Uncles, aunties, all living in homes built within a garden. We were living in there with all uncles and aunties and grandfather. Grandpa was working in agriculture, he was living downstairs. So, I grew in an area full of greens and all kids were outside all the time.

H10: I was playing outside most of the time. On the side or front of the house, in the garden.

3.1.3. Description of One of the Games Played

Participants have been asked to describe one of the games they used to play as a kid. The purpose was to see whether they were playing outdoors and how they were playing it. In this sense, we tried to reveal how much time they were spending outside to what extent they were making use of outdoors, whether they were making the nature a part of their lives and so on. Regarding the answers provided by the participants, it was understood that tree shells were being used in the games played, stones were used as toy pots, pans, furnaces etc., broken marbles, bricks and roof tiles were used, electric cables were used for making toys and cement was used to make cakes, and they were selling the plants that they have collected. It was evident that all the games played by the participants were played in the nature by using natural materials, natural materials were used to make toys, and hence the creative sides of the participants were put into use. This is an indication that the nature was not merely preferred as a playground, but it was also a source for making toys and play materials. Considering that the participants did not have many opportunities to have toys during their childhood, they were clearly turning their needs into creativity by making their own toys and using natural materials to make those toys. The expressions of the participants on this issue are as follows:

H2: We used to play house a lot with my friends. I remember that. Our toys were so simple, now I look at my daughter's toys and she has so many. Toys are all there and others... We did not have so many toys. The toys, materials used for playing house, how did we do them? We used to find things from the outside, things from the trees, we used to pull out the shells for instance, and they would be our food. We used to liken them to fruits of all types. Then the leaves, they were our plates. We did have some simple toys, but most of

the time we were collecting materials from the nature and adopt them to our game, that is how we used to play, I remember that vividly.

H4: I remember liking godelek a lot for instance. What was it? It was something small, a piece of broken marbles and everyone was taking a piece. We used to place those pieces on top of each other and draw a circle around them with a chalk. One kid would be in middle, staying beside the stones. Then each kid would have a stone for herself. In turns, we were trying to knock down those stones. Each one of us was hitting in turn, knocking down the stones placed on top of each other. After knocking, we were running to take one of those knocked down stones, without being caught by the kid in the middle. If the middle-kid caught one of us, they would swap roles then. Collecting all the stones without being caught meant the game was over. Then we were placing the stones once again. I remember having a lot of fun playing that game.

H5: We were two people; we used to tie the line into somewhere. And one of us was holding the other end with her leg, the other one playing. Stepping on the line meant out. That is the game I remember playing.

H7: We had this classic dodgeball. To be honest, I don't remember any unique game. We split into groups. Then we were trying to hit the group in the middle. That is what I remember in general. But I do not remember if we did develop any unique rules for it. Then papers, we used papers and power ducts to make pipes and blow paper aiming each other. We did those things most if the time, because it was a mixed group of boys and girls. But when it was all-girls, we used to play house or similar. It was different with mixed groups. We had these black power hoses you see. We made them in different lengths so the speed was different. Different speeds in long and shorter ones. Old papers and whatever we could find, preparing small pieces of them and then shoot. Shooting each other.

H8: So, let me tell you about the game where we made money out of bricks, that was interesting. I had cousins and they were all boys. I was a girl growing among five boys. Therefore, playing house was not really an option for us. I either had to play football with them or we played something about shopping or commerce. There was an empty yard behind our house, with poplar trees. Grass was growing there. We used to collect all different types of grass and made food out of them. One would own a restaurant the other a street seller. We used to accumulate them. Then break the bricks. We made small pieces of

money out of brick pieces. Using the soil, we would dry them under the sun, and even use them for making pottery. One of us would be selling the pottery. Everyone was purchasing something from the others. So, it was a game mostly based on trading. We were playing commerce there. Everyone was buying something from the others. And everyone was selling whatever they had. Those were the toys we had.

H9: For instance, we had this game called *dombilich*. We were placing broken roof tiles on top of each other. And from a certain distance, we were trying to hit them with a ball. There were two groups of friends. One of the groups was waiting around the roof tile pieces while the other group was keeping the ball and try to stop us from placing the roof tiles. And we were trying to disrupt their attention and place the roof tiles on top of each other. Even if only a single player was left in the game, we would be scoring points if roof tiles were placed on top of each other and the game kept going on like this.

H10: In our time there were many constructions going on. Whenever we got our hands into cement or anything similar; we would take plastic stuff from our homes and tried to make cakes like mould. We were taking cement from there. That was like our joy. I remember taking and decorating them indeed in different colours I was playing with them most of the time.

3.1.4. Person or Persons that were Influential When Selecting the Venue to Play

When selecting the play venue is something that can be done by the child himself, however it is not impossible to think that the parents were also involved in the process. In this part of the interview, the participants have been asked about the person or persons that were influential in selecting the venue for the game to be played. The purpose of directing this question was to determine whether they were free to select the venue for the game to be played and to determine the influential party on the interaction between the child and nature. As the answers of the participants indicate, it was mostly the kids themselves who had the say on selecting the venue to play the game. There was only one participant who said that it was the family who had the final say. And the participants who said that the decision was taken together with the family stated that it was due to the existence of some certain conditions. Considering the venue, form and content of the games played by the participants during their childhood, it is obvious that the families did not prevent their children from going out to play. Based on this finding, it is thought that the families were supportive for their children to play outdoors, and the mutual interaction between nature and child was not disrupted by the families. The expressions of

the participants are as follows:

H1: In fact, there was no existing decision-making mechanism. When I look back to the past, my mom was a housewife. After school we had a certain amount of free time. School did not go on all-day in those times. We have a certain amount of free time. In those times, when we came home from school we used to have a quick bite to eat and then go outside to play till it was dark. Parents were used to it. My family never intervened.

H2: Ourselves. We were the ones deciding it.

H3: We took the decision together with our friends on the day. We were getting on well, and the neighbourhood had many girls.

H4: We and our families were deciding it.

H5: Our house had a garden. There was this garden and a street in front of the house, and not many cars were passing by. So, it was all for ourselves. Than the neighbourhood was a true one, all people knew each other. I am not even aware of such a decision-making mechanism at all.

H6: Us, the kids mostly. But these venues were certain venues anyway. None of us ever proposed any place that our parents would not approve. The place we were going to play was known. It was either our garden or the garden of our neighbours. Those were the common points where all of us would meet.

H7: Us. I mean the street was ours anyway. Therefore, we did not have something like you can play there...

H8: Our families were deciding.

H9: As it was our natural environment, us, we were deciding inside the garden.

3.1.5. Factors Influencing the Selection of Venues to Play Games

The selection of the venue to play games during participants' childhood was not something much intervened by their families, thus it is clear that the factors influencing the decision would be the factors that were deemed to be important by the participants themselves. In this sense, the participants have mentioned going places that looked nice, staying in places where they families could keep an eye on them, and playing within their own yards as the factors deemed to be important by them and said that these factors were influential in making the decision about the venue to play games. The expressions of the participants are as follows:

H2: We were going to places that seemed nice; however, it was not a big problem as we had a secure environment. We were not allowed to go too far, obviously. We were not going to another house or another direction. We kept around our

own houses but we had plenty of room so it was sufficient for us. And we did not have any problems as we always asked for permission from our families before going out. Once outside, we were the deciding party. There were certain limits and we were keeping and playing within those limits. We were not going into a neighbour's land or area to play. We were playing in our own area but we were freely playing within our own area.

H4: My mom and dad did not intervene. Dad was in work most of the time. It was mom who was decisive. When playing at home, it was becoming untidy and sometimes she was getting a bit upset. But still I remember playing house at home with my siblings but usually it was street games with friends.

H7: My mom was just saying do not go into the town square, because there were vehicles driving to the nearby villages from the town square. There was a huge circulation of vehicles. Or sometimes we were doing other things, since my dad was a teacher. If it was weekend or summer holidays, we were going to the school yard but we were told not go to crowded places or places with heavy traffic... Other than those I do not remember any places they warned us not to go. There was a forest behind the house. Also, a field. So, going there was not a problem.

H8: Being safe, being ours, being our own land and nobody being able to enter there as it was the back of our house. I mean completely nobody could go in there other than us. If anyone did, he would definitely be noticed by my uncles or by dad.

H10: Mom only used to say do not go where I cannot see you. Except this she was fine. There was an open area around the house. It had a wide circumference. We could play there without any worries.

3.1.6. Families' Attitudes towards the Request of Playing Outdoors

In this section of the interview, the participants have been asked whether they wanted to play outside during their childhood periods, and all participants gave positive answers. Afterwards, the participants have been asked about their families' attitudes against their request of playing outside. The majority of the participants declared that their families were fine with it, they did not intervene, and playing outside was the typical thing to do. Being seen as typical within the flow of daily life, some participants also said that this was bound to condition, such as doing the homework first, being under watch and so on. However, the number of these participants is less than the number of the others. Families' positive attitude towards their

children who were asking to play outside can be associated with safety, environmental conditions, bigger amount of natural areas and sincere relationships among neighbours in those times. The expressions of the participants are as follows:

H1: It was up to us but obviously we were not allowed to go out of the garden. If we ever crossed the line a little, we could get some warning phrases such as come back home but I do not remember hearing any warnings such as "No! You cannot go out", "You have nothing to do outside" or so on. Because it was like a need and the parents were aware of this need, they never interfered as far as I remember. This was a natural need for us and the moms and dads were not too strict about it. And my dad was working in a distant place. When he came, and he was driving a truck, excavating, when he saw us outside he joined as fast as possible. He would join our game that was our childhood era in terms of gaming. Their attitude was recognized as if there was secret agreement between us; such as like kids came from school, there is a nice weather, so the kids can play outside. There was no negative attitude.

H2: They did not make any distress. Definitely there was no obstruction. And we were playing outside most of the time. Chances of playing inside were limited. For us playing inside was not a game. Playing was something done outside. Sometimes when they were going somewhere, they were asking us to go with them. It was a small settlement; there were tasks such as collecting tea leaves and so on. They wanted us to go with them. But we did not want to go. We had such nuisances but when we did go with them, we could find something to play with there. Our friends were not there but I have three sisters. And also two brothers, so we were creating games among us. For example, mom was going to the river to do something and we were accompanying her. I remember that when we were next to the river, we bathed into water and got wet and mom was mad to us. We were doing something with stones, we were playing with them and keeping ourselves occupied.

H3: The normal thing was to play outside anyway. They did not want kids in the house I guess. Right after breakfast in the morning we were going outside. Staying there till mom called us. Having lunch and back to the street again. I am talking about school holidays, summer time; however winter holiday was too cold... I mean the typical thing to do was to play outside in the garden. I think no one was too keen to have kids in the house fearing from too much noise.

H4: I do not remember mom interfering at all. We used to play house in our neighbour's home. She had a little baby too. Her older daughters were at our age. We used to go their home a lot but because she had a little baby I remember her getting stressed out sometimes. Sometimes mom said don't go but she never interfered in playing outside. Other than that, we used play outside. Mom used to call us back home in evening but I remember not going in. We didn't want to; it was much fun to stay out.

H5: That was the typical way of doing things. Parents were sitting in the balcony, with open doors. I mean there was no restriction or asking for permission. Everyone was out anyway.

H6: As far as I remember school was half day. We had a kind of awareness. During primary school we were home after school, because we were aware that we had to finish our homework or any other responsibilities first. The first thing after coming from school was to eat. Then after some rest I had to do my homework to be able to go out. Failing to complete the homework meant a high risk of not going out. We would not even ask for it because they would say no, not before you complete your homework. My family never said no, you are not allowed to go outside.

H7: If they did not say anything, I took as they accepted it. The way I think; at those times staying in was the abnormal thing. We were three siblings. There were always other kids in the house too. Like cousins, nephews. Some others too. Mom was like saying "please go out so I can rest" ... After all, we lived in a small settlement, everyone knows each other. I guess not going out was weird. Because when we went off, she could do some cleaning. She could do her work. But when we were sick, we were staying in. That's the only time we stayed in.

H8: My father had a grocery shop under our house. As dad was always in the shop, we were playing there. Therefore, we never thought of anywhere else. As we were under their watch, they were saying do not go off, the area between this thrash bin and that lamppost is your playground. They used to set the limits and giving the rest to us and we took it.

H9: The environment was safe, everyone knew each other well and we were also inside a garden, and the garden had a gate. Therefore, even though we were on the main street, we were never restricted due to any perceived threat. We were comfortable in going out. No parent ever came out to keep an eye on us. From time to time they were calling us from the window as "time for dinner" but other than that it was something we did all the time with friends.

H10: They usually allowed us, never a problem; I don't remember having any limits.

3.1.7. Differences Observed in Games from Childhood to This Day

Participants have been asked to whether they have seen any changes between the games played in their childhood and the games being played today, and to outline the changes that they have observed. All of the participants agreed that the games have changed. It is thought that this was due to electronic devices keeping the kids indoors and to have fewer places to play. It is also thought that the changes in the games being played have been influenced by television programs, kids spending more times indoors and also the fact that today's kids are not aware of the games being played in the past. Hence, the statements of the families indicate that the kids find difficult to create a game. Technology, which occupies a great amount of space in homes, is keeping the kids indoors and preventing them to go out to the nature. Even the games that can be played outside are possible to be played inside through virtual games by using technological devices. Considering the limited possibility of playing outdoor games inside, it can be said that the transformation of the games is due to the fact that kids are preferring to stay inside rather than outside, in the nature. The opinions of the participants on this issue are as follows:

H1: Nowadays children have these computer-like mobile phones in their hands, and also it is so easy to get electronic game devices such as iPad, and all these are pushing the children indoors. This is a change that we are observing. On the other hand, it is almost mandatory to use these devices in a controlled way. What I think is, we are in an age that is open to technologic improvement and change each year, and when you think of it, maybe our children will perform surgical operations using a joystick. I mean we are moving to this direction. As you know, recently in medicine, in engineering the applications requiring the ability to use such devices and tools are prominent. Accordingly, it is not really possible to keep the children completely away from such electronic components. Perhaps it is necessary to let them use technology with a certain level of control but obviously there are great differences between the games of our times and those that are played by our children. To summarize, it can be said that we used to prefer outdoor games mostly, while children are now playing games at home mostly. This could be computer games, and games in mobile phones.

H2: They are not playing most of the games that we were playing at those times. They are just watching. They are watching cartoons for

instance, where the games of the old times are played. My child is watching them on Channel X. They play hopscotch sometimes. I told to my daughter too. They are bored here; School X has no yard. There is only an area of concrete. So limited. Previously they were in School X. They had a bigger garden there. So, she needed some time to adapt. I told to my daughter to bring along some materials, like a line for hopping, play hopscotch and others, find something... They are too distant; I mean they do not want to play those games. They do not know anything about the older games. And they find it difficult to discover a game themselves. As I said, we were able to create something somehow, using whatever was available to us. But the children today, what I see in them are they cannot create a game by themselves. Maybe it is due to staying inside, when they get restricted their creativity stayed limited, that is how I see the issue. I believe if they were outside, they would produce something by themselves, they would be more creative. But now they are mostly staying in, playing with the tablet, computer, or playing with game cards, game materials, they have these materials or educational toys, and these are what they are playing with. They meet with their friends on certain days. They do not have the chance to come together and play some games. Our apartment has a tiny garden but they do not always have the chance to go down there to play games. It is more limited, we used to play outside a lot more. We were comfortable playing outside. We were playing for hours at a time but the children now are trying to play at home by themselves but for me a game played at home is not really a game at all.

H3: When I ask my child about dodgeball she says PE teacher makes them play it at school. I do not think that she really knows about stop-ball. She plays line, skip rope. I mean she does not play the games in our big garden a lot. If she plays house, she plays it at home when her friend comes. And I guess I am her role model in that game. They are not playing like making visits to each other's homes. They just come together and everyone plays with her own baby doll. I mean their game is not like the one what we used to play. It is completely different.

H4: Kids are now more technology oriented. They have computers, tablets, and mobile phones at hand, and they spend all their time with these; most of the time at home individually, on their own, quite disconnected, disconnected from the street, disconnected from social life. What he does is taking the mobile phone in his hands and

playing with it for hours. His eyes might become swollen. They might bleed. If you do not intervene, he won't be bored and will play with it four hours, not realizing how time is passing by. In our times, of course it was more fun, we were more together. Does he enjoy now, I am sure he does, he is spending hours with it after all. But we were more social, more sharing. I also believe that the environments and games we had was contributing more to us in terms of personality. Nowadays, for instance, some games are quite shallow, (I am talking about computer games). Some games perhaps help him to think more strategically, make him think more critically, by considering all possibilities or perhaps they might develop some mental abilities or at least I think they do but there is no street-life. What is he doing at most, like he doesn't have many friends in the apartment during summer. He has a few older friends. But he was more social with them when he was younger. As he grew older, he became more isolated. He says to me let's go out to the garden, swim for a while. He asks me to go around with him, he is not so social he became quieter. And I think this is because of those games.

H5: My mother intervenes even when I send my son to the shop to buy some bread. Because she is watching X program, and we are currently living right beside the motorway. d100 motorway and the children do not have such a wish. They are only comfortable during summer, in our holiday house. They can go out in the garden, in the street... And my son is now 12 years old and he can cycle till midnight. But of course, providing that he comes around from time to time... But not now, under typical house conditions. And we are not living in a building estate, perhaps we will move to one next year, perhaps then they can go out. For instance, when my son plays a game during summer, he prefers the ones like football; but even though we have a garden and orchard in our holiday house, they still prefer to stay in and play PlayStation. Even my daughter never had such an opportunity but I see the children in summer months; everyone has a mobile phone; they sit on the edge of the garden and they play by showing their mobile phones to each other. The game concept of our times has changed. They have different games nowadays, like the other night my mother was telling my son: "do not play x game, two more have committed suicide" ... I mean it is too digital nowadays.

H6: Children do not even know the content of these games. Because their world is fully dominated by internet, computer, mobile phones

and these kids are not even aware of the beauties of the outside world. These games are presented to them under such a cover; therefore the children are unable to get rid of their effect. Perhaps they do not even want to get rid of it. But I also see that whenever he goes out he is enjoying it. I see that playing those games at home pacifies him, makes him too immobile and he absolutely has no knowledge about the nature and animals. When we were kids, we used to cut a worm in half and knew that it would grow or we saw happening it accidentally when our parents were working in the field... A worm leaving a trail after it, mushrooms coming out after rain, we learned all these by being in it, by experiencing, observing and living it. We have a garden now but the kids are scared. It surrounded their worlds to some extent that they do not want to see it. Or they perceive as nothing will change even if they see it. However, I think playing in the street is still fun for them because I see kids enjoying playing on the street.

H7: They are playing in closed areas nowadays; they are playing in more restricted areas. For instance, last year we made one of those electricity pipes to my son but while making it, we told him "look son you should be careful when throwing it. It should not go into anybody's garden, do not let go into anybody's balcony." This is what we told him. But in my time, it could go anywhere, no one would be bothered. Or for instance, children are playing at the park nowadays. During my time I don't remember any neighbour whining about the children, saying take the kids away from the park. Nowadays if children continue playing after a certain time, families get worried and people complaining about the noise. Another thing, the heroes of the children are also changing in their games nowadays. Everything is changing, because they are not able to create many games themselves. Like if they are playing house, what did we do when we were young, we used to make plates out of sludge. We used to make food out of sludge. But they have more realistic materials, they ask for plastic toys, plastic plates, and plastic pottery. I feel like nowadays their imagination get limited; maybe it is because their areas have been limited. The change is inevitable. I was probably in primary school, I remember television. I do not remember television at all before that. Now, their games are inevitably changing along with television. Everything is changing.

H8: We did not have a television. TV had no place at all within our games. We were

completely indexed to the street. Playing meant the street for us. Because the children are not allowed on the streets, they are in all the time, dependent on toys. Whilst we used to make our own toys from soil and mud, from grass, plants, there is no way the children nowadays could do anything like that. Therefore, there are a lot of changes going on.

H9: There are some recent efforts to go back to those days. Also, some efforts are supported by the Ministry of Education and also there are some efforts by some parents, to teach their children about the past, because they are missing those days. Technology has advanced now. Science has advanced. There are many factors; I mean it is like the old days anymore. This is what we observe in the society... I do not know whether it has increased naturally or whether it exists all the time but advanced technology has made us hear about it, I don't know. There is all this rage, crowd, violence, kidnapping events, so many factors to name. Another thing is, families are more elementary now, even more elementary than elementary, and families have one or two children at most. And they are trying to protect the ones they have. They are becoming more protective. Therefore, there are many games played indoors. There are tablets, computers and there many toys to be played indoors. And then we also have playgrounds at shopping centres. But this wasn't the case when we were growing up. No computers or tablets back then. The games I used to play outdoors, my children can now play them in a computer. This is what it turned into. Everything was natural back then. We could leave the keys on the door when going out. But nowadays there are multiple locks on doors, due to the insecurity of the environment. Parents are now trying to keep children indoors. We used to be more relaxed. We were secure to go outside.

H10: I mean we used to play street games most of the time but my children want to spent time at home. So much so that there is a garden outside, and also a park very nearby, but they refuse to go there to play. They can play on the yard, easily. But they prefer to stay in with the tablet. So we restricted it to one day a week, Saturdays. So Saturdays they do not want to go out no matter what. The do not want to leave the tablet. But it was not so back then. When asked outside or television, I always opted for television. I preferred playing outside. Now I push my children. I tell them both of you, go out and play football, play basketball I tell them. I give them the ball. And say no coming back in at least one

hour. A good thing is that I can see them playing from the window... But everything changed. They are not too excited about going out. And when they do go out, they are not surrounded by other kids, unlike us. They play together, two brothers. But they cannot play stop-ball, dodgeball with only two people. Nor can they play hide and seek. Instead there is a basketball hoop. They are trying to hit the hoop. Passing with the ball form a distance. At home we sometimes watch documentaries, we like it too. These days they are affected by this thing, there is a documentary we are watching on a foreign network. In this documentary, they are opening out of date warehouses and sell the contents through auction. Whatever is inside, they divide them as valuable and invaluable. I watch them and see that they put things on their bookshelves in their rooms. Trying to determine a price. But they do not prefer outside in general. I am having a difficult time.

3.2.1. Findings Regarding the Games Played by Children

In this section of the study, mothers have been asked to repeat their expressions regarding the games they were playing when a child, but this time, the answers would be about their children. At this point, the mothers have been asked to provide their opinions based on their observations about their children. This section of the study is addressing the games played by the mothers and their children, preferences of game venue, descriptions of the games played, person or persons selecting the venue, factors influencing the selection of venue and the attitude of families towards the desire to play outdoors. The first question was to name the games played by the children of the participants.

3.2.2. Games Played by the Children

In this section, the participants have been asked to name the games played by their children, and the answers indicate that these games are mostly played indoors, and are x (adventure game), tablet, lego, doll, drawing, online computer games, play dough, robots and calculators. Even though some participants stated that their children are playing hide and seek, dodgeball and football outside, when compared to their own childhoods, the ratio of preferring such games is lower. One of the participants was playing shopkeeper in nature with natural materials, while the child of another participant is playing the same game at home, with actual toys. This indicates that children are nowadays coming back home from the nature, and the use of creative sides is declining and getting more difficult. The statements of the participants are as follows:

H1: They are not so eagerly demanding on this computer or x electronic-based games, they never were but of course they like them. But at

the same we have our limits too. For instance, my son in second grade, if I was to talk about him, he likes to stay in his room and play with his little soldiers, lego and game cards, other than tablet I mean. Meanwhile we try to keep his connection with outside too. We try to do both, we play football together for instance. We want him to do sports regularly. But of course, this is his demand. Football is currently his choice. We naturally support him at this point. He wants to play at the park. The older one no longer wants the park but the younger wants to go to the park. If the weather is fine and if we do have time we answer his demand but sometimes he is not even aware, it can get too cold but he would still ask for the park. Then we try to direct him to something else.
H3: Inside the house doesn't go out much. Plays with her dolls. Because I restricted her playing with the tablet. She might take it at the weekends. But if she does take it, she plays with the tablet. She likes it. I mean the hand skills of the kids nowadays are good I guess. She can concentrate. But as I have limited it to like one or two hours maximum at weekends, she is mostly playing with lego, her dolls and so on... She paints, draws pictures.

H4: There is a game called x (adventure game). He says in school they play tag, trying to catch each other. He says they are running pretty fast. Because school is the only place where he cannot put his hands on a computer, tablet, the only place he stays away from computer and because he has friends there, school is better. The games they play in school are more similar to those we used to play, that is what I understand when he describes it. But when home, he plays with the computer; on his own I tell him you have no friends on the street. He likes to skate, scooter. That's what he does when outside.

H5: At home he keeps playing with the ball. He dribbles back and forth with the ball but then he also plays online x (online game) with his friends over the phone. Sometimes when he plays non-sense fight games he is unable to sleep at night. He recently grew an interest in football. They are playing football.

H6: Mostly hide and seek, dodgeball, football, and then tag he says. But we are leaving in an apartment, so no chance to play that. There is a park nearby, that's the place he can play outside. There he plays basketball and have some friends. He is no more interested in slides and all for the past couple of years. He used to fill his bucket with stones, pebbles. Being older now he no more plays those games.

H7: At weekends he plays out in the park. He swings or slides... Plays football. Being a boy, his areas of interest are a bit different. He plays football. They kick the ball around with friends. Or sometimes they play hide and seek. They play catch-me-if-you-can but during the week he does not have much time to play because he is at school full-time, coming home after five pm... But if the weather is good enough and if he has a friend there he goes to the park. Plays there for a couple of hours. Then comes back home. I remember my childhood; we would not go in even if the weather was bad. We would always find something to stand under. Under a roof or something. But if the weather is bad, he usually plays with his toys inside, on his own or sometimes he fights with his father. But he prefers ball games more, that's what I can say.

H8: He plays Lego. He likes to play with robots. He really likes to play with tablet. Full concentration to television. Mostly these but because I encourage him to play with Lego, therefore he spends a lot of time with Lego.

H9: Now the kid I will be talking about is a bit different, personally. He is a withdrawn kid. We are trying hard to open him up. He finds it difficult to communicate with three friends around him. Let's say it takes a lot of time for him to adapt. He is now eight years old but when he was two and a half, three, four years old, we used to take him to the park and when another kid approached him to play, he would just move away instantly. That is how he is. Even if we try to encourage him to go outside, saying let's go out and get your bike too... There are so many children in our neighbourhood, kids of his age. When those kids are playing outside, enjoying themselves to death, all screams and shouting, unfortunately my child prefers to stay inside. Again due to his personality, he is a domestic kid, he likes to spend time at home. He likes to create his natural environment and play games on his own. Even though he is a boy, he likes to play with the things at home, with pottery and all. For instance, he pulls the chairs into a certain area of the balcony, he pulls the mat and create a playground for himself. He creates this place and play like that. He is not the kind who likes to play with toys. But rather he prefers to use the things found at home to play with. I guess he is also a bit meticulous. When we take the ball and go outside, he used to stand there for a while, fearing that the ball would get dirty. Now we are over this. He is more interested in going out nowadays. If he is going to play with something that he wants, he

aggresses to go out, but otherwise he likes to spend time indoors.

H10: My seven year old daughter likes to play with dough. And sometimes she plays with a calculator, a gam she calls "playing the shopkeeper". She makes market materials out of her own toys. And here I am pretending to go to her shop, buying things. I buy, she calculates the sum. Such games are the ones she really likes. But she does not really like playing with dolls. I guess that is because she has an older brother. She prefers to play with the cars of his brother. She likes to play with transformer robots. And my son nowadays has some football player cards, with a separate book. She likes to play with them. They are playing together with his toys.

3.2.3. Selection of Playgrounds

Venues to play the game are as important for the children as the games to be played. So much so that when the same game is played out in the nature it is much more enjoyable but playing it inside does not produce the same level of joy for the children. It is also true that sometimes you can play a game at home but it is not possible to play the same outdoors. For this reason, it has been tried in this section to learn the playground preferences of the children of the participants. The statements of the participants indicate that their children mostly prefer to play in their house, their room, their siblings' room, living room and the garden as there is limited chance to play out in the street. It became clear that some kids prefer to stay inside even in summer months, and some kids still preferred to stay inside despite their mothers trying to encourage them to go outside to play with their friends. Even though it has been observed that there are some children who prefer to play outside, their number is lower in general. It is thought that this could be associated safety, streets having too much vehicle traffic, families trying to be in control of the situation, children becoming too interested in media and technology and other similar factors. The expressions of the participants are as follows:

H1: We like to make use of both venues because he likes to play outside too. Perhaps it is temporary in his age, I mean when I compare to his brother. Because now he is 11-12 years old, so his time of playing out in the park is over I guess. But what he does is he plays basketball, football outside with his friends, so that is how he satisfies his need to play outside. That happens if he finds any friends and sometimes with his cousins, whenever he can. So we are aware that the demand of my younger son to play in the park is something temporary.

H2: She usually plays at home but I try to take her out as much as I can. I tell her to go out but she doesn't want to, she is usually in.

H3: Plays in her room.

H4: In the living room, in his own room sometimes. Sometimes he shouts, for instance I am in the kitchen and I do not hear him for hours. That means he is on the computer. I know he is playing on computer. I go there and look, and see him there. Sometimes he goes to his bed. He could easily spend some hours on his bed. He goes out sometimes to cycle in the yard, but not always, he is mostly home.

H5: At winter inside, and at summer months outside, at our holiday home. But still there are times when they prefer indoors during summer, because they are more interested in digital games. They are cycling at most.

H6: At home, when he is on his own. He prefers to stay in when he is alone but when he has two or three friends and when we are at the apartment he does not go to play games even at weekends. When we go to the holiday home, he can stay out until late hours, on condition that he stays within the area we have defined. The children of the families we know are there, four or five boys all his age. They play together and the families are always in close contact. They are always in someone's garden, or under someone's watch, so that family keeps the others informed. I mean we prefer outside when he is with a group and when we are at the holiday house.

H7: In the garden of the building estate or the garden of the holiday house, but always in a garden. Because we do not have a street to play unfortunately.

H8: In the room. In our living room. Inside the house.

H10: Mostly in her older brother's room but if my daughter is playing on her own, then she plays in her own room. We play the game I mentioned, "shopkeeper". But if in her brother's room, they play with cars together. Or they look at the panini cards together.

3.2.4. Description of One of the Games Played

In this section of the study, the participants have been asked to describe one of the games they children are playing, based on their observations. It became evident that the games being played were mostly indoors, such as car race, board games, games imitating song contests, lego games, online games as well as games played with the materials found in home, such as playing shopkeeper. Even though there were some outdoor games being played, the number of these games is too few to mention. The number of games including the nature, played with materials found in nature is not that much. When the games played by the participants during their childhood are compared to those being played by their children nowadays, it becomes

evident that there is an inclination to move indoors from the outdoors. The explanations with regards to the contents of the games are as follows:

H1: There was something we made up, related to cars. Say there are thirty cars. I have fifteen of them and my friend has the other fifteen. We both take out one car each and drive them fast towards each other. The car that turns upside down, sideways or becomes the victim of an accident, it is pulled to the side. This way, the person whose cars are all out first... like we had equal number of cars at the beginning. Then the one out of cars loses the game. If my car had an accident, it is out. There is this area in between, with the cars that have suffered accident. One side is mine and another side is his. And he knew all the cars off by heart. All the details of them all, the colour, make and everything. So when I ask was it my car or your car, he knows them all in detail. He says to me that was your car. So we just made up that game and played along.

H2: So there is this game about reaching the snow white's home. Papers are used to build the path. There are roads. Then there are stones on the road. And at the very end, there is a house, snow white's house. You see you can have three or four players. Each player takes a figure. That figure needs to proceed step by step. You throw the dice. Then precede your figure with the number of steps indicated by the dice. But there are certain things on the stones. There is a picture of a witch for instance. When you reach that point you need to reverse. You have to observe those rules when playing. One of the stones has a picture of a toxic mushroom. When you reach the toxic mushroom you have to stand-by for one round. No moving. These types of indicators, and the player whoever reaches to snow white is the winner of the game.

H3: Song... You know that x (song contest) contest... She takes a microphone in her hand she sings the songs she knows, as if on stage, I mean she is imitating them. She goes to her room, she prepares, puts on some clothes. Dresses up. That is how she plays. And if she is playing with her dolls, it is pretty routine. No running around involved, not much action. Rather quiet. Nothing to talk about in length.

H4: He likes fire and water a lot. He can play both single person and two persons he insists a lot that we play it together. There is a fire and there is water. They have to play together. There are obstacles. Fire and water overcome those obstacles hand in hand. Not fire on his own, both of them have to reach the exit door. But in certain places, water cannot go out without the help of

fire. And in some other places fire needs the help of water to go out. By calculating them, to see how the kid has to react... Sometimes you are out but you learn a lesson from it, one more time, one more time... And try to reach the exit door. Finish that stage. It goes stage by stage.

H6: They play hide and seek. They hide from each other in different places, trying to find each other; then there is this place, they cycle there, to the route, to see who goes first and who comes back first... There is a little cafeteria they go there and play some arcade games and then there is a basketball court further up, about 150-200 metres, they sometimes go there to play basketball. I mean all boy games. They do not have the games we used to play, assuming certain roles, none of those.

H7: And they play a lot of hide and seek with their friends, when I watch them from the balcony, however they adapt the rules to their likings... In one game they have this rule, no entering into the buildings, that's the rule they say but when each one of them comes out of the building they object, saying no we didn't have such a rule they say. When at home, they generally prefer Lego or hide and seek. The rules are changed depending on whether they are inside or outside. At home they count up to twenty but outside they count up to fifty. Because the area is bigger so it is more difficult for them to hide. They change the rules accordingly. They add different things. But mostly hide and seek outside... I mean they increase the count. And they define a certain area to hide, otherwise too difficult to find. And based on the group that is playing, rules are changed again. Therefore I cannot clearly talk about certain rules but in general they play things like hide and seek.

H8: We have small pieces of Lego. Tiny ones, he builds towns out of them, or a car track. Make different designs out of them. Create such designs. Then bring it to me, mom look. Put his cars mostly. He can easily create a game with them, a combination of cars and small pieces of Lego.

H9: Currently their favourite game is shopkeeper. He has a friend in the apartment. Sam age, and a younger one, four year old. Three of them use the shopping cart. Prepare paper money. And start shopping. We have this old keyboard; they use it as the cash-register. Pressing the keys. They do shopping. They put a price on things. They make ice-cream. They wrap the paly dough on things and ask you whether you want any. They come and say we cooked some bread; you want the

corn bread or the other one. This is how they play.

H10: My daughter she really likes to play shopkeeper. We even bought a toy cash-register for her. With all the vegetables and fruits made of plastic. She places them and then I go to her with a shopping bag, to her room. I walk around like a customer. I buy a couple of items. I try to buy a lot. Because she really enjoys reading the items to the register and make the beep noise. She loves it. So the more items I buy the more she can do it, and the more she enjoys. So I collect all items. Then I go to her table. Take out the items. Then she starts reading them to the register. She calculates and tells me the price. I pay and then leave the shop. Then I come back after a while, buy new items. She loves it.

3.2.5. Person or Persons Influencing the Selection Play Venue

In this section of the study, the participants have been asked about who decides on the venue for the children to play their games. Most of the participants have stated that they are the decisive party due to many reasons. Even though the opinions on these reasons are clearly expressed in the next stage, there are many different factors making the families to decide on the venue for the games to be played. Some families considered the wish of their children and let them play outside, while some others allowed only on condition that they kept a close watch. There are also some children who have no interest and resist going out, despite all the persistent pushes by their moms. During their childhoods, the parents of today were deciding themselves on where to play their games but nowadays they interfere in the decisions of their children. It is thought that most of the parents do not allow their children to play outside due to certain worries, thus they are influential on the selection of paly venue for their children. The opinions of the participants on this issue are as follows:

H1: In fact, we obviously consider his wish. But talking about the winter period, school is full-day. He comes home in the evening. Grabs a bite, does homework for a while and then indoor games... He may play in his room. It is limited during the week, and because the school has just opened, he continues to play with the tablet but after a while no more of the tablet. So he will be playing with his toys at home... But once the days become longer, he likes to play outside until dinner, after coming home from school. Then he is allowed to play in the garden or the park. It depends on what he wants. But if the weather and conditions do not allow, then at home obviously. We do not limit him much at the weekends. We try to make him spend some time outside as long as the weather permits.

H2: Thinking about it, we have no such limitations. She has her room. When she wants to play in her room she goes there herself. She says "I will be playing in my room, or I will do something in my room". She plays there but when she wants to come to the living room and play with her sister or with us, she can do so. It is generally her decision but sometimes we also influence, for instance when we watch the news my husband does not want them to make noise so tells them to leave the living room and go to their room. Other than that, she takes the decision.

H3: Well, I am the one who decides.

H4: It is mostly her, who takes the decision. She spends a lot of time with us. At the weekends we insist on going to the beach, so she cycle, get some fresh air. It doesn't happen if we do not intervene. Otherwise she never says anything like let me go out to do something there, get some fresh air, cycle for a while. I mean she is not bothered with it. It is all because she is technology-oriented, she plays her games from my or my husband's telephone or her own tablet. She is already antisocial, she plays on her own, and sometimes she goes into a room, watching videos. She is watching so many videos that it is affecting her life. Other dads and their daughters are going to places. They do slime and all. Keeps watching them and tries to do them at home. Spends time like that.

H5: I mean me or dad. Or both of us, or whoever is there. They usually ask for permission when going somewhere. We have this consistency as a family, and that is the only thing we are good at as a family. If one of us says no, the other one does not say yes. But the kids, they are still trying to have a shot at it.

H6: Us.

H7: Usually me or his father. He says mom I am going to the park, and off he goes. Because the park is right in front of my balcony. So I can intervene if anything does happen. Because I can hear his voice. He says mom I am thirsty. He says I am hungry. I can I can lower some food in a bag from the balcony. Other than that, if it is summer time and if we are at the holiday house, he stays in the garden most of the time. Because some of the neighbours have dogs and he is afraid of them. He does not go to their gardens. At the holiday house, he goes swimming with his granddad. But someone always accompanies him to the beach, because something could happen. And we have these rules for what. It is all because of safety worries. The safety worry, we did not have it during our childhood but it is a great part of our lives nowadays. Everyone keeps

telling me how can you let him go to the park, you are sending him on his own. Because sometimes I do not watch him at all, what he is doing, but the window is always open. I hear their voices from the window and I do know that my son will not go anywhere else from the park. That is why I can let him go without any worries. But sometimes the neighbours are saying. They do not want to bring their child down to the garden, or they always stay with their children. I mean what I want is, I do know that he knows his limits. So I want him to move comfortably at least within those limits. Because he comes whenever he wants and he goes whenever he wants. But defining those borders, it is all due to safety fears... After all, there is another park at the other end of the street. But they never go there. Because if they do get there, too many cars passing by. And there are strangers. Don't go there without us. Don't go with his friends too. And they are still young, my son is seven. So he doesn't push the limits much. HE stays within the limits. But it is all safety fears. Indeed, if one day he tells me the following, I don't what I would do: "mom we are going to x with friends." I have no idea. Sometimes we take his bike, go to the beach, and he cycles there. I stand on a certain point. He keeps cycling back and forth. Because I want him to see that he can do things on his own. But till he comes back I feel really nervous. Where is he, did something happen... because the beach is too crowded during summer time. I feel worried until he comes back. But I try to make it not too obvious to him. Because I do not want him to think like the world is a completely unsafe place. I know it is strange but.

H8: I decide on whether inside or outside. I allow him to go if I can watch him over. We are living in a housing estate. I let her cycle in the estate yard but still, as I said, only as long as I can keep a watch. Or as long as I know there are good friends down there because I do not let her to play with everyone. Therefore it is me who has the final say whether it is home or out. But when it comes to selecting the room to play, then it is completely her decision.

H9: I guess it is us who decide mostly. I prefer wide areas, with less or no traffic. In addition, we bought a rural house to help them spend more time outdoors. We want them to have a place where they could go out and play in a garden. When we go there in summer they do not stay at home, they are out all the time. Relaxed, in the nature I want him to climb, jump, and release his energy. And I try to select places accordingly. For instance I would never take him to a

shopping centre to play. It is not hygienic and also too crowded and noisy in those places. The children are not in nature there. And the friendship environment is not sincere at all. And in general, the families in there are too protective so there are some disputes. I do not like him to play indoors.

H10: If they are playing indoors, they are the ones who decide.

3.2.6. Factors Influencing the Selection of the Play Venue

Some participants have stated that they are influential on the selection of the venue where their children are going to play. An effort has been made to find out whether such interferences were based on any reason. In this sense, the participants have revealed that they have certain reasons to have an intervening attitude on this issue. It has been observed that the participants are mostly intervening against their children playing outside in the nature on the grounds of safety worries. Traffic, playing in an environment where they can be kept under close watch, weather conditions, trying to keep the children away from electronic games and toys are all factors that contribute to the families being so interventionist in the whole process. It is also thought that the changing conditions of the times, traffic starting to become a serious issue in the whole world, negative events covered in the media are all factors affecting the process for the families. The expressions of the participants are as follows:

H4: When she was younger there was a girl next door. Not the same age, she was a few years younger, but as I said she was still in primary school. She used to go there sometimes especially during summer when she was home because when school is open she is in school all day then coming home, but she wanted to spend some time with her, but I didn't feel secure, I didn't want her to go there, to someone else's house.

H5: Security, us more than anything else, we are taking the kids even to school ourselves. They are not taking the school bus. They are going to a private school. The biggest worry nowadays is safety. I mean last year in that school, some stranger came and said your bus had an accident and I will be taking you home, he sent me. Our only issue is safety. This is important. We want them to come home safe and sound. That is enough for us really. But we do not even use the school bus, we take her to school. Me or my husband.

H6: Trust, safety. I think both the environmental factors are important and also trust, I cannot think of anything else. There is too much traffic. In our time there were not as many cars on the streets. We were able to watch out for each other, but nowadays danger may be in more places than

one therefore we are determining those areas of threat ourselves mostly. We have these playgrounds. We have the small cafeteria I was talking about. And we know the person running that place. And they inform us, like "he came today, he ate this today, he wanted that..." or we leave them with people we trust and allow distances.

H8: As long as I am able to watch, I also want him to go out. I support him playing outside, if weather is good enough, if conditions are fine. But I do not allow if we are not going to provide the appropriate conditions.

H10: They spend the weekdays at home. School, then home after school. Not going out much. Spending the weekend the same way is not good for their development therefore they will be really healthier if they move more and spend time outside. I want them to have different interests, enjoy outdoors, I want them to make new friends. Therefore I do direct them towards outside. In fact, I also want it because I want them away from all those electronic devices they are playing with. And I encourage them so they can feel and experience outside, nature, soil, grass, bugs, I do not want them to be afraid of those. I want them to see those things outside and want them to run. So I encourage them. I pushed them, saying "Come on" "we are going out." "There is an arbour. I will sit, and you will play." That is how I push them.

3.2.7. The Attitudes of the Families for Their Children Asking to Play Outside

In this section, the participants have been asked if their children ever ask to play outside, and the participants with a positive answer were further asked about their attitude towards this request. It has been observed that the families allow their children to play outside, pending certain conditions; they stay with their children until the game is over and also that they actually try to encourage their children to play outside. It has also been observed that none of the families had a negative attitude towards this request. It is evident that the participants are bothered by their children's unwillingness to play outside. Therefore it is probable that they are mostly trying to direct them to play outside. The expressions of the participants are as follows:

H3: I mean when I was a kid I used to play a lot too so I do not really interfere but either me or her dad sits out there while she is playing. We have this arbor. One of us sits there. Keep a close eye on her. Or sometimes I watch from the balcony, but I never refuse when she wants to go out. If the weather is fine, she is not going to get sick, and then she can go out. At a certain time she comes, eats. Perhaps it is so because it is safe,

in the apartment but I wouldn't leave her alone in the park. I consider myself luckier than my daughter.

H6: He is used to our home's routine. If he has homework for instance, he is doing it and if his friend calls, if we cannot say no or if we have to, we allow him. But for today only, we try not to turn him down, tell him you can study tomorrow. It is very rare I mean. Because if he wants to go out I know there is no use in forcing him to study. He want learn anything because when his friend is outside playing, he would not want to study.

H10: I usually encourage her. My neighbour has a daughter, the same age as mine. I tell my daughter to invite her too, because otherwise she can get easily bored. They enjoy cycling together and I tell them "have fun within the building estate". And I tell my son "take your ball too. If your friend comes you can play with him."

3.2.8. The Reasons for Children to Be Unwilling to Play Outside

The participants who have stated that their children have no interest in playing outside have been asked about the possible reasons for this unwillingness. It has been observed that the families are not really pleased with this at all. Some participants have stated that the location of the house was effective on this, while in some other cases the negative intervention by the mother at the beginning led to the child losing his interest in playing outside, despite the mother trying to encourage him or her to go outside afterwards. The expressions of the participants are as follows:

H2: Usually she does not want to. I want her to go out. The area of our apartment is pretty safe actually. Be watched with CCTV. It is a building estate. She goes down but no-one her age. A couple of older girls. She made friends with them so from time to time they can play. I tell her: "Go and call your friends, stay outside for a while" but she doesn't want to. She has no interest in going out and this makes me really sad. I ask to go out to the beach at the weekends. But recently she doesn't want that too. I do not know, perhaps it is something to do with her age. Stay in her room, trying to be alone. Unfortunately she does not want to go out much.

H4: I had a negative approach. I wasn't confident at that time. And sometimes they were trying to play in their garden and all, but after all, all the things we heard in news, God forbid what if something happens, what if something bad occurs, so I intervened, I mean I really didn't want to let her go, so she lost a friend but afterwards there are other children in the apartment, I see them during summer months

and we tell her to "go out" but she refuses. During summer, go outside for at least a couple of hours, play with them, cycle together; let them teach you, or go out swimming but know she refuses.

H5: In our current house he does not want to, because he has no chance. There is only a carpark and a motorway. I mean it is hard enough just to cross the road. Even with the traffic lights, it is hard to cross. The children could not develop such habits. During summer they can play in gardens but that's about it.

4. Discussion

The effect of games is undebatable for children to have fun, learn, socialize, and get to know the world and their immediate environment. While spending some quality time when playing games, a child is also using his creativity at the same time and acquiring skills that would benefit him. It is highly important to give the child the value he deserves on every occasion to ensure his/her development is supported naturally. Looking at the definitions of the individuals of a society towards games; and the type of the games they are playing, it is possible to see whether a game is maintaining its value or not [24]. In every part, era and culture of the world, the generation-to-generation transmission of the games played by children is sometimes successful with full transmission, while some are being kept played with some changes but some others have been completely forgotten [25]. There are many factors affecting this. The advancing of technology, changes in the value attached to game, environmental and family factors are just some of those. The purpose of this study is to reveal the types of changes that occurred during the process of conveying games from Generation X to Generation Z, in other words from mothers to their children. With this in mind, mothers have been interviewed and asked to describe the names, content, venues of the games they used to play during their childhood, as well as the factors effecting the selection of venue. They have also been asked to make the same assessment for the games their children are playing and then the statements regarding the games played by the mothers and their children have been subjected to a comparison. In this comparison, games have been subjected to assessment to see whether they are played out in nature, materials related to nature being included in these games, the change that occurred over time in terms of spending time in nature and the attitudes of families towards their children spending time in nature. It has been observed that during their childhoods, mothers used to play skip rope, dodge ball, hide and seek, stop-ball, dodgeball, house, skipping rope, line, playing tag, godelek, tag, higher-than-ground, dodgeball, singing on stage, teacher-student, crossword, silent-movie, football while

their children are mostly playing with things like playstation, tablet, Lego, dolls, robot and calculator, and then they are drawing, playing online computer games, play dough. Assessing these games on their playability in nature, it is evident that the games played by the mothers are more suitable to play out in nature. In their study, Tuğrul et al. [24] reviewed the relation between the game preferences of three generations and reported a change between the past two generations and the current generation, in terms of their games, game pals and the materials they play with. The findings of this study are similar in this sense to those findings. In a study by Çukur [26], it has been reported that the social circles of children are being determined by the electronic world, and this leads to a change on the game culture; and the child with an artificialness and limitation in his physical environment leads a life that is disconnected from the nature, passive and immobile. These data are supportive of our findings.

After asking the mothers what games they were playing, they were also asked about the venues they were mostly playing their games. The children of both generations seem to be playing games both indoors and outside, however it has also been determined that Generation X was playing mostly outside while Generation Z is mostly playing inside. Mothers stated that during their childhood they mostly played outside, meaning the front side of their house, than the neighbourhood, side street, in front of the apartment, sides of the house and garden, adding that their children are playing mostly indoors, inside the house, in their rooms, in living room and so on. Erbay and Durmuşoğlu Saltalı [15] came to the conclusion in their study that when inside, children are playing in their own rooms, in the hall and in living rooms, and when outside, they prefer to be playing in gardens and parks, hence supporting our related finding. Considering the question whether the venues they are playing games are in the nature or not, it is evident that there is an inclination moving from outdoors into indoors to play games. In a study conducted by Clements [27], the playing experiences of mothers have been compared to those of their children's, and it has been revealed that the times spent by the children playing outdoors is much less than the time spent by their mothers playing outside. This date in question has similarities with the outcomes of this study. Tuğrul et al. [24] reported that there is reduction in the number of children preferring outdoor games and most of the time children prefer the games played indoors (computer games etc.). Again, these findings have similarities with the relevant conclusion of this study.

The participants have been asked to describe one of the games they used to play when they were a child themselves, as well as one of the games being played by their children. The purpose of this question was to reveal whether the games played were making use of the nature and natural materials. It is a known fact that the mothers used to play most of their games out in the nature. In this sense, it is also not too difficult to anticipate that they were using natural

materials when playing games. Mothers have stated that during their childhood the games they played were played by using things that were easily available in nature, such as tree shells, stones, broken pieces of marble, bricks, roof tiles, electricity hose, cement and plants and that they were making toys out of these materials. They added that their children are playing with things that are not natural but rather more industrial, such as cars, papers, Lego, computers and keyboards and other similar things. It is evident that during the process from the mothers to their children, toys have become more artificial, industrial and personal. Sormaz and Yüksel [28] emphasized that games and toys turned into a more institutional, commercial, industrial and virtual dimension; games and toys became more personal and they are no more unique to a child. The findings of our study have similarities with the points emphasized in their study.

The participants have been asked to name the persons deciding the venues to play games both during their own childhood and their children. It has been observed that all the participants stated they were the ones to decide on the area where they were going to play. Some of the participants stated that have a say on the game venue preferences of their children, but it has been determined that the families are the single decisive party on most occasions. Some families allow their children if they want to go out to play, but there are also many families who are more cautious about letting their children play outside. The participants stated that the reasons for such caution are the serious problems experienced that were not existent during their childhood, such as the reliability of the environment, traffic issue, families being tolerant in the past. According to them, the normal thing to do was to play outside in the past but this is not the case anymore. Hence, the participants have stated that during their childhood their requests to play outside were taken naturally, but nowadays they can only give conditional permission to their children's requests to play outside, they want their children to play under their watch and they do not trust the people outside. It is thought that the changing conditions of the time, news presented in the printed and visual media, and the waning neighbourhood relations between families could all be contributing factors for families growing a fear for safety. In this sense, a study conducted by Başal [29] is supportive of our findings, as it concluded that the reasons for families limiting their children's play-time outdoors is due to the facts that traffic has taken its place in the society as a major issue, the number of playgrounds has been reduced, and that sincere neighbourhood relations and trust towards others are no longer existent. Şişman and Özyavuz [30] conducted a survey and revealed that the majority of people think that the number, design and play elements of children's play grounds are insufficient and they also stated that they do not have much trust in them. It has become evident that the main reason for families being unable to direct their children to play outside or having difficulties in

allowing them to play outside when the children want to is the lack of a safe environment. Supportive of our related findings, Başaran Uysal [31] has emphasized that even though the importance of games are known in a child's development and despite the growing need of creating playgrounds, the areas that are regularly ignored in towns are playgrounds and the number of safe playgrounds to play have been reduced during the urbanization process. In this sense, these findings are supporting our related conclusion.

Participants have stated that they are observing great differences between the games of the past and the modern games. They have added that the reasons behind these differences are technology, the lack of playgrounds, television programs, children not knowing the older games. A study by Clements [27], with similarities to this study, has concluded that the biggest obstacle preventing children from spending time and playing in the nature or outdoors is addiction to television and computer games. In a study by Tuğrul et al. [24], again supporting the findings of this study, the participants have stated that technologic advancements such as computer and television have impacted the playing culture of children. Başal [29] and Kabapınar and İncegöl [32] have conducted a study reviewing the progress of games throughout the process and concluded that a change and transformation did occur. Kabapınar and İncegöl [32] indicated that children do not know games such as tipcat, jacks, nine-stone, Beyblade and tombik, but despite this, children have an interest in these games, describing them as "nice". In this sense, data from their study have similarities with the findings of our study.

Assessing all the findings from this study leads us to this conclusion: There are obvious differences between the games being played from Generation X to Generation Z, and these differences are caused by media, technology, diminishing sincere relations between neighbours, having less amount of playgrounds, emerging issues such as safety and traffic. Therefore, the concepts of game and toy have changed and this made it inevitable for children to move indoors. As a consequence of all these, the families cannot send their children out into the nature to play with peace of mind, and the children do not make such a request from their families. As a result of indoors pulling children towards itself and outdoors pushing children from itself, a stereotype child has emerged, who is disconnected from the nature, is too personal, does not have any reason to make an effort to socialize, preferring to play on his own at home, in his room, hence, is distant from the curative power of the nature. Considering the positive effects of nature on children, and the characteristics of former games that allowed spending more time in the nature, it would be beneficial to take a stride towards encouraging children to spend more time in nature. In this sense, drama lecturers could be appointed in schools, to teach the forgotten games to modern children. By establishing safe playgrounds, the attitudes of families and children towards paling outdoors

can be made positive. Teachers and members of other professions who spend intimate times with children may be trained on performing activities that would help to spend more quality times in nature. Increasing the number of nature education projects and ensuring that students from all schools nationwide take part in these projects can help children to become aware of the curative power of nature. Increasing the awareness of families in terms of games and toys will help them to take measures to direct their children to play outdoors. A handbook, containing information on games that can be played in nature and details about how to make the best use of nature when playing, can be distributed to all primary and secondary schools throughout Turkey to increase the awareness of children.

As well as developing new toys, many countries are also taking older games and toys under protection and convey them to future generations [29]. To be able to take such measures in Turkey, the number of toy museums need to be increased and older games have to be conveyed to future generations. School yards can be turned into safe areas that are suitable for outdoor teaching and open to children's use, particularly during the weekends and a professional team can be assigned to hold outdoor education activities.

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