



## The Implementation of Personal and Social Responsibility Model in Physical Education Classes: An Action Research

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### Abstract

Participation of students in physical education classes provides them with the opportunity to experience moods such as competition, a sense of disagreement and confrontation, despair and joy while at the class and, then, to evaluate their own reactions. The idea that physical education and sports have a role in the development of socialization and morals is generally accepted by many researchers. The positive impact of physical education and sports upon social and moral development will not occur automatically by participation in classes. It is more likely to think that it will come through by taking advantage of the opportunities gained by the carefully designed experience. Hellison's Teaching Personal and Social Responsibility (TPSR) is one of the programs in which these values are successfully applied through sports during physical education classes. The purpose of this study is; to examine the effects that may arise from the intervention of the TPSR by determining the needs of the 9th grade students for fair play behavior within the framework of Kohlberg's moral development theory. In the study, the action research approach was employed and the data were obtained from video records, student reflections, and semi-structured individual interviews. The study was conducted with 30 students in the 9th grade of a medical vocational high school in Ankara and 6 focus students selected by the purposeful sampling method were evaluated. The obtained data were analyzed by content analysis. The findings of the study are grouped under 3 themes. And these are; 1) I can escape from punishment and care only about my own interests, 2) Reciprocal Relations: "They also supported our team", 3) I am listening to my own conscience: I care about my competitor and respect him. The findings prove that fair play descriptions of students and attitudes are at the pre-conventional level according to Kohlberg's moral development theory while descriptions and attitudes after the implementation are mostly at the conventional level or the post-conventional level and students can internalize the concept of fair play and can make decisions in accordance with their own moral judgments. As a consequence, TPSR is a very effective model in providing fair play to students when used as a (frisbee) tool. However, the model does not lead to change in children's thoughts about the behaviors of their favorite teams not in accordance with fair play while influencing the children to acquire values related to and for themselves.

### Keywords

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## Introduction

Physical education classes which have various complicated and complex practice areas are regarded as playing an important role in raising awareness for school-age children in social and moral problems, overcoming stress, sports competitions, fair play consciousness and adapting them to required values for living (Hellison, 2003; Kirk, 2010; Laker, 2001; Pringle, 2010). Although it is known that playing fields are not only games but also where exercises and discussion take place, as well as informal student behaviors, allowing intervention in order to adapt some values and raising personal and social responsibilities (Hellison, 2003), it is seen that it is not given necessary importance enough to gain affective domain behaviors in classes.

However, in the Secondary Education Physical Education Teaching Programme which was renewed in 2009 in Turkey, young students are expected to use values lifelong, such as critical and creative thinking, problem solving, self-management and entrepreneurship, as well as having solidarity, tolerance, affection, respect, caring about personal and social values, responsibility and gentlemanliness (Ministry of National Education [MEB], 2009). Furthermore, the programme also supports the idea that youth be raised as people who can solve problems, set targets and realize personal and social values (Hellison, 2011). Taking into consideration transferable of the outcomes of physical education, students who learn and adapt personal, social and moral values in physical education classes will automatically transfer this noble behavior developed as a result of this contribution to other incidents which are not related to sports. One of the most important moral values which need to be adapted by students is fair play. "Fair play" has started to be used as a standard reference of good behavior in moral ways in competitions. In fact, although the term "moral development in sports" is rarely used in daily language, the concepts "sportsmanship" and "fair play" are used in order to define approaches and behaviors related to sports (Weiss & Smith, 2002).

It is considered that fair play is ideal for ethical conduct, which is gained by sport competitions and transferred to other fields in life. Nevertheless, researchers stand up for physical-activity-based programmes as potential devices which help in developing good behaviors and decreasing social problems (Collingwood, 1997; Siedentop, 1991; Tinning, 1993). Nonetheless, they also argue that this cannot be only carried out by participating in physical activities but also it needs to be carefully structured in order to support positive social development (Salter, 1999; Shields & Bredemeier, 2001; Tinning, 1993). Lidor (1998) stated that it is not possible to consider that the process of developing character naturally comes out in a general physical education programme and is not sufficient to develop a character with game activities but it is necessary to create an appropriate teaching activity. Obviously, the positive contribution of physical education and sports to social and moral development is neither simple nor becomes automatic. It is necessary to act consciously and conduct proper planning (Shields & Bredemeier, 2001). It is considered in the current teaching programmes that sports constantly create problems as a result of social interaction and, thus, it might be an efficient tool for social education only if it is practiced within moral development (Cecchini, Montero, & Pena, 2003; Hellison, 2011). The role of the Personal and Social Responsibility Model (TPSR), one of the most efficient models to gain moral values, is to provide a special and systematic method for teachers in the situations where they would like to focus on affective gains by integrating this developmental step and affective gains (Walsh, 2008). However, unfortunately, TPSR and other models have been considered by teachers for years as an innovation and still cannot be accepted (Bechtel & O'Sullivan, 2007).

When the surveys which have been carried out so far are reviewed, it is seen that especially around the world, the literature about physical education, and the nature of fair play in sports and moral development is restricted. Accordingly, the behaviors of fair play are assessed by variants in various studies such as fouling, sportsmanship and lacking sportsmanship (Cecchini, Montero, Alonso, Izquierdo ve Contreras, 2007), knowing and respecting rules of games, good relations with competitors, equal opportunities for everyone, and defending conditions no matter what happens, an honourable attitude in a possible defeat or winning, loyalty all the way, respecting rules, referees and their decisions as well as competitors, giving equal chances to all participants, always maintaining self-control

(Gibbons, Ebbeck, & Weiss, 1995), respecting people who show complete loyalty to people who are participating, respecting social traditions and avoiding a negative approach to someone who participates in sports (Vallerand, 1991; Vallerand & Losier, 1994). Using a model-based approach, adapting values, especially fair play attitudes, and displaying these during competitions, the sports education model is mostly used as an important model (Siedentop, 1994). In these studies, fair play attitudes are described as students' responsible participation, respecting others and being good athletes (Giebink & McKenzie, 1984; Hellison, 2003; Patrick, Ward, & Crouch, 1998; Siedentop, Hastie, & Van Der Mars, 2004; Siedentop & Tannehill, 2000; Vidoni, 2002; Vidoni & Ward, 2004).

In the studies, behaviours required by fair play games are mostly discussed. However, there is no study at a level of gaining these attitudes on how TPSR, which is beyond traditional sports or models, can create a change in fair play behaviours. Through this study, teachers can have an idea how fair play behaviours can be changed in physical education classes through model performances and direct their own model performances much more easily. These studies are regarded as important in adapting moral values for students so that they can transfer these behaviours to other areas of life and maintain them on a lifelong basis. In this regard, the aim of this study is to examine the effects that may arise from the intervention of the TPSR by determining the needs of the 9th grade students for fair play behavior within the framework of Kohlberg's moral development theory.

### ***Teaching Personal and Social Responsibility (TPSR)***

The Teaching Personal and Social Responsibility (TPSR) was first put forward in the 1970s to find a solution for high school students regarding their reluctant and aggressive behaviors and contribute to their character development in a positive way. TPSR is a complete integrated approach, focusing on positive values of young people, which is developed to increase their personal and social responsibility skills. Hellison believes that physical education and sports are appropriate ways where such important values as taking responsibility can be taught to both students and others. The model emphasizes the fact that it is necessary to teach behaviors that affect students' lives in a positive way and sporting and physical activities through values. In fact, according to the TPSR, survival skills and values should not be taught separately but indeed should be taught by integration into physical activities (Hellison & Walsh, 2002). The justification of the model for character development is to contribute both personal and social development through physical activities. Responsible attitudes and character development within physical activity are indicated as a fixed target for physical education and sport programmes (Hellison & Martinek, 2006). In the TPSR programme, attitudes and approaches that help participants to become much more responsible are taught gradually and step-by-step in order to learn and internalize the behaviors related to values. Five responsibility objectives/levels are determined in TPSR for both students and other people to be better. These are: 1) Respecting the rights and feelings of others, 2) Effort and cooperation, 3) Self-direction, 4) Helping others and leadership, 5) Transfer outside the gym (Hellison, 2011).

### ***Theoretical Framework***

When notions change in fair play, which is accepted as a standard moral reference, are put forward, it needs to be known how people develop a moral understanding or how to explain what is good or bad in moral terms. In this study, the changing of behaviours against fair play is examined within the moral development concept of Kohlberg. According to Kohlberg (1984), moral development is a part of cognitive development and, in this process, children evaluate, comprehend and resolve good and bad behaviours. "*Preconventional, conventional and postconventional*" reasoning levels, based on moral judgment by Kohlberg, are used to define fair play behaviours. At the *preconventional* level, children are self-centered and decide morally to avoid negative situations. Awards are related to punishment and external inspection. Moral decisions at this level are based on avoiding punishment within the belief in the power of authority. At the *conventional* level, children decide morally based on social norms and third parties' views. Attitude is at a medium level, which is both affected by external and internal effects. Throughout this process, as a basis for moral judgment, it is based on an individual's trust in others and having dignity and loyalty to others. The individual is in need of

becoming a good person for both his/her own benefit and for others and has a desire for the authority to support good behaviors and basic rules. At this level of moral judgment, laws are supported except for the situations which are conflicted with fixed social norms. The *postconventional* reasoning level is a completely internalized moral level, which is independent from other people and social standards. Individuals who achieve the *postconventional* stage make decisions for everyone based on justice and universal norms. At this level, individuals can develop awareness that there may be changes in their ideas and values. In society, there is also a belief that, no matter what, the majority's ideas of certain values and truths should be maintained.

Changes in fair play behaviours of students are discussed in this study as Kohlberg's moral development levels. At these levels, moral arguments that students use while solving moral dilemmas and the attitudes that they show at these three moral development levels are explained.

## Method

**Research Model:** In this study, action research design was used from qualitative research methods. Action research is a research approach in which either the practitioner himself/herself or with a researcher directly inside the practice carries out and systematically collects and analyzes data about the application process to find out problems or understand the readily available problems (Yıldırım & Şimşek, 2011). Action research is an attractive and considerable option for teacher researchers, school administrative staff, and other stakeholders in the teaching and learning environment to consider. It provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools (Mills, 2011). Specifically, action research in education can be defined as the process of studying a school situation to understand and improve the quality of the educative process (Hensen, 1996).

Action research that is actively used by teachers who take on the role of researchers during the process is regarded as a method used in various training subjects systematically and scientifically to obtain information and develop practices. In action research, it is important for the researcher to be close to the data and know and live the process. The fact that the practitioner is a participant and a tool for collecting data at the same time is also disclosed in this study as well (Yıldırım & Şimşek, 2011).

**Research Field:** This action research takes place in 9<sup>th</sup> grade physical education classes at the Medical Vocational High School, which provides boarding services in Ankara where the researcher works. The school is composed of two areas, one of which is a nursing program. The other one is an emergency medical technician program. The school includes 331 females and 89 males. The total number of students is 420. There is only one physical education teacher in the school. Physical education classes are two hours (80 min.) per week. There is no gym in the school. Classrooms are used for multiple purposes and the grounds outside of the school building are used for physical education classes.

**Participants:** The class where the practice of research takes place includes 30 students. 29 of them are females and 1 is male. The study was applied to the whole class and the data was collected from the whole class. However, 6 students who met the specified criteria were selected as the focus and only the focus students were evaluated. Criterion sampling of purposeful sampling methods was used for determining focus participants. A purposeful sampling method in general is an appropriate method in determining new possible problems which can arise in studying a new issue and examining situations including useful information (Yıldırım & Şimşek, 2011). In this regard, purposeful sampling methods become useful in most cases to explore and explain phenomena and incidents. Criterion sampling is a study of all incidents which meet a series of pre-determined criteria (Yıldırım & Şimşek, 2011). Semi-structured interviews are merely carried out with focus students after the practice is finalized. Quoted activity reflections belong to only focus students. Nicknames are used for focus students in the findings of the study.

**The Stance of the Researcher:** The researcher has worked as physical education teacher for 10 years in schools attached to the Ministry of National Education. The researcher experienced action research in a work exercise in one of her classes (Keske, Gürsel, & Alagül, 2012). She discovered that she can achieve educational attainment in physical education through TPSR after the pilot study that she practiced in physical education classes regarding the levels of TPSR. She learned how to put together enhancing and inhibiting elements of physical education teachers in one study and, in another one, she coordinated practice and theory (Keske Aksoy & Gürsel, 2015). The researcher believes that the problems in his/her school can be solved with qualitative practices in physical education classes. The researcher is convinced that students' needs and interests should be prioritized and that the future of the study should be shaped based on reflections coming from students in accordance with the knowledge that she has gained from her teaching experience. The teacher's interest in and desire to implement these model practices came out of adopting this student-centered point of view. Therefore, the researcher's approach and intimacy with the students as a teacher and her efforts to understand them played a distinctive role in this study. According to the researcher, understanding the students can be achieved by observing them from far away but it can only be fully achieved by being together and close to them. The other researcher is within the role of a critical friend in the study. She has been teaching pedagogy in the sport sciences faculty for 17 years after her experience of physical education teaching in the ministry of national education for eight years. She currently teaches model-based approaches in college. Prior to that, she consulted the doctoral and master students' thesis studies with tactical game approach and peer teaching model.

**Action Cycle of the Research:** The researcher followed a circular process in which some steps are repeated at certain times or organized in a different order in order to get information about a problem, conduct a literature review, develop actions to solve this problem and make improvements. In this process, the action research spiral is followed, which is composed of stages according to Mills (2011) such as "Identifying an area of focus, collecting data, analyzing and interpreting data and developing an action plan" in order to achieve the goals of the research.

**Identifying the Focus Area:** The focus area in research, within a teacher's own practice area (a classroom or an organization) can create an undesirable situation for the practitioner, requiring a process that needs to be developed or by trying a new approach, such as taking part in the possible resources of action research (Yıldırım & Şimşek, 2011). For the purpose of defining the focus area in this study, in cooperation with the school counselor and problem screening survey results that she collected, the problems most common in students are determined. From the physical education classes' perspective, the researcher observed that students were markedly deficient in respecting others' rights and feelings. They engaged in disrespectful and insulting comments towards each other and acted against fair play rules when they discussed current sports news. She evaluated how much students discharge responsibility after she led a discussion the following week. It is seen that students cannot display fair play attitudes sufficiently. The teacher who can observe and define this situation in class discussions organizes a football match for students to see their attitudes against fair play. In this competition, even if students lose the game, it is observed that students do not congratulate their competitor, obey the rules, give up fighting, help their competitor when falling and respect the competitor. The teacher who often encounters these kinds of attitudes in this class revealed that there are problems about knowing and practicing fair play concepts and behaviours. Six students were chosen as a focus and it was accepted as a criterion to exhibit these behaviors and to answer 'yes' for the both statements, "I can't help getting into discussions" and "I get angry at once and cannot become calm", in the problem screening survey carried out by the school counselor. Thus, the outlines of the plan are presented regarding gaining some cognitive needs and values through the personal and social responsibility model in physical education classes. Furthermore, all training facilities and physical conditions in which the training takes place have been checked and it is determined which context is the best option to practice the model under these circumstances.

**Data Collecting Tools:** In action research, individuals in the practice area have the chance to make decisions flexibly in accordance with the findings as a result of observing the practice process in its natural environment, determining the methods of collecting data and analyzing the collected data. During the action research process, it is important that the researcher be close to the research area, knowing and experiencing it. The practitioner himself/herself operates as a data collecting tool as well (Yıldırım & Şimşek, 2011). The researcher, who is also a teacher in the study, develops the practice on her own and get involved in the process, uses her own understanding and interpretations, purified from her own prejudices and personal assumptions as data. During the 8 weeks of the practice process, one of the collecting data tools used in the research is activity reflections. The teacher uses the reflections applied at the end of each lesson as data. Another data collecting tool is video recordings. Video recordings are used for the purpose of providing general information about linguistic or non-linguistic attitudes, which are disregarded at that time in classes, positions and attitudes that students take during classes (Johnson, 2014). All courses studied during the process of activity research in this study are recorded on camera. Thus, the camera allows the practitioner to observe students' attitudes after class that she didn't pay attention to during class. Video recordings are carried out with a Nicaon D3100 digital video camera and camera stand. These recordings are recorded by date at the end of each lesson.

Another data collecting tool is semi-structured individual interviews. Interview questions are formed by scanning the current body of literature by researchers and considering the aim of the research. Before the interviews, each student is asked to provide a consent form for an interview. Interviews take place at the library or school laboratory and interviews are carried out by another researcher who is not the practitioner in order to obtain objectivity in terms of the students' answers. Interviews are conducted with focus students one-by-one and interview times range between 35 to 80 minutes. Interviews are recorded with audio recording devices.

**Data Collection:** Approval has been received from the Ethics Committee of Ankara University to carry out all practices related to the study. Necessary permissions are granted from the Ministry of National Education to carry out the study and for surveys, photographs and video recordings. 9<sup>th</sup> grade students and parents are informed of the study and have given their consent.

**Analyzing Data:** In order to analyze the data, audio files related to the interviews conducted with participants are printed out first and text files are recorded electronically. Data are analyzed by using content analysis (Strauss & Corbin, 1998). Content analysis includes achieving themes, exploring the relations between them and designating defining codes to study meaningful incidents in the data and define data as a whole (Miles & Huberman, 1994). Accordingly, printed versions of the interviews and activity reflections are read more than once and meaningful codes are created. Codes are categorized on a continuous level and, within its levels, levels of codes are compared and categorized. All the categories are described in terms of their specialities and dimensions (Glaser & Strauss, 1967) and these categories are compared and contrasted to define the themes.

**The Validity and Reliability of the Research:** Using some strategies in the study, the validity and reliability of the research aim to be increased (Creswell, 2013). The researcher follows the process closely for eight weeks as she carries out the research herself. The researcher spends a great deal of time during the action research with students both in classes and outside of classes. All data collected from students with various data collecting tools are recorded and filed on time. The core of the quantitative research is definitely to collect data intensely from more than one data collecting tool. Triangulation is when researchers use multiple and different data resources to create proofs for hnsupporting methods, researchers and theories (Creswell, 2013). In this research, in a triangulation context, different data resources and data collecting tools are used. Data are collected at different times and different researchers play roles so as to ensure the accuracy of data and findings during the process. The researcher tries to describe and transfer the outcomes of the research sufficiently. While she writes the themes, she tries to make direct quotations and make it easier for readers to decide on the transmissibility. After interviews with focus students are recorded by tape recorder, the researcher listens to these recordings and changes them to the word format on her computer. These printouts are

sent by e-mail to the students who are interviewed and their confirmations of attendance are received after the analysis of the interviews is finalized.

**Developing An Action Plan:** The researcher shares the outcomes of the analysis of the data with experts at the university, receives their feedback and composes an action plan for every week. Experts play a facilitator role for the teacher in sharing information theoretically about the practice of the model with the researcher by providing feedback on correct aspects and discussing inaccurate aspects of the class. The researcher shapes the action plan for the next week after she gets feedback from experts and reflections from students during the whole process. Accordingly, in order to make plans, resources regarding cognitive and practical aspects of the Personal and Social Responsibility Model are collected and units and subjects in the syllabus of the 9<sup>th</sup> grade are reviewed. Achievements related to the affective domain in the units are defined. During all 5 levels of the model, considering students' improvements to the next level progressively, activities are performed starting in the first weeks as Level 1, respecting others' rights and feelings, and continue under such titles: Level 2, participation and cooperation, Level 3, self-direction, Level 4, helping others and leadership and, finally, Level 5, transferring what they have learned at the end of the practice to outside of the gym. Every week, model practice is started in a lesson format and a section called "*relational time*", using the appropriate strategies to their levels. In this part, the teacher speaks with all the students and gives them the right to speak in all classes. She tries to present the strengths and weaknesses of the focus students in these conversations. The teacher reminds students of the 5 responsibility levels in an "*awareness talk*" part and students are asked to decide on their own levels after providing brief information about the level to be focused on that week. In the *physical activity* part, responsibility is integrated into physical activity. Classes are studied based on only a teacher-centered approach for 2 weeks. From the 3<sup>rd</sup> week, responsibility starts to be transferred from the teacher to students. All of the students take leadership roles, make their own judgments during games, determine the start and end time of activities and develop solutions for problems that they encounter. In the *group meetings* part, students have a chance to present their own perspectives and state how much they can demonstrate their levels. In this segment, students state what they like and do not like in classes. During the reflection process, which is the last part of the lesson format, students are given an opportunity to assess themselves and how they practice these responsibilities outside of classes.

**Physical Activities:** Physical activities are designed in accordance with the educational goals of responsibility levels. When action plans are developed, a Frisbee is chosen as a training tool because the Frisbee is based on sportsmanship which gives fair play responsibility to the player. Players solve the conflict on their own and they are their own referees. Games with a high level of rivalry are encouraged but it is not allowed to ruin the mutual respect between rivals, who must obey the agreed rules in order to engage in the actual pleasure of the game. Protecting these important principles helps exclude attitudes against sportsmanship. Teasing other players, aggressive attitudes and behaviors, purposeful violations or all other behaviors defined as "Winning no matter what happens" are against the soul of the play (Wfdf, 2015). Through these characteristics, the suitability of Ultimate Frisbee rules to TPSR is used based on the grounds that gaining fair play concepts and behaviors are efficient. The researcher receives feedback from METU Ultimate Frisbee team players and the team captain about the practice order and suitability of the activities which have been prepared in relation to Ultimate Frisbee. According to this, in the first week of model application, starting with Frisbee history and game rules, backhand and forehand techniques, disk control and overhead shooting, pivot and pass guiding exercises, defensive exercises and mini frisbee tournament in the last week have been completed.

## Results

As a result of data analysis, when the findings of changes in students' fair play concepts and attitudes are assessed in terms of Kohlberg's moral judgment, they are grouped under 3 themes which are called as 1) *I can escape from punishment and care only about my own interests*, 2) *Reciprocal Relations: "They also supported our team"*, 3) *I am listening to my own conscience: I care about my competitor and respect him*.

Accordingly, under the first theme, descriptions of students' fair play attitudes are assessed in terms of authority and self-centeredness. How students reveal fair play practices as caring about their friends and empathizing are put under the second theme. In the last theme, it is revealed that students have internalized rules and do not give up a fight until the last minute. Through the 5 stages of the model, the concept of fair play and changes in students's attitudes are explained below.

**Theme 1: *I can escape from punishment and care only about my own interests*:** It can be said that the class does not obey rules inside or outside physical education classes and does not respect their friends before the model begins to be applied. In other words, starting to practice the model with a self-centered approach, the concept of respect which is the first subject of the model, as well as authority and its rules, can be said to be carried out because of fear of authority according to Kohlberg's preconventional level in the 1<sup>st</sup> stage.

It is observed in classes that during the discussions about *the current sports news*, students whisper, try to express their own ideas loudly and make manifestations to support their own teams without permissions. They do not listen to others before the teacher starts to practice the model. The teacher mostly has to control and rein in the discussion.

While *current sports news* is discussed, the common attitudes seen in focus students are using disrespectful statements against rivals and protesting the referee's decisions. Students violate the rules with a self-centered approach when they do not serve their own interests once the teacher does not give any punishment. For instance, Mine, who is one of the focus students in discussions, says *"That referee! If we had been there, we would have lynched him as a whole team of Galatasaray"* thinking that the referee made decisions in favor of the other team and Hatice remarked *"We watched the game in the cafeteria and all of us swore at the referee a lot."* In another example, focus students defend their own team heatedly and used some disrespectful statements like *"You are a shit"* against another team's supporters. Gamze disclosed that *"We sometimes insult"*. This is also mentioned in the interviews at the end of the discussions. Fatma asserted *"Most of us lost control. When making comments about other teams and defending the rights of the teams, they didn't show respect to their classmates."* The teacher needs to intervene in the class when students discuss the teams. The teacher states *"We can hear some insulting words in the discussions about the teams."*

During the *discussion*, students defend their teams heatedly with a self-centered approach. For example, Hatice says *"Galatasaray fans claimed it was a rigged game. They always hide behind the rigged game claim and start to attack"*. Even best friends can behave differently when it is about their own team. Selin tells *"My best friend is a Fenerbahçe fan but, during games, we are like enemies."* Since she is afraid of her class teacher, she says *"Discussions are going in the wrong direction. I can say anything. Let's just stop it."*

During the football match before starting the model implementation, students object to the decisions of the student who is chosen as a referee based on the fact that they do not serve their own teams' interests. During the football match, there is a tough match to win. They do not help their friends when they fall. For example, Mine says *"I fell and nobody cared about me. Everyone just continued to play the game"*. One of the focus students, Selin, says *"He who falls has no friends"*. After the match, the teacher asks *"Did you congratulate the coach and the players of the other team?"* and students answer *"No, there is no such a thing"*.

Within the eight weeks of the implementation period, there have been clear changes in fair play concepts and behaviours in light of activity reflections in the research, semi-structured individual interviews and video recordings. While students show a self-centered approach and define fair play throughout all the activities before the model practice as long as no punishment is made, at the end of the model implementation, they have internalized rules and follow their own moral judgments. At the end of the 8-week TPSR implementation period, which is addressed with Frisbee content, some of the students create descriptions about fair play in order to avoid punishment in the 1<sup>st</sup> stage of the pre-conventional level. In other words, some of the students make fair play descriptions regarding the pre-conventional level. After the model has begun to be implemented using Frisbees, since there is no referee in classes as is the nature in Frisbee games, they are only making descriptions about fair play in the interviews after practice on Kohlberg's pre-conventional level. Some of these descriptions are *"To believe the competitor and referee without any dispute and not to protest against the referee"*. Changes mostly occur at conventional and post-conventional moral levels.

**Theme 2: Reciprocal Relations: *"They also supported our team"*:** Some students describe fair play in the interviews at the end of the model practice by transferring it beyond the self-centered approach of the pre-conventional level based on Kohlberg's second conventional level of the 3<sup>rd</sup> stage to maintain mutual relations like trust, assistance, loyalty and goodness. For example, Deren describes fair play as *"Not to irritate the competitor orally, physically and with mimics"* and Hatice says *"To act according to sports rules"*. Selin, one of the focus students who describes fair play as not to hurt the competitor and to have a good character, states *"Sportsmanship is to have a good character, not to hurt anyone in the game and help others"*. Some of the students use some statements related to understanding others which means making empathy. For example, Selin describes fair play as *"They also support our team. We help at once when somebody from the other team falls"* and Gamze says *"Sportsmanship is to respect to others' rights and to put yourselves in their places."*

The tendency to maintain mutual relations is seen in a second discussion area for students related to the derby match between Fenerbahçe and Galatasaray at the end of the 8 weeks of the model implementation. The teacher noted that students always ask for the floor and speak without interfering each other during discussions. Students express themselves clearly in a respectful way when discussing disrespectful situations for both their own teams and the competitor. For example, Hatice says *"It was very disrespectful that Melo stuck out his tongue. I really did not like it"* and Fatma says *"Both teams are guilty. It is not right to make eyes at each other. If there is disrespect directed at you, you should not respond to it in a disrespectful way."* At the end of the practice model, students approach their friends who tried to irritate them with respect and goodness in order to maintain mutual relations. For example, although one of her friends attacks Selin, who is one of the focus students, Selin states that she is not going to make any comment on it.

At the end of the model implementation, it is seen that these attitudes which are expressed orally are put into practice. Some of the focus students use statements that are appropriate to the conventional level of the 3<sup>rd</sup> stage at the end of the practice repeated in the football match. They start to act according to the rules with a desire to obey the rules and authority. One of the focus students, Selin, says *"It is what the referee decides"* for one of the conflicted positions about the goal. Some of the students use statements in which reciprocal human relationships are emphasized at the conventional level. For example, Fatma says *'My hand sticks around my friend's head but neither he nor I use bad words, which means that we respect each other. We understand each other'*. Mine says *"When our friends fell, the person who caused them to fall apologized. It was very nice."* When the self-centered approach of students decreases, their skills in empathy start to develop and they start to help the competitor and their friends. One of the focus students, Hatice says *"If somebody from the other team fell, we would not help her/him. After this game, one from our team and one from the opposite team collided. We all went to help them stand and sit."* Gamze says *"I clearly expressed it when I fell. If I saw one of my friends falling, I helped him/her stand as a matter of courtesy"*.

In the 2<sup>nd</sup> football match at the end of the eight-week model implementation, it is observed that focus students display respectful behaviors to one another and the competitor, congratulate the other team at the end of the game, help their friends who fall, do not protest the referee's decisions and obey them and do not give up fighting.

***Theme 3: I am listening to my own conscience: I care about my competitor and respect him:***

At the end of the model implementation, some of the students define fair play as the existence of values and rights with a point of view to give priority to reason and individuals at the postconventional level of the 6<sup>th</sup> stage. For example, according to Mine, fair play means *"Honest play and trustworthy play"*. Fatma defines it as *"To mention something that the referee does not recognize or mention, to cheat the referee"*. When students define attitudes which are not appropriate to fair play, they describe it with a point of view to give priority to their friends at the 5<sup>th</sup> level of the postconventional stage. For instance, Gamze defines attitudes against fair play as *"You may make somebody fall while playing ball, or something like that."* While Fatma defines it as *"They display some attitudes without respecting each other or Melo's sticking out his tongue"*, Selin defines it as *"To distract the rival's attention in matches."*

Students start to apply the rules at the end of the process in the 6<sup>th</sup> stage of the postconventional level not according to the expectations of the teacher or society but according to their own reason and conscience. It is not that the teacher will award or punish them but that they act according to moral values that they believe in. Although students know that they will lose the game before model implementation, they are guilty of distracting attention, violating rules and attacking the competitor physically. In contrast, after the model implementation, they congratulate the competitor without the teacher telling them to do so. Moreover, they continue making efforts and fighting until the last minute. For example, Gamze says *"We had a match. After the 2<sup>nd</sup> break, although I knew that we would be defeated, I struggled a lot. That was my best effort, I guess."* Hatice says *"They did a good job"*. Gamze, one of the focus students, talks about Mine, another focus student, *"She increased her effort. It was important for her not to give up fighting."*

In the interviews that were conducted at the end of the model implementation, students defend themselves against their own teammates in the 5<sup>th</sup> stage of the postconventional level in the cases that the competitor is right in order to make peace in the class, protect students' rights and maintain a match in peace. Mine, one of the focus students, always motivates her friends during the competitions and Gamze says *"I told my own teammate that s/he was right when my friend from the other team was right."*

Frisbee makes positive contributions for students in creating moral judgements about protecting their friends' rights based on such universal rights as individuality, equality, fairness and human rights at the 5<sup>th</sup> stage of the postconventional level. Mine, one of the focus students, describes this situation as *"The referee had the responsibility in the past but in Frisbee, we make our own decisions and generally we tell the truth. We already tell the truth even without recognizing whether our teammate tells it or not."* Because of the structure of the play and the soul of the game of Frisbee, players have to act according to fair play rules. Deren, one of the focus students, says *"We learned how to be fair in Frisbee. The soul of the game... We liked the soul of the game a lot in Frisbee. There is no referee in the beginning. We are our own referees. There was a discussion. I caught the Frisbee at the same time as my friend. S/he says she got it first and I say I got it. We could not agree on it. Then, we looked back to a previous position in a case like this."*

In the interviews made with students at the end of the process, there have been significantly notable improvements especially regarding respect and appreciation, which are important values in society. Students start to respect others' rights and value them as human beings at the 6<sup>th</sup> stage of the postconventional level. For example, Gamze states *"I can congratulate the other team whether we win or lose. In the past, I knew I had to but I did not but now I can. I acknowledge their efforts in positive ways"* and Hatice says *"I did not watch the game but just watched the summary. It was an important game and I congratulate the fans of Galatasaray."* At the end of the 2<sup>nd</sup> football match at the end of the process, the coach remarks about his/her own team *"They do not disrespect each other. That was what I liked most about it. They neither say slang words to one another nor yell to each other but warn one another nicely when something bad happens."* Deren, who is one of the focus students, recounts in the interviews that:

*Deren: The teacher starts to talk about a subject and the other team talks. It was very bad in the beginning but we did the same thing. At the end of the last week, it did not happen like that.*

*Interviewer: What changed?*

*Deren: Respect. In the first place, there was respect.*

When it is about being fan, students, before the model implementation defend their own team of whom they are fans even if they are right or not, After the practice model, have internalized respect for the other teams' fans. During the discussions, within the lines of class rules, students raise their hands, ask for permission to speak without interrupting other teams' conversations and listen until the end before telling their own opinions. For example, in the dialogue below between students, even if the wrong attitude of the competitor is defended, students do this internalization of moral rules at a postconventional level.

*Mine: Teacher, friends say that Melo provoked Emre. Then, Emre had not been provoked and caused himself to get out of the game.*

*Deren: Yes, teacher. Emre got out of the game and Melo stuck his tongue out. I could have understood that if he had done it some other time but it was just reflex.*

*Mine: They should put themselves in their places. I would do the same thing if he talked to me in a threatening way.*

*Hatice: If Emre's attitudes are disrespectful and Melo's sticking his tongue out is just a reflex, then why do we not call Emre's attitudes a reflex.*

## Discussion

In accordance with the goal of this study, the process regarding fair play concepts and attitudes of the 9<sup>th</sup> grade students related to the TPSR practice has been examined. Since Kohlberg's moral development concept which is the theoretical framework of the research mostly focuses on teenagers and adults and emphasizes mental and intellectual functions (Kohlberg, 1973), as a result of an educational intervention to explore moral development series, it provides a useful framework. When we look at it in a theoretical way, the statements of focus students before starting the 8-week TPSR implementation, if there had not been a teacher in the class during the discussions, insulting words would have increased based on the statement *"The discussion is reverting to slang words. I just cannot find anything to say. Let's just stop it."*, students' not caring about the competitor during the competition and challenging the referee's decisions as long as they do not serve their own interests *"We watched the game in the cafeteria and all swore the referee a lot."* There were these kinds of situations in other activities when students defined fair play at a pre-conventional level in the 1<sup>st</sup> and 2<sup>nd</sup> stages. Although Kohlberg (1976) states that this moral judgement mostly represents children's moral levels, many young people and even adults are at this mental level. Prior to the model implementation, students' moral judgemental level was related to a self-centered approach and the authority resulted from awards, punishments and external inspections of Kohlberg's 1<sup>st</sup> stage. In this regard, it can be said that support or punishments from outside such as the teacher, parents and the administration play an important role in students' definitions of fair play at this level.

In a study which is made in our country to determine positive and negative approaches to fair play attitudes of physical education teachers in football, it seems that teachers motivate students based on the principle *"To win no matter what happens"* and their approaches related to fair play are based on complete success (Sezen & Yıldırım, 2007). Since these societal expectations are high, it forces students into unfair play rivalry and a self-centered approach in school sports competitions. Therefore, as individual interests are prioritized at this level by students, due to conflicted interests, it is considered that the truth is a subjective concept (Gould, 2011). From this point of view, before the model implementation, caring about your competitor, considering his/her needs, valuing him/her as an individual do not exist. Students may not care about their friends when they fall during a game and just care about their own interests and needs. Students do care about their needs in relationships with other individuals. However, their own interests remain at the forefront (Kohlberg & Hersh, 1977). From this point of view, it is considered that students adapt to a kind of behavior like desiring that a competition ends in their favor instead of helping the rival who falls. Due to these personal interests, it can be said that students use insulting statements about the other team and the referee, protest decisions and display a self-centered approach in not caring about the competitor during competitions. Moral decision making at this level is based on the belief in authority in order to avoid punishment (Kohlberg & Hersh, 1977). Thus, at the end of the model practice, considering the statements of some students like believing the competitor and the referee without discussing and protesting, it is possible to say that they avoid punishment coming from authority.

The findings show that as the model begins to be implemented, the most important cognitive difference in transition to Kohlberg's conventional level of moral judgement is to create and develop the ability to take part and create empathy. At this stage, an individual put himself/herself into somebody's place at a mental level and look at incidents from his/her point of view (Turiel, 1974). According to the model practice, students' adherence to rules, putting themselves into their friends' places and adapting to incidents with a point of view within the context of mutual relations are notable

points in this study. Cecchini et al. (2007) revealed that tough play, aggressive attitudes and protests drastically decrease within a short period of time with the TPSR model practice, such as the negation of "To win despite everything".

At the end of the model implementation, instead of winning, students care about their friends' personal rights and have absorbed fair play definitions. Such concepts as obeying rules, being fair and respecting others become prominent. These concepts, according to the moral development of Kohlberg, are at the postconventional level which is the top moral development step. A person who is at this level believes that beyond the written rules, universal principles should be recognized (Kohlberg, 1976). Especially abstract principles, including universal fair principles, equality of human rights and respecting human beings are prominent. Students respect their friends and warn them about their wrong decisions even if they are opposed to their own. Honesty and fair play definitions are based on moral judgement and universal principles in the 6<sup>th</sup> stage of Kohlberg's moral concept. Accordingly, students start to care about universal moral principles and moral values and concepts beyond societies. Telama (1999) states that an athlete who achieves a moral level at a postconventional level does not cause any physical harm to others, even if a referee and coach give permission, because the athlete will think, in principle, that this is wrong. According to the findings of this study which support this view, while most students obey rules just in order to avoid punishment by a referee (preconventional morality), in the last weeks of the model implementation, they achieve the top level (postconventional morality) and they make it a principle. Considering that students will gain the value and moral development step-by-step which was provided to them based on model practices, it can be said that students' moral judgement level matures in time.

Another prominent finding at the end of the model implementation is that students continue to struggle even if they know that they will be defeated. Cecchini et al. (2007) state that acquisitions and attitudes related to not giving up as a result of working habits become strong with TPSR implementation and participants show confidence in situations that other young people are afraid of or avoid and develop resistance to.

Looking at the findings of the study, students show positive progress in respecting the competitor and the referee and being honest at the end of the model implementation. This positive progress, especially at the 1<sup>st</sup> level of TPSR, can be a result from the fact that the teacher often emphasizes being respectful of others' rights and feelings and having self-control in each class. Furthermore, application of the TPSR model in classes with a Frisbee and the fact that this sport is based on honest play may affect changes in moral series. In fact, in Frisbee, it is expected that the player play fairly as a rule and a part of the soul of the game. According to Kohlberg's moral concept, at the 6<sup>th</sup> stage of the postconventional level which is the highest level, truth and wrong are defined not as societal rules and principles but as an individual's own conscience. As Frisbee is a game played without a referee, every player of this game needs to act according to his/her own conscience. Thus, it provides responsibility for the player to apply the rules correctly. It can be said that it will be much more appropriate for teachers to utilize programs which support moral development and programs based on a model-based approach which are prepared consciously instead of traditional approaches in teaching students such moral concepts as fair play.

As discussed, the findings of the study show that physical activities may be a tool to influence moral development of young people. The study becomes a useful tool for moral development with sports and physical activities in physical education classes and shows that the program of "personal and social responsibility" is practiced successfully. Gaining strength of moral development is not an automatic output of participation in physical activity but the theory that a theoretically-grounded program is necessary to create a difference and have a positive effect on moral development is

supported by other studies (Gibbons et al., 1995; Shields & Bredemeier, 1995; Miller, Bredemeier, & Shields, 1997; Soloman, 1997; Hassandra, Goudas, Hatzigeorgiadis, & Theodorakis, 2007; Wandzilak, Carroll, & Ansorge, 1988; Cecchini et al., 2007).

Miller et al. (1997) and Soloman (1997) state that students who participate in moral development programs with physical education bases show important changes in activities by emphasizing fair play, making judgements and developing reason, intention and attitudes. In this regard, fair play needs to be emphasized with different activities in physical education classes. The results of this study show that intervention programs aim strengthen social values and attitudes have the potential to positively influence ideas and attitudes related to fair play and possible self-control within a short period of time, especially in sports areas.

Another finding is that although students themselves include attitudes appropriate to fair play in their lives, the attitude of the team players of which they are fans of is considered as normal and it can even be defended. When we look at it from this perspective, it can be said that partnership and sportsmanship are different concepts from each other. While the personal and social responsibility model is effective for a child to gain values related to himself/herself, the attitudes of the team of which s/he is a fan may not be as effective in changing his/her mind.

### **Conclusion and Suggestions**

In this study, the fact that nearly all of the students in the class are made up of female students has limitations on the data collected from male students. Moreover, the fact that frisbees, which is a content used in the study, is not very common in Turkey has limited the availability of discs, which are tools to be used for lessons, and that it can be played on the ground conditions (soil, grass field) where the discs will not be damaged. The application to the students has limited to 2 lessons hour with their writing diaries and reflections per week. As a result, the findings of this study show that TPSR has a positive effect in changing students' ideas and attitudes about such a moral concept as fair play. In a sports competition including rivalry, it can be said that sport players may be in conflict between winning and sportsmanship, as well as fair play and moral judgement. However, in regards to being fan, it is seen that it is difficult and even impossible to change these perspectives. If it is considered that professional sport players are viewed as role models by students and reflections of fair play attitudes in formal competitions are positive, the effects of students' watching games in real places can be examined. A similar study can be made in different school types and at different class levels and differences in research results can be discussed. When similar studies are made, the rules of different sports in order to gain fair play attitudes can be modified, similarly to Frisbee.

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