

Objectives of the Game-Based Social Skills Curriculum Model in the Upper Elementary Level

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ABSTRACT

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Purpose: This study aimed to examine objectives of a game-based social skills curriculum model in upper elementary level.

Methods and Materials: This study employed an exploratory mixed-method design conducted in two phases. In the qualitative phase, a research synthesis method based on the Sandelowski and Barroso model (2007) was used to analyze scholarly sources on game-based social skills education published between 2015 and 2025 (1394–1404 in the Persian calendar) in both Persian and English. The sources included articles, dissertations, books, and credible documents related to curriculum design, social skills, and game-based learning for students in grades 4 to 6. In the quantitative phase, expert validation was conducted using purposive sampling of 15 curriculum and elementary education specialists with doctoral degrees and documented expertise in social skills and game-based education. Data were analyzed using the Content Validity Ratio (CVR) and Lawshe's coefficient to assess the relevance and adequacy of the identified components and concepts.

Findings: The results confirmed a four-component curriculum framework encompassing (1) personal skills development (self-management, interpersonal skills, problem-solving, multiple intelligences, and life skills), (2) learning development (teaching specific skills, entrepreneurship, and game-based instruction), (3) innovation (creativity and idea generation), and (4) social skills development (communication, peer relations, emotional regulation, and coping with challenges). Out of the analyzed data, 20 main components, 54 subcomponents, 104 minor subcomponents, and 669 specific concepts met the expert-agreed thresholds (CVR ≥ 0.62 ; agreement $\geq 70\%$), indicating strong content validity and internal coherence of the model.

Conclusion: The validated game-based social skills curriculum model offers a systemic, dynamic, and multidimensional framework that can effectively enhance upper elementary students' social competencies through purposeful, structured play activities integrated into formal education.

Keywords: Social skills curriculum; Game-based learning; Elementary education; Curriculum design; Educational innovation

1. Introduction

In recent years, there has been a growing emphasis on the role of social skills development in shaping children's academic success, emotional well-being, and long-term social adjustment. The upper elementary period marks a critical stage in which students begin to consolidate their interpersonal abilities, manage complex emotions, and participate in more structured collaborative activities. Consequently, educational systems worldwide have sought innovative pedagogical approaches to foster social competencies in students. Among these approaches, game-based learning has emerged as a particularly promising method, combining enjoyment and engagement with meaningful social interaction and skill acquisition (Abidin, 2023; Babaei et al., 2022). Integrating play as an intentional instructional strategy offers opportunities to bridge cognitive, affective, and behavioral domains of learning in ways that traditional didactic methods often fail to achieve (Nasiri, 2023).

The educational value of play has been supported by an expanding body of literature showing its influence on children's social, cognitive, and emotional development. For instance, play activities provide natural contexts for practicing cooperation, empathy, and conflict resolution, all of which are essential to social competence (Hosseini Sabet et al., 2019). Studies further reveal that children who engage in structured educational games exhibit enhanced social participation and improved peer relationships (Mancha & Ahmad, 2016). This underscores the importance of embedding social skills instruction within playful, experiential, and collaborative learning environments. Moreover, the theoretical foundations of game-based learning are grounded in constructivist and socio-cultural paradigms, which emphasize active knowledge construction, contextual learning, and social interaction as key processes in development (Shah Mohammadi, 2022; Shariati et al., 2024).

Globally, educational researchers have explored diverse models of game-based instruction to improve social skills. In Iran, efforts to design culturally responsive and developmentally appropriate curricula have increasingly incorporated playful pedagogies (Amouei & Abdollahzadeh, 2021; Azizi Farsan et al., 2022). For example, integrating movement games into daily instruction has been found to improve students' cognitive performance, quality of life, and social functioning, highlighting the multidimensional benefits of playful learning (Homayounnia Firoozja, 2025).

Similarly, evidence shows that educational games not only enhance children's enjoyment but also promote self-regulation and social responsibility, particularly when games are aligned with curriculum goals and age-appropriate content (Brown & Kelly, 2019; Kalmpourtzis, 2018).

Game-based approaches also allow for differentiated and inclusive learning opportunities. By incorporating various play formats—collaborative, competitive, role-playing, and simulation—teachers can address diverse learning styles and socio-emotional needs (Karaman et al., 2022; Li et al., 2018). Such approaches are particularly effective in cultivating peer relationships and group cohesion, which are crucial to the social development of children in the upper elementary stage. According to empirical studies, when children engage in structured play, they tend to demonstrate increased cooperation, empathy, and positive social behaviors toward their peers (Falcon, 2023; Johannes, 2024). These findings support the argument that educational systems should institutionalize structured play as a core part of social skills curricula. Furthermore, the game-based approach aligns with broader trends in educational innovation, such as participatory design, learner-centered pedagogy, and experiential learning. Participatory design methodologies in game curricula, for example, have been shown to re-engage students and enhance their ownership of the learning process, particularly in underrepresented groups (Hill et al., 2021). When students are involved in the co-construction of game rules and objectives, they experience higher intrinsic motivation and a stronger sense of belonging, which further reinforce their social competencies. Additionally, incorporating elements of entertainment—commonly referred to as “edutainment”—into the curriculum has been shown to enhance engagement and deepen learning outcomes (Chilingaryan & Zvereva, 2020; Mizani et al., 2021).

In designing game-based social skills curricula, it is essential to recognize the multidimensional nature of social competencies. These include personal self-management, interpersonal communication, emotional regulation, problem-solving, and collaboration skills. Research shows that social skills development must be scaffolded through progressive, contextually relevant activities that connect classroom learning to real-life social experiences (Fani, 2018; Khaksar et al., 2021). Structured play, particularly traditional and culturally rooted games, can serve as effective vehicles for such scaffolding. Studies have demonstrated that using traditional games in social studies education improves teacher candidates' creative thinking

and their capacity to promote social learning among students (Arga et al., 2020). Similarly, integrating intelligence and mind games in concept teaching fosters children's ability to think critically, collaborate effectively, and navigate complex social situations (ÇAĞır & Şahin, 2020).

The effectiveness of game-based learning on social skill development has been documented across various contexts and populations. Research has shown that games can serve as powerful tools for teaching social interaction to students with special needs, such as children with autism spectrum disorders, who often face difficulties in social communication and peer interaction (Hosseinzadeh et al., 2022). In these cases, games provide structured yet flexible opportunities for practicing turn-taking, joint attention, and perspective-taking in safe, supportive environments. Likewise, outdoor and nature-based play has been associated with enhanced social and perceptual development in early childhood, indicating the broad applicability of play across developmental domains (Fathi Rezaei et al., 2020). Such findings affirm the role of games as a versatile pedagogical instrument that can be adapted to diverse educational settings and learner profiles.

Despite these promising outcomes, implementing game-based social skills curricula requires careful design, validation, and alignment with national curriculum standards. The process involves identifying key objectives, selecting age-appropriate game activities, training teachers in game facilitation strategies, and developing assessment mechanisms to monitor students' progress. Empirical studies emphasize that without a coherent framework, game-based interventions risk becoming fragmented or superficial, thus undermining their educational impact (Hosseini Qomi, 2016; Mahdavi Nasab et al., 2021). A key consideration in designing such curricula is the alignment between cognitive and socio-emotional objectives. Game-based learning environments should be intentionally structured to target both domains, allowing students to practice social-emotional skills while also reinforcing academic content (Abidin, 2023; Sa'adatmand & Gholampour, 2020). For instance, integrating social skills training into academic subjects such as social studies can help students contextualize their learning and apply social competencies in real-world scenarios. Research has shown that teaching social skills through social studies content enhances students' civic responsibility, empathy, and collaborative problem-solving abilities (Karaman et al., 2022; Mahdavi Nasab et al., 2021). Moreover, combining cognitive and socio-emotional objectives creates a synergistic effect, reinforcing learning in

both domains simultaneously. Another critical factor is teacher preparedness. Teachers' beliefs, knowledge, and skills significantly influence the success of game-based learning interventions. Studies have found that many teachers are unfamiliar with designing or facilitating educational games, which can hinder effective implementation (Khaksar et al., 2021). To address this, professional development programs are needed to equip teachers with the pedagogical and managerial competencies required for game-based instruction. Teachers must learn how to select appropriate games, integrate them into lesson plans, manage classroom dynamics during gameplay, and assess students' social and cognitive progress. These competencies are particularly vital in the upper elementary stage, where students are transitioning toward more complex social roles and expectations (Johannes, 2024; Shariati et al., 2024).

Additionally, equity and inclusion considerations must be embedded in the design of game-based curricula. Educational equity demands that all students—regardless of gender, socio-economic status, or learning ability—have access to high-quality, engaging social skills instruction. Virtual and technology-mediated game environments can play a significant role in achieving this, as they allow for personalized learning experiences and greater accessibility (Brown & Kelly, 2019; Shariati et al., 2024). However, designers must ensure that technological tools are used to enhance rather than replace interpersonal interactions, which are central to social skills development. Research cautions that excessive reliance on digital games without sufficient social interaction can impede the development of empathy, cooperation, and conflict-resolution skills (Hill et al., 2021). Therefore, a balanced approach that combines digital and face-to-face play is recommended.

Ultimately, the rationale for developing a game-based social skills curriculum in the upper elementary stage stems from the convergence of theoretical, empirical, and practical imperatives. Social skills are foundational to students' academic achievement, emotional resilience, and long-term well-being. Play offers a natural, culturally resonant, and highly engaging medium for cultivating these skills. The integration of play into curriculum design aligns with global educational trends toward active, learner-centered, and holistic pedagogy (Chilingaryan & Zvereva, 2020; Kalmpourtzis, 2018; Mizani et al., 2021). In Iran, where educational reform efforts increasingly emphasize competency-based learning, life skills education, and socio-emotional development, designing and validating a

systematic model for a game-based social skills curriculum is both timely and essential (Azizi Farsan et al., 2022; Babaei et al., 2022; Homayounnia Firoozja, 2025). This study aimed to examine objectives of a game-based social skills curriculum model in upper elementary level.

2. Methods and Materials

This study employed a mixed-method exploratory design. Since the purpose of the study was to design and validate a curriculum model for social skills with a game-based approach at the upper elementary level, it was conducted in two phases. In the first phase, a qualitative approach was used based on research synthesis, following the Sandelowski and Barroso model (2007). In the second phase, to validate the game-based social skills curriculum model, a quantitative approach was applied using the calculation of the agreement coefficient, Content Validity Ratio (CVR), and Lawshe's coefficient.

The research domain in this study included all scientific sources (articles, theses, books, and credible documents) published over a ten-year period—from 2015 to 2025 in English and from 2015 to 2025 (1394 to 1404 in the Persian calendar) in Persian—addressing curriculum, social skills,

the game-based approach, and the target group of upper elementary students (grades 4 to 6). In the qualitative part, according to the research synthesis method, the research boundaries were defined around analyzing these sources, focusing on the concepts, strategies, and indicators of the game-based social skills curriculum model.

The inclusion criteria for experts were having a PhD in curriculum planning or educational psychology, teaching and research experience in these fields, and familiarity with social skills and game-based education. In the quantitative phase (model validation), 15 experts in curriculum planning and elementary education were selected through purposive sampling. Quantitative data analysis was performed using the content validity ratio based on C. H. Lawshe's formula. The minimum acceptable CVR value according to Lawshe's criteria for 15 experts was determined as 0.49.

3. Findings and Results

Regarding the “objectives” component of George J. Klein's curriculum elements, the concepts and components related to the objectives of the game-based social skills curriculum at the upper elementary level were included in the curriculum model.

Table 1

Concepts and Components Related to the Objectives of the Game-Based Social Skills Curriculum at the Upper Elementary Level

Main Components	Subcomponents	Concepts
Personal Skills Development	Self-management	Self-awareness; Personal development
	Interpersonal skills	Mental health and hygiene; Classroom behavior and ethics
	Problem-solving skills	Decision-making skills; Thinking skills; Process of applying skills
	Developing multiple intelligences and life skills	Scientific and imaginative activities; Fostering various intelligences; Growth and development of life skills
Learning Development	Teaching specific skills	Inclusive learning
		Entrepreneurship and skills training
		Game-based education
Innovation Social Skills Development	Creativity development	Creativity and ideation; Innovative ideas
	Social relations	Communication skills; Peer social relations
	Emotion management	Emotional skills; Affective skills
	Challenge management	Coping with emotional challenges

According to Table 1, the extracted codes indicate that the objectives of this curriculum should focus on enhancing skills such as developing personal skills, learning development, innovation, and the growth of social skills through purposeful games. The concepts and components related to the objectives of the game-based social skills curriculum at the upper elementary level were mapped using MAXQDA version 20.

To validate the game-based social skills curriculum model at the upper elementary level, based on the results obtained from the analysis of related articles in the qualitative phase, a researcher-made questionnaire was developed and distributed to specialists, professors, and faculty members whose academic disciplines were related to the study. At this stage, the content validity ratio and Lawshe's coefficient were calculated based on the opinions

of specialists and experts, and the essential concepts and items were selected. Finally, to confirm the proposed game-based social skills curriculum model at the upper elementary level, the experts' agreement coefficient was calculated for the adequacy of the model and its components.

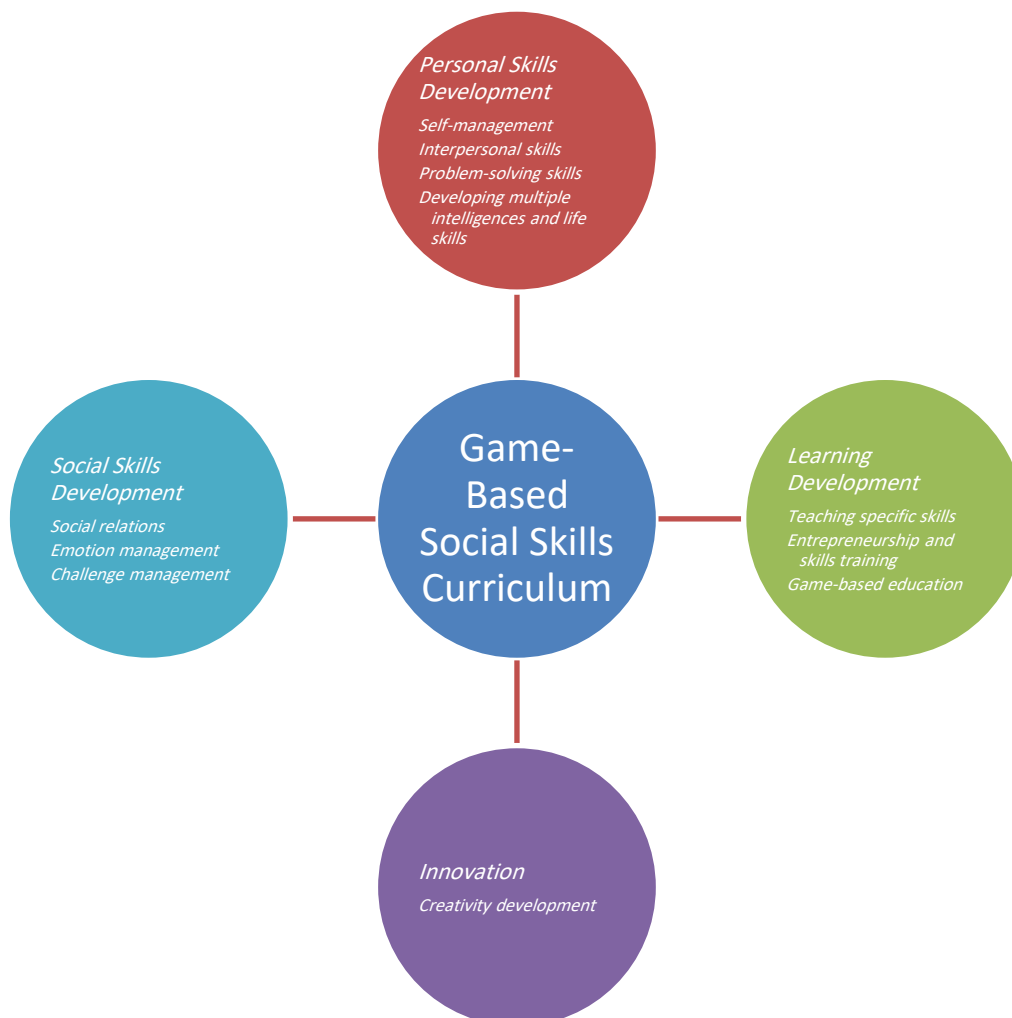
To assess the content validity of the research instrument, the CVR was used based on the opinions of subject-matter experts. To address the question of whether the components and structure of the game-based social skills curriculum model at the upper elementary level were adequate, the designed model was presented to 15 curriculum experts. They were asked to review it and provide their opinions regarding the structure, process, and content of each stage through a survey questionnaire that accompanied the developed model. Their expert feedback was reviewed, and

their suggested revisions were incorporated into the model. Subsequently, by calculating the agreement coefficient and content validity ratio, the main titles of the game-based social skills curriculum model at the upper elementary level were finalized.

In the validation phase of the game-based social skills curriculum model at the upper elementary level, from the experts' perspective, it was determined that concepts with a CVR of 0.62 or higher and an agreement percentage of 70% or higher were considered as the main components of the model. Accordingly, a total of 669 concepts, 104 minor subcomponents, 54 subcomponents, and 20 main components were confirmed for developing the model. The results of this phase indicate the adequacy of the conducted analysis and the extracted elements.

Figure 1

Standardized factor loadings between latent variables and indicators of the organizational ethics model.



4. Discussion and Conclusion

The purpose of this study was to design and validate a game-based social skills curriculum model for students in the upper elementary level. The findings revealed that the proposed curriculum model encompasses four major components: personal skills development, learning development, innovation, and social skills development. Each component consists of related subcomponents and concepts that collectively form a systemic, dynamic, and multidimensional framework for fostering social competencies through purposeful play. This integrated structure reflects the recognition that social skills are not isolated traits but are cultivated within broader cognitive, emotional, and behavioral domains, which must be addressed holistically within curriculum design. The discussion below interprets these findings in light of existing literature, demonstrating how they align with and extend previous research.

The inclusion of personal skills development—comprising self-management, interpersonal skills, problem-solving abilities, and the development of multiple intelligences and life skills—aligns with a substantial body of research underscoring the role of play in fostering self-regulatory and intrapersonal competencies. Prior studies have shown that structured play enhances students' self-awareness, self-discipline, and internal locus of control by engaging them in situations that require decision-making, goal-setting, and self-monitoring (Brown & Kelly, 2019; Mancha & Ahmad, 2016). These findings are consistent with the current study's emphasis on self-management as a core subcomponent. Similarly, interpersonal skills—which include collaboration, communication, and empathy—are often strengthened in cooperative play contexts. Evidence indicates that peer-based games encourage turn-taking, negotiation, and perspective-taking, which are essential elements of interpersonal functioning (Abidin, 2023; Hosseini Sabet et al., 2019).

Moreover, the problem-solving aspect embedded in this component is supported by findings that games provide safe and engaging contexts for experimenting with solutions, evaluating consequences, and learning from mistakes without fear of punitive outcomes. Such exploratory environments nurture cognitive flexibility and adaptive reasoning, key aspects of social competence (Johannes, 2024; Karaman et al., 2022). The incorporation of multiple intelligences and life skills development into the personal

skills domain reflects a shift toward more holistic educational paradigms. Research highlights that when curricula integrate diverse intelligences (linguistic, logical-mathematical, spatial, kinesthetic, interpersonal, and intrapersonal), children demonstrate stronger self-confidence and resilience, which are foundational to social adjustment (Amouei & Abdollahzadeh, 2021; Khaksar et al., 2021). Thus, the present findings substantiate the notion that personal skill development is both a prerequisite and a product of social learning in game-based environments.

The second major component—learning development—centers on teaching specific skills, entrepreneurship and skills training, and game-based learning itself as a pedagogical modality. The results highlight that purposeful games serve as scaffolds for both cognitive and socio-emotional learning. This aligns with previous research showing that embedding games into curricular content increases motivation, deepens understanding, and enhances transfer of knowledge to real-life contexts (Li et al., 2018; Sa'adatmand & Gholampour, 2020). Moreover, educational games have been shown to improve not only academic outcomes but also learners' self-efficacy and persistence, thereby indirectly supporting their social participation and engagement (Babaei et al., 2022; Nasiri, 2023).

Entrepreneurship and skills training within the curriculum addresses the need for fostering future-oriented competences such as creativity, initiative, and adaptive thinking. Studies have emphasized that entrepreneurial education, when combined with playful and experiential methods, fosters collaborative problem-solving and communication, both of which are pivotal social skills (Fani, 2018; Mizani et al., 2021). Game-based education itself, as highlighted in the findings, functions as an overarching methodology rather than a single technique. Prior literature supports this, noting that game-based instruction represents a paradigm shift toward student-centered, interactive, and participatory learning environments (Hill et al., 2021; Kalmpourtzis, 2018). These environments promote authentic engagement, which in turn cultivates social responsibility, empathy, and mutual respect among learners (Falcon, 2023; Shariati et al., 2024).

The current study's findings also reaffirm that learning development and social development are not mutually exclusive but mutually reinforcing. When children learn through play, they simultaneously acquire academic content and social norms, internalizing patterns of cooperation, communication, and emotional regulation alongside cognitive knowledge. This dual function of play has been

consistently documented in studies across various cultural and educational contexts (Abidin, 2023; Fathi Rezaei et al., 2020; Hosseini Sabet et al., 2019). By embedding learning objectives within playful contexts, the curriculum effectively integrates the cognitive and social domains of child development.

Innovation emerged as a distinct component in the curriculum, emphasizing creativity development, idea generation, and the cultivation of innovative thinking. The prioritization of innovation reflects a recognition that social competence in the 21st century requires not only interpersonal collaboration but also the ability to contribute novel ideas and adapt to dynamic environments. Research has shown that game-based environments inherently stimulate creativity by encouraging experimentation, risk-taking, and divergent thinking (Arga et al., 2020; ÇAĞır & Şahin, 2020). Such findings corroborate the present study's emphasis on embedding creativity as a core goal of social skills education.

Moreover, innovation is closely tied to motivation and engagement—key factors in sustaining social interaction in learning settings. Studies have demonstrated that students who are encouraged to generate original ideas within games show higher intrinsic motivation and sustained participation in group tasks (Chilingaryan & Zvereva, 2020; Hill et al., 2021). This supports the current finding that fostering innovation contributes not only to cognitive outcomes but also to students' willingness to collaborate, communicate, and persevere in social learning contexts. In this sense, innovation operates as both a process and a product of social interaction, reinforcing the curriculum's multidimensional structure.

The fourth and central component of the curriculum is the development of social skills themselves, including communication skills, peer relationships, emotional management, and coping with challenges. The prominence of this component underscores the curriculum's primary goal: to strengthen students' capacity to engage effectively and harmoniously in social environments. The study's findings align with extensive evidence that structured play enhances children's prosocial behaviors, including cooperation, sharing, empathy, and conflict resolution (Falcon, 2023; Hosseinzadeh et al., 2022; Johannes, 2024). Communication skills, in particular, are developed through collaborative games that require students to articulate ideas, negotiate rules, and coordinate actions with peers. Such experiences improve verbal fluency, listening skills, and nonverbal communication—all critical components of social

competence (Karaman et al., 2022; Shah Mohammadi, 2022).

Emotional management also emerged as a crucial subcomponent, reflecting evidence that games provide contexts for experiencing and regulating emotions such as frustration, excitement, and disappointment in safe and supportive settings. Studies have reported that children who regularly engage in structured play demonstrate higher emotional intelligence and greater resilience to stressors (Amouei & Abdollahzadeh, 2021; Homayounnia Firoozja, 2025). Similarly, the inclusion of coping with challenges as a specific subcomponent resonates with findings that gameplay allows children to confront and overcome obstacles, fostering perseverance, adaptability, and problem-focused coping strategies (Fathi Rezaei et al., 2020; Mahdavi Nasab et al., 2021). Collectively, these results confirm the pivotal role of game-based learning in cultivating a broad spectrum of social-emotional skills, positioning play as an indispensable tool in social skills education.

Overall, the findings of this study contribute to a growing consensus that game-based approaches are not merely supplementary but essential to contemporary social skills education. The integration of personal, cognitive, creative, and interpersonal domains within a single curriculum model represents a significant advancement over fragmented approaches that treat social skills as discrete competencies. This holistic perspective echoes calls in the literature for curricula that address the interdependence of emotional, cognitive, and behavioral development (Azizi Farsan et al., 2022; Mizani et al., 2021; Shariati et al., 2024). Furthermore, the use of expert validation to confirm the relevance and adequacy of the model aligns with best practices in curriculum design research, ensuring that the proposed framework is both theoretically grounded and contextually appropriate (Hosseini Qomi, 2016; Khaksar et al., 2021).

By demonstrating the effectiveness of a multidimensional, game-based model, this study reinforces the view that play should be recognized as a core pedagogical approach in upper elementary education rather than an ancillary activity. It underscores the necessity of embedding social learning objectives within structured, purposeful, and culturally responsive play contexts to ensure that students acquire the skills necessary for academic success, personal well-being, and social participation in diverse societies (Abidin, 2023; Babaei et al., 2022; Li et al., 2018). In doing so, this research addresses a critical gap in the existing literature and provides a practical blueprint for

integrating social skills education into formal curricula through playful learning.

Despite its contributions, this study has certain limitations. First, the validation of the curriculum model relied on the judgments of a relatively small sample of experts (15 individuals), which may limit the generalizability of the findings. While purposive sampling ensured that participants possessed relevant expertise, the sample may not reflect the full diversity of perspectives within the broader educational community. Second, the study was conducted within the cultural and institutional context of Iran, which may influence both the content and perceived relevance of certain curriculum components. This cultural specificity may constrain the direct applicability of the model to other educational systems with different sociocultural dynamics. Third, the study employed a cross-sectional design in the validation phase, which precludes evaluation of the long-term impact of the curriculum on students' actual social skills development. Without longitudinal data, it is difficult to ascertain the sustainability and developmental trajectories of the skills targeted by the model. Finally, the study did not incorporate direct feedback from students or teachers who would ultimately implement and experience the curriculum, limiting insights into its practical feasibility and user-centered alignment.

Future research should address these limitations by employing larger and more diverse expert panels, including practitioners from different educational settings and cultural backgrounds, to enhance the generalizability and cultural adaptability of the model. Longitudinal studies are also needed to evaluate the long-term effectiveness of the curriculum on students' social, emotional, and academic outcomes. Such studies could track cohorts of students over multiple years to assess developmental progress, retention of social skills, and transfer of these skills to real-life contexts. Furthermore, experimental or quasi-experimental designs could be used to compare the outcomes of students exposed to the game-based social skills curriculum with those taught through traditional approaches, providing stronger causal evidence of its effectiveness. It would also be valuable to integrate participatory design approaches in future research by involving students, teachers, and parents in the co-creation and refinement of curriculum components. This could enhance the relevance, engagement, and sustainability of the model. Lastly, future studies could explore the integration of digital and virtual game platforms into the curriculum to examine their potential to expand access, personalization, and inclusivity in social skills education.

Practitioners seeking to implement this curriculum model should begin by fostering institutional support for game-based learning as a legitimate and essential pedagogical strategy. School administrators and policymakers should allocate resources for training teachers in game facilitation techniques, curriculum integration, and classroom management during play-based activities. Teachers should be provided with structured professional development opportunities to build their capacity to design, implement, and assess game-based social learning experiences. Additionally, schools should create supportive environments that allow flexibility in scheduling, space allocation, and assessment practices to accommodate the unique demands of game-based instruction. Collaboration among curriculum developers, teachers, school counselors, and parents is crucial to ensure that the curriculum addresses students' diverse needs and is consistently reinforced across home and school contexts. Finally, continuous monitoring and feedback systems should be established to evaluate the curriculum's implementation and impact, enabling ongoing refinement and improvement to maximize its effectiveness in promoting students' social development.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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