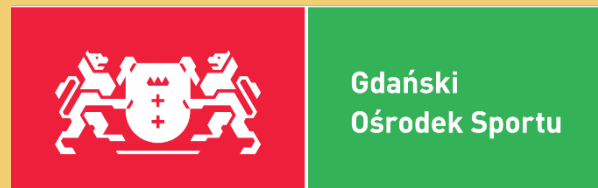


REDISCOVERING EUROPEAN TRADITIONAL GAMES AND SPORTS: STUDENTS NOTEBOOK



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Erasmus+ Programme
of the European Union



The PROPACT Project (Promotion of Physical Activity through European Traditional Sports) aims to encourage participation in sport and the physical activity of young people and the of active promotion of intercultural social inclusion.

To this end, the project has created a course entitled: “THE EUROPEAN TRADITIONAL GAMES AND SPORTS, FROM AN INTERGENERATIONAL AND INCLUSIVE PERSPECTIVE”. The course combines traditional sports and games with the latest technologies to bring young people closer to sport and through the rediscovery of traditional European games and sports with a visual and interactive language.

This course offers two tools:

- 1.- REDISCOVERING EUROPEAN TRADITIONAL GAMES AND SPORTS: STUDENTS NOTEBOOK
- 2.- THE EUROPEAN TRADITIONAL GAMES AND SPORTS, FROM AN INTERGENERATIONAL AND INCLUSIVE PERSPECTIVE. YOUNG PROPACT.

This document corresponds to the first of the tools; a workbook developed interactively that is complemented by the second, the visual didactic tool in video format.

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INTRODUCTION

Carmen Fernández Amat. Professor at the University of Zaragoza (Spain) and Vice President of the Association Européenne des Jeux et Sports Traditionnels (AEJeST)

Welcome to these “Young players Propact” course.

It is designed for Young people who want to learn the rules of traditional European games, and ALL those, who are fans of traditional games and sports. It is a course designed and developed within an Erasmus+ Project called PROPACT (Promotion of Physical Activity through European Traditional Sports)

The course, aims to promote European Traditional Games and Sports, especially from Italy, Slovenia, Turkey, Poland, France and Spain, partner countries of the Propact Project.

This course has been designed with the following objectives:

Firstly, it aims to encourage the participation of young people in sports and physical activity, through traditional games and sports.

Secondly, it is also proposed to create a technological tool that facilitates the promotion of traditional games and sports. In this way, current technology is combined with traditions.

Different professionals have participated in this course. They are specialists in research, in didactics, professional and non-professional athletes and players of different ages and different places.

At the same time, you will see that through traditional games and sports, we can have different didactic experiences: combining different subjects, different cultures, different abilities, different languages, etc... But always, playing, allows us, to develop in a playful environment, full of positive emotions.

In this course, we want you to know, traditional games and sports from different countries. So you can practice them.

Now we will see the structure of this course. It is divided in two parts.

- 1.- In the first part, we will present didactic experiences with traditional games and sports.
First we will see Secondary students combining archeology with traditional games. The second one, introduces us, to elementary School students, flying paper airplanes. And the Third, builds a bridge, between Asia and Europa, with the game of hopscotch.
- 2.- In the second part of the course, we will have the opportunity, to learn traditional games and sports from the countries participating in the PROPACT Project. We will learn how to play, the context, the materials, etc.

The content of the course will be distributed in 6 lessons. Each of them has three parts:

- 1.- Contents (Includes a part called *REFERENCES* in which we propose different complementary readings to be able to expand, if you are interested, the content of each topic)
- 2.- The subtitles of the corresponding section in the video.
- 3.- Evaluation (in which you will find questions about what you have read in the *CONTENTS* section).

It is also possible, to download the content of the course, for free, to be able to play, when you prefer. You will only have to complete a simple test, as an evaluation, at the end of each section. This will be necessary to continue with the next topic.

At the end of this training course, and after having completed all the learning tests, it will be possible to download the training diploma, from the e-learning platform.

¿Are we prepared? Let's start!!!!

1.- SUSTAINABLE DEVELOPMENT GOALS

1.1.- Contents



In June 1992, more than 178 member countries of the United Nations, meeting in Rio de Janeiro (Brazil), celebrated the Earth Summit. In it they adopted Agenda 21 (United Nations, 1992), an action plan designed to create an international association that would protect and promote sustainable development on our planet.

Later, in September 2000, the member states signed the Millennium Declaration (United Nations, 2000) at the Millennium Summit in New York. As a result of this summit, eight Millennium Development Goals (MDG) that sought to reduce extreme poverty on our planet by 2015.

Later in 2002 with the Johannesburg Declaration, the member states of the United Nations adopted the Sustainable Development and Implementation Plan that was signed at the World Summit on Sustainable Development in South Africa, reaffirming the commitments with the environment and world poverty. In this case, they unified Agenda 21 and the Millennium Declaration, influencing multilateral associations.

In June 2012, the United Nations Conference for Sustainable Development (Rio +20) was held in Rio de Janeiro (Brazil), finally signing the document "The future we want" (United Nations, 2012), in which they committed to developing a series of Development Goals. Sustainable Development (SDG) developed from the MDGs and that led to the creation of a High Level Political Forum of the UN for Sustainable Development.



A working group was established in 2013 to develop proposals for the Sustainable Development Goals (SDGs).

The Member States of the United Nations adopted in 2015 the 2030 Agenda (United Nations, 2015), for Sustainable Development. It proposes a shared plan to achieve prosperity and balance between people and the planet's resources.

For the first time, the 193 member countries of the United Nations reach a common agreement pledging to respect and promote the proposed objectives in each partner country. They aim to put an end to poverty and create strategies that improve health and education in all societies.

At the same time, it is intended to reduce social inequalities, stimulate economic growth and control climate change that protects and cares for our environment.

The Sustainable Development Goals will promote, over the next fifteen years, development and improvement in core aspects for maintaining balance in humanity and on the planet. Thus, the actions are focused on:

- . End poverty and hunger in the world. At the same time, guarantee the dignity and equality of people and the sustainability of the environment.

- . Protect the planet through the sustainable management of natural resources, which will provide necessary measures for the evolution of climate change. Likewise, the sustainability of natural resources for future generations will be promoted.

- . Guarantee the full development of future generations with social, economic and technological progress within a balance with nature.

- . Build peaceful generations supporting just societies that coexist in peace.

- . Use the necessary means that lead to cooperation through a Global Alliance, the basis of solidarity with the most vulnerable and poor communities of all countries.

Relations with the natural environment are implicit in the Sustainable Development Goals, allowing a transformation of our world towards a much better context.

Thus, the Sustainable Development Goals are:

- 1.- No poverty.
- 2.- Zero Hunger
- 3.- Good Health and well-being
- 4.- Quality Education
- 5.- Gender Equality
- 6.- Clean water and sanitation
- 7.- Affordable and clean energy
- 8.- Decent work and economic growth
- 9.- Industry, Innovation and infrastructure
- 10.- Reduced inequalities
- 11.- Sustainable cities and communities
- 12.- Responsible consumption and production
- 13.- Climate action
- 14.- Life below water
- 15.- Life on land
- 16.- Peace, justice and strong institutions
- 17.- Partnerships for the goals



We therefore know the Sustainable Development Goals as the script to follow in the global alliance to achieve a better, inclusive world, without violence and respecting the natural balance of our environment.

We propose below some texts and videos to expand the information on this topic. The texts are those that correspond to the references that appear cited in section 1.1 and the videos are interactive visual you can continue learning.

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1.2.- The subtitles of the video in topic 1: Sustainable Development Goals (SDGs) as an international horizon



Francisco Javier Zarza Alzugaray. Associate Professor of Music Education at the University of Zaragoza (Spain).

The Sustainable Development Goals (SDGs) are 17 global goals set by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. The SDGs aim to end poverty, protect the planet, and ensure peace and prosperity for all people by 2030. The 17 goals are interconnected and are intended to be integrated into the policies and planning of countries, cities, and other actors.

1. No Poverty: This goal aims to eradicate extreme poverty globally by 2030. This includes reducing the proportion of people living in poverty and ensuring social protection systems are in place.
2. Zero Hunger: The goal of Zero Hunger is to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
3. Good Health and Well-being: This goal aims to ensure universal access to quality health care and to end the epidemics of communicable and non-communicable diseases.

4. Quality Education: Quality Education aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



5. Gender Equality: Gender Equality aims to eliminate all forms of discrimination against women and girls, and to empower them to participate fully in all spheres of life.
6. Clean Water and Sanitation: Clean Water and Sanitation aims to ensure availability and sustainable management of water and sanitation for all.
7. Affordable and Clean Energy: This goal aims to increase access to modern and sustainable energy services and to increase energy efficiency and renewable energy sources.
8. Decent Work and Economic Growth: Decent Work and Economic Growth aims to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

9. Industry, Innovation and Infrastructure: This goal aims to build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. Reduced Inequalities: Reduced Inequalities aims to reduce income inequality within and among countries and to ensure equal opportunities and reduced disparities.



11. Sustainable Cities and Communities: Sustainable Cities and Communities aims to make cities and human settlements inclusive, safe, resilient and sustainable.

12. Responsible Consumption and Production: This goal aims to ensure sustainable consumption and production patterns and to encourage the development of sustainable production and consumption systems.



13. Climate Action: Climate Action aims to take urgent action to combat climate change and its impacts by strengthening the ability of countries to deal with the impacts of climate change.
14. Life Below Water: Life Below Water aims to conserve and sustainably use the oceans, seas and marine resources for sustainable development.
15. Life on Land: Life on Land aims to protect, restore and promote the sustainable use of terrestrial ecosystems, forests, wetlands, deserts, and other habitats.
16. Peace, Justice and Strong Institutions: Peace, Justice and Strong Institutions aims to promote peaceful and inclusive societies, provide access to justice for all, and build accountable and inclusive institutions at all levels.
17. Partnerships for the Goals: Partnerships for the Goals aims to enhance the means of implementation and revitalize the global partnership for sustainable development.

These goals are a call to action for all actors, including governments, civil society, the private sector, and individuals, to take responsibility for creating a more sustainable future for all. The success of the SDGs will depend on the collective efforts of all stakeholders and their ability to collaborate and work towards a common goal.

In conclusion, the Sustainable Development Goals are a comprehensive and integrated set of global goals that aim to end poverty, protect the planet, and ensure peace and prosperity for all people. The 17 goals are interconnected and require the cooperation of all actors to achieve them. The success of the SDGs will depend on the collective efforts of governments.

1.3.- Evaluation

To move on to the next topic, it is necessary to pass the following evaluation system.

It consists of 3 questions in test format with 3 possible answers.

Only one answer is correct.

The questions correspond to the content developed in section 1.1 Contents.

To move on to the next topic only have to answer the 3 questions.

Questions

1.- What does the 2030 Agenda for sustainable development propose?

- a) Proposes courses to learn to respect gender equality
- b) Proposes trips to developing countries to understand their needs
- c) Proposes actions in favour of people, the planet and prosperity

2.- How many Sustainable Development Goals are described in the 2030 Agenda?

- a) 16
- b) 17
- c) 18

3.- What does SDG 4 describe?

- a) Gender Equality
- b) Good health and well-being
- c) Quality Education

2.- TRADITIONAL GAMES AND SPORTS

2.1. Contents



Games are spontaneous motor activities, of a playful nature, transmitted from generation to generation, which are part of our culture and identify us with our environment. According to Maestro, the game is necessary at any age “because following the human being in his/her vital itinerary allows us to verify that it is played at all ages” (1996)

The game is considered as a free and voluntary activity, which is carried out for personal enjoyment. It is structured with a beginning, a middle and an end, which will depend on the participants, and tries to maintain interest and excitement throughout the entire activity.



According to Lavega (1997), “any game behaves like an open system, showing constant adaptations to the flow of influences from the environment, so that when it evolves to does so in accordance with the evolution of its environment” (p.1)

The children's game allows them to release emotional tensions and develop interpersonal relationships, significantly contributing to healthy development. The games are not the same, so they enable different forms of development. Even the same game can be other if played at different times of personal growth. This is because the thought process changes, while motor skills evolve through exercise and verbal and body language is enriched. That is why it is essential to respect each child's play. Allow them time for free space to develop and mature into emotionally healthy adults.

The game in the childhood stage is essential. However, playing is a necessary activity at any stage of life. Perhaps not expressly as a game, but adolescents and adults also develop playful activities that allow relationships between equals, which is essential to human beings.



Therefore, the game is a playful moment and a preparation for adult life, both on a motor and emotional level.



The game is one of the first languages of the child and is a treasured learning experience. It is not considered mere entertainment but is one of the most important means for the child's healthy emotional and motor development.

Through games, emotional experiences are provoked, and social roles are put into practice, preparing the individual to become part of society. According to Lavega, "In that conceptual framework, each traditional game is presented as a kind of micro-society or laboratory (2002). The union of both allows describing the motor action of each game.

Parlebas (2020) indicates that games are motor activities that create group situations that function as small-scale societies. They create moments full of vicissitudes that demand specific responses. So they are emotionally rich. They force us to design objectives and develop alliances and oppositions typical of any society.



On the other hand, "Motor conduct mobilizes the various affective, relational and cognitive dimensions of the individual's personality", according to Pierre Parlebás (2017). Thus, Parlebas shows the motor skills of traditional games as a social phenomenon, a communicative action that implies relationships of interaction and Exchange. What Parlebas calls "sociomotor practices".

Traditional games are part of the identity of a context and a culture; this context of traditional games is what Parlebás calls *ethnomotricity* (Parlebás, 2001, cited in Lavega 2002). Parlebás said, "Games are the creation of a culture and the result of history" (Parlebas, 2014, p. 135).

Parlebas, promoter and creator of praxeology or motor action science, describes two complementary components in the analysis of each game. On the one hand, the *internal logic* (rules of the game, interpersonal relationships of the players during the game, always respecting the culture to which it belongs), and on the other hand, the *external logic* (referring to the physical environment, temporary location, age conditions, gender, sex, etc. (Lavega, 2002).

According to Saraví (2007), the concept of *internal logic* is understood as the intrinsic characteristics of a motor situation that ensures the relationships of the participants. At the same time, the *external logic* describes the physical and social context surrounding the motor action.

Traditional games offer different ways of motor interaction with players (Lavega, 2002):

- . Lonely games (psychomotor)
- . Cooperation sociomotor games
- . Opposition sociomotor games
- . Collaboration-opposition sociomotor games.



Each of these families, in turn gives rise to a wide variety of social structures or ways of promoting interpersonal relationships:

- . Lonely games
- . Cooperative sociomotor games
- . Opposition sociomotor games
- . One against all
- . Individual duels
- . All against all
- . Cooperation-opposition sociomotor games
- . Team duels
- . One against all-all against one
- . Paradoxical or ambivalent games.



However, as Lavega (2002) explains, from *external logic*, traditional games will be studied taking age or gender into account.

Other factors cannot be forgotten, such as the physical environment of the game (if it is a stable or unstable environment), the time of the season in which it is played, the temporary and festive circumstances that surround it...

Therefore, there are many and very different ways of classifying traditional games, thanks to particular circumstances such as motor interaction, spaces, material objects used or playing time.

We propose below some texts and videos to expand the information on this topic. The texts are those that correspond to the references that appear cited in section 2.1 and the videos are interactive visual you can continue learning.

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2.2.- The subtitles of the video in topic 2: Traditional games and sports. Concept and references (SDG 3, 4, 5, 10, 11, 12)



Pere Lavega Burgués. President of the Association Européenne des Jeux et Sports Traditionnels (AEJeST) and Professor of the National Institute of Physical Education of Catalonia (INEFC), University of Lleida (Spain).

Many years ago, Marcel Mauss, anthropologist and creator of French ethnology, wrote *The Techniques of the Body*. Mauss systematised and showed very well that each culture has its way of having fun, running, walking and playing. Even walking itself is not natural but cultural. So, any culture, even when we refer to gestures, which are apparently born out of genetics, actually emerge from culture.



This fact is transferred to traditional games and has led Pierre Parlebas, the primary intellectual reference for traditional games, to incorporate the concept of *ethnomotricity*. In line with Marcel Mauss, Parlebas states that we cannot consider motricity as something purely biological or biomechanical. Although biology plays a fundamental role, what ultimately counts is the significance of what we do in the context of the community and culture in which people are involved.

The sport comprises four elements: motor situation, a system of rules, competition and institutionalisation. On the other hand, the traditional game differs from the sport in that there is no institutionalisation, i.e. its rules are varied, in accordance with the local culture and do not require a global organisation to generate championships or international competitions. Its originality is precisely the diversity in its rules, internal characteristics or logic, and in the socio-cultural conditions or external logic in which it is practised.

From the internal logic, each game originates a very varied way of relating to others (for example, there are individual games and collective games where two players or two teams face each other, but there are also games in which one can change relationship or team during a game like in 1,2,3 “chocolate inglés” or “green light red light” or “la araña”, (“spider”). There are

also games in which a player can simultaneously be a partner or an opponent, as in the four corners.

In addition, there are traditional games in which the rules establish a way of ending and competing with others (such as the team games in Valle d'Aosta or throwing games in Croatia). However, many traditional games also need a criterion for determining how they will end. (such as earthquake games circle games with role changes, and the hen and her chicks) In these cases, there is no competition.

From the external logic or context, the games have a diversity of protagonists (according to age criteria, we find games for children, young people, adults and elderly people; according to gender, there are games played by males, females and neutral or mixed genders). Traditional games are also played in very different places (in the street, in the square, in nature, in any non-specific facility or on sports fields).

Many traditional games do not require equipment, such as el nudo, knot game or borinot, abejorro, Bumblebee game). At the same time, some games use a wide variety of objects from the immediate environment, the result of a process of elaboration associated with maintaining a sustainable relationship with the environment.



Therefore, the rules of the game and the local cultural context constitute an inseparable binomial to understand that through traditional games, people learn to live in society and to mean something.

Hence, this view from the perspective of ethnomotricity allows us to understand that organisations such as UNESCO consider games to be intangible cultural heritage.

The interest in considering traditional games is justified because they transmit social values of maximum interest and necessity for today's society, such as coexistence, respect, intercultural dialogue, sustainable development, gender equality and social inclusion. In short, traditional games, present all over the world, teach us a great masterly lesson: to think globally to act locally.

2.3.- Evaluation

To move on to the next topic, it is necessary to pass the following evaluation system.

It consists of 3 questions in test format with 3 possible answers.

Only one answer is correct.

The questions correspond to the content developed in section 2.1 Contents.

To move on to the next topic only have to answer the 3 questions.

Questions

1.- How is the game considered?

- a) The game is a preparation for adolescent life
- b) The game is a preparation for the life of the child.
- c) The game is a preparation for adult life.

2.- Where are traditional games played?

- a) They are played on sports fields.
- b) They are played in the street, in nature or on any sports field.
- c) They are played next to schools.

3.- Mark the correct statement.

- a) It is played in all ages.
- b) The game is only practiced during the childhood stage.
- c) It is played only in adolescence.

3. ENVIRONMENTAL SUSTAINABILITY

3.1.- Contents



Nowadays, talking about a toy leads us to think about a manufactured object that is produced in factories and sold. They are usually objects that change with fashion and that are advertised in the media. These toys are designed without cultural identity, roots or patrimonial identification. The only interest is aesthetic taste and economic benefit.

However, game objects from traditional games are full of emotion and symbology. They are objects built by the player himself, to his liking and with the materials he finds in his environment and that he has selected. (Maestro et al. I., 2017)

For the player who builds them, these game objects are unique and personal. For their construction, several factors that relate them to sustainability must be considered:

- a) The relationship with the natural environment. This forces the development of creativity to see, between nature and the environment, valuable materials full of playful possibilities.
- b) Environment that invites playful freedom. No rules, no limits, just imagination and creativity.
- c) Emotionally charged feeling of ownership. The play object that a child builds is not the same as the one that any other builds and therefore has great emotional value.
- d) A skill manual is developed. The game objects are built by developing a skill in the manipulation of materials that favours playful learning.
- e) Transmission between equals and between generations. These acquired learnings are exchanged between the players and are transmitted between them, creating a collective playful benefit.
- f) The player is the protagonist. These types of game objects require the participation of the player who knows how they work, their strengths and weaknesses.
- g) Contributes to sustainability. In most cases, the materials for the construction of the game objects are obtained from the natural environment or from materials discarded by adults.
- h) These games educate interpersonal relationships between equals and intergenerational relationships. Game objects are shared and compared, thus improving your play skills. (Maestro et al. I., 2017)



The presence of objects in traditional games describes a direct link not only with the cultural context, but also with the physical context. (Luchoro et al., 2021).



Players use materials found in the physical environment to make game objects.

Those will be the objects they will use to play. In other words, a personal link is established between the player and the game object used, directly relating it to the physical environment.

Traditional games and sports have been played for centuries and are an essential part of cultures around the world. These games are often used as a way to bring people together and promote socialization. It is worth noting the socializing character of traditional games. As Lavega (1997) indicates, any game, however simple it may be, is a social and cultural reality. This is because it has a regulatory structure of rules that constitute the internal logic. Thanks to it, the limits within which players can act are understood. And we also find the external logic, in which the conditions under which interpersonal relationships are created in the game are manifested. This gives a special and unique particularity to each game in each place and at each moment.

We can conclude that games are part of the intangible heritage of any society since ancient times. All children of any culture and at any time in history have played and have built their play objects with the materials they found in their natural environment. Traditional games and sports respect and contribute to the sustainability of our environment. At the same time, they are considered an important tool to respect diversity and facilitate the acquisition of skills for coexistence in a multicultural society

Therefore, traditional games and sports have the quality of promoting sustainability through their focus on environmental stewardship, intercultural dialogue empowerment, equality and education. They offer a unique opportunity to learn from our past while building a more sustainable future



We propose below some texts and videos to expand the information on this topic. The texts are those that correspond to the references that appear cited in section 3.1 and the videos are interactive visual you can continue learning.

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3.2.- The subtitles of the video in topic 3: Educational experiences with traditional games and sports. (SDG 3, 4, 5, 10, 11, 17)

3.1.- ARQUEOJOC: Combining Arqueology and traditional games



Gabriel Pubill Soler. Physical Education teacher at the Flix Secondary Education Institute (Spain) and Vice president of the Association Européenne des Jeux et Sports Traditionnels (AEJeST).

By pulling the string of the toy, of the game, everything emerges: history, culture, all of humanity. This phrase, attributed to the writer José Corredor Matheos, summarizes the main objective of Arqueojoc, learning from play.

Archeojoc was born in the institute of Flix (Tarragona) in the year 2005. It arises from the interest of creating a motivating project, transverse and interdisciplinary, involving the subjects of physical, visual and plastic education and history



Undoubtedly, the best teaching-learning process is carried out in game situation. For this reason, we designed a project that, focused on toys and games, allows a practical and meaningful learning of history in a playful environment.



This is how we created an archaeological site for games in high school.

- A kind of terrarium was built, measuring ten square meters, five meters long by two meters wide, and two feet high.
- The terrarium was filled with soil of different textures and colours, as well as ashes and stones to simulate habitat structures. In this way the stratigraphic sequence was clearly differentiated.
- Simultaneously, following a chronological order, real toys or reproductions of game elements were arranged, together with objects that allowed each recreated period to be deduced and identified.
- The result was the simulation of an archaeological site of several archaeological levels.

The game starts!

We have discovered
Opened an
archaeological site at
the institute!
It is full of weeds. You
have to clean up!



After an introduction to the archaeological methodology, with basic notions on the removal of natural strata, recovery of archaeological materials, sampling... the excavation begins, which lasts about 6 sessions.

- We gridded the archaeological surface.
- Each working group, made up of 3 or 4 students, has a tape measure, notebook for notes, palettes, brushes... In addition, images are recorded with the mobile.
- The process is simple, gradual and meticulous, and consists of evenly lowering each quadrant, carefully removing the earth, cleaning, photographing and describing the excavated level together with the pieces discovered in the same stratigraphy.

With all the discovered objects, the chronological line is reconstructed. In our case we have simulated 6 levels.

- the surface we have found soda caps, a playmobil, the plastic head of a doll...
- The excavation continues.
- The discovery of a metal can be containing small game elements (glass marbles, a spinning top, plastic buttons, a small knife, cards, a starfish...) places us in the 1960s.
- Upon finding some pods and remains of shrapnel from the Spanish Civil War, along with horseshoes, tabas, railway bolts...we know we are in contemporary times
- From the Middle Ages we have remains of a checkerboard along with some chips, a metal ring, stone marbles, a wooden ball, coins...
- Next, the remains of an alquerque board remind us of the Muslim period
- At the lower level we find objects from our Iberian ancestors and from the establishment of the Romans (tabas, a dice, a doll and a piece of bone flute...)



The project continues in the visual and plastic classroom. The objects and elements discovered are analysed, information is sought and it is deduced how they were used. It only remains to put the games into practice!

As examples: you play tabas, hoops, starfish, skittles with railway screws, to the spinning top. With Arqueojoc we channelize and put into practice traditional games from the discovery, manipulation and interpretation of the playful elements excavated.

3.3.- Evaluation

To move on to the next topic, it is necessary to pass the following evaluation system.

It consists of 3 questions in test format with 3 possible answers.

Only one answer is correct.

The questions correspond to the content developed in section 3.1 Contents.

To move on to the next topic only have to answer the 3 questions.

Questions

1.- Why aren't traditional toys so common nowadays?

- a) For lack of pine bark to build them.
- b) For the universalization of the commercial toy.
- c) Because cane shotguns are not allowed.

2.- Game objects relate to sustainability because:

- a) For their construction they need a direct relationship with the natural environment.
- b) For their construction they need parts purchased in a store.
- c) Game objects are mass-produced.

3.- The game objects are characterized by:

- a) Be built exactly the same.
- b) Develop creativity and playful skills.
- c) Have no emotional value.

4.- GENDER EQUALITY AND INDIVIDUAL DEVELOPMENT

4.1.- Contents



Gender equality is a fundamental human right and an essential foundation for a peaceful, prosperous and sustainable world. It refers to equal rights, responsibilities, but above all, equal opportunities for women and men, girls and boys. Gender equality is not just women's problem, it is a social problem that affects everyone.

Individual development is the process of personal growth and self-improvement. It is about setting goals and developing skills to build personality. Individual development is essential to achieve personal fulfilment and reach the maximum potential of each individual. This will have a direct impact on the development of our society.

Gender equality and individual development are closely linked. When gender equality is achieved and equal opportunities are achieved it is possible to develop personal skills, pursue motivations and reach the maximum potential. This benefits not only individuals but also their families, communities and society as a whole.



However, despite advances in recent years, gender inequality remains a pervasive problem around the world. Women and girls continue to face violence, and their rights are often not respected in many parts of the world. This limits their opportunities for individual development and prevents them from reaching their full potential as a person.

To achieve gender equality and promote individual development, it is essential to address the root causes of gender inequality. This includes challenging harmful gender norms and stereotypes, promoting women's rights and empowerment, and ensuring equal access to education, healthcare, and economic opportunity.



All this is related to the work done by educators. Responsible institutions should strive to overhaul educational systems as a political priority to get well-qualified educators. Education systems must be achieved pay special attention to respect for human rights and the principles of inclusive education. This can be achieved through physical activity. Physical education teachers can promote associated values such as respect, fair play and tolerance, including also, objectives that contribute to health. (UNESCO, 2015).

According to Lavega (2006), unlike any class or sport training, “los juegos tradicionales están dotados de una especificidad asociada a un conjunto de procesos, relaciones y formas de organización social dignos de ser reconocidos y potenciados en cualquier propuesta pedagógica” (p.55), that is, traditional games are endowed with a specificity associated with a set of processes, relationships and forms of social organization worthy of being recognized and promoted in any pedagogical proposal. Through traditional games, players express a way of organizing their social relationships, which reflect a way of living and understanding life (Lavega 2006).



This is the reason why traditional games are an adequate tool to achieve the personal development of the individual, building a stable and inclusive personality to coexist in our society. Given the social conditions of the traditional game, it is possible to simulate initiatives that promote dialogue, respect and coexistence between people.

We can recognize the participation of the practice of traditional games in the empowerment of different social values that allow individual growth:

1.- RESPECT FOR OTHERS: The open and inclusive character provided by the traditional game, it is possible to act on some values by encouraging experiences in which people of different ages, genders and social characteristics

2.- SHARING PLEASANT EXPERIENCES IN SMALL GROUPS OF PEOPLE. Sharing experiences that generate happiness, that is, creating situations that require an effort finally achieved, generating a pleasant motivation during the effort, building optimal internal experiences (Lavega, 2006). Participating in a traditional game requires establishing, accepting and respecting the rules of the game, the pacts between players, building interpersonal relationships similar to those that will be found later in society. What causes a training in inclusive social behaviours, causing individual development.

But the development of the individual not only occurs on an emotional and personal level, but also requires physical and motor development. According to Akbari, et al., the term *movement ability* describes the ability to coordinate movements with precision and accuracy. Motor development is necessary, which includes motor manipulation skills. This motor development does not depend exclusively on maturity in age, but environmental conditions, which create opportunities for practice, as well as stimulation and training are very important (2013).

After checking the proposals of other researchers, Akbari et al., proposes the traditional game as a didactic tool. They affirm that the traditional game can be proposed as an approach for training movement skills. This is because the game is the primary mode by which children learn about their bodies and movement capabilities. It is also a good item facilitator in cognitive growth and affective behaviour of young children, as well as an important means to develop both fine and motor skills thick. (2009). Of course, this individual development is necessary in both sexes, so it is a very important factor that contributes to maintaining gender equality.

In conclusion, gender equality is essential for individual development. By promoting gender equality and empowering people of all genders to reach theory full potential, we can build a more just and sustainable world.



We propose below some texts and videos to expand the information on this topic. The texts are those that correspond to the references that appear cited in section 4.1 and the videos are interactive visual you can continue learning.

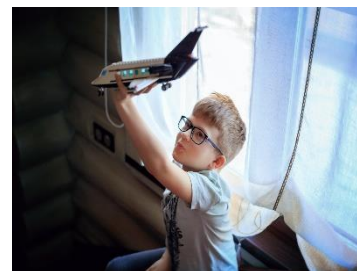
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**4.2.- The subtitles of the video in
topic 3: Educational experiences with
traditional games and sports
(SDG 3, 4, 5, 10, 11, 17)
3.2.- Let your imagination fly**



Joseba González Porras. Physical education teacher at the ikastola alkartu in Baracaldo (Spain)

This project was born in 2019. The intention is to recover the game of paper airplanes. For this we came up with the idea of organizing a world championship of paper airplanes in the long distance modality. It is based on 4 fundamental pillars.

Regarding the space seeks to recover the street, the schoolyard as a place of play in opposition to the increasingly clear trend of abandoning the streets as a place of play.

As for relationships, he seeks Play with real friends as opposed to playing with virtual friends. The activity is planned to be a team made up of two pilots who compete presenting the same model of aircraft or two different models.

The family element is also an important part of this project. The students are encouraged to investigate the playful memory of their family to learn about the presence that paper airplanes had in their families. In terms of time, the aim is to assess the process over the objective.



The internal logic of the game of this activity is considered as a competition where the results are measured in search of the objective of launching the plane as far as possible. Being this important fact, what is remarkable is the previous process that the project follows to reach the day of the competition.

The time chosen is recess. The fundamental reason for choosing recess is that it is one of the few times in school hours where students freely choose what to play. We consider it very important that the final part of this activity be voluntary and for this it is necessary to place it at a time where the child decides whether to participate or not.

With regard to materials, the aim is to recover the boy and girl who recycles and builds their play objects in opposition to the consumer child.

From the beginning, the material used to build the planes has been sheets of recycled paper.



This project addresses other important aspects that make it in fact a purely STEAM project, science, technology, engineering, art and mathematics, to which are joined the transversal lines of ecology and, the most important with regard to physical education, the game.

As Julian Chee, current Guinness record holder with 77,134m, acknowledges, "every launch is an experiment to learn from, and that's incredibly important for any child @ trying to figure out how the world works... It's simple in concept, but complex in possibilities." Facing the technological challenge of building a paper airplane that can reach the greatest distance is not an easy task, but if it is carried out as a team and in a playful context, things change. As Julian Chee acknowledges "paper airplanes are a child's version of engineering and art", the mathematical concepts of symmetry and proportion also come into play, not to mention the decoration and endless imagination that makes it difficult to find two same paper airplanes.

Thus we come to the great element of this project, the game, in the championship version and which is the final product, but which only represents a minimal part of the time invested, since what is really important are the weeks leading up to the championship, both in the schedule of physical education as in the recesses and in the leisure time. This process time is what justifies and gives meaning to the project, providing game experiences to the students.



Therefore, essential elements for Physical Education come into play:
The cognitive, physical, relational aspect that will promote pro-social behaviours, without forgetting the cultural aspect that connects us directly with the playful memory that is transmitted in a specific social and physical environment.

4.3.- Evaluation

To move on to the next topic, it is necessary to pass the following evaluation system.

It consists of 3 questions in test format with 3 possible answers.

Only one answer is correct.

The questions correspond to the content developed in section 4.1 Contents.

To move on to the next topic only have to answer the 3 questions.

Questions

1.- Gender equality is:

- a) A fundamental human right and an essential foundation for the world economy
- b) A fundamental human right and an essential foundation for a peaceful prosperous and sustainable world.
- c) A fundamental human right only for children over the age of ten.

2.- Select the correct statement

- a) The ludic manifestations and ludomotor practices of women appeared only in adults.
- b) Traditional children's games, such as rope games or games with the palms of the hands, usually give rise to the individualism of the girls who practice them.
- c) Individual development is based on the ability of men and women to speak, move, work and choose freely.

3.- The games where there is no final score, are more played by:

- a) Girls and boys
- b) Boys
- c) Girls

5.- INTERCULTURAL AND SOCIAL INCLUSION

5.1.- Contents



INTERCULTURAL INCLUSION

Throughout human history, sports have played a crucial role in fostering community spirit, promoting physical fitness, and providing a platform for friendly competition. Traditional sports games, deeply rooted in the culture and heritage of different societies, have been an integral part of various civilizations for centuries. Recently, with the increasing globalization and migration of people worldwide, the concept of intercultural inclusion has gained significant importance. The connection between intercultural inclusion and traditional sports games has become a powerful tool for celebrating diversity, breaking down barriers, and building bridges between communities.

Traditional sports games embody a society's customs, values, and history. These games often reflect the unique cultural practices and skills of the people who developed them. Whether it's the intricate footwork of capoeira from Brazil, the grace of Kabaddi from India, or the precision of archery in Bhutan, each traditional sport represents a living heritage that can be passed down through generations. By embracing these traditional sports, individuals from different cultural backgrounds can learn about and appreciate the richness of other societies. This deepens their understanding of diverse cultures and nurtures a sense of curiosity and respect for one another.



Intercultural inclusion in traditional sports games goes beyond mere participation; it involves active engagement and collaboration among individuals from different cultural backgrounds. When people come together to learn and play these traditional sports, they break the barriers of language, race, and nationality. Shared experiences on the sports field create a sense of camaraderie and unity, fostering a strong bond between participants. Stereotypes and prejudices can be challenged in this environment, leading to greater empathy and acceptance among diverse communities.

Furthermore, traditional sports games provide an excellent platform for promoting intercultural dialogue and exchange. Sporting events and competitions serve as a meeting ground where people from various backgrounds can interact, share stories, and learn from one another. Celebrating diversity during these events helps build mutual trust and understanding, laying the groundwork for more harmonious societies. By engaging in friendly matches and tournaments, individuals can appreciate different playing styles, strategies, and cultural nuances, broadening their horizons and enriching their perspectives.

In many cases, organisations like UNESCO have recognised traditional sports games as intangible cultural heritage. This designation brings attention to their significance and ensures their preservation for future generations. Recognizing these games as valuable cultural assets also motivates societies to promote and share their heritage with others, fostering intercultural inclusion and cooperation.

Moreover, intercultural inclusion in traditional sports can positively impact the overall well-being of communities. Participation in sports enhances physical health and improves mental and emotional health. When individuals from different cultural backgrounds engage in sports together, they experience a sense of belonging and connection, reducing feelings of isolation and alienation. This, in turn, can lead to increased social cohesion and a more inclusive society where everyone feels valued and appreciated.



In conclusion, the relationship between intercultural inclusion and traditional sports games is powerful for celebrating diversity and building bridges between communities. These games serve as living embodiments of cultural heritage, connecting individuals to their roots while fostering respect and appreciation for other cultures. By promoting intercultural dialogue and exchange, traditional sports events offer a platform for breaking down barriers and nurturing understanding among people from different backgrounds. Celebrating diversity in sports can ultimately lead to more inclusive and harmonious societies where individuals from all walks of life can come together in the spirit of friendly competition and camaraderie.

SOCIAL INCLUSION

Traditional sports games have the potential to foster social inclusion in Europe by providing a platform for cultural exchange, promoting diversity, and creating a sense of community among individuals from different backgrounds. Here are several ways in which traditional sports games contribute to social inclusion in Europe:

1. Cultural Exchange: Europe is a diverse continent with various cultural traditions and ethnicities. Traditional sports games, deeply rooted in the history and customs of different regions, provide an opportunity for people from diverse backgrounds to come together and engage in a shared activity. Through these games, individuals can learn about and appreciate the cultural heritage of others, breaking down stereotypes and fostering intercultural understanding and respect.

2. Inclusivity and Accessibility: Traditional sports games are often accessible to people of all ages, genders, and abilities. They are not limited by expensive equipment or specialized facilities, making them inclusive and available to a wide range of individuals. This inclusivity allows people from different socioeconomic backgrounds to participate and bond over their shared love for traditional sports.



3. Social Bonding: Participating in traditional sports games fosters a sense of camaraderie and social bonding among participants. Whether it's a local village game or a regional competition, these events bring people together, promoting a sense of community and belonging. Such social interactions can lead to lasting friendships and stronger ties within neighbourhoods and communities.

4. Preservation of Cultural Heritage: Traditional sports games are often an essential part of a community's cultural heritage. By promoting and preserving these games, Europe can maintain and celebrate its diverse cultural identities. This preservation creates a sense of pride among communities, strengthening their social cohesion and shared sense of identity.



5. Breaking Language Barriers: Traditional sports games provide a common ground where language barriers are less pronounced. While communication may still be necessary, the shared experience of playing the game transcends language differences, allowing people from different linguistic backgrounds to interact and connect.

6. Integration of Migrants and Refugees: In many European countries, there are significant populations of migrants and refugees from various parts of the world. Engaging these individuals in traditional sports games provides a means of integration into the local community, promoting social inclusion, and reducing feelings of isolation.

7. Promoting Active Lifestyles: Traditional sports games encourage physical activity and a healthy lifestyle. By promoting these games, Europe can address the challenge of sedentary lifestyles and obesity, benefiting both physical and mental health.

8. Inter-generational Connections: Traditional sports games often involve people of all ages, creating opportunities for inter-generational connections. Younger generations can learn from the experiences of older individuals, strengthening family and community ties.



9. Celebrating Diversity: Europe's cultural diversity is one of its greatest assets. Embracing and celebrating this diversity through traditional sports games promotes a sense of unity in diversity, fostering a shared identity as Europeans.



10. Enhancing Social Skills: Participating in traditional sports games requires teamwork, communication, and cooperation. These activities help individuals develop social skills that are essential for successful interactions in various settings, both within their own communities and in the broader society.

In conclusion, traditional sports games can be a powerful tool for promoting social inclusion in Europe. By providing opportunities for cultural exchange, celebrating diversity, and creating a sense of community, these games contribute to a more inclusive and cohesive society. Embracing and preserving traditional sports can help Europe build bridges between different cultures and foster a sense of unity and belonging among its diverse populations.

We propose below some texts and videos to expand the information on this topic. The texts are those that correspond to the references that appear cited in section 5.1 and the videos are interactive visual you can continue learning.

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5.2.- The subtitles of the video in topic 3: Educational experiences with traditional games and sports. (SDG 3, 4, 5, 10, 11, 17)

3.3.-Playing with Korea



Carmen Fernández Amat. Professor at the University of Zaragoza (Spain) and Vice President of the Association Européenne des Jeux et Sports Traditionnels (AEJeST)

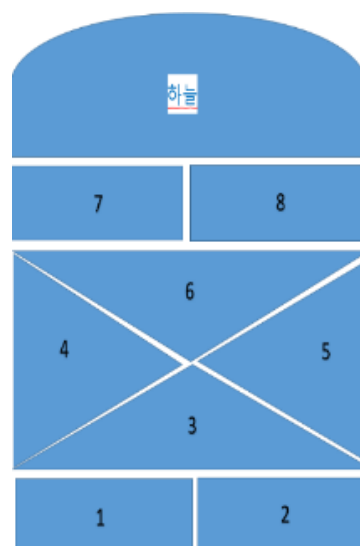
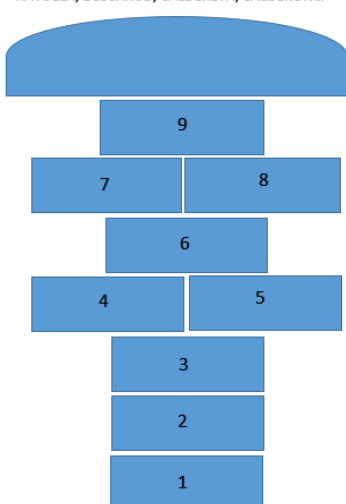
The experience “International conference on Traditional Games Exchange” started in 2021.

Three institutions participated: KOFICE (Korean Foundation for International Cultural Exchange), the city of JEONJU (Republic of Korea) and KTCC (Korea Traditional Culture Center).; This project intended to strengthen communication and international cooperation through traditional games.

The goal was to be able to present the similarity, between Korean traditional games, and those of other countries, and to rediscover the various values of traditional games, through exchanges between the participating countries. It was a very interesting experience in which Korea, Mongolia and Spain, participated. It was held online, under the motto “Become one, through games”.

Our participation consisted in comparing the game of Hopscotch in Spain, with its Korean counterpart, Sabangchigi. We select two types of hopscotch in Spain. One in Zaragoza ((in the Northeast of Spain) and one in Baracaldo (in the North of Spain)

RAYUELA, DESCANSO, CALDERETA, CALDERÓN...



Thus, we designed the project with the following objectives:

- . Contact Korea to meet the native Sabangchigi.
- . Know the most common variants of Hopscotch in Zaragoza and Baracaldo
- . Establish a network of schools in Spain, with different educational levels, and students with and without disabilities, to be able to teach and practice, the two games Sabangchigi and hopscotch.
- . Visit the schools, explaining the rules of both games, their similarities and their differences.



- . Leave a few weeks of time for the children to practice the two games.
- . And Finally, recording the children playing, to Share the experience, at the International Conference.



The game of hopscotch has numerous and different names in Spain. In the same way, it has infinite designs and variations of the rules of the game. Although for this project we selected the "Calderetas" that are played in Aragon, the "Pita" in the País Vasco, and the "Sabangchigi" in Korea.

The rules of the 3 games have many things in common. Let's see some examples:

- . All three, are played by drawing numbered squares on the ground, into which you must hop, with one foot, or both feet at the same time, depending on the game design.
- . In all 3 games, a small object is used (a pebble, a stone, etc.) that is thrown into the squares and indicates the order in which the player advances.
- . An error is made, if a game line, is stepped on, or if the Stone, does not fall into the square, when thrown.
- . The player is acquiring owned squares. These squares cannot be stepped on, by the rest of the players, until they are given permission
- . The game is won, by the player, who owns the most number of squares.

Now we present some differences, between these plays, for example:

- . While in the calderetas, you have to step on, the square that is played, neither in the pita, nor in the sabangchigi, can you step on.
- . Another example, the last square is stepped on, in all rounds in Calderetas and Pita, but in Sabangchigi the last box is only stepped on, when all the previous ones, have been played.

Each school has integrated this project, in a different way, using games as an interdisciplinary teaching tool, according to the specific characteristics of the students in each case.

Finally, the project was presented at the International Conference, where the proximity, of peoples and cultures, apparently as far apart, as Spain in Europe, and Korea in Asia, was verified.

Countries between which a bridge has been built, to strengthen international communication and cooperation, through the traditional game.

So, we select different schools and educational levels.

SCHOOL	CITY	AGE OF THE STUDENTS
"Rosales del Canal" School	Zaragoza (Aragon)	6 years
Valdespartera III College	Zaragoza (Aragon)	9 years
Alkartu Ikastola	Barakaldo (Basque Country)	Between 6 and 11 years
School "La Purísima" for deaf children	Zaragoza (Aragon)	13-14 years
Education Faculty. Zaragoza's University	Zaragoza (Aragon)	22 years

Let's know the similarities of these 3 games:

They are played in groups of 4 or 5 players.
All three are played by drawing numbered squares on the ground, onto which you must hop with one foot or both feet at the same time, depending on the game design.
In all 3 games, a small object is used (a pebble, a stone, etc.) that is thrown into the squares and indicates the order in which the player advances.
The tour is completed by making the way there and back. If there is no error, the player advances following the order of the numbers.
An error is made if a game line is stepped on or if the stone does not fall into the square when thrown.
The player is acquiring owned squares. These squares cannot be stepped on by the rest of the players until they are given permission. If they get permission, they can step on them with one or two feet.
The game is won by the player who owns the most number of squares.

Now we present the differences:

CALDERETAS	PITA	SABANGCHIGI
The double squares are in 4-5 and 7-8	The double squares are in 4-5 and 7-8	The double squares are at 1-2, 4-5 and 7-8
You have to step on the box that is played	You cannot step on the square that is played	You cannot step on the square that is played
The last square is stepped on in all routes	The last square is stepped on in all routes	The last box is only stepped on when all the previous ones have been played
The square will be owned by the player when he finishes his tour without errors	The player will own squares when he finishes the tour of all the squares	The player will own squares when he finishes the tour of all the squares
To choose the square that you keep, throw the stone from the first square	To choose the square that you keep, throw the stone from the first square	To choose the space that you keep, roll one space from the last space

This project has allowed the practice of these games, contributing not only to the maintenance of intangible heritage, but in each school they have been integrated into teaching, in a different way, using games as an interdisciplinary teaching tool, devoting their practice to the development of different competences, according to the specific characteristics of the students in each case.

5.3.- Evaluation

To move on to the next topic, it is necessary to pass the following evaluation system.

It consists of 3 questions in test format with 3 possible answers.

Only one answer is correct.

The questions correspond to the content developed in section 5.1 Contents.

To move on to the next topic only have to answer the 3 questions.

Questions

1.- How do traditional sports games contribute to intercultural inclusion?

- a) Traditional sports games provide a platform for individuals from different cultural backgrounds to come together, fostering mutual understanding and respect through shared experiences.
- b) Traditional sports games often exclude individuals from diverse cultures, as they are deeply rooted in the traditions of specific communities, making it challenging for others to participate.
- c) Traditional sports games have no impact on intercultural inclusion as they are primarily focused on preserving cultural heritage and not on promoting diversity.

2.- What is the main benefit of intercultural inclusion in traditional sports games?

- a) Intercultural inclusion in traditional sports games promotes understanding and appreciation of diverse cultures, fostering social cohesion and harmony.
- b) The main benefit of intercultural inclusion in traditional sports games is the economic boost it brings to local communities through increased tourism and commercial opportunities.
- c) Intercultural inclusion in traditional sports games leads to increased competition and rivalry among communities, fueling cultural tensions rather than building bridges.

3.- How do traditional sports games contribute to intercultural understanding in Europe?

- a) Traditional sports games contribute to intercultural understanding in Europe by providing a platform for people from diverse backgrounds to learn about and appreciate each other's cultural heritage, breaking down stereotypes and promoting respect.
- b) Traditional sports games hinder intercultural understanding in Europe as they often prioritize the cultural traditions of the host country, excluding others.
- c) Traditional sports games have no impact on intercultural understanding in Europe as participants focus solely on the game without considering cultural differences.

6. TRADITIONAL GAMES AND CULTURAL HERITAGE

6.1.- Contents



Traditional games are a vital aspect of a society's cultural heritage, representing a unique blend of history, values, and social practices that have been passed down through generations. These games hold immense cultural significance, acting as a bridge between the past and the present, and contributing to the preservation of our diverse and rich heritage. This essay delves into the world of traditional games and their role in safeguarding cultural heritage, exploring their historical origins, symbolic meanings, and the essential role they play in fostering community bonds.

According to UNESCO, intangible cultural heritage is understood as

the uses, representations, expressions, groups, knowledge and techniques together with the instruments, objects, artefacts and cultural spaces that are inherent to them, that communities, and groups and in some cases, individuals recognized as an integral part of their cultural heritage. (UNESCO, 2020, p.5)

This intangible cultural heritage is transmitted from generation to generation, creating in individuals a sense of continuity and social identity. It contributes to promoting respect for one's own culture and also cultural diversity. It also enhances human creativity and sustainability. For this reason, safeguarding and promoting Traditional Games and Sports (TGS) as part of the intangible cultural heritage is an important objective in our society.



Los TGS also facilitate interpersonal and intergenerational relationships, thus favouring social and intercultural dialogue. This creates circumstances that favour peace, reinforce youth empowerment ethical sports practices. UNESCO recognizing that physical education and sport can be considered to belong to the intangible heritage of humanity (UNESCO, 2018).

This includes gambling, dance, and non-competitive organized sports and games, as well as traditional and indigenous games. The UNESCO International Charters also recognizes that physical education and sport can bring individual and social benefits. Among them are the health and empowerment of young people. All of this leads society towards socioeconomic development and social peace.

1.- About the origins of traditional games we know that traditional games have been an integral part of human civilization for centuries. They date back to ancient civilizations such as the Mesopotamians, Egyptians, Greeks, and Romans, who indulged in various forms of play to celebrate religious festivals, mark important events, or merely engage in leisurely activities. As these societies evolved, so did their games, adapting to reflect the changing values and customs of each culture.



In many cases, these games held religious or spiritual significance, often symbolizing the struggle between good and evil, life and death, or fertility and harvest. For example, the Holi festival in India involves a lively game of throwing coloured powders, representing the triumph of good over evil and the arrival of spring. Similarly, the Native American stickball game was a spiritual event seeking harmony and unity within the tribe, while also fostering strength and courage in players.

2.- About the meaning and cultural value of traditional games we can say that traditional games are replete with symbolic meanings that provide insight into a culture's values and beliefs. In indigenous societies, games often reflect the tribe's relationship with nature and their belief in living harmoniously with the environment. The intricate designs of Native American board games like "Mancala" resemble the cycle of life and the interconnectedness of all living beings. These games not only entertain but also serve as educational tools, passing on moral lessons and cultural knowledge to the younger generations.



Moreover, traditional games frequently mirror the social structure and gender roles within a community. In many cultures, games served as a rite of passage for young boys and girls, preparing them for adulthood and responsibilities. Through these games, children learn important life skills, teamwork, and sportsmanship, instilling in them a sense of identity and belonging within their cultural heritage.

3.- The preservation of cultural heritage is essential. As societies progress and modernize, there is a risk that traditional games may be forgotten or overshadowed by more popular forms of entertainment. However, efforts to preserve these games have gained momentum in recent years, recognizing their importance in safeguarding cultural heritage. Governments, cultural organizations, and local communities are actively involved in reviving and promoting traditional games, recognizing that they are not just pastimes but living embodiments of a culture's history and ethos. These preservation efforts often include documenting the rules and variations of games, recording oral histories associated with them, and organizing festivals or events that celebrate their practice. By involving the younger generations in these endeavours, cultural custodians hope to ensure the continuity of these games and the transmission of their cultural values to future generations.

4.- Traditional games promote community ties and social cohesion. There are more than mere leisure activities; they serve as a medium for fostering social bonds and promoting community cohesion. These games are often played during communal gatherings, festivals, or family reunions, where people of all ages and backgrounds come together to participate. Such gatherings provide an opportunity for storytelling, passing down family histories, and connecting with one's roots.



Moreover, traditional games help to break down barriers and promote intergenerational interactions. Elders impart wisdom and life experiences during the games, while children bring joy and enthusiasm, creating a symbiotic relationship that strengthens the community fabric.

In conclusion, traditional games stand as a testament to the enduring legacy of cultural heritage. With their roots deeply embedded in the history and values of societies, these games carry profound symbolic meanings and contribute to the preservation of diverse cultural identities. By actively preserving and promoting traditional games, communities can continue to pass on their heritage, foster social cohesion, and celebrate the timeless wisdom of their ancestors. As we navigate a rapidly changing world, cherishing and embracing traditional games become all the more critical in preserving our collective human heritage for generations to come.

We propose below some texts and videos to expand the information on this topic. The texts are those that correspond to the references that appear cited in section 6.1 and the videos are interactive visual you can continue learning.

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**6.2.- The subtitles of the video in
topic 6: European traditional games
and sports, as a
representation of our cultural
heritage
(SDG 3, 4, 5, 10, 11, 12, 16, 17)**



We present below a selection of traditional games and sports characteristic of each of the member countries of the Propact Project.

If you like them, you can try to play with your companions. It is very interesting to share games from other countries and other cultures.
Take advantage of this opportunity!

1	PALLA A FOGGETTA (FOGGETTA BALL. BALL IN THE HOLE)	
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Game presented by ASD Cultura e Sport Matera (Italy)

Luciano Cotrufo and Emanuele Vizziello

The shape in the Matera dialect, is the hole:

- From 4 to 10 players, or two teams of the equal number;
- sandy soil or with possibility of making close large holes;
- each player has a number corresponding to a hole where they place clearly visible numbers;
- a pitch throws a tennis ball many times until it enters a pocket (foggetta), and stop;
- the player with which the hole is matched runs to catch the ball and shouts, stop, when everyone run in all directions;
- at the stop everyone remains immobile in the place they reached, and the holder of the ball takes aim and attempts to hit an opponent, having the opportunity to take two steps to get closer to the opponent;
- who is hit receives a penalty and will throw the ball into the hole again, otherwise they start again with the first pitch;
- with three penalties players are eliminated until only two remain

The team variant of this game is more complete. Two teams of 4 or 5 boys are made up, so that the pitch has to hit a player from the opponent team to scoring a point. If by mistake he hit a company, the point is assigned to the opposing team. After 30 minutes of play, an arbiter checks the regularity of the game itself and of the times, and the relative sum of points, establishing the winning team

2	RUBA BANDIERA (STEAL THE FLAG. CAPTURE THE FLAG)	
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Game presented by ASD Cultura e Sport Matera (Italy)

Luciano Cotrufo and Emanuele Vizziello

- the kids are split into two teams wearing t-shirts and flags of different colours;
- each member of the team has a flag which must be put on the back of the shorts, so that it comes out like a tail;
- the game consists in "stealing", taking the opponent's flags in a fixed period of time (30/45/60 seconds), and in a well-defined space, without getting their own flag stolen by the opponents, and in a well defined space without getting their own flag stolen by the opponents and without going out the space that marks the playing field;
- the periods of 30/45/60 seconds that establish the duration of the game must be at least four, but depending on the cases (presence of many kids), they could be even more;
- at the end of each period, they count the flags that have been stolen to establish the score of that period. The sum of the scores of the periods defines the winning team;
- rules for the game: voluntary physical contacts are forbidden, and you cannot use arms to disrupt the opponent from holding the flag;

Some considerations about this game: using this game, very useful today to the motor activation in team games, improves the development of space-time capability, global visual capacity (lateral overview), and also an improvement of the ability of rapidity and lateral movement of the lower limbs

3	QUILLES DE HUIT	
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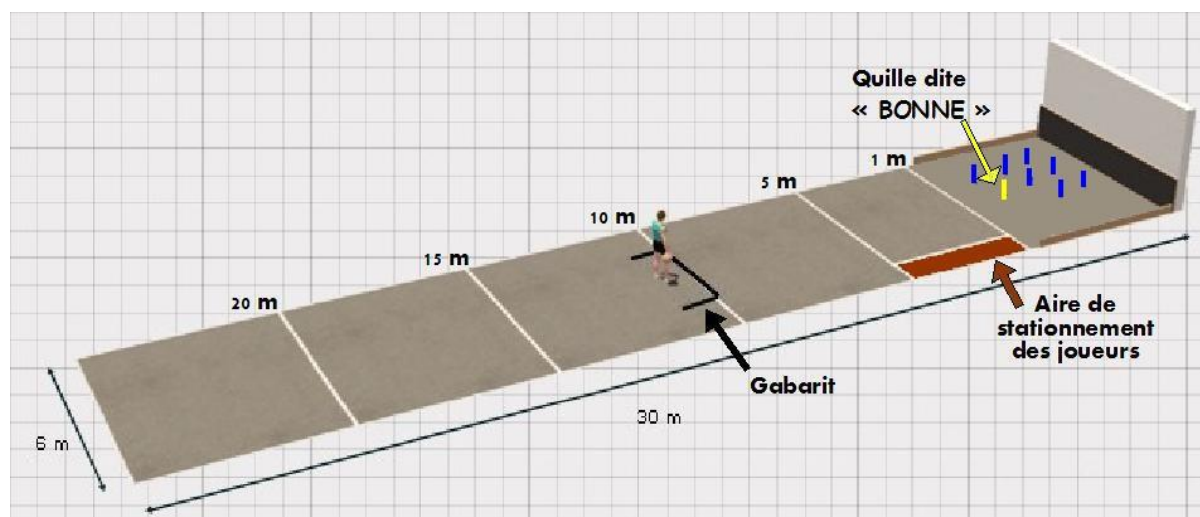
Game presented by Association Europeene de Jeux et Sports Traditionnels (AEJeST) France.

Confédération Falsab

The material

Eight “standing” bowling pins, 60 cm high and 7 cm in diameter. A playful bolo, the “quillou”: maximum length 60 cm. Most often they are made of beech. Arrangement of the game: bowling pins placed 1 meter apart. The ball in hard wood (walnut), its weight varies between 4 and 6 kg for a diameter ranging from 24 to 28 centimetres.

Template it is used to delimit the location of the player. It is made of iron, 3 meters long, bent at right angles at each end for 1 meter. The tacos planted on the game floor, the 8 studs serve as supports for the “foot” pins. The land in clay or compacted sand, it must be 30 meters long and 6 meters wide. It must comply with the safety regulations defined by the French federation.



Game rules.

A game takes place in nine moves: 3 at close range, 3 at intermediate range, and 3 at long range. These distances vary according to the age and gender of the players.


Apart from the shorter distance in which only the ball is played, the shot involves two very different gestures: Hitting the ball in the pin that is performed in the complete game (8 pins), Throwing the ball in the pin remaining.

A senior player will respect the distances and the following rules:

- at 1 meter: the player plays once with the ball only
- at 5 meters: the player plays twice. Each time there are two different gestures: 1 hitting the pin with the ball, 2 throwing the ball. In order for the points to be validated, that is, the pins knocked down, it is absolutely necessary to knock down a pin called "good"
- at 10 meters: the player plays three times. The rules are the same as at 5m. On the other hand, if the player knocks down at least two pins when throwing the "Quillou", he will be exempt from knocking down the correct one for the points to be validated.
- at 15 meters: the player plays twice. A single pin knocked down with the launch of the "Quillou" dispenses with knocking down the correct one to validate the points
- at 20 meters: the player plays once and the game conditions are identical at a distance of 15 m.

Points account

Each pin knocked down under the conditions described above is worth 1 point. When the player does not score a point, it is said that he has made a "buff". When there is no "improvement", the game pin is added to the knocked down pins. The maximum score during a game is 80 points. The current record is 68 and a good player averages 50 points/game. In competition, the points of the player or the team (doublet or quadrette) are counted.

4	JUEGO DE LAS TAZAS O DE LOS CÁNTAROS (THE GAME OF CUPS OR THE PITCHERS)	
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Game presented by Association Europeene de Jeux et Sports Traditionnels (AEJeST) France.

Biel Pubill Soler

The pitcher game is a fun chase game that does not require material and can be done anywhere free of obstacles.

. A minimum of 10 people and a maximum of 24 are ideal to play, although we can increase the number of players.

. You don't need a lot of playing space. Half a basketball court may be enough. If we play in a natural environment, we must ensure that it is flat and without obstacles.

Game dynamics

To start the game, the participants are distributed in pairs, freely throughout the space, without moving.

Each couple joins arms, and the free arm of each one placed it in the shape of a handle, with the hand on the waist. This is where the name «game of cups» or «game of pitchers» comes from, because this position reminds us of a ceramic container.

Among all the couples, one is chosen that will be the one that will start the game.

The two chosen players separate and stand on opposite sides of the playing field.

The game starts!

One of them will chase the other in order to touch it. The persecuted person can run, at his whim, through the delimited space avoiding being touched.

If the chaser manages to touch the opponent, the roles are automatically changed and, therefore, the chaser becomes chased.

To avoid being hit, the persecuted person has the option of holding on to the arm of a member of the pairs. At that time the member of the couple who has not joined becomes the new persecuted.

At that moment you must be very attentive to avoid being hit by the pursuer. There is no time limit and the game continues until the players get tired.

Observations

For the game to be more dynamic, it is necessary to avoid placing them in a circle, and it is preferable that there be a certain separation between the couples of at least a couple of meters. Who directs the game must be attentive to the dynamics. If he sees that a player has a hard time touching an opponent, he can intervene giving a new slogan: Change! At that moment the persecuted becomes the persecutor.

Variations

It is always easy to adapt or make variations of traditional games. We propose a couple of variations of the pitcher game:

The dynamics of the game is the same as that described above. Now, however, when the player who is chased hugs a "handle" of the jug, the chaser starts to be chased by the opposite member who has not hugged.

We also propose to do this version of the game but sitting on the floor. At the moment the chased player sits down, the opponent must get up and chase.

5	KAPELA	
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Game presented by Instytut Rozwoju Sportu i Edukacji (IRSiE), Poland.

Bartosz Prabucki

The name of this game is The Chapel. It is a funny game for everyone with no age limits. We can even play with two people. It will be best for us in a group of 4-8 people. To play, we need small, wooden, metal or plastic balls or bowls – their number depends on the number of players. We also need a few pieces of wood, stones or other material to build a “chapel” and a cap, a hat or a bean bag. The playing field is a small space free of obstacles – its size depends on the number of players.

The course of the game:

The chapel consists in that one person, acting as the Chapel master, stands in the middle of the playing field with a cap or a hat on his/her head or a bean bag and he/she places a small structure of stones or pieces of wood next to him, one on top of the other. It resembles a chapel, hence the name of the game. Other 4-8 players form a circle around the Chapel master. Each of them has a ball or bowl in his hand. One of the players in the circle starts the game by throwing or rolling his ball or bowl towards the chapel in order to knock it over. If he/she succeeds, he/she then runs for his/her ball and returns with it (the same way) to his/her place.

At the same time, the task of the Chapel master is to rebuild the chapel and then throw the cap/hat he/she is wearing or the bean bag at the player running for his ball. If he hits him/her, before he/she returns with the ball to his/her place, the hit person becomes the new Chapel master. If he misses or fails to rebuild the chapel (or it falls apart during the game), the Chapel master remains in his/her place, and the next person from the circle tries to knock over the chapel with a throw.

There are basically no winners or losers here. After each turn, the Chapel master either changes and becomes one of the players in the circle or not and continues to play his/her role until someone is hit with a hat or a bean bag by him/her. You can play until you get bored of the game or spontaneously come up with another way to end it. The Chapel is a simple, cheerful, traditional running game, good for the whole family

6	PIERSCIENIÓWKA (RINGNETBALL)	
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Game presented by Instytut Rozwoju Sportu i Edukacji (IRSiE), Poland.

Bartosz Prabucki

The name of this sport is Pierścieniówka (Ringnetball). This is a great game for children from 12 years old, adults and the elderly. The recommended number of participants is 4 in one team, but there can be more, for instance 6 in one team. To play, we need a volley ball or other soft ball and a special net with three holes. Ringnetball can be played on a volleyball court, measuring 9 m wide and 18 m long. However, any other area, free of obstacles, where you can hang a suitable net, will also work.

The course of the game:

Ringnetball consists in throwing the ball with both hands through three holes in the net. It is usually played 4 vs 4 players. Three players are at the back of the court (behind a line 1.5 meters from the net). Their task is to catch the ball and pass it to other players of their team or throw it through the holes in the net. The fourth player is the playmaker. He stands in the 1.5-meter zone closest to the net. His or her task is to pass the ball to the other players of his team. He cannot throw it through the holes in the net nor block them with his own body.

The game begins with a serve from the end line of the court. The server hits the ball above the net, like in volleyball. Then, the players of the opposing team catch it with both hands and pass it to each other or throw it through the holes in the net. A point is scored by the team that hits the ball through one of the holes in the net into the opposing team's field of play, forcing them not to catch the ball.

If a given player misses the opposing team's field of play, hits the net, throws the ball over the net or throws it incorrectly (e.g. with one hand), takes more than 1 step with the ball, or the whole team makes more than three passes before throwing, a point is scored by the opposing team. After each action, the players rotate, like in volleyball. It is usually played up to 2 or 3 won sets to 15, 21 or 25 points. Ringnetball is a traditional Polish sport – very interesting and dynamic sport for everyone.

7	GNILO JAJCE (I CARRY A ROTTEN EGG)	
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Game presented by Sportno Drustvo Media Sport (MESPO), Slovenia

Tina Zlogar

All you need, in order to play the game 'I carry a rotten egg' is a large playing surface and a piece of crumbled up paper.

First, have all players, except one, sit down in a large circle.

The player, who is not sitting in the circle, should then start walking around the circle, holding a crumpled piece of paper which represents a rotten egg.

He then secretly places this "rotten egg" behind the back of one of his teammates.

If he or she doesn't figure out that the rotten egg is behind his or her back, before the player passes her again, he/she becomes a "rotten egg", which means he/she has to sit in the middle of the circle.

What if they find the paper in time?

Then he/she has to get up as quickly as possible and catch the player who has put down the "rotten egg".

If he/she succeeds, the game continues, but if the hunted manages to sit down on an empty place in the circle, then the "rotten egg" is carried by the one who chased it unsuccessfully

8	SLEPE MISI (BLIND MICE)	
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Game presented by Sportno Drustvo Media Sport (MESPO), Slovenia

Tina Zlogar

The Blind Mice game does not require a lot of equipment: all you will need is a scarf and a large playing area, such as a garden, park or forest.

First, let the children count and determine the one who will be the first "blind mouse". Then tie a scarf or any type of blindfold around that player's eyes.

That's when the game begins: the children should spin the "blind mouse" around its axis a few times, and then run away.

The task of this player is to try to catch one of them as soon as possible. The game is most fun if the children tease the "blind mouse" by calling it, taping it on the shoulders, etc.

The game is over when the "blind mouse" catches one of the players. Then, the one who was caught takes on the role of a "blind mouse" spins around and starts chasing their teammates.

9	A LA ZAPATILLA POR DETRÁS (THE SHOE FROM BEHIND)	
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Game presented by Universidad de Zaragoza (UNIZAR), Spain

Carmen Fernández Amat

Hello, today we are going to play “A la zapatilla por detrás” (The shoe from behind). In this game, one player stands up, with a shoe in hand, and the rest of us sit on the ground in a circle.

This player will walk around the circle, while the group will sing the song with their eyes closed, leaving the shoe behind one of their companions, secretly. When we finish singing the song, we all search behind our backs for the shoe.

If it reaches it, it will be played again with the same roles. If he reaches it, the roles will be switched.

TO THE SHOE FROM BEHIND

General principle
One player tries to catch another while they run around a ring made up of the rest of the players who sing a little song that starts the chase.
Game equipment
a slipper
Playing field
Any place, preferably outdoors
Addressee
You can work at any age, but it is ideal from 5 years old because it works on the body schema and the acquired motor response.
Number of players
It is recommended from 12
The game starts
All the players sitting on the ground forming a circle, except one who will remain standing (the one who pays) with a shoe in his hand, standing outside the circle.
The player who pays
He will have to go around the circle of players, outside the circle, with his shoe in hand, while everyone sings the string that gives the game its name. He will place the shoe behind any player without the player sitting in the circle noticing.
The rest of the players
The players who are seated, while singing the song, will have to gesture what the text of the song says. When they sing: "look up, the beans are falling", everyone will look up. "Look down, <i>that chickpeas fall</i> ", all players will face down. "To sleep, to sleep", everyone will close their eyes, covering their faces with the palms of both hands.
Game development
The one wearing the shoe will take advantage of the moment to leave it behind a player who doesn't expect it. The new player who has the shoe behind gets up and has to chase the player who has put it on. If he catches him, he pays it again. If not, they will change the role, he will take his place and the new player will be the one to pay it now. The one who pays it can be saved if he sits in the place where the persecutor was sitting.
Game ends
When the chased player is caught by the one with the shoe, he will be the player who pays for it for the next game or, if he manages not to get caught, he will sit back in his place and the one who was trying to catch him will become the one who pays for it again .

Lyric of the Song

"A la zapatilla por detrás,
Tris, tras
Ni la ves ni la verás,
Tris, tras
Mirad p'arriba
que caen judías
Mirad p'abajo
Que caen garbanzos
¡A dormir, a dormir
que ya está aquí!"

"To the shoe from behind,
Tris, tras
You neither see it nor will you see it
Tris, tras
Look up, look up,
that beans fall
Look down
That chickpeas fall
Go to sleep, go to sleep
it's already here!"




Game dynamics

Asymmetric game (in unequal conditions) one player against another. Although all the players play an active role, those sitting down do not influence the result, but emotionally the uncertainty of any of them being the depository of the shoe makes them tense. Motorically, action and reaction, strategy, speed and motor anticipation are worked on, the difficulty of running in a circle is put to the test, loading all the body weight on the foot closest to the circle. Therefore it is a sociomotor game with a degree of partial intervention. Depending on the difficulty, it is classified as a scrolling game. Depending on the effect, as a motor game and depending on the movement, the race works.

Emotional goals

- Control emotions (at the moment you decide to give the shoe to a partner and start running)
- Making personal decisions (when choosing the person to whom you will leave the shoe)
- Work active listening.
- Develop social skills.

10	PASE MISI	
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Game presented by Universidad de Zaragoza (UNIZAR), Spain

Carmen Fernández Amat

Hello, today we are going to play Pase Misi.

Two players select two contrasting words and put their hands together creating the shape of a bridge. The rest of the players line up and go under the bridge while they sing the song.

When they finish the song, they catch the player who has passed at that moment. There are given a choice between the words. Depending on which he or she choose, they will go behind the corresponding player. If the two groups are created according to the taste of the players. Once all the players have been distributed, each team takes hold of the waist and stretches backwards. The winning team is the one that manages to drag the other.

general principle

Two players (Captains) one in front of the other, holding hands and with arms stretched upwards, forming an arc. The rest of the players lined up will go under the arms while a string is recited. Little by little, in order, they will capture the rest of the players and divide them into two groups.

game equipment

There's no need

playing field

Wide place where players can move widely.

Addressee^{yes}

Boys and girls of any age. It can be played from 4 years

Number of players

It is recommended from 10.

the game starts

The two players who act as captains agree on two contrasting words, one for each one, (for example: gold-silver, melon-watermelon...) that they will offer to the players they capture.

The player who are captains

They face each other, hold hands and raise their arms up creating a bridge that the rest of the players will pass through. When the song says "the one behind will stay" they have to lower their arms and capture the player in the line that passes at that moment. The captains will offer the captured player a choice between the two agreed words. From the election the two groups will be created.

the rest of the players

They will form a line one behind the other. The line will move forward while they sing the song and go under the bridge created by the captains. When they sing "the one behind will stay" the player who passes under the bridge at that moment will be captured in the arms of the captains and will choose between the two agreed words. Depending on the choice made, the captured player will be placed behind the corresponding captain so that the two groups will be created.

Game development

While the captains keep their hands joined and their arms raised forming a bridge, the rest of the players form a line that goes under the bridge, while they sing the song.

Pass missi, pass mass / through the Puerta de Alcalá

those in front run a lot / and those in back will stay^{*}

When the song says “those behind will stay”, the captains lower their arms and capture the passing player. You are offered to choose between the two agreed words. According to his answer, he will become part of one or the other team, standing behind his captain. This string can have an end in itself, becoming a game with its own identity.

game ends

Once all the participants have been distributed following the previous practice, they will hold each other by the waist and stretching backwards, they will measure their forces with the opposing team. The team that manages to drag the opponent will win.

Song

Pass misi, / pass mass, / through the Puerta de Alcalá.

Those in front / run a lot / and those in the back / will stay.

PASE MISI



complementary precisions

For the captains, the interest of the game consists in offering the most appetizing word to get to the largest possible number of players. In this way the team will be more numerous and the line that is formed will have more strength.

For the players who form the line, the interest consists in running more or less, to make the end of the song coincide or not with the moment of going under the bridge.

musical contents

- Time signature: 2/4
- Start: Thetic
- Key: C Major
- Number of measures: 5
- Number of musical phrases: 2
- Metric: rhyming text. Syllabic.

- Melody type: Linear melody. Joint degrees.
- Characteristics: Repeated rhythmic design in the first 3 measures. Recited in the V degree.
- Extension: Mi-A (4th)
- Structure: a (cc.1-2) - á (cc.3-5)

Game dynamics

It is very useful for randomly forming teams. Very simple game, fast learning. When working with young children, it is possible that they get tired from holding their arms up in a static way, this could be solved by having them raise or lower them to the rhythm of the song. It is a sociomotor game in which the degree of participation is total. Depending on the difficulty, it is a game with displacements and collaboration/opposition. Depending on the effect, it is a game that produces motor effects. Depending on the movement, gait and strength work.

emotional goals

- Control emotions (at the moment you decide to give the shoe to a partner and start running)
- Making personal decisions (when choosing the person to whom you will leave the shoe)
- Work active listening.
- Develop social skills.

11	RAFFA BOWLS	
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Game presented by The Municipality of Ravenna (COMRA), Italy

Fabrizio- Flamini

DESCRIPTION OF THE PLAYING AREA

The playing area is divided into lanes, enclosed by fixed banks of non-metallic material (max. 4mt. width and max. 27,50mt. length). The headboards must be made of rubber and jiggling (height of 25cm. with a tolerance of 2cm.). The field has to be perfectly levelled and flat. Transverse lines are drawn in the lane to indicate the position of the starting pallino (or jack), the shooting platform for the point, for the vole and the centreline. The two sides of the field are symmetrical. At one end of the field is the score clock with different coloured hands to distinguish teams.

DESCRIPTION OF BOWLS AND PALLINO

The size and weight of the bowls varies according to the player's category and level of play: men, women, senior and under 18 or under 12. The diameter ranges from a minimum of 104mm to a maximum of 109mm. The weight ranges from 800g to 980g. The material must be synthetic. Each team is provided with 4 bowls of the same colour. Teams may consist of 1, 2, or 3 players. In 2- and 3-player teams, one player plays the role of captain. The pallino (or jack) must be cm. 4 in diameter with a tolerance of mm. 1, and weigh gr. 90.

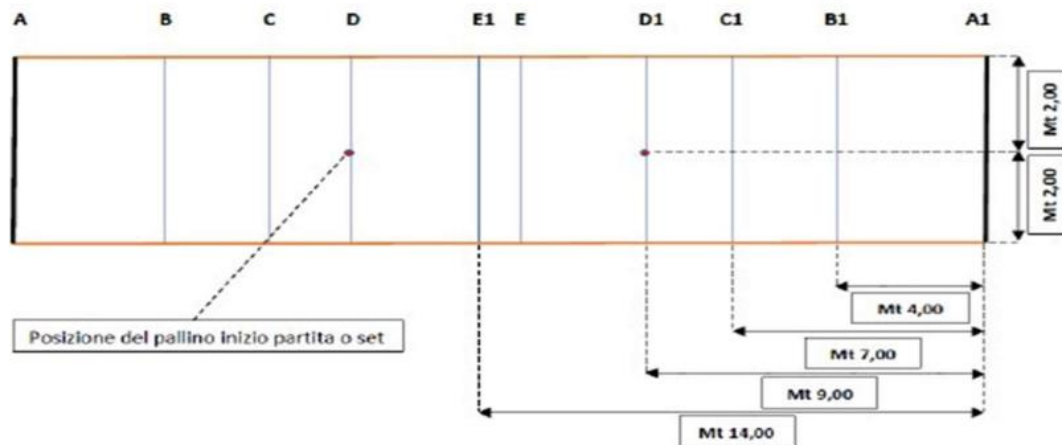
RULES OF THE GAME:

BOWL TOSS

First, a draw is made to determine who chooses the court, places the bowl and the game begins. The starting pallino (or jack) is to be placed on the third cross line from the bottom of the field. In plays after the first, the bowl is thrown by the formation that scored one or more points in the previous play. In the event of an irregular toss, the bowl passes to the opposing formation with the right to one toss.

THE PLAY

The starting team plays until a valid play is made, that is, a regular action or play. Each player has 30 seconds to throw his/her bowl at the referee's signal. Once the bowls are finished, the player must leave the shooting platform. Games end upon reaching 12 points. The position of the bowls and bowl must be marked by the referee, on the playing lane, differently for each formation.



Three types of throws are allowed:

In the PUNTO PLAY you must bring your bowl closer to the pallino (or jack). The game is valid if the bowl is regularly located in the field passing the D/D1 cross line (9 meters). If the bowl hits another bowl or the pallino (or jack) and moves it more than 50 cm the shot is considered void, unless “the advantage rule” is applied. In the event that a team runs out of bowls without having made a valid play, the opposing formation is awarded as many points as there are valid bowls played or to be played.

In the RAFFA PLAY one must hit with or without the aid of the ground an opponent's or one's own bowl or the pallino (or jack). The player declares to the referee what he/she wants to hit. For the play to be valid, the piece declared by the athlete must be touched, unless “the advantage rule” is applied. The Raffa Play is allowed on all pieces in any position of the lane in a valid play. The thrown bowl must cross the D/D1 cross line (9 meters). The throwing platform for the Punto Play and the Raffa Play is the first transverse line (B/B1).

In the VOLO PLAY one must hit directly or with the aid of a portion of the ground an opponent's or one's own bowl or the pallino (or jack). The player declares to the referee what he/she wants to hit. Bowls or the pallino (or jack) placed within 40 cm. of the declared piece may be hit as long as the latter has been touched by the athlete. The throwing platform for the Volo Play is the second transverse line (C/C1).

ADVANTAGE RULE** Many irregular shots are valid at the discretion of the opposing team, that can decide within 30 seconds from when the referee calls such a rule. If the rule is accepted, the game proceeds as if the shot/accost had been regular. If the rule is not accepted, the play must be restored as it was originally.

12	RUBABANDIERA (STEAL THE FLAG)	
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Game presented by The Municipality of Ravenna (COMRA), Italy

Alessandro Bondi

Ruba bandiera is the Italian variant of Capture the flag (CTF). The flag is generally represented by a piece of tissue or handkerchief.

You will need an open area to host the gaming field. The bigger the better, and obstacles such as trees, bushes, and large rocks help make the game more fun. Additionally, this game can be played indoors, but ideally in a big space such as a large gym or rec room where players can have ample room to run.

Divide players evenly into two teams. Aim for a balanced mix of ages, sizes, and fitness levels for each team if you can. But it's also fun to play parents against kids.

Divide the playing area into equal-sized territories, one for each team. You can use chalk, cones, tape, or landmarks such as trees or sidewalks to mark boundaries and make sure each player understands the lay of the land. The areas behind the two marking lines are called the team's homes. Team's members stand behind the line facing each other. Each player of each team is assigned a number.

The flag-bearer stands in the centre line with one outstretched arm holding a dangling handkerchief (flag). The flagbearer then shouts out a number.

The players from opposing teams but with the same number then take off running toward the centre of the field as their goal is to grab the handkerchief before the other and take it to their own team's home.

The first player who grabs the flag must be very careful as he/she runs back to the team's home as the opponent runs after. If the chaser manages to touch the runner the score is assigned to the opponent team. When the flagbearer calls two numbers instead of one, one of the two players called must climb on the other's shoulders to reach the flag and grab it.

When three numbers are called, two players will form a chair with their arms intertwined, on which the third player can sit to reach the flag.

If four numbers are called, two players will form a chair with intertwined arms, on which the third player can lie on his belly while the fourth player holds her/him by the feet.

Ruba bandiera is a classic example of an old-fashioned game to be rediscovered for the mental and physical health of our kids and teenagers as it encourages teamwork, stimulates reflexes, quickness in running and respect for rules

13	MEKTUP SEKSEK (LETTER HOPSCOTCH)	
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Game presented by The Municipality if Pendik (PEMUN), Turkey

Merve Aksu Senol

Hopscotch is a street game played by drawing squares with chalk on the ground. Many types of hopscotch games have been played in the world, until today. One of the genres of hopscotch played in our country is "Letter Hopscotch".

RECOMMENDED AGE There is no age restriction.

THE NUMBER OF THE RECOMMENDED PLAYERS It can be played as an individual or team competition with the desired number of people.

PLAY GROUND The game consists of 3 squares with sides of 50 cm and 4 equilateral triangles with sides of 45 cm. Adjacent square lines are the common gauge. Triangles numbered 4, 5, 6 and 7 are formed after three squares in a row, triangles numbered 4 after square number 3, 5 to the right, 6 to the top, and 7 to the left are adjacent to each other side by side. Numbers 1, 2, 3, 4, 5 and 6 are stepped with one foot, and number 7 is stepped with two feet.

MATERIALS Stone: is necessary to play on the playground.

PLAY THE GAME

- Stand behind number 1 and throw the stone to the first square. Jump to square 1 on one foot. Drag the stone with your foot to numbers 2, 3, 4, 5, 6 and 7 respectively. Spend your rest time by stepping on with both feet in the number 7 triangle. Go back with the same rules.
- Stand behind number 1 and throw the stone into square 2. Bounce from the 1st square to the 2nd square and continue the same play as you did in the 1st square here.
- Throw the stone to the 3rd square and repeat the same process.
- Advance the game by throwing your stone at all numbers respectively.
- While dragging the stone, the player loses his/her turn if the player's foot touches the line or if the stone goes to different number. The next player starts from the beginning. (The went out of play player can continue the game from where he/she was gone out after all the others.

14

GÜRES (WRESTLING)



Game presented by The Municipality of Pendik (PEMUN), Turkey

Merve Aksu Senol

Wrestling is a kind of sport that is played with two people and results in the defeat of the one who brings the opponent's back to the ground. It is known as the oldest sport in the world. Turks have cared special importance to wrestling throughout history and accepted it as an ancestral sport.

RECOMMENDED AGE There is no age restriction. **THE NUMBER OF THE RECOMMENDED PLAYERS** It is played with 2 people. **PLAY GROUND** It is played on a wrestling mat with a thickness of at least 4 cm and a diameter of 9 m. **MATERIALS** Outfit: Wrestling thighs or singlet.

PLAY THE SPORT Wrestling, which is videotaped, is freestyle wrestling. Any kind of movement that would be dangerous is excluded from the game. Freestyle wrestling includes foot techniques. In order to win in wrestling, it is necessary by fall the opponent or pass 10 points.

The work starts with warm-up movements and continues with somersaults, technical practice, stretching and strength training.

TACTICS

1. Single Leg Tackle

- He makes a move to the foot that is diagonally opposite the foot closest to the opponent and wraps it with both arms.
- The force is applied and lowered with the help of the whole body attached to the opponent's body.

2. Arm Drag

- After pulling himself by extending his arm to the triceps area on the cross of the opponent's arm, the opponent's waist is grasped with the other hand and the opponent is lowered by pressure.

3. Pass Under the Armpit

- The opponent's elbow is raised up. It is passed from the armpit to the back.
- The hand wraps around the opponent's waist, and the hands are joined in the opponent's belly area to apply force and the opponent is dropped.

PROHIBITIONS

- It is forbidden to lengthen nails.
- The sweaty player can't get up on the mat.
- Wrestlers cannot use any accessories that they can damage

15

PALANT



Game presented by Gdansk Sports Center (GOS), Poland

Miłosz Dzenis

Palant is a traditional Polish team game using a wooden stick and a ball, practiced in our country for more than four hundred years. The name itself comes from the Italian Word La Palla, which means ball.

Before World War II it was one of the most popular sports in our country, which was played to maintain social prestige. After World War II, also at participation of the communist authorities, sports were destroyed and lost its importance.

Currently, together with a group of people across the Poland and organizations are working to restore the proper place of this discipline. The playing field for the game of palanta is a rectangle of 20 meters wide and the length of from 50 to 60 meters, depending on the the last place and the age of the players.

By convention, it is called catch field or hell. In this field we put four bases in a distance of two to four meters from the sideline.

At base number 1, the run is started, while its end is at base number 4. The bump field.

It is a square measuring 3 meters by 3 meters, conventionally referred to as the nest or the sky. A bump occurs from this location. Wait, because I was scared!

Palant is a diversified sports activity Diversified for the reason that it is a sport dedicated to both men and for women. Our teams are always coeducational.

The game of palanta can actually start as early as the age of one. The upper age limit does not exist. It all depends on one's fitness physical condition and health. It is also a varied sport with this Due to the fact that we train and play tournaments on different surfaces.

During the autumn and winter season, we play usually in sports halls. In the spring and summer season, we train in parks, on grass and on the sand on the beach, the game involves 8 each people on offense and on defense. One by one, the attackers try to knock the ball out from their own one-handed throw, so that the the play is considered correct.

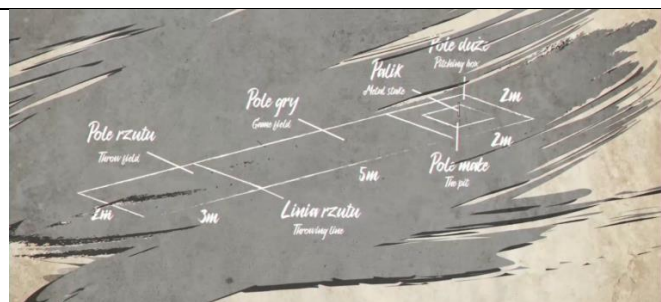
At least one of the three attempts must fall on the field of play. The player then goes into the field of play to first base. When the next player correctly strikes out the ball, the fielder field can get more bases.

When a player reaches the fourth base, he scores a point for his team. The goal of the defending team is to stop action by, among other things, catching and throwing the ball behind the first line of the field. Then all attackers return to the last touched base. The change of sides and roles occurs When the party. The attacking side finishes the knockout turn or makes any three mistakes, such as.

none of the three knockout attempts will unfortunately fail. The player will be hit with the ball between bases, because only by touching them he is safe or when the defending player catches the selected ball in the air air with one hand. The team with the most points wins after the selected even number of shifts.

16

RZUT PODKOWA (HORSESHOE THROW)



Game presented by Gdansk Sports Center (GOS), Poland

Rzut Podkowa, Marcin Kulik and Michał Iwłof

Once upon a time, throwing a horseshoe was an entertainment to pass the time. Today, this game has become an official sport discipline with its own federation and cyclical world championships, initiated in 1907.

The game appeared in Poland in 1989, when the horseshoe throwing competition was held for the first time. It was registered as an official sport in June 1993. Currently, there are several intimate clubs of fans of this game in Poland.

Special horseshoes, weighing half a kilogram, made of brass, are used for the game. The player's task is to hit the horseshoe on a metal pole driven into the ground around which a special pitch is marked out.

The Pit:

The game is played on a square measuring 10*2 meters, which is divided into 3 parts: the throwing field where the throwing player stands, the playing field and the last field, the so-called large (2*2 meters), in the middle of which there is a small field (1*1 meter) with a central stake 30 cm high and 2 cm thick.

The game consists in throwing a horseshoe with any technique over the playing field so that it falls as close to the stake as possible. The player in a given turn throws 2 times (two horseshoes).

Punctuation:

Each throw is scored: 20 points if the horseshoe "hops" with the inside on the stake, 7 points if the horseshoe hits the stake and lands on the small (inner) square, and 3 points if the horseshoe hits the stake and lands on the large (outer) square. Additional points are also up for grabs, e.g. +3 points for the so-called ringer (after the fall, the horseshoe surrounds the peg, but does not touch it), +2 points - if two horseshoes of a given player are closer to the peg than all the horseshoes of his opponent, etc. The official match lasts until 50 points are obtained, recreational - until 21.

Horseshoe throw is a game whose rules, including the number of players in the recreational variant, can be easily modified and played in any terrain

6.3.- Evaluation

To move on to the next topic, it is necessary to pass the following evaluation system.

It consists of 3 questions in test format with 3 possible answers.

Only one answer is correct.

The questions correspond to the content developed in section 6.1 Contents.

To move on to the next topic only have to answer the 3 questions.

Questions

1.- What is the primary significance of traditional games in cultural heritage?

- a) They are merely entertainment and have no cultural value.
- b) They hold symbolic meanings and preserve cultural identity.
- c) They are outdated and no longer relevant in modern society.

3.- Why are efforts to preserve traditional games essential?

- a) There is no need to preserve traditional games as they have no cultural value.
- b) Preserving traditional games hinders the progress of society.
- c) They are an important part of cultural heritage and embody historical significance

5.- Why are efforts to preserve traditional games gaining momentum in recent years?

- a) To replace them with more popular modern games.
- b) To discourage community gatherings and interactions.
- c) To ensure the continuity of cultural values and history.

With this resource is intended to share part of the cultural heritage of each of the countries participating in the PROPACT Project, with the intention that children, youth and adults of our current society learn and can put into practice the proposed traditional games and sports.

Thus, the PROPACT Project, intends with this didactic tool and through current technology, to promote physical activity and sport, promoting individual development and health. In the same way, the proposed traditional games and sports promote intercultural inclusion and those of different abilities from an intergenerational and inclusive social perspective.

All this while maintaining environmental sustainability with the incorporation of green practices. PROPACT Project intends with this proposal to respect and promote cultural diversity, building bridges between different cultures through our rich intangible cultural heritage and strengthening the conservation of our cultural identity.