

“Remote remembrances to foster the future: Traditional Sport and Games potential”

REMIND

“Play Traditional Sport and Games Report” D2.2

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1. About the REMIND Project

Project REMIND, which is part of the Erasmus+ Sport initiative for 2023, aims to utilize Traditional Sports and Games (TSG) to support the socio-economic development of regions in Europe. This project addresses the lack of codification and regulation of TSG, which threatens their preservation and the potential socio-economic benefits they can provide. By promoting TSG, REMIND seeks to strengthen cultural heritage, social cohesion, and economic growth in line with EU priorities.

One of the main objectives of the project is to conduct comparative research to identify untracked TSG and develop guidelines for their codification, aiming to use them as tools for regional development. The absence of proper transcription of these games is dangerous, as it can lead to their dispersion and eventual abandonment, resulting in a loss from cultural, historical, and sporting perspectives for the entire community.

The project plans to provide members of sports and socio-cultural associations with innovative training materials that promote TSG as a means of socio-economic development and physical activity. As part of the project, a training format will be created that includes activities supporting the acquisition of competencies in promoting TSG as a driving force for socio-economic development at the regional level.

The project aims to establish a network of sports and socio-cultural organizations at the European level that will promote TSG and adhere to principles supporting regional development. The project includes the creation of the REMIND application, which will serve as a specific tool to facilitate connections among various organizations at the EU level.

REMIND builds on previous Erasmus+ initiatives, focusing on the cultural and socio-economic potential of TSG. The project complements existing initiatives by targeting volunteers and non-professionals, training them in the codification and utilization of TSG for local development. It introduces a holistic approach that combines cultural protection with socio-economic strategies, an area that has not been widely explored in previous initiatives.

The role of REMIND is to create transnational cooperation among sports organizations, ensuring that the project's outcomes can be applied across Europe. The REMIND application will facilitate connections and promote regional development at the EU level. The project addresses the challenge of distinguishing between games and sports, emphasizing the need for codification to preserve TSG and promote their socio-economic benefits. By focusing on cultural and educational roles, REMIND aims to adapt TSG to contemporary social needs, supporting inclusion and building cultural bridges.

REMIND seeks to have a long-term impact at the European level, promoting regional development not only at the national level but also at the EU level. Through international collaboration, the project aims to ensure that its results can be achieved on a broader scale.

The REMIND project represents an innovative approach to utilizing Traditional Sports and Games as tools for socio-economic development in Europe. Through research, training, and

networking, the project aims to preserve and promote TSG while supporting regional development and social cohesion. By collaborating with diverse organizations and utilizing modern tools such as the REMIND application, the project aims to create a lasting impact at the European level.

1.1. Project's partners

The key organizations involved in the REMIND project are:



The Association Européenne Des Jeux Et Sports Traditionnels (AEJeST) is an international non-governmental organization (NGO) that comprises ninety member associations from 18 European regions. This collective represents several hundred thousand regular participants and numerous traditional sports clubs, as well as cultural organizations. AEJeST actively promotes Traditional Sports and Games (TSG) to achieve and enhance the visibility of these activities, with a focus on supporting the establishment and growth of national or regional TSG associations. Additionally, AEJeST engages in informative, research, and educational initiatives

related to TSG topics. Consequently, the REMIND project will complement AEJeST's ongoing activities and various EU project actions in which it has previously participated as a partner.



MV International (MVI) is a European NGO that consists of 37 NGOs from across the European Union and beyond. As a non-profit "association of associations," MVI is dedicated to fostering social engagement and community-building efforts for its members and third-party stakeholders. It encourages participation from various target groups at local, regional, European, and global levels. MVI, serving as a training provider, has previously been involved in several Erasmus+ projects aimed at enhancing communication strategies, marketing, and managerial skills within associations and organizations. In this context, the REMIND

project will serve as a valuable addition to the development of innovative materials intended for use with their learners.



INSTYTUT
ROZWOJU
SPORTU
I EDUKACJI

The Institute for the Development of Sport and Education (IRSIE) has been operational since 2011, primarily focusing on education, physical culture, and cultural initiatives. Its activities are grounded in collaboration with non-governmental organizations, higher education institutions, associations, clubs, schools, and universities. As a member of the European Traditional Sports and Games Association (ETSGA), the Association Européenne des Jeux et Sports Traditionnels (AEJeST), the International Sport and Culture Association (ISCA), and the World Ethno Sport Confederation (WEC), IRSIE promotes TSG to educate, enhance tourism, and

foster development. The REMIND project will complement both their regular activities and initiatives from previously completed Erasmus+ projects, such as Traditional Settlements, Cultural Heritage and Sustainable Development, and MAGICIS—Medieval Activities Grow International Cooperation in Sports.

The National Institute of Physical Education of Catalonia (INEFC) is a higher education institution established by the Government of Catalonia. Its mission is to provide training,

inefc

Institut Nacional
d'Educació Física
de Catalunya

specialization, and skill enhancement for professionals in physical education and sports, as well as to conduct scientific research and disseminate its findings. INEFC has participated in various initiatives through the Research Group on Motor Action and Traditional Games (GIAM 2021 SGR 847) and has conducted over forty competitive research projects focusing on the cultural, relational, and emotional aspects of Traditional Sports and Games (TSG).



Generalitat
de Catalunya



The Thrace Nature Sports Specialty Club Association (TRAKDOSK) is a sports club organization founded in Edirne on January 25, 2013. TRAKDOSK is actively involved in promoting regional development at the local level by organizing events and advocating for traditional and niche sports. Therefore, the REMIND project will complement these initiatives.



Infinitivity Design Lab (IDL) is a small to medium-sized enterprise (SME) based in the rural Auvergne region of France. The studio specializes in creating sustainable, meaningful, and intrinsically motivating learning experiences, with education and training at the forefront of its mission. The REMIND project will enhance their regular activities by employing innovative tools to connect diverse groups through the development of learning experiences and applications.



Flemish Traditional Sports (VLAS) serves as an umbrella organization for Flemish traditional sports. Since its inception in 1988, Vlas has united various traditional Flemish sports and promoted them both nationally and internationally. The organization aims to valorize, safeguard, and protect these traditional sports while encouraging the recognition and dissemination of the values they embody.

1.2. Insights from the REMIND Project's Work Package 2

As part of the REMIND project, Work Package 2 (WP2) focused on the research phase and the development of a training format. Its main goal was to identify and investigate the educational needs of the target group regarding the use of Traditional Sports and Games (TSG) as tools for promoting cultural and socio-economic development at the local and regional levels. Within this package, a survey template was developed and distributed to staff members of sports and socio-cultural associations. This survey aimed to explore the educational needs of the target group, focusing on the soft skills necessary for utilizing TSG.

The next step involved creating a questionnaire, which was sent to the same organizations that participated in the survey phase. The purpose of the questionnaire was to determine the

presence and scope of traditional sports and games at the national, regional, and local levels. The analysed results were compiled in Report 2.1], which highlighted the specific soft skills that the target group should acquire.

The following report is the result of developing guidelines for the transcription and codification of traditional sports and games, which were gathered in the previous research phase. The aim of this stage was to create a catalog of undiscovered games and sports traditionally practiced in each of the partner countries.

2. Traditional Sport Games (TSG): A Brief Examination of Their Cultural, Educational, and Economic Significance

Traditional Sport Games (TSG) represent a rich and diverse area of sports that hold significant historical and cultural importance within various societies. These games are not merely physical activities; they embody the heritage, values, and collective identity of communities. TSG often serve as a bridge connecting generations, allowing individuals to engage with their cultural roots while promoting physical activity and social interaction. TSG can be defined as sports that possess historical significance and are often unique to specific cultural or regional contexts. These games are characterized by their traditional rules, local customs, and the active participation of the community in their practice and celebration. TSG can include a wide range of activities, from indigenous practices to folk sports that have evolved over time. They often reflect the values, beliefs, and social structures of the communities in which they are played (Bronikowska et al., 2015; TAFISA, 2023).

A joint consultation focused on the advancement of Traditional Sport and Games (TSG) took place in Tehran in 2009. During this event, experts notably established the following definitional framework: Traditional Sport and Games are motor activities of leisure and recreation which can have a ritual character. They are part of the universal heritage diversity. They are practiced in an individual or collective manner, deriving from regional or local identity; they are based on rules accepted by a group that organizes competitive or non-competitive activities. Traditional Sport and Games dispose of a popular character in their practice, and in their challenge for future organization, yet if turned into sport, they tend to be uniform and institutionalized. The practice of traditional sports and games promotes global health (UNESCO, 2017).

2.1. Historical Context and Evolution

The origins of TSG can be traced back to ancient civilizations, where physical contests were often intertwined with religious ceremonies, community gatherings, and seasonal celebrations. For instance, the Olympic Games of ancient Greece served not only as a display of athletic skill but also as a tribute to the deities. Similarly, many indigenous cultures have their own traditional games that reflect their unique histories and social structures. These games often served practical purposes, such as developing skills necessary for hunting, warfare, or survival in harsh environments.

In many cultures, TSG were integral to community life, providing a means for social interaction and cohesion. They were often played during festivals, marking important events in the agricultural calendar or celebrating significant milestones in the community. As societies evolved, the role of TSG also transformed, adapting to changing social dynamics while retaining their cultural significance (Boro et al., 2015).

In addition to modernization, many Traditional Sport Games now adhere to specific rules and regulations, which include the presence of referees and a structured scoring system. This development contrasts sharply with the past, where games were played without formal oversight or standardized rules. Globalization has played a pivotal role in facilitating the exchange of cultural practices, leading to the incorporation of elements from other cultures into TSG. This cultural exchange has resulted in a blending of traditional practices with modern sports, which can sometimes dilute the original cultural significance of these games. While the integration of new elements can enrich the gaming experience, it also raises concerns about the preservation of the unique cultural identities that traditional games represent (Boro et al., 2015).

Efforts to preserve TSG are essential for maintaining cultural heritage. Organizations like UNESCO work to document and promote traditional sports, ensuring that they are passed down to future generations (UNESCO, 2020). This preservation can take various forms, including educational programs, community events, and the establishment of governing bodies to oversee the promotion and regulation of traditional games.

2.2. Cultural Significance and Community Engagement

Traditional Sport Games are integral to cultural identity, physical education, and economic development. By recognizing their importance and promoting their practice, communities can foster social cohesion, enhance physical education, and stimulate local economies. As we navigate the challenges posed by modernization and globalization, it is vital to preserve and celebrate these unique expressions of cultural heritage. The future of TSG depends on the collective efforts of communities, educators, and policymakers to ensure that these games continue to thrive and evolve while remaining true to their roots (Saura & Zimmermann, 2021).

Many TSG are celebrated during local festivals, which can attract visitors and facilitate cultural exchange. For instance, the Highland Games in Scotland not only showcase traditional sports like caber tossing but also celebrate Scottish culture through music, dance, and culinary traditions. These festivals often draw large crowds, providing a space for cultural expression and community pride. They also serve as an opportunity for younger generations to learn about their heritage and participate in traditional practices (scotland.org).

2.3. Educational Integration and Lifelong Benefits

Participation in TSG can encourage lifelong physical activity. Many traditional games are accessible and can be played at various skill levels, motivating individuals to remain active throughout their lives. This is particularly important in addressing sedentary lifestyles and

promoting overall health (WHO, 2021). By fostering a love for movement and play, TSG can contribute to the development of healthy habits that last a lifetime.

Research indicates that integrating TSG into physical education can enhance students' physical fitness, social skills, and cultural awareness (Hartanto et al., 2021). These games often require teamwork, strategy, and communication, making them ideal for developing essential life skills. Furthermore, TSG can be adapted to suit various age groups and skill levels, ensuring that all students can participate and benefit from the experience.

In general sports plays a significant role in the development of personal qualities that are essential for success in both employment and life. Participation in sports has been linked to the enhancement of positive psychological capital, which includes attributes such as resilience, hope, optimism, and self-efficacy (Haydn et al. 2019).

Engagement in TSG can foster the development of "softer skills," such as teamwork, empathy, and punctuality, which are valuable in various life situations and professional environments. For instance, participants in sports programmes often report improved self-discipline and the ability to make rational assessments of their circumstances, which contribute to a more optimistic outlook on life. Moreover, Traditional Sport Games serve as a platform for people in every age to build social networks and friendships, which can enhance their sense of belonging and self-efficacy. This social engagement not only helps in personal growth but also provides pathways to employment opportunities, as individuals develop the agency and perseverance needed to pursue their goals (Haydn et al.2019).

2.4. Fostering inclusion through Traditional Sport and Games

The usefulness of traditional sport games in promoting inclusion is increasingly recognized in contemporary discourse surrounding physical activity and community engagement. Traditional sports, often rooted in cultural heritage, serve as a vital tool for fostering social inclusion, particularly among marginalized groups.

The TSG can significantly contribute to social inclusion by providing accessible platforms for participation. For instance, Budiman highlights the necessity of promoting traditional sports to enhance awareness and participation among adolescents, suggesting that government initiatives can stimulate interest and engagement in these activities (Budiman, 2023). This aligns with the findings of Liu, who emphasizes that sport can play a crucial role in neighbourhood renewal and social inclusion, particularly for underrepresented groups (Liu, 2008). By integrating traditional sports into community programs, organizations can create inclusive environments that encourage participation from diverse demographics, including those with disabilities or from different cultural backgrounds (Rich et al., 2015).

Moreover, the adaptability of traditional sports and games facilitates their integration into inclusive frameworks. Sharpe et al. discuss innovations such as adapted versions of traditional sports, which cater to individuals with special educational needs and disabilities, thereby fostering an inclusive atmosphere. This adaptability is echoed by Ekholm et al., who argue that sport serves as a vehicle for broader social inclusion, emphasizing the importance of reaching

out to marginalized youth through inclusive sporting activities (Ekholm et al., 2019). The Mixed Ability Model, as explored by Corazza and Dyer, further illustrates how traditional sports can be restructured to promote interaction between disabled and non-disabled participants, enhancing social cohesion (Corazza & Dyer, 2017).

In conclusion, traditional sports and games offer a unique and effective means of promoting inclusion across various societal segments. Their adaptability, cultural significance, and potential for community engagement position them as valuable assets in efforts to foster social cohesion and participation among diverse populations. The integration of traditional sports into inclusive frameworks not only enhances participation but also enriches community ties and cultural identity.

2.5. Economic Impact

One of the most significant economic impacts of Traditional Sports Games is job creation. From coaches and referees to event organizers and vendors, TSG generate a variety of employment opportunities within local communities. For example, organizing a traditional sports festival requires a workforce that includes event planners, security personnel, and hospitality staff, thereby creating jobs and stimulating the local economy (Hans, Westerbeek 2010). Traditional Sports Games events can serve as major economic boosters for local communities. These events often attract large crowds, leading to increased spending on accommodations, food, and local attractions.

Tourism is another critical aspect of the economic impact of Traditional Sport Games. Events such as TSG festivals or competitions draw visitors from outside the region, leading to increased spending on accommodations, food, and local attractions. This arrival of tourists can help sustain local businesses and create a vibrant economic environment (cbi.eu 2023). Great example is promoting of the Traditional Sport Game “Balle au Tambourin” at the official Tourism Information web page of the Montpellier city (montpellier-france.com 2023) or San Sebastian example (sansebastianturismoa.eus 2023).

Moreover, the Traditional Sports Games can gain recognition, they often attract sponsorship and investment from various organizations. This financial support can help promote the sport, improve facilities, and provide resources for training and development. Increased funding can also lead to the professionalization of certain traditional sports, further enhancing their economic impact (traditionalsports.org).

In conclusion, Traditional Sport Games are vital to cultural identity, community engagement, and economic development. By promoting their practice and preserving their unique characteristics, communities can foster social cohesion and enhance the well-being of their members. The ongoing challenges posed by modernization and globalization necessitate a concerted effort to celebrate and sustain these invaluable cultural expressions.

3. Guidelines for Transcribing and Codifying Traditional Sports and Games

Traditional Sports and Games represented vital components of cultural heritage, reflecting the values, history, and social practices of communities. However, the lack of standardized methods for transcribing and codifying these activities led to inconsistencies in their documentation and preservation. This report aimed to develop comprehensive guidelines for the transcription and codification of traditional sports and games, ensuring their accurate representation and accessibility for future generations.

These guidelines are designed to assist researchers, practitioners, and cultural organizations in the effective transcription and codification of traditional sports and games. By following these steps, individuals can ensure that the documentation is comprehensive, accurate, and culturally significant.

Step 1: Research and Gather Historical Context

- Identify the Sport/Game: Select the traditional sport or game to be documented.
- Conduct Background Research: Gather information on the historical origins, evolution, and cultural significance of the sport or game. This may include:
 - Interviews with practitioners and community members.
 - Review of historical texts, articles, and existing documentation.
 - Exploration of local folklore and traditions associated with the sport or game.

Step 2: Document the Rules

- Collect Official Rules: Obtain any formalized rules that govern the sport or game. This may involve:
 - Consulting rulebooks or manuals.
 - Interviewing experienced players or referees.
- Record Variations: Note any regional or cultural variations in the rules, as these can provide insight into the diversity of the sport or game.

Step 3: Describe Techniques and Skills

- Identify Key Techniques: Document the essential skills and techniques required to play the sport or game. This may include:
 - Physical movements (e.g., throwing, kicking, running).
 - Strategies and tactics employed by players.
- Create Visual Aids: Use diagrams, photographs, or videos to illustrate techniques and skills, enhancing understanding and accessibility.

Step 4: Capture Cultural Significance

- Explore Cultural Context: Investigate the role of the sport or game within the community. Consider:
 - Its significance in social gatherings, festivals, or rituals.
 - The values and beliefs it embodies.
- Document Personal Stories: Collect anecdotes and narratives from players and community members that highlight the emotional and cultural connections to the sport or game.

Step 5: Organize the Documentation

- **Create a Structured Format:** Develop a standardized format for presenting the information. This may include:
 - Sections for historical context, rules, techniques, and cultural significance.
 - A glossary of terms specific to the sport or game.
- **Ensure Clarity and Accessibility:** Use clear language and avoid jargon to make the documentation accessible to a wider audience.

Step 6: Review and Validate

- **Seek Feedback:** Share the draft documentation with experts, practitioners, and community members for their input and validation.
- **Incorporate Revisions:** Make necessary adjustments based on feedback to ensure accuracy and comprehensiveness.

Step 7: Publish and Disseminate

- **Choose a Medium:** Decide on the best format for publication (e.g., printed book, online resource, video).
- **Disseminate the Guidelines:** Share the final documentation with relevant stakeholders, including educational institutions, cultural organizations, and community groups.

4. The codification of the untracked Traditional Sports and Games

The section was derived from the national reports created by the project's partners (see *chapter 1.1*), which included the codification of the untracked traditional sports and games prepared according to the guidelines (see *chapter 3*).

The REMIND TSG set covers 31 various games from six countries. These games were selected by experts and presented in the templates by the partner organisations: AEJEST, IRSIE, TRAKDOSK, MVI, INEFC, VLAS.

The main aim of the report was to give an overall view on these range of games and to help practitioners to find required guidance quickly and effective. These Traditional Sport Games are significant to keep cultural identity by practicing them with new generations. They also have influence on building community engagement and improve local development. There is also one more important issue. These games create a unique opportunity to activate citizens, especially children and families. They can spend more time together by practicing different games.

The majority of selected games can be play outdoor, what have positive influence on health and wellbeing of people. Many games make possible to play in intergenerational teams: children with parents and seniors. In many cases, there is no need to have any equipment. The REMIND TSG set enable to develop various skills: motor, social and cognitive.

4.1. Classification of TSG by type of game

The initial classification was developed based on the type of the game, taking into account various factors such as native name of the game and the country where the game was recognised.

Table 1. Classification of TSG by type of game

	Type of TSG	Native name of game	Country of game
1	Throwing game	Le strac	France
		Polskie ringo	Poland
		Kapela	Poland
		Skittles	Turkiye
		Hopschotch	Turkiye
		Lancio del ferro di cavallo	Italy
		Lancio della forma di formaggio	Italy
		Les bitlies de 6	Spain

		7 ½ Krulbol Trabol Paapgooien Paggooien	Spain Belgium Belgium Belgium Belgium
2	Ball game	Le chambot Zośka Dodgeball Skittles	France Poland Turkiye Turkiye
3	Precision game	The Gascon puck 8 skittles Le chambot Le strac Zośka Bierki 7 ½ Krulbol Pierbol Paapgooien Paggooien	France France France France Poland Poland Spain Belgium Belgium Belgium Belgium
4	Bat and ball game	Palant Skittles Pallone col bracciale	Poland Turkiye Italy
5	Locomotion game	The Gascon puck Mère garuche Kapela Kaptan tutma Yakan top İp çekme Deve Cüce Dokuztaş Sek sek	France France Poland Turkiye Turkiye Turkiye Turkiye Turkiye Turkiye

		Carrera de piedras	Spain
6	Tag and catching game	Mère garuche Handle Captain Robar piedras El Marro	France Turkiye Spain Spain
7	Strength game	Rope pulling	Turkiye
8	Agility game	Trottola	Italy
9	Hand game	Morra	Italy
10	Pin game	Pierbol	Belgium

The table 2 illustrates the distribution of different types of traditional sports games (TSG) within the Remind TSG set. Throwing games dominate with 40%, followed by precision and locomotion games, each comprising 33.3%. Ball games and tag and catching games both account for 13.3%. Bat and ball games represent 10%, while strength, agility, hand, and pin games each make up 3.3%. This indicates a significant emphasis on throwing and precision games, suggesting these are the most prevalent or valued within the set.

Table 2. The percentage of each type of game within the REMIND TSG

Lp.	Type of TSG	% of the Remind TSG set
1	Throwing game (13)	40
2	Ball game (4)	13,3
3	Precision game (11)	33,3
4	Bat and ball game (3)	10
5	Locomotion game (10)	33,3

6	Tag and catching game (4)	13,3
7	Strength game (1)	3,3
8	Agility game (1)	3,3
9	Hand game (1)	3,3
10	Pin game (1)	3,3

4.2. Classification of TSG by character of the game

The chart provides a comparative analysis of Traditional Sports Games (TSG) categorized into competitive and non-competitive formats. Each game is listed with its native and English names, highlighting cultural diversity and the global reach of these activities.

The REMIND TSG set were analysed by the character of the game. During the study, the majority of games were identified as competitive games 20 (64,5%). As non-competitive games there were indicated only 4 of all (12,9%). It is also significant to stress, that there also some games 7 (22,5%), which can be played in both options, as competitive or non-competitive games.

Table 3. Classification by format

COMPETITIVE		NON-COMPETITIVE	
Native name of TSG	English name of TSG	Native name of TSG	English name of TSG
Le palet gascon	The Gascon puck	Le palet gascon	The Gascon puck
Quilles de 8	8 skittles	Quilles de 8	8 skittles
Le strac	The disc	Mere garuche	
Polskie ringo	Polish ringo	Le chambot	
Zośka	Foot bag	Le strac	The disc
Bierki	Spillikins	Polskie ringo	Polish ringo
Palant	Bat-and-ball game	Zośka	Foot bag
Handle captain	Kaptan tutma	Kapela	Chapel
Dodgeball	Yakan top	Carrera de piedras	Stones race
Rope pulling	İp çekme	7 ½	7 ½
Camel Dwarf	Deve Cüce	Paapgooien	Paapgooien

Skittles	Dokuztaş		
Hopscotch	Sek sek		
Trottola	Spinning top		
Lancio del ferro dei cavallo	Horseshoe toss		
Morra	Morra		
Pallone col bracciale	Bracelet ball game		
Lancio della forma di formaggio	Cheese throwing		
Le bitlies de 6	Bowling six		
7 ½	7 ½		
Robar piedras	Stealing Stones		
El Marro	The marro		
Krulbol	Krulbol		
Trabol	Trabol		
Pierbol	Pierbol		
Paapgooien	Paapgooien		
Paggooien	Paggooien		

In the competitive category, games like "Le palet gascon" (The Gascon puck), "Quilles de 8" (8 skittles), and "Polskie ringo" (Polish ringo) are featured, indicating their structured nature and potential for organized competition. These games often have established rules and are played with the intent of winning, which is typical of competitive sports.

Conversely, the non-competitive category includes games such as "Le chambot" and "Paapgooien," which may focus more on participation and enjoyment rather than competition. This category also includes games like "Mere garuche" and "Kapela" (Chapel), suggesting a more relaxed approach where the emphasis is on social interaction and cultural expression rather than winning.

The chart also reveals some overlap, with certain games like "Le strac" (The disc) appearing in both categories, suggesting flexibility in how these games can be played. This dual listing indicates that some TSGs can be adapted to suit either competitive or non-competitive environments, depending on the context or participants' preferences.

4.3 Classification of TSG by the area of play

The table presents a collection of Traditional Sports and Games (TSG) categorized into indoor and outdoor activities. Each category lists the native and English names of these games.

Table 4. REMIND TSG set by the area of play

INDOOR		OUTDOOR	
Native name of TSG	English name of TSG	Native name of TSG	English name of TSG
Le palet gascon	The Gascon puck	Le palet gascon	The Gascon puck
Quilles de 8	8 skittles	Quilles de 8	8 skittles
Mere garuche		Mere garuche	
Le strac	The disc	Le chambot	
Polskie ringo	Polish ringo	Le strac	The disc
Zośka	Foot bag	Polskie ringo	Polish ringo
Bierki	Spillikins	Zośka	Foot bag
Kapela	Chapel	Palant	Bat-and-ball game
Kaptan tutma	Handle captain	Kapela	Chapel
Yakan top	Dodgeball	Kaptan tutma	Handle captain
İp çekme	Rope pulling	Yakan top	Dodgeball
Deve Cüce	Camel Dwarf	İp çekme	Rope pulling
Dokuztaş	Skittles	Deve Cüce	Camel Dwarf
Sek sek	Hopscotch	Dokuztaş	Skittles
Trottola	Spinning top	Sek sek	Hopscotch
Morra	Morra	Trottola	Spinning top
Pallone col bracciale	Bracelet ball game	Lancio del ferro dei cavallo	Horseshoe toss
Le bitlies de 6	Bowling six	Morra	Morra
Carrera de piedras	Stones race	Pallone col bracciale	Bracelet ball game
7 ½	7 ½	Lancio della forma di formaggio	Cheese throwing
Robar piedras	Stealing Stones	Le bitlies de 6	Bowling six
El Marro	The marro	Carrera de piedras	Stones race
Krulbol	Krulbol	7 ½	7 ½

Trabol	Trabol	Robar piedras	Stealing Stones
Pierbol	Pierbol	El Marro	The marro
-	-	Krulbol	Krulbol
-	-	Paapgooien	Paapgooien
-	-	Paggozien	Paggozien

The way traditional sports and games (TSG) are classified into indoor and outdoor categories is mainly about the space they need. Indoor games usually need less room and are meant for enclosed areas, while outdoor games often require more space for movement and activity.

Interestingly, 22 games can be played both indoors and outdoors. This shows their flexibility and wide appeal, as they can fit into different settings. For instance, games like "Le palet gascon" (The Gascon puck) and "Quilles de 8" (8 skittles) work well in both environments, showing they can adapt easily.

On the other hand, six games are only played outdoors. These likely need bigger spaces or specific outdoor conditions, focusing on physical activity and being in a natural setting.

There are also three games that are only played indoors. These might involve strategy or setups that are best suited for enclosed spaces, emphasizing interaction and engagement. Games like "Bierki" (Spillikins) and "Kapela" (Chapel) usually fit this category, as they focus on strategic play and social interaction in a controlled environment.

4.4. Overall classification of TSG by country (in alphabetical order)

This chart organizes the traditional games by country, providing both their native and English names where available.

Table 5. Classification of TSG by project's partner country

Country of play	Native name of TSG	English name of TSG
Belgium	Krulbol	Krulbol
	Trabol	Trabol
	Pierbol	Pierbol
	Paapgooien	Paapgooien
	Paggozien	Paggozien
France	Le palet gascon	The Gascon puck
	Quilles de 8	8 skittles

France	Mere garuche	-
	Le chambot	-
	Le strac	The disc
Italy	Trottola	Spinning top
	Lancio del ferro dei cavallo	Horseshoe toss
	Morra	Morra
	Pallone col bracciale	Bracelet ball game
	Lancio della forma di formaggio	Cheese throwing
Poland	Polskie ringo	Polish ringo
	Zośka	Foot bag
	Bierki	Spillikins
	Palant	Bat-and-ball game
	Kapela	Chapel
Spain	Le bitlies de 6	Bowling six
	Carrera de piedras	Stones race
	7 ½	7 ½
	Robar piedras	Stealing Stones
	El Marro	The marro
Turkey	Kaptan tutma	Handle captain
	Yakan top	Dodgeball
	İp çekme	Rope pulling
	Deve Cüce	Camel Dwarf
	Dokuztaş	Skittles
	Sek sek	Hopscotch

5. The transcription of the untraced traditional sports and games

5.1. The REMIND SET from Belgium

5.1.1. Krulbol

- Type: Throwing and precision game, similar to bowling.
- Character: Competitive.
- Area of Play: Indoor & Outdoor.
- Equipment: 6 krulbol-bowls, 2 wooden stakes, flat sandy terrain (12 x 3 m).
- Players: 2 - 8, ages 10 to 90.
- Skills Developed:
 - Motor: accuracy, power
 - Social: cooperation
 - Cognitive: tactics, concentration.
- Basic Rules: Bowl a round boll closer to the stake than the opponent(s); bolls weigh 3 to 4 kg.
- Inclusive Options: Accessible to all ages and genders, including persons with disabilities.

Figure 1. Krulbol



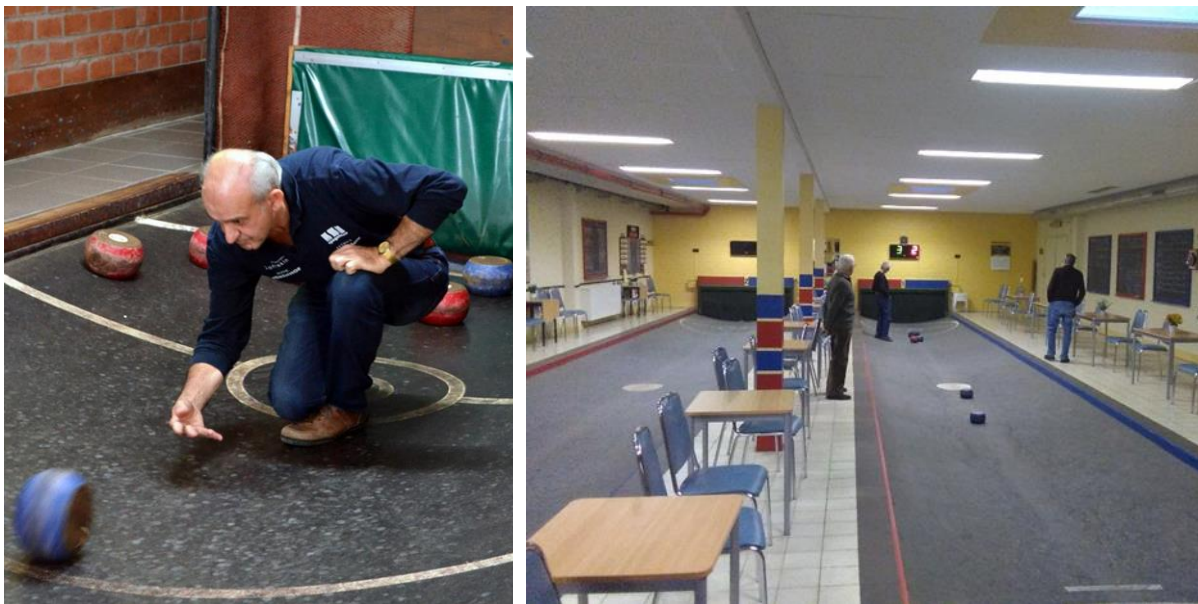
Source: VLAS, Krulbol openair game

5.1.2. Trabol

- Type: Throwing game, similar to bowling.
- Character: Competitive.
- Area of Play: Indoor.
- Equipment: Wooden bolls, hollow lane of 18m called Tra.
- Players: 2 - 6, ages 10 to 90.
- Skills Developed:
 - Motor: accuracy, power, throwing-technique

- Social: cooperation
- Cognitive: tactics, concentration.
- Basic Rules: Roll wooden bolls closest to a point near the end of a hollow lane; slalom-like bowling to surpass obstacles.
- Inclusive Options: Accessible to all ages and genders, including persons with disabilities.

Figure 2. Trabol



Photographer Dany Ophals (member of Trabolclub 'De Krabbers')

5.1.3. Pierbol

- Type: Precision and pin game, similar to bowling.
- Character: Competitive.
- Area of Play: Indoor.
- Equipment: Flat surface (2/2m), skittles, half bowl/hemisphere.
- Players: 2 - 10, ages 8 to 80.
- Skills Developed:
 - Motor: accuracy, throwing-technique
 - Social: playing together
 - Cognitive: tactics.
- Basic Rules: Knock over as many skittles as possible with a rolling hemisphere; must pass the 'fool' before knocking over the first cone.
- Inclusive Options: Accessible to all ages and genders, including persons with disabilities.

Figure 3. Pierbol



Source: VLAS, Pierpol indoor game

5.1.4. Paapgooien

- Type: Throwing game.
- Character: Competitive & non-competitive.
- Area of Play: Outdoor.
- Equipment: 8 metal throwing discs, 12 meters lawn, coins, 10 cm wooden stick.
- Players: 2 - 8, ages 8 to 80.
- Skills Developed:
 - Motor: accuracy, throwing-technique
 - Social: cooperation
 - Cognitive: tactics.
- Basic Rules: Throw metal discs near coins on a 'paap'; continue until all coins are won.
- Inclusive Options: Accessible to all ages and genders, including persons with disabilities.

Figure 4. Paapgooien



Source: VLAS, Paapgooien openair game

5.1.5. Paggooien

- Type: throwing game and precision game
- Character: Competitive
- Area of Play: Outdoor.
- Equipment: 8 wooden throwing sticks (bat – stake – mace), 15 meters lawn (flat, 4 m wide – grass or gravel), wooden tripod (2m high) with distance template
- Players: 2 - 8, ages 12 to 80.
- Skills Developed:
 - Motor: accuracy, power, technique
 - Social: cooperation
 - Cognitive: tactics.
- Basic Rules: To throw a wooden stick in a way that it gets stuck with its thick end between the poles of the wooden tripod that stands 15 meters further. If no team succeeds, points are awarded to the team that threw the stick that is closest to the middle of the three stakes.
- Inclusive Options: Accessible to all ages and genders, including persons with disabilities.

Figure 5. Paggooien



Source: VLAS, Paggooien openair tournament 25th of August 2024

5.2. The REMIND SET form France

5.2.1. The Gascon Puck (*Le Palet Gascon*)

- Type: Precision game
- Character: Competitive and non-competitive
- Area: Indoor and outdoor
- Equipment: Bolo, metal disc (palette)
- Players: 2
- Skills Developed:
 - Motor: hand-eye coordination, precision, balance, manual dexterity
 - Social: respect for rules, emotion management, social interaction
 - Cognitive: strategy, concentration.
- Basic Rules: Players throw palettes to knock over a bolo with coins on top, scoring points based on coin positions.
- Inclusive Options: Adjust throwing distances, modify equipment size and weight, introduce bonus points, and allow team play.

Figure 6. Palet Gascon



Photographer Biel Pubill

5.2.2. 8 Skittles (*Quilles de 8*)

- Type: Skittle game
- Character: Competitive and non-competitive
- Area: Indoor and outdoor

- Equipment: Skittles, ball
- Players: 2, aged 10+
- Skills Developed:
 - Motor: coordination, precision, balance
 - Social: teamwork, communication, sportsmanship
 - Cognitive: strategy, problem-solving, concentration.
- Basic Rules: Players throw a ball to knock down skittles arranged in a triangle, scoring based on the number of skittles knocked down.
- Inclusive Options: Use lightweight equipment, adjust distances, and provide technical assistance.

Figure 7. Quilles du 8



Photographer Pere Lavega

5.2.3. Mère Garuche

- Type: Tag and catching game
- Character: Competitive and non-competitive
- Area: Indoor and outdoor
- Equipment: Rolled-up scarf (garuche)
- Players: 10-20 adults
- Skills Developed:
 - Motor: coordination, agility, balance
 - Social: teamwork, communication, respect for rules
 - Cognitive: strategy.
- Basic Rules: Players avoid being tagged by "the mother" and can become "her child" if tagged.
- Inclusive Options: Adapt playing area, create balanced teams, and provide rest zones.

Figure 8. Mere Gruche



Photographer Pere Lavega

5.2.4. Le Chambot

- Type: Ball game
- Character: Competitive and non-competitive
- Area: Indoor and outdoor
- Equipment: Mallet, ball (la choule)
- Players: 4-6, aged 10+
- Skills Developed:
 - Motor: coordination, balance, agility
 - Social: teamwork, communication, respect
 - Cognitive: strategy, decision-making, anticipation.
- Basic Rules: Teams compete to bring the ball closest to a target using mallets.
- Inclusive Options: Use varied equipment, flexible rules, and provide technical assistance.

Figure 9. Chambot

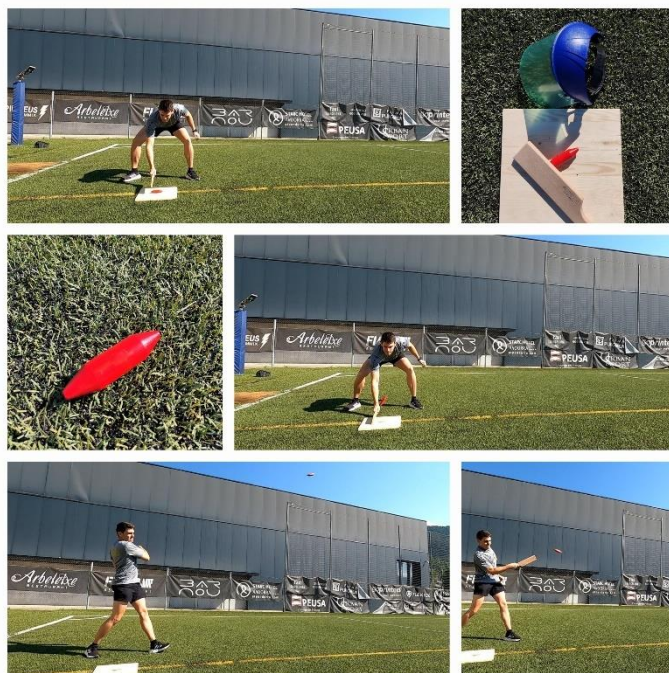


Photographer Pere Lavega

5.2.5. Le Strac ("The Disc")

- Type: Throwing game
- Character: Competitive and non-competitive
- Area: Indoor and outdoor
- Equipment: Sticks (bâtonnet and quinet)
- Players: 4-6, aged 10+
- Skills Developed:
 - Motor: coordination, balance, precision
 - Social: teamwork, interaction, respect
 - Cognitive: strategy, decision-making, anticipation.
- Basic Rules: Teams score points by hitting a target with a stick.
- Inclusive Options: Use lightweight sticks, visible targets, and provide technical assistance.

Figure 10. Le strac



Photographer Aron Rillo

5.3. The REMIND SET from Italy

5.3.1. Trottola (Spinning Top)

- Type: Ability game
- Character: Competitive
- Area: Indoor and outdoor
- Equipment: Lanyard, string, flat surface
- Players: Individual or teams (3-5 players)
- Age: 6+
- Skills Developed:
 - Motor: muscle control, precision
 - Social: teamwork
 - Cognitive: strategy.
- Basic Rules: A string is coiled around a spinning top, which is thrown to impart rotary motion. Variations include spinning on a surface, on the palm, or closest to a set point.
- Inclusive Options: Suitable for people with different physical characteristics; adjustable playing surface height.

Figure 11.Trottola



Created by AI.webp

5.3.2. Lancio del Ferro di Cavallo (Horseshoe Toss)

- Type: Throwing game
- Character: Competitive
- Area: Outdoor
- Equipment: Horseshoes, stick ("piantone"), square field
- Players: Two or teams of two
- Age: 6+

- Skills Developed:
 - Motor: accuracy
 - Social: communication
 - Cognitive: strategic thinking.
- Basic Rules: Players throw horseshoes toward a stick from 6 meters away. Points are scored for landing inside the area or forking the stick.
- Inclusive Options: Open to all ages and physical abilities; adjustable equipment and distances.

Figure 12. Lancio del Ferro di Cavallo

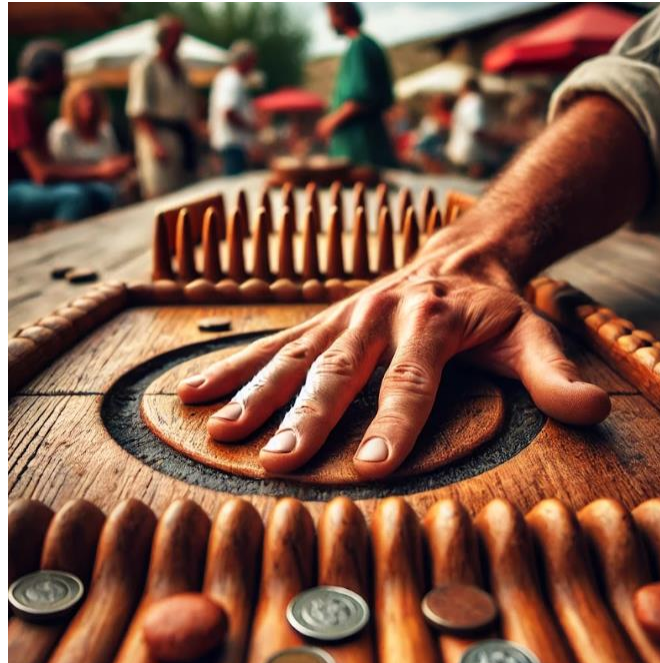


Created by AI.webp

5.3.3. Morra

- Type: Hand game
- Character: Competitive
- Area: Indoor and outdoor
- Equipment: None
- Players: 2-4
- Age: 10+
- Skills Developed:
 - Motor: reflexes
 - Social: nonverbal communication
 - Cognitive: quick decision making.
- Basic Rules: Players simultaneously show a number with their fingers, aiming to guess the sum.
- Inclusive Options: Open to all genders with equal participation.

Figure 13. Morra

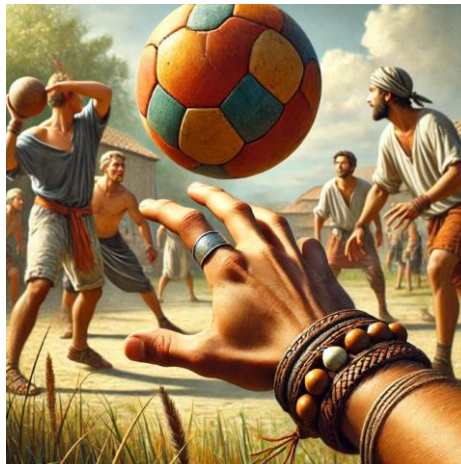


Created by AI.webp

5.3.4. Pallone col Bracciale (Bracelet Ball Game)

- Type: Bat and ball game
- Character: Competitive
- Area: Outdoor and indoor
- Equipment: Leather ball, wooden armband, field
- Players: Two teams of three
- Age: 8+
- Skills Developed:
 - Motor: strength
 - Social: collaboration
 - Cognitive: strategy.
- Basic Rules: Players hit the ball with a wristband into the opponent's court. Points are scored for sending the ball over the edge or if the opponent hits it after more than one bounce.
- Inclusive Options: Rules can be adjusted for unofficial leagues; open to various age groups and cultural backgrounds.

Figure 14. Pallone col Bracciale



Created by AI.webp

5.3.5 Lancio della Forma di Formaggio (Cheese Throwing)

- Type: Throwing game
- Character: Competitive
- Area: Outdoor
- Equipment: Cheese wheels, lanyards
- Players: 2 or teams of 2-4
- Age: 15+
- Skills Developed:
 - Motor: strength
 - Social: tradition enhancement
 - Cognitive: strategy.
- Basic Rules: Players throw a cheese wheel to roll it as far as possible. The winner is the one who rolls it the farthest after a set number of throws.
- Inclusive Options: Open to all genders and ages; enhances local cultural diversity.

Figure 15. Lancio della Forma di Formaggio



Created by AI.webp

5.4. The REMIND SET from Poland

5.4.1. Polish Ringo

- Type: Throwing game
- Character: Competitive
- Area of Play: Indoor and outdoor, with a court size of 18m x 9m, adjustable.
- Equipment: Rubber ring(s), net.
- Players: 2 to 6, aged 9+.
- Skills Developed:
 - Motor: coordination, precision, speed, flexibility
 - Social: cooperation, team-building, competition
 - Cognitive: strategic thinking, decision making.
- Basic Rules: Serve the ringo from behind the end line; aim to score 15 points per set; play lasts 2 or 3 sets; faults include catching with two hands, holding the ringo too long, or making excessive steps.
- Inclusive Options: Lower net, ringo with sound/light signals, adjustable court.

Figure 16. Polish ringo



Source: https://commons.wikimedia.org/wiki/File:K%C3%B3%C5%82ko_ringo.jpg

5.4.2. Zośka (Foot Bag)

- Type: Ball and precision game
- Character: Competitive and non-competitive.
- Area of Play: Indoor and outdoor.
- Equipment: Footbag filled with barley or sand.
- Players: 2 to 6, aged 7+.
- Skills Developed:
 - Motor: coordination, precision, balance, flexibility
 - Social: interaction, communication, competition
 - Cognitive: decision making, attention.

- **Basic Rules:** Players stand in a circle and toss the footbag using any body part except hands; faults include dropping the ball inside the circle or crossing into another player's circle.
- **Inclusive Options:** No circles, smaller distances, non-competitive play.

Figure 17. Zośka



Source: <https://www.istockphoto.com/pl/portfolio/Ezekiel11>

5.4.3. Bierki (Spillikins, Pick up Sticks)

- **Type:** Precision game
- **Character:** Competitive.
- **Area of Play:** Indoor.
- **Equipment:** Set of traditional spillikins.
- **Players:** 2 to 6, recommended 4, aged 8+.
- **Skills Developed:**
 - **Motor:** coordination, precision
 - **Social:** socialization, patience, competition
 - **Cognitive:** concentration, strategic thinking, decision making.
- **Basic Rules:** Players toss and catch spillikins, aiming to collect the highest scoring ones; the winner has the most points.
- **Inclusive Options:** Catching with two hands, larger spillikins, non-competitive play.

Figure 18. Bierki

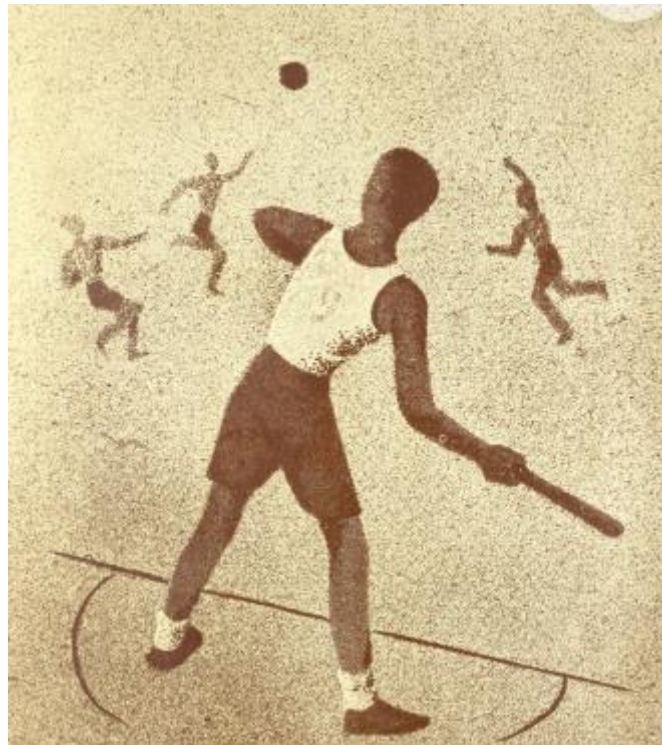


Source: https://commons.wikimedia.org/wiki/File:Bierki_w_Poznaniu_-_sierpie%C5%84_2021.jpg

5.4.4. Palant (Bat-and-Ball Game, Baseball)

- Type: Bat and ball game
- Character: Competitive.
- Area of Play: Outdoor.
- Equipment: Ball, bat.
- Players: Two teams of about 10 players each, aged 7+.
- Skills Developed:
 - Motor: coordination, accuracy, speed, strength
 - Social: team building, interaction, communication, competition
 - Cognitive: decision making, attention, tactics.
- Basic Rules: Played on a rectangular pitch; players hit the ball and run to score points; teams swap after three unsuccessful hits or catches.
- Inclusive Options: Modified rules tailored to players' abilities.

Figure 19. Palant



Source: [https://commons.wikimedia.org/wiki/File:Jasi%C5%84ski,_Jan_\(1901-1939\)_-_Palant_teknika,_tatyka,_przepisy_gra_sportowa_dla_szk%C3%B3%C5%82,_klub%C3%B3w_i_organizacji_-_ok%C5%82adka.png](https://commons.wikimedia.org/wiki/File:Jasi%C5%84ski,_Jan_(1901-1939)_-_Palant_teknika,_tatyka,_przepisy_gra_sportowa_dla_szk%C3%B3%C5%82,_klub%C3%B3w_i_organizacji_-_ok%C5%82adka.png)

5.4.5. *Kapela (Chapel)*

- Type: Throwing and locomotion game
- Character: Non-competitive.
- Area of Play: Indoor and outdoor.
- Equipment: 5 blocks, 10 balls/rings, hat/cap.
- Players: 4 to 10, aged 3+.
- Skills Developed:
 - Motor: coordination, accuracy, speed, precision
 - Social: communication, interaction, competition
 - Cognitive: decision making, tactics.
- Basic Rules: Players aim to knock down a structure and retrieve their ball while avoiding being tagged by the "guardian".
- Inclusive Options: Modified rules tailored to players' abilities.

5.5. The REMIND SET from Spain

5.5.1. *Les Bitlles de 6 (Bowling Six)*

- Type: Throwing game
- Character: Competitive
- Area: Indoor and outdoor
- Equipment: 6 wooden bowls and 3 mashers
- Players: 2–6, aged 8+
- Skills Developed:
 - Motor: accurate throwing, hand-eye coordination, balance
 - Social: teamwork, respect for rules, conflict resolution
 - Cognitive: decision making, planning, problem-solving.
- Objective: Knock down 5 of the 6 pins using 1 to 3 throws.
- Scoring: Points range from 0 to 10, with specific scores for different numbers of pins knocked down.
- Inclusive Options: Changes can be made to the materials (size and weight), the throwing distances, or the scoring system to decrease the difficulty of the game.

Figure 20. Bittles



Photographer Verónica Muñoz Arroyave

5.5.2. *Carrera de Piedras (Stones Race)*

- Type: Race
- Character: Non-competitive
- Area: Indoor and outdoor
- Equipment: 5 pieces of wood per participant

- Players: 3-6, aged 9+
- Skills Developed:
 - Motor: running, agility, coordination
 - Social: turn-taking, collaboration, communication
 - Cognitive: strategic thinking, memory, focus.
- Objective: Collect all pieces in the shortest time possible.
- Inclusive Options: Changes can be made to the type of interaction between players (for example, playing in pairs)

Figure 21. Carrera de Piedras



Photographer Verónica Muñoz Arroyave

5.5.3. 7 ½ (Seven and a Half)

- Type: Throwing and precision game
- Character: Competitive and non-competitive
- Area: Indoor and outdoor
- Equipment: Board and wooden pieces or shoe soles
- Players: 3-6, aged 9+
- Skills Developed:
 - Motor: precision, hand-eye coordination, control of force
 - Social: turn-taking, encouragement, fair play
 - Cognitive: strategic decision making, mathematical skills, concentration.
- Objective: Score as close to 7.5 points without exceeding.

- Inclusive Options: The throwing distance and the scoring system can be changed to simplify the game.

Figure 22. 7 1/2



Photographer Verónica Muñoz Arroyave

5.5.4. Robar Piedras (Stealing Stones)

- Type: Tag and catching game
- Character: Competitive
- Area: Indoor and outdoor
- Equipment: 20 balls, 10 per team
- Players: 8 per team, aged 12+
- Skills Developed:
 - Motor: running speed, agility, endurance
 - Social: teamwork, communication, responsibility
 - Cognitive: strategic thinking, problem-solving, situational awareness.
- Objective: Retrieve all your team's balls from the opponent's field.
- Inclusive Options: Changes can be made to the type of interaction between players (for example, playing in pairs), the materials (balls adapted to the players' needs), and simplifying the scoring system to improve understanding.

Figure 23. Robar piedras



Photographer Verónica Muñoz Arroyave

5.5.5. El Marro (The Marro)

- Type: Tag and catching game
- Character: Competitive
- Area: Indoor and outdoor
- Equipment: No specific equipment, but bibs are recommended
- Players: 8 per team, aged 9+
- Skills Developed:
 - Motor: running speed, agility, endurance
 - Social: teamwork, communication, responsibility
 - Cognitive: strategic thinking, problem-solving, situational awareness.
- Objective: Capture all opponents by leaving the base and saying "marro".
- Inclusive Options: Changes can be made to the type of interaction between players (for example, playing in pairs) and simplifying the scoring system to improve understanding.

Figure 24. Marro



Photographer Verónica Muñoz Arroyave

5.6.The REMIND SET from Turkey

5.6.1. *Kaptan tutma (Handle Captain)*

- Type: Tag and catching game
- Character: Competitive
- Area of Play: Indoor and Outdoor
- Equipment: Handkerchief, Team Jersey
- Players: 13 (10 main, 3 substitutes)
- Age: 6+
- Skills Developed:
 - Motor: muscle control and agility, hand-eye coordination.
 - Social: self-discipline, teamwork, conflict management, team motivation
 - Cognitive: concentration, strategy, stress management.
- Basic Rules: Players must grab a handkerchief and cross their end line within 30 seconds to score a point. If tagged, they are out for the set.
- Inclusive Options: Accessible to all ages, genders. Also possible for people with disabilities (according to the type of disability)

Figure 25. Mendil Kapma



Source: <https://www.bayburtrehberi.com/bayburt-rehberi/bayburt-kulturu/cocuk-oyunlari/mendil-kapmaca>

5.6.2. *Yakan top (Dodgeball)*

- Type: Throwing and locomotion game
- Character: Competitive
- Area of Play: Indoor and Outdoor
- Equipment: Ball, Team Jersey
- Players: 10 (8 main, 2 substitutes)
- Age: 8+

- Skills Developed:
 - Motor: quickness, accuracy and flexibility
 - Social: sportsmanship, conflict management, team motivation
 - Cognitive: strategy, stress management.
- Basic Rules: Players in the middle try to avoid being hit by balls thrown by players at the goals. Catching a ball grants an extra life.
- Inclusive Options: Women and men can participate in the same competitions without distinction, and there is absolute equality of consideration between the two sexes.

Figure 26. Yakan top



Source: <https://ecdad.org.tr/kulturumuz/cocukluk-donemi-oyunlarimiz/yakan-top/>

5.6.3. İp çekme (Rope Pulling)

- Type: Strength and locomotion game
- Character: Competitive
- Area of Play: Indoor and Outdoor
- Equipment: Rope
- Players: 10 (5+5)
- Age: 10+
- Skills Developed:
 - Motor: hand-arm-body coordination, muscle control, accuracy
 - Social: group motivation, conflict management, teamwork
 - Cognitive: focus, planning, concentration.
- Basic Rules: Teams pull against each other to cross a middle line. The team winning two out of three draws wins.

- Inclusive Options: Women and men can play together. If there is a suitable ground for people with disabilities.

5.6.4. Deve Cüce (Camel Dwarf)

- Type: Locomotion game
- Character: Competitive
- Area of Play: Indoor and Outdoor
- Equipment: None
- Players: At least 6
- Age: 4+
- Skills Developed:
 - Motor: muscle control, speed
 - Social: interaction, adaptation
 - Cognitive: focus, cognitive flexibility.
- Basic Rules: Players follow commands to stand or crouch. Incorrect actions lead to elimination.
- Inclusive Options: It is a fun boys and girls game for the younger age group. It can also be experienced as a simple game for disabled people.

Figure 27. Deve Cüce



Source:

https://www.facebook.com/photo/?fbid=1424915630892389&set=a.370161259701170&locale=cx_PH

5.6.5. Dokuztaş (Skittles)

- Type: Ball, bat and ball, and throwing game
- Character: Competitive
- Area of Play: Indoor and Outdoor
- Equipment: Two sticks (30 cm and 70-80 cm)
- Players: 2 Groups
- Age: 8+
- Skills Developed:
 - Motor: Being fast, accurate
 - Social: cooperation, team harmony
 - Cognitive: Measures objects, recognizes geometric shapes.
- Basic Rules: Players hit a small stick into the air and try to catch or hit it with another stick. The game involves strategic hitting and catching.
- Inclusive Options: Although it is generally known as a men's game, it can be played regardless of gender. It is also possible to organize the game for people with disabilities.

Figure 28. Dokuz



Source: <https://ecdad.org.tr/kulturumuz/cocukluk-donemi-oyunlarimiz/yakan-top/>

5.6.6. Sek sek (Hopscotch)

- Type: Throwing, locomotion, and jumping game
- Character: Competitive
- Area of Play: Indoor and Outdoor
- Equipment: Chalk, Stone
- Players: At least 2
- Age: 6+
- Skills Developed:
 - Motor: jumping, balance
 - Social: tracking and motivation
 - Cognitive: geometric perception, mathematics.
- Basic Rules: Players throw a stone onto drawn squares and hop through them without stepping on lines or losing balance.
- Inclusive Options: Generally played by girls. But boys also enjoy playing in the younger age group. It is also possible for the disabled.

Figure 29. Sek sek



Source: <https://ecdad.org.tr/kulturumuz/cocukluk-donemi-oyunlarimiz/yakan-top/>

Summary

The Remote remembrances to foster the future: Traditional Sport and Games potential” **REMIND “Play Traditional Sport and Games Report”** provides a comprehensive overview of the project's efforts to utilize Traditional Sports and Games (TSG) as tools for socio-economic development across Europe. The report begins by highlighting the project's main objectives, which include conducting comparative research to identify untracked TSG and developing guidelines for their codification. This is crucial as the absence of proper transcription can lead to the dispersion and eventual abandonment of these games, resulting in a cultural, historical, and sporting loss for the community.

Work Package 2 (WP2) of the REMIND project focused on identifying and investigating the educational needs of the target group regarding the use of TSG. A survey template was distributed to staff members of sports and socio-cultural associations to explore these needs, particularly the soft skills necessary for utilizing TSG. The results were compiled in Report 2.1, which highlighted the specific soft skills that the target group should acquire.

The report also outlines the development of guidelines for the transcription and codification of traditional sports and games. These guidelines are intended to ensure the accurate representation and accessibility of TSG for future generations. The process includes documenting rules, describing techniques and skills.

The REMIND TSG set, which includes 31 games from six countries, is presented in the chapter 5. These games were selected by experts and are significant for maintaining cultural identity and building community engagement. It notes that throwing and precision games are the most prevalent within the set, and that the majority of games are competitive. However, some games can be played in both competitive and non-competitive formats, showcasing the diversity and adaptability of TSG.

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