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REMIND
PRESERVING CULTURE, EMPOWERING COMMUNITIES

Remote remembrances to foster the future:
Traditional Sports and Games potential

REMIND

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Deliverable 4.1
"TSG Chart"

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1. INTRODUCTION

The REMIND Project—Remote Remembrances to Foster the Future: Traditional Sport and Games Potential—is a European initiative dedicated to safeguarding, promoting, and harnessing the cultural, social, and economic potential of Traditional Sports and Games (TSG). Across Europe, TSG carry centuries-old histories, regional identities, and community values, yet they often remain under-documented and under-regulated. This lack of formal recognition risks the gradual disappearance of these practices, resulting in a loss not only for local communities but for Europe's collective cultural and sporting heritage.

REMIND aims to address this gap by establishing a holistic framework to protect and utilize TSG as a tool for socio-cultural enrichment, physical activity promotion, and regional development. The project engages grassroots sport organizations, socio-cultural associations, and local communities in a collaborative process to enhance the visibility, accessibility, and impact of TSG. By connecting traditional practices with contemporary educational, social, and economic strategies, REMIND ensures that these games are not only preserved but actively contribute to sustainable community growth.

The TSG Chart—developed under Deliverable D4.1—represents a cornerstone of REMIND's approach. It is a set of principles, ethical guidelines, and strategic recommendations designed to guide participating organizations in safeguarding, promoting, and exploiting TSG. Beyond documentation, the Chart encourages the creation of TSG Committees and networks at regional and European levels, enabling local stakeholders to organize inclusive, sustainable, and innovative activities. It serves both as a practical tool for daily operational use and as a strategic document for policy advocacy, providing a framework to integrate TSG into educational programs, tourism initiatives, creative economy projects, and community development efforts.

The participatory and multi-stakeholder nature of REMIND is central to its methodology. Through research, workshops, training sessions, and cross-border collaboration, representatives from grassroots sport and socio-cultural organizations co-create the Chart. Their active engagement ensures that the TSG Chart reflects local realities, cultural diversity, and European standards of good governance, inclusivity, and sustainability.

Ultimately, the REMIND TSG Chart seeks to transform Traditional Sports and Games into a driver of innovation, social cohesion, and economic opportunity. By bridging cultural heritage and modern socio-economic development, it establishes a dynamic and future-oriented network of committed organizations, ready to foster active citizenship, promote healthy lifestyles, and strengthen Europe's intangible cultural legacy.

2. TSG'S PROTECTION AND UTILIZATION REQUIREMENT: CRITICAL JUSTIFICATIONS

Traditional Sports and Games (TSG) are more than recreational activities; they are living expressions of Europe's cultural, historical, and social heritage. Their practices, rules, and traditions have been transmitted across generations, forming a vital link between past and present, community and identity. Yet, despite their cultural significance, TSG face multiple challenges that threaten their continuity and potential impact.

Critical justifications for the protection and utilization of TSG are as follows:

- **Cultural and Historical Preservation**

TSG embody local knowledge, customs, and narratives that have been shaped over centuries. The lack of systematic documentation and regulatory recognition places these practices at risk of disappearance. Protecting TSG ensures that intangible cultural heritage is preserved for future generations, maintaining diversity and strengthening European cultural identity.

- **Promotion of Social Cohesion and Inclusion**

TSG inherently encourage community participation, intergenerational exchange, and collaborative engagement. By promoting inclusive participation, these practices foster social cohesion, strengthen community bonds, and provide platforms for dialogue across different age groups, genders, and cultural backgrounds.

- **Educational and Developmental Value**

TSG offer unique opportunities for informal and formal learning. They develop physical, cognitive, and social skills while promoting ethical values such as respect, fair play, and teamwork. Integrating TSG into educational programs enhances experiential learning, cultural literacy, and active lifestyles.

- **Economic and Regional Development Potential**

Beyond cultural and social benefits, TSG can act as a catalyst for local development. Organized events, festivals, and TSG-based tourism can stimulate regional economies, support creative industries, and provide opportunities for employment and entrepreneurship. Leveraging TSG in socio-economic strategies strengthens local resilience and competitiveness.

- **Health, Wellbeing, and Active Lifestyles**

Participation in TSG promotes physical activity, mental wellbeing, and healthy lifestyle habits across diverse population groups. Their accessibility and adaptability make them valuable

tools in public health initiatives, particularly in communities with limited access to mainstream sports infrastructure.

- **Digital and Strategic Management Needs**

Effective utilization of TSG requires innovative governance, monitoring, and data-driven management. Standardized documentation, digital tools, and participatory strategies ensure that TSG practices are traceable, evaluable, and adaptable, while safeguarding intellectual property and promoting visibility at regional and European levels.

In summary, protecting and utilizing TSG is not only a cultural imperative but also a socio-economic and educational opportunity. The REMIND Project recognizes that the systematic safeguarding, strategic promotion, and innovative exploitation of TSG can transform these traditional practices into dynamic instruments of community empowerment, cross-cultural exchange, and sustainable development. This critical justification forms the foundation of the REMIND TSG Chart, ensuring that all participating organizations align their actions with shared principles, strategic objectives, and European standards of good practice.

3.   POLICY AND LEGAL FRAMEWORKS

The sustainable promotion and utilization of Traditional Sports and Games (TSG) requires a clear understanding of the European, national, and regional policy and legal landscapes that govern cultural heritage, sport, and community development. TSG occupy a unique intersection between intangible cultural heritage, grassroots sport, education, and socio-economic development, making compliance with relevant frameworks essential to their safeguarding, operationalization, and promotion.

3.1.   European Policy Context

The significance of TSGs is no longer limited to the preservation of cultural heritage; they are increasingly occupying a place on European and global policy agendas. At the European level, sport and traditional practices are recognized as powerful drivers of social cohesion, innovation, and regional development. The European Commission's Work Plan for Sport 2021–2024 emphasizes the socio-economic and environmental dimensions of sport, underscoring the need for investment in grassroots and non-mainstream sports. In this context, TSGs are positioned as instruments that strengthen cultural identity and community engagement, foster inclusive and equitable participation across diverse social groups, and support local economic development through sustainable sport and cultural tourism initiatives.

This European perspective is underpinned by broader international conventions. The Council of Europe's Framework Convention on the Value of Cultural Heritage for Society (Faro Convention, 2005) and the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage (2003) provide the necessary normative foundation for protecting TSGs as intangible cultural heritage. These documents promote participatory approaches, community ownership, and documentation, which are vital for the preservation and revitalization of TSGs across Europe.

Furthermore, the inherent characteristics of TSGs align them with global sustainability goals. TSGs establish a direct link with the United Nations Sustainable Development Goals (SDGs), and their typical focus on using local, low-impact materials and requiring minimal energy-intensive facilities means they often align with the objectives of the EU Green Deal and the Circular Economy Action Plan. This low environmental footprint also highlights them as examples of climate action-compatible sports activities, conforming to the principles of the UN Sports for Climate Action Framework (2018) and the IOC Guide on Sport, Environment, and Sustainable Development.

3.2. National and Regional Legal Frameworks

TSG lie at the intersection of cultural heritage, community sport, education, and local development. Across REMIND partner countries, there is no single, unified legal framework that regulates TSG directly. Instead, TSG are embedded within diverse policy domains—intangible cultural heritage protection, grassroots sport legislation, youth and community development, and local governance practices.

Below is an overview of how partner countries currently address TSG-relevant domains within their national and regional legal systems, highlighting similarities, differences, and opportunities for strategic alignment.

France established a legal foundation for the safeguarding of intangible heritage at the national level by ratifying the UNESCO 2003 Convention (via Décret n° 2006-1402) in 2006. TSGs, encompassing examples like various water sports and regional games, are integrated into the National Inventory of Intangible Cultural Heritage (Inventaire national du Patrimoine Culturel Immatériel - PCI) managed by the Ministère de la Culture. These practices are categorized under headings such as "physical practices" and "games". France's strategy in this domain is centered on the documentation and enduring preservation of these culturally and regionally significant traditions through both the national inventory and international UNESCO listings (including its partnership in the Tocatì Programme).

Poland, the safeguarding of intangible cultural heritage, including TSG, is primarily managed by the Narodowy Instytut Dziedzictwa – Niematerialne Dziedzictwo (NID – Intangible Heritage). This institution maintains the national inventory of intangible practices and ensures their recognition and promotion in line with the UNESCO 2003 Convention. Although TSG are not always explicitly distinguished in the legal texts, the framework provides mechanisms for documentation, cultural valorization, and community participation. Regional authorities and cultural institutions also play a role in facilitating local initiatives, enabling TSG to be preserved and integrated into educational and cultural programs.

Italy has established a comprehensive legislative framework for intangible cultural heritage, which directly impacts the recognition and safeguarding of TSG. By ratifying the UNESCO 2003 Convention through Law 167/2007, Italy set a formal national standard for protection and promotion. Complementing this, the Italian Cultural Heritage Code (Legislative Decree 42/2004) provides broad measures for safeguarding both tangible and intangible heritage. Italy also demonstrates strong TSG-specific initiatives, such as Tocatì, recognized by UNESCO as a Best Safeguarding Practice, which coordinates local communities, educational activities, and festival events. The Associazione Giochi Antichi

(AGA) and FIGeST, endorsed by the Italian National Olympic Committee, further reinforce national TSG promotion and preservation, ensuring organized structures and networks for both cultural and sporting dimensions.

Spain does not have a centralized or sector-specific legal framework directly regulating TSG. Although national legislation on cultural heritage (Ley 10/2015) provides general protection for intangible cultural practices, traditional sports are not explicitly codified as a distinct policy category. Instead, the advancement of TSG occurs primarily through decentralized, community-led and organizational initiatives, particularly at the regional and municipal levels. Within this context, the REMIND Project operates as a strategic facilitator, promoting the recognition of TSG as cultural, educational, and social assets rather than solely physical activities. REMIND encourages incorporating TSG into local cultural development strategies, and community-based educational programs. The project also fosters dialogue among municipalities, sport associations, and cultural heritage stakeholders to explore models of inclusive governance, responsible resource management, and the integration of TSG within broader EU frameworks such as the European Agenda for Sport, and the Sustainable Development Goals (SDGs). In the absence of a direct legislative mandate, REMIND contributes to shaping a policy narrative that positions TSG as instruments for social cohesion, intergenerational learning, identity preservation, and regional development in Spain.

Türkiye, the legal and institutional framework for TSGs advances on two fundamental axes: sports law and intangible cultural heritage legislation. The Ministry of Youth and Sports acts as the central authority and main regulator of these activities. Specific institutional bodies have been established to manage TSGs, such as the autonomous Traditional Sports Branches Federation and the Turkish Traditional Equestrian Sports Branches Federation. These federations legally structure the registration and competition processes for branches like Mangala or Equestrian Jereed (Atlı Cirit) through their own main statutes and directives. Furthermore, Turkey's accession to the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (ratified by Law No. 5448) provides a legal basis for protecting TSGs as cultural heritage. In this context, traditional practices are officially registered in the National Inventory of Intangible Cultural Heritage, managed by the Ministry of Culture and Tourism. Significant TSGs like the Kırkpınar Oil Wrestling Festival and Mangala have consequently gained national and UNESCO recognition and protection. Additionally, the Municipalities Law (Law No. 5393) authorizes local governments to establish sports facilities and support amateur sports clubs, granting them a critical role in promoting TSGs at the grassroots level and supporting local organizations.

Belgium, the regulatory environment for TSGs is characterized by a notable absence of specific, comprehensive national legal frameworks. Since competency for sports and culture is largely devolved to the three linguistic Communities (Flemish, French, and German-speaking), the safeguarding of TSGs relies predominantly on regional decrees, cultural heritage policies, and non-governmental initiatives. This decentralized approach means that legal backing for preservation efforts originates at the community level. A prime example of this is the UNESCO-inscribed safeguarding program in Flanders, coordinated by institutions such as Sportimonium. This program, focused on "ludodiversity," demonstrates how regional cultural heritage policies, rather than centralized federal law, drive the documentation, inventory, and protection of traditional games. In the face of limited direct legislation, the promotion and public awareness of TSGs are often achieved through cultural events. The annual National Heritage Day (Journée du Patrimoine/Open Monumentendag) is a crucial mechanism for this. On this day, cultural institutions open their doors to the public at no cost, allowing them to reconnect with and explore the "story of heritage," which frequently includes showcasing traditional physical practices and games.

4.   REMIND ETHICAL AND STRATEGIC PRINCIPLES

The ethical foundation and strategic orientation of the REMIND Project are rooted in a firm belief that TSG constitute a shared cultural asset of Europe — a living heritage that transcends borders, generations, and social divides. The following principles shall guide all REMIND-related activities, governance mechanisms, and the implementation of the TSG Chart:

➢ **Cultural Respect & Heritage Safeguarding**

● TSG are recognized as expressions of collective memory, regional identity, and intangible cultural heritage. REMIND commits to documenting, safeguarding, and promoting them with full respect for their historical contexts and community ownership.

● Any intervention, adaptation or dissemination of TSG must involve the communities of origin, ensuring that local traditions are not appropriated or transformed in ways that disrespect their authenticity.

➢ **Inclusivity, Equal Access & Intergenerational Participation**

● TSG initiatives under REMIND shall be open and accessible to all, regardless of age, gender, socio-economic background, ethnicity or physical ability.

● REMIND encourages intergenerational engagement — facilitating transmission of traditional games from elders to youth — thus promoting social cohesion and cultural continuity.

➢ **Transparency, Good Governance & Participatory Decision-Making**

● The governance structure for TSG (e.g. TSG-Committees) will operate under transparent decision-making processes, with clear roles, responsibilities and accountability mechanisms.

● Stakeholders — including grassroots sport organizations, cultural associations, local authorities, volunteers and community members — shall be meaningfully involved in planning, management, evaluation and revision of TSG-related activities.

➢ **Sustainability (Social, Cultural, Environmental, Economic)**

● REMIND promotes sustainable management of TSG events and activities, ensuring minimal environmental impact, responsible use of resources, and prioritization of local materials and services.

- TSG should contribute to long-term social benefits — such as community bonding, cultural vitality, inclusion — and where applicable, to local economic development (e.g. through cultural tourism, local crafts, community-based initiatives).

➢ **Education, Capacity Building & Knowledge Sharing**

- TSG are valuable educational tools: they teach not only physical skills but also values like respect, fair play, solidarity, tradition, and intercultural understanding. REMIND supports integration of TSG into formal and non-formal education, youth programmes, community workshops and outreach activities.

- Capacity building for grassroots organizations, volunteers and local stakeholders is essential. REMIND commits to providing training, resources, guidelines and support to ensure sustainable transmission and quality management of TSG.

➢ **Cultural Diversity, Inclusion & Identity Recognition**

- Europe's cultural diversity is a strength. REMIND values and promotes a multitude of traditional games from different regions, fostering mutual respect, intercultural dialogue and solidarity across European communities.

- The project rejects homogenization: adaptation or modernization of TSG should preserve regional distinctiveness, rather than erasing it.

➢ **Digital Governance & Data-Driven Management**

- REMIND encourages the use of digital tools (e.g. databases, apps, mapping, archives) to document, monitor, promote and manage TSG. Digital governance shall respect privacy, community consent, and data security.

- Data-driven approaches — including monitoring participation, evaluating social and economic impact, and collecting heritage metadata — will support evidence-based decision making, continual improvement and accountability.

➢ **Voluntarism, Community Ownership & Empowerment**

- TSG initiatives should be grounded in genuine community interest and local volunteerism. REMIND recognizes that sustainable heritage preservation depends on the active engagement and ownership of local communities.

- The project supports empowerment of local actors — giving them agency, resources and voice — rather than imposing top-down directives.

➢ **Gender Equality & Social Inclusion**

- REMIND fosters equal opportunities in access, participation, leadership and decision-making for all genders and social groups. Discrimination of any kind will not be tolerated.

- The project promotes inclusion of marginalized, rural or underrepresented communities — ensuring that TSG benefits are widely distributed and accessible.

  ➢ **Commitment to Cooperation, Networking & European Solidarity**

- Recognizing the cross-border and pan-European dimension of cultural heritage, REMIND commits to building a network of grassroots sport and cultural organisations across Europe.

- Signatory organisations to the TSG Chart commit to cooperation, mutual support, exchange of good practices, joint events, and continuous collaboration aimed at strengthening the role of TSG in European cultural, social and economic life.

5.   THEMATIC AXES OF THE REMIND CHART

The Chart is structured around five thematic axes that guide the protection, promotion, and sustainable utilization of TSG across Europe. These axes provide a strategic framework for organizations, communities, and stakeholders to align actions, principles, and commitments.

5.1.   Safeguarding, Transmission & Educational Integration

This axis forms the foundation for ensuring the **longevity and cultural continuity of TSGs**. TSGs represent living cultural heritage passed through generations; therefore, the primary goal is their **preservation and documentation**. REMIND supports the detailed documentation of TSGs, including their registration, rules, variations, history, and local contexts. This documented heritage will serve as both an academic and practical reference.

At the same time, structured programs for the **intergenerational transmission of TSGs** should be designed: local schools, youth centers, and cultural and sports associations must be involved in this process. Educational materials should include both theoretical (history, culture, values) and practical (game rules, organization) components.

By integrating TSGs into school curricula, sports lessons, or extracurricular activity programs, younger generations can be raised with a sense of **cultural identity and community awareness**. Concurrently, the knowledge and experience of older generations—game rules, traditional practices, local language/dialects—must be systematically compiled and archived. This process increases the **validity and recognition of TSGs**; random or forgotten games are revalued.

Educational integration is a tool not only for cultural heritage but also for the transmission of values such as **social cohesion, respect, and solidarity** from generation to generation. Thus, TSG becomes an active element that contributes to both the preservation of the past and the social sustainability of the future.

5.2.   Inclusion, Participation & Capacity Building

REMIND advocates that TSGs should be accessible not just to specific groups, but to the **entire community**. Environments open to the participation of everyone should be created, regardless of age, gender, physical ability, or socio-economic status. Groups such as youth, women, migrants, disadvantaged, or rural communities should be consciously targeted.

To ensure this participation, **capacity building** is essential: volunteers, association staff, local administrators, and youth leaders must be trained in TSG organization, management, safety, and promotion. REMIND supports this training through workshops, seminars, and local training programs.

Increased participation strengthens the **sustainability of TSGs**: the number of active users, diversity, and breadth of representation all increase. Furthermore, this inclusive approach enhances **social bonds and solidarity**; mechanisms for learning together, playing together, and governance together are established within the community.

Through capacity building and participation, TSG initiatives originate locally and become locally sustainable. This ensures that TSGs become a living heritage for the **wider public community**—not just the culture/arts community or the sports elite. This approach is consistent with REMIND's ethical principles: equal access, community ownership, and social inclusion.

5.3. TSG for Local Development, Tourism & Creative Economy

TSGs are authentic values that reflect the cultural identity of local communities—these values can also be transformed into **economic and social opportunities**. REMIND positions TSGs not just as objects of preservation, but as an 'input' for **local development, culture-tourism, creative economy, and community-based initiatives**.

Especially in rural or disadvantaged areas, TSG events can be converted into economic value through tourist attraction, regional promotion, handicraft/art production, and cultural festivals. Traditional game festivals, tournaments, promotional tours, and culture-tourism packages can be organized in collaboration with local governments, municipalities, and culture and tourism units. This makes it possible for communities to **generate income** and offers **employment/pre-employment opportunities for youth**.

The creative sector—handicrafts, traditional costumes, media, publishing—can be revitalized through TSG-based projects. TSG festivals can be integrated with cultural exchange, local gastronomy, handicrafts, and souvenir products. This approach supports the community in keeping its cultural heritage alive while simultaneously bringing **sustainable value to the local economy**.

In this axis, REMIND proposes policies, guidelines, and strategic planning—such as TSG-centered development plans, community-focused tourism strategies, and creative economy support mechanisms. Thus, TSG becomes a meaningful and lasting instrument from a **cultural, economic, and social** perspective.

5.4. Sustainable, Safe and Accessible TSG Events

When planning **TSG events** — including festivals, tournaments, celebrations, and folk performances — the core criteria must be **sustainability**, **safety**, and **accessibility**. REMIND promotes an event management approach that prioritizes the **protection of local nature, community well-being, and social cohesion**. Environmental impacts such as **waste**

management, **energy efficiency**, **water use**, and **transportation planning** should be minimized, while **local services and natural materials** should be prioritized.

Within this framework, **environmentally friendly practices** are strongly encouraged. Recommended approaches include **avoiding printed materials**, using **digital brochures and electronic communication**, and **limiting single-use promotional items**. The use of **local, reusable, and natural materials**, as well as the **reduction of disposable plastics**, is emphasized as a key sustainability principle. Additionally, **sustainable transportation practices** such as encouraging **public transport**, **cycling**, and **walking** are promoted to reduce the **ecological footprint** of TSG events.

At the same time, **participant safety**, **insurance**, **health services**, and **inclusive accessibility** must be guaranteed — particularly for **older adults**, **children**, and **people with disabilities**. Physical and logistical arrangements for event venues — including **transportation**, **accommodation**, **hygiene facilities**, and **emergency response plans** — should be carefully designed in advance. Events should also remain **socially inclusive and financially accessible**, ideally **free of charge or low-cost**, allowing broad community participation.

Sustainable, safe, and accessible TSG events not only **strengthen community ties** but also **enhance cultural transmission** and **ensure the long-term viability** of TSG as a living heritage. In this regard, REMIND is committed to developing **guidelines**, **ethical codes**, and **event organization standards**. This approach ensures that TSG is not merely a nostalgic memory but a **vibrant, contemporary, and community-driven cultural practice**.

5.5.   Digital Governance, Monitoring & Data-Driven Management

This axis aims to utilize the power of **technology to modernize the governance of TSGs** and provide a scientific foundation for future policy decisions. REMIND proposes the collection of TSG-related data—game definitions, rules, variations, geographical distribution, participation profiles, event records—in a **digital archive and database**. This enables documentation, analysis, and visibility.

Monitoring and evaluation can be conducted using indicators such as participant numbers, age groups, geographical spread, and event frequency; this allows the **social, cultural, and economic impact** of TSG activities to be measured. Digital management also increases **coordination and transparency** among TSG Committees, local associations, and organizers. REMIND is sensitive to issues of data security, personal data protection, community consent, and ethical data management.

Furthermore, the promotion, accessibility, and dissemination of TSGs are supported through **digital tools**—mobile applications, web portals, interactive maps, and training modules. This

both facilitates participation by the local population and makes TSGs **visible at the national and European level**.

Data-driven governance guarantees the continuous improvement of the TSG strategy, policy development, and sustainability.

6.   IMPLEMENTATION AND GOVERNANCE MECHANISM

The successful implementation of the TSG Chart requires a **multi-layered governance architecture** that ensures **coordination, information sharing, monitoring, and continuous improvement**. Therefore, the implementation process is based on a **participatory governance model** built upon the **existing networks** established during the Local TSG Trainings in each partner country. Rather than creating new structures, project consortium emphasized the importance of **institutionalizing** these training groups by transforming them into **National TSG Committees**. This approach ensures that implementation is **grounded in local expertise, community participation, and practical experience**. These committees form the **backbone of the REMIND governance ecosystem**, working alongside regional and national institutions, schools, municipalities, cultural associations, and heritage agencies.

For the implementation to be **sustainable**, it must be built on **three main pillars** supported by **compliance with ethical, legal, and data protection standards**: **organizational structures, performance monitoring, and capacity development**.

A. Implementation Mechanisms

In all partner countries, Local TSG Training sessions have established a foundational stakeholder network composed of cultural practitioners, educators, coaches, local administrators, NGOs, municipalities, and heritage specialists. Based on these trained individuals, **National TSG Committees** are to be formed as **coordination and consultation platforms**. These committees function as **stakeholder-based mechanisms** to ensure **local ownership, continuity, and alignment** of implementation activities—without creating new administrative structures.

National TSG Committees are responsible for **coordinating REMIND implementation at local and national levels**. Their tasks include **guiding adoption processes**, **engaging educational institutions and municipalities**, ensuring **community participation**, **supporting documentation of TSGs**, and **coordinating integration efforts** across education, tourism, and cultural programming. Committees also **identify legal and administrative barriers, monitor field practices**, and **channel relevant insights into national policy environments**.

One of the cornerstones of the program is the **transfer of knowledge to the field**. To this end, the preparation of **Training Packages and Toolkits for Local Trainers** is a **critical priority**. These toolkits should contain practical information such as the **organization, safety, principles of inclusivity, and documentation methods of TSGs**. Training modules should provide **simple, understandable, and action-oriented guides** that **reduce the administrative burden** on local organizers and volunteers.

A **centralized system for information management and sharing** must be established. A **Registration System and Knowledge Hub** based on the **REMIND App** will meet this need. This **digital platform will standardize approaches** by enabling the sharing of newly documented TSG variations, success stories, training materials, and best practices from a single point. This hub will also serve as an **academic and practical reference**. This central database will also enable the public sharing of collected data through **annual reporting templates** and a simple, user-friendly **KPI Dashboard**. **Transparency and regular feedback** are vital to the continued success of the Chart.

B. Key Performance Indicators (KPIs)

Five core sets of **Key Performance Indicators (KPIs)** are proposed to measure the adoption level of the TSG Chart and the societal, environmental, and economic impact it generates. These indicators are designed to both **simplify the reporting process** and remain specific enough to offer **meaningful insights**.

- **Institutional Adoption and Dissemination**

The **number and percentage** of organizations (associations, clubs, municipalities, schools) that have formally **adopted, subscribed to, or utilized the Chart** relative to the total potential constitute the first fundamental metric. Furthermore, tracking the **number of members affiliated with each organization** (to monitor club growth) and the **number of local events organized** will demonstrate the extent of dissemination.

- **Environmental Sustainability**

To measure the environmental responsibility of TSG events, the **percentage of events reported as "single-use plastic-free"** is a critical environmental KPI. Additionally, evidence of the promotion of **low-carbon transportation** (public transport, cycling) and the estimated **amount of CO_2 reduction** resulting from the events will quantify the environmental impact.

- **Social Inclusivity and Diversity**

This axis provides some of the best indicators reflecting the societal value of TSGs. The **proportion of vulnerable groups** (persons with disabilities, migrants, fragile groups) and **gender balance** among event and team participants must be measured. The **TSG Participant Diversity Index** will be calculated by tracking the percentages of female participants, girls, and participants from diverse backgrounds.

- **Local Economic Contribution**

To measure TSG's contribution to local development, the **total monetary value of purchases** made from **local suppliers/artisans** during events and activities should be tracked. This data

offers a clear picture of how the local economy is involved in the process, solidifying the transformation of cultural heritage into economic value.

- **Heritage Safeguarding and Documentation**

To measure the success of the Chart in the cultural preservation axis, the **number of newly documented, archived, and uploaded TSG elements or local variations** to the REMIND knowledge hub/app is the core indicator. This demonstrates the continuity and enrichment of the intangible cultural heritage.

C. Capacity Development Needs and Key Barriers

Effective implementation of the REMIND TSG Chart requires a structured approach to capacity development across financial, institutional, educational, and technological dimensions. **Sustainable financing mechanisms** must be established to ensure **long-term support** for TSG documentation, training initiatives, digital resource development, and community-based events. Access to public funding, cultural heritage grants, municipal budgets, and private sponsorships should be **systematically integrated into local and national action plans**.

Operational capacity must be strengthened through the availability of standardized, yet adaptable training and implementation tools. This includes digital and printable templates, curricula examples, legal compliance forms, tutorial materials, inclusive event models, and sustainability planning instruments. These resources should enable educators, committee members, cultural practitioners, coaches, and organizers to implement TSG initiatives in a **structured, legally compliant, and community-responsive manner**.

Knowledge transfer must be systematized through peer-learning formats, mentorship mechanisms, and interregional collaboration platforms. Local TSG Training graduates, committee members, and community organizations should have opportunities to **exchange methodologies, case examples, and practical tools** across regions and countries. This exchange supports **consistency in standards** while preserving contextual diversity.

The **main structural and operational barriers** include **insufficient public awareness** of TSG as a relevant instrument for education, cultural identity, social inclusion, or local economic development. In several contexts, TSG remains perceived as **informal entertainment** rather than a **strategic asset** contributing to heritage safeguarding, intergenerational transmission, or community well-being. **Limited institutional and financial support**, particularly at municipal and regional levels, constrains long-term planning and program sustainability. **Administrative burdens**, such as reporting requirements, permit procedures, and compliance with **GDPR** and national data protection regulations, place disproportionate strain on voluntary or small community-based organizations. **Fragmentation across**

sectors—education, sports, culture, heritage, and tourism—limits coordination, hinders policy integration, and reduces the potential impact of TSG initiatives.

Legal compliance must be systematically addressed through clear guidance and standardized procedures. Requirements include **data protection obligations** under **GDPR** and respective national legislation, particularly concerning personal data, images, recordings, registration systems, and digital archiving. **Intellectual property rights and protection of traditional knowledge** must be respected, especially when documenting, reproducing, or publicly presenting TSG practices and expressions. **Safety and public event regulations**—especially in outdoor, intergenerational, or cross-border contexts—require standardized protocols and **coordination with public authorities**.

While the operational dimension of REMIND depends on tools, procedures, and compliance mechanisms, the **sustainability of implementation ultimately relies on community-driven engagement, cultural significance, and continuity of practice**. The success of the framework is not solely tied to documentation systems or policy structures, but to the **commitment of individuals and communities** who preserve, transmit, and adapt traditional sports and games as living cultural heritage.

7. MONITORING, EVALUATION & CONTINUOUS IMPROVEMENT

The success of the TSG Chart relies not only on well-intentioned objectives but also on a **robust, systematic, and continuous monitoring, evaluation, and improvement cycle**. This axis ensures that the TSG Chart remains **vibrant and relevant** by adapting to changing needs, challenges, and opportunities over time. Monitoring and evaluation are key to **objectively determining** whether activities are producing the intended results.

A. Monitoring Mechanism and Data Management

An effective monitoring system requires the **standardization of data collection processes**. The **REMIND App and Knowledge Hub** will serve as the core **digital tool** for this process. This platform will be a **central data repository** where all **quantitative data**—such as game definitions, rules, geographical distribution, participant demographics, and event frequency—will be **regularly recorded**.

National TSG Committees, local organizers, sports federations and clubs, and NGOs are responsible for ensuring the **quality and consistency** of the collected data. Data entry should be encouraged using **easy-to-use, low-administrative-burden, and mobile-friendly templates**. A simple **KPI Dashboard** will allow practitioners at the national and local levels to track progress **in real-time**. This dashboard must keep key performance indicators, such as the **number of organizations adopted**, the **diversity index**, and the **number of new games documented**, constantly visible.

It is essential that the data be not only quantitative but also **qualitative**. This means that narrative information, such as **participants' experiences, community feedback, encountered barriers, and success stories**, must also be systematically collected. Qualitative data **contextualizes** the quantitative findings, providing **actionable insights**. The **security** of all this data must be guaranteed at the highest level, ensuring **full compliance with GDPR** and national data protection laws.

B. Evaluation Framework

Evaluation goes beyond monitoring data to seek an understanding of **why the TSG Chart succeeded or failed**. The TSG Chart must be subjected to **comprehensive external evaluations** at regular intervals (e.g., **biannually**). These external assessments should analyze the implementation's **effectiveness, efficiency, relevance, sustainability, and overall impact**.

The evaluation framework will be structured around the **five key KPIs**. For instance, indicators like **local economic contribution** (value of purchases) and **environmental sustainability** (carbon reduction) will help **concretely measure** the TSG Chart's economic and

ecological benefits. Evaluations must specifically focus on the **participation levels of vulnerable groups** and thoroughly examine whether TSG activities enhance **social inclusion**.

Evaluation reports must detail not only the results but also the **lessons learned, unexpected obstacles encountered, and successful practices**. These reports must be **accessible and transparent** for all stakeholders. The reports will also assess the extent to which the Chart complies with its **ethical principles** (**equal access, community ownership**).

C. Continuous Improvement Cycle

Monitoring and evaluation are integral parts of the **continuous improvement cycle** (Plan-Do-Check-Act). All findings obtained must be converted into **actionable recommendations**. These recommendations must be reviewed by the **National TSG Committees** and lead to **policy and strategy changes** to be implemented in the TSG Chart's next application period.

Continuous improvement specifically involves the **updating of training programs and operational tools** for organizers. Training materials must be continuously renewed, based on field feedback, to offer practical solutions for issues like **fundraising, managing administrative complexities, and handling legal restrictions** (copyright, permits).

In areas with **low community awareness**, monitoring results may require a **re-focusing of promotion and communication strategies**. When **lack of funding** is identified as a primary barrier, the Committees must explore ways to find new and **sustainable funding sources** or use existing budgets more efficiently.

8. COMMITMENTS AND ARTICLES

Article 1

Cultural Safeguarding & Documentation

Purpose:

To safeguard TSGs as intangible cultural heritage and establish comprehensive documentation standards that ensure their intergenerational transmission.

Provisions:

The Parties commit to safeguarding Traditional Sports and Games (TSGs) as expressions of intangible cultural heritage by establishing shared standards for their documentation, preservation, and intergenerational transmission.

All dimensions of TSGs shall be recorded in a comprehensive and culturally respectful manner, including their rules, rituals, historical knowledge, and the forms of community ownership that define them. Professional instructional videos demonstrating the correct practice of each game—together with their stories, meanings, and rules—shall be produced to ensure accurate and accessible transmission. Oral histories, audio and video recordings, historical photographs, and other related materials shall be collected and preserved in digital archives that comply with recognized archival standards, guaranteeing long-term accessibility for education, research, and cultural continuity.

Safeguarding measures shall protect not only equipment, spaces, and traditional practices, but also the knowledge systems and community rights associated with each game, preventing misuse or unauthorized exploitation. All actions undertaken under this article shall comply with the principles of the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and with applicable national heritage legislation. The protection of Intellectual Property rights and of traditional knowledge is mandatory.

National TSG Committees shall oversee the implementation of these commitments, including monitoring the annual production and preservation of documents and audiovisual materials. Verified TSG content shall be uploaded to the REMIND App and regularly updated to ensure its continual dissemination and use.

Key Performance Indicator (KPI):

Number of newly documented, archived, and uploaded TSG elements or local variations (KPI Set 5)

Article 2

Equal Access & Intergenerational Inclusion

Purpose:

To ensure fair and equal access to TSG activities regardless of age, ability, or socio-economic status, and to strengthen intergenerational knowledge transmission.

Provisions:

The Parties commit to ensuring equitable and inclusive access to all Traditional Sports and Games (TSG) activities, guaranteeing that participation is never limited by age, physical ability, cultural background, or socio-economic conditions. Intergenerational engagement is recognised as a fundamental element for the preservation, transmission, and revitalisation of TSG heritage.

To this end, the Parties undertake to implement programmes that minimise or eliminate financial obstacles, allowing all community members to participate regardless of economic means. They will actively promote intergenerational transmission through master–apprentice initiatives, family-inclusive events, and other forms of cross-generational interaction designed to share and safeguard traditional knowledge and practices.

The Parties will develop specific mechanisms to ensure the meaningful inclusion of individuals and communities at risk of exclusion, including persons with disabilities, migrants, and other vulnerable populations, thereby fostering social cohesion through TSG activities. Transparent, accessible, and non-discriminatory procedures for application and participation will be adopted to reflect the diversity of the communities involved.

Implementation of this Article will be monitored through the annual reporting of participant demographics, including age distribution and representation of vulnerable groups. The Parties will ensure full compliance with national anti-discrimination legislation and child protection policies throughout all activities. Furthermore, all events must meet established accessibility standards applicable to public spaces and community facilities, guaranteeing that TSG initiatives remain open and usable for everyone.

Through these commitments, the Parties reaffirm their dedication to making TSG a shared, inclusive, and intergenerational cultural practice.

Key Performance Indicator (KPI):

Total proportion of participants from vulnerable groups in events and teams (KPI Set 3)

Article 3

Sustainable Event Management

Purpose:

To make sustainability standards mandatory in organizing TSG activities, minimizing environmental footprints and promoting ecological practices.

Provisions:

The Parties agree to adopt and uphold mandatory sustainability standards in the organisation of all Traditional Sports and Games (TSG) activities, ensuring that events are designed and implemented in ways that minimise environmental impact and promote responsible ecological practices. Sustainability is recognised as an integral component of TSG, reflecting respect for the natural and cultural landscapes in which these traditions have historically developed.

To achieve these aims, the Parties commit to reducing or fully eliminating the use of single-use plastics during events, favouring reusable materials and equipment whenever possible. Participants shall be encouraged to adopt low-carbon transportation methods, including public transport, cycling, and carpooling, in order to reduce emissions associated with event participation. Event planning and implementation shall follow principles of responsible waste management, protection of local ecosystems, and respect for natural environments used for TSG activities.

The Parties shall ensure full alignment with the principles of the EU Green Deal and compliance with all applicable national and local environmental regulations. National TSG Committees will maintain systematic reports documenting the extent to which each event adheres to established environmental sustainability criteria, thereby enabling continuous improvement and accountability.

Through these commitments, the Parties affirm that sustainability is a core value guiding the present and future development of TSG activities.

Key Performance Indicator (KPI):

Percentage of events reported as "single-use plastic-free" (KPI Set 2)

Article 4

Community Economic Benefits & Local Sourcing

Purpose:

To use TSGs as a tool for local economic development and regional resilience, and to strengthen local value chains.

Provisions:

The Parties recognise Traditional Sports and Games (TSG) as a strategic driver for local economic development, regional resilience, and the strengthening of territorial value chains. TSG activities shall therefore be organised in a manner that supports local economies, enhances community livelihoods, and reinforces the cultural and material heritage embedded within each region.

In pursuit of these objectives, events and activities will be planned in close collaboration with local artisans, such as carpenters and craft-based professionals, as well as with locally operating businesses. Preference for local producers and suppliers shall be mandatory across all procurement and supply processes, ensuring that the economic value generated by TSG initiatives remains within the community. Event formats will be developed to foster inclusive economic participation, enabling a broad range of local actors to benefit from the organisation, preparation, and delivery of TSG activities. Sustainable and long-lasting connections between cultural heritage and the local economy shall be actively cultivated to promote community identity, entrepreneurial opportunities, and regional sustainability.

Local procurement and financial contributions associated with TSG events shall be systematically recorded to enable transparent assessment of economic impact. National TSG Committees will evaluate these impacts and monitor the extent to which collaborations with local stakeholders and sustainable procurement procedures are effectively implemented.

Key Performance Indicator (KPI):

Total monetary value of purchases from local suppliers in events and activities (KPI Set 4)

Article 5

Ethical Governance & Transparency

Purpose:

To establish an ethical and transparent framework that supports trust, accountability, and long-term sustainability in the management of TSGs.

Provisions:

The Parties commit to establishing and maintaining an ethical, transparent, and accountable governance framework to ensure the responsible management and long-term sustainability of Traditional Sports and Games (TSG). Trust, integrity, and openness are recognised as essential principles for safeguarding the credibility of TSG initiatives and for strengthening cooperation among all stakeholders.

To this end, clear and comprehensible financial reporting templates will be created for use by National TSG Committees and implementing organisations, and these reports will be published regularly to guarantee public accountability. The Parties will adopt binding codes of ethics and detailed conflict-of-interest guidelines to ensure that all decisions and activities are conducted with impartiality and fairness. Strong protection policies focusing on children and other vulnerable groups will be put in place to guarantee safe participation environments across all TSG activities. Furthermore, an accessible and user-friendly mechanism for submitting complaints and appeals will be established, allowing individuals and organisations to report concerns and seek redress without barriers.

National TSG Committees will oversee the monitoring of financial reports and audit processes to ensure accuracy, consistency, and alignment with established standards. Compliance with ethical codes and protection policies will be subject to regular review, and adherence to transparency requirements will be evaluated continuously to maintain the highest standards of governance.

Through these commitments, the Parties affirm their dedication to promoting an ethical, transparent, and trustworthy environment for the development and stewardship of TSG activities.

Key Performance Indicator (KPI):

Number of organizations that have officially endorsed or signed the Chart (KPI Set 1)

Article 6

Education, Capacity Building & Volunteers

Purpose:

To ensure the longevity of TSG practices by systematically transferring knowledge and skills to local trainers, practitioners, and volunteers.

Provisions:

The Parties recognise that the continuity and vitality of Traditional Sports and Games (TSG) depend on the effective transmission of knowledge and skills to local trainers, practitioners, and volunteers. Strengthening human capacities at the community level is therefore essential to sustaining TSG practices and ensuring their long-term relevance and impact.

To support this objective, training packages and practical toolkits will be developed for local trainers, designed to be simple, clear, and action-oriented so as to facilitate effective implementation. Capacity-building tools will be structured in a way that reduces administrative burdens for local organisers, enabling them to focus primarily on the quality and outreach of TSG activities. Experience sharing will be actively promoted through mentorship schemes, pairing initiatives, and similar collaborative arrangements that allow trainers and practitioners to learn from one another. A strong culture of volunteerism will be encouraged, with an emphasis on community-led ownership and stewardship of TSG practices.

All training materials and toolkits shall be maintained in an up-to-date and easily accessible format to guarantee their continued relevance. National TSG Committees will monitor the delivery of training and capacity-building activities, assess volunteer participation, and evaluate the implementation capacity of trained practitioners. These elements shall be reported annually to ensure consistent oversight. Participation rates of trainees and graduates in TSG activities will also be tracked to measure the effectiveness and impact of the capacity-building efforts.

Through these commitments, the Parties affirm their dedication to nurturing a strong, skilled, and engaged community capable of sustaining TSG traditions for future generations.

Key Performance Indicator (KPI):

Percentage of organizations using or having signed the Chart within the total potential (KPI Set 1)

Article 7

Gender Equality & Social Inclusion

Purpose:

To ensure gender balance in TSG activities, safeguard the participation of women and girls, and implement a zero-tolerance policy against all forms of discrimination.

Provisions:

The Parties commit to promoting full gender equality and social inclusion across all Traditional Sports and Games (TSG) activities. Ensuring the meaningful participation of women and girls, removing structural barriers, and preventing all forms of discrimination are recognised as essential principles for safeguarding the integrity, diversity, and long-term sustainability of TSG practices. A zero-tolerance approach to any discriminatory conduct, whether explicit or implicit, shall guide all aspects of governance and implementation.

To achieve these aims, dedicated programmes and mechanisms will be established to encourage and secure the active involvement of women and girls in both the practice and the organisation of TSG activities. The Parties will support the development of gender-inclusive teams and will promote rules and formats that transcend traditional gender roles, fostering a culture of equity, respect, and shared participation. All official documentation shall adopt gender-neutral language to reflect these commitments and to ensure consistency with inclusive communication principles. Where appropriate, participation targets or quotas may be defined to guarantee balanced representation in events, committees, and decision-making bodies.

National TSG Committees will regularly monitor participant demographics to assess levels of representation and inclusion across genders and social groups. Practices and procedures will be reviewed to ensure full compliance with social inclusion standards, gender equality frameworks, and child protection regulations. Through continuous oversight and the implementation of corrective measures where necessary, the Parties affirm their commitment to fostering equitable, inclusive, and safe environments for all participants.

Through this Article, the Parties underline their dedication to building TSG ecosystems where diversity is valued, equity is actively pursued, and every individual has the opportunity to participate fully and without barriers.

Key Performance Indicator (KPI):

Percentage of women and girls among total participants (KPI Set 3)

Article 8

Digital Tools & REMIND App Integration

Purpose:

To modernize the management of TSGs, centralize knowledge sharing, and enhance accessibility through standardized digital tools and platforms.

Provisions:

The Parties agree to modernise the management, dissemination, and safeguarding of Traditional Sports and Games (TSG) through the adoption of standardized digital tools and integrated platforms. Digital innovation is recognised as a key driver for increasing accessibility, enhancing documentation, and facilitating knowledge exchange among practitioners, trainers, and communities. The REMIND App and its associated digital ecosystem shall serve as the central infrastructure supporting these objectives.

To this end, the establishment and mandatory use of a unified Registration System and Knowledge Hub based on the REMIND App shall be ensured across all participating organisations. This centralized platform will enable the systematic sharing of newly documented variations of TSGs, as well as training materials, guidelines, and other relevant resources, ensuring that all users can access updated and validated information from a single point. All digital archiving processes—including the storage of videos, photographs, and documents—will be conducted in accordance with established standards within this integrated system to guarantee consistency, security, and long-term preservation. Furthermore, digital tools will be strategically employed to engage young people with TSGs and to support virtual promotion and public outreach initiatives.

National TSG Committees will monitor the frequency of platform use, the regularity of data updates, and the accuracy of information stored within the system. They will conduct audits to ensure compliance with digital standards and to verify the integrity of archived materials. Regular system updates and user training sessions shall be provided to guarantee the effective and secure operation of the platform. Continuous compliance with GDPR and national data protection regulations is mandatory and shall guide all data-related procedures.

Through this Article, the Parties underline their commitment to embracing digital transformation as a means to strengthen the visibility, management, and intergenerational transmission of TSG practices in an increasingly connected world.

Key Performance Indicator (KPI):

Number of new documents/materials uploaded to the REMIND Knowledge Hub (KPI Set 5)

Article 9

Monitoring, KPIs & Reporting

Purpose:

To establish a data-driven, systematic approach for measuring the adoption and impact of the TSG Chart and to ensure transparent reporting.

Provisions:

The Parties agree to adopt a systematic, data-driven approach for evaluating the implementation and impact of the TSG Chart. Transparent reporting and consistent monitoring are recognised as essential components for ensuring accountability, guiding policy development, and enabling continuous improvement at local, national, and international levels.

To this end, the success of the TSG Chart shall be assessed through the five designated KPI sets, which will serve as the primary benchmarks for measuring progress, participation, sustainability, and overall effectiveness. All collected data will be shared publicly through a simple and user-friendly KPI Dashboard, complemented by standardized annual reporting templates designed to facilitate clear and comparable communication across all committees. The insights generated from these monitoring processes will be used to identify legal, administrative, or operational barriers and to inform national policy frameworks related to TSG preservation, promotion, and governance. Annual reporting templates shall be prepared, distributed, and used consistently by all committees to maintain coherence and accuracy.

Timely and complete submission of annual reports will be subject to independent reporting audits to ensure objectivity and reliability. National TSG Committees will verify the accuracy of the collected data and assess adherence to the established KPI methodology, ensuring that monitoring practices remain rigorous and aligned with the principles of the TSG Chart. Continuous oversight will support transparent governance and foster evidence-based decision-making across all levels of implementation.

Through this Article, the Parties affirm their commitment to building a robust monitoring system that promotes accountability, informs policy, and strengthens the long-term stewardship of Traditional Sports and Games.

Key Performance Indicator (KPI):

Rate of timely and complete submission of annual reports (Indirect Monitoring Indicator)

Article 10

Commitment to Cooperation & Network Membership

Purpose:

To maximize the impact of the TSG movement and facilitate methodology and resource sharing by committing to continuous collaboration and participation in international networks.

Provisions:

The Parties affirm their dedication to strengthening the global movement of Traditional Sports and Games (TSG) through sustained cooperation, active participation in international networks, and the continuous exchange of knowledge, methodologies, and resources. Collaboration is recognised as a cornerstone for expanding the reach and impact of TSG initiatives and for ensuring coherence between local actions and broader cultural, educational, and policy frameworks.

All participating institutions and committees shall maintain their membership in the REMIND governance ecosystem, ensuring alignment with common standards, shared digital infrastructures, and coordinated development strategies. The Parties will pursue active cooperation with other TSG actors, cultural organisations, sports federations, and UNESCO-related networks at national, regional, and international levels, thereby fostering synergies and reinforcing the visibility and status of TSGs within the global cultural landscape. Interregional collaboration platforms will be regularly used to facilitate the systematic exchange of methodologies, case studies, best practices, and other resources essential to advancing TSG objectives. Collaborative efforts will also aim to inform and support policy integration, contributing to coherent and evidence-based national and regional policy environments.

Annual reports detailing meetings, collaborations, and project partnerships will be prepared by National TSG Committees and monitored to assess the extent and effectiveness of cooperative engagements. These evaluations will support continuous improvement and ensure that the Parties remain fully committed to strengthening the TSG network and enhancing collective impact.

Through this Article, the Parties reaffirm their commitment to a vibrant, interconnected TSG community built on cooperation, shared learning, and mutual support.

Key Performance Indicator (KPI):

Number of national and international organizations collaborated with (KPI Set 1)

9. FOLLOW-UP AND LEGACY

The long-term success of the **REMIND TSG Chart** depends not only on the accomplishments during the operational cycle but also on the **institutional** and **financial sustainability** of the outcomes. This section defines the structural **follow-up mechanisms** and the **enduring legacy** that the TSG Chart is expected to generate. The primary legacy is the **permanent institutionalization** of the **National TSG Committees** established in each partner country, as detailed in the previous articles. These committees must evolve from **temporary project groups** into **formal advisory and implementation bodies** responsible for the continuous national coordination of TSG activities. Their formal recognition as part of the **Ministries of Culture and Sports**, **local governments**, and **national sports federations** will be key to ensuring **institutional continuity**.

Long-term **financial sustainability** requires the establishment of **multi-channel funding mechanisms** systematically integrated into local and national action plans. This includes reducing reliance on EU grants by securing access to **municipal budgets**, **national culture and heritage funds**, **public-private partnerships**, and **corporate sponsorships**. Funding strategies must be designed to directly support TSG **documentation efforts**, **trainer programs**, and **non-profit community events**. By positioning TSGs as **social and economic investment tools**, the framework will strengthen their potential to attract long-term resources.

At the core of the follow-up process lies the **Data-Driven Management and KPI Monitoring System**, as defined under **Article 9**. Institutions should continue to use the **KPI Dashboard** to consistently measure the **social**, **environmental**, and **economic impact** of TSG activities. Annual reporting must be considered not merely as a requirement, but as a **vital tool for continuous improvement** and **strategic adaptation**. The public dissemination of collected data will enhance **project legitimacy** and provide **evidence-based insights** for policymakers. These insights will create compelling arguments for the **integration of TSGs into educational curricula** and **national development plans**.

The lasting legacy of REMIND extends beyond current partner countries to its potential for **scaling and replication** at the European and global levels. The framework will transform TSGs from **folkloric entertainment elements** into **transferable policy tools** for **social cohesion** and **sustainable development**. All methodologies, training packages, and **ethical standards** should be consolidated into a comprehensive **Transfer Toolkit**, enabling new Member States or regions to adopt the Chart easily. This toolkit must ensure **local adaptability** while minimizing **administrative burden** for practitioners.

Digital infrastructure represents one of the most significant components of the project's enduring legacy. A sustainable **management strategy** must be established for the **maintenance**, **content curation**, and **technological updates** of the **REMIND App and**

Knowledge Hub. This central digital archive will continue to function as a **global repository** for documented TSG variations, instructional videos, and **best practices**. The platform should serve as an accessible **reference point** for **researchers**, **cultural practitioners**, and the **general public**. Ultimately, the legacy of the TSG Chart will transcend **policy**, **funding**, and **technology**, and will depend on the continued commitment of the **individuals and communities** who **practice**, **transmit**, and **revitalize** TSGs. The sustained **community-driven ownership** and **ongoing actions** will enable the realization of the long-term vision of the project.

10.   ANNEXES

The effectiveness of the REMIND TSG Chart depends on the operational tools and detailed procedures necessary to ensure consistent, ethical, and measurable implementation in the field. This section provides a list of Annexes containing the concrete tools required for all implementing agencies, National TSG Committees, and local organizers.

Annex 1 - REMIND Training Format
Annex 2 - Traditional Sports and Games (TSG) Documentation Template
Annex 3 - Reporting Methodology of the Key Performance Indicators (KPI)
Annex 4 - Key Performance Indicators (KPI) Reporting Template
Annex 5 - Traditional Sports and Games (TSG) Event Participant Survey
Annex 6 - Traditional Sports and Games (TSG) Event Monitoring and Evaluation Form
Annex 7 - Declaration of the Organizational Commitment and Endorsement for the REMIND TSG Chart

TRAINING FORMAT

D3.1

Call: ERASMUS-SPORT-2023
Topic: ERASMUS-SPORT-2023-SCP
Project Code: 101134177
Proposal acronym: REMIND
Type of Model Grant Agreement: ERASMUS Lump Sum Grant

Contents

Co-funded by
the European Union

About the REMIND project

REMIND is a dynamic, two-year transnational initiative co-funded by the European Union under the Erasmus+ Sport programme (Project number: 101134177). This project emerges from a growing recognition that Traditional Sports and Games (TSG), while deeply rooted in local European cultures, are vanishing due to a lack of formal recognition, institutional support, and modern documentation. Many of these games, rich with historical, social, and educational value, are still practiced in isolated communities but remain largely unregulated, undocumented, and disconnected from broader socio-economic frameworks.

The REMIND project was conceived to address this gap. It aims to reposition TSG as vital tools for education, social cohesion, intergenerational dialogue, and regional development. It is driven by three core goals: to map and research existing and untracked traditional games across the EU, to train and empower local organizations in leveraging these games as catalysts for growth and inclusion, and to foster a European network of practitioners committed to sustaining the value of TSG in modern contexts.

To achieve these objectives, the REMIND consortium—comprising seven expert organizations from France, Italy, Poland, Spain, Türkiye, Belgium, and more—has designed a multifaceted action plan that unfolds over 24 months (January 2024 to December 2025). The project's activities are divided into several complementary tasks, each tailored to address a specific challenge or opportunity.

The project begins with in-depth research to identify and catalogue traditional sports and games that are currently untracked or insufficiently studied at the European level. This task involves collecting oral histories, community insights, and existing practices across diverse regions. Simultaneously, it investigates the needs of grassroots sports and cultural organizations in terms of skills, resources, and regulatory frameworks required to revitalize and promote TSG.

Building on the research findings, the project will develop a structured and accessible digital database of traditional games. This resource will include descriptions, origins, rules, cultural significance, and potential applications of each game—making it a foundational tool for educators, trainers, and community workers.

One of the project's central pillars is capacity building. REMIND will design innovative, multilingual training content that combines physical activity, education, and social development strategies. These materials will be co-created with local organizations and field-tested through pilot sessions. The content will promote a holistic, inclusive approach,

emphasizing values such as cooperation, sustainability, cultural identity, and community health.

Training workshops and pilot projects will be implemented in each partner country. These practical sessions will test the educational content, refine methodologies, and gather real-world feedback from participants. Workshops will also function as community-building spaces, bringing together youth, elders, educators, and local authorities.

A major long-term output of the project will be the establishment of a permanent European network of grassroots sports and cultural organizations. This network will facilitate the ongoing exchange of knowledge, methodologies, and policy recommendations related to TSG. It will also support future collaborations and joint initiatives at the European level.

Throughout its duration, REMIND will engage in active communication efforts to share its findings, celebrate traditional games, and promote policy dialogue. This will include social media campaigns, publications, promotional videos, and participation in relevant European conferences and events. The aim is to raise awareness of TSG not just as nostalgic pastimes, but as dynamic tools for building resilient and inclusive communities.

Toward the end of the project, partners will produce a set of policy recommendations aimed at regional, national, and European stakeholders. These will highlight the need for formal recognition, support structures, and funding opportunities for TSG as part of broader cultural and sport strategies. Sustainability strategies will also be discussed to ensure that the project's impact endures beyond its official timeline.

By combining research, education, community involvement, and international collaboration, REMIND aspires to create a model for how traditional games can enrich modern society. The project stands as a celebration of Europe's intangible cultural heritage—and a call to action to integrate that heritage into contemporary frameworks for physical activity, lifelong learning, and inclusive development.

The REMIND project is a comprehensive effort to use Traditional Sport and Games and games as a catalyst for regional development, with a strong focus on research, training, and dissemination to ensure its success and sustainability.

One of the most practical and impactful components of the REMIND project is the development of a dedicated *training format* aimed at empowering grassroots sports and socio-cultural organizations. This format is designed to translate the project's research findings into actionable knowledge, equipping practitioners with the necessary skills to use Traditional

Sports and Games as inclusive tools for education, community development, and regional empowerment. The training format represents a bridge between tradition and innovation—supporting local actors in revitalizing heritage practices while aligning them with contemporary social and educational needs.

To ensure this tool is both effective and adaptable, the training format has been structured around a set of clearly defined objectives. These *training format objectives* guide the development of content, methodologies, and delivery strategies, ensuring that the training is not only relevant to diverse local contexts, but also aligned with the broader European goals of inclusion, physical activity promotion, and sustainable cultural heritage preservation.

REMIND project's outputs

Skills to exploit TSG Research Report – Download it here

The "Skills to exploit TSG Research Report" contains the results issued from the field research through the submission of the surveys to the target group (volunteering staff of the grassroots sport and socio-cultural associations or organisations) and it represents an in-depth analysis and comparison at European level of the state-of the art about the learning needs and skills to be possessed by participants at European level.

Traditional Sport and Games Inventory Report – Download it here

The Traditional Sport and Games Inventory Report is divided in two different sections. The first section contains the guidelines to be followed to transcribe and codify traditional sport and games. The second section is issued from the national reports containing the transcription of the untracked traditional sports and games. The Report and the transcription of the TSG available on the Project website.

Remind APP – Open it here

The Remind App includes innovative educational materials focusing on the cultural, economic, and social value of traditional games. The App is designed to ensure a user-friendly experience in order to positively contribute to the users' experience.

Traditional Sport & Games Chart

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The Traditional Sport & Games Chart contains a set of principles and rules to exploit TSG as a tool to promote both socio-cultural and economic regional development and physical activity of different target groups. The Chart is signed by all the participants to the training activities as representatives of grassroots sport and socio-cultural associations.

1. **Introduction**

1.1. **Training format objectives**

The training format objectives of the REMIND project focus on encouraging lifelong physical activity through participation in Traditional Sport and Games and Games (TSG). These games are accessible and can be played at various skill levels, which motivates individuals to remain active throughout their lives. By fostering a love for movement and play, TSG contribute to the development of healthy habits that can last a lifetime. The holistic approach to promoting physical activities through TSG considers the physical, mental, and social benefits, enhancing physical fitness, mental well-being, and social connections

Participation in TSG can encourage lifelong physical activity. Many traditional games 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).

How to exploit TSG as a tool to promote the practice of physical activity?
A holistic approach to promoting physical activities through TSG considers the physical, mental, and social benefits. TSG can enhance physical fitness, mental well-being, and social connections. For example, traditional games that involve running, jumping, and throwing can improve physical health while also being enjoyable and socially engaging.
Practical Tips:
- Incorporate TSG into school curriculums to encourage regular physical activity among children.
- Offer community TSG sessions that focus on both physical exercise and social interaction.
- Educate participants about the health benefits of engaging in TSG regularly.

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 programs 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 and 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).

How to develop useful soft skills:

Training modules should include sessions on soft skills such as communication, teamwork, leadership, and problem-solving. These skills are essential for personal and professional development and can be enhanced through interactive activities and role-playing exercises.

Practical Tips:
- Use group activities and games to practice teamwork and leadership skills.
- Provide opportunities for participants to give presentations or lead discussions to improve communication skills.
- Incorporate real-life scenarios and problem-solving exercises to develop critical thinking.

1.2.   Scope of activities

The usefulness of Traditional Sport and Games in promoting inclusion is increasingly recognized in contemporary discourse surrounding physical activity and community engagement. Traditional Sport and Games, 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 Sport and Games 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 neighborhood renewal and social inclusion, particularly for underrepresented groups (Liu,

2008). By integrating Traditional Sport and Games 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 Sport and Games and games facilitates their integration into inclusive frameworks. Sharpe et al. discuss innovations such as adapted versions of Traditional Sport and Games, 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 Sport and Games can be restructured to promote interaction between disabled and non-disabled participants, enhancing social cohesion (Corazza & Dyer, 2017).

In conclusion, Traditional Sport and Games 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 Sport and Games into inclusive frameworks not only enhances participation but also enriches communities and cultural identity.

1.3. Results of research "Traditional Sport and Games and Games Inventory Report"

The REMIND project, titled "Remote Remembrances to Foster the Future: Traditional Sport and Games and Games Potential," is an initiative funded by the European Union under the ERASMUS-SPORT-2023 program. The project aims to utilize Traditional Sport and Games and Games (TSG) as tools for socio-economic development across Europe. A significant part of the project involves the codification and transcription of untracked TSG to preserve their cultural and historical significance.

The Traditional Sport and Games and Games Inventory Report was divided into two distinct sections. The first section outlined the guidelines that were followed for transcribing and codifying Traditional Sport and Games and games. The second section compiled transcriptions derived from national reports, focusing on untracked Traditional Sport and Games and games. Both the report and the transcriptions were made available on the project's website and translated into all partner languages to ensure accessibility.

The REMIND TSG set includes 31 games from six countries, selected by experts and presented by partner organizations. These games are crucial for maintaining cultural identity and fostering community engagement. The majority of these games can be played outdoors, promoting health and well-being, and many allow for intergenerational participation, enabling children, parents, and seniors to play together.

The REMIND project places significant emphasis on developing guidelines for the transcription and codification of Traditional Sport and Games and Games (TSG) to ensure their accurate representation and preservation for future generations. This process is crucial as it addresses the lack of standardized methods for documenting these cultural activities, which can lead to inconsistencies and potential loss of cultural heritage.

The guidelines are designed to assist researchers, practitioners, and cultural organizations in effectively documenting TSG. The process begins with researching and gathering historical context, which involves selecting the Traditional Sport and Games or game to be documented and conducting background research on its historical origins, evolution, and cultural significance. This may include interviews with practitioners and community members, as well as reviews of historical texts and local folklore.

Next, the guidelines recommend documenting the rules of the game by collecting any formalized rules and noting regional or cultural variations. This step ensures that the diversity of the sport or game is captured, providing insight into its various forms and practices.

The guidelines also emphasize the importance of describing the techniques and skills required to play the sport or game. This includes identifying key techniques, such as physical movements and strategies, and creating visual aids like diagrams or videos to enhance understanding and accessibility.

Capturing the cultural significance of TSG is another critical component of the guidelines. This involves exploring the role of the sport or game within the community, its significance in social gatherings or rituals, and the values it embodies. Documenting personal stories and narratives from players and community members further highlights the emotional and cultural connections to the sport or game.

Finally, the guidelines suggest organizing the documentation in a structured format, ensuring clarity and accessibility, and publishing and disseminating the information to relevant stakeholders. This comprehensive approach ensures that TSG are accurately represented and preserved, allowing them to be passed down to future generations and continue to play a vital role in cultural heritage.

1.4. Identification of the Skills to exploit TSG - results of Research Report

The document "Skills to exploit TSG" provided an analysis of social skills in the context of Traditional Sport and Games and Games, focusing on various competencies such as leadership, problem-solving, and cultural skills. The report evaluated these skills across different demographics, including gender and organizational status. The report provided a comprehensive analysis of social skills based on responses to a questionnaire, focusing on the development of the TSG. The report was structured into three phases: initial item scores, item scores by categorical variables, and database composition.

In the first phase, communication skills emerged as the highest-rated competency, with a mean score of 8.69 among 551 participants, indicating a general consensus despite some outliers. The analysis of item scores by country revealed that Spain led in communication with a mean of 8.94, suggesting consistent responses, while Italy showed more variability. For teamwork, Spain again scored the highest, with a mean of 8.76, indicating consistent team behaviour.

The report also examined problem-solving skills, where Spain demonstrated both high competency and consistency with a mean of 8.83. In terms of negotiation skills, Spain and Italy scored similarly, with moderate deviations indicating consistent negotiation abilities.

When analysing the relationship variable, communication skills were consistently high across all groups, with means ranging from 8.60 to 8.85, and minimal variability. Teamwork scores were also high, with volunteers and workers scoring better, indicating consistency in responses. Problem-solving skills showed high scores, with workers leading the group, although there was slightly more variation in deviations.

Gender analysis revealed that females scored the highest in communication, with a mean of 8.94, while the "prefer not to say" group showed more variability. In empathy, the "prefer not to say" group scored the highest, but with a high standard deviation, indicating variability. For teamwork, females again led with a mean of 8.63, while the "prefer not to say" group had a significantly lower mean and higher variability.

The report concluded with an analysis of interactions between variables, highlighting that the relationship variable gathered 72 non-matching cases, while the country-partner interaction matched in 60 cases. This detailed analysis provided valuable insights into the social skills of individuals across different categories and contexts.

1.5.   Promoting the TSG (Traditional Sport and Games and Games) culture

Traditional Sport and 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 and Games (TSG) took place in Tehran in 2009. During this event, experts notably established the following definitional framework: Traditional Sport and Games 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 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 Sport and Games and games promotes global health (UNESCO, 2017).

How to promote culture through TSG:
- Incorporate local traditions: Utilize local games that reflect cultural heritage. For example, include traditional dances or music that accompany the games.
- Cultural workshops: Organize workshops alongside games where participants can learn about the history and significance of the games.
- Community involvement: Engage local artisans and cultural leaders to participate and educate participants about the cultural aspects of the games.

Practical Tips:
- Use social media to share stories, images, and videos about cultural events and traditions.
- Collaborate with local artists and cultural figures to create engaging content.

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- Create interactive experiences such as cultural tours, storytelling sessions, and hands-on workshops.

1.6.   Building bridges between local communities

Traditional Sport and 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 Sport and Games
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).

How to exploit TSG as a tool for social development:

- Team building activities: Design games that require teamwork to foster collaboration and communication skills among participants.

- Inclusive Participation: Ensure games are accessible to all, including those with disabilities, to promote inclusivity and social cohesion.

- Mentorship Programs: Pair younger participants with experienced players to encourage mentorship and social bonding.

Practical Tips:

- Develop community-based sports programs that are accessible to all age groups and abilities.

- Use TSG to teach values such as respect, teamwork, and fair play.

- Create partnerships with local schools and community centres to involve children and youth in TSG activities

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2. Economic impact of Traditional Sport and Games on local economy

Large-scale sports events are increasingly leveraged as strategic tools for city branding, urban development, and economic recovery, particularly in the post-pandemic era. These events, ranging from global spectacles to community-based traditional games, can profoundly impact a city's economy, image, and social fabric. This chapter explores the multifaceted economic influence of such events on local economies, examining both the opportunities and the challenges they present.

2.1. City branding as an economic driver

City branding involves creating a distinctive identity and image to promote a city as an appealing destination for residents, workers, tourists, and investors. This process is integral to the economic strategy of many urban centres and includes defining a city's vision, identifying target audiences, developing brand positioning, creating visual elements like logos and slogans, and launching marketing campaigns. Sports events, in particular, serve as powerful platforms to strengthen a city's brand and, by extension, its economic vitality.

A prominent case study is the 2022 Hangzhou Asian Games, which demonstrated the effectiveness of two core branding strategies with significant economic implications: cost-efficient infrastructure development and the integration of cultural heritage with innovative technology.

Cost-Efficiency and Economic Resilience: Hangzhou prioritized economic sustainability by upgrading existing venues rather than constructing new ones. With only 12 of the 56 competition venues being newly built, the city achieved a 30% saving on its projected budget. This fiscally responsible approach not only empowered local businesses and increased tax revenues but also offered a viable alternative to the overspending often associated with major sporting events like the Olympic Games.

Cultural Heritage, Innovation, and Economic Image: By leveraging its reputation as a hub of ancient culture and modern technology, Hangzhou projected a future-oriented and tech-savvy image. The use of advanced technologies such as 4K and VR cameras in venues and 5G networks for seamless connectivity showcased its innovative capacity. Furthermore, VR installations at historical sites like Lingyin Temple allowed visitors to virtually explore different time periods, enriching the tourist experience and positioning Hangzhou as a leader in digital humanities. This fusion of tradition and technology served to preserve cultural identity while simultaneously attracting tourism and investment.

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Similarly, the Dutch city of Zwolle has successfully branded itself as an "iconic Hanseatic town." This branding initiative, which intensified around its 750th anniversary in 1980, associates the city with the historical Hanseatic League to attract visitors. The term "Hanze" has become deeply embedded in the local identity, appearing in the names of businesses, transport links, and sports clubs. "Hanzesteden Marketing" actively promotes these cities by emphasizing the nostalgic and historical connotations of "Hanze," creating a distinctive and marketable identity that helps communicate Zwolle's international orientation, economic and cultural prominence, and dynamic atmosphere.

2.2.   Direct and indirect economic impacts of sports events

Large-scale sports events can significantly stimulate urban economic growth by driving infrastructure construction and investment. The Hangzhou Asian Games, for instance, had a substantial positive impact on fixed asset investment, GDP, fiscal revenue, and employment, with infrastructure investment alone contributing 414.1 billion Yuan to the GDP.

Research on the economic impact of major sports events in Sheffield, UK, between 1996 and 1998 revealed a collective impact of £10.4 million over just 21 event days. Extrapolating from this, it is estimated that major events have injected nearly £32 million into Sheffield's local economy since 1990. The primary economic boost stems from the influx of visitors who spend money on accommodation, shopping, food, and drink.

Economic impact studies aim to quantify the net economic change in a host community resulting from event-related spending, which encompasses direct, indirect, and induced impacts. The multiplier effect is a key concept in this analysis, estimating how initial spending circulates through the economy to generate further employment and income.

2.3.   Challenges, criticisms, and the viability of smaller-scale events

Despite the potential benefits, the economic impact of major sporting events is a subject of debate. Critics often highlight the use of inappropriate multipliers that can inflate economic impact figures. Moreover, the costs of hosting can sometimes outweigh the benefits. For example, the 1978 FIFA World Cup contributed to a $1 billion increase in Argentina's national debt due to revenue leakage to multinational sponsors.

The Winter Olympic Games also present a mixed economic picture. While they can boost sport tourism revenue, as seen in Salt Lake City's 19% increase in tourists, they also carry the risk of excessive costs and unsustainable development. The 2014 Sochi Winter Olympics, for instance, became a significant financial burden, leading to a decline in domestic support. Post-event

issues such as "sport wasteland," increased poverty, and hotel bankruptcies are manifestations of unsustainable development. A notable example is Lillehammer, where 40% of full-service hotels went bankrupt after the 1994 Winter Olympics.

In contrast, smaller-scale, community-based sporting events may offer a more reliable and sustainable economic benefit. These events often have lower hosting costs, potentially higher local economic multipliers due to less "crowding out" of regular economic activity, and less incentive for stakeholders to publish inflated impact figures.
Furthermore, intangible benefits like civic pride and "psychic income" are critical in justifying public expenditures on sports events but are difficult to quantify through traditional economic analyses. The Contingent Valuation Method (CVM) has been proposed as a way to measure these non-market values.

2.4. TSG as a cornerstone of cultural and economic development

Traditional Sport and Games (TSG) events have long been a cornerstone of cultural heritage, offering communities a unique opportunity to celebrate their history and identity. These events, deeply rooted in local traditions, not only preserve cultural practices but also play a significant role in stimulating local economies through tourism, job creation, and infrastructure development.

The economic impact of TSG is multifaceted. They attract domestic and international tourists who contribute to the local economy through their spending. The influx of visitors often necessitates improvements in local infrastructure, which can have lasting benefits for the community. Case studies such as the Highland Games in Scotland and the Naadam Festival in Mongolia illustrate these economic benefits, attracting thousands of visitors and generating millions in economic activity.

Dragon Boat Sports in China, promoted under the "Belt and Road" initiative, serve as another example of how traditional sports can become a significant driver for regional economic development and leisure sports tourism. By integrating sports with tourism, cities can enhance their cultural quality and economic vitality.

2.5. Strategies for maximizing the economic benefits of traditional sport and games

To fully exploit TSG as a tool for economic development, a strategic approach is necessary. Future event planning should consider the potential economic benefits of these events to ensure they are leveraged for maximum positive outcomes for local communities.
Key Strategies:

Local Business Engagement: Partner with local businesses for event sponsorship, providing them with advertising opportunities while supporting the local economy. Promoting local crafts and products during TSG events can further support small businesses.

Skill Development and Job Creation: From coaches and referees to event organizers and vendors, TSG generate a variety of employment opportunities. Offering workshops in sports management, event organization, and entrepreneurship can enhance local skills. Training local guides and coaches to provide TSG-related services also creates sustainable employment.

Tourism Promotion: Utilize TSG events to attract tourists by showcasing local culture. Organizing annual TSG festivals can create a consistent draw for visitors, generating ongoing revenue for the community.

2.6. Sociocultural factors in sports participation and economic impact: the case of women in Qatar

The economic impact of sports is also intertwined with sociocultural factors that influence participation. In Qatar, promoting women's participation in sports and physical activity is a national strategic goal under the Qatar National Vision 2030. Historically, sociocultural norms have impeded female engagement in sports. However, government initiatives, including hosting international events like the 2006 Asian Games and establishing a National Sports Day, have aimed to foster cultural change.

Despite these efforts, Qatari women remain less active than men. Overcoming these cultural impediments requires a multi-pronged approach involving education, community engagement, culturally sensitive campaigns, and strong institutional support. The creation of sex-segregated venues and the promotion of public spaces for physical activity are seen as crucial steps. As female sports participation increases, so too will the associated economic activities, from the demand for female-specific sportswear and facilities to the potential for new sports-related businesses and tourism catering to women. This highlights that a holistic approach to sports development, one that considers cultural nuances, is essential for maximizing both social and economic benefits.

Practical tips for leveraging sports events for local economic development

Category	Practical Tip	Economic Outcome
Strategic Event Planning	Organize annual events	Attracts a reliable stream of tourists, generating predictable yearly revenue for the community.
	Prioritize cost-efficiency	Reduces the risk of public debt, frees up capital for other local needs, and enhances economic resilience.
	Integrate technology & culture	Creates a unique, modern tourist experience, boosts the city's brand image, and attracts tech-savvy visitors.
Local Business & Community	Engage local businesses	Keeps money circulating within the local economy, supports local entrepreneurs, and strengthens community ties.
	Promote local products	Provides a direct market for local artisans and small businesses, boosting their income and visibility.
Job Creation & Skills	Develop relevant skills	Builds a skilled local workforce capable of managing future events and fosters a culture of enterprise.
	Train local experts	Creates new, sustainable employment opportunities and ensures an authentic visitor experience.
Tourism & Marketing	Build a strong narrative	Establishes a distinct and marketable brand that attracts tourists and communicates a dynamic atmosphere.
	Cater to diverse audiences	Broadens the event's appeal, increases overall participation and attendance, and opens new tourism markets.

3.   Implementation and adaptation of the training format

By inclusive action we mean action that is intended for everyone (vocabulary dictionary).
It is supposed to connect or encompass some whole. In this context, 3 words often appear:

Diversity, which considers various human characteristics, such as:
- innate (though not always): race, gender, age, various degrees of ability and various types of disability, sexual orientation
- acquired during development, often more difficult to notice: language/s, culture, religion, education, social status, professional experience and emotional intelligence, way of thinking or communication.

Equality (justice) - that is, for everyone what they need to be able to participate in life, organization, etc. in the same way.

Inclusion - purposeful action, striving for the best possible organization of society, where diversity is an asset, and inclusion allows us to use the potential that diversity brings.

Inclusivity and Social Perspective
The concept of inclusivity could be more open for instance : focus on racial diversity (e.g., persons of colour). It could also address other aspects such as avoiding technical words, especially when the audience may include older individuals or those with lower academic backgrounds.
Consider including individuals with hearing difficulties—use visual indicators or visual information to enhance accessibility.
The meaning of all this is best expressed by the words: "Diversity is a fact, inclusiveness is a choice" - J. Trudeau. (www.llidero.com)

When conducting training courses that include inclusive activities, the following issues should be kept in mind:

Inclusivity in the language of training:
• In direct addresses to people participating in the training, we do not use verbs indicating gender. We use neutral phrases or, less frequently, masculine and feminine forms, e.g. did you notice, remember, did you get acquainted, etc.
• We avoid stereotypes in the scenes presented, e.g. only men do not have to work in the warehouse, and a person working at the reception does not have to be a woman.
• We use diversity in supervisor-employee relations (different genders in managerial positions).

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• We make sure that the characters presented in the training courses are diverse - not only in terms of gender, but also age, appearance or level of ability.

• We avoid colloquial and offensive expressions, we use inclusive language, e.g. instead of "person with a disability" we write "person with a disability".

• We use female characters regardless of the level of position, e.g. manager, director, etc.

Inclusivity in training graphics:

The tools we use to design training and animations give us quite a wide range of possibilities. For example, we can include characters in the training that are diverse in terms of:

• gender and age,

• appearance, origin, culture,

• character and way of communication,

• life situation (e.g. pregnancy, parenthood, illness, degree of disability).

We also make sure that people in different positions are different from each other, e.g. on the pitch, people of different genders, ages, etc. can train. We also try to show underrepresented groups, e.g. a father taking care of children, people in wheelchairs who referee matches. (Agnieszka Kozak, Communication and marketing).

The training module is a 6-day activity that is based on the outcome of the questionnaire shared to 551 participants form the project countries and aims to the social skills of individuals like: communication, empathy, teamwork, leadership, problem-solving, cultural awareness, volunteer work, gender equality and motivation, adaptability, negotiation, organization skills. The module blends online and offline sessions to create a comprehensive experience that engages both the body and mind while fostering social development.

The idea is to equip participants with a comprehensive set of skills that transcend sports, fostering physical fitness while emphasizing individual social. Participants will not only learn traditional games but also gain valuable life skills that will help them lead active, socially connected lives.

3.1. Day 1: Introduction to Traditional Games based on Communication Skills

Objective: To introduce the importance of traditional sports while focusing on communication skills for effective teamwork and leadership.

Theoretical introduction

The project study showed that the skill of communication in practicing traditional sport games was the highest-rated competency among the 551 participants.

Communication channels in Sports and Recreation refer to the various pathways through which messages and information travel between individuals and groups. These channels facilitate the effective sharing of ideas, strategies, feedback, and instructions, ensuring that all parties involved are aligned towards shared goals. They include verbal, non-verbal, written, and digital forms of communication.

Communication is the process of mutual transfer of feelings and thoughts, which has been the most important instrument in the formation of accumulation of knowledge which can be transferred from past to present by the people who are social beings. It is possible to say that communication skills that people have and can improve through education has become even more important within the context of rapidly developing technology and social changes in today's world.

This shows that TSG can be used as a communication channel between the older and the younger generation.

The key components of communication methods include:

- Active Listening: Engaging fully with the speaker to understand their message.
- Non-Verbal Communication: Using body language, gestures, and facial expressions to convey messages.
- Feedback: Providing constructive responses to enhance communication and performance.
- Clarity and Conciseness: Ensuring messages are clear and to the point.
- Emotional Intelligence: Understanding and managing emotions to communicate effectively.

Learning Outcomes

The participants will understand what communication in sports and games means.

Typology

Non formal education.

Timeframe

90-120 minutes offline session and 60 minutes online session.

Methods

Group work, Energizers, Group exercises, Problem-solving group exercise.

Delivery Content(s)

To explain the main principles of goal orientated communication.

Materials

Seminar room, flipchart, markers, projector for presentation.

Procedure

To understand TSG as an active way to develop communication skills within the participants and apply them in different social areas.

Instructions:

Effective communication prevents misunderstandings and fosters a supportive and dynamic environment. Learning about different communication methods can improve our work as an educator and as a team sport member.

Part 1 - Offline Session 90-120 minutes:

1. Brief overview of the role of communication in TSG - 5 min.
2. Energizer/ teambuilding activity 10-15 min;

    Elevator pitch (30 sec) for all the participants to present themselves:

- Use a ball or something else that the participants can throw to each other
- The person who catch the ball introduces herself

3. Presentation of good and bad communication skills in sport – 25 min
4. Discussion among participants – 10-15 min
5. Energizer/ teambuilding activity - 10-15 min

    Communication activity 1:
- The participants think of a number between 1 - 5 and remember it,
- They start to walk around the room and shake hands,
- They try to find a person with the same number by the number they have shake their hands without speaking.

    Communication activity 2:
- The participants think of their favorite sport and remember it,

- They start to walk around the room stop by different persons,
- They try to guess the favorite sport of the other person by hearing only 3 words related to the sport description without gesture.

6. Questions and Answers session – 5 min
7. Debriefing - 5 mins

   Ask the participants in the session:

- How do you feel?
- What did you learn from this session?
- Does communication plays a significant role in your organization?

8. Evaluation - Evaluate the session activities by actively involve the participants in the session 5-10 min

   Part 2 - Online Session 60 minutes:

1. Brief explanation of the purpose of the workshop - 5 mins
2. Energizer/ teambuilding activity 5-10 mins

   Communication activity:

- The participants write in the chat 5 answers to 5 questions that have been prepared by the presenter,
- The participants do not hit enter till the presenter says so,
- The participants compare the answers and look for similar answers.

3. Presentation of good and bad communication skills in sport – 25 min
   a) The Importance of Body Language in Sport -
      https://www.youtube.com/watch?v=EabeCeVL_jg
      Discussion among participants – 10-15 min

   b. Presentation of one or two TSG - https://www.youtube.com/watch?v=kI9DdRYzhLQ

      Polish Ringo

- Motor skills: coordination, balance, speed, endurance
- Social skills: cooperation, competition, decision-making
- Cognitive skills: strategy building, tactics
- Type of game: Throwing game
- Character of the game: Competitive
- Aim of the game: To score 15 points by throwing the ringo over the net to the opponents side attempting to hit the opponents ground. Each point is gained by the opponents mistake and lost by ones own mistake.

- Number of players: 2 (one player per team), 4 (two player per team) or 6 (three player per team)
- Area of play: An indoor or outdoor filed 18m long an 9m wide, similar to a volleyball court, separated into two equal parts. A single court is 18m long and 8 m wide, The net, or tape, or string, should be 2.43 m high.
- Equipment and material: One or two flexible hollow rubber rings.

How to make TSG more inclusive?

Teaching style

- Provide clear and simple instructions
- Encourage players to use space in the court effectively
- Encourage players to try different ways of throwing

Rules
- Each player must touch the ringo before it is thrown back
- Allow an increased number of steps with the ringo
- Allow players to catch the ringo any way they want
- Introduce 2 ringos at the same time

Equipment
- Increase/decrease the net level
- Use string with flags instead of a net

Environment
- Increase/decrease size of court
- Increase/decrease number of players in each team

Discussion among participants – 10-15 min

4. Energizer/ teambuilding activity - 5-10 min
   - The participants write in the chat 5 words that describe communication in sport
5. Questions and Answers session – 5 min
6. Debriefing - 5 mins
   - Create an interactive scale where participants can rate the value of communication skills in TSG's.
7. Evaluation – 5 min
- Create an online survey related to the module topic

Recommendation

Find a room where the participants have free space to walk and talk with each other.

Useful links and materials

- Skill maker education, https://www.skillmaker.education/effective-communication-channels-in-sports-and-recreation/

- Universal Journal of Educational Research 3(11): 943-948, 2015, Ali Dursun Aydin, Assessment of Communication Skills of Physical Education and Sport Students in Turkish Universities, https://files.eric.ed.gov/fulltext/EJ1081544.pdf

- Game basics (Title: Recall: Games of past – Sports for Today, Tafisa 2015)

  Assignment:

- Ask participants to reflect on their experience with communication in traditional games and how they can improve in their daily lives.

3.2. Day 2: Empathy and Teamwork Through Traditional Games

Objective: To develop empathy and teamwork by engaging in group activities, emphasizing collaboration, understanding others' perspectives, and supporting each other in games.

Theoretical Introduction

The session begins by introducing the idea that traditional games are a miniature model of society, offering a natural space to experience empathy and teamwork through lived interaction. To activate prior knowledge, the group is asked questions such as:

- "How many of you play any game or sport during the week?"
- "How many of you play traditional games during the week?"
- "What do you think empathy and teamwork look like in a game?" Participants reflect on how everyday interactions in play can mirror broader interpersonal and social dynamics.

Learning Outcomes

By the end of the session, participants will:

- Understand empathy and teamwork in the context of traditional games.
- Learn and practice skills of cooperation, communication, emotional expression, and role negotiation.
- Be able to apply game-based experiences to reflect on social behaviors and group functioning.
- Have awareness of how emotions and strategic decisions shape team dynamics.
- Have the idea that traditional games can be used as educational tools for inclusion, emotional development, and conflict resolution.

Typology

- Non-formal education
- Theoretical & practical activities combining experiential learning with guided reflection.

Timeframe

- Offline session: 90–120 minutes (combination of practice and guided discussion)

- Online session: 60 minutes (reflection, debriefing, conceptual integration)

Methods

- Energizers (short group games to activate participants)
- Presentation of concepts (e.g. empathy, teamwork in games)
- Discussion (guided reflection, emotional feedback)

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- Exchange of good practices (sharing experiences in pairs or groups)
- Group work (analyzing roles, strategies, emotions)
- Group presentation (presenting reflections and insights)
- Case study (analysis of a specific game situation)
- Problem-solving group exercise (e.g. bridge-building or escape challenges)
- Role play (recreating game moments to explore different perspectives)

Delivery Content(s)

- To explain the main principles of empathy and teamwork through lived game experiences.
- To provide practical and transferable knowledge on how games foster social and emotional learning.
- Session content includes real examples from traditional games:
  - *"Cutting the Thread", "The Berlin Wall", "The Human Knot", "Sitting Ball", "Stealing Stones", "Dangerous Links",* etc.
- Includes video/photo material (optional) to prompt discussion and recall emotions/actions.

Materials

- Seminar room, large enough for movement and games
- Flipchart, markers
- Projector, laptop or PC
- Mobile devices or QR codes for emotional questionnaires
- Sheets of paper, sticky notes
- Wi-Fi connection
- Mobile phones (to answer questionnaires or take visual documentation)

Procedure

By the end of this module, participants will:
- Understand the emotional and relational value of traditional games.
- Have the ability and tools to analyze team dynamics and individual roles.
- Have awareness of how emotional intelligence and empathy are activated in physical group activities.
- Be able to design or adapt games to foster teamwork and empathy.
- Have the skills and tools to use reflection and observation as assessment methods (e.g. motor questionnaires, emotional self-assessment, observation of interactions)

PART 1 Empathy Exercises (Offline Session 90-120 minutes)

Why focus on empathy?

Empathy is widely recognized as a key competence in social and emotional development, particularly in educational and group-based settings. It enables individuals to understand others' perspectives, respond to their emotions, and foster meaningful human connections — all essential qualities for collaborative learning, inclusive practices, and community well-being.

In our initial study (REMIND: Skills to exploit TSG Research Report, 2024) with 551 participants, empathy received a high mean score of 8.28 (SD = 1.59), confirming that participants generally view it as a valuable and relevant skill. However, the relatively high standard deviation indicates a greater variability in how empathy is experienced, interpreted, or practiced. This finding suggests that, despite consensus on its importance, individuals may differ significantly in their ability to recognize, express, or apply empathy in real-life situations.

The results of this study reinforce the need for educational approaches that not only raise awareness of what empathy is, but also provide concrete, embodied opportunities to practice it in context. Traditional games, as experiential learning tools, offer a powerful way to explore empathy in action. By immersing participants in dynamic social situations — where they must negotiate roles, help others, respond to conflict, and make emotionally-informed decisions — games become a laboratory of lived empathy.

This module invites participants to reflect on and strengthen their empathic skills through a progression of playful, physical, and reflective activities rooted in traditional games. The aim is to turn empathy from an abstract concept into a tangible, shared experience that contributes to personal growth and collective well-being.

People who play are people who relate to each other. When we play, we do nothing more than relate in some unique way according to the rules of the game in which we are participating To enter a game is to enter into society. To practice a game to practice and participate in different types of social interactions, of interpersonal relationships with other actors, other people who adopt the role of player.

Well given the social nature of games in general and of games and traditional sports in particular it seems coherent that can activate fundamental learning related to these social issues such as empathy and teamwork.

In today's training we are going to confirm what the contribution of this type of practice could be when we want to focus attention on these two aspects, as well as other sections related to interpersonal relationships such as gender equality, social inclusion, sustainability, etc. Social coexistence is peaceful coexistence, because they are issues that can be taken into account counts when we want to promote seeing interventions aimed at improvement of socio-emotional well-being.

General objective: To promote the development of empathy and teamwork through the reflective practice of traditional games and sports in educational and training contexts.

1. Theoretical-practical introduction (10 minutes)

The social nature of the game will be explained and how it is constituted as a miniature society in which significant interpersonal relationships emerge. TSGs activate learning such as respect, trust, inclusion or social sustainability, with empathy being a core competence.

At the end of each game, a motor test will be carried out

Key concepts will be presented:

- Empathy: the ability to perceive, understand and share other people's emotional states without losing one's own identity. It involves affective, rational and decisional responses in favors of the well-being of other people.

- Teamwork: conscious collaboration to achieve common goals.

At the end of each exercise, a motor questionnaire will be carried out.

Generated by IA.

PART 1. Empathy Exercises (1 hour)

Specific objective: To experience motor situations that involve taking the perspective of others and acting with sensitivity towards their physical and emotional well-being.

Traditional games due to their wide variety of rule structures and interaction formats, offer rich opportunities to foster empathy and social awareness. In line with Parlebas (2001), we

have initially identified two major categories of traditional games based on the nature of interpersonal interaction.

On one hand, *psychomotor games* are those in which individuals act independently, without direct interaction with others. Each participant performs actions such as running, jumping, or throwing, without helping or hindering anyone else. These games focus on personal challenge and individual performance.

On the other hand, *sociomotor games* involve direct interaction with others—either with teammates, opponents, or both—creating dynamic and unpredictable social situations. These are particularly valuable for developing empathy, as they require participants to consider the actions, emotions, and needs of others in real-time.

To promote empathy through motor practice, it is essential to focus primarily on sociomotor games. Within this category, we can distinguish three subtypes according to the type of motor interaction involved:

1. Cooperative games, where all participants work together to achieve a common goal, regardless of the number of players.

2. Opposition games, where participants act as rivals, competing against each other to achieve individual or team success.

3. Cooperation-opposition games, where players must collaborate with teammates while simultaneously facing opponents. These games demand complex social coordination, as individuals must navigate both supportive and adversarial relationships.

These categories provide a valuable framework for designing motor experiences that develop not only physical competence but also emotional and social intelligence.

1. Guide game (cooperation)

- In pairs. One person is blindfolded and guided by the other, holding him by the shoulders.
- Varied trajectories are made: straight, curved, zigzag, forward, backward, laterally.
- Changes of pace are introduced.
- Roles are exchanged.

Empathy treatment: This situation allows participants to:

- Develop and experience trust in a partner.
- Adapt their motor actions according to the emotional state and reactions of the other person.
- Assume responsibility for another person's physical and emotional well-being.

Evaluation:

- Completion of a short motor questionnaire focusing on sensations, difficulties, and communication strategies.
- Guided group reflection to share insights and emotions, fostering awareness of empathetic responses and interpersonal responsibility.

2. It or Tag games (opposition)

- One player chases the rest. When a player is tagged, roles are swapped: the chaser becomes the chased.

This is an opposition game, where players compete to achieve opposing goals (to catch or to escape). According to Brian Sutton-Smith, empathy can be fostered by recognizing role asymmetries:

- Strong role: the player with the ability to reach the game's objective (e.g., catching others).

- Weak role: the player who struggles to achieve the objective (e.g., cannot escape or never manages to catch anyone).

Empathy Focus and Rule Modifications:

a) Rule Adjustment for Equity:

- The teacher or peers may modify rules to balance motor opportunities.
- *Example*: If the chaser struggles, they may choose how everyone must move (e.g., hopping, walking backwards, moving on one leg), making it easier for them to succeed and levelling the playing field.

b) Protection Zones:

- Safe zones can be established for players who find it hard to escape.
- These areas allow them to pause, recover, and reconsider their movement strategy.

c) Role Rotation:

- All players experience both chasing and escaping roles to foster perspective-taking and understand the emotional experience associated with each.

Evaluation:

- Completion of a motor awareness questionnaire focused on perceived fairness, emotional reactions, and motor challenges.

- Group reflection on role asymmetries, the feelings of both pursuers and escapees, and the spontaneous solidarity or support shown among classmates.

3. Morra game (opposition)

In individual opposition games (1 on 1), such as Morra, empathy can be worked on by creating conditions where all people, regardless of their physical abilities (strength, speed), can participate on equal terms.

Basic description of the Morra game:

- Two people confront each other.
- At the same time, each one pulls out one hand showing between 0 and 5 fingers.
- At the same time, they say out loud the total sum they think there will be between the two hands.
- The winner is the one who guesses the sum.

Keys to fostering empathy:

  a) Balancing Abilities:

- *Morra* places value on cognitive and perceptual skills rather than physical dominance.
- This shift in focus allows participants of varying physical abilities to engage equally.

  b) Partner Rotation:

- Changing opponents each round helps to avoid fixed comparisons and fosters mutual respect.
- It encourages participants to adapt to diverse playing styles and personalities.

  c) Team-Based Variation:

- Transforming *Morra* into a collective game reinforces empathy and shared responsibility.
- Example: each player represents their team; when one loses, a teammate takes over.
- This format values everyone's contribution and allows for emotional and strategic support within the team.

  d) Inclusive Variants:

- For players who may experience difficulty (e.g., with calculation or speed), inclusive adaptations can be introduced:
- Use of visual aids (e.g., finger cards).
- Allowing extra time to respond.
- Cooperative preparation before the duel (e.g., discussing strategies with a peer).

Evaluation:

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- Completion of a motor questionnaire focused on cognitive engagement, emotional responses, and perceived fairness.
- Reflective discussion on how empathy was experienced: shifting from physical to cognitive performance, adapting to different partners, and recognizing diverse strengths within the group.

4 . Hunting ball with shield ball (collaboration-opposition)

Basic description of the game:

- Two players begin as hunters, sharing a ball.
- They cannot run while holding the ball and must pass it between them to try to touch (capture) other players.
- When a player is touched, they join the hunters' team.
- The remaining players, known as *hares*, attempt to evade capture. They do not form a team among themselves.

First Level of Empathy:

- When a hare is captured, they change roles and become part of the hunters' team.
- This shift from opposition to cooperation naturally promotes empathy, as former opponents now become allies.

Enhancing Empathy among Hares:

1. Introducing a 'Shield Ball':

- A second ball is introduced, given to the group of hares.
- The player holding the shield ball cannot be captured.

2. Altruistic Rule:

- The shield ball must be passed on after a short time (e.g., 10 seconds).
- Players cannot keep it indefinitely and gain no personal advantage from holding it.
- The aim is to protect others by sharing the ball at the right moment.

3. Empathy in Action:

- This structure encourages hares to take care of one another.
- Sharing the shield ball becomes a gesture of altruism, fostering mutual support without direct reward.
- It helps players understand that protecting others can be meaningful, even in competitive contexts.

Evaluation:

- Use of a motor questionnaire focusing on emotional awareness, understanding of role changes, and perceptions of fairness.
- Group reflection on how relationships evolved during the game (from opponents to teammates), and how altruistic actions affected team dynamics.
- The teacher may adjust the rules and rhythm to support inclusive and emotionally meaningful participation.

5. Cut the thread (opposition)

Basic description of the game:

- Two players actively participate: one chases (the hunter) and the other flees (the hare).
- If a third person (observer or passive player) crosses between the two, she "cuts the thread".
- When the thread is cut, the pursuer must change his target and start chasing the person he crossed.

How empathy is activated:

- The act of *cutting the thread* is a voluntary action that helps the one who is being persecuted.
- It is not mandatory to intervene, but those who do so assume a risk, because they will become the new hare.
- This decision is a clear example of empathy in action: putting yourself in the other person's shoes and taking on a part of their difficulty.

Educational aspects to highlight:

a) Value of Solidarity:

- Cutting the thread represents an altruistic gesture to protect someone in a vulnerable position.
- The game promotes awareness of group support and shared responsibility.

d) Empathetic Decision-Making:

- Players choose whether or not to intervene, fostering moral reflection and social awareness.
- The voluntary nature of the intervention adds emotional depth to the decision.

e) Role Reversal and Perspective-Taking:

- Players rotate through the roles of chaser, chased, and observer.
- This dynamic encourages mutual understanding and reinforces empathy through lived experience.

Evaluation:

- Completion of a motor questionnaire exploring choices made, perceived risks, and emotional responses.
- Group reflection on the ethics of helping, the meaning of self-sacrifice, and how such gestures impact group cohesion and climate.
- The teacher can guide discussion to highlight how motor actions acquire ethical meaning when linked to voluntary care for others.

6. Sitting ball (collaboration-opposition, paradoxical)

Basic description of the game:

- All players move freely with a ball within the play area.
- If a player throws the ball with a bounce, it is considered a friendly pass: the receiver remains active and continues playing.
- If the ball is thrown through the air and touches another player, it is considered an enemy pass: the touched player must sit down and becomes a "prisoner".
- A seated player can free themselves if they catch the ball—whether by accident or because someone passes it to them intentionally.

How Empathy is Activated:

a) Constant Relational Decisions:

- With every action, players must decide whether to engage in cooperation (friendly pass) or opposition (enemy pass).
- These choices reflect their intention towards others: to support, to challenge, or to exclude.

b) Helping Prisoners:

- Passing the ball to a seated player—without personal gain—is a gesture of empathy, care, and reintegration.
- It challenges players to reflect on the social and emotional impact of their decisions.

c) Freedom with Consequences:

- The game has no fixed teams or permanent roles.
- This fluid structure allows:
- Spontaneous alliances and role changes.
- Moments of betrayal and reparation.
- Shifts between opposition and collaboration without penalty.
- The game environment thus supports emotional exploration and flexible social bonding.

d) Educational Aspects to Highlight:

- *Sitting Ball* invites players to reflect on the type of relationship they wish to build with others.
- Key reflective prompts include: *Who did I help? Why? How did I feel when I was helped?*
- It is an ideal game for addressing themes of empathy, loyalty, contradiction, and role fluidity.

Evaluation:

- Motor questionnaire focused on relational decisions, emotional reactions, and perceived group dynamics.
- Guided reflection on how choices influenced the experience of others and the cohesion of the group.
- Teachers can use the game to stimulate awareness of the interaction and emotional dimension of motor actions.

7. The 4 corners (collaboration-opposition. paradoxical)

Basic description of the game:

- Four players stand at the corners of a marked square or area (e.g., marked with cones).

- A fifth player stands in the center.

- Players in the corners can freely exchange positions, ideally without allowing the center player to occupy an empty corner during the swap.

- If the center player manages to occupy a corner before another player reaches it, that player moves to the center.

How Empathy is Activated:

a) Continuous and Negotiated Interaction:

- Players can form temporary alliances, for example by signaling to change corners together.
- They can also betray each other, pretending to cooperate and leaving the other player exposed.
- These relational choices are spontaneous and open, enabling authentic emotional responses.

b) Ambiguous Relational Situations:

- The game plays on uncertainty and trust: not knowing whether another person will honor an implicit agreement.
- Players experience the emotional impact of being considered or ignored, fostering perspective-taking.

c) Post-Game Emotional Reflection:

- Teachers can facilitate reflective dialogue around questions such as:
- *How did I feel when someone supported me?*
- *How did I react to betrayal?*
- *Was the experience enjoyable, uncomfortable, surprising?*
- *How did I relate to others during the game?*

Educational Aspects to Highlight:

- The game promotes a complex form of empathy—not merely helping others but navigating ambiguous social dynamics.
- Players learn to interpret others' intentions, evaluate emotional cues, and understand the social consequences of their choices.
- It creates a rich environment for discussing trust, disappointment, intention, and relational agency.

Evaluation: motor questionnaire. "The Four Corners" allows us to work on empathy in a context of dynamic, sometimes contradictory, interaction that reproduces real relational situations: cooperation, betrayal, ephemeral alliances. The educational richness of the game is that each decision affects another person and makes us think about how we want to bond. Teachers can take advantage of it to cultivate empathy through emotional reflection and shared experience.

Final Assessment of Empathy Development through Traditional Games

After playing cooperation, opposition, or collaboration-opposition games, the teacher may follow the steps below to assess and reflect on the development of empathy within the group:

1. Closing the session in a circle (facing outwards):

· Create an introspective atmosphere by having all participants form a circle, each one facing outwards.

· This setup ensures privacy, allowing responses to be anonymous and spontaneous, free from peer judgement.

2. Express motor questionnaires (with the body):

Apply simple questions, which are answered with body movements:

Question	Response with the body
To what extent have you acted with empathy?	A lot: arms up / Little: arms down / Intermediate: arms crossed

Question	Response with the body
How much have you felt that other people have been empathetic to you?	Same scale as above
Have you felt that your rivals were enemies?	Yes: arms up / No: arms down / Halfway: arms crossed
How did you feel about others during the game? (joy, rejection...)	Positive: arms up / Negative: arms down / Neutral: arms crossed

3. Specific questionnaires according to the type of game:

- Cooperative game (e.g. guide game):

    - Ask about the degree of empathy expressed and received.

- Opposition game (e.g. Morra, cut the thread):

    - Ask if they have felt respected by their rivals.
    - Identify whether rivals were perceived as adversaries or enemies.

- Collaboration-opposition game (e.g. hunting ball with shield ball):

    - Did you think about protecting others when you had the shield ball?
    - Did you give the ball away generously and without expecting anything in return?

- Game of changing alliances (e.g. four corners):

    - What emotions did you feel when collaborating, being betrayed or changing roles?
    - Did it generate pleasure, confusion, fun?

- Play with passing options (e.g. sitting ball):

    - Have you mostly done opposition passes (to eliminate)?
    - Have you mostly done cooperation passes (to release)?
    - Have you made mixed use of both?

4. Interpreting the Results

- Observe and quickly note down the body responses of the group.
- This offers a relational and emotional snapshot of the group's experience with empathy.
- The information gathered may be used to:
- Inform the design of future sessions, adjusting content based on group needs.

- Encourage deeper reflection, either in a subsequent classroom discussion or during an online session.

PART 2: Team-Oriented Traditional Games and Sports (1 hour)

Main   Objective:
To explore teamwork through traditional games, understood as the ability to collaborate with others to achieve a shared goal.

Key ideas to introduce the session:

1. Every game begins with a collective agreement: Although it may not seem like it, even before playing we are already working as a team by agreeing on rules, norms and ways of playing. This is already a first form of cooperation.

2. Psychomotor games transformed into collectives: Although individual games do not involve direct collaboration, they can be adapted for teamwork if:

   - Balanced groups are formed by level.

   - Individual scores are added together to achieve a collective goal (such as breaking a record or completing a team challenge).

3. Sociomotor games without direct opposition:

   Cooperative games are ideal for developing teamwork, as they require everyone to collaborate to solve a problem or achieve a shared challenge.

   Cooperation-opposition games: They also allow teamwork, since one group must coordinate to face another. Here values such as solidarity, common strategy and communication are reinforced.

   Opposition games (one against one or all against all): They are not the most suitable for this objective, since the logic is to confront, not collaborate.

1. The Berlin Wall (Collaboration)

   Main didactic objective: To promote teamwork through a physical and strategic group challenge that requires coordination, cooperation, and mutual support.

   Game Description:

- A rope is stretched horizontally is placed at a low height, between two fixed points (e.g. trees or poles).

- The group is challenged that all people must pass from one side of the "wall" to the other without touching the rope and without going underneath.

Keys to working on teamwork:

1. A Shared Challenge:

- Success depends on the entire group crossing without fault.
- This generates a strong sense of collective responsibility and commitment.

2. Active Cooperation Required:

- Participants must create and adapt a joint strategy.
- They may need to physically support one another (e.g. lifting, stabilizing), and adapt to different physical abilities within the group.

2. Emerging Roles and Communication Skills:

- The game naturally encourages the appearance of:
- Leaders, helpers, strategists, observers.

- Participants must demonstrate:

- Active listening
- Shared decision-making
- Flexible role distribution

2. Group-Linked Success:

- Individual skill or strength alone is not sufficient.
- Victory is only possible if the group functions as a cohesive team, where each person's contribution supports the whole.

Evaluation:

The Berlin Wall is a powerful tool for experiential learning in teamwork. It provides a lived experience of what it means to rely on others, to contribute to a group effort, and to overcome challenges through collective intelligence and solidarity.

Teachers can guide post-game reflection by exploring:

- How decisions were made.
- What roles emerged.
- How challenges were overcome.
- What participants learned about themselves and others as team members.

2. The knot (Collaboration)

Main didactic objective: To develop teamwork through a collaborative problem-solving task that requires communication, coordination and shared decision-making.

Game Description:

- The whole group stands in a circle.

- Each person reaches out and randomly grabs the hands of two different people in the group (who are not next to them).
- A "human knot" is formed that the group must undo without letting go of their hands, until they form an orderly circle again.

Keys to working on teamwork:
1. Collective Resolution of a Common Problem: The goal cannot be achieved individually; the group needs to collaborate, observe, test, and correct together.
2. Coordination, communication and patience: It is essential that people talk to each other, listen to each other and organize themselves to move in a synchronized way.
3. Variants to increase cooperative complexity:
    - Blindfolded: one or more people do not see and must rely on the guidance of their peers.
    - From the ground: the group forms the knot sitting or lying down, and they must get up without letting go before starting to undo the knot.
4. Dynamism and shared leadership: Spontaneous leadership appears, guidance roles are assigned, and both initiative and active listening are valued.

Evaluation:

The Human Knot is an ideal team-building activity that blends challenge, fun, and collaboration.

It encourages participants to practice cooperation, shared decision-making, mutual support, and to experience the satisfaction of solving a problem collectively.

After the activity, teachers may guide a reflection on:
- What strategies were most effective?
- How was leadership expressed?
- How did the group handle confusion or setbacks?
- What did each person contribute to the final success?

3. The Tibetan Bridge (Collaboration)

Main didactic objective: To promote teamwork by engaging participants in a cooperative challenge that requires communication, coordination and shared decision-making under pressure.

Game Description:
- The participants stand on top of a line delimited on the ground (the "bridge"), without leaving it.

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REMIND

Remote remembrances to foster the future: Traditonal Sport and Games and Games
potential
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- The group should be ordered according to a criterion (e.g., from smallest to tallest) without leaving the line and within a limited time.

Keys to working on teamwork:

1. Collective challenge with limited space: The line represents a narrow and symbolic bridge that cannot be abandoned, which forces the group to cooperate physically and carefully to move and reorganize.

2. Progressively more complex ordering criteria:
   - Height (visual and simple).
   - Alternation by gender: boy-girl-boy...
   - T-shirt color: requires observation and planning.
   - Month and day of birth: can no longer be deduced with the naked eye, requires verbal or non-verbal communication.
   - Without speaking: the difficulty increases, and more intense emotional and gestural coordination is required.

3. Time management and shared pressure: The group must stay united and efficient without losing its cool, which reinforces the ability to organize under tension.

4. Development of collaborative skills:
   - Group planning.
   - Spontaneous assignment of roles.
   - Resolution of logistical conflicts without losing the common goal.

Educational conclusion:

The Tibetan Bridge is a powerful metaphor for team collaboration under constraint. It requires coordination, communication and respect for shared space and shared goals. The narrow space and the time constraint stimulate empathy, adaptability, and leadership, making it an excellent tool for developing group cohesion and cooperative competence.

4. Stealing stones (Collaboration - opposition)

Main didactic objective: To promote teamwork through strategic planning, role cooperation and mutual aid in a collaboration–opposition game..

Game Description:

- The playing space is divided into two symmetrical fields, one for each team.
- At the bottom of each field, several "stones" (balls or objects) are placed.
- The objective is to steal stones from the opponent's field and bring them to one's own without being touched.

Basic rules:

- If a person enters the opposing field and is touched, he must sit down and is "taken prisoner".
- In the area of the stones (baseline) you cannot touch anyone.
- If someone touches a prisoner of their team without being touched, they release them and both can return to their camp.

Keys to working on teamwork:

1. Distribution of cooperative roles:
   - Each person must choose (or the group agrees) whether they will act as an advocate, stone thief, prisoner rescuer, or support on the line.
   - This requires joint planning and understanding of the group's strengths.
2. Mutual aid as an essential tactic: Freeing prisoners and covering those who steal stones implies thinking about the group before individual performance.
3. Strategic organization of space and time:
   - Teams that are better organized, spread the terrain well, and communicate effectively have a better chance of success.
   - Anticipation, tactical cooperation and the need to adapt plans according to the game are worked on.
4. Competence in a collective sense:
   - Although there is a goal of victory, it can only be achieved if the group acts as a real team, which transforms the game into a cooperative learning dynamic.

Evaluation:

Stealing Stones is a dynamic and engaging way to practice teamwork in competitive contexts. It combines offensive and defensive collaboration, promotes the value of rescuing others, and reinforces the idea that collective organization outweighs individual brilliance.

Post-game reflection may include:

- How were roles decided and adjusted?
- What moments of mutual support stood out?
- How did the group deal with setbacks or shifting tactics?

5. Dangerous links (collaboration-opposition)

Main didactic objective: To promote teamwork from mutual protection, shared decision-making and coordination in pairs in a dynamic collaboration–opposition context..

Game Description:

- People are grouped into fixed pairs, forming several teams of two (for example, 10 teams if there are 20 people).
- Each pair wears bibs of two different colors (one red, one blue).
- It is played with a single ball.

Basic rules:

- If a player with a ball (e.g. red) throws and touches an opponent of the same color, the two members of that opposing team go to the prisoner zone.
- Each person must protect their teammate, placing themselves in front if the ball is held by an opponent who could eliminate them.
- The ball can be passed between members of the same pair, allowing for strategic attacks and protective moves.

Keys to Working on Teamwork:

      a) Active Mutual Protection:

- Each player must remain alert to the color of the ball and position themselves strategically to shield their partner.
- This dynamic promotes empathy-in-action, where care and anticipation are constant.

      b) Joint Tactical Decision-Making:

- Pairs must negotiate when to attack, defend, or retreat, requiring clear and supportive communication.
- Strategic decisions have immediate consequences for both players.

      c) Shared Responsibility and Interdependence:

- If one player is hit, both are eliminated, reinforcing a sense of mutual accountability.
- The outcome depends not on individual performance, but on pair cohesion.

      d) Small-Scale Collective Organization:

- Despite being played in pairs, the game takes place in a complex network of simultaneous duels.
- Players must read the overall field, manage multiple threats, and balance cooperation and opposition within a dynamic structure.

Evaluation:

Dangerous Links is an ideal activity for fostering pair-based teamwork, combining tactical empathy, protection, and collaborative decision-making. It teaches that caring for your partner is caring for your team, and that success emerges from shared awareness and solidarity.

Reflection prompts may include:

- *How did you protect your teammate?*
- *When did your decisions help or hinder your pair?*
- *What role did communication play in your strategy?*
- *How did you feel when your partner supported you—or when they didn't?*

FINAL ASSESSMENT OF THE SESSION

Assessing emotions and teamwork after the games

To evaluate the emotional and relational impact of the team-based games, two complementary types of assessment tools are proposed:

1. Emotions questionnaire (individual and anonymous):

- Present a scale with five basic emotions (joy, fear, anger, rejection, sadness).
- Ask how intensely each one has been felt (for example, from 1 to 7).
- Allow us to point out what the predominant emotion has been and why.
- The questionnaire can be paper or digital (with QR).
- It is used to detect whether the experience has generated mostly positive or negative emotions and whether it has favored the socio-emotional well-being of the group.

2. Observation of interactions within the team:

- An observer (teacher or student) can be designated to record key interactions, such as:
  - Number of passes between classmates.
  - Protection or help actions.
  - Coordination in common tasks.
  - This observation allows us to assess the real degree of teamwork during the game.

3. Game modification to increase interactions:
- For example, in dodgeball:
- In the traditional version, there are few interactions between prisoners.

- If prisoners are placed on the sides of the camp, more passes and cooperation are favored, also between "living" and "prisoners."
- This generates a system of collective play, which can be observed and analyzed later.

4. Space for subsequent reflection:
- Finally, a space can be opened for teams to discuss:
  - What strategy did your team follow?
  - Did it work well?
  - How did you feel within your group?
- This reflective dialogue helps develop group awareness, promotes self-regulation, and strengthens team cohesion.

Part 2 - Online Session 60 minutes
Main objective:
To reflect on the lived experiences from previous sessions and to build meaningful learning around empathy and teamwork through traditional games.
Session Structure
1. Introduction (5-10 min)
- The teacher presents the central idea:

 "Traditional games are a small society or a laboratory of human relations where emotions, cooperation, conflict, help and leadership are experienced in a real way."
- Emphasized that in previous sessions, participants experienced empathy and teamwork—not merely discussed them in theory.

2. Guided free discussion on empathy (15-20 min)
Open a safe and informal discussion space for participants to share personal reflections:
- *When did you feel you were acting empathetically?*
- *How did you feel when someone helped or supported you?*
· If available, project photos or short clips from the sessions that capture empathetic gestures or moments of support.

· Discuss the results of motor-emotional questionnaires (e.g. body response scales, dominant emotions) to visualize emotional dynamics in the group.

3. Discussion of teamwork (20-25 min)

- Guide participants through reflection on teamwork experiences using prompts such as:
  - How involved were you in the organization of the team?
  - Were they active people or did they adopt a passive role?
  - What collective strategies did you propose or apply?
  - How did you feel working as a group? Did you feel part of the team?
  - How many interactions did they make (passes, assists, covers)? How was its quality?

4. Individual assessment with data and critical reflection (10-15 min)

- Each person writes a written or verbal self-reflection, responding to:
  - What have I learned about myself and my way of relating?
  - What does it mean to me to work in a team?
  - Have I acted with empathy? When? How do I know?

· Encourage the use of concrete examples rather than abstract statements.

· Use digital or paper templates to support structured responses.

5. Closing and future projection (5 min)

- The teacher discusses how what has been experienced can be the basis for future sessions on:
  - Gender equity
  - Social inclusion
  - Peaceful conflict resolution
  - Group cohesion
  - Interculturality and sustainability

Suggested materials:

- Short images or videos of previous sessions.
- Motor-emotional questionnaires collected.
- Whiteboard or flip charts to collect key ideas during the discussion.
- Individual reflection sheet (template).

IX. Recommendations

Where?

- Schools, institutes, youth centers, non-formal education spaces, training for sports monitors, social educators or group facilitators.

For whom?

- Youth ages 10-18
- Mixed groups in terms of skills, gender, culture, and gaming experience
- Teaching teams or professionals in the socio-educational field who wish to introduce experiential methodologies

How?

- Integrating the activities into regular sessions of physical education, tutoring, group dynamics or cohesion activities.
- Alternating moments of practice with moments of guided reflection (face-to-face or online).
- Adapting the difficulty of the games to the level of maturity and cohesion of the group.
  What is necessary?
- A safe and spacious space to move freely
- The group's open attitude to reflection
- Facilitator with the ability to observe and provide emotional support
- Simple assessment tools (motor questionnaires, emotion scale, participatory observation)

X. Useful links and materials
Additional material:

- Templates of:
  Emotional questionnaires (paper and digital with QR)

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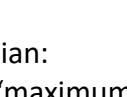
GES-II: Games and Emotion Scale

Full name: _____
Date: _____

Instructions: Read carefully the emotions listed below. After reading each emotion, circle THE NUMBER that best describes WHAT YOU FEEL AT THIS MOMENT. The numbers are arranged according to the intensity felt: from 1, meaning "minimal intensity," to 7, meaning "maximum intensity." Indicate emotional intensity:

Explain the reason for the most intense emotion in the role of Guardian:
Rate from 1 to 5, where 1 means "minimal intensity" and 5 means "maximum intensity," the emotional intensity associated with opposition to the Hunter when she was a woman.

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Rate from 1 to 5, where 1 means "minimal intensity" and 5 means "maximum intensity," the emotional intensity associated with opposition to the Hunter when he was a man.

Rate from 1 to 5, where 1 means "minimal intensity" and 5 means "maximum intensity," the emotional intensity associated with cooperation with the Bear when she was a woman.

Rate from 1 to 5, where 1 means "minimal intensity" and 5 means "maximum intensity," the emotional intensity associated with cooperation with the Bear when he was a man.

3.3.   Day 3: Leadership and Problem-Solving Skills

Workshop 1: OFFLINE SESSION – Leadership & Problem-Solving through Traditional Sports and
Team   Dynamics
Duration: 90–120 minutes

I. THEORETICAL INTRODUCTION
Introduction to Leadership and Problem-Solving through Traditional Sports
Leadership and problem-solving are not abstract concepts—they are dynamic skills actively
practiced and refined through real-life situations, especially within traditional sports. Much
like traditional games that have long served as a way to teach discipline, cooperation, and
strategic thinking across generations, these leadership traits can be cultivated and
strengthened in team-oriented, goal-driven environments.
Leadership in traditional sports mirrors real-world leadership: one must set direction, make
decisions, and empower others while managing pressure, failure, and change. This type of
setting provides fertile ground for understanding leadership behaviours in practice.

Why Problem-Solving Matters in Leadership:
Problem-solving is one of the most valued leadership skills in the modern world. It helps
leaders respond proactively to challenges, build trust with their team, and foster an
environment where solutions are generated through collaboration and creativity. Effective
problem-solvers also model adaptability and innovation—qualities essential for sustainable
leadership.

Key Components of Leadership and Problem-Solving:
• Strategic Thinking: Ability to view challenges from a long-term perspective, identifying root
  causes rather than symptoms.
• Decision-Making: The readiness to make informed, ethical, and timely decisions, even
  under pressure.
• Team Motivation: Inspiring confidence, unity, and commitment to collective goals.
• Communication: Articulating ideas and expectations clearly and openly, facilitating
  feedback and shared understanding.
• Resilience and Adaptability: Navigating change and setbacks with confidence, remaining
  solution-oriented.
• Innovation: Turning obstacles into opportunities for creativity and growth.

Core Problem-Solving Process (based on critical thinking frameworks):
1. Define the Problem
2. Analyse Root Causes

3. Generate Possible Solutions
4. Evaluate Options
5. Select the Best Course of Action
6. Implement the Solution
7. Assess Results and Reflect

Key Traits of Effective Problem Solvers:
- Critical Thinking: Logical analysis and objective judgment
- Creativity: Generating novel ideas and approaches
- Emotional Intelligence: Managing emotions, empathizing with others, and fostering collaboration
- Analytical Skills: Breaking down complex issues into simpler components
- Team Collaboration: Encouraging diverse input and cooperative action

Traditional sports, with their emphasis on cooperation, decision-making, and adaptability, naturally cultivate these abilities. A well-organized team game requires real-time judgment, conflict resolution, and resilience—skills transferable to personal, academic, and professional life.

Welcome Message:
Welcome to our Leadership and Problem-Solving workshop. In this session, we use traditional sports and team activities as a mirror of real-life challenges where leadership and decision-making skills are tested and strengthened. This is your chance to grow into a confident, aware, and capable leader.

Icebreaker – "Speed Strategy" (10 mins)
Setup: In small groups, participants are given a silly challenge (e.g., build the tallest tower using only paper and tape in 2 minutes). No leader is assigned. Afterward, discuss: Who took the lead? Was the group organized or chaotic?
Debrief: What does this reveal about natural leadership and real-time decision-making?

Discussion:
- What makes a good leader in a high-pressure situation?
- Can you remember a time when someone led you through a challenge?
- What role does strategy play in games and in life?

Theory Inputs:
- Leadership is influence, not authority. (John C. Maxwell)
- Problem-solving involves understanding the challenge, finding alternatives, and making decisions under pressure.

- Daniel Goleman's Emotional Intelligence in Leadership: self-awareness, self-regulation, motivation, empathy, and social skills
- Simon Sinek's "Start With Why" model: Great leaders inspire action by communicating their purpose first.

John C. Maxwell's 5 Levels of Leadership:

1. Position – People follow because they have to
2. Permission – People follow because they want to
3. Production – People follow because of what you've done
4. People Development – People follow because of what you've done for them
5. Pinnacle – People follow because of who you are and what you represent

Essential Leadership Qualities *(as gathered from Maxwell and Sinek)*:

- Integrity
- Vision
- Courage
- Communication
- Servanthood
- Self-discipline
- Passion for growth

Importance of Problem-Solving in Leadership: Effective problem-solving is a crucial leadership skill, enabling leaders to navigate challenges, foster teamwork, and build trust. Leaders who can identify, analyse, and develop solutions are more likely to achieve goals and lead their teams to success.

Key Aspects:

- Strategic Thinking: Identifying root causes to implement effective solutions
- Decision-Making: Making sound decisions under pressure
- Team Motivation: Inspiring confidence and motivation within the team
- Communication: Clearly conveying problems and solutions
- Adaptability and Resilience: Navigating unexpected challenges
- Innovation: Driving growth through creative solutions

Inspiring Example – Michael Jordan:

Michael Jordan, widely regarded as the greatest basketball player of all time, exemplified excellence through relentless determination and leadership under pressure. After being cut from his high school basketball team, Jordan used that setback as fuel to train harder.

Throughout his career with the Chicago Bulls, he led his team to six NBA championships and was known for delivering in high-stakes situations. His quote, "I've failed over and over and over again in my life. And that is why I succeed," reflects the grit and growth mindset that made him a role model for leadership and problem-solving.

Case Highlight – Serena Williams:

By 2011, Serena Williams had already won multiple Grand Slams. But then came a series of health crises: a foot injury, surgery, and a near-fatal blood clot in her lungs. Doctors weren't sure if she'd ever play again.

Most athletes would retire. Serena fought back.

She returned to tennis not just to play, but to dominate—winning Grand Slam titles in her 30s, after motherhood, and against a new generation of rising stars. At Wimbledon, she once won a match while visibly in pain, serving aces and refusing to quit.

Leadership Lesson: True greatness isn't just about talent—it's about resilience, and the refusal to stay down when life knocks you hard.

II. LEARNING OUTCOMES
Participants will:
- Understand leadership types and behaviours.
- Learn the core leadership traits outlined by John Maxwell and Simon Sinek.
- Develop teamwork and decision-making skills under pressure.
- Enhance emotional intelligence in leadership situations.
- Practice strategic thinking in hands-on problem-solving activities.
- Improve problem-solving skills through structured steps and reflection.

III. TYPOLOGY
- Non-formal education
- Experiential and reflective learning

IV. TIMEFRAME
- 90–120 minutes

V. METHODS
- Icebreakers
- Group challenges
- Case study storytelling
- Problem-solving games
- Team discussions

VI. DELIVERY CONTENT(S)
- Leadership principles (Transformational, Democratic, Servant Leadership)

- Maxwell's 5 Levels of Leadership
- Sinek's Golden Circle ("Why → How → What")
- Emotional intelligence development
- Real-life breakthrough leadership examples from sports
- Structured problem-solving methods and traits

VII. MATERIALS

- Flipcharts, markers, sticky notes
- Printed case studies
- Simple sports or puzzle materials
- Multimedia projector
- Sheets of paper, pens

VIII. PROCEDURE

Leadership and problem-solving skills are essential to achieving the REMIND project's objective of promoting lifelong engagement in Traditional Sport and Games (TSG). Effective leaders can identify barriers such as lack of awareness, generational gaps, or limited access, and apply problem-solving strategies to develop inclusive and sustainable solutions. These skills also help adapt TSG to modern contexts without losing cultural authenticity, making them more appealing across age groups. Ultimately, strong leadership fosters environments that support physical, mental, and social well-being—core pillars of REMIND's holistic approach.

OFFLINE SESSION – 90–120 MINUTES

1. Brief Introduction to Leadership & Problem-Solving in Traditional Sports –15 min
   Overview of how traditional sports provide experiential learning environments that reflect leadership dynamics and problem-solving in action.

2. Energizer / Teambuilding Activity – 10–15 min
   Activity: Leadership Ball Toss
   Participants stand in a circle. A ball is passed around. Whoever catches it introduces themselves in 30 seconds with a mini "leadership pitch" (name, one strength, one challenge they've overcome).

3. Presentation – Leadership & Problem-Solving Concepts in Action – 25 min
   Facilitator presents:

- Maxwell's 5 Levels of Leadership
- Sinek's Golden Circle: Why → How → What
- Problem-solving steps & key traits
- Sports leadership stories (Serena Williams, Giannis Antetokounmpo)

4. Group Discussion – Real Life Leadership & Problem-Solving Experiences – 10–15 min
In groups, participants reflect:

- "When was the last time you solved a team problem effectively?"

- "What makes someone a leader in times of uncertainty?"

5. Leadership Role Play Challenge – 20 min

Scenario: In teams, organize a traditional game using limited materials. One person steps up to lead. Observe how they delegate, motivate, solve problems.

6. Q&A Session – 5 min

Open floor for participant questions related to leadership traits and problem-solving steps.

7. Debrief & Reflections – 5–10 min

Facilitator asks:

- "What did you learn about your leadership style?"
- "How did you handle challenges and uncertainty?"
- "What skill do you want to improve after today?"

9. Evaluation – 5–10 min

Quick group evaluation using sticky notes:

- Green: Something valuable learned
- Yellow: A moment that challenged you
- Red: Something you'd like to do differently

Part 2 - ONLINE SESSION – 60 MINUTES

1. Brief Explanation of Workshop Purpose – 5 min
   Goals: Build leadership and problem-solving capacity through virtual collaboration inspired by sports dynamics.

2. Energizer / Team Builder – 5–10 min
   Activity: Leadership in the Chat
   Facilitator asks 5 quick reflective questions:

- "What makes a good leader?"
- "Your favourite problem-solving moment?"
- "A sport you admire?" etc.
   Participants type responses but don't hit enter until prompted. Creates a burst of shared ideas and insights.

3. Presentation: Key Concepts and Sport-Based Leadership Stories – 25 min

Facilitator covers:

- Emotional intelligence in online leadership (Goleman)
- Sinek's Why approach to virtual team-building
- Maxwell's leadership laws

4. Virtual Problem-Solving Scenario Exercise – 10–15 min

Breakout Room Challenge: *Scenario*: You are organizing an online inter-cultural youth sport event. Problems: tech issues, language gaps, low engagement.

Roles: Leader, Tech Facilitator, Communicator, Evaluator.

Groups plan and present their problem-solving strategy.

5.   Energizer – Reflective Chat Activity – 5 min

Participants type 5 words that describe great leadership or problem-solving in sport. Read aloud a few patterns.

6.   Q&A and Sharing – 5 min

Open space for personal stories or participant insights.

7.   Debrief and Evaluation – 5 min

Interactive Activity: Online rating scale or poll to assess leadership confidence after the session.

1. Icebreakers

2. Leadership Role Play in Games (45 mins)

Participants split into 3 groups. Each group is assigned a different traditional team game (or simulated task).

3. Closing Reflection (15 mins)

Each participant reflects on their personal leadership style.

Workshop 2: ONLINE SESSION – Virtual Leadership & Problem-Solving Workshop Duration: 60 minutes

I. THEORETICAL INTRODUCTION

Welcome   Message:

This online session is designed to build your leadership and problem-solving skills through interaction and real-life scenarios. Whether you are leading a virtual team or resolving a conflict online, your leadership presence matters.

Icebreaker

Discussion Questions:

- Can you recall a time you had to lead online or solve a group issue?
- What are the main challenges of leading a virtual team?

Theory Inputs:

- Leadership is about action, not position.
- Edward de Bono's Six Thinking Hats as a model of diverse thinking.
- Decision-making under ambiguity and pressure.
- Simon Sinek's Golden Circle – Start with Why
- John C. Maxwell's Laws of Leadership (Law of the Lid, Law of Influence, Law of Respect, Law of Process)

Inspiring Example – Michael Phelps

At the 2008 Beijing Olympics, Michael Phelps wasn't just racing for gold—he was chasing history. But during the 100m butterfly, something went terribly wrong: his goggles filled with water. Mid-race, he was swimming blind.

Most swimmers would panic. Not Phelps.

He had trained for every scenario, even swimming blindfolded in practice. He counted his strokes. He trusted his rhythm. And when he hit the wall, he didn't just finish—he won by 0.01 seconds, keeping his dream of 8 gold medals alive.

Leadership Lesson: Preparation isn't just about perfect conditions. Champions train for chaos—and win anyway.

Case Highlight – Inspiring Example – Billie Jean King: A tennis legend and pioneer for gender equality, Billie Jean King used her leadership to fight discrimination in sports. One defining moment was the 1973 "Battle of the Sexes" match, where she defeated Bobby Riggs in front of over 90 million viewers. She used that platform to advocate for equal pay and respect for women athletes. Despite facing immense criticism and pressure, King remained focused, resilient, and persuasive. She not only solved challenges on the court but tackled systemic inequality off it. Her leadership showcases how conviction, courage, and communication can transform institutions. She later founded the Women's Sports Foundation and continues to mentor young athletes around the world.

Problem-Solving Focus in Online Leadership:

- Online teams face unique challenges such as miscommunication, time zone differences, and lack of in-person engagement.
- Strong problem-solving leaders foster clarity, shared responsibility, and trust.

Online Problem-Solving Skills:

- Define problems clearly in virtual formats
- Use collaborative tools for brainstorming
- Assign clear roles and tasks
- Monitor and adapt solutions dynamically

Traits of Online Problem-Solvers:

- Flexibility
- Clarity in communication
- Empathy and listening
- Confidence in decision-making
- Willingness to test and improve

II. LEARNING OUTCOMES

Participants will:

- Understand how leadership manifests online
- Learn from Maxwell's and Sinek's foundational leadership models
- Explore emotional intelligence and communication in virtual spaces
- Practice collaborative problem-solving in digital settings
- Learn from real-world examples of resilient sports leaders
- Apply structured steps and strategies for solving complex problems

Further sources

How Great Leaders Inspire Action | Simon Sinek | TED:
https://youtu.be/qp0HIF3SfI4?si=XSUao5D5QCeh2RCw

Emotional Intelligence: The #1 ability for leaders | Daniel Goleman: https://youtu.be/-qmLoJ7-A80?si=4MZ7xfM6oA5W_7cq

Why Emotional Intelligence Is Important in Leadership: Harvard Business School
https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership

Sport psychology - inside the mind of champion athletes: Martin Hagger:
https://youtu.be/yG7v4y_xwzQ?si=jxNRxYlnUxNGsCR2

3.4. Day 4: Cultural Awareness and Motivation Skills

Objective: To build cultural awareness and understanding through traditional sports while also fostering self-motivation and the ability to motivate others.

I. Theoretical Introduction

This thematic module explores the power of Traditional Sports and Games (TSG) as tools to foster cultural awareness and motivational skills. Through a combination of theory and practice, it reflects on how traditional games—present in all cultures around the world—act as intercultural bridges and spaces for personal development. Participants are encouraged to share experiences, initiate discussions, and question their own ideas about culture, identity, and teamwork.

The session begins with key questions such as: "How many of you have played a traditional game this week?" or "What traditional games do you know from your region?" This approach stimulates participation and values prior knowledge. On a theoretical level, concepts such as cultural identity, intrinsic and extrinsic motivation, resilience, and learning through play will be addressed.

Traditional games, beyond their physical component, convey social values such as cooperation, solidarity, and respect for diversity. From a motivational perspective, they allow participants to set personal goals, work in teams, and manage frustration. The potential of these games to create inclusive environments, strengthen emotional well-being, and develop positive leadership is emphasized.

The workshop provides both an accessible theoretical framework and experiential learning opportunities that allow participants to "learn by doing." This introduction sets the stage for a transformative educational experience based on empathy, collaboration, and play as a universal language.

II. Learning Outcomes

By the end of this session, participants will have achieved the following learning outcomes:

• They will understand the meaning and importance of traditional games as vehicles for cultural identity and personal development.

• They will identify and reflect on the cultural values embedded in different playful practices around the world.

• They will practice social skills such as communication, cooperation, empathy, and conflict

resolution.

• They will develop tools to set motivational goals—both personal and team-based—within and beyond the sports context.

• They will become aware of the emotional and motivational benefits of TSGs, especially in

intercultural settings.

• They will be able to transfer their learning from the games to real-life environments: classrooms, workplaces, communities, etc.

• They will learn to observe and interpret group behavior with a respectful perspective on diversity.

• They will acquire skills to facilitate games in an inclusive way, promoting equity, participation, and collaborative learning.

This module also helps participants develop a critical perspective on globalization and cultural homogenization, valuing traditional practices as intangible heritage and living educational tools. Additionally, it encourages a reflective attitude toward self-motivation, helping participants identify their own sources of energy and personal purpose.

Through play, participants understand that motivation is not always the result of external rewards, but also stems from a sense of belonging, enjoyment, and shared growth. In short, TSGs not only activate the body, but also critical thinking, engagement, and human connection.

III. Typology

This module falls within the framework of non-formal education—a pedagogical approach situated between formal education (structured and curricular) and informal education (spontaneous and every day). Non-formal education allows for structured yet flexible learning, centered on the individual, based on direct experience, and focused on developing key life competencies.

The workshop follows a mixed typology: theoretical and practical. The theoretical phases provide context, meaning, and conceptual frameworks, while the practical phases allow participants to experiment, analyze, and apply what they have learned. The learning process is collaborative, meaningful, and emotionally connected.

It is designed to be adaptable to various contexts: classrooms, community spaces, extracurricular activities, youth training programs, intergenerational gatherings, and more. It combines experiential, learning, cooperative work, critical reflection, and the promotion of positive attitudes toward diversity.

The workshop also aligns with the principles of intercultural pedagogy and values education, including strategies for emotional management, strengthening a sense of belonging, and promoting mutual respect and social cohesion. Its non-formal format makes it a flexible, replicable, and adaptable tool across different settings, fostering personal and social transformation through play and motivation.

IV. Timeframe

Offline Session 90-120 minutes

The workshop is designed to be delivered in a single in-person session lasting between 90 and 120 minutes, structured in blocks that integrate theory, practice, reflection, and evaluation. This structure can be adjusted according to the participants' profile, the educational context, and the resources available. Its flexible approach allows the session to be adapted to groups of different ages, interests, and specific needs—while always maintaining the central focus: to play in order to learn, connect, and stay motivated.

Below is a proposed timeline:

Workshop Timeline (90–120 minutes)

Title: Traditional Games as Tools for Cultural Awareness and Motivation

Format: One-session, in-person workshop, combining theory, practice, reflection, and participatory evaluation.

1. Introduction and Purpose Presentation (5 minutes)

Main Goal. Warm welcome, trust-building, and clear explanation of the workshop's aim: exploring traditional games as tools for cultural, emotional, and motivational learning.

1.1 Warm Welcome (1 min)

Example:

"Hi everyone! Welcome to today's workshop. It's great to see such a diverse and energetic group. Today, we'll move, think, share… and most of all, play. But not just any games—games full of roots, stories, and meaning."

1.2 Purpose Statement (2 min)

"This workshop invites us to discover how traditional games—those played by our grandparents or still practiced around the world—help us understand identity, build connection, and strengthen values like motivation, teamwork, and empathy."

1.3 Icebreaker Question (2 min)

Prompt:

"Who played a traditional game this week or month? Which one? What did you enjoy about it?"

Use pairs or small group sharing, and a few quick responses aloud.

2. Icebreaker / Elevator Pitch (10–15 minutes)

Goal: Build trust, connect with cultural memory, and surface values through traditional games.

Activity: "My Game, My Value"

Each person says their name, shares a childhood or cultural game, and the value it taught them. You can pass around a symbolic object (e.g., small ball or scarf) to signal speaking turns.

Optional Visual Variation: Create a group mural where game names and associated values (e.g., courage, fun, teamwork) are displayed on a poster.

3. Theoretical Input (25 minutes)

Goal: Provide conceptual context on traditional games as cultural heritage, learning tools, and

motivators.

3.1 Video Introduction (3–5 min)

Video example: [UNESCO TSG or cultural game videos]

"Traditional games are global, timeless, and deeply human. What do they reveal about us?"

It is therefore in Iran, during the second Collective Consultation on the Safeguarding of Traditional Games and Sports (16 to 20 January, Tehran) that the experts developed the following definitional framework:

"Traditional games are motor activities of leisure and recreation, which can have a

ritual character. Deriving from regional or local identity, they are part of the universal heritage diversity. Practised in an individual or collective manner, they are based on rules accepted by the group which organise activities, competitive or no. Traditional games have a popular character in their practise and in their organisation, yet if turned into sport tend to become uniformed and institutionalised".

So, more generally, the traditional game is outside the different strata of the sportification process (written rules, standard rules, committee, referees, licences, etc...) free from any institutional obligation and only submits to the local social contract.

Thus, when comparing traditional games to sport, we can henceforth distinguish them according to the components that define them. A motor situation codified (written rules identical across the planet), in the form of competition (championships), sport has the particularity of being also institutionalized (recognized by international federations)(Parlebas,1999).

Traditional games are therefore not institutionalized, devoid of "standardized" rules by federations. and can be competitive or not. This also distinguishes them from traditional sports, which are only competitive and governed by a local institutionalization (regional federations) that differs from region to region.

3.2 What Are Traditional Games? (5 min)

"Games passed down generations, reflecting a group's cultural identity, played in community spaces, and teaching social values."

Examples:

• Kabaddi (India): teamwork, endurance

• Sipa (Philippines): coordination, patience

• Luta de Galo (Brazil): balance, strategy

• Hopscotch (LatAm/Europe): focus, precision

3.3 Intercultural Value (5–7 min)

"Games are bridges across cultures and generations. What if instead of competing, we shared our games?"

3.4 Games & Motivation (5–6 min)

Clarify intrinsic (joy, play itself) vs. extrinsic (reward, recognition) motivation.

Prompt:

"Think of a game you loved. Why did you play it?"

3.5 Closing Idea (2 min)

"Traditional games move the body, awaken the mind, and connect cultures."

4. Discussion / Case Study (10–15 minutes)

Goal: Reflect on how traditional games can foster inclusion.

Case: "Playing to Belong"

Migrant youth in a European school feel isolated. A teacher notices them playing Luta de Galo. She initiates a "Games of the World Day," and the students begin to integrate and share cultures through play.

Group Reflection Questions (5–8 min):

1. What made the game a tool for inclusion?

2. What emotions might have surfaced?

3. How could we apply this idea in our own context?

Group Share-Out (5–7 min): Each group shares one insight aloud.

5. Practical Activity: Rotating Game Stations (10–15 minutes)

Goal: Engage in experiential learning through traditional games that develop collaboration, leadership, and resilience.

Suggested Games (3–5 min per station):

1. Hopscotch – Focus & balance

2. The Scarf Game (El Pañuelo) – Reaction, rules, teamwork

3. Kabaddi (adapted) – Strategy, breath control

4. Sipa (optional) – Coordination, patience

Groups rotate through stations; facilitators lead each game. Use a bell, music, or claps to signal rotation.

Quick Group Debrief (1–2 min):

"How did you feel? When did teamwork really shine?"

6. Group Work & SMART Goal Setting (10–15 minutes)

Goal: Reflect on the experience and set personal and group goals.

Activity: "From Play to Action"

Each group creates:

• 1 SMART group goal (inclusive, motivational, etc.)

• Each participant writes 1 SMART personal goal

Example SMART goals:

• Group: "Host a multicultural games event next month."

• Personal: "Practice active listening on my team every week."

Share-Out (3–5 min): post goals on a "Commitment Wall" or read aloud.

7. Open Questions & Reflective Closing (5 minutes)

Goal: Emotional closure and forward-looking reflection.

Activity: "Final Word, Best Move"

Invite responses to questions like:

• What did you take from this experience?

• What surprised you?

• How will you use this in your community?

End with a symbolic action (e.g., one word per person, group clap, or shared gesture).

8. Participatory Evaluation (5–10 minutes)

Goal: Evaluate the session in a creative, emotional, and non-verbal way.

Options:

1. Learning Traffic Light (Red = Not great, Yellow = Mixed, Green = Loved it)

2. Emotion Wall (Post-it under emojis showing how they feel)

3. Commitment Wall ("I commit to…" mini action post-its)

"Thank you for your voice, your play, and your openness. What you've shared is a seed for change. The game goes on."

Online Session 60-75 minutes

The online workshop is designed to be delivered in a single virtual session lasting between 60 and 75 minutes, structured in blocks that integrate theory, interaction, reflection, and creative evaluation.

The structure can be adjusted according to the participants' age group, digital access, educational context, and the dynamics of the group. Its flexible and participatory approach allows the session to be adapted to different needs, whether in school settings, youth programs, or community initiatives— while always maintaining the central focus: to play in order to learn, connect, and stay motivated— even at a distance.

Below is a proposed timeline:

Workshop Timeline (60–75 minutes)

Title: Traditional Games as Tools for Cultural Awareness and Motivation

Format: One-session, online workshop, combining theory, interaction, reflection, and participatory evaluation.

1. Introduction and Purpose Presentation (5 minutes)

Main Goal. Introduce the theme, build trust, and activate interest.

Procedure

• Greet participants warmly in the main room (Zoom, Google Meet, or Teams).

• Use a tool like Mentimeter, Slido, or Zoom polls to activate attention and personal connection:

  o Question: "Have you ever played a traditional game this month? Which one?"

• Briefly explain the purpose:

  o "Today we'll explore how traditional games—those from our childhoods and cultures—can be tools to learn, connect, and grow."

Example

A facilitator shares how playing "Hopscotch" taught them focus and balance. Participants comment in the chat about games that shaped their childhood.

Objective: Introduce the theme, build trust, and activate interest.

Procedure:

• Greet participants warmly in the main room (Zoom, Google Meet, or Teams).

• Use a tool like Mentimeter, Slido, or Zoom polls to activate attention and personal connection:

  o Question: "Have you ever played a traditional game this month? Which one?"

• Briefly explain the purpose:

  o "Today we'll explore how traditional games—those from our childhoods and cultures—can be tools to learn, connect, and grow." Example: A facilitator shares how playing "Hopscotch" taught them focus and balance.

2. Icebreaker / Elevator Pitch (10–15 minutes)

Goal: Build trust, connect with cultural memory, and surface values through traditional games.

Activity: "My Game, My Value"

Procedure:

• Send participants to breakout rooms in pairs or groups of 3.

• Each person shares a childhood/cultural game and the value they associate with it (e.g., trust, fairness, creativity).

• After 6–8 minutes, return to plenary.

• Use a Jamboard, Padlet or collaborative slide to collect game names and values. Example: "El Pañuelo" (Latin America) — Value: Reflexes and fair competition.

3. Theoretical Input (15 minutes)

Goal: Introduce key concepts linking games, identity, and motivation.

Procedure:

• Share screen and play a short video on TSG.

• Give a short presentation:

  o What are traditional games? Examples from different continents.

  o Motivation: Intrinsic (joy, mastery) vs. extrinsic (rewards).

• Ask participants to reflect in chat:

  o "Why did you enjoy your favorite game as a child?"

"What did that game teach you?" Example: Kabaddi – India – teaches team spirit and control of breathing.

4. Discussion / Case Study (10 minutes)

Goal: Reflect on play as a tool for inclusion and connection.

Case: "Playing to Belong"

Procedure:

• Present the case: Migrant students in a European school bonded through Luta de Galo.

• In breakout rooms:

  o What helped them connect?

  o What emotions did they experience?

  o How could this idea apply to your work/school?

Write insights on a shared Google Doc or post in chat. Example: Students feel proud to share a game from their culture, building bridges.

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5. Interactive Group Task: From Game to Goal (10 minutes)

Goal: Turn shared values into real commitments.

Procedure:

• In new breakout groups, participants co-create a SMART goal related to inclusion, motivation, or cultural exchange.

On a collaborative slide, each participant also writes a personal SMART goal. Example group goal:

"Organize a virtual traditional games day for our school." Example personal goal: "Listen more actively when working in groups."

6. Final Reflection (5 minutes)

Goal: Emotional closure and collective appreciation.

Procedure:

• In plenary, ask: "What is one word that sums up your experience today?"

• Participants answer aloud or via chat.

Optional: emoji clap, symbolic gesture, or brief visualization. Example: Each person types one word— "connected", "joyful", "inspired".

7. Evaluation (5 minutes)

Goal: Gather emotional and content feedback.

Procedure:

4. Use Google Forms or Mentimeter:

    1. Include icons (Red-Yellow–Green) to evaluate content and experience.

    2. Open field: "What was your biggest takeaway today?"

5. Add a Padlet: "I commit to…" Example: "I commit to teaching a traditional game to my group

this week."

Closing Message: "Your stories, reflections, and goals show how powerful play can be—online or offline. Thank you for bringing your culture, your presence, and your motivation to this space. The game continues wherever we are."

V. Methods

This workshop uses a methodological approach based on non-formal education and experiential learning, combining playful activities with moments of analysis and critical

reflection. The selected methods are designed not only to convey knowledge, but to provide transformative experiences that support personal and social development.

The main methods include:

• Energizers: Short, dynamic, and fun activities used at the beginning or between blocks to energize participants physically and mentally. They enhance group cohesion and collective energy.

• Participatory presentations: Use of visual resources (videos, images, diagrams) to present key content on traditional games, cultural awareness, and motivation.

• Group discussion and guiding questions: Encourage shared reflection through open- ended questions. They promote critical thinking, respect for diverse opinions, and empathy.

• Case studies: Analysis of real-life situations (e.g., migrant youth integrating through play) to foster learning grounded in real contexts.

• Experiential play: Hands-on practice of traditional games, adapted to various levels and spaces. The focus is on the process, not on competition or outcome.

• Group work: Small teams analyze, reflect, and create ideas or proposals based on their play experience. It fosters collaboration and horizontal leadership.

• Metacognitive activities: Exercises that help participants become aware of what they experienced, what they learned, and how to apply it in other contexts.

• Role playing: Simulation of situations related to motivation, inclusion, or conflict resolution through game-based scenarios.

• Participatory evaluation: Creative and visual methods that allow participants to express their experience, emotions, and learning freely and non-verbally.

This combination of methods is designed to promote active, meaningful, and multisensory participation. It is easily adaptable to different ages, educational settings, and learning objectives, making the workshop a memorable and applicable experience.

VI. Delivery Content(s)

The workshop content is delivered in a balanced way between theory and practice, using materials that are accessible, motivating, and applicable to various educational settings. The approach combines relevant theoretical information with meaningful practical experiences that engage participants' bodies, minds, and emotions.

Theoretical Content:

• Key principles of cultural identity, intercultural awareness, and the value of play in learning.

• Foundations of personal and collective motivation.

• Concepts of resilience, positive leadership, and conflict resolution in educational contexts.

Practical Content:

• Guided experiences through traditional games such as Kabaddi, El Pañuelo, Sipa, or Luta de Galo.
• Group dynamics based on collaboration and cooperation through play.
• Reflective activities around motivation, belonging, and personal growth.
Attitudinal Content:
• Development of empathy, respect for cultural diversity, active listening, and cooperation.
• Encouragement of autonomy, personal initiative, and solidarity.
• Creation of a safe and motivating learning environment.

Delivery Formats:

• Interactive presentations (slides, short videos, conceptual maps).
• Outdoor or classroom-based games adapted to space and group conditions.
• Printed materials with game instructions, SMART goal templates, and reflection sheets.
• Visual evaluation tools such as murals or participatory cards.
This content is designed to be easily replicated by teachers, facilitators, trainers, or community leaders in both school and non-school contexts. The delivery is adapted to the participant group, always prioritizing accessibility, active participation, and real-life relevance.

VII. Materials

To effectively implement this workshop, a combination of educational, technological, and logistical materials is required to support the activities, encourage active participation, and ensure a rich learning experience. Below is a list of recommended resources:

Educational Materials:

• Printed cards with traditional games (including instructions, values, and adaptations)
• SMART goal templates and individual/group reflection sheets
• A presentation in PowerPoint or Canva format to support the theoretical input
• Posters or visual signs with motivational messages and cultural values

Audiovisual and Technological Materials:

• Projector, laptop, and speakers to play videos and support the presentation
• Internet connection (preferably Wi-Fi) for accessing online resources
• Screen, TV, or digital whiteboard (optional) to display multimedia content

Materials for Practical Games:

• Cones, scarves, chalk, ropes, hoops, soft balls, racing sacks, or other safe and simple equipment
• Recyclable or homemade materials in case of limited resources

Materials for Evaluation and Reflection:

• Flip charts, colored markers, post-its, and cardstock
• Emotion murals, learning traffic light charts, commitment walls
• Short questionnaires or group feedback dynamics

Atmosphere and Decoration (optional):

• Soft background music to support opening or closing moments
• Decorative elements representing diverse cultures (flags, symbols, photos of traditional games from around the world)

Having this set of materials ensures that the workshop can be carried out in a structured, dynamic, and adaptable way across various settings and audiences. It is important for the facilitator to prepare all materials in advance, ensuring their availability and appropriateness for the specific group.

VIII. Procedure

This workshop follows a methodological structure based on the experiential learning cycle: experiencing, reflecting, conceptualizing, and applying. The process aims to smoothly combine theoretical content with practical experiences, ensuring active participation and meaningful learning.

Workshop Procedure Phases:

1. Opening and Introduction:

   o   Welcome the group, explain the objectives and basic rules of coexistence.
   o   Use thought-provoking questions to activate prior knowledge (e.g., "What traditional games do you know? What values do they convey?").

2. Group Activation:

- o Conduct an energizer or cultural introduction activity.
- o Build trust, recognize group diversity, and engage participants physically and emotionally.

3. Theoretical Framework and Presentation:

- o Introduce key concepts (identity, culture, motivation, play as an educational tool).
- o Use audiovisual materials to illustrate the diversity of traditional games.

4. Experiential Games:

- o Carry out several adapted traditional games (in stations or as a large group).
- o Observe individual and group behaviors.
- o Reinforce positive attitudes: cooperation, respect, and inclusion.

5. Reflection and Analysis:

- o Facilitate a guided discussion after the games: How did I feel? What did I learn? What challenges came up?
- o Relate the experience to personal situations and social/educational contexts.

6. Application and Goal Setting:

- o Write personal and group SMART goals.
- o Design strategies to apply what was learned in participants' real environments.

7. Closure and Evaluation:

- o Final round of words, acknowledgments, and group feedback.
- o Visual evaluation using participatory tools (emotion mural, traffic light chart, commitment wall).

This process promotes learning through the body, emotion, and reflection. At the same time, it encourages critical thinking, self-assessment, and concrete planning for future actions.

IX. Recommendation

Where can it be implemented?

This workshop can be carried out in a wide range of educational and community settings. It is ideal for primary and secondary schools, youth centers, non-formal education programs, cultural organizations, educational leisure spaces, intercultural integration events, or training activities for teachers and youth workers.

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Who is it for?

It is designed for diverse audiences, with a particular focus on:

- Students aged 10 to 18 (with adapted dynamics by age)
- Trainers, educators, and sociocultural facilitators
- Community or sports leaders
- Young people in volunteer or youth leadership programs

How to apply it?

• Adapt the session to the group's characteristics (number of participants, prior knowledge, cultural diversity, languages, etc.)

• It can be held in large indoor spaces, adapted classrooms, or outdoors

• Ideally led by facilitators with intercultural sensitivity and experience in group dynamics

What is needed?

• Advance preparation of content, games, and materials

• Coordination with the space (logistics and venue conditions)

• A flexible, empathetic, and creative attitude from the facilitation team

• Basic resources for facilitation and participatory evaluation (see section VII)

Key recommendations for workshop success:

• Include moments of free and emotional expression

• Foster active and respectful listening

• Prioritize full participation, especially of those who are often less heard

• Link learning to participants' real-life contexts (school, family, sports, social settings)

• Encourage follow-up (e.g., create a game mural, organize an inclusive tournament, or invite participants to replicate the session elsewhere)

This workshop not only transmits skills and knowledge—it also strengthens bonds, activates critical thinking, and celebrates cultural diversity through a meaningful and transformative experience.

X. Useful Links and Materials

Below are links and complementary materials that may enrich the workshop experience, help prepare future sessions, and deepen the work on TSG, cultural awareness, and motivational skills:

Support Platforms and Exchange Networks:

• SALTO-YOUTH (https://www.salto-youth.net): Resources on inclusion, diversity, games, and intercultural training.

3.5. Day 5: Negotiation and Adaptability Skills

Objective: To develop negotiation and adaptability skills through competitive but also collaborative activities in traditional sports.

I. Theoretical Introduction

This module aims for participants to gain awareness of negotiation and adaptation skills, to grasp the basic principles of these skills and to develop these skills by experiencing them through traditional sports and games (TSGs). At the beginning of the training, it is suggested to ask the following guiding questions to encourage participants to recall their personal experiences related to the topic and to encourage their active participation in the learning process:

- How many times a week do you participate in traditional games?
- Did you encounter situations where the rules changed during the game and how did you react to these changes?
- Have you negotiated task sharing or rule setting in team games?

Negotiation is one of the basic communication skills that enables individuals to reach a common outcome by resolving differences of opinion. It is critical for participants to structure their social relationships, take part in teams, and resolve conflicts constructively. In traditional game settings, negotiation is used extensively in processes such as forming teams, determining rules and developing common strategies.

Adaptability refers to the ability of individuals to be flexible to changing environmental conditions, new rules or unexpected situations. During the game, rule changes, task changes or sudden transformations in team structure require participants to revise their strategies and adapt quickly to the new situation. This skill is also important in today's dynamic social life.

Negotiation and adaptation skills are valuable not only for individual development but also for enhancing group cooperation, effective communication and problem-solving capacity. Traditional sports and games stand out as effective tools that enable the acquisition of these skills.

The analysis conducted within the scope of the REMIND Project has shown that there is a need to disseminate structured learning processes to develop these skills, especially among young people. Within the scope of this module, participants will both acquire theoretical knowledge-based content and will have the opportunity to experience and reinforce these skills through practical group work.

The module aims to enable participants to manage negotiation processes more consciously in both individual and group settings and to develop behavioral models appropriate to changing conditions at the end of the training process.

II. Learning Outcomes

This module aims to provide participants with basic knowledge, awareness and practical capacity on negotiation and adaptation skills. In particular, it is aimed to experience and internalize these skills through group work, simulations and traditional game-based practices.

At the end of the module, participants are expected to have acquired the following outcomes:

- Understand the role of negotiation and adaptation skills in interpersonal relationships and community-based settings.
- Gain awareness of how these skills can be developed through traditional sports and games.
- Develop competence in resolving group conflicts and participating effectively in joint decision-making processes.
- Gain the ability to think flexibly and react appropriately to unexpected situations and changing rules.
- Produces constructive, collaborative solutions to problems encountered during games and activities.
- Acquires the practice of establishing healthy communication with different views and approaches, compromising and creating a basis for agreement.
- Develops an active attitude towards role sharing and taking responsibility within the team.
- Evaluate the impact of traditional games on negotiation and adaptation skills and transfer this experience to social life.
- Review their individual attitudes and behaviors within the framework of group dynamics and take steps to improve them.
- Internalize the importance of cooperative games and activities in terms of social and emotional intelligence development.

These learning outcomes aim for participants to not only acquire knowledge but also to strengthen their personal and social skills through experience. It is expected that the learning outcomes gained throughout the module will have a lasting impact on different areas of the participants' lives.

III. Typology

This training module is designed based on the non-formal education approach. By creating a participant-centered learning environment, it allows participants to learn through individual experiences and group interactions. This method, which is outside of formal education systems, is used as an effective tool especially in socially relevant education programs targeting skill-based development.

The module is structured within the framework of a blended learning model that includes both offline (face-to-face) and online sessions. Thus, multidimensional participation in the process is encouraged by ensuring that participants actively participate in different learning environments. While experiential learning and group work were prioritized in face-to-face sessions, online sessions focused on conceptual discussions and case studies.

The training content has both theoretical and practical dimensions. Participants will not only learn the basic concepts of negotiation and adaptation skills, but will also have the opportunity to practice these skills through traditional sports and games. Through this holistic approach, the learning process serves not only to acquire knowledge but also to develop skills and behavioral awareness.

IV. Timeframe

This training module consists of two separate sessions spread over a total duration of 180 minutes (3 hours): offline (face-to-face) and online.

1. Offline Session (120 minutes / 2 hours):
    The face-to-face session, which is planned based on the active participation of the participants, is the part where practical activities and group-based work take place predominantly. During this time, both theoretical information and practice-based exercises are carried out, aiming to improve the participants' negotiation and adaptation skills through experiential methods. At the end of the session, the learning process is reinforced through the evaluation and feedback process

2. Online Session (60 minutes / 1 hour):
    This digital session offers participants the opportunity to reinforce the theoretical framework, share good practice examples and discuss through case studies. It also includes individual and group-based reflection exercises where participants can evaluate their skills based on their past experiences.

Both sessions are designed to complement each other and aim to ensure that the learning process is carried out in a holistic structure.

V. Methods

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The methods to be used within the scope of this training module have been selected in accordance with the non-formal education approach and structured to encourage active participation of the participants. The methods are diversified to be effective in transferring both theoretical and practical content and are planned to appeal to the different learning styles of the participants.

The following methods will be utilized during the training:

- Presentation: In order to explain the relationship between negotiation and adaptation skills and traditional sports and games, the trainer will transfer information supported by visual materials.
- Discussion: Structured open-ended discussions will be organized to enable participants to share their views on the topic, share their experiences and learn from each other.
- Case Study: Selected examples from traditional sports and games will be used to analyze how negotiation and adaptation skills are developed. This method allows theoretical knowledge to be evaluated in a practical context.
- Group Work: Participants will develop their ability to negotiate within group dynamics and adapt to changing circumstances by performing specific tasks in small groups.
- Group Presentation: Mutual learning will be supported by sharing the findings of group work with other participants.
- Role Play: Participants' empathy skills and flexibility capacities will be strengthened by enacting roles that require negotiation and adaptation through fictional situations representing real life scenarios.
- Problem-Solving Group Exercise: Problem-solving activities under limited time and variable rules will test participants' creative thinking and strategic flexibility skills.
- Energizers and Team Dynamic Activities (Energizers / Teambuilding Activities): Short-term, fun activities will be organized to increase interaction among participants and make the group environment ready for learning.

All methods are planned to support both the individual development of the participants and their interactions within the group. Thanks to this structure, the learning process will be made more effective and permanent.

VI. Content

The training sessions are structured to provide both theoretical and practical content to develop participants' negotiation and adaptation skills in the context of traditional sports and games (TSG). Methods such as presentations, group work, practical exercises and case studies are used to deliver the content. Video materials are optional and can be used as supporting visual content if deemed appropriate by the trainer.

- To explain the main principles of negotiation and adaptation in traditional sports and games: Participants are introduced to the basic principles of negotiation and adaptation processes that are prominent in traditional sports and games. For example, it is emphasized that even a simple game such as "I sell oil, I sell honey" requires verbal compromise and role sharing among players.

- Practical and industry-ready knowledge on negotiation strategies, flexibility in team dynamics and adapting to change: Participants gain practical knowledge through scenarios that they may encounter in real life and field applications. For example, if the rules suddenly change during a game, how long it takes the group to adapt to the new rules is observed and analyzed.

- Negotiation strategies and practices, rapid adaptation techniques and the role of flexibility in team dynamics: During the training, topics such as balanced team building, task sharing within the group and conflict resolution are addressed through both individual and group work. For example, prior to a game of "grab a handkerchief", discussions are held on the strategic negotiations that teams make when selecting their players.

- Theoretical and practical content focusing on the importance of fair play and a culture of compromise: Emphasis on the importance of fair play and respecting the rules in games. In this context, participants will experience how to resolve a conflict in a game through constructive communication.

- Optional use of video material to demonstrate key behaviors, if available: If deemed appropriate by the trainer, the session can be supported with short video clips from traditional games. However, these materials are not mandatory; the content can be carried out through fully interactive applications.

- Linking theoretical understanding with the daily practice of negotiation and adaptation skills: At the end of the training, participants will be aware of how they can use their knowledge and skills not only in play settings but also in their school, work or social life. For example, they discuss together how consensus building in group decision-making can be useful in school projects.

VII. Materials

The materials to be used for the training sessions were carefully selected to support both the offline and online components. All the selected tools and materials are practical and applicable to support the learning objectives and increase the active participation of the participants.

- A seminar room that is large enough and configurable enough to allow participants to move around, work in groups and experience play practices,

- Projector and computer for presentation of theoretical contents, projection of presentation files and access to online resources,
- Flipcharts and markers to encourage participants to share ideas in writing, for group discussions, ideation sessions and instant feedback,
- Physical materials of traditional games such as ropes, balls, sticks, handkerchiefs to facilitate the transition to game practices to be applied in education,
- Name tags to be used as a practical tool to increase interaction between participants, to create a sense of belonging and especially during the first introductory sessions,
- Colored cards or post-it notes for participants to express their individual contributions, share ideas and provide in-game feedback,
- Secure and uninterrupted Wi-Fi connection for a healthy online session,
- Notepads and pens for participants to take personal notes throughout the session and provide individual written feedback on the exercises.

VIII. Procedure

Participants will:

- Understand the role of negotiation and adaptation in traditional sports and games.
- They will have the necessary tools to recognize and manage challenges during game changes.
- They will be aware of the importance of flexibility, collaboration and inclusiveness in team-based activities.
- Apply nonverbal communication and role negotiation strategies.
- They will have the skills and tools to adapt to unexpected situations in group dynamics and games.

a. Offline Session (120 minutes)

Objectives:

- Understanding the role of negotiation and adaptation in traditional games and sports.
- To have the skills and tools to facilitate consensus building in dynamic environments.
- To be aware of how group dynamics shape fair play and cooperation.
- To be able to apply nonverbal communication in decision-making processes.
- To have the ability and self-confidence to manage change and adapt to new rules.

1. Introduction and Introduction (10 minutes)

The trainer welcomes the participants and briefly explains:

- Objectives of the session (negotiation, adaptation, fair play).
- The flow of the workshop.

- Expectations from participants (active participation, teamwork, experience sharing).

2. Energizer / Team Building Activity (15 minutes)

"Circle of Name and Movement"

Each participant says their name and makes a gesture or movement. The group repeats the gesture as they greet them (e.g. "Hello Elif!").

Objective: Ice-breaking, increasing group energy, initial non-verbal rapport.

3. Presentation (15 minutes)

"Negotiation and Adaptation in Traditional Games"

The trainer gives a short presentation on the following topics:

- Why negotiation is vital in team sports and traditional games.
- Real-life examples from local contexts (e.g. rule disputes in village tournaments).
- How rule-making, adaptation and role negotiation affect outcomes.
- Introduction to silent communication and role flexibility in informal games.

Break 4 (10 minutes)

5. Group Discussion / Case Study (15 minutes)

Participants are asked to think about one of the following:

- A time when they had to change the rules of a game to accommodate different players.
- A situation where negotiation has failed - what could have been done differently?
- Short group sharing session follows the session.

6. Energizer / Group Activity (15 minutes)

The Game: "Limited Resources"

- Participants are divided into small groups and given limited materials (e.g. 1 rope, 2 balls, cones).
- Task: Invent a new traditional game using only these materials.
- After each group has presented its idea, all groups unite and agree on a common game using all the materials.

Objective: Encourage creativity, teamwork and negotiation.

7. Team Activity / Simulation (120min)

Game: "Changing Rules" (e.g. Handkerchief Grab)

The game starts with known rules. Every 3 minutes, the trainer adds a new rule:

- Move only on one leg.
- Change hands.
- Sing after you win.
- Play in pairs, holding hands.

Debriefing How did the teams adapt? What helped them cope with changing circumstances?

8. Questions and Answers / Group Reflection (10 minutes)

The trainer facilitates group reflection with prompts:

- How do you feel?
- What was challenging today?
- Which skills did you use or develop?
- Can you list the basic principles of good negotiation in traditional games?

9. Debriefing and Evaluation (10 minutes)

The trainer summarizes the session and asks:

- What can you take back to your organization from this session?
- Do you think adaptability is important in your team or community?
- The assessment is interactive (e.g. sticky notes, hand raising or reflection cards).

b. Online Session (60 minutes)

Objectives:

- Understand the application of negotiation and team strategies in traditional sports.
- To have the skills and tools to analyze real life conflict/adaptation cases.
- To be aware of cultural, physical and generational diversity in the play.
- To be able to participate in digital teamwork and express ideas clearly.
- Reflect on and evaluate their own experience of group dynamics.

1. Welcome and Introduction (5 minutes)

- Welcome to the participants
- Short summary of the offline session
- Objectives of the online workshop
- Explanation of flow and engagement tools (e.g. surveys)

2. Energizer/Team Building Activity (10 minutes)

"Digital Negotiation"

- The trainer shares an online questionnaire (Google Forms, Mentimeter, Slido or similar tool).
- Participants are asked "What are the 5 most important rules in a traditional sport?".
- Everyone enters their own answers, but the results are not shown.
- Participants then discuss these 5 rules for 5 minutes to reach consensus as a group.
- At the end, the initial individual answers are compared with the group decision.

3. Presentation (15 minutes)

"Negotiation and Adaptation in Traditional Sports Games"

- How do teams create shared meaning in sport?
- Adapting to unexpected challenges: injuries, weather, new players
- Intergenerational play: How do children and adults agree on play structures?
- Gender and inclusion in traditional play
- Silent agreements and body language in informal settings

Short video clips of traditional games from the region can be used for sampling (optional).

4. Case Study Discussions (15 minutes)

Participants are divided into groups and given one of the following scenarios:

Case 1: A mixed-age team tries to agree on fair play rules for a local folk game.

Case 2: Teams from different villages participate in a local tournament but play the same game with slightly different rules.

Case 3: A traditional game must continue despite sudden rain - how do teams adapt?

Tasks for each group:

- What is the challenge?
- How would you negotiate in this situation?

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- Which principles ensure fair adaptation?
- Groups report briefly.

5. Energizer / Role Play (5 minutes)

"The Silent Agreement" Online Version

- Each breakout group should choose a traditional game and agree on 3 ground rules (no verbal communication) using only emojis or reactions in the chat.
- Then they explain what rules they have agreed on.

Objective: To showcase the challenges and creativity in silent negotiation.

6. Questions and Answers (5 minutes)

Open space for participants to share their views on the module or ask questions.

7. Debriefing and Evaluation (5 minutes)

- What did you learn today?
- Was this session useful for your work/community/school?
- Can you tell me a tool or method you will apply from this session?
- Final feedback collected through online survey or Jamboard.

Homework / Homework

Participants are asked to write a short reflection based on the following:

- Describe a situation you had to negotiate during a traditional sport or game activity.
- What went well? What could have gone better?
- How would you approach the same situation now, using what you have learned?

This reflection will be shared at the next follow-up meeting or used as input for peer discussion.

IX. Recommendations

Where?

Offline Session:

- A large, open and flat area is preferable: e.g. a gymnasium, a school playground or a parking lot.

- A wide range of movement is required for mobile games such as Handkerchief Grab, Tug of War and Dodgeball.
- For games such as Hopscotch and Steel Puck, it is important that the floor is flat, if possible dirt or concrete.
- Games like Camel and Dwarf can be played in the classroom or in smaller indoor spaces.

Online Session:

- Quiet and well-lit environments where participants can turn on their cameras should be preferred.
- Since the games cannot be physically played, information can be provided on game fictions and how they can be adapted.

For whom?

- Sports trainers
- Physical education teachers
- Youth workers
- Volunteers from civil society organizations
- Anyone interested in traditional games
- Especially recommended for people working with children and young people.
- Trainers who want to create a nostalgic connection to the cultural context in rural areas

How?

1) A group of 15-20 people is ideal for each session. This number is important for balance in team games (e.g. Dodgeball, Tug of War).
2) Games should be adapted to the age and physical abilities of the participants.
3) Camel Dwarf can be preferred as a low-paced warm-up game, while Tug of War or Dodgeball require high effort.
4) Approximately 15-20 minutes should be allocated for each game.
5) Short evaluation sessions should be held after the games: interaction should be increased with questions such as how the game made them feel, which skills were developed, etc.
6) Participants can watch game videos and discuss "how can we play this game in our society?".
7) The rules of games such as Grab a Handkerchief or Steel Chop can be explained with drawings or animations.

Requirements

- They should have a good command of group dynamics, experience in setting up and directing games, and knowledge of the cultural background of games.
- Provide brief information about the application, learning outcome and socio-cultural value of each game.
- A handkerchief or similar small piece of cloth for Handkerchief Grab, a plastic or sponge ball for Dodgeball, a durable rope for Tug of War, two different sized sticks (short and long) for Steel Rod, chalk and small stones for Hopscotch, and Camel and Dwarf can be played without materials.
- Safety measures should be taken in playgrounds and the risk of injury should be minimized.
- Gender balance must be observed and equal participation of all must be ensured.
- For individuals with limited physical abilities, adaptive games such as Camel Dwarf can be preferred instead of games such as hopscotch.
- Participants are advised to wear comfortable clothes and sneakers.
- Hats and water supply should not be forgotten in hot weather.
- Headphones and an open camera are recommended for online participants.

X. Useful Links and Materials

European Traditional Sports and Games Association (ETSGA): https://www.traditionalsports.org/

Encyclopedia of Traditional Games and Sports: https://www.jugaje.com/

UNESCO Intangible Cultural Heritage and Traditional Games: https://ich.unesco.org/en/traditional-sports-and-games-00117

"Game Theory, Negotiation Strategy and Fairness" https://youtu.be/FhW7m13yYm0

"Adaptive Skills in a Changing World" https://youtu.be/9YNDnkph_Ko

" Integrating Social Skills in Traditional Games with Physical Education Interventions " - SAJ13-19922949.pdf Research Article

Note: This training module is designed to help participants develop their negotiation and adaptation skills through traditional sports and games. The activities are adaptable for participants with different levels of physical competence. The trainer can flexibly implement the program according to the needs and dynamics of the group.

3.6. Day 6: Organization, Volunteer Work, and Gender Equality

Objective: To develop organizational skills, understand the importance of volunteerism, and explore gender equality through inclusive sports activities.

I.   Theoretical introduction

The organization of Traditional Sport Games (TSGs) plays a critical role in their preservation, practice, and cultural sustainability. These games, often deeply rooted in the cultural fabric of local communities, have traditionally been organized through informal structures such as families, clans, or community councils. In recent decades, however, there has been a growing effort to formalize the organization of TSGs through institutions such as schools, local governments, and international organizations like UNESCO. This shift reflects an increasing recognition of TSGs as intangible cultural heritage (ICH) that needs safeguarding. Effective organization involves not only the planning of events and games but also the development of frameworks for transmission, documentation, and adaptation in modern contexts. Theories of community-based organization highlight how TSGs foster a sense of identity and belonging, particularly when they are coordinated through participatory and inclusive methods. Additionally, event management theory has become relevant in the contemporary staging of TSG festivals, exhibitions, and competitions, where logistics, stakeholder coordination, and cultural sensitivity are key considerations.

Volunteer work forms the backbone of many traditional sport game initiatives, particularly in regions where formal funding and institutional support are limited. Volunteers contribute their time, skills, and cultural knowledge to help organize events, teach games to younger generations, and maintain traditional practices. From a theoretical perspective, volunteering in the context of TSGs can be understood through the lens of social capital theory, which emphasizes the importance of trust, reciprocity, and communal ties in sustaining cultural practices. Motivational theories such as the functional approach suggest that volunteers are often driven by a mix of altruistic, social, and personal development motives. Self-determination theory also applies here, highlighting how the autonomy and relatedness experienced in volunteer roles can enhance engagement and satisfaction. Furthermore, volunteers often act as key agents of sociocultural transmission, ensuring that the values, rules, and meanings embedded in TSGs are passed on from one generation to the next, preserving the games as living traditions rather than static artifacts.

Gender equality within traditional sport games presents both opportunities and challenges. While many TSGs have historically reflected the gender norms of their cultural contexts—sometimes limiting female participation—there is a growing awareness of the need to promote inclusivity and equitable access. Feminist sport theory critically examines the structural and cultural barriers that have traditionally marginalized women and

gender-diverse individuals in both the practice and leadership of sports, including TSGs. The concept of intersectionality further deepens this analysis by showing how gender interacts with other forms of identity such as age, ethnicity, and class, shaping individuals' experiences in complex ways. Although some TSGs have gender-specific roles that are viewed as culturally significant, this has led to debates between cultural relativism and universalist approaches to gender rights. Advocates for gender equality argue that inclusive participation not only empowers women and girls but also strengthens the cultural relevance and sustainability of TSGs. Policies that promote gender mainstreaming in cultural and sports programs, as encouraged by international organizations such as UNESCO and UN Women, aim to ensure that TSGs can serve as platforms for both cultural preservation and social transformation.

II.   Learning Outcomes

By the end of the training session, participants will be able to:

1. Explain the cultural significance and organizational models Traditional Sport Games (TSGs), recognizing their role in preserving intangible cultural heritage.

2. Identify key principles and best practices** for organizing TSGs at the local, national, or international level, including event planning, stakeholder engagement, and community involvement.

3. Demonstrate an understanding of the role of volunteers** in sustaining TSGs and apply strategies to recruit, motivate, and retain volunteers based on established motivational and engagement theories.

4. Evaluate the impact of volunteer work** in the transmission and promotion of TSGs, with a focus on intergenerational learning and community empowerment.

5. Analyze gender dynamics in traditional sport games**, identifying both inclusive and exclusionary practices based on cultural, social, or historical contexts.

6. Apply gender-sensitive approaches** to the design and facilitation of TSGs, ensuring equitable participation and representation for all genders.

7. Reflect on the intersectionality of identity** (e.g., gender, age, ethnicity, socio-economic status) and how it influences access and inclusion in traditional sports.

8. Design an action plan or activity** that incorporates organizational strategies, volunteer engagement, and gender equality into a culturally appropriate TSG initiative or event.

III.   Typology
         Theoretical & practical

IV.   Timeframe
         90-120 minutes offline session and 60 minutes online session

V.   Methods
         Energizers, Presentation, Discussion, Exchange of Good Practices, Group work, Group presentation, case study, group exercises, problem-solving group exercise, Role play

VI.   Delivery Content(s)

   1. Main Learning Focus

   - To explain the main principles of organizing traditional sport games in a culturally respectful, inclusive, and sustainable way.
   - To provide practical and industry-ready knowledge about engaging volunteers and promoting gender equality in community-based sports programs.
   - To develop participants' ability to critically reflect on traditional games as tools for education, inclusion, and intercultural dialogue.

2. Session Content
A. Theoretical Input:
Cultural Significance of TSGs

   - Introduction to Traditional Sport Games as Intangible Cultural Heritage (UNESCO).
   - Social, educational, and intercultural value of TSGs.

Organizational Models

   - Community-based vs. institutional approaches to organizing TSGs.
   - Event planning principles: needs assessment, stakeholder analysis, resource allocation.

     Volunteer Work and Motivation

   - Volunteer management frameworks.
   - Theories of motivation: Functional Approach, Self-Determination Theory.

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- Social capital and community development through volunteering.

Gender Equality in TSGs

- Feminist sport theory and intersectionality in traditional games.
- Cultural norms, gender roles, and inclusion/exclusion in traditional sports.
- Gender-sensitive facilitation and universal design in sport activities.

B. Practical Activities

Game-Based Learning:

- Learning through playing selected traditional sport games from different cultures.
- Experiencing and analyzing organizational, volunteer, and gender-related aspects.

Workshops & Role-Plays:

- Redesigning traditional games to make them gender-inclusive and volunteer-friendly.
- Simulating event planning and volunteer recruitment processes.

Collaborative Group Work:

- Creating action plans or Erasmus+ project ideas that integrate TSGs, volunteering, and gender inclusion.

Reflection & Peer Learning:

- Guided reflection sessions on cultural identity and social inclusion through TSGs.
- Peer feedback on project development and facilitation strategies.

C. Video & Multimedia Materials

- Introductory video: "Traditional Sports as Cultural Heritage" (UNESCO)
- Case study videos: Documentaries or clips of successful TSG initiatives from various countries (e.g., Basque pelota, Kabaddi, Pétanque, etc.)
- Gender & Sport Videos: Short films/interviews from NGOs or Erasmus+ projects highlighting gender equality in sport.
  - Volunteer Testimonials: Youth interviews on volunteering in local sport and cultural initiatives.

All videos are selected to stimulate discussion and reflection and are followed by debriefing sessions with guiding questions.

VII.   Materials

Seminar room, flipchart, markers, projector for a presentation, PC/other mobile devices, sheets of paper, sticky papers …, Wi-Fi, mobile phones

VIII. Procedure

a.   Offline Session 90-120 minutes:

1.   A brief explanation of the purpose of the workshop / Introduction and aim of a workshop - 5 min.

We can divide this workshop into two parts:

●   Part 1: How to organize a traditional sports day?
 Have you ever wondered how an event you attended ran so smoothly?
 When you organize an event, you probably put more work into the preparation than on the event day itself. The first goal of this workshop is to gain insight into what is involved in organizing a traditional sports day.

●   Part 2: How important is the volunteer?
 Ask yourself the following questions: When I participate in my traditional sport, who made this possible? Who set everything up? Who prepared the field? Who informed the opponents where they need to be?
 Often, the answer to these questions is the volunteers of our sports club.
 Without these people, our traditional sports would die out. They are the ones who keep the sport alive. But how many of them are there? What if they stop their involvement? The second goal of this workshop is to highlight how important volunteers are and how we can make this clear to everyone.

2.   Energizer/ teambuilding activity / Elevator pitch- 10-15 min;

We take a large sheet of paper or a whiteboard.

Part 1: How do I organize a traditional sports day?
We ask the participants what they think is needed to organize an event.
 Topics that must be addressed include:
• People
• Planning / timeline
• Sports equipment
• Utilities

• Budget
• Location
• Promotion

Part 2: How important is the volunteer?

We ask the participants what tasks they take on within their sports club and why they do them. Why did they start doing this in the first place?

3.   Presentation - 25 min

Part 1: How do I organize a traditional sports day?
Preparation

Step 1: Define Purpose and Planning
● Establish event goals: Determine the primary objectives of your event, such as networking, education, or fundraising.
● Identify target audience: Define who your event is for to tailor content and outreach effectively.
● Select date and time: Choose a date that avoids conflicts with holidays or other significant events.
● Set a budget: Outline all potential expenses, including venue, catering, marketing, and technology.

 Step 2: Venue and Logistics
● Choose a venue: Select a location that suits your event's size and purpose, ensuring it's accessible to your audience.
● Obtain necessary permits: Depending on your location and event type, secure any required licenses or permissions.
● Arrange transportation and accommodation: Organize travel and lodging for speakers, performers, or guests if needed.

Step 3: Program and Content
● Develop the event agenda: Plan the schedule, including sessions, breaks, and networking opportunities.
● Book speakers and entertainers: Confirm participation of any guest speakers, performers, or facilitators.

● Organize catering: Select a menu that accommodates dietary restrictions and suits the event's tone.

Step 4: Promotion and Communication

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- Create promotional materials: Design flyers, social media posts, and emails to advertise the event.
- Launch registration: Set up an online registration system to manage attendee sign-ups.
- Engage with attendees: Regularly update registrants with event details and reminders.

Step 5: Suppliers and Partners
- Secure vendors: Confirm contracts with suppliers for services like AV equipment, decorations, and security.
- Establish partnerships: Collaborate with sponsors or partners who can provide support or resources.

Step 6: Scheduling and Task Allocation
- Create a detailed timeline: Develop a schedule outlining all pre-event, during-event, and post-event activities.
- Assign responsibilities: Delegate tasks to team members or volunteers to ensure smooth execution.

Step 7: Materials and Equipment
- Prepare event materials: Organize name tags, programs, signage, and any other printed materials.
- Check technical requirements: Ensure all AV equipment, Wi-Fi, and other technology needs are met.

Step 8: Safety and Contingency Planning
- Implement safety measures: Arrange for first aid kits, emergency exits, and crowd control if necessary.
- Develop a contingency plan: Prepare for potential issues like bad weather or technical difficulties.

The day

Before the Event Begins
- Final Team Briefing: Gather all team members and volunteers to review roles, responsibilities, and the event timeline.
- Emergency Kits: Prepare kits with essentials like first-aid supplies, safety pins, pain relievers, and snacks.
- Contact List: Ensure you have a list of all vendors, speakers, and key contacts with their phone numbers.
- Team Assignments: Distribute walkie-talkies or set up a communication plan for seamless coordination

Venue Setup

- Venue Walkthrough: Inspect the venue to confirm layout, signage, and accessibility.

- Audio/Visual Check: Test microphones, projectors, and other equipment to ensure functionality.

- Registration Area: Set up a welcoming desk with name tags, programs, and staff to assist attendees.

- Signage: Place clear signs directing guests to key areas like restrooms, exits, and session rooms.

- Safety Measures: Ensure all emergency exits are accessible and that safety protocols are in place.

Guest Reception

- Welcome Team: Position friendly staff at entrances to greet and direct attendees.

- VIP Handling: Designate a team to escort VIPs and ensure their needs are met.

- Information Points: Set up stations where guests can ask questions and get assistance.

- Refreshments: Ensure that drinks and snacks are available upon arrival.

Event Program

- Session Management: Keep track of time to ensure sessions start and end as scheduled.

- Speaker Coordination: Confirm speakers' arrival and assist them with any needs.

- Audience Engagement: Encourage participation through Q&A sessions or interactive activities.

- Networking Opportunities: Facilitate mingling during breaks and provide spaces for networking.

Documentation

- Photography: Arrange for a photographer to capture key moments throughout the event.
- Videography: Record sessions or speeches for future use or sharing.
- Social Media: Post live updates, photos, and quotes to engage online audiences.

Safety and Contingency
- First Aid: Have trained personnel and a first-aid kit readily available.
- Security: Ensure security staff are visible and accessible to handle any issues.

- Weather Plans: If outdoors, monitor weather conditions and have a backup plan in place.

Post-Event
- Thank You Notes: Send appreciation messages to speakers, volunteers, and attendees.
- Feedback Collection: Distribute surveys to gather insights for future events.
- Debriefing: Hold a meeting with your team to discuss what went well and areas for improvement.
- Cleanup: Ensure the venue is returned to its original condition and that all equipment is accounted for.

Evaluation

1. Define Evaluation Objectives

Begin by establishing clear goals for the evaluation, such as assessing attendee satisfaction, measuring engagement levels, or evaluating the return on investment (ROI). This focus will guide your evaluation efforts and ensure meaningful insights.

2. Collect Comprehensive Data

Gather data from various sources to obtain a holistic view:
- Surveys and Feedback Forms: Distribute post-event surveys to attendees, sponsors, and team members to gather insights on different aspects of the event.
- Social Media Monitoring: Analyze social media mentions and engagement to gauge public sentiment and identify areas for improvement.
- Analytics Tools: Utilize website and app analytics to assess digital engagement and identify areas for enhancement.

3. Analyze Data and Insights

Examine the collected data to identify trends, patterns, and key takeaways:
- Attendee Satisfaction: Assess feedback to understand attendees' perceptions of the event.
- Engagement Levels: Evaluate participation rates in sessions, networking activities, and other event components.
- Financial Performance: Compare actual expenses with the budgeted amounts to determine the event's profitability.

4. Identify Strengths and Areas for Improvement

Based on the analysis, identify what aspects of the event were successful and which areas need enhancement:

- Successes: Highlight elements that received positive feedback and contributed to the event's success.
- Areas for Improvement: Pinpoint aspects that received constructive criticism and explore ways to address them in future events.

5. Develop an Action Plan

Create a plan to implement changes based on the evaluation:
- Prioritize Issues: Focus on the most critical areas that will have the greatest impact on future events.
- Set Goals: Establish specific, measurable objectives to address identified issues.
- Assign Responsibilities: Designate team members to implement changes and monitor progress

6. Communicate Findings and Recommendations

Share the evaluation results with stakeholders:
- Team Members: Discuss findings and agree on strategies for improvement.
- Sponsors and Partners: Provide insights into the event's performance and areas for enhancement.
- Attendees: Consider sharing a summary of the evaluation and planned improvements to demonstrate responsiveness to feedback.

7. Document Lessons Learned

Record insights gained from the evaluation process:
- Successes: Document strategies and elements that contributed to the event's success.
- Challenges: Note obstacles encountered and how they were addressed.
- Recommendations: Provide suggestions for future events based on the evaluation findings.

Part 2: How important is the volunteer?

Volunteers are vital to traditional sports clubs, particularly in regions like Flanders, Belgium. These clubs often operate on limited budgets and rely heavily on the dedication of volunteers to function effectively.

Essential Roles of Volunteers

Volunteers undertake a variety of responsibilities within sports clubs:
- Coaching and Training: They lead training sessions, mentor athletes, and help develop their skills.

- Administrative Support: Volunteers manage registrations, communications, and scheduling.
- Event Organisation: They plan and execute tournaments, fundraisers, and community events.
- Facility Maintenance: Volunteers assist in maintaining sports equipment and club facilities.

Without this volunteer support, many clubs would struggle to operate.

Challenges Faced by Clubs

Despite their importance, volunteers are becoming increasingly scarce. In Flanders, approximately one-third of sports clubs report difficulties in recruiting new volunteers. This issue is particularly pronounced in larger clubs, which often face challenges in attracting and retaining volunteers for various roles.

How to attract volunteers

Attracting volunteers to a traditional sports club is essential for its sustainability and growth. Here are effective strategies to engage and retain volunteers:

1. Offer Flexible Volunteering Opportunities

Provide a range of roles with varying time commitments to accommodate different schedules. This flexibility can attract individuals who may not be able to commit to regular hours but are willing to help during events or specific tasks.

2. Leverage Digital Platforms for Recruitment

Utilize your club's website, social media channels, and newsletters to promote volunteer opportunities. Ensure that the sign-up process is straightforward and accessible, making it easy for potential volunteers to get involved.

3. Collaborate with Local Community Groups

Partner with local schools, universities, and community organizations to tap into a pool of individuals seeking volunteer opportunities. These collaborations can provide a steady stream of volunteers and foster community engagement.

4. Provide Training and Development

Offer training programs to equip volunteers with the necessary skills and knowledge for their roles. This investment in their development not only enhances their effectiveness but also demonstrates your commitment to their growth.

5. Recognize and Appreciate Volunteers

Regularly acknowledge the contributions of your volunteers through thank-you notes, public recognition, and appreciation events. Feeling valued can increase volunteer retention and satisfaction.

6. Create a Positive and Inclusive Culture

Foster an environment where volunteers feel welcomed and part of the team. Organize social events and team-building activities to strengthen relationships and make volunteering a rewarding experience.

By implementing these strategies, your sports club can build a dedicated and engaged volunteer base, ensuring its continued success and impact within the community.

Social Impact and Community Building

Beyond operational tasks, volunteers play a crucial role in fostering a sense of community within sports clubs. They help create an inclusive environment where individuals from diverse backgrounds can connect and build lasting relationships. In Belgium, a significant proportion of club members engage in social interactions within the club, highlighting the importance of volunteers in facilitating these connections.

Conclusion

Volunteers are indispensable to the success and sustainability of traditional sports clubs. Their contributions extend beyond administrative tasks to include community building and social integration. Recognizing and supporting volunteers is essential to ensure the continued vitality of these clubs and the communities they serve.

4. Discussion among participants / Case study of … – 10-15 min

Part 1: How to organize a traditional sports day?

We just saw the theory about organizing an traditional sports day. Every traditional sport has its own characteristics. So perhaps some of the subjects we saw are not relevant for your organization. Which aspects do you feel are important when you want to organize an event for your sport.

Part 2: How important is the volunteer?
Think about your traditional sport organization. How many volunteers are there? How old are they? What do you already do to attract new volunteers and what do you want to do?

5.   Energizer/ teambuilding activity / Group work- 10-15 min

Now a little task where we will combine the two subjects of this workshop. Sit together with a group of three or four people. Choose one of your traditional sports and create a day about it. Get the big lines for that day: what is the purpose? Where? What? How will you activate volunteers, where will you find them?

6.   Group presentation eventually - 10-15 min

Every group will present their traditional sport day. After every presentation the other groups will get time to ask questions.

7.   Evaluation - Evaluate the session activities by actively involve the participants in the session 5-10 min

-        When working in your group did you get different opinions about what is important when organizing an event? Does this different opinions came from different experiences or was it sport related?

-        How do you think traditional sports will look like in 20 years, in 50 years? Do we still need volunteers?

-        Do you think we forgot aspects of organizing an event?

b.   Online Session 60 minutes:

   1.   A brief explanation of the purpose of the workshop - 5 mins

In popular sports, we often see a distinction between men and women. Why are male football players paid more than their female colleagues? Why does men's cycling receive more media attention than women's?

One of the key aspects of our traditional sports is that everyone is equal. Every man or woman, young or old, should be able to participate under the same conditions and with the same rewards.

Our goal is therefore: How can we ensure that we do not lose sight of this important value: gender equality?

2.   Energizer/ teambuilding activity 5-10 mins

Little quiz: in which sport do men and women play together in one team?

Possible answers:

a) *Korfball*
b) *Mixed hockey*
c) *Softball*
d) *Mixed doubles in racket sports*
e) *Ultimate frisbee*
f) *Some disciplines of horse riding*
   g) *Curling*
   h) *Petanque*
   i) *Tug of war*

3. Presentation of – 25 min

   a.   *Panel discussion between various professional athletes. These athletes come from sports where men and women play together on the same team. They discuss the advantages of playing in mixed-gender teams.*

   b.   *Panel discussion with women who practice sports traditionally dominated by men. For example, female archers. Traditional folk sports such as archery or rifle shooting have historically been male-dominated, but are increasingly becoming gender-inclusive, especially at the club level.*

4. Energizer/ teambuilding activity - 5-10 min

Let the participants share their experiences. How is it in their sport? Why is it that way? Does it need to change?

VIII.   Recommendation

In designing a training session on Traditional Sport Games (TSGs), the main focus should be to position these games not simply as leisure activities, but as meaningful cultural practices that foster social connection, identity, and inclusion. TSGs are an important form of intangible cultural heritage that carry deep historical and communal value. They reflect the traditions, values, and social dynamics of the communities they originate from, and they offer powerful opportunities for education, cultural exchange, and civic engagement.

A key element of the training should be the recognition of TSGs as tools for cultural preservation and intercultural dialogue. Participants should be encouraged to explore how traditional games can serve as bridges between generations and cultures, providing a shared platform where diverse individuals can connect, interact, and learn from one another. This perspective is especially valuable in international or multicultural settings, where the sharing

of traditional games can lead to deeper understanding and appreciation of cultural differences and similarities.

Another primary focus should be on developing the practical competencies needed to organize traditional sport games in inclusive, engaging, and sustainable ways. Participants should gain experience in planning and implementing TSG activities that are accessible and meaningful for different community contexts. This includes learning about event planning, facilitation methods, community involvement, and how to adapt traditional games to suit modern settings while respecting their original spirit.

Volunteer work should also be treated as a foundational theme throughout the training. Traditional sport games often rely on the commitment and passion of volunteers who act as transmitters of cultural knowledge and community spirit. The training should explore how to recruit, motivate, and support volunteers, and how to recognize their contributions effectively. It should also highlight the dual benefit of volunteering—as a form of personal development and as a vital contribution to collective well-being and heritage preservation.

An essential cross-cutting focus should be placed on gender equality. Many traditional games historically reflected gender norms and divisions that may no longer align with current values of inclusion and fairness. The training should provide opportunities for critical reflection on these issues, encouraging participants to analyze how games can be modified or facilitated in ways that promote equitable participation across all genders. This includes considering game rules, roles, access, and representation in both participation and leadership.

Finally, the training should empower participants to transform their learning into action. Through hands-on planning sessions, group discussions, and scenario-based activities, participants should be supported in developing concrete initiatives that incorporate traditional sport games into educational, social, or community-based projects. The goal is for them to leave the training not only with increased knowledge and skills but with the confidence and creativity to apply TSGs as inclusive tools for social impact and lifelong learning in their own environments.

4.   Recommendations for sports organizations

Traditional Sports and Games (TSG) represent a significant aspect of cultural heritage, reflecting the historical, social, and cultural identity of various communities. To ensure their preservation and continued relevance, it is crucial to disseminate information about TSG among sports organizations.

Disseminating information about TSG among sports organizations is essential for preserving sporting cultural heritage. By leveraging educational institutions, digital media, sporting events, and cultural collaborations, TSG can gain broader recognition and appreciation. Overcoming challenges through innovative and strategic initiatives will ensure that these traditional games continue to thrive for future generations.

How to explore the various strategies and possibilities for achieving this goal effectively?
- Promotion and dissemination
- Planning and marketing strategy
- Methods of obtaining funds for TSG projects

4.1.   Promotion and dissemination

Traditional sport games embody rich cultural heritage and offer unique opportunities for community engagement and cultural exchange. Promoting and disseminating these games is essential to preserving their legacy and encouraging broader participation. A multi-pronged approach can help ensure that traditional sport games remain vibrant and accessible to all.

a) Sports Federations and Associations

Partnering with national and international sports federations can help integrate TSG into mainstream sports programs. Organizing workshops and training sessions for coaches and athletes ensures proper skill development and awareness. Establishing advisory committees within federations will further promote TSG and encourage long-term institutional support.

- Partnering with national and international sports federations to integrate TSG into their programs.
- Organizing workshops and training sessions for coaches and athletes.
- Creating advisory committees within federations to promote TSG awareness.

b) Educational Institutions and Youth Programs

Integrating TSG into physical education curricula in schools and universities can expose younger generations to traditional games. Encouraging youth sports organizations to include

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TSG in their activities fosters participation at an early stage. Additionally, providing scholarships and incentives for research on TSG can promote academic engagement and deeper understanding of its cultural significance.

- Introducing TSG into physical education curricula in schools and universities.
- Encouraging youth sports organizations to include TSG in their activities.
- Providing scholarships and incentives for research on TSG.

c) Digital Media and Online Platforms

Utilizing digital platforms is crucial in modern promotional efforts. Developing dedicated websites and launching social media campaigns can create a global community of TSG enthusiasts. Producing video tutorials, documentaries, and e-learning modules will help educate people on the history and rules of TSG. Engaging influencers and professional athletes to share content related to TSG will further increase its reach and popularity.

- Developing websites and social media campaigns dedicated to TSG.
- Creating video tutorials, documentaries, and e-learning modules.
- Engaging influencers and athletes to promote TSG through digital content.

d) Sporting Events and Competitions

Hosting national and international TSG championships and exhibitions will draw attention from sports enthusiasts and media. Including TSG demonstrations in major sporting events will enhance visibility and encourage participation. Encouraging local governments to organize annual TSG festivals can foster community involvement and cultural pride.

- Hosting national and international TSG championships and exhibitions.
- Integrating TSG demonstrations into major sports events.
- Encouraging local governments to organize annual TSG festivals.

e) Collaboration with Cultural and Tourism Departments

Promoting TSG as a cultural tourism attraction can significantly boost its recognition and sustainability. Establishing partnerships with museums and cultural centers will provide educational opportunities and increase exposure. Supporting research and documentation of TSG practices ensures the preservation of these traditional games for future generations.

- Promoting TSG as a cultural tourism attraction.
- Establishing partnerships with museums and cultural centers.

- Supporting research and documentation of TSG practices.

4.2. Planning and marketing strategy

A comprehensive planning and marketing strategy for Traditional Sports and Games involves a multifaceted approach that combines branding, media outreach, community involvement, sponsorships, digital marketing, and live events. By implementing these strategies, TSG can gain widespread recognition, ensuring their preservation and continued relevance in today's global sports and cultural landscape.

a) Branding and Identity Development

To establish a strong and recognizable presence, TSG must develop a clear and compelling identity. This involves creating distinctive logos, slogans, and visual elements that enhance visibility across various platforms. Additionally, crafting a powerful narrative that emphasizes the rich cultural heritage and significance of TSG will help foster a deeper connection with audiences. The branding should reflect authenticity, tradition, and community, ensuring that TSG stands out as an integral part of cultural heritage and sports.

- Establishing a clear and recognizable identity for TSG.
- Creating logos, slogans, and visual elements to enhance visibility.
- Developing a strong narrative that highlights the cultural value of TSG.

b) Public Relations and Media Engagement

Effective media engagement is essential to raise awareness and promoting TSG on a broader scale. By collaborating with mainstream and sports media, TSG can secure features in articles, interviews, and news segments. Leveraging social media influencers, renowned athletes, and cultural ambassadors will further amplify the message. Organizing press events, media days, and exclusive interviews will also help generate buzz and create sustained interest among the public and stakeholders.

- Partnering with mainstream and sports media to feature TSG in articles, interviews, and news segments.
- Leveraging social media influencers, athletes, and cultural ambassadors to promote TSG.
- Organizing press events and media days to raise awareness.

c) Community and Grassroots Engagement

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Community involvement is key to the success and sustainability of TSG. Encouraging local communities to organize and participate in TSG events fosters a sense of ownership and pride. Establishing volunteer programs allows individuals to actively contribute to the promotion and preservation of TSG. Furthermore, mentorship programs where experienced practitioners pass down traditional knowledge will help ensure the continuity and growth of these cultural games.

- Encouraging local communities to organize and participate in TSG events.
- Establishing volunteer programs to support TSG-related activities.
- Developing mentorship programs where experienced practitioners pass down knowledge.

d) Sponsorships and Partnerships

Collaborating with corporate sponsors provides financial support for promotional activities, infrastructure development, and event organization. Establishing partnerships with educational institutions, cultural organizations, and government agencies can facilitate funding and institutional backing. Additionally, offering branded merchandise and hosting themed events will attract commercial sponsors while reinforcing TSG's marketability.

- Collaborating with corporate sponsors to fund promotional activities.
- Partnering with educational institutions, cultural organizations, and government agencies.
- Offering branded merchandise and themed events to attract financial support.

e) Utilizing Digital Marketing

A strong digital presence is crucial for engaging a global audience. Developing interactive websites, mobile applications, and digital archives dedicated to TSG will serve as comprehensive resources for enthusiasts. Social media campaigns featuring hashtags, viral challenges, and engaging content can help create global awareness. Moreover, online courses and webinars can educate individuals about TSG's history, techniques, and cultural importance, ensuring continued interest and participation.

- Creating interactive websites, mobile apps, and digital archives of TSG.
- Running social media campaigns using hashtags, challenges, and viral content.
- Offering online courses and webinars to educate global audiences.

f) Hosting Promotional Events and Competitions

REMIND

Remote remembrances to foster the future: Traditonal Sport and Games and Games
potential
-REMIND-
ERASMUS-SPORT-2023-SCP. Project number: 101134177

Live events play a significant role in the promotion of TSG. Organizing national and international championships and festivals will attract participants and spectators alike. Integrating TSG showcases into major sports events will enhance visibility and legitimacy. Additionally, hosting interactive exhibitions in schools, cultural centers, and public spaces will introduce TSG to new audiences, encouraging wider participation and appreciation.

- Organizing national and international TSG championships and festivals.
- Integrating TSG showcases into major sports events.
- Hosting interactive exhibitions in schools, cultural centers, and public spaces.

4.3. Methods of obtaining funds for TSG projects

A comprehensive planning and marketing strategy for Traditional Sports and Games involves a multifaceted approach that combines branding, media outreach, community involvement, sponsorships, digital marketing, live events, and diverse funding strategies. By implementing these strategies, TSG can gain widespread recognition, ensuring their preservation and continued relevance in today's global sports and cultural landscape.

a) Government Grants and Public Funding

Securing government support is a vital source of funding for TSG projects. This includes applying for cultural and heritage preservation grants and collaborating with ministries of culture, sports, and tourism. Advocating for policy initiatives that allocate funding to TSG programs can ensure sustained financial backing.

- Applying for cultural and heritage preservation grants.
- Collaborating with ministries of culture, sports, and tourism.
- Advocating for policy initiatives that allocate funding to TSG programs.

b) Corporate Sponsorship and Private Sector Investment

Engaging with corporations that have corporate social responsibility (CSR) initiatives can provide significant funding opportunities. Offering branding and advertising opportunities at TSG events and creating exclusive sponsorship packages for businesses can attract private sector investments.

- Engaging companies with corporate social responsibility (CSR) initiatives.
- Offering branding and advertising opportunities at TSG events.
- Creating exclusive sponsorship packages for businesses.

c) Crowd funding and Community Support

Online crowdfunding campaigns on platforms like Kickstarter and GoFundMe can be an effective way to generate financial support. Encouraging local community participation through fundraising events and providing incentives such as exclusive access to TSG experiences can further drive contributions.

- Launching online crowdfunding campaigns on platforms like Kickstarter and GoFundMe.
- Encouraging community participation through local fundraising events.
- Providing incentives for individual donors, such as exclusive access to TSG experiences.

d) Non-Governmental Organizations (NGOs) and International Funding

Partnering with NGOs focused on cultural preservation and sports development can unlock additional funding opportunities. Applying for international grants from organizations like UNESCO and philanthropic foundations supporting traditional and indigenous cultures can provide sustainable financial assistance.

- Partnering with NGOs focused on cultural preservation and sports development.
- Applying for international funding from UNESCO and other heritage organizations.
- Seeking grants from philanthropic foundations supporting traditional and indigenous cultures.

e) Revenue-Generating Activities

Developing TSG-related merchandise such as clothing, equipment, and educational materials can generate revenue. Offering paid workshops, training sessions, and online courses can also serve as a source of income. Charging entry fees for TSG festivals and tournaments can further support ongoing initiatives.

- Developing TSG-related merchandise (e.g., clothing, equipment, educational materials).
- Offering paid workshops, training sessions, and online courses.
- Charging entry fees for TSG festivals and tournaments.

f) Tourism and Cultural Exchange Programs

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Integrating TSG into cultural tourism packages and partnering with travel agencies to offer traditional sports experiences can attract funding from the tourism sector. Hosting international TSG exchange programs and workshops can also generate revenue while promoting cultural awareness.

- Integrating TSG into cultural tourism packages.
- Partnering with travel agencies to offer traditional sports experiences.
- Hosting international TSG exchange programs and workshops.

Training format implementation

Evaluation of training effectiveness can be made based on appropriate criteria. The most commonly used criteria in the evaluation process are effectiveness, efficiency, utility, durability and relevance. In order to conduct the assessment, the evaluation uses appropriately selected methods of social and economic research. An important feature of the evaluation is its utilitarian nature. The main goal of the evaluation study is not only to increase the pool of knowledge, but above all to improve the quality of implemented interventions by using recommendations from evaluation studies. (www.funduszeeuropejskie.gov.pl)

The main objective of the study is to assess the quality of the training courses that were carried out. An additional objective of the study is to collect participants' opinions on the training courses they attended, as well as the need for additional training courses.

To effectively implement the REMIND project's training format, organizations should adopt a strategic, multi-faceted approach. The following recommendations are based on the principles and procedures outlined in the document:

Section	Implementation focus	Key actions
1.Foundational Preparation and Strategy	Establish a strong base for implementation.	• Embrace the core philosophy that Traditional Sports and Games (TSG) are tools for cultural preservation, social inclusion, and economic development. This mindset should guide all activities. • Establish a robust management structure aligned with WP 1, including project management, quality assurance, and evaluation plans. • Conduct preliminary research by reviewing the "Skills to Exploit TSG Research Report" and the "Play Traditional Sport and Games" Report to understand the training needs and catalogued games.
2. Adopting the Training Methodology	Apply inclusive, experiential, and blended learning approaches.	• Prioritize inclusivity by using inclusive language, diverse visual content, and adapting activities for various abilities and cultural contexts. • Use experiential learning through hands-on methods like role-playing, group exercises, case studies, and energizers as outlined in the modules. • Blend offline sessions (for physical engagement) and online modules (for theoretical and reflective discussions) to create a hybrid training experience.
3. Effective Module Delivery	Facilitate impactful and responsive training sessions.	• Train facilitators thoroughly on the objectives and methodologies for all six training days; ensure they are equipped to manage group dynamics and support participants emotionally. • Customize activities to the audience by adjusting game complexity and selection based on age, cultural background, and physical abilities.

		• Integrate real-time evaluation using tools like motor skill questionnaires, participatory feedback walls, and group debriefings to track learning and engagement.
4. Maximizing Broader Impact	Strengthen local relevance and outreach.	• Partner with local businesses, cultural institutions, tourism boards, schools, and municipal bodies to expand the social and economic influence of TSG activities. • Launch a volunteer program with strategies for recruitment, training, retention, and recognition, ensuring flexible roles to accommodate diverse participants. • Promote gender equality across all activities by analyzing traditional rules critically and encouraging open discussion around inclusive participation.
5. Ensuring Long-Term Sustainability	Secure the future and growth of TSG initiatives.	• Implement a marketing strategy using branding, public relations, and digital channels to raise awareness and establish a strong identity. • Diversify funding by exploring multiple income streams including grants, sponsorships, crowdfunding, and revenue-generating events or merchandise. • Build lasting networks through the creation of a TSG Chart and ongoing collaboration with regional, national, and European organizations and stakeholders.

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Attachments

DAY 1: INTRODUCTION TO TRADITIONAL GAMES BASED ON COMMUNICATION SKILLS

DAY 2: EMPATHY AND TEAMWORK THROUGH TRADITIONAL GAMES

DAY 3: LEADERSHIP AND PROBLEM-SOLVING SKILLS

DAY 4: CULTURAL AWARENESS AND MOTIVATION SKILLS

DAY 5: NEGOTIATION AND ADAPTABILITY SKILLS

DAY 6: ORGANIZATION, VOLUNTEER WORK, AND GENDER EQUALITY

Training format

About training format document

This document presents a robust framework for understanding and leveraging Traditional Sports and Games (TSG) for multifaceted development.

The document doesn't just focus on the games themselves but explores their economic impact, potential for social skill development, and cultural significance. It also delves into practical aspects like organization, volunteerism, and gender equality.

About training format

A six-day training based on the results of a survey conducted among 551 participants from the project partner countries.

The objectives are: to develop individuals' social skills, such as: communication, empathy, teamwork, leadership, problem-solving, cultural awareness, volunteer work, gender equality, motivation, flexibility, negotiation and organizational skills.

The training combines online and offline classes to create a comprehensive experience that engages both body and mind while fostering social development.

About training format

The training format contains 6-day training module. Each day has clear objectives, theoretical introductions, specific learning outcomes, varied methodologies, and suggested materials.

The document strongly advocates for an inclusive approach to TSG, addressing diversity in terms of age, gender, and ability. It highlights how TSG can teach values like respect, teamwork, and fair play.

It offers concrete practical tips for exploiting TSG for economic development (e.g., local business engagement, tourism promotion) and for implementing training (e.g., inclusive language, adapting games). It also provides detailed checklists for event organization.

Who and Why can use training format

Educational Resource: It serves as an excellent resource for educators, physical education teachers, youth workers, sports coaches, and community leaders who wish to incorporate TSG into their programs.

Program Development Guide: Organizations can use this document as a comprehensive guide to design, develop, and implement their own TSG training workshops, events, and long-term programs.

Advocacy and Policy Making: The documented benefits of TSG (economic, social, cultural) can be used to advocate for their inclusion in local, regional, and national policies related to sports, culture, education, and tourism.

Funding Proposals: The detailed training module, clear objectives, and expected outcomes provide a strong foundation for writing grant proposals and seeking funding for TSG initiatives.

Who and Why can use training format

Volunteer Training and Management: It provides insights into the importance of volunteers in TSG and offers strategies for attracting, training, and retaining them.

Promoting Inclusive Sports Practices: It offers practical examples and methodologies for making sports activities more inclusive and sensitive to gender, age, and ability.

Cultural Preservation: By promoting TSG, the methodologies and information in this document can contribute to the safeguarding and transmission of intangible cultural heritage.

Research Foundation: The structured approach and identified areas (e.g., evaluation of training effectiveness) can serve as a basis for further academic research on the impact of TSG.

Community Engagement and Development Tool: The document offers strategies for using TSG to foster community cohesion, intergenerational learning, and intercultural dialogue.

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

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Training format 2. Empathy and Teamwork Through Traditional Games

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- Learn and practice skills of cooperation, communication, emotional expression, and role negotiation.

- Be able to apply game-based experiences to reflect on social behaviours and group functioning.

- Have awareness of how emotions and strategic decisions shape team dynamics.

- Have the idea that traditional games can be used as educational tools for inclusion, emotional development, and conflict resolution.

Typology & Timeframe

- **Typology:** Non-formal education with theoretical and practical components.

- **Offline session:** 90–120 minutes.
- **Online session:** 60 minutes.

Methods Overview

- Energizers
- Concept presentation
- Group discussion
- Sharing good practices
- Role-play and problem-solving
- Case analysis

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Empathy through Traditional Games

Why focus on empathy?

Empathy is widely recognised as a **key competence in social and emotional development**, particularly in educational and group-based settings. It enables individuals to understand others' perspectives, respond to their emotions, and foster meaningful human connections — all essential qualities for collaborative learning, inclusive practices, and community well-being.

In our **initial study with 551 participants**, empathy received a high mean score of 8.28 (SD = 1.59), confirming that participants generally view it as a valuable and relevant skill. However, the relatively high standard deviation indicates a greater variability in how empathy is experienced, interpreted, or practised. This suggests that, despite consensus on its importance, individuals may differ significantly in their ability to recognise, express, or apply empathy in real-life situations.

Empathy through Traditional Games

- **Empathy** allows players to understand and respond to **others' emotions**.
- **Traditional games** offer real contexts for lived **empath**y.

Parlebas(2001) identify:

- **Psychomotor games**: individual focus.
- **Sociomotor games**: direct interaction, ideal for empathy.

Types of Sociomotor Games

1. **Cooperative games**, where all participants work together to achieve a common goal, regardless of the number of players.

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3. **Cooperation-opposition games**, where players must collaborate with teammates while simultaneously facing opponents. These games demand complex social coordination, as individuals must navigate both supportive and adversarial relationships.

PART 1 Empathy Exercises

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- **1. Theoretical-practical introduction (10 minutes)**

The social nature of the game will be explained and how it is constituted as a miniature society in which significant interpersonal relationships emerge. JDTs activate learning such as respect, trust, inclusion or social sustainability, with empathy being a core competence.

At the end of each game, a motor test will be carried out

Key concepts will be presented:

- **Empathy:** the ability to perceive, understand and share other people's emotional states without losing one's own identity. It involves affective, rational and decisional responses in favor of the well-being of other people.

- **Teamwork:** conscious collaboration to achieve common goals.

PART 1 Empathy Exercises

At the end of each exercise, a motor questionnaire will be carried out.

Take notes after each game

REMIND

1.Guide Game (Cooperation)

- In pairs. One person is blindfolded and guided by the other, holding him by the shoulders.
- Varied trajectories are made: straight, curved, zigzag, forward, backward, laterally.
- Changes of pace are introduced.
- Roles are exchanged.

Empathy treatment:

Develop and experience trust in a partner.

Adapt their motor actions according to the emotional state and reactions of the other person.

Assume responsibility for another person's physical and emotional well-being.

2.It or Tag Game (Opposition)

- One player chases the rest. When you touch, you switch roles.
- In opposition games (such as chase games), it is possible to foster empathy by introducing the concepts of strong role and weak role (Brian Button):

• **Strong role:** the player with the ability to reach the game's objective (e.g., catching others).

• **Weak role:** the player who struggles to achieve the objective (e.g., cannot escape or never manages to catch anyone).

- **Empathy Focus and Rule Modifications:**
  1. **Rule Adjustment for Equity**
  2. **Protection Zones**
  3. **Role Rotation**

3.Morra Game (Opposition)

- Two people confront each other.
- At the same time, each one pulls out one hand showing between 0 and 5 fingers.
- At the same time, they say out loud the total sum they think there will be between the two hands.
- The winner is the one who guesses the sum.

Keys to fostering empathy:
1. Balance abilities
2. Continuous change of partners
3. Team play
4. Inclusive variants

4.Hunting Ball with Shield (Coop-Opp)

- Two players begin as hunters, sharing a ball.
- They cannot run while holding the ball and must pass it between them to try to touch (capture) other players.
- When a player is touched, they join the hunters' team.
- The remaining players, known as hares, attempt to evade capture. They do not form a team among themselves.
- **First level of empathy:**
- When someone is captured, they cease to be an opponent and become a companion of the hunting team.
- This change of role already promotes a certain empathy, by transforming the relationship from rivalry to collaboration.

- To enhance the empathy of hares (those who flee):
1. Introducing a "shield ball"
2. Altruistic rule
3. Empathy in action

5.Cut the Thread (Opposition)

-         Two people actively participate: one chases (the hunter) and the other flees (the hare).
-         If a third person (observer or passive player) crosses between the two, she "cuts the thread".
- When the thread is cut, the pursuer must change his target and start chasing the person he crossed.

- How **empathy** is activated:
-         The act of cutting the thread is a voluntary action that helps the one who is being persecuted.
-         It is not mandatory to intervene, but those who do so assume a risk, because they will become the new hare.
- This decision is a clear example of empathy in action: putting yourself in the other person's shoes and taking on a part of their difficulty.

6.Sitting Ball (Paradoxical)

- Participants move freely with a ball.
- If they throw the ball with a bounce to the ground, it is considered a friendly pass: whoever receives it continues to play.
- If they throw the ball through the air and touch someone, it is an enemy pass: the person touched must sit down (is taken prisoner).
- A seated person can free themselves if they receive the ball, either by accident or because someone passes it to them.

- How **empathy** is activated:
1. Constant relational decisions.
2. Helping prisoners.
3. Free play of fixed consequences.

7.Four Corners (Paradoxical)

- Four players stand at the corners of a marked square or area (e.g., marked with cones).
- A fifth player stands in the centre.
- Players in the corners can freely exchange positions, ideally without allowing the centre player to occupy an empty corner during the swap.
- If the centre player manages to occupy a corner before another player reaches it, that player moves to the centre.

How **empathy** is activated

1. Continuous and negotiated interaction
2. Ambiguous relational situations
3. Subsequent emotional reflection

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Empathy Evaluation Tools

- Motor questionnaires (e.g. arms up/down).

- Reflection circles (facing outwards).

- Specific questions per game type.

- Emotional x-ray of the group.

POSITIVE   NEUTRAL   NEGATIVE

REMIND

PART 2. Team-Oriented Games

Main Objective:

To explore teamwork through traditional games, understood as the ability to collaborate with others to achieve a shared goal.

Key ideas to introduce the session:

1. Every game begins with a collective agreement.
2. Psychomotor games transformed into collectives.
3. Sociomotor games without direct opposition.

1.The Berlin Wall (Cooperation)

- A rope stretched horizontally is placed at a low height, between two fixed points (e.g. trees or poles).
- The group is challenged that all people must pass from one side of the "wall" to the other without touching the rope and without going underneath.

Keys to working on **teamwork**:

1. A Shared Challenge.
2. Active Cooperation Required.
3. Emerging Roles and Communication Skills.
4. Group-Linked Success.

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PRESERVING CULTURE. EMPOWERING COMMUNITIES

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2.The Human Knot (Cooperation)

- The whole group stands in a circle.
- Each person reaches out and randomly grabs the hands of two different people in the group (who are not next to them).
- A "human knot" is formed that the group must undo without letting go of their hands, until they form an orderly circle again.

Keys to working on **teamwork**:
1. Collective Resolution of a Common Problem.
2. Coordination, communication and patience.
3. Variants to increase cooperative complexity:
      Blindfolded
      From the ground
4. Dynamism and shared leadership

3.Tibetan Bridge (Cooperation)

- The participants stand on top of a line delimited on the ground (the "bridge"), without leaving it.
- The group should be ordered according to a criterion (e.g., from smallest to tallest) without leaving the line and within a limited time.

Keys to working on **teamwork**:

1. Collective challenge with limited space.
2. Progressively more complex ordering criteria.
3. Time management and shared pressure.
4. Development of collaborative skills:

4.Stealing Stones (Coop-Opp)

- The playing space is divided into two symmetrical fields, one for each team.
- At the bottom of each field, several "stones" (balls or objects) are placed.
- The objective is to steal stones from the opponent's field and bring them to one's own without being touched.
- **Basic rules**:
- If a person enters the opposing field and is touched, he must sit down and is "taken prisoner".
- In the area of the stones (baseline) you cannot touch anyone.
- If someone touches a prisoner of their team without being touched, they release them and both can return to their camp.

Keys to working on **teamwork**:
1. Distribution of cooperative roles.
2. Mutual aid as an essential tactic:.
3. Strategic organization of space and time.
4. Competence in a collective sense.

5.Dangerous Links (Coop-Opp)

- People are grouped into fixed pairs, forming several teams of two (for example, 10 teams if there are 20 people).
- Each pair wears bibs of two different colors (one red, one blue).
- It is played with a single ball.

Basic rules:
- If a player with a ball (e.g. red) throws and touches an opponent of the same colour, the two members of that opposing team go to the prisoner zone.
- Each person must protect their teammate, placing themselves in front if the ball is held by an opponent who could eliminate them.
- The ball can be passed between members of the same pair, allowing for strategic attacks and protective moves.

Keys to working on **teamwork**:
1. Active protection between colleagues
2. Joint decision-making
3. Shared responsibility
4. Small-scale collective organization

FINAL ASSESSMENT OF THE SESSION

1. Emotions questionnaire (individual and anonymous)

2. Observation of interactions within the team

3. Game modification to increase interactions

4. Space for subsequent reflection

Teamwork Evaluation Tools. GES – II.

Thank you

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

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Training format 2. Empathy and Teamwork Through Traditional Games

PRESERVING CULTURE, EMPOWERING COMMUNITIES

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- Have an understanding of empathy and teamwork in the context of traditional games.

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- **Offline session:** 90–120 minutes.
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PRESERVING CULTURE, EMPOWERING COMMUNITIES

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Online Session (60 Minutes)

Main objective:

To reflect on the lived experiences from previous sessions and to build meaningful learning around empathy and teamwork through traditional games.

Session Structure

1. Introduction (5-10 min)
2. Guided free discussion on empathy (15-20 min)
3. Discussion of teamwork (20-25 min)
4. Individual assessment with data and critical reflection (10-15 min)
5. Closing and future projection (5 min)

Online Session (60 Minutes)

1. **Introduction (5-10 min)**

   The teacher presents the central idea:
   - "Traditional games are a small society or a laboratory of human relations where emotions, cooperation, conflict, help and leadership are experienced in a real way."
   - Emphasise that in previous sessions, participants experienced empathy and teamwork—not merely discussed them in theory.

Online Session (60 Minutes)

2. Guided free discussion on empathy (15-20 min)

- Open a safe and informal discussion space for participants to share personal reflections:
    - *When did you feel you were acting empathetically?*
    - *How did you feel when someone helped or supported you?*
- If available, **project photos or short clips** from the sessions that capture empathetic gestures or moments of support.
- Discuss the **results of motor-emotional questionnaires** (e.g. body response scales, dominant emotions) to visualise emotional dynamics in the group.

Online Session (60 Minutes)

3. Discussion of teamwork (20-25 min)

Guide participants through reflection on teamwork experiences using prompts such as:

o   *How involved were you in the organization of the team?*

o   *Were they active people or did they adopt a passive role?*

o   *What collective strategies did you propose or apply?*

o   *How did you feel working as a group? Did you feel part of the team?*

o   *How many interactions did they make (passes, assists, covers)? How was its quality?*

Online Session (60 Minutes)

**4. Individual assessment with data
and critical reflection (10-15 min)**

Each person writes a written or verbal self-reflection, responding
to:

o   *What have I learned about myself and my way of relating?*
o   *What does it mean to me to work in a team?*
o   *Have I acted with empathy? When? How do I know?*

Encourage the use of concrete examples rather than abstract
statements.

Use digital or paper templates to support structured responses.

Online Session (60 Minutes)

5. Closing and future projection (5 min)

The teacher discusses how what has been experienced can be the basis for future sessions on:

o   Gender equity

o   Social inclusion

o   Peaceful conflict resolution

o   Group cohesion

o   Interculturality and sustainability

How would you describe
in just one sentence
your experience?

Thank you

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POSITIVE   NEUTRAL   NEGATIVE

REMIND

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- Specific questions per game type.
- Emotional x-ray of the group.

POSITIVE   NEUTRAL   NEGATIVE

Main Objective:

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3.   Emerging Roles and Communication Skills.
4.   Group-Linked Success.

- The whole group stands in a circle.
- Each person reaches out and randomly grabs the hands of two different people in the group (who are not next to them).
- A "human knot" is formed that the group must undo without letting go of their hands, until they form an orderly circle again.

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2. Coordination, communication and patience.
3. Variants to increase cooperative complexity:
Blindfolded
From the ground
4. Dynamism and shared leadership

REMIND

• The participants stand on top of a line delimited on the ground (the "bridge"), without leaving it.
• The group should be ordered according to a criterion (e.g., from smallest to tallest) without leaving the line and within a limited time.

Keys to working on **teamwork**:
1. Collective challenge with limited space.
2. Progressively more complex ordering criteria.
3. Time management and shared pressure.
4. Development of collaborative skills:

• The playing space is divided into two symmetrical fields, one for each team.
• At the bottom of each field, several "stones" (balls or objects) are placed.
• The objective is to steal stones from the opponent's field and bring them to one's own without being touched.

Basic rules:

• If a person enters the opposing field and is touched, he must sit down and is "taken prisoner".
• In the area of the stones (baseline) you cannot touch anyone.
• If someone touches a prisoner of their team without being touched, they release them and both can return to their camp.

Keys to working on **teamwork**:
1. Distribution of cooperative roles.
2. Mutual aid as an essential tactic:
3. Strategic organization of space and time:
4. Competence in a collective sense:

5.Dangerous Links (Coop-Opp)

• People are grouped into fixed pairs, forming several teams of two (for example, 10 teams if there are 20 people).

• Each pair wears bibs of two different colors (one red, one blue).

• It is played with a single ball.

Basic rules:

• If a player with a ball (e.g. red) throws and touches an opponent of the same colour, the two members of that opposing team go to the prisoner zone.

• Each person must protect their teammate, placing themselves in front if the ball is held by an opponent who could eliminate them.

• The ball can be passed between members of the same pair, allowing for strategic attacks and protective moves.

Keys to working on **teamwork**:

1. Active protection between colleagues

2. Joint decision-making

3. Shared responsibility

4. Small-scale collective organization

1. Emotions questionnaire (individual and anonymous)

2. Observation of interactions within the team

3. Game modification to increase interactions

4. Space for subsequent reflection

Main objective:
To reflect on the lived experiences from previous sessions and to build meaningful learning around empathy and teamwork through traditional games.

Session Structure

1. Introduction (5-10 min)
2. Guided free discussion on empathy (15-20 min)
3. Discussion of teamwork (20-25 min)
4. Individual assessment with data and critical reflection (10-15 min)
5. Closing and future projection (5 min)

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1. Introduction (5-10 min)

• The teacher presents the central idea:
"Traditional games are a small society or a laboratory of human relations where emotions, cooperation, conflict, help and leadership are experienced in a real way."

• Emphasise that in previous sessions, participants experienced empathy and teamwork—not merely discussed them in theory.

2. Guided free discussion on empathy (15-20 min)

• Open a safe and informal discussion space for participants to share personal reflections:

> • *When did you feel you were acting empathetically?*
> • *How did you feel when someone helped or supported you?*

• If available, **project photos or short clips** from the sessions that capture empathetic gestures or moments of support.

• Discuss the **results of motor-emotional questionnaires** (e.g. body response scales, dominant emotions) to visualize emotional dynamics in the group.

3. Discussion of teamwork (20-25 min)

Guide participants through reflection on teamwork experiences using prompts such as:

- *How involved were you in the organization of the team?*
- *Were they active people or did they adopt a passive role?*
- *What collective strategies did you propose or apply?*
- *How did you feel working as a group? Did you feel part of the team?*
- *How many interactions did they make (passes, assists, covers)? How was its quality?*

**4. Individual assessment with data
and critical reflection (10-15 min)**

Each person writes a written or verbal self-reflection, responding to:

- *What have I learned about myself and my way of relating?*
- *What does it mean to me to work in a team?*
- *Have I acted with empathy? When? How do I know?*

→ Encourage the use of concrete examples rather than abstract statements.

→ Use digital or paper templates to support structured responses.

5. Closing and future projection (5 min)

The teacher discusses how what has been experienced can be the basis for future sessions on:

o   Gender equity
o   Social inclusion
o   Peaceful conflict resolution
o   Group cohesion
o   Interculturality and sustainability

How would you describe in just one sentence your experience?

Thank you

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

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Leadership & Problem-Solving in Traditional Sports

REMIND Project
Training Workshop

Facilitator Name_____

Date_____

LEADERSHIP

How would you complete this sentence?

Leadership is...

LEADERSHIP

Leadership is the dynamic process of guiding and empowering individuals or groups toward the achievement of shared goals. It involves the ability to:

❑ Set a clear vision and direction,

❑ Motivate and inspire others through communication, trust, and example,

❑ Foster collaboration by building relationships, aligning values, and creating a sense of purpose.

❑ Make strategic decisions and solve problems under conditions of uncertainty,

❑ Adapt to change and encourage innovation, and

❑ Uphold ethical principles and accountability.

At times, this means **influencing** others to do what they otherwise would not do.

Discussion Prompts:

❖What makes a good leader in a high-pressure situation?

❖Can you remember a time when someone led you through a challenge?

❖What role does strategy play in games and in life?

LEADERSHIP

❖ Leadership is influence, not position. – *John C. Maxwell*

❖ Great leaders inspire action by starting with WHY. – *Simon Sinek*

❖ *Daniel Goleman's* Emotional Intelligence in Leadership: self-awareness, self-regulation, motivation, empathy, and social skills

Lead Yourself Exceptionally Well

➢ Lighten Your Leader's Load

➢ Be Willing To Do What Others Won't

➢ Do More Than Manage----Lead!

The 360 Degree Leader, Maxwell

LEADERS AND LEADERSHIP

Know the difference between managing and leading:

❖ Process of assuring that the program and objectives of the organization are implemented.

Remember: Leaders cast vision and motivate people!

❖ Important to remember that people don't want to be managed, they want to be led!

LEADERS AND LEADERSHIP

Defined As:

1. **Responsible** – ability to answer for one's acts or decisions

2. **Answerable** – subject to taking blame or responsibility; capable of being refuted

3. **Explicable** – capable of being explained

4. **Ownership** – acknowledge

5. **Transparent** – readily understood, clear

LEADERS AND LEADERSHIP

Maxwell's 5 Levels of Leadership

1. **Position** – Followed because they must

2. **Permission** – Because they want to

3. **Production** – Because of the results

4. **People Development** – Because you grow others

5. **Pinnacle** – Because of who you are

Sinek's Golden Circle

➢ WHY – Purpose

➢ HOW – Process

➢ WHAT – Result

Start with WHY to build trust and inspiration.

LEADERS AND LEADERSHIP

Icebreaker – "The Leadership Object Game" (10 mins)

If your leadership style were an object, what would it be and why?

Examples:

"A compass – I help others find direction."

"A sponge – I absorb and learn before acting."

LEADERS AND LEADERSHIP

Traits of Strong Leaders:

Integrity

Vision

Courage

Communication

Self-discipline

Empathy

Passion for growth

LEADERS AND LEADERSHIP

Leadership is about *"risk-takers"!*

❖ Always remember that **"Serving the Public First"** is our most

   important goal.

❖ Leadership is about coaching – select the right players, let them

   play, and know when to take them off the field.

❖ Success comes from failures: "**Both come from risk-taking.**

LEADERS AND LEADERSHIP

❑ **Michael Jordan** – Led with determination and excellence under pressure. Turned failure into fuel and inspired through performance.

❑ **Serena Williams** – A symbol of resilience. Overcame health setbacks and motherhood to dominate, showing strength through persistence.

❑ **Michael Phelps** – Master of preparation. Won Olympic gold even when blind mid-race—proof that champions train for chaos.

❑ **Billie Jean King** – Led with purpose beyond the game. Fought for equality, showing leadership through courage and advocacy.

Lesson: *True leadership rises in adversity, influences beyond results, and uplifts others.*

Importance of Problem-Solving in Leadership

What is a Problem?
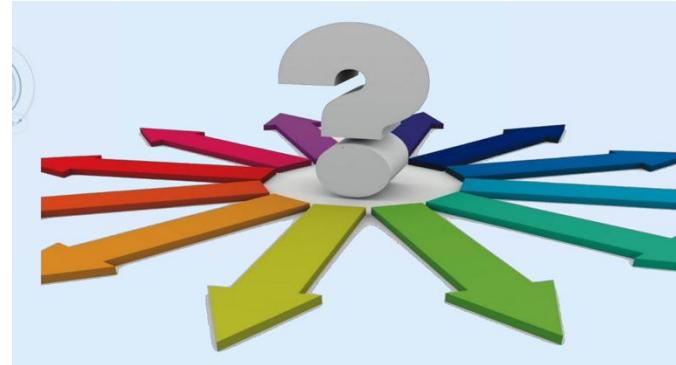
❖ A difficult situation that requires a way out

❖ A way to circumvent possible obstacles and obtain a result that cannot be obtained immediately

❖ A real-life situation that requires an effective response that is not immediately clear or available

❖ A kind of discovery, the result of creativity, intuition, invention, reasoning, and structuring in which the focus is on procedural activities

Importance of Problem-Solving in Leadership

What is Problem-Solving in Leadership?

- ➢ Problem solving is a process of working through the details of a problem to reach a solution.

- ➢ The ability to identify, analyze, and resolve problems efficiently and ethically.

- ➢ Essential for decision-making and team effectiveness.

- ➢ Often involves creativity, negotiation, and adaptability.

Problem-Solving in Leadership

❑ Involves the productive use of thinking and is the set of skills such as: possessing a good disposition to memorize and learn, problem-solving ability, aptitude for quick understanding, wit, elasticity of use of mental schemes, etc.

❑ **Creative intelligence** refers to the ability to imagine a nontrivial alternative in the perception or use of something and requires the ability to grasp the fundamental properties of a perception, to have a synthesis view of the properties of an object or event.

❑ **Abstract-type logical intelligence**, on the other hand, requires the ability to examine an event analytically and decompose, isolating through logical analysis the factors involved in originating it.

Importance of Problem-Solving in Leadership

❑ Problem-solving is a critical leadership skill, especially in projects involving cultural revitalization.

❑ Leaders must navigate challenges related to community engagement, resources, and modernization.

❑ This presentation explores problem-solving within leadership from multiple theoretical and practical perspectives.

Reference: Yukl, G. (2013). Leadership in Organizations.

Integrative Framework of Problem-Solving

o **Problem Identification (What's really going on?)**

o **Root Cause Analysis (Why is it happening?)**

o **Ideation (What can we do?)**

o **Implementation (What will we do?)**

o **Reflection (How did it work?)**

Traits of Great Problem Solvers
- ❑ Critical thinking
- ❑ Analytical mindset
- ❑ Creativity
- ❑ Team collaboration
- ❑ Emotional intelligence

Problem-Solving in Leadership

Start accepting reality

o **Challenge** – understand the changing nature of your work and develop excellent work habits

o **Choice** – we become a product of the choices we make in life

o **Change** – encourage others to welcome and accept change and mentor those around you

o **Courage** – be a person with vision and celebrate the success of others

o **Control** – speak honorably about your organization and fellow workers

o **Commitment** – commit yourself to excellence in all that you do

Creative Thinking in Leadership

❑ Leaders should foster an environment for brainstorming and experimentation.

❑ Avoid rigid structures—be open to non-linear thinking.

❑ Self-awareness and empathy help leaders understand diverse perspectives.

❑ Emotional regulation aids in navigating conflict and uncertainty

Reference: *de Bono, E. (1992). Serious Creativity.*

Goleman, D. (1995). Emotional Intelligence.

Creative Thinking in Leadership

Case Example: Indigenous Sports Revival

➢ Problem: Declining participation due to lack of institutional support.

➢ Solution: Partner with schools and media to promote events.

➢ Result: Renewed cultural pride and community involvement.

Leadership Styles That Enhance Problem-Solving

- ❖ **Adaptive Leadership**: Embracing disequilibrium to prompt change.

- ❖ **Transformational Leadership**: Inspiring intrinsic motivation and

  change.

- ❖ **Servant Leadership**: Prioritizing the needs and inputs of the

  community.

LEADERS AND LEADERSHIP

Habit #1: Be Proactive

Habit #2: Begin With The End In Mind

Habit #3: Put First Things First

Habit #4: Think "Win-Win"

Habit #5: Seek First To Understand, Then To Be Understood

Habit #6: Synergize

Habit #7: Sharpen The Saw
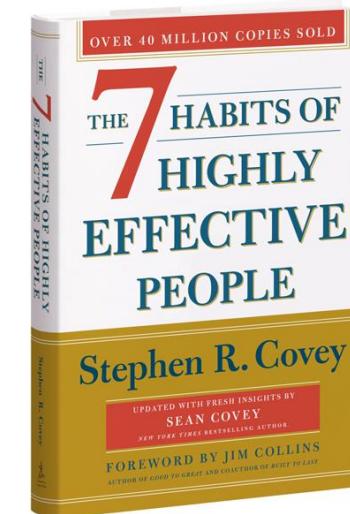
[The Seven Habits of Highly Effective People, S. Covey]

Tools and Techniques for Leaders

- ❏ SWOT analysis

- ❏ Root Cause Analysis

- ❏ Design Thinking

- ❏ Mind Mapping

- ❏ **Reference:** Brown, T. (2009). *Change by Design*.

THE LEADERSHIP WHEEL
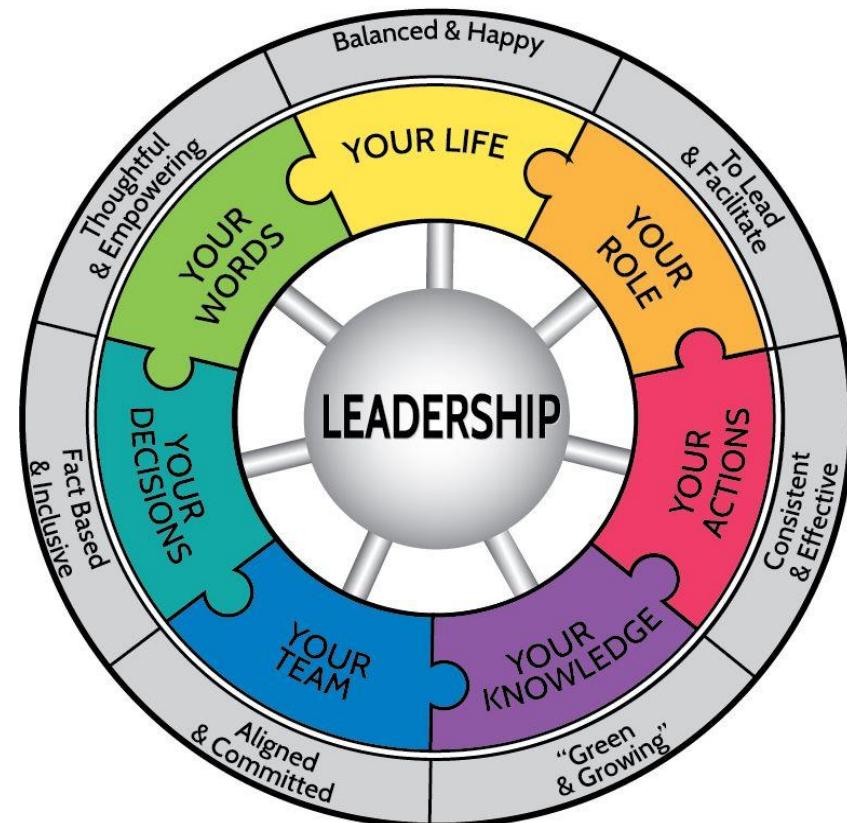
LEADERS AND LEADERSHIP

Design Thinking in Traditional Sport Projects

Empathize: What do communities truly value in sports?

Define: What problem are we solving—loss of relevance, access, pride?

Ideate: Generate creative solutions collaboratively.

Prototype & Test: Pilot initiatives, iterate based on feedback.
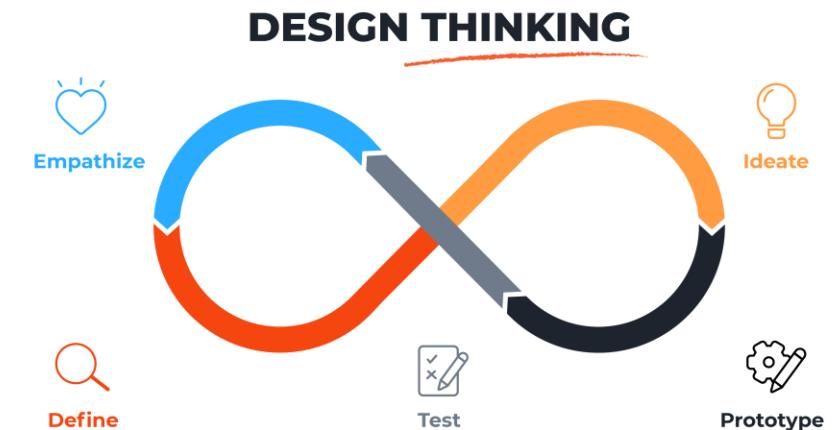
Leadership Practices that Enable Problem-Solving

Recommendations for Leadership in Sport Revitalization

❏ Balance innovation with respect for heritage.

❏ Use participatory design methods.

❏ Train emerging leaders in emotional and cultural intelligen

❏ Normalize experimentation and learning from failure

LEADERS AND LEADERSHIP

Questions for Ethical Dilemmas:

    1. What alternatives do I have?

    2. What are the consequences of these alternatives?

    3. What solution would do the best/least harm?

    4. Is the solution legal?

    5. What is the "right" thing to do?

LEADERS AND LEADERSHIP

Everything rises and falls on leadership. It really does. If you don't believe it,

just put together a group of people without a leader, and watch them.

- **Without a Leader, Vision is Lost**

- **Without a Leader, Decisions are Delayed**

- **Without a Leader, Agendas are Multiplied**

- **Without a Leader, Conflicts are Extended**

- **Without a Leader, Morale is Low**

- **Without a Leader, Production is Reduced**

- **Without a Leader, Success is Difficult**

The 360 Leader, John C. Maxwell

Group Practical Exercise

Group Practical Exercise – The Leadership Gameboard

Objective: Apply problem-solving frameworks in a real-life cultural sports scenario.

Divide into Groups (3–5 people).

Each group selects or is assigned a **challenge scenario** (see examples below).

Follow the 5-Step Problem-Solving Framework:
- o **Identify the core issue.**
- o **Analyze the root cause.**
- o **Brainstorm at least 3 possible solutions.**
- o **Choose and outline a simple implementation plan.**
- o **Present your ideas in a 2-minute pitch.**

Example Scenarios:
- o "Youth reject traditional games as boring."
- o "Local schools removed cultural sports from the curriculum."
- o "Conflict between elders and youth about rules of traditional play."
- o "Lack of funding or resources to host traditional sports events."
- o "Traditional games are unknown to the younger generation."
- o "Urban communities lack space to practice traditional games."
- o "Media and pop culture overshadow traditional practices."

Celebrate diverse thinking—there's no one right answer!

Further sources

How Great Leaders Inspire Action | Simon Sinek | TED:

https://youtu.be/qp0HIF3SfI4?si=XSUao5D5QCeh2RCw

Emotional Intelligence: The #1 ability for leaders | Daniel Goleman: https://youtu.be/-qmLoJ7-A80?si=4MZ7xfM6oA5W_7cq

Why Emotional Intelligence Is Important in Leadership: Harvard Business School

https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership

Sport psychology - inside the mind of champion athletes: Martin Hagger:

https://youtu.be/yG7v4y_xwzQ?si=jxNRxYlnUxNGsCR2

Celebrate diverse thinking—there's no one right answer!

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

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Training format

4. Cultural Awareness and Motivation Skills

Traditional Games as Tools for Cultural Awareness and Motivation

Offline Session

Traditional Games as Tools for Cultural Awareness and Motivation

Introduction

- Warm welcome and overview.

- Opening question about traditional games.

Icebreaker:
'My Game, My Value'

- Share traditional games and related values.
- Group mural creation.

Case Study: 'Playing to Belong'
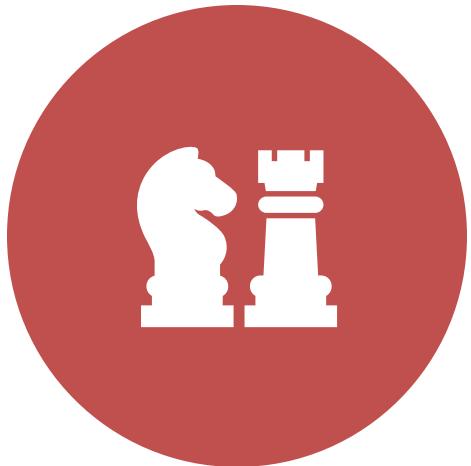
MIGRANT YOUTH INTEGRATE
THROUGH TRADITIONAL GAMES.

REFLECTION QUESTIONS.

Practical Activity: Rotating Game Stations
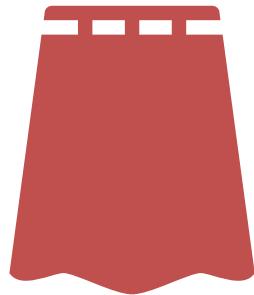
Hopscotch, El Pañuelo, Kabaddi.

Teamwork and cultural insights.

Reflective Closing

Key takeaways and symbolic group gesture.

Participatory Evaluation

LEARNING
TRAFFIC LIGHT.

EMOTION WALL.

COMMITMENT
WALL.

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

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Training format

4. Cultural Awareness and Motivation Skills

Traditional Games as Tools for Cultural Awareness and Motivation

Online Session

Introduction

- Welcome and interactive poll.
- Overview of workshop objectives.

Icebreaker: 'My Game, My Value'

- Breakout rooms sharing.
- Jamboard collection.

Theoretical Input
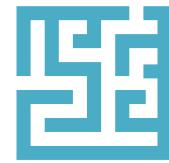
TSG concepts.

Short video.

Motivation types.

Case Study: 'Playing to Belong'

Presentation and breakout discussion.

Google Doc collaboration.

Interactive Group Task: From Game to Goal

Create SMART goals.   Collaborative slides.

Final Reflection

One-word sharing in chat.

Emoji reactions.

Evaluation

Google Form feedback.   Padlet commitments.

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

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Training format 5. Negotiation and Adaptation Skills

Negotiation and Adaptation Skills through Traditional Sports and Games (TSGs)

OFFLINE SESSION

REMIND

WHAT WILL YOU GAIN FROM THIS SESSION?

 Understand how negotiation and adaptation influence traditional sports and games.

 Gain tools to build consensus in dynamic and diverse group settings.

 Explore how group dynamics affect fair play and cooperation.
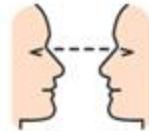
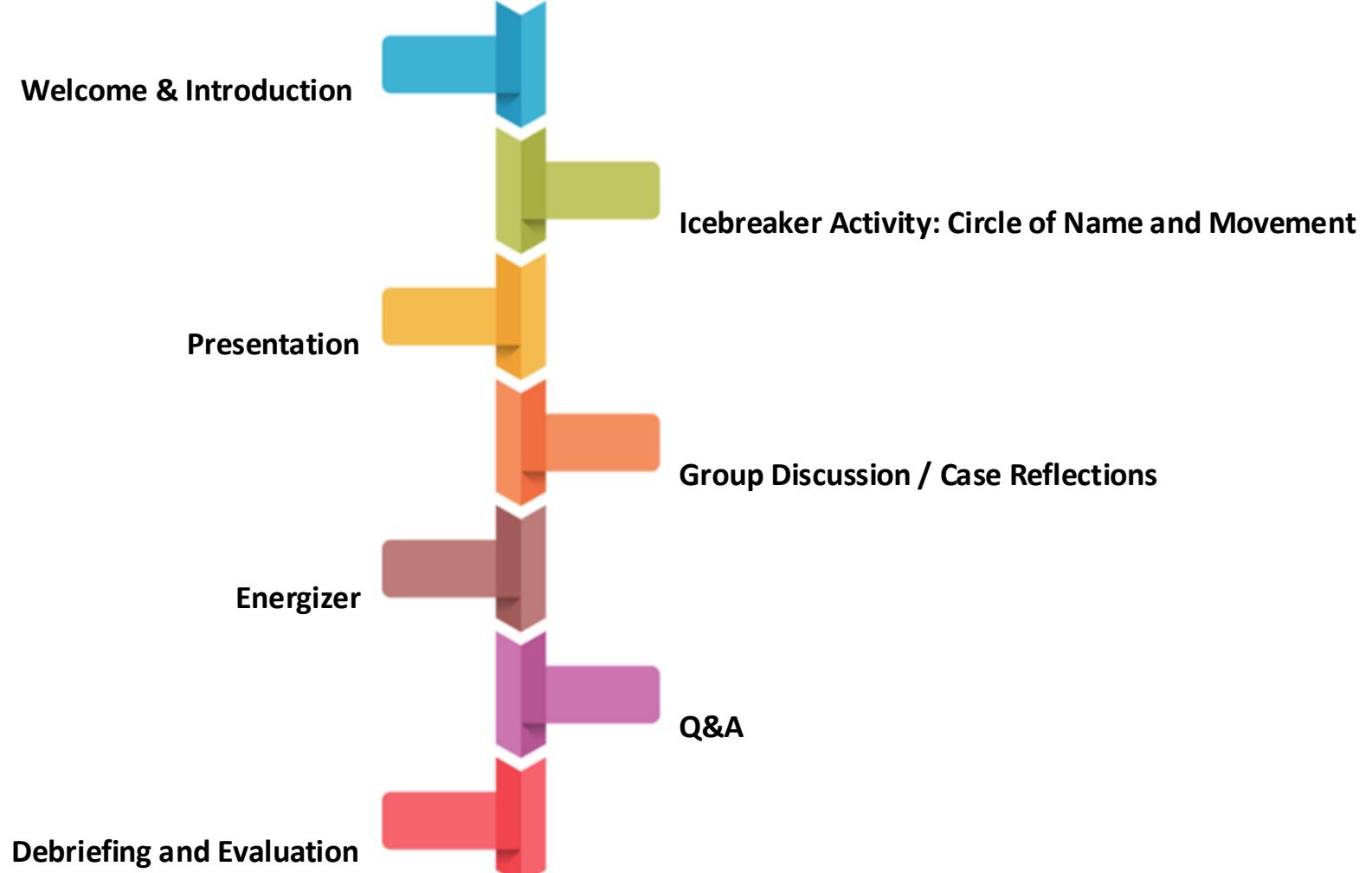 Learn to use nonverbal communication in decision-making.

 Build self-confidence in managing change and adapting to new situations.

SESSION FLOW OVERVIEW

Here's how today's 120-minutes session will unfold:

Welcome & Introduction

Icebreaker Activity: Circle of Name and Movement

Presentation

Group Discussion / Case Reflections

Energizer

Q&A

Debriefing and Evaluation

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WELCOME & INTRODUCTION

Throughout this workshop, we will:

◆ Discover how games naturally involve negotiation and adaptation

◆ Reflect on our own experiences and perspectives

◆ Work in teams to solve creative challenges

◆ Learn to apply non-verbal communication and inclusive approaches

◆ Have fun, move, and connect with each other!

EXPECTATIONS

Some basic expectations for today:

✅ Please engage actively and respectfully

✅ There are no wrong answers— your experiences matter

✅ Let's support each other and keep the space inclusive

✅ Don't be afraid to move, speak, and express freely

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NOW, LET'S BEGIN!

ICEBREAKER ACTIVITY:

CIRCLE OF NAME AND MOVEMENT

Let's get to know each other – without pressure, but with fun and movement!

We'll form a circle.

Each person will take a turn and say:

👉 Their first name

👉 A simple gesture or movement that represents them or how they feel right now (e.g. a wave, a stretch, a jump, a dance move, etc.)

After someone introduces themselves, the whole group repeats their name and copies their movement, saying:

"Hello [Name]!"

We'll go around the full circle until everyone has had a chance.

PRESENTATION:
PLAY, ADAPT, AGREE: BUILDING TEAM SPIRIT THROUGH TRADITIONAL GAMES

What is Negotiation in Games?

Negotiation means reaching a mutual agreement between players to ensure the game is fair, enjoyable, and respectful. It includes:

◆ Setting fair rules (e.g. how many points to win, boundaries)
◆ Resolving conflicts (e.g. disputes over fouls or restarts)
◆ Assigning roles (e.g. who will be the goalkeeper or referee)

Negotiation can be:

◆ Formal, with a clear discussion and group decision
◆ Informal, through gestures, shared understanding, or quick suggestions

💬 **In traditional games, negotiation is not just about winning—it's about creating a shared space of trust and cooperation.**

PRESENTATION:
PLAY, ADAPT, AGREE: BUILDING TEAM SPIRIT THROUGH TRADITIONAL GAMES

What is Adaptation in Play?

Adaptation is the ability to adjust the game based on changing conditions or players' needs. It includes:

◆ Playing with fewer players than usual
◆ Changing rules for safety or fairness
◆ Adjusting for different abilities, ages, or skill levels

It requires creativity and flexibility:

◆ Modifying game duration or goals
◆ Finding ways to include everyone so no one is left out

💬 **Adaptation encourages problem-solving and helps us keep the game fun even when conditions aren't perfect.**

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Real-Life Negotiation Examples

◆ *Village football match:*

Two teams from different areas have different rule traditions. They pause, talk, and agree on which version to follow before playing.

◆ *Street games:*

Kids in the neighborhood negotiate who joins which team or who gets the "next turn" based on fairness, age, or new arrivals.

◆ *Sudden disruptions:*

A ball goes missing, or someone gets hurt. The group quickly negotiates how to restart or continue in a new way.

💬 **These moments teach young people to listen, compromise, and make decisions as a group— essential life skills, learned through play.**

Role of Silent Communication in Traditional Games

Silent communication is a powerful part of traditional games, especially when rules are unwritten or the setting is informal. Imagine a fast-paced game where talking slows things down—or a group with players from different language backgrounds. In such cases, players rely on nonverbal signals to:

- Indicate readiness
- Signal turns
- Warn others
- Show agreement or disagreement

For example, in a tag game, a glance might be enough to indicate the next move. A nod can signal acceptance of a new rule.

💬 **This skill also builds empathy—because to "read" someone nonverbally, you must pay close attention. That's why it's not just a playful skill, but one that contributes to leadership and group awareness later in life.**

GROUP DISCUSSION / CASE REFLECTIONS

Reflect on your real-life experiences with negotiation or adaptation in games.

➔ Can you remember a time when the rules of a game had to change because someone new joined or because of differences in ability, age, or understanding?

➔ Was there ever a moment when a disagreement over rules or roles stopped a game? What did your group do to solve it?

➔ What made the negotiation process easier—or harder? What helped you find a solution?

➔ How do these moments shape fair play and inclusion?

Let's hear what you've experienced!

WHAT WE LEARN FROM GAME CONFLICTS?

Whether it's arguing over a rule, who won, or who gets to play which role, these moments are common and sometimes frustrating. But they are also powerful learning experiences.

Through game-related conflicts, participants—especially young people—learn to:

- *Recognize different perspectives:* Maybe one person thinks the rule means one thing, and another sees it differently. The conflict forces a conversation.
- *Express emotions constructively:* Games bring excitement, but also disappointment or frustration. Navigating these emotions teaches emotional intelligence.
- *Practice compromise:* To keep the game going, players often have to meet halfway—changing a rule slightly, switching teams, or rotating turns.
- *Rebuild cooperation and trust:* After a disagreement, players may need to apologize or reset the tone, which is a valuable social skill.

💬 **Conflict isn't a failure—it's part of the process. When handled well, it leads to stronger teams, better communication, and more inclusive play.**

ENERGIZER – "LIMITED RESOURCES" GAME

*This is a fun challenge that promotes **creativity**, **flexibility**, and **group dynamics**.*

Each group receives same limited materials (e.g., 1 rope, 2 balls, some cones).

📝 **Task: Invent a new game** using only what you have.

After brainstorming and designing, we'll come back together and **merge everyone's ideas** into **one big collaborative game**.

This process will pushes you to **think outside the box**, adapt, and **negotiate your ideas with others**.

ENERGIZER – CREATIVITY AND COOPERATION IN PLAY

In traditional games, **there's rarely a perfect setting**—maybe someone forgets the ball, or there's no referee. But that's not a problem. Instead, it becomes an **opportunity to be creative**.

This energizer shows us how:

- We can **invent joy from scarcity**.

- Cooperation is not just about sharing materials—it's about **sharing vision** and **respecting ideas**.

- Every game becomes a space for **practicing leadership**, stepping up to organize or support others.

When we are flexible and open, **even limited resources lead to rich experiences**.

TEAM GAME –
"CHANGING RULES" SIMULATION

Now it's time for a dynamic simulation.

We'll start with a familiar game.
But unlike usual, **rules will shift** as we go.
Every 3 minutes, the trainer will introduce a **new challenge**.

This activity focuses on:

➜ **Adaptability** under pressure
➜ **Group decision-making** in real time
➜ Accepting change with a **playful mindset**

Remember: It's **not about winning**, it's about **how well you adjust together**.

Let the game begin—stay focused and stay flexible!

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OBSERVATION NOTES

Each group had different experiences. Let's take a moment and **evaluate our observations and experience**.

Our aim is t**o recognize and name the skills learned through games**.

Now let's ask:

- Which skills helped you to adapt?
- What were the easiest and most difficult rule changes? And why?
- Did some groups adapt faster? How did they succeed?

GROUP DEBRIEFING

Let's look for answers to these questions together:

➔ Which moment of the game challenged you the most?
➔ Which skill did you realize you used the most (listening, leadership, adaptability, flexibility, etc.)?
➔ Are there any interesting or funny moments you remember?

The important thing in this part is that everyone contributes and learns from the shared experience.

KEY NEGOTIATION PRINCIPLES RECAP

Throughout the day, in games, talks and discussions, we encountered the **basic principles of negotiation**.

Let's remember these principles:

🎧 **Active Listening:** Trying to understand the other person, not just waiting for them to talk.

⚖️ **Seeking Justice:** Seeking solutions where everyone feels equal.

🔄 **Flexibility:** Being open to changing rules and people.

🎯 **Group Purpose:** Focusing on the common good rather than individual desires.

APPLYING SKILLS IN REAL LIFE

The skills you learn today are not just for games. You can **also use them in your daily life**.

- Did a difference of opinion arise in a group activity at school?

- Does someone need a mediator in a dispute in the neighborhood?

- Do you need to find a solution to a small conflict in your family?

Today's experience began to shape the answer to the question **"how do I deal with this situation?".**

EVALUATION

🧠 **Let's Reflect:**

Before we close the session, we'd like to hear your thoughts. Please take a moment to reflect and answer these questions:

- What did you enjoy most today?
- What is one thing you will apply in your own work or team?
- Do you think adaptability is a strength in your group or community? Why or why not?

You can share your answers by:

➔ Writing on sticky notes and placing them on the board,
➔ Raising your hand to speak out loud, or
➔ Using the emoji cards to express your reactions.

📝 **Homework Assignment:**

We ask you to think about a past gaming experience. What kind of negotiation took place there? In light of today's knowledge, would you have acted differently in that situation?

This reflection will be a valuable resource to share in the next session.

It can be written, drawn or just short notes.

THANK YOU & CONTACT

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

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Training format
Module 5. Negotiation and Adaptation Skills

Negotiation and Adaptation Skills through Traditional Sports and Games (TSGs)

ONLINE SESSION

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PRESERVING CULTURE, EMPOWERING COMMUNITIES

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OBJECTIVES OF THE ONLINE SESSION

By the end of this session, you will:

2- Be equipped to analyze real-life conflict and adaptation situations.
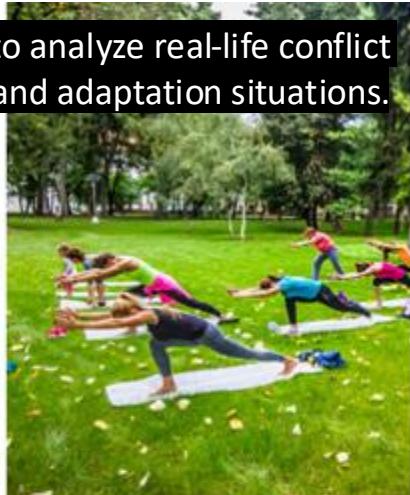
5- Improve your ability to participate in digital teamwork.

1- Understand how negotiation and teamwork are applied in traditional sports.

3- Recognize the role of cultural, physical, and generational diversity in games.
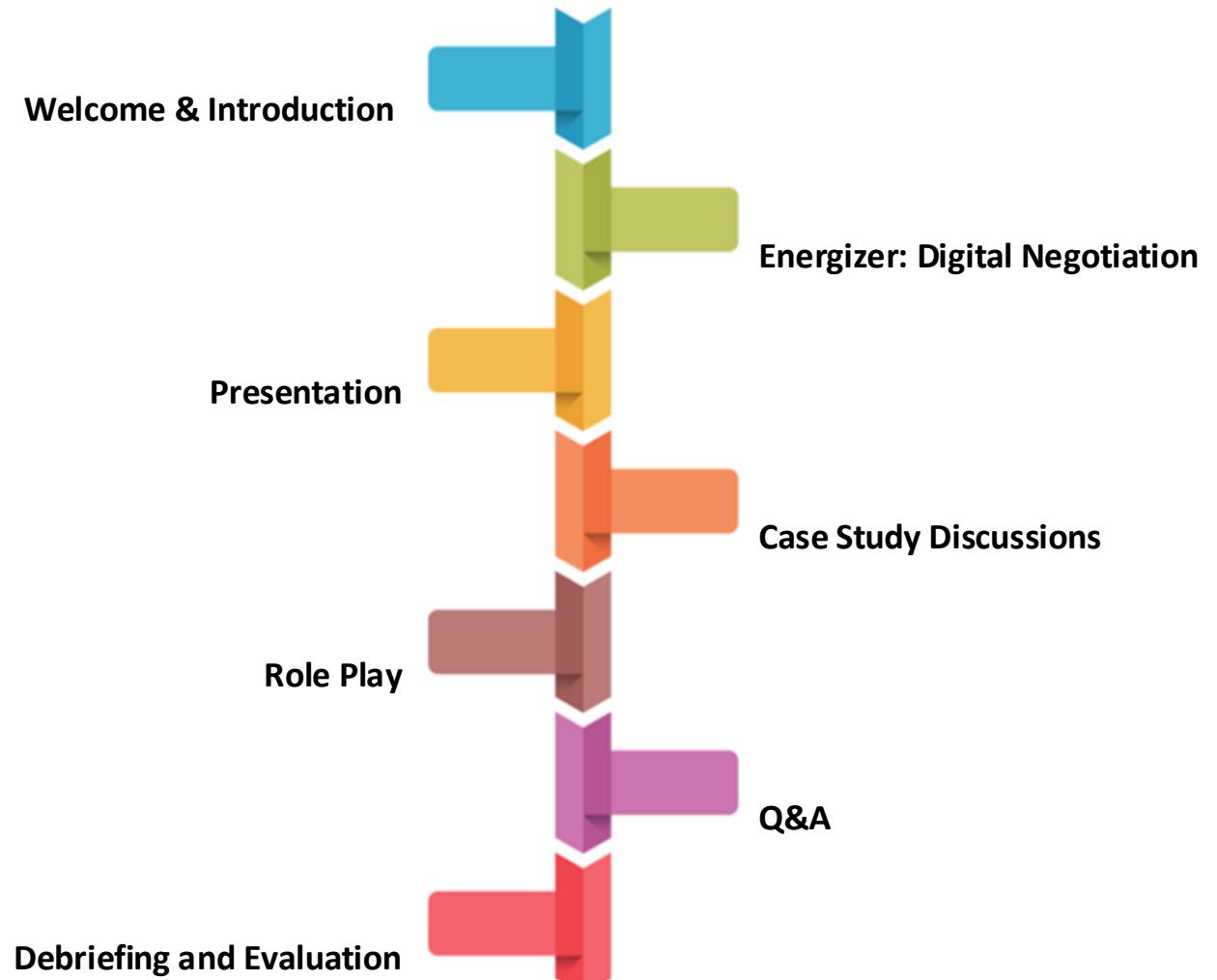
4- Reflect on your own group interaction experience.

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SESSION FLOW OVERVIEW

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Here's how
today's 60-minutes session
will unfold:

Welcome & Introduction

Energizer: Digital Negotiation

Presentation

Case Study Discussions

Role Play

Q&A

Debriefing and Evaluation

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WELCOME & INTRODUCTION

🎯 **Objectives of the Session:**

- Understand how negotiation and team strategies are used in traditional games
- Reflect on real-life conflict and adaptation experiences
- Develop awareness of cultural, generational, and physical diversity in group play
- Practice digital collaboration and communication

🔄 **Short Recap of the Offline Session:**

"Previously, we explored traditional games like "mendil kapmaca", "halat çekme", and "deve cüce" to experience negotiation in action."

"We shared how you adapt when rules change or when teams are uneven."

"Today, we'll build on those reflections, but in an online environment."

💬 **Engagement Tool We'll Use:**

Polls via Google Forms

ENERGIZER – DIGITAL NEGOTIATION

Individually answer:

"What are the 5 most important rules in a traditional sport?"

➜ Collect individual answers **via Google Forms**

➜ **5-min group discussion** to reach consensus

➜ **Compare** group answers vs individual answers

WHAT IS NEGOTIATION?

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Negotiation is the process through which individuals or groups **communicate, compromise, and reach a mutual agreement** when they have **different needs, interests, or goals**.

In the context of **traditional sports and games**, negotiation happens constantly:

- When forming teams fairly
  When deciding or adjusting rules before and during play
- When resolving disputes or misunderstandings

💬 **"Good negotiation is not about winning or losing. It's about creating a win-win situation where everyone feels respected and included."**

WHAT IS ADAPTATION?

Adaptation is the ability to **adjust your behavior, thinking, or strategies** in response to **changing circumstances**, **unexpected challenges**, or **new environments**.

In the world of **traditional sports and games**, adaptation is essential. It takes place when:

- The **rules of the game suddenly change**
- **Weather conditions** affect how the game is played
- **New team members** join with different skill levels or communication styles
- A player is injured, and the team must reorganize quickly

🌱 **"Those who adapt best, grow the most — in games and in life."**
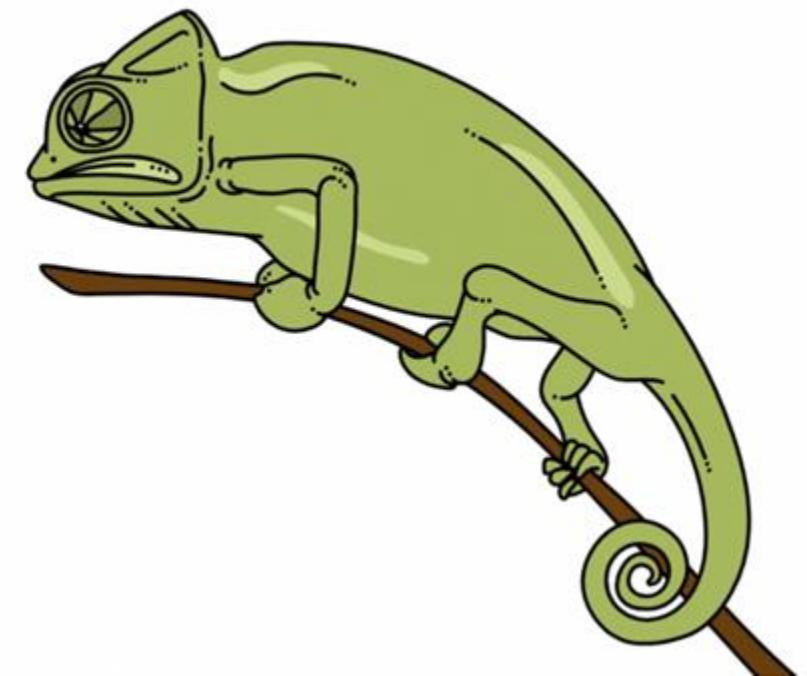
WHY ARE THESE SKILLS IMPORTANT?

🌍 **In Real Life:**

- We **negotiate** every day — with friends, family, teachers, colleagues. Whether it's deciding on team roles, project goals, or shared responsibilities, **clear and respectful negotiation** builds understanding and trust.
- Life is **unpredictable**. Plans change, conflicts arise, and challenges appear. The ability to **adapt** quickly and constructively is key to personal growth and success.

🧠 **For Personal Development:**

- Boosts **self-confidence** and assertiveness
- Enhances **communication** and **empathy**
- Fosters **creative thinking** and **resilience**
- Encourages **active listening** and **cooperation**

👥 **In Group Settings:**

- Improves **teamwork** and **collective decision-making**
- Helps manage **conflict** in a peaceful, constructive way
- Supports **inclusion** and respect for different perspectives
- Builds **social and emotional intelligence**

🎮 **In Traditional Games:**

- Players constantly **negotiate rules**, **roles**, and **boundaries**
- Unexpected situations demand **quick adaptations**
- Games often involve **diverse players** – different ages, cultures, physical abilities

When young people strengthen these skills in playful settings, they are better prepared to handle complex situations in their schools, communities, and future workplaces.

PRESENTATION:
NEGOTIATION AND ADAPTATION IN TRADITIONAL SPORTS AND GAMES

Traditional sports and games (TSGs) offer rich, dynamic environments where negotiation and adaptation are naturally embedded.

- Players constantly **interact, compromise, and make decisions** without formal instructions.
- Rules are often **fluid**, shaped by **collective agreement** rather than strict regulation.
- These settings provide young people a chance to **practice real-life negotiation**: deciding who leads, how to form teams, what counts as fair play.
- **Adaptation** comes into play when rules change mid-game, players join or leave, or something unexpected happens (e.g., a sudden injury or shift in space).
- Unlike modern organized sports, TSGs rely heavily on **social cohesion**, not referees — meaning conflict resolution and flexibility happen within the group.

TSGs act as "micro-societies" where negotiation and adaptation become daily tools for survival, fairness, and fun.

PRESENTATION:
NEGOTIATION AND ADAPTATION IN TRADITIONAL SPORTS AND GAMES

SHARED MEANING IN TEAM PLAY

"What do we all agree on?" — This question is at the heart of every good team game.

Building a **shared understanding** is a key success factor in team-based games.

- Teams must **agree on roles, goals, and how to collaborate**.
- In traditional games, shared meaning is created through:
    - **Pre-play discussions**
    - **On-the-spot rule negotiation**
    - **Mutual recognition of fairness**
- Successful teams often develop a kind of **"team language"** — gestures, rhythms, and signals understood by all members.
- Shared meaning helps reduce **confusion, conflict, and frustration**, especially when there are no formal rules or referees.

PRESENTATION:
NEGOTIATION AND ADAPTATION IN TRADITIONAL SPORTS AND GAMES

ADAPTING TO CHALLENGES

Adaptation means more than flexibility — it means **thriving under pressure** and embracing change.

Common challenges in traditional games include:

- **Environmental changes**: sudden weather changes, rough terrain, noisy surroundings
- **Unexpected events**: someone gets hurt, players leave mid-game, tools/equipment break
- **Rule confusion**: different interpretations of the same game

How do players adapt?

- They **modify the rules** as a group
- Reassign roles or replay points
- Find **creative alternatives** (e.g., play indoors if it rains)

The way we adapt in play reflects how we handle the unknown in life.

PRESENTATION:
NEGOTIATION AND ADAPTATION IN TRADITIONAL SPORTS AND GAMES

INTERGENERATIONAL PLAY

Traditional games often bring together **children, teens, and adults** — creating a powerful mix of **experiences, abilities, and expectations**.

- Older players tend to **guide and shape** the game's culture and values.
- Younger players often learn by **observation and participation**.
- Conflicts can arise when:

  - Rules are interpreted differently by age
  - Speed or strength differences affect fairness
  - Leadership roles are unclear

What skills are developed?

- **Respect for experience**
- **Patience and empathy**
- **Negotiating power dynamics** in mixed-age groups

🤝 *Intergenerational play builds bridges between age groups, teaching negotiation rooted in **mutual respect**.*

PRESENTATION:
NEGOTIATION AND ADAPTATION IN TRADITIONAL SPORTS AND GAMES

GENDER & INCLUSION IN TRADITIONAL PLAY

Traditional games can be **inclusive or exclusive**, depending on how they are structured.

- In some cultures, certain games are **gender-coded** (e.g., boys play wrestling, girls play hand games).
- Players often **negotiate inclusion** by modifying rules, roles, or expectations.
  True inclusion happens when:

  - Everyone gets a voice in the setup
  - Gender or physical ability does **not limit participation**
  - Creativity allows space for **non-traditional roles**

Why this matters:

- Encourages **equality and confidence**
- Helps confront **implicit biases**
- Builds a culture of **shared responsibility** and belonging

🌈 *Inclusive play spaces lay the foundation for **inclusive societies**.*

GROUP CASE STUDIES:
NEGOTIATION & ADAPTATION IN ACTION

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😳👩 Case 1: Mixed-Age Team

A group of children and elders are playing a local folk game together. But they struggle to agree on the rules.

- How can players of different ages create fair rules together?
- What values — like respect, listening, or compromise — are essential here?

🗺️ Case 2: Regional Rule Differences

Two village teams meet for a tournament, but each follows slightly different versions of the same traditional game.

- How do they align the rules fairly?
- What kind of negotiation is needed to respect both traditions?

🌧️ Case 3: Playing in the Rain

In the middle of a game, **it suddenly starts raining**.

- Do the players stop? Change the game? Adapt the rules?
- How do teams make group decisions fairly and quickly in unpredictable situations?

REPORTING BACK FROM GROUPS

Focus on:

➜ What negotiation tools did you apply?
➜ How did you ensure adaptation was fair?
➜ What strategies or group dynamics stood out?

ROLE PLAY –
THE SILENT AGREEMENT

Can we really negotiate… without speaking? Let's find out!

📝 **Task:**

1. In your breakout group, choose a **traditional game** that you all know.
2. Now, try to **agree on 3 ground rules** — but here's the twist:

   - **No talking, no writing!**
   - You can only use **emojis, reactions, or facial expressions on camera/chat.**

This is your "silent agreement" — a challenge of body language, shared understanding, and empathy.

💬 **After the silent negotiation:**

- One person from each group will **explain** the 3 rules your group agreed on.

  - Reflect:

    - Was it difficult to reach an agreement without words?
    - What strategies helped?
    - How does this mirror real-life or traditional games?

Q&A TIME -
# YOUR VOICE MATTER

Let's take a moment to reflect, ask, and share.

Was there something that sparked your curiosity, challenged your thinking, or reminded you of a real-life experience?

👤 **You may want to ask:**

- "How can I apply negotiation skills in my school or organization?"
- "What if someone refuses to adapt to group decisions?"
- "How do we include those with different abilities or communication styles?"
- "What are some online tools for digital negotiation and collaboration?"

You can also:

- Share an idea you liked from your group.
- Mention something you struggled with — and how you overcame it.
- Offer a cultural example of a negotiation challenge from your community.
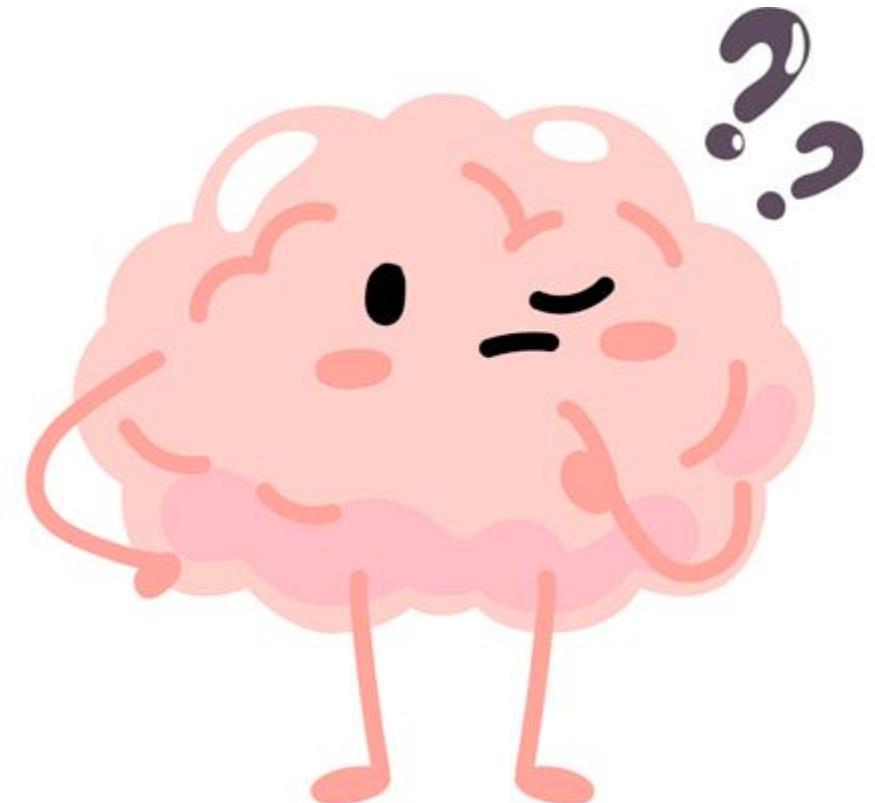
DEBRIEFING & EVALUATION

🧠 **Let's Reflect:**

- What was the most **valuable insight** you gained today?
- Did you **challenge your own thinking** or habits during the activities?
- How did the **digital negotiation exercises** make you feel?
- Was there a moment where you thought: "I could use this skill in real life"?

📋 **Quick Feedback Questions:**

(You can share your thoughts out loud or via the chat box)

1. **What did you learn today that you didn't know before?**
2. **Was this session useful for your work, school, or community life?**
3. **Is there a tool or method you will apply from today's session?**

📝 **Homework Assignment:**

As we shared earlier, please write a short reflection based on this prompt:

"Describe a situation where you had to negotiate or adapt during a traditional sport or game. What went well? What could have been improved? How would you approach it differently using what you learned today?"

THANK YOU & CONTACT

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Training format 6. Organization, volunteer work and gender equality skills

How do I organize a traditional sports day?

- Preparation
- The day
- Evaluation

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How do I organize a traditional sports day? : Preparation

Organizing an event requires careful planning and coordination. Below you will find a comprehensive checklist that will guide you step by step in organizing a successful event.

8 steps:

1. Define purpose and planning
2. Venue and logistics
3. Program and content
4. Promotion and communication
5. Suppliers and partners
6. Scheduling and task allocation
7. Materials and equipment
8. Safety and contingency planning

How do I organize a traditional sports day? : Preparation

1. Define purpose and planning

- **Establish event goals**: Determine the primary objectives of your event: playing the traditional sport? Watching? Learning?
- **Identify target audience**: Define who your event is for to tailor content and outreach effectively: people who don't know the sport, players?
- **Select date and time**: Choose a date that avoids conflicts with holidays or other significant events.
- **Set a budget**: Outline all potential expenses, including venue, catering, marketing, and technology.

How do I organize a traditional sports day? : Preparation

2.   Venue and logistics

- **Choose a venue**: Select a location that suits your event's size and purpose, ensuring it's accessible to your audience.
- **Obtain necessary permits**: Depending on your location and event type, secure any required licenses or permissions.
- **Arrange transportation and accommodation**: Organize travel and lodging for speakers, performers, or guests if needed.

How do I organize a traditional sports day? : Preparation

3.   Program and content

- **Develop the event agenda**: Plan the schedule, including sessions, breaks, and networking opportunities.
- **Book speakers and entertainers**: Confirm participation of any guest speakers, performers, or facilitators.
- **Organize catering**: Select a menu that accommodates dietary restrictions and suits the event's tone.

How do I organize a traditional sports day? : Preparation

4.   Promotion and communication

- **Create promotional materials**: Design flyers, social media posts, and emails to advertise the event.
- **Launch registration**: Set up an online registration system to manage attendee sign-ups.
- **Engage with attendees**: Regularly update registrants with event details and reminders.

How do I organize a traditional sports day? : Preparation

5.   Suppliers and partners

- **Secure vendors**: Confirm contracts with suppliers for services like AV equipment, decorations, and security.
- **Establish partnerships**: Collaborate with sponsors or partners who can provide support or resources.

How do I organize a traditional sports day? : Preparation

6. Scheduling and task allocation

- **Create a detailed timeline**: Develop a schedule outlining all pre-event, during-event, and post-event activities.
- **Assign responsibilities**: Delegate tasks to team members or volunteers to ensure smooth execution.

How do I organize a traditional sports day? : Preparation

7.   Materials and equipment

- **Prepare event materials**: Organize name tags, programs, signage, and any other printed materials.
- **Check technical requirements**: Ensure all AV equipment, Wi-Fi, and other technology needs are met.

How do I organize a traditional sports day? : Preparation

8.   Safety and contingency planning

- **Implement safety measures**: Arrange for first aid kits, emergency exits, and crowd control if necessary.
- **Develop a contingency plan**: Prepare for potential issues like bad weather or technical difficulties.

How do I organize a traditional sports day? : The day

On the day of your event, everything comes together. Make sure you are well prepared and that all aspects run smoothly. Here is a comprehensive checklist to help you:

1. Before the start
2. Venue setup
3. Guest reception
4. Event program
5. Documentation
6. Safety and Contingency
7. Post-event

How do I organize a traditional sports day? : The day

1. Before the start

- **Final Team Briefing**: Gather all team members and volunteers to review roles, responsibilities, and the event timeline.
- **Emergency Kits**: Prepare kits with essentials like first-aid supplies, safety pins, pain relievers, and snacks.
- **Contact List**: Ensure you have a list of all vendors, speakers, and key contacts with their phone numbers.
- **Team Assignments**: Distribute walkie-talkies or set up a communication plan for seamless coordination

How do I organize a traditional sports day? : The day

2.   Venue setup

- **Venue Walkthrough**: Inspect the venue to confirm layout, signage, and accessibility.
- **Audio/Visual Check**: Test microphones, projectors, and other equipment to ensure functionality.
- **Registration Area**: Set up a welcoming desk with name tags, programs, and staff to assist attendees.
- **Signage**: Place clear signs directing guests to key areas like restrooms, exits, and session rooms.
- **Safety Measures**: Ensure all emergency exits are accessible and that safety protocols are in place.

How do I organize a traditional sports day? : The day

3.   Guest reception

- **Welcome Team**: Position friendly staff at entrances to greet and direct attendees.
- **VIP Handling**: Designate a team to escort VIPs and ensure their needs are met.
- **Information Points**: Set up stations where guests can ask questions and get assistance.
- **Refreshments**: Ensure that drinks and snacks are available upon arrival.

How do I organize a traditional sports day? : The day

4.   Event program

- **Session Management**: Keep track of time to ensure sessions start and end as scheduled.
- **Speaker Coordination**: Confirm speakers' arrival and assist them with any needs.
- **Audience Engagement**: Encourage participation through Q&A sessions or interactive activities.
- **Networking Opportunities**: Facilitate mingling during breaks and provide spaces for networking.

How do I organize a traditional sports day? : The day

5.   Documentation

- **Photography**: Arrange for a photographer to capture key moments throughout the event.
- **Videography**: Record sessions or speeches for future use or sharing.
- **Social Media**: Post live updates, photos, and quotes to engage online audiences.

How do I organize a traditional sports day? : The day

6.   Safety and Contingency

- **First Aid**: Have trained personnel and a first-aid kit readily available.
- **Security**: Ensure security staff are visible and accessible to handle any issues.
- **Weather Plans**: If outdoors, monitor weather conditions and have a backup plan in place.

How do I organize a traditional sports day? : The day

7.   Post-event

- **Thank You Notes**: Send appreciation messages to speakers, volunteers, and attendees.
- **Feedback Collection**: Distribute surveys to gather insights for future events.
- **Debriefing**: Hold a meeting with your team to discuss what went well and areas for improvement.
- **Cleanup**: Ensure the venue is returned to its original condition and that all equipment is accounted for.

How do I organize a traditional sports day? : Evaluation

After an event concludes, conducting a thorough evaluation is essential for understanding its success and identifying areas for improvement. Here's a structured approach to post-event evaluation:

1. Define evaluation objectives
2. Collect comprehensive data
3. Analyze data and insights
4. Identify strengths and areas for improvement
5. Develop an action plan
6. Communicate findings and recommendations
7. Document lessons learned

How do I organize a traditional sports day? : Evaluation

1.   Define evaluation objectives

Begin by establishing clear goals for the evaluation, such as assessing attendee satisfaction, measuring engagement levels, or evaluating the return on investment (ROI). This focus will guide your evaluation efforts and ensure meaningful insights.

How do I organize a traditional sports day? : Evaluation

2.   Collect comprehensive data

Gather data from various sources to obtain a holistic view:

- **Surveys and Feedback Forms**: Distribute post-event surveys to attendees, sponsors, and team members to gather insights on different aspects of the event.
- **Social Media Monitoring**: Analyze social media mentions and engagement to gauge public sentiment and identify areas for improvement.
- **Analytics Tools**: Utilize website and app analytics to assess digital engagement and identify areas for enhancement.

How do I organize a traditional sports day? : Evaluation

3.   Analyze data and insights

Examine the collected data to identify trends, patterns, and key takeaways:

- **Attendee Satisfaction**: Assess feedback to understand attendees' perceptions of the event.
- **Engagement Levels**: Evaluate participation rates in sessions, networking activities, and other event components.
- **Financial Performance**: Compare actual expenses with the budgeted amounts to determine the event's profitability.

How do I organize a traditional sports day? : Evaluation

4.   Identify strengths and areas for improvement

Based on the analysis, identify what aspects of the event were successful and which areas need enhancement:

- **Successes**: Highlight elements that received positive feedback and contributed to the event's success.
- **Areas for Improvement**: Pinpoint aspects that received constructive criticism and explore ways to address them in future events.

How do I organize a traditional sports day? : Evaluation

5.   Develop an action plan

- **Prioritize Issues**: Focus on the most critical areas that will have the greatest impact on future events.
- **Set Goals**: Establish specific, measurable objectives to address identified issues.
- **Assign Responsibilities**: Designate team members to implement changes and monitor progress.

How do I organize a traditional sports day? : Evaluation

6.   Communicate findings and recommendations

Share the evaluation results with stakeholders:

- **Team Members**: Discuss findings and agree on strategies for improvement.
- **Sponsors and Partners**: Provide insights into the event's performance and areas for enhancement.
- **Attendees**: Consider sharing a summary of the evaluation and planned improvements to demonstrate responsiveness to feedback.

How do I organize a traditional sports day? : Evaluation

7. Document lessons learned

Record insights gained from the evaluation process:

- **Successes**: Document strategies and elements that contributed to the event's success.
- **Challenges**: Note obstacles encountered and how they were addressed.
- **Recommendations**: Provide suggestions for future events based on the evaluation findings.

Part 2: How important is the volunteer?

Volunteers are vital to traditional sports clubs. These clubs often operate on limited budgets and rely heavily on the dedication of volunteers to function effectively.

1. Essential roles of volunteers
2. Challenges faced by clubs
3. How to attract volunteers
4. Social impact and community building

Part 2: How important is the volunteer? : Essential roles of volunteers

Volunteers undertake a variety of responsibilities within sports clubs:

- **Coaching and Training**: They lead training sessions, mentor athletes, and help develop their skills.
- **Administrative Support**: Volunteers manage registrations, communications, and scheduling.
- **Event Organisation**: They plan and execute tournaments, fundraisers, and community events.
- **Facility Maintenance**: Volunteers assist in maintaining sports equipment and club facilities.

Without this volunteer support, many clubs would struggle to operate.

Part 2: How important is the volunteer? : Challenges faced by clubs

Despite their importance, volunteers are becoming increasingly scarce. In Flanders, approximately one-third of sports clubs report difficulties in recruiting new volunteers. This issue is particularly pronounced in larger clubs, which often face challenges in attracting and retaining volunteers for various roles.

Part 2: How important is the volunteer? : How to attract volunteers

Attracting volunteers to a traditional sports club is essential for its sustainability and growth. Here are effective strategies to engage and retain volunteers:

1. Offer Flexible Volunteering Opportunities

Provide a range of roles with varying time commitments to accommodate different schedules. This flexibility can attract individuals who may not be able to commit to regular hours but are willing to help during events or specific tasks.

2. Leverage Digital Platforms for Recruitment

Utilize your club's website, social media channels, and newsletters to promote volunteer opportunities. Ensure that the sign-up process is straightforward and accessible, making it easy for potential volunteers to get involved.

3. Collaborate with Local Community Groups

Partner with local schools, universities, and community organizations to tap into a pool of individuals seeking volunteer opportuni¨
These collaborations can provide a steady stream of volunteers and foster community engagement.

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Part 2: How important is the volunteer? : How to attract volunteers

4. Provide Training and Development

Offer training programs to equip volunteers with the necessary skills and knowledge for their roles. This investment in their development not only enhances their effectiveness but also demonstrates your commitment to their growth.

5. Recognize and Appreciate Volunteers

Regularly acknowledge the contributions of your volunteers through thank-you notes, public recognition, and appreciation events. Feeling valued can increase volunteer retention and satisfaction.

6. Create a Positive and Inclusive Culture

Foster an environment where volunteers feel welcomed and part of the team. Organize social events and team-building activities to strengthen relationships and make volunteering a rewarding experience.

By implementing these strategies, your sports club can build a dedicated and engaged volunteer base, ensuring its continued success and impact within the community.

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Part 2: How important is the volunteer? : Social impact and community building

Beyond operational tasks, volunteers play a crucial role in fostering a sense of community within sports clubs. They help create an inclusive environment where individuals from diverse backgrounds can connect and build lasting relationships. In Belgium, a significant proportion of club members engage in social interactions within the club, highlighting the importance of volunteers in facilitating these connections.

Part 2: How important is the volunteer?

Volunteers are indispensable to the success and sustainability of traditional sports clubs. Their contributions extend beyond administrative tasks to include community building and social integration. Recognising and supporting volunteers is essential to ensure the continued vitality of these clubs and the communities they serve.

TRADITIONAL SPORTS AND GAMES (TSG) DOCUMENTATION TEMPLATE

This template is designed for the comprehensive documentation of Traditional Sports and Games (TSG) across Europe within the framework of the REMIND Project. Its purpose is to provide clear guidance for the consistent recording of game characteristics, cultural context, skill development, and inclusivity. Each field should be completed accurately, respecting the knowledge, intellectual property, and ethical standards of the communities involved (UNESCO 2003 Convention, GDPR compliance).

The REMIND Project (Remote Remembrances to Foster the Future: Traditional Sport and Games Potential) aims to safeguard, transmit, and promote TSGs as living cultural heritage while integrating them into educational, social, and community development programs. Proper use of this template ensures standardization across partner countries, supports intergenerational learning, and enables monitoring, evaluation, and digital archiving through the REMIND App.

This documentation template has been developed within the framework of REMIND, funded under the ERASMUS-SPORT-2023 call for proposals (Project Number: 101134177, ERASMUS-SPORT-2023-SCP).

SECTION 1 - GENERAL INFORMATION	
Game Name / TSG Title: *(Full local and international name)*	
Region / Country of Origin: *(Specify Europe or a specific country)*	
Language / Local Name(s): *(Local names, dialect variants)*	
Alternative Names: *(Other common names)*	
Date / Period of Practice: *(History of traditional or modern application)*	
Type: *(Ball game, folk game, cooperative, ceremonial, vs.)*	
Cultural Significance / Context: *(Social, ritual, and educational significance)*	
References / Sources: *(Oral history, publications, archives, etc.)*	
SECTION 2 - CHARACTER AND SCOPE	
Character: *(Competitive, cooperative, ceremonial, educational, leisure, etc.)*	
Area of Play / Venue: *(Indoor, outdoor, field, village square, etc.)*	
Equipment / Materials Needed: *(Ball, stick, rope, card, etc.)*	
Number of Players: *(Min–max, recommended age range)*	

Duration / Typical Game Time: *(Average game duration)*	

SECTION 3 - SKILLS AND LEARNING OUTCOMES

Motor / Physical Skills: *(Coordination, balance, endurance, agility, strength)*	
Social / Interpersonal Skills: *(Teamwork, leadership, fair play, cooperation)*	
Cognitive / Mental Skills: *(Strategy, memory, decision-making, spatial awareness)*	
Cultural / Ethical Values: *(Respect, solidarity, inclusion, tradition)*	

SECTION 4 - RULES AND GAMEPLAY

Basic Rules / Mechanics: *(Basic rules and game mechanics)*	
Sequence of Play / Turns: *(Turn or move order)*	
Scoring System / Winning Conditions: *(Scoring and winning conditions)*	
Safety Guidelines: *(Risk prevention, supervision, and health precautions)*	

SECTION 5 - INCLUSIVITY AND ADAPTATION

Inclusive Options: *(Age, gender, ability, socio-economic adaptations)*	
Accessibility Requirements: *(Space, equipment, supervision needs)*	

Intergenerational Participation: *(Intergenerational application recommendations)*	

SECTION 6 - DOCUMENTATION AND MEDIA

Visual Documentation: *(Photographs, drawings, playground plans)*	
Video / Demonstration Links: *(Links to educational and demonstration videos)*	
Oral History / Storytelling Notes: *(Oral narratives, legends, community interpretations)*	
Variants / Regional Differences: *(Regional or historical variants)*	
Community Notes: *(Rituals, celebrations, special days)*	

SECTION 7 - ARCHIVING AND METADATA

Date of Documentation: *(Date the template was completed)*	
Documented By / Organization: *(Person or organization preparing the template)*	
Digital Format / Repository Link: *(REMIND App, etc.)*	
Copyright / IP & Community Consent: *(UNESCO 2003 Convention, GDPR compliance, community approval)*	
Status: *(Active, Revived, Rare, Declining, etc.)*	

SECTION 8 - EVALUATION AND NOTES

Suggested Age Groups / Skill Levels: *(Recommended age and skill group)*	
Recommended Number of Players: *(Minimum and maximum number of players)*	
Difficulty Level: *(Easy / Moderate / Advanced)*	
Notes on Transmission & Education: *(School programs, workshops, capacity building)*	

REPORTING METHODOLOGY OF THE
KEY PERFORMANCE INDICATORS (KPI)

This annex establishes the calculation, data collection, and reporting standards for the five core KPI sets (Institutional Adoption and Dissemination, Environmental Sustainability, Social Inclusivity and Diversity, Local Economic Contribution, and Heritage Safeguarding and Documentation) specified in Article 9 of the TSG Chart. The aim is to provide consistent and comparable monitoring data across all partner countries.

All data should be collected in accordance with the REMIND Monitoring Protocol, respecting GDPR, ethical safeguards, and intellectual property principles. Quantitative data must be supported with documentation, while qualitative observations should reflect local realities, community impact, and actionable recommendations.

This annex has been developed within the framework of REMIND, funded under the ERASMUS-SPORT-2023 call for proposals (Project Number: 101134177, ERASMUS-SPORT-2023-SCP).

KPI SET 1: INSTITUTIONAL ADOPTION AND DISSEMINATION

KPI Code	Indicator Name	Purpose	Calculation Methodology	Unit	Reporting Frequency	Data Source
KPI 1.1	Number of organizations formally adopting the Chart	Measuring the TSG Chart's institutional legitimacy and level of acceptance	Number of organizations (Municipality, School, Club) that have officially subscribed to/accepted the TSG Chart	{Number}	Six-Month	National TSG Committee Records
KPI 1.2	Adoption rate relative to total potential	Monitoring the saturation level of corporate adoption	(Number of Adopting Organizations / Total Potential Number of Organizations) x 100. (Potential: Number of identified relevant organizations in the country).	{Percentage}	Annual	National TSG Committee and National Statistics
KPI 1.3	Number of events organized (local/regional/national)	Measure the field activity and community access of the implementation	The total number of all TSG events organized with Committee approval during a specific period (Six Months/Year)	{Number}	Six-Month	REMIND App

KPI SET 2: ENVIRONMENTAL SUSTAINABILITY

KPI Code	Indicator Name	Purpose	Calculation Methodology	Unit	Reporting Frequency	Data Source
KPI 2.1	% of events plastic-free	Measuring the compliance of events with environmentally friendly practices and the Article 3 commitment	(Number of events plastic-free / Total Number of Events) x 100	{Percentage}	Six-Month	Event Monitoring and Evaluation Table
KPI 2.2	Use of low-carbon transport	Measuring efforts to reduce the carbon footprint of transportation choices	The percentage of participants who used public transportation, bicycles, or walked out of the total number of participants. (Based on survey data)	{Percentage}	Annual	Event Participant Surveys
KPI 2.3	Estimated CO_2 reduction (kg/year)	Measuring the estimated environmental impact of concrete actions such as low-carbon transportation and reducing single-use plastics	The estimated CO_2 reduction is calculated in kg/year based on the number of participants using low-carbon transportation (KPI 2.2) and using standard emission	{Percentage}	Annual	Event Participant Surveys and EU Emission Factors

			factors determined by the European Commission			

KPI SET 3: SOCIAL INCLUSIVITY AND DIVERSITY

KPI Code	Indicator Name	Purpose	Calculation Methodology	Unit	Reporting Frequency	Data Source
KPI 3.1	Participation rate of vulnerable groups (%)	Measuring the effective participation of vulnerable groups and the achievement of Article 2 objectives	(Number of vulnerable groups / Total Number of Participants) x 100	{Percentage}	Six-Month	Event Participant Surveys
KPI 3.2	Gender balance rate (%)	Monitor compliance in Article 7	Number of women and girls Participants / Total Number of Participants) x 100	{Percentage}	Six-Month	Event Participant Surveys

KPI SET 4: LOCAL ECONOMIC CONTRIBUTION

KPI Code	Indicator Name	Purpose	Calculation Methodology	Unit	Reporting Frequency	Data Source
KPI 4.1	Total purchases from local suppliers (€)	Measure the direct monetary contribution of TSG activities to the local economy	Total monetary value of purchases made from local suppliers/artisans for events	{Amount}	Annual	Financial Reporting Templates / Purchase Records
KPI 4.2	Number of partnerships	Measure the	Number of local artisans,	{Number}	Annual	National TSG

	with local businesses	number of formal partnerships established with the local value chain	producers, or businesses actively involved in TSG activities			Committee Records

KPI SET 5: HERITAGE SAFEGUARDING AND DOCUMENTATION

KPI Code	Indicator Name	Purpose	Calculation Methodology	Unit	Reporting Frequency	Data Source
KPI 5.1	Number of newly documented TSG elements	Measuring the enrichment of intangible heritage and compliance with the Article 1 commitment	The number of newly documented TSG elements or variations uploaded to the REMIND App that comply with the standards in Annex 2	{Number}	Six-Month	REMIND App
KPI 5.2	Number of archived TSG variations	Measure the total number of TSG variations implemented, regardless of documentation quality	The cumulative total of the total number of TSGs archived with geographic variations or different rules in the REMIND App (Article 8)	{Number}	Six-Month	REMIND App
KPI 5.3	Upload frequency to REMIND App	Measure the level of active participation in uploading information and materials to the	Average monthly frequency of uploading new documents, visual or video materials from National Committee	{Number/Month}	Six-Month	REMIND App

		central digital platform					

KEY PERFORMANCE INDICATORS (KPI)
REPORTING TEMPLATE

This template is designed to support the systematic reporting of Key Performance Indicators (KPIs) related to the implementation of the REMIND Traditional Sports and Games (TSG) Chart. It aims to ensure harmonized monitoring across partner countries, enhance transparency, and provide evidence-based insights for strategic decision-making.

All data should be collected in accordance with the REMIND Monitoring Protocol, respecting GDPR, ethical safeguards, and intellectual property principles. Quantitative data must be supported with documentation, while qualitative observations should reflect local realities, community impact, and actionable recommendations.

The completed template will contribute to annual reporting, follow-up actions, and policy integration, while also enabling the digital archiving of measurable outcomes through the REMIND App.

This documentation template has been developed within the framework of REMIND, funded under the ERASMUS-SPORT-2023 call for proposals (Project Number: 101134177, ERASMUS-SPORT-2023-SCP).

1. REPORTING INFORMATION

Document ID:	*REMIND/KPI/YEAR-(YYYY)/NATIONAL-(COUNTRY)*
Reporting Period:	*(Start Date, dd/mm/yyyy – End Date, dd/mm/yyyy)*
Country / Partner Institution:	
Reporting Authority / Committee:	National TSG Committee, *(Country)*
Contact Person: *(Name, Position, Email)*	
Submission Date:	
Reporting Type:	☐ Annual ☐ Mid-Term ☐ Final ☐ Ad-Hoc

2. SECTION I: EXECUTIVE SUMMARY AND QUALITATIVE ASSESSMENT

2.1. Overview

The main objectives of the implementation activities during the reporting period and the key milestones achieved. A brief assessment of the perception of the TSG Chart the national level and the level of participation of key stakeholders (Municipalities, Educational Institutions).

2.2. Main Challenges Encountered

What were the biggest legal, administrative, or financial obstacles encountered during the implementation process? (e.g., Article 5: Administrative burden, GDPR compliance). Suggested solutions and necessary support needs for the next period (financial, technical, legal).

3. SECTION II: KEY PERFORMANCE INDICATORS (KPI) DATA REPORTING

3.1. KPI Set 1: Institutional Adoption and Dissemination (Article 1, 5)

KPI Code	Indicator Name	Previous Period (Total)	Reporting Period (New)	Total Cumulative	Target (%)	Achievement Status
KPI 1.1	Number of organizations formally adopting the Chart	{Number}	{Number}	{Number}	{Percentage}	{Exceeded/ Reached/ Below}
KPI 1.2	Adoption rate relative to total	{Percentage}	{Percentage}	{Percentage}	{Percentage}	{Exceeded/ Reached/

| | potential | | | | | Below} |
| KPI 1.3 | Number of events organized (local/regional/ national) | {Number} | {Number} | {Number} | N/A | N/A |

Narrative Analysis: *(Field for qualitative insights, adoption challenges, growth trends, institutional partnerships)*

3.2. KPI Set 2: Environmental Sustainability (Article 3)

KPI Code	Indicator Name	Previous Period (Total)	Reporting Period (New)	Total Cumulative	Target (%)	Achievement Status
KPI 2.1	% of events plastic-free	{Percentage}	{Percentage}	{Percentage}	{Percentage}	{Exceeded/ Reached/ Below}
KPI 2.2	Use of low-carbon transport	{Percentage}	{Percentage}	{Percentage}	{Percentage}	{Exceeded/ Reached/ Below}
KPI 2.3	Estimated CO_2 reduction (kg/year)	{Percentage}	{Percentage}	{Percentage}	N/A	{Exceeded/ Reached/ Below}

Narrative Analysis: *(Practical challenges encountered in sustainable event management, success cases, and concrete steps planned to improve environmental commitments.)*

3.3. KPI Set 3: Social Inclusivity and Diversity (Article 2, 7)

KPI Code	Indicator Name	Previous Period (Total)	Reporting Period (New)	Total Cumulative	Target (%)	Achievement Status
KPI 3.1	Participation rate of vulnerable groups (%)	{Percentage}	{Percentage}	{Percentage}	{Percentage}	{Exceeded/ Reached/ Below}
KPI 3.2	Gender balance rate (%)	{Percentage}	{Percentage}	{Percentage}	{Percentage}	{Exceeded/ Reached/ Below}

Narrative Analysis: *(Field for inclusivity efforts, accessibility actions, cultural sensitivity, barriers)*

3.4. KPI Set 4: Local Economic Contribution (Article 4)

KPI Code	Indicator Name	Previous Period (Total)	Reporting Period (New)	Total Cumulative	Target (%)	Achievement Status
KPI 4.1	Total purchases from local suppliers (€)	{Amount}	{Amount}	{Amount}	{Amount}	{Exceeded/ Reached/ Below}
KPI 4.2	Number of partnerships with local businesses	{Number}	{Number}	{Number}	{Number}	{Exceeded/ Reached/ Below}

Narrative Analysis: *(Field for economic impact insights, cooperation with SMEs, sponsorship strategies)*

3.5. KPI Set 5: Heritage Safeguarding and Documentation (Article 1, 8)

KPI Code	Indicator Name	Previous Period (Total)	Reporting Period (New)	Total Cumulative	Target (%)	Achievement Status
KPI 5.1	Number of newly documented TSG elements	{Number}	{Number}	{Number}	{Number}	{Exceeded/ Reached/ Below}
KPI 5.2	Number of archived TSG variations	{Number}	{Number}	{Number}	{Number}	{Exceeded/ Reached/ Below}
KPI 5.3	Upload frequency to REMIND App	{Number}	{Number}	{Number}	{Number}	{Exceeded/ Reached/ Below}

Narrative Analysis: *(Field for documentation challenges, safeguarding practices, community involvement)*

4. SECTION III: ISSUES, RISKS & MITIGATION MEASURES

No	Identified Issue	Impact Level	Category (Financial/Legal/Operational)	Mitigation Strategy	Responsible Entity

1	………………	☐ High ☐ Medium ☐ Low	……………… ………..	…………………………….. 	……………… ………..
2	………………	☐ High ☐ Medium ☐ Low	……………… ………..	…………………………….. 	……………… ………..
...	………………	☐ High ☐ Medium ☐ Low	……………… ………..	…………………………….. 	……………… ………..

5.   SECTION IV: LESSONS LEARNED & RECOMMENDATIONS

(Narrative section for strategic insights, best practices, policy suggestions, and improvements.)

6.   NATIONAL TSG COMMITTEE APPROVAL

This KPI Report has been reviewed, verified, and approved by the National Traditional Sports and Games (TSG) Committee in accordance with the governance and monitoring standards of the REMIND TSG Chart. The Committee confirms that the data provided in this report is accurate, compliant with ethical and legal standards, and reflects the national implementation progress.

…………………………………..

(Date/month/year)

………………………………….

(Name and Surname of the National TSG Committee Chairperson)

(Signature)

TRADITIONAL SPORTS AND GAMES (TSG) EVENT PARTICIPANT SURVEY

(KPI-Based Sustainable and Inclusive Event Assessment)

This survey aims to collect data on participant profiles, inclusiveness, accessibility, environmental sustainability, and event impact. Results will be used exclusively for project monitoring, Key Performance Indicator (KPI) reporting, and to improve the quality, sustainability, and inclusiveness of future events, in line with European standards.

All responses will be kept confidential and processed anonymously in accordance with GDPR (EU Regulation 2016/679).

This survey has been developed within the framework of REMIND, funded under the ERASMUS-SPORT-2023 call for proposals (Project Number: 101134177, ERASMUS-SPORT-2023-SCP).

SECTION 1: PARTICIPANT PROFILE

1.1 Gender
☐ Female   ☐ Male   ☐ Non-binary   ☐ Prefer not to say   ☐ Other: _____

1.2 Age Group
☐ Under 18   ☐ 18–24   ☐ 25–34   ☐ 35–44   ☐ 45–54   ☐ 55–64   ☐ 65+

1.3 Country of Residence

_____

1.4 Education / Professional Background
☐ High School
☐ Undergraduate
☐ Graduate/Postgraduate
☐ Other: _____

1.5 Are you representing an organization?

☐ Yes   ☐ No

If yes, please specify: _____

SECTION 2: INCLUSION & ACCESSIBILITY

2.1 Do you consider yourself part of any of the following vulnerable groups?

(Multiple selections allowed)

☐ Person with disability

☐ Refugee / Migrant background

☐ Socioeconomically disadvantaged

☐ Ethnic or minority group

☐ NEET (Not in Employment, Education, Training)

☐ None of the above

☐ Prefer not to say

2.2 Did the event offer sufficient accessibility support?

☐ Yes   ☐ Partly   ☐ No

If no/partly, please specify: _____

SECTION 3: ENVIRONMENTAL SUSTAINABILITY

3.1 What type of transportation did you use to reach the event?

☐ Walking / Cycling

☐ Public Transport

☐ Private Car (alone)

☐ Shared Car / Carpool

☐ Train

☐ Flight

3.2 Did the event promote environmentally-friendly practices?

☐ Yes   ☐ Partly   ☐ No

3.3 Was the event plastic-free or significantly reduced in plastic use?

☐ Yes   ☐ Mostly   ☐ Partly   ☐ No

3.4 Did you receive digital-only materials instead of printed materials (eco-friendly approach)?

☐ Yes   ☐ Partly   ☐ No

SECTION 4: EVENT IMPACT & QUALITY

4.1 Overall Satisfaction with the Event
(Scale: 1 = Very Poor, 5 = Excellent)
1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

4.2 Did the event meet your expectations?
☐ Yes   ☐ Partly   ☐ No

4.3 Which impact areas were most valuable? (Select up to 3)
☐ Networking and cooperation
☐ Cultural awareness
☐ Professional development
☐ Innovation and new ideas
☐ Awareness on sustainability
☐ Inclusion and social engagement

4.4 Would you recommend this event to others?
☐ Definitely Yes   ☐ Probably Yes   ☐ Not Sure   ☐ Probably No   ☐ Definitely No

SECTION 5: FINAL COMMENTS

Any suggestions to improve future events (accessibility, sustainability, inclusiveness, content, logistics)?

_____

_____

_____

_____

_____

_____

TRADITIONAL SPORTS AND GAMES (TSG) EVENT MONITORING & EVALUATION FORM

Event Monitoring, Quality Assessment, and Follow-up Framework

This form is designed for the systematic monitoring and evaluation of Traditional Sports and Games (TSG) events within the REMIND Project framework. It aligns with European standards for cultural heritage safeguarding, social inclusion, and sustainability.

The purpose of this tool is to ensure consistent data collection, performance analysis, and follow-up planning at local, national, and international levels. It directly supports KPI monitoring and serves as a critical document for National Committee reporting and approval.

Each responsible organizer must complete this form immediately after each event. Both quantitative and qualitative data should be provided. Attach any relevant photos, participant lists, feedback forms, or media coverage, respecting GDPR and intellectual property rules.

This form has been developed within the framework of REMIND, funded under the ERASMUS-SPORT-2023 call for proposals (Project Number: 101134177, ERASMUS-SPORT-2023-SCP).

SECTION I: EVENT DETAILS

Event Identification *(Assigned by the National Committee)*	
Event Name	
Type of Event *(Training / Festival / Competition / Social Gathering / Community Workshop / Other)*	
TSG Activity / Game(s) Featured	
Location *(City, Country)*	
Date(s)	
Organizing Institution(s)	
Responsible Focal Person *(Name / Role / Contact)*	

SECTION II: SOCIAL AND HERITAGE HARMONY (Articles 1, 2, 7)

Criteria	Compliance Status (Yes/No)	Data Source / Evidence	Relevant KPI
Accessibility for Vulnerable Groups		Were wheelchair ramps, easy access, and special communication provided?	KPI 3.1 (Participation Rate of Vulnerable Groups)
Gender Balance Promotion		Was gender balance promoted among teams/instructors?	KPI 3.2 (Gender Balance Ratio)
TSG Documentation Standard		Was a professional video/photo recording made in accordance with Article 1?	KPI 5.1 (Number of Newly Documented Elements)

SECTION III: ENVIRONMENTAL COMPLIANCE (Article 3)

Criteria	Compliance Status (Yes/No)	Data Source / Evidence	Relevant KPI

Single-Use Plastic Reduction		Is the use of plastic bottles/cups in food/beverage service strictly prohibited?	KPI 2.1 (% Plastic-Free Event Rate)
Recycling System		Have designated waste collection and recycling points been established?	Article 3
Low-Carbon Transportation Incentives		Have alternatives such as public transportation/bike parking been encouraged?	KPI 2.2 (Low-Carbon Transportation Usage)
Environmental Damage/Pollution		Has any environmental damage/pollution been reported in the event area?	Article 3

SECTION IV: ECONOMIC CONVERGENCE (Article 4)

Criteria	Amount	Evidence	Relevant KPI
Total Purchase Value from Local Suppliers	In Euros (€)	Copies of relevant invoices/receipts	KPI 4.1 (Local Purchase Amount)
Number of Local Artisans/Businesses	Units	Stand lists or proof of collaboration	KPI 4.2 (Number of Local Business Partnerships)
Local Production of TSG Equipment	Value of locally produced equipment	in Euro (€)	Article 4

SECTION V: ETHICAL AND LEGAL COMPLIANCE (Articles 5, 8)

Criteria	Compliance Status (Yes/No)	Data Source / Evidence
Child Protection Policy		Has the policy been communicated to implementers?
GDPR Compliance Statement		Has visual usage and data consent been obtained from all participants?
Conflict of Interest Statement		Is there a conflict of interest

		statement within the organization team?
Complaint Mechanism		Has an accessible complaint/feedback mechanism been established?

SECTION VI: DECLARATION AND CONFIRMATION

As the local facilitator completing this form, I declare that the above information is accurate and complete, and I commit to complying with the relevant provisions of the TSG Chart during the event.

…………………………………..

(Date/month/year)

………………………………….

(Local Facilitator Name and Signature)

DECLARATION OF ORGANIZATIONAL COMMITMENT AND ENDORSEMENT FOR THE REMIND TSG CHART

This form constitutes the official declaration of acceptance and endorsement of the REMIND Traditional Sports and Games (TSG) Chart by the undersigned organization. REMIND (Remote Remembrances to Foster the Future: Traditional Sports and Games Potential), funded under the ERASMUS-SPORT-2023 call for proposals (Project Number: 101134177, ERASMUS-SPORT-2023-SCP), aims to safeguard, transmit, and promote TSGs across Europe as living intangible cultural heritage.

By signing this form, the organization confirms its commitment to the objectives, principles, and implementation framework outlined in the REMIND TSG Chart. The undersigned acknowledges the significance of TSGs as integral elements of European cultural heritage and agrees to actively contribute to their safeguarding, promotion, intergenerational transmission, and responsible governance, in full compliance with the Chart and relevant European and international standards, including Erasmus+ guidelines, Council of Europe recommendations, and the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

1. INSTITUTION DETAILS

Official Name of Organization:	
Type: *(Municipality / NGO / Club / University / School / Federation / Others)*	
Country:	
Official Registration Number:	
Official Address:	
Website:	
Contact Person: *(Name, Position, Email, Phone)*	

2. ORGANIZATIONAL ROLE

☐ National TSG Committee Member

☐ Local Implementing Organization

☐ School / Educational Partner

☐ Cultural/Heritage Institution

☐ Sport Club / Federation

☐ Community Organization

☐ Other: _____

3. DECLARATION OF COMMITMENT

On behalf of the organization whose signature appears below, I hereby declares and undertakes to irrevocably accept the entire REMIND TSG Chart and all application guidelines specified in the relevant Annexes that:

☐ Our organization commits to actively supporting all the objectives and fundamental principles of the REMIND TSG Chart.

☐ We commit to taking active responsibility for the preservation, promotion, and intergenerational transmission of Traditional Sports and Games (TSG).

☐ We commit to strictly adhering to the ethical, cultural, educational, and environmental sustainability standards (GDPR, Child Protection, etc.) defined in the Chart.

☐ We agree to actively cooperate with national and European TSG networks and to continuously contribute to the sharing of experience and knowledge.

☐ We commit to contributing to all monitoring, documentation, and reporting (KPI) processes carried out through the REMIND App by providing timely and accurate data.

☐ Approves and authorizes the use of the organization's name and/or logo as an official signatory and implementer (for dissemination, policy, and promotional purposes).

4. SIGNATURE SECTION

Name and Surname:	
Position / Title:	
Organization Name:	
Place and Date:	
Signature: *(handwritten / e-signature)*	
Official Stamp / Seal: *(if applicable)*	