



Co-funded by the
Erasmus+ Programme
of the European Union



622100-EPP-1-2020-1-ES-SPO-SCP



Manual

Methodology for the Application of Traditional Games and Sports to Foster Gender Equality

Pere LAVEGA (ed.)



This Manual is an intellectual output of the Opportunity project, which has been co-financed by the European Union.

Programme Erasmus+ Sport programme

Action SCP - Collaborative Partnerships

Code: 622100-EPP-1-2020-1-ES-SPO-SCP

Title OPPORTUNITY: fostering social inclusion and gender equality in formal and nonformal educational contexts through applying traditional sports and games



Coordinator:

INEFC, National Institute of Physical Education of Catalonia

Contact: Pere Lavega: plavega@gencat.cat

https://inefc.gencat.cat/ca/inefc/recerca_i_doctorat/oficina-projectes/projectes-inefc/fomentar-inclusio-social/index.html

How to cite this document when using it.

Lavega, P. (ed). Practical intervention methodology to foster social inclusion through traditional games and sports. Opportunity: Erasmus+ Sport project. Barcelona: INEFC, University of Lleida, ADISPAZ, University of Coimbra, AGA, HSTIS, IRSIE, ATSJSP, AEJeST.

Practical Intervention Methodology for the Application of Traditional Games and Sports to Foster Gender Equality

Project coordinator	INEFC	Pere LAVEGA (ed.)
Content authors:	INEFC	Pere Lavega; Queralt Prat; Verónica Muñoz; Francisco Lagardera; Conxa Duran; Rosa Rodríguez; Pedro Ruiz
	Universitat de Lleida	Jaume March-Llanes; Jorge Moya-Higueras
	Universit� de Coimbra	Ana Rosa Jaqueira; Paulo Coelho de Ara�jo
	AGA	Giorgio Paolo; Lorenzo Carcereri; Francesca Berti
	HSTIS/ CTGaSA	Tamara Đerić Nikolić; Milivoj Pacenti; Tamara Perković
	IRSIE	Bartosz Prabucki; Kazimierz Waluch
	ATSJSP	Zhaira Ben Cha�banne; Ezzeddine Bouzid
	AEJeST	Rub�n Camacho
Revision of the English version:	INEFC	Pere Lavega; Queralt Prat; Ver�nica Mu�oz
	AGA	Lorenzo Carcereri
	HSTIS/ CTGaSA	Tamara Đerić Nikolić; Tamara Perković
Revision of the French version:	Universitat de Lleida	Jorge Moya-Higueras
	IRSIE	Bartosz Prabucki; Kazimierz Waluch
	ATSJSP	Zhaira Ben Cha�banne; Ezzeddine Bouzid
Revision of the Spanish version:	INEFC	Pere Lavega; Unai S�ez de Oc�riz; Queralt Prat; Ver�nica Mu�oz; Carlos Mall�n; Paula Pla
	Universitat de Lleida	Jaume March-Llanes
	ADISPAZ	Beatriz Soria
	AEJeST	Carmina Fern�ndez
Composition and Layout:	INEFC	Queralt Prat
Technical Coordination:	INEFC	Queralt Prat; Ver�nica Mu�oz

Table of Contents

CHAPTER 1

FOSTER GENDER EQUALITY IN FORMAL AND NON-FORMAL EDUCATIONAL SETTINGS THROUGH TRADITIONAL GAMES AND SPORTS	8
1. THE OPPORTUNITY PROJECT	9
1.1 <i>Inclusive cross-cultural project aligned with the challenges of the 2030 Agenda</i>	9
1.2 <i>Towards the change of non-inclusive stereotypes</i>	11
1.2.1 Stereotypes and attitudes	11
1.2.2 Stereotypes regarding women and gender equality	12
1.2.3 Break with the classical model of education. Paradigm shift.....	13
1.3 <i>Modify Non-Inclusive Stereotypes through Traditional Sporting Games.</i>	15
1.4 <i>An Innovative Inclusive Pedagogical Strategy (A₁-A₂-A_{3TSG}) based on traditional sports games.</i> 15	
2. STRUCTURE OF THE MANUAL	17
2.1 <i>Identification of Best Practices in the Application of TSG as a Tool to Foster Gender Equality...</i> 17	
2.2 <i>Deskling Research on Educational Materials and Training Courses on TSG</i>	17
2.3 <i>TSG Catalogue that Foster Gender Equality. TSG Pilot Inclusive Actions Methodology</i>	18
REFERENCES	19

CHAPTER 2

GOOD PRACTICES FOR FOSTERING GENDER EQUALITY THROUGH THE USE OF TRADITIONAL GAMES AND SPORTS	22
1. GOOD PRACTICES FOR FOSTERING GENDER EQUALITY THROUGH THE USE OF TRADITIONAL GAMES AND SPORTS	23
2. CONTEXT OF FORMAL EDUCATION	24
Change (cultural heritage and nutrition activities in the global environment	24
Traditional Istrian games.....	26
Erasmus games FCDEFUC.....	28
Practical studies li - Portuguese traditional games	30
Olympic festival of heritage games and sports in schools.....	32
Children's games in Istria	36
Junior business minds selling online eco-traditional games	38
Exhibition 'encounter: place of childhood memories'	40
3. FORMAL EDUCATION CONTEXT	42
Zachegn	42
Lancio del Maiorchino	43
Gioco della palota	44
Dòlit tournament.....	45
Campionat de mirles (skittles championship)	46
Use of traditional games and sports for vulnerable elderly people as therapeutic means of social inclusion	47
Nariz	51
Traditional games from Concelho do Porto	52
4. FORMAL AND INFORMAL EDUCATIONAL CONTEXT:	54
Traditional Portuguese dance	54
Educational days	56

Astragalus.....	58
Gioco del pallone col bracciale.....	59
Birilli di farigliano - gioco delle bijè	60
Historical arc shot.....	61
Parish games	63

CHAPTER 3

COURSES AND TRAINING MATERIALS ON GENDER EQUALITY, THROUGH THE USE OF TRADITIONAL GAMES AND SPORTS 67

1. INTRODUCTION	68
Traditional games from my region.....	69
Junior business minds selling online eco-traditional games	70
BRIDGE. The promotion of intercultural dialogue through traditional sports games (BRIDGE Erasmus + Project: 579616-EPP-1-2016-1).....	71
La formazione di arco UISP (the educational training of archery)	73

CHAPTER 4

CATALOGUE OF TRADITIONAL GAMES AND SPORTS TO FOSTER GENDER EQUALITY 74

1. INTRODUCTION	75
1.1 <i>The Educational Use of Traditional Sporting Games: Ludo diversity at the Service of Inclusive Physical Education.</i>	75
1.2 <i>The Ludomotricity: Variety and Original Rules</i>	76
1.3 <i>Social and cultural importance of TSG as intangible cultural heritage (ICH)</i>	77
1.4 <i>Structure of the catalogue of traditional sports games</i>	78
PSYCHOMOTOR GAMES	82
2. ORGANIZATIONAL AND SOCIOCULTURAL DESCRIPTION OF PSYCHOMOTOR GAMES	83
2.1 <i>Precision throwing games</i>	83
SKITTLES OF 6	83
SKITTLES (BITLLES) WITH BET	86
MÖLKKY (FINNISH SKITTLES)	88
CHAVE DE FERROLTERRA	91
ZACHEGN.....	94
PLJOČKANJE.....	96
PIČJADA	99
SJOELBAK OR DUTCH BILLIARD	101
THE FROG	103
THE PENNY	105
SEVEN AND A HALF	108
ARRIMAR	110
2.2 <i>Combined throwing games</i>	112
LAUNCH OF SHOE (ESPADENYA)	112
HOPSCOTCH	114
Xarranca, Rayuela.....	114
LANCIO DEL MAIORCHINO	116
THE PEÍCA.....	118
ASTRAGALUS	120
2.3 <i>Racing games</i>	122

STONE RACE	122
RING	124
2.4 <i>Jumping games</i>	126
TANGUIZ EL OUZRA	126
2.5 <i>Difficulties in Psychomotor Games from a Gender Perspective and Proposals for intervention</i>	129
COOPERATION GAMES	132
3. ORGANISATIONAL AND SOCIO-CULTURAL DESCRIPTION OF COOPERATION SOCIO-MOTOR TSG	133
THE PARACHUTE	133
THE KNOT, THE TANGLE	136
NEWSPAPER DANCE	138
COOPERATIVE SKATES	140
THE COMPASS	142
L'ECHIQUIER DES POINTS	145
THE WATCH	148
3.1 <i>Difficulties in cooperation socio-motor games from a gender perspective and proposals for intervention</i>	150
OPPOSITION GAMES	153
4. ORGANISATIONAL AND SOCIO-CULTURAL DESCRIPTION OF THE SOCIO-MOTOR OPPOSITION TSG	154
4.1 <i>Alternating Opposition Game</i>	154
BOARD MAHLA	154
4.2 <i>Duel games between individuals</i>	156
TRUCCO DA TERRA	156
BOCCIA	158
RINGO	161
BARRIMA	164
"YA AACHRA JEK EL ACHRINE!"	167
"GRECH"	170
4.3 <i>One-against-all games</i>	174
KAPELA	174
The Chapel (English)	174
PRASIČKANJE	177
"RAKASSA"	179
4.4 <i>All versus all games</i>	183
STEALING TAILS	185
4.5 <i>Difficulties in opposition games from a gender perspective and proposals for intervention</i>	187
COOPERATION AND OPPOSITION GAMES	192
5. ORGANISATIONAL AND SOCIO-CULTURAL DESCRIPTION OF THE SOCIO-MOTOR COOPERATION-OPPOSITION TSG	193
5.1 <i>Symmetrical Teams Duel Games</i>	193
STEAL STONES	193
"AGFA" HOCKEY	195
PIERŚCIENIÓWKA	200
GIOCO DEL BRACCIALE	203
5.2 <i>Asymmetric team duel games</i>	206
GUARDS AND THIEVES	206
"SABAA HAJRAT"	209
PALANT	212
THE TAIL OF THE SERPENT	215

5.3 <i>Team versus Team</i>	218
"ESSID OR LABOUA"	218
5.4 <i>Original converged network sets</i>	222
CHAIN	222
THE SPIDER.....	224
HUNTER BALL	226
5.5 <i>Paradoxical games</i>	228
THE 4 CORNERS.....	228
"ARBAA ARKAN"	230
THE SITTING BALL.....	233
EARTHQUAKE	235
DANGEROUS LINKS.....	237
THE ELBOW TAG.....	239
THE THREE FIELDS	241
5.6 <i>Difficulties in co-operative-opposition games from a gender perspective and proposals for intervention</i>	243



CHAPTER

1

FOSTER GENDER EQUALITY in formal and non-formal educational settings through traditional games and sports

1. The Opportunity Project

This document corresponds to the first intellectual result of the European Opportunity project (622100-EPP-1-2020-1-ES-SPO-SCP)¹, in the context of the Erasmus + call, and is developed between January 1, 2021 and January 31 December 2023. This project is coordinated by the INEFC of Lleida with eight other partners: AEJeST, AGA, Hrvatski Savez Tradicionijskih Igara i Sportova, IRSIE, University of Coimbra, ADISPAZ, the University of Lleida and the Association Tunisienne pour la préservation du patrimoine des jeux et sports.

To understand the contribution of this manual, it is necessary to present a theoretical contextualization of the Opportunity project².

1.1 Inclusive cross-cultural project aligned with the challenges of the 2030 Agenda

This project finds its framework of action and meaning in the great international and European challenges, around the sustainable development objectives included in the 2030 agenda. On September 25, 2015, 193 countries, including Spain, committed to the 17 Sustainable Development Goals (SDGs) of the United Nations and their fulfilment by 2030.

Education is one of the key agents to achieve the objectives of the 2030 agenda. This project is directly related to the objectives of OSD (The Sustainable Development Goals) that have to do with quality education to guarantee an inclusive and equitable education, that promotes human rights, the culture of peace and non-violence, cultural diversity, the responsible exercise of local and global citizenship, gender equality, sustainable development and health (figure 1).

¹ <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/622100-EPP-1-2020-1-ES-SPO-SCP>

² [https://inefc.gencat.cat/ca/inefc/recerca_i_doctorat/oficina-projectes/projectes-inefc/fomentar-inclusio-social/index.html#googtrans\(ca|en\)](https://inefc.gencat.cat/ca/inefc/recerca_i_doctorat/oficina-projectes/projectes-inefc/fomentar-inclusio-social/index.html#googtrans(ca|en)).

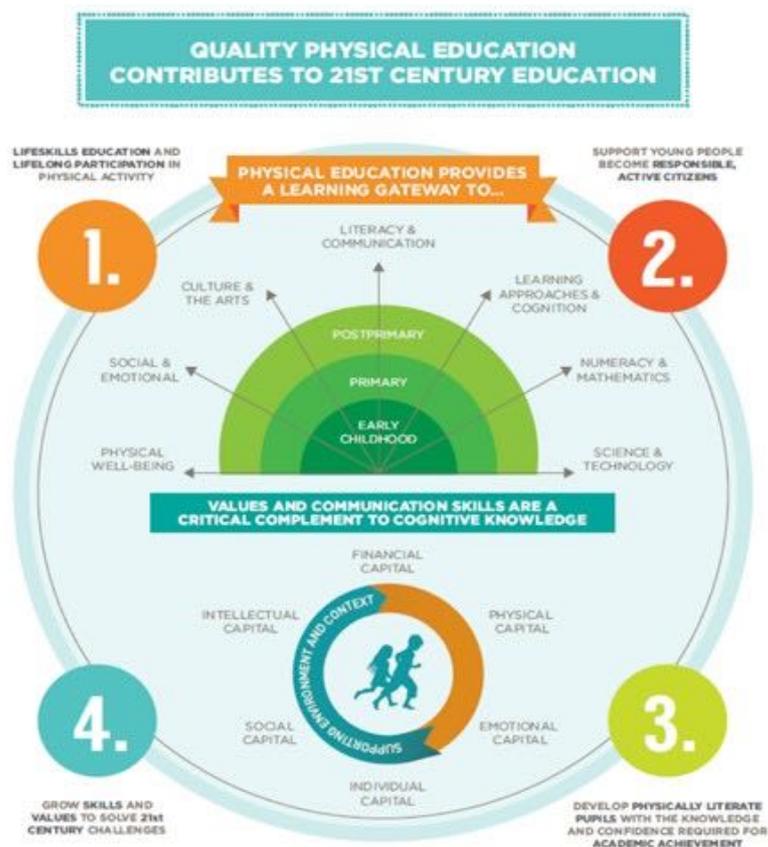


Figure 1. Contribution of quality physical education to the challenges of the 21st century (UNESCO, 2015).³

Recently, UNESCO reaffirms these educational priorities and calls for investment in quality physical education to support post-COVID-19 recovery⁴.

This project aims to align its actions around international (figure 2), state, as well as local guidelines, and proposes to generate empirical evidence, aimed at favouring an inclusive relational physical education that promotes the education of positive interpersonal attitudes around three priority issues: intercultural dialogue (think globally to act locally), gender equality (empowerment of girls) and the social inclusion of people with disabilities (empowerment of people with intellectual disability).

³ UNESCO (2015). [Quality physical education policy - UNESCO Digital Library](https://unesdoc.unesco.org/ark:/48223/pf0000233920)
<https://unesdoc.unesco.org/ark:/48223/pf0000233920>

⁴<https://es.unesco.org/news/unesco-hace-llamamiento-inversion-educacion-fisica-calidad-apoyar-recuperacion-post-covid-19>



Figure 2. Key actions (on which the project affects) for a quality physical education that leads to inclusion (UNESCO, 2015).⁵

1.2 Towards the change of non-inclusive stereotypes

1.2.1 Stereotypes and attitudes

Stereotypes and attitudes are synonymous when they refer to a specific social group (Eagly and Mladinic, 1989): attitudes defined as the tendency to evaluate an entity with a certain degree of favour or disapproval. These same authors, along with other more recent (Bohner and Dickel, 2011; Crano and Gardikiotis, 2015), assume that when the entity is a social group, attitudes should be understood as stereotypes. Thus, a stereotype is the tendency to value a social group with a certain degree of favour or disapproval.

Crano and Gardikiotis, (2015) and Eagly and Mladinic (1989) affirm that attitudes (or stereotypes when we speak of a social group) are composed of an interaction of cognitive, emotional and behavioural factors. Triandis (1971) was the first author to present this model. The cognitive component is related to beliefs, associated with the social group. The emotional factors come from the experience of well-being or emotional discomfort that the interaction with the social group has provoked. From the emotional point of view, the cognitive estimates that a person manifests in relation to how they feel when participating with that social group are also considered. Finally, the behavioural component is linked to specific behaviours that we do, or want to do, with people from the social group, and the expectations we have about how people in that social group

⁵ UNESCO (2015). [Quality physical education policy - UNESCO Digital Library](#)

can behave. Empirical studies confirm that the Triandis model is the best predictor of different results (Valois, Desharnais and Godin, 1988).

Attitudes are formed from a personal evaluative construct and also of a normative construct that emerge from behaviours that occur in contexts of social interactions (Ryan, 1982; Schmidt and Rakoczy, 2019; Triandis, 1977).

1.2.2 Stereotypes regarding women and gender equality

The organization of United Nations (1979) urged all member countries to eliminate any form of discrimination against women, focusing on their biological sex. There is a broad consensus in the scientific field on the existence of several biological differences between men and women. In the adult brain, some genes and RNA information are different based on biological sex (Trabzuni et al., 2013). Furthermore, several differences have also been found in the transcriptome (Jansen et al., 2014). And these differences are not specific to humans, since they are shared with most other animal species, especially mammals (Wilson, 2020). According to this author, genetic differences between men and women are not only located on the X and Y chromosomes, since up to 96% of genetic differences are distributed throughout the genome. All the genetic and biological differences could explain, together with other factors, the existing differences in cognitive, affective and behavioural aspects between men and women (Jäncke, 2018). In short, it is a fact that men and women are biologically different. However, according to the Declaration of the Organization of United Nations (1979). This organic difference should not hinder equality between men and women.

Sexism is a clear stereotype that does not favour gender equality. Exposito, Moya and Glick (1998) defined sexism as attitudes towards people based on their biological sex, generally centred on women. These attitudes are associated with gender. Gender is a social construction about how society treats people differently, whether they are men or women (Eckert, 2018; Simone, 2005). Gender stereotypes come from the cognitions, affections and behaviours that people have with respect to men and women when considering the biological sex to whom it is inferred (Williams and Best, 1990). Therefore, the central variable of sexism is gender stereotypes.

Since the Treaty of Rome, the European Union has consistently upheld gender equality as one of its fundamental policies. Gender equality is based on a long history of policy development at the European Union (EU) level, the origins of which lie in the EEC (European Economic Community) Treaty signed in Rome in 1957. Ending discrimination and promoting gender equality it is widely accepted as a social and priority objective for Europe. However, this equality remains one of the most relevant social challenges for European society. According to the European Institute for Gender Equality, the Gender Equality Index in Europe is 67.4 out of 100, which means that European society needs to consolidate its efforts to eliminate inequality between women and men.

In the field of physical activity, physical education and sport, promoting equality between women and men and breaking gender stereotypes is one of the main challenges today (Soler, Serra, & Vilanova, 2018). It is still observed that physical education (PE) is one

of the educational areas where sexism and the reproduction of traditional gender stereotypes become more visible. Among the main trends of gender inequality in PE, these authors highlight: a) less involvement and satisfaction of girls than boys, especially when PE programs and content are oriented towards physical condition and skill, perceiving them as more appropriate of the masculine gender than of the feminine one; b) girls perceive that many physical-sports activities are specific to the male gender, and who have difficulties to participate with equal opportunities in the achievement of the objectives; c) boys tend to show a higher perception than girls in their sporting competence, self-concept, physical fitness and interest in physical exercise.

Having reviewed the existing literature, it seemed important to us to think of an evaluation of gender stereotypes, specifically linked to the field of traditional games and sports. As such, the project plans to create a valid and reliable scale of gender stereotypes based on the multidimensional model of Triandis (1971), using the same theoretical device as the “CATCH” questionnaire.

1.2.3 Break with the classical model of education. Paradigm shift

In order to achieve the goals of the 2030 agenda for inclusive education and gender equality, the UNESCO World Education Monitoring Report (2017) calls for a break with the classical model of education. It is necessary to generate meaningful and relevant learning that overcomes the traditional dichotomies between cognitive, emotional and ethical aspects.

Along these lines, there is a proliferation of research that indicates that social and emotional competencies play an important role in the success of students, both inside and outside of school. By improving these competencies, academic achievement and performance can be improved (Durlak et al., 2011; Taylor et al., 2017); improve students' attitudes and behaviours towards themselves and others (Durlak et al., 2011; López De Sosoaga, 2018; Rillo et al., 2021; Sáez de Ocáriz and Lavega-Burgués, 2020; Yeager, 2017). Consequently, policy makers express the need to help students develop these competencies related to social and emotional learning (Wrabel, Hamilton, Whitaker, & Grant, 2018).

The project that we present here, in order to align with these purposes, takes as a theoretical reference the consideration of physical education as a motor behaviour education. As Parlebas announced in 1959, “the Cartesian dualism of body and mind is rejected, to show that there is continuity between motor activity and mental activity, and not rupture. The person is a totality that remains whole in each of its manifestations” (Parlebas, 2001, p.54). It is about replacing the movement-centred speech that refers to a gestural statement described by mechanical physics since its appearance in the 18th century, accepted for decades and centuries by the motor conduct that responds to the enunciation, that is, to a production motor activity carried out by a specific person in the specific conditions of a dated and situated context. In the first case, the accent is placed

on the product and in the second on the producing agent, that is, on the person who acts inserted in a personal story. (Parlebas, 2001).

The concept of motor conduct represents, means or refers to the whole, unique and indivisible person, since when it is done it is done with all its biopsychosocial singularity (organic, affective, cognitive and relational) (Lavega-Burgués et al., 2020). Motor behaviour is a way of explaining, in a creative and intelligent way, what each person has in their vital baggage to express themselves through motor skills, their genuine uniqueness. “The concept of motor conduct allows a rigorous analysis, fully considering the cognitive, affective and relational elements in the development of the same action. A change of perspective in physical education begins here, a decentration that can be described as a Copernican revolution...” (Parlebas, 2001, p.86).

The motor conduct is the significant organization of the actions and reactions of the person in action that is expressed, fundamentally, by the motor path. The fundamental aspect of this notion is that it allows us to understand the person who acts, both from an external point of view (the observable manifestations of behaviour) and from an internal point of view (the multiple meanings of that bodily experience, as intention, project, motivation, desire, mental image, emotion...). Let's look at an example that clarifies this approach.

When Carlos starts in a basketball game, his motor conducts include the manifestations observable from an external point of view, such as the multiple meanings that this bodily experience originates. The concern is aimed at discovering the significance that permeates a pass to a teammate, a feint to an opponent or a shot to the basket. Any response (e.g., a pass from Carlos to María) not only refers to an organic intervention (mobilizing a group of muscles or bones in a biomechanical position), but is also associated with a cognitive intentionality (decision to make a pass and not a launch), affective (emergence of emotions such as joy, anger, sadness or fear depending on the result and context of that pass) and relational (option to cooperate with María and not with Felipe).

This is how physical education proposes to intervene in a pertinent way on the motor conducts of the practitioners to guide them towards the objectives and values that it is desired to promote” (Parlebas, 2017, p.11).

Promoting an education of motor conducts makes sense to participate in the global educational project. For this reason the approach of this project is aimed at improving motor conducts that generate emotional well-being (positive emotions) by interacting on equal opportunities with people from the other gender in different geographical and cultural contexts.

1.3 Modify Non-Inclusive Stereotypes through Traditional Sporting Games.

This project is based on the theoretical principle of considering that participation in appropriate traditional sporting game programs (TSG) could modify the attitudes of the participants associated with negative stereotypes, often loaded with prejudices and false beliefs, related to people with disabilities and the female gender.

Numerous empirical evidences confirm that attitudes are learned and can be modified through intervention programmes (Cameron, Rutland, Turner, Holman-Nicolas, and Powell, 2011; Eagly and Chaiken, 1993; Hutzler, Zach, and Gafni, 2005; Rillo et al., 2021; Sáez de Ocáriz and Lavega, 2020; Triandis, 1974). Among the theories that explain how the transformation of attitudes can be favoured, this project uses contact theory (Allport, 1979). It is considered that contact with different people tends to produce changes in attitude if it occurs in a context of institutional support that offers three conditions (Mckay, 2018): a) equality of status (in the game the rules are the same for all people); b) search for common goals (the internal logic of a game poses the same problems to solve) , and c) meaningful personal interactions (people who participate in a game tend to give themselves up with all their organic, affective, relational and cognitive baggage, Parlebas, 2001, Ben Chaâbane, 2020).

As a complement to the above indications, it must be recognized that attitudes are formed from a personal evaluative construct and also from a normative construct that emerge from behaviours that occur in contexts of social interactions (Triandis, 1977).

Based on these scientific arguments, it seems reasonable to use the TSG to promote inclusive attitudes in an educational intervention program. In this project we start from the premise of thinking that, if applied properly,

The traditional sporting game as a bearer of experiences of interpersonal relationships, based on the democratic acceptance of the rules and on the motor interaction between the participants (often intense motor interaction with body contact), can be an exceptional educational resource to transform possible attitudes that do not favour gender equality and social inclusion in the framework of intercultural physical education.

1.4 An Innovative Inclusive Pedagogical Strategy (A₁-A₂-A_{3TSG}) based on traditional sports games

The contextual framework of this project corresponds to applying an innovative inclusive pedagogical strategy made up of three axes of interdependent actions that are summarized in three key words: Learn-Apply-Analyse (A₁-A₂-A_{3TSG}). a) **Learn**: Training of educators through a MOOC course (Massive Open Online-Course); b) **Apply**: Development of an inclusive educational intervention of sports games; c) **Analyze**: Evaluation of the positive impact of the intervention program through a APP on positive attitudes aimed at gender equality and the social inclusion of people with intellectual disabilities.

The scientific experience of the various research groups that lead this project will allow us to intervene with guarantee in these three axes **of the inclusive pedagogical model A₁-A₂-A₃TSG**.

A₁. Learn. MOOC Course. This project proposes to show an innovative and free (open) methodology to all people who want to use the TSG to foster social inclusion and gender equality. The materials in this Manual will be part of this online training.

A₂. Apply. Educative Intervention. The project intends to carry out different inclusive and gender equality actions, based on the materials offered in this manual.

A₃. Analyze. One of the added values of this project is to allow the study of the positive impact of intervention programs through TSG. For this, it is proposed to:

- **Validate and adapt the CATCH scale to Spanish, Portuguese, English, French and Arabic** (Rosenbaum, Armstrog, and King, 1986) to assess changes in inclusive attitudes (cognitive, affective and conductual) with people with intellectual disabilities through the use of traditional sports games.
- **Prepare and adapt the NATGEN scale to Spanish, Portuguese, French, English, Croatian, Polish and Arabic (Neuropsychological Attitudes towards Gender Equality)** to assess changes in inclusive attitudes (cognitive, affective and conductional) in relation to gender equality through the use of traditional sporting games.
- **Adapt the Games and Emotion Scale (GES-II) questionnaire to Spanish, Portuguese, French, English, Croatian, Polish and Arabic** (Lavega-Burgués, March-Llanes; and Moya-Higuera, 2018), to assess the positive impact of the inclusive use of TSG on emotional well-being.
- **Creation of an APP.** In addition, the project develops an application (APP) so that the participants of the inclusive experiences through TSG can respond to the three questionnaires quickly, efficiently and comfortably. This will allow the generation of multiple intercultural databases that will make it possible to analyse the intercultural effect of the interventions.



Figure 3. Phases of the research project

2. STRUCTURE OF THE MANUAL

Based on the theoretical framework of reference, this manual is presented. The document consists of three parts with the aim of developing a **methodology of inclusive actions through TSG**, based on the analysis of existing good practices to foster gender equality in different contexts learning (formal and non-formal) in Spain, Portugal, Italy, Croatia, Poland and Tunisia. The project will also be implemented in other partner countries and regions.

2.1 Identification of Best Practices in the Application of TSG as a Tool to Foster Gender Equality

As a first step in the preparation phase, the project needs information from previous experiences and successful programs implemented in the field of TSG as a tool to foster gender equality in both formal and non-formal learning environments. In addition, the project has looked for existing methodologies to measure the impact of the effect of the TSG on gender equality: indicators, tools, studies. The identification of examples of good practices will serve as a source of inspiration, for the development of an improved methodology of equitable TSG actions. In addition to the informative and inspiring nature of the best practices identified, which can serve as illustrative examples for some educational modules.

2.2 Desk Research on Educational Materials and Training Courses on TSG

The second part of this manual refers to a desk research on educational materials and courses dedicated to TSG. This research has been conducted in both learning environments:

- Formal: TSG curricula within formal educational institutions (offline and online),
- Non-formal: courses, seminars, workshops, implemented by different educational agents (face-to-face and online).

The distinction of the use of TSGs in the formal and non-formal learning environment can be explained by the fact that TSG traditionally have been developed in accordance with local customs and traditions. A street, a square, were non-formal socio-cultural contexts where men and women, as well as boys and girls, of different ages and characteristics played TSG, activating a source of inclusive learning and equal opportunities for all people. The OPPORTUNITY project aims to incorporate the TSG in the school context (formal learning environment). School in general and physical education in particular can use TSGs to provide students with learning contexts where they can acquire specific and transversal skills such as learning to coexist in an inclusive and equitable way.

All the information based and collected on educational materials is going to be used for the implementation phase of the project and specifically for the development of MOOC.

2.3 TSG Catalogue that Foster Gender Equality. TSG Pilot Inclusive Actions Methodology

The third part of this manual corresponds to the TSG catalogue. This repertoire shows examples of TSG adapted for gender equality. Talking about gender equality means acting to improve interpersonal relationships. Therefore, games are organized according to the type of motor interaction that their rules originate: psychomotor games in which the person plays without interacting with other players and socio-motor games with fellow players (cooperation games), opponents (opposition games) or partners and opponents (cooperation-opposition games).

In a subsequent action of the project, the MOOC course explains strategies for the application of TSG for formal and non-formal learning environments as a tool for the promotion of social inclusion and gender equality. We believe that with this manual and the MOOC training course, the project partners and all organizations that are interested in promoting gender equality will be able to appropriate the basic concepts and tools necessary to use TSG.

We take profit of this opportunity to thank the efforts made by the partners of this project and also all the organizations that have provided the information on the three sections of this manual. We also would like to thank the European Commission once again for having co-financed this Erasmus + project.

References

- Allport, G. W. (1979). *The nature of prejudice*. Cambridge, Massachusetts: Perseus
- Armstrong, M., Morris, C., Tarrant, M., Abraham, C., y Horton, M. C. (2017). Rasch analysis of the Chedoke–McMaster Attitudes towards Children with Handicaps scale. *Disability and Rehabilitation*, 39(3), 281–290. <https://doi.org/10.3109/09638288.2016.1140833>
- Ben Chaâbane Z. (2019). Jeux sportifs traditionnels, jeux sportifs institutionnels et relations socioaffectives. In *Pratiques sportives traditionnelles et tourisme culturel durable*. Casbah: Alger.
- Ben Chaâbane Z. (2020). Book Review: Contribution à un Lexique Commenté en Science de l'Action Motrice. *Front. Psychol.* 11:609193. doi: 10.3389/fpsyg.2020.609193
- Bohner, G., y Dickel, N. (2011). Attitudes and attitude change. *Annual Review of Psychology*, 62, 391–417. <https://doi.org/10.1146/annurev.psych.121208.131609>
- Bouزيد, E. (2000). Etude des jeux sportifs d'adultes et d'enfants de deux périodes de l'histoire tunisienne: la période romaine et l'époque actuelle. In Ministère de la Jeunesse, de l'Enfance et des Sports de la République Tunisienne (Ed.), *Jeux, Sports et sociétés* (pp. 35-54). Actes du colloque Tuniso-français, Tunis: CERDOJES
- Cameron, L., Rutland, A., Turner, R., Holman-Nicolas, R., y Powell, C. (2011). Changing attitudes with a little imagination: imagined contact effects on young children's intergroup bias. *Anales de Psicología*, 27(3), 708-717
- Crano, W. D., y Gardikiotis, A. (2015). Attitude formation and change. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, (December), 169–174. doi: 10.1016/B978-0-08-097086-8.24004-X
- Durlak, J.A., Weissberg, P.R., Dymnicki, A.B., Taylor, R., y Kriston, B., Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.
- Eckert, P. (2018). The whole woman: Sex and gender differences in variation. *The Matrix of Language: Contemporary Linguistic Anthropology*, 1(1989), 116–137. <https://doi.org/10.4324/9780429496288>
- Eagly, A.H., y Mladinic, A. (1989). Gender Stereotypes and Attitudes Toward Women and Men. *Personality and Social Psychology Bulletin*, 15(4), 543–558. <https://doi.org/10.1177/0146167289154008>
- Expósito, F., Moya, M.C., y Glick, P. (1998). Sexismo ambivalente: Medición y correlatos. *Revista de Psicología Social*, 13(2), 159–169. <https://doi.org/10.1174/021347498760350641>

- Hutzler, Y., Zach, S., y Gafni, O. (2005). Physical education students' attitudes and self-efficacy towards the participation of children with special needs in regular classes. *European Journal of Special Needs Education*, 20(3), 309-327
- Jansen, R., Batista, S., Brooks, A.I., Tischfield, J.A., Willemsen, G., Van Grootheest, G., ... Penninx, B.W.J.H. (2014). Sex differences in the human peripheral blood transcriptome. *BMC Genomics*, 15(1). <https://doi.org/10.1186/1471-2164-15-33>
- Kiuppis, F., y Kurzke-Maasmeier, S. (Eds.) (2012). *Sports reflected in the UN-convention on the rights of persons with disabilities – Interdisciplinary approaches and political Positions*. Stuttgart: Kohlhammer.
- Lavega, P. (ed.) (2006). *Juegos tradicionales y sociedad en Europa*. Barcelona: Asociación Europea de Juegos y Deportes Tradicionales.
- Lavega-Burgués, P., March-Llanes, J., y Moya-Higueras, J. (2018). Validation of games and emotion Scale (GES-II) to study emotional motor experiences. *Journal of Sport Psychology*, 27(2), 117-124.
- López de Sosoaga, A. (2006). Juegos infantiles y juegos de adultos ¿dos realidades diferenciadas? En R. Martínez de Santos y J. Etxebeste (Eds.), *Investigaciones en praxiología motriz* (pp.11-20). Vitoria: AVAFIEP y Universidad del País Vasco-
- Maestro, F. (1996). *Del tajo a la replaceta, juegos y divertimentos del Aragón rural*. Zaragoza: ediciones 94.
- McKay, C. (2018). The value of contact: unpacking Allport's Contact Theory to support inclusive education. *Palaestra*, 32(1), 21-25.
- Parlebas, P. (2001). *Juegos, deporte y sociedad. Léxico de Praxiología motriz*. Barcelona: Paidotribo. 1ª Edición 1981.
- Parlebas, P. (2010). Santé et bien-être relationnel dans les jeux traditionnels in G. Jaouen ; P. Lavega, and C. De La Villa (ed). *Jeux traditionnels et santé sociale* (pp.85-102). Aranda de Duero: Asociación La Tanguilla
- Parlebas, P. (2017). *La aventura praxeológica*. Málaga: Junta de Andalucía.
- Rillo-Albert, A., Lavega-Burgués, P., Prat, Q., Costes, A., Muñoz-Arroyave, V., and Sáez de Ocariz, U. (2021). The Transformation of conflicts into relational well-being in physical education: GIAM Model. *International Journal of Environmental Research and Public Health*, 18, 1071. <https://doi.org/10.3390/ijerph18031071>
- Rosenbaum, P.L., Armstrong, R.W., y King, S.M. (1986). Children's attitudes toward disabled peers: A self-report measure. *Journal of Pediatric Psychology*, 11(4), 517–530. <https://doi.org/10.1093/jpepsy/11.4.517>
- Sáez de Ocariz, U., and Lavega-Burgués, P. (2020). Development and validation of two questionnaires to study the perception of conflict in physical education. *International Journal of Environmental Research and Public Health*, 17(17), 6241. doi: doi.org/10.3390/ijerph17176241
- Soler, S., Serra, P., and Vilanova, A. (2018). *La Igualtat en joc: guia de bones pràctiques de gènere en els estudis de la família de les ciències de l'activitat física i de l'esport (CAFE)*. Barcelona: INEFC. <https://inefcgiseafe.com/publicacions/projectes-memories/igualdad-en-juego/>

- Taylor, R.D., Oberle, E., Durlak, J.A., Roger P., y Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4),1156–1171.
- Trabzuni, D., Ramasamy, A., Imran, S., Walker, R., Smith, C., Weale, M.E., ... Ryten, M. (2013). Widespread sex differences in gender expression and splicing in the adult human brain. *Nature Communications*, 4. <https://doi.org/10.1038/ncomms3771>
- Triandis, H.C. (1971). *Attitude and attitude change*. New York: Wiley.
- Triandis, H. C. (1974). *Actitudes y cambios de actitudes*. Barcelona: Tora
- Triandis, H.C. (1977), *Interpersonal Behavior*, Brooks/Cole Publishers, Monterey, CA.
- UNESCO (2003). Convention for the safeguarding of the intangible cultural heritage. MISC/2003/CLT/CH/14
- UNESCO (2015). [Quality physical education policy - UNESCO Biblioteca Digital](https://unesdoc.unesco.org/ark:/48223/pf0000233920) <https://unesdoc.unesco.org/ark:/48223/pf0000233920>
- UNESCO (2017). *Traditional sports and games, challenge for the future: concept note on traditional sports and games*. <https://unesdoc.unesco.org/ark:/48223/pf0000252837>
- Valois, P., Desharnais, R., and Godin, G. (1988). A comparison of the Fishbein and Ajzen and the Triandis attitudinal models for the prediction of exercise intention and behavior. *Journal of Behavioral Medicine*, 11(5), 459–472. <https://doi.org/10.1007/BF00844839>
- Williams, J.E., and Best, D.L. (1990). *Sex and psyche: Gender and self viewed cross-culturally*. Thousand Oaks, CA, US: Sage Publications, Inc.
- Wilson, M.A. (2020). Searching for sex differences. *Science*, 369(6509), 1298–1299. <https://doi.org/10.1126/science.abd8340>
- Wrabel, S.L., Hamilton, L. Whitaker, A., and Grant, S. (2018). *Investing in evidence-based social and emotional learning: Companion guide to social and emotional learning interventions under the every student succeeds activities: Evidence Review*. Santa Monica, Calif.: RAND Corporation. doi: <https://doi.org/10.7249/RR2739>
- Yeager, D.S. (2018). Social-Emotional learning programs for adolescents. *The Future of Children* 27(1), 31–52.



CHAPTER

2

GOOD PRACTICES for Fostering
Gender Equality through the Use of
Traditional Games and Sports

1. Good Practices for Fostering Gender Equality through the Use of Traditional Games and Sports

Below, we show a repertoire of examples of good gender equality practices that make use of traditional games and sports. For each of the good practices, some aspects have been identified that are considered very useful in order to characterize them: type of organization, type of activities, organizing institution, City - Region - Country: , type of participants and role; context of the practice, material, experiences and strategies used, games, evaluation, type of impact and materials generated.

In accordance with the approach of the OPPORTUNITY project, the good practices have been organized according to the different contexts: formal education, non-formal education and both contexts at the same time (formal and non-formal).

2. Context of Formal Education

Name of good practice:

Change (cultural heritage and nutrition activities in the global environment)

Organization type

Formal education

Type of good practice

Traditional Sports and Games, present in several countries.

Organizing Institution

Juraj Dobrila Elementary School

City - Region - Country:

Rovinj-Istria-Croatia

Presentation of the participants

Roles: Players

Number of participants: 75

Number of male participants: 30

Number of participating women: 45

Age range of male participants: 13-18 years

Participants Age range of women: 13-18 years.

Context

Formal education. Secondary education Physical education classes.

Every school year

Type of material

Not adapted

Description of the experience and gender equality strategies

Traditional games are very interesting to promote gender equality since they are activities that are applied very easily and immediately generate well-being. This activity was carried out during the two years that the Erasmus + project lasted.

We had five transnational meetings and the traditional games proved to be a total success. Both boys and girls improved social skills. More girls than boys participated in the project, and all showed a great willingness to participate in this type of activities to promote intangible cultural heritage.

Games used in good practices for gender equality

Pljočkanje, Pandolo, Guards and thieves, Varit (colours), Avainpiilo (Hideout of keys), Tervapata (Cauldron of tar), The Mosque, The Apples, Hopscotch, "Malha", Set of tackle, Dance of the chairs, Marro, Handkerchief game, Xapes

Evaluation and conclusion

The students played these games during each of the transnational encounters. This exchange was included in the curriculum of each partner school and different subjects were involved as a training experience. The evaluation of the participating centres was very positive.

Impact type

We had the opportunity to witness the personal change of these students during the course of the project. As the project developed, all the students, boys and girls were fully integrated in the realization of the games and other activities.

Generated material

A Traditional Games Brochure (Tribute to the Conservation of Intangible Cultural Heritage) was produced as a result of the students' research on the theme of traditional games in the field where they live. Three examples of games from each partner country were described in this brochure, resulting in a total of 15 traditional European games. A brochure was published and distributed in each school. Materials are also available in PDF format.

Name of good practice:

Traditional Istrian games

Organization type

Formal education. Primary school

Type of good practice

Traditional games and sports, specific to the local cultural heritage.

Organizing Institution

Juraj Dobrila Elementary School

City - Region - Country:

Rovinj-Istra-Croatia

Presentation of the participants

Roles: Players

Number of participants: 75

Number of male participants: 38

Number of participating women: 37

Age range of male participants: 9-10 years

Age range of female participants: 9-10 years

Context

Primary Education Session-Class

Every school year

Type of material

Not adapted

Description of the experience and gender equality strategies

Traditional games are very interesting to foster gender equality since they are activities that are applied very easily and immediately generate well-being. During this project, various meetings were organized in which students, teachers, and parents completed evaluation sheets. The assessment was very satisfactory, especially in the field of social skills among people of different ages and gender. All the participants shared moments of well-being that contributed to improve the learning process.

Games used in good practices for gender equality

Pičijada (Eastern game with eggs), Capitacorno (two games Pignata + Corn), Trilja (Three Stones)

Evaluation and conclusion

These types of games provide girls and boys the same possibilities because they are not based only on physical strength.

Impact type

The positive impact of this practice in relation to gender equality has not been formally evaluated. However, since they are very accessible games for both genders, it can be said that the experience was very satisfactory.

Generated material

A brochure has been published in Croatian. It contains photographic documentations, impressions and rules of the game collected during the school year.

Name of good practice:

Erasmus games FCDEFUC

Organization type

Games circuit

Type of good practice

Traditional sports and games

Organizing Institution

FSSPE Faculty of Sport Sciences and Physical Education – University of Coimbra

City - Region - Country:

Coimbra - Coimbra - Portugal

Presentation of the participants

Number of participants (male): 30

Number of participants (female): 25

Average age of male participants: 18-26

Average age of female participants: 18-26

Context

Formal education: University education - events (workshop, seminar, colloquium, congress ...)

Frequency of good practices (number of times)

Once a year

Description of the experience and gender equality strategies

Recreational meeting between Erasmus students and other student exchange programs, from various faculties of the University of Coimbra. The activity consisted mainly of the realization of traditional games. For this, mixed groups of boys and girls were organized.

Evaluation and conclusions

In addition, to the dissemination of the Portuguese ludic-cultural aspects, he verified the relational well-being between Genders. Despite the different nationalities, no difficulties were encountered in playing. The language of the game promoted interculturality and the harmonization of relations between Genders.

Type of impact

It was a positive experience. It was found that the practice generated emotional well-being.

Specific tool available for this assessment

GES II Games and Emotions Scale

Generated material

Description of the games with several written documents.

Location of generated material

UC Student's Platform – Inforestudante (Private access for students)

Name of good practice:

Practical studies II - Portuguese traditional games

Organization type

Practical classes

Type of good practice

Traditional sports and games

Organizing Institution

FSSPE Faculty of Sport Sciences and Physical Education – University of Coimbra

City - Region - Country:

Coimbra / Coimbra / Portugal

Presentation of the participants

Number of male participants: 110

Number of participating women: 40

Average age of male participants: 18 - 40

Average age of female participants): 18 - 40

Context

Formal education: University education - didactic unit

Frequency of good practices

Once a year

Description of the experience and strategies for gender equality

Development of 30 hours of sessions on traditional games. The groups / classes are made up of approximately 40 students. The gender distribution among the three class groups is done randomly. It has always guaranteed the participation of both sexes in all the activities proposed in the Practical Studies II Traditional Portuguese Games curricular unit.

Games used in the Good Practices for gender equality:

Approximately 30 games are taught, experienced and played per semester.

Evaluation and conclusions

Traditional games allow the participation of genders in a natural and efficient way.

Type of impact on gender equality

Despite the biological differences between the two genders, the practice of traditional games enabled to harmonise this difference. Moreover, on an affective/cognitive and social level, both genders had the possibility to express themselves and learn from each other in order to solve the challenges of the proposed games.

Specific tool available for this assessment

We used Games and Emotions questionnaires (GES, GES II)

Generated material

Others. games descriptions, scientific articles, audio-visual recordings, event projects, etc.

Name of good practice:**Olympic festival of heritage games and sports in schools****Organization type**

Event festival

Type of good practices

Traditional Sports Games, typical of our heritage and also traditional games (Games especially of Mediterranean origin).

Institution organizer

Tunisian National Olympic Committee - ATSJSP in collaboration with:

In 2018: Regional Directorate of Culture of Ariana -

In 2019: Municipality of Utique (Governorate of Bizerte, North of Tunisia) -

In 2021: Regional Directorate for Youth and Sports (Zaghuan Governorate)

City - Region - Country:

Zaghuan- Zaghuan-Tunisia

Presentation of the participants

Roles of participants: Players

Role of the participants: Players

Number of participants: 60

Number of participants: 60

Age group of participants: 9 - 18 years

Age group of participants: 9 - 16 years

Context

Formal: School activities in the form of traditional games with the aim of promoting traditional games in the School Physical Education program and preparing the annual "Olympics": Primary, university and secondary education.

Experiences and strategies carried out related to the equality of the generations

Training of PE teachers in the educational use of traditional games as a means of learning and developing skills in the field of gender equality. Schools in agreement with the inspectors of the educational sectors and direct intervention in schools to make use of traditional games with students and former physical education teachers. - Organization of an annual event in the form of an "Olympiad" of traditional games where both formal schools and informal institutes are requested, all generations combined, so that everyone has the opportunity to participate. This action has contributed to the learning of "coexistence" and equal opportunities for students from disadvantaged backgrounds.

Games used in Good Practices for gender equality

Tug of war, Skittles game by 6Kafz the OuzraBarrimaAgfa, Environment discovery game, Greek Wrestling, Spinning, Top Ball Game, Square Game (Hopscotch Game), Set of 4 coins, Rakassa.





Evaluation and conclusion

The festival is always organised in an archaeological site. It provides young participants, mainly from disadvantaged backgrounds, the opportunity to travel, visit and learn about their tangible and intangible cultural heritage and their history.

The visit of the young participants allows a very interesting cultural and historical training, as well as the knowledge and discovery of traditional games and their practice, which spontaneously encourage exchanges between the two generations.

Thus, physical education teachers, educators, pupils from disadvantaged schools, girls and boys benefit, during these "Olympiads", from this important contribution.





Impact type

Media impact: social page of Réseau fb:

<https://www.facebook.com/groups/373925874637>

<https://www.facebook.com/ezzeddine.bouziid>

<https://www.facebook.com/search/videos/?q=atsjsp>

Broadcasting of the annual event in the media: fb, TV, documentary, national radio and Arab.

Creation of a network of formal and informal participatory partners in each governorate of Tunisia.

The number of participants and the notification of the participants asked civil society to present their activities, prepared for the occasion during the school year, in order to develop their own media coverage.

Educational impact: Impact on the education of students, the training of educators, education in Olympic values and the equality of generations.

Name of good practice:

Children's games in Istria

Organization type

Collaboration between school and museum

Extracurricular activity / event

Type of good practice

Traditional Sports Games, typical of our heritage and also traditional games (Games especially of Mediterranean origin).

Organizing Institution

Ethnographic Museum of Istria

City - Region - Country:

Pazin-Istria-Croatia

Presentation of the participants:

Roles: Players

Number of participants: 45

-Number of male participants: 25

Number of participating women: 20

Age range of male participants: 7-13 years

Age range of female participants: 7-13 years.

Context

Primary Education-Meeting (type: workshop, seminar, colloquium, congress ...)

Every school year / extracurricular activities

Description of the experience and gender equality strategies

Traditional games are very interesting for fostering gender equality as activities that are very easy to apply and immediately generate well-being. The games in this experience were traditionally played by the male gender, however, the workshops organised by the museums are aimed at both genders without any distinction whatsoever.

Games used in good practices for gender equality

Pljočkanje

Evaluation and conclusion

This experience was a good example of collaboration between museums and schools.

Impact type

The positive impact of this practice in relation to gender equality has not been formally evaluated. However, since they are very accessible games for both genders, it can be said that the experience was very satisfactory

.

Name of good practice:

Junior business minds selling online eco-traditional games

Organization type

Primary school

Type of good practice

Traditional Sports Games,

Organizing Institution

Marčana Elementary School

City - Region - Country:

Marčana- Istria- Croatia

Presentation of the participants:

Roles: Players

Number of participants: 105

Number of male participants: 40

Number of participating women: 65

Age range of male participants: 10-13 years

Age range of female participants: 10-13 years

Context

Secondary education-during class sessions

Two school years

Description of the experience and gender equality strategies

This project aimed to promote autonomy of the association's students and improve their skills by creating a meaningful learning context to be applied in everyday life. The experience had an ecological approach, telematic technological resources were used. The young entrepreneurs had to activate a company with different departments, with the purpose of selling traditional online games (board games) made with recycled materials. Each student presented their CV to apply for a job in one of the company's departments. A website was also designed and managed to sell the traditional games. Through this experience, the students were able to learn and practice some traditional games from the different countries of the association.

Games used in good practices for gender equality

Wolves and boats

Impact type

The positive impact of this practice regarding to gender equality was not formally evaluated. However, since they are very accessible games for both genders, the experience was very satisfactory. In general, there was greater involvement of the girls.

Generated material

The students developed their own website. In the following link you can access to the materials of this experience: <https://sanela005.wixsite.com/legendaryecogames>

Name of good practice:

Exhibition 'encounter: place of childhood memories'

Organization type

School project

Extracurricular activity / event

Type of good practice

Traditional Sports Games

Organizing Institution

Association-Ecomuseum Casa de Batana

City - Region - Country:

Rovinj-Istria-Croatia

Presentation of the participants:

Roles: Players

Number of participants: 280

Number of male participants: 130

Number of participating women: 150

Age range of male participants: 6-10 years.

Age range of female participants: 6-10 years.

Context

Events (festival, specific activity)

Infrastructure

Open space. Open to all, there were no limits when it came to gender.

Description of the experience and gender equality strategies

Initially, a traditional game identification task was carried out. The result of this action showed that there are games played by girls and games by boys. The exhibition then tried to reflect that reality, although during the activities the need to consider that people of both genders can participate under equal conditions was emphasized. These games are inclusive and can be played by both boys and girls.

Games used in good practices for gender equality

To the beautiful statues, Rope jump, Il pisuco, La peica, Pischello, Hide your hand Game, Hoop game, Buosulo, Pandolo, La lippa, Cantoni

Evaluation and conclusion

The exhibition is a non-formal education format that was proposed to schools. Around 280 pupils attended and played as part of the exhibition. This initiative was an innovative experience in the context of museums as people got to know the content of the exhibition by playing. From a gender equality point of view, the assessment is positive as it was confirmed that both genders can play on equal terms, although traditionally this activity is usually offered for both genders separately.

Impact type

The positive impact of this practice regarding to gender equality was not formally evaluated. However, since they are very accessible games for both genders, it can be said that the experience was very satisfactory.

Generated material

A catalogue was prepared and distributed with the description of games accompanied by drawings. This catalogue also included photographs from the exhibition.

3. Formal education context

Name of good practice:

Zachegn

Type of good practice

Traditional sports and games

Organizing Institution

Associazione Comitato Feste e Sagre Faenza

City - Region - Country:

Faenza - Emilia-Romagna - Italy

Presentation of the participants

Number of male participants

Number of participating women: 6

Age range of male participants: 14-90

Age range of female participants: 14-90

Context

Non-formal: free time activity (camping, meeting), events (festival, school day, family day, Halloween, games (specific activity))

Frequency of good practices

Once a month

Description of experiences and strategies for gender equality

Mixed tournaments are organized in which mixed pairs (men and women) compete.

Games used in good practices for gender equality

Zachegn

Generated material

Documents, videos. In addition to describing the rules of the game, ancient texts that mention this game have been identified. The videos have served to promote the dissemination of the game.

Name of good practice:

Lancio del Maiorchino

Type of good practice

Traditional sports and games

Organizing Institution

Circolo Sportivo Olimpia il Maiorchino

City - Region - Country:

Novara di Sicilia - Sicily - Italy

Presentation of the participants

Number of male participants: 75

Number of participating women: 25

Age range of male participants: 4-80

Age range of female participants: 4-50

Context

Non-formal: Federation activities

Frequency of good practices

Once a year

Description of experiences and strategies for gender equality

The game is played by adults, children, boys and girls alike.

Games used in good practices for gender equality

Lancio del Maiorchino

Name of good practice:

Gioco della palota

Type of good practice

Traditional sports and games

Organizing Institution

Associazione sportiva Gioco della Palota

City - Region - Country:

San Vito al Mantico (VR) - Veneto - Italy

Presentation of the participants

Number of male participants: 60

Number of women participants: 20

Age range of age of male participants: 6-70 years old

Age range of age of female participants: 6-70 years old

Context

Non-formal: Extracurricular activities, recreational activities, events, activities organized by the federation

Frequency of good practices

Regularly during the week

Infrastructure

Free game for all people without restrictions or limits of any kind.

Description of experiences and strategies for gender equality

Free game for all people without restrictions or limits of any kind.

Games used in good practices for gender equality

Gioco della palota

Generated material

A variety of historical documents and texts published on the website have been prepared.

Location of generated material

<https://palota-minitennis.it/>

Name of good practice:

Dòlit tournament

Organization type

Festival

Type of good practice

Traditional sports and games

Organizing Institution

La Tella Association

City - Region - Country:

Sant Mateu, Valencian Community, Spain

Presentation of the participants

Number of male participants: 15

Number of participating women: 4

Average age of male participants: 30-45 years

Average age of the female participants: 30-45 years

Context

Non-formal: Events (festival, school day, family day, Halloween, games (specific activity))

Infrastructure

No adaptation

Type of material

No material has been adapted.

Description of the experience and strategies for gender equality

Dolit game tournament where there is a joint participation of people of both genders.

Games used in good practices for gender equality

Dolit (pick and shovel, hatch)

Evaluation and conclusion

Joint participation of both genders very favorable

Name of good practice:

Campionat de mirles (skittles championship)

Organization type

Festival

Type of good practice

Traditional sports and games

Organizing Institution

Association "La Tella"

City - Region - Country

Sant Mateu, Valencian Community, Spain

Presentation of the participants

Number of male participants: 60

Number of participating women: 30

Average age of male participants: 6-80 years

Average age of female participants: 6-55 years

Context

Non-formal: Events (festival, school day, family day, Halloween, games (specific activity))

Frequency of good practices

Once a year

Description of the experience and strategies for gender equality

Skittles championship in which people of different ages and genders take part. All people of different ages and genders take part in the same facility and at the same time. Young people of both genders play together up to the age of 18. Adults, on the other hand, participate separately, in the male and female modality.

Games used in good practices for Gender equality

Mirles (Skittles)

Evaluation and conclusion

The experience was a really positive initiative.

Name of good practice:

Use of traditional games and sports for vulnerable elderly people as therapeutic means of social inclusion



Organization type

Educational Interval - Animation

Type of good practice

Traditional Sports Games, typical of our heritage and also traditional games (Games especially of Mediterranean origin).

Organizing institution

ATSJSP - Center for the protection of the elderly - Regional Directorate of Culture of La Manouba - Tunisia

City - Region - Country

La Manouba-La Manouba-Tunisia

Presentation of the participants

Roles of the participants: player, referee, team manager

Number of male participants: 30

Number of female participants: 20

Age average of male group participants: 50 - 105 years

Age average of female group participants: 50 - 70 years

Context

Non-formal: free time activity, events, games (specific activities), once a week throughout the year.

Infrastructure

Not suitable for gender equality

Type of material

Not adapted to the equality of generations

Description of the experience and strategies for gender equality

To encourage women (generally reluctant to mix) to accept to play with men, specialized animators visit their "home" (women and men live separately in these centres). They reflect together, they share a friendly relationship in a climate of trust. In this way they are encouraged to share activities with the group of men in the common entertainment room. Once that gender participation has been established, educators make sure to place a woman around a table in front of a man and place a board game between them. This strategy has systematically provoked, without exception, an equal exchange between women and men.

The transformation that originates the practice of traditional games in mixed groups supposes going from an isolated, reticent and even aggressive behavior, to friendly and respectful cooperative behaviours. There are cases of some people who even got married, others formed inseparable couples. Furthermore, some traditional games triggered a dynamic group where conflicts (necessary in such a group) and socio-affective relationships developed, replacing the passivity, apathy and fatigue characteristic of vulnerable and isolated older people.

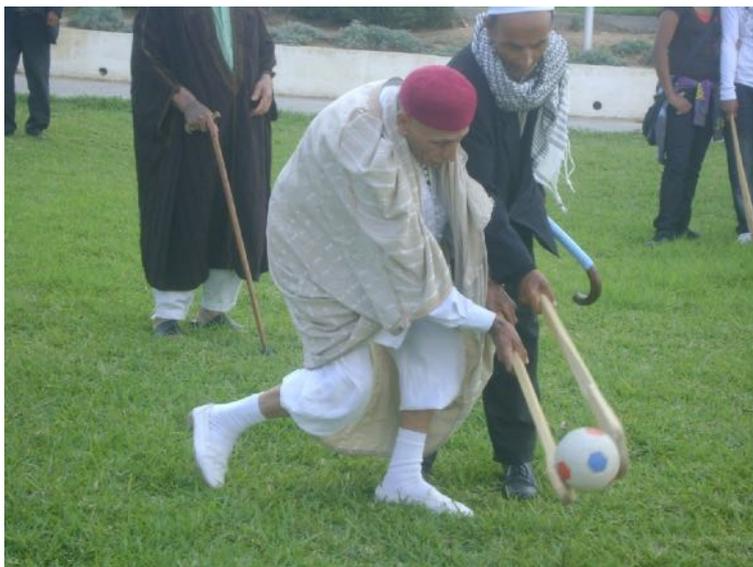
The empowerment of older people with disabilities in making teams and playing games has motivated them to the point of becoming the instigators of the game and its rules themselves: creativity has replaced asthenia.

Games used in good practices for the inclusion of people with intellectual disabilities

Traditional cognitive games: Kharbga, Sig, Tocha, Bouguira, etc., part of which were performed by the elders themselves in the practical workshops that we offered them.

Popular puzzle games (original name: "tchenchina" = riddle)

Motor traditional games: Skittles games, shoot games, paper darts, spinning top, etc.



Evaluation and conclusion

The implementation of various activities and in particular of traditional games in specialized centres, led to a stimulation of the behaviour of these disabled elderly people, a better self-confidence, as well as cognitive and physical stimulation.

Impact type

Media impact: social page FB:

<https://www.facebook.com/groups/373925874637>

<https://www.facebook.com/ezzeddine.bouziid>

<https://www.facebook.com/search/videos/?q=atsjisp>

Dissemination and information thanks to the observable evaluation reported to the different governmental and civil society institutes: Ministry of Culture, Ministry of Women, Children, Elderly and Family, as well as six associations for the protection of the elderly in several neighboring provinces (Tunisia, Nabeul, Bizerte, Béja, Le Kef).

Organization of a festival and an international scientific place in December 2019.

Creation of a traditional game guide and traditional game cards adapted for elderly people with disabilities.

Educational impact: impact on the physical and mental health of vulnerable elderly men and women, who rediscover, through play, the joy and pleasure of communicating and expressing their emotions.

Impact on the improvement of interpersonal relationships between women and men and on development of changes between the centres of differences between people.



Name of good practice:

Nariz

Organization type

Festival

Type of good practice

Traditional games and Sports

Organizing Institution

APERCIIMO

City - Region - Country

Mafra - Lisbon - Portugal

Presentation of the participants (Gender equality)

Number of male participants: 131

Number of women participating: 111

Age average of male participants: 32 years old

Age average of female participants: 32 years old

Context

Informal education

Frequency of good practices

Once a week

Mention to the games used in the good practices for gender equality.

Traditional games: donkey game, ring game, mesh game, bag race,

Hand cart races, stilts, table football, tin shot game.

Evaluation and conclusions

The traditional games taking place in the context of this project demonstrated the inclusive potential of these activities. It was confirmed that all people were able to participate with equal opportunities, regardless of their abilities.

Name of good practice:

Traditional games from Concelho do Porto

Type of good practices

Traditional sports and games

Organizing Institution

Associação das Coletividades do Concelho do Porto (Association of Porto Council's Collectivities)

City - Region - Country

Porto - Porto - Portugal

Presentation of the participants

Number of male participants: 80

Number of participating women: 20

Age average of male participants: 7-12 years old

Age average of female participants: 7-12 years old

Context

Informal education: Spare time activity and events.

Frequency of good practices

Once a year

Infrastructure

The activity takes place outdoors, on a surface where all genders can participate.

Description of the experience and strategies for gender equality

The main strategy was to favour the practice of games with other people.

Both genders played the different traditional games on equal conditions.

Mention to the games used in the Good Practices for Gender equality:

Tin shot set; 2) Donkey game; 3) Jump rope game; 4) Rope pull game; 5) Set of horizontal and vertical stilts; 6) Bow and stick game; 7) Set of Tops; 8) Token game.
(Gender equality)

Evaluation and conclusions

All the games were well accepted by both genders. One of the conclusions of the experience is that the school should have a voice in the practice of the traditional games.

Type of impact on gender equality

The impact was positive. People of both genders played different games with enthusiasm.

4. Formal and informal educational context:

Name of the good practice:

Traditional Portuguese dance

Organization type

Teaching - School

Type of good practice

Traditional games and Sports

Organizing Institution

António Nobre School Grouping

City - Region - Country:

Porto / Porto / Portugal

Type of Good Practices

Specific to their cultural heritage (traditional, local, regional, etc.)

Presentation of participants

Number of male participants: 4

Number of participating women: 9

Male participants average of age: 17-20 years old

Women participants average of age: 16-20 years old

Context

Formal education: Secondary education - didactic unit

Informal education: Extracurricular activities Events (festival, celebrations, Halloween, games) (specify activity)

Frequency of good practices

Once a week

Description of the experience and strategies for gender equality:

All students contributed equally in the construction of a choreography agreed by the participants.

Mention the games used in the Good Practices for gender equality:

Character dances and traditional dances.

Evaluation and conclusions

Positive evaluation, traditional dance is an excellent tool to participate in equal conditions, boys and girls.

Type of impact on gender equality

All the students in the class, boys and girls, carried out the activity for the entire school community, with equal conditions.

Name of good practice:

Educational days

Organization type

Several

Type of good practice

Traditional sports and games

Organizing Institution

ADISPAZ

City - Region - Country

La Almunia de Doña Godina – Aragon - Spain

Presentation of the participants

Number of male participants: 20

Number of participating women: 25

Average age of male participants: 5-16 years

Average age of female participants: 5-16 years

Context

Formal: Primary-secondary education and university. Class session, meetings, workshops.

Not formal: Extracurricular activities and Events

Frequency of Good practices

Every school term

Description of the experience and strategies for gender equality

In all activities, both men and women play the same roles in the activities and participate under equal conditions.

Mention to the games used in good practices for gender equality

The Frog, 7 average years, Skittles, The Skittles alleys, Dutch billiards, Cooperative skating, The MÖlkky, the penny, The parachute, The newspaper, The little house, Games with various songs (acodin, layer) ...

Evaluation and conclusion

This experience confirmed that traditional games are an extraordinary tool for promoting equal opportunities among all participants.

Location of the generated material

<http://adispaz.es/together/> <https://erasmustogether.wixsite.com/erasmustogether>.

Name of good practice:

Astragalus

Type of good practice

Class sessions and festivals

Organizing Institution

Archeonaute

City - Region - Country:

Verona - Veneto - Italy

Presentation of the participants

Number of male participants: 65

Number of women participating: 70

Age range of male participants: 8-60

Age range of female participants: 8-60

Context

Formal: Primary education-Class session

Non-formal: Tocati - Festival Internazionale dei Giochi in Strada

Frequency of good practices

Every school year

Description of experiences and strategies for gender equality

This is an individual game of rhythmic coordination. The players play with the talus (short tarsal bone). In the first phase, 5 pieces are dropped into the air at the same time and the players try to keep them on the back of their hand. The second phase consists of counting the number of astragali that have been caught in the air without falling to the ground. There are many other combinations of combinations of moves in this game.

Games used in good practices for gender equality

Astragalus

Evaluation of the positive impact of good practices related to gender equality

During the festival of Tocati, several women and girls participated and practiced this game, showing great enthusiasm.

Name of good practice:

Gioco del pallone col bracciale

Type of good practice

Sessions and events

Organizing Institution

Ente Disfida del Bracciale

City - Region - Country :

Treia (MC) - Marche - Italy

Presentation of the participants

Number of male participants: 80

Number of participating women: 10

Age range of male participants: 10-35 years old

Age range of female participants: 16-35 years old

Context

Formal: Primary Education-Encounter

Non-formal: Events (festival, school day)

Frequency of good practices

Three times a week

Type of material

Smaller bracciali (wooden bracelet that covers the hand, used to hit the ball) and balls

Description of experiences and strategies for gender equality

Ad hoc tournaments are organized for the female category

Games used in good practices for gender equality

Gioco del Bracciale - Pillotta (game for women)

Location of the generated material

http://www.prolocotreia.it/index.php?option=com_content&view=article&id=66&Itemid=563

Name of good practice:

Birilli di farigliano - gioco delle bijè

Type of good practice

Courses and events

Organizing Institution

Associazione Birilli di Farigliano - Gioco delle Bijè

City - Region – Country:

Farigliano - Piemonte - Italy

Presentation of the participants

Number of male participants: 4

Number of participating women: 50

Age range of male participants: 30-70

Age range of women participants: 15-80

Context

Formal: Secondary education-Encounter

Non-formal: Events

Frequency of good practices

Once a week

Description of experiences and strategies for gender equality

This game was an activity carried out exclusively by women, but today, thanks to the diffusion and participation in different experiences, at this moment it is a game played by both genders.

Games used in good practices for gender equality

Birilli di Farigliano - Gico delle Bijè.

Number of good practices:

Historical arc shot

Type of good practice

Courses and festivals

Organizing Institution

UISP APS - Settore Tiro con l'Arco storico - SDA Giochi Individuali

City - Region - Country

Vercelli, Milano, Trento, Pisa, Taranto - Piemonte, Lombardia, Trentino Alto Adige, Tuscany, Puglia - Italy

Presentation of the participants

Number of male participants: 2

Number of participating women: 2

Age range of male participants: 14-60

Age range of female participants: 14-60

Context

Formal: Primary education and secondary education. Physical education sessions, meetings, workshops etc.

Non-formal: recreational activity, events (festival), activities organized by the Federation

Frequency of good practices

Once a week

Infrastructure

Specific playing fields for the game

Description of experiences and strategies for gender equality

Archery

Games used in good practices for gender equality

Archery

Evaluation and conclusion

These types of activities create experiences of great interest among different groups of people (communities) and also in the context of formal education. Recreational archery is one of the activities carried out by the UISP collective. Among its most representative

characteristics are: a) it is a group activity, without gender discrimination; b) it makes use of easy-to-use materials known as "Soft Archery", approved for competition in the context of "Combat Archery"; c) it is a very popular activity in the context of "Combat Archery"; and d) it is a very popular activity in the context of "Combat Archery".

Generated material

Notes, documents. Publication of articles on experiences to combat 'Bullying' in archery magazines.

Name of good practice:

Parish games

Organization type

Festival

Type of good practice

Traditional sports and games

Organizing institution

Parish of Lousã and Vilarinho / School Grouping of Lousã

City - Region - Country

Lousã - Coimbra - Portugal

Presentation of participants:

Number of male participants: 450

Number of women participating: 450

Average age of male participants: 8 - 12

Average age of female participants: 8 - 12

Context:

Formal education: Primary education - events (festival, school day, family day, Halloween, games ...)

Informal education: Events (festival, celebrations, Halloween, games) (specify activity)

Others: City Games

Frequency of good practices

Once a year

Description of the experience

This activity favours equal opportunities as everyone can take part, regardless of their abilities. The distribution of the groups in the different traditional games is done in such a way that no one is marginalised.

Mention to the games used in the Good Practices for Gender Equality:

Pile three, Cricket, group rides, individual rides, hoop race or "arreleixa", falcon, one is enough, "caricas", donkey, "palaio", devil, pebbles, neighbor give me a light, ball game, hoop, orange, sack race, stone or cob race, glory game, in-line rope pulling, ring rope pulling, bar game, bar race, prisoner bar game, beto game, poison ball, etc.

Evaluation and conclusions

This activity has been carried out without interruption since 2006, always with the aim of maintaining local traditions, but to which games from other places have been associated, as a result of meetings, exchanges between schools and also as a result of the research of written and oral documentation. Its acceptance in the community is considered highly positive, so that the number of participating partners has been increasing over the years (16), among which we highlight the University of Coimbra (FCDEF), the Lousã Vocational School Statute, the EYL, the Physical Education Group and first cycle teachers, Santa Casa da Misericórdia de Lousã, ARCIL and Rugby Club of Lousã, Lousanense Sports Club, GNR and Lousã City Council deserve special mention. The activity was born from the intention and concern of the JFLV to preserve these recreational manifestations and to appeal for their preservation and promotion. Several other initiatives resulting from the work and projects of students and institutions were associated with this activity.

Type of impact on gender equality

The experience has always been highly valued by both genders.

Name of good practice:

Aragonese exhibition of traditional games. The case of Zaragoza

Organization type

Festival

Typology of good practice

Traditional sports games

Organizing Institution

Zaragoza's University

City - Region - Country

Zaragoza- Aragon -Spain

Presentation of the participants

Number of male participants: 291

Number of women participating: 278

Average age of male participants: 8-10 years

Average age of female participants: 8-10 years

Context

Formal Education: Class session.

Non-formal education: Festival.

Frequency of good practices

Once a year.

Infrastructure

The activity is carried out online, they participate from their own classrooms.

Description of the experience and strategies for gender equality

In this experience, traditional games are played with songs in which both genders participate. In some cases, the lyrics of the song and the role of the participants were adapted. Despite these practices seem to have traditionally been more common among female players, this experience confirmed that boys were fully involved in the games, intervening with enthusiasm and even showed no rejection or inhibition when singing songs.

Mention to the games used in good practices for Gender equality

The Misi Pass game, the coachman, Mouse you looted the cat, Chocolate Inglés, throwing shoes.

Evaluation and conclusion

All participants take part with interest in the games. The participation of both genders in the activities on an equal condition, irrespective of their abilities, encourages maximum participation by both genders.

Impact type

Data have been collected through online questionnaires. At this moment the analysis of data has not finished.

Generated material

Descriptions of games were provided to schools.



CHAPTER

3

**COURSES AND TRAINING
MATERIALS** on Gender Equality,
through the Use of Traditional Games
and Sports

1. Introduction

In this section we have selected three examples of training courses and materials that use traditional games and sports to enhance gender equality.

The documentation exercise has confirmed the scarcity of specific training courses and materials using traditional sports games to promote gender equality. This finding confirms the interest of the Opportunity project in helping to fill an existing gap in this area.

For each documented example we provide the following sections: Organising institution, city/region/country, type of training, duration of the training course, description of the programme (objectives, contents, strategies, type of certificate or recognition), material generated and links where to find the information.

Course name:

Traditional games from my region

Organizing Institution

Juraj Dobrila Elementary School

City - Region - Country

Croatia, Istria, Rovinj-Rovigno

Type of formation

Formal education. Primary education. One-year national school project

Duration of the formation course

School year, 70 hours

Program description:

In June 2018, Juraj Dobrila Primary School in Rovinj obtained funding for a national project called Traditional Games from my Region. The aim of this project was to familiarise students with traditional games played by their parents and grandparents. The project was coordinated by teacher Jadranka Pamić, and started with the distribution of questionnaires to parents in which they commented on games they remembered from their childhood.

Two lectures by specialists in the field were also organised. The first lecture was given by Mirjana Margetić from the Ethnographic Museum of Istria in November 2018 who taught the children a new game called Piñata, explaining the most relevant socio-cultural aspects associated with this game. The second conference took place in February 2019, Milivoj Pacenti, president of the Association Istarski Pljočkarski Savez, took part as a speaker.

In this project, cooperation was also established with the Italian primary school Bernardo Benussi from Rovinj.

Thanks to this project, a free Traditional Game activity was carried out every Wednesday in the home schools and in the county schools in Bale and Rovinjsko Selo. A booklet containing all the materials was printed. In addition to the rules, the booklet contains drawings, cartoons and pictures of students playing. The evaluation was carried out in such a way that the students wrote about their impressions of this activity.

Course name:

Junior business minds selling online eco-traditional games

Organizing Institution

Marčana Elementary School

City - Region - Country

Croatia, Istria, Marčana

Type of formation

Formal education. Primary education. Primary school project

Duration of the formation course

2 school years

Participants

105 students participated in this project.

Program description

The Junior Business Minds Selling Online Eco-Traditional Games project was carried out for two years with the aim of developing the business, technological and social skills of the students who will serve them in the future. The students created their own companies, designed and advertised their products (traditional games created with recycled materials) and created the tool (website) to sell them. The students learned and played some traditional games from the different countries of the association. The use of technological resources was a didactic strategy that allowed to motivate the various students in the Primary classrooms, as well as students with disabilities.

This project provided students with basic notions about entrepreneurship, increased their ICT. Skills also improved their foreign language skills, developed their creativity, learned and explored the culture and daily life of other European countries, acquired new vocabulary related to the entrepreneurship and other areas of the project, raised awareness about multiculturalism and European citizenship.

Web page

<https://sanela005.wixsite.com/legendaryecogames>

Course name:

BRIDGE. The promotion of intercultural dialogue through traditional sports games (BRIDGE Erasmus + Project: 579616-EPP-1-2016-1)

Organizing Institution

INEFC. Together with partners from Spain (Flix Institute, University of the Basque Country, Vitoria; University of Murcia); Portugal (University of Coimbra; Lousa Schools Group), Italy (Levi Calabrese Institute; AGA); France (AEJeST; Jules Vernes Institute).

City - Region - Country

Lleida-Barcelona – Catalonia - Spain and other regions of Portugal, Italy and France.

Type of formation

Formal education. In this experience, teachers and also the group of students from secondary education institutes were trained.

Duration of the formation course

2 years 2017-2018 (realization of a didactic unit, 8 sessions and an international festival).

Participants

Number of people who benefit from the course: 4 physical education teachers from Spain, Portugal and Italy; 160 secondary school students

Description of the program

This activity corresponded to the European Erasmus + Bridge project. The promotion of intercultural dialogue through traditional sporting games.

In this project, four secondary education institutes developed a didactic unit (8 sessions with traditional sports games) to promote intercultural dialogue. Each institute had some students who sponsored one of the games held. This role involved getting to know the game, getting in touch with godparents from other countries and explaining the game to their classmates. Later the games were held. Each Institute had a "bridge" university, for the elaboration of the didactic unit and the obtaining of reflection materials.

During the first year, the development and application of traditional European games was carried out. During the experience, each centre developed different materials (essays, poster making), they also reflected on intercultural dialogue and its link with the TSG.

During the second year, an intercultural meeting was prepared and held within the framework of the international festival of traditional games "Tocati", held in Verona, Italy. There, different representatives (students and teachers of the project partners), agreed, sharing games; teaching games to elementary school children; participating in an international Lippa competition; sharing traditional games with people from other regions of Europe and visitors to the Festival.

After playing several traditional games, the students answered various questionnaires that confirmed the positive impact of the experience in favour of intercultural dialogue. The participating teachers received a free training course (MOOC Course, on the topic of learning to live together through play and game).

Formation course website

<https://erasmusbridge2016.wixsite.com/erasmusbridge/research-social-impact>

<https://bridgetraditionalgames.blogspot.com/>

Material generated as a result of the course

Various materials were produced that can be consulted on the project website and blog.

Location of the generated material

Materials can be found on: website.

<https://erasmusbridge2016.wixsite.com/erasmusbridge/research-social-impact>

<https://bridgetraditionalgames.blogspot.com/>

Course name:

La formazione di arco UISP (the educational training of archery)

Organizing Institution

UISP APS - Training and Research Area - SDA Giochi Individuali

City - Region – Country

Bologna - Emilia-Romagna – Italy

Type of formation

Informal education. Courses proposed by the sports federation, association, city council, etc.

Duration of the formation course

32 hours

Participants

Technical educators, sports trainers,

Description of the program

The aim of this project was to train people to become archery teachers in order to work in uncomfortable and even hostile contexts. Knowledge was developed so that those trained could promote inclusive interventions where people of different ages and genders can benefit from archery, participating on equal terms. Once again it is confirmed that traditional games favour important challenges for today's society.

Formation course website (E-learning, Blog ...)

<http://www.uisp.it/giochitradizionali2/pagina/formazione>

<http://www.uisp.it/giochitradizionali2/pagina/soft-fad-formazione-ops-a-distanza>

<http://www.uisp.it/giochitradizionali2/pagina/la-qualifica-opsc>

Material generated as a result of the course:

<http://www.uisp.it/giochitradizionali2/pagina/testi-per-aspiranti-ops>



CHAPTER

4

**CATALOGUE OF TRADITIONAL
GAMES AND SPORTS** to Foster
Gender Equality

1. Introduction

In this catalogue we show nearly sixty examples of traditional sporting games with their corresponding adaptations to promote gender equality.

These games could be used with different strategies, either for specific occasions (a session, a festival or a large gathering) or for a more lasting intervention (for example, through a didactic unit made up of several sessions). These strategies will be explained in the MOOC course of the OPPORTUNITY project.

1.1 The Educational Use of Traditional Sporting Games: Ludo diversity at the Service of Inclusive Physical Education.

An educator who feels committed to the responsibility of educating through motricity has an almost infinite repertoire of motor situations that generate procedural knowledge to stimulate and guide his or her students, athletes and clients through the education of motor conducts.

Traditional sports games (TSG) are very useful sources. These games of local tradition offer a great diversity of original rules (unlike sports whose rules are the same worldwide) (Parlebas, 2001). To participate in a game, people must respect the rights and prohibitions contained in the rules, so that the simple act of playing is based on a first democratic learning: the acceptance of the pact of rules.

Among the possible approaches available to physical education, we follow the consideration of physical education as the education of motor conducts. According to the theory of motor action (Parlebas, 2001), any game has a pattern of organisation or internal logic that distinguishes it from other practices. It is an identity card that guides the protagonists to solve problems related to the relationship with the other participants (cooperating and/or opposing), with the space (use of different forbidden, privileged sub-areas...), with the material (ball, shuttlecock, rope...) and with the time (in different phases of the game and in the case of games with or without a final score).

From the approach of the education of motor conducts, traditional sports games (TSG) are exceptional in their role. They are games of local tradition that offer a great diversity of original rules (unlike sport, the rules of which are the same worldwide) (Parlebas, 2001). In order to participate in a game, people must respect the rights and prohibitions contained in the rules, so that the simple fact of playing is based on a first democratic learning process: the acceptance of the rule's pact.

Traditional local TSGs are governed by a system of rules that allow for different modalities according to the will of the participants. The conditions of the game are the product of local customs and habits, so that the rules vary from one locality to another. Sport, on the other hand, corresponds to an institutionalised sporting game, since its rules are codified by a centralising institution (federation) which tries to extend them, if possible, throughout the world. Sport represents normative unification and standardisation, whereas the unity of the TSG is precisely its diversity (Parlebas, 2010).

Given the great diversity of motor experiences that TSG can trigger, it is necessary to have a way to classify, categorize and order them. The theory of motor action establishes several motor action domains or classes of motor situations based on the criteria of the type of motor relationship with the other participants and the relationship with space.

According to the first criterion, four motor action domains are identified, one referring to psychomotor games without motor interaction (the participants cannot help or oppose each other) and three domains that correspond to socio-motor games in which there is the possibility of interacting with peers and / or adversaries: cooperative games (where two or more people help each other to achieve a common goal), opposition games (where two or more opponents compete for the same goal) and cooperation-opposition games (the protagonists can cooperate and oppose each other).

This relational criterion justifies the possibility of offering two large contexts of educational experiences, some associated with a material environment (represented by psychomotor games in which the protagonists try to solve problems related, for example, to travel a distance, throw objects or overcome a height), and others, to a social environment (corresponding to socio-motor games, in which all intervention is the result of some type of interpersonal relationship with other people). When a teacher would like to promote social values, such as gender equality or social inclusion, this criterion is key for the design of educational experiences.

Each of these four domains can be performed in a stable space (regular, absent of unforeseen events) or unstable (which generates unforeseen events or informational uncertainty). This second criterion combined with the previous one gives rise to eight motor action domains (Parlebas, 2001).

In addition, each of these eight motor action domains could originate game experiences, with or without competition, that is referred to a final score that classifies the participants into winners and losers (as occurs in sport) or without counting or classify interventions. TSG without a scoreboard offer social structures of great interest for the education of interpersonal relationships, either in opposition games (one-on-all, all-against-all matches) or in opposition cooperation games (situations in which players can change of team, as in the hunting ball in which one team faces the other participants or paradoxical games in which the protagonists can be both teammates and opponents at the same moment, as happens in the games of the three fields,

1.2 The Ludomotricity: Variety and Original Rules

The unity that characterizes TSG is precisely its diversity that is reflected in the variety of rules or ways of playing. The great diversity of characteristics of the TSG according to time, place and groups testifies to the influence of social norms and values in the application of the rules. TSG rules are highly dependent on culture features. These rules simultaneously activate different ways of communicating, using spaces, objects, ways to start and end the game, and verbal expressions. TSG's playful universe is characterized by creativity, imagination and originality. TSG, therefore, constitute an exuberant ludodiversity (Parlebas, 2001, 2010).

Thus, when comparing traditional games with sport, from now on we can distinguish them according to the components that define them. Coded motor situation (identical written rules throughout the planet), in the form of competition (championships), sport has the particularity of being also institutionalized (recognized by international federations) (Parlebas, 2001).

Traditional games therefore, they are not institutionalized, devoid of "standardized" rules by the federations and they may or may not be competitive. 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.

To understand the cultural value of traditional games, it is necessary to proclaim an ethnology of motricity (bodily activities), that is, an ethnomotricity understood as "the field and nature of motor activities, considered from the point of view of their relationship with the culture and the social environment in which they have developed". (Parlebas, 2001, p. 227)

From this point of view, ethnomotricity applied to the characteristics of traditional games and sports reflects a great variety of rules and also sociocultural conditions that must be recognized, that is, a motor and sociocultural ludodiversity.

One way to identify the relationship between TSG and the local context is to identify its sociocultural conditions of Ludodiversity (Lavega, 2006):

- a) Protagonists: Variety of players according to age: population from infancy to old age, according to gender: female and male, according to social conditions.
- b) Zones: Variety of facilities: Specific or non-specific practice facilities or places
- c) Temporal location: Variety in time: From any time (from the past to the present), taking into account the annual calendar (business holiday, religious holiday, ritual, sporting event ...) or not (at any time of the year).
- d) Materials: Variety of objects to play with. With the use of specific game materials (industrial processing) and with objects from the natural or domestic environment (artisan production).

1.3 Social and cultural importance of TSG as intangible cultural heritage (ICH)

The UNESCO General Conference took place in Paris, from September 29 to October 17, 2003.⁶, at its 32nd session had the following purposes: (a) to safeguard the intangible cultural heritage; (b) to ensure respect for the intangible cultural heritage of interested communities, groups and individuals; c) to raise awareness at local, national and international levels about the importance of intangible cultural heritage and ensure its mutual recognition; (d) to provide international cooperation and assistance.

⁶UNESCO (2003). Convention for the Safeguarding of the Intangible Cultural Heritage. MISC / 2003 / CLT / CH / 14

Taking into account the transversal nature of the TSG, these activities can be related to many domains, although of those mentioned above their most direct link is established with social practices, rituals and festive events. Recognizing the TSG as an ICH means recognizing the wealth of knowledge that is transmitted from generation to generation. It is a true social value for all the agents that participate. Consequently, according to the conception of UNESCO (2005), intangible cultural heritage is traditional, contemporary, living, inclusive, representative and founded from the community.

The TSGs are a mirror of the social, linguistic and cultural richness of the different territories and, as such, they acquire the dimension of cultural heritage (Etxebeste, 2001). The TSGs are part of the intangible heritage and symbol of the cultural diversity of our societies (UNESCO, 2003).

TSGs represent respect for cultural diversity and the preservation of cultural identities, through mutual understanding and respect for differences. Favouring the cultural dimension of well-being requires abandoning initiatives that seek to suppress differences and adopting the same rules for all as in the case of sport. Contrary to this unified vision at a global level, it is about promoting well-being that is activated to learn to know and respect the behaviour of each culture.

Each TSG has an internal logic (an organizational pattern or an identity card), which practically mobilizes different forms of relationship between the players (Parlebas, 1999). TSG's recreational pleasure and social and emotional well-being create a wonderful relational richness. By exchanging contact from player to player, experiences of social interaction are multiplied and participants learn to develop a sense of belonging to a community. By playing these games, players experience a pleasant sense of shared adventure and a playful sense of identity (Parlebas, 2010).

For different cultures, many of the rules offered by traditional games represent unfamiliar ways of putting your body into action and getting in touch with other people. Observing an immigrant playing any TSG is an excellent way of living directly inside the culture that welcomes him, favouring inclusion, rapprochement and cultural tolerance.

For all these reasons, TSGs constitute an educational arsenal of the first magnitude to Favour a great variety of original motor experiences associated with cultural diversity, the improvement of interpersonal relationships, social inclusion and gender equality (e.g. Ben Chaâbane, 2019; Lavega, March, Araujo, Jaqueira, Ribas, and Marin, 2011; Lavega, Lagardera, et al, 2014).

1.4 Structure of the catalogue of traditional sports games

All this theoretical foundation justifies the contribution of this catalogue of traditional sports games to favour gender equality.

The TSGs have been organized according to the different families of games according to the type of motor interaction that their rules originate.

PSYCHOMOTOR GAMES	Typology
SKITTLES OF 6	Precision throw
BALLS (BITLLES) WITH BET	Precision throw
MÖLKKY. (FINNISH SKITTLES)	Precision throw
CHAVE DE FERROLTERRA	Precision throw
ZACHEGN	Precision throw
PLJOČKANJE	Precision throw
PICIJADA	Precision throw
SJOELBAK OR DUTCH BILLIARD	Precision throw
THE FROG	Precision throw
THE PENNY (SHOVE HA'PENNY).	Precision throw
SEVEN AND A HALF.	Precision throw
ARRIMAR	Precision throw
LAUNCH OF ESPADRILLES	Launching
XARRANCA, RAYUELA	Jump throw
LANCIO DEL MAIORCHINO	Launch race
THE PEÎCA	Rhythmic throw
ASTRAGALUS	Rhythmic throw
STONE RACE	Career
RING	Career
"TANGUIZ EL OUZRA" / SALTO DE ALFOMBRA	Jump

COOPERATION GAMES	Typology
THE PARACHUTE	Cooperation
THE KNOT, THE TANGLE	Cooperation
NEWSPAPER DANCE	Cooperation
COOPERATIVE SKATES	Cooperation
THE COMPASS	Cooperation
THE SCORE BOARD	Cooperation
THE WATCH	Cooperation

OPPOSITION GAMES	Typology
BOARD MESH TABLE MALHA	Alternate opposition
TRUCCO DA TERRA	Duel between individuals
BOCCIA	Duel between individuals
RINGO	Duel between individuals
BARRIMA	Duel between individuals
"YA AACHRA JEK THE ACHRINE!" / The beret	Duel between individuals
"GRECH" / TUNISIAN TRADITIONAL Wrestling	Duel between individuals
KAPELA	One against all
PRASIČKANJE	One against all
"RAKASSA" / The dancer	One against all
PATACON	All against all

STEALING TAILS	All against all
----------------	-----------------

COOPERATION GAMES - OPPOSITION	Typology
STEAL STONES	Symmetrical team duel
"AGFA" / Hockey (also called kouret el Maagef, Kouret El Kaous, Kouert El Guedda, El roud)	Symmetrical team duel
PIERŚCIENIÓWKA	Symmetrical team duel
GIOCO DEL BRACCIALE	Symmetrical team duel
ŽANDARI I LOPOVI / GUARDS AND THIEVES	Asymmetric team duel
"SABAA HAJRAT" / The seven stones:	Asymmetric team duel
PALANT	Asymmetric team duel
THE TAIL OF THE SERPENT: Called "Dhaneb el Lafaa"	N teams
"ESSID OR LABOUA" / The Lion and the Lioness	Team against one person
CHAIN	Converged original network
THE SPIDER	Converged original network
THE HUNTING BALL	Converged original network
THE FOUR CORNERS	Paradoxical Game
"ARBAA ARKAN" / THE FOUR COINS	Paradoxical Game
THE SITTING BALL	Paradoxical Game
EARTHQUAKE	Paradoxical Game
DANGEROUS LINKS	Paradoxical Game
ELBOW TAG	Paradoxical Game
THE THREE FIELDS	Paradoxical Game

Each game contains four groups of information of maximum interest:

- a) **Organizational aspects** where useful data such as: recommended age, number of players, characteristics of the material, duration of the game, type of facilities and type of motor interaction are identified.
- b) **Traditional sociocultural aspects** (cultural heritage) that allow to identify the context of the practice conditions: practice areas, calendar, origin of the objects, process of construction of the materials and some considerations on the dynamism and originality of the game
- c) **Description of the rules of the game:** beginning, development and way of ending.
- d) **Adapting the game to promote gender equality.** Difficulties that the female gender may present in relation to interaction with others, the use of space, material and the scoring system are identified. Adaptation to these difficulties is also presented.

The fifty-nine traditional sports games selected confirm the extraordinary motor and socio-cultural richness that TSG provides in the different European and Tunisian regions participating in this project.

References

- Ben Chaâbane Z. (2019). Jeux sportifs traditionnels, jeux sportifs institutionnels et relations socioaffectives. In *Pratiques sportives traditionnelles et tourisme culturel durable*. Casbah: Alger.
- Etxebeste, J. (2001). *Les jeux sportifs, éléments de la socialisation traditionnelle des enfants du Pays basque*, 2001. Tesis doctoral. Universitat Paris V-René Descartes. U.F.R. de sciences humaines et sociale.
- Lavega, P. (ed.) (2006). *Juegos tradicionales y sociedad en Europa*. Barcelona: Asociación Europea de Juegos y Deportes Tradicionales.
- Lavega, P., March, J., Araujo, P., Jaqueira, A.R., Ribas, J.F., y Marin, E. (2011). A Cross-cultural experience. Traditional sporting games and emotions in Spain, Portugal and Brazil in H.D. Guohua Zheng,(ed.) *School Physical Education and Students' Quality*. (pp.421-425), Volume XII, Liverpool: World Academic Union.
- Parlebas, P. (2001). *Juegos, deporte y sociedad. Léxico de praxiología motriz*. Barcelona: Paidotribo. 1ª Edició 1981.
- Parlebas, P. (2010). Santé et bien-être relationnel dans les jeux traditionnels in G. Jaouen ; P. Lavega, and C. De La Villa (ed). *Jeux traditionnels et santé sociale* (pp.85-102). Aranda de Duero: Asociación La Tanguilla.
- UNESCO (2003). Convention for the safeguarding of the intangible cultural heritage. MISC/2003/CLT/CH/14.



PSYCHOMOTOR GAMES

2. Organizational and sociocultural description of psychomotor games

2.1 Precision throwing games

SKITTLES OF 6

Location

In various European countries

ORGANIZATIONAL ASPECTS

Recommended age of Participants:

> 9 years

Number of players:

2-10 players (5 recommended)

Material:

6 skittles pins and clubs.

Material characteristics:

Wooden skittles pins

Mace Wooden cylinders about 15 cm long and 7-8 cm anchored

Estimated duration:

15-30 minutes, depending on the motivation of the practitioners.

Type of facilities:

External space, preferably dirt or grass.

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Launching.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Spain, spread throughout the geography (Andalusia, Aragon, Asturias, Cantabria, Castilla y León, Catalonia, Valencian Community, Extremadura, Galicia, Murcia, Euskadi)

Other European countries (France, Italy, Germany ...)

Although the spaces differ according to the modality, most of them require an elongated rectangle of at least 15 meters x 3 meters wide.

Calendar:

Formerly it was played during festive periods and as celebrations, as long as the weather conditions were favourable.

Origin of the objects (natural environment, recycling of objects, industrialized):

Both the SKITTLES pins and the clubs are made of wood from local trees (ash, oak, beech, etc.)

Building process:

Before industrialisation, skittles were made by carving the wood by hand or even with a hand lathe. Nowadays, however, bowling pins are made industrially. Gradually, it is incorporating other materials such as plastic.

Some considerations about the dynamism or originality of the game:

Game in which you can compete between several participants scoring the points, until some person manages to reach 30 points.

GAME DESCRIPTION:

Beginning:

Players stand behind a line, 11 metres from the zone where six skittles are placed in two rows of three. A template can be used to place them equally spaced. Each participant has three throws of the mallet with the aim of knocking down 5 of the 6 pins, leaving one standing.

Game development:

According to the rules of the game, each pin that is knocked down adds one point and if five are knocked down, ten points are obtained. Sometimes it is played by identifying the number of points that each person or group of people gets. The number of occasions in which each participant can intervene (generally 8 times) is also established. In other modalities, a specific number is established to reach (e.g., 30 points).

End of the game:

The game can end after having made the agreed number of attempts or when a person reaches the agreed points.

ADAPT THE GAME TO PROMOTE GENDER EQUALITY

Difficulties that the game presents from a gender perspective:

Use of space: too much distance between the player and the pins (skittles): difficulty to reach the target

Use of materials: too heavy objects

Adaptation to difficulties**Use of space:**

If the throwing distance is too long, it is recommended to reduce it to adapt it to people who do not have enough strength and have difficulties in reaching the target.

Equipment use:

For some people, objects adapted to their ability could be provided.

SKITTLES (BITLLES) WITH BET

Location

Spain

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 9 years

Number of players:

2 to 20 players (12 recommended)

Material:

Games of Bitlles (6 pins) and 3 bitllots (clubs)

Material characteristics:

The bitlles and bitllots are made of wood

Estimated duration:

15-30 minutes

Type of facilities:

External space (outdoors)

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays alone"

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Participants of all ages.

GAME DESCRIPTION:

Beginning:

The participants are organized and the skittles are planted. The launches will be made alternately.

Game development:

The thrower stands at a distance from the previously established pins and will throw one of the clubs to try to knock down five pins (placed by the planter) and leave one standing in order to obtain the maximum score. If he does not succeed on the first throw, he will have 2 more chances, that is, 3 attempts in total.

End of the game:

The rest of the players will be on the sides of where the game takes place and they will bet money (in this case, pieces of paper, or pieces of wood or any other object) trying to find out what will happen during the game. You can bet on:

- Even or Odd: on the first roll.
- Yes or No that there is 1 pin standing.
- Combined.

ADAPT THE GAME TO PROMOTE GENDER EQUALITY

Difficulties that the game presents from a gender perspective:

Use of space: too much distance between the player and the pins (skittles): difficulty to reach the target

Use of materials: too heavy objects

Adaptation to difficulties

Use of space:

If the throwing distance is too long, it is recommended to reduce it to adapt it to people who do not have enough strength and have difficulties in reaching the target.

Equipment use:

For some people, objects adapted to their ability could be provided.

MÖLKKY (FINNISH SKITTLES)

Location

Lahti, Finland. Exported to Northern Europe, United States, Japan and lately Spain

ASPECTS OF THE ORGANIZATION

Recommended age of participants:

> 9 years

Number of players:

1 to 4 players (4 recommended)

Material:

One set of 12 pins per person or team

Material characteristics:

Wooden skittles pins.

Cylinders of about five centimetres wide, while their height can range from 9.5 cm to 95. One of the ends is cut diagonally, which is where the corresponding number will be (from 1 to 12).

The Mökky is also a wooden cylinder with a diameter of 5.5cm and a length of about 22.5cm.

In some cases the Mölkaari can be used. It is a box that defines the position where the player stands. This can be very easily replaced by a painted line on the ground.

Estimated duration:

30-45 minutes

Type of facilities:

External space (outdoors)

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Launching.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Anyone over 10-12 years of age who has minimal arm mobility.

Practice locations:

Preferably outdoors, where the floor is dirt or grass.

Calendar:

Any time of the year when the weather allows it.

Origin of the objects (natural environment, recycling of objects, industrialized):

The origin of these bowls, like the other modalities, is totally handmade. However, currently, most of those that are marketed are industrialized, are made of wood. Some plastic games are also beginning to be found, so that they can be used indoors.

Building process:

To make the wooden cylinders, you will need a lathe and basic tools.

Some considerations on the dynamism or originality of the game:

A line is drawn on the ground and the skittles are grouped 3-4 metres from the drawn line in this way: The game can be played individually or in groups.

GAME DESCRIPTION:

Beginning:

A line is drawn on the ground and the skittles are grouped 3-4 meters from the drawn line, in this way: it can be played competing individually or in groups. Each participant in turn: stands behind the line or from the Mölkaari and throws the "Mölkky" with the aim of knocking down one or more pins. The Mölkky is always thrown with the hand underneath.

Game development:

The player counts his points and adds them on the score sheet. If a single pin is knocked down, the score of the participant or team is the value marked on the knocked down pin. If more than one pin is knocked down, the score of the participant or team is the number of pins knocked down. If no pin is knocked down, a '-' is written on the score sheet. Only the pins that have fallen completely (resting on the ground, and not supported by another pin or the Mölkky) are taken into account.

End of the game:

Count your points and add them to the score sheet. If a single pin is knocked down, the player's or team's score is the value marked on the knocked-down pin. If more than one pin is knocked down, the player's or team's score is the number of pins knocked down. If no pins are knocked down, a '-' is written on the score sheet. Only pins that are completely down (resting on the ground, and not resting on another pin or the Mölkky) are counted.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

CHAVE DE FERROLTERRA

Location

Ferrol region, Galicia, Spain

ORGANIZATIONAL ASPECTS

Recommended Age of Participants:

> 9 years

Number of players:

2-6 players (6 recommended)

Material:

One "chave" and 5 bibs

Material characteristics:

A "chave" (key) is a metal bar of about 70 cm. roughly, with a blade-shaped wheel at one end, which sticks into the ground. In the case of Ferrolterra, it is a double metal tab that rotates vertically as it is supported in a U-shape.

Estimated duration:

15-30 minutes

Type of facilities:

External space (outdoors).

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Launching

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Although it is originally an adult game, it is very well accepted by Primary and Secondary schoolchildren.

Practice locations:

There is a written record that in the fifties of the last century, it was used by workers of companies in the metal sector, during break time, on land in front of the workshops. When the factory horn sounded, the workers picked up the game to return to work. In general, it is usually played on a court about 20m long, although the distance can be done from 15 meters.

Origin of the objects (natural environment, recycling of objects, industrialized):

Objects need to be made by people who know how to work with metal. This is the reason, why during the industrialization process of Galicia in the middle of the last century, this game was recovered by the workers of the metal sector, lasting to this day.

Building process:

Of artisan origin, although at present there are models that allow (having the necessary machinery) to make the pieces in a mechanized way. There are business models.

Some considerations about the dynamism or originality of the game:

The possible tavern origin of the game has been the reason that for a certain time, it was not well considered. However, its development during the end of the last century, motivated the creation of specific clubs and associations. This led to the creation of a sports federation and a stable competition calendar. At some point, its tavern origin, caused certain reluctance, so that women had access to its practice. However, this situation is completely overcome.

GAME DESCRIPTION:**Beginning:**

It consists of throwing the objects and trying to hit the blade so that it turns and makes at least one complete turn.

Although there are different rules (depending on the competition variant: chave de Ourense, chave de Ferrolterra, chave de Santiago) there may be differences regarding the distance for the throw, the number of throws, the number of players or the scoring system. Therefore, it is convenient to decide on these aspects, taking into account the characteristics of the players.

In any case, the game begins, with the first player standing behind the established line, in order to proceed to the throw.

Game development:

The players of each pair shoot in turns, having 3 chances.

End of the game:

Whenever you want, the two teams have always made the same number of throws, or once the agreed throws have been made.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties that the game presents from a gender perspective:

Use of space: too much distance between the player and the pins (skittles): difficulty to reach the target

Use of materials: too heavy objects

Adaptation to difficulties

Use of space:

If the throwing distance is too long, it is recommended to reduce it to adapt it to people who do not have enough strength and have difficulties in reaching the target.

Equipment use:

For some people, objects adapted to their ability could be provided.

ZACHEGN

Location
Romagna - Italy

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 9 years

Number of players:

18 players

Material:

1 stone per player, 1 stone as a target, 6 small numbered metal discs

Material characteristics:

Stone or brick

Estimated duration:

45-60 minutes

Type of infrastructure:

Space external (outdoor)

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays alone"

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Age: from 14 years, preferably adults, of both sexes.

Practice locations:

Flat terrain, preferably grassy.

Calendar:

The game is played from spring to fall, when village festivals or fairs are held.

Origin of objects (natural environment, recycling of objects, industrialised):

Play material: brick (no matter if it is new or old) or stone. Washer: small metal discs with a diameter of 4 cm.

Building process:

The game material is prepared by each participant.

Considerations about the dynamism or originality of the game:

Game of skill and technical precision, throwing game.

GAME DESCRIPTION

Beginning:

Six people participate in each competition. The target (zachegn) is placed at a distance of 9 m with the 6 small metal discs with a score of 1 to 6. Each person must throw a stone of the same size. The start of the game is done after determining the order of the participants (precision when throwing the stone at a "barloc" target).

Game development:

Each person takes turns throwing their stone and trying to hit the target (zachegn = stone placed in a vertical position with the 6 small metal scoring discs on top) to try to bring their stone closer to the small metal discs. At the end of the launch, the participants receive the points of the small metal discs that are closest to their stone.

End of the game:

After finishing 10 rounds of shooting (scissione), the points are added (or only the first 2 or 3). The second participant then intervenes. When all the people have participated, it is observed who has achieved the most points, proclaiming him or herself the winner of the competition.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties that the game presents from a gender perspective:

Use of space: too much distance between the player and the pins (skittles): difficulty to reach the target

Use of materials: too heavy objects

Adaptation to difficulties

Use of space:

If the throwing distance is too long, it is recommended to reduce it to adapt it to people who do not have enough strength and have difficulties in reaching the target.

Equipment use:

For some people, objects adapted to their ability could be provided.

PLJOČKANJE

Location
Istria, Croatia

ORGANIZATIONAL ASPECTS

Recommended Age of Participants:

> 9 years

Number of players:

2 to 10 players

Material:

A smaller fist-sized stone called "bulin" and several (the same number as the players) palm-sized stones called "pljočka"

Material characteristics:

Stone = the size of a flat fist (1) and several stones the size of the palm of your hand

Estimated duration:

45-60 minutes

Type of infrastructure:

Outdoor space.

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Launching.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

High school students 13-18 years old, but can be played regardless of age and gender.

Practice locations:

Outdoors: meadow or in front of the school

Calendar:

All year

Origin of the objects:

Natural environment, recycling of objects

Building process:

Bulin (smallest flat stone) and Pljočka (largest flat stone) that can be found in nature and can be finished to the appropriate shape by hand.

Considerations about the dynamism or originality of the game:

The traditional game called Pljočkanje (flat stone throwing game) has traditionally been a shepherd's game. The children played it exclusively during times when they were tending livestock. It was a game known throughout the Istria region.

GAME DESCRIPTION**Beginning:**

The first players must find a smaller stone (the size of a flat fist "bulin") and several larger stones (the size of a palm called pljočka).

Game development:

The objective of the game is very simple: throw the pljočka as close to the bulin and score a punat (point).

End of the game:

The game is usually played until 11 or 13 points are obtained, exceptionally 15 or 21 points.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties that the game presents from a gender perspective:**

Use of space: too much distance between the player and the pins (skittles): difficulty to reach the target

Use of materials: too heavy objects

Adaptation to difficulties**Use of space:**

If the throwing distance is too long, it is recommended to reduce it to adapt it to people who do not have enough strength and have difficulties in reaching the target.

Equipment use:

For some people, objects adapted to their ability could be provided.

OBSERVATIONS:

Many games are traditionally considered "female" or "male" practices. After a period in which these games were not popular, it seems logical that replaying them would be done encouraging the practice of both genders. It is not a physically demanding activity.

PIČIJADA

Location

Region of Istria, Croatia

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>9 years

Number of players:

At least 3

Equipment:

Coins, hard boiled eggs

Estimated duration:

15 - 30 minutes

Type of facilities:

Outdoor space

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others". Launching.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Small children

Practice locations:

Outdoors

Calendar:

Week before Easter

Origin of objects:

Natural and industrialized environment

Considerations on the dynamism or originality of the game:

More players ensure more fun.

DESCRIPTION OF THE GAME

Start:

Before playing, you have to prepare the hard-boiled eggs.

Game development:

Players stand in an area at the same distance from the eggs and begin to throw their coins towards the eggs.

End of the game:

The winner is the person who manages to knock the egg and get the coin into the egg.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

SJOELBAK OR DUTCH BILLIARD

Location

Holland

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>9 years

Number of players:

4-8 players (5 recommended)

Material:

Wooden drawer and chips

Material characteristics:

Rectangular wooden drawer (110 cm X 30 cm), with edges at the ends, so that the chips that are thrown do not fall. On the opposite side, keep a crossbar (across) with four slots where the tiles should fit. 30 wooden tokens (discs of about 5 cm in diameter) for the participant.

Estimated duration:

15-30 minutes. It depends on the interest shown by the players and what the teacher considers the game should be lengthened.

Type of facilities:

It can be located in any indoor or outdoor space. It can rest on the floor or preferably a sober table.

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays alone"

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Originally created in the Netherlands, Belgium at the end of the 19th century, then spreading to Germany and the United Kingdom and from there exported to the United States of America.

Calendar:

Throughout the year

Origin of the objects (natural environment, recycling of objects, industrialized):

All the material used is made of wood, both the board itself and the chips.

Building process:

In addition, the origins were completely handmade. Later, as they spread, different small producers have appeared that have industrialized their manufacture, despite the fact that mainly the process continues to be manual.

Some considerations about the dynamism or originality of the game:

Although it was a very familiar game that was passed from one generation to the next, it can also be found in certain pubs and bars.

GAME DESCRIPTION:

Beginning:

Each player has up to 30 tokens (wooden discs of about 5 cm in diameter). The goal is to insert them into one of the four numbered slots at the opposite end. Each disc scores the number that appears at the top of the entry for each compartment. When a disc is located in each of the four compartments, the score is doubled, reaching 20 points.

Game development:

After throwing all the tiles, those that have not entered the compartments, are thrown again. Later the action is repeated with the third and last turn.

End of the game:

Whoever has scored the most points wins the game.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

THE FROG

Location

In various European countries but also South America

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>9 years

Number of players:

3-6 players (4 recommended)

Material:

A drawer of the frog game and coins or tokens to throw at the frog

Material characteristics:

A frog crate with several mouths / holes for players to toss metal or wooden coins or tokens

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (preferably covered)

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Launching.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Traditionally, it was played in socializing spaces, such as courtyards, squares, etc. It has been a very popular game in taverns.

Calendar:

Currently, it can be used at any time of the year. Sometimes the game may follow a local holiday schedule. For example, in Bolivia, it is common for the celebration of Todos Santos (All Saints) to touch the frog at the time of saying goodbye to the souls.

Origin of the objects (natural environment, recycling of objects, industrialized):

In many areas the game was carried out on a barrel, in which the wooden or (metallic) frogs were then installed.

Building process:

In its origins it was totally handmade, being the local blacksmiths, who manufactured, both the board with the frogs and the chips. Later, when they were extended, different small producers have appeared that have industrialized their manufacture somewhat, despite the fact that the process continues for the most part being manual. The main material used is iron.

Some considerations about the dynamism or originality of the game:

Although there are written rules, more or less typical of each community, the value that this game brings is that the rules can be modified in each situation, taking into account the characteristics of the participants. Thus, this game can be played by all types of people regardless of their condition or personal characteristics.

GAME DESCRIPTION:**Beginning:**

Each player has ten discs per throw and will throw them from an agreed distance.

Game development:

After throwing all the discs, all the points obtained are added up. The mouth of the frog (100 points) or the pinwheel (50 points); bridges or arches (25 points); holes (5 points).

End of the game:

Then the other player intervenes. It is played over ten spins, so whoever gets the highest number of points among all spins, wins.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

THE PENNY

Shove Ha'Penny

Location

Originally South of UK ,Somerset, Dorset, Hampsire

ORGANIZATIONAL ASPECTS

Recommended Age of Participants:

> 9 years

Number of players:

2 players

Material:

Wooden drawer with about ten parallel lines of crosswise arranged, about 2.5 cm apart, and coins or metal discs of a similar size.

Material characteristics:

Wooden board with a scale from 1 to 9 drawn. You also need some wooden or metal coins.

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (covered)

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays alone"

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

It is a game of tavern origin, which is already known in the 15th century, in the United Kingdom

Calendar:

When played in closed spaces at any time of the year it is valid for it to be practiced.

Origin of the objects (natural environment, recycling of objects, industrialized):

The board was traditionally made of wood, but in the middle of the XIX century, it was made official that the board should be made of slate or wood. The transverse lines must be in relief, so that it clearly determines where the thrown coin had been.

The coins that were used at the beginning of the game, since it was legal tender, were used those with the sphinx of Eduardo IV.

Building process:

In addition, the origins were completely handmade. Later, as they spread, different small producers have appeared that have industrialized their manufacture, despite the fact that mainly the process continues to be manual.

Some considerations about the dynamism or originality of the game:

This game has very low motor requirements, and the materials are relatively easy to make or to get. Likewise, it is preferably filled in closed spaces. All this means that it can be practiced by any type of people, regardless of their characteristics. Likewise, it can be easily shared by people with or without disabilities.

GAME DESCRIPTION:

Beginning:

Each participant has five coins. They take turns.

The first player stands at the front of the board with the back of the coin stuck to the front edge of the board. Any part of the hand can be used to push the coin across the board. If a coin does not reach the first line of the board, that coin does not count as a move and can be pushed again.

Game development:

At the end of the turn, each coin that is completely inside a "bed" (between two horizontal lines and within adjacent vertical lines) scores a point for that player on that bed. The points are marked with a chalk on the squares at each end of the bed at the edge of the board, one of the players has the right side and the other the left.

End of the game:

The goal is to get three chalk marks on each of the nine beds. Once three scores have been made on a bed, any other scores on that bed will be given to the opponent, unless the opponent already has three scores on the bed.

Coins that are tossed are not removed from the board until all of them have been tossed. In this way one coin can contact the others. After several agreed attempts, whoever gets the highest number of points wins.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

SEVEN AND A HALF

Location

Spain

ORGANIZATIONAL ASPECTS

Recommended Age of Participants:

> 9 years

Number of players:

3-6 players (4 recommended)

Material:

3-6 players (4 recommended)

Material characteristics:

Round wooden pieces 15 cm approximately

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (covered) or open space

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Launching.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

People of any age and condition.

Practice locations:

Outdoors and indoors

Calendar:

Any time of the year. If the weather is adverse, it will be recommended to play indoors.

Origin of the objects (natural environment, recycling of objects, industrialized):

The objects that are thrown can be wooden chips or shoe soles.

Building process:

Two different ways can be used:

- 7 squares are painted on a wooden board, each one of them numbered,
- With chalk, the exact same figure can be painted on the ground,
- Although shoe soles were used there, currently, the use of rubber tokens is more frequent.

Some considerations about the dynamism or originality of the game:

This game is a derivation of the popular "seven and a half" card game. If it was based on chance, the current one is a game of precision or aim.

GAME DESCRIPTION:**Beginning:**

Each participant stands behind a line (separated by about 3.5m in the case of adults or 2m in the case of children) of the grid drawn on the ground, or of the board that will also have squares numbered from one to the next seven. The number cannot be repeated. Each player throws an agreed number of pieces (woods, shoe heels...).

Game development:

The goal is to score 7.5 points. A piece that lands on a square adds that score. If it touches a line, it scores 0.5 points. At any moment the player can decide to stop. Then the pieces used are removed and the next player intervenes.

End of the game:

Whoever gets closer to 7.5 points without going over wins the test. Multiple rolls can be arranged.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

ARRIMAR

Location

Spain

ASPECTS OF THE ORGANIZATION

Recommended age of participants:

> 9 years

Number of players:

3-6 players (4 recommended)

Material:

5 wood or metal tokens

Material characteristics:

Round wooden or metal chips

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (indoor) or outdoor space

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays alone"

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Anyone regardless of age or condition.

Practice locations:

Anywhere the Spanish geography.

Calendar:

At any time of the year, as long as the weather permits.

Origin of the objects (natural environment, recycling of objects, industrialized):

Although originally, the discs or tokens could be made of metal, wood or any other impact resistant material could also be used.

Building process:

The local blacksmith could build the chips or discs when they were metallic, however, the demand has led to the sale of those pieces that can be made of different materials (wood, rubber, plastic).

Some considerations about the dynamism or originality of the game:

It is a game with minimal material needs that does not require, not even a certain type of equipment. This makes it playable anytime, anywhere with minimal media.

GAME DESCRIPTION:**Beginning:**

The objective is to throw the token at a set distance and try to place it as close as possible to a previously set point.

Game development:

Establish a marked place on the ground. One by one, each player will throw 3 tokens, trying to get as close as possible to the initially established mark. Once the first player has thrown his 3 tokens, a mark will be made on the ground with a chalk, the tokens will be collected and the next player will throw.

End of the game:

The player whose disc marked on the ground has come closest to the established mark, after having thrown all of them, wins.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

2.2 Combined throwing games

LAUNCH OF SHOE (ESPA DENYA)

Shoe Launching

Location

Spain

ASPECTS OF THE ORGANIZATION

Recommended age of participants:

> 9 years

Number of players:

5 to 25 players (12 recommended)

Material:

A slipper

Material characteristics:

A sneaker

Estimated duration:

Less than 15 minutes or whatever the facilitator considers can be extended, taking into account the motivation of the players

Type of facilities:

External space (outdoors)

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Throwing"

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Initially, its rural tradition made people living in this environment the practitioners of this game. Currently, both children and adults can practice it.

Practice locations:

Mostly in Aragon, although it can be found in any corner of Spain.

Calendar:

Any time of the year if the weather is not extremely bad.

Origin of the objects (natural environment, recycling of objects, industrialized):

Being its tradition in the rural environment, initially, a hoe was thrown. Later, a beret or an albarca (traditional peasant slipper) was launched.

Building process:

There is no need to build anything as these are recycled products that are not game specific.

Some considerations about the dynamism or originality of the game:

It is a game that, as it does not require any sophisticated material, since it is available to everyone, nor does it require any specific installation. It is very easy to practice in any situation.

GAME DESCRIPTION:**Beginning:**

All players will stand behind a line. An attempt is made to launch a shoe under the legs that will be open and in a forward direction, passing through the back.

Game development:

At the signal all participants throw their shoes.

Points can be distributed among the best: 5 points, 4 points, 3 points, 2 points, 1 point.

Three attempts are made so that whoever obtains a higher score wins.

End of the game:

Three attempts are made so that whoever gets a higher score wins.

The animator may decide to make as many runs as he deems necessary.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

HOPSCOTCH

Xarranca, Rayuela

Location

Spain

ASPECTS OF THE ORGANIZATION

Recommended age of participants:

> 9 years

Number of players:

2-6 players (4 recommended)

Material:

1 floor chalk, if it is made of concrete, asphalt or stone.

Estimated duration:

15-30 minutes

Type of facilities:

External space

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Jump throw.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

People of all ages

Practice locations:

It can be played both outdoors (courtyards, building portals, squares, esplanades, etc.) and indoors (pavilion, indoor court, classroom, hallway, etc.)

Calendar:

Any time of the year

Building process:

No specific material is required. Although there are several game options, one of them proposes to paint with a chalk on the ground (in case it is hard) a square with the number one, then another with two, another with three, ensuring that they are the same. Next,

two squares, one with the number four and next to it another with the five. The top box with the 6 and the last two are also double boxes with the numbers seven and eight. Then another with a single box with the number nine to finish with one with the number ten.

You should have a flat stone, a piece of wood or plastic or any other small object that can be thrown and does not roll.

Some considerations about the dynamism or originality of the game:

As it does not require any type of material or complicated infrastructure, it is widely spread throughout the territory and that anyone with acceptable mobility is able to play it.

This game is very well known in Spain and in many countries of the five continents. It is known by a great variety of names: ayuela, tejo, avión, golosa, infernáculo, hopscotch, marelle, o pisé.

GAME DESCRIPTION:

Beginning:

A turn is established between the participants. The first one will be placed before the “one” box. From that position, he will throw the token into that square. If he gets it to stay there, he will jump with one foot to square 2, avoiding stepping on square 1.

Game development:

He will jump from box to box with one foot, except, where this is double, where he can support one each. It is forbidden to place the foot in the square where the previously thrown piece has landed. When the player reaches the end, she/he must turn around and return by the same route, collecting the token as it passes through the square, until it reaches the starting point again.

When he/she manages to do this complete round, he/she must do the same, throwing at box 2 and so on until box 9.

End of the game:

The player's turn ends when he has thrown and collected the token in each of the nine, always returning to the beginning. When the first player has finished the course, the second begins and so on, until everyone has passed.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

LANCIO DEL MAIORCHINO

Location

Novara di Sicilia (ME), Sicily - Italy

ORGANIZATIONAL ASPECTS

Recommended Age of Participants:

> 9 years

Number of players:

100 players

Material:

Wheel of lace and maiorchino cheese

Estimated duration:

More than 1 hour

Type of infrastructure:

External space (outdoors)

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Launch race.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Children, youth, adults of both sexes

Practice locations:

Streets of the historic centre

Calendar:

Carnival period

Origin of the objects:

Natural environment

Building process:

Handmade products

Considerations about the dynamism or originality of the game:

The game represents the identity of the place.

GAME DESCRIPTION**Beginning:**

Carrying out "U toccu" (a draw) to establish the starting order of the players.

Game development:

Each team throws the Maiorchino along the course in turns. Each time the object is thrown from where it stopped.

End of the game:

The winner is the player who reaches the finish line first with the fewest shots.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a Gender perspective:**

The internal logic of this game offers equal opportunities to both genders. No adaptation in the rules is required.

THE PEÎCA

Location
Istria, Croatia

ORGANIZATIONAL ASPECTS

Recommended Age of Participants:

> 9 years

Number of players:

2-6

Material:

Stones

Material characteristics:

5 stones that will fit in your hand

Estimated duration:

< 15 minutes

Type of facilities:

Outdoor space

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Rhythmic throw.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

This is a children's game that was played during the early part of the 20th century, and even earlier. It was played by children from 7 to 15 years old in the street on all occasions.

Practice locations:

Outdoor space in children's daily play

Calendar:

All year

Origin of the objects:

Natural stone, found in street / nature.

Considerations about the dynamism or originality of the game:

The game is very simple and does not need many resources. It is excellent for developing fine motor skills.

GAME DESCRIPTION**Beginning:**

Group play. 5 stones are needed to play. The player puts in the right hand the 5 stones, one of which, located between the thumb and the forefinger, he/she throws them into the air.

Game development:

While the stone is in the air, the other stones must be quickly placed on the table, in time to catch the falling stone (if it falls to the ground, the turn is lost and another player intervenes). After the first action the person can throw the stone twice; the first time to move the stones closer to or away from the table and the second time to collect them. All these actions are carried out with the right hand while the stones are kept in the opposite hand. Throwing a pebble back into the air, it is necessary to collect one by one, one of the 4 stones without touching the others.

End of the game:

The person who performs all the tasks without error is proclaimed the winner.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

ASTRAGALUS

Location

Italy

ORGANIZATIONAL ASPECTS

Recommended Age of Participants:

> 9 years

Number of players:

2 players

Material:

5 astragali (short tarsal bone)

Estimated duration:

Less than 15 minutes

Type of infrastructure:

Any space, interior or exterior

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Launching.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Anyone 8 years or older, anywhere

Practice locations:

All over Italy and also in other European countries.

Calendar:

Always

Origin of the objects:

Natural environment

Building process:

It is an animal bone. It is treated with specific products.

Considerations about the dynamism or originality of the game:

It is a game that was considered in the ancient times as a forerunner of dice games. The game provides much inspiration from historical and archaeological observations. In the physical education sessions, we ask the children to play in pairs, to make it easier to count the scores obtained without cheating. In the Tocati festival, two pairs play at the same time, making it easier to keep track of the scores. At the end of the game, there is usually a handshake to confirm the score obtained. Some people refuse to accept defeat; this is also part of the game.

GAME DESCRIPTION**Beginning:**

Two participants take turns throwing an astragalus, dropping it to the ground. Each side of the talus is assigned a score, so that the person who has the highest score starts. If there is a tie, the game continues until one of the two participants gets a higher score.

Game development:

The person with the highest score can throw the talus first (5, 3 or 2 depending on hand size and skill). The talus should be thrown palm up and grasped with the back of the hand, then the hand should be turned quickly while the talus is in the air. Each side of the talus receives a score, the person with the highest score wins. This action is repeated 3 times (until they have learned to perform the actions with some ease).

End of the game:

The people that get the highest score wins.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

2.3 Racing games

STONE RACE

Location
Spain

ASPECTS OF THE ORGANIZATION

Recommended age of participants:

> 9 years

Number of players:

3-6 players (4 recommended)

Material:

5 pieces of wood per participant

Material characteristics:

Stones, ears of corn, or other objects

Estimated duration:

Less than 15 minutes

Type of facilities:

Sports court (indoor) or outdoors

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Running.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

People of different ages can participate

Practice locations:

Game well known in different areas of Spain

Calendar:

In Arnes, Catalonia is played on the occasion of the main festival.

GAME DESCRIPTION:

Beginning:

The game consists of putting the pieces in a straight line at the same distance from each other (2 meters). Each participant stands at the starting line waiting for the signal to start the race.

Game development:

At the signal, the objects must be collected one by one and taken to the starting line, finishing the race before any other participant. Players could start to take the object that he/she would like to do.

End of the game:

The person who manages to collect all the chips in the shortest time possible wins.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

RING

Location

All Spain and other European countries

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 9 years

Number of players:

As many children can play, as there are rings

Material:

One hoop and one rod per player

Material characteristics:

Traditionally, the rims have been metallic, being able to be a bicycle wheel rim, a barrel rim etc.

Estimated duration:

There is no minimum or maximum duration. It will be the facilitator who determines the playing time, depending on the motivation of the participants.

Type of facilities:

Any space, interior or exterior

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Running.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

It is a very old game. It is said that Hippocrates recommended it to increase physical condition. Some authors indicate the sacred and magical character that the ring could have. With the industrial revolution, it became popular throughout Europe.

Practice locations:

Juggling was traditionally done on the street or in any other public space.

Calendar:

Any time of the year, if weather permits, is suitable for this game.

Origin of the objects (natural environment, recycling of objects, industrialized):

Traditionally, hoops were made of metal or wood. Nowadays they are usually made of plastic in different colours and sizes.

Building process:

Any bicycle tire or rim derived from industry can be used. It must be supplemented with a guide. This is a bar of about 40-50 cm, with a U-shaped end, so that it can be adapted to the hoop.

Some considerations about the dynamism or originality of the game:

People looking at a hoop try to roll it along the ground. Within a short time they notice that if they use a guide they can steer the hoop quite easily in any direction they want.

GAME DESCRIPTION:**Beginning:**

The most basic structure of this game consists of driving the hoop from one point to another, with the help of the guide. From this initial situation, multiple variants can be made.

Game development:

In the basic version (psychomotor game and consequently without interaction with others), it is about each player experimenting with the hoop, driving it wherever they want. The person facilitating the activity may propose to take a certain route, in a straight line, circle, slalom, etc. In addition, the possibility of interacting with other players may be introduced, which will mean moving on to another family of games (cooperation, opposition or cooperation-opposition). If the players like, competition may also be introduced, to see who is the person who is able to arrive first or finish the agreed course.

End of the game:

In the event that there is no competition, the game may end when the round is completed.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

2.4 Jumping games

TANGUIZ EL OUZRA

Carpet Jump

Location

Tunisia

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 9 years

Number of players:

1 player

Material:

A carpet

Estimated duration:

15 minutes

Type of infrastructure:

Outdoor space

Relationship between participants:

Psychomotor game, without cooperation or opposition "the player plays without interacting with others." Jumping.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

All people, from 8 years old, of all social categories.

Practice locations:

Outdoor space.

Calendar:

Free time, at school or outside of school.

Origin of the objects:

An "Ouzra", a handmade rug 2.5 m wide.

Building process:

Hand-made.

Considerations about the dynamism or originality of the game:

The game, which consists of jumping on a mat, offers to the participants the opportunity to test their own skills. The mat is a way of evaluating yourself without the help of additional material (meter, etc.) or another person. The "Ouzra" itself offers the limit to be reached and specifically indicates the distance to be overcome.

It represents a concrete reference point for the players and helps them to evaluate and develop their psychomotor conducts.

GAME DESCRIPTION

Beginning:

On a flat surface, place the "Ouzra" (a rug, a blanket or even a sheet) on the floor, the length of which will depend on the initial abilities of the participants.

Game development:

The participant must jump, without momentum, on the mat without touching it.



End of the game:

The end of the game is decided by the participant himself if he plays alone.

If the participants decide to play in teams, the decision of the end of the game will be made according to the rules agreed between the team members, once all the participants have jumped and according to the sum of the points earned during the successful jumps.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. It is not necessary to adapt the rules.

2.5 Difficulties in Psychomotor Games from a Gender Perspective and Proposals for intervention

Of the **20** psychomotor games proposed by the different project partners and described in this catalogue, **17** are throwing games (of which 13 are precision throws), **2** are running games and **1** is a jumping game (see table).

For most of the psychomotor TSG presented (15), no gender-related problems were reported. On the contrary, the description of the games shows an internal logic that provides opportunities for both girls and boys to play equally.

For the rest of the TSG, possible difficulties related to the issue of gender inequality were observed in the description of 6 precision throwing games, mainly represented by varieties of bowling games played in several regions of Europe: 6-pin Skittles, Catalan Bitlles (or Catalan skittles), betting skittles, Chave de Ferrolterra, Zachegn, Pljočkanje. The difficulties pointed out would come mainly from the relationship with space and that of the object, e.g., from the point of view of the Internal Logic of the game itself.

An ethnomotor analysis, which consists in taking into account both the motor aspects of the game (internal logic) and its cultural aspects (external logic), makes it possible to identify these problems and to propose adaptations in order to orientate pedagogical actions as much as possible improvements towards equal coeducation between girls and boys.

Psychomotor Traditional Games	
INTERNAL LOGIC	
Possible difficulties depending on the context	Proposals/Intervention
<p>Relationship with space: Difficulty would be related to distance: difficulty related to the belief that the female gender has limits to reach the target.</p> <p>Relationship with objects: The difficulty would be related to the weight and volume of the object to be thrown: a constraint related to the belief that the female gender has difficulties in throwing a heavy object.</p> <p>Relation to time:</p>	<p>Relationship with space: To propose game spaces with different distances (short, medium, long) or the possibility of a certain number of trials.</p> <p>Relationship with objects: To offer objects of different sizes, shapes and weights.</p> <p>Relationship with time:</p>

<p>The difficulty would be related to the competitive aspect of the game, which would encourage comparison between girls and boys and thus the belief that boys are more successful and will necessarily win in these games.</p>	<p>Offering the possibility of organising the game with and/or without competition or proposing different types of organisation depending on the result (individual competition, team competition or other).</p>
<p>Intervention strategies to deal with difficulties related to the internal logic of the games: There are different ways of intervening according to different cultural and social contexts.</p> <p>Presentation of some examples:</p> <ul style="list-style-type: none"> -Providing motor situations that allow pupils to explore the three motor options: spatial distances, weight and volume of objects and forms of play: with and without competition. -Inviting pupils to explore other motor options related to space, object and time that they themselves have constructed, created and decided upon. -Organise situations in such a way that participants are grouped according to their affinity with the chosen space, object or form of competition. -Encouraging participants to discuss their choices as a group and to share their feelings about the game. <p>The pedagogical strategy is to let the students choose, evaluate and even create the option that suits them best in order to give them the opportunity to test their motor skills by exploring different spaces, objects and forms of play.</p> <p>The aim is to help them discover ways to adapt and adjust their motor conducts to succeed in the challenge, and to respect and help their male and female peers equally.</p> <p>The teacher would intervene if necessary to help adapt and adjust the pupils' motor conducts for equal co-education.</p>	
<p>EXTERNAL LOGIC (EXTERNAL ASPECTS TO THE RULES OF THE GAMES)</p>	
<p>Possible difficulties depending on the context</p>	<p>Proposals/Intervention</p>
<p>Intervention strategies to deal with difficulties related to the internal logic of the games:</p> <p>Possibility that reticence and fear of failure are related not to the specific characteristics of each person's actual motor conducts, but to gender stereotypes and beliefs that girls are weaker and physically less able than boys.</p>	<p>Propose psychomotor situations that generate confidence and success in all pupils, in order to act on preconceived ideas about gender bias.</p> <p>For example, <i>a student might unconsciously decide to choose an object, a space or a competition system linked to a cultural, educational or social influence (stereotype). For example, the girl may choose light objects, go to a space where the distance is short or decide to avoid competition.</i></p>

Intervention strategies to deal with difficulties related to the external logic of the games:

The teacher could intervene to:

- To encourage pupils to diversify choices related to space, objects and time.
- To encourage boldness and motor exploration of all the proposals, as well as the freedom to choose the preferred option.
- To present psychomotor situations that allow them to discover themselves, their own limits and achievements, and those of others.
- To appreciate and value motor behaviours that show tolerance and respect for the difference between the genders.
- To organise feedback at the end of the session in which the teacher could reinforce and encourage those students who have shown useful and generous motor skills to make it clear that knowing others begins with knowing oneself.



COOPERATION GAMES

3. Organisational and socio-cultural description of Cooperation socio-motor TSG

THE PARACHUTE

Location

Game well-known around the international geography

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

8-24 players (16 recommended)

Material:

A parachute made of fabric

Estimated duration:

15-30 minutes

Type of facilities:

External space (free area)

Relationship between participants:

Socio-motor game, with Cooperation "the player plays with one or more playmates".

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Anyone, regardless of their personal characteristics or age, can participate in this game.

Practice locations:

Different regions of Europe.

Calendar:

As it is not linked to a celebration or holiday, it does not have a specific date of practice, it is that indoors it can be done at any time of the year.

Origin of objects (natural environment, recycling of objects, industrialized):

The origin of this game is directly related to the recycling of materials, the use of old disused parachutes. It has been later, when some companies have started to manufacture it, with a totally playful orientation.

Building process:

From light and resistant fabrics of different colours, cut in a triangular shape, they are sewn together, until they form a circle.

Some considerations about the dynamism or originality of the game:

You can try to have all the players in the group sharing the same parachute or you can make two groups with two parachutes depending on the size of the cloth. It would be convenient, that each participant, has a sector, where he could play.

GAME DESCRIPTION:

Beginning:

Each participant holds the parachute, with both hands separated at the height of his/her hips. From this basic position, different variations can be practiced.

Game development:

All at the same time raise and lower the parachute.

Lower the parachute in parallel, almost touching the ground and then raise it to head height.

Raise the parachute and take the opportunity to go all inside without releasing it and then go back to the starting point.

Consecutively, each player moves the parachute, in the form of a wave. It can be done one way, then reversed.

The parachute is raised, without releasing it, everyone moves until they reach another area.

All players are numbered, one, two, three, four, five...:

At the signal the teacher says two numbers, for the players to exchange their position.

When you say "inside," those you mentioned will go to the centre of the parachute, then return to your area.

When saying "greetings" the mentioned players go to the centre, greet the teammates who have left and return to the starting position.

End of the game:

Each of the previous modalities can be repeated, as many times as indicated by the teacher who must take into account aspects such as motivation or player fatigue. However, depending on the modality being practiced, one of the final criteria will be when:

- The ball is Inserted into the central hole of the parachute.
- The ball to be kept falls from the parachute.
- All players exchange their position.
- All players successively do the wave.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

THE KNOT, THE TANGLE

Location

It is known throughout the Spanish geography and in other countries

ORGANIZATIONAL ASPECTS

Recommended Age of Participants:

> 12 years

Number of players:

6 to 15 players (15 recommended)

Estimated duration:

Less than 15 minutes

Type of facilities:

Sports court or any other indoor or outdoor space

Relationship between participants:

Socio-motor game, with cooperation "the participating person cooperates with one or more other people".

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Anyone who minimally understands the dynamics of the game will be able to participate.

Calendar:

Any time of the year

Some considerations about the dynamism or originality of the game:

It is a game with very simple rules, requiring minimum motor skills, which makes it easy for everyone to play. It does not require a specific infrastructure or material.

GAME DESCRIPTION:

Beginning:

The participants group together and raise their hands. Each participant must hold a free hand with each of theirs.

Game development:

Once all the hands are joined to those of another participant, a step is taken backwards and with the collaboration of all, making the body pass over or under the others, the knot must be undone.

End of the game:

There are two possible endings:

- When it is not possible to untie the hands to achieve the objective.
- When the knot is undone.

However, it can be repeated as many times as the teacher deems appropriate.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

NEWSPAPER DANCE

Location
Spain

ASPECTS OF THE ORGANIZATION

Recommended age of participants:

> 12 years

Number of players:

10-20 players (12 recommended)

Material:

One newspaper or magazine sheet per participant

Material characteristics:

Newspaper

Estimated duration:

15-30 minutes

Type of facilities:

External space (outdoors)

Relationship between participants:

Socio-motor game, with cooperation "the participating person cooperates with one or more other people".

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Anyone, regardless of their personal characteristics or age, can participate in this game.

Practice locations:

Different regions of Europe.

Calendar:

These types of games are typical of the playful and festive tradition of many cultures.

Origin of the objects (natural environment, recycling of objects, industrialized):

Traditionally, the playful use of materials from the immediate environment has been common. In this case, there are newspaper sheets.

Some considerations about the dynamism or originality of the game:

As it is a game that only requires used newspaper or magazine sheets, this activity could be played in any context

Traditional game practiced in many towns in Spain on the occasion of festive celebrations.

GAME DESCRIPTION:**Beginning:**

Players are grouped in mixed pairs (if possible). Each pair will have a sheet of newspaper folded several times to the size of a hand (leaflet).

Game development:

While the music is playing, one person from each pair carries a folded sheet of newspaper in his hand, following the rhythm of the music. When music stops, they should unfold the sheet, put it on the ground and climb on top.

The last couple to get it, must put down their newspaper and each person join another group that will become a trio.

The music is played again and the same procedure is carried out, whereby a couple leaves their newspaper.

End of the game:

The game ends when the whole group is on top of as few sheets of newspaper as possible.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

COOPERATIVE SKATES

Location

Spain

ASPECTS OF THE ORGANIZATION

Recommended age of participants:

> 12 years

Number of players:

2 to 3 players (3 recommended)

Material:

2 skates per group

Material characteristics:

Two long boards (depending on the number of people playing), with straps to hold the feet.

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (covered)

Relationship between participants:

Socio-motor game, with cooperation "the player plays with one or more playmates".

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

All people, boys and girls, are able to play this game.

Practice locations:

These types of activities have been carried out in any space without the need for a specific installation.

Calendar:

There is no designated time of year for its practice, and it can be done at any time.

Origin of the objects (natural environment, recycling of objects, industrialized):

Planks discarded from construction or carpentry can be used that still retain minimal stiffness conditions. Likewise, you can use straps of those used for blinds or other similar material that is flexible and resistant to traction.

Building process:

Wooden planks of about 15cm wide and of variable length (70-200cm) can be used. With a flat head screw, a blind rope or tape will be attached to fit one foot. You can put as many, as players want to participate with a pair of "skis", as long as they stay about 30-40 cm at least between each of them.

Some considerations about the dynamism or originality of the game:

The objective of this game is that all the participants move in a coordinated way. Players should share a great communication between all of them, so that the actions are as effective as possible.

GAME DESCRIPTION:**Beginning:**

The students will be distributed among the different skis available according to the number of places they have (2,3, 4...). It will be ensured that the groups are made up of students with and without disabilities.

Game development:

The professor will propose to take a certain route. To do this, all team members must move in a coordinated manner, for which they must all lift their feet at the same time. The route may be in a straight line, in slalom, with or without music etc.

End of the game:

When the route proposed by the teacher has been completed.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

THE COMPASS

Location
Tunisia



ORGANIZATIONAL ASPECTS

Recommended age of participants:

>9 years

Number of players:

Between 12 and 28 players (24 recommended)

Material:

Blackboards, compasses, markers, strings.

Material characteristics:

Without equipment

Estimated duration:

30 to 45 minutes

Type of infrastructure:

Outdoor space

Type of the game:

Socio-motor game, with cooperation "the participating person cooperates with one or more other people".

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)**Protagonists:**

Boys and girls under 9 years of age, from disadvantaged rural areas, in hard learning.

Practice locations:

School ground

Calendar:

School year

Origin of the objects:

No objects or construction process

Considerations about the dynamism or originality of the game:

This game is an activity with the aim of satisfying the needs of children from disadvantaged backgrounds with learning difficulties. The game consists of moving in a mini orientation race, taking as a model a diagram proposed on a paper and as a starting point a compass painted on the ground that indicates the 8 cardinal points (hence the name of the game). The group (6 children) moves together from one beacon to another (a table on which the instructions to continue the good journey are written) to orient themselves to the indicated places and finish the route as quickly as possible.

The interest of the game is to contribute to developing the knowledge of the court space in its main components - control of direction, distance, orientation - and more generally to the development of "geometric thinking". The original construction of the game lays in the development of the ability to change direction (take the shortest vs the longest paths) and the ability to spatial orientation (take the paths according to the instructions).



GAME DESCRIPTION

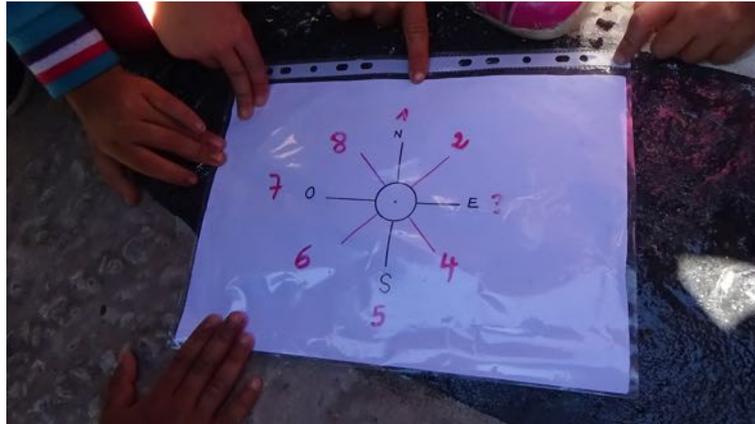
Beginning:

Organization of children in groups of 6.

Distribution of cards to the groups placed in front of the compass.

Each group of people reads the instructions for the route to follow and tries to plan the route to follow the mini route that the educator has drawn up beforehand.

This is the stage of reflection-discussion, organization and distribution of tasks before action.



Game development:

At the signal, people move in groups to take the right path and finish the route together as quickly as possible.

End of the game:

The group that manages to organize, orient itself and "navigate" the fastest, is the winner.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

L'ECHIQUIER DES POINTS

Location
Tunisia



ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 9 years

Numbers of players:

Between 12 and 28 players (24 recommended)

Equipment:

No material

Material characteristics:

No material

Estimated duration:

30 to 45 min

Type of infrastructure:

Outdoor space

Type of the game:

Socio-motor game with cooperation: "the player plays with partners".

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Children, girls and boys under 9, from disadvantaged rural areas, with learning difficulties.

Practice locations:

School playground

Calendar:

School year

Origin of objects:

No object or construction process

Considerations on the dynamism or originality of the game:

This game is an experimental activity, invented and adapted to satisfy the needs of children from disadvantaged backgrounds with learning difficulties. The dynamism of the game consists in moving as efficiently as possible in a space in the shape of a painted checkerboard on the ground, to “physically” reproduce a shape of dots which has been drawn by the educator on a handwritten map.

The originality of the game consists in the representation of a shape in space, produced by all the children of the group, which corresponds as closely as possible to the drawing presented at the beginning of the game on paper and do this as quickly as possible.



DESCRIPTION OF THE GAME

Start:

Organize children in groups of 6.

Distribute paper cards to children outside the "chessboard" playing area.

Children in each group observe the drawing and try to plan the route to be followed on the chessboard, discussing together to distribute the tasks, get organized and find the best solution to reproduce the figure, drawn on the map.

Game development:

Children enter the chessboard in groups, move as quickly as possible to place themselves on the "points", indicated on the card, and "physically" reproduce the imposed figure on the paper. The game is timed.

End of the game:

The group that manages to organize and reproduce the figure the fastest is the winner.



ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

THE WATCH

Location

Tunisia



ORGANIZATIONAL ASPECTS

Recommended age of participants:

>9 years

Number of players:

Between 12 and 28 players (24 recommended)

Material:

Without equipment

Material characteristics:

Without equipment

Estimated duration:

30 to 45 minutes

Type of infrastructure:

Outdoor space.

Inform other players:

Socio-motor game, with cooperation "the participating person cooperates with one or more other people".

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Boys and girls under the age of 9, from disadvantaged rural areas, in a learning environment.

Practice locations:

School Ground

Calendar:

School year

Origin of the objects:

No objects or construction process

Considerations about the dynamism or originality of the game:

This game is an experimental activity, invented and adapted to meet the needs of children from disadvantaged backgrounds in resilient learning. The dynamism of the game consists of moving within a space in the shape of a clock, according to a path and directions traced on the ground. The child, with the members of his team, tries to physically reproduce the time indicated orally and visually (presentation of the time on a poster) by the educator, on the clock drawn on the floor.

GAME DESCRIPTION

Beginning:

The children are placed outside the clock.

At the signal, they enter the "corridor" of the clock that runs in the direction indicated by the educator: clockwise or counter clockwise.

Game development:

At the announcement of an hour, oral or visual, the children enter the clock, trying to line up on the corresponding lines to physically symbolize the time announced by the educator.

End of the game:

The group that manages to organize and faithfully reproduce the advertised time fastest is the winner.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

3.1 Difficulties in cooperation socio-motor games from a gender perspective and proposals for intervention

Out of the **38** socio-motor TSG described in the catalogue, we found **7** co-operative games. In all descriptions, both in the organisational and socio-cultural criteria as well as in the consideration of the rules of the game, the attractive, relational and cooperative aspect of these games is emphasised.

The internal logic of these cooperative games certainly deserves more attention to this kind of TSG and their effects on the development of values such as gender equity or the inclusion of people in difficult situations, both in formal and non-formal educational contexts.

However, there are some challenges that need to be analysed from a gender perspective so that pedagogical interventions can respond in the best possible way in favour of gender equitable co-education. Among the cooperative games presented in the catalogue, three of them - the Knot, the Cooperative Skates and the Newspaper Dance - require bodily contact in the rules of the game; precisely because of this type of relationship with others, certain ethnomotor difficulties may arise. These difficulties and possible proposals for intervention are described below:

Difficulties in Cooperation Socio-motor Games	
INTERNAL LOGIC	
<p>Relationship with others: Possible difficulty in getting participants of both genders to cooperate when there is body contact: having to hold hands or by the waist can lead to rejection and exclusionary behaviour.</p>	<p>Relationship with others: Suggest a change in the direct motor interaction between the participants: replace body contact with interaction through an object, and then try to make the contact gradually accepted, if possible.</p>
Possible difficulties depending on the context	Proposals/Intervention
<p>Intervention strategies to deal with difficulties related to the internal logic of the games:</p> <p>There are different ways of intervening depending on the cultural and social context. Here are some examples: Teachers could create motor situations that enable the exploration of different types of motor interactions between participants:</p> <ol style="list-style-type: none"> 1. Non-contact: emphasise the synchronisation of motor conducts. 2. With indirect contact: encourage students to communicate and synchronise their motor conducts through objects: handkerchiefs, ropes, sticks or even the participants' clothes (scarf, tracksuit top, trainers...). if these objects are not available. 	

3. With direct body contact: stress the importance of contact in motor interaction in cooperative games to achieve a common goal:

- Invite students to choose the mode of contact that suits them.
- Encourage students to choose their partner(s) to explore the chosen mode of contact together.
- Encourage students to change partners
- Encourage mixed choices
- Encourage students to practice motor exploration to discover different modes of motor interaction in pairs, threes and fours.
- Suggest that each student perform direct bodily motor interactions with the other participants, without intermediate objects, in a progressive manner: start with the fingertips, then with the fists, or with the elbows, or with the back, etc., depending on the willingness of the participants.

The pedagogical strategy involves initially leaving it up to the student to choose the mode of motor interaction that makes him/her feel most comfortable, both for him/herself and for the people with whom he/she wishes to cooperate, and then gradually leading him/her to diversify the types of interaction with partners of different kinds.

The aim is to give pupils the opportunity to discover the different possibilities of cooperating with others and the benefits of contact for successful cooperation.

In motor learning situations, the importance of complicity between partners and the value of communication to achieve a common goal, regardless of gender, will be emphasised as much as possible.

The teacher would intervene if necessary to help, encourage, stimulate and motivate the participants to try to adapt and adjust the cooperative motor conducts for an equitable coeducation.

EXTERNAL LOGIC (EXTERNAL ASPECTS TO THE RULES OF THE GAMES)

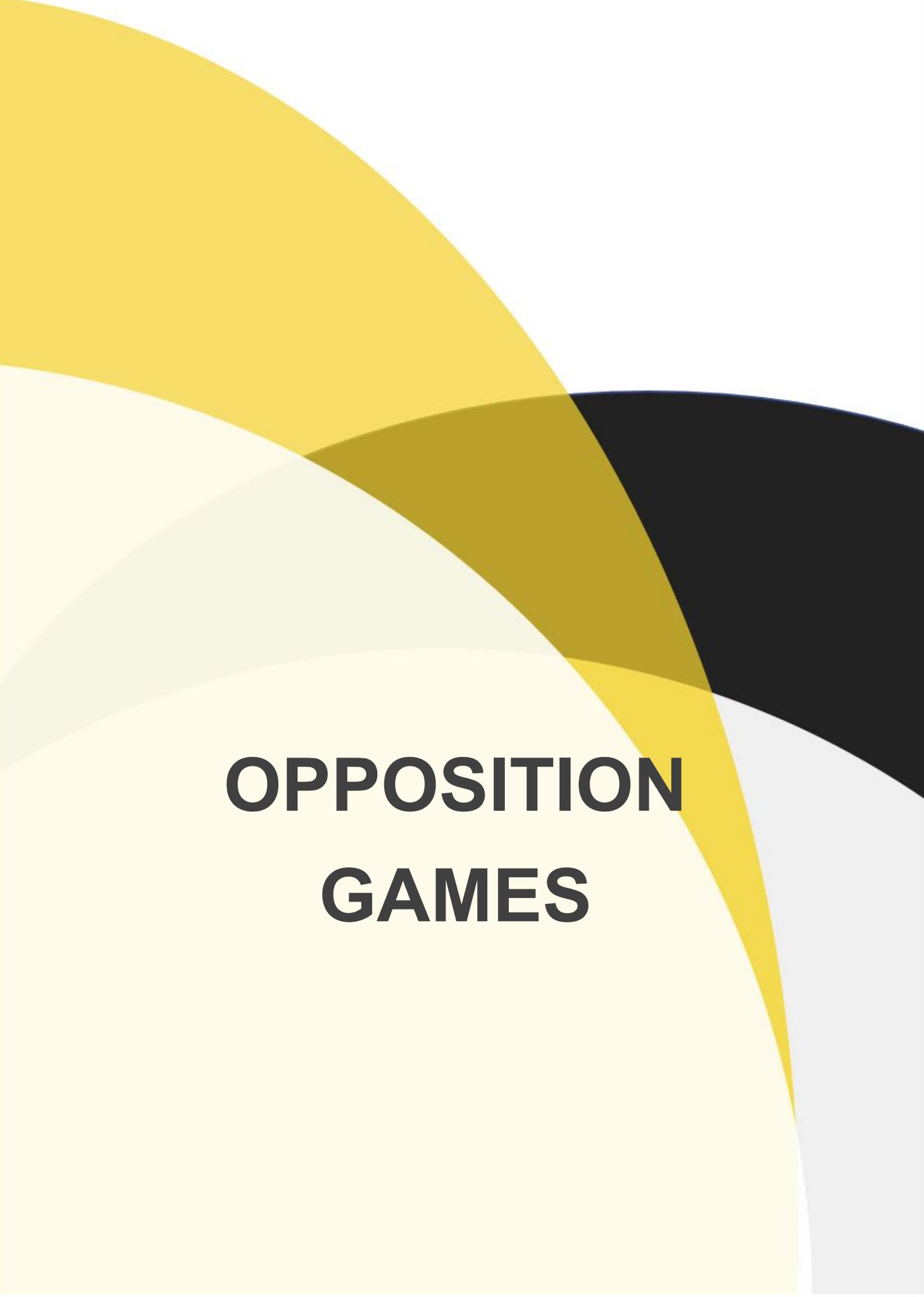
Possible difficulties depending on the context	Proposals/Intervention
<p>Games that require physical contact between girls and boys can cause reluctance or even outright refusal to play.</p> <p>Whether it is simply a matter of shyness towards the opposite sex, or whether it stems from a cultural, educational or even religious belief, the phenomenon must be properly identified before any intervention is undertaken.</p>	<p>To propose cooperative socio-motor learning situations that generate exchanges and interactions to show that body contact in play is above all an empathetic motor communication.</p>

Intervention strategies to deal with difficulties related to the external logic of the games:

The teacher could intervene to:

- To explain that the rules concerning the relationship with others imply above all respect for the other, whoever he or she may be.

- To show that body contact is part of the internal logic of the game and that motor interaction with others is above all a rule to be applied and respected which will enable the common objective to be achieved together.
- To offer practices that involve cooperative motor situations enriched by exchanges and motor communication, in which body contact between the two genders can take place in total mutual respect.
- To make people aware of the values of respect for others and their differences through the qualities developed by cooperation, which is an essential condition for achieving the common objective pursued by cooperation.
- To organise a short feedback at the end of the session where the teacher could encourage the pupils to have a positive attitude and insist on the advantages of situations of interaction between different genders.



OPPOSITION GAMES

4. Organisational and Socio-Cultural Description of the Socio-motor Opposition TSG

4.1 Alternating Opposition Game

BOARD MAHLA

Location
Evora, Portugal

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players

2-4 players (recommend 2)

Material

1 board + 1 cylinder + 4 circular pieces (shuffleboard or meshes)

Material characteristics:

wood / wood / rubber

Estimated duration:

15-30 minutes

Infrastructure:

Any installation

Relationship between participants:

Socio-motor game, opposition "the participating person opposes another or more people." Alternate opposition.

TRADITIONAL SOCIO-CULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Adult / Mixed / Any

Practice locations:

Recreation centres

Calendar:

Any day

Origin of the objects (natural environment, recycling of objects, industrialized):

The materials can be manufactured or built in a traditional way.

Some considerations about the dynamism or originality of the game:

Generally this game is played recreationally, among friends during the afternoon.

GAME DESCRIPTION:**Start:**

A board with a small cylinder is used. It is thrown about 3m away. Each player has two circular pieces and the first to throw is chosen by lot.

Game development:

The two players throw the two pieces alternately at the cylinder. If the cylinder is knocked down, 2 points are obtained, otherwise whoever has the piece closest to the cylinder obtains one point. The opponent's piece can be contacted. For this reason it is an opposition game.

Game over:

The game ends when one of the players reaches 21 points.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

4.2 Duel games between individuals

TRUCCO DA TERRA

Location
Liguria - Italy

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

2 players

Material:

Bowls, Parette (small wooden boards), Trucco (iron ring planted in the ground)

Material characteristics:

Wooden ball and paddles and iron ring.

Estimated duration:

15-30 minutes

Type of infrastructure:

External space

Relationship between participants:

Socio-motor game, opposition "the participating person opposes another person." Duel between players.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Age: from 5 to 80 years old. Gender: all.

Practice locations:

Petanque court or plaza (outdoors)

Calendar:

All year round

Origin of the objects:

Natural environment and industrial production

Building process:

Handmade and purchased

Considerations about the dynamism or originality of the game:

It is an interesting game to play on an open surface where you can place the metal circle stuck in the grass or earth.

GAME DESCRIPTION**Beginning:**

One person throws the ball and then the other participant throws his/her ball. Next, the person whose ball is closest to the trick (ring) begins. This person tries with the help of a shovel to pass the ball through the hole in the metal ring placed on the ground (trucco). It should be considered that this hole can rotate and change orientation if the ball contacts the trucco and is not introduced.

Game development:

When a player hits his/her ball with the paddle, if he/she cannot get it through the hole, the other person intervenes. The moves follow one after the other, so that it can be decided to hit the ball towards the trucco or to move the opponent's ball away, contacting his/her ball with the opponent's, in order to make the opponent's next action more difficult.

End of the game:

The game ends when one of the participants manages to make the ball enter the trick.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a Gender perspective:**

The internal logic of this game offers equal opportunities to both genders. No adaptation in the rules is required.

BOCCIA

Location

Poland, other countries

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

1-3 in a team

Material:

A set of 12 boccia balls (6 for each player or team) + a smaller ball, called a jack or boccino; additional and special equipment, depending on the type of disability (e.g. wheelchairs, ramps).

Material characteristics:

The set for the game of Boccia contains 6 red balls, 6 blue and 1 white (Jack) (for people with disabilities). Ball dimensions: weight: 275 gr. +/- 12 gr., circumference: 270mm +/- 8mm. The balls are made of synthetic leather and filled with granules. They are available in 4 degrees of hardness.

Estimated duration:

It depends on the particular game. Between 10 and 60 minutes.

Type of infrastructure:

Sports gym (indoors), outdoors also possible.

Relationship between participants:

Socio-motor game, opposition "the participating person opposes another person." Duel between players.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

This is a game for everyone.

Practice locations:

Sports gym, indoor (you can also play outdoors if you have a flat surface without obstacles).

Calendar:

Played regularly (league) or occasionally (tournaments, recreational games) throughout the year.

Origin of the objects:

The objects are made of synthetic leather and filled with granules (it applies to the game for people with disabilities).

Building process:

Production.

Considerations about the dynamism or originality of the game:

Boccia is a game that has been played since the time of the Roman Empire. In France, a similar game is balls, where it is a national sport, and it is equally popular in Italy under the name Boccia. What is the secret of the sport's longevity and popularity? It is an excellent game for several reasons: it offers no age or fitness restrictions for the players; the rules and materials are simple minimum requirements for the court of the game and, finally, an infinite number of solutions during the game.

GAME DESCRIPTION**Start:**

Boccia is a traditional sport in which the objective of the players is to place their balls (blue or red) as close as possible to the smallest ball (called jack). One player throws the cue ball (jack) onto the field and then the players throw their first ball as close to the cue ball as possible.

Game development:

The opposing player throws his ball, trying to bring it closer to the small ball than to the opponent's ball. Subsequently, the players take turns tossing their balls. Always throws this player whose ball is further from the ball than the opponent's ball, which is judged by the referee.

End of the game:

The game normally ends after 4 rounds (called "ends"). The winner is the person with the most balls closest to the jack throughout the game. The points are counted after each round: the greater the number of balls next to the cue ball, the more points the person or team wins (the score in each round can vary from 1-0 to 6-0). In the event of a tie, an extension (one extra round) is required.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a Gender perspective:

The internal logic of this game offers equal opportunities to both genders. No adaptation in the rules is required.

RINGO

Location

In various countries in Europe

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

2 people in the opposition version. 4 or 6 people if played as a team

Material:

1-2 rubber rings, a rope / a net / or a ribbon: something to mark the division of the field in two halves

Material characteristics:

Rubber ring, hollow inside; a rope, a net or a ribbon

Estimated duration:

It depends on the agreements that are adopted in each particular game.

Type of infrastructure:

Outdoor space, sports gym; anywhere you can hang a rope or net and have a safe space to play.

Relationship between participants:

Socio-motor game, opposition "the participating person opposes another person." Duel between players.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

People of different ages and gender participate

Practice locations:

Outdoor sports gym. Many places in Poland, where there are tournaments and other activities, organized, among others, by the Polish Ringo Association.

Calendar:

Especially the spring and summer period, but it can be played all year round depending on the possibility (in winter indoors).

Origin of the objects:

Purchased material

Building process:

Manufactured objects

Considerations about the dynamism or originality of the game:

Ringo is a well-known sports game, the practice of which dates back to the 1950s. In 1959, a journalist and a fencer, Włodzimierz Strzyżewski, wanted to go to training camp, but did not obtain a permit from his work. Therefore, he was looking for a way to train fencing in Warsaw. He used a rubber ring for this and simply called the throwing game thus invented "a ring game" (later the name was changed to "Ringo").

GAME DESCRIPTION**Start:**

In an opposition game between people, in which the player begins the game with a service from behind the baseline: he must throw the ringo with one hand to the other half of the field. The opponent tries to catch it (also with one hand) and throw it with the same hand again over a tape / a net.

In the team version, the game is played with two ringos flying at the same time. The game begins with two serves, performed by two players from the opposite team from the baselines at the same moment.

Game development:

The Ringo game consists of throwing a rubber ring over a tape, a rope or a net so that it falls on the opponent's field. The opponent tries to catch it in the air (also with one hand) and throw it with the same hand over the tape again.

Players can only move around the field of play when they do not have the ringo in hand. The moment they catch it, they must stop and throw the ringo. When the ringo hits the ground on the field, the game is interrupted and a point is awarded to the thrower. If it falls out of bounds, the point is for the opponent.

End of the game:

The game can end after winning two or three sets, up to 15 points each. There is a two-point advantage rule, but only up to point 17, which ends the set.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a Gender perspective:

The internal logic of this game offers equal opportunities to both genders. No adaptation in the rules is required.

BARRIMA

Location

Kerkennah Islands, Southern Tunisia

ORGANIZATIONAL ASPECTS

Recommended age of participants:

9 and more

Number of players:

2 players

Material:

2 "babouches" (shoes) and a piece of wood

Material characteristics:

"Babouches" (traditional Tunisian handmade shoes) and a piece of olive wood - "la Barrima" - 3cm high and 5cm in radius.

Estimated duration:

Less than 15 minutes

Type of facilities:

Flat, unobstructed outdoor space.

Relationship between participants:

Socio-motor game, opposition "the participating person opposes another person." Duel between players.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Girls and boys, from 8 to 14 years old, of all social categories.

Practice locations:

Outdoor space, neighbourhood or town streets.

Calendar:

Free time

Origin of the objects:

The "babouches" are traditional Tunisian shoes of artisan production and the piece of olive wood, naturally irregular in shape. They are collected in the surroundings.

Building process:

No special construction process.

The babouches are made of leather by artisans and are sold in the souks of the ancient villages of Tunisia. It is the traditional shoe used in the past by Tunisians.

Considerations about the dynamism or originality of the game:

The game presents us with a scene from the daily life of the Kerkenian children, who use their shoes to kill the scorpions, numerous on the island, dangerous during the summer season.

In the story that inspired the game, scorpions were hunted by adults at night, the time of day when they go out to eat, under the light of battery-powered torches. Scorpions caught alive are later brought in and sold to laboratories for the virtues of their venom.

GAME DESCRIPTION

Arrangement of space limited by two lines on each side at the rear of the land. The players decide for themselves the distance between the middle of the field where the piece of wood (symbolizing the scorpion) will be placed and the baseline that represents the space to be conquered by the opponent.

Start of the game:

Two players, each with a shoe, are placed face to face, in the middle of the field where the piece of wood (the "Barrima") is placed, each facing the opposite field.

At the signal of a third person, the game begins.

Game development:

The two players must try to move the "Barrima", placed in the centre of the field, towards the opponent's end line by throwing the shoe on the object.

End of the game:

The player who first moves the "Barrima" behind the opponent's line wins the game.



REMARKS

Variants can be interesting to apply in this game:

- The winner of the game can stay on the field and the loser is replaced by another player.
- Propose a form of tournament where teams will mix in order to develop team spirit, the feeling of belonging to the group and exchanges between people of different genders.
- This traditional game is a duel game, where two people oppose each other. The interactions can be changed and diversified by adding two partners to each player to make this game a team duel: playing two against two (two girls against two boys or one girl and one boy against one girl and one boy) can bring a variation to the game that can develop interesting group dynamics and socio-emotional relationships between girls and boys.

Note: A left-handed player can pose many problems to his right-handed opponent (experience during an animation of this game played by a right-handed boy and a left-handed girl).



"YA AACHRA JEK EL ACHRINE!"

The Hat

Location

Bedia (Tunisia)

The name of this game is a phonetic transcription of the Tunisian dialect; it literally means: "Hear the 10! The 20 will get you! "

ORGANIZATIONAL ASPECTS

Recommended age of participants:

12 years

Number of players:

From 10 to 20 players (14 recommendations)

Material:

A "Chéchia": traditional Tunisian hat.

Material characteristics:

Round red wool cap, sometimes adorned with a cord of black down to the nape.

Estimated duration:

15 to 30 minutes

Type of facilities:

Outdoor space

Relationship between participants:

Socio-motor game, opposition "the participating person opposes another person." Duel between players.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Game traditionally played by children aged 14 and over.

Practice locations:

Outdoor space, working-class neighbourhoods in rural areas.

Calendar:

Fun activity traditionally carried out by the rural population - Bedia - during the second day of wedding celebrations in the south and north of Tunisia.

Origin of the objects:

The "Chéchia" is a traditional Tunisian red wool hat, made by specialist craftsmen and sold in the souks of La Medina (old town). It is worn by men from towns and cities all over Tunisia.

Considerations about the dynamism or originality of the game:

Traditionally, this game was played mainly by boys and men (from 14 to 27 years old), companions and close to the newlyweds, called "Jannada" (soldiers), hanging from the traditional nuptial celebrations before the independence of Tunisia (1956), in the "Badia" (rural areas).

GAME DESCRIPTION

Draw a rectangle of terrain measuring 50 m by 30m. Place the Chéchia in the centre with unequal distance between the two final lines: 10 m from one line and 20 m from the other. Example: two teams of equal numbers: a team A on the line at 10 m from Chéchia and a team B at 20 m; 30 m separate the two teams.

Start of the game:

When a number is announced, the two opponents of each team with the same number run towards the Chéchia.

Game development:

The player of team A must seize the Chéchia and run towards their camp before being hunted by the player of B team.

If the bearer of the "Chechia" is touched by the opponent, his team loses one point; if successful, his/her team gets a point.

The game continues with mentioning one of the numbers of all the members of both teams.

Once all the numbers have been called, the teams switch sides.

End of the game:

The game ends when all members of both teams have participated. The winning team is the one with the most points after two rounds.





ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties encountered by the player in terms of:

Relationship with other players

A difference in physical capacity could be observed between the students.

Sometimes, it has been observed that there is too much abrupt contact at the moment of the opponent's grip.

Adaptation

To adapt the distances and the choice of the opponent according to the ability of each student.

A light tap on the shoulder is enough to declare that an opponent has been caught: this avoids aggressive contact (tearing of clothes, pushing, etc.) between players.

REMARKS

Possibility of playing two, three or even four players of different genders at the same time in order to multiply and vary the interactions of mixed cooperation and opposition (between girls and boys).

This will encourage team members to exchange with each other and share possible tricks and strategies between partners and against opponents.

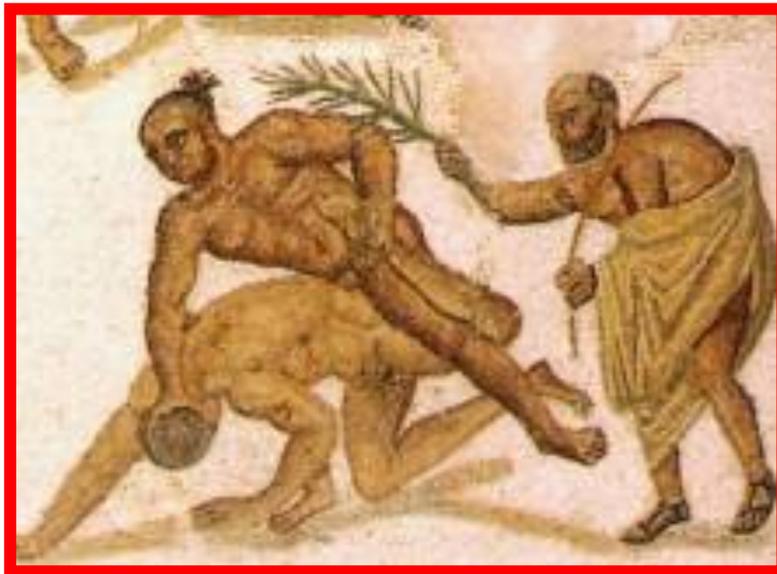


“GRECH”

Tunisian Traditional Wrestling

Location

Tunisia



ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

2 players

Team:

Two types of musical instruments ("Tabel" and "Zokra"), a traditional costume, a fighting belt and, depending on the combat modality, a stick.

Equipment features:

Musical instruments are traditional and accompany the fighters during combat, in order to generate a synergy between their motor behaviours and the musical rhythm. The players wear a traditional costume along with a belt.

Some fighting methods are carried out with an olive wood stick, handcrafted for the occasion.

Estimated duration:

15 minutes of combat (3 rounds of 5')

Type of infrastructure:

Outdoor space, in fields, in neighbourhoods or by the sea.

Relationship between participants:

Socio-motor game, opposition "the participating person opposes another person." Duel between players.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)**Protagonists:**

The "Grech" struggle is a practice of young people aged 16 and over, from the rural areas of the Mahdia region and more generally from the Sahel.

Practice locations:

Natural space: fields or sea

Calendar:

Game played primarily in conjunction with wedding celebrations, national holidays, and cultural and / or religious events.

Origin of the objects:

Handcrafted

Building process:

Handcrafted

Considerations about the dynamism or originality of the game:

The game is a symmetrical duel played on a soft sand surface. The "Grech" wrestling was traditionally played in all regions of Tunisia and especially in the rural areas of the Tunisian Sahel (Sousse Region, Monastir, Mahdia, Msaken).

The game is of Persian origin, transmitted to North Africa by the Turks who named it Kuresh = krech or also Guresh = Gresh. The practice of this style of fighting brought together cultural, spiritual, and physical activities.

There are different ways of fighting: with a stick - the "Ardef" or the "Zgara" - and with the hands - the "Grech". In urban areas, there is only the "Grech" fight.

Traditionally, the duel was practiced mainly by fishermen. Old sailors say that their pirate ancestors played "Grech" wrestling to prepare for attacks by rival pirates and to defend themselves in hand-to-hand combat with the enemy. The game was played in a fun way and with rigor and seriousness. It was one of the fundamental elements of the training of the sailor during the piracy era. Since wrestling is a war game, it was played in the Sahel by the same people who often had aggressive politics throughout history.

The fighters were chosen, according to their physical and motor skills, by an expert facilitator whose role was to judge the games. This person was known by the name of "Habbat", generally a former fighter, recognized in the region.



GAME DESCRIPTION

Start of the game:

When the music ("Tefzi") is played with the help of traditional instruments, the game begins, the purpose of which is to attract spectators and prepare the fighters for combat, through war melodies and a frenetic rhythm of sounds. The two participating wrestlers move around the 6 m diameter circle (the arena) following the rhythm of the music: they prepare to start the fight.

The first to throw sand in the centre of the playing field takes the dominant position.



Game development:

Always under the rhythm of music, each fighter must try to make the other player fall, on his back without releasing the belt (the "Kimal") of the opponent and without crossing the limits of the arena. If these fouls are committed, stop the fight and return to the starting position.

Fighters can use their legs to force their opponent to fall or turn. They can also carry their opponent on the back and hold him by the free leg to place him on the ground laterally. Additionally, they can deliver an "inside punch" that knocks the opponent back.

End of the game:

The fighter who wins 2 rounds gets 3 points and wins the game.

In the event of a tie, an additional round is triggered and a new "draw" (sandblast) will designate the fighter who will win the first prize.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

Motor interaction:

Difficulty interacting with a person of the other gender, due to body contact.

Grech wrestling is probably a single-gender game: adolescents of different genders often refused to play with each other.

In contrast, with young children who have not yet reached puberty, no problems arose.

In addition, there may be difficulties due to the different body sizes of the combatants.

Adaptation to difficulties

Motor interaction:

Explain that body contact in some games is a distinctive feature that should not be a problem.

Try to deal with people of similar height and weight.

4.3 One-against-all games

KAPELA

The Chapel (English)

Location

Poland

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

2-8 players

Material:

Different balls depending on the number of players (one ball per player); some stones or pieces of wood (3-5).

Material characteristics:

Wooden or plastic balls (1-8), some stones or pieces of wood.

Estimated duration:

It depends on the particular game. Games are usually short duration.

Type of infrastructure:

Outdoor space, sports gym; everywhere, where you can find a flat and safe surface without obstacles.

Relationship between participants:

Socio-motor game, opposition "the participant person opposes other people." One against all

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

A game for everyone, especially good for children (9-12 years old)

Practice locations:

Outdoors, sports gyms in the region of Poland, such as Kociewie or Wielkopolska, during local events, festivals, holidays, fairs, children's activities, etc.

Calendar:

All year round, especially the spring and summer period.

Origin of the objects:

Formerly the natural environment (stones); currently environment (wood) or production (plastic balls, filled with water).

Building process:

Formerly the natural environment; now either the environment (wooden balls made by carpenters) or the production.

Considerations about the dynamism or originality of the game:

The name of this game comes from an Italian word *capella*, which means chapel. It was formerly played by shepherds from the Kociewie region (Pomerania, northern Poland). They used field stones for the game, which were very popular in this area. Then the game was forgotten and reinvented in 1990 in the village of Szlachta (Kociewie) by the local authorities. It is now played occasionally in the Kociewie and Wielkopolska regions.

GAME DESCRIPTION**Start:**

Kapela is a duel between two players. A person named *Kapelamaster* stands in the middle of the field with a hat / cup on his head (he can also use, for example, bean bags instead of hats) and places a small construction of stones (one on top of the other) next to him. This construction looks like a chapel, hence the name of the game.

Around the Kapelamaster, usually up to 8 players are placed in a circle (this number can vary). Each person has a wooden ball in their hand (it was a stone in the past).

One of these players starts the game, throwing or rolling the ball towards the stone chapel so that it falls. If successful, he/she runs for the ball and must return with it to his/her place (same path).

Game development:

At the same time, the Kapelamaster's task is to rebuild the chapel and then throw a cap / hat (from his head) at the player, running after the ball. If he hits him, before he returns with the ball to his place, the person hit is the new Kapelamaster.

End of the game:

If the Kapelamaster fails or does not rebuild the chapel (or the stones fall during the game), he or she remains in the same place. Then another person in the circle will try to knock down the chapel by rolling or throwing the ball.

Basically, there are no winners or losers in this game. After each turn, the Kapelamaster may be substituted by a person from the circle or may remain in this role for another play. Players can intervene until they are tired or agree to another way to end the game.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a Gender perspective:

The internal logic of this game offers equal opportunities to both genders. No adaptation in the rules is required.

PRASIČKANJE

Location

Central Istria, Croatia

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

3-10 participants

Material:

Wood, stone

Material characteristics:

1 round stone (not so big that it can be moved in the game) and wooden sticks that equal the number of players

Estimated duration:

45-60 min

Type of infrastructure:

Outdoor space

Relationship between participants:

Socio-motor game, opposition "the participant person opposes other people." One against all.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

In the past, the game was mainly played by men in their spare time.

Practice locations:

Meadow.

Calendar:

All year

Origin of the objects:

Natural environment.

Building process:

Handmade objects.

Considerations about the dynamism or originality of the game:

Prasičkanje is practiced in Central Istria. It is a game that requires the intervention of at least three people. A stone and sticks that are obtained from nature are used.

GAME DESCRIPTION**Start:**

Players dig holes-praščak in the middle (main hole) and a hole around it. Praščak (pigsty) is a central hole that players aim at with the stone (pig). All players, except one, dig holes in a circle about 5 m from the hole in the middle. There is always one hole less than the number of players. Standing in a row, one after another, the players throw their stick towards the stone in praščak. This is how they choose the pursuer and the attackers. The player whose stick is closest to praščak is the attacker. The player whose stick is furthest away is invited to be the chaser. At the beginning of the game, the pursuer and the attacker stand next to praščak.

Game development:

Other players choose their holes. The pursuer throws the stone into the air and yells: SLANDERPEK! The striker hits the stone throwing it as far from praščak as he can. The pursuer's goal is to return the stone to praščak and other players prevent him by pushing the stone in the opposite direction. During play, the pursuer may take over a hole without surveillance. If he manages to do that and places his stick in one of the holes, the player whose hole was stolen is invited to be the next chaser.

End of the game:

The game ends when the pursuer places the stone on praščak.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

OBSERVATIONS:

It is necessary to take into account the relationship with players of another gender: boys should be careful not to use extended force and push, when playing with girls.

"RAKASSA"

The Dancer

Location

Kerkenna Archipelago, southern Tunisia

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 9 years

Number of players:

10-20 players (16 recommended)

Material:

No material required

Material characteristics:

Without equipment

Estimated duration:

15 to 30 minutes

But, in general, the duration of this game is random: it depends on the weather conditions, the context of the event. If there is a conflict, there is the possibility of stopping the game.

Type of infrastructure:

Unobstructed open-air space (traditionally played in the "Sebkha" (lagoons) that line the sea of the Kerkennah Islands).

Relationship between participants:

Socio-motor game, opposition "the participant person opposes other people." One against all.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

A game traditionally played by 12-14 year olds from fishing families in the village of Ataya, north of the Kerkennah archipelago.

Practice locations:

Natural area: in the Sebkhah (lagoons), vast plateaus, very flat and without holes located by the sea, in front of the Marabout mausoleum "Sidi Messoud", in the Kerkennah Archipelago.

Calendar:

Fishing, being the main activity of the archipelago, traditional sports games are part of the only leisure activities practiced by the natives: the game of Rakassa is one of these activities, it is practiced after noon after fishing, free time and during school Holidays.

Origin of the objects:

No items are used in this game.

Building process:

No need to craft objects.

Considerations about the dynamism or originality of the game:

It is a socio-motor game with a one-on-one structure where children practice "hunting another person" inside a maze. The space is designed in a very original way: children draw the playing field on the ground with a stone or by pouring water on the hard sand, a maze in the shape of a large octopus with seven fingers separated from each other. At the end of two fingers, two small spaces are drawn that will be the object of a refuge corner (called "beït" or "haram"). This refuge is for the hunted player ("the fish") who wants to avoid the hunter ("the fisherman") on some occasion. Generally, the participants in the game design the shape and surface of the maze, according to the number and skills of the players.

GAME DESCRIPTION**Beginning:**

The game begins with a draw to designate the fisherman who will be placed inside the "Gûmmidha", that is, the head of the octopus placed at the bottom of the labyrinth. The other players, "the fish", are scattered inside the maze, in the "octopus fingers". At the signal, the fisherman leaves the "Gûmmidha" to chase the "fish".

Game development:

The player who is touched by the "fisherman", or who goes outside the drawn lines or who catches the "Gûmmidha" is considered dead: he must leave the game.

Only a "fish" can enter a "beït" (coin shelter), and for a very short time.

The winning "fisherman" is the one who attracts the most "fishes" in 2 minutes.

All players must go through the role of "fisherman".

End of the game:

The game ends when all players on both sides assume the role of "fisherman".

The end of the game can also be decided by the players themselves, or after conflict or fatigue or when the sun goes down.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

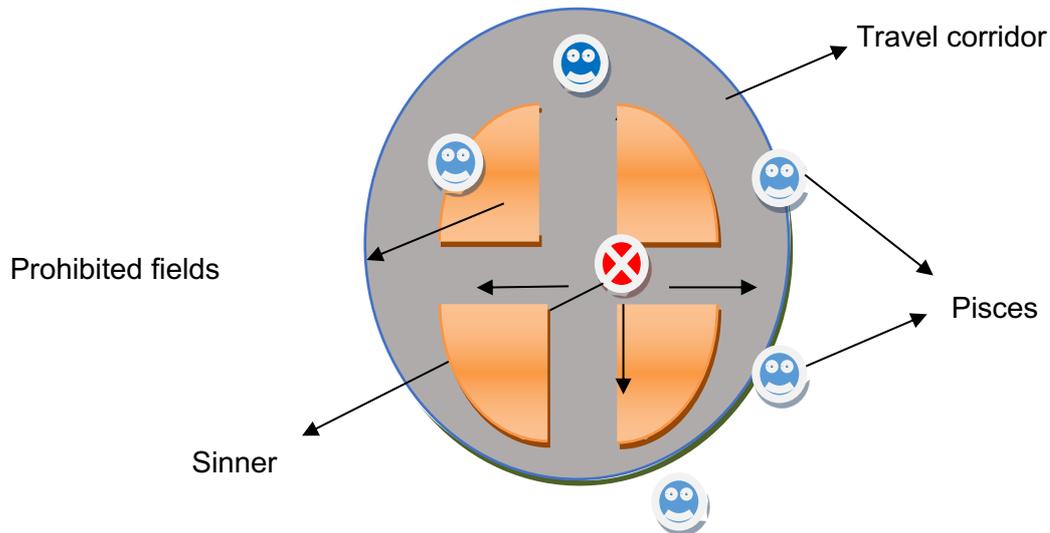
Difficulties presented by the game from a Gender perspective:

The internal logic of this game offers equal opportunities to both genders. No adaptation in the rules is required.

OBSERVATIONS:

The complicated shape of the original maze (in the shape of an octopus) is today often replaced by an easier figure to draw on the ground to give everyone the opportunity to practice Rakassa in various spaces. This adaptation allows students, neighbourhood children, etc., to play it both at school and on the street and during events.

The octopus is thus replaced by a 6 m radius circle in which we draw two crossed corridors inside and a 1 m wide corridor on the periphery (see diagram below).





Possibility of changing the structure of the game by increasing the name "fishermen" to two people and sometimes pairs of the same type, sometimes mixed to vary personal interactions,

Increasing the duration of each progressive game (2 'then 3' then 4 ', etc.) according to the abilities of the players,

Increasing or decreasing the surface of the game to make motor behaviour more complex and create more collective strategies.



4.4 All versus all games

PATACÓN, CARTETAS, CARDS

Location
Catalonia

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

2 to 6 players

Material:

Cards from an incomplete set or from a set that is already damaged from too much use.

Material characteristics:

Used Cards.

Estimated duration:

The duration depends on many factors. It is generally agreed upon by the participants themselves.

Type of facilities:

Any flat space, both indoors and outdoors that has a wall

Relationship between participants: Socio-motor game, opposition "the participating person opposes other people." Alternative: opposition all against all.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Traditionally, it is played in any open space (town square, schoolyard) or indoors (gymnasium, sports hall or similar).

Calendar:

Any time of the year, if weather permits, is suitable for this game.

Origin of the objects (natural environment, recycling of objects, industrialized):

Traditionally, the cards that adults discarded were used at the end of their games.

Building process:

Each player has a card that will split in the middle lengthwise. Each piece is folded into three equal parts, forming a small square. The end will be inserted into the other. On the one hand, you can see the suit of the card, while on the other the back, as if there were heads and tails.

Some considerations about the dynamism or originality of the game:

In principle, all people are able to play this game.

GAME DESCRIPTION:**Beginning:**

There are different modes of the game. Some of them are the following:

- chopped. Already a patacón face-down, on the ground. This would be the "base patacón".
- "pica-wall". A line is marked on the ground, spaced a foot apart from the wall.
- "joint". Each player places a patacón on a cylinder resting on the ground.

Game development:

- picada. In turns, the players are shooting on the "base patacón", with the intention of turning it. In this case, it would be kept by the person who carried out that action. If this is not achieved, the patacón that has been used is left on the ground.
- pica-wall. Each player has a few patacons. In turns, they throw them against the wall. If it is between the line and this wall, the "patacon" is retained. When this is not the case, the player recovers it, while keeping all those who are between the line and the wall.
- "joint". In turn, each player is throwing trying to get the maximum possible that they are the ones who would stay.

End of the game:

- Variant "pica-wall". The game ends when the players score or when there are no patacons left to play by any of the players.
- Variant "joint". The game ends when all the "patacons" have been dropped from the cylinders.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

STEALING TAILS

Location

It is widespread throughout Spain and internationally.

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

7 to 15 players (10 recommended)

Material:

A participating handkerchief

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (covered or uncovered)

Relationship between participants:

Socio-motor game, opposition "the participating person opposes other people."
Opposition all against all.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Anyone who has minimal mobility or uses a wheelchair.

Calendar:

The cultural context does not condition the practice of this game. It can be practiced at any time of the year.

Origin of the objects (natural environment, recycling of objects, industrialized):

Any handkerchief, rag or shirt can do the trick.

Some considerations about the dynamism or originality of the game:

Chase games are well known in international geography. In many countries they are called "It games" or "Tag games". Virtually no materials are required.

GAME DESCRIPTION:

Beginning:

Each participant will have a handkerchief which they must put on their back, inserting a part of the handkerchief into the pants, thus imitating an animal tail.

Game development:

When the indication is given the game will start. The goal of all players is to steal as many tails as possible, holding them in one hand. If a person runs out of a scarf, they can steal it from someone else.

End of the game:

The game ends when the time is up. The person who has accumulated the most tails during the game will win.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a Gender perspective:

Motor interaction with others

Difficulty stealing a handkerchief from boys who move very fast.

Adaptation to difficulties:

Motor interaction with others

Reduce the field of play so that all the players are closer and it can be easier to capture the opponent's handkerchiefs.

The use of space

Introduce protected areas for people who easily lose their handkerchief.

The use of material

The handkerchiefs should be long to allow them to be easily caught.

4.5 Difficulties in opposition games from a gender perspective and proposals for intervention

Of the 12 oppositional games described in the catalogue, 9 do not pose problems for being played between girls and boys.

The remaining 3 TSG pose ethnomotor problems:

In the Grech game (Tunisian wrestling), motor interaction requires close contact. In the case of a fight between girls and boys, this relationship with the other may pose a problem from a socio-cultural point of view.

In the game Ya aachra jek el achrine (a Tunisian modality of the game Beret) and the game stailing tales, the difficulty would be spatial. Too great a distance between the two opponents could favour some people over others, especially boys over girls.

OPPOSITION SOCIOMOTOR TRADITIONAL GAMES	
INTERNAL LOGIC	
Games with different spaces between the 2 opponents ("Ya aachra jek el achrine")	
Possible difficulties depending on the context	Proposals/Interventions
<p>Relationship with space: The Difficulty would be related to the dimension of space: possibility that distance is a difficulty when the physical conditions between two players are not balanced, whether they are of different or the same gender.</p>	<p>Relationship with space: Ask students to explore various options to help them find the right balance between distance and each person's ability.</p>
<p>Intervention strategies for difficulties related to the internal logic of the game: There are different ways to intervene depending on the cultural and social context. Presentation of some examples:</p> <ul style="list-style-type: none"> - To Provide contrasted sociomotor learning situations that allow students to explore both types of distance. - Invite the participants to choose their opponent to form a duel. - To Provide an opportunity to evaluate the options (of space and opponent) in a first set of duel race situations. - To Invite the participants again to choose their opponent based on this evaluation, encouraging the formation of mixed duels. - To Emphasize the search for a balance of skills in elections. - To Encourage the search for strategic solutions to overcome difficulties (simulated or not). - To Invite students to find different ways to move, ensure balance, equal opportunities and make the game more fun. 	

<p>The pedagogical strategy is to leave the initiative to the students to choose, evaluate and find the balance between the distance to travel and motor conducts; the goal is to make them discover their own motor conducts and those of others.</p> <p>The teacher would intervene if necessary to help students adapt and adjust their motor conducts in order to achieve equitable coeducation.</p>	
EXTERNAL LOGIC (ASPECTS EXTERNAL TO THE RULES OF THE GAME)	
Possible Difficulties depending on the context	Proposals/Intervention
<p>Possibility of refusing to play with an opponent of a different gender: the difference in levels considered as a fact can provoke anticipated motor conducts of defeat or domination.</p>	<p>Propose sociomotor learning situations of opposition (duelling game) where the objective is not necessarily the absolute dominance of one over the other, but the value of the merit of expressing oneself through motor conducts adjusted to the internal logic of the game.</p>
<p>Intervention strategies for difficulties related to the internal logic of the game:</p> <p>The teacher can intervene:</p> <ul style="list-style-type: none"> - To Assess motor conducts in which strategies that balance differences are requested - Practically exemplify that the balance in the duel allows to improve the objective of the game - To Show that the search for balance is more important than the search for absolute dominance. 	
INTERNAL LOGIC	
Case of the game where the size of the space makes a difference ("Steal queues")	
Possible Difficulties depending on the context	Proposals/Intervention
<p>Relationship with space:</p> <p>The difficulty would be related to the dimension of space: the possibility of distance being a difficulty when the physical conditions between two players of different genders are not usually balanced.</p>	<p>Relationship with space:</p> <p>Provide a space that increases equal opportunities for both genders: the smaller the space, the greater the chances that both genders will use the same skills.</p>
<p>Intervention strategies for difficulties related to the internal logic of the game: Relationship with space</p> <p>There are different ways of intervening depending on the cultural and social context.</p> <p>Presentation of some examples:</p> <ul style="list-style-type: none"> - Providing learning situations where the dimensions of the space are reduced to increase equal opportunities for all. 	

<p>- To Invite the participants to look for different ways of traveling.</p> <p>The pedagogical strategy is to present to all students, girls and boys, a space that allows the manifestation of motor conducts in a context of gender equity and equal opportunities for all. The teacher would intervene if necessary to help the students to adapt or/and adjust the motor behavior of the students to achieve equitable co-education between girls and boys.</p>	
EXTERNAL LOGIC (ASPECTS EXTERNAL TO THE RULES OF THE GAME)	
Possible Difficulties depending on the context	Proposals/Intervention
<p>Possibility of refusing to play with an opponent of a different gender: this fact is based on the belief that the physical conditions between two players of a different gender are not usually balanced, for this reason there are differences that can cause anticipated motor conducts of defeat or domination.</p>	<p>Propose situations of sociomotor learning of opposition (duelling game) whose objective is a practical example of a game that offers equal opportunities for all and that the mixed participation in this game is an enrichment.</p>
<p>Intervention strategies for difficulties related to the internal logic of the game:</p> <p>The teacher can intervene to:</p> <ul style="list-style-type: none"> - Create motor game situations that highlight the multidimensional (and not only physical) aspect of the motor behavior of all students to show that male dominance in the JST is far from systematic - Create motor game situations that allow everyone to participate actively and fairly in the game, and where no one is excluded from the game (Example: play in small spaces or choose different ways of acting). - The person who exercises the teaching role offers a brief and synthetic feedback at the end of the session where he comments on the examples of motor conducts that have been experienced in this class, adapting competently in the opposition games in which he has respected gender equity 	
INTERNAL LOGIC	
For games involving body contact (eg GRECH wrestling)	
Possible Difficulties depending on the context	Proposals/Intervention
<p>Relationship with others:</p> <p>Difficulty in confronting a boy with a girl in body-to-body contact that allows the rules of the game (especially in adolescence and adulthood; in boys the problem is less). The "Grech" fight would be a unisexual game.</p>	<p>Relationship with others:</p> <p>Suggest to the students that they explore different contact options and that they establish themselves some rules that allow them to accept, in theAs far as possible, that Greek</p>

<p>Playing in mixed mode in this duel is all the more rejected since the game has an internal logic of competition based on the dominance of one over the other.</p>	<p>wrestling can be practiced by two people of different genders.</p>
<p>Intervention strategies for difficulties related to the internal logic of the game: Relationship with others</p> <p>There are different ways of intervening depending on the cultural and social context.</p> <p>Presentation of some examples:</p> <ul style="list-style-type: none"> - To Invite the students to choose their opponent. - To Invite students to suggest other contact rules. - To Adapt, if necessary, the contact forms so that it can be accepted that the fight can be carried out by two people of different genders. - To Provide motor learning situations that allow students to gradually initiate body contact through the use of objects (ropes or handkerchiefs), playing different motor conducts (sitting, squatting, with support on one leg or standing), limiting contact to specific parts of the body (elbow or head, for example) - To Propose situations where respect prevails and aggressive and dominating motor conducts associated with bodily contact are limited. - To Create motor game situations that do not imply an internal competitive logic: propose types of fights where contact is accepted by both sides and where the objective is not the domination of one over the other. 	
<p>EXTERNAL LOGIC (ASPECTS EXTERNAL TO THE RULES OF THE GAME)</p>	
<p>Possible Difficulties depending on the context</p>	<p>Proposals/Intervention</p>
<p>traditionally practiced in Tunis for boys/men, Grech is considered a male game; The possible difficulties would be linked from the point of view of gender, therefore the relationship with the contact is conditioned by prejudices that would push girls/women to judge it too aggressive, and therefore refuse to play it immediately.</p> <p>Note: <i>The phenomenon is cultural and social. In fact, in some countries, especially in the Sub-Saharan Africa, this traditional game is also played by women where spectacular competitions are organized.</i></p>	<p>To Propose sociomotor learning situations of opposition (duelling game) where the objective is not necessarily the absolute dominance of one over the other but the discovery of the possibilities of opposition of different genders in a playful way.</p>

Intervention strategies for difficulties related to the internal logic of the game:

The teacher can intervene to:

- Make possible the students to discover this game in a form accepted by girls and prove that it deserves to be explored.
- Provide motor learning situations that encourage and motivate girls to overcome prejudices and highlight the playful qualities of this fighting game.
- Teach, through opposing sociomotor situations, that bodily contact between girls and boys can take place with total mutual respect.
- Show that this bodily contact is above all a mode of motor interaction that responds to the achievement of a playful objective.



**COOPERATION
AND OPPOSITION
GAMES**

5. Organisational and Socio-Cultural Description of the Socio-motor Cooperation-Opposition TSG

5.1 Symmetrical Teams Duel Games

STEAL STONES

Location

This game is played in different areas of northern Spain and also in France.

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

12-20 players (16 recommended)

Material:

Equal number of team balls

Material characteristics:

The balls must be different to be able to identify the balls that correspond to each team

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (covered)

Relationship between participants:

Socio-motor game, of cooperation and opposition. Symmetrical duel between teams.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

This game was played in different areas of northern Spain and also in France.

GAME DESCRIPTION:

Beginning:

The field will be divided into two equal parts corresponding to each team. The objective of the game is to carry out to an end all the balls of the team located in the zone of the bottom of the opposite team to the own field.

Game development:

Each player can only be caught by the defenders of the other team who are located in the opposite field, in the area in front where the balls are. When a player is captured they must sit on the ground and wait to be saved. To save the prisoner, a “alive” player has to go to where he/she is sitting and touch him/her. When the trapped player is saved, he/she can decide whether to return to his court or to go to the ball zone of the opposing team. If a player reaches the area at the back of the opponent's court where the balls are, he/she can decide to go out with a ball in his/her hands at the time he/she deems appropriate. If a defender touches his/her body, then he/she must leave the ball in the back zone where he/she caught it and return to his/her court, where the defenders are positioned.

End of the game:

The first team that carries all the opponent's balls to their own field wins.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

“AGFA” HOCKEY

Location

Ancient game generally played in the south and north-east of Tunisia.

Other designations: (also called KOURET el Maagef, KOURET El Kaous, KOUERT El Guedda, El roud)



ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

6 to 20 players (8 recommended)

Material:

1 ball and 8 crosses

Material characteristics:

A small ball slightly larger than a tennis ball, made of woolen or plastic fabrics. 8 palm wood crosses one meter long for adults and 70 cm long for children.

Estimated duration:

30 minutes and more for adults, 10 minutes for children.

In general, the notion of time in this game is random: it is relative to the weather, the context of the newspaper, the event, the related channel (if there is conflict: possibility of stopping the game), etc.

Type of infrastructure:

Outdoor space, open air.

Relationship between participants:

Socio-motor game, of cooperation and opposition. Symmetrical duel between teams.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)**Protagonists:**

Children (older than seven years), Adults and elderly men between 20 and 60 years of age, generally from rural areas (peasants, farmers).

Practice locations:

Natural space (champions), undeveloped and limited by environmental objects.

Calendar:

Traditional festivals (weddings, etc.) and seasonal events to celebrate the sowing of wheat and the gathering of dates, school holidays, visit of the marabouts.

Origin of the objects:

Natural environment.

Building process:

The objects are collected, under the palm trees, from the dry branches that fall naturally to the ground or after a pruning of branches by the farmers in the oases of southern Tunisia and on the Kerkennah islands. These branches, 1 meter long, are generally dedicated to adult players.

In the Kerkennah Islands, the lower part of the palm branch left behind by fishermen is collected who only use the upper part to build water mazes (charfiia) for fishing. These 70cm palm branch scraps are ideal for young Agfa players.



Considerations about the dynamism or originality of the game:

Ethnological characteristics:

- Formerly, this game, among many others, was part of the festive activities practiced by adult men during weddings: The young relatives of the bride, considered as her "protectors" (Janneda), constitute a team against relatives and "protectors" of the husband. The contest aims to honor the protected family. The losing team must materially support the newlyweds, offer them gifts and food for the wedding ceremony. This custom was widely practiced in Tunisia, especially the hanging colonization and lasted even after independence, until the 1960s.
- Game was also played to celebrate the wheat harvest, or the sheep shearing in the extreme south of Tunisia (Tataouine, Ras Ejdair ...),
- Game was played between the adults of two ethnic male groups (Berbers or Arabs) from the southern and northern regions of Tunisia with a fun purpose.

GAME DESCRIPTION

Beginning:

The draw is usually carried out by an older person (the village elder) who chooses the members according to their level to form two homogeneous teams. The teams are then placed in one part of the camp. The ball is placed on the ground in the centre of the field by the elder who gives the signal to start the game.

Game development:

Each team must cooperate with the ball thrown with the help of palm crosses against the opposing team moving towards the opponent's court to score a goal ("Roud") which consists of tilting the ball behind the opposing team's baseline, without touching the ball with the feet or the hands.

End of the game:

Traditionally, the game ended at sunset and the women of the losing team prepared meals for all the players.

The winning team is the one that has scored the most points by placing the ball behind the opponent's court line.

**ADAPTATION OF THE GAME TO GENDER EQUALITY****Difficulties presented by the relevant player:****Relationship with other players**

Difficulty due to a cultural question of wanting to play a game, considered masculine by girls.

Adaptations to the related difficulties:**Motor interaction with others**

Explain that currently the two genders can play all kinds of collective games together.

OBSERVATIONS:

Today, Agfa's game is played by girls and boys of all ages.

The mix of teams, during our interventions (pedagogical, event, educational, etc.) did not pose any problem; On the contrary, the game was much more enjoyable and entertaining.

Although based on competition, Agfa, due to its traditional origin, has been seen as an entertainment game where girls and boys, men and women can mix in the game with equal opportunities.

The peculiarity of the traditional game can be a real asset in developing the perspective of the equality of the generations and changing mentalities.

However, the problem arises in rural areas in the north-west and south of Tunisia, which remain very conservative.

PIERŚCIENIÓWKA

Location

Poland

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

4-6 in a team

Material:

A special net (like the volleyball net, but with three holes); a volleyball ball

Material characteristics:

A volleyball net with three holes in the middle, on the left side and the right side of this net; a regular volleyball.

Estimated duration:

It depends on each game. It can last more than an hour.

Installation type:

Outdoor space, sports gym; everywhere when you can install a volleyball field and / or hang a net.

Relationship between participants:

Socio-motor game, of cooperation and opposition. Symmetrical duel between teams.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

It is a game that can be played with anyone. It works well with children around 12 years old, also with teenagers and adults.

Practice locations:

Outdoor space or sports gym during school and university activities; family parties, holidays, special events, activities for children and adults etc.

Calendar:

It can be played all year round (indoors in winter, outdoors in spring, summer and early fall).

Origin of the objects:

Manufactured

Building process:

Manufactured

Considerations about the dynamism or originality of the game:

In the 1930s, a gymnastics teacher, Władysław Robakowski, observed fishermen's hobbies on the lakes of Masuria (northeastern Poland). They threw the buoys through nets with some holes that were no longer used for fishing. Inspired by this act, Robakowski thought it might be interesting to play a volleyball-like activity, throwing a ball through a net with holes. It incorporated three holes in the volleyball net similar to the holes seen in fishing nets. Robakowski named this new game "Pieścieniówka" (Ringnetball), since these holes looked like rings. After the Second World War, this game was forgotten, but fortunately it was reactivated in the 21st century at the University School of Physical Education in Poznań.

GAME DESCRIPTION**Start:**

A player stands on the baseline and serves the ball by hitting it with his hand over the net (as in volleyball).

Game development:

Two teams participate that play against each other, usually 4 players each. After the serve, a player from the opposing team holds the ball with both hands and throws it through one of the three holes in the net or passes it to one of his team-mates. After a maximum of three passes, the ball must be thrown through the inside of one of the holes in the net. The objective is to try to get the ball to land on the opponent's court. Players move around the field without the ball. As soon as the ball is caught, they must stop and throw it through the holes in the net or pass it.

Three players play in the court area. They can throw the ball through the holes. They are not allowed to cross the line, marked at 1.5 m from the net so that when they stop they do not get too close to the net. The fourth player is the person who creates the majority of the team's plays. It is placed closer to the net (in the area marked by the aforementioned line 1.5 m from the net). His/her task is just to pass the ball to his/her teammates. This player is allowed to throw the ball through the holes. He cannot cover the holes with his body. There is a rotation of players after each point so that everyone can play as a midfielder and in the back area on the left, in the middle and on the right side of the field.

End of the game:

Ringnetball is played up to 15, 21, or 25 points, awarded for each ball that successfully lands on the opponent's court. It is played up to two or three sets won.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of the game offers equal opportunities to both genders. There is no need to adapt the rules. Ringnetball is a team game that promotes gender equality because it can be (and often is) played by mixed teams.

GIOCO DEL BRACCIALE

Location

Treia (MC), Marche - Italy



ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

6 players

Material:

A bracciale (wooden bracelet that covers the hand, used to hit the ball) for each player and a ball.

Material characteristics:

Wood for the bracciale, leather for the ball

Estimated duration:

More than 1 hour

Installation type:

Traditionally taking advantage of the buildings of churches or castles or in the "arena".

Relationship between participants:

Socio-motor game, of cooperation and opposition. Symmetrical duel between teams.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

It starts at school to learn about the game and is practiced in the city where the sand can be used throughout the year.

Practice locations:

Arena "Carlo Didimi"

Calendar:

Disfida Bracciale (first Sunday in August)

Origin of the objects:

Local crafts. The Bracciale is a hilt that is placed on the arm, which clearly shows the originality of this game and its possible connection with the war sphere.

Building process:

Bracciale and artisan balls with local characteristics

Considerations about the dynamism or originality of the game:

The presence of a supporting sidewall is a must-have ingredient of the game.



GAME DESCRIPTION

Start:

It consists of making the ball re-hit sometimes in the opponent's court.

Game development:

The two teams are exchanging hitting the ball with the help of the "Bracciale", with the intention of sending it to the opposite field and preventing the rivals from returning it. The scoring system is similar to tennis and other ball games (15, 30, 40, game)

End of the game:

The team that gets the agreed points wins.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

5.2 Asymmetric team duel games

GUARDS AND THIEVES

Location

Well known internationally

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

6-12 players

Material:

Handkerchief

Material characteristics:

Several handkerchiefs (the same number as the guards) are needed to play

Estimated duration:

Less than 15 min

Installation type:

Outdoor space

Relationship between participants:

Socio-motor game, of cooperation and opposition. Duel between dissymmetrical teams.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

An international game, played by children of different ages

Practice locations:

Outdoor

Calendar:

All year

Origin of the objects:

No objects

Construction process: -**Considerations about the dynamism or originality of the game:**

If there are more players, the game is more dynamic.

GAME DESCRIPTION**Start of the game:**

The players are divided into two teams, usually in unequal numbers, in the ratio of two or three thieves for each guard. The guards generally identify themselves with a distinctive (handkerchief attached to the arm or breastplate). Before the start of the game, the guards meet at a predetermined point, while the thieves scatter.

Game development:

Upon the signal, the guards begin to chase the thieves trying to capture as many as possible. Any thief who is touched or stopped by a guard is taken to "prison". The imprisoned thief remains confined beyond the prison line and extends his/her hand to the players. If another thief, without being caught, manages to touch the prisoner's hand, the prisoner is free again.

End of the game:

The game ends when all the thieves are in "prison". Then another game begins with other policemen.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:****Motor interaction with others.**

Difficulty in catching the fast boys and also the girls who run away from these boys.

Adaptation to difficulties**Motor interaction with others**

Reducing the playing field so that all players are closer together to make it easier to catch opponents.

Use of space

Introduce sheltered areas so that "weaker" players can take refuge and avoid being caught too quickly by members of the opposing team.

OBSERVATIONS

It is a very easy game that everyone can play. Players must take care to play in a safe environment so that no one gets hurt.

"SABAA HAJRAT"

The Seven Stones

Location

Tunisia

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 9 years

Number of players:

8-20 players (12 recommended)

Material:

1 ball and 7 stones

Material characteristics:

A small lightweight plastic ball and 7 stones or pieces of scrap brick of various shapes collected from the environment.

Estimated duration:

15 to 30 minutes

Type of infrastructure:

Flat, unobstructed outdoor space.

Relationship between participants:

Socio-motor game, of cooperation and opposition. Duel between dissymmetrical teams.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Boys and girls, from 8 to 14 years old, of all social categories.

Practice locations:

Great outdoor space, neighbourhood or town streets.

Calendar:

Free time and especially during school holidays and family gatherings.

Origin of the objects:

The stones are collected directly from the street, and the ball is industrial. It is sold in all the stalls of the cities and villages.

Considerations about the dynamism or originality of the game:

This game is known to various countries, passed down from one generation to another, played in all regions of Tunisia by both girls and boys.

Symbolic consideration of the game: in life: social, economic, political etc. The construction of a chosen one encounters much more resistance and limitations than its destruction. The set of seven stones illustrates this resistance quite significantly.

GAME DESCRIPTION**Start of the game:**

Example: 2 teams, A and B, of six players.

On a large field, the members of team A, numbered 1 to 6, draw a line 4 m from the seven stones they have placed one on top of the other in a circle on the ground, and stand on the line. Team B stands around the stones, outside the circle where the stones are.

Game development:

At the signal, team A's # 1 throws the ball to try to make the stones fall. Then the players from A's team head towards the circle to try to rebuild the stones in piles. However, team B must avoid rebuilding by aiming the ball at A's players. Players hit by the ball are eliminated.

If team A, trying to rebuild the stone pile, fails, team B wins 1 point and takes the place of team A: there is a team role change.

If team A manages to rebuild the stones, they earn a point and start the same operation again with team # 2: no role change.

End of the game:

When all the players have thrown the ball towards the stones, the game is over.

There are several ways to win the game:

- The winning team is the one that gets the most points, that is, the one that has achieved the highest number of stone reconstructions.
- The winning team is the one that has managed to rebuild the seven stones in a minimum amount of time and that has lost the minimum number of players.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

During the practice of this game, no problems were observed with the relationship between girls and boys, space, material or scoring from a gender perspective. Consequently, there was no need to adapt this game according to gender: looking for speed of execution, skill and dexterity, it is even recommended to make girls and boys play on an equal footing, and thus create relationships and develop exchanges between generations. . This in a strict concern to respect the instructions (see observations).

OBSERVATIONS:

It is recommended to emphasize some considerations:

Limit the space where the search for "builders" is carried out by means of visible markers so as not to lose sight of the control of all the players.

Motivate the two teams to encourage them to find solutions to the problems presented during the hunt or during the reconstruction of the seven stones.

Give strict instructions on the intensity of the ball hitting opponents and the places on the body to avoid.

PALANT

Location

Poland

ORGANISATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

6 per team

Material:

A minimum of 1 bat, several palate balls. The best set: a minimum of 6 bats and 10 balls.

Material characteristics:

Wooden balls, wooden and rubber bat (palant) that follow the specifications of the Polish Palant Association. The bases and lines on the field of play can be made with materials such as paper, rubber, plastic, etc., or drawn in an area with paint, chalk or other material that allows distinguishing particular areas of the field of play.

Estimated duration:

It depends on each game. It can last even more than 1 hour.

Infrastructure:

Outdoor space. You need a bigger space to play.

Relationship between participants:

Socio-motor game, of cooperation and opposition. Duel between dissymmetrical teams.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Mostly young and old, but this game can be played by anyone: children, adolescents, adults, even the elderly; as well as both genders.

Practice locations:

An outdoor playing field: a meadow or other alternative location.

Calendar:

This game is traditionally played mostly in spring and summer, although it can be played throughout the year. In Grabów, near Łęczycza, this game has been practiced for several

centuries until today, on Tuesday after Easter. The Palant Feast, that is held there, is unique in its modality with the participation of local inhabitants, authorities, guests, orchestras and Palant teams from various locations.

Origin of the objects:

The bats are made of wood, the balls of rubber. They are built by hand.

Building process:

Production.

Considerations about the dynamism or originality of the game:

Palant derives from the Middle Ages. The name of this sporting game comes from the word "pallante" which means ball player. It was mainly played in Poland, becoming the most popular Polish sport before World War II. After the war, about 1950 regular competitions (leagues) were organized. Polish championships were also organized. Palant was promoted by the Polish Palant Ball Association. This sport began to disappear in the 1960s, after criticism from the authorities and news published in the press. However, it was reactivated, by different organizations such as the Polish Palant Association (PSPal), created in 2014. Little by little, it has begun to have a greater presence in Poland.

GAME DESCRIPTION

Start:

A player chosen from the offensive team stands in the "home" zone, from where the ball is hit with a bat. The bat is held with one hand at its thinner end. The player holds the ball with the other hand, throws it into the air and tries to hit it with the bat forward. Each player has a number of attempts, agreed before the game.

Game development:

After hitting the ball beyond the "offside line," the batter drops the bat in the area where it was situated and begins to run to first base, and then to the next bases, if deemed appropriate.

The player cannot run when the ball, after being hit, touches the ground outside the lines that delimit the field of play.

The person, hitting the ball, may not go to the first base, after taking a correct hitting action. If, after making the various attempts, you have not managed to hit the ball correctly, then you can go to the first base directly.

End of the game:

The player will finish the race without scoring a point when:

- the ball thrown by the defensive team, through passes, gets the ball over the offside line and returns to the "Home" area before the batter reaches fourth base.
- A player from the offensive team is hit with the ball by the defending team when he is between bases.

- when a player of the defending team catches the ball from the air with one hand and holds it in this hand.

If at any time, a batter fails to reach a base and the ball passed, by the defending team players, reaches the “Home”, then he must return to the last base he was on.

ADAPTING THE GAME TO GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. No adaptation in the rules is required.

Mixed teams compete in this game. A team that cannot meet these criteria is not ruled out, but all of these teams are clearly encouraged to do their best to have at least one woman on their teams. The Warsaw Palant League logo features a woman with a palant bat. It was created with the purpose of pointing out that women can also play this sport.

OBSERVATIONS:

Palant is an old traditional Polish sport that deserves to be revived. In the context of equality sports, it is one of the few in which the teams, which participate in tournaments, are usually mixed. In this way, the promoters of this sport try to encourage girls and women to play it.

THE TAIL OF THE SERPENT

"Dhaneb the lafaa"

Location

Tunisia

ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 12 years

Number of players:

6 to 16 players (10 recommended)

Material:

Scarves

Material characteristics:

No special features

Estimated duration:

15 minutes

Type of infrastructure:

Outdoor space

Relationship between participants:

Socio-motor game, of cooperation and opposition. Confrontation between three teams.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Children, especially boys from 9 to 12 years old, of all social categories.

Practice locations:

Outdoor space, neighbourhood.

Calendar:

Free time and especially during school holidays, when the boys gather in the neighbourhood's to play.

Origin of the objects:

Industrial woven scarves.

No specific construction process**Considerations about the dynamism or originality of the game:**

Game whose symbolic representation illustrates the way in which peasants traditionally hunted Snakes: they grabbed them by the tail, avoiding the head.

GAME DESCRIPTION**Start of the game:**

Within a large circle drawn on the ground, 3 teams of equal numbers are placed in a row ("the Snakes"). The players of each team join by putting their hands on the waist of the player in front; the player at the head of the line represents "the head of the serpent", the last one of the line, who wears a scarf that hangs from his belt behind, represents "the Tail".

Game development:

At the signal, the "Snake Heads" of each team move with their teammates to try to unhook the "Tail" (the handkerchief that hangs from the last player's belt) from the other Snakes. Those at the end of the row must dodge the head attempts of the other Snakes.

End of the game:

The Snake that manages to keep its Tail and that unhooks the most "Tails" is the winner. The game ends when there is no more "tail" to unhook.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:****Motor interaction with others**

The structure of game interactions at times, especially in rural areas, has raised some problems: girls and some boys refused to hold each other around the waist when teaming up.

Members of mixed teams do not dare to grab each other around the waist: the game based on this "attachment" has difficulties to succeed.

Use of space

Difficulty running away from boys who are very fast

Adaptation to related difficulties:

Motor interaction with others

- The structure of the game interactions has sometimes, especially in rural areas, posed some problems: girls and some boys have refused to hold each other by the waist when we have formed teams. When this happens, here are some suggestions for adaptation:
 - As a first step, it is important to familiarize children with the game by forming teams of the same gender.
 - In a second step, it can be proposed that a team of girls play against a team of boys.
 - And finally, gradually introduce members of different genres in the same team, taking care to change certain materials.
- Change roles and partners in the following games to multiply and diversify the exchanges between girls and boys.

Use from space

Reduce or enlarge the playing space (the circle) to facilitate and / or complicate the progress of the game, according to the children's ability.

Use of objects:

- To prevent team members from letting go of each other, cloth belts could be used which each player ties around the waist: this measure will keep the team members together and avoid the rejection of direct contact and holding of the waist that is observed between girls and boys.
- Girls who refuse to hang the scarf behind their waist for fear of being touched at this point can place it to one side.
- Propose that each member of a team wears bibs or T-shirts of the same colour, which will be different from those of the other teams: this will help to consolidate cohesion, belonging to the group and acceptance of others, and will make it easier to distinguish between the different teams.

5.3 Team versus Team

"ESSID OR LABOUA"

The Lion and the Lioness

Location

Kebili, city in Southern Tunisia



ORGANIZATIONAL ASPECTS

Recommended age of participants:

Between 6 and 14 years

Number of players:

Between 8 and 14 players (10 recommended)

Material:

Without equipment

Material characteristics:

Without equipment

Estimated duration:

Less than 15 minutes

Type of infrastructure:

Outdoor space

Relationship between participants:

Socio-motor game, of cooperation and opposition. Team confrontation against a person.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)**Protagonists:**

Game originated from Kebili, a city in southern Tunisia, played by children 6 to 14 years.

Practice locations:

Outdoor space, in the oasis, in the shade of palm trees.

Calendar:

Free time

Origin of the objects:

No objects or construction process

Considerations about the dynamism or originality of the game:

The game of "Essid or Laboua" was played especially in the south, in the oases of the Tunisian desert. The theatrical staging of the game symbolizes a scene from the nomadic life of the desert people: the role of the Mother-Lioness (Laboua) defender and protector of her children as the Lion of the Atlas, formerly present in much of North Africa, threat of attack and devour. Subsequently, the game was exported throughout Tunisia, from south to north, where it is played by children of all social categories.

Its originality lies in the initial theatrical staging that precedes the actual showdown game. "Essid ou Laboua" continues to be played in spectacular fashion to this day.

GAME DESCRIPTION**Start of the game:**

The game begins with the choice of the Lioness, which is usually done among the girls (the oldest or even the tallest), and the choice of the Lion among the more daring boys. The Lioness is at the head of the line of children to protect her "Cubs" who are placed one behind the other at the waist.

The Lion, placed at a distance in front of the Lioness, is about to start his "movie."

Game development:

The Lion begins to say, with rhythmic rhythm and threatening air: "Ana Essid Nakoulhom!" : I am the Lion, I will eat them! And the Lioness responds:

"Ana Laboua Nahmihom!" : I am the Lioness, I will protect them!

Then the Lion tries to outwit the Lioness by showing that he is only passing through to take his courses:

- "I'll stop by to go to the butcher shop!" "

The Lioness replies:

- "The butcher shop is closed!" "
- "I am going to the store!" "
- "The grocery is closed!", Etc.

When the Lion sees that all his attempts to get close to the "Cubs" are in vain, he feigns pain in his foot, and even at a fast pace, he yells:

"Oh, oh, a thorn bit me!"

And the Lioness, incredulous, responds:

"You lie, you lie, you liar! "

- "Where do I have to go? I have to go home!"

After several other attempts to approach, rejected by the Lioness, the Lion ends up attacking quickly to capture the "Cubs" and devour them. Then, the Lioness tries to protect them by extending her arms, moving away from them or pushing the Lion with her hands, while her Cubs hide behind their mother, following their movements, attached to each other.

Each lure "Lion Cubs" is separated from their mother and siblings to put them aside.



End of the game:

The game ends when all the "Lion Cubs" are captured. The Lion, victorious, impose a pledge on the defeated Lioness.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective :

Motor interaction with others

The structure of the game's interactions sometimes, especially in rural areas, posed some problems: some girls and boys were reluctant to hold each other by the waist when forming teams.

Adapting to difficulties

Motor interaction with others

- Have players wear a belt or scarf around their waists to make it easier to tie them together, avoid tugging on clothing and allow girls and boys to hug each other without embarrassment.
- Require the "Lion" to safely capture the "Cubs": light touch with fingertips, touch with a scarf.

OBSERVATIONS:

The dramatization of the game can be highlighted with appropriate costumes, representing the Lion, the Lioness and the Cubs; This will allow for greater motivation and better assimilation of different roles.

Another way to play could be to retrieve the captured Lion cub. The latter then becomes the Lion's ally in his hunt by hanging behind him and passes from the role of "Hunted" to that of "Hunter".

Allow a girl or a boy to take turns, playing Lion or Lioness. This role change will allow the two generations to experience the different emotions that are sometimes felt by the Lion as a predator (domination, threat), sometimes the Lioness, whose Cubs represent prey (responsibility, fear, concern).

5.4 Original converged network sets

CHAIN

Location

Traditional game played in different regions of European countries and also in the international geography.

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

10-20 players (15 recommended)

Material:

There's no need

Estimated duration:

Less than 15 minutes

Type of facilities:

Sports court (indoor) or outdoors

Relationship between participants:

Socio-motor game, of cooperation and opposition. Team confrontation of a team against the rest of the people.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Some considerations about the dynamism or originality of the game:

It is a game with a multitude of variables, some well known, other ways of playing can be introduced by the teacher, always attending to the characteristics of the participants and what they really intend to achieve with their application.

This game contains a very interesting motor communication network. At the beginning the game corresponds to the structure of one against all, and later it is transformed into a structure of team against all (or rest). In this way, the players, who are initially opponents, when captured become companions. This change in the motor relationship favours the inclusion of all participants. It is a real treasure, offered by traditional games.



GAME DESCRIPTION:

Beginning:

The participants are distributed throughout the playing field. There will be a player (hunter) who chases the rest of the participants, trying to capture them by touching their body with his hand.

Game development:

Each hare that is captured must join the hunter with his hands, forming a chain. In this way, after each play, one more person is in the hunters' team.

End of the game:

The game will end when all the hares are captured and turned into hunters.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective :

Motor interaction with others

Difficulty in catching players who move too fast at the beginning of the game.

Adaptation to difficulties

Use of space

Reduce the playing field so that all players are closer together and it can be easier to catch opponents when there is only one or more people chasing.

THE SPIDER

Location

Different European countries

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

Two teams of 5 to 15 players each

Material:

No object is required.

Estimated duration:

15-30 minutes. The game is over, when all participants are trapped. There is no minimum or maximum duration. The facilitator will determine the duration of the game, depending on the motivation of the players.

Type of facilities:

Any space, interior or exterior level and free of obstacles. The size depends on the number of players. Approximately, it could be a rectangle of 10-20 x 20-40 meters. A transverse line will divide the space into two equal parts.

Any material that serves to establish the limits of the playing space (cones, banners, cardboard boxes, sacks, etc.). For example, put a cone in the corners of the field of play and on each side of the center line.

Relationship between participants:

Socio-motor game, of cooperation and opposition. Team confrontation of a team against the rest of the people.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Traditionally, it is played in any open space (town square, schoolyard) or closed (gymnasium, sports hall or similar).

Calendar:

Any time of the year, if weather permits, is suitable for this game.

Origin of the objects (natural environment, recycling of objects, industrialized):

It is played without objects.

Some considerations about the dynamism or originality of the game:

In principle, anyone can participate, even with help.

This game contains a very interesting motor communication network, just like the chain game. At the beginning the game corresponds to the structure of one against all, and later it is transformed into a structure of team against all (or rest). In this way, the players, who are initially opponents, when captured, become companions. This change in the motor relationship favours the inclusion of all participants. It is a real treasure, offered by traditional games.

GAME DESCRIPTION:**Start of the game:**

- The central line has a participant to act as a spider.
- The rest of the players will be located in one of the parts of the rectangle.

Game development:

One of the players at one end of the playing field indicates "a spider". Then one of the spider players responds "hairy". Immediately afterwards, the participants at the end of the playing court move to overcome the "spider" opponents in the central zone without being touched. They must run without leaving the field of play. People who are "spiders" can only move laterally, in the area of the centre line, trying to touch one of the rivals with their hand. When a free player is touched, he becomes part of the spider team.

End of the game:

The game ends, when all players are touched and turned into spiders.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:****Motor interaction with others**

Difficulty catching kids who move too fast

Adaptation to related difficulties:**Use of space**

Reducing the field of play so that all the players are closer and the capture of the opponents can be facilitated.

HUNTER BALL

Location

Spain and France

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

8 to 16 players (12 recommended)

Material:

Balls

Material characteristics:

Basketball or volleyball

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (covered)

Relationship between participants:

Socio-motor game, of cooperation and opposition. Team confrontation of a team against the rest of the people.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Some considerations about the dynamism or originality of the game:

This game contains a very interesting motor communication network. At the beginning the game corresponds to the structure of a team (two hunters) against all (the rest hares). As the game progresses there are more hunters. In this way, the players who are initially opponents, when captured become companions. This change in the motor relationship favours the inclusion of all participants. It is a real treasure, offered by traditional games.

GAME DESCRIPTION:

Beginning:

The game space is delimited and two participants are selected who start the game as hunters and the rest will be hares. The objective of these players will be to hunt all the hares and turn them into hunters, in such a way that as the game progresses the number of hunters increases and the number of hares decreases.

Game development:

The hunters must catch the other players (hares) by throwing the ball at the opponents at a maximum distance of one meter. The person who is hit becomes a hunter. Hunters with the ball cannot move through space. Only hunters without the ball can move.

End of the game:

As the hunters are capturing hares, they are transformed into hunters, thus increasing the number of hunters until only one hare remains that will be the winner. Instead, they must hunt by hitting a hare with the ball.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

Motor interaction with others

Difficulty for girls catching boys who move too fast at the start of the game

Adaptation to related difficulties:

The use of space

Reduce the field of play so that all players are closer and it can be easier to capture opponents when there are only a few people chasing.

Use of the material

Allow the ball to be thrown up to 1.5 meters from the body of others at the beginning or take up to three steps with the ball before throwing it. When the team has more than four hunters, the original rules can be applied again.

5.5 Paradoxical games

THE 4 CORNERS

Location

All over the world

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

5 to 10 players (5 recommended)

Material:

None

Estimated duration:

15 min

Type of facilities:

Any space, interior or exterior level and free of obstacles. The size depends on the number of players. Approximately, it could be a rectangle of 10-20 x 20-40 meters. A transverse line will divide the space into two equal parts.

Relationship between participants:

Socio-motor game, of cooperation and opposition. Paradoxical.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Traditional game very widespread throughout Europe and other continents.

Calendar:

Any time of the year can be valid for it to be practiced. It is not conditioned to temporality due to cultural aspects.

Some considerations about the dynamism or originality of the game:

It is a simple game in terms of rules, but complex from the point of view of relationships. In addition, it requires very fast decision-making. It is a game that originates a paradoxical motor communication network, since people in the corners can decide to ally and cooperate to exchange their position with another partner in a corner or also betray

that partner when performing the actions. When you leave your corner you can go back to that space, so that the other person has many options to run out of corner.

GAME DESCRIPTION:

Beginning:

Four players place themselves in one of the four corners. A fifth player will be located in the centre. When he gives a signal, everyone must change corners. The one in the centre will also try to reach a corner before his rivals. You can also play without the person in the middle, giving any signal.

Game development:

Whoever is left without a corner goes to the centre.

End of the game:

It is a game which rules do not establish an end, since the plays are repeated successively until someone decides to end the activity.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

"ARBAA ARKAN"

The Four Coins

Location

Tunisia



ORGANIZATIONAL ASPECTS

Recommended age of participants:

> 9 years

Number of players:

Between 5 and 10 players

Material:

Without equipment

Estimated duration:

Less than 15 minutes

Installation type:

Outdoor space

Relationship between participants:

Socio-motor game, of cooperation and opposition. Paradoxical.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Boys and girls, from 9 to 14 years old, of all social categories.

Practice locations:

Outdoor space, neighborhood, schoolyard, terrace etc.

Calendar:

Free time, at school or outside of school.

Origin of the objects:

No objects

Considerations about the dynamism or originality of the game:

"Arbaa Arkan "is a paradoxical game, that is, a "Sports game whose rules of practice lead to motor interactions accompanied by ambiguity and ambivalence, giving rise to contradictory and irrational effects. This paradoxical dynamic arises from the interaction system created by the internal logic of the game, in particular the motor communication network" (Parlebas, 1999, p. 192).

The paradoxical game is a motor interaction model proposed only by traditional games. This model, with a sudden reversal of the alliance, leaves participants the free choice to communicate with their peers or to counter-communicate against adversaries (Parlebas, 1989). Even during the game, players can change partners, so that whoever was an opponent before can become a partner. Relationships are made and undone; they are renewed, tied, untied and renewed during the same game. This reflects well the relationships that are established during daily life.

GAME DESCRIPTION

Start of the game:

4 players are each placed on the level of 1 corner of a square-shaped space. The space is generally a terrace or a patio, with visible pillars, these serve as a refuge for the 4 players. A fifth player stands in the centre of the square.

Game development:

The 4 players must, by mutual agreement (or following a coded signal between them), change places to reach an empty corner left by another player, before the centre player takes it. The player who ends up without shelter (coin) is placed in the centre.



End of the game:

Players can stop playing whenever they want or decide the end of the game once all players have gone through the role of a “central player”.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. No adaptation in the rules is required.

OBSERVATIONS:

This paradoxical game is played both between people of different genders and between people of the same gender. One of the variants that works very well when the group is mixed is the one that consists of establishing mixed pairs to move all together, holding hands.

This modality arouses a lot of interest in the group and favours interactions between girls and boys.

THE SITTING BALL

Location

Spain and France

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

From 6 to 20 players.

Material:

-A ball.

-If the space is not delimited, banners or cones can be used.

Material characteristics:

Any material that serves to establish the limits of the playing space (cones, banners, cardboard boxes, sacks, etc.).

Estimated duration:

15-30 minutes. The game does not have a clear ending, as the number of prisoners continually varies. There is no minimum or maximum duration. The facilitator will determine the duration of the game, depending on the motivation of the players.

Type of facilities:

Any space, interior or exterior level and free of obstacles. The size depends on the number of players. Approximately, it could be a 10-20m square or rectangle, sideways, approximately.

Relationship between participants:

Socio-motor game, of cooperation and opposition. Paradoxical.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Protagonists:

Anyone who understands the rules of the game will be able to participate. For this reason, it recommends that you be over 12 years old, although it is not essential.

Practice locations:

Its origin is uncertain. It is widespread in France, Spain and other European countries. Traditionally, it is played in any open space (town square, schoolyard) or closed (gymnasium, sports hall or similar).

Calendar:

Any time of the year, if weather permits, is suitable for this game.

Origin of the objects (natural environment, recycling of objects, industrialized):

Any type of ball that is not very heavy and bouncy can be used. You can use, for instance, volleyball balls, foam rubber, handball, inflatable etc.

Some considerations about the dynamism or originality of the game:

In principle, anyone who minimally understands the rules will be able to participate. However, those who have more compression difficulties, will also be able to do so, if they have the right help. This game can have different variations.

It is one of the treasures of the legacy of the cultural heritage of traditional games. This game offers an original relationship system, in which the participants can be partners and opponents at the same time.

GAME DESCRIPTION:**Beginning:**

- The players will be distributed within the delimited space. One player has a ball.

Game development:

When the leader of the activity says “now”, the game will begin. The person with the ball can pass it to others in two ways: a) with a bounce, it means a friendly pass since the player who receives it continues in his role as a “living” player; b) by means of an aerial pass, which means an enemy pass, of opposition. If the air pass contacts the body of another “living” player, that person must leave the ball and sit on the ground and remain a prisoner. That player may be alive again if he/she manages to capture a ball that remains on the ground or if the other living player or prisoner passes it to him/her.

End of the game:

The game ends, when only one player remains alive or when the monitor or teacher indicates it.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:**

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

EARTHQUAKE

Location

Spain and other countries in Europe

ORGANIZATIONAL ASPECTS

Recommended age of participants:

12 years

Number of players:

11 to 19 players (15 recommended)

Material:

None

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (covered)

Relationship between participants:

Socio-motor game, of cooperation and opposition. Paradoxical.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Traditional game, played in different locations in Spain and other European countries.

Some considerations about the dynamism or originality of the game:

This game creates a very original motor communication network. When consignment is: the house or tenant; front wall, back wall the situation corresponds to an opposition game of one against all (the player who indicates the slogan against all the others who leave the house). This system of relationships becomes more complex when the slogan "earthquake" is indicated. At that time, all the houses are "unmade" and all the players can ally (cooperate to form a new house), oppose (try to reach a house earlier) or betray each other (for example, when there are two houses left with only 2 people, a player can decide to abandon his partner and go to complete the other house of two people. He has just starred in a paradoxical or contradictory relationship). However, when a person is homeless, then he has all the power and "strength" to decide the slogan for the next

move. At the end of the game there will be no losers, no winners. This is the true inclusive force of the internal logic of this traditional game.

GAME DESCRIPTION:

Beginning:

Participants will be grouped into mixed (male and female) trios. Two of them will be held by the hands, while the third will be placed between them.

Game development:

When the person, who does not occupy a position in the houses, will be able to say one of the following three words:

- 1.- "Right wall, left wall; or front wall, back wall ", the people of the houses that occupy that position will move, looking for a new house. The other people remain in the same place, holding hands, looking for another tenant who will wait at your site.
- 2.- "Tenant", those who are in the middle of each house, will have to look for a new house.
- 3.- "Earthquake", all the participants move to look for new houses, with new tenants.

End of the game:

The rules of the game do not include a way to end the game. This decision must be made by the person who encourages the activity or by the participants themselves.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. There is no need to adapt the rules.

DANGEROUS LINKS

Location

France

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

8 to 18 players (12 recommended)

Material:

1 foam or plastic ball, bib sets

Material characteristics:

Foam balls or some soft material so that when thrown it does not hurt the participants. The bibs must be of two different colours

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (covered)

Relationship between participants:

Socio-motor game, of cooperation and opposition. Paradoxical.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Traditionally, it is played in any open space (town square, schoolyard) or closed (gymnasium, sports hall or similar).

Calendar:

Any time of the year can be valid for it to be practiced. It is not conditioned to temporality due to cultural aspects.

Some considerations about the dynamism or originality of the game:

The game presents an ambivalent communication network full of originality, because it allows the pairs of players to create alliances and betrayals.

GAME DESCRIPTION:

Beginning:

Players are arranged in pairs. Each of them will wear a different bib color. The objective of the game is to eliminate all the pairs.

Game development:

One pair moves to capture the other pairs, by touching them with the ball. Players can only capture someone from another pair who has the bib of the same bib color, that is, a player with red may only throw the ball at a player from another couple of the same bib color. When a red player throws the ball at another red player, that player's green partner can step forward to protect his/her partner.

When a participant is touched with the ball, he/she will be caught just like his/her partner. Both people will move to a side zone. The pairs that are on the side zone are saved and rejoin the playing area if: a) they manage to catch a lost ball in their area; b) if the couple that has captured them becomes a prisoner.

End of the game:

Generally it is a game that is not easy to finish. It could end when there is only one partner in play.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

The internal logic of this game offers equal opportunities to both genders. No adaptation in the rules is required.

THE ELBOW TAG

Location

All over the world

ORGANIZATIONAL ASPECTS

Recommended age of participants:

>12 years

Number of players:

10 to 18 players (12 recommended)

Material:

Without material

Estimated duration:

Less than 15 minutes

Type of facilities:

Sports court (covered)

Relationship between participants:

Socio-motor game, of cooperation and opposition. Paradoxical.

Some considerations about the dynamism or originality of the game:

It is a very dynamic game with continuous role changes. This makes it very attractive for those who can follow the game, while facilitating quick decision-making. However, it could be that students with disabilities have difficulty following it. The person who escapes can decide to favour or "harm" any person from a pitcher (whether or not they leave the pitcher and become a mouse). For this reason, it is an ambivalent or paradoxical game that creates complexity in the relationships between the participants.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Traditional game very widespread throughout Europe and other continents

Calendar:

Any time of the year can be valid for it to be practiced. It is not conditioned to temporality due to cultural aspects.

Some considerations about the dynamism or originality of the game:

It is a simple game in terms of rules, but complex from the point of view of relationships. In addition, it requires very fast decision-making. It is a game that originates a paradoxical motor communication network, since people in the corners can decide to ally and cooperate to exchange their position with another partner in a corner or also to betray that partner when performing the actions. When a player leaves his/her corner he/she can go back to that space, so that the other person has many options to run out of corner.

GAME DESCRIPTION:**Beginning:**

The participants are in couples, joining by the arms, resting their hands on the waist (pitcher). Together, they form a circle. A couple will be left out, one of its members will be a "cat" and another "mouse".

Game development:

After the signal, the cat runs behind the mouse to try to catch it by hand contact to its body; if he succeeds, there will be a role change, that is, the cat will become a mouse and the mouse will become a cat. The mouse can escape and avoid being caught by joining a pitcher. Then the person on the opposite side of the couple will become the mouse and must flee to avoid being caught.

End of the game:

This game has no end, since it can be lengthened, as long as the teacher considers. There is another type of game that consists in that the person who comes out of the pitcher does it with the role of a cat, changing the previous hunter to be a mouse. This generates much greater difficulty in making decisions.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY**Difficulties presented by the game from a gender perspective:****Motor interaction with others.**

Difficulty for a girl to catch up with a boy who runs very fast.

Adaptation to difficulties**Motor interaction with others**

If a girl stays in the role of the "Hunter" for too long, change the rule of the game so that the person who breaks away from a jug becomes the "Hunter".

THE THREE FIELDS

Location

France

ORGANIZATIONAL ASPECTS

Recommended age of participants:

12 years

Number of players:

8-24 players (18 recommended)

Estimated duration:

15-30 minutes

Type of facilities:

Sports court (covered)

Relationship between participants:

Socio-motor game, of cooperation and opposition. Paradoxical.

TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

Practice locations:

Traditional game, identified in France

Calendar:

Any time of the year can be valid for it to be practiced. It is not conditioned to temporality due to cultural aspects.

Some considerations about the dynamism or originality of the game:

It is a simple game in terms of rules, but complex from the point of view of relationships. In addition, it requires very fast decision-making. It is a game that originates a paradoxical motor communication network, since when a fox captures a chicken, it is giving the Snakes an advantage, since it reduces the number of opponents. This relationship structure generates possible alliances and betrayals between the teams; it also makes it very difficult to finish the game.

GAME DESCRIPTION:

Beginning:

The participants are organized in very equal groups (foxes, chickens and snakes) and are located in very different sub-areas, in the shape of a circle and at an equivalent distance. The objective of the game is to capture the opponents of the team that is being pursued to win the game.

Game development:

When the signal is given, the Foxes will try to capture all the Chickens and take them home, they will capture the Vipers, and these in turn, the Foxes. All at the same time. When, for example, a chicken is captured by a fox, it must be taken to the prison area, located from the fox house area in the direction of the chicken house. The captured participants are placed together by the hands, forming a chain. Prisoners can be released by members of their team, by touching their hand, being able to enter the game again.

End of the game:

The game ends when one team has captured all of their rivals.

ADAPTING THE GAME TO PROMOTE GENDER EQUALITY

Difficulties presented by the game from a gender perspective:

Motor interaction with others

Difficulty for some girls to catch the boys who move very fast.

Difficulty for some girls to run away from boys who run very fast.

Adaptation to related difficulties:

The use of space

To create "safe haven" areas to give the most vulnerable people the opportunity to find a way to escape momentarily from the adversary.

5.6 Difficulties in co-operative-opposition games from a gender perspective and proposals for intervention

19 opposition-cooperation TSG from different countries have been described in the catalogue. **7** of them are team duels, of which **4** are symmetric and **3** are asymmetric. The rest of the games are paradoxical games (**7**), games in the form of an original convergent network (**3**), 1 game in the form of N teams and 1 game of one team against one person.

Most of these TSGs (**10**) offer the possibility to play between people of different genders; it is often highly recommended to do so in both the team duel games (**5**) and the paradoxical games (**5**). For example, in the first category, the Polish game Pierścieniówka (Ringnetball in English) is a team game that promotes gender equality because it is often played in mixed teams. Moreover, in the game The Palant, also Polish, the competing teams are mixed-gender and even encouraged to be mixed-gender. In fact, the logo of the Warsaw Palant League depicts a woman with a bat. It was created to highlight that women can also play football. This game deserves to be revived in the context of gender equality, as it is one of the few games in Poland where the teams participating in the tournaments are mixed.

The same is true for the game of seven stones, where it is explained that no difficulties were observed in terms of the relationship between girls and boys, space, equipment or scoring. It was even recommended that girls and boys play on equal terms and thus build relationships and develop exchanges between the sexes. This was done in strict compliance with the instructions.

In the category of paradoxical games, there are several games that promote gender equity, such as the 4 corners game, known and played all over the world. In this game, one of the variants that works very well when the group is mixed is to form duos that move together to try to outwit their opponents. This generates a lot of interest and enthusiasm in the group and encourages interaction between girls and boys.

Team duels or paradoxical games, these socio-motor games of cooperation-opposition promote gender equity and facilitate co-education in the field of motor behaviour pedagogy.

However, among the games described in this field of action, **9** presented difficulties related to the gender perspective: possible difficulties due to the relationship with others: Agfa, Snake tail, Lion and Lioness, Hook and line, Three camps; possible difficulties due to the relationship with space: Andanri i lopovi; Chain; Spider; Dodge ball (see details in the following table).

TRADITIONAL SOCIOMOTOR GAMES OF COOPERATION-OPPOSITION	
INTERNAL LOGIC	
For chase games (Andanri and lopovi, the chain, the spider, dodgeball)	
Possible difficulties depending on the context	Proposals/Intervention
<p>Relationship with space:</p> <p>The difficulty would be linked to the dimension of space: the possibility that distance is a difficulty because the motor conducts would not be balanced between players of different genders.</p>	<p>Relationship with space:</p> <p>Propose playing in small spaces to favor a balance between the speed of motor conducts of both genders: the smaller the space, the greater the possibility of equal opportunities.</p>
<p>Intervention Strategies related to Difficulties related to the Internal Logic of the Games: Relationship with Space</p> <p>There are different ways of intervening depending on the cultural and social context. Here are some examples:</p> <ul style="list-style-type: none"> - To Create learning situations that allow students to cooperate with teammates and compete with opponents in a balanced way: - To Provide motor learning situations in small spaces, which allow students to play equally. - To Invite students to adjust the dimensions of the space according to their partners and opponents at the same time. - To Motivate students to create their new and original space. - To Encourage students to explore different types of movement that facilitate gender equity and reduce the difficulties observed during the game. - To Organize motor situations in which the participants can assume different roles. - To Make it easier for students to assume all roles. <p>The pedagogical strategy is based on the initiative of the students to choose, evaluate, even create the option that best suits their collective dynamics that optimizes their cooperation among their peers and opposes their opponents in appropriate spaces.</p> <p>The objective is to make them discover the advantages of equitable cooperation in a driving situation with the presence of adversaries, in order to achieve a common goal.</p> <p>The teacher would intervene if necessary to help students adapt and adjust their motor conducts to achieve equitable participation among all students, whatever their gender.</p>	
EXTERNAL LOGIC (EXTERNAL ASPECTS OF THE RULES OF THE GAME)	
<p>Given the strength that stereotypes that accept gender differences maintain in certain cultural environments, some students may be reluctant</p>	<p>To Create sociomotor situations of cooperation-opposition that emphasize the interest, pleasure</p>

or refuse to participate in this type of game or may provoke maladjusted motor conducts that anticipate defeat or domination.	and joy that the game produces when the participation of the players is equitable.
<p>Intervention strategies related to difficulties related to the external logic of the game:</p> <ul style="list-style-type: none"> - To Build small game spaces to generate confidence and equal opportunities for all. - To Promote balance in the composition of teams. - To Develop sociomotor situations of cooperation-opposition that encourage audacity and the exploration of all the possibilities of roles that the game offers. - To Encourage expression of the motor conducts of each participant and their original contributions to improve the collective dynamics of the game. - To Emphasize the importance of gender equity so that all participants enjoy the joy and fun in games of cooperation and opposition. - The person who plays the role of teacher gives a brief feedback in which he assesses the features of the motor conducts that have been adapted to the purposes of the session and encourages people to continue adjusting their motor conducts coherent and congruent with the equity of gender in games of cooperation and opposition. 	
<p>INTERNAL LOGIC</p> <p>For games with motor interactions (Agfa), games with body contact (the serpent's tail, the lion and the lioness)</p>	
Possible difficulties depending on the context	Proposals/Intervention
<p>Relationship with others:</p> <p>The difficulty would be related to the motor interaction required by a game of collective duel that may annoy some people, as in the game "Agfa", because they allow body contact like the games "The tail of the serpent" or "The lion and lioness".</p> <p>This action of holding hands or around the waist could generate motor conducts that are out of step with the internal logic of the game, or even perverse motor conducts that do not follow the internal logic or the rules, which can become negative conducts. even aggressive and exclusionary.</p>	<p>Relationship with others:</p> <p>Propose creative, innovative and original motor interactions and body contacts that invite active participation and interest. You can start with motor interactions through different types of objects, then try to gradually accept body contact, if it is possible that these innovations invite all students to participate actively because they are joyful and fun motor situations.</p>
<p>Intervention strategies related to difficulties related to the internal logic of the game:</p> <p>There are different ways of intervening depending on the cultural and social context. Below are different examples:</p>	

- To Create motor situations of cooperation and opposition with a diversity of sociomotor interactions.
- To Propose driving situations of cooperation and opposition in which the opposing teams are mixed, respecting gender equity
- To Suggest putting into practice cooperation-opposition motor situations in which body contact allows the rules in this family of games, previously accepted by consensus by all its participants.
- To Propose cooperation-opposition motor situations that encourage acceptance of bodily contact in sociomotor interactions progressively, as examples:
 - . To Motor situations of cooperation and opposition with contact and others without contact: compare-evaluate co-evaluate by all participants.
 - . To Motor situations of contact with and without the intermediation of an object: compare/evaluate co-evaluate by all participants and agree on another alternative.
 - . To Agree among participants on other ways of making body contact in sociomotor interactions that are more attractive and fun for both teams.

EXTERNAL LOGIC (EXTERNAL ASPECTS OF THE RULES OF THE GAME)

The structure of interactions in some games could sometimes be problematic.
 Example: In Tunisia, in some rural areas, girls often refuse to play with boys in the Agfa game. In other games, girls and boys sometimes refuse to hold each other around the waist when forming mixed teams, as is the case in The Serpent's Tail or The Lion and the Lioness. In games where motor interactions require bodily contact between both genders, they may cause reluctance or even refusal to play. This may be due to a simple shyness towards the different gender or may arise from a cultural, educational or even religious conviction. This problematic situation would have to be previously identified before any intervention.

To Propose motor situations that show the need for sociomotor interaction in their rules to achieve equitable participation of all students, whose practice highlights the pleasure of team play and the advantages of ambivalent motor interaction, at the same time, sometimes as partner and in others as an opponent.

Intervention strategies related to difficulties related to the external logic of the game:

- To Show that cooperation-opposition games have above all a playful objective, since they propose a cheerful and fun dynamic.
- To Highlight the specificity and originality of each of the proposed cooperation-opposition games.
- To Check through conscious practice that the sociomotor interactions that are carried out through bodily contact between students of both genders can take place in total mutual respect.
- The subjective experience of the motor conducts of the students can prove that body contact can be, above all, an essentially empathic motor communication between participants.
- To Promote respectful behavior in motor practices that involve sociomotor interactions with body contact.

INTERNAL LOGIC	
For games with original role changes (paradoxical games: elbow-tag ...)	
Possible difficulties depending on the context	Proposals/Intervention
<p>Relationship with others:</p> <p>The difficulties would be related to the structure and the change of roles proposed by the rules of the game, which would favor the fastest players at the risk of altering the motivation of the rest.</p>	<p>Relationship with others:</p> <p>Propose to change from modality 1 (in which the waiting player appears as a mouse) to modality 2 (in which the waiting player appears as a cat) to favor role changes and equal opportunities for both genders.</p>
<p>Intervention strategies related to difficulties related to the internal logic of games: relationship with others</p> <p>There are different ways of intervening depending on the cultural and social context. Create game variations that allow all students, regardless of their physical conditions, to go through different roles.</p> <p>Example: When a person comes out of the pitcher it becomes a cat and the previous cat becomes a mouse. In this way, changes are constantly occurring.</p> <p>Incorporate, without having been programmed, the rule that the mode change command can occur at any time.</p>	
EXTERNAL LOGIC (EXTERNAL ASPECTS OF THE RULES OF THE GAME)	
<p>Possibility that girls, who are slower than boys, feel less favoured and often find it difficult to achieve the goal of the game</p>	<p>Highlight the importance of interacting in a fair context and the interest in giving everyone the same opportunities, since playing stimulates joy, well-being and pleasure.</p>
<p>Intervention strategies related to difficulties related to the external logic of games:</p> <p>The teacher could intervene to:</p> <ul style="list-style-type: none"> - Provide reduced play spaces to generate trust and equal opportunities for all people - Develop sociomotor situations of cooperation-opposition that encourage audacity and the exploration of all the possibilities of roles that the game offers. - Encourage the expression of the motor behavior of each participant and their original contributions to improve the collective dynamics of the game. - Insist on the importance of gender equity so that all participants above all benefit from the pleasure and subtlety of these games. <p>The teacher could organize a feedback at the end of the session to present the assessment of the motor conducts that have been adapted to the objectives of the session and encourage the students to continue adjusting their conducts in terms of gender equality in the cooperation-opposition games.</p>	

References

- Allport, G. W. (1979). *The nature of prejudice*. Cambridge, Massachusetts: Perseus
- Armstrong, M., Morris, C., Tarrant, M., Abraham, C., y Horton, M. C. (2017). Rasch analysis of the Chedoke–McMaster Attitudes towards Children with Handicaps scale. *Disability and Rehabilitation*, 39(3), 281–290. <https://doi.org/10.3109/09638288.2016.1140833>
- Ben Chaâbane Z. (2019). Jeux sportifs traditionnels, jeux sportifs institutionnels et relations socioaffectives. In *Pratiques sportives traditionnelles et tourisme culturel durable*. Casbah: Alger.
- Ben Chaâbane Z. (2020). Book Review: Contribution à un Lexique Commenté en Science de l'Action Motrice. *Front. Psychol.* 11:609193. doi: 10.3389/fpsyg.2020.609193
- Bohner, G., y Dickel, N. (2011). Attitudes and attitude change. *Annual Review of Psychology*, 62, 391–417. <https://doi.org/10.1146/annurev.psych.121208.131609>
- Bouزيد, E. (2000). Etude des jeux sportifs d'adultes et d'enfants de deux périodes de l'histoire tunisienne: la période romaine et l'époque actuelle. In Ministère de la Jeunesse, de l'Enfance et des Sports de la République Tunisienne (Eds.), *Jeux, Sports et sociétés* (pp. 35-54). Actes du colloque Tuniso-français, Tunis: CERDOJES
- Cameron, L., Rutland, A., Turner, R., Holman-Nicolas, R., y Powell, C. (2011). Changing attitudes with a little imagination: imagined contact effects on young children's intergroup bias. *Anales de Psicología*, 27(3), 708-717
- Crano, W. D., y Gardikiotis, A. (2015). Attitude Formation and Change. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, (December), 169–174. <https://doi.org/10.1016/B978-0-08-097086-8.24004-X>
- Durlak, J. A., Weissberg, P.R., Dymnicki, A. B., Taylor, R., y Kriston, B., Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.
- Eckert, P. (2018). The whole woman: Sex and gender differences in variation. *The Matrix of Language: Contemporary Linguistic Anthropology*, 1(1989), 116–137. <https://doi.org/10.4324/9780429496288>
- Eagly, A. H., y Mladinic, A. (1989). Gender Stereotypes and Attitudes Toward Women and Men. *Personality and Social Psychology Bulletin*, 15(4), 543–558. <https://doi.org/10.1177/0146167289154008>
- Expósito, F., Moya, M. C., y Glick, P. (1998). Sexismo ambivalente: Medición y correlatos. *Revista de Psicología Social*, 13(2), 159–169. <https://doi.org/10.1174/021347498760350641>

- Hutzler, Y., Zach, S., y Gafni, O. (2005). Physical education students' attitudes and self-efficacy towards the participation of children with special needs in regular classes. *European Journal of Special Needs Education*, 20(3), 309-327.
- Jansen, R., Batista, S., Brooks, A.I., Tischfield, J.A., Willemsen, G., Van Grootheest, G., ... Penninx, B.W.J.H. (2014). Sex differences in the human peripheral blood transcriptome. *BMC Genomics*, 15(1). <https://doi.org/10.1186/1471-2164-15-33>
- Kiuppis, F., y Kurzke-Maasmeier, S. (Eds.) (2012). *Sports reflected in the UN-convention on the rights of persons with disabilities – Interdisciplinary approaches and political Positions*. Stuttgart: Kohlhammer.
- Lavega, P. (ed.) (2006). *Juegos tradicionales y sociedad en Europa*. Barcelona: Asociación Europea de Juegos y Deportes Tradicionales.
- Lavega-Burgués, P., March-Llanes, J., and Moya-Higueras, J. (2018). Validation of games and emotion Scale (GES-II) to study emotional motor experiences. *Journal of Sport Psychology*, 27(2), 117-124.
- López de Sosoaga, A. (2006). Juegos infantiles y juegos de adultos ¿dos realidades diferenciadas? En R. Martínez de Santos y J. Etxebeste (Eds.), *Investigaciones en praxiología motriz* (pp.11-20). Vitoria: AVAFIEP y Universidad del País Vasco-
- Maestro, F. (1996). *Del tajo a la replaceta, juegos y divertimentos del Aragón rural*. Zaragoza: ediciones 94.
- McKay, C. (2018). The value of contact: unpacking Allport's Contact Theory to support inclusive education. *Palaestra*, 32(1), 21-25.
- Parlebas, P. (2001). *Juegos, deporte y sociedad. Léxico de Praxiología motriz*. Barcelona: Paidotribo. 1ª Edició 1981.
- Parlebas, P. (2010). Santé et bien-être relationnel dans les jeux traditionnels en G. Jaouen; P. Lavega, y C. De La Villa (ed). *Jeux traditionnels et santé sociale* (pp.85-102). Aranda de Duero: Asociación
- Parlebas, P. (2017). *La aventura praxeológica*. Málaga: Junta de Andalucía.
- Rillo-Albert, A., Lavega-Burgués, P., Prat, Q., Costes, A., Muñoz-Arroyave, V., y Sáez de Ocariz, U. (2021). The Transformation of Conflicts into Relational Well-Being in Physical Education: GIAM Model. *International Journal of Environmental Research and Public Health*, 18, 1071. <https://doi.org/10.3390/ijerph18031071>
- Rosenbaum, P. L., Armstrong, R. W., y King, S. M. (1986). Children's attitudes toward disabled peers: A self-report measure. *Journal of Pediatric Psychology*, 11(4), 517–530. <https://doi.org/10.1093/jpepsy/11.4.517>
- Sáez de Ocariz, U., and Lavega-Burgués, P. (2020). Development and validation of two questionnaires to study the perception of conflict in physical education. *International Journal of Environmental Research and Public Health*, 17(17), 6241. <https://doi.org/10.3390/ijerph17176241>
- Soler, S., Serra, P., and Vilanova, A. (2018). *La Igualtat en joc: guia de bones pràctiques de gènere en els estudis de la família de les ciències de l'activitat física i de*

- l'esport (CAFE)*. Barcelona: INEFC.
<https://inefcgiseafe.com/publicacions/projectes-memories/igualdad-en-juego/>
- Taylor, R.D., Oberle, E., Durlak, J.A., Roger P., y Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171.
- Trabzuni, D., Ramasamy, A., Imran, S., Walker, R., Smith, C., Weale, M.E., ... Ryten, M. (2013). Widespread sex differences in gene expression and splicing in the adult human brain. *Nature Communications*, 4. <https://doi.org/10.1038/ncomms3771>
- Triandis, H. C. (1971). *Attitude and attitude change*. New York: Wiley
- Triandis, H. C. (1974). *Actitudes y cambios de actitudes*. Barcelona: Tora
- Triandis, H. C. (1977). *Interpersonal Behavior*, Brooks/Cole Publishers, Monterey, CA
- UNESCO (2003). Convention for the safeguarding of the intangible cultural heritage. MISC/2003/CLT/CH/14
- UNESCO (2015). Quality physical education policy - UNESCO Biblioteca Digital
<https://unesdoc.unesco.org/ark:/48223/pf0000233920>
- UNESCO (2017). *Traditional sports and games, challenge for the future: concept note on traditional sports and games*.
<https://unesdoc.unesco.org/ark:/48223/pf0000252837>
- Valois, P., Desharnais, R., y Godin, G. (1988). A comparison of the Fishbein and Ajzen and the Triandis attitudinal models for the prediction of exercise intention and behavior. *Journal of Behavioral Medicine*, 11(5), 459–472.
<https://doi.org/10.1007/BF00844839>
- Williams, J. E., y Best, D. L. (1990). *Sex and psyche: Gender and self viewed cross-culturally*. *Sex and psyche: Gender and self viewed cross-culturally*. Thousand Oaks, CA, US: Sage Publications, Inc.
- Wilson, M. A. (2020). Searching for sex differences. *Science*, 369(6509), 1298–1299.
<https://doi.org/10.1126/science.abd8340>
- Wrabel, S. L., Hamilton, L. Whitaker, A., y Grant, S. (2018). *Investing in evidence-based social and emotional learning: Companion guide to social and emotional learning interventions under the every student succeeds activities: Evidence Review*. Santa Monica, Calif.: RAND Corporation. <https://doi.org/10.7249/RR2739>
- Yeager, D. S. (2018). Social-Emotional Learning Programs for Adolescents. *The Future of Children* 27(1), 31–52.



Co-funded by the
Erasmus+ Programme
of the European Union



Methodology for the Application of Traditional Games and Sports to Foster Gender Equality

Pere LAVEGA (ed.)

