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**Manual**

*Methodology for the Application of Traditional  
Games and Sports to Promote Social Inclusion*

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## **Practical Intervention Methodology for Promoting Social Inclusion through Traditional Games and Sports**

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# CHAPTER

# 1

## **FOSTERING SOCIAL**

**INCLUSION** 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), 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 (<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/622100-EPP-1-2020-1-ES-SPO-SCP>;  
[https://inefc.gencat.cat/ca/inefc/recerca\\_i\\_doctorat/oficina-projects/projectes-inefc/fomentar-inclusio-social/index.html#googtrans\(ca|en\)](https://inefc.gencat.cat/ca/inefc/recerca_i_doctorat/oficina-projects/projectes-inefc/fomentar-inclusio-social/index.html#googtrans(ca|en))).

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

### 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 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).

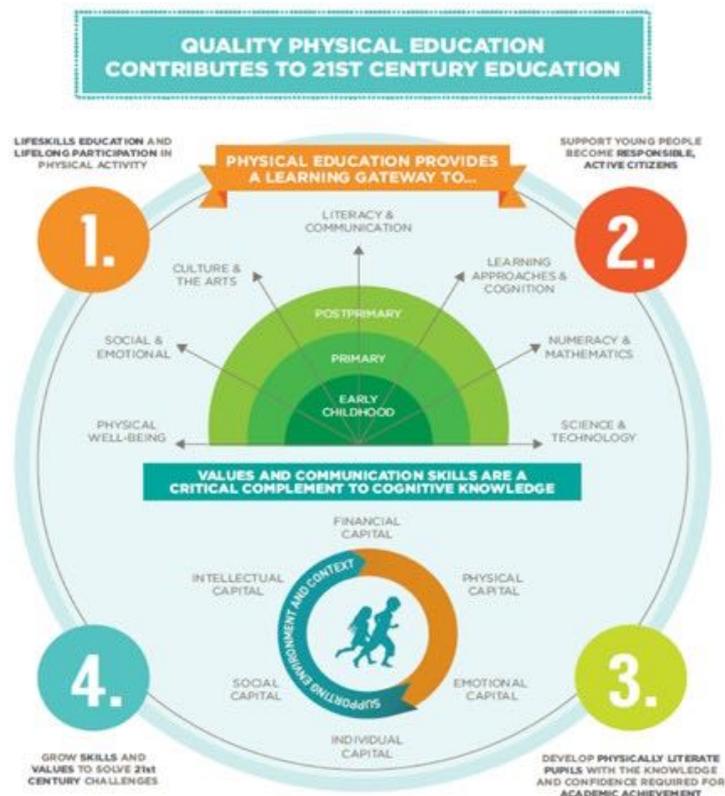


Figure 1. Contribution of quality physical education to the challenges of the 21st century (UNESCO, 2015).<sup>1</sup>

Recently, UNESCO reaffirms these educational priorities and calls for investment in quality physical education to support post-COVID-19 recovery.<sup>2</sup>

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 ,act locally), gender equality (empowerment of girls) and the social inclusion of people with disabilities (empowerment of people with intellectual disability).

<sup>1</sup> UNESCO (2015). [Quality physical education policy - UNESCO Digital Library](https://unesdoc.unesco.org/ark:/48223/pf0000233920)  
<https://unesdoc.unesco.org/ark:/48223/pf0000233920>

<sup>2</sup><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).<sup>3</sup>

## 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 related to 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

<sup>3</sup> UNESCO (2015). [Quality physical education policy - UNESCO Digital Library](#)

the social group, and the expectations we have about how people in that social group 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 of people with disabilities

According to the World Health Organization, disability is a deterioration in the physical or mental structure or function of a person, which becomes a significant limitation in their activities (WHO, 2001). The European Association "Inclusion Europe", when presenting the strategy for the rights of people with disabilities (2020-2030), considers that "Intellectual disability is a condition in which people have significant learning and understanding difficulties due to development incomplete intelligence. Their abilities in areas such as cognition, language, motor and social abilities may be permanently impaired"(Inclusión Europe, 2021)<sup>4</sup>

These difficulties do not allow people with disabilities to participate normally in daily activities (WHO, 2001). In addition, participation limitations are often linked to the stereotypes that people without disabilities have about them (WHO, 2001).

As indicated at the beginning of this text, the inclusion of people with disabilities is very present in the European Union, and in international organizations. The principle of inclusion has been initially applied to education, and little by little after the approval of the Convention on the Rights of Persons with Disabilities (CRPD), it has been promoted in different political and academic sectors in all areas of education, daily life, including cultural life and leisure, as well as in physical activity and sport (Kiuppis and Kurzke-Maasmeier 2012). In all cases, there is a need to overcome existing social stereotypes about this group of population.

Scientific evidence confirms that attitudes (stereotypes) towards people with disabilities play a key role in social inclusion (Armstrong, Morris, Tarrant, Abraham and Horton, 2017; Bossaert and Petry, 2013). Social inclusion programs try to promote as much experience of interpersonal relationships between people with and without disabilities. However, it is not always examined whether these programs have changed stereotypes and tools are available to measure attitudes. Among the possible instruments, we highlight the contribution of Rosenbaum, Armstrong and King (1986), who created the Chedoke-McMaster Scale of Attitudes Towards Children with Disabilities (CATCH), based on the model of Triandis (1971). This questionnaire consists of 36 statements and has been the one that has generated the greatest amount of scientific evidence regarding inclusive attitudes (eg. Armstrong et al., 2017; Bossaert and Petry, 2013; De Boer, Timmerman, Pijl and Minnaert, 2012). However, the statements of the scale are oriented

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<sup>4</sup> [https://ec.europa.eu/commission/presscorner/detail/en/ip\\_21\\_810](https://ec.europa.eu/commission/presscorner/detail/en/ip_21_810)

to social contexts in which physical activity is not present. Therefore, in this project, it will be necessary to adapt this scale to have a valid and reliable measure of stereotypes towards people with disabilities focused on the field of physical activity (traditional sports and games).

### 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 other people (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 conduct 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, p. 86).

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 conduct 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 conduct) 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 if you 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 and / or intellectual disability in different geographical and cultural contexts.

### **1.3 Modify non-inclusive stereotypes through traditional sports play**

This project is based on the theoretical principle of considering that participation in appropriate traditional sports game programs (TSG) can 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 evidence confirms that attitudes are learned and can be modified through intervention programs (Cameron, Rutland, Turner, Holman-Nicolas, and Powell, 2011; Eagly and Chaiken, 1993; Hutzler, Zach, and Gafni, 2005; Rillo et al., 2021; Sáez de Ocariz 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 dimensions, Parlebas, 2001, Ben Chaâbane, 2020).

As a complement to the above, it must be recognized that attitudes are formed from a personal evaluative construct and also from a normative construct that emerge from conducts 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 sports 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 (A<sub>1</sub>-A<sub>2</sub>-A<sub>3TSG</sub>) 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-Analyze (A<sub>1</sub>-A<sub>2</sub>-A<sub>3TSG</sub>)**. 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 PPP 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 A<sub>1</sub>-A<sub>2</sub>-A<sub>3TSG</sub>**.

**A1 Learn. MOOC course.** This project proposes to show an innovative and free methodology to all people who want to use the TSG to promote 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

- **Validate and adapt the CATCH scale to Spanish, Portuguese, French and Arabic** (Rosenbaum, Armstrong, 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 and Arabic** (Neuropsychological Attitudes towards Gender Equality) to assess changes in inclusive attitudes (cognitive, affective and conductual) in relation to gender equality through the use of traditional sports games.
- **Adapt the Games and Emotion Scale (GES-II) questionnaire to Spanish, Portuguese, French and Arabic** (Lavega-Burgués, March-Llanes; and Moya-Higueras, 2018). to assess the positive impact of the inclusive use of TSG on emotional well-being.
- **Creation of an APP.** In addition, the project will develop an application (APP) with the purpose 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 analyze 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 promote social inclusion (with special emphasis on people with disabilities) 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 promote social inclusion

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 promote the social inclusion of people with disabilities and 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 social inclusion and 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 inclusive 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 of the Massive Open Online Course (MOOC).

### 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, a party 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 will be used for the implementation phase of the project and specifically for the development of MOOCs.

### **2.3 TSG catalogue that promotes social inclusion. TSG Pilot Inclusive Actions Methodology**

The third part of this manual corresponds to the TSG catalog. This repertoire shows examples of TSG adapted for the social inclusion of people with physical disabilities. Talking about social inclusion 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 will explain strategies for the application of TSG for formal and non-formal learning environments as a tool for promoting social inclusion and gender equality. We believe that with this manual and the MOOC training course, project partners and all organizations that are interested in promoting social inclusion will be able to appropriate the basic concepts and tools necessary to use TSG.

We take 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 want to thank the European Commission once again for having co-financed this Erasmus + project.

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# CHAPTER

# 2

**GOOD PRACTICES** for social inclusion through the use of traditional games and sports

## 1. Good inclusive practices with the use of traditional games and sports

Below, we show a repertoire of examples of inclusive good 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 OPPORTUNITY project approach, 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

### Country-City-Region

Rovinj-Istria-Croatia

### Type of disability of the participants

People with physical and intellectual disabilities

### Presentation of the participants

Roles of people with disabilities: players

Number of participants without disabilities: 75

Number of participants with mental disabilities: 3

Number of participants with other types of disabilities: 4

Age range of participants without any disability: 13-18 years

Age group of participants with mental disabilities: 13-18 years

Age group of participants with other types of disability: 13-18 years

### Context

#### Formal education

Secondary education Physical Education classes. Every school year

## Type of material

Not adapted

## Inclusive experiences and strategies carried out with people with intellectual disabilities

Traditional games are especially very interesting for the inclusion of people with disabilities because they are very simple and generate well-being. During the entire duration of the Erasmus + project (two years) we had five transnational meetings and the traditional games proved to be a total success. They improved the social skills of students with intellectual disabilities by making them an equal member of teams and we had the opportunity to see these students improve their social skills for two years.

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

Pljočkanje, Pandolo, Guards and thieves, Varit (colors), 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 student encounters. This exchange and the brochure are part of the curriculum of each partner school and are used in different subjects as a teaching tool. The evaluation of the participating centres is very positive.

## Impact type

We had the opportunity to witness the personal change of these students during the duration of the project. For example, two children with Asperger's became more sociable and were eager to participate in each activity. Their social skills improved a lot because we noticed at first that they used their smartphones a lot and were distant from the other students, and as the project evolved, they became fully integrated into the realization of the games and other activities.

## Generated material

Material description:

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 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 that can be shared.

**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

**Type of disability of the participants**

People with physical and intellectual disabilities

**The role of disabled people in the activity**

Player

**Presentation of the participants**

Roles of people with disabilities: players

Number of participants without disabilities: 75

Number of participants with mental disabilities: 5

Number of participants with other types of disability: 2

Age range of participants without any disability: 9-10

Age group of participants with mental disabilities: 9-10

Age group of participants with other types of disability: 9-10

**Context****Formal education**

Class session, once a week

**Type of material**

Not adapted

## **Inclusive experiences and strategies carried out with people with intellectual disabilities**

Traditional sports and games are great for social inclusion because they often have very simple rules and the fun is not about winning but enjoying a team experience. Students with intellectual disabilities do not feel alien and fully participate in them. It also helps them express emotions.

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

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

## **Evaluation and conclusion**

The games were very successful and the students enjoyed playing them away from the smartphones they use too often. The games were mainly played outdoors. Also, some students played the games at home with their parents and grandparents. In some games, students needed to find their own accessories to play with and that certainly enhanced their creativity. We also had some guest experts from museums like Mirjana Margetić from the Ethnographic Museum of Istria who introduced our students to new games. We also had some parents as guests who remembered the games they played in their childhood.

## **Impact type**

Students with disabilities played actively. They did not feel different or excluded. It helped them to be socially included safely.

## **Evaluation of the positive impact of the good practice regarding the inclusion of people with intellectual disabilities**

There is no evidence regarding the evaluation of the impact of the activity.

## **Generated material**

The available material is found in the web links mentioned above.

**Name of good practice:**

**Boccia**

**Organization type**

Secondary education

**Type of good practice**

Traditional adapted game or sport

**Organizing Institution**

Father Benjamin Salgado School Group

**City-region-country**

Joane / Braga / Portugal

**Type of disability of the participants**

People with intellectual disabilities

**The role of disabled people in the activity**

Player

**Presentation of participants (social inclusion)**

Number of participants (without disabilities): 0

Number of participants (with intellectual disabilities): 4

Number of participants (with other disabilities): 0

Average age of participants (without disabilities): 0

Average age of participants (with intellectual disabilities): 16

Average age of participants (with other disabilities): 16

**Context****Formal education**

Secondary education - face-to-face session

**Frequency of good practices (number of times)**

Once a week

**Infrastructure (Facilities - Social Inclusion)**

No.

**Type of material (gender equality)**

No.

**Description of the experience (social inclusion)**

In the practice of boccia, students can develop various skills, among which interaction with peers stands out.

**Mention the games used in the Good Practices of Social Inclusion**

Boccia

**Evaluation and conclusions**

The assessment is very positive since it allows students to develop personal and social skills important in their lives.

**Generated material**

Material for Boccia

**Name of good practice:****Adapted sports day****Organization type**

Associative context

**Type of good practice**

Traditional sports and games

**Organizing Institution**

ALADI - Lavrense Association for the Support of the Intellectual Disabled

**City-region-country**

Porto / Porto / Portugal

**Type of disability of the participants**

Motor and intellectual disability

**The role of people with disabilities in the activity**Player  
Observer**Presentation of participants (social inclusion)**

Number of participants (without disabilities): 350

Number of participants (with intellectual disabilities): 06

Number of participants (with other disabilities): 100

Average age of participants (without disabilities): 4 - 40

Average age of participants (with intellectual disabilities): 16 - 70

Average age of participants (with other disabilities): 16 - 70

**Context (definition of best practices)****Formal education**

Primary education and secondary education – events (workshop, seminars, meetings)

Informal education: Free time activity (camps and other types of events)

**Frequency of good practices (number of times)**

Once a year

### **Infrastructure (Facilities - Social Inclusion)**

No

### **Type of material (social inclusion)**

Some materials are adapted to facilitate participation

### **Description of the experience (social inclusion)**

It is an experience of unity, union between people with and without disabilities. It is an experience that allows you to share activities and difficulties of the day to day in the realization of certain games.

### **Mention the games used in the Good Practices of Social Inclusion**

Spoon game, relay game, cat game, wheelchair race, pin / obstacle drop, piggy bank game, water relay: fill the bucket....

### **Evaluation and conclusions**

All moments of coexistence between special and non-special populations can become excellent moments to share experiences and to unite and accept differences.

### **Type of impact on social inclusion**

Yes. Share activities on the institution's website and on Facebook.

### **Are there specific tools available for this assessment?**

There are no specific tools to evaluate this activity.

**Name of good practice:****Tradijoc****Organization type**

Traditional sports and games

**Typology of good practice**

Formal education. Secondary education

**Organizing Institution**

Working Group of Tradjoc, Departament Educació, Generalitat de Catalunya.

With the collaboration of: Center Educació Especial Jeroni de Moragas, Institut de Flix, Institut Julio Antonio, Institut Terra Alta, Col·legi Santa Teresa de Móra d'Ebre, Institut-Escola 3 d'Abril de Móra la Nova, Institut-Escola Mare de Déu of the Portal.

City - Region - Country

It is not carried out in a fixed city or town, but it is itinerant between the different towns of the Ribera d'Ebre region (Flix, Móra d'Ebre, Batea or Gandesa) - Catalonia - Spain.

**Presentation of the participants**

275 without disabilities (12-14), from the regions of Ribera d'Ebre, Terra Alta and Priorat (Catalonia). (135 boys, 145 girls)

Students from the "Jeroni de Moragas" Special Education Center in Móra d'Ebre. 10 students with intellectual disabilities. (12-18 years)

**Frequency**

Annual

**Context****Formal education****Infrastructure**

The Tradjoc takes place in wide open public spaces without obstacles (streets and squares). Previously, permission is requested from the corresponding town hall, so that the vehicles do not park on public roads and traffic is closed.

If the activity takes place in the Flix Institute (gym, patio), the spaces are adequately adapted, facilitating mobility. There is an absence of architectural barriers, such as stairs or other obstacles. There are access ramps and accessible showers and toilets.

In each edition, the toilets of the educational centre and the town hall are made available to the participants. Likewise, there is the support of an ambulance, in case there was an emergency.

## **Material**

All kinds of traditional game material from the area, the majority being self-built.

## **Inclusive experiences and strategies carried out with people with intellectual disabilities**

The *Tratóc* is a meeting that was born in 2005 and since then it has been held uninterruptedly, except for the last two years that it has had to be suspended due to the pandemic. It is organized by the physical education teachers of the participating centres, as well as by the professionals of the special education centre “Jeroni de Moragas” in Mora de Ebro. Those responsible for this entity are those who select the students (10 boys approximately) who participate in this activity. Likewise, they determine which of them will do it as players who will assume the functions of monitor and who will therefore stimulate and explain the games.

Each group is made up of 14-16 students, seeking heterogeneity, both from the origin of different educational centres, the distribution of boys and girls, trying to have one with a disability in each of them. A priori, none of them are known before the celebration of the meeting. Each group wears a t-shirt color that differentiates them from the others.

In the meeting, three large areas of play are delimited. In each game area and according to the number of participants in each edition (260-280), they offer 4 or 5 different popular and traditional games. In each zone there is a minimum of one monitor or facilitator who explains the game to the participants. The activity usually lasts about 15 minutes, after this time they move to another play space. When they have passed through all the playgrounds in that area they move, all accompanied by teachers and monitors, to another.

## **Games used**

All the traditional games that take place during the day are native to the region (e.g. the *Llum de gantxo*, *Skittles*) or well known (race with tied feet, stilts, spinning top, *espadrilla* throwing, jump rope, horseshoe, the three reeds, the flag, etc.).

## **Evaluation and conclusions**

Working group analyzes the development of the Conference:

- those from 3-4º ESO act as a monitor. A balance is made of the development of the Conference,
- the suitability of the proposed games is analyzed,
- the general organization is taken into account.

Likewise, students are asked to reflect on the day

## Impact type

It is an activity with a great impact on the media of the entire region and province. The means that are usually present are:

- written press: "Semanari Terres de l'Ebre", "Diari de Tarragona",
- tV: TV3, local TV.

## Evaluation of the positive impact of the good practice in relation to people with intellectual disabilities

This day of the Trahícs, has been created and developed by a Working Group recognized by the Department of Education, of the Government of Catalonia, made up of teachers from each of the participating centres.

At the end of the activity, an exhaustive analysis of it is carried out. After all the years that have been held since its inception, it is verified that it is a meeting that allows contact between students from more than 25 towns in two regions, in a relaxed, happy, dynamic and festive atmosphere, and that it becomes in a perfect formula not only to know and practice traditional games of the territory but also to work on fundamental values such as tolerance, respect for differences, dialogue, friendship. It is found that boys with intellectual disabilities are perfectly accepted in the group, being one more component of the group.

## Generated material

General information about the organization of the Tratóc:

<http://bieljoc.blogspot.com/search/label/Trazóc>

Information on the games of the last edition (Gandesa, 2019):

[https://drive.google.com/file/d/1x-LPseevagC0503eodsYvozJqlyEPka\\_/view](https://drive.google.com/file/d/1x-LPseevagC0503eodsYvozJqlyEPka_/view)

Material location

General information about the organization of the Tratóc:

<http://bieljoc.blogspot.com/search/label/Trazóc>

[https://drive.google.com/file/d/1x-LPseevagC0503eodsYvozJqlyEPka\\_/view](https://drive.google.com/file/d/1x-LPseevagC0503eodsYvozJqlyEPka_/view)

**Name of good practice:****We all add. (tots sumem)****Organization type**

Traditional sports and games

**Typology of good practice**

Non-formal education (festival)

**Organizing Institution**

Lo Llaüt, Cooperativa de Corbera d'Ebre and CEE Jeroni de Moragas de Móra d'Ebre

**City - Region - Country**

Corbera d'Ebre - Catalonia - Spain.

**Presentation of the participants**

300 without disabilities (1-99 years)

40 with intellectual disabilities, from the Center d'Educació Especial (CEE) Jeroni de Moragas de Móra d'Ebre (4-60 years)

-15 other disabilities (over 18 years old)

**Frequency**

Annual

**Context****Formal education**

Secondary Education - Festival or meeting

**Infrastructure**

The activity takes place in the Corbera de Ebre Town Hall park. It is a spacious, landscaped space without architectural barriers.

**Material**

Conventional: conventional material for PE sessions (e.g.: basketballs, cones, hoops, bibs ...).

Specific to the traditional game: Skittles pins, spinning tops

## **Inclusive experiences and strategies carried out with people with intellectual disabilities**

It is an annual meeting organized by the Cooperativa de Corbera de Ebro that seeks to collect money with a solidarity purpose: to give the CEE Jeroni de Moragas de Mora de Ebro so that it can continue with its great work of care for the intellectually disabled, either as trainers, school, adult workshops ...

To make this meeting possible, the voluntary collaboration of entities, associations and individuals is requested. Since 2016, the Lo Llaüt de Ascó cultural association has participated in organizing oversized games (of skill, aim, chance, dexterity, etc.).

The organizers bring the game materials and propose the help of young people from the town to carry out tasks of control and dynamization of the games together with young people and adults with disabilities from the Jeroni de Moragas Special Education Center, becoming protagonists since they act as game monitors.

The games are aimed at all participants, regardless of their age. Thus, both the residents of Corbera de Ebro of all ages, as well as those from other towns, do towards the festival and participate side by side with everyone.

The proposed games are easy to understand and practice - perhaps not so much to achieve, but precisely, when the first two conditions are met, they are successful!

### **Games used**

The proposed games can be consulted at:

2018: <http://bieljoc.blogspot.com/2018/06/exit-de-tots-sumem.html>

2019: <http://bieljoc.blogspot.com/2019/06/jocs-per-amenitzar-la-2a-edicio-de-tots.html>

Some of them are: sjoelbaek, Japanese billiards, soccer caps, circuit of plates, circuit of water, Trou madame, The climber, Trappe pass, the game of the ball.

### **Evaluation and conclusions**

An act of solidarity like this allows to put in contact many diverse people, of all ages and gender, with or without disabilities, and therefore it becomes a true "laboratory" to work on values, social relationships, awareness, respect and tolerance.

### **Impact type**

This activity has a great impact on the entire region. Likewise, some local and provincial media echo the event.

### **Assessment of the positive impact of the good practice in relation to people with intellectual disabilities**

There is no evidence on this impact, although the opinion of all participants is very positive.

**Material generation**

Descriptive report of the activity and other materials.

**Material location**

<http://lollaut.blogspot.com/2018/06/>

**Name of good practice:****lil sample of traditional games****Organization type**

Traditional sports and games

**Typology of good practice**

Non-formal education (festival)

**Organizing Institution**

Zaragoza's University

**City - Region - Country**

Zaragoza- Aragon -Spain.

**Presentation of the participants**

506 without disability. 296 boys, 278 girls. 8 to 10 years  
-63 with intellectual disability. 10 to 40 years

**Frequency**

Annual

**Context****Formal education**

Class session and festival

**Infrastructure**

The activity was carried out online, since each centre participated from their own classrooms.

**Material**

Didactic material such as index cards with pictograms and fabrics have been made to lengthen the arms and expand the space for players with wheelchairs to pass. Each student has made a manual work related to the game, to wear it while playing.

## **Inclusive experiences and strategies carried out with people with intellectual disabilities**

The 18 schools of Ed, Primaria and Ed, Especial have presented a game with song to the rest of the participating schools. Also, we have all learned the Missi Pass game. The Special Ed centres prefer not to adapt the games because life does not allow them adaptations and they want to solve the situations with their own resources. However, they were offered didactic material based on cards with pictograms to remember the lyrics of the song. Fabrics were also used to expand the space between the two players that create the bridge, to be able to pass under it with wheelchairs.

### **Games used**

The Misi Pass game was the game common to all participating centres. It was shared in the same way between players with intellectual disabilities and between players without disabilities. Each centre also contributed its own game by presenting it to the rest of the centres. Among them are: To the stroller I will read, Mouse that catches you, English Chocolate, To the slipper from behind, To the handle of the jada, etc.

### **Evaluation and conclusions**

The players, in this case, have shown interest in the proposed game itself, without posing any problem in the acceptance of the Special Ed students, nor posing any difficulty for playing boys and girls, not even for singing a song with a female role and played by a child. Children play freely, just for the sake of sharing through play. They focus their attention on the act of playing and not on the qualities of the players.

### **Impact type**

Data has been collected through online questionnaires that still need to be analyzed in depth.

### **Assessment of the positive impact of the good practice in relation to people with intellectual disabilities**

The questionnaire that was designed and validated by different specialists in Special Education and Primary Education, includes several parts, with questions about respect for human rights, gender equality, diversity contexts and games with songs. We have collected the data, we need to analyze it in depth and obtain the conclusions.

### **Generated material**

Worksheets that are offered to educational centres so that the Games can work through this proposal, including musical, motor and emotional work to play the proposed game.

### **Material location**

In the very centre.

**Name of good practice:**

**Family gathering of traditional games. (family stop of xogos tradicionais)**

**Organization type**

Traditional sports and games

**Typology of good practice**

Cultural heritage (traditional, local, regional, etc.)

**Organizing Institution**

CPI of San Sadurniño

**City - Region - Country**

San Sadurniño- Galicia -Spain.

**Presentation of the participants**

- participants without disabilities. 190. From 3 to 75 years old
- participants with intellectual disabilities. 10. From 18 to 25 years old.

**Frequency**

Annual

**Context****Formal education**

Primary education and secondary education - meetings (festival, school day, others)

**Infrastructure**

Accessible sports facility.

**Inclusive experiences and strategies carried out with people with ID**

Traditional games day for students in Early Childhood Education, Primary Education, ESO, families, neighborhoods and teachers. It takes place on Saturday to facilitate the attendance of families.

## Games used

They have been varying a bit from one edition to another. To consult it in more detail you can see the address of web pages that appears later.

## Assessment of the positive impact of the good practice in relation to people with intellectual disabilities

Traditional games, well used, are very valuable tools to work on both social inclusion and gender equality.

## Generated material

Activity and resources report

## Material location

The generated material can be consulted here:

<https://drive.google.com/file/d/0B1IE6RTWNLYAWkdPbTJRZm05dmM/edit>

[http://2.bp.blogspot.com/UGNvZldlcag/VS\\_sOzIECZI/AAAAAAAAADw/BLzaWp6DjPk/s1600/cartazreducido.png](http://2.bp.blogspot.com/UGNvZldlcag/VS_sOzIECZI/AAAAAAAAADw/BLzaWp6DjPk/s1600/cartazreducido.png)

<http://2.bp.blogspot.com/->

[UGNvZldlcag/VS\\_sOzIECZI/AAAAAAAAADw/BLzaWp6DjPk/s1600/cartazreducido.png](http://2.bp.blogspot.com/UGNvZldlcag/VS_sOzIECZI/AAAAAAAAADw/BLzaWp6DjPk/s1600/cartazreducido.png)

<https://www.youtube.com/watch?v=L4SGP80c9m4>

<http://paradaxttsansa.blogspot.com>

**Name of good practice:**

**Inclusive educational days**

**Organization type**

Recreational days

**Typology of good practice**

Traditional sports and games

**Organizing Institution**

CPI of San Sadurniño - ADISPAZ

**City - Region - Country**

La Almunia de Doña Godina- Aragón -Spain.

**Presentation of the participants**

- Participants without disabilities.
- Participants with intellectual disabilities.

**Frequency**

Annual

**Context****Formal education**

Primary and secondary education: Inclusive days

**Infrastructure**

Sports facility, pavilion.

**Inclusive experiences and strategies carried out with people with ID**

Through traditional games, people with disabilities have taught children and young people traditional games, achieving direct interaction between them, both as people who explain the games and as people who actively participate in them.

## **Games used**

The frog, the 7 and a half, the Skittles, the Skittles alleys, the Dutch billiards, the cooperative skate, the MÖlkky, the penny, the parachute, the newspaper, the house, games with various songs (acodin, layer) ...

## **Evaluation**

The Cooperative games above all help to improve both the inclusion of people with disabilities, as well as the relationships between participants, both between people with and without disabilities, and in gender equality, between boys and girls.

## **Assessment of the positive impact of the good practice in relation to people with intellectual disabilities**

Through an online survey, using the emotional well-being questionnaire (Games and Emotions Scale: GES) also through observation during practices and videos both of the practice and at the end of it.

## **Generated material**

Guide to the work sessions and project website.

<https://adispaz.es/noticias/>

<https://adispaz.es/together/>

**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 sports 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)

**Place where the good practice is carried out**

City: Zaghuan

Region: Zaghuan

Country: Tunisia

**Type of disability of the participants**

Down's Syndrome

**Presentation of the participants**

Roles of people with disabilities: Players

Number of participants without disabilities: 100

Number of participants with mental disabilities: 10

Number of participants with other types of disability: 2

Age group of participants without any disability: 9-18 years

Participation period of participants with mental disabilities: 14-20 years

Participation period of participants with other types of disability: 15-18 years

## Context

### Formal education

Primary, middle and secondary education. School activities in the form of traditional sports games designed to promote these games in the School Physical Education program and prepare for the event of the year called "the Olympics": Primary, middle and secondary education.

### Infrastructure

Not suitable for the inclusion of people with mental disabilities.

### Type of material

Not adapted to the social inclusion of people with mental disabilities.

## Inclusive experiences and strategies carried out with people with intellectual disabilities

Training (theoretical and practical) of PE teachers in the use of traditional sports and games as a means of learning and developing skills in the field of social inclusion of people with intellectual disabilities. Use of traditional sports and games (JDT) in the formal Physical Education program in schools according to the inspectors of the education sectors and direct intervention in schools to teach and form physical education teachers.

Organization of the annual event in the form of the JDT Olympiad with the participation of schools such as specialized centres for people with mental disabilities in order to contribute to the social inclusion of this group of people.

## Games used in Good Practices for the inclusion of people with intellectual disabilities

The festival hosts the following games:

Tug of war

Skittles game Kafz the Ouzra

Environment discovery game

Wrestling

Grèche

Top

Game of marbles

Square game (also known as the hopscotch game)

Game of the 4 coins



### Evaluation and conclusion

The festival is always organized in an archaeological site. This gives the young participants the opportunity, all from disadvantaged backgrounds, with or without mental disabilities, to travel, visit and learn about history and their tangible and intangible cultural heritage.

The visit of the young participants allows a very interesting cultural and historical training, in addition to the knowledge and discovery of heritage games and their practice.

Thus, physical education teachers, specialized educators, students from disadvantaged schools, students with and without disabilities benefit, during these "Olympics", from this important contribution.



### Impact type

Media impact: the materials can be found at the following links:

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

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

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

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

Increase in the number of participants and strong demand from civil society to present their activities, prepared for the occasion during the school year, in order to develop their own media coverage.

Broadcasting of the annual event in the media: FB, TV, documentary, national and Arabic radio.

Educational impact: impact on education, training, education in Olympic values.

### **Evaluation of the positive impact of the good practice regarding the inclusion of people with intellectual disabilities**

There is no evidence regarding the evaluation of the impact of the activity.

### **Generated material**

The available material is found in the web links mentioned above.

### 3. Non-formal education context

#### Name of the good practice

Traditional games and social inclusion

#### Type of good practices

Traditional sports and games

#### Organizing Institution

Porto Municipalities Association

#### City - Region - Country

Porto / Porto / Portugal

#### Type of disability

People with physical and intellectual disabilities

#### The role of people with disabilities in the activity

Player

#### Presentation of participants (Social equality)

Number of participants (without disabilities): 100

Number of participants (with intellectual disabilities): 02

Number of participants (with other disabilities): 01

Average age of participants (without disabilities): 7-12

Average age of participants (with intellectual disabilities): 8

Average age of participants (with other disabilities): 11

#### Context

##### Informal education

Free time activity (camping, meeting, others)

Events (festival, celebrations)

**Frequency of good practices (number of times)**

Once a year

**Infrastructure (Facilities - Social Inclusion)**

No

**Type of material (social inclusion)**

No

**Description of the experience (Social Inclusion)**

The main strategy is to help people to play autonomously.  
Both sexes performed different Traditional Games known in the Portuguese tradition.

**Mention the games used in the Good Practices for social inclusion (people with intellectual disabilities)**

Tin set; 2) Donkey Game (Social Inclusion).  
Tin set; 2) Donkey game; 3) Jump rope game; 4) Traction play; 5) Set of horizontal and vertical walkers; 6) Bow and stick game; 7) Set of Tops; 8) Token game. (Gender equality)

**Evaluation and conclusions**

All the Games were well accepted by all genders. It was concluded that the School should have a leading role in the practice of inclusive Games.

**Impact on the social inclusion of people with disabilities**

You can conclude that people with disabilities adapted well to the proposed Games.

**Is there a specific instrument available for this evaluation?**

No.

**Material description**

Horizontal and vertical stilts (wood), bows and hooks (iron wicker).

**Name of good practice:**

**Junior business minds selling online eco-traditional games**

**Organization type**

Informal education. Primary school

**Type of good practice**

Traditional Sports Games

**Organizing Institution**

Marčana Elementary School

**City - Region - Country**

Marčana- Istria- Croatia

**Type of disability of the participants**

Learning problems

**Presentation of the participants**

Roles of people with disabilities: players

Number of participants without disabilities: 100

Number of participants with mental disabilities: 5

Number of participants with other types of disability: 0

Age range of participants without any disability: 10-13

Age group of participants with mental disabilities: 10-13

Age group of participants with other types of disability: 10-13

**Context****Informal education**

Extracurricular activities, once a week

**Inclusive experiences and strategies carried out with people with intellectual disabilities**

This is a two-years project with the goal of developing students' business, technology, and social skills that will prepare them for their future lives. The students created their own businesses, designed and advertised their products (traditional games made from recycled materials), and designed a website to sell them. The students met and practiced some traditional games from different countries of the project. The use of technological means was a didactic resource used to motivate various students.

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

A variety of traditional games were used, both for the body (e.g., Skittles) and for the table.

### **Evaluation of the positive impact of good practices related to the inclusion of people with intellectual disabilities**

There is no empirical evidence on the impact of this experience.

### **Generated material**

Material description: Website

Link to access the publication of the material:

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

**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

**Type of disability of the participants**

Non-severe intellectual disabilities

**Presentation of the participants**

Functions of people with disabilities: Player, observer

Number of participants without disabilities: 5

Number of participants with mental disabilities: 1

Number of participants with another type of disability: 2

Age range of participants without any disability: 14-90

Age group of participants with mental disabilities: 14-90

Age group of participants with other types of disability: 14-90

**Context****Not formal**

Free time activity (camping, meeting), Events (festival, school day, games (specific activity))

**Frequency (how many times)**

Once a month

**Infrastructure**

Level and Clear Outdoor Areas

**Type of material**

Launching equipment of different sizes and weights.

**Inclusive experiences and strategies carried out with people with intellectual disabilities**

People with disabilities are supervised by experienced players to encourage good gaming practices.

**Games used in Good Practices for the inclusion of people with intellectual disabilities**

Zachegn

**Generated material**

Documents, videos. Rules were drafted and game practices recovered from ancient texts and videos were produced to promote the spread of the game.

**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

**Type of disability of the participants**

Mild intellectual disability

**Presentation of the participants**

Functions of people with disabilities: Player, observer

Number of participants without disabilities: 80

Number of participants with mental disabilities: -

Number of participants with another type of disability: 2

Age range of participants without any disability: 6-70

Age group of participants with mental disabilities: -

Age group of participants with other types of disability: 50-70

**Context****Non-formal**

Extracurricular activities, activity carried out in free time (outside the class activity, during vacation periods)

**Frequency (how many times)**

Three times a week

**Infrastructure**

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

**Type of material**

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

**Inclusive experiences and strategies carried out with people with intellectual disabilities**

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

**Games used in Good Practices for the inclusion of people with intellectual disabilities**

Gioco della palota

**Generated material**

Notes, documents, websites. Photographic history, journalistic history, printed historical regulations, website.

**Location of generated material (online or physical)**

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

**Name of good practice:**

**Start: activating and integrating people with disabilities through adapted traditional sports and games**

**Organization type**

Project

**Type of good practice**

Related to traditional sports and games

**Organizing Institution**

Sports Rehabilitation Association START

**City - Region - Country**

Poznań - Wielkopolska (Greater Poland) - Poland

**Type of disability of the participants**

Children and adults with physical disabilities; The activities carried out can also be adapted to the needs of people with intellectual disabilities.

**Presentation of the participants**

Functions of people with disabilities: players; observers

Number of participants without disabilities: at least 2 (depending on the particular activity)

Number of participants with mental disabilities: varied, depending on the particular activity

Number of participants with another type of disability: depending on the particular activity

Age range of participants without any disability: 8-80

Age group of participants with mental disabilities: at least 8

Age group of participants with other types of disability: at least 8

**Context****Non-formal**

Extracurricular activities

Leisure activities

Activities in institutions

## Infrastructure

Sports gym; outdoor, garden, park etc. - wherever you have enough space for a volleyball court.

## Type of material

Special type of a net with three holes (made in Poland); volley ball

Inclusive experiences and strategies carried out with people with intellectual disabilities

Steps to organize an inclusive action with ringnetball:

1. Invite 4-8 people without disabilities to demonstrate how to play ringnetball (if they don't know, explain the rules).
2. Invite people with disabilities to play together.
3. Integrate participants: from the beginning, people without disabilities should play in a team with people with disabilities.
4. Disabled and non-disabled people are integrated thanks to the joint practice of this sport.

## Results

1. People with disabilities become active and integrate with non-disabled people, playing together in the same team.
2. People without disabilities can see and experience that people with disabilities can spend time in the same way, having a great time together.

To create a friendly and positive atmosphere among the players, pay special attention to the most important goals of this game:

- common and joint participation,
- integration,
- a positive attitude to play games, spend time together and just have fun instead of fierce competition for victory.

### **After the game:**

- make sure everyone appreciates the opportunity to play together,
- explain that people with disabilities can play together with people without disabilities and consequently can also live together on a daily basis. They are not worse or "weird", they are simply different people, but equally valuable and interesting, like children and adults without disabilities.

### **After this inclusive experience, teachers, parents, and pupils / students should be able to recognize that:**

- they can integrate with people with disabilities,
- it is possible to play together,
- they can be activated and treated in the same way as healthy people.

### **Thanks to this experience:**

the level of disability-related discrimination, exclusion and prejudice may decrease and the level of tolerance, understanding and social integration (inclusion) should increase.

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

Ringnetball - description you can find at the following link:

<https://inspirowanysportem.pl/en/ringnetball-polish-traditional-sport/>

### **Evaluation and conclusion**

Ringnetball is a traditional Polish game that has proven to be of great help in promoting the integration of people without disabilities with people with physical disabilities. For many people it was something new and attractive. They even reacted by saying, "Why did not we get to know with such an interesting game earlier?" Therefore, it has great potential to be used in social inclusion and integration actions, including the social inclusion of people with intellectual disabilities.

### **Generated material**

- a Guide of Good Practices,

- information on the START Association website:

<https://www.start.org.pl/wp-content/uploads/2019/01/START-Erasmus-summary-of-project-and-activities-reports.pdf>

**Name of good practice:**

**I chiqui-traditional games sample**

**Organization type**

Traditional sports and games

**Typology of good practice**

Education

**Organizing Institution**

Zaragoza's University

**City - Region – Country**

Zaragoza- Aragon -Spain.

**Presentation of the participants**

- 491 people without disabilities. 5-6 years old. 204 boys, 340 girls
- 53 people with intellectual disabilities. 10 years old.

**Frequency**

Annual

**Context****Informal education**

festival

**Infrastructure**

It was an online exhibition and each centre participated from their classrooms

**Material**

Didactic material such as index cards with pictograms and fabrics have been made to lengthen the arms and expand the space for players with wheelchairs to pass. Each student has made a piece of work related to the proposed game.

## **Inclusive experiences and strategies carried out with people with ID**

19 schools of Ed, Infantil and Ed, Especial have presented a game with song to the rest of the participating schools. Also, we have all learned the Missi Pass game. The Special Ed centres prefer not to adapt the games because life does not allow them adaptations and they want to solve the situations with their own resources. However, they were offered teaching material based on index cards with pictograms to remind them of the lyrics of the song. Fabrics were also used to expand the space between the two players that create the bridge, to be able to pass under it with wheelchairs.

### **Games used**

The Misi Pass game was the game common to all participating centres. It was shared in the same way between players with intellectual disabilities and between players without disabilities. Each centre also contributed its own game by presenting it to the rest of the centres. Among them are: Mouse that catches you, English Chocolate, To the slipper from behind, The patio of my house, I am the widow, Antón Pirulero, “Al Corro Chirimbolo”, “Al corro de la patata”, Where are the keys, etc.

### **Evaluation and conclusions**

Through two questionnaires, an initial one, before carrying out the collective activity and a final one after the experience of the III Show sharing games with 19 centres of Children's Education and Special Education.

### **Impact type**

The questionnaire, which was designed based on pictograms, and validated by specialists in Special Ed. And Children's Ed., includes several parts, with questions about respect for human rights, gender equality, diversity contexts and games with song, also valuing the emotional education of children. We have collected the data, we need to analyse it in depth and obtain the conclusions.

### **Evaluation of the positive impact of the good practice in relation to people with intellectual disabilities**

Data have been collected through paper questionnaires, which still need to be analyzed in depth.

**Generated material**

Worksheets that are offered to educational centres so that the Games can work through this proposal. Includes musical, motor and emotional work to play the proposed game.

**Material location**

At the University of Zaragoza.

**Name of good practice:****Fun activities and citizenship "let's play for citizenship"****Organization type**

Training stage - Festival

**Type of good practice**

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

**Institution organizer**

ATSJSP - Centres for people with disabilities

**Location**

Town: Bizerte, Menzel Bourguiba, Ras El-Jbel, Alia, Kalaat El-Andalous

Region: Bizerte

Country: Tunisia

**Type of disability of the participants**

Trisomy 21, autism.

Children with physical disabilities

Deaf children

**Presentation of the participants**

Roles of people with disabilities: Players

Number of participants without disabilities: 44

Number of participants with mental disabilities: 120

Number of participants with other types of disability: 10

Age group of participants without disabilities: 17-27 years

Age group of participants with mental disabilities: 9-17 years

Participation period of participants with other types of disability: 9-17 years

**Context****Non-formal**

Extracurricular activities practiced for 10 days at a rate of 6 hours a day

## Infrastructure

Not adapted for the inclusion of people with mental disabilities

## Type of material

Adapted, specific for the social inclusion of people with mental disabilities: Sound balls, coloured balls, coloured sticks, whistles made with apricot seeds.

## Inclusive experiences and strategies carried out with people with mental disabilities

Pedagogical aspect: Train specialized educators to adapt games to people with disabilities.

Objectives: organization of groups, use of traditional collective games, initiation with respect to roles and rules, distribution of well-defined tasks according to the type of disability: leadership, responsibility in relation to space (tracing, etc.), to material etc.

Socio-relational aspect: Playing with people with mental disabilities integrating them into groups of "valid" people (children, adults or the elderly), participatory animation, learning to accept the difference through play.

## Games used in Good Practices for the inclusion of people with intellectual disabilities

Name of the games played during the festival and the course:

Kafza oum

Iftah ya ouarda - Chabaket rehearsed - Essid or the laboua - The 7 pebbles - Tug of war - Byout cheche – Agfa - The tail of the snake - The shepherd, the herd and the Hunters - Fight grech – Barrima - Ya hachra jek el eechrine - Tanguiz el ouezra | - Rakassa.

## Evaluation and conclusion

Thanks to this good practice, organized in the form of a festival, and also as a training course for specialized disability educators, new skills have been created in the field of traditional sports and games and inclusion. The knowledge generated has contributed to the development of tolerance and acceptance of difference of children with disabilities by other children and, consequently, to the success of a better integration and social inclusion of children in difficulties.

In addition, the habitual practice of these games 6 hours a day for 10 days during this workshop-festival allowed children in general and the mentally disabled in particular, to

practice, interact, express themselves through the body and emotions and to develop all dimensions, possible thanks to traditional sports and games.

### **Impact type**

Media impact: the information is available at the following web links:

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

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

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

Impact on the improvement or even on the multiplication of exchanges between the different centres for people with mental disabilities, as well as on the increase in playful encounters that are now very frequent between children with mental disabilities and other children.

This Festival led to the creation of a club in each centre specialized in mental disabilities.

Educational impact: impact on education, training, health.

Impact on the discovery of the wealth of Traditional Sports Games, particularly those belonging to the Mediterranean and national heritage.

Impact on the awareness of the need to make children with disabilities play, of the effect observed in these children and of their right to benefit, like other children, from recreational leisure activities.

### **Evaluation of the positive impact of the good practice regarding the inclusion of people with intellectual disabilities**

There is no evidence regarding the evaluation of the impact of the activity.

### **Generated material**

The available material is found in the web links mentioned above.

**Name of good practice:**

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

**Organization type**

Educational Context - Animation

**Type of good practices**

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

**Institution organizer**

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

**Location of the activity**

City: La Manouba

Region: La Manouba

Country: Tunisia

**Type of disability of the participants**

Alzheimer's, autism, blind and deaf; physical disability

**Presentation of the participants**

Roles of people with disabilities: player, referee, team manager

Number of participants without disabilities: 10

Number of participants with mental disabilities: 30

Number of participants with other types of disability: 10

Age group of participants without disabilities: 20 - 60 years

Participation range of participants with mental disabilities: 50-105 years

Participation period of participants with other types of disability: 50-70 years

Among the participants without any type of disability, health people, day club animators and those accompanying the elderly protection centres are described above.

## Context

### Non-formal

Free time activity, events, games (specific activity), once a week throughout the year.

### Infrastructure

Not suitable for the inclusion of people with mental disabilities

### Type of material

Adapted, specific for the inclusion of people with mental disabilities: light ball, palm tree stick, light fabric balls, light raffia strings, large volume olive wood tops, balloons.

## Inclusive experiences and strategies carried out with people with intellectual disabilities

Present the intervention in a polite way to gain the trust of vulnerable older people who did not immediately accept our presence. Explain, demonstrate and then apply a traditional sports (JST) ball to provoke reactions.

Alternate motor activities with artistic, craft and cognitive activities to avoid excessive fatigue and the risk of boredom and provide the opportunity for a playful and active recovery.

## Games used in Good Practices for the inclusion of people with intellectual disabilities

Name of games played during annual events:

- traditional cognitive games: Kharbga, Sig, Tocha, Bouguira, etc., part of which were performed by the elderly themselves in the practical workshops that we offered them,
- popular puzzle games (original name: "tchenchina" = riddle),
- Skittles games – Dumplings,
- Spinning Top - Paper Darts.



## Evaluation and conclusion

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

## Impact type

Media impact: FB social page:

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

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

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

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

Impact on the interest of these centres, which are receiving more and more volunteer painters, musicians and craftsmen.

Impact on the improvement of interpersonal relationships and on the development of exchanges between the different centres for the elderly.

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

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

Educational impact: Impact on the training of the educators in training of the ATSJSP, who are more and more numerous to take an interest in these centres.

Impact on health: Impact on physical and mental health of vulnerable and disabled elderly people.

## Evaluation of the positive impact of the good practice regarding the inclusion of people with intellectual disabilities

There is no evidence regarding the evaluation of the impact of the activity.

## Generated material

The available material is found in the web links mentioned above.

## 4. Contexts of formal and non-formal education

### Name of good practice:

**Astragalus**

### Type of good practice

Traditional sports and games

### Organizing Institution

Archeonaute

### City - Region - Country

Verona - Veneto - Italy

### Type of disability of the participants

People with various types of disabilities

### Presentation of the participants

Functions of people with disabilities: Player, observer

Number of participants without disabilities: 114

Number of participants with mental disabilities: 11

Number of participants with other types of disability: -

Age range of participants without any disability: 18-60

Age group of participants with mental disabilities: 8-18

Age group of participants with other types of disability: -

### Context

#### Formal

Primary Education Session-Class

#### Non-formal

Tocati - Festival Internazionale dei Giochi in Strada

### **Frequency (how many times)**

Every school year

### **Inclusive experiences and strategies carried out with people with intellectual disabilities**

This is a game of skill - the talus (short tarsal bone) is dropped into the air 5 at a time and lifted with the back of the hand. The second phase consists of counting the fallen talus and the other captured talus and processing the data (depending on the face in the air, a score is given). For children with disabilities, we reduced the number of talus and simplified the counting of combinations.

### **Games used in Good Practices for the inclusion of people with intellectual disabilities**

Astragalus

### **Evaluation of the positive impact of good practices related to the inclusion of people with intellectual disabilities**

Evaluation description: We proposed the activity in class with the participation of all the students, in which they had to express their opinion about this activity. Children had fun and teachers and parents were delighted with the initiative.

**Name of good practice:****S-cianco (Ippa)****Type of good practice**

Traditional sports and games

**Organizing Institution**

Associazione Giochi Antichi APS

**City - Region - Country**

Verona - Veneto - Italy

**Presentation of the participants**

Functions of people with disabilities: Player

Number of participants without disabilities: 250

Number of participants with mental disabilities: 15

Number of participants with another type of disability: -

Age range of participants without any disability: 10 - 80

Age group of participants with mental disabilities: 10 - 30

Age group of participants with other types of disability: -

**Context****Formal**

Primary Education-Encounters

**Non-formal**

Free time activity

**Frequency (how many times)**

Every school year

**Infrastructure**

The game generally takes place outdoors, but can also be played indoors, in gyms, for ease of accessibility and safety.

## **Type of material**

Material can be tailored to the needs, lighter tools can be used, and a larger one can be used (the target rock to hit)

## **Inclusive experiences and strategies carried out with people with intellectual disabilities**

It is important to make people understand that tools can be dangerous and that when throwing the s-cianco, someone can get hit. The instructors are very careful and help people with intellectual disabilities to understand the use of tools and the correct force to use.

## **Games used in Good Practices for the inclusion of people with intellectual disabilities**

S-cianco

## **Evaluation and conclusion**

The game itself is not complicated, it does not set intellectual limits, on the contrary, it can teach people with intellectual disabilities to integrate into the community, learn to play as a team and improve body coordination.

## **Generated material**

Various documents were prepared

## **Location of generated material (online or physical)**

[http://inx.istruzioneeverona.it/educazionefisica/wp-](http://inx.istruzioneeverona.it/educazionefisica/wp-content/uploads/2018/10/18_Progetto-s-cianco-scuola-2019.pdf)

[content/uploads/2018/10/18\\_Progetto-s-cianco-scuola-2019.pdf](http://inx.istruzioneeverona.it/educazionefisica/wp-content/uploads/2018/10/18_Progetto-s-cianco-scuola-2019.pdf)

<https://www.culturaveneto.it/it/web/cultura/identita-e-lingua-veneta/discipline-ludico-sportive-tradizionali-venete/s-cianco>

<https://www.associazionegiochiantichi.it/cosa-facciamo/collaborazioni/ust-xii>

**Name of good practice:**

**Gioco del pallone col bracciale**

**Type of good practice**

Both: Sports and Traditional Games + Physical Activities or Sports in general.

**Organizing Institution**

Ente Disfida del Bracciale

**City - Region - Country**

Treia (MC) - Marche - Italy

**Type of disability of the participants**

Mild cognitive disabilities

**Presentation of the participants**

Functions of people with disabilities: Player

Number of participants without disabilities: 85

Number of participants with mental disabilities: 3

Number of participants with another type of disability: 2

Age range of participants without any disability: 10-35

Age group of participants with mental disabilities: 10-16

Age group of participants with other types of disability: 10-16

**Context****Formal**

Primary education

**Not formal**

Events (festival)

**Frequency (how many times)**

Three times a week

## **Infrastructure**

The access of the participants was carried out in a staggered manner, respecting the allocation of various spaces for people with intellectual disabilities.

## **Type of material**

The bracciale (wooden bracelet that covers the hand, used to hit the ball) and the ball can be adapted to simplify the practice according to the needs of people.

## **Inclusive experiences and strategies carried out with people with intellectual disabilities**

Different instructions and adaptations are provided to enable the participation of people with intellectual disabilities.

## **Games used in Good Practices for the inclusion of people with intellectual disability**

Gioco del Bracciale

## **Generated material**

Images of competitions from previous years are shown on the website.

## **Location of generated material (online or physical)**

[http://www.prolocotreia.it/index.php?option=com\\_content&view=article&id=66&Itemid=563](http://www.prolocotreia.it/index.php?option=com_content&view=article&id=66&Itemid=563)

**Name of good practice:****DOING SPORTS IS HEALTHY****Type of good practice**

Traditional sports and games

**Organizing institution**

Nucleus of Nature and Friends of Vila de Cabeço de Vide  
 Núcleo dos Naturais e Amigos da Vila de Cabeço de Vide

**City-Region-Country**

Amora - Setúbal - Portugal

**Good practice is**

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

**Type of disability**

People with physical disabilities

**Role of people with disabilities in the activity**

People with disabilities perform two main functions: Player and Observer

**Presentation of the participants**

Number of participants (without disabilities): 6

Number of participants (with intellectual disabilities): 6

Number of participants (with other disabilities): 6

Average age of participants (without disabilities): 0-80

Average age of participants (with intellectual disabilities): +12

Average age of participants (With another type of disability): +12

**Context****Formal education**

primary education, secondary education and University education in the context of festivals, meetings or workshops.

**Informal education**

primary education, secondary education, extracurricular activities, free time activity.

**Frequency of good practices (number of times)**

Once a month

**Infrastructure (facilities)**

No adaptation

**Type of material**

No play material adapted for social inclusion

**Description of the experience**

We carried out the activity in conjunction with a Cerebral Palsy Association and the participants were very satisfied with the possibility of practicing.

**Mention the games used in the Good Practices for social inclusion (people with intellectual disabilities)**

Donkey game, 2) Frog game, 3) Roll the bottle

**Evaluation and conclusions**

The evaluation is positive, so the organizers are available to carry out demonstrations and participate in exchanges with interested organizations.

**Type of impact on the social inclusion of people with disabilities**

Whenever we have had the participation of people with special needs, the feedback has been very good.

**Material description**

Respondents indicated the link for consultation:

[https://www.facebook.com/ncabecodevide/photos/?ref=page\\_internal](https://www.facebook.com/ncabecodevide/photos/?ref=page_internal)

<https://sites.google.com/site/nnavcabecodevide/home/eventos-e-desporto>

**Location of generated material (online or physical)**

It can be consulted in the Facebook link.

**Name of good practice:**

**Playing with tradition (preschool) // 2) fun with fun (1st cycle)**

**Type of good practice**

Traditional sports and games

**Organizing Institution**

CALMA Tomar - Leisure Activities and Maintenance Club

C.A.L.M.A. Tomar - Clube de Actividades de Lazer e Manutenção

**City - Region - Country**

Tomar - Santarém - Portugal

**Type of disability**

People with intellectual and physical disabilities

**Role of people with disabilities in the activity**

People with disabilities perform the role of players

**Presentation of the participants (Social equality)**

Number of participants (without disabilities): 20

Number of participants (with intellectual disabilities): 3

Number of participants (with other disabilities): 1

Average age of participants (without disabilities): 3-10

Average age of participants (with intellectual disabilities): 3-10

Average age of participants (with another type of disability): 3-10

**Context of good practices in teaching****Formal education**

Primary education

**Informal education**

Extracurricular activities

### **Frequency of good practices (number of times)**

Once a week

### **Infrastructure (facilities)**

No adaptation

### **Type of material**

No play material has been developed or adapted for social inclusion

### **Description of the experience**

In the events carried out in formal and non-formal activities, children of different ages with and without disabilities and of both sexes participated, adapting the activities according to the motor development and type of disability of the participants. The adaptations were made according to the size of the material, the spatial conditions, the duration of the activity, among others.

### **Mention the games used in the Good Practices for social inclusion (people with intellectual disabilities)**

Can Shot, Compostela Game, Roll Up Game, Mesh Game, Bag Race, Spoon Race, Skis Race (horizontal stilts), Rolling Car Race, Canes Gymkhana, Tied Foot Race, Ring Game, Rope Pull.

### **Evaluation and conclusions**

The goal is to get everyone to play, adapting the characteristics of each game. Without competitive purposes, only with the practice aimed at generating well-being, thus contributing to the maintenance of our identity and traditional values.

**Name of good practice:****Traditional games in my village****Organization type**

Traditional sports and games

**Type of good practice**

Both: Traditional games and Sports + physical activities or sports in general

**Organizing Institution**Mover Viseu Association  
Associação Mover Viseu**City - Region - Country**

Viseu - Viseu - Portugal

**Type of disability**

Wide variety of intellectual and physical disabilities

**Role of people with disabilities in the activity**

Player

**Presentation of participants (social equality)**

Number of participants (without disabilities): 40

Number of participants (with intellectual disabilities): 20

Number of participants (with other disabilities): 10

Average age of participants (without disabilities): 5 - 14

Average age of participants (with intellectual disabilities): 10-14

Average age of participants (with other disabilities): 10-14

**Context (context of good practices)****Formal education**

Secondary education - didactic unit and workshops

**Informal education**

Free time activity

### **Frequency of good practices (number of times)**

Once a month

### **Infrastructure (Facilities - Social Inclusion)**

Public and Private Spaces

### **Type of material (social inclusion)**

Without specific or adapted material

### **Description of the experience (Social Inclusion)**

Develop activities in public and private spaces, with the participation of people with and without disabilities (social inclusion).

### **Mention the games used in the Good Practices for social inclusion (people with intellectual disabilities)**

Knitting game, 2) Rope pulling game, 3) Bag race, 4) Spoon and egg game, 5) Ribbon game, 6) Monkey game, 7) Bow and hook game, 8) Game of cans, 9) Pin game, 10) Bow game, 11) Numbers game, 11) Destiny game (social inclusion).

### **Evaluation and conclusions**

Promote the culture of sports and traditional games, contributing to the motor, cognitive and social development of children (the games integrate the Curricular Guidelines for Preschool Education, DGE / ME and the UNESCO International Charter for Physical Education, Physical Activity and Sports).

### **Type of impact on the social inclusion of people with disabilities (and also gender equality)**

The result of the experience can be identified at:  
[www.moverviseu.com](http://www.moverviseu.com) / <https://pt-pt.facebook.com/moverviseu/>

### **Generated material**

Notes

### **Material description**

The result of the experience can be identified at:  
[www.moverviseu.com](http://www.moverviseu.com) / <https://pt-pt.facebook.com/moverviseu/>

**Name of good practice:**

**Capoeira**

**Organization type**

Sport

**Type of good practice**

Traditional games

**Organizing Institution**

World Capoeira Federation

**City - region - country**

Budapest - 1221 - Hungary

**Type of disability of the participants**

Down's Syndrome

**The role of disabled people in the activity**

Player

**Presentation of participants (social inclusion)**

Number of participants (without disabilities): 30

Number of participants (with intellectual disabilities): 9

Number of participants (with other disabilities): 43

Average age of participants (without disabilities): 9 - 18

Average age of participants (with intellectual disabilities): 9 - 14

Average age of participants (with other disabilities): 6 - 14

**Context (definition of best practices)****Formal education**

Primary education - class session, events

**Informal education**

Extracurricular activities; Events (festival, celebrations)

**Frequency of good practices (number of times)**

Once a week

**Infrastructure (Facilities - Social Inclusion)**

No

**Type of material (gender equality)**

No

**Description of the experience (social inclusion)**

Capoeira work has always been an attraction for people with different disabilities and it has always been a success for the elements found in Capoeira such as fighting, dance, music, instruments and history. Capoeira has the power to adapt anywhere.

**Mention the games used in the Good Practices of Social Inclusion**

Capoeira itself, the musicality is very strong and enveloping, the game of Capoeira and energy.

**Evaluation and conclusions**

The evaluation of the experience is very positive.

**Name of good practice:**

**Inclusive portuguese popular and traditional games**

**Organization type**

Festival

**Type of good practice**

Traditional games

**Organizing Institution**

Portuguese Confederation of Culture, Recreation and Sports Collectivities  
Confederação Portuguesa das Coletividades de Cultura, Recreio e Desporto

**City - region - country**

Amadora - Lisbon - Portugal

**Type of disability of the participants**

People with moderate intellectual disabilities

**The role of disabled people in the activity**

Player, referee, monitor

**Presentation of participants (social inclusion)**

Number of participants (without disabilities): 5

Number of participants (with intellectual disabilities): 3

Number of participants (with other disabilities): 3

Average age of participants (without disabilities): 6 - 80

Average age of participants (with intellectual disabilities): 6 - 80

Average age of participants (with other disabilities): 6 - 80

**Context (definition of best practices)****Formal education**

Primary education - didactic unit

Secondary education - didactic unit

University education - didactic unit

### **Informal education**

Extracurricular activities

Free time activity ((summer)

School sport

### **Frequency of good practices (number of times)**

Every school semester

### **Infrastructure (Facilities - Social Inclusion)**

Absence of architectural barriers

### **Type of equipment (social inclusion)**

No

### **Type of material (social inclusion)**

Traditional game kits

### **Description of the experience (social inclusion)**

This entity, both in formal and non-formal activities, sought to satisfy the needs of each participant through different traditional games, taking into account the issues of age, gender and disabilities demonstrated in the course of the actions carried out.

### **Mention the games used in the Good Practices of Social Inclusion**

Rope pull set, bag race, foot toss set, set of, "chinquilha", silver set, scarf bars, "jogo do mata".

### **Evaluation and conclusions**

Excellent acceptance and adaptation to the proposed standards and content.

### **Type of impact on social inclusion**

The community was very positively involved in the events held.

**Are there specific tools available for this assessment?**

Accessible rules and playful formats; content simplicity and simplified rules.

**Generated material**

Textbooks and pedagogical books

**Material description**

Portuguese Confederação das Colectividades de Cultura, Recreio e Desporto (2015). 100 Jogos Tradicionais 100% future !. Portuguese Confederação das Colectividades de Cultura, Recreio e Desporto. Lisbon.

**Location of generated material (online or physical)**

See above.

**Name of good practice:****Adapted games****Type of good practice**

Traditional sports and games

**Organizing Institution**

Lousã school group

**City - region - country**

Lousã - Coimbra - Portugal

**Type of disability of the participants**

People with physical and intellectual disabilities

**Role of people with disabilities in the activity**

Player

**Presentation of participants (social inclusion)**

Number of participants (without disabilities): 935

Number of participants (with intellectual disabilities): 12

Number of participants (with other disabilities): 53

Average age of participants (without disabilities): 6 - 12

Average age of participants (with intellectual disabilities): 6 - 12

Average age of participants (with other disabilities): 6 - 12

**Context (definition of best practices)****Formal education**

Primary education - events (festival, school day, family day)

Secondary education - class session, didactic unit

**Informal education**

Extracurricular activities

Events (festival, celebrations)

### **Frequency of good practices (number of times)**

Every school semester

### **Infrastructure (Facilities - social inclusion)**

No

### **Type of material (social inclusion)**

No

### **Description of the experience (social inclusion)**

"The fundamental principle of inclusive schools is that all students learn together whenever possible, regardless of difficulties and differences. These schools must recognize and meet the diverse needs of their students, adapting to different styles and rhythms of learning, in order to guarantee a good level of education for all, through adequate study plans, good school organization, pedagogical strategies, the use of resources and cooperation with the respective communities (p. 11-12)". (Salamanca Declaration (UNESCO, 1994)).

Based on this principle, any student with intellectual disabilities can participate without any type of restriction. The games were selected according to motor praxis criteria, so that there was a balance of interaction, cooperation, opposition and psychomotor activities. 1x1 duels are excluded. The strategy used allows any student to intervene and interact with the different ones. The students, although we know who, are supported by assistants and teachers, but they only intervene when necessary.

### **Mention the games used in the Good Practices of Social Inclusion**

Grilo game, 2. J. da Bota, 3. J. do Burro, 5. Bag race, 6. Rock race (in group), 7. Bar race, 8. Beto game, 9. Bag race spoons and eggs, 10. Skittles game, 11. Ball game, 12. Hoop ball game, 13. Orange game, 14. Orange game (2) (den game), 15. Three-legged race , 16. Tissue bar, 17. Neighbor gives me a light (4 corners or corners), 18. Jump rope in group or individually, 19. Eat the cookie, 20. Throw the cans, 21. Rope pulling in a line.

### **Evaluation and conclusions**

The activity is well received. It includes the parents of the students in its implementation, and it is through them that, at the end of the activity, the participation, adherence and degree of satisfaction of all those involved are evaluated.

### **Type of impact on social inclusion**

The games selected were essentially cooperative and opposition games without competition. We were able to observe that the participation of the students in the activities allowed us to observe the dissipation of the difficulties of the students. All students, regardless of their characteristics, participated without restrictions, choosing to interact freely in pairs or groups.

### **Are there specific instruments available for this assessment?**

No

### **Generated material**

Documents

### **Material description**

Document to support the activity, suggesting how to act in the situation of the animators of the game.

**Name of good practice:**

**Communal games**

**Organization type**

Festival

**Type of good practice**

Traditional sports and games

**Organizing Institution**

Freguesia de Lousã e Vilarinho / Group of Escolas da Lousã / State

**City - region - country**

Lousã - Coimbra - Portugal

**Type of disability**

People with various types of disabilities

**Role of people with disabilities in the activity**

Player

**Presentation of participants (social inclusion)**

Number of participants (without disabilities): 900

Number of participants (with intellectual disabilities): 5

Number of participants (with other disabilities): 64

Average age of participants (without disabilities): 8 - 12

Average age of participants (with intellectual disabilities): 8 - 12

Average age of participants (with other disabilities): 8 - 12

**Context (definition of best practices)****Formal education**

Primary education - events

**Informal education**

Event: City Games

### **Frequency of good practices (number of times)**

Once a year

### **Infrastructure (Facilities - Social Inclusion)**

No

### **Type of material (social inclusion)**

No

### **Description of the experience (social inclusion)**

It is considered an inclusive activity for all children, regardless of the characteristics of the students or whoever they are. The students join the group of their peers and participate in the activities together with another class from another school that is part of the Lousã - AEL Association of Schools.

### **Mention the games used in the Good Practices of Social Inclusion**

Pile three, Cricket, group rides, individual rides, hoop race or arreleixa, falcon, one is enough, caricas, donkey, palaio, devil, pebbles, neighbour gives me a light, ball game, hoop, orange, sack race, stone or cob race, glory game, online jerk, race jerk, barbell game, race bar, prisoner bar game, beto game, poison ball, etc.

### **Evaluation and conclusions**

This activity has been maintained since 2006, always with the aim of maintaining local traditions, but with which games from other places have been associated, as a result of meetings, exchanges between schools and also as a result of the investigation of written and oral documentation. Its acceptance in the community is considered highly positive in such a way that the support has been increasing during these years (16), among others by the University of Coimbra (FCDEF), the Statute of the Vocational School of Lousã, the AEL, the Education Group Physics and first cycle teachers, Santa Casa da Misericórdia de Lousã, ARCIL and Club de Rugby de Lousã, Club Deportivo Lousanense, GNR and City Council of Lousã. The activity was born from the intention and concern of the JFLV to preserve these recreational manifestations and appeal to their preservation and promotion.



# CHAPTER

# 3

**COURSES AND TRAINING MATERIALS** in social inclusion, through the use of traditional games and sports

## 1. Introduction

In this section we have selected some examples of training courses and materials that use traditional games and sports to foster the inclusion of people with intellectual disabilities.

We have organized these documents into two large sections corresponding to the contexts of formal and non-formal education. The documentation work carried out has confirmed the scarce presence of specific training courses and materials that use traditional sports games for inclusive purposes. This finding confirms the interest of the Opportunity project to help cover an existing limitation in this area.

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

## 2. Training courses in traditional games and sports and social inclusion

### Name of the training course

**Pastoral games 2017-2018**

### Organizing Institution

Svetvinčenat primary school

### Country – Region - City

Croatia - Istra - Svetvinčenat

### Type of training

#### Formal education

Primary education. E-Twinning project for schools

### Duration of the training course

One school year 2017/2018

### Description of the program

At the beginning of the 2017/2018 academic year, this project began with the name Traditional European Games, which aimed to connect primary school students from all over Europe by exchanging experiences of Traditional Games from their homeland through descriptions, photographs, videos, interviews, surveys ...

For the first time, the Svetvinčenat primary school participated in the e-Twinning community as a partner in the traditional games exchange project.

The e-Twinning platform offers the opportunity to share experiences with students of different ages, interests and social origins. In our case, the most outstanding thing is that the majority of the academic group was involved in the project; students of different educational levels, and also a team of teachers who enriched the project and allowed the wonderful story to continue.

This story started when our grandparents were little children, according to some even much earlier, but it took time to rediscover it. Thanks to e-Twinning, we learned to identify traditional games in Spanish, we spoke and corresponded in English, and we also used the Italian language. All the activities were complemented with music and an audio-visual recording.

The idea was to explore and tell the story to friends involved in the project across Europe, but as the project got closer to its goal, we started a new native teaching project: From Village to Village, and decided to expand it with the theme of Town to town - pastoral games.

Games were played which employed an unlimited number of players, which did not require a special field, and which could be played anywhere. If any material was required, it could be found in nature, just as our ancestors did. It was also an opportunity to foster an intergenerational dialogue with our grandparents. Similarly, the project included the participation of students from the Romanian community who often drop out of school or do not like to participate in collective activities. The experience was very positive.

Our guests, Dino Živolić and Milivoj Pacenti, members of the Istarski Pljočarski Savez Association and also of the European Traditional Sports and Games Association, recognized by UNESCO, were in charge of explaining the rules of the games.

After listening carefully to all the information, we put the activity into practice and the participants themselves were in charge of designing, recording and editing the images. The original language was used and they were also translated and subtitled into three languages that we are most familiar with: standard Croatian, English and Italian!

### Links

[https://youtu.be/VC-\\_durQTb4](https://youtu.be/VC-_durQTb4) <https://youtu.be/OwoIAg480z4>

**Name of the training course:**

**Change erasmus + KA229 (2018-1-HR01-KA229-047469), cultural heritage activities and nutrition in the global environment**

**City - Region - Country**

Istra - Rovinj-Rovigno - Croatia

**Organizing Institution**

Juraj Dobrila Secondary School

**Type of training****Formal education**

Secondary education

**Duration of the training course**

5 days; 20 hours

**Description of the program**

The CHANGE Erasmus + KA229 project (2018-1-HR01-KA229-047469, Cultural heritage and nutrition activities in the world environment, 2018-2021) had as main objective to show a new approach to change the point of view in preservation of intangible cultural heritage. It was intended that students acquire knowledge about the identity of their own cultural heritage, as well as about the recognition of the cultural heritage of other cultures. The project adopted innovative strategies trying to make the participants very active in the teaching-learning process.

Five countries participated in the project; four countries of the Mediterranean cultural circle (Croatia, Greece, Spain and Portugal), together with Finland as the forerunner of northern Europe.

They wanted to make the cultural heritage of a country known through five transnational meetings and five themes, including traditional games. The task of the Croatian school OŠ Jurja Dobrile of Rovinj in collaboration with Ekomuzej Batana and Istarski Pljočarski Savez (Association of Traditional Games of Istria) was to conduct workshops related to traditional games and produce a brochure with these games that will include all participating countries. These games became part of each partner school's curriculum (Traditional Games Booklet-Tribute to Help Preserve Intangible Cultural Heritage). Through each transnational meeting, a mobility day was dedicated to play the traditional games of the host country.

Our program was based on social equality and also gender equality. In the program we included students with fewer opportunities (for example, Roma students, immigrants), disabilities (both physical and intellectual) and we paid attention to gender equality (to include the same number of boys and girls). We cooperated with the Istarski Pljočarski

Savez (Istrian Traditional Games Association) several times during the school year in the education of primary school students who participated in the project called Institutionalization of the teaching of regional themes in the Istrian region with a project on Traditional Games of Istria.

During the implementation of all these activities, we verified the benefits of the methodology used because it included a stay in the open air, intergenerational and generational socialization and cooperation with other schools and institutions that deal with youth education. The games also made it easier to overcome some language barriers and allowed children to find out that there are traditional games that are also played in different European countries. We hope to continue its application in the future and constantly enrich it with new, somewhat forgotten, but valuable games.

### **Participants**

Students from schools in five countries; four countries of the Mediterranean cultural circle (Croatia, Greece, Spain and Portugal) and from Finland as the forerunner of northern Europe.

### **Links**

<http://2epal-trikal.tri.sch.gr/change/>

<https://www.facebook.com/Change-Erasmus-KA229-Project-480439925812205>

**Course name:**

**Promotion of traditional european games and sports, together for an inclusive intercultural dialogue with people in situation of intellectual disabilities Erasmus + (602910-EPP-1-2018-1-ES-SPO-SSCP)**

**Organizing Institution**

INEFC. Together with partners from Spain ADISPAZ in Almunia de Doña Godina, Aragon Spain; ANFFASS Altamura, Italy; Papillons Blancs in Paris, France and AEJeST in France.

**City - Region - Country**

Lleida-Barcelona, Catalonia, Spain; Almunia de Doña Godina, Aragon Spain; Altamura, Italy, Paris, France.

**Type of training**

Formal education. In this experience, educators and also the group of students of people with intellectual disabilities from the centres participating in the project were trained.

**Duration of the training course**

3 years: 2019, 2020 and 2021 (carrying out an intensive training course for educators; carrying out inclusive activities in each country; carrying out the inclusive festival in the second year).

**Participants**

Number of people who benefit from the course: 8 educators from Spain, France and Italy; 40 people with intellectual disabilities from the centres participating in the project.

**Description of the program**

This activity corresponded to the European Erasmus + project (602910-EPP-1-2018-1-ES-SPO-SSCP).

The overall objective of the TOGETHER project is to promote European Traditional Sports and Games (JDT) as a bridge to actively foster peaceful intercultural inclusion.

Regarding the specific objectives, the TOGETHER project takes on the challenges of:

Objective 1. To develop a model of good practices for inclusive intercultural dialogue of people with disabilities through traditional European sports and games (JDT).

To achieve this objective, two lines of work were established:

1.1 The development of the application of an inclusive intercultural dialogue experience, based on the JDT, in institutions for people with intellectual disabilities (IDPs) in Spain, France and Italy.

1.2 For the integration of traditional games played in the project centres, an international festival of traditional games was held in La Almunia de Doña Godina (Spain), the

objective of which was to establish a bridge for inclusive relational dialogue between IDPs.

Objective 2. Scientifically demonstrate the contribution (social impact) of the JDT to the promotion of inclusive intercultural dialogue, directed by the Centres for People with Intellectual Disabilities (PDI).

To achieve these objectives, the four partners were coordinated by INEFC, Catalonia, Spain. The partners: ADISPAZ partners in Almunia de Doña Godina, Aragon Spain; ANFFASS Altamura, Italy; Papillons Blancs in Paris, France and AEJeST in France, carried out the following training activities.

1. Intensive training of educators at centres for people with intellectual disabilities.
2. Development of a manual to use traditional sports and games in an inclusive way.
3. Training of adults with intellectual disabilities, to perform the roles of monitors, referees or leaders of the activity and players of traditional games.
4. Development of inclusive activities through traditional games in each of the territories.
5. Organization of an inclusive international festival, with participants from France, Italy and Spain and students from local educational centres in Aragon.
6. Preparation of questionnaires on the inclusive impact of the experience carried out.

During the games, the participants answered various questionnaires that confirmed the positive impact of the experience in favour of inclusive intercultural dialogue.

Educators from the centres for people with intellectual disabilities, participating in the project, received a free training course (MOOC Course, on the topic of learning to live together through play). They received a certificate.

### **Training course website**

<https://erasmustogether.wixsite.com/erasmustogether>

### **Material generated as a result of the course**

Various materials were prepared that can be consulted on the project website.

**Course name:****Social inclusion of people in a situation of mental disabilities****Organizing Institution**

ATSJSP

**City - Region - Country**

Region: Ariana; Country: Tunisia

**Type of training**

Formal education. University education (degree). Congresses, seminars and conferences. Research projects.

**Duration of the training course**

9 days, 54 hours

**Participants**

15 Young Students and Special Educators

**Description of the program**

- Objective: Development of knowledge and pedagogical skills of specialized educators in relation to the use of physical and cognitive recreational practices as a therapeutic and social inclusion means for people with special needs.
- Course plan: Relationship between sport and physical education: convergences and divergences; Game theory through civilizations; Preparation of the practical workshop and definition of the activity to present to the children; Practice of games adapted to the disabled; pedagogical evaluation of the pedagogical act; definition of the components of the pedagogical file; The components of the adapted physical education session; Preparation of a physical education session according to the type of disability; Pedagogical progression of adapted VET; Elaboration of pedagogical situations; Relationship between heritage games and competitive sports; Classification of sports games; Exercises for the application of sports and cognitive games according to disability; Pedagogical analysis of the games played by the disabled; Study of the notion of psychomotor education; Preparation of practical sessions in the field of psychomotor skills; Pedagogical approach to the animation of the JST cooperative games.
- Type of diploma: Certificate of training for specialized educators.

**Type and description of the generated material**

Document: Guide to good practices in adapted physical activities. Tunisian Federation of Sports for the Disabled. Ed. International disability.

**Location of the generated material**

Libraries and bookstores.

**Course name:**

**Training for the social inclusion of people in a situation of mental disabilities**

**Organizing Institution**

Institut Supérieur d'Éducation spécialisée (ISES)

**City - Region - Country**

City: Tunis; Region: La Manouba; Country: Tunisia

**Type of training**

Formal education. University education. Master's program. Institut Supérieur d'Éducation spécialisée (ISES)

**Duration of the training course**

15 days, 30 hours

**Participants**

36 Master II students

**Description of the program**

Master 2 course for specialised students, educators of people with mental disabilities.

- **Course topic:** Towards a social inclusion of people in a situation of mental disability: group dynamics and socio-affective relationships.

- **Objective:** Social inclusion of people with disabilities through knowledge of the different concepts of social psychology and the measurement of group relationships

**Strategy:** Demonstration of the possibility of including disabled people through traditional sports games in the socio-emotional relationships between the members of a group.

- **Course plan:** I. Theoretical presentation of the key concepts: 1. Social influence (normalization, conformity, innovation, obedience to authority); 2. Social cognition (social categorization and stereotypes, causal attributions; cognitive dissonance, aggressive behaviour); 3. Group dynamics (types of groups, creativity, prejudices and discrimination: scapegoat theory, theory of real conflict, theory of social identity, leadership, group cohesion, group conflicts (prejudices and discriminatory behaviours); II. Practical work and research: 1. Socio-metric survey: Socio-affectivity and measurement of social relationships, 2. Accompanying procedures.

- **Type of diploma:** Master's Degree in Specialized Education in Disability.

**Generated material**

Type and description of the material: Master's thesis, Research projects: Analysis of the socio-affective relationships developed by the practice of JST between students with mental disabilities and "fit" students. Comparisons between these relationships and those created after the practice of institutionalized sport.

**Location of the generated material**

Documentation centres, university institutions.

**Course name:****Permanent training course for tradijoc teachers****Organizing Institution**

Teacher Resource Centre (CRP) - Ribera d'Ebre Educational Services. Specifically, this activity is organized by the "Tradijoc working group"

**City - Region - Country**

Mora d'Ebre – Catalonia - Spain

**Type of training**

Formal education for secondary school teachers. This is a training, aimed at teachers (active) of Physical Education in the region of Ribera d'Ebre.

**Duration of the training course**

15 days (30 hours)

**Participants**

Number of people who benefit from the course: 10-12 teachers (Physical Education specialists from schools in the area)

**Description of the program** (objectives, content of programs, inclusive strategies, type of certificate or recognition)

This course aims to provide physical education teachers with resources, so that they can organize a day where the traditional game is the protagonist. Throughout the sessions, the participating teachers decide the strategy to follow and the contents of the **Tradijoc**. It is a day in which 270 students from 12 to 14 years old, from compulsory Secondary Education and about 10 students with intellectual disabilities participate.

General objectives:

- Design and plan the program for the Tradijoc 2022 seminar
- Investigate popular and traditional games through oral and written sources (festival programs, local publications, images ...)
- Know, learn and practice popular and traditional games and sports of the Ebro Lands, particularly the Ribera d'Ebre and Terra Alta.
- Facilitate the inclusion of people with intellectual disabilities.

Specific objectives of the activity:

- Agree on the games to be played during the day to be held in May 2022 in Mora de Ebro
- Specify play areas and spaces

- Write the explanations of the chosen games and prepare a dossier for the students
- Write explanations of the chosen games in English
- Write, if possible, the explanations of the chosen games in French
- Make the forecast of materials necessary for each game
- Make the forecast of students who will participate and organize them into heterogeneous and mixed groups by origin
- Anticipate the number of monitors that will be needed and that will be in each game
- Decide the strategy to follow so that all activities are inclusive.

The methodology used is problem solving, since it starts from the antecedents of previous years and is discussed in the group, about the organization of the day of that course. Later the day is carried out and supervised by the teachers participating in the course.

This activity has an interdisciplinary orientation, involving the following subjects:

- Physical education
- Foreign languages (English and French)
- Visual and plastic training

At the end of the activity, participants are given a Training Certificate of 30 hours issued by the Department of Education of the Generalitat of Catalonia.

### **Training course website**

Tradijoc Blog: <http://bieljoc.blogspot.com/search/label/Trazóc>

### **Material description**

Dossier edition in printed and digital book format

### **Location of the generated material**

Book published on paper and in digital format, it can be found at:

[https://drive.google.com/file/d/1x-LPseevagC0503eodsYvozJqlyEPka\\_/view](https://drive.google.com/file/d/1x-LPseevagC0503eodsYvozJqlyEPka_/view)

**Course name:**

**Training course for the social inclusion of people in a situation of mental disabilities**

**Organizing institution:**

Tunisian Association of Art and Mediation

**City - Region - Country**

Solimán - Nabeul - Tunisia

**Type of training:****Formal education**

Training of primary education educators and research projects

**Duration of the training course:**

36 days, 36 hours

**Participants:**

22 students

**Description of the program**

- **Course objective:** Enrichment of the School Physical Education program through games for children with learning difficulties and from rural areas.

- Course outline:

I. Control of the body in space; II. Control of space in its directional and topological components; III. Development of transversal skills between motor skills and cognition; IV. Development of autonomy, responsibility and creativity in the student; V. Development of inclusion, mentoring and tolerance skills.

**Materials generated as a result of the course**

**Material type and description:** Documents, Pedagogical material: Published article: Presentation, description and illustration of games designed for students to draw in the space of the playground.

**Links of the generated material**

<http://dx.doi.org/10.4236/ce.2015.612127>

[https://ijehss.com/uploads2021/EHS\\_4\\_222.pdf](https://ijehss.com/uploads2021/EHS_4_222.pdf)

### 3. Training courses in the field of non-formal education

**Course name:**

**Pljočkanje for adults with disabilities**

**Organizing Institution**

Centre for social inclusion and assistance to the local community

**City - Region - Country**

Istra - Buje - Croatia

**Type of training****Informal education**

Training for adults with disabilities

**Duration of the training course**

70 hours, once a week

**Description of the program**

This is a centre that cares for people with different types of disabilities (mental disability, autism, down syndrome) and supports their parents during the day. They organize different types of creative and sports activities so that their time is useful and fun for users. This is one of the activities is Pljočkanje that they practice in the open space.

**Course name:****La formazione di arco uisp (the educational training of arco shooting)****Organizing Institution**

UISP APS - Training and Research Area - SDA Giochi Individuali

**City - Region - Country**

Bologna - Emilia-Romagna – Italy

**Type of training****Informal education**

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

**Duration of the training course**

32 hours

**Participants**

Technical educators, sports operators, specialized operators in structures for the treatment of mental illness

**Description of the program**

Starting from topics of daily interest, our project aims to contribute to the training of those who, as archery teachers, are about to work in uncomfortable and hostile places. The basic idea behind this series of lessons is to give future teachers the best possible knowledge of some of the various distress situations that children and adults may experience in social, aggregative and educational contexts, and to propose recreational and sports activities to organizations and institutions as a way to support the recovery of disadvantaged people.

The objective is to promote a proactive action of social integration between individuals, who share the curiosity and passion for archery as a powerful tool, not in terms of physical equipment, but in terms of the potential for socio-cultural interaction and exchange that involves individuals of different ages and genders. It is also about the development of communication, the dynamics of social relationships and interpersonal relationships.

The topics covered are related to a nucleus of specific topics of current social interest: bullying and urban contexts, social integration, inclusion, physical discomfort, psychological discomfort, cultural diversity.

**Training course website**<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>**Location of generated material**<http://www.uisp.it/giochitradizionali2/pagina/testi-per-aspiranti-ops>

**Course name:**

**Young athletes**

**Organizing Institution**

Special Olympics Poland

**City - Country**

Warsaw, Poland

**Type of training****Informal education**

Courses taught by sports federations, associations, town halls, etc.

**Duration of the training course**

Depending on the situation: formal education, parent training, volunteers, etc.

**Participants**

Children with intellectual disabilities

**Description of the program**

It is a sports games program for children with intellectual disabilities. Details can be found in the brochure that can be downloaded from the website indicated below.

**Training course website**

<https://www.olimpiadyspecjalne.pl/mlodzi-sportowcy>

**Material generated as a result of the course**

[https://www.olimpiadyspecjalne.pl/sites/default/files/olimpiadyspecjalne/simple-page/attachments/mlodzi\\_sportowcycwiczenia.pdf](https://www.olimpiadyspecjalne.pl/sites/default/files/olimpiadyspecjalne/simple-page/attachments/mlodzi_sportowcycwiczenia.pdf)

**Material description**

A booklet with many games and exercises.

**Location of generated material**

[https://www.olimpiadyspecjalne.pl/sites/default/files/olimpiadyspecjalne/simple-page/attachments/mlodzi\\_sportowcycwiczenia.pdf](https://www.olimpiadyspecjalne.pl/sites/default/files/olimpiadyspecjalne/simple-page/attachments/mlodzi_sportowcycwiczenia.pdf)

**Course name:****Padre cabanita schools group inclusion course****Organizing Institution**

Grouping of Schools Padre Cabanita

**City - Region - Country**

Loulé - Faro - Portugal

**Type of training****Informal education**

Training for teachers and students for the event.

**Duration of the training course**

3 h

**Participants**

Teachers and technicians and another for students

**Description of the program** (objectives, content of programs, inclusive strategies, type of certificate or recognition)

Inclusion will only make sense if there is cooperation between teachers / educators / technicians and other staff, as well as with parents and the surrounding community. We have to transform society in general, changing behaviours and raising awareness of good practices, ensuring that differences are accepted and included.

General objectives:

- provide a better quality of education; respond to the needs of students, teachers, technicians and parents; share information and raise awareness on the issue of disability;
- provide strategies and disseminate forms of intervention for students with special educational needs; contribute to the promotion of inclusion;
- carry out training in the field of special educational needs.

**Website of the training course**<http://ed-especial-loule.blogs.sapo.pt/>**Other considerations**

Participation certificate

**Material generated as a result of the course**

Notes

Pedagogical material

Document



# CHAPTER

# 4

**CATALOGUE OF TRADITIONAL  
GAMES AND SPORTS** to promote  
social inclusion

## 1. Introduction

In this catalogue we show sixty examples of traditional sports games with their corresponding adaptations to promote the social inclusion of people with intellectual disabilities.

These games can 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 sports games: The Ludodiversity at the service of inclusive physical education.

An educator who feels committed to the responsibility of educating from motor skills, has an almost infinite repertoire of motor situations that generate procedural knowledge to stimulate and guide their students, athletes and clients from the education of motor behaviours.

Among the possible resources available to physical education is the education of motor behaviours. Traditional Games and sports games (TSG) are games of local tradition that offer a great diversity of original rules (unlike sports which 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.

According to the theory of motor action (Parlebas, 2001), any game has a pattern of organization or internal logic that makes it distinctive from other practices. It is an identity card that guides the protagonists to solve problems related to the relationship with the other participants (when cooperating and / or opposing), with the space (use of different prohibited, privileged sub-areas...), with the material (ball, shuttlecock, rope ...) and over time (in different phases of the game and in the case of games with or without a final score).

These are games of local tradition, governed by a system of rules that admit different modalities according to the will of the participants. The playing conditions are the product of local uses and customs, so that its rules vary from one locality to another. Instead, sport corresponds to an institutionalized sports game, since its rules are codified by a centralizing institution (federation) that tries to extend them if it can be throughout the world. While sport represents normative unification and standardization, 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. For this, the theory of motor action establishes domains of motor action or classes of motor situations based on considering the criteria of type of motor relationship with other participants and of 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 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 are put to the test, 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 it comes to promoting 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 carried out 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 can originate game experiences, with or without competition, that is, referred to a final score that classifies participants into winners and losers (as occurs in sport) or without counting or classify interventions. TSGs 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 teams, as in the hunting ball in which one team faces the other participants or paradoxical games in which the protagonists can be both partners and opponents as happens in the games of the three fields).

## **1.2 Traditional Sporting Games: 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 types. 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 motor skills (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 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 (work 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.<sup>5</sup>, at its 32nd session it 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 to ensure its mutual recognition; (d) to provide international cooperation and assistance.

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<sup>5</sup>UNESCO (2003). Convention for the Safeguarding of the Intangible Cultural Heritage. MISC / 2003 / CLT / CH / 14

Taking into account the transversal nature of the TSG, they 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 to live 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, Araújo, 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 social inclusion.

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

<b>PSYCHOMOTOR GAMES</b>	<b>Typology</b>
BOWLS OF 6	Precision throw
BALLS (BITLLES) WITH BET	Precision throw
MÖLKKY. (FINNISH BOWL)	Precision throw
CHAVE DE FERROLTERRA	Precision throw
ZACHEGN	Precision throw
PLJOČKANJE	Precision throw
PICIJADA	Precision throw
SJOELBAK OR DUTCH BILLIARDS	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 52	Launch race
THE PEÏÇA	Rhythmic throw
ASTRAGALUS	Rhythmic throw
STONE RACE	Career
RING	Career
"TANGUIZ EL OUZRA" / SALTO DE ALFOMBRA	Jump

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

<b>OPPOSITION GAMES</b>	<b>Typology</b>
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

<b>COOPERATION – OPPOSITION GAMES</b>	<b>Typology</b>
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
THE CANTAROS	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 the 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 social inclusion.** Difficulties that players with disabilities 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 sixty traditional sports games selected confirm the extraordinary motor and socio-cultural richness that accompanies these practices in the different European and Tunisian regions, participating in this project.

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**PSYCHOMOTOR  
GAMES**

## 2. Organizational and sociocultural description of psychomotor games

### 2.1 Precision throwing games

# 6 Skittles

#### Location

In various countries of Europe

#### 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, Widely 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 and about 3 meters wide per run.

### **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 industrialization, carry out carving the wood by hand or even with a manual lathe. However, it is currently manufactured industrially. Little by little, it incorporates 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 area where six skittles are planted in two rows of three. A template could be used to place them equally spaced. Each participant has three throws of the hammer with the aim of knocking down 5 of the 6 skittles, leaving one standing.

### **Game development:**

According to the rules of the game, each skittle that is knocked down adds up to one point, and if five are knocked down, ten points are scored. Sometimes the game is played by identifying the number of points scored by each person or group of people. The number of times each participant is allowed to take part is also established (generally 8 times). In other modalities, a specific number of points is established (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.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

Some players may have difficulty understanding when to throw, not respecting the established order.

**The use of space**

For some people, the throwing line is very far away, an aspect that can make it difficult to reach the pins or achieve satisfactory results.

**The use of material**

Hammers may be too heavy for some people.

Some people may have difficulty holding and throwing them.

Some people may have difficulty in knowing how and where to place the pins, each time the next shot starts.

**The scoring system**

Some people may have trouble counting downed pins.

**Adaptation to difficulties:****Motor interaction with other participants**

Someone could take the role of guide, to indicate when people with intellectual disabilities should intervene.

**The use of space**

Where necessary, persons with intellectual disabilities may be allowed to throw from a line closer to the skittles.

**The use of material**

Smaller objects could be used, made of another material that adapts very easily to the shape of the hand.

To facilitate where to place the skittles, a cloth or flat wood could be used with a drawing, as a template, indicating where to place each skittle.

**The scoring system**

Any other person could keep a score of the game.

It is advisable to have a slate or board where each participant's score is recorded.

It is advisable to establish the rule of allowing each dropped cue ball to add up to one point, to encourage everyone to add up in their attempts.

**OBSERVATIONS**

It is important that the dynamics of the game is well explained to people with intellectual disabilities. This information will be given before starting, as well as during the whole game, giving orientations on how or where to shoot.

In general, it is necessary to value the possibility that all the pupils or only the people with intellectual disabilities can form pairs, with and without disabilities, throwing alternatively. In general, no special importance should be given to the result obtained.

# Skittles 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:**

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:**

People of all ages can participate.

**Practice locations:**

Spain and abroad.

**GAME DESCRIPTION****Beginning:**

Skittles game, 6 pins are placed at a distance of 11 meters and 5 of them must be thrown, managing to leave one standing.

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

**Game development:**

The shooter stands at a distance from the previously established pins and throws 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/she does not succeed on the first throw, he/she 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 or Yes or No that there is 1 pin standing or a Combined bet.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

Some players may have difficulty understanding when to shoot, not respecting the established order.

**The use of space**

For certain players, the shooting line is too far away, either because they don't reach the Skittles pins or because they don't get satisfactory results.

**The use of material**

The "bitllo" could be very heavy for some participants.

**The scoring system**

Some may have trouble counting knocked pins and identifying the outcome of the bet.

**Adaptation to difficulties:****Motor interaction with other participants**

Some players will adopt the role of indicating when the participants with disabilities should shoot.

**The use of space**

When necessary, players with intellectual disabilities may be allowed to shoot from a closer line.

**The use of material**

Smaller "bitllet" (object) or other material may be used.

**The scoring system**

Any other player will keep the count of the bet.

**OBSERVATIONS**

It is important that the dynamics of the game is well explained to players with intellectual disabilities. This information will be given before starting, as well as throughout the game, giving guidance, both on how or where to shoot.

In general, it is necessary to assess the possibility that all students/participants or only those with intellectual disabilities, can form a couple, one without disability, shooting alternately. In general, it will not be necessary to attach special importance to the results obtained.

# Mölkky

Finish Skittles

**Location**  
Lahti, Finland



## ORGANIZATIONAL ASPECTS

### Recommended age of participants:

> 12 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.

- Skittles are cylindrical objects of about five centimetres wide, while their height can range from 9.5 cm to 95. One of the ends is cut diagonally, with the corresponding number on it (from 1 to 12).
- The Mölkky 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 game.

**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 soil 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 in wood. Some plastic games are also found, so that they can be used indoors.

**Building process:**

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

**Some considerations about the dynamism or originality of the game:**

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 by competing individually or in groups.



## GAME DESCRIPTION:

### **Beginning:**

Each participant, in turn, stands behind the line or from the Mølkaari 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:**

Every player counts his/her points and adds them on the score sheet. If a single pin is knocked down, the score of the participant or a team is the value marked on the knocked down pin. If more than one pin is knocked down, the score of the participant or a 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:**

Every player counts his/her points and adds them on the score sheet. If a single pin is knocked down, the player or a team's score is the value marked on the knocked down pin. If more than one pin is knocked down, the player or a team's score 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### **Difficulties that players with intellectual disabilities may present:**

#### **Relationships with other participants**

Understand the existence of a turn to make the throws.

#### **The use of space**

The only difficulty may be that, due to the low level of strength of the participant that makes the throws, the bats do not reach the area where the pins are.

Properly locate the pins in their proper place.

#### **The use of the material**

Most of the time, it is not usually a difficulty. However, in very few cases, the player may have grip or strength problems to properly catch or throw the Mölkky.

#### **The scoring system**

It is possible that people with intellectual disabilities have difficulty, following the score.

**Adaptation to difficulties:****Relationships with other participants**

The animator or a partner will show the person with disabilities when to intervene.

**The use of space**

Players are helped with a template or through the intervention of a partner.

The line is very clearly marked.

Shortened throw distance.

**The use of the material**

Focus attention on throwing the "Mölkky" at the pins.

They are given directions of where to throw.

Throwing distance decreased.

The scoring system is modified, e.g., it does not take into account the number of each pin.

**The scoring system**

Participants or facilitator give directions.

Insist on the importance of taking adequate time.

Place the pins properly. If necessary, use a template or a partner to help explain the scoring system clearly. If not understood, the number of pins thrown is counted.

**OBSERVATIONS**

It is important that the dynamics of the game is explained very well to players with intellectual disabilities. This information will be given before starting, as well as throughout the game, giving guidance, both on how or where to shoot.

In general, it is necessary to assess the possibility that all players with intellectual disabilities can form a couple with other players without disabilities, shooting alternately.

As far as possible, an attempt will be made for players with intellectual disabilities to keep track of the points. In general, no particular importance should be attached to the results achieved.

# Key of Ferrolterra

Chave de Ferrol Terra

**Location**

Ferrol region, Galicia, Spain

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>12 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, 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 manufactories. When the factory horn sounded, the workers end the game to return to work. In general, it is usually played on a court about 20m long, although the distance can be shorter – 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 connection with the tavern games was the reason why, for a certain time, it was not well considered. However, its development at the end of the last century led to the creation of specific clubs and associations. This led to the creation of a sports federation and a stable competition calendar. At some point, this link with the taverna caused some reluctance for women to have access to its practice. However, this situation has now been completely overcome.

**GAME DESCRIPTION****Beginning:**

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

There are different rules, depending on the competition variant: chave de Ourense, chave de Ferrolterra, chave de Santiago. There may also 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 beforehand, 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 throw 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.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

It could be that some people with disabilities do not know how to identify the established launch order

**The use of space**

There is the possibility that the distance established for the set of players is very large, either because they do not arrive or because they do not have enough skill to guide the throw.

**The use of material**

The narrow width of the key makes it impossible for it to be touched by the thrown piece.

**The scoring system**

The original scoring system is relatively complex because you have to add the points achieved, but when 15 are reached, the score is reset and only the excess points are counted. This system means that not all players can actively follow it.

**Adaptation to difficulties:****Motor interaction with other participants**

People with difficulties are instructed when to launch, according to the order that has been established.

It is advised that people can play in pairs, so that a person with a disability and another without a disability can go together.

**The use of space**

Depending on the motor skills of each person, the distance of the launch will be reduced.

**The use of material**

The objects that are thrown (hairs) are quite heavy, so their handling is sometimes difficult. Encourage the actions of games to replace the original hairs by lighter and more manipulable pieces.

**The scoring system**

Normally, the points were counted orally. To make it easier for people with disabilities to keep track of the score, the results could be written down on a blackboard or scoreboard. In the case of pair participation, the scoring can be modified to make it easier for everyone to add up some points.

**OBSERVATIONS**

An observation that is useful for all games of this type is to try to organize groups of participants (e.g., in pairs or larger groups), favouring that each group is made of people with and without intellectual disabilities.

# Zachegn

**Location**  
Romagna, Italy



Zachegn. Photo credits: Barbara Rigon.

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 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 with other 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:**

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

**Origin of the objects:**

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.



Zachegn. Photo credits: Barbara Rigon.

## 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 your 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 itself the winner of the competition.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### **Difficulties that players with intellectual disabilities may present:**

#### **Relationships with other participants**

It could be that some players do not know how to identify the established throwing order.

#### **The use of space**

There is the possibility that the distance established for all the players is very large, for some in particular, either because they do not arrive or because they do not have enough skill to guide the launch.

#### **The use of the material**

Difficulty in throwing material with enough force

#### **The scoring system**

Difficulty so that not all players can actively follow it.

**Adaptation to difficulties:****Relationships with other participants**

The player with difficulties is indicated when to make the throw, according to the order that has been established.

**The use of space**

Depending on the motor skills of the player, the throwing distance can be reduced.

**The use of the material**

To favour the actions of games, try to use lighter and more manipulable pieces.

**The scoring system**

The score is usually kept orally. To help people with disabilities keep track of the score, the results could be noted on a blackboard or a marker.

# Pliočkanje

**Location**  
Istria, Croatia



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 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 game.

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

It could be played with people aged 12 and over.

**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 shepherds game. 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### **Difficulties that the game presents for social inclusion:**

#### **Motor interaction with other participants**

Some players may have difficulty understanding when to throw, not respecting the established order.

#### **The use of space**

For some people, the launch line is very far away, an aspect that can make it difficult to reach the points or achieve satisfactory results.

#### **The use of material**

Some stones could be very heavy for some people.

Some people may have hard time, holding and throwing them.

Some people may have difficulty knowing how and where to place the bulin, each time the next play begins.

#### **The scoring system**

Some people may have trouble counting downed pins.

### **Adaptation to difficulties:**

#### **Motor interaction with other participants**

Someone could take the role of a guide, to indicate when people with intellectual disabilities should intervene.

**The use of space**

When necessary, people with intellectual disabilities may be allowed to shoot from a line closer to the bulin.

**The use of material**

Smaller stones or other material (metal or wood) could be used that adapts very easily to the shape of the hand.

If no stones are available, you can make pljočka and bulin out of wood or even metal.

**The scoring system**

Anyone else could keep track of the game.

It is advisable to have a blackboard or a board where the result of each participant is recorded.

**OBSERVATIONS**

It is important that the dynamics of the game is well explained to people with intellectual disabilities. This information will be given before starting, as well as throughout the game, giving guidance, both on how or where to shoot.

In general, it is necessary to assess the possibility that all students or only people with intellectual disabilities, can form pairs, with and without disabilities, throwing alternately. In general, it will not be necessary to attach special importance to the results obtained.

# Pičijada

**Location**  
Istria, Croatia



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>12 years

**Number of players:**

Minimum 3

**Material:**

Coins, Hard-boiled eggs

**Estimated duration:**

15 - 30 min

**Type of facilities:**

Outdoor space.

**Relationship between participants:**

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

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

Small children

**Practice locations:**

Outdoor

**Calendar:**

Traditionally, it is played a week before Easter

**Origin of the objects:**

Natural and industrialized environment

**Considerations about the dynamism or originality of the game:**

More players ensure more enjoyment and fun.

**GAME DESCRIPTION****Beginning:**

Before playing you have to boil eggs. Hard-boiled eggs are used.

**Game development:**

Players stand in an area at the same distance from the eggs and start tossing their coins towards the eggs.

**End of the game:**

The winner is the person who manages to hit the egg and make the coin go into the egg.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Motor interaction with other participants

Some players may have difficulty understanding when to throw, not respecting the established order.

#### The use of space

For some people, the launch line is very far away, an aspect that can make it difficult to reach the points or achieve satisfactory results.

#### The use of material

The use of coins can cause difficulties in launching.

Some people may have a hard time tossing the coins into the egg and hitting it.

### Adaptation to difficulties:

#### Motor interaction with other participants

Someone could take the role of a guide, to indicate when people with intellectual disabilities should intervene.

#### The use of space

When necessary, people with intellectual disabilities may be allowed to cast from a line closer to the eggs. The eggs could be replaced by a larger object (a cone, a cardboard box ...).

#### The use of material

Other objects could be used. Replace the coins with stones, pieces of wood or balls.

#### The scoring system

It could make it easier for a throw by a person with a disability to hit the target, or land close to that target, to be considered a successful action.

## OBSERVATIONS

It is important that the dynamics of the game is well explained to people with intellectual disabilities. This information will be given before starting, as well as throughout the game, giving guidance, both on how or where to shoot.

In general, it is necessary to assess the possibility that all students or only people with intellectual disabilities, can form pairs, with and without disabilities, throwing alternately.

In general, it will not be necessary to attach special importance to the results obtained.

# Sjoelbak

**Location**  
Holland

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>12 years

**Number of players:**

4-8 players (5 recommended)

**Material:**

Wooden drawer and tokens (wooden discs)

**Material characteristics:**

Rectangular wooden drawer (110 cm x 30 cm), with edges at the ends, so that the tokens (wooden discs) that are thrown do not fall. On the opposite side, keep a crossbar (across) with four slots where the tiles should fit. 30 wooden 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 when 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:**

It is a game traditionally played originally in Holland, Belgium at the end of the 19th century. Subsequently, it spread to Germany and the United Kingdom and from there it was 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 discs.

**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 discs, 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.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

Some people with intellectual disability, they may not identify when it is their turn to shoot.

**The use of space**

Know to which square it is most important to throw the disc.

Not regulating properly, neither the force nor the orientation of the throw.

**The use of material**

There are usually no difficulties in properly handling the chips.

**The scoring system**

Given that permanently, you have to add points and, in some cases, multiply, it is not easy for people with intellectual disabilities to keep track of it.

**Adaptation to difficulties:****Motor interaction with others participants**

The facilitator of the activity or participants inform you when to throw.

**The use of space:**

The facilitator of the activity or participants indicate where to shoot by placing their hand on the box.

**The use of the material:**

The facilitator manually helps people with disabilities to throw.

The disc is propelled, hitting it with a larger wooden cue, or with a piece from other games, such as the plate, in the style of billiards.

**The scoring system:**

Someone outside keeps the score of the game. He/she helps identify / visualize the score of the game.

Encourage non-disabled participants to help people with disabilities, informing them verbally or through manual help.

The success of the game is that everyone gets the highest possible score. Everyone can do pairs or trios and the result depends on the sum of the score, achieved by the team members.

Although the game maintains a scoring system, the result will not be given too much importance.

**OBSERVATIONS**

This game can be permanent in specific game rooms or living rooms, so that participants can access it whenever they want. It is an efficient way to break out of passive leisure.

# The frog

## Location

Europe, Perù, Bolivia, Ecuador, Argentina and Colombia



## ORGANIZATIONAL ASPECTS

### Recommended age of participants:

>12 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 multiple mouths / holes for players to toss metal or wooden coins or tokens in them

### 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 game.

**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 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:**

Originally, the objects were handmade by local blacksmiths, who made both the board with the frogs and the tokens. Subsequently, as they have spread, various small producers have appeared who have somewhat industrialised their manufacture, although the process is still mainly 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### **Difficulties that players with intellectual disabilities may present:**

#### **Motor interaction with other participants**

Not attending the game turn

#### **The use of space**

Not staying behind the line to pitch

Not properly regulating the throwing distance

Failure to identify the areas where it is preferable to direct the shot

#### **The use of material**

In general, there are usually no difficulties to be able to catch and throw the chips or coins

#### **The scoring system**

There may be difficulties in identifying the points scored on each toss.

It can be complex to keep track of the points accumulated by each player.

### **Adaptation to difficulties:**

#### **Motor interaction with others**

A player without disabilities indicates to the partner when to throw, keeping track of the entire game.

#### **The use of space**

The distance of the throw is modified.

The frog board can be placed on a table at different heights, depending on people who are going to participate.

### **The use of material**

It is usually not necessary to introduce adaptations, regarding the material.

### **The scoring system**

Teammates and referee guide players.

It can be of great help to have a blackboard, where the points achieved by each player are shown in a very graphic way.

Insist on the importance of taking adequate time. The accumulated points are figures that are easy to count (1, 2, 5, instead of 30, 25, etc.).

Mixed games groups will be made.

If necessary, it can be played in pairs of people with and without disabilities.

Do not give too much importance to the result.

## **OBSERVATIONS**

As it is a game that is not very demanding from the motor point of view, it could be permanently located in specific spaces for games or living rooms, so that participants can access it whenever they want. It allows in a very easy way that through play they establish relationships between people with and without disabilities. It is an efficient way to break out of passive leisure.

# The penny

Shove Ha'Penny

**Location**

Somerset, Dorset, Hampshire, UK



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 years

**Number of players:**

2 players

**Material:**

Wooden drawer with about ten parallel lines (arranged crosswise), 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 was 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 mid-19th century it became official that the board should be made of slate or wood. The transversal lines must be in relief, so that it would be clear where the coin had been tossed.

The coins used in the early days of the game, given that it was legal tender, were those bearing the sphinx of Edward IV.

**Building process:**

The origins were entirely handmade. Subsequently, as they have spread, different small producers have appeared who have industrialised their production, although the process is still mainly 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 obtain. It is also preferably played in enclosed spaces. All this means that it can be played by all kinds of people, regardless of their characteristics. It can also be easily shared by people with or without disabilities.



## GAME DESCRIPTION

### Beginning:

Each participant has five coins. They take it in turns.

The first player stands at the front of the board with the back of the coin stuck on 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 played 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 inside the marked vertical lines) scores a point for that player on that bed. The points are marked with chalk on the squares at each end of the bed on the edge of the board, one player having the right side and the other the left.

### End of the game:

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

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

## ADAPTATION OF THE GAME TO ENCOURAGE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Relationships with other participants

Not attending the game turn

#### The use of space

Not staying behind the line to pitch

Not properly regulating the throwing distance

Failure to identify the areas where it is preferable to direct the shot

#### The use of the material

There are usually no difficulties to be able to catch and throw the chips or coins.

#### The scoring system

There may be difficulties in identifying the points scored on each toss.

It can be complex to keep track of the points, accumulated by each player.

### Adaptation to difficulties:

#### Relationships with other participants

A player without disabilities, indicates to the partner when to throw, keeping track of the entire game.

#### The use of space

You are told where to shoot, by placing your hand on the board.

The distance of the throw is modified.

The coin is placed on the line closest to where it was left.

#### The use of the material

Launch distance decreased.

It is usually not necessary to introduce adaptations, regarding the material.

#### The scoring system

Companion and referee give indications.

Insist on the importance of taking adequate time.

Since the scoring system can be somewhat complex, it is noted in each band that remains of the coin, without having any conditioning.

Those who have difficulties can be helped by showing them how and where to shoot.

It can be of great help to have a blackboard, where the points achieved by each player are shown in a very graphic way.

Mixed games groups will be made.

If necessary, it can be played in pairs of people with and without disabilities.  
Do not give too much importance to the result.

### **OBSERVATIONS**

This game can easily be practiced jointly by people with or without disabilities, without the need to introduce major adaptations.

# Seven and A Half

Location  
Spain



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 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 play, without cooperation or opposition "the player plays without interacting with others". Throwing game.

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

People of any age and condition.

**Practice locations:**

Spain

**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 could be used:

On a wooden board, 7 squares are painted, each of which is numbered.

With chalk, exactly the same figure can be painted on the floor.

Although shoe soles were used in the past, nowadays it is more common to use rubber tiles.

**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, who intervenes, 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 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 to that score. If it touches a line, it scores 0.5 points. At any time, 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### **Difficulties that the game presents for social inclusion:**

#### **Relationships with other participants**

Decide properly the order of intervention.

#### **The use of space**

Know where to target the launch  
Have the motor ability to launch properly

#### **The use of the material**

It does not usually create difficulties

#### **The scoring system**

Understand the scoring system  
It can be complex to do the mental math to get closer to 7.5

### **Adaptation to difficulties:**

#### **Relationships with other participants**

One of the participants is in charge of remembering the rules, indicating the turn of intervention.

**The use of space**

The throwing distance is decreased as much as necessary, so that the player has a minimum of success.

If the floor could not be painted, you can use the wooden board or a hard felt with the drawing of the numbers.

**The use of the material**

It is usually not necessary to introduce any adaptation.

**The scoring system**

Teammates and referees may provide indications.

Insist on the importance of taking adequate time.

The player is helped to keep track of the points achieved, without time being pressed. In order for him to understand the punctuation, a piece of paper can be left for him/her to do the calculations, or it can be noted on a blackboard.

If convenient, the number of launches can be expanded.

**OBSERVATIONS**

The speed of its games and the simplicity of its rules allow it to be practiced by people of different ages and conditions, in a relaxed and fun way. This situation, in addition to facilitating the development of the ability to perform precision throws and do small mathematical calculations, facilitates the interrelations between people with and without disabilities.

# Approach

Location  
Spain

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 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):**

The discs or tokens could be made of metal, wood or any other impact resistant material.

**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 pavement. 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 mark on the ground. One by one, each player will throw 3 discs, trying to get as close as possible to the initially established mark. Once the first player has thrown his/her 3 pieces, a mark will be made on the ground with a chalk, the pieces will be collected and the next player will throw.

**End of the game:**

This player wins, whose mark, marked on the ground, is closer to the established mark, after having thrown all the discs.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Relationships with other participants**

Identify the order of intervention.

**The use of space**

It could be that the motor skills of some players negatively condition a minimum success in the game.

**The use of the material**

It does not present any difficulty

**The scoring system**

Some players may find it difficult to follow the scoring system during play.

**Adaptation to difficulties:****Relationships with other participants**

When there are difficulties at this level, other players or an animator can indicate when to intervene.

**The use of space**

If the throws are very poor from the established distance, this can be reduced. It can give you directions on where to shoot.

**The use of the material**

No adaptation necessary

**The scoring system**

When the person with an intellectual disability has difficulty keeping track of the score, other players can take on this role.

It can be very helpful to use a blackboard or a panel that makes the results achieved very visible.

**OBSERVATIONS**

The low requirements, regarding both the infrastructure and the material, and at the same time, regarding its driving requirements, mean that this game can be used in almost any situation.

This game is the simplest modality of another game, very similar, but somewhat more complex like the chito, the tuta, the tango, the thong or the tanguilla. This game already appeared in official documents of the twelfth century. In this case, the chips should be close to a kind of a wooden cylinder.

# Launch of Espadrilles

Location  
Spain



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 years

**Number of players:**

5 to 25 players (12 recommended)

**Material:**

A slipper

**Material characteristics:**

A sports shoe or shoe.

**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 game.

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

Initially, its rural tradition made the practitioners, people living in this environment. 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 extreme.

**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:**

As the tradition is rooted in the rural environment, initially, a hoe was thrown. Subsequently, a beret or an albarca (traditional peasant's slipper) was thrown.

**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 of the back.

**Game development:**

At the signal all participants throw their shoe.

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.

An animator may decide to make as many runs as he/she deems necessary.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Relationships with other participants

Difficulties are not foreseeable

#### The use of space

All players must stand behind the launch line, and some may have some difficulty becoming aware of the initial situation.

#### The use of the material

Its manipulation does not cause any difficulty. However, some may have difficulty understanding that the throw should be done with the back to the desired direction and below the legs.

#### The scoring system

It could be that a participant with an intellectual disability had difficulty, tracking the status of the score.

### Adaptation to difficulties:

#### Relationships with other participants

One of the participants is in charge of remembering the rules and adding points, if someone forgets.

#### The use of space

A participant person or the animator or cheerleader will appropriately position the person who has difficulty, identifying the starting line from which to launch.

In the event that this person makes significantly shorter throws than the rest of the participants, he/she may be allowed to advance his/her position.

#### The use of the material

Although the material should not pose any difficulty, in the event that someone has problems, identifying the body posture to be carried out, another participant or facilitator of the activity can give them instructions on how to do it while introducing aid manuals, correcting movement.

#### The scoring system

Participants or facilitator of the activity will take the score of the game, writing it on a board visible to all. In the event that it is possible, the person with a disability will be instructed to write down the points achieved.

## OBSERVATIONS

It is a very simple game that does not require specific materials or spaces, so it can be used at any time.

# Hopscotch

**Location**  
Europe and worldwide

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 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 (outdoors)

**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 number one, then another with two, another with three, ensuring that they are the same. Next, two squares, one with number four and next to it another with the five. The top box with 6 and the last two are also double boxes with the numbers seven and eight. Then another with a single box with number 9 to finish with one with 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 the game does not require any type of material or complicated infrastructure, it is very widespread throughout the international territory and can be played by anyone with an acceptable level of mobility.

This game is well known in Spain and in many countries of the five continents. It is known by a great variety of names: hopscotch, shuffleboard, shuffleboard, plane, golosa, infernáculo, hopscotch, marelle, or pisé.

**GAME DESCRIPTION****Beginning:**

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

**Game development:**

He/she will jump from box to box with one foot, except, where this is double, where he/she can support one each. It is forbidden to place the foot in the square where the previously thrown piece has landed. When he/she reaches the end, he/she has to 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 will do the same, throwing at box 2 and so on until box 9.

**End of the game:**

The player's turn ends when he/she 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Relationships with other participants

Identify the time of your turn to avoid interfering with the other people involved.

#### The use of space

Know which box to shoot.

Recognize which square to jump onto and what to do in each of them.

Identify that at the end you must turn around, to return to the starting square.

#### The use of the material

When throwing the token or stone, it is not calculated that it can roll.

His/her perceptual-motor skills do not allow him/her to make a throw that approaches the desired square.

#### The scoring system

Identify the number of attempts before completing the total route.

### Adaptation to difficulties:

#### Relationships with other participants

Another participant or facilitator of the activity tells you when to intervene.

#### The use of space

A person indicates with his hand, or stands in the square to which he must throw.

A person is accompanying you throughout the tour, indicating where you should step.

Give the option of walking or supporting both feet.

Tell him that at the end he must turn around to return to the starting point. If this is too complicated, he may be allowed to finish on the last box.

The person with a disability can rest by supporting his feet when he deems it necessary.

Allow stepping on all boxes without restriction.

#### The use of the material

Focus attention on throwing the pieces to different areas.

Use very flat pieces so that they do not bounce off the ground. Silicone discs might do.

#### The scoring system

Another participant or facilitator of the activity can indicate the number of attempts they have taken and record them on a blackboard, so that their follow-up is easier.

## OBSERVATIONS

As it is a very easy game, anyone could participate. In those cases in which his/her cognitive or motor skills make it difficult, he/she could be accompanied to complete the route, using the support deemed necessary. This type of adaptation means that no participant is excluded from the game.

# Lancio del Maiorchino

**Location**  
Novara di Sicilia (ME), Sicily, Italy



Lancio del Maiorchino. Photo credits: Vittorio Canisi.

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 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." Launching 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.



Lancio del Maiorchino. Photo credits: Vittorio Canisi.

## GAME DESCRIPTION

### **Beginning:**

Carrying out "U toccu" (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 one who reaches the finish line first with the fewest shots.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### **Difficulties that players with intellectual disabilities may present:**

#### **Relationships with other participants**

Understand the existence of a turn to make the throws

#### **The use of space**

The only difficulty may be due to the low skill level of the participant, which means that the throws are not very long

#### **The use of the material**

Problems launching the object correctly

#### **The scoring system**

It's very simple

### **Adaptation to difficulties:**

#### **Relationships with other participants**

An animator or a partner will indicate to the person when to intervene

#### **The use of space**

The place from where to launch is indicated

#### **The use of the material**

If it is not possible to throw it with a ribbon, it can be allowed to throw it directly with the hand, making the object roll on the ground.

## OBSERVATIONS

It is important that the dynamics of the game is explained very well to players with intellectual disabilities. This information will be given before starting, as well as throughout the game, giving guidance, both on how or where to shoot.

In general, it is necessary to assess the possibility that all players with intellectual disabilities can form a couple with another without disabilities, shooting alternately. As far as possible, an attempt will be made for players with intellectual disabilities to keep track of the points. In general, no particular importance should be attached to the results achieved.

# The Peïca

**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, throws 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 left hand. Throwing a pebble back into the air, it is necessary to collect one by one the 4 stones without touching the others.

**End of the game:**

The winner is the person who reaches the finish line first with the least number of throws.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****The use of material**

The main difficulty lies in knowing how to carry out coordinated and fast actions to throw and collect the stones.

**The scoring system**

Another intellectual difficulty is understanding and knowing how to count.

**Adaptation to difficulties:****The scoring system:**

Use fewer stones

**OBSERVATIONS**

It is important that the dynamics of the game is explained very well to the players with intellectual disabilities. This information should be given before the start of the game and throughout the game, giving guidance on how or where to shoot.

In general, it is necessary to value the possibility that all the players with intellectual disabilities can form a couple with another one without disabilities, shooting alternatively. As far as possible, the players with intellectual disabilities should try to keep track of the number of points. In general, it will not be necessary to give special importance to the result achieved.

# Astragalus

Location  
Italy



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 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 game.

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

Anyone 8 years or older, anywhere

**Practice locations:**

All over Italy and also 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 judged in antiquity, as a precursor 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 Tocatì 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:**

After explaining the game (and the historical and archaeological context), two participants take turns throwing an astraglo, 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 rapidly 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).

#### **Game completion:**

The participant, who gets the highest score, wins.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### **The use of material**

The main difficulty lies in knowing how to perform coordinated and fast actions to throw and collect the bone.

#### **The scoring system**

Another intellectual difficulty is understanding and knowing how to count.

### Adaptation to difficulties:

#### **The use of material:**

The talus should be pulled with the palm of the hand up and grasped with the back of the hand, then the hand should be turned quickly while the talus is in the air. Children who have difficulty doing this movement quickly can lift the talus palm up.

#### **The scoring system:**

Scoring is also simplified because there are only 2 valid faces and not 4. Furthermore, the game is played with 2 and not 5 astragali.

# Stone race

**Location**  
Spain

## ASPECTS OF THE ORGANIZATION

**Recommended age of participants:**

> 12 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 outdoor

**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 in 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 chips must be collected one by one and taken to the starting line, finishing the race before any other participant. You can start with the order that the participant chooses.

### **End of the game:**

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

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### **Difficulties that players with intellectual disabilities may present:**

#### **The use of space**

Decide where to start picking up objects from the ground

#### **Adaptation to difficulties:**

#### **Relationships with other participants**

Possibility of moving through inclusive couples united hand in hand. In this way we facilitate the intervention. The game becomes cooperative.

#### **The use of space**

Reduce the distances to travel.

Increase the distance between two rows so that there is no interference between the participants.

#### **The use of the material**

If stones are not available, use objects that are easy to grip (example: cones, cone with a ring or handle).

#### **The scoring system**

Focus attention on collecting all the tokens.

## OBSERVATIONS

It is important that the dynamics of the game are explained very well to the players with intellectual disabilities. This information should be given before the start of the game, as well as throughout the game, giving guidance on how to intervene.

In general, it is necessary to value the possibility that all the players with intellectual disabilities can form a couple with another one without disabilities, intervening simultaneously.

# Ring

## Location

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 rings 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. There is a record 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, weather permitting, 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 adapt to the hoop.

**Some considerations about the dynamism or originality of the game:**

People watching a hoop try to roll it along the ground. In 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), the idea is for each player to experiment with the hoop, leading it wherever they wish. The person who is in charge of the activity can propose a certain route, in a straight line, circle, slalom, etc. In addition, the possibility of interacting with other players can be introduced, which will mean moving on to another family of games (cooperation, opposition or cooperation-opposition). If desired, competition can also be introduced, to see who can finish the agreed course first.

**End of the game:**

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

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Motor interaction with other participants

If the activity is carried out individually, there will not be any kind of difficulty with the others.

In the case of opting for some type of race, it could be disadvantaged, compared to the other participants.

#### The use of space

In spaces free of obstacles and in which the route is in a straight line, there should not be any difficulties. They can appear at the moment, in which changes of direction are introduced, due to the route that the hoop must follow.

#### The use of material

Some of the participants with disabilities may have difficulties to be able to properly drive the hoop with the guide, either due to problems to properly manipulate the material or because they do not foresee the path that the hoop will follow after each impulse.

#### The scoring system

When the activity is carried out individually, there will be no type of score.

In the event of competition, some people may find it difficult to be aware of the importance of doing as little time as possible and its impact on the final result.

### Adaptation to difficulties:

#### Motor interaction with other participants

People with intellectual disabilities can be allowed to carry out the activity with a partner who will also help control the hoop (the game would become cooperative).

#### The use of space

People with intellectual disabilities can take a shorter route or with fewer changes of direction.

#### The use of material

Participants with intellectual disabilities can use wider rims to make driving easier.

If much difficulty is observed in driving the hoop, the hoop can be guided directly by hand, without using the guide.

### **The scoring system**

In case of proposing a competition, the final result must be relativized in the case of introducing the competition.

### **OBSERVATIONS**

Players with intellectual disabilities are advised to freely experiment with hoop driving (with or without a guide) in the first phase. If acceptable results are obtained, it will be possible to introduce a higher challenge:

- Keep the hoop moving as long as possible without it falling to the ground.
- Carry out a route (in a straight line, circular or slalom) in the shortest possible time.

# Tanguiz El Ouzra

**Location**  
South of 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

**Inform other players:**

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

## 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, presents the participant with 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 precise reference element for the players and helps them to assess 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Relationships with other participants

Understand the existence of a turn to make the throws

#### The use of space

Difficulty performing the jump properly

#### Adaptation to difficulties:

##### The use of space:

Adapt the length of the mat according to the capacities of people with intellectual disabilities.

Let the participant with intellectual disabilities decide the type of jump to perform: with or without swing, with one or two legs, with or without help, etc.







# **COOPERATION GAMES**

# The Parachute

**Location**  
Spain



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 years

**Number of players:**

8-24 players (16 recommended)

**Material:**

A fabric parachute

**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:**

As it is not linked to a celebration or festivity, 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 the objects (natural environment, recycling of objects, industrialized):**

In some cultures it has been common to keep objects and carry out different types of activities with this type of material, on the occasion of some festive celebrations. In other countries, parachutes have been introduced as a resource associated with alternative games that sought to promote cooperation.

**Building process:**

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

**Some considerations about the dynamism or originality of the game:**

Propose that all the players in the group share the same parachute or make two groups with two parachutes depending on the size of the cloth. It would be convenient for each participant to have a sector where they can play.



## GAME DESCRIPTION

### Beginning:

Each participant will hold the parachute, with both hands separated at the height of their hips. From this basic position, different variations can be practiced.

### Game development:

All the participants should raise and lower the parachute at the same time.

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 sigh 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 the 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 some of these conditions are met:

- introduce the ball into the central hole of the parachute,

- when the ball is kept falling from the parachute,
- all the players have exchanged their position,
- all the players have done the wave successively.

## **ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION**

### **Difficulties that players with intellectual disabilities may present:**

#### **Motor interaction with other participants**

Identify the order in which the different actions should be carried out

#### **The use of space**

Not clearly identifying where they should move

#### **The use of material**

At times, low levels of strength or mobility of the upper extremities could make it difficult to perform the planned actions.

#### **The scoring system**

As there is no score, there are no difficulties.

### **Adaptation to difficulties:**

#### **Motor interaction with other participants**

A non-disabled partner or facilitator of the activity indicates the action to be taken by the student.

#### **The use of space**

Place the person with a disability in the precise place where they should grasp the parachute.

#### **The use of material**

If the facilitator stands by your side, you should just imitate them.

You can do it with one hand.

A partner or facilitator of the activity stands by your side.

It can be played with a wheelchair.

## OBSERVATIONS

The complexity of this game, both from the point of view of understanding the dynamics and its execution, is very low. This makes it ideal for all kinds of people to participate, regardless of their abilities, so that situations of inclusion could arise. It is only a question of the facilitator introducing the necessary adaptations. Generally speaking:

- A non-disabled person or activity facilitator indicates when he/she intervenes, both verbally and by doing the action so that it can be imitated.
- People who have greater difficulties (in comprehension or execution) may be accompanied by another more skilled person, so attention must be paid and attention must be paid to the intercalation of people with disabilities and people without disabilities.

Any of the different modalities of the game proposed by the facilitator will take into account the characteristics of the participants.

# The knot, the tangle

**Location**  
Spain



## 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 anyone 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:

- It is not possible to untie the hands to achieve the objective,
- the knot is undone.

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

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Relationships with other participants

Understand the dynamics of the game

#### The use of space

Identify which is the most appropriate action at each moment to undo the knot (turning, going over a leg, going under another partner, etc...), as all this has to do with spatial orientation and body perception.

#### The use of the material

Without difficulties

#### The scoring system

Without difficulties

### Adaptation to difficulties:

#### Relationships with other participants

A non-disabled partner or a leader of the activity repeats the objective of the game.

Another simpler modality consists of starting by making a circle, joined by the hands. A non-disabled participant releases one hand and begins to pass underneath the other participants until a knot is formed. This means that the person with a disability has practically no decision to make, as he or she only has to follow in the wake of the person in front of him or her.

#### The use of space

- To facilitate joint mobility, participants can join with a rope or handkerchief
- Since some people may have difficulties, regarding spatial orientation, it will be the partner who is next to them, who will indicate where to pass.

## OBSERVATIONS

It is a game that can facilitate the social inclusion of people with disabilities. On the one hand, its low complexity with respect to the rules and on the other, its minimum level of motor demand, allow practically all types of people, regardless of their abilities, to participate. The fact that, except the first and the last, all the others are holding both hands, which makes that the player has to follow what the partner does, greatly simplifying decision-making.

# Newspaper dance

**Location**  
Spain

## ORGANIZATIONAL ASPECTS

**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 it is newspaper sheets.

**Some considerations about the dynamism or originality of the game:**

It is possible to try to get everyone in the group to share a sheet of paper.

As it is a game that only requires used newspaper or magazine pages, it can be played in almost any context.

This is a traditional game played in many places in Spain on the occasion of festive celebrations.

**GAME DESCRIPTION****Beginning:**

The players are grouped in inclusive pairs, in such a way that people with special needs participate with students without disabilities. 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 stopping the music, 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 joins another group that will become a trio.

The music plays 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.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Relationships with other participants**

It could be that some students did not understand the dynamics of the game.

**The use of space**

In some cases, some players may have difficulty, identifying that they cannot get out of the newspaper.

**The use of the material**

Possible difficulties, when handling the newspaper or knowing what to do with it at all times.

**The scoring system**

Without difficulties

**Adaptation to difficulties:****Relationships with other participants**

A non-disabled person will indicate to the person with intellectual disabilities the actions to be performed ( getting on the diary or dancing).

The initial pairs should be made up of one person with a disability and one without.

The last pair to unfold the newspaper, following the indications of the facilitator, will separate and group themselves where the facilitator indicates.

**The use of space**

The facilitator of the activity gives indications on where to stand.

The companions of the students with disabilities help to distribute themselves around the space.

The non-disabled students indicate how to distribute the roles.

**The use of the material**

Students without disabilities indicate how to distribute the roles.

If the person with a disability cannot carry the newspaper while dancing, another partner will do it.

A person without disabilities indicates how to deploy it.

A person without disabilities, who goes with the person with disabilities, indicates in which part of the newspaper each one should be.

**OBSERVATIONS**

Despite the fact that it is a very simple game, sometimes the difficulties that can appear in this game are related to making decisions, about where to stand or what to do with the newspaper. But when played in pairs, it makes the interaction between them (person with and without disabilities) very intense, which, while favouring the participation of the latter, facilitates their social inclusion.

# Cooperative Skates

Location  
Spain



## ORGANIZATIONAL ASPECTS

**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 with minimal mobility can take part in this game, including those who require a wheelchair.

**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 a tape will be attached to fit one foot. You can put as many as the players, who 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. This implies that there must be a great communication between all of them, so that the actions are as effective as possible.



## GAME DESCRIPTION

### Beginning:

The players 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 teacher/instructor 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.

### End of the game:

When the route proposed by the teacher has been completed.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Relationships with other participants

It is not easy to achieve adequate coordination between all the participants, to simultaneously raise their feet, in order to move forward with the "skate". Some of you may have specific difficulties in performing this action, so that you can move forward.

**The use of space**

As all participants are held by their feet, there are no difficulties regarding space, since the orientation will be determined by the group.

**The use of the material**

Keep the foot supported by the tape or rope

**The scoring system**

No difficulties

**Adaptation to difficulties:****Relationships with other participants**

-Sometimes one of the participants must lead the others if they do not agree. The person with difficulties will not go in front.

-People with disabilities will be divided into different groups in such a way that they are not grouped together. It is important that behind each person with greater difficulties, there is a non-disabled person to give them guidance.

-A member of the team will indicate when to take a step by chanting "one, two, three".

**The use of space**

Non-disabled persons indicate where the whole team will move.

**The use of the material**

The teacher or classmates help you to put on the "skates".

Separator bars can be placed between each pair of skis so that they neither meet nor cross each other.

In the event that a participant's strap comes off repeatedly, a Velcro strip can be used to better support the foot.

**The scoring system**

In the event that competitions are held between different teams, it must be distributed among people with and without disabilities, in such a way that they are as homogeneous as possible.

In each team there will be a person who will set the tone for when to take the step.

**OBSERVATIONS**

The own internal logic of this game "forces" that there is a great coordination between all the participants of the same team. This causes a multitude of situations that provoke laughter, but at the same time it requires constant communication between all of them, which greatly favors inclusion.

# 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

**Inform other players:**

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

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

Girls and boys 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 meeting the needs of children from disadvantaged backgrounds with learning difficulties. The game consists of moving in a mini orienteering race, taking as a model a diagram proposed on a piece of paper and as a starting point a compass painted on the ground indicating 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 are written the instructions to continue the good journey) to orientate themselves towards the indicated places and finish the route as quickly as possible.

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



## GAME DESCRIPTION

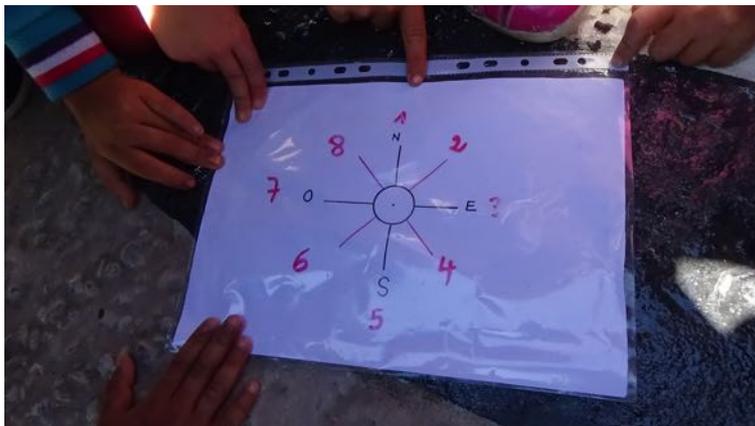
### Beginning:

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 in 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 get on the right track 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

**Difficulties that players with intellectual disabilities may present:**

### The use of space

Difficulty getting your bearings and following the itinerary

### Adaptation to difficulties:

### The use of space

The aim of this game is to develop orientation and spatial organisation skills. Therefore, it is imperative to facilitate the understanding of the spatial domain through an additional educational device: Drawing of coloured arrows, traces indicating the direction, ropes, indication boards. Clearly visible.



### OBSERVATIONS:

The interest of this game is to gradually lead pupils to propose and design their own orienteering path by consulting together to achieve the realisation of an elaborated path. This game is also a fun way to learn how to use a compass and to use it wisely. It also helps to develop group spirit, leadership and group cohesion.

# The score board

**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:**

Girls and boys 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 activity aimed at meeting the needs of children from disadvantaged backgrounds with learning difficulties. The dynamism of the game consists of moving as efficiently as possible in a space in the form of a chessboard painted on the floor, in order to "physically" reproduce a shape of dots that has been drawn by the educator on a handwritten letter.

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



## GAME DESCRIPTION

### Beginning:

Organization of children in groups of 6.

Hand out paper cards to children outside of the "chessboard" game air.

The children in each group observe the drawing and try to plan the route to follow the chessboard, discussing together to distribute the tasks, organize themselves and find the best solution to reproduce the figure drawn on the map.

### Game development:

Participants enter the chessboard in groups, move as quickly as possible to locate themselves at the "points" indicated on the map, and physically reproduce the figure imposed on the paper. The game is timed.

### End of the game:

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



## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

**Difficulties that players with intellectual disabilities may present:**

### **The use of space**

Difficulty moving through space

### **Adaptation to difficulties:**

#### **The use of space:**

The passage from the abstract to the concrete, from mental memorisation to concrete realisation, is the most difficult step to learn: with children with disabilities, it is important to place visual signals on the points (cones, stakes, tennis ball) and on the lines (ropes, ribbon) to facilitate the path to follow, to help control the space and to achieve effective reproduction of the proposed figure.

## OBSERVATIONS

The interest of this game is to gradually lead children in difficulty to propose and design their own figures and then carry them out concretely in the space of the "chessboard" game. This helps to develop their autonomy, creativity, responsibility, group spirit, leadership, group cohesion.

# 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 activity aimed at meeting the needs of children from disadvantaged backgrounds with learning difficulties. The dynamism of the game consists in 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/her 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:**

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 counterclockwise.

**Game development:**

At the announcement of an hour, oral or visual, 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### The use of space

Difficulty getting your position and following the itinerary

#### Adaptation to difficulties:

#### The use of space

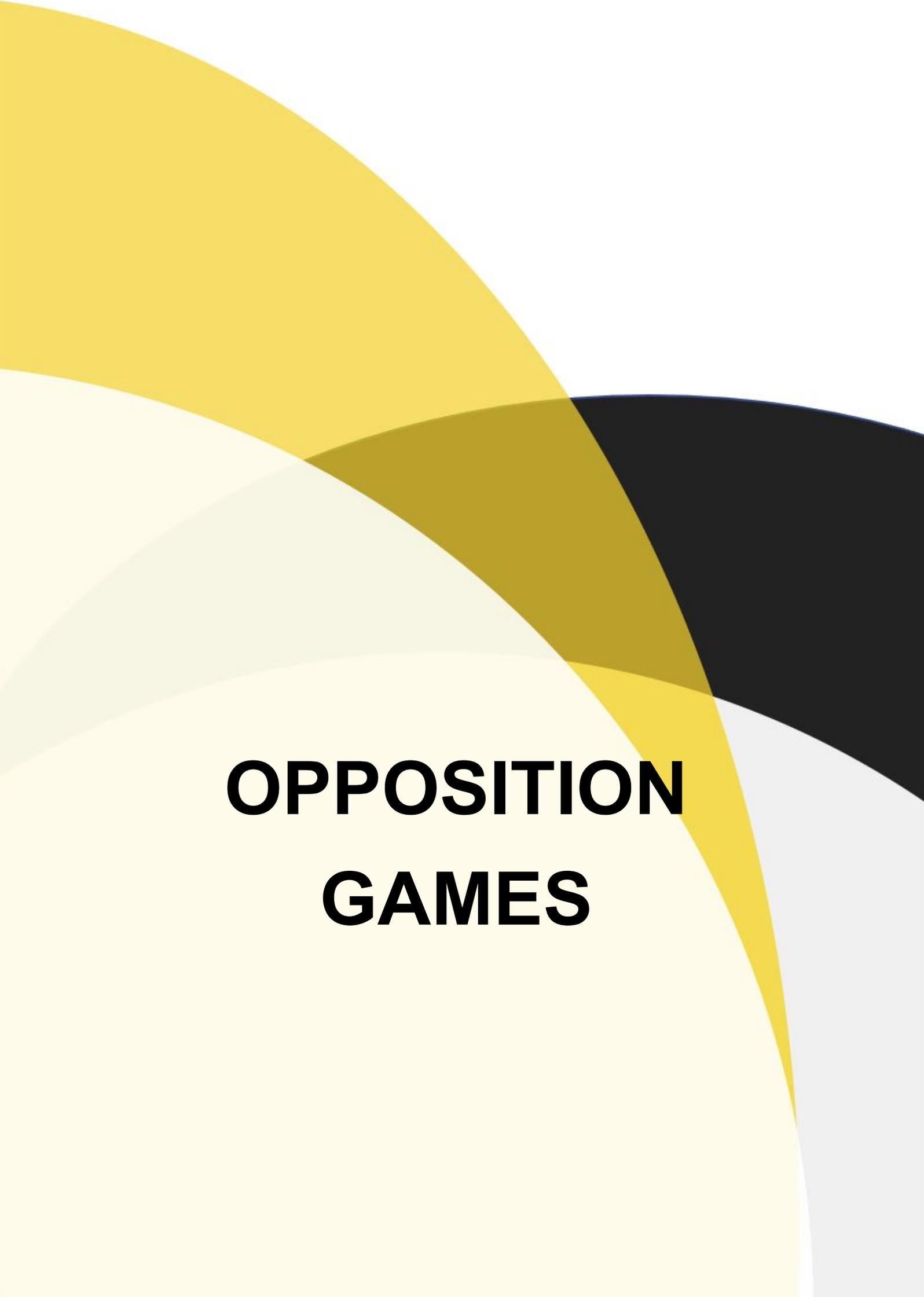
The passage from the abstract to the concrete, from the mental memorization of the time to the concrete realization in space, is the most difficult step to learn: with children in difficulty, it is important to accompany them at the beginning to facilitate the task and to understand the instructions.

The visual cues, representing the numbers on the dial and the hands of the clock, should be brightly colored to facilitate placement and orientation of children in space.



## OBSERVATIONS

The numbers, indicating the time, are deliberately not displayed on the watch. They are painted in separate panels to add an additional variation to the game: in addition to being arranged to represent the hands of the clock, children will also be tasked with placing the numbers at the corresponding points first. The first number will be placed by the educator as an initial point of reference.



# **OPPOSITION GAMES**

# Table malha

**Location**  
Évora, 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 / rubber

**Estimated duration:**

15-30 minutes

**Infrastructure:**

Any

**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****Beginning:**

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

**Game development:**

Two players throw 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.

**End of the game:**

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

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other people**

It could be that some people with disabilities do not know how to identify the established launch order

**The use of space**

There is the possibility that the distance established for the set of players is too large, either because they do not reach or because they do not have enough skill to guide the throw.

**The use of material**

The size of the cylinder makes it impossible to be touched by the thrown object.

**The scoring system**

The original scoring system is relatively complex because you have to add up the points you get. This system means that not all the players can actively follow it.

### **Adaptation to difficulties:**

#### **Motor interaction with other people**

People with difficulties are instructed when to launch, according to the order that has been established.

It is advised that people can play in pairs, so that a person with a disability and another without a disability can go together.

#### **The use of space**

Depending on the motor skills of each person, the distance of the launch will be reduced.

#### **The use of material**

You could introduce a larger cylinder or expand the number of objects to be thrown.

#### **The scoring system**

To help people with disabilities keep track of the score, the results can be noted on a whiteboard or a marker.

In case of participation in pairs, the score can be modified to make it easier for everyone to score a point.

### **OBSERVATIONS**

An observation that is useful for all games of this type is to try to organize groups of participants (e.g. in pairs or larger groups), favouring that each group is made up of people with and without intellectual disabilities. This is a very interesting and motivating game, for all ages, and easy to use after obtaining the materials.



Board mesh. Photo credits: Joaquim Patrício.

# Trucco da terra

**Location**  
Liguria, Italy



Trucco da Terra. Photo credits: Barbara Rigon.

## 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 (outdoors)

**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 years to 80 years. Gender: all.

**Practice locations:**

Petanque court or square

**Calendar:**

All year

**Origin of the objects:**

Natural environment and industrial product

**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 ground.



Trucco da Terra. Photo credits: Barbara Rigon.

## GAME DESCRIPTION

### Beginning:

One person throws the ball and then the other participant throws his or her other ball. Then the person whose ball is closest to the trick (hoop) starts. This person tries with the help of a shovel to pass the ball through the hole in the metal ring placed on the floor (truco). It must be considered that this hole can rotate and change its orientation if the ball contacts the trick and does not go through.

### Game development:

When a player hits his ball with the paddle, if he cannot get it through the hole, the other person intervenes. The moves follow one after the other, so that it is possible to decide to hit the ball towards the trick or to move the opponent's ball away, contacting his ball with the opponent's, 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Motor interactions with other participants

Difficulty identifying the decision of where to throw the ball.

#### The use of space

Difficulty approaching, moving away or introducing the ball into the trick.

#### The use of material

Difficulty knowing how to hit the ball properly with the paddle.

### Adaptation to difficulties:

#### Motor interactions with other participants

There are several alternatives to compensate for the difficulties at this level:

- the teacher stays very close to the disabled person and is constantly giving him/her instructions about what to do (where to direct the ball),
- an alternative may be to play in inclusive pairs, made up of one person with an intellectual disability and another without a disability. Each team can shoot twice in a row, once per person in the pair.

#### The use of space

A larger hole could be used to make it easier for the ball to pass through.

#### The use of material

Allowing a greater number of paddle contacts to be made with the ball on each attempt (for example, two contacts in a row).

## OBSERVATIONS

The games in which the opposition is carried out through contact on the object of the rival facilitate the intervention of people with intellectual disabilities. There is no longer the immediacy and the rush to make decisions.

This game, if performed by inclusive couples, becomes one of cooperation-opposition games and can facilitate the participation of people without disabilities.

# Boccia

**Location**  
Poland

## 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 a 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, outdoors.

**Relationship between participants:**

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

## TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

### **Protagonists:**

Mainly young and old, but 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 (applied 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 les boules, where it is a national sport and is equally popular in Italy under the name of boccia. What is the longevity and popularity secret of this sport? It is an excellent game for several reasons:

no age or fitness restrictions for players, simple rules and equipment (unless they need specialized equipment for people with severe disabilities), minimum requirements for the place of the game and finally an infinite number of solutions during the game.

## GAME DESCRIPTION

### **Beginning:**

Boccia is a sporting game in which the objective of the players is to place their balls (blue or red) as close as possible to the smallest ball (called a 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/her ball, trying to bring it closer to the small ball than the opponent's ball. Subsequently, the players take turns, tossing their balls. Always throws this player whose ball is further from the small 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 more balls closer to the jack throughout the entire game than his/her opponent. The points are counted after each round: the greater the number of balls next to the cue ball, the more points the person or a team wins (the score in each round can vary from 1-0 to 6-0). In the event of a tie, one extra round is required.



Boccia. Photo credits: Bartosz Prabucki.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Motor interactions with other participants

Difficulty identifying the decision of where to throw the ball.

#### The use of space

Difficulty approaching, moving away, or introducing the ball over the cue ball.

#### The use of material

Difficulty in knowing how to properly launch the material.

#### The scoring system

Understand the scoring system

### Adaptation to difficulties:

#### Motor interactions with other participants

The teacher/instructor can stay very close to the person with a disability and is constantly giving him/her instructions about what to do (e.g., where to direct the ball.)

**The use of space**

Indicate where the ball should be thrown on the field of play

**The scoring system**

A person without disabilities explains each phase, and proposes a type of next throw.

**OBSERVATIONS**

In the version described above, the boccia is played by people with physical disabilities. However, given the simplicity of this activity, it is a very interesting game to be used in adaptation to the social inclusion of people with intellectual disabilities as well.

It can be played in the opposition version (one against one) or in teams.

Boccia holds great potential for integration, both in terms of gender equality and integration (inclusion) of people with various types of disabilities.



Boccia. Classes run by Bartosz Prabucki.

Photo credits: Bartosz Prabucki.

# Ringo

**Location**

Poland, similar games in various countries of 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 a 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

### **Practice locations:**

Outdoors, 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

### **Beginning:**

In an opposition game between two players, 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 teams from the baselines at the same moment.

### **Game development:**

The Ringo game consists in 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 this object hits the ground of the field, the game is interrupted and a point is awarded to the thrower. If ringo falls out of bounds, the point is for the opponent.

In the team version, the game continues until both rings fall on or off the playing field. Then the referee counts the points. They can be obtained by forcing the opponent not to grab the ring or throw it out of the field of play. The point is lost when the ringo is thrown backwards (with both hands, vertically, with a change of hand, it is thrown under or inside a tape; when the player takes more than one step with the ringo in hand or holds it in place in hand for more than 5 seconds).

#### **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.

## **ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION**

### **Difficulties that players with intellectual disabilities may present:**

#### **Motor interactions with other participants**

Difficulty picking up the ringo and throwing it in the most difficult way for the opponent.

#### **The use of space**

It can be difficult to anticipate in space and estimate the path of the ringo to receive it. It can also be difficult to orient the ringo to an area of the opponent's court.

#### **The use of material**

Difficulty throwing the ringo over the net. Difficulty receiving the ringo properly.

#### **The scoring system**

It can be difficult to follow the scoring system.

### **Adaptation to difficulties:**

#### **Motor interactions with other participants**

One option to facilitate the interaction of people with intellectual disabilities can be that the facilitator of the activity stands close to the person with intellectual disabilities and gives him/her instructions on the actions to be carried out. It can be established that the opponent cannot take more than one step to try to intercept the ringo. The opponent can also be required to throw the ringo into the area where the disabled person is.

Another option could be to play in inclusive pairs and allow the other person without a disability to catch the ringo and their partner to throw it.

Another option may be to play in inclusive pairs and allow the other person without disabilities to take charge of receiving the ringo and his partner of throwing it.

### **The use of space**

Demarcate the field of play in a very visible way (cones, rope, etc.).

Reduce the playing area. Demand that the ringo goes to the person without disabilities without reaching complicated trajectories.

Allow him/her to approach the net to throw the ringo.

### **The use of material**

The person with a disability may be allowed to throw the ringo with either hand.

### **The scoring system**

Identify the punctuation on a blackboard or a poster.

## **OBSERVATIONS**

In Białystok, ringo is played by young people with intellectual disabilities, boys and girls aged 16-24. Ringo is a recreational play activity for everyone. Thanks to its attractiveness and universality, it can be a playful resource for integration and social inclusion of people with intellectual disabilities, as well as for promoting gender equality.

In the team version, the game continues until both rings fall into or out of the playing field. Then the referee counts the points. Points can be scored by forcing the opponent not to grab the ring or to throw it out of the field of play. The point is lost when the ringo is thrown backwards (with both hands, vertically, with change of hand, thrown under or into a tape; when the player takes more than one step with the ringo in his hand or holds it in his hand for more than 5 seconds).

# Barrima

**Location**  
Kerkennah, Tunisia

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>9 years old

**Number of players:**

2 players

**Material:**

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

**Material characteristics:**

"Babouches" (traditional Tunisian artisan shoes) and a piece of olive wood - "la Barrima"  
- 3cm high and 5cm 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, neighborhood 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, 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 (Medina). 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.

**Beginning:**

Two players, each with a shoe, stand facing each other, 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:**

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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION



### Difficulties that players with intellectual disabilities may present:

#### Motor interaction with other participants

It could be that some people with disabilities do not anticipate the actions of the rival person.

#### The use of space

Problems identifying field lines. Difficulty using the pitch properly.

#### The use of material

The size of the Barrima could cause problems, as well as the precision in the launch of the shoe.

### Adaptation to difficulties:

#### Motor interaction with other participants

People with difficulties are instructed when to launch. An order can be set.

It is advised that people can play in pairs, so that a person with a disability and another without a disability can go together.

#### The use of space:

- shortening the distance that separates the middle of the terrain from the “barrima” is initially placed in the final lines,
- the lines will be drawn with a bright color so that people with intellectual disabilities can better identify them,
- help people with intellectual disabilities to locate themselves in space (locate the camp itself to locate the adverse camp there), directing them by tracing colored lines on the ground.

**The use of the material:**

- increase the size of the Barrima,
- Barrima changer that is shaped like a piece of wood, for a Barrima shaped like a deflated bullet,
- for children who resist pointing to the Barrima by pulling the shoe, we can ask them to push the Barrima with the shoe without releasing.

**OBSERVATIONS**

It may be interesting to apply variants in this game:

- the winner of the game can remain on the field and the loser is replaced by someone else,
- a tournament modality can be proposed to develop team spirit and the feeling of belonging to the group,
- this traditional game is a duel game between two people who face each other. To broaden the variety of interactions, it can be done in pairs (team duels), bringing together a person with a disability with another player without a disability.

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

# “”iYa Aachra Jek El Achrine!”

The beret

**Location**  
Bedia, Tunisia

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

12 years and more

**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 threads located in the centre and 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 14 years of age and older.

**Practice locations:**

Outdoor space, working-class neighborhoods 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 hat made of red wool, created 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 land measuring 50 m x 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. For instance: 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.

**Beginning:**

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.

- If the bearer of the "Chechia" is touched by the opponent, his team loses one point; if successful, your team accumulates 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.



## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### **Motor interactions with other participants**

Some players have difficulty understanding the dynamics of the game.  
Trouble remembering the number they have

#### **The use of space**

Difficulty getting on the playing field and covering the entire distance.

#### **The use of time**

Some may have trouble knowing when to go out to oppose the adversarial.

## **Adaptation to difficulties:**

### **Motor interactions with other participants**

In the event that people with intellectual disabilities do not remember the number they have been granted:

- wear numbered cloth bracelets: when mentioning a number, it will be done simultaneously with the presentation of a poster with the corresponding number,
- in the event that people with intellectual disabilities cannot read numbers, wear bibs of different colors: you can indicate the name of a color, while showing a card of the same color.
- a light tap on the shoulder will be enough to confirm that an opponent has been caught: this avoids aggressive contact (ripping off clothes, pushing, etc.).

### **The use of space:**

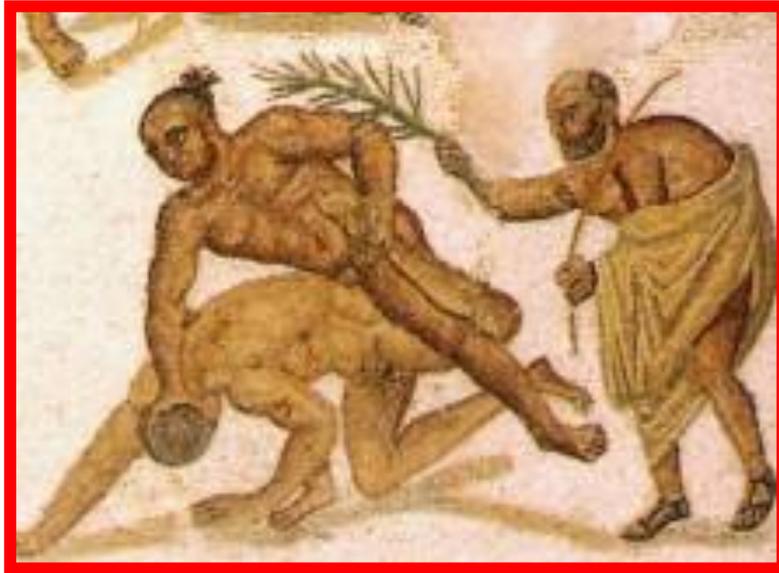
- shorten the distance that separates Chéchia on the two baselines, maintaining the unequal distance between Chéchia and the two teams,
- draw the background lines of the color that corresponds to that of the team (anticipation design) so that people with intellectual disabilities can identify their camp,
- help people with intellectual disabilities find their way in space (locate their own camp and locate the opposite camp) by directing them by tracing colored arrows on the ground representing their team color to move in the correct directions,
- place the Chechia in a ring and prohibit entering this ring to avoid colliding with each other when the two opponents reach the object at the same time.

### **The use of time**

In the event that people with intellectual disabilities have difficulty reacting to the call signal: activate additional signals – whistles and other audible or visual noises. A light tap on the shoulder can also be helpful.

# Grech

**Location**  
Tunia



## 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 neighborhoods 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 more, from the rural areas of the Mahdia region and more generally the Sahel.

**Practice locations:**

Natural space: fields or sea

**Calendar:**

Game played mainly in conjunction with wedding celebrations, national festivities 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 sandy surface. 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 christened it Kuresh = krech or also Guresh = Gresh. The practice of this style of wrestling combined 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, only the "Grech" fight exists.

Traditionally, the duel was mainly practised by fishermen. Old sailors say that their pirate ancestors played Grech wrestling to prepare for attacks by rival pirates and to defend themselves in close combat with the enemy. The game was played with fun as well as rigour and seriousness. It was one of the fundamental elements of the sailor's training

during the pirate era. Because wrestling is a war game, it was played in the Sahel by the same people who often had aggressive politics throughout history.

The wrestlers were chosen, according to their physical and motor skills, by an expert facilitator whose role was to referee the games. This person was known by the name of "Habbat", usually a former wrestler recognised in the region.



## GAME DESCRIPTION

### Beginning:

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/her 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 activated and a new "draw" (sandblasting) will designate the fighter who will win the first prize.

## **ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION**

### **Difficulties that players with intellectual disabilities may present:**

#### **Motor interactions with other participants**

Problems accepting melee contact. Difficulty controlling the intensity of motor interaction

#### **The use of space**

Problems of hurting yourself depending on the surface of the playing field

#### **The use of material**

Problems of getting hurt depending on the surface of the playing field

#### **The scoring system**

Difficulty following the score

### **Adaptation to difficulties:**

#### **Motor interactions with other participants**

Familiarisation with "body to body" contact is an essential element in the learning of "Grech" wrestling for people with intellectual disabilities (in particular the autistic). Educational situations of games on the floor, in pairs, sitting, squatting or lying down (face down, on the back, etc.), can prepare these people to accept contact.

This learning will be accompanied by rules that will lead the partners to accept the opposition according to a precise and non-violent driving behaviour: vary and diversify exchanges and interactions, in particular oppositional ones (counter-communications), taking care to codify them.

It is important, during the fight, to constantly support people with mental disabilities and to ensure the smooth running of the game.



### **The use of space**

It is important to play this game on thick rugs to prevent people with disabilities from injuring themselves.

### **The use of material**

The belt worn by people with intellectual disabilities should be visible and easy for any of the players to grasp.

### **The scoring system**

The facilitator of the activity or another person can indicate the score. It can also be noted in a visible place (blackboard or cardboard).



### **OBSERVATIONS:**

The musical rhythm can be an important element to consider when learning the "Grech" wrestling: it is important to find the right and motivating musical rhythm for people with intellectual disabilities and to make sure that music is of interest to them.

# The chapel

**Location**  
Poland

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>9-12 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-lived.

**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 one.

## 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 regions of Poland, such as Kociewie (where this game originated and is still played) 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 comes from an Italian word *capella*, which means a chapel. Formerly it was 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****Beginning:**

Kapela is a duel between two players. One person, called Kapelamaster, stands in the middle of the field with a hat/cup on his head (he can also, for example, use beanbags instead of hats) and places a small construction of stones (one on top of the other) in the space nearby. 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 his or her hand (in the past it was a stone).

One of these players starts the game by throwing or rolling the ball towards the stone chapel to make it fall. If successful, he runs to the ball and returns with it (the same way).

**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 successfully, 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.



Kapela. Photo credits: Bartosz Prabucki.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### **Motor interactions with other participants**

Difficulty interpreting the role they are in.

#### **The use of space**

Difficulty to find your way around and correctly manage the use of space.

#### **The use of material**

Difficulty manipulating objects, when building the chapel with stones, when throwing the ball or the hat.

#### **The scoring system**

Difficulty recognizing how to gain an advantage in the game.

### **Adaptation to difficulties:**

#### **Motor interactions with other participants**

One option to facilitate the interaction of people with intellectual disabilities may be for the facilitator of the activity to stand close to these people and give them instructions on the actions to be carried out.

### **The use of space**

The playing space can be easily reduced simply by bringing the ball players closer to the stone structure (a chapel). Thanks to this, people with physical and intellectual disabilities can also play this game. Allow to launch from a closer distance; allow the stones to be larger in the construction of the chapel. Reduce the number of stones to put.

### **The use of material**

The person can be allowed to throw the ball from closer distance.

### **The scoring system**

Indicate in each play how you can get an advantage in it.

## **OBSERVATIONS**

Chapel is a fun and traditional game, good for the whole family. It is very fun to run the duel between the Kapelamaster and the players with the balls, located around the circle. It is a coeducational and integrative game, played by people (especially children) of different genders. It can also be easily adapted to the needs of people with intellectual disabilities.



Kapela. Photo credits: Bartosz Prabucki.

# 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, equal to 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

### Beginning:

Players dig holes-praščak in the middle (main hole) and a hole around it. Praščak (pigsty) is a central hole to which the players aim 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 the other, the players throw their stick towards the stone in praščak. This is how they choose the chaser and the attackers. The player whose stick is closest to praščak is the attacker. The player whose stick is furthest

away is invited in the chaser. At the start of the game, the chaser and the attacker stand next to praščak.

#### **Game development:**

Other players choose their holes. The chaser throws the stone in the air and shouts: SLANDERPEK! The striker hits the stone throwing it as far away from praščak as she/he can. The chaser's aim is to throw the stone back to praščak and other players prevent him from doing so by pushing the stone in the opposite direction. During the game, the pursuer can take over an unguarded hole. If he/she succeeds in doing so and places his/her club in one of the holes, the player whose hole was stolen is invited in the pursuer.

#### **End of the game:**

The game is over when the pursuer places the stone on praščak.

### **ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION**

#### **Difficulties that the game presents for social inclusion:**

##### **Motor interactions with other participants**

The player with specific disabilities may have a partner.

Identify the role you have at all times and the decision to make during the different phases of the game.

##### **The use of space**

Some participants when running, are not very aware of the limits and the subzones of the playing space.

##### **The use of material**

It is easy to get hurt in the game, so players need to be careful and use protection.

Some people with disabilities may have serious difficulty hitting the stone with the stick. In addition, there is an added element that is the danger of hitting a stone.

##### **The scoring system**

It can be difficult for some people to know where they are at an advantage or a disadvantage at different points in the game.

#### **Adaptation to difficulties:**

##### **Motor interactions with other participants**

There are several alternatives to compensate for the difficulties at this level:

- the person who stimulates the activity, stays very close to the person with a disability and permanently gives him instructions about what to do (worry about his hole, avoid risks, go in a certain direction, etc.),
- it is advisable to play in pairs, so that people without disabilities can help perform the actions of people with disabilities.

**The use of space**

It will be interesting to inform at all times where attention should be directed on the playing field.

**The use of material**

It is advisable to replace the stone with a ball. It can also be facilitated for people with disabilities to throw the stone or ball directly by hand.

**The scoring system**

It is advisable for a person without disabilities to give indications about the situation of more or less advantage or disadvantage in which they find themselves at all times.

**OBSERVATIONS**

Keep in mind that this game can be quite complex for certain participants.

# "Rakassa"

The dancer

**Location**

Kerkennah Islands, 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

In general, however, 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:**

Open-air space, unobstructed (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 "chasing another person" inside a labyrinth. The space is designed in a very original way:

The 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 big octopus with seven fingers separated from each other. At the end of two fingers, two small spaces are drawn which will be the object of a shelter corner (called "beït" or "haram"). This shelter is for the pursued player ("the fish") who wants to avoid the hunter ("the fisherman") at some point. Generally, the participants in the game design the shape and surface of the labyrinth 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 fishes", 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.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interactions with other participants**

Difficulty in identifying other players and in how to contact when catching.

**The use of space**

The complicated shape of the original labyrinth (in the shape of an octopus) poses problems of orientation and movement of people with intellectual disabilities.

**Adaptation to difficulties:****Motor interactions with other participants**

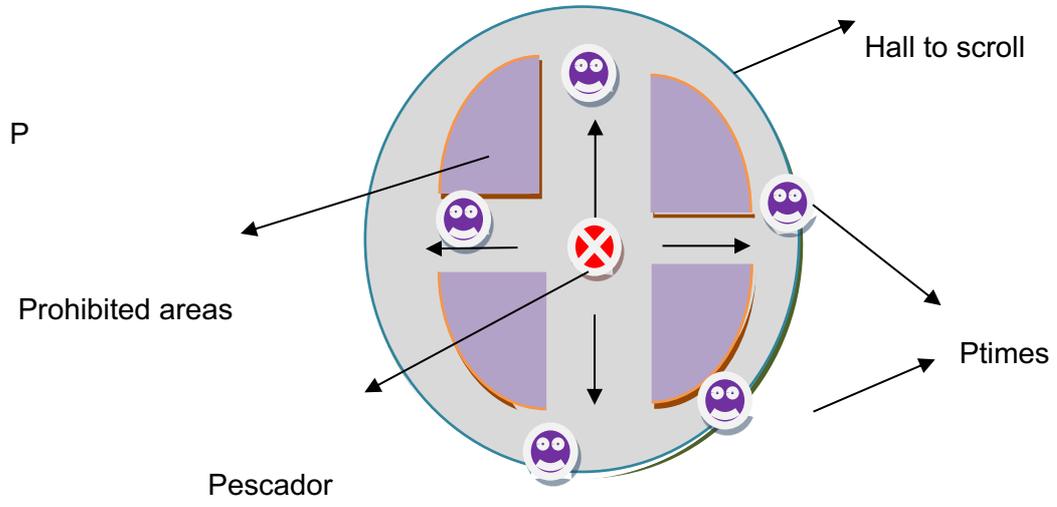
Due to the limited space, it is recommended to reduce the number of players when it comes to people with intellectual disabilities: play 1 against 5, i.e. 6 players maximum to facilitate movement in the space and thus avoid pushing and shoving, aggressive interactions and disputes between people with disabilities.

Insist on the fact that the contact to catch the "fish" must be made only by a light touch with the hand. Tripping and pushing is strictly forbidden.

Distinguish the "fisherman" from other players by dressing him in a bib and brace in a colour that stands out.

**To the use of space**

The complicated shape of the original labyrinth (in the shape of an octopus) poses problems of orientation and movement of people with intellectual disabilities. For this reason, we modify it in a simpler way to adapt it to the difficulties that these people find. The octopus can be 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 next figure).



**OBSERVATIONS:**

Other modalities of the game depending on the skills and type of disability of the participants:

- Increase the number of "fishermen" to two people.
- Increase the duration of each progressive game (2 'then 3' and more if possible) according to the abilities and disabilities of the players.
- Increase or decrease the area of the game space to facilitate or complicate the chase or movement of the young people according to the possibilities of players and type of disability.

# Patacón, letters, folders

**Location**  
Catalonia

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 years

**Number of players:**

2 to 6 players

**Material:**

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

**Material characteristics:**

Cards from a very used bar. Traditionally, those of the Spanish deck are used, but it could be of any other type.

**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."  
Alternate opposition all against all.

## TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

### Practice locations:

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

### Calendar:

Any time of the year, weather permitting, 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, anyone can participate in their level of autonomy or motor or intellectual development, although in certain cases, they need help.

## 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".
- "touch-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 patacones. In turns, he throws himself against the wall. If it is between the line and this, 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 shooting, trying to get the maximum possible that they are the ones who would stay.

**End of the game:**

-Picada variant. When a player manages to turn the "base patacón" the "patacones" carry the ones that are on the ground.

-Variant "pica-wall". The game ends when the players score or when there are no patacones left to play by any of the players.

-Variant "joint". The game ends when all the "patacones" have been dropped from the cylinders.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interactions with other participants**

Some players may have difficulties in understanding the dynamics of the game.

Some may have trouble interpreting when they must leave the patacón played or when the others win.

**The use of space**

In certain cases the line or wall may be very far away, in relation to the motor skills of the player.

**The use of material**

There should not be any difficulties.

**The scoring system**

There is no score, as such, although the number of patacones achieved is carried out in the account. Some players can lose them very easily.

Adaptation to difficulties:

**Motor interactions with other participants**

By not participating simultaneously, but successively, there is neither direct interaction, nor conflicts. In general, it is necessary to assess the possibility that all students or only those with intellectual disabilities, can form a couple, one without disability, shooting alternately. This implies that patacones are lost or won in pairs.

**The use of space**

Some players have difficulty understanding the dynamics of the game.

- The monitor can be placed next to the person with intellectual disability and gives individualized instructions on what to do.

- A colleague can adopt the same role as the monitor, informing the person with intellectual disability to inform them about where or how to shoot.

#### **The use of material**

It should not present any difficulties. The process of making a patacón can be somewhat complicated, so different stages of making can be taught progressively.

#### **The scoring system**

As there is no scoring system, no difficulties are anticipated.

### **OBSERVATIONS**

It is important that the dynamics of the game is well explained to players with intellectual disabilities. This information will be given before starting, as well as throughout the game, explaining each of the actions carried out.

# Stealing tails

**Location**  
Spain



## 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 queues 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 queues during the game, wins.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interactions with other participants**

It is important that the players identify themselves very clearly, that they can assume a double role. On the one hand, they may be pursuers to try to get as many queues as possible and, on the other, they must prevent them from being removed. This task is not easy for some people with intellectual disabilities.

**The use of space**

Some participants, when running, are not very aware of the limits of the playing space and may continue running after having overcome it.

**The use of material**

Players must get as many queues as possible, without having theirs stolen. Sometimes they perform one task or the other, but not both simultaneously.

**The scoring system**

There is a risk that the students, less skilled, quickly lose all the "queues" and do not know how to continue the game.

**Adaptation to difficulties:****Motor interactions with other participants**

There are several alternatives to compensate for difficulties at this level:

The teacher stays very close to the person with intellectual disabilities and permanently gives him/her instructions about what to do (worry about catching tails, protecting his/her own by avoiding risks, going in a certain direction, etc.).

The person with intellectual disabilities will be able to play in pairs, holding hands with another person who will be the one who will carry all the tails obtained.

**The use of space**

Clearly demarcate the playing field (cones, rope, etc.).

Reduce the playing area and introduce protected areas.

When the person with a disability runs away, he/she will be able to enter protected areas where others cannot snatch his/her tails.

**The use of material**

It is not the tails that are taken away from them that are taken away, but the tails that they get. This way, your attention will only be focused on one aspect.

**The scoring system**

If the player quickly runs out of queues, the teacher will give them more, so they can continue playing.

**OBSERVATIONS**

Keep in mind that this game can be quite complex for certain participants. Both roles must be performed simultaneously: getting and protecting the queues. In general, the teacher will be able to guide people with disabilities to choose between two strategies:

- give directions to the player who may have difficulties, so that they adopt a single role at all times,
- introduce adaptations (listed above), to try to normalize the game as much as possible.



**COOPERATION  
AND OPPOSITION  
GAMES**

# Steal stones

**Location**  
Norther Spain and 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 other team's defenders who are in the opposite half of the field, in the area in front of where the balls are. When a player is captured he must sit on the ground and wait to be saved. To save the prisoner a live player must go to where he is sitting and touch him. When the captured player is saved he can decide whether to return to his field or go to the ball zone of the opposing team. If a player reaches the area at the back of the opposing team's half where the balls are, he may decide to leave with a ball in his hands at any time he deems appropriate. If a defender touches his body, then he must leave the ball in the end zone where he picked it up and return to his own half, where the defenders are positioned.

**End of the game:**

The first team that carries all the opponent's balls to their own field wins.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### **Motor interaction with other participants**

Some players have difficulty understanding the dynamics of the game in the different roles and in relationships with teammates and opponents.

#### **The use of space**

People with disabilities may find it difficult to properly use each of the zones and distinguish between them.

#### **The use of material**

Difficulty running with the ball

#### **The scoring system**

Difficulty understanding the scoring system

### **Adaptation to difficulties:**

#### **Motor interaction with other participants**

Some players have difficulty understanding the dynamics of the game.

The teacher or a partner without disabilities can stand next to the person with intellectual disabilities and give them individualized instructions on what to do.

In general, we must assess the possibility that all students or only those with intellectual disabilities, can form a couple, holding hands, with one without disabilities.

The disabled person is momentarily protected after making a previously agreed gesture or exclamation.

#### **The use of material**

Replace the balls with some other material that is easier to grip (example: handkerchief).

#### **The scoring system**

There is an option of favouring the scoring system when the ball is stolen by someone with a disability. Example: Persons with disabilities can only be captured by another person with disabilities.

## OBSERVATIONS

It is important that all the people in the game understand how interesting it is to relativize the final score and try to reflect on the well-being that this game can bring to all participants, with and without disabilities.

# Agfa Hockey

**Location**  
South and Northeast of Tunisia



## 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:**

In ancient times, this game, among many others, was part of the festive activities practised by adult men during weddings: the young relatives of the bride, considered as the bride's "protectors" (Janneda), form a team against relatives and "protectors" of the groom. The contest aims to honour the protected family. The losing team must materially support the newlyweds, offer them gifts and the wedding ceremony meal. This custom was widely practised in Tunisia especially during colonisation and lasted even after independence, until the 1960s.

Game also played to celebrate the wheat harvest, or the shearing of sheep in the extreme south of Tunisia (Tataouine, Ras Ejdir...).

Game played between adult men from two ethnic groups (Berbers or Arabs) from the southern and northern regions of Tunisia for fun.

### **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 into the opponent's field to score a goal ("Roud") which consists of placing the ball behind the opposing team's back line, without touching the ball with either feet or 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 PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

Some players have difficulty understanding the dynamics of the game in the different roles and in relationships with teammates and opponents.

**The use of space**

People with disabilities may find it difficult to properly use each of the zones and distinguish between them.

**The use of material**

Difficulty handling the ball with the bat built with the branches.

**The scoring system**

Difficulty understanding the scoring system.

**Adaptation to difficulties:****Motor interaction with other participants**

- reduce the number of players: limit the interaction between players with intellectual disabilities: they tend to be aggressive when interactions multiply,
- give each team numbers a different color from the opposing team to facilitate the identification of the teammates,
- limit counter-communication (interaction between two opponents) to two players in 4 areas drawn in advance to avoid multiple and violent confrontations,
- the teacher or a partner without disabilities can stand next to the person with intellectual disabilities and give them individualized instructions on what to do,

In general, we must assess the possibility that all students or only those with intellectual disabilities, can form a couple, holding hands, with one without disabilities.

### **The use of space**

- It is better to reduce the game space according to the number of players - 30m x 15m- and divide it into four equal areas. Place only 1 player from each team in an area. Prohibit players from leaving their area. The player who is placed in the area near the opposing team's end line is the only one who can pass the ball behind the opposing team's end line.

- It is advisable to mark the end line with clearly visible markings.

### **The use of material:**

Hold the stick in the player's hand with a cotton string to prevent the stick from getting lost and being thrown at the players.

Use small sticks (between 60 cm and 70 cm).

Enlarge the area at the bottom of the stick to better handle and orientate the direction of the ball.

Use balls with sound, or deflated or heavier or larger balls depending on the type of disability.

Bats for people with intellectual disabilities are usually handmade and adapted bats, with the possibility of painting them in different colours.

The bat must remain very close to the ground during the game to avoid hurting other players.

### **OBSERVATION**

Exchange players every 5 minutes in the different zones to diversify contact.

Merge the zones into two while keeping the same players. Effect: Create a progressive motor interaction between and within groups.





Due to the use of a device that can be dangerous for children and in particular for people with intellectual disabilities (the cane), it is necessary here to insist on the essential adaptation to be made at the level of the material.

Sometimes misuse of the stick during the game has been observed during Agfa practice by people with intellectual disabilities.

Therefore, it is imperative to insist, during the training of specialized educators, on this point and to sensitize them in the choice of strategies to adopt to avoid the risks of accidents: the instructions must be clear at this level. For example, among other adaptations, limiting interactions by reducing the number of players has proven to be an effective solution in our case.



# PIERŚCIENIÓWKA

Ringnetball o Netringball

**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 in the centre); a volley ball

**Material characteristics:**

A volleyball net with three holes in the middle, on the left side and on the right side of this net; a regular volley ball.

**Estimated duration:**

It depends on each game. It can last more than an hour.

**Infrastructure 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****Beginning:**

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 catches 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 not 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.

### **ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION**

#### **Difficulties that players with intellectual disabilities may present:**

##### **Motor interactions with other participants**

Understanding of the game. Know how to intervene when adopting the role of player depending on whether the team has the ball or not.

##### **The use of space**

Difficulty using the holes in the net; Difficulty due to the height of the net.

##### **The use of material**

Difficulty throwing or catching the ball.

##### **The scoring system**

Difficulty understanding the scoring system.

#### **Adaptation to difficulties:**

##### **Motor interactions with other participants**

The monitor/facilitator can be placed next to the person with intellectual disabilities and give individualized instructions on what to do.

A partner can adopt the same role as the monitor, informing the person with intellectual disability about the actions to be taken (where to run, how to throw the ball ...).

##### **The use of space**

The disabled person could be allowed to move with and without the ball. By having the ball they could take up to three steps. The height of the net could also be lowered and allowed to throw from a distance closer to the net.

### The use of material

People with disabilities could be allowed to hold the ball, even if it had previously contacted the ground. The ball can be allowed to go through the holes and also over the net.

### The scoring system

Someone without disabilities or the person who encourages the game could inform people without disabilities about the score of the game (e.g., if their team is winning or losing).

## OBSERVATIONS

There are experiences in which people with disabilities (including wheelchair users) have played this game. The experience was inclusive, carried out with mixed teams so that people with disabilities could play together with people without disabilities. The height of the net was adapted.

Ringnetball is a team sports game with high potential to be used for the social inclusion of people with various disabilities, as well as for gender equality, as it can be played in mixed teams. In this case, more importance is given to favouring equal opportunities for both genders rather than highlighting the competition itself or the final result of the confrontation.



Ringnetball. Classes run by Bartosz Prabucki.

Photo credits: Martyna Prabucka.

# Game of bracciale

**Location**  
Treia (MC), Marche, Italy



Gioco del bracciale. Photo credits: Massimo Samaritani.

## 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.



Gioco del bracciale. Photo credits: Massimo Samaritani.

## GAME DESCRIPTION

### **Beginning:**

It consists of making the ball restart sometimes in the opponent's court.

### **Game development:**

The two teams are exchanging blows of 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### **Motor interactions with other participants**

Understanding of the game. Know how to intervene when adopting the role of player depending on whether the team has the ball or not.

### **The use of space**

Difficulty managing the use of space well.

### **The use of material**

Difficulty hitting the ball with the Bracciale.

### **The scoring system**

Difficulty understanding the scoring system.

### **Adaptation to difficulties:**

#### **Motor interactions with other participants**

The monitor can be placed next to the person with intellectual disabilities and given individualized instructions on what to do.

A partner can adopt the same role as the monitor, informing the person with intellectual disability the actions to be taken (where to run, how to hit the ball ...).

#### **The use of space**

The ball could be allowed to make more than one contact with the ground when directed at a person with an intellectual disability.

#### **The use of material**

Disabled people could be allowed to hold the ball and throw it directly by hand.

**The scoring system**

Someone without disabilities or the person who encourages the game could inform people without disabilities about the score of the game (e.g., if their team is winning, drawing or losing).

**OBSERVATIONS**

It is important to make all participants aware of the importance of facilitating inclusion, with the aim that everyone can experience well-being.

# Guards and Thieves

**Location**  
Internationally widespread

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>9- 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

**Considerations about the dynamism or originality of the game:**

If there are more players, the game is more dynamic.

**GAME DESCRIPTION****Beginning:**

The players are divided into two teams, usually in unequal numbers, in the ratio of two or three robbers 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 robbers 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 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 robbers are in "prison". Then another game begins with other policemen.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interactions with other participants**

Understanding of the game. Know how to intervene when adopting the role of policeman, thief or prisoner.

**The use of space**

Difficulty managing the use of space well.

**Adaptation to difficulties:****Motor interactions with other participants**

The monitor can be placed next to the person with intellectual disabilities and give individualized instructions on what to do.

A partner can adopt the same role as the monitor, informing the person with intellectual disability the actions to take (where to run when escaping, how to identify the person to pursue ...).

In general, it is necessary to assess the possibility that all students, or only those with intellectual disabilities, can form a couple, holding hands, with one without disability. If the players have vision problems, they can have partners in the game.

### **The use of space**

It is important to create a safe environment so that no one is injured.

### **OBSERVATIONS**

If, in spite of the adaptations introduced by means of the teacher's or classmates' indications, the difficulties are still present, a variant can be introduced in the game. For people with more difficulties, they can hold the hand of a companion without intellectual disability. It will be taken care that, in no case, there will be a couple formed only by people with intellectual disabilities.

# "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, neighborhood or town streets.

**Calendar:**

Free time and especially during school holidays, during family gatherings.

**Origin of the objects:**

The stones are collected directly from the street, and the ball is industrial, it is sold at all the stalls of the cities and villages. No specific construction process.

**Considerations about the dynamism or originality of the game:**

Game 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****Beginning:**

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 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:**

The game is over when all players have thrown the ball towards the stones.

There are several ways to win the game:

The winning team is the one that scores the most points, i.e. the one that has achieved the highest number of stone reconstructions.

The winning team is the one that has managed to rebuild all seven stones in the shortest time and has lost the least number of players.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### **Motor interaction with other participants**

Some players have difficulty understanding the dynamics of the game in the different roles and in relationships with teammates and opponents.

#### **The use of space**

People with disabilities may find it difficult to properly use each of the zones and distinguish between them.

#### **The use of material**

Difficulty is shown the ball on the stones, when we are going to collect it quickly; Difficulty building the seven stone tower.

#### **The scoring system**

Difficulty with understanding the scoring system.

### **Adaptation to difficulties:**

#### **Motor interaction with other participants**

- reduce the number of players: limit the interaction between players with intellectual disabilities since they tend to be aggressive when interactions multiply,
- give each team bibs of a different color from the opposing team to facilitate the identification of teammates.

#### **The use of space**

- shorten the distance between the stones of the "destroyer-builder" teams,
- allow only one or two players to enter the small circle, surrounding the 7 stones to rebuild the stones in piles to avoid jostling,
- limit the space where the search for "builders" is carried out with visible markings so as not to lose sight of the control of all the players.

#### **The use of the material**

- use stones or larger and regular plastic cubes,
- use larger diameter balls.



### **The scoring system**

Score tracking should be made easier:

- award a point to the team that touches a player from the opposing team,
- the player, who is touched by a ball, is not caught, and continues to play with his team,
- award a point to the team that achieves the shortest time to build the seven stones,
- award a point to the team that chases the highest number of players in each round,
- the team that builds the 7 stones, automatically assumes the role of rebuilders.

### **OBSERVATIONS**

It is advisable to invite the two teams to find solutions to problems that arise when trying to capture opponents or during the reconstruction of the seven stones.

Give strict instructions on the intensity of the ball hit against opponents and the parts of their bodies to be avoided while hitting.

# Palant

**Location**  
Poland

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

> 12 years

**Number of players:**

6 per team

**Material:**

A minimum of 1 bat, several palant balls. The best set: a minimum of 6 bats and 10 balls.

**Material characteristics:**

Wooden balls, wooden and rubber bat (called 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.

**Installation type:**

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 everyone: children, adolescents, adults, even the elderly; as well as both genders.

**Practice locations:**

An outdoor playing field: a meadow or other alternative location. Indoors also possible, but you need to have considerably big space.

**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 the Tuesday after Easter. This is the so-called "Palant Feast" and it is a unique feast 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.

**Building process:**

Production.

**Considerations about the dynamism or originality of the game:**

Palant derives from the Middle Ages. The name of this sports game comes from the word "pallante" which means ball player. It was regularly played in Poland, becoming the most popular Polish sport before the Second World War. 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****Beginning:**

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 say not to go to 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 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 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.

## **ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION**

### **Difficulties that players with intellectual disabilities may present:**

#### **Motor interactions with other participants**

Know how to intervene when adopting the role of player depending on whether the team has the ball or not.

#### **The use of space**

Difficulty navigating and making proper use of space.

#### **The use of material**

Difficulty hitting the ball with the bat.

#### **The scoring system**

Difficulty understanding the scoring system.

### **Adaptation to difficulties:**

#### **Motor interactions with other participants**

The monitor can be placed next to the person with intellectual disabilities and give individualized instructions on what to do.

A partner can adopt the same role as the monitor, informing the person with intellectual disability the actions to be taken (where to run, how to hit the ball ...).

**The use of space**

The person with a disability, after hitting the ball, could be allowed to stop anywhere on the field. Pausing could be the same as entering a base. It could also identify a greater number of bases for people with disabilities.

**The use of material**

Disabled people could be allowed to hold the ball and throw it directly by hand.

**The scoring system**

Someone without disabilities or the person who encourages the game could inform people without disabilities about the score of the game (e.g., if their team is winning, drawing or losing).

**OBSERVATIONS**

It is important to make all participants aware of the importance of facilitating inclusion, with the aim that everyone can experience well-being.

# "Dhaneb El Lafaa"

The Tail of the Serpent

**Location**

Tunisia

Called 'Dhaneb el Lafaa' in Tunisian dialect, this traditional game is generally played by boys in certain regions of Tunisia.

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>9 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, neighborhood.

**Calendar:**

Free time and especially during school holidays, when the boys gather in the neighborhoods 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****Beginning:**

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 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.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

Some players have difficulty understanding the dynamics of the game in different roles and in relationships with teammates and opponents.

**The use of space**

People with disabilities may find it difficult to navigate space without letting go of their peers.

### **Adaptation to difficulties:**

#### **Motor interaction with other participants**

- reduce the number to 2 or 3 people as a team to facilitate movement in the circle and avoid pushing,
- gradually increase the number of players in a team according to the evolution of the assimilation of the rules and the improvement of motor interactions between partners (way of holding the partner by the waist without letting go) and against opponents (gently unhooking the handkerchief) without pushing the opponent or tearing his clothes),
- change roles and partners in order to multiply and diversify exchanges between different people: people with and without intellectual disabilities,
- at the beginning it is better to place the educator or a person without intellectual disabilities in front of the line ("Snake Head") to favour decision-making.



#### **The use of space:**

- reduce the playing space (the circle) in case people with intellectual disabilities have difficulty catching up with opponents and difficulty reaching the opponent's scarf,
- expand the play space depending on the type of difficulties encountered by people with intellectual disabilities (pushing, poor orientation, etc.),
- limit the space using clearly visible markings.

#### **The use of the material:**

- use brightly colored handkerchiefs to facilitate identification,
- use long scarves to facilitate that they can be reached by rivals,
- to prevent team members from loosening, cloth belts could be used that each player puts around their waist: this will facilitate the grip at the waist and will keep the team members together.

### **OBSERVATIONS**

It is preferable not to extend play time with people with intellectual disabilities, demonstrate and explain in advance all the possible risks that may arise during the game to avoid possible unpleasant situations with vulnerable people.

# Essid or Laboua

The Lion and the Lioness

**Location**  
Kebili, Tunisia



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>9 years

**Number of players:**

Between 8 and 14 players (10 recommendations)

**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 originating from Kebili, a city in southern Tunisia, played by children 6 to 14 years, Noeil town.

**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****Beginning:**

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 "Cinema."

**Game development:**

The Lion begins to say, with 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 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 are a liar! "

- "Where do I have to go? I have to go home!"

After several other attempts at 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.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Motor interaction with other participants

Some players have difficulty understanding the dynamics of the game in the different roles and in relationships with teammates and opponents.

#### The use of space

People with disabilities may find it difficult to navigate space without letting go of their peers.

### Adaptation to difficulties:

#### Motor interaction with other participants

- with people with intellectual disabilities, it is preferable to reduce the name "Lion Cubs" to avoid shoving and altercations,
- having an educator in the role of Lioness at the beginning makes it possible to familiarize people with intellectual disabilities with the game and reassure them as "Lion Cubs".

#### The use of material

- wear a belt or a scarf around the waist of the players to facilitate the hold between them and avoid pulling the clothes,
- to impose the "lion" a capture without danger for the "Lion Cubs": light touch with the fingertips, touch with a handkerchief.

### OBSERVATIONS:

- The theatricalization of the game can be highlighted with appropriate costumes, representing the lion, Lioness and 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".

# Chain

**Location**  
Internationally widespread



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>12 years

**Number of players:**

10-20 players (15 recommended)

**Material:**

None

**Estimated duration:**

Less than 15 minutes

**Type of facilities:**

Sports court (indoor) or outdoor

**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 favors 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, there is one more person in the Hunters' team.

### **End of the game:**

The game ends when all the Hares are captured and turned into Hunters.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Motor interaction with other participants

Difficulty in the role of Hunter: some participants may find it difficult to identify that once, "hunted", they must become part of the chain and go with the hunting team.

Difficulty in the role of Hare. People with intellectual disabilities may have difficulty understanding how to flee when the chain approaches their position.

#### The use of space

In the role of Hunter, know where to lead the pursuit race. In the role of Hare, know where to look for spaces that are far from the reach of the chain.

### Adaptation to difficulties:

#### Motor interaction with other participants

Start with the no-one rule allows to catch a person with a disability, until more than half of the participants without disabilities are captured.

Incorporate inclusive couples in the role of Hare. Although the player has the role of "Hare", he can play all the time holding the hand of a partner, while they are working as a unit.

The teacher or a partner could give continuous indications about what the person with intellectual disabilities should do.

It can also be proposed that when a chain reaches 6 people, it is divided into two Chains of three.

#### The use of space

Reduce the playing space when there are few Hares and one of them is a person with a disability.

When the player is a Hare, the teacher tells him where to stand, where to go, in order to avoid the chain.

Security zones could be incorporated where people with intellectual disabilities cannot be caught.

# The Spider

**Location**  
Internationally widespread

## 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 ends when all participants are caught. There is no minimum or maximum duration. The teacher or leader 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 centre line.

**Relationship between participants:**

Socio-motor game, of cooperation and opposition. Team confrontation of a team against the rest of people.

## TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

**Practice locations:**

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

**Calendar:**

Any time of the year, weather permitting, 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 general, 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 a one-against-all structure, and later it is transformed into a team-against-all (or rest) structure. In this way, the players who are opponents at the beginning, become partners when they are captured. This change in the motor relationship favours the inclusion of all participants. This is a real treasure offered by traditional games.

**GAME DESCRIPTION****Beginning:**

- The central line has one 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 says "spider". Then one of the players playing the spider responds "hairy". The participants at the end of the playing field then move to run past the "spider" opponents in the middle of the playing field without being touched. They must run without leaving the playing field. The "spiders" may only move laterally, in the centre line zone, trying to touch one of the opponents with their hand. When a free player is touched, he becomes part of the spiders' team.

**End of the game:**

The game ends when all players are touched and turned into Spiders.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

Some players can have difficulties, understanding the dynamics of the game.

In the role of free players, some may have trouble finding a "hole" or free place in the central area to pass through to avoid Spiders.

In the "Spider" player role, some people may be static and not anticipating to touch others.

**The use of space**

Some people can exceed the lateral limits, to move from one side to the other.  
The "Spiders" are not in the line.

**Adaptation to difficulties:****Motor interaction with other participants**

Some players have difficulty, understanding the dynamics of the game.  
The monitor or a partner without disabilities can stand next to the person with intellectual disabilities and give them individualized instructions on what to do.  
The "Spider" player is static and does not anticipate to touch others. Apply the same adaptation as in the previous section.  
In general, it is necessary to assess the possibility that all students or only those with intellectual disabilities can form a couple, holding hands, with one without disability.  
Incorporate inclusive couples in the role of free player.

**The use of space**

The monitor or teacher, permanently, will insist to people with disabilities to free players  
OR to put these people behind the line.  
Indicate no lateral limits can be exceeded.  
Tell players where they can go.  
The teacher indicates where to move.  
Spider players: They must be on the line in the middle of the field at all times.

**OBSERVATIONS**

If, in spite of the adaptations made by the teacher or colleagues, the difficulties remain, a variant of the game can be introduced. All participants take charge of the hand of a partner, both as a free player and as a "spider". Care will be taken to ensure that in no case will there be a pair formed only by people with intellectual disabilities.

# 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 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 favors 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 to the opponents at a maximum distance of one meter. The person who is touched 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 touching a Hare with the ball.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Motor interaction with other participants

Difficulty in the role of Hunter: some participants may have difficulty identifying that once "hunted" they should become part of the hunting team.

Difficulty in the role of Hare. People with intellectual disabilities may have difficulty understanding how to flee when a Hunter approaches their position.

Not "see" the danger of Hunters, when they have the ball.

Not knowing what to do when you are a Hunter.

Do not differentiate between who is a Hunter and who is a Hare.

#### The use of space

In the role of Hunter, know where to lead the pursuit race. In the role of Hare, know where to look for spaces that are far from the reach of Hunters

#### The use of material

Mishandling the ball

### Adaptation to difficulties:

#### Motor interaction with other participants

The teacher or leader gives instructions to the pupil about what to do at any time ("hunter" or "hare"). He/she must insist that the player must run away from the one with the ball.

It is not possible to catch a disabled person until more than half of the non-disabled participants are caught.

#### The use of space

Reduce the playing space when there are few hunters and there is a person with a disability in your team.

They are given indications of the areas they should occupy.

While he/she is a "hare" a teammate takes him/her by the hand, to position him/her appropriately in the space.

Protection zones can be identified in the space, so that when the player enters them, he/she cannot be hunted.

#### The use of material

It is preferable to use foam rubber balls, it is easy to manipulate.

## OBSERVATIONS

This game can be very dynamic, with continuous role changes (going from Hare to Hunter), which is why some students with intellectual disabilities may have difficulties to be able to follow the game in a real way. In this case, it is important that the adaptations listed above are introduced, but also that the teacher guides you on what to do.

# The 4 Corners

**Location**  
Internationally widespread



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>12 years

**Number of players:**

5 to 10 players (5 recommended)

**Material:**

None

**Estimated duration:**

The 4 corners

**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 the 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 are placed in one of the four corners. A fifth player is placed in the centre. When the fifth player gives a signal, everyone must change corners. The player in the middle also tries to get to a corner before his or her opponents. It is also possible to play without the person in the middle giving a 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.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

As it is a game in which players can have many options and alternatives throughout the game, it is quite complex for people with intellectual disabilities due to the amount of decisions they have to make in a very short time.

**The use of space**

The player does not know where to go and what spaces to occupy.

**The use of time**

People with disabilities have difficulties to intervene at the right time

**Adaptation to difficulties:****Motor interaction with other participants**

Two major adaptations are proposed:

The teacher will stand next to the person with people with intellectual disabilities, indicating what to do.

The player with intellectual disability forms a pair with another student, playing both, as if they were a unit. When the person in the middle has a disability, he or the monitor will be able to indicate a specific form of movement (lame leg or feet together) while he will be able to move around running.

**The use of space**

The corners will have to be clearly identified (cones, handkerchiefs or marks on the ground).

Corner player:

- from the outside you are told where to go,
- you can play in pairs holding hands.

Reduce the distances between the corners and the centre when the person in the middle has a disability.

Centre player: from the outside, you are told where to go. You can play in pairs holding hands

**The use of time**

Corner player:

He/she is given individual instructions on when to move.

Can play in pairs holding hands

Centre player

The teacher helps him/her by indicating when to move.

In cases of obvious difficulty, he/she can play hand in hand (with the more skilful player).

In the event that a pupil is repeatedly left without a free corner, or, if he/she is in the centre, prolongs this situation, he/she may play holding hands with another player who is not handicapped.

It is advisable for the teacher to give indications to those who have greater difficulty.

**OBSERVATIONS**

It is important to be aware that when this game is proposed, it is asking the participants to have a high level of decision-making, which is precisely the ability that people with disabilities are most affected by. However, by introducing certain adaptations, it can allow the inclusion of students, together with other classmates.

# "Arbaa Arkan"

The Four Coins

**Location**

Tunisia and internationally widespread



## 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

**Infrastructure type:**

Outdoor space

**Relationship between participants:**

Socio-motor game, of cooperation and opposition. Paradoxical

## TRADITIONAL SOCIOCULTURAL ASPECTS (CULTURAL HERITAGE)

### **Protagonists:**

Girls and boys, 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.

### **Building process:**

No construction process.

### **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 you 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 again renewed during the same game. This reflects well the relationships that are established during daily life.

## GAME DESCRIPTION

### **Beginning:**

Four players are placed on the level of one 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 four players. A fifth player stands in the centre of the square.

**Game development:**

Four 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 “central player”.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

As it is a game in which players can have many options and alternatives throughout the game, it is quite complex for people with intellectual disabilities due to the amount of decisions they have to make in a very short time.

**The use of space**

The player does not know where to go and what spaces to occupy.

**The use of time**

Intervene at the right time

**Adaptation to difficulties:****Motor interaction with others**

Two major adaptations are proposed:

- the teacher will stand next to the person with people with intellectual disabilities, indicating what to do,
- the player with intellectual disability forms a pair with another student, playing both, as if they were a unit. When the person in the middle has a disability, he or the monitor will be able to indicate a specific form of movement (lame leg or feet together), while he will be able to move around running.

**The use of space**

The corners will have to be clearly identified (cones, handkerchiefs or marks on the ground).

Corner player:

- from the outside, you are told where to go,
- you can play in pairs holding hands.

Reduce the distances between the corners and the centre when the person in the middle has a disability.

Centre player:

- from the outside, you are told where to go. You can play in pairs holding hands.

### **The use of time**

Corner player:

The player is given individual instructions on when to move.

Can play in pairs holding hands

Centre player

The teacher helps him/her by indicating when to move.

In cases of obvious difficulty, he/she can play hand in hand (with the most skilful player).

In the event that a pupil is repeatedly left without a free corner, or if he/she is in the centre, he/she can play holding hands with another player without disabilities.

It is advisable for the teacher to give indications to those who have greater difficulty.

### **OBSERVATIONS**

We must be aware that when this game is proposed, it demands from the participants a high level of decision-making, which is precisely the capacity that people with disabilities are most affected by. However, by introducing certain adaptations, you can allow the inclusion of students, along with other classmates.

# The Sitting Ball

**Location**  
Spain and France

## ORGANIZATIONAL ASPECTS

**Recommended age of the 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 with 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 is recommended for participants over twelve 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 (gym, sports hall or similar).

### **Calendar:**

Any time of the year, weather permitting, 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, eg. 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 comprehension 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 facilitator 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 manages to capture a ball that remains on the ground or if some other living player or prisoner passes it to him.

### **End of the game:**

The game ends, when only one player remains alive or when the monitor or teacher indicates it.

## ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION

### Difficulties that players with intellectual disabilities may present:

#### Relationships with other participants

Some participants do not play an active role.

It could be that some players are always "sitting".

#### The use of space

**Player with ball:** difficulties in calculating adequately the distance to pass the ball to teammates, while bouncing or calculating the distance to throw the ball to "kill".

**Prisoner player:** difficulties in understanding that you must sit where you have been "captured".

**Player alive without ball,** not moving properly, to avoid being "killed".

#### The use of material

The ball bounces too much, being difficult to catch.

#### The scoring system

There is no punctuation.

Adaptation to difficulties:

#### Motor interaction with other participants

The following adaptations are recommended:

Difficulties understanding the dynamics of the game:

- the monitor can be placed next to the person with intellectual disabilities to provide individualized instructions on what to do,
- a partner can adopt the same role as the monitor, informing the person with intellectual disabilities of the actions to be taken (if the ball is thrown at him, he catches it or lets it pass; if he has the ball, to whom and how to shoot...),

The "alive" player is static and does not anticipate to touch others.

In general, we must assess the possibility that all students or only those with intellectual disabilities, can form a couple, united hand in hand, with one without disabilities.

#### The use of space

The monitor or teacher will permanently insist that:

- teacher or partner tell you where to sit.
- teacher or partner tell you where to go when others have the ball.

Player with ball: indicates where to throw the ball.

Possibility of playing together hand in hand.

Prisoner player: the teacher indicates where he should sit. Possibility of playing hand in hand.

“Living” player without ball: indicate where attention should be paid. Possibility of playing hand in hand.

**The use of material**

If the ball bounces a lot: you can use one that is more deflated or bounces less to allow more time for the players to react.

**The scoring system**

As there is no scoring system, it is not necessary to introduce adaptations on this aspect.

**OBSERVATIONS**

If, in spite of the adaptations introduced by means of the teacher's or classmates' indications, the difficulties remain, a variant can be introduced in the game. Those who have more difficulties can hold the hand of a companion without intellectual disability. Care will be taken to ensure that in no case will there be a pair formed only by people with disabilities.

# Eartquake

**Location**  
Spain and 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 gives rise to a very original motor communication network. When the instructions are given as house or tenant; or front wall, back wall or tenant, the situation corresponds to a game of one-against-all opposition (the player who gives the instructions against all the others who leave the house). This system of relationships becomes more complex, when the slogan "earthquake" is given. At that moment all the houses "fall apart" and all the players can ally (cooperate to form a new house), oppose (try to get to a house first) or betray each other (for example, when there are only two houses with only two people left, a player can decide to abandon his partner and go to complete the other two-person house. A paradoxical or contradictory relationship has just taken place). However, when one person has no house, he or she then has all the power "and strength" to decide on the next move. At the end of the game there will be no losers, no winners. This is the real inclusive force of the internal logic of this traditional game.

**GAME DESCRIPTION****Beginning:**

Participants will be grouped into trios (two students without disabilities and one with). 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 may say one of the following three words:

- 1.- "Right wall, left wall; or front wall, back wall", the people in the houses occupying that position will move looking for a new house. The other people stay in the same place. Keep your hands clasped, looking for another tenant who will wait in their place.
- 2.- "Tenant", those in the middle of each house will have to look for a new house.
- 3.- "Earthquake", all 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.

## **ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION**

### **Difficulties that players with intellectual disabilities may present:**

#### **Motor interaction with other participants**

In this game the players must be making decisions based on what the teacher or homeless player says and what the teammates do. There can be three different situations:

- When the student with intellectual disabilities is a "house", as he/she is playing holding hands, he/she will only have to follow the instructions of his/her partner, in case he/she has difficulties to decide.
- When he/she is a "tenant", when he/she is alone, he/she will have to look for a new "house" and it could be that he/she will have some difficulty there.
- When the teacher says "earthquake", the student with intellectual disabilities will be in one of the two previous situations.

#### **The use of space**

- possible difficulty, deciding where to go.

#### **The scoring system**

- no punctuation.

#### **Adaptation to difficulties:**

#### **Motor interaction with other participants**

-If the player with a disability takes on the role of "house", the person who is with the student with an intellectual disability will indicate what to do in each situation. Another adaptation could be to introduce an inclusive pair, consisting of two people with and without intellectual disabilities. These people can be placed in one of the places of the house (wall or tenant). In this way this couple intervenes according to the slogan that is indicated.

- If you are a tenant:

-someone from outside tells you what to do.

### **The use of space**

Player at home: Initially it is advised that two people with disabilities do not coincide in the same house. The teacher can give directions. However, if playing with inclusive pairs, then there is no problem for more than one inclusive pair per household to match.

Tenant player: those of the house, they indicate where to go. If the difficulties are permanent, they will be able to play hand in hand with another previous ditto.

One way of gradually introducing the difficulty into play may consist of initially considering two unique instructions: house and tenant; subsequently you can enter front wall, back wall and tenant; then the earthquake option can be incorporated. Finally, it could indicate right wall, left wall, tenant and earthquake.

### **The scoring system**

Player at home: two people with disabilities should not coincide in the same house. If the difficulties are permanent, you can play hand in hand with another.

Tenant player: the same as the player at home.

Distribute the students in such a way that there are no two participants with disabilities coincide in the same house. The teacher and classmates give indications of what to do to those who have more difficulties.

## **OBSERVATIONS**

In this game, decisions have to be made all the time and this task can be compromised in people with intellectual disabilities. The teacher will try to let the student initiate the game, but when this is not possible, the adaptations listed above will be introduced.

# 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 colors

**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 (gym, 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:**

The players are organised in pairs. Each player wears a different colour of dungarees. The aim of the game is to eliminate all the pairs.

**Game development:**

A pair moves to catch the other pairs and catches them by touching them with the ball. You can only catch someone from another pair with the same bib colour, i.e. a player with red can only throw the ball to a player from another pair with the same bib colour. When a red player throws the ball to another red player, that player's green partner may stand in front of him to protect his partner.

When a participant is touched with the ball, he/she will be caught as well as his/her partner. Both people will move to a side area. The pairs on the sides are saved and rejoin the playing zone if: a) they manage to catch a ball lost in their zone; b) if the partner who 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.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

Some players can have difficulties with understanding the dynamics of the game. Difficulties, knowing how to identify the different roles and the ways of interacting with others.

**The use of space**

Difficulty, using the central and lateral areas properly.

**The use of material**

Difficulty, throwing the ball to opponents or passing it to a teammate.

**The scoring system**

Difficulty, understanding when you are in a favorable or unfavorable situation in the game.

**Adaptation to difficulties:****Motor interaction with other participants**

Encourage the formation of inclusive pairs, made up of one person with an intellectual disability and one without a disability.

Allow people with disabilities to throw the ball over any opponent, regardless of the colour of the bib.

When the person with a disability has the ball, the other pairs must stand still so that he/she can pass to his/her partner or throw to an opponent. The opponents must dodge the ball without moving their feet.

**The use of space**

The inclusive couple gives instructions on where to stand. People with disabilities can take up to three steps with the ball before throwing.

**The use of material**

Favor the use of a ball that is large and soft enough so that there are no problems when handling it.

**The use of time**

Continuously report the role we are in, whether a free partner or a prisoner partner.

**OBSERVATIONS**

It is important to enjoy playing this game, without having to worry about going very fast in conducting the actions, when they are carried out by people with intellectual disabilities.

# The Elbow Tag

**Location**  
Internationally widespread

## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>12 years

**Number of players:**

10 to 18 players (12 recommended)

**Material:**

None

**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, students with disabilities may find it difficult to follow the game. The person who escapes can decide to favour or disadvantage any person in a jar (whether or not he/she gets out of the jar and becomes 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 in terms of relationships. It also requires very quick decision-making. It is a game that gives rise to a paradoxical motor communication network, as people can decide to ally and cooperate in order to exchange their position with another partner or to betray that partner by carrying out actions.

**GAME DESCRIPTION****Beginning:**

The participants are organized for couples, joint by the arms, resting their hands on the waist (pitcher, elbow). Together, they form a circle. A couple will be left out, one of its members will be a "Cat" and another a "Mouse".

**Game development:**

After the signal, the Cat runs behind the Mouse to try to catch it hand to contact 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 of the person who comes out of the pitcher doing it with the role of a Cat, the previous Hunter becoming a Mouse. This generates much greater difficulty in making decisions.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION****Difficulties that players with intellectual disabilities may present:****Motor interaction with other participants**

Due to the continuous role changes, for some players, it may be difficult to hear where they belong at all times.

**The use of space**

Not identifying that the Mouse has the option of being able to save itself by joining a pitcher.

Failure to identify that if a Mouse has taken hold of its partner's arm, it will turn into a Mouse .

### **The use of time**

After changing roles, do not react in time to the role that you have to play.

### **Adaptation to difficulties:**

#### **Motor interaction with other participants**

- the teacher will continuously inform of the actions that the player has to perform,
- the student with a disability forms a couple with another partner and these two form a unit (as if it were a single player), holding on to the arm of a third party,
- when students with intellectual disabilities must actively intervene, such as a cat or a Mouse , they are given more time to act, while the teacher tells them what to do.

### **The use of space and time**

The option to play with inclusive partners can facilitate adaptation to the decision-making and relationship problems of this game.

## **OBSERVATIONS**

This is one of the most complex games for people with intellectual disabilities, because they have to make decisions very quickly all the time. However, it is possible that other students without disabilities may also have difficulties. This fact can contribute to listen and understand better the difficulties that some people with intellectual disabilities may have.

# The Three Fields

Location  
France



## ORGANIZATIONAL ASPECTS

**Recommended age of participants:**

>12 years

**Number of players:**

8-24 players (18 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 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 in terms of relationships. It also requires very quick decision-making. It is a game that creates a paradoxical motor communication network, since when a fox captures a hen, it gives an advantage to the vipers, as it reduces the number of opponents. This structure of relationships 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. The Chickens will capture the Vipers, and the Vipers, in turn, the Foxes. All

happens at the same time. When, for example, a hen 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.

**ADAPTATION OF THE GAME TO PROMOTE SOCIAL INCLUSION**

**Difficulties that players with intellectual disabilities may present:**

**Motor interaction with other participants**

Differentiate in which team they are and know who they have to hunt and who they have to flee from.

**The use of space**

Manage the use of the different areas of the game properly (house, living area, prisoner area).

**The use of time**

Intervene at the right time.

**Adaptation to difficulties:**

**Motor interaction with other participants**

- each animal wears a colored bib to differentiate itself from the others,
- incorporate inclusive couples (with and without disabilities) to favour decision-making by people without disabilities. It could be indicated that all people play in pairs with joined hands,
- the disabled person is momentarily protected if he/she raises both arms.

**The use of space**

- create game sub-zones to be used by people with disabilities to avoid being captured easily,
- in each sub-zone, there will be a bib of the corresponding color for each player to identify their house.

## OBSERVATIONS

It is important to be aware that when this game is proposed, it is asking the participants to have a high level of decision-making, which is precisely the ability that people with disabilities are most affected by. However, by introducing certain adaptations, it can allow the inclusion of students, together with other classmates.



# ANNEX

**IDENTIFICATION OF THE  
DIFFICULTIES** presented by  
people with Intellectual Disabilities  
and Proposals for Intervention

## PSYCHOMOTOR TRADITIONAL SPORTING GAMES FOR PEOPLE WITH INTELLECTUAL DISABILITY

### DIFFICULTIES AND PROPOSALS FOR INTERVENTION

<p>« <b>ARRIMAR</b> » Each participant has an object (piece of wood) and throws it forward towards a line drawn on the ground. The players can throw the object at the same time, standing next to each other. The winner is the one who manages to throw the object closest to the line.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty identifying the success of the action compared to others.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator can propose to people without disabilities to play the role of accompanying person:</li> <li>• Accompany and help people who have difficulty with perception and understanding: take the time to show them, after each throw, the different objects thrown, compare their point of fall in relation to the target line, explain what successful throwing consists of. the action of each other.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty in correctly identifying the target line to be reached.</li> <li>• Difficulty reaching the target line</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the target line is clearly visible: bright colours, visible markers, etc., and indicate, if necessary, (verbally or by gesture) where to shoot.</li> <li>• Reduce the space between the participant and the target line then, according to the evolution of the driving conduct, increase the distance (as far as possible).</li> </ul>
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Some players may find it difficult to follow the scoring system during gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>• Accompany people with intellectual disabilities in counting the points earned and help them understand the scoring system and its interest.</li> </ul>
<p><b>COMMENTS</b></p> <p>The low demands on both infrastructure, hardware and motor skills mean that this game can be adapted for anyone with intellectual difficulties.</p>	

<p>« <b>RACE OF STONES</b> » Players stand at a starting line in front of a row of stones (between 5 and 8 stones or other objects) spaced 0.5m apart. At the signal, each player must run to pick up an object and return to the starting line to place it in a container. Then they return to pick up the second object, and so on. The winner is the person who finishes collecting all the objects first.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to others</b></p> <ul style="list-style-type: none"> <li>• Difficulty making the right decisions to pick up the stones.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator can help verbally or by gestures to make the right decisions.</li> <li>• Form pairs to support the person with a disability and help them make the right decisions.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty orienting oneself in space and intervening where necessary.</li> <li>• Difficulty maintaining running pace.</li> <li>• Difficulty moving while maintaining a distance from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate movement by indicating the places of intervention (verbal, visual, kinaesthetic indications).</li> <li>• Reduce the distances to be covered.</li> <li>• Space the rows between them to avoid interference between the participants and draw clearly visible corridors of movement, if necessary.</li> </ul>
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• Difficulty grasping objects</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to use lightweight, easy-to-grip objects.</li> </ul>
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty following the scoring system during gameplay.</li> <li>• Difficulty intervening in time, identifying when to act and when to stop.</li> </ul>	<ul style="list-style-type: none"> <li>• Accompany people with intellectual disabilities in counting the points earned and help them understand the scoring system and its interest.</li> <li>• Focus attention on collecting all the pieces Help people with intellectual disabilities to act at the right time by verbally encouraging them and accompanying them in their action.</li> </ul>
<p><b>COMMENTS</b></p> <p>It is important that the dynamics of the game are very well explained to players with learning disabilities. Information on how to intervene should be given before the game starts, as well as throughout the game.</p> <p>In general, it is necessary to assess the possibility that all the players with intellectual disabilities can form a pair with one who does not have intellectual disabilities to intervene together.</p> <p>In this way, they will try to see how many points they are able to get among all the members of the group. Depending on the order of arrival, they may get more or less points. If 8 people participate, the first one adds 8, the second one 7, and so on.</p>	

<p>« <b>SEVEN AND A HALF</b> » Each participant, placed behind a line, about 3m from the target, must throw an agreed number of pieces (wood, heels of shoes, etc.) towards squares drawn on the ground and numbered from one to seven. The objective is to throw the pieces to the squares to successfully form 7.5 points. Each coin thrown into a numbered box is added to the score. The piece that lands on the line counts 0.5 points. Whoever scores 7.5 points, or who is closest to it, wins the game. Several throws are possible.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to others</b></p> <ul style="list-style-type: none"> <li>• Difficulty understanding the general objective of the game.</li> </ul>	<ul style="list-style-type: none"> <li>• Simplify the rules according to the degree of difficulty encountered: if necessary, facilitate understanding and calculation by providing drawings, diagrams, etc.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty aiming for the right box.</li> <li>• Difficulty reaching the target square and achieving the objective of the game.</li> </ul>	<ul style="list-style-type: none"> <li>• Help with the attention and concentration of the launch on the squares by accompanying the person in difficulty: instructions on the motor conduct to follow, empathy, etc.</li> <li>• Help the person with an intellectual disability to adjust his motor conduct.</li> <li>• Tell him (verbally or physically) the right box to aim for</li> <li>• Decrease launch distance.</li> <li>• Increase the size of the squares to be reached.</li> </ul>
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• Difficulty in identifying the boxes to be reached.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw (even build) clearly visible boxes and numbers to facilitate the success of the game.</li> </ul>

Difficulties	Intervention proposals
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty deciding the order of intervention.</li> <li>• Difficulty understanding the scoring system</li> <li>• Difficulty intervening at the right time:               <ol style="list-style-type: none"> <li>1) difficulty taking time to concentrate: haste problem.</li> <li>2) difficulty in deciding to throw the object.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Accompany people with intellectual disabilities to help them intervene according to the established order.</li> <li>• Facilitate the scoring system and help the person with intellectual disability to count and understand the score.</li> <li>• Display in a simple way (drawings, diagrams, etc.) the score for people who do not understand the numbers.</li> <li>• Increase, if necessary, the number of throwing attempts for those who have difficulty reaching the goal.</li> <li>• Insist on the importance of taking enough time by accompanying the person with a disability with instructions.</li> <li>• Create a climate of trust</li> <li>• Give a signal for people who can't decide to throw.</li> </ul>
<p><b>COMMENTS</b></p> <p>This game, in addition to developing motor skills - the ability to throw objects with precision and even perform small mathematical calculations - promotes interaction between people with intellectual disabilities and those who are not.</p>	

<b>« MAT JUMP »</b> "Jump over a mat on the ground without touching it, with or without a run-up.	
<b>Difficulties</b>	<b>Intervention proposals</b>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty jumping over the mat without touching it.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt the length of the mat according to the abilities of people with intellectual disabilities.</li> <li>• Let the participant with an intellectual disability decide the type of jump to perform: with or without momentum, with one or two legs, with or without help, etc.</li> </ul>
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty deciding the order of intervention.</li> <li>• Difficulty understanding the scoring system</li> <li>• Difficulty intervening at the right time:               <ol style="list-style-type: none"> <li>1) difficulty taking time to concentrate: haste problem.</li> <li>2) difficulty deciding to jump.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Accompany people with intellectual disabilities to help them intervene according to the established order.</li> <li>• Facilitate the scoring system and help people with intellectual disabilities to count and understand the score.</li> <li>• Display in a simple way (drawings, diagrams, etc.) the score for people who do not understand the numbers.</li> <li>• Increase, if necessary, the number of jump attempts for people who have difficulty reaching the goal.</li> <li>• Insist on the importance of taking enough time by accompanying people with intellectual disabilities with instructions.</li> <li>• Create a climate of trust.</li> <li>• Give a signal for people who can't decide to jump.</li> </ul>
<p><b>COMMENTS:</b></p> <p>To promote the adaptation of this game, it may be possible to form groups made up of people with and without disabilities. A competition between the groups will make it possible to count the points scored by each and to compare the performances by group.</p>	

<p>« <b>TO SHOOT TO CONTACT AND TO WIN</b> » 2 players, one opposite the other, are separated by a distance of 1.5m. In the middle, an object (paper, sheet metal) is placed on the floor. Each pair has a tennis ball. At the signal, the first player throws the ball to touch the paper on the floor, while the other player catches it and prepares to intervene. Whoever touches the paper scores a point.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty understanding the type of interaction with the other person.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that when one person intervenes, the other participant must wait to pick up the ball.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty hitting the target.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the launch distance and then, if possible, increase it over time.</li> <li>• Increase target size.</li> </ul>
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• Difficulty handling the ball and hitting the target.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the target is clearly visible: put down an object large enough and easy to reach in case of difficulty.</li> <li>• Make sure the object to be thrown is easy to handle.</li> </ul>
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty in identifying the order of intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a signal to the people who must intervene.</li> </ul>
<p><b>COMMENTS:</b></p> <p>To promote the adaptation of this game, it may be possible to form groups made up of people with and without disabilities. A competition between the groups will allow the points scored by each to be counted and the performances between the groups to be compared.</p>	

## COOPERATION TRADITIONAL SPORTING GAMES FOR PEOPLE WITH FOR PEOPLE WITH INTELLECTUAL DISABILITY

### DIFFICULTIES AND PROPOSALS FOR INTERVENTION

<p>« <b>THE TIBETAN BRIDGE</b> » Placed on a line (which represents the Tibetan bridge) drawn on the ground, the students must cooperate with each other to rank in order according to the month of their date of birth (and day if necessary) without leaving the line and without communicating verbally. Players can help each other move from side to side.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty understanding and coordinating the month and the place to occupy.</li> <li>• Difficulty accepting contact.</li> <li>• Difficulty to find the right way to cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>• Take the time to explain and prepare the means necessary for the understanding of the game by people with intellectual disabilities: depending on the level of disability, use different types of means (see relation to space and equipment) if the person with a disability does not know the order of the months of the year.</li> <li>• Start with contact through an object, then, if possible, direct contact with a distance, then closer contact by preparing various spaces (see relation to space and material).</li> <li>• Explain and demonstrate the different possibilities of cooperating in this type of challenge and adjusting the motor conduct likely to overcome the difficulties (see relation to space and equipment).</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty understanding and performing movements in the space.</li> <li>• Difficulty and to move in a narrow space and to remain on "the bridge".</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarge the surface of the "bridge" so as to initially facilitate movement according to the rule of the game: solo lateral movement.</li> <li>• Gradually introduce cooperative movements in pairs, then in threes, then in fours, etc.</li> <li>• Then enter the placement order. Help, if necessary, people with disabilities to find their way by drawings, numbers, colours on the ground if they have difficulty recognizing the months of the year.</li> <li>• Finally, reduce the surface of movement according to the acceptance of the contact.</li> <li>• Delimit a space adapted to the level of people with intellectual disabilities so as to reduce the risk of leaving the "bridge": build limits of space without danger (in foam, fabric, cardboard, etc.). Then take them out little by little.</li> </ul>

Difficulties	Intervention proposals
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• Add material according to the difficulties encountered in relation to others (contact) and in relation to space (movements).</li> </ul>	<ul style="list-style-type: none"> <li>• If the difficulty is related to understanding and coordination between the month and the place to occupy: help people find their way around with drawings, numbers, colours or letters written on cardboard.</li> <li>• If the difficulty is linked to contact with others, get the players to cooperate little by little, first by means of an intermediate object (scarf, stick, etc.), then by reducing the contact distance (smaller objects: pencil, etc.), then holding on to the clothes.</li> <li>• If the difficulty is related to moving in a narrow space, adding equipment to bind the players together (rope, string, etc.) and thus prevent them from leaving the bridge.</li> </ul>

<p>« <b>THE BERLIN WALL</b> » Players must pass from one side to another over a rope held by two players or by two poles. Together, they must find a way to pass over the rope without touching it, helping each other.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty accepting contact and finding the right way to cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>• Create progressive situations: <ul style="list-style-type: none"> <li>• Start with the ability to switch from one side of the rope to the other while soloing.</li> <li>• Then create situations where the goal can only be reached through contact with another player through an object to pass to the other side of the rope.</li> <li>• Finally, create situations where contact becomes necessary to achieve that goal of going over the rope.</li> </ul> </li> <li>• Explain and demonstrate the different possibilities of cooperating in this type of challenge and adjust the motor conducts likely to overcome the difficulties.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty to cross "the wall"</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate the crossing of the "wall" by creating progressive situations: <ul style="list-style-type: none"> <li>• Start with a low crossing level then complicate the passage by raising it more and more.</li> </ul> </li> <li>• Attention Safety: Place mattresses if necessary in the play area.</li> </ul>
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• To add material according to the difficulties encountered in relation to others (contact) and in relation to space (movements and crossing).</li> </ul>	<ul style="list-style-type: none"> <li>• If the difficulty is linked to contact with others, get the players to cooperate little by little, first by means of an intermediate object (scarf, stick, etc.), then by reducing the contact distance.</li> <li>• If the difficulty is related to movement and crossing over the rope, add equipment to facilitate the passage of players over the "wall"</li> </ul>

<p>« <b>INVERTED SKIPPING ROPE</b> » The players must pass several (two or more) under a rope without touching it, nor touching the ground with their hands and always remaining facing the rope. Gradually decrease the height of the rope. Cooperation between players is essential in this game.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty to accept contact and find the right way to cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>• Create progressive situations:             <ul style="list-style-type: none"> <li>• Start with the ability to switch from one side of the rope to the other while soloing.</li> <li>• Then create situations where the goal can only be reached through contact with another player through an object to pass to the other side of the rope.</li> <li>• Finally, create situations where contact becomes necessary to achieve this goal of going under the rope.</li> </ul> </li> <li>• Explain and demonstrate the different possibilities of cooperating in this type of challenge and adjust the motor conducts likely to overcome the difficulties.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty to pass under the rope while remaining facing the rope.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate the passage under the rope by creating progressive situations:             <ul style="list-style-type: none"> <li>• Allow, at first, to choose the type of passage under the rope: from the front, from the back, laterally, etc. Then, depending on the possibilities, narrow the choices little by little.</li> <li>• Begin by placing the rope high enough then complicating the passage by reducing the height more and more.</li> </ul> </li> </ul>
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• To add material according to the difficulties encountered in relation to others (contact) and in relation to space (movements).</li> </ul>	<ul style="list-style-type: none"> <li>• If the difficulty is linked to contact with others, get the players to cooperate little by little, first by means of an intermediate object (scarf, stick, etc.), then by reducing the contact distance.</li> <li>• If the difficulty is linked to the passage under the rope, add equipment to facilitate the collective actions of the players under the rope.</li> </ul>

« <b>THE KNOT</b> » Placed face to face, the players catch each other's hands by forming a knot. They then try to untie their hands without letting go.	
<b>Difficulties</b>	<b>Intervention proposals</b>
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty to understand the dynamics of the game, to accept contact and to find the right way to cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>• Create progressive situations: <ul style="list-style-type: none"> <li>• Begin by explaining and demonstrating the game and possible solutions:</li> <li>• A player without a handicap can simplify the decision-making of a person with an intellectual disability: he can serve as a model by allowing him to follow him, to understand and even to find tips.</li> <li>• Create situations where contact is made through an object.</li> <li>• Finally, create situations where contact becomes necessary to undo the knot.</li> </ul> </li> </ul>
<p><b>Relationship to space-time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty to identify the most appropriate moment and action to untie the knot (spatial orientation and body perception).</li> </ul>	<ul style="list-style-type: none"> <li>• Next to people with spatial orientation difficulties, place players who have no difficulty and who can indicate the possible motor conducts.</li> </ul>
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• To add material according to the difficulties encountered in relation to others (contact) and in relation to space (displacements).</li> </ul>	<ul style="list-style-type: none"> <li>• Whether the difficulty is linked to contact with others, getting the players to cooperate little by little, first by means of an intermediate object (scarf, stick, etc.), then by reducing the contact distance.</li> <li>• The intermediate objects can also be used to facilitate the different motor conducts to be performed to untie the knot.</li> </ul>

## OPPOSITION TRADITIONAL SPORTING GAMES FOR PEOPLE WITH FOR PEOPLE WITH INTELLECTUAL DISABILITY

### DIFFICULTIES AND PROPOSALS FOR INTERVENTION

« <b>THE SHADOW</b> » A person tries to follow another player without going more than a meter away wherever they go.	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty following the person.</li> <li>• Difficulty in identifying successful prosecution.</li> </ul>	<p>Two roles: Guide and Shadow:</p> <ul style="list-style-type: none"> <li>• Situation 1. “Shadow” role played by the person with a disability             <ul style="list-style-type: none"> <li>• Move from cooperation to opposition. Cooperation helps adapt to opposition.</li> <li>• Each student identifies the other person's level of difficulty and adapts. The opposition can be more or less intense depending on the difficulties of the other person.</li> <li>• If the number of people with intellectual disabilities is lower than the number of people without disabilities, then two strategies can be used:                 <ol style="list-style-type: none"> <li>1. Change partners from time to time</li> <li>2. Incorporate more people with the shadow role who follow the same guide. The game goes from 1x1 to 1xAll.</li> </ol> </li> </ul> </li> <li>• Situation 2. Role of the “Guide” played by the person with a disability             <ol style="list-style-type: none"> <li>1. Ditto: Switch from cooperation to opposition and same strategies as before.</li> </ol> </li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty maintaining the distance of 1m between the two opponents.</li> <li>• Difficulty defining the play space and moving around it.</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions to the guides (without handicap) to ensure that the distance between the guide and the shadow always remains the same.</li> <li>• In some exceptional cases, the two opponents could be bound by a rope.</li> <li>• Delineate the space with clearly visible lines (bright colours, various objects, etc.).</li> </ul>

Difficulties	Intervention proposals
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"><li>• Difficulty reacting in time when traveling.</li></ul>	<ul style="list-style-type: none"><li>• Allow enough time for the person with a disability to react. A strategy could be to inform her verbally and by gestures so that she reacts in time.</li><li>• The pace of travel could be marked, with applause or other instructions so that the guide knows how to regulate the speed of travel.</li></ul>

<p>« <b>DE CODIN-DE CODAN</b> » One person stands behind the other person. And while pronouncing the words of the game, he touches the back of the other with his fingers. The latter must guess the number formed with his fingers.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty accepting being touched by others.</li> <li>• Difficulty identifying numbers, feeling the number of fingers.</li> </ul>	<ul style="list-style-type: none"> <li>• Start in front of each other, show fingers and make very light contact; then increase the contact time; then do it with your back turned.</li> <li>• Start the game by tapping on the shoulder or on the back to make it easier to identify the numbers to guess.</li> <li>• Work the kinaesthetic sensation first face to face, by placing the fingers on a part of the body, for example, on an arm. Then do the same with his/her back turned.</li> <li>• Choose a number that is easily identifiable with his/her fingers.</li> </ul>
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• Add material according to the difficulties encountered in relation to others (contact).</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare materials that can help people with disabilities answer:             <ul style="list-style-type: none"> <li>• Example: offer cards on which numbers or drawings will be written to people who have difficulty speaking or showing the identified number, etc.</li> </ul> </li> </ul>

<p>« <b>1 2 3 SUN !</b> » One person stands in front of the wall, the others, about 20 meters away, move forward. The person on the wall says 1, 2, 3 and hits the wall. If someone moves, he must return to the starting point. The first person who can touch the person on the wall replaces him.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty coordinating the different phases of the game = counting, hitting the wall, identifying others (those who move).</li> <li>• Difficulty identifying oppositional interactions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Role of the person with a disability “on the wall”</u> <ul style="list-style-type: none"> <li>• Post cards on the wall showing each of the phases of the song.</li> <li>• Facilitate the actions to be carried out with a rhythm (the teacher shows the rhythm to all the participants).</li> </ul> </li> <li>• <u>Role of the person without a disability “on the wall”</u> <ul style="list-style-type: none"> <li>• Give people with disabilities more time to stop: count slowly and take time to turn their heads.</li> <li>• Gradually increase the difficulty (sing with a faster rhythm)</li> </ul> </li> </ul>
<p><b>Relationship to space-time:</b></p> <p><u>People with disabilities on the move:</u></p> <ul style="list-style-type: none"> <li>• Difficulty recognizing the playing space and respecting its limits: starting line, wall area, etc.</li> <li>• Difficulty reacting in time, i.e. starting to move at the right time and stopping when necessary in relation to the movement of the player's head on the wall.</li> <li>• Difficulty adopting a rhythm of movement in relation to the rhythm of hitting the wall.</li> <li>• Difficulty moving strategically.</li> <li>• Difficulty staying still when wall player turns head.</li> </ul> <p><u>Person with a disability on the wall:</u></p> <ul style="list-style-type: none"> <li>• Difficulty turning your head at the right time, i.e. at 3 (after you finish tapping the wall) or after you finish singing</li> </ul>	<ul style="list-style-type: none"> <li>• Help the person with a disability to find their way around the space: draw brightly coloured lines, draw movement corridors on the ground, place equipment to delimit areas, etc.</li> <li>• Inform and guide people with disabilities (individually) during the game.</li> <li>• Facilitate understanding of the oppositional interaction between the person on the wall and the rest.</li> <li>• Facilitate information: “We move when the person on the Wall has his/her back turned and we stop when he/she turns” (or when he has finished singing).</li> <li>• In any case, the educator must give precise instructions on what the person must do. If she does not understand well, the educator can stand by her side and play with her by giving her/him the necessary instructions.</li> </ul>

<b>« IT TAG BY IMITATING »</b> Everyone must escape by moving in the manner that is imposed by the "hunter". If a player is hit, the roles are reversed.	
<b>Difficulties</b>	<b>Intervention proposals</b>
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty fleeing while imitating the pursuer.</li> </ul>	<ul style="list-style-type: none"> <li>• Move from cooperation to opposition. Cooperation helps adapt to opposition.</li> <li>• Identify the level of difficulty of people with disabilities and adapt: move gradually to the opposition: the pursuer can choose more or less intense situations according to the difficulties of the people.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty catching as a pursuer and fleeing as a pursued depending on the type of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions to facilitate the types of movements according to the difficulties of people with disabilities and reduce the playing space in order to facilitate the game and the change of roles.</li> </ul>
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty reacting in time when traveling.</li> <li>• Difficulty identifying roles and role changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow enough time for the person with a disability to react and understand the role changes.</li> <li>• One strategy might be to make it easier to identify the pursuer with different colors or sounds than others.</li> </ul>

« <b>MOBILE WALL</b> » A person with open arms is moving. The others must always be in front of this person.	
<b>Difficulties</b>	<b>Intervention proposals</b>
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty identifying the opposing interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Move from cooperation to opposition. Cooperation helps adapt to opposition.</li> <li>• Identify the level of difficulty of people with disabilities and adapt: the "moving wall" can be played first by a person without disabilities who will choose more or less intense situations according to the difficulties of people with disabilities.</li> <li>• Then try to have a person with a disability play the role of the "moving wall".</li> <li>• Create progressive situations that go from a game of cooperation (the "moving wall" cooperates and synchronizes movements) to a game of opposition (the "moving wall" plays against others and tries to deceive opponents).</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty moving quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• The person without a disability who plays the "moving wall" can perform slow actions to facilitate the movement of people with disabilities. It will increase the speed of movement according to the possibilities.</li> <li>• The person with an intellectual disability who plays the role of "moving wall" can be helped in different ways (depending on the disability): adding sounds or visual elements to direct movement, helping physically, etc.</li> <li>• In other cases, movement zones can help the person with a disability to move around and define the play space.</li> </ul>
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty reacting in time to follow the "moving wall".</li> </ul>	<ul style="list-style-type: none"> <li>• Allow enough time for the person with a disability to react and follow the "moving wall".</li> </ul>

<p>« <b>GONE WITH THE WIND</b> » A person stands in the center of the circle formed by people seated and shouts: “there is so much wind that it carries away all those who... (for example) wear a blue t-shirt!”. All the people who meet these criteria change places, including the one in the middle. The person who does not manage to occupy a place, places himself in the center.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty identifying oppositional interactions; to avoid jostling when changing seats.</li> </ul>	<ul style="list-style-type: none"> <li>• Propose different types of movements to change places.</li> <li>• Encourage able-bodied players to help people with disabilities better adapt to oppositional motor interactions.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty moving in the right direction and identifying places to sit.</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions to facilitate movement according to the difficulties of people with disabilities and reduce the playing space in order to facilitate the game and the change of roles.</li> <li>• Space enough people between them.</li> <li>• Draw movement zones.</li> </ul>
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty reacting at the right moment to go to an empty place and to identify roles and role changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Leave enough time for the person with a disability to react, identify the places that become free and understand the changes in roles.</li> </ul>

<p>« <b>TAIL STEAL</b> » Each participant has a handkerchief hanging behind his pants. The goal is to try to take the handkerchief away from others and prevent yours from getting caught. If this happens, there is a possibility to look for another one. Handkerchiefs taken are kept in hand.</p>	
Difficulties	Intervention proposals
<p><b>Report to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty identifying with the role and assuming a dual role: as a chaser to try to get the most 'tails' and as a chased to try to avoid having the 'tail' stolen.</li> </ul>	<ul style="list-style-type: none"> <li>• Help the person with a disability to control the double role: to create a refuge that allows him to act at the right time as a "thief" and at the same time to take refuge as a "pursued".</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty in identifying the limits of the space: the players risk going out of the field to escape the opponent.</li> </ul>	<ul style="list-style-type: none"> <li>• Delineate areas with visible material.</li> <li>• Enlarge or reduce the space according to the type of handicap and the evolution of the game.</li> </ul>
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty doing two actions simultaneously: stealing the tails and preventing being stolen: and therefore, the game time can be very short due to the difficulty of evading the opponent and keeping his "tail".</li> </ul>	<ul style="list-style-type: none"> <li>• Same as relation to Others:</li> <li>• Create a refuge for people with intellectual disabilities to increase their chance of "keeping their tail" longer and to be able to give them time to steal some.</li> </ul>
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• Difficulty identifying the tail and grasping it.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that the tail is quite visible (bright color) and long enough to facilitate its prehension.</li> </ul>

## COOPERATION-OPPOSITION TRADITIONAL SPORTING GAMES FOR PEOPLE WITH FOR PEOPLE WITH INTELLECTUAL DISABILITY

### DIFFICULTIES AND PROPOSALS FOR INTERVENTION

<p>« <b>THE SPIDER</b> » Players must move from one part of the court to another without being caught by the "spider" which must only move laterally on the center line of the court. The player who is caught will join the spider's team. Players must not step out of bounds.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty understanding game dynamics and identifying roles:</li> <li>• <b>Free players:</b> <ul style="list-style-type: none"> <li>• Difficulty making decisions to move from one side of the field to the other while avoiding the "spiders".</li> </ul> </li> <li>• <b>"Spider" player:</b> <ul style="list-style-type: none"> <li>• Difficulty catching players, lack of anticipation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The educator or a partner without a disability can stand next to the person with a disability and give individualized instructions on what to do.</li> <li>• Help people with disabilities to make decisions by forming inclusive pairs (one person with a disability + one person without) in both roles: free player role and "spider" role.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty identifying the boundaries of space</li> <li>• Difficulty understanding and making movements in space</li> </ul>	<ul style="list-style-type: none"> <li>• The educator will constantly urge people with disabilities to: ask them to stand behind the line; tell them that the side lines must not be exceeded; tell them where they can go; ask them, if they are "spider", not to leave the center line of the field.</li> </ul>

Difficulties	Intervention proposals
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• <b>Free player:</b> <ul style="list-style-type: none"> <li>• Difficulty staying in the field when moving: tendency to get out of the field to escape the spider</li> <li>• Difficulty standing behind the line</li> <li>• Difficulty finding the right strategy to move around</li> <li>• Difficulty finding free space to avoid being caught by the "spider"</li> </ul> </li> <li>• <b>"Spider" player:</b> <ul style="list-style-type: none"> <li>• Difficulty identifying and sticking to the midline</li> <li>• Difficulty limiting oneself only to lateral movements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The educator will constantly urge people with disabilities to: ask them to stand behind the line; tell them that the side lines must not be exceeded; tell them where they can go; ask them, if they are "spider", not to leave the center line of the field.</li> <li>• <b>Free player:</b> <ul style="list-style-type: none"> <li>• Delimit the moving space: <ul style="list-style-type: none"> <li>• Highlight the line behind which the free player must stand (cones, ropes, tracing in bright colors, etc.).</li> <li>• Trace travel corridors to facilitate the direction of travel for people with disabilities and prevent it from exceeding the limits of the field.</li> <li>• Help people with disabilities by showing them open spaces to avoid "spiders".</li> </ul> </li> </ul> </li> <li>• <b>"Spider" player:</b> <ul style="list-style-type: none"> <li>• Accompany people with disabilities in their actions on the median line.</li> <li>• Enlarge, if necessary, the space of the "spiders" to facilitate their movement.</li> </ul> </li> </ul>
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty reacting at the right time</li> <li>• <b>Free player:</b> <ul style="list-style-type: none"> <li>• Difficulty getting out at the right time</li> </ul> </li> <li>• <b>"Spider" player:</b> <ul style="list-style-type: none"> <li>• Difficulty reacting and moving at the right time to intercept free players</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Free player:</b> <ul style="list-style-type: none"> <li>• Give individual instructions to help the person with intellectual disability to go out at the right time.</li> <li>• Give everyone the signal to indicate when to move together.</li> <li>• For the most skilled, ask free players to come out whenever they want.</li> </ul> </li> <li>• <b>"Spider" player:</b> <ul style="list-style-type: none"> <li>• Propose to play the role of "spider" in pairs (inclusive pairs) in order to stimulate the decision-making of the people most in difficulty.</li> </ul> </li> </ul>
<p><b>COMMENTS</b></p> <p>If, despite the adaptations introduced by the teacher or the group mates, difficulties remain, it is possible to choose to introduce a variation into the game. All participants take the hand of a partner, both in the role of the free player and in the role of the "spider". Make sure that in no case there is a pair of only people with intellectual disabilities.</p>	

<p>« <b>THE LION AND THE LIONESS</b> » The lion tries to capture the lion cubs which are hidden behind the lioness in single file. The lioness tries to protect her cubs by preventing the lion from touching them.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty understanding the dynamics of the game in the different roles and in the relationships with teammates and the opponent.</li> <li>• Difficulty accepting contact.</li> </ul>	<ul style="list-style-type: none"> <li>• With intellectually retarded people, it is best to reduce the number of "cubs" to avoid jostling and altercations.</li> <li>• Having an educator in the role of "lioness" at the start makes it possible to familiarize people with intellectual disabilities with the game and to reassure them as "lion cubs".</li> <li>• Adjust the motor conduct of the person with a disability to help him in the role of the "lion"</li> <li>• If contact poses a problem for some people, offer to hold on to an object (scarf, scarf, etc.) (see report on equipment).</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty staying in the delimited space and moving in a group without letting go.</li> <li>• Difficulty following the movements of the lioness to hide well behind her.</li> </ul>	<ul style="list-style-type: none"> <li>• Limit space with clearly visible markers and add equipment to ensure efficient movement and optimize cooperation and opposition interactions (see report on equipment)</li> <li>• Guide the person with a disability by accompanying him on his journeys: carefully choose the place of each member in the group of cubs according to the level of disability (alternate person with a disability and person without a disability).</li> </ul>
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• Add material according to the difficulties encountered in relation to others (contact) and in relation to space (movements).</li> </ul>	<ul style="list-style-type: none"> <li>• If the difficulty is linked to a refusal of direct contact with others, make the players cooperate by means of an intermediate object (scarf, stick, etc.)</li> <li>• If the difficulty is related to movement between partners, wear a belt or a scarf around the waist of the players to facilitate the grip between them and avoid pulling on clothing.</li> <li>• Impose on the "lion" a capture without danger for the "cubs": for example, touching the cubs with a scarf.</li> </ul>

Difficulties	Intervention proposals
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty reacting at the right time to follow the movements of the lioness (in the role of the lion cub) and to catch the lion cubs (in the role of the lion).</li> </ul>	<ul style="list-style-type: none"> <li>• Help the person with a disability who plays the role of the lion cub to react in time to follow in the footsteps of the lioness by placing her between two people without a disability who will guide her.</li> <li>• Help the person with a disability who plays the role of the lion to react in time to catch the lion cub by signalling the right moment to facilitate its capture.</li> </ul>
<p><b>COMMENTS:</b></p> <ul style="list-style-type: none"> <li>• The dramatization of the game can be enhanced with appropriate costumes depicting the lion, lioness and lion cubs; this will allow greater motivation and a better assimilation of the different roles.</li> <li>• Another one-way to play could be to retrieve the captured lion cub. The latter then becomes the lion's ally in his hunt by clinging behind him and passes from the role of "hunted" to that of "hunter".</li> </ul>	

<p>« <b>THE TAIL OF THE SNAKE</b> » Each team's "snakeheads" move with their teammates in an attempt to unhook the "tail" (the scarf hanging from the last player's belt) of the other snakes. Those at the end of the line must dodge attempts by other snakes' heads.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty understanding the dynamics of the game in different roles and in relationships with teammates and opponents.</li> <li>• Difficulty accepting contact</li> <li>• Difficulty finding the right way to cooperate and oppose at the same time</li> </ul>	<ul style="list-style-type: none"> <li>• Start with a small number: 2 or 3 people in a team to facilitate cooperation and opposition interactions</li> <li>• Gradually increase the number of players in a team according to the evolution of the assimilation of the rules and the improvement of the motor interactions between the partners (way of holding on to the waist without letting go) and against the adversaries (unhooking gently the scarf without pushing the opponent or ripping off his clothes)</li> <li>• Change roles and partners during game learning situations in order to multiply and diversify exchanges between different people: those with disabilities and others.</li> <li>• Try, at the start, to place at the head of the line ("snake's head"), the educator or even a person with little or no disability in order to help in decision-making.</li> <li>• If contact poses a problem for some people, offer to hold on to an object (scarf, scarf, etc.) (see report on equipment).</li> <li>• Adjust the motor conducts likely to overcome the difficulties of cooperating and opposing at the same time by taking into consideration the level of difficulty of each person and by carefully choosing the different members who make up the teams.</li> <li>• Essential instructions: accompany and support above all people with intellectual disabilities</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty staying in the bounded space</li> <li>• Difficulty moving in a group in space to reach the opponent</li> <li>• Difficulty moving in a group without grabbing the opponent's tail</li> </ul>	<ul style="list-style-type: none"> <li>• Limit the space with clearly visible markers.</li> <li>• Reduce the playing space in the event that people with intellectual disabilities find it difficult to catch up with opponents and reach the opponent's scarf.</li> <li>• Expand the play area according to the type of difficulties encountered by people with intellectual disabilities (jostling, bad orientation, etc.).</li> <li>• Add hardware to ensure efficient movement and optimize cooperation and opposition interactions (see hardware report).</li> </ul>

Difficulties	Intervention proposals
<p><b>Relationship to objects:</b></p> <ul style="list-style-type: none"> <li>• Add material according to the difficulties encountered in relation to others (contact) and in relation to space (movements)</li> </ul>	<ul style="list-style-type: none"> <li>• If the difficulty is linked to a refusal of direct contact with others, make the players cooperate by means of an intermediate object (scarf, stick, etc.)</li> <li>• If the difficulty is related to movement between partners, add material to bind the players together: in order to prevent team members from letting go, use fabric belts that each player ties around his waist: this will facilitate gripping by size and will keep team members together.</li> <li>• If the difficulty is related to the identification of the opponent's tail (object to be caught), use brightly colored scarves to facilitate identification and long scarves (tails) to facilitate their grasp.</li> </ul>
<p><b>COMMENTS:</b></p> <p>It is best not to extend playing time with people with intellectual disabilities.</p> <p>Demonstrate and explain simply in advance all the possible risks that can arise during the game to avoid brutally surprising the most vulnerable people.</p>	

<p>« <b>THE 4 CORNERS</b> » 4 players each placed in a corner must change places trying to avoid being taken by a 5th player placed in the center. The player who does not find a corner will in turn place himself in the center.</p>	
Difficulties	Intervention proposals
<p><b>Relationship to Others:</b></p> <ul style="list-style-type: none"> <li>• Difficulty understanding game dynamics and interacting with others. The 4 corners is a paradoxical game with many options and alternatives, and quite complex for people with intellectual disabilities: difficulty in making a large number of decisions in a very short time.</li> </ul>	<ul style="list-style-type: none"> <li>• Two major adaptations are proposed:             <ul style="list-style-type: none"> <li>• The teacher will stand next to the person with an intellectual disability to tell him what to do.</li> <li>• When the person with a disability finds himself in the middle, the animator can help him move around.</li> </ul> </li> <li>• Form pairs made up of a player with a motor disability and another without a disability to facilitate decision-making and promote social inclusion.</li> </ul>
<p><b>Relationship to space:</b></p> <ul style="list-style-type: none"> <li>• Difficulty moving around, finding one's bearings and occupying the appropriate spaces.</li> <li>• Difficulty, for both roles - corner player, center player - in identifying the free corner and occupying it.</li> </ul>	<ul style="list-style-type: none"> <li>• The corners must be clearly identified (cones, handkerchiefs or marks on the ground)</li> <li>• If the space is too big and requires too much effort for people with intellectual disabilities, it is possible to reduce it and limit it by clearly visible markers that are safe for the participants: Cones, hoops, scarves, etc.</li> <li>• Reduce the distances between the corners and the center when the person in the middle has an intellectual disability.</li> <li>• If the movements cause too violent clashes between the players, you can draw corridors on the ground in different directions between the 4 corners to facilitate the orientation of the race and avoid jostling.</li> <li>• The educator can indicate verbally or by gesture to the person in difficulty the free spaces to occupy.</li> <li>• Form pairs (one person with and the other without a disability) to facilitate travel orientation and social inclusion.</li> </ul>

Difficulties	Intervention proposals
<p><b>Relationship to time:</b></p> <ul style="list-style-type: none"> <li>• Difficulty interacting quickly and at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Give individual instructions to those who have more difficulty:               <ul style="list-style-type: none"> <li>• Give different types of instructions or signals to indicate when to move.</li> <li>• Form pairs (a person with an intellectual disability with a skilled person, hand in hand) to help people in difficulty to stimulate their reaction time.</li> </ul> </li> <li>• Note: If a student with a disability is unable to occupy a corner and still finds himself in the center, he can be helped by the educator or by a friend without a disability who will hold him the hand.</li> </ul>
<p><b>COMMENTS</b></p> <p>We must be aware that when this game is offered, it requires participants to have a high level of decision-making, which is precisely the ability that most affects people with intellectual disabilities. By introducing certain adaptations, we increase the chances of including people with intellectual disabilities in the group: for example, the fact of offering to play it in pairs helps to encourage the participation of all people and to develop inclusive motors.</p>	



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***Practical Intervention Methodology to Promote  
Social Inclusion through Traditional Games and  
Sports***

**Pere LAVEGA (ed.)**

