



TGS4INCLUSION
Traditional Games and
Sports for Inclusion



Co-funded by
the European Union

MANUAL

**INCLUSIVE TRADITIONAL
GAMES AND SPORTS**



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TABLE OF TRADITIONAL GAMES AND SPORTS

Name of the game/sport	Traditional Game	Traditional sport	Adaptations to target groups	Page
Cuba Libre	✓		People with motor disabilities People with hearing impairment	29
Cuatro esquinas	✓		People with motor disabilities People with hearing impairment	30
Rayuela	✓		People with motor disabilities People with mental disabilities	31
Ratón que te pilla el gato	✓		People with motor disabilities	32
El Mate	✓		People with motor disabilities People with mental disabilities	33
El Elástico	✓		People with motor disabilities People with mental disabilities	34

Name of the game/sport	Traditional Game	Traditional sport	Adaptations to target groups	Page
Sokatira		✓	People in risk of social exclusion People with mental disabilities	35
Harrijasotzea		✓	People in risk of social exclusion	36
Eskupilota		✓	People in risk of social exclusion	37
Lokotx biltzea		✓	People in risk of social exclusion People with motor disabilities	38
Zaku-lasterketa	✓		People in risk of social exclusion	39
Txinga eramatea		✓	General public, depending on age and physical abilities	40

Name of the game/sport	Traditional Game	Traditional sport	Adaptations to target groups	Page
Croquet		✓	General public People with motor disabilities People with visual impairment	41
Pétanque		✓	People with motor disabilities People with visual impairment	42
Mölkky Breton	✓		General public People with motor disabilities People with visual impairment	43
Déli-délo	✓		People with motor disabilities	44
La balle assise	✓		People with motor disabilities People with mental disabilities	45
Palet Breton	✓		People with motor disabilities	46

Name of the game/sport	Traditional Game	Traditional sport	Adaptations to target groups	Page
Barra do lenço	✓		People with hearing impairment People in risk of social exclusion	47
Passa Anel	✓		People with hearing impairment People with visual impairment People in risk of social exclusion	48
Três em linha	✓		People with visual impairment People in risk of social exclusion	49
Estica	✓		People with motor disabilities People in risk of social exclusion	50
Cabra cega	✓		People with motor disabilities People in risk of social exclusion	51
Macaquinho do Chinês	✓		People with motor disabilities People with hearing impairment People in risk of social exclusion	52

INTRODUCTION

Traditional games and sports are often strongly identified by the European and national political leadership and policy makers as a field of actions that improve the spirit of unity and promote intercultural understanding and mutual respect within a community and between communities in a society. The evident social power of sport is reflected in the fact that it has become a very important factor in intercultural relations and social stability within European sports policy.

Traditional games and sports have been proven to be highly effective in promoting social inclusion and fostering a sense of community among individuals of different backgrounds and abilities. These activities bring people together and provide a common platform for them to interact with one another, to break down barriers and prejudices, and build positive relationships.



In particular, this kind of games and sports offer several benefits that make them ideal for social inclusion projects:

- **Inclusiveness:** Traditional games and sports are typically designed to be accessible to people of all ages and abilities, promoting inclusiveness and participation by everyone.
- **Physical activity:** Participating in physical activity helps promoting physical and mental well-being, which can be especially important for individuals who may face social exclusion due to their physical or mental health.
- **Skill building:** Traditional games and sports help building important life skills, such as team working, communication, leadership, and problem-solving, which can be useful for individuals seeking to reintegrate into society.
- **Cultural preservation:** By preserving and promoting traditional games and sports, communities can maintain their cultural heritage, foster a sense of pride and identity among participants.

ABOUT THE PROJECT

The **“Traditional Games and Sports for Social Inclusion” (TGS4INCLUSION)** project is an Erasmus+ Sport small collaborative partnership which has, as a general aim, to encourage the social inclusion of young people with fewer opportunities through traditional sports and games.

The project idea is a result of a long-standing cooperation among four partners from three different European countries who came together on this important topic since it is impacting in our local communities.

All the partners believe that sport and games are a tools that generate benefits related to the social field, affecting the adaptation of people to their environment, generating a healthy and active population, and enhancing the values of personal and collective responsibility in social development.

The project is focused in the network of these organizations that can, aimed from common principles and goals, use traditional games and sports to promote the social inclusion of young people that can be identified as part of the category of *“youth with fewer opportunities”* (disability, health problems, barriers related to education and training systems, cultural differences, economic barriers, barriers related to discrimination and geographical barriers).

To this end, we have taken into account the Youth Goals, specifically Youth Goal 3 *“Inclusive societies”*, enabling and ensuring the inclusion of all young people in society and working on strengthening the capacities of educators to work with marginalized young people and provide more spaces, opportunities, resources and programmes to foster dialogue and social cohesion, and combat discrimination and segregation.

As a network, it has been possible to develop common approaches using traditional sports and games for social inclusion, using the different strengths and knowledge of each partner and sharing a set of good practices and methods that can be used throughout Europe, adapting to the different situations that can be found.

The main objectives of the project could be summarized as:

- Promoting the practice and safeguarding of traditional games and sports as a tool for social inclusion, integration and cohesion.
- Training staff of organizations with different backgrounds (youth workers, coaches, social educators...) in how to use traditional games and sports to engage the people with fewer opportunities in their local communities.
- To create a manual of traditional games and sports from various European countries.
- To create a network of partner organizations and exchange of good practices on social inclusion through sport and traditional games.

THE PARTNERS

ENTREJUEGOS is a sports and cultural association created in 2019 in Alameda (Malaga) by a group of professionals and volunteers with a wide experience in the field of sport, education and leisure time.

They work mainly in 3 areas: leisure and free time, Erasmus+ projects and non-formal education projects and their objectives are:

- To revitalize the social life through sports, cultural or other leisure activities.
- To create healthy habits that will be decisive for an adequate management of free time.
- To promote the international mobility of young people from their village, region and the province of Malaga through participation in Erasmus+ projects.
- To promote non-formal education training activities of common interest to young people to occupy leisure time in an educational and formative way.



Entrejuegos has organized various leisure and recreational activities focused on the idea of "sport for all". They have also organized KA1 Erasmus+ projects, mainly using sport as a tool for social inclusion, equality, fight against racism, environmental awareness...

"Mixed sports: a tool for the social inclusion of young people"

This Erasmus+ Youth Exchange project raised awareness among young people who were at risk of social exclusion and who need additional support to develop their identity, their social skills and their ability to face the challenges of life. Mixed sports were used as a tool to break stereotypes, promote the continuity of the sports practice of adolescents both within and outside the educational sphere, and reduce the existing gender gap.

"Digym-clusion"

This mobility of youth workers aimed to provide youth workers with knowledge and skills to use sport and physical activity through digital media as a tool to promote the social inclusion of young people, mainly those with fewer opportunities. The initiative promoted a good use of digital media to create content using physical activity and sport as a tool that can contribute to improve physical and emotional well-being of young people and to promote socialization and inclusion in their local communities.

"Our Name is Fair Play 4 Inclusion!"

This Erasmus+ Sport project aimed to provide youth with theoretical knowledge and practical skills, learning more about the benefit of having a lifestyle based on regular sports activities to be both mentally and physically healthy, and on the added value that sports events can contribute to benefit the social inclusion of young people at risk of marginalization, thus reducing xenophobia and promoting gender equality.

ABARKA ONGD is a non-profit organization based in Oiartzun, Spain, dedicated to fostering social inclusion through educational initiatives that emphasize cooperation and cultural respect. Established in 2015 by Clotaire Ntienou, Naroa Ibargoyen, and Beñat Aranburu, the organization emerged from collaborative efforts with the Cameroonian NGO WEBDEV Foundation, focusing on education, health, and women's empowerment.



ABARKA ONGD aims to promote social inclusion through educational projects rooted in cooperation and cultural respect. The organization envisions a world free from discrimination, where education catalyzes positive change.

The organization's primary activities include:

- **Cooperation for Development:** Implementing projects to enhance education, health, sanitation, nutrition, and entrepreneurship, focusing on women and children in Africa.
- **Humanitarian Action:** Providing support and resources to needy communities, addressing immediate challenges, and promoting long-term development.
- **Integration and Sustainability:** Promoting the integration of diverse ethnic groups through transnational projects that encourage intercultural dialogue and youth participation.

ABARKA ONGD actively engages in various projects that leverage physical activities and sports to promote well-being, mental health, and social inclusion among youth.

"CHATPRO 1 and 2.0: Changing Attitudes, Promoting Health"

This Erasmus+ Youth Exchange project, scheduled once a year since 2023, in Hondarribia, Spain, focuses on addressing issues related to healthy nutrition, body image, and overall well-being among young people. The initiative aims to create an inclusive environment where participants aged 18-30 can explore and develop strategies for positive body image and healthy living.

"HASAVISO 1 and 2.0"

This project addresses the need for sustainable healthy lifestyles among European youth by promoting education and awareness about healthy habits and mental health. The main objective of the project is to educate and sensitize 30 young people from 6 countries of the European Union on healthy habits for a sustainable life in the XXI century as a key to combat human deterioration and social exclusion. During the project, exercise or movement sessions will be held that will be the catalyst for each young participant's reflection and learning.

"School Education for Healthy Body and Mind in Digital Era"

This KA2 project focuses on enhancing physical education and promoting healthy lifestyles among students. It aims to improve the teaching of physical education online, which is vital for the mental health and well-being of students, especially during periods of distance learning (www.healthy-body.net).

EURO DIVER'CITÉ is an association created in 2017 in Drémil-Lafage (Toulouse) that aims to work for:

- bringing together the North/North and North/South people,
- the development of European construction through exchanges and meetings,
- to help facilitate the integration of young people,
- to fight against racism and anti-semitism,
- to promote diversity and inter-culturality in the professional environment.



They have organized several actions in Toulouse: citizens' debates on the themes of citizenship, the relationship between Europe and other countries, migration, etc., information on mobility opportunities especially for young people from so-called sensitive neighborhoods and organization of training courses on promotion of diversity.

The ambition of the organization is to support projects targeting mainly young people and women. They want to create the conditions allowing young people to flourish and to put into practice its socio-economic projects.

Thanks to the diversity of the members, Euro Diver'Cité has set up a network of European and African organizations that enables to remain in the field of capacity building while benefiting from the importance of the Erasmus+ program.

In fact, Euro Diver'Cité has participated and organized many Erasmus+ projects and shares today its experiences with other organizations in order to widen the possibility for young people with less opportunities to discover the program and its possibilities.

"Sport unites, racism divides"

This mobility of youth workers addressed issues such as discrimination and racism in sport and provided youth workers, who work in sports associations and/or who work in culturally mixed areas, a toolkit to implement with young people in their local communities. The participants created as final work a video campaign of visibility and awareness about racism in sport. The objective of this campaign was to increase the awareness of people against intolerance and discrimination, and the development of ideas and strategies on how to combat them.

"Game Changers: Empowering Youth through Sports and Citizenship"

This project aimed to address the declining rates of youth civic engagement by leveraging sports as a powerful tool for fostering active citizenship. This project provided participants with practical tools and strategies for promoting active citizenship through sports, significantly enhancing their skills and knowledge in this innovative field. They created an *"Active Citizenship through Sports Toolkit"*, providing valuable resources for youth workers. The project fostered a network of youth workers, enhancing cross-cultural collaboration and inclusion.

The Portuguese Red Cross (PRC) is part of the International Red Cross and Red Crescent Movement, which aims to meet the needs of those in crisis and to guarantee respect for human dignity, promote peace, mitigate the negative impact of conflicts and protect the lives and healthcare of the population. It also seeks to promote humanitarian values, such as that of solidarity towards those in suffering.



In Braga, the Red Cross was created in 1870 and its mission has since then relied on the work of volunteers and improve the conditions of vulnerable people by mobilizing the power of humanity, while respecting this 7 fundamental principles: Humanity, Impartiality, Independence, Neutrality, Volunteering, Unity and Universality. They aspire to a voluntary commitment from a world of communities that will flourish and become more capable in fighting all the human suffering with the strength of hope, dignity and concern for equity.

The Youth Department of PRC-Braga was created in 2005 and has since been working with young people from local communities. Its goal is to involve and to empower young people -especially those with fewer opportunities- promote self-confidence, cooperation and proactivity. Their target audiences are children, adolescents and young adults.



They work on a daily basis with people facing cultural barriers, having more than one project focused on this target group such as *"Geração Tecla"* and *"Academia Teclarte"* which aim to promote social inclusion and equal opportunities. Furthermore, they have straitened relationships and collaborated with organizations that work with people with mental disabilities, which led them to expand their field of intervention.

On an international level, they have participated in several European actions, such as, training courses, seminars, partnership building activities, and youth exchanges.

"Play4Change"

This KA2 project aimed to create a board game to develop competences in young people specifically for those with fewer opportunities. They created a tool from scratch and to inspire participants, partner organizations, public institutions, and young people towards the power of non-formal education, as well as to promote a tool that aimed to include everyone.

"Play with your Future"

Under the same Key Action, and motivated by the knowledge and know-how of the partners from the previous project, they have implemented *"Play with your Future"*, which consisted of the creation and implementation of a digital game on the topics of mental health, social inclusion and environment.

"Embrace Your Abilities"

This Erasmus+ Youth Exchange project raised awareness among young people and the community about current discrimination issues in sport and promote social inclusion.

OVERVIEW OF TRADITIONAL GAMES AND SPORTS



IN SPAIN

Spain is a country with an immense cultural legacy. Thanks to the Mediterranean culture (Greeks, Romans and Arabs), there are traditional games and sports that have been passed down from generation to generation as studies by García Serrano (1974), Moreno Palos (1993) or Lavega (1995) show. Many of these games were developed in rural communities, and although their practice has declined in some cases, they continue to be a symbol of identity and social cohesion.

If we geographically map the traditional games and sports found in Spain, a general distribution pattern can be established. This reveals a clear imbalance between the north and the south, with the Cantabrian coast showing the highest concentration of traditional games and sports, where they have become more deeply rooted (Baena-Extremera, 2005).

Along this same coast, the Basque Country and Navarra stand out as the regions with the greatest concentration, largely due to the strong and unique culture of the peoples in those areas, who have always been dedicated to preserving their popular customs, where traditional games and sports hold a prominent place. Thus, it is plausible to hypothesize that the rugged, mountainous terrain in northern Spain has helped foster and sustain these traditional sports practices.

A potential spread of these sports to neighboring regions and communities can also be observed, with a lower level of influence in regions such as Extremadura, Castilla-La Mancha, and Andalusia, which are more distant from this original core, have less rugged terrain, and have experienced more diverse cultural influences over time. This broader cultural exchange, enriching in most respects, may have led to a reduction or even disappearance of native games and sports in these regions.



ANDALUSIA

Andalusia is a region with a limited number of traditional games and sports. These games are often seen in small towns and local festivals, where they serve as a link to the past and a means of reinforcing Andalusian cultural identity.

The question that inevitably arises within the Andalusian context is: why is there such a scarcity of traditional physical-recreational activities in a region so rich in popular culture? Two arguments, as presented by Hernández (2005), provide an answer to this issue.

The first refers to the fact that Andalusian recreational culture has always been closely tied to Andalusian-Moorish traditions, and after the conquest of Granada, the Christian monarchs systematically banned any expression of this culture, which undoubtedly also impacted games and sports.

The second argument points out that Andalusian recreational culture has only been partially studied, highlighting the need for further research on this topic, particularly focusing on historical sources such as texts and iconography.

The "*Bolo Andaluz*" or "*Bolos Serranos*" is a deeply rooted game in the Sierras de Cazorla, Segura, and Las Villas, and it is currently considered the only traditional sport in Andalusia.



Bolos serranos, the only traditional sport in Andalusia

There is little information about the origins of this sport, with some theories tracing it back to the Reconquista and others to the Early Modern period (16th-17th centuries). It likely reached its peak during the late 19th and early 20th centuries, a time when these mountainous areas saw their highest population.

The sport began to decline, especially during the 1950s and 1960s, as emigration to Catalonia, Valencia, and the Basque Country became common, leading to its near disappearance in the three regions that make up the Natural Park. Since the 1980s, however, efforts to revive it have taken place, and today, it is played in local festivals, tournaments organized by clubs, the Provincial Cup, and the Federation Circuit.

The "*Bolo Andaluz*" has been recognized as a sport by the Andalusian Bowling Federation since 1998, and in 2010, the Spanish Bowling Federation recognized it as a national sport, thanks to its spread across six regions due to emigration: Aragon, Catalonia, Valencia, Murcia, Castilla-La Mancha, and, of course, Andalusia.



BASQUE COUNTRY

The Basque Country, known for its unique cultural and linguistic heritage, spans across the border between northern Spain and southwestern France. This region, referred to as Euskal Herria by locals, consists of the Spanish Basque Country (Hegoalde) and the French Basque Country (Iparralde), divided by the Pyrenees mountains. Despite these national borders, the Basque people share a unified identity and history that transcends political boundaries.

Traditional sports and games are a vibrant expression of this identity, reflecting centuries of Basque life, work, and community values. Initially born from daily tasks within agricultural or fishing communities, these games have evolved into celebrated athletic competitions on both sides of the border.

Historically, many Basque sports originated from practical labour activities, such as stone lifting (harrijasotzea), wood chopping (aizkolaritza), and tug-of-war (soka-tira), which were later transformed into competitive events (Larrinaga & Monreal, 2020).

For instance, stone lifting allowed labourers to showcase their strength. Over time, rules and lifting techniques were formalized, emphasizing the sport's deep connection to Basque resilience and a sense of community. Similarly, wood chopping became a contest to determine the most skilled woodcutter. These activities reflect not only physical strength but also the Basque people's close relationship with their rugged landscape.

During the 19th century, these traditional games gained prominence as local festivals, or fiestas, provided organised settings for competitions. These events became an essential part of public festivities, during which villagers could gather to watch athletes demonstrate their prowess in various skill-based and strength-based games.

Sports like pelota—a handball game similar to squash—became particularly significant, with professional leagues, tournaments, and a dedicated following across the Basque region and in diaspora communities. Pelota, in particular, has gained popularity internationally, particularly in the Americas, due to Basque migration, and it remains one of the most iconic Basque sports (Etxezarreta & Arrizabalaga, 2019).

In the modern context, Basque sports and games hold dual importance: they both preserve cultural heritage and recognized athletic disciplines. Institutions such as the Basque Sports Federation in Spain and local organizations in France work to protect and promote these sports, coordinating competitions and events that attract national and international audiences. Annual festivals across both regions still prominently feature these traditional sports, and pelota has developed formal leagues and tournaments, including Jai Alai, which has spread globally. This modern adaptation illustrates a dynamic evolution that respects tradition while engaging with contemporary sports culture (Zulaika & Douglass, 2007).

In the French Basque Country (Iparralde), many of these same sports, including pelota, stone lifting, and wood chopping, remain as popular and symbolic as in the Spanish Basque Country (Hegoalde). This cross-border similarity highlights the Basque commitment to preserving a common cultural identity. Despite the political and administrative separation, linguistic and cultural ties have maintained a strong bond between the two regions. The Basque language (Euskara), spoken in both the Spanish and French Basque regions, reinforces this shared identity, underscoring a unity long before establishing modern borders (Urla, 2012).

To this day, cross-border collaboration promotes a unified Basque sports culture. Organizations frequently organize joint events, and athletes from both sides of the Pyrenees regularly compete in one another's tournaments. For instance, the annual Herriza tournament in the French Basque Country often includes Spanish Basque competitors, demonstrating the continuity of these traditions. Both regions have undertaken efforts to formalize and institutionalize these sports, thereby protecting them as significant cultural markers while attracting a global audience (Douglass & Bilbao, 2008).

Overall, the traditional sports and games of the Basque Country are a testament to the Basque people's resilience, community spirit, and dedication to preserving their unique culture. These sports have transcended their practical origins to become symbols of Basque identity, celebrated across political borders and increasingly recognized internationally.



Pelota, one of the most popular Basque sports

IN FRANCE

France, thanks to its history and cultural diversity, has always been a fertile ground for the creation and development of new sports practices. From ball games to water sports, running and horse racing, each region has developed its own sports and traditions, according to its environment, resources and culture.

From the Middle Ages, there is a trace of very varied games, ranging from the game of palm, ancestor of tennis, to the game of mail, ancestor of croquet. These games, often played at parties or fairs, were the occasion for rallies and competitions. For example, la soule, a traditional game from northern France has been played since the 13th century. This discipline, resembling a sort of rugby without precise rules, was a true social event where the entire village took part.

Modern sport emerged in France during the transition from traditional to industrial society (Sylvain Villaret and Philippe Tétart, 2007). This process, marked by the creation of institutions, began in France at the end of the 19th century. During this period, physical activities such as traditional games and gymnastics attracted more followers and covered the territory more effectively.

The 1890s saw various forms of entertainment coexist: gymnastics parades, traditional games, and the first sports competitions (cycling races, boxing exhibitions, etc.). Before sport became deeply rooted, benefiting from the boom in associations linked to the July 1901 law and the 1906 social laws, traditional games remained vibrant and enjoyed a strong following in certain regions of France.

Northern France was undoubtedly the most active region, with a variety of practices such as archery, crossbow shooting, bowling, and pigeon racing (Alex Poyer, 2007). However, some traditional games played during the Ancien Régime, such as soule or jeu de paume, were on the verge of disappearing by the 19th century. While urban centers, starting in the late 19th century, embraced athletic sports as symbols of modernity and progress, rural areas were more resistant and continued to engage in traditional physical activities.

Before 1880, traditional games societies involving bowls, darts, skittles, ball games, archery, and billiards were more numerous than gymnastics and sports societies in Lille. This trend reversed after 1890, although the adoption of sports in the North was slower in smaller towns and rural areas. The example of la bourle illustrates the persistence of certain games.

By the late 19th century, the bourle was part of the social life not only of rural populations but also of workers, often recently arrived from the countryside (Fourret, 2000). It only truly began competing with sports after World War I, as the divide between audiences and participants grew increasingly pronounced. For example, in Tourcoing, there were 244 bourloires in 1900, but only about a dozen remain today.

The two World Wars marked a decisive turning point in the history of traditional sports in France. During these periods of conflict, physical activities gained crucial importance, both for boosting troop morale and for training soldiers physically.

It is worth noting that during World War I, soldiers regularly engaged in sports games to entertain themselves and maintain morale. This was how rugby was introduced to northern France by British troops. Similarly, during World War II, the organization of sporting competitions was encouraged to entertain and unify the population. These events helped popularize certain regional sports, such as pelote basque or boule lyonnaise.

In the post-war era, the sports movement became more structured, with the establishment of sports federations such as the French Rugby Federation. These organizations played a crucial role in the development and promotion of traditional sports, as well as in the codification of their rules.

The transition from traditional games to sports has been analyzed by several authors, such as Camy on joutes givordines (1985), Calède on Basque pelota (2002), among others. This process is often seen as a last resort to prevent gradual extinction.

Thus, at the beginning of the 20th century, Basque pelota, rugby, and boule lyonnaise were very popular sports, practiced both at amateur and professional levels. These sports were present throughout France, contributing to the sporting identity of each region.



Boule lyonnaise, a very popular sport in France

Sports federations have played a crucial role in preserving and promoting these traditional sports. They have codified the rules, structured the practice and set up competitions. They have also helped bring these sports to the attention of the general public, through sporting events, exhibitions and publications. These federations include the Fédération Française de la Pelote Basque, which has been promoting and developing this traditional Basque sport since 1922 or the Fédération des Jeux et Sports Traditionnels, which groups together numerous regional disciplines, such as boule lyonnaise or straw bale throwing.

Others, however, have failed to integrate into the sports world and remain marginalized or have disappeared entirely. Examples include the jeu de quilles (despite an attempt to create a federation) and paume lilloise, which was supplanted by tennis, a game more aligned with the principles of modern sport.

At the turn of the 20th century, traditional games experienced a resurgence in popularity. The development of physical education in schools promoted sports practice, and traditional games were integrated into school curricula, contributing to their spread and recognition.

Among the many traditional games and sports practiced in the region of Occitanie, some are now listed as part of France's intangible cultural heritage, while others are grouped into associations or folklore groups. Some have even become fully recognized sports. Pétanque is the most well-known sport in Occitanie today, particularly because the modern version of the game is said to have been born in 1908, thanks to Jules Hugues during a match played in La Ciotat.

Almost every region in France has its own traditional ball or racket game. In the case of Occitanie, it is the jeu de balle au tambourin, a variation of the game of paume, that stands out as the major reference. Created in the Hérault region in the 19th century, it was popularized in the aftermath of World War II, particularly thanks to the Occitan writer Max Rouquette.

In addition, there are many traditional games and sports that captivate the general public, such as the course landaise, course camarguaise, pilou, pelote basque, and Béarnese games, which are specific to certain areas of Occitanie.

Today, there are many initiatives aimed at preserving and promoting these traditional sports. Festivals, competitions, and exhibitions are organized throughout France to introduce these lesser-known disciplines. Associations are also working to preserve and pass on these sports. They collaborate closely with sports federations, local authorities, and schools to develop both the practice and knowledge of these activities.

It is in this spirit that Jean Dujardin, a Parisian passionate about traditional sports, founded the association "*Les Jeux de nos Régions*". This organization aims to showcase and promote the traditional sports of all French regions.



IN PORTUGAL

Back at the end of the 19th century, when the sports movement was born in Portugal, traditional games were the predominant recreational activity in almost all towns and cities, including capitals (Serra & Serra, 2017). In Portugal, evidence of the existence of traditional games dates back to prehistoric times, and it is possible to ascertain that activities such as dances, music, gymnastic games, cartwheels, jumps or boxing matches have been practiced (Coêlho et. al, 2013).

However, although traditional games have been preserved over time through mechanisms of oral transmission and cultural inheritance (Serra & Serra, 2017), there were circumstances that contributed to the decline of this phenomenon. On one hand the generalization of sport quickly took place, supported by practical specializations and the creation of clubs (Serra & Serra, 2017). On the other hand, the attractive power of television has changed the family evenings that used to be spent playing games (Serra & Serra, 2017).

These changes have primarily affected big cities, and only then medium and small towns since the villages acted as isolated “islands” and were immune to all these alterations. As a result, the games preserved by tradition maintained their supremacy over sports until the 1940s, and many of them were still in regular practice until the 1970s (Serra & Serra, 2017).

Nowadays, in Portugal, the current record of practicing these popular and traditional games is scarce currently occupying around 5% of the free time of adults whose interests are directed towards other activities (Rodriguez et al., 2019). Nevertheless, a group of investigators were able to find the most popular traditional games amongst adults and children.

In this specific investigation, the game of Malha was one of the most mentioned games by the participants in this study, more specifically the adults (Rodriguez et al., 2019). Its importance can be dated back a few years since authors such as Cabral (1998) illustrated it as one of the most practiced traditional games in Portugal, as well as one of the most important cultural manifestations of this country (Bonaldo do Nascimento et al., 2015). In addition, “*Jogo do Chavelho*” was also referred. In the same study, when interviewing children, it was possible to conclude that the most practiced games were sack races, catch and rope pull, among others (Rodriguez et al., 2019).



Jogo da Malha, one of the most traditional games practiced in Portugal by adults

Although we were able to find evidence of the presence of traditional games, we can see that it is necessary to devise a strategy to preserve them. Therefore, according to the Declaration on Traditional Games (2001), the strategy should encompass the following points: conducting an initial research where stories are compiled; conserving and preserving the data collected; disseminating the information through communication channels, the creation of websites or virtual museums, among others.

In Portugal, in order to preserve the Traditional Games, a set of guidelines were established. At first instance, a review of endangered and extinct games has been carried out followed by a compilation of traditional Portuguese games. Moreover, a bibliographical review of existing literature on traditional games was conducted. Last, but not least it was created a Portuguese Federation of Traditional Games who aims to share and raise awareness on the importance of this games (Flor, 2017).

LET'S PRACTICE TGS4INCLUSION

This manual is the main output of the TGS4INCLUSION project and it collects 24 traditional games practiced in the local communities of the partners with their target groups. It provides a comprehensive guide on these traditional games and sports regarding:

Name of the game/sport

Name of the game in the country where it was played. The games may have a different name in other countries or even in different regions within the same country

Country

Country of origin of the game or traditional sport

Duration

Estimated time of game duration. In the case of sports, it will depend on the rules

Number of players

Estimated number of participants, except in games and sports as determined by the rules

Material

Material used in games. For sports, a specific material is used according to the rules

Space

Space needed to develop the game. For sports, characteristics of the playing field or space are established in the rules

Description

Explanation of how to play the game or sport

Rules

Guidelines that regulate the game action, as well as the components of the game prior to the action (space, time, etc.)

Advices

Adaptations made by each partner in each game according to their target group, regarding space, time, rules, material...

Variations

Modifications or changes in a game, considering that they can vary in different countries or even in different regions within the same country

Did you know that...?

Information on literary references, historical, curiosities...

The manual has been developed through a participatory process, following the guidelines learned during the Training of Trainers carried out in Fuente de Piedra (Spain) and the set of the local activities, where the youth workers have developed the content and have adapted the traditional games and sports to different groups with fewer opportunities.

It's a valuable resource for trainers, coaches, youth workers, educators and other stakeholders willing to implement these traditional games and sports, adapt them to their internal practices and gain results by promoting the social inclusion.

Before getting into the description of the traditional games and sports, the manual collects general tips and recommendations for adapting them to the following target groups:

- **People with functional diversity (mental disabilities)**

Task adaptation

- Initially present simple tasks that gradually increase in difficulty based on the participants' level and performance.

Rules adaptation

- Reduce the game time (to account for short attention spans).
- For complex games, start with a general explanation and provide constant support during play with guidance on basic rules, instructions, etc.
- Use simple scoring systems.

Material adaptations

- Use a limited number of objects at a time (to avoid distraction).
- Select large, slow objects that allow for any type of handling.
- Allow a preliminary period for handling and experimenting with the objects before starting the game.

Adaptations in the space

- Reduce or increase play space.
- The facilities must be free of obstacles and architectural barriers.
- Avoid slippery surfaces.

Methodology adaptations

- Adapt the language to the comprehension level of the participants.
- Enhance communication channels (auditory, visual, gestural, and even written). The more stimuli we provide, the richer the learning experience will be.
- Organize groups where the more advanced participants help those with greater difficulties. It is essential to foster habits of collaboration and support among the more skilled individuals.

Other recommendations

- Avoid any type of paternalistic relationship; treat the participant naturally and spontaneously.
- Use a tone of voice that does not convey pity or sadness.
- Structure the environment with routines, organization, and motivation to help participants with their self-control.
- Use of basic tools for behavior management: positive reinforcement, temporary exclusion, establishment of group and personal boundaries, etc.

- **People with hearing impairment**

Task adaptations

- It is recommended to use fewer games in a session, as explaining a new game each time takes up significant time.
- To minimize time loss, the structure and organization of the groups should be changed as little as possible or done so coherently.
- Provide the participant with prior information about the activity to be carried out, either in written or oral form.
- Provide any changes to rules or norms in writing.

Adaptations in the space

- The sound environment must be controlled (the noise level should not be high, as it will be amplified if the participant uses hearing aids), and a quiet atmosphere should be ensured because if someone speaks amidst noise, the information will be poorly received.

Methodology adaptations (mainly regarding communication)

- The youth worker should stay close to the participant.
- The participant must be able to see the youth worker's face when speaking (avoid walking around or covering the face).
- The youth worker should remain still while speaking and maintain eye contact with the participant.
- Speak clearly, slowly, directly to the participant, and articulate each word.
- The youth worker should be expressive when speaking.
- Use proper language with short, simple sentences.
- Avoid shouting.
- Always check the participant's understanding of what has been said.
- Establish a set of standardized gestures that prompt responses from both the participant with hearing loss and the rest of the group (e.g., raising both arms signals participants to gather, lowering them starts the game, etc.).
- Facilitate communication with the participants using body language, gestures, and visual means such as drawings, images, or tactile elements.

Other recommendations

- Ensure they are aware of their abilities and limitations.
- Motivate the participant using their prior experiences, avoiding overly demanding activities to guarantee success and boost their self-esteem during class.
- Some deaf people may experience anxiety, shyness, or lack of motivation. Therefore, it's important to foster a group atmosphere of collaboration and inclusivity, ensuring that everyone feels engaged in the same dynamic they have voluntarily joined.

• **People with visual impairment**

Task adaptations

- Ensure a clear structure in games that are not overly complex and are well-defined, so the participant knows the components of the activity at all times.
- Provide initial information about the activity so the participant knows what will happen and can anticipate it. This also helps reduce the fear associated with performing new activities.
- Provide information from specific to general. To help the participant understand the overall concept of an activity, first teach the individual parts. Without vision, it is more challenging to form a general idea of complex physical activities.

Rules adaptation

- Reduce the game time (to account for short attention spans).
- For complex games, start with a general explanation and provide constant support during the game with guidance on basic rules, instructions, etc.
- Simplify the rules.

Material adaptations

- Tactile recognition of the material to be able to perceive the weight, size, elements that compose them and their function.
- Use sound balls, soft or textured ones.
- Ensure contrast between materials and the color of the floor and walls.
- Use bright colors and large equipment to assist the participant during play.

Adaptations in the space

- Tactile recognition of the structure and working elements accompanied by verbal reinforcement.
- The space and any visual elements that can serve as orientation, such as light points, fluorescent lights, color contrasts, etc., should be identified.
- Use some reinforcement for orientation, such as tactile lines, which are adhesive tapes.
- Reduce or increase play space.
- The facilities must be free of obstacles and architectural barriers.
- Avoid slippery surfaces.

Methodology adaptations

- Give more detailed explanations of the games to help the participant better understand the overall game and adapt their role accordingly.
- Avoid overusing gestures or reinforce them with words to prevent the participant from unconsciously deciding that the youth worker's instructions are not useful or requiring additional individual explanations beyond the general information provided to everyone.
- Verbalize the actions to be performed so that the participant knows at all times what they need to do and what others are doing. This will help them integrate better into the activity.
- Use concrete vocabulary to facilitate the participant's understanding. For example, establish a fixed code, such as naming certain exercises that are repeated.
- The youth worker's voice can serve as a point of orientation throughout the session and they will provide continuous references to where they need to go, while also using their voice to reassure and reduce fears.

Other recommendations

- When there is an activity in which the blind participant cannot participate alone, the accompaniment system is used. This involves one of their mates acting as a guide with a rope tied at both ends. The blind participant and their companion hold the rope with one hand, performing coordinated but alternating running movements. This ensures that the guide's and the blind participant's movements are correct.

- **People with motor disabilities**

Task adaptations

- Different mobility options for the participant should be anticipated: using a wheelchair, with a walker, assisted by the youth worker, or with their own body on the floor, protected by mats.
- Modify the movement patterns of the direct opponents of the player with reduced mobility.
- Adapt the skills to make them achievable.
- Add additional skills for the rest of the group or direct opponents, leveling out inequalities.

Rules adaptation

- Adptation or inclusion of new rules or specific prohibitions.
- Add the ritual of counting aloud to give students with reduced mobility more time.
- Penalize collisions for safety reasons.

Material adaptations

- Use soft materials for players with gripping difficulties.
- Provide alternative or adapted materials.

Adaptations in the space

- The facilities must be free of obstacles and architectural barriers.
- Avoid slippery surfaces.
- Define the playing area with a smooth surface (to facilitate movement based on the type of mobility) and flat terrain (to avoid uneven ground).
- Adjust distances by increasing those for players without disabilities or reducing them for players with disabilities. To compensate for disadvantages in running, it is recommended to conduct a preliminary race to observe the difference between the majority of the group and the player with reduced mobility. Once this approximate distance is identified, it can be applied to other activities.
- Include shelters in tag games to provide players with significantly reduced mobility a chance to rest and gain an advantage.

Methodology adaptations

- Manual support is often essential; sometimes, it is necessary to hold the participant to help them perform certain movements.
- In situations where a player cannot participate due to the severity of their condition, a smaller group should be organized. For example, the activity can be adapted to be performed on the ground.
- When organizing groups, we can use equality strategies (creating a handicap for the other team) or compensation strategies (adding or reducing players in the team with the handicap, or giving the participant with motor disability an advantage).

Other recommendations

- Avoid any type of paternalistic relationship; treat the participant naturally and spontaneously.
- Use a tone of voice that does not convey pity or sadness.
- For those in wheelchairs, keep in mind that they view their wheelchair as a valuable tool that allows them greater mobility and access to spaces. Therefore, eliminate any negative connotations.
- Offer positive reinforcement.
- Assist the participants whenever they need help, but always allow them to take the initiative.

• **People in risk of social exclusion**

Communication

- Be explicit about what is expected of the participants.
- It's important to communicate with young people and be available to listen to them throughout the activity.
- Use a less managerial style in the sessions. Let the young people flow, take their skills, their efforts, show themselves.
- Misbehavior, such as criticizing a peer, will not be condoned by the youth worker.
- Within communication, an important component is feedback given and received from the youth group.

Action

- Be empathic. Putting yourself in the other's shoes is the best way to avoid or resolve conflicts in the group.
- One of the most frequently cited working methods on how to work with young people at risk of social exclusion to develop life skills is to act from what is seen and tested in activities, not ideas previously established and inflexible.
- Through experience and trial and error, aspects of the methodology can be changed.
- Having a basic session structure is important to facilitate learning.
- Awareness talk: held at the beginning of the session, talks about the objectives to be achieved, at the level you are at and it is time to specify to participants what is expected of them during the session. It is also the time to make approaches by asking personal questions of the day to day, showing interest in each of the people present.
- Group meeting, which takes place at the end of the session. The participants and the youth worker sit in a circle for about 10 minutes, questions are asked in the direction of the participants' feelings and experiences during the session. The youth worker has a key role, his/her function is to direct the group's behaviour by asking questions about what was worked on in the session. This strategy aims to give participants more responsibility and control.
- Set up sessions with the same chances of success for all.
- The priority of games is not to win, but fun and good behavior, so strategies can be used not too competitive.
- In games where there are roles, make a radical change of roles so that everyone can do everything.
- Establish responsibilities within the group.
- Allow participants to take leadership roles in the sessions.
- Involve participants in decision-making.

Strategies for improving participation

- With participants with a different culture background, the activities should be carry out in their neighborhood to ensure accessibility and fostering a sense of familiarity and community.
- Recognizing what is done well, and encouraging improvement is also a strategy to keep boys and girls motivated to participate in sport activities.
- Seeking a bond is important to gaining the trust of young people.
- Transmit a range of educational values, encouraging honesty with fair play.
- Keep the group together, seeking cohesion among young people so that they feel at ease.
- Promote autonomy and responsibility.

- **Migrants**

General practical guidelines

- Many young migrants are reluctant and distrustful of engaging in initiatives that do not come from their own environment. It's important to take the activities to their spaces, meeting places, associations, public spaces where informal relations are established with compatriots while making new contacts with natives.
- Incorporate language support during the activities so the people that don't know the language of the country they are trying to integrate get more comfortable with it.
- Take into account the wide variety of situations, marked by variables such as nationality, gender, age, length of residence, etc.
- Take into account their differences when it comes to conceiving and living out certain principles of sport such as competitiveness, individualism and prestige.
- Tailoring the activities regarding the specific religious or cultural requirements of migrant groups.
- Prior intercultural training can be useful to understand some cultural codes such us touch or eye contact that can be a major cultural obstacle.
- In some cultures, the mixing of men and women can be a hindrance, so ask participants for their opinion on their choice of team or game.
- The gendered distribution of games is a reality, so some people refuse to play certain games that girls play at home.
- Participants should be involved in the activities and, if possible, should organize and lead them.
- Promote the positive role models (peers).

 **Name of the game/sport**

CUBA LIBRE


 **Country**

SPAIN



 **Duration:**
10-15 min

 **Number of players:** 6-15

 **Material:** No material needed

 **Space:** Large space

Description

One player will be the one who has to catch the others. To protect themselves and not be caught the participants need to say "¡CUBA!".

After that phrase they have to stay still, opening their arms and legs (star position). They will not be able to move until another partner passes under their legs and says "¡LIBRE!".

If the catcher touches someone before he or she says "¡Cuba!" that person will be the catcher then.



Rules

- After saying "¡Cuba!" you can't move or change star position.
- You are back in the game when another participant saves you passing under your legs.
- If all participants say "¡Cuba!" and no one is saved, the game should start again with another catcher. The new catcher would be the last who said "¡Cuba!".

Advices

- If any participant has difficulty getting under the legs because of mobility difficulties, the saving will be touching the hand.
- If any participant has difficulty with touching or being touched, the saving will be making a special movement or gesture that the group decides.
- If any participant has hearing loss, we can omit the phrase "¡Cuba!" and "¡Libre!" and change it for a gesture.

Variations

In Spain, this game is also known as "Tulipán" and is a version of the traditional "game Pilla-pilla" ("Tag" in English).

Did you know that...?

"Tag" is a universal game, meaning it has no language or borders. It is one of the first games children learn, and its origin is undefined. What is certain is that it is a game passed down from generation to generation.


 **Name of the game/sport**

CUATRO ESQUINAS


 **Country**


SPAIN



 **Duration:**
10-15 min

 **Number of players:** At least 5

 **Material:** Something to delimited the 4 corners

 **Space:** Large space (4 corners)

Description

The space is delimited by 4 corners. In each corner will be placed a player and another one in the center.

The players on the corners have to exchange positions while the player on the center tries to get a position from those that are free before it is occupied again.

The one who loses goes to the center.



Rules

- To start the game, all the players will stand in the center and they will run towards a corner. The player who will be left without a base will be the player on the center.
- The players should not be in the corners for more than 5 seconds.

Advices

- If a participant has mobility problems, we can adapt the game to walking instead of running, having help from a youth worker or a partner.
- If there is a diversity of abilities in the group, the change of position can be made at the moment the trainer says "Go!".
- If they have hearing difficulties, they can change this phrase for a specific gesture.

Variations

If there are more than 5 players, other corners can be added. The space would be something similar to a baseball field, with several corner bases.

Did you know that...?

This game appears in numerous literary books: "Cánovas" (1912), by Benito Pérez Galdós or in "Las cuatro esquinas" (1980) by Gianni Rodari. Also Vargas Llosa, deals with the symbolism of the game, relating it to Paradise, unreachable for human beings.

 **Name of the game/sport**

RAYUELA


 **Country**

SPAIN



 **Duration:**
Indefinite

 **Number of players:** 1 or more

 **Material:** Something to draw the squares and small stones

 **Space:** Large space

Description

The stone is thrown into the square number 1, and the player hops to square number 2 and continues up to 10 on one or two legs, depending on the hopscotch layout.

On the way back to the start/finish line, the player must stop in the square with the stone and pick it up.

When the player successfully completes a turn with the stone in square one, he/she will throw the stone into square 2 and so on until the player has completed all ten squares.



Rules

- The stone has to be thrown into the square and without touching any line.
- If you throw the stone and do not hit the corresponding square, the player loses the turn.
- During jumps, it must step inside the square, trying not to step on any line of the playing field.
- The square occupied by the stone cannot be stepped on, it must be jumped over.

Advices

- The size of the squares can be modified to facilitate the game.
- Several opportunities will be given to throw the stone and place it in the appropriate square.
- Replace one-leg jumps with two-foot jumps or steps.

Variations

This game has many variants and is called differently depending on the country or even in different regions within the same country.

Did you know that...?

"Rayuela" is one of the most well-known traditional games in the world. It is believed that it was developed during the Renaissance in Europe and is based on the book "The Divine Comedy" by Dante Alighieri. Julio Cortázar titled one of his novels "La Rayuela" in reference to this game.


 **Name of the game/sport**

RATÓN QUE TE PILLA EL GATO

 **Country**

SPAIN



 **Duration:**
10-15 min

 **Number of players:** At least 6

 **Material:** A small object, like a handkerchief

 **Space:** Indoor or outdoors

Description

Participants will sit in a circle. The person holding it (the "mouse") will carry an object in his hand, and while the participants with their eyes closed sing a song he will run around the circle and leave the object behind the person he chooses as a "cat".

The cat will stand up and chase him. If he/she catches it again the same mouse stays, and if the mouse sits first in the cat's place and does not catch it the cat will stay.

Song:
*"Ratón que te pilla el gato,
Ratón que te va pillar,
Si no te pilla de noche,
Te pilla de madrugá."*



Rules

- You can't open your eyes until you finish singing the song.
- The mouse has to try to sit on the cat's seat
- You cannot go through the circle inside during the chase.

Advices

- If any participant has mobility problems, the game can be organized in a circle where everyone is seated in chairs.
- If any participant has mobility problems, the "mouse" and the "cat" can be allowed to move slowly, facilitating participation by all.

Variations

Participants will hold hands and form a circle. As they sing, the "mouse" will run zigzag through the gaps between the participants' arms and around the circle. The "cat" will have to chase you, but the participants will lower their arms and not let him/her pass, although it can slip through the gaps as long as it does not break them when passing.

Did you know that...?

In many countries and cultures this game is accompanied by different children's songs sung by the circle players during the chase.

Name of the game/sport

EL MATE

Country

SPAIN



Duration:
Indefinite

Number of players:
At least 4 per team

Material: A ball and something to delimitate the space

Space: Large space

Description

Two teams with the same number of players face off in a field marked by lines or any other material. Both teams must stay within their designated area.

The objective of the game is to eliminate ("to burn") opponents by throwing a ball and hitting them.

The winning team is the one that eliminate the opposing players before their own team members are eliminated.



Rules

- To eliminate an opponent, you must hit them with the ball on any part of their body without them catching it.
- If you catch a ball in the air thrown by an opponent, you are not eliminated.
- You are not eliminated if a ball hits you after it has bounced.
- You cannot leave your playing area or invade the opposing team's area.
- If the ball leaves the playing zone, it will be reintroduced by a eliminated ("burned") player from the opposing team.

Advices

- Depending on the participants' mobility, it may be advisable to adjust the playing area. If they have difficulty moving, reducing the space can make the game more dynamic.
- If participants struggle with coordination, opting for a larger ball can make catching and throwing easier.
- To improve understanding and provide quick recognition of opponents, use distinguishing T-shirts for each team.

Variations

- Players who are eliminated ("burned") can return to the game if they manage to eliminate a player from the opposing team by successfully "burning" them.
- Allow eliminated ("burned") to move around the entire playing area. Initially, they are only allowed to move behind the opponent's playing area.

Did you know that...?

The sports dodgeball and datchball have their origins in this game. Dodgeball emerged in the 1960s as a university discipline in the United States and gained worldwide popularity following the success of the movie "Dodgeball: A True Underdog Story".

 **Name of the game/sport**

EL ELÁSTICO


 **Country**


SPAIN



 **Duration:**
Indefinite

 **Number of players:**
At least 3

 **Material:** Textile elastic band, approximately 2-3m long

 **Space:** Large and open space

Description

Two people stand face to face and hold the elastic band with their legs open so that there is a space in the middle for jumping.

Then, one or more people have to perform certain exercises to the rhythm of a song that the other participants play.

The exercises can consist in: step on the elastic band with one foot or both feet, pass foot or leg over the elastic band, roll and unroll the elastic band to the leg, jump with both feet in the middle or leaving one out...



Rules

- The player who makes a mistake in their required movement loses and switches with the player who has been holding the elastic band the longest.
- Each player must remember the level he/she reached. When it his/her turn again, he/she starts at the level he/she did not complete.

Advices

- Increase the space between the players holding the band to give participants more freedom in their movements.
- Reduce the number of steps.
- Simplify the difficulty of the steps, avoiding combined movements like jumps and turns.
- Include visual reinforcement by having a helper demonstrate the movements to aid comprehension.

Variations

This game is played with different levels: ankles, half calf, knees, half thigh, hip and waist. There are also a large number of songs to accompany the jumps on the elastic band.

Did you know that...?

The origin of the game "elástico" or "goma" is unclear. While it is true that modern elastic is made from rubber, evidence has been found of indigenous peoples in Bolivia, Argentina, and Uruguay using llama gut for a similar purpose (Fernández, 1998).

 **Name of the game/sport**

SOKATIRA


 **Country**


BASQUE COUNTRY



 **Duration:**
Indefinite

 **Number of players:** 2 teams (8 participants per team)

 **Material:** A rope (approx. 32m), ground markers and handkerchief

 **Space:** Large and open space

Description

Sokatira, also known as "tug-of-war" is a traditional sport that involves 2 teams pulling on opposite ends of a rope, aiming to drag the opposing team across a designated line. Each team positions itself at opposite ends of the rope, gripping it firmly.

Upon the referee's signal, both teams pull in unison, striving to move the opposing team past a predetermined point on the ground. The match continues until one team successfully pulls the other across this line.



Rules

- Teams consist of 8 members, with combined weight categories: 560kg, 640kg, or 720kg, depending on the competition level.
- The rope features a center mark, and additional markers are placed 2m on each side to indicate the pulling zones.
- Participants must pull within their designated lanes, usually 2m wide; stepping outside these boundaries can result in disqualification.
- The use of adhesives or substances to enhance grip is prohibited.
- Matches are often conducted in a best-of-three format, with teams switching sides between pulls to ensure fairness.

Advices

While this sport requires teamwork and high physical effort, its competitive nature can be intimidating or overstimulating for individuals with physical, emotional and mental health challenges.

- Use a lighter rope and reduce the intensity by limiting the pulling force required. This is very important but difficult as per the nature of the activity itself.
- Encourage collaboration by creating mixed-gender and ability teams to foster a sense of unity. Call for the main youth workers to join can boost the participants' motivation.
- Add breaks between rounds to accommodate participants with lower stamina.

Variations

Mixed-gender teams to promote inclusivity and competitions on different surfaces, such as grass, sand, or indoor mats, to introduce varying levels of difficulty.

Did you know that...?

The simplicity of this sport makes it one of the oldest and most widespread sports in the world today. In Cantabria, Asturias, the Basque Country and Navarre it is considered a rural or traditional sport, with numerous clubs and frequent competitions. It was part of the Olympic Games from 1900 to 1920, but has not been included since then.


 **Name of the game/sport**


**HARRI
JASOTZEILEA**


 **Country**

BASQUE COUNTRY



 **Duration:**
Varies per
attempt

 **Number of players:**
Individual sport

 **Material:** Stones of specific
shapes and weights and
protective gear

 **Space:** Large
and open space

Description

Harri Jasotzea, translating to "stone lifting", is a traditional Basque sport that tests individual strength and technique. Participants lift stones of various shapes and weights from the ground to their shoulder, showcasing both power and skill. The athlete selects a stone, which can be cylindrical, cubic, rectangular, or spherical, with weights ranging from 100 kg to over 200 kg. The objective is to lift the stone from the ground and place it onto the shoulder in a controlled manner. The lift is considered successful when the stone rests securely on the shoulder, and the athlete maintains balance.



Rules

- The lift must be executed solely by the athlete's physical strength, without external assistance or mechanical aids.
- The stone must be lifted from the ground to the shoulder in one continuous motion.
- Dropping the stone before it reaches the shoulder or using improper technique results in a failed attempt.
- Competitions may involve lifting a stone as many times as possible within a set time or lifting progressively heavier stones.

Advices

- This game is highly physically demanding and not suitable for participants with low energy or physical/emotional limitations.
- Replace stones with lighter, soft-weight alternatives (e.g., sandbags or foam blocks).
 - Organize a non-competitive version where participants can set personal goals, encouraging individual progress rather than competition.
 - Integrate storytelling about the cultural significance of the game to maintain engagement.

Variations

Athletes may train with stones of various shapes to develop versatility and adapt to different lifting challenges. Although primarily an individual sport, team events can be organized where groups compete based on cumulative lifts.

Did you know that...?

One of the most famous harrijasotzaile champions is Iñaki Perurena who in 1999 achieved the record of 1000 continuous lifts of a 100 kg stone in 5 h, 4 min and 46 seconds. He was the first lifter to lift stones of 300 kg or more, reaching 322 kg in 1994. Mieltxo Saralegi holds the current record (329 kg), obtained in 2001.

Name of the game/sport

ESKUPILOTA

Country

BASQUE COUNTRY



Duration: Matches are usually played to 22 points

Number of players: One-on-one (singles) or in pairs (doubles)

Material: A leather ball

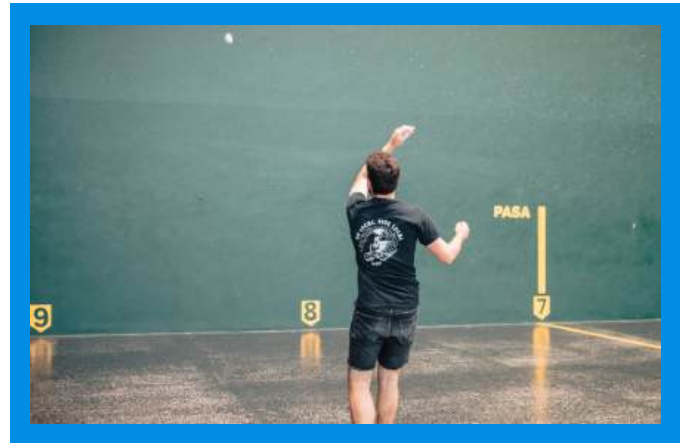
Space: A court featuring a front wall (frontis) and often a left side wall

Description

Eskupilota, also known as pelota mano or hand-pelota, is a traditional Basque sport where players use their hands to strike a ball against a wall, aiming to outmaneuver their opponent and score points.

Players take turns striking the ball with their hand, aiming to rebound it off the front wall within the designated play area.

The objective is to make the ball difficult for the opponent to return, thereby scoring points.



Rules

- **Serve:** The game begins with a serve, where the ball is struck to hit the front wall and land within the opponent's play area.
- **Return:** After the serve, players alternate hitting the ball before it bounces twice on the ground.
- **Scoring:** A point is scored when an opponent fails to return the ball correctly, such as allowing it to bounce twice, hitting it out of bounds, or committing a fault.

Advices

The intensity and hand-eye coordination required in this game may challenge participants with low energy or coordination difficulties.

- Use softer balls to reduce the risk of injury and make the game more accessible.
- Simplify the rules, focusing on friendly rallies rather than scoring.
- Offer smaller courts to reduce movement demands.

Variations

While traditionally played in singles or doubles, variations can include larger teams with modified rules to suit group play. Eskupilota can be adapted to different surfaces, such as outdoor walls or gymnasiums, with appropriate modifications to the ball and rules.

Did you know that...?

The origin of the game dates back to the 13th century in the Kingdom of Navarre, where a very similar game known as the game of palm was played. It is believed that various ball games, such as la pelota vasca, la pelota valenciana and tennis, are derived from this game.

Name of the game/sport

LOKOTX BILTZEA

Country

BASQUE COUNTRY



Duration: Usually ranges from 5 to 10 min

Number of players: Individually or in teams

Material: Dried corn cobs and basket

Space: Large space

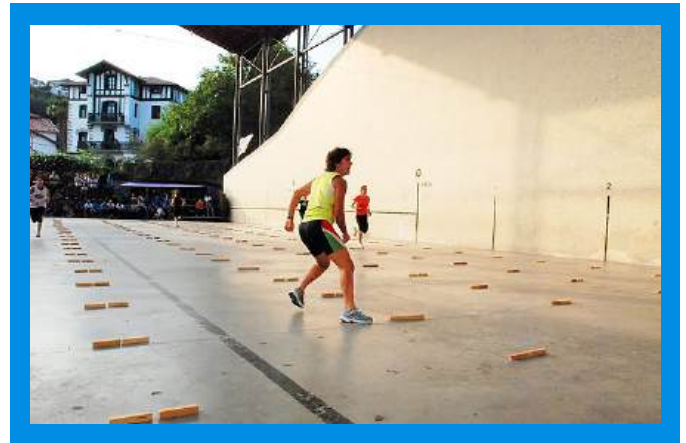
Description

Lokotx Biltzea, translating to "*cob gathering*", is a traditional Basque sport that combines speed, agility, and strategy.

Usually, 25 cobs are placed in a straight line, each spaced 1.25m apart and the basket at one end of the line to collect the cobs.

Participants start at the basket's location. Upon the signal, they run to the nearest cob, pick it up, return to the basket to deposit it, and then proceed to the next cob in sequence.

This process continues until all cobs are collected and placed in the basket.



Rules

- Cobs must be collected in order, starting from the nearest to the farthest.
- Only one cob can be carried at a time.
- The game concludes when all cobs are successfully placed in the basket.
- The player or team that completes the task in the shortest time is declared the winner.

Advices

This game involves repetitive bending and physical movement, which might not be suitable for participants with mobility issues or fatigue.

- Reduce the distance between the corn cobs or items to minimize physical strain.
- Use lightweight and easily graspable items.
- Encourage group participation where members take turns, reducing the individual workload.
- Create a mixed group to facilitate effective human resource management.

Variations

Teams can compete in relay style, with each member collecting a set number of cobs before passing the turn to the next teammate. We can also introduce obstacles between the cobs and the basket can add complexity and challenge.

Did you know that...?

Originating from agricultural practices, this game has evolved into a competitive event featured in various Basque festivals and sports gatherings.

Name of the game/sport

SAKU LASTERKETA

Country

BASQUE COUNTRY



Duration: A few minutes, depending on the race distance

Number of players: Individually or in teams

Material: Sacks

Space: A designated track, usually 30 to 50m long

Description

Saku Lasterketa, translating to "sack race" is a traditional Basque game that combines physical agility with festive entertainment.

Participants place both legs inside a sack and gripping the top edges to secure it around their waist.

They line up at the starting point and upon the start signal, they jump forward towards the finish line, aiming to outpace their competitors.

The first participant to cross the finish line while remaining within their sack is declared the winner.



Rules

- Both legs must remain inside the sack throughout the race.
- Participants must jump; running or walking inside the sack is not permitted.
- The entire body, including the sack, must cross the finish line to complete the race.
- Intentional interference with other racers results in disqualification.

Advices

High-energy activities like sack races can be overly demanding for participants with reduced stamina or physical challenges.

- Use shorter distances for races and allow rest periods.
- Pair participants in teams to provide support and promote inclusivity.
- Replace traditional sacks with soft, lightweight bags for safety.
- It is crucial to involve youth workers into the team of players to promote inclusivity.
- This activity can be combined in one turn to create a multi-game race combining various steps.

Variations

Teams of participants can compete in relay formats, where each member completes a race segment before passing the sack to the next teammate. We can incorporate obstacles into the racecourse to increase difficulty and add excitement.

Did you know that...?

This game dates back to the 17th century, when vegetable farm workers played after lunch as entertainment and warm-up to be able to continue with the tasks of the field. It is a classic game in popular parties or school games.

Name of the game/sport

TXINGA ERAMATEA

Country

BASQUE COUNTRY



Duration: Not limited by time

Number of players: Individual sport

Material: Txingas (cylindrical weights of iron or steel)

Space: Large and open space

Description

Txinga Eramatea, translating to "weight carrying" is a traditional Basque sport that tests an individual's strength and endurance.

Participants carry heavy weights, known as txingas, in each hand over the maximum possible distance without setting them down.

The participant stands at the starting line, gripping a txinga in each hand. Upon the signal, they begin walking along a designated path, aiming to cover the maximum distance possible without setting the weights down.

The event concludes when the participant can no longer continue or if either weight touches the ground.



Rules

- The weights must be held by the handles without resting them on any part of the body.
- Participants may walk at their own pace and are allowed to stop momentarily, provided the weights remain off the ground.
- The attempt ends when a weight touches the ground or if the participant violates any rules.
- The distance covered is measured, and the participant with the greatest distance is declared the winner.

Advices

- Shift the focus to balance and coordination by creating obstacle courses where participants carry manageable loads.
- Replace traditional heavy weights for foam blocks, small sandbags, or even balloons filled with water.
- Transform the activity into a relay-style game where participants pass the lightweight objects to teammates, reducing individual effort and fostering cooperation.

Variations

Instead of focusing solely on distance, participants can compete to see who can carry the weights for the longest duration. Teams can be formed where each member carries the weights for a set distance before passing them to the next teammate.

Did you know that...?

"Txinga eramatea" races arose from the loading of iron ingots from the foundries to the destination. Iparralde was not as industrialized as Hegoalde, that's why they carried pots of milk, hence the modality of "Ontzi Eramatea".

Name of the game/sport

CROQUET

Country

FRANCE



Duration:
Matches are usually played to 26 points

Number of players: One-on-one (singles) or in pairs (doubles)

Material: 2 wooden mallets, 4 balls (blue and black with red and yellow), 6 hoops and a central stake (*peg*)

Space: See reference 41

Description

The goal is to finish the pre-set route, with 2 balls and in the right direction passing each arc twice (first on the first lap and then back) and hit the *peg*.

Each team plays alternately, and a player's turn continues as long as they make successful moves.

If the ball passes through a hoop, you earn an extra shot. If the ball hits another ball (*roquet*), you are allowed 2 additional shots. You then place the ball against the roqueted ball and strike it, ensuring the roqueted ball moves (*croque*).

After the *croque*, you are granted an additional stroke, the continuation stroke, during which the player will typically attempt to roquet another ball or pass through a hoop to keep their turn going.



Rules

- In each turn, a player can roquet each ball only once; however, if they pass through a hoop, they may roquet all the balls again.
- If a ball is knocked out of the field during a *croque*, the turn ends, and the balls that went out of bounds are placed back on the boundary line.
- After passing through all the hoops, the ball must hit the central stake and then be removed from play.

Advices

- Reduce the size of the pitch and reorganize the hoops for optimum accessibility.
- Reduce the number of hoops to be crossed.
- If a participant has mobility difficulties, we can allow him/her to hit the balls from a chair.
- Take time for each stroke and establish a relaxed rhythm.
- For people with visual impairment, use brightly colored balls or balls and hoops equipped with bells or sound devices to indicate targets.

Variations

There are 2 main versions of croquet internationally recognized: the Croquet Association (AC) and the Golf Croquet (GC), but there are many versions of the game: the American Rules Croquet, Nine-Wicket Croquet or Gateball played in Japan for example. There are another variations of croquet in an informal or family way like garden croquet or children's croquet.

Did you know that...?

The most well-known popular reference is by Lewis Carroll, who created a surreal version of the game in the beloved children's novel "*Alice in Wonderland*" where a hedgehog is used as the ball, a flamingo as the mallet, and playing cards as the hoops for the game.

Name of the game/sport

PÉTANQUE

Country

FRANCE



Duration:
Matches are played to 13 points

Number of players:
1 vs. 1 (singles), 2vs.2 (doubles) and 3 vs. 3 (triples)

Material: 6 metal balls per team and a small wooden ball (*cochonnet*)

Space: Set for regulation, with the following minimum dimensions: 12mx3m

Description

The goal is to throw metal balls to place them as close as possible to a small wooden ball called the "*cochonnet*".

To begin a game, one of the players draws a circle on the ground and stands inside it. From there, they throw the *cochonnet* (the small target ball). The *cochonnet* must be visible and positioned between 6 and 10m from the circle.

The player who threw the *cochonnet* throws the first ball, aiming to get as close as possible to the "*target*". Then, the opposing player tries to place their ball closer to the *cochonnet*.



Rules

- The team whose ball is the closest to the *cochonnet* wins the point. The other team must then play their balls to regain the advantage.
- When a team runs out of balls, the other team must play all of theirs. Once all the balls have been thrown, the points are counted.
- The winning team scores 1 point for each ball that is closer to the *cochonnet* than the best-placed ball of the opposing team.
- The team that scores one or more points takes the *cochonnet* and throws it again to start a new round.

Advices

- If a participant has mobility difficulties, we can allow him/her to throw the balls from a chair.
- For people with visual impairment, use brightly colored balls.
- For blind people, delimitate a throwing area with relief. Players can use their sense of touch to guide their throw.
- The youth worker can help the blind player shaking a ball with bells (which serves as the wooden ball in pétanque) several times before the throw.
- The youth worker can assist the blind player using their voice or tactile modeling.

Variations

The pétanque is practiced on all surfaces: clay, gravel, grass, sand...

Did you know that...?

Originating in Provence, the game is now known and played the world over. Its name comes from the Provençal "*pè tanca*", meaning "*planted feet*", in reference to the fixed posture adopted by players when throwing their boules.



Name of the game/sport

MÖLKKY BRETON



Country

FRANCE



Duration:

Matches are played to 56 points



Number of players:

2 to 16 players and in teams (composed of 2 to 4 players)



Material: 1 Mölkky (wooden stick) and 12 cylindrical pins numbered 1 to 12



Space: Large and open space



Description

It is an outdoor game consisting of 12 numbered pins placed in a very specific order (see reference 55).

The aim of the game is to knock down the most of pins with a throwing stick and to reach 22 points (Côtes d'Armor) and go through the different stages: 29 for Finistère, 35 for Ille-et-Vilaine, 44 for Loire Atlantique and 56 for Morbihan. The winner is the first to reach 56.



Rules

- The pins are placed 3 to 4m from the throwing area from which the Mölkky is thrown to score.
- If a fallen pin rests partially on another pin or on the Mölkky, it does not count towards the score.
- After a throw, the pins are put back on their feet exactly where they fell.
- A single pin knocked down: you score the number of points indicated by its number.
- More than one pin knocked down: you score in points the number of pins knocked down.
- If you exceed the 22 points, you must start again from zero. For the next stages, if you exceed the score, you return to the previous stage.
- If no pin is knocked down, it is scored as null.
- A player or team will be eliminated if they have had 3 consecutive zero scores.
- If all players have been eliminated before any player has scored 56 points, the last player not to be eliminated is the winner.



Advices

- Reduce the distance between the thrower and the pins to make throwing easier.
- If a participant has mobility difficulties, we can allow him/her to hit the pins from a chair.
- For people with visual impairment, use brightly colored numbers or larger numbers on the pins.



Variations

We can simplify the rules: Replace counting with a competition based on the number of pins knocked down, without worrying about exact scores.



Did you know that...?

Mölkky, although Finnish, has French declinations such as Mölkky Breton or Marseillaise, whose rules are the same as the traditional ones, but you have to score points by passing through the departments.

 **Name of the game/sport**


DÉLI-DÉLO

 **Country**


FRANCE



 **Duration:**
15-20 min

 **Number of players:** At least 8 (2 teams)

 **Material:** No material needed

 **Space:** Large space (with no dangerous obstacles)

Description

A game of tag where the mice that get caught by the cats must go to "prison" (specific area previously designated in the playing field).

When the first mouse is caught by a cat, it goes to the agreed place and holds out its hand. The second trapped mouse gives its hand to the first mouse and holds out its hand, and so on, forming a chain.

The game continues until all mice are captured and taken to the prison.



Rules

- Before starting the game, players must be divided into 2 groups (mice and cats).
- The mice that are still free must liberate the imprisoned mice by hitting the hand of the last mouse.
- When a mouse manages to hit the last mouse's hand, all the mice are freed and can run away.
- Mice that enter the prison to liberate their companions, cannot be caught by cats in that area.
- When all the mice are caught, the roles will change.

Advices

- Depending on the participants' mobility, it may be advisable to adjust the playing area. If they have difficulty moving, reducing the space can make the game more dynamic.
- Assign roles that do not require constant mobility, such as being in charge of the "prison".
- Replace physical contact (touching the "mice") with the use of objects such as a soft ball to "catch" players.

Variations

This game is the direct extension of the game of the "sorciers" with two well-formalized teams and precisely determined camps.

Did you know that...?

The novel "Le Recel des choses" by Jean-Paul Carminati tells the story of a writer who fails to write his autobiography due to a pathological duel. In it, he recalls his childhood and youth and refers to the game "la déli-delo".


 Name of the
game/sport

LA BALLE ASSISE

 Country


FRANCE



 Duration:
10-15 min

 Number of
players: At least 6

 Material: A soft
ball

 Space: Large and open
space (with no dangerous
obstacles)

Description

A player with the ball ("hunter") must try to hit another player by throwing the ball.

If he/she touches it with the ball, the player sits on the ground. If the ball touches the ground before it touches the player, the target player is not considered touched.

If the target player catches the ball without dropping it, he stands and throws the ball to the hunter to chase another.



Rules

- If the ball touches the ground before it touches the player, the target player is not considered touched.
- If the ball falls to the ground, any player can catch it.
- A player who has recovered a ball thrown by the hunter will not be able to move but if he passes it to a teammate who is sitting to release him.
- The player sitting on the ground has to catch the ball in the air to be released.
- The last player to be hunted wins.

Advices

- Adjust the play space to be accessible and appropriate for group needs.
- Allow rules to be adapted to give extra time or eliminate direct elimination, promoting continuous participation.
- Use balls of different sizes, weights and textures, according to the needs of the group.

Variations

This game is also played in teams. Players on the team of hunters can pass the ball to each other, so they can touch the other team. Seated players can "protect" their teammates by deflecting balls.

Did you know that...?

It is a classic game from school playgrounds or summer camps and very popular with children.

Name of the game/sport

PALET BRETON

Country

FRANCE



Duration:
Match is played to 12 points

Number of players: By teams of one to 4 players

Material: 1 wooden tray (70x70 cm), 12 pucks 1 small puck (the master)

Space: Large and open space

Description

The objective is to throw the pucks as close as possible to the master, without having bounced on the ground, on the board placed 5 m from the thrower.

Each puck from the same team placed on the board closest to the master scores a point for their team.

Rules

- A team has 3 tries to throw the puck and place the master on the board. Otherwise, it's the opposing team's turn to try.
- The team that succeeds in placing the master on the board then throws 1 puck. It's then the opposing team's turn to play and shoot 1 puck. They continue to play until they succeed in placing a better puck than the opposing team.
- A puck that is on the ground, or has touched the ground before reaching the board, is null and void.
- If the master is sent off the board during the game, the game is cancelled and must be replayed.
- When all the pucks have been used, the winning team is the one whose puck(s) are the closest to the master. A puck is worth one point.
- A team scores as many points as it has pucks closer to the master than those of its opponent. The winning team re-sets the master for the next game.
- The first team to reach 12 points wins the game. If each team has won a game, the belle is played to 15.



Advices

- Reduce the distance between the thrower and the master to make throwing easier.
- If a participant has mobility difficulties, we can allow him/her to hit the pucks from a chair.

Variations

The throwing distance of 6 meters can be extended or reduced for beginners. Players can set a limit of points to reach, or an area on the board. Another rule can be set which consists of eliminating the opponent's pucks by pointing at them. The game can be played individually or in teams. In western Brittany, the puck is played on clay.

Did you know that...?

It is one of the many puck games still alive in Brittany and in the west of France . It is a game structured in a federation since 2001 and which can be played in competition.



Name of the
game/sport

BARRA DO LENÇO



Country

PORTUGAL



Duration:
15-20 min



Number of
players: 8-20



Material: A
handkerchief



Space: Large
space



Description

Players are divided into two teams and assigned unique numbers.

At the call of their number, they must race to grab a handkerchief placed in the center and return safely to their side without being tagged.



Rules

- Split players into two teams and assign matching numbers to members of opposing teams. A youth worker calls a number, and the corresponding players race to grab the handkerchief.
- The player with the handkerchief tries to return to their team without being tagged by their opponent.
- Points are awarded for either successfully returning or tagging the opponent.
- The team with the most points wins.



Advices

- If there are any participants with hearing difficulties, signal the number either with your hands or with paper (which will already have the numbers written on it).
- To work toward gender equality between boys and girls, the facilitator should help participants creating mixed teams where everyone has the same opportunities to play.



Variations

New commands can be added such as "fire", where all team members head for the handkerchief, or "water" where no one can move.



Did you know that...?

This game was created based on the relationship between mothers and daughters, and was mostly played by girls.


 **Name of the game/sport**

PASSA ANEL

 **Country**

PORTUGAL



 **Duration:**
10-15 min

 **Number of players:** At least 5

 **Material:** A ring

 **Space:** Indoor or outdoors

Description

The players sit or stand in a circle.

The game is built on secrecy, observation, and a bit of luck.

It involves passing a small object, such as a ring, discreetly between players, while others try to guess its location.



Rules

- Players sit in a circle while one player, the “distributor”, secretly passes a ring to someone else. Another player guesses who holds the ring.
- A correct guess makes them the new distributor, while an incorrect guess results in a penalty.
- The game continues for a set number of rounds or until players decide to stop.

Advices

- For blind players, the ring can be replaced with an object that makes a sound, such as a bell or rattle, to help identify its movement.
- For deaf players, a light touch on the shoulder can be used to ask, “Where is the ring?” ensuring clear communication.
- All players must pass through the “distributor” role.
- Not penalize the player who does not guess who is the “distributor”.
- When working with people from a different cultural background, we may face scenarios in which they don't find the game stimulating or find it difficult to stay focused for long. In this sense, we can include other stimuli or give participants the opportunity to create new rules.

Variations

The game could be played with no verbal communication. The distributor must pass the ring silently, using only subtle hand movements or eye contact to indicate the transfer. Players must rely on their observation skills to guess who has the ring.

Did you know that...?

There are reports of this game from 1800s in the northeast of England and before 1900 in the United States in which children played this game but passing a button.


 **Name of the game/sport**


TRÊS EM LINHA


 **Country**


PORTUGAL



 **Duration:**
Usually at the
best 5 games

 **Number of players:** 2 teams
(3 or 4 players
per team)

 **Material:** 6 handkerchiefs
(3 of one color and
another 3 of another color)

 **Space:** Large
space (9
squares)

Description

There are two teams, each of 3 or 4 members, placed in a row one behind the other.

At the signal of the youth worker, they will have to go running one by one to the board (formed by nine squares) and put the handkerchief, return and give the turn to the next.

The team that manages to do the 3 in line, that is to say, to place all three handkerchief in a horizontal, vertical or diagonal line will win.



Advices

- For blind players, the grid can be made tactile, using raised lines to mark the grid and distinct textures for the O and X pieces, allowing them to feel the board and positions.
- To work toward gender equality between boys and girls, the facilitator should help participants creating mixed teams where everyone has the same opportunities to play.

Rules

- Only one handkerchief can be moved per turn.
- It is totally forbidden to start running before the other teammate reaches the starting line.
- You can never move the other team's handkerchief.

Variations

- In pairs, holding hands, they go out two by two for each team and the dynamics of the game is the same as in individual.
- Before leaving, each team member will do some exercises like jumping, abs, push-ups, squats, etc...

Did you know that...?

This is a classic two-player board game, commonly known as Tic-Tac-Toe. It can be played on a 3x3 grid, which can be drawn on paper, a board, or even on the ground.

 **Name of the game/sport**

ESTICA


 **Country**


PORTUGAL



 **Duration:**
15–20 min

 **Number of players:** 2 or more players

 **Material:**
3 sticks

 **Space:** An open space with enough area to jump

Description

This is a fun and challenging jumping game where players must leap over sticks placed on the ground.

As the game progresses, the distance between the sticks increases, making it harder to jump.

Players are eliminated if they step on a stick or fail to jump correctly, and the last player remaining is the winner.



Rules

- Place 3 sticks on a flat or uneven surface, spaced 1 foot apart.
- Players take turns jumping over the sticks, supporting themselves on one foot. After each round, the last player to jump must place a stick where their foot landed, increasing the distance between the sticks.
- Players are eliminated if they step on a stick or cannot jump between markers with one foot. The game continues until only one player remains, who is declared the winner.

Advices

- If the participants have physical disabilities, the game can be modified to involve other movements, such as sliding or rolling a ball or object over the markers instead of jumping. This way, the physical requirements of jumping can be replaced with other forms of movement that are more suitable for players with different physical abilities.
- Make the game cooperative instead of competitive to reduce the sense of competition which, in some cultures, may lead boys to demean girls. For example, try to get the maximum distance between the whole group.

Variations

By teams, each team member takes turns jumping over the sticks, one at a time. After each jump, the player must tag the next teammate to continue.

Did you know that...?

In some regions of Portugal, the "Jogo do Estica" is used at local festivities as part of traditional competitions, being a means to preserve the recreational culture and promote intergenerational interaction.

Name of the game/sport

CABRA CEGA

Country

PORTUGAL



Duration:
15–20 min

Number of players: At least 5

Material:
A scarf



Space: Indoors or outdoors (with no dangerous obstacles)

Description

This is a game where one player, blindfolded, tries to tag the others, who attempt to avoid being caught.

This player spins to become disoriented, and the first player tagged becomes the new "cabra-cega".

The game continues with players dodging and trying to outsmart the blindfolded player.



Rules

- One player is blindfolded and becomes the "cabra-cega".
- The "cabra cega" player spins to become disoriented while the other players move around and try to avoid being tagged.
- The first player tagged becomes the new "cabra-cega".
- The game continues until everyone has been tagged or a winner is chosen.

Advices

- For people with physical disabilities, the game can be adapted by allowing players to sit while playing or use assistive devices like wheelchairs. The blindfolded player can rely on sound cues, and players can be closer to avoid excessive movement, ensuring the game remains inclusive and enjoyable.
- If played with people from a different culture background all players must pass through the "cabra-cega" role, ensuring equal participation and shifting focus to teamwork rather than individual success.

Variations

In another version of the game, in addition to tagging the other players, the player who is wearing a blindfold must also guess, by listening, who was caught, by asking them questions.

Did you know that...?

In the Middle Ages and Victorian Era, it was an aristocratic pastime: in the House of Tudor (an English dynasty that reigned between 1485 and 1603), blind man's bluff games were an option for recreation.


 **Name of the game/sport**

MACAQUINHO DO CHINÊS

 **Country**


PORTUGAL



 **Duration:**
10-15 min

 **Number of players:** At least 5

 **Material:** No material needed

 **Space:** Space with a wall

Description

A player will be placed face the wall and will say aloud "1,2,3, Macaquinho do Chinês!".

The other players must advance along the field from the starting line to the wall.

If the player who catches sees another player moving, he/she must return to the starting line.

The first player to touch the wall unseen will win the round and will be the next hunter.



Rules

- Participants cannot move until the hunter says aloud "1,2,3, Macaquinho do Chinês!".
- The hunter cannot touch other participants to cause them to move.

Advices

- If a participant has mobility problems, they can be placed in pairs and must move in different ways as the hunter says.
- If they have hearing difficulties, they can change this phrase for a specific gesture.
- If played with people from a different culture background, all players must pass through the hunter role, ensuring equal participation and shifting focus to teamwork rather than individual success.
- If necessary, provide closer monitoring of each participant.

Variations

If the hunter sees any participant moving, he/she must take 3 steps back instead of returning to the starting line.

Did you know that...?

This game is a variation of "Hide-and-seeK" and is very popular among children worldwide.

COLLABORATORS



**Ayuntamiento
de Molina**



**Asociación de
Discapacitados de
Alameda (ADALA)**



Ayuntamiento de
Villanueva de la Concepción



**U.D. Villanueva de la
Concepción**



**Asociación Española
Contra el Cáncer
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**OIARTZUNGO
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**Association
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**Club de pétanque
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