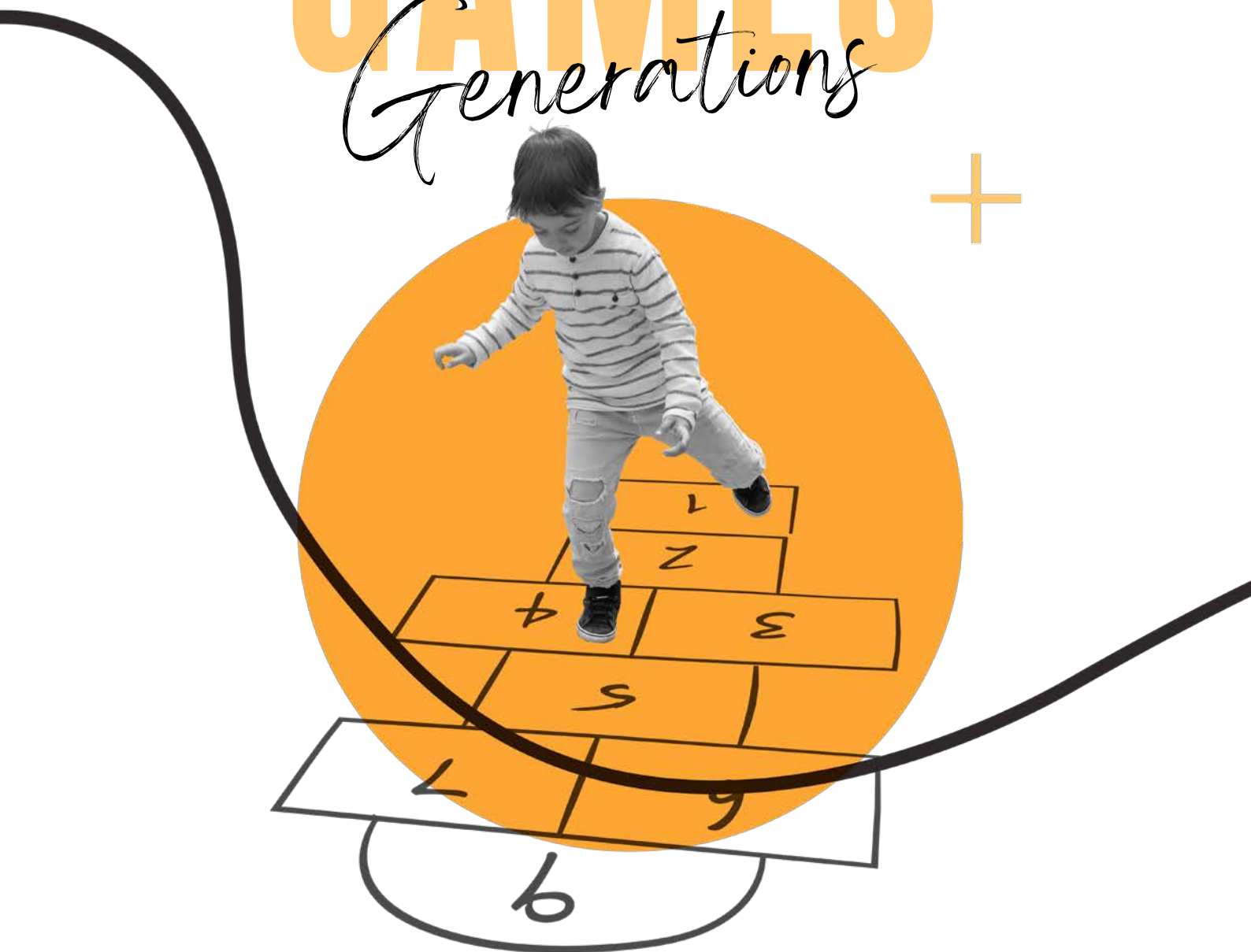


OLD For New GAMES Generations



E-BOOK

Contents:

Murat Irkin
Özlem Tunalı irkin
Semra Toy
Mediha Şulha
António Gomes
Nicola Ferretti
Carolina Silva
Ana Estrela

Designer:

Marta Rodrigues

Review:

Murat Irkin
António Gomes

@2024 - Old Games for New Generations

<https://oldgfornewg.com/>

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This E-book was created within the project 'Old Games for New Generations' supported by: ERASMUS-SPORT-2022-SSCP (Action: ERASMUS-LS) no.: 101089810

TABLE OF CONTENTS

5	1. Old Games for New Generations
5	1.1 - Project Aims and Results
6	1.2 - Partners (IPS, Check-IN)
7	1.3 - Erasmus +
7	1.3.1 General Aims and Objectives
8	1.3.2 Priorities
9	2. Games
10	2.1 - IPS Games
10	2.1.1. Outdoor Game: "Five Stones"
12	2.1.2. Outdoor Game: "Grab the Handkerchief"
13	2.1.3. Outdoor Game: "Dodgeball"
14	2.1.4. Outdoor Game: "Seven Tiles"
15	2.1.5. Outdoor Game: "Stop"
16	2.1.6. Outdoor Game: "Marble"
17	2.1.7. Outdoor Game: "Arabian Hair"
18	2.1.8. Outdoor Game: "Hopscotch"
19	2.1.9. Outdoor Game "Ball Rolling"
20	2.1.10. Outdoor Game " Hiding with Ball"
21	2.2 - Check-IN Games
21	2.2.1 Card Game: "Portuguese History"
23	2.2.2 Card Game: "Domino Game"
24	2.2.3 Card Game: "Fish Card Game"
25	2.2.4 Card Game: "Portuguese Flavors"
26	2.2.5 Card Game: "Donkey/Burro"
27	2.2.6 Card Game: "Discover the treasure"
28	2.2.7 Card Game: "Cultural Charades"
29	2.2.8 Card Game: "Portuguese Music Genres"
30	2.2.9 Card Game: "Portuguese Symbol Guessing Game"
32	2.2.10 Card Game: "Portuguese Word Association"
33	3. Dissemination
34	4. Conclusion

1 OLD GAMES FOR NEW GENERATIONS

The “Old Games For New Generations” is a 15-month project focusing on the preservation and revitalization of traditional games and sports. Its objective is to identify those traditional pastimes and sports that risk fading into obscurity or have lost favor among the younger generation, and therefore facilitate their widespread adoption. Within this initiative, comprehensive research has been conducted, both in Portugal and in Turkey, the 2 partner countries, to produce different deliverables, such as the following e-book and the game cards.

These materials also encapsulated visual representations and video recordings of the undertaken endeavors, enhancing accessibility and educational value. Furthermore, all the developed game cards were meticulously crafted for convenient dissemination and transport.

The elderly population embodies a repository of historical and cultural knowledge. Accordingly, collaborative efforts with seasoned individuals, leveraging their experiential wisdom, influenced the project with an innovative perspective. This approach, emphasizing personal engagement over conventional written or visual aids, aimed at fostering a deeper understanding and appreciation for traditional games and sports. Through this endeavor, the main goal was to diminish the intergenerational divide, fostering empathy and tolerance through collaborative participation.

1.1 PROJECT AIMS AND RESULTS

The overarching goal of the “Old Games for New Generations” initiative was to foster a multifaceted approach encompassing several key objectives.

Firstly, the project sought to orchestrate excursions geared towards the collection of comprehensive data pertaining to traditional games and sports. These trips were meticulously designed to actively engage young participants, affording them the opportunity to immerse themselves in research activities aimed at uncovering the intricacies of these time-honored pastimes.

Secondly, the initiative aimed to empower young individuals by facilitating platforms through which they could disseminate the knowledge they had garnered. Through a series of dynamic activities, participants were encouraged to share their newfound insights with their peers and fellow youths, thereby fostering a collaborative environment conducive to the transmission of traditional knowledge to subsequent generations.

1.2 PARTNERS (IPS, CHECK-IN)

The project is organized by 2 different partners, coming from Turkey (IPS) and Portugal (Check-IN).



**IPS (İZMİR PERFORMANS GENÇLİK
VE SPOR KULÜBÜ DERNEĞİ) TURKEY**

The association carries out various activities for projects to be formed in national and international cooperation. The subjects focus on inclusion of disadvantaged groups, introduction of young age groups to sports, non-formal education, youth entrepreneurship, social inclusion, healthy lifestyle, environment. IPS establishes partnerships with local associations, municipalities, public institutions and organizations in order to work actively and reach target groups and effectively uses technology within the scope of disseminating the activities.

Members of the association have different professional backgrounds (sports, social media, software, fine arts, language, etc.) and participation and / or work experience with the following programs. The association, which includes members from different continents, works with different perspectives and cultural richness. Different languages are spoken within our members. Members have a wide range of national and international social relationships with NGOs and young people.

IPS also works for children who have economic obstacles and who do not have the opportunity to do sports, but it offers the opportunity to do sports for children with economic insufficiency by determining athletes in these regions. Our association works on various projects within the scope of Erasmus + Sport and youth projects.

ASSOCIAÇÃO



**ASSOCIAÇÃO CHECK-IN - COOPERAÇÃO
E DESENVOLVIMENTO (PORTUGAL)**

It is a non-profit organization, founded in 2010, based in Beja, also operating in Lisbon, Portugal. It works in close cooperation with public and private entities, actively participating in quality-of-life improvement activities. The NGO mainly focuses on youth and adult mobility, non-formal education, cooperation and development of organizations and individuals, working regularly with other organizations, as well as municipalities, universities, and higher education institutions in Europe and all around the world, aiming at promoting lifelong learning opportunities as well as encouraging and promote social integration, education for sustainable development, and social entrepreneurship.

1.3 ERASMUS +

Erasmus+ stands as the European flagship initiative for advancing education, training, youth, and sport endeavors. Within the current program cycle spanning from 2021 to 2027, particular emphasis is placed on pivotal themes such as fostering social inclusion, navigating the green and digital transitions, and cultivating active engagement among youth in democratic processes.

At its core, the program endeavors to extend diverse opportunities to various target demographics, including but not limited to students, apprentices, school pupils, vocational trainees, educators, trainers, administrative personnel, job seekers, and young individuals. These opportunities are tailored to facilitate international travel, thereby affording participants the chance to broaden their horizons, enhance their competencies, and bolster their employability prospects.

Erasmus+ functions as a catalyst for organizational growth, fostering collaboration across European and international landscapes through robust partnerships involving a myriad of public and private entities.

Operating across multiple sectors, Erasmus+ offers avenues for mobility and collaboration across distinct fields, including higher education, vocational training, school-level education, adult learning, youth development, and sports initiatives. Through these diverse avenues, the program endeavors to enrich cross-cultural exchanges, promote innovation, and facilitate the holistic development of individuals and communities alike.

1.3.1 GENERAL AIMS AND OBJECTIVES

The general objective of the Erasmus + Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond. Therefore contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship.

More specifically, the Erasmus + programme has set several objectives to achieve, such as:

- Advancing the learning mobility of both individuals and groups, alongside fostering cooperation, quality assurance, inclusivity, and equity, as well as excellence, creativity, and innovation within the realms of education and training;
- Enhancing non-formal and informal learning mobility and fostering active youth engagement, while also promoting cooperation, quality assurance, inclusivity, creativity, and innovation within youth-focused organizations and policies;
- Facilitating learning mobility opportunities for sports personnel, while concurrently fostering cooperation, quality assurance, inclusivity, creativity, and innovation within sports organizations and policies.

1.3.2 PRIORITIES

1. Inclusion and Diversity

Ensuring equal opportunities, access, and fairness is a central tenet of the Programme, with a specific focus on organizations and participants facing various forms of disadvantage. To this end, the Programme provides mechanisms and resources to support these objectives. Consequently, organizations are encouraged to adopt an inclusive approach when designing their projects and activities, ensuring accessibility for a diverse range of participants.

2. Digital Transformation

The imperative for transitioning to the digital realm has become increasingly apparent in recent years. As such, the Programme endeavors to facilitate and empower learners, educators, youth workers, young people, and organizations in navigating this digital transformation.

3. Environment and fight against climate change

A critical priority of the Programme lies in environmental sustainability and combating climate change. Erasmus+ serves as a pivotal tool for fostering knowledge, skills, and attitudes regarding climate change and sustainable development, both within and beyond the European Union. Emphasis is placed on expanding mobility opportunities in environmentally-conscious sectors, thus nurturing competencies that contribute to enhanced career prospects and engagement in areas vital for sustainable growth. Special attention is directed towards rural development initiatives, encompassing sustainable farming practices, natural resource management, soil conservation, and bio-agriculture.

4. Participation in democratic life, common values and civic engagement

The Programme's fourth priority addresses the limited participation of citizens in democratic processes and their inadequate understanding of the European Union. Strengthening citizens' comprehension of the European Union from an early stage is deemed indispensable for the Union's future. Non-formal learning assumes a pivotal role in enhancing citizens' knowledge of the European Union and fostering a sense of belonging to it.

2 GAMES



Games represent structured activities governed by rules, often engaged in either individually or collectively within a team setting. They hold a key role in the developmental development of children. Through games, children not only discover avenues for play and social interaction, whether independently or alongside peers, but also cultivate a sense of responsibility as they navigate the rules inherent to each activity. Moreover, games serve as a conduit through which children gain mastery over their cognitive processes, emotional responses, and interpersonal relationships. Indeed, games stand as the most intrinsic and salubrious method for adults to connect with children and comprehend their worldview. Within the broader context, games and sports, each possessing unique attributes yet sharing commonalities, serve as vital conduits for the expression and transmission of cultural values.

2.1 IPS GAMES

2.1.1. OUTDOOR GAME: "FIVE STONES"

- **GENERAL AIM:**

The aim is to complete the task given with five stones.

- **SPECIFIC OBJECTIVES:**

Improving eye-hand coordination.
Building psycho-motor skills.

- **TARGET GROUP:**

All age groups

- **PARTICIPANTS NUMBER:**

The game is ideal for two participants and maximum of ten.

- **TIME:**

The recommended duration for the game is between 20-50 minutes.

INTRODUCTION:

This game is designed to be played individually.

- **ACTIVITY DESCRIPTION:**

Level of Ones: The pieces are left freely on the ground. The player chooses the appropriate stone from the ground. He throws the stone he chooses into the air. Every time he throws, he picks up a stone from the ground and catches the stone he throws into the air. The process continues until the stone on the ground runs out. If he cannot catch the stone he throws into the air or touches a stone other than the one he wants to pick up from the ground, his friend gains the right to play.

Level of Twos: The stones are left on the ground. The appropriate one among the stones is taken into consideration.

Try to pick up the stones on the ground in pairs.

Level of Threes: Stones are thrown to the ground and one stone is handled as a single. The other three are tried to be taken at once.

Level of Fours: A suitable stone is thrown into the air. An attempt is made to pick up the remaining four stones at a time.

Level of Grandfathers: Stones are thrown on the ground. An attempt is made to create the appearance of a castle by opening the space between the thumb and index finger. The player picks up one suitable stone from the ground. The opposing player chooses the stone that will pass through the last finger. This stone is the stone that will prevent other stones from being passed between the fingers. The player throws the stone into the air. He tries to pass the stone on the ground through the castle while throwing it into the air. He has two rights for this. It straightens the stone the first time. The second time, he passes the stone between his fingers. If he hits another stone during this time or cannot catch the stone he threw into the air, he gives his right to the opponent player. After all this, we move on to the final part of the game. All the stones are thrown slightly upwards in the palm of the hand and the stones are held with the back of the palm.

The player with the most tiles left on the back of his hand wins the game.



- **DEBRIEFING & CONCLUSIONS:**
The player who completes the levels will be the winner.
- **BIBLIOGRAPHY:**
Folklor.
- **MATERIALS / LOGISTICS:**
Five, hazelnut sized, spherical stones.
- **LEARNING OUTCOMES:**
Improvement of hand skills.

2.1.2. OUTDOOR GAME: "GRAB THE HANDKERCHIEF"

- **GENERAL AIM:**
The player who grabs the handkerchief before the other team and reaches the line of his/hers team one wins the game.
- **SPECIFIC OBJECTIVES:**
Improving the coordination and reflexes in player groups.
- **TARGET GROUP:**
All age groups
- **PARTICIPANTS NUMBER:**
The game can be played by a team of 3 participants, minimum 7 players and more.
- **TIME:**
The duration of the game can be 30 -60 minutes.
- **INTRODUCTION:**
Players will be separated in 2 groups in equal distance away from the handkerchief. In the middle of the game field one handkerchief grabber is chosen.
- **ACTIVITY DESCRIPTION:**
It is played in two groups. A medium is placed in the middle and the groups are divided into two at equal distance. There, with the signal of the person leading the game (tag), the groups first try to grab the handkerchief and bring it to their partners. If the person who grabs the handkerchief cannot reach their teammate in time, they will be hit on the back with the handkerchief by the other groups and become the man of the opposing group. The defeated group rides on the defeated group's back and tours the predetermined place.
- **DEBRIEFING & CONCLUSIONS:**
Teams get 1 point for any team that is out of players. The game will be finalized when they reach their target that was determined before the game started.
- **MATERIALS / LOGISTICS:**
One handkerchief.
- **LEARNING OUTCOMES:**
Improving psychomotor skills and socializing with teammates.
Enhance the team spirit.

2.1.3. OUTDOOR GAME: " DODGEBALL "

- **GENERAL AIM:**
Eliminating all the players of the other team by dodgeball.
- **SPECIFIC OBJECTIVES:**
Improving reflexes and psychomotor skills.
Enhancing the team spirit among teammates.
- **TARGET GROUP:**
All ages
- **PARTICIPANTS NUMBER:**
The game can be played with a minimum of 8 people, 4 people for each team.
- **TIME:**
30 to 60 minutes per game.
- **INTRODUCTION:**
Participants are divided into 2 groups. Each team can be placed 8-12 meters away from each other. By the flip of a coin the shooter team is determined.
- **ACTIVITY DESCRIPTION:**
One of the groups becomes the shooter and the other becomes target. The shooter team stays out of the field lines. The target team stays in the lines. Shooter team that stayed out of the court tries to hit players of the target group on each side of the court. The player who got hit gets out of the game. If the player inside the field catches a ball in the air, he gets 1 lifetime that makes him immune to the ball attack for 1 time. Player can put other fallen players into the game if he wants to with the lifetime point. When there is only one player left in the field, the shooter team gets 12 throws to hit that player to win the game. If the shooters fail to hit in 12 throws, the target team wins. If the shooter team gets to be the target and flee from the ball if they get to win the game. If not same target team stays in the court and game resets.
- **DEBRIEFING & CONCLUSIONS:**
The team that hits the 3 point before the other wins the game.
- **MATERIALS / LOGISTICS:**
It is played with the volleyball or handball
- **LEARNING OUTCOMES:**
Enhancing team spirit among teammates. Improving psychomotor skills

2.1.4. OUTDOOR GAME: “SEVEN TILES”

- **GENERAL AIM:**
Destroying the tiles with the ball first and getting caught the last wins.
- **SPECIFIC OBJECTIVES:**
Recognize and match Portuguese local specialties based on illustrations.
Improving psychomotor skills, reflexes
Developing team spirit.
- **TARGET GROUP:**
9 years old and up
- **PARTICIPANTS NUMBER:**
The game can be played by any number of participants depending on the field.
- **TIME:**
30-60 minutes.
- **INTRODUCTION:**
The participant gets divided into 2 groups.
- **ACTIVITY DESCRIPTION:**
Seven stones or tiles are placed on top of each other on the ground. The group throwing the ball passes the tiles a certain distance and throws the ball as it rolls towards the tiles – while the other group stands next to the tiles.
When the tiles are handed over, the shooter group starts to run away, while the other group tries to hit the shooter group with the ball. Meanwhile, the shooting group tries to rearrange the tiles without being hit. If they succeed, they throw again, if they fail, they move on to the next group. This is how seven tiles, one of the most popular old games, is played.
- **DEBRIEFING & CONCLUSIONS:**
The shooting team hits the other team before rebuilding the tiles wins the game.
- **MATERIALS / LOGISTICS:**
7 pieces of tiles or stones and a ball.
- **LEARNING OUTCOMES:**
Improvement of the psychomotor skills and reflexes

2.1.5. OUTDOOR GAME: "STOP"

- **GENERAL AIM:**
Running away from the person who's it.
- **SPECIFIC OBJECTIVES:**
Improving the psychomotor skills and reflexes.
- **TARGET GROUP:**
9 years old and up.
- **PARTICIPANTS NUMBER:**
Minimum of 3 people can play this game.
- **TIME:**
30-60 minutes.
- **INTRODUCTION:**
Participants get into a circle to start the game. One person is chosen as a tag.
- **ACTIVITY DESCRIPTION:**
In the stop game, which can be played with at least 3 people, one person is determined as the tag and the players form a circle. The tag throws the ball into the air, calling the name of one of the players, and the players start to run away. The person whose name is called catches the ball before it falls to the ground and shouts "Stop". When "Stop" is shouted, all players have to stand still, and the person holding the ball shoots one of the standing people and makes him a tag. If he can't hit anyone, he continues the game as a tag.
- **DEBRIEFING & CONCLUSIONS:**
The last one standing wins the game.
- **MATERIALS / LOGISTICS:**
A ball.
- **LEARNING OUTCOMES:**
Improved reflexes and psychomotor skills.

2.1.6. OUTDOOR GAME: "MARBLE"

- **GENERAL AIM:**
The aim of the marble game is to have fun while improving physical and social skills
- **SPECIFIC OBJECTIVES:**
Improving eye-hand coordination while having fun.
- **TARGET GROUP:**
This game is suitable for 7 age group and up
- **PARTICIPANTS NUMBER:**
It can be played by 2 or more players.
- **TIME:**
Depends on the game rules.
- **INTRODUCTION:**
By rolling the marble to another one, gaining another one's marble.
- **ACTIVITY DESCRIPTION:**
Triangle, also known as walrus, is a game played on clay with two or more players, and a triangle is drawn on the ground. After it is decided how many marbles are being played, marbles are placed one at each corner of the triangle. The remaining marbles are placed randomly inside the triangle. A shooting line is drawn 3-4 meters away from the triangle. Players throw marker balls from the area of the triangle towards the shooting line. The player closest to the shooting line gets the first shot. Ranking is determined by proximity to the line. The aim is for the player to increase his marble treasure by removing the marbles from the triangle. Every marble you remove is yours. As a rule, it is essential to shoot using the "candlestick technique" for all shots except the first shot from the shooting line.
- **DEBRIEFING & CONCLUSIONS:**
Removing as much marble as possible.
- **MATERIALS / LOGISTICS:**
Marbles.
- **LEARNING OUTCOMES:**
Increased physical and social skills.

2.1.7. OUTDOOR GAME: "ARABIAN HAIR"

- **GENERAL AIM:**
The aim of the game is to improve puzzle solving skills and memory.
- **SPECIFIC OBJECTIVES:**
Enhancing memory and having fun while doing so.
- **TARGET GROUP:**
This game is suitable for ages 9 and up.
- **PARTICIPANTS NUMBER:**
It can be played by 6 or more players
- **TIME:**
30-45 minutes.
- **INTRODUCTION:**
For this traditional game players are placed in a circle. One person holds the tip of The yarn and throws it to the other person. The participants are divided into 2.
- **ACTIVITY DESCRIPTION:**
All players sit or stand in a circle. It is generally recommended that they sit down. Because the game will last a long time, standing still may tire the players unnecessarily. The midwife takes the ball and ties the end of the rope to her hand. The aim here is to keep the end of the thread when you throw the ball.
The tag throws the ball to a friend of her choice and starts the game.
Each player who receives the ball holds the rope in his hand and throws it. Players are free to throw the ball to any player they want.
The knot or spider web-like shape that forms in the middle of the ball of yarn when it runs out is called tangle. Now comes the stage of unraveling the tangle.
Starting from the pupil where the rope ends, the tangle formed in the middle begins to be unraveled. The most popular and fun part of the game is the solving part. While untying the tangle, a player outside the game can help turn the collected threads into a ball.
If even one player makes a mistake during the untangling phase, the ropes may become tangled. Therefore, be very careful during the solving phase.
Once the tangle, or knot, is solved, the game ends. Untying the knot is a job that requires a lot of attention. Players must wait their turn and make the right moves. If a player makes a wrong move while unraveling, the rope may become tangled.
After the game is over, a new tag can be selected and the Tangle game can be played from the beginning.
- **DEBRIEFING & CONCLUSIONS:**
The team that untangles the knot first wins the game.
- **MATERIALS / LOGISTICS:**
A yarn.
- **LEARNING OUTCOMES:**
Improved leadership skills.
Enhanced communication and social skills.

2.1.8. OUTDOOR GAME: "HOPSCOTCH"

- **GENERAL AIM:**

The aim is to improve leg coordination, balance while having fun.

- **SPECIFIC OBJECTIVES:**

Enhancing balance and coordination.

- **TARGET GROUP:**

This game is suitable for ages 5 and up.

- **PARTICIPANTS NUMBER:**

Games can be played both individually and as a team.

- **TIME:**

25-50 minutes.

- **INTRODUCTION:**

3 or more squares are drawn in the ground with chalk. A flat stone or tile is chosen as a skipping stone. The person to start the game is chosen by a draw.

- **ACTIVITY DESCRIPTION:**

The game is played by placing marks on certain and ordered boxes drawn on the ground. It is forbidden to step on the lines forming the box boundaries. The game continues by hopping on one leg, moving through the boxes and stepping on the boxes. The game depends on certain numbers. Those who complete all the boxes in the first round move on to the second round. Depending on the rounds, players are either ahead or behind by one point. The player who makes a mistake skips his turn and continues where he left off next time. The game is stopped at a designated target and the person who makes the most turns wins the game.

- **DEBRIEFING & CONCLUSIONS:**

The game is stopped at a designated target and the person who makes the most turns wins the game.

- **MATERIALS / LOGISTICS:**

A chalk and a tile or flat stone.

- **LEARNING OUTCOMES:**

Hopscotch is a game that requires attention and balance. Therefore, it is very important in the development of children. It also provides social benefits such as creating a friendly environment and being fair.

2.1.9. OUTDOOR GAME: "BALL ROLLING"

- **GENERAL AIM:**
Being able to carry the ball all the way before the other team within the framework of the game rules.
- **SPECIFIC OBJECTIVES:**
To improve coordination, reflexes and speed in groups of players.
- **TARGET GROUP:**
All age groups.
- **PARTICIPANTS NUMBER:**
The game can be played by a team of 6 participants, minimum 12 players and more.
- **TIME:**
The duration of the game can be 30 -45 minutes.
- **INTRODUCTION:**
The players are placed in 2 teams, each team's players are placed one step apart, one behind the other, and each player is in line with the player in front of him with both feet open. The ball is in the hands of the player at the beginning of the row.
- **ACTIVITY DESCRIPTION:**
Players settle into two teams. Rolling the ball correctly in the most appropriate way between the distances between the team members who are open behind the player in front. The rearmost player holds the ball and runs to the beginning of the row, rolling the ball in the same direction as the row. The rules of the game are that the game is completed when the player at the beginning has another turn.
- **DEBRIEFING & CONCLUSIONS:**
If any team gets the first player back to the bench before the other team, it wins that set. The team that won 7,9,11 sets in total won the game.
- **MATERIALS / LOGISTICS:**
One handball or volleyball ball
- **LEARNING OUTCOMES:**
Developing psychomotor skills and socializing with teammates. Developing team spirit.

2.1.10. OUTDOOR GAME: "HIDING WITH BALL"

- **GENERAL AIM:**

The player who is the tag throws the ball away from the target circle and enables other players to hide from the tag.

- **SPECIFIC OBJECTIVES:**

To enable players to develop strategies and increase their team potential

- **TARGET GROUP:**

Over 8-9 years old

- **PARTICIPANTS NUMBER:**

Minimum 5-6 players.

- **TIME:**

The duration of the game can be 30 -45 minutes.

- **INTRODUCTION:**

One of the players is chosen as the tag The midwife puts the explosive ball in the game circles. One of the other players kicks the length of the ball. Players try to hide until the tag takes the ball and puts it at circle height.

- **ACTIVITY DESCRIPTION:**

The tag starts to move away from the ball in the center while trying to find the hiding players. If he touches the ball in the center with his foot by saying the name of the player he sees. The player whose name is mentioned becomes the tag If the hiding player manages to throw the ball away again without the tag touching it. Hiding players can hide in a better position.

- **DEBRIEFING & CONCLUSIONS:**

Each player has 10 points before the game. When the tag catches a hiding player by touching his ball, he avoids being a tag and keeps his current score. The person who holds the tag cannot protect his ball, and if any of the players hits the ball and moves it away from the field, 1 point is deducted from the tag. This game ends when any player's score is reset. All other players become the winners of their game.

- **MATERIALS / LOGISTICS:**

One football or volleyball ball.

- **LEARNING OUTCOMES:**

Developing psychomotor skills and socializing with teammates. Developing team spirit.

2.2 CHECK-IN GAMES

2.2.1. CARD GAME: "PORTUGUESE HISTORY"

- **GENERAL AIM:**
The game aims to engage participants in a fun and educational exploration of Portuguese history, culture, heritage, and gastronomy.
- **SPECIFIC OBJECTIVES:**
Encourage learning about key aspects of Portuguese history and culture.
Foster teamwork and strategic thinking among participants.
Provide an interactive platform for retaining historical knowledge.
- **TARGET GROUP:**
This game is designed for individuals interested in Portuguese history, culture, and gastronomy. It is suitable for groups of all ages.
- **PARTICIPANTS NUMBER:**
The game is ideal for two teams, each consisting of a minimum of two players, but can accommodate larger groups.
- **TIME:**
The game's duration can be adjusted based on the number of questions and desired level of challenge. On average, it takes approximately 30-60 minutes to complete.
- **INTRODUCTION:**
Players are divided into two teams, Team A and Team B. A set of question cards, covering various aspects of Portuguese history, culture, heritage, and gastronomy, has been prepared in advance. Additionally, a points table and necessary materials for recording scores are provided.
- **ACTIVITY DESCRIPTION:**
Team A begins the game. A player from Team A selects a question card and reads it aloud. Correct answers earn points, based on the established points table. If Team A cannot answer, Team B has an opportunity to "steal" the question. Points are awarded accordingly. Unanswered questions are removed from play.

List of questions:
 - » **Question:** Which famous Portuguese explorer discovered the maritime route to India in the 15th century? Answer: Vasco da Gama.
 - » **Question:** What is the capital of Portugal? Answer: Lisbon.
 - » **Question:** Who was the first king of Portugal? Answer: Afonso I (Afonso Henriques).
 - » **Question:** In what year did Portugal transition from a monarchy to a republic? Answer: in 1910.
 - » **Question:** Who is the famous Portuguese poet from the 16th century, author of "The Lusiads"? Answer: Luís de Camões.
 - » **Question:** What is the famous bridge over the Tagus River in Lisbon? Answer: The 25th of April Bridge.
 - » **Question:** What is the specialty of Portuguese conventual sweets? What is the name of the typical Portuguese pastry known for its flaky crust and creamy

2.2.2. CARD GAME: “DOMINO GAME”

- **GENERAL AIM:**
The aim of the game is to match Portuguese landmarks using domino cards, fostering familiarity with these cultural sites.
- **SPECIFIC OBJECTIVES:**
Engage participants in a fun and educational activity focused on Portuguese landmarks.
Encourage pattern recognition and strategic thinking through the game of dominoes.
- **TARGET GROUP:**
This game is suitable for participants of all ages who have an interest in Portuguese culture and landmarks.
- **PARTICIPANTS NUMBER:**
The game can be played by a minimum of 2 players and is scalable for larger groups.
- **TIME:**
The duration of the game will vary depending on the number of players and the speed at which the game progresses.
- **INTRODUCTION:**
We'll embark on a journey through the rich cultural heritage of Portugal, exploring its most iconic landmarks. Each card you hold in your hands represents a piece of this historical tapestry. As you match these landmarks, you'll not only enjoy the thrill of the game but also gain a deeper appreciation for the beauty and significance of these sites. So, let's dive in and discover the wonders of Portugal together!
- **ACTIVITY DESCRIPTION:**
Players receive 7 cards each, and the game begins with the player who has a matching image on one end of a card. The game continues with each player trying to match the images on the table.
- **DEBRIEFING & CONCLUSIONS:**
After the game, discuss the landmarks featured and share interesting facts about them. Reflect on the game's enjoyment and educational value.
- **MATERIALS / LOGISTICS:**
Cards with images of Portuguese landmarks
- **LEARNING OUTCOMES:**
Increased knowledge of Portuguese landmarks.
Enhanced pattern recognition and strategic thinking skills through domino gameplay.

2.2.3. CARD GAME: “FISH CARD GAME”

- **GENERAL AIM:**

At the end of the game, players count their complete families. The player with the most complete families wins.
- **SPECIFIC OBJECTIVES:**

Collect cards to complete families that match Portuguese cultural elements.
Strategically ask for specific cards from other players to complete families.
Be the player with the most complete families by the end of the game.
- **TARGET GROUP:**

The game is suitable for youth and can be played by 2 to 6 players.
- **PARTICIPANTS NUMBER:**

The “Fish Card Game” can be played by 2 to 6 players.
- **TIME:**

The game duration may vary but typically takes around 20-30 minutes to complete.
- **INTRODUCTION:**

The 7 Families Game is a simple yet engaging card game that introduces players to various aspects of Portuguese culture. The objective is to collect cards and complete families based on different cultural elements.
- **ACTIVITY DESCRIPTION:**

Players are each dealt 7 cards, and the remaining cards form a draw pile. The game starts with a player asking another if they have a specific card. If the asked player has it, they give it to the asking player. If not, the asking player draws from the pile. Players continue taking turns, trying to complete families.
- **DEBRIEFING & CONCLUSIONS:**

At the end of the game, players count their complete families. The player with the most complete families wins.
- **MATERIALS / LOGISTICS:**

36 cards representing 6 families (Gastronomy, Music, Monuments, Cities and Villages, Famous People, Fauna and Flora)
A flat surface for card placement.
- **LEARNING OUTCOMES:**

Familiarity with various aspects of Portuguese culture.

 - » Strategic thinking and decision-making.
 - » Probability assessment (in drawing cards).
 - » Social interaction and communication skills.

2.2.4. CARD GAME: “PORTUGUESE FLAVORS”

- **GENERAL AIM:**

The aim of the game is to match as many pairs of Portuguese local specialties as possible.
- **SPECIFIC OBJECTIVES:**

Recognize and match Portuguese local specialties based on illustrations.
Develop memory and concentration skills.
Compete to gather the highest number of pairs.
- **TARGET GROUP:**

This game is suitable for all ages and can be enjoyed by 2 or more players.
- **PARTICIPANTS NUMBER:**

It can be played by 2 or more players.
- **TIME:**

The game duration may vary, but typically takes around 15-30 minutes to complete.
- **INTRODUCTION:**

The “Portuguese Flavors” game offers a delightful way to explore and appreciate the rich culinary heritage of Portugal. Players will aim to match pairs of local specialties represented by illustrated cards.
- **ACTIVITY DESCRIPTION:**

Thoroughly shuffle the deck of 52 cards. Place the cards face down on the table.
PREPARATION: Thoroughly shuffle the deck of 52 cards. Place the cards face down on the table.
EXAMPLES OF PORTUGUESE LOCAL SPECIALTIES:
Pastéis de Nata | Bacalhau à Brás | Francesinha | Vinho do Porto | Queijo da Serra | Açorda | Arroz de Pato | Bifana
GAME RULES:
Players take turns flipping over two cards at a time, trying to find matching pairs of Portuguese local specialties.
If a player successfully matches a pair, they keep the cards and get another turn.
If not, they turn the cards back face down, and it’s the next player’s turn.
The game continues until all pairs have been matched.
- **DEBRIEFING & CONCLUSIONS:**

“Portuguese Flavors” encourages players to explore and appreciate the diverse and delicious specialties of Portugal. It also helps enhance memory and concentration skills.
- **MATERIALS / LOGISTICS:**

A deck of 52 cards featuring illustrations of Portuguese local specialties.
- **LEARNING OUTCOMES:**

Familiarity with a range of Portuguese local specialties.
Memory enhancement and concentration.
Social interaction and friendly competition.

2.2.5. CARD GAME: "DONKEY/BURRO"

- **GENERAL AIM:**

The aim of the "Burro" game is to engage participants in a playful and relaxed way to become more familiar with Portuguese culture, while also promoting correct pronunciation.

- **SPECIFIC OBJECTIVES:**

Learn about Portuguese celebrities, typical dishes, and locations.
Practice correct pronunciation of Portuguese words.
Develop focus and coordination.

- **TARGET GROUP:**

This game is suitable for all age groups and can be enjoyed by 2 or more players.

- **PARTICIPANTS NUMBER:**

It can be played by 2 or more players.

- **TIME:**

The duration of the game may vary, but typically takes around 15-30 minutes to complete.

- **INTRODUCTION:**

The "Burro" game is an entertaining way to explore Portuguese culture. Players take turns drawing cards, each featuring a Portuguese celebrity, typical dish, or location. They must correctly pronounce the item, explain what it is, and show it to the other participants while adding it to a separate pile. The game continues until one player inadvertently causes the cards to fall.

- **ACTIVITY DESCRIPTION:**

PREPARATION: Prepare a deck of 52 cards, each featuring a Portuguese celebrity, typical dish, or location. Divide the cards into two equal parts and lean them against each other, creating a roof-like structure.

GAME RULES:

Players take turns, either in pairs or all together, removing one card from each side alternately.

As a player takes a card, they must correctly pronounce the item, explain what it is, and show it to the other participants before placing it in a separate pile.

The process continues until one player causes the cards to collapse.

- **DEBRIEFING & CONCLUSIONS:**

The "Burro" game provides an enjoyable way to familiarize participants with Portuguese culture and encourages correct pronunciation. It also enhances focus and coordination.

- **MATERIALS / LOGISTICS:**

A deck of 52 cards featuring Portuguese celebrities, typical dishes, and locations.

- **LEARNING OUTCOMES:**

Increased familiarity with Portuguese culture.
Improved pronunciation of Portuguese words.

2.2.6. CARD GAME: "DISCOVER THE TREASURE"

- **GENERAL AIM:**

The aim of the "Discover the Treasure" game is to engage participants in a fun and educational exploration of iconic locations in Portugal.
- **SPECIFIC OBJECTIVES:**

Learn about and recognize emblematic places in Portugal.
Gather interesting information about each location.
Encourage research skills through consulting external sources.
- **TARGET GROUP:**

This game is suitable for all age groups and can be enjoyed by 2 or more players.
- **PARTICIPANTS NUMBER:**

It can be played by 2 or more players.
- **TIME:**

The duration of the game may vary, but typically takes around 20-30 minutes to complete.
- **INTRODUCTION:**

"Discover the Treasure" is an exciting game designed to introduce participants to iconic locations in Portugal. Players will embark on a search for hidden cards, each featuring a prominent Portuguese location. When found, they must identify the place and share intriguing facts about it. These details will be recorded and stored in an envelope, creating a treasured collection of Portuguese landmarks.
- **ACTIVITY DESCRIPTION:**

PREPARATION: Create cards with images of renowned Portuguese landmarks. Hide these cards in various areas of the room or space where the game is taking place. Prepare envelopes and a decorative box labeled "Portugal's Treasure Chest."
GAME RULES: Players search for the hidden cards, each representing a famous Portuguese location. Upon discovery, they must identify the location and share interesting information about it. They can use online resources, like Google, based on the location's name to gather facts. Place the found card in an envelope and write down a concise and relevant piece of information about the location (e.g., "This is the Jerónimos Monastery in Lisbon, built in the 16th century"). Collect all the envelopes and store them in the "Portugal's Treasure Chest" for future reference.
- **DEBRIEFING & CONCLUSIONS:**

"Discover the Treasure" provides an engaging way to familiarize participants with emblematic locations in Portugal. It encourages research skills and the sharing of interesting information about each place.
- **MATERIALS / LOGISTICS:**

Cards featuring images of prominent Portuguese landmarks.
Envelopes.
Decorative box labeled "Portugal's Treasure Chest."
- **LEARNING OUTCOMES:**

Increased knowledge of iconic locations in Portugal.
Enhanced research skills through consulting external sources.
Promotion of teamwork and information sharing among participants.

2.2.7. CARD GAME: "CULTURAL CHARADES"

- **GENERAL AIM:**

The aim of the "Cultural Charades" game is to creatively represent elements of Portuguese culture through mime, fostering cultural awareness and teamwork.

- **SPECIFIC OBJECTIVES:**

Encourage participants to embody cultural actions or objects without verbal communication.

Enhance cultural knowledge and recognition of Portuguese traditions and symbols.

- **TARGET GROUP:**

This game is suitable for all age groups and can be enjoyed by 3 or more players.

- **PARTICIPANTS NUMBER:**

It can be played by 3 or more players

- **TIME:**

The duration of each round may vary, but typically takes around 1-2 minutes per participant.

- **INTRODUCTION:**

"Cultural Charades" offers a lively way to explore elements of Portuguese culture through the art of mime. Players will take turns embodying actions or objects associated with Portuguese traditions, while their fellow participants attempt to guess the representation. This game encourages creativity, cultural awareness, and collaborative problem-solving.

- **ACTIVITY DESCRIPTION:**

PREPARATION: Prepare cards with actions or objects representing Portuguese culture. These cards will be used for the charades.

GAME RULES:

Each participant selects a card and must represent it through mime without speaking. The other participants observe and try to guess what is being portrayed.

For example, if the card says "fado," the participant might mime someone singing fado.

In case of uncertainty due to the specificity of terms, participants can refer to online resources or seek assistance from the game facilitators.

- **DEBRIEFING & CONCLUSIONS:**

"Cultural Charades" provides an engaging way to immerse participants in Portuguese culture, encouraging creative expression and cultural awareness. It promotes teamwork and problem-solving as participants collaborate to guess the representations.

- **MATERIALS / LOGISTICS:**

Cards with actions or objects representing Portuguese culture.

- **LEARNING OUTCOMES:**

Increased cultural awareness and knowledge of Portuguese traditions.

Enhanced creativity and non-verbal communication skills through mime.

2.2.8. CARD GAME: "PORTUGUESE MUSIC GENRES"

- **GENERAL AIM:**

The aim of the "Portuguese Music Genres" game is to familiarize participants with various music genres in Portugal, enhancing their knowledge and appreciation of the country's musical diversity.
 - **SPECIFIC OBJECTIVES:**

Introduce participants to different Portuguese music genres.
Engage participants in an interactive activity to identify genres based on listening.
 - **TARGET GROUP:**

This game is suitable for participants of all ages with an interest in music, requiring access to a computer, smartphone, and/or a Bluetooth speaker.
 - **PARTICIPANTS NUMBER:**

Two or more players.
 - **TIME:**

The duration of each round may vary based on the length of the music, but typically takes around 2-3 minutes per song.
 - **INTRODUCTION:**

"Portuguese Music Genres" provides an interactive way to explore the diverse musical landscape of Portugal. Participants will listen to different songs and use provided cards to identify the corresponding music genre. This game aims to deepen participants' understanding of Portuguese music and its various genres.
 - **ACTIVITY DESCRIPTION:**

PREPARATION: Prepare cards with five possible music genres for each participant. Ensure access to a computer, smartphone, and/or a Bluetooth speaker for playing music.
GAME RULES: Play a song representing a specific Portuguese music genre. Participants hold up the card they believe corresponds to the genre of the music being played. Facilitators reveal the correct answer and provide some information about the genre and the associated artists.
 - **DEBRIEFING & CONCLUSIONS:**

"Portuguese Music Genres" offers an engaging way to introduce participants to a wide range of music styles in Portugal. It encourages active listening and cultural exploration, fostering a deeper appreciation for the country's musical heritage.
- MATERIALS / LOGISTICS:**
Computer or smartphone
Bluetooth speaker (optional)
Cards with five possible music genres for each participant (36 cards in total)
- **LEARNING OUTCOMES:**

Increased knowledge and appreciation of Portuguese music genres.
Enhanced listening skills and ability to identify musical styles.
Promotion of cultural awareness and understanding of Portugal's musical heritage.

2.2.9. CARD GAME: "PORTUGUESE SYMBOL GUESSING GAME"

- **GENERAL AIM:**

The aim of the "Portuguese Symbol Guessing Game" is to familiarize participants with significant cultural symbols and elements of Portugal, promoting cultural awareness and understanding.

- **SPECIFIC OBJECTIVES:**

Introduce participants to key Portuguese symbols.
Develop deductive reasoning and questioning skills.
Enhance cultural knowledge about Portugal.

- **TARGET GROUP:**

This game is suitable for participants of all ages interested in exploring Portuguese culture.

- **PARTICIPANTS NUMBER:**

The game can be played by 3 or more participants.

- **TIME:**

The duration of each round may vary depending on how quickly participants guess the symbol, typically taking around 2-3 minutes per turn.

- **INTRODUCTION:**

The "Portuguese Symbol Guessing Game" provides an engaging way to learn about and identify various cultural symbols associated with Portugal. Participants will take turns guessing the symbol on a card based on yes or no questions.

- **ACTIVITY DESCRIPTION:**

PREPARATION: Prepare cards with images representing Portuguese cultural symbols (e.g., Torre de Belém, pastéis de nata, fado, etc.). Each card contains two or three pieces of information about each symbol represented on the card to facilitate the process. The facilitators may also provide participants with basic information about these symbols before starting the game.

GAME RULES: One player draws a card and looks at the image without showing it to others. Other players take turns asking yes or no questions to guess the symbol. The player holding the card can only respond with "yes" or "no." The game continues until the other players guess correctly or choose to give up. The next player draws a card, and the game continues.

OBSERVATION: Due to the specificity of the participants, it will be the foreign nationals, in this case the Turks, who will draw a card from the deck and read the tips previously noted there. It will be the Portuguese trying to guess the Portuguese symbol listed there. It would be difficult for the Turks to guess the Portuguese symbols, despite the relevance of the tips. Since they will be giving the tips to the Portuguese, it will be a more engaging game for everyone.

- **DEBRIEFING & CONCLUSIONS:**

The "Portuguese Symbol Guessing Game" offers an interactive way to learn about and engage with important cultural elements of Portugal. It encourages active participation, questioning skills, and cultural exploration.

2.2.10. CARD GAME: “PORTUGUESE WORD ASSOCIATION”

- **GENERAL AIM:**

The aim of this game is to enhance vocabulary and promote quick thinking while associating Portuguese words with cultural, food, and geographical contexts .

- **SPECIFIC OBJECTIVES:**

Improve Vocabulary: Players will expand their Portuguese vocabulary by associating words with various cultural elements.

Enhance Quick Thinking: Participants will need to think on their feet to come up with relevant word associations.

Strengthen Cultural Knowledge: The game encourages players to connect words to Portuguese culture, food, places, and more.

- **TARGET GROUP:**

This game is suitable for individuals learning Portuguese or those looking to deepen their knowledge of Portuguese culture and language.

- **PARTICIPANTS NUMBER:**

The game can be played by a group of 3 or more participants.

- **TIME:**

The game can be played in rounds, with each round lasting approximately 5-10 minutes. The total duration of the game can be adjusted based on the preferences of the players.

- **INTRODUCTION:**

The players form a circle, and one participant begins by stating a Portuguese word related to culture, food, or a place. The objective is to continue the chain of associations.

- **ACTIVITY DESCRIPTION:**

Each player, in turn, associates a word with the previous one, creating a chain of word associations. If a player cannot think of a word or takes too long, they are out for that round.

- **DEBRIEFING & CONCLUSIONS:**

After the game, participants can discuss the associations made and any interesting cultural insights gained during the activity.

Bibliography: No specific sources are required, but participants can refer to Portuguese language resources for additional vocabulary.

- **MATERIALS / LOGISTICS:**

Cards with Portuguese words

Paper and pen for note-taking (optional)

- **LEARNING OUTCOMES:**

Expanded Portuguese vocabulary

Enhanced quick thinking and association skills

Strengthened cultural knowledge related to Portugal.

3

DISSEMINATION

Project partners will effectively increase the visibility and impact of the "Old Games For New Generations" project, ensuring its objectives are widely recognized and embraced by different target audiences.

As an examples of dissemination activities, there will be:

- **Local workshops and sessions:** Partners will organize workshops and sessions in their local communities within Portugal and Turkey. These events will be focused on introducing traditional games and sports to the different community members, operating in different areas: IPS will be spreading the project results mainly in Izmir (Turkey), while Check-IN will take care of its dissemination in Beja (Portugal) and other areas of the country;
- **Social media campaigns:** partners will keep promoting the project and all its results on social media platforms such as Facebook, Instagram launching targeted campaigns to raise awareness about the project: they will be sharing several kind of content from the project activities, such as photos, videos and testimonials, highlighting the significance of traditional games and sports and inviting followers to get involved;
- **School Outreach Programs:** partners will be cooperating with different schools in Portugal and Turkey to implement some educational activities centered on traditional games and sports. The partners will deliver presentations and organize practical workshops, providing educational resources for teachers to integrate into their curricula.

4 CONCLUSIONS

The "Old Games For New Generations" project has held a significant importance for several reasons.

Firstly, it served as a custodian of cultural heritage, ensuring the preservation and revitalization of traditional games and sports that are at risk of disappearing. The different games were not merely forms of entertainment but also embodied historical narratives, social customs and communal identities, which enriched our collective heritage. As a result of different local and international events, the project contributed to the retention of cultural diversity and the transmission of intergenerational knowledge in both countries (Turkey and Portugal).

Furthermore, the project addressed a pertinent societal concern regarding the diminishing interest in traditional games and sports among younger generations. In an era dominated by digital entertainment and technological advancements, many traditional games and hobbies are concretely at risk of being overlooked or forgotten. The project identified and promoted all these activities for nurturing a sense of cultural continuity and fostering connections between generations. Moreover, by reintroducing these games to contemporary audiences, the project encouraged physical activity, social interaction as well as the development of essential life skills such as teamwork, sportsmanship and problem-solving.

It could be stated that the project not only expands its reach but also promotes cross-cultural understanding and cooperation. This exchange of ideas and experiences enriched the project's outcomes, ensuring that its impact will keep transcending geographical boundaries.

OLD *For New* GAMES *Generations*