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LET'S PLAY IT AGAIN

PROJECT NO: 2023-1-PL01-KA220-SCH-000158550





"Let's Play It Again – traditional games and activities as a way of integrating and activating young people"

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The Headmaster of The General Nikodem Sulik School Complex in Dąbrowa Białostocka Jarosław Budnik as the coordinator of the project would like to thank the management and teachers of all partner schools for the their exemplary cooperation, kindness, support and understanding.

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CHAPTER 1

Information about the project



INFORMATION ABOUT THE PROJECT



Let's Play It Again – traditional games and activities as a way of integrating and activating young people"

The project "Let's Play It Again – traditional games and activities as a way of integrating and activating young people" with the number 2023-1-PL01-KA220-SCH-000158550 is implemented in cooperation:



General Nikodem Sulik
School Complex
in Dąbrowa Białostocka
from Poland



Šalčininkų
Jano Sniadeckio
Gimnazija
from Lithuania



Opshtinsko Osnovno
Ucilište „Kocho Racin“
from Kratovo,
North Macedonia



Laniteio Lykeio from
Limassol from Cyprus,



1st Lyceum of Ierapetra
from Greece



Newark School from
Sliema, Malta

In the period from October 1, 2023 to September 30, 2025 – 24 months. Financed from the European Union with 250 000 euros for all partner countries.

THE GOALS OF THE PROJECT

- Learning about the games and activities of the grandparents' generation.
- Improving the quality of schools' work in implementing language education and developing young people social skills after the Covid pandemic.
- Increasing intergenerational communication between the generation of children, parents and grandparents.
- Strengthening physical education classes and improving physical activity for young people.
- Repairing and rebuilding relationships between students, peers, as research has shown that the most serious problem of young people learning remotely was the lack of personal contact with peers, with this project we wanted to change this.

INFORMATION ABOUT THE PROJECT

BENEFICIARIES

- Teachers – mentors
- Students and their families from schools in North Macedonia, Cyprus, Lithuania, Poland, Greece and Malta
- The local environment
- Parents, grandparents of school children



RESULTS:

- ✓ Participation in the project mobilities of 8 students from each country (a total of 48 people participated in each mobility) and 2 teachers – tutors/mentors during 6 days of stay.
- ✓ Based on the pre-mobility film footage of interviews with senior citizens, at least 10 game scenarios from each country (at least 60 scenarios in total) were prepared.
- ✓ 6 festivals of traditional games and plays for the local community with at least 600 participants.
- ✓ At least 40 two-hour activities for young people and children carried out by international groups in each country on the basis of scenarios developed by the host group (a total of at least 240 two-hour activities).
- ✓ Making videos of 10 lesson plans from each country (at least 60 in total) to describe the implementation of the activities.
- ✓ Selection of the 4 best scenarios for publication from each country.
- ✓ Creation of a film of the implementation of the project activities in each country (6 films in total).
- ✓ The presentation of active cultural presentations from each country (the package includes: a song, a dance, a dish, a short history, a short material about nature and architectural monuments, ending with a quiz).
- ✓ Preparation of 6 presentations about the school and the region as well as the education system.
- ✓ Preparation of materials including traditional games for publication on the websites of schools and other institutions.

INFORMATION ABOUT THE PROJECT

DESCRIPTION OF PROJECT ACTIVITIES

The project serves to activate young people who after the pandemic period have severely limited their social activity and have exacerbated their leisure time management problems by directing all their activity towards mobile devices. By learning about the games and activities of the grandparents' generation, we got the pupils interested in other forms of leisure activities in order to open the mind to active forms of group functioning. Secondly, due to the large number of exemptions from physical education classes, we are stimulating young people to be active in any way, on the one hand, and on the other hand we wanted to make physical education classes more creative and interesting. Thirdly, we have opened up intergenerational communication, which has become severely limited for many years, in order to draw inspiration from the grandmother and grandfather generation for active leisure activities.

Gathering testimonies from older people about how they spent their free time made it possible to appreciate seniors. As problems concerning the reduction of contact between young people or the increase in the number of people on sick leaves from physical education classes are typical in all schools involved in the project, we attempted to reduce them by having the experiences of the grandparents' generation as a model. In addition, we were curious to find out whether the games and activities remembered by senior citizens have common elements in all project countries. We collected all remembered games and plays and published them to make them available to others who are interested in using them. The joint international realisation of traditional games and plays by project participants has led to a significant increase in students' linguistic as well as social competences.

Pupils have developed their manual skills, as many of the games are based on them, and strengthened physical fitness. The project made a significant contribution to reducing the problems associated with post-pandemic pupils' depression by offering group games. As part of the dissemination of results after each mobility, its participants carried out activities using the games and activities learnt during the mobility in the primary schools.



CHAPTER 2

Information about the schools





The General Nikodem Sulik School Complex

in Dąbrowa Białostocka is a high school situated in the north-eastern part of Poland, in Podlasie region, in the Sokółka District, Dąbrowa Białostocka Municipality, close to the border with Belarus.

General Nikodem Sulik School Complex in Dąbrowa Białostocka is a high school with traditions and modernity at the same time. It is also a well-equipped, aesthetic and safe educational institution. It was founded in 1962. In 2002 a convention was held during which the school was named after General Nikodem Sulik. The headmaster of the school is Jarosław Budnik.



Modern school base

The school has 11 classrooms, 3 science labs, a Renewable Energy Lab, and an IT Lab, all of which are fully equipped with projectors, laptops, interactive whiteboards, and wired and wireless Internet connections. In addition, we have a modern full-size sports hall, a combat sport room, an indoor and outdoor gym, an outdoor multipurpose field, a conference room, 2 shooting ranges: virtual and pneumatic gun. Students can also live in a dormitory (100 places) and eat their lunches in the canteen.

Types of schools

Currently the General N. Sulik School Complex consists of three types of schools:

- High School,
- Vocational School with multi-professional classes,
- High School for Adults.

The school currently has 378 pupils in 16 departments, 41 teachers and 16 administrative and support staff.



In our school there are 4 different departments:

- Humanistic – Law and Media;
- Polytechnic and Medical;
- Certified military class;
- Sport class.

In our school each student can choose any three extended subjects from the following list: Polish, English, Russian, History, Social Studies, Mathematics, Physics, Biology, Chemistry, Geography.

INFORMATION ABOUT THE SCHOOLS



International projects

Since 2004, our school has implemented many projects co-financed by European funds (a total of 22 major projects with many foreign partners). It has a wealth of experience and human capital in this regard. Some of the implemented projects are cyclical projects with schools, e.g. in Kalvarija and Sołeczniki in Lithuania, Ierapetra and Ioannina in Greece, Cordoba in Spain, Cassino in Italy. Others are one-off projects e.g. with schools in **Turkey, Germany, Spain, Malta, Cyprus, North Macedonia, Romania**.

In the 2023/24 and 2024/25 school years, 178 students from three different programs took part in international mobilities at our school: the Erasmus+ program and Interreg Lithuania-Poland financed from European Union funds "Meet Polish Traces in Europe" from the Ministry of National Education. The amount of international projects implemented (excluding the Interreg program) was 638,523 euros (PLN 2,745,649).

Accreditation

We are the only school in Sokolka District with accreditation from the School Education Sector.

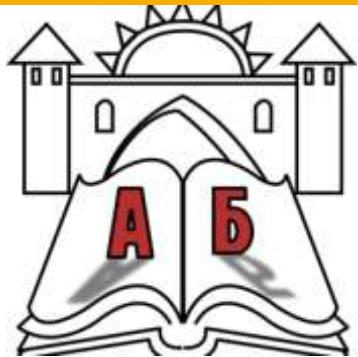


Successes of our students

Our students participate in many competitions and Olympiads and achieve significant successes, both at the national level (Security and Defense Knowledge Olympiad, Ecological Knowledge Olympiad, election law competitions, literary competitions) and significant successes at the provincial level (artistic, literary, language competitions).

Dąbrowa Białostocka – the Podlasie capital of handball

Sports achievements are also an important asset of the school – the school is famous in Poland for its success in handball, and is called the Podlasie capital of handball due to the results of the handball players. The school also has achievements in cross-country running, shooting sports and "Fit as soldiers" competitions.



Municipal Primary School "Kocho Racin"

in Kratovo, North Macedonia

Our school is a public primary school for pupils aged 6-15. There are around 500 pupils in our school and 70 teachers. There is one school building in the town and seven satellite schools in nearby villages. There is a new gym, one of the two gyms where pupils have their PE lessons. There are interactive boards in all classrooms. There is a big library and an outdoor fitness equipment area for use by the pupils and teachers after their lessons, in order to be more physically active.



The school is located in Kratovo, North Macedonia. It's a small town but it's one of the oldest towns on the Balkan, and it's one of the tourists' favourite Macedonian destination because of the old towers and bridges, and its unique location (it was formed on the grounds of the crater of a former volcano, from where it got its name, Kratovo). In addition, another famous attraction is Kuklica (The Stone Dolls), which is only 8 km from Kratovo.

INFORMATION ABOUT THE SCHOOLS



International projects

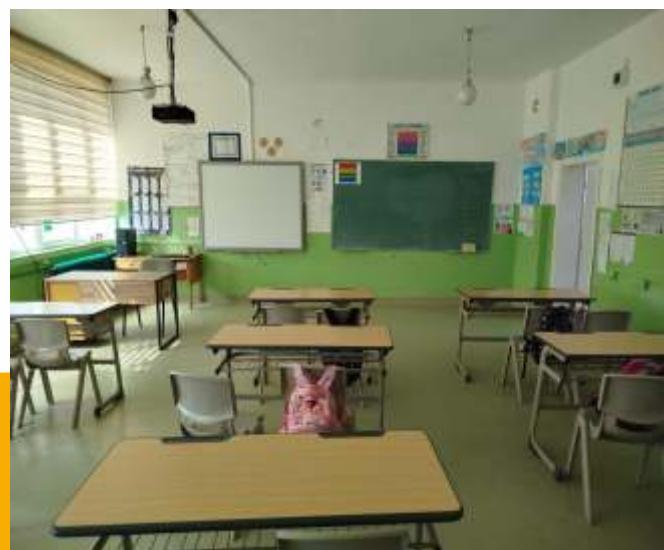
Our students are very fond of taking part in Erasmus projects, because it is a great and unique learning experience. They have taken part in more than 20 eTwinning projects, and they like communicating and collaborating with peers from other European countries. Our school has received the eTwinning school label for 2019-2020 and for 2024-2025.

Pupils start learning English language in grade 1, and they can start learning either German or French when they are grade 6.

Erasmus projects

We have participated in 8 Erasmus projects so far, engaging with different topics:

- Developing an innovative and inclusive school;
- VOICES- Vision, opinions, interest and creativity from European schools;
- Diving into digital language learning;
- 2BSafe-Browsing and Bullying Safe;
- Creative Drama and Games in ELT;
- LEAVES (Learning about Environment, Activism, Volunteering in Educational Schemes);
- Model of European Union;
- Let's Play It Again - traditional games and activities as a way to integrate and activate young people.





Newark School Malta

– A Home for Learning, Growing, and Belonging

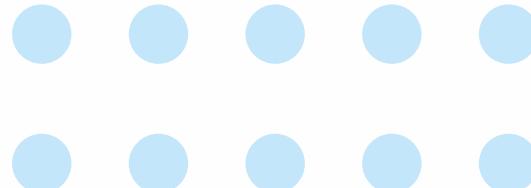
Nestled in the seaside town of Sliema, Newark School Malta is more than just a school – it's a welcoming and vibrant community where children from all over the world come together to learn, grow, and feel at home. With students representing over 40 nationalities, diversity is at the heart of everything we do. We celebrate differences, embrace cultures, and create a space where every child feels valued, supported, and included. We believe that every child, regardless of background or ability, deserves a place to belong. Our inclusive approach ensures that students with different learning needs receive the care, support, and understanding they need to thrive alongside their peers.



Education

Newark offers education from early years to secondary school, following an English-speaking curriculum tailored to meet the needs of both local and international students. Whether a child is fluent in English or just starting to learn, our experienced and caring teachers ensure that every student receives the attention they need to succeed and thrive.

Our school places great importance on values like respect, kindness, and social responsibility. From a young age, students are encouraged to be open-minded, independent, and compassionate individuals – skills they will carry with them into the wider world.



INFORMATION ABOUT THE SCHOOLS

Erasmus projects

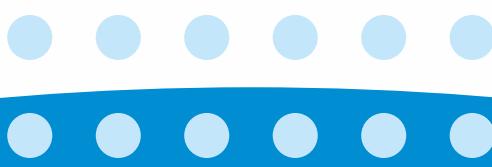
We are proud to be actively involved in many Erasmus+ projects that allow our students and teachers to connect with schools across Europe. These experiences open doors to new cultures, ideas, and friendships, and give our children the chance to learn in creative and meaningful ways.

Subjects

Learning at Newark is exciting and dynamic. Children explore a wide range of subjects, including Science, Maths, Languages, Art, Music, ICT, and Physical Education. We also offer fun and enriching after school clubs such as Sports, Food, Art, and Homework Club, giving students even more opportunities to discover their passions and build friendships.



At Newark, we believe that education should be a joyful journey – full of discovery, teamwork, and inspiration. With a dedicated team of educators and a strong sense of family, we are committed to helping every child shine.





Šalčininkų Jano Sniadeckio Gimnazija

The Jan Sniadecki Gymnasium in Šalčininkai is one of the most important educational institutions in Šalčininkai District, providing quality pre-school, primary and secondary education in Polish.



The Gymnasium offers a wide range of education, with a strong emphasis on both natural sciences and humanities. Students have the opportunity to deepen their knowledge in foreign languages, mathematics, history and other subjects. In addition, the Gymnasium is renowned for its various extra-curricular activities, such as sports, music, theatre, dance and other clubs, which help children develop their talents.



INFORMATION ABOUT THE SCHOOLS



The school has a strong tradition of Lithuanian and Polish culture and language. The Gymnasium also participates in various international projects and exchange programmes, which give pupils the opportunity to interact with their peers from other countries.

In addition to academic education, Jan Śniadecki Gymnasium pays particular attention to students, personal development and social responsibility. Pupils actively participate in various social and cultural activities that strengthen their community and civic awareness. The Gymnasium also organises competitions, exhibitions and other events where pupils can show their creativity and achievements.

Overall, Šalčininkai Jan Śniadecki Gymnasium is a place where students not only acquire knowledge, but also develop their values, pursue their goals and contribute to their community.



The 1st General Lyceum of Ierapetra

is the oldest and largest general upper secondary school in the southernmost city of Europe, located in the beautiful region of Crete, Greece. With a strong educational tradition and a forward-looking approach, our school combines academic excellence with innovation, social engagement, and an open European outlook.



We follow the National Curriculum of Greece, aiming not only to prepare students for higher education, but also to cultivate critical thinking, active citizenship, and a strong sense of social responsibility. Our school actively participates in Erasmus+ projects, giving both students and teachers the opportunity to engage in intercultural exchanges, collaborate with European peers, and gain new perspectives through learning mobility.

INFORMATION ABOUT THE SCHOOLS

Erasmus projects

In recent years, the 1st General Lyceum of Ierapetra has implemented and participated in a variety of Erasmus+ projects. These focus on sustainability, digital transformation, cultural heritage, inclusion, creative learning methodologies, and climate awareness. We are proud to work closely with universities, including the Hellenic Mediterranean University (Department of Management Science & Technology), and to host international delegations in our local community.



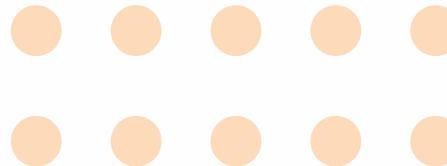
The values of inclusion, equality, environmental respect, and European cooperation are at the heart of everything we do. Our vision is to equip students with the knowledge, skills, and mindset to become thoughtful, responsible, and inspired European citizens.

Beyond Erasmus+, our students take part in numerous national and regional competitions in Mathematics, Economics, Biology, Literature, and other academic subjects, often receiving high distinctions. They also actively participate in sports tournaments and athletic events, promoting teamwork, fair play, and well-being.





Laniteio Lykeio from Limassol in Cyprus



The oldest school

Laniteio Lykeio, the oldest school in Cyprus, stands as a prestigious high school in Limassol, a city on the Mediterranean island of Cyprus, located east of Greece. With a vibrant student body of approximately 830 learners from diverse social, cultural, and national backgrounds, and supported by 150 dedicated educators, it is among the largest schools in the region. Most of our students come from middle socioeconomic classes, exemplifying the inclusive nature of our community.

Our school features three unique departments tailored to cater to varied student interests and talents. The "High School" offers academic tracks such as Mathematics-Sciences, Mathematics-Economics-English, Ancient Greek-History-Latin, Languages, and Art and Theatre. The "Music School" provides specialized music education with additional afternoon lessons, fostering students' artistic talents. Finally, the "Athletic School" offers daily morning practice sessions from 7:00 to 9:30, allowing young athletes to balance their academic and athletic pursuits seamlessly.

In line with our commitment to preserving cultural heritage and promoting collaboration, Laniteio Lyceum is proud to participate in the "Let's Play It Again" project. This initiative aims to revive and rediscover traditional games, offering students the chance to engage with cultural traditions while fostering teamwork and interactive learning. Through this program, students develop an appreciation for history and the value of shared experiences.

INFORMATION ABOUT THE SCHOOLS

The success of "Let's Play It Again" is a testament to the strong partnerships we share with Greece, Malta, North Macedonia, Lithuania, and Poland. These collaborations blend diverse cultures and bring unique traditions and perspectives to the project. Together, we aim to promote international understanding, preserve heritage, and nurture teamwork among students. This collective effort has enriched the program and created an environment where students can embrace cultural diversity and learn from one another.

Our students, aged 15–18, thrive in an inspiring and supportive environment that fosters a love for learning and personal growth. We continuously prioritize professional development for our educators, ensuring they stay at the forefront of advancements in their fields.

Laniteio Lyceum actively participates in Erasmus+ programs and holds accreditation until 2027. Last year, 16 teachers benefited from the KA122 program through seminars and job-shadowing across Europe. Previously, the school led significant projects like *Volunteerism and Active Citizenship: From Individuals to Organizations and Strengthening Self-Esteem and Developing Key Competences through Personal Development*.

Our Erasmus+ mobility participants, aged 16–18, represent a range of socioeconomic backgrounds and cultural identities. They attend various classes, fluently speak their mother tongues, French, and English, while non-Cypriot students excel in Greek. This diversity enriches our learning environment, making it truly multicultural and inclusive.



CHAPTER 3

Traditional games





Traditional Polish games



“The Rat game”

Number of players: minimum 3

Needed: rope/skipping rope

Procedure:

1. One person takes a skipping rope and spins it above the floor, gradually accelerating and increasing its height relative to the floor.
2. The other players' task is to jump over the rope without touching it.
3. The person who touches it, loses and is eliminated from the game.
4. The participant who plays as long as possible wins and spins the rope in the next round.



“Baba Jaga is watching”

Number of players: minimum 5

Needed: –

1. A person is selected from the group to be the Baba Jaga.
2. Baba Jaga positions herself against a wall, wall or tree. The other participants stand in a group as far away from Baba Jaga as possible. Baba Jaga turns her back on the participants and says: “One, two, three, Baba Jaga is watching”.
3. At this time, participants approach her.
4. When Baba Jaga says her words, she immediately turns around and participants must stop and freeze in stillness.
5. Baba Jaga checks that no one moves . If anyone moves, this person returns to the starting point.
6. Baba Jaga turns her back on the participants and says again: “One, two, three, Baba Jaga is watching”.
7. The fastest participant to reach Baba Jaga wins. The person who wins, will play the role of Baba Jaga.



"The ball is burning"

Number of players: minimum 5

Needed: a ball

Procedure:

1. Participants form a circle. One person is chosen from the group to stand in the middle and throw the ball to the next children. Suddenly, the person in the middle shouts, "The ball is burning!!!" - whoever catches the ball is out.
2. If they realize it in time and don't catch the ball, they move to the center of the circle and the game continues.

"Bottle caps"

Number of players: minimum 2

Needed: bottle caps

Procedure:

1. The inside of the cap can be lined with a flag or a picture of a car and make a race of countries or a car rally.
2. A track is drawn on the ground, preferably with chalk on concrete - the longer and more complicated, the more interesting and fun.
3. The caps are placed at the start and moved by snapping the middle finger. The cap must not jump outside the track lines.
4. The player whose cap crosses the finish line first wins.





Traditional Macedonian games



“Hit by the ball”

Number of players: minimum 3

Needed: a ball

Procedure:

1. The game can be played outdoors or indoors.
2. Two children stand opposite each other, and between them are all the other players. The two children on the sides are throwing a ball, trying to hit the players who stand in the middle. Whichever child is hit by the ball, he/she is out of the game.
3. When a player who is “inside” catches the ball, he/she gets an “extra life”. With the “extra life” the player can get a person who is out, back in the game, or can choose to save it, so that next time he/she is hit by the ball, they can continue playing.
4. When all the players are out of the game, the first two players who were hit, are the hitters in the next game.



“Mosque”

Number of players: minimum 6

Needed: a ball, 8-10 pieces of tiles of different size (from biggest to smallest)

1. Two groups of children participate in this game, and the groups should consist of at least 3 children.
2. First, the children place 10 tiles of different sizes, one on top of the other, starting from the largest to the smallest. After they have placed them, one group stands in front of the tiles at a distance of 3 meters, and the other group stands behind the tiles.
3. One of the members of the group standing in front of the tiles throws a ball, trying to hit the tiles. He/She has the opportunity to throw 3 times. When he/she destroys the mosque, the group in front of the tiles runs away, and the other group takes the ball and says “stop”.
4. Then all the players stand in place and one of the players with the ball throws the ball and has to hit one of the other players.
5. If he hits somebody, the player who is hit is out. If he does not hit anyone, one of them runs after the ball, the others go to set up the mosque of tiles. While they are setting it up, the player can hit them with the ball, and if he doesn't manage to hit them, and they have set up the mosque, then that group shouts “Mosque” and they are the winners.



TRADITIONAL GAMES

"Surrender your Army, King!"

Number of players: minimum 6

Needed: –

1. The game can be played outdoors or indoors.
2. Two teams of at least three people are needed, standing opposite each other at a greater distance, so that members of the same team stand next to each other and hold hands.
3. The game starts with one team choosing one person from the opposite team to be the "shooter". The person who is chosen must run towards them and try to "break" the wall by passing between two players without being held back. If he/she breaks through the wall, he/she chooses one player from that team to take to his/her team. However, if he/she is held back, he/she remains in the place where he/she failed to break through. The winner is the team that manages to gather all the players to their team.
4. The dialogue that interchanges between the two teams goes like this:

A: Surrender your Army, King!

B: We won't surrender!

A: We will shoot!

B: Go ahead!

A: Choose the shooter!

B: (Name of a player)



"Marbles"

Number of players: minimum 2

Needed: marbles (at least 6)

1. Marbles are set in a vicinity of 20 cm and the players in turn throw their marbles and try to hit the other marbles that are put at distance.
2. If a player hits a marble, they win that marble and if he/she misses, it is the other player's turn.
3. The game ends when all the marbles are taken and the winner is the person who has won a greater number of marbles.





Traditional Maltese games



“Leapfrog (il-bombbos)”

Number of players: unlimited

Needed: –

Procedure:

1. The objective of Leapfrog is for one team to jump over the other team without touching them. If a player from the jumping team touches a player from the other team, they are out. The game continues until one team has jumped over all of their opponents without touching them.
2. One variation of Leapfrog involves having the jumping team jump over a series of obstacles, such as cones or small hurdles. This can make the game more challenging and fun for older players.
 - The first child should crouch down and rest their hands on their knees. Younger children can simply crouch on the floor tucking in their head and feet.
 - The second player runs up to the crouched child in front, placing their hands on their back and leaping over like a frog flying through the air, straddling their legs wide apart on each side.
 - On landing, this child immediately stoops down into the frog position so that the third child must leap over the first and second, and then adopts the crouching position for the fourth player to leap over.
 - When all the players are stooping, the last in the line begins leaping over all the others in turn.



"The circle (iċ-ċirku)"

Number of players: unlimited

Needed: old bicycle wheel or hula hoop, a piece of wire or a stick



Procedure:

This toy was made up of an old bicycle wheel and a piece of wire to hold the wheel upright. Several different games could be played with the ring.

About:

One of the more unusual games is iċ-ċircu. Even if you have never seen any-one playing this game in real life you may have seen it on old time movies that use the game to typify a pre-1960s era and closely associated with the central Mediterranean. It involved skilfully controlling a thin old wheel, usually from a bicycle, down a narrow street using a stick with a thin piece of wire attached.



"Boċċi"

Number of players: teams can consist of 1 player (4 balls each), 2 players (2 balls each) or 4 players (1 ball each)

Needed: 8 balls 90mm Bocce Balls: 2 Red / 2 Green / 2 Blue / 2 Yellow and 1 ball 50mm White Pallino Ball (Jack)



Procedure:

1. Boċċi is played on a sand-covered smooth surface, and each team has three players.
2. The jack ball is around the size of a marble and they look like snooker-balls. One team plays with red balls, the other one with blue. The object of the game is to get your team's balls as close to the jack as possible.
3. The object is to throw your bocce balls closer to the Pallino or Jack, than your opponent. The first team to reach 12 points wins the game (must win by 2). A match typically consists of 3 rounds.



About:

Perhaps the oldest game played by the Maltese is boċċi. During the time of the knights of St John, a game called 'Maghio' was played in Malta and it resembled closely the game came to be known as Boċċi. One of them is, that the English being very keen on lawn bowls, which is very similar to boċċi, (though played on different surfaces), wanted to bring the game to Malta, but couldn't introduce as bocci already existed here.

“Brilli”

Number of players: several participants

Needed: 9 wooden skittles and a 6-inch wooden ball

Procedure:

1. The skittles are arranged in a square-diamond shape in a 3×3 pattern. The aim is to knock down the skittles and score points. To win a player must score exactly 24 points.
2. If someone surpasses this number, he is eliminated until the next round. Different skittles have different names and values. The centre one is called 'is-sultan' and worth 9 points. The corner skittles are known as is-secondi and count for 6 points. The remainder are called qarmuc and only give 1 point.
3. Each player gets two goes with the ball. The first one is from an agreed point and the second one from where the ball settles after the first throw. To add interest, the first throw scores differently than the next throw and the first throw counts double. However, if more than one type of pin is knocked down on the first throw (is-sultan, is-secondi and qarmuc), the player only gains 2 points for each pin.

About Brilli:

Talk about culturally unique, Brilli is an unusual type of skittles game adults played only in the small village of Gharb in Gozo. Brilli dates to before the reign of the Knights of St. John. The game resembles indoor ten pin bowling, but is played outdoors, with only 9 wooden skittles and using a wooden ball. The rules are a bit complicated.





Traditional Lithuanian games



“The Sparrow Flew”

Number of players: unlimited

Needed: –

Procedure:

Players walk in a circle, while the game leader stands in the middle, flapping their arms like wings and singing the following song:



**“The sparrow flew across the street, across the street, across the street,
 And saw a patch of hemp, a patch of hemp, a patch of hemp.
 In the hemp it pecks the seeds, and brings them to its chicks, to its chicks,
 In the hemp it pecks the seeds, and brings them to its chicks, to its chicks.
 Chirrrrr!”**

- During the first lines, the players walk around the circle.
- From “In the hemp...”, everyone starts running around the circle.
- At the word “Chirrrrr!”, everyone must quickly find a partner – but they cannot choose the players to their immediate right or left.
- The one left without a partner is chased by the leader.
- If the leader catches them, the caught player becomes the new leader, and the game continues.

““Pagalvė” – Pillow”

Number of players: 2

Needed: a pillow

Procedure:

1. Two players stand on opposite ends of a bench – facing each other. Each holds a pillow in their hands. At the start signal, the players begin hitting each other with the pillows, trying to:
 - Push the opponent off the bench,
 - Or make them lose balance and step down or fall.



Rule:

Blows are allowed only below the waist (no hitting the head, chest, or arms).

The winner is the player who:

- Stays on the bench longer,
- Or is the first to push the opponent off.



TRADITIONAL GAMES

“Thread and Needle (adata – siūlas)”

Number of players: unlimited

Needed: –

Procedure:

1. Two players join hands to form a „needle”. The rest of the group walks in a circle, passing under their arms while singing or playing the song.
2. When the song ends, the „needle” drops their arms to catch someone. The caught player either joins the „needle” or does a task.



“Laumės žiedas (Circle of Laumes)”

Number of players: unlimited

Needed: a ball

Procedure:

1. Players hold hands and form a circle.
2. An “enchanted ball” moves around the circle as quickly as possible.
3. The ball must be passed according to specific rules (e.g., between the legs, clamping with the shoulder and forearm (elbow), with the hips, only with the head, only with feet)





Traditional Greek games



“Fine salt, coarse salt”

Number of players: 6 and more players

Needed: handkerchief

Procedure:

1. We choose the mother by lot. The rest of the children squat down with their hands behind their backs and their palms open.
2. The child who plays the “mother” stands outside the circle and holds a handkerchief. The mother goes around the circle singing: “Fine salt, coarse salt, lost my mother and I’m going to find her.”
3. Before the song ends, the mother leaves behind a child the handkerchief and then the child takes it and chases the mother around the circle. If the mother manages to sit in the spot of the child who is chasing her, then the other child becomes the mother and the game continues. But if he catches the mother before sitting down then the mother repeats the song.



“The Slingshot”

Number of players: minimum 4

Needed: cans, slingshots, bullets

Procedure:

1. First, we draw three lines as shown in the picture. We place the cans 5 meters from the first line. Then a draw is made for the order in which the participants will start the game.
2. Each player takes 5 bullets and starts to aim at the cans from any line they want. If they hit the can from the first line, they win 1 point, from the second line 2 points and from the third line 3 points.
3. So, all participants take turns throwing a shot. Depending on the score of the others, each player chooses the appropriate line to win.
4. Finally, the winner is the one who collects the most points.



TRADITIONAL GAMES

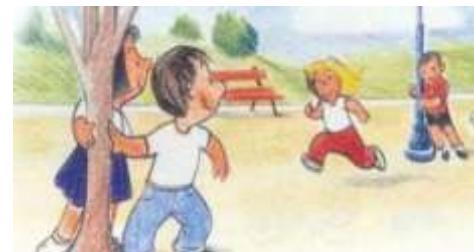
"Ampariza"

Number of players: 4 and more players at each group

Needed: –

Procedure:

1. In this game, children are divided into two groups. Each group chooses the "abariza", i.e. its base (a pillar, a tree).
2. At the beginning, a child from the group that plays first touches the "abariza" and shouts: "I'm taking the abariza and coming out" and runs towards the opposing abariza in order to touch it. Immediately the defending player says the same words and a player starts off with the aim of either getting to the first player and thus capturing him or getting to the other player's 'barrier' first.
3. The players of the team of the child who is imprisoned must touch the child in order to free him/her. The team that captures the other team's locker wins.



"The Pumpkin"

Number of players: 6 players and more

Needed: a pillow

Procedure:

1. We bring out the "mother" who directs the game by saying: A be ba mlom tu ki the bom blim blom!"
2. All participants take a number from 1 (the mother) to the last.
3. The mother begins by saying: "I have a pumpkin, Next to the apple tree. It makes (five) pumpkins. Round it up, but the truth. Grandpa will give them to the fox's bounama. Two to tie to her tail and the same number to her apron.
4. The player who had the number 5 asks: "Why should she have 5?" The mother answers, asking: "How many do you want her to have?" The 5 says: "Let her have (e.g.) 2".
5. The number 2 now took the floor and asked: "Why does it have 2?" and the game continued with the same questions and similar answers. When someone made a mistake, e.g. he answered while he did not have the number to which the challenge was addressed, then the mother punished him. The punishments were of various kinds. E.g. to go outside and crow three times for the rooster" or "to bray like a donkey" etc. etc.





Traditional Cyprus games



"Avká, Avká, Pouló Ta"

Translation of the game name: "Eggs, Eggs, I am selling them"

Number of players: Minimum 10, Maximum 20

Needed: 1 Handkerchief (or small cloth)



Procedure:

- Players sit on the ground in a large circle, facing inward.
- One player is selected to be the "seller" and stands outside the circle, holding the handkerchief.

Starting the Game:

- The "seller" walks around the outside of the circle, discreetly holding the handkerchief.
- As they walk, all players sing:

"Avká, avká, pouló ta, tou thkeiou mou tou Kolóka pou kámnei kolokouthkia na trón ta kopellouthkia."

(Translation: "Eggs, eggs, I'm selling them, to my uncle Kolokas who makes little pumpkins for the children to eat.")

1. Dropping the handkerchief:

- The "seller" aims to secretly drop the handkerchief behind one of the seated players without being noticed.
- Players in the circle are allowed to feel behind them with their hands but must not turn their heads to look.

2. Noticing the handkerchief:

If a player realizes the handkerchief has been dropped behind them, they must quickly pick it up, stand up and chase the "seller" around the circle, attempting to tag them before the "seller" can sit in the vacant spot.

3. Stand up and chase outcomes:

- If the chaser tags the seller:
 - The "seller" sits in the center of the circle, referred to as the "kolokouï" (meaning "pumpkin").
 - The chaser becomes the new "seller" for the next round.
- If the seller sits first:
 - The chaser becomes the new "seller," and the game continues.

TRADITIONAL GAMES

"Ziziros"

Number of players: Minimum 3, Maximum 10

Needed: 1 small cloth (optional)

Game Setup:

1. Select one player to be „Ziziros.”
2. „Ziziros” stands with their back to the other players, covering their eyes with their right hand to prevent peeking.
3. They place their left hand under their right armpit, keeping the left palm open and facing outward.



How to Play:

1. The remaining players form a line behind „Ziziros.”
2. One player gently strikes „Ziziros’” open left palm and quickly returns to their position in line.
3. All players then chant “ZZZZZZZZ” while spinning their hand in place to confuse „Ziziros.”
4. „Ziziros” turns around and tries to guess which player struck their palm.
- If „Ziziros” guesses correctly, the identified player becomes the new “It”.
- If „Ziziros” guesses incorrectly, they remain “It” for the next round.



Optional Variation:

To add complexity, players can use a handkerchief or small cloth to strike „Ziziros’” palm, making it harder to identify the striker.



"Tiflomyga"

Translation of the game name: "Blindfly"

Number of players: Minimum 3, Maximum Unlimited

Needed: 1 piece of cloth or scarf to cover the eyes



Game Setup:

1. Choose one player to be the „Blindfly.”
2. Blindfold the „Blindfly” securely with the scarf, ensuring they cannot see.
3. The other players form a circle around the „Blindfly.”



How to Play:

1. The game starts with the players spinning the „Blindfly” around a few times to disorient them.
2. The other players move around the „Blindfly”

TRADITIONAL GAMES

clapping their hands or calling out to confuse them further.

3. The "Blindfly" must try to tag one of the players while remaining blindfolded.
4. When the "Blindfly" successfully tags someone, they must guess who they tagged based on touch, voice, or other clues.
 - If the guess is correct, the tagged player becomes the new „Blindfly.”
 - If the guess is incorrect, the game continues with the same „Blindfly.”

Optional Variations:

- Players can lightly touch the "Blindfly" without being tagged, adding an extra challenge.
- To increase difficulty, reduce the space in which the players can move.

"Mandili"

Translation of the game name: "The handkerchief"

Number of players: Minimum 6, ideal 10-20

Needed: 1 Handkerchief (or small cloth)

Team Formation:

- Players must be divided into two equal teams.
- Teams line up facing each other, maintaining approximately 5-10 meters between them.



How to Play:

1. Assign Numbers to players:
 - Assign a unique number to each player within a team, ensuring that opposing players have matching numbers.
2. Place the Handkerchief:
 - Place the handkerchief at the center point between the two teams.
 - The "referee" stands at the center, holding the handkerchief.
3. Gameplay:
 - The referee calls out a number aloud.
 - The players from each team corresponding to the called number sprint towards the center to grab the handkerchief.
4. Winning the Game:
 - Continue the game until all players have participated or for a predetermined number of rounds.
 - The team with the most points at the end is declared the winner.



CHAPTER 4

Education systems of countries participating in the project



EDUCATION SYSTEMS



The Polish education system has a stage-based structure and includes both compulsory and non-compulsory education.

- Preschool education: for children aged 3–6; one year of preschool preparation (known as “zerówka”) is compulsory for 6-year-olds.
- Primary school: lasts 8 years (grades 1–8). Education is compulsory, and at the end of primary school, students take an eighth-grade exam.
- Secondary education (most commonly chosen paths):
 - general secondary school – 4 years,
 - technical secondary school – 5 years,
 - first-level vocational school – 3 years (with the possibility of continuing to a second-level vocational school).

At the end of high school and technical school, students can take the high school final exam, and in technical schools and vocational schools, they can also take vocational exams.

Higher education: first-cycle studies (bachelor's/engineer's degree), second-cycle studies (master's degree), uniform master's degree, and doctoral schools.

Education is public and free in public schools, and pedagogical supervision is exercised by, among others, the Minister of Education and school superintendents.



The educational system of North Macedonia is organized into three structured levels (primary, secondary and higher education) and it is regulated by the Ministry of Education and Science.

Primary education is compulsory for children from the age of 6 to 15 and lasts nine years. It is divided into three cycles (grades 1–3, 4–6, and 7–9). Primary education is free and available in several languages, reflecting the country's multicultural character.

Secondary education is also compulsory, and it is also free and lasts three or four years. Secondary education is offered through gymnasiums (general education), vocational and technical schools, and art schools, allowing students to prepare either for higher education or for direct entry into the labor market.

Higher education is optional and it is provided at universities, following the Bologna Process with undergraduate, master's, and doctoral studies.

In recent years, the system has focused on reforms aimed at improving quality, inclusiveness, digitalization, and alignment with European educational standards, while teachers play a key role in fostering knowledge, values, and lifelong learning skills among students.



Education in Malta is compulsory until the age of 16 (from 5 to 16 years old), divided into primary school (5–11 years old) and secondary school (11–16 years old), with an optional preparatory stage (16–18 years) for higher education. It is characterised by a centralised model, strong influences from the British system in terms of A-Levels and double diplomas, offering free state education for EU citizens up to the age of 16.

Structure of the system

- Nursery school: 3–5 years (not compulsory).
- Primary school: 5–11 years (6 years).
- Lower secondary school (Junior High/Middle School): 11–13 years (2 years).
- Senior High School/Sixth Form/Vocational College: 13–16 years (compulsory), optional 16–18 years.
- Higher education: University of Malta and Malta College of Arts, Science and Technology (MCAST).



The education system in Lithuania includes formal and informal education, self-education the education of every person, ensuring equal opportunities in education, and promoting lifelong learning. Education in Lithuania is based on the principles of accessibility, quality, integration, and individual student progress. The education system begins with preschool and kindergarten, which help children prepare for school and develop social, emotional, and cognitive skills. Formal education begins in first grade and includes primary education (grades 1–4), main education (grades 5–10), and secondary education (grades 11–12). At these stages, students consistently acquire the general and subject-specific competencies necessary for further education, professional activity, and active participation in social life.

An important part of formal education is the assessment of student achievement. Lithuanian schools most often use a ten-point grading scale, in which grades are used to assess students knowledge, skills, and progress. In primary grades, formative assessment is often used, in which student achievement is described verbally, emphasizing their progress, efforts, and strengths. In older grades, point-based assessment predominates, but formative assessment is also promoted, which helps students understand their learning outcomes and areas for improvement.

The teaching process is organized in a semester system. The school year is usually divided into the first and second semesters, after which the students' achievements are summarized. At the end of the semester, semester assessments are carried out, which show the results of the students' learning during a given period.

The Lithuanian education system places great emphasis on inclusive education. Inclusive education means that all students—regardless of their abilities, special educational needs, language, cultural or social background—learn together in mainstream schools. The aim is to provide every child with the necessary support and enable them to learn according to their abilities.

In order to implement inclusive education, special pedagogical, psychological, and social-pedagogical assistance is provided, and curricula, teaching methods, and assessment methods are adapted.

In addition, informal education is provided, including artistic, sports, cultural, and other educational activities that help students discover their talents, strengthen their motivation, and improve their social skills. Self-education is also important, when a person independently deepens their knowledge and improves their skills.



In Greece, compulsory education lasts 11 years and includes Primary School (Dimotiko, 6 years) and Lower Secondary School (Gymnasio, 3 years), followed by Upper Secondary Education (Lykeio, 3 years) through General Lyceum (GEL) and Vocational Lyceum (EPAL). The Ministry of Education sets national curricula and learning outcomes, while schools implement them through annual planning and inclusive practices that promote student wellbeing and competence-based learning.



Secondary education in Cyprus forms the core of the country's centrally organised educational system, which is supervised by the Ministry of Education, Sport and Youth. While public education is free and compulsory from the age of 5 to 15, it is during the secondary years that students develop the academic, social and personal skills that shape their future pathways. The Ministry determines curricula, textbooks and educational policies, ensuring consistency and coherence across all public schools.

Primary education (ages 6–12) constitutes the foundation of the Cypriot educational system, providing students with essential literacy, numeracy and social skills. It emphasises holistic development, fostering curiosity, creativity and positive learning habits. Physical Education at this stage focuses on basic motor skills, enjoyment of movement and the development of healthy lifestyle attitudes, preparing children for more structured and specialised physical learning in the secondary years.

Secondary education is divided into two stages: the Gymnasium (ages 12–15), which completes the cycle of compulsory schooling, and the Lyceum or Technical Schools (ages 15–18). The Gymnasium offers a unified programme of general education designed to support students' holistic development and prepare them for more specialised studies. At the Lyceum, students choose subject pathways according to their interests and aspirations, while Technical Schools provide vocational and technical programmes aligned with labour-market needs.

A key component of secondary education is the subject of Physical Education, which is taught in all grades. In the Gymnasium, Physical Education focuses on fundamental motor skills, teamwork, cooperation and the cultivation of a positive attitude towards physical activity. At the Lyceum level, the subject becomes more specialised, emphasising physical fitness, health education, safe participation in sports and understanding rules and strategies. Students in some schools may also pursue advanced Physical Education courses, such as IGCSE or A Level PE, which combine theoretical knowledge with practical performance.

Although pre-primary, primary and tertiary education each play an important role in the broader system, secondary education remains the most decisive stage. It combines academic preparation with personal development and promotes physical, emotional and social well-being through subjects like Physical Education. In this way, it equips young people with the competencies and values needed to participate actively and responsibly in contemporary society.

CHAPTER 5

Physical education programme and the 'Let's play it again' project



PHYSICAL EDUCATION PROGRAMME



Physical education – programme in **Poland**: in general secondary schools, the physical education curriculum focuses on developing students' fitness and health, shaping physical activity habits, and social skills. Typical areas of content include: developing general fitness, team games and group cooperation, individual activities (e.g., athletics, gymnastics, fitness), health education (prevention, regeneration, safe training), as well as recreation and lifelong activity (forms that students can continue outside of school). Individualization (different levels of advancement) and process assessment are also important elements – for commitment, progress, teamwork, and not just "sports results."

The inclusion of traditional games and activities in the high school PE program can be justified as a tool for: building class integration, developing coordination and agility, teaching fair play, strengthening mental well-being, and as an attractive alternative for less "athletic" students. They work best in: warm-ups, the main part of the lesson (e.g., recreational activities), on theme days ("PE with tradition"), during outdoor activities, and as an interdisciplinary module (element of regional/European culture).



Physical Education (PE) in **North Macedonia**—officially called Physical and Health Education (Fizičko i zdravstveno obrazovanje)—is a mandatory subject designed to support holistic development.

In primary schools (Grades 1–9), PE is held 3 times per week (totaling 108 classes per year). The general learning goals include locomotor development (activating the locomotor system to ensure symmetrical and upright growth), habit formation (instilling a lifelong love for exercise and hygiene to combat rising childhood obesity), social and emotional skills (using group games to teach conflict resolution, cooperation, and discipline) and motor proficiency (developing coordination, flexibility, strength, and balance).

Some of the traditional games that we played as part of the Erasmus+ project "Let's play it again", are already part of the Physical Education curriculum for first and second grade, but not all of the games. Thus, our suggestion would be to broaden the curriculum with more traditional games.

Another suggestion is to have the traditional games in the upper grades too, because during the project we realized that the older students equally enjoyed playing the traditional games as the younger students do. The traditional games can be part of the thematic unit where students learn about the different sport games (football, basketball, handball and volleyball). The traditional games, like the sport games, have rules, and they contribute to developing team work, cooperation, coordination and fair play. They are also fun to play and a good way to make the PE lessons more interesting and enjoyable for students



1. Physical education as part of education

In **Malta**, physical education (PE) is a compulsory subject in primary and secondary schools. It aims not only to develop physical fitness, but also to promote a healthy lifestyle, motor skills, social attitudes and cooperation. PE pursues objectives relating to skills, knowledge and attitudes so that pupils remain active throughout their lives.

2. Structure and content of lessons

The PE programme covers various areas:

- Fundamental movement skills – the basics of running, jumping, throwing and balancing.
- Sports and physical activities – team games (e.g. basketball, football, volleyball), net activities (e.g. badminton) and others.

PHYSICAL EDUCATION PROGRAMME

- Health and fitness – understanding the impact of activity on health, fitness and well-being.
- Tactics and cooperation – elements of planning and tactical thinking in games.

3. Games and play are part of the programme, especially in teaching children

In younger classes

- Emphasis on activation through play and movement games that help develop basic motor skills, self-confidence and enjoyment of movement.
- Playful activities and simple games are often used to integrate children and teach cooperation.

In older classes

- Instead of casual play, sports games and mini team games dominate, e.g. small forms of basketball, football or rugby – also in tactical and educational form (TGfU / Tactical Games).
- Games help teach techniques, tactics and rules of cooperation, as well as teaching different roles (player, referee, organiser) and strategic thinking.

4. Sports and extracurricular activities

In addition to standard PE lessons, schools often organise:

- sports festivals and activity days, combining various stations and physical activities,
- inter-school tournaments and events that strengthen motivation for competition and cooperation.

5. Main objectives of the PE programme in Malta has three basic objectives:

1. To develop physical fitness and motor skills,
2. To promote a healthy, active lifestyle,
3. To teach cooperation, fair play and social behaviour through games and sport.



The renewed physical education programs in **Lithuania** emphasize the holistic development of students, combining physical activity, health, social skills, and cultural identity. Physical education is not seen solely as the development of physical fitness, but as an essential part of a child's overall education, promoting physical, emotional, and social well-being. In accordance with the guidelines of the Lithuanian Ministry of Education, programs are based on competencies and individual student progress, and teachers have autonomy in choosing content, methods, and forms of work.

The aim of physical education is to shape a lasting need for physical activity, develop basic motor skills (strength, speed, endurance, coordination, and flexibility), and promote a healthy lifestyle. At the same time, it emphasizes the importance of cooperation, fair play, responsibility, and a positive attitude toward movement and one's own body. The curriculum includes not only physical exercises, but also knowledge about health and safety, social and emotional skills, and reflection on one's own activity.

An important element of the renewed plans is the integration of traditional folk games and activities into physical education classes. These games support the natural need for movement, develop coordination, spatial orientation, and reflexes, while teaching cooperation, communication, and respect for rules. Introducing elements of cultural heritage into physical education classes strengthens the sense of identity and allows students to learn about tradition in an active and attractive way.

This approach is consistently implemented at the Jan Śniadecki Middle School, where games and activities developed as part of the Erasmus+ project "Let's Play It Again" have been systematically used since the first grades. The project games have been incorporated into daily physical education practice as an integral part of the curriculum. They are tailored to the age

PHYSICAL EDUCATION PROGRAMME

and abilities of the students, combining movement with rhythm, elements of cooperation and folk tradition, while promoting class integration and intercultural education.

Experience shows that children and young people are very eager to engage in this type of activity. The games from the project are perceived as attractive, dynamic, and giving a sense of shared fun, which significantly increases motivation to participate in physical education classes. Students actively participate in games, show initiative and cooperation, regardless of their level of physical fitness. As a result, physical education becomes a space for inclusion and positive physical experiences.

Traditional games and activities encourage all students to participate, including those with different abilities, educational needs, or physical experiences. Assessment is supportive and motivating, focusing on engagement, progress, and cooperation, rather than solely on athletic performance. Participation in games makes physical education not only a lesson in movement, but also an important element of education, social integration, and building lasting motivation for an active lifestyle.



Physical Education (PE) is compulsory throughout compulsory schooling and continues in upper secondary education. **The Greek** PE curriculum supports motor development, physical fitness and health literacy, while also strengthening key social competences such as cooperation, respect and fair play. Learning areas typically include fundamental movement skills, athletics, gymnastics, team sports, games and health-related topics (e.g., safety and healthy lifestyle habits), with differentiated instruction to ensure meaningful participation for all learners.

Within the Erasmus+ KA220 project "Let's Play It Again", traditional games were used as a structured teaching resource connecting PE goals with cultural heritage and intercultural learning. Greek games like "Fine Salt – Coarse Salt," "Ampariza," "Marbles," "The Pumpkin," and "The Slingshot" (implemented with safe, soft equipment)—were embedded in lessons as short, goal-oriented activities (10–20 minutes). Each game was mapped to specific outcomes (agility and reaction; teamwork and tactics; accuracy and self-regulation; memory, rhythm and group cohesion) and supported through simple adaptations such as mixed-ability teams, rotating roles, adjusted distances and time limits. This Erasmus-based approach enabled students to learn through active participation, compare traditional games across partner countries and reflect on inclusion and fair play. To support transferability, each game can be documented in a shared template (objectives, equipment, rules, safety notes, differentiation options and reflection prompts), ensuring that traditional play becomes a practical, inclusive and curriculum-aligned resource rather than an "extra".



Role of Physical Education **in Cyprus**: a key component of secondary education is the subject of Physical Education, which is taught in all grades. In the Gymnasium, Physical Education focuses on fundamental motor skills, teamwork, cooperation and the cultivation of a positive attitude towards physical activity. At the Lyceum level, the subject becomes more specialised, emphasising physical fitness, health education, safe participation in sports and understanding rules and strategies. Students in some schools may also pursue advanced Physical Education courses, such as IGCSE or A Level PE, which combine theoretical knowledge with practical performance.

Although pre-primary, primary and tertiary education each play an important role in the broader system, secondary education remains the most decisive stage. It combines academic preparation with personal development and promotes physical, emotional and social well-being through subjects like Physical Education. In this way, it equips young people with the competencies and values needed to participate actively and responsibly in contemporary society.

CHAPTER 6

Conclusions



CONCLUSIONS

- ✓ The Erasmus+ project “Let’s Play It Again” brought together school students and teachers from Greece, Poland, Cyprus, Malta, Lithuania & North Macedonia in a dynamic educational journey that highlighted the value of traditional games as a means of inclusion, cultural exchange, and youth empowerment.
- ✓ The project helped revive traditional games from Cyprus, Greece, Malta, North Macedonia, Poland, and Lithuania, ensuring they are passed down to younger generations.
- ✓ Throughout the project, each host country introduced participants to ten traditional games—reviving forms of play that encouraged movement, cooperation, and joy. These games became a common language that connected young people beyond words, backgrounds, and borders.
- ✓ Recalling old, traditional games once played by their parents and grandparents held great value. It brought together different generations, encouraged mutual respect and closeness, helped preserve traditional games from being forgotten, and allowed children to learn rules, practice, and develop skills that are incredibly important for their physical health.
- ✓ Most of the games were team-based, which required cooperation, support, and good role distribution—something extremely valuable for children. In every country, the games involved a variety of skills such as precision, agility, speed, dexterity, flexibility, fine motor coordination, and more. In each host country, students were well prepared and enthusiastically shared their knowledge with all participants.
- ✓ A particularly enriching dimension of the project was the chance to reconnect with the past. Students discovered how children in earlier times used to play—without screens or technology, relying instead on imagination, nature, simple materials, and, above all, human interaction. This experience offered a powerful reminder of the timeless value of creativity, community, and shared laughter.
- ✓ Students from all six countries engaged in meaningful exchanges, fostering friendships and cross-cultural understanding through game play.
- ✓ Throughout all mobilities and the learning of various traditional games, a beautiful network of friendships was formed among both students and teachers. We all learned so much about different customs and cultures and opened our minds and hearts to diversity and variety.
- ✓ The project contributed to the development of key competencies, including language skills, social interaction, and communication.



CONCLUSIONS



- ✓ Some of the games were similar across countries, like hopscotch, elastic band, and hide-and-seek, though certain elements differed. A particularly valuable aspect of this project is the idea of introducing traditional games into the physical education curriculum, as games and fun are naturally motivating for children, much more so than standard exercise routines.
- ✓ Six festivals were organized, allowing local communities to participate and appreciate traditional games.
- ✓ The project produced films, documenting meetings with seniors, a publication with game scenarios, and of course nice memories.
- ✓ By encouraging participation in traditional games, the project helped students overcome social barriers created by the pandemic and embrace new challenges.
- ✓ Participants also had space to reflect on their experiences, express their emotions, and exchange thoughts with their peers. These moments of connection gave depth and meaning to their learning, strengthening both friendships and intercultural understanding.
- ✓ As each mobility came to the end, the atmosphere was filled with smiles, emotion, and a sense of fulfillment. A cycle full of knowledge, culture, and human connection had come to a close—but its impact will remain.





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