

**23. ICCP - World Play Conference  
15-17 September 2004  
Krakow, Poland**

**TRADITIONAL GAMES  
USE OF INTERNET IN COLLECTING AND PUBLICIZING TRADITIONAL  
GAMES PART 3**

**Abstract**

The main aim of the project is to collect traditional games, and to present them on Internet with text and pictures/video-clips. The purpose is to save this cultural heritage for coming generations - and hopefully bring more play and physical activities into daily life. We have used students in the project in order to train them in research methods and in information technology communication. The students have made textbooks of games from their childhood, and collected games from elderly people in the Western part of Norway. Some of the games have been tried out on pupils in primary school. In addition, pupils have been actors in video-films which are employed in our Internet presentation. We have now a database where traditional games are categorized, and also a communication base for collecting games. Students have had progress in using the Internet. The project has received widely responses. We are now planning a European cooperation -?

1999 – Presented the Project plan on ICCT – World Play Conference in Oslo,  
Norway

2001 – Demonstrated the database on ICCT – World Play Conference in Erfurt,  
Germany

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ICCP-World Play Conference  
 15-17 September 2004  
 Akademia Pedagogiczna  
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## TRADITIONAL GAMES

### USE OF INTERNET IN COLLECTING AND PUBLICIZING

#### TRADITIONAL GAMES PART 3

##### 1.0 BACKGROUND

In the last century we have had big changes with new industries, changes in settlement and families - cars, TV, computers and so on. This has of course changed the children's daily life - and specially their play and physical activities.

##### 1.1 Initiative - Worries

The College was contacted by a film producer (former teacher), who was worried about children's activities - children did not play all kinds of old games as before. He asked: "Where are children's own games? Are we losing the old games, which have been played for generations? Are we organising children too much? What can we do to secure that the traditional games will be saved and used by children? Can traditional games bring more physical activities into children's daily life?" Questions like these has been asked word wide in the modern time.

Bishop & Curtis (2001) says in their introduction of their book:

*In Britain the popular perceptions that `children don't know how to play any more` and that `the traditional games are disappearing` seem never to have been so widespread as in the early twenty-first century.(...) Parallels to this views are found in other parts of the western world. (...) such views are also prevalent in North America and Australia (2001:1).*

##### 1.2 Links to curriculum plan

The new National Curriculum Plan (L97) in Norway focuses on aspect of culture, play and physical education. It says that physical activity is essential to the physical, mental and social development of children and young people. Because of changes in ways of life and leisure facilities, with fewer opportunities for all-round physical activity, more and more people are devoting less time to physical labour, play, sports and outdoor adventure activities. School environments must therefore invite and provide scope for physical activity. – We often sees that schoolyards are prepared for sports games as football, handball, basketball and have less room for the children`s own games – and traditional games. In elementary school the pupils have 1 or 2 lessons (periods) a week in physical education – but the curriculum plan says that:

*Children learn with all their senses and by actively using their bodies. They must therefore be given plenty of time for play and other physical activities throughout the school day and not just in the physical education periods and breaks between lessons. Play is a way of maintaining traditions, giving the pupil mastery of his or her own body, and developing creativity. Play is a natural starting point for physical education and an important part of the entire curriculum (L97: 263).*

The traditional games are also relevant in new teaching methods such as theme based - and project work.

### **1.3 Links to other projects**

The College had already other research projects, which were closely linked to «Traditional games»:

- \* Legends in Sunnhordland (Nils Tore Økland/Bjørn Bjørlykke)
- \* Folk music (Fred Ola Bjørnstad)
- \* Folk dance (Liv Ingrid Grov)

We created a project group together with Brynjar Stautland, the film producer.

«Legends in Sunnhordland» is already presented on Internet, and we also want to use a similar presentation for traditional games.

All these aeries are focused on in the new curriculum plan (L97).

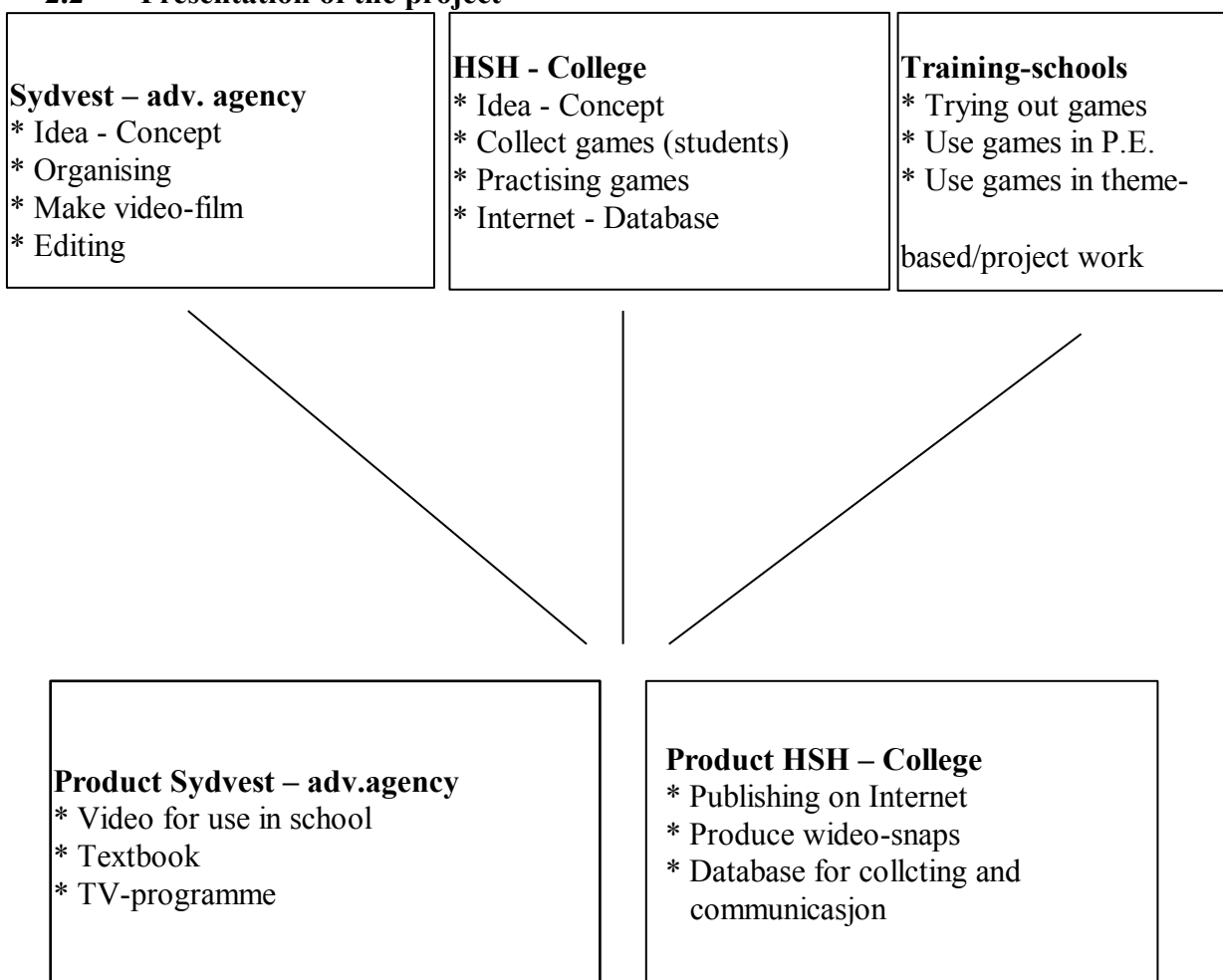
## **2.0 PLANS FOR THE PROJECT**

## 2.1 Aims for the project

The main aim and purpose for the present project is:

- To collect traditional games, especially of physical skills
- Present them in various media as textbooks, video and on Internet
- To enable coming generations to use traditional games easily
- To train students in research methods
- To train students in information communication technology (ICT)

## 2.2 Presentation of the project



**This overview gives a concentrated presentation of the project and how the different tasks are distributed - and what sort of product we might develop.**

## 2.3 Changes in the project

The project group functioned the first year when we planned the project - and tried to get money for film- and video production. We were not successful in business. The film producer became freelance - he started on other tasks – but is still interested in making a TV-program about traditional games. My college had plenty to do on other research work – so I continued on my own - with some recourse from the College until 2001.

**Since 2001 I have not had extra reassures to follow up the project. This year about 30% of my job is available for the project!**

#### **2.4 Methods in data collection and students involving**

To reach the aims, the students had to do field research of actions type (Mac Karnan 1998). Before this project started, students in physical education had collected games from their own childhood. Each student choose two different games – practised them on the student group – to be sure how to play. The students wrote down their games – and we made textbooks out of it. – Each student could now use the collection of games in their work.

We wanted to continue this method in the project. The next task for the students was to interview their parents, grandparents or elderly people back home. For this work the students will use an interview-guide. We also want to use literary sources. - Once the database on Internet was operating the student registated the games in the database. The communication base will be open for anyone who wants to support us with traditional games. The first years we want to concentrate the research to the western part of Norway - where the majority of the student comes from (Hordaland/Rogaland). But we are also interested in games from other parts of Norway and from foreign countries. If it is possible we want to expend the project to national and European level -?

### 3.0 ABOUT TRADITIONAL GAMES

#### 3.1 Traditional games – Rule games

What are traditional games? The approach of traditional games is in this context the same as rule games. From Piaget's play theories we know that children develop their play in to rule games about 6-7 years old - and are very keen on keeping the rules strictly. Later on the children become more flexible and adjust the game in the situation, depending on how many they are, the age of the participant etc. (Jagtøien & Hansen 2000). Bishop & Curtis says about traditional games:

*One of the keyword here is `tradition`, and yet that is so often missing in this debate is a critical consideration of what we mean by `traditional games` and `children`s tradition` (2001: 9).*

The meaning of the word `tradition` is often that it takes two generations to make anything traditional: naturally enough, since that is the sense of tradition as an active process (Bishop& Curtis 2001).

A dictionary definition of the word `tradition` is: Tradition (the word means to deliver, bring forward) we often associated with something old that still are alive, which are given further more or less without changes, from one generation to another (Pax 1981).

Another aspect about traditional games is that games disappear:

*(...), that traditional games are no longer played and, therefore, that children do not know `how` to play any more, which sometimes leads to teaching of traditional games to children by lunchtime supervisors, teachers, parents or grandparents (Bishop& Curtis 2001:9).*

Jagtøien & Hansen (2000) talks about traditional games as rule game. This is common in physical education, because this subject has used rule games/ traditional games as activities – and in many ways maintain this culture. The rule games are delivered from generation to generation, from children to children and from adults to children. These games have in common that they have rules to follow, but that does not mean that the rules are not changing. The children use much time and energy to make agreements on the rules – and `fair play` is important for the excitement in the play. This process is a good training in democracy.

The project group were most interested in old games – specially the forgotten one. We wanted to use the students to collect games from their parents, grandparents or elderly people back home – in addition to their own games. When this games passes on to the next generation – it becomes traditional games.

### 3.2 Categorising

What type of categorising could we use? Opie & Opie (1969) studied children`s play in streets and playground. They classified their material in following categories (rule games): “Chasing - catching - seeking - hunting, racing - dulling - guessing - acting and pretending games. Sutton-Smith (1971) studies from 1959 is a classic in these area with all his research on analysing and categorising children`s games. Sutton-Smith & Rosenborg are in an article “Sixty Years of Historical Change in the Games Preferences of American Children” presenting a detailed list of categories (Herron & Sutton-Smith 1985). The most interesting is the tree head groups of games Roberts & Sutton Smith (1971) suggested:

- \* Games of physical skills
- \* Games of strategy
- \* Games of chance

A Swedish researcher, Forsgård (1987), use much the same methods for her categorising as Opie and Sutton-Smith. She categories the games after what`s happening: “Play in snow with equipment - Play in snow without equipment - Weather games - Games in the sand - Ball games - Hunting games - Games with equipment - Finger games - Jumping games - Games without equipment - Role games and other games”. In this list we do not find only rule games, but also construction games and role games.

In Norway very little has been done on the field of traditional games – rule game, except from Enerstvedt`s work. She tries to give us an understanding of Norwegian play-tradition, based on historical sources and on observation in her books “Kongen over gata” (1971) and “Tampen brenn” (1982). Enerstvedt categories in: “ Ballgames - Sports games - Catching games -Hiding games - Imitations-/hide-/catching games - Play with plants and other nature material - Singing games - Circle games and couple games - Blind man, trick games and other party games and play”.

In other Norwegian literacy the categorising are very different (Hagen 1956, Bratteli & Paulsen 1960, Paulsen 2000).

In relations to these different categories we decided to sort the material into logical groups - and ended up with these categories:

- Touching games
- Catching games
- Hide-and-seek games
- Ball games
- Games around buildings
- Circle games
- Stick-and-log games
- Elastic-band games
- Wall games
- Paradise
- Games with ropes
- Song-games
- Other games
- Games from foreign countries

#### 4.0 STATUS: RESULT AND PRODUCTS PR. 1. SEPTEMBER 2004

This is an ongoing research – and how long it will continue depends on resources and response.

#### 4.1 Collecting games

Collecting traditional games have been a task in physical education:

- **1998/99** - Students in 2.year pre-primary (110 stud.) used interview-guide to collect games from elderly people back home. Using interview-guide was not successful. Many students used inchoative program we could not open. Other students admitted their incompetence in using e-mail.
- **In 1999** I did a research among employed at the college (52 people) - from this part of Norway. I got three answers, and any of them were able to remember how to play a game.
- **1999/00** - Students in 2.year pre-primary (79 stud.), collected their own games. The majority of the students used e-mail, but they had problems with using attachment
- **2000/01** - Students in 3.year teacher education (43 stud.) collected their own games. They also collected games from elderly people back home. Few students had problem with e-mail and attachment. But many students had problems with using the database
- **2001/02** - Students in 3.year teacher education (28 stud.) collected their own games. They also collected games from elderly people back home. Few students had problem with e-mail and attachment. Many students had problems with using the database
- **2002/03** - Students in 3.year teacher education (33 stud.) collected their own games. Few students had problem with e-mail and attachment.
- **2003/04** - Students in 3.year teacher education (31 stud.) collected their own games. They also collected games from elderly people back home. All students manage to send e-mail with attachment. Some students had problems with using the database
- **Students have collected hundreds of games. Many games are the same in students textbook. In 2001 we had about 20 games in the database on Internet.**

- **2004 we have about 100 games in the database and in addition to that 3-400 games**

#### **4.2 Trying out collected games**

- Students have practised on other members of the students-group
- Students have used some of the games in an “International project” - 98 (exchange students)
- Students have used some of the games in physical education and theme-based work in training-schools (applications-schools)
- I have practised seven games with 20 pupils, grade 6, in primary-school  
These pupils were actors in video-film, demonstrating the games
- “Traditional game day” – We organised a play day for grade 5-7 (about 100 pupils).
- The pupils in grade 6 were teachers, assisted by students. A professional producer made video-film

#### **4.3 Products published on Internet**

- Front page with links ([www.hsh.no/home/lig/tradisjonsleik](http://www.hsh.no/home/lig/tradisjonsleik))
- “Game project” with: Pedagogical-, Cultural-, Physical Education- and ICT approach
- “About the project” with: Project plan, Changes in the project, Student info, Interview guide, Letter to parents, Play conferences, Video about the project (6-7 min.), Presentation in English (Abstract, paper, presentation in slides)
- Database for presenting games and for collecting/registration
- Database who sort the games after categories and alphabet
- Games with text, pedagogical tip, source, other info - and a seven games with video-clips

#### **4.4 Products of textbooks and video-film**

- Textbooks with students games
- Textbook for the pupils in grade 6, with room for illustrations
- Edit video-film for use on Internet
- Videocassette for publishing the project

- The video films has been presented for the pupils in grade 6
- Video-film (20) with the students as actors

#### **4.5 Other publishing**

- «Traditional games» (project plan) was presented at «Research-days» at the college in autumn '98 - and was on that occasion published on Internet.
- Published in local newspapers
- Published on a culture conference for Hordaland
- The project plan and video clipss was presented on ICCP World Conference in Oslo, Norway 1999
- The “Traditional games on Internet” was presented and demonstrated on ICCP World Conference in Erfurt, Germany 2001
- The “Traditional games on Internet” was presented and demonstrated on an International Conference in Lillehammer, Norway 2001
- The “Traditional games on Internet” was presented and demonstrated at Gent University/College, Belgian 2003

## **5.0 SUMMARIES AND FURTHER WORK**

### **5.1 Summery**

The students have collected hundreds of games from their own childhood, from parents, grandparents or elderly people back home. Many of the games are the same, but often with another names and differences in rules. We were mainly interested in games with physical content, but we have also got others. Students have every year made their own textbook with games from their childhood. This year they used ClassFronter to present their textbook. Student have practise games on each other – and used some of the games in trainingschools.

In 2001 the database was operating on Internet. We had than about 20 games – seven of them with video-clips. In 2004 the collection has approximately 100 games and we have recorded 20 more games that need to be edit.

The students have slowly improved in using Information Communication Technology (ICT). In year 2003 it was the first time all students managed to send e-mail with attachment - but some students had still problems with registration in the database. When the games are reiterated, they will appear in a hidden register – and have to be “signed” by me before publishing.

Students have reported that elderly people are much exited to talk about their childhood and games they played. It brings good memories – but many have problem when it comes to remember the rule of the game.

The major tasks have been to get technical help - and machine/program for editing and production – also professional help with video-/film production. We are still developing the system – trying to make it easier to use – and for operating new tasks.

The project has been met with a very positive response - it seems to be important to save traditional games.

## **5.2 Further work**

I look forward to have time to continue on the project. First of all I have to sort out all the collected games (3-400) for the database - and edit video-film for demonstration of the

games. We also want to expand to new areas and get new partners in the project:

**1. Primary schools:** Four primary schools cooperate with our University College (HSH) in a project called “Holistic Innovation in Teachers Education” (HIL- project) where all participants have to use ClassFronter for communication:

- The pupils will train in using ClassFronter – with collecting their own games
- Task for 2-3 students in Physical Education (PE) to use traditional games and other role games in PE and in theme based - /project work -?

**2. Norway:**     **Task for students in other Norwegian University Colleges?**  
(Departments of Physical Education in Oslo are interested)

**3. Scandinavia: Task for students in other Scandinavian University Colleges?**

**4. Europe:**     **Task for students in other European University Colleges?**

If we could expand from National level to a European cooperation - we would save a cultural “treasure” for the future – and find that we maybe have a common heritage?

We could start collecting in the national language – and later use student in English as translators -? For this expanding we need a new design of the project on Internet.

These games will be a valuable source in other subjects in schools and in theme based- /project work. One of the aims is also to follow up student in work experiments – and publish more the pedagogical approach with traditional games.

Hopefully we could bring more play and physical activities into school and leisure time -?

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