

The promotion of popular and traditional games in centres of primary education in the municipality of Boiro (A Coruña)

La promoción de juegos populares y tradicionales en los centros de enseñanza primaria del municipio de Boiro (A Coruña)

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Abstract

The current curriculum for Primary Education in the autonomous community of Galicia includes the importance of Galician traditional and popular games and establishes them throughout the educational stage, mainly based on recognition, practice, research, history and cultural value that this type of practice has for the students of this community. In the past the skittles game in Boiro had a great impact on citizens, being probably the principal form of entertainment of the people of Boiro in the first third of the 20th century. The objective of this study is to analyse the promotion, dissemination and practice of popular and traditional games in general and the skittles game in particular, in the primary schools of the municipality of Boiro, using qualitative techniques for data collection, with the personal interview as the main tool used for this purpose. The results of the study show the need to deepen the work of these recreational practices in education centres, nowadays more oriented to comply with the minimum laid down in the official curriculum than giving true meaning to games that are part of the history and culture of the town of Boiro, with the game of skittles the most clear reference in this regard. Public administrations must be coordinated to implement a much more ambitious project of recovery of this kind of practice, in which school should be considered as the starting point.

Key words: primary education, Physical Education, popular and traditional games, skittles, Boiro.

Resumen

El actual currículum para la Educación Primaria en la Comunidad Autónoma de Galicia recoge la importancia de los juegos populares y tradicionales gallegos y establece los contenidos a trabajar en toda esta etapa educativa, basados principalmente en el reconocimiento, práctica, investigación, historia y valor cultural que este tipo de prácticas tiene para el alumnado de esta comunidad. El juego de bolos en Boiro tuvo en otros tiempos una gran repercusión entre la ciudadanía, siendo probablemente el principal divertimento de los boirenses en el primer tercio del siglo XX. El objetivo de este estudio es analizar la promoción, difusión y práctica de los juegos populares y tradicionales en general y del juego de bolos en particular en los centros de enseñanza primaria del municipio de Boiro, utilizando técnicas cualitativas para la obtención de datos, siendo la entrevista personal la principal herramienta utilizada para tal fin. Los resultados del estudio nos muestran la necesidad de profundizar en el trabajo de estas prácticas lúdicas en los centros de enseñanza, hoy en día más orientados a cumplir con lo mínimo establecido en el currículum oficial que en dotar de verdadero significado a juegos que forman parte de la historia y cultura del pueblo de Boiro, siendo el juego de bolos la referencia más clara en este sentido. Las Administraciones Públicas deben coordinarse para poner en práctica un proyecto mucho más ambicioso de recuperación de este tipo de prácticas, en el que la escuela debe considerarse como el punto de partida.

Palabras clave: educación primaria, Educación Física, juegos populares y tradicionales, bolos, Boiro.

Introduction

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Games, as a necessary activity for human beings (Veiga, 1998), have always been present throughout the history of humanity, with a large quantity of evidence existing as the result of the studies of ancient cultures.

As useful tools for acquiring and developing intellectual activities, motor skills or emotional development (Bautista, 2002; Melero, 2009) they need to be carried out in a voluntary and agreeable way, without the need for obligation of any sort and with the time and space necessary to extract the true essence of this free activity. Games are spontaneous, voluntary, innate and, in addition, as affirm authors such as García & Alarcón (2011), Renzi (2009) or Ruiz (2011), they are activities greatly related with the first stages of life, with infancy.

At an early age, games are present in all parts of the life of a child, forming part of his repertoire of activities which will provide him with numerous benefits (Barroso, 2003; Lavega, 2006), since not only in keeping with the theory of an excess of energy (Monroy & Saez, 2011), he will gain notable improvements on a psychomotor, cognitive, social and emotional level (Lara, 2011; Rodríguez, Pazos & Palacios, 2014; Romero, 2007).

All these positive qualities will show principally in the two environments in which children invest their time: in contact with the family and during their educational phase at school (Ponce, 2009). Games, as educational and school resource, have implicitly brought about the development of emotional and creative aspects and components which encourage personal autonomy (Ponce, 2009). The development of all these abilities in the school environment requires the involvement of all teaching staff, above all, that of the Physical Education specialist who needs the Educational Administration to include in curriculum documents, ways to increase and strengthen these types of activities which use games for their own sake.

In the current curriculum of Primary Education for the Autonomous Community of Galicia (DOG 171, 9th September 2014), p. 37785) it is stated that “throughout primary education, games are the most important resource within Physical Education as they provide a setting for learning and a teaching tool because of their motivating character. One must stress that traditional Galician games, together with the typical dances of Galicia, are an important element in the transmission of our artistic and cultural heritage, as well as an encouragement to intergenerational relationships.”

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Under the premise that Physical Education in this stage will have an especially universal and playful character, to the point of converting games into the ideal context for the majority of learning, unit 6 (games and sporting activities) reveals the way of treating this educational resource throughout the stage. Recognition, practice, investigation, cultural richness and the value of the popular Galician games and sports, are an important part of this unit which, evidently, must be achieved by the teachers in the area of Physical Education.

Galicia, as do the rest of the Autonomous Communities within the Spanish territory, possesses an important body of popular and traditional games, determined by the customs of the people (Vega, 1990), the typical jobs of the area (Veiga, 1998), the area of settlement (Cotizas, 2001; Romaní, 1979) or even the sex of the participant (Liñares, 2007). These games, passed on from generation to generation (Moreno, 1992), constitute the reflection, the identity and culture of a town (Lavega, 1994; Vigne, 2011). Galicia, despite not being a community which stands out precisely for preserving its traditions, continues to preserve the practice of the game of skittles, one of the most important popular and traditional games in the world for its age, universality and presence all over the world (Expósito, 2006; Lavega, 1996; López, 2009; Ruiz, 2000). The playing of the game of skittles in Galicia is different in the four provinces; with regards to the method, quantity and intensity of the game, with A Coruña recording the least activity. In fact, only the ball game played in the Boiro locality has the very important history relating to this thousand-year-old game (Rodríguez, 2013).

The objective of this investigation is to analyse the practice of popular and traditional games in general, and the game of skittles in particular, in the primary education centres of the municipality of Boiro (A Coruña). Its treatment in the area of Physical Education, the importance of school in the promotion of these activities and the analysis of the causes which motivated the gradual fall in the level of practice, are variables which this study explores.

Material and method

Location

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This study took place in Boiro, a municipality situated in the west of the province of A Coruña, in the heart of the Galician *Rías Bajas*. Of medium size (almost 19,200 inhabitants), it has 2 schools for Nursery Education (dependents of a Centre for Nursery and Primary Education), 6 centres of Nursery and Primary Education and 3 Secondary Schools, which in total educate a total of 2,496 pupils.

Timing

The gathering of data was carried out at the end of the year 2012. This work also comes from the doctoral thesis read in the University of A Coruña in the year 2013: “The study of the game of skittles in Boiro: historical aspects, the current state of play and perspectives for the future”, written by the principal author of this article.

Design, participants and tools for the collection of data

A qualitative methodology is used (Canales, 2006; Tójar, 2006) of short descriptions (Corbetta, 2007), with the objective of exploring the opinions of the people who participate in the study. The sample was formed of the 8 teachers of Physical Education from the 6 Centres of Nursery and Primary Education (7 men and 1 woman).

Personal interviews were used as the methodological tool to obtain the data (Canales, 2006; Tójar, 2006). It involves a semi-structured interview focused on investigating the work of the Physical Education professional in the classroom and the role of the school in the promotion and development of popular and traditional games.

In this case, it constitutes a very useful tool because of the prior personal knowledge of each of the interviewees. Employed with flexibility and in a comfortable atmosphere, it allowed data to be obtained with a greater degree of reliability and thoroughness.

Method

Given the very specific characteristics of the sample, the personal interviews are set up in each teacher’s own centre. Recorded on audio and video, the interview is carried out and subsequently the words are transcribed.

Once the data is downloaded, the processing of the collected information is carried out, where the principal objective was to carry out a qualitative reduction of data (Tójar, 2006) with the aim of making the information more manageable and easier to interpret. Next the

units of information are identified in the grouping of the interviews by themes and, later, the categories are defined, as shown in figure 1.

1. Curricular aspects
2. Classroom planning
3. Promotion
4. Teaching units
5. Practice at school
 - 5.1. Advantages
 - 5.2. Problems
6. Recovery
 - 6.1. At school
 - 6.2. Outside school
7. The decline of the game of skittles

Figure 1. Categorized aims of study

Results and discussion

In this section the way in which popular and traditional games are promoted will be analysed, among them, the game of skittles in the educational centres belonging to the town council of Boiro.

In **category 1** (*teachers-importance of popular and traditional games in the Physical Education curriculum*) (see table 1) 62.5% of answers indicate that popular and traditional games are present in the Primary Education curriculum (*e.g. teacher 4: popular and traditional games appear in the curriculum as much in the aim of the subject as in the content and in the evaluation criteria in the first, second and third cycles of Primary Education. They do not feature in this way, or at least I am not sure, in Nursery Education*).

In contrast to this, 12.5% of answers indicate that popular and traditional games have a small presence in the curriculum (*e.g. teacher 7: what there is in the Physical Education curriculum is little*).

12.5% of answers also make reference to the increase in the presence within the Physical Education curriculum (*e.g. teacher 1: it is true that the Council of Education attempted to increase it because there were not any popular and traditional games; in the curriculum there was not even a unit, there was a point and well, now they have increased it more*). Also 12.5% of answers say that it forms an important part of the curriculum (*e.g. teacher 3: to me*

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it seems that popular and traditional games are an important part in the Physical Education curriculum).

Answer/s	No of mentions in interviews
Presence in the Physical Education curriculum	5
The increase in the presence in the Physical Education curriculum	1
Forming an important part of the curriculum	1
They have a small presence in the curriculum	1

Table 1. Category 1. Teachers-importance of popular and traditional games in the Physical Education curriculum

Thinking about this point it is necessary to explain a series of questions. On one hand, is the old Decree 130/2007, of the 28th June, which established the Primary Physical Education curriculum in the Autonomous Community of Galicia, and was in force at the time of carrying out the interviews. Reflections appear in this document which, among others, are the aims, basic competencies, evaluation criteria and methodological guidance for the distinct areas which constitute the primary stage, among them, the area of Physical Education. In this decree, the contents of the 1st, 2nd and 3rd cycles were reflected on unit 5 of games and sports) and the corresponding evaluation criteria. With this reference document, we do not understand why all teachers do not respond that popular and traditional games are in the official curriculum in the area of Physical Education for the Primary Education stage and constitute an important part in the unit of games and sports. From here on, teachers have the freedom to plan, meaning they can influence, to a greater or lesser degree, some of the aspects of the curriculum and give more or less significance to the units they consider most relevant. We believe that popular and traditional games have an important weight within the current primary Physical Education curriculum. By establishing clear guidance for its knowledge and practice, insisting that it is a duty for schools to work with traditional Galician games and to teach pupils how to play as people did in the past, the link between boys and girls and their families (mothers, fathers, grandfathers, grandmothers) is reinforced.

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In **category 2** (*teachers-importance of popular and traditional games in classroom planning*) (see table 2) 50% of answers place special emphasis on the importance of popular and traditional games in the planning of teacher's classrooms (*e.g. teacher 1: well, I give it quite a lot of importance because in every term I try to touch on something to do with popular games*). From here on we find two types of answers which make reference to the treatment of popular and traditional games during the school year. In this way, 37.5% indicate that they use popular and traditional games in their Physical Education sessions throughout the school year (*e.g. teacher 6: and they are in all terms, almost every month they have something of a popular game*), while a similar percentage (37.5%) say that they only work with popular and traditional games on a one-off basis, at a specific time of the year (*e.g. teacher 3: I have a teaching unit of popular and traditional games for each year group*). In a lesser respect 25% of answers indicate that popular and traditional games are only used as a means of achieving the most important objectives (*e.g. teacher 2: I have a way of taking the Physical Education session practically through games, and within these games very often they are already carrying out popular games*).

Answers	No. of mentions in the interviews
I give it a lot of importance	4
I work with popular games throughout the school year	3
I work popular games on a one-off basis	3
I use popular games as a means of achieving something	2
The important thing is the participation of all	1

Table 2. Category 2. Teacher-importance of popular and traditional games in classroom planning.

Other answers (12.5%) signal that the importance of popular and traditional games and their use in educational centres is the responsibility of all, from the different public administrations to the individual teacher of Physical Education (*e.g. teacher 7: it is the*

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responsibility of all the administrations, without doubt, it is our culture, it is our heritage, and we have to protect it. All of us are involved, from the Government of Galicia to the town halls and to the school community, the parents, the teachers and, in general, all society). We understand that the importance teachers award popular and traditional games must be translated into a greater presence for their practice in Physical Education classes. But we see how, despite indicating that they give a lot of importance to popular and traditional games in their classroom planning, they usually use them as a means of achieving other objectives, on a one-off basis or to complete the programme during days in which the centre celebrates some sort of occasion: Galician Letters, *magosto* or end of the school year. We believe that the local teachers of Primary Education should know the cultural and sporting traditions which directly affect their pupils; those which had or could have certain relevance in the town and, from there, provide a particular and specific content to that activity, giving it its true importance.

On the other hand, we also understand that the timetable allowance for Physical Education (two hours a week) is not exactly large enough to deal in any depth with all the aspects which surround the unit in the curriculum.

Perhaps before asking teachers to work in depth on an aspect (such as how popular and traditional games should be practiced specifically), they would need to be provided with the appropriate conditions to achieve this and, among other things, the current weekly timetable allowance for Physical Education should be significantly increased.

In **category 3** (*teachers-promotion of popular and traditional games in educational centres*) (see table 3) 62.5% of answers indicate that Boiro's primary centres organise popular and traditional game activities on special days of the calendar (preferably Galician Letters Day and carnival) (*e.g. maestro 1: magosto day, that day, besides roasting chestnuts, well we celebrate and play popular games; Galician Letters Day, end of the year, especially*).

Answer/s	No. of mentions in the interviews
Activities are organised on special days	5
Activities are organised regularly at break times	3

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Spaces are organised for the practice of popular and traditional games	1
Activities are organised in collaboration with the Parent Association	1

Table 3. Category 3. Teachers-promotion of popular and traditional games in educational centres.

To a lesser degree 37.5% of answers report that the period of time used for the promotion of popular and traditional games in educational centres corresponds with the daily break time, being carried out on a regular and habitual basis (*e.g. teacher 2: we dedicate Fridays, and therefore this is reflected in the Annual General Plan, that on this day popular and traditional games will be played*). A low percentage of answers (12.5%) highlight that they promote popular and traditional games in their centres by organising specific areas to play these games (*e.g. teacher 2: well, in terms of organising space, for example, at break time, we have the space divided into year groups, one for each, and they use them in a rotating fashion*) and organising activities in collaboration with the Parent Association (*e.g. teacher 4: we have a lots of collaboration with the Parent Association, they painted the playground for the mariola game, and also painted the skittles*). In reference to the latter category, we observe how popular and traditional games are used more to complete the plan on days stipulated by the calendar than for the content and purpose they should have by themselves. We think that in this case by trying to achieve the minimum required by the curriculum, rather than to provide the true meaning of these types of games, their real prominence and importance is diminished. It is fine that popular and traditional games are played on these festival days, but this should be part of a much larger project of knowledge, research, information reviews and practice of these types of activities, giving precedence to those typical to the area or region in which the educational centre in question is found. In **category 4** (*teachers-skittles in popular and traditional games teaching units*) (see table 4) all answers (100%) point out that teachers agree that skittles should form a part of the teaching units (*e.g. teacher 2: yes, of course they can form part, but they should not have to be a specific teaching unit*). In the majority of cases (37.5%) where the skittles game is promoted in Physical Education classes, it is used more as a way of achieving other objectives than for its own sake (*e.g. teacher 4: we say that*

they are target practice games in which we work to improve distance perception and other things...).

Answer/s	No. of mentions in the interviews
Skittles form part of teaching units	8
Skittles is used as a means of achieving other objectives	3
It is difficult to dedicate a specific teaching unit to skittles	1
It is a dangerous game	1
It is not a dangerous game	1
A very simple kind of the game is promoted	1
Appropriate equipment is needed to carry out the activity in the centre	1

Table 4. category 4. Teachers-skittles in the teaching units of popular and traditional games.

To a lesser degree, we find that 12.5% of answers say that it is difficult to dedicate a specific teaching unit to skittles in their classes, above all, due to a lack of time to deal with the whole established programme and to play other types of games and sports (*e.g. teacher 5: if there were a single teaching unit exclusively for skittles, to me it would seem a little excessive*). We also encounter 12.5% of answers which show their complaints about not having appropriate equipment to carry out these type of activities in the education centre (*e.g. teacher 8: in this school specifically, this is the second year in which I did not have it as well set up because I do not have the equipment and therefore I do not correctly include the aspects of the skittles game, as much for Celtic skittles as other skittles*). Other answers (12.5%) indicate that what really develops in the centre is a kind of very simple skittles, referring specifically to forms of knocking down, overlooking a little the essence of the skittles game in Boiro, where the important thing is to move the skittles as far as possible (*e.g. teacher 3: the skittles that we play here at school are a very simple kind of skittles, I think that they are not traditional here in this area*). And, finally, we find contradictory answers, since

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some 12.5% declare that the skittles game is not dangerous and that it can be carried out perfectly in a centre of education (*e.g. teacher 1: it is not dangerous, yes, not dangerous at all, but you always take care*) and others (12.5%) which assert the opposite, that the game of skittles is a dangerous games, due to the damage the impact of the ball or the skittles can cause to participants (*e.g. teacher 6: but the game as it is, I would not put it into school, simply because of the amount of danger I see in playing it*). The majority of teachers at primary education centres in Boiro do not know the complete game of traditional skittles, characteristic of the area, and, by what we understand, do not give it the importance it deserves. Perhaps the lead must come from the Town Sports Service at Boiro's Town hall, informing specialist Physical Education teachers (and also the rest of the school community) about the game, of the importance it had in former times and involving them is an attractive recovery project and promotion throughout the town. In this way, we think that teachers could dedicate specific teaching units to the characteristic skittles game of Boiro, providing it with content and the aim of playing skittles for their own sake, that is the history, the knowledge and the practice of this popular and traditional game in Physical Education classes, in a continuous fashion throughout the school year, promoting it even more on significant dates, and taking advantage so that boys and girls can show their parents and families their skills in an activity which they are probably absolutely aware of.

In **category 5**(teachers-advantages of playing skittles at school) (see table 5) 100% of answers show that skittles is seen as a good way of acquiring new skills and social relationships (*e.g. teacher 4: well on a physical level, that is, acquiring new skills, acquiring awareness of space, distance, aim and also we have relationships with family and with grandparents...*). To a lesser degree, 25% of answers highlight skittles as an advantage in education centres and treat it as a game which is not dangerous (*e.g. teacher 1: it is not dangerous, yes, not dangerous at all, but you always take care*). 12.5% of answers indicate that the advantages reside in its original nature and that it is interesting for pupils (*e.g. teacher 3: it seems interesting to me; I think that in this way children would get to know these types of games and would play skittles more*).

Answer/s	No. of mentions in the interviews
It is a good way of acquiring new skills and social relationships	8

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It is not a dangerous game	2
It is an interesting and original activity	1

Table 5. Category 5. Teachers-advantages of playing skittles at school

We agree with teachers in the advantages of the playing of skittles at school, above all, in that it is a wonderful way of acquiring new motor and social skills. But we think that the true advantages that the practice of the game of skittles could have in local education centres could be found in the essence of the game itself, in the aspect of recovering an important tradition in the town, in establishing continuous challenges with oneself and with others, in respect, in cooperation and in the satisfaction that is produced by being the person who continues a tradition, probably started by their parents, grandparents, great-great grandparents or perhaps earlier generations.

In **category 6** (*teachers-problems in the practice of the skittles game at school*) (see table 6) it stands out that 62.5% of answers indicate that they do not find any sort of problem in playing skittles in the primary education centres of Boiro (*e.g. teacher 1: for me there is no problem, not being that... well, I do not find any problems*).

Answer/s	No. of mentions in the interviews
I do not find any problems	5
We do not have adequate space in the centre	4
It is dangerous	2
It is an individualistic activity and not very dynamic	1

Table 6. Category 6. Teachers-problems with playing skittles at school

The 50% of answers highlight lack of adequate space to carry out these types of activities as a problem in their centres (*e.g. teacher 7: problem, what I said before, that there is not the physical space in centres to be able to put a skittles pitch*). To a lesser extent, 25% of answers indicate that the danger which goes with the game of skittles is an issue when carrying out this activity in schools (*e.g. teacher 7: it also has the problem that it is a dangerous game*) and 12.5% of answers emphasise the idea that skittles is an individualistic activity and not very dynamic (*e.g. teacher 8: it is not a very dynamic activity for working*

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with children). We commented in category 4 that the majority of teachers did not know the form of the skittles game of Boiro. What they play at school is a simple aiming form of skittles, in other words, throwing a ball along the ground, making it roll into vertically placed skittles, a set distance away. We make reference to this because actually the skittles game played in Boiro (*pasabolo* style with the aim of displacing the skittles as far as possible) is, in fact, dangerous if the appropriate steps are not taken. Taking into account that the rules of the game and, above all the equipment used, would have to be adapted, the balls would not move quickly like projectiles nor reach great distances. But this does not mean that the correct precautions are not taken to avoid the impact of a ball, for example, playing in a place with a high wall at the back to control the movement of the ball, properly separating the different zones where throws are made and taking the precaution of not throwing when a person is in front of the skittles. Although this may seem obvious, boys and girls find it hard to really understand the danger of things. Measures like these help to control the conditions of playing the activity and reduce its danger when it is played in an education centre; but also we agree when it is declared to be an individualistic game and not very dynamic, and that centres do not have adequate space. These problems could be solved by adapting the requirements of the game to the means and resources available. Little by little, the pupils would have the possibility to enjoy the real game on the growing authorised skittles pitches of the town.

In **category 7** (*teachers-importance of schools in the recovery of the game of skittles*)(see table 7) the largest group of answers (87.5%) show the importance of carrying out the ball game in their own centres and during school hours (*e.g. teacher 4: in our Physical Education sessions we show them a series of games, among them, skittles, so that they get used to playing or looking for the positive feelings of the game and the rest...*)

Answer/s	No. of mentions in the interviews
To carry out the activity during school hours	7
To carry out activities in collaboration with older people	3
To carry out trips to active skittles pitches	2

To organise extracurricular activities	2
To carry out activities in collaboration with diverse organisations	1

Table 7. Category 7. Teachers-importance of schools in the recovery of the game of skittles.

37.5% of answers underline the importance of carrying out skittles activities in schools taking into account the collaboration of the families of the boys and girls and, principally, the grandparents (*e.g. teacher 2: the collaboration of older people would be fundamental, since they have experience and would probably have spent their Sunday afternoons playing these games*). A smaller group of answers (25%) show the need to carry out outings to active skittles pitches to observe the real characteristics of the game and directly confirm how to play skittles through exhibitions of active players (*e.g. teacher 6: to take the children out and spend a day at a skittles pitch where they can play and see how to do it, and afterwards to motivate them to play with these things*). Others (25%) think that it would be sufficient to take the ball game out of schools, organising extracurricular activities (*e.g. teacher 1: if we do not do it at a school level, without also doing it at an extracurricular level, I think that they will end up losing it*).

And, lastly, 12.5% of answers show belief that it is fundamental to carry out the activity in collaboration with diverse cultural and social organisations (*e.g. teacher 8: to have greater contact, maybe with parents of pupils, with cultural associations..., to give it continuity outside the field of education*).

We observe how teachers really understand that schools play a fundamental role in the attempt to recover an activity and promote it in different areas of the town. To play skittles in education centres implies that boys and girls are going to get to know and practise it, and once the school day finishes, the most interested and those who really like the game, will continue to play it, as happens with lots of games and sports.

Teachers must keep their word and cooperate directly in the promotion of skittles in the town of Boiro, as direct representatives in their Physical Education classes and also guide, inspire and motivate their pupils to continue practising outside of the educational arena.

In **category 8** (*teachers-skittles outside school*) (see table 8) the majority of answers (75%) assert that what is learnt in school can be transferred directly outside, and used to carry out

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activities learnt in school, including skittles, in an independent way (*e.g. teacher 6: of all the games which children play at school, whatever game, in class, at break time or anywhere, if it has a little continuity and you encourage it a bit, not everybody, but a normal percentage for these things, they will play outside school*).

Other answers (37.5%) indicate that it is necessary to have a coach outside school in order to continue with the practice of skittles started in schools (*e.g. teacher 4: perhaps sharing with an association, the town hall, or even the Parent Association appointing an instructor outside school hours so that they take charge of it a bit*). In contrast to this, another similar percentage of answers (37.5%) assert that it is difficult for children to play outside of school (*e.g. teacher 3: to me it seems difficult, in order to captivate the children it would take a fairly big information and awareness raising campaign*).

Answer/s	No. of mentions in the interviews
What is learnt in school can be practised outside	6
It is necessary to have a coach outside school	3
It is difficult for children to play outside school	3

Table 8. Category 8. *Teachers-skittles outside school*)

We agree with the teachers who assert that what is learnt in school can be practised outside. There exists a real transfer of knowledge and learning from the school environment to the outside world (Woolfolk, 2010). In this way, the practice of the game of skittles stands out even more, being the point of departure, the beginning of a new generation of players who will be those responsible for continuing and spreading this tradition in the near future.

But at the same time it is necessary to form a stable structure which continues with the work started in education centres. It is here where the Town Sports Service and local associations acquire a greater importance, responsible for filling in the gap left by schools and continuing with the work outside of the school environment.

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In **category 9** (*teachers-causes of the gradual abandonment of the game of skittles*) (see table 9) what stands out is that 50% of answers allude to the appearance of new technology as the principal cause for the reduction in skittles in the locality, stating that they encourage individualism and a sedentary lifestyle (*e.g. teacher 3: technology, there is so much technology now, so much television...so many forms of technology*).

Answer/s	No. of mentions in the interviews
New technologies encourage sedentary behaviour	4
Emergence of new forms of entertainment	3
Lack of time of mothers and fathers	3
Changes in society, progress	1
Appearance and rise of the sport of football	1
Migration from rural areas to urban centres	1

Table 9. Category 9. Teacher-causes of the gradual abandonment of the game of skittles

In another group of answers, both with the same percentage (37.5%), the emergence of new forms of more modern, original entertainment stands out as another possible cause of the decline of the game (*e.g. teacher 7: but I believe that one of these causes is the offer there is from other types of games which are more interesting*), and the lack of time of parents, who do not play with their children as much as before. Consequently only information about current games and sports reaches boys and girls, those that appear most in the media, the most in demand, the most lauded by society; among these, the game of skittles is not (*e.g. teacher 4:but I think the principal reason, in homes and outside of school hours, is the lack of time of father and mothers*).

To a lesser degree there appear three groups of answers, again all of them with the same percentage (12.5%) which indicate that the causes for the reduction in the practice of the game of skittles are due to changes in society and progress (*e.g. teacher 8: society has changed, and spaces are changing, mind sets are changing, the way of seeing things is changing, everything is changing*), the appearance and growth of the sport of football (*e.g. teacher 7: football takes up everywhere and children don't see anything other than football*,

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they prefer to play football) and to the phenomenon of the migration of citizens from rural areas to urban centres, losing the customs and traditions which were typical of life in small villages (*e.g. teacher 8: we changed from a rural society into an urban society*).

In this section we think that teachers show their opinions about the gradual abandonment of the game of skittles in Boiro unaware that it was a game of men (not of children). We think the principal causes which teachers name are more orientated towards the justification of the continuing abandonment of the practice of physical activity and sport by boys and girls which are emphasised in the later stages of primary education (Palou, Ponseti, Gili, Borrás & Vidal, 2005; Macaróo, Romero & Torres, 2010) shown specifically with the abandonment of the game of skittles.

Conclusions

Popular and traditional games constitute an important part within the current Primary Education curriculum for the Autonomous Community of Galicia. It is therefore obligatory that Physical Education teachers comply and promote and diffuse games among pupils, enriching their cultural and historical knowledge through activities which have always been close to the family setting.

It would increase the level of practice of these games, normally connected with festival days or celebrations in centres. Popular and traditional games need to be provided with meaning, emotion and value, aspects which teachers must pursue throughout the school year (with games as a means of doing so) as a unique part of the programme, searching for the real importance of these types of playful games.

The game of skittles, with its important tradition in the town of Boiro, should be dealt with specifically in education centres, thereby converting them into one of the principal agents of the promotion, diffusion and recovery of this popular and traditional game, in previous times the principal form of entertainment of the people of Boiro (Rodríguez, Pazos & Palacios, 2014).

What is certain is that this promotion must be carried out in collaboration with the Town Sports Service and other local non-profitable organisations (skittles clubs). It will result in the kind of large project which also includes families, putting in contact different generations with the same aim.

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The changes produced in society in recent times, the new technologies or new forms of entertainment to which citizens had access after an era in which freedom was limited, have left us with new games, sports and pastimes to the detriment of traditional playful games passed from generation to generation.

Public administrations have the duty to recover these types of games and to connect citizens with their roots and history, in order that they can approach the future with bigger and better leisure possibilities.

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