



Hunting the Treasures of the Past -Traditional Holistic Games and their Educational and Psychotherapeutical Implications

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Abstract

Buried under the virtual disguises of modern lifestyle, forgotten are our traditional healing creative holistic games we used to play in nature. They have mostly been replaced with readymade computer games, internet, movies and animations, etc. that tame our wild, energetic, and free children into overweighed depressed couch/mouse potatoes. They also get our children experience thousands of crimes and murders vicariously.

“Game” is an inseparable part of children’s life and education that can promote a holistic growth of their soul, mind, and body for a healthy lifelong journey if and only if it creates “the relationship between linear thinking and intuition, the relationship between mind and body... the relationship to the Earth, and the relationship between self and Self” (Miller, 1996, p.8). Reintroducing our traditional local games to our children’s education can provide such a holistic education for our children and make up for some negative alienating effects of modern virtual games on them.

In this qualitative case study we aim to introduce and apply some of our traditional games to an educational context _a junior high school in Zanjan province in Iran _and ,through analyzing the data triangulated from observation, interviews(with students, their friends, parents, and teachers), diaries, and drawings, address following questions educationally and psychotherapeutically :

- Do our traditional games help us diagnose disorders in children?
- Do they have healing effects on those diagnosed disorders? If the answer is yes, how?
- What are their educational effects and implications?
- How can curriculum developers embed them into their curriculums?
- What are the implications of this research for educators and psychotherapists who like to use localized patterns of education and therapy?