

**INTEGRATION OF TRADITIONAL INDIGENOUS GAMES IN THE
BASIC EDUCATION CURRICULUM**

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ABSTRACT

This study aimed to determine the possibilities of integrating Traditional Indigenous Games (TIG) in the Basic Education Curriculum. The literature review was used in the study as it maps the research topic and particular literature to identify key concepts that answer the research questions. With the rise of technology nowadays, most children tend to spend their time using their cellphones and other gadgets. They are rarely seen playing outside with their peers and see them get sweat. With this, there is the prevalence of inactivity among them which hinders them to explore and experience what the environment and the community can give them. But by introducing TIG to the young, they may realize that active play is far better and enjoyable. Traditional Indigenous Games can be integrated in school curriculum along with the benefits to offer to the holistic development and values formation of the child in support to the aim of the K to 12 Basic Education Program and the National Indigenous People's Education (IPED) Policy Framework (DepEd Order No. 62, s. 2011), which stipulates that within the framework of maintaining inclusive and effective learning environments. The Department of Education (DepEd) shall nurture among all learners and DepEd teaching and non-teaching personnel, respect for human rights and cultural diversity, and that DepEd shall promote greater awareness and appreciation of the indigenous people's cultural heritage and history an integral, yet it is an often neglected, part of the Philippine nation's cultural heritage and history (Section 15-g). DepEd, to its best ability, is mandated to promote TIG by including it in the curriculum, specifically in Physical Education classes. With this, learners might be able to appreciate and embrace the culture the Filipinos had kept and loved. Parents and guardians will also play a big role in this endeavor. They can share firsthand experience playing Traditional Indigenous Games which may become a motivation for the learners to imitate.

Keywords: *curriculum, integration, Physical Education, traditional indigenous games*

INTRODUCTION

While history is the story of integration and disintegration of human aggregates, culture has been the greatest integrating force in men. The first characteristic of the culture is continuity. It comes from the past, adjusts itself to the present, and moves forward to shape the future (Bhagabati, 2006). Through the years, games have been known to affect different cultures and societies. The sports and stories related to them help people understand such complex issues as human rights, character building, fairness, standards of health, and child development (Khan et al., 2018).

The Philippines has a plethora of traditions shaped by a storied past with different countries that occupied it. Modernization and globalization caught up with the Philippines. Although progress is a good thing, it has deprived us of our heritage which we have kept for so long. It is disheartening to note that traditional indigenous games are considered dying cultural legacies due to the advent of electronics, the introduction of the games of the new information highway, and the intrusion of western sports (SB 1108, s.2010).

In this time, most children indulge themselves in playing in a two-dimensional arena-cellphone, computers, and other hi-tech gadgets. We rarely see them play with their friends and peers. During the past decades, children play on the streets with neighbors and friends. Traditional games have mainly lost to modern games not because they are in any way inferior. Cultural change, because of globalization, has played a pivotal role in pushing traditional games out of fashion (Khan et al., 2018).

Forgetting about our traditional games, and not putting an effort to introduce them to today's younger generation, is like cutting the connection between the past and the present. A member of Congress introduced House Bill No. 8626 or The Philippine Indigenous Games Preservation Act of 2017 which includes the appropriate part of the curriculum in the basic education system of the schools, preservation of such games either by documentary or other useful means and holding of regular demonstration of such games in national events and appropriate school activities (De La Cruz, 2018). In like manner, the House of Representatives approved House Bill No. 2352 or An Act to Include Traditional Games in Sports in the Physical Education Courses

in all Levels in all Educational Institutions and Sports Activities of Local Government Appropriating Funds therefore and for Other Purposes. In Sections 4 and 5 of the said bill, the Department of Education and the Commission on Higher Education are directed to include the traditional games in the PE courses in all levels of institutions, both private and public, and shall jointly determine which among the traditional games and sports shall be included in all school-based competitions. Traditional sports and games should be incorporated, introduced, and promoted in the work of schools, communities, institutions, and organizations both governmental and non-governmental (menafn.com, 2019) and must be played by children of today for it is seen as the best a platform for "promoting peace, harmony, goodwill and camaraderie" in various Philippine communities (De La Cruz, 2018).

Traditional Indigenous Games can be integrated with school curriculum along with the benefits to offer to the holistic development and values formation of the child in support to the aim of the K to 12 Basic Education Program and the National Indigenous People's Education (IPED) Policy Framework (DepEd Order No. 62, s. 2011). It stipulates that within the framework of maintaining inclusive and effective learning environments, DepEd shall nurture among all learners and DepEd teaching and non-teaching personnel, respect for human rights and cultural diversity, and that DepEd shall promote greater awareness and appreciation of the indigenous people's cultural heritage and history, which are integral, yet often neglected part of the Philippine nation's cultural heritage and history (Section 15-g).

Statement of the Problem

This paper explored the possibilities of integrating traditional indigenous games in the school curriculum and sought to answer the following:

1. What are the traditional indigenous games?
2. What are the advantages of integrating traditional indigenous games in the school curriculum?
3. In what ways are these traditional indigenous games promoted?
4. What are the perceived challenges in the integration of traditional indigenous games in the Basic Education Curriculum?

5. What is the proposed matrix for the integration of traditional indigenous games?

I. Traditional Indigenous Games

For thousands of years, games have been the major pastime of people. It is a form of communicative and expressive action common among all human beings and evident in all cultures. The Philippines is rich in different traditional and indigenous games. Games for any time, everyone, and anywhere are readily available (Hortelano et al., 2015). Traditional and indigenous games are commonly known in the Philippines as “Laro ng Lahi.” They are games commonly played by children usually in the streets or in areas with wide spaces and usually with the aid of locally available materials and instruments (Aguado, 2014). Their games' complexity arises from their flexibility to think and act. It is a cultural treasure (Yaman ng Lahi) cherished by generations of Filipinos.

Table 1
Mind Games

TIG	DESCRIPTION	COMPOSITION (Individual/Group)
Dama	a game with leaping captures played in the Philippines. In it, a kinged piece may capture another piece by the flying leap in one direction (ludii.games, 2021). This is the equivalent of the game “checkers”. Materials are chess pieces or anything that can be put on a checkered board (Wikipedia contributors, 2019).	Individual
Sungka	First described by the Jesuit priest Father José Sanchez in his dictionary of the Bisaya language (Cebuano) in 1692 as Kunggit. The Aklanon people still call the game Kunggit (mancala.fandom.com, 2021). Sungka is played with a wooden board with seven smaller dips or holes on each side, and two bigger holes on either side	Individual

	and shells or stones. The premise of the game is to collect more shells than your opponent (Wikipedia contributors, 2019)	
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Among the traditional indigenous mind games in the country are the “Dama” and “Sungka” which are composed of two opposing players.

Table 2
Physical Games

TIG	DESCRIPTION	COMPOSITION (Individual/ Group)	Fitness Component Developed
Patintero	One of the most popular Filipino street games (Wikipedia contributors, 2019). It is derived from the Spanish word tinte ("tint" or "ink") in reference to the drawn lines. Another name for it is tubigan, tubiganay, or tubig-tubig ("water [game]") since the grid lines are also commonly drawn by wetting the ground with water. It is also known as harangang-taga or harang-taga ("block and catch"), referring to the game mechanics. Other names include Lumplumpas (Igorot), Sabatan (Kap ampangan), Sinibon or serbab (Ilokano), and Tadlas (for four players) or Brise- bises (for six players) in eastern Visayas (Wikipedia contributors, 2019).	Group	Endurance, agility, speed, and coordination
Piko	Philippine variation of the game hopscotch (Wikipedia contributors, 2019). Using chalk, lines of boxes and numbers are drawn. Players must hop across without	Group	Balance

	stepping on the lines. “Pamato” is also needed in this game usually a stone (Filipino Culture, 2018).		
Tumbang Preso Presohan (Luzon) and Tumba-Patis or Tumba-Lata (Visayan regions)	<i>Hit the Can</i> This is also one of the popular Filipino street games played by children using their slippers to hit a tin can at the center (Wikipedia contributors, 2019).	Individual	Agility, speed, and coordination
Kariling	The object of the games is to roll the respective tire with one hand or with a stick to the finish line. Players must make sure that their tires don’t wobble and veer in different directions, or worse fall flat (Eslit, 2015).	Individual	Coordination
Sipa	A game with a light washer that must be kicked upwards as many times as they can to win (Sium, 2017).	Group	Balance and endurance
Palosebo	<i>Greased Bamboo Pole Climbing</i> This game involves a greased bamboo pole that players attempt to climb. These games are usually played during town fiestas, particularly in the provinces. The objective of the participants is to be the first person to reach the prize—a small bag—located at the top of the bamboo pole. The small bag usually contains money or toys.	Individual or Group	Muscular strength and endurance
Luksong tinik	<i>Jumping Over Thorns</i> This is a popular game in the Philippines. It originated in	Group	Power and flexibility

	Cabanatuan, Nueva Ecija, played by two teams with equal number of players. Basically, players just jump over. People's feet which are meant to be the tinik which one foot/hand of the two players sitting on the ground will be added after all players have jumped the 1st round).		
Luksong baka	<i>Jump Over the Cow</i> It is a traditional Filipino game that originated from Bulacan. It involves a minimum of three players and a maximum of 10 players and involve them jumping over the person called the "baka," the main goal of the players is to successfully jump over the "baka" without touching or falling over the "baka."	Group	Power
Agawan Base	<i>Taking Base</i> Participants are divided into two teams with equal number of team members. The goal of each team is to touch the other base using their feet or even hands without being tagged by the members of the opposite team (Filipino Culture, 2018).	Group	Endurance, agility, speed, and coordination
Kadang-Kadang/karang (Bisaya) Tiyakad (Tagalog)	It was first played in Cebu in 1969. Kadang-kadang means "simple play". The equipment needed is two pieces of wooden stilt with a step ladder, the height of which is 30.48 centimeters from the ground. The principle of the game is to walk on stilt from a starting line to the finish line. The length to	Individual or Group	Balance and coordination

	be traveled is 100 meters (Yungco, 2012).		
Tsato (Satum-Samar)	<i>Stick Game, Better Be Good at It</i> The winner then gets to hit the short stick, starting from the hole, as many times as his winnings. The loser has to run from that distance back to the hole, all the while shouting "TSAAAAAAAAAAAAAAAAAAAAA AATO"! (Singson, 2018)	Individual	Power and coordination
Sambunot	The game may be played outdoors by ten or more players, but not to exceed twenty. The goal in the game is to get the coconut husk out of the circle. A player who is successful in getting out of the circle with the coconut husk wins, and the game starts again.	Individual	Speed, power and endurance
Luksong lubid	The game is like the Western skip-rope or jump-rope game, played mostly by girls. The objective is for an individual or team to score highest in skipping or jumping over the rope while it is being turned continuously over the head and under the feet of players. The two ends of the rope are held and turned over by two people (Blanco et al., 2019).	Individual	Flexibility, power, and endurance
Sangkayaw	<i>Coconut Shell Race</i> A traditional group game commonly played in Central Luzon and Tagalog provinces. It is similar to the game tiyakad, although the latter uses bamboo stilts instead of coconut shells (Damias, 2015).	Group	Balance and coordination

Culliot	<i>Tug Of War</i> The objective of the game is to pull the rival team over the borderline. A rope is used and tied on their waist for both teams to pull to show which squad has more strength (Batangas-philippines.com, 2018).	Individual	Muscular Endurance
Dinoron	A team game similar to tug of war. Instead of a rope, a bamboo pole is used. And instead of pulling the opponent, the players push the bamboo pole to the side of the adversary (Batangas-philippines.com, 2018).	Individual	Muscular Endurance

As shown in Table 2, among the indigenous games that can be played in groups are Patintero, Piko, Sipa, Luksong tinik, Luksong baka, Agawan Base and Sangkayaw. On the otherhand, the Tumbang Preso, Presohan (Luzon) and Tumba-Patis or Tumba-Lata (Visayan regions), Kariling Tsato (Satum-Samar), Sambunot, Luksong lubid, and Culliot are those that can be played individually. Meanwhile, Palosebo, Kadang-Kadang/karang (Bisaya)/Tiyakad (Tagalog) are games that can either be played individually or by group.

As to fitness composition, the Piko is good for achieving balance, Kariling for coordination, and Luksong baka for power. Culliot and Dinoron are excellent for muscular endurance. Patintero, Tumbang Preso, Presohan (Luzon) and Tumba-Patis or Tumba- Lata (Visayan regions), Agawan Base are good for the development of endurance, agility, speed, and coordination. Sipa develops balance and endurance, Palosebo is good for muscular strength and endurance, Luksong tinik is good for training power and flexibility, while Kadang-Kadang/karang (Bisaya) Tiyakad (Tagalog) is for balance and coordination. In addition, Tsato (Satum- Samar) is for power and coordination, while Sambunot is for speed, power, and endurance. Luksong lubid for flexibility, power, and endurance, while Sangkayaw is for balance and coordination.

II. Advantages of Traditional Indigenous Games

Traditional Indigenous Games (TIG) generally involve simple physical games in the matter of rules. Most traditional indigenous games are based on the natural movement of the human body like running, jumping, being fast, strong, and flexible. Filipinos love playing games, and this is observed to be true (Barbosa, 2003). Playing traditional indigenous games comes with plenty of benefits like in the development of mental, physical, social, and emotional abilities of children. Furthermore, the brain's ability is needed to play some of the traditional games. Play can provide a context wherein children achieve deep learning through the integration of intellectual, physical, moral, and spiritual values (Kolb & Kold, 2010) and can allow them to commit themselves to learn, develop, and grow (Kolb & Kold, 2010). Playing TIG improves mental ability since these games require memorization of rules, creativity, problem-solving skills, and strategies to play and win. Since most of the traditional games require dexterity and body movement such as swinging of the arms and jumping, traditional games develop children's physical abilities as they walk, run, and jump improving their bone and muscle structures which aid in the enhancement of their immune system (Unos-Estole, 2018). Playing these games requires physical movement like running, walking, leaping, and sports skills like balance, agility, power, speed, coordination.

The study indicates that there is higher agility in sportspersons representing indigenous games as compared to non-indigenous games (Akbar et al., 2020). With these physical movements and skills, one can increase their physical fitness level to acquire a healthy lifestyle. Playing indigenous games not only improves physical development but also gives brain stimulation. Children also learn social skills because most of these games are played in a group (Silinda, 2017). Children can interact with other children which can lead them to meet new friends and nurture their social skills like fair play, teamwork, camaraderie, and cooperation.

Traditional games can provide different alternatives in a child's life. Dharmamulya (Ariani, 1998, p. 2) stresses that there are several values contained in traditional games that can be instilled in children, among others, feeling happy, feeling free, feeling friends, feeling of democracy,

full of responsibility, feeling obedient, and feeling of mutual help, all of them are very good values and use in community life (Raup et al., 2020). The implementation of traditional games by children can accelerate the internalization of positive values in the child's soul. As Gottman (2001) argues that shows how children play for emotional mastery in their real life. Children can calm themselves, then rise again from moodiness and continue positive activities. Through traditional game activities, the number of negative feelings becomes reduced and avoids behavioral problems and acts of violence (Raup et al., 2020).

Furthermore, traditional games are often linked to the culture and language of their land of origin. Hence, the games indirectly inculcate the moral and cultural values that were held important by the founding tradition and pass this heritage down to those who play them. Hence, traditional games reemphasize the values that were held important by one's cultural group. These games allow the new generation to better understand their roots and give them a clearer sense of identity and belonging (Brainworks Education, n.d.).

Moreover, TIG promotes the understanding of contemporary cultural, societal, and sports practices and anticipates future evolutions to its people. Traditional sports and games give governments, communities, and individuals the chance to express both their cultural pride and richness. Research reported that students' participation in traditional indigenous games resulted in enhanced cultural knowledge and cultural significance (Dinan-Thompson et al., 2014). According to the International Charter of Physical Education, Physical Activity and Sport, Art.1.5, "the diversity of physical education, physical activity, and sport is a basic feature of their value and appeal. Traditional and indigenous games, dances, and sports, also in their modern and emerging forms, express the world's rich cultural heritage and must be protected and promoted" (UNESCO, 2015).

III. Promotion of Traditional Indigenous Games

In sum, the outcomes of TIG for children and young people are combinations of exercise for the body, cultural and social learning, positive social values, and skill development.

The impact of embedding Traditional Indigenous Games (TIG) in the curriculum on primary school students and their teachers, as discovered by Louth and Jamieson-Proctor (2015), is that TIC in schools increased students' involvement and motivation in participating in physical activity. Playing TIG three times a week enhanced students' self-efficacy and ability to work with others while engaged in physical activity. Additionally, teachers reported that TIG assisted them to embed indigenous perspectives, facilitate regular daily physical activity, and promote cooperation and teamwork with their students through physical activity. Overall, teachers regarded the TIG intervention program as a worthwhile investment of their time, and all were keen to continue with TIG after the study concluded. All teachers developed sustainable ways to continue with TIG and became advocates of TIG within their wider school community.

With the benefits brought by playing traditional indigenous games, different agencies have been supporting its promotion for the TIG to be revived. For example, the PHLPost has launched the "Larong Atin! Philippine Traditional Games" special stamps to promote Philippine heritage and culture during the celebration of National Heritage Month (The Manila Times, 2020). According to PHLPost, these traditional Filipino indoor and outdoor activities promote physical well-being and strengthen family ties in preparation for the new normal.

Similarly, DepEd introduced the Larong Pinoy and the Sports Heroes Day as new highlights of the 62nd Palarong Pambansa in Davao City on April 27, 2019. DepEd Secretary Leonor Magtolis Briones described these as "two exciting events that speak of our commitment and loyalty to our culture that reflects our soul and unites our people." The Philippine indigenous games Larong Pinoy aim to strengthen and revive the traditional Pinoy games (deped.gov.ph, 2019).

Likewise, the Philippine Sports Commission, in partnership with the National Commission on Indigenous People, conducts webinar series on the preservation and promotion of traditional games. It allows people to see a different perspective on the importance of preserving the traditional sports of the Indigenous Peoples (bworldonline.com, 2021).

In like manner, traditional indigenous games are also promoted and included in town fiestas. For example, in the town fiesta of San Andres, Catanduanes on November 30, 2019, there were five traditional games played by the youths as part of their celebration. According to their Municipal Tourism Officer, imparting Filipino cultural games to the youth is one of the cultural objectives of their office (sanandres.catanduanes.gov.ph, 2019).

Preserving the information and knowledge about traditional games is important for the generations to come. It is equally important that such knowledge remains in the public domain and is accessible by everyone (Ronda, 2007).

IV. Challenges Associated with the Traditional Indigenous Games

With the benefits associated with TIG in the school curriculum, problems and challenges such as facilitation may arise. Initial investigations revealed the need to build the capacity of classroom teachers so that they could provide effective, fun, and inclusive experiences for their students. Moreover, there is a need to provide professional development for teachers in physical activity through TIG and to engage teachers in a variety of integrated, cooperative, inclusive, and culturally sensitive programs to achieve successful and sustainable learning outcomes for students (Louth & Jamieson-Proctor, 2015). The use of traditional games at schools should go beyond official classes on physical education and other subjects (Burgués, 2006). Furthermore, there is a challenge in involving local people, members of the family, and others in enabling children to learn about games in their appropriate context.

V. Plan of Action to Promote Tradition Indigenous Games

Physical education in the education system plays an important role in the holistic development of the child. The present situation in the education system demands innovative change to cope with the demands of today's generation. As observed, there is a need to be culturally conscious and to embrace the past. TIG in the school helps one get acquainted with Filipino traditions through games and play.

The tables below show the proposed matrices for the Integration of Traditional Indigenous Games in each grading period for the Basic Education Curriculum.

Table 1

Proposed Traditional Indigenous Games for Elementary School Pupils

	Grade 4	Grade 5	Grade 6
First Quarter	Sipa	Tumbang Preso	Tsato
Second Quarter	Ubusan Lahi	Agawan Base	Patintero
Third Quarter	Hand clapping games	Araw Lilim	Dama
Fourth Quarter	Ten-twenty	Sawsaw Suka	Lawin at Sisiw

Table 1 presents the proposed matrix for the Integration of Traditional Indigenous Games for Grades 4-6. The selection and distribution of the TIG are based on the K to 12 Basic Education Curriculum K to 12 Physical Education Curriculum Guide May 2016 page 8 of 67 Learning Materials Table 1a - Scope and Sequence of Physical Education from Grades 4-6. For Grades 4–6 first grading games are target games, striking/fielding games, and for the second grading Invasion games. The third and fourth grading is intended for dances.

Table 2

Proposed Traditional Indigenous Games for Junior High School

Year Level	Grade 7	Grade 8	Grade 9	Grade 10
First Quarter	Piko	Agawan Base	Dama	Sipa
Second Quarter	Culliot	Patintero	Sunka	Sambunot
Third Quarter	Tsato	Kadang- Kadang or Sangkayaw	Tumbang Preso	Luksong Baka
Fourth Quarter	Dinoron	Luksong Tinik	Luksong Lubid	Kariling
	Individual	Team	Active Recreation	Active

Table 2 shows the selection and distribution of the TIG which are based on the Scope and Sequence of Physical Education from Grades 7-10 from the May 2016 K to 12 Basic Education Curriculum: K to 12 Physical Education Curriculum Guide. For Grade 7 Individual and Dual Sports, Grade 8 Team Sports, Grade 9 Active Recreation (indoor and outdoor), and for Grade 10 Active Recreation (Sports) (deped.gov.ph, 2019).

Table 3

Proposed Traditional Indigenous Games for Senior High School

	Grade 11	Grade 12
First Semester	Culliot Luksong Tinik	Sipa Sambunot
Second Semester	Patintero Dinoron	Luksong Baka Kariling

Table 3 presents the proposed matrix in the Integration of Traditional Indigenous Games for senior high school. The selection and distribution of the TIG are based on the K to 12 Basic Education Curriculum Senior High School. For Grade 11-Exercise for Fitness (aerobic activities and muscle-and bone-strengthening activities) and Sports (Individual and Dual sports and Team sports) for Grade 12.

Table 4

Proposed Activities to Address the Perceived Challenges

Challenges	Activity/Activities	Expected outcome
1. capability of classroom teachers in teaching traditional indigenous games	<ul style="list-style-type: none">• conduct cultural mapping on the common traditional games from the locality• conduct training, seminars/webinars on facilitation related to traditional indigenous games• information dissemination about TIG through different media platforms• administer SWOT analysis to identify plans of implementation	Teachers will be knowledgeable and capable of integrating TIG in their lesson.
2. involvement of local people and the community	<ul style="list-style-type: none">• coordinate with agencies for the implementation of the program• coordinate with the learners' family members• conduct program partnering with local leaders in the community featuring TIG being played by residents for its promotion	Proper dissemination and promotion will be achieved.

CONCLUSION

Traditional Indigenous Games or “Laro ng Lahi” is one of the unique identities of being a Filipino, which show ingenuity and resourcefulness. These games play a significant role in shaping one’s life, character building, and values formation. Traditional Indigenous Games have several benefits to the holistic development of the child. Because of its benefits and value to the Filipino culture, the House of Representatives was able to pass a bill to support, promote, and preserve the TIG. To adhere to this Bill, DepEd is mandated to promote TIG to its best ability by including it in the curriculum, specifically in PE classes. With this, learners can appreciate and embrace the culture the Filipinos have

preserved and embraced. The inclusion of the Traditional Indigenous Games in the school curriculum can help preserve the Filipino culture and educate and discipline the youth for the future.

RECOMMENDATIONS

The results of the study led to the following recommendations:

1. DepEd may provide professional developments for teachers to meet the desired target and experience the benefits of the inclusion of traditional indigenous games in school. Encouraging teachers for professional development through a variety of programs capacitates them to provide effective and inclusive experiences to the learners.
2. DepEd could also encourage schools to establish programs highlighting traditional indigenous games and their benefits.
3. School heads may conduct a program in partnership with local leaders in the community featuring Tradition Indigenous Games played by the residents to promote it.
4. Curriculum designers and developers may consider integrating traditional indigenous games in DepEd PE curriculum and programs.
5. Future researchers may conduct further studies about the indigenous games.

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