

STREET GAMES OF THE KAPAMPANGAN CHILDREN

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Abstract :

The Street games of the Kapampangan Children are described as follows;
The Street games of the Kapampangan are named after the equipments and common movements used to achieve the goal of the game.
The skills and movements emphasized on the games are mostly fine motor movements of the hands such as flicking, shaking and throwing.
The ground rules are discussed and agreed upon and the preparations of the games vary depending on what the games required and what the players prefer.
Players are mostly group or pair of elementary boys and girls.
The games are usually played on streets. Early morning and late afternoon are the common time where the games are played.
The general goal of the game is explained and the achievement of the goal usually marks the end of the game. The general flow of the activity follows a step-by-step process or a sequential pattern based on what was agreed upon by the players.

Key words : street games, pastime, cultural value

INTRODUCTION:

For thousands of years, games have been the major pastimes of all people. It is a form of communicative and expressive actions common among all human beings and evident in all cultures. The Philippines is rich in material in this phase of physical activities. Games for anytime, everyone and anywhere are readily available. They are inexpensive and wholesome form of entertainment enjoyed by children and adults whether as participants or spectators. As stated by Lopez (2001), Filipinos like to play games-one index of their sociability. Games serve to bring members of the family together after their respective chores have been done. In the neighborhood, they strengthen the ties that bind families.

The uses of games for both children and adults have a deep significance for the individual and the community through the conservation of physical, mental, moral vitality (Shea, 1991). Games are not just about running, they do not only satisfy play needs but also satisfy the needs for motor skill development, social creative expression, conceptual understanding, problem solving, and personal and social development. Games basically contribute to the development of the totality of an individual and to the nation in general.

In the past, children used to gather on the street early in the morning and late afternoon running around shouting and enjoying their favorite games like "habulan" (Tag), "taguan" (Hide and Seek) and "piko" (Hop scotch). Children even travel from one street to another to mingle and play with other children. They sometimes challenge one another for simple games that use text, rubber band, marble and candy and cigarette wrappers. The inexpensive materials found scattered around streets are the center of children's creativity and competitiveness.

Advancement in technology in recent years converted even children's games into mechanical and battery operated one. Computer games, remote controlled toys, hand held video games and on-line games evidently replaces the physical street games that children use to enjoy. The very demanding school curriculum of children that takes away even their playtime and the preference of modern families to live in subdivisions where people are strangers to one another are other factors why street games are now slowly diminishing.

At present, the streets that use to be the playing ground of children are almost empty. Children shouting for joy and running for excitement are seldom heard and witnessed. The present state calls for a massive action to address the need for the rediscovery, promotion and preservation of these games that can be considered as major contributor of local and national heritage.

The researcher believes that the beauty of street games goes beyond their recreational value. They are not only reflectors of how children think and feel but also a living evidence of how children live in the past. Thus, if these games would not be preserved, part of our history dies too. It is on this reason why the researcher would like to study and document properly the street games of the Kapampangan children particularly those that involve “Goma” or rubber band as the main props and contributor of the game. “Goma” is an inexpensive household item that is use to hold things together. It is also use by the girls to sport a neat hairstyle.

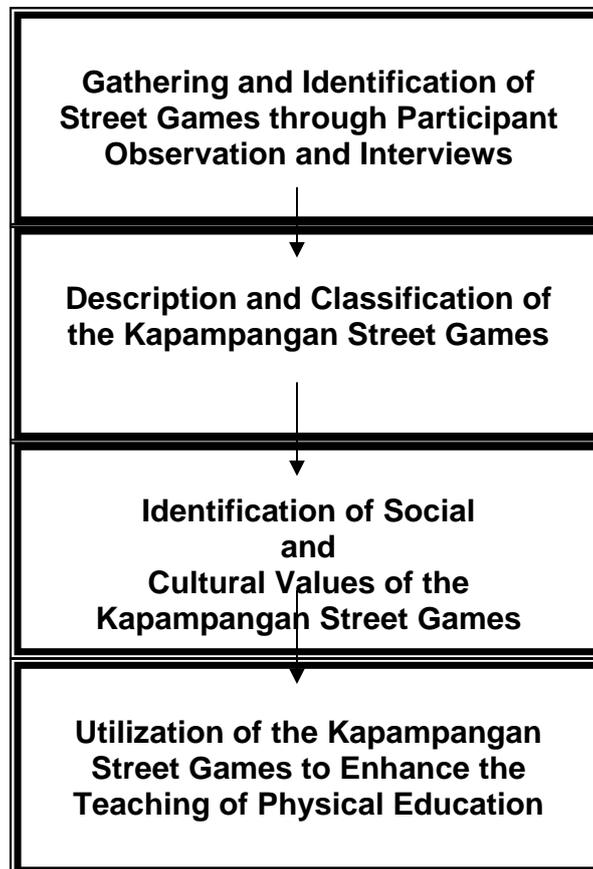


Figure 1:
Paradigm of the Study Entitled “Street Games of the Kapampangan Children”

This research aims to document the street games of Kapampangan children that use “Goma” or rubber bands not only as a props but the center of the game movements and objectives. Specifically, the study seeks to answer the following question.

1. How may the street games of the Kapampangan children be described in terms of:
 - 1.1 Title of the game
 - 1.2 Fitness components and skills
 - 1.3 Pre-games
 - 1.4 Players
 - 1.5 Equipments
 - 1.6 Playing area
 - 1.7 Objective
 - 1.8 Procedure?
2. How may the street games of the Kapampangan children be classified?
3. How may the social and cultural values of the street games of Kapampangan children be identified?
4. How may the street games of Kapampangan children be utilized to enhance the teaching of physical education?

The result of the study could enhance the existing collection of published local and national games. It is also believed that the output of this study could help identify, preserve, and promote our local culture especially in the field of cultural games.

METHODS AND PROCEDURE

This study employed descriptive method of research since its main purpose is to describe the nature and procedure of the Kapampangan street games that uses “Goma” or rubber band as the main props. Likewise, the ethnographic method of research was employed because the researcher needs to personally observe and experience how the game is played. The study also looked into how the gathered games maybe use as an alternative activities in teaching physical education. The study involved randomly selected elementary school Kapampangan children from different municipalities of Pampanga as the informants. Pampanga is one of the eight municipalities of central Luzon Island in the Philippines.

The informants were asked to play the actual game and the researcher utilized participant observation. An interview with the use of a common guide question was utilized to ensure the consistency of the procedure and to confirm the nature of the game. Documentation was also made through the aid of a video recorder and photo camera. The gathered data were process using the game elements and classification method used by many game scholars.

RESULTS AND DISCUSSION

1. Descriptions of the Street Games of the Kapampangan Children.

1. Title of the Game

The title of each game is given mainly for recognition purposes. In most cases the title of each game is based on the common movements used to achieve the goal of the game. The words “Pantikan” (flicking) for example were used as title because the main objective of its game is to flick a rubber band on top of another. In some cases, children identify their game by the chants they sing while playing the game.

2. Skills

The identified common actions or method of locomotion used in executing the procedure of the game are hereby presented. The skills needed such as blowing, throwing and shaking in achieving the goal of the game are emphasized.

3. Pre-games

This denotes preparations before a game. This includes preliminary activities prior to the start of the game such as laying-out of the playing material, choosing of the “It”, grouping of players, role assignments, formation or

positions of the players, awards, and playing turns. The ground rules followed in the achievement of the objectives of the game are also discussed and agreed upon. The preparation may vary depending on what the game requires and what the players prefer.

4. Players

The minimum, maximum or ideal number of players needed to play the game and the common age and sex of the players are given under this item. These are given to provide information on what kind of players generally play the games. These do not however, limit the playing of the game to a specific gender or age.

5. Equipment

These are the items or properties used in playing the game. Since all games in this study revolves around the use of "Goma" or rubber band, the additional materials used in playing the game such as folded papers and sticks are also given.

6. Playing Area

Under this heading, the questions when and where the game is usually played are answered. The specified time and place however may be changed according to the preference of the players. The size of the layout and the function of some special markings used in the playground are also included.

7. Objective

Under this item, the general goal of the game is explained: to hit a target, to blow a rubber band and to reach the finish line are some examples of game objectives. The achievement of the goal of one player or group of players usually marks the end of the game. To achieve the goal of the game connotes winning the game.

8. Procedure

This refers to the general flow of the game. It features the step-by-step process or sequential pattern to be followed in playing the game. The rules to requirements in executing the games are also explained. Likewise, part of the procedure is the method of how players measure and determine the winner and success of the game. The following are the eleven (11) gathered street games using "Goma" as the main equipment.

The following are the gathered street games played by Kapampangan children:

Title of the Game:	"Pitikan"
Skills/Movements:	Accuracy - Flicking
Pre-games:	Players decide on the distance of the playing area.
Players:	A pair of boys or girls (sometimes boy & girl) ages 6-12 years old.
Equipment:	"Goma" (Rubber band)
Playing Area:	Any flooring with smooth surface such as concrete or wooden floor. The game is played any time of the day especially during summer.
Objective:	To place the rubber band on top of the opponent's rubber band.
Procedure:	Players sit on a distance at least 1 meter away from each other. Each player takes turn in pushing his/her rubber band using only his/her index finger towards the other player's rubber band. The first player who successfully places his/her rubber band on top of the other player's rubber band will be the winner. The loser's rubber band is taken as a prize. The game is repeatedly played until one player runs out of a rubber band.
Title of the Game:	"Labulan"
Skills/Movement:	Accuracy- Blowing and Crawling
Pre-games:	Players decide on the distance to be cover and the number of rubber bands to be given to the winner as prize.
Players:	Group of girls, boys or mixed (2 or more) ages 6 and above.

Equipment: Rubber band
Playing Area: Any smooth surfaced flooring. The game is usually played inside the house any time of the day.
Objective: To reach the finish line first.
Procedure: Players aligned themselves beside the starting line on a semi-prone lying position while their "Bato" or rubber band to be blown is place on the line. On a signal, players simultaneously blow their respective "Bato" towards the finish line. The blowing continues until one reaches the finish line. The first player who reaches the finish line first wins the game & receives all bets that were agreed upon before the start of the race. The game starts over & over until everybody except for one runs out of a rubber band to bet.

Title of the Game: "Tumpakan"
Skills/Movements: Accuracy- throwing
Pre-games: Players agreed upon the number of rubber bands each player must posses before the start of the game (at least more than 20pcs. each). Players also draw a baseline & select by means of "tompiang" or "jack en poy" the throwing sequence of the player.

Players: Group of children ages 6 and above. Boys and girls may enjoy the game.

Equipment: Rubber bands
Playing Area: Any open space where players may comfortably play usually under a shade of a tree, backyard or even inside the house.

Objective: To collect the other entire player's rubber band by successfully throwing a rubber band on top of the others.

Procedure: Following the sequence of throwing decided upon before the start of the game, all players stand after the baseline. The first player throws on a distance one of his/her rubber bands, other players follow one after the other. The throwing continues until one player successfully places his rubber band on any of the thrown rubber bands. The winner takes all the thrown rubber bands as prize. The game starts again once the winner throws a rubber band. In case everybody has thrown all their rubber bands & nobody successfully places his/her rubber band on top of the other, the game starts over again by dividing all rubber bands equally with all the players.

Title of the game: "Kusugan"
Skills/Movement: Timing - Shaking of the hand
Pre-games: Players decide on the number of rubber bands each should bet. They also select the sequence of playing turn and an "It".

Players: Group of young boys in their elementary years.

Equipment: Rubber bands
Playing Area: A shaded place where the players can sit comfortably. Sometimes the game is also played inside the house or on top of a wooden floor. The game is usually played any time of the day.

Objective: To scatter the rubber bands that is entangled together.

Procedure: Players sit comfortably on a circle formation leaving an arena in the center. The "It" gathers the bet of each player then crumpled and tangled the rubber band in between his/her palm and pass them to thee first player. The first player shakes them in between his/her palm with in 5 counts & drops the rubber bands on the floor by simply opening his/her palm (throwing is not allowed). The player collects the rubber bands that were totally separated from the group. The "It" will then collect all remaining rubber bands & repeat the same process & give the rubber band to the next player. The game continues until one or two of the competing players collect all rubber bands. Game starts a new when all players have given their new bets to the "It".

Title of the Game: "Pasyutan"

Skills/Movement: Accuracy- Shooting & Throwing
 Pre-games: Players plant a piece of broom stick usually 6-8 inches high from the ground & draw a throwing line at least 2 meters away from the planted stick. Player also decides on their throwing turns.

Players: Group of young boys in their elementary years.
 Equipment: Rubber band & a piece of broom stick
 Playing Area: Any open space where the broomstick may be easily planted and preferably under a shaded area. The game is usually played early in the morning or late in the afternoon.

Objective: To shoot the rubber band in the planted broomstick.
 Procedure: Players stand behind the throwing line. Following their throwing sequence, each player aims to throw and shoot their rubber band on the broomstick one at a time. Once a player successfully shoot a rubber band in the stick he/she will collect all rubber band that where unsuccessfully thrown. Game starts again once the previous winner throws his/her rubber band. Game continues until some of the player concedes out of the games.

Title of the Game: "Tirahan"
 Skills/Movement: Accuracy- Aiming
 Pre-games: Players prepare a target by planting 2 pieces of bamboo sticks at least 4 inches high from the ground & 3-4 inches away from each other. Players also draw a baseline at least 3 meters away from the planted sticks. They also decide on the number of rubber band that will be hanged on the sticks. Rubber bands are inserted on a piece of stick placed on top of the 2-planted sticks.

Players: Group of boys ages 7- 13 years old.
 Equipment: Rubber bands & 3 pieces of sticks
 Playing Area: Any open space where the bamboo sticks may be easily planted. The game is may be played any time of the day.

Objective: To hit and drop the hanging rubber bands placed on the stick.
 Procedure: Players sit/squats behind the baseline. Following the order of turns decided upon, each is given a chance to hit the target stick where the rubber bands are inserted one at a time using a rubber band. The rubber band is place in the thumb & index finger of one hand while the other hand stretches the middle part & released it towards the target. Players may extend their arms out of the baseline but not their foot. Once a player successfully hits the target and the horizontal stick drops on the ground, the player collects all the rubber bands inserted on it. A game starts again when new sets of rubber bands are positioned. The winner in the previous round also takes the privilege of hitting first.

Title of the Game: "Sabung"
 Skills/Movements: None
 Pre-games: Each player prepares a "manok" made of a piece of paper about 1 ½ inches long folded into half. Players also decide on the number of bet they will place for every game or fight.

Players: 2 young elementary boys.
 Equipments: A rubber band & 2 pieces of "manok" (folded papers).
 Playing Area: Any flat surface under a shaded area or inside the house. The game may be played any time of the day.

Objectives: To displace the opponent's "manok" out of the rubber band.
 Procedure: Players sit face to face with each other leaving a space in front of them. Before the actual game starts, each player places a bet (rubber band) in front. Using one rubber band, each player clips their "manok" on each end of the rubber band and twists it as tightly as possible till the "manoks" meet. The players will then position the twisted rubber band with the "manok" on the floor and on signal releases it at the same time. The twisted rubber band will release it self open and in the process, one or both the "manoks" will be released or separated from it. If both "manoks" are released, a draw is declared. On the

other hand, if one remains, the owner will be declared as the winner. The winner of the fight takes all the bet as a prize. The game may be played repeatedly until one player runs out of "goma" to bet.

Title: "Teksing Goma"
Skills/Movements: Accuracy
Pre-games:

Players draw a square and a base line at least 4 meters apart from each other. The size of the square and length of the baseline is determined by the players. Players also decide on the number of rubber bands each need to bet and place inside the circle (usually 3 each). Players also decide on their playing turns usually by throwing a rubber band from the square to the baseline. Whoever player throws his "bato" or the hitting rubber band near the baseline will play first. Others will follow according to the result of their throw.

Players: Group of elementary Boys.
Equipment: Rubber Band

Playing area:

A flat surface such as a concrete flooring or hard ground where a diagram describes above may be drawn. The game is enjoyed usually lat in the afternoon.

Objective:

To hit as many rubber bands outside of the square using another rubber band

Procedure:

All players stand behind the baseline, the first player may choose to hit directly the rubber band out of the square using his "bato" (rubber band) or just throw his "bato" on a strategic place near the square. After the action of the first player has taken place, the next player will take his action and the others will observe same thing. All players are only allowed to hit once for each turn, whether he is successful in hitting a rubber band out of the circle or not. The distance or position of the player in hitting the rubber bands on the square will depend on the place where his rubber band stops during his last hit. If the "bato" accidentally stops inside the square, the owner will have to start his next turn on the baseline. Like wise a player whose position or distance is to near the square, he is not allowed to hit the rubber bands with his hands inside the square. All hitting must be done outside the square. Taking of hitting turn continues until all rubber bands in the square are taken. The game starts again when the players have placed another set of bets inside the square.

Title of the game: "Sungkitan"

Skills/Movements: Guessing

Pre-games: Players decide on the number of rubber bands that will each put under a pile of sand. Players individually prepare a piece of stick. Likewise, they decide on their playing sequence.

Players: 2 or more players. Both genders may enjoy the game. The game is usually played by children ages 5-11 years old.

Equipment: Rubber bands, piece of broom stick usually 6-8 inches long.

Playing Area: A mountain shape like sand usually 10 inches high depending on the number of rubber bands placed under it. The game is played under a shaded tree.

Objective: To hook the rubber bands under the sand.

Procedure: Player sits around the pile of sand. In sequence, each player hooks on the sand using his/her stick trying to catch as many rubber bands as possible. Players are reminded to use one continuous motion while catching the rubber bands under the sand. Before the new player will take his/her turn, the sand is reshape to hide all unhooked rubber bands that came out after a players turn. The game continues until all rubber bands have

been hooked. The game starts again when the players place a new set of rubber bands under the sand. The player with the most number of rubber bands after a series of games is declared as the winner.

Title: Chinese Garter
Skills/Movements: Jumping and Flexibility
Pre-games: Players decide on their turning turns and select the group who will act as the "It" first. They also agreed on the different height levels they will have to jump over.
Players: Two groups of young girls.
Equipment: A long braided rubber band at least 2 meters long.
Playing area: A spacious area with flat surface preferably grassy or sandy. The game is usually played early in the morning or late in the afternoon.
Objective: To successfully jump over the rubber band.
Procedure: The first "It" group provides two players who will hold each ends of the rubber bands. The two "It" players stand facing each other at least 3 meters apart. Members of the playing group stand in column away from the two "It". The distance of the playing group must be far enough to get a good jump. Once the first jumper had check on the height and balance of the rubber band, she runs toward the horizontal rubber band place on knee high of the "It" and jump as high (the jumper may or may not touch her feet on the rubber band during her jump. However, the jumper is not allowed to hold the rubber band before and while jumping). The remaining jumpers take their turn one after the other. The height of the rubber band increases right after jumpers have taken their turn. The levels or height are as follows:

- 1st - Knee high
- 2nd - Thigh
- Waist
- Torso
- Shoulder
- Head
- Head and half arm length
- Head and one arm length

Once a jumper fails to go over a particular level, she will not be allowed to jump on the next level and only the players who successfully jump the level moves on the next. The process continues up to the highest or last level. If no one from the jumpers successfully jumps over the highest level, they switch role with the "It" group and the game starts a new. On the other hand, if a jumper successfully jumps over the last level, her eliminated group mates may jump again.

Title of the Game: 10, 20, 30
Skills/Movements: Jumping- Endurance and Coordination
Pre-games: Players decide on their playing turns and the first to assume the role of an "It". They also agreed on how many levels of game will be played.
Players: Group of elementary girls with at least 3 members.
Equipment: A braided rubber bands at least 2 ½ meters long. The braided rubber bands are knotted to one end to another.
Playing Area: Any open space with flat surface. The game is best played on concrete floors during morning or afternoon.
Objective: To complete a series of jumping challenge.
Procedure: The two "It" stands on a stride position one meter apart facing each other inside the knotted rubber band. The rubber band is placed on the ankles of the two "It". The first player takes her turn by positioning herself on the outside middle part of the rubber band. On signal, players all together shout 10, 20, and 30, 40, 50, 60, 70, 80, 90, 100. The first player in position

follows the counting and performs a series of jumps. The jumping styles are as follows:

- 10 = right leg in and left leg out of the rubber band
- 20 = left leg in and right leg out of the rubber band
- 30 = same as 10
- 40 = same as 20
- 50 = same as 30
- 60 = both legs out
- 70 = both legs in
- 80 = both legs in, right cross over left
- 90 = both legs in, left leg crossover right
- 100 = same as 60.

After each players have successfully performs the routine, the height of the rubber band increases. Any one who missed the correct routine or accidentally steps on the rubber band takes the position of one of the "It". The game starts a new by lowering back the rubber band to the ankles of the "It".

II. Classification of the Street Games of the Kapampangan Children.

The collected games were classified based on the system adopted by the researcher from different game scholars. Based on the instrument used, the 11 games were classified in 3 classifications. The objective and procedure of the games were carefully studied and properly analyzed to put each game in their proper arrangement and category.

First of these classification is the games of Dexterity and Skills. In this type of game, skills and dexterity such as manipulating objects, short distance throwing, shooting and hitting are given greater emphasis. Mastery of a specific skill is important to accomplish the objective of the game since the levels of physical skills and dexterity of the players determine the success of the game. The player who is the most skill full and dexterous is likely to win the game.

The second and third classifications are Jokes and Tricksters game and Physical game. The latter emphasizes greater body movements. The physical fitness of the players such as power, endurance, and flexibility usually determines the success and outcomes of the game. The player who is the most physically fit has the advantage of winning the game while the former are games of probability because the outcome is determined by chance. They usually require the players to guess the location of a given or unseen object.

As shown in the table 1, 8 out 11 games were classified under the third category. Data prove that games using "Goma" or rubber band require special skill for the players to easily play and enjoyed them at the same time. It is to be noted that these games does not require heavy physical actions. On the other hand, there is only 1 that was classified as Joke and Trickster game and only two games were under Physical games. The table also provides information weather the game is competitive or not and if the game is played by pair or group of players. Data also shows how flexible some of the games are because they may be played by pair or in a group. The games that were classified as physical games are those that involve gross motor movements and demands grater physical exertion.

Table 1
Classification of the Street Games of the Kapampangan Children

Game Title	C	NC	Dual	Group	Classification
1. Pitikan		/	/		Games of dexterity and Skills
2. Labulan		/	/	/	Games of dexterity and Skills
3. Tumpakan		/	/	/	Games of dexterity and Skills
4. Kusugan		/	/	/	Games of dexterity and Skills
5. Pasyutan		/	/	/	Games of dexterity and Skills
6. Tirahan		/	/	/	Games of dexterity and Skills
7. Sabung		/	/		Games of dexterity and Skills
8. Teksing		/		/	Games of dexterity and Skills
9. Sungkitan		/	/	/	Jokes and Tricksters Game
10. Chinese Garter	/			/	Physical Game
11. !0, 20, 30	/			/	Physical Game

III. Social and Cultural Values of the Street Games of the Kapampangan Children.

Lopez (2001) stated in her book entitled *A study of Philippine games* that Philippine games appeared early in print in the works of chroniclers, antiquarians, and travelers from the west. These consisted little more than randomly gathered texts appended to early surveys of the “primitive” people of the Philippine Island. The authors were mostly concerned with jotting oddities and bizarre games to satisfy the appetites of curious readers in the western hemisphere. Since Spanish and American writers wrote most of these early works, the subject matter was understandably approached with the cockiness of colonizer writing about the colonized, an attitude characteristic of the period.

Malay (1956) pointed out that ‘Filipinos like to play game,’ and this is observed true. Traditional and high-tech games are simultaneously played around the country. As part of Filipino pastime, specially in the rural areas and during moonlit nights, the neighborhood gathers and shares games in the plazas, open areas, and main roads, trying different sets of games and interacting with each other as part of their recreation, socialization, and relaxation after a hard day’s work.

In the Philippines, due to limited resources of toys of Filipino children, they usually come up on inventing games without the need of anything but the players themselves. With the flexibility of a real human to think and act makes the game more interesting and challenging. Because it is a tradition for Filipinos to play in a bigger and spacious area, most games are usually played outside the house. Filipino children are creative in that they have made toys using insects such as tying a beetle to string and sweeping it circular rotation to make an interesting sound. Salagubang gong as described by Harvard entomologist Charles Brtjes in his trip to Negros is a toy using beetles to create a periodic gong effect on the kerosene can as the beetle rotates above the contraption.

Physical activities especially children’s games have long been praised as source of physical fitness, skill development, fun and enjoyment, character building, social interactions and leadership development among Kapampangan children. These games are highly valued for their positive contributions not only to the individual lives of the children but also to their community in general because their games are regarded as expressions of their creativity and sensitivity.

Through games, children develop strong muscular system and skills. Children learn to strive for physical improvement by accepting their strengths and limitations. Most importantly, games are venues for Kapampangan children for team membership and status. It is through these games that they develop trust, acceptance, sense of belongingness, and growth that are essential in their lives as a child.

Based on the recall of some elders that were interviewed by the researcher the collected games in this research were mostly develop basically for the following reasons:

1. Observance and Respect for Superstitious Beliefs Related to Playing.

Superstitious beliefs are notions, based on experience but not necessary a scientific fact that is pass down from one generation to another. It is commonly applied to beliefs and practices surrounding luck, prophecy and spiritual beings. Kapampangan parents would normally contain their children inside the house by telling them superstitions that will create fear from the children. In this case, it will be easy for the parents to look after their children who normally get out of the street to play. While inside the house siblings learn to invent simple games using household items such as rubber bands that are collected over time by mothers from the vegetables bought in the market (Vegetables sold in the market are tied in bunch using rubber bands). The games “*Pitikan*”, “*Labulan*”, “*Tumpakan*”, and “*Kusugan*” are some of the games that were develop for this reason.

The following are some of the superstitions used by the parents:

- During Holy Week, children are not allowed to go out and play because snakes also go out on these days.
- During Holy Week, Children are not allowed to run or play games that might cause injury because the wound will stay forever.

- Children could not play in streams because “Engkantos” (Bad Spirits) will play with them.
- It is not good for young children to play on the grounds at sunset because there are evil spirits who pass by, and if they bump the evil spirits, they will get sick.

Now a day, since children are no longer attached to superstitions because of their exposure to modern approaches, they have already bring in the street the games that were played in the house in the past. This leads to more players participating in the games and more rubber bands to played with.

2. Absence of Commercial Toys.

Pampanga (Research Locale) is a rural area where agriculture is the main source of living. Parents would not spend a cent to buy a commercially available toy for practical reason. Children Toys such as yo-yo, slingshots and spinning top are usually curved by fathers using indigenous materials such as dried fruit and tree branch. The absence of toys encourages kapampangan children to be more innovative and find good use of household item like rubber band. Rubber band can be use over and over again because of its durability. Children like playing this item because it is very easy to carry and keep it out of the way. The game “*Tirahan*” an example of a mock warfare is a common game among children of all culture, but instead of using a toy gun or an Indian toy bow and arrow, kapampangan children uses rubber band and a piece of paper as the bullet to hit the target.

3. Curfew During Japanese Occupation.

During the Japanese occupation to the Philippines, Pampanga is one of the 8 provinces of the country that vigilantly resisted their invasion. The province is one of the most feared and roaming in its street is unsafe. During this time children were kept out of the street and were only allowed to play in their backyard to avoid being mistakenly judge as spies because there were cases where young boys were use by guerillas to spy for them. It is on this time when children reinvent some of their games so suit their needs, thus new games using rubber bands that are patterned from old street games were invented. The game *Chinese Garter* for example was pattered after a game called *Fallow the leader*. Both are played by successfully jumping over series of levels. Chinese garter on the other hand uses braided rubber band as the obstacle instead of a human obstacle use in the game follow the leader. Like wise, the Game entitled *10, 20, 30* is a simple version of *jumping rope*. In jumping rope wider space and higher ceiling is needed to enjoy the game unlike in the game *10, 20, 30* were children mostly play it inside a house or in a small garage. The game “*Pasyutan*” is another game derived from a game entitled “*Atchaan Pera*” that is normally place in “*Perya*” (local carnivals) during fiesta celebrations. The game “*tirahan*” is obviously a children unique interpretation of the ongoing war.

4. Versions of Adult Games

Kapampangan adults also have their own way of enjoying themselves especially while waiting for the harvest season to arrive. One of the most popular past times of the Filipinos in general is cockfighting. Children are not allowed to join the activity because it’s a form of gambling but the excitement brought about by two cocks fighting to the end inspires children to invent their own version of cockfighting in the game entitled “*Sabung*”. “*Teksing*” is another favorite pastime among male adult. The game is a form of gambling because players has to put a pot money inside a square and players take turn in hitting the money till it gets out of the square. Since children cannot participate in the game, they develop their own version called “*teksing goma*”. The game is played using rubber bands as the bet instead of money but the procedure in playing the game is almost the same. Catching edible frog use to prepare a popular local delicacy called “*betute*” is another favorite past time of Kapampangan women. Frog catching using a long rod is done in rice fields during rainy season is one way of training children to be industrious, self reliant and patient. This cultural practice inspires children to develop the game entitled “*Sungkitan*”. The skills learn by the child in playing the game are good preliminaries for the actual frog catching activity.

IV. Utilization of the Street Games of the Kapampangan Children to Enhance the Teaching of Physical Education.

The Department of Education is a major instrument in implementing and realizing the content of the Section 14, Article XIV of the 1987 Philippine Constitution which states that the state shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free artistic and intellectual expression.

“LARO ng LAHI”, through the efforts of Bureau of Physical Education and School Sports (BPSS) in 1984, is now a major component of the Physical Education curriculum. “Laro ng Lahi” or Philippine folk games such as “patintero”, “tumbang preso” and “Palosebo” are taught every 2nd grading period to sophomore high school students. Since teaching of folk games is already a major part of Physical Education, the integration of the gathered games among the usual folk games taught to students will not be a problem, it is even expected that students will be more interesting in learning new games that are equally challenging yet unique from the games that they have already encountered.

The Kapampangan games may be utilized for classroom lessons, outdoor education and adventure activities. These games provide not only essential training in physical development and social interaction but opportunity to learn about, appreciate and experience aspects of local culture. As stated by Fine (1995), native games can be the threads that mesh learning situations into the fabric of life. The interconnection of the games with real life situations becomes the true definition of holistic learning, together we become a “community of inquirers” promoting alternative life choices for all students and working collectively to speak out, be heard and effect change.

The aim of integrating Kapampangan street games in Physical Education curriculum may be successfully achieved by providing educators and other interested individuals deeper understanding and appreciation on the value and beauty of each games, and technical know how on the proper execution of the games through seminar workshops. Manual, illustrations and recorded performance of the actual games may also be provided to supplement the instruction. Utilization of the selected games may be best practice not only in Physical Education classes but also during the integration period of the “Makabayan” subjects that is every 9th and 10th meeting of every grading period. In this case, students may relate the importance of the games to other learning areas of “Makabayan”.

Conclusions

The following are the conclusions drawn from the findings of the investigation;

1. The Street games of the Kapampangan Children are described as follows;
 - The Street games of the Kapampangan are named after the equipments and common movements used to achieve the goal of the game.
 - The skills and movements emphasized on the games are mostly fine motor movements of the hands such as flicking, shaking and throwing.
 - The ground rules are discussed and agreed upon and the preparations of the games vary depending on what the games required and what the players prefer.
 - Players are mostly group or pair of elementary boys and girls.
 - The games are usually played on streets. Early morning and late afternoon are the common time where the games are played.
 - The general goal of the game is explained and the achievement of the goal usually marks the end of the game.
 - The general flow of the activity follows a step-by-step process or a sequential pattern based on what was agreed upon by the players.
2. The collected Kapampangan games are classified under games of dexterity and skill, physical games and jokes and tricksters game.
3. The social and cultural values of the Kapampangan street games are identified through the kind of interaction and skill developed by the players.
4. The Kapampangan street games could be utilized in enhancing the teaching of Physical Education through the integration of the games in the Physical Education curriculum.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby presented;

1. There is a need to describe thoroughly the Kapampangan street games using a more organized system.
2. The social and cultural values of the Kapampangan street games be properly identified and should not only be limited on the kind of interaction and skill developed from the games.
3. Other Kapampangan Street games using other properties be studied and classified as well.
4. The Kapampangan street games be published for wider dissemination.
5. Physical Education teachers should look into the various local games that could be incorporated in their regular Physical Education activity.

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