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Actions with traditional games activities for the Local Development Zone "Los Alevines".

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Abstract.

The study, titled "Actions with Traditional Games Activities for the Local Development Zone "Los Alevines", is part of the research project: a recreation program for leisure-time education in the community. During the diagnostic phase, the participation of children aged 8-12 in activities was considered, based on their interests, tastes, and preferences. It was noted that the current insufficient use of traditional games in a free and spontaneous way during leisure time is evident, due to the indiscriminating use of new technologies and social media. The research employed various theoretical and empirical methods, participatory techniques, and mathematical-statistical methods. This allowed the study to address the following objective: to design an action plan using traditional games to increase the participation of children aged 8-12 in physical and recreational activities in "Los Alevines" Santa Clara Local Development Zone. Aspects of environmental education were also developed in accordance with the 2030 Agenda goals for the zone where the community is located. The results were broken down in tables and graphs. Concerning the specialists, they considered the proposal highly relevant for the

development of the community where it was applied, ensuring that these cultural manifestations with deep social roots do not disappear from the socialization and play resources of children.

Keywords: traditional games 1, recreation 2, actions 3, activities 4, participation 5.

Introduction

Recreation worldwide has been gaining strength and relevance across all socioeconomic strata, as well as in various sectors such as education, business, and especially community social activities. For society, leisure time has become an essential variable searching for a higher quality of life. (Díaz, 2023).

Physical recreation cannot be viewed from a traditional perspective, as a theoretical exercise and bearer of scientific concepts without a vision that integrates the various dimensions of work, it can not focus the process more on learning than on teaching. But It must be viewed from a socio-historical-cultural perspective, what marks from its objective the true character. (Fuentes & Bestard, 2020)

Physical-recreational activities become participatory spaces for children to play games, which have a wide range of classifications, including traditional ones, which are found all over the world and are closely linked to festivals or recreational activities, which respond to the needs of human beings, occupying a place and time in people's lives, especially in children.

The use of games in different physical and recreational activities contributes to the development of children's motor and social skills, as well as promoting, fostering, and strengthening autonomy in activities, taking into account the rise and indiscriminating use of new technologies in the developmental stages of childhood and adolescence. (Rodríguez, 2020)

Traditional games, being group activities, promote social interaction. This allows children to develop teamwork skills, cooperation, and respect for rules. At the same time, these dynamics foster effective communication, values such as solidarity and respect, and strengthen self-confidence by facing challenges in a playful environment. Another reason is their practical and effective character as a pedagogical strategy; these activities are

accessible, economical, and easy to implement in any educational context, without the need of complex technological resources. Their flexibility allows them to be adapted to different realities. (Macas & Rivera, 2023)

Traditional games typically involve activities that require motor skills, coordination, and balance. These movements promote the development of basic motor skills such as jumping, running, and walking. Children also develop spatial awareness, recognizing distances, direction, and spatial relationships between themselves and objects. Furthermore, these games encourage interaction among players through simple rules, which facilitates their execution. Most are carried out outdoors. (Ormazábal et al., 2024)

Observations carried out to the activities developed in "Los Alevines" local development zone in Santa Clara, revealed insufficient participation of children aged 8-12, because they generally entertain themselves through new technologies and communication, as well as their marked fondness for video games, which influences in the lack of transmission of traditional and modern games to current generations, which is not inappropriate for the physical and psychological developmental needs of this evolution development stage.

Considering these limitations, a design of an action plan with traditional games is proposed to increase the participation of children 8-12 year olds, in the physic-recreational activities of the " local development zone "Los Alevines in Santa Clara.

Materials and methods

The research process uses the analytical-synthetic and the inductive-deductive methods at the theoretical level, and observation, surveys, triangulation, and specialist's criteria are used at the empirical level. Participatory techniques, brainstorming, and empirical frequency distribution statistical techniques are also used. The study is considered descriptive and perspective.

The population participating in the research consists of 23 girls and 47 boys, for a total of 70 participants aged between 8 and 12 years, belonging to district # 86 of the local development zone "Los Alevines", in Santa Clara, all of them study at "Abel Santamaria" school.

Other subjects participating in the study:

There are 15 subjects from the community, made up by the 13 family members and two directors: the president of the Popular Council “Sakenaf”, president of the constituency “Los Alevines”, who were interviewed with the objective of knowing their opinions and suggestions in relation to the physical-recreational activities and the use of traditional games in declared district.

Seven Physical Recreation specialists with vast experience in physical activity, aged between 40 and 73 years, four of them hold a PhD, two have a Master's degree in Physical Recreation, and one holds a Bachelor's degree.

Ten specialists in Physical Recreation, distributed as follows: three from the Municipal Sports Directorate of Santa Clara and four from the Faculty of Physical Culture of the Central University “Marta Abreu” de Las Villas. All with theoretical knowledge and experience in the organization and development of physical-recreational activities.

Results and discussion

During the observation the following indicators were taken into account in the diagnosis, where the following results are corroborated.

Children's participation in the proposed physical and recreational activities. Creativity and contributions of ideas from the children during the physical and recreational activities. Traditional games they know and play. Organization of the area for the development of the physical and recreational activities. Integration of Community stakeholders. Preparation of the recreation teachers.

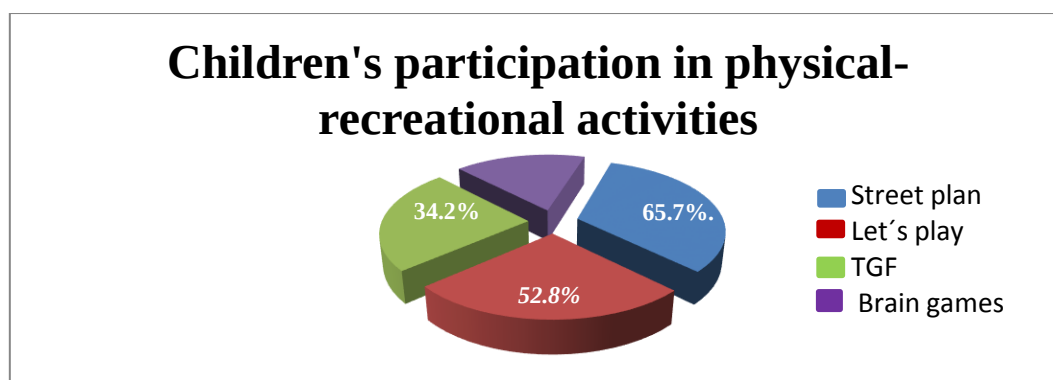


Figure 1. Physical-recreational activities

Four types of recreational physical activities were observed in the "Los Alevines" local development zone, including "Brain Games," "Let's Play," "Street Plan," and the Traditional Games Festival (TGF). These activities took place weekly for four months, resulting in a total of 16 observations. The following results were obtained: Regarding children's attendance at recreational activities, the overall performance was rated as poor. Specifically, only 5 girls and 19 boys (34.2%) participated in "Let's Play," 9 girls and 20 boys (52.8%), participated in the "Street Plan", which had the highest participation with 15 girls and 31 boys (65.7%).

In This way it was possible to confirm the low participation of children aged 8-12 in physical-recreational activities, as they prefer to stay at home or otherwise sit in the area doing other activities such as playing or chatting on their cell phones, as well as listening to music with the speakers.

Table 1. Survey of children about activities

Questions	Children (70)	%
1	13	18.5
	7	10
	27	38.5
	23	32.8
2	23	32.8
	43	61.4
3	70	100
4	38	54.2
	32	45.7

Source: Authors' own elaboration.

During the diagnostic, a survey was conducted (Table 1) which revealed that from the total of 70 children, 13 (18.5%) which activities are related with spending their time with their friends, 7 (10%) watched television, 27 (38.5%) used new technologies to play games on computers, tablets, and Xbox, and to connect to social media with their phones, and only 23 (32.8%) preferred to participate in physical and recreational activities.

The answer given by children regarding the traditional games they know and they enjoyed playing, all 23 (100%) girls mentioned skipping rope, kickball, tag, hopscotch, "al ánimo," "el pon," hula-hooping, and chain-playing.

Concerning the boys, they mentioned the spinning top, marbles, kites, hopscotch, ball toss, four corners, and chain tag. It is necessary to highlight that 100% of the children expressed knowledge and preference for tug-of-war, sack races, four corners, tag, hide-and-seek, hopscotch, chain tag, and kickball. In the question related to the participation in physical-recreational activities, 70 children, 38 (54.2%) answered that they participated sometimes, because the activities were almost always the same and occasionally lacked of conditions or resources to play the games they would like and the other 32 (45.7%) answered Yes.

Traditional games, such as hopscotch, marbles, and spinning tops, used to be common activities in public spaces. Now, these same spaces remain deserted or are used for different activities, demonstrating a shift in cultural dynamics. Furthermore, the limited access to these games in urban environments reflects a disconnect between younger generations and their cultural roots, a situation that requires immediate attention. (Sánchez et al., 2025)

When triangulation was performed using the method, it was found that participation in physical-recreational activities by children aged 8-12 is insufficient, the highest percent was from male sex, and girls prefer other activities; it was demonstrated that most of traditional games have been forgotten; since there is an indiscriminating use of new technologies and social networks, which interferes with attendance at planned activities; everyone agreed that hide-and-seek, ball, soccer, hopscotch, skipping rope, marbles, spinning tops, and kites are the games most played by children in the community. (when it is the season).

Traditional games have a significant cultural value, that are deeply linked to the country's history and social contexts, and despite some modifications, these games keep their recreational and ludic essence and they positively influence on social interaction between individuals of different generations. (Ardila, 2022)

The authors of the research taking into account what have been stated above, designed an Action Plan with traditional games that adapts the specific needs of its protagonists with the purpose of improving the offers of recreational activities in free time, thus guaranteeing the prevention of behaviors, habits and manifestations not in accordance with the age in study, which can bring with it problems harmful to their health and quality of life.

Introduction: This action plan with traditional games is directed at satisfying the recreational needs and increasing the protagonism of children aged 8-12 years in the local development zone "Los Alevines", involving them in a participatory way and integrating them into the community, as well as avoiding the indiscriminating use of new technologies and social networks, in addition, it contributes to the search for initiative that favor the spontaneity and creativity of the participants.

Aim: To increase the participation of children in the physical-recreational activities carried out in the local development zone "Los Alevines", through traditional games.

Foundation. The Action Plan with traditional games is carried out to increase participation and occupy in a healthy way, the free time of children between 8-12 years old in the local development zone "Los Alevines"; promoting the practice of physical-recreational activities, aimed at raising the level of recreational satisfaction and that is within everyone's reach in the community.

No .	Action	Aim	Development	Date	Participants	Responsible
1	Diagnosis regarding the knowledge, tastes and preferences of the participants for traditional games.	To know the games used in physical-recreational activities.	Through brainstorming, the traditional games that children know were determined, as well as their interests, tastes and preferences in the physical-recreational	Satur days Sunday s	Children from the community.	Recreation teacher. Researcher

			activities of the area.			
2	Intergenerational exchange about traditions.	Exchange stories with families and other community members about the traditional games they played as children.	This action established a dialogue with families and other members of the community to learn about the games they played in their childhood, which have been passed down to current generations.	Saturdays Sundays	Children, families, and community members.	Recreation teacher. Researcher
3	Festival of flying objects	Make kites, kites and fireflies.	Alternative means will be developed for the execution of the festival.	Saturdays Sundays	Children, families, and community members.	Recreation teacher. Researcher
4	Traditional games festival.	Play traditional games with children aged 8-12	The children will play traditional games, well-known games, and others they have been taught.	Saturdays Sundays	Children from the community.	Recreation teacher. Researcher
5	Creation of thinking and board games.	Improve intellectual capacity.	Games such as dominoes, chess, parcheesi, checkers, Go, cards, dice, jacks, and pick-up sticks will be played.	Saturdays Sundays	Children from the community.	Recreation teacher. Researcher
6	Rope Festival.	Perform rope games (rope pulling,	Teach children about the different games that can be played with ropes.	Saturdays Sundays	Children from the community.	Recreation teacher. Researcher

		Swiss rope, linking, knots and tying).				
7	Hopscotch or Pon Festival.	Create the different diagrams for playing "pon".	Teach children about the different ways to play hopscotch and their importance.	Saturday Sundays	Children from the community.	Recreation teacher. Researcher
8	Festival of rustic and disposable materials for games.	Create media by reusing the collected materials.	Preparation of equipment for the different games to be played.	Saturday Sundays	Children, family members, and community members.	Recreation teacher. Researcher
9	Rhythmic games festival.	Play games of rounds and songs.	Teach children the letters of rhythmic games.	Saturday Sundays	Children and families from the community.	Recreation teacher. Researcher
10	Imitation and dramatized games.	Dramatize and imitate different situations.	Dramatizations and imitations will be performed, using imagination.	Saturday Sundays	Children and families from the community.	Recreation teacher. Researcher

Source: Authors' own elaboration

The following describes the games to be played in activity 4 of the Action Plan with Traditional Games, for physical-recreational activities in the local development zone "Los Alevines".

Objective: to carry out traditional games with children aged 8-12 years, in the physical-recreational activities of the local development zone "Los Alevines".

1. Name: Rock, Paper, Scissors in Motion. Materials: hoops, chalk. Organization: rows. Development: The players are divided into teams and lined up facing each other. At a distance of 20 meters, hoops are placed or drawn with chalk, one after the other, changing direction every four hoops. At the teacher's signal, the first players jump over each hoop as quickly as possible. When they reach each other, they say, "Rock, paper, scissors. One, two, three." Each player then takes whatever they want. The player who loses goes to the

other team, and the next player continues. A teammate from the other team must quickly run to prevent the first player from reaching the finish line and challenge them with rock, paper, scissors. This continues until the game is over.

Rules: Rock beats scissors, scissors beats paper, and paper beats rock. To start, a player must wait until their teammate loses or reaches the finish line. Players must jump over the hoops with both legs together. Variation: Players can start from different positions: sitting, lying on their back, squatting, etc.

2. Name: The Three Towers. Materials: chalk, hoops, cones, flags. Organization: rows.

Development: At the teacher's signal, the participants, formed in teams but in trios holding hands, run to the cone, which is located at a distance of 6 meters, then they get inside a hoop which they take to the waist and move to the flag that is placed at another 6 meters which they turn around, until they reach the cone where they leave the hoop and run in trios to the finish line to give the start to the next trio of the team, who will perform the same action.

Rules: The race is run in teams of three. No participant may overtake another or let go of each other's hands. The hoop is held at waist level and cannot be held with the hands during the race. The team that reaches the finish line first, following the rules above, wins. Variation: The team of three places the hoop on their heads, like a crown.

3. Name: The chain with rings. Materials: rings. Organization: circles.

Development: Two teams are formed and the participants hold hands forming a circle. A hoop is placed between two teammates and at the teacher's signal they must pass the hoop between the teammates to reach the starting point.

Rules: Players must pass the hoop over their bodies without letting go of each other's hands. They cannot touch the hoop with their hands. The team that passes the hoop through first wins. Variation: Stand in a line facing each other and start passing the hoop from one end until it reaches the other.

4. Name. Wall, hunter and deer. Materials: none. Organization: rows in teams.

Development: They are told that the wall is when they place their arms bent in front with their palms open, the hunter is when one arm is extended in front resembling a rifle, and the deer is when they place their hands on their head making antlers. The wall stops the bullet fired by the hunter, the deer jumps over the wall, and the bullet kills the deer. Then the teams are formed, and they will agree internally and choose which action they will

perform. After that, they stand in rows facing each other, but back to back, and at the sound of the teacher's whistle, the participants turn around to face forward, representing the wall, the hunter, or the deer, and they will accumulate points.

Rules: Each participant can only perform one action. If a team member makes a mistake and fails to perform the action of their teammates, the team loses. The team with the most points wins.

Variant: It can be done with other animals or objects, for example, stone, paper and pencil.

5. Name. Fill the jar. Materials: buckets, jars, disposable cups, water, flags.

Organization: rows in teams.

Development: The teams formed behind the starting line will have a plastic bottle and at a distance a bucket with water with a disposable cup inside is placed, at the signal of the teacher the first participants run out with the bottle, when they reach the place where the bucket is, they pour a small cup of water and run back to give the start to the next teammate, so on until everyone finishes.

Rules: The team with the most water in their jug wins. Participants must start behind the starting line. Only one small glass of water per player is allowed. Variation: This game can be played against a timer, and players can repeat it as many times as they like until the time allotted by the teacher is up.

6. Name: Balloon Up and Down. Materials: balloons, water. Organization: rows in teams.

Development: The participants, with their legs apart, will stand one behind the other at a short distance. At the teacher's signal, the first person in each line will hold a water-filled balloon and pass it over their head, and the second person will pass it under their head, until it reaches the last person who will come running to the beginning of the line and perform the same action until everyone has done it.

Rules: The first person in each line always starts at the top. Everyone must pass the balloon and avoid breaking it. The team that finishes first without breaking the balloon wins. Variation: The balloon can be passed above, below, and to the right and left.

7. Name: The Basket. Materials: box (basket), cards. Organization: rows in teams

Development: The participants will be seated behind a starting line. At the teacher's signal, the first players from each team will run towards the basket. Inside the basket, there will be several cards with different syllables. When the players arrive, they will

have to form a word and say what word they formed, as another player cannot create it again.

Rules: Players must start at the teacher's signal. Players cannot form the same word twice. The team that forms the most words wins. Variation: The teacher can call out a word for the participants to form; the first to form it wins. This can also be done using mathematical operations.

8. Name. Transport in a stroller. Materials: flags, chalk. Organization: trios, lines.

Development: The children, forming pairs, cross their arms forming a chair and place one of the participants from their team on it. At the teacher's signal, they will move around the area carrying their teammate as quickly as possible. They will turn the flag that will be placed at a reasonable distance. Upon reaching the finish line, the other trio, who must be previously prepared waiting for their teammates to start, will begin, and so on until everyone has finished.

Rules: The pairs forming the chairs must hold on tightly to each other and cannot leave before the end of the game. If one of the chairs falls apart, it must be reformed in the same place and the game continues. The team that best transports its teammates correctly wins. Variation: Trios can be assisted by another participant who can relieve one of the members.

9. Name: Three-legged race. Materials: rope. Organization: in teams.

Development: Participants, in pairs, will stand side by side and tie a rope to each other's ankles. At the teacher's signal, they will run the designated distance, circle the cone, and upon reaching the finish line, release the rope from their ankles and hand it to the other pair. Rules: They must run in sync without letting go of each other's ropes. Teammates can help tie the rope. The team that finishes first and performs the task best wins. Variation: The teams can be divided in two and lined up facing each other to run in a relay.

It should be noted that in the execution of physical recreational games it is not necessary for all participants to be present, since children can repeat the actions of the game if their team is incomplete, as the purpose is to participate and play.

Experts' assessment

The results obtained through the evaluation matrix were as follows: 100% of the specialists responded that the Action Plan with traditional games is quite suitable and ideal for achieving the participation of children aged 8-12 in physical and recreational activities, and that the proposal will indeed allow the stated objectives to be achieved. 100% indicated that, in these times, traditional games are very necessary, given that the excessive use of new technologies and social networks can contribute to children's social alienation if not properly regulated. 85% agreed that it is quite suitable and offers opportunities to achieve the proposed objectives, while 15% stated that it is suitable and its implementation could be feasible.

100% of respondents rated the Action Plan as Quite Adequate, as it addresses the problem and objectives set forth. They noted that traditional games are enjoyable, instructive, and educational, and can foster motivated, active, and conscious participation from children based on the principle of voluntariness. They also believed that these games should have a significant impact on the community due to their current importance in the field of physical and recreational activity, benefiting children in schools and the community at large. 83% rated the proposal as Very Adequate, arguing that while the plan is well-described, its final impact rests on its implementation, which could be refined and enhanced in the near future. The remaining 17% rated it as Adequate.

Furthermore, traditional games strengthen children's understanding of the physical environment, as they allow them to interact with the space around them. Through these activities, children explore spatial concepts such as up, down, forward, backward, near, and far, thus fostering their cognitive development. These games also enrich learning from a cultural and social perspective, as they represent a heritage passed down from generation to generation. Playing them not only connects children to their history and culture but also promotes values such as a sense of belonging and an appreciation for their roots. (Bernal & Cali, 2023)

According to the authors, Physical Recreation activities also constitute a space for the revitalization of traditions, by integrating motor games, board games, riddles, tongue twisters, décimas, proverbs, street cries, and the narration of legends from rural and urban areas in accordance with the values expressed through Cuban identity; in addition, these

activities should be accompanied by musical themes for children and adolescents, from the Cuban and Latin American musical repertoire.

Conclusions

The diagnosis confirmed that most children aged 8-12 years in the "Los Alevines" local development zone prefer to perform other activities, which limits their participation in the physical-recreational activities carried out in the community.

The proposed action plan with traditional games was designed taking into account the interests, tastes and preferences of children aged 8-12 years in the local development zone "Los Alevines", as well as the characteristics that these physical-recreational activities should have.

The specialists assessed the proposed Action Plan with traditional games as quite adequate, and they also consider that it can be applied, since it responds to the problem, the objectives set, and contributes to improving the participation of children, in addition to creating an environment of socialization among them, family members, and community members.

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