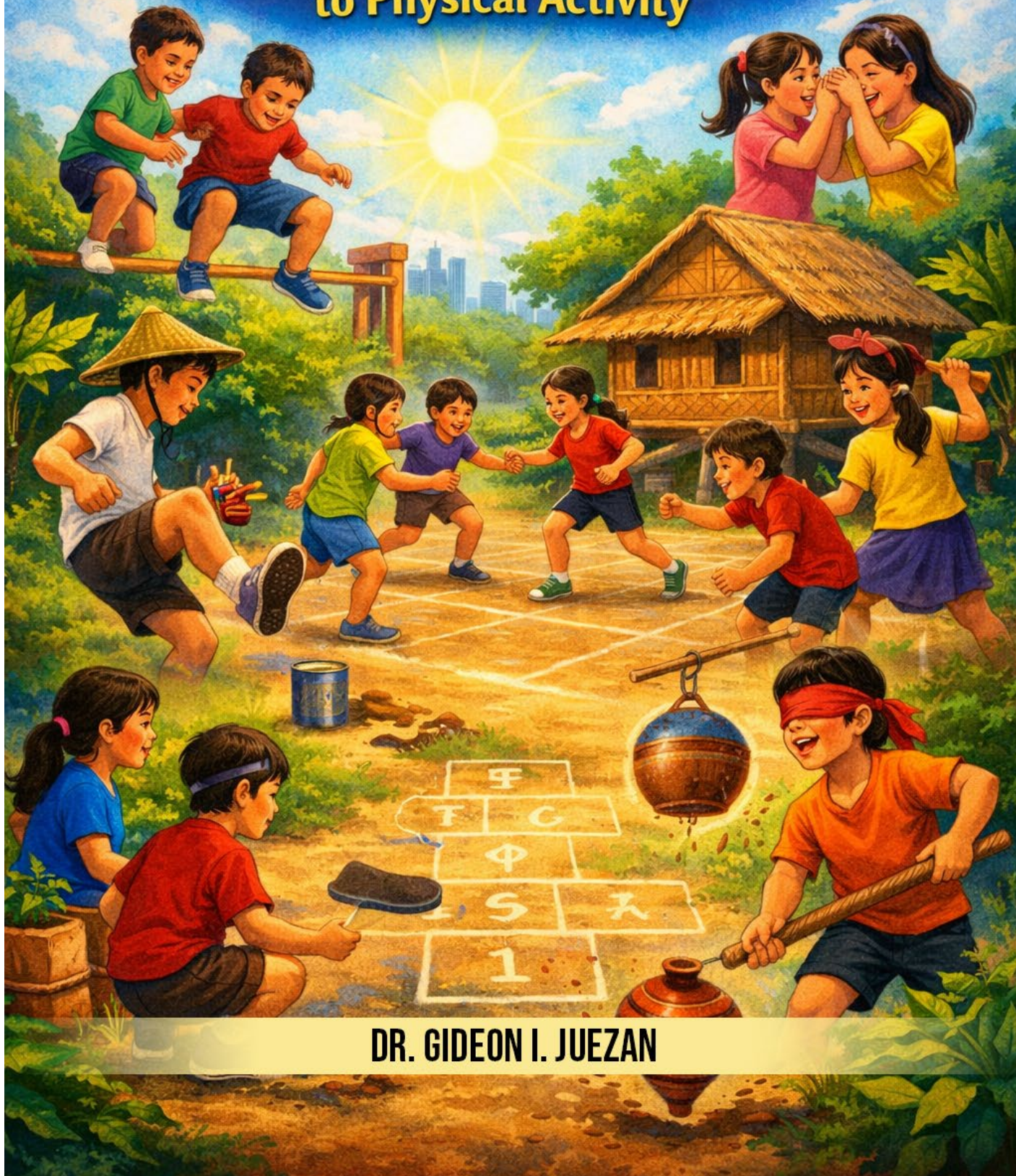


LARONG PINOY

A Culturally-Responsive Approach
to Physical Activity



DR. GIDEON I. JUEZAN

Copyright Page

Title: Larong Pinoy: A Culturally-Responsive Approach to Physical Activity
First Edition: 2026
Author: Gideon I. Juezan

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ISBN 978-621-507-413-5 Softbound/Paperback
ISBN 978-621-507-414-2 PDF (read only)
ISBN 978-621-507-415-9 PDF (downloadable)

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Printed and published by:



DREAMER
PUBLISHING SERVICES
Vigan City, Ilocos Sur, Philippines
NBDB Reg. No. 7374
SEC Reg. No. 2024070159461-04

PREFACE

Physical activity is a fundamental component of lifelong health, well-being, and quality of life. In an era where sedentary lifestyles and technology-driven behaviors are increasingly prevalent, the role of structured physical education becomes even more critical. Within higher education, the Physical Activity Towards Health and Fitness (PATHFit) program serves as a vital platform for cultivating not only physical competence but also a deeper appreciation for movement as an integral part of a healthy and active lifestyle. More than the development of motor skills, PATHFit emphasizes the formation of lifelong habits, positive attitudes toward physical activity, and the understanding of its role in holistic human development.

This textbook, *Larong Pinoy: A Culturally-Responsive Approach to Physical Activity for PATHFit 4*, is conceptualized as a bridge between traditional Filipino games and contemporary physical education practices. It recognizes that learning becomes more meaningful when it is rooted in culture, identity, and lived experiences. By integrating *Larong Pinoy* into the curriculum, this book not only promotes physical engagement but also reinforces cultural awareness and national identity among learners. These indigenous games, passed down through generations, embody values such as cooperation, resilience, creativity, and social interaction, making them powerful tools for both education and character formation.

The book highlights the significant role of *Larong Pinoy* in promoting physical literacy, which encompasses movement competence, confidence, motivation, and understanding. Through carefully structured lessons, detailed game descriptions, and appropriate assessment strategies, learners are encouraged to actively participate in meaningful physical activities that are both enjoyable and culturally relevant. The activities presented are designed to be adaptable, inclusive, and suitable for diverse learning environments, ensuring that all students can engage regardless of skill level or background. In doing so, the textbook supports the development of not only physical fitness but also social skills, emotional well-being, and cognitive engagement.

Aligned with the policies and standards set by the Commission on Higher Education (CHED), this textbook provides a comprehensive and practical resource for both students and educators. It adopts an outcomes-based approach that emphasizes learner-centered instruction, experiential learning, and reflective practice. Each chapter is thoughtfully organized to guide learners from foundational knowledge to applied experiences, enabling them to connect theory with practice. The inclusion of lesson plans, performance-based assessments, and reflective activities further strengthens its utility as both a teaching guide and a learning companion.

Moreover, this work advocates for the preservation and revitalization of Filipino cultural heritage through education. In a rapidly globalizing world, it is essential to maintain a strong connection to local traditions while adapting to modern educational demands. By positioning *Larong Pinoy* within an academic framework, this textbook contributes to the recognition of indigenous knowledge systems as valuable and relevant components of formal education.

It is my sincere hope that this book will serve as a meaningful tool in promoting active lifestyles, strengthening cultural appreciation, and enhancing the overall teaching and learning experience in Physical Education. More importantly, it aims to inspire both educators and students to view movement not merely as a requirement, but as a lifelong practice that nurtures the body, mind, and spirit.

ACKNOWLEDGMENT

This textbook is the product of collective inspiration, collaboration, and support from individuals and institutions who share a commitment to education, culture, and physical development.

I extend my sincere gratitude to Davao del Sur State College for providing an environment that fosters academic growth, innovation, and service. Special appreciation is given to the Sports Development Office and my colleagues in the Physical Education department for their continuous encouragement and professional support.

I also acknowledge the invaluable contributions of fellow educators, researchers, and practitioners who continue to advocate for culturally responsive teaching and the integration of traditional games into modern curricula. Their dedication has greatly influenced the development of this work.

To my students, who serve as both inspiration and motivation, thank you for your enthusiasm and active participation. Your engagement in learning brings meaning to this endeavor.

Above all, I offer my deepest gratitude to God for wisdom, strength, and guidance throughout the completion of this textbook.

Table of Contents

COPYRIGHT PAGE.....	ii
PREFACE.....	iii
ACKNOWLEDGMENT	iv
List of Figures	viii
CHAPTER 1	1
PATHFit 4 and Larong Pinoy.....	1
1.1 Overview of CHED PATHFit 4	1
1.2 Physical Activity as a Lifelong Practice.....	3
1.3 Larong Pinoy as Filipino Cultural Heritage	5
1.4 Movement, Play, and Filipino Identity	7
1.5 Relevance of Larong Pinoy in College Physical Education	9
CHAPTER 2.....	11
Educational and Health Benefits of Larong Pinoy	11
2.1 Physical Fitness Benefits.....	11
2.2 Mental and Emotional Well-Being.....	13
2.3 Social Interaction and Teamwork.....	15
2.4 Values Formation through Play.....	17
2.5 Larong Pinoy and Healthy Lifestyle Promotion.....	19
CHAPTER 3.....	22
Classification of Larong Pinoy Games.....	22
3.1 Locomotor Games	22
3.2 Non-Locomotor Games	24
3.3 Manipulative Skill Games	26
3.4 Chasing and Evasion Games	28
3.5 Cooperative and Competitive Games	30
3.6 Safety Considerations in Traditional Games	32
CHAPTER 4.....	35
Core Larong Pinoy Games for PATHFit 4.....	35
4.1 Patintero.....	35
4.2 Tumba Lata.....	38
4.3 Dakpanay.....	41
4.4 Tigso	44
4.5 Labay Tunga.....	47
4.6 Luksong Baka.....	50
4.7 Luksong Tinik	53
4.8 Tagu-tagan.....	56

4.9 Chinese Garter	59
4.10 Bahay Kubo	62
4.11 Sack Race	64
CHAPTER 5	67
Lesson Plans and Assessment	67
5.1 Sample PATHFit 4 Lesson Plans	68
5.2 Performance-Based Assessment.....	69
5.3 Participation and Skill Rubrics	70
5.4 Reflection Journals and Lifestyle Mapping.....	71
5.5 Grading System Aligned with CHED Outcomes	72
GLOSSARY	74
References	77

List of Tables

Table 1. Patintero Game Overview	36
Table 2. Patintero Equipment Needed	36
Table 3. Tumba Lata Game Overview	39
Table 4. Tumba Lata Equipment Needed	39
Table 5. Dakpanay Game Overview	42
Table 6. Dakpanay Equipment Needed	42
Table 7. Tigso Game Overview	45
Table 8. Tigso Equipment Needed	45
Table 9. Labay Tunga Game Overview	48
Table 10. Labay Tunga Equipment Needed	48
Table 11. Luksong Baka Game Overview	51
Table 12. Luksong Baka Equipment Needed	51
Table 13. Luksong Tinik Game Overview	54
Table 14. Luksong Tinik Equipment Needed	54
Table 15. Tagu-taguan Game Overview	57
Table 16. Tagu-taguan Equipment Needed	57
Table 17. Chinese Garter Game Overview	60
Table 18. Chinese Garter Equipment Needed	60
Table 19. Bahay Kubo Game Overview	62
Table 20. Bahay Kubo Equipment Needed	63
Table 21. Sack Race Game Overview	65
Table 22. Sack Race Equipment Needed	65
Table 23. Essential Components of a PATHFit 4 Lesson Plan	68
Table 24. Lesson Flow	69
Table 25. Expanded Assessment Criteria	69
Table 26. Assessment Tools	70
Table 27. Detailed Participation Rubric	70
Table 28. Detailed Skill Rubric	71
Table 29. Holistic Assessment Rubric	71
Table 30. Assessment of Reflection Journals	71
Table 31. Lifestyle Mapping Template	72
Table 32. Proposed Grading Distribution	72
Table 33. Alignment Matrix	72
Table 34. Grading Scale	73

List of Figures

Figure 1. Conceptual Framework of PATHFit 4 and Larong Pinoy	1
Figure 2. Structure of PATHFit Courses (PATHFit 1–4).....	3
Figure 3. Lifelong Physical Activity Cycle	4
Figure 4. Larong Pinoy as Cultural Heritage Model	6
Figure 5. Movement, Play, and Filipino Identity Model	8
Figure 6. Physical Fitness Components Developed through Larong Pinoy	12
Figure 7. Mental and Emotional Benefits of Larong Pinoy.....	14
Figure 8. Social Interaction and Teamwork Model	16
Figure 9. Values Formation through Play	19
Figure 10. Larong Pinoy and Healthy Lifestyle Promotion Model	20
Figure 11. Classification of Larong Pinoy Games	22
Figure 12. Locomotor Movements in Larong Pinoy	23
Figure 13. Non-Locomotor Movements in Larong Pinoy	25
Figure 14. Manipulative Skills in Larong Pinoy	27
Figure 15. Chasing and Evasion Movement Patterns	29
Figure 16. Cooperative and Competitive Game Interaction Model	31
Figure 17. Safety Guidelines in Traditional Games	33
Figure 18. Patintero Gameplay Illustration	36
Figure 19. Patintero Court Layout	37
Figure 20. Tumba Lata Gameplay Illustration	39
Figure 21. Tumba Lata Court Layout	40
Figure 22. Dakpanay Gameplay Illustration.....	42
Figure 23. Dakpanay Court Layout	43
Figure 24. Tigso Gameplay Illustration.....	45
Figure 25. Tigso Court layout	46
Figure 26. Labay Tunga Gameplay Illustration.....	48
Figure 27. Labay Tunga Court Layout	49
Figure 28. Luksong Baka Gameplay Illustration.....	51
Figure 29. Luksong Baka Court layout	52
Figure 30. Luksong Tinik Gameplay Illustration	54
Figure 31. Luksong Tinik Court Layout.....	55
Figure 32. Tagu-taguan Gameplay Illustration.....	57
Figure 33. Tagu-taguan Court Layout	58
Figure 34. Chinese Garter Gameplay Illustration.....	60
Figure 35. Bahay Kubo Gameplay illustration.....	62
Figure 36. Sack Race Gameplay Illustration	65

CHAPTER 1

PATHFit 4 and Larong Pinoy

Learning Outcomes

At the end of this chapter, students will be able to:

- Explain the concept and objectives of PATHFit 4 within the Philippine higher education system
- Describe the role of physical activity as a lifelong practice
- Analyze the cultural significance of Larong Pinoy as Filipino heritage
- Relate movement and play to the formation of Filipino identity
- Evaluate the relevance of Larong Pinoy in college Physical Education

1.1 Overview of CHED PATHFit 4

Physical Activity Towards Health and Fitness (PATHFit) is a core component of the General Education Curriculum (GEC) in Philippine higher education, institutionalized to promote lifelong physical activity, holistic wellness, and socially responsible citizenship among college students. Under the policy direction of the Commission on Higher Education (CHED), the PATHFit program replaces the traditional Physical Education (PE) sequence with a more outcomes-based, student-centered, and lifestyle-oriented framework.

PATHFit is composed of four sequential courses, PATHFit 1 to PATHFit 4, each designed to progressively develop students' physical literacy, movement competence, health awareness, and appreciation of physical activity as a lifelong pursuit. Among these, PATHFit 4 serves as the culminating course, emphasizing the integration of physical activity with culture, social engagement, and sustainable lifestyle practices.

Figure 1. Conceptual Framework of PATHFit 4 and Larong Pinoy



This figure illustrates the integration of Larong Pinoy within the PATHFit 4 framework, highlighting its role in promoting physical activity, strengthening cultural identity, and fostering lifelong fitness among learners.

Legal and Policy Foundations of PATHFit 4

The implementation of PATHFit, including PATHFit 4, is grounded in several national education and health policies:

CHED Memorandum Order (CMO) No. 20, Series of 2013

This policy established the General Education Curriculum, mandating Physical Education as a required component to promote holistic human development. It underscores the role of physical activity in fostering not only physical fitness but also values formation, social responsibility, and cultural awareness.

CHED Memorandum Order (CMO) No. 39, Series of 2017

This issuance formally introduced the PATHFit curriculum, redefining Physical Education in higher education as a pathway toward health, fitness, and lifelong physical activity rather than short-term sport performance.

Republic Act No. 10533 (Enhanced Basic Education Act of 2013)

While primarily addressing basic education, RA 10533 reinforces continuity in physical literacy development, positioning higher education PATHFit courses as extensions of lifelong movement learning rather than isolated academic requirements.

Philippine Development Plan (PDP) and National Physical Activity Plan

These national frameworks emphasize active living, wellness promotion, and preventive health strategies, aligning PATHFit 4 with broader public health and social development goals.

Together, these legal instruments establish PATHFit 4 as a policy-mandated, outcomes-based course that transcends traditional exercise routines and situates physical activity within cultural, social, and lifestyle contexts.

Nature and Focus of PATHFit 4

PATHFit 4 is distinct from earlier PATHFit courses in that it shifts the emphasis from structured fitness training to contextualized physical activity participation. The course focuses on:

- Engaging students in culturally relevant and community-based physical activities
- Encouraging reflective understanding of movement as part of daily life
- Developing social skills, cooperation, and ethical participation through group activities
- Promoting sustainable physical activity habits beyond the university setting

Rather than prioritizing athletic excellence or competitive sport, PATHFit 4 adopts a participatory and inclusive philosophy, recognizing that meaningful movement experiences are shaped by culture, environment, and social interaction.

PATHFit 4 and Filipino Cultural Context

CHED explicitly encourages higher education institutions to contextualize PATHFit 4 content according to local culture and community realities. This directive opens space for the integration of indigenous and traditional Filipino games (Larong Pinoy) as legitimate, meaningful, and educationally sound physical activities.

Larong Pinoy aligns with PATHFit 4 objectives by:

- Utilizing accessible, low-cost movement practices
- Encouraging cooperation, teamwork, and social bonding
- Reflecting Filipino values such as *pakikisama*, *bayanihan*, and *disiplina*
- Promoting physical activity in informal, enjoyable, and culturally familiar settings

By embedding Larong Pinoy within PATHFit 4, physical education becomes not only a health intervention but also a cultural and social practice, reinforcing students' identity while supporting active and healthy lifestyles.

Educational Significance of PATHFit 4

From an educational standpoint, PATHFit 4 advances a holistic learning model where physical activity contributes to:

- Physical well-being (fitness, coordination, endurance)
- Mental and emotional health (stress reduction, enjoyment, self-confidence)

- Social development (communication, cooperation, respect for others)
- Cultural literacy and national identity

In this sense, PATHFit 4 positions physical activity as a form of embodied learning, where students acquire knowledge, values, and life skills through movement experiences embedded in their sociocultural environment.

Figure 2. Structure of PATHFit Courses (PATHFit 1–4)



Illustrates the sequential progression of PATHFit courses from foundational movement skills to lifelong physical activity and wellness.

1.2 Physical Activity as a Lifelong Practice

Physical activity as a lifelong practice refers to the sustained engagement in movement behaviors that support physical health, mental well-being, social participation, and quality of life across the lifespan. In the context of higher education, physical activity is no longer viewed merely as a course requirement or a means to develop short-term fitness outcomes; rather, it is understood as a habitual, meaningful, and self-directed practice that extends beyond formal schooling into adulthood and community life.

Within the Philippine higher education system, this perspective is explicitly advanced through the PATHFit curriculum under the policy direction of the Commission on Higher Education. PATHFit 4, in particular, emphasizes physical activity as a personal and social responsibility, encouraging students to adopt movement practices that are enjoyable, accessible, culturally relevant, and sustainable over time.

Legal and Policy Basis for Lifelong Physical Activity

The framing of physical activity as a lifelong practice in PATHFit 4 is grounded in national and international policy frameworks that recognize movement as a fundamental component of human development and public health. At the national level, CHED Memorandum Order (CMO) No. 39, Series of 2017 mandates that Physical Education in higher education should promote “health, fitness, and lifelong physical activity participation.” This policy represents a significant shift from performance-oriented and competitive sports toward more inclusive, accessible, and sustainable movement experiences that students can carry into their daily lives beyond college.

This orientation is further reinforced by Republic Act No. 10533 (Enhanced Basic Education Act of 2013), which positions physical education as a continuous and progressive developmental process from basic to higher education. Within this framework, PATHFit courses in college serve as the culminating stage of physical literacy development, where students are expected not only to demonstrate physical competence but also to internalize the value of active living. By equipping learners with the necessary knowledge, skills, attitudes, and motivation, PATHFit 4 prepares them to make informed choices that support lifelong engagement in physical activity.

At the international level, the World Health Organization (WHO) underscores the importance of lifelong physical activity through its Guidelines on Physical Activity and Sedentary Behaviour, emphasizing that regular movement significantly reduces the risk of non-communicable diseases, improves mental health, and enhances overall well-being across all age groups (WHO, 2020). These global recommendations align closely with the objectives of PATHFit 4, particularly its emphasis on sustainable, lifestyle-based physical activity. Together, these national and international frameworks strengthen the foundation of PATHFit 4 as a program that promotes not only physical fitness but also long-term health, well-being, and quality of life.

Figure 3. Lifelong Physical Activity Cycle



Depicts the continuous interaction of physical activity, health, motivation, and lifestyle habits in sustaining lifelong well-being.

From Structured Exercise to Everyday Movement

A key principle of PATHFit 4 is the recognition that lifelong physical activity does not depend solely on formal exercise programs or access to specialized facilities. Instead, it includes everyday movement practices that are embedded in social, cultural, and community contexts. These may include recreational play, traditional games, active transport, household activities, and informal group-based physical activities.

Research in physical education and health promotion consistently shows that individuals are more likely to maintain active lifestyles when physical activity is perceived as enjoyable, socially meaningful, and culturally familiar, rather than obligatory or overly technical (Bailey et al., 2009; Kirk, 2010). PATHFit 4 responds to this evidence by encouraging higher education institutions to contextualize movement experiences according to students' lived realities.

In the Philippine context, this approach is particularly relevant. Many students face constraints related to time, financial resources, and access to fitness facilities. By emphasizing culturally rooted and low-cost activities, such as Larong Pinoy, PATHFit 4 promotes physical activity practices that are realistic, inclusive, and transferable to everyday life.

Physical Activity, Identity, and Social Engagement

Lifelong physical activity is not only a health behavior but also a social and cultural practice. Participation in movement activities shapes personal identity, social relationships, and a sense of belonging. PATHFit 4 recognizes that physical activity gains deeper meaning when it is shared with others and connected to cultural traditions and community life.

Traditional Filipino games exemplify this principle. These games encourage cooperation, communication, and mutual respect while reinforcing Filipino values such as *pakikisama*, *bayanihan*, and *malasakit*. When students engage in such activities, physical movement becomes a medium for social interaction and cultural expression rather than an isolated physical task.

From an educational standpoint, this aligns with contemporary theories of physical literacy, which define lifelong physical activity as the integration of motivation, confidence, physical competence, knowledge, and understanding that enables individuals to value and take responsibility for engagement in physical activities throughout life (Whitehead, 2010).

Implications for PATHFit 4 Instruction

Understanding physical activity as a lifelong practice has important implications for how PATHFit 4 is taught and assessed. Instruction should prioritize:

- Enjoyment and voluntary participation
- Inclusivity across gender, ability, and fitness levels
- Reflection on personal movement experiences
- Transferability of activities beyond the classroom

Assessment in PATHFit 4 therefore emphasizes participation, effort, reflection, and lifestyle application rather than purely performance-based metrics. This approach supports the development of self-regulated, physically active individuals who can adapt movement practices to changing life circumstances.

Relevance to Larong Pinoy

Larong Pinoy naturally supports the PATHFit 4 vision of lifelong physical activity. These games are informal, adaptable, and socially engaging, making them suitable for participation across different age groups and settings. By integrating Larong Pinoy into PATHFit 4, students are introduced to movement practices that they can continue in family, community, and recreational contexts long after graduation.

Thus, physical activity is reframed not as a temporary academic requirement but as a lifelong, culturally grounded practice that contributes to health, well-being, and social connectedness.

1.3 Larong Pinoy as Filipino Cultural Heritage

Larong Pinoy as a Living Cultural Practice

Larong Pinoy represents a body of traditional Filipino games that have evolved organically within communities as part of everyday life. Unlike formal sports governed by standardized rules and institutions, these games emerged from shared spaces such as streets, fields, schoolyards, and barangay grounds. They were shaped by local environments, available materials, and communal relationships. As such, Larong Pinoy is best understood not as a fixed set of activities but as a living cultural practice, dynamic, adaptive, and deeply embedded in Filipino social life.

These games functioned historically as informal systems of learning where children and youth developed physical skills, social awareness, and moral values through play. Movement was inseparable from culture: running, jumping, throwing, hiding, and chasing were not merely physical actions but ways of relating to others, negotiating rules, and participating in community life. This inseparability of movement and culture is what gives Larong Pinoy its enduring cultural significance.

Cultural Heritage Beyond Objects and Monuments

Cultural heritage is often associated with tangible objects such as historical sites, artifacts, or artworks. However, contemporary heritage frameworks recognize that culture also exists in intangible forms, including practices, expressions, and embodied knowledge passed on through participation. From this perspective, Larong Pinoy constitutes an important form of intangible cultural heritage, as it is transmitted through shared experience rather than written instruction.

International heritage discourse, particularly that advanced by the United Nations Educational, Scientific and Cultural Organization, emphasizes that intangible cultural heritage is sustained only when communities actively practice and transmit it. When traditional games are no longer played, their associated values, social meanings, and embodied knowledge risk being lost. Educational institutions therefore play a critical role in sustaining such practices by creating spaces where they can be meaningfully experienced by younger generations.

Figure 4. *Larong Pinoy as Cultural Heritage Model*



This figure illustrates Larong Pinoy as a central element connecting cultural identity, traditional practices, and social interaction, leading to heritage preservation, intergenerational learning, and national identity.

Legal and Educational Mandates for Cultural Integration

In the Philippine context, the recognition of Larong Pinoy as cultural heritage is supported by national legislation and education policy. **Republic Act No. 10066 (National Cultural Heritage Act of 2009)** mandates the protection, conservation, and promotion of both tangible and intangible cultural heritage. The law explicitly recognizes the role of education in safeguarding living traditions by integrating them into formal learning environments.

This mandate aligns with the principles of **Republic Act No. 10533 (Enhanced Basic Education Act of 2013)**, which promotes contextualized and culture-based education. Although RA 10533 focuses on basic education, its emphasis on cultural relevance and learner-centered pedagogy extends logically into higher education. Within this policy environment, the integration of Larong Pinoy into college-level Physical Education is not merely optional but pedagogically and legally justified.

Further support comes from the policy direction of the Commission on Higher Education, which encourages higher education institutions to contextualize General Education courses according to local culture and societal needs. PATHFit 4, with its emphasis on lifestyle, culture, and social engagement, provides an appropriate curricular space for this integration.

Values and Social Meanings Embedded in Play

Larong Pinoy is a cultural medium through which Filipino values are enacted rather than explicitly taught. During gameplay, participants learn cooperation, patience, respect for rules, and sensitivity to others. Values such as *pakikisama* (harmonious interpersonal relations), *bayanihan* (collective effort), and *disiplina* (self-regulation) are experienced in action as players negotiate roles, accept outcomes, and respond to success or failure.

These values are not abstract ideals but embodied practices shaped through repeated participation. The physical nature of the games reinforces learning at a bodily level, making values formation more experiential and

enduring. In this way, Larong Pinoy contributes to holistic education by integrating physical, social, and moral development.

Larong Pinoy, Memory, and Filipino Identity

Traditional games also serve as carriers of social memory. For many Filipinos, Larong Pinoy evokes shared experiences of childhood, community interaction, and intergenerational connection. These memories contribute to a sense of identity rooted in place, history, and collective experience. When students engage in these games in a higher education setting, they reconnect with forms of play that link personal histories to broader cultural narratives. From a sociocultural perspective, identity is not only shaped by ideas and symbols but also through repeated bodily practices. Playing Larong Pinoy allows students to experience Filipino identity as something performed and embodied, reinforcing the idea that culture is lived through everyday actions, including movement and play.

Relevance to PATHFit 4

PATHFit 4 emphasizes physical activity as a lifelong, socially meaningful practice rather than a purely fitness-oriented task. Larong Pinoy aligns with this orientation by offering movement experiences that are accessible, enjoyable, and culturally familiar. These games require minimal equipment, can be adapted to various environments, and encourage participation across different skill levels.

By incorporating Larong Pinoy into PATHFit 4, physical education becomes a site for both wellness promotion and cultural continuity. Students are not only encouraged to be physically active but are also positioned as participants in the preservation and transmission of Filipino cultural heritage. This integration reinforces the role of higher education in developing physically active, culturally grounded, and socially responsible individuals.

1.4 Movement, Play, and Filipino Identity

Movement as an Expression of Identity

Movement is not merely a biological or mechanical action; it is a meaningful form of expression shaped by culture, history, and social relationships. How individuals move, how they run, jump, gesture, cooperate, or compete, reflects the values and norms of the communities in which they live. In the Filipino context, movement has long been intertwined with collective life, social interaction, and shared spaces. Play, therefore, becomes a powerful medium through which Filipino identity is expressed, learned, and sustained.

Traditional games offer a clear example of how identity is embodied through movement. In Larong Pinoy, actions such as chasing, hiding, coordinating with teammates, or waiting for one's turn are not neutral behaviors; they are culturally patterned practices shaped by communal expectations and social etiquette. Through repeated participation, players internalize ways of moving and interacting that reflect Filipino social life.

Play as a Social Practice

Play in Filipino communities has historically been a shared and relational activity rather than an individual pursuit. Games are typically played in groups, often across different age levels, with rules that are collectively negotiated and adapted based on context. This flexible and inclusive nature of play strengthens social connectedness and fosters a sense of collective responsibility among participants. Unlike highly regulated competitive sports that emphasize individual performance and standardized outcomes, *Larong Pinoy* prioritizes participation, cooperation, and enjoyment. Success is not solely defined by winning but also by one's ability to engage others, respect agreed rules, and maintain harmony within the group, values that reflect deeply rooted Filipino cultural orientations toward relationality and social cohesion.

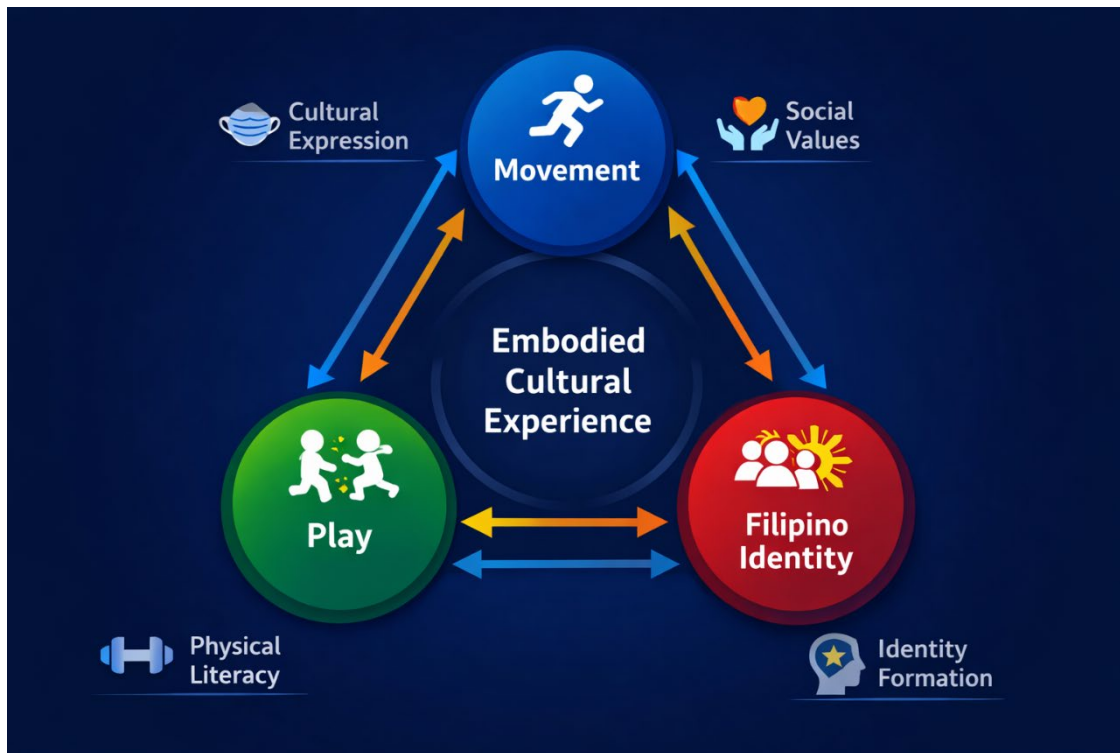
From a sociocultural perspective, play serves as an important space where social roles are practiced and identities are shaped. Through these shared experiences, individuals learn when to lead, when to follow, how to negotiate conflicts, and how to balance personal goals with the welfare of the group. These interactions cultivate interpersonal skills and reinforce community values, contributing to the development of a distinctly Filipino way of being and relating to others. In this sense, *Larong Pinoy* goes beyond recreation, functioning as a meaningful medium for cultural transmission and social learning.

Embodied Learning and Cultural Transmission

Identity formation does not occur solely through formal instruction or abstract knowledge; it is deeply influenced by embodied learning, learning that occurs through the body in action. In traditional games, cultural values and social norms are learned through movement rather than verbal explanation. Respect, patience, cooperation, and resilience are practiced physically as players wait their turn, follow agreed rules, recover from mistakes, and continue playing despite fatigue or loss.

This embodied transmission of culture aligns with contemporary understandings of learning as situated and experiential. Movement-based practices allow learners to acquire knowledge that is felt, enacted, and remembered through bodily experience. In this sense, Larong Pinoy serves as a cultural classroom where Filipino identity is shaped through lived movement rather than passive observation.

Figure 5. Movement, Play, and Filipino Identity Model



The figure illustrates how movement and play dynamically interact to shape Filipino identity, emphasizing that cultural values, physical literacy, and social experiences are developed through embodied and shared practices.

Movement, Belonging, and Collective Memory

Play also contributes to a sense of belonging and collective memory. For many Filipinos, traditional games are associated with childhood, neighborhood interactions, and shared moments of joy and struggle. These memories are carried forward into adulthood, reinforcing emotional connections to community and culture.

When students engage in Larong Pinoy within a PATHFit 4 setting, they reconnect with these collective memories or encounter them for the first time in a reflective, educational context. The experience of playing together creates opportunities for shared narratives and mutual recognition, strengthening social bonds and reinforcing a sense of Filipino identity rooted in common experience.

Relevance to Contemporary Filipino Youth

In a rapidly changing social environment characterized by digital entertainment, sedentary lifestyles, and globalized culture, opportunities for communal, movement-based play have become increasingly limited. This shift has implications not only for physical health but also for social interaction and cultural continuity.

PATHFit 4 addresses this challenge by reintroducing play as a meaningful, culturally grounded form of physical activity. By engaging students in *Larong Pinoy*, the course offers an alternative to individualized and screen-based leisure, emphasizing face-to-face interaction, shared movement, and embodied presence. In doing so, PATHFit 4 supports the development of physically active individuals who remain connected to their cultural roots.

Educational Significance within PATHFit 4

The integration of movement, play, and Filipino identity within PATHFit 4 reflects a broader educational goal: the formation of well-rounded individuals who are physically literate, socially engaged, and culturally aware. Through traditional games, students experience physical activity not as an isolated task but as a meaningful social and cultural practice.

This approach reinforces the idea that identity is not only something one possesses but something one does, enacted through everyday actions, interactions, and movement choices. By framing play as an expression of Filipino identity, PATHFit 4 positions physical education as a vital space for cultural learning and personal development.

1.5 Relevance of Larong Pinoy in College Physical Education

Reframing Physical Education in Higher Education

College Physical Education has undergone a significant shift from performance-centered instruction toward a more holistic, learner-centered approach. Within the PATHFit framework, Physical Education is no longer defined by the mastery of sport-specific techniques alone but by its capacity to promote lifelong physical activity, social responsibility, and personal well-being. This reframing creates space for movement practices that are meaningful, accessible, and culturally grounded, conditions that strongly support the integration of *Larong Pinoy* in college Physical Education.

Larong Pinoy aligns with this contemporary orientation by offering movement experiences that prioritize participation, enjoyment, and social interaction over elite performance. In doing so, it responds to the diverse abilities, interests, and backgrounds of college students, many of whom do not identify as athletes yet are required to engage in Physical Education as part of the General Education Curriculum.

Accessibility and Inclusivity in College Settings

One of the central challenges of college Physical Education is accommodating large and heterogeneous classes with varying levels of fitness, skill, and motivation. Traditional sport-based curricula often privilege students with prior athletic experience, inadvertently marginalizing those who feel less confident or physically capable.

Larong Pinoy addresses this challenge through its inherent accessibility. Most traditional Filipino games require minimal equipment, adaptable spaces, and flexible rules. This allows instructors to modify activities to suit limited facilities, large class sizes, and mixed-ability groups without compromising educational value. Because the emphasis is on collective play rather than individual excellence, students are more likely to participate actively and confidently.

This inclusive nature aligns with the principles promoted by the Commission on Higher Education under the PATHFit curriculum, which encourages equitable participation and meaningful engagement for all learners.

Enhancing Student Engagement and Motivation

Student engagement is a persistent concern in college Physical Education, particularly among learners who perceive PE as a requirement rather than a personal interest. *Larong Pinoy* offers a culturally familiar, accessible, and enjoyable alternative to conventional exercise routines, increasing the likelihood of sustained participation. By drawing from games that many students have encountered in their communities or childhood, it creates an immediate sense of connection and relevance. This familiarity lowers resistance to participation and allows students to engage more willingly, transforming PE from an obligation into a meaningful and enjoyable experience.

The playful and social nature of traditional games reduces performance anxiety and encourages spontaneous, active movement. Elements such as laughter, cooperation, and friendly competition help create a positive and inclusive learning environment that fosters intrinsic motivation. As students engage in these shared experiences, they begin to associate physical activity with enjoyment, belonging, and emotional well-being. This

shift in perception is crucial, as it increases the likelihood that students will adopt movement as a regular and sustainable part of their daily lives, an outcome that aligns directly with the goals of PATHFit 4.

Cultural Relevance and Identity Formation

College education plays a crucial role in shaping students' sense of identity and social responsibility. Integrating *Larong Pinoy* into Physical Education allows students to engage with Filipino culture in an embodied and experiential manner. Rather than learning about culture through texts alone, students participate in cultural practices that reflect shared histories, values, and community traditions.

This experiential engagement supports the development of cultural awareness and national identity, particularly in a globalized educational environment where Western sports and fitness models often dominate curricula. By legitimizing *Larong Pinoy* as instructional content, college Physical Education affirms the value of indigenous movement practices and positions Filipino culture as a living, relevant, and dynamic part of students' academic experience.

Contribution to Holistic Student Development

Larong Pinoy contributes to holistic student development by integrating physical, social, emotional, and cultural dimensions of learning. Physically, these games develop fundamental movement skills such as agility, coordination, balance, and endurance. Socially, they promote teamwork, communication, and respect for others. Emotionally, they provide opportunities for stress relief, enjoyment, and self-expression. Culturally, they reinforce shared values and collective identity.

This multidimensional impact reflects the core objectives of PATHFit 4, which seeks to develop well-rounded individuals capable of making informed and responsible lifestyle choices. By situating physical activity within meaningful social and cultural contexts, *Larong Pinoy* enhances the educational depth and relevance of college Physical Education.

Alignment with Lifelong Physical Activity Goals

A key goal of college Physical Education is to prepare students for life beyond the university by promoting activities that can be sustained over time. However, activities that are highly technical, expensive, or dependent on specialized facilities are often difficult to maintain after graduation. In contrast, *Larong Pinoy* offers simple, accessible, and practical movement experiences that require minimal resources and can be easily adapted to different environments.

Because these games are flexible, socially oriented, and culturally familiar, they encourage continued participation across various life stages. Students are more likely to engage in activities that evoke enjoyment, shared experiences, and a sense of identity. This reinforces the idea of physical activity as a lifelong practice rather than a temporary academic requirement, aligning with PATHFit 4's goal of promoting sustainable and active lifestyles.

Educational Implications for PATHFit 4

The relevance of *Larong Pinoy* in college Physical Education lies in its ability to bridge policy, pedagogy, and practice. It operationalizes PATHFit 4 principles by translating abstract outcomes, such as lifelong physical activity, cultural engagement, and social responsibility, into concrete and meaningful movement experiences. Through these traditional games, students do not merely learn concepts but actively embody them, allowing theoretical goals to be realized through participation, interaction, and reflection within a culturally familiar context.

By incorporating *Larong Pinoy* into PATHFit 4, higher education institutions strengthen the cultural legitimacy, pedagogical effectiveness, and social relevance of Physical Education. This integration ensures that PE is not limited to fitness development alone but also serves as a platform for cultural preservation, identity formation, and holistic student growth. As a result, Physical Education becomes a more inclusive and impactful discipline that contributes to both individual well-being and the broader appreciation of Filipino heritage.

CHAPTER 2

Educational and Health Benefits of Larong Pinoy

Learning Outcomes

At the end of this chapter, students will be able to:

- Identify the physical fitness components developed through Larong Pinoy
- Explain the mental and emotional benefits of participation in traditional games
- Demonstrate understanding of teamwork and social interaction in gameplay
- Analyze how Larong Pinoy contributes to values formation
- Relate participation in traditional games to healthy lifestyle promotion

2.1 Physical Fitness Benefits

Movement Demands of Traditional Filipino Games

Larong Pinoy consists of movement-rich activities that naturally engage the body in varied and functional ways. Unlike isolated exercise routines that target single fitness components, traditional Filipino games require participants to combine running, jumping, dodging, throwing, balancing, and sudden directional changes within a single activity. These integrated movement demands make Larong Pinoy particularly effective in developing overall physical fitness in an engaging and enjoyable manner.

Most Larong Pinoy games involve intermittent bursts of moderate to vigorous physical activity. Games such as Patintero, Dakpanay, and Tigso require repeated acceleration, deceleration, and spatial awareness, while jumping games like Luksong Baka, Luksong Tinik, and Chinese Garter emphasize explosive power and lower-body strength. Through sustained participation, students accumulate meaningful levels of physical activity that contribute to cardiovascular fitness, muscular endurance, and neuromuscular coordination.

Cardiorespiratory Endurance and Active Participation

One of the primary physical fitness benefits of Larong Pinoy lies in its capacity to improve cardiorespiratory endurance. Chasing, evasion, and relay-style games elevate heart rate through continuous movement, often without students being consciously aware that they are “exercising.” This characteristic aligns with PATHFit 4’s emphasis on enjoyable and sustainable physical activity.

Research consistently demonstrates that playful and game-based physical activities encourage longer participation and higher adherence compared to repetitive exercise drills. When students are emotionally engaged and socially motivated, they are more likely to sustain moderate-to-vigorous physical activity levels that support heart and lung health. This aligns with global health recommendations advanced by the World Health Organization, which emphasize regular aerobic activity as a key factor in reducing the risk of cardiovascular disease and improving overall health.

Muscular Strength, Power, and Endurance

Larong Pinoy contributes to muscular fitness through bodyweight-based movements that engage multiple muscle groups simultaneously. Activities such as jumping over obstacles, squatting, landing, pushing off the ground, and maintaining balance require both muscular strength and control. Because these movements are performed repeatedly in dynamic and playful contexts, students develop functional strength and muscular endurance rather than focusing on isolated muscle hypertrophy. This type of training is more aligned with real-life movement demands, making it highly relevant for overall physical development.

Jumping games, in particular, enhance lower-body power, coordination, and joint stability, which are essential for efficient and safe movement. Meanwhile, throwing and targeting games such as *Tumba Lata* and *Labay Tunga* develop upper-body strength, grip control, and hand–eye coordination. These functional fitness components not only improve physical performance in various activities but also play a crucial role in injury prevention and the execution of everyday tasks, reinforcing the importance of movement-based fitness in a holistic health context.

Agility, Coordination, and Motor Skill Development

Agility and coordination are central physical outcomes of traditional games. Many Larong Pinoy activities require quick decision-making, rapid changes in direction, and precise timing in response to other players' movements. These demands stimulate neuromuscular adaptation and improve motor control.

From a physical education perspective, such skills are foundational to physical literacy. Rather than training students for sport specialization, Larong Pinoy enhances general movement competence that can be transferred to various physical activities and everyday tasks. This aligns with the developmental goals of PATHFit 4, which prioritize movement confidence and adaptability over technical mastery of a single sport.

Figure 6. *Physical Fitness Components Developed through Larong Pinoy*



Larong Pinoy fosters holistic physical fitness by simultaneously developing endurance, strength, flexibility, agility, coordination, balance, and speed through engaging traditional play.

Energy Expenditure and Healthy Body Composition

Regular participation in Larong Pinoy contributes to energy expenditure that supports healthy body composition. Because traditional games are engaging and social, students are more likely to move continuously, reducing sedentary time and increasing overall physical activity levels. This is particularly relevant in higher education settings, where academic demands and screen-based behaviors often contribute to physical inactivity.

By embedding physical activity within enjoyable and culturally meaningful contexts, Larong Pinoy offers a practical approach to promoting active lifestyles without relying on gym-based or equipment-intensive programs. This approach supports preventive health strategies aimed at reducing lifestyle-related conditions such as obesity and metabolic disorders.

Physical Fitness and Sustainable Movement Habits

A critical strength of Larong Pinoy is its ability to promote physical fitness while reinforcing positive attitudes toward movement. Students who associate physical activity with enjoyment, social connection, and

cultural familiarity are more likely to develop long-term engagement in active behaviors. This reinforces the PATHFit 4 goal of positioning physical activity as a lifelong practice rather than a short-term academic obligation.

In this sense, the physical fitness benefits of Larong Pinoy extend beyond immediate physiological gains. They contribute to the formation of sustainable movement habits that students can carry into adulthood, family life, and community participation.

Implications for PATHFit 4 Instruction

Within PATHFit 4, Larong Pinoy provides an effective and inclusive means of developing physical fitness outcomes without alienating non-athletic learners. Its varied movement demands allow instructors to address multiple fitness components simultaneously while maintaining high levels of participation and enjoyment.

By integrating traditional games into college Physical Education, institutions support fitness development that is functional, culturally grounded, and aligned with national and global health objectives.

2.2 Mental and Emotional Well-Being Movement and Psychological Health

Mental and emotional well-being are essential components of holistic health and are increasingly recognized as critical outcomes of Physical Education in higher education. College students face multiple stressors, including academic demands, social transitions, financial pressures, and uncertainties related to future careers. Within this context, physical activity functions not only as a means of physical conditioning but also as a powerful tool for emotional regulation, stress management, and psychological resilience.

PATHFit 4 explicitly acknowledges this broader role of physical activity by framing movement as a lifestyle practice that supports both physical and mental health. Larong Pinoy, as a form of socially embedded and enjoyable movement, aligns strongly with this objective by offering emotionally supportive experiences rooted in play, interaction, and cultural familiarity.

Play, Enjoyment, and Emotional Regulation

One of the defining characteristics of Larong Pinoy is its playful nature. Play creates a low-pressure environment where movement is driven by enjoyment rather than obligation or performance evaluation. This quality is particularly important in college Physical Education, where anxiety, self-consciousness, and fear of judgment can limit participation.

Engaging in playful physical activity has been shown to reduce stress hormones, elevate mood, and promote positive emotional states. Traditional games naturally elicit laughter, excitement, and shared enjoyment, helping students temporarily detach from academic pressures. Through repeated exposure to such experiences, students learn to associate physical activity with emotional relief and pleasure, reinforcing positive movement behaviors.

Stress Reduction and Coping through Movement

Larong Pinoy provides an effective outlet for releasing accumulated stress and emotional tension. Activities such as chasing, jumping, throwing, and coordinated group movement enable students to channel emotional energy into physical action, creating a natural form of somatic release. This is particularly beneficial for students who may find it difficult to verbally express stress or internal struggles. Through active participation, learners experience immediate psychological relief, as movement allows the body to process and discharge tension in a safe and enjoyable way.

From a psychological perspective, movement-based coping strategies support emotional regulation by activating physiological mechanisms associated with relaxation and mood stabilization. The World Health Organization recognizes regular physical activity as a protective factor against anxiety and depressive symptoms, highlighting its importance in mental health promotion across the lifespan. By embedding these benefits within culturally meaningful and familiar games, *Larong Pinoy* enhances the accessibility, relatability, and acceptability of physical activity as a coping mechanism for Filipino college students, making it a practical and sustainable approach to emotional well-being.

Figure 7. *Mental and Emotional Benefits of Larong Pinoy*



Larong Pinoy enhances mental and emotional well-being by promoting joy, reducing stress, strengthening social connections, and developing self-confidence and emotional regulation through active play.

Social Interaction and Emotional Support

Mental well-being is deeply influenced by social connection. Larong Pinoy is inherently social, requiring communication, cooperation, and shared participation. Unlike solitary forms of exercise, traditional games foster interpersonal interaction and collective engagement, creating opportunities for emotional support and belonging.

For many students, participating in group-based games reduces feelings of isolation and strengthens peer relationships. The cooperative elements of Larong Pinoy encourage empathy, encouragement, and mutual respect, contributing to a positive emotional climate within the class. These social dynamics support emotional well-being by reinforcing the idea that physical activity is a shared and supportive experience rather than an individual struggle.

Confidence, Self-Esteem, and Emotional Safety

College Physical Education can be intimidating for students who perceive themselves as unskilled or physically unfit. Competitive sports and performance-oriented assessments may heighten anxiety and negatively affect self-esteem. Larong Pinoy offers a contrasting experience by emphasizing participation, adaptability, and collective success.

Because traditional games allow for flexible rules and role rotation, students can engage at their own comfort level while still contributing meaningfully to the group. This inclusivity fosters a sense of competence and emotional safety, enabling students to build confidence through positive movement experiences. Over time, these experiences can reshape students' perceptions of their physical abilities and reduce avoidance of physical activity.

Emotional Expression Through Play

Larong Pinoy also functions as a medium for emotional expression. During gameplay, students experience excitement, frustration, anticipation, disappointment, and joy in a controlled and socially acceptable environment.

Learning to manage these emotions, such as accepting loss, celebrating success respectfully, or resolving minor conflicts, contributes to emotional maturity and resilience.

This emotional learning occurs organically, without formal instruction, through participation and reflection. Such experiences support PATHFit 4's emphasis on self-awareness and responsible behavior, reinforcing the educational value of traditional games beyond physical outcomes.

Implications for PATHFit 4 Mental Health Promotion

Within PATHFit 4, *Larong Pinoy* provides a culturally relevant and context-sensitive approach to mental health promotion that complements formal psychological support systems in higher education. Grounded in familiar cultural practices, these traditional games create a sense of comfort, identity, and belonging among students, which is essential for emotional well-being. By engaging in playful and meaningful movement, students experience enjoyment, laughter, and social connection, factors that are known to reduce stress, anxiety, and mental fatigue. This culturally anchored approach makes mental health promotion more relatable and accessible, especially for students who may be less inclined to seek formal support services.

By normalizing movement as a strategy for emotional regulation and stress relief, the course encourages students to adopt healthier coping mechanisms. Instead of relying on passive or isolating habits, students are guided to view physical activity as an active, enjoyable, and socially engaging way to manage emotional challenges. Participation in *Larong Pinoy* also promotes the release of endorphins and improves mood, while the interactive nature of the games strengthens peer support systems, an important factor in mental health resilience within the college environment.

Importantly, these benefits extend beyond the classroom. Students who associate physical activity with emotional well-being are more likely to integrate movement into their daily routines as a form of self-care. Whether through informal play, recreational sports, or simple physical activities, they begin to internalize movement as a positive and sustainable habit. This reinforces PATHFit 4's goal of lifelong physical activity participation, not only for physical fitness but also for mental wellness, stress management, and overall quality of life. In the long term, this perspective empowers students to take a proactive role in maintaining their mental health, fostering resilience, adaptability, and a balanced lifestyle.

2.3 Social Interaction and Teamwork

Physical Activity as a Social Experience

Human movement is inherently social. Many physical activities gain meaning through interaction with others, through cooperation, competition, communication, and shared goals. In college Physical Education, opportunities for social engagement are particularly important as students navigate new environments, form peer relationships, and develop interpersonal skills. PATHFit 4 recognizes physical activity as a social practice that contributes to social responsibility, respect, and community participation.

Larong Pinoy naturally embodies this social dimension of movement. Traditional Filipino games are designed for group participation and rely heavily on interaction among players. Rather than emphasizing individual performance, these games prioritize collective engagement, making them effective tools for developing social skills and teamwork within a college setting.

Cooperation and Collective Participation

Most *Larong Pinoy* games require players to work together to achieve shared objectives. Team-based activities such as *Patintero*, *Tigso*, and *Dakpanay* depend on coordinated movement, role distribution, and mutual awareness. Success is often determined by how well players communicate, anticipate each other's actions, and adjust strategies collectively.

This cooperative structure reinforces the value of teamwork in a practical and embodied manner. Students learn that individual effort must be aligned with group goals, encouraging cooperation over self-centered behavior. Such experiences support PATHFit 4 outcomes related to collaboration, respect for others, and responsible participation in group activities.

Figure 8. *Social Interaction and Teamwork Model*



Larong Pinoy promotes meaningful social interaction by fostering communication, cooperation, teamwork, and respect, leading to stronger social bonds, shared responsibility, and collective success.

Communication and Interpersonal Skills

Effective teamwork depends on communication, both verbal and non-verbal. During gameplay, students must give instructions, signal intentions, negotiate strategies, and respond to feedback from teammates. These interactions enhance interpersonal skills such as active listening, clarity of expression, and responsiveness to others' needs.

Larong Pinoy encourages spontaneous and situational communication, allowing students to practice these skills in a natural and low-pressure environment. This form of interaction is particularly valuable for students who may be hesitant to engage socially in more formal academic contexts. Through repeated participation, students develop confidence in expressing themselves and engaging with peers.

Respect, Fair Play, and Social Responsibility

Traditional Filipino games are governed by shared rules and mutual agreement among participants. Respect for these rules, as well as for fellow players, is essential for maintaining fairness and enjoyment. When disputes arise, players often resolve them through dialogue and consensus, reinforcing values of fairness and accountability.

These experiences cultivate social responsibility by teaching students to accept outcomes, respect opponents, and uphold group norms. Learning to win graciously and lose respectfully contributes to emotional maturity and ethical behavior, qualities emphasized in higher education and supported by the PATHFit framework.

Inclusivity and Peer Support

Larong Pinoy promotes inclusivity by allowing flexible participation and role adaptation. Players of varying abilities can contribute meaningfully, whether through strategic positioning, support roles, or encouragement. This inclusivity reduces social barriers and fosters a supportive group environment.

Peer support is further strengthened as students encourage one another during gameplay, celebrate collective successes, and provide reassurance after mistakes. Such positive interactions enhance group cohesion and create a safe space for participation, particularly for students who may feel marginalized in competitive sport settings.

Teamwork Beyond the Game

The teamwork skills developed through Larong Pinoy extend beyond physical activity and are transferable to academic and social contexts. Cooperation, communication, conflict resolution, and mutual respect are essential competencies in group projects, community involvement, and professional environments.

By embedding these skills within enjoyable and culturally relevant activities, PATHFit 4 ensures that teamwork is learned experientially rather than theoretically. Larong Pinoy thus serves as a practical training ground for social interaction and collaboration, reinforcing the broader educational goals of college Physical Education.

Educational Implications for PATHFit 4

Within PATHFit 4, Larong Pinoy provides an effective platform for teaching social interaction and teamwork as core learning outcomes. The collective nature of traditional games supports the development of interpersonal competence while maintaining high levels of engagement and enjoyment.

By integrating Larong Pinoy into college Physical Education, institutions promote not only physical fitness but also social learning, community building, and values formation, key components of holistic education.

2.4 Values Formation through Play

Play as a Medium for Values Education

Values formation is a central objective of higher education, extending beyond cognitive development to include ethical behavior, social responsibility, and character formation. In Physical Education, values are most effectively learned not through lectures alone but through **lived experience**. Play provides a unique context where values are practiced, tested, and internalized through action. Within PATHFit 4, play-based movement activities such as Larong Pinoy function as powerful tools for experiential values education.

Traditional Filipino games embed moral and social values within their structure. Rules, roles, cooperation, and shared goals create situations where students must make choices, manage emotions, and interact responsibly with others. These experiences allow values to emerge organically through participation rather than prescription.

Pakikisama and Social Harmony

One of the most prominent Filipino values expressed through Larong Pinoy is *pakikisama*, or the ability to maintain harmonious relationships within a group. Many traditional games require players to work together, adjust to others' abilities, and prioritize group enjoyment over individual success. Winning is secondary to sustaining participation and positive interaction.

Through gameplay, students learn to accommodate differences, show consideration for peers, and contribute to group cohesion. These behaviors reinforce the importance of empathy, cooperation, and mutual respect, values that are essential not only in Physical Education but also in academic collaboration and community life.

Bayanihan and Collective Responsibility

Larong Pinoy also reflects the Filipino value of *bayanihan*, which emphasizes collective effort and shared responsibility. Team-based games require players to support one another, cover for teammates, and work together toward common objectives. Success depends on collective action rather than individual dominance.

In a college Physical Education setting, these experiences encourage students to recognize their roles within a group and understand how individual actions affect collective outcomes. This reinforces a sense of social responsibility and accountability, aligning with PATHFit 4's emphasis on socially responsible participation in physical activity.

Disiplina, Self-Regulation, and Respect for Rules

Respect for rules and fair play is fundamental to traditional games. In *Larong Pinoy*, players are expected to follow agreed mechanics, take turns, and accept outcomes, whether favorable or unfavorable. These expectations cultivate **disiplina**, or self-regulation, as students learn to manage impulses, control emotions, and behave appropriately within a group setting. Through repeated participation, students develop the ability to follow structure while maintaining respect for others and the integrity of the game.

Learning to accept loss gracefully and celebrate success respectfully fosters emotional maturity and resilience. These experiences help students handle both victory and defeat with humility and composure, reinforcing positive attitudes toward competition and collaboration. Such lessons are highly relevant in higher education, where students are expected to demonstrate ethical conduct, respect institutional rules, and engage responsibly with peers and the broader academic community.

Resilience and Emotional Maturity

Play naturally involves moments of challenge, frustration, and disappointment. In *Larong Pinoy*, students encounter missed chances, rule disputes, and physical fatigue. Navigating these experiences helps develop resilience, the capacity to recover from setbacks and persist despite difficulty.

Because these challenges occur in a supportive and playful environment, students can practice emotional regulation without fear of harsh consequences. This process contributes to emotional maturity and reinforces positive coping strategies, supporting PATHFit 4's broader wellness objectives.

Honesty, Fairness, and Integrity

Traditional games rely heavily on trust among players, as many rules are self-enforced and depend on honesty and mutual accountability. In *Larong Pinoy*, players are expected to follow agreed rules without constant supervision, making integrity essential to the smooth flow of the game. Any form of cheating not only disrupts gameplay but also diminishes the enjoyment and trust within the group, highlighting that fairness is a shared responsibility rather than an imposed rule.

Through active participation in *Larong Pinoy*, students directly experience the social consequences of dishonesty and the collective benefits of fairness. These real-life interactions make ethical behavior more concrete and meaningful, as students see how integrity fosters respect, cooperation, and positive group dynamics. In this way, the games serve as a practical platform for developing integrity as a lived value, reinforcing character formation alongside physical and social development.

Values Formation within PATHFit 4

PATHFit 4 emphasizes the development of values alongside physical competence and health awareness, recognizing that Physical Education plays a vital role in holistic student formation. *Larong Pinoy* aligns with this objective by providing culturally relevant contexts where values such as respect, cooperation, discipline, and fairness are actively practiced through movement. Instead of treating moral education as separate from physical activity, these traditional games naturally integrate both, allowing students to learn values in a dynamic, experiential, and meaningful way.

Through participation in *Larong Pinoy*, students do not only develop physical skills but also internalize important social and ethical principles. The interactive nature of the games encourages teamwork, empathy, accountability, and respect for others, reinforcing values that are essential both inside and outside the academic setting. These lived experiences make value formation more authentic, as students engage in real situations that require decision-making, communication, and responsible behavior.

By incorporating *Larong Pinoy* into college Physical Education, higher education institutions contribute to the development of well-rounded graduates who are not only physically active but also socially responsible, ethically grounded, and culturally aware. This integration strengthens the role of Physical Education as a discipline that supports not just health and fitness, but also character development and cultural identity, aligning with the broader goals of PATHFit 4 and higher education.

Figure 9. Values Formation through Play



Larong Pinoy cultivates essential Filipino values such as pakikisama, bayanihan, discipline, and sportsmanship, fostering character development, ethical behavior, and holistic growth through meaningful play.

Educational Implications

Values learned through play are more likely to be retained and applied beyond the classroom because they are grounded in meaningful and enjoyable experiences. *Larong Pinoy* transforms Physical Education into an interactive space where values such as cooperation, respect, fairness, and responsibility are not only taught but consistently practiced through movement and social interaction. This experiential approach makes learning more memorable, as students associate these values with real-life situations rather than abstract concepts.

As students repeatedly engage in these games, the reinforcement of positive behaviors becomes more natural and internalized. This strengthens the role of PATHFit 4 as a course that goes beyond physical development, contributing to character formation and social responsibility. Ultimately, *Larong Pinoy* supports the broader goal of nation-building by shaping individuals who embody shared cultural values, ethical behavior, and active participation in their communities.

2.5 Larong Pinoy and Healthy Lifestyle Promotion From Physical Activity to Lifestyle Behavior

A healthy lifestyle is shaped by consistent daily choices rather than isolated behaviors, and Physical Education in higher education plays a key role in influencing how students sustain these habits beyond the classroom. PATHFit 4 supports this by framing physical activity as a lifelong practice rather than a short-term requirement. In this context, *Larong Pinoy* promotes movement as enjoyable, socially meaningful, and culturally

familiar, helping students view physical activity as a natural part of everyday life and encouraging long-term adherence to active lifestyles.

Reducing Sedentary Behavior through Play

Sedentary behavior has become increasingly prevalent among college students due to academic demands, screen-based learning, and digital entertainment, leading to negative health outcomes such as reduced cardiovascular fitness, musculoskeletal discomfort, and a higher risk of lifestyle-related diseases. In response, *Larong Pinoy* offers an accessible, enjoyable, and culturally relevant way to counter inactivity by promoting spontaneous movement, repeated participation, and social interaction. Because these traditional games require minimal equipment and can be played in various settings, such as dormitories, communities, or family gatherings, students can easily integrate them into their daily lives, reinforcing active behavior beyond the academic environment.

Integrating Physical Activity into Daily Life

One of the strengths of *Larong Pinoy* lies in its adaptability to real-life contexts. Unlike structured fitness programs that often require access to gyms or financial resources, traditional games rely on creativity, shared spaces, and collective participation, making them accessible to a wide range of individuals. This flexibility supports the integration of physical activity into daily routines, a key principle in promoting a healthy lifestyle. By learning and experiencing these games in PATHFit 4, students gain practical and sustainable movement options that they can easily apply beyond the classroom. This aligns with the lifestyle-oriented approach promoted by the Commission on Higher Education, which encourages physical activity practices that remain relevant and maintainable even after formal education.

Figure 10. Larong Pinoy and Healthy Lifestyle Promotion Model



Larong Pinoy promotes a healthy lifestyle by integrating physical activity, mental well-being, social interaction, and active habits, leading to improved fitness, positive relationships, and lifelong wellness.

Holistic Health: Physical, Mental, and Social Dimensions

Healthy living extends beyond physical fitness to include mental well-being, emotional balance, and social connectedness. Larong Pinoy supports holistic health by addressing these interconnected dimensions simultaneously. The physical demands of the games promote fitness, while their playful and social nature contributes to stress reduction, emotional regulation, and positive peer relationships.

This holistic impact aligns with global health perspectives advanced by the World Health Organization, which emphasizes that regular physical activity supports not only physical health but also mental and social well-being. By embedding these benefits within culturally meaningful practices, Larong Pinoy enhances the relevance and effectiveness of health promotion efforts among Filipino youth.

Developing Positive Attitudes toward Physical Activity

Attitude formation is a critical determinant of long-term behavior, particularly in the context of physical activity. Students who associate movement with discomfort, embarrassment, or obligation are less likely to remain active after graduation. This highlights the importance of creating positive and meaningful movement experiences within Physical Education. In this regard, Larong Pinoy plays a valuable role by presenting physical activity in a way that is enjoyable, inclusive, and culturally relevant.

Through participation in traditional games, students are exposed to an environment that prioritizes fun, cooperation, and shared experience rather than pressure and performance. This reduces anxiety and encourages active involvement, even among those who may feel hesitant or less confident in their physical abilities. As a result, movement becomes more approachable and engaging, allowing students to build positive emotional connections with physical activity.

With repeated engagement, students begin to perceive physical activity as a source of pleasure, relaxation, and social interaction rather than stress or obligation. These positive associations strengthen intrinsic motivation and increase the likelihood that students will choose active behaviors voluntarily in their daily lives. Ultimately, fostering positive attitudes through Larong Pinoy supports the development of lifelong active lifestyles aligned with the goals of PATHFit 4.

Cultural Relevance and Health Sustainability

Health promotion strategies are most effective when they are culturally relevant. Larong Pinoy resonates with Filipino students because it reflects familiar experiences, values, and social practices. This cultural relevance enhances participation and acceptance, making healthy behaviors more sustainable over time.

By positioning Larong Pinoy within PATHFit 4, college Physical Education contributes to health promotion that is not only evidence-based but also culturally grounded. Students are encouraged to carry forward practices that support both personal well-being and cultural continuity.

Implications for PATHFit 4 Outcomes

Larong Pinoy operationalizes PATHFit 4's goal of healthy lifestyle promotion by translating policy objectives into meaningful, lived experiences. Rather than limiting health to structured exercise programs, traditional games demonstrate that well-being can be achieved through consistent, enjoyable, and socially embedded forms of movement. This makes physical activity more relatable and accessible, allowing students to experience health promotion in a practical and culturally grounded way.

Through active participation, students begin to understand that movement does not have to be rigid or formal to be effective. The integration of fun, interaction, and cultural familiarity encourages them to engage more willingly and consistently. As a result, physical activity becomes less of a requirement and more of a natural part of their daily routine, reinforcing the idea that healthy living is both attainable and sustainable.

Ultimately, this approach empowers students to take ownership of their health by recognizing the value of active lifestyles beyond the classroom. By embedding these experiences within PATHFit 4, Larong Pinoy strengthens the role of college Physical Education as a foundation for lifelong wellness, promoting habits that extend into adulthood and everyday life.

CHAPTER 3

Classification of Larong Pinoy Games

At the end of this chapter, students will be able to:

- Classify Larong Pinoy games based on movement categories (locomotor, non-locomotor, manipulative, etc.)
- Differentiate the characteristics of each type of game
- Identify movement skills developed in each classification
- Apply safety considerations appropriate to different types of games
- Demonstrate understanding of how game classification supports physical literacy

3.1 Locomotor Games

Definition of Locomotor Movement

Locomotor movements are fundamental movement patterns that involve the body moving from one place to another, including actions such as walking, running, jumping, hopping, leaping, skipping, sliding, and galloping. These skills form the foundation of physical activity and physical literacy, enabling individuals to navigate space efficiently and safely. In Physical Education, particularly within the PATHFit 4 framework, locomotor skills are essential as they support participation in various activities and daily tasks while enhancing movement competence, confidence, and adaptability for lifelong physical activity.

Figure 11. Classification of Larong Pinoy Games



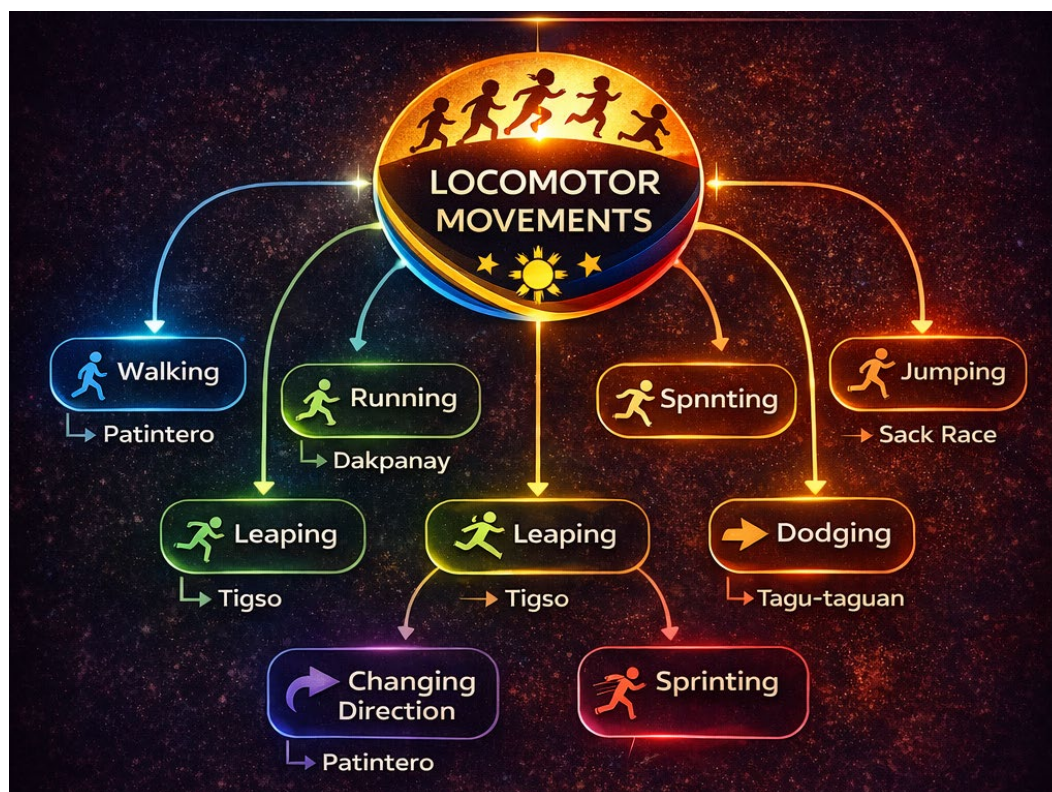
Larong Pinoy games can be systematically classified into locomotor, non-locomotor, manipulative, chasing, and cooperative categories, highlighting their diverse movement patterns and learning functions in physical education.

Locomotor Games in Larong Pinoy

Larong Pinoy features numerous games that rely heavily on locomotor movement. These games require continuous or intermittent movement across space, often in response to other players' actions. Through repeated participation, students naturally develop speed, agility, coordination, balance, and endurance.

Unlike isolated drills, locomotor games in Larong Pinoy integrate movement with play, strategy, and social interaction. This integration enhances learning by making movement purposeful and enjoyable rather than repetitive or mechanical.

Figure 12. Locomotor Movements in Larong Pinoy



Larong Pinoy develops fundamental locomotor skills such as walking, running, jumping, and dodging, enhancing movement efficiency and agility through active and engaging traditional play.

Key Locomotor Skills Developed

Locomotor Larong Pinoy games develop the following skills:

- **Running and Sprinting** – quick acceleration and sustained movement
- **Dodging and Evading** – changing direction to avoid being tagged
- **Jumping and Leaping** – vertical and horizontal propulsion
- **Stopping and Starting** – control of body movement and balance
- **Spatial Awareness** – understanding distance, boundaries, and positioning

These skills are transferable to both sports and everyday physical activities, supporting the PATHFit 4 goal of movement competence for life.

Examples of Locomotor Larong Pinoy Games

The following traditional Filipino games are classified primarily as locomotor games due to their emphasis on movement across space:

- **Patintero** – involves running, evasion, and spatial awareness while crossing guarded lines
- **Dakpanay** – emphasizes chasing, sprinting, and rapid directional changes

- **Tigso** – requires sustained running and evasion during pursuit
- **Tagu-tagoan** – combines running, hiding, and searching movements
- **Sack Race** – develops hopping, balance, and lower-body endurance

These games may also involve non-locomotor or manipulative skills, but locomotor movement remains the dominant component.

Physical and Health Benefits

Participation in locomotor Larong Pinoy games contributes to multiple fitness components:

- **Cardiorespiratory endurance** through continuous movement
- **Muscular endurance** of the lower body
- **Agility and coordination** through quick directional changes
- **Balance and body control** during stops, jumps, and evasive actions

Regular engagement in these games supports active living and helps reduce sedentary behavior, aligning with national and global health recommendations.

Educational Value in PATHFit 4

In PATHFit 4, locomotor games serve as practical tools for applying movement concepts in meaningful contexts. Students are not only taught how to perform locomotor skills but are given opportunities to apply them in dynamic, interactive situations.

These games promote:

- Active participation regardless of athletic ability
- Confidence in movement
- Enjoyment and motivation to stay physically active

By emphasizing play-based locomotor activities, PATHFit 4 ensures that students develop movement skills that are both functional and sustainable beyond college.

Safety Considerations

When facilitating locomotor Larong Pinoy games, instructors and students should observe the following safety guidelines:

- Ensure the playing area is free from hazards
- Conduct proper warm-up and cool-down activities
- Encourage appropriate footwear and clothing
- Emphasize awareness of personal space and boundaries

These precautions help prevent injury and support safe, enjoyable participation.

3.2 Non-Locomotor Games

Definition of Non-Locomotor Movement

Non-locomotor movements are actions performed without traveling from one place to another, occurring around a fixed base of support. These include movements such as bending, stretching, twisting, turning, balancing, swaying, pushing, pulling, and reaching. In Physical Education, non-locomotor skills are essential for developing body control, proper posture, balance, and overall movement efficiency, forming a crucial foundation for more complex physical activities. These movements also play a vital role in injury prevention by promoting stability and controlled body mechanics.

Within the PATHFit 4 framework, non-locomotor movements support lifelong physical activity by enhancing body awareness, coordination, and control. These skills are important not only for participation in various physical pursuits but also for performing everyday tasks safely and effectively, reinforcing the role of movement competence in promoting an active and healthy lifestyle.

Figure 13. *Non-Locomotor Movements in Larong Pinoy*



Larong Pinoy enhances non-locomotor skills such as bending, stretching, balancing, and twisting, promoting body control, coordination, and stability through traditional play activities.

Non-Locomotor Movements in Larong Pinoy

While many Larong Pinoy games involve running and chasing, several traditional games emphasize controlled body movement, balance, timing, and coordinated actions performed in place or within a limited space. These games highlight stability and precision rather than speed or distance.

Non-locomotor Larong Pinoy games allow students to focus on movement quality, rhythm, and control. This makes them particularly valuable in college Physical Education settings where inclusivity, safety, and adaptability are priorities.

Key Non-Locomotor Skills Developed

Non-locomotor Larong Pinoy games develop the following movement skills:

- **Bending and Stretching** – flexibility and joint mobility
- **Twisting and Turning** – trunk control and coordination
- **Balancing** – postural stability and body alignment
- **Reaching and Swaying** – controlled range of motion
- **Body Awareness** – understanding body position in space

These skills contribute to injury prevention, efficient movement, and improved performance in both physical activities and daily tasks.

Examples of Non-Locomotor Larong Pinoy Games

The following traditional Filipino games are classified primarily as non-locomotor games due to their emphasis on stationary or limited-space movement:

- **Bahay Kubo** – involves rhythmic movements, turning, and body coordination while responding to cues
- **Tubig-Tubig** – emphasizes balance, timing, and controlled movement within a designated area
- **Chinese Garter** (*at lower levels*) – requires bending, lifting, and balancing movements without extensive traveling

Although these games may include short steps or transitions, the dominant movement focus remains non-locomotor.

Physical and Health Benefits

Participation in non-locomotor Larong Pinoy games provides several physical benefits:

- Improved **balance and postural control**
- Enhanced **flexibility and joint mobility**
- Better **core strength and stability**
- Increased **movement efficiency and coordination**

These benefits are especially important for students who may be new to physical activity or recovering from sedentary lifestyles.

Educational Value in PATHFit 4

In PATHFit 4, non-locomotor games serve as effective tools for teaching movement control and body awareness. They allow students to participate fully regardless of fitness level, reducing performance anxiety and encouraging mindful movement.

These games support PATHFit 4 outcomes by:

- Promoting safe and inclusive participation
- Enhancing confidence in movement control
- Preparing students for more dynamic physical activities

Safety Considerations

To ensure safe participation in non-locomotor games, the following guidelines should be observed:

- Use stable, non-slippery playing surfaces
- Encourage controlled, deliberate movements
- Avoid excessive force or overstretching
- Emphasize proper posture and alignment

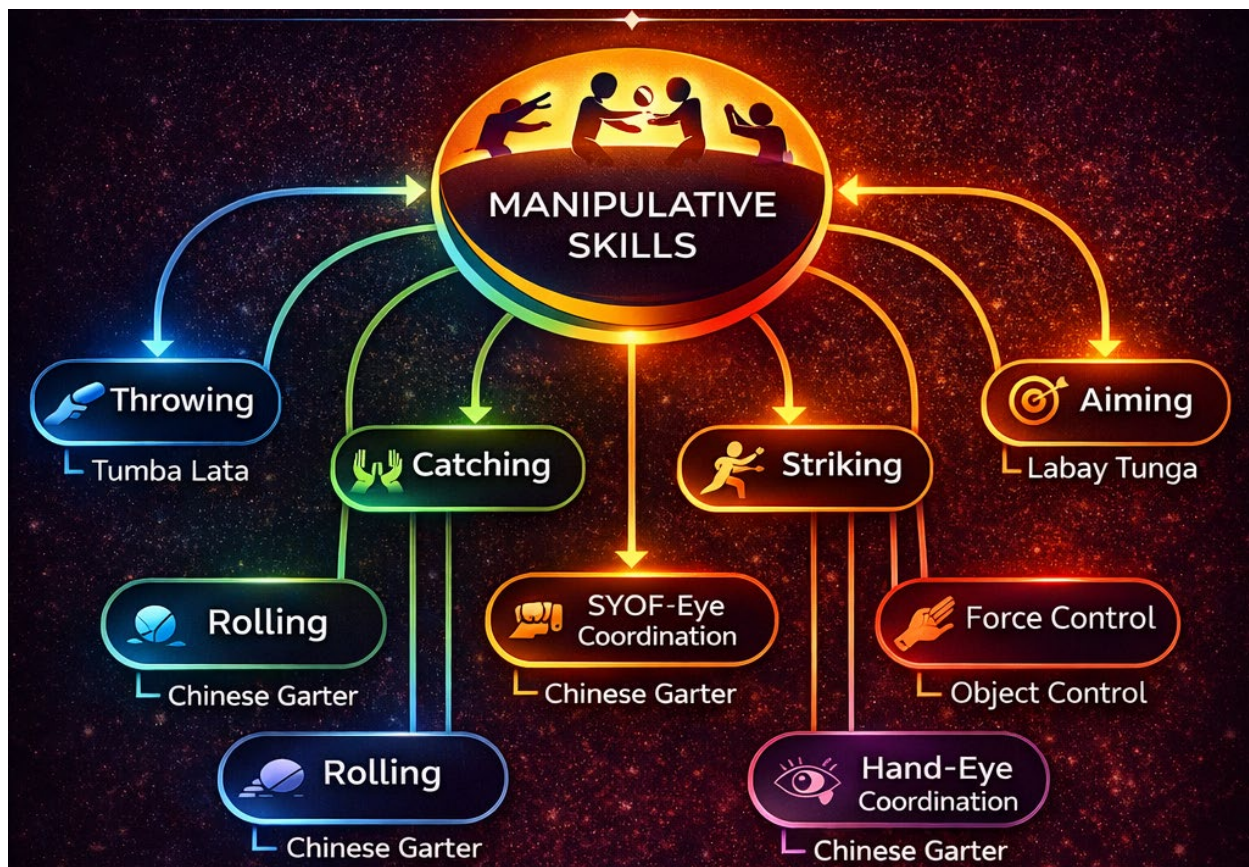
3.3 Manipulative Skill Games

Definition of Manipulative Skills

Manipulative skills are movement skills that involve controlling, handling, or projecting objects using the hands, feet, or other body parts. Common manipulative actions include throwing, catching, kicking, striking, rolling, and hitting. These skills require coordination between the eyes and limbs, precise timing, and controlled force. They also enhance hand-eye and foot-eye coordination, which are essential for efficient and accurate movement performance.

In Physical Education, manipulative skills are essential because they support participation in a wide range of physical activities, sports, and recreational games. Within PATHFit 4, the development of manipulative skills contributes to functional movement competence, confidence, and adaptability, key components of lifelong physical activity. These skills also promote strategic thinking and decision-making during gameplay, enhancing overall performance and engagement.

Figure 14. Manipulative Skills in Larong Pinoy



Larong Pinoy develops essential manipulative skills such as throwing, catching, aiming, and object control, enhancing coordination, precision, and control through interactive traditional play.

Manipulative Movements in Larong Pinoy

Several Larong Pinoy games emphasize the use of objects such as cans, stones, slippers, or improvised targets. These games challenge students to apply force accurately, coordinate body movements, and adjust strategies based on task demands.

Manipulative skill games in Larong Pinoy integrate object control with play and social interaction. Rather than focusing on technical perfection, these games emphasize practical control, creativity, and participation. This approach makes them accessible to students with varying skill levels and supports inclusive Physical Education practices.

Key Manipulative Skills Developed

Manipulative Larong Pinoy games develop the following skills:

- **Throwing** – projecting objects with controlled force and direction
- **Aiming** – targeting accuracy and spatial judgment
- **Catching and Retrieval** – hand–eye coordination and reaction time
- **Striking or Knocking Down Objects** – timing and body alignment
- **Force Control** – adjusting strength based on distance and target

These skills enhance overall coordination and support movement efficiency in both recreational and daily-life activities.

Examples of Manipulative Skill Larong Pinoy Games

The following traditional Filipino games are classified primarily as manipulative skill games:

- **Tumba Lata** – involves throwing an object to knock down stacked cans while avoiding being tagged
- **Labay Tunga** – emphasizes throwing accuracy, targeting, and controlled force
- **Chinese Garter** (*object manipulation at advanced levels*) – requires lifting, stepping over, and controlling body–object interaction

Although locomotor movement may be present, object control remains the primary focus of these games.

Physical and Health Benefits

Participation in manipulative skill games provides several physical benefits:

- Improved **hand–eye coordination**
- Enhanced **upper-body strength and muscular endurance**
- Better **reaction time and motor planning**
- Increased **overall movement confidence**

These benefits support students' ability to participate in diverse physical activities and promote active lifestyles.

Educational Value in PATHFit 4

In PATHFit 4, manipulative skill games offer practical opportunities for students to apply movement concepts in dynamic and engaging contexts. These games help students understand how body positioning, force, and timing affect performance.

Manipulative games support PATHFit 4 learning outcomes by:

- Developing transferable movement skills
- Encouraging strategic thinking and problem-solving
- Promoting inclusive participation regardless of athletic background

By emphasizing play-based object control, PATHFit 4 fosters skill development without creating performance pressure.

Safety Considerations

To ensure safe participation in manipulative skill games, the following guidelines should be observed:

- Use lightweight, safe, and appropriate equipment
- Maintain clear throwing and retrieval zones
- Emphasize controlled force rather than power
- Ensure adequate spacing between players

Proper supervision and clear instructions are essential to prevent accidents.

3.4 Chasing and Evasion Games

Definition of Chasing and Evasion Games

Chasing and evasion games are physical activities in which players pursue others (chasing) or attempt to avoid being caught or tagged (evasion). These games emphasize speed, agility, reaction time, spatial awareness, and decision-making. Movement is dynamic and unpredictable, requiring players to continuously adjust their actions in response to others.

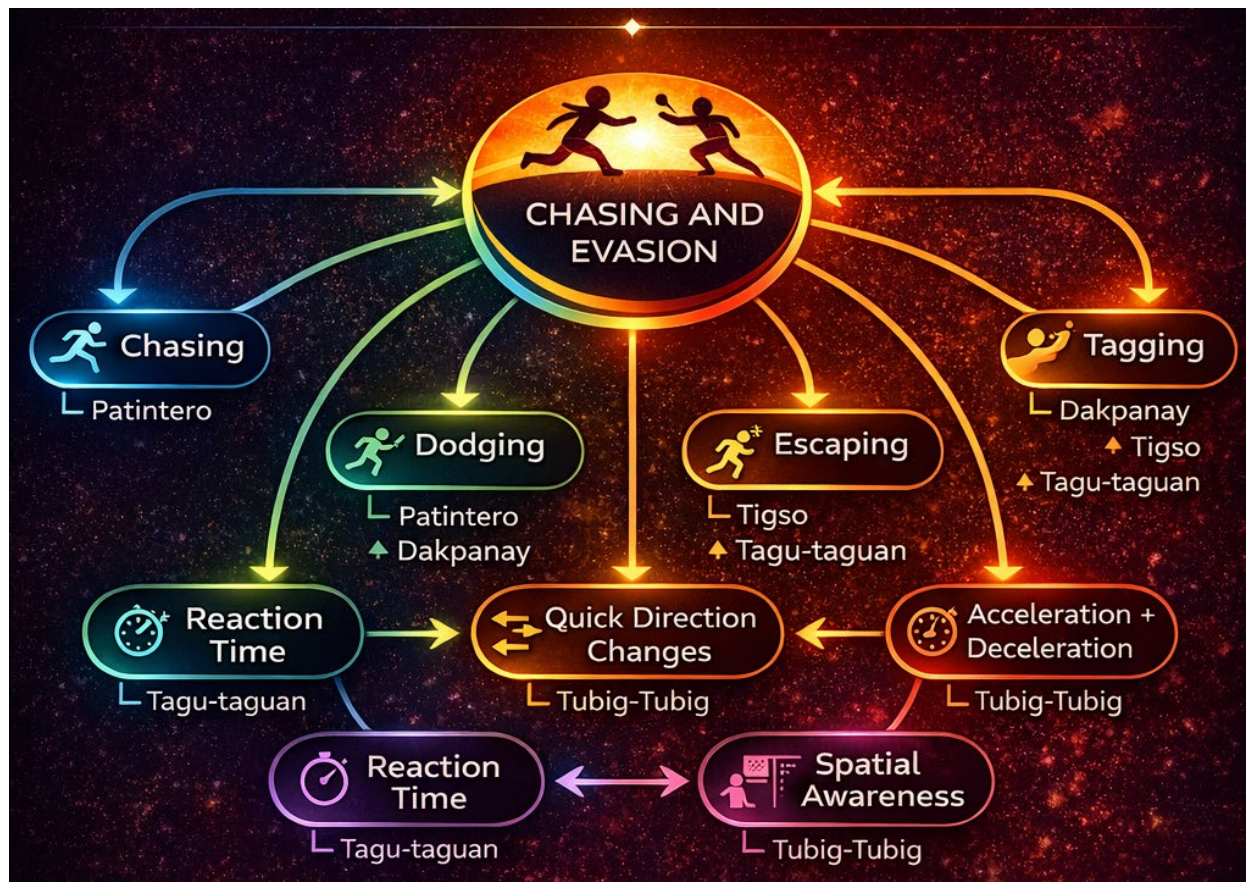
In Physical Education, chasing and evasion games are considered highly effective for developing fundamental movement skills and cardiovascular fitness while maintaining high levels of enjoyment and participation. Within PATHFit 4, these games support lifelong physical activity by promoting active engagement in playful and socially interactive contexts.

Characteristics of Chasing and Evasion Games in Larong Pinoy

Larong Pinoy includes several traditional games where chasing and evasion are central elements. These games are typically played in open spaces and involve clear roles such as tagger and runner, guard and passer, or seeker and hider. Rules are simple, flexible, and easily modified to suit class size and available space.

A defining feature of these games is their high movement demand combined with social interaction. Players must read the environment, anticipate opponents' actions, and make quick decisions, integrating physical and cognitive skills simultaneously.

Figure 15. Chasing and Evasion Movement Patterns



Larong Pinoy enhances chasing and evasion skills by developing speed, agility, reaction time, and spatial awareness through dynamic and strategic play activities.

Key Skills Developed

Chasing and evasion Larong Pinoy games develop the following movement and fitness skills:

- **Speed and Acceleration** – quick bursts of movement to chase or escape
- **Agility** – rapid changes in direction and body positioning
- **Reaction Time** – responding immediately to opponents' movements
- **Spatial Awareness** – understanding distance, boundaries, and positioning
- **Decision-Making** – choosing when to run, stop, dodge, or hide

These skills are transferable to many sports, recreational activities, and real-life movement situations.

Examples of Chasing and Evasion Larong Pinoy Games

The following traditional Filipino games are classified primarily as chasing and evasion games:

- **Patintero** – players evade line guards while attempting to cross designated spaces
- **Dakpanay** – involves chasing and tagging opponents in open areas
- **Tigso** – emphasizes sustained pursuit and evasion
- **Tagu-tagoan** – combines hiding, searching, and sudden running movements

While these games may include other movement components, chasing and evasion remain the dominant features.

Physical and Health Benefits

Participation in chasing and evasion games provides several physical and health benefits:

- Improved **cardiorespiratory endurance** due to continuous movement
- Enhanced **lower-body strength and muscular endurance**
- Increased **caloric expenditure**, supporting healthy body composition
- Development of **movement efficiency and coordination**

Because these games are highly engaging, students often sustain moderate-to-vigorous physical activity levels without perceiving the activity as strenuous exercise.

Educational Value in PATHFit 4

Within PATHFit 4, chasing and evasion games offer meaningful opportunities for students to apply movement skills in realistic and interactive situations. These games encourage active participation regardless of athletic background and reduce barriers associated with skill-based or sport-specific activities.

Chasing and evasion games support PATHFit 4 outcomes by:

- Promoting enjoyment and motivation to move
- Encouraging strategic thinking and adaptability
- Fostering social interaction and fair play

This aligns with the learner-centered and lifestyle-oriented philosophy promoted by the Commission on Higher Education.

Safety Considerations

To ensure safe participation in chasing and evasion games, the following precautions should be observed:

- Clearly define boundaries and safe zones
- Ensure playing surfaces are free from hazards
- Emphasize controlled tagging rather than forceful contact
- Monitor fatigue levels and provide rest as needed

Proper supervision and clear instructions help prevent collisions and injuries.

3.5 Cooperative and Competitive Games

Understanding Cooperation and Competition in Physical Education

Cooperative and competitive games are activities in which players work with others toward shared goals (cooperation) and/or strive against others within agreed rules (competition). In Physical Education, both elements are important: cooperation develops social responsibility and teamwork, while competition enhances motivation, goal-setting, and resilience.

Within PATHFit 4, competition is framed as healthy and ethical, and cooperation is emphasized as a foundation for inclusive participation. The goal is not to produce winners and losers, but to help students learn how to engage others respectfully, manage emotions, and contribute positively to group activities.

Cooperative Elements in Larong Pinoy

Most Larong Pinoy games are inherently cooperative. Players must coordinate movements, share strategies, and support teammates to succeed. Roles are often rotated, allowing all participants to experience leadership and support positions.

- Cooperation in Larong Pinoy is evident through:
- Shared responsibility for team success
- Communication and collective decision-making
- Encouragement and peer support

- Respect for group rules and agreements

These cooperative elements reflect Filipino cultural values such as *pakikisama* and *bayanihan*, reinforcing social harmony and mutual accountability.

Competitive Elements in Larong Pinoy

Competition in Larong Pinoy is typically friendly, informal, and flexible. Games involve challenges such as crossing guarded lines, avoiding being tagged, or completing tasks faster than the opposing team. However, competition is rarely the sole focus; enjoyment and participation remain central.

Healthy competition in traditional games helps students:

- Develop motivation and persistence
- Learn to handle success and failure appropriately
- Improve focus and strategic thinking
- Build confidence through challenge

By maintaining simple rules and emphasizing fair play, Larong Pinoy ensures that competition remains constructive rather than exclusionary.

Balancing Cooperation and Competition

A defining strength of Larong Pinoy is its natural balance between cooperation and competition. Teams must work together internally while competing externally against another group, teaching students that success depends on both individual effort and collective action. This dynamic fosters communication, trust, and shared responsibility among participants.

For example, in games like Patintero or Tumba Lata, individual skill contributes to performance, but teamwork and coordination determine overall success. This balance supports PATHFit 4's emphasis on social responsibility and ethical participation in physical activity.

Figure 16. Cooperative and Competitive Game Interaction Model



Larong Pinoy integrates cooperation and competition, fostering teamwork, strategy, and motivation that lead to social skills, fair play, emotional control, and group success.

Educational Value in PATHFit 4

Cooperative and competitive Larong Pinoy games provide meaningful learning opportunities beyond physical fitness. They help students develop interpersonal skills, emotional control, and ethical behavior—qualities essential in academic, professional, and community settings.

These games support PATHFit 4 outcomes by:

- Encouraging respectful interaction and teamwork
- Promoting self-control and emotional maturity
- Reinforcing fairness, honesty, and accountability
- Supporting inclusive participation across ability levels

This approach aligns with the learner-centered philosophy promoted by the Commission on Higher Education, which emphasizes holistic student development.

Role of the Instructor

In PATHFit 4, instructors play a key role in shaping how cooperation and competition are experienced. By setting clear expectations, reinforcing fair play, and de-emphasizing excessive winning, instructors can ensure that games remain educational and inclusive.

Modifications such as mixed-ability grouping, rotating roles, and cooperative scoring systems can further enhance learning outcomes and student engagement.

Safety and Ethical Considerations

To maintain positive learning environments, the following guidelines should be observed:

- Emphasize respectful behavior at all times
- Discourage aggressive or unsafe play
- Reinforce rules consistently and fairly
- Address conflicts promptly and constructively

These practices help ensure that competition supports learning rather than undermines it.

3.6 Safety Considerations in Traditional Games

Importance of Safety in Physical Education

Safety is a fundamental responsibility in Physical Education. Regardless of the cultural value or educational benefits of an activity, learning can only occur effectively when participants are protected from unnecessary risk. In PATHFit 4, safety is not treated as an afterthought but as an integral component of responsible physical activity participation.

Traditional games such as Larong Pinoy are generally low-cost, informal, and flexible. While these characteristics make them accessible and inclusive, they also require intentional safety planning, particularly in college settings where class sizes are large and participant abilities vary.

Common Risk Factors in Traditional Games

Larong Pinoy games often involve running, chasing, jumping, throwing, and close interaction among players. Potential risk factors include:

- Slips, trips, and falls due to uneven or slippery surfaces
- Collisions during chasing and evasion activities
- Improper landing during jumping games
- Accidental contact during object-throwing activities
- Fatigue-related injuries due to prolonged play

Recognizing these risks allows instructors and students to take preventive measures without compromising the enjoyment and cultural authenticity of the games.

Pre-Activity Safety Measures

Before engaging in any Larong Pinoy activity, the following safety measures should be observed:

- **Area Inspection:** Ensure that the playing surface is free from obstacles, debris, sharp objects, and uneven ground to minimize the risk of slips, trips, and injuries. Regularly check the environment before and during activities to maintain a safe playing space.
- **Proper Attire:** Participants should wear appropriate footwear and comfortable clothing that allows free movement and flexibility. Proper attire helps prevent injuries, enhances performance, and ensures safety during various physical activities.
- **Warm-Up Activities:** Conduct dynamic warm-up exercises to prepare muscles and joints for movement, increase blood circulation, and reduce the likelihood of strains or injuries. Warm-ups should be appropriate to the intensity and type of activity.
- **Clear Instructions:** Explain rules, boundaries, and safety reminders clearly before gameplay begins to ensure that all participants understand expectations. Providing clear guidance promotes discipline, prevents accidents, and supports smooth and organized participation.

Figure 17. Safety Guidelines in Traditional Games



Ensuring safety in Larong Pinoy requires proper preparation, clear rules, supervision, and safe environments, promoting enjoyable and injury-free participation in traditional games.

Safety During Gameplay

During the actual conduct of traditional games, safety should be actively monitored and reinforced. Key considerations include:

- **Defined Boundaries:** Clearly mark playing areas and safe zones to prevent collisions and confusion.
- **Controlled Contact:** Emphasize light tagging and discourage pushing, grabbing, or aggressive behavior.
- **Appropriate Equipment:** Use lightweight, safe materials for throwing and targeting games.
- **Role Rotation:** Rotate roles regularly to prevent fatigue and overexertion.

- **Instructor Supervision:** Instructors should actively observe gameplay and intervene when unsafe behavior is observed.

Students should be encouraged to prioritize safety over winning or competition.

Adaptation for Diverse Learners

College Physical Education classes consist of students with varying fitness levels, health conditions, and movement confidence. Safety considerations must therefore include appropriate modifications, such as:

- Adjusting game intensity and duration
- Reducing playing area size for better control
- Allowing rest breaks as needed
- Modifying rules to ensure inclusive participation

These adaptations align with the PATHFit 4 principle of inclusive and learner-centered instruction.

Post-Activity Safety Practices

After gameplay, safety remains important. Instructors and students should:

- Perform cool-down and stretching activities
- Check for minor injuries and address them immediately
- Encourage hydration and recovery
- Reflect briefly on safety practices observed during the activity

These practices support recovery and reinforce responsible participation.

Promoting a Culture of Safety

Beyond rules and procedures, safety in Physical Education depends on cultivating a culture of respect and responsibility. Students should be encouraged to:

- Look out for the well-being of others
- Communicate discomfort or injury promptly
- Follow rules and instructor guidance
- Engage in fair and respectful play

This culture of safety supports both physical well-being and values formation, reinforcing the holistic goals of PATHFit 4.

Relevance to PATHFit 4

Safety considerations in traditional games reflect PATHFit 4's emphasis on responsible participation in physical activity. By learning how to manage risk and care for themselves and others during movement, students develop essential safety awareness, accountability, and respect for shared spaces. This foundation helps reduce the likelihood of injuries and promotes a culture of preparedness in all physical activities.

These practices also encourage learners to become proactive in identifying potential hazards and making informed decisions during gameplay. As a result, students not only protect themselves but also contribute to the safety and well-being of their peers, reinforcing a sense of collective responsibility.

Such habits extend beyond the classroom into lifelong physical activity and community engagement. Through consistent application of safety principles, students become more confident, prepared, and mindful participants in various physical settings, enabling them to adapt to different situations and environments.

The Commission on Higher Education underscores the importance of safe and inclusive learning environments in higher education, making safety education an essential component of college Physical Education. Integrating safety into instruction not only protects learners but also enhances the overall quality and effectiveness of the learning experience.

CHAPTER 4

Core Larong Pinoy Games for PATHFit 4

At the end of this chapter, students will be able to:

- Demonstrate proper execution of selected Larong Pinoy games
- Apply rules and mechanics of each traditional game correctly
- Exhibit teamwork, cooperation, and sportsmanship during gameplay
- Analyze the skills and fitness components developed in each game
- Reflect on the cultural and educational value of Larong Pinoy

Introduction

Larong Pinoy represents a rich collection of traditional Filipino games that combine physical activity, cultural expression, and social interaction. These games have long been played in communities, schoolyards, and open spaces, providing opportunities for recreation, movement development, and values formation among participants. Because they require minimal equipment and adaptable playing spaces, Larong Pinoy remains accessible and inclusive for people of different ages and abilities.

Within the framework of PATHFit 4, traditional Filipino games serve as effective tools for promoting lifelong physical activity, teamwork, and cultural appreciation. Through activities that involve running, jumping, chasing, and object control, students develop essential movement skills such as agility, coordination, balance, and endurance. At the same time, these games reinforce Filipino values such as pakikisama, bayanihan, discipline, and respect, which naturally emerge through cooperative and competitive play.

This chapter presents selected core Larong Pinoy games that can be used in PATHFit 4 classes. Each game includes a brief background, rules and mechanics, equipment needed, safety considerations, skills developed, values emphasized, and reflection questions to support both physical learning and cultural understanding. Through these activities, students experience physical activity not only as exercise but also as a meaningful expression of Filipino culture and community life.

4.1 Patintero

Background of the Game

Patintero is one of the most well-known traditional Filipino street games and is widely played in schoolyards, neighborhoods, and open community spaces throughout the Philippines. It has been passed down through generations, making it an important part of Filipino cultural heritage and childhood experiences that continue to shape social interaction and active play among communities.

The name patintero is believed to have originated from the Spanish word *tinte* (ink or line), referring to the lines drawn on the ground that form the playing grid. These markings serve as boundaries that define player movement and structure the flow of the game, guiding both offensive and defensive strategies.

Traditionally, the game requires only chalk or improvised markings on the ground to create the grid, making it highly accessible and adaptable to various environments. Because of its simplicity, Patintero can be played almost anywhere, encouraging inclusivity and participation among individuals of different ages and skill levels without the need for expensive equipment.

Patintero is characterized by dynamic gameplay that involves running, dodging, strategic movement, and spatial awareness. Players must work together to cross guarded lines while avoiding being tagged by defenders, requiring quick decision-making, coordination, agility, and effective communication to achieve success as a team.

Within the context of PATHFit 4, Patintero provides a culturally meaningful and physically engaging activity that promotes movement competence, teamwork, and social interaction. The game encourages active

participation while reinforcing Filipino cultural values such as pakikisama, bayanihan, discipline, and respect for rules, contributing to the holistic development of learners.

Figure 18. *Patintero Gameplay Illustration*



Patintero gameplay demonstrates agility, speed, and teamwork as players strategically dodge defenders and navigate the grid to successfully cross without being tagged.

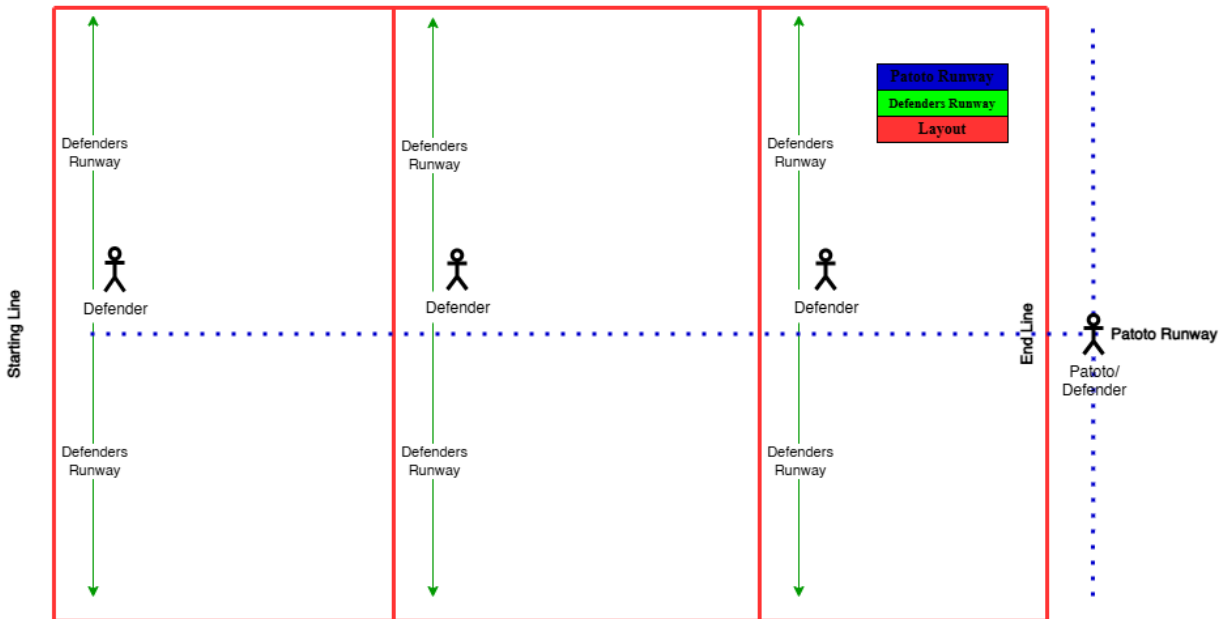
Table 1.*Patintero Game Overview*

Component	Description
Game Name	Patintero
Type of Game	Chasing and evasion game
Number of Players	8–12 players divided into two teams
Playing Area	Rectangular grid drawn on the ground
Main Objective	Cross the grid and return without being tagged by defenders

Table 2. *Patintero Equipment Needed*

Equipment	Description
Chalk, tape, or markers	Used to draw the grid lines
Cones or floor markers	Optional markers for indoor settings
Whistle	Optional for instructor facilitation

Figure 19. Patintero Court Layout



The Patintero court layout illustrates a structured grid system that organizes player movement, positioning, and strategy within clearly defined boundaries and lanes.

Rules and Mechanics of the Game

Patintero is a traditional Filipino game played on a rectangular court divided into equal sections by horizontal and one vertical line, forming a grid. Players are divided into two teams: the defenders (it) and the runners. The defenders are assigned specific lines on the court and are only allowed to move along those lines, emphasizing control and positioning. Typically, one defender guards each horizontal line, while a designated leader, often called the “patotot” or head guard, is assigned to the vertical line and has greater mobility. The runners, on the other hand, start at one end of the court and prepare to cross through the grid toward the opposite side, planning their movements carefully.

At the start of the game, the runners attempt to pass through each section of the grid without being tagged by the defenders. The defenders must remain on their assigned lines but can move quickly along them to block or tag any runner who tries to cross. The runners must use speed, agility, timing, and coordination to find openings and safely move from one section to another, often relying on teamwork and distraction strategies. A runner is considered safe when standing on the boundary lines or after successfully reaching the end line, depending on the agreed variation of the game.

Once the runners reach the final section of the grid, they must attempt to return to their starting point, making the game more challenging and requiring even greater awareness and endurance. During both the forward and return journey, defenders continue to guard their lines and attempt to tag the runners, maintaining constant pressure. A runner is declared out if any part of their body is tagged by a defender while they are crossing a line or occupying a section, reinforcing the importance of precision and timing.

The runners win the round if they successfully cross all sections and return to the starting line without being tagged. Points may be awarded for each successful round, depending on the agreed rules and variations. The game continues for a set number of rounds or until a target score is reached, encouraging sustained engagement and competitiveness. *Patintero* develops physical fitness components such as speed, agility, coordination, and balance, while also enhancing strategic thinking, teamwork, communication, and decision-making. As with many Filipino traditional games, rules and variations may differ slightly depending on the local community or group playing the game, reflecting its rich cultural adaptability.

Patintero Safety Considerations

Safety Measure	Description
1. Clear Playing Surface	Ensure the area is free from obstacles and hazards
2. Controlled Tagging	Players should tag lightly to avoid injuries
3. Defined Boundaries	Clearly mark the playing area to prevent collisions
4. Proper Footwear	Players should wear appropriate sports shoes
5. Instructor Supervision	Facilitator monitors gameplay and ensures safety

Skills Developed

Skill Type	Skills Developed
1. Movement Skills	Running, dodging, and quick directional changes
2. Motor Skills	Coordination, balance, and body control
3. Fitness Components	Agility, speed, and cardiovascular endurance

Values Emphasized

Value	Description
1. Teamwork	Players coordinate strategies and support teammates
2. Pakikisama	Promotes harmonious interaction among players
3. Discipline	Participants follow rules and respect boundaries
4. Sportsmanship	Encourages fair play and respect for opponents

Reflection Questions

- What strategies helped your team successfully cross the grid?
- How did you demonstrate teamwork and cooperation during the game?
- What movement skills (e.g., agility, speed) did you use most effectively?
- How did you apply discipline and respect for rules while playing?
- How can this game help you stay physically active in your daily life?

4.2 Tumba Lata

Background of the Game

Tumba Lata is one of the most popular traditional Filipino street games, widely enjoyed in schoolyards, neighborhoods, and open community spaces across the Philippines. The name literally means “knock down the can,” referring to the main objective of the game, which is to strike and topple a stack of cans using a slipper or a similar throwing object. For generations, it has served as a simple yet meaningful recreational activity among Filipino children and youth, fostering both play and social interaction.

The game reflects the creativity and resourcefulness of Filipino communities because it requires only simple and readily available materials such as empty cans and slippers. This accessibility allows the game to be played almost anywhere, regardless of socioeconomic background. Despite its simplicity, *Tumba Lata* involves dynamic movements such as throwing, running, chasing, and evasion, making it physically engaging while also promoting coordination and timing.

Beyond its physical aspects, *Tumba Lata* also encourages social interaction, cooperation, and friendly competition among players. Participants learn to take turns, follow rules, and communicate effectively with teammates, creating an environment that promotes respect, sportsmanship, and enjoyment. The game’s fast-paced nature keeps players actively involved and mentally alert throughout each round.

Within the framework of PATHFit 4, *Tumba Lata* supports the development of fundamental movement skills, teamwork, and active participation. It provides a culturally relevant and enjoyable form of physical activity

that enhances movement competence while reinforcing Filipino traditions and values such as pakikisama, bayanihan, and fair play.

Figure 20. *Tumba Lata Gameplay Illustration*



Tumba Lata gameplay highlights agility, coordination, and teamwork as players strategically knock down the cans, evade the guard, and quickly respond to dynamic game situations.

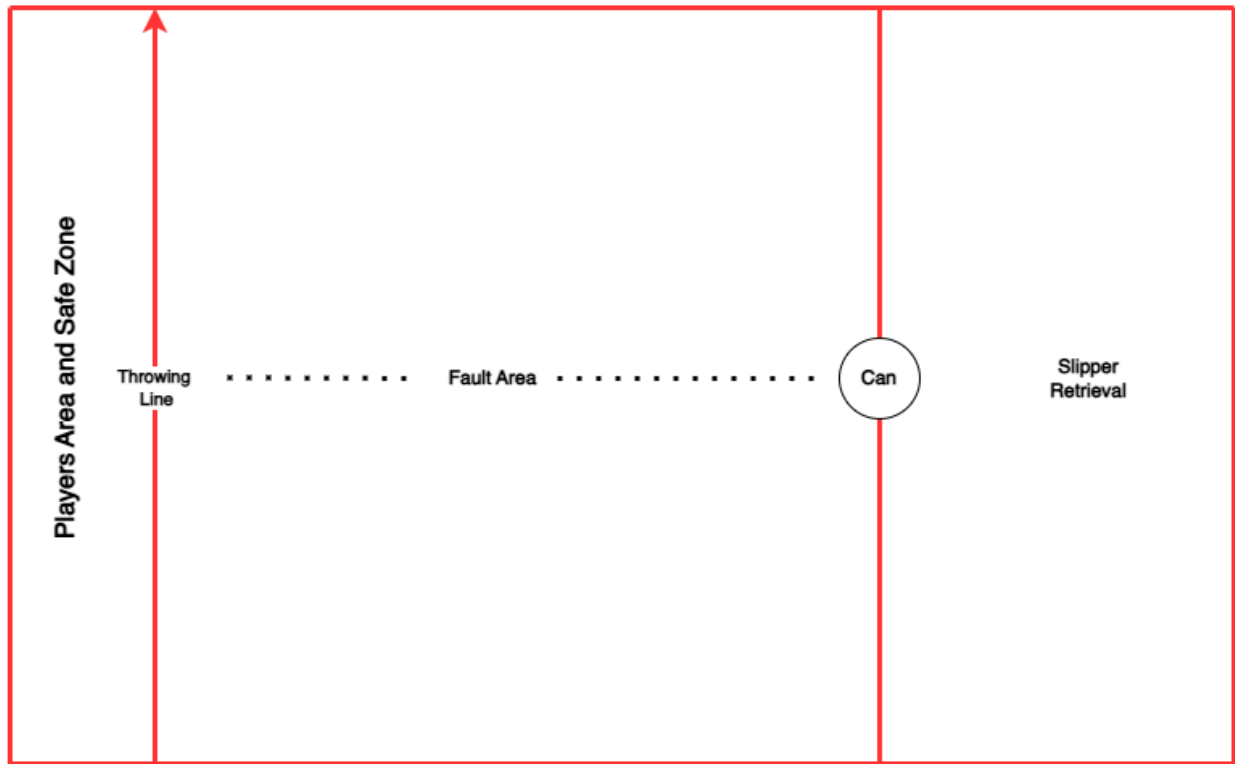
Table 3. *Tumba Lata Game Overview*

Component	Description
Game Name	Tumba Lata
Type of Game	Manipulative and chasing game
Number of Players	5–10 players
Playing Area	Open space such as schoolyard or gymnasium
Main Objective	Knock down the stacked cans and avoid being tagged by the guard

Table 4. *Tumba Lata Equipment Needed*

Equipment	Description
Empty cans	Three to five cans stacked vertically
Slipper or soft object	Used to knock down the cans
Open playing area	Space where players can move freely

Figure 21. *Tumba Lata Court Layout*



The Tumba Lata court layout illustrates the basic spatial arrangement of the game; however, specific rules and variations may differ depending on local practices and community traditions where the game is played.

Rules and Mechanics of the Game

Tumba Lata is a popular Filipino street game that combines throwing accuracy, speed, and strategy. The game begins by stacking empty cans vertically at the center of the playing area, forming the main target. One player is designated as the **guard (it)**, whose role is to protect the cans, while the rest of the players act as **throwers/runners**. The throwers position themselves behind a marked **throwing line**, ensuring fairness and consistency in distance during each attempt.

At the start of the game, players take turns throwing a slipper (or similar object) with the objective of knocking down the stacked cans. Accuracy and timing are important, as a successful hit scatters the cans and creates an opportunity for action. If a player fails to hit the cans, the guard may immediately attempt to retrieve the slipper and use it to tag players who enter the playing area. However, when the cans are successfully knocked down, the dynamics of the game shift, allowing players to run into the center, retrieve their slipper, and attempt to restack the cans.

A key rule in *Tumba Lata* is that the guard must prioritize restacking the cans before actively chasing the players. This creates a strategic balance between offense and defense, as players must decide whether to quickly retrieve their slipper, help restack the cans, or escape to safety. While the guard is restacking, players may move freely, but once the cans are properly stacked again, the guard can chase and tag any player who is still outside the designated **safe zone**.

A player is declared the new guard if they are successfully tagged before reaching the safe zone. The game continues in cycles, with players rotating roles between guard and throwers. *Tumba Lata* not only enhances physical skills such as coordination, speed, and agility but also promotes decision-making, teamwork, and excitement among

participants. As with other traditional Filipino games, variations in rules and gameplay may exist depending on the local community or group playing the game.

Safety Considerations

Safety Measure	Description
1. Safe Equipment	Use lightweight containers or plastic cans when possible
2. Clear Playing Area	Ensure the ground is free from obstacles
3. Controlled Throwing	Encourage accurate throws rather than excessive force
4. Proper Footwear	Players should wear appropriate shoes
5. Supervision	Instructor monitors gameplay to avoid collisions

Skills Developed

Skill Type	Skills Developed
1. Motor Skills	Hand–eye coordination, accuracy in throwing
2. Movement Skills	Agility, speed, and reaction time
3. Fitness Components	Cardiovascular endurance, coordination

Values Emphasized

Value	Description
1. Teamwork	Players cooperate to restack the cans and assist teammates
2. Fair Play	Participants respect rules and take turns
3. Responsibility	Players accept their roles as guard or runner
4. Respect	Demonstrating sportsmanship during the game

Reflection Questions

- How did accuracy and timing affect your performance in the game?
- What strategies did your team use to restack the cans successfully?
- How did you balance speed and control during gameplay?
- In what ways did you show responsibility and fair play?
- How can games like this improve your coordination and physical fitness?

4.3 Dakpanay

Background of the Game

Dakpanay is a traditional Filipino chasing game that emphasizes speed, agility, and quick decision-making. The name *dakpanay* comes from the Filipino word *dakop*, which means “to catch,” reflecting the core objective of the game. Players chase one another while attempting to avoid being tagged, creating a lively and energetic environment. Because of its simple mechanics and minimal equipment requirements, *Dakpanay* has long been played in open spaces such as streets, schoolyards, and playgrounds, making it highly accessible to many communities.

The game is especially popular among children and youth because it allows participants to engage in spontaneous and enjoyable physical activity. It combines running, chasing, and evasion, requiring players to constantly move, change direction, and react quickly to others’ movements. The fast-paced nature of *Dakpanay* makes it both exciting and physically demanding, keeping participants actively involved throughout the game.

In addition to physical benefits, *Dakpanay* also promotes social interaction and cooperation among players. Participants learn to follow rules, take turns, and engage in fair play, while also developing awareness of others within the playing area. The game encourages communication, adaptability, and respect, fostering positive relationships and a sense of community among participants.

Within the context of PATHFit 4, Dakpanay is a valuable activity for developing fundamental movement skills, cardiovascular endurance, and reaction time. It provides a fun and culturally relevant way for students to stay active while enhancing coordination, balance, and overall physical fitness, supporting the goal of lifelong participation in physical activity.

Figure 22. *Dakpanay Gameplay Illustration*



Note: The illustration shows active gameplay in Dakpanay, where one player attempts to tag others within a defined space while players use speed, agility, and evasion to avoid being caught. Gameplay may vary depending on local or community practices.

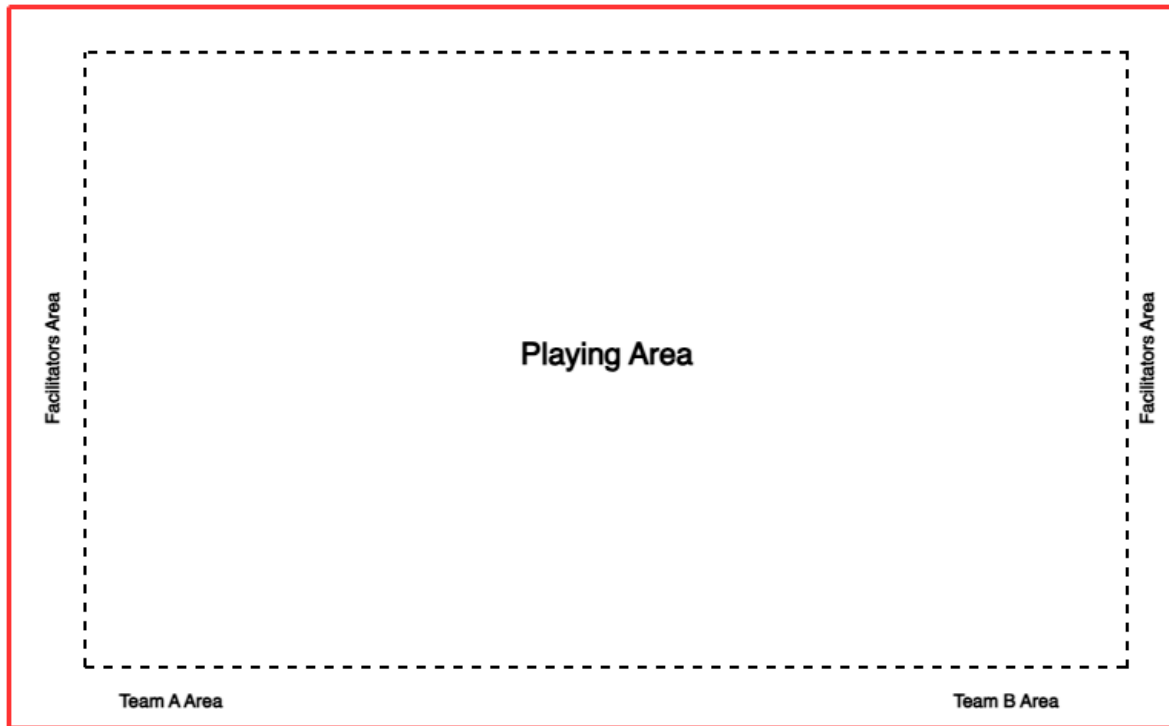
Table 5. *Dakpanay Game Overview*

Component	Description
Game Name	Dakpanay
Type of Game	Chasing and evasion game
Number of Players	6–12 players
Playing Area	Open space such as schoolyard, field, or gymnasium
Main Objective	Avoid being tagged by the catcher while moving within the playing area

Table 6. *Dakpanay Equipment Needed*

Equipment	Description
Open playing area	Space where players can run freely
Cones or markers	Optional markers to define the playing boundaries
Whistle	Optional for instructor facilitation

Figure 23. *Dakpanay Court Layout*



Note: The diagram shows the basic playing area and movement in Dakpanay, where a catcher tags players within defined boundaries while others evade. An optional safe zone may be used, and gameplay is supervised. Layout and rules may vary depending on local or community practices.

Rules and Mechanics of the Game

Dakpanay is a traditional Filipino chasing and evasion game that emphasizes speed, agility, awareness, and teamwork. The game is played by dividing participants into two groups: the **chasers (it or taggers)** and the **runners (escape players)**. A designated playing area is established, often an open space with agreed **boundaries** and sometimes a **safe zone** where runners can temporarily avoid being tagged. At the beginning of the game, one or more players are assigned as chasers, while the rest spread out within the playing area as runners.

When the game starts, the chasers attempt to **catch or tag (dakop)** the runners by chasing them within the boundaries of the playing area. The runners must avoid being tagged by constantly moving, dodging, and using spatial awareness to escape. Players are not allowed to go beyond the agreed boundaries, and doing so may result in penalties such as automatic tagging or returning to the starting point. The presence of a safe zone, if included, allows runners a brief moment of rest; however, they are usually not allowed to stay there for an extended period to keep the game active and fair.

A runner is considered **caught or out** once they are successfully tagged by a chaser. Depending on the variation of the game, a tagged player may either become an additional chaser, remain frozen in place, or wait for the next round. In some versions, teammates can **rescue** tagged players by reaching them without being caught, adding a cooperative element to the game. The round continues until all runners are caught or a specific time limit is reached.

After each round, roles may rotate so that all players experience being both chasers and runners, ensuring equal participation and allowing players to develop a wider range of movement and strategic skills. The game may also assign points based on how long runners avoid being tagged or how quickly chasers eliminate all players. *Dakpanay* develops cardiovascular endurance, agility, reaction time, and decision-making skills, while also encouraging cooperation and social interaction. As with many Larong Pinoy, the rules and mechanics of *Dakpanay* may vary depending on local traditions and community practices.

Safety Considerations

Safety Measure	Description
1. Clear Playing Area	Ensure the ground is free from obstacles or hazards
2. Defined Boundaries	Mark clear limits to prevent players from running too far
3. Controlled Tagging	Players should tag lightly to avoid injuries
4. Proper Footwear	Encourage appropriate athletic shoes
5. Instructor Supervision	Monitor gameplay to prevent collisions

Skills Developed

Skill Type	Skills Developed
1. Movement Skills	Running, dodging, quick directional changes
2. Motor Skills	Balance, coordination, and reaction time
3. Fitness Components	Speed, agility, and cardiovascular endurance

Values Emphasized

Value	Description
1. Teamwork	Players interact and cooperate during gameplay
2. Discipline	Participants follow rules and boundaries
3. Respect	Encourages fair play and respectful interaction
4. Perseverance	Players continue participating despite challenges

Reflection Questions

- What techniques did you use to avoid being tagged?
- How did quick decision-making influence your performance?
- What challenges did you encounter during the game?
- How did you demonstrate perseverance and effort?
- How can this game contribute to your cardiovascular fitness?

4.4 Tigso

Background of the Game

Tigso is another traditional Filipino chasing game that involves pursuit and evasion, making it both simple and highly engaging. The word tigso refers to a player who is assigned to chase and tag other participants, placing them in an active and central role during gameplay. Similar to many traditional Filipino games, Tigso requires no specialized equipment and can be played in almost any open space, such as schoolyards, fields, or community areas, making it widely accessible.

The game encourages active participation and continuous movement, as players must constantly run, change direction, and react to the actions of others. Its fast-paced nature keeps participants physically engaged and mentally alert, creating an exciting and dynamic play environment. Because Tigso involves sustained running and strategic movement, it naturally develops physical fitness components such as cardiovascular endurance, speed, and agility.

In addition to physical development, Tigso also enhances important cognitive and social skills. Players must make quick decisions, anticipate the movements of others, and use space effectively to avoid being tagged. This promotes spatial awareness, timing, and adaptability, while also encouraging communication and interaction among participants.

The game also fosters a sense of fairness and sportsmanship, as players learn to follow rules, respect turns, and accept outcomes. Rotating the role of the tigso allows each participant to experience both chasing and evading, providing equal opportunities for skill development and engagement.

In the context of PATHFit 4, Tigso provides an engaging activity that promotes physical activity, teamwork, and social interaction. It supports the development of fundamental movement skills while reinforcing values such as cooperation, discipline, and respect, contributing to the holistic development of learners and encouraging lifelong participation in physical activity.

Figure 24. Tigso Gameplay Illustration



Note: The gameplay of Tigso may vary across different communities, with variations in rules, boundaries, and team structures depending on local traditions and practices.

Table 7. Tigso Game Overview

Component	Description
Game Name	Tigso
Type of Game	Chasing and evasion game
Number of Players	6–12 players
Playing Area	Open field, playground, or gymnasium
Main Objective	Avoid being tagged by the tigso (chaser)

Table 8. Tigso Equipment Needed

Equipment	Description
Open playing area	Space for running and chasing
Cones or markers	Optional boundary markers
Whistle	Optional instructor signal

Figure 25. *Tigso Court layout*



Note: The Tigso court layout presented is a general representation; actual boundaries, base areas, and rules may vary depending on local traditions and community adaptations of the game.

Rules and Mechanics of the Game

Tigso is a traditional Filipino chasing and tagging game that emphasizes speed, agility, strategy, and teamwork. The game is played by dividing participants into two teams: the **attackers (runners)** and the **defenders**, commonly referred to as the *tigso* or taggers/throwers. The playing area is typically set up with two designated **bases (safe zones)** positioned on opposite sides, while the space in between serves as the **danger zone** where most of the action takes place. At the start of the game, all attackers stay in one base, while the defenders spread themselves strategically within the central area.

Upon the signal to begin, attackers attempt to run across the danger zone toward the opposite base without being tagged or hit by the defenders. The defenders, on the other hand, aim to eliminate the attackers by tagging them or hitting them (depending on the agreed variation of play) while they are outside the safe zones. Attackers must rely on quick movements, timing, and coordination with teammates to successfully cross, while defenders must demonstrate accuracy, anticipation, and teamwork to stop them. Players who are inside the base are considered safe and cannot be tagged or eliminated.

An attacker is declared **out** if they are successfully tagged or hit while in the danger zone. Depending on the agreed rules, eliminated players may remain out for the rest of the round or may have a chance to re-enter the game through specific revival mechanics. The round continues until all attackers have either been eliminated or have successfully reached the opposite base. After each round, teams switch roles so that all players experience both attacking and defending positions. The game may be played for a predetermined number of rounds or within

a set time limit, and the winning team is determined based on the number of successful crossings or total eliminations achieved.

Overall, *Tigso* is a dynamic and engaging game that develops physical fitness, decision-making skills, and social interaction among players. It also reflects the adaptability of Filipino traditional games, as specific rules and variations may differ depending on the local community or cultural context in which the game is played.

Safety Considerations

Safety Measure	Description
1. Safe Playing Surface	Ensure the ground is free from hazards
2. Clear Boundaries	Mark the playing area clearly
3. Controlled Tagging	Encourage light tagging rather than pushing
4. Adequate Space	Ensure players have enough room to move safely
5. Instructor Monitoring	Observe gameplay to prevent accidents

Skills Developed

Skill Type	Skills Developed
1. Movement Skills	Running, dodging, quick directional changes
2. Motor Skills	Coordination, balance, and reaction time
3. Fitness Components	Speed, agility, and endurance

Values Emphasized

Value	Description
1. Cooperation	Players interact and engage respectfully
2. Fair Play	Participants follow agreed rules
3. Respect	Demonstrates sportsmanship during play
4. Responsibility	Players accept roles as chaser or runner

Reflection Questions

- How did you adjust your movements to avoid the chaser?
- What strategies were effective in tagging other players?
- How did the game develop your speed and agility?
- How did you show respect and sportsmanship during play?
- How can you apply the skills learned in this game to other activities?

4.5 Labay Tunga

Background of the Game

Labay Tunga is a traditional Filipino game that focuses on throwing accuracy and coordination. The term *labay* means “to throw,” while *tunga* refers to a target or midpoint, highlighting the game’s central objective. In this activity, players aim to throw an object toward a specific target, often trying to hit or land as close to the designated area as possible. Its simple concept makes it easy to understand while still offering a meaningful challenge for participants.

Traditionally played in open spaces such as schoolyards or community areas, *Labay Tunga* requires minimal materials and can be easily organized. Players often use improvised objects such as stones, slippers, or small balls, reflecting the Filipino value of resourcefulness and creativity. Because of its accessibility, the game can be adapted to different environments and group sizes, allowing more participants to engage actively.

Labay Tunga promotes concentration, precision, and controlled body movement. Unlike chasing games, it emphasizes fine motor control and accuracy rather than speed and evasion, requiring players to carefully judge

distance, force, and direction when throwing. This develops focus, patience, and consistency, as players refine their technique through repeated attempts.

Within the context of PATHFit 4, Labay Tunga serves as an effective activity for developing hand–eye coordination, accuracy, and focus, while also encouraging participation and enjoyment. It provides a balanced form of physical activity that complements more dynamic games by enhancing object control skills, contributing to overall movement competence and supporting lifelong engagement in physical activity.

Figure 26. Labay Tunga Gameplay Illustration



Note: The Labay Tunga gameplay illustrated represents a typical version of play; however, rules, mechanics, and style of play may vary across different local communities and cultural contexts.

Table 9. Labay Tunga Game Overview

Component	Description
Game Name	Labay Tunga
Type of Game	Object control and target game
Number of Players	4–10 players
Playing Area	Open field, playground, or gymnasium
Main Objective	Hit or land the object as close as possible to the target

Table 10. Labay Tunga Equipment Needed

Equipment	Description
Throwing object	Slipper, or small ball
Target marker	A drawn circle, line, or object used as target

Open playing area	Space for safe throwing activity
Measuring tool (optional)	Used to determine closest throw

Figure 27. *Labay Tunga Court Layout*



Note: The Labay Tunga court layout shown is a general representation; actual dimensions, markings, and rules may vary depending on local practices and community adaptations.

Rules and Mechanics of the Game

Labay Tunga is a traditional Filipino game that combines elements of throwing, dodging, and teamwork. The game is played by dividing participants into two groups: the **throwers (attackers)** and the **runners (defenders or dodgers)**. The playing area is typically divided into three parts: two opposing sides where the throwers are positioned, and a **central area (tunga)** where the runners move. The runners stay within the middle zone, while the throwers occupy both ends, creating a crossfire setup that challenges the runners' agility and awareness.

At the start of the game, the throwers take turns tossing a soft object, commonly a slipper, toward the runners in the center. The main objective of the throwers is to **hit (labay)** the runners to eliminate them from the game. Meanwhile, the runners must continuously move, dodge, and anticipate the direction of the throws to avoid being hit. Effective communication and coordination among throwers are essential, as they can alternate throws from both sides to confuse and trap the runners.

A runner is considered **out** when they are successfully hit by the thrown object. As the game progresses, the number of runners decreases, making it easier for the throwers to target the remaining players. In some variations, if a runner manages to **catch the thrown object**, they may gain an advantage such as immunity, an extra life, or the ability to bring back an eliminated teammate. This rule adds excitement and encourages risk-taking among the runners.

The round ends when all runners have been eliminated, at which point teams switch roles, allowing everyone to experience both throwing and dodging. The game continues for several rounds or until a target score is reached. *Labay Tunga* develops agility, coordination, reaction time, and teamwork, while also fostering strategic thinking and cooperation. As with other traditional Filipino games, rules may vary depending on the local

community, and adaptations are often made based on available space, number of players, and agreed gameplay conditions.

Safety Considerations

Safety Measure	Description
1. Safe Throwing Objects	Use soft or lightweight objects to avoid injury
2. Clear Playing Area	Ensure no players are in the throwing path
3. Proper Spacing	Maintain distance between players during throws
4. Controlled Throwing	Avoid excessive force when throwing
5. Instructor Monitoring	Supervise to ensure safe participation

Skills Developed

Skill Type	Skills Developed
1. Motor Skills	Hand–eye coordination and precision
2. Movement Skills	Controlled throwing and body coordination
3. Fitness Components	Coordination, balance, and control

Values Emphasized

Value	Description
1. Focus	Players concentrate on accuracy and technique
2. Patience	Waiting for turns and improving performance
3. Fair Play	Following rules and respecting outcomes
4. Respect	Acknowledging others’ performance and efforts

Reflection Questions

- How did you control your strength and direction when throwing?
- What factors influenced your accuracy in hitting the target?
- What improvements did you notice in your coordination?
- How did you practice patience and focus during the game?
- How can this activity help improve your concentration in daily tasks?

4.6 Leksong Baka

Background of the Game

Leksong Baka is a traditional Filipino game that involves jumping over a player who acts as an obstacle. The term leksong means “to jump,” while baka refers to the player who bends forward to form the barrier. Commonly played in open spaces such as schoolyards and playgrounds, the game remains popular among children and youth due to its simplicity and engaging nature.

The game requires physical strength, balance, and coordination as players attempt to jump over increasing heights. As the game progresses, the “baka” gradually raises their position, making each round more challenging and demanding greater control, timing, and confidence from participants.

Leksong Baka promotes physical fitness and active participation by encouraging repeated jumping and continuous movement. It develops lower-body strength, balance, and confidence while also fostering teamwork,

cooperation, and mutual support among players. In the context of PATHFit 4, it serves as an effective activity for enhancing power, coordination, and overall movement competence.

Figure 28. *Luksong Baka Gameplay Illustration*



Note: The Luksong Baka gameplay illustrated represents a common form of play; however, variations in rules, player roles, and style may differ across communities and local traditions.

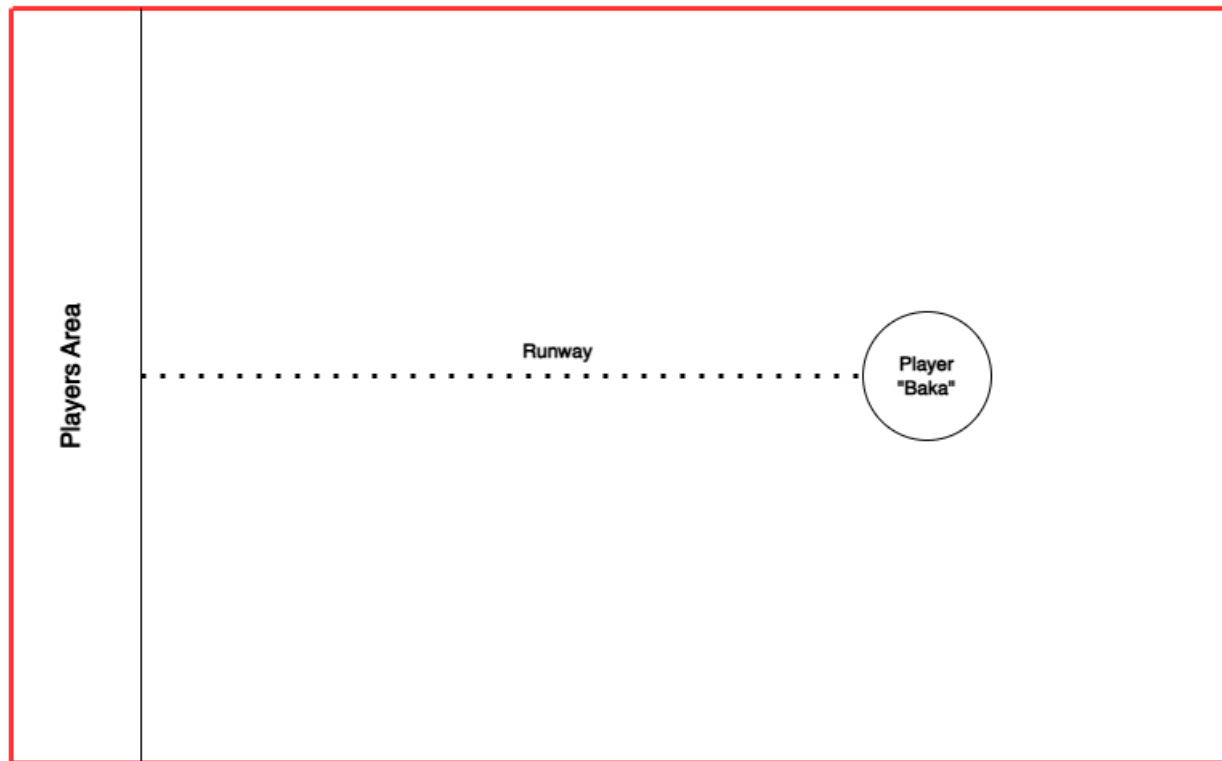
Table 11. *Luksong Baka Game Overview*

Component	Description
Game Name	Luksong Baka
Type of Game	Jumping and obstacle game
Number of Players	5–10 players
Playing Area	Open field, playground, or gymnasium
Main Objective	Successfully jump over the “baka” without touching

Table 12. *Luksong Baka Equipment Needed*

Equipment	Description
Open playing area	Space for jumping activity
Mat (optional)	For safety during landing
Whistle	Optional instructor signal

Figure 29. *Luksong Baka Court layout*



Note: The Luksong Baka court layout presented is a general guide; actual space, arrangement, and gameplay setup may vary depending on local practices and available playing areas.

Rules and Mechanics of the Game

Luksong Baka is a traditional Filipino game that focuses on jumping ability, balance, and coordination. The game involves two roles: the **jumper (player)** and the **“baka” (crouching player or obstacle)**. One player is assigned as the *baka*, who bends forward with hands on knees or thighs, forming a stable obstacle. The rest of the players line up a few steps away, preparing to take turns jumping over the *baka*. The game is usually played in an open space with enough room for a running start and safe landing.

At the start of the game, each player takes turns attempting to jump over the *baka* without touching or knocking them over. The jump is typically done using a short run-up to gain momentum, followed by a leap that clears the crouching player. Proper timing, body control, and leg strength are essential to successfully complete the jump. The *baka* must remain steady and maintain position to ensure fairness and safety during each attempt.

As the game progresses, the difficulty gradually increases. The *baka* may raise their body higher by adjusting their posture, for example, lifting their back slightly, placing hands on knees, or eventually standing more upright. Each successful round raises the challenge for the jumpers, requiring greater effort and skill. If a player fails to clear the *baka*, by touching, tripping, or knocking them, they are usually assigned as the next *baka*.

The game continues with players rotating roles, allowing everyone to experience both jumping and being the obstacle, which promotes equal participation and a better understanding of the game’s dynamics. This rotation also helps develop empathy and awareness of each role’s challenges. *Luksong Baka* enhances lower body strength, coordination, balance, and confidence, while encouraging fun and active participation among players. As with many

Larong Pinoy, variations of the rules may exist depending on the local community, including adjustments in height progression, number of players, and safety considerations, reflecting the game’s adaptability and cultural diversity.

Safety Considerations

Safety Measure	Description
1. Safe Landing Area	Use soft ground or mats when possible
2. Proper Warm-up	Stretching before jumping activities
3. Controlled Jumping	Avoid reckless or forceful jumps
4. Adequate Space	Ensure enough room for safe movement
5. Instructor Monitoring	Supervise players during activity

Skills Developed

Skill Type	Skills Developed
1. Movement Skills	Jumping and body control
2. Motor Skills	Balance and coordination
3. Fitness Components	Leg power and agility

Values Emphasized

Value	Description
Courage	Players overcome fear of jumping
Cooperation	Players take turns and support each other
Discipline	Following rules and waiting for turns
Respect	Respecting others’ efforts

Reflection Questions

- How did you prepare your body to successfully jump over the obstacle?
- What techniques helped you improve your jumping performance?
- What challenges did you experience as the height increased?
- How did you demonstrate courage and confidence during the game?
- How can this activity improve your lower-body strength and fitness?

4.7 Luksong Tinik

Background of the Game

Luksong Tinik is a traditional Filipino jumping game that involves clearing an obstacle formed by the hands and feet of two players. The term tinik, which means “thorn,” symbolizes the barrier that participants must successfully jump over without making contact. Commonly played in open spaces such as schoolyards and playgrounds, the game is widely enjoyed by children and youth due to its interactive and challenging nature.

The game is typically played in groups and becomes progressively more difficult as the height of the obstacle increases with each round. It requires proper coordination, timing, flexibility, and body control, as players must carefully execute their jumps to avoid touching the “tinik.” Participants must also remain focused and confident as the challenge intensifies, making the game both physically and mentally engaging.

Luksong Tinik promotes active participation and physical fitness while encouraging cooperation among players, as two participants work together to form the obstacle. Within the context of PATHFit 4, it enhances flexibility, balance, and lower-body strength, while fostering teamwork, social interaction, and mutual support, contributing to the holistic development of learners.

Figure 30. Luksong Tinik Gameplay Illustration



Note: The Luksong Tinik gameplay illustrated represents a common form of play; however, variations in rules, player formation, and jumping techniques may differ across communities and local traditions.

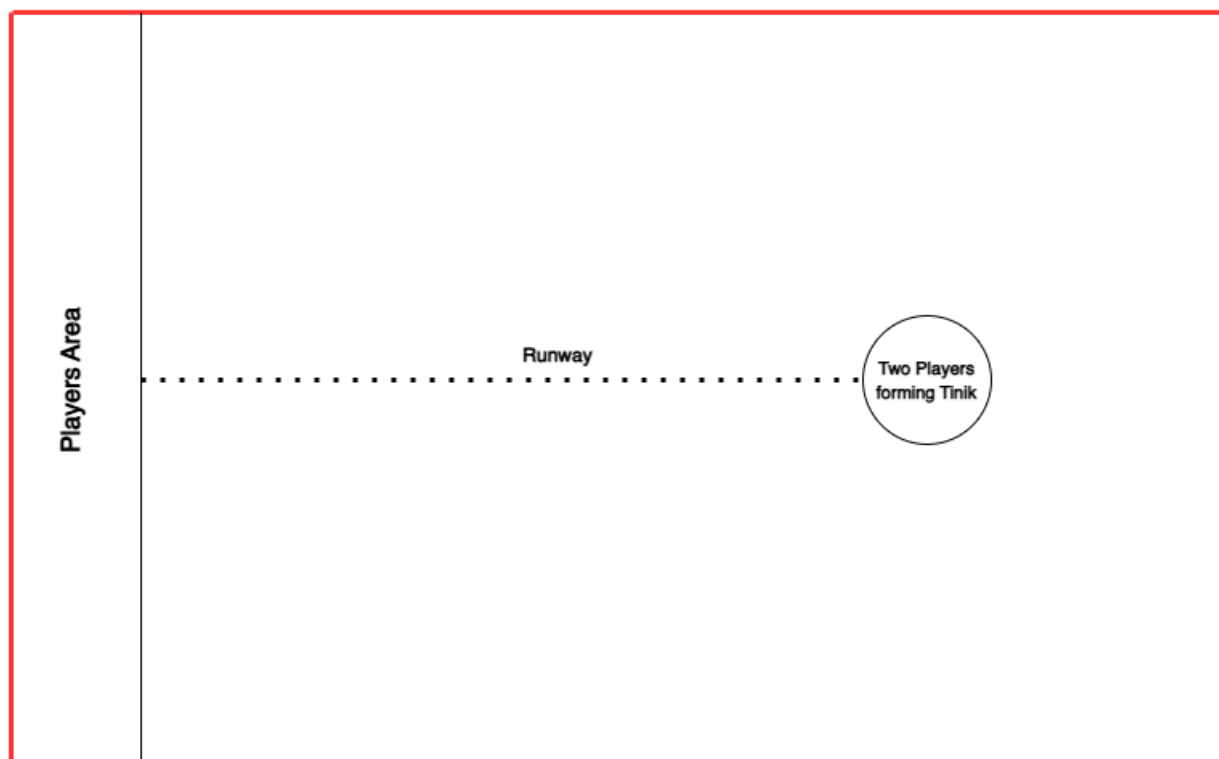
Table 13. Luksong Tinik Game Overview

Component	Description
Game Name	Luksong Tinik
Type of Game	Jumping and flexibility game
Number of Players	6–12 players
Playing Area	Open field, playground, or gymnasium
Main Objective	Jump over the “tinik” without touching it

Table 14. Luksong Tinik Equipment Needed

Equipment	Description
Open playing area	Space for jumping activity
Mat (optional)	For safe landing
Whistle	Optional instructor signal

Figure 31. *Luksong Tinik Court Layout*



Note: The diagram shows the basic setup of Luksong Tinik, where players run along a designated runway and jump over the “tinik” formed by two players; layout may vary across different communities and local practices.

Rules and Mechanics of the Game

Luksong Tinik is a traditional Filipino game that highlights flexibility, coordination, and jumping ability. The game is played by forming two roles: the **jumpers** and the **“tinik” (obstacle makers)**. Two players act as the base by sitting on the ground facing each other, placing one foot together at the center. Their hands are then placed on top of their feet, creating a low barrier that represents the “tinik” or thorn. The remaining players line up at a short distance, preparing to take turns jumping over the obstacle.

At the beginning of the game, each jumper attempts to leap over the “tinik” without touching any part of the feet or hands forming the barrier. A proper jump requires balance, timing, and control to avoid contact. If a player successfully clears the obstacle, they move to the side and wait for the next round. However, if a player touches the “tinik,” loses balance, or fails to complete the jump, they are eliminated for that round or may take the place of one of the base players, depending on the agreed rules.

As the game progresses, the difficulty increases gradually. The base players raise the height of the “tinik” by stacking their hands on top of each other or elevating their feet and hands together. Each level requires greater jumping ability and body control from the participants. The progressive nature of the game makes it more challenging and exciting, as players aim to reach the highest level without making mistakes.

The game continues until only one player successfully clears all levels or until all players have attempted the highest level, creating a sense of challenge and accomplishment among participants. Players then rotate roles so

that everyone has a chance to become part of the “tinik,” promoting inclusivity and shared responsibility in the game. This rotation also helps players understand both the difficulty of jumping and the importance of maintaining a stable obstacle. Luksong Tinik enhances physical fitness components such as leg strength, coordination, flexibility, and balance, while also promoting fun, cooperation, and cultural appreciation. As with other Larong Pinoy, rules and variations may differ depending on the local community and the preferences of the players.

Safety Considerations

Safety Measure	Description
1. Soft Landing Area	Use mats or grass surfaces
2. Proper Warm-up	Prepare muscles before activity
3. Controlled Movements	Avoid dangerous or forceful jumps
4. Adequate Spacing	Ensure safe distance between players
5. Instructor Supervision	Monitor activity for safety

Skills Developed

Skill Type	Skills Developed
1. Movement Skills	Jumping and timing
2. Motor Skills	Balance, flexibility, coordination
3. Fitness Components	Leg strength and agility

Values Emphasized

Value	Description
1. Teamwork	Cooperation in forming the obstacle
2. Patience	Waiting for turns
3. Discipline	Following rules and progression
4. Respect	Supporting fellow players

Reflection Questions

- How did you coordinate your timing and movement during jumps?
- What strategies helped you clear higher levels successfully?
- How did teamwork play a role in forming the obstacle?
- How did you show patience and discipline during the activity?
- How can flexibility and balance developed here help in daily life?

4.8 Tagu-taguan

Background of the Game

Tagu-taguan is a traditional Filipino hiding game similar to hide-and-seek, widely enjoyed by children and youth across communities. The name comes from the Filipino word tago, which means “to hide,” reflecting the main objective of the game. One player is assigned as the seeker, while the others conceal themselves within a designated area, creating a fun and suspenseful play environment. The simplicity of the game allows it to be played in various settings such as schoolyards, neighborhoods, and even inside homes.

Tagu-taguan encourages creativity and strategic thinking as players look for effective hiding spots while avoiding detection. Participants must use their awareness of space, timing, and movement to remain unseen, while the seeker develops observation skills and attention to detail in locating hidden players. The game promotes physical

activity through running, searching, and quick movements, while also enhancing problem-solving and decision-making abilities.

Within the context of PATHFit 4, Tagu-taguan supports the development of agility, spatial awareness, and cognitive skills, making it a well-rounded physical activity. It also fosters social interaction, cooperation, and enjoyment among participants, reinforcing positive values such as fairness, patience, and respect, while contributing to holistic development and lifelong engagement in physical activity.

Figure 32. Tagu-taguan Gameplay Illustration



Note: The Tagu-taguan gameplay illustrated represents a common form of play; however, rules, roles, and variations in hiding and seeking may differ across communities and local traditions.

Table 15. Tagu-taguan Game Overview

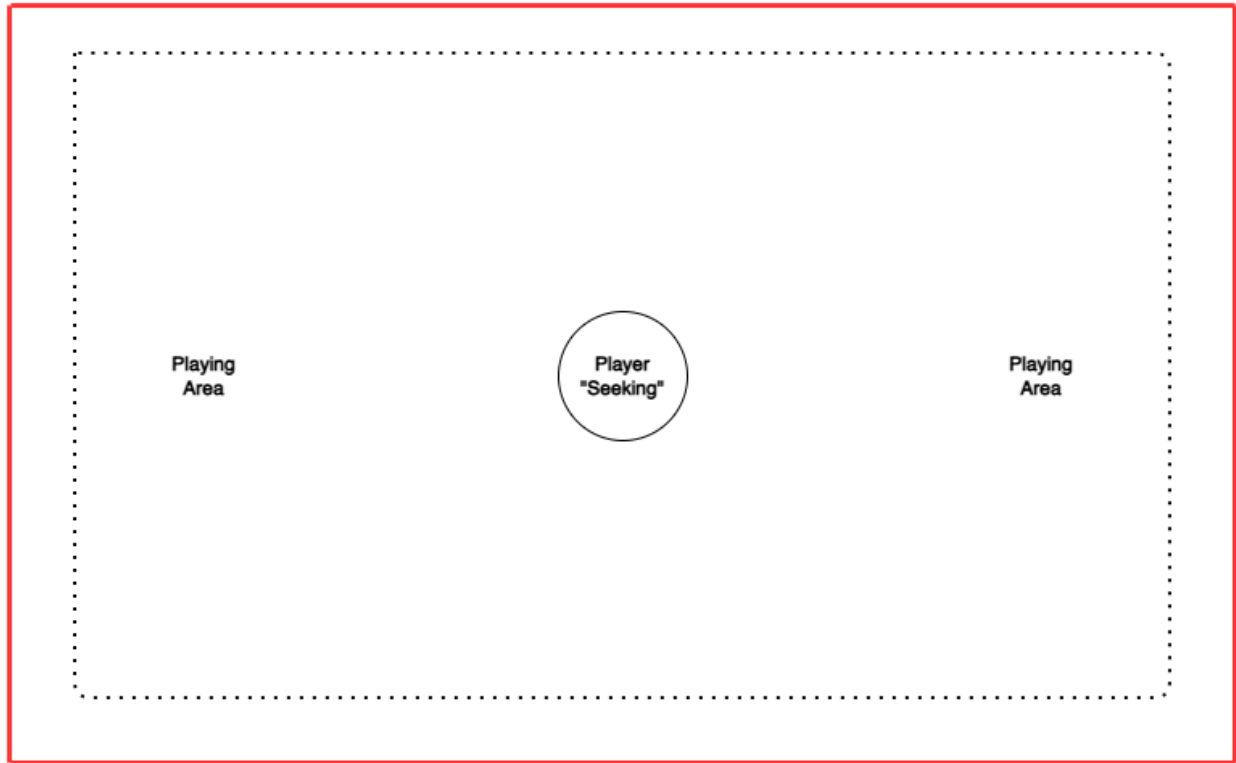
Component	Description
Game Name	Tagu-taguan
Type of Game	Hiding and seeking game
Number of Players	5–12 players
Playing Area	Open area with hiding spaces
Main Objective	Avoid being found by the seeker

Table 16. Tagu-taguan Equipment Needed

Equipment	Description
Open playing area	Space with safe hiding spots

Boundary markers	Define the playing limits
Whistle	Optional instructor signal

Figure 33. *Tagu-taguan Court Layout*



Note: The Tagu-taguan court layout presented is a general guide; the playing area, boundaries, and hiding spaces may vary depending on the environment and local community practices.

Rules and Mechanics of the Game

Tagu-Taguan is a classic Filipino hide-and-seek game that develops observation skills, patience, and strategic thinking. The game begins by selecting one player as the “**taya**” (**it or seeker**), while the rest of the players become **hiders**. A designated **base** is chosen, usually a wall, tree, or any fixed object, which serves as the starting point and safe zone. The taya covers their eyes and counts aloud to an agreed number (e.g., 10, 20, or 50), giving the other players enough time to hide within the agreed boundaries of the playing area.

While the taya is counting, the hiders quickly scatter and find hiding places, making sure they remain within the set boundaries. Once the counting is finished, the taya announces readiness (e.g., “Ready or not, here I come!”) and begins searching for the hidden players. The taya must rely on observation, memory, and strategy to locate the hiders, while the hiders must stay quiet, concealed, and alert to avoid being discovered.

When the taya spots a hider, they must return to the base and call out the player’s name while touching the base (e.g., “Base! I see [name]!”). That player is then considered found or out. However, if a hider manages to sneak back to the base without being seen and touches it first, they are considered **safe** and cannot be declared out. This creates an exciting dynamic where hiders must decide whether to stay hidden or make a strategic move toward the base.

The round ends when all players have been found or have successfully reached the base, marking the completion of a cycle in the game. Typically, the first player found becomes the next taya in the following round, although variations may assign the role differently depending on agreed rules. The game continues for several

rounds, allowing all players to experience both hiding and seeking roles, which promotes fairness and balanced participation. This rotation also helps players develop both offensive and defensive strategies in gameplay. Tagutagan promotes physical activity, alertness, and social interaction, while also encouraging creativity and strategic decision-making. As with many traditional Filipino games, rules may vary depending on the local community and agreed gameplay conditions.

Safety Considerations

Safety Measure	Description
1. Safe Hiding Areas	Avoid dangerous or restricted spaces
2. Clear Boundaries	Define the playing area clearly
3. Supervision	Monitor movement and behavior
4. Adequate Lighting	Ensure visibility in the playing area
5. Awareness	Players must avoid risky hiding spots

Skills Developed

Skill Type	Skills Developed
1. Movement Skills	Running, hiding, quick movement
2. Motor Skills	Coordination and body control
3. Fitness Components	Agility and endurance

Values Emphasized

Value	Description
1. Creativity	Finding effective hiding strategies
2. Honesty	Playing fairly and following rules
3. Respect	Respecting others and boundaries
4. Cooperation	Maintaining a positive play environment

Reflection Questions

- What strategies did you use to find effective hiding places?
- How did you improve your awareness of your surroundings?
- What skills helped you avoid being found by the seeker?
- How did you demonstrate honesty and fair play during the game?
- How can this game enhance your problem-solving and decision-making skills?

4.9 Chinese Garter

Background of the Game

Chinese Garter is a popular traditional game in the Philippines that involves jumping over an elastic garter held by two players. Despite its name, the game has been widely adapted into Filipino culture and is commonly played in schoolyards, neighborhoods, and community spaces. Its simplicity and minimal equipment make it highly accessible, allowing players of different ages to participate and enjoy the activity.

The game requires flexibility, balance, and coordination as players attempt to jump over increasing heights of the garter. The difficulty progresses gradually, from ankle level to higher positions such as the knees, waist, chest, and beyond, making it both challenging and engaging for participants. Players must carefully control their movements, timing, and body positioning to successfully clear each level, developing confidence as they advance.

Chinese Garter promotes active participation and physical fitness while encouraging creativity in movement and strategy, as players often use different techniques to overcome higher levels. In the context of PATHFit 4, the game helps develop flexibility, coordination, and lower-body strength, while fostering teamwork, cooperation, and social interaction, contributing to the holistic development of learners.

Figure 34. Chinese Garter Gameplay Illustration



Note: The Chinese Garter gameplay illustrated represents a common form of play; however, rules, levels of progression, and jumping techniques may vary across communities and local traditions.

Table 17.Chinese Garter Game Overview

Component	Description
Game Name	Chinese Garter
Type of Game	Jumping and flexibility game
Number of Players	6–10 players
Playing Area	Open space or gymnasium
Main Objective	Successfully jump over the garter without touching it

Table 18. Chinese Garter Equipment Needed

Equipment	Description
Garter (elastic band)	Main equipment used for jumping
Open playing area	Space for safe movement
Markers (optional)	For positioning players

Rules and Mechanics of the Game

Chinese Garter is a popular Filipino game that emphasizes flexibility, coordination, rhythm, and teamwork. The game is played using a long garter or elastic band held by two players known as the **holders**, while the rest of the participants serve as **jumpers**. The holders stand facing each other, stretching the garter horizontally at a low level, usually starting at ankle height. The jumpers line up and take turns performing a sequence of jumps or steps over the garter without touching it.

At the beginning of the game, each jumper attempts to successfully execute the required movement pattern, which may include simple jumps, straddles, or more complex step combinations depending on the agreed rules. The jumper must clear the garter cleanly without stepping on or displacing it. Proper timing, balance, and body control are essential to complete each level successfully. If a player touches the garter or fails to complete the sequence correctly, their turn ends, and the next player takes their turn.

As the game progresses, the height of the garter is gradually increased, making the challenge more difficult. Common progression levels include **ankle, knee, waist, chest, shoulder, head**, and even overhead levels. Each level requires greater flexibility and jumping ability, pushing players to improve their physical skills. The holders adjust the garter height accordingly, and all jumpers must complete the level before advancing to the next stage.

The game continues until all players have attempted the highest level or until only one player successfully completes all levels. Roles may rotate, allowing former jumpers to become holders. *Chinese Garter* develops lower body strength, coordination, balance, and rhythm, while also promoting cooperation and enjoyment among players. As with other *Larong Pinoy*, the rules and sequences may vary depending on local traditions, creativity of the players, and available space.

Safety Considerations

Safety Measure	Description
1. Soft Surface	Play on grass or use mats
2. Proper Warm-up	Prepare muscles before jumping
3. Controlled Movements	Avoid risky or excessive jumps
4. Adequate Space	Ensure safe distance between players
5. Supervision	Monitor activity to prevent injury

Skills Developed

Skill Type	Skills Developed
1. Movement Skills	Jumping and landing
2. Motor Skills	Balance, flexibility, coordination
3. Fitness Components	Leg strength and agility

Values Emphasized

Value	Description
1. Perseverance	Trying repeatedly despite difficulty
2. Teamwork	Cooperation among players
3. Discipline	Following rules and turns
4. Respect	Encouraging fellow players

Reflection Questions

- How did you adjust your technique as the height increased?
- What helped you maintain balance and coordination?
- What challenges did you face during higher levels?
- How did you demonstrate perseverance and determination?
- How can this activity improve your flexibility and physical fitness?

4.10 Bahay Kubo

Background of the Game

Bahay Kubo is a traditional Filipino group game that emphasizes cooperation, coordination, and group participation. Inspired by the concept of the Filipino bahay kubo (nipa hut), the game often involves players forming structures or performing coordinated movements together. The game is flexible and can be adapted into various forms, often involving group formations, imitation, or action-based tasks. It is commonly used in educational and recreational settings to promote teamwork and unity.

Bahay Kubo encourages creativity, rhythm, and cooperation among players. It is less physically intense compared to other games but highly effective in promoting social interaction and group coordination. In PATHFit 4, Bahay Kubo supports coordination, teamwork, and social development, making it an ideal activity for inclusive participation.

Figure 35. Bahay Kubo Gameplay illustration



Note: The Bahay Kubo gameplay illustrated represents a common form of play; however, rules, roles, and variations in actions and responses may differ across communities and local traditions.

Table 19. Bahay Kubo Game Overview

Component	Description
Game Name	Bahay Kubo

Type of Game	Cooperative and group coordination game
Number of Players	8–15 players
Playing Area	Open space or classroom
Main Objective	Perform coordinated group actions successfully

Table 20. Bahay Kubo Equipment Needed

Equipment	Description
Open playing area	Space for group movement
Music (optional)	For rhythm-based variation
Whistle	Optional instructor signal

Rules and Mechanics of the Game

The Bahay Kubo Game is a traditional Filipino group game that combines elements of throwing, building, and tagging, promoting teamwork, coordination, and strategic thinking among participants. The game begins by constructing a small structure called the “bahay kubo” using slippers, typically stacked or carefully arranged at the center of the playing area. Before the official start of each round, the bahay kubo must first be knocked down by a player using a slipper or designated object. This initial action signals the start of the game and activates both the offensive and defensive roles, creating an immediate sense of excitement and movement among players.

After the bahay kubo is knocked down, one player is assigned as the guard (it), whose role is to protect the structure and prevent the other players from rebuilding it. The remaining players act as builders or runners, working together to retrieve scattered slippers and carefully reconstruct the bahay kubo at the center. While doing so, they must avoid being tagged by the guard, who moves strategically within the playing area to block, chase, and disrupt their efforts. This phase of the game requires quick thinking, awareness of space, and effective teamwork, as players must decide when to approach, retreat, or assist their teammates.

A key rule of the game is that the bahay kubo must be fully rebuilt to earn a point, emphasizing cooperation and coordination among players. Builders often work in sequence or assign roles, with some distracting the guard while others attempt to place slippers back into position. This creates a dynamic and tactical gameplay experience where communication and timing are essential. If a player is tagged by the guard while outside the safe zone or while attempting to rebuild, that player becomes the new guard, and the game resets with the bahay kubo knocked down again before the next round begins.

The game continues in rounds, with players rotating roles between guard and builders, ensuring that everyone experiences different responsibilities and perspectives. Success in the game depends on teamwork, quick decision-making, agility, and adaptability to changing situations. The Bahay Kubo Game develops physical fitness, coordination, and social interaction, while also enhancing strategic thinking and problem-solving skills. It reflects the creativity, cooperation, and cultural richness of Filipino play, and like many Larong Pinoy, its rules and structure may vary depending on the local community, available materials, and player preferences.

Safety Considerations

Safety Measure	Description
1. Adequate Space	Prevent overcrowding
2. Controlled Movements	Avoid collisions
3. Clear Instructions	Ensure understanding of tasks
4. Supervision	Monitor group activities
5. Safe Environment	Free from hazards

Skills Developed

Skill Type	Skills Developed
1. Movement Skills	Coordinated group movements
2. Motor Skills	Timing and synchronization
3. Fitness Components	Coordination and flexibility

Values Emphasized

Value	Description
1. Cooperation	Working together as a group
2. Unity	Promoting group harmony
3. Respect	Listening to others' ideas
4. Responsibility	Participating actively

Reflection Questions

- How did your group coordinate movements effectively?
- What role did communication play in your performance?
- How did you contribute to group success?
- How did you demonstrate unity and cooperation?
- How can teamwork in this game be applied in real-life situations?

4.11 Sack Race

Background of the Game

The Sack Race is a popular traditional game often played during Filipino festivities, school activities, and community events, making it a familiar and enjoyable part of cultural celebrations. It is commonly included in programs such as field days, intramurals, and barangay gatherings, where participants of all ages can join and experience its fun and competitive nature.

In this game, players place both legs inside a sack and hop toward a designated finish line, competing either individually or in teams. Its simple mechanics allow it to be easily organized in various settings without the need for complex equipment. The playful nature of the Sack Race creates excitement and laughter, encouraging participation among people of different ages and skill levels.

Despite its simplicity, the Sack Race is physically demanding and requires a combination of balance, coordination, and lower-body strength. Players must maintain stability while hopping forward, carefully controlling their movements to avoid falling or losing rhythm. The restricted movement caused by the sack challenges participants to develop body control, timing, and proper posture, making the game both entertaining and beneficial for physical development.

The Sack Race promotes physical fitness through repetitive jumping and controlled movement, helping to improve muscular endurance, coordination, and overall agility. It also encourages friendly competition, teamwork, and sportsmanship, as participants cheer for one another and strive to perform their best in a supportive environment. The game fosters resilience and determination, as players learn to recover quickly from mistakes and continue the race.

In the context of PATHFit 4, the Sack Race enhances balance, coordination, and lower-body strength while fostering enjoyment and active participation. It provides a culturally meaningful and engaging activity that supports

the development of fundamental movement skills, promotes social interaction, and encourages students to adopt an active and healthy lifestyle beyond the classroom.

Figure 36. *Sack Race Gameplay Illustration*



Note: The Sack Race gameplay illustrated represents a common form of play; however, rules, distance, and style of movement may vary depending on local practices and available space.

Table 21.*Sack Race Game Overview*

Component	Description
Game Name	Sack Race
Type of Game	Racing and hopping game
Number of Players	4–10 players
Playing Area	Open field or playground
Main Objective	Reach the finish line by hopping inside a sack

Table 22. *Sack Race Equipment Needed*

Equipment	Description
Sack	Used for hopping
Open playing area	Space for racing
Start/finish markers	Define race boundaries

Rules and Mechanics of the Game

The *Sack Race* is a traditional and recreational game that highlights balance, coordination, speed, and lower body strength. The game is typically played individually or in teams, with each participant provided a **sack (usually made of cloth or burlap)** large enough to fit both legs. A clear **starting line** and **finish line** are marked at a

reasonable distance apart, depending on the age and skill level of the players. Participants line up at the starting line, step inside their sacks, and hold the top edges firmly with both hands to keep the sack in place.

At the signal to start, players begin moving toward the finish line by **jumping or hopping** while inside the sack. Since running is not possible, participants must rely on rhythm, balance, and controlled movements to maintain speed without falling. Losing balance is a common challenge, so players must coordinate their body movements carefully while keeping both feet inside the sack at all times. Letting go of the sack or stepping out of it during the race may result in penalties or disqualification, depending on the agreed rules.

If a player falls during the race, they are allowed to stand up and continue from the point where they fell, provided they remain within their lane or designated path. In team relay variations, each participant completes a segment of the race before passing the sack to the next teammate. The first player or team to successfully reach the finish line while following all the rules is declared the winner. Fair play and proper conduct are emphasized throughout the game.

The *Sack Race* continues for one or multiple rounds, especially during events or competitions. It is a fun and engaging activity that promotes physical fitness, particularly leg strength, balance, and coordination, while also encouraging sportsmanship and enjoyment among participants. As with other traditional and recreational games, variations may exist depending on the setting, number of players, and specific event guidelines.

Safety Considerations

Safety Measure	Description
1. Soft Ground	Use grass or mats
2. Proper Spacing	Avoid collisions
3. Controlled Movement	Prevent unsafe hopping
4. Clear Path	Remove obstacles
5. Supervision	Monitor activity

Skills Developed

Skill Type	Skills Developed
1. Movement Skills	Hopping and balance
2. Motor Skills	Coordination and control
3. Fitness Components	Leg strength and endurance

Values Emphasized

Value	Description
1. Sportsmanship	Accepting results gracefully
2. Determination	Completing the race
3. Fair Play	Following rules
4. Enjoyment	Promoting fun and participation

Reflection Questions

- How did you maintain balance while hopping in the sack?
- What techniques helped you move faster and more efficiently?
- What challenges did you encounter during the race?
- How did you demonstrate sportsmanship during the activity?
- How can this game improve your endurance and coordination?
-

CHAPTER 5

Lesson Plans and Assessment

At the end of this chapter, students will be able to:

- Develop structured lesson plans aligned with PATHFit 4 objectives
- Apply performance-based assessment strategies in Physical Education
- Use rubrics to evaluate participation and skill performance
- Demonstrate the use of reflection journals and lifestyle mapping
- Analyze grading systems aligned with CHED Outcomes-Based Education (OBE)

Introduction

This chapter presents a comprehensive framework for instructional planning and assessment in the implementation of Larong Pinoy within PATHFit 4 (Physical Activity Towards Health and Fitness 4). It emphasizes the integration of culturally relevant physical activities with structured teaching strategies and outcomes-based assessment methods.

Grounded in the principles of Outcomes-Based Education (OBE) prescribed by the Commission on Higher Education (CHED), this chapter ensures that teaching-learning activities are aligned with clearly defined learning outcomes. It promotes a holistic approach to student development, focusing not only on physical competence but also on cognitive understanding, social interaction, and values formation.

The use of Larong Pinoy as a pedagogical tool provides an engaging and culturally meaningful context for learning. Through carefully designed lesson plans, performance-based assessments, and reflective practices, students are guided toward developing lifelong fitness habits and a deeper appreciation of Filipino cultural heritage.

Pre-Test

Directions: Read each item carefully and choose the letter of the correct answer.

1. What is the primary goal of PATHFit 4?
 - A. To develop competitive athletes
 - B. To promote lifelong physical activity
 - C. To focus on sports specialization
 - D. To improve academic performance
2. Which of the following best describes Larong Pinoy?
 - A. Modern international sports
 - B. Traditional Filipino games
 - C. Individual fitness exercises
 - D. Digital-based activities
3. Which fitness component is developed through chasing games like Patintero?
 - A. Flexibility
 - B. Agility
 - C. Balance
 - D. Coordination
4. What type of movement is primarily used in Dakpanay?
 - A. Non-locomotor
 - B. Manipulative
 - C. Locomotor
 - D. Static
5. Which value is most emphasized in Larong Pinoy?
 - A. Individualism
 - B. Competition only
 - C. Cooperation and teamwork
 - D. Isolation
6. Which game focuses on object control and accuracy?
 - A. Tigso
 - B. Tumba Lata
 - C. Tagu-taguan
 - D. Sack Race
7. What is the purpose of warm-up activities?
 - A. To end the session
 - B. To prevent injuries
 - C. To increase fatigue
 - D. To reduce participation
8. Which assessment measures actual performance in activities?
 - A. Written exam
 - B. Performance-based assessment

- C. Oral recitation
D. Essay
9. Which value refers to working together for a common goal?
A. Disiplina
B. Bayanihan
C. Respect
D. Courage
10. Which game involves jumping over an obstacle?
A. Patintero
B. Luksong Baka
C. Tigso
D. Tubig-Tubig
11. What is the main role of the teacher during gameplay?
A. Ignore students
B. Ensure safety and guide learning
C. Only observe silently
D. Focus only on scoring
12. Which component is part of a lesson plan?
A. Social media
B. Learning objectives
C. Entertainment
D. Games only
13. Which skill is developed in Labay Tunga?
A. Throwing accuracy
B. Running speed
C. Hiding
D. Jumping
14. What is the purpose of reflection journals?
A. To record attendance
B. To promote self-awareness
C. To grade students only
D. To measure speed
15. Which is a benefit of Larong Pinoy?
A. Increased sedentary behavior
B. Reduced interaction
C. Improved physical and social skills
D. Isolation

5.1 Sample PATHFit 4 Lesson Plans

Lesson planning is a critical component of effective teaching in physical education. In PATHFit 4, lesson plans must be structured, learner-centered, and aligned with specific competencies and outcomes. Each lesson integrates physical activity, skill development, and values formation, ensuring a balanced approach to learning.

Table 23. Essential Components of a PATHFit 4 Lesson Plan

Component	Description
Learning Objectives	Clearly defined, measurable outcomes aligned with PATHFit and CHED standards
Materials/Equipment	Resources required for the activity
Warm-up Activities	Preparatory exercises to prevent injury and enhance readiness
Main Activity	Core Larong Pinoy game emphasizing skill development
Skill Focus	Specific physical and motor skills targeted
Cool-down Activities	Recovery exercises and stretching
Assessment Strategy	Tools and methods used to evaluate learning outcomes
Values Integration	Values and attitudes developed during the activity

Expanded Sample Lesson Plan

Course: PATHFit 4

Topic: Patintero

Duration: 60 Minutes

Learning Objectives

At the end of the session, students will be able to:

1. Demonstrate basic skills in Patintero such as agility, speed, and coordination.
2. Apply game rules and strategies effectively during play.
3. Exhibit teamwork, cooperation, and sportsmanship.
4. Reflect on the importance of physical activity in maintaining health.

Table 24. Lesson Flow

Phase	Time	Activity	Description	Learning Focus
Warm-up	10 mins	Dynamic Exercises	Jogging, arm circles, leg swings	Injury prevention, flexibility
Motivation	5 mins	Introduction	Brief discussion of Patintero	Cognitive understanding
Main Activity	30 mins	Game Proper	Students play in teams	Skill development
Skill Integration	—	Tactical Play	Emphasis on strategy and teamwork	Decision-making
Cool-down	10 mins	Stretching	Static stretches and breathing	Recovery
Assessment	5 mins	Observation	Teacher evaluates performance	Performance-based learning

Instructional Strategies

- Demonstration and modeling
- Guided practice
- Cooperative learning
- Peer feedback
- Differentiated instruction

5.2 Performance-Based Assessment

Performance-based assessment is central to PATHFit 4 as it measures actual student performance in real-life physical activities. It shifts the focus from theoretical knowledge to authentic demonstration of skills and competencies.

Key Principles

- Authenticity: Tasks reflect real-life physical activities
- Validity: Measures intended learning outcomes
- Reliability: Consistent evaluation across students
- Fairness: Equal opportunities for all learners

Table 25. Expanded Assessment Criteria

Criteria	Beginning (1 pt)	Developing (2 pts)	Proficient (3 pts)	Advanced (4 pts)	Points Earned
Skill Execution	Performs movements with limited accuracy and control	Shows basic skills but inconsistent execution	Performs skills with acceptable accuracy and control	Demonstrates high level of accuracy, control, and consistency	____ /4

Participation	Rarely participates; needs constant prompting	Participates occasionally with encouragement	Participates regularly with minimal prompting	Fully engaged; actively participates and motivates others	____ /4
Effort	Shows minimal effort; easily gives up	Inconsistent effort; needs motivation	Shows consistent effort throughout activity	Demonstrates maximum effort and persistence at all times	____ /4
Teamwork	Shows limited cooperation; difficulty working with others	Occasionally cooperates with peers	Works well with others; demonstrates cooperation	Demonstrates excellent teamwork, leadership, and support	____ /4
Game Understanding	Limited understanding of rules and strategies	Basic understanding; needs guidance	Understands and applies rules correctly	Demonstrates strong strategic thinking and decision-making	____ /4

Table 26. Assessment Tools

Tool	Description	Key Indicators	Suggested Points	Points Earned
Observation Checklist	Teacher systematically records student performance during activities	Skill execution, participation, behavior, safety awareness	10 pts	____ /10
Performance Tasks	Evaluation through actual gameplay and demonstration of skills	Movement skills, strategy application, teamwork, game understanding	20 pts	____ /20
Peer Assessment	Students assess the performance of their classmates	Cooperation, communication, fairness, engagement	10 pts	____ /10
Self-Assessment	Students reflect on their own performance and learning	Effort, strengths, areas for improvement, goal setting	10 pts	____ /10
Anecdotal Records	Teacher documents observations of student progress over time	Behavioral changes, skill improvement, participation trends	10 pts	____ /10

Advantages of Performance-Based Assessment

- Encourages active learning
- Develops real-world skills
- Enhances motivation and engagement
- Promotes holistic development

5.3 Participation and Skill Rubrics

Rubrics provide a clear, structured, and objective basis for evaluation. They communicate expectations and help students understand how their performance is assessed.

Table 27. Detailed Participation Rubric

Level	Description	Indicators	Points	Points Earned
4 – Excellent	Consistently active, highly engaged, and	• Always participates actively in all activities • Shows enthusiasm and positive attitude • Takes initiative and	4 pts	____ /4

	demonstrates initiative	often leads or motivates peers • Responds immediately to instructions • Demonstrates strong commitment throughout the session		
3 – Proficient	Regularly participates and demonstrates good engagement	• Participates in most activities with minimal prompting • Follows instructions correctly • Shows willingness to engage • Maintains focus during activities • Demonstrates cooperative behavior	3 pts	____ /4
2 – Developing	Participates occasionally but requires encouragement	• Inconsistent participation • Needs reminders or encouragement to engage • Sometimes distracted during activities • Limited initiative • Participates only when prompted	2 pts	____ /4
1 – Beginning	Rarely participates and shows minimal engagement	• Shows little to no participation • Frequently off-task or disengaged • Does not follow instructions consistently • Displays lack of interest • Avoids involvement in activities	1 pt	____ /4

Table 28. Detailed Skill Rubric

Level	Description	Indicators
4 – Excellent	Highly skilled performance	Accurate, consistent, controlled
3 – Proficient	Good performance	Minor errors, generally consistent
2 – Developing	Basic performance	Inconsistent execution
1 – Beginning	Limited performance	Difficulty performing skills

Table 29. Holistic Assessment Rubric

Component	Criteria
Psychomotor	Movement skills, coordination
Cognitive	Understanding rules and strategies
Affective	Attitude, sportsmanship
Fitness	Endurance, strength, agility

5.4 Reflection Journals and Lifestyle Mapping

Reflection is essential in developing self-awareness and lifelong fitness habits. It allows students to internalize their learning experiences.

Reflection Journals

Students maintain journals to document their learning experiences and personal growth.

Expanded Guide Questions

- What skills did you improve today?
- What challenges did you encounter and how did you overcome them?
- How did the activity contribute to your physical fitness?
- What values did you demonstrate during the activity?
- How can you apply what you learned to your daily lifestyle?

Table 30. Assessment of Reflection Journals

Criteria	Description
Depth of Reflection	Insightful and meaningful responses

Clarity	Clear expression of ideas
Relevance	Connection to lesson objectives
Consistency	Regular journal entries

Lifestyle Mapping

Lifestyle mapping enables students to evaluate and improve their physical activity habits.

Table 31. Lifestyle Mapping Template

Component	Description
Daily Activity Record	Logs of physical activities
Fitness Goals	Specific, measurable goals
Barriers	Identified challenges
Action Plan	Strategies to improve lifestyle
Progress Monitoring	Tracking improvements

Benefits

- Promotes self-regulation
- Encourages goal setting
- Develops responsibility for health
- Supports lifelong fitness

5.5 Grading System Aligned with CHED Outcomes

The grading system follows the Outcomes-Based Education (OBE) framework, ensuring alignment between learning outcomes, teaching methods, and assessment.

Table 32. Proposed Grading Distribution

Component	Percentage	Description
Performance Tasks	40%	Skills demonstration and gameplay
Participation	30%	Engagement and involvement
Reflection Outputs	20%	Journals and lifestyle mapping
Written Assessments	10%	Quizzes and knowledge checks

CHED-Aligned Learning Outcomes

Outcome	Description
Physical Competence	Demonstrates proficiency in movement skills
Active Lifestyle	Engages in regular physical activity
Social Responsibility	Practices teamwork and respect
Self-awareness	Reflects on personal health behaviors

Table 33. Alignment Matrix

Activity	Outcome Addressed	Assessment Tool
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Larong Pinoy Games	Physical Competence	Performance Tasks
Group Activities	Social Responsibility	Observation
Reflection Journals	Self-awareness	Written Output
Lifestyle Mapping	Active Lifestyle	Portfolio

Table 34. Grading Scale

Grade	Description
90–100	Excellent
85–89	Very Good
80–84	Good
75–79	Satisfactory
Below 75	Needs Improvement

Post-Test

Directions: Read each item carefully and choose the best answer.

- Why is Larong Pinoy effective in promoting lifelong physical activity?
 - It requires expensive equipment
 - It is culturally relevant and enjoyable
 - It focuses only on competition
 - It limits participation
- A student consistently avoids participation in games. Which strategy is most appropriate?
 - Ignore the student
 - Encourage inclusive and supportive activities
 - Remove the student
 - Punish immediately
- Which scenario shows bayanihan?
 - A player competes alone
 - Teammates help each other succeed
 - A player ignores others
 - A player cheats
- In Patintero, what is the best strategy for success?
 - Running without planning
 - Coordinated teamwork and timing
 - Avoiding participation
 - Standing still
- Which fitness component is most improved in Sack Race?
 - Flexibility
 - Balance and leg strength
 - Reaction time
 - Accuracy
- A teacher modifies a game for beginners. This demonstrates:
 - Competition
 - Differentiated instruction
 - Punishment
 - Isolation
- Which assessment tool involves students evaluating themselves?
 - Peer assessment
 - Self-assessment
 - Observation
 - Performance task
- Which best describes performance-based assessment?
 - Memorization
 - Demonstration of skills
 - Writing essays
 - Listening only
- A student helps teammates during the game. This shows:
 - Individualism
 - Teamwork
 - Competition only
 - Isolation
- Which movement is dominant in Tagu-taguan?
 - Throwing
 - Jumping
 - Running and hiding
 - Balancing
- Why is safety important in physical activities?
 - To stop participation

- B. To prevent injuries
- C. To reduce fun
- D. To limit movement
- 12. Which is an example of manipulative skill?
 - A. Running
 - B. Throwing
 - C. Jumping
 - D. Standing
- 13. Which activity promotes emotional well-being?
 - A. Isolation
 - B. Play-based activities
 - C. Sedentary behavior
 - D. Stress
- 14. Reflection helps students to:
 - A. Ignore learning
 - B. Understand and improve performance
 - C. Avoid activities
 - D. Focus only on grades
- 15. Why is Larong Pinoy important in education?
 - A. It removes culture
 - B. It promotes cultural identity and active living
 - C. It limits learning
 - D. It replaces academics

GLOSSARY

This glossary provides definitions of key terms used throughout the book to support student understanding of physical education concepts, traditional Filipino games, and movement skills.

Term	Definition
Agility	The ability to move quickly and change direction efficiently while maintaining control of the body.
Balance	The ability to maintain body stability during movement or while stationary.
Bayanihan	A Filipino cultural value that emphasizes cooperation, unity, and helping one another to achieve a common goal.
Cardiovascular Endurance	The ability of the heart and lungs to supply oxygen to the body during sustained physical activity.
Chinese Garter	A traditional Filipino game that involves jumping over an elastic garter set at increasing heights.
Coordination	The ability to use different parts of the body smoothly and efficiently together.
Dakpanay	A traditional Filipino chasing game where players avoid being tagged by a designated chaser.
Disiplina (Discipline)	The ability to follow rules, control behavior, and act responsibly during activities.
Endurance	The ability to sustain physical activity over a period of time without excessive fatigue.
Fair Play	The practice of playing honestly, respecting rules, and showing respect for opponents and teammates.
Flexibility	The ability of joints and muscles to move through a full range of motion.
Game Strategy	A planned approach or method used by players or teams to achieve success in a game.
Health-Related Fitness	Components of fitness related to overall health, including endurance, strength, flexibility, and body composition.

Term	Definition
Larong Pinoy	Traditional Filipino games that reflect the country's culture, values, and social practices.
Lesson Plan	A structured guide used by teachers to organize instruction, activities, and assessments.
Locomotor Skills	Movements that transport the body from one place to another, such as running, jumping, and hopping.
Luksong Baka	A traditional Filipino game involving jumping over a player acting as an obstacle.
Luksong Tinik	A traditional Filipino jumping game where players leap over hands and feet arranged as obstacles.
Manipulative Skills	Movements that involve controlling objects using hands, feet, or other body parts, such as throwing and catching.
Non-Locomotor Skills	Movements performed without traveling, such as bending, stretching, and twisting.
Obesity Prevention	Efforts to reduce excessive body fat through physical activity and healthy lifestyle practices.
Outcomes-Based Education (OBE)	An educational approach that focuses on achieving specific learning outcomes or competencies.
Participation	Active involvement in physical activities and games.
Patintero	A traditional Filipino game played on a grid where players attempt to cross lines without being tagged.
Performance-Based Assessment	Evaluation method where students demonstrate skills through actual performance or tasks.
Physical Activity	Any bodily movement that requires energy expenditure.
Physical Fitness	The ability to perform daily activities efficiently without undue fatigue.
Physical Literacy	The motivation, confidence, physical competence, knowledge, and understanding to engage in physical activities for life.
Reaction Time	The ability to respond quickly to a stimulus.
Reflection Journal	A tool used by students to record thoughts, experiences, and learning from activities.
Respect	Showing consideration and courtesy toward others during activities.
Safety Precautions	Measures taken to prevent injuries during physical activities.
Sack Race	A game where participants hop inside a sack to reach the finish line.
Skill Execution	The ability to perform a movement accurately and efficiently.
Social Interaction	Communication and cooperation among individuals during activities.
Speed	The ability to move quickly from one point to another.
Sportsmanship	Demonstrating fairness, respect, and gracious behavior in both winning and losing.
Strategy	A plan or technique used to achieve a goal in a game or activity.
Tagu-Taguan	A traditional Filipino hide-and-seek game.
Teamwork	The ability to work effectively with others to achieve a common goal.
Tigso	A traditional Filipino tagging game that involves speed and agility.

Term	Definition
Tubig-Tubig	A Filipino game where players move between safe zones while avoiding being tagged.
Tumba Lata	A traditional Filipino game where players knock down cans and attempt to restack them while avoiding being tagged.
Values Formation	The development of positive attitudes, behaviors, and ethical principles through participation in activities.
Warm-Up	Light physical activity performed before exercise to prepare the body and reduce the risk of injury.

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Bringing Filipino Tradition into Modern Physical Education

Larong Pinoy: A Culturally-Responsive Approach to Physical Activity for PATHFit 4 is a comprehensive textbook that integrates traditional Filipino games into contemporary Physical Education. Grounded in cultural heritage and aligned with the Commission on Higher Education (CHED) PATHFit framework, this book promotes physical literacy, active lifestyles, and holistic development among learners in higher education.

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◆ About the Author ◆

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ISBN 978-621-507-414-2



9 786215 074142

ISBN 978-621-507-414-2