

# Philippine Games for Physical Education

**Utilizing and Maximizing Philippine Games  
in Different Levels**

UNIVERSITY OF THE PHILIPPINES  
COLLEGE OF HUMAN KINETICS

National Institute of Physics  
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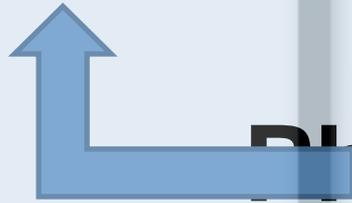
Prof. Jo-ann G. Grecia  
College of Human Kinetics

A stylized human figure in green and brown, positioned within a rounded square frame. The figure is depicted in a dynamic, athletic pose, possibly representing a runner or a person in motion. The figure is semi-transparent, allowing the text below to be visible through it.

# Philippine Games for Physical Education

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Associated with  
the Philippines



**Philippine Games for**  
**Physical Education**

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*Filipino  
generic  
term for all  
forms of  
recreational  
play*

**Larô**

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*Group of games that take place during wakes, festivals, and town fiestas*

***Pálarô***



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# LECTURE NA NAMAN?!!!!

- YES!!!! ☹️ (to a certain extent)
- NO!!!! 😊 (palakpakan)

# Objectives

- To know about the nature and purpose of games, types of game designs, and others
- To learn how to utilize and maximize Philippine games in Physical Education
- ***TO PLAY AND HAVE FUN!!!!*** 😊

But we'll get to know  
one another first...

Think of a childhood  
game you really  
love....

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Share this to the  
person beside you

**How was the sharing?**

**Was it fun?**

**Did you somehow  
wish you were still a  
kid playing in the  
streets again?**

**That is the beauty of**

# Play and the

- Play is a fundamental human activity.
- Play is the most serious thing to a child, and also the most fun.
- Play is part of growth.
- Play introduces the child to various things in the world.
- Play spans across the lifespan.

# Games and Playing

## ✓ Enjoyment

## Games

Most people, if not all, want to enjoy!

## ✓ Competition

Some children love to compete; others don't.

Games can be competitive without producing negative experiences associated with making the team lose or being “*patalo*.”

***Emphasize on enjoying the game; the end score does not need to be emphasized always.***

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# Concerns in Utilizing Philippine Games for Different Levels

Elementary	High School	College
<p>Improvement of movement skills (locomotor, non-locomotor, manipulative, sports) Safety</p>	<p>Increasing interest in playing games usually associated with being a child</p> <p>Safety and self-consciousness</p>	

# The Nature of Games

- **Games always seem to take us back.**
  - *childhood memories of playing for long hours in the streets or in school*
  - *playing games taught by somebody or making up our own games or playing organized games like volleyball, etc*
- **Games have a lot to offer.**
  - *friendship, skills practice, teamwork, and sheer excitement of playing*

# The Nature of Games

- **Games can be modified.**

- *We make games fit us, rather than fitting ourselves to games.*

*Examples:*

- ✓ *Improvise equipment and materials*

- ✓ *Play with minimum or exceeding number of players*

- ✓ *Modify or eliminate certain rules based on preferences*

# The Purpose of Games

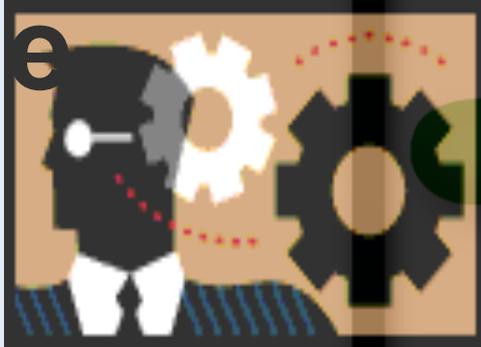
**To help children apply the cognitive, affective, and psychomotor skills they have acquired to become competent and knowledgeable**

*Our task is to provide experiences that allow this to happen.*

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# Learning Domains

**Cognitiv**



**Affectiv**



**Psychomot**



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# Games and their

- Encourages students to interact with one another spontaneously
- Motivates students
- It's fun! 😊



# Games and their

- Focus is on the student with the teacher just orchestrating
- Allows the entire class to participate
- Easy to administer
- Can be modified to fit ANY age group or grade

# The Content of Games

1. Derived largely from ***manipulative skill themes***, combined with *traveling, chasing, fleeing, and dodging*
2. Strategies – making decisions; focus is ***when*** to use a skill appropriately
3. Social skills – engaging in responsible behavior

# The Process of

## • Types of Games Design

1. Predesigned
2. Modified Predesigned
3. Teacher-designed
4. Teacher/child-designed
5. Child-designed

# Types of Games Design

- 1. Predesigned** – those described in textbooks or learned in classes and taught to children without modifications.
- ✓ Step-by-step
  - Few predesigned games are appropriate to all children in class.
    - games that are very physical in nature are probably not the first choice of PE teachers in Elementary
- e.g., *Bihagan*

# Types of Games Design

## 1. Predesigned

- A few skilled children dominate these games whereas others are minimally involved.

e.g., *Agawang Base* or *Moro-moro*

# Types of Games Design

2. **Modified Predesigned** – can be used to suit a particular class
- ✓ Rules can be changed, the equipment used, the number of players involved, the playing area, or the skills involved.
  - ✓ One at a time, aspect of the game can be modified.
  - ✓ Good rule: *change or eliminate anything that impedes or slows the flow of the game*
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# Power of Variations/ Modifications

**Variation** - a partial change in form or qualities of a thing;  
modification

- ✓ Why make variations?
- ✓ If games can be changed/modified, which components of games should be modified?

# Power of Variations/

## Modifications

✓ Why the need to adapt or modify Philippine games?

- Games are not sacred; kids are. If a game is not appropriate for a single player, it is worth examining and altering to accommodate that player.

- Games are for everyone, but not all games – at least not in their “traditional” configuration.

# Power of Variations/ Modifications

- ✓ Why the need to modify games?
  - to increase the level of excitement; to challenge players
  - to accommodate all players; to eliminate idleness
  - to apply more appropriate and/or dynamic mechanics if original ones do not work effectively
  - to combine aspects of other games

# Power of Variations/ Modifications

## ✓ Components of Games

- number and function of players
- equipment and space requirement
- movements (what, who, when, where, how)
- organization (game formation)
- limitations or rules
- purposes/goal

# Types of Games Design

Aspects	Possible Changes
Players	Reduce/increase number of players
	Mix skill levels
Player Mov' ts	Change/restrict/allow some movements
Equip' t	Modify equipment
Org' n	Defined or random
Space	

# Types of Games Design

Aspects	Possible Changes
Rules	Omit rules that restrict flow
	Add rules to enhance chances
	Change rules to change the chances of playing (scoring, elimination of players)
Skills	Increase/reduce number of skills involved

Jack n' POY

**Teka, taym  
pers!!!!**

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**Aqawan na**

# Types of Games Design

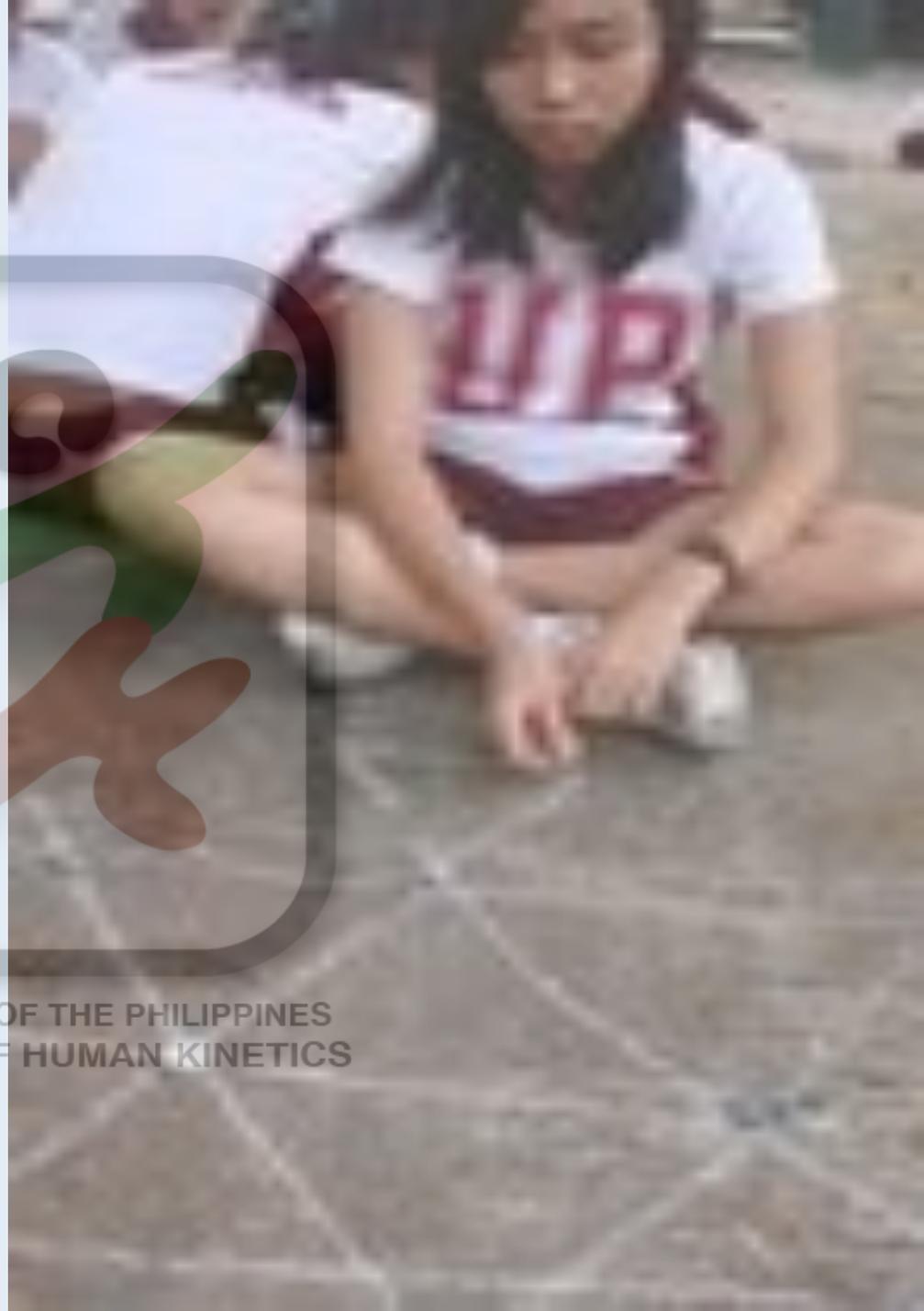
3. **Teacher-designed** – teachers may design games that satisfies a specific goal
4. **Teacher/Child-designed** – the teacher presents the purpose and restrictions of the game
  - ✓ The children and teacher then work cooperatively to decide the rules, scoring, and equipment to be used.
  - ✓ The teacher serves as a facilitator and helps children modify the rules.

# Types of Games Design

5. **Child-designed** – many games are played at the same time or one which is decided/agreed upon.
- ✓ The teacher is assisting children to develop different games.
  - ✓ Children typically choose to be with other of the same ability.
  - ✓ ***All games are invented!***

**Taym  
pers,  
na  
nam**

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# Utilizing and Maximizing Philippine Games

- Decide on a Type of Game Design that you think you can maximize
- Think of a Philippine Game appropriate for your class – number of students, venue, age, resources, etc

E.g. small number of students – individual games/group games comprising of small number of players

# Utilizing and Maximizing Philippine Games

- Philippine Game appropriate for a class of 25 students, ages 7-8 years, inside a 20x20 ft classroom

*Stationary games/individual or group games that requires minimal running*

e.g. Sungka, jackstone, agawang panyo

# Maximize Philippine Games for Different

Elementary	High School	College
Children to facilitate with the help of teacher	Students reporting games with their own variations	Students facilitating Philippine games tournament
Children to make simple to complicated variations in games	Students inventing games and teaching them to their classmates	

# What to Think About

- Try to pick a game that would keep everyone involved. Games work best when all the students are interested and involved.
- The game should be a friendly competition. Students would compete as a team usually or as individuals.

# Did you have fun?

## What we want you to do

- Try to appreciate the effect of games inside and outside the classroom.
- Try to enjoy playing with students.
- Try to be your child-like selves.



**Thank you and  
good day!!!!**

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