



Republic of the Philippines
Department of Education

29 DEC 2021

DepEd ORDER
No. **060** s. 2021

**GUIDELINES ON GALAW PILIPINAS:
THE DEPED NATIONAL CALISTHENICS EXERCISE PROGRAM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on Galaw Pilipinas: The DepEd National Calisthenics Exercise Program**, which aims to (a) promote an active lifestyle for Filipinos that will benefit both their physical and socio-emotional well-being; (b) improve strength, flexibility, cardio-vascular endurance, coordination, and balance; (c) enhance cultural awareness by integrating Philippine cultures in the calisthenics exercises; and (d) inculcate nationalism, unity, and discipline.
2. The enclosed guidelines set therein, to be implemented in public and private schools/community learning centers, shall promote an active lifestyle, inculcate positive values, and counter sedentary living. State and local colleges and universities, as well as other higher educational institutions offering basic education, are encouraged to adopt these guidelines.
3. All DepEd Orders and other related issuances, rules and regulations, and provisions, which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
4. For more information, please contact the **Bureau of Curriculum Development**, 3rd Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bcd.od@deped.gov.ph or at telephone number (02) 8633-7267.
5. This Order shall take effect immediately upon its approval.

6. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:
As stated

Reference:
None

To be indicated in the Perpetual Index
under the following subjects

POLICY
PROGRAMS
RULES AND REGULATIONS
SCHOOLS



To authenticate this document,
please scan the QR code



DEPED-OSEC-452782



GUIDELINES ON GALAW PILIPINAS: THE DEPED NATIONAL CALISTHENICS EXERCISE PROGRAM

I. RATIONALE

The Department of Education (DepEd) recognizes the crucial role that physical activity plays in the lives of Filipino learners. This is pursuant to Article XIV, section 19 of the 1987 Philippine Constitution, which declares that the “state shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry.”

Further, the Department recognizes the UNESCO International Charter of Physical Education, Physical Activity, and Sports. It emphasizes that resources, authority and responsibility for physical education, physical activity, and sport must be allocated without discrimination on the basis of gender, age, disability or any other basis to overcome the exclusion experienced by vulnerable or marginalized groups. Likewise, it acknowledges that cultural diversity in physical education, physical activity, and sport forms part of humanity’s intangible heritage and includes physical play, recreation, dance, organized, casual, competitive, traditional and indigenous sports and games. Lastly, it recognizes that physical education, physical activity, and sport can bring a variety of individual and societal benefits, such as health, social and economic development, youth empowerment, reconciliation, and peace.

Thus, physical education provides for the inclusion of fitness and movement education in the K to 12 Basic Education Program. It includes values, knowledge, skills, and experiences in physical activity participation to achieve physical fitness, maintain a healthy lifestyle, and obtain optimum health. It aims to instill an understanding of the importance of being physically fit so that the learner can translate physical fitness knowledge into action. In addition, this curriculum recognizes that fitness and healthy physical activity behaviors shall take the family and other environmental settings (e.g., school/community learning center, community, and larger society) into consideration.

However, despite the inclusion of physical education in the curriculum, physical inactivity or sedentary living is still prevalent especially among children and youth. This kind of lifestyle is linked to several diseases and conditions such as obesity. The World Health Organization (WHO) (2019) reported that about 13% of the world’s adult population (11% of men and 15% of women) were obese in 2016. Meanwhile, an estimated 38.2 million children under the age of 5 years were overweight or obese in 2019 and almost half of them lived in Asia. In the Philippines, the 2018 Expanded National Nutrition Survey (ENNS) by the Department of Science and Technology-Food and Nutrition Research Institute (DOST-FNRI) (2020) indicates that the national estimate for overweight children significantly increased from 8.6% in 2015 to 11.7% in 2018, following an increasing trend of overweight and obesity through the years. Among pre-

adolescent and adolescent children, the prevalence of overweight and obesity continue to rise over the years with the current estimate at 11.6%.

The current COVID-19 pandemic has contributed to the reduced level of physical activity. In Shanghai, China, for example, the pandemic has significant effects on children and adolescents' physical and mental health due to the prolonged school closures and home confinement (Xiang, Zhang, & Kuwahara, 2020). Screen time considerably increased during the pandemic in total +1730 minutes or approximately 30 hours per week on average. Screen time during leisure was also prolonged, indicating that nearly a quarter of students engaged in long screen time for leisure.

Given the discussions, the promotion of physical fitness and healthy lifestyle has become even more relevant and essential. One avenue of promoting physical fitness and healthy lifestyle among learners is by doing calisthenics. This is seen to improve the overall physical development of learners particularly the strength level of school children (Santos, et al., 2015). In addition, the merit of calisthenics in elementary and secondary schools/CLCs is realized throughout the world as it is economical (requiring minimal to no equipment), requires minimal space, and is easy to learn.

The Department, therefore, establishes the promotion and implementation of *Galaw Pilipinas*, as the national calisthenics, to achieve an active lifestyle among all types of learners in all key stages. It is a 4-minute calisthenics routine which shall contribute to the 60 minutes of moderate to vigorous physical activity (MVPA) prescribed daily for children 5-17 years of age (WHO Physical Activity Guidelines, 2020).

Galaw Pilipinas was developed through a series of workshops spearheaded by the Bureau of Curriculum Development. Participants who served as developers were PE supervisors and Special Program in Sports implementers bringing with them rhythmic movements/exercises inspired by folk dances and tribal/festival movements in their respective regions. These movements are inspired by Philippine folk dances which include Rigodon Royale, Tinikling, and Maglalatik, among others; and festivals particularly Sinulog, Higalaay, Kalilang, and the like. Arnis stances such as strikes are also integrated in the calisthenics in recognition of Arnis as the Philippine national martial art and sport. Meanwhile, select Special Program in the Arts implementers provided the original composition with vocals and instrumentals to serve as the official music of the calisthenics. Finally, to ensure the quality of the calisthenics routine, it was developed, validated, and finalized with the help of different experts from the field, academe, and physical fitness associations.

II. SCOPE OF THE POLICY

This policy contains the Guidelines on *Galaw Pilipinas* as DepEd's national calisthenics which shall be part of the daily exercise routine in class and be performed every flag ceremony, flag retreat, or start of the first class. This calisthenics shall replace the different dances or exercises performed by learners during school-initiated activities. It consists of simple steps inspired by folk dances or tribal/festival movements and some fundamental arnis stances to be performed by learners in the Public and Private Elementary Schools, Junior High

Schools, and Senior High Schools, along with the entire DepEd community. State and local colleges and universities, as well as other higher educational institutions offering basic education, are encouraged to adopt these guidelines.

III. DEFINITION OF TERMS

These guidelines shall use the following terms and their corresponding definitions as follows:

- a. **Balance** is the maintenance of equilibrium while stationary or moving.
- b. **Calisthenics** are strength training exercises that involve large muscle groups and require minimal to no use of equipment.
- c. **Cardio-vascular endurance** is the ability of the heart, lungs, and blood vessels to deliver oxygen to working muscles and tissues as well as the ability of those muscles and tissues to utilize oxygen.
- d. **Coordination** is the ability to use the senses with the body parts to perform motor tasks smoothly and accurately.
- e. **Flexibility** is the ability of the joints and muscles to move through its full range of motion.
- f. **Galaw Pilipinas** is DepEd's national calisthenics exercise program which shall be part of the daily exercise routine in the school/CLC. This shall replace the different dances or exercises performed by learners during flag raising ceremony or flag retreat or school-initiated activities.
- g. **Physical Fitness** is the ability to do one's work without fatigue and still have enough energy reserved to respond to any emergency.
- h. **Strength** is the ability of the muscles to generate force against physical objects.

IV. POLICY STATEMENT

The Department of Education commits itself to the holistic development of learners, thereby asserting the crucial role that physical activities play in the total wellness and character formation of the learners. In particular, the Department recognizes the vital role of Galaw Pilipinas in promoting an active lifestyle, inculcating positive values, and countering sedentary living among learners. Galaw Pilipinas shall then be anchored on the curriculum standards of Physical Education, and teachers in other learning areas are enjoined to integrate it in relevant learning competencies. Further, Galaw Pilipinas emphasizes the components of physical fitness such as strength, flexibility, cardio-vascular endurance, coordination, and balance.

The national calisthenics Galaw Pilipinas aims to:

1. promote active lifestyle among Filipinos that will benefit both their physical and socio-emotional well-being;

2. improve strength, flexibility, cardio-vascular endurance, coordination, and balance;
3. enhance cultural awareness by integrating Philippine cultures in the calisthenics exercise; and
4. inculcate nationalism, unity, and discipline.

V. PROCEDURE

1. In order to achieve the desired results of performing Galaw Pilipinas, the following are hereby provided to guide the teachers for its effective implementation:

- a. Galaw Pilipinas Logo



The logo is designed to help identify Galaw Pilipinas as the national calisthenics exercise. The torch and flame symbolize quality education with the learners at the center developing both their physical and socio-emotional well-being. The four rays represent the Department's core values—*maka-Diyos*, *makatao*, *makakalikasan*, and *makabansa*. Lastly, the *Baybayin*, as one of the ancient indigenous scripts, reflects the appreciation of the rich Philippine culture, thereby symbolizing the inculcation of nationalism among Filipino learners.

The logo shall be utilized by the Central Office, Regional Offices, Schools Division Offices, and schools in bulletin boards, publications, presentations, T-shirt printing, stationeries, and the like in the promotion of Galaw Pilipinas. The Galaw Pilipinas Manual shall indicate the specifications, use, and other details about the logo. A high-definition version of the logo may be provided upon request and approval. However, the Department shall prohibit the use of the logo for commercialization by unscrupulous entities.

To further promote the merit of Galaw Pilipinas, the symbolism of the logo shall be taught to learners during PE classes.

- b. Galaw Pilipinas shall be performed by all elementary and secondary learners under any of the learning delivery modalities. During face-to-face learning, Galaw Pilipinas shall be performed by the learners and the entire school community in every flag raising ceremony, flag retreat, or before the start of the class. Likewise, Galaw Pilipinas shall be part of demonstration activities, school foundation day, and other school/CLC-initiated activities. However, given the

challenges and risks brought by COVID-19, carefully planned health standards and stringent enforcement shall be observed to ensure the safety of the learners, teachers, other stakeholders, and community. Under the distance learning delivery modality, Galaw Pilipinas shall be performed by all learners as stipulated in the weekly home learning plan provided by the teachers.

c. The learners are advised to wear comfortable clothes when performing Galaw Pilipinas. When face-to-face classes resume, learners may wear their P.E. uniforms (if available) or jogging pants, t-shirt, and rubber shoes.

d. The steps/movement patterns shall be taught during PE classes to highlight proper execution whether in face-to-face or distance learning delivery modality. The origin/history of these movements shall also be taught to enhance cultural awareness among learners.

e. To ensure inclusivity, the intensity of the execution of Galaw Pilipinas shall vary according to the type of learners and their key stages. Further, in consideration of the needs and contexts of learners with disabilities (LWDs), the steps/movements may likewise be modified. It is envisioned that eventually Filipinos will familiarize themselves with the calisthenics routine and be able to perform them anywhere they are.

f. Galaw Pilipinas promotional and tutorial videos shall be made available to the offices and schools through this link: <https://tinyurl.com/DepED-Galaw-Pilipinas> and other learning platforms such as DepEd Official Facebook Page and Learning Resources (LR) Portal, DepEd TV, and Radio Based Instruction (RBI).

2. The roles and responsibilities are as follows:

a. Central Office (CO)

- i. The Curriculum and Instruction (CI) Strand, through the Bureau of Curriculum Development (BCD), shall address queries, clarifications, and complaints and provide technical assistance and coaching on the implementation of the guidelines at the national, regional, division, and school levels.
- ii. The CI Strand, through BCD, shall develop and release a manual to serve as a comprehensive guide to the field in the implementation of Galaw Pilipinas.
- iii. The Publication Affairs Service shall assist in the preparation of Information, Education, and Communication (IEC) materials which include the digital version of Galaw Pilipinas Logo.

b. Regional Office (RO)/Schools Division Office (SDO)

- i. The Curriculum and Learning Management Division (CLMD)/Curriculum Implementation Division (CID) shall oversee the integration of this policy in curriculum and learning. In addition, it shall coordinate with the Field Technical Assistance Division (FTAD)/Schools Governance Operations Division (SGOD) for the provision of technical assistance and coaching to the division

- supervisors in-charge of Music, Arts, Physical Education, and Health (MAPEH)/school/CLC implementers.
- ii. They shall consolidate and submit the Monitoring and Evaluation (M&E) reports of the schools/Schools Division Offices (SDOs) to the CO, through the Bureau of Curriculum Development.
- c. School
- i. The school head shall guarantee that all types of learners, teaching and non-teaching staff, and the parents/guardians properly execute the steps of Galaw Pilipinas regardless of the learning delivery modalities. He/She shall ensure that parents are assisted by teachers in teaching the steps to their child/ren during distance learning.
 - ii. He/She shall provide technical assistance to the teachers and document evidence of progress on the cognitive development and physical and socio-emotional wellness of the learners.

Across all governance levels, the provisions of DepEd Order No. 40, s. 2012 (DepEd Child Protection Policy) and DepEd Order No. 55, s. 2013 (Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627 Otherwise Known As The Anti-Bullying Act of 2013) shall be observed in the implementation of this policy.

VI. MONITORING AND EVALUATION

1. The School Head shall hold Learning Action Cell (LAC) sessions with teachers on the implementation of this policy. He/She shall conduct M&E as well as gather feedback from all concerned internal and external stakeholders on the implementation of this policy to further enhance its provisions and effectiveness. Moreover, teachers can generate feedback from parents/official guardians on the policy's effectiveness once face-to-face classes resume. Learners shall submit a video/picture while doing the Galaw Pilipinas.
2. The Curriculum and Learning Management Division (CLMD) and Curriculum Implementation Division (CID) shall conduct M&E in their level to gather feedback from all concerned internal and external stakeholders on the implementation of this policy to further enhance its provisions and effectiveness and provide technical assistance to school heads through coaching, where necessary.
3. The Department of Education, through the Bureau of Curriculum Development (BCD), shall continuously gather feedback from all concerned internal and external stakeholders on the implementation of this policy to further enhance its provisions and effectiveness.
4. After a year of implementation, a study shall be conducted to determine its initial outcome on the physical and socio-emotional development of learners and its effect on the learning process in the different learning delivery modalities.

5. After three years of implementation, a study shall be conducted to identify its impact on the academic performance and on the physical and socio-emotional development of learners.

VII. REFERENCES

An Act Declaring Arnis as the National Martial Art and Sport of the Philippines, Republic Act No. 9850 (2009).

Department of Education. *DepEd Child Protection Policy*, DepEd Order No. 40, s. 2012. Pasig City: DepEd Orders, 2012.

Department of Education. *Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627 Otherwise Known As The Anti-Bullying Act of 2013*, DepEd Order No. 55, s. 2013. Pasig City: DepEd Orders, 2013.

Department of Education. *Policy Guidelines on the K to 12 Basic Education Program*, DepEd Order No. 21, s. 2019. Pasig City: DepEd Orders, 2019.

Department of Education. *Revised Physical Fitness Test Policy*, DepEd Order No. 34, s. 2019. Pasig City: DepEd Orders, 2019.

Department of Science and Technology-Food and Nutrition Research Institute. 2020. *Philippine Nutrition Facts and Figures: 2018 Expanded National Nutrition Survey (ENNS)*. [http://enutrition.fnri.dost.gov.ph/site/uploads/2018 ENNS Facts and Figures.pdf](http://enutrition.fnri.dost.gov.ph/site/uploads/2018_ENNS_Facts_and_Figures.pdf)

Mi Xiang, Zhiruo Zhang, and Keisuke Kuwahara (2020) Impact of COVID-19 Pandemic on Children and Adolescents' Lifestyle Behavior Larger than Expected. National Center for Biotechnology Information, U.S. National Library of Medicine. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7190470/>

Official Gazette of the Republic of the Philippines. "The 1987 Constitution of the Republic of the Philippines – ARTICLE XIV." Accessed August 31, 2021. <https://www.officialgazette.gov.ph/constitutions/1987-constitution/>

Santos, D. D., De Oliveira, T., Pereira, C. A., Bocalini, D. S., Rica, R. L., Rhea, M. R., Teixeira, C. L. (2015). Does a Calisthenics-Based Exercise Program Applied in School Improve Morphofunctional Parameters in Youth? *Journal of Exercise Physiology*, 18(6). Retrieved August 28, 2021, from <https://www.asep.org/index.php/resources/jep-online/>.

United Nations Educational Scientific and Cultural Organization (UNESCO). International Charter of Physical Education, Physical Activity and Sport. Preamble https://www.myscd.gov.zm/?wpfb_dl=40

World Health Organization (WHO). Physical Activity (2020). <https://www.who.int/news-room/fact-sheets/detail/physical-activity>

World Health Organization (WHO). Obesity and Overweight (2019). <https://www.who.int/news-room/fact-sheets/detail/obesity-and-overweight>

VIII. EFFECTIVITY

This policy will take effect immediately upon its publication through the DepEd website. This shall be filed with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.