

RESOURCE BOOK FOR TEACHING PHYSICAL EDUCATION
AND SCHOOL SPORTS IN SAMAR REGIONAL
SCHOOL OF FISHERIES

A Master's Thesis Presented to
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In Partial Fulfillment
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Master of Arts In Physical Education
Instruction and Supervision.

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN PHYSICAL EDUCATION, INSTRUCTION AND SUPERVISION**, a thesis hereto attached entitled **"RESOURCE BOOK FOR TEACHING PHYSICAL EDUCATION AND SCHOOL SPORTS IN SAMAR REGIONAL SCHOOL OF FISHERIES**, prepared and submitted by **JANET LOPEZ MACOPIA**, who having passed the comprehensive examination, is hereby recommended for Oral Examination.

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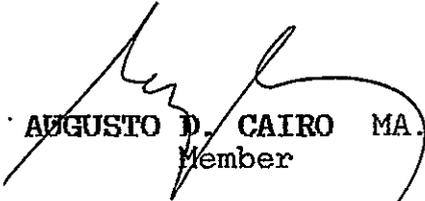
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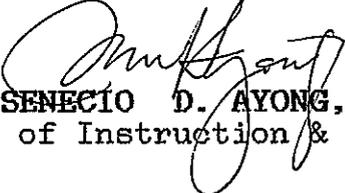

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Finally, to my beloved husband, Freddie, Children, Kate Ivy, Karen Rizel, Fritz Loy-loy whose love and deep concern have encouraged her to face the challenges she had encountered.

JANET LOPEZ MACOPIA

DEDICATION

This humble piece of work

is lovingly dedicated to

my husband

Freddie,

and children,

Kate Ivy

Karen Rizel, and

Fritz Loy-loy

Janet

ABSTRACT

The main purpose of this study is to investigate the physical fitness, skills, deficiencies level, problems, needs and attitudes of first and second year college students enrolled during the school year 1009-1991 at the Samar Regional school of Fisheries, Catbalogan, Samar and to involve a skill-focused Resource Book for teaching Physical Education and School Sports (PESS) among first and second year college students of the school under study. The study used the descriptive-developmental research design. The mean weighted frequency scores on physical fitness skills/activities of first and second year college students as perceived by their physical education teachers is 5.55 qualitatively described as very good. These findings imply that their students are very good in such skills/activities however, even with this performance more exercises, games and sports activities can be presented to optimize fitness development of the students. The obtained mean face validity score is 3.92, this is interpreted as a very high validity level. This implies that the face value of the Resource Book developed in the study is okay. The physical education students are still deficient in swimming, diving, floating, running, sculling, pike, reaching, 15 minute run, lifting, speed, bathing, smashing, offense, stance, passing, dribbling, blocking, bunting. For the recommendation, subject the Resource Book to pilot test, field test or expert study to further determine its effectiveness. Allocate funds for the publication of the Resource Book.

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Chapter 1

THE PROBLEM

Background of the Study

Pursuant to Executive Order No. 5¹ and Executive Order No. 117, the Ministry of Education, Culture and Sports has been structurally and functionally reorganized to include other bureaus. The Bureaus of Physical Education and School Sports or BPSS. These Bureaus fulfill five functions, namely: (1) to develop human resources through mass-based sports education, (2) to improve the general fitness of the citizenry, (3) to promote social and cultural integration through revival of indigenous games and other physical activities, (4) to identify and nurture sports talents and promote excellence in sports, traditional games and other physical activities, and (5) to perform other functions provided by law. These five functions of BPSS find realization not only at the Central Office, regional, division, and district level but also at the institutional or school level.

¹Corazon C. Aquino, President of the Republic of the Philippines, Executive Order No. 117, "Reorganization of the Ministry of Education, Culture and Sports", prescribing its powers and functions and for other purposes.

By virtue of MEC Order No. 72 s. 1979 the Samar Regional Institute of Fisheries Technology become adjectively the Samar Regional School of Fisheries considered in the study and a receipient of the 6th World Bank Education Loan for Fisheries Education Project. Through the passage of MECS Order No. 31, the school offered the 3-year Diploma of Fisheries Technology with, Marine Fisheries, In-land Fisheries, and Fish Preservation as its major field of specialization last school year 1983-1984.

The post-secondary course "Diploma of Fisheries Technology" give preferential attention to Physical Education, as it is deemed necessary to keep the students physically fit and healthy.

The researcher is more than anxious to find possible solution to problem existing that adversely affecting the teaching of Physical Education. Problem like shortage of reference materials of recent edition, equipments, paraphenalia had affected the teaching efficiency and effectiveness of the Physical Education teachers.

Physical Education and School Sports form part of the curricular offering in the Samar Regional School of Fisheries. Like others educational institutions in Eastern Visayas, the Samar Regional School of Fisheries is cognizant of the provision of the 1987 Philippines Constitution,

particularly Article XIV, Section 19 which states:

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 citizenry. All educational institutions shall undertake regular sports activities throughout the country in² cooperation with athletic clubs and other sectors.

Also, the Samar Regional School of Fisheries recognizes physical fitness and the practice of sports as part of the fundamental rights of every man and these rights are believed to be equal to man's right to adequate food, shelter and medical care. As a state government agency and as part of the DECS system, the Samar Regional School of Fisheries offers Physical Education courses designed to develop physical fitness and love for games and sports among degree and non-degree college students of the school. These two course are Physical Education 101 with a course description "Fundamental of Gymnastics and Physical Fitness" and Physical Education 202 with a course description "Recreational Games and Sports". As prescribed by the department of education, Culture and Sports, Physical Education 101 "Fundamental of Gymnastic and Physical

²Jose D. Nollado, Constitution of the Republic of the Philippines, (Manila: National Bookstore, 1987), p 194.

Fitness" aims to: (1) provide students with fundamental knowledge on how the body reacts and adapts to physical activities; (2) encourage students to participate in physical activities; (3) assess their physical abilities and activities in order to maintain an enjoyable and healthful living and (4) create an awareness of the need for a physically fit population as part of the national development program. This course deals with the conditioning exercises for warm-up, tumbling, stunts pyramid building, components of physical fitness, benefits as well as the administration of the physical fitness tests.

In short, Physical Education 101 provides activities designed to develop the physical fitness of students.³ Physical Education 202 "Recreation Games and Sports" aims to develop the following: (1) adherence to the rules of the games during competitions; (2) performance of each fundamental skill of each game/sports; (3) sportmanship through active participation in games/sports; (4) demonstrate cooperation and leadership; and (5) knowledge of facilities and equipment of a particular game/sports.

³Course of Study in Physical Education, Department of Education. Culture and Sports, Technical-Vocational Education Project.

This course seeks to provide knowledge and understanding of selected recreational sports through practice of skills.

How far has the Samar Regional School of Fisheries develop the Physical Fitness of its fishery students? What is the physical fitness level of its students? How relevant are the Physical Education Curricular activities of the school to the physical fitness of students who are to face the harsh seas as their main work force? What Physical education Curriculum materials are available for use by the Physical education instructors and students? How may the Physical Education Curricular offerings as prescribed by the Department of Education, Culture and Sports be enriched such that they cater to the physical fitness needs of this particular student clientele group, the fishery students?

The present researcher, a physical Education instructor herself, teaching at the Samar Regional School of Fisheries is cognizant of her role in developing the Physical Fitness of the fishery students under her instruction. It is sad to note that the Physical Education instructional materials for both teachers and students use are sadly wanting in the school. It is observed that the fishery students physical fitness potentials are not yet fully developed and their preparation for a work life at sea is as yet inadequate much so with only two units of physical Education exposure.

The researcher wishes to contribute her share in realizing the Constitutional mandate of developing physical fitness among the citizenry through its curriculum development. It is her earnest desire to enrich the 2 units of Physical Education course prescribed by the Department of Education, Culture and Sports with curriculum - based learning experiences. Specifically relevant to the Physical Fitness needs of the fishery students of the Samar Regional School of Fisheries; her home, school. This, she intends to do through a development research focused on curriculum development. Hence, the present investigation.

Statement of the Problem

It is the main purpose of this study to investigate the physical fitness, skills, deficiencies level, problems, needs and attitudes of first and second year college students enrolled during the school year 1990- 1991 at the Samar Regional School of Fisheries, Catbalogan, Samar and to involve a skills-focused Resource Book for teaching Physical Education and School Sports (PESS) among first and second year college students of the school under study.

The following questions will serve as guide in the study:

1. What Physical fitness skills do first and second year college students of Samar Regional school of Fisheries

possess as revealed by Physical Fitness test results and as perceived by the students themselves and their teachers?

2. What Physical Fitness deficiencies do these students exhibit?

3. What is their general Physical Fitness level?

4. Is there a difference in the general Physical Fitness of:

4.1 first and second year students

4.2 male and female students

4.3 degree and non-degree students

5. What are the attitudes of these students towards Physical Education and School Sports as perceived by their teachers and as reported by the students themselves?

6. What are the problems/needs faced by the students teachers, and the school in implementing the Physical Education and School Sports Program?

7. What implications for PESS curriculum instructional development may be derived from the findings of the study?

8. What teaching-learning instructional materials may be evolved to meet the Physical Fitness of the students under study?

9. What is the content, construct and face validity level of these instructional materials as judged by experts

in PESS and in curriculum developmen?

Hypotheses

This study advances the hypotheses that:

1. There is no significant difference in the Physical Fitness level of:

1.1 first and second year college students

1.2 male and female students

1.3 degrees and non-degrees students

Theoretical Framework

It is anchored on the theory of Aristotle that "man's highest purpose is to imitate the action of the ultimate". A thing is good when it perform its purpose, and if concious, it feels pleasure when it does so effeciently. But, althrough each thing has its own purpose, this purpose is alos a means to a higher purpose.⁴

Physical fitness or a sound body enhance the soundness of the mind, and together, the two, lead to successful learning. Physical fitness or the soundness of the body developed through Physical Education and school to successful Fishery Education and practice. The fisherman should indeed be physically fit to face all kinds of weather

⁴Aristotle. New Standard Encyclopidia, pp. A 562.

condition and circumstances at sea where he belongs. Being physically fit and healthy, the output of the course will be in a better position to take a lead in the rehabilitation, restoration and replenishment of our marine environment as it is needed to safeguard the level of the people.

Conceptual Framework

This study is founded on the premise that curriculum and instructional materials development is not the sole monopoly of so-called top level and armchair curriculum experts. Curriculum instructional preparation is a significant aspect of education that it should be a shared responsibility of all those involved in the teaching-learning process. Grassroot level curriculum instructional materials development should even emanate from the classroom teacher herself since it is the teacher who is in direct contact with the learner. It is the classroom teacher who is in a better position to identify and analyze the needs and problems of the students and to initiate measures to respond to these needs and problems.

That there is a dearth of curriculum/instructional materials for teaching PESS among fishery students is a fact. That there is still a need to improve the level of the Physical Fitness of Fishery students particularly in

Samar Regional School of Fisheries is also a common observation. The preparation, therefore, of a well planned and skills-focused curriculum/instructional materials designed to attain the desirable Physical Fitness level among fishery students is both timely and a necessity.

Curriculum development, however, does not start from a vacuum. Like the present investigation, it starts from an analysis of the situation obtaining in the fields or area under study.

The present investigation, which aims to come up with a skill-focused resource book in teaching Physical Education and School Sports among first and second year college students of the Samar Regional School of Fisheries, therefore, starts with a survey of students physical fitness skills, defeciences, Physical Fitness level as well as other Physical Fitness problem/needs and attitudes. Focus will therefore be on five variables namely: (1) Students Physical Fitness skills. (2) Physical fitness defeciences, (3) Physical Fitness level, (4) Physical Fitness needs/problems, and (5) Attitudes towards Physical Education and School Sports. Using appropriate statistical procedures, the study will determine the causes of variation between such variables as: (1) year level, (2) sex, and (3) kind of course taken, whether degree or non-degree, and the

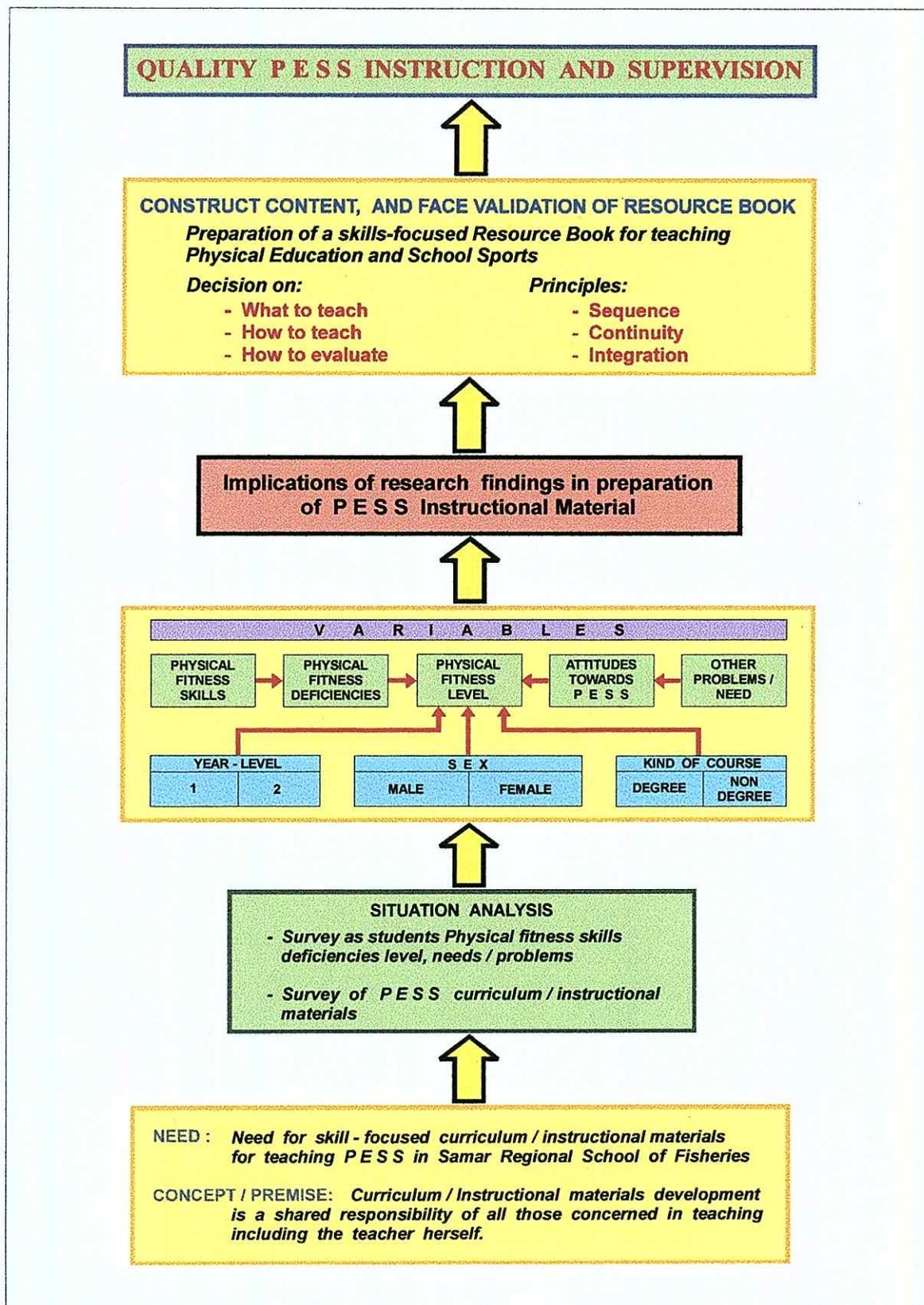


Figure 1 - A Schema showing the needs, concept / premise, the variables, processes and perceived significance of the study.

criterion variables of Physical Fitness level. On the basis of the findings relative to these variables, implications for PESS instructional materials development will be drawn and these implication in turn, will help and guide the researcher in preparing a skills-focused Resources Book for teaching PESS in the Samar Regional School of Fisheries. the mother school of the present researcher.

The Resource Book thus produced will be subjected to judgemental validation by experts to determine, in part, the content, construct and face validity of the materials.

The researcher is of the conviction that this developmental researches will be a step towards the attainment of quality Physical Education and School Sports instruction in the Samar Regional School of Fisheries.

Significance of the Study

The result of this study will be of significance to fishery students, Physical Education teachers of the Samar Regional School of Fisheries, DECS region VIII, DECS Central Office, and future development-oriented researchers.

To the fishery students, who are the direct beneficiaries of this developmental work "Skill-focused Resource Book for teaching Physical Education and School" more insights/information pertinent to the physical development, alertness, skills acquisition and values

formation can be enhanced. The present course syllabi in Physical Education 101 and Physical Education 202 now in use in the school will be redesigned and strengthened to conform with the demand of the course in producing graduate who are physically fit, as they are trained to become skillful individual who will be tasked with the responsibility of making the country self-sufficient of fish and fishery products.

Physical Education Teachers. The output of this investigation, a skill-focused Resources Book for Teaching Physical Education will be very useful to Physical education Teachers in the sense that more learning and skills can be acquired to improve the performance of any activity undertaken. It will be a self-contained package from which Physical Education teachers will draw their instructional objectives, content, strategies and evaluation scheme for use in their own Physical Education classes.

It will serve as a ready reference in upgrading and strengthening their syllabus as exercises, games and sports designed to develop Physical Fitness among the students are contained in the resource book..

To the Samar Regional School of Fisheries. The focal point study or where the study was conducted, the findings will be of great use in upgrading the syllabus and course of

study as it is congruent to the course offering. It is self-building since the research inputs are drawn from the institution itself, and its outputs/product flows back to the school, the Samar Regional School of Fisheries in the improved curricula and instructional materials will redound to the Physical development and well being of the said institution. The completion of the study will provide the school a better opportunity in coming up with instructional materials in physical education that is in conformity with the constitutional mandate, that is making the curriculum relevant so as to produce quality graduate.

To DECS Region VIII. The Physical Education and School Sports Division of the Department of Education, Culture and Sports Region VIII the findings will surely lead to the improvement of relevant curriculum and appropriate instructional materials attuned to the fashion of the time. Its output, a Resource Book for Teaching Physical Education and School among degree and non-degree college students of the Samar Regional School of Fisheries, will contribute towards the development and utilization of curriculum/instructional indigenous to Region VIII, with the intention of realizing the goals of Physical Education and School Sports of the TESDA and CHED.

To DECS Central Office to include the Physical

Education and School Sports division, Regional Office, the Bureau of Physical Education and School Sports or BPES of the DECS Central Office whose main programs, is curriculum development, the result of this endeavor will lighten their load for the Resource Book will contain indigeneous games, physical fitness exercises and sports activities designed to develop the physical fitness and well-being of the citizenry. The present study will, therefore, be a step towards the realization of the thrusts of BPES, and DECS, Central Office.

To future researchers. To those who would like to undertake similar research activity, the present investigation will be a rich source of review of related literature. The research design, instrumentation and the instructional materials produced in the study, can serve as a guide in the formulation of instruments and in determining the research design to be used in the study to be conducted. Another feature of the present investigation is the prevalence of indigeneous fishery skills-related exercises, games and sports which future researcher can make use to support their study.

Scope and delimitation of the Study

It is the primary aim of the study to determine the physical fitness skills, deficiencies, levels, problems/needs

and attitudes of degree and non degree college students enrolled during the school year 1990-1991 at the Samar Regional School of Fisheries, Catbalogan, samar with the end view of developing a Resource Book for teaching Physical Education and School Sports so enriched as to respond to the physical fitness needs and to develop to desirable level, the physical fitness of the students under investigation.

As a development research, it focuses on curriculum development along Physical Education and School Sports and it limits itself to the teacher, students and institution of Samar Regional School of Fisheries as survey and clientéle respondents/institutions.

The study is also limited to the concern of Physical Education 202 in the attempt to relevantize and indigenize these two Physical Education courses to this particular clientele group, the fishery students.

The study is further limited to judgmental validation by experts in so far as the Resource Book developed is concerned. This judgmental validation will focus on the content, construct and face validity of the resources book thus developed. Pilot testing, field testing, or the experimentation on the actual use of the resource book do not form a part of the study.

Definition of Terms

The following terms and expressions are operationally defined as used in the study.

Attitude. This refers to the respondents' ideas, feelings thoughts, reactions about Physical Education and School Sports as curricular offering and as implemented in Samar Regional School of Fisheries. These may be about the objectives, content, instructional materials, equipments and facilities, etc. used in implementing the Physical Education courses in the school. The study uses total scores as indicators of the respondents attitudes which is directed by means of a 20-item attitude scale. Treated as an interval data, this variables has five levels, namely: (5) most favorable, (4) very favorable, (3) favorable, (2) slightly favorable, and (1) unfavorable.

Content Validity. This refers to the extent to which the materials maximally and comprehensively include the desired and target coverage of the course for which the materials is developed taking into curriculum the needs of the learners, the discipline in focus, social expectations and the need of the time and of society.

Construct Validity This is the extent to which the curriculum materials contain and remains fidel to the ideas, concepts, abstractions covered by curriculum

materials.

Face Validity This refers to the physical face value of the materials as seen by experts. This materials the kind and size of paper used, format, printing, illustrations, paginations, etc.

Fishery Students. This refer to the students enrolled courses; Diploma in Fisheries Technology and Bachelor of Science in Fisheries specializing in any of the three major field of specialization (Marine Fisheries, Inland Fisheries and Fish Processing), and is required to take 8 units in Physical Education as one the course requirement.

Judgmental validation This is a curriculum materials validation process in which experts examine and pass judgment regarding the "truness" of the content, construct and face value of an instructional/curriculum. materials validation data are usually elicited by means of checklists or rating scales.

Physical Education 101. This is a subject offered with a description "Fundamental of Gymnastics and Physical Fitness". This subject deals with conditioning exercises, tumbling, stunt, pyramid building, components of physical fitness, meaning, benefits, scientific basis of Physical Fitness as well as the administration of Physical Fitness test and activities designed to develop the Physical Fitness

of the Fishery students.

Physical Education 202. Entitle "Recreational Games and Sports", this subject consists of the history, facilities and equipments needed, skills involved, strategies and rules of the games/sports as well as the illustrations of the playing area, description of the games/ sports.

Physical Fitness. This is an individual person state of well-being characterized by the existence and utilization of enough strength, speed, agility, and endurance to do easily and successfully the routine duties and maximum tasks that the day may bring.

Physical fitness level. This refers to the extent or range of performance one may expect from the students who had adequate interreaction, practice and motivation in the skills of Physical Education.

Physical fitness problem/needs. This refer to individual specific Physical Fitness deficiencies or inadequacies which can be built through participation in physical activities, the realization of which will redound to the physical well-being of the individual.

Resource book. This is the output of the study. This book will contain skills, materials, exercises, games, physical fitness development activities, games and sports, etc., from which Physical Education teachers may draw for

use in the daily teaching of Physical Education among the students of fishery school like the Samar Regional School of Fisheries.

Validation. This refers to the objectives, and systematic process of determining the "Trueness" of the developed curriculum/instructional materials. This may be in the form of hot house, pilot testing, field testing, experimentation, a judgmental validation of experts.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The following is a discussion of literature and studies which have bearing with the present investigation. These provided the researcher with insight and concepts about the variables and processes involved in instructional material development.

Related Literature

The 1972 UNESCO declaration states that the practice of sports is a fundamental right for all and this right is not different from the right to adequate food, shelter and medical care.

Established on the basis of Constitutional provisions, one of the bureaus of the Department of Education, Culture and Sports or Bureau of Physical Education and School Sports (BPES), is tasked with the following functions: (1) conduct studies, formulate develop and evaluate programs and educational standards for Physical Education and School Sports; (2) develop curricular design, prepare instructional materials, prepare and evaluate programs to upgrade the quality of the teaching and non-teaching staff of the Physical Education and School Sport and Physical Fitness

program at all public and private schools; (3) develop curriculum designs and recommend policies and formulate guidelines to improve the Physical Education and School Sports physical plant and equipment and the general management of the Physical Education and School Sport program at the elementary, secondary and tertiary levels nationwide; (4) recommend policies and formulate guidelines on the promotion of social and cultural integration through the revival of indigeneuos games, sports, dances and other physical education activities; (5) sustain the country's membership in the community of nations through a program of participation and linkages in institutional sports and physical education program.

The organizational structure of the BPSSS includes the central office, regional office and field office personnel. At the field office level, that is, at the division, district and school level, Physical Education and School Sports personnel are supposed to be appointed or designated. Specifically, at the provincial or city schools division level, there ought to be a PESS General Education Supervisor I for secondary. At the district level, a full time PESS coordinator is supposed to monitor the program in the school in each school district. Secondary schools have their respective PESS Department Heads to exercise general

supervision on instruction and program/projects implementation in the Physical education and School Sports at the school level.

The foregoing literature gave the researcher insights about the teaching of Physical Education and School Sports as a constitutional mandate and as basic human right. It also enabled her to have a clear idea about the organizational set-up of the New PESS Program at the regional, division and school level.

Relative to curriculum development, Gascon⁵ states that centralization is the development of a curriculum which stifles initiative and makes the system inflexible and static. Decentralization is a more realistic approach to curriculum development. "Curricular programs could be made relevant to the varied educational needs of the different localities. Decisions on the content of the curriculum should be based on the priority needs of the region", Gascon further says.

Albarracin⁶, in his article "Content of the Curri-

⁵Josefino P. Gascon, "Curriculum Development in the New Educational Structure", Journal of Industrial Education. Vol V, No. 4, October - December 1978, pp 4-8.

⁶Narciso Albarracin, "Content of the Curriculum in the New Society", New Trust in Philippine Education. Bienvenido B. Manuel, Juanito Guerrero and Minda Sutaria, (Quiapo Manila: Current Events Digests, Inc., 1974) pp. 13-14.

curriculum in the New Society" maintains that a curriculum should be relevant to the time and changes in society. He also says, that a curriculum should not only be known but levid.

There are relevant ideas which the researcher can capitalize in constructing the curriculum material which is the targetted output of the present investigation.

In his book, Evaluation and Measurement for Philippines School, Ruiz⁷ claims that evaluation is vital in teaching for it provides a basis for grading. He says that evaluation has to do with gathering of information, data analysis and interpretation.

Ruiz also says that evaluation places the school in good position to modify the content of the curriculum or educational practices, analyze educational objectives and to determine whether they are responsive to the changing needs and demand of the social order.

The trend in educational evaluation today, Ruiz further stated, is that, now it is recognized that schools should be evaluated on the basis of the philosophy and objectives of the school, and the extent to which these are meeting pupils' needs. There is an increasing use of democratic

⁷Macario Ruiz, Evaluation and Measurement for Philippine Schools. (Quezon City: R.P. Garcia Publishing Co., 1967), p. 16.

process as in planning and implementing the evaluation programs have become more and more comprehensive and planned on a long-range basis. "There is also a growing emphasis on pupil, teacher and institutional appraisal". Ruiz further says.

Ruiz's ideas on evaluation helped the researcher conceptualize the situation analysis portion of the study, that is, the administration of the Physical Fitness test which is a kind of evaluation and survey of the students physical fitness skills, deficiencies and physical fitness level which is also a form of evaluation.

Davis and Wallis⁸, in their book "Towards Better Teaching of Physical Education" criticize teachers who are not paying attention to their pupils' understanding of the adults purposes of physical education. These teachers are not giving enough consideration to their pupils. Davis and Wallis, reported that children learn slowly, and forget more quickly those activities in which they see little or no value. They said that there are ten (10) basic needs of youths, namely: (1) all youth needs to develop and maintain good health and physical fitness; (2) all youth needs to

⁵Davis Eldwood Craig and Earle Wallis, Towards Better Teaching of Physical Education. (New Jersey: Prentice Hall, Inc., 1962), pp. 155-166.

develop sociable skills understanding and attitudes which make them intelligent and productive participants in economic life; (3) all youth needs to understand the right and duties of citizen in a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nations; (4) all youth needs to purchase and use goods and services intelligently, understanding both the value received by the custom and the economic consequences of their acts; (5) all youth needs to understand the methods of science, the influences of science on Human life, and the main scientific facts concerning the nature of the world and man; (6) all youth needs to understand the significance of the family for the individual and society and the conditions conducive to successful family life; (7) all youth needs opportunities to develop their capacities and appreciate beauty in literature, art, music and nature: (8) all youth needs to develop respect for other persons and to grow in their insight about ethical values and principles, and to be able to live and work cooperatively with other; (9) all youth needs to be able to use their leisure time well and budget their time wisely, balancing activities that yield satisfaction to the individual and society; and (10) all youth needs to grow in their ability to think

rationally, to express their thoughts clearly and to read and listen with understanding.

Davis and Wallis' ideas on the basic needs of youth, gave the researcher insights about what and how to teach and evaluate in physical education which is one of the concerns of the present investigation.

Related Studies

Baston, investigated the status and prospect of the new PESS in the Division of Samar. Her study revealed among other things that: (1) The implementation of the New Physical Education and School Sports program in the Division of Samar as yet, need to be improved; (2) Respondent category did not influence the perceptions of teachers and school administrators about the extent of implementation of varied PESS programs and projects; (3) Teachers field of specialization as well as inservice training did not influence their attitudes towards PESS; (4) The achievement level/performance of grade VI Pupils on the Philippines Physical Fitness Test is still very low; and (5) There is a bright hope/prospect for a more productive PESS implementation in Samar Division. Baston's study came up with the following recommendations: (1) There should be professionally trained PESS teachers in every school; (2)

PESS teachers, coordinators and supervisors be fully acquainted with the new innovations in PESS instruction/curriculum; (3) More PESS curriculum/instructional materials be issued to the field; (4) The government should provide adequate PESS instructional materials and equipment/apparatuses; and (5) There should be more managerial supervision of PESS instruction in school.

Like Baston's study, the present investigation focuses on the New PESS. However, while Baston's study attempted to determine the status and prospect of the New PESS as implemented in Samar Division, the present investigation is a development research which aims to construct a resource Book in teaching Physical Education and School Sports among degree and non-degree college students of the Samar Regional School of Fisheries in Catbalogan, Samar.

From Baston's study, the researcher gained insights on the variables, processes and instrumentation used in making a research survey along Physical Education and School Sports, a research component similar to the first part of the present study.

Cometa⁹ conducted a study on "The Physical Education

⁹Fe M. Cometa, "Physical Education Activities Preferred by the Students of the secondary Schools in the District of Allen Division of Northern Samar (Unpublished master's thesis, SSPC, 1989), p. 77.

Activities preferred by the students of secondary schools in the District of Allen, Northern Samar". Cometa's study attempted to answer the following questions: (1) To what extent are the physical education activities based on the DECS Physical Education Program preferred by the students of the four secondary schools in the district of Allen, Division of Northern Samar? (2) Are the Physical Education activities preferred provided with adequate equipment and facilities? (3) To what extent are the Physical Education activities of the secondary students affected by their sex and age? (4) What desirable values do students learn through the Physical Education Program? (5) What problems/constraints are encountered by the students in learning their preferred Physical Education Activities? Her study recommended that: (1) Preferred Physical Education Activities of secondary schools in the district of Allen should be utilized to strengthen the Physical Education and the proper implementation of the Physical Fitness and Sports Development Program; (2) Teacher should continue their good performance in teaching skills and desired values; (3) School administrators, principals, head teachers and PESS Coordinators should provide adequate equipment and facilities not only during sports feast but throughout the year; (4) While students are most interested in games,

relays and sports, other physical education activities should not be neglected. Their participation in Physical education activities give them opportunity to achieve good physical and mental health and further develop desirable social and emotional traits needed for adjustments in life.

In 1985, Peñaranda¹⁰ developed a Restructured Mechanical Engineering Curriculum for the Leyte Institute of Technology. Peñaranda recommended among other things to re-design the mechanical engineering curriculum offered by the engineering schools in Leyte to make it more responsive and relevant to the values of parents and students and to the present skills need of the job requirement of the mechanical engineers working in industries and government establishments in the island of Leyte. The study also recommended the creation in the engineering schools, the office of an Industrial Coordinator whose function will be to monitor changes in technology in the industrial sector, to take care of placement and follow-up successful mechanical engineering graduates and school leavers, and to supervise activities outside of school campus like in-plant training, seminars, field trips and educational tours.

¹⁰Jose M. Peñaranda, " A Restructure Mechanical Engineering Curriculum for the Leyte Institute of Technology" (unpublished master's thesis, LIT, Tacloban City), p.171.

Pefñaranda study is related to the present investigation since both are curriculum development researches which share as similar research design composed of such stages as situation analysis, curriculum development and validation.

However, while Pefñaranda's study came up with a restructured Mechanical Engineering Curriculum, the present investigation aims to develop a Resource Book in Teaching Physical Education.

In her study on the attitudes towards Physical Education Activity preferences of freshmen and sophomores students of the La Salle University, Lopez¹¹ observed that there is a marked increase in the adverse attitudes among students of De la Salle University towards the Physical Education Program, the researcher felt that these attitudes stem from the following reasons: (1) students favored most physical education activities like volleyball, badminton, modern dance, calisthenics and free hand exercises; (2) activities delineated in the physical education program do not suit the needs and interest of the students; (3) top ranking activities such as lawn tennis, softball, heavy

¹¹Lolita D. Lopez. "Attitudes Towards Physical Education Activity Preferences of Freshmen and Sophomore College Students Enrolled in Physical Education Course at De La Salle University", (seminar paper, P. Diliman, Quezon City, 1977), p. 148.

apparatus and fancy diving are programmed in Physical Education but students do not know and that they are forced to learn.

Like the study of Lopez, the present investigation also came up to determine the attitude towards Physical Education of the students under investigation.

According to Hart and Shay,¹² when one feels well physically, one is able to function at a higher level academically. Thus, they attempted to discuss whether or not a relationship exists between the academic achievement and the level of physical fitness of sophomore women at Springfield College. Hart and Shay also noted that Physical Fitness is not a general predictor of academic success. It is although considered to be a necessary factor for the improvement of the academic order in the general education of the students.

Dathers,¹³ conducted another study using College Freshmen Women (n-827) who were given a Physical Fitness test composed of the standing broad jump, flexed arm bend,

¹²Marsh Hart and Clayton Shay, "relationship Between Physical Fitness and Academic Success". Research Quarterly, pp. 35 and 41 (March-december 1963) p. 443

¹³Rogers Dathers, "A Study of the Relationship Between Physical Fitness and Academic Achievement of College Students," Completed Research, Vol. X (1968).

curl-ups and 3 minute step test. A total fitness score was derived from scaled and height and weight. Grade points average determined for each fairness classification reveal statistically significant differences in grade point average among those with high, fair or poor physical fitness improvement.

Kanapan's¹⁴ study revealed that the Physical Fitness status of the first year students of the college of Physical Education, Samutsakhon, Thailand is generally high. The male students rated high in all components of Physical Fitness except agility and flexibility where they rated low. The female student also rated high in all the components of Physical except flexibility, when compared with the norms established in Thailand. This shows that the Physical Education program of the Certificate of Physical Education in Samutsakhon is effective. However, the low level of flexibility demonstrated by both sexes shows that the Physical Education program of the college should make some remedial activities, emphasizing the development of this component of physical fitness. The study also revealed

¹⁴Aswin F. Kupanen, "Relationship Between Physical Fitness and Physical Education Performance among First year College Students of College of Physical Education of Samutsakhon, Thailand". (unpublished master's thesis, Univ. of Northern Phil, Laoag City, 1987), p. 137.

that there exists a relationship between Physical Performance and Physical Fitness among the first year college male and female students. The higher their Physical Education performance in individual, dual sports and team sports, the higher their physical fitness level.

Roddy¹⁵ conducted a study to ascertain whether or not the college service Physical Education program from women of the three universities of Iloilo meet the desirable standards with respect to the philosophy and program of the activities, equipments/facilities evaluative processes, and the teaching personnel.

Roddy made use of a rating scale, interview and ocular study as tools in evaluating the program. It was found out that only University A appeared to have adequate provisions as compared to the other two universities. With their activities found to be inadequate, University B and C had adequate provisions for all the five investigated areas of service regarding the Physical Education program for woman.

¹⁵Rosemarie Roddy, "An Evaluation of the College Service Physical education Program for Women of the Three Universities of Iloilo, (Special Problem in P.E., U.P., Q.C., May 1973), p. 20

Buendia¹⁶ studied the attitudes towards Physical Education of the University of the Philippines entering freshmen students. Her study indicated that the entering freshmen students in the University of the Philippines have a favorable attitude toward Physical Education as shown by the high mean score of 107.83.

It was recommended that the Physical Education attitude inventory constructed specifically for the University of the Philippines "entering freshmen" students be adopted as a valid and reliable measure of individual, and group attitudes towards physical education.

To evaluate the Physical Education program of Mindanao State University, Lucas¹⁷ utilized the checklist documentary analysis and participant observation techniques. The respondents of the study were the Physical Education Faculty members of the University. Lucas study revealed that none of the faculty members had earned a master's degree, and

¹⁶Rosemarie Roddy, "An Evaluation of the College Service Physical education Program for Women of the Three Universities of Iloilo, (Special Problem in P.E., U.P., Q.C., may 1973), p. 20

¹⁷Fernandino C. Lucas, "A Five-Year Development Program of Physical Education in Mindanao State University," (Unpublished seminar paper, University of the Philippines, 1970), p. 75.

there was not much evidence of professional growth among the teaching staff and the program of the activity, facilities, and equipment of the university were far from adequate.

Ordem¹⁸ in her study on the implementation of Physical Fitness and Sports Development Program of the secondary schools in Urdaneta, Pangasinan, found out that: (1) teacher respondents were educationally prepared to handle the Physical Fitness and Sports development program and that they continue to update their competencies through in-service education; (2) Inadequate facilities, equipment and instructional materials dampened the enthusiasm and interest of those handling the program; (3) Teacher-respondent grouped their Physical Fitness and Sports program into a warm up exercise, Physical fitness, sports activities and quieting activities; and (4) The most common form of evaluation used by the teacher respondents was actual performance of the students. Ordem's recommendation include the following: (1) Clinic for different sports activities should be offered in order that new rules and regulations of the different athletic competition would be disseminated; (2) More funds should be allotted for the program; (3) More

¹⁸Zenaida Ordem, "Implementation of Physical Fitness and Sports Program of the National High School at the Nineteenth Barangay High Schools of Urdaneta, Pangasinan, (Master's Thesis, Baguio Central University, 1982), p. 86.

variety of sports athletics and games should be provided in the Physical Education classes to meet the interest and needs of the students.

The secondary physical education program of agricultural and fisheries schools in the province of La Union was evaluated by Villar.¹⁹ Her findings were: (1) Majority of both teachers and students showed favorable attitudes towards physical education; (2) Majority of the teachers followed strictly the schedule activities and time allotment in Physical Education; (3) Majority of both teachers and student showed awareness of the value of and need for Physical Fitness activities; (4) Majority of the teachers maintained separate Physical Education classes and activities for boys and girls; (5) Majority of teachers observed favorable characteristics and behavior of the students in sportsmanship, fair play and observation of rules and games; (6) Majority of the teachers integrated music and health in their physical education classes; (7) The majority of the teachers and students admitted the lack of Physical Education facilities equipment, supplies and

¹⁹Regina B. Villar, "The Secondary Physical Education Program of the Agricultural and Fisheries Schools in the Province of La Union: An Evaluation". (Unpublished Master thesis Lyceum, Baguio City), p. 96

playground. None of the four schools had a gymnasium; and (8) all teachers allowed their students to select the sports they would like to play. Villar's study came up with the following recommendations: (1) Teachers who have not upgraded their competencies and skills in Physical education should be made to take more courses or attend in service training; (2) Teachers who have been integrating music and health education should be advised to do so for program and curricular flexibility; (3) Physical Education facilities, equipment, supplies and playground should be adequate and properly maintained; (4) More physical education majors should be hired in school to encourage more students to participate in more sports activities; and (5) Teachers who cannot adequately perform and lead students in Physical Fitness exercises or should be replaced by the younger, healthier and more interested ones.

The foregoing studies which focused on Physical education further gave the researcher ideas and insights about the variable, processes and instrumentations needed in her own investigation.

Yu's²⁰ investigated the Physical Education Program in

²⁰Alejo Pua Yu, "The Physical Education Program in The Division of Samar in Relation to Pupils' Physical Fitness", (Unpublished master thesis, LIT, Tacloban City, 1988), p. 85.

the Division of Samar in relation to Pupil's Physical Fitness. It was the purpose of Yu's study to determine the (1) competency level of physical education teachers; (2) facilities and equipment utilized by teachers in teaching physical education; (3) status of activities along the five phases of the physical education program; (4) pupil's physical fitness level as measured by the physical fitness test or ICSFFT; and (5) relationship between pupil's physical fitness and teachers' competence, facilities and equipment in Physical Education Program. Yu's investigation revealed that (1) the physical education teachers of Samar Division are generally female 41-50 years of age, married, with 1-5 years of experience as P.E. teachers. They are not however, P.E. majors or minors and they have little or no in-service training in physical education; (2) the teacher perceived themselves as having very satisfactory performance along the different areas of concern in Physical Education; (3) physical education facilities and equipment are wanting; (4) activities in the different phases of physical education program were only "sometimes" provided; (5) pupils have only either middle or low level of physical fitness; and (6) there is a significant relationship between: (a) teachers competence and pupil's physical fitness and (b) facilities and equipment used in physical education and

pupils' physical fitness only; (c) physical education activities and pupils' physical fitness.

The study of Yu is related to the present investigation since like the former, the latter deals with skill focused Resource Book in Teaching Physical Education among degree and non-degree college students of the Samar Regional School of Fisheries. However, while Yu's study focused on the concerns of the physical education program in the Division of Samar, the present investigation aims to develop a Resource Book in Teaching Physical Education and School Sports among fishery students.

Pacayra,²¹ attempted to propose a Model in Physical Education and Sports Program in SSPC, Catbalogan, Samar. Her study revealed that the P.E. courses in the different course offering are desynchronized therefore, there is a need to restructure the existing P.E. and sports program in the college. If the P.E. courses will by synchronized in so far as accreditation is concerned and if there are conflicts in the schedule of classes as in the case of irregular students the course may be taken with other curricula of the same year level. However, while Pacayra study, focused on

²¹Nenita Pacayra, "Proposed Model P.E. and Sports Program in Samar State Polytechnic College" (Unpublished Master Thesis, Samar State Polytechnic College, Catbalogan Samar

the proposed model P.E. and Sports Program in Samar State Polytechnic College, the present investigation is a development research which aims to construct a Resource Book in teaching Physical Education and School Sports among degree and nondegree college students of the Samar Regional School of Fisheries, Catbalogan, Samar.

From Pacayra's study, the researcher gained an insights since both are curriculum development research which have the same bearing as that of the present investigation with regards to situation analysis curriculum development and validation.

The foregoing related literature and related studies have supplied rich materials and bright ideas to the researcher for use in the development of this research paper specifically in the skills-focused Resource Book for Teaching Physical Education and School Sports in Samar Regional School of Fisheries. The researcher also has freely used and borrowed many ideas and innovative suggestions from the related literature presented in this chapter. It should be mentioned that in making the Resource Book majority of the requirements mentioned by experts in PESS were satisfied and adhered to.

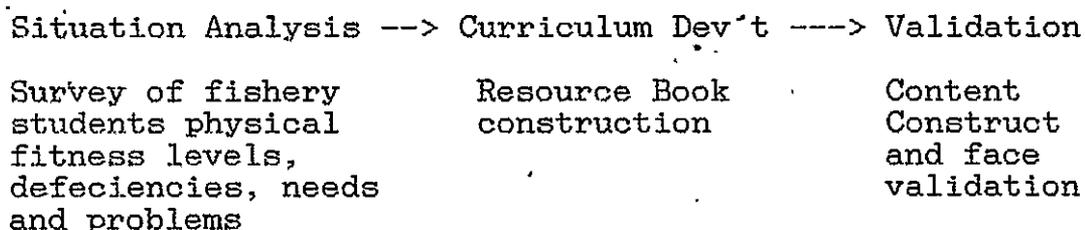
Chapter 3

METHODOLOGY

This chapter discusses the researcher design, the respondent subjects, the variable involved, the research instrument, the data collection procedure and the statistical treatment of data.

Research Design

This is a curriculum development study which aims to (1) investigate the physical fitness skills deficiencies and levels and physical fitness problems/needs and attitudes towards physical education among degree and non-degree college students enrolled during the school year 1990-1991 at the Samar Regional School of Fisheries, Catbalogan, Samar; (2) develop skills-focused resource books which, hopefully improve/respond to the physical fitness deficiencies, needs and problems of these students; and (3) subject to judgmental validation, the resource book thus produced. The design of the study was illustrated as follows:



Sampling Procedure

The study take as respondents all first and second year degree and non-degree college students enrolled during the school year 1990-1991 at the Samar Regional School of Fisheries, Catbalogan, Samar. These students were of varied sexes, ages, family background and socio-economic status.

Variables Involved

As a curriculum development research, the study involved such variables as students physical fitness skills defeciencies, problems/needs and attitudes towards Physical Education in general, and Physical Fitness in particular. Causes of variations were determined through appropriate statistical procedures between selected variates and criterion variables.

Independent Variables. Sex, year level and type of course pursued by the student were the independent variables of the study. The study assumes that these independents variables were the possible causes for the variations in the physical fitness level of the students under study.

Criterion Variables. The Students Physical Fitness level was criterion variables in the study. Indicators of this criterion variables were the Physical Fitness scores

of the students which were treated as interval data, and can therefore be subjected to the statistical treatment.

Instrumentation

This study used the following data gathering tools: (1) Survey questionnaire on students Physical Fitness skill, deficiencies levels, problems/needs and attitudes; (2) Philippines Physical Fitness Test (PPFT); and (3) Content, construct and face validation checklist.

Survey Questionnaire. This instrument was designed to elicit data pertinent to the research problem is composed of the following parts:

Part I - Personal Data

Part II - Physical Fitness Skills deficiencies level

Part III - Attitudes towards Physical Education and School Sports.

Part IV - Problems/Needs and recommendations

Structured and open-ended items were used which respondents answer by means of check marks (/), encircle numerals or written responses.

Scoring was done through frequency counts with weighted frequency scores. The following scoring and interpretation scheme were used:

1. Physical Fitness Skill Activities

Score	Interpretation
6.5 - 7.0	Outstanding
5.5 - 6.4	Very Good
4.5 - 5.4	Good
3.5 - 4.4	Fair
2.5 - 3.4	Poor
1.5 - 2.4	Very Poor
less - 1.4	Not at all

2. General Physical Fitness level

Score	Interpretation
81% - 100%	Very high Physical Fitness level
61% - 80%	High Physical Fitness Level
41% - 60%	Average Physical Fitness Level
21% - 40%	Low Physical Fitness Level
less - 20%	Very Low Physical Fitness level

3. Total Attitude Score

Score	Interpretation
81 - 100	Very Favorable Attitude
61 - 80	Favorable Attitude
41 - 60	Slightly Favorable Attitude
21 - 40	Unfavorable Attitude
less - 20	Very Unfavorable Attitude

4. PPFT

A.) Sit-up, 3 minutes Step Test

Norm	Interpretation
61 - 75	Very high Performance level
46 - 60	High Performance Level
31 - 45	Average Performance Level
16 - 30	Low Performance Level
less- 15	Very Low Performance level

B. Standing Long Jump, and Sit and Reach

	Distance in centimeters	Interpretation
81	- 100	Very high Performave level
61	- 80	High Performance Level
41	- 60	Average Performance Level
21	- 40	Low Performance Level
less	- 20	Very Low Performance level

C. Chair or Bench Push-up

	No. of Push-up in 15 Minutes	Interpretation
81	- 100	Very high Performave level
61	- 80	High Performance Level
41	- 60	Average Performance Level
21	- 40	Low Performance Level
less	- 20	Very Low Performance level

D. 15 Minutes Run (for males)

	No. of meters covered/15 mins.	Interpretation
401	- 500	Very high Performave level
301	- 400	High Performance Level
201	- 300	Average Performance Level
101	- 200	Low Performance Level
less	- 100	Very Low Performance level

(For Females)

	No. of meters covered/15 mins.	Interpretation
311	- 387	Very high Performave level
233	- 310	High Performance Level
156	- 232	Average Performance Level
78	- 155	Low Performance Level
less	- 77	Very Low Performance level

E. 3 Minutes Step test

No. of Pulse Beats after 3 min Step test.	Interpretation
81 - 100	Very high Performave level
61 - 80	High Performance Level
41 - 60	Average Performance Level
21 - 40	Low Performance Level
less - 20	Very Low Performance level

5. Content, construct and face validity

Score	Interpretation
4.5 - 5.0	Very High Validity Level
3.5 - 4.4	High Validity level
2.5 - 3.4	Average Validity Level
1.5 - 2.4	Low Validity Level
less - 1.4	Very Low Validity Level

Constructed by the researcher herself in consultation with the research adviser as well as other instrumentation and PESS consultants, the survey questionnaire was subjected to pilot test using the students of Daniel Z. Romualdez Memorial School of Fisheries, Tolosa, Leyte. Then it was revised and finalized incorporating the pilot test results, comments and suggestions.

Philippines Physical Fitness Test (PPFT). This is a standardized test designed to determine the Physical Fitness Skills/level of Filipinos. Constructed by the Physical Education and Sports Bureau of the Department of Education

Culture and Sports, this test has the following parts:

- Part I - Sit - up
- Part II - Standing Long Jump
- Part III - Chair or Bench Push-up
- Part IV - Sit and Reach
- Part V - 15 min. Run
- Part VI - 3 min. Step Test

The Following guidelines were administered to the 135 BSF and DFT students in administering the test (PPFT): (1) the test was administered in two separate days. Items 1, 2, 3, (set-ups, standing long jump, and chair or bench push-up) was given on the first day, followed by items 5 and 6 (15 mins. run and 3 min step test, on the second day.) It is necessary to administer a set of test in one day. The same ordering of items were followed except the 3 min. step test which was conducted last; (2) the test calls for a careful planning to utilize both time and speed to the best advantage. The total testing area and equipment was examined prior to testing to insure safe conditioning and the lay-out of the testing station was designed to facilitate a smooth flow of movements. Test should be clearly marked and numbered ahead of time. Bright flags were used as markers; (3) Suitable activities for the warm-up series forms of exercises will be administered to prepare

the body for large muscle activity minimizing the injury and maximizing performance potential. This warm-up activities precede all testing periods; (4) Follow test instruction carefully as directed in the items modification.

Content, construct and Face Validation Checklist. This is designed to assess, through the judgment of PESS Regional/division Supervisors, Chief Higher Education Division and Technical-Vocational the "trueness" or validity of the Resource Book developed in the study. This checklist has the following parts and number of items:

Part I - Personal Data

Part II - Resource Validation On

- a. Content validity - 10 items
- b. Construct validity - 10 items
- c. Face validity - 10 items

Part III - Suggestions/Recommendations

Structured item was used, to which Regional/division PESS supervisors, Chiefs Higher Education Division and Technical-Vocational responded by encircling the numeral which best represents their answer to every item.

Data Collection

The study involves three data collection procedures, namely: (1) administration of survey questionnaire to first and second year degree and non-degree college students of

the Samar Regional School of Fisheries to determine students physical fitness skills, deficiencies level, problems/needs and attitudes; (2) administration of Philippines Physical Fitness Test (PPFT) to 135 BSP and DFT students; and (3) use of content, construct and face validation checklist by PESS Regional/Division Supervisors, Chiefs Higher Education Division, Technical-Vocational in curriculum development, Physical Education and Research to determine the validity of the Resource Book developed in the study as judge by these experts.

The administration of these data collection tools was done by the researcher herself. Instruction were explained adequately and enough copies given so that the needed data may be elicited.

In the conduct of the Philippines Physical Fitness test or PPFT, the researcher followed the prescribed tests instructions and procedures and actual performance testing scoring was done by the researcher herself, testing one student after the other.

One week time allotment was given to experts for them to read, study, analyze and criticize the Resource Book for teaching Physical education and School Sports after which they were made to pass judgement on the content, construct and face validation checklist designed for the purpose.

The resource book was submitted for final validation on August, 1991 to the Higher Education Division, Bureau of Physical Education and School Sports, Technical-Vocational Education Division, and was retrieved in October, 1991.

Suggestions and recommendations were incorporated to further improve the resource book.

Statistical Treatment of Data

Data gathered were subjected to statistical treatment/analysis using the statistical tools/techniques as frequency counts and weighted mean. To test the null hypothesis of this study, the z-test was utilized in as much as the number of cases for the two groups of data exceeded 30. The formula used was as follows: (Walpole: 1986 p. 316)

$$Z = \frac{X_1 - X_2}{\sqrt{S^2_1/N_1 + S^2_2/N_2}}$$

Where: X_1 - mean for the first group

X_2 - mean for the second group

$$\frac{S^2_1 - n_1ZX_1^2 - (ZX)^2}{N_1 (N_1 - 1)} \quad - \quad \text{variance for the first group.}$$

$$\frac{S^2_2 - n_2ZX_2^2 - (ZX)^2}{N_2 (N_2 - 1)} \quad - \quad \text{variance for the second group.}$$

N_1 - No. of cases for the first group

N_2 - No. of cases for the second group

The computed Z- value was then compared to critical Z- value at .05 level of significance. If these values are found to be higher than the critical value, the hypothesis is rejected. Otherwise the hypothesis is accepted.

t - is the computed value of the statistics.

X_1 - is the mean percentage rating on the General Physical fitness level of the first year students

X_2 - is the mean percentage rating on the General Physical fitness level of the second year students

EX_1^2 - sum of the squares of the difference between X_1 and X_2

EX_2^2 - sum of the squares of the difference between X_1 and X_2

N_1 - number of items to be summed up under X_1

N_2 - number of items to be summed up under X_2

A typical computation of this formula is also found in Appendices I.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter discusses the (1) students physical fitness skills and/or deficiencies, (2) General Physical Fitness level, (3) student achievement/performance in the Philippine Physical Fitness test or PPFT, (4) Influence of selected Variables on students' physical fitness level as to year level, sex, and course on students general physical fitness level, (5) attitudes towards Physical Education and School Sports, (6) problems/needs faced by students, teachers and the school in implementing the NEW PESS program, and suggestions/recommendations to solve/respond to these problem/needs. Implications of research findings to PESS curriculum/instructional materials development. Description of the Resource Book developed in the study, and content, construct and face validity of the Resource Book thus developed.

Students' Physical Fitness Skills and/or Deficiencies

Data on students physical fitness skills and/or deficiencies were elicited through the survey questionnaire responded to by the students and their teachers and the Philippines Physical Fitness Test PPFT.

The following presents and discuss the data on students' physical fitness skills and /or deficiencies as perceived/reported by the students themselves and their teachers and as revealed by the Philippines Physical Fitness Test results.

As Perceived by the Students Themselves. Table 1 presents the mean weighted frequency scores of the physical fitness skills/Activities as perceived by the first year students and Table 2 presents the mean weighted frequency scores of the physical fitness as perceived by the second year college students.

Table 1 reveals that the mean frequency score for Physical fitness skills in sit-up was 5.61 (very good). Standing Long Jump 5.62 (very good), Breathing 5.72 (very good), 15 minutes Run, 5.51 (Very Good). Running, 5.50 (very good), Kneeling, 5.92 (very good), Walking, 5.76 (very good) Exhale, 5.59 (very good), Leg Movement 5.70 (very good), and Holding 5.62 (very good).

These results imply that the students believed they were very skillful in these ten (10) Physical Fitness Skills/activities. However, the mean of the rest of the Physical Fitness Skill/activities ranged only from 4.26 (Fair) for pike to 5.40 (good) for sit and reach, which mean

Table 1

Mean Scores on Physical Skills/Activities
of First Year College Students

Physical Fitness Skills/ Activities	: Mean Weighted : Frequency Score:	: Interpre- tion
1. Sit -up	5.61	Very Good
2. Standing Long Jump	5.62	Very Good
3. Chair or Bench Push-up	5.12	Good
4. Sit and Reach	5.40	Good
5. 15 minute run	5.51	Very Good
6. 3 min Step test	5.35	Good
7. Running	5.50	Very Good
8. Diving	4.64	Good
9. Floating	5.14	Good
10. Breathing	5.72	Good
11. Serving	5.24	Good
12. Spiking	5.02	Good
13. Pitching	4.85	Good
14. Finning	4.76	Good
15. Sculling	4.83	Good
16. Control	5.21	Good
17. Kneeling	5.92	Good
18. Approach	5.09	Very Good
19. Progression	5.05	Good
20. Twist	5.32	Good
21. Sprint	5.02	Good
22. Stride	4.84	Good
23. Hurdle	4.90	Good
24. Glide	4.77	Good
25. Landing	4.84	Good
26. Take-off	4.85	Good
27. Pulling	5.05	Good
28. Squat	5.28	Good
29. Roll	5.03	Good
30. Pike	4.26	Fair
31. Attack	4.94	Good
32. Circling	5.24	Good
33. Arranging	5.35	Good
34. Hitting	5.10	Good
35. Reaching	5.31	Good
36. Volley	5.24	Good
37. Lifting	4.16	Good
38. Grip	4.79	Good
39. Delivery	4.93	Good
40. Smash	4.77	Good

cont. Table 1

Physical Fitness Skills/ Activities	Mean Weighted : Frequency Score:	Interpre- : tion
41. Defense	5.17	Good
42. Speed	4.99	Good
43. Bending	5.31	Good
44. Batting	5.01	Good
45. Fielding	4.93	Good
46. Traveling	5.02	Good
47. Pivoting	4.91	Good
48. Chinning	4.84	Good
49. Striking	4.90	Good
50. Receiving	5.03	Good
51. Swinging	5.33	Good
52. Offense	4.99	Good
53. Stance	4.78	Good
54. Lying	5.13	Good
55. Leaping	4.96	Good
56. Sliding	5.19	Good
57. Galloping	5.02	Good
58. Sitting	5.47	Good
59. Jumping	5.69	Good
60. Passing	5.34	Good
61. Dribbling	4.98	Good
62. Blocking	4.86	Good
63. Carrying	5.10	Good
64. Bunting	4.81	Good
65. Tackle	4.98	Good
66. Trapping	4.89	Good
67. Arising	4.91	Good
68. Rolling	5.38	Good
69. Bouncing	4.91	Good
70. Throwing	5.14	Good
71. Catching	5.19	Good
72. Kicking	5.10	Good
73. Tossing	5.00	Good
74. Swimming	5.15	Good
75. Walking	5.76	Very Good
76. Turning	5.47	Good
77. Touching	5.46	Good
78. Inhaling	5.24	Good
79. Exhale	5.59	Very Good
80. Leg Movement	5.70	Very Good
81. Holding	5.63	Very Good
82. Attack	5.33	Good
Total	420.79	
General Weighted Mean	5.13	Very Good

that the students think they are as yet not so very skillful in majority (82-10 = 72) of the Physical Fitness Skill/activities they are supposed to possess and master.

These findings imply the need to further develop the 82 Physical Fitness Skills/activities to a Very Good or Outstanding level. The ten Physical Fitness/Skill Activities the students believe they were already very good at can still be raised to Outstanding level particularly the leg movement and running which are very vital in the life at sea.

These further imply that the agility, flexibility and endurance level of the students are still inadequate and more Physical Fitness exercises, games and sports activities are needed to raise the Physical Fitness traits to desirable level. This finding reveals the need to prepare, create, construct relevant physical fitness exercises, games and sports activities which will develop the physical fitness skills of the fishery students especially in swimming, diving, and leaping which are vital at sea life.

Table 2 reveals that the mean for such Physical Fitness skills/activities as Chair or Bench Push-up 5.58 (very good), Turning 5.51 (very good) Inhaling, 5.79 (very good), Exhale, 5.88 (very good), Leg movement, 5.83 (very good), Holding, 5.75 (very good), and Attack, 6.80 (very good).

Table 2

Mean Scores on Physical Fitness Skills/Activities
of Second Year College Students

Physical Fitness Skills/ Activities	: Mean Weighted : Frequency Score:	: Interpre- : tion
1. Sit -up .	5.46	Good
2. Standing Long Jump	5.41	Good
3. Chair or Bench Push-up	5.58	Very Good
4. Sit and Reach	5.88	Very Good
5. 15 minute run	5.29	Good
6. 3 min Step test	5.00	Good
7. Running	5.23	Good
8. Diving	4.11	Fair
9. Floating	4.57	Good
10. Breathing	5.32	Good
11. Serving	5.31	Good
12. Spiking	4.79	Good
13. Pitching	4.70	Good
14. Finning	4.54	Good
15. Sculling	4.53	Good
16. Control	5.29	Good
17. Kneeling	5.31	Good
18. Approach	5.30	Good
19. Progression	5.09	Good
20. Twist	5.59	Very Good
21. Sprint	4.78	Good
22. Stride	4.97	Good
23. Hurdle	5.06	Good
24. Glide	4.53	Good
25. Landing	4.62	Good
26. Take-off	4.70	Good
27. Pulling	5.04	Good
28. Squat	4.91	Good
29. Roll	5.03	Good
30. Pike	4.54	Good
31. Attack	4.68	Good
32. Circling	4.92	Good
33. Arranging	4.61	Good
34. Hitting	4.62	Good
35. Reaching	4.79	Good
36. Volley	4.78	Good
37. Lifting	4.66	Good
38. Grip	4.33	Good
39. Delivery	4.95	Good
40. Smash	4.78	Good
41. Defense	5.19	Good
42. Speed	5.38	Good
43. Bending	5.51	Very Good
44. Batting	4.88	Good
45. Fielding	4.80	Good

cont. Table 1

Physical Fitness Skills/ Activities	: Mean Weighted : Frequency Score:	: Interpre- tion
46. Traveling	4.83	Good
47. Pivoting	5.19	Good
48. Chinning	4.54	Good
49. Striking	4.97	Good
50. Receiving	4.92	Good
51. Swinging	5.11	Good
52. Offense	5.07	Good
53. Stance	4.59	Good
54. Lying	5.47	Good
55. Leaping	4.88	Good
56. Sliding	4.82	Good
57. Galloping	5.01	Good
58. Setting	5.19	Good
59. Jumping	5.16	Good
60. Passing	5.13	Good
61. Dribbling	5.15	Good
62. Blocking	4.99	Good
63. Carrying	4.78	Good
64. Bunting	4.30	Good
65. Tackle	4.69	Good
66. Trapping	4.57	Good
67. Arising	4.66	Good
68. Rolling	4.73	Good
69. Bouncing	4.96	Good
70. Throwing	5.17	Good
71. Catching	5.35	Good
72. Kicking	5.19	Good
73. Tossing	5.12	Good
74. Swimming	5.11	Good
75. Walking	5.74	Very Good
76. Turning	5.51	Very Good
77. Touching	5.29	Good
78. Inhaling	5.79	Very Good
79. Exhale	5.88	Very Good
80. Leg Movement	5.75	Very Good
81. Holding	5.75	Very Good
82. Attack	5.80	Very Good
Total General Weighted Mean	412.74 5.03	Good

These are indicative of the very good performance in these nine Physical Fitness Skills/activities. However, the mean scores of the rest of the Skills/activities ranged only from Sit-up 5.47 (good) to Touching, 5.29 (good).

These findings seem to imply that even after two semesters' exposure to Physical Education exposures in the subject Physical Education 101 (Physical Fitness) and Physical Education 202 (Recreational Games and Sports). Majority of the (82-9 = 73) fishery students still wants the Physical Fitness Skills which they are expected to possess and master. Their exposure into these physical education classes were as yet inadequate in developing to, the optimum their agility, flexibility and endurance hence, they failed to obtain very good or excellent performance in majority of the Physical Fitness skills cited. There is a need, therefore, to, create, prepare and construct relevant exercises, games and sports activities which will raise to the optimum and to a very good and outstanding level the Physical Fitness Skills of the students under study.

As Perceived by Teachers. Table 3 presents the mean scores on the Physical Fitness Skills/activities of the students as perceived by their teachers.

Table 3

Mean Scores in Physical Fitness Skills/Activities of First Year and Second Year College Students as Perceived by Their Physical Education Teachers

Physical Fitness Skills/ Activities	: Mean Weighted : Frequency Score:	: Interpre- tion
1. Sit -up	5.75	Very Good
2. Standing Long Jump	5.5	Very Good
3. Chair or Bench Push-up	5.25	Good
4. Sit and Reach	5.25	Good
5. 15 minute run	5.50	Very Good
6. 3 min Step test	5.25	Good
7. Running	5.50	Very Good
8. Diving	5.50	Very Good
9. Floating	5.75	Very Good
10. Breathing	5.50	Very Good
11. Serving	6.26	Very Good
12. Spiking	6.25	Very Good
13. Pitching	6.25	Very Good
14. Finning	5.25	Good
15. Sculling	6.00	Very Good
16. Control	5.25	Good
17. Kneeling	5.25	Good
18. Approach	5.25	Good
19. Progression	5.75	Very Good
20. Twist	4.75	Good
21. Sprint	4.25	Fair
22. Stride	6.00	Very Good
23. Hurdle	6.00	Very Good
24. Glide	6.25	Very Good
25. Landing	5.25	Good
26. Take-off	5.75	Very Good
27. Pulling	5.75	Very Good
28. Squat	6.50	Outstanding
29. Roll	6.00	Very Good
30. Pike	5.50	Very Good
31. Attack	4.50	Good
32. Circling	5.50	Very Good
33. Arranging	5.50	Very Good
34. Hitting	5.50	Very Good
35. Reaching	5.75	Very Good
36. Volley	5.75	Very Good
37. Grisp	5.25	Good
38. Delivery	6.00	Very Good
39. Smash	4.78	Very Good
40. Lifting	6.00	Very Good
41. Defense	5.00	Good

cont. Table 3

Physical Fitness Skills/ Activities	: Mean Weighted : Frequency Score:	: Interpre- tion
42. Speed	5.25	Good
43. Bending	5.25	Very Good
44. Batting	6.00	Good
45. Fielding	6.25	Good
46. Traveling	5.25	Very Good
47. Pivoting	5.50	Very Good
48. Chinning	5.50	Very Good
49. Striking	5.50	Very Good
50. Receiving	6.00	Very Good
51. Swinging	5.75	Very Good
52. Offense	5.50	Very Good
53. Stance	5.50	Very Good
54. Lying	6.00	Very Good
55. Leaping	5.25	Good
56. Sliding	5.75	Very Good
57. Setting	6.25	Very Good
58. Jumping	5.75	Very Good
59. Passing	5.75	Very Good
60. Dribbling	5.50	Very Good
61. Blocking	5.50	Very Good
62. Carrying	5.50	Very Good
63. Galloping	5.50	Very Good
64. Bunting	5.50	Very Good
65. Tackle	5.25	Good
66. Trapping	5.75	Very Good
67. Arising	6.00	Very Good
68. Rolling	5.00	Good
69. Bouncing	5.25	Good
70. Throwing	6.25	Very Good
71. Catching	6.00	Very Good
72. Kicking	5.75	Very Good
73. Tossing	5.75	Very Good
74. Swimming	6.00	Very Good
75. Walking	6.75	Outstanding
76. Turning	7.00	Outstanding
77. Touching	7.00	Outstanding
78. Inhaling	6.50	Outstanding
79. Exhale	6.25	Very Good
80. Leg Movement	6.00	Very Good
81. Holding	6.50	Outstanding
82. Attack	6.50	Outstanding
Total	463.75	
General Weighted Mean	5.65	Very Good

Table 3 reveals that as perceived by the Physical Education Teachers, six Physical Fitness skill/activities obtained outstanding performance score ranging from 6.5 (Inhaling, Holding, Attack), 6.75 (Walking) and 7.00 (Turning to Touching). The teachers also rated as Very Good, others skills like sit-up, 5.75 (Very Good), 3 minute step test, 5.25 (Very Good), running, 5.5 (Very Good), Diving, 5.5 (Very Good), Floating, 5.75 (very good), Breathing, 5.5 (Very Good) Serving, 6.35 (Very Good), Spiking, 6.25 (Very Good), Pitching, 6.25 (Very Good), Sculling, 6.0 (Very Good), Glide, 6.25 (Very Good), Take-off, 5.75 (Very Good), Pulling, 5.75 (Very Good), Circling, 5.5 (Very Good), Reaching, 5.75 (Very Good), Volley, 5.75 (Very Good), Lifting, 6.0 (Very Good), Delivery, 6.0 (Very Good), Smash 5.5 (Very Good), Speed 5.5 (Very Good), Batting 6.0 (Very Good), Flieding 6.25 (Very Good), Pivoting 5.5 (Very Good), Receiving 6.0 (Very Good), Swinging 5.75 (Very Good), Setting 6.25 (Very Good), Jumping 5.75 (Very Good), Setting 6.25 (Very Good), Jumping 5.75 (Very Good), Passing 5.5 (Very Good), Dribbling 5.5 (very Good), Blocking 5.5 (Very Good), Galloping 5.5 (Very Good), Bunting 5.5 (Very Good), Trapping 5.75 (Very Good), Arising 6.0 (very Good), Throwing 6.25 (Very Good), Catching 6.0 (Very Good), Kicking 6.0 (Very Good), Tossing 5.75 (Very Good), Swimming

6.0 (Very Good), Exhale 6.25 (Very Good) and Leg Movement 6.0 (Very Good). 17 skills were rated as good with mean scores ranging from 4.5 attack to 4.74 twist, 5.0 defense and rolling and 5.25 Chair and Bench push-up, sit and reach, finning, kneeling, control, approach, landing, grip, tossing, bending, leaping tuck, bouncing, and only one (Sprint) was rated Fair with a mean score of 4.25.

These findings mean that as perceived by the PESS teachers their students are already very skillful in majority of the Physical fitness skills/activities cited. It may be noted, however that as reported by their students, the reverse is true. The students did not believe they are that too skillful. The teachers must have overrated their students or the students must have underrated themselves. On the instructional materials development, the study reveals by the students are primordial things to consider, it may be inferred that indeed, the students under study are still wanting the 82 skills cited. Even if their teachers believes otherwise, there is a need therefore, to prepare, construct, and create instructional materials to develop further the physical fitness skills in order to prepare the fishery students to the strenuous life at sea.

Students General Physical Fitness
Level as Perceived by Themselves

Students were also asked to rate, their own Physical fitness level. Table 4 presents the individual physical fitness percentage, self-rating/scores of the 135 Physical Education students by year level, sex and by course.

Table 4

Students' Self-rating on Their General Physical
 Fitness by Course, Year Level and Sex

Course/Year level/Sex	Percentage: Rating/ Score	Interpretation
I. Bachelor of Science in Fisheries First Year (BSF-1)		
A. Male Students (19)		
1	85%	Very High PFL
2	85%	Very High PFL
3	95%	Very High PFL
4	85%	Very High PFL
5	85%	Very High PFL
6	85%	Very High PFL
7	80%	Very High PFL
8	95%	Very High PFL
9	95%	Very High PFL
10	95%	Very High PFL
11	85%	Very High PFL
12	90%	Very High PFL
13	95%	Very High PFL
14	85%	Very High PFL
15	90%	Very High PFL
16	85%	Very High PFL
17	90%	Very High PFL
18	95%	Very High PFL
19	95%	Very High PFL
	X = 88%	Very High PFL

cont. Table 4

		: Percentage:	
Course/Year level/Sex	: Rating/	: Interperatation	
	: Score	:	

B.	Female N = 28		
1	80%	High PFL	
2	85%	Very High PFL	
3	95%	Very High PFL	
4	85%	Very High PFL	
5	85%	Very High PFL	
6	75%	High PFL	
7	80%	High PFL	
8	65%	High PFL	
9	85%	Very High PFL	
10	80%	High PFL	
11	80%	High PFL	
12	80%	High PFL	
13	60%	High PFL	
14	60%	High PFL	
15	80%	High PFL	
16	80%	High PFL	
17	85%	Very High PFL	
18	90%	Very High PFL	
19	85%	Very High PFL	
20	85%	Very High PFL	
21	90%	Very High PFL	
22	80%	High PFL	
23	80%	High PFL	
24	90%	Very High PFL	
25	90%	Very High PFL	
26	85%	Very High PFL	
27	85%	Very High PFL	
28	85%	Very High PFL	
	X =	81%	Very High PFL
Overall Mean for BSF		84.5%	Very High PFL

II. Bachelor of Science in Fisheries Second Year.			
(BSF-II)			
A.	Male Students (8)		
1	85%	Very High PFL	
2	85%	Very High PFL	
3	85%	Very High PFL	

Cont. Table 4

		: Percentage:		
Course/Year level/Sex	: Rating/	:	Interpretation	
	: Score	:		
4	85%		Very High PFL	
5	85%		Very High PFL	
6	85%		Very High PFL	
7	85%		Very High PFL	
8	85%		Very High PFL	
	X = 85%		Very High PFL	
B. Female (N = 5) BSF-II				
1	70%		High PFL	
2	85%		Very High PFL	
3	85%		Very High PFL	
4	90%		Very High PFL	
5	85%		Very High PFL	
	X = 84%		Very High PFL	
Overall Mean for BSF II		84 %	Very High PFL	
Grand Mean for BSF I & BSF II		84.25%	Very High PFL	
III. Diploma in Fisheries Technology First year (DFT-1)				
A. Male (26)				
1	55%		Average	PFL
2	55%		Average	PFL
3	65%		High PFL	
4	70%		High PFL	
5	75%		High PFL	
6	75%		High PFL	
7	75%		High PFL	
8	80%		High PFL	
9	80%		High PFL	
10	80%		High PFL	
11	85%		Very High	PFL
12	85%		Very High	PFL
13	85%		Very High	PFL
14	85%		Very High	PFL
15	85%		Very High	PFL

Cont. Table 4

Course/Year level/Sex	Percentage: Rating/ Score	Interpretation
16	85%	Very High PFL
17	85%	Very High PFL
18	85%	Very High PFL
19	90%	Very High PFL
20	90%	Very High PFL
21	90%	Very High PFL
22	90%	Very High PFL
23	90%	Very High PFL
24	95%	Very High PFL
25	95%	Very High PFL
26	95%	Very High PFL
X =	93%	Very High PFL
B. Female (DFT-I)		
1	90%	Very High PFL
2	90%	Very High PFL
3	90%	Very High PFL
4	90%	Very High PFL
5	90%	Very High PFL
6	90%	Very High PFL
7	90%	Very High PFL
8	95%	Very High PFL
9	95%	Very High PFL
10	95%	Very High PFL
11	95%	Very High PFL
12	95%	Very High PFL
13	95%	Very High PFL
14	95%	Very High PFL
15	95%	Very High PFL
16	95%	Very High PFL
17	95%	Very High PFL
18	95%	Very High PFL
19	70%	High PFL
20	75%	High PFL
21	80%	High PFL
22	80%	High PFL
23	80%	High PFL
24	80%	High PFL
25	85%	Very High PFL

Cont. Table 4

Course/Year level/Sex	Percentage: Rating/ Score	Interpretation
26	85%	Very High PFL
27	85%	Very High PFL
28	85%	Very High PFL
29	85%	Very High PFL
30	85%	Very High PFL
31	85%	Very High PFL
32	85%	Very High PFL
33	85%	Very High PFL
34	85%	Very High PFL
35	85%	Very High PFL
	X	
Overall Mean for DFT I	91.5%	Very High PFL
IV. Diploma in Fisheries Technology DFT II		
A. Male N = 5		
1	85%	Very High PFL
2	90%	Very High PFL
3	85%	Very High PFL
4	80%	High PFL
5	80%	High PFL
	X = 84%	Very High PFL
B. Female N = 8		
1	90%	Very High PFL
2	75%	Very High PFL
3	80%	Very High PFL
4	85%	Very High PFL
5	85%	Very High PFL
6	85%	Very High PFL
7	85%	Very High PFL
8	85%	Very High PFL
	X = 85%	Very High PFL
Overall Mean For DFT II	84.5%	Very High PFL
Grand Mean For DFT I & II	88%	Very High PFL
Total Mean Percentage Rating for both BSF I & II and DFT I & II		
	86.125%	Very High PFL

Table 4 reveals that with the mean performance rating of 88% (very high Physical Fitness Level) of the First Year male (N= 19) Bachelor of Science in Fisheries students obtained and with 81% rating (Very High Physical Fitnesslevel). First Year Female (N = 28) students obtained the overall rating in Physical Fitness of the 47 BSF-I male and female students was 84.5%. This is indicative of the Very High Physical Fitness level. These findings means that althrough male BSF-I students rated themselves Very High in general fitness level than their Female counterpart, this group of students believe and feel that they possess Very high General Fitness level.

Second Year male BSF-II students (N=9) obtained a mean percentage rating of 85% (Very High Physical Fitness level) while their counterpart (N=5) got 83% (Very high Phy. Fitness level) making a total mean rating of 84% which is indicative of Very high Physical Fitness level. These findings imply that this group of students also believe and feel they possess the adequate agility, flexibility and endurance needed to make them gerarally physically fit.

Table 4 also shows that the First year male students (N=26) taking Diploma in Fisheries Technology (DFT-I) obtained a mean rating of 93% (Very high Phy. Fitness level)

while their female counterpart (N= 35) got a mean rating of 90% making an overall mean percentage rating of 91.5% (Very High Physical Fitness level). The male DFT-II students (N= 5) obtained a mean rating of 84% while their female counterparts (N = 8) got 85%, making a total mean rating of 85% (very High Phy. Fitness level). These findings imply that the First and Second Year DFT students also believe and feel they generally possess very high Physical Fitness level. These students think they are generally physically fit.

In terms of instructional materials development these findings imply the need to construct and use PESS instructional materials which will sustain the students beliefs and feelings of general physical fitness even adding, innovating and creating exercises, games and sports activities which will heighten students interest in PESS, thus, maintaining their very high Physical Fitness level as they progress from year to year in school and even after they graduate from school to face the harsh realities of life in the sea.

Students' Achievement/Performance in the PPFT.

The study assessed the achievement/performance of first and second year degree and non-degree college students in

the Philippine Physical Fitness Test of PPFT.

Table 5 presents mean performance scores of these first and second year degree and non-degree college students by skills.

It maybe gleaned from Table 5 that the Philippine Physical Fitness Test and PPFT is composed of six skills or sub-tests, namely: (1) Sit-up, (2) Standing Long Jump, (3) Chair or Bench push-up, (4) Sit and reach, (5) 15 mins Run, and (6) 3 mins Step test. The students under study demonstrated varied performance/Physical fitness levels in these sub-tests.

Sit-up. Table 5 shows that the mean Sit-up scores of the male and female BSF I and II and DFT I & II students under study ranged from 41.6 (average performance) to 48.8 (high performance). Sit-up per 15 minutes with a grand mean of 44.92 (average performance). These findings imply that these students may as yet be developed along this particular Physical Fitness activity so that they will be able to attain the idealized 100 Sit-up per 15 minutes.

Standing Long Jump. Table 5 reveals that the 100 fishries students who took the PPFT test in Standing Long Jump, obtained a grand mean score of 84.08 which is indicative of Very High performance considering the 100

Table 5

Result of the Philippines Physical Fitness Test

Activities	Courses/Students							
	BSF I		BSF II		DFT I		DFT II	
	M	F	M	F	M	F	M	F
Sit-Up Norm:100 sit-up/min	43.4 A	45.6 A	48.2 A	44.8 A	41.6 A	44.1 A	48.8 A	42.8 A
Standing Long Jump Norm:100 cm.	97.7 VH	79.0 H	89.1 VH	64.6 H	98.8 VH	87.6 H	68.33 H	87.53 VH
Chair or Bench Push-up Norm:100 push-up/15 min	25.96 L	17.4 VL	24.1 L	17.6 VL	21.65 L	20.92 L	23.4 L	18.8 VL
Sit and Reach Norm: 100 cm.	32.5 L	30.4 L	13.6 VL	13.6 V	38.82 L	11.17VL	14.33 VL	10.55VL
15 min. Run Norm: M -500 M 215.85 A 78.8 L 480.0 VH 307 H 103.80 L 87.1 L 510.0 VH 268.4 H F -387 N								
3 min. Step Test Norm:100 pulse beats after 3 min. step test	56.33 A	60.0 A	48.0 A	61.0 H	72.43 H	73.9 H	69.45 H	52.25 A

centimeters distance. They however, vary in performance scores with the highest mean score of 98.8 (very high performance level) obtained by the DFT-I male students (N=20) followed by the BSF-I (N=20) with a mean of 97.68 (Very High Performance Level), BSF-II male (N=5) with a mean of 89.08 (Very High Performance Level), DFT-I female (N=20) with a mean of 87.5 (Very High Performance Level). DFT-II female (N=5) with a mean of 87.5 (Very High Performance Level), BSF-I female (N=20) with a mean of 79.03 (High Performance Level), DFT-II male (N=5) with a mean of 68.35 (High Performance Level) and BSF-II female (N=5) with a mean of 64.64 (High Performance Level).

These findings imply that indeed, the fishery students general performance level in Standing Long Jump is indicative of high performance level. This performance, however has to be maintained and sustained through more interesting and more varied exercises, games and sports activities which will heighten the more students interest, enthusiasm and love for sports, improve further their performance level and consequently, also improve or increase their agility, flexibility and endurance as well as their Physical Fitness levels.

Chair or Bench Push-up. Table 5 also reveals that the

mean Chair and Bench Push-up scores obtained by the fishery students ranged from a Very low 17.40 (Very Low Performance Level) obtained by the BSF-I female students to 25.90 (Low Performance) obtained by BSF-I male students. With a grand mean scores of only 21.22 (Low Performance Level) and considering the idealized 100 push-up per 15 minutes the students indeed performed poorly in this particular Physical Fitness activity. This means that the upper and lower limbs of the students are still in not so good state of development. More exercises, games and sports activities have to be prepared and used to improve this particular Physical Fitness level.

Sit and Reach. Table 5 reveals that the mean for Sit and Reach scores obtained by the fishery students ranged from 18.94 (Very Low Performance Level) by the DFT I female and male, BSF II male and female from 14.85 (Low Performance Level), DFT I female and male students 14.19 (Very Low Performance Level), with a grand mean score of only 22.80 (Low Performance Level), while the rest of BSF I male and female and DFT I male and female obtained low performance particularly in Physical fitness activity. This means that the Fishery students still lack flexibility, agility and endurance skills sustained a prolong sit and reach. This

further implies the need for more vigorous exercises, games and sports which will correct the deficiencies in this particular skill.

15 Minutes Run. Table 5 show the 100 fishery students who took the PPFT test in 15 minutes Run who obtained a grand mean of 289.925 with the norm reference for male which is 500 meters, for females is 387 meters. They however, vary in performance scores with the Very High Performance score of 510.00 (Very High Performance Level) obtained by the DFT II male followed by BSF II female with a score of 307.00 (High Performance Level), DFT female 268.40 (High Performance Level), followed by BSF I male with a score of 215.85 (Average Performance Level) and the rest obtained by DFT I male with a mean score of 103.80 (Low Performance Level) and DFT I female with a mean score of 87.1 (Low Performance Level), and BSF I with a mean score of 78.85 (Low Performance Level). These findings imply that as shown on Table 5 PPFT Mean Achievement Performance scores indicate an overall average performance which their is a need to construct, create exercise, games and sports, Physical fitness skills/activities in order to improve the low performance level of fishery students whose main work focus is the sea. This preparation therefore, would enhance

the Fishery students varied activities to correct the Physical Fitness deficiencies obtained by them.

Three (3) Minutes Step Test. Table 5 shows that the norm reference points is 100 pulse beat after the 3 minutes step test. This reveals that the grand mean score is 61.79 (high physical fitness level) considering the number of pulse beats after the 3 minutes step test. They however, vary in performance scores with the highest mean score of 73.9 (High Physical Fitness Level) obtained by DFT I female students (N= 20), followed by 72.43 (High Physical Fitness Level) obtained by DFT I male (N = 20) followed by 69.45 (High Physical Fitness Level) obtained by DFT II male (N=5) DFT II female (N=5) mean of 61.00 (High Physical Fitness Level). BSF I female (N=20) mean of 60.00 (High Physical Fitness Level), BSF I male (N=20) mean of 56.33 (High Physical Fitness Level), DFT II female (N=5) mean of 52.25 (High Physical Fitness Level), BSF II male (N=5) mean of 48.00 (High Performance Level).

These findings imply that the 100 fishery students performed well in 3 minutes step test, and this is indicative of a high physical fitness level. This performance however, has to be maintained along such skills with more emphasis on leg power and endurance which would

make them wholesome participant in everyday Physical Education.

These further imply that in three (3) minutes step test, fishery students display more of their capacity to endure despite the time limit covered by such skills as 3 Minutes step test. This only shows that students are more responsive to the instructions given by the PESS teachers and the fishery students have acquired more skills preparation preferably in this type of achievement/performance in Philippines Physical Fitness Test (PPFT).

Influence of Selected Variables on
Students' Perceptions of their
Own General Physical Fitness Level.

The study attempted to determine by means of appropriate statistical procedures, the possible influence of such variables as year level, sex and course on students general physical fitness level.

Year Level. The study hypothesized that there is no difference in the General Physical Fitness Level of the First and Second Year students involved in the study.

Table 6 presents the t-value of the difference between the perceived General Physical Fitness Level of the First and Second Year students.

Table 6

t-value of the Difference Between the Percentage Rating Score on General Physical Fitness of First and Second Year Studenys.

Students	: N	: X	:t-test : :computed:	: t-test : : table	: Interpre : tation
First year (BSF- DFT)	108	84.45			
Second Year (BSF-DFT)	27	84.07	0.211	1.645	N S

Legend:

NS - not significant (hypothesis accepted)

Table 6 reveals the t-value of the difference between the percentage rating of first and second year BSF and DFT students (N = 108) in general physical fitness level (X = 84.45%) and the percentages score of the second year BSF and DFT students (N = 27) in their gerenal physical fitness level (X = 84.07%).

Table 6 shows that there is a total of 108 first year BSF and DFT first year students and 27 second year BSF and DFT students. The first year BSF and DFT students obtained 84.45 percentage rating on their general physical fitness level while the second year year BST and DFT students got got a percentage rating of 84.07 which indicate a very high physical fitness level. The computed t-value of 0.211 is

less than the critical value of t of 1.65, hence not statistically significant.

These findings implies that the first year BSF and DFT students and second year BSF and DFT students got very high in their general physical fitness level and therefore, there is a need to maintain the varied exercises, games and sports in order to make them very high in their physical fitness level. The reseacher has an evidence to accept the hypothesis which states that there is no significant difference in the general physical fitness level possessed by the first and second year BSF and DFT students involved in the study.

Sex. Table 7 presents the z -value of the difference between the perceived general physical fitness level of male and female BSF and DFT students.

Table 7 shows that there are 61 male BSF and DFT student with a very high physical fitness level and 74 female BSF and DFT students with very high physical fitness level. The mean percentage rating of these BSF and DFT male and female students is 84.33 and 84.66 respectively. The difference between the two mean is 0.33 and the z -value of the difference is 0.166 which is less than the 1.96 tabular z -value. This means that the mean percentage rating in the

Table 7

z-value of the Difference Between the Mean Perception
Score on General Physical Fitness of Male
and Female BSF and DFT Students

Students	N	X	z-test :computed:	t-test : table	Interpre : tation
Degree Students	61	83.33			VHFL
Non- Degree Students	74	84.66	0.49	1.96	NS

Legend:

NS - not significant (hypothesis accepted)
VHFL - Very High Physical Fitness Level

general physical fitness level of male and female BSF and DFT students are the same. This implies the need to raise the percentage level of both BSF and DFT male and female students in order to obtain a very high physical fitness level so, there is a need to construct, create exercise, games and sports which would make them very high in their general physical fitness level.

The hypothesis which claims that there is no significant difference in the general physical fitness level possessed by the BSF and DFT male and female students is therefore, accepted.

Course. Table 8 presents the z-value of the difference

between the perceived general physical fitness level of degree (BSF) and non-degree courses (DFT) students.

Table 8 reveals that there are 61 degree and 74 non-degree students. The mean percentage rating of these two groups of students are 84.02 percent and 84.73 percent

Table 8

z-value of the Difference Between the Mean Percentage Rating On General Physical Fitness of Degree (BSF) and Non-Degree (DFT) Students

Students	N	X	z-test :computed:	t-test :table	Interpre :tation
Male Students	61	84.02			VHFL
Female Students	74	84.73			VHFL
			0.49	1.96	N S

Legend:

NS - not significant (hypothesis accepted)
 VHFL - Very High Physical Fitness Level

respectively. The difference between the two mean is 0.71 and the z-value of the difference is 0.49 which is less than the tabular z-value of 1.96. The computed z-value is therefore, not significant. These findings mean that generally the physical fitness level of the two groups, degree and non-degree are the same. This could be due to the fact that, generally, the physical fitness activities of

these students is still inadequate. These imply the need to create, construct exercises, games and sports in order to obtain a very high physical fitness level contributive to the goal of the New PESS.

Students' Attitude Towards Physical Education and School Sports

The study attempted to investigate the students' attitudes towards PESS using a 20 item attitude scale:

Table 9 presents the total attitudes score of the students under study.

Table 9 shows that of 135 students, 13 have very favorable attitudes, 94 have favorable attitude, 28 have slightly favorable attitude. These reveal that the mean scores of the students' perceptions about their attitude towards PESS program implementation is 72.85 described as favorable attitude.

These findings imply that as jointly perceived by students and teachers, the personnel implementing the PESS program, are very much favored. It may be noted however, that the students' favorable attitudes' perceptions provide a situation for developing character qualities such as associating with others, sportsmanship, fairness, fellowship, leadership and self-control. There is a need for integration of values education in the different exercises,

Table 9

Students' Total Attitudes Score Towards Physical
Education and School Sports

Student Number	Total Attitude Score	Inter- preta- tion	Student Number	Total Attitude Score	Inter- preta- tion
1	69	FA	38	71	FA
2	67	SF	39	65	FA
3	58	SF	40	75	FA
4	61	FA	41	81	VF
5	57	SF	42	63	FA
6	84	VFA	43	63	FA
7	71	FA	44	52	SFA
8	61	FA	45	66	FA
9	65	FA	46	67	FA
10	60	SA	47	74	FA
11	66	SFA	48	59	SFA
12	68	SFA	49	60	SFA
13	77	FA	50	65	FA
14	70	FA	51	63	FA
15	80	VFA	52	66	FA
16	74	FA	53	63	FA
17	64	FA	54	54	SFA
18	68	SFA	55	54	SFA
19	84	VF	56	65	FA
20	71	FA	57	85	VFA
21	68	FA	58	57	SFA
22	64	FA	59	73	FA
23	73	FA	60	81	VFA
24	72	FA	61	66	FA
25	61	FA	62	50	SFA
26	61	FA	63	56	SFA
27	75	FA	64	68	FA
28	73	FA	65	78	FA
29	74	FA	66	76	FA
30	69	FA	67	81	VFA
31	63	FA	68	47	SFA
32	67	FA	69	71	FA
33	65	FA	70	65	FA
34	65	FA	71	76	FA
35	76	FA	72	66	FA
36	52	FA	73	64	FA
37	68	FA	74	69	FA

Student Number	Total Attitude Score	Inter-pretation	Student Number	Total Attitude Score	Inter-pretation
75	68	FA	106	75	FA
76	61	FA	107	54	SFA
77	53	SFA	108	74	FA
78	56	SFA	109	75	FA
79	73	FA	110	64	FA
80	67	SF	111	63	FA
81	57	SFA	112	74	FA
82	63	FA	113	64	FA
83	64	FA	114	75	FA
84	76	FA	115	75	FA
85	51	SFA	116	83	VFA
86	76	FA	117	68	FA
87	68	FA	118	68	FA
88	75	FA	119	70	FA
89	71	FA	120	60	SFA
90	61	FA	121	85	VFA
91	70	FA	122	62	FA
92	75	FA	123	62	FA
93	69	FA	124	72	FA
94	66	FA	125	68	FA
95	66	FA	126	72	FA
96	71	FA	127	81	VFA
97	86	VFA	128	89	VFA
98	73	FA	129	72	FA
99	83	VFA	130	67	FA
100	62	FA	131	73	FA
101	66	FA	132	70	FA
102	61	FA	133	68	FA
103	62	FA	134	72	FA
104	59	SFA	135	75	FA
105	66	FA			

Legend:

VFA - Very Favorable Attitude
 FA - Favorable Attitude
 SFA - Slightly Favorable Attitude

games and sports as a reminder before attempting an activity in Physical Education and School Sports in the tertiary level. There is still a need for more training, more encouragement and more motivation on the part of the PESS teachers if only to instill very favorable attitude towards PESS.

Problems/Needs Faced by Students, Teachers and the School in Implementing the Physical Education and School Sport Program.

The 135 students and 4 teachers were asked to check/indorse the statements about the problems/needs which they believed were obtained in the school under study.

Table 10 presents the frequency scores of the problems/needs faced by students, teachers and the school in the implementation of the Physical Education and School Sport Programs. It reveals the ten problems/needs faced by the students, teachers and the School in implementing the PESS program. There was a total of 135 students and 4, PESS teachers who were asked to indorse the statement about the related problems/needs which they believed were obtained in school. Results of which were rank 1, "uniform", rank 2, "study habits" rank 3, "ill-health, rank 4, "lack of interest", rank 5, "absentism", rank 6, "drug dependent, rank 8 "malnutrition", rank 9, "cutting classes" and rank 10 "disabled".

Table 10

Frequency Scores on Problems/Needs in Physical
Education and School Sports Program Implementation

Problems/Needs	: Total No. of : Respondents	: Total : Frequency	: Per- : centage:	: Rank
1. Ill-health	139	77	55 %	3
2. Absentism	139	54	38 %	5
3. Uniform	139	110	79 %	1
4. Malnutrition	139	46	33 %	8
5. Cutting Classes	139	42	30 %	9
6. Disabled	139	20	14 %	10
7. Study Habits	139	90	64 %	2
8. Lack of interest	139	68	48 %	4
9. Drop-out	139	47	34 %	7
10. Drug Dependent	139	53	37 %	6

These findings imply that both teachers and students faced the same problems/needs as lack of uniform which they believed as one of the causes for the failure in the successful PESS implementation in the tertiary level. Teachers and school should initiate to provide Physical Education uniform for both teachers and students. Improvised uniform may be of use as long as the wearer feels comfortable in it. However, tailor-made PESS uniforms maybe one of the best uniform for Physical Education classes.

Suggested Solution/Recommendations

Table 11 presents the solutions/recommendations for the student-related and teacher-related problems/needs as

suggested by the respondents. It reveals that of the 135 students only 101 endorsed the solutions/recommendations which is 75% "to offer scholarship to varsity athletes" and "provide equipment/ facilities which will be of use to students". 133 endorsed, which is 98%, "provide remedial instructions to slow learners", and 88 and 87, respectively with 65%, endorsed the solution/recommendations to "provide varied exercise, sports, games to break the monotony from theory to practice", "provide guidance services, dental, medical, home visit to parents/ guardians". 86 with 63% endorsed the solution/recommendations to "conduct exercises which correct minor postural defects", 83 with 61% endorsed the solution/recommendation "to provide school bus and any transportations facilities for students", 73 with 45% endorsed the solution/recommendation "to select activities suited for handicapped children.

For teacher-related problems/needs out of 10 solution/recommendation 100 percent endorsed the solutions/recommendation with 5.5 as follow 1) Recommend P.E. instructors/teachers as officiating officials during higher athletic meets, 2) Purchase sports materials and equipments recommended by P.E. teachers. 3) Reduce the number of students under each instructor/teacher from 30 to 40 per class, 4) Provide appropriate references for sports, dances

Table 11

Suggested Solution/Recommendations for the Students-
Related and Teacher-related Problems/needs

Suggestions/ Recommendations	: Total : Respon- : dent	: Fre- : quent- : cy	: Percen- : tage
For Student-Related Problems/Needs			
1. Offer scholarship to varsity athletes	135	101	75 %
2. Provide canteen and snack centers for students	135	83	61 %
3. Provide remedial instructions to slow learners	135	133	98 %
4. Provide varied exercise, sports, games to break the monotony from theory to practice.	135	88	65 %
5. Select activities suited for handicapped children.	135	73	45 %
6. Provide Guidance service, dental, medical, home visits to parents/guardians	135	87	65 %
7. Conduct exercises to minor postural defect.	135	86	63 %
8. Provide school bus and any transportation facilities for students	135	82	60 %
9. Provide equipment/facilities which will be of use to students	135	101	75 %
10. Encourage students to stick to their study habits.	135	82	60%
For Teacher-related Problems/Needs			
1. Recommend P.E. instructors/ teachers as officaiting officials during higher meets	4	5.5	100 %

Suggestions/ Recommendations	Total :Respon- :dent	Fre- :quent- :cy	Percen- : tage
2. Purchase sports materials and equipment recommended by P.E. teachers.	4	5.5	100 %
3. Reduce the number of students under each instructor/teacher from 30 to 40 per class.	4	5.5	100 %
4. Provide appropriate references for sports, dances and P.E.	4	5.5	100%
5. Provide standard sports & P.E. equipment & materials	4	5.5	100%
6. Recommend P.E. instructors/teachers to attend local & national training in PESS	4	5.5	100%
7. Offer scholarships to P.E. instructors/teachers in college.	4	5.5	100%
8. Provide cassettes & blank tapes to be used during P.E. classes in folkdances and rhythmic activities.	4	5.5	100%
9. Provide instructional materials recommended by P.E. instructors/teachers.	4	5.5	100%
10. Encourage students to stick to their study habits.	4	5.5	100 %

and P.E., 5) Provide standard sports and P.E. equipment and materials, 6) recommend P.E. instructors/teachers to attend local and national training in PESS, 7.) Offer scholarship to P.E. instructors/teachers in College, 8) Provide cassettes and blank tapes to be used during P.E. classes in

Table 12

Summary of Findings, Implications
and Action Taken

Findings	: Implications to : Resource Book : Development	: Action Taken
First year students obtained 4.16 (fair) to 5.40 (good) range of weighted frequency perception score on such physical fitness skills activities as pike, lifting, sit & reach, chair or bench push-up serving, spinning, floating, finning, pitching, sculling, controlling. These findings means that the students are still deficient in these skills	: Create exercise, games and sports to correct minor postural defects and show right positions in executing these skills/activities	: construct exercises in games and sports that will correct the physical fitness skills activities in order to obtain right skills.
As perceived by PESS teachers, students are already very skillful in majority of the physical fitness skills cited. That reported by their students, students believe they are that too skillful, teachers must have overrated their students or students have overrated themselves.	: Need for identified skill to prepare the students in order to raise the 4.25 (fair) to outstanding level of physical fitness skills of the students	: Prepare 10 exercises, events in running, high jump, triple jump designed to improve fair performance of the physical fitness of the fishery students.
First & second year students believe & feel they generally	: In terms of instructional material development,	: Add and create exercises on agility, flexi-

Cont. Table 12

Findings	Implications to Resource Book Development	Action Taken
possess very high physical fitness level. These students think they are generally physically fit.	there is a need to use PESS instructional material which will sustain the students beliefs and feelings of their general physical fitness level.	bility, and endurance levels which will heighten students interests in PESS, thus, maintaining their very high physical fitness level as they progress from year to year in school & even after they graduate from the school to face the harsh realities of life in the sea.
The 100 fishery students performed well in majority of the Physical fitness activities such as sit-up, standing long jump, chair or bench push-up, sit and reach, 15 minute run, 3 min. step test. flex-arm.	Need for instructional materials designed to maintain the very high performance level along such skills in PPFT.	Add more Physical Fitness test with emphasis on leg power, and endurance such as running stairs, five jumps, hamstring stretch, while evaluating students as they progress from year to year in the different types of skills cited.

Findings	Implications to Resource Book Development	Action Taken
The first year BSF & DFT students obtained a percentage rating of 84.45% on their general physical fitness level, described as Very High Physical fitness level, while the second year BSF & DFT got a percentage rating of 84.07% described as Very High Physical Fitness level. There is no significant differences between the male and female BSF and DFT students ($x = 83.33$) described as High physical fitness level, ($X = 84.61$) described as Very High Physical fitness level. Coordination abdominal strenght are still wanting in Samar Regional School of Fisheries.	Need to maintain the varied exercise, games and sports in order to improve their general physical fitness level. Need for instructional materials development designed to raise the physical fitness level from high to very high physical fitness level of fishery students.	Prepare activities such as softball, swimming, volleyball, soccer, basketball, designed to maintain the very high physical fitness level of first and second year BSF and DFT students Construct 10 exercises, games and sports such as scissors leg lift, partial curl-ups, crab relay, thread the needle, wring the discharge & carthweel.
There is no significant difference between the General Physical Fitness level of degree (BSF) $X = 84.02$ and non-degree (DFT) $X = 84.73$ student	Need for instructional materials development in order to raise the Low to very High Physical Fitness level of students	Create 5 exercises such as jump and reach high jump, crossing the brook, walking chair, relay and races, designed to raise from average phy-

Findings	Implications to Resource Book Development	Action Taken
		sical level to very high physical fitness level.
The 135 student face problems/needs as lack of uniform; well equipped gymnasium, swimming pools, complete with showers & bath, sports clinics, and physical fitness apparatuses which they believed as one of the causes for the failure in the successful PESS implementation in the tertiary level.	Management should be supportive of the Physical Education Program. It should procure adequate set of uniforms for both teachers and students use to be considered as the property of the school and to be used during PESS classes, this uniform is part of the school supplies to be used during physical Education classes	Construct well-equipped gymnasium. swimming pools, sports clinics, and physical fitness apparatuses.
	It is a self-contained package for teachers to draw their objective in teaching PESS in the tertiary level.	Construct 10 exercises, games and sports which assures demands on all parts of the body, and assure that the various areas of the body receive attention and that several elements of fitness are considered

college, 8) Provide cassettes and blank tapes to be used during P.E. classes in folkdances and rhythmic activities, 9) Provide instructional materials recommended by P.E. instructors/teachers, 10) Send P.E. instructors/teachers to seminar trainings and workshops.

These findings mean, that, as perceived by the teachers and students, majority of the solutions/recommendations cited were endorsed 100 percent. These further imply that administrators are the frontliners in so far as suggestions/recommendations of PESS program is concerned. They are the right persons to be confronted with varied problems/needs and they are, in a better position to give suggestions/recommendations for more PESS implementation.

These suggestions/recommendations, are the contributions in policy-making for varied Physical Fitness Skills development.

Content, Construct and Face Validity
of the Resource Book Developed
in the Study.

The output of the study, a Resource Book for Teaching Physical Education and School Sport was subjected to a critique-or judgemental validation by experts, the Regional and Division PESS Supervisors, Chief of the Higher Education Division, and Technical-Vocational Education of the DECS Regional Office No. VIII, Tacloban City.

Table 13

Content, Construct and Face mean Weighted Frequency
Validity Scores of the Resource Book in
Teaching PESS by Validity Statement

Statement	: Mean Weighted : Frequency : Validity Score:	: Inter- : pretation
A. On Content Validity		
1. The content of the Resource Book are in level with national goals.	4.50	VHVL
2. The Resource Book uses the thrust of the DECS system Human Resource Development	4.37	HVL
3. The Resource Book consider the needs of fishery students as content coverage	4.37	HVL
4. The Resource Book will help the PESS attain its functions and objectives.	4.25	HVL
5. The Resource Book refelects consideration of the DECS & BPES prescription along the teaching of Physical Education and school Sports.	4.50	VHVL
6. The content courage of the Resource Book is at the Maximum	4.00	HVL
7. There is sequence between and among the objectives, subject matter and teaching strategies,	4.00	HVL
8. The Resource Book considers realization as part and parcel of Physical Education.	4.37	HVL
9. There is sequence and continuity in the presentation of teaching-learning materials	3.75	HVL
10. It is evident that the principle of integration of curriculum content has been considered in the development of the Resource Book.	4.37	HVL
Sub-mean	4.24	HVL

cont.

Statement	: Mean Weighted : Frequency : Validity Score:	: Inter- : pretation
B. On Construct Validity		
1. This is really a Resource Book and not something else	4.12	HVL
2. The Materials are really intended for instructional purposes.	4.50	VHVL
3. The Resource Book is really intended for P.E. 101 and P.E. 202.	3.75	HVL
4. These materials must be for fishery students indeed.	3.50	HVL
5. The Resource Book must really be of use to fishery school.	3.62	HVL
6. The Book is really physical fitness skills-focused.	4.12	HVL
7. This book will truly lead to development of physical fitness among fishery schools students.	4.00	HVL
8. The Physical fitness problems /needs of the students will be responded to by this Resource Book.	4.25	HVL
9. After using the Resource Book, the Physical Education teacher would have been able to develop physical fitness skills in her students	4.12	HVL
10. This is a book of relevant and indigenous games and sports for people whose work focus is the sea.	4.96	HVL
Sub-mean	4.19	HVL

Cont.

Statement	: Mean Weighted : Frequency : Validity Score;	: Inter- : pretation
C. On Face Validity		
1. This book looks like a comic?	2.12	AVL
2. The title page is okay.	3.50	HVL
3. This is a good book cover	4.00	HVL
4. The kind of paper used is okay	3.25	AVL
5. Book size is also okay, its handy.	3.25	AVL
6. Letter, form, size and height are quite alright.	3.37	AVL
7. Pages, lay-out need improvement.	4.00	HVL
8. Pagination has to be improved	4.50	VHVL
9. Book format must be improved	4.37	HVL
10. Illustrations are clear enough.	3.75	HVL
Sub-mean	4.04	HVL
Overall Weighted Mean	4.05	HVL

Table 13 presents mean the weighted frequency validity scores of the Resource Book as judged by these experts. The table reveals that the mean frequency scores on the statements, on content validity, construct validity and face validity are 4.24 (High Validity Level), 4.09 (High Validity Level), and 4.19 (High Validity Level) respectively. The overall mean weighted frequency validity scores is 4.05 also described as "High Validity Level".

These findings imply that as jointly perceived by experts, the personnel implementing the Physical Education and School Sports in the DECS, Region 8, Tacloban City have high validity level. It may be noted however, that the PESS supervisors, chief of the higher education division, and Technical-Vocational Division "High Validity Level" perception is not a guaranty for successful PESS Ressource Book Development.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusion drawn, and the recommendations offered to help improved the teaching of Physical Education and School Sports as obtaining during the school year 1990-1991 in the Samar Regional School of Fisheries.

Finding of the Study

This study came out of the following findings:

1. The mean weighted frequency scores for such Physical fitness skills were 5.61 (Very Good), for standing long jump 5.62 (Very Good), 15 minutes run 5.5 (Very Good), breathing 5.72 (Very Good), exhale 5.59 (Very Good), leg movement 5.70 (Very Good) and holding 5.62 (Very Good). The overall mean weighted frequency scores were 5.13, also interpreted as very good.

These findings imply that the physical fitness/activities are indicative of a very good performance along such skills as standing long jump, 15 minute run, breathing, exhale, leg movement and holding. There is a need to prepare physical fitness exercise, games and sports which will make them outstanding.

2. The mean weighted frequency scores for such physical fitness skills/activities of second year college students as perceived by themselves were 5.74 (Very Good Performance level) for chair or bench push-up, 5.58 (Very Good) for sit and reach, 5.74 (Very Good) for walking, 5.51 (Very Good) for running, 5.79 (Very Good) for inhaling, 5.88 (Very Good) for holding, 5.80 (Very Good) for attack. The overall weighted mean scores of the rest of the skills/activities ranged from 5.46 (Good) for sit-up 5.29 (Good) for touching.

These findings imply that the students believe they are already very good in such physical fitness skills/activities as chair or bench push-up, sit and reach, walking, turning, inhaling, exhale, leg movement, holding and attack. However, this good performance can still improved to very good if not outstanding level performance. These implies forfore exercises, games and sports which will make them very good or outstanding in the physical fitness cites.

3. The mean weighted frequency scores on Physical Fitness skills/activities if first and second year college students as perceived by their physical education teachers is 5.55 qualitatively described as very good.

These findings imply that their students are very good in such skills/activities however, even with this

performance more exercises, games and sports activities can be presented to optimized fitness development of the students.

4. The mean weighted frequency scores of students General Physical Fitness skills/ or deficiencies as perceived by themselves were 5.13 (Good) for first year 5.03 (Good) for second year, 5.20 (Good) for male, 4.96 (Good) for female, 5.23 (Good) for degree, 4.93 (Good) for non-degree.

These findings imply that males have Very Good General Physical Fitness skills than female counterpart. Male students are in better position to withstand vigorous activities because of tougher physical built than the females. In this, females may tend to become inferior which may lend themselves to be negative in their PESS program. The female students should be given Physical Education activities catering to their physical built such as freehand exercises, gymnastics and folkdancing.

5. The mean sit-up score that the students are still deficient in agility, flexibility, endurance which are needed for sit-ups. This implies further, the need for physical fitness activities, games and sport which will enable the students to obtain a 75 sit-ups score per minute thus improving their agility, flexibility, and

endurance .

6. The mean rating of students on their General Fitness level by course, year level, and by sex were as followed: BSF-1 male 88% (Very Good) BSF-1 female 84 % (Very Good), BSF II male 85% (Very Good), BSF II female 83 % (Very Good) DFT I male 93% (Very Good), DFT II female 85% (Very Good). The overall mean score on students General Fitness level by course, year level, and by sex was 81% qualitatively described as Very Good.

These finding imply that male, have very good General fitness level than female counterpart. Male students are in a better position to withstand more vigorous activities because of their tougher physical built than the female. In this, female may tend to become inferior which may lend themselves to be negative in their PESS programs. The female students should be given Physical Education concentration on activitiess catering to their physical built such as frehand exercise, gymnastics and folkdancing.

7. The t-value of the difference between the mean perception score on General Physical Fitness of first and second year students ($x_1 = 84.45\%$) ($x_2 = 84.07\%$), this is less than the tabular t-value 1.645. The computed t-value is therefore not significant.

These findings imply that the perceptions of first and

second year students on their General Fitness level are almost identical. Both of them believed, that there is only a slightly satisfactory implementation of the PESS programs in Samar Regional School of Fisheries. There is a need for more motivating and interesting activities to satisfy the need for excitement and adventures through the challenge and thrill of sports and competitions, and providing varied programs, because with interest and satisfaction. The researcher had an objective evidence to accept the hypothesis which states that there is no significant difference between the mean perceptions score on general fitness of first and second year students, was, therefore accepted.

8. The z-value of the difference between the perceptions score and General Physical Fitness level of male and female BSF and DFT students. Male students ($x = 83.33$) and female students ($X = 84.66$). The difference between male and female perceptions of these two groups of students are the same. The researcher accept the hypotheses which claims that there is no significant difference in the percentage score of General Physical Fitness Level of male and female BSF and DFT students.

9. The z-value of the difference between the mean percentage rating on General Physical Fitness level of

degree (BSF) and non-degree (DFT) students ($X = 84.02$) and $X = 84.73$). This is higher than the tabular z-value of 1.96, therefore, statistically significant. This implies that the mean percentage rating score on the General Fitness of degree (BSF) and non-degree (DFT) students are not the same. Students enrolled in the degree course (BSF) possessed higher physical fitness skills compared with students enrolled in the non-degree course (DFT). The hypothesis which claims that there is no difference in the percentage rating on their general physical fitness skills of degree and non-degree students was, therefore, accepted.

10. The mean average of students' attitudes towards PESS was only 72.85 which is indicative of favorable attitudes towards the PESS program. It may be noted that as jointly perceived by students, teachers implementing the PESS program are very much favored along PESS, and while they say that a favorable attitude provides a situation for developing character qualities such as associating with others, sportsmanship, fellowship, leadership and while there is a need for integration values education in the different exercises, games and sports. It would not be surprising therefore that they have only favorable attitudes towards the PESS program.

11. The total frequency scores on problems/needs in the PESS program implementation were: Rank no 1 (uniform), rank

no.2 (study habits, rank no. 3 (ill-health), rank no. 4 (lack of interest), rank no 5 (absentism), rank no. 6 (drug-dependent), rank no. 7 (drop-out), rank no. 8 (malnutrition), rank no. 9 (cutting classes), rank no 10 (disable).

These findings imply that both students and teachers should initiate steps to make improvised Physical Education uniform available for both teachers and students. Specifically, the School Superintendent should be supportive for whatever problems/needs faced by students, teachers in implementing PESS in Samar Regional School of Fisheries.

12. The mean weighted content validity score of the Resource Book is 5.26 which is indicative of High Content validity level. This implies that experts were unanimous in their judgment that content wise the Resource Book developed in the study is Highly valid. The objective of the Resource Book follows standards and guidelines published by the DECS.

13. The mean weighted construct validity score of the instructional materials is 4.96 which is indicative of very high validity level. This implies that experts believed that the Resource Book developed is really intended for instructional purpose covering Physical Education 101 and Physical Education 202 and these are purely for fishery schools. In this Education focused- Resource Book it is

intended to developed Physical Fitness of students whose wwork focus on the sea.

14. The obtained mean face validity score is 3.92, this is interpreted as very high validity level. This imply that the face value of the Resource Book developed in the study is okey.

Conclusions

In the light of the findings of the study, it is concluded that:

1. The physical fitness status of the first and second year college students of the Samar Regional School of Fisheries is generally very good in such skills as sit-ups, standing long jump, 15 minutes run, running, diving, floating, breathing, swimming, spiking, pitching. pulling, progression, stride, hurdles, glide, take-off, sculling, rolling, pike, circling, arranging, hitting, reaching, volley, smashing, lifting, speed, batting, fielding, pivoting, chinning, striking, lying, swinging, offense, galloping, bunting, passing, dribbling, blocking, carying, trapping, arising, throwing, catching, kicking, tossing, exhaling, and leg movement as revealed by physical fitness test results.

2. The physical education students are still deficient in swimming, diving, floating, running, sculling,

pike, reaching, 15 minute run, lifting, speed, bathing, smashing, offense, stance, passing, dribbling, blocking, bunting.

3. There is a significant difference between the Physical fitness of male and female. The male perform better than the female in the following: speed, leg power, abdominal strength, agility, and cardio-vascular endurance, they perform similarly in arm, strength and flexibility.

4. The physical education performance between the degree and non-degree does not vary on their general physical fitness percentage rating because both groups obtained very high performance level.

5. There exists a relationship between the physical education performance and physical fitness among first and second year college male and female students. This means that the higher the physical fitness of the students in terms of speed, agility, flexibility, arm strength, leg power, abdominal strength, and cardio-vascular endurance the higher is their physical education performance in individual, dual, and team sports.

Recommendations

1. Subject the Resource Book to pilot test, field test or expert study to further determined its effectiveness.

2. The PESS Division of the DECS Regional Office, the Samar Regional Schools of Fisheries in Particular, should send their PESS teachers for training, seminar-workshops, conference in order to obtain an effective PESS instruction.

3. Publish the Resource Book for use in Fishery schools in Region VIII and Samar Regional School of Fisheries in particular.

4. The Regional Director, through the schools Superintendent, and the Regional PESS supervisor should maximally supervise the implementation of PESS in Samar Regional School of Fisheries. They should make it their concern and responsibility to develop PESS teachers, students so that they, in turn may develop physically fit students. The development of implementation and PESS curriculum/instruction materials, facilities, equipments and apparatuses in Samar Regional School of Fisheries should form part of the concern of the Superintendent.

5. Determine the effect of the Resource Book on students and teachers on their general physical fitness level.

6. Allocate funds for the publication of the Resource Book.

7. Procure apparatuses, materials, and equipments needed for such exercises, games and sports needed for in-

structional purpose in physical education and school sports.

8. The school should respond to the need by:

- a. Providing uniform for both teachers and students.
- b. Providing varied exercises, games and sports to break the monotony from theory to practicum.
- c. Encouraging students to stick to their study habits.
- d. Reducing the number of students under each instructors from 30 to 40 per class.

9. Curriculum development researches should also be undertaken using other group of students to validate the need for curriculum/instructional materials in the field.

Chapter 6

Resource Book For Teaching Physical Education and School Sport in Samar Regional School of Fisheries

Rationale

The 1987 Philippine Constitution mandates 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".

This constitutional provision is the legal basis for teaching Physical Education and School Sport in all educational institutions in the country including the Samar Regional School of Fisheries. Physical Education is viewed as a significant component of the educational process that contributes to the enhancement and harmonization of the physical, social, moral and intellectual development of the college students. Physical Education is believed to be the promoter of moral values and it is a service delivery system for the development of a healthy and alert citizenry. Indeed, these are the traditional concern of Physical Education.

Present day social realities and life situation however, added new dimension to the traditional concerns of Physical Education, apart from fostering moral, physical, social, and intellectual development, Physical Education is now seen as discipline that significantly contributes to the revival and preservation of the Filipino cultural heritage in terms of indigeneous games, sports, songs and dances as well as interms of appreciation and protection of the natural environment and ecological balance through its exposure of outdoor and aquatic activities. Foremost, Physical Education is viewed as a life-long process, a kind of education intended to bring benefit to all and, therefore, is to be implemented by all as may be inferred from the phrase, "Physical Education and School Sports for all".

That Physical Fitness and Physical movement are needed for man's survival is a truism which has long been accepted by people of all races. Without Physical Education and body movement, man ceases to life and life is no more for him. Movement, however, is not just any movement. It is an educated movement. It is desciplined movement, a product of years and semester training and education for the proper development of bodily locomotor and non-locomotor skills needed for the very survival of man. All these are gained

formally, informally and nonformally through the Physical Education and Sports programs of the schools at all educational levels.

The Samar Regional School of Fisheries is among the many fishery schools in the country which seek to develop the Physical Fitness of the Filipino citizenry. The school had been trying to implement the PESS programs following the standards and guidelines published by the DECS. The 1991 study, however, on the Physical Fitness skills, deficiencies level, needs, problems and attitudes of the degree and non-degree college students of the Samar Regional School of Fisheries, revealed that as yet, much remains to be desired along the development of the Physical fitness status of the students. Some students are skillful in some bodily locomotor skills but a significant majority still need further training. Many cannot perform the Physical Fitness Test according to prescribed standards and this shows that the agility, flexibility and endurance levels of these students are still wanting.

The same students are interested in the varied Physical Education activities, games and sports but they are faced with varied, home-related, teacher-related and school-related problems/needs which inhibit maximum learning along Physical Education.

This aforementioned study implies the need for some kind of indigenous and appropriate teaching-learning materials designed to relevantize the PESS curriculum to the particular Physical Fitness needs of a particular group of education clientele whose future work focus is the high seas, and these are the fishery students of the Samar Regional School of Fisheries. It was in response to these needs that the present Resource Book for teaching Physical Education and School Sports was developed.

Philosophy

This curriculum development research is premised on two theoretical orientations, namely: (1) humanism and (2) egalitarianism. The present curriculum developer believes in Jonh Locke's view of a sound mind and a sound body. She also believes that man is both the end and means of development and along PESS instruction, it is the "humaness" of the PESS students which should be the primary consideration of the PESS curriculum developed and instructed. The students potentials as well as the needs are considered and these are bases for changing the PESS curriculum for him. This orientation applies to all PESS students without discrimination. The "allness" concepts of egalitarianism, indeed, is the reason for the slogan "Physical Education and

School Sports for all and by all" and is in keeping with the global movement, the New Revolution: "Quality Education for All and by All".

Mission

It is the mission of this humble curriculum/instructional materials, to help the Samar Regional School of Fisheries system optimally deliver PESS education services such that the students clientele will acquire and use the Physical Fitness skills and values which will enable them to (1) survive in quality, (2) pursue physical excellence, (3) continue learning and (4) to contribute his share in the development process by making sure that he himself is physically able, mobile and productive individual.

Objectives

In the light of the aforementioned rationale, philosophy, and mission statements, this materials intends to attain the following objectives:

1. Improve and maintain physical fitness.
2. Enhance critical thinking.
3. Further develop and refine skills in sport, dance and creation.
4. Understand oneself and others better for effective living.

5. Appreciate more skillful performance, good health and qualities of leadership.

Curriculum Content

This Resource book contains the following:

Physical Education 101 (Fundamental Gymnastic and Physical Fitness.)

- A. Definition of Physical Fitness
- B. Components of Physical Fitness
- C. Physical Fitness Testing
- D. Safety suggestions for conditioning
- E. PPFT (Philippine Physical Fitness Test)

Test Items

1. Sit-ups
 2. Standing long jump
 3. Chair or bench push-up
 4. Sit and reach
 5. 15 minutes run
 6. 3 minutes step test
- F. Samples for different tests on.
 1. Agility
 2. Endurance
 3. Leg power
 4. Cardio-vascular endurance
 5. Speed
 6. Abdominal strength
 7. Flexibility
 8. Balance
 9. Coordination
 10. Phases of Gymnastics
 11. Fundamental Gymnastics positions
 12. Light and Heavy apparatus exercise
 13. Wand Exercise
 14. Dumbbells Exercise

- G. Stunts and Tumbling
- H. Teaching strategies, discussion, demonstration
- I. Evaluation: Performance Test
- J. Individual record form
- K. Class composite record (for PPFT test)

**Physical Education 202
(Recreational Games and Sports).**

- A. Course Description
- B. Objective
- C. Suggested Activities:
 - 1. Individual
 - a. Running
 - b. Bowling
 - c. Swimming
 - d. Field events
 - 2. Dual
 - a. Table tennis
 - b. Softball
 - c. Basketball
 - d. Soccer
 - e. Sepak Takraw
 - 3. Team Sports
 - a. Volleyball
 - b. Softball
 - c. Basketball
 - d. Soccer
 - e. Baseball
 - 4. Recreational Games
 - a. Dama
 - b. Sipa
 - c. Domino
 - d. Sunka
 - e. Bingo

5. Indigenous Games
 - D. History of the Game
 - E. Description
 - F. Equipment/Facilities Needed
 - G. Fundamentals in Playing the Game
 - H. Playing Rules and Regulation
 - I. Illustrations/dimensions
 - J. Scoring
 - K. Demonstration
 - L. Practicum

**THE RESOURCE BOOK
IN
PHYSICAL EDUCATION 101**

PHYSICAL EDUCATION 101

Course Description

This course deals with the meaning, Components, benefits and scientific basis of Physical Fitness, as well as the administration of Physical Fitness test. It will provide activities designed to develop the Physical Fitness of the students.

Objective

A. General

1. To provide students with the techniques of relaxation to enable them to utilize their energies to the best advantage.

2. To establish in the students the components of physical fitness in order to have a reserve of energy after a prolonged activity.

3. To promote and maintain physical fitness of students through participation of different physical activities.

B. Specific

1. Understand the effect of exercise in the body
2. Discover individual strength and weaknesses.
3. Determine the students general fitness level

Course Content

A. Definition of Physical Fitness

An integrated area of Physical Education that intends to develop a person to be physically fit, possessing the general strength and stamina to carry out his daily tasks without undue fatigue and still had enough energy to enjoy leisure and to meet unforeseen energies. Physical condition characterized by power, agility, endurance, speed flexibility which are the indicators of a physically fit individual.

B. Component of Physical Fitness

1. Balance - ability of the performer to stay in equilibrium.
2. Coordination - ability of the parts of the body to move in harmony.
3. Strength - the ability of the muscle to exert effect.
4. Flexibility - ability of the body to move beyond normal range of motion.
5. Agility - ability of the body to move from one direction to the other or the ability of part of the body to move fast.
6. Speed- ability to make a movement of successive movement rapidly.

7. Endurance - the ability of the performer to prolong an activity without undue fatigue.

Physical Fitness Testing

A. Specific Objectives

At the end of this activity the students are expected to:

1. determine their general fitness level.
2. measure and evaluate their speed, strength, endurance, agility, flexibility, balance, and coordination.
3. continue on self-testing activities for a physically and healthy body maintenance.

B. Safety Suggestions for Conditioning

Knowledge of safety techniques in testing is a very important teaching prerequisite to prevent injuries while teaching the activities. The class is divided into three aspects.

1. **Pre-work out Period** - this includes all those activities and procedures that prepares the individual for the actual, instruction and practice of skills.
 - a. Check-up of uniform
 - b. Warm-up

2. **Work out Period** - safety instruction should be incorporated into every lesson. During the review and demonstration of skills, the class should be made aware of the precautions for maximum safety during the course of any exercise.
3. **Post-Work Out Period**
 - a. Care of the body. give stretching or relaxation exercise.
 - b. Keeping equipment used in thier proper places.

PPFT (Philippine Physical Fitness Test)

Physical Fitness Component

- | | |
|------------------------|--------------------|
| a. Muscular Fitness | c. General Fitness |
| b. Flexibility Fitness | |

Test Items

- | | |
|---------------------------|------------------------|
| 1. Sit-ups | 4. Sit and reach |
| 2. Standing long jump | 5. 15 minutes run |
| 3. Chair or bench push-up | 6. 5 minutes step-test |

1. Knee bent set-up

Value: Abdominal strength test

Equipment: Lean floor or turf or mat

Description :

The student lies on his back on a clean

floor, mat or turf with his knees bent and feet on the floor. The heels should not be more than 30 centimeters from the buttocks. The angle at the knee, should be less than 90 degrees. The student fit his hands on the back of his neck with fingers clasped and he places his elbows squarely on the mat, floor or turf. His feet are held by his partner in order to keep them in touch with the surface at all times. To perform the sit-up, the students tightens his abdominal muscles and bring his hands and his elbows to the knees. This action content one sit-up. The student return to the starting position with his elbows under surface before the sits-up a gain.

Rules For the Knee Bent Sit-up

1. Only one trial shall be allowed unless the teacher believe the students has not had a fair opportunity to perform.
2. No resting between sit-up is permitted
3. No sit-up shall be counted in which the pupil does not;
 - a. Keep his finger clasped behind the neck
 - b. Bring both elbows forward in starting to sit-up without pushing off the floor with

an elbow.

- c. Return to the starting position with elbows flat on the surface, before setting up again

Scoring the Knee Bent Sit-up

The students performance shall be recorded based on the number of correctly executed sit-ups he is able to do, with a maximum of 50 sit-ups. A foul nullifies the counts for the sit-up.

2. Standing Long Jump

Value: Leg strength test

Equipment: Any flat surface such as floor or mat to facilitate the measurement of a jumps distance, tape measure must be laid on the floor or mat.

Description

The student stand with feet several inches apart and the toes just back of the take off line. The take off line is made from both feet, and the student jumps forward as fast as possible landing on both feet. Free swinging of the arms and bending of the knees are permissible, but during this action of the arms and legs, the feet must

not leave the take off surface or board until the jump is made.

Rules for Standing Long Jump

1. Three successive fair trials, not including foul shall be allowed within one resting period.
2. The students performance is recorded in centimeters.
3. The measurement is made from the take off line to the heel.

Scoring the Standing Long Jump

The distance of the best jump shall be recorded in centimeters.

3. Chair Push -Up

Value: Abdominal, Strength Test

Equipment: A sturdy, non-folding chair, the seat measures 35 to 45 centimeters above the floor, and a wall against which the feet maybe braced are required. A sturdy bench which can be securely held may be used. Attention should be called to the fact that the hand grip on the bench is different than that of a chair. A clean deep towel and

chalk should be made available at all times to keep the hands firm with the grips on the chair:

Description

The student grips the front corners of the chairs and assumes the front leaning rest position with legs together, both feet against the wall and the toes pointing his legs. The chair is held securely by a partner. The performers body should form a straight line and should be at right angles with his arms. The student lowers his body by bending his elbows until his chest touches the nearest edge of the chair, which is the starting position for the chair push-up.

Rules for Chair Push-up

1. No resting is permitted between push-up
2. No push-up shall be counted in which a students fails,
 - a. to keep the body straight
 - b. to touch the chest to the edge of the chair,
 - c. to push-up to full extension of the chair

Scoring the Chair Push-Up

The score is the number of push-up performance during which no foul has been committed. The student stops at the end of the fiftieth push-up.

4. Sit and Reach

Value : Flexibility Test

Equipment: Any flat surface such as floor and turf to measure the distance reached during the test, a tape measure is needed.

Description

The student should sit on the floor, astride the tape measure on floor, with legs extended and the head about 12 centimeters apart. His heels should reach the near edge of the tape measure at the 50 centimeters mark. The students should then slowly reach with both hands as far as possible. His finger tips should touch the tape measure and he should be able to hold his position which the distance reach is noted.

Rules for the Sit and Reach Test

1. Only three trials shall be allowed unless for some reasons the teachers believes that the

students has not had the opportunity to perform.

Scoring

The students should try the test three times recording the distance in centimeters each time. His flexibility score is the best of the three trials.

5. 15 Minutes Run

Value: Agility test

Equipment: An accurately measured running area divided into 50 meter or 100 meter segments as an stop watch are needed.

Description

The student take opportunity for standing start behind the starting line. The starters takes a position at the starting line and uses the command "Ready" as a preparatory signal to alert all runners "GO" is given, all runner indicate that they are ready by being motionless and looking directly down the track or running area.

Rules for 15 Minutes Run

1. Only one trial is given.

2. Walking is permitted, but the object is to cover the greatest distance in 15 minutes.
3. A slow even step should be encourage initially until students are conditioned for a faster pace or step.

Scoring for 15 Minutes Run

The score is the distance in meters completed. Include the segments of the students as the time the signal to stop is given.

6. Five (5) Minutes Step-Test

Value: Speed-Test

Equipment: Stop Watch

Here is a simple test to assess your general endurance test criterion in your pulse rate at the end of three exercise.

Description

Get a chair or bench 35 to 40 centimeters high. Step up and down the chair at the rate of 90 steps per minute, for the girls the duration of 3 minutes At the end of the exercise pause for five seconds as you palpate your pulse immediately after the five seconds rest periods. Count your pulse for exactly 15 seconds.

Rules For Step Test

1. The prescribed cadence of stepping up and down should be maintained throughout the duration of the test.
2. The pulse should be counted exactly five seconds after the end of the test while the students are standing up.
3. If a student cannot do the test, the duration of actual exercise should be noted.
4. The students should have both knees fully extended when they are on top of the chair.

Testing

A. Speed- Ability to move quickly and effectively.

This can be developed through proper running techniques including fast starts.

1. 20-30 meter dash

Value: Speed Test

Equipment: Stop Watch or Wrist Watch

Instructions:

a) Players line up behind the starting line, facing the finishing line.

b) On signal, all players take off from the starting line and run as fast as possible to the finishing line.

c) First player to reach the finishing line is the winner.

d) Repeat, gradually increasing the number of repetitions.

Scoring: Record the time to the nearest tenth of a second of the two trials.

2) Touch Downs

Value: Speed

Equipment: Stop Watch or Wrist Watch with a second

Instructions:

a) Five parallel lines are marked on the ground approximately five meters apart.

b) Partners stand behind the starting line and touches the line, and run to the starting line and touches the line.

c) The players run to the second line and then back to the starting line.

d) Following the same routing, the players run to the third and fourth lines.

B) To Develop Leg Power

1) Running Stairs

Value: leg power and endurance

Equipment: Any available stairs

Instructions:

- a. runners go up and down the stairs as fast as possible,
- b. , continue doing in three (3) minutes
- c. rest and repeat as many times the players can do the exercise.

2. Five Jumps

Value: Leg Power

Equipment: None

Instruction:

- a. Several players stand with their toes immediately behind the starting line.
- b. On signal all jump forward five times.
- c. The players farthest from the starting line is the winner.

C. Cardio-Vascular Endurance - the capacity of the heart and blood vessels to deliver food and oxygen to the individual cells and transport the waste products to the organs of elimination at the rate demanded by the degree of exertion. They maybe improved by prolonging an activity beyond the point of comfort.

1. Rope Jumping

Value: Cardio-Vascular Endurance

Equipment: Jumping Rope

Instruction: (Backward swings, single jump)

- a. to start, hoop the rope in front
- b. Swing the rope backward and overhead.
- c. jump to rope as it hits the floor.

Jump for 3 minutes, then rest for 30 seconds.

- d. repeat with variation as many times as the individual can do the exercises.

Score: Score is recorded in minutes and seconds.

2) Running in Place

Value: Cardio-Vascular

Equipment: Stop watch or wrist watch with a second hand.

Instructions:

- a. Run in place using high knee action
- b. Do this for 5 minutes and rest
- c. Repeat as many times as the individual

can do the exercise.

D. Agility- ability to change direction and of level quickly and easily without losing control. Agility can be developed in many games,

relays, and similar activities involving starting, stopping changing, levels and directions.

1. Hoop Rolling

Value: agility test

Equipment: Hoops

Instructions:

a. Roll the hoop forward, around the circles and or backward.

b. Experiment with the hoop by rolling it forward and running with it, turning as it runs, or running around it.

2. Circle Dodge Ball

Value: Agility

Equipment: Ball

Instructions:

a. 8 to 10 players are arranged in circle formation.

b. 1 to 2 players are chosen to stay inside the circle.

c. Players around the circle throw the ball to hit the center players below the waistline.

d. A player on the outside circle who hits

the center player becomes a center player. The one hit join the circle.

Variations:

- a. Add more players around the circle.
- b. Use two or three balls at a time.

E. **Abdominal Strength** - The capacity of the abdominal wall to support the internal organs. Strength in the abdominal muscles can be developed through stress and tension during the exercise.

1) **The Scissors**

Value: Abdominal strength test

Equipment: None

Instructions:

- a. Assume long sitting rest position alternately raising and lowering legs in vertical plane.
- b. Lift left leg slightly off the floor.
- c. Continue for as long as possible. Relax, then rest and repeat.

Score: Recorded number of lift in minutes and seconds.

2. Leg Lift

Value: Abdominal strength

Equipment: None

Instructions:

- a. Assume supine position with arms sideward set shoulder level, palms down.
- b. Lift leg upward from the floor to form right angle with the body, keeping the knees straight and toes pointed.
- c. Swing left leg across the body to touch right hand keeping right leg straight.
- d. Return left leg to position.
- e. Repeat exercise right and left alternately.

2) Hamstring Stretch

Value: Trunk flexibility test

Equipment: None

Instructions:

- a. Stand legs together, relax upper trunk.
- b. Bend knees. Grasp elbows under the knees. Place the head as close to the legs as possible. Repeat B & C slowly several times.
- c. Straighten the legs slowly. Keep the body as close to the legs as possible. Repeat B & C slowly several times.

d. Release hands. Place palm on the floor in front of the body. Knees are bent head close to the Knees.

e. Straighten knees slowly, keeping knees and body close to the knees, hands flat on the floor.

f. Repeat letters, d & e slowly several times.

F. Balance - Ability to maintain equilibrium in a variety of positions and movements.

1. Elbow Balance

Value: Body balance test

Equipment: None

Instructions:

Balance the body face down horizontally on the two hands. With the elbows supporting the body with the toes and forehead, work the forearm underneath the body for support with the finger spread and pointed to the back.

Score:

The score is the greatest number of seconds counted between the time the legs is elevated with the support of the forearm with finger spread and

pointed to the back.

- G. **Coordination** - Harmonious functioning of muscles in producing complex movements.

1. **Softball Throw For Distance**

Value: Eye hand coordination test

Equipment:

Softball, tape measure, wooden marking sticks, a football field that is marked in 5 yards intervals serve nicely for this event.

Instructions:

The subject must throw from within a 6 ft. restraining area which drawn parallel to the 3 yards field marker. The ball point of contact is marked. If his second or third throw is farther, the marker is moved. Three trials are given. It is advised that a group of approximately five students be test together, and that after the third throw, each subject should jog out and stand at his marker while the measurement is being taken. In this way the possibility of recording the wrong score is reduced.

Scoring

The distance to the nearest foot of the best

the three trials is the score. The measurement is made at the right angle from the of landing to the restraining line. in other words the tape measure is not swing in an arc for each throw.

Conditioning Exercises

1.0 Agility

1.1 Objectives:

At the end of these activities the student are expected to:

- a. Demonstrate the changing of direction or level quick and easily without losing control.
- b. Develop agility and maintain as well.

1.2 Value: For developing agility

a. Heel Click (side)

Take a short leap step with right foot, follow with a cross step with the left and then a hop on the left foot. During the hop, click the heels together to hop on the right foot. Reverse the above direction.

b. Circular Rope Skip

Crouch down in a three-quarter knee bend, holding a folded skipping rope in one hand. Swing the rope jumping it each time.

Reverse the direction of the rope.

2.0 Balance

2.1 Objectives

At the end of these activities the student are expected to:

- a. Maintain neuromuscular control of the body position.
- b. Develop and maintain balance.
- c. Stand in one foot with control.

2.2 Value: Foot balance exercise

a. Knee Left Balance.

From standing position. Lift knee up so that the thigh is parallel to the ground with the pointed toe down. Hold.

b. One-leg Balance

With his arm extended to the side, the performer stand on his right foot. Begin lifting one leg from the floor later bring the knee up.

c. Sit Balance

The performer sits on the floor leans slightly backward, keeps his legs extended as

he release them from the floor. He tips forward as he balances himself on his buttock.

d. Frog Stand of Tip-up Balance

Placing the hands flat between his legs and his thighs on his elbows the performer squat on the floor. He tips forward placing his hands and continuos forward until he finds the point of balance.

e. Single Squat Thrust Balance

The performer squats down on the floor placing the hands flat with elbows inside the knees. The feet and legs are thrust back so that the body is perfectly straight from head to toe and push up position.

3.0 Coordination

3.1 Objectives:

At the end of these activities the students are expected to:

- a. Integrate movements of different parts into a smooth, efficient, and purposeful pattern of effect.

- b. Develop and maintain a proper coordination of the body.
- c. Concentrate on various movements properly at the same time.

3.2 Value: Arms and legs coordination exercises.

3.3 Exercises

a. Crab-Relay

Assume crab-walk position walk backward. Moving the hands and foot at the same side simultaneously with the head, neck and level in a straight line, walk forward, backward, and sideward like a crab. On signal, player of each team does a crab walk to the turning point, then back to the starting line touching the second player on his team.

b. Thread the Needle

Starting from a crouched position the performer touch the fingertips together in front of the body. Step one foot at a time. Without losing contact lock the fingers in front of the body and repeat the movement.

c. Wring the Dishrag

Starting from crouched position, two students face each other and join hands. Raise one pair of arms (right from one left for the other) and then under that pair of arms (right for one and left leg for the other) and then under that pair of legs, continuing a full turn until back to original position.

Evaluation Criteria

Can perform the wring without bumping the heads of each pairs?

d. Cartwheel

Begin the legs and arms spread with the left side toward the direction of the wheeling. Swing the left arm up and keep the right at the side. Throw the weight smoothly to the left side, bringing the right arm up and the left arm down so that the same hands take a position for about 2 ft. from the left leg. Push up with the left foot to give momentum to the roll.

Evaluation Criteria:

Can they execute the cartwheel 2 to 4 times?

4.0 Cardio-Vascular Endurance**4.1 Objectives:**

At the end of this activity the students are expected to:

- a. Sustain capacities in continuous effort.
- b. Maintain normal heart beat and pulse rate after an activity.
- c. Develop Cardio-Vascular endurance.

4.2 Value: Cardio-Vascular exercises**4.3 Exercises****a. Wall Run in Place**

Walk in place maintaining a pace of 120 steps per minutes for two minute. Swing arms while breathing deeply. Run in place for two minutes at 180 steps per minute.

Evaluation Criteria

Is there an increase in work load and number of step per minute?

b. Run for Time

Establish a running distance and course to be covered. Stand behind the starting line. The starter takes a position close to the starting line and at the command "ready" "Go" by the starter approximately two seconds after the course and return to the starting line exactly on the specific time.

Evaluation Criteria

Can they meet the specific time allotment for different runs?

c. Tread Mill

Assume push-up except that one leg is brought toward so that the knee is under the chest. Reverse position of the foot, bringing the other leg forward. Change back with original foot forward. Do it 20 times.

Evaluation Criteria

Can they perform more than the required minutes?

d. Medley

Jog for 2 minutes. Jump rope for 60

minutes. Do jumping jack for 32 counts. Run in place for 60 seconds. Repeat.

Evaluation Criteria

Can they perform the varied exercises without rest?

5.0 Flexibility

The elasticity or range of motion at the joint. Flexibility is developed by gradually increasing the range of motion when stretching a muscle. Keep muscle relaxed when stretching.

5.1 Objectives:

At the end of one hour period students are expected to:

1. Attain a maximum range of movement at the various joints of the body.
2. Develop and maintain flexibility of the body.

5.2 Value: Flexibility Exercises

1. Back Lying Cross Over

- a. Assume supine position with arms sideward set shoulder level, palms down.
- b. Lift leg upward from the floor to form right angle with the body, keeping the

- knees straight and toes pointed.
- c. Swing left leg across the body to touch right hand keeping the right leg straight.
 - d. Return left leg to position.
 - e. Repeat exercises right and left alternately.

Evaluation Criteria

Is there an increase of trunk flexibility?

2. Hamstring Stretch (standing)

- a. Stand legs together, relax upper trunk.
- b. Bend knees, grasp elbows under the knees, place the head close to bent the toes.
- c. Straighten the legs as possible repeat number A and C slowly several times.
- d. Release hands. Place palms on the floor in front of the body. Knees are bent head close to the knees.
- e. Straighten knees slowly, keeping head and body close to the knees, hands flat on the floor.

- f. Repeat numbers D and E slowly several times.

Evaluation Criteria

Have they sustained efforts on continuous efforts of arms and knees flexibility?

3. Hurdle Stretch

- a. Assume hurdle sitting position (start in a long sitting) bend left leg and turn it out to the side of the heel of the foot close to the buttocks and the in-step and the knees are flat against the ground. The angle between the legs should be 90 degrees.

- b. Bend the trunk slowly toward the right leg. Arms stretched forward and in the direction of the bend.

- c. Repeat stretching motion several times, gradually bringing head toward the knees.

- d. Lie on hand, keeping legs in hurdle position.

- e. Return left hurdle sitting position and repeat number B and C.

f. Repeat whole exercises extending left leg.

Evaluation Criteria

Have they improved in leg arms and trunk flexibility?

6.0 Speed

6.1 Objectives:

At the end of the lesson the student are expected to:

- a. Demonstrate successive similar movements rapidly.
- b. Develop and maintain speed.

6.2 Exercises

a. Base-Running

Players stand in line beside the time keeper at the starting line. On signal, players run around the bases. Touching 1st, 2nd, and 3rd home plate. Time keeper takes note of the time each player spends to complete the run.

Evaluation

Can they run around the softball diamond by increasing speed?

b. Tire Running Relay

Organize teams of equal numbers. The players of each team stand in a column with the first player on each column. Doing the starting line five or more old tires are placed about two meters in a zigzag pattern in front. On signal, first player runs forward, stepping one foot inside each tire as he progresses. Reaching the last tire, he turns runs back in the same manner. Upon reaching the starting line, the player tags the next player before going to the back of the column.

Evaluation Criteria

Can they increase the number of run taking the zigzag pattern without being tagged?

c. Wind Sprint

Measure a 200 running area putting a mark every 50 meters. The distance in the following manner without stopping to rest. Jog the third, and sprint the last 50 meters. Total distance may be increased, divided into

four laps and run in the same manner.

Evaluation Criteria

Can they increase the number of lap as they run and jog more than 200 meters.

d. Touchdowns

Five parallel lines are marked on the ground approximately five meters apart. The players stand behind the starting line on signal, he runs to the first line, touches the line, and run back to the starting line. Following the same routing, the players runs to the third and fourth lines.

Evaluation Criteria

Can they finish running the 5 meters or 20 meters and at the same time increase speed?

e. Time Running

Measure the distance of 30 meters and mark the starting and finishing line. On signal, the players start running from starting line to the finishing line again. This routine is repeated for 60 seconds. The

number of complete shuffles from one line to the other is the score of the player. To work on speed, the player tries to improve his score everytime the activity is repeated.

Evaluation Criteria

Did they try to improve in speed everytime the activity is repeated?

7.0 Strength

7.1 Abdominal

7.1.1 Objectives

At the end of these activities the student are expected to:

- a. Use abdominal muscles in exerting maximum force in a single contraction.
- b. Develop and maintain abdominal strength.

7.1.2 Value: Abdominal exercises.

7.1.3 Exercises

a. Scissors

Assume long sitting rest position. Lift legs slightly off the floor, alternately raising and lowering legs in a vertical plane. Continue for as long

as possible.

Evaluation Criteria

Can they resist the scissors style without rest for continuity?

b. Leg Lift

Assume long sitting rest position. Feet together, lift legs upward 15 cm. without bending the knee. Hold position for 5 counts,, then lower slowly to the floor. Repeat at 30 cm. back ten repeat at 15 cm. level.

c. Partial Curl-up

Assume supine position with knees bent, and feet flat on the floor as close to the buttocks as possible. Place hands on top of thigh leading with the chain, slide the hands forward until the hands touch the knee-caps. Lift only the head, shoulders and upper body fromm the floor. Hold for five counts and slowly return to the strting position.

Evaluation Criteria

Can they hold for 5 counts and

return to the starting position?

7.2 Arm Strength

7.2.1 Objectives:

At the end of these activities the student are expected to:

- a. Use arm muscles in exerting maximum force in a single contraction.
- b. Develop and maintain arm strength

7.2.2 Value: Arm strength exercises

7.2.3 Exercises

a. Handstand

Place hands on the mat, shoulders distance apart, fingers spread and pointing forward, elbow straight shift the weight of the body to the hands with the shoulders directly over the hand by walking toward hands. Kick one leg upward followed closely by the second. Hips must be over shoulders. Balance, head up, back slightly arched. Hold this position to descend, flex the hips and drop down leg at a time.

Evaluation Criteria

Can they perform twenty knee push-up and to be increased to thirty?

c. Semaphore

Lie on back with arm sideward or shoulders level. Hold objects of equal weight in hands. Lift weight slowly upward keeping arms straight. Lower slowly to the starting position.

7.3. Leg strength

7.3.1 Objectives

At the end of these activities the student are expected to:

- a. Use leg muscles in exerting maximum force in a single contraction.
- b. Develop and maintain leg strength

7.3.2 Value: Leg strength development

7.3.3 Exercises

a. Jump and Reach

Stand facing wall without lighting heels. Reach high with both hands and mark with teh chalk

with the highest point reached. Stand with side to the wall in a crouched position. Jumps as many times as possible in one minute and marked highest point reached with the chalk.

Evaluation criteria:

Can they reached high without getting tire immediately?

b. High Jump

Use upright standards with a bamboo cross pole or rubber band. It is important that the cross pole be placed in a far side of the upright, so that it will full off when the jumps hits it, any form of jump maybe used.

Evaluation criteria

Do they increase the hight of the pole?

c. Crossing the Brook

Two teams play the game.

Players jump across two drawn lines representing the brook. The brook will be wider at one end. Starting the game at the narrow and each player jumps over and back along full length. Any player who lands on the brooks is given a point against the team. The team having the last number of points at the end of the game wins.

d. **Walking Chair Relay**

Line up behind one another. All facing the same direction. Hold on the hips of player in front. The last player in the line flexes knees and hips as if sitting on the chair. Each player in the column assume same position. On signal, the entire line moves forward. Each player keeping in steps.

Evaluation Criteria:

How far can they walk in this formation?

Basic Motor Skills

Objectives

At the end of these activities the students are expected to:

1. Demonstrate proper walking, running, jumping, hopping, skipping, sliding, standing, setting, lifting, galloping, leaping, falling, climbing, kicking, pulling, pushing.
2. Develop and maintain the basic motor skills as listed in letter A.

Activities:

- | | | |
|------------|--------------|-------------|
| a. walking | e. galloping | i. lifting |
| b. running | f. sliding | j. falling |
| c. hopping | g. leaping | k. climbing |
| d. jumping | h. sitting | l. kicking |

1. **Walking.** Moving at moderate pace on foot; lifting one foot only after the other has touched floor or ground.

walk forward	walk in imitation
walk backward	walk in rhythmic pattern
walk forward or backward	walk with partner
walk fast	walk with a group
walk slowly	

Variations in Walking:

long stride	high knee
short stride	sideways
low plane	cross walking

2. **Running.** Moving on foot springing steps at rapid pace such that for an instant both feet are off ground during each step.

run in place	run with small steps
run forward or backward	run with big steps
run in mass	run with partner, with group
run in rhythmic pattern	accented running

3. **Hopping.** Springing on one foot and landing on the same foot.

hop on either foot	hop with partner
hop forward or backward	hop with a group
sideward on either foot	hop with rhythmic pattern

4. **Jumping.** Springing and taking off with one foot and landing on both feet.

jump in place	jump high and low
jump moving forward	jump with a partner or in a group.
backward or sideward	jump and rebound

Gymnastic

Gymnastics is a self motivating activity where one can manipulate the different parts of the body into varried movements. The body can form various movements such as split, pike, tuck, layout, arch, etc. All these skills are attained through the use of the body with proper preparation on strength and flexibility.

Gymnastics today is being reorganized by changes and renewed interest. Form, dignity, grace, poise, rhythm, and flowing movement are emphasized. The old concept of rigidly held movements which are masculine in nature are now replaced by more effeminate quality of movements. There are different phases of gymnastics program. Each phase of activity contributes to the various elements needed in gymnastics. These elements are strength, flexibility, balance, agility, endurance, and coordination.

In addition posture, poise, grace and dignity of more movements are attained.

The Phases of Gymnastic

1. Conditioning and Warm-Up Program.

These are selected exercise for the purpose of preparing the body for more complicated and strenous activities. This phase of gymnastics program can be considered as "calisthenics" since routines can be made out

of the exercises in the conditioning program.

2. Rhythmic Gymnastics (Gymnastics Modern)

All exercises accompanied with music are called "Rhythmica Gymnastics". It is so called because it is performed in rhythmical manner and the movements are flowing. This include the freehand exercises and exercises using different light apparatus such as wand, rope, ball, hoop, and ribbon etc. This is the phase of gymnastics where skills on the floor and tumbling skills are combined with ballet and modern movements in the formation of routines. Originally the creativeness of individual or group are developed.

3. Tumbling

This is the most important phase of the gymnastics program especially suited for both boys and girls. It is the ability of the body to roll to and fro, twist, turn and spring about.

4. Apparatus Work

This includes exercise done on the balance beam, vaulting box, long horse, high and low bars, parallel bar, trampoline.

5. Pyramid Building

This phase is making picture out of the body movements held in static position. Each position is in harmony with the whole picture.

6. Stunts.

Stunts are activities performed in a form of play and it test one's strength, flexibility, balance, agility, endurance, and coordination. This phase is especially suited for the lower grades in preparation for skill in gymnastics.

Objectives:

At the end of the lesson the students are expected:

1. to acquire interest and enjoyment in gymnastics for its fitness value.

2. to have the body that can move effeciently with grace, poise, dignity, rhythms and form.

3. to improve on flexibility, strength, agility, balance and coordination.

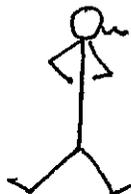
4. to enhance creativity through the freedom to evolve new and different movements in the floor exercises and on the apparatus.

5. to improve courage, initiative, determination, and perseverance.

Activities

a. Fundamental Gymnastic Position:

1. Feet parallel or together 2. Sturde position

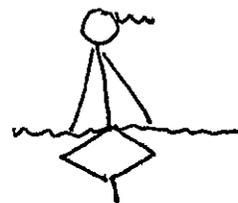
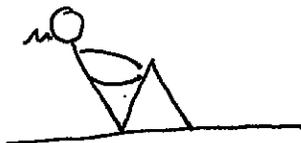


3. Lungs

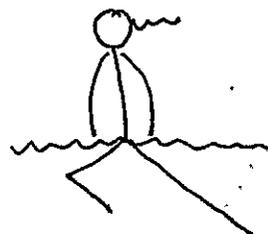
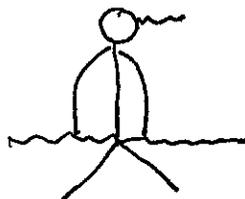


b. Sitting Position

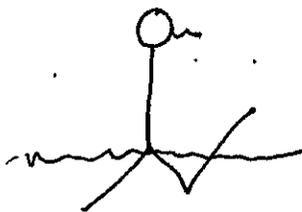
1. Long sitting 2. Hook setting 3. Frog Sit



4. Tuck position 5. Stride setting 6. Side setting



7. Hurdle setting



8. Long setting position



9. heels sit position



c. Kneeling Position

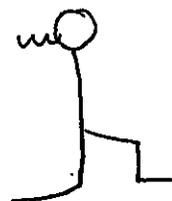
1. Kneeling knots



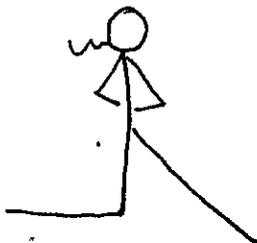
2. Stride



3. Half kneeling



4. Kneeling one-leg extended

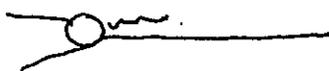


d. Lying Position

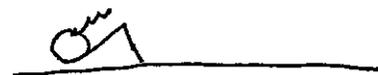
1. Back or spine lying



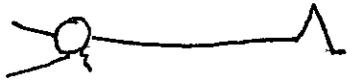
2. Front or prone lying



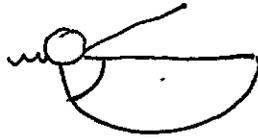
3. Side lying



4. Hook lying



5. Tuck lying



e. Fore Arm Position

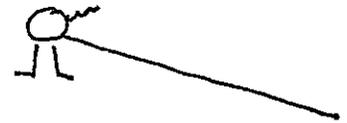
1. Supine arm support



2. Side arm support

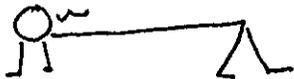


3. Prone arm support



f. Four-Base Position

1. Dog stand



2. Bride stand

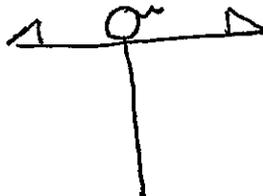


g. Hand and Arm Position

1. Hand on chest



2. Hand on shoulder



3. Hand on neck



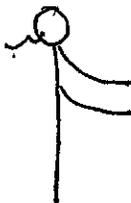
4. Hand on waist



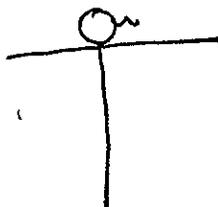
5. Hand on hips



1. Arms on forward



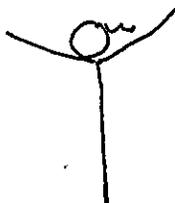
2. Arms side-ward



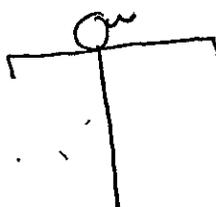
3. Arms upward



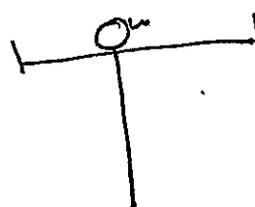
4. Arms oblique upward



5. Arms T-position



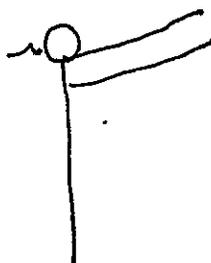
6. Arms reverse position



7. Arms oblique downward



8. Arms oblique forward upward



9. Arms oblique downward backward.



First Position



Second Position



Third Position



Fourth Position



Fifth Position

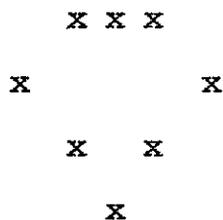


Formation

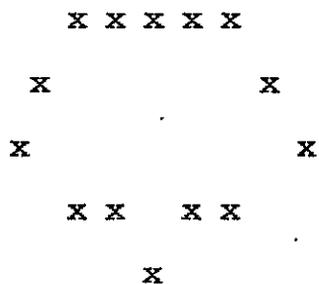
Mass Formation



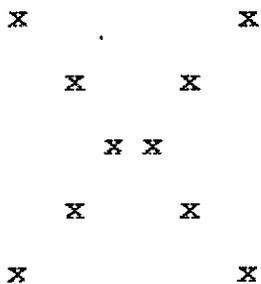
Circle Formation



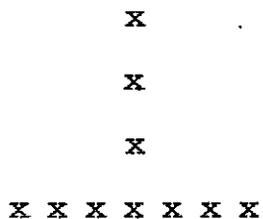
Square Formation



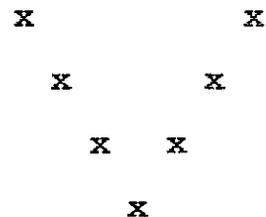
Star Formation



T-Formation



V-Formation



H- Formation

```

x      x
x      x
x x x x
x      x
x      x

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Diagonal Formation

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x x x x
x x x x x x x
x x x x x

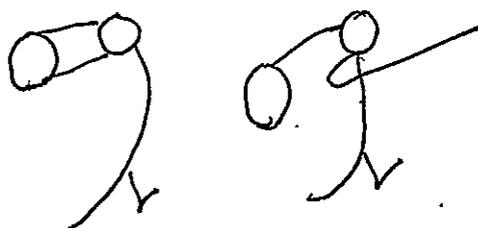
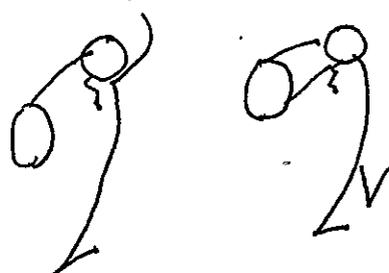
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Light Apparatus Exercises**Ring or Hoop Exercise**

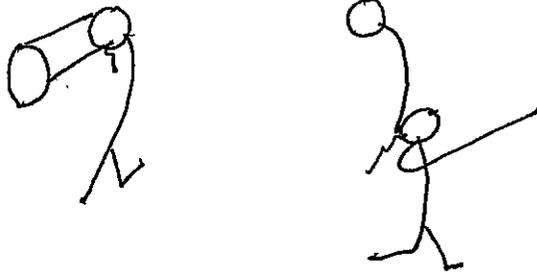
The ring is made of rattan about one and one third of an inch in diameter. The diameter of the ring is two feet. For hoops the diameter is three feet.

Ways of Holding the Ring

1. One-hand Hold. Grip the ring with one hand between the thumb and four fingers. This hold is used in the swinging movement.
2. Two-hand hold. Grip the ring with both hands the thumb along the ring and the other fingers around the ring.

Movement with the Ring**Standing Position****Lateral or sideward bend****Back bend**

Lateral bend

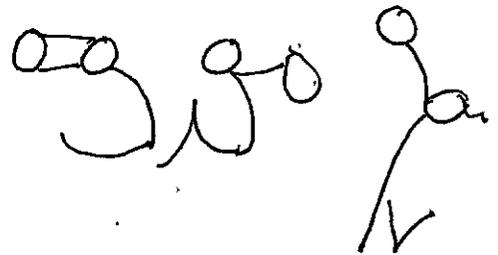


Kneeling and Setting Position

Kneeling Position



Setting Position



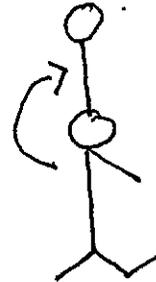
Swinging Movement Using One-hand Hold

Swinging Ring forward upward

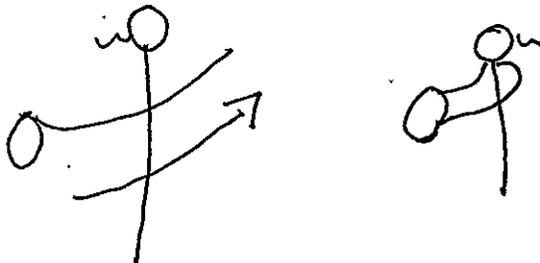
Feet together



Stride position



Swinging in front of body across



Swinging forward upward with body bend



Swinging forward backward with body bend forward



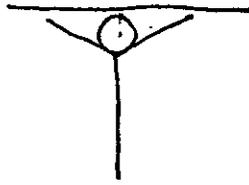
Wand Exercise

Exercise with the wand is excellent for its flexibility value especially in the arms and shoulder. Wands are made of hard wood about 36 to 39 inches long and 1 1/2 inches in diameter. To aid more attraction and interests into the movement, the wand should be painted with different colors.

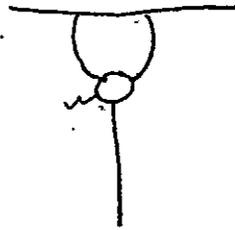
The Ways of Holding a Wand

There is no definite position of the hand on the wand. It can be held with one hand in line with the shoulder with arms oblique, or with one hand.

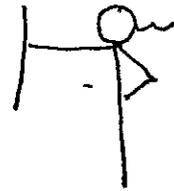
Arms oblique



Arms parallel



One-hand hold

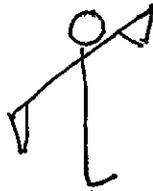


Basic Position

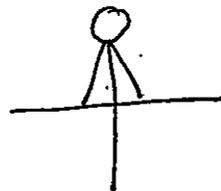
Chest forward



Neck oblique upward



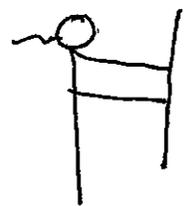
Low back oblique downward



Upward vertical forward



Sideward



Movement with the Hand

1. Trunk Bending Movement

a. Standing Position Feet Together

Back bend



Side bend

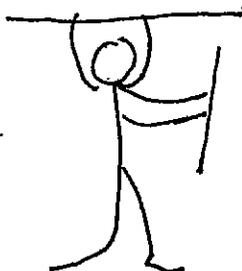


Forward bend



b. Lunge Position

Forward bend



Side bend



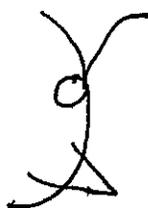
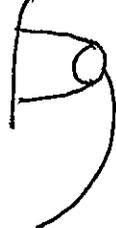
Back bend



c. Kneeling Position

1. Kneeling Knees together or stride position

Back bend

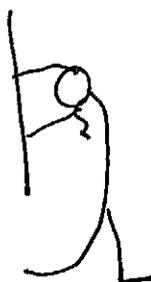


Side bend

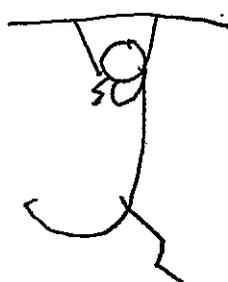


2. Half Kneeling Position

Forward bend

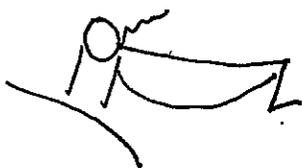


Back bend



3. Kneeling with one-leg extended

Forward bend



Side bend



Back bend



Leg and Knee Movements

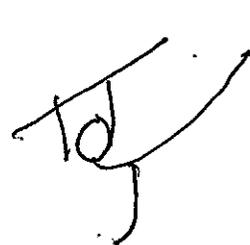
Forward bend



Side bend



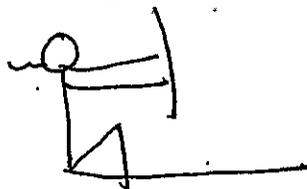
Back bend



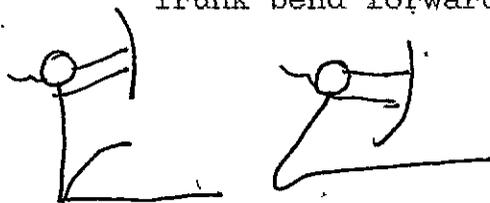
1. **Sitting Position**

a. Long sitting position

Leg lift



Trunk bend forward



b. Hurdle Sitting Position

Trunk bend forward

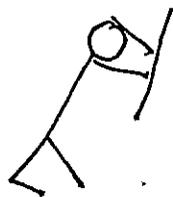


Arch bend



c. Side Sitting Position

Trunk bend

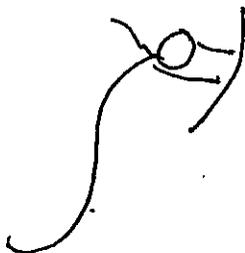


d. Lying Position

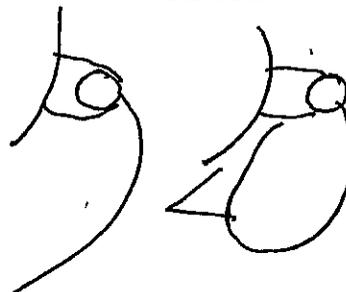
Chest lift



Swan

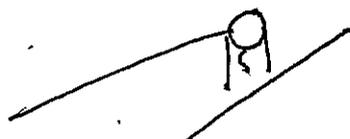


Human rocker

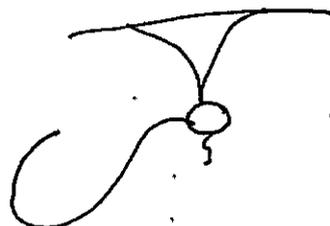


e. Supine Lying Position

Wand at back



Chest lift



Throwing Movement

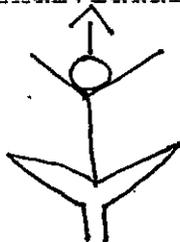
a. Standing Position

Individual

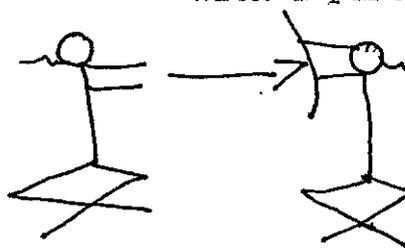


b. Sitting Position

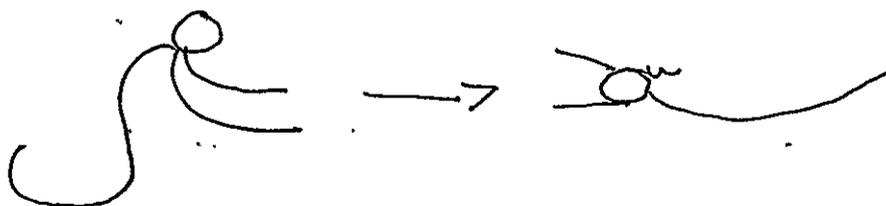
Individual



With a partner



c. Prone Lying Position



Swinging Movement

Sideward swing



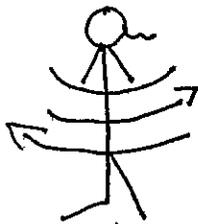
Upward swing



Backward swing



Pendulum swing

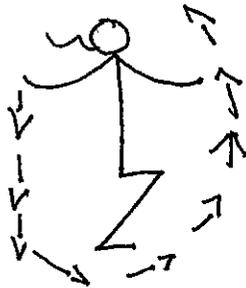


Horizontal swing with a body twist



Locomotor Movement

Walking around



Step over



Jump over



Arch jump



Dumbbell Exercises

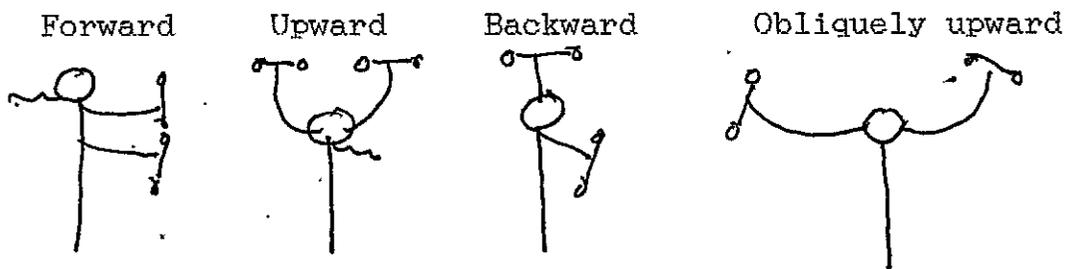
Dumbbell exercises are good for its strengthening value because of the weight of the bells that is being used. The bell is made of hard light wood shapes like a bell at the end of the wood measuring about ten inches long and about three inches in diameter.

The Dumbbell

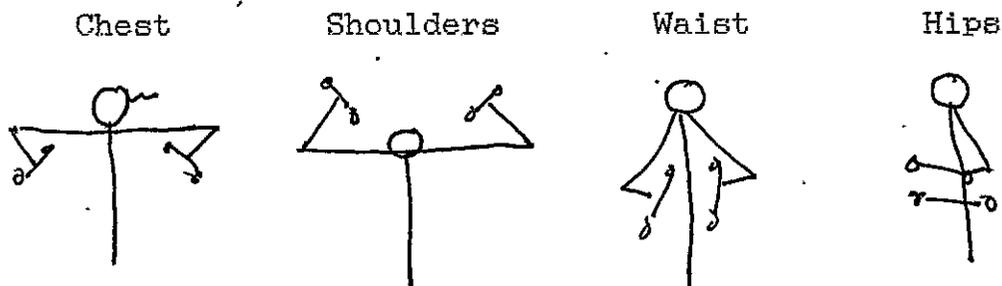


Basic Position

1. Bells

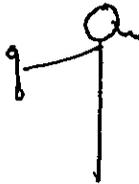


2. Bells On:

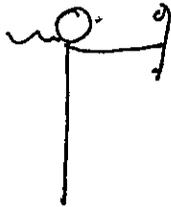


3. Click Bells On

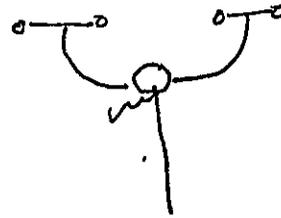
Chest, knuckles facing front



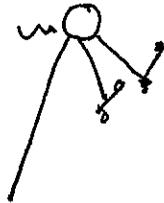
Forward, knuckles up



Overhead, knuckles facing back



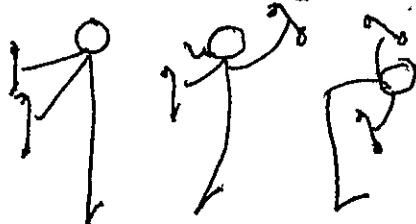
Low first, knuckles facing front



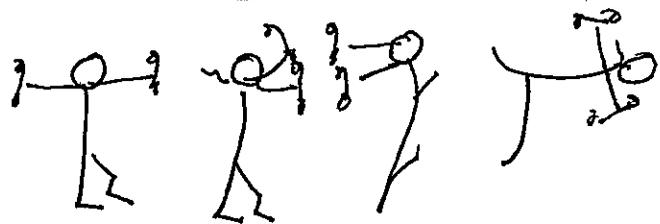
Movement With the Dumbbell

1. Standing Position

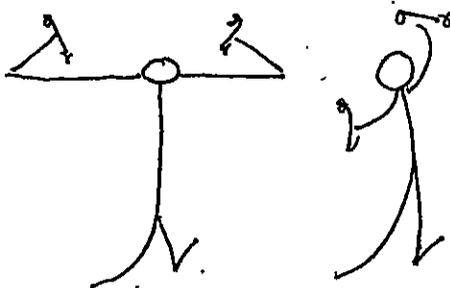
Trunk bending



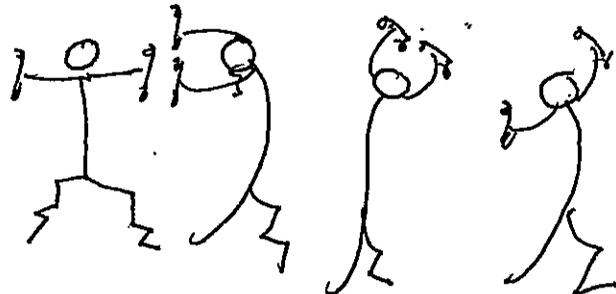
Legs and knee bending



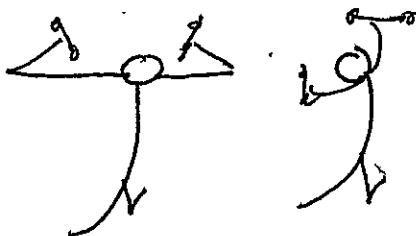
Standing movements



Lunging movements



Standing movements

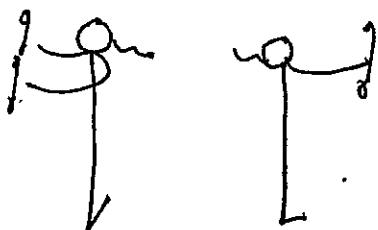


Lunging movements

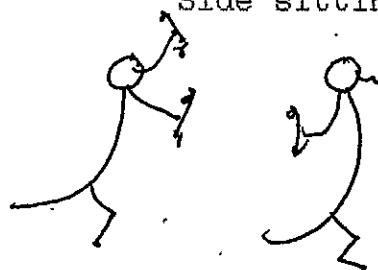


2. Sitting Position

Long sitting



Side sitting

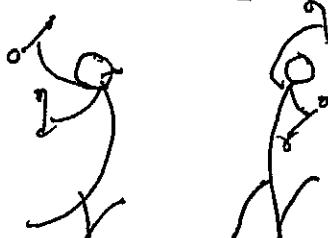


3. Kneeling Position

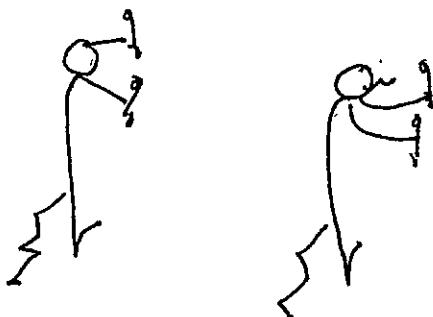
Kneeling kness tride



Kneeling one-leg extended



Half kneeling



Ball Exercises

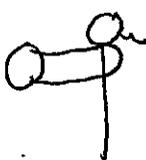
The ball used is about seven to eight inches in diameter and it is made of rubber

Ball PositionBall Sideward

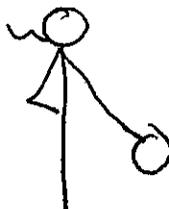
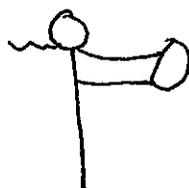
Righth



Left



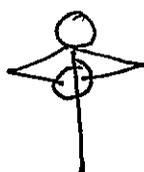
Upward

ForwardBall On

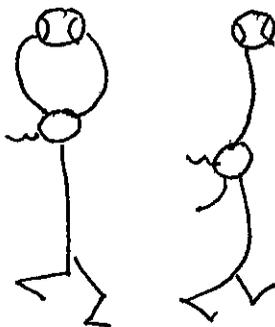
Chest.



Neck

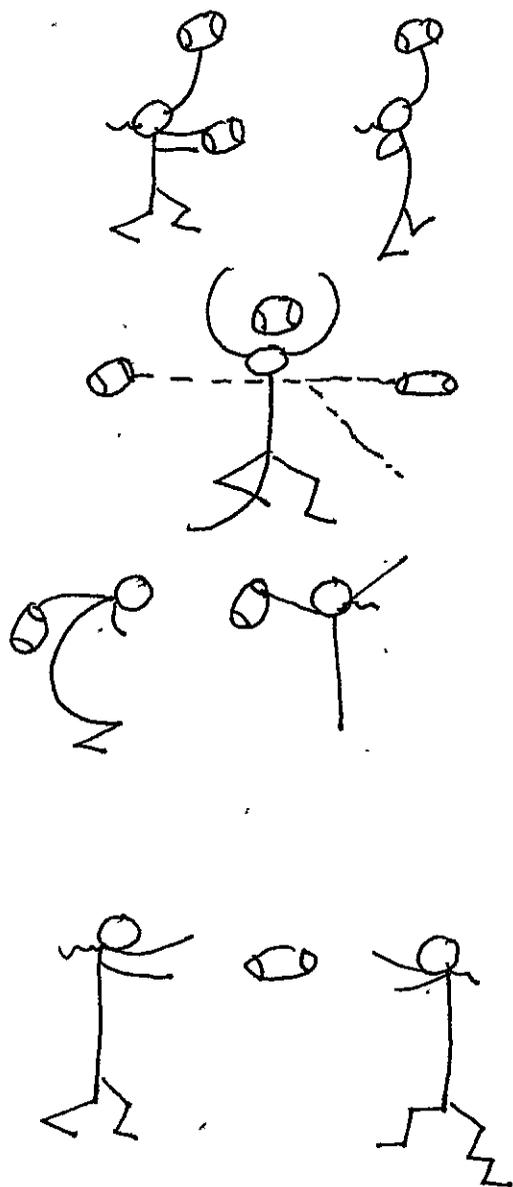


Down in front

Movement with the Ball

1. Two-hand to Ring

The ball is tossed upward with both hands, bringing the arms to oblique position upward as the ball is in air.



2. One-hand Toes

The ball is held with one hand and is being tossed upward either in front or sideward.

3. Tossing from one hand to the other

The ball is tossed either overhead or down in front of the body.

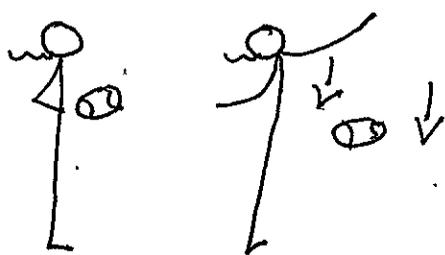
4. Spiral Arm Toss

Toss the ball upward by rotating the arm inward, sideward. Flick and wrist to toss the ball up. Catch with the same hand.

5. Tossing to a Partner

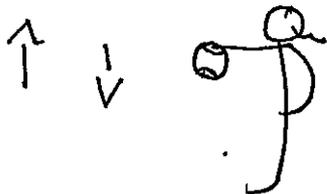
Hold the ball with one hand. Swinging the arm backward, downward, forward toss the ball to the partner.

Bouncing Movements



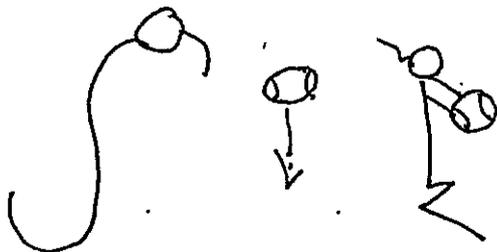
6. Two hand bounce in front of the Body.

Hold the ball close to chest. Bounce ball in front and swing the arms sideward.



7. One-hand Bounce sideward or in front.

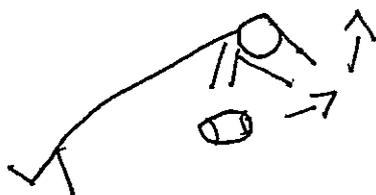
Bounce ball with arms relatively straight. Catch with same hand.



8. Bounce ball at Back.

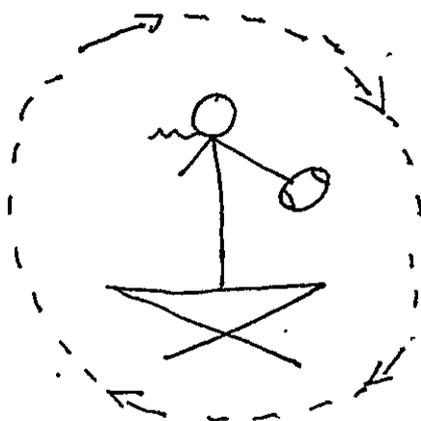
Raise ball overhead arch.

Rolling Movements



9. Rolling on the floor in front of the body, stride standing position.

Roll the ball from one side to the other by bending the trunk forward, the knees in half-bend position. Finish in-stride standing position

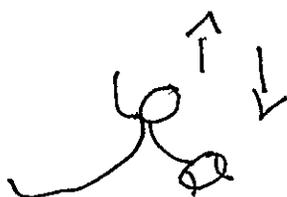


10. Roll the ball on the floor around the body, cross setting position.

Rolling the ball from the right, roll it backward to front, ending with the ball at right.



11. Rolling the ball around the body on the floor.



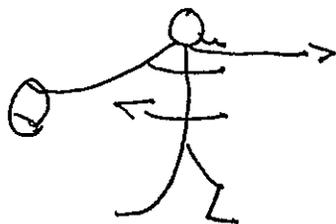
12. Prone Lying Position.
Raise chest and roll ball under the chest.

Swinging Movement

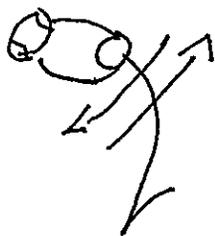
14. Swinging ball forward, backward.



15. Swinging ball across the body front.



16. Swinging ball from back to forward, upward, overhead.

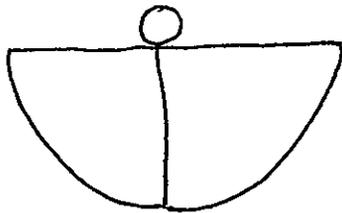


Rope Exercises

A jumping rope or an ordinary Manila rope no 8 or 9 cord can be used. The length of the rope is from 9 feet to 12 feet long.

Ways of Holding the Rope

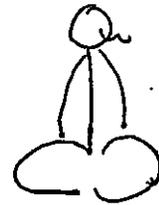
Horizontal Hold



One-and Hold

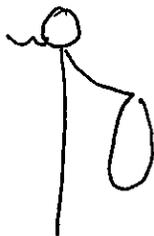


Two-hand hold

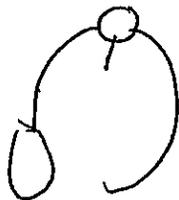


Basic Position with folded Rope

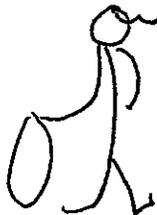
Forward



Upward



Sideward



Oblique

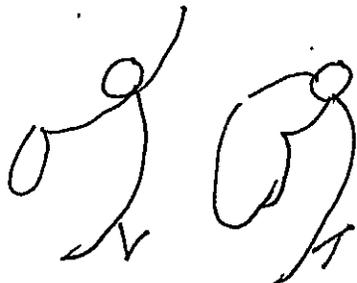


Movement with the Rope

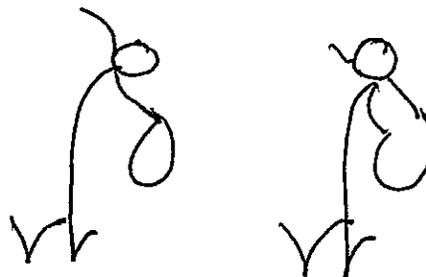
a. Trunk Bending Movement

1. Standing Position

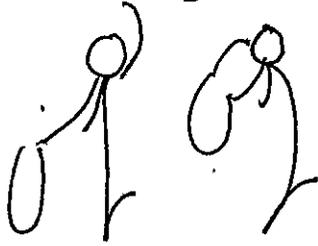
Sideward bend



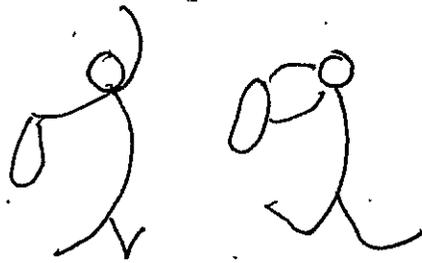
Forward bend together of stride position.



Backward bend
feet together

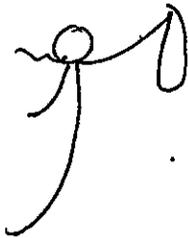


Backward bend stride.
position

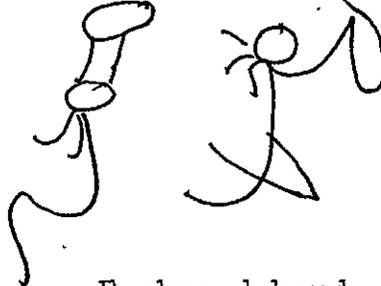


2. Kneeling Position

Sideward bend
knees together



Backward bend
half-kneeling



Sideward bend
one-leg extended



Forward Bend
one-leg extended



Backward bend
half-kneeling

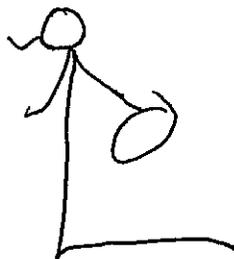


Forward bend
half-kneeling

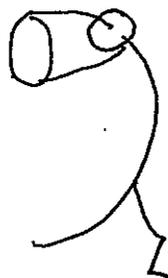


3. Sitting Position

Forward bend
long sitting



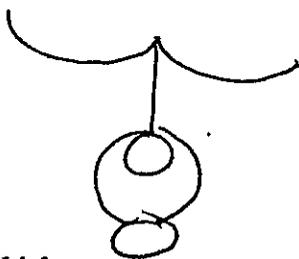
Backward bend
side sitting



Forward bend
hurdle sitting



Sideward bend, stride position



4. Lying Position

Arch back legs straight

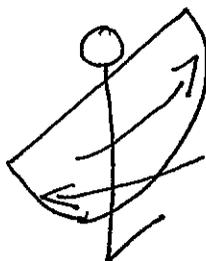


Arch back, legs bent



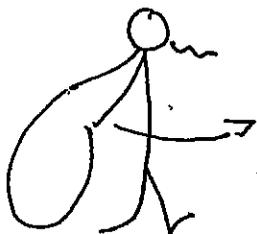
Swinging Movements (Rope is folded, use one hand hold)

5. Standing Position: Swings rope forward, upward.



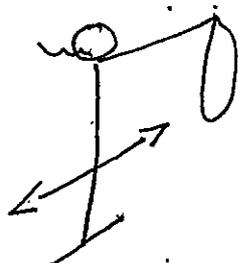
6. Stride Standing Position

Swing rope in front of the body from side to downward, sideward.



7. Kneeling Position

Swing rope at side from forward to downward backward.

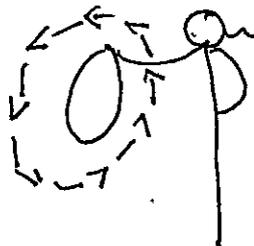


Circling Movements (Use one-hand hold)

Circle rope overhead



Circle rope at side



Stunts and Tumbling

What is Stunt?

Stunt are activities in the form of play that rest one's self on flexibility, strength, agility, balance, coordination and endurance.

Stunts are necessary activities that serve as an extension of conditioning exercises while at the same time serving as an introduction to gymnastics skill and tumbling skills.

With the instruction of stunts, adequate strength and flexibility is attained thus, students learn much more rapidly and consequently with greater joy and satisfaction.

Selected stunts to improve specific muscles group and specific skills necessary in the success of gymnastics are presented.

Formation of Class in Teaching Stunts

Circle formation is the best formation for the teaching of stunts for the following reasons:

1. All students will have an unobstructed view of the teacher's demonstration.

2. The teacher is near enough to every students in the class so that with one, two or three steps he can give the students individualized spotting or coaching.

Objectives:

At the end of the lesson the students are expected to :

1. Develop flexibility, coordination, agility, strength, balance and endurance.

2. Provides students with activities that will develop their competitive capacity with their poor group.

3. Maintain good body posture.

4. Maintain and improve strength and endurance.

The Stunts

The following are a few stunts which will supplement the gymnastic program.

1. Duck Walk

- a. deep knees bend, knees apart, back straight.
- b. place hand under armpit.
- c. walk on right with the whole following and swing the arms up and down imitating the wings of the duck.

2. Frog Kick

- a. deep knee bend, knees apart.
- b. place arms between the legs, hands flat on the finger pointing front.
- c. kick legs on at the back by placing weight on the hands (as the weight of the body is transferred to the hands, the elbows must be locked).

3. Inch Worm

- a. front support position.
- b. with legs straight, walk on toes, 8 counts to hands until the buttocks are up (body and legs in letter V formation).
- c. after 8 counts walk on hands until a front

support position is reached.

4. Crab Walk

- a. reverse dog stand position.
- b. walk on hands and feet keeping upright.

5. Ankle Hold Walk

- a. bend the hips forward and grasp the ankles.
- b. walk forward keeping the legs straight.

6. Coffee Grinder

- a. bend trunk forward, knee straight.
- b. place right hand on floor, left hand on waist.
- c. using the right hand for pivot, slide sideward left around the pivot hand.

7. Same Dog Walk

- a. place hands on floor, buttocks up, one leg extended in the air.
- b. walk on hands, feet on floor follows with a hop.

8. Rocking Chair

- a. tuck sitting position, grasp chin.
- b. rock backward and forward.

9. Tuck Roll

- a. tuck lying position.

- b. roll sideward.

10. Human Ball

- a. frog setting position, hold ankles, and trunk bend forward.
- b. roll sideward on right legs, to back at left leg.
- c. return to frog setting position.

Dual Stunts

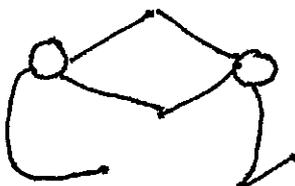
1. Wring the dish cloth



- a. partner face each other and join hands,

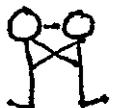
- b. raise one joined hand upward and lower other hand.

- c. turn under raise arms and in back to back position.



- d. raise other hand and turn under it to face partner in original position.

2. Chinese Get-up



- a. partner stands back to back position, locked elbows.

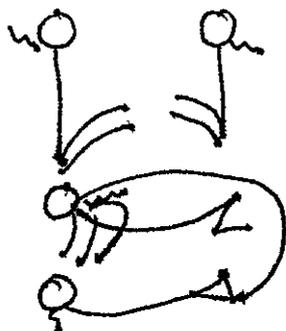


- b. full knees to hook setting to long setting.



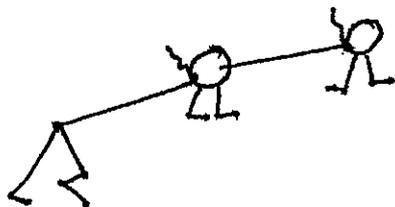
- c. to stand, bend knees to hook setting position. Push with legs to stand, press each others back to stand.

3. Partner's Rocking



- a. hook setting position No. 1 close hook setting No. 2, open hook setting.
- b. No. 1 cross on floor, No. 2 pushes legs to raise body upward.
- c. Reverse movement so that No. 1 is in air, No 2 roll on the floor.

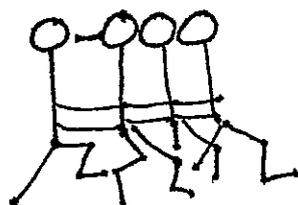
4. Hands, 2 feet walk



- a. No. 1 stoop and place hand on floor about 24 inches from feet. No. 2 facing the same direction places hands on floor, and places one leg after the other on the back of No. 1.
- b. Partners walk together, No. 2 on hands on hands, No. 1 on hands and feet; right, left, right etc.

Group Stunt

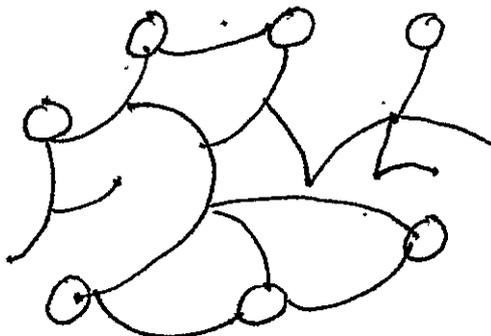
1. Walking Chair



- a. line up one behind the other, each holds the hips of the person in front.
- b. all sit on thighs of the behind.
- c. step forward, right, left, right, etc.

2. Merry-Go-Round

3. Skin the Snake

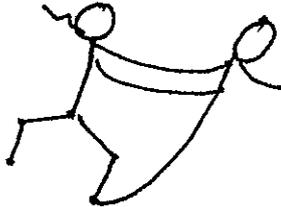


Stunts for Boys (in stationary position)

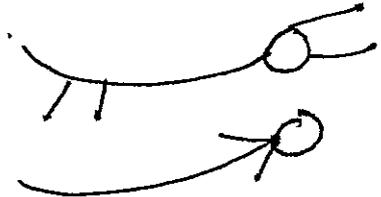
1. double crab



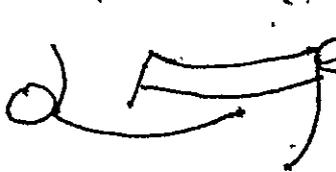
2. third stand



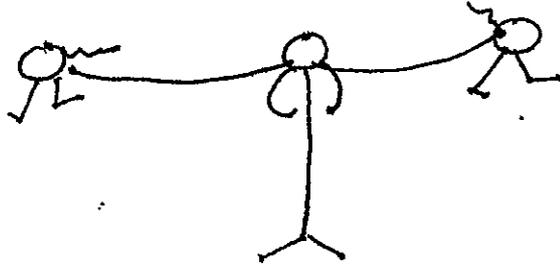
3. swan on feet



4. sit on feet



5. double wheelbarrow



Tumbling

Tumbling is a skill in gymnastics that requires sufficient strength, flexibility, agility, timing, and coordination. To be able to perform the different tumbling skills with ease and grace, the body must be properly prepared, having mastered the required stunts or gymnastics skills.

Objectives

1. Better timing, agility, coordination, speed and endurance.

2. Improved courage, determination, perseverance and initiative.

3. Better understanding among students through pair or group work.

Safety Precautions

1. Condition or warm-up the body towards the skill to be learned.
2. All tumbling skills must be done on the mats.
3. Always have a spotter when performing a skill for the first time.
4. Check arm and body position before moving.

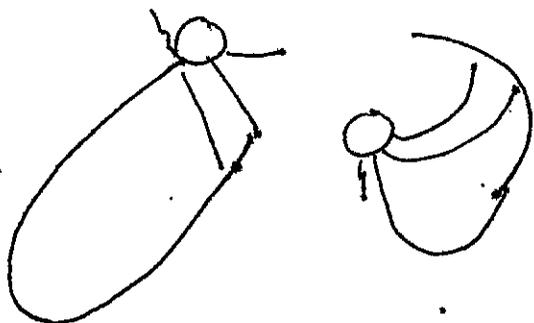
Preparatory Stunts or Skills in Tumbling

The following skills are essential before learning any tumbling skills.



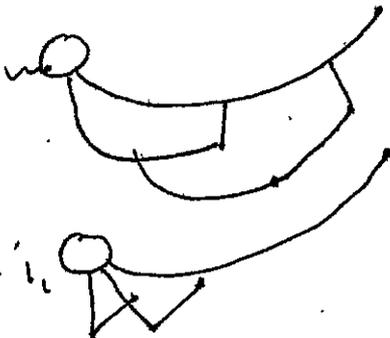
1. Tuck.

To round the body, bend the knees close to the body.



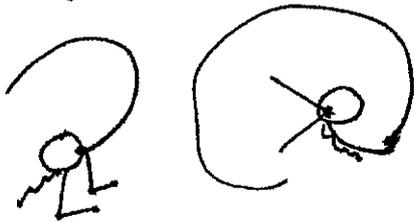
2. Tight pike & pike setting position.

A position wherein the legs are extended and the body is pressed close to the extended legs.



3. Lay-out & Shoulder stand

To extend the body upward so that the base is the shoulders and the hands support the hips.



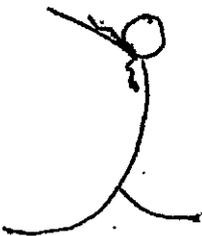
4. Overhead Reach

To put the legs, over the head so that the toes touch the floor overhead.



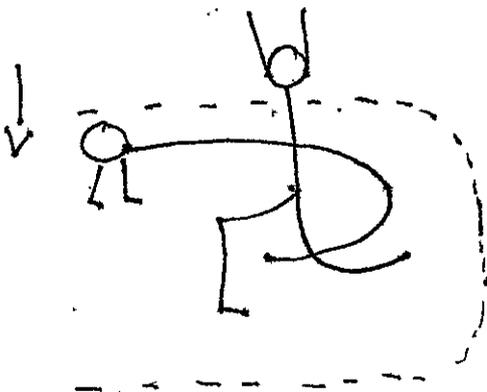
5. Bridgestand

With the hands and feet as the base support, the body is pushed upward to high arch.



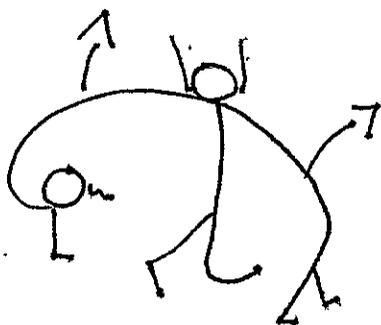
6. Split

To extend the legs either sideward or forward, backward extension.



7. Back Bend to Bridgestand

With feet slightly apart, arms upward, arch back until the hands are flat on the floor.



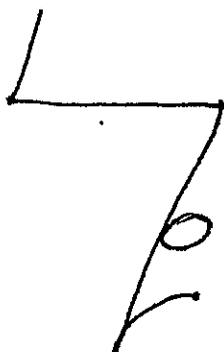
8. **Bridge stand.**

To stand from the bridge stand position, push hip forward and using the high and abdominal muscles come up to standing position.



9. **Hand Support**

From the frog kick a full squat position hands on floor and arms between the legs kick the legs in rear upward so that the body weight is transferred from the feet to the hands.

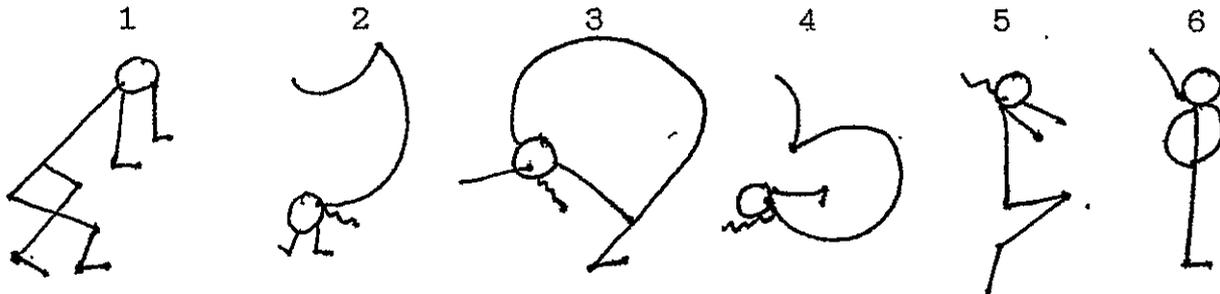


10. **Hare Jump.**

From squat position knees together place hands on the floor, knees between the arms. Push hips up to vertical position, but knees are bent.

The Tumbling Skills

Forward Roll



Steps

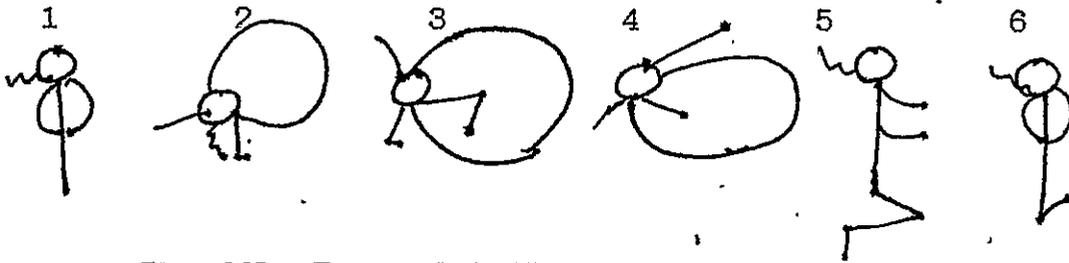
1. Squat position, arm between palms flat on floor beyond the knees.
2. Raise buttocks up to pike position, weight of the body on the hands.
3. Bend arms so that the back of the necks comes in contact with the mat (overhead reach position).
4. Roll on back to tuck position.
5. Come up to squat position, arms in front of the body.
6. Stand with the arms in front and finish with arms at sides.

Spotting

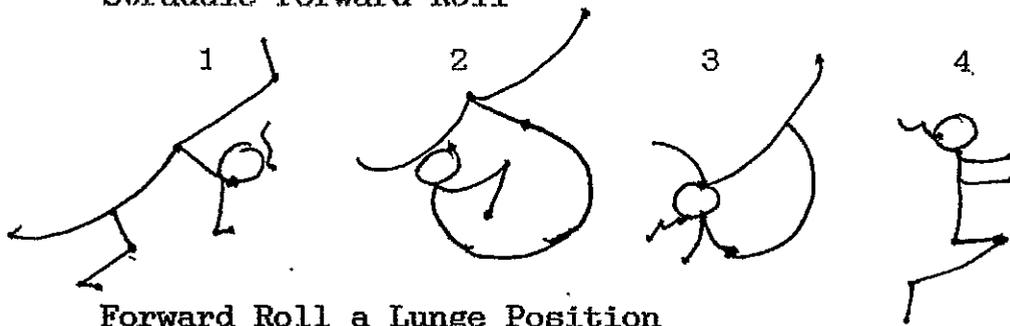
The spotter kneels at one side of the performer. Place hands at the back of the head the other at the buttocks, rotate the arms to aid in the roll.

Variation of the Forward Roll

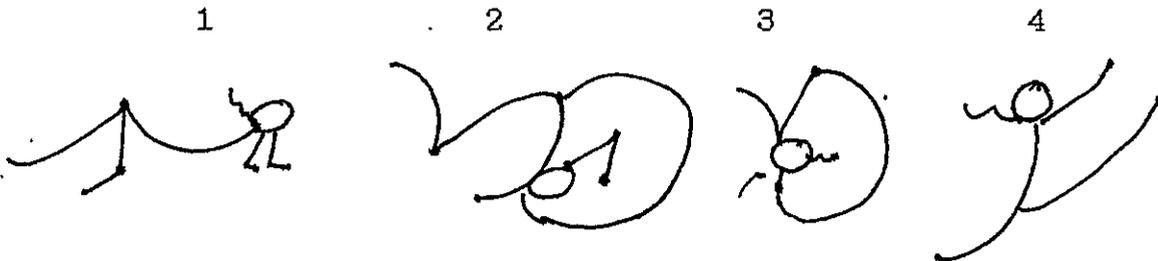
Forward roll from standing position



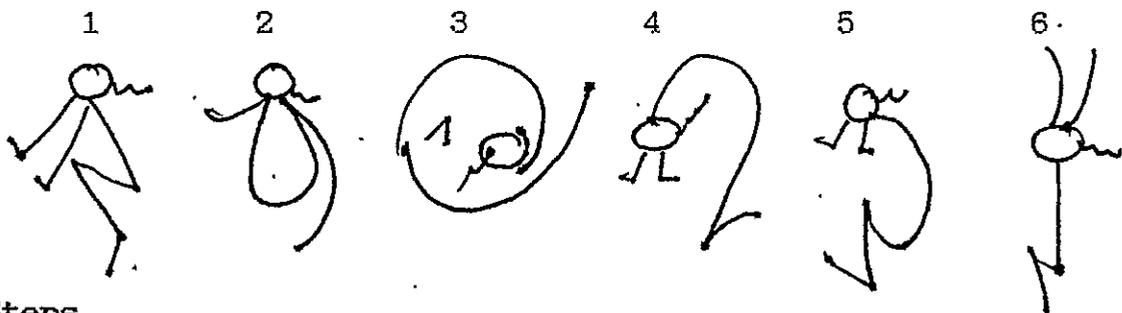
Straddle Forward Roll



Forward Roll a Lunge Position

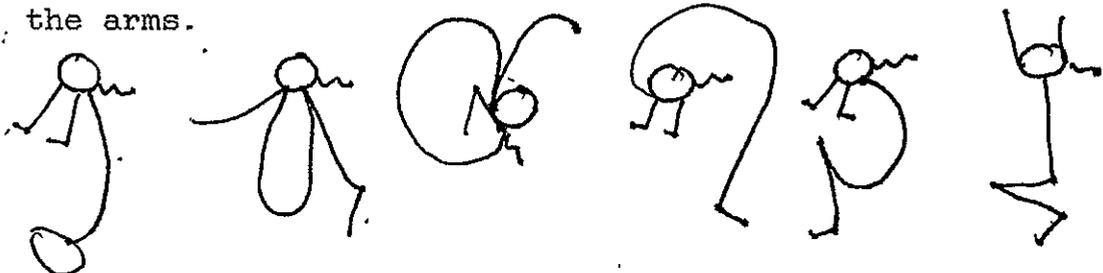


Backward Roll.



Steps

1. Squat position, palms flat on the floor, knees between the arms.



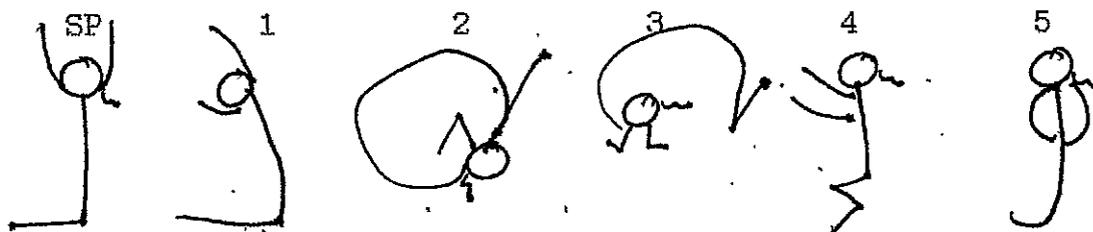
2. Sit on the buttocks to tuck sitting position
3. Roll on back bend arms with the thumb touching the ears, continue by placing the hands flat on the floor below the shoulder.
4. Overhead reach.
5. Push up the arms to clear the head between the mat and the body.
6. Come up to squat position.

Spotting

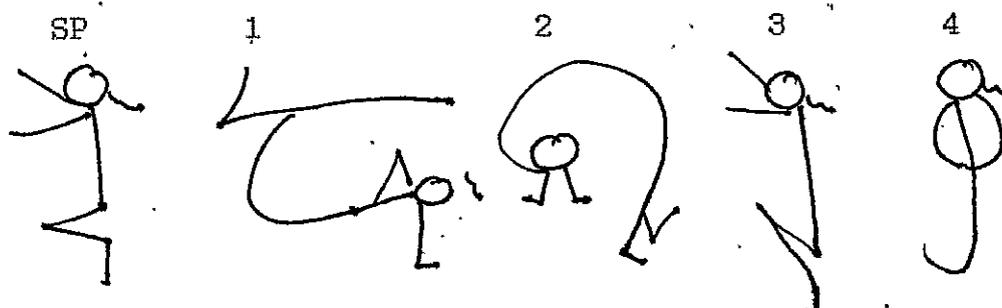
Spotter stands close to the performer hip region. On the roll as the toes touch the mat overhead lift the hip upward to clear the head between the mat and the body.

Variation

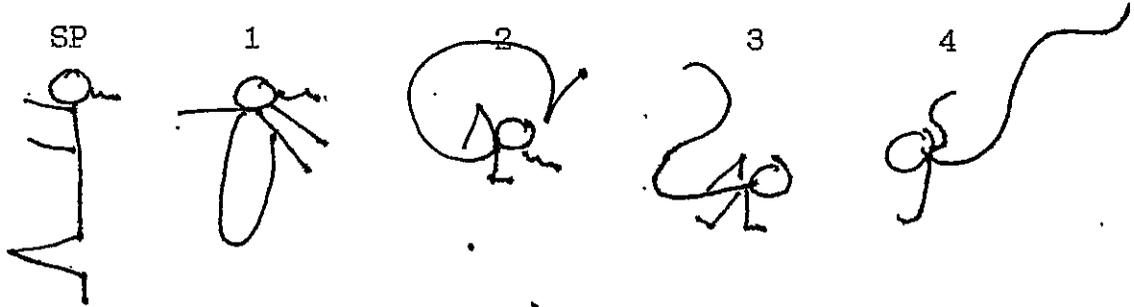
Backward and roll from a long setting position



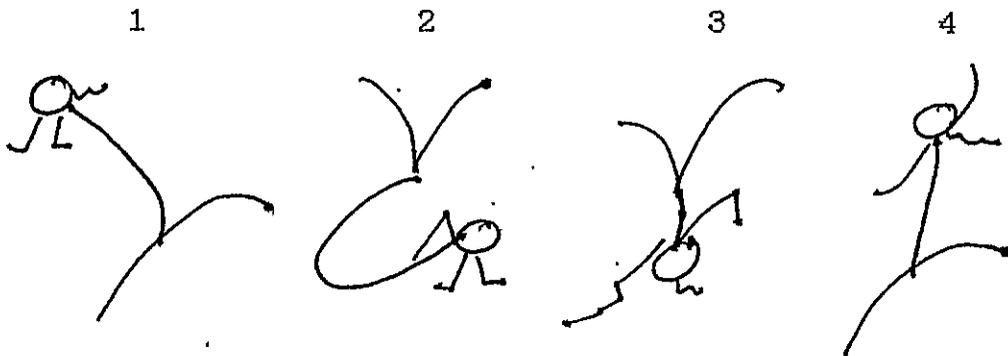
Backward roll from a one-leg squat position



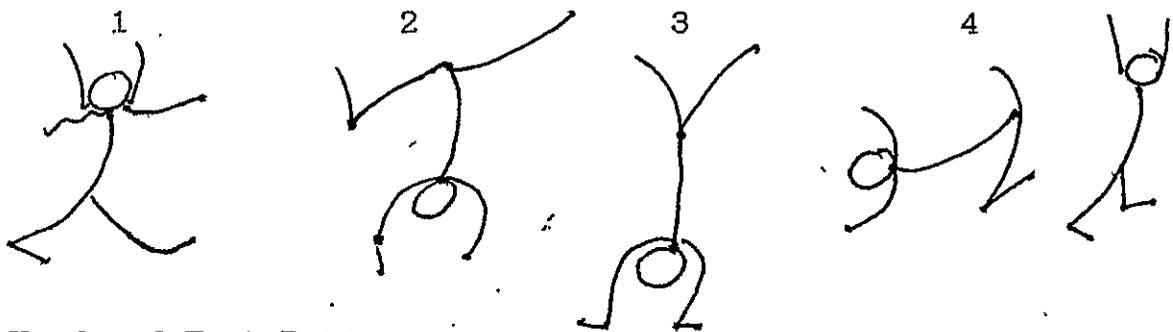
Backward roll to hand stand



Straddle backward roll



Cartwheel



Hand and Feet Pattern



Steps

1. Standing on L, raise leg sideward L arm up, right arm sideward.

2. Step right feet forward kicking left leg sideward, upward, weight on the right arm.
3. With the weight of the whole body on both arm, legs on wide steady position in air.
4. Arch body sideward left to land on the left foot; weight on the left hand, come up to standing position.

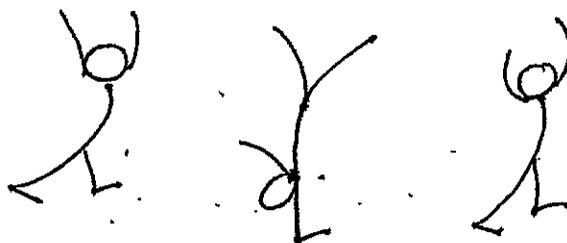
Spotting

Spotter stays at the back of the performer close enough to hold the hips as it rotates the spotter

Variations

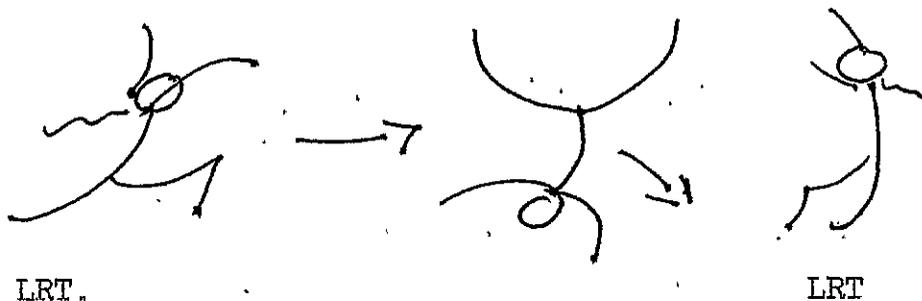
1. One-hand feet patterns

Hand and feet patterns

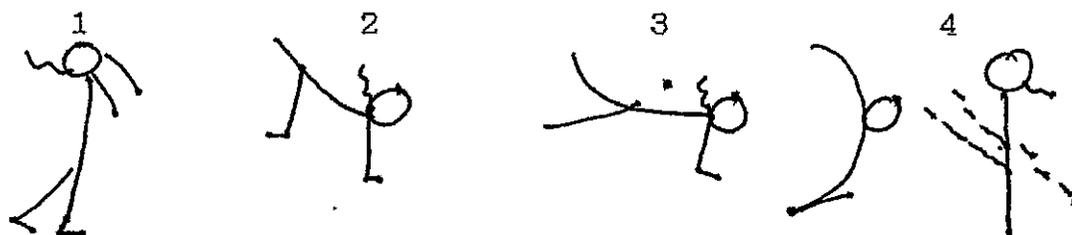


2. Flying Cartwheel

This is done without the use of the hands.



Handstand



Hand and Arm Shape

1. Palms flat on the floor.
2. Fingers spread pointing forwards.
3. Hands in line with the shoulders.
4. Elbows locked.
5. Weight of the body on the heels of the hands, control balance with the fingers.

Steps

Starting position: Standing on left, right foot forward.

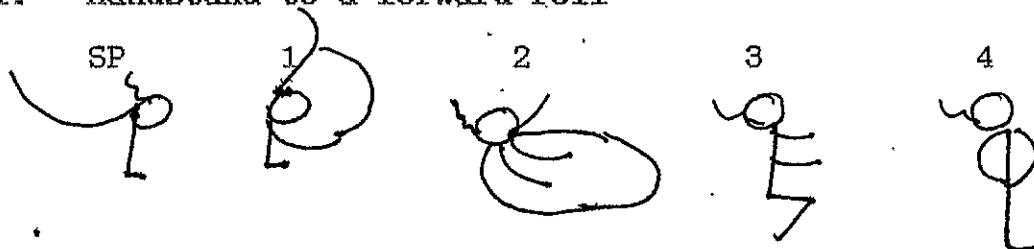
1. Kick left leg at the back upward, right foot on the floor; at the same time place the hands flat on the floor weight on them.
2. Float-up so that the right foot is off the floor, both legs relatively straight.
3. Left leg raised in the vertical position, the other leg trailing.
4. Join right leg to left together into a handstand.

Spotting

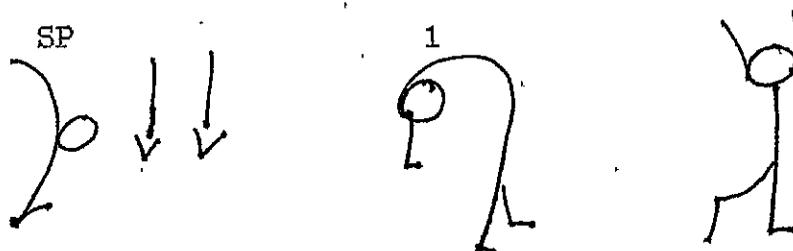
Spotter in a forward stride position facing the performer in No. 4.

Skills from the handstand

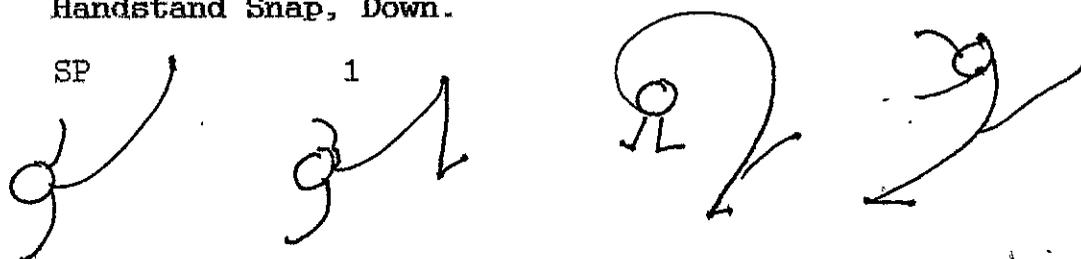
1. Handstand to a forward roll



2. Handstand to bridge stand (two-foot limber)

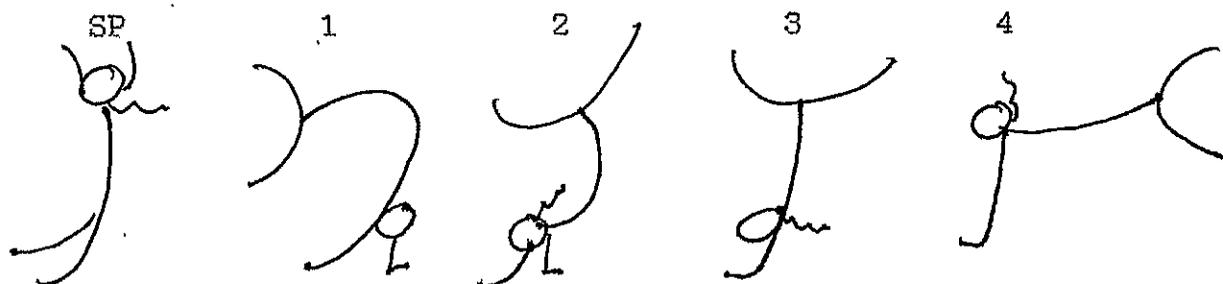


3. Handstand Snap, Down.



Forward Cartwheel

Handstand and arm shape. Same as handstand



Steps

Starting position: Facing the mat, stand on the left foot, right foot pointing forward.

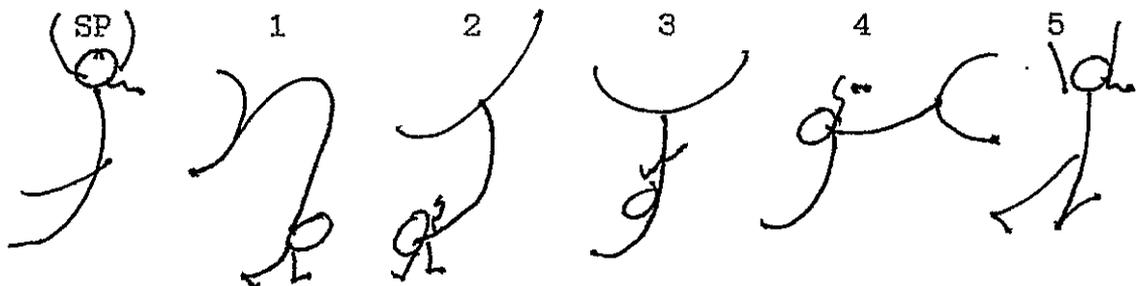
1. Place the hands on the floor. at the same time kick the left legs backward upward.
2. Continue the movement to a forward split for position left leg forward, right leg in rear.
3. Arch back and bend on left foot, right leg in air, arm overhead.
4. Lower the right leg to starting position.

Spotting

Spotter face each other and place one hand on the upper back, the other hand on the lower back. Insist the performer as the legs move in forward rotation.

Backward Cartwheel

Hand and arm shape. Same as the handstand

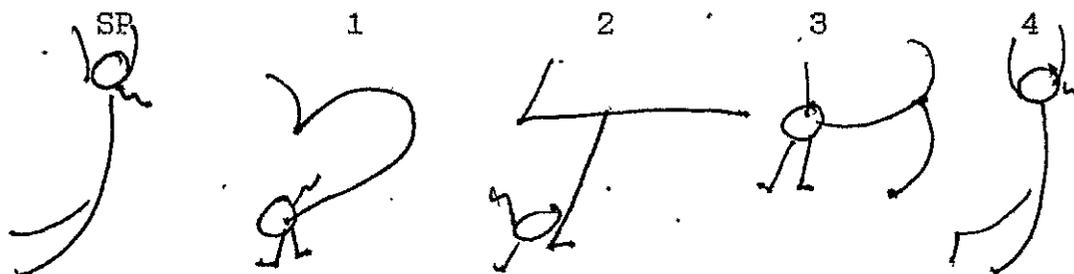
Steps

Starting position: mat at the back so that the left foot, right foot in front pointed, arm overhead.

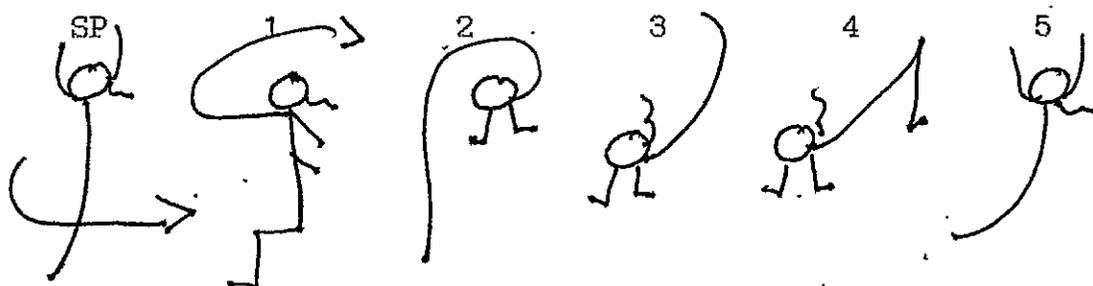
1. Arch back, arms spread, and eyes on the mat, left right legs on the mat in front upward.
2. Kick off with the left leg as the movement continues as the hands reach the mat. Both legs flat on the air.
3. Pass through a handstand in forward split position.
5. Finish in standing position.

Variations

Backward Cartwheel Stag Position



Back Hand Spring (Flip-Flop)



Steps:

Starting Position: Mat at the back. Stand with feet slightly apart, arms obliquely upward.

1. Bend knees at right angle. (as if you are setting on a chair) swing the arms forward, downward, to the rear.

2. Immediately, swing the arms forward upward, trunk arch and the head thrown back, push-up by straightening the knees, putting the body suspended momentary handstand position.
3. Stand on the mat with momentary in air on the turn.
4. Snap down both legs.
5. Land on both legs, arms upward to the sides.

Spotting

Spotter place arms on the upper and lower back.
Assists the performer in the turn.

Teaching Strategies: Discussion, demonstration.

Evaluation: Performance Test

Weight Training Exercises - 4 Hrs

Objective

At the end of these activities the students are expected to:

a. Be familiar with an effective method of body conditioning and development that maybe carried on an entire school year.

b. Attain and maintain good physical conditioning that is adaptable to meet the need of all.

c. Acquire an understanding of the fundamental

construction of mechanical functioning of the body.

Activities

a. Arms Curls

Purpose

To develop the flexors on the arms and forearms.

Starting Position

Stand erect, arms fully extended downward and hold the barbell with an underhand grip (palm out), your hand should be at shoulder wide apart.

Movement

Raise the barbell to chest by flexing your arm upper elbows and remain at your side to a wall.

Suggested Beginning Load

One-fourth to one third of your body weight.

b. Press

Purpose

To develop the extension of the upper arms and the muscles of the shoulders, back and upper chest region.

Starting Position

Stand erect, grasp the barbell with your thumbs pointing inward (overhead grip) and bring it to a resting position, on your upper chest position with

elbows down.

Movement

Push (raise) the bars straight overhead until your arms back, then lower the bar back to chest position.

Suggested beginning load

One-fourth to one-third of your body weight.

c. Spring Rowing

Purpose:

To develop shoulder, back and arm muscles.

Starting Position:

Stand erect, arms down, hold the barbell across your thighs with an overhead grip (thumb in) hands to three inches apart.

Movement:

Raise the bar to a position at a wider level under your skin, keep your elbow above the bar through out then return to starting position.

d. Nebt Over Rowing

Purpose

To develop the muscle of the back of shoulders and front of the upper arm.

Starting Position

Bend at the waist of your upper body, your back is parallel to the floor and your knees are slightly flexed. Extend your arm downward and grip the barbell with an overused grip, hands shoulder width apart.

Movement

Bring the bar directly up to your chest, keeping your back straight and head up. Then return the bar to the extended position (a few inches off of the floor).

Suggested Load.

One-third to one-half of your body weight.

e. Heel Lifts**Purpose**

To develop the muscles of the calves and feet.

Starting Position

Stand erect with the barbell across your shoulders at the back of your neck.

Movement

Raise yourself on your toes to a fully extended position (heels off the floor) and then lower your heel slowly back to the floor. You can get an added range

of motion by placing the balls of your feet over a stable two-to-four peice of wood.

Suggested Beginning Load

One half to two-third of your body weight.

Teaching Strategies

Discussion, Demonstration

Evaluation

Self-testing

Posttest: PPFT

Profile Graph

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The profile graph may be charted by individual and of class score. Use a different color for the results of each testing session.

PHYSICAL EDUCATION 202
(Recreation Games and Sports)

Physical Education 202
(Recreation Games and Sports)

Course Description

Recreational games and sports of individual, dual and team in nature. It consists of the background, facilities and equipment needed, skill involved, playing strategies and rules of the games/sports.

Objectives

a. General

1. To provide knowledge and understanding of the selected recreational games/sports through analysis and practice of skills.

2. Cultivate habits of participation and employment in playing games/sports.

b. Specific:

At the end of the course the students are expected to:

1. perform each fundamental skill of each game/sports.
2. practice an adherence to the rules of the games during competition.
3. enumerate and explain facilities and equipment of a particular games/sports.
4. demonstrate an interest in self-improvement through active participation in class.

Suggested Activities

a. Individual (5 hrs)

- | | |
|------------|-----------------|
| 1. running | 3. swimming |
| 2. Bowling | 4. Field Events |

b. Dual (10 hrs)

- | | |
|-----------------|-----------------|
| 1. Table tennis | 4. Soccer |
| 2. Softball | 5. Sepak Takraw |
| 3. Basketball | |

c. Team Sports (16 hrs)

- | | |
|---------------|-----------------|
| 1. Volleyball | 4. Soccer |
| 2. Softball | 5. Sepak Takraw |
| 3. Basketball | |

d. Recreational Games (3 hrs)

- | | |
|-----------|----------|
| 1. Dama | 4. Sunka |
| 2. Sipa | 5. Bingo |
| 3. Domino | |

Activity I

Running

Specific Objectives

At the end of the activity the students are expected to:

1. perform the basic skills in running
2. demonstrate interest and enjoyment while participating in running races.
3. differentiate running from walking.
4. Run a specific distance.

Equipment/Facilities Needed

Track Oval

History

Foot races are old as man himself. Running answers a fundamental urge of man, to action and is obviously necessary to his existence. It is difficult to determine just where and when track as a sport had its origin, since it is not one activity but many activities derived from man's racial activities of running, jumping, throwing and climbing. For centuries poets and sculpture alike have glorified the fine physique of track and field athletes. The Greeks were the first to organize the content on a large

scale and to them we can trace the origin of several events. They can consider imperfect physical development a disgrace and every youth sought diligently to develop a beautiful well proportioned body through the media of a sport like track. The broad jump, javelin, high jump discuss and foot races were apart of their program. Which later the marathon race is a heritage of the Glory of Ancient Greece, too. Hurdling, pole vaulting, shot and a hammer throws are product of Modern times, the first events originating in England and the latter two from the Celts.

The early christians feat that the Olympics were pagan influence and had been abolished. Meets of formal type did exist before 1850 when the English revived the program. The first contest in the United States were sponsored in 1876 by the A.A.U. and the I.A.A.. In 1896 the Olympics games were revived and this international interest prompted and adoption of more uniform rules and regulations. Since then then, several organizations have contributed to the development of the sport. Prominent among these are: NCAA, AAU, NFSHAAA.

Track and field is more in keeping with an "Athletics for All" program than any other sport. Any person should be able to find an event suited to the needs and abilities. Track training improves the muscular and nervous control so

that coordination of the mind and the body approaches the optimum. It also increases the capacity of the body to store temporarily and to remove more efficiently large amount of lactic acids. It increases the efficiency of the vital organs. Since there is little opportunity to run "Pro" in track, the sport must be engaged chiefly for recreation and indirectly have leisure time value. Last track is predominant in regard to the responsibility which places the individual. A track man must rise or fall on his own ability and not on the ability of his fellow team mates.

Description

Running is the most popular for several reasons. It is inexpensive and can be done anywhere. It does not require special facilities and the skill involved in the activity is not complex. Nevertheless, there are rules prescribed for effectiveness.

Running includes sprints and dashes from forty to one hundred yards in length, middle distance race from 300 yards in length to one mile and the distance races from one to ten miles or more. The latter include cross-country races and the longest race known is the Marathon which is 23 miles or more.

a. Running Posture

Running posture for such a stance appear to

minimize the strain on the muscles of the legs. Most athletic coaches however, recommend a slight body lean forward.

b. **Arms and fingers.**

Keep the arms at about waist high swinging them freely and slightly across the body but the wrist should not pass beyond the midline of the body. Keep the fingers relaxed unlocking or (dropping) the wrist.

Start

Two different forms of starting are used in running races where speed is the main objective, as with sprinting, the crouching or starting start is used, and for races above a quarter mile in length a standing start is used.

1. **Crouching Start.**

In the crouching start a starting line or scratch is drawn on the ground. The contestant crouches to this and places his fingers and thumbs on or just behind the line. The thumb strached apart from the fingers. No parts of the hands or any other part of the body must touch the ground over the line or it counts as a false start. The hands should be placed from one to eight inches behind the starting line and the right knee bent and the resting on the ground in

line with the left toes or instep.

2. Standing Start.

The runner toes the line with his left foot, usually the forward (left) knee is bent not over it. Usually bent and the right arm diagonally backward and downward.

3. Sprinting (dashes)

These are made in lanes at least three feet wide for each 1 number. There is a starting line and at the end a finish line on the ground and above it (four feet high for adults) a length of sort worsted or stretched from side to side. This is called the tape and the runner firsts to get over the finish line carries this with him on the breast called breasting the tape. It is a foul to touch this with the hands.

In the start of a sprint the runner recovers his upright position in the first few strike but not on the first step. This position is served entirely upright but should always have forward inclination. The run is made by lifting the knees high (nearly to the hip) putting the feet down vigorously without straightening the knee. The arms are bent at the elbow, the hands moving forward and backward freely.

The runner should never slow up at the finish but crosses the line at full speed, being careful, as previously stated not to grasp the tape.

Officials necessary are stated and the judge at the finish line, a handkerchief is dropped by the starter as he says "Go" stop watch is used to time the speed. It is a foul for the runner to ran out of his lane or to cross in the path of another runner, and to throw out his hands side-wards or any way empede other competitor.

Signal

For either the crouching or standing start three signals are given by the starters.

1. **On your mark.** Player assumes position on the starting line relaxed.
2. **Get Set.** Runner tenses the muscles, inclines the body forward with eyes looking ahead on the track and listens intently for the final signal, ready to spring forward. In crouching start the lift from is the rear knee and straighten the arms. It is a foul for any part of the body to be in motion, or to touch the ground or beyond the line before the starting signal, to do this is called a false start and the starter inflicts a penalty by moving the offender back.

The signal to start is the word "go" or in official races, a pistol shot or clapper.

Teaching Strategies

1. Practice the skills and other techniques of running.
2. Discussion and demonstration of the basic skill to be performed by students.
3. Presentation of the official rules of the game.

Activity II

Swimming and Diving

Specific Objectives

At the end of the activity the students are expected to:

1. identify the progress made between teams on swimming.
2. execute the different styles and skills used in swimming.
3. improve and coordinate the different strokes use in swimming.
4. demonstrate the ability to swim and improve.
5. demonstrate competitive swimming synchronized with life saving.

Equipment/Facilities Needed

Swimming Pool, Bathing Suit and cap

History

The beginning of swimming is too old to be found in writing sculpture, but the development of speed in swimming can be traced only to the 16th century. Prior to that time accounts by the Greek, Romans and the Anglo-saxons mentioned swimming in connection with feats of heroes and religious festivals. Competitive swimming was first mentioned during

Homeric Age of Greeks. The Romans considered swimming essential for every male as illustrated by the Adage, "He has neither learned to swim read nor swim". It was not until the 16th century that the development of swimming can be traced in writing. The first book on the subject was written by Nicholas Wyman, a German in 1536.

First the side stroke was introduced with one arm recovery out of the water. This lead naturally to recovering both arms from water and ended ultimately in the trudge crawl. Latter attention was given to the leg action, scissor action of the legs gave way to the "fluttering" action and Australian crawl introduced by Richard Cavill. American coaches eager to meet the keen competition for speed, took this new speed stroke to improve it into the American crawl by increasing new speed stroke and improve it into "Americam Crawl by increasing the number of beats to each arm cycle and by introducing a system of breath control and a brief relaxation periods for the arms. The speed urge also to hit the out-moded breast stroke and brought about the butterfly stroke.

Competitive diving is an outgrowth of a real acrobatics and tumbling. First recorded diving competition took place in England in 1905. However, feat in diving competition took place such as diving from extreme heights have been

recorded earlier than that.

Swimming and diving occupy a very important place and any school program. According to a recent survey, they rank as the number one activity for all round contribution for the good of the individual, recreational, physical, social, mental and safety. An outstanding contribution is the development of self-reliance. Since swimming is not a natural event, the overcoming of fear of water develop courage perseverance, and confidence. Once having become a proficient swimmer, the individual will find that the activity will have a great carry over value and he will seek joy, exercise and recreation the rest of his life. Swimmer can have a great safety factors. The ability to swim well and one's knowledge of water safety maybe the means of saving one's life or the life of someone else.

Fundamental

1. Beginning Swimming

There is a progression in learning swimming. One step logically follows another, and in the end the fundamentals are easily and rapidly learned. The human stroke and a form of the elementary back stroke are the basic strokes and a form for the beginner and the following are necessary steps in progression.

a. **Getting used to the water.**

Fear of water has to be overcome first, and a beginner must be accustomed to the new experience. The student stands in a water waist deep and bending it for a few seconds.

b. **Floating**

After learning to place in the water, the student learns to float in the following manner:

1. **Jolly Fish Float.** The student stands in a water waist deep and bend forward grasping his ankles. This causes the feet to leave the bottom. Standing position may be resumed by sliding the hands up to shine the thighs.
2. **Turtle Float.** The start of the turtle float is the same as the jolly fish float, but the student brings his knees to the chest and assumes a tuck position by grasping the knees with both hands.
3. **Prone Float.** The student stands in water waist deep, inhale deeply, places his face in water, extends hands forward and legs backward with the knees straight and toes pointed.
4. **Back Float.** The student stands in water waist deep, lie backward with arms outreached to the sides with palms up. The head is back and the

chest up with the legs being allowed.

c. **Glide**

From a prone floating position student places his foot against the side of the pool and pushes off in a glide continuing as long as possible. For a back glide the student holds on the side of the pool with both feet against the pool side and pushes backward into the back float position.

d. **Kick Glide**

After the float and glide have been mastered, the kick or leg action should be added. First the prone glide is used with the flutter kick. The knees may be bent at this stage of learning. The back glide is then learned with a flutter kick by bending the knees at 45 degrees angle on the downward stroke. Practice on both kicks may be done with hands bracketed on the side of the pool.

e. **Arm stroke**

From a prone glide position with one arm extended forward, the arm used is pressed back to the middle of the abdomen as the other arm is extended, the arms are then alternated.

F. Dog Paddle and Flutter Kick

These two skills are coordinated so that the right arm is extended when the left heel is at the surface.

g. Breathing

Standing in water waist deep with the face in water, the student exhales through the nose and mouth, after which the face is returned to the water. The arm stroke is next synchronized with the breathing.

h. Complete Stroke

The complete stroke is then practiced by combining the prone glide with the kick, the arm stroke and the breathing.

I. Finning

From the back glide position with the arms and hands straight at the side the hands are moved up with the legs a few inches and then turned out at a 45-degree angle. They are then pressed back to starting position. Both hands repeat this movement. Finning may be combined with the back glide and the flutter kick.

J. Winging

In the back glide position the arms start from a straight position at the side and are moved up the side

to the angle and then pressed back to the starting position. This movement may be combined with the flutter kick and back glide.

K. Sculling

This method of swimming on the back is sculling. The arms are at the side with the palms facing in with the arms extended. Keeping the arms straight at the elbows and thumbs are turned down the palms and swept a few inches to the side. The thumbs are then turned up as the hands are returned to the original starting position. The whole movement resembles the figure of eight.

Common Strokes Used in Swimming

a) Elementary Back Stroke

This is a beginners stroke and is very restful.

1. **Arm Movement** - position is taken on the back with the arms fully extended at the side. The hands are move up along the side of the body to the armpits and then are fully extended outward in line with the shoulders with palms at right angles to the surface of the water and four inches below. The arms are then pressed back to the starting position by keeping them straight and under the

surface a few inches.

- 2) **Leg Movement** - In the starting position the legs are together and as the arm recovery is started the feet are drawn up with the heels close together and the knees pointing outward, upper legs parallel to the surface and heels below and inside the knees. Then on the count of two the legs are extended outward, in passing motion with the toes turned out and knees inside the heels. As a continuation of this movement they are extended fully into the V position and snapped together as the arms complete their pull sending the body into the glide.
3. **Breathing** - Breathing is no problem since the head is always out of the water at all times. Exhalation is made as the arms are pressed and inhalation as they are recovered.

b) American Crawl

This stroke is the fastest and at the same time a most efficient and graceful stroke. It is used in competitive swimming.

- 1) **Arm movement.** As the body lies face downward in the water the right arm is fully extended four inches below the surface, palm down and in line with the

right eye, and the left arm is back with the thumbs down. The arm is kept straight and is pressed downward toward the median line of the body. At the same time the left hand is lifted from the water with the elbow bent and higher than the hands and leading the hands out of the water. The left hand is moved forward $\frac{1}{3}$ its normal distance. As the left continues on forward it enters the water in line with the left eye at about $\frac{2}{3}$ normal extension of the arm. The hands continue to slide just under the surface to full extension and at the same time the right hand is pressed back to the left thigh. Then the process is reversed. As the hands start recovery, the other hand is dipping for the pull.

2. Leg movement - The leg movement is the constant thrashing up and down beat of the legs. The word "beat" refers to the number of downward stroke of the legs while the arms are making one complete revolution. Swimmers may use 4-6-8-10 beat kicks. The legs should be held comparatively straight with most of the power coming from the hips. However, as the legs make its downward stroke the knee should bend slightly and leaf so as to exert

pressure on the in-step. The legs straightened about "14 to 18" drop. On the up stroke the pressure is on the sole of the foot. The feet should be kept below the surface and the toes and ankles relaxed with the toes turned in.

3) **Breathing** - The water should be at the eyebrows when the body lies flat on the water, face submerged. As the right hand enters the water, the head starts its turn to the left with pivot top. The left as though looking over the shoulder. The head should be turned until the right hand forward and is pressed back $\frac{1}{3}$ the distance during the time the mouth should be opened and the air gulped in. As the arm continues it pull, it pivots back and exhaling should be done through the nose and mouth.

c) **The Side Stroke**

This is the basic stroke for the most life saving carries and is good for long distance swimming where speed is not essential. It is restful and can be used on the other side.

1. **Arm movement** - As the body lies in a gliding position in the water on the right side, the bottom arm is extended the arm up, rest on the

thigh, and the feet are together as extended. The right arm pull downward sweeping in a wide circle as it gets directly below the shoulders, it bends and then relaxes, and is brought toward the surface with the thumb on top. At the same time the left arm moves from the thigh and meets the right at the chin. As the right arms recovers the left hand is pressed back until it reaches the thigh. Meanwhile the right arm with the palm down is recovering by being straightened out to the starting position.

2. **Leg movement** - As the bottom arm starts its downward sweep, the knees are brought up toward the body to a comfortable distance. The top leg then moves forward with only a slight bent at the knee while the bottom legs moves back with a decided bend. A scissors kick is then executed as the top arm pulls downward and as the bottom are extended in a glide. The movement is executed with a snap and the legs must be overlaped.
3. **Breathing.** Inhaling is done through the mouth as the bottom arm recovering the exhaling is done through the nose and mouth as the downward pull of the bottom arm is being made.

d. **Sidearm and Overarm Stroke**

This stroke is good for distance swimming and is some what faster than the side arm. As the action of the bottom arm is being made, the top arm is lifted from the hip, elbow, fist, and start to move forward so that it reaches a position opposite the top shoulder as the bottom arm is below the other shouder. As the cotinuation of this movement is made the bottom elbow is bent as the top arm passes over the head and enters the water a short distance in front of the head. Then the downward pull of the top arm cross to the body and brings it back to the original position as the lower arm is recovered forward. This lifting of the top hand from the water during the recovery before the pull is the only difference between the side and over arm stroke. Leg action and breathing are identical.

e. **Back Crawl**

This is the fastest stroke on the back and is almost an inverted American crawl. It is comfortable effecient and meets with social approval.

1.) **Arm movement.** The swimmer is lying on the back with the right arm fully extended backward, palm down, and fingers alightly below the wrist. The

hand should be six inches below the surface of the catch. The left arm extended down to the hips with the thumb down and palms down. The head should be forward enough for the swimmer to see his feet. The right arm is kept straight and the sweep is done faster slowly and steadily until the hands reaches the hip. Meanwhile the left arm is being recovered by being lifted from the water. Elbow leading and little finger up. The arms continues on backward and the forearm is being flung into the water with palm down a comfortable distance back of the shoulder. The hand is slide down and back to a depth of six inches before the pull is started.

- 2.) **Leg movement.** The leg motion is a constant threshing up and down motion of the legs with emphasis on both the down and up stroke. There is more bend on the knees than in the prone flutrer kick. The strokes covers about 14-18 inches and the kick is mostly from the hip either some help from the knees, the ankles are relaxed and the toes pointed in. When the heel is dropped, the pressure is on the sole of the foot, and when it is raised, the pressure is on the step.

- 3.) **Breathing.** Since the face is always out of the water, all that is required is rhythm in the breathing. Inhalation is made on the press of one arm and exhalation on the press of the other.

F. The Trudgen.

This is a speed stroke used in long distance swimming. It differs from the American stroke crawls chiefly on the leg stroke as it employs the scissors kick instead of the flutter kick. It is not the most efficient of all strokes.

- 1.) **Arm movement.** Same as the American Crawl.
- 2.) **Leg movement.** With the body prone in the water and the legs together and arms extended. In this position the feet should be about four inches apart and the knees about eight inches. Then the feet are separated so that the legs are in a semi-scissors position with the top legs decidedly bent at the knee and the lower leg comparatively straight. The legs are then snapped back to the original position. This kick is combined with the arm pull one side while the other arm strokes alone.
- 3.) **Breathing.** Exhalation take place during the pull of the single arm in much the same manner as the

American Crawl. Inhalation takes place during the combined stroke of the other arm and legs.

g. Trudgen Crawl

The trudgen crawl combines the scissors kick and the trudgen with the flutter kick and the American crawl to get its name. It too, is a speed stroke used in long distance swimming. It can be an efficient stroke.

1. **Arm movement** - Same as the American crawl.
2. **Leg movement** - With the body prone in the water and the right arm extended, the leg executes a 5 beat flutter kick while the arm is being recovered. Then as the left arm starts its press and right arm its recovery, the legs are drawn toward the body in a narrow scissors, followed by the pivot of the hand to the left for the inhalation. A narrow slashing scissors kick is made as the left arm finishes its pull.

h. Breaststroke

This is one of the oldest stroke and if done properly, is a very efficient way to swim. It is very useful as an approach stroke for rescue work and for underwater swimming.

1. **Arm movement** - The body lies on the water with the face submerged, arms and legs fully extended, palms down and thumbs together. In one quick motion the palms are turned out and the hands are pressed out and slightly downward with straight arm in line with the shoulders. At this point as the arm recovery begins. The elbows are bent and the hand are brought inward with thumbs leading and the hands meet in front of the chin with elbows six inches apart. The palms are turned down thumbs together, and the arms are extended to the starting position.
2. **Leg movement** - In the starting position the legs are straight, feet together and the heels eight inches below the surface of the water. Then, as the arms are pressed back the shoulders and start to move inward, the legs are pulled up with bent knees to a comfortable distance. In this first movement, the knees are outside the heels and the heels are about two inches apart. A second movement is made as the feet are separated, toes turned out, and the knees move inward so that the knees are inside the heel. Without hesitating the third movement is made with legs extended to a

"V" position, and snapping back together to the starting position. Following the leg kick there should be a glide before the arms start the pull.

3. **Breathing** - The legs finished their kick and the arms are extended in a glide. At the finish of this glide the arms start their pull and the head is lifted and the quick inhalation is made as the arms continue to press and back. As arm recovery starts, the face is placed back in water and exhalation starts.

- i. **Inverted Breaststroke**

This is perhaps the least known and used of all the strokes, but the swimmers who have a great deal of bouyancy find it a good relief stroke.

1. **Arm movement** - The swimmers with a back glide. His arms are extended in the starting position as in the breast stroke. The hands are pressed downward toward the hips and parallel with the surface of the water until they are at the sides. Then in the recovery the hands move up the sides below the surface to a position against the back of the head with the elbows forced down in the water. The arms are then brought slowly to the starting position.
2. **Leg movement** - The leg movement is exactly the

same as the elementary backstroke. However, the timing is different. The swimmers must remember the sequence: pull, kick, glide. This sequence is the same as for the breaststroke.

3. **Breathing.** Inhalation is made as hands move-up along the sides of the body, and exhalation as the hands are pressed to the side.

Diving

Plunging first the feet or head first under the surface from an elevation.

a. Beginning Diving

The goal of the beginner in diving is learning to do the simple dives well. In order to achieve success, a great deal of hardwork in the form of application and correct practice must be done. There are several factors common to the diving skills.

1. **Safety** - First is the element of safety. The diver must always ascertain the depth of the water and the condition of the diving board or platform. Also, if the dive is not submerged objects which might present hazard.
2. **Comfort** - There is also the factor of comfort. It is necessary for the diver to control his position

in the air so as to minimize the effects of the flat dive or one that has gone but out of control. In all head and the line of flight of the diver in order to open a hole in the water for the head. This avoid the discomfort to the head and also prevents injury to the head since the bottom is connected with the hands first.

3. **Control** - The head become the controlling factor in diving with the arms and body helping to a lesser degree. It is a fundamental principle in diving, as well as tumbling, that the body follows where the head leads. Control of the head lies in the neck muscles, and the diver must learn to change positions to control his body angle. If the dive goes out of control, the diver assumes tuck position just before hitting the water. To do this his knees are brought to the chin and the head tucked so that he lands in a rolled up position.

b. Springboard Diving

The diver is upgraded on the basis of the following factors which will be discussed here as separate fundamentals in diving.

1. **Starting Position.** The diver stands at the board and off the springboard in an erect and poised

manner. His arms are hanging naturally at his side with the palms against the thighs, his eyes are focused on the far end of the board.

2. **Approach.** To start this approach the diver steps off smoothly in evenly spaced strides. There should be at least three steps prior to the hurdle. Of course, each individual will need to adjust his own steps, but the last one before the hurdle is the spontaneous. During the approach the arms should synchronize with the legs action so their is rhythm in the approach. One full stride back of the outboard end of the board, the diver jumps from one foot and lands on the toes of both feet just back of the front edge. This jump, called the "Hurdle" should be high and high and vigorous, and should be timed in rhythm with the forward swing of the arms. As landing is made after the hurdle the divers should be nearly vertical, and the weight depressing the board.

3. **Take - Off.** After the hurdle, the diver takes the full ground of the board. He should wait on it. As the board rebounds he lifts his arms into the reached while forward and upward motion of and his feet and legs are extended sharply as he

leaves the board. Just how high are the reach and body lean will depend on the type of dive being executed.

4. **Form in the Air.** Again, this factor will depend on the type of dive to some extent. The body will assume any one of the following three positions.
 - a) **The straight dive.** The head is in line with the spine, the back slightly arched, and the legs and feet closely aligned and the toes pointed.
 - b) **Pike.** In the pike position the body is bent at the hips with the fingers touching the ankles.
 - c) **Tuck.** In the tuck position the knees and hips are both flexed and the diver assumes a compact torted position with his hands grasping the knees.
5. **Height obtained.** Height of the dive is the highest peak vertically reached by the diver's center of gravity while he is in flight. To obtain the necessary height all the movements of the diver must be rhythmically timed and the balance through the hurdle and the take-off of the entry. Good springing muscles should be developed in the

soles of the feet. Twist dive in which the body is twisted between the take-off and the entry into the water.

c. **Judging Dive**

Competitive diving is judged on points. Dive is done perfectly on the basis of the six factors discussed above, and is awarded in the grade of ten, the gradation of ten for perfect, seven for good, five for satisfactory, three for deficiency and unsatisfactory and zero for complete failure. Of course, since all dives are not of the same difficulty, list of dive have been rated according to their complexity and have assigned a "degree of difficulty". It is therefore possible for one to do simple dive perfectly and yet not score as many points as one who does only "good" on a more complex dive.

In a competitive diving there are five compulsory dives. One from each group as follows: plain front, plain back, half gainor, back jackknife, and a front dive with a half twist, and generally five optional dives, one each group. The high school requirement is three optional dives.

Activity IV

The High Jump

The high jump is made over the crossbar between right uprights. The crossbar is raised after each round, and competitor remain in the competition until eliminated by three consecutive failures.

The Uprights must be Must be rigid and should extend at least 10 cm. (4 inches) above the maximum height to which the cross bar can be raised. They maybe moved only if the take-off or landing area has become unsuitable, and then only with the judges agreement and at the end of the round.

The Crossbar Support must face the opposite upright and be flat or rectangular. The crossbar maybe triangular and cross-section, or circular with square ends. It must weight not more than 2 kg. (4 lb. 6 1/2 oz.) there must be a gap of at least 10 mm. (1/2) between the ends of the crossbar, and the uprights, and the crossbar must rest on the uprights in such a way that if touch by the competitor it fails easily forward or backward to the ground.

Some Miscellaneous in High Jump

1. The jumper arrange in the order of jumping (drawn by lot)
2. Each jumps in three trials jumping and must not be done

- in succession, but by rounds, each jumpers takes one jump each and complete one round.
3. The judges select the first 8 best jumpers with the best jumps and after the selection they are given another three final jumps.
 4. The farthest jump is the basis for the selection of the winner. (then look for the second farthest jump and so on)

Violations:

1. If the jumper exceeds 90 seconds without any attempt to jump it is considered a failure.
2. Exceed beyond take-off board.
3. Went beyond the imaginary extension of the take-off board and on one failure.
4. Putting the mark on the pith.
5. Jumping or landing at the side of the pith and rolls outside.
6. Putting a mark on the runway.
7. In case the jumper has one or two events playing successively, he can leave with permission from the officials and come back.
8. He should take his jump at the third jump.

Styles in High Jump

1. Western Style

Description: The Western Style is done with the position of jumping while on flight on the cross bar is such that the side of your body is almost an inch or two of the crossbar.

2. Belly Roll or Straddle

Description: The Belly Roll or Straddle is the position of jumping wherein the back portion of your body is right on top almost on top of the crossbar. Your position is facing the crossbar, down.

3. Pushbury

Description: The position of jumping is made wherein the back portion of your body is right on top of the crossbar with your shoulders touching the foam when landing.

While Landing:

1. Speed up with accelerated accurately done.
2. Step shorter and shorter with the weight of the body.
3. Rhythm of your speed quickens and increases and not slows down when you approach the bar.
4. Have the body weight for the fast off.
5. The weight of your body should be transferred to take-off.

6. Be sure you have a vertical momentum.

Two Types of Approaches in High Jump

1. Power Approach

The speed of the jump is slower and relay the power on your legs.

- a. The Length of your Stride - should be relatively long and not very long to lose speed of the jump.
- b. The Take-Off - on the last stride, you jump lower with the center of gravity by bending the knees, so that at the last stride your position is incircling backward such that your momentum brings you upward.

2. Speed Approach

The approach requires speed. Approach the bar and speed up. The length of your strides becomes shorter and shorter with speed going up.

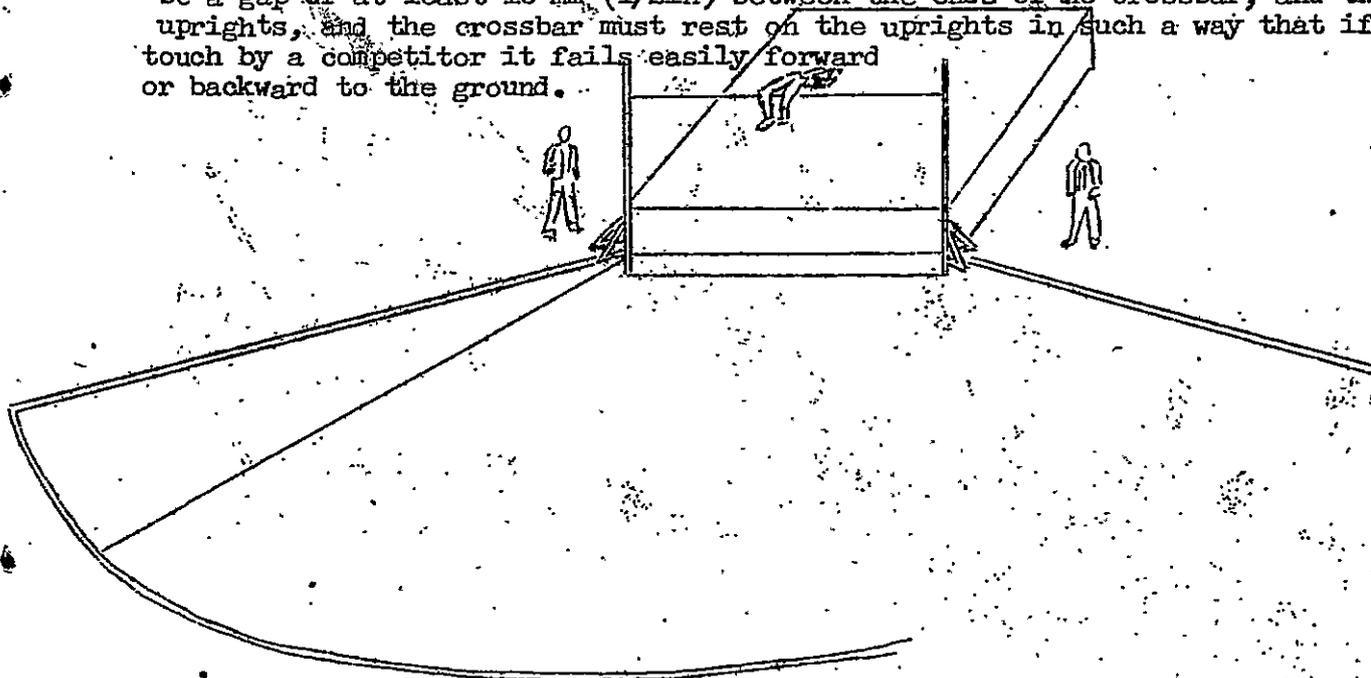
- a. Work for coordination with a bar clearance and maintain relaxation.
- b. After clearing the bar, land gracefully. If you are tense, it will hurt you. If you are relaxed its good. The techniques are: a. Take-Off approach, b. Bar clearance, c. Lay up, and e. Landing

THE HIGH JUMP

The high jump is made over a crossbar between rigid uprights. The crossbar is raised after each round, and competitors remain in the competition until eliminated by three consecutive failures.

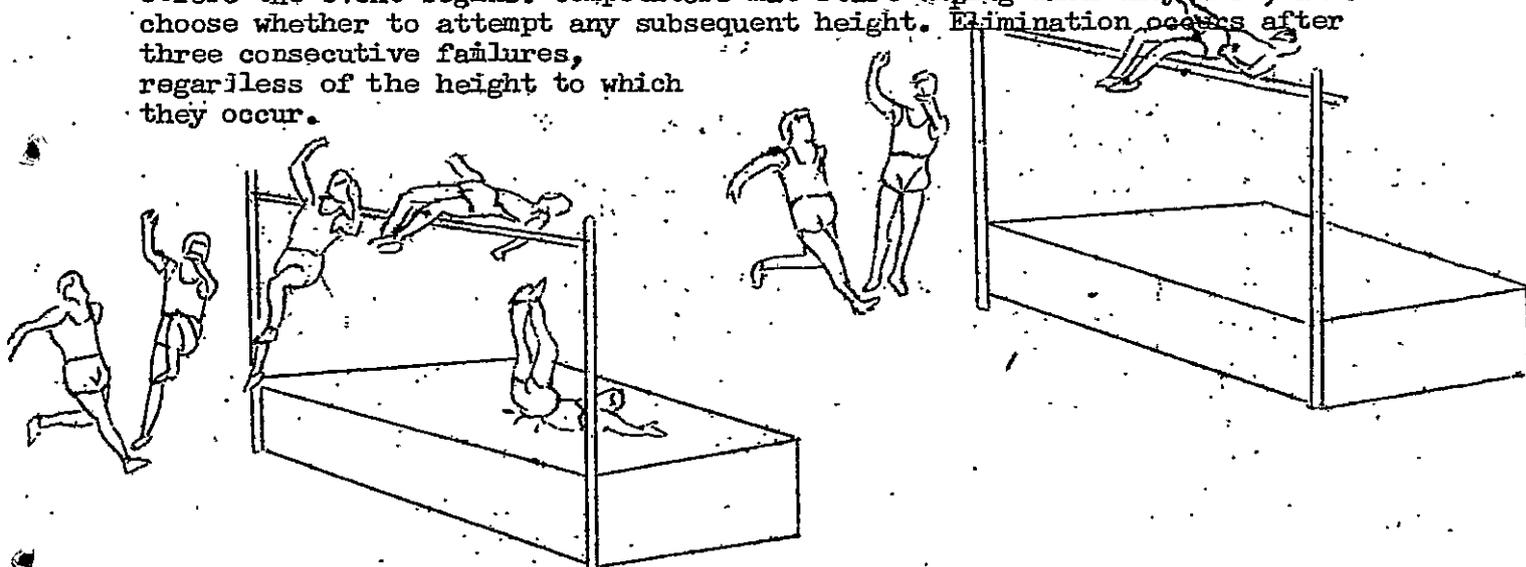
The Uprights: must be rigid and should extend at least 10cm (4in) above the maximum height to which the crossbar can be raised. They may be moved only if the take-off or landing area has become unsuitable, and then only with the judges' agreement and at the end of a round.

The Crossbar supports: must face the opposite upright and be flat or rectangular. The crossbar may be triangular in cross-section, or circular with square ends. It must weigh not more than 2kg. (4lb. 6 1/2 Oz.) There must be a gap of at least 10 mm (1/2in) between the ends of the crossbar, and the uprights, and the crossbar must rest on the uprights in such a way that if touched by a competitor it falls easily forward or backward to the ground.



The Run-Up: The length of run-up is unlimited. Marks may be placed for run-up and take-off, but may not be placed in the landing area. A handkerchief or similar marker, may be placed on the bar for sighting purposes. Competitors may not use weights or grips.

Procedure: Starting heights for each round are announced by the judges before the event begins. Competitors may start jumping when they wish, and choose whether to attempt any subsequent height. Elimination occurs after three consecutive failures, regardless of the height to which they occur.



Miscellaneous in Long Jump

1. Projecting the moments is directed forward and upward.
2. Attempt freely towards the body.
3. The height is the parabola of your jump.

Three Types of Flight in a Long Jump

1. Hang
2. sail
3. Hang kick or strike
 - a. Approach - on the last 5-7 meters you accelerate
 - b. Run maximally at your speed.

The Long Jump and Triple Jump

1. Pre-requisites
 - a. An athlete must be a sprinter with speed, height and strength.
 - b. He must have a neuro-muscular combination and coordination balance.
 - c. He must know the technique.
 - d. He must have the strongest foot as the take off foot or either use left or right foot, but the best possible one is the strongest foot.
 - e. The foot should touch the take off board.
 - f. He should know the corresponding stride he will use.
 - g. He should locate the take off board by using the

trial and error method of getting a run to the opposite direction.

h. He should know how to use the following:

- * 4 step with 1/2 steps
- * 8 steps with 3/4 steps
- * 6 steps with full step
- * stride

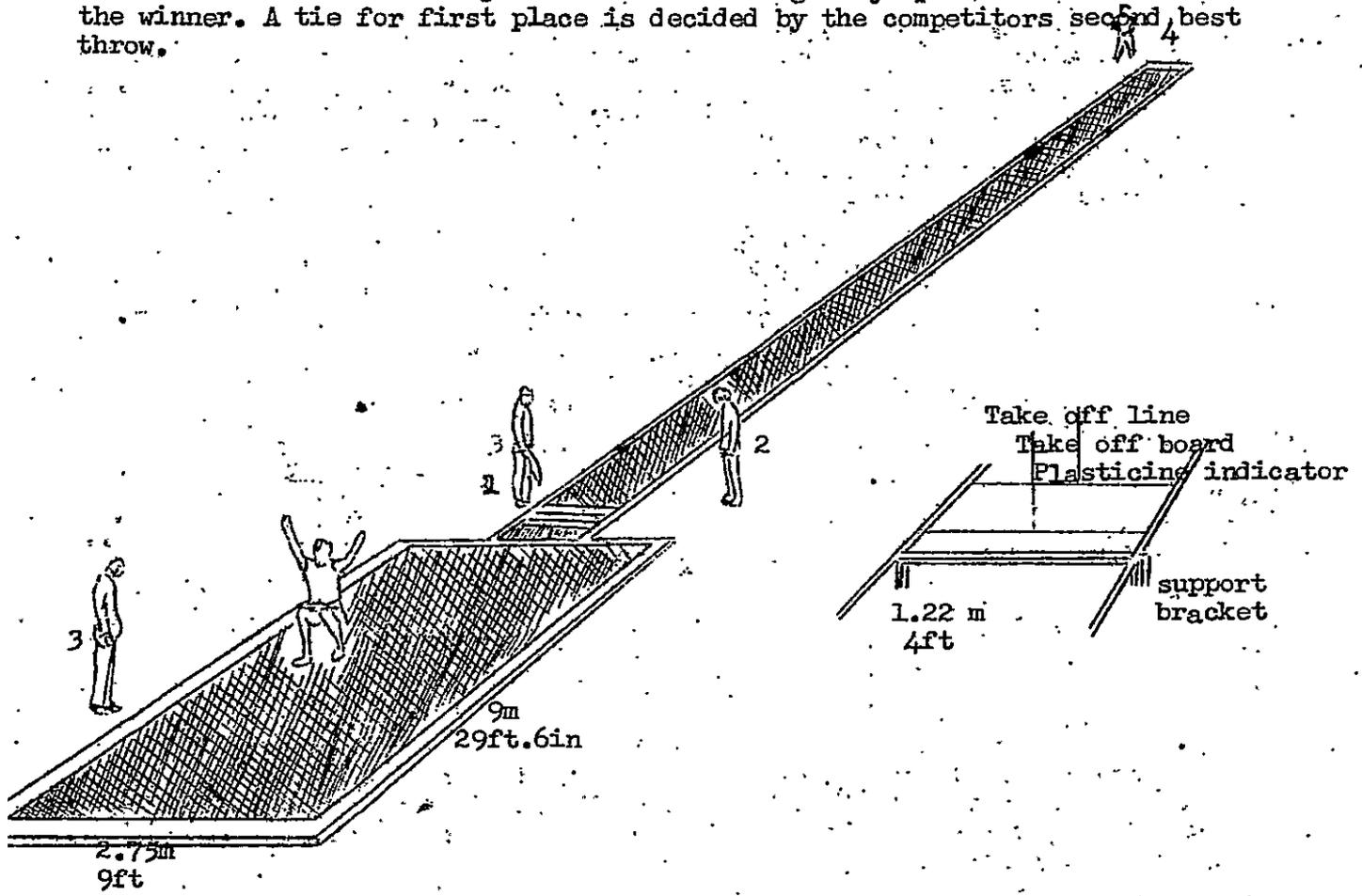
i. He should know how to run with speed.

Miscellaneous in Javelin Throwing

1. The grip
2. Finish Grip
3. American Grip
4. Carrying the Javelin - Is over the shoulder carry is the most acceptable.
 - a. Two Types of Carrying
 1. Over shoulder carry
 2. Under shoulder carry
1. American Hop Approach - the foul line is the restraining line, with 2 steps before the foul line the thrower execute the position of throwing, then he should accelerate for a fast and strong throwing.

THE LONG JUMP

Competitors leap from a take off board into a sand landing area. If there are fewer than eight competitors each one generally has six trials, otherwise competitors generally have three trials, and then the best eight competitors have further three. The competitor with the longest jump in his six trials is the winner. A tie for first place is decided by the competitors second best throw.



Run-up: The length of the run-up is unlimited. Marks may not be placed on the runway, but may be placed alongside it. Marks may not be placed beyond the take-off line.

Take-off: A failure is counted if a competitor touches with any part of his body the ground beyond the take-off line, extended. This rule applies whether he makes his jumps or merely runs up without jumping. Long jumpers may not use weights or grips.

Landing: It is a failure if a competitor, when landing, touches the ground outside the landing area nearer to the take off than the nearest break in the landing area.

2. **Finish Approach** - At the last 5 steps the thrower will execute the finish style of the approach in 1.) left foot, 2.) bring the javelin behind, then 3.) lift fast at 3:0'clock 4.) right leg across in front of the left leg, accompanied with a hop, with 5 steps forward with the left foot and bring your momentum.

Some Hints on the Javelin

- a.
 1. Throwing is drawn by lot.
 2. Each throwers has 3 trials throws.
 3. The order of throwing is by round.
- b. After three trials, the official determine the first best 8 and give another 3 trials throws for the placers.
 1. The official arrange the order of places.
 2. In case of tie for the first place, the judges should look for the second farthest throw.

Miscellaneous in the Field Events

I The Shot Put

1. This drawn by lot while starting the game based on the number of participants.

2. When the name of the player is called he enters the throwing circle.
3. The throwing circles is divided into two halves: the rear and the front halves.
4. Enter at rear half and the dame while going out of the rear half.
5. On the actual throwing, touching the toe-turn is a violation and touching any part of teh rear of the circle is a foul throw.

Some Violations

- a. 90 seconds without any attempt to throw.
- b. When the throw does not land on the throwing sector.
- c. It should land within the 45 degrees angle of the throwing sector.
- d. Delaying, you are allowed only one trial throw.
- e. Do not leave the throwing circle unless the implement land.
- f. When the thower is out of balance and the thrower made by jumping back to rear.
- g. Throwing outside the proximity of the shoulder (pushing).
- h. Stepping on the room of the circle.

After the three trial throws of each participant, the

Officiating Officials selects the best 8 throwers.

1. The best 8 thrower selected are given three final throws regardless of their records.
2. If two throwers tied in the first place, the tie should be broken, to determine the first and second placers.
3. The farthest throw should determine the winner either in the trial or in the final throw.

Problems of Throwers

1. In the order of throwing
 - a. If an athlete has an event during the throw, the judges may give him the throw first or later, for the later throw, it should be with permission.
 - b. If you throw during the first round and you were not able to throw during the second round, you can throw later if the problem was with permission, if without permission then the thrower cannot throw anymore.

Activity V

THE DISCUSS

The discuss is thrown from a circle and must land within the marked sector. If there are fewer than eight competitors; each one generally has six trials, otherwise competitors have a further three. The winner is the competitor with the best distance in his six trials. A tie for the first place is decided by the competitor (second best throw).

The Discuss Throw

1. Teach your athlete in a quick movement manner while in your throwing.
2. Teach your athlete the circular movement which will initiate speed of the disc.
3. The faster you move the faster you go.
4. The two turns in throwing position of the discuss throw:
 1. 1 3/4 turn
 2. 1 1/2 turn
5. The 1 1/2 turn is done with facing towards a certain direction.
6. The pivot-turn once and pivot with trunk-bend.
7. The position of the body, bend same with the arm behind.

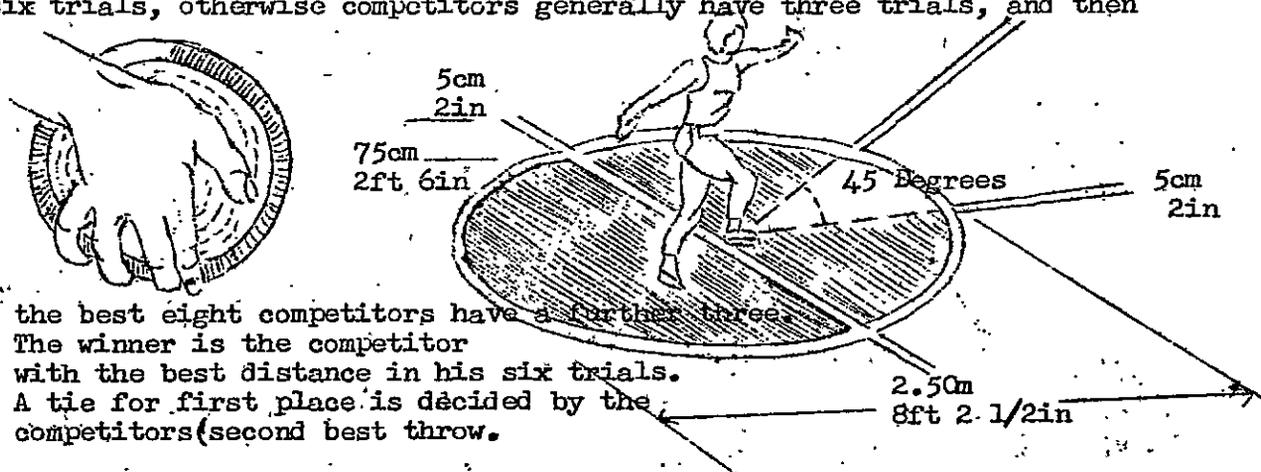
8. During the turn, right foot should always on a supporting leg and always on the position with the ball on the support.
9. The arm is directly in line with the hips, so you can/will have a farther distance in the throw.
10. Maintain the position of the 6,7,8, and 9 and transfer up around and over and out.
11. Maintain the position of the arm, look the arms behind in position.
12. Rotate the hip and up, around over and out.

Miscellaneous Coaching Activities in Discuss Throw

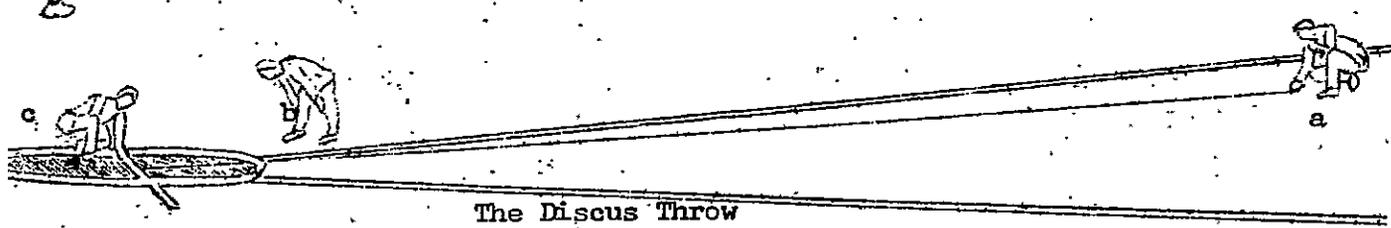
1. Application of the power is the same as in shot put, but the mechanics of the legs and hips is entirely different from the shot.
2. In the discuss, up, around, over and out, you pull around with the discuss and let it go, There is a pulling action of the arm.
3. In the shot put the arm is in push position, while in the discuss there is pull.

THE DISCUS

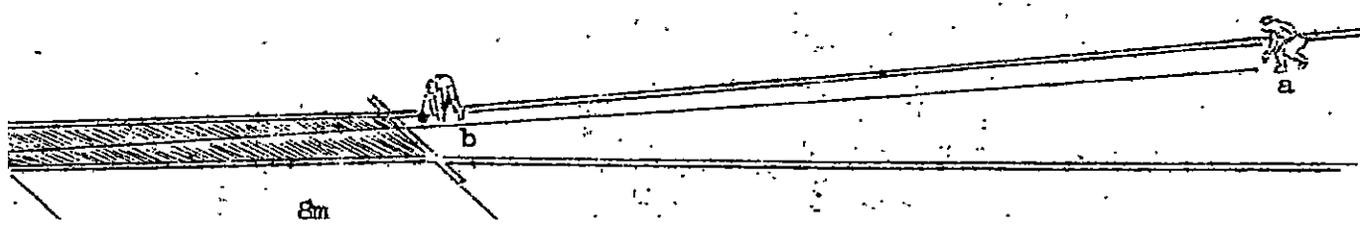
The discus is thrown from a circle and must land within the marked sector. If there are fewer than eight competitors, each one generally has six trials, otherwise competitors generally have three trials, and then



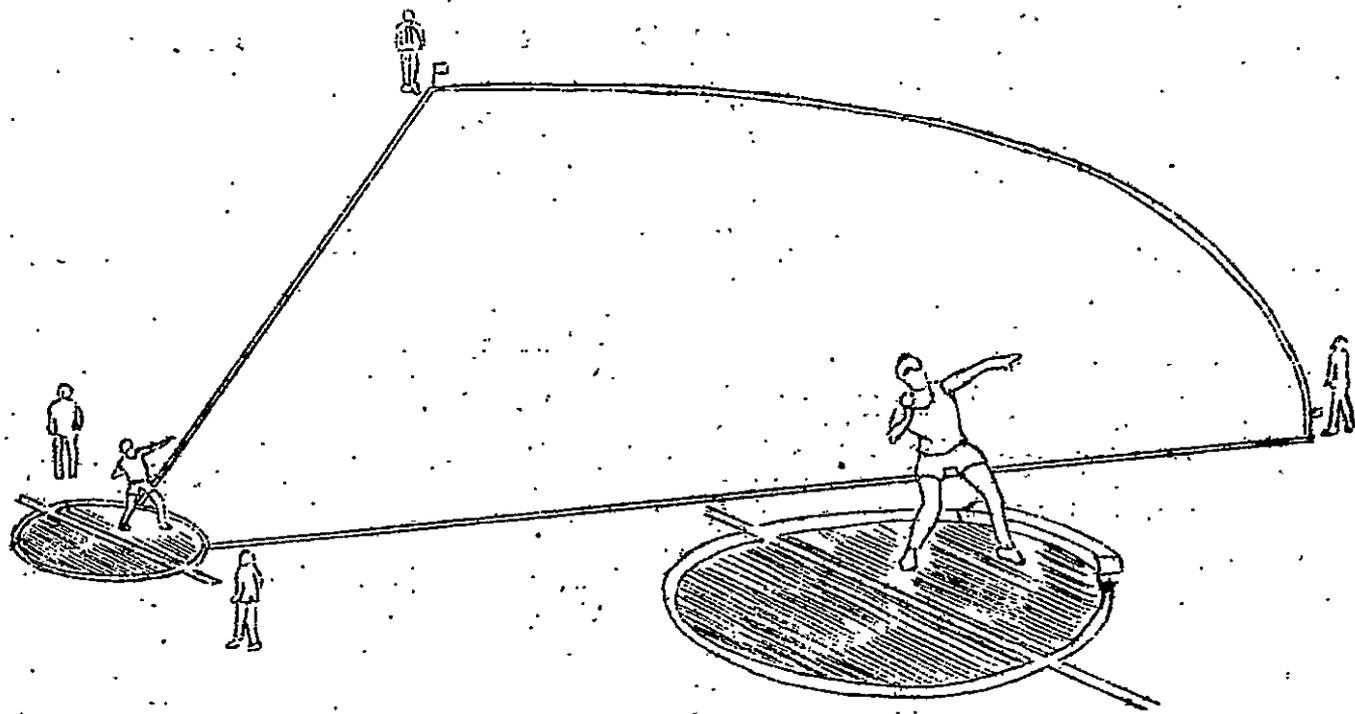
the best eight competitors have a further three. The winner is the competitor with the best distance in his six trials. A tie for first place is decided by the competitors (second best throw.



The Discus Throw



8m



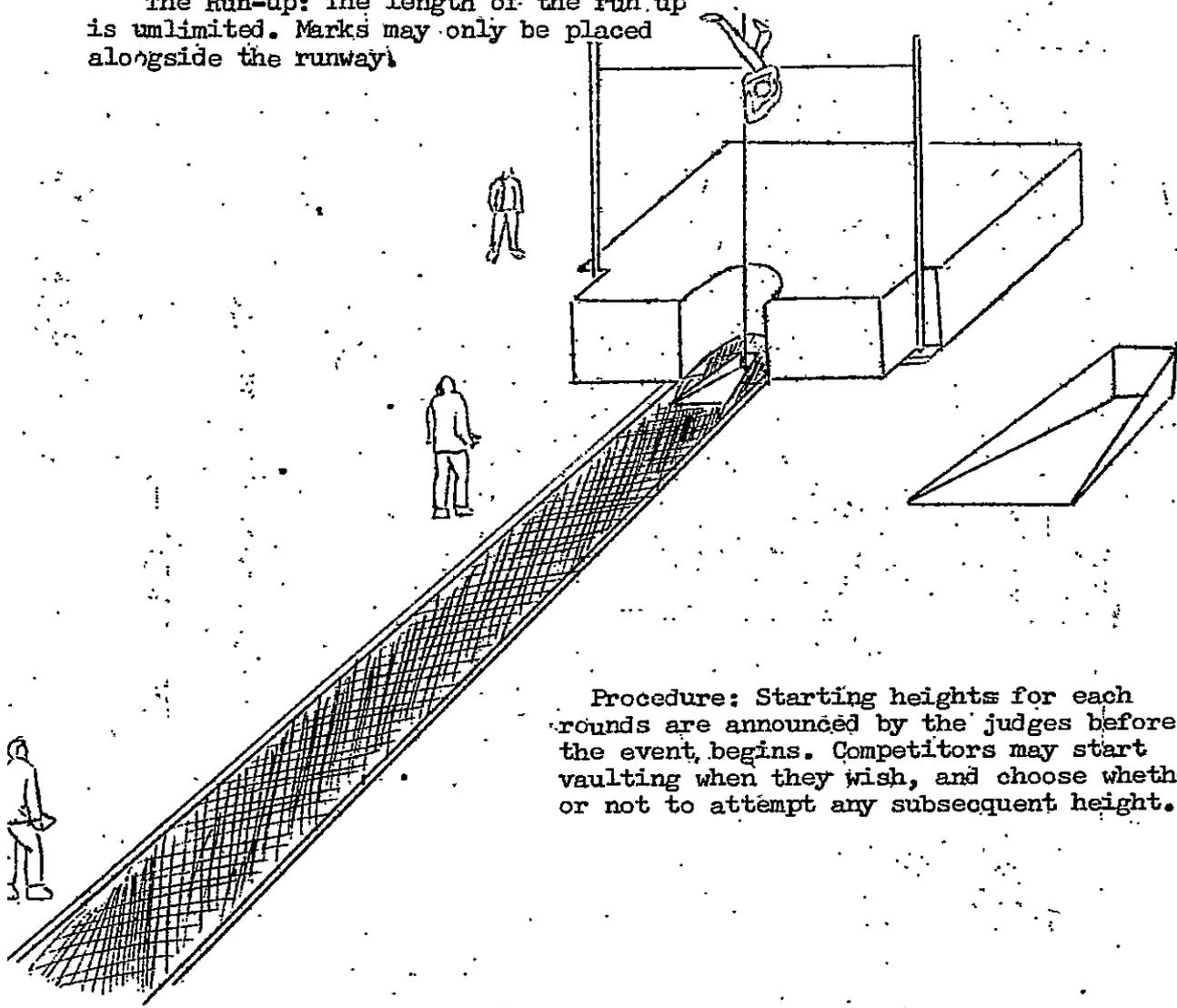
The Shot Put:

The shot is put from a circle and must land within the marked sector . If there are fewer than eight competitors, each one generally has

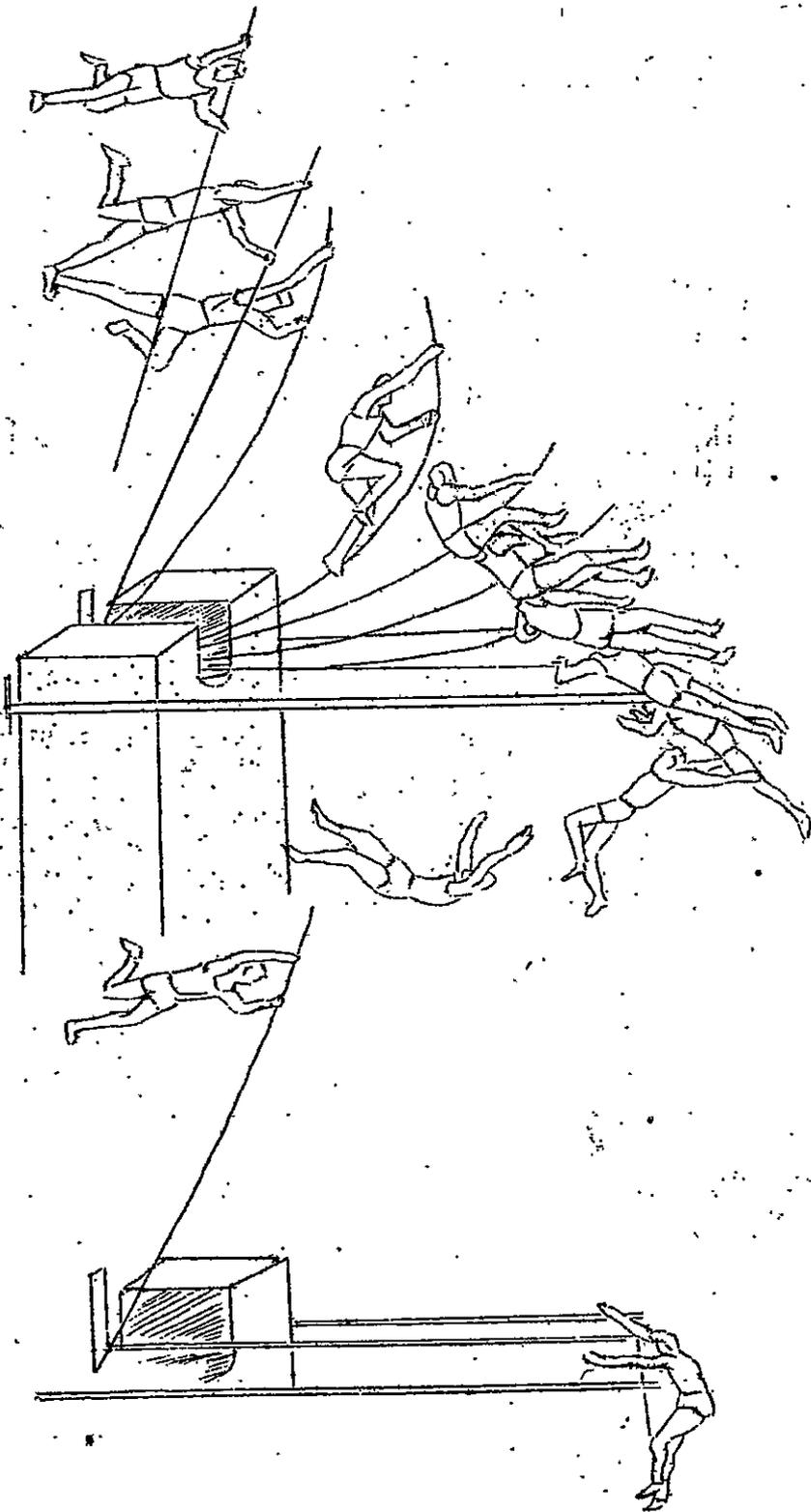
THE POLE VAULT

Competitors use a flexible pole to vault a crossbar between two uprights. The crossbar is raised after each round, and competitors remain in the competition until eliminated by three consecutive failures.

The Run-up: The length of the run up is unlimited. Marks may only be placed alongside the runway.



Procedure: Starting heights for each rounds are announced by the judges before the event begins. Competitors may start vaulting when they wish, and choose whether or not to attempt any subsequent height.



THE POLE VAULT

1. Observe the Position of Pole Vaulting.

ACTIVITY V**BADMINTON****Specific Objectives**

At the end of the activity students are expected to:

1. perform the fundamental skills in badminton.
2. give the function of officials managing the game.
3. enumerate and explain materials and equipment in badminton.
4. demonstrate interest and enjoyment in playing badminton.

Equipment/Facilities Needed

Badminton is played indoor but can be played outside. The combination "singles" and "doubles" court is the most economical and practical to lay out, for the two courts of the same length and the doubles is only three feet wider. The double is 20 feet by 44 feet. A net 2 1/2 feet deep and 17 to 24 feet in length and made of 3/4 inch square mesh placed across the mid court with the top 5 feet from the floor. The racket used is smaller than the tennis racket, but is much lighter in weight and construction. It may be strong with gut silk (nylon), or wire. The shuttlecock or "bird" is made of 16 evenly matched feathers about 2 1/2

inches in length. For the indoor bird the feathers are cemented into a 3/4 inch half sphere of cork covered with white kid. The outdoor bird is the same except it is slightly heavier and has a rubber base instead of cork. A plastic bird is suitable for practice and class play.

History.

Although the game of badminton is very old game, it is comparatively new in the United States. The name is a native of India and has been played since 1844. It was introduced into England in 1873 under its original name "Poona" and rapidly gained popularity throughout the British Isles and Canada. In 1895 the present rules were introduced and the National Badminton Association was organized. The American Badminton Association was organized in 1936, but many clubs were in exist since long before the date. They change in name and rules have been accompanied and considerable evolution in the equipment used.

Badminton is truly one of the "carry-over sports. The game can be played by the whole family. It is an active game. However, it demands vitality, skill and coordination, contributing the organic development, neuro-muscular skills and sociability. It is an excellent medium for promoting social attitudes among mixed group. The traditional etiquette of the game call for courtesy, understanding, and

honesty. The element of danger is reduced to a minimum as both rackets and bird are light in weight. Badminton is desirable from the standpoint of economy of place since it may be played both indoor and outdoor, it is fairly expensive sport from the standpoint of cost of equipment but the plastic bird has helped to reduced cost.

Description

Badminton is a racket and game played by 2,3 or 4 people, the principle of the being similar to those of tennis, but the rules and equipment vary somewhat. Light rackets are used to propel a shuttlecock back and forth over the net. The object is to bat the "bird" over the net before it touches the court in such manner that the opponent can not return it.

Playing Terms

1. Ace. Unit of scoring.
2. Bird. Shuttlecock.
3. Fault. An attempted serve or return which falls short, hit the net, or lands out of the playing area.
4. Game. 15-21 points.
5. Hand In. The players serve.
6. Hand out. The server is out.

8. **Let.** The right to serve over or play the point over.
9. **Match.** Best two, out of three games.
10. **Service.** Opening strokes of a around or inning.
11. **Service line.** Line across the court parallel to, and 61/2 feet from the net.
12. **Clear.** A high shot which falls close to the backline; another term for job.
13. **Dive.** A hard horizontal stroke that is straight and close to the net.
14. **Net Flight.** A shot in which bird follows net in a short flight.
15. **Rally.** A heated return of bird several times or continuous.
16. **Drop.** A low shot close to the net made from back court that falls or drops sharply immediately after crossing net.
17. **Round.** The head stroke, a high stroke over the head to hit a bird on the half-hand side.

Playing Rules

1. The game is started with a service from the right half of the server's court and the bird must be served into the diagonally opposite court of the opponent.
2. A turn at serving is called an inning.
3. When an inning is over a "Hand-out" is called.

4. In the first half inning of doubles one "out" only is allowed the side starting the service; but in subsequent innings each partner is allowed an "out".
5. In doubles the serve starts in the right half court and the server alternates court on each point made until he loses his service. The partner then serves in the court where he was at the service was lost, right or left as the case maybe, and the alternates as he scores points. As a new innings is started the player who first started service in the right court should be in the right court when the team score is zero or an even number of points 2-4-6; or in the left court if the score is uneven, 1-3-5.
6. In singles, the players serve and recieves in the right half of the court when his score is zero or uneven number of points, and in the left half court when his score is zero and odd number.
7. Partners must recieve in turn as the recieving team may not alternate courts after points by the serving team. The player served alone may take the serve.
8. The server may not serve until his opponent is ready.
9. Only the serving player ir team may score.
10. After the service he respective partners may take up any position provided they do not interfere with the

opponents.

11. Serving out of turn shall be a "Let" if discovered before the next serve.
12. A FAULTS if make by serving side, put the server out, if made by the recieving side, scores a point for the server.
14. Only one trial at service is permitted unless there is a "Let" or unless the bird is missed completely by the server.
15. It is a fault:
 1. If the server steps on line in his service court of failed to keep both feet on the floor while serving.
 2. If, in seving, the head of the racket at the instant of striking the bird is above the waist.
 3. If the bird is hit more than once, either an return or a service before it crosses the net.
 4. If the bird doesn't cross the net.
 5. If the bid touches any part of the body of the server or reciever.
 6. If the server or return fails anywhere outside of the proper court without being struck by the reciever. Lines are in bounds.
 7. If the reciever hits the birds before its

crosses the net with his racket.

8. If the reciever hit the net with his racket or body.
9. If then reciever hit the net or any distrucion above or to the side of the court.
10. If the reciever is hit by the bird, either before or after he has the chance to play it.
11. If the server or his partner balks (make preliminary points).
12. If the serve is played by the opponent in the wrong court.
13. If the player obstructs his opponents such as reciever holding his racket near the net to blocked the smash.
14. Note, if the bird hits the top of the net on the service and falls into the proper court, it is called "Let" as it served over.
16. Scoring:
 - a. In men's singles and all doubles a regulation game is 15 points out the agreement 21 points may be played. In women's singles all points constitute a game.
 - b. However, in 15 points game the first player reaching either 13 at 14 has the option of

setting the game as follows:

Score: (Men's singles and doubles)

13-13 may be set to 5 points

14-14 may be set to 3 points

- c. In all points game the first person reaching either 9 or 10 score may set the game as follows:

Score: (Women's Singles)

9-9 may be set to 3 points

10-10 may be set to 5 points

Fundamentals

1. **The grip.** The regular may be used in badminton. The racket is grasped near the end so that the grip need not be changed for any stroke forehand, backhand, or overhand. Although there are several methods or grips, the handshake or "chopper" grip is the best known. The racket handle is gripped as though the player were shaking hands with it. The V between the thumb and forefinger exactly in line with the top edge of the racket handle.
2. **Stroke.** The badminton stroke is not an arm stroke as in tennis not more than a wrist flip. Flexibility of the wrist should be developed as it is used in each of the following types of strokes.

a. **Forehead.** This stroke is made with the left side facing toward the net for the right handed player, the left foot is ahead of the right. The racket is gripped well back on the handle and is brought back around the stricker as the hitting stance is assumed. With the weight of on the back foot at the start of the stroke the body and arm uncoiled forward with the elbow leading and the wrist cocked. The last instant before the bird is contacted with the wrist is whipped through and the stroke is continued in a full through.

b. **Backhand.** In this stroke the right foot is ahead and across the left with the right shoulder toward the net and held in a relaxed position. Some player are unable to use this stroke with the handshake grip previously describe and find it advantageous to turn the racket slightly to the right with their left hand so that the thumb is behind the none hitting side of the racket handle. The V is now on the edge of the handle. To make the stroke the player should coiled back to position by bringing the arm around several rounds. The swing is made by uncoiling the body and arm around the central axis of the body. Again the arm leads the racket with the wrist cocked and as the bird is about to be contacted, the racket is whipped through

with the wrist. The stroke is finished with a follow through in line with the stroke.

c. **Overhand.** In this stroke the left foot is ahead of the right with the weight on the rear foot. The grip is same as for the forehead. The swing is similar to the overhead throwing motion. The racket is brought downward, back, and up with a pause behind the right shoulder followed by the upward and forward swing to meet the bird with the fully extended arm. The arm swing as forward and across the body in follow through.

3. **Types of Shots.** There are several types of shots which may be used in badminton depending upon the strategy of the player.

The following types are the most commonly used.

- a. **Dive.** Should be hit hard straight across the net with either the backhand or the forehead stroke.
- b. **The drop shot.** This shot demands fitness and accomplished by an easy wrist as the bird is stroked easily to drop over the net.
- c. **The lob or clear shot.** This shot is hit high to the back court and is accomplished either by the forehead and backhand.
- d. **The smash shot.** This is a kill shot in badminton and should be hit downward with a fully extended

arm and racket at the highest points.

4. **Service.** There are several variations in serving but a player should develop the technique of starting them all alike.

a. **Stance.** The server should take up a position three feet behind the service line with the server in doubles standing nearer the outer boundary line. The stance is comfortable and relaxed with the left foot ahead of the right and the weight on the back foot. The server is facing in the direction of the intended serve. The bird is held on the left hand grasped by the feathers between the thumb and the forefinger with the thumb on the top.

b. **Grip.** The same grip as the forehand should be used with the V directly on the top of the handle. The racket should be in extension of the arm with the wrist free and loose.

c. **Swing.** The arm is brought back underhand with the wrist cocked and the body weight on the back foot. The body is then eased forward as the swing is made. The bird is held 12 to 15 inches in front of the server and drops straight down. The wrist leads the racket until almost time for the bird is guided across the net. The stroke is finished with a follow through. Of

course more power is needed for the high long serve and is obtained by getting more wrist, arm, and body into the swing.

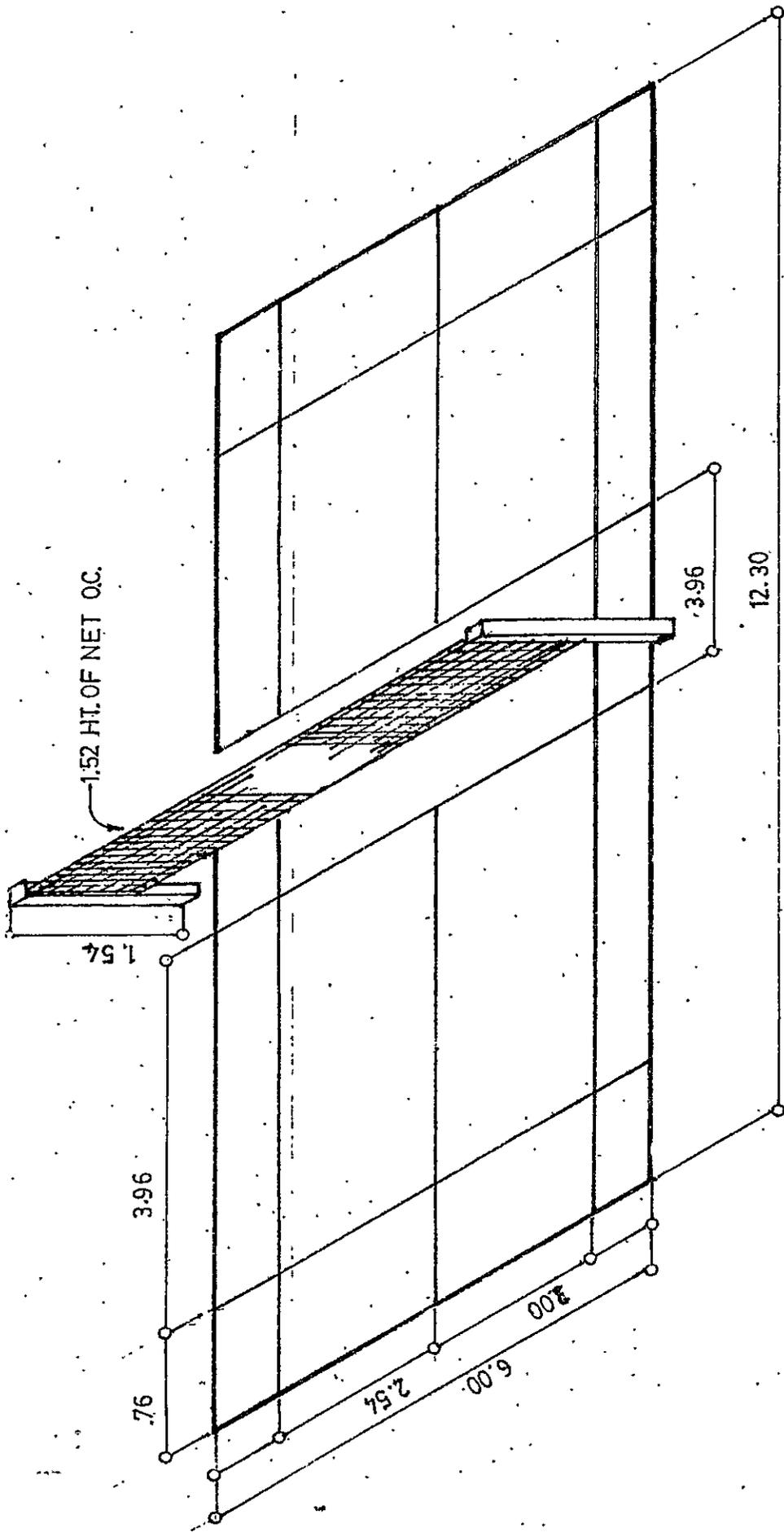
d. **Type of service.** The receiver has three type of servers which the players should master:

1. **High lob-m.** This serve is a high shot to the back court.
 2. **Short.** The bird is just lifted across the net.
 3. **Fast.** The bird is hit across the net toward the receiver left shoulder at near net level.
4. **Receiving the service.** The receiver should stand about in the middle of the court or perhaps nearer to the left side to increase the range of his forehead. The racket should be held slightly across the body to meet the shots either right or left.

The type of shot used to return the service will depend largely on the type of service of the opponent. If the service is short and just drop into the receiving court, it may be returned by a high lob to the back court, by a drive, by a smash, or by a drop shot. If the fast service is used it should be returned by a smash or drive.

6. **Strategy.** Badminton like tennis should be played with definite idea behind the stroke. If possible make the opponent play your game and never his type game if you can prevent it. Keep him on the run and make him play shots off balance. Alternate a long and short service twice and then successive shorts or longs. To keep the opponent on the defensive short or longs. To keep the opponent on the defensive, it will to hit the bird downward. Shots hit upward are good opportunities for the opponent to go on the offensive. If it becomes necessary to hit a short upward, it should be a high lob to the back line or a shortest shot. A change of pace from slow to fast or from fast to slow is good strategy. in the singles game court position is extremely important. Therefore the most deciding factor is to return to position in mid court immediately after making a shot. The most vulnerable sport is the deep back hand. The singles game is chiefly defensive whereas the doubles is offensive.

Strategy for the doubles game is dependent upon court position of the partners. Partners may play side by side and be responsible for respective halves of the court. A second method permits one partner to play up and one back with one partner responsible for



BADMINTON (DOUBLE/SINGLE)

the net area and the other for the remainder of the court. This is done for mixed doubles. A third system finds the players rotating which is a combination of the two mentioned above. All types of shot are useful but the smashed and drop shots are the best for staying the attack and the drive may be used to hit at an opponent.

ACTIVITY VI

LAWN TENNIS

Specific Objectives:

At the end of the activity the students are expected to:

1. perform the activity, fundamental skills in Lawn Tennis.
2. participate actively, in class activities.
3. adhere to the rules in playing Lawn Tennis.
4. enumerate and explain the equipment and facilities needed in Lawn Tennis.

Equipment/Facilities Needed

1. **Clothes.** White is the accepted color for tennis clothes. White tennis shoes or white sneakers should be worn at all times. Shoes with heavy or corrugated soles are not allowed on most tennis courts. Sun-visors or caps are very useful when playing in the sun. Mark glasses should never be used.
2. **Racket.** Each person should choose his own racket. It is not important to buy the most expensive racket, but one that "feels" right to the individual. Racket are strung with gut, silk, or nylon. Care of the racket is very important. It should always be kept in a water proof cover and press to insure it from wrapping. When

not in use it should be kept in a dry place.

3. Court. The construction of the courts ranges from grass to cement. Clay courts are commonly used and cost less to build. Hard surfaced courts have proved to be very satisfactory because all of little upkeep. There is always a guarantee on smooth playing surface, and they may be in all kinds of weather. The double and singles court are usually line in one courts as illustrated in the following diagram. The double court differs from the singles in the extension of the side boundary lines.

History

The game of tennis was derived from the game handball where no rackets were used. The players used handball gloves instead of rackets. Later tennis was taken to France and called "La Parune". Shortly afterwards the English substituted the word "Tennis" for the French derivation. The first balls used were leather covered and stuffed with hair. As the game improved so did facilities. After many generations tennis made its way to America. Miss Mary Outerbridge is credited with bringing the game to her country by Bermuda in 1874. The United States Lawn Tennis Association was formed in 1881.

Today tennis has many values. It is considered to be one of the best carry-over sports. It is played by all people all over the world. It may be played by both sexes and by all ages. It is a very practical game to teach in Physical Education classes because of the large group that can be taught at one time.

Description

This game may be played in clay, asphalt, or cement. In the international field, the Davis Cup is a symbol of World supremacy on the amateur level. There are two ways of striking the ball. The forehand and the backhand. It can be played single or doubles for boys and girls.

The game is started by service outside the baseline to the right side of the center service line. The server put the ball into play by striking it in the air in such a manner that it can land in the opponent's right service courts. The server must continue his service until he wins the game by four points, or when the receiver win the game.

The scoring goes this way: The player wins first points gets 15, his second 30 and his third 40, His fourth point gives him the game unless the opponent has also won his third points, at this juncture, the score 40-40. the score ordinarily may sum 6-4-3, 6-0 but when deuce is

declare, the set is won with these score 7-5-8-6 and 10-8.

In the women's game, the winner of two of the three sets is declared the champion or winners, while in the men's division it is determined by the best of five sets or ordinarily, three out of five sets.

Playing Terms and Rules

- a. A server continue service throughout the game.
- b. Server always starts game from behind the right service court on outside of back line.
- c. Server is allowed two trials to get the ball in the proper service court, which is diagonally opposite.

Rules for Receiving

- a. The receiver must return the service stroke before the second bounce and after the first.
- b. The receiver may stand anywhere to receive the service.

Scoring

- a. When apponent fails to serve on two trials.
- b. When opponent fails to make a good return.
- c. When opponent hits ball more than once.
- d. When opponent is hit by the ball or hits the ball with anything other than the racket face.

- e. When opponent is hit by the ball or hits the ball before it crosses the net.
- f. When the opponent throws the rackets at the ball.
- g. When opponent fails, to touch the ball, although it might be so cut that it bounds back over the net.

Scoring Points

1 - - - - - 15

2 - - - - - 30

3 - - - - - 40

4 - - - - - game, unless opponent has three points. If opponent has no point, the score is love.

When players has three points each, the score is deuce. If the server gets the next points the score is "Advantage In". If the receiver gets the first point after the deuce, the score is advantage out. The player or players first getting consecutive two points after the deuce is the winner, the server score is always called first.

Playing Terms

1. Ace. Point earned yet not won by opponent' error.

2. Advantage. Next score after deuce.
3. Alley. The space between the sideline used in doubles.
4. Backhand. Racket swung parallel to ground, playing arm opposite from forehand drive.
5. Baseline. The back line at either end of the court.
6. Closed face. When lifting surface of the racket is facing downward.
7. Center service line. The line which divide the service court in half.
8. Chop. Giving the ball a sharp back twist or slicing stroke when hitting the ball.
9. Drive. A ground stroke, taken on forehand or backhand in which racket is swung parallel to the ground.
10. Drop shot. To hit the ball in such a way that the ball barely clears and falls across the net.
11. Fault. A served ball which does not enter the proper service area of which is incorrectly served.
12. Head of racket and farthest away from the racket is held.
13. Let. Any stroke which does not count and has to be played over. A ball on the service which touches the net and falls in to the proper service court.
14. Lob. To hit the ball high into the air over the head of the opponent who has come to the net.
15. Net. Hitting across middle of the court, 3 feet high

center six inches at posts.

16. Receiver. The players who receives the service.
17. Racket face. The hitting surface.
18. Side lines. The line at either side of the of the court playing surface.
19. Service line. The line 21 feet from the net.
20. Server. The player who serves.
21. Set. Player winning six games before opponent wins more than four, each set may rang from 6-love to number 7-6-10-12-18-20 etc. Each set must be won by a margin of two games.
22. Smash. A ball hit from highest possible point over head, down and forward.
23. Volley. Hitting the ball before it hits ground.

Fundamentals

A good player should have ease of movement which includes rhythm and balance, stength of strokes, and the ability to put the ball where it should go at the proper time, as well as good footwork which makes such accuracy possible.

1. Footwork. Should be practiced before the strokes of tennis because it is important to have the body and feet in the right position. The players should first learn that the feet should never rest flat on the

court. The weight of the body should always be forward whether standing or moving. In this way it will be easier to get in position to contact the ball. Knees should be relaxed or slightly bent. Running should be done on the balls of the foot, and push should come from the ankles as each step is taken. The body should always be in motion regardless of where the ball is.

2. **Grip.** There are three different types of grips:

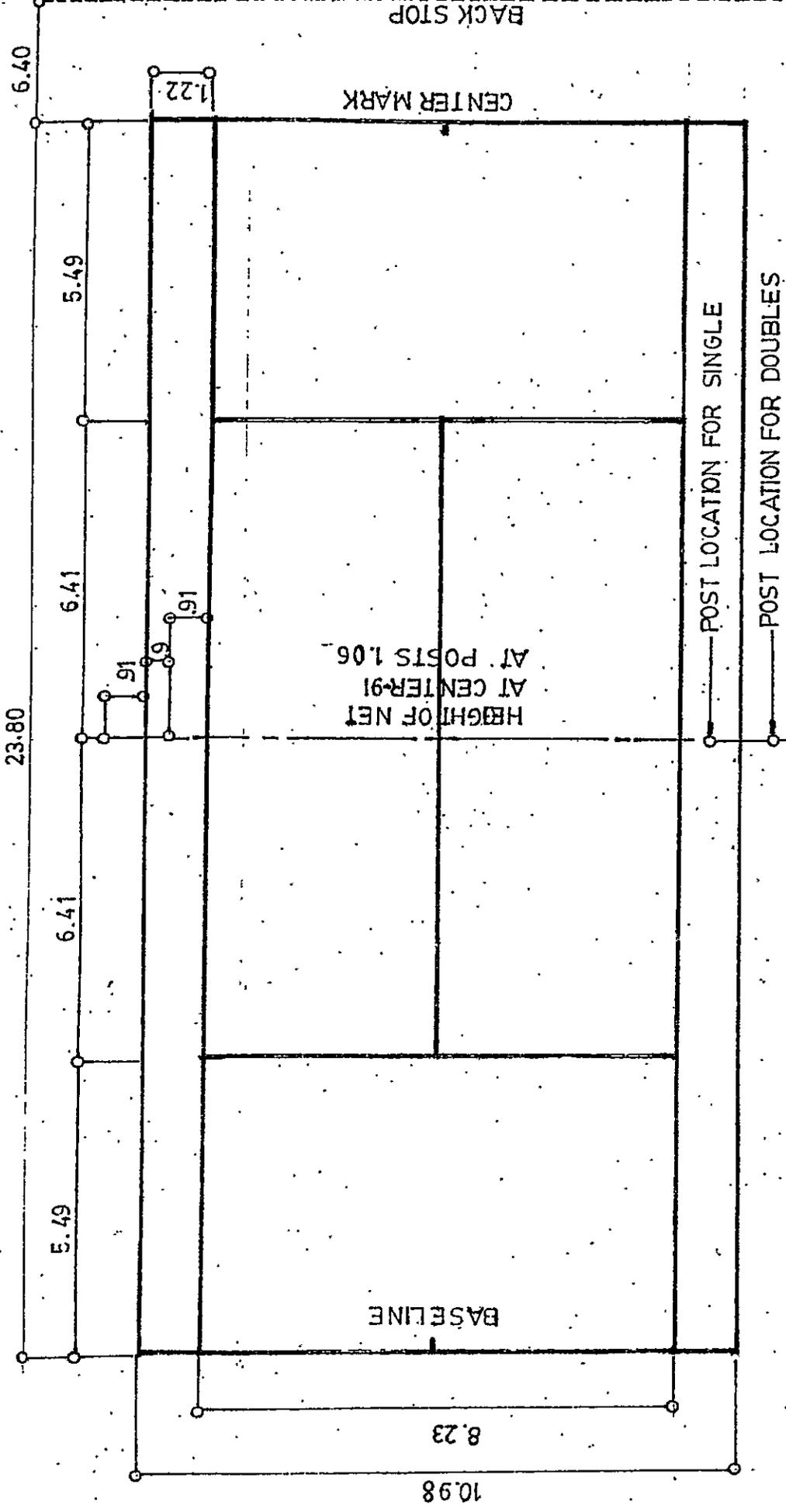
- a.) **Eastern grip.** Is used by most students. It is accomplished by facing the racket on edge, face perpendicular to the ground and then grasping the racket on edge, face perpendicular to the ground and then grasping the racket handles though shaking hands with the rackets.
- b. **Western grip.** Accomplished by lying the racket flat and facing up.
- c. **The continental grip.** Involve shifting slightly to the side as in Eastern grip.

3. **Strokes.**

- a. **The forehand** is the stroke used to return balls which have hit the court in front and to the right of the right handed player. It is most important of all strokes because more than one half of the strokes in tennis are made from the

forehand. In stroking the forehand drive, the body should be at right angles of the net. The backswing should be started before the ball bounces. By watching the ball closely the players moves so as to meet the ball with the middle of the rackets. The ball should not be jabbed or drowded by a stiff and bent elbow. After the ball has been met, the player should follow through as far as he can reach in the direction he wishes the ball to go.

- b. **Backhand.** Is a stroke used to move opponent to the back court. The player should look at the ball over the right shoulder and contact it with a firm wrist and straight arm. He should keep away from the ball so as to insure a free large stroke.
- c. **The opening stroke of every game is the service.** A good serve must have three features: direction and speed. The ball should be placed where the receiver will have difficulty in returning it. The service grip determine which of the three type of services he uses; the slice, the American twist or the flat service. The ball should be tossed higher than the racket can reach and to the right of the head and shoulder. A follow through



ALL LINES 0.25 WIDE EXCEPT
EASELINES W/C MAY BE .10

LAWN TENNIS

forward with the racket after meeting the ball is essential.

- d. **Volley** is any stroke played before the ball has touched the ground. This is the stroke that is chiefly used when playing near the net. There is very little backswing used for the volley, and it is usually met well in front of the body.
- e. **The lob** is a ball hit high into the air. It is used chiefly to drive the opponent back the net. In doubles plays the lob is one of the most effective strokes, but it requires accuracy and timing.
- f. **The chop** stroke is usually used to break up the game of a player who has strong drive, and to slow up the pace of the first player. The racket head is held above the wrist, and a chopping motion is made to spin the ball.
- g. **The drop shot** is made in the same manner as the chop, the ball is dropped just over the net with very little bounce.
- h. **The overhead smash** is a "Kill" stroke. The ball should be hit at the top of the swing and the racket brought forward and downward after meeting the ball. When the smash is executed correctly, a

point is sure, but if the ball is allowed to drop too low before being hit, it will be netted.

4. Points to Remember

- a. Watch the ball.
- b. Do not face the net when making the stroke.
- c. Follow through on every stroke.
- d. Concentrate on accuracy and timing before speed.
- e. Shift your weight and stand on balls of feet.
- f. Keep moving.
- g. Always bend from the knees on low shots.
- h. Play to an opponent weakness,

ACTIVITY VII

VOLLEYBALL

Specific Objective

At the end of the activity the students are expected to:

1. Enumerate and explain facilities and equipment in volleyball.
2. Perform the fundamental skills in volleyball.
3. Practice an adherence to the rules of the games.
4. Demonstrate interest and enjoyment in playing volleyball.
5. Demonstrate cooperation and leadership.

Equipment/Facilities Needed

The regulation playing court is rectangular sixty by thirty. A net three feet wide and thirty-two feet long stretched tightly across the middle of the court and attached to post outside of the court. The top of the net is eight feet from the floor for men and seven feet six inches for women. A line two inches wide shall be drawn across the center of the court. The ball shall be spherical, made of supple leather case with the bladder made of rubber or similar materials. The circumference: 26 to 26.8 inches *66-67 cm) Weight: 9-10 cm. (270-280 gm.)

Description

Volleyball is played by two teams, each composed of six players for men and eight players for women who use their hands to volley ball back and forth over a net which is higher than their hands. The object of the game is to bat the ball over the net before it touches the floor under certain limitations and in such a way that the opponent cannot return it. The game is started by a server who serves the ball over the net from behind the baseline. The rules require not more than three passes for each side in returning the ball. Failure to return the ball to the opponent within the specific limits results to loss of serve as the scoring of a point by the serving team.

History

The game of volleyball originated when William J. Morgan began experiments in 1895 at the Holyoke, Massachusetts, C.A. He combined the main feature of tennis with the ball of basketball type. The name of this net game was derived from the word "volley" a term used in tennis meaning to hit the ball on it fly. The game was readily adopted by Y.M.C.A. across the country and this organization has led the way in promoting sport. Separated rule book for women were published in 1924.

The volleyball offered many advantage. It trained in alertness and produces in absorbing interest to young and old alike of both sexes. It afford exercises in moderation and trains in all round muscular coordination. It is a safe game and is adapted to various age ranges which make it one of our best carry over sports. The continual reaching stretching, and looking upward is of great value in corrections of postural defects, especially round shoulders and flat chest.

Playing Terms

1. A team shall composed of six players for men and eight players for women.
2. Each member of the team shall turn and may have one trial to hit the ball over the net. (except for balls served over in women's play, and by agreement the serve may receive one assist).
3. The server should stand with both back of the rear boundary line and in the serving area. (Woman's rule-right one third or rear boundary.
4. The ball may be served underhand, overhandm sidearm, and may be hit in any manner by the hand.
5. When receiving the ball for service after a side out has been called, each member of the team shall rotate one position clockwise (Note: In Women's rules a system

- may be used called a non-rotation permitting a roving player to exchange places with the server.
6. A ball into the net, other than a serve, may be recovered provided the players avoids constacting the net.
 7. Before the serve each time, all member of both teams shall be in their respective areas. After the ball is served, player may not ccome closer to the net than the 7 1/2 foot spiking, line.
 8. Except when the serving, a player may contact the ball with any part of his body in playing the ball.
 9. A player may not play the ball once when the ball meanwhile has not been played by aonther player.
 10. A team must return the ball across the net with three or fewer contacts (women's rule maximum of six contacts)
 11. If a player is hit by the ball, or if he touches the ball he is considered to have played it.
 12. When a ball land on a boundary line, it is considered in the court it is legal for player to run out of bounds and play the ball.
 13. The team losing the previous game of a match shall have the first serve on the succeeding game.
 14. The following are either fouls or errors: (if committed

by the receiving team, the serving team score one point; if the foul or error is made by the serving team, it is considered "side-out").

- a. to serve illegally, or out of turn.
- b. to reach over the net, touch the net or reach the net to interfere with an opponent playing the ball
- c. to step over the center line into the opponent court.
- d. to spike the ball forward with the 7 1/2 foot line when the player is occupying a back court position (men's rule).
- e. to step on or over the service line as the ball is served.
- f. to re-enter the game more than twice.
- g. to hit the ball twice in successions (men's rule).
- h. to fail in returning the ball over the net after one's team has hit in three times.

15. Scoring for Games

- a. Men's rule . A game is fifteen points provided the winning team has two points advantage.
- b. Women's rule. A game shall consist of two fifteen minutes periods with a rest of five minutes between the periods.
- c. Forfeit game. 15 to 0 Men

1 to 0 Women

16. Co-recreation Rules

- a. the team shall consist of eight players, four boys and four girls, who shall be in alternate positions.
- b. the game shall be played either for twenty-one points or in fifteen minutes halves.
- c. each player shall either serve in turn or rotation may be used as an officials rules.
- d. there shall be only one service and assist is optional.
- e. girls strike the ball twice in sucession as girls rule: boys strike the ball once, as in the boy's rule.

Fundamental

1. Serving.

Since the game must start with a serve, serving becomes one of the main skills of play. Accuracy and consistency are the prime attributes to scoring since only the serving team may score. Thus serving should be learned. There are several methods of hitting the ball with the hand, i.e. partly closed fist, closed first, open palms and the back of the hand. The following are the basic method of serving:

- a. **Underhand serve.** This is the most accurate, the simplest and the easiest of all methods. The right server stand facing the net with the left

foot in front of the right and his body slightly crouched. The ball is held in the left hand slightly above the knees. The right arm are swung back past the right hip as the knees are flexed still further. The right arm are then brought forward swing may be combined with a step on the left foot, or with an extension of the leg only. The lifting arm follows straight through.

b. **Overhand serve.** The advantage of this method is it speed. However, speed is obtained at the expense of accuracy. Stance is the same as for the underhand serve, but the skill is executed by the player tossing the ball approximately four feet above the head and hitting it with an extended hitting arm. The movement is similar to a tennis.

c. **Side arm serve.** The chief advantage of this method is the deceptive twist or curve which is secured if the skill is done properly. However, like the overhand serve, it is very unreliable. The stance is similar to the two method except the server is turned with his hand side closed to the net. The ball is held at the forehand in tennis and it swing forward contacting

the ball. The ball may either be hit directly out of the hand or it may be tossed into the air a few inches.

2. Passing.

The most important element of the game is passing. Ability to pass the ball to set-up man or the spiker is mandatory on every exchange. The following are the method of passing:

- a. **Two handed pass.** In making this pass the hands and fingers are cupped so that it is possible to play the ball with the tips of the thumbs and fingers.
- b. **Set-up.** This is the special type of pass used as part of the planned attack in volleyball. The object of the set-up is to place the ball several feet above the net so that it will come down within one or two feet of the net. The player making the set-up should use the two hand pass and under the ball freeing the player he wishes to set-up.

4. Spiking.

Spiking is done by the front line man while sports man may spike well, the skill best performed by the tall men on the team. The spiker should face the set-up man. As the

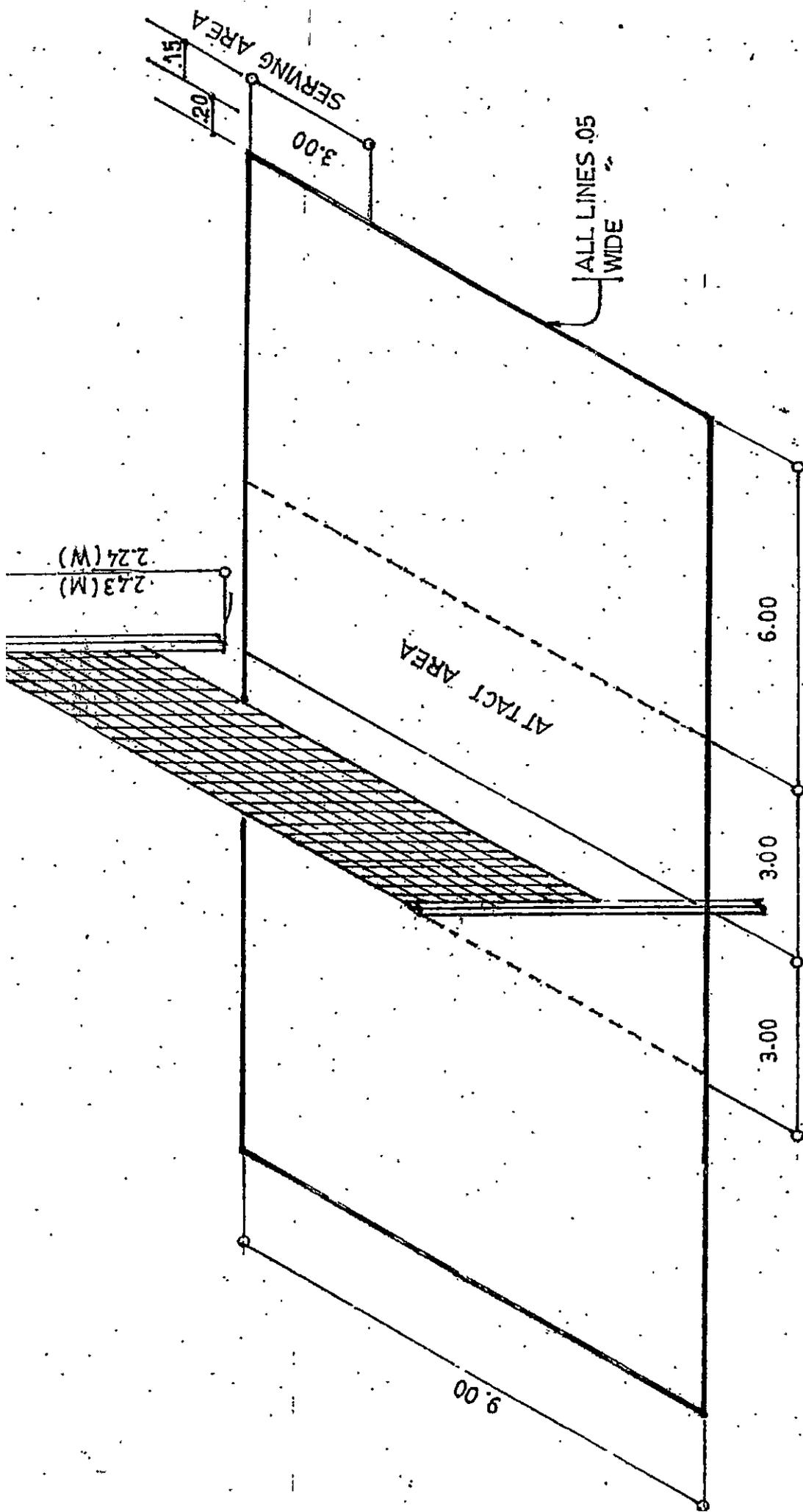
ball is passed high above the net, the spiker jumps high and contact the ball top and with a great force it downward across the net. The object of the drive may be an opponent or an unprotected area on the floor. When the opponent's return is a high lob just over the net, the spiker must work together to make the spike possible.

5. Blocking

Blocking is a defensive skill and may be employed by one or more defensive men. Its object is to counteract the advantage of the spike. As the spiker jumps up to spike the ball across the net the defense men follow him up with the arm extended straight upward and the finger spread rigid. Their arm is to defend the ball back across the net to the spiker side. The most essential factors to this skill are timing and proper position.

6. Retrieving the ball of the net.

A ball into the net other than a serve may be retrieved and played. A retrieve stands with one side toward the net with the knees flexed and body crouched and his eyes on the ball. He plays the ball as it redounds from the net with a scooping movement of his hands the little fingers together. The essential factors of this technique are position and timing. The ball's downward flight must be judged so the



VOLLYBALL (6 MAN)

retriever may again position, and the ball must be contacted after it drops from the net, before it gets too near to the floor.

Team Play

1. Offense.

The elements of a good offense are: Position planned attack and mastery on the individual fundamental position maintained by each player playing his own position first. Mastery of the fundamentals position has already been discussed. A planned attack would generally include team work between the players on the back line and those of the front line. The first man to receive the ball should pass to a definite set-up man. This set-up in turn must pass the ball high to the spiker either on his left or right. The spiker's attempt to kill into the protected area of the opponent's floor. The spikers must watch for an attempted block by the opponent's and if it materialize, he may either lob to the back court or slice the ball diagonally across the net.

2. Defense.

Good defense consist first of the player maintaining good position so that the entire floor can be covered adequately. If the plays calls for the attempted block of a

spike generally two or more players should assume a crouched position, up on their toes, with feet fairly well spread, eyes on the ball and arms about waist high. As a rule a good defensive move is to hit a poorly set-up ball to the back court on a high lob pass.

ACTIVITY VIII

SOFTBALL

Specific Objectives

At the end of the activity the students are expected to:

1. enumerate and explain facilities and equipment in softball.
2. perform the fundamental skills in softball
3. perform the duties and responsibilities of the team member for softball.
4. play a game which is a carry-over values in life.
5. demonstrate cooperation and leadership.

Equipment/Facilities Needed

1. The official bat shall be round, made of one piece of hard wood or formed from a block of wood consisting of two or more pieces of wood bonded together with adhesive in such a way that the grain direction of all pieces is essentially parallel to the length of the bat. The bat shall not be more than 34 inches long and not more than 1 1/4 inches in diameter at its largest part. The bat, in it entirely, shall not exceed to 38 ounces in weight. The bat may be made of metal, and metal bat be angular. If angular, it must be an

official manufactured bat.

2. The official softball ball shall be a regular, smooth, seamed, concealed stitched or flat surface ball. The center of the ball may be made of either number 1 quality, long fiber kapok or mixture of cork and rubber. hand machine wound, with a line quality twisted yarn, and covered with the latex or rubber cement; or it may be made of other materials approved by the finest quality
3. The pitcher's plate shall be made of wood or rubber, 24 inches long and six (6) inches wide. The top of the plate shall be level with the ground.
4. The Home plate shall be made of rubber or other suitable materials. It shall have a five sided figure 17 inches wide across the edge facing the pitcher's the sides shall be parallel to the inside lines of the batter's box and shall be 8 1/2 inches long. The sides of the point facing the catchers shall be 12 inches long.
5. The bases, other than the home plate, shall be 15 inches square and shall be made of canvass or other suitable materials and not more than 5 inches in thickness.
6. Gloves may not be worn by any player, but mitts may be

used only by the catcher and first base men.

7. Catcher must wear a mask. Female catchers must wear a body protector in fast pitch. It is recommended that female catchers wear a body protector in slow pitch.
8. The playing field should be large and rectangular in shape with the diamond or field in one corner. The area behind the diamond is the outfield, the four bases are 60 feet apart with a pitcher distance of 40 feet for the women and 46 ft. for men.

History

The game of softball was originally called indoor baseball. It was originated in U.S. as an indoor baseball. The idea came up when one of the player threw up his gloves and somebody hit it with a piece of stick.

In 1895. Levis Robert, a member of Minneapolis Fire Department started softball as a game. until late 1920's the Canadian caught the game and the played it outdoor. When it returned to U.S. the National Recreation Commission supported this game because of its appeal to people of all ages. Softball become popular soon after it was invented. But for several years it remained unorganized sport without an official name. It was known by such name as Mittenball, diamondball, Mushball, Indoor or Outdoor recreation and Playground ball.

In 1920 it was given the name by Walter Hakenson of the Denver Colorado, yMCA. But the name was an official until 1933. The amateur Softball Association was formed and the national Tournament was held at the world's fair in Chicago. since then the game has been called softball. The name softball is really a misleading. The modern softball as hard as the baseball, but large size of the baall make it easier to handle than the baseball.

Softball and basketball are similar in many ways. Both are played on a diamond with a bat and a ball by the two teams of nine men. However, softball is heavier, the bat is lighter and the game is played for 7 innings. An important difference between the game is in the pitching. The baseball is pitched overhead, in softball pitching must be underhand.

The American introduced this game into the Philippines where it gained popularity as one of the major sports up to this day. Today softball is played in almost every country of the world.

Description

The ball is put in play by the pitcher who must deliver it an underhand motion. The release must occur when the hand is below the hips and the wrist is not further from the body than the elbow. The batter attempts to hit

the pitched ball so that it will settle on fair ground in the field of well first strike fair ground in the outfield. if the ball is hit fouls, the batter tries again unless the ball was caught by a fielder before it touched the ground. In the latter case, the ball remains inplay and baserunner advance at their own risk. Batters who hit the ball fair become baserunners and attempt to circle the bases to score runs. Each runner completing the circle whether as a result of his own hit or a series of hit by their teammates, score one run. the object of the game is to score more runs than the opponents score during the game. Three outs retire the batting team and then the fielding team goes out to baat. a regulation game consists of seven innings.

Playing Terms

1. Altered bat. A bat is considered altered when the physical structured of a legal bat has been changed.
2. Appeal play. An appeal play is a play upon which aan umpire cannot make the decision until requested by a player or coach. The appeal play must be made before the next pitch, legal or illegal.
3. Base on balls. A base on ball permits a batter to gain first base without liability to put out and is rewarded to a batter by the umpire when a four (4) pitches are judged to be balls.

4. Base Patch. A base patch is an imaginary line 5 feet to either side of the direct line between the bases.
5. Baserunner. A base runner is a player of the team at bat who has finished his/her turn to bat, reached first base, and has not yet been put out.
6. Batted Ball. A batted ball is any ball that hits the bat or is hit by the bat and which lands either in fair or foul territory. No intention to hit the ball is necessary.
7. Batter's box. The batter's box is the area to which the batter is restricted while in position with the intention of playing his/her team to obtain runs. The lines are considered inside the batter's box.
8. Batter Base runner, is a player who has finished his/her turn to bat but has not yet been put out or touched first base.
9. Batting Order. Is the official listing of offensive players in the order in which members of that team must come up to bat.
10. Blocked ball. Is a batted or thrown ball that is touched, stopped, or handled by the person not engaged in the game or which touches any object which is not part of the official equipment or official playing area.

11. Bunt. Is a legally tapped ball not swung at, but intentionally met with the bat and tapped slowly within the infield.
12. Catch. Is a legally caught ball which occurs when the fielder catches a batted or thrown ball with her/his hands or gloves.
13. Coach. Is a member of the team at bat who takes his/her place within the coach lines on the field to direct the player of his/her team in running the base.
14. Defensive team. team in the field.
15. Dislodged base, a base dislodged from the proper position.
16. Double play. Is a play by the defense in which, the offensive players are legally out as a result of continuous action.
17. Fair Territory. Is that part of the player field within and including the first and the third base foul lines from the home base to the bottom of the extreme playing field fence and perpendicularly upward.
18. Fielder. is any player of the team in the field.
19. Fly ball. Is any ball batted into the air.
20. Force-out. Is an out which can be made only when a baserunner loses the right to the base which he/she is occupying because the batter becomes a base runner, and

before the batter or a succeeding baserunner has been put out.

21. Foul ball. Settles on foul territory between home and first base,
22. Foul Tip. Is batter ball which goes directly from the bat not higher than the batters' head, to the catcher's hands and is legally caught by the catcher.
23. Inning. Is that portion of a game within which the teams alternate on the offense and defense and in which there are five (5) outs from each other.
24. Interference. Is the act of an offensive player or team member which impedes, or confuses a defensive players while attempting to execute to play.
25. Offensive team. Is the team in bat.
26. Play ball. Is the term used by the plate umpire to indicate that play shall begin or be resumed when the pitcher has the ball in his possession and is within 8 feet of the pitchers plate.
27. Runner. Means "batter runner or base runner".
28. Sacrifice Fly. A sacrifice fly is cored when with less than 2 outs, the batters run with a fly ball which is caught.
29. Stealing. Is the act of base runner attempting to advance during a pitch to the batter. stealing is not

allowed in slow pitch.

30. Time. Term used by the umpire to order the suspension of play.
31. Triple play. Is a continuous action play by the defense in which three offensive player are put out.
32. Wild Pitch. Is a legally delivered ball so high, so low or so wide of the plate that the catcher cannot stop and control with ordinary effort.

Playing Rules

1. Each team is composed of nine players.
2. A regulation game consists of seven innings.
3. Pitching Regulation
 - a. Preliminary to pitching, the pitcher shall come to a full one second stop with the ball held in both hands in front of his body, and with both feet on the pitcher's plate.
 - b. To be a legal pitch, the ball must be delivered underhand to the batter with the hand below the hip and wrist not further from the body and the elbow. In the delivery, the pitcher's shall take more than one step towards the batter. One foot must retain contact with the pitcher's rubber until the ball has left his hand.

1. An illegal pitch entitle the base runner to advance one base and a ball shall be called in favor of the batter.
 2. If the illegal pitch is struck at and hit, the ball remains in play. If missed it is a ball.
 3. If the pitchers balls, a ball is called, baserunner advance.
- c. A batter hit by a pitched ball receives his base.
4. Batting regulations:
 - a. The batter is out if he bunts after the second strike
 - b. A foul tip after two strike is a strike if it is caught.
 - c. If the batter hits fly ball to an infielder before two are out with first and second based, or with first second, and third bases occupied, the batter's is out and no base runner may advance.
 - d. The baserunner must retain contact with the base while the pitcher is in a pitching position.
 - e. The baserunner may leave the base only when the ball has left the pitcher's hand on delivery to a batter.

Fundamentals

1. There are three essential to good Pitching: control, speed, and deception. The grip, the underhand delivery, and footwork must all be mastered.

- a. The grips for the fast ball, a slow ball, and for curves. In general ball is gripped with the thumb and top seam and the first and second fingers on the bottom seam forming a triangle. Then pressure can be applied with different finger and the release may vary to curve the ball. For a slow ball the ball is gripped by the thumb and the second fingers, with knuckles of the other finger pressing against it.
- b. Each pitcher should choose the style of delivery that gives the greatest success. The development of wrist snaps, arm hip, various releases for the ball spin, change of pace, body balance, shifting of weight and follow through are fundamentals that need perfection.
- c. After the forward step is taken with the release of the ball, the other foot is carried forward by the body momentum. The feet are now spread comfortably and even so that the pitcher may move quickly in any direction.

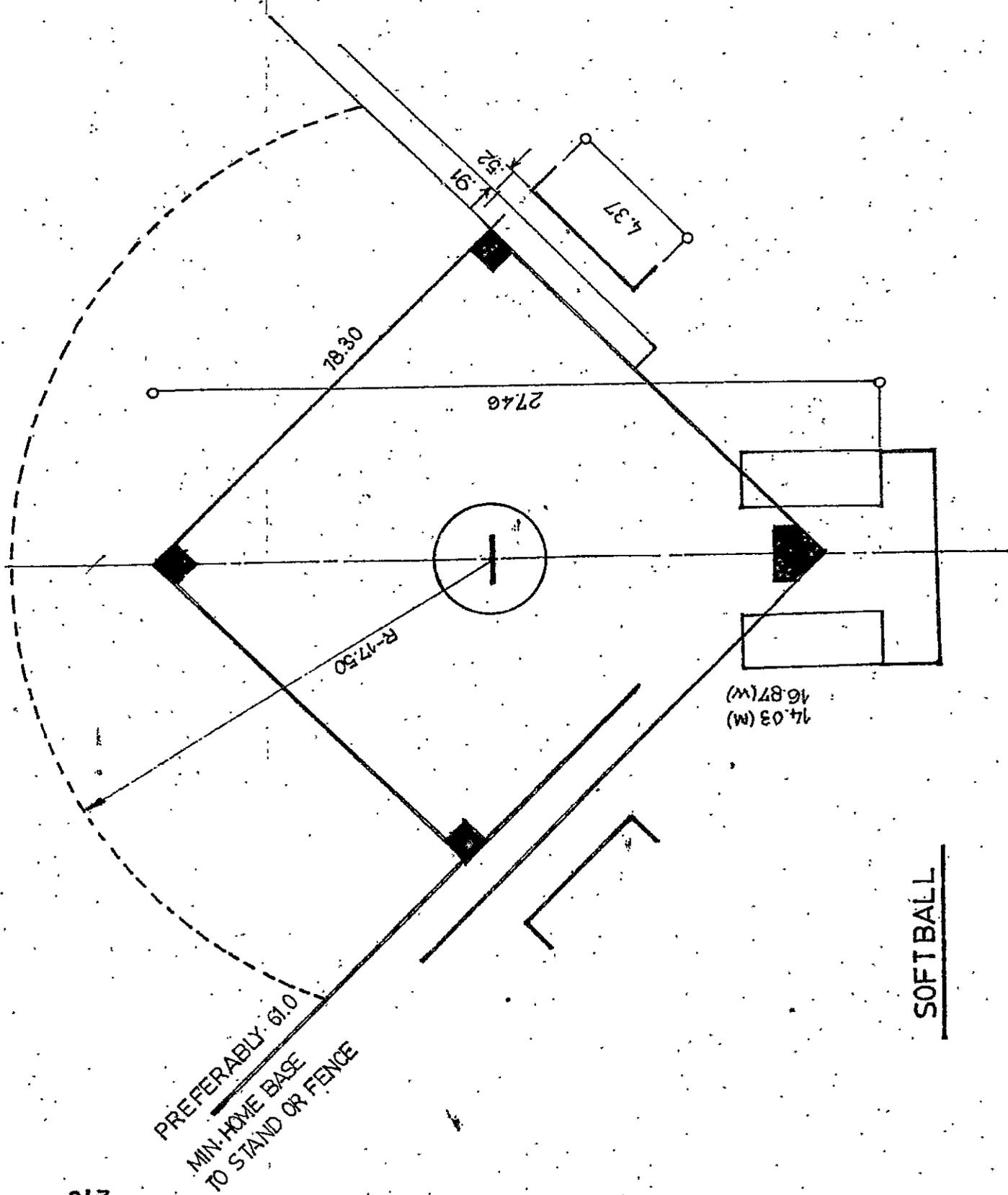
2. In throwing one must learn the correct body position and balance with the proper shifting of weight and follow through the overhand sidearm and underhand throws are all used by skilled players when the tactical situation arises. The catcher's throw is an overhand throw but requires more wrist snap.

3. Catching.

- a. There are two fundamental ways of catching a ball:
 1. with the hand cupped, side of the two little finger together and palms pointing upward.
 2. with the hand cupped and thumb together,
- b. The player must be relaxed watch the ball into his hand and must give the ball.

4. In Fielding. Every player should be an alert and balanced position for a quick start in any direction.

- a. On a fly ball over the fielder's hand, the player should turn and run to the spot where the ball is to fall. The ability to judge fly ball requires a great deal of practice.
- b. In fielding ground balls, the ball should be slightly fielded in front of the body with the left foot slightly advanced to be in position for the throws.



SOFTBALL

ACTIVITY IX**BASKETBALL****Specific Objective**

At the end of the activity students are expected to:

1. Perform the skills in playing basketball.
2. Demonstrate sportmanship and cooperation.
3. Perform the duties and responsibilities of the team members for basketball.
4. Stake to the ryle in playing basketball.

Facilities/Equipment Needed:

The basketball shall be an official ball of either leather or rubber. Basket are made of iron nineteen inches in diameter with a cord net suspended from the bottom of the ring. Backboard may be used of two types: the rectangular type which is four feet by six feet and the fan shape which is much smaller in area. They may be constructed by steel, wood, glass.

Size of the court may vary the maximum floor ninety-four feet and the minimum seventy-four by forty-feet. The most common type of floor materials in one inch tongued and grooved hard maple.

History

Most of our highly organized team games have evolved

through years to their present status, but has basketball is unique in that it was a deliberate invention of our man and was named to meet a specific need. In 1892 Dr. James Naismith originated the game at the international Y.M.C.A. training school, now Springfield College, at Springfield Massachusetts. He was searching for a strenuous, safe indoor game to replace formal drill.

The first ball used was a soccer ball and hoops were made by tossing the ball into an elevated peach basket. This of course, led to the present name "basketball". In order to reduce the danger element, Dr. Naismith used the idea of not allowing the players to run with the ball. This innovation led to dribble. The game could be played by a small number of players and only a simple equipment was required. It became popular from the start and soon spread to the United States and the World. In the beginning there was some confusion and conflicting interpretation of the rules, but in 1915 the joint Basketball rules Committee was formed and standardization resulted. This body was succeeded in 1933 by the present governing body. The National Basketball Committee of the United States and Canada with representation from schools and colleges. When the Olympic Games were held in Berlin in 1936, basketball was so organized and established in 52 countries that it was placed

on the 1899 the Women's rules were formulated. The first guide for women's basketball was edited in 1901 by Miss Senda Berenson.

Basketball popularity is unquestioned since indications are that nearly 4,000,000 persons play the game annually in the United States alone—more than participated in any other team game. It is a health contributing and invigorating game serving as a general body conditioner and builder of physical stamina; and at the same time, one that presents many educational responsibilities and offers many recreational and social advantage. It allows individual skills and yet instills cooperation, it calls for judgment and quick thinking and it develops coordination and permits action for all players of the time. Basketball helps men learn to think and move at the same time. It can develop speed, agility, body balance and relaxation. During the war this game was used by the Navy to develop split vision, ability to judge distance, and the deft touch so vital to pilots.

Discription

Basketball is played by two teams who pass and dribble an inflated ball in an attempt to secure position for shooting at their respective baskets. A team attempts to win by shooting the ball into its own basket to score and at the same tries to prevent the opponents for scoring.

Basketball for women is played by three forwards and three guards who play within their respective halves of the court.

Playing Terms and Rules

1. Infield goals is made when the ball is tossed through the basket from the top of the player from the playing floor
2. A free throw is the privilege granted a player to try for a goal from the free throw line without hindrance by the opponent.
3. A held ball occurs when the opponents have one or both hands firmly on the ball, or when a closely guards player is withholding the ball from the play. (men's rule only).
4. A jump ball occurs when a official tosses the ball up between two opponents each of whom must face his own basket.
5. Dribble is executed by bouncing, throwing, battling or rolling the ball and regaining control of it before it touches another player.
6. Pivot, feints, stops and starts are maneuver for eluding an opponent to get for an opening.
7. Traveling in progressing with the ball for more than one step while holding the ball. 8. Violations are comparatively minor infractions which largely involve

faulty playing technique and for which the penalty is loss of the ball to the opponents out of bounds.

9. Personal fouls are ingractions which involve body contact with an opponents fouled a free throw (two throws if the player was in act of shooting).
10. Scoring. A goal from the fields count two points, and a succeeding free throw count 1 point. a forfeited game is 2-0.
11. Time. College games for men consist of twenty minutes halves with 15 minutes intermission at the half. High school game have four eight minutes quarter with 2 minutes intermission between the first and second and between the third and the fourth quarters and 10 minutes period at the half.

College game for women consist of four quarters if eight minutes each and 2 minutes intermission between first and second and between third and fourth quarters and a ten minutes intermission between second and third quarters.

Fundamentals

1. Catching. While this is a general skill in almost all ball games, it is important for effecient play in basketball, the two most important elements in catching are (1) keeping eyes on the ball until it is caught,

and (2) holding the fingers hands, and arms flexed. The most convenient place to catch should be made close to the body with the finger sread, wrist loose and pliable, and elbows bent. The ball should be caught in the cushion of the fingers.

2. Passing. The requisite of a good passing attack are the fingers tip control, wrist snap, accuracy, correct speed and split vision. The following types of passes should be mastered.

a. Chest push pass. The ball is held as in the chest push shot. The pass is executed with the wrist snap as the thumbss are thrown down and out and the arms extended.

b. Baseball pass. As the name indicated the pass is made exactly as teh catcher's throw in baseball, Both hands are used to bring the ball to the proper throwing position back the ear and the throw is overhead.

c. Two handed underhand pass. The ball is held in the cushion of the fingers on its side arm to the rear. A step is taken forward on one foot, the ball is brought back to the opposite hip and the thrown with the shoveling motion of the arms and a wrist snap.

- d. One hand flip. This pass is held just as the one hand push shot and is released with a decided wrist flip and follow through. It can be made a great deal of perfection.
- e. Bounce pass. This pass is executed with either one or two hands and is executed with a wrist snap or push. For short passes a "reverse English" should be applied. For a longer pass to opposite "English" is given.
- f. Hook pass. This is used to free the ball from a congested area. It is executed by the right handed player jumping off the left foot with the left side facing the direction of the intended throw. The right hand is cupped around the ball fully extended above the head arm swing is coordinated with the jump. The ball is released above the head with a wrist flip and follow through. This pass may be used without a jump.
- g. One handed backhand hook. The pass is held as for the hook and is thrown behind the back with as much follow through as possible.
- h. One handed backhand bounce pass. The ball is held in front with both hands and is thrown to the side or rear by releasing the opposite hand and turning

the palm of the throwing hand down and pushing the ball to the floor.

- i. One hand side arm flip. Held in front with both hands and is thrown to the side by releasing the opposite hand, and rotating the throwing arm inward until the palm out. The ball is flipped upward with an upward snap of the wrist and fingers.

3. Shooting. Since scoring is the ultimate aim in basketball, shooting becomes the number one fundamental. Successful shooting depends on the development of proper techniques, relaxation, and confidence. The following are type of shot to be mastered by the players.

- a. Chest push shot. The ball is held in the finger tips with the fingers well spread gripping the ball, on the sides with the thumbs towards the back. The ball is pushed off the chest and released by rotating the hands inwards the arm follow through toward the basket.
- b. The "set-up" or "Lay-in" shot. As the shooter drives beneath the basket, he takes off from the opposite foot from the shooting hand and executes a high jump. The ball is carried to a position

higher than the head with both hands, and then with eyes focused on the backboard, the guiding hand is removed, the shooting goes up, he is looking into the palm of the shooting hand, but as the ball is released from the finger tips, the palm has been turned to face backboard.

- c. One hand shot. This is the floor shot that is being used at all distances but as probably more effective under 20 feet. It may be made from a set position or with a jump. In the jump and take-off, the grip on the ball, and the carry up up position are similar to the lay up shot. The push shot requires a greater arm extension, more severe wrist snap, and is released from a more "dead shoot" position. The finger should be kept well spread behind the ball, this shot is released with a finger push at the top of the high jump and a follow through is made.
- d. Hook shot. This shot is generally used from a back to the basket position. The form is the same as the hook pass and the ball should be thrown with a medium arch.
- e. Pivot or one hand turn around shot. This shot is also used from the pivot "basket" position. it is

usually preceded by some fake or fakes to draw the defensive man out of position the right hand shooter will then step to his left with both hands as the body pivoting to face the basket and the left hand is released as the jump from the left foot is coordinated with rising the ball to the release position. As the push is off is made the body turns completely facing the basket and the shooting arm fully extends with the fingers giving the ball the final push. This "touch" is essential in all shooting.

- f. Free throw. The throw may be made with the chest push or one hand push shots. However, the favorite method and perhaps the most effective method is the two handed under hand shot. In the stance for this style one foot is slightly to the rear. The ball is gripped lightly on the sides with the fingers tip, the fingers should be spread with the thumbs to the rear slightly on top of the ball. From this stance the relaxed knee bend is made as the ball is dropped with extended arms between the legs like the pendulum of the clock. Body balance is maintained by not leaning forward on the drop. With eyes on the basket ring and

keeping relaxed throughout the body, the shooter should straighten up from the knee bend body, the shooter should straighten up from the knee bend and delivers the ball with extended arm. No attempt to "English" on the ball should be made. However, as the wrists uncock and the hands and arms follow through, a desirable slight reverse spin is obtained.

4. Dribbling: Either hand may be used in the dribble or the hands may be used alternately. Players should learn to use either hand and to vary their dribbling from meet situation. The dribble should be remain low by bending at the hips and knees and should bounce the ball comfortably out ahead of him. A higher dribble must be used when speed is desired. The ball should be pushed to the floor off the fingers tips with a slight wrist action. All slapping should be limited. The eyes should be focused ahead and split vision should be used to insure the view of both the ball and the floor ahead. The dribble should learn to keep the body between defense man and the ball by dribbling with the "way" arm. The player should conserve his dribble as much as possible to use as a constant treat.
5. Floor Play. This term includes all offensive aids

aside from the passing, dribbling, and shooting which a player may use in a game.

a. Feints and fakes. These are movement to deceive an opponent as to one's take instant or purpose. They can be movements of teh hands, head, the shoulders, the whole body, the ball, the eyes, feet, voice or any combination of these factors. Taking is done both with or without the ball is used to mislead the opponent and draw him off balance.

b. Mental alertness and agility. The player must be quick of action with his feet and hands and in his thinking. basketball is a game of rapidly changing ssituation and a player must react quickly to them and move swiftly. This would include quick diagnosis; awareness of the ball and opponents, and anticipation of the opponen't next move.

c. Desire and determinator. The player must take ride in his defense and must have absolute confidence in his ability to deal with his assigned opponent.

d. Knowledge of defensive fundamentals.

1. Position is the first essential and general

means of staying between one's opponent and the basket. Exceptions to this rule occur when the opponent is near or under the basket in which case, position would be in front or to the side of the offensive man. A player with the ball must be played more closely than one without the ball and the farther removes an opponent is from the basket the more loosely he may be guarded. In guarding his opponent away from the basket, it is best to play inside and the defensive man should keep in mind the "triangle". His man, the ball and himself, with the basket at his back.

2. Stance is the keynote of defense play. The boxer's stance is used with the feet in either a parallel or a staggered position. the knees and hips are flexed the back straight and the head is up with the weight on the balls of the foot.

One hand is out and up and other down and back, or both down to knock down passes, stop a dribble, and worry the shooter. The center of gravity is low.

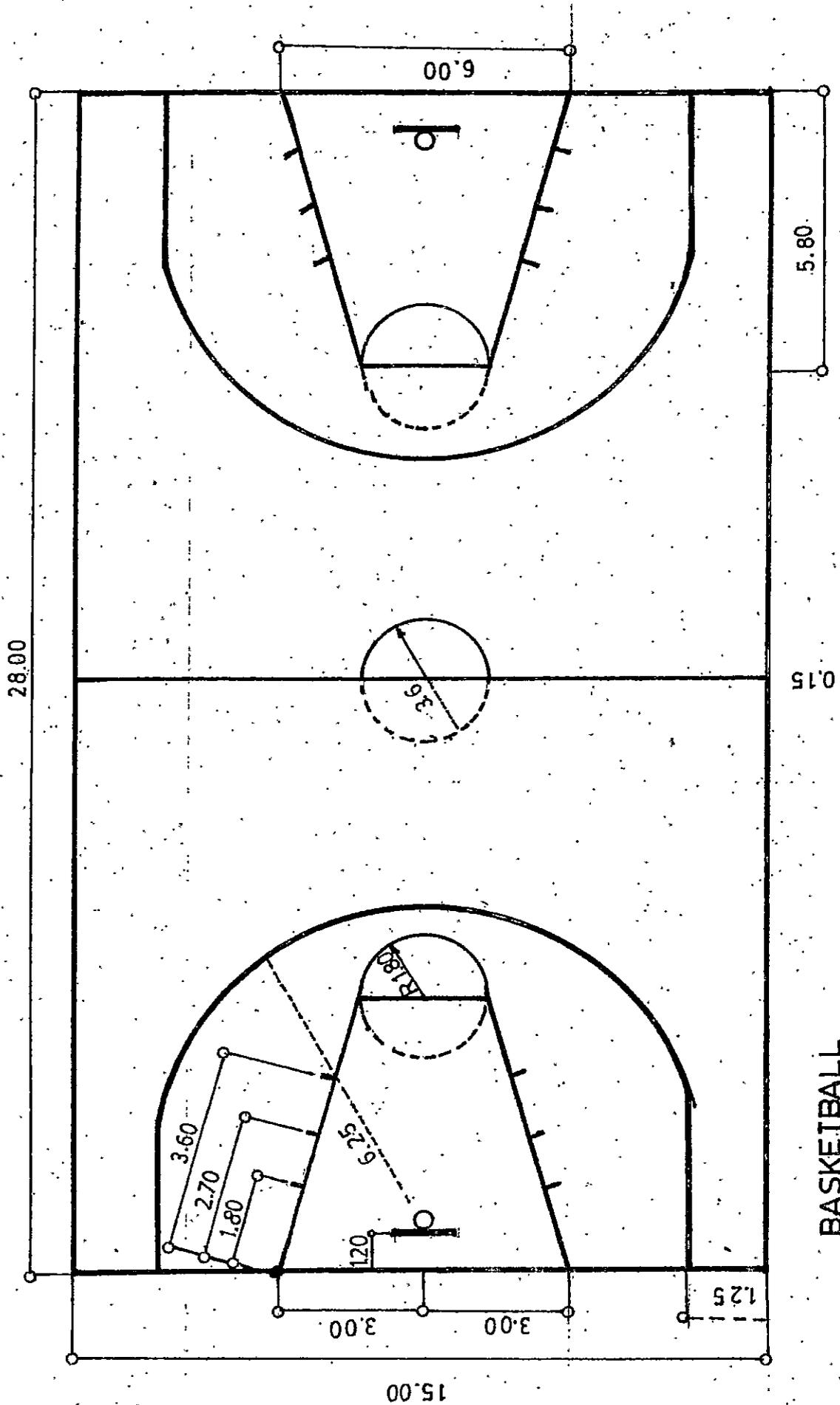
3. Footwork. Is moving from the correct stance and once again the boxer's style is used. The feet is never crossed except in sprinting to overtake a cutting opponent. To move laterally the guard will aide step and shuffle the other foot over quickly. To move forward the front foot is slide up and back foot is brought up. To move backward the technique is reversed. Against an opponent with the ball the guard will never leave his feet except near the basket.
4. Other defensive skills include use of hands; talking, use of split vision, avoiding and breaking through screen and backboard play.

Team Play

1. Offense. Mastery of fundamentals, when combined with systems of offense, assures of good game of basketball. There are many types of offenses but all may be classified into the following: (1) the fast break, (2) the slow deliberate attack and (3) a combination of the above two. Basically the offense system will depend on the offensive tactics. Plans will vary for combating a zone man to man defense.
 - a. Offense against a man to man. Passing and player

movement is some type of a pattern employing screening, give-and-go tactics, check play, and deception are the bases for this attack. There are three patterns of play, with deception variations. The single pivot attack places a tall player in the area near the basket area with the other three out on the court. All styles require timing, floor balance, options play and defensive balance.

- b. Offense against the zone. Players must be able to recognize the zone when it is used against them. There are many ways of playing against the zone but all are predicated on quick accurate passes and a minimum of player movement. The dribble is used at a minimum of player movement once the defense is set but a fast break is employed to get a good shot before the zone is set. The strategy is beating this defense is to overload a particular zone so that the man or men guarding that area will be out-numbered. This weakness may be found by moving the ball around the zone to denote it weakness and then passing the ball into the vulnerable spot to exploit it. The above type offenses have to be modified when a team is



BASKETBALL

protecting ahead or when meeting a pressing defense.

2. Defense. Team defenses will fall in the following categories:

- a. Man to man. The basic principle here is to assign each defensive player a definite offensive man to guard. This type is vulnerable to screens, but may use with checking or shifting tactics. For example when a defensive player is screened out, a second teammates switches men with him. When employed with sinking or sagging tactics on the opposite side of the floor from the ball it may resemble a zone.
- b. Zone. In this defense the players are assigned areas on the floor and they shift in relation to the ball trying to keep several men between the ball and the basket; Gangings tactics are used in those areas close to the basket. There are many types of zones such as the 3-2, the 2-1, and the 1-3-1. All are strong against screening, keeping rebounders near the basket and are ideally placed to start a fast break.
- c. Combination. This type of defense employs some of the principles of both man-to-man and the zone.

Offensive man may be played man-to-man laterally and zone vertically or vice versa.

- d. Pressing defense. Press is being used by all teams when they are behind late in the game and by some teams as a steady diet. It attempts to demoralize the offense and keep it from using a set pattern.

ACTIVITY X

SOCCER

Specific Objectives:

At the end of the activity students are expected to:

1. perform the fundamental skills in playing soccer.
2. demonstrate interest in playing soccer.
3. show sportmanship throughout the game
4. perform the technique in playing soccer.

Equipment/Facilities Needed:

Soccer ball, playing field

Description

Soccer is basically a running and kicking game. It is a game that requires speed, endurance, body and ball control. The object of the game is to advance forward on the field by using the body and the feet to score points by sending the ball between the goal. There are eleven players on a team. The goal posts are 8 feet. To score point by sending the ball between the goal. There are eleven player on a team. the goal keeper us the only team member who may used his hand on the ball. He stays near the goal post to guard against the ball entering. The other player in the teams are right and left full back, right inner, and left

inning.

Fundamentals

The game with a kick-off one of the teams in the center of the field. The ball must make at least one revolution before anyone can handle it. The player then move the ball up and down the field by kicking and dribbling the feet. There id a great deal of team work involved. If the ball is kicked out of the bounds, a member of the opposing team throws the ball into the playing area. This is called a thrown-in.

If the defensive team kicks the ball over the goal line or goal post the offensive team allowed a corner kick. The corner kick is given to the attacking player at the corner. All opponets must be five meters away from him. If the kick by an attacking player goes over the goal line outside the goal posts, it is placed kicked by a member of the defense team from anywhere on the quarter circle marking the penalty area. This is called a goal kick.

When two players commit a foul simultaneously then a roll-in by the official is taken. The two opponent stand five meters apart and five meters away from the spot where the official rolls the ball. Those participating in the roll-in face the opponent's goal and the other players stand five meters away. If the reasons for the roll-in occurs

within five meters of the goal, then the roll-in is taken on the penalty kick mark.

A foul is called if a player is tripped, kick, pushed, charged into or held by another player. It is also a foul to kick the ball too high, try to get the ball from behind the person carrying it, and to touch the ball with the hands or arms too far away from the body. If a foul occurs, a freekick is awarded to the opposing team. The official blows his whistle to signal foul. For the free kick, the opponents must stand at least 10 meters away from the player taking the free kick. If an attacking team foul occurs inside the penalty area a free kick is awarded to the defending team at the spot where the foul occurred. Foul in the penalty area by the defending team does not necessarily mean a penalty kick. Unintentionally foul in the penalty area sometimes result in an indirect kick. In an indirect kick, the player of the attacking team passes the ball to one of his teammates. Only after passing to team mate can goal attempt be made.

If a player on the defending team commits a foul in the penalty area. A penalty kick is awarded. The official places the ball in the penalty area which is 12 yards from the goal all players except the goal keeper and the player taking the kick, stand outside the penalty area. After the

taking the kick, stand outside the penalty area. After the ball has been kicked, all can rush forward to prevent a goal. A goal counts for one point. A field goal is made by kicking the ball under and between the goal posts.

In watching the game, it is interesting to observe the strategy used by the playing teams. An observant spectator can learn to recognize the various skills as dribbling, blocking, charging, heading, bunting, kicking, trapping.

The game consists of two halves. Each 40 minutes in length. If desired the teams can agree in a shorter time. The team that has the most points at the end of the game is naturally the winner.

ACTIVITY XI**TABLE TENNIS****Specific Objective**

At the end of the activity the students are expected to:

1. perform the fundamental skills in Table Tennis
2. participate actively in the class activities.
3. apply the rules in playing table tennis.

Materials/Equipments Needed:

Table tennis may be played with rather limited facilities. Home-made paddles may be made rather easily and most ordinary table can be converted into used. In official table tennis, the equipment is standardized.

1. Table. Five plywooden surface, nine feet long by five feet wide.
2. Net. Green in color with white edges, it should be 66 inches long, 5 1/2 inches wide and have 3/16 inches mesh.
3. Ball. Official small white celluloid or plastic ping-pong ball.
4. Racket. Standard size is 5 1/4 by 2 1/2 inch blade with 5 1/4 inch handle.

History

Table tennis is relatively a new sport. The exact date of origin is not definitely known however, it is generally agreed that it started in about 1890 as a game called "Pingpong."

In 1921 it was revived to the extent that a spot is provided for a tennis in the rumpus room for almost every home. In 1926 the Internayional Table Tennis Federation was established in Berlin. In 1933 the United State Table Tennis Association was established.

The game is popular all over the world, and is a major sport in Englaand, Hungary and Czechoslovakie. It is more scientifically studied and played.

In the Philippines, it is also fast becoming a popular sport. It is now included as one of the events in Athletics meets.

Description:

The table tennis is one of the best of the home recreation room games for the entire family. Persons of any age and any sex can play the gaame the year round. It can be played both indoor and outdoors. Table Tennis causes no destruction damage in the home because the small paddle and light type of ball are used.. There is a difficulty in

exhilarating exercise for everyone. The game is natural for rehabilitation Physical Education Program.

Playing Terms:

1. Default. A penalty whereby the first line player is not allowed to play a scheduled match due to certain reasons as late appearance, illegal clothing, or unbecoming conduct.
2. Walk-over. Term which is given to the defaulted players opponent.
3. Score. Number of point obtained. The server's score is always called first, even if he is killing the time..
4. Points. An entire play is not scored it is let and replayed.
5. Rally. An entire play from service until the ball is dead.
6. Game or set. When a player score 21 point.
7. Match. A group of games such as to out of three is a match.
8. Volley. A term which means hitting the ball before it bounces, this is illegal.
9. Half-Volley. This is a legal shot made immediately after bounce.
10. Deep. A ball bouncing near the endline.

11. Short. A ball douncing near the net.
12. Loose return. A push that is too high and a loop drive with insufficient spin.

Rules:

Single

A game is won by the player who first score 21 points. Unless both players have scored 20 points, in which case the one who first score 2 points more than the opponent is the winner. The choice of playing position at the table and other of service are determined by the toss of a coin. If a winner of the toss prefers service, and vice-versa.

The change of ends (position) and service shall take place after 5 point have scored. The receiver and so on after each 5 points until the end of the game or the score 20-all. At the score 20-all, the receiver becomes the server and the server, the receiver and so on after each point until the end of the game. The player also exchange ends after each game. If player consist of more than one game, in the deceiding game of the match the players change ends at the score of 10.

Service

A good service is delivered by releasing the ball by hand without imparting a spin. The ball is then struck so

that it touches the server's court first and then passing directly over or around the net, touches the receiver's court. At the moment of impact the paddle on the ball in service, both handle and ball must be behind the end line of the server's court and between an imaginary continuation of the sidelines.

A good return of the serve ball must be struck by the receiver on first bounce so that it passes directly over the net or around the net and touches directly on the opponent's court. However, if a ball that has been served or returned in play with its own impetus over the net or around the net, it may be struck, while in play, by the player so that it directly touches the opponent's court.

Law 1 Points

Either player may lose a point due to the following circumstances.

1. If failing to make a good service except as provided for in Law 1 (2).
2. If failing to make a good return of a good service or a good return made by the opponent, except as provided by Law 1 (2).
3. If the player, racket, or anything that the player wears or carries touches the net or its supports while the ball is in play.

while the ball is in play.

4. If the player, the racket, or any wearing apparel moves the playing surface while the ball is in play.

Law 2 LET

A LET ball is called in the following cases:

1. If the served ball, is passing over the net, touches it or supports, provided that the service could otherwise have been good or volleyed by the receiver.
2. If the service is delivered when the receiver is not ready, provided always that the receiver would not be deemed unready if an attempt to strike at the ball is made.
3. If either player prevented by an accident not under his or her control from serving a good service or making a good return.
4. If the player loses a point as provided in Law 11 (3, 4, 5) owing to an accident not within his or her control.

Law 3- Points

Either player loses the point in the following cases:

1. If, before the ball in play has passed over

the end lines of sideline not yet having touched surface or the players side of the table after being struck by the opponent, it comes in contact with the player volleys the ball, except as provided in Law 2 (1).

2. If at anytime the player volleys the ball, except as provided in Law 2 (1)

Scoring

A point is scored by the side that makes the last successful return prior to the end of the rally. in an unsuccessful return the ball is missed, hit off the table, sent to the net, or hit the player's own half of the court on the return. Failure to make a good serve also scores against their server unless it is a LET as in Law 1 (2).

In Play

The ball is in play from the moment it is projected or dropped from the hand in service until one of the following has occurred:

1. It has touched one court twice consecutively.
2. It has except in service, touched each court alternately without having been

- struck by the racket intermediately.
- 3. It has been struck by either player more than twice consecutively.
- 4. It has touched either player or anything that the player wears or carries, except the racket hand below the wrist.
- 5. It has touched any object other than the net and supports.

Doubles.

Law 4.

Good service should be delivered as previously described and should touched first the right half of the server's court or the center line on the server side of the net, and then passing directly over or around the net, touches the right half of the receivers court or the center on the receiver's side of the net.

Law 5. Vhoice or Order of Play

The pair who has the right to serve the first service in any game which partner shall serve and the opposite pair decide similarly which will first be the receiver

Law 6. Order of the Service

The first five services must be delivered by the selected partner of the pair who has the right to do so and must be received by the selected partner of the opposing pair. The second five services must be delivered by the receiver of the first five services received by the partner of the server and received by the partner of the receiver of the first five services. The fourth five services must be delivered by the partner of the receiver of the first five services and received by the server of the first five service. The fifth five services must be delivered as the first five services and so on, in sequence until the end of the game or the score 20-all at which point each player serve in turn until the end of the game.

In one-game match or in the deciding game of a match or more than one game, the pair that served the first five services have the right to alter their order of receiving or that of their opponents at the score of 10.

Basic Technique

The Grip-Forshand Grip

In the forehand grip the short handle of the racket is gripped every close to the blade, with

the itself particularly held in the hand and the forefinger and the thumb bracing opposite sides of the blade. The index finger is used behind for support.

Backhand Grip.

The backhand grip is the same as the forehand, except that the thumb is used on the left side or in the back of the blade.

The forehand and backhand grips are very similar to the tennis grips. It is recommended that beginner learn these grips. The perholder is a holdover from the pinpong and is no longer recommended for the good sound table tennis play.

Points to Remember

1. Do not grip the racket too tightly.
2. Hold the wrist firm.
3. Face somewhat to the side in forehand and backhand.
4. Constantly shake the racket head, making sure that it is not dropped.
5. Regularly check the thumb and index finger in order to keep them in proper place.

Serving

For an ordinary forehand serve, the ball is out in play either by toss into the air or by dropping the hand away from under the ball as soon as the ball is released, it is met by the racket, which is swung in the same manner as in forehand drive.

For a forehand side spin serve, the racket is brought across the ball from the right to left just as the racket strikes the ball with the racket hand moving to a nearby vertical position and the ball being struck directly in front of the server.

For the backhand side-spin serve, the racket is swung across the ball from left to the right and the ball is released from the left hand just as the racket passes in front of the server. The essential part of all effective serves is giving the ball the proper spin.

In putting the ball in play by either a toss or drop the server must keep the finger straight and together and thumb free. No dropping or pinching of the ball is permitted. If this rule is violated, a LET is called and the server warned. If the violation is repeated, a point is awarded to the opponent.

Footwork and Stance:

Proper stance and footwork in serving or receiving are just as important in learning table tennis skills as they are tennis, or any sport skill that requires a constantly alert player.

A good beginner stance in serving the ball is a position for about 1 1/2 - 2 feet directly behind the center line of the court. Face slightly to the right side with the feet well apart and the left foot forward (for the right handed player) Remember the service rule stating that the moment of impact both racket and the ball must be behind the end line and within hypothetical extension of the sidelines.

A good stance position in receiving is from about 2 - 2 1/2 feet directly in back of the center line of the court. The feet are spread well apart, the knees are slightly bent, and the body is inclined forward in an alert position. From this position one can quickly step forward, backward, or to the side to effect either a backhand or forehand shot. After the shot is made again, recover to this position for the next return.

For the forehand or backhand return, the feet should be placed, at the moment of contact of the

racket with the ball, so that they are perpendicular to the line of flight of the ball. The feet are well spread in order to shift weight forward and backward in delivering a shot. This is effective shot, remember to face the ball as you flat it. Also remember to return to mid-court quickly after the shot is made. Keep your eyes on the ball.

Stroke Technique

Half Volley or Push Shot

The half volley or push shot is the basic defensive shot. This shot is accomplished by meeting the ball as it touches the table, and gently pushing it back over the net with the racket, which lifts and carries it forward at the same time. To add deception, the racket can be turned to either side and the net angle. It can be played either forehand or backhand.

Forehand Top-spin Shot

The forehand or top-spin shot is the basic offensive drive and is similar to the tennis drive. This drive is accomplished by striking the ball with the vigorous motion on either the dropping part of the bounce or at the dead height.

or the bounce with an upward motion to give it top spin. The racket is tilted or angled forward at the point of contact with the ball. The upward motion imparts over the spin. This shot is best played on deep or high bouncing returns. As skill and accuracy are required, learn to shift body weight forward and add power to the shot.

The backhand drive is similar to the forehand drive, except that the drive is shorter because the arm crosses the body and the ball is hit preferably on the rising part of the bounce. The racket is held with the thumb supporting the blade and a snap of the wrist is used at the end of the drive.

Forehand Chop

The forehand chop is similarly a defensive stroke. It is executed with a hatchet chopping motion. The stroke starts from the shoulder height, hitting forward and downward and the top of the racket blade is tilted back away from the ball. Finish the stroke with the arm almost fully extended in front of you. Cutting with the blade down behind and under the ball gives the ball a back spin as it leaves the face of the racket.

This stroke should be executed with considerable speed, making it very difficult to return.

Backhand Chop

The backhand chop also requires that the racket be tilted and is reverse of the forehand chop, except it is shorter stroke and employs the stronger use of the forearm and wrist. The stroke is started at about chin height and ends at about waist height. This shot requires a great deal of practice to require a worthwhile degree of control and accuracy.

Drop Shot.

The drop shot is executed by swinging the racket as in beginning a drive but stopping the forward motion of the racket just before hitting the ball and letting the ball hit the racket, causing the ball to return short over the net and drop dead. This shot should be used only occasionally as a change of pace or to catch an opponent off guard.

Smash Shot

The smash shot is actually its name implies. It is used on a higher-than-net bounce the higher,

Smash Shot

The smash shot is actually the name implies. It is used on a higher-than-net bounce the higher, the better. It is hit straight forward and down without spin upon the opponents court. Use it only as a set up shot when an advantageous situation presents itself. Play it accurately and put weight behind the smash. It is a kill, or point, shot. Make it good when used.

Points to Remember

1. Rely upon the paddle of the rubber-faced racket to execute cuts and spins.
2. Practice spins for control accuracy.
3. Do not smash when a drive is more desirable and safer.
4. Concentrate on the ball.
5. Do not smash too soon or be over anxious.
6. Do not tetegrap your intentions of your shot.
7. Do not try to return a chop with a shot.
8. If shots are hitting the net too often, try an upward lifting motion instead of a straight forward swing.
9. In a drive be sure to follow through.

10. Do not hit under than you form justification.
11. Always strike a perfect form.
12. Adhere to form and do not sacrifice it for speed or power will naturally follow well-executed form and good techniques. Strategy for single play best strategy is similar to that of tennis rely upon the opponent's court. Misused the speed of the returns. Try different shot and study the opponent's weaknesses or stringly points. Size them up quiteely and play to an opponent's weaknesses. Keep the opponent guessing and avoid setting up easy shots. Keep the ball in play.

For Double Play

Strategy is doubles play is the same as that for singles play. Offensive consists of keeping the opponents running and off balance as in lawn tennis. Do not drift into a slow, deliberate game but misused the type of shots and tempo.

If one wins the toes of the starts of the game, it is good strategy to make the choice of first receiving. This causes the opponents to determine who is serve first and receives can then choose wisely as to who to receive since the game

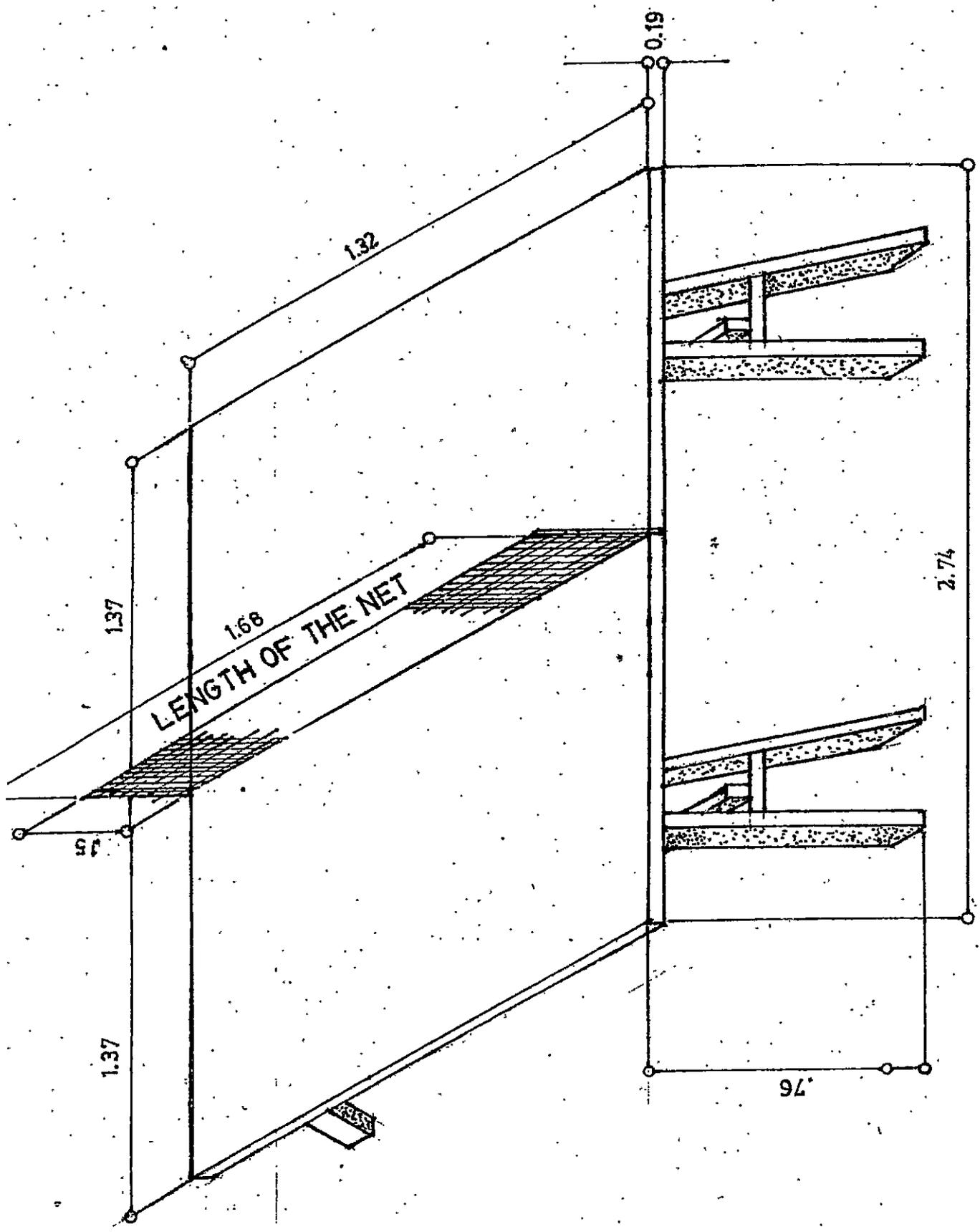


TABLE TENNIS

player must receive from the same opponent throughout the game. Receiving first put one in strategic position in a crucial moment in the game. Keep the eye on the ball. Learn to react with lightning speed in choosing which type of shot to make in each situation of the game. Use cross court angling shots and keep opponents off-balance. Constantly strive for a versatile deceptive attack and defense so that opponent cannot guess your shots in advance.

Teaching Strategies

Lesson is good for 2 hours

1. Presentation of the background, materials and equipments needed and their specification.
2. Discussion and demonstration of the basic skills by the students while teacher corrects how students perform.
3. Presentation of the official rules of the game.
4. Application of the official rules. Reviewing the basic skills of the game.
5. Discussion of the different strategies both defensive and offensive play.
6. Lecture and application on scoring.

7. Practice of the skills and other techniques of the game.
8. Grouping the students by teams for the game competitions.

ACTIVITY XII

DAMA (CHESS)

Specific Objective

At the end of the activity the students are expected to:

1. state and explain materials and equipments in playing dama.
2. perform the fundamental skills of dama
3. demonstrate interest in playing dama.

Equipments/Facilities Needed

A small wooden board, about 10 or 11 inches square, with a diagram may be drawn on the ground, table top floor or doorsteps.

Twenty-four pieces (pitsas) or "men" (twenty for each) using any of the following: small section of bamboos, stones, beans, colored tiles, broken china, beads, bottles cans (the important points is to use whatever is available so long as the pitsas of one player can be distinguished from those of his opponent. The popular ones used in Nueva Ecija stones against bottle caps.

Description

Dama is a two-man game which can be played either

with a diagram may be drawn on the ground, table top floor or doorsteps.

Twenty-four pieces (pitsas) or "men" (twelve for each) using any of the following: small section of bamboos, stones, beans, colored tiles, broke china, beads, bottles cans. (the important points is to use whatever is available so long as the pitsas of one player can be distinguished from those of his opponent. The popular ones used in Nueva Ecija stones against bottle caps.

Description

Dama is a two-man game which can be played either indoors or outdoors. The ultimate objects of the game is to capture all of one's opponent's "men" especially the queen. The basic rule of this game is that every move (tualk or kilos) is always forward (pasulong, abante) to an intersection, never (atrasan) except for queen (Dama).

Teaching Strategies

1. Introduction of the game; use and care of materials and equipment, simple description of the game.

Sunka

Sunka is played by two or more players on a boat shape piece of wood called sunkaan. Fourteen rounded holes (house) about 1 1/2 inches in diameter and an

inch deep are arranged in two rows. On the deck of the sunkaan is a bigger hole, in about 5 inches in diameter and 1 1/2 inches deep.

The plays sit on the opposite sides of the sunkaan and put even pebbles in each of the seven holes (houses) nearest them. The Ina on the left side of each players "belong" to his.

The player begin the game at the same time. Each takes all the pebbles form the last house at his right and works them towards his left depositing one at a time and in order to each of his basic houses and the Ina. The next takes the pebbles from the "house" belonging to him and going clockwise drops one in each of the house of the Ina, both hos own and those of his opponents. A player who throughly drop a pebbles into an empty "house" not belonging to pebbles, but if he happens to drops the last pebbles into the none money house which is opposite and opponents "house" that is full of pebbles in the opponnet also drops his last pebbles into an empty "empty house" in which case the first player resumes the play.

When the players drops his pebbles into his Ina, he picks the pebbles from any of gis "houses" and proceed with the game. The play continues as long one

or both players have enough pebbles for one or more "house" the players who is short of pebbles start the second game with the handicap of reduced "houses" or "burned houses".

For example, if after the first game he has 38 pebbles, has enough pebbles in each of five "house" and three extra for his Ina. A player may or may not recover his "burnt house". The winner is playing the agreed number of game.

Bingo

Bingo is a game in which each players chances depend on numbers drawn at random. In this sense, it is lottery. Perhaps because of its simplicity, bingo are favorite pastime in the United States and many countries. Bingo cards bear a printed design of five rows of five square each, or 25 squares in all. The letter B-I-N-G-O appear above the grid, with a letter heading each vertical column. A number from 1 to 75 appears in every squares except the center one, which is a free play, corresponding to the letters of the word. In a cards are 75 bingo balls on each bingo balls on each printed number and letter of the word. From the bowl or bos of metal, wood or plastic a caller chooses at random one ball a time and announces the

letter and number appearing on the ball. The players with these number appearing on the ball. The players with these number on their cards place marker on the numbers. As soon as five number are covered in a straight line vertically, horizontally, or diagonally the players with the numbers calls out "Bingo". Each player who first covers an entire card. At the end of each game, either keep the cards or exchange them.

Bingo games are usually run religiously or charitable organizations, it come from U.S. bingo which is legalized, in some it is banned, and bingo is a form of gambling or the little monry actually reaches the sponsors or both.

Domino

Domino in the 18 century dress a long hood cleak, pershaps derived from the kind of clerical hoose or the half mask with which it was equally voted. The term was also applied to a person who wore such a costome.

The mask came into use with Italian Renaissance comedy in which mask worn by such character as Martequin. The mask were letter arisstocratic who did not wish to be recognized when taking part in plays and the half mask developed into a disguise. Men and woman who were dominos at mascarades and bate usually

did so to remain incognito. The domino was also worn by women while traveling.

Domino theory. The assumption that one country in Southeast Asia were to fall to the communist all the countries in the region would fall one after another, like dominos. In the 1950's and 1980's this theory was usually involved in reference to South Vietnam context in which it was first used by U.S. President Dwight D. Eisenhower in 1954.

In the belief that the non-communist Southeast Asia was vital to the defense of the United States, President Eisenhower, Kennedy, and Johnson all endorsed some form of the commitment to South Vietnam would not necessarily lead to a communist Southeast Asia.

The Sniff Game of Domino. The sniff scoring scores during play as well as at the end of the games. Whenever a play makes the end equal to 5 multiplied by 5, the sum is called a loud and at once. Here a player who passed the set immediately called "ten" for the total of the end (6-4).

Sniff (3-3) the first double played combined with 2-2 for 10 points. The last combined played with 2-2 for 10 points. The last one played on this progression scored 20, the total of four and 5-5-6-4.

Domino is any several number matching games for two or more persons. The games are played with flat oblong blocks identified by the number of dots on the faces.

Domino Blocks in Various Forms. Appeared a thousand years ago in China, but these pieces were generally substitute dorcice. The modern game appeared about 1750 in Italy and France, and gradually spread throughout Europe and to the United States. Of the many different games draws nuggins, sniff and matador are probably the most widely played.

The blocks used in dominos, commonly called bones, are made of wood, bone or similar materials. They are rectangular with one face black and the other divided into halves or ends by the ridge across the center. The end may be black or marked by dots. In a certain set of 26 bones the ends show every possible combination of two numbers of dots at each end and are doubles, and each double belongs to one suit.

Draw. The draw game is the base version for two. Players shuffle the bones down, piece forming the stock the bony yard. The leader, determine by the draw places the first bone, known as a set, on the tables. After that bone known as the set, on the table.

Nuggis (all five) this is an elaboration of the draw game. In addition to the points scored by going domino, a player who makes the open ends of the play out total of 5 or a multiple of 5 immediately tallies that number of points. Also he does not have to play if he prefers insteads if draw. Games is 200 points.

Sniff-this variant of nuggins makes the first double played, called sniff. Matchable on four games areas (end and side) because it can be placed lengthwise or crosswise in the layout.

Matador - in this variant of draws, the object is not to match touching dominos but to 7; for example, 2 would be played to a five or 3 or 4.

A blank is a block except to any one if matador, If a players cannot maaake 7, he must draw from the bone yard. Double counts as singles number only that is 2-2 can be played with a 5 and not with a 3, and therefore doubles are played with endwise in the layouts. in scoring the full numbers only that 2-2 can be counted. If the game is blocked, the player with the lowest count score the number of teh combined hand. With two or three players seven dominos are drawn to start with form player, five dominos makes up the hand. The highest double or the highest dominos places the

set. Game is 100 point.

2. Present the movements and explain technique of the game.
3. Play a game. Coach offensive and defensive play.
4. Provide further practice.
5. Conduct a class tournament.
6. use evaluation devices

ACTIVITY

SIPA (Rattan Football)

Specific Objective

At the end of the activity student are expected to:

1. Identify the fundamental of sipa.
- 2.. Perform the fundamentals of sipa.

Equipments/Facilities Needed:

A rattan ball, spherical in shape, the woven strips 2 to 3 millimeters thick, and the ball itself 9 to 10 cm. in diameter. Weighing around 200 grams. It is made by weaving strips of rattan together in such a manner that the holes are played symmetrically. It is light and bounces like tennis ball.

Description:

Sipa is an outdoor gaame played by singles, doubles or by quadruples. A coin is tossed between two players (in single competition) or between two captains each representing a team of doubles (i.e two players to a team) or quadrupkes (i.e. four players to a team) the two teams stand 8 to 9 meters apart where each player is to kick the ball in such a manner or the opponent commit errors and misplay.

ACTIVITY XIV

INDIGENEOUS GAMES

Alkadan
(Stilts Relay)

Alkadan comes from the word "Akkad" which means to walk with the use of wood or stilts. Alakad are stilts which have foothold placed one foot above the ground. The game is played during the dry season when the ground is hard enough for the players to walk on with a pair of stilts. The origin of the game cannot be traced but the mankayans folks claim they have played the game since time immemorial.

Players: 2 or more groups, with 4 persons in a group

Gender/Age: Girls and boys 9-18

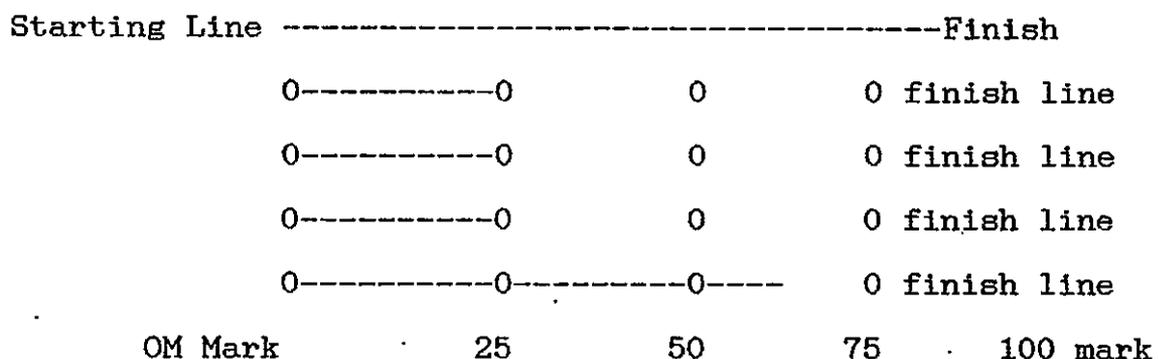
Setting: Outdoor

Equipment: Stilts which have foothold placed one foot above the ground.

Ground Preparation:

Lay out a one hundred meter straight away on the ground and divide it into four, 25 meters distances. A starting line and a finish lines are indicated on each of the one hundred meter distance.

100 meters .



Formation: Each member of the team is assigned to one of the four markings as stations. In each station, opposing players stands side by side, occupying imaginary lanes. One team occupies one imaginary lane.

Movement

1. The starter shouts "Maysa, duwa, tatlo" (1,2,3, on ct 3 the players on the starting line walk on their pairs of stilts as fast as they can towards their teammates.
2. Upon reaching their respective teammates on teh 25 meters marks, they pass on their stilts to the waiting teammates who continue the race by walking on the stilts towards the 50 meters mark (fig 2)
3. Upon reaching the 50 meter mark, their waiting teammates receive the stilts and they walk on it as fast as they can towards their respective teammates at the 75 meters mark.

4. The four members on the respective teams walk on the stilts passed on to them until they cross the finish line.
5. The team whose fourth man crosses the finish line first wins the race.

Note: A player who fails off his stilts in the course of the race can continue from the point where he fell.

Temnudok
(a game of rubber band)

Temnudok comes from the root word "tudok" which means to pick or pierce. The game is played during their leisure time and preferably in the dry season when the soil is not moist and sticky. According to Maximo Ocampo and Apolinario Marrero, the game may have been patterned after the game hide and seek. The exact origin of the game is not known.

Players: at least 2 players

Gender: Boy and girls, 5 -12 years old

Setting: outdoor

Equipments: rubber band, short stilts soil. All players must have an equal number of rubber band.

Ground Preparation: The players gather a heap of soil. The

size would depend on the number of players, the players hide all the rubber bands in the heap of soil. The rubber band should not be seen.

Formation: The players gather around the heap of soil and assume any position.

Movement:

1. A player pierces his stick through the heap of soil once.
2. Then, he pulls his sticks out in an upward direction.
3. Any piece of rubber band which he happens to hook with his stick, he keeps.
4. All players take turns piercing their sticks through the heap of the soil.
5. When all the rubber bands have been hooked out on the soil, the game ends.
6. The player who has the most number of rubber bands at the end of the game, wins.

Note: The players usually keep the rubber bands which they hooked, and so, when a new game begins, a player who did not get any rubber band in the previous game has to produce another set of rubber band for the next game.

Sipitan Ng Talangka

Sipitan ng talangka literally means "Claw-pinching of crabs".

Players: 2 to any even number of players of both sexes.

Setting: Indoor or outdoor in the field

Props: A crab with 2 healthy claws or pinchers for each players, a basin or shallow basket (bilao).

Preparation: The players match their crabs in size, comparing particularly the size of the big claws or pinchers. Player who have approximately well match crabs pair off and position themselves near an empty basin or shallow basket. Each players holds his crabs by the back up and down to make the claws open and close.

Object: a crab is pull off the opponent claw.

Movement

1. The players make the two opponent crabs touch, the pincher of a one snapping close at the big claw of the other. (the 2 crustaceans are then placed inside the basin or basket).
2. The crucial crabs push and pull at each claw, using all

the other little claw to do so.

3. The first crab to pull off the other big claw is declared winner.

Note: The losing crab owner's pays off the winner in terms of a certain number of crabs depending on previous agreement

**Cuarta Sa Lobe
(Money In Coconut Husk)**

Players: Four Boys

Setting: Outdoor

Props: A coconut with the fibrous husk (bunot) with a coins. Each players must have a knife or any weapon that could pry out coins from the coconut husk.

Preparation: Coins are pointed into the coconut husk, the boundaries of the game specified, form this acacia to that mango tree.

Movements

1. At the given signal, the umpire tosses the coconut in the air and all players jump to catch it.
2. The players who gets the coconut is joined by this teammates, the 2 runs from their opponents and at the same time a start prying the coins from the coconut

husk with their knives.

3. The members of the opposing team try to tackle the players with the coconut and stop them from getting the coins. If they succeed, they run with the coconut and take their turn prying the coins with their knives.
4. The team with the most coins wins and is allowed to keep them.

Galgalo
(Stick Catching)

Galgalo means to shuffle. The game is played with 50 pieces of flat sticks, having a length of about six (6) inches. There are at least 2 players in the game. The game is played at anytime and is played only by girls.

Players: at least 2

Gender: girls 6-17 years old

Equipment: About 50 pieces of flat sticks, each having a length of aa bamboo slits or coconut leaf ribs.

Pre-game preparation: Before the game proper, the player perform the kano. Kano is the process of selecting the player who will get the play first of the process of determining the order or play. It is done by the following manners:

1. Players lays all the sticks crosswise on her palms.
2. She then throws the sticks an inch or so into the air and then quickly pronates her arms so that she catches the sticks on her hand.
3. All stick that fall to the ground or are about to fall are removed, or are about to fall to the ground.
4. The remaining sticks are them thrown one or more inches into the air afterwhich the player quickly supinates her arm so that she catches the sticks on her palms.
5. Again the sticks that fall or are about to fall are removed from the palm.
6. The sticks that remain are counted.
7. All players take turns doing this. This players having the most number of stick left on her palm after the procedure begin the game. She is followed by the player having the next most number of sticks and so on.
8. Thus the order of play is established

Formation: Players must sit in circle or they may sit on the floor or ground facing each other.

Movement

1. The Ist, 2 steps of the kano process is followed.
2. The player then thrown the sticks in the air and then

- tries to catch only one stick with the use of the same hand.
3. The player remain sitted during the whole process, therefore the upward throw of the sticks is limited.
 4. The players keeps the sticks which he catches.
 5. She repeats the whole process until she fails to catch a stick.
 6. The next person then takes her turn and the whole process is repeated.
 7. Each player count the number of sticks she has. A player is awarded a point for every stick.
 8. The player with the most number of point wins the game.

Piko
(Hopscotch)

Piko means to hop with one foot. The game is played with a six (6) squares lines at the end which serve as the serving area called Talinga. There are at least 2 players in the game. This game is played anytime and is played both boys and girls

Players: at least 2

Gender : boys, 6-18 years old

girls 6-16 years old

Equipment: a 6 squares lines having a length of about 4 inches, a stone with a diameter of 3.

Movements

1. Players form their line by numbers.
2. They then throws the stones and quickly proceed the hopping to the next square.
3. All squares should be utilized and hopping movements should be emphasized.
4. See to it that stones falls on the squares, while hopping movement is done.
5. Stones which goes out of the square, players will then go back to the starting line.
6. The the order of the play is established.

Sagodsod

Sagodsod comes from the root word sodsod meaning to slide. The game is played by both sexes, whose ages ranges from 6 to 18 years old.

Players: at least 2 competing teams

Gender: boys and girls 6-18 year old.

Equipment: slippers, team having the same number of participant.

Movements

1. Players on both teams form their line with an even number.

2. At the signal, "go", the players from both teams throws slippers to the ground and start sliding the slippers to the marking line where the posts is located.
3. Upon reaching the post, players turn around and repeat the same movements until it reaches the original place.
4. Players passes the slippers to the next player until such team are through making the sodsod or slide.
5. Team who accomplishes the sodsod first declares the winners.

Santalaso

Santalaso is played with accuracy and deception, the exact origin of the game is not known.

Players: at least 2 teams

Gender: boys and girls 6-18 years old

Setting: outdoor

Equipment: stones, circles drawn on the ground. All players must have an equal number participant.

Ground Preparation: The players form two lines, with the same number of players signifying team A and B.

Movements

1. Players stays behind the demarcation line with even

number.

2. At the signal, "go", players throw stones to the drawn circle on the ground.
3. Group whose circle fall on their respective lines will run while other group will have to tag the opponent.
4. Any group members caught between the thrown stone will automatically be the member of the opposing team.
5. Group who has the number of team caught will be declared as winner.

Teaching Strategies:

1. First Week

- a.) Introduction, general overview of the game, safety pre-caution.
- b.) Use more conditioning activities to build endurance to develop balance and leg power.

2. Second Week

- a.) Present the kick off formation, rules and strategies of the play, emphasizing kicking, fielding, and marking. Stop the play when fouls occur; each position play and continue until this phase of the game is understood. Introduce others rules as players are ready for them.

3. Fourth and Fifth Week

- a.) Review kicking with the inside of the foot and

have players attempt to make harder, longer kicks that can be used for scoring.

b.) use evaluation devices.

4. Sixth Week

a.) Warm up periods to review techniques

A PROTOTYPE LESSON PLAN IN RUNNING

1. Objectives

At the end of the lesson the students should be able to;

- a.) enumerate and explain the kinds of sprints.
- b.) perform the fundamental of sprints.
- c.) demonstrate interest and enjoyment in sprinting.

II Subject Matter

Fundamental of Sprints

III References

IV Activities

- a.) Warm-up
 1. Knee bending
 2. leg stretching
 3. hopping on left and right foot
 4. walking briskly
- b.) Lesson Proper
 1. Motivation. Have some illustrations on the board or bring some pictures which shows basic position in running and let students analyze and interpret.

2. Presentation. Discuss and demonstrate the fundamentals and techniques on sprints.
3. Quieting Activity- Community singing
4. Evaluation
 - a.) Were the students able to enumerate and differentiate kinds of starts in sprint?
 - b.) How many students performed the skills in sprints?
 - c.) Which of the three kinds of start did the students prefer for use?
 - d.) Participate actively in class activities.

A PROTOTYPE LESSON PLAN IN TABLE TENNIS

I. Objectives

At the end of the lesson the students should be able to;

- a. enumerate and specify facilities and equipment in table tennis.
- b. draw the facilities and equipment in table tennis.

II Subject Matter

Table Tennis

III Reference: The Teaching of Physical Education in the Philippine Schools by Dr. Carmen T. Andin

IV Activities

- a. Classroom discussion
- b. Lesson Proper
 1. Motivation. Have the look at the different facilities and equipments on hand. Let them compare the composition appearance of teh facilities and equipment.
 2. Presentation. Discussion and illustration of facilities and equipments in their table tennis.
 3. Quieting game-action "kung Ikaw ay Masaya"

c. Evaluation

1. Were the students able to enumerate the different facilities and equipment in table tennis?
2. Were the students given correct specification of facilities and equipments used in table tennis?
3. How did students react/compare the composition and appearance of facilities and equipments? Were they able to tell which of the facilities and equipments are used in the official game?
4. Did the students participate well in class discussion?

V. Agreement/Assignment

1. What are the fundamental skills of table tennis.
2. Be able to demonstrate each fundamental skill of the game.

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APPENDICES

Appendix A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 13, 1990

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In my earnest desire to start writing my thesis proposal I have the honor to submit for approval one of the following research problems, preferably number 1:

1. RESOURCE BOOK FOR TEACHING PHYSICAL EDUCATION AND SCHOOL SPORTS IN SAMAR REGIONAL SCHOOL OF FISHERIES
2. A PROPOSED SYLLABUS IN TEACHING PESS FOR FIRST YEAR COLLEGE STUDENTS OF SAMAR REGIONAL SCHOOL OF FISHERIES.
3. A RE-STRUCTURE PESS CURRICULUM FOR SAMAR REGIONAL SCHOOL OF FISHERIES

Anticipating your favorable approval on this request.

Very truly yours,

(SGD.) JANET L. MACOPIA
Researcher

Recommending Approval:

(SGD.) TERSITO A. ALIPOSA, Ph. D/ Ed. D.
Dean of Researcher and Ectension Services

Approved:

(SGD.) SENECIO D. AYONG DPA/Ed. D.
an of Instruction & Related Services

Appendix B

Republic of the Philippines
 SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar

GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

Name: MACOPIA JANET LOPEZ
 Last Name First Name Middle Name

Candidate for Degree in: Master of Arts in Education
Physical Education

Area of Specialization: Physical Education

Title of Proposed Thesis: PROPOSED RESOURCE BOOK FOR TEACHER
PHYSICAL EDUCATION AND SCHOOL SPORTS IN FIRST & SECOND
DEGREE AND NON-DEGREE COLLEGE STUDENTS IN SAMAR
REGIONAL SCHOOL OF FISHERIES.

Name of Requested Adviser: Dr. Soledad G. Agner

(SGD.) SOLEDAD G. AGNER
 Adviser

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed. D.
 Dean of Instruction & Related Services

Appendix C

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE SCHOOL

March 18, 1990

The School Superintendent
Daniel Z. Romualdez Memorial School of Fisheries
Tolosa, Leyte

Madam :

I have the honor to request permission to administer questionnaire, conduct students physical fitness test in your school, during the early part of March, 1990.

This request is made in connection with the study I am undertaking entitled, "RESOURCE BOOK FOR TEACHING PHYSICAL EDUCATION AND SCHOOL SPORTS IN SAMAR REGIONAL SCHOOL OF FISHERIES". In partial fulfillment of the requirement of the Degree of Master of Arts in Physical Education Instruction and Supervision at the Samar Polytechnic College Graduate School.

I am hoping for a kind and favorable consideration of this request and assuring you of my highest esteem and gratitude.

Very truly yours,

(SGD.) JANET L. MACOPIA
Researcher

Approved:

(SGD.) CELEDONIA PALANA
Superintendent

Appendix D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 13, 1990

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In have the honor to apply for Pre-oral Defense of my thesis entitled "Resource Book For Teaching Physical Education and School Sports in Samar Regional School of Fisheries". On the date convenient for your office.

Thank You.

Very truly yours,

(SGD.) JANET L. MACOPIA
Applicant

Recommending Approved:

(SGD.) SOLEDAD G. AGNER, Ph. D
Faculty Member

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed. D.
Dean of Instruction & Related Services

Appendix E

Republic of the Philippines
SAMAR REGIONAL SCHOOL OF FISHERIES
Catbalogan, Samar

June 13, 1990

Dear Respondents:

The undersigned is conducting a study entitled "Resource Book For Teaching Physical Education and School Sports in Samar Regional School of Fisheries". The result of this study is expected to contribute for the improvement of Physical Education and school sports program of the Fishery Schools under DECS and SUC's on instruction, research, extension and production.

May I request your earnest cooperation by honestly and candidly answering every item in these questionnaire. Your response will treated with strict confidentiality.

My outmost gratitude for spending your time and effort in participating in this research.

Very truly yours,

(SGD.) JANET L. MACOPIA
Applicant

Appendix F

Survey Questionnaire (For Students Respondents)

Part I Personal Data

Directions: Please provide the needed information/fill in the blanks as they apply to you.

Name: _____ Sex: _____ Age: _____

Year Level: _____ Course: _____

P.E. Teacher: _____

Part II Physical Fitness Skills, Deficiencies Level

Directions: Are you physically fit? What physical fitness skills do you possess? What are your physical fitness deficiencies? What is your general physical fitness level?

The following are physical fitness skills/activities which you are supposed to possess/undergo in order to be physically fit person. Please indicate, using an Outstanding (7), very Good (6), Good (5), Fair (4), Poor (3), Very Poor (2), and None at all (1), rating scale, and your own physical skills, deficiencies level. Please check the column of the numeral which best represents your answer to every item. Please do not leave any item blank.

Physical Fitness Skills/ Activities	:OS	:VG	: G	: F	: P	: YP	: NA
	:7	: 6	: 5	: 4	: 3	: 2	: 1
1. Sit -up	:	:	:	:	:	:	:
2. Standing Long Jump	:	:	:	:	:	:	:
3. Chair or Bench Push-up	:	:	:	:	:	:	:
4. Sit and Reach	:	:	:	:	:	:	:
5. 15 minute run	:	:	:	:	:	:	:
6. 3 min Step test	:	:	:	:	:	:	:

Physical Fitness Skills/ Activities	:OS :7	:VG :6	:G :5	:F :4	:P :3	:YP :2	:NA :1
7. Running	:	:	:	:	:	:	:
8. Diving	:	:	:	:	:	:	:
9. Floating	:	:	:	:	:	:	:
10. Breathing	:	:	:	:	:	:	:
11. Serving	:	:	:	:	:	:	:
12. Spiking	:	:	:	:	:	:	:
13. Pitching	:	:	:	:	:	:	:
14. Finning	:	:	:	:	:	:	:
15. Sculling	:	:	:	:	:	:	:
16. Control	:	:	:	:	:	:	:
17. Kneeling	:	:	:	:	:	:	:
18. Approach	:	:	:	:	:	:	:
19. Progression	:	:	:	:	:	:	:
20. Twist	:	:	:	:	:	:	:
21. Sprint	:	:	:	:	:	:	:
22. Stride	:	:	:	:	:	:	:
23. Hurdle	:	:	:	:	:	:	:
24. Glide	:	:	:	:	:	:	:
25. Landing	:	:	:	:	:	:	:
26. Take-off	:	:	:	:	:	:	:
27. Pulling	:	:	:	:	:	:	:
28. Squat	:	:	:	:	:	:	:
29. Roll	:	:	:	:	:	:	:
30. Pike	:	:	:	:	:	:	:
31. Attack	:	:	:	:	:	:	:
32. Circling	:	:	:	:	:	:	:
33. Arranging	:	:	:	:	:	:	:
34. Hitting	:	:	:	:	:	:	:
35. Reaching	:	:	:	:	:	:	:
36. Volley	:	:	:	:	:	:	:
37. Lifting	:	:	:	:	:	:	:
38. Grip	:	:	:	:	:	:	:
39. Delivery	:	:	:	:	:	:	:
40. Smash	:	:	:	:	:	:	:
41. Defense	:	:	:	:	:	:	:
42. Speed	:	:	:	:	:	:	:
43. Bending	:	:	:	:	:	:	:
44. Batting	:	:	:	:	:	:	:
45. Fielding	:	:	:	:	:	:	:
46. Traveling	:	:	:	:	:	:	:
47. Pivoting	:	:	:	:	:	:	:
48. Chinning	:	:	:	:	:	:	:

Physical Fitness Skills/ Activities	:OS :7	:VG :6	:G :5	:F :4	:P :3	:YP :2	:NA :1
49. Striking	:	:	:	:	:	:	:
50. Receiving	:	:	:	:	:	:	:
51. Swinging	:	:	:	:	:	:	:
52. Offense	:	:	:	:	:	:	:
53. Stance	:	:	:	:	:	:	:
54. Lying	:	:	:	:	:	:	:
55. Leaping	:	:	:	:	:	:	:
56. Sliding	:	:	:	:	:	:	:
57. Galloping	:	:	:	:	:	:	:
58. Sitting	:	:	:	:	:	:	:
59. Jumping	:	:	:	:	:	:	:
60. Passing	:	:	:	:	:	:	:
61. Dribbling	:	:	:	:	:	:	:
62. Blocking	:	:	:	:	:	:	:
63. Carrying	:	:	:	:	:	:	:
64. Bunting	:	:	:	:	:	:	:
65. Tackle	:	:	:	:	:	:	:
66. Trapping	:	:	:	:	:	:	:
67. Arising	:	:	:	:	:	:	:
68. Rolling	:	:	:	:	:	:	:
69. Bouncing	:	:	:	:	:	:	:
70. Throwing	:	:	:	:	:	:	:
71. Catching	:	:	:	:	:	:	:
72. Kicking	:	:	:	:	:	:	:
73. Tossing	:	:	:	:	:	:	:
74. Swimming	:	:	:	:	:	:	:
75. Walking	:	:	:	:	:	:	:
76. Turning	:	:	:	:	:	:	:
77. Touching	:	:	:	:	:	:	:
78. Inhaling	:	:	:	:	:	:	:
79. Exhale	:	:	:	:	:	:	:
80. Leg Movement	:	:	:	:	:	:	:
81. Holding	:	:	:	:	:	:	:
82. Attack	:	:	:	:	:	:	:

What do you think is your general physical fitness level? Please rate your own physical fitness level by checking the percentage rating which best represents your answer:

_____5 %	_____40 %	_____75%
_____10%	_____45 %	_____80%
_____15%	_____50 %	_____85%
_____20%	_____55 %	_____90%
_____25%	_____60 %	_____95%
_____30%	_____65 %	_____100%
_____35%	_____70 %	

Part III Attitudes Towards Physical Education and School Sports.

Direction: How do you feel about Physical Education and School Sports as a subject in the curriculum? What are your thoughts, ideas, feelings and reactions about physical education activities? What is your involvement in games and sports?

The following is a list of statements about Physical education and School Sports as a subject in the curriculum. Please indicate the extent to which you agree or disagree to those statements using strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) continuum. Please check the column where the numeral is found which best represents your answer to every item. Please do not leave any item blank.

Statement	: SA :	A :	U :	D :	SD
	: 7 :	6 :	5 :	4 :	3
1. I think I enjoy in my Physical Education classes.	:	:	:	:	:
2. I always look forward for P.E. activities.	:	:	:	:	:
3. I wish P.E will be stricken out from the fishery curriculum.	:	:	:	:	:

Statement	SA	A	U	D	SD
	7	6	5	4	3
4. I don't think P.E. is important.	:	:	:	:	:
5. Our P.E. teacher does not know how to teach.	:	:	:	:	:
6. Physical education is indeed a "must" for all students.	:	:	:	:	:
7. I wish there is P.E. every-day.	:	:	:	:	:
8. I prefer to read than do P.E. activities.	:	:	:	:	:
9. I really hate Physical Education.	:	:	:	:	:
10. P.E. makes me healthy and sexy.	:	:	:	:	:
11. P.E. makes a beautiful body.	:	:	:	:	:
12. Health is wealth and P.E. does this wonder.	:	:	:	:	:
13. I usually enjoy group games	:	:	:	:	:
14. I don't have any sport activity I wish I had one.	:	:	:	:	:
15. I like to play basketball	:	:	:	:	:
16. I wish i'm a star in volleyball, softball or basketball	:	:	:	:	:
17. I run my own Physical fitness testing.	:	:	:	:	:
18. My P.E. class makes me sick.	:	:	:	:	:
19. I don't like to expose myself to the sun that's why I don't like P.E.	:	:	:	:	:
20. Physical fitness is okey and must be a way of life.	:	:	:	:	:

Part IV Problems/Needs and Recommendation

Direction: What do you think are the student-related problem needs faced by the teachers and school in the implementation of the New Physical Education and School Sport Program. The following is a list of problems/needs. Please put a check mark (/) in the blank before the statement about these problems/needs as obtaining in your school. Otherwise put a cross mark (x).

Students-Related Problems/Needs

- _____ 1. ill-health.
- _____ 2. absentism
- _____ 3. uniform
- _____ 4. malnutrition
- _____ 5. cutting classes
- _____ 6. disable
- _____ 7. study habits
- _____ 8. lack of interest
- _____ 9. drop-outs
- _____ 10. drug-dependents

Suggested Solutions/Recommendations

- _____ 1. offer scholarship to varsity athletes.
- _____ 2. provide adequate food and proper exercises.
- _____ 3. provide remedial instruction to slow learners
- _____ 4. provide varied exercises, sports, games to break a monotony.
- _____ 5. provide special treatment for handicapped students.
- _____ 6. provide guidance services, home visitation.
- _____ 7. provide effective guidance services, home visits to parents/guardian.
- _____ 8. provide accurate checking of students attendance in different activities.
- _____ 9. provide equipment/facilities which will be of used to students.
- _____ 10. provide exercise to correct minor postural defects.

Appendix G

Survey Questionnaire (For Teachers Respondents)

Part I Personal Data

Directions: Please provide the needed information/fill in the blanks as they apply to you.

Name: _____ Sex: _____ Age: _____

No. of Year Experience in Teaching PESS: _____

Major: _____

Part II Physical Fitness Skills, Deficiencies Level

Directions: Are your students physically fit. What physical fitness skills do you develop? What are your physical fitness deficiencies? What is your students general physical fitness level?

The following are physical fitness skills/activities which you are supposed to possess/undergo in order to be physically fit person. Please indicate, using an Outstanding (7), very Good (6), Good (5), Fair (4), Poor (3), Very Poor (2), and None at all (1), rating scale, and your own physical skills, deficiencies level. Please check the column of the numeral which best represents your answer to every item. Please do not leave any item blank.

Physical Fitness Skills/ Activities	OS	VG	G	F	P	YP	NA
	7	6	5	4	3	2	1
1. Sit -up	:	:	:	:	:	:	:
2. Standing Long Jump	:	:	:	:	:	:	:
3. Chair or Bench Push-up	:	:	:	:	:	:	:
4. Sit and Reach	:	:	:	:	:	:	:
5. 15 minute run	:	:	:	:	:	:	:
6. 3 min Step test	:	:	:	:	:	:	:

Physical Fitness Skills/ Activities	:OS :7	:VG :6	:G :5	:F :4	:P :3	:YP :2	:NA :1
7. Running	:	:	:	:	:	:	:
8. Diving	:	:	:	:	:	:	:
9. Floating	:	:	:	:	:	:	:
10. Breathing	:	:	:	:	:	:	:
11. Serving	:	:	:	:	:	:	:
12. Spiking	:	:	:	:	:	:	:
13. Pitching	:	:	:	:	:	:	:
14. Finning	:	:	:	:	:	:	:
15. Sculling	:	:	:	:	:	:	:
16. Control	:	:	:	:	:	:	:
17. Kneeling	:	:	:	:	:	:	:
18. Approach	:	:	:	:	:	:	:
19. Progression	:	:	:	:	:	:	:
20. Twist	:	:	:	:	:	:	:
21. Sprint	:	:	:	:	:	:	:
22. Stride	:	:	:	:	:	:	:
23. Hurdle	:	:	:	:	:	:	:
24. Glide	:	:	:	:	:	:	:
25. Landing	:	:	:	:	:	:	:
26. Take-off	:	:	:	:	:	:	:
27. Pulling	:	:	:	:	:	:	:
28. Squat	:	:	:	:	:	:	:
29. Roll	:	:	:	:	:	:	:
30. Pike	:	:	:	:	:	:	:
31. Attack	:	:	:	:	:	:	:
32. Circling	:	:	:	:	:	:	:
33. Arranging	:	:	:	:	:	:	:
34. Hitting	:	:	:	:	:	:	:
35. Reaching	:	:	:	:	:	:	:
36. Volley	:	:	:	:	:	:	:
37. Lifting	:	:	:	:	:	:	:
38. Grip	:	:	:	:	:	:	:
39. Delivery	:	:	:	:	:	:	:
40. Smash	:	:	:	:	:	:	:
41. Defense	:	:	:	:	:	:	:
42. Speed	:	:	:	:	:	:	:
43. Bending	:	:	:	:	:	:	:
44. Batting	:	:	:	:	:	:	:
45. Fielding	:	:	:	:	:	:	:
46. Traveling	:	:	:	:	:	:	:
47. Pivoting	:	:	:	:	:	:	:
48. Chinning	:	:	:	:	:	:	:

Physical Fitness Skills/ Activities	:OS :7	:VG :6	:G :5	:F :4	:P :3	:YP :2	:NA :1
49. Striking	:	:	:	:	:	:	:
50. Receiving	:	:	:	:	:	:	:
51. Swinging	:	:	:	:	:	:	:
52. Offense	:	:	:	:	:	:	:
53. Stance	:	:	:	:	:	:	:
54. Lying	:	:	:	:	:	:	:
55. Leaping	:	:	:	:	:	:	:
56. Sliding	:	:	:	:	:	:	:
57. Galloping	:	:	:	:	:	:	:
58. Sitting	:	:	:	:	:	:	:
59. Jumping	:	:	:	:	:	:	:
60. Passing	:	:	:	:	:	:	:
61. Dribbling	:	:	:	:	:	:	:
62. Blocking	:	:	:	:	:	:	:
63. Carrying	:	:	:	:	:	:	:
64. Bunting	:	:	:	:	:	:	:
65. Tackle	:	:	:	:	:	:	:
66. Trapping	:	:	:	:	:	:	:
67. Arising	:	:	:	:	:	:	:
68. Rolling	:	:	:	:	:	:	:
69. Bouncing	:	:	:	:	:	:	:
70. Throwing	:	:	:	:	:	:	:
71. Catching	:	:	:	:	:	:	:
72. Kicking	:	:	:	:	:	:	:
73. Tossing	:	:	:	:	:	:	:
74. Swimming	:	:	:	:	:	:	:
75. Walking	:	:	:	:	:	:	:
76. Turning	:	:	:	:	:	:	:
77. Touching	:	:	:	:	:	:	:
78. Inhaling	:	:	:	:	:	:	:
79. Exhale	:	:	:	:	:	:	:
80. Leg Movement	:	:	:	:	:	:	:
81. Holding	:	:	:	:	:	:	:
82. Attack	:	:	:	:	:	:	:

What do you think is your general physical fitness level? Please rate your own physical fitness level by checking the percentage rating which best represents your answer.

_____ 5 %	_____ 40 %	_____ 75%
_____ 10%	_____ 45 %	_____ 80%
_____ 15%	_____ 50 %	_____ 85%
_____ 20%	_____ 55 %	_____ 90%
_____ 25%	_____ 60 %	_____ 95%
_____ 30%	_____ 65 %	_____ 100%
_____ 35%	_____ 70 %	

Part III Attitudes Towards Physical Education and School Sports.

Direction: How do you feel about Physical Education and School Sports as a subject in the curriculum? What are your thoughts, ideas, feelings and reactions about physical education activities? What is your involvement in games and sports?

The following is a list of statements about Physical education and School Sports as a subject in the curriculum. Please indicate the extent to which you agree or disagree to those statements using strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) continuum. Please check the column where the numeral is found which best represents your answer to every item. Please do not leave any item blank.

Statement	: SA :	A :	U :	D :	SD
	: 7 :	6 :	5 :	4 :	3
1. I think I enjoy in my Physical Education classes.	:	:	:	:	:
2. I always look forward for P.E. activities.	:	:	:	:	:
3. I wish P.E will be stricken out from the fishery curriculum.	:	:	:	:	:

Statement	SA	A	U	D	SD
	7	6	5	4	3
4. I don't think P.E. is important.	:	:	:	:	:
5. Our P.E. teacher does not know how to teach.	:	:	:	:	:
6. Physical education is indeed a "must" for all students.	:	:	:	:	:
7. I wish there is P.E. every-day.	:	:	:	:	:
8. I prefer to read than do P.E. activities.	:	:	:	:	:
9. I really hate Physical Education.	:	:	:	:	:
10. P.E. makes me healthy and sexy.	:	:	:	:	:
11. P.E. makes a beautiful body.	:	:	:	:	:
12. Health is wealth and P.E. does this wonder.	:	:	:	:	:
13. I usually enjoy group games	:	:	:	:	:
14. I don't have any sport activity I wish I had one.	:	:	:	:	:
15. I like to play basketball	:	:	:	:	:
16. I wish i'm a star in volleyball, softball or basketball	:	:	:	:	:
17. I run my own Physical fitness testing.	:	:	:	:	:
18. My P.E. class makes me sick.	:	:	:	:	:
19. I don't like to expose myself to the sun that's why I don't like P.E.	:	:	:	:	:
20. Physical fitness is okey and must be a way of life.	:	:	:	:	:

Part IV Problems/Needs and Recommendation

Direction: What do you think are the problems/need by students, teachers and the school in the implementation of the New Physical Education and School Sport Program. The following is a list of these students, teachers, and school related problems/needs. Please put a check mark (/) in the blank before the statement about these problems/needs as obtaining in your school. Otherwise put a cross mark (x).

Teacher-Related Problems/Needs

- _____ 1. P.E. teachers are not made as officiating officials during higher meets leading to low morale and poor job satisfaction.
- _____ 2. P.E. teacher are not sent to attend national and regional training for officiating officials.
- _____ 3. Lack of curriculum instructional materials solely for physical education and sports.
- _____ 4. Inadequate space/playground for P.E. and sports.
- _____ 5. Indifference of academic and vocational teachers to the P.E. Program.
- _____ 6. Need for in-service training both local and national.
- _____ 7. P.E. teachers who are not major or minor are made to teach leading to poor instruction.
- _____ 8. Lack of music, musical instrument for teaching folk dances and rhythmic.
- _____ 9. Oversized P.E. classes, sometimes 70-150 students per class.
- _____ 10. Lack of rooms for lectures and P.E. classes during rainy days.
- _____ 11. P.E. teachers are not really serious in their Physical education class.
- _____ 12. P.E. teachers are not serious in their teaching.
- _____ 13. P.E. classes are not regularly and strictly observed.

Suggested/Solutions/Recommendations

- _____ 1. Recommend P.E. instructor/teachers as officiating officials during higher athletic meets.
- _____ 2. Purchase sports materials and equipments recommends by P.E. teachers.
- _____ 3. Reduce the number of students under each P.E. instructor/teachers to 30 to 40 per class.
- _____ 4. Provide appropriate references for sports dances and physical education.

- _____ 5. Purchase standard sports and P.E. equipments and materails.
- _____ 6. Recommend P.E. Instructor/teacehrs to attend local and national training in P.E. and Sports.
- _____ 7. Offer scholarship to P.E. instructors/teachers in college.
- _____ 8. Provide cassettes and blank tapes to be used during P.E. classes in folk dances and rhythmic activities.
- _____ 9. Purchase instructional materials recommended by P.E.instructors/teachers.
- _____10. Send P.E. instructors/teachers to attend seminars, trainings and workshops.

Suggested Solutions/Recommendations

- _____ 1. offer scholarship to varsity athetes.
- _____ 2. provide adequate food and proper exercises.
- _____ 3. provide remedial instruction to slow learners
- _____ 4. provide varied exercises, sports, games to break a monotony.
- _____ 5. provide special treatment for handicapped students.
- _____ 6. provide guidance services, home visitation.
- _____ 7. provide effective guidance services, home visits to parents/guardian.
- _____ 8. provide accurate checking of students attendance in different activities.
- _____ 9. provide equipment/facilities which will be of used to students.
- _____10. provide exercise to correct minor postural defects.

Appendix H

Judgemental Validation Checklist

Part I Personal Data

Name: _____

Position/Designation: _____

Educational Attainment: _____

Office/Agency: _____

Field of Specialization: _____

Professional Critique along Curriculum Development/PSS:

Experience Along Curriculum Project/PSS

Part II Resource Validation

Direction:

As an expert in curriculum/instructional materials development/physical education and school sports, you are earnestly requested to pass judgement on the content, construct and face validity of the Resource Book in Teaching Physical Education and School Sport in First and Second Year College degree and non-degree students of the Samar Regional School of Fisheries, Catbalogan, Samar.

In your reading and examining the Resource Book please indicate your agreement/disagreement to the following validation statement by putting a check on the corresponding numeral which best represents your decision about the issue in focus. Please indicate your answer to every item. Please Begin.

A. On Content Validity

Statement	:SA	: A	: U	: D	: SD
	: 5	: 4	: 3	: 2	: 1
1. The objectives of the Resource Book are in level with the National goals.	:	:	:	:	:
2. The Resource Book is the thrust of the DECS System Humand Resource development.	:	:	:	:	:
3. The Resource Book will help the Bureau of Physical Education and School Sports attain its functions and objectives	:	:	:	:	:
4. The Resource Book consider the needs of the fishery students as basis for content coverage.	:	:	:	:	:
5. The Resource Book reflect consideration of the DECS and BPSS prescriptions along the teaching of Physical Education and School Sports.	:	:	:	:	:
6. The content coverage of the Resource Book is at the maximum	:	:	:	:	:
7. There is sequence between and among objectives, subjects matter and teaching strategies.	:	:	:	:	:
8. The Resource Book consider realization as part and parcel of P.E.	:	:	:	:	:
9. There is sequence and continuity in the presentation of teaching learning materials.	:	:	:	:	:
10. It is evident that the principle of integration of curriculum content has been consider in the development of the Resource Book.	:	:	:	:	:

B. On Construct Validity

Statement	:SA	: A	: U	: D	: SD
	: 5	: 4	: 3	: 2	: 1
1. This is really a Resources Book and not something else.	:	:	:	:	:
2. This materials is really intended for instructional purposes.	:	:	:	:	:
3. This Resource Book is really intended for teaching P.E. 101 and P.E. 202.	:	:	:	:	:
4. This materials must be for fishery students indeed.	:	:	:	:	:
5. This Resource Book must really be of use to Fishery Schools.	:	:	:	:	:
6. This book is really physical fitness skills-focussed.	:	:	:	:	:
7. The book will truly lead to development of physical fitness among fishery students.	:	:	:	:	:
8. After using the Resource Book, the P.E. teachers would have able to develop physical fitness skills in her students.	:	:	:	:	:
9. The physical fitness problems/needs of the students will be responded to by this Resource Book.	:	:	:	:	:
10. This is a book of relevant and indigeneous games and sports for people whose work focus is the sea	:	:	:	:	:

C. On Face Validity

Statement	:SA	: A	: U	: D	: SD
	: 5	: 4	: 3	: 2	: 1
1. Why? This book lookss like a comics:	:	:	:	:	:
2. The title page is okey	:	:	:	:	:
3. This is a good book cover	:	:	:	:	:
4. The kind of paper used is okey.	:	:	:	:	:
5. Book size is also okey, it is handy.	:	:	:	:	:
6. Letter form, size and height are quite alright.	:	:	:	:	:

Cont. On Face Validity

Statement	:SA	: A	: U	: D	: SD
	: 5	: 4	: 3	: 2	: 1
7. Page, layout needs improvement.	:	:	:	:	:
8. Pagination has to be improved.	:	:	:	:	:
9. Book format must be improved.	:	:	:	:	:
10. Illustrations are clear enough.	:	:	:	:	:

Comments/Suggestions/Recommendations (Please write down)

Thank you so much for your generous professional assistance.

Very truly yours,

The Researcher

Appendix I

Computation of the t-value for Comparing the General
Physical Fitness Level Possessed by Physical
Education Students By Year Level

$$t = \frac{X_1^2 - X_2^2}{\sqrt{\frac{(N_1 - 1) s_1^2 + (N_2 - 1) s_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{84.45 - 84.07}{\sqrt{\frac{(108)(83.03) - 26(17.38)}{108 + 27 - 2} \left(\frac{1}{108} + \frac{1}{27} \right)}}$$

$$t = \frac{0.38}{\sqrt{\frac{9419.12 (.0462113)}{134}}}$$

$$t = \frac{0.38}{\sqrt{(70.29194)(.0462113)}} = \frac{0.38}{1.802299} = 0.211$$

T_{comp}: 0.211
 Critical t-value: 1.645
 Significance Level: 0.05
 Degree of Freedom: 134
 Decision: Accept H₀

Appendix J

Computation of the z-value for Comparing the General
Physical Fitness Level Possessed by Physical
Education Students By Sex

$$N_1 = 61$$

$$EX_1 = 5060$$

$$N_2 = 74$$

$$EX_2 = 6265$$

$$\bar{X}_1 = 84.33$$

$$EX_1^2 = 431400$$

$$\bar{X}_2 = 84.66$$

$$EX_2^2 = 534575$$

$$z = \frac{X_1^2 - X_2^2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

$$z = \frac{84.33 - 84.66}{\sqrt{\frac{79.21}{61} + \frac{49.67}{74}}}$$

$$z = \frac{-0.33}{\sqrt{(1.32017 - (0.67146))}} = \frac{-0.33}{1.9913828} = -0.166$$

z_{comp}: -0.166
Critical t-value: 1.96
Significance Level: 0.05
Decision: Accept H₀

Appendix K

Computation of the z-value for Comparing the General
Physical Fitness Level Possessed by Physical
Education Students By Sex

$$N_1 = 61$$

$$\sum X_1 = 5125$$

$$N_2 = 74$$

$$\sum X_2 = 6270$$

$$\bar{X}_1 = 84.02$$

$$\sum X_1^2 = 434225$$

$$\bar{X}_2 = 84.73$$

$$\sum X_2^2 = 5370500$$

$$z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

$$z = \frac{84.12 - 84.73}{\sqrt{\frac{60.68}{61} + \frac{74.38}{74}}}$$

$$z = \frac{-0.71}{\sqrt{(.994754) - (1.0727)}} = \frac{-0.71}{1.437865} = -0.49$$

z_{comp}: -0.49
Critical t-value: 1.96
Significance Level: 0.05
Decision: Accept H₀

CURRICULUM VITAE

NAME : JANET LOPEZ MACOPIA
 PLACE OF BIRTH : Catbalogan, Samar
 DATE OF BIRTH : November 15, 1952
 ADDRESS : San Francisco St.
 Catbalogan, Samar
 CIVIL STATUS : Married
 HUSBAND : Alfredo M. Macopia

EDUCATIONAL BACJGROUND

Primary Samar College
 Catbalogan, Samar
 Elementary. Samar College
 Catbalogan, Samar
 Secondary Samar College
 Catbalogan, Samar
 College Bachelor of Science in Educ.
 Major: Physical Education
 Divine Word University
 Tacloban, City
 Graduate Studies. Master of Arts in Teaching
 Major: Physical Education
 Samar State Polytechnic
 College
 1992

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers, 1979, 72.03 %

Career Service Professional (Local Government), 1977,
71.30%

Career Service Professional (Qualifying), 1979, 70.00%

AWARDS AND DISTINCTIONS

Outstanding Teacher, in recognition of his/her success and proficiency in the field of Education in the career he/she has chosen, contributing to the development and upliftment of the community, Catbalogan, samar, December 13, 1991.

Broze Service Award for meritorious Leadership in the Conduct and Continued Implementation of Senior Scout Program, February 8-10, 1989.

Certificate of Appreciation for Active Participation as Members on Population Education for Vocational School Teachers/Instructor Samar Regional School of Fisheries, Catbalogan, Samar. July 21, 1978.

Certificate of Appreciation for Valuable Service Assistance Rendered during the Seminar Workshop for Public Information Officer, Catbalogan, Samar. May 4-8, 1976.

Certificate of Appreciation for Registering Senor Troop of Samar Regional School of Fisheries, Catbalogan, Samar. September 22, 1987.

Certificate of Appreciation for invaluable Service and Support to the "Halad Ha Bungto", Provincial Government of Samar, November 21, 1988.

Certificate of Appreciation for Valuable Services and Support rendered in the Improvement and Beautification of Dorcas Day Care Center, March 12, 1988.

Certificate of Recognition for Valuable Assistance Cooperation and Support Joint District V-Work Conference of the FAHP-FFP-FFPCC at Samar Regional School of Fisheries, Catbalogan, Samar. February 8-10, 1989.

SEMINARS/WORKSHOPS ATTENDED

- 2nd ECASA Swimming Seminar, Divine Word University, Tacloban City, August 27-29, 1971.
- Senior Provincial Encampment at Payao Beach, Catbalogan, Samar, November 14-18, 1972.
- Division Echo-Seminar Practicum in Music Education, Catbalogan, Samar, October 17-19, 1973.
- Orientation Course in Girl Scout, Catbalogan, Samar, August 5-9, 1973.
- Interpretative Folk Dancing, PIUS XII Manila, April to May 23, 1976.
- Division Sports Clinic, Samar School of Arts and Trades, Sport Center, Catbalogan, Samar, July 28-30, 1976.
- Seminar-Workshop in Integrated YDT-CAT, Samar School of Arts and Trade, Catbalogan, Samar, August 8-10, 1977.
- Level IV Teachers Development Institute, Samar National School, Catbalogan, Samar, July 2, 1977 - October 1977.
- Seminar Workshop in Philippine Folk Dances, PNC, Manila, April 30 - May 28, 1978.
- Special Dancing for Physical Education Teachers, PIUS XII Catholic Center, Manila, May 26, 1978.
- Youth Development Training Instructors Conference, Catbalogan, Samar, July 23, 1980.
- Regional Seminar Workshop on the Use of Pilipino in Social Studies, and YDT-CAT, Samar School of Arts and Trade, Catbalogan, Samar, November 19-21, 1980.
- 3-Days Division Seminar Workshop in Sports, Samar Sports Center, Catbalogan, Samar November 18-21, 1980.
- Semi-Annual Council Meeting for Troops Leaders, GSP, Samar Council, Catbalogan, Samar, August 22, 1980.
- Ruby Jubilee Senior Round-up, Camp Marina, Cebu City, July 11-16, 1980.

GSP Ruby Jubilee Asia-Pacific Regional Camp, Camp Concepcion R. Gonzales, Novales, Quezon City, November 23, 1980, 1980 -January 2, 1981.

Fourth National Folk Dance Workshop, Folk Arts Theater, Manila, July 6-9, 1983.

Training Workshop on Badgework, Catbalogan, Samar, August 25-27, 1982.

Fifth Philippine Folk Festival, Folk Arts Theater, Manila, July 4-11, 1982.

Regional Seminar Workshop on Physical Fitness Testing, Gymnastics and Athletics, Catbalogan, Samar, August 22-27, 1983.

First Higher Education Division Staff Development Program, Sacred Heart College, Catbalogan, Samar, September 22, 1983.

Troop Leadership Course, GSP Samar Council, Catbalogan, Samar, September -October 2, 1983.

Seminar Workshop on Philippine Folk Dances, University of the Philippines, Tacloban City, September 28-, October 3, 1987.

Troop Program Course for Girl Scouts, Samar Regional School of Fisheries, Catbalogan, Samar, September, 10-12, 1987.

Sixth Philippine Folklore Congress, St Louis University, Baguio City, October 23-25, 1988.

Coaching and Officiating, Samar Regional School of Fisheries, Catbalogan, Samar, August 17-24, 1988.

First Regional Management Institute in Physical Education and School Sports, Leyte National High School, Tacloban City, September 13-18, 1987.

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