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**DEVELOPMENT OF SUPPLEMENTARY LEARNING MATERIALS FOR FITNESS
AND PHYSICAL ACTIVITY PLANS FOR JUNIOR HIGH SCHOOL STUDENTS**

A Thesis Proposal
Presented to the Faculty of the College
of Graduate Studies and Teacher Education Research and
Institute of Physical Education, Health, Recreation, Dance, and Sports
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education with Specialization in Physical Education

By
Richard Abcede Urgelles

April 2020

APPROVAL SHEET

This thesis entitled “**DEVELOPMENT OF SUPPLEMENTARY LEARNING MATERIALS FOR FITNESS AND PHYSICAL ACTIVITY PLANS FOR JUNIOR HIGH SCHOOL STUDENTS**” prepared and submitted by **RICHARD ABCEDE URGELLES** in partial fulfillment of the requirements for the degree of **Master of Arts In Education With Specialization In Physical Education**, is hereby recommended for approval and acceptance.

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DEDICATION

To Almighty God,

To my family whom I respect and love,

To IPEHRDS family for learnings and guide,

Friends, advisers, and all who stood by side,

I dedicate this product of hard work I have.

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- Enrrico Richard Abcede Urgelles

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ABSTRACT

NAME : RICHARD ABCEDE URGELLES

TITLE OF THESIS : DEVELOPMENT OF SUPPLEMENTARY LEARNING MATERIALS FOR FITNESS AND PHYSICAL ACTIVITY PLANS FOR JUNIOR HIGH SCHOOL STUDENTS

KEY CONCEPT : SUPPLEMENTARY LEARNING MATERIALS, PHYSICAL ACTIVITY, FITNESS PLAN, PHYSICAL ACTIVITY PLAN

DEGREE : MASTER OF ARTS IN EDUCATION

SPECIALIZATION : PHYSICAL EDUCATION

ADVISER : DR. LARRY A. GABAO

Physical activity engagement is a weapon that a junior high school student should develop either with the presence or absence of facilities in a school or a community. Hence, they should find ways to make themselves physically fit and active. Physical Education class in school is the best avenue for students' physical involvement, and teachers should teach students' at least the basic of fitness and physical activity planning, thereby making them active and be able to positively influence their peers, family, and people in community and society at large. The new K-12 PE curriculum expects that students understand the value of physical fitness and its application to their lives. For this reason, this study focuses on the development of supplementary learning materials that will help students engage in physical activities and maintain or improve their physical fitness using the skills they are learning and acquiring from their physical education class. This study utilized the developmental descriptive method while employing document analysis. The researcher selected participants using a purposive sampling technique. Furthermore, a validated survey questionnaire was administered to 300 students and 15 teachers of selected public high schools in Metro Manila. The results revealed that students participated actively in class but have no idea on fitness and physical activity planning. In addition, though teachers believed the importance of fitness and physical activity planning, they gave no priority to them as primary parts of their class activity. Finally, the developed supplementary learning materials on fitness and physical activity

plans successfully passed the validators' assessment with a "very acceptable" remark, thereby affirming its practicality and usefulness for the Junior High school students.

CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

BACKGROUND OF THE STUDY

Making students holistic achievers both in cognitive and physical well-beings serves as the primary goal of the basic education reform. The new K-12 Physical Education (PE) Curriculum boosts its fitness and wellness activities that contribute to the development of a holistic student. The present study banks on the premise that the new curriculum can be achieved through ideal but practical programs and activities specifically designed for students. More interestingly, the study also looked at the issues on lack of materials, facilities, and equipment.

The Philippine public high schools endure perennial problem of over population in the classroom. In fact, 45 is the ideal number of students that can be accommodated in a classroom per school year, but some national high schools especially those situated in an over populated community accept students beyond the limit. Since the classrooms per grade level cannot cater all students, this overpopulation challenges students and teachers because they have to compress themselves in a room with a poor ventilation, thereby discouraging learners to become active and focused in class. In some cases, students would sit on the floor for the whole day because of the unavailability of chairs or space where the chairs can be placed in (Alcober, 2014).

Not only overpopulation is a problem but also the availability of learning materials. The textbooks are still insufficient for all public high schools' students. Ideally, a student

must have at least five (5) textbooks in a school year, but the Department of Education (DepEd) admits that there is a shortage. The students are not the only ones who benefit from the textbooks but also their teachers. They serve a crucial role in the teaching and learning process as they guide teachers on what to teach and the students on what to learn more about the topic at hand. However, in some cases, teachers are the only ones who receive a copy of reference books, specifically, in some remote areas in the Philippines. Consequently, teachers are manually copying the lessons in manila papers and presenting it afterwards.

The problems with the classrooms, facilities, learning materials, and time allotment are mostly experienced by the Music, Arts, Physical Education, and Health (MAPEH) teachers, specifically, the Physical Educators. The ratio of a physical educator to a student in public schools is usually 1:45 – 100 because of the emergence of two classes or sections. The physical education usually holds classes in the gymnasium where other overpopulated PE classes are also held. Another situation includes a class in an open space or wherever space is available. The lack of facilities or inappropriate facilities where the physical activities should be done is also a problem. Hence, the PE teachers should become resourceful and flexible enough to adjust with the pressing and real situation to deliver quality knowledge while fostering better understanding of the students. Not only that learning materials are problem, but also the unavailability of quality learning activities designed to facilitate learning fitness and the importance of physical activity plan in the

context of Philippine education curriculum. With the presence of these problems, the PE teacher should find alternatives but appropriate means to address these concerns to help students become physically healthy individuals (Favila, 2009).

Contemplating on the reasons students should learn to be physically and healthy individual leads to research findings that argued how physically active high school students will become more likely to eat healthier, avoid drugs, get more sleep, and try to reduce stress. All these related activities further support healthier and safer lifestyles for adolescents and adults (Delisle et. al. 2010). In addition to the individual benefits and ways on addressing the problems, health and fitness can also contribute to a positive economic outcome in terms of health care costs in a society (Siedentop, 2007). To achieve this goal, students should learn and understand the concept of designing a fitness program. In fitness planning, a physical activity or an exercise program must be effective. Corbin, et al. (2008) argued that in achieving this aim it must be done with enough frequency, intensity, and time. Formulaic as it appears, the word FIT brings with it the notion of optimum health, wellness, and fitness benefit. Some professionals in the field have added a second letter T to create the acronym FITT, which illustrates the various types or modes of physical activity. The FIT formula likewise provides a practical means of applying the overload principle progressively for specific type of activity and benefit being expected.

Supporting this idea, Pangrazi (2001) posited that FIT principle can be taught through short question-and-answer episodes. This possibility happens because everyone has unique needs, hence, the programs must be developed according to such needs. Understanding of genetic diversity among people, such as differences in muscle type,

cardiorespiratory endurance, and motor coordination, is a requisite for helping students in understanding their physical capabilities. A clear understanding of the fundamental concepts, such as proper exercise form, how much enough an activity is, and how to safely participate in an activity, helps in creating a positive mindset in students.

The growing concerns on the levels of the physical activity, including the possible health consequences and targeted effort to promote physical activity have been warranted over the years. In this respect, the promotion of physical activity within schools through the physical education (PE) curriculum has attracted a growing interest in recent years (Cale et al., 2006). Complementary to this view, McKenzie (2001) affirmed that PE is considered the most suitable vehicle for the promotion of active and healthy lifestyle among young people. Not only an emphasis on the importance of PE is needed, but also the uniqueness of physical education class that requires for the integration of the literacy skills. PE may appear as one of the best class types where students get equipped more since they naturally gain knowledge outside of the traditional classroom setting (Buchanan et al. 2002). More interesting to note were the findings of Daggett (2010) that discussed how physical education appeared uniquely different from the typical classroom structure because students are often given a test that teaches them a lesson. Another thing to highlight is that PE lessons need not be intensive in nature in order to promote learning about the beneficial physical activity levels and behaviors aimed at developing students' interest in pursuing appropriate physical activity and encouraging a positive attitude towards a healthy and an active lifestyle within and beyond school (Yelling, 2000).

Despite the benefits that PE offers, there are dissatisfaction views on physical education as a subject (Harris, 2014). Furthermore, Harris found out that students have shown incomplete and often inaccurate conceptions about health and fitness (2014). Some examples of common misconceptions include, fitness is primarily about looking good and being thin or skinny; a particular exercise can reduce fat in a specific area; sweating will burn off fat; jogging improves strength; exercise involves hard work and being worn out; and, there is no gain without pain (Harris, 2014).

On other hand, Yelling (2003) posited that student's perceptions on physical activity level provides a basis for advancing teacher's awareness of how to include opportunities for participation in appropriate physical activity while advancing student's understandings of their feelings of physical activity and recognizing activity levels in physical education. Moreover, it was found out that there are limits among the compatibility of interests associated with promoting knowledge, the understanding of physical activity, and those of improving performance in sport, specifically, in games. The study, however, equally highlighted the mix of both constraint and possibility in relation to the integration of interests (Yelling, 2003).

Addressing the issue on the negative views about fitness and physical activity and to the subject itself requires the Physical education teachers to incorporate a variety of lifetime physical activities into their curricula. These activities should not only become exciting and challenging. The school-based interventions are considered the most universally applicable and effective strategies for promoting physical activity in children and adolescents (Dobbins, De Corby, Robeson, Husson, & Tirilis, 2013; Kriemler et al.,

2011). In addition to traditional aerobic games and exercises, innovative lessons that integrate both the health-related and the skill-related components of physical fitness have been found to be safe, effective, and enjoyable for children and adolescents (Chiodera et al., 2008; Faigenbaum et al., 2011; Jones et al., 2011).

On one hand, some teachers usually rely on the activities suggested by the teacher's manual of the reference book they are using to make the class participative, thereby achieving the main objectives of the topic. On the other hand, others create their own activities, finding them as the easiest method in relaying the topics to the students, including the core skills to be developed. The effective strategies are greatly needed to help the junior high school students understand the benefits of being physically active. Those creative strategies are very important to increase physical activity and the quality of physical education by emphasizing instructional practices that improve the quality of their life and achieving the learning standard set in the new the K-12 Basic Education Curriculum implemented in the country.

One of the distinctive features and guiding principles of K-12 basic education program is the standard-based and competency-based approaches and frameworks. Through them, the students are clearly informed about the expectations set for them. Not only that students should know the levels of proficiency, but also they must be capable of demonstrating what they know and can do (Department of Education, 2012). The teachers are expected to provide the outcomes-based activities that are aligned with the standards of the subject area. These activities foster either an individual or a group learning, addressing the "learning to do" of the K – 12 Curriculum. In doing so, the students will get

to explore and discover their talents while being encouraged to apply what they have learned and efficiently explain their conceptual knowledge in detailed.

Interesting to note that the core contents of the K – 12 Physical Education curriculum are fitness and movement. The students are expected to participate and experience physical activities that will lead them understand the value, knowledge, and skill in achieving, maintaining and optimizing health. With this ability, they will be able to use that knowledge in real life by or putting it into action, giving much consideration to the school, community and the society. Not only are the students supposed to work for this but also teachers. They play a crucial role in in achieving the context of physical activity that students should learn. The physical educators should be knowledgeable and updated with the content appropriate to their students and to the other settings, thereby instilling a correct knowledge about fitness and physical activity.

With the demanding goals of the K-12 curriculum and the current state and condition of education, it is a challenge for the physical educators to teach the PE students to become a kind of learner that the present curriculum expects. To help students achieve such goal, the PE teachers must develop appropriate learning materials.

There is available literature that suggested ways on developing learning materials. One of those is Tomlinson (1998) whose principles on material development require the following points: (1) The materials should achieve impact to the learners; (2) They should help learners to feel at ease and develop confidence; (3) They should embody what is being taught and should be perceived by learners as relevant and useful; (4) They should require and facilitate self-investment among learners; (5) They should prepare the learners acquire

the points being taught; (6) They should maximize learning potential by encouraging intellectual activities or drills; (7) There should possess aesthetic and foster emotional involvement that stimulate both the student's right and left brain; and, (8) they should provide opportunities for outcome feedback. With these principles, the teachers will be greatly helped and guided in designing the learning materials appropriate for the students. Therefore, the quality of materials that serve as supplementary learning materials in teaching the subject area is more than ordinary.

The concern as to why teachers need to use supplementary learning materials like a module in class has been a focus of educators in the field. The essence of modular activities is beyond words as they foster quality contents and learning outcomes if designed appropriately. This tool functions as an immediate instrument of the educator to solve the queries of one's mind. A module is a self-learning kit which usually consists of a package of learning activities that must be accomplished by the students. Furthermore, Salandanan (2001) defined module as a self-contained, independent unit of instruction prepared for purpose of attaining the defined instructional objectives. The instruction with the use of modules is describe as a self-pacing approach where the students progresses through the learning tasks at their own rate. Hence, the PE teachers should develop knowledge and acquire skills in developing learning materials using a module format to help learners clearly understand the subject matter.

Magestro and Stanford-Blair (2000) as cited by San Antonio et al. (2011) advocated the use of modules in designing meaningful staff development. Using modules enables teachers to reach a wider audience, particularly those with heavy schedules (Dochy,

Wagemans, & de Wolf, 1989). With the modules, the learning becomes flexible (Dochy, Wagemans, & de Wolf, 1989, Goldschmid & Goldschmid, 1972;). In addition, the learner can decide to proceed with the learning tasks at his own pace (Dochy, Wagemans, & de Wolf, 1989; Donald, 1977; Goldschmid & Goldschmid, 1972).

San Antonio et. al (2011) revealed that 92% of the teachers belonged to the experimental group wanted to continue their professional development program through modules. They pointed out the following reasons: (1) The modules offered lessons that enhanced their knowledge and skills in teaching; (2) They enhance their knowledge of teaching strategy, thereby enabling them to provide lessons easier to understand; (3) They provided opportunity for them to review and refresh their knowledge and skills on various teaching styles and approaches; and, (4), They refresh their mind about the skills, strategies, and different learning styles that can be used in improving learners' capabilities.

However, despite the benefits that modules can offer, Larce (2013) found out that despite the awareness of experts and educators on the value of instructional modules, a very few of them have developed modules for effective physical education instruction. In fact, at present time, the available instructional modules in physical education is still inadequate. The physical education modules are so hard to find and those that are available are mostly foreign authored making them irrelevant in some instances since the context and the culture of the country are not considered.

Modules are learning aid to be used in the education field. Distinctively, this teaching-learning material is characterized by small-step and presented through chronological way, emphasizing either a concept to learn or a skill to master in a particular

unit of learning. This is appropriate in all levels of learning activities especially in a school. As an instructional strategy, the modules are intended to bring about a satisfactory stage of learning among the various types of learners. They have many advantages for teachers and students. In using modules, the students work at their own pace, helping them to assume responsibility for their learning while realizing that textbooks are not the only source of learning, knowing exactly what they have to learn, and encouraging them to master the module while the competition for grades is being reduced (Lardizabal et al., 2004). Through modules, students have time to pay attention to individual learning problems, they can identify problems earlier, they are free to serve as resource persons to answer questions, and help those who are in need, and promote better cooperation between teacher and students (Lardizabal et al., 2004).

To have more distinctive achievement of the primary objective of the learning material, it is very important for the developer to unpack the curriculum standard. By unpacking standards, teachers are placing a bigger perspective of education to students and creating the framework on which the actual learning takes place. Furthermore, once rigor is 'unpacked' and explicitly outlined, the teachers can better recognize learning outcomes that authentically relate. The unit planning can transition from 'theme' based units that incorporate superficial contrived connections to truly 'authentic' integrated units, where multiple disciplines underpin the learner's ability to progress through the unit. Conversely, Nielsen (2016) mentioned in unpacking standards, the teachers need to deeply understand the subject, choose wisely the essential or the power standards, and identify the depth of knowledge required by the standards for a more thoughtful lesson design. When standards

and assessments are aligned, it is easier to catch students quickly when they do not understand the lesson, provide extension when they do understand, and keeps the focus on all students learning at high levels.

Developing an instructional unit that will lead to the achievement of the outcome requires a great deal of planning, but it is less daunting when broken down into series of steps (MacDonald, 2015). It is suggested as well that the best place to begin an instructional planning is at the end, which is the intended outcome. Guillaume (2012) particularly identified approaches to planning units that will address the goal while maintaining flexibility in developing (or selecting) and sequencing learning activities. One of which is the backward planning or backward design (Wiggins & McTighe, 2005). This model grounds on the premise that a student's performance is a key to determining what the student knows. First, the teacher identifies what students should know and be able to do at the unit's end. Second, the teacher considers what evidence of students' mastery of the content. After the end performance is clear in mind, the teacher develops activities to help students prepare for their performance. She further discussed teacher's procedures in using a backward planning: First, select content standards or outcomes for mastery; Second, unify the outcomes through a theme, an issue, or a "big idea;" Third, compose an essential question that, if answered, would demonstrate students' deep thinking about the content; Fourth, determine the performance that teachers would accept as evidence of students' mastery of content. Fifth, consider multiple measures as appropriate; Sixth, develop rubrics, with the students if possible, or other measures to assess each performance; Then, select activities that lead students toward mastery; Finally, review and revise until each

component of the unit supports the others. While these procedures demand effort from the teachers, their benefits are beyond limit. Proving this true means citing Cruickshank, Jenkins, and Metcalf (1999) in the book of Agno (2010). First, unit plans give clear directions for short-term planning. An ounce of unit planning saves a pound of work and classroom anxiety. Second, a good unit planning makes the teacher more aware of his/her students' unique qualities; Third, it makes teacher think imaginatively about how to get the job done using a variety of instructional materials and activities. It further weans the teachers away from the mere textbook teaching; Finally, it renders the teachers to consider how to help his/her students study a topic or phenomenon in an interdisciplinary or holistic way. Using units, writing, reading, and reporting can be incorporated into learning activities.

But due to the lack of learning materials that focus on fitness and physical activity planning or even simple textbook in the Philippine context, the physical educators used other book references focused on western context which is not appropriate for Filipino learners because of this many studies have revealed and recommended the need to develop learning materials in the different areas of physical education. Natalia Endozo-Larce (2013) presented her conference paper at the Dubai International Conference in Higher Education, pointing out is the relevance of preparing the instructional modules on self-testing and fitness activities for collegiate PE students. More specifically, it aims to check the need to prepare instructional modules. In her study, she used descriptive-qualitative type of research using standard survey questionnaire, documentary analysis, and basic interview guide. The findings revealed the urgent need to produce instructional modules

for self-testing and fitness activities to help teachers and student deepen their understanding of lessons in P.E. 1. More importantly, she recommended that modules should be published for appropriate instructional materials, while encouraging the PE experts to design more modules to address the dearth of instructional materials for PE classes. Similarly, Ramos (2009) first argued the need for self-instructional module particularly in chess. While it seems that modules are not only particular in onsite-classroom-based usage, Sorro (2006) suggested a need for learning materials designed for the Sepak Takraw Sports since there is a scant in the field. Indeed, modules and learning materials help not only the students but also the teachers or coaches in facilitating the teaching and development of students or players. Citing parallel studies, Balbio (2008) covered the instructional manual in swimming and sports, while Fernandez (2003) designed a manual for football beginners, and Sevilla (2002) for the Track and Field, specifically, in baton passing. All these learning materials serve as supplementary guide for physical education teachers. With its overall significance, Torres (2005) noted also that teachers will grow professionally by encouraging them design and develop manuals of supplementary activities in Physical fitness and make use of them to achieve maximum desired results.

The presence of problems suggests that there is a need to develop learning materials in Physical Education specific to fitness and physical activity planning for Junior High School Students. Various researches conducted by physical educators on the learning materials development in different fields of Physical Education have suggested to increase the studies and develop more materials that will support the PE teachers as they teach their students to be skillful and knowledgeable in sports. With proper use of the learning

materials and pedagogy, teachers will successfully develop students' fitness and physical activity level awareness despite the problems, such as insufficient time allocated for the subject, class size, use of exemptions/substitutions, use of physical activity as punishment, liability, adequacy of the facilities, and the difficulty of teaching groups of students with a variety of skill levels (Siedentop et. al. 2012).

Since fitness and movements are the main contents of the K - 12 PE curriculum, it is expected for the students to participate in different physical activities in order for them to achieve and maintain health-related fitness as well as optimize health. In order to do that, learning materials are expected to provide a set of activities that is aligned with the learning standards, specifically, in designing an exercise and physical activity program to achieve personal, family, and school peers fitness as well as in maintaining an active lifestyle to influence the physical activity participation of the community and the society. Unfortunately, though the learning materials for Physical Education subject available offer a variety of activities, not all is intended to fitness and physical activity planning. In particular, topics such as dance, individual and dual sports, and team sports are taught only for acquiring and mastering the skills but does not give an emphasis or attention on how the skills will be used to help them achieve the great impact of fitness on them. Consequently, the learning standards of the new PE curriculum are not purposely targeted.

Having less of learning materials gives a great impact on Physical Education subject in promoting healthy and active lifestyles. This would simply show that students are not engaging so much in physical activities or understanding the value of fitness which they need once they left the school. So, as a key part in promoting healthy and active

lifestyles, it is the responsibility of the Physical Education Curriculum to give the learners a broad range of physical activities experience, thereby helping them become more physically competent, increasing their confidence in physical activity context, feeling good about themselves and having fun, learning about the value of physical activity to health, fitness and well-being, learning about how active they should be and where they can be active in school and in the community, and learning about themselves and their ability to make decisions, reflect, improve, be creative, self-manage, work with others and be independent (Harris, 2008).

In this sense, the present study primarily seeks to contextualize and develop supplementary learning materials that will provide activities designed for the Junior High School students to be physically active and have a profound understanding of fitness and physical activity through planning. Likewise, the study aims at helping teachers in promoting the physical education as a subject that does not only develop a healthy and physically active high school student but also a family member, and a member of a community and a society despite of the lack and inappropriate facilities and other pressing factors.

CONCEPTUAL FRAMEWORK

The Enhanced Basic Education PE Curriculum or the K - 12 PE Curriculum develops the students' skills in accessing, synthesizing and evaluating information, making informed decisions, enhancing and advocating their own and others' fitness and health. The knowledge, understanding and skills underpins the competence, confidence, and

commitment required of all students to live an active life for fitness and health (K-12 Physical Education Curriculum Guide, 2013).

Developing and implementing plans for a physically active lifestyle is of paramount importance at the high school level. In fact, a tenet of the grade-level outcomes is that all high school students should have the knowledge and skills to develop their own physical activity and fitness plans by time they graduate. This goal has been emphasized in the Key Stage Standard of grades 7-10 of K-12 Physical Education Curriculum Guide of 2013, which specifically states: “the learner [must be able to] demonstrate understanding on integrating physical activity behaviors in achieving an active lifestyle” (p.2). Supporting this statement, the Learning Area Standard also quotes: “The learner [must] demonstrate understanding of the concept of physical activity in achieving, sustaining, and promoting an active life for fitness and health” (p.5). In this sense, the development of supplementary learning materials is needed to help the students understand the essence of physical activity and fitness towards a quality and active lifestyle.

The conceptual framework of this study explains the development of learning materials designed for the Junior High School students which grounded primarily on the FIT Principle since the study focused on the fitness and physical activity planning and designing a fitness program. Furthermore, it would also serve as the main concept and idea that the Junior High School students should learn to make their fitness and physical activity plans be effective.

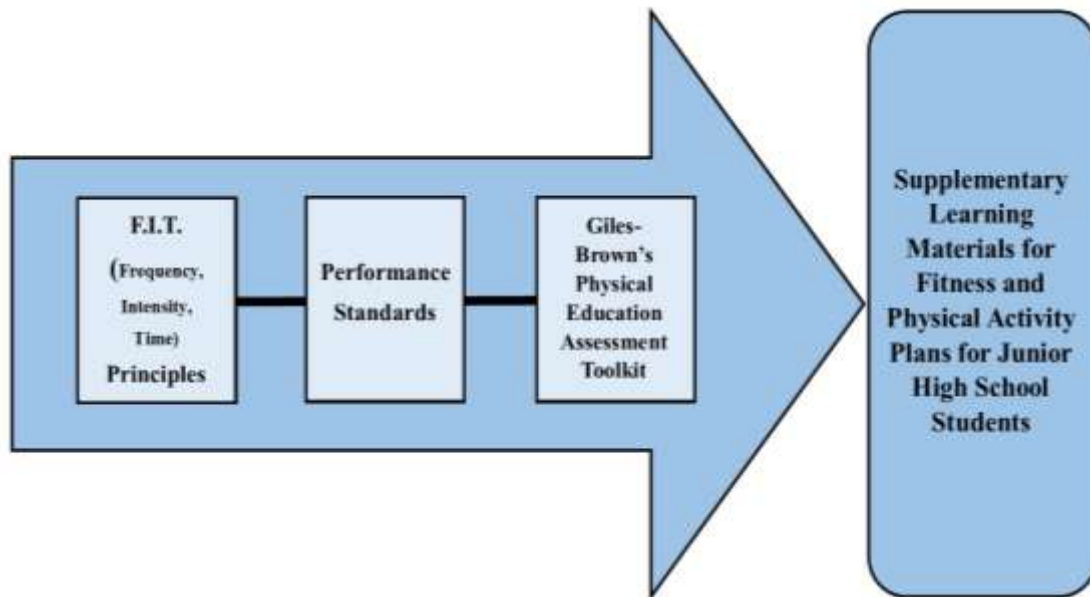


Figure 1. Conceptual Framework

The performance standards in new K-12 PE curriculum was also considered in developing the learning materials. This served as the basis on what the students in every grade level should be achieved and the guidance for the development of every lesson and activities of the materials in order for the students to consistently apply all the skills and knowledge they have learned in the subject and effectively hit the demands of the new PE curriculum. Particularly, the performance standards followed for grade 7 PE curriculum which states that learner should design an individualized exercise program to achieve personal fitness while the Grade 8 curriculum expects the learners to design a physical activity program for the family/school peers to achieve fitness. On the other hand, Grade 9 PE curriculum assumes that the learners maintains an active lifestyle to influence the physical activity participation of the community and the society for Grade 10 Curriculum.

In order to have an appropriate backbone of every lesson in the supplementary learning materials, the Physical Education Assessment Toolkit of Giles-Brown significantly took a part in guiding the researcher to organize the concept of the learning materials and achieve the desired result. The toolkit which is composed of concept focus, skill focus, equipment and materials, and teaching and learning activities was adopted because like this research, it similarly aims for the learners to be engaged physically, assessed efficiently, and apply the knowledge they have learned from the lesson.

With such considerations, it is the hope of the researcher that the developed supplementary learning materials will become a source intended for the Junior High School students enrolled in Physical Education to help them design a personal fitness program and increase their level of fitness and engagement to physical activity.

STATEMENT OF PURPOSE

Developing and validating a supplementary learning material on fitness and physical activity plans for the Junior High School students served as the primary purpose of the present study.

More specifically, it sought to achieve the following objectives:

1. assess the physical resources for fitness and physical activity for teachers and students.
2. unpack the learning standards of the physical fitness strands for the Junior High School.

3. determine the teacher and student's knowledge and understanding of fitness and physical activity planning.
4. develop and validate the supplementary learning materials for fitness and physical activity for Junior High School.
5. finalize the developed supplementary learning materials.

DEFINITION OF TERMS

For a better understanding of this study, the following terms have been operationally defined:

Activity. It either refers to a specific action or a form of an organized, supervised recreation done by the students or a group of individuals in a certain place and time.

Fitness Plan. It pertains to a program set for somebody to help improve health and physical condition. In doing this plan, the students should consider the frequency, intensity, and adequate time to make it effective.

Module. It is an instructional device that is self-contained with clearly defined objective, encompassing learning activities with feedback and evaluation. It likewise refers to a short set of learning materials designed to achieve specific goals and objectives.

Supplementary Learning Material Development. This procedure centers on the construction of the instructional materials that focus on a particular topic. It also covers how the activities are being put up according to the learning standard, concept, objective, and desired skill.

Physical Activity. It is defined as any bodily movement produced by muscle contraction that increases energy expenditure. It includes sports, dance, and activities of daily life done at home or work, such as walking, climbing stairs, or moving the lawn.

Physical Activity Plan. It refers to a strategic setting up document that identifies physical activity and implements actions toward raising awareness to increase one's participation in different physical activities.

Physical Fitness. It refers to the ability of your body systems to work together efficiently and to allow a person to be healthy and effectively perform activities of daily living. A fit person can perform schoolworks as well as responsibilities at home and still have enough energy and vigor to enjoy school sports and other leisure activities.

Supplementary Learning Material. This is a material that serves as an additional source of documents that contains information which directly supporting other data. It also serves as an activity sheet for the Junior High School students helping them to plan increasing their fitness level and become physically active.

CHAPTER 2

METHODOLOGY

This chapter describes the method of research employed in this study to develop a supplementary learning material for the Junior High School students..

Research Design

The study employed the developmental descriptive method with document analysis. The developmental descriptive research is defined as a method use in designing, developing, and evaluating instructional programs, processes, and products that must meet the criteria for internal consistency and effectiveness. The quantitative data was analyzed and described, and the final product was likewise evaluated. Since the present study focused on the development of the supplementary learning material for fitness and physical activity plans designed for the Junior High School students, the developmental descriptive method appeared as the most appropriate.

Sampling and Participants

The researcher selected the participants from three different Divisions of City Schools in Metro Manila namely: Jose Abad Santos High School in Manila, Ramon Magsaysay - Cubao in Quezon City, and Fort Bonifacio High School from the Division of City Schools in Makati City. The schools were considered as one of the best performing schools in metro manila who excel in curricular and extra-curricular activities.

The researcher used a purposive sampling technique in selecting the participants. Specifically, 15 teachers, 5 males and 10 females with the age bracket of 25-40 and with the rank of Teacher 1-Master teacher 2 and 300 selected Junior High Schools students, 100 students each school which composed of 25 students from each grade level were purposely chosen for this study. To ensure their safety, an informed consent form (See Appendix A) was given to them and their parents before conducting the data gathering. Concerning validation, selected professors from different universities in the Philippines, fitness and exercise specialists, and experts in Philippine Physical Education Curriculum served as the validators.

Instruments

The following instruments were used for this study.

a. Survey Questionnaire

The survey questionnaires (see Appendix B & C) were based on Corbin et al. (2008) and Fahey et al. (2013). They were contextualized and modified by the researcher. These instruments were utilized for the need analysis phase to know if there was a need to develop a supplementary learning material for fitness and physical activity plan for the Junior High School students.

b. Validation instrument

The validation instrument for the developed survey questionnaires was adapted from Rioflorido (2018) (See Appendix E). Regarding the content validation instrument, it was modified using the Department of Education (DepEd) learning resource management

and development system that focused on standards, instructional design and organization of material, instructional quality, and assessment which were used by the university professor and master teachers in Metro Manila (See Appendix G). The instrument to validate the developed supplementary learning materials to be used by the researcher was adapted from Natividad (2014) in determining the validity of the developed material by PE curriculum experts and fitness and exercise specialists. It has 25 items and is arranged according to format and design, objectives, content organization and presentation, and language /style. (See appendix F).

Data Analysis

The researcher used the following tools in gathering and interpreting the data to address the needs and aims of this study.

1. Mean and Standard Deviation. On one hand, the mean was employed in getting the average of the Level of Acceptability of the Needs Assessment Instrument, the Validity of the Content of the Developed Supplementary Learning Material, and the Validity of the Developed Supplementary Learning Material by the experts. On the other hand, the standard deviation was used to show the dispersion of the individual ratings with respect to their corresponding mean values.

2. Fleiss Kappa. It was used to determine the consistency of the content specialists' ratings through the inter-rater agreements of the experts on the Level of Acceptability of the Needs

Assessment Instrument, the Validity of the Content of the Developed Supplementary Learning Material, and the Validity of the Developed Supplementary Learning Material. .

Procedure

The process of preparation and development of supplementary learning material was adopted from the work of Bance (2004) which centered on the following stages: Planning Stage, Development of Module Stage, Validation of Module Stage, and Assessment of Result Stage.

During the planning stage, the researcher unpacked the learning standards of the K-12 Physical Education curriculum to determine the gaps that the present study would address using the tool which included the writing of the content standards, performance standards, key concept in the content standards, the skills to be developed, and the criteria for assessment. In addition to this, the reading of different sources like books, articles, journals, theses, dissertations and internet resources was also conducted to come-up with an appropriate material for the study like the questionnaire. With the idea and material, the researcher asked the permission from the selected public high school principals (See Appendix D). When it was approved, the researcher conducted a survey to public high school students to determine their knowledge and understanding on fitness and physical activity planning and their physical engagement inside and outside the campus. The teachers were also asked to answer the survey questionnaire to know if there was a need to develop a supplementary learning material that focuses on fitness and physical activity planning for the Junior High School students.

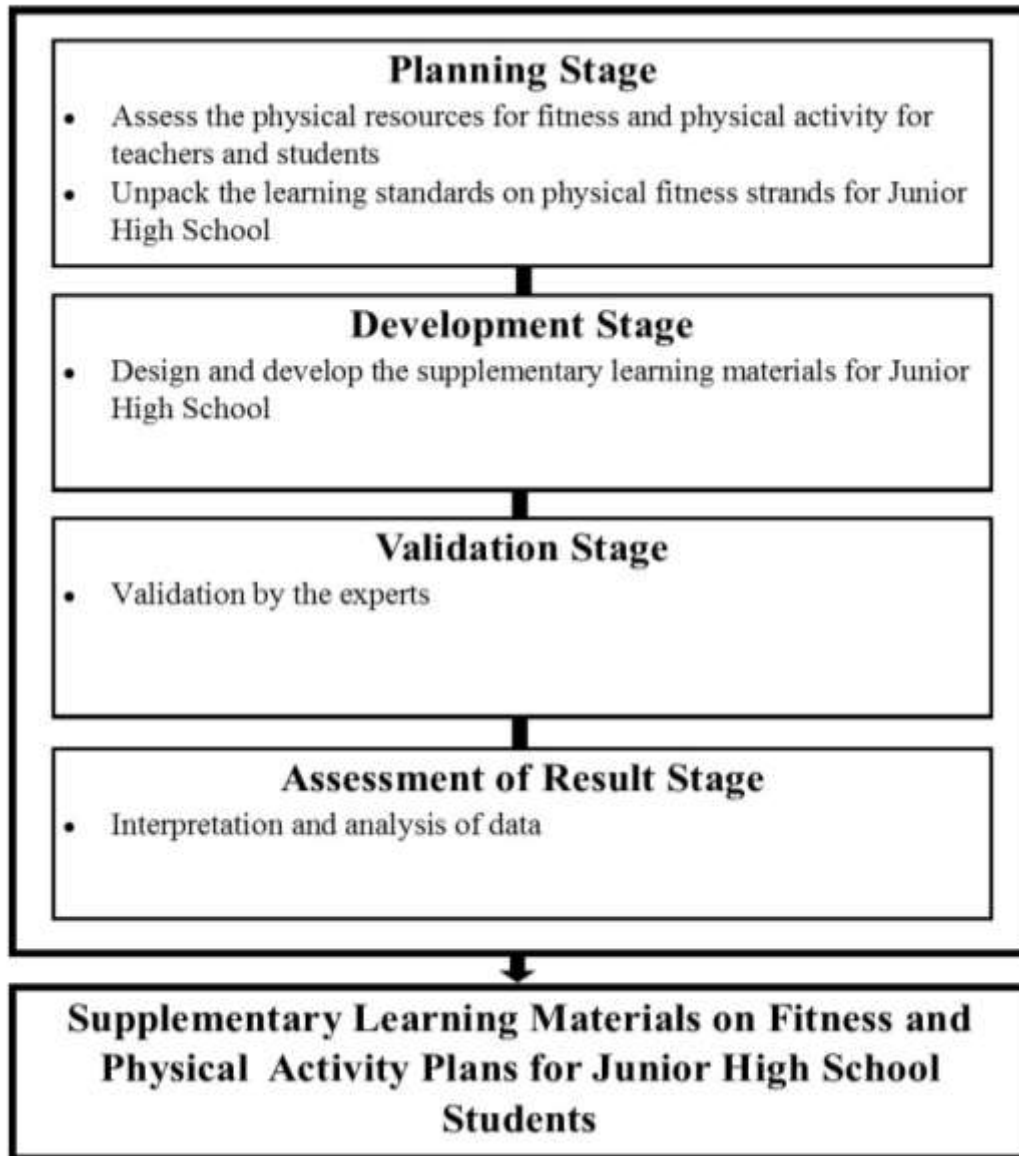


Figure 2. *Research Procedure*

After conducting a physical resources for fitness and Physical activity of this study, the development stage followed using a series of steps which was inspired by Wiggins and McTighe's Backward Design Theory. The parts of learning plan were adopted from Giles-

Brown (2006) Toolkit which included concept focus, skill focus, equipment and materials, and teaching and learning activities. The learning activities incorporated the FIT Principles of designing an exercises program. This stage provided the cognitive challenge for the students through the application of concepts and problem solving and developed skill competency in fitness, physical activities, and self-management skills.

To come up with the learning materials that appropriate to the objectives of this study, a thorough assessment on the learning materials was conducted by the Master Teachers and Physical Education experts in selected schools in Metro Manila. The supplementary learning material was further validated in terms of its format and design, objectives, content, organization and presentation, and its language and style. After collecting the results of the validity of materials, including the suggestions from the experts, the researcher revised and finalized the learning materials. Once approved, it is the hope of the researcher that the developed supplementary learning materials will become a source intended for the Junior High School students enrolled in Physical Education to help them design a personal fitness program and increase their level of fitness and engagement to physical activity.

Ethical Considerations

This study focused on the development of supplementary learning materials for fitness and physical activity plans for the Junior High School students. The following learning standards of K-12 Physical Education curriculum were highly considered:

1. The learner designed an individualized exercise program to achieve personal fitness.
2. The learner designed a physical activity program for the family/ school peers to achieve fitness.
3. The learner maintained an active lifestyle to influence the physical activity participation of the community.
4. The learner maintained an active lifestyle to influence the physical activity participation of the community and society.

To achieve the main purpose of this study, the researcher selected Junior High School students and Master Teachers in different public high schools to answer the research instruments for this study. They were not subjected to any forms of academic standing issues or performance evaluations. The full consent was acquired from them before the implementation of the study. The letter of permission to conduct the research from the administration was first prioritized. The orientation of the participants was also observed for the discussion of the purpose of this research. The parents or guardians who allowed his/her child to participate in this study affixed their name and signature together with the name of the child on the informed consent form and proceeded to the administration of the research instruments that took 20 minutes of their time.

Conversely, the identities and personal information of the respondents, including the results of this study kept with the utmost confidentiality and would only be used for this research. The mechanism of sharing the results of this study will only happen if a request is sent to the researcher.

Any forms of communication related to this study were provided by the researcher. Another important note is that no other forms and sources of funding were involved to avoid any conflicts of interest. More so, the instruments were all assessed and validated by the experts in the field of physical education to determine its alignment and content.

The developed supplementary learning materials for fitness and physical activity planning do not swap the teaching strategies in Physical Education. They are made primarily to promote and enhance a better understanding and importance of fitness and planned physical activities for the students.

CHAPTER 3

RESULT AND DISCUSSION

This chapter explicates the presentation, analysis, and interpretation of the data gathered.

The present study develops a supplementary learning material that focuses on fitness and physical activity planning that is intended for the Junior High School students. To determine the need for this study and to develop a supplementary learning material, the researcher conducted an assessment of physical resources in different schools in Metro Manila wherein 300 students from grades 7-10 as well as 15 teachers participated in the study.

ASSESSMENT ON THE PHYSICAL RESOURCES

Table 1

Availability of Facilities, Equipment, and Materials in teaching/promoting Fitness and Physical Activity for Teachers.

Item	Most Available	Least Available
Facilities	- Stairs for climbing up and down - Open space for running, walking, jogging - dance room/hall	- wall climbing facility - covered court - fitness room/ gym
Equipment	- weighing scales - music, cd - rackets	- hang bars - stepping steps - exercise bands
Materials	- fitness books - audio visual materials	- fitness magazine - fitness manual

Table 2

Availability of Facilities, Equipment, and Materials in teaching/promoting Fitness and Physical Activity for Students.

Item	Most Available	Least Available
Facilities	- Open space for running, walking, jogging - Stairs for climbing up and down - covered court	- wall climbing facility - playground for group games - fitness room/ gym
Equipment	- balls, hoops - jumping rope - music, cd	- hang bars - dumb bells - cardio equipment
Materials	- fitness books - audio visual materials	- fitness magazine - fitness posters/ flyers

Table 1 and 2 show the availability of the facilities, equipment, and materials in their school that being used in teaching or promoting fitness and physical activity. The teachers and students agreed that the most available facilities they have are stairs for climbing up and down and open space for running, walking, jogging but, disagree with the covered court and dance room/hall. Also, they agreed that they did not have much wall climbing facility and fitness room or gym, while they disagreed with the covered court and playground for group games. More so, the teachers acceded that weighing scales, music, cd, and rackets were used, while for the students, they have balls, hoops, jumping rope, and

music, cd as the most available equipment. The least available equipment they agreed were the hang bars, while they disagreed with the stepping steps, exercise bands, dumb bells, and cardio equipment. In addition, both teachers and students noticed that in their school they had the most available fitness books and audio-visual materials. Both agreed that fitness magazines were the least available material, while disagreed with the availability of the fitness posters or flyers and fitness manual.

Figueroa, et,al (2016) mentioned on her studies that several studies confirmed that good school facilities improve the student experience, especially in the developing countries (Bacolod & Tobias, 2006; Behrman, 1994; Ghuman, Behrman, & Gultiano, 2006; Glewwe & Jacoby, 1994; Hanushek, 1995; Tan et al., 1997). A review of the published school facility literature from 1995 to 2010 found that fully equipped schools with well-maintained rooms, suitable classroom furniture and a school library produced better education outcomes (Glewwe, Hanushek, Humpage, et al., 2011)

Siedentop (2012) stated that a physical activity infrastructure should include facilities, spaces, and programs that enable children, youths, and adults to become and stay physically active. This infrastructure should be described as attractive, accessible, and safe. More so, the physical aspect of the activity infrastructure focus on the accessibility of bicycle paths, hiking trails, exercise facilities, playing fields (softball, soccer, etc.) gymnasiums, swimming pools, and the like. Equally, the facility like indoor according to Rink (2010) must be present to meet quality programs for the curriculum goals. The indoor facilities should exist in every elementary school and should have adequate space and ceiling height for the movement and activities of physical education program. More so, a

variety of sizes and kinds of physical education equipment is necessary for a quality program. In particular, the needs of the younger elementary students are different from those of the older students. Pangrazi (1998) stated that if the objectives of physical education program are met, the instructional materials must be sufficiently available. Also, enough equipment should be present so that children do not waste practice time waiting for turns.

UNPACKING THE LEARNING STANDARDS

As stated in the PE Curriculum (Please refer appendix H), it mainly prioritizes the standards, such as habitual physical activity participation to achieve and maintain health-enhancing levels of fitness, competence in movement and motor skills requisite to various physical activity performances, valuing physical activities for enjoyment, challenge, social interaction and career opportunities, and understanding various movement concepts, principles, strategies and tactics as they apply to the learning of physical activity.

More specifically, the Grade 7 curriculum states that its performance standards expect the learners to demonstrate understanding of guidelines and principles in exercise program which designs to achieve personal fitness. This goal can be achieved through the suggested endurance, muscle-bone-strengthening activities in individual, dual and combative sports, and folk dances. Furthermore, these activities will be used in designing the individualized exercise program from first quarter to fourth quarter as what expected in the performance standards in the new PE curriculum guide. Similarly, the Grade 8 PE curriculum focuses on the performance standards as what stated in the Grade 7 which

expected the learners to design a physical activity but is given a specific outcome for the family or school peers to achieve fitness.

On the other hand, Grade 9 curriculum prioritizes teaching the students to maintain the active lifestyle, so they can influence the physical activity participation of the community through various activities from first quarter to fourth quarter such as sports officiating, social and ballroom dances, and active recreation in indoor and outdoor activities. Conversely, the Grade 10 curriculum expects that learners should not only influence the physical activity participation and maintaining an active lifestyle of the people in the community but also the people in their society. This goal will be achieved by performing and engaging in the suggested activities like individual and dual sports, team sports, fitness activities, and other dance forms such as hip-hop, street dance, cheer dance, and contemporary dance.

To achieve the purpose of this new PE curriculum, this study focused on the development of the material that would enhance the skills of students in applying the concepts of fitness and physical activity and become physically active. Since alignment with the PE standards is a big consideration in developing the materials, the present study initiated the unpacking of the standards.

There are various ways that this study highly considered in unpacking the standards. First, it started by identifying the standards and reflecting on them. This act was followed by determining the content, reviewing the standards, and circling the noun in order to determine the content suited for the students. Afterwards, the skills were reviewed

to know the appropriate skill level that students need to practice and acquire. Lastly, the learning targets demonstrating what students could do from were created.

Complementarily, Mitchell (2013) in his study of unpacking the standards of the National Association for Sport and Physical Education (NASPE)/National Council for Accreditation of Teacher Education (NCATE) suggested that beginning teachers must examine each standard and explore the meanings of outcomes that best inform reviewers of an effective program. Using the Tannehil and Lunds suggested question, the it revealed that the standards and the outcomes were representing current thinking on best practice in physical education, and they were intended as guide for teachers who are seeking to evaluate and revise their own programs for maximum effectiveness.

Considering this and other literature cited in this study, the researcher consulted the curriculum experts who are members of the Technical Panel in developing the K-12 PE Curriculum regarding the most effective or appropriate model in unpacking standards. The result is shown in table 3.

Table 3

Unpacked Standards of New PE Curriculum

Grade 7				
ITEM	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
Content Standards	The learner demonstrates understanding of guidelines and principles in exercise	The learner demonstrates understanding of guidelines and principles in exercise	The learner demonstrates understanding of guidelines and principles in exercise	The learner demonstrates understanding of guidelines and principles in exercise

	program design to achieve personal fitness	program design to achieve personal fitness	program design to achieve personal fitness	program design to achieve personal fitness
Performance Standard	The learner designs an individualized exercise program to achieve personal fitness	The learner modifies the individualized exercise program to achieve personal fitness	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner modifies the individualized exercise program to achieve personal fitness
What are the Key Concepts in the content Standards	-guidelines and principles -exercise program -personal fitness	-guidelines and principles -exercise program -personal fitness	-guidelines and principles -exercise program -personal fitness	- guidelines and principles - exercise program - personal fitness
What are the Skills (Product/Performance to be developed?)	-designs individualized exercise program -achieve personal fitness	- modifies individualized exercise program - achieve personal fitness	-guidelines and principles -exercise program -personal fitness	- modifies individualized exercise program - achieve personal fitness
What are the Criteria for Assessment	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.
Grade 8				
ITEM	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
Content Standards	The learner demonstrates	The learner demonstrates	The learner	The learner

	understanding of guidelines and principles in exercise program design to achieve fitness	understanding of guidelines and principles in exercise program design to achieve fitness	demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	demonstrates understanding of guidelines and principles in exercise program design to achieve fitness
Performance Standard	The learner designs a physical activity program for the family/school peers to achieve fitness	The learner modifies physical activity program for the family/school peers to achieve fitness	The learner modifies a physical activity program for the family/school peers to achieve fitness	The learner modifies physical activity program for the family/school peers to achieve fitness
What are the Key Concepts in the content Standards	- guidelines and principles - exercise program - fitness	- guidelines and principles in exercise program - fitness	- guidelines and principles in exercise program - fitness	- guidelines and principles in exercise program - fitness
What are the Skills (Product/Performance to be developed?)	- designs physical activity program - family/school peers fitness	- modifies physical activity program - achieve fitness	- modifies a physical activity program - achieve fitness	- modifies physical activity program - achieve fitness
What are the Criteria for Assessment	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.
Grade 9				
ITEM	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
Content Standards	The learner demonstrates understanding	The learner demonstrates understanding	The learner demonstrates understanding	The learner demonstrates understanding

	of lifestyle and weight management to promote community fitness	of lifestyle and weight management to promote community fitness	of lifestyle and weight management to promote community fitness	of lifestyle and weight management to promote community fitness
Performance Standard	The learner maintains an active lifestyle to influence the physical activity participation of the community	The learner maintains an active lifestyle to influence the physical activity participation of the community	The learner maintains an active lifestyle to influence the physical activity participation of the community	The learner maintains an active lifestyle to influence the physical activity participation of the community
What are the Key Concepts in the content Standards	-lifestyle and weight management -community fitness	- lifestyle and weight management - community fitness	- lifestyle and weight management - community fitness	- lifestyle and weight management - community fitness
What are the Skills (Product/Performance to be developed?)	-maintains an active lifestyle -influence physical activity participation	- maintains an active lifestyle - influence the physical activity participation	- maintains an active lifestyle - influence the physical activity participation	- maintains an active lifestyle - influence the physical activity participation
What are the Criteria for Assessment	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.
Grade 10				
ITEM	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
Content Standards	The learner demonstrates understanding of lifestyle and weight	The learner demonstrates understanding of lifestyle and weight	The learner demonstrates understanding of lifestyle and weight	The learner demonstrates understanding of lifestyle and weight

	management to promote societal fitness	management to promote societal fitness	management to promote societal fitness	management to promote societal fitness
Performance Standard	The learner maintains an active lifestyle to influence the physical activity participation of the community and society	The learner maintains an active lifestyle to influence the physical activity participation of the community and society	The learner maintains an active lifestyle to influence the physical activity participation of the community and society	The learner maintains an active lifestyle to influence the physical activity participation of the community and society
What are the Key Concepts in the content Standards	-lifestyle and weight management -societal fitness	- lifestyle and weight management - societal fitness	- lifestyle and weight management - societal fitness	- lifestyle and weight management - societal fitness
What are the Skills (Product/Performance to be developed?)	-maintains an active lifestyle -influence the physical activity participation	- maintains an active lifestyle - influence the physical activity participation	- maintains an active lifestyle - influence the physical activity participation	- maintains an active lifestyle - influence the physical activity participation
What are the Criteria for Assessment	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.	Assessment tool applicable for measuring the fitness and physical activity plan.

Table 3 shows that the Junior High School grade level is expected to demonstrate their understanding on fitness and physical activity guidelines and its principle in order for them to design their own fitness program benefitting themselves, school peers, and family. With this, they could maintain fitness and promote and influence the participation to

physical activity of the people on their community and society as they reach the highest level of their Physical Education learning commitment.

Specifically, the Grade 7 and the Grade 8 have the same context of standards to achieve for all quarters. They were expected to demonstrate understanding of guidelines and principles in exercise program designed to achieve fitness. While the Grade 9 and 10 standards were similarly expecting the learners to demonstrate understanding of lifestyle and weight management to promote fitness and maintain an active lifestyle to influence the physical activity participation of the community and society. Consequently, the development of the supplementary learning materials are focused on fitness and physical activity planning that would help the junior high school learners achieve and maintain their fitness and become physically active and also for the alignment of the developed activity to the Philippine Physical Education Standards of the K-12 curriculum.

One of the objectives of this study is to know the knowledge of the students in terms of fitness and physical activity planning. More importantly, to know the level of physical engagement of the Junior High School students in their school, community, and even in the society.

DETERMINING THE TEACHER AND STUDENT'S KNOWLEDGE AND UNDERSTANDING OF FITNESS AND PHYSICAL ACTIVITY PLANNING

Table 4 shows that the students agreed that exercise was part of their daily routine. They participated regularly in the class as it was a part of their class activities.

But even with their participation in the class, they did not join a fitness competition inside and outside the school.

Table 4

Statement of students about exercise as part of their daily routine.

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
I participate in regular exercise for fitness and health in the class.	93 (31%)	158 (53%)	46 (15%)	3 (1%)
I join fitness competition inside and outside school.	41(14%)	88 (29%)	143 (48%)	28 (9%)
Regular exercise is part of my daily routine.	65 (22%)	128 (43%)	98 (33%)	9 (3%)
Exercises for fitness are always part of our class activities.	73 (24%)	160 (53%)	65 (22%)	2 (1%)

In addition, table 5 presents that the students agreed that they were able to share and exercise with their family as well as enjoy exercising with their friends. They believed that fitness and exercise would give them opportunity to mingle with other people. Despite of their collaboration, they were not able to perform fitness exercises with their friends in their community.

Table 5*Statement of students about exercise collaboration.*

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
I share fitness exercises with my family.	42 (14%)	133 (44%)	114 (38%)	11 (4%)
I do fitness exercise with friends in the community.	56 (19%)	112 (37%)	116 (39%)	16 (5%)
I enjoy exercising with my friends and family members	83 (28%)	138 (46%)	70 (23%)	9 (3%)
Fitness and exercises offer me opportunities to share and mingle with other people.	56 (19%)	165 (55%)	68 (23%)	11(4%)
I spend some of my leisure time participating in individual, family, or team activities.	43 (14%)	142 (47%)	108 (36%)	7 (2%)

Furthermore, table 6 presents that some of the students agreed that they were aware of the benefits that they could get from planning self-fitness and physical activity program which for them a very important component in doing their activities for health and fitness. Through exercise plan they also agreed that they could have a better performance and it will lead them achieve a proper fitness. Even though they are aware of the benefits of

exercise planning, they strongly agreed that they must learn the basic fitness and physical activity planning and have a clear understanding of the fundamental of it.

Table 6

Statement of students about their awareness on the benefits of fitness and physical activity planning

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
Exercise plan is my key for proper fitness achievement.	82 (27%)	177 (59%)	33 (11%)	8 (3%)
Fitness plan and activity program are important components in doing my activities for health and fitness.	86 (29%)	174 (58%)	39 (13%)	1 (0%)
I will have a better performance in doing exercise with an activity plan.	69 (23%)	184 (61%)	41 (14%)	6 (2%)
I have a clear understanding about fitness and physical activity planning.	63 (21%)	78 (26%)	159 (53%)	0 (0%)
It is important for the student like me to learn the basic fitness and physical activity planning.	155 (52%)	132 (44%)	11 (4%)	2 (1%)
I am aware of the benefits of planning a self-fitness and physical activity program.	66 (22%)	146 (49%)	85 (28%)	3 (1%)

Table 7*Statement of students on how they executed a plan*

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
I don't consider fitness and activity plan in my exercises.	73 (24%)	168 (56%)	56 (19%)	3 (1%)
Equipment and facilities are not readily available in the school for my fitness and activity plan	58 (19%)	140 (47%)	96 (32%)	6 (2%)
Encouraging my family and friends to perform fitness activities and exercises are not part of my physical activity plan.	63 (21%)	129 (43%)	94 (31%)	14 (5%)
I cannot do fitness and physical activities better without guides and materials.	74 (25%)	179 (60%)	39 (13%)	8 (3%)

Conversely, table 7 shows that for some students, did not consider the fitness and activity plan in their exercise even in encouraging their family to be active exercising but considered that they could not have a better fitness and physical activities without the materials and guides. They also agreed that facilities and equipment were not easily available in their school to do their fitness physical activity programs

Table 8

Statement of students about the benefits in engaging fitness and physical activities

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
I engage in different fitness and physical activities because of the health benefits I could get.	77 (26%)	159 (53%)	62 (21%)	2 (1%)
Fitness and physical activities will help me improve my ability to perform tasks.	112 (37%)	163 (54%)	23 (8%)	2 (1%)
I exercise to develop the level of my fitness.	87 (29%)	182 (61%)	30 (10%)	1 (0%)
I maintain a healthy body by engaging in fitness and physical activities.	67 (22%)	185 (62%)	47 (16%)	1 (0%)
I find time to engage myself in fitness and physical activities	64 (21%)	142 (47%)	86 (29%)	8 (3%)
I am encouraged and motivated to perform exercises and physical activity.	74 (25%)	184 (61%)	36 (12%)	6 (2%)

Table 8 presents that with such benefits of fitness and physical activities, students agreed that they do exercise to maintain their healthy budget and ability to improve their ability to perform task. More so, the students are encouraged and motivated to perform exercises and give time for themselves to engage in physical activities. In general, the

students believed that exercise and physical activities have a great impact on themselves. They agreed that they would be able to improve and perform efficiently with their task by being engaged and being active in different physical activities. To be able to perform and improve it, they agreed that materials and guides in fitness and physical activity planning should be facilitated that would help them encouraged and become more motivated to perform the exercises that focus on self, with family and friends, and being involved with and perform fitness in the community and would supply the unavailability of facilities and equipment that hinder their fitness and physical activity participation.

The teachers have a great contribution in the participation or involvement of students towards fitness and physical activities. They are expected to be knowledgeable on the subject area, they would be able include activities that would help maintain or improve the fitness level of their students or their physical engagement.

Table 9 shows that the teachers agreed that they understood the standards related to fitness and physical plans which were stated in the new K-12 Physical Education Curriculum. The learning objectives in their physical education class further agreed that it addressed the knowledge of students in relation to the principles of exercise. For them, their students needed to intensively learn the fitness and physical activity planning for them to be aware of their fitness capacity and their physical activity engagement

Furthermore, table 10 presents that teachers were following the DepEd guidelines related to fitness and exercises and present activities in the class that mainly intended to fitness and physical activity engagement but not giving priority to teach their students on how to design nor create fitness and activity plan for them. They also agreed that fitness

and physical activity planning were not considered important in increasing their students' involvement to physical activities.

Table 9

Statement of teachers on fitness and physical activity plans of Physical Education Curriculum

STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
I fully understand the learning standards on fitness and physical activity plan of the K-12 Physical Education Curriculum for Junior High School.	4 (27%)	11 (73%)	0 (0%)	0 (0%)
The set of learning objectives on Physical Education classes address students' outcome on the knowledge of the principles of exercise like frequency, intensity, and time-duration.	4 (27%)	10 (67%)	1 (7%)	0 (0%)
The fitness and physically activity plans are learned by my students intensively as for them to be aware of their fitness capacity and physical activity engagement.	0 (0%)	5 (33%)	10 (67%)	0 (0%)

Table 10*Statement of teachers incorporating physical activity and fitness plans*

STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
Fitness and physical activity plans are not given priority in my class by incorporating all physical activities and exercises.	4 (27%)	10 (67%)	1 (7%)	0 (0%)
I teach my students on how to design their own fitness and physical activity program.	0 (0%)	4 (27%)	11 (73%)	0 (0%)
Our school follow and implement DepEd's guidelines related to fitness and exercise programs	5 (33%)	7 (47%)	3 (20%)	0 (0%)
Activities that I present in my class are mostly intended for fitness and physical activity engagement.	2 (13%)	8 (53%)	5 (33%)	0 (0%)
Fitness and physical activity planning were not considered as my students' need as for them to increase their involvement in different physical activities.	5 (33%)	8 (53%)	2 (13%)	0 (0%)

For table 11, some teachers agreed that their students participated in fitness and physical activities in the class, such as in dance, sports, and exercise. They were even willing and taking initiative to engage themselves with their friends and family, even though only a few students participated in a community-based fitness and physical activities.

Table 11

Statement of teachers in the performance and participation on fitness and physical activity of students

STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
Most of my students are participative on fitness and physical activities.	8 (53%)	7 (47%)	0 (0%)	0 (0%)
My students are actively performing the fitness and physical activities I set in my lessons in dance, sports, and exercise.	8 (53%)	6 (40%)	1 (7%)	0 (0%)
Most of our students are willing and take initiative to participate in fitness and physical activities with their family and friends.	4 (27%)	11 (73%)	0 (0%)	0 (0%)
I have a number of students who participate in community-based fitness and physical activities.	3 (20%)	1 (7%)	11 (73%)	0 (0%)

Table 12

Statement of teachers how they motivate their students and the school program on fitness and physical activity

STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
I encourage my students to become more physically active.	11(73%)	4 (27%)	0 (0%)	0 (0%)
There are initiatives I made to encourage my students to participate in the fitness programs and competitions.	6 (40%)	9 (60%)	0 (0%)	0 (0%)
The school administration is supportive for programs on fitness and exercises.	4 (27%)	9 (60%)	2 (13%)	0 (0%)
The school involves parents, community and others to promote fitness and physical activities.	3 (20%)	9 (60%)	3 (20%)	0 (0%)
Our school have clear plans and programs for the students' fitness and physical activity engagement	5 (33%)	6 (40%)	4 (27%)	0 (0%)
Our school participate in community-based fitness and exercises programs regularly	6 (40%)	6 (40%)	3 (20%)	0 (0%)

In addition, table 12 shows how teachers were encouraging their students to become physically active and even took initiative to motivate them to get involved with fitness programs and competitions in school and community based-fitness and exercise programs. They also agreed that their school and administration have a clear program related to fitness and exercise where the parents and community are involved.

Table 13 presents that the teachers strongly agreed that facilities and equipment had a better impact on the students in creating their own fitness and physical activity plans and agreed that supplementary learning materials are needed for the students to deeply understand the significance and value of fitness and physical activity planning for them. Unfortunately, they did not provide learning materials that focused on fitness and physical activity planning even using sets of teaching technology to increase the participation and involvement of their student. They also agreed that those materials were not available for students in their school even though, there were available financial resources for the development of fitness and physical engagement for their students.

Overall, the teachers had a clear understanding on the physical education curriculum particularly on fitness and physical activities. They motivated and noticed that their students were participative in their sports, dance, and physical activity topics in the class. Their school also had programs on fitness and exercises with involvement of the family members and the community despite of the unavailability of the materials and facilities and equipment in their school. Unfortunately, teachers did not give importance on teaching their students how to design their own fitness and physical activity programs

and supplementary materials for fitness and physical activity plans which for them are very important and needed to increase and maintain the level of fitness of their students.

Table 13

Statement of teachers on the availability of fitness and physical activity materials and its uses

STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
The available facilities and equipment in the school have better impact for the students in designing their fitness and physical activity plans.	9 (60%)	5 (33%)	1 (7%)	0 (0%)
There are few available learning materials for fitness and physical activity planning in our school.	7 (47%)	4 (27%)	4 (27%)	0 (0%)
The learning materials for fitness and physical activity plans are not easily available for the students.	4 (27%)	7 (47%)	4 (27%)	0 (0%)
Supplementary learning materials for fitness and physical activity plans are needed to help students deeply	7 (47%)	8 (53%)	0 (0%)	0 (0%)

understand the value of fitness and
physical activity planning.

There are available financial resources
for the development of fitness and
physical activities engagement for our
students

4 (27%) 8 (53%) 3 (20%) 0 (0%)

I use varied sets of teaching technology
to improve the physical engagement of
my students in performing fitness and
physical activities.

1 (7%) 4 (27%) 10 (67%) 0 (0%)

I provide supplementary learning
materials for fitness and physical
activity plans for my students to
increase the level of fitness and their
physical activity engagement.

3 (20%) 3 (20%) 9 (60%) 0 (0%)

In summary, teachers understood the objective of physical education with regards to fitness and physical activity engagement and what must be achieved in an ideal PE classes which all stated in the new physical education curriculum. With this, the teachers were including fitness and exercise in their plans because they believed that this would help the students become physically engaged and aware of the benefit that they could get from it. Siedentop (2012) mentioned that it was more likely to see physical education

teacher who helped students learn how to chart courses to walk or run around their neighborhood, to establish realistic goals, and to record activity to reach those goals. Furthermore, students should leave a physical education program with the knowledge of basic fitness principles and ability to apply them to a personal fitness program.

More so, teachers noticed that their students were able to participate in different fitness and physical activities in the school. To maintain this, Pangrazi (1998) stated that teachers could do several things to increase the possibility of students being “turned on” to activity. Fitness should be taught how students will feel about making fitness a part of their lifestyle. In order to do that, he suggested some strategies that could help make a positive learning experience such as individualize activities, exposing students to a variety of fitness activities, teach physical skills and fitness, start easy and progress slowly, use low-intensity activity, and encourage lifetime activity.

Motivation was also the key factor mentioned by the students on being physically active which supported Rink (2010). In order to do that, she enumerated some ways for a physical educators to motivate the students to be physically engaged which included promoting community activities, assigning physical activity homework or home fun, showing an interest in the out-of-class physical activity in which children participate, and leading by example. She also added that by maximizing physical activity time in physical education class, aiding students in transferring skills and activities to out-of-class play, and making effort to motivate students to be physical active, the physical educator could greatly influence the daily physical needs of students.

Students also believed that fitness and physical activity plans would help them to have a better performance in exercises even with other physical activities. Wuest (2012) stated that moderate-intensity physical activities should be incorporated into individual's daily routine and become part of their lifestyle. To meet the individual's needs, the exercise programs should consider the fitness status, medical status, and age according to Kirk (2006). Also, to achieve and maintain fitness, individuals must exercise on regular basis. They must exercise sufficiently to cross the threshold of training; to achieve optimal results, they must exercise within the fitness target zone and must specify the frequency, intensity, time and type of exercise in constructing an exercise program for an individual (Wuest, 2012).

Furthermore, they believed that the participation in the community was not given much priority. However, according to Heidorn (2007) on his study on outside-of-class participation requirement as mentioned by Rink (2010), it was most supportive of the effort. The students were mostly enjoyed the requirement and did participate in the activities they had selected.

Both teachers and students agreed that supplementary learning materials in fitness and physical activity plans were very important for them to be more engage and guide them to achieve their total fitness. But teachers did not focus much on teaching their students how to make their own fitness and physical activity plans which agreed by the students that they had a low level of understanding about it. Siedentop (2012) believed that fitness programs that affected lifestyles incorporated education activity, planning skills, and consumer information in a comprehensive effort to produce permanent changes in exercise

behavior. They also both stated that materials in fitness and physical activity plans were not readily available in the school as well as the equipment and facilities where they could easily perform the fitness and exercises. According to Siedentop (2012) to achieve national goals in health and physical activity, a physical activity infrastructure of accessible programs and facilities must be developed.

DEVELOPMENT AND VALIDATION

As the main goal of the K to 12 PE Curriculum the learners are expected to engage in different physical activities that would lead them to achieve the fitness to influence their peers, family, people in the community, even the society using the set of skills they have acquired in the four corners of the classroom and the knowledge of engaging to physical activities. Specifically, applying the basic knowledge on fitness and physical activity planning with the FIT principles. Unfortunately, the materials in Physical education do not focus on fitness and activity planning.

It was also suggested by the various educators in various field of physical education to come up with the materials that will help improve the skills of the students and for them to deeply understand the values and importance of it. With these reasons, the development of supplementary learning materials was materialized.

The development of the supplementary learning materials was initiated after the assessment of the physical resources for fitness and physical activity for teachers and students was done which determined and considered the type of activity that the students

must do using the available facilities in the school. In some example, it was found out that they have many stairs in the school so there must be activities needed a stairs when they apply the basic skills they have learned in their PE class.

The validation stage happened after structuring the supplementary learning material. Table 14 serves as the basis for the level of acceptability for the needs assessment validation, while table 15 presents the range and interpretation for the Fleis Kappa Values (FKV) in determining the inter-rater agreements on the needs assessment instruments and on the content of the developed supplementary learning materials by the experts. These two tables were used and adopted from the study of Rioflorido (2018).

Table 14

Range and Interpretation of Level of Acceptability for Needs Assessment Validation

RANGE	VERBAL INTERPRETATION
4.5 – 5.00	Very acceptable
3.51 – 4.50	Acceptable
2.51 – 3.50	Moderate acceptable
1.51 – 2.50	Fairly acceptable
0.51 – 1.50	Not acceptable

Table 15

Range and Interpretation of FKV for Inter-rater Agreement

Range	Interpretation
< 0	Poor Agreement
0.01 – 0.20	Slight Agreement
0.21 – 0.40	Fair Agreement
0.41 – 0.60	Moderate Agreement
0.61 – 0.80	Substantial Agreement
0.81 – 1.00	Almost Perfect Agreement

Table 16

Summary of the Content-Experts' Level of Acceptability on Needs Assessment Instrument.

CRITERIA	M	SD	INTERPRETATION
Instructions	4.444	0.527	Acceptable
Statements	4.533	0.516	Very Acceptable
Contents	4.81	0.402	Very Acceptable
Language	4.267	0.961	Acceptable
Formatting	4.417	0.515	Acceptable
Overall Presentation	4.667	0.492	Very Acceptable
OVERALL	4.523	0.569	Very Acceptable

Table 16 shows the mean and standard deviation of the ratings given by the three content-experts on the level of acceptability on needs assessment instruments. The contents, overall presentation, and statements of the instrument received a “very acceptable” interpretation with the mean rating of 4.533 (SD=0.402), 4.667 (SD=0.492), and 4.533 (SD=0.516). On the other hand, the instructions, formatting, and language have interpreted as “acceptable” by the experts with a mean of 4.444 (SD=0.527), 4.417 (SD=0.515), and 4.267 (SD=0.961) respectively. The needs assessment instrument received the overall mean rating of 4.523 (SD=.569) with an interpretation of “very acceptable.” These data confirmed that the instrument is acceptable to be used as tool for needs assessment for this study.

Table 17 shows the results of the inter-rater agreement of the content-experts on the needs assessment instrument. The content has 0.714 FKV with an interpretation of

substantial agreement while instructions and Formatting have a moderate agreement with 0.555 and 0.500 FKV respectively. Both statements and overall presentation received FKV of 0.333, whereas the language has 0.266 FKV which also interpreted as fair agreement. The overall evaluation of the experts for the instrument has 0.450 FKV and interpreted as a moderate agreement which implies that validation of the expert is consistent with one another.

Table 17

Content-Experts' Inter-Rater Agreement on Needs Assessment Instrument

CRITERIA	FKV	INTERPRETATION
Instructions	0.555	Moderate Agreement
Statements	0.333	Fair Agreement
Contents	0.714	Substantial Agreement
Language	0.266	Fair Agreement
Formatting	0.500	Moderate Agreement
Overall Presentation	0.333	Fair Agreement
OVERALL	0.450	Moderate Agreement

The summary of the experts' ratings on the validity of content of the developed supplementary learning material is presented on table 18, while table 19 shows the Inter-Rater Agreement on the validity of content of the developed supplementary learning material by the content-experts. The overall assessment by the content experts has a mean of 4.795 (SD=.184) and is interpreted as "very acceptable". In addition, all the criteria have

interpreted as “very acceptable” which implies that the content-experts agreed with the validity of content of the developed supplementary learning material.

Table 18

Summary of the Experts on the Validity of Content of the Developed Supplementary Learning Material

CRITERIA	M	SD	INTERPRETATION
Standards	5.00	0.000	Very Acceptable
Instructional Design and Organization of Material	4.667	0.430	Very Acceptable
Instructional Quality	4.714	0.309	Very Acceptable
Assessment	4.800	0.316	Very Acceptable
OVERALL	4.795	0.184	Very Acceptable

Table 19

Content-Experts' Inter-Rater Agreement on the Validity of Content of the Developed Supplementary Learning Material.

CRITERIA	FKV	INTERPRETATION
Standards	1.00	Almost Perfect Agreement
Instructional Design and Organization of Material	0.533	Moderate Agreement
Instructional Quality	0.619	Substantial Agreement
Assessment	0.733	Substantial Agreement
OVERALL	0.721	Substantial Agreement

Conversely, the inter-rater agreement of the content-experts on the validity of content of the developed supplementary learning material shows that the materials followed the standards in the PE Curriculum with its 1.00 FKV and is interpreted as “almost perfect agreement.” The instructional quality and assessment are interpreted as “substantial agreement,” while the instructional design and organization of material which suggest a simple improvement with its interpretation of “moderate agreement”. Overall, the evaluation of experts interpreted as “substantial agreement” implies a consistency on its assessment.

FINALIZATION OF THE DEVELOPED SUPPLEMENTARY LEARNING MATERIALS

Three PE Curriculum experts validated the developed learning material. The data were analyzed by getting the mean and were interpreted using the 5-point Likert Scale. The verbal interpretation to be used in assessing the given categories is shown in the table 20.

Table 20

Range		Qualitative Description
5	Very acceptable	The indicator is definitely evident
4	Acceptable	The indicator is evident
3	Moderately acceptable	There is moderate evidence that the indicator exists
2	Fairly acceptable	There is little evidence that the indicator exists
1	Not acceptable	There is no evidence that the indicator exists

The weighted mean of the responses were interpreted along the scale and description presented in the table 21.

Table 21

Range	Verbal Interpretation
4.5 – 5.00	Very acceptable
3.51 – 4.50	Acceptable
2.51 – 3.50	Moderate acceptable
1.51 – 2.50	Fairly acceptable
0.51 – 1.50	Not acceptable

Table 22

Summary of Experts on the Validity of the Developed Supplementary Learning Material

CRITERIA	M	SD	INTERPRETATION
Format and Design	4.667	0.316	Very Acceptable
Objectives	4.600	0.000	Very Acceptable
Content	4.600	0.356	Very Acceptable
Organization and Presentation	4.533	0.408	Very Acceptable
Language and Style	4.667	0.258	Very Acceptable
OVERALL	4.613	0.268	Very Acceptable

Table 22 shows that the overall rating of the developed supplementary learning material has a mean of 4.613 (SD=0.268) with an interpretation of “very acceptable,” which simply

denotes that the developed material is valid for the experts to be used as supplementary learning material on Fitness and Physical activity plans among Junior High School students.

On the other hand, Table 23 presents that the overall FKV on the validity of the developed supplementary learning material that has .453 with an interpretation of “moderate agreement.” This data implies that the assessment of the experts remains consistent with one another and verifies the results of the level of validity on the developed supplementary learning materials. Additionally, the format and design had substantial agreement while the content, organization and presentation, and language and style were interpreted as moderate agreement. The objectives had .333 FKV with an interpretation of “fair agreement” which suggests the enhancement of the material.

Table 23

Experts' Inter-Rater Agreement on the Validity of the Developed Supplementary Learning Material.

CRITERIA	FKV	INTERPRETATION
Format and Design	.600	Substantial Agreement
Objectives	.333	Fair Agreement
Content	.400	Moderate Agreement
Organization and Presentation	.467	Moderate Agreement
Language and Style	.467	Moderate Agreement
OVERALL	.453	Moderate Agreement

The completion of the developed material is based on the evaluation results of the experts and will become the supplementary learning material for the Junior High School students. In particular, the expert suggested to include citation in the introduction in order for the text not to be plagiarized. In addition, they suggested to include a clear picture and direction of the activity. With such, the researcher revised and carefully followed the suggestions.

As purpose of the material, which is to help the students design their own fitness and physical activity planning the supplementary learning material includes activities intended for junior high school students that targets to achieve the performance standards of the K-12 PE curriculum. In particular, the Grade 7 hopes to design an individualized exercise program to achieve personal fitness, while Grade 8 aims to design a physical activity program for the family/ school peers to achieve personal fitness. Grade 9 seeks to maintain an active lifestyle to influence the physical activity participation of the community. Lastly, the Grade 10 aspires to maintain an active lifestyle to influence the physical activity participation of the community and the society.

The parts of learning plan are adopted from Giles-Brown (2006) Toolkit which includes concept focus, skill focus, equipment and materials, and teaching and learning activities. The learning activities will incorporate the FIT Principles of designing an exercises program intensively: (1) **F**requency, which refers to how often a person does fitness and physical activity; (2) **I**ntensity, which pertains to how hard a person performs fitness and physical activity; (3) **T**ime, which means the extent of time person does fitness

and physical activity; And, (4) Type or mode of physical activity, which focused on the skill of the content.

In order to successfully reach the goal of this material, the students should check, read, and understand parts of the activity, such as the Grade Level- the particular stage where the activities intended into, Objectives – the specific performance standard of the grade level stated in the K-12 PE Curriculum, Assessment – how the overall activity will be evaluated using rubric, fitness achievement log, physical activity journal, and reflection paper, Learning Plan – the progression of the lesson which includes Concept Focus – the intention of the topic that will be achieved, Skill Focus – the specific topic of the particular lesson, Equipment and Materials – the resources needed in the lesson, and Teaching and Learning – the procedure of the lesson where student need to apply the skills they have acquired. Please see Appendix G and H for the sample of full lesson per grade level and the matrix of the lesson per grade level.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The primary goal of this study is to develop a supplementary learning material intended for the Junior High School students. This material will enable the students to enhance their skills in fitness and physical activity planning, thereby making them more engaged and physically active using the skills that they are learning from the PE classes despite of the insufficient materials and unavailability of facilities and equipment in the school.

The researcher utilized the developmental descriptive research design to meet the objective of this study. The survey questionnaires were formulated to know the needs of developing material that would serve as supplementary learning material in enhancing the skills in fitness and physical activity planning. The validation of the survey questionnaires by three experts were employed before conducting the study.

Three public high schools in Metro Manila comprising of 100 students – 25 students per grade level, and 5 PE teachers for every school were the respondents of this study. The results of the survey and the unpacked standards were given a consideration in developing the supplementary materials which were analyzed using mean and standard deviation with respect to the level of acceptability of the instrument and the validity of the contents and the developed learning materials by the experts. The Fleiss kappa was utilized in determining the consistency of content experts through inter rater agreement.

Summary of Findings

The content expert gave the validated instrument a very acceptable rating which means it is valid to use as instrument in assessing the physical resources for fitness and physical activity for teachers and students and in measuring the content of the developed supplementary learning on fitness and physical activity planning. More so, the unpacked standards are consistent with the contents of the developed supplementary learning material that will help the students improve their skills in fitness and physical activity planning.

Conversely, the results revealed that teachers have a clear understanding and knowledge on fitness and physical planning, but they do not focus on this activity. But, they believed that this would help their students to be more concern with their fitness and the status of the physical activity participation of them. In addition, most students agreed that they are participating in the activity in the PE class and even know the benefits of exercise, but they have little idea on fitness and physical activity planning.

On the other hand, a result of the developed supplementary learning materials in term of its design is very acceptable. The experts also gave validity a very acceptable assessment which implies that this material can be used as supplemental in learning and enhancing the skill on fitness and physical activity planning by the Junior High School students.

Limitations of the Study

The main purpose of this study is to develop and validate a supplementary learning material on fitness and physical activity plans intended for Junior high school students.

Thus, the materials should be aligned with and followed the unpacked standards of the new K-12 PE Curriculum not with the competencies that discuss fitness, physical activity or exercise-based competencies.

The participants of this study were the Junior High School students from the selected public high schools as well as their teachers who are handling PE classes in Metro Manila who are mostly experiencing problems with the facilities, equipment, materials, and the number of students per class which resulted a poor performance or inactivity. Using a developed and validated checklist with questionnaires was the tool used in identifying needs to come up with of this study as well as knowing the participant's knowledge and engagement on fitness and physical activity planning. The set of questionnaires for students and participants were intentionally different to be able to raise the problem easily.

The results from the survey served as the basis for developing the materials and with the consideration of the parts of the learning, skill focus, equipment and materials, and teaching and learning activities. The validated material is only intended for the Junior High School students. The effectiveness of the material and the development of teacher's guide also delimited this study.

Conclusion

The developed supplementary learning materials which are focused on the application of FIT principle are found to be effective in addressing the limited school resources in materials in teaching and learning the concept of fitness as evidenced by the results of the validation.

Recommendations

Based on the findings and conclusion drawn from this research, the following recommendations are given:

1. For more intensive and focus on fitness and physical activity planning and the improvement of the study, the researcher recommends the development of the learning competencies on fitness, exercise, and physical activity in the new K-12 PE Curriculum for the students be more engaged and active physically.

2. To know the knowledge and understanding of the students and teachers, it is recommended to develop other instrument that includes the basic information on fitness, exercise, and physical activity planning to comprehensively determine the understanding of the participants on fitness and physical activity planning.

3. Conduct a follow-up research that will measure the effectiveness of the developed supplementary learning material on fitness and physical activity planning among Junior High School students of selected public high schools in Metro Manila.

4. Conduct similar study that will enhance the fitness and physical activity participation of the high school students and be knowledgeable in fitness and physical activity planning using other or similar materials.

5. Develop module that will concentrate in other content and consider the use of teacher's guide or the teacher version of the supplementary learning material.

6. All existing and developed supplementary learning materials be properly endorsed, utilized, and kept for sustainability.

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APPENDIX A

Informed Consent Form

Dear _____,

Good day!

The undersigned is a Master of Arts in Education student of Philippine Normal University- Faculty of the College of Graduate Studies and Teacher Education Research and currently working on a research study entitled **“Development of Supplementary Learning materials for Fitness and Physical Activity Plans for Junior High School Students”**. The data collected will be significantly become part and basis for the development of learning materials intended for Junior High School Students.

In line with this, the researcher would like to request for your honest and active participation in this study by answering the attached survey questionnaire. Your response will be confidentially kept and will only use for the purpose of this study.

If you have any further questions about this study, at any time feel free to contact me at urgelles.ra@pnu.edu.ph or by cellphone no. at 09994719292. If you like, a summary of the results of the study will be sent to you.

Your positive response in this matter is greatly appreciated. Thank you very much and God bless.

Sincerely Yours,

Richard A. Urgelles
G201500622

PARENT'S CONSENT FORM

Direction: Kindly check the box that corresponds to your decision pertaining to the conduct of this study.

- ☐ Yes, I am allowing my child to be part of this study.
- ☐ No, I will not allow my child to participate in this study.

Name of Parent: _____

Name of Student: _____

Signature: _____

APPENDIX B

Student's Survey Questionnaire on Fitness and Physical Activity Plans

INTRODUCTION

The growing concerns on the physical activity levels of many young people and the possible health consequences, targeted efforts to promote physical activity would seem to be warranted. In this respect, the promotion of physical activity within schools and physical education (PE) curriculum has attracted growing interest in recent years (Cale, et. al., 2006).

The school through PE has always been a primary institution in promoting physical activity and a suitable vehicle to promote active and healthy lifestyle among the youth and help them change their misconceptions about health and fitness and to the subject itself. That is why many countries have started designing programs to increase the involvement of learners to physical activity (McMullen, 2015). So, with the right planning, PE can encourage the students to plan, investigate, reason, strategize and reflect as stated by Buell & Whittaker (2014).

On the other hand, the core content of K – 12 PE curriculum program is fitness and movement. Students are expected to participate and experience physical activities that will lead them understand the value, knowledge and skill in achieving, maintaining and optimizing health. With this ability, they will be able to use that knowledge in reality or putting it into action within themselves and with consideration to the school, community and the society despite of the presence of barriers in physical activity engagement.

In addition, there are problems with the classrooms, facilities, learning materials, and time allotment as mostly experienced by the Music, Arts, Physical Education, and Health teachers specifically the Physical Educators (Favila, 2009). With this, physical educators should find ways that will help their students maintain or increase the level of their physical activity engagement. Thus, this study primarily aims to develop a supplementary learning material that teaches fitness and physical activity planning intended for junior high school students.

NAME OF STUDENT (Optional): _____

GRADE LEVEL: _____

STUDENT'S SURVEY QUESTIONNAIRE

on FITNESS AND PHYSICAL ACTIVITY PLANS

Part I. Checklist of available of facilities, equipment, and materials in teaching/promoting Fitness and Physical Activity

Direction: Put a **check mark** (✓) of the availability of facilities, equipment, and materials in your school that is used in performing fitness and physical activities.

Facilities	Equipment	Materials
_____ Open space for running, walking, jogging	_____ jumping rope	_____ fitness books
_____ Stairs for climbing up and down	_____ balls, hoops	_____ fitness manual
_____ covered court	_____ ribbons	_____ fitness magazine
_____ fitness room/ gym	_____ exercise bands	_____ audio visual materials
_____ playground for group games	_____ music, cd	_____ fitness posters/ flyers
_____ wall climbing facility	_____ weighing scales	Other Materials:
_____ dance room/hall	_____ dumb bells	_____
Other Facilities:	_____ stepping steps	_____
_____	_____ hang bars	_____
_____	_____ mats/ exercise rollers	
_____	_____ rackets	
	_____ cardio equipment (spin bikes, treadmills)	
	Other Equipment:	

Part II. Self-Reported Questionnaire in Performing Fitness and Physical Activities for Students.

Direction: Please place a **check mark** (✓) on the corresponding boxes that indicate how much do you agree or disagree in each of the following statement.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	(4)	(3)	(2)	(1)
1. I participate in regular exercise for fitness and health in the class.				
2. I share fitness exercises with my family.				
3. I do fitness exercise with friends in the community.				
4. I join fitness competition inside and outside school.				
5. Regular exercise is part of my daily routine.				
6. I enjoy exercising with my friends and family members				
7. Exercise plan is my key for proper fitness achievement.				
8. I don't consider fitness and activity plan in my exercises.				
9. Exercises for fitness are always part of our class activities.				

10. Equipment and facilities are not readily available in the school for my fitness and activity plan				
11. Fitness and exercises offer me opportunities to share and mingle with other people.				
12. Encouraging my family and friends to perform fitness activities and exercises are not part of my physical activity plan.				
13. Fitness plan and activity program are important components in doing my activities for health and fitness.				
14. I cannot do fitness and physical activities better without guides and materials.				
15. I will have a better performance in doing exercise with an activity plan.				

Statements	(4)	(3)	(2)	(1)
16. I have a clear understanding about fitness and physical activity planning.				

17. It is important for the student like me to learn the basic fitness and physical activity planning.				
18. I engage in different fitness and physical activities because of the health benefits I could get.				
19. I am aware of the benefits of planning a self-fitness and physical activity program.				
20. Fitness and physical activities will help me improve my ability to perform tasks.				
21. I exercise to develop the level of my fitness.				
22. I spend some of my leisure time participating in individual, family, or team activities.				
23. I maintain a healthy body by engaging in fitness and physical activities.				
24. I find time to engage myself in fitness and physical activities				
25. I am encouraged and motivated to perform exercises and physical activity.				

NOTHING FOLLOWS AND THANK YOU

APPENDIX C

Teacher's Survey Questionnaire on Fitness And Physical Activity Plans

INTRODUCTION

The growing concerns over the physical activity levels of many young people and the possible health consequences, targeted efforts to promote physical activity would seem to be warranted. In this respect, the promotion of physical activity within schools and physical education (PE) curriculum has attracted growing interest in recent years (Cale, et. al., 2006).

The school through PE has always been a primary institution in promoting physical activity and a suitable vehicle to promote active and healthy lifestyle among the youth and help them change their misconceptions about health and fitness and to the subject itself. That is why many countries have started designing programs to increase the involvement of learners to physical activity (McMullen, 2015). So, with the right planning, PE can encourage the students to plan, investigate, reason, strategize and reflect as stated by Buell & Whittaker (2014).

On the other hand, the core content of K – 12 PE curriculum program is fitness and movement. Students are expected to participate and experience physical activities that will lead them understand the value, knowledge and skill in achieving, maintaining and optimizing health. With this ability, they will be able to use that knowledge in reality or putting it into action within themselves and with consideration to the school, community and the society despite of the presence of barriers in physical activity engagement.

In addition, there are problems with the classrooms, facilities, learning materials, and time allotment as mostly experienced by the Music, Arts, Physical Education, and Health teachers specifically the Physical Educators (Favila, 2009). With this, physical educators should find ways that will help their students maintain or increase the level of their physical activity engagement. Thus, this study primarily aims to develop a supplementary learning material that teaches fitness and physical activity planning intended for junior high school students.

NAME OF TEACHER (Optional): _____

GRADE LEVEL: _____

TEACHER’S SURVEY QUESTIONNAIRE

on FITNESS AND PHYSICAL ACTIVITY PLANS

Part I. Checklist of available of facilities, equipment, and materials in teaching/promoting Fitness and Physical Activity

Direction: Put a **check mark** (✓) of the availability of facilities, equipment, and materials in your school that is used in performing fitness and physical activities.

Facilities	Equipment	Materials
_____ Open space for running, walking, jogging	_____ jumping rope	_____ fitness books
_____ Stairs for climbing up and down	_____ balls, hoops	_____ fitness manual
_____ covered court	_____ ribbons	_____ fitness magazine
_____ fitness room/ gym	_____ exercise bands	_____ audio visual materials
_____ playground for group games	_____ music, cd	_____ fitness posters/ flyers
_____ wall climbing facility	_____ weighing scales	Other Materials:
_____ dance room/hall	_____ dumb bells	_____
Other Facilities:	_____ stepping steps	_____
_____	_____ hang bars	_____
_____	_____ mats/ exercise rollers	
_____	_____ rackets	
	_____ cardio equipment (spin bikes, treadmills)	
	Other Equipment:	

Part II. Self Reported Questionnaire in Performing Fitness and Physical Activities

Direction: Please place a **check mark** (✓) on the corresponding boxes that indicate how much you agree or disagree in each of the following statement.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	(4)	(3)	(2)	(1)
1. I fully understand the learning standards on fitness and physical activity plan of the K-12 Physical Education Curriculum for Junior High School.				
2. Fitness and physical activity plans are not given priority in my class by incorporating all physical activities and exercises.				
3. The fitness and physically activity plans are learned by my students intensively as for them to be aware of their fitness capacity and physical activity engagement.				
4. I teach my students on how to design their own fitness and physical activity program.				
5. Most of my students are participative on fitness and physical activities.				

6. My students actively perform the fitness and physical activities I set in my lessons in dance, sports, and exercise.				
7. I encourage my students to become more physically active.				
8. Most of our students are willing and take initiative to participate in fitness and physical activities with their family and friends.				
I have a number of students who participate in community-based fitness and physical activities.				
9. Fitness and physical activity are part of my lesson plans.				
10. The available facilities and equipment in the school have better impact for the students in designing their fitness and physical activity plans.				
11. There are few available learning materials for fitness and physical activity planning in our school.				
12. The learning materials for fitness and physical activity plans are not easily available for the students.				

Statements	(4)	(3)	(2)	(1)
13. Supplementary learning materials for fitness and physical activity plans are needed to help students deeply understand the value of fitness and physical activity planning.				
14. There are initiatives I made to encourage my students to participate in the fitness programs and competitions.				
15. The school administration is supportive for programs on fitness and exercises.				
16. The school involves parents, community and others to promote fitness and physical activities.				
17. There are available financial resources for the development of fitness and physical activities engagement for our students				
18. Our school have clear plans and programs for the students' fitness and physical activity engagement				
19. Our school follow and implement DepEd's guidelines related to fitness and exercise programs				

20. Our school participate in community-based fitness and exercises programs regularly				
21. Activities that I present in my class are mostly intended for fitness and physical activity engagement.				
22. Fitness and physical activity planning were not considered as my students' need as for them to increase their involvement in different physical activities.				
23. The set of learning objectives on Physical Education classes address students' outcome on the knowledge of the principles of exercise like frequency, intensity, and time-duration.				
24. I use varied sets of teaching technology to improve the physical engagement of my students in performing fitness and physical activities.				
25. I provide supplementary learning materials for fitness and physical activity plans for my students to increase the level of fitness and their physical activity engagement.				

NOTHING FOLLOWS AND THANK YOU

APPENDIX D

Letter to the Principal

Dear _____,

Good day!

The undersigned is a Master of Arts in Education student of Philippine Normal University-Faculty of the College of Graduate Studies and Teacher Education Research and currently working on a research study entitled **“Development of Supplementary Learning materials for Fitness and Physical Activity Plans for Junior High School Students”**.

The data collected will be significantly become part and basis for the development of learning materials intended for Junior High School students.

In line with this, may I request from your good office to allow me to administer a survey questionnaire to your selected junior high school students and PE teachers during their Physical Education class. The survey will be administered personally and shall only take 10 minutes of their time. Their identity and responses will be confidentially kept and will only be used for the purpose of this research.

Your kind approval to conduct this study is greatly appreciated. Thank you very much and God bless.

Sincerely Yours,

Richard A. Urgelles

M.A. Candidate

APPENDIX E

Validation Instrument for the Developed Survey Questionnaires on Fitness and Physical Activity Plans for Junior High School Students

Personal Profile Form

Direction: Kindly fill out the information asked in the questionnaire by supplying data on the space provided for each item.

Name: _____

School: _____

Highest Educational Attainment: _____

No. of Teaching Years: _____

Assessment Tool for the Validation of Survey Questionnaire for Fitness and Physical Activity Plans for Junior High School Students

Direction: Please put a check mark (✓) on your assessment on the level of acceptability of the developed survey questionnaire on fitness and physical activity plans for junior high school students in terms of content, objectives, language, lay-out, and overall presentation.

Please assess the following using the scales below with corresponding interpretation and description.

SCALE	INTERPRETATION	DESCRIPTION
5	Very Acceptable	The statement is highly evident in the developed survey questionnaire.
4	Acceptable	The statement is evident in the developed survey questionnaire.
3	Moderately Acceptable	The statement is somehow evident in the survey questionnaire.
2	Least Acceptable	The statement is not that evident in the survey questionnaire.
1	Not Acceptable	The statement is not really evident in the survey questionnaire.

A. The INSTRUCTIONS of the survey questionnaire...	5	4	3	2	1	Remarks
1. are easily understood						
2. are presented in a clear, direct, and concise manner						
3. are appropriate to the target participants' level of maturity						

B. The STATEMENTS of the survey questionnaire ...	5	4	3	2	1	Remarks
1. are easily understood						
2. reflect the purpose of the study						
3. are described in logical/ analytical form						
4. are presented in a clear, direct, and concise manner						
5. are appropriate to the target participants' level of maturity						
C. The CONTENTS of the survey questionnaire ...	5	4	3	2	1	Remarks
1. reveal the objective/s of the study						
2. have well-distributed number of statements per domain of the variable						

3. contain statements that appropriately assess the variable set in the study						
4. establish the alignment of the statements to the purpose of the study						
5. contain appropriate number of statements describing each domain of the variable						
6. include accurate and relevant statements describing each domain of the variable						
7. cover all the different domains of the variables with appropriate statement-descriptions						

D. The LANGUAGE used in the survey questionnaire ...	5	4	3	2	1	Remarks
1. is easy to understand						
2. avoids too much technical terms						
3. is free of structural/grammatical errors						
4. is free of typographical errors						
5. provides instructions and guidelines that are easy to follow						

E. The FORMATTING of the survey questionnaire...	5	4	3	2	1	Remarks
1. has a clear and visually appealing design						
2. shows readability and clarity of text and table						
3. provides enough and appropriate space for each statement and options						
4. presents contents and parts in an organized and orderly manner						

F. The OVERALL PRESENTATION of the survey questionnaire...	5	4	3	2	1	Remarks
---	---	---	---	---	---	---------

1. is written in a clear and understandable manner						
2. is presented in a visually appealing and enticing manner						
3. can be carried out in an actual implementation						
4. is developed in a comprehensive and substantial manner						

COMMENTS / SUGGESTIONS FOR THE IMPROVEMENT OF THE SURVEY QUESTIONNAIRE:

--

VALIDATOR'S SIGNATURE over PRINTED NAME

APPENDIX F

Validation Instrument for the Developed Supplementary Learning materials for Fitness and Physical Activity Plans for Junior High School Students

PERSONAL PROFILE

Name: _____

Age: _____

Sex: _____

Present Position: _____

Institution: _____

Subject Taught: _____

No. of Years in Service: _____

Highest Educational Attainment: _____

Instructions:

This validation instrument is composed of 25 items which are arranged in terms of Format and Design, Objectives, Content, Organization and Presentation, and Language/Style. Kindly rate the following using the rating scale below by placing a check (✓) in the appropriate space. Your answer will be kept in strict confidentiality.

5 – Very Acceptable

3 – Moderate Acceptable

1– Not Acceptable

4 – Acceptable

2 – Fairly Acceptable

1. For the Validation of Supplementary Learning Materials in Terms of Format and Design

Items	5	4	3	2	1

1. The printing is easy to read and understand.					
2. The quality and size of the paper is acceptable.					
3. The basic concepts and principles are accurate.					
4. The development of the lesson allows for review comparison and interpretation with other Supplementary Learning Materials					
5. Icons and pictures motivate the interest to the learners					

2. Result of the Validation of Supplementary Learning Materials in Terms of Objectives

Items	5	4	3	2	1
1. The objectives take into account the needs of slow learners.					
2. The objectives are measurable and attainable.					
3. The objectives are stated in behavioral terms.					
4. The objectives of each supplementary Learning Material support the attainment of general objectives.					
5. The objectives are relevant to the topic of each Supplementary Learning Material.					

3. Result of the Validation of Supplementary Learning Materials in Terms of Content

Items	5	4	3	2	1
1. The content is adequate to the requirements of the objectives identified					

2. The content of the developed Supplementary Learning Materials is suited to the needs of students.					
3. The content is within the scope of the learning standards of Exercise, Fitness, and Physical Activity Concepts of Junior High School PE of K to 12 program.					
4. The content contains sufficient number of exercises.					
5. The illustrations are clearly and correctly laid out.					

4. Result of the Validation of Supplementary Learning Materials in Terms of Organization and Presentation

Items	5	4	3	2	1
1. The topics are organized, arranged logically and clearly presented.					
2. The content, procedures, and illustrations in the Supplementary Learning Materials are clear, precise and simple in which Junior High School teacher can follow easy.					
3. The sequence of the topics link the gap of the learner's knowledge.					
4. The contents contain a variety of activities and exercises suitable to students' different weaknesses of problems.					

5. The icon or pictures are presented to develop critical thinking on Exercise, Fitness, and Physical activity plan creatively.					
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5. Result of the Validation of Supplementary Learning Materials in Terms of Language and Style

Items	5	4	3	2	1
1. The Supplementary Learning Materials use appropriate style in order to promote mastery on the teacher's part.					
2. The language used in the illustrations is simple and easy to understand.					
3. The language used in the instructions are adequate enough to enable the Junior High School teacher to explain in her own words the answer to the activities and exercises.					
4. The writing style of the Supplementary Learning Materials is enjoyable to read.					
5. The icons and pictures are to motivate interest in describing the topics and encourage the teachers in facilitating the discussions.					

Overall Rating: _____

Date: _____

Signature: _____

Name: _____

Age: _____

Sex: _____

Present Position: _____

Institution: _____

No. of Years in Service: _____

Highest Educational Attainment: _____

Kindly rate the following criteria using the rating scale below by placing a check (✓) in the appropriate space. Your answer will be kept in strict confidentiality.

2 – Fairly Acceptable

CRITERION ITEMS	5	4	3	2	1	Remarks
I. Standards						

1. The content of the supplementary learning material is consistent with topics in fitness, physical activity, dance, and sports aligned with the intended learning area – grade level in the K-12 Physical Education content standards.						
2. The content of the supplementary learning material is consistent with skills in fitness, physical activity, dance, and sports aligned with the intended learning area – grade level in the K-12 Physical Education performance standards.						
3. The unpacking of the standards was properly outlined in order to achieve a correct alignment of topics in the developed supplementary learning material.						
4. The unpacked standards correlate with the content, learning activity, and objectives of the developed supplementary learning material..						
5. The unpacked standards are consistent with the content in enhancing the skills of students in fitness and physical activity planning.						
II. Instructional Design and Organization of Material						
2. Content is suitable to the learner's level of development.						
3. Content reinforces, enriches, and / or leads to the mastery of certain performance standards intended for the level and learning area.						
4. Content is logically developed and organized throughout the material.						

5. The supplementary learning materials develop higher cognitive skills such as critical thinking skills, creativity, learning by doing, problem solving, and other similar skills.						
6. The supplementary learning materials are free from ideological, cultural, religious, racial, and gender biases and prejudices.						
III. Instructional Quality						
7. The supplementary learning materials contribute to the achievement of specific objectives of the subject area and grade level for which it is intended.						
8. Level of difficulty is appropriate for the intended user.						
9. Content and information are accurate and up-to-date.						
10. Supplementary learning materials are free from factual errors.						
11. Supplementary learning materials are free from computational errors.						
12. Supplementary learning materials are free from grammatical errors.						
13. Supplementary learning materials use various types of teaching and learning strategies responsive to individual differences.						
IV. Assessment						
14. The supplementary learning materials provide useful measures and information that help the teacher						

evaluate learner's progress in mastering the target competencies.						
15. Assessments are suitable, keyed in to objectives and content.						
16. Assessments are combination of traditional and alternative techniques.						
17. Assessments have clear demonstration / examples, instructions, and rubrics to serve as guide on how these will be used.						
18. Variety of activities within the supplementary learning materials are utilized to ensure engagement.						

COMMENTS / SUGGESTIONS

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Overall Rating: _____

Date: _____

Signature: _____

APPENDIX H

K-12 Curriculum Guide in Physical Education (Grade 7-Grade 10)

GRADE 7

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: a. individual sports 1. running 2. rhythmic sportive gymnastics 3. swimming b. dual sports 1. badminton 2. table tennis 3. tennis c. combative sports 1. amis(Anyo) 2. taekwondo(poomsae) 3. karate(kata) Note: Activities dependent on teacher capability and school resources.	<i>The learner . . .</i> demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	<i>The learner . . .</i> designs an individualized exercise program to achieve personal fitness	<i>The learner . . .</i> 1. undertakes physical activity and physical fitness assessments	PE7PF-Ia-h-23	OHSP PE 1 Q1 – module 1
			2. sets goals based on assessment results	PE7PF-Ia-24	OHSP PE 1 Q1 – module 1
			3. identifies training guidelines and FITT principles	PE7PF-Ib-25	OHSP PE 1 Q1 – module 1
			4. recognizes barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-Ib-26	OHSP PE 1 Q1 – module 1
			5. prepares an exercise program	PE7PF-Ic-27	OHSP PE 1 Q1 – module 1
			6. describes the nature and background of the sport	PE7GS-Id-5	1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module 1 5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al 2012. P. 69.* 6. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al 1999. Pp. 73-74,90.* 7. EdukasyongPangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. Et.al. DepEd. 1994. Pp. 166-173, 181-182,268
			7. executes the skills involved in the sport	PE7GS-Id-h-4	1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module 1

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K to 12 BASIC EDUCATION CURRICULUM

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: a. individual sports 1. running 2. rhythmic sportive gymnastics 3. swimming b. dual sports 1. badminton 2. table tennis 3. tennis c. combative sports 1. amis(Anyo) 2. taekwondo(poomsae) 3. karate(kata) Note: Activities dependent on teacher capability and school resources.	<i>The learner . . .</i> demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	<i>The learner . . .</i> designs an individualized exercise program to achieve personal fitness	 		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
strengthening Activities: a. individual sports 1. running 2. rhythmic sportive gymnastics 3. swimming b. dual sports 1. badminton 2. table tennis 3. tennis c. combative sports 1. arnis(anyo) 2. taekwondo(poomsae) 3. karate(kata) Note: Activities dependent on teacher capability and school resources.	exercise program design to achieve personal fitness	personal fitness	15. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IIb-33	OHSP PE 1 Q1 – module 1
			16. describes the nature and background of the sport	PE7GS-IIId-5	1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module1 5. Enjoy Life with P.E and Health II. Darlaq, Agripino G. et.al. 2012. P. 69.* 6. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. Pp. 73-74. 90.* 7. Edukasyong Pangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. Pp. 164. 173. 181-182. 268
			17. executes the skills involved in the sport	PE7GS-IIId-h-4	1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module1 5. Enjoy Life with P.E and Health II. Darlaq, Agripino G. et.al. 2012. pp. 72-73.* 6. Edukasyong Pangkatbwan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. Pp. 166-170. 175-178. 183-185. 269-285
			18. monitors periodically one's progress towards the fitness goals	PE7PF-IIId-h-28	OHSP PE 1 Q1 – module 1
			19. performs appropriate first aid for sports-related injuries (e.g. cramps, sprain, heat	PE7PF-IIId-30	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			exhaustion)		
			20. assumes responsibility for achieving personal fitness	PE7PF-IIId-h-31	OHSP PE 1 Q1 – module 1
			21. keeps the importance of winning and losing in perspective	PE7PF-IIId-h-32	OHSP PE 1 Q1 – module 1
THIRD QUARTER/ THIRD PERIOD					
Exercise Programs:	The learner ...	The learner ...	22. undertakes physical activity and physical fitness assessments	PE7PF-IIIa-h-23	OHSP PE 1 Q1 – module 1
Training Guidelines, FITT Principles	demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	23. reviews goals based on assessment results	PE7PF-IIIa-34	OHSP PE 1 Q1 – module 1
Endurance, Muscle- and Bone-strengthening Activities:			24. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IIIb-33	OHSP PE 1 Q1 – module 1
Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance			25. describes the nature and background of the dance	PE7RD-IIId-1	OHSP PE 1 Q 4 – module 1
			26. executes the skills involved in the dance	PE7RD-IIId-h-4	OHSP PE 1 Q 4 – module 1
			27. monitors periodically one's progress towards the fitness goals	PE7PF-IIIId-h-28	OHSP PE 1 Q1 – module 1
			28. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IIIId-30	OHSP PE 1 Q1 – module 1
			29. assumes responsibility for achieving personal fitness	PE7PF-IIIId-h-31	OHSP PE 1 Q1 – module 1
			30. keeps the importance of winning and losing in perspective	PE7PF-IIIId-h-32	OHSP PE 1 Q1 – module 1
Note: Dances available in the area can be selected.					

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance Note: Dances available in the area can be selected.	The learner ... demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner ... modifies the individualized exercise program to achieve personal fitness	31. undertakes physical activity and physical fitness assessments	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one's progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IVd-30	OHSP PE 1 Q1 – module 1
			38. analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVh-35	OHSP PE 1 Q1 – module 1
			39. assumes responsibility for achieving personal fitness	PE7PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			40. keeps the importance of winning and losing in perspective	PE7PF-IVd-h-32	OHSP PE 1 Q1 – module 1

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GRADE 8

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER/ FIRST GRADING					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball) Note: Activities dependent on teacher capability and school resources.	The learner ... demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner ... designs a physical activity program for the family/school peers to achieve fitness	1. undertakes physical activity and physical fitness assessments	PE8PF-1a-h-23	OHSP PE 1 Q1 – module 1
			2. conducts physical activity and physical fitness assessments of family/school peers	PE8PF-1b-36	OHSP PE 1 Q1 – module 1
			3. sets goals based on assessment results	PE8PF-1a-24	OHSP PE 1 Q1 – module 1
			4. identifies training guidelines and FITT principles	PE8PF-1b-25	OHSP PE 1 Q1 – module 1 p.13
			5. recognizes barriers (low level of fitness, lack of skill and time) to exercise	PE8PF-1b-26	OHSP PE 1 Q1 – module 1
			6. prepares a physical activity program	PE8PF-1c-27	OHSP PE 1 Q1 – module 1
			7. describes the nature and background of the sport	PE8GS-1d-1	1. EASE PE - module 5 p.4. 2. Enjoy Life with P.E and Health II. Danlag, Agripino G. et.al. 2012. pp. 87-97. 110-118.* 3. Edukasyong Pangkatagan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 102-114, 123-124.*
			8. executes the skills involved in the sport	PE8GS-1d-h-4	1. EASE PE - module 5 pp.9-13 2. Life with P.E and Health II. Danlag, Agripino G. et.al. 2012. pp. 88-94.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball) Note: Activities dependent on teacher capability and school resources.		The learner . . . designs a physical activity program for the family/school peers to achieve fitness	9. monitors periodically progress towards the fitness goals	PEBPF-IId-h-28	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 162-166.* 3. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*
			10. distinguishes facts from fallacies and misconceptions about physical activity participation	PEBPF-IId-29	OHSP PE 1 Q1 – module 1
			11. performs appropriate first aid for injuries and emergency situations in physical activity and sport settings	PEBPF-IId-30	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health III. Darilag, Agripino G. et.al. 2012. pp. 212-232.* 3. Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. p. 52
			12. assumes responsibility for achieving fitness	PEBPF-IId-h-31	OHSP PE 1 Q1 – module 1
			13. displays tolerance and acceptance of individuals with varying skills and abilities	PEBPF-IId-h-37	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
• SECOND QUARTER / SECOND PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball) Note: Activities dependent on teacher capability and school resources.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner . . . 45odifies physical activity program for the family/school peers to achieve fitness	14. undertakes physical activity and physical fitness assessments	PEBPF-IIa-h-23	OHSP PE 1 Q1 – module 1
			15. conducts physical activity and physical fitness assessments of family/school peers	PEBPF-IIa-36	OHSP PE 1 Q1 – module 1
			16. sets goals based on assessment results	PEBPF-IIb-24	OHSP PE 1 Q1 – module 1
			17. recognizes barriers (low level of fitness, lack of skill and time) to exercise	PEBPF-IIId-h-26	OHSP PE 1 Q1 – module 1
			18. prepares a physical activity program	PEBPF-IIc-27	OHSP PE 1 Q1 – module 1
			19. describes the nature and background of the sport	PEBGS-IIc-1	1. EASE PE – module 5 p.4. 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. Pp. 87-97, 110-118.*
			20. executes the skills involved in the sport	PEBGS-IIId-h-4	EASE PE – module 5 pp.9-13
			21. monitors periodically progress towards the fitness goals	PEBPF-IIId-h-28	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 162-166.* 3. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*
			22. distinguishes facts from fallacies and misconceptions about physical activity participation	PEBPF-IIId-29	OHSP PE 1 Q1 – module 1
			23. performs appropriate first aid for injuries and emergency situations in physical activity and sport settings	PEBPF-IIId-30	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 212-232.* 3. Edukasyong Pangkatawan,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			24. assumes responsibility for achieving fitness	PESPF-IIId-h-31	Kalusugan at Musika I. DepEd. Abejo, Mary Placid. 1994. p. 52 OHSP PE 1 Q1 – module 1
			25. displays tolerance and acceptance of individuals with varying skills and abilities	PESPF-IIId-h-37	OHSP PE 1 Q1 – module 1
• THIRD QUARTER/ THIRD PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball) Note: Activities dependent on teacher capability and school resources.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner . . . Modifies a physical activity program for the family/school peers to achieve fitness	26. undertakes physical activity and physical fitness assessments	PESPF-IIIa-h-23	OHSP PE 1 Q1 – module 1
			27. reviews goals based on assessment results	PESPF-IIIa-34	OHSP PE 1 Q1 – module 1
			28. addresses barriers (low level of fitness, lack of skill and time) to exercise	PESPF-IIIb-33	OHSP PE 1 Q1 – module 1
			29. describes the nature and background of the sport	PESGS-IIIc-1	1. EASE PE – module 5 2. Enjoy Life with P.E and Health II. Danilag, Agripino G. et.al. 2012. pp. 87-97. 110-118.* 3. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 102-114. 123-124.*
			30. executes the skills involved in the sport	PESGS-IIIId-h-4	EASE PE – module 5
			31. monitors periodically one's progress towards the fitness goals	PESPF-IIIId-h-28	1. OHSP PE 1 Q1 – module 1 2. Enjoy life with P.E and Health II. Danilag, Agripino G. et.al. 2012. pp. 162-166.* 3. Edukasyong Pangkatawan, kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*
			32. performs appropriate first aid for sport-related injuries	PESPF-IIIId-30	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball) Note: Activities dependent on teacher capability and school resources.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner . . . Modifies a physical activity program for the family/school peers to achieve fitness	(cramps,sprain, heat exhaustion)		II. Danilag, Agripino G. et.al. 2012. pp. 212-232.* 3. EdukasyongPangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. p. 52
			33. assumes responsibility for achieving fitness	PESPF-IIIId-h-31	OHSP PE 1 Q1 – module 1
			34. displays tolerance and acceptance of individuals with varying skills and abilities	PESPF-IIIId-h-37	OHSP PE 1 Q1 – module 1
• FOURTH QUARTER/ FOURTH PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: Folk Dances with Asian Influences (Pangalay, Sakuting, Sua-ku-sua, Binislakan)	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner . . . modifies a physical activity program for the family/school peers to achieve fitness	35. undertakes physical activity and physical fitness assessments	PESPF-IVa-h-23	OHSP PE 1 Q1 – module 1
			36. reviews goals based on assessment results	PESPF-IVa-34	OHSP PE 1 Q1 – module 1
			37. addresses barriers (low level of fitness, lack of skill and time) to exercise	PESPF-IVb-33	OHSP PE 1 Q1 – module 1
			38. describes the nature and background of the dance	PESRD-IVc-1	1. OHSP PE 1 Q4 2. Enjoy Life with P.E and Health II. Danilag, Agripino G. et.al. 2012. pp. 143-151.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Note: Dances available in the area can be selected.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner . . . Modifies a physical activity program for the family/school peers to achieve fitness	39. executes the skills involved in the dance	PE8RD-IVd-h-4	OHSP PE 1 Q4
			40. monitors periodically one's progress towards the fitness goals	PE8PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			41. performs appropriate first aid for injuries and emergency situations in dance (cramps, sprain, heat exhaustion, dehydration)	PE8PF-IVd-30	OHSP PE 1 Q1 – module 1
			42. analyzes the effect of exercise and physical activity participation on fitness	PE8PF-IVh-35	OHSP PE 1 Q1 – module 1
			43. assumes responsibility for achieving fitness	PE8PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			44. exerts best effort to achieve positive feeling about self and others	PE8PF-IVd-h-38	OHSP PE 1 Q1 – module 1

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GRADE 9

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER /FIRST GRADING PERIOD					
Lifestyle and Weight Management (physical activity and eating habits) Sports Officiating	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	The learner . . . 1. undertakes physical activity and physical fitness assessments	PE9PF-1a-h-23	OHSP PE 1 Q1 – module 1
			2. assesses eating habits based on the Philippine Food Pyramid/My Food Plate	PE9PF-1a-39	OHSP PE 1 Q1 – module 1
			3. determines risk factors (obesity, physical inactivity, poor nutrition, smoking) for major non communicable diseases lifestyle-related (e.g. diabetes, heart disease, stroke, cancer)	PE9PF-1a-40	OHSP PE 1 Q1 – module 1
			4. officiates practice and competitive games	PE9GS-1b-h-5	1. OHSP PE 1 Q1 – module 1 2. OHSP PE 1 Q2 - modules 1 3. OHSP PE 1 Q2 - modules 2 4. OHSP PE 1 Q2 - modules 3 5. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. Pp. 101-124.*
			5. distinguishes facts from myths and misinformation associated with eating habits	PE9PF-1a-29	OHSP PE 1 Q1 – module 1
			6. monitors periodically one's progress towards the fitness goals	PE9PF-1b-h-28	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health II. Dariaag, Agripino G. et.al. 2012. Pp. 162-166.* 3. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999.

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K to 12 BASIC EDUCATION CURRICULUM					
CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Lifestyle and Weight Management (physical activity and eating habits) Sports Officiating	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	7. performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. cramps, sprain, heat exhaustion)	PE9PF-1b-30	Pp. 9-10.* 1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health. Darlaq, Aquirino G. et.al. 2012. Pp. 212-232.* 3. Edukasyong Pangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. P. 52
			8. involves oneself in community service through sports officiating and physical activity programs	PE9PF-1e-h-41	OHSP PE 1 Q1 – module 1
			9. recognizes the needs of others in real life and in meaningful ways	PE9PF-1e-h-42	OHSP PE 1 Q1 – module 1
SECOND QUARTER/ SECOND PERIOD					
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	10. undertakes physical activity and physical fitness assessments	PE9PF-IIa-h-23	OHSP PE 1 Q1 – module 1
			11. assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate	PE9PF-IIa-39	OHSP PE 1 Q1 – module 1
			12. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE9PF-IIa-40	OHSP PE 1 Q1 – module 1
			13. distinguishes facts from myths and misinformation associated with eating habits	PE9PF-IIb-29	OHSP PE 1 Q1 – module 1
			14. describes the nature and background of the dance	PE9RD-IIb-1	1. OHSP PE 1 Q4 – module 1 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Buenviaje, Paz. et.al. DepEd. 1992. Pp. 49. 52. 54. 56. 63. 64. 68. 71. 73.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle			3. Edukasyong pangkatawan, Kalusugan at Musika IV. Sacdsan, Guinevere. et.al. 1999. pp. 37. 42. 44. 49. 51. 55.*
			15. executes the skills involved in the dance	PE9RD-IIb-h-4	OHSP PE 1 Q4 – module 1
			16. monitors periodically one's progress towards the fitness goals	PE9PF-IIb-h-28	OHSP PE 1 Q1 – module 1
			17. performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion)	PE9PF-IIb-h-30	OHSP PE 1 Q1 – module 1
			18. involves oneself in community service through dance activities in the community	PE9PF-IIg-h-41	OHSP PE 1 Q1 – module 1
			19. recognizes the needs of others in real life and in meaningful ways	PE9PF-IIa-h-42	OHSP PE 1 Q1 – module 1
THIRD QUARTER/ THIRD PERIOD					
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that	20. undertakes physical activity and physical fitness assessments	PE9PF-IIIa-h-23	OHSP PE 1 Q1 – module 1
			21. assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate	PE9PF-IIIa-39	OHSP PE 1 Q1 – module 1
			22. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE9PF-IIIa-40	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	23. distinguishes facts from myths and misinformation associated with eating habits	PE9PF-IIIb-29	OHSP PE 1 Q1 – module 1
			24. describes the nature and background of the dance	PE9RD-IIIb-1	1. OHSP PE 1 Q4 – module 1 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Buenviaje, Paz. et.al. DepEd. 1992. Pp. 49. 52. 54. 56., 63. 64. 68. 71. 73. 3. Edukasyong Pangkatawan, Kalusugan at Musika IV. Sactalan, Guinevere I. et.al. 1999. Pp. 37. 42. 44. 49. 51. 55.*
			25. executes the skills involved in the dance	PE9RD-IIIb-h-4	OHSP PE 1 Q4 – module 1
			26. monitors periodically one's progress towards the fitness goals	PE9PF-IIIb-h-28	OHSP PE 1 Q1 – module 1
			27. performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion)	PE9PF-IIIb-h-30	OHSP PE 1 Q1 – module 1
			28. involves oneself in community service through dance activities in the community	PE9PF-IIIg-h-41	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			29. recognizes the needs of others in real life and in meaningful ways	PE9PF-IIIa-h-42	OHSP PE 1 Q1 – module 1
FOURTH QUARTER/ FOURTH PERIOD					
Active Recreation a. Indoor 1. individual and dual sports 2. team sports 3. dances b. Out door 1. Hiking 2. Camping 3. Orienteering 4. Biking Note: Activities not limited to the above list.	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	30. discusses the nature and background of indoor and outdoor recreational activities	PE9GS-IVa-6	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3
			31. participates in active recreation	PE9GS-IVb-h-7	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 - module 1
			32. advocates community efforts to increase participation in physical activities and improve nutrition practices	PE9PF-IVb-h-43	OHSP PE 1 Q1 – module 1
			33. practices environmental ethics (e.g. Leave No Trace) during participation in recreational activities of the community	PE9PF-IVb-h-44	OHSP PE 1 Q1 – module 1

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GRADE 10

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Lifestyle and Weight Management (physical activity and eating habits) Active Recreation (sports) Suggested activities 1. individual and dual sports 2. team sports 3. fitness activities (strength training, running and walking for fitness, yoga, group exercises)	The learner ... demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner ... maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	The learner ... 1. assesses physical activity, exercise and eating habits	PE10PF-Ia-h-39	1. OHSP PE 1 Q1 – module 1 2. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 19-25.* 3. Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. pp. 76-80 4. Enjoy life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 40-45.*
			2. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-Ia-40	OHSP PE 1 Q1 – module 1
			3. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-Ib-h-45	1. OHSP PE 1 Q1 – module 1 2. OHSP PE 1 Q2 – module 1 3. OHSP PE 1 Q2 – module 2 4. OHSP PE 1 Q2 – module 3 5. OHSP PE 1 Q3 – module 1
			4. applies correct techniques to minimize risk of injuries	PE10PF-Ib-h-56	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 – module 1
			5. analyzes the effects of media and technology on fitness and physical activity	PE10PF-Ib-46	OHSP PE 1 Q1 – module 1
			6. critiques (verifies and validates) media information on fitness and physical	PE10PF-Ib-47	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Lifestyle and Weight Management (physical activity and eating habits) Active Recreation (sports) Suggested activities 1. individual and dual sports 2. team sports 3. fitness activities (strength training, running and walking for fitness, yoga, group exercises)	The learner ... demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner ... maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	activity issues		
			7. expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	PE10PF-Ib-h-48	OHSP PE 1 Q1 – module 1
			8. assesses physical activities, exercises and eating habits	PE10PF-IIa-h-39	OHSP PE 1 Q1 – module 1
			9. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-IIa-40	OHSP PE 1 Q1 – module 1
			10. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-IIc-h-45	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 – module 1
			11. applies correct techniques to minimize risk of injuries	PE10PF-IIc-h-56	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 – module 1
			12. analyzes the effects of media and technology on fitness and physical activity	PE10PF-IIb-46	OHSP PE 1 Q1 – module 1
			13. critiques (verifies and validates) media information on fitness and physical activity issues	PE10PF-IIb-47	OHSP PE 1 Q1 – module 1
			14. expresses a sense of purpose and belongingness by participating in physical	PE10PF-IIc-h-48	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			activity-related community services and programs		
THIRD QUARTER/ THIRD PERIOD					
Other Dance Forms (Hip-hop, Street dance, Cheer dance, Contemporary dance)	The learner ... demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner ... maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	15. assesses physical activities, exercises and eating habits	PE10PF-IIIa-h-39	OHSP PE 1 Q1 – module 1
			16. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-IIIa-h-40	OHSP PE 1 Q1 – module 1
			17. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-IIIc-h-45	OHSP PE 1 Q4 – module 1
			18. applies correct techniques to minimize risk of injuries	PE10PF-IIIc-h-56	OHSP PE 1 Q4 – module 1
			19. analyzes the effects of media and technology on fitness and physical activity	PE10PF-IIIb-h-46	OHSP PE 1 Q1 – module 1
			20. critiques (verifies and validates) media information on fitness and physical activity issues	PE10PF-IIIb-h-47	OHSP PE 1 Q1 – module 1
			21. expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	PE10PF-IIIc-h-48	OHSP PE 1 Q1 – module 1
			22. recognizes the needs of others in real life and in meaningful ways	PE10PF-IIIc-h-49	OHSP PE 1 Q1 – module 1
FOURTH QUARTER/ FOURTH PERIOD					
Other Dance Forms (Hip-hop, Street dance, Cheer dance, Contemporary dance)	The learner ... demonstrates understanding of lifestyle and	The learner ... maintains an active lifestyle to influence the physical activity participation of the	23. assesses physical activities, exercises and eating habits	PE10PF-IVa-h-39	OHSP PE 1 Q1 – module 1
			24. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-IVa-h-40	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Other Dance Forms (Hip-hop, Street dance, Cheer dance, Contemporary dance)	weight management to promote societal fitness	community and society practices healthy eating habits that support an active lifestyle	25. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-IVc-h-45	OHSP PE 1 Q4 – module 1
			26. applies correct techniques to minimize risk of injuries	PE10PF-IVc-h-56	OHSP PE 1 Q4 – module 1
			27. analyzes the effects of media and technology on fitness and physical activity	PE10PF-IVb-h-46	OHSP PE 1 Q1 – module 1
			28. critiques (verifies and validates) media information on fitness and physical activity issues	PE10PF-IVb-h-47	OHSP PE 1 Q1 – module 1
			29. expresses a sense of purpose and belongingness by participating in physical activity-related	PE10PF-IVc-h-48	OHSP PE 1 Q1 – module 1
			30. recognizes the needs of others in real life and in meaningful ways	PE10PF-IIIc-h-49	OHSP PE 1 Q1 – module 1

APPENDIX I

Matrix of the Lesson in the Supplementary Learning Materials for Fitness and Physical Activity Plans for the Junior High School Students

The supplementary learning materials has been designed based on the needs of junior high school students and were created due to the author's commitment to educate and help young learners appreciate the value of fitness and realize the importance of being physically active through planning. This will prepare the students to face the reality of living with technology and enduring other barriers to physical activity as they age. In addition, this set of learning materials will help students become self-regulated and self-directed, and enable them to adjust and adapt to physical activities and achieve confidence to influence their peers, family, immediate community, and the society which is the ultimate aim of K-12 PE Curriculum.

The main focus of these materials is to get the students engaged in various physical activities and follow every procedure. Some activities will be done individually, by pairs, and by group. Most importantly, the students are expected to understand and apply the knowledge in fitness and physical activity planning using the content of the Physical Education course. Each section of this material is intended for the following grade level and the performance standards of the new Physical Education K-12 curriculum which requires ability in interpreting idea and performance of skill.

- Grade 7 - hopes to design an individualized exercise program to achieve personal fitness.
- Grade 8 - aims to design a physical activity program for the family/ school peers to achieve personal fitness.
- Grade 9 - seeks to maintain an active lifestyle to influence the physical activity participation of the community.
- Grade 10 - aspires to maintain an active lifestyle to influence the physical activity participation of the community and the society.

Before the students use these materials, it is necessary to follow the procedure accordingly. Students must be advised to check their target heart rate to monitor the level

of their physical engagement. To do this, they should follow the procedure on how to compute for the Target Heart Rate (THR) at moderate and vigorous intensity of physical activity below.

Moderate (40 – 55%):

$$220 - \text{age} = \underline{\hspace{2cm}} \text{ Personal Maximum Heart Rate (PMHR)}$$

$$\text{MHR} \times 0.4 = \underline{\hspace{2cm}} \text{ bpm}$$

$$\text{MHR} \times 0.55 = \underline{\hspace{2cm}} \text{ bpm}$$

Vigorous (60 – 85%):

$$\text{MHR} \times 0.6 = \underline{\hspace{2cm}} \text{ bpm}$$

$$\text{MHR} \times 0.85 = \underline{\hspace{2cm}} \text{ bpm}$$

In making fitness and physical activity plans, follow the FIT Principle intensively: **F**requency - how often a person does fitness and physical activity, **I**ntensity – how hard a person performs fitness and physical activity, and **T**ime – how long a person does fitness and physical activity. The **T**ype or mode of physical activity will be focused on the skill of the content. This part will be assessed by the teacher using rubrics to know the understanding on designing a fitness program.

In order to successfully reach the goal of this material, never make shortcuts. Students should check, read, and understand parts of the activity such as the following:

- Title
- Objectives
- Assessment
- Learning Plan
 - Concept Focus
 - Skill Focus
 - Equipment and Materials
 - Teaching and Learning

Grade 7: Fitness and Physical Activity Plan for Self		
Lesson Number	Lesson Title	Skill Focus
1	Running	Running
2	Gymnastics	Rhythmic Sportive Gymnastics

3	Swimming	Flutter and Frog Kick
4	Badminton	Shots
5	Table Tennis	Stroke Techniques
6	Tennis	Service
7	Arnis	12 Standard Target Strikes
8	Taekwondo	Front Kick
9	Basketball	Passing
10	Volleyball	Passing
11	Soccer	Dribbling
12	Softball	Throwing
13	Folkdance	Basic and Kuradang steps of Tinikling

Grade 8: Fitness and Physical Activity Plan for the Family/School Peers

Lesson Number	Lesson Title	Skill Focus
1	Running	Running
2	Gymnastics	Rhythmic Sportive Gymnastics
3	Swimming	Crawl Stroke
4	Badminton	Service
5	Table Tennis	Service
6	Tennis	Groundstrokes
7	Arnis	Single Sinawali
8	Taekwondo	Straight Punching
9	Basketball	Shooting
10	Volleyball	Service
11	Soccer	Passing
12	Softball	Batting
13	Folkdance	Binislakan
14	Folkdance	Sakuting
15	Folkdance	Sua-Ku-Sua

Grade 9: Fitness and Physical Activity Plan for the Community		
Lesson Number	Lesson Title	Skill Focus
1	Officiating Badminton	Lineman's Hand Signals
2	Officiating Table Tennis	Official's Hand Signal
3	Officiating Volleyball	Line Judge's Official Flag Signals
4	Officiating Basketball	Fouls Hand Signal
5	Social Dance Mixer	Kaibigan
6	Festival Dance	Basic Dance Steps of Sinulog Dance
7	Ballroom Dance	Cha Cha Cha
8	Ballroom Dance	Jive
9	Indoor Game	Table Tennis
10	Indoor Game	Basketball
11	Outdoor Activity	Hiking, Camping, Orienteering
Grade 10: Fitness and Physical Activity Plan for the Community & Society		
Lesson Number	Lesson Title	Skill Focus
1	Active Recreation	Badminton
2	Active Recreation	Volleyball
3	Fitness Activities	Strength Exercises
4	Fitness Activities	Running & Walking for Fitness
5	Yoga Group Exercise	Yoga Group Exercise
6	Other Dance Forms	Hip Hop
7	Other Dance Forms	Cheerdance
8	Other Dance Forms	Contemporary Dance

APPENDIX J

Sample of the Developed Learning materials for Fitness and Physical Activity Plans for the Junior High School Students

UNIT I: GRADE 7

FITNESS & PHYSICAL ACTIVITY PLAN FOR THE SELF

OBJECTIVES

At the end of the unit, the students are expected to design an individualized exercise program to achieve personal fitness.

ASSESSMENT

All of the performances will be assessed using the rubrics.

LEARNING PLAN

The series of lessons are designed based on the new Physical Education curriculum. Activities in games, sports, and dance are developed to have an enjoyable, challenging, and educational physical involvement. More importantly, it is for the students to create and value the importance of fitness and physical activity planning.

ACTIVITY 1 - RUNNING

NAME: _____ DATE: _____
 GRADE & SECTION: _____ THR: _____

Concept Focus : Cardiorespiratory fitness, speed

Skill Focus : Running

Equipment and Materials : Ball pen, stopwatch/watch

Teaching and Learning

Directions:

1. Follow the procedure on the task column and write the answer on the output column.
2. Make sure to do warm-up exercises before doing the task.
3. Always monitor your heart rate before and after the activity.
4. Be honest in accomplishing the task and have fun.

A. Presentation/ Introduction

Task	Output
a. Write your starting place.	
b. Run around the playing area for 30 seconds. Where did you stop?	
c. Get your ballpen and draw the direction you want to follow while running which is good for 3 minutes.	
d. If done, run to the direction that you have drawn. Ready, set, go!	
e. Were you able to run properly? Write how you executed it.	

D. FIT Plan

Directions: Using the table below, make a fitness program that will make you improve your running skill or performance and increase the level of your fitness particularly your muscle and bone endurance through the running movement.

Frequency	Intensity	Time

E. Closure

Put your fitness plan into action for the week. Once completed, write your remarks on the FIT Achievement Sheet.

UNIT II: GRADE 8

FITNESS & PHYSICAL ACTIVITY PLAN

FOR THE FAMILY/ SCHOOL PEERS

OBJECTIVES

At the end of the unit, the students are expected to design a physical activity program for the family/ school peers to achieve personal fitness.

ASSESSMENT

All of the student performances will be assessed using rubrics.

LEARNING PLAN

The series of lessons are designed based on the new Physical Education curriculum. Activities in games, sports and dance are developed to have an enjoyable, challenging, and educational physical involvement. But more importantly, for the students to create and value the importance of fitness and physical activity planning.

ACTIVITY 1 - RUNNING

NAME: _____ DATE: _____

GRADE & SECTION: _____ THR: _____

Concept Focus : Cardiorespiratory endurance, speed

Skill Focus : Running

Equipment and Materials : Marker, baton,

Teaching and Learning

Directions:

1. Follow the procedure on the task column and write the answer on the output column.
2. Make sure to do warm-up exercises before doing the task.
3. Always monitor your heart rate before and after the activity.
4. Be honest in accomplishing the task and have fun.

A. Presentation/ Introduction

Task	Output
a. Mark a 30-meter running track. With your partner, run towards the end line as fast as you can. Who finished first? Why?	
b. With your partner, run again towards the end line. Did you perform well?	
c. Have you experienced muscle fatigue? Why?	

B. Delivery

Task	Output
a. Change your partner and run one at a time towards the end line. Were you able to run properly?	
b. Between the two of you, who executed the running skill properly? Why?	
c. What are the things to consider in performing a running skill?	

C. Practice/Application

Task	Output
a. Change your partner and write his/her name. Why did you choose him/her?	
b. With your partner, provide one improvised baton to be used. Run towards a 30-meter track and go back from the starting line. Pass the baton to your partner and ask him/her to do the same mechanics. Did you perform it properly?	
c. Run again in a 30-meter running area alternately with your partner. How fast did you finish running? Record the time and write some reasons.	
d. In a 20-meter running area, how many rounds can you make alternately with your partner for 4 minutes? Record your time and write some reasons of the result.	
e. Ask your partner to assess your running performance using the rubrics below and ask him/her to write some reasons.	

Rubrics

Criteria	Excellent (4 pts.)	Very Good (3 pts.)	Good (2 pts.)	Fair (1 pt.)
Trunk lean				
Arm swing				
Knee and thigh lift				
Head/ eye placement				
Stride				
TOTAL				

D. FIT Plan

Directions: Using the table below, make a fitness program that will help your peers improve their performance in the learned skill and increase the level of their fitness and your family particularly their muscle and bone endurance using the running movement.

Frequency	Intensity	Time

E. Closure

Make the fitness plan into action with your peers or your family for the week. Once completed, write your remarks on the PEERS/FAMILY FIT Achievement Log.

GRADE 9

FITNESS & PHYSICAL ACTIVITY PLAN

FOR THE COMMUNITY

OBJECTIVES

At the end of the unit, the learners are expected to maintain an active lifestyle to influence the physical activity participation of the community.

ASSESSMENT

All of the students' performances will be assessed using the rubrics.

LEARNING PLAN

The series of lessons are designed based on the new Physical Education curriculum. Activities in games, sports, and dance are developed to have an enjoyable, challenging, and educational physical involvement. But more importantly, it is for the students to create and value the importance of fitness and physical activity planning.

ACTIVITY 1 – OFFICIATING BADMINTON

NAME: _____ DATE: _____
 GRADE & SECTION: _____ THR: _____

Concept Focus : Muscular endurance, coordination, reaction time

Skill Focus : Linesman's Hand Signals

Equipment and Materials : Paper (blue, yellow, red)

Teaching and Learning

Directions:

1. Follow the procedure on the task column and write the answer on the output column.
2. Make sure to do warm-up exercises before doing the task.
3. Always monitor your heart rate before and after the activity.
4. Be honest in accomplishing the task and have fun.

A. Presentation/ Introduction

Task	Output
a. With your group, execute the following movements for 8 counts each in standing, half-knee bend, and long sitting position. After each set, rest for 8 counts and continue the movement. Rate your own performance from 1-5, five as the highest score. - arms in shoulder level - arms diagonally downward in front - hands in front of the eyes	
- i- standing position	
- ii- half knee bend position	

- iii- long sitting position	
b. Find the average of your score and explain the result.	
c. Have you experienced difficulty in doing the movements for several times? Why?	
d. What do you think are the meaning of those movements in officiating badminton?	

B. Delivery

Task	Output
a. With your group, form a rectangular shape with a distance of two arms length and face at the center (see figure below). The first member will stay at the center and shout the signals (out, in, unsighted) used by linesmen in officiating the badminton game and must execute the signal for two times. Then the next member will follow and do the same procedure. Everyone must be experienced to be at the center. 	
b. Assess your own performance and your group performance by rating 1-5, 5 as the highest score. Explain your rating.	
- Self	
- Group	

C. Practice/Application

Task	Output
a. Each signal has a corresponding color. Red if the shuttle is “out”, Blue if shuttle is “in” and yellow if linesman is unsighted. Your leader will show the color and all members will execute the hand signal. The last member to be tagged “out” is the winner.	
b. What is the result of the game? Why?	
c. With your group, make a movement routine of the hand signals including different locomotor movements which is good for at least 3 minutes. Choreography is also needed. Write the sequence of your movement routines.	
d. Have you had any difficulty in doing the activity?	
e. Ask your partner to assess your execution of the hand signal and the movement routine using the rubrics below. Give some reasons for coming up with the score.	

Rubrics

Criteria	Excellent (4 pts.)	Very Good (3 pts.)	Good (2 pts.)	Fair (1 pt.)
Execution of hand signals				
Choreography				
Mastery of steps				
Coordination and precision				
Teamwork				
Confidence and energy				
TOTAL				

D. FIT Plan

Directions: Using the table below, make a fitness program that will help the members of the school and outside community maintain an active lifestyle using the hand signals used by the linesmen in officiating badminton game.

Frequency	Intensity	Time

E. Closure

Make the fitness plan into action with some members of your school community or the community outside your campus in any day of the week. Once completed, write your remarks on the COMMUNITY FIT Achievement Log.

GRADE 10

FITNESS & PHYSICAL ACTIVITY PLAN

FOR THE COMMUNITY & SOCIETY

OBJECTIVES

At the end of the unit, the learners are expected to maintain an active lifestyle to influence the physical activity participation of the community and the society.

ASSESSMENT

All of the students' performances will be assessed using the rubrics.

LEARNING PLAN

The series of lessons are designed based on the new Physical Education curriculum. Activities in games, sports, and dance are developed to have an enjoyable, challenging, and educational physical involvement. But more importantly, it is for the students to create and value the importance of fitness and physical activity planning.

ACTIVITY 1 - ACTIVE RECREATION

NAME: _____ DATE: _____
 GRADE & SECTION: _____ THR: _____

Concept Focus : Muscular strength and endurance, reaction time

Skill Focus : Individual Dual Sports - Badminton

Equipment and Materials : Racket, post and net, shuttlecock

Teaching and Learning

Directions:

1. Follow the procedure on the task column and write the answer on the output column.
2. Make sure to do warm-up exercises before doing the task.
3. Always monitor your heart rate before and after the activity.
4. Be honest in accomplishing the task and have fun.

A. Presentation/ Introduction

Task	Output
a. With your group, execute the mechanics of playing badminton without the use of shuttlecock for 8 times. Were you able to perform it without experiencing too much fatigue?	
- From short service area, execute the service and move backward to long service line and execute smash shot.	
- From the long service line area, execute drive shot and move forward to short service line and execute drop shot.	
b. How efficient were you in doing those skills? Rate your performance from 1-5, 5 as the highest score. Explain your rating.	

B. Delivery

Task	Output
a. Your group must be composed of 4 members. Choose the side of the court to stay in. Hit the shuttlecock within the side of your court only. Player is not allowed to return the shuttlecock twice. Can you make a rally for 4 minutes? Record your time.	
- First attempt	
- Second attempt	
- Third attempt	
b. Compare the results.	

C. Practice/Application

Task	Output
a. Choose your opponent for every game and have 1 set of match only. Record the score of each game.	
- Game 1	
- Game 2	
- Game 3	
b. Explain the results of the game.	
c. Choose your partner and have a game for doubles with 1 set of match only. Record the score of each game.	
- Game 1	
- Game 2	
- Game 3	
d. Have you had any difficulty in playing a badminton game? Why?	
e. Ask your classmate to assess how you played the badminton game using the rubrics on the next page. Ask him/her to give some reasons for coming up with the score.	

Rubrics

Criteria	Excellent (4 pts.)	Very Good (3 pts.)	Good (2 pts.)	Fair (1 pt.)
Execution of the skills				
Concentration				
Energy and power				
Sportsmanship and Honesty				
TOTAL				

D. FIT Plan

Directions: Using the table below, make a fitness program that will help the members of your community and society maintain an active lifestyle using badminton game.

Frequency	Intensity	Time

E. Closure

With your group, visit your barangay or community park and make the fitness plan into action during the weekend. Once completed, write your remarks on the COMMUNITY & SOCIETY FIT Achievement Log.

APPENDIX K

Curriculum Vitae

RICHARD ABCEDE URGELLES

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EDUCATIONAL ATTAINMENT

Education	Institution	Yr. Attended (From To)	Certificate/ Diploma /Degree
Graduate	Philippine Normal University	2015-2020	Master of Arts in Education with Specialization in Physical Education
Tertiary	Philippine Normal University	1998-2002	Bachelor of Secondary Education Cum laude Male Folk Dancer of the Year
Secondary	Mount Carmel High School	1994-1998	High School Certificate Graduated 7th Honorable Mention
Elementary	Polillo Elementary School	1988-1994	Elementary School Certificate

AWARD / RECOGNITION RECEIVED

BENEFACTOR	Recognition	YEAR
Trainors Technology Int'l. Inc. Riyadh Chapter Kingdom of Saudi Arabia	Bayaning Filipino Award	February 2015
Trainors Technology International Inc. Jubail Chapter Kingdom of Saudi Arabia	Leadership Excellent Award Loyalty Award	July 2014
Trainors Technology Int'l. Inc. Riyadh Chapter Kingdom of Saudi Arabia	Student of the Year Outstanding Service Award	February 2011
Trainors Technology Int'l. Inc. Riyadh Chapter Kingdom of Saudi Arabia	Champion (1 st Computer Fundamentals Face-Off Challenge	December 2008

WORKING EXPERIENCE

Name of Employer	Position/Rank	Year (From To)
Philippine Normal University Institute of Physical Education, Health, Recreation, Dance, and Sports	Technical Assistant	2018 to 2020
Philippine Normal University Institute of Physical Education, Health, Recreation, Dance, and Sports	Part-time Physical Education Instructor	2016-2017
Philippine Normal University Institute of Teaching and Learning	Physical Education and Health Instructor	2015-2017
King Saud University University Diabetes Center Academic Services Unit Riyadh, Saudi Arabia	Secretary	2014-2015
	Teacher	2007 to 2014

Fawaq International School Riyadh, Saudi Arabia		
	Registrar	2010 to 2014
	Asst. Registrar	2009 – 2010
	Librarian	2009 – 2010
School of Saint Anthony Lagro, Quezon City	Teacher	2002 to 2007
Philippine Cultural High School Abad Santos, Manila	Teacher	2002 to 2003

MEMBERSHIP TO PROFESSIONAL ORGANIZATIONS

Name	Position	Year
Physical Education Major Alumni Association	Board Member	2017 to present
Trainors Technology International Inc.	Member / Volunteer	2008 to present
	Board of Trustees	Jan. 2015 to present
	President	Jan. to Dec. 2014
	VP- Education	Jan. – Dec. 2013
	VP- Public Relation	2010 – 2011
	Board of Director	2009 – 2010
Philippine Folk Dance Society	Lifetime Member	2002 to Present
HWA-YI Ethnic Dance Center	Member	2000 to Present
Philippine Normal University Honor Society	Member	2002 to present
National Organization of Professional Teachers, INC	Member	2002 to present

SEMINARS/ TRAININGS / WORKSHOPS ATTENDED/ COMMUNITY SERVICE INVOLVEMENT

Name	Participation	Place	Date
2020 PNU Gawad Sulo	Program Committee	PNU Public Relations & Alumni Hall	February 19, 2020

2020 PNU Gawad Sulo	Cultural Committee	PNU Public Relations & Alumni Hall	February 19, 2020
PNU Teacher Quality & quality Assurance Summit	Participant	Teachers' Camp, Baguio City	January 27-30, 2020
SEA Games 2019	Artistic Gymnastics Equipment Associate	Rizal Memorial Stadium	
Stakeholders' Consultative Forum in the PNU Research Agenda 2019-2023	Reception & Physical Arrangement Committee Member	PNU Geronima T. Pecson Main Auditorium	November 28 th 2019
World Teacher's Day	Most Accommodating Staff Awardee	PNU Public Relations & Alumni Hall	October 7, 2019
1 st National Seminar-Workshop on Dance Education	Program Coordinator/ Participant	PNU Gymnasium	October 26-30, 2020
University Research Forum	Participant	PNU Public Relations & Alumni Hall	October 6, 2018
Level 4, Phase 1 AACCUP Accreditation	Physical Arrangement Committee member	PNU Geronima T. Pecson Main Auditorium	July 1 – August 10, 2019
Level 4, Phase 1 AACCUP Accreditation	Co-chair, Reception and Support Staff Committee	PNU Geronima T. Pecson Main Auditorium	July 1 – August 10, 2019
Level 4, Phase 1 AACCUP Accreditation	Secretariat Committee Member	PNU Geronima T. Pecson Main Auditorium	July 1 – August 10, 2019
CCP Summer Arts Academy- Stage Management	Participant	Cultural Center of the Philippines	April 29-May 4, 2019
Dance Xchange: The Philippine International Dance Workshop and Festival 2019	Participant	Roxas City, Capiz	April 26-30, 2019
2019 Gawad Sulo for Eminent Alumni	Cultural Committee Member	PNU Public Relations & Alumni Hall	February 15, 2019

PASUC Culture and the Arts Festival and Competition 2019 Recognition	On-the-Spot Poster Making Coach	PNU Quadrangle	February 11, 2019
Gender Mainstreaming in Physical Education and Sports	Participant	R&R Resort, Calamba, Laguna	December 20-22, 2018
IPEHRDS' 2PHED02 Culminating Activity	Judge	PNU Gymnasium	December 12, 2018
2018 Parañaque City Festival of Talents	Judge	Parañaque City	October 2, 2018
Culture and Sports Summit 2018	Participant	Ramada, Manila	June 8-9, 2018
Division Mass Training of Elementary Teachers (K to Gr. 6) on the Critical Content, Values Integration, Pedagogies and Assessment	Resource Speaker	Conception Integrated School-EL	May 24, 2018
Final Writeshop for PNU's Branding Manual	Participant	Ramada Manila Central	May 15-17, 2018
Seminar-Workshop on Folkdance	Facilitator/Trainer	Municipal Auditorium Burgos, Ilocos Norte	March 17-18, 2018
Seminar on Outcomes-Based Education Instruction	Participant	Pearl Manila Hotel, Paco, Manila	March 21, 2018
16 th Asian University Presidents Forum	Organizing Committee	Dhusit Thani Manila Makati, Philippines	November 21-23, 2017
SHS Cheer Dance Competition	Judge	Lyceum of the Philippines University-Manila	November 9, 2017
3-Day National Training & Workshop on the Contest Pieces for PASUC Culture and the Arts Festival 2017	Participant	Rizal Technological University, Mandaluyong City	September 26-28, 2017
Dance Xchange: The Phil. Int'l. Dance	Participant	Ilagan City, Isabela	May 8-11, 2017

Workshop and Festival 2017			
PNU Torch Ceremony	Co-Chair	PNU-Manila	April 11, 2017
PNU 109 th Commencement Exercises 2017	Scenario Committee Member	PNU-Manila	April 11, 2017
1 st National Dance Research Conference	Participant	Cultural Center of the Philippines	March 7-9, 2017
8 th KABAKA Inter-School Sportsfest	Judge	Rizal Memorial Coliseum	January 31, 2017
2017 SCUAA-NCR Coaches Conference	Participant	PUP-Manila	January 24, 2017
Gawad Sulo for PNU Eminent Alumni 2017	Program Committee Member	PNU-Manila	January 18, 2017
8 th PASUC Culture and the Arts Festival 2016	Folk Dance Coach	Vigan City	December 5-8, 2016
Capacity Building Seminar-Workshop	Participant	PNU-Maceda Building	November 16, 2016
Inter-School Dance Competition	Judge	JMI Gymnasium SanJuan, Batangas	November 9, 2016
Upper School Field Demonstration	Judge	School of Saint Anthony	October 24, 2016
Mr. and Ms. Intramurals 2016	Judge	PNU Gymnasium	September 30, 2016
OBTEC Wellness Dancercise Showdown	Judge	PNU- Institute of Physical Education, Health, Recreation, Dance, and Sports	August 24, 2016
Teacher Licensure Examination	Proctor/watcher	PNU-Manila	March 20, 2016
Imprinting the STAMP	Working Committee Member	PNU-Manila	January 16, 2016
Forum on Celebrating the Teacher in Us: Journeying as Teaching, Teaching as Journeying.	Participant	SEAMEO INNOTECH, Diliman, Quezon City	September 30, 2015
OBTEC Wellness Dancercise Showdown	Judge	PNU- Institute of Physical Education, Health, Recreation, Dance, and Sports	August 26, 2015

Trainors Technology Int'l. Inc.- Computer Fundamentals 1 course	Volunteer Instructor	Riyadh, Saudi Arabia	May 2015
Trainors Technology Int'l. Inc.- Computer Fundamentals 1 course	Volunteer Instructor	Riyadh, Saudi Arabia	February 2015
19 th World Diabetes Day	Organizer/participant	Riyadh, Saudi Arabia	November 2014
Trainors Technology Int'l. Inc.- Computer Fundamentals 1 course	Volunteer Instructor	Riyadh, Saudi Arabia	April 2014
Trainors Technology Int'l. Inc.- Computer Fundamentals 1 course	Volunteer Instructor	Riyadh, Saudi Arabia	March 2014
Trainors Technology Int'l. Inc.- Fundamental in Information Technology course	Volunteer Instructor	Riyadh, Saudi Arabia	December 2013
Order of the Knights of Rizal 11 th Mear Rizal Youth Leadership.	Coach	Manama, Bahrain	November 2013
POLO/OWWA- Trainors Technology Int'l. Inc.- Computer Fundamentals 1 course	Volunteer Instructor	Riyadh, Saudi Arabia	October 2013
Trainors Technology Int'l. Inc.- Reflexology Course	Student	Riyadh, Saudi Arabia	December 2012
Order of the Knights of Rizal 10 th Mear Rizal Youth Leadership.	Coach	Manama, Bahrain	October 2012
Trainors' Leadership Training	Participant	Riyadh, Saudi Arabia	October 2012
32 nd National Folk Dance Workshop	Participant	Batangas City, Philippines	May 2012

Order of the Knights of Rizal 9 th Mear Rizal Youth Leadership.	Coach	Manama, Bahrain	November 2011
FIS Camp Out 2011	Coordinator	Riyadh, Saudi Arabia	February 2011
Teaching and Learning as Tools of Progress in Higher Education	Participant	Intercontinental Hotel Riyadh, Saudi Arabia	January 2011
Trainors Technology Int'l. Inc.- Adobe Photoshop Course	Student	Riyadh, Saudi Arabia	December 2010
Order of the Knights of Rizal 8 th Mear Rizal Youth Leadership.	Coach	Manama, Bahrain	November 2010
Interfacing Hardware and Software Design and Programming	Participant	Riyadh, Saudi Arabia	August 2010
Philippine Folk Dance Society	Participant	Bicol, Philippines	May 2010
Applied Statistics in Educ.	Participant	Riyadh, Saudi Arabia	December 2009
MS Excel 2003 and Powerpoint 2003	Student	Riyadh, Saudi Arabia	January – March 2009
Computer Foundation, DOS, Windows XP, Word 2003, and Internet Basic	Student	Riyadh, Saudi Arabia	September – November 2008
FIS Camp Out 08	Team Adviser/ Resource Person	Riyadh, Saudi Arabia	November 2008
Teaching for Success	Participant	Riyadh, Saudi Arabia	June 2008
Pamana ng Lahing Maharlika	Participant	Riyadh, Saudi Arabia	June 2008

CHARACTER REFERENCES

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