

Contextualized Course Syllabi for PATHFit 1 and 2 (Dissertation Output of Ruben L. Tagare, Jr.)

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School Obtained:	Adamson University, Manila, PHL
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Dissertation Title:	Interests, Characteristics, and Preferences of Generation Z Students in Rural Communities: Basis for Contextualizing the Philippine PATHFit Program



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Contextualized Course Syllabi for PATHFit 1 and 2

The development of research-based course syllabi for PATHFit 1 and 2 is a significant outcome of this study, ensuring that the curriculum aligns with the interests, characteristics, and preferences of Generation Z students. By integrating research findings, the syllabi aim to optimize the learning experience, making physical education more engaging, relevant, and effective. This approach not only enhances student motivation but also nurtures a deeper appreciation for physical activity as a lifelong pursuit.

A key aspect of this process was the collaboration among stakeholders, including faculty members teaching PATHFit courses, the dean, the department chairperson for Service PE, and the Sports Director. The research findings were first shared with these key individuals, who then played an active role in refining and designing the new syllabi. Their collective expertise ensured that the course content remained pedagogically sound while being tailored to the unique needs of students.

Further, the research-based approach led to the development of fully contextualized syllabi that bridge academic rigor with student engagement. These revised course structures reflect a commitment to evidence-based education, addressing both theoretical and practical aspects of physical education. By grounding the syllabi in research, this study contributes to the continuous improvement of the PATHFit program, making it more adaptive and effective for Generation Z students.

Contextualized Course Syllabus for PATHFit 1

COURSE DETAILS

Course Title	Physical Activities Toward Health and Fitness 1 (PATHFit 1): Movement Competency Training				
Course Number	PE 01	Curriculum Component	Mandated Cours		
Credit Unit	2	LECTURE (Unit-Hours)	2-2	LABORATORY (Unit-Hours)	0
Prerequisites		Co-requisites	None	Year Level /Semester Offered	1 st Year / First Semester
Course Description:	This course reintroduces the fundamental movement patterns that consist of non-locomotor and locomotor skills, which are integrated with core training to meet the demands of functional fitness and physical activity performance. Emphasis will be on exercise regression and progression for the enhancement of fitness and the adaptation of movement competencies to independent physical activity pursuits. In conjunction with fitness and wellness concepts, exercise and healthy eating principles, periodic evaluation will be conducted of one's level of fitness and physical activity, as well as eating patterns to monitor one's progress and achievement of personal fitness and dietary goals.				
Course Outcomes:	Upon passing this course, the students must be able to: 1. Access, synthesize and evaluate information on: • Healthy eating and fitness behaviors, products and services; • Risks associated with physical activity; fitness and physical activity assessment results; • Activity patterns throughout the lifespan; and • Personal, cultural and social factors that motivate or inhibit healthy choices about physical activity and nutrition behaviors to enhance one's capacity to take responsibility for oneself. 2. Apply concepts such as fair, empathy, respect for others' abilities and diversity by understanding how these can influence their interaction with others. 3. Participate in moderate to vigorous physical activities in accordance with national and global recommendation for PE				

COURSE LEARNING PLAN								
Intended Learning Outcomes (ILO)		CO Alignment	Time Frame (Week)	Course Content / Topics	Teaching & Learning Activities		Learning Materials	Sample Assessment
					Teacher's Activities	Students' Activities		
1.1	Clearly define course outcomes, requirements, grading criteria, and classroom policies.			Course Introduction and Introduction - VGMO - Course outcomes and requirements, Grading system, Classroom policies - Overview of the topics to be discussed - Getting learners' prior knowledge on the subject matter and expectations	Lecturette	Group Activity for Class Bonding - Larong Pinoy - Mind games - Amazing Race - Group Orienteering	Course Syllabus Game Materials	Reflective Personal Assessment
1.2	Connect course outcomes and requirements to the institution's Vision, Goals, Mission, and Objectives (VGMO).		1		Video/ PPT			
1.3	Acknowledge prior knowledge and expectations of the subject to better align future academic pursuits.				Facilitating discussions			
2.1	Explain the components of fitness and wellness, including	1	2	Chapter 1: Fitness and Wellness Concepts Physical Activity Readiness	Lecturette	PAR-Q and You	PAR-Q	PAR-Q
					Facilitating Discussions	Role Playing		Rubrics

2.2	wellness dimensions and physical fitness elements; Recognize physical fitness testing as a tool for assessing fitness and designing personalized activities; and			• Dimensions of Wellness • Physical Fitness Components • Significance of Physical Fitness Testing		Group Discussion and Presentation	Materials Prepared by Students	
2.3	Create a short play on the dimensions of wellness and their impact on well-being.						Learning Module	
3.1	Discuss strategies for strengthening the immune system through healthy eating, sleep, activity, and incidental physical activities;	1, 2	3	Chapter 2: Achieving a Healthy and Active Lifestyle • Physical Activity and Exercise • Benefits of Physical Activities • Ways in strengthening the immune system - Healthy eating habits - Getting adequate sleep - Staying Active • Promoting Incidental Physical Activities	Lecturette Facilitating Discussions	Group Discussion and Presentation	Materials Prepared by Students	Rubrics Short Quiz
3.2	Appreciate physical activities as essential for improving overall health and well-being; and		4			Designing Weekly Meal Plan Designing Incidental Physical Activities	Learning Module	

3.3 Design and implement incidental physical activities for daily integration and an active lifestyle.							
4.1 Analyze considerations and tips for facilitating health-related and skill-related self-testing activities; 4.2 Recognize the importance of self-testing for monitoring and improving personal fitness; and 4.3 Demonstrate proficiency in conducting self-tests for health-related and skill-related fitness.	1, 2, 3	5 6	Chapter 3: Self-testing Activities • Tips on Physical Fitness Testing • Things to consider in facilitating self-testing activities • Self-testing activities for Health-Related Fitness • Self-testing activities for Skill Related Fitness	Facilitating Students Doing the Fitness Tests	Conducting Pre-testing of Fitness Components	Pre-test Score Sheets Measuring Devices Learning Module	Self-assessment

Design exercise programs using the Physical Activity Pyramid and MFIT formula, targeting cardiorespiratory fitness, flexibility, and muscular fitness; Engage in group activities to demonstrate the three phases of an exercise program and their role in fitness. Demonstrate flexibility and cardiorespiratory exercises in a live TV commercial or variety show, highlighting proper techniques.	1, 2	7	Chapter 4: Exercise Prescription • The Physical Activity pyramid • Exercise Prescription • Three Phases of Exercise Program • Basic Principles of Exercise • MFIT Formula - Cardiorespiratory Fitness - Flexibility - Muscular Fitness	Lecturette Facilitating Discussions	Performing Group Activities - Talk-show - Live TV Commercial - Variety Show - Short Play - Comical Skit Design Cardiorespiratory Prescription Flexibility Exercise	Materials Prepared by Students Learning Module	Short Quiz Group Quiz bowl Station Quiz
All ILOs covered in Midterm		9	Midterm Examination				
6.1 Apply fundamental movement skills by executing non-locomotor and locomotor movements accurately in various drills and routines.	1, 2, 3	10	Chapter 5: Fundamental of Movements • Fundamental Movement Skills • Non-locomotor movements	Facilitating Students Doing the Movement Executions	Execution of Non-Locomotor Movement	Materials Prepared by Students Learning Module	Rubrics

6.2 Engage actively in skill-testing for manipulative skills and design creative movement routines that incorporate non-locomotor and locomotor movements. 6.3 Perform ladder drills and execute movement routines that demonstrate proficiency in fundamental movement skills, including manipulative skills.		11	- Locomotor Movements - Manipulative Skills - Suggested Drills		Execution of Locomotor Movements Ladder Drill Skill-test for Manipulative Skills Design Movement Routines		
7.1 Identify the health benefits of muscle fitness exercises and explain basic guidelines for safe and effective muscular strength training; 7.2 Value safe exercise practices by actively participating in interactive discussions and sharing personal experiences about strength training; and	1, 2, 3	12 13	Chapter 6: Basic Strength Training and Other Home-based Exercise - Health benefits of Muscle Fitness Exercise - Basic Guidelines for Safe and Effective Muscular Strength Exercise - Sample Strength training Exercises - Upper Extremity - Lower Extremity - Core Exercises	Lecturette Facilitating Discussions Facilitating Students Doing the Movement Executions	Interactive Discussion Experience Sharing Exercise Workout Skill Demonstration	Materials Prepared by Students Learning Module	Short Quiz Rubrics

7.3 Demonstrate proficiency in performing sample strength training exercises for upper extremity, lower extremity, and core.							
8.1 Explain the benefits of participating on these activities; 8.2 Reflect on how each type of exercise contributes to overall fitness; and 8.3 Participate actively in exercise activities.	1, 2, 3	14 15 16 17	Chapter 7: The Fitness Challenge • Walking Program: 10K Steps Challenge • Body-weight Exercise • Jump Rope Exercise • Aerobic Dance Fitness	Facilitating Students Doing the Activities	Exercise Activities	Station Activities	Rubrics Fitness Vlog
All ILOs covered in the Course		18	Final Examination				

Contextualized Course Syllabus for PATHFit 2

COURSE DETAILS

Course Title	Physical Activities Toward Health and Fitness 2 (PATHFit 2): Exercise-Based Fitness Activities				
Course Number	PE02	Curriculum Component	Professional Course		
Credit Unit	2	LECTURE (Unit-Hours)	2-2	LABORATORY (Unit-Hours)	0
Prerequisites	PATH Fit 1	Co-requisites	None	Year Level/Semester Offered	1stYear / Second Semester
Course Description	This course provides experiences in a variety of Physical activities as a form of exercise for enhancing core stability, strength, and mobility training. It includes Goal Setting, application of exercise principles (frequency, intensity, time, type, progression, and volume) and periodic assessment for the development of various fitness components.				
Course Outcomes:	1. Participate in moderate to vigorous exercise-based fitness activities in accordance with the national and global recommendations on physical activities for health 2. Execute competencies related to exercise-based fitness activities to independently pursuing health enhancing and personally rewarding. 3. Organize exercise-based fitness activities that will create community connections and contribute to the health and wellness of the school community and its periphery.				

COURSE LEARNING PLAN							
Intended Learning Outcomes (ILO)	CO Alignment	Time Frame (Week)	Course Content / Topics	Teaching & Learning Activities		Learning Materials	Sample Assessment
				Teacher's Activities	Students' Activities		
1.1 Clearly define course outcomes, requirements, grading criteria, and classroom policies. 1.2 Connect course outcomes and requirements to the institution's Vision, Goals, Mission, and Objectives (VGMO). 1.3 Acknowledge prior knowledge and expectations of the subject to better align future academic pursuits.		1	Course Introduction and Introduction • VGMO • Course outcomes and requirements, Grading system, Classroom policies • Overview of the topics to be discussed • Getting learners' prior knowledge on the subject matter and expectations	Lecturette Video/ PPT Facilitating discussions	Group Activity for Class Bonding - Larong Pinoy - Mind games - Amazing Race - Group Orienteering	Course Syllabus Game Materials	Reflective Personal Assessment
2.1 Explain nutrition concepts, including macro and micronutrients, go/grow/glow foods, and the roles of vitamins and minerals;	2	2 3	Chapter 1: Nutrition • Macro and Micronutrients • Go, Grow, and Glow • Vitamins and Minerals	Lecturette Facilitating Discussions	Group Discussion and Presentation Poster/ Slogan	Materials Prepared by Students Learning Module	Rubrics Oral Recitation

including those with special needs.							
4.1 Briefly explain exercises that help prevent non-communicable diseases such as type 2 diabetes, cancer, hypertension, and asthma; 4.2 Appreciate the role of exercise in reducing the risk and managing the impact of non-communicable diseases; and 4.3 Perform a selection of exercises that are effective for preventing and managing these health conditions.	1, 2, 3	6	Chapter 3: Exercises to Prevent for Non-Communicable Diseases • Type 2 Diabetes • Cancer • Hypertension • Asthma	Lecturette Facilitating Discussions Facilitating Students Doing the Movement Executions	Group Discussion and Presentation Exercise Activities	Materials Prepared by Students Learning Module	Short Quiz Rubrics
5.1 Explain the differences between various types of stretching; 5.2 Value the importance of each type of stretching based on its	1, 2	7	Chapter 4: Application of Type of Stretching • Static (Slow-sustained Stretching) • Ballistic Stretching • Dynamic Stretching	Lecturette Facilitating Discussions	Group Discussion and Presentation Exercise Activities	Materials Prepared by Students Learning Module	Quiz

specific usage and purpose in enhancing flexibility and preventing injury; and 5.3 Perform different types of stretching exercises, demonstrating their appropriate use and benefits.			- Controlled Ballistic stretching - Proprioceptive Neuromuscular Facilitation Stretching	Facilitating Students Doing the Movement Executions			Rubrics
6.1 Clearly explain the concept of the MFIT training program and its components; 6.2 Recognize the importance of MFIT principles as a framework for optimizing health and fitness; and 6.3 Perform the MFIT training program that you have developed, demonstrating an understanding of its principles.	1, 2, 3	8	Chapter 5: Application of Mode, Frequency, Intensity, and Time (MFIT)	Facilitating Students Doing the Exercise Activities	Exercise Activities	Materials Prepared by Students Learning Module	Rubrics
All ILOs covered in Midterm		9	Midterm Examination				

7.1 Identify techniques and routines for effective physical exercise training. 7.2 Recognize the importance of proper techniques and routines for optimizing health. 7.3 Implement a fitness plan targeting core, upper, and lower extremities.	1, 2, 3	10 14	Chapter 6: Techniques and Routines for Physical Exercises Training • Application of Fitness Plan • Core Exercises • Upper Extremities • Lower Extremities	Facilitating Students Doing the Exercise Activities	Interactive Group Discussion Exercise Activities	Materials Prepared by Students Learning Module	Rubrics
8.1 Explain the main purpose of the Go Green Station Fitness Challenge; 8.2 Value the importance of the Go Green Station Fitness Challenge in promoting sustainability and wellness; and 8.3 Participate actively in the Go Green Station Fitness Challenge.	1, 2, 3	15	Chapter 7: Go Green: Station Fitness Challenge	Facilitating Students Doing the Exercise Activities	Exercise Activities	Materials Prepared by Students Learning Module	Fitness Vlog
9.1 Clearly explain the purpose of self-testing and the exercises used	1, 2	17	Chapter 9: Post Self-testing Activities	Facilitating Students Doing the Fitness Tests	Conducting Post-testing of Fitness Components	Pre-test Score Sheets Measuring Devices	Self-assessment

to measure different fitness components; 9.2 Recognize the importance of post-self-testing as a tool to evaluate improvements in overall fitness throughout the PATHFit courses; and 9.3 Perform post-self-testing activities to assess progress.			• Self-testing activities for Health-Related Fitness • Self-testing activities for Skill Related Fitness			Learning Module	
All ILOs covered in the Course		18	Final Examination				

Prepared by:



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**PRIVATE TERTIARY STUDENTS' UNSPOKEN THOUGHTS
IN LEARNING PHYSICAL EDUCATION AMIDST
COVID-19 PANDEMIC: BASIS FOR
INTERVENTION**

RHEALEN P. CAMARIÑAS

Bachelor of Physical Education



DECEMBER 2021



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Thesis Title	PRIVATE TERTIARY STUDENTS' UNSPOKEN THOUGHTS IN PHYSICAL EDUCATION AMIDST COVID-19 PANDEMIC: BASIS FOR INTERVENTION

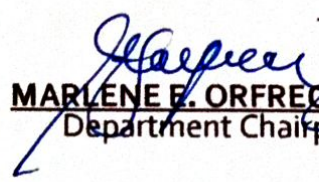
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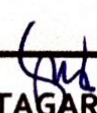
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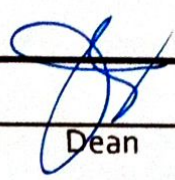

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ACCEPTANCE OF THESIS

The thesis attached hereto, entitled "PRIVATE TERTIARY STUDENTS UNSPOKEN THOUGHTS IN LEARNING PHYSICAL EDUCATION AMIDST COVID-19 PANDEMIC: BASIS FOR INTERVENTION" prepared and submitted by RHEALEN P. CAMARIÑAS in partial fulfilment of the requirements for the degree of Bachelor of Physical Education is hereby accepted.


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ABSTRACT

CAMARIÑAS, RHEALEN P. 2021. Private Tertiary Students' Unspoken Thoughts in Learning Physical Education amidst the COVID-19 Pandemic. BPED Thesis. Institute of Sports, Physical Education and Recreation, University of Southern Mindanao, Kabacan, Cotabato. Number of pages; 72 pp.

Adviser: **RUBEN L. TAGARE JR., LPT, MAEd**

COVID-19 pandemic has impacted Higher Education across the world, resulting of school closures to enforce social distancing protocols. Educational Institutions face serious change of planning, implementing and assessing their system particularly in the Philippines. There is meager research on how COVID-19 influenced the educational system in the educational profession, as a result, this study utilized a Qualitative Phenomenological Research Design to explore further into the information concerning private tertiary students' experiences learning physical education in the context of the COVID-19 Pandemic. Participants from a group of private tertiary schools in the Philippines' Cotabato Province took part in this research. The findings of this study revealed that the lived experiences of private tertiary students were influenced by the resource availability, support and management, teaching and learning strategy and student-teacher engagement. Thus, this study implies that teachers should work conducive to professional growth, where they must interact with the learners and utilize adequate and efficient teaching

strategies for the online learning of Physical Education. Improvements to facilities and equipment must be another focus of the school for better students' learning experiences and to boost their interest in Physical Education, which is important for obtaining the desired performance rate and level of physical competence as implemented in the curriculum. The findings were then used to develop conclusions and recommendations for the basis of interventions in online learning of Physical Education in the Philippine Private Tertiary schools.

Keywords: Private Tertiary Students Experiences; Phenomenology; Online Learning; Students Challenges

**CHALLENGES EXPERIENCE ON ONLINE LEARNING IN
PHYSICAL EDUCATION SUBJECT OF TERTIARY
STUDENTS AMIDST COVID-19 PANDEMIC;
BASIS FOR INTERVENTION**

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DECEMBER 2021



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Index No: _____
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ACCEPTANCE OF THESIS

The thesis attached hereto, entitled "CHALLENGES EXPERIENCE ON ONLINE LEARNING IN PHYSICAL EDUCATION SUBJECT OF TERTIARY STUDENTS AMIDST COVID-19 PANDEMIC: BASIS FOR INTERVENTION" prepared and submitted by IZLE SHANE M. GAPA in partial fulfillment of the requirements for the degree of Bachelor of Physical Education is hereby accepted.

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ABSTRACT

GAPA, IZLE SHANE M. 2021. Challenges Experience on Online Learning in Physical Education subject to the Tertiary Students amidst Covid-19 Pandemic: Basis for Intervention. BPEd Thesis, Institute of Sports, Physical Education and Recreation, University of Southern Mindanao, Kabacan, North Cotabato, Philippines. Page 50

Adviser: HELEN GRACE D. LOPEZ, MAEd- P.E

The onset of pandemic creates a big impact in the learning modality employed in the University. The delivery of course content in physical education has been changed as students have to adopt the new system of acquiring information through virtual learning environment. Economic and psychosocial state became crucial to learning and performance. Thus, this study became very significant. This quantitative research was participated by 100 respondents of physical education students enrolled in physical education courses. A survey was conducted by using google forms sent to randomly identified respondents. Permission was sought from each faculty assigned before survey forms had been forwarded. Study shows that 60 % of tertiary physical education learners have only 1 device (mobile phone), and 40% used two devices (laptop and mobile phone). This device is their only source when downloading lessons, uploading activities, and attending asynchronous classes like google meet. Furthermore, study also revealed that 81% of

learners uses prepaid mobile data, 16 % has post-paid subscription and still there was 3% who relied its accessibility in a private connectivity where students has to insert a coin a slot machine for generate connection per hour. The sudden change in learning modality a fuss in the country. A debate on social media for educational freeze became sensational. However, the government decided to continue where everyone who dreamed to finish the program has to adopt the system.

Keywords: Challenges, COVID-19, Internet connection, Online learning, Physical Education, Tertiary students

**LIVED EXPERIENCES OF PHYSICAL EDUCATION
TEACHERS IN TEACHING SPORTS TRACK
IN SENIOR HIGH SCHOOL; BASIS
FOR INTERVENTION**

STEFFANY ANNE C. POBLADOR

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DECEMBER 2020



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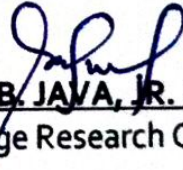
ACCEPTANCE OF THESIS

The thesis attached hereto, entitled "LIVED EXPERIENCES OF PHYSICAL EDUCATION TEACHERS IN TEACHING SPORTS TRACK IN SENIOR HIGH SCHOOL: BASIS FOR INTERVENTION" prepared and submitted by STEFFANY ANNE C. POBLADOR in partial fulfillment of the requirements for the degree of BACHELOR OF PHYSICAL EDUCATION is hereby accepted.


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ABSTRACT

POBLADOR, STEFFANY ANNE C. 2020. Lived Experiences of Physical Education Teachers in Teaching Sports Track in Senior High School: Basis for Intervention. BPEd Thesis. Institute of Sports, Physical Education and Recreation, University of Southern Mindanao, Kabacan, Cotabato. 98 pp.

Adviser: **RUBEN L. TAGARE JR., LPT, MAEd**

This research utilized a phenomenological qualitative approach, in which Physical Education teachers teaching SHS from Cotabato Province were interviewed. Data reduction, data display, and conclusion drawing, and verification analysis had been used to validate the accuracy of the information.

The findings of the research are comprehensively illustrated in a form of a table. The first table is labelled as "Favorable Experiences Of Physical Education Teachers In Teaching Specialized and Applied Courses Of Shs Sports Track" to represent four themes.

The second table is labelled as "Problems That Physical Education Teachers Are Hurdling in Teaching Specialized And Applied Courses Of Shs Sports Track" To represent six themes.

The study drawn that these themes have respective interventions like: a) Invest in retooling and enhancement of teachers' skills specifically through specialized seminars; b) Retention Policy should be established to

achieve a concentrated population of kinaesthetically intelligent students; c) Revisit DepEd's curriculum for SHS sports track to do curriculum mapping; d) School administrators should hire highly skilled physical education teachers; e) Schools should prioritize the budget allocation for facilities and equipment; f) Institutional support and external collaboration should be amplified to broaden the opportunities of the; g) Non-Physical Education graduates teaching in Sports Track Program should be required to undergo proper training and education in Physical Education pedagogy through seminars and workshops.

The researchers highly recommend this study as essential reading for the teachers and students alike, as it can help widen our understanding with what we need to know in order to address the problems and challenges facing the education system. It is time for everyone— the Department of Education, the teachers, the students, and all its stakeholders to work hand in hand and make the solutions a reality.

Keywords: Lived Experiences of Physical Education Teachers,
Phenomenology, Sports Track

Bachelor of Physical Education

PARAMETER

C

**IMPLEMENTATION, MONITORING,
EVALUATION AND UTILIZATION OF
RESEARCH RESULTS/ OUTPUTS**

IMPLEMENTATION

I. 8. 2. The improvement of instructional processes;

AACCUP ACCREDITATION VISIT
JULY 04-08, 2022



**GENERATION Z STUDENTS' CONCEPTS ON PHYSICAL EDUCATION: BASIS FOR
COURSE CONTEXTUALIZATION**

A Master's Thesis

Presented to the

Graduate Faculty of the School of Education

University of San Carlos

Cebu City, Philippines

In Partial Fulfillment

of the Requirements for the Degree of

MASTER OF ARTS IN EDUCATION MAJOR IN PHYSICAL EDUCATION

by

RUBEN L. TAGARE, JR.

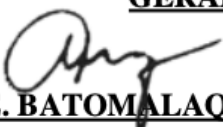
APPROVAL SHEET

This Thesis entitled **GENERATION Z STUDENTS' CONCEPTS ON PHYSICAL EDUCATION: BASIS FOR COURSE CONTEXTUALIZATION** prepared and submitted by **RUBEN LAGUNERO TAGARE, JR.,** in partial fulfillment for the degree **MASTER OF ARTS IN EDUCATION MAJOR IN PHYSICAL EDUCATION** has been examined and recommended for acceptance and approval for ORAL EXAMINATION.

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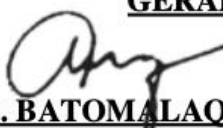
Chair

PANEL OF EXAMINERS

Approved by the Committee on Oral Examination with a grade of **PASSED.**


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Chair

Accepted and approved in partial fulfillment of the requirements for the degree MASTER OF ARTS IN EDUCATION MAJOR IN PHYSICAL EDUCATION.

Comprehensive Examination: **PASSED**


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April 28, 2020
Date of Oral Examination

ABSTRACT

This research is generally aimed to look into the culture of Generation Z Learners as basis for contextualization of Physical Education 1 Course of the University of Southern Mindanao. Specifically, it scrutinized the cultural values, social spaces, symbols, concepts on fitness, and preferred activities for physical fitness, which were essentials in the creation of a contextualized course syllabus in Tertiary Physical Education 1 that is responsive to the needs and interests of Generation Z Learners. It also aimed to provide answers to the problem of increasing number of dropped-out learners in Physical Education classes in the University of Southern Mindanao.

This research employed a qualitative ethnographic research design which paved a way to create space for the integration of local knowledge as tool to enhance curriculum content in an educational domain. In realizing the goals of this study, it indulged in numerous focus group discussions, extensive field observations, personal interviews, direct interactions, and field notes. Gathered data were all transcribed in verbatim and identified the vital and repetitive ideas and terms for open and axial coding purposes. Validation and triangulation were also conducted to ensure the accurateness and clarity of confusing terms and ideas.

Despite of owning all the qualities to be considered as part of this digital era, findings of this research revealed the stress and pressure that the Generation Z Learners are having with their academic pursuit, peer pressure, and expectations of the society. These factors were the primary reasons why they can easily bend down when they experience disappointments and emotional stress. They also give similar importance to the role of bonding, relaxation, sharing, and usage of electronic devices for their social medias.

It was also disclosed that the teaching – learning activities in the current syllabus in Tertiary Physical Education 1 that the University of Southern Mindanao is using is distant to the interests of Generation Z Learners making this become unresponsive to the needs of this generation. This study therefore concludes the need for revision and contextualization of the course syllabus in Tertiary Physical Education to integrate the desires of Generation Z Learners in their Physical Education 1. The culture of these learners informed the researcher to better understand the dynamics and characteristics of Generation Z Learners which became essential information for the contextualization of course syllabus in Tertiary Physical Education.

Keywords: Activity Preference; Course Contextualization; Cultural Values; Generation Symbols; and Generation Z Students

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	UNIVERSITY OF SOUTHERN MINDANAO					
	OUTCOMES-BASED TEACHING AND LEARNING (OBTL) COURSE SYLLABUS					
	Document No.	USM-EDU-F05	Rev. No.	4	Page 1 of 14	

EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
April 10, 2020	4	New	Revised and Contextualized based on a research – based document.	All	UQAC
July 31, 2019	3	New	Revised in accordance to CHED's OBE requirements changing document name to Outcomes-Based Teaching and Learning (OBTL) Course Syllabus incorporating Degree Program name, CHED CMO Reference, BOR Approval, Program Educational Objectives (PEO), Program Outcomes (PO), Co-requisites, Year Level and Semester Offering, Faculty Consultation Hours and Contact Information, Level Legend, Numbering scheme of the ILO, Course Evaluation, Faculty in charge replacing Professor, subdividing TLA into Teaching Activities and Learning Activities, alignment of the Mission, PEO, PO, Course, CO, and ILO, deletion of Institutional Outcomes statements and removal of Values Integration column and Course Requirements section	PARTIAL	UQAC
July 23, 2018	2	New	Revised incorporating the Institutional Outcomes and Textbook/Reference number, renaming Program Objectives into Department Objectives, Course Outline and Timeframe into Course Outline, Intended Learning Outcomes into Course Learning Plan, Outcomes into Intended Learning Outcomes (ILO) and Resource Materials into Learning Materials, placing the Time Frame column before the Course Content column	PARTIAL	UQAC
July 05, 2017	1	New	Revised based on ISO Format	ALL	UQAC
July 04, 2016	Ø	New	Newly established in accordance to the Quality Management System Requirements	ALL	UQAC

Author:	Reviewer:	Verifier:	Validator:	Final Approver:	DCC USE ONLY			
RUBEN L. TAGARE, JR. Faculty	PRESCILLA P. DAGOC, MSPE Department Curriculum Coordinator	MARLENE E. ORFRECIO, EdD Department Chairperson	JUDY L. GARCIA, EdD Dean	CONSUELO A. TAGARO, EdD Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR			
					MASTER		COPY	
Date:	Date:	Date:	Date:	Date:				

Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development ^{M1} , promote harmony among the diverse cultures ^{M2} and improve quality of life ^{M3} through instruction, research, extension and resource generation in Southern Philippines.
Core Values	G -Goodness, R -Responsiveness, E -Excellence, A -Assertion of Right and T -Truth
USM Quality Policy Statement	The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives. 1. Establish key result areas and performance indicators across all mandated functions; 2. Implement quality educational programs; 3. Guarantee competent educational service providers; 4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life; 5. Facilitate transfer of technologies generated from research to the community for sustainable development; 6. Strengthen relationship with stakeholders; 7. Sustain good governance and culture, sensitivity; and 8. Comply with customer, regulatory and statutory requirements.

COURSE DETAILS	
Course Number	PATH – Fit 1
Course Title	Physical Activity Towards Health and Fitness

Credit (--Unit)	2	LECTURE	2	LABORATORY	
Prerequisites	None	Co-requisites	None	Year Level/Semester Offered	1st Year - First Semester
Course Description	This course reintroduces the fundamental movement patterns that consist of non-locomotor and locomotor skills, which are integrated with core training to meet the demands of functional fitness and physical activity performance. Emphasis will be on exercise regression and progression for the enhancement of fitness and the adaptation of movement competencies to independent physical activity pursuits. In conjunction with fitness and wellness concepts, exercise and healthy eating principles, periodic evaluation of one's fitness and physical activity levels, as well as eating patterns will be conducted to monitor one's progress and achievement of personal fitness and dietary goals.				

PROGRAM EDUCATIONAL OBJECTIVES (PEO)		MISSION		
In 3-5 years, the graduates of USM shall:		<i>M1</i>	<i>M2</i>	<i>M3</i>
PEO 1	Provide leadership in various development programs both public and private	✓		
PEO 2	Equip with technical, conceptual and human resource skills	✓		✓
PEO 3	Pursue entrepreneurial activities	✓		✓
PEO 4	Able to adapt to diverse culture		✓	
PEO 5	Pursue advanced studies in emerging related fields		✓	✓

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.

PROGRAM OUTCOMES (PO)	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	...
Upon graduation, the University of Southern Mindanao students must be able to:											
a) Articulate and discuss the latest development in the specific field of practice.											
b) Effectively communicate orally and in writing using both English and Filipino			✓								
c) Work effectively and independently in multidisciplinary and multi-cultural teams.	✓	✓									
d) Act in recognition of professional, social and ethical responsibility											
e) Preserve and promote "Filipino historical and cultural heritage"		✓									
f) Participate in the generation of new knowledge in research and development projects.											

NOTE: Minimum PO's shall come from the PSG/CMO of the program if applicable. Other additional PO's may come from consultations with constituents and stakeholders.

COURSE OUTCOMES (CO)	POa	POb	POc	POd	POe	POf	POg	POh	POi	POj	POk	POl	POm	POn	POo	POp	POq	POr	POs	POt	POu	POv	POw	POx	POy	POz
----------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Upon passing this course, the students must be able to:		Course Alignment to Program Outcomes																			
CO 1	Comprehend fitness components and participate in moderate to vigorous physical activities (MVPAs) to gradually adapt movement competencies that will allow learners to develop conviction for independent physical activity pursuit for the purpose of health – enhancement and personal reward.	✓	✓																		
CO 2	Learners will be able to monitor their progress and evaluate their achievement in personal fitness and in dietary goals. This includes devising and applying range of strategies to improve one's physical activity performance while observing empathy and respect to their fellow.	✓	✓																		
CO 3	Develop leadership skills to promote practical and creative innovations to create community connection and bring fitness and wellness close to the community.		✓		✓	✓															

[I] = Introductory. This introduces the student to the Program Outcome (PO).

[E] = Enabling. This enables the student to attain the Program Outcome (PO)

[D] = Demonstrative. This demonstrates the student's attainment of the Program Outcome (PO)

COURSE LEARNING PLAN								
Intended Learning Outcomes (ILO) <i>By the end of the learning experience*, students must be able to:</i>	Aligned to CO:	Time Frame (Week)	Topics	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
		1	Class Orientation, Getting to know each other activity, and team building	Orient the class with the course content, grading system, and classroom policies and standards. Design activity for getting to know each other and team building	Group activity for class sharing and bonding such as larong pinoy and other form of recreational games.	- Course Syllabus - Materials for chosen larong pinoy or other recreational activities Venue: - Field - Other spacious venues away from hazards		
Improve fitness from baseline (pre-test) 1.1 Relate fitness concepts to personal PA experiences (past and present); 1.2 Interpret assessment results; 1.3 Independently participate in	CO1	2 – 4	Physical Fitness - Fitness Concepts - Fitness and physical activity (PA) assessments - Exercise Prescriptions - MFIT principles - Training principles (overload,	Give ample time for the learners to prepare for the content and delivery of their group performance. Learners are free to choose for the group performance	Prepare by sourcing out content materials and way of delivering their assigned topic. Prepare and practice to perform group task.	- Materials prepared by the learners Preparation Venues: - WiFi Spots inside the University - Learning Resource Center - Canteens	Assess group performance through a rubric.	Any available and reliable resources in prints or online Proposed Research-Based Instructional Material for PATH – Fit 1

physical activities outside of Physical Education classes; and 1.4 Establish fitness goals 1.5 Design an individualized exercise program; 1.6 Train at a level to match one's needs and abilities; 1.7 Monitor progress towards fitness goals; and 1.8 Adjust training variables appropriately			progression, variety, specificity, warm-up and cool-down)	that they wish to do (ex. Role playing, talk show, debate, and other group activities) Facilitate learning discussion and provide feedback. Provide rubrics for group presentation.		- Other convenient venues as preferred by learners Venue for final presentation: - Gym - Field - Other spacious venues around the campus		
Display movement competence and confidence 2.1 Adapt fundamental movement competencies in an exercise program	CO1 CO2	5 – 7	Activity-specific skills a) Non-locomotor skills - Bracing the core - Dead bug series - Rolling - Bird dog series - Press up, scapular protraction & retraction - Plank series	Demonstrate proper way of doing the different non-locomotor skills. Assign group to the learners for application of topic. Give ample time for the learners to prepare for	Prepare a group routine for the non-locomotor skills paired with music. Perform the prepared group activity in class. Reflect to his/her performance in performing the activity.	- Speaker Preparation Venues: - Boarding houses - Parks - Canteen spaces - Field - Other convenient venues as preferred by learners Venue for final presentation:	Assess group performance through a rubric.	Proposed Research-Based Instructional Material for PATH – Fit 1

			- Squat series	the task given to them. Provide rubrics for group presentation.		- Gym - Field - Other spacious venues around the campus		
Display movement competence and confidence 3.1 Adapt fundamental movement competencies in an exercise program	CO1 CO2	8 – 10	Activity-specific skills b) Locomotor skills - Crawl and creep - Landing and Jumping - Throwing - Linear movements (hop, skip, leap or bound, jog, run) - Lateral movements (slide, crossover, grapevine)	Demonstrate proper way of doing the different non-locomotor skills. Assign group to the learners for application of topic. Give ample time for the learners to prepare for the task given to them. Provide rubrics for group presentation.	Prepare a group routine for the non-locomotor skills paired with music. Perform the prepared group activity in class. Reflect to his/her performance in performing the activity.	- Speaker Preparation Venues: - Boarding houses - Parks - Canteen spaces - Field - Other convenient venues as preferred by learners Venue for final presentation: - Gym - Field - Other spacious venues around the campus	Assess group performance through a rubric. Learners' Reflective Journal Writing to be submitted in virtual classroom using laptop and other electronic device.	Proposed Research-Based Instructional Material for PATH – Fit 1
MIDTERM EXAMINATION								
Display movement competence and confidence 4.1 Observe safety procedures in the use of exercise	CO1 CO2 CO3	11 – 13	Activity-specific skills a) Basic resistance training movement patterns	Divide learners into different groups for the fitness trail/amazing activities.	Prepare for the fitness trail/amazing race activities. Perform all the tasks in every station.	- Tasks prepared for every station - Devices for photo documentations such as	- Submit a vlog type documentation of experiences in the fitness trail/ amazing race.	Proposed Research-Based Instructional Material for PATH – Fit 1

equipment and facilities 4.2 Execute proper exercise techniques while using a variety of resistance training equipment;			- Lower body: squat, lunge & hinge - Upper body: horizontal pull & push; vertical pull & push - Lifting and throwing	Provide station tasks for fitness trail or amazing race activity where learners are required to complete all stations. Different stations consists of the various basic resistance training movement patterns. Ensure safety of every learners by assigning group leaders and monitor the activities in every stations.		cameras and video recorders Venue: - Parks around the campus - Big oval route - Other feasible venue away from hazards	- Group journal	
Evaluate a personal food log based on dietary recommendations 5.1 Interpret food labels accurately 5.2 Critique health claims of food products and	CO1	14	Healthy Eating Habits - Nutrients, their functions and recommended intake - Eating practices	Divide the class for group presentation Give ample time for the learners to prepare for the task given	Prepare by sourcing out content materials and way of delivering their assigned topic. Prepare and practice to	- Materials prepared by the learners Preparation Venues: - WiFi Spots inside the University	Assess group performance through a rubric.	Any available and reliable resources in prints or online Proposed Research-Based

popular dietary practices; Identify credible sources of information				to them. Learners are free to choose for the group performance that they wish to do (ex. Role playing, talk show, debate, and other group activities) Provide rubrics for group presentation.	perform group task.	- Learning Resource Center - Canteens - Other convenient venues as preferred by learners Venue for final presentation: - Gym - Field - Other spacious venues around the campus		Instructional Material for PATH – Fit 1
6.1 Implement community connection by leading and initiating fitness activity for the community.	CO3	15 - 18	Culminating Activities - Lead the community for fitness	Allow learners to do planning as to where and how will they implement community fitness immersion. Conduct evaluation activities.	Brainstorm for the following: - Fitness activity to be conducted - Venue (chosen community) - Date and time - Clientele - Materials needed - Overall feasibility of the activity Plan out using the POSDCRB (planning, staffing,	Materials prepared by the learners Venue: To be chosen by the learners (learners must present rationale on why they choose that certain community to be the venue of conducting community fitness activity)	- Submit a vlog type documentation of experiences in the community activity - Big book (big scrap book) - Section journal	

					directing, coordinating, reporting, and budgeting) Principle.			
All ILOs covered in the Course		18	FINAL EXAMINATION					

* any interaction, course, program, or other experience in which learning takes place (<https://www.edglossary.org/learning-experience/>).

Textbook/References
[1] <i>Proposed Research-Based Instructional Material for PATH – Fit 1</i>

Course Evaluation				
Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
CO 1: Participate in moderate to vigorous physical activities (MVPAs) to gradually adapt movement competencies that will allow learners to develop conviction for independent physical activity pursuit for the purpose of health – enhancement and personal reward.	Performance – based assessment with rubrics	50%	75 %	95% of the class with 75% proficiency.
	Documentation of Learning Experiences through Technology – based devices	30%		
	Reflective Journal Writing	20%		
CO 2: Learners will be able to monitor their progress and evaluate their achievement in personal fitness and in dietary goals. This includes devising and applying range of strategies to improve one's physical activity performance while observing empathy and respect to their fellow.	Performance – based assessment with rubrics	50%	75 %	95% of the class with 75% proficiency.
	Documentation of Learning Experiences through Technology – based devices	30%		
	Reflective Journal Writing	20%		
CO 3: Develop leadership skills to promote practical and creative innovations to create community connection and bring fitness and wellness close to the community.	Big Book/Scrap Book	20%	75 %	95% of the class with 75% proficiency.
	Documentation of Learning Experiences through Technology – based devices	60%		
	Section Journal Writing	20%		

Grading System		
10 %	-	Attendance
15%	-	Written Works and Projects
20%	-	Midterm Exam
35%	-	Performance Tasks
20%	-	Final Exam

Classroom Policies
1. Raise your hand if you want to answer. 2. Transferring of seat is strictly prohibited. 3. Wait for the final instructions before doing an activity. Your safety is our outmost priority. 4. No bullying.

SAMPLE RUBRIC				
STANDARD	OUTSTANDING (10 points)	SATISFACTORY (8 points)	NEEDS IMPROVEMENT (6 points)	UNSATISFACTORY (2 points)
CONTENT	- The content of the presentation was very precise and very clear. - The group has a very reliable content and sources.	- The content of the presentation was precise and clear. - The group has a reliable content and sources.	- The content of the presentation needs to be enhanced. - The group's content and sources must be improved.	- The content of the presentation is unsatisfactory. - The group has a not reliable content.
ORIGINALITY, CREATIVITY AND GROUP COLLABORATION	- The group delivered very authentic and very creative. - Group members were all collaborating for the success of the presentation.	- The group delivered with authenticity and creativity. - Majority of group members were collaborating for the success of the presentation.	- The group needs creativity and authenticity with their performance. - Group members were not collaborating for the success of the presentation.	- The group delivered with no authenticity and no creativity. - Group members failed to collaborate for the success of the presentation.
MASTERY, DELIVERY, AND CLARITY OF CONCEPT	- The group mastered the presentation very well. - The group delivered the presentation very clear and very systematic.	- The group mastered the presentation with minimal errors. - The group delivered the presentation clear and systematic.	- The group had a lot of errors and unmastered script. - The group delivered the presentation poorly.	- The group did not master the presentation. - The group had a very poor presentation.

**THE TRAVAILS OF NEWLY-HIRED PHYSICAL
EDUCATION TEACHERS: IMPLICATION
FOR CURRICULUM ENHANCEMENT**

DANIE JOHN C. ASIO

Bachelor of Physical Education



DECEMBER 2021



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



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APPROVAL OF THESIS MANUSCRIPT

Name	DANIE JOHN C. ASIO
Degree Sought	BACHELOR OF PHYSICAL EDUCATION
Thesis Title	THE TRAVAILS OF NEWLY-HIRED PHYSICAL EDUCATION TEACHERS: IMPLICATION FOR CURRICULUM ENHANCEMENT

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Date

Recorded by: _____



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



ACCEPTANCE OF THESIS

The thesis attached hereto, entitled **"THE TRAVAILS OF NEWLY-HIRED PHYSICAL EDUCATION TEACHERS: IMPLICATION FOR CURRICULUM ENHANCEMENT"** prepared and submitted by **DANIE JOHN C. ASIO** in partial fulfillment of the requirements for the degree of Bachelor of Physical Education is hereby accepted.

RUBEN L. TAGARE JR., LPT, MAEd
Adviser

Date

Accepted as partial fulfillment of the requirements for the degree of Bachelor of Physical Education.

RUBEN L. TAGARE JR., LPT, MAEd
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ABSTRACT

ASIO, DANIE JOHN C. 2021. *The Travails of Newly-hired Physical Education Teachers: Implication for Curriculum Enhancement*. BPEd Thesis, Institute of Sports, Physical Education and Recreation, University of Southern Mindanao, Kabacan, North Cotabato, Philippines. 69pp.

Adviser: **Ruben L. Tagare, Jr. LPT, MAEd**

With the demand of the new basic education system in the Philippines, school divisions employ a large number of Physical Education teachers each year to teach relevant courses in the K-12 curriculum. Since the implementation of this new curriculum in 2013, scholars have been examining the initial impact of this curriculum however, investigation on the experiences of newly hired Physical Education Teacher during their first year of service is barely sufficient. As a result, this research used a Qualitative Phenomenology Research Design to elicit information on the early experiences of these teachers and use these as implications for enhancing the curriculum content of Undergraduate Teacher Education Programs. Participants from selected schools in Cotabato Province in the Philippines took part in an in-depth interview while closely adhering to the safety procedures brought by the COVID-19 Pandemic. Integrating topics on how to adjust to behavioral differences in the workplace; training pre-service teachers to deliver lessons in such a way that students can easily understand them; exposing pre-service teachers to teaching strategies to boost student involvement and designing

efficient instructional materials; and foster inculcating commitment to the teaching profession in pre-service teachers are just a few of the important issues raised by the research participants. The data were then used to develop conclusions and recommendations that can be used to improve the curriculum material of Philippine undergraduate teacher education programs.

Keywords: Newly-hired Teacher Experiences; Implication for Curriculum Enhancement; Phenomenology; Newly-hired Teachers' Challenges; and New Normal Challenges

Bachelor of Physical Education

PARAMETER

C

**IMPLEMENTATION, MONITORING,
EVALUATION AND UTILIZATION OF
RESEARCH RESULTS/ OUTPUTS**

IMPLEMENTATION

I. 8. 3. The transfer of generated technology/ knowledge to the community.

AACCUP ACCREDITATION VISIT
JULY 04-08, 2022



6 TRUNK ROTATIONS

(15 Seconds Each Side)



Trunk Rotations
Start with your feet placed flat on the floor and use your backrest to pull your upper body round in one direction in order

to stretch the spine and core muscles. Hold the stretch for 15 seconds and then repeat on the opposite side.

7 SEATED BICYCLE PEDAL

(30 Seconds Each Side)



Sit on the edge of the chair with your palms on the edge to give support to your upper body. From here, lift your legs and rotate them as if you pedalling on a bicycle by bringing the knees up and down, alternating legs while keeping your core muscles contracted.

8 SEATED SPINAL STRETCHES

WHILST (15 Seconds)



sitting in your chair, keep your feet wide apart, flat on the floor and your glutes firmly in contact with the chair. From here, slowly slide your hands down to your legs until you reach the floor (or as far as is comfortable). Exhale into the stretch whilst you move downward.

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**8 SIMPLE
EXERCISES IN
YOUR LIMITED
WORKSPACE FOR
YOUR HEALTH**



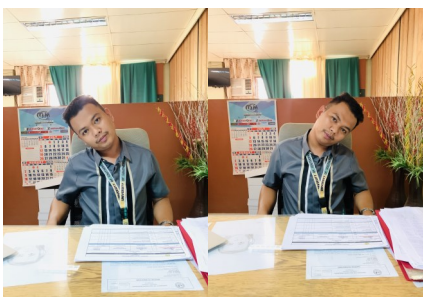
Physical activity and exercise can be effective treatment strategies for symptoms of both depression and anxiety.

Each day is a new opportunity to engage in physical activity and exercise that can bring short and long-term benefits for mood, sleep, and physical health.

Consistency and sustained motivation may be enhanced by peer support, family support, or electronic platforms offering exercise programs.

8 SIMPLE OFFICE EXERCISES

1 NECK STRETCH (15 Seconds Each Side)



side you can also raise your chin up and slowly tilt your head down and try touching your chin to your chest and hold for a few seconds.

Relax your shoulders, move your head slowly sideways to the right then alternate to the opposite direction. Do this for 15 seconds on every

2 SHOULDER WARM-UP (15 Seconds)

Interlock your fingers in front of your chest at your shoulders' level, with your palms facing forward and gently straighten your elbows, holding it for at least 15 seconds. Then interlock your fingers behind your back with your palms facing backwards whilst gently straightening your elbows and raising your arms up.



3 CHAIR SQUATS (15 Repetitions)

Stand in front of your chair with your feet shoulder-width apart and slowly lower your body towards the chair, without actually sitting down. Some key points with this exercise are to keep your knees behind your toes, keep your body weight over your heels, keep your back straight and put your arms out in front of you to help with balance.



4 DESK PUSH-UPS (15 Repetitions)



Find the angle at which you are able to perform this exercise. The higher the incline, the easier the movement, therefore everybody can

perform this movement. Place your palms on the edge of your desk and lower your chest until you make a 90-degree angle with your elbows, then push back up.

5 CHAIR/DESK TRICEP DIPS (15 Repetitions)



Step away from your chair or desk, whilst holding the edge, and come down so you have room to push up and down with the back of your arms (your triceps).

Keep your body tight and push up and down so your arms are going to and from a 90-degree position. Slowly push back up to the straight arm position.

Do One Thing
for a Better World



HOW TO SAY **NO** TO **DRUG** **ADDICTION**

Design and Layout by:

Rhona G. Ferrolino
SK Representative

Grace P. Suhayon
SK Kagawad



**5 STEPS TO STOP DRUG ADDICTION
BEFORE IT STARTS**





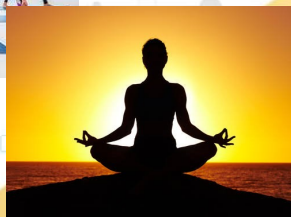
Drug addiction can start with experimental use of a recreational drug in social situations, and, for some people, the drug use becomes more frequent.

Here are the 5 Steps on how to stop Addiction before it Starts.

1.

FIND HEALTHY WAYS TO COPE WITH STRESS.

Finding coping methods such as exercise or meditation can eliminate the urge to try drugs.



2.

SEEK THERAPY OR COUNSELING

Working through problems with a mental health professional is a much more effective and long-lasting way of treating a psychological or emotional problem.



3.

MAINTAIN A LIFESTYLE THAT MAKES YOU HAPPY

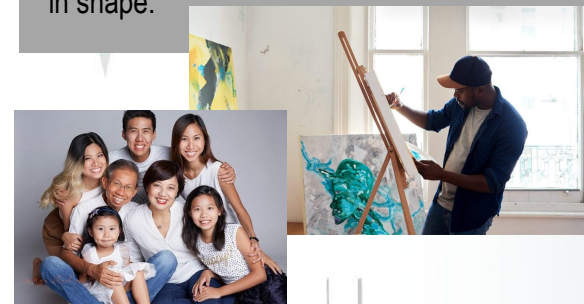
Maintaining strong relationships and a healthy balance between physical and mental activity can help you maintain the stability that is needed to stay drug free.



4.

HAVE THINGS IN YOUR LIFE THAT YOU CARE DEEPLY ABOUT

Whether it's a sport, artistic endeavor, or personal relationships, having something that you are passionate about motivates you to stay healthy and mentally and emotionally in shape.



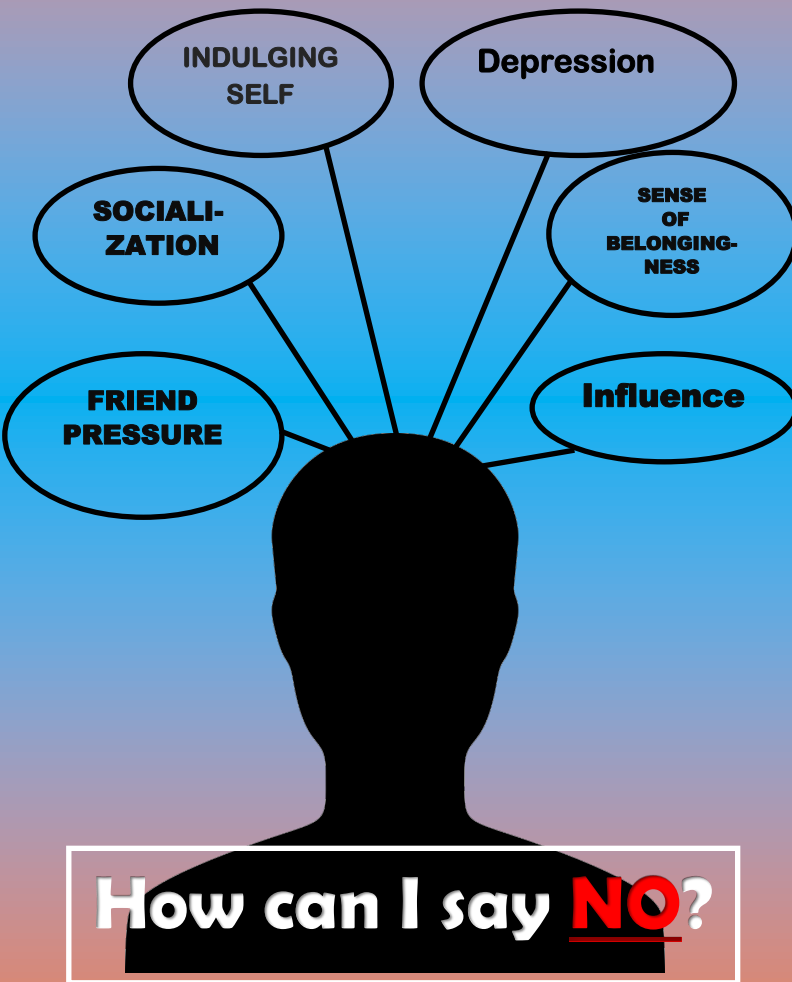
5.

BE AWARE OF YOUR FAMILY'S HISTORY A WITH SUBSTANCE ABUSE.

No matter what your background or current situation is, it is possible to avoid slipping into the dangers of addiction. The keys lie in keeping yourself happy and healthy while you are drug-free.



!! GANGSTERISM !!



What is Gangsterism?

GANGSTERISM is often characterized as anti social behavior. Gangs emerge from within communities themselves, and Youth's future may threatened due to the results of their behavior.

WHAT ARE THE PREVENTIONS?

One of the preventive measures is we should give counseling sessions to these problematic students.

Most of the effects of Gangsterism is become:

- ✗ Society's problem
- ✗ Family shame
- ✗ Belongingness
- ✗ Emotional Problem

NOTE:

It occurs widely among the youth in our country it has the impact on the families and communities.



Stains of wrong doing's and decisions can give long time punishment or worst JAIL.



KABATAAN MAGKAHIUSA KITA !

WHAT SHOULD I DO?



- Love yourself more.
- Communicate with your family often.
- Try to spend your time to encourage recreational activities that can't affect society.
- Choose right friends
- Be a good influence
- Be with positive individuals

Remember YOLO! (You Only live Ones)

- Having few friends is much better than having a lot of friends who brings you down and has bad influence to you.



THE STIGMA OF GANG-STERISM

As the world go change, we are all modernize and progressive, how can we demystify the

mind set of individual, specifically the youth also change and attract by the temptations in surrounding. Indulging oneself to others can help you to motivate and grow for temporary happiness but for life-



Choosing friends is a wise thing to do, choose a friends that help you grow not because of what you have but who you are.

“WE CANNOT ALWAYS BUILD THE FUTURE FOR OUR YOUTH, BUT WE CAN BUILD OUR YOUTH FOR THE FUTURE”

-FRANKLIN D. ROOSEVELT-



MAKILALA COTABATO



Lay out by:

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WHAT IS ONLINE GAMES?

Online games refer to games that are played over some form of computer network most often the internet. Online games can range from simple text-base games to games incorporating complex graphic and virtual worlds populated by many player simultaneously.

Computer game addiction affects various dimensions of health and



increases physical problems, anxiety and depression, while decreases social functioning disorder.

Designed by:

Riza Mae D. Rangas
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**Negative Effects of
Online Game Addiction
and It's Treatment**

THE NEGATIVE EFFECTS OF ONLINE GAMES

Effects on Physical Health

Effects on Mental Health

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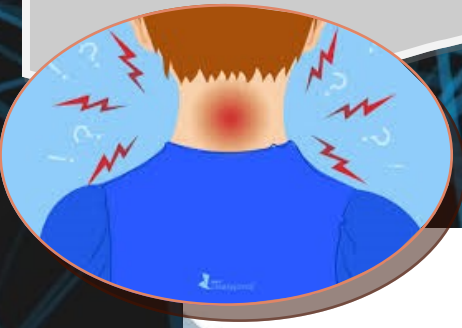
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EFFECTS ON PHYSICAL HEALTH

Video game addiction can affect our physical health in a number of ways including wrist, neck, and elbow pain, skin blisters, calluses and sleep disorder.



EFFECTS ON MENTAL HEALTH

Online game addiction can cause anxiety, numbness, stress, depression, loss of interest in activity or hobbies, loss of appetite and drastic changes in weight.



WHAT ARE TREATMENT OPTION FOR GAMING DISORDER?



The main treatment would include the use of standard psychological techniques, such as cognitive behavioral therapy, hanging out with friends and family.



Part 3

FINALIZING THE LETTER

- A. **Edit and rewrite the letter.** Give the letter a close reading to make sure your writing is clear, flows well, and accomplishes the goals you set out to accomplish in part 1. Make any necessary revisions.
- B. **Proofread the final draft.** After you have made any substantive edits, give the letter one more look to catch any spelling and grammar mistakes that you might have missed the first time.

REMEMBER

Though letters of request can vary widely depending on multiple factors, they should all include your full contact information, supporting documentation (if applicable), a clear and succinct explanation of your request, and a deadline for response or other action.

<https://careertrend.com/facts-7160401-letter-request-.html>
<https://www.wikihow.com/Write-a-Letter-of-Request>
<https://www.scribd.com/document/358060539/>

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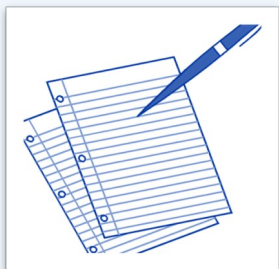
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HOW TO WRITE A LETTER OF REQUEST

**BASIC TECHNICAL WRITING FOR
BARANGAY OFFICIALS**

A LETTER OF REQUEST



An official document which is written in **formal** way. It is a letter in which one person asks another person or group of people to grant a specific demand or respond to an inquiry or appeal. Request letters should be brief, polite and to the point.

STEPS IN WRITING

Part 1

PREPARING TO WRITE

- A. **Brainstorm the big ideas.** It is crucial that you have a clear sense of your goals and the letter's purpose.
- B. **Consider your audience.** If your reader is not well versed in the topic you are writing about, this will necessitate a different type of writing (i.e. use of simpler language and the inclusion of more background information) than if your recipient is already an expert on the matter.
- C. **Make an outline.**

Finally, before you begin actually composing the letter, create an outline to organize your thoughts into a logical, coherent order.

Part 2

WRITING A DRAFT



- A. **Use the proper format.** In the top left corner, you should include first, your full address, second, the date, and third, the full address of the sender. There should be a line of space between each of these.

Example:

Purok 3
Barangay Salapungan
Kabacan, Cotabato

August 05, 2020

PSI RICHARD B. GOMEZ
Chief of Police
Kabacan, Municipal Police Station

- B. **Start with a salutation.** Begin the main text of your letter with a proper, respectful salutation. If you do not know the name of the person you are writing to, use a salutation like "Sir or Madam," or "To Whom It May Concern."
- C. **Write an introductory paragraph.** Clearly but briefly state the purpose of the letter.

Example:

Barangay Salapungan will again celebrate its Annual Fiesta this coming September 15-16, 2020. Along with this, several jubilant activities will be held which will need extra security personnel to guarantee peace and order.

- D. **Write a body paragraph.** It should provide additional context and information and more specific details about your request and make your case for why your request should be granted. Be thorough but brief. Be straightforward and specific about what you are requesting.

Example:

As the Salapungan Barangay Captain, I would like to request from your good office to provide us police security. We will appreciate if you can deploy seven (7) of your police personnel for the duration of the event for security purposes. We need their security services from 8:00AM to 5:00PM on September 15 and 9:00AM to 5:00PM on September 16, 2020.

- E. **Write a concluding statement.** Express your gratitude for their consideration of your request. Even if your recipient ultimately does not grant your request, the fact that they have taken the time to read your letter and consider your wishes is worthy of thanks.

Example:

I am looking forward for your positive response on this matter. Thank you.

- F. **Add a closing.** Your letter needs an appropriate and polite closing. Good options include "Respectfully," or "Sincerely," followed by your name.
- ◆ If you are sending a physical letter, leave four lines of empty space between the closing and your typed name. In this space, sign your name with a pen.



- Use of the word "we" instead of "I" to demonstrate mutuality
- Identify multiple ideas and options for consideration
- Clarify mutual benefits of potential solutions
- Have a strong commitment to the resolution and action based on the decision or outcome

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PROBLEM SOLVING SKILLS IN CONFLICT RESOLUTION: THE POWER OF COLLABORATION

The Role of Collaboration in Conflict Resolution

Conflict and disagreement exist everywhere. These may occur among members of a community due to several reasons such as incompatible values and expectations, personality clashes, miscommunication, unequal distribution of power and moral or cultural differences. In resolving such conflicts, Barangay officials usually serve as the negotiator. To achieve this resolution, one should be aware of the different conflict resolution strategies used to facilitate and manage disputes in the community.



WHAT IS COLLABORATION?

Collaboration, also known as win/win agreement, is used to resolve important conflicts, especially those affecting relationships between groups.

The predominant activities in collaborating are integrating solutions, marching perspectives, gaining commitments, and learning more about the other parties and the conflict itself (Mekelburg, 2000).



Collaborating skills include the ability to use active or effective listening, confront situations in a non-threatening way, analyze input, and identify underlying concerns

WHY COLLABORATE?

- makes all parties involved in the dispute feel valued and understood
- fosters understanding, empathy and mutual respect
- leads to solving the actual problem
- leads to a win-win outcome
- reinforces mutual trust and respect
- builds a foundation for effective collaboration in the future
- shares responsibility of the outcome
- earns the reputation of a good negotiator



designed by freepik

HOW TO COLLABORATE?

- Get participation from the right representatives for all affected parties.
- Establish a common set of desirable outcomes, intermediate as well as longer term
- Reaffirm the power inherent in working together in good relationships
- Reaffirm the potential benefits of conflicts as catalysts to develop better products and achieve higher performance

- Neutralize attempts at avoidance, accommodation, or competition.
- Focus on commitments to action and follow through, rather than dwelling on past injuries.

TECHNIQUES AND SKILLS THAT FACILITATE COLLABORATION

- Ensure the interest of the parties involved in using a collaborative process to work out the problem.
- Make sure that there is adequate time and appropriate space for the meeting(s)
- State the situation as a mutual problem
- Refrain from personal criticism and blame
- Be willing to be flexible and open minded in search of the best solution
- Use brainstorming and "out of the box" thinking to facilitate new ideas and options
- Listen attentively in which each party paraphrases what they hear the other saying

5 Validating

- ◆ Recognize the speakers positive values, efforts and intentions.

"It sounds like it took a lot of courage for you to bring this up to your brother –in-law"



6 Encouraging

- ◆ You don't agree or disagree, use non-committal words to convey interest and keep the person talking.

"I see..."

"mmm"

"That's interesting..."

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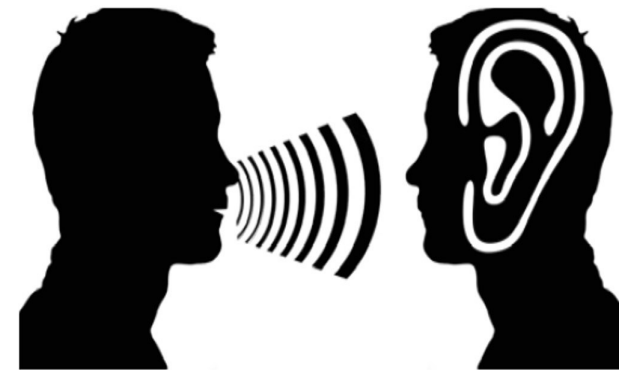
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**PROBLEM SOLVING
SKILLS IN CONFLICT
RESOLUTION: THE
POWER OF ACTIVE
LISTENING**

ACTIVE LISTENING AS A TOOL IN CONFLICT RESOLUTION



Dialogue and mediation are at the heart of conflict resolution. In many communities, the Barangay Local Government Unit usually serves as the mediator in conflicts. Mediation and promoting non-violent conflict resolution is largely dependent upon some skills. One of these is active listening. This practical material aims to provide basic information about active listening as a tool in mediation.

WHAT IS ACTIVE LISTENING



Active or attentive listening is giving one's total or undivided attention to the other person and tells the other that you are interested and concerned (Rogers, 1980).

- ◆ In the context of conflict resolution, the mediator must be an excellent listener because almost everything he or she does is about facilitating communication.

CHARACTERISTICS OF AN ACTIVE LISTENER

You are an active listener if you:



- ◆ Show respect for values, concerns, and feelings.
- ◆ Relieve the pressure of high emotions, calm down people.
- ◆ Help the speaker recognize their thoughts.
- ◆ Recognize concerns without endorsing them.
- ◆ Help the other listener know what the issues are.

ACTIVE LISTENING TECHNIQUES

1 Non-verbal communicating



- ◆ Face the person.
- ◆ Establish eye contact.
- ◆ Stop all other activities, don't answer the phone, etc.
- ◆ Listen for what's being said and not being said (tone, rate of speech, etc.).
- ◆ Allow moment of silence.

2 Summarizing

- ◆ Pull together important ideas, and establish a basis for further discussion.



- ◆ Restate, reflect, and summarize major ideas and feelings.

"So you've named a few things he does that are making you anxious and angry ... like him being always drunk, late and lazy. Did I miss anything?"

3 Clarifying questions (like the did I miss anything?)

- ◆ Can invite more information, encourage further explanation.

"What was that like for you?"

"I'm not sure I understand correctly, do you mean...?"

"What happened after that?"

4 Reflecting Feelings

- ◆ Summarize feelings, things said or not said to de-escalate high emotion.

"It seems like that conversation as really made you angry"



10 COMMANDMENTS OF NETWORKING

5

1. You get what you give.
2. Be yourself.
3. Honor your relationships.
4. Share; don't hoard.
5. Ask for what you want.
6. Promote yourself professionally.
7. Move on when necessary.
8. Record all your contacts.
9. Follow up.
10. Expand your horizons.

*"If you want to go fast, go alone.
If you want to go far, go with
others."*

-African Proverb-

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**EXPANDING
YOUR CIRCLE:
THE POWER OF
NETWORKING**

EXPANDING YOUR CIRCLE: THE POWER OF NETWORKING



Networking is a new name for an old idea. The word may cause us to cringe; but, increasingly, many of us recognise that networking is an essential part of business.

NETWORKING IS NOT...

1

- ✓ *Selling*
- ✓ *Using other people for your own gain*
- ✓ *Putting people on the spot*

NETWORKING IS...

2

...the art of building and sustaining mutually beneficial relationships

3 KEY QUALITIES OF NETWORKING

3

1. Abundance mentality

- ✓ Victory means success bringing mutual benefits to all
- ✓ The possibilities of growth and development are common to all

- ✓ There are three ways to do it: my way, our way, and a better way.
- ✓ Everyone has something unique to offer.

2. Generosity

- ✓ With an abundance, we can find it easier to give unconditionally.
- ✓ We can give attention to others.
- ✓ We can also give information more easily and less egotistically.

3. Reciprocity

- ✓ We cannot survive without the help of others.
- ✓ All human relationships are based on the idea of give and take.
- ✓ Because human achievements rely on co-operation, if we need to find ways trusting each other.

NETWORKING CONVERSATIONAL SKILLS

4

1. Establishing rapport

Avoid emotive subjects such as religion and politics.

Be appropriately vulnerable.

2. Keeping the conversation going

Try to listen more than speaking. Be the first to ask question then listen to the answer and be ready to generate another question.

Share something about yourself.

Summarize and paraphrase

3. Joining groups

Arrive early

Use previous contacts

Judge the tightness of the group

Exploit fractures

Pick off stragglers

Ask permission

4. Closing the conversation

Never leave someone abruptly.

Use a plausible reason for leaving.

Leave with some sort of actions.

