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A SIX- WEEK PHYSICAL EDUCATION
PROGRAMME DEVELOPING THE FUNDAMENTAL
MANIPULATIVE SKILLS OF THROWING,
CATCHING AND BATTING IN TWELVE
STANDARD II AND III CHILDREN OF
THE SAN LUIS R.C. SCHOOL, IN THE
ORANGE WALK DISTRICT.

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SUBMITTED TO THE PRINCIPAL
OF BELIZE TEACHERS' COLLEGE
IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR A
TRAINED TEACHERS'
CERTIFICATE.

BY FELIPE MARIN

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Chapter One

Introduction

Background Information.

According to the Physical Education text book published by the National Sports Council, Ministry of Sports, Physical Education is the study of how and why people move. It is based on the concepts and principles of physiology, psychology, sociology and the mechanics and quality of movement.

The Researcher is a student of the San Luis R. C. School in the years 1970 to 1980. The researcher recalls that no form of Physical Education is provided where children can acquire and practise basic fundamental skills.

Presently, the Researcher has been carefully observing that this same trend is taking place and very little change, if any, has happened from 1980 up until this school year 1996, towards the formal teaching of Physical Education.

Children are allowed to run about or play their favorite games for their recreation purposes. No formal Physical Education lessons are planned and implemented where basic skills can be taught and practised by the children.

The attitudes of the children towards Physical Education may be a factor that has contributed to the lack of involvement in Sporting activities.

But the most serious problem is the lack of those basic fundamental, manipulative skills that are very essential and necessary for sporting activities.

Because they lack these skills, children do not have that confidence and spirit in themselves to compete with other teams from neighbouring communities or schools.

The Researcher strongly believes that Physical Education should not be neglected or undermined. Primary school teachers must teach the basic skills from an early age. It is very important that children master these basic fundamental skills that can be useful in their future lives. The champions we see and hear of today, are those who are given the opportunity to learn and practice these skills from an early age.

Victor Dauer and Robert P. Pangrazi, (1983) in Dynamics Physical Education for Primary School Children states that "Developing a skill that allows a child to compete with and be respected by peers has a strong impact on personal **growth**."

Children feel happy and good about themselves whenever they accomplish something they think they have done well. Throughout the researcher's teaching experience, the researcher concludes that there are some children who are not too good at academic work but may be good and excel in sports. But in order for a child to become good at sports, they must be given the opportunity to acquire these basic fundamental skills.

Physical Education is as important as any other academic subject. In fact, Physical Education is the only area of Education that focuses on educating the whole child. It helps children develop fitness, become independent learners and develop social skills by interacting with their peers.

Physical Education has a positive effect on the child. It helps develop the physical, mental, psychological and social well being of children's lives.

The Physical benefits are that it reduces the risk of heart diseases, obesity and high blood pressure. A well planned Physical Education Programme improves children muscular strength and muscular endurance. It also makes bones stronger and helps in regulating body weight. It develops motor skills and sportmanship skills to promote health and fitness throughout life.

In the textbook on Physical Education published by the National Sports Council, Ministry of Sports, it states that children who have regular Physical Education lessons tend to get higher grades than children who do not.

It also helps develop the capacity to solve problems. They accept responsibility, assume leadership in teams, make decisions and develop a sense of fairplay. It promotes self-discipline in that children become more responsible for their own health and fitness. It encourages goal-setting in that it gives children the time and encouragement they need to set and strive for personal achievable goals.

It makes children become more productive adults because they cultivate an active lifestyle and learn a lifelong concern for their personal health. It reduces the risk of depression since it makes children less prone to depression and more optimistic about their lives. Physical Education becomes an outlet for children to release their tensions and anxiety. It also instills a stronger sense of self-worth in children. They become more confident, assertive, emotionally stable, independent and self-controlled.

Generally speaking a good Physical Education develops and encourages sportmanship, self-esteem and a sense of

fairplay in children.

It is only when the child learns these basic fundamental skills that he will feel a sense of self-confidence. If he considers himself good at demonstrating these skills then he will have a good opinion of himself and have a high self-esteem. These fundamental skills will help children in their future life encouraging and developing a sense of sportmanship.

The Researcher believes that children in San Luis R.C. School can acquire the manipulative skills of throwing, catching and batting if given that opportunity. This will enhance in them a feeling of self worth, self esteem and a sense of sportmanship.

IDENTIFICATION OF THE PROBLEM.

For the past years, and beginning this new school year 1996, the researcher observed that there is no formal Physical Education lessons given to children in San Luis R.C. School in the Orange Walk District.

Actually, children just play for the sake of playing but no guided physical activities are carried out by the teachers where children can practise certain skills. There is a spacious, playing field where children can run about but due to the lack of sporting activities, it is sometimes neglected allowing the grass to grow bushy. Maybe if a well planned Physical Education Programme would have been in place, children would have been much more actively involved in some sort of sports.

At this point in time, the children in San Luis R.C. School have a lot of energy to do Physical Education Activities but they are not given the opportunity to express themselves through Physical Education by practising the basic fundamental skills..

Secondly, children should be helped to develop a sense of sportmanship which will occur only when they have mastered these basic fundamental skills essential for competitions.

At this present time, the play field is available and appropriate for carrying out Physical Education. The children of San Luis R.C. School can be seen playing on their own on the playfield during their recreation periods. But as mentioned before they do their own thing.

Although, Physical Education is one of the subjects on the teacher's time table, no formal Physical lessons are given in which teachers have to be a part in the demonstration process and children, given the opportunity to develop skills.

Teachers must explain and demonstrate the fundamental skills they want children to develop. Teachers must go outdoors monitoring how well children practise these skills and give assistance and encouragement to children involved in the Physical Education lessons.

Conscious about this situation the researcher will attempt and use all necessary resources to make a change. This change will be done with the implementation of a six-week programme to develop the skills of throwing, catching and batting to twelve children in San Luis R.C. School in the Orange Walk District.

Children have heard about throwing, catching and batting and are involved in these as well. However they tend to practise or execute these the wrong way. Thus, this Physical Education Program will assist children in developing and in executing these skills the proper way. Which will be helpful/ essential for sporting activities.

PURPOSE OF THE STUDY.

The purpose of this study is to plan, implement and evaluate a six- week Physical Education Programme in the San Luis R.C. School.

To assist children in the development of the basic fundamental skills of throwing, catching and batting in twelve children in the San Luis R.C. School in the Orange Walk District.

To develop a positive attitude towards Physical Education as well as to develop enthusiasm and interest, confidence in children and a sense of active participation in children.

To help develop and instill moral values, self- esteem, confidence, courage and participation in children.

SIGNIFICANCE OF THE STUDY.

The researcher strongly believes that the study will be useful for those teachers who are experiencing the same problem and wish to make a difference. It will be useful to those teachers who realize the importance of teaching Physical Education and manipulative skills at an early age.

Other researchers from Belize Teachers' College who may want to conduct further research studies on the topic.

The Education Development Unit could compile curriculum guides that inform teachers of the skills children should master at a certain age.

The National Sport Council could also benefit by offering workshops where teachers could attack the problem and start teaching the fundamental skills in schools.

DEFINITION OF TERMS

Fundamental skills :	Common or basic motor activity with a general goal. It is necessary in order to participate in games.
Manipulative skills :	Are those skills that are developed when the child handles an object eg. ball. It involves hand and feet, foot- eye coordination.
Catching :	The use of the hands or body parts to stop or control flying objects. eg. ball.
Batting :	To hit an object (ball) with a wooden or alluminum bat or hands.
Throwing :	To send an object through the air by a fast motion of the arms in a certain direction.

CHAPTER TWO

Review of Literature.

DEFINITION OF PHYSICAL EDUCATION.

What is the meaning of the term Physical Education?

According to Dauer and Pangrazi (1989) in Physical Education For Primary Schools, "Physical Education is that phase of the general Educational Programme that contributes primarily through movement experiences to the total growth and development of each child."

The Webster Comprehensive Dictionary- Encyclopedic Edition, Volume II defines Physical Education as "Training and development of the human body by means of athletics and other exercises."

Furthermore and in support of this is Kirchner (1989) who states that "Physical Education is a way of communicating feelings through movement and coordination."

In essence, Physical Education is the study of how and why people move.

The Researcher believes that children in the Primary schools should be provided with the opportunity to develop physical motor skills like throwing or catching at an early stage. These activities will help them discover what and how their bodies are capable of doing and the numerous benefits that can be derived.

In a survey of Primary School teachers carried out by Williams (1983) it was found out that a number of teachers suggested that a structured programme was important both for Physical development and for the development of motor control and skills.

The Researcher fully supports this view and further suggests that throwing, catching and batting are some basic fundamental manipulative skills that can be developed in children which form the basis for game skills.

Kirchner (1989) states that the role of Physical Education is two- fold. It enhances a child's physical fitness and well being.

Some Benefits of a well structured Physical Education Programme.

The one essential feature of Physical Education which distinguishes it from all other curriculum subjects is its focus on the body and in Physical Education For Primary Schools Dauer and Pangrazi (1989) both proponents of this theory outlined some of the major Physical Benefits.

There are three main coronary diseases; these are obesity, hypertension and high cholesterol levels. These are as a direct result of much inactivity. Children at an early age learn the long term positive effects of being active, exercising, through Physical activities. This will help them become healthy persons in their future lives, since the diseases pointed out affect mostly people in their adult ages.

Through constant and successive Physical activities the bones become stronger as well as it improves posture. We are aware that in order to compete/ take part in sporting activities such as football, a child must be physically fit, and bones must be strong enough.

Muscular endurance, muscular strength, flexibility, body composition and cardiovascular endurance are all derived and acquired by children through intensive physical activities.

At an early age, children can develop those fine motor skills such as catching or throwing and at a later stage in their lives learn the necessary motor skills and sport skills that will be useful for sportmanship. All in all, it will promote health and fitness throughout childhood to adulthood.

Psychological Benefits of Physical Education.

In accordance with the Physical Education textbook "About Games", a manual published by the National Sports Council, Physical activities become an outlet for releasing tension and anxiety. This is the case when children are over- worked with academic tasks in school or when having any sort of stress due to the overload of work or any family problems.

It also prevents children from acting out delinquent behaviour. Children would spend their leisure in a purposeful manner by engaging themselves in sports such as (football, softball) if they have the needed skills. It will also help children to be less prone to depression and look at life in a positive manner.

Physical Education also help children have a great concern for their personal health. They try to develop good habits as well as an active lifestyle.

Social Benefits Of Physical Education.

According to Kirchner, G. (1989) Physical Education through its activities and experiences must contribute to the shared goals of Education such as enhancing self-esteem and cooperative behaviour.

A sound Physical Education Program develops and instills in children a stronger sense of self-worth. Children become more assertive, confident and more self controlled.

Physical Education can help strengthen peer relationship. Through games, children in teams socialize and interact with each other. Through Physical development skills, children learn to follow directions and rules. In groups, they learn to do collective and cooperative tasks in school or community as a whole.

It is evident that apart from skills, Physical Education also helps children develop and gain attitudes and values of self-worth and confidence, discipline and proper judgement.

In a survey conducted by Williams, A. (1983) he stated that it is a great socializing lesson, to compete well and fairly in a team; it has tremendous social effects.

MENTAL/ACADEMIC BENEFITS OF PHYSICAL EDUCATION.

In the academic aspect, this is what Williams, A. (1983) had to say: " Children who can't do certain skills in the classroom have a chance to shine in Physical Education."

The Researcher strongly supports this view because not all children are very good at academic work,

however if given a chance to develop sport skills, these children can be just as good in Physical Education as anyone who is good at English or Mathematics.

This in turn develops in children a high sense of self- esteem. Children feel happy when they are praised for something they can do and do well.

Physical Education is the only subject that develop the whole child physically, socially, mentally, and morally. The vast majority of schools include Physical Education in their Timetables, but how many do seriously take this into consideration?

Some teachers allow their children to play games like marbles, catching, simple because they have a wrong concept of Physical Education.

Moreover, Physical Education is not limited to manipulative skills but it also involves track and field, dances and many more. Probably a reason why Belizean teachers avoid Physical Education is because they are not knowledgeable about the immediate/ short and long term effects of this program in the lives of children.

Another reason is that teachers are not sufficiently equipped with the materials necessary to carry out a good Physical Education lesson. For example, softball requires bats, mittens etc. to name a few.

PROBLEMS BERTAINING DUE TO THE LACK OF A WELL STRUCTURED PHYSICAL EDUCATION PROGRAM.

In Orange Walk District, some teachers claim that Physical Education is not as important as the other academic

subjects such as Mathematics or Language Arts.

The Researcher objects to this idea and strongly supports that Physical Education is as important as any other subject in the timetable.

The Researcher believes that in San Luis R.C. School there is a need for the children to develop especially manipulative skills.

Dauer and Pangrazi (1989) who are proponents of this theory defines manipulative skills as an activity in which a child handles some kind of play objects usually with hands, feet, and other parts of the body.

The Researcher believes that through this good Physical Education Program children will learn the basic manipulative skills of throwing, catching and batting.

The Researcher wishes to discuss some social problems that may arise due to the lack of Physical Education.

Some of the social problems inflicting our children and youths are:

- Delinquency/ gangs
- alcohol and drugs
- suicide
- sex discrimination.

DELINQUENCY AND GANGS.

The term 'delinquency' is a legal one and is used to refer to a juvenile (usually under 18) who has committed an act that would be considered criminal in an adult. This definition covers a wide range of behaviours from graffit drawings to homicide.

Quay (1964) in his investigation arrived at four clusters of inter-related behavioural characteristics. One of

these is the socialized subcultural delinquency. Youths that fall under this category has had companions, stay out late at night, is accepted by a delinquent sub-group and has strong alliance to peers.

Socialization is not seen as a bad thing, however if such group socialize for a specific purpose then it will be furthermore better. For example, teams can be formed that is necessary for Sports such as football or softball etc.

Physical Education provides this type of constructive interaction and socialization by having children involved in sporting activities.

ALCOHOL AND DRUGS.

Johnson et al (1981) report that alcohol and cigarette are the most widely used drugs amongst adolescents and that up to 17% of adolescents have used up at least once marijuana stimulants, inhalants, cocaine and other opiates.

In relation to the Belizean situation alcohol and other drugs abuse are constantly on the rise according to statistics.

The Drug Usage Prevalence Survey conducted in 1995 reveal that 23.9 to 24.4% of children from ages 10 to 13 years have used alcohol. The use of cigarettes, according to the survey reveal that 23.2 of children at the age of 10 to 11 years have used the drug. 29.4 % of children have used cigarettes at the age of 12 to 13 years.

The survey also show that 11.1% of children at the age 10- 11 years have used Marijuana, while 25.2 % of children of ages 12- 13 years have used Marijuana.

The research of Kandel (1982) indicates that children who become dependent on drugs pass through a developmental progression of different levels towards more and more serious drug involvement.

If each child were provided with purposeful physical activities necessary to acquire game or sport skills, their risk of falling as preys of drugs will minimize.

Physical Education teaches about a child's body, what it needs to function properly and what is damaging.

SUICIDE.

Briefly, suicide may be defined as the intentional taking of ones life. According to recorded cases in the newspapers; suicide is mostly caused by people who has a low self- esteem.

The Researcher has pointed out some of the overall benefits that may be derived out of this Physical Education Program, that is, the development of a high self- esteem.

Definitely a high self- esteem would definitely bring suicidal cases to a minimal.

Other reasons which may contribute to this unwanted social problem is the issue of stress. Most people who commit suicide do so under stressful situations.

The August 28th Amandala Edition (1996) cited one incident in which an eighteen year old who hanged himself with a dread belt during a power outage.

SEX DISCRIMINATION.

The Researcher believes that both males and females have an equal right and should be given the opportunity to reach their fullest potential. Male and females are good at Physical activities.

This should be encouraged among children especially if there exists some form of discrimination for example boys don't want to play with girls or vice versa.

In summary, the above stated problems is everybody's problems. However, the Researcher believes that as teachers, we have a strong committment towards our children. The Researcher is of the opinion that if children have developed certain game skills and if the sporting facilities are there available then children would spend their leisure time more constructively thus avoiding or lessening the problem cited already.

Kirchner, G.(1989) a proponent of this Physical Education view stated that "Physical Education aim is to help each child reach his/ her fullest intellectual, social and emotional through the medium of Physical activities".

Considering the above mentioned social issues prevalent in our present society and seeing the need for children to acquire the basic fundamental, manipulative skills throwing, catching and batting, the researcher proposes to implement a Physical Education Program for twelve children in San Luis R.C. School.

At this point, it should be noted that, teachers, the Sports Councils, parents, Ministry of Sports can join forces so as to guarantee that relevant/ necessary materials and sporting facilities are put in place, especially in the rural communities.

These facilities and equipment would facilitate teachers in implementing whatever Physical Education Program in the future.

CHAPTER THREE
RESEARCH DESIGN.

METHOD:

The duration of this Physical Education Programme is one that lasted for six weeks. It commenced on the 11th April and ended on the 16th May, 1997.

The Physical Education Programme involved the development of fundamental manipulative skills of throwing, catching and batting.

Twelve children from Standard II and III, namely five girls and seven boys participated in the program.

The instrument used by the Researcher was the Attendance Register, Pre- test, and Post- test.

All twelve children took active part in the Pre- test that was carried out by the Researcher himself. The Pre- test consisted of six major topics:

- 1: Under- hand throwing in a range 15 to 20 feet.
- 2: Over- hand throwing in a range 15 to 20 feet.
- 3: Catching on the spot.
- 4: Catching on the run.
- 5: Ways of holding a bat.
- 6: Batting under- hand pitches.

All children were observed, tested, and graded according to their performances in each skill.

The grading of this pre-test was similar to the grading procedures used in the post test. This grading procedures is as follows :

excellent	verygood	good	poor
4	3	2	1

The post test basically consisted of the same topics as in the pre-test. The same grading procedure was used.

The post test, however, was carried by a teacher of the San Luis R.C. School since the Researcher was finishing his studies at the Belize Teachers' College.

Nevertheless, all necessary equipment and materials and the lessons plans are made/ provided by the Researcher.

II) SAMPLE.

Twelve children participated in this Physical Education Program. It consisted of Standard II and III children in the San Luis R.C. School. It involved five girls and seven boys.

All twelve children from both classes II and III were chosen as samples due to the small population.

All the subjects come from a middle socio-economic background. The subjects live in a small village that comprise of approximately twenty-five families. The parents are made of a combination of Spanish and Mayan speaking people. However, the dominant Language spoken by the subjects (children) is spanish. So almost all the subjects are Mestizos.

III) INSTRUMENT:

The necessary information was collected by the teacher responsible to carry out the Physical Education Program on behalf of the Researcher. The teacher responsible used the following three basic instruments:

- I) The attendance register
- 2) Pre- test
- 3) Post- test

3

The purpose of the Attendance Register is to record children's absences or presences at the time a particular lesson is being executed. This will determine whether each subject participated in all the lessons and or reasons for being absent if any subject is absent.

The Pre- test consisted of six major topics as outlined in METHOD. (section I) These lessons were carried out by the Researcher himself, before the actual post test started.

In fact, the pretest actually started two weeks prior to the actual commencement of the program. During the pretest, all subjects were observed and tested in all the skills and their performances recorded. The grading procedure used is as follows:

Excellent	Verygood	Good	Poor
4	3	2	I

Lessons and recorded results of all subjects in all six topics (skills) are made available by the Researcher.

N.B. When the pretest was done, no prior instructions was given to the subjects. The purpose of the pretest is merely to find out at what level these children are or what they know about each skill. For evaluation see the lessons plans.

Post- Test:

The post test was one that lasted for six weeks. This consisted of one forty- five lesson per week.

The post test is composed of six main topics.
(see I.. METHOD) In this post- test, each lesson focused mainly on the weaknesses of children. This was worked out by teacher doing the demonstration of the skills and having

subjects practise the skills.

Each subject was observed and tested practicing the skills and a grade given for each.. The grading procedure was as follows:

Excellent	Verygood	Good	Poor
4	3	2	1

The main purpose of the post- test is to observe, test and record the grades of each subject in all the skills of throwing, catching and batting. Most subjects are tested on these skills on 2 out of 3 attempts.

At the end of both pretest and post-test a comparison of both was done.

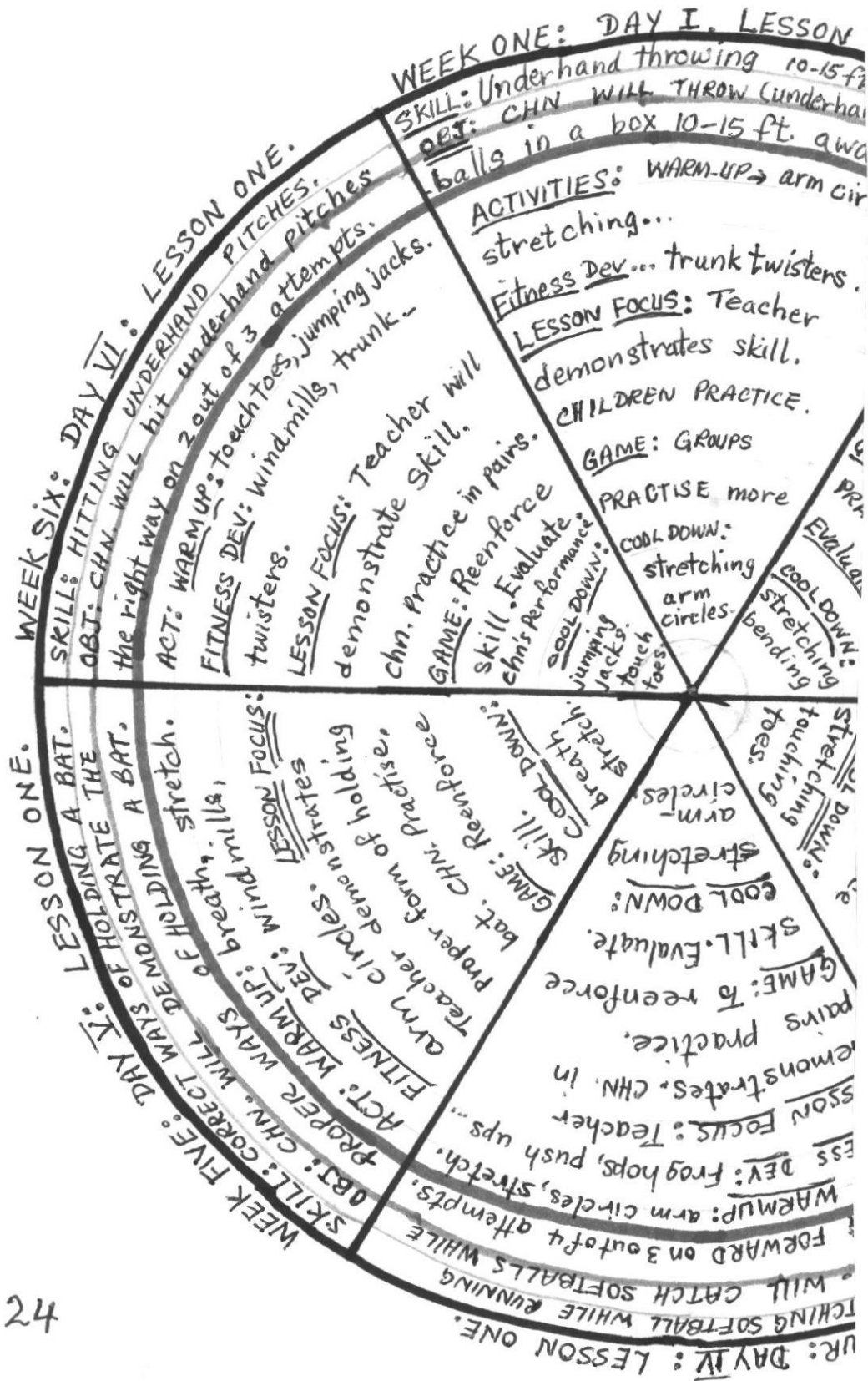
The Researcher expected a difference to occur. Based from the pretest results, the Researcher expected that about (80%) will improve in their performances of the skill.

These results was put on tables, graphs that show all data collected along with an analysis of these.

CHAPTER: FOUR

DESCRIPTION OF THE PROGRAM.

TOPICS: THROWING, CATCHING, BATT



CHAPTER FOUR

DESCRIPTION OF THE PROGRAM.

This Physical Education Program began on the II th April and ended on the 16 th May 1997. The duration of this Program is one that lasted for six weeks.

Twelve children in all participated in this program. Their ages range from nine to eleven years. This consisted of seven children from Standard III and five from Standard II.

The Physical Education Program involved the development of the fundamental manipulative skills of throwing, catching, and batting. Six major topics/ skills were addressed which are the following...

- I. THROWING: Underhand Throwing, Overhand Throwing.
- II. CATCHING... On the spot and catching while running forward.
- III. BATTING: Ways of holding a bat properly and Batting under hand pitches.

One lesson was executed each week. The duration of each lesson was forty- five minutes.

The main objective in carrying out the programme was to develop manipulative skills of throwing, catching and batting in twelve children in the San Luis R.C. School.

It is expected that by the end of the program, the children involved will have mastered the skills which will be useful to compete with other peers through friendly games. Other fellow peers will benefit in that the experienced ones will try to share their knowledge on the correct forms of executing the skills.

It is also expected that, children involved will be

more confident in themselves, thus making them want to compete with other schools- thus enhancing a sense of sportmanship in them.

The pretest was carried out by the Researcher. This lasted for two weeks, which actually took place a couple week before prior to the formal post- test began.

The objective of carrying out this pretest is to give the Researcher an idea as to the level at which the children can perform the skills of throwing, catching and batting.

The Pretest consisted of six main topics:

- 1) Throwing underhand.
- 2) Throwing overhand.
- 3) Catching on the spot.
- 4) Catching while moving forward.
- 5) Ways of holding a bat.
- 6) Batting underhand pitches.

The grading procedures used in this program is as follows:

EXCELLENT	VERY GOOD	GOOD	POOR
4	3	2	1

During the Pretest activities, each subject was observed, tested and graded in each skill according to the subject's performance.

Each week consisted of one lesson:

Attached are the following lessons that were carried out in the post- test.

Week I

Lesson I Day I

Topic: Throwing- using softballs.

Skill: Underhand throwing in a box 10-15 ft. away.

Class: Standard II and III.

Time: 45 minutes.

Number of children: 12

Materials: whistle, softballs.

Reference: "About Games".

Objectives: After explaining, demonstrating and practicing the underhand throw, children will throw softballs in a box 10-15 ft. away on 3 out of 4 attempts.

ACTIVITIES:

Warm-up: Stretching of arms, breathing, jumping jacks.

Fitness Development: trunk twisters, arm circles, push ups.

Lesson Focus: A) Explanation and demonstration of underhand throw by teacher.

B) Children throw freely practicing throw.

C) In groups of four, children throw softballs in a box 10-15 ft. away.

Game: GALLOPING LESSIE. (ENTIRE CLASS)

Materials: bean bags, knotted towels.

Skill: Throwing, dodging, running.

One player is it and has a beanbag or knotted towel. The others are scattered around the playground. The player with the beanbag runs after the others and attempt^t to hit another player below the shoulder with the object. The person hit becomes it and the game continues. N.B: The tagger must

throw the beanbag, not just touch another person with it.

Cool Down: breathing, stretching.

EVALUATION.

The demonstration of the right way to execute the underhand throw proved useful to children. In groups, each practiced and teacher assisted which made children perform well. Majority strived for doing it better as they practiced. This made almost all subjects improve. Subjects BB and FF showed no improvement. This was because all the others were practicing, they were not really focussing their attention at its fullest.

WEEK: 2.

Lesson one.

Day 2

Topic: Throwing softballs on a specific target.

Skill: Overhand throwing on a specific target 10-15 ft.

Class: Standard II and III

Time: 45 minutes

No. of children: 12

Materials: whistle, softballs, volleyball

Reference: About Games

Objectives: After explaining, and demonstrating the overhand throw, children will throw softballs using the overhand throw on three attempts.

ACTIVITIES:

Warm-up: Breathing, stretching and bending.

Fitness Development: Arm circles, trunk twisters, jogging, jumping jacks.

Lesson Focus: A) Teacher will explain and demonstrate how the overhand throw is executed correctly.
B) Children throw freely practicing the overhand throw.
C) Individual children will be asked to throw softballs at the targeted area. (10-15ft).

GAME: New Comb.

Players: Entire class divided into two teams.

Materials: Softball, volleyball or football.

Skill: Throwing and catching

Students are divided into two teams and placed on opposite sides of the divider. The players are spaced out with the teacher designating boundaries. One player in the back part of the space tosses the ball

over the net, divider to the other team. If the ball is missed, and lands within the designated boundary, the thrower's team scores a point. If the ball is caught, whoever caught the ball can throw it either over the net or to a team mate.

COOL DOWN: Breathing, stretching.

EVALUATION.

With the demonstration of the correct execution of the skill, all children showed some improvement. Subject BB showed a significant improvement because he is the oldest and practiced further more. The other subject also improved through the practice done.

Topic: Catching on the spot.

Class: Standard II & III.

Time: 45 minutes.

No. of children: 12

Materials: whistle, softballs,

Reference: About Games

Objectives: Children will be able to catch a softball on
3 out of 4 attempts from a distance of 10-15
feet distance.

Skill: Catching softballs on the spot from a distance
10 to 15 feet.

ACTIVITIES:

Warm up: breathing and stretching exercises, jumping jacks,
touching toes.

Fitness Development Exercises: trunk twisters,
windmills, arm circles.

Lesson Focus: 1) Teachers gives some important points to
be considered when catching (ball)
(Refer to page 222- 223)

- 2) Have (them) children make up groups
of two.
- 3) Facing each other from a distance of
five yards, children catch ball from
partners.

III) Game: About Games (p. 212)

"Monkey in the middle. (center catch touch)

- entire class.

Materials: beanbag/ knotted towel/ softball.

Skill: throwing & catching.

Description: Players form a circle facing the center to determine the size of the circle, they stretch their arms sideways until their fingers just touch. A player stands inside the circle and becomes the MONKEY. A ball is passed rapidly among the players in the circle. It may travel in any direction, such as across the circle or from player to player. The monkey tries to touch or catch the ball. He must run rapidly in order to do this! Should he be successful, he trades places with the last person who touched the ball.

IV) Cool Down Exercises: just as in warm up activities.

EVALUATION

All subjects showed an improvement. offone. Their major problem is that they close their hands late after the ball has landed, thus allowing this to fall down. With more practice, however this was overcome. Most subjects performed better of at least one because they continued practicing more in pairs, except subjects E, who showed no improvement, since aparently is experiencing some sight problems.

Topic: Catching softballs.

Class: Standard II and III.

Time: 45 minutes.

No. of children: 12.

Materials: softballs, whistle, knotted towels.

Reference: About Games.

Skill: catching softballs/ while running forward.

Objectives:- After demonstrating this specific catching skill by teacher, children will be able to perform the skill correctly on 3 out of 4 attempts.

ACTIVITIES:

- I) Warm up: breathing- arm and shoulder circles, jumping jacks.
- II) Fitness Development: trunk twisters, frog hops- forward/backward, push ups (3 to 5 times)
- III) Lesson Focus:
 - I) Teacher will review stress points when catching- stress on the correct position when catching a ball above the waist level.
 - 2) Children will be demonstrated how to catch a softball on the move.
 - 3) Divide children in small groups of 3. Each group with a ball. One member throws ball and have other catch this. Teacher helps then.
 - 4) Teacher then ask each subject to catch softball thrown.

Children should catch at last 3 out of four throws the proper way.

Game: New- Comb

Description: Students are divided into two teams and are placed on opposite sides of a net. The players are spaced out with the teacher designating boundaries. One player in the back part of the space tosses the ball over the net to the other team. If the ball is missed and lands within the designated boundaries, the thrower's team scores a point, if the ball is caught, whoever caught it, throws it over the net and game continues. Team with more points wins.

EVALUATION.

With the practice carried out most subjects showed at least a slight improvement by one only.

Prior to the reenforcement practice in the game children showed some sort of fear and body- eye coordination, problems especially by the smallest subjects.

Most of those who improved, overcome their fears, and their body- eye coordinations improved considerable.

Subjects E and EE showed no improvement because of fearful of the ball. As catching on the spot, some showed problem of closing hands before the ball touch their hands.

Topic : Ways of holding a bat.

Class: Standard II and III.

Time: 45 minutes.

No. of children: 12

Skill: The correct ways of holding a bat.

Objectives: Children will be able to hold a bat properly, showing the right positions of the hands after teacher has demonstrated the skill.

Materials: bat, sticks for each (eg. one yd. broom stick)

Reference: About Games.

ACTIVITIES:

- I) Warm- up: breathing, stretching, touching toes.
- II) Fitness Development Exercises: trunk twisters, windmills, arm circles.
- III) Lesson Focus:
 - 1) Teacher will demonstrate & explain the proper ways of holding a bat.
 - 2) Using sticks, children practise holding properly along with teacher.
 - 3) Teacher watch out for children to who need more help and correct their weaknesses.

Game: "BAT BALL".

Description: A serving line is drawn across one end of the field and a 3' X 3' base is established about 50ft. from serving line. Children are divided into two teams. One team is scattered over the playing area. The other team is

behind the serving line with one player at bat.

The batter puts the ball in play by batting it with a hand into the playing area. To be counted as a fair ball, the ball must land in the playing area or be touched by a member of the fielding team. As soon as the ball is hit, the batter runs to the base and back across the serving line. In the meantime, the fielding team fields the ball and attempts to hit the runner below the shoulder with it.

Runner scores a point if he reaches base safely. Batter is out when ball is caught or the fly or two consecutive foul balls. Team with more scores wins. Establish a 10/ 10 minutes for each team.

IV) Cool Down Exercises: Same as in warm up.

EVALUATION.

Most subjects showed improvements in the post test as compared to the pretest.

With instructions given by teacher, and the practice of individuals and groups improvement in the skill took place.

Week 6

Lesson I Day 6

Topic: Batting underhand pitches.

Class: Standard: II & III.

Time: 45 minutes.

No. of children: 12

Skill: how to hit underhand pitches.

Objectives: Children will be able to hit underhand pitches
the right way on two out of three attempts.

Materials: bat, softball, whistle.

Reference: About Games.

I) Warm- up activities: I) running on the spot.

2) jumping jacks,

3) touching toes

II) Fitness Development Activities: I) trunk twisters

2) arm circles

3) windmills

III) Lesson Focus: I) Demonstration of hitting underhand
pitches by teacher.

2) Allow time for children

(in pairs if possible) to practice
the skill- one being the pitcher
and other batter- shift turns.

3) Teacher gives assistance to those
that need it prior to grading
children on this skill.

Game:- Playing area: similar to softball establish the bases. (1) (2) (3) Home.

Players: two teams

Supplies: bat, softball, whistle.

Skill: running, throwing, catching, throwing striking.

This game is to be played similar as when playing softball.

Allow ten minutes for each team, and a total of one inning per team.

The team that scored the most runs within this one inning ten minutes period is the winner.

IV) Cool Down Activities:- as in warm- up.

EVALUATION

Although group and individual assistance was given, subjects C, BB, CC and EE showed no improvement at all.

Those that improved at least by one really got into the business.

Those that did not improved were the smallest subjects in the sample. Although they worked hard they needed some more practicing.

Chapter Five
Presentation and Analysis of Data.

DATA:

The Researcher presents the data compiled during the implementation of the Physical Education Program.

Tables and graphs is one Method used by the Researcher. Both pretest and post test scores was carefully observed in the tables and graphs for each particular skill. This was done to see if any difference actually occurred.

Through the use of tables and graphs, the Researcher interpreted and analysed the data presented for each specific skill.

PRESENTATION OF DATA: CHAPTER 5.

FIGURE 5.1

Table of scores from subjects taken from Pre-test and Post-test. {Underhand throwing in a box 10-15 feet distance.

Subjects:	Pre-test	Posttest	Difference
A	1	2	1
B	1	2	1
C	1	2	1
D	2	3	1
E	1	3	2
AA	1	3	2
BB	2	2	0
CC	1	2	1
DD	1	3	2
EE	1	2	1
FF	1	1	0
GG	2	3	1

SCORES
4
3
2
1
0

GRAPH 5:1

SKILL: UNDERHAND

THROWING

KEY:

E

D

C

B

A

SUBJECTS. (GIRLS)

PRETEST →

POSTTEST →

SCORES
4
3
2
1

AA

BB

CC

DD

EE

FF

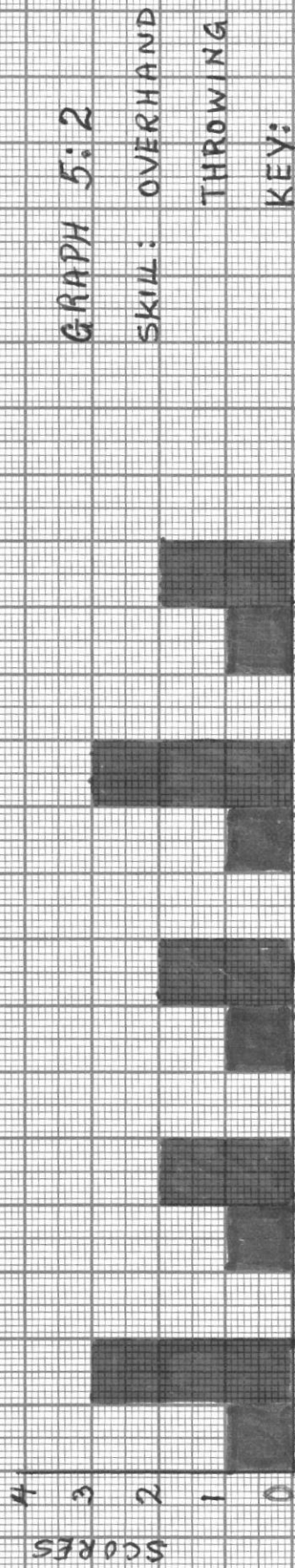
GG.

SUBJECTS. (BOYS)

TABLE 5: 2.

Table of scores from subjects taken
from Pretest and Posttest { OVERHAND THROWING
on a specific target 10-15 ft. distance.

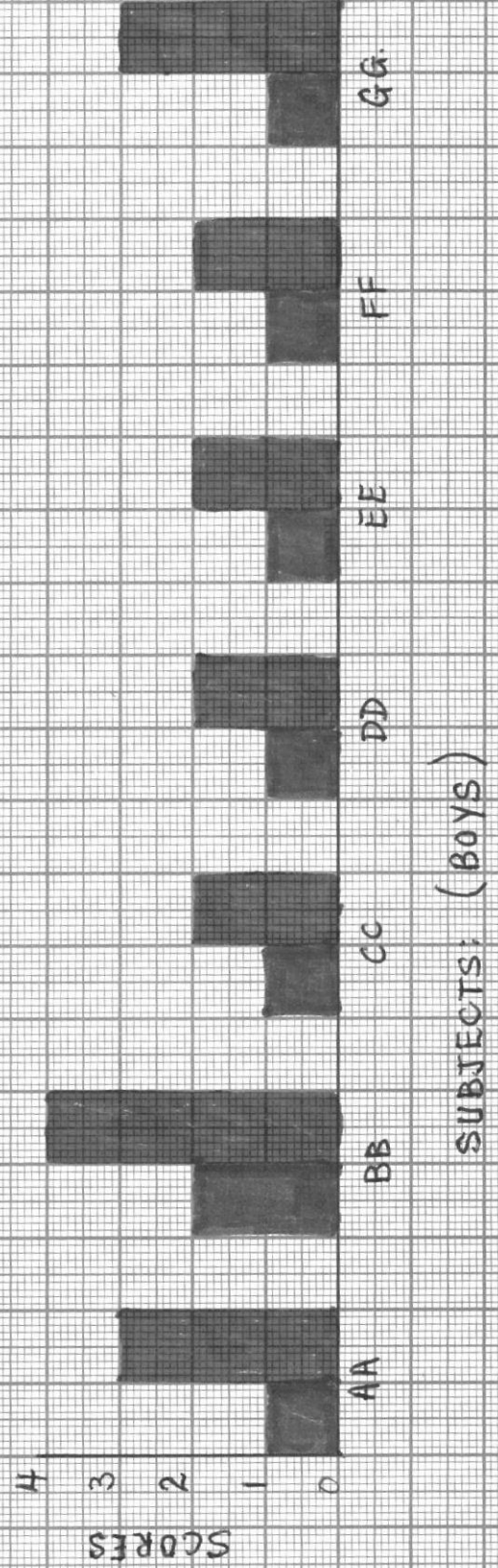
Subjects.	Pretest	Posttest	Difference.
A	1	3	2
B	1	2	1
C	1	2	1
D	1	3	2
E	1	2	1
AA	1	3	2
BB	2	4	2
CC	1	2	1
DD	1	2	1
EE	1	2	1
FF	1	2	1
GG	1	3	2



SUBJECTS: (GIRLS)

PRETEST →

POSTTEST →



SUBJECTS: (BOYS)

TABLE 5:3

Table of scores from subjects taken
from Pretest and Posttest, {
{ CATCHING ON THE SPOT. }

Subjects.	Pretest	Posttest	Difference.
A	2	3	1
B	1	2	1
C	1	2	1
D	1	2	1
E	1	1	0
AA	1	2	1
BB	2	3	1
CC	1	2	1
DD	1	2	1
EE	1	2	1
FF	1	2	1
GG.	1	2	1

GRAPH 5:3

SKILL: CATCHING ON

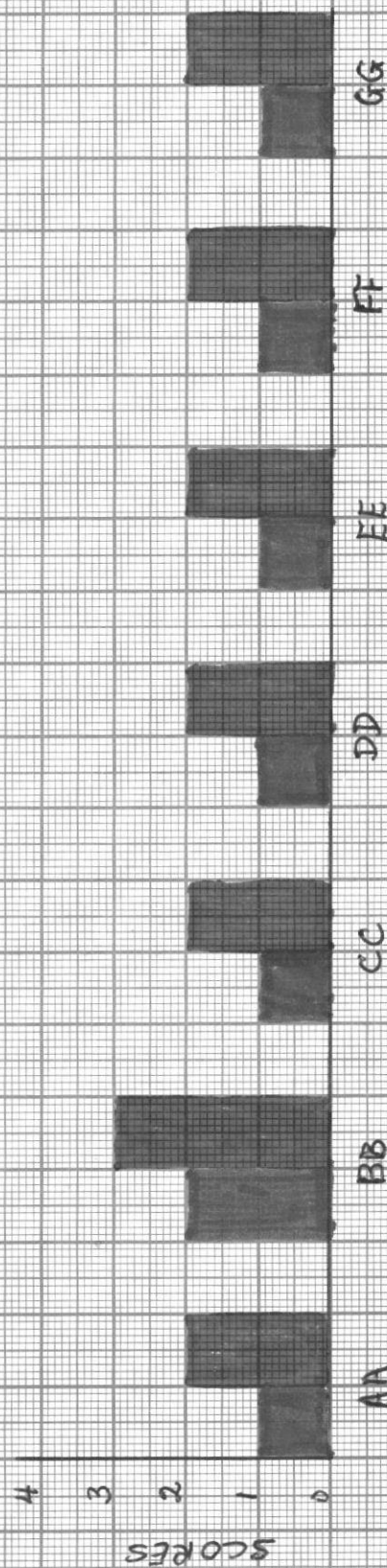
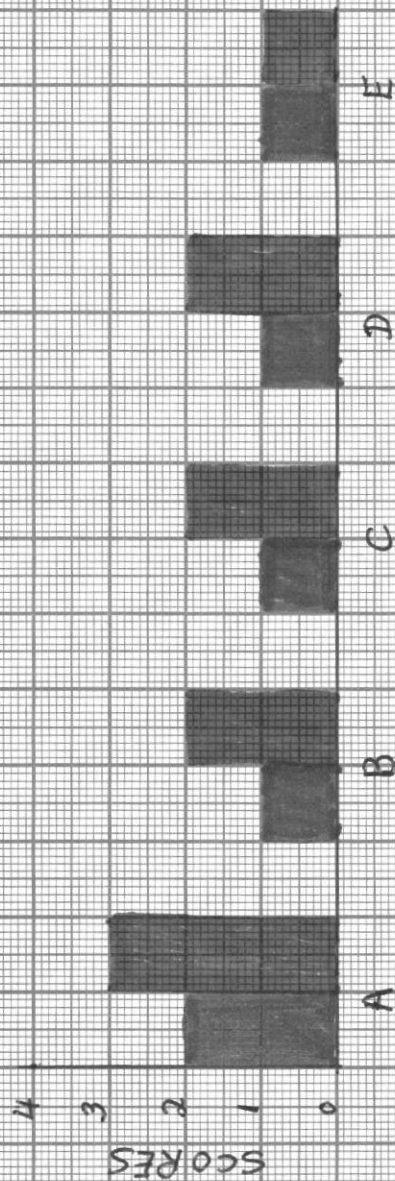
THE SPOT.

KEY:

PRETEST →

POSTTEST →

SUBJECTS. (GIRLS)



SUBJECTS. (BOYS)

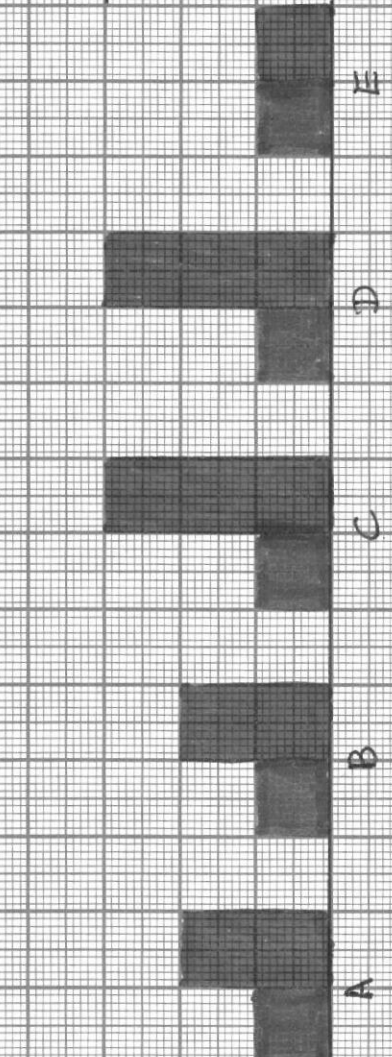
TABLE 5: 4.

Table of scores from subjects taken from Pretest and Posttest.

{ CATCHING WHILE RUNNING FORWARD. }

Subjects.	Pretest	Posttest	Difference.
A	1	2	1
B	1	2	1
C	1	3	2
D	1	3	2
E	1	1	0
AA	1	2	1
BB	2	3	1
CC	1	2	1
DD	1	2	1
EE	1	1	0
FF	1	2	1
GG.	2	3	1

SCORES



SUBJECTS: (GIRLS)

GRAPH: 5:4

SKILL: CATCHING WHILE

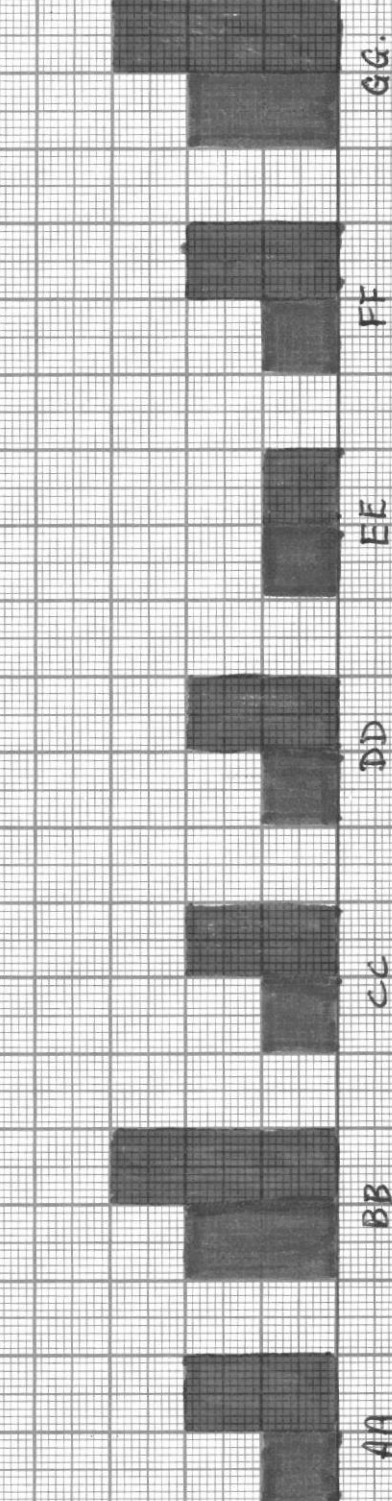
RUNNING FORWARD.

KEY:

PRETEST →

POSTTEST →

SCORES



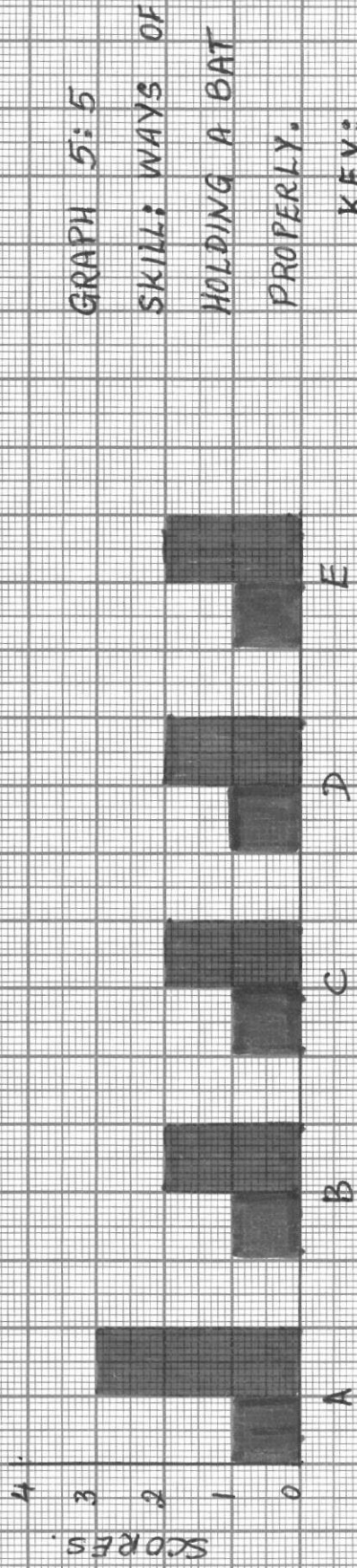
SUBJECTS: (BOYS)

TABLE 5:5

Table of scores from subjects taken from Pretest and Posttest.

{ WAYS OF HOLDING A BAT PROPERLY. }

Subjects	Pretest	Posttest	Difference.
A	1	3	2
B	1	2	1
C	1	2	1
D	1	2	1
E	1	2	1
AA	1	3	2
BB	1	3	2
CC	1	2	1
DD	1	3	2
EE	1	2	1
FF	1	2	1
GG	1	3	2

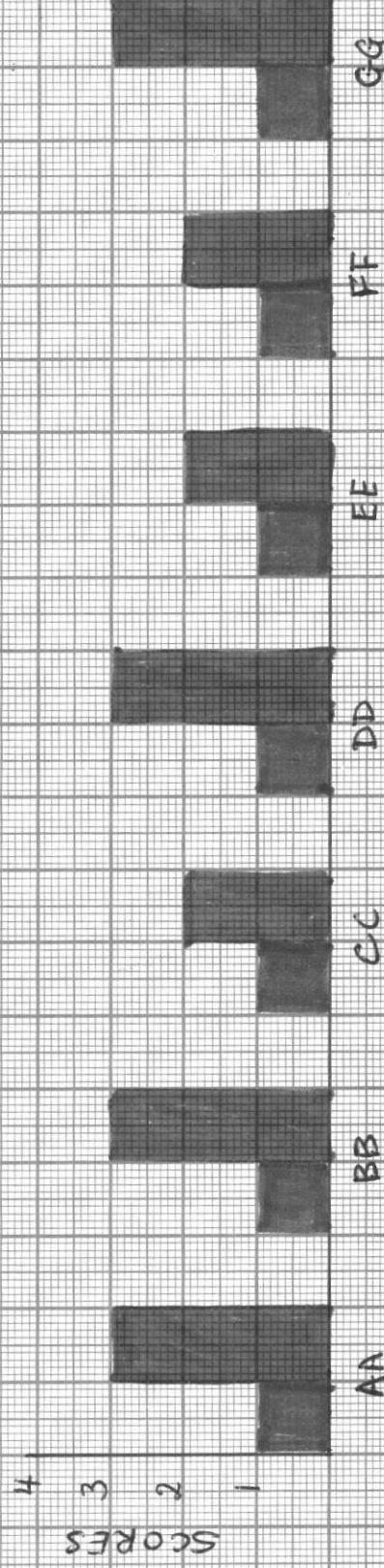


SUBJECTS. (GIRLS)

KEY:

PRETEST →

POSTTEST →



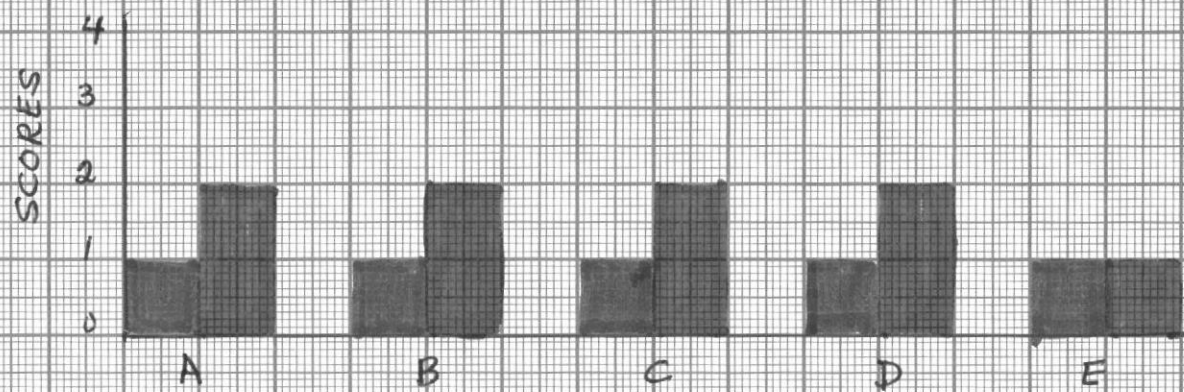
SUBJECTS. (BOYS)

TABLE 5:6

Table of scores from subjects taken from Pretest and Posttest.

{ BATTING UNDERHAND PITCHES. }

Subjects.	Pretest	Posttest	Difference.
A	1	2	1
B	1	2	1
C	1	2	1
D	1	2	1
E	1	1	0
AA	1	2	1
BB	1	2	1
CC	1	2	1
DD	1	2	1
EE	1	1	0
FF	1	2	1
GG.	1	3	2



GRAPH 5: 6

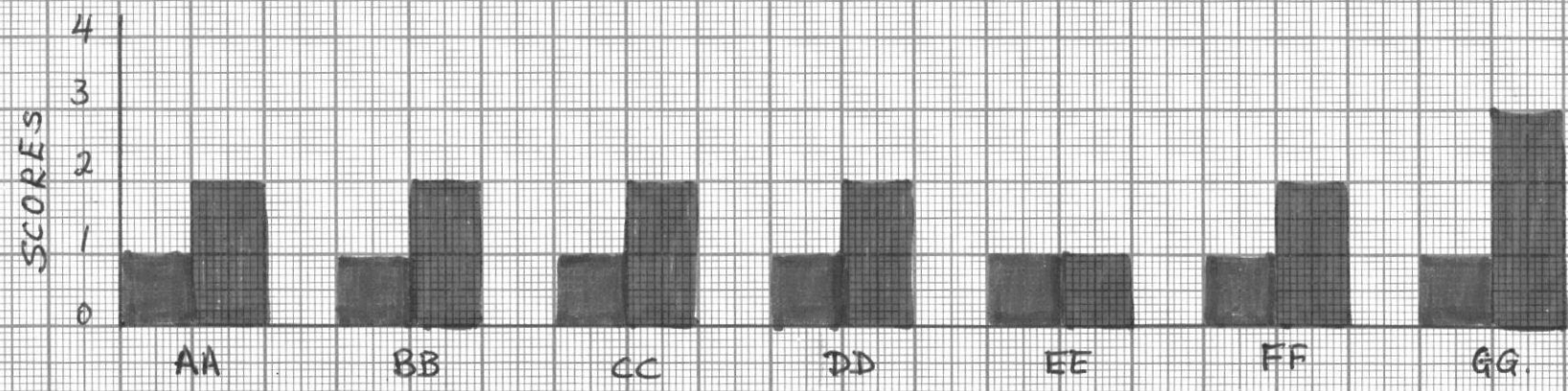
SKILL: BATTING
UNDERHAND PITCHES

SUBJECTS. (GIRLS)

KEY:

PRETEST →

POSTTEST →



SUBJECTS. (BOYS)

Analysis of Data:

(Table 5.I)

Vast Majority of subjects improved by one and subjects E, AA and DD improved by two. This occurred because they were more attentive during the demonstration and consistently practised the right way in their groups and individually.

Subjects BB and FF, however showed no improvement. They were attentive during the demonstration period, but did not put all their effort in the practise session in their groups (pairs) allotted to them. Both BB and FF wanted to execute the throw in their own way.

58.3% of the subjects showed an improvement of one point, while 41.6% showed an improvement of two points. (Table 5.2)

This reveal that all subjects improved in the overhand throwing skill. This improvement is contributed to the fact that children were more focused on the demonstration session and in their group practise sessions.

Subject BB being one of the oldest in the group showed a significant difference from two to four points in this overhand throw, as compared to the previous lesson.

Table 5.3

All the subjects showed an improvement of at least one with the exception of subject E.

All subjects experienced some problem with the proper ways of catching a ball- eg. at waist level- little fingers together pointing down ward and- finger upward position when catching ball above waist level. Some experience body and hand-eye coordination during the catching sessions.

However, through practise and encouragements, most subjects improve by one, except subjects E, who it seemed that she was experiencing some sight problems.

Table 5.4

Table 5.4 showed that all subjects improved in the skill of catching while running forward, with the exception of subjects E and EE who showed no improvement at all.

Subjects C and D showed the most significant difference which is 2 points.

The subjects that improved were able to overcome their fears of the ball and showed a satisfactory level of body hand- eye coordination and the ability to move promptly and on time to catch the ball.

Subject EE was unable to overcome his fears of the ball and moved at a slow pace at improving his body- hand- eye coordination. Subject E, main problem is fear of the ball compounded by some sort of sight problems she has been complaining to have.

Table 5.5 showed that all subjects improved in the skill of proper ways of holding a bat. The demonstration lesson by teacher and children's effort towards this partly helped in their improvement. Group practise of the skill in which peer assistance, was given to the weaker ones, also proved helpful.

In this skill, even subject E, showed an improvement of one.

This was because this particular skill does not demand much motor activities/ body movements etc.

Table 5.6, showed that subjects A,B,C,D,AA,BB,CC,DD, and FF all showed an improvement of one, while subject GG improved by two points. Overall 83.3% of children showed improvement in the skill of batting underhand pitches.

This improvement was as a result of subjects having mastered the skill during the demonstration, they continued to practise in their groups and individually.

Subjects E and EE showed no improvement at all. Subject E main problem was fear of the ball due to sight problems. Subject EE, showed some slight acquisition of the skill during the demonstration but showed a slow pace at improving the skill throughout the group practise and evaluation as a whole.

T-significance.

For Table 5:1

Page: 40

Formula:

$$\frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - (N-1)}}$$

$$\textcircled{1} \quad t = \frac{13/12}{\sqrt{\frac{19 - \frac{(13)^2}{12}}{12 - (12-1)}}} \rightarrow \textcircled{2} \quad t = \frac{1.08}{\sqrt{\frac{19 - 14.08}{132}}} \rightarrow$$

$$\textcircled{3} \quad t = \frac{1.08}{\sqrt{\frac{4.92}{132}}} \rightarrow \textcircled{4} \quad t = \frac{1.08}{\sqrt{0.0373}} \rightarrow$$

$$\frac{1.08}{0.193}$$

Calculated $t = 5.6$

The preceding was the t -test for the skill of Underhand Throwing.

The t -ratio tells us that the difference is 5.6 times as great as the difference that would be expected under a true null hypothesis.

The statistical significance of our t -ratio lies lower than .001, Therefore some development in this particular skill took place.

Chapter six

Conclusions and Recommendations.

It was an encouraging experience in having conducted the Physical Education Program. From the beginning of the program, which started with the pretest, conducted by the Researcher himself, the children showed enthusiasm towards Physical Education.

The Researcher from the beginning predicted that over 80% of children would improve in the skills of throwing, catching and batting. Indeed this occurred, even though the difference was only one in most cases.

This difference of only one point by most subjects in most of the skills, may be because they were exposed to formal Physical Education lessons for the first time.

Moreover, children had some idea of the skills but the execution of these were poorly done by children. They executed these the wrong form, thus requiring them to put emphasis on practising the skills.

Some subjects had more problem in adapting themselves to the correct form of executing the skills than others. For example batting underhand pitches, and throwing underhand. This was because they have got used to their own way of executing these. In general, children benefitted from this Physical Education Program, because they are better off in regards to the proper ways executing these skills, compared with other children of the same school.

Naturally, with more time and practise, subjects would have improved more than one point. However, this Physical Education helped subjects master the basics which in turn would be shared in a way or the other with other classmates.

RECOMMENDATIONS:

Based from observations made and due to the current situations on Physical Education, the Researcher wishes to make some recommendations that would be of great benefit to students in the Primary Schools.

- 1) The Ministry of Education should reconsider the current situation of Physical Education in the Primary Schools, and take the necessary steps in making this compulsory.
- 2) The Ministry of Education should conduct enrichment workshops and seminars where all, from Infant to Upper class teachers participate and assisted in the planning of well structured Physical Education lessons.
- 3) All primary school teachers should be trained in the field of Physical Education so that they in turn would be of great benefit to students.
- 4) Through workshops, teachers should be assisted in creating their own materials (eg. beanbags for Infants) for use in Physical Lessons.
- 5) The Ministry, through joint cooperation of community and business communities provide equipment for the proper upkeep of sporting facilities eg. for bush hogging football fields.
- 6) The Ministry should provide all necessary materials resources such as mittens, bats, softballs, to all Primary Schools
- 7) The Ministry of Education should promote sportmanship in general by providing all communities especially in the rural areas, with volleyball courts, basketball courts.

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APPENDIX:



Pair of subjects performing Overhand throwing.

Catching on the spot by one of the youngest subjects.



One of the oldest subjects hitting underhand pitches. 65