THE IMPLEMENTATION OF A SIX- WEEKS PROGRAM TO DEVELOP FOUR OF THE FUNDAMENTAL LOCOMOTOR SKILLS: RUNNING, WALKING, SKIPPING AND JUMPING, WITH 6 TO 9 YEARS OLD CHILDREN AT PATCHAKAN R.C. SCHOOL.

SUBMITTED TO:
THE PRINCIPAL,
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SUBMITTED BY:
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TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

Physical Education means different things to different individuals. Some think that it is a reward for behaving good during the week, others consider it as a time for playing. Very little amount of teachers know that it is a time alloted by to help develop the total well-being of the children.

The movement of each individual determines its character and personality. Physical education, when properly administered can move the "undesirable" character into an admirable character since moods are expressed through movement.

BACKGROUND TO THE STUDY

In rural areas, myths prevail that girls who are menstruating should not play sports, although in urban areas such ideas seem to be changing. Attitudes of males towards females playing sports seem slower to change. Several girls report that the only time they get to practice sports on an open playground is when the boys do not want to play. As soon as the boys show up, the girls are automatically expected to step aside.

Through close observation, it was noticed that in Patchakan Roman Catholic school, Physical Education does not play a major role. The time alloted for Physical Education was used to complete a lesson for which time ran short, or to give remedial work.

Some teachers who went outside for Physical Education just allowed children to play football (for boys) and softball (for girls).

Through close observation during recess or even during Physical Education, it was noticed that children specially those from lower and middle division, do not perform well in the playground.

STATEMENT OF THE PROBLEM

In most schools, Physical Education is a neglected subject and Patchakan Roman Catholic school is not an exception.

The new Physical Education curriculum currently focuses on primary education and plans are not yet in place for introduction at the secondary level. Instead, emphasis is placed on various sports, most of which are played by boys. The bias towards sports in schools rather than Physical Education means that those who do not excel in these activities are not encouraged to participate. Hence, physical exercise tends to be promoted as an exclusive activity rather than one which should have general appeal.

When the children are taken outside for Physical Education they only want to play. Explanation on what is Physical Education and its importance must be done.

When children are asked to perform a certain exercise they are either ashame or not confident about what they are doing. The researcher intends to implement a six-weeks program to develop four of the fundamental locomotor skills to a group of six to nine

years old children at Patchakan Roman Catholic school. The locomotor skills to be dealt with include running, walking, skipping and jumping.

It was then concluded that children need more time and guidance in Physical Education.

PURPOSE OF STUDY

The purpose of this study is to help children understand and appreciate that Physical Education is a fun filled and important lesson.

The six-weeks program will help the children develop mentally, socially, physically, and emotionally. It will help them in developing proper locomotor skills and expose good body movements. They will also find more fun and enjoyment in the different games involved.

They should become more alert and attentive in class and improve their performance in school since they will learn to follow instructions.

SIGNIFICANCE OF THE STUDY

It is hoped that at the end of the six-weeks program, the children will have a positive attitude towards Physical Education.

The teachers will also become more aware of the fact that Physical Education is vital in the overall development of the children.

The children would have mastered the skills for them to walk, jump, skip, and run properly.

Children's social skills would have been improved along with their knowledge. Knowledge about how Physical Education helps in keeping a healthy body.

DEFINITION OF TERMS

1. Physical Education- a program in the school curriculum designed to help the children to grow fully.

2. Socialization- a process of learning rules, regulations and expectations of a society.

3. **Curriculum -** all of the courses, collectively, offered in a school, college, etc., or in a particular subject

LIMITATIONS OF THE STUDY

At first the children were reluctant to participate in the different activities. Through demonstration and positive reinforcement the children joined in the fun of doing Physical Education.

They thought they could hurt themselves when jumping, running, skipping, or even walking. The researcher had to do it along with them.

Children had problems in understanding and following the instructions in English. Short and concise instructions were given to help the children.

The lack of adequate equipment also created a barrier. Children were motivated to use available resources. Later children brought from home their home made bars to play in school.

CHAPTER II

The tenets of the emerging Physical Education curriculum are fundamental and stem from a belief that Physical Education is a responsible and vital program of every school curriculum. Physical Education is included in the elementary school curriculum because it is important to the developing child as well as to his adult life. The content of Physical Education is human movement. Each child develops, learns, and responds in unique ways. Sharing the decision-making role with the children can be a means of involving the total child in his education and a means of developing independency and individuality in learning. Evaluation is an ongoing process that must focus on the learner, teacher, and the curriculum if each is to improve.

Essential to implementing these ideas fully is an urgency to seek a more complete understanding of the child, human movement and the teaching-learning process. These ideas reveal a close interrelatedness between the response of the child and the response of the teacher and between the content of Physical Education and the total teaching process. To be interested in one and not the other would fall short of what is envisioned in the emerging Physical Education curriculum in elementary schools.

The big question is: "Does everyone know what is Physical Education?" Each person can offer a definition of Physical Education in terms that reflects his/her perceptions, and each definition may accurately describe one particular program of Physical Education. The adequacy of the definition is determined by the degree to which the words reflect the perception and experiences of the one who offers the definition. This situation brings to mind the familiar episode of the blind men who each touches one part of an elephant. One

can see readily that each man's description of an elephant would depend largely on what part of the elephant he touched. Each could be accurate, but none would describe the whole elephant or even the part the other man experienced. Likewise, one's definition of Physical Education depends largely on a personal point of view. This point of view often indicates how a certain Physical Education program touched the one offering the definition. Care must be taken, therefore, to emphasize that one definition might not be adequate in describing all points of view . Also, all Physical Education curricula may not be the same and therefore cannot be defined in the same terms. Similarly, the man describing the tail of an elephant would have a difficult time convincing the man holding the trunk that they were having the same tactile experience. Likewise, programs of Physical Education that support varied points of view provide different experiences.

Nevertheless, according to The World Book Encyclopedia Volume 15, (1991), Physical Education is defined generally as "A part of the total school instructional program that deals with sports and other physical activity. It contributes to the overall goals of education by providing instructions for students in movement activities."

The term *movement activities* was used in the definition to focus attention on both MOVEMENT EDUCATION and PHYSICAL EDUCATION in order to establish a point of view and to place one in perspective to the other. This process of motor development and learning has its beginning in the womb and proceeds through a never-ending series of changes until death. Some of this movement education is the responsibility of an inschool program of instruction called Physical Education. However,

much of movement education occurs before the child enters school and continues after he/she completes formal schooling.

Another question hovering in the minds of educators is that they do not know what the role of Physical Education in a school curriculum is. How educators perceive Physical Education and its role in a school curriculum is bonded closely to their broad view of education. Bruner (1966) reminds us that "The most general objective of education is to cultivate excellence ." Excellence in education means helping each student, irrespective of capabilities achieve his/her optimal intellectual development; these thoughts on optimal development has caused teachers to expand the domain of education and its general objectives. Having a more comprehensive view of the development of the child, they accept the responsibility to work towards excellence in all three developmental aspects. This is supported by Gordon (1971) who perceives education as, "Affecting the total life and lifestyle of the individual, his motivation system and his physical development, as well as his cognitive enhancement."

Physical Education should comply with the same guidelines that justify the inclusion of any subject area within a school's curriculum. A guideline by Brunner (1966) states: "... We might ask, as a criterion for any subject taught in primary schools, whether, when fully developed it is worth an adult's knowing, and whether having known it as a child makes a person a better adult." Teachers recognize the indisputable merit and meaning of movement in the life of the child. Physical Education is justifiably placed in the curriculum for the meaning it has to both the child and the adult.

However, the decisive reasons for including Physical Education in the elementary school program is its unique content and the experiences it can provide as well as its capacity for enhancing the total education and the life of the child. According to Barrett (1973), movement has been designated as, " The content of Physical Education." However, the role of Physical Education in the elementary school curriculum is not determined by what we say . the ultimate significance of Physical Education in the life and education of the child will be proportionate to the importance that the teacher attaches the movement ---- and the extent to which the community expects Physical Education to contribute to the education of the child.

Physical Education must be supportive of the same basic aims as other curricular areas while contributing uniquely to the education of the child. Just as any subject, Physical Education is developed on its goals and statement of Philosophy listed below as quoted by Lilia A. Requena in her study of 1995:

STATEMENT OF PHILOSOPHY

1. "The learner is an individual and his individuality varies from day to day, task to task and movement to movement.

2. Teachers must respect the integrity of the learner and accept the responsibility for the education of the whole learning.

3. Teachers need a sincere dedication to each child in order to help him/her achieve the fullest potential by permitting him/her to become an increasingly independent learner.

4. The learner is capable of making decisions and education is responsible for helping the learner develop the ability to make responsible and wise choices so that he/she can adjust his/her role appropriately as his/her social and physical surroundings change.

5. Understandings and skills essentials to the progression can be developed by individuals at different times through different experiences.

6. Physical Education, to share meaningfully in the education of the learner, must provide experiences that improve his/her ability to move that engage his/her thought processes and contribute positively to his/her developing value systems and to the esteem in which he/she regards himself/herself and others."

GOALS OF PHYSICAL EDUCATION

1. "Move skillfully demonstrating versatile, effective and efficient movement in situations requiring other planned or unplanned responses.

2. Become aware of the meaning, significance, feeling and joy of movement, both as a performer and as an observer.

3. Gain and apply the knowledge that governs human movement."

Fortunately, most children do look upon the experiences in Physical Education as fun. We must believe that learning how to learn and dealing with meaningful content must be an integral part of Physical Education before it can be justified in our schools on an educational basis. Learning how to learn requires the stimulation of thought processes, the pursuit of knowledge, and an interaction with others if children are to live effectively

with others and at the same time be comfortable with themselves. Thus, a responsible educational program infers specific educational obligations.

Morrison (1969) supports this when he said that, "Experience of movement on a growing awareness and understanding gives people an extra 'tool' with which they can 'learn to learn'. A teacher who understands the basic principles of movement, and who can think and observe in a movement way, is better able to help people to tackle the tasks confronting them, and so enable them to do as they wish, in the way they wish. Through encouraging this personal and individual way people gain skill and progress is made."

Physical Education should therefore come under the same scrutiny as all curricular areas if it is to play a vital role in the education of the child. Most Physical Education programs in the elementary school have remained the same over the years. This situation is reflected by the similarity of materials and teaching approaches that have been the focal point in college courses in elementary school Physical Education . Since the beginning of teacher preparation in colleges and universities, students have been most discerning in describing the content of these courses. They have labeled them "Kiddie Games" no matter what the catalog. Only minimal attention has been devoted to the study of: the child, learning, motor development, movement content, teacher behavior, evaluative processes, and educational goals. Rather, the focus has been on " Things to do" at the expense of developing an understanding for the processes involved and an appreciation of why children respond as to do when engaged in activity.

"The purpose of Physical Education is to have fun" ; "The children need to let off steam" and " The need to get outdoors" are some clichés usually heard from many

educators. They agree that children need outlets and that Physical Education can be an enjoyable experience with the classes often meeting outside. However, if these aspects represent the chief purposes of Physical Education and the commanding reasons for including Physical Education in the curriculum, one does not need professional preparation to provide them or a budget and expensive facilities and equipments to accomplish them. Besides, those who say that classroom teachers and the remaining educational experiences of the curriculum do not afford a change, do not offer opportunities for self-expression, do not take the classroom outdoors, do not bring fun and excitement to learning are indicting all good teachers of any subject, who should thus rise in protest.

Changes must occur in Physical Education if it is to keep pace with the educational changes occurring in other fields. If change is to occur in Physical Education it has to be negotiated ultimately by each individual teacher. Therefore, a change must take place first in teacher preparation in Physical Education if they expect the curriculum or themselves to change. This much-needed change is beginning to occur ----- and it presents an exciting challenge. The amount of change possible in each of them is in direct relationship to their ability to see the need for change in themselves and not be threatened, they themselves must be challenged. True change grows from both a commitment to the need for change and a conviction that teachers can be and will be instruments of change.

One of the most important areas for movement education to take place will definitely be in the locomotor patterns of the children. Locomotor patterns are those movement patterns such as walking, running, skipping and jumping with the category of handling the body which are for the purpose of moving from one place to another. A child will use one

locomotor pattern or another, or a combination whenever he/she moves himself/herself from place to place. All the patterns are experienced at some time. In walking, there is alternation of leading legs and continuous contact with the ground. A good walk is an action which is accomplished in a smooth and regular manner with emphasis on forward movement rather than up and down or side to side.

Running is different in that there is a momentary phase of supervision during which neither foot is in contact with the ground. Most children exhibit minimal mastery at about the age of three and a half to four years.

Jumping is propelling the body in the air from force generated in one or both feet. Hopping vertically or horizontally or long jumping and leaping are all variations of jumping. Most children are capable of some form of jumping shortly after acquiring the ability to jump.

Skipping is not truly a basic movement pattern but is a combination of two of the regular basic movement patterns. It integrates part of the walking and hopping or one-foot jumping patterns into a step-hop. It is a smooth coordinated, sequential flow of alternate step-hops to move the body in some desired direction.

Teachers must extend their efforts to develop better assessment techniques and learn to use assessment more broadly rather than focus all their measurement efforts on motor performance ..... the one area in which they know best how to measure. Teachers therefore, need to devote more time to techniques that would give them insights about their teaching behavior as well as their program. Perhaps there they will find answers to

the reasons why in Physical Education " ...many of the boys and a clear majority of the girls are simply confirmed in their ineptitude. Turned away from the potentialities of their own bodies..." as Leonard (1975) believes.

CHAPTER III

RESEARCH DESIGN

To begin the study, the researcher selected twenty out of thirty-four students in the second grade class. These children were selected at random so as not to be bias and also to include children of different levels and of both genders. These twenty children were then referred to as subjects. They were of different ages and abilities. It was then observed that some were very much interested in Physical Education while some were not so much interested. Some were quick at understanding and grasping ideas while others were a bit slower. Many enjoyed group work while some preferred to work alone since they proved to be more energetic and motivated.

Before the actual teaching of the skills were done, the researcher had to test the subjects based on the skills to be dealt with. This was to be the basis for diagnosing the weaknesses and/or strengths of both boys and girls in the various skills targeted. The results of these tests were recorded very carefully so that it could be compared to the final test at the end of the six-weeks program. This would then help the researcher determine the effectiveness or ineffectiveness of the program since improvement or failure in the mastering of the locomotor skills would be shown. The researcher always thought positively and would put all techniques and efforts in making the program a fun-filled and enjoyable one for the subjects so as to discover it to be a very productive one at the end of the six-weeks program.

The study was done over a period of six weeks; six lessons were done, four having a duration of sixty minutes from 1:30 p.m. to 2:30 p.m. Two lessons took a little more than ninety minutes since these were the pre-test (lesson 1) and the post-test (lesson 6) and required this much time since the recording of each individual's performance was carried out during these lessons. The researcher explained this to the principal and obtained her full support. She in turn advised the researcher to have a meeting with the parents of the children so as to inform them that children would go a bit late home since these two lessons would end past the time that children would need to be dismissed (children in this class are usually dismissed at 2:30 p.m.). Parents agreed to it and thus demonstrated their full support towards Physical Education program and the school. The researcher was then more confident in carrying out the program.

The first lesson was used to administer a pre-test to observe the children's behavior and performance for each locomotor skill.

The following tables show the letter names of the subjects given to each child, their age, height and the results recorded in the four locomotor skills targeted.

Table 1

LETTER NAME	AGE	HEIGHT	COMMENTS
A	6 yrs. 6 mths.	3 ft. 4 ins.	not too confident
B	6 yrs. 5 mths.	3 ft. 6 ins.	not too confident
C	7 yrs. 3 mths.	3 ft. 5 ins.	sure of herself
D	8 yrs. 2 mths.	3 ft. 11 ins.	sure of herself
E	8 yrs. 2 mths.	3 ft. 10 ins.	not too confident
F	7yrs. 5 mths.	3 ft. 9 ins.	not too confident
G	7 yrs. 5 mths.	3 ft. 8 ins.	sure of herself
H	6 yrs. 10 mths.	3 ft. 10 ins.	sure of herself
I	6 yrs. 5 mths.	3 ft. 7 ins.	sure of herself

Table 1 shows the group of girls selected for the study. It includes 9 girls who were each given a letter name ranging from A to I. Their ages ranged from 6 years 5 months to 8 years 2 months and their heights ranging from 3 feet 4 inches to 3 feet 11 inches.

The girls were lined up and asked to walk a distance of 5 feet. Subjects A, B, E and F were not too confident of themselves and moved slowly. The others moved more freely and with more confidence in their steps. It was observed that the subjects have little knowledge of the walking skills.

Table 2

LETTER NAME	AGE	HEIGHT	COMMENTS
J	6 yrs. 8 mths.	3 ft. 10 ins.	Sure of himself
K	7 yrs.	3 ft. 8 ins.	not too confident
L	9 yrs. 7 mths.	3 ft 11 ins.	sure of himself
M	6 yrs. 6 mths.	3 ft. 8 ins.	sure of himself
N	7 yrs. 10 mths.	3 ft. 9 ins.	not too confident
O	7 yrs. 11 mths.	3 ft. 10 ins.	sure of himself
P	6 yrs. 9 mths.	3 ft. 10 ins.	not too confident
Q	7 yrs. 1 mth.	3ft. 5 ins.	sure of himself
R	7 yrs. 8 mths.	3ft. 7 ins.	sure of himself
S	8 yrs. 8 mths.	3 ft. 11 ins.	sure of himself
T	7 yrs. 8 mths.	3 ft. 7 ins.	sure of himself

Table 2 shows the group of boys, each given a letter name from J to T as subjects. Their ages ranged from 6 years 6 months to 9 years 7 months. Their heights ranged from 3 feet 5 inches to 3 feet 11 inches.

The same procedure was carried out for the boys. However, they showed more confidence than the girls in their footsteps when walking. Subjects K, N, and P were the exceptions since they kept displaying insecurity as they performed their walking motions.

Table 3

LETTER NAME	AGE	HEIGHT	DISTANCE	TIME TAKEN
A	6 yrs. 6 mths.	3 ft. 4 ins.	20 yards	3 mins. 5 secs.
B	6 yrs. 5 mths	3 ft. 6 ins.	20 yards	2 mins.44 secs.
C	7 yrs. 3 mths.	3ft. 5 ins.	20 yards	2 mins. 50 secs.
D	8 yrs. 2 mths.	3ft. 11 ins.	20 yards	2 mins.
E	8 yrs. 2 mths.	3 ft. 10 ins.	20 yards	2 mins.12 secs.
F	7 yrs. 5 mths.	3 ft. 9 ins.	20 yards	2 mins. 5 secs.
G	7 yrs. 5 mths.	3 ft. 8 ins.	20 yards	2 mins. 30 secs.
H	6 yrs. 10 mths.	3 ft. 10 ins.	20 yards	2 mins. 10 secs.
I	6 yrs. 5 mths.	3ft. 5 ins.	20 yards	3 mins.

Table 3 shows the subjects who performed in running. Subjects A to I were asked to perform in two groups A to E and F to I; this was to better monitor their performance in running. The table shows that subjects A, B, C, and I were slower than subjects D, E, F, G, and H. Only subjects A and I reached the 3 minute or more margin. However, only subject A was the slowest of them all.

Table 4

LETTER NAME	AGE	HEIGHT	DISTANCE	TIME TAKEN
J	6 yrs. 8 mths.	3 ft. 10 ins.	20 yards	2 mins. 8 secs
K	7 yrs.	3 ft. 8 ins.	20 yards	2 mins. 16 secs
L	9 yrs. 7 mths.	3 ft. 11 ins.	20 yards	2 mins.
M	6 yrs. 6 mths	3 ft. 8 ins.	20 yards	2 mins. 14 secs
N	7 yrs. 10 mths	3 ft. 9 ins.	20 yards	2 mins. 21 secs
O	7 yrs. 11 mths.	3 ft. 10 ins.	20 yards	2 mins. 10 secs
P	6 yrs. 9 mths.	3 ft. 10 ins.	20 yards	2 mins. 11 secs
Q	7 yrs. 1 mth.	3 ft. 5 ins.	20 yards	2 mins. 33 secs
R	7 yrs. 8 mths.	3 ft. 7 ins.	20 yards	2 mins. 15 secs
S	8 yrs. 6 mths.	3 ft. 11 ins.	20 yards	2 mins. 2 secs
T	7 yrs. 8 mths.	3 ft. 7 ins.	20 yards	2 mins. 20secs

Table 4 also shows the subjects' performance in running. The subjects also formed two groups from J to O and from P to T. Both groups ran and their time taken was recorded. Subject Q was the slowest of them all. The boys ran faster than the girls since none of them reached the 3 minutes margin.

Table 5

LETTER NAME	AGE	HEIGHT	DIST. JUMPED
A	6 yrs. 6 mths.	3 ft. 4 ins.	3 ft. 7 ins.
B	6 yrs. 5 mths.	3 ft. 6 ins.	3 ft. 10 ins.
C	7 yrs. 3 mths.	3 ft. 5 ins.	4 ft. 6 ins.
D	8 yrs. 2 mths.	3 ft. 11 ins.	4 ft. 11 ins.
E	8 yrs. 2 mths.	3 ft. 10 ins.	4 ft. 11 ins.
F	7 yrs. 5 mths.	3 ft. 9 ins.	4 ft. 8 ins.
G	7 yrs. 5 mths.	3 ft. 8 ins.	4 ft. 9 ins.
H	6 yrs. 10 mths.	3 ft. 10 ins.	4 ft.
I	6 yrs. 5 mths.	3 ft. 5 ins.	3 ft. 8 ins.

Table 5 shows the performance of the female subjects in the distance jumped. Each subject jumped individually and the results were recorded. Before they were recorded, they were given time to jump freely about. After that, they were asked to jump from a standing position. Then they were told to run a certain distance and then jump from a marked line. The results are shown in table 5. Subjects D and E jumped the farthest while subjects A and I seemed to jump the shortest distance.

Table 6

LETTER NAME	AGE	HEIGHT	DIST. JUMPED
J	6 yrs. 8 mths.	3 ft. 10 ins.	4 ft. 10 ins.
K	7 yrs.	3 ft. 8 ins.	5 ft. 8 ins.
L	9 yrs. 7 mths.	3 ft. 11 ins.	6 ft. 4 ins.
M	6 yrs. 6 mths.	3 ft. 8 ins.	4 ft. 11 ins.
N	7 yrs. 10 mths.	3 ft. 9 ins.	5 ft. 11 ins.
O	7 yrs. 11 mths.	3 ft. 10 ins.	6 ft. 1 ins.
P	6 yrs. 9 mths.	3 ft. 10 ins.	4 ft. 11 ins.
Q	7 yrs. 1 mths.	3 ft. 5 ins.	5 ft. 3 ins.
R	7 yrs. 8 mths.	3 ft. 7 ins.	6 ft. 2 ins.
S	8 yrs. 6 mths.	3 ft. 11 ins.	6 ft. 1 in.
T	7 yrs. 8 mths.	3 ft. 7 ins.	5 ft. 10 ins.

Table 6 shows the performance of the male subjects in jumping. Similarly to the girls, the boys were given time to jump freely for a certain period of time. Then they were asked to jump from a standing position. Then they were to run a distance and push their bodies as far forward as possible when jumping; this was to be done from a marked line as well. All subjects here seemed to have jumped farther than the female subjects. Subject L jumped the farthest while subject J, M, and P jumped the shortest distance. The male subjects showed better performance.

Table 7

LETTER NAME	AGE	HEIGHT	SKIPS IN 3 MINS.
A	6 yrs. 6 mths.	3 ft. 4 ins.	72
B	6 yrs. 5 mths.	3 ft. 6 ins.	76
C	7 yrs. 3 mths.	3 ft. 5 ins.	87
D	8 yrs. 2 mths.	3 ft. 11 ins.	100
E	8 yrs. 2 mths.	3 ft. 10 ins.	98
F	7 yrs. 5 mths.	3 ft. 9 ins.	96
G	7 yrs. 5 mths.	3 ft. 8 ins.	92
H	6 yrs. 10 mths.	3 ft. 10 ins.	84
I	6 yrs. 5 mths.	3 ft. 5 ins.	83

Table 7 shows the performance of subjects A to I in skipping. The whole class was asked to bring a piece of rope each, 6 feet long, for skipping. The subjects were tested individually. Subjects A and B were the slowest of them all. Subject D was the fastest since she skipped 100 times in 3 minutes; subjects E and F were somewhat faster than the others.

Table 8

LETTER NAME	AGE	HEIGHT	SKIPS IN 3 MINS.
J	6 yrs. 8 mths.	3 ft. 10 ins.	76
K	7 yrs.	3 ft. 8 ins.	90
L	9 yrs. 7 mths.	3 ft. 11 ins.	108
M	6 yrs. 6 mths.	3 ft. 8 ins.	70
N	7 yrs. 10 mths.	3 ft. 9 ins.	94
O	7 yrs. 11 mths.	3 ft. 10 ins.	98
P	6 yrs. 9 mths.	3 ft. 10 ins.	80
Q	7 yrs. 1 mths.	3 ft. 5 ins.	86
R	7 yrs. 8 mths.	3 ft. 7 ins.	92
S	8 yrs. 6 mths.	3 ft. 11 ins.	98
T	7 yrs. 8 mths.	3 ft. 7 ins.	81

Table 8 shows the skipping performance of the male subjects. The same procedure as the female subjects was followed. Subject L was the fastest of the group making 108 skips in 3 minutes. The slowest of them all was subject M doing only 70 skips within the 3 minutes period.

LESSON 2 WEEK 2

Subject: Physical Education

Topic: Walking

Class: Infant II

Time: 1:30 p.m. - 2:30 p.m.

Objective: After demonstration and practice of the walking skill, children will be able to move gracefully and efficiently while maintaining good posture and confidence in their steps.

Reference: Dynamic Physical Education for Elementary School Children, pg. 100

Anticipatory Set: Children are told that they will practice walking skills; it will help them have good posture and will gain confidence in their steps. Practicing good walking skills will help them move gracefully among the society when walking.

Warm - ups: Teacher gathers children in a circle so as to better explain and demonstrate warm-up exercises: e.g.

Jog around the circle in one direction while stretching arms, out, forward, up and down. Change direction and repeat procedure. Stop! Perform jumping jacks - jumping up while opening legs in left and right simultaneous directions, as hands are clapped over the head at the same time. As you land on the ground once, the feet will be separated, jump again and when landing, the feet will be close together, and the hands will be on your sides.

Stretching: Raise right leg backwards and hold it with right hand; stretch it up until a slight tingling pain is felt. Bring down leg and follow procedure with left leg and left hand. Raise hands in open horizontal positions, first with palms of hands downwards. Point with the hand towards the ground and return to original position --- try this three or four times. Turn palms of hands

upwards and point towards the sky three or four times; lower hands to your sides. Roll the head around the neck in circular motions while holding the hips.

Task Analysis: The head should be straight; the eye should be directed straight ahead. The face must be relaxed and not bent down or sideways. Arms should hang at the sides in a relaxed manner making a swing in alternating movements to the legs --- when left foot is forward, right hand must be forward; when right foot is forward, then the left hand must be backwards. The toes must be pointing straight ahead and not inwards or outwards while the foot is in walking motion. The back should be in a straight position.

Teaching Cues: Walk with heads high; relax face, swing arms politely, keep toes pointing straight ahead, keep your back straight and maintain good posture; have confidence in each forward step.

The children are shown a demonstration at the beginning and then allowed to practice it themselves so that the teacher corrects any slight error performed while they practice the walking skill. The children are to form lines and then must walk so that the skill is practiced until finally mastered.

Concluding Activity: (Simon Says)

Simon says to walk like a soldier; walk with a sprained ankle; walk backward; walk low; change direction while walking; walk like a model.

Evaluation: The children were able to move gracefully and efficiently when walking. They were able to maintain good body posture and confidence in their steps. Few children showed that they were making extra effort to perform the walking skill very well. However, the objective was achieved. The concluding activity was very much enjoyed by the class. Teacher commended their efforts and performance.

LESSON 3 WEEK 3

Subject: Physical Education

Topic: Running

Class: Infant II

Time: 1:30 p.m. - 2:30 p.m.

Objective: After proper demonstration of the running skill, children will be able to run (sprint) a distance of 20 yards at least twice.

Task Analysis: The runner should run on the balls of the feet with the toes pointing straight ahead, as opposed to in or out. The knees should come up close to parallel and straight ahead. The arms should be used for balancing the body. The thumbs should be up while the wrists and hands must be relaxed. The arm should bend 90 degrees at the elbow so as to drive the elbow forward and back; the hand must never pass higher than the armpit on the forward swing and never further back than six inches beyond the hips. Relax and square the shoulders and the head with little or no rotation. The head should be straight ahead with the eyes focused on the finishing line. The face should be relaxed.

Stress Points: These are demonstrated to the children:

1. Use the balls of the feet for sprinting.
2. For faster running, raise knees higher and bend them more.
3. For distance running, swing the arm less than in sprinting; lean the body less to have more comfort. The weight should be absorbed on the heels and transferred to the toes.

Teaching Cues: Run on the balls of your feet; keep head up and eyes forward; relax your upper body; bend your knees; breathe naturally; swing arms forward and backward and not sideways.

Cool-down Activity: (Simon Says)

Simon says to run slow, run backward, run and change direction, run fast, run with different steps --- tiny, long, light, heavy, crisscrossing, wide and others. Avoid fast/sudden stops.

Evaluation: At the beginning, children were just laughing and having fun but after the concept and skill was emphasized to them, they managed to be serious and relax their faces. They were able to run the distance of 20 yards twice and kept their eyes always on the finishing line. The ran on the balls of the heels while swinging their elbows so as to demonstrate the good sprinting skill of running. The cool-down activity was very much interesting for the children.

LESSON 4 WEEK 4

Subject: Physical Education

Topic: Jumping/running broad jump

Class: Infant II

Time: 1:30 p.m. - 2:30 p.m.

Objective: after demonstration on how one moves the body and having practiced jumping skills, children will be able to jump horizontally using correct body movements and do the "running broad jump" to practice lifting the body off the ground in an upward forward direction.

Task Analysis: The knees should have a flexion of 90 degrees with the arms extended behind the body. There must be a forceful thrust of both arms and full extension of the legs at the take off in a forward and upward direction. Take off at an angle of approximately 45 degrees from the take off spot through the center of the body mass. The feet must make contact with the floor ahead of the body mass. The thighs must be near to parallel to the

floor at touch down. Have a simultaneous forward arm action during landing.

Stress Points: These are explained and demonstrated to the children so they can do the same.

1. The knees and ankles should be bent before take off (to achieve more force from muscle tension).
2. The landing should be on the balls of the feet, with the knees bent to absorb the impact.
3. Arms should swing forward and upward to help the body gain momentum, distance and height.
4. The legs must be bent after take off so that the feet do not touch the ground before landing.

Teaching Cues: Swing your arms forward as fast as possible; bend your knees; take off on your toes; land lightly with bent knees; jump up and try to touch the sky.

Concluding Activity: Running broad jump.

Children now get ready to practice running broad jump. A string is set on the ground for the children to jump over. They are shown how running broad jump is done. They observe the running then the take off from the mark. Children take turns to run and jump in twos for better observation and monitoring.

Evaluation: Children had difficulty in implementing all the techniques when jumping and doing the running broad jump. Some children kept complaining of shocks in their knees when landing. At the end, children were able to use all the techniques properly to perform the jumping and running broad jump skill. Everyone managed to move their bodies properly and lift themselves off

the ground in an upward forward direction. The outcome of the lesson was satisfactory.

LESSON 5 WEEK 5

Subject: Physical Education

Topic: Skipping

Class: Infant II

Time: 1:30 p.m. - 2:30 p.m.

Objective: After seeing a demonstration and how to skip smoothly, children will be able to skip consecutively for a number of cycles.

Materials: Skipping rope, whiss.

Task Analysis: Repeat the step-hop on alternate feet. The arms are to move in opposition to legs at about waist level. There should be a period of non-support with each step-hop. Be consistent and do not stop.

Stress Points: These are explained and demonstrated to the children so that they have this in mind while performing.

1. Smoothness and rhythm are goals in skipping. Speed and distance are not.
2. The weight must be transferred from one foot to the other on the hop.
3. The arms swing in opposition to the legs.

Teaching Cues: Skip high; swing your arms; skip smoothly; keep on your toes.

Concluding Activity: Children are asked to skip slow then fast; skip sideways; skip lightly. After these free activities, children are asked to take their rope or whiss and practice skipping rope. They are to skip individually or in small

groups so as to better monitor the results of their skipping. They must keep their mouths closed. They must then practice breathing exercises to cool down their heart beat rate.

Evaluation: Children had to adjust the length of the rope for their sizes by reeling the ends around their hands. At the end, children were able to skip consecutively for a number of cycles while implementing the proper techniques in the skipping skill. It was good to see the boys skipping along with the girls in the end and all were having fun. Children's efforts and participation were very highly commended by the teacher.

On the sixth week, the researcher conducted post tests on the four locomotor skills targeted. The time allotted for Physical Education was not enough because not only the sample needed to be tested but the whole class of Infant II had to be involved. The post test finished past the regular time when children needed to be dismissed; however, the researcher had the consent and full support of parents. The results of each of the skills were recorded in the following tables showing their performance after five weeks of the program.

Table 9

LETTER NAME	AGE	HEIGHT	COMMENTS
A	6 yrs. 8 mths.	3 ft. 4 ins.	Sure of herself; good poise
B	6 yrs. 7 mths.	3 ft. 6 ins.	sure of herself; good poise
C	7 yrs. 5 mths.	3 ft. 5 ins.	very confident; good poise
D	8 yrs. 4 mths.	3 ft. 11 ins.	very confident; good poise
E	8 yrs. 4 mths.	3 ft. 10 ins.	sure of herself; good poise
F	7 yrs. 7 mths.	3 ft. 9 ins.	sure of herself; good poise
G	7 yrs. 7 mths.	3 ft. 8 ins.	very confident; good poise
H	7 yrs.	3 ft. 10 ins.	very confident; good poise
I	6 yrs. 7 mths.	3 ft. 5 ins.	very confident; good poise

Table 9 shows the performance in walking of the female subjects. They were broken into two groups for better observation. Group A to E and F to I were asked to walk free a distance of 10 feet and to display the walking techniques they had learnt. The teaching cues of lesson 2 in week 2 was well displayed and implemented by the subjects. They walked sure and very confident of themselves, maintaining good poise all along.

Table 10

LETTER NAME	AGE	HEIGHT	COMMENTS
J	6 yrs. 10 mths.	3 ft. 10 ins.	Walked bravely; good poise
K	7 yrs. 2 mths.	3 ft. 8 ins.	sure of himself
L	9 yrs. 9 mths.	3 ft. 11 ins.	walked bravely; good poise
M	6 yrs. 8 mths.	3 ft. 8 ins.	walked bravely; good poise
N	8 yrs.	3 ft. 9 ins.	walked bravely; good poise
O	8 yrs. 1 mth.	3 ft. 10 ins.	walked bravely; good poise
P	6 yrs. 11 mths.	3 ft. 10 ins.	walked bravely; good poise
Q	7 yrs. 3 mths.	3 ft. 5 ins.	displayed mannish behavior
R	7 yrs. 10 mths.	3 ft. 7 ins.	confidently; good poise
S	8 yrs. 8 mths.	3 ft. 11 ins.	confidently; good poise
T	7 yrs. 10 mths.	3 ft. 7 ins.	walked bravely; good poise

Table 10 shows the results of subjects J to T in walking. The same procedure for testing the female subjects was followed here. The boys seemed to want to perform better than the girls. Some of them tended to perform gallant behaviors so as to impress the girls. They were reminded the purpose and the skill and to perform well. The teaching cues taught were observed to have been carried out well by the subjects.

Table 11

LETTER NAME	AGE	HEIGHT	TIME TAKEN TO RUN 20 YARDS
A	6 yrs. 8 mths.	3 ft. 4 ins.	2 mins. 50 secs.
B	6 yrs. 7 mths.	3 ft. 6 ins.	2 mins. 20 secs.
C	7 yrs. 5 mths.	3 ft. 5 ins.	2 mins. 15 secs.
D	8 yrs. 4 mths.	3 ft. 11 ins.	1 min. 35 secs.
E	8 yrs. 4 mths.	3 ft. 10 ins.	1 min. 56 secs.
F	7 yrs. 7 mths.	3 ft. 9 ins.	1 min. 50 secs.
G	7 yrs. 7 mths.	3 ft. 8 ins.	1 min. 45 secs.
H	7 yrs.	3 ft. 10 ins.	1 min. 50 secs.
I	6 yrs. 7 mths.	3 ft. 5 ins.	1 min. 40 secs.

Table 11 shows the results of the time taken by the subjects to run 20 yards after practicing a little every week for five weeks. Subjects A to E ran first and then subjects F to I for better monitoring of results. The same distance ran for the pre-test was run for this post test; less time was taken by the subject.

Table 12

LETTER NAME	AGE	HEIGHT	TIME TAKEN TO RUN 20 YARDS
J	6 yrs. 10 mths.	3 ft. 10 ins.	1 min. 40 secs.
K	7 yrs. 2 mths.	3 ft. 8 ins.	1 min. 48 secs.
L	9 yrs. 9 mths.	3 ft. 11 ins.	1 min. 35 secs.
M	6 yrs. 8 mths.	3 ft. 8 ins.	1 min. 50 secs.
N	8 yrs.	3 ft. 9 ins.	1 min. 55 secs.
O	8 yrs. 1 mth.	3 ft. 10 ins.	1 min. 38 secs.
P	6 yrs. 11 mths.	3 ft. 10 ins.	1 min. 32 secs.
Q	7 yrs. 3 mths.	3 ft. 5 ins.	1 min. 54 secs.
R	7 yrs. 10 mths.	3 ft. 7 ins.	1 min. 40 secs.
S	8 yrs. 8 mths.	3 ft. 11 ins.	1 min. 30 secs.
T	7 yrs. 10 mths.	3 ft. 7 ins.	1 min. 42 secs.

Table 12 shows the male subjects' performance in running 20 yards. They too were divided into two groups for better observation and recording of time. Their performance was better than in the pre-test and in general, proved to be better than that of the girls. No subject here took 2 minutes or more in the post test. Great improvement was recorded.

Table 13

LETTER NAME	AGE	HEIGHT	DISTANCE JUMPED
A	6 yrs. 8 mths.	3 ft. 4 ins.	4 ft. 1 in.
B	6 yrs. 7 mths.	3 ft. 6 ins.	4 ft. 2 ins.
C	7 yrs. 5 mths.	3 ft. 5 ins.	4 ft. 9 ins.
D	8 yrs. 4 mths.	3 ft. 11 ins.	5 ft. 4 ins.
E	8 yrs. 4 mths.	3 ft. 10 ins.	5 ft. 3 ins.
F	7 yrs. 7 mths.	3 ft. 9 ins.	5 ft. 2 ins.
G	7 yrs. 7 mths.	3 ft. 8 ins.	5 ft. 4 ins.
H	7 yrs.	3 ft. 10 ins.	4 ft. 7 ins.
I	6 yrs. 7 mths.	3 ft. 5 ins.	4 ft. 3 ins.

Table 13 shows the performance in distance jumped by the female subjects A to I. They were allowed to warm-up by jumping freely around in any direction. After that a take off mark for the long jump was set for the subjects to jump from. They were to run a distance before that mark so as to gain push for their jump. It was easy for them to lift their bodies off the ground and jumping a distance; each jump was marked off and then measured, resulting in table 13. Subject A jumped the shortest distance while subjects D and G jumped the farthest distance.

Table 14

LETTER NAME	AGE	HEIGHT	DISTANCE JUMPED
J	6 yrs. 10 mths.	3 ft. 10 ins.	5 ft. 6 ins.
K	7 yrs. 2 mths.	3 ft. 8 ins.	6 ft.
L	9 yrs. 9 mths.	3 ft. 11 ins.	6 ft. 9 ins.
M	6 yrs. 8 mths.	3 ft. 8 ins.	5 ft. 8 ins.
N	8 yrs.	3 ft. 9 ins.	6 ft. 4 ins.
O	8 yrs. 1 mth.	3 ft. 10 ins.	6 ft. 7 ins.
P	6 yrs. 11 mths.	3 ft. 10 ins.	5 ft. 10 ins.
Q	7 yrs. 3 mths.	3 ft. 5 ins.	6 ft.
R	7 yrs. 10 mths.	3 ft. 7 ins.	6 ft. 11 ins.
S	8 yrs. 8 mths.	3 ft. 11 ins.	6 ft. 9 ins.
T	7 yrs. 10 mths.	3 ft. 7 ins.	6 ft. 7 ins.

Table 14 indicates the results obtained by subjects A to I in jumping off a set mark. Each individual's result was measured and recorded in the table. Subject J jumped the shortest distance while subject R jumped the longest distance. It is important to note that the shortest distance jumped by the male subjects is still longer than the longest distance jumped by the female subjects. The male subjects seemed to exert more power in performing long jumps.

Table 15

LETTER NAME	AGE	HEIGHT	SKIPS MADE IN 3 MINS.
A	6 yrs. 8 mths.	3 ft. 4 ins.	84
B	6 yrs. 7 mths.	3 ft. 6 ins.	88
C	7 yrs. 5 mths.	3 ft. 5 ins.	101
D	8 yrs. 4 mths.	3 ft. 11 ins.	108
E	8 yrs. 4 mths.	3 ft. 10 ins.	108
F	7 yrs. 7 mths.	3 ft. 9 ins.	107
G	7 yrs. 7 mths.	3 ft. 8 ins.	102
H	7 yrs.	3 ft. 10 ins.	95
I	6 yrs. 7 mths.	3 ft. 5 ins.	96

Table 15 shows the results of skips made in 3 minutes by subjects A to I in the post test. Each subject was asked to skip individually and the skips made were counted and recorded. There was an improvement in skips made which ranged from 8 to 14 skips more. The subjects showed signs of fatigue at the end of the three minutes since they were making continuous flow of skips.

Table 16

LETTER NAME	AGE	HEIGHT	SKIPS MADE IN 3 MINS.
J	6 yrs. 10 mths.	3 ft. 10 ins.	87
K	7 yrs. 2 mths.	3 ft. 8 ins.	104
L	9 yrs. 9 mths.	3 ft. 11 ins.	115
M	6 yrs. 8 mths.	3 ft. 8 ins.	85
N	8 yrs.	3 ft. 9 ins.	109
O	8 yrs. 1 mth.	3 ft. 10 ins.	114
P	6 yrs. 11 mths.	3 ft. 10 ins.	96
Q	7 yrs. 3 mths.	3 ft. 5 ins.	106
R	7 yrs. 10 mths.	3 ft. 7 ins.	110
S	8 yrs. 8 mths.	3 ft. 11 ins.	114
T	7 yrs. 10 mths.	3 ft. 7 ins.	103

Table 16 shows the results of the post test of the skips made by the male subjects in 3 minutes. Each subject was also asked to skip individually and the number of skips made was recorded in the above table. The highest number of skips made was 115 skips by subject L. Subjects O and S did one skip less than subject L. The lowest number of skips made was 85 by subject M. Subject J only made 2 more skips than M. The improvement in skips made by the male subjects ranged from 7 to 22 skips in this post test.

The post test took more than the allotted time as explained previously in the chapter. However, the time needed to complete it was used since full support and consent on the part of the parents was offered to the researcher. The post tests were used strictly and only for evaluating purposes on improvements made by the subjects after five weeks of the program. This was to evaluate their performance on the great improvement in all the skills diagnosed, taught, practiced and tested. All subjects were highly praised and commended for their great improvement as a result of the six-weeks program.

CHAPTER IV

DATA ANALYSIS

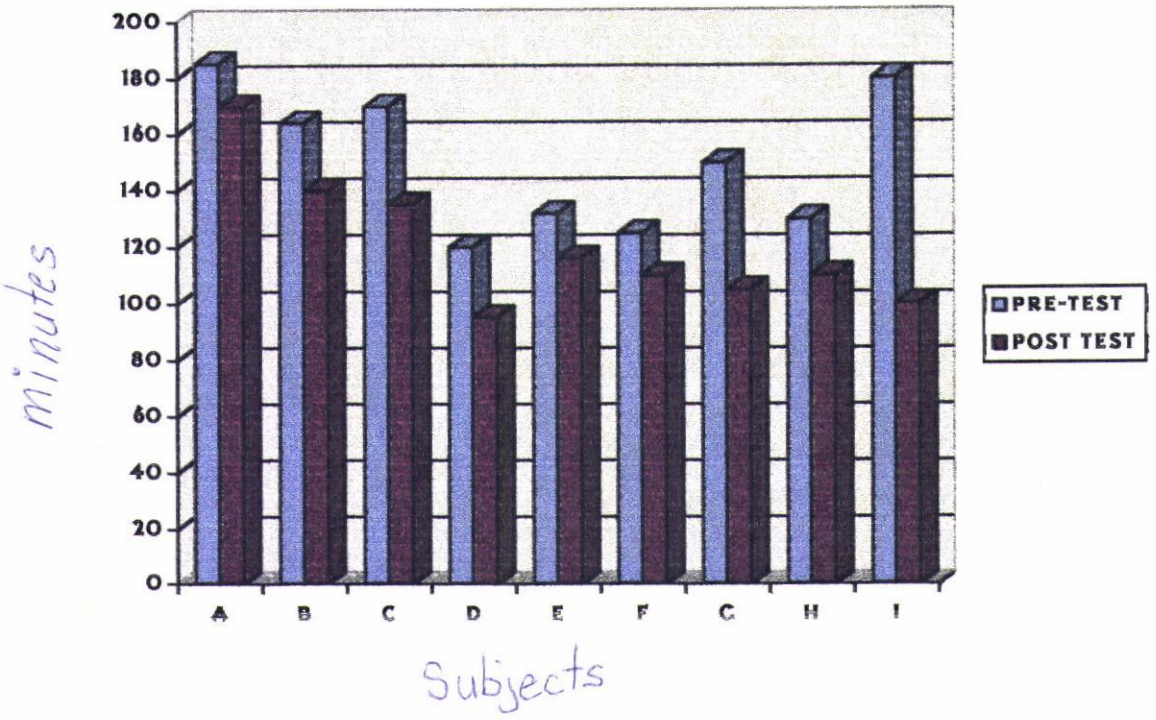
A pre-test was conducted on the subjects involved in the study so that the researcher would know how much or to what extent the subjects had knowledge of the four skills to be tested. This enabled the researcher to diagnose weaknesses and/or strengths in the skills mentioned below. After conducting the pre-test, it was evident that the subjects had weaknesses in the four skills of running, walking, jumping, and skipping.

Table 1 which shows the results of the female subjects can be compared to table 2 which shows the results of the walking skills for the male subjects. Obviously, it could be seen that the male subjects perform better than the female subjects. Male subjects were more confident of themselves in walking and maintaining a good poise.

The bar graphs that follow show the comparison of the pre-test and the post test results. These show the improvements made by each subject in each of the four skills tested both at the beginning and at the end of the six -weeks program. However, for the walking skill, the researcher did no graph to compare the results because the researcher only observed whether the children maintained good posture when walking than before and if their feet and toes pointed forward when in movement. The researcher also looked out to see if the subjects swung their hands alternately to their feet and if it was done in a relaxed manner.

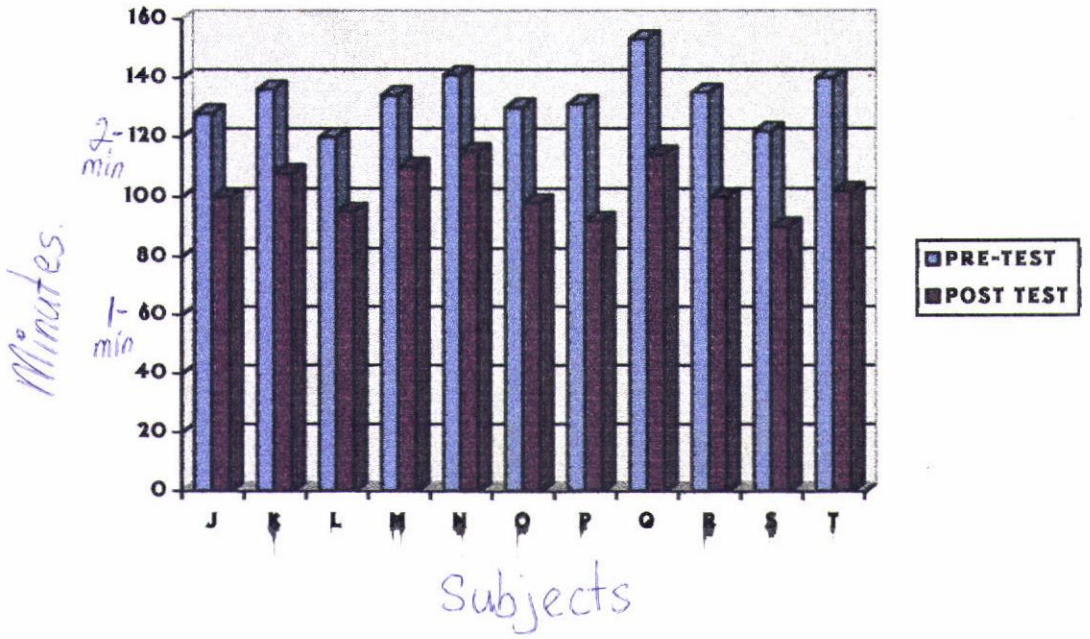
It was observed that all subjects had made improvements since all did better than before and the skill could be observed in their steps and walking techniques. Subjects A,

Graph # 1--- Girls



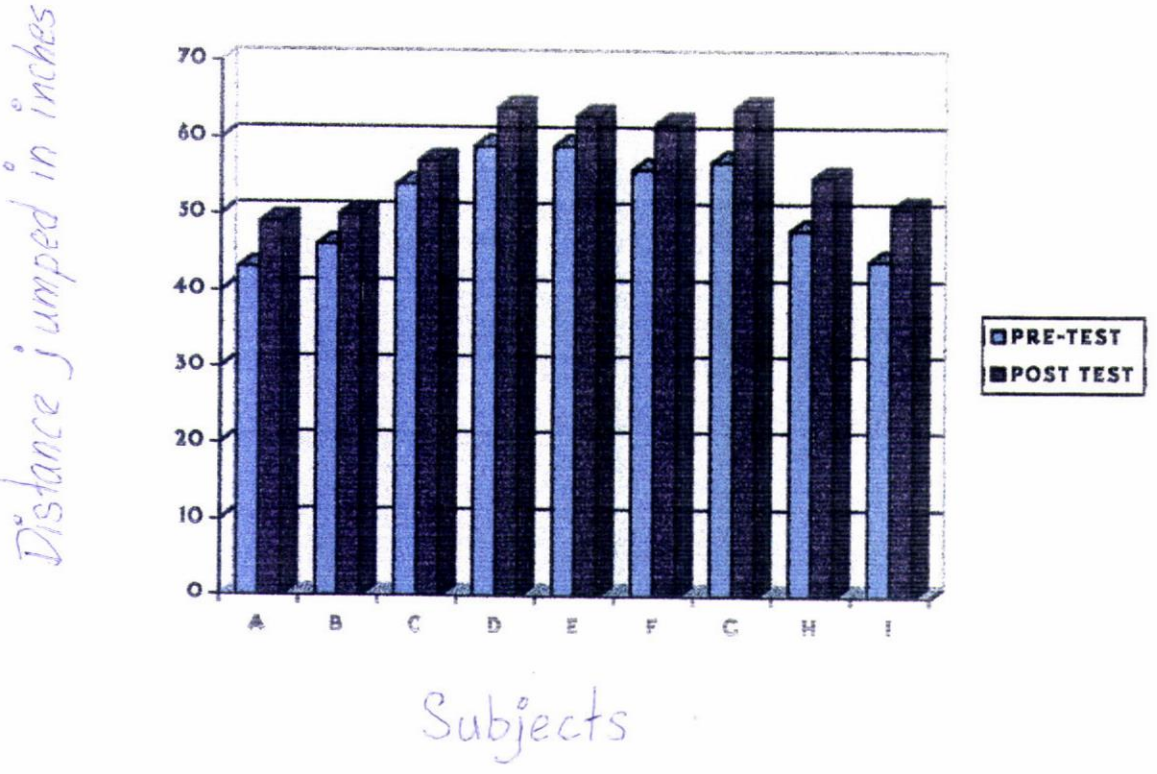
Graph number 1 shows the results of the twenty yards run for both the pre-test and the post test by the female subjects. It can be seen that all subjects here had a decrease in time, thus proving that the program was successful and that they had developed a running skill after five weeks of practicing. The decrease in time ranged from 15 seconds to 45 seconds showing an improvement in the subjects' running speed as it was done in less time by all subjects.

Graph # 2 --- Boys



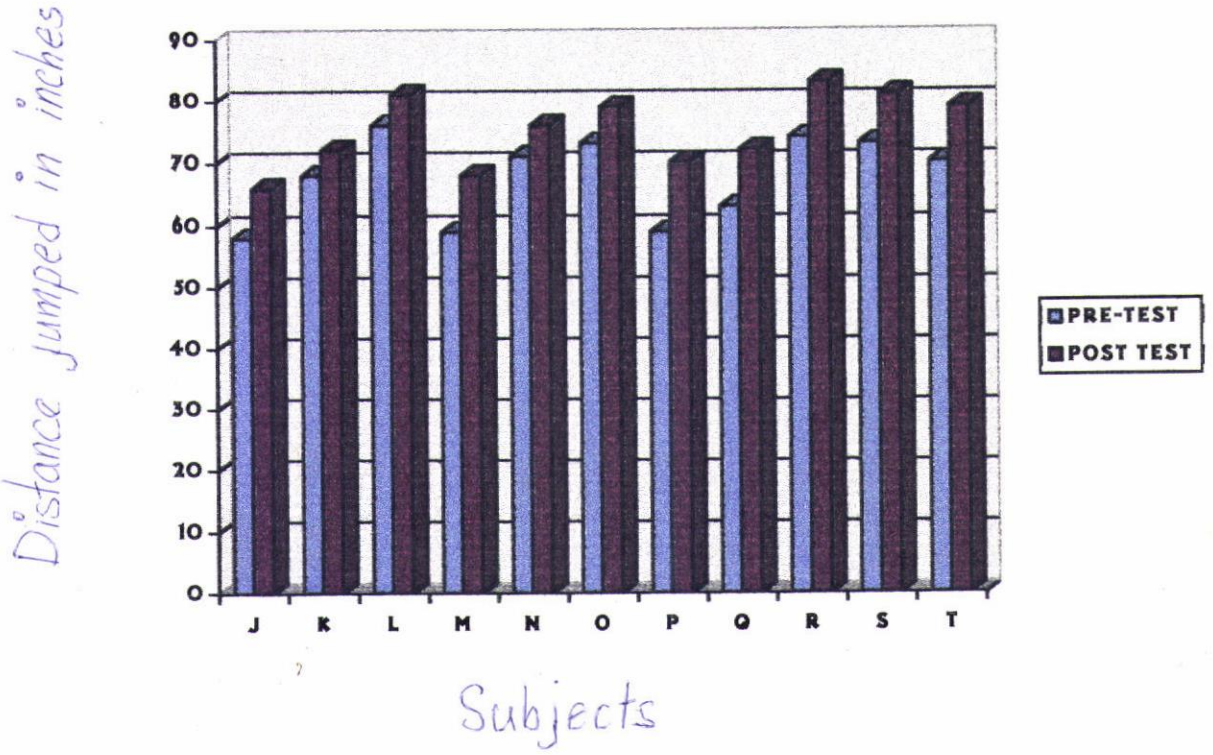
Graph number 2 demonstrates the results of the pre-test and post test by the male subjects. All male subjects did the running in the post test in less time than in the pre-test. This proves that they also developed a running speed after the five weeks of the program. The decrease in time ranged from 24 seconds to 39 seconds. It is good to note that the male subjects proved to be quicker than the female subjects in both the pre-test and the post test as compared in graphs number 1 and number 2.

Graph # 3 --- Girls



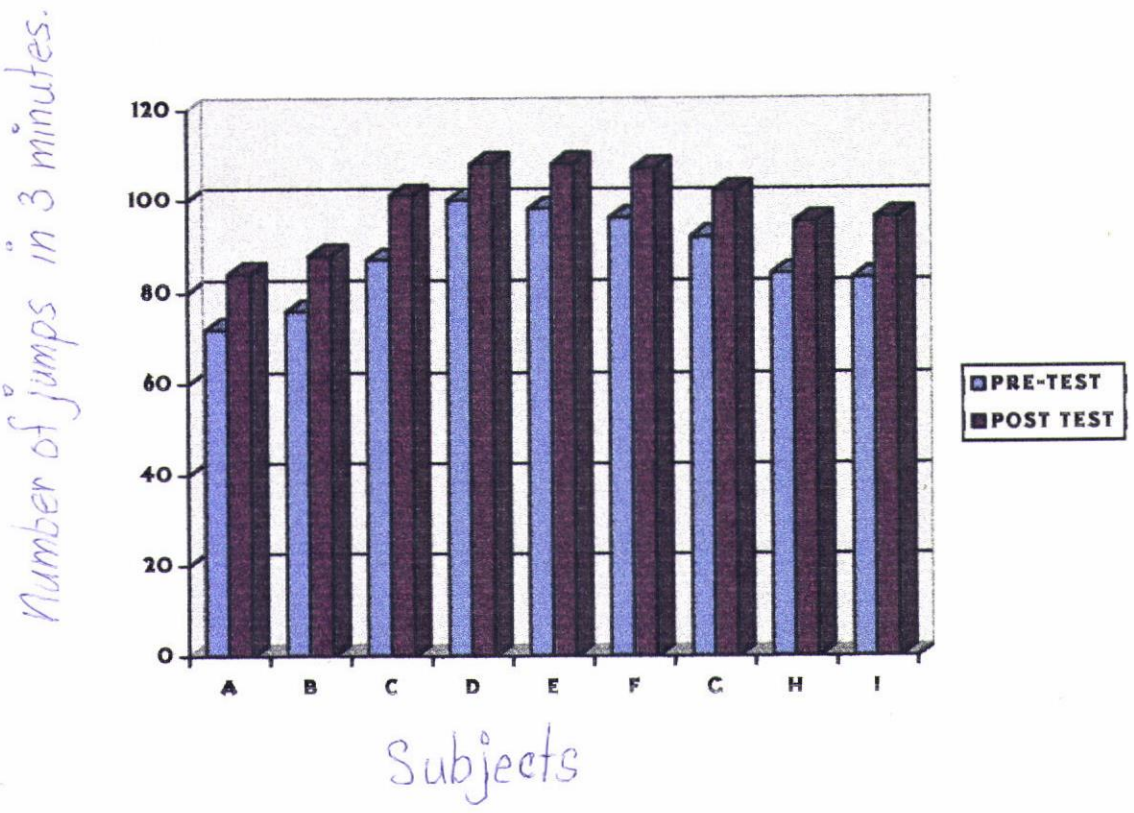
Graph number 3 shows how the female subjects performed in the jumping skill for both the pre-test and the post test. The post test reveals that there was an improvement in the distance jumped as all results had an increase. The increase in lengths for the post test proved that the program was successful in the skill and that the subjects grasped the techniques taught for the skill of jumping.

Graph # 4 --- Boys



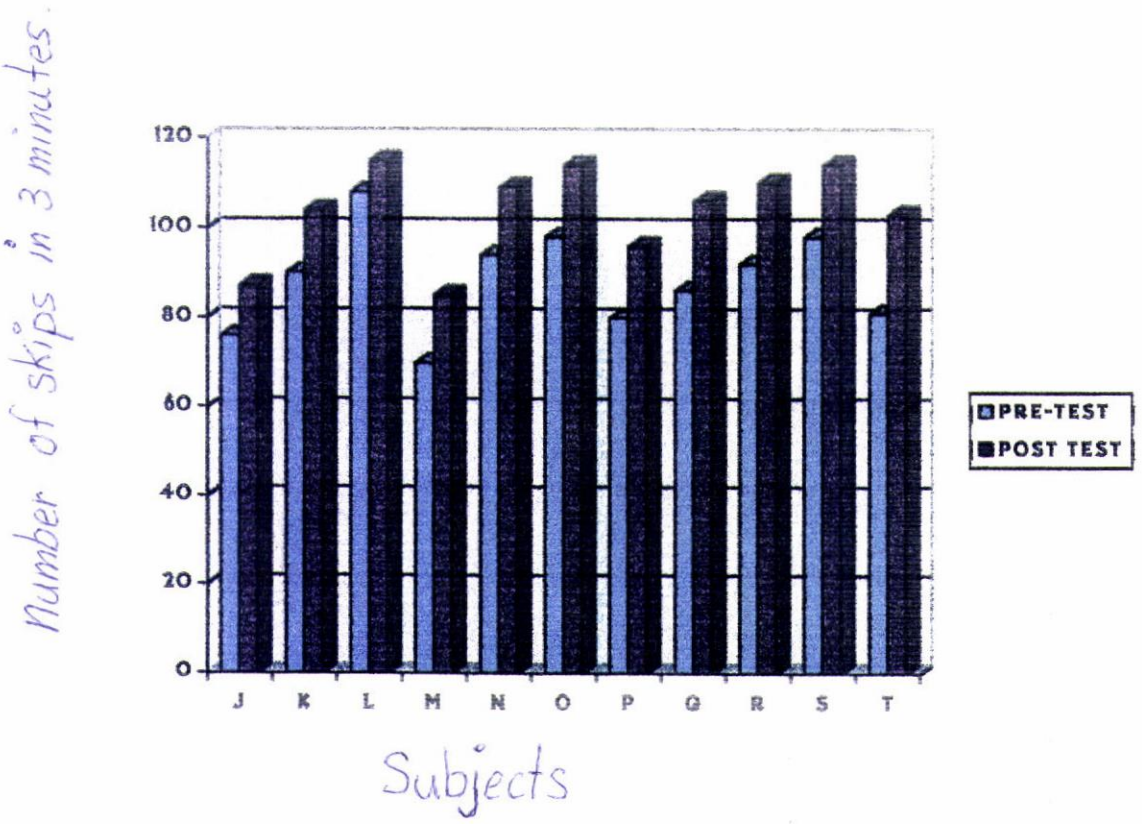
Graph number 4 shows how the male subjects performed in the pre-test and the post test for the jumping skill. All subjects showed improvement in the post test as they jumped farther than in the pre-test. The farthest distance jumped was 6 feet 11 inches while the shortest distance was 5 feet 6 inches in the post test. All in all, the male subjects proved to be stronger and better in this skill as compared to the female subjects in graph number 3. They demonstrated that they implemented the techniques learnt.

Graph # 5 ---Girls



Graph number 5 shows how the female subjects improved in their skipping skill. It can be deduced that after five weeks of practicing skipping, the subjects developed endurance and stamina since improvements in number of skips can be seen; this is within the same 3 minutes as in the pre-test. Improvement, no matter how much, was definitely the result of this skill and it ranged from as little as 8 skips to as much as 14 skips. The techniques of this skill were learnt and properly implemented in the post test.

Graph # 6 --- Boys



Graph number 6 shows the improvement in number of skips made by the male subjects. All subjects showed improvement; this proves that the practice during the five previous weeks was helpful for subjects to develop endurance and stamina in skipping. As compared to the female subjects in graph number 5, the male subjects definitely were better since the highest number of skips was 115 by subject L and the lowest number of skips was 85 by subject M. The improvement in number of skips ranged from as little as 7 skips to as much as 22 skips in the post test. Improvement was obvious. Male subjects are more physically fit than female subjects in this sample.

CHAPTER V

CONCLUSION

At the end of the six-weeks program, the researcher observed many changes which helped to make very important conclusions. After graphing the results of the pre-test and the post test, the researcher observed that all subjects had improvements in the post test for all four locomotor skills diagnosed, taught and tested or measured. Overall, it was noted that the male subjects proved to be a bit better than the female subjects in all four skills. However, it is concluded that if males and females are given and paid full attention as well as instructions on the concepts of Physical Education and its purpose for the development of the child, all children would demonstrate improvement and proper performance of Physical Education activities. If a six-weeks program can be implemented and carried out successfully, the researcher concludes that proper implementation of the program from the Infant I to the Standard VI class would be most successful for the whole development of the child.

RECOMMENDATIONS

It is strongly recommended that Physical Education should be perceived by all teachers and instructors as a subject and not just as a time for play or fun or outdoor activity. Teachers must not be reluctant to teach Physical Education eventhough it has been regarded as peripheral to the primary school curriculum; teachers must also stop giving priority to academic subjects, and start promoting healthy living through the opportunity of Physical Education activities. Teachers must refer to all techniques learnt so as to

impart these to the children in lessons which should be well planned and carried out. Patterns must be set in early life so as to encourage regular physical exercise among girls. If these are done, they will last into adulthood and will be associated with a decrease in the risk of heart disease and Diabetes, especially when linked with a healthy diet.

Teachers should avoid having ignorance of the disease risk and must give greater emphasis in the Physical Education curriculum in primary schools. Presently, Peace Corps Volunteers should be encouraged to move to various districts to work with teachers in school so as to provide better training in the principles of Physical Education; if this is not done, inexperience in teaching Physical Education will be highly variable. Girls should not be at a disadvantage in regards to sports and Physical Education activities because presently greater emphasis tends to be given to team sports such as football and softball rather than to the overall physical development of the children. If this is done, then teachers are part of the discrimination factor which leads children to be reluctant to participate in Physical Education lessons.

The National Sports Council, as well as officials from the Ministry Of Health and the Ministry Of Education must revise the Physical Education curriculum for primary schools so as to make it become part of the core curriculum to have aims as to promote all-round physical development for boys and girls as well as basic sporting skills.

Outside school, organizations that traditionally deal with male sports should begin to actively recruit female members. This should be done because of the regional pressure, particularly from Caribbean Countries which are beginning to insist that Belize brings female as well as male teams to international sporting events. For this to be successful,

males and females should be involved in Physical Education programs from the lower to the upper division classes so that it becomes part of the life, mind and total well-being of the growing child.

Teachers and educators know better and must always remember and have in the mind the common saying that most adults say when working and in stress: "Hard work and no play makes Jack a dull boy." Do not make kids dull by exploiting their minds with academics only but integrate the Physical Education curriculum to make them healthy, wealthy and wise.

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