

## **STUDENTS' PHYSICAL ACTIVITY PROFILE AS BASIS FOR CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION**

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**ABSTRACT.** Recently, prolonged sitting is considered the new smoking and a sedentary lifestyle a disease. Based on these premises, this action research anchored on the Expectancy-value Theory by Jacqueline Eccles was conducted. This study espouses the idea that if individuals, as early as their teens or in their college years, understand the value of being physically well, they will make physical fitness a part of their goal in expecting a successful life until their senior years. The study found that walking was the most accessed form of physical activity by the respondents followed closely by home exercise, jogging and dancing, biking and badminton. These physical activities are informal forms of exercise. The study further found that majority of the respondents were lightly active, thus, the study recommends that a more intensive promotion of the importance of physical fitness and wellness be incorporated in the school curriculum and more intensely emphasized particularly in the four physical education courses in the tertiary level. Specific lessons and teaching strategies, in addition to the usual topics, games and sports that traditional PE classes are focusing on, are herein recommended.

**KEYWORDS:** *Physical Education; Physical Fitness; Pedagogy; Good Health and Well-being; Curriculum Development; Motivation*

### **INTRODUCTION**

It has been a common knowledge that health is wealth, however, not all fully understand its literal meaning (Tadimalla, 2018) and how to properly take care of this wealth. It is easy to agree with Tadimalla, who says, “no matter how wealthy a person is if he or she is not healthy, there is nothing to cherish in life.” Being healthy is a key to living life fully, for one who is healthy can engage in recreational activities and enjoy; earn a living and even get rich; enjoy social relationships and be happy; serve his community and be productive; pursue a passion and be famous; succeed in exploring endless opportunities and discover life’s meaning. To be healthy, one has to be physically fit which is a result of healthy lifestyle, attitude, and behavior borne out of correct knowledge and well-informed choices or decisions. Adopting actions and decisions based on studies and good practices yield good results. Eventually, when a healthy lifestyle is adopted, more positive role models to other people in the community emerge (WHO, 1999).

In addition, according to the World Health Organization (WHO, 1991), healthy lifestyle is a way of living that alleviates the risk of being seriously ill or of dying early. It is about physical,

mental, and social well-being. One who lives a healthy lifestyle has a great propensity to be healthy. Being physically fit is so akin to being healthy. As a matter of fact, physical fitness leads to the best of health. Physical fitness is the ability of the body system to work together efficiently to allow it to be healthy and perform activities of daily living with the least effort possible (Corbin & Masurier, n.d.). A fit person is physically ready all the time for work and for recreation such as in sports and adventures. That person is also capable of responding to emergency situations such as pushing a car, running for speedy movement and extending help to anyone in danger or in need of help. Physical fitness is generally linked with health and well-being since being fit means having good functioning heart and lungs, muscular strength, endurance, and flexibility.

The scope of physical fitness involves 11 parts: six of them are related to health and the other five are related to one’s skills. The health-related fitness helps an individual avoid being sick of chronic diseases and instead it promotes good health and well-being. On the other hand, the skill-related fitness helps a person perform well in sports and other tasks that are accomplished using motor skills (Corbin & Masurier, n.d.) For a community to

succeed in life, its citizens must be equipped with both health-related and skilled related physical fitness. It is clearly seen that physical movements as in physical mobility are inherent in attaining good physical health. Lack of activity or living a sedentary lifestyle counters the goal of being physically fit or healthy.

Physical activities are vital in attaining physical health. These activities are not limited to those performed in the gym or sports courts. Physical activity refers to body movement produced by muscles that results in energy expenditures (Medica Dictionary for the Health Professions and Nursing, Farlex 2012) or any of the athletic, recreational or occupational activities that require physical skills and utilize strength, power, speed, flexibility, range of motion or agility (Macgraw-Hill Concise Dictionary of Modern Medicine, 2002 by the Mc Graw-Hill Companies, Inc.). There are physical activities like walking, cycling, wheeling, doing sports or active recreation that results to significant health benefits (WHO, 2020). Sports like swimming, tennis, sprinting, etc. are physical activities just like gardening, doing home chores, and going to the market, department stores or malls. Moreover, exercise is a physical activity that is planned, structured, and repetitive for the purpose of conditioning any part of the body. It is needed for the purpose of improving health, maintaining fitness or rehabilitating one's physique (Gale Encyclopedia of Medicine, 2008).

As far as health improvement is concerned, the United Nations is one of its arms. The UN itself mandates its member countries to consider the new set of development goals. The present 17 Sustainable Development Goals of the United Nations include people's health and well-being as its third goal (UN, 2018). Sustainable Development Goal SGD #3 is titled "Good Health and Well-being. The UN encourages each individual as well as schools and other organizations to promote and protect each individual's health and those around them by making wise decisions and well-informed choices. Part of the promotion and protection measures is raising the awareness of people about the importance of good health, healthy lifestyle and right to quality healthcare services (UN, 2018.) Being physically fit and physically active are always part of a healthy lifestyle. On the contrary, living or leading a sedentary lifestyle is risking one's health. As reported by the World Health Organization

(2020) about 5 million deaths a year could be averted if the global population was more active.

Inactive or sedentary lifestyle is becoming a significant problem in public health and most people whose lifestyle is sedentary or inactive are unlikely to meet the physical activity guidelines (Kandola, 2018). Most people spend about half the day sitting down and sedentary. And the risk of leading an inactive lifestyle is high because the human body is not primed to be in one position for too long (Byrnes, 2018). According to Dr. Wael Jaber as quoted by Mulumba (2018), "Sedentary lifestyle should be treated almost as a disease that has a prescription which is called exercise." Based on the report of the Centers for Disease Control and Prevention (CDC), as cited by Sandoiu (2017), only one in five adults meet the physical activity requirements which is 2.5 hours per week. According to The Physical Activity Guidelines for Americans, the American Heart Association (2018) and the World Health Organization, adults should be getting at least 150 minutes or 2.5 hours of moderate-intensity physical activity per week. When children and adolescents meet the recommended level of physical activity of at least 60 minutes everyday, multiple health benefits accrue, however, most youth do not engage in activities that meet the recommended level (Center for Disease Control and Prevention, 2010).

According to Smith (2018) the Stanford Center on Longevity convened a group of leading scientists in the area of sedentary behavior science. The researchers found that long periods of sitting led to increased health risks. The scientists said that extended sitting could be declared as a health risk separate and independent from lack of exercise. The press learned of this and made the people aware of it by popularizing the slogan "sitting is the new smoking" a quote famously repeated by CEO Tim Cook at the launch of the Apple Watch. Motivated by these findings more and more researches have been conducted. Studies were conducted on impaired blood flow (Restaino et al., 2015), individual negative metabolic pathways (Grace et al., 2017) and genetic markers that were adversely impacted by prolonged sitting. These all had a role in increased risk of chronic diseases like stroke, diabetes, kidney disease, dementia and peripheral artery disease (Owen et al., 2010 as cited by Smith, 2018).

Physical inactivity, another term for sedentary lifestyle, is now identified as the fourth leading risk factor for global mortality (WHO, 2015). Around the world, 3.2 deaths each year are attributed to physical inactivity (WHO, 2013). If being sedentary is likened to a disease or a highly harmful vice which is smoking, living an active life provides numerous merits or advantages. Increasing physical activity and physical fitness improves academic performance, and mathematics and reading are the academic topics that are most influenced by physical activity (National Academies Press (US), 2013). Basic cognitive functions related to attention and memory facilitate learning, and these functions are enhanced by physical activity (Newman, 2019). One study, however, indicated that vigorous activity negatively associated with memory and attention capacities. The reported association between lower attention capacities in the short-term following vigorous activity might suggest that it was due to fatigue (Phan et al., 2018).

Scott (2019), in *Health Benefits of Physical Activity Level*, presented the four levels of physical activity namely, sedentary, light, moderate, and vigorous. Sedentary activity level pertains to the inactive level which indicates that a person does not engage in any formal exercise and not being engaged in any physically active task or situation the entire day. The light physical activity level, as the word light suggests, means that a person is doing activities that are done regularly as part of everyday life. Walking from house to the workplace which is about 15 minutes each way, working at home like raking leaves for 30 minutes, and playing light games such as table tennis or badminton for 20 minutes. The advantages and benefits of doing light physical activities include better blood cholesterol level, reduced body fat, improved blood pressure, improved metabolic health, improved quality of life and lower risk of incurring chronic diseases like diabetes, arthritis among others.

The next level is the moderate physical activity level. This indicates that a person is participating in a type of cardiovascular endurance exercise for at least 20 to 60 minutes for three to five times a week. Examples are jogging for 30 minutes with a frequency of three times a week; brisk walking for 30 minutes from three to five times a week, weight training of one set of exercises two days per week. Doing any of these will increase heart health, improve muscular strength and endurance, produce greater flexibility, improve

overall health and quality of life, and reduce the risk of having chronic disease. For the highest level, here is the vigorous physical activity level. This requires exercising for 20 to 60 minutes most days in a week which may include aerobic exercise, interval training, strength training and stretching exercises. Example activities for this level are running for 45 minutes three times a week, doing intervals for two times a week, and weight training three times a week. To achieve this level, the person should do all of these in vigorous level. The benefits of performing these are at least the same as the benefits in moderate physical activity level but with much greater increase in fitness and greater reduction of chronic disease risk. However, one has to be cautious in doing these as this level has increased risk for injury. Doctor's advice should be considered.

According to the New York University (n.d.) "Universities are uniquely positioned to implement a comprehensive strategy for increasing physical activity." Alkhateeb et al., (2019) found that there was a significant decrease in engaging in regular exercise in one's college years compared with school years prior to college. Considering UST Legazpi as a learning institution which can partake in the implementation of the sustainable development goals of the United Nations, this study has been embarked on. In support of SDG #3, this study aimed to survey the physical activities of the freshmen tertiary students of University of Santo Tomas Legazpi (USTL) in order to determine their involvement in physical activities which could be one of the bases for improving students' physical education development program. A goal of a sound mind in a sound body can only be efficiently achieved by the university if it has a research-based profile of how active or inactive its students are and which physical activities they engaged into. Specifically, this action research aimed to: determine the types of physical activities that the students engaged themselves into; determine the level of students' involvement or utilization of the forms of physical activities, and to recommend some steps for the school, teachers and students to do to guide them in improving their physical wellness. Sample lesson topics and strategies have been identified by the researchers and recommended for inclusion in the Physical Education curriculum.

## METHODOLOGY

This study is anchored on Jacqueline Eccles' Expectancy-Value Theory which has been used in many fields like education, health, psychology, communications and economics (Eccles et al., 1983; Higgins, 2007; Weiner, 1992; Winfield & Eccles, 1992, as cited by Winfield, Tonks, & Klauda (2016). An individual is likewise eager to engage in an activity if positive effects are almost assured or failure is seen as avoidable. As defined by Rose and Sherman (2007), expectancies are beliefs about the future. A person before engaging into an activity or task, especially long-term activity, has to believe that the activity or task is worthwhile. The task may be laborious and arduous but if the person believes that in the end the task will yield something good, that person will still pursue its completion. On the other hand, Higgins (2007) presented value as the psychological experience of being attracted to or repulsed by an object or activity. The value of an activity is relative to what the person expects to attain as a consequence. Higgins further said that "valuing something means wishing to attain." For Higgins value is a force that motivates; it is not just a belief. As proposed by Fishben in the 1970s expectancy-value theory espoused that a person's behavior is determined by how the objective or goal is valued and on the intensity of the person's expectation to succeed (Fishben, 1975). This theory postulates that "achievement-related choices are motivated by a combination of people's expectations for success and subjective task value in particular domains." This theory posits that an individual is motivated to do something such as activity, task or project if its importance or value is clear to the person (Leaper, 2011).

In this study, physical fitness and physical well-being are considered as among the goals expected by every sensible person to attain. When students understand the value of being physically healthy at a young age and that their health status on their prime years will greatly affect their senior years, they are likely to develop good habits of being physically active instead of being sedentary. Therefore, engaging in physical activities both in school and in their personal efforts will be prioritized by them. They will be swayed that being physically active could free them from the cumbersome effects of being sick and from the financial burden that illnesses bring to one's life.

In support of the Expectancy-value Theory, this study also made use of the grassroots curriculum development theory propounded by Hilda Taba as early as the 1960s. She envisioned curriculum development to be actively participated in by teachers. A curriculum should encompass the overall aspects of life. "A curriculum which only focuses on the competencies of the corporate world is deficient. A good curriculum should instead include a full range of skills and competencies. A wide view of competencies such as good communication skills, civic participation, living in harmony, respecting and caring for other people, taking care of one's health and well-being are some of the content areas that a curriculum should also include (Reid, 2007 as cited by Mulenga, 2019). Part of the expectations of the students will be the benefits they would get from their knowledge and practice of ideal physical activity level. The motivation for fitness is not only internal but also external. People are motivated when they observe others doing fitness activities (Kaur, H., Singh, T., Arya, Y.K. & Mittal, S., 2020).

One of the researchers, being an instructor of physical education courses, is always interested in improving the value of physical education activities. The instructor believes that knowing first the scope of physical activities that the students are exposed to will aid the systematic planning for instruction improvement. Thus, this quantitative research which used a survey questionnaire as research tool inquired about the involvement of the students in activities like, games, dances, martial arts, formal workout and recreational physical activities which could be regarded as forms of exercise or physical activity. The respondents were the freshmen students of USTL coming from the four colleges and were enrolled in PE classes of one of the researchers. They were identified through stratified random sampling method. The respondents were asked how often they practiced or got themselves involved in the given physical activities. There were 107 female and 90 male respondents, thus there was a sample size of 197 out of the 380 population. A 5-point likert scale was employed. The rating of 1.0 to 1.49 for *almost never* means that the students never practiced or never got involved in the activity; 1.50 – 2.49 for *sometimes* means that the student practiced or got involved in the activity for at least once a week; 2.50 – 3.49 for *often* means engaging in the activity once a week or four times a month; 3.50 – 4.49 for *very often* means

doing the activity at least twice a week or eight times a month, and 4.50 – 5.0 for *always* means practicing or doing the activity for at least thrice a week to everyday. The study used 20 indicators of the scope and level of the students’ physical activities. The statistical tools of the study include frequency, percentage, mean, and ranking.

## RESULTS AND DISCUSSION

This section presents the data and their analyses. To provide results for the stated objectives a tabular presentation was utilized. Objective number one dealt with determining the types of physical activities that the respondents engaged into. Objective number two is about the level of involvement of the respondents to the given physical activities which were derived from the most common to the least common physical activities that the respondents would possibly practice or engage into. The tables show 20 possible activities that students may engage into in order to be physically active and well.

Table 1  
 The Forms of Physical Activity that the Respondents Engaged Into

<b>Physical Activity of the Respondents</b>	<b>Frequency N=197</b>	<b>Percent t</b>	<b>Rank</b>
Walking	189	95.94	1
Home exercise	165	83.76	2
Jogging	163	82.74	3
Dancing	143	72.59	4
Badminton	141	71.57	5
Biking	135	68.53	6
Volleyball	113	57.36	7
Swimming	112	56.85	8
Zumba	111	56.35	9
Hiking	105	53.30	10
Gym Workout Program	101	51.27	11
Basketball	94	47.72	12
Mountain climbing	67	34.01	13
Table tennis	61	30.96	14
Taebo	54	27.41	15
Martial arts	49	24.87	16
Scuba diving	44	22.34	17
Yoga	40	20.30	18
Tennis (lawn)	30	15.23	19
Golf	14	7.11	20

Table 1 gives a picture of the activities that the students claimed they practiced as form of physical activities. The data show the first three and walking was the most accessed form followed closely by home exercise and jogging. It can be noted that walking being the first in rank is not a very technical form of exercise. It is easy to do and not strenuous. It could be performed alone without requiring so much facilities and equipment. Walking here could be the walking which the respondents regularly do as they reported to school from home and back or from one spot or building or room to another while in school. It could also be the walking that they have been doing as they strolled in the malls or perhaps, they really organized a walking activity in places like the Legazpi boulevard, Lingnon Hill, subdivision roads, etc. This could be the reason why almost 96% of the respondents claimed that they engaged in walking. Moreover, walking for the sake of exercising is less costly or even no cost at all. Unless an individual is so keen with brands such as high-end walking and running shoes and outfit, as is the trend today, then walking could be costly. What is important when walking as a form of exercise is the appropriateness of the outfit for comfort and safety. There are online channels that feature and promote walking as a form of exercises of varying levels. One of which is the Walk at Home by Leslie Sansone (2019). Anyone with Internet connection can access online exercise sites and just be part of it or join.

The second in rank is home exercise with 83.76% claiming as their form of physical activity. While it is true that household chores can be forms of exercise, this result could also mean that the respondents may have some simple exercise facilities or gadgets at home such as tread mill, skipping ropes, dumb bell, stationary bike, holla hoop, etc. or it could mean that they do some physical calisthenics or some bending, flexing and stretching at home as a routine.

The data also show that of the 20 possible physical activities, those that are expensive or high maintenance such as golf, scuba diving, yoga, tennis are not accessed or tried by many of the respondents. Also, those that require skills like martial arts, scuba diving, golf tennis are also less utilized, thus ranked low. It is also interesting to note that basketball, which is a famous team game in the Philippines, is ranked 12 while volleyball is ranked 7. This is because, the female respondents dominated the male

respondents in terms of number. In the Philippines, basketball is more of a male activity.

Table 2  
 The Frequency of the Respondents' Engagement in  
 the Forms of Physical Activity

Physical Activity	Mean Rating	Verbal Interpretation	Rank
Walking	3.72	very often	1
Exercising at Home	3.40	often	2
Jogging	3.35	often	3
Badminton	2.30	sometimes	4
Biking	2.24	sometimes	5
Dancing	2.17	sometimes	6
Basketball	2.03	sometimes	7
Volleyball	1.99	sometimes	8
Zumba	1.89	sometimes	9
Gym Workout Program	1.87	sometimes	10
Swimming	1.81	sometimes	11
Hiking	1.78	sometimes	12
Mountain climbing	1.65	sometimes	13
Yoga	1.29	almost never	14
Taebo	1.27	almost never	15.5
Martial arts	1.27	almost never	15.5
Scuba diving	1.25	almost never	17
Tennis (lawn)	1.22	almost never	18.5
Table tennis	1.22	almost never	18.5
Golf	1.13	almost never	20

Shown in Table 2 are the results of the frequency of use by the respondents of the different forms of physical activities. Of the 20 activities, only walking got a mean value which is equivalent to a verbal interpretation of *very often* or practiced at least twice a week or about eight times in one month. This means that the most resorted to and most accessible form of physical activity for the respondents was walking. Yes, it is of common knowledge that walking, especially brisk walking, is one of the simplest and best form of exercise. Compared to other types of exercise, walking does not strictly require special equipment or area to do it, although there are places like walking and running tracks that make walking more effective as a form of exercise. Further, to some people, walking does not require an outfit, but for safety and comfort walking should be done with the appropriate outfit

particularly walking foot wear. Walking can be done with a very minimal cost, therefore, cost-wise, students have no reason not to engage in walking. Furthermore, walking is involved in almost all active activities at work or for pleasure and leisure. According to Scott (2019), walking is just a light physical activity. If it is done often only, it may not give impressive physical benefits. However, engaging in light physical activities is much better than being sedentary. The results show that the respondents engaged themselves into walking very often. The advantages and benefits of doing light physical activities include better blood cholesterol level, reduced body fat, improved blood pressure, improved metabolic health, improved quality of life and lower risk of incurring chronic diseases like diabetes, arthritis among others.

The forms of physical activity that were only practiced *sometimes* or once a week by the respondents are varied. Badminton and biking require equipment; swimming needs facility or a venue which may require leaving one's place or travel a bit; mountain climbing and hiking are oftentimes done with fellow enthusiasts; and zumba and dancing are generally for girls while basketball is oftentimes for boys. Volleyball and basketball are group ballgames that necessitate specified facilities and playmates. Besides, these ball games are not seldom played by females. In this study the respondents were dominated by females. Take note of gym workout which is ranked 9. Gym workout was resorted to by some students despite the expenses it entails. Some of the respondents invested time, money and efforts for their physical well-being. Gym workout is open both for males and females.

Table 2 shows that golf, scuba diving, tennis, martial arts taebo and yoga were the least engaged into activities by the respondents probably because these are high maintenance sports. The golf club and scuba diving suit and are not so much within the reach of students. They are considered rare for college students. However, there were students who engaged into these sports. Moreover, these two sports call for skills that are not easily developed. They require training under a supervision of a qualified coach or trainer. Yoga and martial arts also need to be supervised at least initially by a yogi and martial artist or one who has ample knowledge and exposure to yoga and martial arts respectively. It is interesting to note that not even one of the 20 indicators was unknown to all the

respondents. Golf and scuba diving, being the lowest in rank, were really expected to be at the cellar considering that students are not yet earners who can pay for the high cost of this game and sports although they are potent forms of physical activity to effect physical wellness. Doing any of these will increase heart health, improve muscular strength and endurance, produce greater flexibility, improve overall health and quality of life, and reduce the risk of having chronic disease (Scott, 2019).

The most accessible and accessed form of physical activity by the respondents are not the formal ones like gym workout program but the ones that do not require special facilities, equipment and fees. Likewise, the respondents engaged more in activities that can be done alone or in small groups in places other than gyms, studio or sports arena. Most of the respondents were familiar with a wide range of physical activities but chose only those that are not high maintenance and less complicated to perform. However, most of the respondents were not very physically active, therefore, the school should make more aggressive efforts to inform and educate the students about good health and physical well-being and to avoid lethargic and sedentary lifestyle. The students should be indoctrinated that their lifestyle as a teenager will determine the kind of health they will have in their senior years. The school should develop a curriculum which is responsive to the health-related knowledge, skills and attitudes of the students to improve their present health status as well as for their future. The school should likewise include its human resource in the planning of the physical well-being of the school community. There should be co-curricular and extracurricular activities about health awareness and promotion. It should celebrate further its being a smoke-free campus but should encourage more physical activities for all its constituents. The level of physical activity of the respondents could be safely estimated as light or insufficient.

In order to establish a more holistic study of the physical fitness profile of the USTL students, further studies on the following should be done: a study on the individual actual involvement of students into physical activities, like in what activities does each student engage himself or herself into in order to really establish how much time each student spends actively. This study focused more on determining the types of physical activities used by the group and not on the physical activities of each respondent in order to see whether

they meet the 150 minutes daily physical activity requirement. This is one of the weaknesses of this study. A prototype of a school program delineating the physical aspects of student life should also be looked into. The students' awareness of the disadvantages of being sick in their teen years as well as their senior years should be studied and emphasized.

The crux of this action research is the action part which is the contribution of the study to help bridge the gap between the bleak reality that a considerable percentage of the students are not physically active but adopt a sedentary lifestyle that may cause their being lethargic or sick if not at present during their adult years. They should be convinced that the impact of being active, even though leisurely movements, can be profound. They do burn calories, aid in losing weight, increase one's energy, helps maintain muscle tone, and improve one's ability to move and mental well-being, especially as one gains age (Laskowski, E.R., 2015). Schools can benchmark with regard successful physical fitness-related activities of other schools. The New York University (n.d.) recommends the following for schools which desire to improve the physical activity levels of their constituents: adopt a point-of-decision prompts and motivational signage around campus to encourage stairwell use, walking, and other self-powered transportation; improve on-campus exercise facilities; develop tools to support physical fitness; promote awareness of and use of non-gym-based physical activity opportunities; expand organized physical activity opportunities like peer support, classes, and extracurricular clubs; develop physical activity-focused special events; integrate physical activity with academic curriculum.

As far as UST-Legazpi is concerned, majority of the recommendations of New York University have been in place. UST Legazpi is an accredited university which means it maintains a commendable standard of instruction, faculty, physical plant, laboratory, and the other areas of sound school management. The University has a big campus, has facilities for sports both indoor and outdoor and other social activities. However, the findings of this study show that the students are less active or are leaning towards a sedentary lifestyle, then educating them on the value of an active lifestyle should be emphasized. The researchers find it imperative that schools should lead the students towards realization of the value of good health and

well-being as being advocated by UN in the SDG#3. If the school facilities are good and sufficient, the faculty members are qualified and competent, the PE curriculum is in place, then a moderate improvement in the curriculum and pedagogy or delivery of instruction could be looked into. Teaching strategies and class activities should be reviewed and enhanced.

Therefore, this study proposes steps and strategies to enhance the PE Curriculum to improve the relevance of the PE program and its applicability to real life. The study suggests a curriculum review and enhancement focusing on the knowledge skills and attitudes to be developed in the four PE courses in the tertiary level. In terms of knowledge, the four courses should instill into the minds of the students the value of good health. Teaching strategies to support this goal should of course include the presentation and discussion of the topic recommended by CHED, however the school should imbed in the curriculum and syllabi the appropriate teaching techniques. The school should likewise provide the necessary tools and facilities. Schools should improve the delivery of Physical Education by underpinning the necessary components on knowledge, skills and attitude. The primary knowledge that every learner should be indoctrinated on is that physical wellness is for everyone regardless of age and status in life. Since it is for everyone, it is, likewise, everyone's concern and responsibility. So, they should learn about how good health and well-being are attained and maintained until old age. They should learn what comprise good health and well-being and the importance being physically active, vice-free and clean living. The students should be taught skills like engaging in sports, participating in social activities. They should be taught how to develop positive and wholesome attitude for a more healthy and happy life. It is inherent for schools to provide the basic facilities and amenities for physical mobility; however, schools should also provide a PE curriculum that would ensure holistic development of the students like the KSA. PE classes are not just about playing, dancing, and being physically active while in the PE classes. The lessons imparted in PE classes should see practical application in the present stage of students' life to their senior years or old age.

Thus, the researchers suggest the following pedagogical activities to supplement the curriculum that is already in place.

#### Activity 1

Suggested Title: Health is Wealth: I Know!

The students should be taught, convinced, persuaded and even indoctrinated about the adage "Health is wealth" in creative ways. They will be required to come up with tangible outputs to show that they understand the adage. It could be a poem, song, essay, infomercial, lecture, comic strips, poster, health tips, featured story, blog or vlog, etc. showing their understanding and resolve to develop a healthy lifestyle. Emphasis should be on the value of health, of being physically healthy today (while they are young) until old age.

This activity or project should be incorporated or be an addition to the usual requirements of the course.

#### Activity 2

Suggested Title: My Family Health Tree

The students will trace their own family history in terms of their health-related strengths and weaknesses. They may share a story of a family member's plight (confidentiality assured) as they battle with illness. They may also feature a family member's success story in maintaining good health. An example of this is featuring a grandparent or great-grandparent who is still living and already a nonagenarian. This activity aims to encourage the students to think seriously about their present health status and project the kind of life they will have in relation to their health status.

This activity can be a way to check on the students' own lifestyle as well as their respective family's lifestyle. They should realize what practices to keep or refrain from. It should be emphasized that sometimes being unhealthy is caused by a poor family lifestyle.

This activity or project should be incorporated or be an addition to the usual requirements of the course.



**Activity 3**

**Suggested Title: My Own Lifestyle and Its Impact to my Health: An Introspection**

The students will be guided through a self-reflection of their health-related practices or healthy lifestyle. They will be led to realize and celebrate their good practices and curb the unpleasant ones. The scope of their introspection includes physical activities, diet or food choices, eating practices, recreation and rest. Since USTL is an evangelizing school, the introspection should elevate towards the spiritual aspect of a person's lifestyle and life. After all, we honor and protect our body for we believe and preach that it is a temple of the Holy Spirit (1 Corinthians 6:19).

This activity or project should be incorporated or be an addition to the usual requirements of the course.

**Activity 4**

**Suggested Title: My Personal Health Goals**

In this activity the students will articulate their resolve to come up with their personal health goals after having been persuaded and convinced of the downsides of not living a healthy lifestyle. The downsides include being ill and sick (cost, pain, desolation), being unable to do a lot of things like work (productivity, income), play (pursuit of passion and socialization), recreation (enjoyment and relaxation.) The use of technology and media platforms should be optimized for health reasons. Youtube and other online sources provide a plethora of wellness activities and information that the students may utilize to support their health goals. The following links are just a few of the possible online sites that support physical exercises.

<https://www.youtube.com/watch?v=enYITYwvPAQ>  
[https://www.youtube.com/results?search\\_query=body+team+project](https://www.youtube.com/results?search_query=body+team+project)  
<https://www.youtube.com/watch?v=v7AYKMP6rOE>  
<https://www.youtube.com/watch?v=4O2moZ3OQ2E>

This activity or project should be incorporated or be an addition to the usual requirements of the course.

It is also recommended that students be encouraged to get involved and to participate in physical activities outside the PE classes or even outside the school-sponsored activities and be given credits in their PE classes upon submission of valid proofs and documentations. Members of varsity,

dance troupe, walking club, yoga group, or participation in fun runs and similar activities should be highly recognized and encouraged by the school. This way, the school can send out the message that being physically active should be a way of life.

The Office of Academic Affairs in coordination with the PE Department should convene and plan how the suggested activities be imbedded in the syllabi of the course/s which they deem most appropriate. It could be in the first two courses or be highlighted in each of the four courses.

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