



Fitness

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Course Code: PE 1

Course Description:

The course is designed to measure and evaluate the physical condition and capabilities of students. Activities are focused on the foundation of physical fitness and dance aerobics as the development activity. Provides opportunities to discover their special skills for effective physical performance.

Course Intended Learning Outcomes (CILO):

At the end of this course, the students should be able to:

1. Understand with fundamental knowledge on how the body reacts and adapts to physical activities.
2. Determine their physical abilities and capabilities in order to maintain an enjoyable and helpful living.
3. Establish a goal to achieve a higher level of fitness as an individual or in a group.
4. Identify their potential skills in sports
5. Develop globally competitive students those are aware of the stages in the development of Physical Education
6. Motivate and stimulate students to pursue Physical Education subject that serves as a medium for man's total development.

Course Requirements:

- **Assessment Tasks - 60%**
- **Major Exams - 40%**

Periodic Grade	100%
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Final Grade = Total CS + Final Exam x 70% + 30% of the Midterm

MODULE 1

HISTORICAL DEVELOPMENT OF PHYSICAL EDUCATION



Introduction

Like any other course or field, we are interested on how Physical Education or P.E. came about. When did PE begin? For us to appreciate the value of the course, let us discuss the development of Physical Education.

Its history is as old as man himself. From the beginning man needed all kinds of movements. All part of normal everyday existence like walking, running, dodging, lifting, carrying, throwing, jumping, climbing, pushing, pulling and crawling were done necessary for survival.



Intended Learning Outcomes

At the end of module 1, the students should be able to:

1. Discuss the factors that affect physical education in primitive society and ancient countries and the effects on the lives of other people
2. Identify the contributions of various men and countries of the modern western world to the growth and development of physical education which have influenced the changing concept of the field
3. Trace the development of physical education in the Philippines from Pre-Spanish to the present to be able to interpret the present-day physical education; and
4. Discuss the current developments of physical education and their relevance to the national development.

Lesson 1.1 Primitive Man

Primitive man moved in order to satisfy a felt of need or a necessity. He had to satisfy his hunger and so he had to search for food. This he did by hunting wild animals in the forests or by fishing along the rivers and streams. Sometimes he had to engage in warfare in order to insure protection from his enemies. He had to erect shelter to protect him from adverse elements or a hostile environment.

The physical activities of primitive man were not organized. His motives for physical activity were mainly to search for food and to protect himself from his enemies. However, his gregarious nature and his innate drives for mating and propagation gave him the desire to dance and play. All these physical activities of primitive man were very much unorganized (Andin, 2004; Corbin, 1979; Ravello and Beran, 2002).

Lesson 1.2 Ancient Oriental Countries

Ancient China (Andin, 2004; Corbin, 1979; Ravello and Beran, 2002)

Ancient China's policy of isolation was favored by two factors:

a. Topography of the land which provided natural and necessary protection against invaders.

b. The Great Wall

Laws were also passed to keep invaders out of the country. This policy of isolation lacked the motivating factor to be physically strong because they were no fear of aggression, that lead to them to illness.

The people were concerned with intellectual excellence. A sedentary life was much favored their concern with memorizing the teachings of Confucius the great teacher at the time.

Ancestor worship was characteristic of their religious belief. They neglected their physical body to something they believed was more important and which was the spirit. This religious belief was, therefore, contributory to a sedentary life also.

Notwithstanding the fact that there was no incentive to be physically strong, their evidences of participation in physical activities. However, this was particularly true among the rich or favored class. Chinese classics show that rich families engaged in music, dancing and archery. The popular dances were the skill dances, such as “Split-Feather Dance,” “Whole – Feather Dance”, “Battle Dance”, and the “Humanity Dance”. There was also a wrestling, jujitsu, polo, tug-of-war, kite and water game.

As early as 2698 B.C. a form of medical gymnastics was developed. The people felt that the cause of their illnesses was their inactivity due to their sedentary life. They soon realized that a kind of gymnastics could provide the activity for a cure of their illness. The “Kung-Fu” was the earliest of exercises recorded in history. This has been met with much enthusiasm by the present generation in the Philippines after World War II (Andin, 2004; Corbin, 1979; Ravello and Beran, 2002).

India

Like that of ancient China, the religious life of the people affected their concerned for their physical well-being. Their religious belief stressed reincarnation of the soul before being united finally with Brahma, the supreme goal. They believed that to attain this goal was to concentrate solely on spiritual rather physical needs. They had to refrain from catering to physical body and must not enjoy worldly things (Andin, 2004; Corbin, 1979).

There are, however evidences of participation in physical activities. The history of dance mentions Hindu dancing as the oldest of organized dancing. Some of favorite pastime of the people were throwing balls, dice, rumblings, chariot races, marbles, riding elephants, plowing contests, horse riding, wrestling, and swordsmanship, boxing and dancing.

A great contribution of India to physical education is “Yoga” which is composed of exercises in posture and regulated breathing. Although this is a religious activity in India, it is being accepted today as important activity to discipline the mind and body because it involves 84 different positions (Andin, 2004; Corbin, 1979).

Lesson 1.3 Ancient near East countries

Countries in the Ancient near east referred to the ancient countries of Egypt, Assyria, Babylonia, Syria, Palestine, and Persia. It is in the civilization of these countries which marks the turning point in the history of physical education (Andin, 2004; Corbin, 1979).

The Egyptians believed in living full life. This meant a life full of physical activity. The Egyptian young boys were instructed in the use of various weapons of war such as the bow and arrow, lance, and shield. They engaged in many sports and gymnastic exercises. In dance, the Egyptian women danced for royal entertainment. An evidence of this can be seen on ancient Egyptian carvings.

The main objective of Persia was the building of an empire through military aggression. As early as 529 B.C. King Cyrus the Great encompassed the area now referred to as Middle East. The state trained the six-year-olds in such events as running, slinging, shooting the bow, throwing a javelin, hunting, and marching. A soldier was trained to endure all sorts of hardships which included travel without food and clothing. There was no training of the intellect. The program of physical activity was directed toward the building of strength, conquest, and aggrandizement. However, the decline of this great empire started when the soldiers basking in the glory of their exploits, indulged in activities which caused their moral decadence. (Andin, 2004; Corbin, 1979)

Lesson 1.4 Physical education in Greece (Andin, 2004; Corbin, 1979)

In Sparta the main objective of physical education was to contribute a strong and powerful army. The individual existed for the state so that he did not enjoy individual freedom. Only the strong and vigorous babies were allowed to live in this military state. Any newborn infant when found weak or defective was left to die on Mount Taygetus. A conditioning program subjected all boys after six years of age to a rigid training in the public barracks, and entered the agoge which was a system of public compulsory training. The physical activities consisted of wrestling, jumping, running, throwing the discus and the javelin, horseback riding, hunting, and marching among others.

In Athens the individual's life was not controlled and regulated as in Sparta, and he enjoyed individual freedom. The objective physical education was for physical perfection with

emphasis on beauty of physique. Gymnastics was believed to contribute physical development and music was also important for the intellect, Gymnastics and music were considered as the two most important subjects in the curriculum. It was always claimed that gymnastics was for the body and music was for the soul.

Various physical activities were provided the six-year old boys in the palaestra, which was a building for exercises and an open space for jumping and wrestling. The proprietor of the palaestra who was also responsible for directing the activities was called paidotribe. At the age of 14-16 the Greek youth coming from the palaestra entered the gymnasium which was the physical, social, and intellectual center of Greece. The main areas of concern were special sports and exercises under an expert instructor called the gymnast. The gymnasiarch was the chief official and overall in charge of entire gymnastics program.

Greece laid the foundation for the present Olympic Games which were first held in 776 B.C and continued every four years. In this game the contestant had to undergo a rigid screening. He had to be a freeman without any criminal record. He had to be in perfect physique and good character. He had to be in training for ten months. He had to compete in accordance with the rules. In the oath which he had to take that he would not use any legal tactics to win, he had to swear with his father, brothers; sisters. The victor did not receive any material reward except for a wreath of olive branches as his crown. This was considered as the highest honor that could be bestowed in Greece.

Greek Philosophers, Teachers, and Medical men contributed to the worth of physical education and among them were the following:

- **Herodotus**- recognized the use of physical education as an aid to medicine as early as the fifth century.
- **Galen**- stated that physical education is a part of hygiene and subordinate to medicine.
- **Hippocrates**- proclaimed the law of use and disuse of the parts of the body; the parts of the body are strengthened through use and disuse results in muscle atrophy or weakness.
- **Socrates**- gave emphasis on the importance of physical education in attaining health in order to achieve one's purposes in life. Grave mistakes caused by poor decisions can be results of poor health.
- **Plato**- considered gymnastics and music as the two most important subjects in the curriculum.

- **Aristotle**- recognized the close interrelationship of the body and the soul and those mental faculties can be affected by poor health. He also prescribed progression of exercises; excessive or deficient exercises can result in harm to body.
- **Xenophon**- thought of physical education as important in terms of the military, and that essential to success in life in soundness of the mind and the body (Andin, 2004; Corbin, 1979).

Lesson 1.5 Physical Education in Rome (Andin, 2004; Corbin, 1979)

A great and well-disciplined army with great leaders brought about the grandeur of the Roman Empire at the time when almost all of Europe was under its influence. The objective physical education in Rome affected the sound held by the Greeks whom they conquered.

Army life was considered very important to the Romans and considered health as important only for military life. In order to be in top physical shape for the army, a Roman soldier had to engage in various physical activities following a rigid schedule of training. Activities such as marching, jumping, running, throwing the discus and javelin, swimming among others were included in body conditioning program. He had to be ready at a moment's notice to serve the state from 17 to 60 years of age.

The glory or success of the imperialistic policy of the Romans, however affected the values and interest of the Roman soldier. He now considered wealth as an objective and his interest on material things; he got disinterested in physical activities and enjoyed more being a spectator rather than being a participant. He also preferred the glory, ghastly, sensational gladiatorial combats, to clean, wholesome events. The enormous amount of money given as rewards or prizes in game competitions pointed to the influence of wealth and materialism of the Romans. Morally and spiritually, the Roman Empire declined and at last crumbled before the strong Teutonic barbarians. Historians note that the most outstanding cause of the fall of the great Raman Empire was due to moral decay and physical deterioration.



Assessment Task 1

1. Make a tabular presentation (chart) of the contribution of the primitive people to the Roman society to the development of Physical Education
2. Use a clean sheet of paper to illustrate and write your answer.
 - A. Draw or illustrate 1 contribution to Physical Education from primitive to Roman society.
 - B. Research on any one (1) of the following
 - a. Kung Fu c. palaestra
 - b. Yoga d. agoge
3. Briefly explain if students taking up physical education courses have the same reasons/motivations as the primitive men why they have to do the different activities.
4. Did the people in the past find conflict between religion and physical activities? Support your answer.

Summary

Primitive man moved in order to satisfy a felt of need or a necessity. He had to satisfy his hunger and so he had to search for food. This he did by hunting wild animals in the forests or by fishing along the rivers and streams. Sometimes he had to engage in warfare in order to insure protection from his enemies. He had to erect shelter to protect him from adverse elements or a hostile environment.

Different civilizations marked the turning point in the history of physical education. They have different objectives, focusing on different aspects, but what they have in common is that they use physical education as their foundation of power.

References

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MODULE 2

HISTORICAL DEVELOPMENT OF PHYSICAL EDUCATION



Introduction

In this module, we will give light to the different ways Physical Education is practiced in different points in time, and also in different countries including the Philippines. The history of physical education on different countries is reflects the contribution of these countries to the growth and advancement of physical education.



Intended Learning Outcomes

At the end of module 2, the students should be able to:

1. Discuss the factors that had affected physical education during the dark ages to the American regime and the effects on the lives of the Filipino people;
2. Identify the contributions of various men and countries of the modern western world to the growth and development of physical education which have influenced the changing concept of the field;
3. Trace the development of physical education in the Philippines from Pre-Spanish to the present to be able to interpret the present-day physical education; and
4. Discuss the current developments of physical education and their relevance to the national development.

Lesson 2.1 Physical Education during the Dark Ages

Referred to as the “Dark Ages” in history was the period following the fall of the Roman Empire in A.D. 476. The strong Teutonic barbarians overruled the lands that experienced glory and grandeur. The invasions brought about the lowest ebb in literature and learning. It is, however interesting to note the lesson derived from this period in history: that the Teutonic barbarians who lived a life characterized by much physical activity were strong and healthy and conquered the Romans who were physically and morally deteriorated due to their way of life (Andin, 2004; Corbin, 1979; Tulio, 2012).

During the dark period, two major movements grew which swept all over Europe: asceticism and scholasticism. These movements affected tremendously physical education. Christianity grew and thrives in this period with the ascetic belief that one can attain high spiritual level through solitude, mortification of the flesh and devotional contemplation. These people believe in wordy pleasures but this life should be a means of preparing for the next world. The body should be tortured and not improved because the body is evil. A Christian emperor, Theodosius, abolished the Olympic in A.D. 394 because these were believed as a pagan. The customs and practices at the time resulted in poor health and shattered nervous system of many people.

Scholasticism had the belief that the most essential items in one’s education are facts: that the key to a successful life is the development of the mental or intellectual powers. This belief which was held by the scholars at the time passed down from generation so that scholasticism as a movement presented a challenge to physical education. An effect of this de-emphasis on physical was that the institutions associated with early Christianity would not allow physical education to be one of the important subjects in their curriculum (Andin, 2004; Corbin, 1979; Tulio, 2012).

Lesson 2.2 Physical Education during the age of Feudalism

The period of feudalism came into being after the death of a powerful ruler Charlemagne in 814 when there was a disintegration of the whole empire and there was decentralization of government. In the absence of a strong leader, the people turned to the nobleman or lord for protection. Feudalism was a system of land tenure based upon the

allegiance to the nobleman or lord. The lord who owned the land was called fief that let out the land to a subordinate who was called his vassal. This vassal had people who worked the land but shared little in the profits and these were called serfs. These serfs were so much attached to the land they can be transfer of vassals (Andin, 2004; Corbin, 1979).

During the feudalistic times the sons of the lord or nobleman had two choices- to train for the church and became a member of the clergy or to enter chivalry and became a knight. The latter was a kind of education that was physical, social, and military in nature. A boy who was going to train to become a knight had a long physical training. At the age of 7 a boy worked as a page to some nobleman. He learned court etiquette, waited on tables, ran errands, helped in household tasks. However, during the rest of the time he participated in various forms of physical activity which would strengthen and harden his body for rigorous tasks ahead.

At the age of 14 the boy became a squire and he was to be attached to a knight. While a squire, his duties included keeping the knight's weapons in good condition, caring for his horses and helping him with the armors. During this stage there was more emphasis made on more vigorous and rigorous physical training such as swordsmanship, horsemanship, shooting with the bow and arrow, wall scaling and climbing, among others. Knighthood was conferred on him at age 21 after proving his fitness to become a knight. Physical education played a major part in training for knighthood. This, however, was for self-preservation only (Andin, 2004; Corbin, 1979).

Lesson 2.3 Physical Education during the Renaissance

The renaissance period which came after the dark ages lasted until the beginning of modern times. This was called the revival of learning which also brought about the dignity of man and a renewed spirit of nationalism. This period also had its impact on physical education. The theory that the body and the soul were inseparable and indivisible became popular. It was the belief that good physical health promoted learning, and the rest and recreation were needed by the body after study and work (Andin, 2004; Corbin, 1979).

This renaissance period helped to interpret the worth of physical education to the public. This was with the belief that it was necessary for health, as a means of developing the body, as a preparation for warfare, and a means of providing recreation for wealthier classes

of people. It, however, failed to recognize the important contribution of physical education to the aesthetic, social, and moral life in general (Andin, 2004; Corbin, 1979).

Lesson 2.4 Physical Education in Modern Europe

(Andin, 2004; Corbin, 1979; Tulio, 2012)

The history of physical education on modern Europeans countries is reflected in the contribution of these countries to the growth and advancement of physical education of physical education which is also associated with names of its contributors.

Physical Education in Germany

Johann Bernhard Basedow (1723-1790)

Established a school called Philanthropinum, the 1st school in modern Europe that offered a program where physical education was a part of the curriculum.

Johann Christoph Friedrich Guts Muths (1759-1839)

Wrote two books, *Gymnastics for the Young* and *Games*, which contained illustrations of various exercises and apparatus, arguments in favor of physical education institutions.

Often referred to as one of the founders of modern physical education in Germany.

Friedrich Ludwig John (1778-1852)

His name is associated with the Turnverein, an association of gymnasts, which he inaugurated to help German youth into strong and hardy citizens.

Instilled in the youth a love for gymnastics because of his belief that physical education is a mean of aiding the growth and development of children, and that a country could be made strong through physical education.

Adolf Spiess (1810-1858)

Founder of school gymnastics in Germany

Helped to make physical education in part of school life

His thoughts about physical education:

- Physical education should be required of all students.
- It should receive the same consideration as other subjects in the curriculum.
- The physical education program should be progressive, starting with simple exercises and proceeding to the more difficult (Andin, 2004; Corbin, 1979; Tulio, 2012).

Physical Education in Sweden

Per Henrik Ling (1776-1839)

His name is symbolic of the rise of physical education in Sweden. Strove to make physical education a science; stressed that through anatomy and physiology one would be better able to understand the human body and its needs and apply activity intelligently through the scientific approach. He established the Royal Central Institute of Gymnastics to prepare teacher in three categories of gymnastics: educational, military, or medical. His objective of physical education was to develop the body to its fullest extent, to restore health to the weak, and to make the country strong to protect against aggressors.

Lars Gabriel Branting (1799-1881)

He spent his time in medical gymnastics.

His teachings were based on the premise that physical activity causes changes in the muscular, nervous, and circulatory system.

Gustaf Nybleus (1820-1902)

Specialized in military gymnastics.

His innovation was the inclusion of women in the school.

Hjalmar Fredrick Ling (1820-1886)

Organize educational gymnastics in Sweden.

Responsible for making physical education as school subject.

Physical education in Denmark**Franz Nachtagal (177-1847)**

Introduced physical into the schools of Denmark

First director of a Training School for Teachers of Gymnastics in the Army

Director of gymnastic for all Denmark.

Niels Bukh

Introduced "Primitive Gymnastics"

Attempted to the perfect physique through a series of exercises that were performed without cessation of movement (Andin, 2004; Corbin, 1979; Tulio, 2012).

Physical Education in Great Britain

Great Britain is known as the home of outdoors sports which utilized a program a program of organized game and sports. The English youth engaged in physical activities as early as the time of Henry II, such as wrestling, throwing, riding fishing, hunting, swimming, rowing, skating, and shooting the bow and arrow. The athletic sports played were the following:

Hockey and quoits – as early as the 15th century.

Tennis – as early as 1300

Golf – as early as 1600

Archibald McLaren (1820-1884)

Devised a system of physical education for the British Army. His works or books pointed out that the objectives of physical education should consider health as more important than strength; that physical education should be organized and administered effectively so that all its potentialities will be realized (Andin, 2004; Corbin, 1979; Tulio, 2012).

Lesson 2.5 Physical Education in America (Andin, 2004; Corbin, 1979)

The colonial period in America was not conducive to organized physical education programs. The religious belief of the Puritans did not favor play and so they lived a life of austerity and stern discipline. There was little emphasis given to any form of physical activity because it was thought of as waste of time. There were some people, however, who brought with them the sports from their mother country like the Dutch whose favorite sport was bowling.

The National Period in United States history began to recognize physical education as important to American society. German gymnastics were introduced. Turnverein associations were organized. Later was introduced The Swedish Movement Cure for America. Notable also at this period were the building of gymnasiums and the formation of gymnastics and athletic clubs.

Outstanding leaders and events affecting physical education during the Civil War were:

- Turnverein societies were established and gave support to physical education in the public school
- Normal Schools of Physical Education were established for training teachers (especially found in Boston)
- Swedish Gymnastics was recognized for inherent medial values.
- Tennis was introduced in 1874.

- Golf came to America in the late 1880's.
- Bowling had been popular since the time of the early Dutch, but in 1895 the American Bowling Congress was organized.
- Basketball was invented by James Naismith.
- Dr. Dudley Allen Sargent was known for his work in teacher preparation, remedial equipment, exercise devices, college organization and administration, anthropometric measurements, experimentation as basis for activity and scientific research.

Contributors in the development of physical education in early 20th century were the following:

- **Thomas Dennison Wood**
Introduced Natural Gymnastics which gave more emphasis on game and game skills.
- **Clark Hetherington**
Emphasized on children's play activities.
- **Jessie Bancroft**
Influenced the development of Physical education as a responsibility of homeroom teachers in the elementary schools.
- **Jacob Riis**
Symbolic of the playground movement in New York

At the mid-20th century, athletic sports and team games have become more important. Broad and extensive programs have been established in schools, recreational organizations, and other agencies. In teacher education in physical education, higher standards were established and better trained leaders were produced (Andin, 2004; Corbin, 1979).

Lesson 2.6 Physical Education in the Philippines

Physical education in the Philippines dates back to primitive society when physical activity was very important for survival, making it necessary for the adult to teach physical skills to the young. With the fast-changing times, it is quite interesting to note the strides made by physical education and how it has affected the lives of the people.

The Pre-Spanish Period

The aborigines of the Philippines, the Negritos and Aetas, had a way of life the same or similar to any other people living in a primitive society. They were nomadic or wandering tribes who lived mainly by hunting with an expert use of bow and arrow. The only motivations for physical activities were survival in connection with their quest for food and for protection against a hostile environment. They had to run, leap, jump and climb and these activities kept them physically fit (Andin, 2004).

A Negrito chieftain was selected by physical prowess. An evidence of this is included in the Maragatas, an ancient manuscript found in Panay written in A.D. 1212. This historical document mentions about the unusual ability and bravery of a Negrito named Marikudo who had the skills in capturing wild animals by himself without the assistance of any one or even a dog. He has always known for his spectacular skill in the use of the bow and arrow. For these, he was selected to succeed his father as chief of the tribe.

The Negrito living in the mountains of Batan, Zambales, and Tarlac are found to be fond of music and dancing. They possess crude musical instruments made of bamboo and mountain cane with abaca fibers and played like a violin. Among their dances are imitative of their way of life, such as “Juan Camote” performed by a man going of stealing camotes in the field, and “Pina Pa-ni-lan” also performed by a man going through the motion of gathering honey from tree. The fact that there are still primitive dance movements of the aborigines of the Philippines way up in their mountain tribes can give us the clue that primitive dancing among earliest people existed (Andin, 2004).

History gives an account of the waves of people who migrated to the Philippines – the Indonesians and Malays. Those who arrived earlier were driven the hinterlands, while the later waves of immigrants settled along the coast or in the lowlands. Their physical activities consisted of produced the famous Banawe rice terraces, one of the wonders of the world. Pagan people as they were, they worshipped their gods and made offering to the anitos or spirits. Dancing was a form of religious activity and they danced to please their gods. They also danced to cure the sick, to make things happen as when there was drought and they wanted rain, they also danced after a bountiful harvest. They danced for a victory in a tribal war which they termed as “canao”.

The people in the lowlands especially those who settled along the river banks and lakes had bathing and swimming as their favorite pastime. Father Chirino, a Spanish historian, relates in his *Relacion de las Islas Filipinas* the “men and women and even children swim like a fish. They take a bath in the rivers and lakes at any time of the day for cleanliness or for recreation”.

Cockfighting is an ancient sport in Philippines. Pigafetta, the chronicle of Magellan’s expedition, mentions it is one of the notable sights he saw in the island of Palawan. Historians believe that this sport is probable to have been introduced by the Malays as early as A.D. 1212 during the rule of Datu Sumakwel of the island of Panay.

Pigafetta was also impressed with the dances with which they were entertained by very adept dancing maidens to the accompaniment of crude musical instruments. Jesuit Father Collin’s observation of the early dances state that their dances generally were with the beating of the drums with the measured variations which can put one in suspense especially in a war dance, and with such grace and viva city that they have not been judge as undignified but which added to the solemnity of the festivities.” (Andin, 2004; Corbin, 1979).

The Spanish Regime

The Spanish conquest of the Philippines did not have much effort on the physical activities of the people. Except the enforced labor among the lower classes of the people in the building of churches, the people generally had a sedentary living while waiting for the harvest time after planting. Fray Gasper de San Agustin who published a history of the Augustinian missions in 1725 wrote about the Filipino as “sleepy, sluggish... little inclined to work...” This was corroborated by Dr. Jose Rizal when he wrote “The Indolence of the Filipino.”

Bathing and swimming were still the favorite pastime of the Filipinos, and which was usually done at the setting of the sun. Cockfighting which continued to be the favorite sport found its way to other places in the country. It is quite unfortunate, though, that cockfighting ceased to be a sport when the Filipino farmer has to spend most of his time caring for his favorite cock, and to stake his worldly goods on the issue of a single combat. It is probable,

historians agree, that this was caused by the fact that cockfighting has been made a source of revenue for the royal treasury.

Dancing continued to be one of the major physical activities enjoyed by the people. Spanish and other European dances were introduced, such as the fandangos, curachas, and jotas of Spain, the polkas and mazurkas of Central Europe, and the Rigodon and Lanceros of France which were danced only by people of high social standing community.

Ceremonial dances were performed during religious events or festivals. The most colorful of all the celebrations was the Santa Cruz de Mayo or Santacruzán which consisted of praying for nine consecutive days and culminated in a procession to the hermano mayor's house. There the people ate, sang, drank and danced to their hearts' content.

Games were played by the Filipinos during a grand celebration or after the procession on the Santacruzán. A game called pabitin was very much enjoyed by the little children. A square bamboo trellis was laden with hanging fruits, candies and other objects which be lowered and raised alternately while the children would jump and snatch these objects. Another game was the palo sebo wherein a daring boy climbed a long bamboo pole which has been greased with oil and some amount of money suspended at the top end. The juego de anillo was a game for young men riding on horseback and holding a long stick on one hand which was used to get any of the rings suspended in an arch. Games were played during parties, such as the juego de prenda, a game of forfeits; the duplo, "a poetic joust where the prizes were awarded to the winners (Andin, 2004).

The young played sungka, siklot, piko, luksong tinik, and hide and seek, while the young boys played patintero, sipa, top spinning, and kite flying. Card games were very popular recreational activities for the older folk. These games were introduced by the Spaniards. The panguingui was a card with money at stake.

People in the larger towns provided themselves with more wholesome form of amusement. The native Filipino theater developed from the plays staged by the Spaniards during civic and religious festivals. The plays staged by the Filipinos were doubtless the direct translation of the Spanish plays which were derived from the fantastic tales of chivalry contained in Spanish ballads called corridos. The most popular and spectacular were the Moro-moro which became the generic name for the vernacular play. The play was concerned with the wars between the Christians or Moorish prince for Moorish or Christian princess."

Schools, colleges and universities were established for the formal training of the Filipinos. However, only the favored youths were allowed to obtain higher education. In these institutions, physical education was not included in the curriculum. It was at the Ateneo de Municipal, a school founded by the Jesuit Fathers, where physical education was made a part of the curriculum. Dr. Jose Rizal, in his autobiography, mentioned about gymnastics as a requirement which he had to attend despite the frequent attacks of fever (Andin, 2004; Corbin, 1979; Tulio, 2012).

In 1863

A royal decree established a Normal School of primary instruction throughout the country. Physical education was not included in the curriculum. However, there was health inspection conducted at the beginning of the classes, one in the morning and another in the afternoon.

In 1892

When another royal decree established the superior Normal School for Women Teachers in Manila. Physical Education was included in the curriculum. The decree provided for the appointment of one instructor to teach "Room Gymnastics" with a salary of P400.00 per annum.

In 1893

The Normal school for men established in 1863 was allowed to train teachers for both the elementary and high schools. The name was later changed to Superior Normal School for Men Teachers. Gymnastics was also included in the curriculum and it's required for the elementary teacher's certificate. Provision was made for one gymnastics teacher with yearly salary of P400.00.

In 1867

The Manila Jockey Club was founded to supervise the holding of horse race once a year at the present R. Hidalgo Street in Manila. The San Lazaro Hippodrome was opened in 1901, but only professional riders were allowed to compete. The Philippines Racing Club at Sta. Ana Manila was organized in 1937 which was allowed to hold races alternately with the Manila Jockey Club.

The revolutionary Government under General Emilio Aguinaldo was established while the Spanish-American War was in progress. A decree was issued which for an official primary school curriculum. Physical education was one of the required subjects. However, this was short-lived with the coming of the Americans (Andin, 2004; Corbin, 1979).

The American Period

Just as soon as the American soldiers landed in the Philippines after the historic event of signing of the Treaty of Paris on December 10, 1898, school reopened. It is very interesting and worthwhile to note that this period marked the flowering stage of physical education and sports in this country. The following dates mark the significant events that followed (Andin, 2004).

- 1901** Physical exercise was one of the subjects introduced in the public schools, and regular program of athletics was developed.
- 1905** Baseball and track and field was introduced and taught to the young boys in school.
- 1909** The athletic programs for the schools were inaugurated and much emphasis was given to the playing of Western sports and the coaching of tennis.
- 1910** Basketball first introduced as a game for girls in the Carnival Meet held I Manila, but was later discontinued in 1914 because it was found strenuous for the girls.
- 1911** The "Athletic Handbook" was publish which prescribed a few simple group games and relays in the first part, while the second part contained the rules for baseball, basketball for girls, volleyball, indoor baseball, track and field, and lawn tennis.
- 1914** The Teachers Vacation assembly in Manila gave special training to Filipino teachers so they could conduct various physical education activities included in the physical

education program. This started also the holding of special training for teachers at various institutes and vacation assemblies.

- 1919** A syllabus entitled “Physical Education: A Manual for Teachers” was published which submitted by a special committee of superintendents and edited by Frederick O. England, the Playground Director of the City of Manila. At the time, the classroom teachers were assisted by trained playground instructors under the supervision of the City Playground Director.
- 1920** Physical Education was made a required subject in the curriculum of all public schools. A system of grading was devised with a rating of 75% in physical education as necessary for promotion to the next higher grade starting in grade four to fourth year high school. The grade was based on attendance at the required physical activities. In the computation for the general average of the subjects, however, the in physical education was not included.
- 1928** A summer for coaching was held with the aim of helping the public-school teachers in charge of athletics to improve their coaching methods (Andin, 2004; Corbin, 1979; Tulio, 2012).

The Transition Years to the Present (Andin, 2004; Corbin, 1979)

November 15, 1935 marked the beginning of transition for the Philippines to prepare for a truly self-government – the Commonwealth period. This was interrupted by the Japanese occupation during World War II.

In 1937 physical education was made a curricular subject in the secondary school curriculum. The grading system included as basis for marks were the following: attendance proficiency in skills, attitude, daily performance, reports, and sportsmanship. In line with the emphasis on physical education and sports in the schools, in that same year the Bureau of Education introduced “mass athletics” or athletics for all students. Elementary pupils were learnt the fundamentals of sports activities and the high school students to play games and specialized sports such as volleyball, basketball, and other sports. Athletic competitions were soon held, and as soon the regional athletic associations formed the Bureau of Public School Interscholastic Athletic Association (Andin, 2004).

In 1938 a summer school of physical education was opened by the then Bureau of Education under the direction of Mr. Serafin Aquino. This was held at the Rizal Memorial Field. In 1940 this vacation school of physical education became the joint sponsorship of the Bureau of Education and the Philippine Amateur Athletic Federation.

In 1941 the attack on Pearl Harbor started World War II which necessitated the closing of schools. In June, 1942 the Japanese Military Administration authorized the opening of public elementary schools to carry out their scheme of Co-Prosperity Sphere. In the schools, the radio taiso, or calisthenics on the air, was made obligatory. They provided radio taiso instructors and a demonstration was held at the Luneta which was participated by thousands of Filipino children.

In 1947 the Training of Teachers in Vacation School was revived, this time, under the joint sponsorship of the Department of Education and the Philippine Amateur Athletic Federation. In August of the same year the school goes its name as National College of Physical Education and was held at the Rizal Memorial Field. It offered a 40 unit course for a Certificate in Physical Education.

Physical education was not given due emphasis and was sadly neglected in most schools in the Philippines all throughout the years after the granting of our independence by the Americans. Considering seriously, however, the poor performance of the Filipino athletes in the Sian and Olympics meets, the five-year physical education and sports development program was launched by the then Secretary of Education, Hon. Carlos P. Romulo, in Department Order No. 15, series 1967 entitled "Physical education and Sports Development Program." This move was surely considered a shot on the arm, the greatest push forward ever made which gladdened the hearts of physical educators in this country (Andin, 2004).

In conjunction with the launching of the five-year physical education and sports development program by then Secretary Romulo, Republic Act No. 5708 known as "The Schools Physical Education and Sports Development Act of 1969" was approved by Congress on June 21, 1969. This Act provided for the promotion and financing of a program for the schools of the Philippines. Pursuant to the guiding principles contained in the Act, a program of activities included among others:

1. A program of health education and nutrition
2. A program of physical fitness for all pupils

3. A program of competitive athletics
4. A program of intramural and inter-unit athletic competition within schools, districts and provinces
5. An annual athletic competition within and among regions.

The passage of the above-mentioned Act was significant because the once neglected area of physical education and sport was brought to the fore and when given the necessary emphasis can bring this area to the level of the other subject in the academic totem pole (Andin, 2004; Corbin, 1979).

Later Developments

The revised Elementary Education Program of 1970 issued by the Secretary of Education and Culture had as its distinctive features the combination of health and science as a subject area and Physical Education with Music and Art in Grades I to III; in Grade IV to VI Health and Physical Education were taken as a subject area.

A project Agreement was signed on April 27, 1971 by the Peace Corps-Philippines (an agency of the U.S. Gov't), the department of Education and Culture, and the Philippine Amateur Athletic Federation. In January, 1972 the physical fitness testing program was launched in selected pilot divisions.

The revised Secondary Education Program of 1973 introduce a new course: Youth Development Training (YDT) and Citizen Army Training (CAT). This came about as a manifestation of the deep concern for the youth in their training for the recognized significance of their role in society, and to meet the needs of the maturing individual during the crucial transition from childhood to adulthood.

YDT is composed of four closely related subject areas: Physical Education, Scouting, Health Education, and Music. YDT is offered in the first, second, and third years in the high school. Citizen's army Training or CAT is offered in fourth year high school taking the place of scouting in the YDT program.

A milestone in the history of physical education and sports development in our country was the holding of a world congress by the International Council on Health, Physical Education

and Recreation (ICHPER) at the Philippine International Convention Center (PICC). This had a great impact in the educational field. More than one thousand delegates attended the convention on July 25 – 29, 1981.

That same year 1981 in December the Southeast Asian Games were held in Manila. Indeed, Physical Education and Sports Development in our country have been and are being given a big boost. Hopefully, we look forward to brighter days ahead.

In line with the government's thrust for the development of the youth to become responsible and useful members of society, a Ministry of Youth and Sports Development (MYSD) was established pursuant to Presidential Decree No. 604. However, this Ministry was abolished by executive Order No. 805 on May 26, 1982 and transferred its functions to a Ministry of Education, Culture and Sports (MECS). An additional bureau was then created under the supervision and control of the Ministry and this is the Bureau of Sports Development with Dr. Aparecio Mequi as its first Director. This bureau is responsible for the development and evaluation of programs for promoting and improving organized sports and physical fitness for all members of the community.

The National Youth and sports foundation are other entities attached to the Ministry of Education, culture and Sports for policy and program coordination.

Gintong Alay Foundation Project: Gintong Alay is attached to the office of the President. Gintong Alay is the national sports training program of the country which has the task of recruiting, selecting, and training of Filipino athletes in preparation for international competitions in coordination with the Philippine Olympic Committee and the national sports associations.

The school year 1984-1985 implemented another revision of the Youth Development Training (YDT). Findings of research studies to assess the YDT program brought to the fore a major weakness of the program which was the inclusion of Scouting. Starting June 1984 Scouting became a co-curricular activity leaving only three subject components of YDT. Physical Education is now scheduled 2 days a week, Health Education also 2 days a week, and Music is taught once a week (Andin, 2004; Corbin, 1979).



Assessment Task 2

A. Write your answers in a separate piece of paper for submission.

Research for the following activities and explain each function.

1. Juan Camote dance
2. Canao
3. Sta. Cruz de Mayo or Santacruzán
4. Pabitin
5. Juego de Annillo
6. Juego de Prenda
7. Duplo
8. Panguingui
9. Moro-moro
10. Cockfighting

B. Explain the following briefly: Write your answers on a separate sheet of paper.

1. Which era in the development of Physical education, affected the lives of the Filipino. Give some activities.
2. In your opinion, do you think ROTC and CAT are very relevant in our educational system? Why?

Summary

Physical education in the Philippines dates back to primitive society when physical activity was very important for survival, making it necessary for the adult to teach physical skills to the young. With the fast-changing times, it is quite interesting to note the strides made by physical education and how it has affected the lives of the people.

Just as soon as the American soldiers landed in the Philippines after the historic event of signing of the Treaty of Paris on December 10, 1898, school reopened. It is very interesting and worthwhile to note that this period marked the flowering stage of physical education and sports in this country. The following dates mark the significant events that followed.

Physical education was not given due emphasis and was sadly neglected in most schools in the Philippines all throughout the years after the granting of our independence by the

Americans. Considering seriously, however, the poor performance of the Filipino athletes in the Sian and Olympics meets, the five-year physical education and sports development program was launched by the then Secretary of Education, Hon. Carlos P. Romulo, in Department Order No. 15, series 1967 entitled "Physical education and Sports Development Program." This move was surely considered a shot on the arm, the greatest push forward ever made which gladdened the hearts of physical educators in this country.

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MODULE 3

PHYSICAL EDUCATION AND SPORTS



Introduction

Physical Education refers to an important segment of general education which aims to contribute to the total development of the learner through participation in selected vigorous activities. It provides opportunities to acquire lifelong skills that are essential to his physical, mental, social, and emotional development.



Intended Learning Outcomes

At the end of module 3, the students should be able to:

1. Define Physical Education
2. Explain the objectives of Physical Education
3. Describe Physical Education in college

Lesson 3.1 Physical Education Defined (Andin, 2004; Corbin, 1979; Oyco, 2007)

Physical Education is an integral part of the educational program designed to promote the optimum development of the individual physically, socially, emotionally, and mentally through total body movement in the performance of properly selected physically activities.

Physical Education is an educational process that has as its aim the improvement of human performance through the medium of physical activities selected to realize this outcome. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge, and the growth of positive attitudes toward physical activity.

Physical education is not only concerned with the physical outcomes that accrue from participation in activities but also, the development of knowledge and attitudes conducive to

lifelong learning and participation. For the benefits of physical education activities to be realized, physical educators must conduct sound physical education program and select activities judiciously so that participants may attain the maximum benefits from participation. Sound physical education programs such as conducted in school as well as non-school settings such as corporate fitness centers and community agencies. A physical education program under qualified leadership enriches the participant's lives (Andin, 2004; Corbin, 1979; Oyco, 2007).

Lesson 3.2 New name of Physical Education

In recent years, discussion has been considerable regarding neither physical education is the best name for this field of endeavor. Other names that have been suggested include movement education, kinesiology, sports education, physical fitness, that is used widely at this time is physical education and sports, which incorporates the traditional emphasis on physical education and at the same time stresses the area of sports with which physical education is vitality concerned and involved. Several university departments have changed their names to physical education and sports. Also, NASPE [in the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) is the acronym for the professional association National Association for Sports and Physical Education (Andin, 2004; Corbin, 1979).

Lesson 3.3 What is Physical Education?

The term refers to an important segment of general education which aims to contribute to the total development of the learner through participation in selected vigorous activities. It provides opportunities to acquire lifelong skills that are essential to his physical, mental, social, and emotional development (Andin, 2004; Corbin, 1979; Oyco, 2007).

Lesson 3.4 The Objectives of Physical Education

The goal of physical education is to assist the learner to maintain a healthy lifestyle that can be achieved through the acquisition of knowledge, desirable habits and attitudes,

game and dance skills, and wholesome interpersonal relationships. The objectives of physical education are focused on the four aspects of development (Andin, 2004; Corbin, 1979; Oyco, 2007) namely:

1. **Physical Development objectives.** Physical fitness, which is the capacity of the body to engage in work and play without undue fatigue, is the foremost aim of physical education. This is achieved through regular exercise and participation in varied vigorous activities. In the pursuit of the development and maintenance of physical fitness, fundamental movement skills, games, sports, and dance skills are acquired which can increase one's capability to enjoy lifetime recreational pursuit.

2. **Mental development objectives.** Focus is on the acquisition of knowledge and understanding, ability to analyze body movement and skills, evaluate games situations and make important decisions. Understanding the rules of the games leads to better performance or appreciation of an activity if one is spectator. Creativity is an essential segment of growth that can be enhanced if the learner has a rich background and an exposure to a variety of physical activities.

3. **Social Development objectives.** A learner seldom gets into vigorous physical activity by himself. He plays dances or exercises with people. In the process he learns to respect others, and practices fair play, sportsmanship, teamwork, and develops leadership. He learns the game of life-the application of the golden rule.

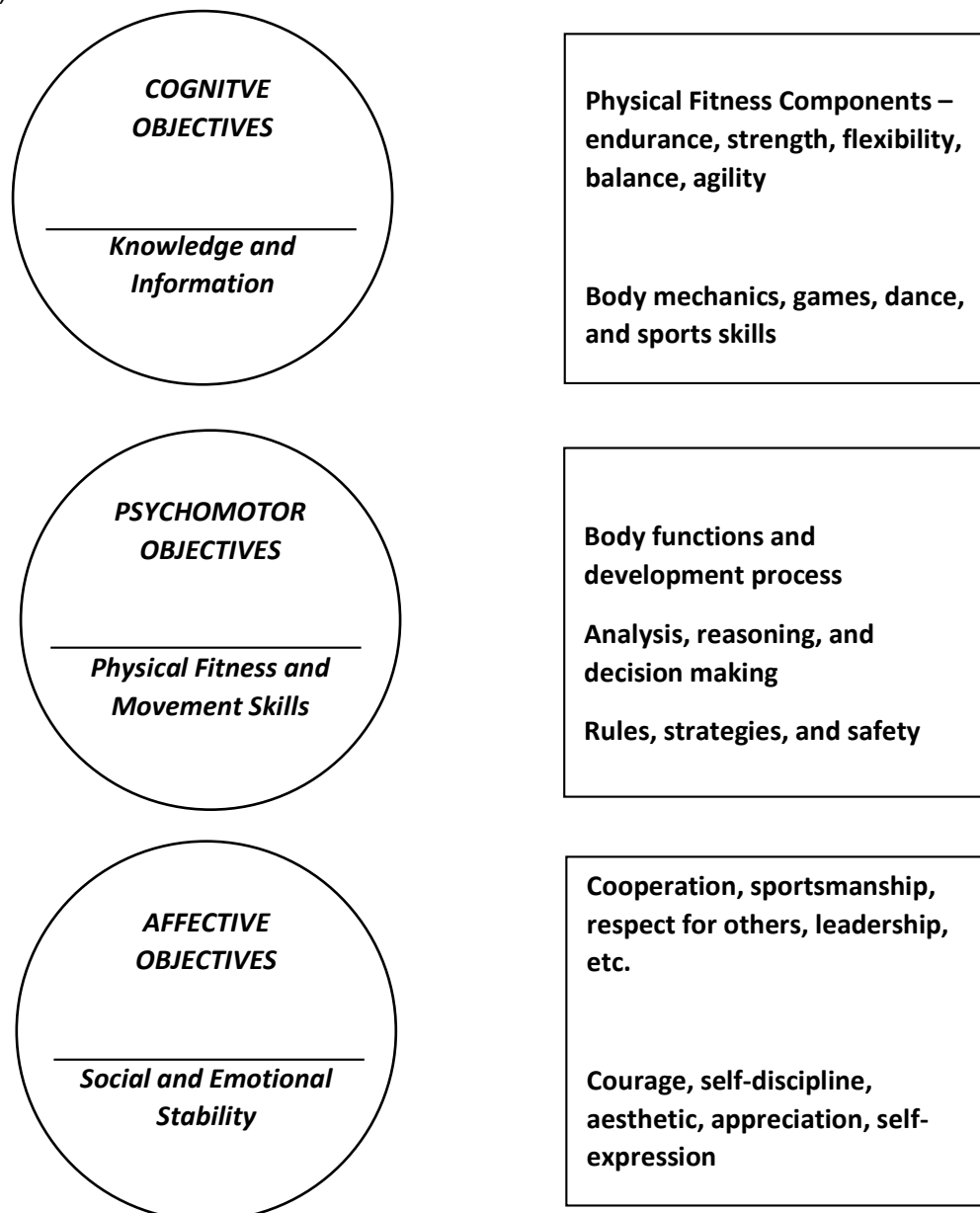
4. **Emotional development objectives.** Participating in varied physical activities enables one to acquire pleasant attitudes, desirable habits, appreciations, and values. Positive character traits such as courage, self-confidence, discipline, appreciation for beautiful performances, as well as self-expression are developed and become part of an individual's way of life (Andin, 2004; Corbin, 1979; Oyco, 2007).

As a subject in colleges and universities, Physical Education requires a substantial budget allocation, higher than other areas in the curriculum. It is the fact that essential facilities include a gymnasium, outdoor courts, and playing fields. Several institutions have swimming pools that should be regularly maintained. In addition, an adequate supply of fitness, sports

gymnastics, and dance equipment should be continuously provided for effective instruction. There is likewise a separate amount allotted for intramural meets and competitions.

Nevertheless, educators believe that the lifetime benefits a student gains from participation in instructional and recreational programs outweigh the financial input to maintain a quality physical education program in educational institutions.

In line with Bloom's Taxonomy of Behavioral Objectives, physical education proves it has a place in the total development of any learner as it is concerned with the cognitive, psychomotor, and affective domains of growth and development (Andin, 2004; Corbin, 1979; Oyco, 2007).



Lesson 3.5 Physical Education in College

Service Physical Education refers to the four subjects given in the first four semesters of college work (Andin, 2004; Corbin, 1979; Oyco, 2007).

Physical Education 1: Physical Fitness

This is the first course in physical education. It deals with the concept of Physical Education and Fitness. It also provides opportunities for physical fitness testing and the student's participation in the development and maintenance of fitness such as aerobics, self-testing activities, light and heavy apparatus work and free hand and floor exercises.

Physical Education 2: Rhythmic Activities

The subject covers the concept of rhythm, fundamental rhythmic activities, dance mixers, local and foreign dances as well as social and ballroom dances.

Physical Education 3: Individual-Dual Sports/Games

Concentration is on the acquisition of skills on recreational activities such as Bowling, table tennis, badminton. Track and Field events and outdoor activities such as camping, mountaineering and aquatics. Mga Laro ng Lahi are likewise given to foster love of country.

Physical Education 4:

The subject deals with the fundamentals of common team sports such as volleyball, basketball, baseball/softball, and football (Andin, 2004; Corbin, 1979; Oyco, 2007).

Lesson 3.6 What is a Physically Educated Person?

An individual who has undergone physical education in the educational ladder cannot deny the valuable contribution of this area of learning toward his total development. His /Her exposure and experiences in regular class instruction, in Intramural and Extramural competitions, are expected to have a tremendous effect on his/ her lifestyle.

A physically educated person has the following characteristics (Andin, 2004; Corbin, 1979; Oyco, 2007):

- understand the potential of physical education activities in the attainment of a healthy lifestyle and strives to achieve this goal
- Exercises regularly to develop and maintain his/her weight and physical fitness
- has acquired sufficient skills to enable him/her to participate actively in some forms of recreational games, sport, and dances
- eats a balanced diet and practices good eating habits
- gets adequate sleep and avoid drugs and stimulant that will negatively affect his/her total well-being
- enjoy participation in a variety of vigorous activities and recreational pursuits; and
- appreciates good performances in games, sports, and dances.

Are you a physically educated person?



Assessment Task 3

A. Use a piece of paper to write your answers for submission.

1. Through chat or video call, share with your classmates, your physical education experiences in high school. Compare these with your expectations in physical education in college.
2. Go over the scope of physical activities you will undergo while you are in college. Will your participation make you acquire varied lifetime recreational skills? Why?
3. Watch an online video workout. Describe the activities done by the participants. What benefits can be attained by them?

B. Supplemental Activities

1. List down P.E. activities that you have participated during your high school days.
2. Were you a participant of a certain sports? Were you awarded medals, certificate, trophy, and cash money?
3. In what level of sports have you reached?

C. Assessment

Briefly explain the following:

1. What does Physical Education mean to you?
2. How will participation help you – Improve your physical body?
3. Do you think physical education should be included in the curriculum? Why?

Summary

Physical Education is an integral part of the educational program designed to promote the optimum development of the individual physically, socially, emotionally, and mentally through total body movement in the performance of properly selected physically activities. The goal of physical education is to assist the learner to maintain a healthy lifestyle that can be achieved

through the acquisition of knowledge, desirable habits and attitudes, game and dance skills, and wholesome interpersonal relationships.

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