

Original Research Article

Development of the *BiboAktibo Manual*: Making Exercise a Rewarding Experience for the MAPEH Learners

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Abstract: The use of exercise as punishment in educational settings can harm students' physical health, emotional well-being, and attitudes toward fitness, creating negative feelings about exercise, reducing motivation, and causing a long-term aversion to physical activity. To address these issues, the study developed a manual titled *BiboAktibo: Making Exercise a Rewarding Experience*, designed to help Music, Arts, Physical Education and Health (MAPEH) teachers incorporate reward-based strategies based on the Exercise as a Reward (EAR) approach. Guided by the ADDIE instructional design model and rooted in behaviorist learning theory, the research used a qualitative descriptive design. Data were gathered from nine purposively selected participants: three MAPEH teachers for needs analysis, three subject matter experts for review, and three teacher-implementers for feedback after classroom use. The findings highlighted ongoing challenges in PE instruction, including inadequate facilities, limited time, and student disengagement. The *BiboAktibo Manual* offers practical, cost-effective, and developmentally appropriate strategies that enhance student motivation and participation. Expert reviewers confirmed its pedagogical value but recommended revisions to improve safety, structure, and age appropriateness. Teachers reported that the manual fostered a more inclusive, engaging, and student-centered PE environment. Overall, incorporating EAR-based strategies through the *BiboAktibo Manual* presents a feasible and ethical alternative to punitive practices in PE. The study encourages broader adoption of the manual and advocates for future research to assess its long-term impact and potential for scaling across various educational settings.

Keywords: Exercise as punishment, Exercise as reward, PE, MAPEH Manual, ADDIE model

Introduction

The continued use of exercise as punishment (EAP) in physical education (PE) remains a deeply embedded yet problematic practice in many Philippine public schools. Often used to discipline latecomers, uncooperative students, or those who fail to meet performance expectations, EAP reinforces fear-based compliance rather than fostering positive attitudes toward exercise (Kerr *et al.*, 2016). Despite the growing discourse around ethical teaching practices, many teachers continue this approach due to a lack of accessible, practical alternatives (Paulson & Knipe, 2023). To support the shift toward more positive and inclusive practices, the development of a structured instructional manual emerges as a proactive and practical intervention. Such manuals, when anchored in theory and empirical evidence, can offer Music, Arts, Physical Education, and Health (MAPEH) teachers concrete, low-cost, and context-responsive strategies that reframe exercise from a punitive task to a rewarding experience—providing both pedagogical clarity and practical utility (Branch, 2018).

A growing body of literature documents the use of exercise as punishment not only in schools but also in sports training and correctional institutions. Research by Kerr *et al.* (2016) and Paulson and Knipe (2023) reveals that punitive exercise leads to increased anxiety, diminished self-worth, and negative associations with fitness. Cuartas (2025) warns that EAP can be internalized by young learners, fostering a long-term aversion to exercise. In athletic and military settings, exercise has historically been

used to instill discipline and obedience, yet such practices are increasingly scrutinized due to their psychological impact (Kerr *et al.*, 2020). In educational environments, these methods contradict inclusive and developmentally appropriate teaching philosophies that prioritize motivation, equity, and student well-being (Ryan & Deci, 2000).

Adopting an *Exercise as a Reward* (EAR) approach in PE aligns with modern educational and psychological theories that emphasize motivation, reinforcement, and engagement. Research supports the use of reward-based strategies to enhance classroom climate, increase participation, and promote intrinsic motivation toward exercise (Jeong & So, 2020; Park & Jung, 2023). EAR is particularly beneficial in resource-limited settings, as it enhances student morale and fosters inclusivity without requiring substantial financial investment (Park & Jung, 2023). Emphasizing enjoyment, autonomy, and competence through EAR echoes behavioral economics findings that recognize the reinforcing value of exercise (Foxy *et al.*, 2022), while also supporting mental well-being and nurturing a lifelong commitment to fitness (Bull *et al.*, 2020; Gastelum-Acosta *et al.*, 2024). Teacher preparation plays a crucial role in this paradigm; educators trained in developmentally appropriate reward strategies—such as token economies and social recognition—are more effective in engaging diverse learners, including those less inclined toward exercise (Hanashiro-Parson & Miltenberger, 2021).

To develop an effective and context-sensitive intervention, this study employs the ADDIE instructional design model, a systematic yet flexible framework widely used for creating educational tools that respond to learner needs and instructional challenges (Branch, 2018; Razak *et al.*, 2020). Comprising five interrelated phases—Analysis, Design, Development, Implementation, and Evaluation—the ADDIE model ensures the intervention is grounded in pedagogical rigor and contextual relevance (Priatna *et al.*, 2024). In the Analysis phase, instructional gaps were identified through consultations with MAPEH teachers, aligning the manual with real-world classroom needs (Dayanti *et al.*, 2023). The Design and Development phases focused on translating these needs into structured, age-appropriate, and culturally responsive learning activities, informed by educational design principles (Chen *et al.*, 2022; Huriyah *et al.*, 2022). In the Implementation phase, the manual was pilot-tested in actual classroom settings to examine its usability and effectiveness in authentic learning environments (Nurhasanah *et al.*, 2022). Lastly, the Evaluation phase included both expert validation and user feedback from teacher-implementers to refine the content and format, promoting continuous improvement and practical utility (Sayekti *et al.*, 2023; Suwartini *et al.*, 2022). This structured application of ADDIE ensured that the developed manual was not only pedagogically sound but also highly responsive to the specific needs of Filipino PE teachers and learners.

The purpose of this study was to design, implement, and evaluate a teacher-friendly, context-appropriate supplemental manual that encourages the use of exercise as a form of positive reinforcement. The manual is intended to support MAPEH teachers in transitioning from punitive practices to strategies that foster student motivation, inclusion, and meaningful engagement in PE. It addresses a pressing ethical and pedagogical issue in PE by offering an alternative that is both humane and effective. It contributes to the MATATAG Curriculum's vision of a child-friendly, values-integrated learning environment (Department of Education, 2023) and supports the Philippine Professional Standards for Teachers by advocating for reflective and ethical teaching practices (Cena & Bual, 2021). The study also aligns with the Sustainable Development Goals (SDGs), specifically Goals 3 (Good Health and Well-being) and 4 (Quality Education) (United Nations, 2015). Methodologically, while qualitative inquiry was deemed appropriate, approaches such as phenomenology were avoided to minimize ethical risks. Teachers might feel personally accused or scrutinized if asked to narrate experiences involving EAP, potentially compromising trust and openness. Instead, the use of interviews, expert validations, and focus group discussions allowed for constructive engagement without compromising ethical safeguards.

Methods and Materials

This study employed a Design and Development Research (DDR) methodology, a systematic approach focused on generating practical solutions through structured design processes (Adeoye, 2023). At its core, DDR frequently employs a Research through Design (RtD) approach, wherein the design activity itself becomes a method of inquiry and knowledge generation (Suberi, 2022). This method enables researchers to collaborate with stakeholders, facilitating the co-construction of context-specific interventions (Whelan *et al.*, 2022). A rigorous research framework is essential in DDR, including the careful selection of participants, the operationalization of variables, and the application of appropriate analytical methods (Jacobs & Cornelius, 2022). In education, DDR is often guided by instructional models such as ADDIE, ensuring that solutions are both pedagogically sound and practically relevant (Lochmiller *et al.*, 2023). Moreover, research shows that interdisciplinary collaboration—particularly between designers and professionals from related fields—enhances innovation and accelerates product development (Hanahara, 2021). This collaborative dynamic enhances DDR's capacity to respond to real-world challenges by integrating diverse perspectives into the design process (Hemonnet-Goujot *et al.*, 2020). The relevance of DDR extends across domains such as urban planning and public health, where its iterative, user-centered approach has led to impactful innovations (Sanchez, 2021; Scientific and Technical Advisory Council (STAC), 2020). In contexts such as educational reform, DDR has been shown to yield inclusive, scalable, and

sustainable tools by blending theoretical insights with practical applications (Suchá *et al.*, 2021). Ultimately, DDR's value lies in its ability to produce context-sensitive innovations through methodological rigor and collaborative design (Whelan *et al.*, 2022).

Three participants were involved in the needs analysis phase through semi-structured interviews that explored their current PE teaching practices, challenges faced, and perspectives on the use of exercise as punishment. Another set of three experts in PE and instructional design was engaged during the peer review phase. They reviewed the manual draft using a structured evaluation form focusing on clarity, relevance, cultural sensitivity, and alignment with DepEd's curriculum. Finally, three implementers participated in the implementation and evaluation phases by integrating selected manual components into their actual classroom sessions within a week trial period.

Data were gathered using a combination of in-depth interviews to capture individual insights, expert review checklists for validation scoring, post-implementation questionnaires to assess perceived effectiveness and feasibility, and a focus group discussion to collectively reflect on practical challenges and recommendations. The qualitative data were analyzed using descriptive narrative techniques, with themes organized around the study's key objectives: identifying instructional gaps, reviewing content, and assessing usability. Feedback gathered during implementation was especially critical in informing revisions related to technical accuracy, activity safety, curriculum fit, and the inclusive appeal of the manual's design and language.

Ethical standards were upheld in accordance with the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). The study obtained ethical clearance from the Lourdes College Research Ethics Committee. Informed consent was secured from all participants, with confidentiality and voluntary participation strictly maintained.

Results

Participants reported that a lack of updated instructional materials, limited access to equipment and facilities, and inadequate professional development hindered PE instruction. Teachers also noted difficulties in managing student motivation and classroom behavior, which often led them to adopt punitive approaches. One teacher remarked, "*We just search online for any material we can use since we don't have PE books.*" This highlights the improvisational nature of PE instruction in underserved contexts. These findings support previous studies that have shown how inadequate support structures hinder the effective implementation of PE.

In response to these challenges, the *BiboAktibo Manual* (derived from "*bibo*," meaning energetic, and "*aktibo*," meaning active) proposes a manual about the use of low-cost, inclusive, and motivational exercises rooted in the EAR approach. The activities were designed to be adaptable to different grade levels, classroom settings, and available resources. Teachers found that using exercises as rewards increased student enthusiasm and participation. This approach aligns with Skinner's reinforcement theory and confirms findings by Hardy and McLeod (2020), who emphasized the motivational benefits of using positive reinforcement in PE. *Table 1* shows the proposed structure of the supplemental manual (*see p. 51*).

Moreover, *Table 2* summarizes the expert reviewers' feedback by manual section, along with the overall feedback from the experts (*see p. 51*). Experts evaluated the manual based on criteria such as relevance, content clarity, design, and alignment with the K to 12 PE curriculum. They affirmed the manual's contextual suitability and pedagogical value, but also recommended improvements. Suggestions included integrating more safety reminders, strengthening age-appropriate instructions, and aligning with SMART objectives. These recommendations guided the revision of the manual and contributed to its overall quality and alignment with curriculum goals (Rebryna *et al.*, 2024; Kaufman *et al.*, 2005).

Lastly, *Table 3* provides a summary of the feedback from the teacher implementers on the manual's implementation (*see p. 52*). Implementers reported that the manual improved student engagement, classroom discipline, and instructional organization. One implementer shared, "*Students are more excited when we use rewards; they even ask when the next game will be.*" Feedback emphasized the need to improve further the layout, simplicity of language, and visual aids. Overall, the implementers endorsed the manual's use and believed it had transformed how students perceived physical activity, making PE more enjoyable and less fearful.

Moreover, incorporating expert and implementer feedback, the final version of *BiboAktibo Manual* was revised to include more precise instructions, enhanced visual layout, age-differentiated activities, and SMART-aligned objectives. The revisions aimed to enhance usability and safety while maintaining the manual's core goal: utilizing the EAR model to promote positive behavior and participation.

Discussion

Participants' reports of lacking updated instructional materials, limited access to equipment and facilities, and insufficient professional development underscore long-standing systemic challenges in the delivery of PE in the Philippines. The absence of standardized PE resources often leads teachers to depend on improvised or online content, revealing inconsistencies in instructional quality (Poblador & Tagare, 2023). A teacher highlighted the reactive and makeshift nature of instruction in underserved contexts—a finding echoed in Aboagye *et al.* (2022), which emphasizes the value of improvisation as a coping strategy in resource-scarce educational settings. However, while improvisation allows for creative adaptation, it may compromise curricular alignment and pedagogical rigor, especially in the absence of structured professional training.

The lack of facilities and instructional tools also impacts the physical and motivational aspects of PE, limiting students' opportunities for active participation, particularly in skill-based activities (Cheng, 2024; Edralin & Pastrana, 2023). Additionally, teachers in this study reported struggling to manage student motivation and behavior, sometimes defaulting to punitive strategies, which reflects broader cultural and systemic tensions in valuing PE compared to academic subjects (Tagare, 2022; Thompson & Nigg, 2020). These practices not only contradict contemporary pedagogical standards but also perpetuate negative attitudes toward physical activity among learners.

Moreover, the findings highlight a persistent gap in professional development for PE teachers. Teachers are often underprepared for modern PE challenges, especially in post-pandemic educational environments that demand digital literacy and inclusive, motivational strategies (Belleza *et al.*, 2021; Daw-as & Pelila, 2024). As Gobbi *et al.* (2021) and Mercier *et al.* (2021) show, the transition to remote learning further exacerbated teachers' need for relevant, continuous training. Without these supports, the effective implementation of PE curricula remains hampered.

In response, this study proposes the *BiboAktibo Manual*, which offers a practical and low-cost solution to common challenges in PE by promoting EAR approach—a strategy grounded in Skinner's reinforcement theory, which emphasizes that positive reinforcement strengthens desirable behaviors. Designed to be adaptable across grade levels and learning environments, the manual includes motivational exercises that encourage student participation. Teachers reported increased enthusiasm and engagement when exercises were framed as rewards, aligning with findings by Hardy and McLeod (2020) and Centeno *et al.* (2022), who affirmed the motivational benefits of positive reinforcement in PE contexts.

Additionally, the manual leverages the impact of teacher enthusiasm, which plays a crucial role in motivating students, even if it is not always directly tied to academic achievement (Centeno *et al.*, 2022). *BiboAktibo Manual* supports sustained engagement in physical activity through fostering a lively and supportive classroom atmosphere. Its focus on adaptability also reflects current educational priorities. Zhang (2021) emphasized that situational teaching strategies in PE—where lessons adapt to specific contexts—boost student action and enjoyment. The *BiboAktibo Manual* aligns with this principle, offering flexible, inclusive exercises suited for diverse and evolving classroom realities.

The *BiboAktibo Manual* is strategically structured to guide educators through a comprehensive, inclusive, and motivational approach to PE. Chapter 1 serves as its philosophical foundation, promoting a shift from punitive methods to positive reinforcement, grounded in Skinner's theory of behavior (Casey *et al.*, 2021; Hill *et al.*, 2020). This is operationalized through the EAR model, which emphasizes rewards over punishment to enhance motivation and learning (Ayvaci *et al.*, 2024; Nall & Shahan, 2020). Chapter 2 addresses systemic constraints in Filipino schools—such as limited resources and insufficient support—by offering low-cost, tech-assisted, and collaborative strategies, aligning with best practices for equitable PE delivery (Gazali *et al.*, 2022; Holincheck *et al.*, 2024). It also integrates advocacy and leadership-building to sustain PE value beyond the classroom (Jette *et al.*, 2022). Chapter 3 focuses on curriculum adaptation and instructional planning, introducing gamified and student-choice activities that promote autonomy and intrinsic motivation, which have been proven to increase participation and physical outcomes in PE (Carriedo *et al.*, 2023; Prontenko *et al.*, 2020).

Moreover, Chapter 4 emphasizes behavioral and psychological strategies, fostering a safe, inclusive environment that reduces anxiety and encourages engagement. Reflective assessments empower student ownership of learning (Gustiawati *et al.*, 2023; Huhtiniemi *et al.*, 2020). Chapter 5 synthesizes key principles for sustainable application, highlighting the importance of teacher well-being, professional development, and joyful learning environments (Shrivastava *et al.*, 2024; Wen & Liu, 2024). Finally, Chapter 6 includes ready-to-use reward-based movement activities that are fun, functional, and aligned with inclusive education principles, reinforcing the manual's commitment to motivation-based PE pedagogy (Jonaria & Ardi, 2020).

Regarding the findings in Table 2, which present the consolidated feedback from expert reviewers on the structure, content, and contextual relevance of the *BiboAktibo Manual*. Reviewers assessed the manual's alignment with key pedagogical criteria, including clarity of content, age-appropriateness, instructional coherence, curriculum alignment, and technical accuracy. Overall,

experts affirmed the manual's relevance and practical value, especially in addressing challenges in PE instruction within resource-constrained Philippine schools.

Chapter-specific feedback emphasized the need for revisions that would enhance the manual's curriculum integration and pedagogical soundness. Recommendations included the inclusion of more safety measures, SMART-aligned instructional tips, and sample implementations to support diverse learning contexts. Notably, experts encouraged the integration of clear grade-level indicators, the use of inclusive language, and consistency in formatting, ensuring accessibility and usability across various educational settings.

The expert review process served not only as a validation mechanism but also as a framework for iterative refinement, ensuring that the manual would meet both curriculum expectations and the needs of teachers. As highlighted in curriculum design literature, structured expert evaluation is essential for enhancing instructional tools, particularly in health and PE contexts where engagement, safety, and inclusion are paramount (Kaufman *et al.*, 2005; Rebryna *et al.*, 2024). The incorporation of this feedback substantially strengthened the manual's educational utility and alignment with the goals of the K to 12 PE curriculum.

In terms of feedback from teacher implementers, Table 3 captures insightful comments on the *BiboAktibo Manual*, affirming its positive impact on student engagement, classroom discipline, and instructional organization. Teachers reported heightened enthusiasm among students, with one implementer noting, "*Students are more excited when we use rewards; they even ask when the next game will be*" (Teacher A, Lines 429–431). This reflects existing evidence that reward-based learning in PE enhances motivation and participation, helping to reframe exercise as an enjoyable, rather than punitive, activity (Tendinha *et al.*, 2021; Hamad, 2023).

Several teachers also emphasized how the manual humanized PE instruction, encouraging empathy and ethical teaching. One remarked, "*It's not just about improving fitness, but also protecting students' self-esteem and confidence... bring more compassion*" (Teacher C, Lines 55–58). This sentiment aligns with the manual's goal to shift from exercise-as-punishment to positive reinforcement and student well-being, which is consistent with the principles of trauma-informed and inclusive education (Centeno *et al.*, 2022).

Feedback also highlighted the manual's adaptability, particularly in low-resource environments. Teacher A shared, "*You can use the stairs... even the water bottles... regardless, you can use that for the activities*" (Lines 110–115), while Teacher B emphasized the power of low-tech tools: "*The digital strategies... QR codes and offline apps... modernized PE without needing too much budget*" (Lines 117–120). These reflections validate the manual's alignment with adaptive teaching practices, reinforcing the findings of Calderón *et al.* (2020) on the value of resource-flexible PE approaches.

Equally significant were suggestions for improvement. Implementers called for simplified language, improved layout, and stronger visual aids, recognizing that visual supports can deepen student comprehension. Teacher C noted, "*Very engaging and adaptable... students will have very good time doing that activity*" (Lines 391–394), but also hinted at the potential for more clarity. This aligns with research suggesting that instructional design must prioritize visual and linguistic accessibility, especially in heterogeneous classrooms (Cuenca *et al.*, 2024; Jasadijaya *et al.*, 2023).

Finally, implementers strongly endorsed the manual's transformative potential. Teacher B concluded, "*It leaves you feeling empowered, motivated and better equipped to make a real difference in your students' lives*" (Lines 437–441), while Teacher C affirmed, "*It's a manual that can create real change... emotionally, physically, and also socially*" (Lines 446–449). These testimonials underscore that when instructional materials are pedagogically sound, emotionally resonant, and context-sensitive, they become powerful tools for sustainable change in PE culture.

Conclusion

This study aimed to develop, implement, and evaluate a supplemental instructional manual that reframes physical activity through the EAR approach. In alignment with this aim, the study identified key barriers to effective PE instruction, including the continued use of punitive exercise, lack of professional development, and scarcity of accessible, context-appropriate teaching resources. Through a design and development methodology guided by the ADDIE model, the study responded to these challenges by producing a research-informed, teacher-validated tool that promotes positive reinforcement and learner engagement in PE classrooms.

The manual, developed with roots in behaviorist theory and aligned with the DepEd K to 12 curriculum, features low-cost, inclusive, and motivational physical activities. Its content is tailored to varying grade levels and available school resources, incorporating SMART-aligned objectives, safety precautions, culturally relevant examples, and simple visual aids. The manual underwent expert review and field implementation, with feedback confirming its contextual fit and practical utility. It addresses not only the immediate instructional needs of MAPEH teachers in Bukidnon but also holds potential for broader adoption across Philippine public schools. Its development marks a significant contribution to the national discourse on ethical, student-centered

PE instruction, positioning the manual as a replicable model that can enhance physical education delivery in under-resourced environments.

Based on the study's findings, it is recommended that local school divisions and regional education units promote the integration of reward-based physical activities through in-service training, continuing professional development (CPD), and curriculum enhancement initiatives. Teacher education institutions (TEIs) are also encouraged to embed the EAR framework in pre-service PE training to prevent the normalization of punitive exercise. Moreover, future studies may explore the long-term behavioral and psychosocial outcomes of implementing the manual across different regions and grade levels. Such efforts will further strengthen inclusive and values-oriented education, supporting the Department of Education's MATATAG agenda and the Sustainable Development Goals on Good Health and Quality Education.

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Ethical Approval: *This study was conducted in compliance with institutional ethical protocols. Approval was granted by Lourdes College, Inc. Research Ethics Committee. All participants signed informed consent forms and were assured of confidentiality and the voluntary nature of their participation.*

AI Declaration: *AI tools, such as ChatGPT, were used to assist in converting portions of the thesis into a journal-ready structure and language under human supervision. Grammarly AI assisted with grammar checking. Thematic coding, data interpretation, and final manuscript writing were conducted by the author.*

Data Availability Statement: *Anonymized data, including transcripts and coding summaries, are available upon reasonable request from the corresponding author, subject to ethical guidelines and approval for academic use.*

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Table 1*Proposed Structure of the Supplemental Manual*

Chapters	Sections
Chapter 1: Introduction	1.1 Background of the Manual 1.2 Purpose and Goals 1.3 Philosophy: From Punishment to Positive Reinforcement 1.4 How to Use This Manual
Chapter 2: Overcoming Resource, Facility, and Faculty Constraints	2.1 Low-Cost, Space-Saving, and No-Equipment Activities 2.2 Digital, Multimedia, and Tech-Assisted PE Resources 2.3 Teacher Support Systems and Training Templates 2.4 Advocacy for PE and Lifelong Fitness 2.5 Promoting Leadership, Collaboration, and Peer Learning 2.6 Sports-Based Learning and Talent Development
Chapter 3: Instructional Planning, Pedagogical Adaptation, and Instructional Challenges	3.1 Gamified and Choice-Based Movement Routines 3.2 "PE Snack Time" and "Power Hour" Activities 3.3 Integrated Theory-and-Play Activities 3.4 Addressing Curriculum Gaps and Policy Alignment
Chapter 4: Enhancing Student Engagement, Motivation, and Classroom Management	4.1 Strategies for Boosting Student Motivation and Engagement 4.2 Addressing Barriers to Participation and Confidence 4.3 Effort-Based and Reflective Assessment Tools 4.4 Positive Discipline and Reducing Performance Anxiety 4.5 Feedback and Behavior Monitoring Tools
Chapter 5: Conclusion	5.1 Summary of Key Principles 5.2 Practical Tips for Sustained Implementation 5.3 Future Directions for Positive PE Practices 5.4 Final Reflection: Building a Culture of Movement Enjoyment
Chapter 6: Suggested activities and exercises for a Rewarding Classroom Experience	6.1 Activity 1: Rock-Paper-Scissors Reward 6.2 Activity 2: Sideline Rock-Paper-Scissors Movement Relay 6.3 Activity 3: Around the World Movement Challenge 6.4 Tips for Creating Movement-Based Reward Games (Like Activities 1–3)

Table 2*Summary of the Expert Reviewers' Feedback by Manual Section*

Chapter/Aspect	Feedback Summary	Expert Reviewer
1. Introduction	• Move the background to the preface; retain overview, purpose, goals in Chapter 1.	Reviewer 1
	• Include the Matatag Curriculum as a legal basis.	Reviewer 2
	• Content is interesting and fair.	
	• Use consistent terms (MAPEH vs. PE).	
	• Cite sources on "exercise as punishment" (pp. 4–5).	Reviewer 3
	• Language is satisfactory.	
	• Organization, accuracy, and contextualization are fair.	
2. Overcoming Resource, Facility, and Faculty Constraints	• In place (no further suggestions).	Reviewer 1
	• Add safety and risk management section.	Reviewer 2
	• Revise impractical tips; ensure they are SMART.	
	• Adjust terms to be grade-appropriate.	
	• Concepts are useful but idealistic; improve clarity.	Reviewer 3
	• Include sample implementation with illustrations.	
	• Language is satisfactory; other categories rated fair.	
3. Instructional Planning, Pedagogical Adaptation, and Instructional Challenges	• Specify age/grade level and activity intensity for each activity.	Reviewer 1
	• Cite sources from the last 5 years.	Reviewer 2
	• Check activity alignment with PE Curriculum Guide.	
	• Add sample implementations with visuals.	
	• Language is satisfactory; other aspects rated fair.	Reviewer 3
	• In place (no further suggestions).	

4. Enhancing Student Engagement, Motivation, and Classroom Management	- Add citations. - Prioritize actionable strategies. - Include examples of real-world PE applications.	Reviewer 1
	- Include sample implementation with illustrations. - Language is satisfactory; other aspects rated fair.	Reviewer 2
	Align with revised K–10 Curriculum and PPST competencies.	Reviewer 3
5. Towards Sustainability	- Add citations. - Ensure consistency in manual title. - Include an evaluation section.	Reviewer 1
	- Add illustrations of sample implementation. - Language is satisfactory; other aspects rated fair.	Reviewer 2
	In place (no further suggestions).	Reviewer 3
6. Suggested Activities and Exercises	- Cite sources. - Add objectives to activities. - Ensure inclusion of Students With Additional Needs (SWANs).	Reviewer 1
	- Provide sample implementations with visuals. - Language is satisfactory; other aspects rated fair.	Reviewer 2
	In place (no further suggestions).	Reviewer 3
7. Overall Strength	- Provides a comprehensive guide for PE teachers. - The title “BiboAktibo” is catchy and should be clearly explained in the preface for international understanding.	Reviewer 1
	The manual is full of brilliant ideas that need to be unpacked with practical applications and illustrations to make it truly manual in nature.	Reviewer 2
	- Demonstrates thoughtful planning and structure. - Suggested activities are clearly guided, age-appropriate, inclusive, and promote exercise as a bias-free experience.	Reviewer 3
8. Areas for Improvement	- Improve technical accuracy, especially citations. - Consider regular updates to reflect current best practices, research, and curriculum changes.	Reviewer 1
	Include illustrations and detailed procedures for the activities.	Reviewer 2
	Align all activities with the revised K to 10 curriculum. - Specify suggested grade level/ age group and activity intensity to ensure safety and effectiveness.	Reviewer 3
9. General Recommendations	- Polish the manual with a focus on technical accuracy. - Ensure logical organization and progression of topics. - Maintain consistent formatting (fonts, sizes, etc.). - Congratulations!	Reviewer 1
	Emphasize that the manual supports making exercise a rewarding experience for all learners.	Reviewer 2
	Align activities with DepEd curriculum and PPST standards. - Include age or grade-level indicators and recommended intensity levels. - Keep the inclusive, guided, and practical nature of the manual while updating for relevance.	Reviewer 3

Table 3

Summary of the Focus Group Discussion Feedback from the Teacher Implementers on the Implementation of the Manual

Parts/ Aspects	Verbatim
Chapter 1	Chapter one also talks about how deep is the connection between suffering and exercises... promoted exercises as a very grateful experience for the students. (Teacher A: Lines 44-48)
	The call for teachers to act ethically really stood out... made me more mindful of the need to create positive experiences. (Teacher B: Lines 50-53)
	It's not just about improving fitness, but also protecting students' self-esteem and confidence... bring more compassion. (Teacher C: Lines 55-58)
Chapter 2	You can use the stairs... even the water bottles... regardless, you can use that for the activities.

	<i>(Teacher A: Lines 110–115)</i>
	I also like the digital strategies... using QR codes and offline fitness apps... modernized PE without needing too much budget. <i>(Teacher B: Lines 117–120)</i>
	The peer coaching and reflective journaling ideas are simple but powerful... sometimes the best resources we have is each other. <i>(Teacher C: Lines 160–162)</i>
Chapter 3	It was introduced to the students as a game... amazing idea that sparked their motivation. <i>(Teacher A: Lines 174–179)</i>
	Integration of academic subjects into PE... a great way to keep students learning holistically. <i>(Teacher B: Lines 185–187)</i>
	The PE snack time idea... can refresh students' brain and keep them more focused. <i>(Teacher C: Lines 190–193)</i>
Chapter 4	It also addresses auditory learners, and all the other types of learners... rewarding effort and creativity. <i>(Teacher A: Lines 239–244)</i>
	Kindness circles impressed me... building a positive social climate... <i>(Teacher C: Lines 280–282)</i>
Chapter 5	It recognizes that this is not really easy... starting small and building momentum... <i>(Teacher A: Lines 308–312)</i>
	When students have voice, they are more committed to the program and its success. <i>(Teacher B: Lines 318–319)</i>
	If teachers stay curious and keep reflecting... positive energy even when challenges come up. <i>(Teacher C: Lines 328–330)</i>
Chapter 6	Very engaging and adaptable... students will have very good time doing that activity. <i>(Teacher A: Lines 391–394)</i>
	Celebrating movement rather than penalizing mistakes... encourages a positive relationship with physical activity. <i>(Teacher B: Lines 401–404)</i>
	Partner up, meet new classmates... build community while exercising. <i>(Teacher C: Lines 417–419)</i>
Overall	Introducing a fun way, a creative way, in a very enjoyable way of teaching physical... <i>(Teacher A: Lines 429–431)</i>
	It respects real-world challenges teachers face... leaves you feeling empowered and better equipped... <i>(Teacher B: Lines 438–441)</i>
	It's a manual that can create real change, emotionally, physically and also socially... <i>(Teacher C: Lines 447–449)</i>
Usefulness of the Manual	Overall thought to be the manual request to understand it, or if you really do or if you really can be deeper, it is a new way of thinking about it, like transforming in a new way. It's like introducing a fun way, a creative way, in a very enjoyable way of teaching physical. <i>(Teacher A: Lines 428–431)</i>
	Yes, mom with it will be a very, very, very help for us, especially all of our textbooks are outdated during my time or during in my career...with these new activities, I think it would be very fun for them. <i>(Teacher A: Lines 461–467)</i>
	The manual is incredibly helpful for teachers. It offers clear, practical guidance and creative ideas that make planning and leading activities easier and more engaging. <i>(Teacher B: Lines 472–475)</i>
	For me, Maam it's practical, but also incredible inspiring. It's truly respects the real world challenges teacher face, while providing the full suitable tools to help us move forward in a positive and meaningful way, instead of feeling overwhelmed, it leaves you feeling empowered, motivated and better equipped to make a real difference in your student lives. <i>(Teacher B: Lines 437–441)</i>
	My overall thoughts about the Bibo manual is, I think it's a manual that can create real change, change emotionally, physically and also socially. Change for both teachers, not just for teachers, but also students. <i>(Teacher C: Lines 446–449)</i>
	For me, ma'am, the manual is a great help. Wow. It can help both the teachers and the students for a guide in their PE classes. <i>(Teacher C: Lines 480–482)</i>