Exploring The Lived Experiences of Teachers on Teaching Strategies in Teaching Physical Education

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Abstract

This study aims to determine the lived experiences of teachers in employing diverse teaching strategies to enhance teamwork and social interaction in Physical Education classes in Davao City located in Region XI, Philippines. The study sought to understand how collaborative, personalized, and inclusive teaching strategies impact students' confidence, teamwork, and leadership skills. A qualitative interpretative phenomenological approach was used for the study design, and data were collected using a validated semi-structured interview guide through in-depth interviews with five participants. A thematic analysis was used to identify patterns and themes in the responses, providing a comprehensive understanding of the strategies employed by teachers. The results revealed that teachers employed collaborative learning, personalized instruction, inclusivity, teamwork, respect-based instruction, and peer mentoring to cater to diverse student needs. These strategies significantly improved students' teamwork and social interaction, aligning with social constructivism theory by Lev Vygotsky, which emphasizes the importance of active, experiential, and socially interactive learning. Additionally, further studies may consider examining these strategies in different educational contexts, such as primary or tertiary education, to assess their effectiveness across varying academic levels or employing a mixed-method approach that could provide deeper insights into the measurable impact of these strategies.

Keywords: teamwork; teaching strategies; social interaction; teachers experience; student engagement

Introduction

Teaching strategies encompasses diverse methods from traditional lectures to hands-on activities aimed to foster active learning, curiosity, and exploration to enhance student engagement and cater varied learning styles (Gulamova, 2024). Certainly, studies reveal that teachers are aware of innovative teaching strategies but their application within the classroom remains low (Christian-Ike et al., 2024). However, a finding indicated that teachers did not practice the strategies in the classroom and reveals low self-efficacy and critical thinking (Amale & Gebretsadik, 2024). Meanwhile, results shows that teachers across the nation was classified as low level in terms of teaching strategies (Prokop-Dorner et al.,2024).

In the Indonesia, a study reveals low level of teachers applying strategies in the class and poor on learning process and student development (Kusnandi, 2024). On the other hand, a school in Saudi Aribia, highlights a lower level of teachers' use of strategies that support teaching the Zone of Proximal Development (Alghamdy, 2024). Consequently, a study of Hancock et al. (2024), reported that the teachers in Finland rank as the lowest levels of implementing teaching strategies and have low self-efficacy, and mid-attitudes profile. Likewise, in Pakistan teachers shows insufficient teaching strategies and non-availability (Ahmad et al., 2024).

Meanwhile, the issue of low levels of teaching strategies in the Philippines has been a subject of increasing concern. In the schools' division of Iloilo, it was highlighted that teachers are not equipped with the necessary strategies and approaches, lack orientation, and did not receive adequate training (De Ocampo et al., 2024). Similarly, a study of the Department of Education-Quezon District in Nueva Vizcaya, states that public school teachers have limited access to technology, insufficient teaching materials, and inadequate training (Cinense & Vadil, 2024). In addition, a study reveals by Angeles University Foundation, Philippines that teaching strategies were not observed in majority of the teachers (Pamintuan, 2024).

The prevalence of issues related to low levels of teaching strategies in teaching physical education remains a challenge to all teachers considering the insufficient teacher training, limited resources, high workloads, large class sizes, and a lack of collaboration among stakeholders (Geronimo et al., 2024; Ras, 2024). Despite this understanding, there is limited research on targeted interventions to address and improve the level of teaching strategies, particularly among diverse teachers teaching physical education. Thus, this study is conducted.

Statement of the Problem

This study aimed to describe the lived experience of teachers in teaching physical education within the Davao region. Specifically, it sought to answer the following questions:

1. What are the lived experiences of physical education teachers on teaching strategies in teaching physical education?

Theoretical Framework

This study is anchored in the Social Constructivism Theory by Lev Vygotsky in the 1920s to 1930s, which emphasizes the role of teamwork and social interaction in learning. The learning occurs through meaningful social interactions, where students integrate their own understanding with the guidance of a teacher. Teachers play a crucial role in facilitating this process by understanding students' perspectives. This approach highlights the importance of making learning experiences relevant to students through collaboration, as they only grasp concepts that are meaningful to them.

Method

This study employs a phenomenological qualitative research design to explore the lived experiences of Physical Education teachers. A Phenomenology, as defined by Creswell and Creswell (2018), seeks to understand and describe individuals' shared experiences of a specific phenomenon. This approach is ideal for capturing the essence and core meaning of teaching strategies as applied by educators in physical education. The study will be conducted in Davao City, located in Region XI, Philippines, which was chosen for its reputation as an inclusive and supportive environment for teachers. Participants will be purposively selected, focusing on those who have developed unique teaching strategies, ensuring an in-depth exploration of their methods and perspectives.

Data collection will involve individual in-depth interviews (IDIs) with five selected participants, ensuring a rich and comprehensive analysis of their teaching approaches. Thematic analysis, following Braun and Clarke's (2006) six-step approach, will be used to process qualitative data. This method involves familiarization with the data, coding, theme identification, theme review, theme definition, and report production. Through this, the study aims to provide a deeper understanding of how personal and professional

experiences shape effective teaching strategies in physical education.

Results and Discussion

This portion summarizes key findings and highlights themes from interviews, offering a narrative to give meaning to participants' experiences.

Lived Experiences of Teachers on Teaching Strategies in Teaching
Physical Education

The data gathered showed six significant themes on the strategies used by the teachers in the class, which I extracted from the in-depth interview. Both these themes emerged from critical reflection. These are the factors affecting teamwork and social interaction.

As a researcher, I focused on the use of different teaching strategies suitable for teaching physical education. The use of diverse and interactive teaching methods such as visuals, hands-on activities, and group discussions cater to various learning styles, which promotes teamwork and connection among students. It also designed tailored activities and used varied teaching methods to address diverse skill levels, interests, and learning styles, ensuring all students can engage meaningfully and demonstrate their learning effectively.

Hence, fostering collaboration and motivation through team-based physical activities creates opportunities for students to work in teams, where they can support and encourage one another and promote inclusivity and respect, valuing effort and peer support through differentiated roles.
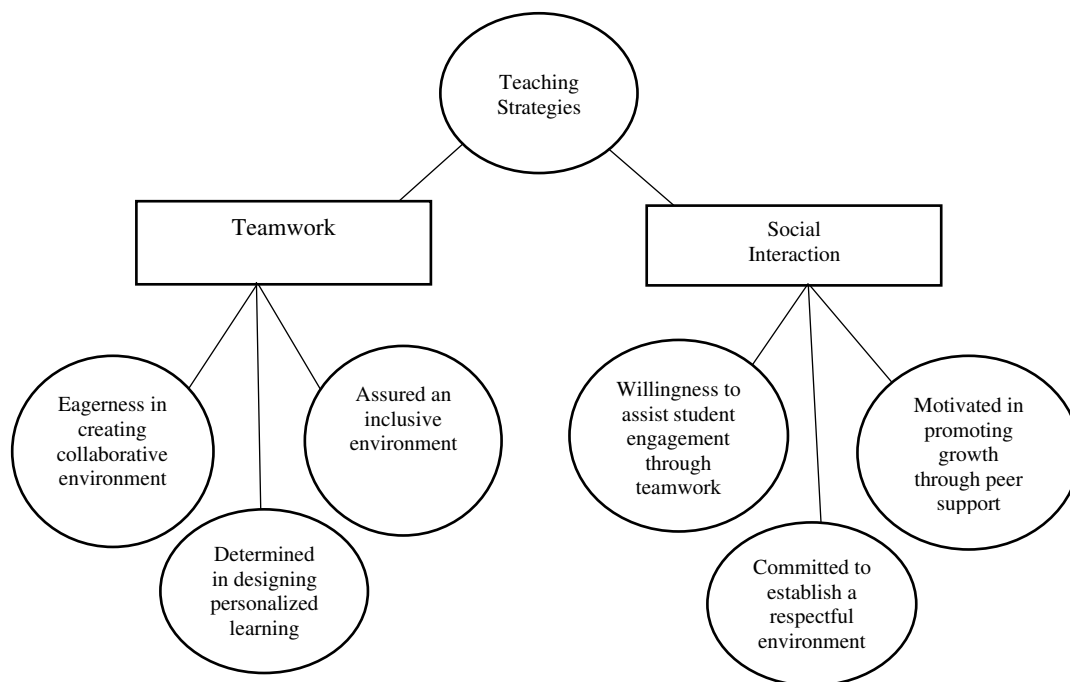
Figure 1. Emerging themes of Lived Experiences of Teachers on Teaching Strategies in Teaching Physical Education

This research transcends academia, offering a glimpse into the profound experiences and emotions linked to this pursuit.

During interviews, teachers consistently highlighted the concepts of teamwork in fostering student growth, revealing its centrality to their teaching strategies and holistic approach to nurturing academic success, emotional, and social well-being of students. Three sub-themes emerged: eagerness in creating collaborative environment; determined in designing personalized learning; and assured an inclusive environment.

Teamwork

An educational setting is fostered through hands-on activities, group work, and team-building exercises that create an environment of mutual support and collaboration. By engaging in group challenges and problem-solving tasks, students develop essential social skills, build trust, and cultivate a sense of belonging. This indicates that teamwork positively influences student engagement and satisfaction, emphasizing the importance of collaborative learning approaches. Teachers play a crucial role by facilitating small-group discussions, guiding self-planned meetings, and incorporating socially relevant problems into the curriculum. A classroom environment that promotes positivity, enjoyment, grit, a growth mindset, and open communication further strengthens teamwork, enabling students to work effectively together toward shared goals.

From my interview, teachers incorporated hands-on activities and group work into the lessons, which allows them to support students' development effectively. It was also mentioned that teachers prioritize team-building exercises, such as group challenges, to foster connections among students and create an environment of mutual support. These activities help students develop essential social skills, build trust, and cultivate a sense of belonging within the group. This approach not only enhances their academic performance but also nurtures their emotional and social well-being.

In support, results depicted that students develop their teamwork and positively predict students' engagement with their academic program (Bhargava et al., 2024). To attain satisfaction, teachers should have freedom in identifying curriculum and socially relevant problems, apply collaborative work in small groups, and self-planned group meetings of students as well as coaching by a teacher has a huge factor in developing their teamwork (Zhu et al., 2024). The classroom must promote a positive environment, enjoyment, grit, a growth mindset, and willingness to communicate with one another, which enhances teamwork (Lee & Taylor, 2024).

Eagerness in creating collaborative environment. The collaborative learning in PE enhances cognitive, social, and physical development through breaking down the concepts and using diverse instructional strategies, teachers ensure that all students, regardless of their learning styles or abilities, can grasp fundamental skills and principles. A collaborative learning is an instructional approach involving more than two participants working together, where resources are shared at specific times. The method leverages diverse skills and abilities among learners to achieve specific goals or learning outcomes.

Furthermore, it is evident from our discussion that teachers play a crucial role in this process by breaking down complex ideas into manageable components and employing diverse instructional strategies, such as demonstrations, group activities, and peer teaching. These strategies ensure that all students,

regardless of their learning styles or abilities, can engage and internalize the foundational skills necessary for success in PE. To wit, some of the participants had expressed:

> "I break down complex concepts into simpler, manageable parts and group discussions to cater to various learning styles." – P1, IDI L3-L5.

> "I also use peer mentoring, where older or more advanced students help younger ones, which not only boosts their self-esteem and reinforce the idea." – P1, IDI L4-L6.

> "I use a variety of teaching methods like visual aids, hands-on activities, and group work to meet learning needs." - P2, IDI L1-L2.

The studies show that collaborative learning emphasizes student communication, which improves academic content comprehension as well as emotional and social skills (Borbor & Mero, 2024). A foundation of collaborative learning lies in the premise that students achieve high outcomes through interaction, sharing knowledge, and exchanging ideas (Hsu & Shiue, 2018). Consequently, the role of peer feedback in fostering self-assessment, metacognition, and social skills, preparing students for collaborative environments creating an inclusive, dynamic, and skill-oriented learning experiences that meet diverse student needs and enhance overall educational outcomes (Topping, 2017). Similarly, in fostering a collaborative environment it promotes inclusive learning through personalized strategies and peer mentoring which enhance student engagement, develop social skills, and improve self-confidence (Carter et al., 2015).

Determined in designing personalized learning. It underscores that personalized learning were highly learner self-regulated, had transparent and actionable real-time data, provided various structures for student voice and feedback. It also aims to create an inclusive learning environment where each student can demonstrate their understanding and progress effectively, fostering a more individualized and effective learning experience. The personalized learning acknowledges the diverse needs of students. It emphasizes the importance of designing activities that are specifically tailored to cater to varying skill levels, interests, and learning styles. By incorporating different teaching methods, the teacher ensures that all students, regardless of their background or abilities, are given the opportunity to engage with the material in a meaningful way.

> "I design activities that cater to varying skill levels, the interest and learning styles by providing simplified instructions or additional guidance for younger or less experienced students and also offering advanced challenges or leadership roles to more mature or skilled students." – P3, IDI L3-L5.

> "I make sure that I tailor my instruction by offering different ways for my students to engage with and demonstrate their learning." - P5, IDI L1-L2.

The personalized learning is grounded in differentiated instruction which is essential to support the diverse needs, interests, and abilities of students through tailoring the activities base on their varying skill levels will help students to learn better (Kruiper & Van der Merwe, 2022). Similarly, personalized learning foster inclusivity and engagement while ensuring that all students are adequately supported in their learning (Linder, 2023). Besides, personalize approach have not only aids in skill acquisition but also boosts self-confidence, as students are allowed to progress at their own pace (Jwa et al., 2022). This personalizes

learning approach nurtures both the individual growth of students and the development of a positive, inclusive classroom culture that benefits all learners (Hechter & Hall, 2022).

Assured an inclusive environment. It aims to create a positive and supportive classroom environment where every student feels safe, respected, and included. The teacher emphasizes the importance of celebrating each student's uniqueness, recognizing that every learner brings distinct qualities, experiences, and perspectives that enrich the classroom. By promoting open communication, the teacher encourages students to share their thoughts and ideas freely, fostering a sense of trust and mutual respect. Additionally, the teacher ensures that each student feels valued, recognized, and integral to the class, contributing to a deeper sense of belonging.

> "I created a safe and welcoming space by treating everyone with respect in the classroom." - P5, IDI L2-L3.

> "I make sure to recognize and celebrate each student's uniqueness and strengths and contributions, reinforcing that every individual is valued." - P1, IDI L3-L5.

> "I establish clear rules, encourage open communication, and make sure every student's heard and respected." - P2, IDI L1-L2.

> "By giving everyone a chance to participate, I am promoting a sense of belongingness and allowing each student to feel like they are important." - P4, IDI L6-L7.

The inclusive environment is centered around the idea of providing equitable learning opportunities for all students, regardless of their abilities, learning styles, or backgrounds, ensuring that every student has access to quality education and meaningful participation in classroom activities, fostering a sense of belonging and community (Hughes et al., 2020). In an inclusive learning environment, fostering student responsibility for their learning is crucial for enhancing motivation and promoting self-direction (Weimer, 2019). Educators should continuously adapt their approaches to meet the diverse needs of learners, ensuring inclusivity and equitable opportunities for all students (Baker & Choi, 2019).

Another significant concept evident in the theory was social interaction it enhances the learning experience and values of fostering connections among students. These themes underscore the intentional social interaction that enhances academic outcomes and strengthens interpersonal skills and community within the classroom. Subsequently, three sub-themes surfaced: willingness to assist student engagement through teamwork; committed to establish a respectful environment; and motivated in promoting growth through peer support.

Social Interaction

The social interaction plays an important role and serves as core of learning process, it allows to interact with other people assisting the learner to organize their thoughts, reflect on their understanding, and find gaps in their reasoning. Teacher may utilize this in employing such strategies like peer learning, reciprocal teaching, learning by teaching, learning by observation, learning by doing, and self-monitoring. It is highly important to create opportunities for meaningful collaboration, where students work together towards shared goals, building trust and motivation in the process. Consequently, this approach not only

enhances interpersonal relationships but also develops essential skills such as communication, problem-solving, and leadership. It cultivates inclusivity and respect through supportive engagement ensures that every student feels valued and accepted, regardless of their abilities or background.

From my interview, teachers are enjoying in making group activities which enhances social engagement but also strengthens bonds, cultivates leadership skills, and nurtures a spirit of inclusivity and respect within the group. A part from this, teacher integrates teamwork through physical activities that allows dynamic learning environment and promotes both physical fitness and essential interpersonal skills. It was also mentioned, that these activities foster collaboration by encouraging communication, mutual support, and strategic thinking among team members like relay races, students must coordinate their efforts and rely on each other's performance, reinforcing a sense of interdependence one of the best strategies designs for physical activities that emphasize teamwork as a central component of the learning experience.

In support, Gerdin (2024) emphasizes social interaction as form of inclusivity and equity in terms of physical education and health subject which create opportunities understanding diversity inside classroom. Similarly, Flores-Piñero et al. (2024) discussed that social interaction has a huge help for teachers to employ different methods and strategies and train themselves in new techniques, favoring cooperative learning, and promoting positive attitudes and behaviors within the class. Additionally, a study of Adank et al. (2024) stipulated through social interaction it adds meaningful PE experiences developing motor competence, personally relevant learning, and delight by which strategies positively contribute to children's PE enjoyment.

Willingness to assist student engagement through teamwork. It underscores that student engagement is pivotal factor in a student's educational journey where students are actively involved in their learning, participate in activities within and outside the classroom, and feel connected to their school and community. Consequently, teacher must focus on creating an environment where students feel accepted, respected, and supported. These activities encourage students to collaborate, communicate, and rely on one another to achieve shared objectives and develop critical social skills such as cooperation, problem-solving, and leadership.

"I create opportunities for students to work in teams, where they can support and encourage one another during physical activities." - P5, IDI L1-L2

"I often organize group exercises or paired activities where students of varying athletic abilities are mixed together." - P1, IDI L2-L3
"I used to give students opportunities for peer collaboration, which helps build their social skills and emotional intelligence." - P2, IDI L1-L2.

"I designed physical activities that require teamwork such as relay races, group obstacle courses or cooperative games like capture the flag." - P3, IDI L1-L2.

This notion is reinforced by Pongsophon (2024) investigated the enhancement of teacher collaboration as a catalyst for student engagement, which could indirectly foster improvements globally. It was supported by Song (2024) cited the student's engagement is a pivotal role in their intellectual development by which both peers and teachers have a significant role in shaping the academic performance. Additionally, Zajda J. (2024) state that environment considered the major factors contributing to students'

engagement which promote quality engagement, cultural identities and influence on students' academic achievement.

Committed to establish a respectful environment. The respectful environment underscores the importance of cultivating inclusivity and respect within the classroom by fostering a culture of supportive engagement. They highlighted strategies use by the teachers in the class such as encouraging active participation, acknowledging diverse perspectives, and creating a safe space where all students feel valued and respected. This promotes activities that require collaboration and mutual understanding, teacher can address individual needs while emphasizing the importance of collective growth. Additionally, it enhances students' sense of belonging that helps break down barriers of prejudice and misunderstanding ensuring that every learner, regardless of their background or abilities feel safe.

> "So, regardless of their skill level, every student deserves to feel valued and respected in the classroom." - P4, IDI L4-L5.

> "By encouraging students to cheer each other on and celebrate small wins, I help create a respectful environment where everyone belongs." - P5, IDI L3-L4.

Ramírez et al. (2023) highlighted that respectful teacher-student relationships positively affected students from diverse backgrounds created a sense of belonging and engagement among students and improved academic performance and retention. Simmons (2024) emphasizes the teacher's commitment to creating a safe and respectful environment, where every student feels valued and connected while recognizing that safety is a multi-faceted experience and supports individual circumstances. Zarpullayev et al. (2024) found out a respectful environment between professors and students can impact academic and individual performance and benefit students as it fosters a good and caring learning environment.

Motivated in promoting growth through peer support. In promoting peer support it reduces loneliness among students enhancing their self-esteem, self-awareness, and sense of social value through differentiated roles is a strategy that emphasizes the importance of recognizing individual contributions while fostering teamwork and uplifting one another. It involves assigning varied roles and responsibilities tailored to each student's strengths, abilities, and areas for growth, ensuring that everyone has an opportunity to participate meaningfully. Consequently, teacher create an environment where students are encouraged to take risks, try their best, and develop resilience, regardless of their skill levels. Both teacher and students understand differentiated roles promote peer support by allowing students to rely on one another's unique abilities, fostering collaboration and a sense of interdependence.

> "I overcome this by designing activities that allow for varied roles, encouraging peer support, and fostering an environment where effort and participation are valued."
> - P5, IDI L3-L5

> "I design activities where every student has a role and provide peer support ensuring that all students contributed and valued." - P3, IDI L1

> "I used differentiated instruction by creating activities strengthen peer mentoring multiple difficulty levels or roles." - P3, IDI L2-L3

Teachers fostering a supportive environment through peer support which enhances student resilience, reduces stress, and promotes a sense of security which increased motivation affecting the learning motivation of students (Lin & Ayob 2024). The teacher uses peer support to create supportive learning environments, and enhance student motivation (Amri et al., 2024). The benefits of peer mentoring extend beyond academic development, contributing to a stronger sense of belonging to the educational institution, increasing student success, and retention and self-efficacy (Chandrasekera et al., 2024).

Conclusion

Based on the findings, teaching strategies significantly enhance students' teamwork and improve social interaction among peers. There are themes of predicted concepts namely, collaborative environment, personalized learning, inclusive environment, student engagement, respectful environment, and peer support, thereby strengthening students' skills and sense of belongingness. This emphasizes the need for teachers to reflect on different strategies such as interactive teaching methods, visuals, and hands-on activities and provide individual feedback to cater to various learning styles. Learning is most effective when students engage in meaningful, socially interactive, and experiential learning processes. Further, based on the conclusion, this study accepts the assertion of social constructivism by Lev Vygotsky in the 1920s to 1930s. Correspondingly, the contention of the theory emphasizes the active learning, social engagement, and experiential activities constructed through interaction and collaboration by which diverse teaching strategies employed effectively support students' teamwork and social development, confirming the relevance of the social constructivism in the context of teaching Physical Education.

Recommendation

Based on the conclusion that utilizing different teaching strategies has a positive impact on students, it is recommended that educators continue to embrace and expand upon the use of varied instructional strategies that promote teamwork and social interaction in PE classes. Professional development programs should be established to equip teachers with the skills and knowledge necessary to implement these strategies effectively. On the other hand, schools should foster a collaborative culture among teachers, encouraging and sharing the best practices and experiences related to teaching strategies. Finally, further studies may consider examining these strategies in different educational contexts, such as primary or tertiary education, to assess their effectiveness across varying academic levels or employing a mixed-method approach that combines qualitative and quantitative data could provide deeper insights into the measurable impact of these strategies, ensuring that the educational practices remain responsive to the evolving needs of students.

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Appendix A. Interview Guide Questionnaire

Research Title: **LIVED EXPERIENCES OF TEACHERS ON TEACHING STRATEGIES IN TEACHING PHYSICAL EDUCATION**

Research Question	Guide Question	Probing Questions:
1. What are the lived experiences of teachers on teaching strategies in teaching Physical Education?	1. How does understanding students' teamwork influence the choice of teaching strategies to enhance motivation, confidence, and engagement in Physical Education classes?	1. How do you effectively use an instruction to accommodate the diverse or heterogeneous classroom? 2. What strategies did you use foster a positive classroom climate that supports students and promotes a sense of belongingness and safety? 3. Can you provide an example on what type of strategies did you used in the class that aligned with the needs of students?
	2. How can social interactions in physical education classes be effectively leveraged to foster motivation, persistence, and a sense of community among students of diverse skill levels, and what strategies can teachers use to overcome challenges in promoting such interactions?	1. How do you leverage social interactions to enhance students' motivation and persistence during physical activities? 2. How did you utilized social interactions to create a sense of community and belonging among students, regardless of their skill level or athletic ability? 3. What are the specific challenges and opportunities for promoting social interaction in physical education classes, and how can teachers overcome these challenges?

Appendix B. Thematic Analysis for Research Question 1

ANALYZED DATA WITH INTERPRETATION FOR QUALITATIVE

Research Objective 1: What are the lived experiences of physical education teachers on teaching strategies in teaching physical education?

STEP 1: Significant Statement and Clustered Themes
Part I. Teamwork

Core ideas	Code	Clustered theme
I break down complex concepts into simpler, manageable parts, and I use visuals, hands-on activities, and group discussions to cater to various learning styles.	P1, L3-L5	Utilized diverse, interactive teaching methods, such as visuals, hands-on activities, and group discussions, to cater to various learning styles, promote psychological development, and foster teamwork and connection among students.
I use a variety of teaching methods like visual aids, hands-on activities, and group work to meet different learning needs.	P2, L1-L2	
By incorporating hands on activities and group work into my lessons, I am able to support the psychological development of my students.	P4, L22-L23	
I focus on team-building activities, like group challenges, to help students connect and support each other.	P5, L1-L2	
So I design activities that cater to varying skill levels, the interest and learning styles by providing simplified instructions or additional guidance for younger or less experienced students and also offering advanced challenges or leadership roles to more mature or skilled students.	P3, L3-L5	Design tailored activities and use varied teaching methods to address diverse skill levels, interests, and learning styles, ensuring all students can engage meaningfully and demonstrate their learning effectively.
By incorporating a variety of teaching methods, teachers can, or me can address the different learning styles and preferences of my students.	P4, L7-L8	
I make sure that I tailor my instruction by offering different ways for my students to engage with and demonstrate their learning.	P5, L1-L2	
I make sure to recognize and celebrate each student's uniqueness and strengths and contributions, reinforcing that every individual is valued.	P1, L3-L5	It fosters a safe, respectful, and inclusive classroom environment by celebrating each student's uniqueness, promoting open communication, encouraging teamwork, and creating opportunities for every individual to feel valued and a sense of belonging.
I establish clear rules, encourage open communication, and make sure every student feels heard and respected.	P2, L1-L2	

I also do group activities and peer learning because it fosters teamwork and also a sense of community.	P3, L2-L3	
By giving everyone a chance to participate, I am promoting a sense of belongingness and allowing each student to feel like their are important.	P4, L6-L7	
I created a safe and welcoming space by treating everyone with respect and encouraging kindness in the classroom.	P5, L2-L3	
I also use peer mentoring, where older or more advanced students help younger ones, which not only boosts their self-esteem but also to reinforce the idea of community and support.	P1, L4-L6	It promotes a supportive and collaborative learning environment through peer mentoring, individualized feedback, and assigning roles that align with students' readiness and comfort levels, fostering growth, self-esteem, and a sense of community.
I also provide individual feedback to help them reflect on their progress and feel valued in their learning journey.	P2, L2-L3	
I assign roles based on students' readiness and comfort levels	P3, L1	

Part II. Social Interaction		
Core ideas	**Code**	**Clustered theme**
I leverage social interactions by incorporating team-based activity or group exercises that encourage collaboration.	P1, L1-L2	Fostering Collaboration and Motivation Through Team-Based Physical Activities
I encourage students to work in pairs or teams during physical activities, which boosts motivation as they support and cheer each other on.	P2, L1-L2	
I designed physical activities that require teamwork, of course, such as relay races, group obstacle courses or cooperative games like capture the flag.	P3, L1-L2	
So working out with others can make physical activities more enjoyable and can help students stay motivated.	P4, L4-L5	
I create opportunities for students to work in teams, where they can support and encourage one another during physical activities.	P5, L1-L2	
I often organize group exercises or paired activities where students of varying athletic abilities are mixed together.	P1, L2-L3	
One example of a strategy I used is giving students opportunities for peer collaboration, which helps build their social skills and emotional intelligence.	P2, L1-L2	
I make use of the natural environment, turning	P1, L5-L6	

it into a space team-building exercises like scavenger hunts or nature-based obstacle courses.		
I encourage students to work in pairs or teams during physical activities, which boosts motivation as they support and cheer each other on.	P2, L1-L2	
It presents both challenges and opportunities for promoting social interaction among students because they will collaborate, they will do or participate those activities by group.	P4, L4-L5	
So regardless of their skill level or let's call it an athletic ability, every student deserves to feel valued, respected and included in the classroom environment.	P4, L4-L5	Cultivating Inclusivity and Respect Through Supportive Engagement
By encouraging students to cheer each other on and celebrate small wins, I help create a supportive environment where everyone belongs.	P5, L3-L4	
I overcome this by designing activities that allow for varied roles, encouraging peer support, and fostering an environment where effort and participation are valued over performance.	P5, L3-L5	Valuing Effort and Promoting Peer Support Through Differentiated Roles
I design activities where every student has a role, ensuring that all contributions are valued.	P3, L1	
I used differentiated instruction by creating activities with multiple difficulty levels or roles.	P3, L2-L3	

STEP 2: Clustered Themes and Emergent Themes	
Part I. Teamwork	
Clustered Themes	**Emergent Themes**
Utilized diverse, interactive teaching methods, such as visuals, hands-on activities, and group discussions, to cater to various learning styles, promote psychological development, and foster teamwork and connection among students. It promotes a supportive and collaborative learning environment through peer mentoring, individualized feedback, and assigning roles that align with students' readiness and comfort levels, fostering growth, self-esteem, and a sense of community.	Eagerness in creating collaborative environment

Design tailored activities and use varied teaching methods to address diverse skill levels, interests, and learning styles, ensuring all students can engage meaningfully and demonstrate their learning effectively.	Determined in designing personalized learning
It fosters a safe, respectful, and inclusive classroom environment by celebrating each student's uniqueness, promoting open communication, encouraging teamwork, and creating opportunities for every individual to feel valued and a sense of belonging.	Assured an inclusive environment

Part II. Social Interaction	
Clustered Themes	**Emergent Themes**
Fostering Collaboration and Motivation Through Team-Based Physical Activities	Willingness to assist student Engagement through teamwork
Cultivating Inclusivity and Respect Through Supportive Engagement	Committed to establish a respectful environment
Valuing Effort and Promoting Peer Support Through Differentiated Roles	Motivated in promoting growth through peer support

STEP 3. Figure Presentation of Emergent Themes