

Physical Education

Grade 7

Teacher's Guide

(Units 1 & 2)

PHYSICAL EDUCATION WORKBOOK

TARGET GRADE LEVEL	Grade 7	TIME ALLOTMENT	40 Minutes Per Session
--------------------	----------------	----------------	------------------------

OVERVIEW OF THE UNIT	Where are you going?	How will you get there?	When will you know you have arrived?
	<p><i>This unit will enable me to:</i></p> <ul style="list-style-type: none"> • Demonstrate my understanding of physical fitness concepts. • Conduct fitness assessments; • Interpret fitness test results. • Exercise and participate in physical activities to improve my fitness levels. • Perform the skills necessary to become 	<p><i>I will become actively involved in:</i></p> <ul style="list-style-type: none"> • Our classroom discussions on physical fitness. • Carrying out the different fitness test protocols; • Recording my fitness test scores. • Document my exercise and physical activity habits by making a portfolio that will contain my written journals and pictures (e.g., photos, drawings and cut-outs). • Exercising and 	<p><i>As a physically educated person:</i></p> <ul style="list-style-type: none"> • I can define physical fitness; • I can enumerate the three (3) major fitness components; • I can distinguish the different parameters that comprise each fitness component. • I can assess my fitness levels through fitness tests. • I exercise and participate in physical activities regularly. • I keep an accurate record of my exercise and physical activity habits. • I am physically fit.

	<p>physically fit.</p> <ul style="list-style-type: none"> • Determine if I am at risk for hypokinetic diseases. 	<p>engaging in physical activities regularly in class, school, at home and in my community.</p> <ul style="list-style-type: none"> • Clarifying with my classmates, friends and family the contributions of exercise and physical activities to a healthy lifestyle. 	<ul style="list-style-type: none"> • I can relate physical fitness to health by explaining the risk factors associated with a sedentary lifestyle.
--	--	---	---

PRIOR KNOWLEDGE AND SKILLS ASSESSMENT	What do I already know?	What can I already do?	What do I value?
	<p><i>On games, sports, rhythms and dance:</i></p> <ul style="list-style-type: none"> • I can adequately identify the critical elements of throwing, striking and kicking. 	<p><i>On games, sports, rhythms and dance:</i></p> <ul style="list-style-type: none"> • I can throw (e.g., basketball, frisbee, baseball), strike (e.g. softball, volleyball) and kick (e.g., football) a variety of objects with accuracy and force (NASPE, 1995; p.46); • Accurately place an object (e.g., table tennis ball, shuttlecock) away from my opponent in a racket sport activity (NASPE, 1995; p.46). 	<p><i>I value responsible behavior when participating in games and sports by:</i></p> <ul style="list-style-type: none"> • Respecting a game officials' authority (e.g., accepting his decisions regarding a violation of the rules such as fouls without displaying any negative reaction) (NASPE, 1995; p.39). • Honestly assessing my personal performance without putting any blame on

	<ul style="list-style-type: none"> • I can describe how a game (e.g., indigenous) and dance relates to the environment in which it was practiced (e.g., culture, geography, historical tradition). • I can identify basic offensive and defensive game strategies. 	<ul style="list-style-type: none"> • Develop and refine a creative dance sequence into a repeatable pattern (NASPE, 1995; p.32). • I can execute basic offensive and defensive strategies while playing. 	<p>others (NASPE, 1995; p.39);</p> <ul style="list-style-type: none"> • Taking seriously my role in helping another classmate get better at various skills. • Staying focused during practice and willingly working independently. • Cooperating with a partner and a team (e.g., take turns, give supportive comments, speaking politely, resolving conflicts with patience). • Celebrating my personal successes and achievements as well as those of others (NASPE, 1995; p.42). <p>• Being the leader (e.g., team captain) or a follower (e.g.,</p>
--	--	--	---

	<p><i>On physical fitness:</i></p> <ul style="list-style-type: none"> • I can recognize if my exercise bouts meet the recommended fitness standards in terms of frequency, intensity and duration; • I can accurately identify what fitness component I need to improve and select an appropriate way to work on it; • I can establish realistic personal fitness goals in order to meet the fitness standards; • I can identify factors that inhibit or promote my regular participation in exercise and physical activity; • I can monitor my progress towards fitness goals; • I can identify the exercise principles and 	<p><i>On physical fitness:</i></p> <ul style="list-style-type: none"> • I can correctly demonstrate exercises designed to improve and maintain my health-related fitness parameters; • I can select appropriate activities to address areas for improvement in my fitness; • I can design my own fitness plan and carry it out. • I can keep an accurate record of my exercise bouts and participation in physical activities; • I can perform proper warm-up and cool-down techniques. 	<p>player) in giving or receiving instructions about how our team will perform in a game.</p> <p><i>I value a physically active lifestyle by:</i></p> <ul style="list-style-type: none"> • Exercising at home for my enjoyment and benefit; • Interacting enjoyably with my friends and family through physical activities.
--	--	--	---

	<p>properly explain the reasons for using them.</p> <p><i>On movement skills:</i></p> <ul style="list-style-type: none"> • I can detect, analyze and correct errors in my movements (NASPE, 1995; p.48). • I can suggest activities or appropriate practice procedures to learn and master skills and movement patterns of the activity. • I understand that appropriate practice improves performance. 	<p><i>On movement skills:</i></p> <ul style="list-style-type: none"> • I can accurately assess my performance in terms of consistency. • I can adapt skills learned in sports and dance to increasingly complex situations of selected movement patterns. • I persist in practicing even when I am not successful in previous performances. 	
--	--	--	--

**TIME
ALLOTMENT**

8 SESSIONS

**MODULE
ONE**

Fitness

OVERVIEW OF THE MODULE

This learning module will allow me to understand what fitness is all about and use what I know to achieve a desirable level of fitness. It presents the lessons in the order that they will be taken up in class so that I will be able to follow closely and participate actively in all the activities.

I will learn about the three (3) major components of fitness and the different parameters that make up each component. This will make me understand why fitness is defined as a set of abilities that allow me to perform physical activities.

I will also learn how to test myself and know what each fitness test score means. This information will help me identify which areas of fitness I need to improve on. The module will guide me in formulating my own fitness plan that consists of activities which I can carry out with the proper frequency (how many times), intensity (how much effort) and duration (how long).

Finally, I will learn about how physical fitness relates to my health and how I could develop habits in physical activities and exercise. By keeping a record of these habits, I will be able to track my progress towards my fitness goals.

LEARNING COMPETENCIES

At the end of this module, I will be able to:

1. Define physical fitness and the three (3) major components that constitute it.
2. Enumerate and define the different parameters that constitute each component.
3. Relate each fitness parameter: cardiorespiratory endurance, muscle strength and endurance, flexibility and body composition, to health risks associated with a sedentary lifestyle.
4. Test myself to know the degree to which I possess each of these health-related fitness parameters and identify which areas I need to improve on.
5. Using this information, write my own fitness plan that contains activities in the proper frequency, intensity and duration so I may achieve my fitness goals.
6. Keep an accurate record of my fitness activities so I can track my progress towards my fitness goals.
7. Make a portfolio that contains my written journals and pictures of my physical activity and exercise habits.

MODULE TWO	Arnis (Dual Sports)	TIME ALLOTMENT	8 SESSIONS
-------------------	--------------------------------	---------------------------	-----------------------

OVERVIEW OF THE MODULE	<p>Arnis is a Filipino martial art that can be performed individually or with a partner, using a single stick or a pair of sticks for striking and blocking; it may also be used for self-defense.</p> <p>This module will allow me to learn the fundamental skills of Arnis through lessons that are presented in the order that they will be taken up in class. This will allow me to follow closely and participate actively in all the learning activities.</p> <p>Self- and peer evaluation will be used to monitor my progress and check how proficient I have become. A set of rubrics will be used for this purpose, which I can also use to help me identify and correct my classmate's errors, if there are any present.</p> <p>Appropriate warm-up, stretching and cool-down exercises will be routinely performed to make sure that my body is physically ready for the day's lessons and to prevent any injury from occurring.</p> <p>As the lessons progress, my fitness level will also be monitored. Conducting regular fitness checks will enable me to be more conscious about my health and lifestyle. Also, having proper fitness will allow me to perform the drills in class with ease.</p>
---------------------------------------	---

LEARNING	At the end of this module, I will be able to:
-----------------	--

COMPETENCIES

- 1. Practice the skills learned in this course with few observable errors in technique.**
- 2. Execute with confidence the fundamental skills of Arnis.**
- 3. Understand the rules, conventions and terminology in Arnis by using them during the execution of skills.**
- 4. Perform the warm-up, stretching and cool-down exercises properly and on my own.**
- 5. Determine my fitness levels and identify areas for improvement.**
- 6. Be open to criticism when a peer is evaluating my performance, and at the same time, be critical and fair when evaluating others.**
- 7. Be honest and fair at all times.**

Bibliography

American College of Sports Medicine (2010). *ACSM's health-related physical fitness assessment manual, 3rd edition*. Philadelphia: Wolters-Kluwer/Lippincott Williams & Wilkins.

Brown, L. and Ferrigno, V.A. (2005). *Training for speed, agility and quickness*. Champaign, Illinois: Human Kinetics.

Canadian Society for Exercise Physiology (2003). *Canadian Physical Activity, Fitness & Lifestyle Approach: CSEP- Health 7 Fitness Program's Health-Related Appraisal and Counseling Strategy, 3rd ed.*

Clarke, Brian. (2006). *5K and 10K running*. Champaign, Illinois: Human Kinetics.

Cooper Institute (2010). *Fitnessgram standards for healthy fitness zone*. The Cooper Institute.

Mayfield, A. (2006). *Personal nutrition profile, 2nd edition*. Sudbury, MA: Jones and Bartlett Publishers.

National Association for Sport and Physical Education (1995). *Moving into the future: National standard for physical education*. Boston, Virginia: WCB/McGraw-Hill.

U.S. Department of Health and Human Services and Centers for Disease Control and Prevention (1985). *Physical activity and health: A report of the surgeon general*. Atlanta: National Center for Chronic Disease Prevention and Health Promotion.

YMCA USA (2000). *YMCA fitness testing and assessment manual, 4th edition*. Champaign, Illinois: Human Kinetics.

<http://www.nlm.nih.gov/medlineplus/ency/images/ency/fullsize/19917.jpg>

<http://www.fitnessgram.net/newstandards/#aerobiccapdiff>

All photos of PE faculty members of the University of Asia and the Pacific were taken by Mr. Joshua Ben R. Villareal. These photos are his and the module authors' (Stella Marie M. Urbiztondo and Anamaria Laudet S. Mangubat) sole property. Use of these photos outside of this module is allowed provided that the owners are properly acknowledged.