

Physical Education

Grade 7

Learner's Material

(Units 1 & 2)

PHYSICAL EDUCATION WORKBOOK

TARGET GRADE LEVEL	Grade 7	TIME ALLOTMENT	45 Minutes Per Session
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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.
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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). • Being the leader (e.g., team captain) or a follower (e.g.,
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	<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.
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	<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. 	
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**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.

PROCEDURES

The lessons and activities in every session are presented using the following format:

INTRODUCTORY ACTIVITY: This contains a *review* of the previous lesson/activity and a *preview* of the lessons and activities that will be taken up in the current session.

SKILL DEVELOPMENT: This presents the fitness concepts to be learned and the corresponding activity that will reinforce it.

APPLICATION: This explains the activity in detail so that I may be able to follow closely and participate actively in it.

ASSESSMENT: This contains guides that will help me monitor myself *before, during* and *after* the lessons and the activities so I may know how well I am able to participate in class.

SESSION 1

INTRODUCTORY ACTIVITY

10 MINUTES

REVIEW:

- Defining Physical Fitness

Physical fitness is “a set of abilities that one possesses in order to perform physical activities. A *physical activity* is any bodily movement produced by the contraction of skeletal muscles that results in a substantial increase in energy expenditure” (Centers for Disease Control and Prevention or CDC, 1985).

I can become physically fit (e.g., improve or maintain it) through *exercise*, which is “a type of physical activity consisting of planned, structured and repetitive bodily movement” (CDC, 1985). This means that physical fitness is a measurable set of characteristics that is determined by my exercise habits (American College of Sports Medicine or ACSM, 2010).

- Fitness Components

Physical fitness is made up of three major components: (1) health-related, (2) skill-related, and (3) physiological fitness.

Health-related physical fitness (HRPF) consists of those specific components that have a relationship with good health, or a lower risk of illness, particularly hypokinetic diseases and conditions.

Skill-related physical fitness (SRPF) consists of components that have a relationship with learning motor skills quickly and the ability to achieve a high level of performance in sports. I know of others who were able to improve their motor skills with practice so they are able shoot a basketball or kick a football well. Since they are fit (or possess SRF), they are

more likely to engage in regular physical activities; and because of this, they too will have enhanced HRF.

Physiological fitness relates to biological systems that are influenced by one's level of habitual physical activity (Bouchard et al., 1990). Unlike HRF and SRF which can be measured through performance tests using hand-held or portable devices (like the sit-and-reach box and the weighing scale) that can be conducted in the field or classrooms, physiological fitness is different because its components can be measured using more expensive equipment and in a laboratory or medically-supervised facility. Its components include metabolic fitness (MetF), morphological fitness (MorF) and bone integrity (BI).

- **Fitness Parameters**

HRF consists of *cardiorespiratory endurance (CRE), muscular endurance and strength, flexibility and body composition.*

SRF consists of *agility, balance, coordination, power, reaction time and speed.*

Physiological fitness consists of *MetF, MorF and BI.*

PREVIEW:

- Today's lesson consists of tasks that relate to the concept of cardiorespiratory endurance (CRE).
- These tasks are:
 - ✓ Finding my pulse while at rest.
 - ✓ Participating in activities that raise my heart rate.
 - ✓ Monitoring my heart rate during activities.

SESSION 1

SKILL DEVELOPMENT

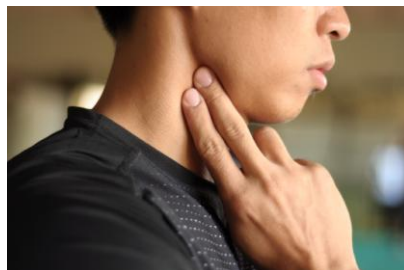
20 MINUTES

FINDING MY PULSE

I will need a stopwatch or a digital watch with a second hand. My partner takes the time while I take my pulse. My pulse can be located at several places on my body. The 2 most common locations are the carotid pulse and the radial pulse.

A. Carotid pulse

- Turn my head to one side.
- Feel the point at my neck where the large muscle and tendon stick out when my head is turned.
- Slide the fleshy part of your index and middle fingers along this tendon until you are on a level equal with your Adam's apple.
- Feel for the pulse. Readjust the fingers if necessary.
- Do not press too hard because this might alter the pulse (e.g. slow it down).
- Count the number of pulses felt for 60 seconds. This number represents your heart rate in beats per minute while you are at rest.
- If you are pressed for time, you may count the pulses for only 15 seconds. Multiply this by 4.
- Remember however, that it is more accurate to take a full 60-second count if possible.



B. Radial pulse

- Hold my left forearm out in front with my palm facing me.
- At the top portion of my forearm (nearest the thumb) where my wrist is, slide the fleshy part of my index and middle fingers along until they are 1 inch from my wrist.
- Feel for the pulse. Readjust the fingers if necessary.
- Do not press too hard because this might alter the pulse (e.g. slow it down).
- Count the number of pulses felt for 60 seconds. This number represents your heart rate in beats per minute while you are at rest.
- If you are pressed for time, you may count the pulses for only 15 seconds. Multiply this by 4.
- Remember however, that it is more accurate to take a full 60-second count if possible.



My heart rate while at rest (e.g. seated) is _____ beats per minute (bpm).

APPLICATION

15 MINUTES

RAISING MY HEART RATE

Exercise raises my heart. The intensity of my exercise can be moderate or vigorous depending on my heart rate.

A. I will now perform several tasks and record my heart rate after each task. My partner will either count the number of times or time me as I

perform each task.

After each task, I will remain standing as I count my pulses while my partner times it for 15 seconds.

I and my partner alternate in performing the tasks. This allows me to rest and for my heart rate to return to the normal resting rate.

Heart rate

- | | |
|-------------------------------|-----------|
| 1. Jogging in place (20 sec.) | _____ bpm |
| 2. Jumping jacks (20 times) | _____ bpm |
| 3. Step-ups (20 sec.) | _____ bpm |

This can be done on the stairs, a bench or a chair. The stepping goes: right foot up-left foot up-right foot down-left foot down.



- | | |
|-------------------------|-----------|
| 4. Partner tag (1 min.) | _____ bpm |
|-------------------------|-----------|

My partner and I stay inside a circle that is drawn by our teacher on the ground. Facing my partner, I will try to tap his knee while trying to avoid his effort to tap my knee. I keep score of the number of times I am able to tap his knee.



- | | |
|-------------------------|-----------|
| 5. Crab walk (5 meters) | _____ bpm |
|-------------------------|-----------|

Seating on the ground, I rest my hands with my fingers pointed away from me on the ground behind. Raising my buttocks off the ground, I walk with my hands leading. I walk for 5 meters and turn around before walking back to where I started.



ASSESSMENT

10 MINUTES

MONITORING MY HEART RATE

The table below shows the different tasks that I performed arranged from the highest to lowest heart rate:

TASK	HEART RATE

SESSION

2

INTRODUCTORY ACTIVITY

5 MINUTES

REVIEW:

In our previous session, I learned how to locate my pulse in order to monitor my heart rate.

After performing the different tasks, I arranged these from highest to lowest heart rate.

PREVIEW:

- Today's lesson consists of determining the appropriate exercise intensity in terms of moderate and vigorous levels.
- The different tasks include:
 - ✓ Calculating the appropriate levels of exercise intensity.
 - ✓ Identifying which among the tasks that I performed represent a moderate or vigorous level of intensity.

SKILL DEVELOPMENT

15 MINUTES

A. What should be my heart rate when I am engaged in a moderately intense exercise?

STEP 1. Use the equation $208 - 0.7(\text{age})$

a. $0.7 \times \underline{\hspace{2cm}} / \text{o} = \underline{\hspace{2cm}}$

b. $208 - \underline{\hspace{2cm}}$ (answer to a.) =
 $\underline{\hspace{2cm}}$

STEP 2. Subtract your resting heart rate (beats per minute or bpm) from your answer to Step 1.

Step 1 $\underline{\hspace{2cm}}$ - resting heart rate $\underline{\hspace{2cm}}$ bpm =
 $\underline{\hspace{2cm}}$

STEP 3A. (For minimum heart rate): Multiply your

answer to Step 2 by 40%.

$$\text{Step 2 } \underline{\hspace{2cm}} \times 0.40 = \underline{\hspace{2cm}}$$

STEP 4A. Add your resting heart rate to your answer from Step 3. This represents the MINIMUM heart rate you should try to achieve when exercising at a MODERATE intensity.

$$\text{Resting heart rate } \underline{\hspace{2cm}} + \text{ Step 3.A } \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

STEP 3B. (For maximum heart rate): Multiply your answer to STEP 2 by 55%.

$$\text{Step 2 } \underline{\hspace{2cm}} \times 0.55 = \underline{\hspace{2cm}}$$

STEP 4B. Add your resting heart rate to your answer from Step 3. This represents the MAXIMUM heart rate you should try to achieve when exercising at a MODERATE intensity.

$$\text{Resting heart rate } \underline{\hspace{2cm}} + \text{ Step 4 } \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

For moderately intense exercise, my exercise heart rate should be:

$$\underline{\hspace{2cm}} \text{ bpm to } \underline{\hspace{2cm}} \text{ bpm}$$

B. What should be my heart rate when I am engaged in a vigorously intense exercise?

STEP 1. Use the equation $208 - 0.7(\text{age})$

a. $0.7 \times \underline{\hspace{2cm}} \text{ y/o} = \underline{\hspace{2cm}}$

b. $208 - \underline{\hspace{2cm}}$ (answer to a.) = $\underline{\hspace{2cm}}$

STEP 2. Subtract your resting heart rate (beats per minute or bpm) from your answer to Step 1.

Step 1 _____ - resting heart rate _____ bpm = _____

STEP 3A. (For minimum heart rate): Multiply your answer to Step 2 by 50%.

Step 2 _____ x 0.50 = _____

STEP 4A. Add your resting heart rate to your answer from Step 3. This represents the **MINIMUM** heart rate you should try to achieve when exercising at a **VIGOROUS** intensity.

Resting heart rate _____ + Step 3.A _____ = _____

STEP 3B. (For maximum heart rate): Multiply your answer to STEP 2 by 85%.

Step 2 _____ x 0.85 = _____

STEP 4B. Add your resting heart rate to your answer from Step 3. This represents the **MAXIMUM** heart rate you should try to achieve when exercising at a **VIGOROUS** intensity.

Resting heart rate _____ + Step 4 _____ = _____

For vigorously intense exercise, my exercise heart rate should be:

_____ bpm to _____ bpm

APPLICATION

5 MINUTES

Remembering the tasks that I performed in the previous session, I can classify the following tasks as **MODERATE** or **VIGOROUS** in intensity based on my heart rate:

TASKS

HEART RATE

INTENSITY

		(HR)															
ASSESSMENT		15 MINUTES															
<ol style="list-style-type: none"> 1. With your group, think of 2 exercises that are of moderate intensity, and 2 other exercises that are of vigorous intensity. 2. Each exercise must be carried out for 15 seconds. 3. Arrange the exercises to alternate between moderate and vigorous intensities. 4. List down these exercises and label each as M for moderate and V for vigorous. 5. Choose another group in your class and show them your exercises. There should be no duplication of exercises. 6. Learn how to perform their exercises. 7. Teach them how to perform your own group's exercises. 8. There will be a combined total of 8 exercises. Each exercise is to be performed for 15 seconds. Performing all 8 exercises shall take 2 minutes. 9. Monitor your heart rate immediately after performing all of the exercises: <p style="text-align: center;">My heart rate is _____ bpm, which reflects a _____ level of intensity.</p> <p style="text-align: center;"><u>ASSIGNMENT</u></p> <p style="text-align: center;">Record the EXERCISES that I engaged in which raised my heart rate to AT LEAST moderate intensity levels and the TIME spent performing these exercises.</p> <p style="text-align: center;">EXERCISE LOG</p> <table border="1"> <thead> <tr> <th colspan="2">DAYS</th> <th>EXERCISES</th> <th>HR (bpm)</th> <th>TIME (hours:min)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Mon</td> <td>Morning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Afternoon</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				DAYS		EXERCISES	HR (bpm)	TIME (hours:min)	Mon	Morning				Afternoon			
DAYS		EXERCISES	HR (bpm)	TIME (hours:min)													
Mon	Morning																
	Afternoon																

	Tue	Morning			
		Afternoon			
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	Thu	Morning			
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	Fri	Morning			
		Afternoon			
	Sat	Morning			
		Afternoon			
	Sun	Morning			
		Afternoon			

SESSION

3

INTRODUCTORY ACTIVITY

5 MINUTES

REVIEW:

In our previous session, I learned how to calculate my exercise heart rates that represent both moderate and vigorous intensities.

I also performed exercises of varying intensities in class.

As an assignment, I have kept an exercise log that shows exercises I have engaged in for at least a moderate intensity level and the time spent performing each of these exercises.

PREVIEW:

- Today's lessons consist of:
 - ✓ Calculating my physical activity index,
 - ✓ Understanding why muscle strength is important to one's health, and
 - ✓ Performing exercises that develop muscle strength and endurance.

SKILL DEVELOPMENT

15 MINUTES

CALCULATING MY PHYSICAL ACTIVITY (PA) INDEX*

1. Calculate my PA index by encircling the score in each area:

a. Frequency: How often do I exercise?

Less than 1 time per week	0
1 time per week	1
2 times per week	2
3 times per week	3
4 times per week	4
5 times per week	5

b. Intensity: How hard do I exercise?

No change in my pulse from resting level	0
Little change in my pulse	1
Slight change in my pulse	2
Moderate increase in my pulse	3
Vigorous increase but NOT sustained	4
Vigorous increase but SUSTAINED	5

c. Time or Duration: How long do I exercise?

Less than 5 minutes	0
5-14 minutes	1
15-29 minutes	2
30-44 minutes	3
45-49 minutes	4
60 minutes or more	5

2. To assess your PA index, multiply your 3 scores:

Frequency _____ X Intensity _____ X Time _____ = _____

3. If your PA index is _____, then your estimated level of activity is _____.

PA Index	Activity Level
Less than 15	Sedentary
15-24	Low active
25-40	Moderate active
41-60	Active
More than 60	High active

**Source: B. Mayfield (2006). Personal nutrition profile, 2nd ed. Sudbury, MA: Jones and Bartlett Publishers, 45.*

ASSIGNMENT

There are health risks associated with a sedentary or physically inactive lifestyle. Individuals who do not exercise regularly and those who are sedentary or low active are at risk for:

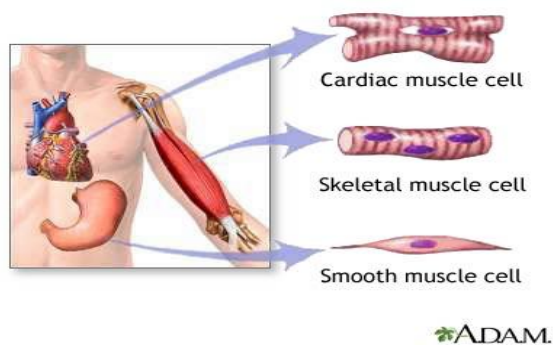
1. Cardiovascular diseases
 - a. Coronary heart diseases
 - b. Hypertension

- c. Stroke
2. Hyperlipidemia,
3. Obesity, and
4. Diabetes

✓ Explain how each of these medical conditions affects your health.

MUSCULAR SYSTEM

There are 3 types of muscles: *cardiac*, *smooth* and *skeletal* muscles.



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

These muscles share 4 common characteristics: *excitability*, *contractility*, *extensibility* and *elasticity*.

When your finger touches a hot lid, the stimulus causes you to respond by withdrawing your hand. *Excitability* is the muscle's property to respond to a stimulus. *Contractility* refers to the generation of force that produces movement. Thus, the muscles contract resulting in the action of withdrawing one's hand away from the stimulus. *Extensibility* is the property of the muscle to stretch. Since most muscles work in pairs, one muscle contracts while the other stretches to accommodate the movement. For example, when I curl-up my trunk my abdominal muscles contract. This causes my trunk to bend forward while my back muscles extend or are stretched. Going back to a lying position reverses the action of the muscles. Thus, the back muscles shorten while the abdominal muscles are

stretched. Finally, *elasticity* is the property of a muscle to resume its original length after being stretched. A rubber band can be stretched when pulled on opposite ends; in the absence of the pulling force, the rubber band resumes its original length. Thus, muscles when stretched resume their original length. (So, forget about stretching in order to grow taller!)

HEALTH BENEFITS OF MUSCLE STRENGTH

Having adequate levels of muscular strength helps with my balance by decreasing the risk for falls and the resulting injuries. It also makes lifting and reaching easier. More importantly, performing strength exercises stresses my bones and preserves my bone density thus decreasing the risk for osteoporosis.

Loss of muscle tissue is the main reason for the decrease in metabolism as we grow older. If we continue to eat at the same rate, body fat increases. It is therefore necessary to engage in strengthening exercises that result in an increase in muscle mass or hypertrophy. Muscle tissue uses energy even at rest thus, an increase in muscle mass or size increases resting metabolism. This can translate into preventing and reducing excess body fat.

APPLICATION	20 MINUTES
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MUSCLE CONTRACTIONS

There are two types of muscular contraction: *dynamic* and *static*. Dynamic contraction refers to a change in the length of the muscle when it applies force. When the muscle applies force as it shortens, the contraction is referred to as *concentric*. When it lengthens, it is referred to as an *eccentric* contraction.

Static or isometric contraction produces significant force WITHOUT any considerable change in the length of the muscle.

DYNAMIC versus STATIC CONTRACTIONS

Perform the following exercises and identify whether the muscle contraction is *static* or *dynamic* (*concentric* and *eccentric*):

Push-ups



1. _____

Curl-ups



2. _____

Front plank



3. _____

Side plank



4. _____

Squats



5. _____

Bird dog-Arm up



6. _____

Bird dog-Leg up



7. _____

Lunges



8. _____

Bird dog
Knee to Elbow



9. _____

ASSESSMENT

5 MINUTES

1. Which of the exercises were EASY to perform?
ANSWER:

2. Did I persevere in performing those exercises which I found to be difficult? Why or why not?

ANSWER:

3. Am I confident in doing these exercises on my own? Why or why not?

ANSWER:

SESSION

4

INTRODUCTORY ACTIVITY

5 MINUTES

REVIEW:

In our previous lesson, I have determined my PA index and performed strengthening exercises.

We were also assigned to read about the risk factors associated with a physically inactive or sedentary lifestyle.

PREVIEW:

- Today's lessons consist of:
 - ✓ Learning about hypokinetic diseases, and
 - ✓ Planning an exercise program for CRE and muscular endurance.

SKILL DEVELOPMENT

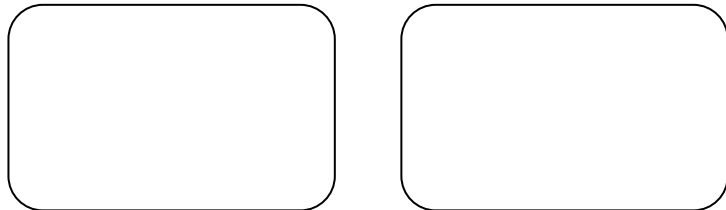
15 MINUTES

I. Cardiovascular diseases

When does a heart attack occur?

ANSWER: _____

Draw a normal artery (left box) and another artery (right box) that is susceptible to a heart attack.



What is the difference between a heart attack and a stroke?

ANSWER: _____

Blood exerts _____ pressure against the walls of the arteries when the heart is in a contracted state.

On the other hand, _____ pressure describes the force exerted against the walls of the arteries when the heart is in a relaxed state.

II. Hyperlipidemia

Lipids or fats are transported in our bloodstream by molecules of protein called lipoproteins.

_____ is known as the 'bad cholesterol,' because they are large molecules that precipitate in the plasma while _____ is the 'good cholesterol.'

III. Obesity

How can cardiorespiratory endurance exercises prevent obesity?

ANSWER: _____

How can strengthening exercises prevent obesity?

ANSWER: _____

IV. Diabetes

How do you know if it is a type 1 or type 2 diabetes?

ANSWER: _____

APPLICATION

20 MINUTES

DESIGNING YOUR OWN EXERCISE PROGRAM

A. List down 5 exercises that are aimed at developing cardiorespiratory endurance (CRE).

1. _____
2. _____
3. _____
4. _____
5. _____

B. List down 5 exercises that are aimed at developing muscular endurance.

1. _____
2. _____
3. _____
4. _____
5. _____

C. Combine all 10 exercises and arrange them by alternating exercises for CRE and muscular endurance.

Specify the number of repetitions (Reps) and the time (in seconds).

Exercise	Reps	Time

ASSESSMENT

5 MINUTES

Did I monitor my heart rate during the exercise?

1. My exercise heart rate was ____ bpm.
2. This reflects a _____ level of intensity.

SESSION 5

INTRODUCTORY ACTIVITY

5 MINUTES

REVIEW:

In our previous lesson, I have learned about hypokinetic diseases which I may be at risk for if I choose to live a sedentary lifestyle. I was also able to design an exercise program that consists of CRE and strengthening exercises.

PREVIEW:

- Today's lessons consist of:
 - ✓ Performing stretching exercises aimed at improving my flexibility, and
 - ✓ Differentiating between warm-up and cool-down routines or procedures.

SKILL DEVELOPMENT

20 MINUTES

I. Assess my exercise habits in terms of warm-up, stretching and cool-down exercise routines. (*Refer to questionnaire at the end of the lesson*)

II. *Why should I warm-up before any sports or exercise?*

Warm-up enables me to increase my ability to perform more intensely by:

1. Increasing my body temperature which allows me to increase the rate and force of my muscular contractions;
2. Increasing my heart rate and the blood flowing to my muscles; and
3. Increasing the activation of my central nervous system (CNS) resulting in improved coordination, skill accuracy and reaction time.

General warm-up exercises aim to achieve these effects and takes only 2-4 minutes. It is expected that you are breathing quite heavily at the end of this short routine:

1. Jog forward, backwards, sideways

2. Skipping and crossovers
3. High knee and butt flicks
4. Progressive sprints (jog for 5 meters then sprint the next 10 meters)

Dynamic stretching exercises specifically prepare the muscles for active contraction. They also incorporate balance. However, they do not cause long-term improvement in flexibility because of the short stretching time unlike the static stretching exercises which are performed after the sports or exercise proper.

Dynamic stretching exercises:

1. Knee hug and calf-raise



2. Single leg deadlift



3. Lunge and twist



4. Inch worm



Specific warm-up exercises refer to skills that the sport requires such as lay-up for basketball, dig passes for volleyball or forehand rally for table

	tennis. These skills enable you to perform more effectively in the training or game situation.	
	APPLICATION	15 MINUTES

I. Perform the general warm-up and dynamic stretching exercises.

II. Perform static stretching exercises

Static stretching is performed after the exercise or training session as a cool-down routine. These exercises require you to hold or sustain your final stretched position in order to improve your flexibility.

Cool-down returns the body to resting state and promotes effective recovery. It serves the following functions:

1. Slowly decreases the heart rate and overall metabolism, both of which have been elevated during the workout,
2. Reduces tendency toward fainting and dizziness by preventing the sudden pooling of blood in the legs and ensures adequate circulation to the skeletal muscles, heart and the brain; and
3. Aids in preventing or relieving spasms or cramps in fatigued muscles through static stretching that also contributes to optimal flexibility improvements.

Static stretching exercises:

Hamstring stretch



Quadriceps stretch



Groin stretch



Adductor stretch

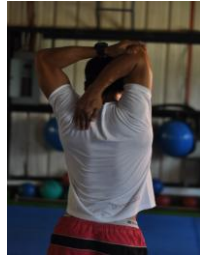


Calf stretch

Trunk stretch



Shoulder stretches



ASSIGNMENT

Design a complete exercise program that consists of the different phases: warm-up, dynamic stretching, workout or activity proper (strengthening exercises) and cool-down.

Specify all the exercises that you are going to perform in each phase, the corresponding repetitions and/or time as well as the intensity (specify your target heart rate) of each exercise.

PHASE	EXERCISES	REPS	TIME	INTENSITY
Warm-up				
Dynamic stretching				
Workout proper				
Cool-down				

ASSESSMENT

5 MINUTES

Encircle the letter that corresponds to your choice:

1. I warm-up before exercising or participating in sports.

A

M

S

N

	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>
	2. I do dynamic stretching exercises as part of my warm-up.			
	<i>A</i>	<i>M</i>	<i>S</i>	<i>N</i>
	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>
	3. I do cool-down exercises after exercising or participating in sports.			
	<i>A</i>	<i>M</i>	<i>S</i>	<i>N</i>
	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>

SESSION 6

INTRODUCTORY ACTIVITY

5 MINUTES

REVIEW:

In our previous lesson, I have learned about warm-up, stretching and cool-down procedures.

PREVIEW:

- Today's lessons consist of:
 - ✓ Assessing my muscle endurance through push-ups and curl-ups.
 - ✓ Assessing my flexibility through sit-and-reach test and the zipper test.

SKILL DEVELOPMENT and APPLICATION

30 MINUTES

I. Warm-up

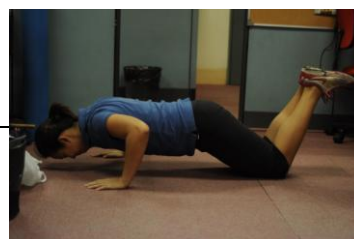
II. Dynamic stretching

III. Push-ups test*

1. If you are a male, assume the standard 'down' position by pointing your hands forward and keeping them under your shoulder; back straight; stay on your toes).
If you are a female, assume the 'modified' position by keeping your knees on the mat, legs together; ankles plantar-flexed; hands shoulder-width apart.



2. Raise your body by straightening the elbows and return to the 'down' position until the chin touches the mat. The stomach SHOULD NOT touch the mat.



3. Keep your back straight at ALL times.
4. Push up to a straight arm position every time.
5. The most number of push-ups performed consecutively without rest is counted as your score.

**Source: Canadian Physical Activity, Fitness & Lifestyle Approach: CSEP- Health 7 Fitness Program's Health-Related Appraisal and Counseling Strategy, 3rd ed.*

IV. Curl-ups test*

1. Assume a supine position on a mat with the knees at 90 degrees.



2. Place the hands on the thighs and curl up until the hands reach the knee cap.



3. Feet must remain on the ground.
4. Perform as many curl-ups as possible without pausing to a maximum of 25.

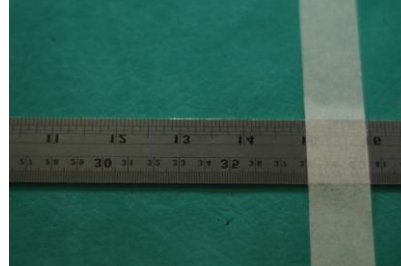
**Source: Canadian Physical Activity, Fitness & Lifestyle Approach: CSEP- Health 7 Fitness Program's Health-Related Appraisal and Counseling Strategy, 3rd ed.*

V. Sit-and-reach test*

1. A yardstick is placed on the floor and a 10-12 inch long tape is placed across it at right

angle on the 15-inch mark.

2. Sit with the yardstick between your legs, with legs extended at right angles to the taped line on the floor.



3. Heels of the feet are placed on the taped line.



4. Overlap the hands and slowly reach forward as far as possible.



5. Exhale and drop the head between the arms when reaching.



6. Keep the hands together making sure that one hand does not lead. Hold this position for at least 2 seconds.

7. Make sure the knees remain extended. DO NOT press the knees down.

8. Your score is the most distant point (in inches) reached with the fingertips. The best of 2 trials should be recorded.

*Source: YMCA Fitness Testing and Assessment Manual, 4th edition (2000).
Champaign, Illinois: Human Kinetics.

VI. Zipper test

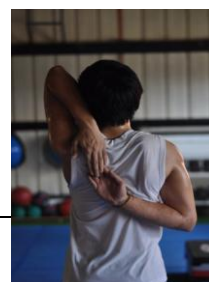
1. Raise your right arm, bend your elbow, and reach down across your back as far as possible.
2. At the same time, extend your left arm down and behind your back, bend your elbow up across your back, and try to cross your fingers over those of your right hand.



3. Measure the distance to the nearest half-inch. If your fingers overlap, score as a plus; if they fail to meet, score as a minus; use a zero if your fingertips just touch.



4. Repeat with your arms crossed in the opposite direction (left arm up). Most people will find that they are more flexible on one side than the other.



	ASSESSMENT	5 MINUTES
	<p>On which of the tests did you score the lowest? ANSWER: _____</p> <p>On which of the tests did you score the best? ANSWER: _____</p> <p>In your class, how many students:</p> <p>a. Scored higher than you</p> <p>Push-ups ANSWER: _____</p> <p>Curl-ups ANSWER: _____</p> <p>Sit-and-reach test ANSWER: _____</p> <p>Zipper test ANSWER: _____</p> <p>b. Scored lower than you</p> <p>Push-ups ANSWER: _____</p> <p>Curl-ups ANSWER: _____</p> <p>Sit-and-reach test ANSWER: _____</p> <p>Zipper test ANSWER: _____</p> <p>c. Have the same score as yours</p> <p>Push-ups ANSWER: _____</p> <p>Curl-ups ANSWER: _____</p> <p>Sit-and-reach test ANSWER: _____</p> <p>Zipper test ANSWER: _____</p>	

SESSION 7

INTRODUCTORY ACTIVITY

5 MINUTES

REVIEW:

In our previous lesson, I have assessed my muscle endurance and flexibility.

PREVIEW:

- Today's lesson consists of:
 - ✓ Assessing my skill-related fitness parameters:
 1. Agility
 2. Balance
 3. Coordination
 4. Power
 5. Reaction time
 6. Speed

SKILL DEVELOPMENT and APPLICATION

30 MINUTES

AGILITY

1. From a center point, mark 4 spots (north-east-west-south) 5 meters away.
2. Stand in the center.
3. Upon signal, run to each spot and touch it with one hand. North spot first.
4. Return to the center point and touch it.
5. Run to the next spot (east) and return to the center.
6. Run to the south spot and return to the center.
7. Run to the west spot and return to the center to complete the task.
8. Ask your partner to record your time.

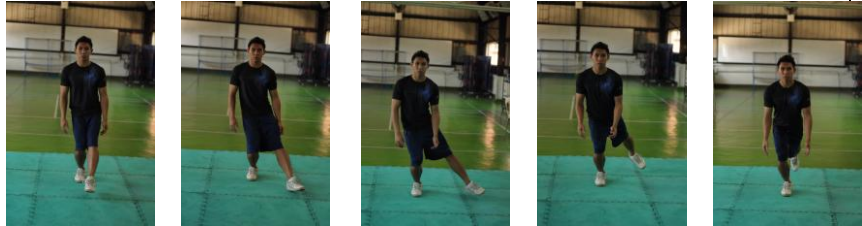
MY SCORE: _____ seconds

BALANCE

1. Stand on your right leg with knee slightly bent.
2. Point your left foot in the direction of the hour clock starting with 12 o'clock, then bring your foot back to the center.
3. Keep this pointing foot off the ground throughout the task.
4. Proceed from 12 o'clock to 11 o'clock, then 10

o'clock and so on.

- If you fail to complete the task, record the hour at which you lost your balance (example, both feet on the ground).
- Shift to the other leg and do the same task. Start with 12 o'clock, bring your foot back to the center, then on to 1 o'clock, and so on. Proceed in a clockwise direction.



MY SCORE:

- Right leg support: _____ o'clock
OR task completed, please check []
- Left leg support: _____ o'clock OR completed
OR task completed, please check []

COORDINATION

- Your partner has a deck of cards.
- He tosses one card in your direction.
- You are to catch it.
- Do this with 10 cards and record the number of cards you are able to successfully catch.

MY SCORE: _____ out of 10 cards

POWER

- Stand beside a wall with chalk on one hand.
- Extend your hand over your head and mark the wall to indicate your farthest reach.
- Jump upwards and mark the wall with the chalk to record the height of your jump.
- Measure the distance between the two marks.
- Record the best of 2 trials.

MY SCORE: _____ inches

REACTION TIME

- You and your partner sit side to side. Extend your

arms and legs in front of you.

2. You are both facing a third member of the group who is holding a ball (example: volleyball). He gently tosses it behind you.
3. You and your partner quickly turn around and run after the ball.
4. First person to grab the ball has a faster reaction time.
5. Choose 4 other partners and record the number of times you were able to grab the ball first.



1



2



3



4

MY SCORE: _____ out of 5 balls

SPEED

1. Assume a starter's stance: hands on the ground and under your shoulders, feet staggered.
2. Upon signal, sprint a distance of 10 meters.
3. Your partner records your time.
4. Record the best of 2 trials.

MY SCORE: _____ seconds

ASSESSMENT

5 MINUTES

Which 2 tasks did you score the lowest?

ANSWER: _____

Which 2 tasks did you score the best?

ANSWER: _____

Which 2 tasks do you think you could have scored better given another chance?

ANSWER: _____

ASSIGNMENT

Identify specific situations in any sport that require each of the skill-related fitness parameters (example: Speed-fast break in basketball).

FITNESS PARAMETER	SPORT SITUATION
Agility	
Balance	
Coordination	
Reaction time	
Power	
Speed	

**SESSION
8**

INTRODUCTORY ACTIVITY

10 MINUTES

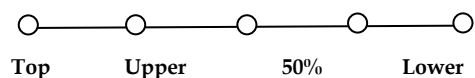
REVIEW:

In our previous lesson, I have assessed my skill-related fitness.

Compared to my classmate's scores, my performance in...

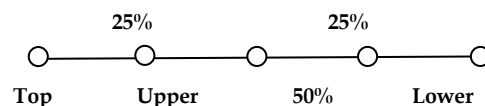
(Place an X along the line to locate your position in the class)

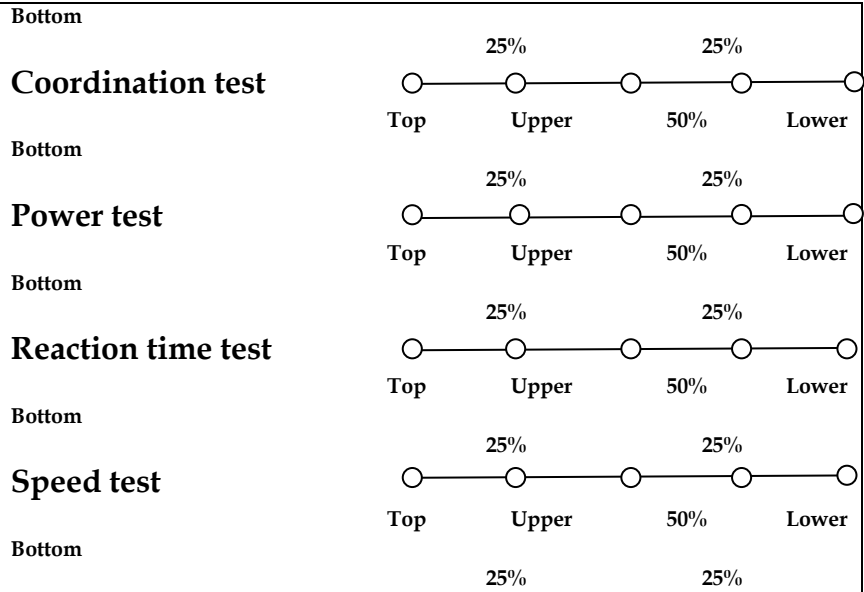
Agility test is at the



Bottom

Balance test is at the





Based on my scores, I can describe my fitness level as:
ANSWER:

PREVIEW:

- Today's lesson consists of a complete exercise routine which includes warm-up, dynamic stretching, the fitness activity proper and cool-down exercises to conclude the workout.

SKILL DEVELOPMENT	10 MINUTES
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- I. Warm-up exercises
- II. Dynamic stretching exercises

APPLICATION	20 MINUTES
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III. Activity: Fitness dodgeball

Venue & Equipment:
 The game is played in a basketball court using any ball the size of a volleyball. The ball could be made up of foam and lined with either plastic or rubber.

Groups:
 The class is divided into two teams.

Objective:

To hit players (below the waist) in the opposing team while trying to avoid being hit. If a player is hit or a player catches a ball that is thrown by the opposing team, the whole team performs a task that represents the HRF components:

- a. 10 push-ups or 20 curl-ups for muscle endurance;
- b. 20 second front or side planks for muscle strength; and
- c. 10 repetitions of lunge with twist or inchworm for flexibility.

IV. Cool-down/Stretching exercises

ASSESSMENT

5 MINUTES

1. Was I ever hit during the game?

2. If yes, how many times?

3. Did I ever hit anyone during the game? _____
4. If yes, how many players was I able to hit? _____
5. Did I ever catch the ball?

6. If yes, how many times?

7. Which team performed more HRF exercises, your team or the opposing team? _____

MODULE TWO	Arnis (Dual Sports)	TIME ALLOTMENT	8 SESSIONS
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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	<p>At the end of this module, I will be able to:</p> <ol style="list-style-type: none"> 1. Practice the skills learned in this course with
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COMPETENCIES

- 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.

PROCEDURES

The lessons and activities in every session are presented using the following format:

INTRODUCTORY ACTIVITY: This contains a *review* of the previous lesson/activity and a *preview* of the lessons and activities that will be taken up in the current session.

SKILL DEVELOPMENT: The warm-up routine will serve as preliminary exercises before the introduction of the skill to be learned.

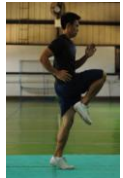
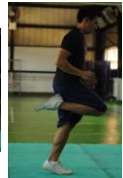
APPLICATION: This explains the activity in detail so that I may be able to follow closely and participate actively in it.

ASSESSMENT: This contains guides that will help me monitor myself *before, during* and *after* the lessons and the activities so I may know how well I am able to participate in class.

SESSION 1	INTRODUCTORY ACTIVITY	5 MINUTES
	<p>REVIEW:</p> <p style="text-align: center;">In our previous lesson, I have assessed my skill-related fitness.</p> <p style="text-align: center;"><i>Skill-related physical fitness (SRPF)</i> consists of components that have a relationship with learning motor skills quickly and the ability to achieve a high level of performance in sports.</p> <p style="text-align: center;">This quarter, I am going to learn the fundamental skills in Arnis. I know that I will be able to improve my motor skills with practice so that I am able to strike and block well; and quickly shift my body while maintaining balance. Practicing these skills will therefore help me become more fit.</p> <p>PREVIEW:</p> <ul style="list-style-type: none"> • Today’s lesson consists of three (3) parts: first, the routine warm-up and dynamic stretching exercises; second, the basic skills in grip and body stance, and third, the cool-down routine. • The tasks include: <ul style="list-style-type: none"> ✓ Performing warm-up and dynamic stretching exercises. ✓ Learning the fundamental skills in Arnis: <ol style="list-style-type: none"> 1. Holding the stick with the proper grip. 2. Familiarizing oneself with the basic stance and salutation. 	

SESSION 1	SKILL DEVELOPMENT	5 MINUTES
	GENERAL WARM-UP	

1. Jog for 1 minute.
2. Side shuffle (left foot leading) for 20 seconds.
3. Side shuffle (right foot leading) for 20 seconds.
4. Carioca (left foot leading) for 10 seconds.
5. Carioca (right foot leading) for 10 seconds.
6. Butt kicks for 10 seconds.
7. High knees for 10 seconds.



Side
Shuffle

Carioca

Butt
kicks

High
Knees

DYNAMIC STRETCHING

1. Knee hug to calf raise



2. Single leg deadlift



3. Lunge and twist



4. Toe touch



APPLICATION

20 MINUTES

FUNDAMENTAL SKILLS

1. Grip: Proper hold of the stick



- ✓ Hold the stick one fist away from the punyo (butt) of the stick. Close the grip with the thumb.

2. Basic Stance and Salutation

Handa



- ✓ Feet are positioned shoulder width apart.
- ✓ Stick is held in front of the body.

Pugay



- ✓ Place the weapon hand across the chest.
- ✓ Bow by bending at the waist.

Handa sa Paglaban/Fighting Stance



- ✓ One foot in front (foot the same as the weapon hand), the other foot on the rear
- ✓ Keep feet apart, distance of one foot.
- ✓ Both knees slightly bent
- ✓ Toes facing forward
- ✓ Weight evenly distributed on both feet

Forward Stance



- ✓ Distance of 5 steps between the feet.
- ✓ Back leg kept straight, rear foot is held at a 45 degree angle.
- ✓ Keep the front knee bent.
- ✓ Weight is evenly distributed on both feet.

Backward Stance



- ✓ Distance of 4 steps between the feet.
- ✓ Both knees are slightly bent.
- ✓ Rear foot held at a 90 degree angle.
- ✓ 70% of the body weight on the rear foot while 30% is placed on the front foot.

COOL-DOWN: Static Stretching Exercises

1. Wrist (fingers down, up, forward)



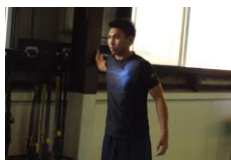
2. Finger stretch



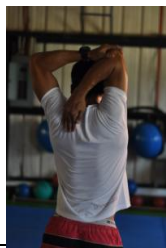
3. Overhead stretch





4. Chest stretch



5. Triceps



	<p>6. Cross elbow</p> 													
	<p>7. Zipper</p> 													
	ASSESSMENT	5 MINUTES												
	<p>Using the rating scale below, I can assess my performance on the following skills accordingly:</p> <p>Rating:</p> <p>I I can practice the skill by myself.</p> <p>O I can practice the skill with others' help.</p> <p>W I will just wait for the next PE class.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 15%;">RATING</th> <th style="width: 85%;">ACTIVITY</th> </tr> </thead> <tbody> <tr> <td></td> <td>Warm-up</td> </tr> <tr> <td></td> <td>Dynamic stretching</td> </tr> <tr> <td></td> <td>Grip</td> </tr> <tr> <td></td> <td>Stance</td> </tr> <tr> <td></td> <td>Static stretching</td> </tr> </tbody> </table>		RATING	ACTIVITY		Warm-up		Dynamic stretching		Grip		Stance		Static stretching
RATING	ACTIVITY													
	Warm-up													
	Dynamic stretching													
	Grip													
	Stance													
	Static stretching													

SESSION 2	INTRODUCTORY ACTIVITY	5 MINUTES
	<p>REVIEW:</p> <p style="text-align: center;">In our previous lesson, I have learned to properly hold (grip) the arnis stick and assume the proper stance. I have also learned how to perform the routine exercises for warm-up and cool-down.</p> <p>PREVIEW:</p> <ul style="list-style-type: none"> • Today's lesson consists of the twelve (12) striking techniques which are aimed at different parts of the body 	

	<p>that are considered to be vulnerable. I will be learning how to perform the first five (5) techniques:</p> <ul style="list-style-type: none"> ✓ Striking technique 1-Left side of the head attack ✓ Striking technique 2-Right side of the head attack ✓ Striking technique 3-Left side of the trunk attack ✓ Striking technique 4-Right side of the trunk attack ✓ Striking technique 5-Thrust to stomach 	
SESSION 2	SKILL DEVELOPMENT	10 MINUTES
	<p>GENERAL WARM-UP</p> <p>DYNAMIC STRETCHING EXERCISES</p>	

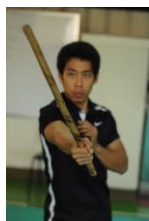
SESSION 2

APPLICATION

20 MINUTES

STRIKING TECHNIQUES: Hitting vital points of the body as targets by means of slashing, stabbing and thrusting actions; all techniques are performed with a fighting stance

ST1: Left side of the head attack



- ✓ Assume fighting stance
- ✓ Stick held at one o'clock; slashing action
- ✓ Free hand on chest

ST2: Right side of the head attack



- Assume fighting stance
- ✓ Stick held at eleven o'clock; slashing action
- ✓ Free hand on chest

ST3: Left side of the body (trunk) attack



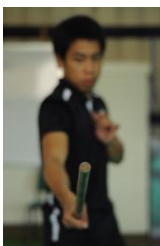
- ✓ Extend weapon hand
- ✓ Strike any part of the trunk between the shoulder and hip joints; slashing action against the outer part of the trunk

ST4: Right side of the body (trunk) attack



- ✓ Same as ST3

ST5: Thrust to solar plexus (stomach) attack



- ✓ Thrust weapon hand towards the target point (solar plexus)
- ✓ Follow-through with upward movement

COOL-DOWN: Static stretching exercises

SESSION 2

ASSESSMENT

5 MINUTES

Using the rating scale below, I can assess my performance on the following skills accordingly:

Rating:

- I** I can practice the technique by myself.
- O** I can practice the technique with others' help.
- W** I will just wait for the next PE class.

RATING	ACTIVITY
	Warm-up
	Dynamic stretching
	Grip
	Stance
	Striking techniques 1-5
	Static stretching

SESSION 3

INTRODUCTORY ACTIVITY

10 MINUTES

REVIEW:

In our previous lesson, I learned how to perform the five (5) striking techniques: left (1) and right (2) side of the head attack, left (3) and right (4) side of the trunk attack, and the thrust to stomach (5) attack.

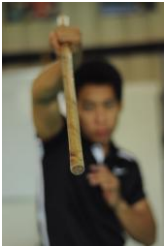

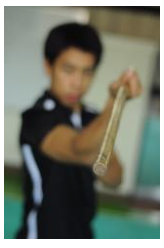



Using the following rating scale, I can assess how I performed the following techniques:

- 4 - Performed the technique with no or few observable errors
- 3 - Performed the technique with some errors but I am able to correct myself easily
- 2 - Performed the technique with some errors but I relied on other's help
- 1 - I need more practice to get it right

RATING	TECHNIQUE
	Left side of the head attack
	Right side of the head attack
	Left side of the trunk attack
	Right side of the trunk attack
	Thrust-to-stomach attack

PREVIEW:

- Today's lesson consists of the remaining seven (7) of the twelve (12) striking techniques:
 - ✓ Striking technique 6-Left chest stab
 - ✓ Striking technique 7-Right chest stab
 - ✓ Striking technique 8-Left knee strike
 - ✓ Striking technique 9-Right knee strike
 - ✓ Striking technique 10-Left eye poke
 - ✓ Striking technique 11-Right eye poke

	✓ Striking technique 12-Crown attack	
SESSION 3	SKILL DEVELOPMENT	5 MINUTES
	GENERAL WARM-UP DYNAMIC STRETCHING EXERCISES	
SESSION 3	APPLICATION	20 MINUTES
	STRIKING TECHNIQUES:	
	ST6: Left chest stab 	<ul style="list-style-type: none"> ✓ Assume the fighting stance. ✓ Extend weapon hand forward, palm facing outward. ✓ Keep elbow up.
	ST7: Right chest stab 	 <ul style="list-style-type: none"> ✓ Assume fighting stance ✓ Scooping action ✓ Extend weapon hand forward, palm facing outward. ✓ Keep the elbow down.
	ST8: Left lower leg (knee/shin/ankle) strike 	<ul style="list-style-type: none"> ✓ Lower the body ✓ Extend weapon hand to hit any part of the lower leg between knee and ankle joint ✓ Palm upward
ST9: Right lower leg 	<ul style="list-style-type: none"> ✓ Lower the body ✓ Extend weapon hand to hit any part of the lower leg between knee and ankle joint ✓ Palm downward 	
ST10: Left eye poke 	<ul style="list-style-type: none"> ✓ Assume fighting stance ✓ Extend weapon hand forward, palm facing outward ✓ Elbow down 	

ST11: Right eye poke



- ✓ Assume fighting stance
- ✓ Extend weapon hand forward, palm facing outward
- ✓ Elbow up

ST12: Crown attack



- ✓ Hack against the top of the head

COOL-DOWN: Static stretching exercises

SESSION 3

ASSESSMENT

5 MINUTES

Using the rating scale below, I can assess my performance on the following skills accordingly:

Rating:

- I** I can practice the technique by myself.
- O** I can practice the technique with others' help.
- W** I will just wait for the next PE class.

RATING	ACTIVITY
	Warm-up
	Dynamic stretching
	Grip
	Stance
	Striking techniques 1-5
	Striking techniques 7-12
	Static stretching

ASSIGNMENT

1. Compute your heart rate given a MODERATE intensity exercise (minimum = 40% and maximum = 55%).

(Minimum) _____ bpm TO (Maximum) _____ bpm

2. Compute your heart rate given a VIGOROUS intensity exercise (minimum = 60% and maximum = 85%).

(Minimum) _____ bpm TO (Maximum) _____ bpm

SESSION 4

INTRODUCTORY ACTIVITY

15 MINUTES

REVIEW:

In our previous lesson, I learned how to perform the remaining seven (7) striking techniques: left (6) and right (7) chest attack; left (8) and right (9) knee attack; left (10) and right (11) eye attack, and the crown (12) attack.

Using the following rating scale, I will assess how I performed the following techniques:

- 4 - Performed the technique with no or few observable errors
- 3 - Performed the technique with some errors but I am able to correct myself easily
- 2 - Performed the technique with some errors but I relied on other's help
- 1 - I need more practice to get it right

RATING	TECHNIQUE
	Left chest stab
	Right chest stab
	Left knee strike
	Right knee strike
	Left eye poke
	Right eye poke
	Crown attack

PREVIEW:

- Today's lesson consists of the following tasks:
 - Practice the striking techniques 1-12
 - Monitor my heart rate to determine the intensity of the exercises.

SESSION 4

SKILL DEVELOPMENT

10 MINUTES

DETERMINING MY HEART RATE AT REST

1. My partner signals the time for me to “start” and “stop” counting my pulse (radial or carotid) for 6 seconds.

HEART RATE AT REST: _____ bpm

2. I now signal my partner to “start” and “stop” counting his/her pulse for 6 seconds.

GENERAL WARM-UP

1. Jog for 1 minute.
2. Side shuffle (left foot leading) for 20 seconds.
3. Side shuffle (right foot leading) for 20 seconds.
4. Carioca (left foot leading) for 10 seconds.
5. Carioca (right foot leading) for 10 seconds.
6. Butt kicks for 10 seconds.
7. High knees for 10 seconds.

HEART RATE AFTER WARM-UP: _____ bpm

DYNAMIC STRETCHING

1. Knee hug to calf raise
2. Single leg deadlift
3. Lunge and twist
4. Toe touch

HEART RATE AFTERSTRETCHING: _____ bpm

SESSION 4

APPLICATION

15 MINUTES

STRIKING TECHNIQUES

ST1: Left temple attack



ST2: Right temple attack



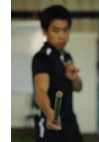
ST3: Left shoulder attack



ST4: Right shoulder attack



ST5: Thrust-to-stomach attack



ST6: Left chest attack



ST7: Right chest attack



ST8: Left knee attack



ST9: Right knee attack



ST10: Left eye attack



ST11: Right eye attack



ST12: Crown attack



HEART RATE AFTER STRIKING: _____ bpm

COOL-DOWN: Static stretching exercise

	HEART RATE AFTER COOL-DOWN: _____ bpm																						
SESSION 4	ASSESSMENT	5 MINUTES																					
	1. Rank the following exercises accordingly: 1-most intense; 2-moderate; 3-least intense.																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="576 450 903 528" style="text-align: center;">EXERCISES</th> <th data-bbox="903 450 1150 528" style="text-align: center;">HEART RATE (bpm)</th> <th data-bbox="1150 450 1283 528" style="text-align: center;">RANK</th> <th data-bbox="1283 450 1493 528" style="text-align: center;">INTENSITY</th> </tr> </thead> <tbody> <tr> <td data-bbox="576 528 903 568">General warm-up</td> <td data-bbox="903 528 1150 568"></td> <td data-bbox="1150 528 1283 568"></td> <td data-bbox="1283 528 1493 568"></td> </tr> <tr> <td data-bbox="576 568 903 609">Dynamic stretching</td> <td data-bbox="903 568 1150 609"></td> <td data-bbox="1150 568 1283 609"></td> <td data-bbox="1283 568 1493 609"></td> </tr> <tr> <td data-bbox="576 609 903 649">Striking techniques</td> <td data-bbox="903 609 1150 649"></td> <td data-bbox="1150 609 1283 649"></td> <td data-bbox="1283 609 1493 649"></td> </tr> <tr> <td data-bbox="576 649 903 689">Cool-down</td> <td data-bbox="903 649 1150 689"></td> <td data-bbox="1150 649 1283 689"></td> <td data-bbox="1283 649 1493 689"></td> </tr> </tbody> </table>	EXERCISES	HEART RATE (bpm)	RANK	INTENSITY	General warm-up				Dynamic stretching				Striking techniques				Cool-down					
EXERCISES	HEART RATE (bpm)	RANK	INTENSITY																				
General warm-up																							
Dynamic stretching																							
Striking techniques																							
Cool-down																							
2. Identify the exercise intensity as moderate or vigorous (base it on your Session 3 assignment).																							

SESSION 5

INTRODUCTORY ACTIVITY

20 MINUTES

REVIEW:

In our previous lesson, we monitored our heart rate while performing all of the exercises. We also practiced the following skills: grip, stance and the 12 striking techniques.

PEER EVALUATION:








Using the following rating scale, assess YOUR PARTNER as s/he performs the following techniques:

- 4 - Performed the technique with no or few observable errors
- 3 - Performed the technique with some errors but is able to correct him/herself easily
- 2 - Performed the technique with some errors but relied on my help
- 1 - Needs more practice to get it right

RATING	TECHNIQUE	RATING	TECHNIQUE
	Left side of the head		Left chest
	Right side of the head		Right chest
	Left side of the trunk		Left knee
	Right side of the trunk		Right knee
	Thrust-to-stomach		Left eye
RATED BY:	DATE		Right eye
			Crown

PREVIEW:

- Today's lesson consists of the ten (10) blocking techniques which consist of parrying an opponent's strike in defense. Blocking with balance and in the correct stance will enable me to counter-strike with equal efficacy. I will be learning how to perform the five (5) basic techniques:

	<ul style="list-style-type: none"> ✓ Blocking technique 1-Inward ✓ Blocking technique 2-Outward ✓ Blocking technique 3-Rising ✓ Blocking technique 4-Downward inward ✓ Blocking technique 5-Downward outward 	
SESSION 5	APPLICATION	15 MINUTES
	<p>BLOCKING TECHNIQUES:</p> <p>BT1: Inward</p>  <ul style="list-style-type: none"> ✓ Place free hand on the stick. ✓ From forward stance, shift body obliquely. • Parry inward. <p>BT2: Outward</p>   <ul style="list-style-type: none"> • Free hand rotates the stick downward. ✓ Shift body obliquely on the opposite side ✓ Parry outward. <p>BT3: Rising</p>   <ul style="list-style-type: none"> ✓ Hold the stick parallel to the ground, waist level. ✓ Push the stick upward, over the head. <p>BT4: Downward inward</p>  <ul style="list-style-type: none"> ✓ From fighting stance, shift to back stance. ✓ Lower the body ✓ Extend weapon hand, palm up. <p>BT5: Downward outward</p>  <ul style="list-style-type: none"> ✓ From fighting stance, shift to back stance ✓ Lower the body ✓ Extend weapon hand, palm down ✓ 	

COOL-DOWN: Static stretching exercises



Quadriceps



**Seated
hamstring**



Groin



Calf



Wrist (fingers up, down, forward)

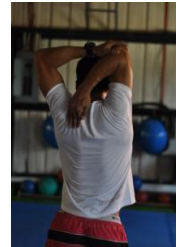
Finger



Overhead



Trunk



Triceps



Cross Elbow



Zipper



Glute



SESSION 5

ASSESSMENT

5 MINUTES

Using the rating scale below, I can assess my performance on the following skills accordingly:

Rating:

- I I can practice the technique by myself.
- O I can practice the technique with others' help.
- W I will just wait for the next PE class.

RATING	ACTIVITY
	Striking techniques 1-5
	Striking techniques 6-12
	Blocking techniques 1-5
	Cool-down

SESSION 6	INTRODUCTORY ACTIVITY	10 MINUTES
	<p>REVIEW:</p> <p style="text-align: center;">In our previous lesson, we reviewed the 12 striking techniques and learned the five (5) basic techniques in blocking: inward (1), outward (2), rising (3), downward inward (4) and downward outward (5).</p> <p>PREVIEW:</p> <ul style="list-style-type: none"> • Today's lesson consists of the following tasks: <ul style="list-style-type: none"> <li style="text-align: center;">Practice the following skills or techniques: <li style="text-align: center;">1. Striking techniques 1-12 <li style="text-align: center;">2. Blocking techniques 1-10 • Monitor my heart rate to determine the intensity of the exercises. 	
SESSION 6	SKILL DEVELOPMENT	10 MINUTES
	<p>Determine heart rate at rest (6-second count): _____ bpm</p> <p>GENERAL WARM-UP</p> <ol style="list-style-type: none"> 1. Jog for 1 minute. 2. Side shuffle (left foot leading) for 20 seconds. 3. Side shuffle (right foot leading) for 20 seconds. 4. Carioca (left foot leading) for 10 seconds. 5. Carioca (right foot leading) for 10 seconds. 6. Butt kicks for 10 seconds. 7. High knees for 10 seconds. <p style="text-align: center;">HEART RATE AFTER WARM-UP: _____ bpm</p> <p>DYNAMIC STRETCHING</p> <ol style="list-style-type: none"> 1. Knee hug to calf raise 2. Single leg deadlift 3. Lunge and twist 4. Toe touch 	

SESSION 6	HEART RATE AFTER STRETCHING: _____ bpm																									
	APPLICATION	15 MINUTES																								
	<p>Striking techniques 1-12</p> <p>HEART RATE AFTER STRIKING: _____ bpm</p> <p>Blocking techniques 1-5</p> <p>HEART RATE AFTER BLOCKING: _____ bpm</p> <p>Cool-down: Static stretching</p> <p>HEART RATE AFTER COOL-DOWN: _____ bpm</p>																									
SESSION 6	ASSESSMENT	5 MINUTES																								
	<p>1. Rank the following exercises accordingly: 1-most intense; 2-moderate; 3-least intense.</p> <table border="1"> <thead> <tr> <th>EXERCISES</th> <th>HEART RATE</th> <th>RANK</th> <th>INTENSITY</th> </tr> </thead> <tbody> <tr> <td>General warm-up</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dynamic stretching</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Striking techniques</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Blocking techniques</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cool-down</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>3. Identify the exercise intensity as moderate or vigorous (base it on your Session 3 assignment).</p>			EXERCISES	HEART RATE	RANK	INTENSITY	General warm-up				Dynamic stretching				Striking techniques				Blocking techniques				Cool-down		
EXERCISES	HEART RATE	RANK	INTENSITY																							
General warm-up																										
Dynamic stretching																										
Striking techniques																										
Blocking techniques																										
Cool-down																										

SESSIONS 7 and 8

INTRODUCTORY ACTIVITY

10 MINUTES

REVIEW:

In our previous lesson, we rated our peer in the performance of the five (5) blocking techniques, and monitored our heart rates while performing the different exercises.

PREVIEW:

- Today's lesson consists of the following task:
 1. Choreograph a 3 to 5-minute routine with a partner that combines the striking and blocking techniques which I have learned throughout the quarter.
 2. Our routine will be rated by our teacher using the following rubrics:
 - a. Proper execution of techniques:
 - Striking
 - Blocking
 - Stance and posture
 - Body shifting
 - b. Proper timing in the execution of technique
 - c. Agility in moving the entire body to the proper position
 - d. Proper coordination and continuous exchange between partners to show fluidity of movements
 - e. Variety of techniques

The following rating scale shall be used:

- 1- No or only a few observable errors; performed with high level of confidence
- 2- Some errors in technique but are able to keep presence of mind and carry on; encourages partner

	<p>3- Some errors in technique; more comfortable in starting all over again or backtracking; may show impatience or frustration</p> <p>4- Needs more practice; shows impatience or frustration</p>	
SESSION 7 and 8	SKILL DEVELOPMENT	5 MINUTES
	<p>GENERAL WARM-UP</p> <ol style="list-style-type: none"> 1. Jog for 1 minute. 2. Side shuffle (left foot leading) for 20 seconds. 3. Side shuffle (right foot leading) for 20 seconds. 4. Carioca (left foot leading) for 10 seconds. 5. Carioca (right foot leading) for 10 seconds. 6. Butt kicks for 10 seconds. 7. High knees for 10 seconds. <p>STATIC STRETCHING EXERCISES</p> <ol style="list-style-type: none"> 1. Wrist (fingers down, up, forward) 2. Fingers 3. Overhead 4. Trunk 5. Triceps 6. Cross elbow 7. Zipper 	
SESSION 8	APPLICATION	15 MINUTES
	CHOREOGRAPHY and PRACTICE	
SESSION 8	ASSESSMENT	10 MINUTES
	<p>Rate your choreographed routine by checking the appropriate box:</p> <ol style="list-style-type: none"> 1- No or only a few observable errors; performed with high level of confidence 2- Some errors in technique but are able to keep presence of mind and carry on; I encouraged/have been encouraged by my partner 	

3- Some errors in technique; more comfortable in starting all over again or backtracking; We may have gotten a bit impatient or frustrated with one another;

4- I/We needed more time to practice; we can do better next time

	RATING			
	1	2	3	4
Execution of technique				
• Striking				
• Blocking				
• Stance & posture				
• Body shifting				
Timing of strikes & blocks				
Agility of movements				
Coordination				
Variety of techniques				

All photos of PE faculty members of the University of Asia and the Pacific were taken in April 2012 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.

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MODULE TWO	Arnis (Dual Sports)	TIME ALLOTMENT	8 SESSIONS
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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>
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LEARNING COMPETENCIES

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

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.

PROCEDURES

The lessons and activities in every session are presented using the following format:

INTRODUCTORY ACTIVITY: This contains a *review* of the previous lesson/activity and a *preview* of the lessons and activities that will be taken up in the current session.

SKILL DEVELOPMENT: The warm-up routine will serve as preliminary exercises before the introduction of the skill to be learned.

APPLICATION: This explains the activity in detail so that I may be able to follow closely and participate actively in it.

ASSESSMENT: This contains guides that will help me monitor myself *before, during* and *after* the lessons and the activities so I may know how well I am able to participate in class.

SESSION 1

INTRODUCTORY ACTIVITY

5 MINUTES

REVIEW:

In our previous lesson, I have assessed my skill-related fitness.

Skill-related physical fitness (SRPF) consists of components that have a relationship with learning motor skills quickly and the ability to achieve a high level of performance in sports.

This quarter, I am going to learn the fundamental skills in Arnis. I know that I will be able to improve my motor skills with practice so that I am able to strike and block well; and quickly shift my body while maintaining balance. Practicing these skills will therefore help me become more fit.

PREVIEW:

✓ Today's lesson consists of three (3) parts: first, the routine warm-up and dynamic stretching exercises; second, the basic skills in grip and body stance, and third, the cool-down routine.

✓ The tasks include:

✓ Performing warm-up and dynamic stretching exercises.

✓ Learning the fundamental skills in Arnis:

1. Holding the stick with the proper grip.

2. Familiarizing oneself with the basic stance and salutation.

SESSION 1

SKILL DEVELOPMENT

5 MINUTES

GENERAL WARM-UP

1. Jog for 1 minute.
2. Side shuffle (left foot leading) for 20 seconds.
3. Side shuffle (right foot leading) for 20 seconds.
4. Carioca (left foot leading) for 10 seconds.
5. Carioca (right foot leading) for 10 seconds.
6. Butt kicks for 10 seconds.
7. High knees for 10 seconds.



Side
Shuffle

Carioca

Butt
kicks

High
Knees

DYNAMIC STRETCHING

1. Knee hug to calf raise



2. Single leg deadlift



3. Lunge and twist



4. Toe touch



APPLICATION	20 MINUTES	
FUNDAMENTAL SKILLS		
1. Grip: Proper hold of the stick		
	<ul style="list-style-type: none">✓ Hold the stick one fist away from the punyo (butt) of the stick. Close the grip with the thumb.	
2. Basic Stance and Salutation		
Handa		
	<ul style="list-style-type: none">✓ Feet are positioned shoulder width apart.✓ Stick is held in front of the body.	
Pugay		
		<ul style="list-style-type: none">✓ Place the weapon hand across the chest.✓ Bow by bending at the waist.
Handa sa Paglaban/Fighting Stance		
	<ul style="list-style-type: none">✓ One foot in front (foot the same as the weapon hand), the other foot on the rear✓ Keep feet apart, distance of one foot.✓ Both knees slightly bent✓ Toes facing forward✓ Weight evenly distributed on both feet	









Forward Stance



- ✓ Distance of 5 steps between the feet.
- ✓ Back leg kept straight, rear foot is held at a 45 degree angle.
- ✓ Keep the front knee bent.
- ✓ Weight is evenly distributed on both feet.

Backward Stance



- ✓ Distance of 4 steps between the feet.
- ✓ Both knees are slightly bent.
- ✓ Rear foot held at a 90 degree angle.
- ✓ 70% of the body weight on the rear foot while 30% is placed on the front foot.

COOL-DOWN: Static Stretching Exercises

1. Wrist (fingers down, up, forward)



2. Finger stretch



3. Overhead stretch



4. Chest stretch



5. Triceps



6. Cross elbow



7. Zipper



ASSESSMENT

5 MINUTES

Using the rating scale below, I can assess my performance on the following skills accordingly:

Rating:

- I** I can practice the skill by myself.
- O** I can practice the skill with others' help.
- W** I will just wait for the next PE class.

RATING	ACTIVITY
	Warm-up
	Dynamic stretching
	Grip
	Stance
	Static stretching

SESSION 2	INTRODUCTORY ACTIVITY	5 MINUTES
	<p>REVIEW:</p> <p>In our previous lesson, I have learned to properly hold (grip) the arnis stick and assume the proper stance. I have also learned how to perform the routine exercises for warm-up and cool-down.</p> <p>PREVIEW:</p> <p>✓ Today's lesson consists of the twelve (12) striking techniques which are aimed at different parts of the body that are considered to be vulnerable. I will be learning how to perform the first five (5) techniques:</p> <ul style="list-style-type: none"> ✓ Striking technique 1-Left side of the head attack ✓ Striking technique 2-Right side of the head attack ✓ Striking technique 3-Left side of the trunk attack ✓ Striking technique 4-Right side of the trunk attack ✓ Striking technique 5-Thrust to stomach 	
SESSION 2	SKILL DEVELOPMENT	10 MINUTES
	<p>GENERAL WARM-UP</p> <p>DYNAMIC STRETCHING EXERCISES</p>	

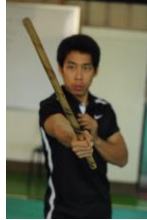
SESSION 2

APPLICATION

20 MINUTES

STRIKING TECHNIQUES: Hitting vital points of the body as targets by means of slashing, stabbing and thrusting actions; all techniques are performed with a fighting stance

ST1: Left side of the head attack



- ✓ Assume fighting stance
- ✓ Stick held at one o'clock; slashing action
- ✓ Free hand on chest

ST2: Right side of the head attack



- ✓ Assume fighting stance
- ✓ Stick held at eleven o'clock; slashing action
- ✓ Free hand on chest

ST3: Left side of the body (trunk) attack



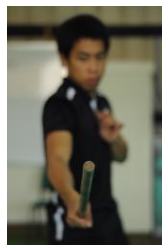
- ✓ Extend weapon hand
- ✓ Strike any part of the trunk between the shoulder and hip joints; slashing action against the outer part of the trunk

ST4: Right side of the body (trunk) attack



- ✓ Same as ST3

ST5: Thrust to solar plexus (stomach) attack



- ✓ Thrust weapon hand towards the target point (solar plexus)
- ✓ Follow-through with upward movement

	COOL-DOWN: Static stretching exercises														
SESSION 2	ASSESSMENT	5 MINUTES													
	<p>Using the rating scale below, I can assess my performance on the following skills accordingly:</p> <p>Rating:</p> <p>I I can practice the technique by myself.</p> <p>O I can practice the technique with others' help.</p> <p>W I will just wait for the next PE class.</p> <table border="1" data-bbox="751 615 1291 951"> <thead> <tr> <th data-bbox="751 615 922 661">RATING</th> <th data-bbox="927 615 1291 661">ACTIVITY</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 667 922 709"></td> <td data-bbox="927 667 1291 709">Warm-up</td> </tr> <tr> <td data-bbox="751 716 922 758"></td> <td data-bbox="927 716 1291 758">Dynamic stretching</td> </tr> <tr> <td data-bbox="751 764 922 806"></td> <td data-bbox="927 764 1291 806">Grip</td> </tr> <tr> <td data-bbox="751 812 922 854"></td> <td data-bbox="927 812 1291 854">Stance</td> </tr> <tr> <td data-bbox="751 861 922 903"></td> <td data-bbox="927 861 1291 903">Striking techniques 1-5</td> </tr> <tr> <td data-bbox="751 909 922 951"></td> <td data-bbox="927 909 1291 951">Static stretching</td> </tr> </tbody> </table>		RATING	ACTIVITY		Warm-up		Dynamic stretching		Grip		Stance		Striking techniques 1-5	
RATING	ACTIVITY														
	Warm-up														
	Dynamic stretching														
	Grip														
	Stance														
	Striking techniques 1-5														
	Static stretching														

SESSION 3

INTRODUCTORY ACTIVITY

10 MINUTES

REVIEW:

In our previous lesson, I learned how to perform the five (5) striking techniques: left (1) and right (2) side of the head attack, left (3) and right (4) side of the trunk attack, and the thrust to stomach (5) attack.



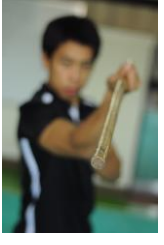


Using the following rating scale, I can assess how I performed the following techniques:

- 4 - Performed the technique with no or few observable errors
- 3 - Performed the technique with some errors but I am able to correct myself easily
- 2 - Performed the technique with some errors but I relied on other's help
- 1 - I need more practice to get it right

RATING	TECHNIQUE
	Left side of the head attack
	Right side of the head attack
	Left side of the trunk attack
	Right side of the trunk attack
	Thrust-to-stomach attack

PREVIEW:

- ✓ Today's lesson consists of the remaining seven (7) of the twelve (12) striking techniques:
 - ✓ Striking technique 6-Left chest stab
 - ✓ Striking technique 7-Right chest stab
 - ✓ Striking technique 8-Left knee strike
 - ✓ Striking technique 9-Right knee strike

	<ul style="list-style-type: none"> ✓ Striking technique 10-Left eye poke ✓ Striking technique 11-Right eye poke ✓ Striking technique 12-Crown attack 	
SESSION 3	SKILL DEVELOPMENT	5 MINUTES
	<p>GENERAL WARM-UP</p> <p>DYNAMIC STRETCHING EXERCISES</p>	
SESSION 3	APPLICATION	20 MINUTES
	<p>STRIKING TECHNIQUES:</p> <p>ST6: Left chest stab</p> <div style="display: flex; align-items: flex-start;">  <ul style="list-style-type: none"> ✓ Assume the fighting stance. ✓ Extend weapon hand forward, palm facing outward. ✓ Keep elbow up. </div> <p>ST7: Right chest stab</p> <div style="display: flex; align-items: flex-start;"> <div style="display: flex; gap: 20px;">   </div> <ul style="list-style-type: none"> ✓ Assume fighting stance ✓ Scooping action ✓ Extend weapon hand forward, palm facing outward. ✓ Keep the elbow down. </div> <p>ST8: Left lower leg (knee/shin/ankle) strike</p> <div style="display: flex; align-items: flex-start;">  <ul style="list-style-type: none"> ✓ Lower the body ✓ Extend weapon hand to hit any part of the lower leg between knee and ankle joint ✓ Palm upward </div> <p>ST9: Right lower leg</p> <div style="display: flex; align-items: flex-start;">  <ul style="list-style-type: none"> ✓ Lower the body ✓ Extend weapon hand to hit any part of the lower leg between knee and ankle joint ✓ Palm downward </div>	

ST10: Left eye poke



- ✓ Assume fighting stance
- ✓ Extend weapon hand forward, palm facing outward
- ✓ Elbow down

ST11: Right eye poke



- ✓ Assume fighting stance
- ✓ Extend weapon hand forward, palm facing outward
- ✓ Elbow up

ST12: Crown attack



- ✓ Hack against the top of the head

COOL-DOWN: Static stretching exercises

SESSION 3

ASSESSMENT

5 MINUTES

Using the rating scale below, I can assess my performance on the following skills accordingly:

Rating:

- I** I can practice the technique by myself.
- O** I can practice the technique with others' help.
- W** I will just wait for the next PE class.

RATING	ACTIVITY
	Warm-up
	Dynamic stretching
	Grip
	Stance
	Striking techniques 1-5
	Striking techniques 7-12
	Static stretching

ASSIGNMENT

1. Compute your heart rate given a MODERATE intensity exercise (minimum = 40% and maximum = 55%).

(Minimum) _____ bpm TO (Maximum) _____ bpm

2. Compute your heart rate given a VIGOROUS intensity exercise (minimum = 60% and maximum = 85%).

(Minimum) _____ bpm TO (Maximum) _____ bpm

SESSION 4

INTRODUCTORY ACTIVITY

15 MINUTES

REVIEW:

In our previous lesson, I learned how to perform the remaining seven (7) striking techniques: left (6) and right (7) chest attack; left (8) and right (9) knee attack; left (10) and right (11) eye attack, and the crown (12) attack.


Using the following rating scale, I will assess how I performed the following techniques:

- 4 - Performed the technique with no or few observable errors
- 3 - Performed the technique with some errors but I am able to correct myself easily
- 2 - Performed the technique with some errors but I relied on other's help
- 1 - I need more practice to get it right

RATING	TECHNIQUE
	Left chest stab
	Right chest stab
	Left knee strike
	Right knee strike
	Left eye poke
	Right eye poke
	Crown attack

PREVIEW:

- ✓ Today's lesson consists of the following tasks:
 - Practice the striking techniques 1-12
 - Monitor my heart rate to determine the intensity

	of the exercises.	
SESSION 4	SKILL DEVELOPMENT	10 MINUTES
	<p>DETERMINING MY HEART RATE AT REST</p> <p>1. My partner signals the time for me to “start” and “stop” counting my pulse (radial or carotid) for 6 seconds.</p> <p style="text-align: center;">HEART RATE AT REST: _____ bpm</p> <p>2. I now signal my partner to “start” and “stop” counting his/her pulse for 6 seconds.</p> <p>GENERAL WARM-UP</p> <ol style="list-style-type: none"> 1. Jog for 1 minute. 2. Side shuffle (left foot leading) for 20 seconds. 3. Side shuffle (right foot leading) for 20 seconds. 4. Carioca (left foot leading) for 10 seconds. 5. Carioca (right foot leading) for 10 seconds. 6. Butt kicks for 10 seconds. 7. High knees for 10 seconds. <p style="text-align: center;">HEART RATE AFTER WARM-UP: _____ bpm</p> <p>DYNAMIC STRETCHING</p> <ol style="list-style-type: none"> 1. Knee hug to calf raise 2. Single leg deadlift 3. Lunge and twist 4. Toe touch <p style="text-align: center;">HEART RATE AFTERSTRETCHING: _____ bpm</p>	
SESSION 4	APPLICATION	15 MINUTES
	<p>STRIKING TECHNIQUES</p> <p>ST1: Left temple attack </p>	

ST2: Right temple attack



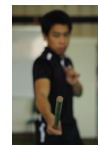
ST3: Left shoulder attack



ST4: Right shoulder attack



ST5: Thrust-to-stomach attack



ST6: Left chest attack



ST7: Right chest attack



ST8: Left knee attack



ST9: Right knee attack



ST10: Left eye attack



ST11: Right eye attack



ST12: Crown attack



HEART RATE AFTER STRIKING: _____ bpm

COOL-DOWN: Static stretching exercise

HEART RATE AFTER COOL-DOWN: _____ bpm

SESSION 4

ASSESSMENT

5 MINUTES

1. Rank the following exercises accordingly: 1-most intense; 2-moderate; 3-least intense.

EXERCISES	HEART RATE (bpm)	RANK	INTENSITY
General warm-up			
Dynamic stretching			
Striking techniques			
Cool-down			

2. Identify the exercise intensity as moderate or vigorous (base it on your Session 3 assignment).

SESSION 5

INTRODUCTORY ACTIVITY

20 MINUTES

REVIEW:

In our previous lesson, we monitored our heart rate while performing all of the exercises. We also practiced the following skills: grip, stance and the 12 striking techniques.

PEER EVALUATION:

Using the following rating scale, assess YOUR PARTNER as s/he performs the following techniques:

- 4 - Performed the technique with no or few observable errors
- 3 - Performed the technique with some errors but is able to correct him/herself easily
- 2 - Performed the technique with some errors but relied on my help
- 1 - Needs more practice to get it right

RATING	TECHNIQUE	RATING	TECHNIQUE
	Left side of the head		Left chest
	Right side of the head		Right chest
	Left side of the trunk		Left knee
	Right side of the trunk		Right knee
	Thrust-to-stomach		Left eye
RATED BY:	DATE		Right eye
			Crown

PREVIEW:

- ✓ Today's lesson consists of the ten (10) blocking techniques which consist of parrying an opponent's strike in defense. Blocking with balance and in the correct stance will enable

me to counter-strike with equal efficacy. I will be learning how to perform the five (5) basic techniques:

- ✓ Blocking technique 1-Inward
- ✓ Blocking technique 2-Outward
- ✓ Blocking technique 3-Rising
- ✓ Blocking technique 4-Downward inward
- ✓ Blocking technique 5-Downward outward

SESSION 5

APPLICATION

15 MINUTES

BLOCKING TECHNIQUES:

BT1: Inward



- ✓ Place free hand on the stick.
- ✓ From forward stance, shift body obliquely.
- ✓ Parry inward.

BT2: Outward



- ✓ Free hand rotates the stick downward.
- ✓ Shift body obliquely on the opposite side
- ✓ Parry outward.

BT3: Rising



- ✓ Hold the stick parallel to the ground, waist level.
- ✓ Push the stick upward, over the head.

BT4: Downward inward



- ✓ From fighting stance, shift to back stance.
- ✓ Lower the body
- ✓ Extend weapon hand, palm up.

BT5: Downward outward



- ✓ From fighting stance, shift to back stance
- ✓ Lower the body
- ✓ Extend weapon hand, palm down
- ✓

COOL-DOWN: Static stretching exercises



Quadriceps



**Seated
hamstring**



Groin



Calf



Wrist (fingers up, down, forward)



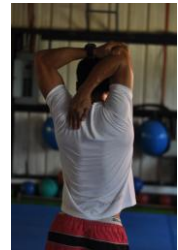
Finger



Overhead



Trunk



Triceps



Cross Elbow



Zipper



Glute



SESSION 5

ASSESSMENT

5 MINUTES

Using the rating scale below, I can assess my performance on the following skills accordingly:

Rating:

- I I can practice the technique by myself.
- O I can practice the technique with others' help.
- W I will just wait for the next PE class.

RATING	ACTIVITY
	Striking techniques 1-5
	Striking techniques 6-12
	Blocking techniques 1-5
	Cool-down

SESSION 6	INTRODUCTORY ACTIVITY	10 MINUTES
	<p>REVIEW:</p> <p>In our previous lesson, we reviewed the 12 striking techniques and learned the five (5) basic techniques in blocking: inward (1), outward (2), rising (3), downward inward (4) and downward outward (5).</p> <p>PREVIEW:</p> <p>✓ Today's lesson consists of the following tasks:</p> <p>Practice the following skills or techniques:</p> <ol style="list-style-type: none"> 1. Striking techniques 1-12 2. Blocking techniques 1-10 <p>✓ Monitor my heart rate to determine the intensity of the exercises.</p>	
SESSION 6	SKILL DEVELOPMENT	10 MINUTES
	<p>Determine heart rate at rest (6-second count): _____ bpm</p> <p>GENERAL WARM-UP</p> <ol style="list-style-type: none"> 1. Jog for 1 minute. 2. Side shuffle (left foot leading) for 20 seconds. 3. Side shuffle (right foot leading) for 20 seconds. 4. Carioca (left foot leading) for 10 seconds. 5. Carioca (right foot leading) for 10 seconds. 6. Butt kicks for 10 seconds. 7. High knees for 10 seconds. <p>HEART RATE AFTER WARM-UP: _____ bpm</p> <p>DYNAMIC STRETCHING</p> <ol style="list-style-type: none"> 1. Knee hug to calf raise 2. Single leg deadlift 	

	<p>3. Lunge and twist 4. Toe touch</p> <p>HEART RATE AFTER STRETCHING: _____ bpm</p>																									
<p>SESSION 6</p>	<p>APPLICATION</p>	<p>15 MINUTES</p>																								
	<p>Striking techniques 1-12</p> <p>HEART RATE AFTER STRIKING: _____ bpm</p> <p>Blocking techniques 1-5</p> <p>HEART RATE AFTER BLOCKING: _____ bpm</p> <p>Cool-down: Static stretching</p> <p>HEART RATE AFTER COOL-DOWN: _____ bpm</p>																									
<p>SESSION 6</p>	<p>ASSESSMENT</p>	<p>5 MINUTES</p>																								
	<p>1. Rank the following exercises accordingly: 1-most intense; 2-moderate; 3-least intense.</p> <table border="1" data-bbox="570 1161 1474 1440"> <thead> <tr> <th data-bbox="570 1161 906 1241">EXERCISES</th> <th data-bbox="906 1161 1136 1241">HEART RATE</th> <th data-bbox="1136 1161 1268 1241">RANK</th> <th data-bbox="1268 1161 1474 1241">INTENSITY</th> </tr> </thead> <tbody> <tr> <td data-bbox="570 1241 906 1283">General warm-up</td> <td data-bbox="906 1241 1136 1283"></td> <td data-bbox="1136 1241 1268 1283"></td> <td data-bbox="1268 1241 1474 1283"></td> </tr> <tr> <td data-bbox="570 1283 906 1325">Dynamic stretching</td> <td data-bbox="906 1283 1136 1325"></td> <td data-bbox="1136 1283 1268 1325"></td> <td data-bbox="1268 1283 1474 1325"></td> </tr> <tr> <td data-bbox="570 1325 906 1367">Striking techniques</td> <td data-bbox="906 1325 1136 1367"></td> <td data-bbox="1136 1325 1268 1367"></td> <td data-bbox="1268 1325 1474 1367"></td> </tr> <tr> <td data-bbox="570 1367 906 1409">Blocking techniques</td> <td data-bbox="906 1367 1136 1409"></td> <td data-bbox="1136 1367 1268 1409"></td> <td data-bbox="1268 1367 1474 1409"></td> </tr> <tr> <td data-bbox="570 1409 906 1440">Cool-down</td> <td data-bbox="906 1409 1136 1440"></td> <td data-bbox="1136 1409 1268 1440"></td> <td data-bbox="1268 1409 1474 1440"></td> </tr> </tbody> </table> <p>3. Identify the exercise intensity as moderate or vigorous (base it on your Session 3 assignment).</p>			EXERCISES	HEART RATE	RANK	INTENSITY	General warm-up				Dynamic stretching				Striking techniques				Blocking techniques				Cool-down		
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SESSIONS 7 and 8

INTRODUCTORY ACTIVITY

10 MINUTES

REVIEW:

In our previous lesson, we rated our peer in the performance of the five (5) blocking techniques, and monitored our heart rates while performing the different exercises.

PREVIEW:

✓ Today's lesson consists of the following task:

1. Choreograph a 3 to 5-minute routine with a partner that combines the striking and blocking techniques which I have learned throughout the quarter.
2. Our routine will be rated by our teacher using the following rubrics:
 - a. Proper execution of techniques:
 - Striking
 - Blocking
 - Stance and posture
 - Body shifting
 - b. Proper timing in the execution of technique
 - c. Agility in moving the entire body to the proper position
 - d. Proper coordination and continuous exchange between partners to show fluidity of movements
 - e. Variety of techniques

The following rating scale shall be used:

- 1- No or only a few observable errors; performed with high level of confidence
- 2- Some errors in technique but are able to keep

	<p>presence of mind and carry on; encourages partner</p> <p>3- Some errors in technique; more comfortable in starting all over again or backtracking; may show impatience or frustration</p> <p>4- Needs more practice; shows impatience or frustration</p>	
SESSION 7 and 8	SKILL DEVELOPMENT	5 MINUTES
	<p>GENERAL WARM-UP</p> <ol style="list-style-type: none"> 1. Jog for 1 minute. 2. Side shuffle (left foot leading) for 20 seconds. 3. Side shuffle (right foot leading) for 20 seconds. 4. Carioca (left foot leading) for 10 seconds. 5. Carioca (right foot leading) for 10 seconds. 6. Butt kicks for 10 seconds. 7. High knees for 10 seconds. <p>STATIC STRETCHING EXERCISES</p> <ol style="list-style-type: none"> 1. Wrist (fingers down, up, forward) 2. Fingers 3. Overhead 4. Trunk 5. Triceps 6. Cross elbow 7. Zipper 	
SESSION 8	APPLICATION	15 MINUTES
	CHOREOGRAPHY and PRACTICE	
SESSION 8	ASSESSMENT	10 MINUTES
	<p>Rate your choreographed routine by checking the appropriate box:</p> <p>1- No or only a few observable errors; performed</p>	

with high level of confidence

2- Some errors in technique but are able to keep presence of mind and carry on; I encouraged/have been encouraged by my partner

3- Some errors in technique; more comfortable in starting all over again or backtracking; We may have gotten a bit impatient or frustrated with one another;

4- I/We needed more time to practice; we can do better next time

	RATING			
	1	2	3	4
Execution of technique				
• Striking				
• Blocking				
• Stance & posture				
• Body shifting				
Timing of strikes & blocks				
Agility of movements				
Coordination				
Variety of techniques				

All photos of PE faculty members of the University of Asia and the Pacific were taken in April 2012 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.