

**SENIOR HIGH SCHOOL CORE SUBJECT | HEALTH OPTIMIZING PHYSICAL EDUCATION (H.O.P.E 1 and 2)
QUARTER ONE – GRADE 11**

TOPIC / LESSON NAME	Exercise for Fitness
CONTENT STANDARDS	The learner demonstrates understanding of fitness and exercise in optimizing one’s health as a habit; as requisite for physical activity performance, and as a career opportunity
PERFORMANCE STANDARDS	The learner leads fitness events with proficiency and confidence resulting in independent pursuit and in influencing others positively
LEARNING COMPETENCIES	<ol style="list-style-type: none"> 1. Distinguishes aerobic from muscle and bone-strengthening activities (PEH11FH-Ia-1) 2. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school (PEH11FH-Ia-t-8) 3. Demonstrates proper etiquette and safety in the use of facilities and equipment (PEH11FH-Ia-t-12)
SPECIFIC LEARNING OUTCOMES	<p>At the end of the lesson, the learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain, in writing, the difference between aerobic from muscle and bone-strengthening activities 2. Categorize/classify a list of activities into aerobic, muscle strengthening or bone-strengthening 3. Make an honest inventory of one’s monthly moderate to vigorous physical activities
TIME ALLOTMENT	120 minutes (2 meetings) HEALTH OPTIMIZING PHYSICAL EDUCATION (H.O.P.E 1 and 2) is given 120 minutes per week

LESSON OUTLINE:

1st Meeting:

1. **Introduction/Review:** Introducing of Classroom Policies (15 minutes); Communicating learning objectives (5 minutes)
2. **Motivation:** Exhaust Game (5 minutes)
3. **Instruction:** Lecture and discussion (30 minutes); Exit pass (5 minutes)

2nd Meeting

4. **Review:** (5 minutes)
5. **Practice** (35 minutes)
6. **Evaluation** (20 minutes)
7. **Enrichment:** Exercise Log (out-of-school activity)

MATERIALS	
RESOURCES	<p>Lesson 6: Planning for Physical Activities, Grade 11 Active Healthy Lifestyles Manitoba Government, Canada <http://www.edu.gov.mb.ca/k12/cur/physlth/frame_found_gr11/rm/module_b_lesson_6.pdf>. Accessed: 4 January 2016</p> <p>“Make the Most of the First Day of Class” Loosely based on Lyons et al. 2003 Carnegie Mellon University, <https://www.cmu.edu/teaching/design/teach/firstday.html>. Accessed: 5 January 2016</p> <p>Nike Training Club <http://www.nike.com/us/en_us/c/womens-training/apps/nike-training-club> Accessed: 5 January 2016</p> <p>Physical Education, Grade 7 – Learner’s Manual Department of Education, Philippines</p>

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PROCEDURE	MEETING LEARNERS' NEEDS								
<p>INTRODUCTION (20 minutes)</p> <ol style="list-style-type: none"> 1. Introduce yourself to the class 2. Present and clarify the course's learning objectives 3. Help students learn about each other 4. Set the tone for the course. You are encouraged to show your students the course schedule. 5. Collect baseline data on students' knowledge and motivation on the course 6. Stir students' interest for the course content 7. Inform students of course requirements 	<p><i>The importance of the First Day of Class:</i> Since this is the first day of class, it is strongly recommended that a few minutes is invested on proper introduction, levelling of expectations and getting a sense of who your learners' are (prior knowledge and motivation)</p> <p><i>Review of the Junior High School PE Curriculum:</i> To understand where the students are coming from, review the JHS PE curriculum available for viewing and download at the DepEd Website</p>								
<p>MOTIVATION (5 minutes)</p> <ol style="list-style-type: none"> 1. Tell the students to get their notebooks. 2. Instruct them to describe what physical fitness is, using their own words. Write their answers on their notebooks. Sample question: In your own understanding, what is physical fitness? <i>Physical Fitness is...</i> <i>For me, physical fitness is about...</i> <p><u>Room for differentiation:</u> If students find the previous question too challenging, do any of the ff:</p> <ol style="list-style-type: none"> a) Describe a person who is physically fit. How do you know that a person is physically fit? What can he do? What does he eat? b) You may also ask them to react to this quote by Jim Rohn – “Take care of your body, it is the only place you have to live.” c) Or ask your students – What comes to your mind when you see/hear/read “Physical Fitness?” <p><i>Sample responses for option C</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">exercise, sports</td> <td style="width: 25%;">body,</td> <td style="width: 25%;">well-being, health</td> <td style="width: 25%;">kalusugan</td> </tr> <tr> <td>food, diet</td> <td>thin, fat, sexy</td> <td>lifestyle</td> <td>katawan</td> </tr> </table> <ol style="list-style-type: none"> 3. Think-pair-share: Tell the students to find a partner, preferably their seatmate for convenience, and share their answers. 	exercise, sports	body,	well-being, health	kalusugan	food, diet	thin, fat, sexy	lifestyle	katawan	<p><i>Debunking myths and assumptions:</i> Be ready with answers such as “Thinness is equated with healthiness” or “those who maintain a vegan diet is automatically healthier than those who don't.”</p> <p><i>Consider choice of words:</i> Words such as “thin” or “fat” may be used in class. This may be an opportunity for discrimination. Be ready to infuse values on respect.</p>
exercise, sports	body,	well-being, health	kalusugan						
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INSTRUCTION (30 minutes)

1. Post on the board the following definitions of Physical Fitness:
 - a) Physical Fitness is a state of good health and well-being of an individual (K to 12 Grades 1 to 10 Curriculum, Glossary of Terms)
 - b) Physical Fitness is “a set of abilities that one possesses in order to perform physical activities.” (Centers for Disease and Prevention, 1985; Grade 7 Teacher’s Guide – Session 1, Module 1)
 2. Process your students’ responses from the motivation activity. Connect it with the definition of physical fitness.
 3. Transition to the three components of physical fitness. Recall and review the three components of fitness by posting the definitions on the board. Call students to match the definitions with the corresponding component.
 - a) **Health-related physical fitness (HRPF)** consists of specific components that have a relationship with good health, or a lower risk of illness.
HRPF includes: body composition, cardiovascular endurance, flexibility, muscular endurance and muscle strength
 - b) **Skill-related physical fitness (SRPF)** pertains to components related with learning motor skills quickly and ability to achieve high level of performance in sports.
SRPF includes: agility, balance, coordination, power, reaction time and speed
 - c) **Physiological Fitness** relates to biological systems that are influenced by one’s level of habitual physical activity
Physiological Fitness includes: Metabolic Fitness (MetF), Morphological Fitness (MorF) and bone integrity (BI)
- Source: Grade 7 Learner’s Material, DepEd
4. Emphasize that as humans, we have the power to shape and influence our physical fitness. The three components of physical fitness can be directly affected by our diet (what we eat) and the amount of physical activity we do.

Review: The topics for the lesson were already introduced during JHS (Grade 7 and 8). It is assumed that this is just a review for the students.

For Participation Purposes:
Encourage your students to revisit their Junior High School notes. You can also ask them to bring their notes from Junior High School to class

Again, this is just a review of their JHS lessons.

For visual purposes: it would help to have an instructional material for the components of fitness. (i.e. chart, chalk work, hand-outs, etc)

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5. **EXHAUST ACTIVITY:** After knowing the components of physical fitness, it is now time to reflect on one’s fitness. In two minutes, instruct the students to write all the physical activities that they perform regularly

Sample responses

washing the dishes	walking to school	lifting weights
sweeping the floor	watering the plants	playing sports
ironing the clothes	fetching a pail water	dancing

6. Discuss what physical activities are:
 a) Any bodily activity that enhances or maintains physical fitness, health and wellness
 b) Any bodily movement produced by skeletal muscles that requires energy expenditure

7. Inform the students that you would be referring to their answers in the latter part of the period

8. Go on to review the types of physical activities. Ask your students for the three types of physical activities. You may also post them on the board.

Aerobic	Muscle-strengthening	Bone-strengthening
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9. Tell your students to refer to their answers in #5 (Exhaust Activity). On their notebooks, instruct them to categorize their answers into aerobic, muscle-strengthening and bone-strengthening, based on their previous knowledge.

10. After a few minutes, call for volunteers to write their answers on the board.

11. Discuss and differentiate aerobic, muscle-strengthening and bone-strengthening activities are
 a) **AEROBIC** – moves your large muscles, such as those in your arms and legs. Aerobic activities make your heart beat faster than usual. Regular aerobic activity strengthens your heart and lungs.
 Examples: walking, running, swimming, bicycling, dancing, sports such as basketball and soccer,
 b) **MUSCLE-STRENGTHENING** – improves strength, power and endurance of muscles.
 Examples: doing push-ups, pull-ups and sit-ups, lifting weights, climbing the stairs, digging the garden

On the activity's instruction: There is a probability that students would ask and clarify what type of physical activity they can write – from the daily activities like walking, washing the dishes, sweeping the floor, etc., to sports like basketball and swimming. At this point, refrain from answering the question. This would serve as a gauge of what students consider as physical activities.

Encourage questions: At this point, encourage your students to ask questions and share their thoughts.

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- c) **BONE-STRENGTHENING** activities – helps your bones grow and keeps them strong. When your feet or arms support your body's weight, and your muscles push against your bones, these are bone-strengthening activities.
Example: jumping, skipping, hopping

12. After the discussion, ask your students' to check if they grouped their answers accurately.

Exit Pass (10 minutes)

13. On a sheet of paper, answer the following questions:
- a) Of the three components of fitness, in what area do you need to improve the most? How do you plan to improve on them?
 - b) Which type of physical activity are you most comfortable with?
 - c) Do you consider yourself physically fit?
 - d) What do you want to learn during this course?
14. Collect their work.
15. Remind your students to come in their PE uniform for the next meeting.

Take home activity – important

16. Ask your students to answer the following: (pre-exercise screening tool)
- a) Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?
 - b) Do you feel pain in your chest when you do physical activity?
 - c) In the past month, have you had chest pain when you were not doing physical activity?
 - d) Do you lose your balance because of dizziness or do you ever lose consciousness?
 - e) Do you have a bone or joint problem (for example, back, knee, or hip) that could be made worse by a change in your physical activity?
 - f) Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?
 - g) Do you know of any other reason why you should not do physical activity?

Get to know your students:

This exit pass provides you with additional data on your students. Get to know them so you may design your lessons around their needs and interests.

Safety precautions:

Before starting with the physical activities, ensure the health condition of your students. Secure parent's/guardian permit and/or a doctor's health certificate from all your students before they engage in the activities.

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2nd Meeting

INTRODUCTION AND REVIEW (10 minutes)

1. Ask your students to give a recap of the previous lesson.
2. Ask for someone to define physical fitness, aerobic, muscle and bone-strengthening activities.
3. Ask for the difference between aerobic, muscle and bone-strengthening activities.
4. Present and clarify the learning objectives for this session.

For today we will:

- a) Engage in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school (PEH11FH-1a-t-11)
- b) Demonstrates proper etiquette and safety in the use of facilities and equipment (PEH11FH-1a-t-12)

At the end of the class we will:

- a) Have an evaluation for this lesson

You may opt to assign someone to give the previous lesson's review ahead of time. If you would permit, you may also let them refer to their notes.

PRACTICE (35 minutes)

1. Lead the class to the activity area – gym, basketball court, open space.
2. Instruct the students to form X lines (where X depends on the class size and available space)
3. Before starting the exercise, ask the students for etiquette and safety reminders.
4. Do the warm-up first, the work-out proper, then the cool down

1 WARM-UP		3 COOL DOWN	
Activity	Time	Activity	Time
Light jog (A)	2 min	Cobra (stretching)	30 sec
Back pedal (A)	1 min	Pretzel stretch (stretching)	1 min
		Lower back stretch (stretching)	1 min
		Standing hamstring stretch (stretching)	2 min

For etiquette and safety reminders:

1. Wear the right attire
2. Use the appropriate equipment
3. Warm-up before the working
4. Cool down after the workout
5. Stay hydrated
6. Breathe throughout the exercise
7. Listen to your body – know when to keep pushing yourself and when to stop

2 WORK-OUT PROPER			
Activity	Time	Activity	Time
kick downs (MS)	2 min	2 feet lateral hops in place (A, BS)	30 sec
modified pus-ups (MS)	1 min	Modified tricep push-ups (MS)	30 sec
modified plank (MS)	30 sec	Alternating step back lunges (MS)	30 sec
froggers (A, BS)	1 min	Recover	30 sec
side lunge (MS)	1 min	Jumping jacks (A, BS)	15 sec
recover/rest	30 sec	Abdominal curls (MS)	1 min
2 feet forward/backwards hops in place (A, BS)	30 sec	Modified push-ups (MS)	1 min
Plank (MS)	1 min	Recover	30 sec
Squats (MS)	1 min	Modified plank (MS)	30 sec
abdominal curls (MS)	1 min	Burpees (A, BS)	1 min
recover/rest	30 sec	Squat hold (MS)	15 sec
opposite arm/leg extension (MS)	1 min	Shoulder press (MS)	1 min

During the work-out proper:

Ask the students to identify if the exercise is aerobic (A), muscle (MS) or bone-strengthening (BS)

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EVALUATION (15 to 20 minutes)

1. Go back to the classroom and start with the evaluation.

A. Essay

1. Instruct the students to answer the following questions:
 - a) Differentiate aerobic activity from muscle and bone-strengthening activity in terms of its effect to your body
 - b) Describe the benefits of aerobic, muscle and bone-strengthening activities
 - c) Explain the importance of aerobic, muscle and bone-strengthening activities
2. Tell the students to answer the questions through a one-page essay. Make their answers as complete and as concise as they can.
3. Inform the students of the rubric for grading (See annex A) and the allotted time for the activity.
4. Ask the students if there are any clarifications before starting the activity.

B. Personal inventory of monthly physical engagements (not graded)

1. Tell the students to assess their monthly physical engagement (moderate to vigorous physical activity) by answering the following questions:
 - a) **FREQUENCY:** How often do you engage in such activity/ies?
 - b) **INTENSITY:** How hard/intense do you exercise?
 - c) **TIME:** How long do you engage in the activity/ies?
 - d) **TYPE:** What physical activity/ies do you engage yourself in?
2. Instruct the students to use the FITT Principle to organize their answers.

FREQUENCY (F) <i>daily, x toy times a week</i>	INTENSITY (I) <i>light, moderate, vigorous</i>	TIME (T) <i>x minutes</i>	TYPE (T) <i>activity</i>

3. Collect the students' works

ENRICHMENT

Interval Training

1. During your free time, outside school, try interval training. Interval training is when you vary your speeds and intensity throughout a shorter run.
2. Sample interval running schedule:
 - a) 5 minutes of warmup: light walking, to jog then stretch.
 - b) 30 seconds of increased pace (70% of maximum effort)... 2 minutes of decreased pace.
 - c) 30 seconds of increased pace (75% of maximum effort)... 2 minutes of decreased pace.
 - d) 30 seconds of increased pace (80% of maximum effort)... 2 minutes of decreased pace.

Giving clear directions

To check if the students understood the spirit of the question, you may ask them to rephrase the question in their own words
Example: What does aerobic activity do to my body? What is its effect to me?

Be strict with the maximum of one-page output. This would help improve the students' writing and communication skills.

Review the FITT principle

The FITT principle has been introduced during Junior High School (Grade 7 and 8).

This personal inventory will be collected but not graded. This would serve as another data source about the students.

This would be a good pre-activity for the next topic on energy systems

- A) ATP-PC (high power, short duration)
- B) glycolytic (moderate power/short duration),
- C) oxidative (low power/long duration)

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<p>e) 30 seconds of increased pace (85% of maximum effort)... 2 minutes of decreased pace. f) 30 seconds of increased pace (90% of maximum effort)... 2 minutes of decreased pace. g) 30 seconds of increased pace (100% of maximum effort)...2 minutes of decreased pace. h) 5 minutes of light jogging and stretching.</p> <p>3. The pace would be different for each person. If you're really out of shape, your 120 seconds might be walking, and your 30 seconds might be jogging. If you are in shape, your 120 seconds might be jogging and your 30 seconds might be sprinting.</p> <p>4. Take note of your experience. Keep track of your heartrate, throughout the interval training.</p>	
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Suggested rubric for the essay evaluation

	Beginning 0 pts	Developing 4 pts	Approaching Proficiency 6 pts	Proficient 8 pts	Advanced 10 pts
Content 10 pts	Did not answer question.	Answers are partial or incomplete. Key points are not clear. Question not adequately answered.	Answers are not comprehensive or completely stated. Key points are addressed, but not well supported.	Answers are accurate and complete. Key points are stated and supported.	Answers are comprehensive, accurate and complete. Key ideas are clearly stated, explained, and well supported.
Organization 10 pts	Beginning 0 pts	Developing 4 pts	Approaching Proficiency 6 pts	Proficient 8 pts	Advanced 10 pts
	Did not answer question.	Organization and structure detract from the answer.	Inadequate organization or development. Structure of the answer is not easy to follow.	Organization is mostly clear and easy to follow.	Well organized, coherently developed, and easy to follow.
Writing Conventions 5 pts	Beginning 0 pts	Developing 2 pts	Approaching Proficiency 3 pts	Proficient 4 pts	Advanced 5 pts
	Did not answer question.	Displays over five errors in spelling, punctuation, grammar, and sentence structure.	Displays three to five errors in spelling, punctuation, grammar, and sentence structure.	Displays one to three errors in spelling, punctuation, grammar, and sentence structure.	Displays no errors in spelling, punctuation, grammar, and sentence structure.