

Physical Education Grade 1

PE Strands	Content Standards	Performance Standards	Competencies
Body Management and Movement Skills	<p>The learner...</p> <ul style="list-style-type: none"> Demonstrates understanding of body awareness and movement skills needed for participation in physical activities 	<p>The learner...</p> <ul style="list-style-type: none"> Performs movement experiences accurately and efficiently by <ul style="list-style-type: none"> -identifying and describing parts of the body -creating shapes through non-locomotor movement. -balancing one, two, three, four, five body parts -transferring weight of body parts 	<p>The learner...</p> <ul style="list-style-type: none"> Identifies and describes parts of the body Creates shapes by using non-locomotor movements Balances on one, two, three, four, five body parts Transfers weight of body part
Rhythm and Dance	<ul style="list-style-type: none"> Demonstrates understanding of movement patterns through action songs 	<ul style="list-style-type: none"> Performs movement sequences while singing 	<p>Action Songs</p> <ul style="list-style-type: none"> Performs movements while singing
Games and Sports	<ul style="list-style-type: none"> Demonstrates understanding of movement activities through mimetics 	<ul style="list-style-type: none"> Accurately imitates movements of machine, animals, and nature 	<p>Mimetics</p> <ul style="list-style-type: none"> Imitates mechanical, animal, and nature movements
Physical Fitness	<ul style="list-style-type: none"> Demonstrates understanding of valuing one's active participation in various challenging activities 	<ul style="list-style-type: none"> Develops values-oriented tasks in engaging in a different challenging activities 	<p>Physical Fitness</p> <ul style="list-style-type: none"> Enjoys his participation in the different challenging activities

Quarter 1: Body Awareness

Module 1: The Body

Number of sessions : 2

Time allotment : 30 minutes/session

Procedure:

1. Prepare the following: cassette-recorder, music, picture of a boy/girl (as illustrated in the module), ball, chair or any object that could be used for the introductory activity.
2. Present the picture to the class. Let the pupils identify the body parts starting from the head down to the feet.



3. Discuss the division of the body in the context of Physical Education: head, trunk, upper extremities, and lower extremities
4. Ask pupils to stand and take their position within the boundary of the classroom.
5. Arrange the object /materials for the activity.
6. Arrange the pupils by column/line for the activity.
7. Let the pupils stand, walk; use arms to carry, lift, push, and pull; hold object and release object (refer to pages 1 and 2 of the module).

Suggestion:

Walking: forward, backward

Carry object/s: from one point to another; lift object, put down object

Hold and release object

With the use of music, let pupils move around without bumping each other, picking up things, releasing it, etc. They should stop when the music stops and listen to your instruction (whether to move in clockwise or counterclockwise, diagonal, etc.)

Physical Education Teaching Guide

8. Refer to page 3. Challenge the pupils to do the following by pair or by small groups:

- identify and describe your head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- create shapes by using non-locomotor movement .
- balance on one, two, three four and five body parts.
- transfer weight of body parts.

9. Refer to activity on page 3.

Prepare the following:

- post a big picture of the boy/girl
- flashcards with name of body parts must be ready

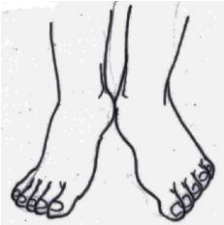
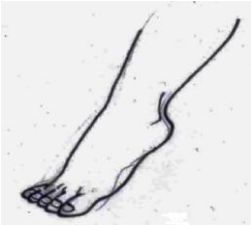
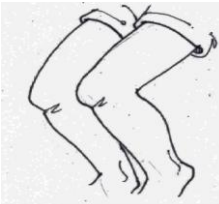
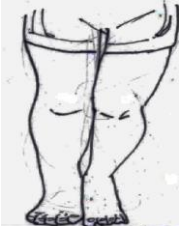
The flashcards may include a short straw or any colored yarn to connect the word and the part.

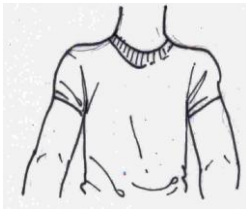
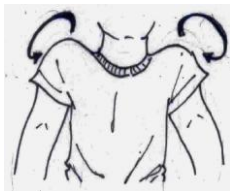




Let the pupils match the words on flashcards with the body part on the illustration.

10. Ask pupils to do the following by pair/small group. Let them explore the movement of each part.

- **Head** it means that movements start at the neck.
- Moving your **torso or trunk** means actions or movements from the armpit to the groin.
- The **upper extremity** would mean movements of the right and left **arms** (hands, lower arm, upper arm).
- Likewise the **lower extremity** would mean movements of the right and left **legs** (upper and lower leg, thigh and feet).

11. Introduce/ Recall “My Toes, My Knees” with the suggested movements.

<p>1.My toes</p> 	<p>Point Right (Left) foot forward</p> 
<p>2.My knees</p> 	<p>Bring Right(Left) foot close to Left (Right) foot and bend knees together</p> 

<p>3. My shoulder</p> 	<p>Rotate shoulders</p> 
<p>4. My head</p> 	<p>Rotate head</p> 
<p>5. We all clap our hands together</p> 	<p>Clap both hands above the head</p> 

Refer to page 5 of the module.

12. Group Work

- Group pupils into 4 - 6 members each. Let them create their own movements for the song. Give them 5 minutes to work on this.
- After 5 minutes let them sing and move according to their created movements.

13. Individual Activity (pages 8, 9, and 10)

Worksheet 3: Body Shapes

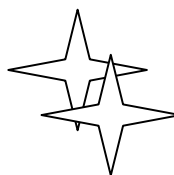
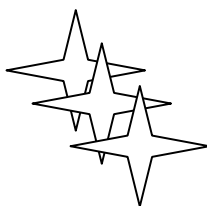
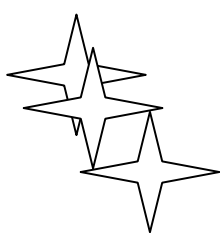
Directions: In their own personal space, ask pupils to create shapes using their whole body. Let them count the number of body shapes they have created.

Worksheet 4: Body Bridges

Directions: Explore the different ways by which you can create these types of bridges out of your body shapes in 5 minutes.

- A wide bridge
- A narrow bridge
- A short bridge
- A long bridge
- A low bridge
- A high bridge

Ask the pupils how many of these bridges they were able to make. Let them rate their performance by checking the appropriate box.


☐

Did 5-6 bridges
Correctly within
5 minutes

☐

Did 4 bridges
Correctly within
5 minutes

☐

Did 3-2 bridges
correctly in
5 minutes

☐

Did 1 bridge
correctly in
5 minutes

Additional challenges for fun and fitness:

1. Do the activity with a partner.
2. Do the activity with a small group.

Worksheet 5: Body Balance

Directions. Try the following balancing skills:



Two arms, one leg



Two legs, one arm



Balance on one foot with both hands overhead



From standing position,
raise one leg to the

side

forward

sideward

backward



Keep feet together and sway body to the



Left



Right



Front



Back

Knowledge Check (page11)

Directions: Connect the part of the body to the movements it can do. Multiple connections are allowed.

1. Arm	Twist
2. Leg	Bend/flex
3. Head	Swing/sway
4. Shoulder	Shake
5. Trunk	Raise
6. Hand	Rotate
7. Feet	Stretch/Extend

Module 2: Action Songs

Number of sessions : 2

Time allotment : 30 minutes/session

Procedure:

1. Do the preliminaries (checking of attendance and uniform)
2. Prepare the warm-up
3. Introduce the topic
4. Tell pupils to listen and learn the lyrics of the song.
5. Teach the song

First Song

Deep and wide, deep and wide All the small boats are flowing deep and wide	
High and low, high and low All the small boats are flowing high and low	
Deep and wide, high and low All the small boats are flowing deep and wide.	

6. Let them create appropriate hand movements based on the lyrics.
- 7.

Second Song:

Beep, beep the small jeeps are running down the street	
Stop, look, and listen	
Stop, look, and listen	
Beep, beep the small jeeps are running down the street	

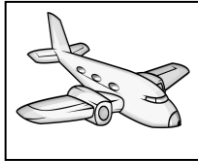
Third Song: Let pupils recall their favorite Game song (example: Shagidee Popo) tell them to invent their own action song.

8. Prepare the venue for the next activity. There should be adequate space to allow movements. (refer to page 14)

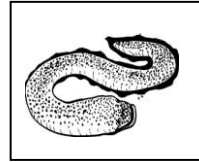
Worksheet 7: Movement Imitation

Directions: Draw or describe how the following move. Form groups of five pupils who will do the movements by forming a circle and moving clockwise.

Airplane



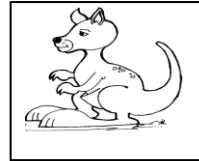
Inch Worm



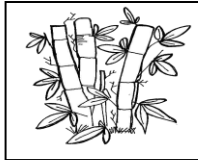
Bus



Kangaroo



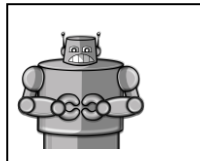
Bamboo Tree



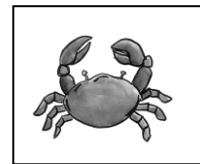
Butterfly



Robot



Crab



Propeller



Snake

Ask pupils how they performed the mechanical and animal movements. Let them circle their answer.

GREAT

GOOD

NOT-SO-GOOD

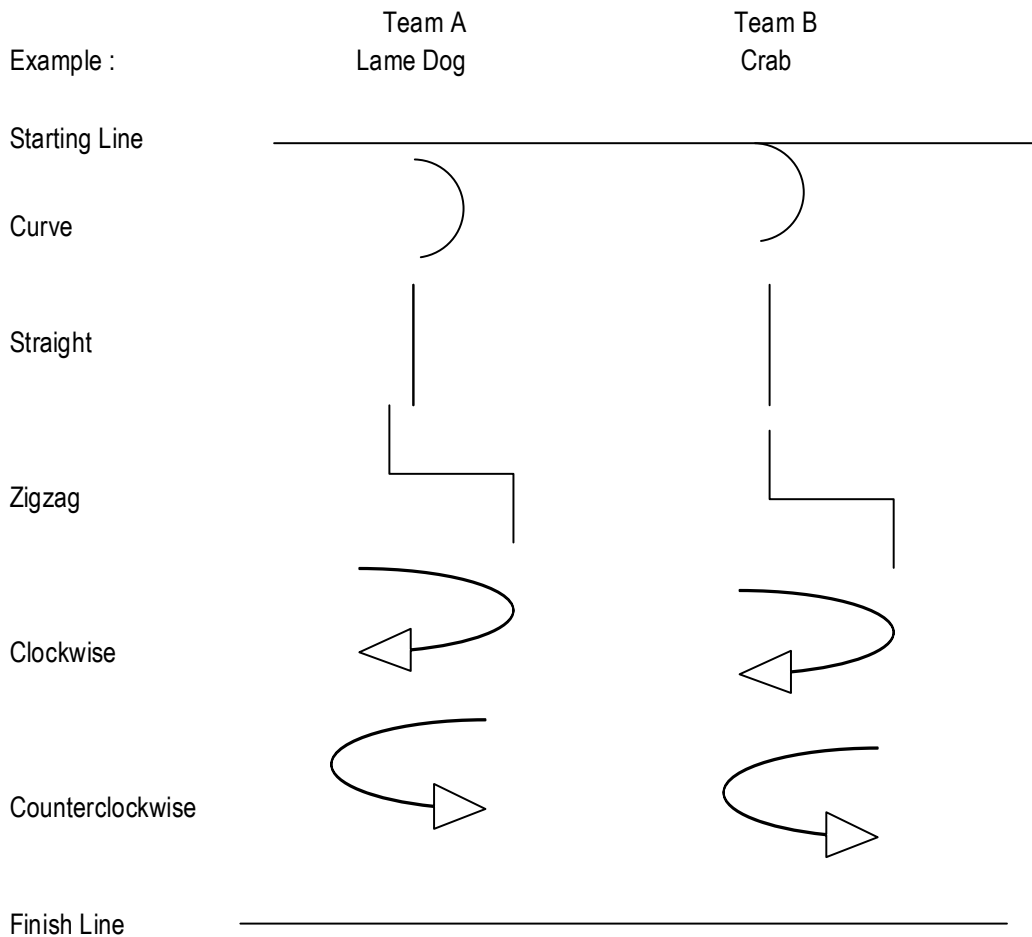
BAD

9. Team Relay

Divide the class into smaller groups composed of 5 members. Introduce the game. (refer to worksheet 8)

Worksheet 8: Animal/Mechanical Race

Directions: Let the pupils draw lots on the animal/mechanical movement to perform. Each member of the group stays in a station. One member starts the action and ends where the next player is. The game continues until the last player reaches the finish line.



Ask pupils to draw a facial expression that describe their feeling after the game.

10. Knowledge Check (refer to page 16)

Directions: Draw how the following moves:

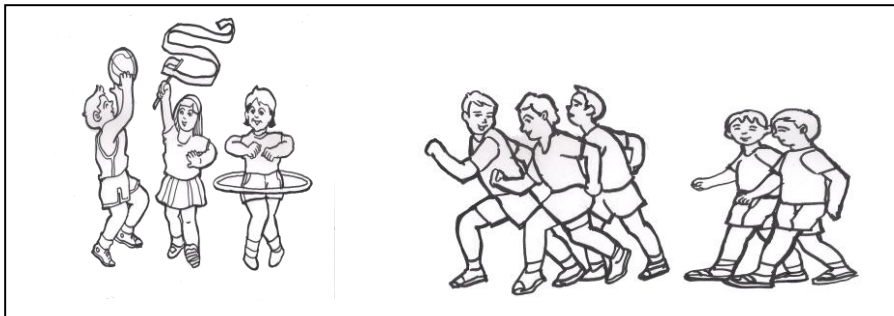
- | | |
|-----------------------|-------|
| 1. Train | <hr/> |
| 2. Snake | <hr/> |
| 3. Rocket | <hr/> |
| 4. Hands of the Clock | <hr/> |
| 5. Escalator | <hr/> |
| 6. Elevator | <hr/> |
| 7. Kangaroo | <hr/> |
| 8. See-Saw | <hr/> |

Module 3: Moving with Confidence

Number of sessions : 2

Time allotment : 30 minutes/session


1. Do the preliminaries (checking of attendance and uniform)
2. Present the picture

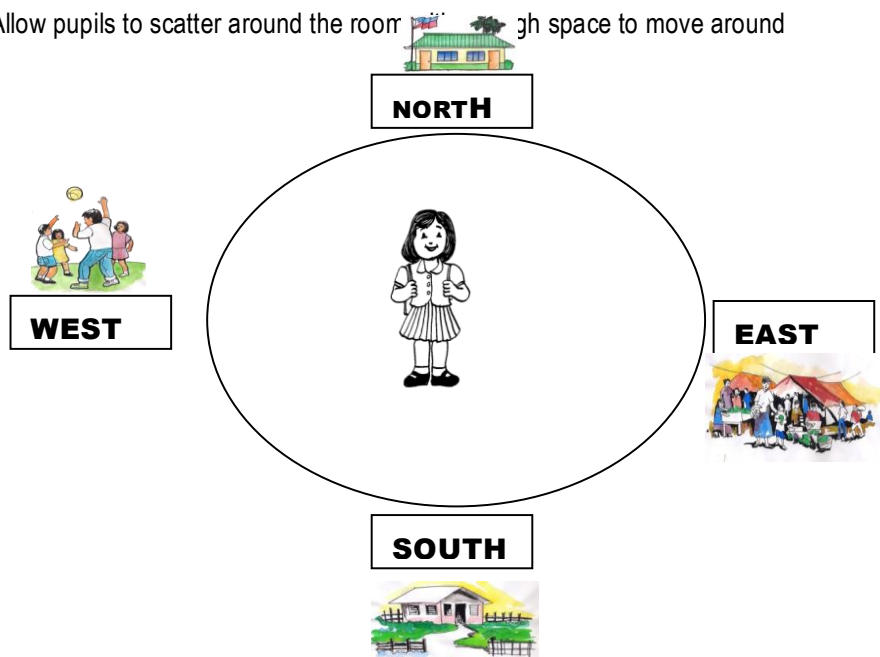


3. Ask the pupils the following questions:

- What does the illustration above tell you?
- Can you identify the activities where you have participated in?
- Do you love to play games?

“Did you know that playing and participating in other active physical activities can help improve your physical fitness and health?”

4. Allow pupils to scatter around the room  gh space to move around



5. Introduce the clock as it relates to the various directions: north, east, west, south, and the time that corresponds to it 12 o'clock, 3 o'clock, 6 o'clock, and 9 o'clock (relate this to the direction the child faces - right face, left face, right about face)
6. Let the pupils follow your command by saying: "right...face, left...face, etc.) or by the directions by saying "face north, south, east, west " reminding them that it also corresponds to facings and directions.

7. Do challenge 1

Challenge 1: Imagine that you are standing in the middle of the clock and facing north (12:00 o'clock).

Do the following on signal:

- Turn right to face East where the market is. Face north again.
- Face left to face the playground. Face north again.
- Turn to your right about to face your house. Continue turning to your right until you face the north where your school is.

8. Do worksheet 11. Teach the lyrics of the song. Divide the class into 3 - 4 equal groups. Teach the action. Once learned, ask pupils to practice with their group before you call them to perform as a class then by group.

Worksheet 11: Action Song

Challenge 2: Ten Filipino Boys and Girls
(Ten Little Indian Boys)

Directions: Learn the lyrics of the song. Later your teacher will divide the class into 3 - 4 equal groups. After memorizing the song you will be taught the action and soon you will sing and dance with your teacher.

One little two little three Filipinos
Four little five little six Filipinos
Seven little eight little nine Filipinos
Ten Filipino Boys and Girls

They jumped on the boat and the boat tipped over
They jumped on the boat and the boat tipped over
They jumped on the boat and the boat tipped over
Ten Filipino Boys and Girls

They swam across the lake and built a KUBO
They swam across the lake and built a KUBO
They swam across the lake and built a KUBO
Ten Filipino Boys and Girls

They danced around the house and said MABUHAY
They danced around the house and said MABUHAY
They danced around the house and said MABUHAY
Ten Filipino Boys and Girls

Worksheet 12: Simple Dance

9. Challenge 3: John Brown

Directions: Teach the steps of the dance then let them dance with the music.

Walk forward and backward

Curtsy

Clap: both hands, clap both hands of partner

Swing partner

Walk around with partner

10. At the end of the session, let them do Worksheet no. 13.

Worksheet 13: Knowledge Check

Directions: Supply the missing letter to complete the word of the correct answer.

1. The sun rises every morning in the ____ A S T
2. The sun sets in the W____ S T
3. Baguio is located in the N __R T H.
4. Mt. Mayon is in the S __U TH
5. The hands of the clock moves CL_ CKWISE.

Quarter 2- Space Exploration

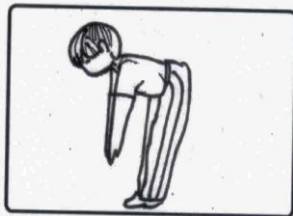
Module 4: Exploring Personal and General Space

Number of sessions : 2

Time allotment : 30 minutes/session

1. Do the preliminaries
2. Ask pupils to look at the illustration on each box. Ask them if they can imitate them.
3. By command let them do each

bend/flex



extend



twist



sway



swing



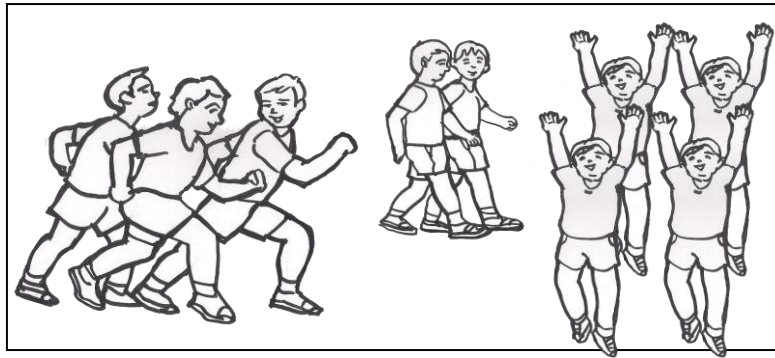
rotate



4. Then say the following:

The movements that you did are called **axial or non-locomotor** movements. They are done in your **personal space** or without moving away from a fixed base or location. You can do these with any body part while standing, sitting, kneeling, and lying.

Now, observe the illustrations below. Can you tell what the children are doing?



How many are walking? ____

How many are running? ____

How many are jumping? ____

What you have identified are only some of the locomotor movements that you can do to explore your **general space**. Your general space is all the space within a room or place or boundary where your body can move.

Locomotor movements include walking, running, hopping, jumping, sliding, gliding, leaping, galloping, and skipping.

Are you ready to explore your personal and general space? After going through the various activities in every module, you will be able to:

5. Command your pupils to do this. Let them stand anywhere in the venue. On signal (whistle or clap or play music) let them move as commanded.
 - Move within a large group without bumping others or falling, while using locomotor skills
 - Travel in straight, curved, and zigzag pathways: high, medium, and low levels
 - Execute the locomotor skills of walk, run, hop, jump, and leap
 - Create movements while singing
 - Enjoy simple games for fun and fitness
6. Let the pupils do worksheet no.14.

Worksheet 14: No Bumping, Please

Directions: Do the following without bumping or colliding with your classmates.

First Challenge: Walk, run, hop, leap in any direction in slow, moderate, and fast pace.

Second Challenge: Travel in straight, curved, and zigzag pathways on high, medium, and low levels.

How did you perform in class today? Circle the word that describes your participation in today's activities.

GREAT

GOOD

NOT-SO-GOOD

BAD

7. Prepare the venue for the next activity

Worksheet 15: Treasure Map

- Present a big map. Ask the following:

What information does the map give?

Do you think you can use it to find the hidden treasure? How?

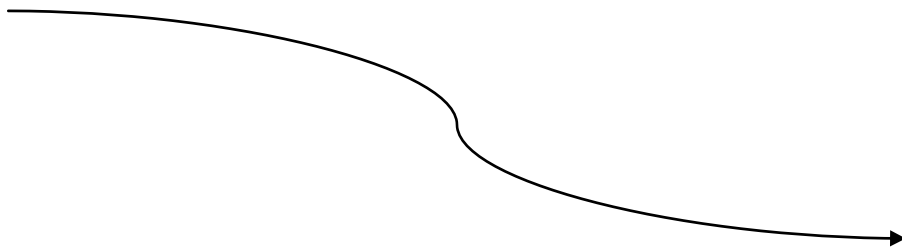
How would you like to find a treasure today?

Get ready!

The Challenge: (give the instruction)

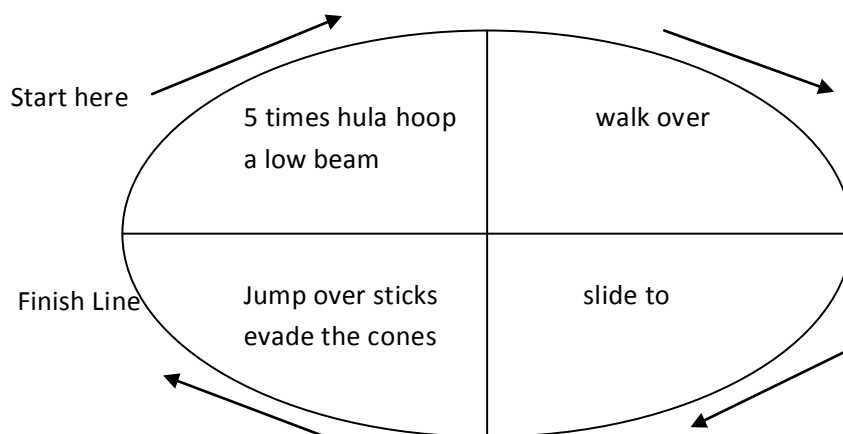
- Find your group composed of 4 - 5 members.
- First decide who plays the leader.
- The leader gets the map from the teacher.
- Every member of the group falls in at the back of the leader.
- Whatever movement the leader does must be imitated by the rest of the group members.
- On signal, the leader uses the map to get to the destination.

First card



Get the treasure by following the path. Imitate the movement of an airplane to get there.

Second card



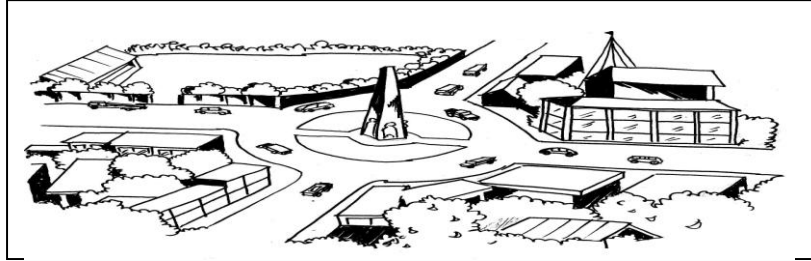
Were you able to find the treasure?

How well did you follow the pathways? ___great ___good ___not so good

Worksheet 16: Knowledge Check

Directions: Check the appropriate pathways.

1. Passing in a round-about (rotunda)

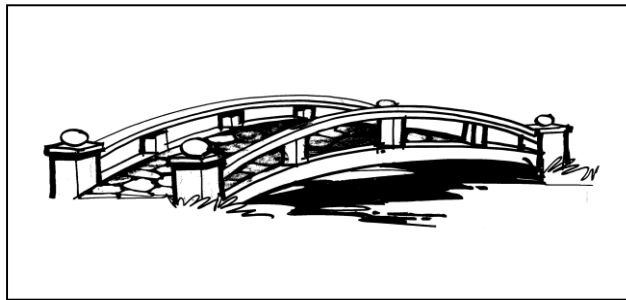


A. Straight

B. curved

C. zigzag

2. Crossing a bridge

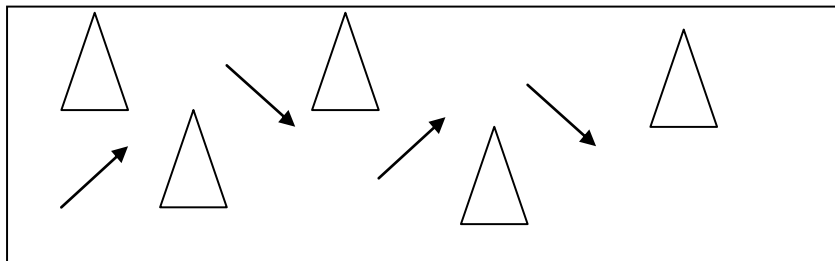


A. Straight

B. curved

C. zigzag

3. Avoiding obstacles



A. Straight

B. curved

C. zigzag

No. of correct answers: ___3___2___1

Module 5: Enjoying Simple Games

Number of sessions : 2

Time allotment : 30 minutes/session

1. Do the preliminaries

2. Ask the following:

Are you fond of playing games alone, with a friend, or with a group of friends?

Did you know that active games can help you develop or improve your fitness? Which of the following have you tried? Check the appropriate boxes.

Tag Game (Habulan)



Hula hoop



Piko



**Hide and Seek
(Taguan)**



Bato bato Pick



Dodge Ball



How many have you checked? ____

Write here the other games that you like _____,

3. Introduce Body Part Tag (Worksheet 17)

Worksheet 17: Body Part Tag

Directions: Every player is a tagger. Listen to the teacher. S/he will call the body part to tag. Once tagged, freeze and wait for the next set of game.

Tagging may be done on the following body parts only:

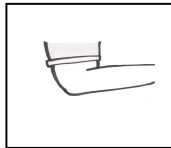
1. Right hand, Left Hand



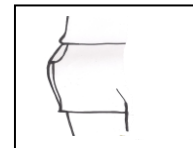
2. Right elbow, Left Elbow



3. Right Knee, Left Knee



4. Right hip, Left hip



5. In addition to body Part Tag, do Worksheet 18 if there is enough time. If not, introduce it in the next session

Worksheet 18: Running Races

Give the directions for the challenge.

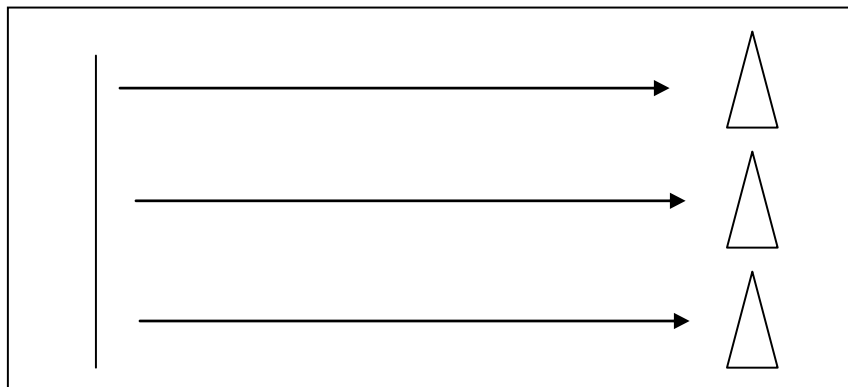
First Challenge: Individual Race

Choose three classmates for a running challenge. Your teacher will set the distance.

Out of the three challenges, how many have you won? _____

Second Challenge: Group Race

Form a group with five members. Stand one after the other. On signal the first player runs towards the cone, circle it and return to the starting line. Tag the next player. The team that finishes first wins the game.



6. Dance Challenge. End the challenges by introducing the dance challenge.

Worksheet 19: Dance Challenge

Directions: Play a music which may be slow or fast. Ask pupils to dance to the beat.

7. Assessment . Do worksheet 20:

Knowledge Check

Directions: Recall the games that you have played. Answer the following questions based on your experiences:

Multiple answer allowed.

1. What did you do to avoid being tagged?
 - a. Run fast
 - b. Change direction quickly
2. What parts of your body were tagged?
 - a. Hand
 - b. Elbow
 - c. Knee
 - d. Hip
3. What do you need to win the individual race?
 - a. Speed
 - b. Direction
4. What did your team do to win the race?
 - a. Cooperation
 - b. Team work
5. How did you feel after winning?