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Lesson Exemplar for PE and Health

Quarter 4

Lesson

4

Lesson Exemplar for PE and Health 7
Quarter 4: Lesson 4 (Week 5)
SY 2024-2025

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PE AND HEALTH / QUARTER 4 / GRADE 7 (WEEK 5)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of first aid, road and water safety, and dances in promoting societal wellness for active and healthy living.
B. Performance Standards	The learners participate in first aid and injury prevention practices and dances in promoting societal wellness for active and healthy living.
C. Learning Competencies and Objectives	<i>Learning Competency: practice first aid procedures for injuries related to physical activities and other emergency situations.</i> <i>Objectives:</i> • Recognize signs and symptoms of muscle cramps, sprains, strains, dislocations, and fractures. • Administer appropriate first aid measures promptly to alleviate pain, stabilize the injury, and prevent further damage.
C. Content	First Aid for Musculoskeletal Issues/Injuries • Muscle Cramps, Sprain, Strain, Dislocation, and Fracture
D. Integration	Philippine Red Cross Working towards School Safety The teacher may use this link for reference: https://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2018/02/Philippines_Web.pdf

II. LEARNING RESOURCES
Jose P. Doria, Madonna C. Gonzales, Lawrence Jay Sedilla, Janeth Cagulang, Physical Education and Health Grade 9 Learner's Material Philippine Red Cross. (2020). Manual Version 5s2020 (Revised February 2020). Mayo Clinic. (n.d.). Muscle cramp - Symptoms and causes. Mayo Clinic. https://www.mayoclinic.org/diseases-conditions/muscle-cramp/symptoms-causes/syc-20350820 Mayo Clinic. (n.d.). Sprains - Symptoms and causes. Mayo Clinic. https://www.mayoclinic.org/diseases-conditions/sprains/symptoms-causes/syc-20377938

Mayo Clinic. (n.d.). Muscle strains - Symptoms and causes. Mayo Clinic. <https://www.mayoclinic.org/diseases-conditions/muscle-strains/symptoms-causes/syc-20450507>

Mayo Clinic Staff. (n.d.). Dislocation - First aid. Mayo Clinic. <https://www.mayoclinic.org/first-aid/first-aid-dislocation/basics/art-20056693>

Mayo Clinic Staff. (n.d.). Fractures - First aid. Mayo Clinic. <https://www.mayoclinic.org/first-aid/first-aid-fractures/basics/art-20056641>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS				
A. Activating Prior Knowledge	DAY 1 Activity 1 "Safe Pathways: Road or Water?" The students will classify the following statement whether it is a road safety or water safety. They will write each statement under the corresponding column in the table based on their classification. 1.Wearing a life jacket while boating. 2.Looking both ways before crossing the street. 3.Using handrails while walking downstairs near the pool. 4.Taking swimming lessons to improve water skills. 5.Obeying traffic signals and signs while riding a bicycle. 6.Installing a fence around the backyard pool. 7.Enforcing speed limits on roads. 8.Having a designated driver when drinking alcohol and boating. 9.Teaching children to float on their backs in the water. 10.Keeping a first aid kit in the car for emergencies.	See worksheet for the activity which students will accomplish. Answer keys: Road Safety 2.Looking both ways before crossing the street. 5.Obeying traffic signals and signs while riding a bicycle. 7.Enforcing speed limits on roads 10. Keeping a first aid kit in the car for emergencies. Water Safety: 1.Wearing a life jacket while boating. 3.Using handrails while walking downstairs near the pool. 4. Taking swimming lessons to improve water skills. 6. Installing a fence around the backyard pool. 8. Having a designated driver when drinking alcohol and boating. 9. Teaching children to float on their backs in the water.				
	<table><tr><th>ROAD SAFETY</th><th>WATER SAFE</th></tr><tr><td></td><td></td></tr></table>	ROAD SAFETY	WATER SAFE			
	ROAD SAFETY	WATER SAFE				
	After completing the activity, the teacher may conduct a question-and-answer session where students can respond to questions related to first aid for musculoskeletal injuries. Encourage them to draw connections between the safety practices discussed in the activity and the appropriate first aid responses for musculoskeletal injuries.					

B. Establishing Lesson Purpose	1. Lesson Purpose Activity 2: Injury Chronicles: Sharing Experience (See worksheet for the activity which students will accomplish.) 2. Unlocking Content Vocabulary BANDAGING- application of a bandage or dressing to a wound or injury to provide protection, support, and compression. Bandaging serves several purposes, including controlling bleeding, immobilizing injured body parts, reducing swelling, and preventing contamination of the wound Bone- a rigid, hard tissue that forms the structural framework of the body and provides support, protection, and anchorage for muscles. Bones are composed primarily of calcium phosphate and collagen fibers, giving them strength and resilience. They also serve as attachment points for muscles, allowing for movement and locomotion COLD COMPRESS- a therapeutic device used to apply cold temperature to an injured or inflamed area of the body. Unlike an ice compress, which typically contains actual ice or frozen gel packs, a cold compress may consist of a variety of materials designed to retain cold temperatures, such as gel-filled packs, instant cold packs, or refrigerated items like frozen vegetables wrapped in a cloth. JOINTS- are points in the body where two or more bones meet. Joints allow for movement and flexibility in the body. LIGAMENTS- a tough, fibrous bands of tissue that connect bones to other bones in joints, providing stability and support. Ligaments help to prevent excessive movement or dislocation of joints, allowing for smooth and controlled movement. MUSCLE- a soft tissue in the body that contracts and relaxes to produce movement. Muscles are responsible for various movements in the body, including voluntary movements such as walking, running, and lifting objects, as well as involuntary movements such as the beating of the heart and the movement of internal organs SWELLING- the enlargement or puffiness of a body part due to an accumulation of fluid in the tissues. Swelling is a common response to injury, infection, or inflammation and is often accompanied by pain, redness, and warmth in the affected area TENDON- a tendon is a fibrous tissue that connects muscle to bone. Tendons are responsible for transmitting the force generated by muscles to the bones, allowing for movement of the joints.	Conclude the activity with a reflection period where students can think about what they learned from sharing and listening to experiences. Prompt students to consider how they can apply this knowledge to prevent injuries or provide support to others in similar situations in the future. .
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C. Developing and Deepening Understanding

SUB-TOPIC 1: First Aid for Musculoskeletal Issues/Injuries: Muscle Cramps, Sprain, Strain, Dislocation, and Fracture

1. Explicitation

Activity 3: Mix and Match

(See worksheet for the activity which students will accomplish.)



IMAGE SOURCE:
<https://www.womensalphabet.com/wp-content/uploads/2020/03/muscle-cramp.jpg>



IMAGE SOURCE:
https://blog.erikdalton.com/wp-content/uploads/2017/12/Image2_sprain.jpg

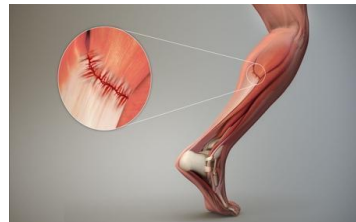


IMAGE SOURCE:
https://static.wixstatic.com/media/26595e_d84c51ca457d459baae8fe677cc369a1~mv2.jpg/v1/fit/w_1000%2Ch_1000%2Cal_c%2Cq_80/file.jpg



IMAGE SOURCE:
<https://emergencymedicalminute.com/wp-content/uploads/2016/09/4ecce1c5-678a-4ad3-be1e-06469ce3fd90.jpg>

Answer keys:

1. Muscle Cramps: B
2. Sprain: A
3. Strain: B
4. Dislocation: A
5. Fracture: B

Offer feedback on the accuracy of participants' answers and clarify any misconceptions related to musculoskeletal injuries.

Use this opportunity to reinforce key concepts and definitions related to musculoskeletal injuries.



IMAGE SOURCE: <https://healthjade.net/wp-content/uploads/2019/09/Galeazzi-fracture-dislocation.jpeg>

2. Worked Example

Activity 4: Watch and Learn!

Let the student watch videos from LIFESAVER discussing different Musculoskeletal Issues/Injuries: Muscle Cramps, Sprain, Strain, Dislocation, and Fracture and its preventive measures.

- Muscle Cramps: <https://www.youtube.com/watch?v=whPp8q9afT0>
- Strain: <https://www.youtube.com/watch?v=vcbupDu-PJI>
- Sprain: <https://www.youtube.com/watch?v=UgLOITrkH4M>
- Dislocation: <https://www.youtube.com/watch?v=XLPQVGkX5B0>
- Fracture: <https://www.youtube.com/watch?v=88s4LGZFhIc>

After watching all the videos, facilitate a group discussion to review the content.

Encourage students to share their observations, insights, and questions about each musculoskeletal issue/injury discussed in the videos.

Discuss preventive measures highlighted in the videos and their significance in avoiding such injuries.

Have an interactive discussion about the P.R.I.C.E Method.

Encourage students to share related personal experiences.

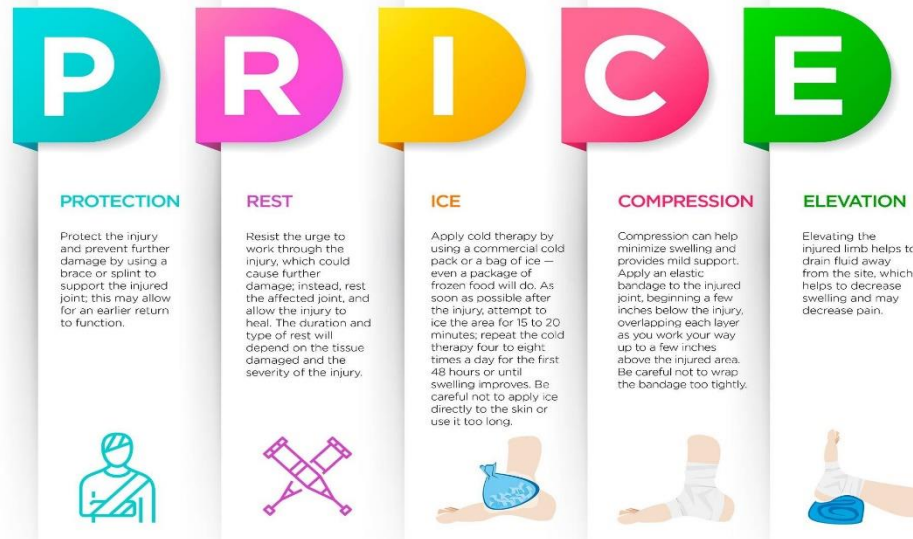


IMAGE SOURCE: <https://mobilephysiotherapyclinic.net/price-principle-for-soft-tissue-injuries/>

DAY 2

3. Lesson Activity

Activity 5: "First Aid Simulation: Handling Common Injuries"

Materials:

Various props to simulate injuries (e.g., bandages, splints, fake blood), First aid kits, Mannequins, or volunteers to act as injured individuals, Safety equipment (gloves, goggles)

Instructions for each scenario, Timer, or stopwatch

Direction:

1. Group the class into five. Each group will be assigned to a starting station.
2. Provide instructions for the first scenario and allocate a specific amount of time for participants to respond.
3. Start the simulation, allowing participants to assess the situation, provide first aid, and communicate with the "injured" individual.
4. Rotate groups through each station, repeating the process for each scenario.

Designate an area for the simulation, ensuring there is enough space for participants to move around comfortably. Set up stations for each type of injury scenario. Label each station clearly. Place the necessary materials at each station, ensuring they are easily accessible. Brief volunteers or assign roles for individuals to act as injured victims. Provide safety instructions and guidelines for participants. These scenarios cover a range of common musculoskeletal injuries and provide

	5. Encourage participants to communicate effectively, collaborate, and utilize appropriate first aid techniques for each injury type. Scenarios: Scenario 1: Muscle Cramp <i>Description:</i> During a hiking trip, one of your group members suddenly experiences severe calf muscle cramps and is unable to continue walking. They are in considerable pain and require assistance. <i>Tasks:</i> 1. Approach the person experiencing calf muscle cramps. 2. Help them stretch the affected muscle gently. 3. Encourage them to rest and drink water. Scenario 2: Sprained Ankle <i>Description:</i> While playing soccer, a participant lands awkwardly after jumping for the ball, twisting their ankle. They are unable to put weight on the affected ankle and are experiencing swelling and pain. <i>Tasks:</i> 1. Approach the person with the sprained ankle. 2. Assist them in elevating the affected leg. 3. Apply an ice pack to the injured area. 4. Offer to help them walk slowly to a safe location. Scenario 3: Strained Back <i>Description:</i> During a lifting activity, a participant strains their back and experiences sharp pain. They have difficulty moving and need assistance. <i>Tasks:</i> 1. Approach the person experiencing back pain. 2. Assist them in finding a comfortable seated or lying position. 3. Offer to apply a warm compress to the affected area. 4. Encourage them to avoid strenuous activity. Scenario 4: Dislocated Shoulder <i>Description:</i>	opportunities for participants to practice assessing, treating, and providing first aid in various situations. Adjustments can be made based on available resources and the level of participants' first aid training.
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	While playing volleyball, a participant falls onto their outstretched arm, resulting in a dislocated shoulder. They are in considerable pain and unable to move the affected arm. <i>Tasks:</i> 1. Approach the person with the dislocated shoulder. 2. Help them support the injured arm with their other hand. 3. Offer to gently immobilize the arm with a makeshift sling. 4. Encourage them to seek medical attention as soon as possible. Scenario 5: Fractured Arm <i>Description:</i> During a biking excursion, a participant falls off their bike and lands on their outstretched arm, resulting in a suspected fracture. They are in intense pain and the affected arm appears swollen. <i>Tasks:</i> 1. Approach the person with the suspected fractured arm. 2. Help them keep the injured arm still. 3. Apply a cold compress to the injured area to reduce swelling. 4. Encourage them to avoid moving the arm and seek immediate medical assistance.	
D. Making Generalizations	1. Learners' Takeaways Activity 6: "Reflective Insights: Exploring First Aid Experiences with Musculoskeletal Injuries". (See worksheet for the activity which students will accomplish.)	Conclude the activity by summarizing key takeaways and insights gained from the reflection and discussion. Encourage participants to continue reflecting on their experiences with first aid and to seek further opportunities for learning and skill development.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment Activity 7: Multiple Choices: Choose the letter of the best answer. (See worksheet for the activity which students will accomplish.)	Answer key: 1. C 2. C 3. C

				4. A 5. D 6. C 7. C 8. D 9. B 10. B
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	Reflection guide or prompt can be on: ▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson?			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.