



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2

MAPEH (Physical Education) G7



DepEd CALABARZON
Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
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MAPEH

(Physical Education)

Grade 7

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PIVOT 4A CALABARZON PE G7

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in **MAPEH (Physical Education)** as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples.
	What is new	This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Physical Fitness

Lesson

I

Being physically active is a key for being physically fit. Having good exercise program and sports engagement is a good start for attaining fitness.

This lesson was written for Grade 7 students for you to undertake physical activity and physical fitness assessments.

At the end of this lesson, you will be able to recall the meaning of fitness, perform physical fitness test and appreciate the importance of fitness.

Let's have a short review about your review exercise plan by answering the following questions.

- 1. What are the things that you did to know your physical fitness status?
- 2. What are your previous fitness goals?
- 3. Did you attain your previous fitness goal? Why or why not?

Below are some important concepts related to physical fitness.

- 1. Health Related Fitness. Fitness components that prescribe to enhance individual's health. Body composition refers to the ratio of lean body mass to fat body mass.

Here is how to compute the Body Mass Index (BMI)

Height (Meters)	-	<u>1.2 m</u>
Weight (Kilograms)	-	<u>30 kg.</u>
BMI	-	<u>?</u>
Classification	-	<u>?</u>

Formula:

BMI = $\frac{\text{Weight (in Kilogram)}}{\text{Height (in meters)}^2}$

Example

BMI = $\frac{30}{(1.2)(1.2)}$ = $\frac{30}{1.44}$ = **20.83**

Classification: **Normal**

Classification:

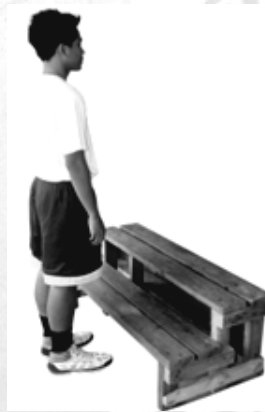
Below 18.5	-	Underweight
18.6—24.9	-	Normal
25—29.9	-	Overweight
30.0 above	-	Obese

2. Cardiovascular Endurance. The ability of the lungs, heart, and blood vessels to deliver adequate amount oxygen to muscle for the prolonged physical activity.

3-Minute Step Test

Procedure:

1. Position in front of the step.



2. At the signal go, step up and down on a bench for 3 minutes at a rate of 24 steps per minute. One step consists of 4 beats, – that is, “up with the left foot, up with the right foot, down with the left foot, down with the right foot.”



3. Immediately after the exercise, stand and relax. Don't talk.

4. Right after the activity, locate your pulse. (the first beat is zero.)

5. Count the pulse for 10 seconds. Multiply by 6.

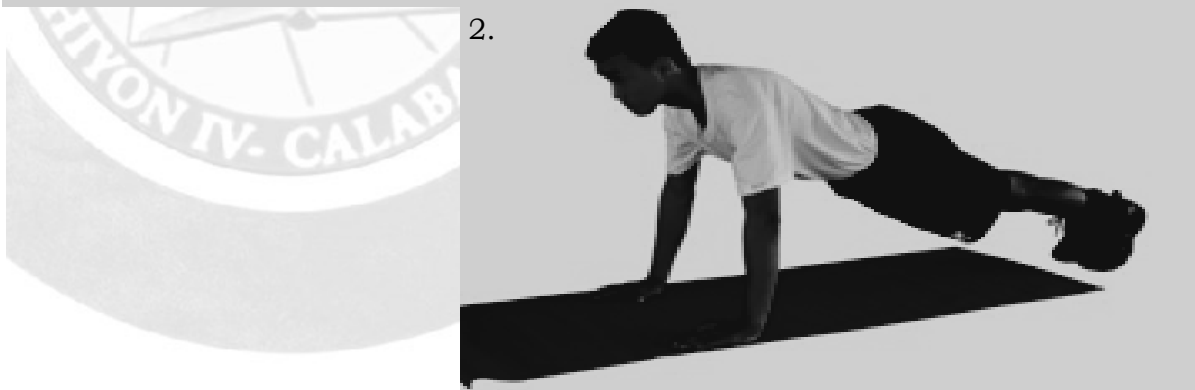
3. Muscular Strength and Endurance. Muscular strength is the ability of the muscle to do maximum effort in a brief duration while the muscular endurance defined as the ability of muscle to work over extended period of time without fatigue.

Push-up

Procedure:

A. Lie down on the mat; face down in standard push-up position: palms on the mat under the shoulders, fingers pointing forward, and legs straight, parallel, and slightly apart, with the toes supporting the feet.

For Boys — Straighten the arms, keeping the back and knees straight, then lower the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).



For Girls — With knees in contact with the floor, straighten the arms, keeping the back straight, then lower the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).



B. Perform as many repetitions as possible, maintaining a cadence of 20 push-ups per minute (2 seconds going down and 1 second going up).

C. Record the number of push-up you made.

4. Flexibility. The ability of the muscle and joints to go through full range of motion (ROM).

Zipper Test

Procedure

For you:

- a. Stand straight.
- b. To test the right shoulder, raise your right arm, bend your elbow, and reach down across your back as far as possible.
- c. 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.
- d. Reach with the right hand over the right shoulder and down the back as if to pull a zipper or scratch between the shoulder blades.
- e. To test the left shoulder, repeat procedures a – d with the left hand over the left shoulder.

For your partner:

- a. Observe whether the fingers touched or overlapped each other.
- b. Measure the distance in which the fingers overlapped.
- c. Record the score in centimeters.

Scoring – record zipper test to the nearest 0.1 centimeter.



Standard

- 0 – did not touch fingers
- 1 – just touched fingers
- 2 – fingers overlapped by 1-2 cms.
- 3 – fingers overlapped by 3-4 cms.
- 4 – fingers overlapped by 5-7 cms.
- 5 – fingers overlapped by 8 cms. or more

Sit and Reach

Procedure:

- a. Sit on the floor with back flat on the wall with feet approximately 12 inches apart.



- b. Without bending your back, knees, and elbows, place one hand on top of the other and position the hands on the floor.



- c. After the tester has positioned the zero point of the tape measure, start the test by slowly reaching the farthest point possible without bending the knees.



- d. Scoring—record sit and reach to the nearest 0.1 centimeter.

Performance Target for Seat and Reach

Age	For Boys	For Girls
9	37	43
10	39	45
11	41	47
12	43	49
13	45	52
14	50	54
15	55	58
16	56	63
17	64	68
18	69	72
19	70	74
20	72	75
21	72	75

The following are skill related fitness (SRF) which refers to fitness components for success in sports and athletic events.

1. Coordination. It is the integration with hand and / or foot movement. Juggling is a good example of this.
2. Agility. It is the ability to quickly change the position in space accurately while maintaining balance.

Hexagon Agility Test

Procedure:

- A. Put both feet together in the middle of the hexagon and face to the front line.
- B. On the command 'go', the timer start. Jump ahead across the line, then back over the same line into the middle of the hexagon. Continuing to face forward with feet together, jump over the next side and back into the hexagon. Continue this pattern for three full revolutions. Perform the test both clockwise and counter clockwise.
- C. Record your time for clockwise, and counter clockwise. After that, get the average of the two.

3. Speed. It is the ability to perform a task or movement from one point to the another point in the short period of time. Doing 40 meter sprint is one of its example tasks. This activity lets you run as fast as you can in 40 meter and then record the time.

4. Power. It is the ability to perform one maximum effort in short period of time.

Standing Long Jump

Procedure:

- A. Stand behind a line marked on the ground with feet slightly apart.
 - B. Jump as far as possible, landing on both feet without falling backwards. Three attempts are allowed.
 - C. Measurement, from take-off line to the nearest back of the heels. Record the first and second trials. Use centimeter as unit.
5. Balance. It is the ability to stay in equilibrium.

Stork Balance Test

Procedure:

Do stork balance stand and hold it as long as you can. Do it to your right and left foot. Record your time for left foot and also for right foot.

6. Reaction Time. It is the amount of time to response in the stimulus.

Stick Drop Test

Procedure:

- A. Stand or sit near at the edge of the table. Rest your elbow on the table so that your wrist extends over the side.
- B. Your partner holds a ruler vertically in the air between your thumb and index finger, but not touching. Align the zero mark with the fingers.
- C. Without warning, your partner will release the ruler and let it drop . You must catch it as quickly as possible. When you missed to catch it, it means you failed the trial. You have 3 trials in this test. Record it in your notebook.

Learning Task 4: Based on the result of your physical fitness test. Create a physical activity plan that will help you improve your health related fitness. Use the table below as your format. Do this task in your notebook.

My Fitness Plan

HRF Component	My Goal	Physical activities to do to achieve your goals
Cardiovascular Endurance		
Muscular Strength		
Flexibility		

Learning Task 5: Answer the following questions. Write your answer in your notebook.

1. Why is fitness important to you as a student?
2. Why do you think there is a need to undergo physical fitness test?
3. How can you still be physically fit while staying at home?



Explain briefly the saying below. Write your answer in your notebook.

“ Take care of your body. It’s the only place you have to live”

- John Rohn-

This module was written for Grade 7 students for you to describe the nature and background of sports.

At the end of this module, you will be able to identify the nature and background of table tennis, draw different equipment in table tennis, and appreciate the importance of sports like table tennis in enhancing physical fitness.



Table Tennis

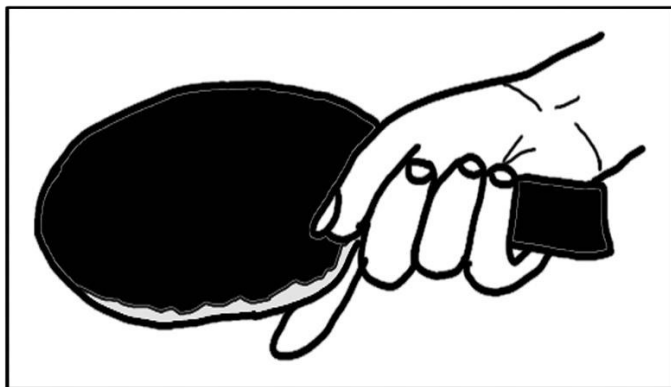
Table Tennis is also known as Ping-Pong. It is a miniaturized version of lawn tennis. This dynamic indoor racquets sport was originated in England in the late 1800s as a parlor game known as "Whiff Waff," an activity played on dining room tables for recreation. The first balls of table tennis were fashioned from champagne corks. The popularity of the game in the late 1920's led to the formation of the International Table Tennis Federation (ITTF).

Table tennis is played in the flat table divided into two equal courts by net fixed across the width at the middle of the table. The table for table tennis is 9 ft by 5 ft rectangular table (2.7 m by 1.5 m). Commonly, it's dark blue or green in color. The table is positioned 30 in (76 cm) above the floor and the playing surface is divided by a 6 in (15 cm) high net. White lines each half of the court create the two equal surfaces used for doubles play.

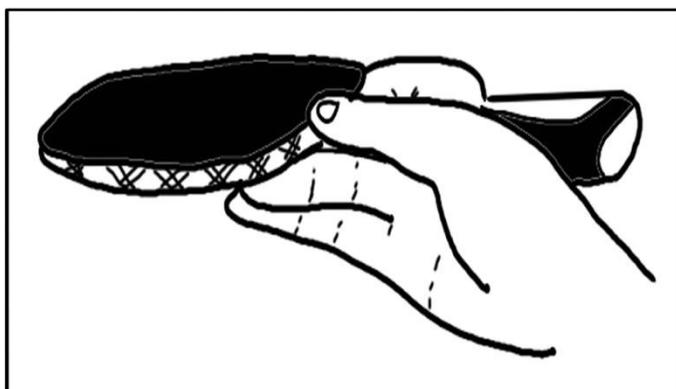
The objective of this game is to hit the ball so that it goes over the net and bounces on the opponent's half of the table in such a way that the opponent cannot reach it to return it correctly.

The match consists of the best of any odd numbers of games, each game being won by the player who first reaches 11 points or who, after 10 points each, wins two clear points ahead. Matches for table tennis are singles, double, and mixed doubles. Matches for players in wheelchair are also common in table tennis with modifications in the rules specifically included. The rules of play, serve and receive are different for singles and double. Alternate service, receive and hits are allowed for doubles. The International Table Tennis Federation (ITTF) govern the sport.

In this game, the basic thing that you need to know is which kind of grip can be used. A forehand or handshake grip and back hand or pen-hold grip can be used depending on your preference.



The forehand grip is done by placing the thumb and pointing finger on the opposite sides of the blade, at the top of the handle. The rest of the fingers are wrapped around handle.



The backhand grip, on the other hand, is done by placing the thumb and pointing finger on the blade as if they are holding a pen. The middle finger rests on the opposite side together with the rest of the fingers.

Service, receive, footwork and hits such as push and blocks are the necessary skills in playing table tennis.

Basic Hits

- Service—a stroke that start the rally
- Receive—a stroke reply to service
- Push— moving the racket in a slight horizontal plane, striking the ball in the bottom portion of the racket.
- Drive - moving the racket forward and upwards at an angle, striking the ball to impart topspin
- Block—a stroke that racket positioned slightly vertical, striking the ball on the bottom portion of the racket making the ball travel straight.

Basic Rules of Table Tennis

- * A let is rally of which the result is not scored
- * A point is rally of which the result is scored.
- * Service shall start with the ball resting freely on the open palm of the server's stationary free hand, projected near vertically upwards, without imparting spin, and then falling without touching anything before struck.
- * As the ball is falling the server shall strike it so that it touches first his or her court and then, after passing over or around the net assembly, touches directly the receiver's court; in doubles, the ball shall touch successively the right half court of server and receiver.
- * The ball, having been served or returned, shall be struck so that it passes over or around the net assembly and touches the opponent's court, either directly or after touching the net assembly .
- * In singles, the server shall first make a service, the receiver shall then make a return and thereafter server and receiver alternately shall each make turn.
- * In doubles, the server shall first make a service, the receiver shall then make return, the partner of the server shall then make a return, the partner of the receiver shall then make a return a thereafter each player in turn in that sequence shall make a turn.
- * A player shall score a point if an opponent fails to make a correct service, if an opponent fails to make a correct return, if the ball passes over his or her court or beyond his or her end line without touching his or her court, after being struck by an opponent. Etc.
- * A game shall be won by the player or pair first scoring 11 points unless both players or pairs score 10 points, when the game shall be won by the first player or pair subsequently gaining a lead of 2 points.
- * A match shall consist of the best of any odd number of games.
- * The right to choose the initial of serving, receiving and ends shall be decided

by lot and the winner may choose to serve or to receive first or to start at a particular end.

- * When one player or pair has chosen to serve or to receive first or to start at particular end, the other player or pair shall have the other choice.
- * After each 2 points have been scored the receiving player or pair shall become the serving player or pair and so on until the end of the game, unless both players or pairs score 10 points or the expedite system is in operation, when the sequences of serving and receiving shall be the same but each player shall serve for only 1 point in turn.

(Source Physical Education and Health Grade 7 Learners module)



Learning Task 1: Define or describe the following words related to sports. If you are not familiar with the word, you may ask assistance from your family. Write your answer in your notebook.

1. table
2. tennis
3. ping-pong
4. net
5. ball
6. racket

Learning Task 2: Draw, name and describe the different equipment in table tennis. Do this in your notebook.

Equipment	Name and Descriptions

Learning Task 3: In your notebook, draw table tennis playing surface with correct level and label it with correct measurements.



Learning Task 4. Answer the given questions about table tennis. Write your answer in your notebook.

1. What are the skills needed in playing table tennis?
2. What are the Skill Related Fitness (SRF) components that you need to enhance in playing table tennis?
3. After knowing the nature and background of table tennis, what are the exercises or footwork exercises can you suggest?

Learning Task 5: Based on your understanding in the description of the different hits in table tennis, draw it in the box below. Do it in your notebook.

Service

Receive

Push

Drive

Blocking

Learning Task 6: Fill in the blanks with correct word. Choose from the words in the box. Write your answer in your notebook.

rally	other choice	receiver
odd number		partner
winner	free hand	opponent fails
start	touch successfully	11 points
one player or pair	struck	2 points

Basic Rules of Table Tennis

- * A 1. ____ is rally of which the result is not scored
- * A point is 2. ____ of which the result is scored.
- * Service shall start with the ball resting freely on the open palm of the server's stationary 3._____, projected near vertically upwards, without imparting spin, and then falling without touching anything before struck.
- * As the ball is falling the server shall strike it so that it touches first his or her court and then, after passing over or around the net assembly, touches directly the receiver's court; in doubles, the ball shall 4. _____ the right half court of server and receiver.
- * The ball, having been served or returned, shall be 5. _____ so that it passes over or around the net assembly and touches the opponent's court, either

directly or after touching the net assembly .

- * In singles, the server shall first make a service, the 6. _____ shall then make a return and thereafter server and receiver alternately shall each make turn.
- * In doubles, the server shall first make a service, the receiver shall then make return, the 7. _____ of the server shall then make a return, the partner of the receiver shall then make a return a thereafter each player in turn in that sequence shall make a turn.
- * A player shall score a point if an 8. _____ to make a correct service, if an opponent fails to make a correct return, if the ball passes over his or her court or beyond his or her end line without touching his or her court, after being struck by an opponent. Etc.
- * A game shall be won by the player or pair first scoring 9. _____ unless both players or pairs score 10 points, when the game shall be won by the first player or pair subsequently gaining a lead of 10. _____.
- * A match shall consist of the best of any 11. _____ of games.
- * The right to choose the initial of serving, receiving and ends shall be decided by lot and the 12. _____ may choose to serve or to receive first or to 13. _____ at a particular end.
- * When 14. _____ has chosen to serve or to receive first or to start at particular end, the other player or pair shall have the 15. _____.

Learning Task 7: Identify the following concepts about table tennis. Write your answer in your notebook.

_____ 1. The place where table tennis originated.

_____ 2. The organization who given table tennis.

_____ 3. Another name of table tennis.

_____ 4. The first ball of table tennis.

_____ 5. The first name of table tennis.



Create a *Sports Diary* in your notebook. Enumerate the things that you have learned from the lesson..

SPORTS DIARY

Date: _____

Dear Diary,

Today, I understand that _____

I also realized that _____

Sports can contribute in the physical, mental, emotional and social aspect of an individual. It means that , sports can make an individual fit.

This lesson was written for Grade 7 students for you to promote physical fitness through executing the different skills involved in the sports.

At the end of this lesson, you will be able to recall the nature and background of table tennis, perform different skills in playing table tennis, and appreciate the importance of sport like table tennis in enhancing physical fitness.

In playing table tennis, it is important that you have good footwork. Having good footwork allows you to execute good hit. A good footwork can be done by maintaining the correct stance.

Here some footwork exercises in table tennis.

1. In and Out footwork pattern

In order to return the service, you will need to move forward to do your stroke and then return to ready position.

If you want to move closer to the ball, position your right leg under the table. And the play your shot and go back in ready position.

2. Side to Side footwork pattern

In order to perform side to side footwork pattern always move your out-side foot whether you are moving to the left or right.

Starting from your ready position, move from a backhand or a forehand. You should move from your left foot to the right foot next is your left the return to right foot. Make a short quick stops in shuffling pattern from to the side.

To move forehand to backhand, you need to start moving your right foot before your left followed by right and then left.

3. “ Crossover footwork

In crossover footwork your legs cross each other for you to reach and hit the on coming ball.

To perform it from the backhand side to the wide forehand side, you need to cross your leg foot wide to the right side and then using the left foot as a pivot, shift your weight to your left foot. You should always transfer your body

rightwards and move your right foot across as you play your shot.

The Backhand and Forehand in table tennis.

1. Forehand Serve

It is the most common serve in the table tennis. In order to do the forehand serve, you need to position your body so that the ball comes to your natural side. Your feet must be slightly wider than shoulder and for the, right-handers, let your right foot be slightly behind your left to generate power. The knees are bent and the body is leaning forward. Both arms are out in front of you.

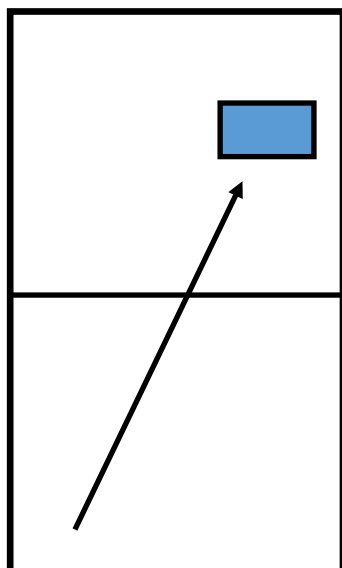
Once you're ready to hit the ball, twist your body and transfer your body weight back from the back foot to the front. Hit the ball at the peak of the bounce.

2. Backhand Serve

The same motion of forehand is used in backhand serve. In order to perform this serve, you should position with the feet diagonally positioned towards your opponent. The knees bent and the body is leaning forward and then, both arms are out in front of you with a slight bend at the elbow.

Once you're ready to hit the ball, you should move your arm towards the ball and then, push the ball forward. Use your wrist for more power and direction.

For backhand and forehand.

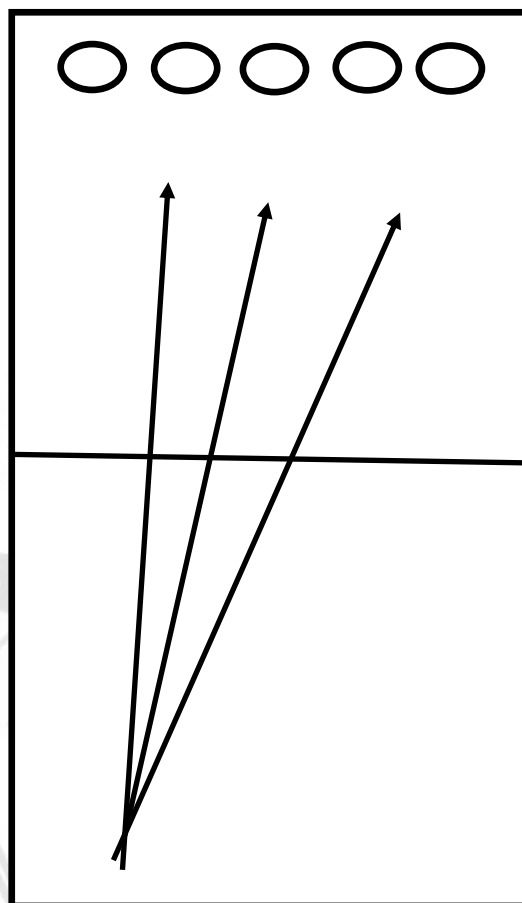


Drill 1

Procedures:

Place a target in your opponent's half of the table and choose the service that you want. The objective is to hit the target on the second bounce.

Drill 2



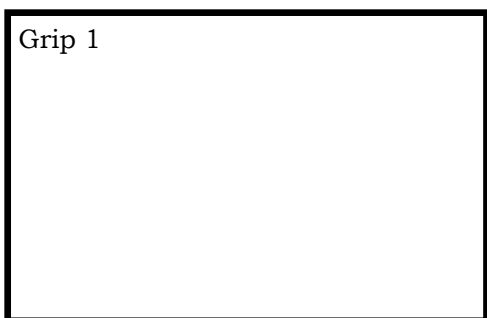
Procedures:

Place 5 plastic cups (or any object) as target in different positions in the opponent's table. Keep serving until you hit all the target.

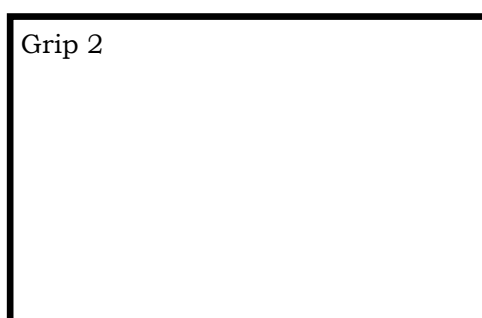
D

Learning Task 1. Draw and write the name of the two common grips in playing table tennis. Do this in your notebook.

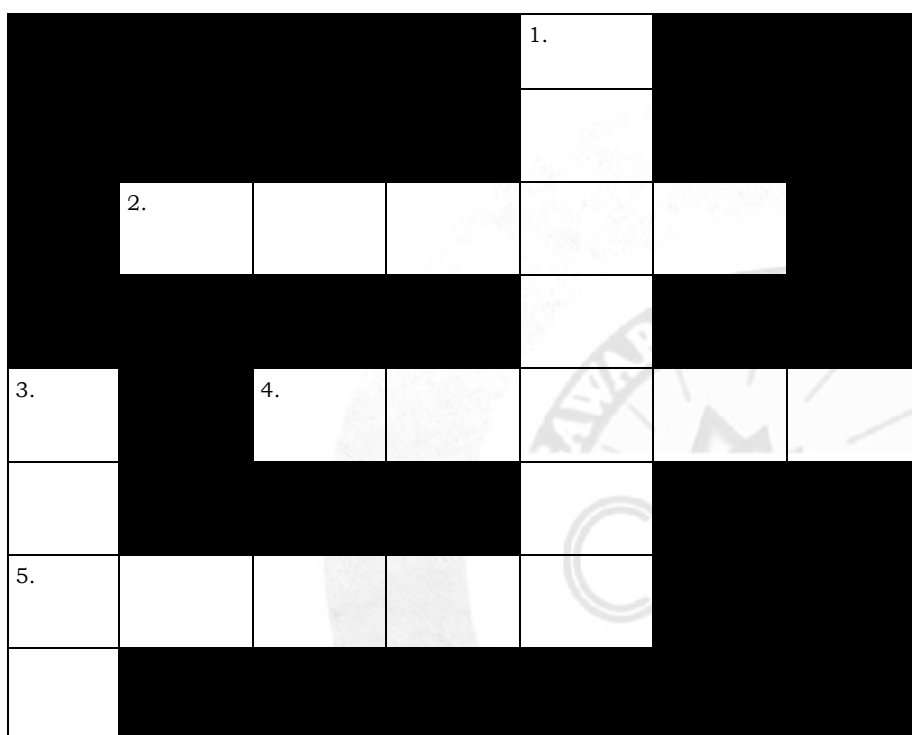
Grip 1



Grip 2



Learning Task 2. Answer the puzzle in your notebook using the given clues.



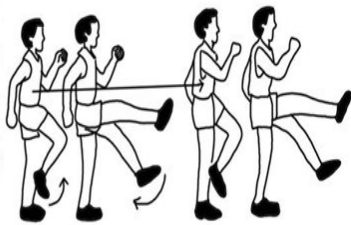
Across

- 2. a stock wherein the racket positioned slightly vertical
- 4. a stroke wherein the racket is moved forward and upward at an angle
- 5. a stroke to start a rally

Down

- 1. a stroke to reply the service
- 3. a short stroke

Learning Task 3. In any physical activity warm-up and stretching is necessary. Here are some exercises that you can do before playing table tennis. Perform it 16 counts every exercise and assess your self after.



Skip and alternate leg



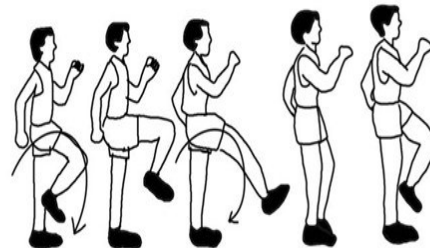
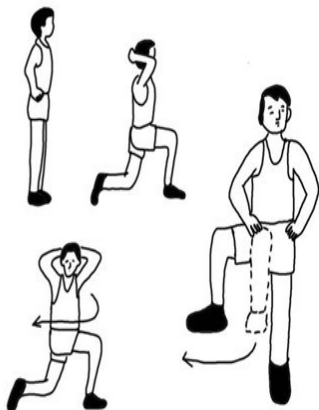
Hip knee pull



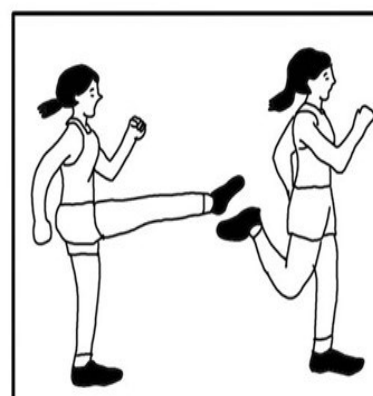
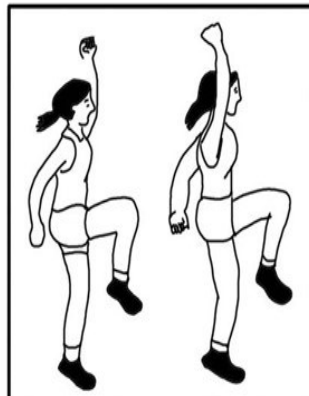
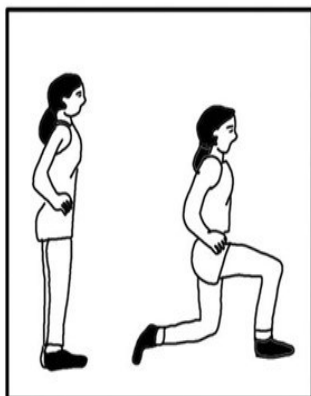
Kick Back

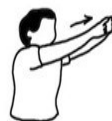


Jump and jack



Bicycling walk





SHOULDERS AND
MID-UPPER BACK



TRICEPS AND
SHOULDERS



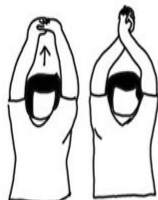
SHOULDERS AND
TRICEPS



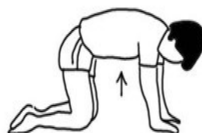
TRICEPS



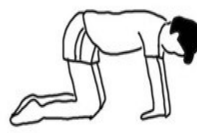
BICEPS AND
SHOULDERS



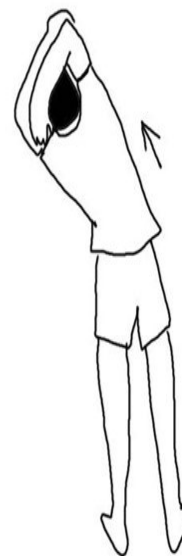
ARMS AND
SHOULDERS



BACK



FOREARMS



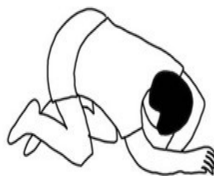
TRICEPS AND LEGS



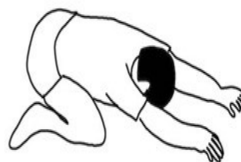
NECK & SHOULDER



CHEST &
SHOULDERS



SHOULDERS & TRICEPS & SIDES



Rubric for Warm-up Exercise

Indicators	Outstanding	Very satisfactory	Satisfactory	Needs improvement	Poor
Performs the dynamic stretching correctly					
Display precision while doing the movement.					

Write short comment about your performance.



Learning Task 4. Based on the description and your understanding about different footwork in table tennis, illustrate it in your notebook.

A. In and Out Footwork Pattern

B. Side to Side Footwork Pattern

C. Crossover Footwork Pattern

Learning Task 5. Answer this following questions about handling and footwork in playing table tennis. Write your answer in your notebook.

1. What is the difference between the backhand to forehand?.
2. What is the importance of having good footwork in table tennis?

Learning Task 6. In your notebook, create a collage showing the benefits of playing table tennis and write a short description about it. Use the sample format below for your output.

Title: _____

Descriptions and Interpretation:

Learning Task 7

7.1. Classify the Health Related Fitness (HRF) and Skill Related Fitness (SRF) of the different skills of playing table tennis. Write your answer in your notebook.

Skills in Table tennis	SRF	HRF
Footwork		
Push		
Receive		
Serve		
Drive		
Block		
Drive		

7.2. After knowing the HRF and SRF of the skills of table tennis, make an exercise plan that will help you to be improve your health and skills in table tennis. Use the table below as your guide. Do this in your notebook.

	Moderate	Vigorous
Frequency		
Intensity		
Time		
Type		

7.3. After making an exercise plan for the table tennis, make a weekly activity log for the execution of plan.

My Activity Log

Week 1

Time	Sun	Mon	Tue	Wed	Thu	Fri	Sat
6:00 - 7:00 AM							
7:00— 8:00 AM							
8:00—9:00 AM							
9:00—10:00 AM							
10:00—11:00 AM							
11:00—12:00 NN							
12:00—1:00 PM							
1:00—2:00 PM							
2:00—3:00 PM							
4:00—5:00 PM							
5:00—6:00 PM							
6:00—7:00 PM							
7:00—8:00 PM							
8:00—9:00 PM							

My Activity Log

Week 2

Time	Sun	Mon	Tue	Wed	Thu	Fri	Sat
6:00 - 7:00 AM							
7:00— 8:00 AM							
8:00—9:00 AM							
9:00—10:00 AM							
10:00—11:00 AM							
11:00—12:00 NN							
12:00—1:00 PM							
1:00—2:00 PM							
2:00—3:00 PM							
4:00—5:00 PM							
5:00—6:00 PM							
6:00—7:00 PM							
7:00—8:00 PM							
8:00—9:00 PM							

Learning Task 8.1. In your notebook, write words that describe table tennis that start with the letters spelled out as Table Tennis.

T _____
A _____
B _____
L _____
E _____
T _____
E _____
N _____
N _____
I _____
S _____

Learning Task 8.2. Relate the quotation below in playing table tennis. Write your answer in your notebook.

“The difference between the impossible and the possible lies in man’s determination”

-Tommy Lasorda-



Create a *Sports Diary* in your notebook. Enumerate the things that you have learned from the lesson.

SPORTS DIARY

Date: _____

Dear Diary,

Today, I understand that _____

I also realized that _____



Key to Correction

Week 3-4 (D)
Learning Task 1 : The Who?
1. Table
2. Tennis
3. Ping—Pong
4. Net
5. Ball
6. Racket

Week 5-8 (D)
Learning Task 2 : Cross-
word puzzle
1. Receive
2. Block
3. Push
4. Drive
5. Serve

Week 3-4(E)
Learning Task 6 : Fill in the
Blanks
1. Let
2. Rally
3. Free hand
4. Touch successfully
5. Struck
6. Receiver
7. Partner
8. Opponent Fails
9. 11 points
10. 2 points
11. Odd number
12. Winner
13. Start
14. One player or pair
15. Other choice

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

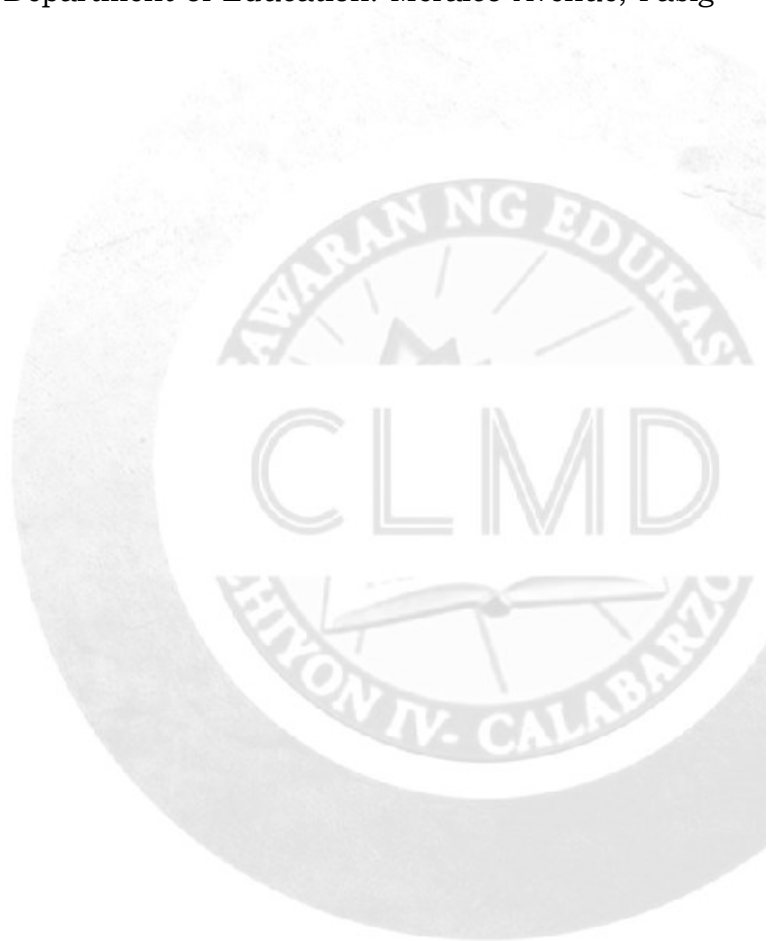
Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance in the second column up to the succeeding columns, i.e. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6.



References

Benavinte R. P., Domingo F. A. et.al. (2013). Physical Education and Health Learner's Module Grade 8 Department of Education. Meralco Avenue, Pasig City

Lagyap C. M., Bulalacao F.B. et.al (2017). Physical Education and Health Learner's Material Grade 7 Department of Education. Meralco Avenue, Pasig City



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