

ACADEMIC ELECTIVE



Learning Activity Sheets for Human Movement 1

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LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	1	Date	
Lesson Title/Topic:	Human Structure and Processes		
Name		Grade & Section	

I. Activity: K-W-L CHART

II. Objective(s):

At the end of the activity, learners will be able to:

1. Define human anatomy and physiology and describe its importance in understanding the structure of the human body

III. Materials: Pen and Paper

IV. Instruction:

- In this activity, you will create a K-W-L chart in your notebook labeled K (Know), W (Want to Know), and L (Learned). In the K column, write at least three ideas about what you know about Human Anatomy and Physiology. In the W column, write two to three questions about what you want to learn. If selected, share your responses with the class. At the end of the lesson, complete the L column with your key takeaways.

	What I know	What I want to know	What I have learned
Human Anatomy			
Human Physiology			

Processing questions:

What body parts are you familiar with?

Why do you think it is important to study the human body?

Which part of the body are you most curious about?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	1	Date	
Lesson Title/Topic:	Human Structure and Processes		
Name		Grade & Section	

I. Activity: WORD HUNT

II. Objective(s):

At the end of the activity, learners will be able to:

1. Define human anatomy and physiology and describe its importance in understanding the structure of the human body

III. Materials: Pen and Paper

IV. Instructions:

- In this activity, locate terminologies related to Human Anatomy and Physiology in the grid. You will encircle or highlight the words you find related to the topic. Words may appear horizontally, vertically, diagonally, or backward. After identifying each word, write one sentence explaining the function or role of the organ or system.

N	E	S	S	A	B	X	U	B	P	N	B	A	A	S
Y	E	Z	X	C	V	J	H	V	L	E	S	S	V	H
H	S	R	S	X	R	S	C	X	D	R	B	B	X	J
H	E	X	V	M	E	E	A	Z	B	V	R	U	A	B
U	P	X	H	O	M	T	M	A	G	E	A	P	X	R
N	L	Y	B	N	U	B	O	N	E	S	V	L	S	A
O	A	L	A	B	S	S	T	K	H	E	E	Y	D	I
P	S	U	R	D	C	S	S	B	I	L	E	O	F	N
Y	S	N	H	Z	L	B	T	Y	U	P	K	M	U	Q
J	S	G	R	A	E	L	E	G	S	T	L	E	U	W
J	L	S	K	X	S	R	E	R	T	T	V	T	Y	C
R	M	T	R	F	S	A	L	L	I	V	E	R	G	E
T	A	R	E	D	X	I	T	B	J	O	P	M	N	L
T	R	A	E	H	J	U	X	B	M	N	N	I	J	L
C	A	T	I	S	S	U	E	A	T	O	R	Y	S	S

Processing questions:

What body parts or systems did you find in the word hunt?

What is the function of the body of the organ or body system you find?

How does this organ or body system help the body to perform movement?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	1	Date	
Lesson Title/Topic:	Human Structure and Processes		
Name		Grade & Section	

I. Activity: CONCEPT CONNECTION CHART

II. Objective(s):

At the end of the activity, learners will be able to:

1. Explain how major levels of organization in the human body are interconnected and contribute to overall body function.

III. Materials: Pen and Paper

IV. Instructions:

- In this activity, you will create three columns in your notebook. In these columns, identify the function of each body part and explain how it works together with other body parts.

Body structure	Function	Works with
Heart		
Bones		
Muscles		
Brain		
Tissues		
Joints		
Nerves		
Spinal cord		
Lungs		

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	2	Date	
Lesson Title/Topic:	Major Components and Functions of the Human Movement Systems and Body Responses and Adaptations to Exercise		
Name		Grade & Section	

Body Systems in Action: Responses and Adaptations in Daily Activities

Respond to the questions regarding the corresponding responses and adaptations of the body systems during various day-to-day activities. Grading will follow the provided rubric.

1. **Running for the Bus**

Body System: Cardiovascular

Explanation of Response and

Adaptation:

Response:

Adaptation:

2. **Weightlifting in the Gym**

Body System: Muscular

Explanation of Response and

Adaptation:

Response:

Adaptation:

3. **Carrying Groceries Upstairs**

Body System: Muscular

Explanation of Response and

Adaptation:

Response:

Adaptation:

4. **Climbing a Staircase**

Body System: Muscular

Explanation of Response and

Adaptation:

Response:

Adaptation:

5. **Walking After a Meal**

Body System: Muscular

Explanation of Response and

Adaptation:

Response:

Adaptation:

6. **Dancing at a Party**

Body System: Cardiovascular and Muscular

Explanation of Response and

Adaptation:

Response:

Adaptation:

7. **Cycling to School**

Body System: Cardiovascular and Respiratory

Explanation of Response and

Adaptation:

Response:

Adaptation:

8. **Playing a Game of Basketball**

Body System: Cardiovascular,
Muscular, and Respiratory

Explanation of Response and
Adaptation:

Response:

Adaptation:

9. Walking for Exercise

Body System: Cardiovascular

Explanation of Response and

Adaptation:

Response:

Adaptation:

10. Lifting Heavy Objects

Body System: Muscular

Explanation of Response and

Adaptation:

Response:

Adaptati

Rubric for Body Systems Match-Up: Responses and Adaptations (Individual Activity)					
Criteria	5 – Excellent	4 – Very Good	3 – Good	2 – Fair	1 – Needs Improvement
Identification of Body Systems	Correctly identifies all body systems involved in the activities.	Identifies most body systems with minimal errors.	Identifies several body systems but with some errors.	Identifies few body systems correctly.	Unable to identify the correct body systems.
Explanation of Body Responses	Clearly and accurately explains how the body responds during the activity.	Explanation is correct with minor missing details.	Explanation is partially correct but lacks clarity.	Explanation shows limited understanding.	Explanation is incorrect or missing.
Explanation of Body Adaptations	Clearly explains long-term adaptations of the body due to repeated physical activity.	Explains adaptation correctly but with limited detail.	Shows basic understanding of adaptation.	Shows minimal understanding of adaptation.	Adaptation is incorrect or not explained.
Clarity and Organization of Answers	Answers are very clear, well-organized, and easy to understand.	Answers are clear with minor organization issues.	Answers are understandable but somewhat unclear.	Answers are poorly organized.	Answers are unclear and difficult to understand.

ENRICHMENT ACTIVITY

Activity: Reflective Exercise Journal

Instructions:

- Choose one physical activity (e.g., walking, jogging, jumping rope, or bodyweight exercises).
- Perform the activity for 10–15 minutes daily for 3–5 days.
- After each session, write a short journal entry including:
 - Activity and duration**
 - Perception on exercise variables (Critical thinking questions)**
 - How did your body's recovery, muscle fatigue, and breathing change as you repeated the activity over time—cite concept that bridging your experience to the lesson.
 - What difficulties did you experience during the activity? What explains these difficulties?

- What would you do next time to improve your performance in your next physical activity session? Provide specific strategies anchored to establish concepts
1. After finishing the activity, how quickly did your body calm down (e.g., heart rate slows, feeling relaxed), and did your recovery improve over the days as your parasympathetic system became more active?
 2. Did your muscles feel sorer or fatigued at the beginning compared to later sessions, and is the activity starting to feel easier on your muscles?
 3. Are you able to perform the activity better in terms of duration or exercise technique? How come?

How have your heart rate and breathing changed over time—are they more controlled and do you recover faster? Why does this affect your performance?

Output

- Submit **3–5 journal entries**
- Include a **short summary (1 paragraph)** of what you learned

Criteria	Outstanding (25 pts)	Very Satisfactory (20 pts)	Satisfactory (15 pts)	Needs Improvement (10 pts)	Points
Completeness (25%)	All 3–5 journal entries are complete with full required details (activity, duration, systems, reflection).	Most entries are complete with minor missing details.	Some entries are incomplete or lack required parts.	Many entries missing or incomplete.	/25
Understanding of Human Movement Systems (25%)	Demonstrates accurate and clear understanding of all 5 systems in relation to activity.	Shows good understanding with minor errors.	Basic understanding with some misconceptions.	Shows little or incorrect understanding of systems.	/25
Depth of Reflection (25%)	Highly reflective; shows clear insights, comparisons, and personal improvement over time.	Good reflection with some analysis of changes.	Simple reflection with limited insight.	Minimal or no meaningful reflection.	/25
Clarity & Organization (25%)	Well-organized, neat, easy to read, and logically written.	Generally clear with minor organization issues.	Somewhat unclear or inconsistently organized.	Poorly organized and difficult to understand.	/25

INTERVENTION ACTIVITY

A. Personal Activity Recall

Think of a recent physical activity (e.g., walking, jogging, dancing, carrying objects, sports).

Activity performed: _____

Duration (approx.): _____

Brief response (2–3 sentences):

Guided Question: If you were going to train yourself, what factors or variables should you take into account in order to facilitate safe and productive exercise session?

B. Guided Body Systems Reflection

Complete the table below. You may **check (✓)** provided answers or **add your own idea**.

Body System	What I Observed	What I Want to Understand
Nervous System (Sympathetic & Parasympathetic)	☐ I felt more alert during activity ☐ My body reacted quickly ☐ I relaxed after stopping	☐ Why does my body become alert during exercise? ☐ How does my body return to a calm state after activity?
Cardiorespiratory System	☐ Heart rate increased ☐ Breathing became faster ☐ I felt tired	☐ Why does my heart rate increase? ☐ How do my lungs adjust during exercise?
Musculoskeletal System	☐ Muscles felt tired ☐ Some soreness occurred ☐ Body movements became easier	☐ Why do muscles fatigue? ☐ How do bones and joints support movement?
Energy Systems	☐ I lost energy quickly ☐ I needed rest ☐ Energy improved over time	☐ Where does energy for movement come from? ☐ Why does fatigue happen during activity?

Criteria for Assessment: Guided Body Systems Reflection;

Criteria	Excellent (4)	Good (3)	Developing (2)	Beginning (1)
Accuracy of Observations	Observations are accurate, specific, and clearly linked to each body system.	Observations are generally correct with minor gaps in detail.	Some observations are unclear or only partially related to the body systems.	Observations are inaccurate or not related to the activity.
Understanding of Body Systems	Shows clear understanding of how all body systems respond during exercise.	Shows adequate understanding with some minor misconceptions.	Limited understanding; responses are vague or incomplete.	Shows little to no understanding of body system responses.
Quality of Questions (“What I Want to Understand”)	Questions are thoughtful, relevant, and show deep curiosity about body systems.	Questions are relevant but somewhat simple or general.	Questions are basic and lack depth or clarity.	Questions are missing, irrelevant, or unclear.
Completeness of Task	All sections are fully completed with thoughtful responses and checkmarks/additions.	Most sections are completed with minor omissions.	Several sections are incomplete or partially filled.	Task is mostly incomplete or not attempted.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	3	Date	
Lesson Title/Topic:	Anatomical Terms <ul style="list-style-type: none"> • Definition and Importance of Anatomical Terms • Standard Anatomical Position • Planes of Motion (Sagittal, Frontal, Transverse) • Axes of Rotation (Mediolateral, Anteroposterior, Longitudinal) 		
Name		Grade & Section	

- I. Activity 1: **KINETIC CONNECTIONS**
- II. Objectives/s: a. To help educators gauge the learners current understanding of a topic before instruction begins and
b. To encourage students to take ownership of their learning by generating their own questions.
- III. Instructions/s: **Phase 1: The "K" (Activating Prior Knowledge)**
Before any reading or instruction, the Teacher will ask you to list everything you think they know about how your body moves or how your body response and adapt to exercise. You will fill out the **K** column individually or in small groups.
- Phase 2: The "W" (Setting the Purpose)**
What puzzles you about the anatomical term in human movement. You will write these as questions in the **W** column. This creates a "roadmap" for the upcoming lesson.
- Phase 3: The Investigation (The Lesson)**
You observe your own range of knowledge about picture given below.



Source: <https://www.freepik.com/free-photos-vectors/people-exercising>

K (What I Know)	W (What I Want to know)

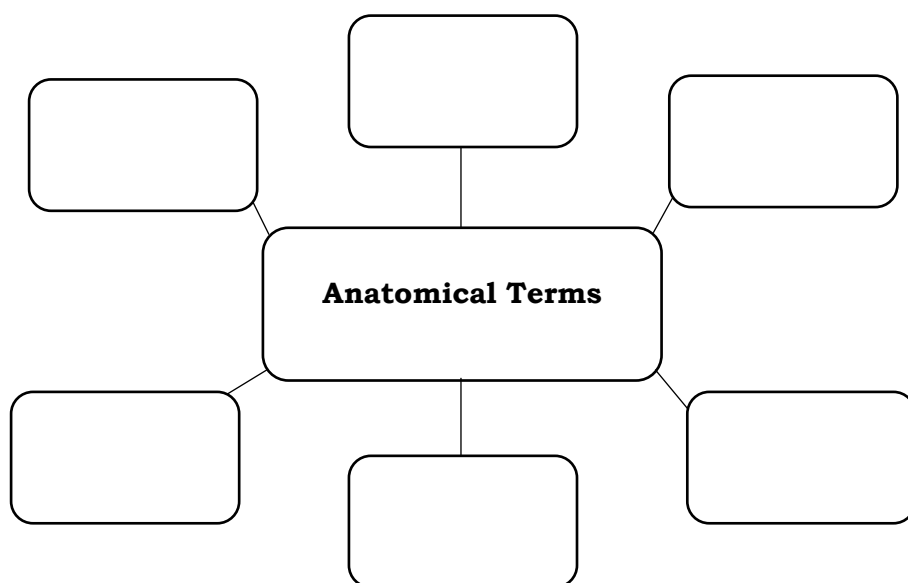
Processing Questions:

1. What movements do you notice your body doing during different exercises?
2. How do your muscles and joints work together when you move?
3. What puzzles you about how the body moves or adapts to exercise?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	3	Date	
Lesson Title/Topic:	Anatomical Terms <ul style="list-style-type: none">• Definition and Importance of Anatomical Terms• Standard Anatomical Position• Planes of Motion (Sagittal, Frontal, Transverse)• Axes of Rotation (Mediolateral, Anteroposterior, Longitudinal)		
Name		Grade & Section	

- I. Activity 2: **THE ANATOMICAL CONCEPT MAP**
- II. Objective/s: To synthesize diverse concepts into a visual framework that demonstrates a comprehensive understanding about lesson.
- III. Instruction: Using a concept map provided by your teacher, you will brainstorm and identify key concepts related to anatomical terms.



Processing Questions:

1. Describe the anatomical terms based on the given ideas/phases in the concept map.
2. In what ways can using this anatomical concept map improve your ability to observe and explain human movements in real-life or sports activities?"

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	3	Date	
Lesson Title/Topic:	Anatomical Terms • Definition and Importance of Anatomical Terms • Standard Anatomical Position • Planes of Motion (Sagittal, Frontal, Transverse) • Axes of Rotation (Mediolateral, Anteroposterior, Longitudinal)		
Name		Grade & Section	

- I. Activity 3: **CRYPTOGRAM**
- II. Objective: To reinforce knowledge of syntax, spelling, and sentence structure.
- III. Instruction:
1. Locate the Key: Look at the symbol chart provided at the bottom of the page. Each letter of the alphabet has a matching symbol or number.
 2. Translate: Find the symbol in the Key, identify the letter it represents, and write that letter in the box.
 3. Read the Message: Once all the boxes are filled, read from left to right to reveal the hidden message!

Codes

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

19	1	P	9	20	20	1	12

1. The plane that divides the body or an organ vertically into right and left sides.

6	18	15	14	20	1	12

2. The plane that divides the body or an organ into an anterior (front) portion and a posterior (rear) portion.

20	18	1	14	19	22	5	18	19

- | | | | | | | | | | | | |
|----|---|---|---|----|----|---|----|---|----|---|----|
| | | | | | | | | | | | |
| 13 | 5 | 4 | 9 | 15 | 12 | A | 20 | E | 18 | 1 | 12 |

- | | | | | | | | | | | | | | | | |
|---|----|----|---|----|----|----|----|----|----|---|----|---|----|----|--|
| | | | | | | | | | | | | | | | |
| 1 | 14 | 20 | 5 | 18 | 15 | 16 | 15 | 19 | 20 | 5 | 18 | 9 | 15 | 18 | |

- | | | | | | | | | | | | |
|----|----|----|---|---|----|----|---|---|----|---|----|
| | | | | | | | | | | | |
| 12 | 15 | 14 | 7 | 9 | 20 | 21 | 4 | 9 | 14 | 1 | 12 |

- ### Processing Questions:

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LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	3	Date	
Lesson Title/Topic:	Anatomical Terms <ul style="list-style-type: none">• Definition and Importance of Anatomical Terms• Standard Anatomical Position• Planes of Motion (Sagittal, Frontal, Transverse)• Axes of Rotation (Mediolateral, Anteroposterior, Longitudinal)		
Name		Grade & Section	

- I. Activity 4: **REFLECTIVE QUESTIONS**
- II. Objective: To facilitate experiential learning by connecting academic or theoretical concepts to real-world applications.
- III. Instruction: Answer the questions below and draw conclusions or summarize the key takeaways from the lesson
1. Most daily movements happen in the sagittal plane (forward and back). Can you identify a specific sport or drill where you had to move in the frontal plane (side to side)? Why is it harder for many athletes to remain stable when moving laterally?
2. Which anatomical term did you find the most difficult to grasp during class, and how did physically performing a movement help clarify its meaning for you?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	3	Date	
Lesson Title/Topic:	Anatomical Terms <ul style="list-style-type: none"> • Definition and Importance of Anatomical Terms • Standard Anatomical Position • Planes of Motion (Sagittal, Frontal, Transverse) • Axes of Rotation (Mediolateral, Anteroposterior, Longitudinal) 		
Name		Grade & Section	

- I. Activity 5: **THE WORKERS IN THE FIELD**
- II. Objective: To engage in the three (3) different situational scenarios tailored to the different Senior High School (SHS) exits. They will be applying practical applications of their knowledge in the subject matter.
- III. Instruction: Answer the questions below and draw conclusions about the situational scenarios tailored to the different Senior High School (SHS) exits. Each question requires using specific anatomical directional terms.

1. The Fitness Instructor

Scenario: You are working as a Floor Instructor at a local gym. a client is performing a "Lateral Dumbbell Raise" but complains of a pinching sensation. You notice their hand is rising higher than their shoulder.

Question: Using anatomical terminology, how would you describe the position of the hand relative to the elbow when the arm is fully extended to the side? If you want the client to keep their weights below shoulder level to avoid impingement, are you asking them to keep the weights more superior or inferior to the acromial region?

2. The Massage Therapist

Scenario: You have completed a certification in sports massage and are working at a wellness center. A marathon runner comes in with "plantar fasciitis" and tightness in their calves (gastrocnemius).

Question: While the client is lying prone (face down) on the table, you begin working on the calf. Is the calf located on the anterior or posterior aspect of the lower leg? When you move your hands from the calf down toward the heel, in which direction is you moving?

3. The Sports Science Student

Scenario: During a university internship with a varsity football team, the head athletic trainer asks you to document a player's injury. The player was hit on the outside of the knee, causing the knee to buckle inward.

Question: You need to record that the impact occurred on the side furthest from the midline of the leg and caused a stress on the inner ligament. What are the formal anatomical terms for "outside" and "inside" in this context? Additionally, which anatomical plane does the knee move through during a standard leg extension?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	4	Date	
Lesson Title/Topic	Directional Terms in Anatomy <ul style="list-style-type: none"> • Superior vs. Inferior • Anterior (Ventral) vs. Posterior (Dorsal) • Medial vs. Lateral • Proximal vs. Distal • Superficial vs. Deep 		
Name		Grade & Section	

- I. Activity 1: **MATCHING TYPE**
- II. Objectives/s: To assess a learner's ability to identify the relationship between two sets of information. It moves beyond simple memorization by requiring the student to associate, categorize, or connect concepts logically.
- III. Instructions/s: Match column A to B. Column A is for the directional terms, and Column B is for the examples of the directional terms.

NO.	COLUMN A	COLUMN B
1.	Superficial	A. The lungs are profound to the ribs.
2.	Lateral	B. The breastbone is forward to the spine.
3.	Distal	C. The skin is apparent to the skeletal muscles
4.	Medial	D. The shoulder blades are latter to the ribs.
5.	Deep	E. The thumb is lateral to the pinky finger."
6	Posterior	F. The joint below the thigh, farther down the leg.
7.	Proximal	G. The heart lies medial to the lungs.
8.	Anterior	H. The elbow is closer to the shoulder than the wrist
9.	Superior	I. The navel is lower to the chin
10.	Inferior	J. The head is greater to the neck

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic	Movement Descriptors and Joint Actions <ul style="list-style-type: none">• Linear and Angular Movements• Primary Movements		
Name		Grade & Section	

- I. Activity 1: **WHAT'S WITH THE MOVES**
- II. Objectives/s: To allow students to apply learning in a real-life scenario, encouraging problem-solving and practical thinking about
- III. Instructions/s: Learners answer guide questions related to their daily experiences. After which learners answer the processing questions in relation to their daily experiences.

Guide Questions:

1. What physical reactions do you have when someone you admire walks into the room?
2. When you bend your arm to carry the bag of your friend, what happens to your elbow?
3. When you raise your arms sideways, how does your body move?
4. When you turn your head to look for someone, what happens to your neck?

Processing Questions:

1. Do you think those daily activities has specific terms used to describe the movements in anatomy?

2. What are that movement terms?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic	Movement Descriptors and Joint Actions <ul style="list-style-type: none"> • Linear and Angular Movements • Primary Movements 		
Name		Grade & Section	

I. Activity 2: **THE ROBOT VS. THE COMPASS**

- II. Objectives/s:
- To give explanation that every movement of the body has a specific term and pattern.
 - To help people in fields such as fitness training, sports coaching, and physical therapy describe movements accurately.

- III. Instructions/s: Follow the instructions below to identify the difference between Linear and Angular movements.

- Slide a book across the desk. (Point A to Point B in a straight line).
- Swing their arm like a clock pendulum. (Movement around an axis/joint).
- Stand up and perform a small jump straight up (a "squat jump" without leaning).
- Keep their arm straight and "draw" a circle in the air using only their shoulder joint.

Processing Questions:

1. What movement did you observe?

2. Did you move the same distance in a straight line or in circular motion?

3. Why is it important to know how our body moves?

LEARNING ACTIVITY SHEET (LAS)

Lesson No.	6	Date	
Lesson Title/Topic:	Movement Analysis of the Upper Extremities		
Name		Grade & Section	

ACTIVITY NO. 1: "Laro ng Lahi" Flashback

The teacher asks students to reminisce about childhood games like *Siyato*, *Patintero*, or *Agawan Base*.

Guide Questions:

1. When you "flick" the stick in *Siyato*, which part of your arm provides the "snap"?

2. How does the movement of your wrist in these games differ from a slow, controlled push?

ACTIVITY NO. 2: Body Movement Recall

Learners will perform simple upper limb movements such as raising arms and pushing a door. Answer the following questions.

1. What body parts are moving?
2. Which movement feels easier or harder?
3. What do you call this movement?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Movement Analysis of the Upper Extremities		
Name		Grade & Section	

ACTIVITY 3. THE TOOL – LESS CHALLENGE

THE JOINT AND MUSCLE OF HAND, WRIST AND FINGERS

Imagine that you are a technician or a surgeon.

Then, you are asked with two distinct missions:

Mission no. 1. Unscrew a rusted, heavy bolt from a machine.

Mission no. 2. Threading a microscopic needle or picking up a single grain of rice.

After accomplishing the missions, answer the following:

1. While you are twisting the bolt, you are squeezing your forearm. What specific part of your hand is the force coming?

2. How about for the second mission, where do you think the force is coming for performing such?

3. Compare the position of your hand when unscrewing the bolt versus picking up the grain of rice. Which part of your hand provided the most stability for the bolt, and which part provided the most control for the rice?

4. Considering the tools used, how does your wrist, hand, and fingers dictate the way these tools are designed?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Movement Analysis of the Upper Extremities		
Name		Grade & Section	

ACTIVITY 4. SHORT QUIZ

Learners will answer this in a ½ crosswise sheet of paper.

Complete the table. Give an activity for each given movement. Then identify the joint used and muscles involved.

Given Movement	Specific Activity/ relevance to exercise/sports activity	Joint used	Muscles involved
1. Bending the elbow			
2. Raising the arm sideways			
3. Straightening the elbow			
4. Moving the arm toward the body			
5. Moving the arm backward			

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
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ACTIVITY 5: THE "MULTI-PATTERN CHALLENGE"

Simulate three different movement patterns used in common daily activities. They will perform each "move" and then identify which part of the upper extremity, it's joints and muscles, as well as the movements for that specific pattern.

Pattern A: The "Steering" Move (The Wrist)

Action: Hold an imaginary steering wheel or a jar lid. Rotate it left and right without moving your elbow or shoulder.

Question: What specific part of your upper extremities is used? What specific joint and muscles are functioning? How about the movement?

Pattern B: The "Push-Up" Move (The Palm)

Action: Place your palm flat against your desk and push down as if you are trying to stand up using only your hand for support.

Question: What specific part of your upper extremities is used? What specific joint and muscles are functioning? How about the movement?

Pattern C: The "Pincer" Move (The Fingers)

Action: Pick up a single strand of hair or a tiny piece of paper from the desk using only your thumb and index finger.

Question: What specific part of your upper extremities is used? What specific joint and muscles are functioning? How about the movement?

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Movement Analysis of the Upper Extremities		
Name		Grade & Section	

ACTIVITY 6. FINDING PRACTICAL APPLICATION

Groupings: Divide the class in to 5 groups for a “Tutting” Performance

Each group will perform a 1-minute Hand Dance routine, also called as “Tutting”, demonstrating movements learned from the lesson discussed.

After each performance, the group will describe what are the movements they used.

Note:

Tutting is a dance style, focused on creating intricate, geometric, and angular movements with the body, primarily arms and fingers, often inspired by ancient Egyptian art.

PEER ASSESSMENT in GROUP ACTIVITY/PERFORMANCE

Learner's Name: _____

Date: _____

Grade & Section: _____

Indicators	Always (4 pts.)	Mostly (3 pts.)	Sometime (2 pts.)	Rarely (1 pt.)	Never (no pt.)
Contributed to the creation of the performance					
Learned and was able to perform the created sequence					
Willingly participated with a positive attitude					
Followed rules, routines and procedures					
Listened actively and respectfully to the teacher and groupmates					
TOTAL Points					

RUBRIC for EVALUATING TUTTING PERFORMANCE

Learner/Group: _____
 Section: _____ Date: _____

Criteria	10 (Excellent)	8.5 (Very Good)	7 (Good)	5 (Acceptable)
TECHNIQUE (knowledge) Learners demonstrates accurate execution of arms movement patterns	Demonstrates exceptional ability to accurately demonstrate arms movement patterns	Demonstrates considerable ability to accurately demonstrate arms movement patterns	Demonstrates emerging ability to accurately execute arms movement patterns	Demonstrates limited knowledge of arms movement patterns
GROUP DYNAMIC (communication) Learners demonstrates danced completely together throughout the dance	The group danced completely together throughout the dance	The group dance together for most of the dance	The group dances somewhat together for most of the dance	The group danced was confused, not together most of the dance
RHYTHM/ TEMPO (application) Learners shows accuracy in beat, tempo, rhythms and dance sequences	The group is outstandingly accurate in beat, tempo, rhythms and dance sequences	The group shows great understanding of tempo, beat, by rarely getting off beat or making errors in rhythm	The group shows good understanding of tempo and but periodically gets off beat	The group attempts to keep a rhythm but gets off beat and speeds up or falls behind. Doesn't follow beat in music
PERFORMANCE (application) Learners demonstrates enthusiasm by showing energy in movements and giving their best	Performs complete dance with lots of confidence and enthusiasm, making few or no errors.	Performs complete dance with some confidence and enthusiasm, making some errors.	Performs complete dance with little confidence and enthusiasm, making many errors.	Performs complete dance with no confidence or enthusiasm, making constant errors.

Anecdotal comments:

LEARNING ACTIVITY SHEET (LAS) ENRICHMENT ACTIVITY

Lesson Exemplar	6	Date	
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Name		Grade & Section	

Prepare the following materials:

- ✓ Activity Sheet
- ✓ Pen/Pencil
- ✓ Movement Cards (if given)

Wear comfortable clothing and make sure you have enough space to move safely. Follow all safety reminders during the activity.

Review First Recall the meaning of the following movements:

- **Flexion** – bending or decreasing the angle of a joint
- **Extension** – straightening or increasing the angle of a joint
- **Abduction** – movement away from the body
- **Adduction** – movement toward the body
- **Rotation** – turning around an axis

Part A: Identify Me!

Directions:

1. Observe the movement shown on the card, picture, or demonstrated action.
2. Identify the following:
 - Body part involved
 - Type of movement
 - Muscle/s used
3. Write your answers in the space provided.
4. Complete all items independently.

Example:

Movement	Body Part	Action	Muscle
Raising Arm forward	Shoulder	Flexion	Pectoralis Major

Part B: Movement Analysis Relay

Directions: Read each movement situation carefully. Analyze the action and answer the questions.

For each item, write:

1. What joint is moving?
2. What movement is happening?
3. What muscle helps perform the movement?

Guide Questions:

- What joint is primarily moving?
- Which muscle helps produce that action?
- Is the movement flexion or extension? Why?

Answer each item on your own.

Part C: Create a Mini Routine

Directions: Create your own short movement routine using **five upper extremity movements** from the lesson.

Your routine must include any five of the following:

- ✓ Flexion
- ✓ Extension
- ✓ Abduction
- ✓ Adduction
- ✓ Rotation

Steps:

1. Plan the order of your movements.
2. Practice the routine safely.
3. Perform each movement correctly.
4. After performing, explain the movements used.

Write Your Reflection:

- Which movement was easiest for you? Why?
- Which movement was most challenging? Why?
- How can these movements help you in daily life or sports?

Closure Questions

Answer the following in complete sentences:

1. Why is movement analysis important in physical activity?
2. How can proper movement prevent injuries?
3. Which upper extremity movement do you use most in daily life? Why?

LEARNING ACTIVITY SHEET (LAS) INTERVENTION ACTIVITY

Lesson Exemplar	6	Date	
Lesson Title/ Topic:	Movement Analysis of the Upper Extremities		
Name		Grade & Section	

**Review the lesson and recall samples learning activities.*

ACTIVITY 1: MOVE YOUR BODY!

Do the following movements using common household objects.

Then tell what it feels like upon doing the activity. The first one is done for you as an example.

Movement	Household Alternative	Which muscle group & joint was responsible in that movement to do the task?
Bench Press	Pushing against a wall with both hands.	Resistance against the chest muscle, shoulder, elbows and wrist.
1. Shotput Throw		
2. Striking the golf ball		
3. Deadlift		
4. Archery Pull		
5. Striking the golf ball		

ACTIVITY 2: “MOVEMENT ANALYSIS”

Reenact the following scenario.

Then explain how joints & muscles contribute to the activity/scenario they presented.

Scenario 1. Throwing a ball

Scenario 2. Playing dart

Scenario 3. Lifting a chair

Scenario 4. Lifting 5 books

Scenario 5. Pushing a table

Scenario 6. Pulling a drawer

Scenario 7. Sweeping the floor

Scenario 8. Opening a curtain with both arms

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	7	Date	
Lesson Title/Topic	Movement Pattern of the Lower Extremities		
Name		Grade & Section	

Activity 1: CRYPTOGRAM – Decode the Movement

Direction: Decode the words related to movement pattern of the lower extremities using number code. Write your answer

Materials Needed

- Printed cryptogram worksheet or board presentation
- Pen or pencil for each learner
- Board/marker (optional for checking answers)

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Processing Questions:

1. Have you experienced performing any of these movements in your daily activities or sports? Give an example.
2. Which part of the lower extremities do you think performs these movements the most?
3. Why is it important to understand these movement patterns when analyzing physical activities?

ACTIVITY 1: INQUIRY-BASED APPROACH

Direction: Read the given scenarios that shows different movement pattern of the lower extremities and answer the reflective questions. Write your answer in a separate paper.

Scenarios:

1. Maria is late for school, so she runs quickly to catch the bus. As she runs, her hips extend and flex alternately, her knees bend and straighten, and her ankles push off the ground to propel her forward.
2. During a volleyball game, Carlo jumps high to spike the ball. Before jumping, he bends his hips and knees, then extends them forcefully while his ankles plantarflex to push his body upward.
3. Ana walks upstairs to reach her classroom. As she steps up, one leg flexes at the hip and knee to lift the foot, while the other leg extends to support and push the body upward.
4. During a soccer match, Miguel swings his leg to kick the ball. His hip flexes, his knee extends, and his supporting leg stabilizes his body while his ankle locks to strike the ball accurately.
5. During a dance performance, Lea jumps and lands on the floor. Upon landing, her hips and knees bend, and her ankles dorsiflex to absorb the impact and maintain balance.

Reflective Questions:

1. What lower extremity joints and muscles are involved in the movement?

2. What movements occur at the hip, knee, and ankle during the activity?

3. How do the lower extremities work together to perform the movement?

4. What is the role of the feet and ankles in maintaining balance and stability?

5. Why is proper coordination of the lower extremity joints and muscles important in performing movements safely and effectively?

LEARNING ACTIVITY SHEET (LAS)

Lesson No.	8	Date	
Lesson Title/Topic:	Analysis of Basic Movement Patterns 1. Walking 2. Running 3. Jumping 4. Throwing		
Name		Grade & Section	

Establishing the Purpose of the Lesson

Activity 1: Real-Life Scenario – why do Athletes Move Efficiently?

Scenario:

During a school sports competition, two students are running. One student runs smoothly and quickly while the other gets tired easily and moves awkwardly.

Guide Questions:

1. *Why do you think one runner performs better than the other?*
2. _____
How can understanding body movements help improve performance?
3. _____
Why is it important to know how our body moves?

Activity 2: Mystery Movement Challenge

From these given clues, guess the movements stated.

Movement 1 _____

- *Used when going from one place to another slowly*
- *Requires alternating leg movement*

Movement 2 _____

- *Used in sports like basketball and football*
- *Faster than walking*

Movement 3 _____

- *Both feet leave the ground*
- *For a moment your body is in the air*

Movement 4 _____

- *Your shoulder rotates to create force*
- *Used when sending an object toward a target*

Processing Questions:

1. *Where do we commonly use these movements in daily life?*

2. *In what sports do we use these movements?*

3. *Why do athletes need to perform these movements correctly?*

Discussing New Concept

Activity 3: Movement Analogy – Body as A Machine

Our body works like a machine. Bones are like levers, joints like hinges, and muscles provide the force for movement.

Discuss:

- *How is the hip like a hinge?*
- *Why are muscles important for movement?*

Developing Mastery

Activity 4: Movement Analysis Worksheet

Complete the table:

Movement	Body Parts Used	Movement Descriptor
<i>Walking</i>	<i>Legs, knees</i>	
<i>Running</i>		<i>Flexion, extension</i>
<i>Jumping</i>	<i>Legs, ankles</i>	
<i>Throwing</i>	<i>Arms, shoulders</i>	

Finding Practical Application

Activity 5: Sports Movement Analysis

Choose a common sport or game played in the Philippines.

Task:

1. *Identify at least two movements used in the sport or game.*
2. *Describe the body parts involved.*
3. *Explain the movement using anatomical terms.*

Example:

Sports: Basketball

Movement: jumping for rebound

Body parts involved: legs, knees, ankles

Movement descriptors: knee extension ankle plantar flexion

Enrichment Activity 1: “Movement Scientist Challenge

1. Choose one movement:

- * Walking
- * Running
- * Jumping
- * Throwing

2. Analyze and explain:

- * What happens to the hip joint?
- * What happens to the knee joint?
- * What happens to the ankle joint?
- * Which movement requires the most force?

3. Present your analysis to the class.

Enrichment Activity 2: Design a Safe Exercise Plan

Procedure

1. Design a 3–5 minute warm-up routine focusing only on the lower extremities.
2. Explain:
 - * Why each movement is included
 - * How it prepares the hips, knees, and ankles

INTERVENTION ACTIVITIES

Intervention Activity 1: Guided Movement Practice

Procedure

1. Watch as your teacher demonstrates one movement at a time slowly.
2. Follow you teacher’s movement
 - “Bend your knees.”
 - * “Straighten your legs.”
 - * “Push using your feet.”
3. Your teacher will give immediate corrective feedback.

Intervention Activity 2: “Label the Parts”

1. You will be given a simple diagram of the lower extremities.
2. Label: * Hip * Knee * Ankle * Foot
3. Let your teacher review your answer.

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