



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



PHYSICAL and HEALTH EDUCATION

Grade 7

Term
1



Authored and designed
by a specialised committee from the Ministry of Education

Warm-up and cool-down

Warming-up and cooling-down are vital before and after we take part in exercise. Warming-up should gently prepare the body for exercises. It gradually increases the heart rate and circulation. This will loosen the joints and increase blood flow to the muscles. When you stretch your muscles, it prepares them for physical activity. It also helps prevent injuries.

Activity 1

There are two ways we can stretch our muscles.
Can you name them?

both for hamstring muscles
but two ways different



Static

Dynamic

You must cool-down after your exercise. This helps your heart rate and breathing to return towards resting levels slowly. It also helps to remove waste products from your muscles, such as lactic acid.

Activity 2

What two things should a cool-down include?

1. pulse rate reduction

2. Static stretch

Activity 3

You now know what is needed in a warm-up. Design your own warm-up. Use the activity box below.

Warm-up

pulse raising activity: Jogging, running

hopping, knee raises,

heel raises

dynamic stretches:

Lunges, Side bends, Arm circles

twists

Did you know...?

All athletes stretch their muscles before exercise. This is so they do not injure their muscles, and so their muscles can work more effectively.



Activity 4

Now you have designed a warm-up, try designing a cool-down.

Cool - down

activity to lower pulse: ^{slow} ~~jogging~~ (2-3 min)

static stretching:

Hamstring - Gastrocnemius
quadriceps - Deltoids -
triceps

Safety in sport

Safety is important when taking part in sport. We must consider hazards from the clothes we wear, to the facility where the lesson takes place.

Activity 5

Look around your PE area. What hazards can you see that could cause you or your classmates harm? Use the box below to show your findings.

wet ~~area~~ area

many balls

bad floor

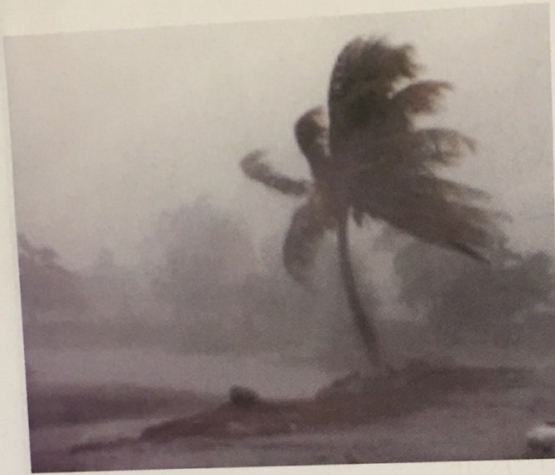


Weather conditions

We have to think about weather conditions, before and during matches. The weather will affect outdoor sports, such as, rugby, football and tennis. It could affect the quality of the game and the player's performance. For example, strong winds would change the movement of a tennis ball, making the players miss the ball.

Activity 6

Different kinds of weather can have an effect on outdoor sports. Write the weather condition under each picture. Name a sport that it could have an effect on.

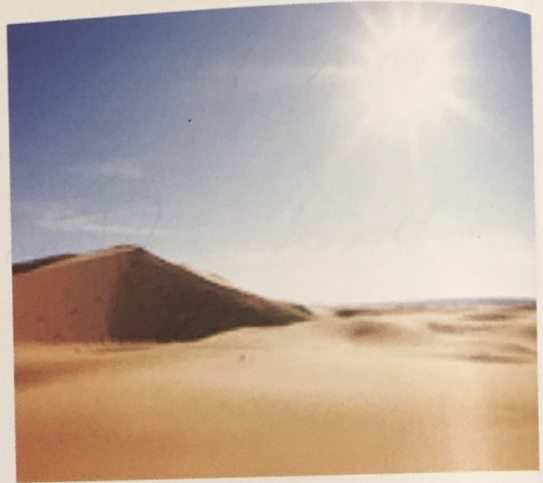


weather condition

windy winds

effect on sport

difficult to play
hard

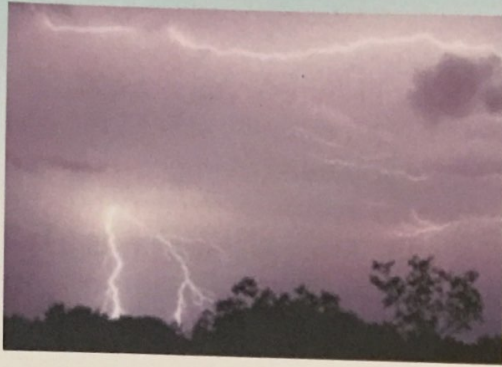


weather condition

Sunny hot

effect on sport

can play
hard to play



weather condition

Stormy

effect on sport

difficult to play
stop playing



weather condition

dusty

effect on sport

difficult
stop playing



weather condition

Flood

effect on sport

difficult
stop playing

player
plays

Activity 7

Discuss, with a partner. What you would do if these weather conditions happened when you were playing sport?

Fitness Testing

Fitness testing is a great way to see what level of fitness you have. There are many different kinds of fitness tests. Each test measures different types of fitness. Fitness tests allow you to see where you need to improve. Then, you can live a healthier lifestyle. It is important for everyone to carry out the same test. This makes sure it is fair for everyone. After all, fair play is a key part of sport. Before we take part in the fitness tests, it is important to know how our muscles create movement.

Have you ever thought about how your body moves?

Activity 8

Using the words below, complete the sentences on how your body moves.

Our skeleton is made up of bones. To be able to move, the skeleton has to be linked with the ^{muscular} joint system. Our muscles work in the ^{pairs} pairs to produce movement. When one muscle contracts, the other muscle in the pair relaxes. Without muscles, we would not be able to move. Our muscles are attached to our bones by tendons. All movement happens at a joint.

bones relaxes muscular pairs tendons joint

Exertion is a person's rating of how hard they feel they exercise. It can be judged by assessing their body's physical signs, such as heart rate, breathing rate and sweating. In this unit, you will try different types of intensity training.

Activity 9

Using a line, match up the level of intensity to the correct picture.

Below 30% effort

50% effort

70% effort

90% effort

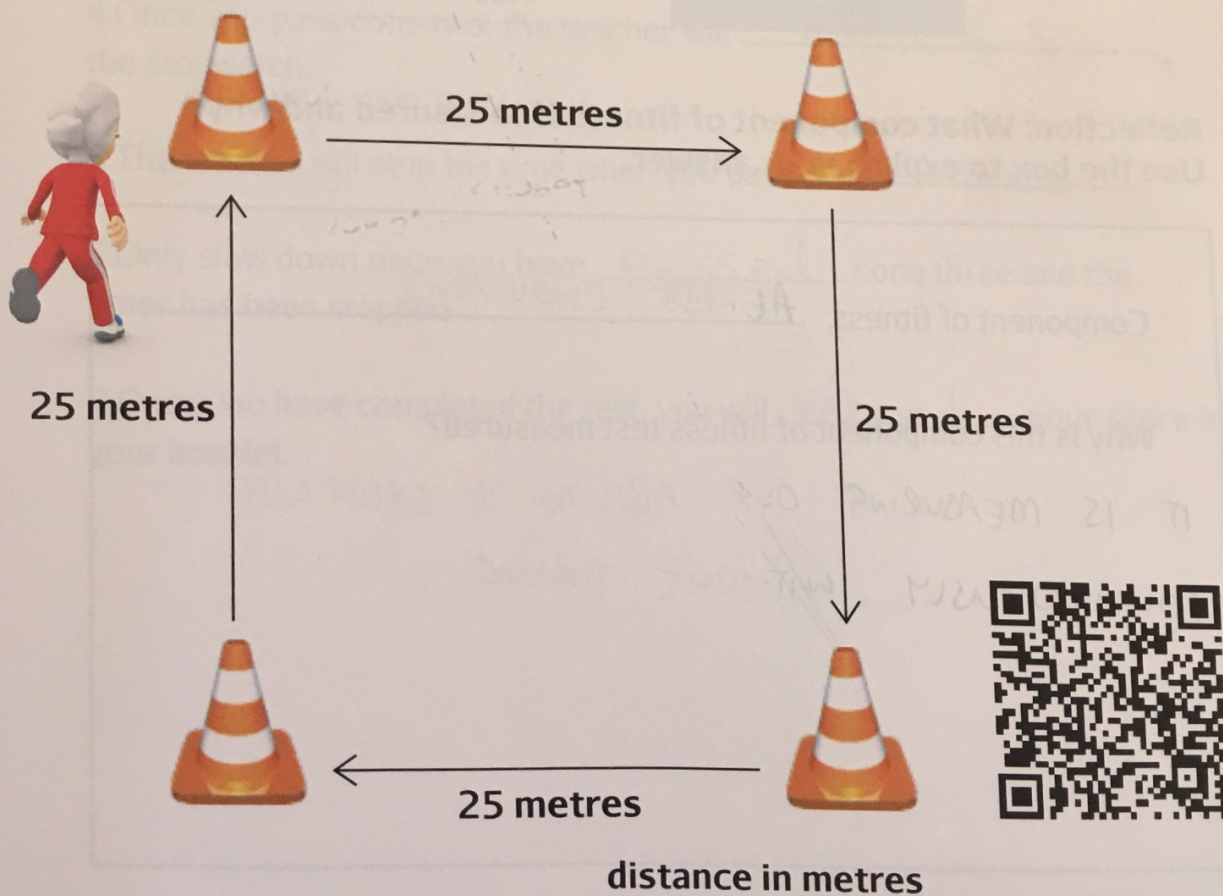


Cooper test

The Cooper test is used to monitor your aerobic endurance. The test is twelve minutes long and you will try and run as far as you can in that time frame.

How to conduct the test: Look at each sentence and rearrange the order starting from 1 to show how you conduct the Cooper test.

The teacher blows the whistle when the twelve minutes has ended. They will record the distance you covered to the nearest 25 metres.	4
The teacher will tell you the remaining time after each lap.	3
The teacher will use four cones to set up a square, 25 metres away.	1
The teacher will give the command 'GO'. They will start the stopwatch and you will begin the test.	2
You will then record the distance in your book.	5



Results: You will only perform this test once. It is important that you work to the best of your ability. Write your distance below.

metres covered: _____ metres.

Data: Below is data for the Cooper test. How did you do on the test? Circle which category you fall in to.

rating %	girls
95	2240
75	1920
50	1700
25	1480
5	1165

Reflection: What component of fitness is measured and why? Use the box to explain your answer.

Component of fitness: AEROBIC ENDURANCE

Why is this component of fitness test measured?

IT IS MEASURING OUR ABILITY TO EXERCISE CONTINUOUSLY WITHOUT TIRING

30-metre sprint

The 30-metre sprint test is used to monitor your top speed. You will run as fast as you can over 30 metres.

How to conduct the test: Show your understanding of how you conduct the test. Fill in the gaps below.

start

three

top

record

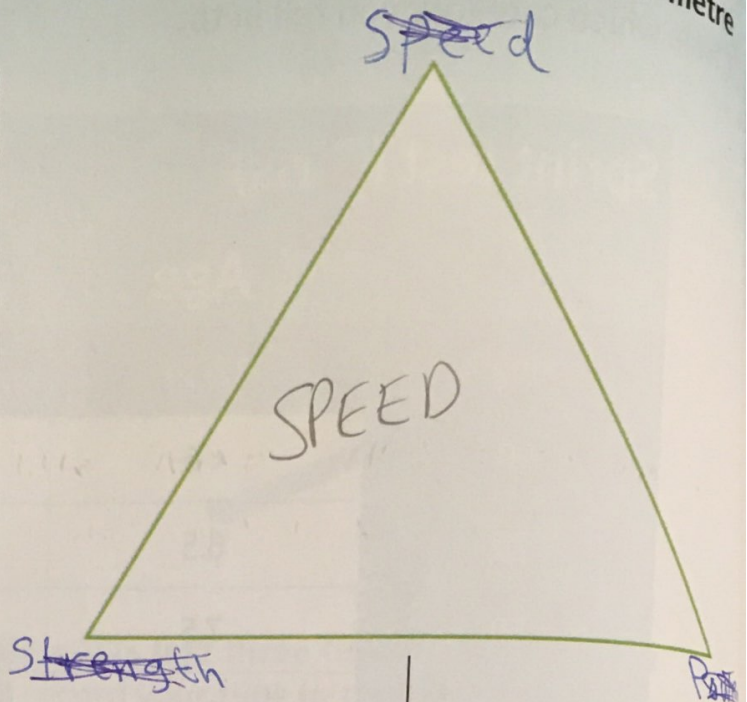
speed

passed

1. The teacher uses three cones to set up the 30-metre sprint test.
2. Cone one is at 0 metres, cone two is at 15 metres and cone three is 30 metres away from cone two.
3. You will start at cone one. You will build up your Speed so that when you reach cone two, you are at your top speed.
4. Once you pass cone two, the teacher will Start the stopwatch.
5. The teacher will stop the time when you pass cone three.
6. Only slow down once you have passed cone three and the timer has been stopped.
7. Once you have completed the test, you will record your score in your booklet.

Reflection: Select a component of fitness and write it in the triangle. Explain why that component of fitness is measured by the 30-metre sprint test.

- power
- speed
- agility
- strength
- balance



Explain why:
IT MEASURES OUR
TOP SPEED BETWEEN
CONE 1 AND CONE 2

Standing broad jump

The standing broad jump test is used to measure the power in your legs. You will jump as far as you can from a standing position.

How to conduct the test: Discuss with the person next to you.

How do we conduct the standing broad jump test? Write the process in the box below.

STAND NEXT TO CONE, WITH MEASURING TAPE RUNNING DOWN THE SPORTS HALL. FROM A STANDING POSITION JUMP AS FAR AS YOU CAN. PARTNER WILL MEASURE BACK OF HEEL, AND GIVE YOU A SCORE



Results: You will complete this test three times. Each time you complete this test, you will write down your score using the table below.

Attempt 1	metres
Attempt 2	metres
Attempt 3	metres

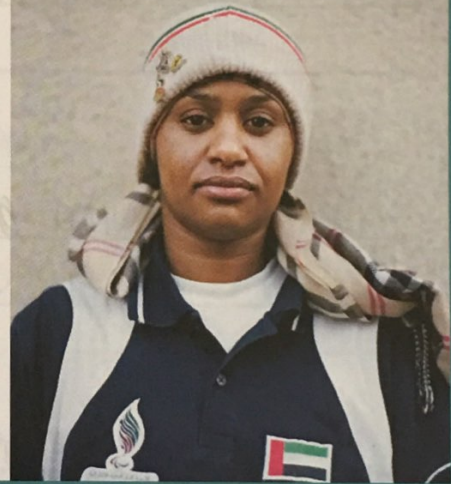
Activity 11

Look at the statements and decide if these sentences are True (T) or False (F). The standing broad jump measures:

1. How fast someone can complete this test. T F
2. The strength of our body. T F
3. How quickly we can change direction. T F
4. How we coordinate our body to jump. T F
5. The explosive power in our legs. T F

UAE Heroes

Siham Masoud represented the UAE at the Rio Olympics in 2016 in the discus event. She uses coordination to release the discus correctly.



Hand-eye coordination test

The hand-eye coordination test measures your ability to move two or more body parts together. You will throw and catch a ball as many times as you can for thirty seconds.

How to conduct the test: How do you perform the hand-eye coordination test? Discuss with the person next to you. Then, write in order how you conduct the test within five bullet points.

- PLACE CONE ONE METRE AWAY FROM WALL
STAND BEHIND WITH TENNIS BALL
- THROW BALL UNDER ARM AT WALL
- CATCH WITH OTHER HAND
- REPEAT ACTION FOR 30 SECONDS
- RECORD NUMBER OF CATCHES

Data: Below is a table of data for the hand-eye coordination test. How did you score on this test?

Circle which category you fall in to.

Hand-eye coordination test		
rating %	Age	
	12-14	14-16
90	> 30	> 26
70	24 - 30	20 - 25
50	20 - 25	19 - 16
30	15 - 20	15 - 12
10	< 15	< 12

Number of catches

Reflection: Look at the components of fitness below. Tick the correct box to show your understanding of the hand-eye coordination test.

- speed
 balance
 flexibility
 coordination
 power

Write how the hand-eye coordination test measures this component of fitness.

IT TESTS A PERSONS COORDINATION BETWEEN THEIR HANDS AND EYES.

Sit-up test

The sit-up test measures how efficient your core muscles are in one minute. You will perform as many sit-ups as you can in one minute.

How to conduct the test: Number the sentences to show the correct order.

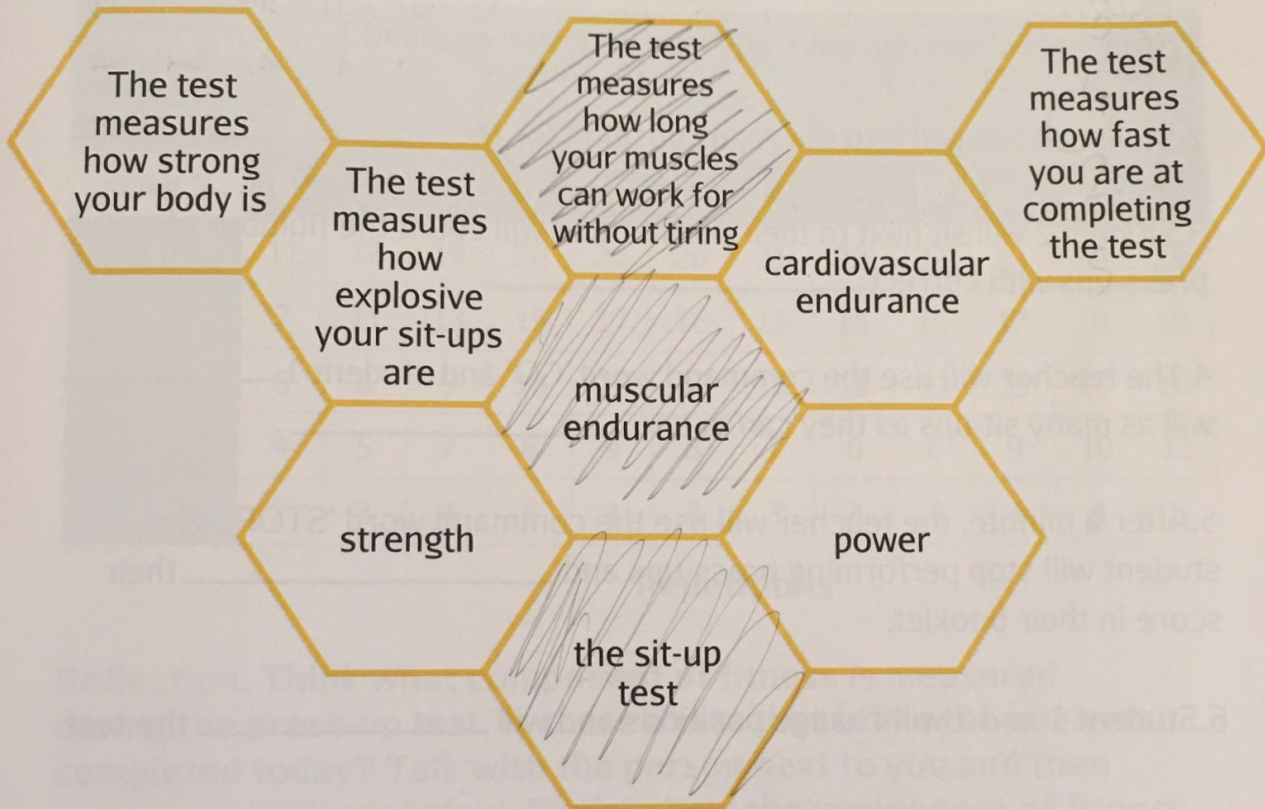
Students will get into pairs and number themselves 1 and 2.	1
Student 1 hears the word 'GO'. They will perform as many sit-ups as they can in one minute.	3
The teacher will use the command word 'STOP' after one minute. Student 1 will stop and write their score in their booklet.	4
Student 1 will lie on the mat. Student 2 will use their hands to hold the feet of student 1.	2
Student 1 and student 2 will swap positions. Student 2 will then perform the test.	5
The teacher will use the command word 'GO' and start the stop watch.	6



Results: You will only perform this test once. Once you have completed the test, you will record the number of sit-ups below.

Number of sit-ups: _____





Press-up test

The press-up test measures how efficient your muscles are in the upper body. You will perform as many press-ups as you can in one minute.

How to conduct the test: Listen and complete the gaps. Use the words from the vocabulary box.

technique	record	complete	press-up	minute	perform
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- Students will get into pairs and label themselves 1 and 2.
- Student 1 will get in to the ready position for the PRESS UP test.
- Student 2 will sit next to their partner and will count the number of press-ups with correct TECHNIQUE.
- The teacher will use the command word 'GO' and student 1 PERFORM will as many sit-ups as they can in one MINUTE.
- After a minute, the teacher will use the command word 'STOP'. The student will stop performing press-ups and RECORD their score in their booklet.
- Student 1 and 2 will change positions and will COMPLETE the test.



Results: You will only perform this test once. Make sure you complete it to the best of your ability. Once you have completed the test, write down your score below.

Number of press-ups: _____ 7

Data: Below is a table of data for the press-up test. How did you do on this test?

Circle which category you fall in to.

Press-ups (Girls)

rating %	Age											
	6	7	8	9	10	11	12	13	14	15	16	17
90	11	17	19	20	20	20	21	22	22	23	26	28
70	7	11	13	15	17	16	15	15	15	17	18	19
50	6	8	9	12	13	12	11	11	11	15	15	16
30	4	5	7	8	9	8	7	6	6	9	10	12
10	2	3	4	5	4	3	3	3	3	4	4	5

Repetitions

Reflection: Think what component of fitness is measured during the press-up test. Is there a test that is like the one you completed today? Talk with the person next to you and then write your findings below. Explain how the component of fitness you chose is tested by the press-up test.

MUSCULAR ENDURANCE
 IT TESTS HOW LONG OUR MUSCLES
 CAN WORK WITHOUT BECOMING TIRED

Illinois agility test

The Illinois agility test measures how quickly you can change direction. You will run a specific route and be timed. How quickly can you complete the course?

How to conduct the test: Add the missing steps from the image below.

Step 1:

Students will lay on their stomachs facing forward.

Step 5:

RECORD
YOUR
TIME

Step 2:

The teacher will:

SHOUT "GO"
AND START
STOPWATCH

Step 4:

The teacher will stop the timer when you cross the last cone.

Step 3:

The student will:

JUMP TO FEET,
RUN AROUND COURSE
AS QUICK AS
POSSIBLE

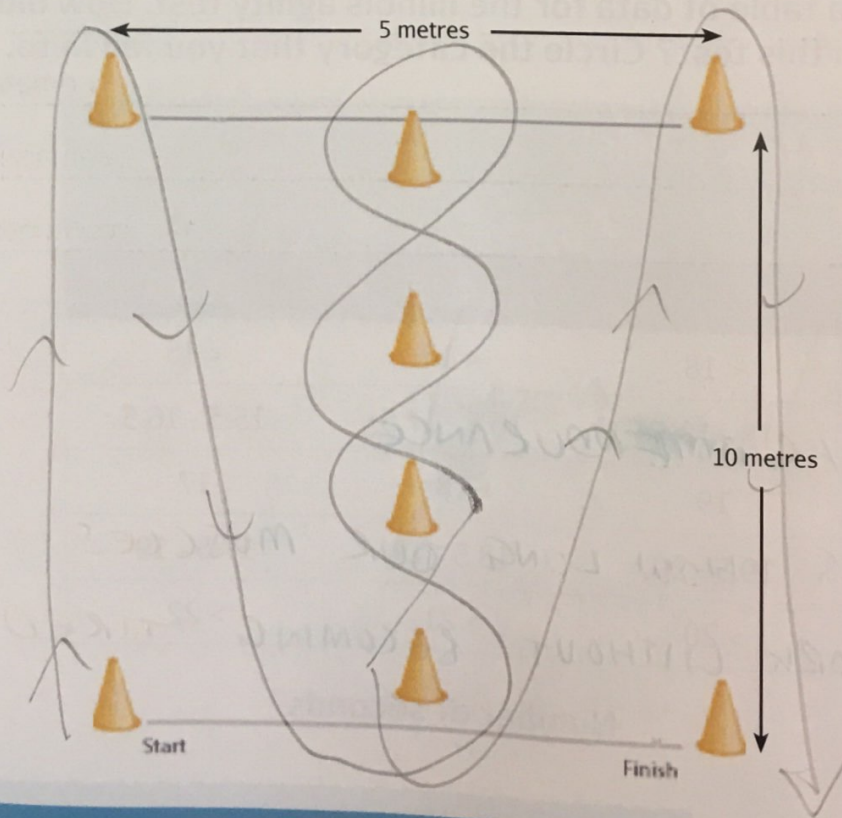


Reflection: What component of fitness does this test measure?

AGILITY

Activity 12

Show your understanding of the test by drawing the route you ran in this test.



Data: Below is a table of data for the sit and reach test. Highlight the category you fall in to and circle it.

Rating %	Age 14+
95	17+ to 27+
75	+6 to +16
50	0 to +5
25	-8 to -1
5	-20 to -9

Reflection: Cross out all the component of fitness that this test does not measure.

~~power~~ ~~balance~~ flexibility ~~speed~~ ~~agility~~ ~~strength~~

Activity 13

Are these sentences True (T) or False (F)?

This test measures speed because of how quickly you can move the ruler down the box.	F
This test measures balance so you do not fall over when completing the test.	F
This test measures flexibility. It shows how far you can bend to move the ruler down the sit and reach box.	T
This test measures strength because you have to push the ruler with force.	F
This test measures muscular endurance because of how long you hold the ruler in position for.	F

Unit

2

Participation is Key

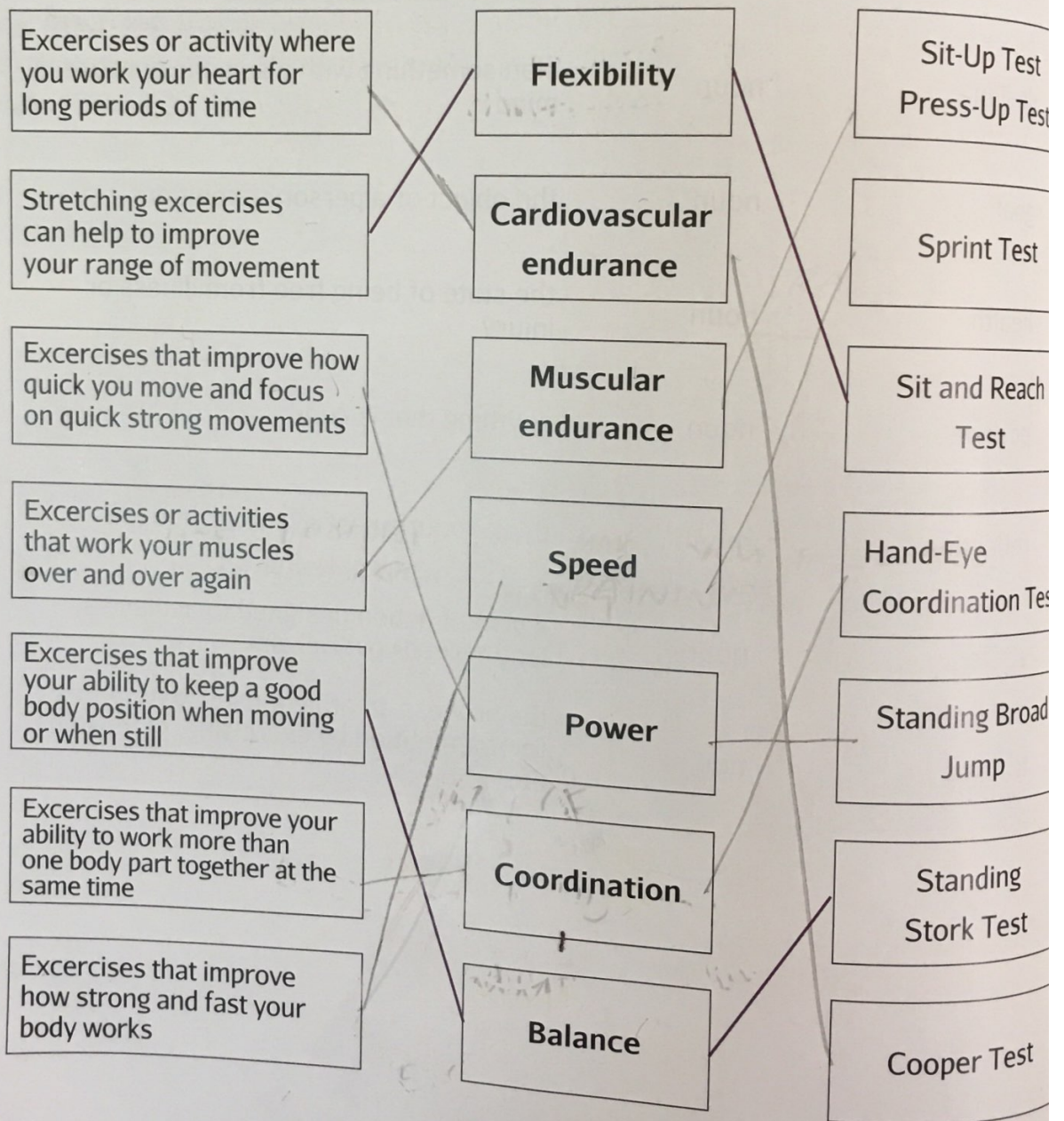


What is a method of training?

A method of training is a type of training. An athlete performs this to improve a fitness component.

Activity 1

There are many types of training programmes. Match the component of fitness to the correct fitness test and method of training. Look at the examples to help you.



What is a training programme?

A training programme is a plan to improve a particular area. In this case, it is a plan to improve a fitness component. There are four principles you need to consider when you design a training programme.

Activity 2

Fill in the missing blanks. Match the phrase that best describes it.

FREQUENCY
INTENSITY
TIME
TYPE

how hard you train
what type of training you perform
how often you train
how long you train for



Designing your own training programme

Before you design your programme, it is important to look back at your fitness test results. What do you need to improve? You will select two fitness components that you need to improve. Then, plan a training programme around those fitness components.

Activity 3

Using the table template given, design a training programme for seven days.

1. Fitness test to improve on: COOPER TEST
Method of training used: CONTINUOUS TRAINING

2. Fitness test to improve on: BROAD JUMP
Method of training used: WEIGHT TRAINING

Day	Exercise
Sunday	RUN
Monday	SWIMMING
Tuesday	WEIGHT TRAINING
Wednesday	ZUMBA
Thursday	RUN
Friday	SWIMMING
Saturday	WEIGHT TRAINING

How to reflect on a training programme

An important part of a training programme is being able to reflect on the progress you made. Did you meet your goal?

Activity 4

Swap your booklet with the person next to you. Answer the following questions. How well did your training programme work?

Did your peer follow their training programme each day?

yes no sometimes

If no, explain why.

Look at your peer's areas for improvement. Do the exercises they have completed improve the fitness test they picked?

yes no not sure

Explain your answer.

RUNNING IMPROVES CARDIOVASCULAR ENDURANCE
WEIGHT TRAINING IMPROVES POWER

What could they do next time to improve further?

MAKE SURE THEY WARM UP AND COOL DOWN PROPERLY TO AVOID INJURY

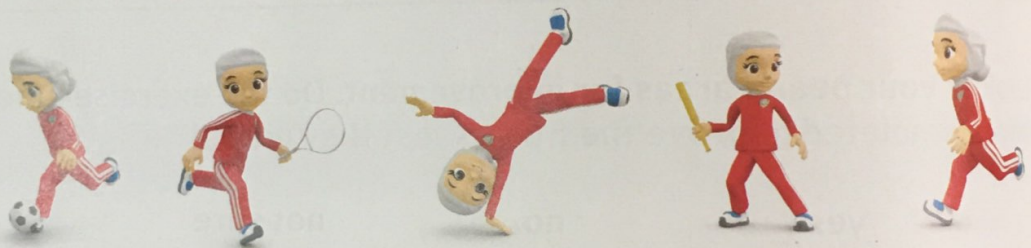
Physical activities and their benefits

There are different types of physical activities. All have different benefits for your body and mind. This part of the unit will give you a good idea of how important exercise is, whether to compete, or just for fun.

Activity 5

Below are positive effects on health. Link the words with the correct physical activity. Each word can be used more than once.

- flexibility
- balance
- creativity
- endurance
- timing
- teamwork
- communication
- problem solving
- coordination
- leadership
- strength
- agility
- weight
- management

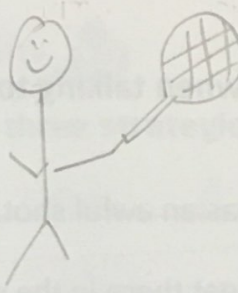
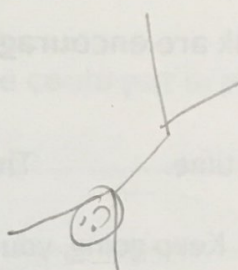
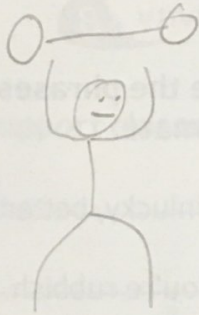


Invasion games e.g. football	Net games e.g. tennis	Creative performance e.g. gymnastics	Striking and fielding e.g. rounders	Fitness e.g. running
LEADERSHIP	AGILITY	BALANCE	STRENGTH	ENDURANCE
TEAMWORK	PROBLEM SOLVING	FLEXIBILITY	COORDINATION	TIMING
COMMUNICATION	WEIGHT	CREATIVITY	MANAGEMENT	STRENGTH
WEIGHT	WEIGHT	WEIGHT	WEIGHT	WEIGHT

Each sport and activity has its own rewards. However, all sports and activities provide mental and emotional benefits. Then, you can live a healthier lifestyle.

Activity 6

Draw a picture of you participating in three activities. Show three different emotions i.e. happy, frustrated, excited.

		
<p>emotion <u>HAPPY</u></p>	<p>emotion <u>FRUSTRATED</u></p>	<p>emotion <u>EXCITED</u></p>

Did you know...?

Badminton players need to have good coordination. They need to be able to hit the shuttlecock at the correct time.



Activity 7

Explain why you have drawn these emotions. Why does physical activity make you feel this way?

PHYSICAL ACTIVITY CAN MAKE YOU FEEL A LOT OF DIFFERENT EMOTIONS.

Positive thinking

Activity 8

Circle the phrases you think are encouraging when talking to a classmate.

Unlucky, better luck next time.

That was an awful shot.

You're rubbish.

Keep going, you will get there in the end.

That was fantastic.

Why do you think these phrases are encouraging?

THEY ARE POSITIVE, AND MAKE YOU FEEL GOOD.



You should always try to avoid negativity when talking to a friend or classmate. Sometimes there is a consequence for these actions. You could make your classmates feel upset.

Activity 9

What consequences could negative words have on your friends or classmates?

THEY COULD HURT THEIR FEELINGS AND STOP THEM FROM PLAYING

Activity 10

Name three strategies we could put in place to support classmates.

1. HAVE A BUDDY IN CLASS
2. MAKE REWARD SYSTEM
3. FOCUS ON POSITIVES NOT NEGATIVES

