

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK**

Grade: 11

Core Subject Title: Safety and First Aid

Semester: First

No. of Hours/ Semester: 80 hours/semester

Pre-requisite:

Core Subject Description: This course will equip learners with life skills and competencies in safety, injury prevention and management in various sports and exercise settings for prompt and proper response during emergencies. It will lead to a certification from the Philippine Red Cross.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>I. Safety in Sports, Exercise and Recreation</p> <p>A. Prevention and reduction of injuries</p> <ol style="list-style-type: none"> 1. Physical activity skill preparedness and assessment 2. Health and fitness conditions 3. Nutrition 4. Principles of fitness and training 5. Environment <p>B. Recommended activities for restoring strength and condition (after rehabilitation)</p> <ol style="list-style-type: none"> 1. Water training 2. Cycling 3. Recreational walking 4. Weight training 5. Stretching and relaxation 	<p><i>The learner...</i></p> <p>demonstrates understanding of safety, injury prevention and management in sports, exercise and recreational settings for prompt and proper response during emergencies.</p>	<p><i>The learner...</i></p> <p>demonstrates safety practices consistently in sports, exercise and recreational activities.</p>	<p>1. explains the importance of observing safety practices in performing sports, exercise and recreational activities;</p>	SP_SFA11-Ia-1
			<p>2. observes "safety awareness" (preventive and rehabilitative) at all times;</p>	SP_SFA11-Ib-t-2
			<p>3. enumerates ways to safeguard participants from possible injuries;</p>	SP_SFA11-Ib-3
			<p>4. identifies activities for restoring strength and condition of participants after rehabilitation;</p>	SP_SFA11-Ic-4

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>II. Emergencies and First Aid</p> <p>A. Risk assessment and mitigation</p> <p>B. Common injuries, emergencies and first aid in sports, exercise and recreational settings (musculoskeletal-related, health-related illness: heat stroke, heat fatigue, dehydration, hypothermia and hyperthermia)</p> <p>C. Emergency rescue and transfer</p> <p>1. Indications for emergency rescue</p> <p>2. Methods and guidelines for proper rescue and transfer</p> <p>III. Red Cross Certification (to be conducted by PRC)</p> <p>A. Standard first aid</p> <p>B. Basic life support</p> <p>C. Disaster mitigation and management</p> <p>1. Phases of response to a disaster</p> <p>1.1 Alarm phase</p> <p>1.2 Work/Implementation phase</p> <p>1.3 Let Down phase</p> <p>2. Creating triage system</p> <p>2.1 Simple Triage Rapid Treatment (START) (identification of priority patients)</p>			5. identifies signs and symptoms of injuries as well as situations that may prompt such injuries;	SP_SFA11-Id-h-5
			6. identifies situations requiring prompt response for safety rescue and transfer;	SP_SFA11-Ii-l6
			7. performs appropriate and correct procedures during disaster and emergencies in sports, exercises and recreational settings (simulations);	SP_SFA11-Im-p-7
			8. prepares first aid kits and equipment;	SP_SFA11-Iq-r-8

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			9. develops an emergency plan involving personnel; and	SP_SFA11-Is-t-9
			10. recognizes the value of safety, injury prevention and management in sports and exercise settings for prompt and proper response during emergencies.	SP_SFA11-Ia-t-10

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Code Book Legend

Sample: SP_SFA11-Ia-1

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Sports	SP_SFA11
	Grade Level	Grade 11	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Safety and First Aid	
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	First Quarter	I
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one	a
			-
Arabic Number	Competency	explains the importance of observing safety practices in performing sports, exercise and recreational activities	1

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References:

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- Centers for Disease Control and Prevention. *School-based Physical Education: Working with Schools to Increase Physical Activity among Children and Adolescents in Physical Education Classes. An Action Guide*. 2009, <http://www.prevent.org/actionguides>
- Centers for Disease Control and Prevention. *The Association between School-based Physical Activity, including Physical Education, and Academic Performance*. Atlanta, GA: U.S. Department of Health and Human Services, 2010.
- Michigan Department of Education. *Physical Education Content Standards and Benchmarks*. Michigan: Michigan Department of Education, 2007.
- Ministerial Committee for School Sport and Physical Activity. *Review Report: Future Development of School Sport and Physical Activity Presented to the Minister for Education and Training and Minister for the Arts*. Queensland Government: Department of Education, Training and the Arts, 2007.
- National Association for Sport and Physical Education (2009). *Appropriate Instructional Practice Guidelines, K-12: A Side-by-side Comparison*. 2009, www.naspeinfo.org
- National Association for Sport and Physical Education (NASPE). *Appropriate Instructional Practice Guidelines for Elementary School Physical Education: A Position Statement from the National Association for Sport and Physical Education (3rd edition)*. 2010, www.naspeinfo.org
- National Association for Sport and Physical Education. *College/University Physical Activity Instruction Programs: A Critical Piece in the Education of Young Adults*. 2007, www.aahperd.org/naspe.
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- National Association for Sport and Physical Education. *The Scope and Sequence of Fitness Education for PReK-16 Programs: NASPE Fitness Education Project*. 2013, www.aahperd.org/naspe
- Rusby, Sheelagh. *Physical Education: A Policy Statement*. UK: Dumfries & Galloway, 2013.
- SPARK. *Scope and Sequence: Early Childhood through High School*. 2007, <http://www.sparkpe.org/scope.pdf>
- UNESCO. *UNESCO: International Charter of Physical Education and Sport*. 2015, <http://unesdoc.unesco.org/images/0023/002354/235409e.pdf>