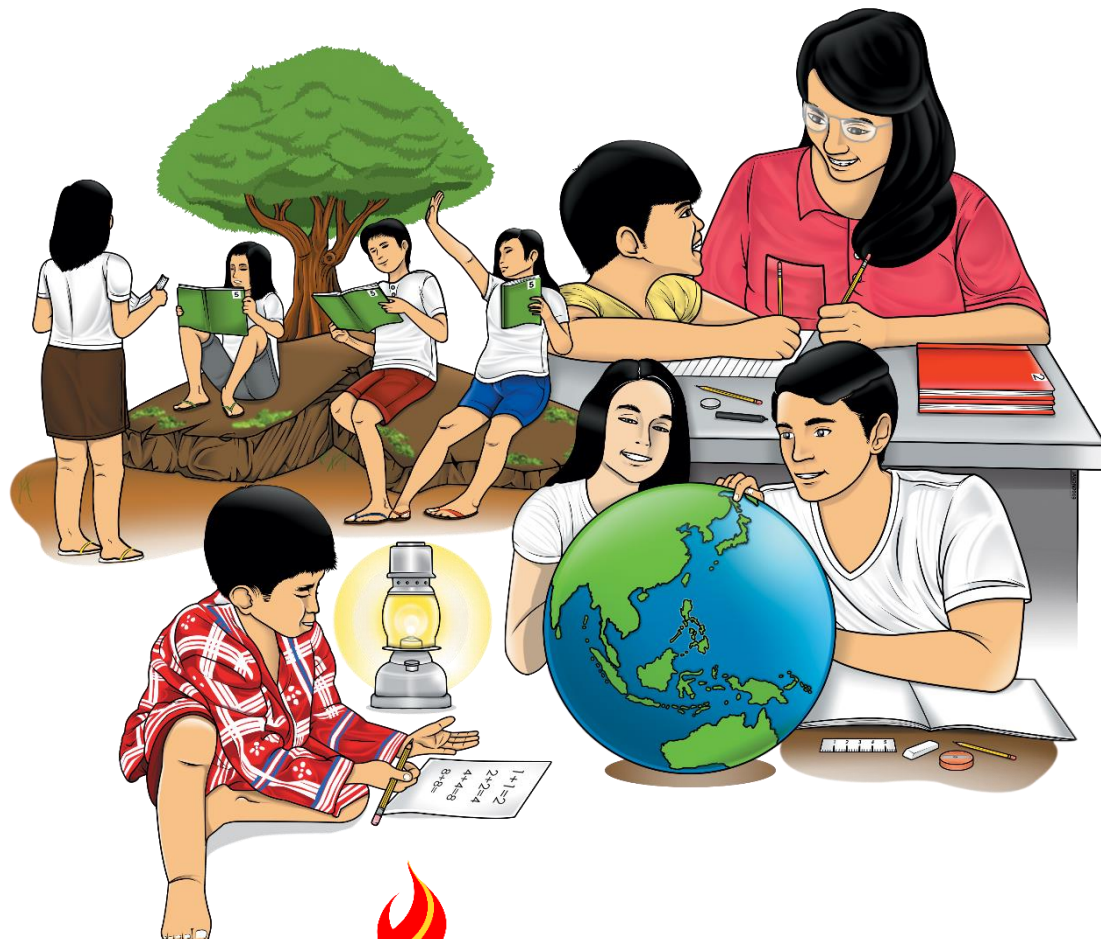


8

Physical Education

Quarter 1- Module 1:

Go for Fitness Goal



Physical Education– Grade 8
Alternative Delivery Mode
Quarter 1 – Module 1: Go for Fitness Goal
First Edition, 2020

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Physical Education

Quarter 1- Module 1:

Go for Fitness Goal

Introductory Message

For the Facilitator:

Welcome to Physical Education 8 Alternative Delivery Mode (ADM) Module on Go for Fitness Goal!

This module was collaboratively designed, developed, and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator, in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

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

As a facilitator, you are expected to orient the learners' on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the Learner:

Welcome to Physical Education 8 Alternative Delivery Mode (ADM) Module Go for Fitness Goal!

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action, and purpose. Through our hands we may learn, create, and accomplish. Hence, the hand in this learning resource signifies that you as a learner are capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be guided to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity, or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentences/paragraphs to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity that will help you transfer your new knowledge or skill into real-life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends the retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain a deep understanding of the relevant competencies. You can do it!



What I Need to Know

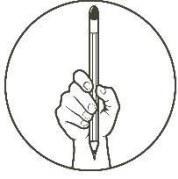
This module was designed and written with you in mind. It is here to help you master the goal-setting based on assessment results. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module contains:

- Lesson 1 – My Family’s Health-Related Fitness Goals and The Importance of HRF

After going through this module, you are expected to:

1. undertake physical activity and physical fitness assessments (PE8PF-1a-h-23)
 - a. define physical fitness;
 - b. identify and describe the components of Health-Related Fitness (HRF);
2. set goals based on assessment results (PE8PF-1A-24)
 - a. express appreciation on the importance of planning in achieving fitness goals;
 - b. make a fitness plan for the whole family based on assessment results;
3. conducts physical activity and physical fitness assessments of family/ school peers (PE8PF-1b-36)



What I Know

I. Choose the most appropriate answer to each of the questions below. Write the letters of your choice in your activity notebook.

1. Which of the following components promote total health and prevent the beginning of diseases and problems associated with physical activities?

- A. body composition
- B. health-related components
- C. physical fitness components
- D. skill-related components

2. Which of the following refers to the ability of the heart (cardio), and circulatory system (vascular) to supply oxygen to muscles for an extended period of time?

- A. cardio-vascular endurance
- B. muscular endurance
- C. muscular strength
- D. physical fitness

3. What is referred to as the ability of your body systems to work together efficiently, to be healthy and to perform activities of daily living?

- A. cardio-vascular endurance
- B. muscular endurance
- C. muscular strength
- D. physical fitness

4. What is referred to as a future plan or desired results that a person or a group of people want to achieve in a specific timeline?

- A. aim
- B. goal
- C. objective
- D. wish

5. What is referred to as a process that involves a developed action plan that leads to achieving specific goals?

- A. desire aiming
- B. goal setting
- C. research findings
- D. target setting

II. Write T if the statement is true and F if it is false. Do this in your activity notebook.

- ___ 1. Fitness is a condition in which an individual has enough energy to avoid fatigue and enjoy life.
- ___ 2. To be physically fit, goals help us to attain our target.
- ___ 3. Swimming is an example of cardiovascular exercise.
- ___ 4. Balance is a component of Health-Related Fitness.
- ___ 5. Goals are distraction.
- ___ 6. Making a plan is essential in goal setting.
- ___ 7. Setting goal is as easy as sleeping.
- ___ 8. Results are positive if we plan carefully.
- ___ 9. Setting goals is not important in attaining physical fitness.
- ___ 10. Motivation is not important in attaining goals.

Lesson

1

My Family's Health-Related Fitness Goals and The Importance of HRF

The health-related fitness activities have vital roles in the holistic development of an individual. The fitness activities depend on the individual's choice, age and ability. Health-related fitness develops cardiovascular fitness and it helps you in the process of aging. To achieve the level of fitness we desire, one has to set goals. Setting goals is important. This will serve as a basis for you to prioritize strategies leading to the achievement of your goals in life.



What's In

In your Grade 7 lesson, you have learned about the different physical fitness components, the health-related components and the skill-related components.

This time, let us check if you can still remember the concepts from your previous lesson.

Write **HRF** if you think that the picture is Health-Related Fitness and **SRF** if it is Skill-Related Fitness. Write your answers in your activity notebook.

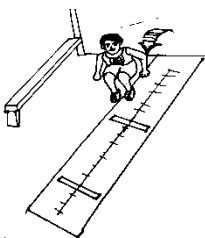
1.



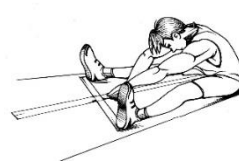
2.



3.



4.



5.





What's New

Using the pool of letters below, look for 10 words which correspond to the definitions written in vertical and horizontal manners. Write the words in your activity notebook.

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

HORIZONTAL

1. This refers to the future plan or desired results that a person or a group of people wanted to achieve in a specific timeline.
2. This refers to the general condition of the body.
3. This is an inborn, biologically determined drive to attain a goal or satisfy a need.

VERTICAL

4. This is an objective or result toward which efforts are directed.
5. This is a person's essential being that distinguishes them from others.
6. This refers to the manner, position or direction in which something is set.
7. This is defined as the feeling of longing or hoping for someone or something to happen.
8. This is the ability to produce energy at work.
9. It is the ability to sustain the necessary activity level for a specific competitive sport.
10. This is the condition of an individual being physically fit and health.



What is It

In this part of the module, you are going to enhance your understanding of the components of health-related fitness and important information related to setting goals. Take note of the terms that you will encounter in this module as this will help shape your understanding of the lesson.

Physical Activity and Physical Fitness Defined

Physical activity is defined as any bodily movement created by skeletal muscles that require energy outflow. It is produced by alternating reduction and relaxation of the skeletal muscles which results in a notable increase in energy a person uses.

- Going for a walk, bike, or run (join our indoor walking program).
- Doing household chores.
- Taking the stairs instead of the elevator.
- Playing at the park.
- Raking leaves

The Benefits of Physical Activity

The engagement in physical activities produces great health benefits in improving the body's ability to do more with less effort. But there are many gains such as the following:

- Easy breathing due to improved respiration and blood circulation
- Improved cardiac output because the heart gets stronger and efficient
- Improved vascular system because your veins and arteries become cleaner from the reduction of fatty deposits
- Maintained and sustained physical activity or work overtime resulting to increased muscular strength and endurance.
- Improved flexibility and sensory skills like balance and movement

Understanding Physical Fitness Test

The Physical Fitness Test (PFT) is a set of procedures intended to determine a student's level of physical fitness. It is designed to test two categories of physical fitness commonly referred to as "health-related" and "skill-related".

A wellness way of life is allowing oneself to undergo testing for fitness. This is to ensure that one has adequate health and skill-related fitness levels to perform everyday activities without feeling tired.

With fitness testing are physical activities that will enhance fitness. This is also intended for you to enhance your strengths and improve your weakness as you go discover them one by one.

Basic Terms in Fitness

- **Fitness** is a condition in which an individual has enough energy to avoid fatigue and enjoy life.
- **Physical Fitness** is a state of health and well- being that enables the individual to perform well in the aspects of sports, occupations and daily activities.
- **Health-Related Fitness** is the ability to become and stay physically healthy.
- **Health-Related Components** refer to the factors that promote total health and prevent the beginning of disease and problems associated with an activity.

Five Health- Related Fitness Components

1. **Cardiovascular Fitness** is the ability of the heart (cardio) and circulatory system (vascular) to supply oxygen to muscles for an extended period of time.

Example: 1 km. run, cycling and step- test

- **3- minute Step Test-** this test measures your cardiovascular endurance.

Equipment:

1. Step

Height of Step

- Elementary- 8 inches
- Secondary- 12 inches

2. Stopwatch

3. Drum, clapper, clicker, metronome with speaker or any similar device

Procedure

For the Tester:

- a. Stand at least one foot away from the step or bench with trunk erect and eyes looking straight ahead.
- b. The first step of the sequence should be alternate. At the signal “go”, step up and down the step/bench for 3 minutes at a rate of 96 beats per minute. One step consists of 4 beats-up with the left foot (ct. 1), up with the right foot (ct. 2), down with the left foot (ct. 3), down with the right foot (ct. 4) for the first



sequence. Then up with the right foot (ct. 1), up with the left foot (ct. 2), down with the right foot (ct. 3), down with the left foot (ct. 4) for the second sequence. Observe proper breathing (inhale through the nose, exhale through the mouth).

- c. Immediately after the exercise, stand and locate your pulse and in five (5) seconds, or at a signal, start to get the heart rate.
- d. Don't talk while taking the pulse beat.
- e. Count the pulse beat for 10 seconds and multiply it by 6.

For the Partner:

- a. As the student assumes the position in front of the step, signal, "ready" and "go", start the stopwatch for the 3-minute step test.
- b. After the test, allow performer to locate his/her pulse in 5 seconds.
- c. Give the signal to count the pulse beat.
- d. Let the performer count his/her pulse beat for 10 seconds and multiply it by 6.

Scoring- record the 60- second heart rate after the activity.

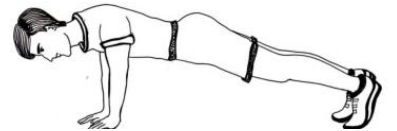
- 2. Muscular Strength** refers to the maximum amount of force a muscle can exert against opposing force.

Example: Push- ups and sit- ups

- **90- degrees Push- ups-** this test measures the strength of the upper extremities.

Equipment- Exercise mats or any clean mat.

Procedure



For the Tester:

- a. Lie down on the mat; face down in standard push-up position: palms on the mat about shoulder width, fingers pointing forward, and legs straight, parallel, and slightly apart, with the toes supporting the feet.
- b. 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, straightens the arms, keeping the back straight, then lowers the arms until there is 90- degree angle at the elbows (upper arms are parallel to the floor).
- c. Perform as many repetitions as possible, maintaining a cadence of 20 push-ups per minute. (2 seconds going down and 1 sec. going up).
- d. A maximum of 50 push-ups for boys and 25 push-ups for girls.

For the Partner:

- a. As the tester assumes the position of push-up, start counting as the tester lowers his/her body until he/she reaches 90-degree angle at the elbow. The partner should stand in front of the tester and his/her eyes should be close to elbow level to accurately judge the 90 degrees bend.
- b. Make sure that the performer executes the push-ups in the correct form.
- c. The test is terminated when the performer can no longer execute the push-ups in the correct form, is in pain, voluntarily stops or cadence is broken.

Scoring- record the number of push-ups made.

Score	Standard	Interpretation
5	33 and above	Excellent
4	25-32	Very Good
3	17-24	Good
2	9-16	Fair
1	1-8	Needs Improvement
0	Cannot execute	Poor

Push- up Boys Secondary

Score	Standard	Interpretation
5	33 and above	Excellent
4	25-32	Very Good
3	17-24	Good
2	9-16	Fair
1	1-8	Needs Improvement
0	Cannot execute	Poor

Push- up Girls Secondary

- 3. **Muscular Endurance** refers to the ability of the muscle or group of muscles to sustain repeated contractions against resistance for an extended period of time.

Example: Partial Curl-Up and planking

- **Basic Plank-** this test measures strength/stability of the core muscles.

Equipment- Exercise mats or any clean mat, stop watch/time piece.

Procedure

For the Tester:

- a. Assume a push-up position. Rest body on forearms with palms and fingers flat on the floor. Elbows are aligned with the shoulders.
- b. Legs are straight with ankles, knees and thighs touching together.



- c. Support weight on forearms and toes; make sure that your back is flat. Head, neck and spine are in a straight line.
- d. Keep abdominals engaged/contracted; do not let stomach drop or allow hips to rise.

For the Partner:

- a. Ensure the availability of a mat/smooth flooring or anything that can protect the forearms.
- b. Give the signal “Start/Go” and start/press the time piece.
- c. Make sure that the back of the head, neck, spine and ankles are in a straight line.
- d. Give two (2) warnings.
- e. Stop the time when the performer can no longer hold the required position, or when the performer has held the position for at least 90 seconds. Holding the plank position beyond 90 seconds is considered unnecessary.

Scoring- record the time in the nearest seconds/minute. Maximum of 90 seconds for Boys and Girls

Score	Standard	Interpretation
5	51 seconds and above	Excellent
4	46-50 seconds	Very Good
3	31-45 seconds	Good
2	16-30 seconds	Fair
1	1-15 seconds	Needs Improvement

4. Flexibility is the ability to move a body part through a full range of motion at a joint.

Example: Sit-and-Reach

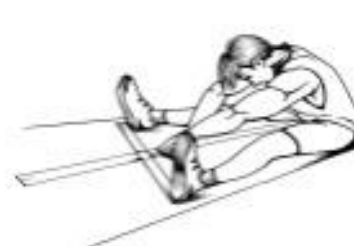
- **Sit-and-Reach-** this test measures the flexibility of the lower extremities (particularly the trunk)

Equipment- Tape measure or meter stick

Procedure

For the Tester:

- a. Sit on the floor with back, and shoulders flat on the wall. Feet are 12 inches apart.
- b. Interlock thumbs and position the tip of the fingers on the floor without bending the elbows.
- c. After the partner has positioned the zero point of the tape measure/meter stick, (at the top of the middle fingers), the tester starts the test by sliding the hands slowly forward without jerking, trying to reach the farthest distance possible without bending the knees.



- d. Bouncing or jerking movement is not allowed.
- e. Do it twice.

For the Partner:

- a. As the tester assumes the (b) procedure, position the zero point of the tape measure at the tip of the middle fingers of the tester.
- b. See to it that the knees are not bent as the performer slides the farthest distance that he could.
- c. Record the farthest distance reached in centimeters.

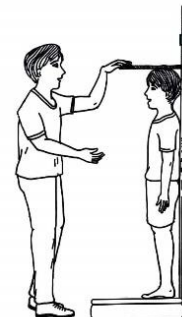
Scoring- record the farthest distance between the two trials to the nearest 0.1 centimeters.

Score	Standard	Interpretation
5	61 cm. and above	Excellent
4	46-60.9 cm.	Very Good
3	31-45.9 cm.	Good
2	16-30.9 cm.	Fair
1	0-15.9 cm	Needs Improvement

5. Body Composition is used to describe the percentage of fat, bone, water and muscle in human bodies.

Example: Identifying your height and weight to determine your BMI (Body Mass Index).

- **BMI-** this test determines your body's classification.



FORMULA FOR COMPUTING BODY MASS INDEX

$$\frac{\text{WEIGHT (in Kilograms)}}{\text{HEIGHT (in Meters)}^2}$$

Example: $\frac{30}{(1.20)^2} = \frac{30}{1.44} = 20.83$ (NORMAL)

CLASSIFICATION	
BELOW 18.5	Underweight
18.5- 24.9	Normal
25.0- 29.9	Overweight
30.0- ABOVE	Obese

- **Weight-** this refers to the heaviness and the lightness of a person.

Equipment- Weighing or Bathroom scale calibrated properly.

Procedure

For the Tester:

- a. Wear light clothing before weighing.
- b. On bare feet, stand erect and still with weight evenly distributed on the center of the scale.

For the Partner:

- a. Before the start of weighing, adjust the scale to zero point.
- b. Record the score in kilograms.

Scoring- record body mass to nearest 0.5 kilograms

- **Height-** the distance between the feet on the floor to the top of the head in standing position.

Equipment

1. Tape measure laid flat to a concrete wall where zero-point starts on the floor.
2. L-square; and
3. An even and firm floor and flat wall.

Procedure

For the Tester:

- a. Stand erect on bare feet with heels, buttocks and shoulders pressed against the wall where the tape measure is attached.

For the Partner:

- a. Place the L-square against the wall with the base at the top of the head of the person being tested. Make sure that the L-square when placed on the head of the student, is straight and parallel to the floor.
- b. Record the score in meters.

Scoring- record standing height to the nearest 0.1 centimeter

*** 1 meter = 100 centimeters

In order to achieve your desired physical fitness, you must set your goals. Setting a fitness goal can help you enhance a fitness and/ or weight loss program. By doing this, your body gets used to the same exercise every day at the same intensity. But, how do you set your goals? What are some of the considerations in setting your fitness goals? Get to know them as you move through this module.

What is a Goal?

Goal is a future plan or desired results that a person or a group of people wants to achieve in a specific timeline. It is similar to creating visions that enable a human being to create tasks that lead to achieving anticipated results.

In creating goals, we need to consider the acronym **SMART**.

Specific. You should have clear and well-defined goal. Know what you really want and what you want to achieve.

Measurable. You should have exact standards to measure your progress towards achievement of your goal. Create specific standards to monitor the progress of your work.

Achievable. Your goal should be realistic and not impossible to achieve. Make your goal simple and easy to achieve to avoid delays and problems along the way.

Relevant. Your goal should be related to your life's purpose. You should think and consider your life's values in making goals. Take consideration of your life's practices and make them as bases in creating a new life goal.

Time- bound. You should create a specific timeline of when to start working on your set goals and when to end. The sense of urgency should be applied. It is not necessary that you do your planned activities in a hurry but setting a specific time frame will help you organize your tasks and your priorities.

When to set goals?

Goal Setting does not require a specific timeline on when and where you can set your goals. Anytime of the day is perfect timing as long as you have already identified and planned the things that you want to happen and achieve.

Why set goals?

Numerous researches and studies have shown links between goals and achievement in many fields. Setting goals enables you to have a sense of focus in order to achieve the desired outcome you wish to have. This can also help you organize your time and your resources so that you can make the most of your abilities.

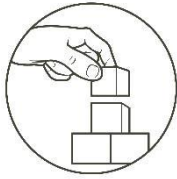
How to Plan Health-Related Fitness Activities?

The following actions are to be considered in planning for Health-Related Fitness Activities:

1. Consider your fitness goals.
2. Create a balance routine.
3. Start easy to complex exercises.
4. Build activity into your daily routine.
5. Plan to include different Health-Related activities.
6. Try high- interval intensity training.
7. Allow time for recovery.
8. Note your progress.

Below is an example of a fitness plan.

Frequency, Intensity, Time and Type (FITT) Table				
	Frequency	Intensity	Type	Time
Cardiovascular Endurance	3-6 times per week	Moderate to Vigorous	Running, walking, swimming, dancing, cycling, aerobics classes, circuit training etc.	20-60 minutes per session
Muscular Endurance	2-3 times per week	Progressive Moderate Resistance	Planking	20-60 minutes per session
Muscular Strength	3-5 times per week	Moderate to Vigorous	Weights, resistance bands, circuits, push-ups, curl-ups, etc.	15- 30 minutes per session
Flexibility	3-7 times per week	Moderate Stretch	Stretching, yoga, dynamic stretching, etc.	3-5 minutes during warm up and cool down



What's More

Activity 1. Conduct of HRF

Conduct the Physical Fitness Test below. Record your scores and ratings on the score card provided by your teacher. Answer the questions that follows in your activity notebook.

PHYSICAL FITNESS TEST SCORE CARD

Name: _____ Sex: _____ Age: _____

Part 1: Health-Related Fitness Test

A. BODY COMPOSITION: Body Mass Index (BMI)

1. Body Mass Index (BMI)

Height (meters)	Weight (kilograms)	BMI	Classification

B. CARDIOVASCULAR ENDURANCE: 3- Minute Step

Heart-Rate per minute	
Before the Activity	After the Activity

C. STRENGTH

1. Push-up

Number of Push-ups

2. Basic Plank

Time

D. FLEXIBILITY

1. Sit and Reach

Score (centimeters)		
First Try	Second Try	Best Score

1. How do you feel after conducting the exercises?
2. What Health-Related Fitness Component do you feel is your strength and/or weakness? Explain your answer briefly.

Activity 2. Dance with me

Create a five-minute dance exercise routine and perform it together with your family members. Make sure to follow health safety protocols in doing the activity such as wearing of face masks and observe social distancing. Take note also of the components of Health-Related Fitness in doing your routines.



-
1. What Health-Related Fitness Component/s is/are present in your Zumba routine?
 2. How do you feel when dancing together with your family?

Activity 3. Supply Me

Complete the Fitness Contract below by supplying it with correct information. Attach this in your activity notebook.

Fitness Contract

I, _____, hereby agree to the following:

1. I am participating on the training, program exercises and events presented above from _____ to _____.
2. I take responsibility to know my Health condition prior to the conduct of the said activity. Hence, there is no reason for me to skip and reject my full participation in the Physical Fitness activity.
3. I assume full responsibility for any risks, injuries or damages, known or unknown, which I might incur as a result of participating in the program.
4. I will give my full dedication to the fitness program and do the exercises and activities with whole honesty to attain the level of fitness required.

I have read and fully understand the above statements. I voluntarily agree to the terms and agreement stated above.

Signed by:

Name of Student and Signature

Date

Name of Parent/Guardian and Signature

Date

Attested by:

Teacher's Name and Signature

Date

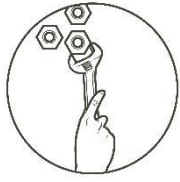
1. How do you feel upon filling up the Fitness Contract?
2. What do you think is the significance of this Fitness Contract in attaining your goal for fitness?



What I Have Learned

Complete the sentences below by supplying them with most appropriate answers. Write your answers in your activity notebook.

1. Physical Fitness is _____.
2. Cardio-respiratory endurance can help me _____.
3. My favorite physical activity is _____.
4. Strengthening my body can _____.
5. Therefore, I have learned that _____.
6. If given the chance, I would like to learn more about _____.



What I Can Do

Activity 3. Hit the Target

Directions: Using the assessment results in Activity 1: Conduct of HRF, make a Physical Fitness Plan (PFP) for your family. Be sure to follow the template provided below. Be guided by the rubrics that follow.

My Quarterly Fitness Plan					
	Frequency	Intensity	Type	Time Frame	Persons Involved
Cardiovascular Endurance					
Muscular Endurance					
Muscular Strength					
Flexibility					

Activity Rubrics			
	3	2	1
Content	PFP contains clear, relevant and complete details.	PFP contains only few details. PFT contains clear, relevant but incomplete details.	PFP contains unclear and irrelevant details.
Creativity/Neatness	PFP is presented in a most creative way with no erasures.	PFP is presented in a less creative way with no erasures.	PFP is presented in a less creative way with few erasures.
Promptness	PFP is submitted three days ahead of the deadline.	PFP is submitted on time.	PFP is submitted beyond the deadline.



Assessment

I. Choose the most appropriate answer to each of the questions below. Write the letters of your choice in your activity notebook.

1. Which of the following components promote total health and prevent the beginning of diseases and problems associated with physical activities?

- A. body composition
- B. health-related components
- C. physical fitness component
- D. skill-related component

2. Which of the following refers to the ability of the heart (cardio), and circulatory system (vascular) to supply oxygen to muscles for an extended period of time?

- A. cardio-vascular endurance
- B. muscular endurance
- C. muscular strength
- D. physical fitness

3. What is referred to as a future plan or desired results that a person or a group of people want to achieve in a specific timeline?

- A. aim
- B. goal
- C. objective
- D. wish

4. What is referred to as a process that involves a developed action plan that leads to achieving specific goals?

- A. desire aiming
- B. goal setting
- C. research findings
- D. target setting

5. What is referred to as the ability of your body systems to work together efficiently, to allow you to be healthy and perform activities of daily living?

- A. cardio-vascular endurance
- B. muscular endurance
- C. muscular strength
- D. physical fitness

II. Write T if the statement is true and F if it is false.

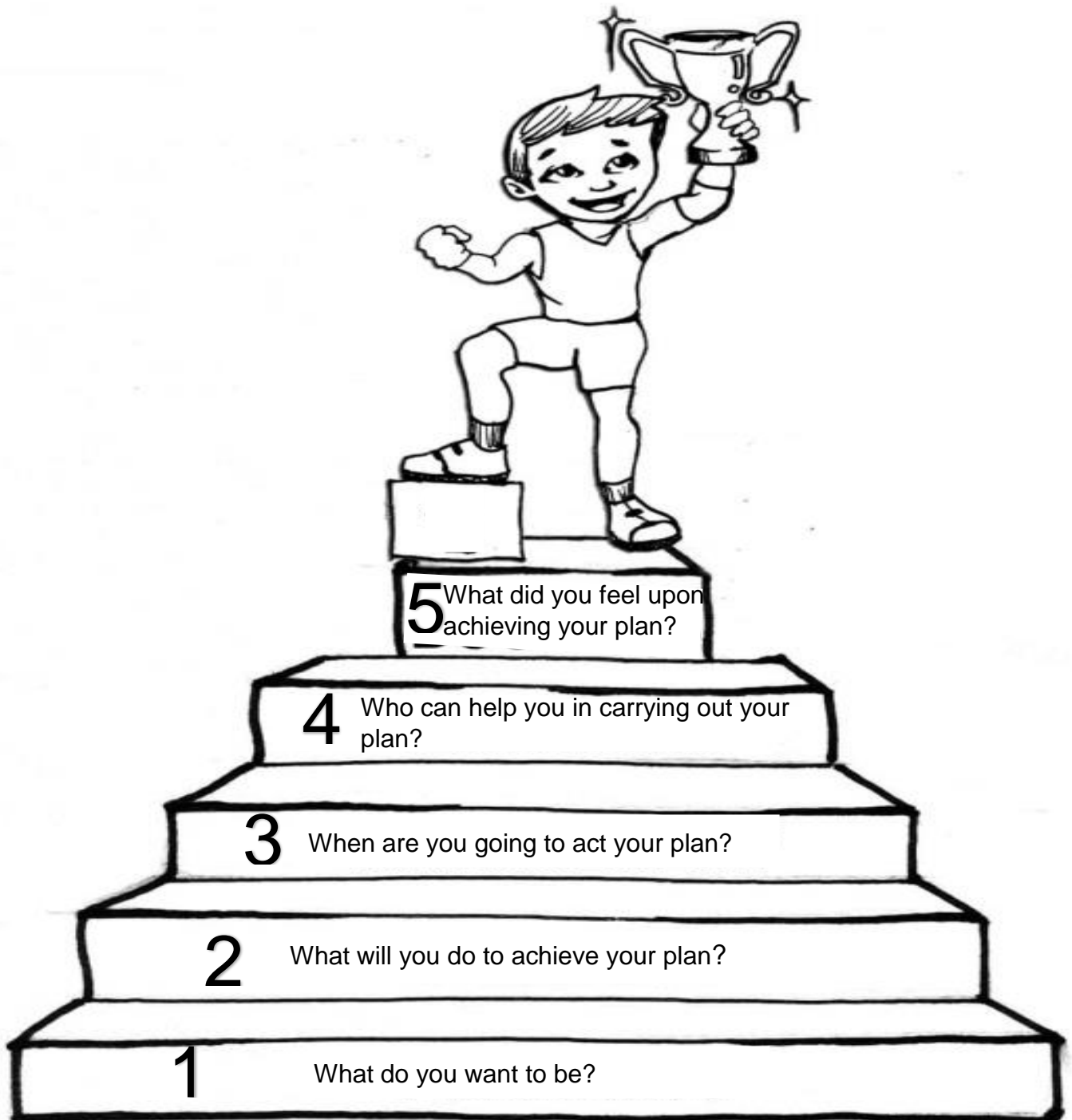
- ___ 1. Setting goal is as easy as sleeping.
- ___ 2. Fitness is a condition in which an individual has enough energy to avoid fatigue and enjoy life.
- ___ 3. To be physically fit, goals help us to attain our target.
- ___ 4. Motivation is not important in attaining goals
- ___ 5. Goals are distraction.
- ___ 6. Making a plan is essential in goal setting.
- ___ 7. Swimming is an example of cardiovascular exercise.
- ___ 8. Results are positive if we plan carefully.
- ___ 9. Balance is a component under Health-Related Fitness.
- ___ 10. Setting goals are not important in attaining physical fitness.



Additional Activities

Activity 1. Step Up

From the stairs of success illustrated below, write your desired plans of action about physical fitness based on the guide questions found on the next page. Answer this in your activity notebook.

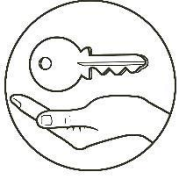


Activity 2. FITT and Write

From the FITT Table below, select at least one (1) exercise per component that you can do at home. Perform the exercise following the required time allotment. Record your achievement using the matrix provided after the FITT table.

Frequency, Intensity, Time and Type (FITT) Table				
	Frequency	Intensity	Type	Time
Cardiovascular Endurance	2-3 sessions a day	Light to moderate	Walking, Jogging, Scrubbing the floor	10 mins. per session
Muscular Endurance	2-3 sessions a day	Light to moderate	Planking	15 mins. per session
Muscular Strength	3-5 sessions a day	Light to moderate	Push-ups, Fetching Water	10 mins. per session
Flexibility	3-5 sessions a day	Moderate Stretching	Stretching, Cleaning the ceiling	5 mins. per day during warm up and cool down

My Fitness Matrix			
	Type of Exercise	No. of Mins. Conducted	Date Conducted
Cardiovascular Endurance	Ex. walking	15 mins.	August 26, 2020
Muscular Endurance			
Muscular Strength			
Flexibility			



Answer Key

What I Know

Test I
1. B
2. A
3. D
4. B
5. B

Test II
1. T
2. T
3. T
4. F
5. F
6. T
7. F
8. T
9. F
10. F

What's In

1. SRF
2. HRF
3. HRF
4. SRF
5. SRF

What's New

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

What I Have Learned

1. Improve my respiratory system
2. It keeps the body healthy
3. Exercise
4. Help me to a lot of work
5. Physical fitness is important
6. The topic physical fitness

Assessment

Test I
1. B
2. A
3. B
4. B
5. D

Test II
1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. T
9. F
10. F

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