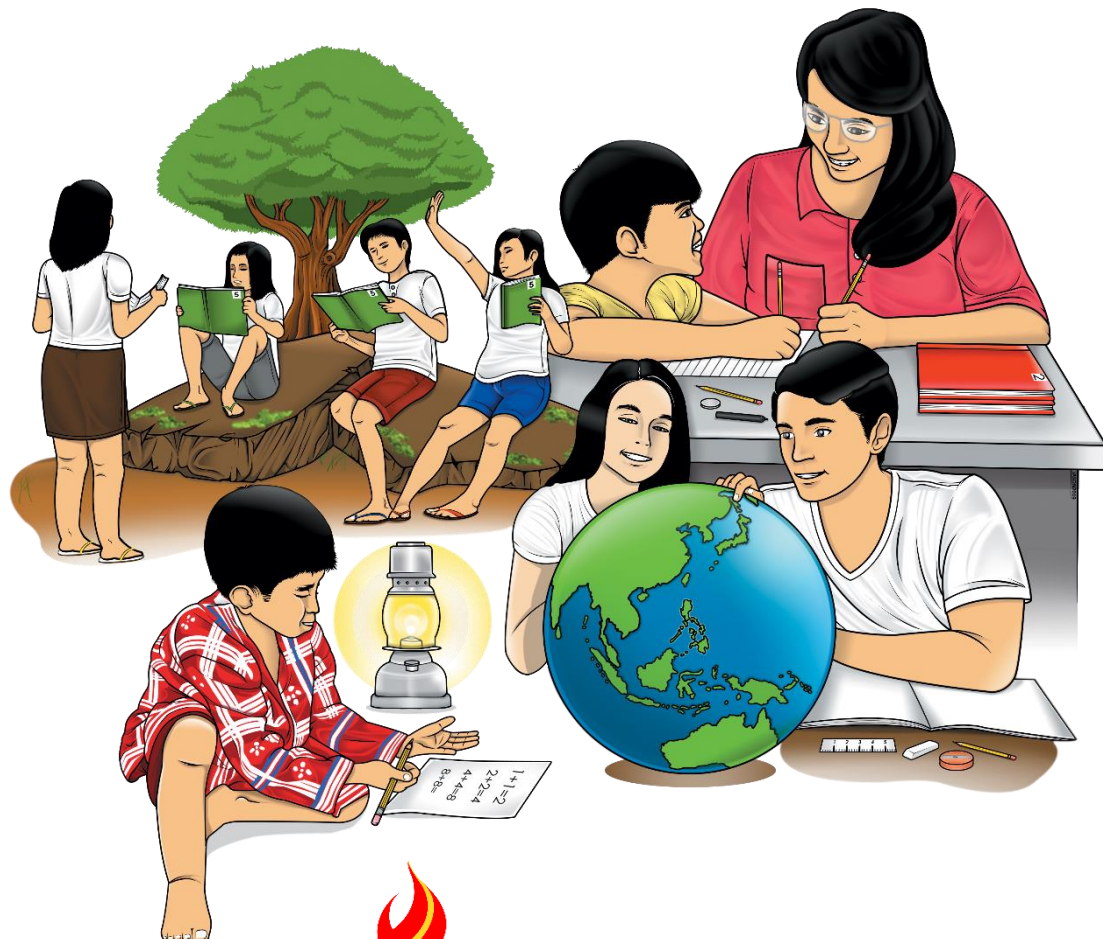


Physical Education

Quarter 1- Module 2:

Gear Up for Fitness



**Physical Education– Grade 8
Alternative Delivery Mode
Quarter 1 – Module 2: Gear Up for Fitness
First Edition, 2020**

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Published by the Department of Education
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Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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Physical Education
Quarter 1 – Module 2:
Gear Up for Fitness

Introductory Message

For the Facilitator:

Welcome to Physical Education 8 Alternative Delivery Mode (ADM) Module on Right Fit.

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 them 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 learners 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 on Right Fit.

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 physical fitness test. 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.

This module contains:

- Lesson 1 – Physical Fitness Test: Skill- Related Fitness Components

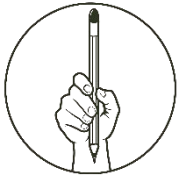
Main Learning Competencies:

1. undertakes physical activity and physical fitness assessments (PE8PF-1a-h-23)
2. sets goals based on assessment (PE8PF-1a-24)
3. conducts physical activities and physical fitness assessments of family/ school peers (PE8PPF-1b-36)

Objectives:

After going through this module, you are expected to:

- a. define physical activity and physical fitness;
- b. identify strengths and weaknesses for development and improvement;
- c. relate the daily activities done at home or in school to physical fitness;
and
- d. conduct physical activity and physical fitness test.



What I Know

Choose the letter of the correct answer. Write your answer in your activity notebook.

1. Which refers to the ability to maintain stability while stationary or moving?
A. Balance
B. BMI
C. reaction time
D. speed
2. Which refers to the ability to quickly respond to stimulus?
A. fitness
B. flexibility
C. reaction time
D. speed
3. Which is the ability to rapidly and accurately change direction of the whole body in space?
A. agility
B. balance
C. coordination
D. speed
4. What refers to 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
5. What refers to the ability of the muscle to transfer energy and release maximum force at a fast rate?
A. coordination
B. power
C. speed
D. reaction time
6. Which refers to a physical fitness activity that will measure your speed?
A. juggling
B. stick- drop test
C. stork balance stand test
D. 40-meter sprint
7. Which is NOT a physical fitness activity for skill-related fitness components?
A. hexagon agility test
B. stick-drop test
C. stork balance stand test
D. Zipper Test
8. Which is NOT an equipment/ material used to measure your score in hexagon agility test?
A. chalk
B. paper
C. stopwatch
D. tape measure

9. Which refers to the skill-related component that relates to one's ability to use the senses all at a time?
- A. agility
B. balance
C. coordination
D. Power
10. Which refers to an equipment in 40-meter sprint that can also be used to other skill-related components activities?
- A. chalk
B. masking tape
C. ruler
D. stopwatch
11. What physical activity requires the person to stand on one leg for as long as possible to assess whole body balance ability?
- A. juggling
B. standing long jump
C. stork balance stand test
D. 40-meter sprint
12. What physical activity uses the known properties of gravity to determine how long it takes a person to respond to the dropping of an object by measuring how far the object can falls before being caught?
- A. juggling
B. stick-drop test
C. standing long jump
D. stork balance stand test
13. What skill-related physical fitness test is used to measure the explosive strength and power of the leg muscles?
- A. juggling
B. standing long jump
C. stick drop test
D. 40-meter sprint
14. What activity involves running a single maximum sprint over a set distance, with time recorded?
- A. juggling
B. standing long jump
C. stork balance stand test
D. 40-meter sprint
15. Which refers to a physical skill involving the manipulation of objects for recreation, entertainment, art or sport?
- A. juggling
B. standing long jump
C. stork balance stand test
D. 40-meter sprint

Lesson 1

Physical Fitness Test: Skill-Related Fitness

Physical fitness assessments are set of procedures intended to measure your level of fitness. In order to get your desired level of fitness, you will have to consider reasons why you have to do a particular activity.

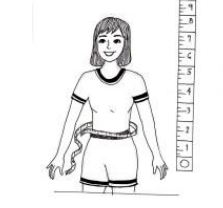

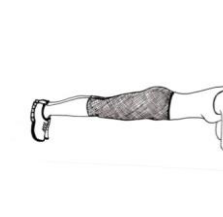


What's In

In the previous module, you learned that physical fitness is your capacity of doing several tasks. The concepts were attained by studying the different physical fitness components focusing on the health-related fitness components. Then, you were introduced to the importance of setting goals in achieving your desired fitness level and you were able to conduct physical fitness test at your own pace.

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

Activity 1. Make a Match

Identify what HRF Component is portrayed in the picture and write its purpose.	HRF Component	Purpose
		
		
		

Understanding the significance of physical fitness activities tests is a great start of developing a life-long commitment to a holistically healthy individual.

What is the relevance of goal-setting in conducting physical activities and physical fitness assessment?

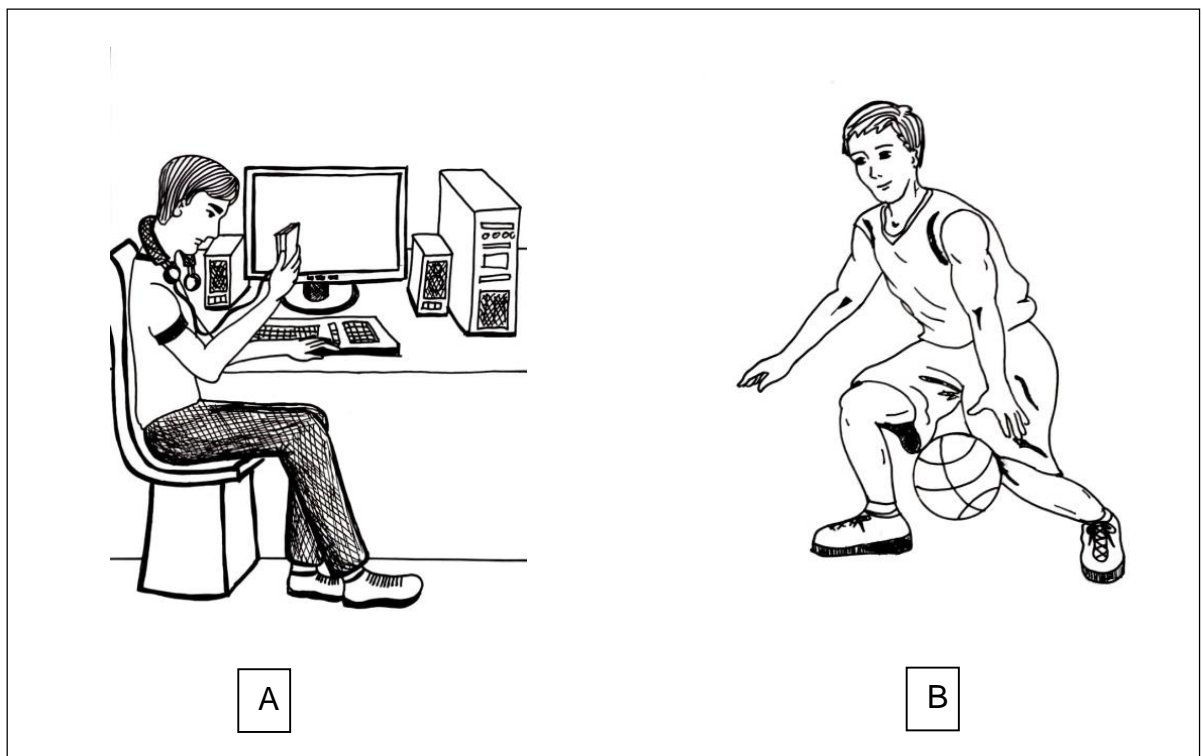
Setting goals allows an individual to have a sense of focus in order to achieve the desired results he or she wishes to have. Anchored with your goals and target are your plans on how to attain that certain level of fitness.



What's New

Attaining a physically fit body requires planning and setting of targets. After setting a goal, your next step is to put it into action.

Activity 1. Put target into action



Illustrated by Mary Joy B. Oliverio and Ruth B. Elma

Figure 4. Stationary vs. Kinesthetic Activity

Questions:

- Which of the two pictures show physical fitness activity?
- Based on the activity, how do physical activities contribute meaningfully to a person's desired level of fitness?



What is It

Physical fitness is the ability of a person to perform his/her daily tasks and still has reserved energy in case of an emergency and leisure activities. In order for an individual to reach his/her ideal level of fitness, one must set a goal.

Figures below show physical activities which help you achieve your desired fitness goals.



Figure 1. Preparation



Figure 2. Stretching

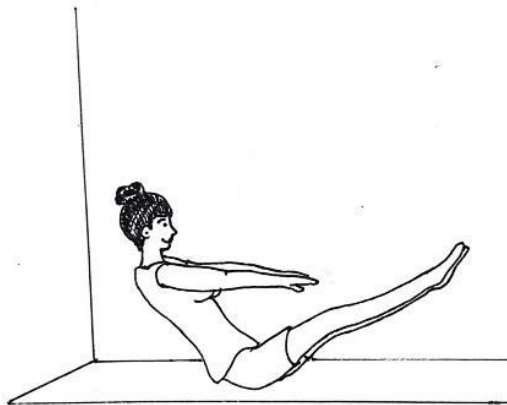


Figure 3. Stretching

Illustrated by Mary Joy B. Oliverio and Ruth B. Elman

What is the goal in conducting physical fitness activity/test? It is, in general, to measure your ability in every component of physical fitness. How are you going to attain your desired level of fitness?

Unpacking Skill- Related Fitness Components in PFT

Skill-related fitness (SRF) components are physical abilities that show potential for good performance in certain skills (usually in sports) like running speed, agility, reaction time or quickness, balance and coordination.

Skill-Related Fitness Components

1. **Agility** is the ability to move in different directions quickly using a combination of balance, coordination, speed, strength, and endurance.
 - **Hexagon Agility Test** is a simple test of agility. The test involves quickly jumping in and out of a **hexagon** shape.
 - Purpose — to measure the ability of the body to move in different directions quickly.



Materials/ Equipment

1. Tape measure
2. Stopwatch
3. Chalk or masking tape

For the Hexagon Size

- a. Length of each side is 18 inches for high school and 12 inches for elementary
- b. Each angle is 120 degrees.

Procedures:

For the Test Taker:

- a. Stand with both feet together inside the hexagon facing the marked starting side.
- b. At the signal 'Go', using the ball of the feet with arms bent in front, jump clockwise over the line, then back over the same line inside the hexagon. Continue the pattern with all the sides of the hexagon.
- c. Rest for one (1) minute.
- d. Repeat the test counterclockwise.

For the Partner:

- a. Start the time at the signal go and stop once the performer reached the side before the side where he/she started.
- b. Record the time of each revolution.
- c. Restart the test if the performer jumps on the wrong side or steps on the line.

Scoring — Add the time of the two revolutions and divide by 2 to get the average.
Record the time in the nearest minutes and seconds.

2. **Balance** is the ability of the body to maintain stability in static or when moving while resisting the force of gravity.

- **Stork Balance Stand Test** requires the person to stand on one leg for as long as possible to assess whole body balance ability.
- Purpose — to assess one's ability to maintain equilibrium.



Materials/ Equipment:

1. flat, non-slip surface
2. stopwatch

Procedures:

For the Test Taker:

- a. Remove the shoes and place hands on the hips.
- b. Position the right foot on the side of the knee of the left foot.
- c. Raise the left heel to balance on the ball of the foot.
- d. Do the same procedure with the opposite foot.

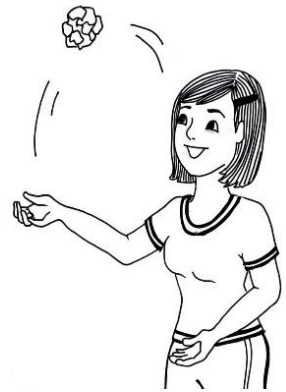
For the Partner:

- a. Start the time as the heel of the performer is raised off the floor.
- b. Stop the time if any of the following occurs:
 - the hand(s) come off the hips
 - the supporting foot swivels or moves (hops) in any direction
 - the non-supporting foot loses contact with the knee.
 - the heel of the supporting foot touches the floor.
- c. There shall be three (3) trials.

Scoring — Record the times taken on both feet in nearest seconds and divide the score to two (2) to get the average percentage score.

3. **Coordination** is a skill-related component of physical fitness that relates to one's ability to use the senses, such as sight or hearing, together with other body parts in performing motor tasks smoothly and accurately.

- **Juggling** is a physical skill, performed by a juggler, involving the manipulation of objects for recreation, entertainment, art or sport.
- Purpose — to measure the coordination of the eye and hand



Materials/ Equipment

1. sipa (washer weighing 4 gms. with 5 inches straw) or 20 pcs. bundled rubber bands/any similar local materials weighing 4 gms.

Procedures:

For the Test Taker:

- a. Hit the sipa/rubber band/similar local material alternately with the right and left palm upward. The height of the material being tossed should be at least above the head.

For the Partner:

- a. Count how many times the performer has hit the material with the right and left hand.
- b. Stop the test if the material drops or after two (2) minutes.
- c. There shall be three (3) trials.

Scoring — Record the highest number of hits the performer has done.

4. **Power** is the ability of the muscle to transfer energy and release maximum force at a fast rate.

- **Standing Long Jump** is widely applied to assess lower body strength.

Purpose — to measure the explosive strength and power of the leg muscles.



Materials/ Equipment

1. tape measure/meter stick/any measuring device



Procedures:

For the Test Taker:

- a. Stand behind the take-off line with feet parallel to each other, the tips of the shoes should not go beyond the line.
- b. Bend knees and swing arms backward once, then swing arms forward as you jump landing on both feet. Try to jump as far as you can.

- c. Do not control the momentum of the jump (continuously move forward).
- d. Must land on both feet.
- e. Perform the test twice in succession.

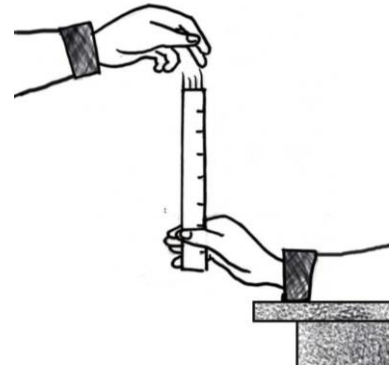
For the Partner:

- a. Place zero (0) point of the tape measure at the take-off line.
- b. After the jump, spot the mark where the back of the heel of either feet of the tester has landed nearest to the take-off line.
- c. Record the distance of the two trials.

Scoring - Record the best distance in meters to the nearest 0.1 centimeters.

5. **Reaction time** refers to the ability to react and make decisions quickly.

- **Stick Drop Test** This test uses the known properties of gravity to determine how long it takes a person to respond to the dropping of an object by measuring how far the object can fall before being caught.
- Purpose — to measure the time to respond to a stimulus.



Materials/ Equipment

- 1. 12-inch ruler or stick
- 2. Arm chair or table and chair

For the Test Taker:

- a. Sit on an armchair or chair next to the table so that the elbow and the lower arm rests on the desk/table comfortably.
- b. Place the heel of the hand on the desk/table so that only the fingers and thumb extend beyond. Fingers and thumb should at least be one (1) inch apart.
- c. Catch the ruler/stick with the thumb and index finger without lifting the elbow from the desk/table as the partner drops the stick. Hold the stick while the partner reads the measurement.
- d. Do this thrice.

For the Partner:

- a. Hold the ruler or stick at the top, allowing it to dangle between the thumb and fingers of the performer.
- b. Hold the ruler/stick so that the 12-inch mark is even between the thumb and the index finger. No part of the hand of the performer should touch the ruler/stick.

- c. Drop the ruler/stick without warning and let the tester catch it with his/her thumb and index finger.
- d. Record the score on the upper part of the thumb.

Scoring - Record the middle of the three scores (for example: if the scores are 21, 18, and 19, the middle score is 19). In case where the two (2) scores are the same (for example 18, 18, 25), the repeated score shall be recorded.

6. **Speed** refers to the ability to perform successive movements of the same pattern in the shortest period of time.

- **40-meter Sprint** involves running a single maximum **sprint** over a set distance, with time recorded.
- Purpose — to measure running speed



Illustrated by Mary Joy B. Oliverio

Materials/ Equipment

1. Stopwatch.
2. Running area with known measurement (40 meters)

Procedures:

For the Test Taker:

- a. At the signal "Ready", stand behind the take-off line, the tips of the shoes should not go beyond the line and assume a crouch position.
- b. At the signal "Get Set", assume an un-crouch position (buttocks up) with both hands on the starting line.
- c. At the signal "GO", run to the finish line as fast as you can.

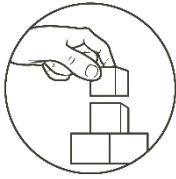
For the Partner:

- a. Set the stopwatch to zero (0) point.
- b. At the signal "GO" start the watch and stop it as the performer crossed the finish line.
- c. Record time in the nearest 0:00:01 seconds

Scoring — Record the time in nearest minutes and seconds.

Safety Precautions Before Test

- Wear comfortable clothing and well-padded shoes that can protect the heels and arches of the feet;
- Always warm up before doing exercise and cool down afterwards to lower the risk of strains and sprains;
- Take appropriate breaks during the activity;
- Do not exercise with an empty stomach. Eat something light to give you some stamina. Do not exercise immediately after a full meal because this will affect digestion;
- Replenish extra fluids before, during and after physical activity, especially for prolonged exercise like hiking;
- Listen to the body. Do not exercise when unwell. If there is dizziness, shortness of breath, chest pain, nausea or vomiting, or muscle and joint pain during exercise, stop the activity and seek medical advice as soon as possible.



What's More

Activity 1. Test for Fitness

We are halfway in this module. In this part, you are going to perform the different health-related fitness tests.

Go back to the procedures in What is it where you are provided with steps and procedures in doing the test. Perform the tests while observing the following:

1. Wear proper attire
2. Do warm up exercise
3. Observe safety and refer to the safety precautions

Important Note: Perform the test with a partner (family member, friend or classmate). Then, copy the physical fitness score card below in your activity notebook and record your test results. Provide evidence in every activity by taking pictures or having a witness sign your assessment results.

Physical Fitness Score Card

Name: _____ Age: _____ Sex: _____

A. COORDINATION: Juggling Score:

B. AGILITY: Hexagon Agility Test

Clockwise: Time (00:00)	Counterclockwise: Time (00:00)	Average

C. SPEED: 40 meter sprint Time:

D. POWER: Standing Long Jump

Distance (centimeters)	
First Trial	Second Trial

E. BALANCE: Stork Balance Stand Test

Right Foot: Time (00:00)	Left Foot: Time (00:00)

F. REACTION TIME: Stick Drop Test

1st Trial	2nd Trial	3rd Trial	Middle Score

Attested by:

Partner's Name and Signature

Date

Great job! You have done the fitness test perfectly! Now, I want you to reflect based on the results and data of your fitness test. Then do something to improve your weakest fitness component. Sustain your strongest fitness component.

Activity 2. Family Connection

In this activity, you are to identify the physical activity habits of the family in terms of skill-related fitness components. A table is provided for you to list down important details of the family that would be of help later when you will be designing your family SRF activity plan.

Family Members	Age	Occupation/ Work/Job	Activities involved in relation to the Occupation/Work/Job	SRF component involved
Example: Father	54	PUJ Diver	Drives and sits for 8 hours	Coordination
Mother	48	Housewife		
Sister	25	None		
Brother 1	22	Laborer		
Brother 2	18	Student		
Me	14	Student		

(Just indicate those people you are living with.)



What I Have Learned

Has your understanding and attitude on physical fitness changed after the discussion?

Based on the result of your physical fitness activities, identify your strengths and weaknesses in terms of physical fitness activities.

1. Among the physical activities, which of them challenged you most? Put a check mark in the box corresponding to your answer/s.

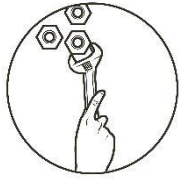
- Agility
- Balance
- Coordination
- Power
- Speed
- Reaction Time

2. Is it important to undergo Physical Fitness Test with skill-related fitness components? Why? Choose only one and complete the sentence.

- Yes, because _____.
- No, because _____.

3. While doing the activities, what did you discover more about your fitness? Write the skill-related components of your answer.

- My strength/s is/are _____.
- My weakness/es is/are _____.



What I Can Do

You did it! I hope you enjoyed the activities prepared for you in this lesson. This time, you are going to do another activity that will deepen your understanding of the components of physical fitness. Good luck!

Using the assessment results in Activity 1, write and make your own fitness plan. Be sure to follow the template provided below. Be guided by the rubrics that follow.

My Quarterly Fitness Contract					
Skill-related Fitness	Frequency	Intensity	Type	Time Frame	Persons involved
1. Agility	Once a week	Simple	Hexagon Agility Test	3-5 minutes	
2. Balance					
3. Coordination					
4. Power					
5. Reaction Time					
6. Speed					

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.

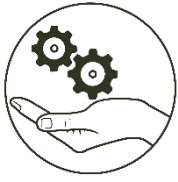


Assessment

Read the questions carefully. Choose the letter of the correct answer. Write it in your activity notebook.

1. Which refers to 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*
2. What do you call the ability to rapidly and accurately change direction of the whole body in space?
 - A. *agility*
 - B. *balance*
 - C. *coordination*
 - D. *speed*
3. What is the ability to maintain stability while stationary or moving?
 - A. *balance*
 - B. *BMI*
 - C. *reaction time*
 - D. *speed*
4. Which refers to the ability to quickly respond to stimulus?
 - A. *fitness*
 - B. *flexibility*
 - C. *reaction time*
 - D. *speed*
5. Which is NOT a skill-related fitness component?
 - A. *coordination*
 - B. *flexibility*
 - C. *power*
 - D. *reaction time*
6. What do you call the skill-related component that relates to one's ability to use the senses all at a time?
 - A. *agility*
 - B. *balance*
 - C. *coordination*
 - D. *power*
7. What is an example of a physical fitness activity that will measure your speed?
 - A. *juggling*
 - B. *stick- drop test*
 - C. *stork balance stand test*
 - D. *40-meter sprint*

8. *What is the equipment used in 40-meter sprint that can also be used to other skill-related components activities?*
- | | |
|------------------------|---------------------|
| A. <i>chalk</i> | C. <i>ruler</i> |
| B. <i>masking tape</i> | D. <i>stopwatch</i> |
9. *Which is not a physical fitness test that is used for improving skill-related fitness components?*
- | | |
|------------------------------------|---------------------------|
| A. <i>hexagon agility test</i> | C. <i>stick-drop test</i> |
| B. <i>stork balance stand test</i> | D. <i>zipper test</i> |
10. *Which refers to the physical fitness test that will measure your coordination?*
- | | |
|----------------------------|------------------------------------|
| A. <i>juggling</i> | C. <i>stork balance stand test</i> |
| B. <i>stick- drop test</i> | D. <i>40-meter sprint</i> |
11. Which skill-related component is used to measure the ability of the body to move in different directions quickly?
- | | |
|------------|------------------|
| A. Agility | C. Coordination |
| B. Balance | D. Reaction Time |
12. Which skill-related component is used to assess one's ability to maintain equilibrium?
- | | |
|------------|------------------|
| A. Agility | C. Coordination |
| B. Balance | D. Reaction Time |
13. Which skill-related fitness test is used to measure the explosive strength and power of the leg muscles?
- | | |
|-----------------------|-----------------------------|
| A. Standing long jump | C. Stork balance stand test |
| B. Stick drop test | D. 40-meter sprint |
14. Which skill-related fitness component is used to measure the coordination of the eye and hand?
- | | |
|------------|------------------|
| A. Agility | C. Coordination |
| B. Balance | D. Reaction Time |
15. What is defined as any bodily movement created by skeletal muscles that require energy outflow?
- | | |
|----------------------|--------------------------|
| A. Physical Activity | C. Physical Coordination |
| B. Physical Fitness | D. Physical Condition |



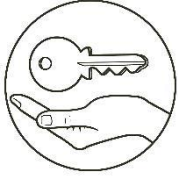
Additional Activities

Congratulations! You have reached the final part of your module. This time, let us add up to the knowledge and skills you have gained by enriching it through the additional activity.

This time, you are going to research on how to create a physical activity program. Write your plan in an a4-sized bond paper.

Below is an example of a physical activity plan:

Activities to do	Schedule	Duration	Goal
1. Jogging with my siblings	Saturday & Sunday at 4:30 A.M.	1 hour and 30 minutes	To improve speed and agility
2. Jogging with mother	Monday & Sunday, at 5:00 A.M	1 hour	To improve speed and agility
3. Push ups	Monday & Wednesday after jogging	15 times	To sustain muscle power
4. Weight lifting, use dumb bells	Tuesday & Thursday after jogging	10 minutes per session	To develop my muscular strength.



Answer Key

Assessment

1. D
2. A
3. C
4. C
5. B
6. C
7. D
8. D
9. D
10. A
1. B
2. A
3. F
4. C
5. D

What's More

Activity 1

1. Power
2. Balance
3. Reaction Time
4. Speed

Activity 2

1. You
2. Partner
3. You
4. Partner

What's More

Activity 3

1. Check all that apply
2. Yes because it is has an important role in our overall fitness and for us to identify our strengths and weakness in physical fitness.
3. My strengths is to do the activities. No, because I have no time to do the activities. My weakness is balance. coordination.

What I Know

1. A
2. C
3. A
4. D
5. B
6. D
7. D
8. B
9. C
10. D
11. C
12. B
13. B
14. D
15. A

What's New

The possible outcome of the man's behavior in the picture is that the man will not be able to achieve full level of fitness.

What's In

Activity 1

1. B
2. E
3. D
4. C
5. A

Activity 2

1. True
2. False
3. True
4. True
5. True

References

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