

8

Physical Education

Quarter 1 - Module 3:

Plan, Prepare and Act it Out



Physical Education – Grade 8
Alternative Delivery Mode
Quarter 1 – Module 3: Plan, Prepare and Act It Out
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for the exploitation of such work for a profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (e.g., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writer: Sweet Sweet B. Orfano

Illustrators: Krizza M. Ibardolaza, Ruth B. Elman

Layout Artist: Blessy T. Soroyoroy

Content/Pedagogy Reviewer: Maricel G. Capiña, Danny O. Baldos

Language Reviewers: Ivy I. Naparan, Tomas Ferrol, III

Book Design Reviewer: Ruth C. Cuesta

Management Team: Francis Cesar B. Bringas, Isidro M. Biol Jr., Josephine Chonie M. Obseñares, Bernard C. Abellana, Maripaz F. Magno, Lorenzo O. Macosol, Gemma A. De Paz, Lorna P. Gayol, Avalota A. Cejas, Lelani R. Abutay, Abraham L. Masendo, Joel P. Longaquit, Philip Trillana, Narciso C. Oliveros Jr., Ferdinand C. Elma, Maria Joan Princess P. Lumanta, Ofelia C. Siangco, Jaypee A. Platero, Rubie S. Dasmariñas, Kim Masendo, Menerva P. Barabar

Printed in the Philippines by _____

Department of Education – Caraga Region

Office Address: JP Rosales Avenue, Butuan City Philippines 8600
Telefax: (085) 342-8207/ (085) 342-5969
Email Address: caraga@deped.gov.ph

Physical Education
Quarter 1 – Module 3:
Plan, Prepare and Act It Out

Introductory Message

For the Facilitator:

Welcome to Physical Education 8 Alternative Delivery Mode (ADM) Module on Plan, Prepare and Act It Out!

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 on Plan, Prepare and Act It Out!

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 sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which 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 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 deep understanding of the relevant competencies. You can do it!



What I Need to Know

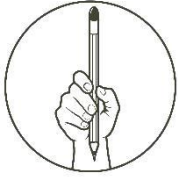
This module was designed and written with you in mind. It is here to help you master in preparing a physical activity program. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged 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: Preparing a Physical Activity Program

After going through this module, you are expected to:

1. prepare physical activities program (PE8PF-lc-27)
 - a. identify physical activities;
 - b. prepare a physical activity program;
 - c. apply physical activity program; and
2. monitor periodically progress towards the fitness goals (PE8PF-lc-h-28).



What I Know

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

1. What do you call the movement that causes your body to use energy?
 - A. metabolism
 - B. physical activity
 - C. physical fitness
 - D. sedentary lifestyle

2. What do you call those bodily movements which are not active activities?
 - A. active
 - B. passive
 - C. static
 - D. all of the above

3. Which of the following is NOT a component of FITT principle?
 - A. fitness
 - B. frequency
 - C. time
 - D. type

4. Which of the following is considered a skill-related fitness component?
 - A. agility
 - B. body composition
 - C. flexibility
 - D. muscular strength

5. Which of the following statements below is correct regarding exercise intensity?
 - A. A muscular person lifts heavy weights.
 - B. Cardio heart rate is above normal.
 - C. A person exercises harder than his/her normal activity.
 - D. all of the above

6. What is used to carry out daily tasks and have enough energy to respond to unexpected demands of life?
 - A. metabolism
 - B. physical activity
 - C. physical fitness
 - D. sedentary life

7. What component of Frequency Intensity Time Type (FITT) principle does the amount of time you have in your exercise?
 - A. frequency
 - B. intensity
 - C. time
 - D. type of exercise

8. Which of the following do not belong to the three components of FITT acronym associated with overload and progression?
 - A. frequency
 - B. intensity
 - C. time
 - D. type of exercise

9. What type of lifestyle involves little or no play activity?
 - A. healthy lifestyle
 - B. sedentary lifestyle
 - C. solo lifestyle
 - D. none of the above

10. What are the three underlying training principles of effective workout programs?
 - A. frequency, intensity and time
 - B. overload, progression and specificity
 - C. adaptation, individual differences and reversibility
 - D. none of the above

11. What component of physical fitness which focuses on the performance of a sport?
 - A. physical activity
 - B. health-related fitness
 - C. skill-related fitness
 - D. wellness

12. Which of the following affects range of motion around a joint?
- A. body composition
 - B. flexibility
 - C. muscular endurance
 - D. muscular strength
13. Which of the following statements is true?
- A. Exercise promotes physical well-being
 - B. Regular exercise improves the quality of life.
 - C. Regular exercise reduces the risk of diabetes.
 - D. All of the above.
14. Which of the following statements BEST explains why the same exercise program might agree to the principle of overload for one person but not for another?
- A. Bodies adapt to increased physical demands.
 - B. Different individuals have different levels of physical fitness.
 - C. Physical activity leads to increased health benefits when it is above normal levels.
 - D. none of the above
15. Which is NOT true about physical activity?
- A. A little physical activity is better than none.
 - B. Physical activity may increase lifespan.
 - C. Physical activity must be a part of daily exercise.
 - D. Regular exercise makes you healthy.

Lesson 1

Physical Activity Program

From the first two modules, you had set your fitness goals based on the Physical Fitness Assessment results. Considering this, you will plan a Physical Activity Program that will help you achieve the set goals.



What's In

Match the components of Physical Fitness from column A to its corresponding pictures in column B. Write your answers in your activity notebook.

Column A

1. Balance

2. Muscular Endurance

3. Flexibility

Column B

A.



B.



C.



Illustrated by: Ruth B. Elman and Krizza M. Ibardolaza

4. Muscular Strength

D.



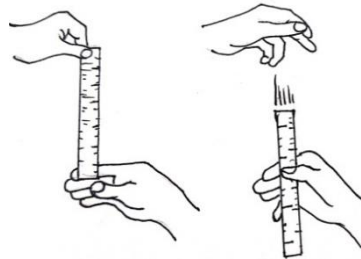
5. Body Composition

E.



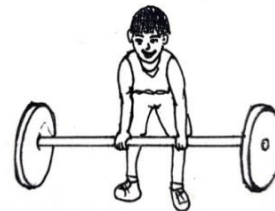
6. Power

F.



7. Reaction Time

G.



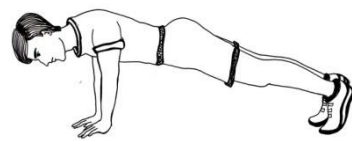
8. Agility

H.



9. Cardiovascular

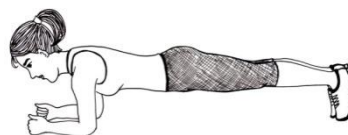
I.



Illustrated by: Ruth B. Elman and Krizza M. Ibardolaza

10.Coordination

J.



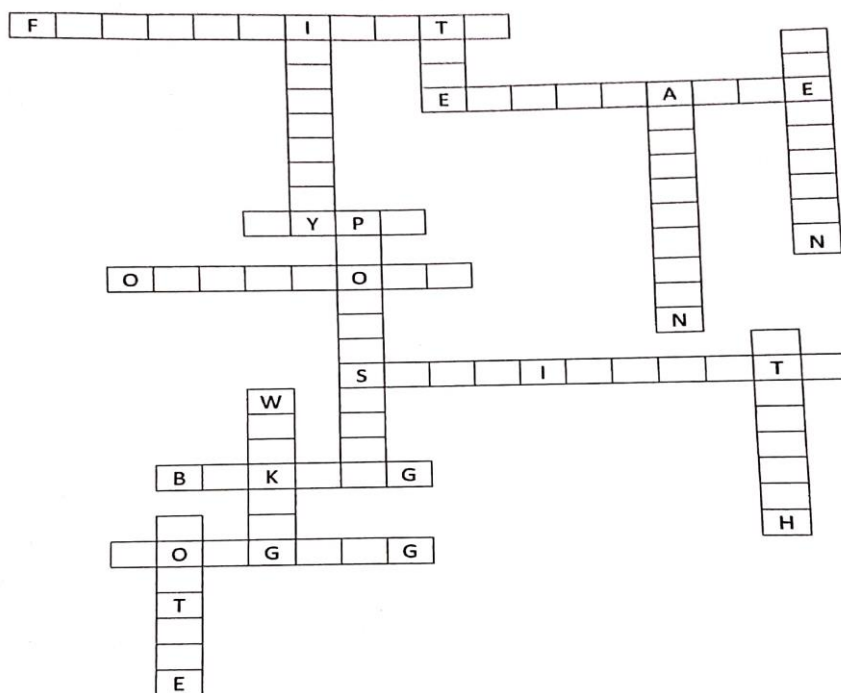
Illustrated by Ruth B. Elman and Krizza M. Ibardolaza



What's New

FILL-IN FUN

See if you can fit all the words into grid. One letter is placed to start you off. Based your answer in the definition given below and write it in your activity notebook.



1. It characterized by a ready capability to adapt to new, different, or changing requirements.
2. It refers to how hard one exercise.
3. It refers to how long one exercise.
4. The ability to withstand hardship or adversity.
5. It is an adjustment to environmental conditions.

6. It refers to how hard one exercise.
7. It is a progress to a new level of fitness.
8. It refers to how often one exercise.
9. It is a training that must be raised to a higher level than normal.
10. It is a training that must be specific.
11. The quality or state of being strong.
12. The action of one that walks.
13. It is to ride a bicycle.
14. It is habitual performance of an established procedure.
15. The ability to run at a slow pace.



What is It

Physical activity is defined as any bodily movement that uses energy. It includes different exercises such as walking, running, stretching, or even dancing and playing different sports and doing household chores. Physical activity can be a passive or active activity. Passive activities are those bodily movements using limbs which are not active activities like computer games, texting, watching television and those activities that you did not give any effort. On the other hand, active activities are any forms of movements or exercises that use energy.

Fitness is a condition in which an individual has enough energy to avoid fatigue and enjoy life. Physical fitness is divided into five health-related fitness components and six skill-related fitness components.

Health-related fitness component is the ability to stay physically fit and healthy namely: body composition, muscular strength, muscular endurance, flexibility and cardiovascular endurance.

Skill-related fitness component develops one's performance in athletic or sports events. The following are agility, balance, coordination, power, speed and reaction time.

In this part, you will discover and understand the way to develop your own physical activity program plan.

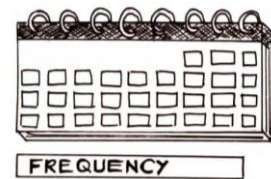
How can you make a difference in the lives of teenagers like you in this generation? Here's how! All you have to do is create a physical activity program that best suits your interests.

In making a physical activity program we must consider the FITT principle. This principle helps you to create and develop your workout plan or program that will be more effective in achieving your fitness goals. FITT stands for **F**requency (how often you exercise), **I**ntensity (how hard you exercise), **T**ime (how long you exercise), and **T**ype (what kind of exercise you do). (Press 2018)

The four elements you need to create your workout plan are as follows;

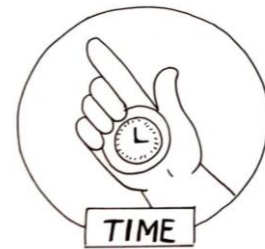
F- Frequency: How often one exercises

Beginners should try to exercise 3 to 4 times a week while experienced or healthy individuals should aim for 5 to 6 days a week.



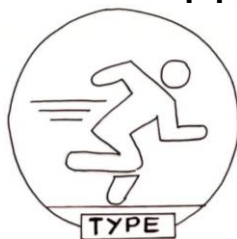
I- Intensity: How hard one exercises

This refers to how hard you are working. Intensity is one of the most important ways to determine if you are exercising at a level that benefits your heart.



T-TIME: How long one exercises

Time refers to how long you should exercise in your Target Heart Rate.



T-TYPE: How hard one exercises

The description of the exercise or activity

1. Cardiovascular Endurance
2. Muscular Strength
3. Muscular Endurance
4. Flexibility

Observe the given example below. This focuses on the development of the upper body muscles. (Press 2018)

Principle	Monday	Tuesday	Wednesday	Thursday	Friday
Frequency	Twice a day	Once a week	Once a week	Once a week	Twice a Day
Intensity	2 gallons a day	15x	2 plots of gardens	20x	4 gallons a day
Time	6:00 A.M 5:30 P.M	5:30 A.M.	4:30 P.M	5:30 A.M.	5:30 A.M. 5:30 P.M.

Type of Exercise	Fetching Water	Push-Up	Gardening	Pulls-Up	Fetching Water
------------------	----------------	---------	-----------	----------	----------------

The training guidelines describe how to safely apply the six (6) principles of training (overload, specificity, progression, reversibility, adaptation and individual differences) into an exercise training program.



- **Overload**

- This refers to which training must be raised to a higher level than normal to create the extra demands to which your body will adapt.

- **Specificity**

- This training must be specific to the sport or activity, the type of fitness required and the particular muscle groups.

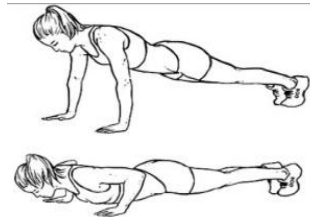


- **Progression**

- As your body adapts to training, you progress to a new level of fitness. To then take this to the “new level”, a gradual increase in intensity is needed to create an overload.

- **Reversibility**

- The effects of training are reversible. If effects is reduced in intensity or even stopped, the benefit can be lost quickly.



- **Adaptation**

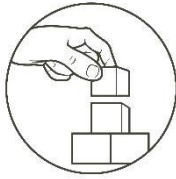
- This refers to the body’s adaptability or eventually turning new sport, activity, movement skill into second nature.

- **Individual Differences**

- Each person has a different response to an exercise or training program and each person needs to exercise and train accordingly.



Illustrated by Ruth B. Elman



What's More

Activity 1. Active or Passive?

Classify the given physical activities in the box. Write it to the column to where it belongs. Write your answers in your activity notebook.

Reading	Jogging	Cycling
Texting	Swimming	Playing Basketball
Dancing	Playing Chess	Computer Gaming
Watching TV		

ACTIVE

1. Dancing
- 2.
- 3.
- 4.
- 5.

PASSIVE

1. Texting
- 2.
- 3.
- 4.
- 5.

Activity 2. Do the Active

You are going to list down daily routine or tasks that are considered "Active Physical Activities". Write your answers in your activity notebook.

Example: *fetching water*

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Activity 3. Activity: My Fitness Plan

Guided by the FITT principle, create a Physical Activity Program that will improve and sustain your fitness. You may follow the format or create your own as long as you meet the required elements of your plan.

MY FITNESS PLAN				
Name:		Grade Section:		Date:
Height:				
Weight:		Target Weight:		
BMI:		Target BMI:		
Nutritional Status:		Target Nutritional status:		
General Goals: Maintain physical activities in developing the health and fitness of one's self.				
Specific Goals: To attain my target weight, BMI and Nutritional status.				
Physical Activities	Frequency	Intensity	Time	Type
Ex. Doing Household Chores	4-5x/week (Monday-Friday)	Easy	5 minutes	Jog in place

Activity 4. Do the One Day Plan

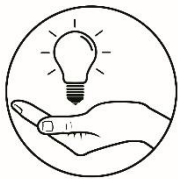
Supply what is asked in the table below. Copy the template in your activity notebook.

Activities	Frequency	Intensity	Time	Type of Exercise
Ex. mapping the floor	2x a day	moderate	6:00-6:30 A.M.	Muscular Strength
1.				
2.				
3.				
4.				
5.				

Activity 5. Create your Physical Activity Program (PAP) Plan

Look into your needs by referring to the outputs you have in the previous activities as the basis for your plan. Copy the template below in your activity notebook.

FITT Principle	Monday	Tuesday	Wednesday	Thursday	Friday
Frequency					
Intensity					
Time					
Type of Exercise					



What I Have Learned

Reflection / Realization

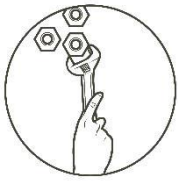
Complete the sentences below. Write your answers in your activity notebook.

<p>Three things that I learned from the lesson</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

<p>Two things that I liked from the lesson</p> <p>1. _____</p> <p>2. _____</p>

One question I still want to ask

1. _____



What I Can Do

Activity 1. Hit the Target

Design your physical activity program plan suitable to your needs and must be simple to attain your maximum level of physical wellness. Copy the template in your activity notebook.

FITT Table				
	Frequency	Intensity	Time	Type of Exercise
Cardio-vascular Endurance	Ex. 3-5 times per week	Moderate to vigorous	30 minutes to 1 hr.	Jogging
Muscular Strength and Endurance				
Flexibility				

Activity 2.

You will make a video or write a diary. Read the cue cards provided below to accomplish the task. Cue card 1 is for learners with internet access and cue card 2 is for learners who have no internet access.

Cue Card 1

Video

Guidelines: The video must run for one (1) minute. Remember, you are going to take video on you in doing tasks found in your crafted Physical Activity Program Plan (PAP). You must use captions to indicate time and date of every activity done in your video. To submit your video, you can upload the video in Facebook and tag your teacher or send it through your teacher's email address.

Cue Card 2

Physical Activity Program Diary

Guidelines: You must make a 150- 200 words Physical Activity Program Diary. Remember, you are going to make a diary each day on your crafted Physical Activity Program Plan (PAP). You must write the time and date of every activity done as well as the description of the tasks done. Write your diary on your activity notebook.

RUBRIC FOR VIDEO

	Good (5)	Fair (3)	Poor (1)
Content	Video runs in one (1) minute. It clearly and effectively tells the activities done and accurately reflects the activities in the crafted program.	The video runs in more than two (2) minutes. It is too long and boring for the viewers.	The video runs in less than one (1) minute. There is no presentation of the tasks done.
	The video is very informative. It covers the required information. The learner was able to report all the tasks reflected in the program.	The video is not detailed in presenting the information.	The video is not detailed, nor informative. The learner was not able to show the tasks

Information			reflected in the crafted program.
Creativity	The video is presented in an incredibly unique, original, and creative way. It catches the viewers' attention and holds their interest.	The video is presented in an ordinary way that tries to capture the viewers' attention.	The video is not presented originally nor creatively.
Organization	The information given is well-organized. The flow is smooth, and the material is easy to comprehend.	The information given flows in a general order. The material is presented in a difficult manner.	The information given is not organized in any manner. It lacks a smooth flow. The words used to present the information are unfamiliar to the viewers.
Deadline	The video-ad is finished and submitted before the deadline.	The video-ad is finished and submitted on the deadline.	The video-ad is finished and submitted after the deadline.

RUBRIC FOR PHYSICAL ACTIVITY PROGRAM DIARY

	Good (5)	Fair (3)	Poor (1)
Content	The diary contained at least 150-200 words. It clearly and effectively tells the activities done and accurately reflects the activities in the crafted program.	The diary contained at least 100 words below. It is devoid of details and description of activities done.	The diary contained at 50 words below. The activities describe does not match the plan crafted.
Information	The diary is very informative. It covers the required information. The learner was able to report all the tasks reflected in the program.	The diary is not detailed in presenting the information.	The diary is not detailed, nor informative. The learner was not able to show the tasks reflected in the crafted program.
Creativity	The diary is presented in an incredibly unique, original, and creative way. It catches the viewers' attention and holds their interest.	The diary is presented in an ordinary way that tries to capture the viewers' attention.	The diary is not presented originally nor creatively.
Organization	The information given is well-organized. The flow is	The information given flows in a general order. The	The information given is not organized in any

	smooth, and the material is easy to comprehend.	material is presented in a difficult manner.	manner. It lacks a smooth flow. The words used to present the information are unfamiliar to the viewers.
Deadline	The diary is finished and submitted before the deadline.	The diary is finished and submitted on the deadline.	The diary is finished and submitted after the deadline.



Assessment

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

1. What do you call the movement that causes your body to use energy?
 - A. metabolism
 - B. physical activity
 - C. physical fitness
 - D. sedentary lifestyle

2. What kind of physical activities are biking, running and swimming?
 - A. active
 - B. passive
 - C. static
 - D. all of the above

3. What is used to carry out daily tasks and have enough energy to respond to unexpected demands of life?
 - A. metabolism
 - B. physical activity
 - C. physical fitness
 - D. sedentary lifestyle

4. Which of the following do not belong to the group?
 - A. dancing
 - B. reading
 - C. texting
 - D. watching movies

5. What component of Frequency Intensity Time Type (FITT) principle does the amount of time you have in your exercise?
 - A. frequency
 - B. intensity
 - C. time
 - D. type of exercise

6. What are considered screen-based active video games in which individual players or groups interact in a physically active way?
 - A. board games
 - B. computer games
 - C. exergames
 - D. none of these

7. Which of the following is considered a skill-related fitness component?
 - A. agility
 - B. body composition
 - C. flexibility
 - D. muscular strength

8. What is the characteristic of a healthy body composition?
 - A. normal
 - B. obese
 - C. overweight
 - D. underweight

9. What type of lifestyle involves little or no play activity?
 - A. healthy lifestyle
 - B. sedentary lifestyle
 - C. solo lifestyle
 - D. none of the above

10. What component of physical fitness focuses on the performance in a sport?
 - A. physical activity
 - B. health-related fitness
 - C. skill-related fitness
 - D. wellness

11. Which of the following affects range of motion around a joint?
 - A. body composition
 - B. flexibility
 - C. muscular endurance
 - D. muscular strength

12. How many components made up skill related fitness?
- A. 3
 - B. 4
 - C. 5
 - D. 6
13. Which statements is true?
- A. Exercise promotes physical well-being
 - B. Regular exercise improves the quality of life.
 - C. Regular exercise reduces the risk of diabetes.
 - D. All of the above.
14. Which is NOT true about physical activity?
- A. A little physical activity is better than none.
 - B. Physical activity may increase longevity.
 - C. Physical activity must be a part of daily exercise.
 - D. Regular exercise makes you healthy.
15. Which of the following statements below is correct regarding exercise intensity?
- A. A muscular person lifts heavy weights.
 - B. Cardio heart rate is above normal.
 - C. A person exercises harder than his/her normal activity.
 - D. all of the above



Additional Activities

Activity 1. Family Day

You will make and submit a narrative report about the actual implementation of the SRF and HRF Plan you have designed. You will also provide proof to support the narrative report like pictures, video, signatures, or through other media technologies.

Assessment of HRF/SRF plan for the family using the rubrics below:

Criteria	3 Very Good	2 Good	1 Fair	Score
Appropriateness of the HRF activities for the family	All SRF and HRF activities are appropriate to the family members	Some SRF and HRF activities are appropriate to the family members	Less or none SRF and HRF activities are inappropriate to the family	
Relevance to the needs of the family	All activities are relevant to the needs of the family members	Some of the activities are relevance to the needs of the family members	Less or none activities are relevance to the needs of the family members	
Completeness of the plan	All plans are completely done	Some of the plans are completely done	Less or none of the plan are completely done	
Total				

Activity 2. Health and Fitness Updates

Read carefully the articles below. Choose at least one article and make a reflection. Your thoughts and opinions about this article will help you reflect on your understanding of fitness exercise. Write your reflection paper in your activity notebook. Refer to the reflection questions guide below

Active Video Games Help Some Kids Get Active

By Jennifer Warner

WebMD Health News Reviewed by Louise Chang, MD

Oct. 1, 2012 -- One type of TV time may play a valuable role in the battle against childhood obesity

A new study suggests that active video games may help children, especially girls, raise physical activity levels.

The results show most teens who play active video games play at moderate or vigorous-intensity levels that would help them meet the recommended 60 minutes of physical activity on most days. Researchers say so-called exergames may also help at-risk young people get moving. "Because exergames can be played in a variety of settings, including unsafe neighborhoods, they can increase opportunities for youth to engage in [physical activity] and decrease sedentary behavior," researcher Erin O'Loughlin of the University of Montreal, Canada, and colleagues write in *Pediatrics*.

Exergames are screen-based active video games in which individual players or groups interact in a physically active way. They include rhythmic dancing games, virtual bicycles, balance board simulators, and virtual sports simulators.

They require a screen, like a TV or a computer, and a gaming console, such as the Nintendo Wii. The video games track the players' movements onscreen as they attempt to reach a goal.

Active Video Games Count as Exercise

In the study, researchers surveyed more than 1,200 10th- and 11th-grade students in the Montreal area about their use of active video games.

The results show nearly one-quarter of the children said they played active video games. Gamers played an average of two days per week for about 50 minutes each session.

Nearly three-fourths (73%) said they played at a moderate or vigorous level of physical intensity that would count toward meeting the recommended physical activity guidelines.

Researchers also found that exercise video games like "Wii Fit" and "Dance Dance Revolution," which require high amounts of energy, were among the most popular active video games.

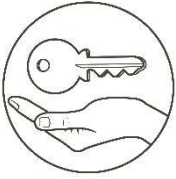
New Role for Active Video Games

Researchers say the results suggest that active video games may have a unique role in the battle against rising childhood obesity rates.

The study shows that boys are more likely to play non-active video games, and girls were more likely to play active video games.

Reflection Questions Guide:

1. What is the study all about?
2. What are the findings of the study? What does it mean?
3. What is the overall message of the study? How does it affect you?



Answer Key

What I Know

Test 1

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

What's In

1. B
2. J
3. H
4. I
5. C
6. G
7. F
8. E
9. D
10. A

What's New

1. FLEXIBILITY
2. INTENSITY
3. TIME
4. ENDURANCE
5. ADAPTATION
6. TYPE
7. PROGRESSION
8. FREQUENCY
9. OVERLOAD
10. SPECIFICITY
11. STRENGTH
12. WALKING
13. BIKING
14. ROUTINE
15. JOGGING

What's More

Activity 1.1

Passive

1. Computer
2. Games
3. Texting
4. Reading
5. Watching
6. TV
7. Playing
8. Chess

Active

1. Jogging
2. Playing
3. Basketball
4. Dancing
5. Cycling
6. Swimming

Assessment

Test 1

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

References

Book

Department of Education. 2013. *Physical Education and Health Grade 8 Learner's Module*. 1st. Philippines: Vicarish Publication and Trading, Inc.

Websites

Press, Jamie. 2018. *How to Guarantee your Workout is Always Working, Shape*. June 11. Accessed May 20, 2020. <https://www.shape.com/fitness/tips/how-guarantee-your-workout-always-working>.

Warner, Jennifer. 2012. *Active Video Games Help Some Kids Get Active*. October 1. Accessed May 20, 2020. <https://www.webmd.com/children/news/20121001/active-video-games-help-some-kids-get-active>.

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph