

# 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**  
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8

# **Physical Education**

## **Quarter 1 – Module 2:**

### **Gear Up for Fitness**

## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## **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

Learning Competencies:

1. undertakes physical activity and physical fitness assessments (PE8PF-Ia-h-23)
2. sets goals based on assessment (PE8PF-Ia-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. describe skill-related fitness and its physical fitness tests;
- b. make plans/ goals on the specific target fitness test to improve based on the assessment result;
- c. identify daily routines or physical activities that can be done at home or in school that develops skill-related fitness; and
- d. provide physical assessment of family/school peers from physical fitness tests of skill-related components.



## What I Know

Directions: Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

1. What is the goal in conducting physical fitness activity/test?
  - A. to have a slim body
  - B. to exhaust the body for nothing
  - C. to test your strategy in doing the physical activities
  - D. to measure your ability in every component of physical fitness
  
2. How will we know our fitness levels?
  - A. by playing different sports
  - B. by participating in Zumba lessons
  - C. by performing physical fitness tests
  - D. by guessing your height and weight
  
3. Which skill-related fitness component refers to the ability to quickly respond to stimulus?

A. fitness	C. speed
B. flexibility	D. reaction time
  
4. Which is the ability to rapidly and accurately change direction of the whole body in space?

A. agility	C. coordination
B. balance	D. speed
  
5. What refers to the ability of the muscle to transfer energy and release maximum force at a fast rate?

A. coordination	C. speed
B. power	D. reaction time
  
6. Which refers to a physical fitness activity that will measure your speed?

A. juggling	C. stork balance stand test
B. stick- drop test	D. 40-meter sprint
  
7. Which is NOT a physical fitness activity for skill-related fitness components?

A. hexagon agility test	C. stork balance stand test
B. stick-drop test	D. zipper Test

8. Why do we need to perform standing long jump in physical fitness assessment?
- A. So we can assess one's ability to maintain steadiness
  - B. For us to get the ability of the body to move in different direction
  - C. So that we can measure the strength and power of our leg muscles
  - D. Because we need to measure our running speed for future sports activities
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. How do you measure your reaction time?
- A. by juggling
  - B. by doing stick-drop test
  - C. doing stork balance stand test
  - D. through standing long jump
13. Why is identifying your fitness test results important?
- A. It will keep you motivated.
  - B. It will help you plan your next fitness goals.
  - C. It will help you identify your areas for improvement.
  - D. All of the above.
14. Which refers to the ability of the body to maintain stability in static or when moving while resisting the force of gravity?
- A. agility
  - B. balance
  - C. coordination
  - D. power
15. Why do you need to do warm-up exercises before you do a physical activity?
- A. It helps prepare the body and mind for the workout ahead.
  - B. Decreasing the chance of any future injury
  - C. Important part of a workout routine
  - D. All of the above

## Lesson 1

# Physical Fitness Test: Skill-Related Fitness

Skill-related fitness conditions the body or specific muscles for a primary goal of improving a skill. Improving your overall fitness can benefit you no matter what sport or other form of physical activities you engage in.

For example, you need cardiovascular endurance and endurance to play basketball. But to become good in basketball, you have to work on your agility, power, speed and hand-eye coordination.



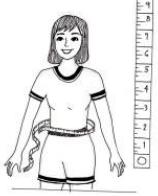
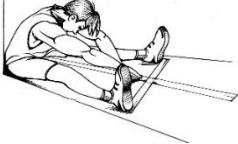
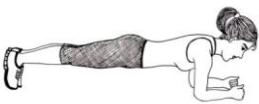
## **What's In**

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**

Directions: Identify what HRF Component is portrayed in the picture and write its purpose. Write your answer on a separate sheet of paper.

Picture	HRF Component	Purpose
		
		
		

Illustrated by: Mary Joy B. Oliverio & Ruth B. Elman

Understanding the significance of physical fitness activities 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.



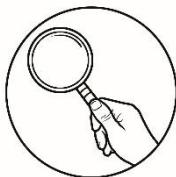
## What's New

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. Matching Type

Directions: Match column A with column B. Identify the different household chores/daily routine that would develop the following fitness components. Write the letter of your answer in your activity notebook.

Column A	Column B
1. Agility	a. frying food
2. Balance	b. scrubbing the floor
3. Coordination	c. sweeping leaves from different directions
4. Power	d. setting the table
5. Reaction Time	e. holding pail of water using both hands
	f. washing the bed linens using hands



## 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.

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? To get this, a physical fitness test can be done. Physical fitness assessments are set of procedures intended to measure your level of fitness. Getting your physical fitness test

results will help you to determine what areas need to be improved. Well, we will see in the next parts of this module.

Bet you are now ready to learn? Now, your task is to read the information below for you to be able to answer the succeeding activities.

### **Skill- Related Fitness Components**

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.

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**

Illustrated by: Mary Joy B. Oliverio

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
- 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

Illustrated by: Ruth B. Elman

**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.

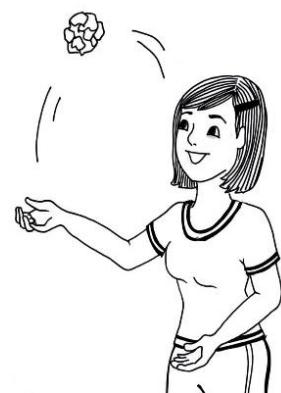
For the Partner:

- 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



Illustrated by: Ruth B. Elman

### 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.

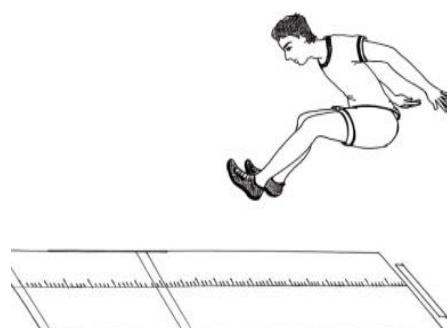
For the Partner:

- 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.



Illustrated by: Mary Joy B. Oliverio

### 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 foot of the test taker 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 falls before being caught.
- Purpose — to measure the time to respond to a stimulus.

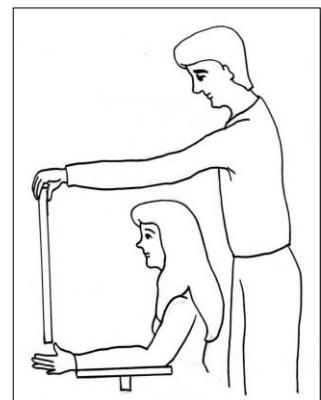
### **Materials/ Equipment**

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

### **Procedures:**

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 ruler or stick. Hold the ruler or stick while the partner reads the measurement.
- d. Do this thrice.



Illustrated by: Mary Joy B. Oliverio

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. Let the partner position on the back/side of the test taker to drop the ruler/stick without warning and let the test taker 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: Ruth B. Elman

## 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:

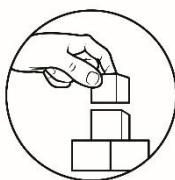
- a. Set the stopwatch to zero (0) point.
- b. At the signal "GO" start the watch and stop it as the performer crossed the finish line.
- c. Record time in the nearest 0:00:01 seconds

**Scoring:** Record the time in nearest minutes and seconds.

### **Safety Precautions Before Test**

Before doing a physical activity, it is important to note these safety measures. Remember, prevention is still better than cure.

- 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 skill-related fitness tests.

Directions: 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.

<b>Physical Fitness Score Card</b>			
Name: _____	Age: _____	Sex: _____	
Score: _____	A. COORDINATION: Juggling		
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			
1 <sup>st</sup> Trial	2 <sup>nd</sup> Trial	3 <sup>rd</sup> Trial	Middle Score

Attested by:

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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**

Directions: 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.

<b>Family Members</b>	<b>Age</b>	<b>Occupation/ Work/Job</b>	<b>Activities involved in relation to the Occupation/Work/ Job</b>	<b>SRF component involved</b>
Example: Father	54	PUJ Diver	Drives and sits for 8 hours	Coordination

*(Note: Just indicate those people you are living with.)*

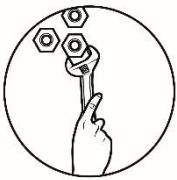


## **What I Have Learned**

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

Directions: Fill in the blanks to complete the sentences below. Write your answers on a separate sheet of paper.

1. Physical fitness is \_\_\_\_\_.
  
2. The Skill-Related Fitness Components are A\_\_\_\_\_ , B\_\_\_\_\_ ,  
C\_\_\_\_\_ , P\_\_\_\_\_ , R\_\_\_\_\_ T\_\_\_\_\_ , and S\_\_\_\_\_.  
(a) (b)  
(c) (d) (e) (f) (g)
  
3. The different physical activities for Skill- Related Fitness components are  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
(a) (b) (c) (d)  
\_\_\_\_\_, and \_\_\_\_\_. (can be arranged in any order)  
(e) (f)
  
4. We need to warm up before doing exercise to lower the risk of \_\_\_\_\_  
(a)  
(b)
  
5. Physical fitness tests are procedures intended to  
\_\_\_\_\_.



## What I Can Do

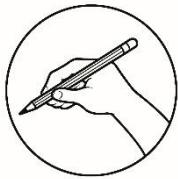
You did it! I hope you enjoyed the activities prepared for you in this lesson. This time, you are going to do another activity that will deepen your understanding of the components of physical fitness. Good luck!

Directions: Using the assessment results in Activity 1, make your own fitness plan on how to improve your fitness level based on your weakest skill-related fitness components using the FITT principle. Be guided with the template and rubrics provided below. Do this on a separate sheet of paper.

<b>My Quarterly Fitness Contract</b>					
Skill-related Fitness	Frequency	Intensity	Type	Time Frame	Persons involved
1. Agility	Once a week	Low	Hexagon Agility Test	3-5 minutes	Father
2.					
3.					
4.					
5.					
6.					

### Rubrics for Assessing Physical Fitness Plan (PFP)

<b>Criterion</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>
Content	PFP contains clear, relevant and complete details as to FITT and SRF components.	PFP contains clear, relevant and complete details as to FITT and SRF components with 1-2 irrelevant details.	PFP contains clear, relevant and complete details as to FITT and SRF components with 3-4 irrelevant details.
Adherence to FITT formula	All the 4 aspects of the fitness plan adhere to the FITT formula	2-3 aspects of the fitness plan adhere to the FITT formula	Only 1 aspect of the fitness plan adheres to the FITT formula
Appropriateness of Activities	All activities are appropriate to develop skill-related fitness components	3-5 activities are appropriate to develop skill-related fitness components	1-2 activities are identified and appropriate to develop skill-related fitness components

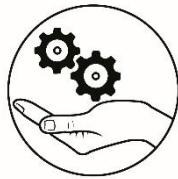


# ***Assessment***

Directions: Read the questions carefully. Choose the letter of the correct answer. Write it on a separate sheet of paper.

1. 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
  2. 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
  3. Which refers to the ability of the body to maintain stability in static or when moving while resisting the force of gravity?  
A. agility  
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  4. Which skill-related fitness component refers to the ability to quickly respond to stimulus?  
A. agility  
B. power  
C. speed  
D. reaction time
  5. What is the goal in conducting physical fitness activity/test?  
A. to have a slim body  
B. to exhaust the body for nothing  
C. to test your strategy in doing the physical activities  
D. to measure your ability in every component of physical fitness
  6. Why is identifying your fitness test results important?  
A. It will keep you motivated.  
B. It will help you plan your next fitness goals.  
C. It will help you identify your areas for improvement.  
D. All of the above.
  7. Why do we need to perform standing long jump in physical fitness assessment?  
A. So we can assess one's ability to maintain steadiness  
B. For us to get the ability of the body to move in different directions  
C. So that we can measure the strength and power of our leg muscles  
D. Because we need to measure our running speed for future sports activities

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- A. It helps prepare the body and mind for the workout ahead.
  - B. Decreasing the chance of any future injury
  - C. Important part of a workout routine
  - D. All of the above
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- A. coordination
  - B. power
  - C. speed
  - D. reaction time
10. How will we know our fitness levels?
- A. by playing different sports
  - B. by participating in Zumba lessons
  - C. by performing physical fitness tests
  - D. by guessing your height and weight
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. 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
13. Which is the ability to rapidly and accurately change direction of the whole body in space?
- A. agility
  - B. balance
  - C. coordination
  - D. speed
14. 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
15. How do you measure your reaction time?
- A. by juggling
  - B. by doing stick-drop test
  - C. doing stork balance stand test
  - D. through standing long jump

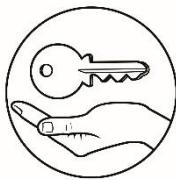


## ***Additional Activities***

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 make a physical activity program. The first entry is done for you. Write your plan on a separate sheet of paper.

<b>Day</b>	<b>Activities</b>	<b>Goal</b>	<b>Remarks</b> (Indicate whether the activity was Accomplished or Not Accomplished)	<b>Parent's Signature</b>
<b>Monday</b>	Jumping Rope	To develop coordination	Accomplished	
<b>Tuesday</b>				
<b>Wednesday</b>				
<b>Thursday</b>				
<b>Friday</b>				
<b>Saturday</b>				
<b>Sunday</b>				



# Answer Key

## What I Know

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

## What's In

### Activity 1

1	Body Composition	used to describe the percentage of fat, bone, water and muscle in human bodies.
2	Flexibility	to be able to reach as far as possible without bending the hamstring.
3	Muscular Endurance	to measure strength/stability of the core muscles

## What's New

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

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

## Assessment

Physical fitness tests are procedures intended to measure your level of fitness.

## Continuous...

Physical fitness tests are procedures intended to measure your level of fitness.

## What I Have Learned

13. 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.
14. Ability
15. The different physical activities for skill-related fitness components are flexibility, coordination, power, reaction time, and speed.

## What I Have Learned

13. 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.
14. Ability
15. The different physical activities for skill-related fitness components are flexibility, coordination, power, reaction time, and speed.

## What I Have Learned

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