

HOPE 1

1st Semester

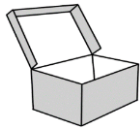
Module 1: Physical Fitness and You



Writer : Leah S. Bulay-og

Cover Illustrator: Xylene C. Ocon





What I Need to Know

This Module was designed & written to help you to understand the concept of Dance and how they can help to improve one's health through regular participation.

The lesson is arranged to follow the standard sequence of the course.

The module is divided into two lessons namely:

- Lesson 1 –Benefits and Types of Physical Activity
- Lesson 3 - Health Related Fitness Components

Content Standard: The learner demonstrates understanding of fitness and exercise in optimizing one's health a habit; as requisite for physical activity assessment performance, and as a career opportunity.

Performance Standard: The learner leads fitness events withy proficiency and confidence resulting in independent pursuit and in influencing others positively.

Learning Competencies and Objectives:

- Self – assesses health-related fitness (HRF), status, barriers to physical activity assessment participation and one's diet.
- Engages in moderate to vigorous physical activities (MVPA's) for at least 60 minutes most days of the week in a variety of settings in-and -out of school.

After going through this module, you are expected to:

1. Determine the types of physical activity and its benefits.
2. Execute properly the different test for Health-Related Fitness Components.
3. Value the importance of engaging into physical activity by doing alternative activities instead sedentary lifestyle behaviors.



What I Know

TRUE OR FALSE:

- _____ 1. The recommendations for physical activity are the same for children and adults.
- _____ 2. When you are physically active it's a case of no pain no gain.
- _____ 3. Being physically active is expensive and you need money for equipment
- _____ 4. Swimming is better than walking.
- _____ 5. Being active is good for dealing with stress.
- _____ 6. You don't need extra physical activity if your work keeps you on the move all day.
- _____ 7. People with high blood pressure shouldn't be physically active.
- _____ 8. A lot of physical activity would lead to huge muscle development.
- _____ 9. If you're trying to lose weight, the only sure way is to eat less.
- _____ 10. Strength and flexibility are as important as stamina in looking after your body.
- _____ 11. Aerobic Fitness reduces the risk of heart disease, diabetes, and chicken pox.
- _____ 12. Becoming physically fit will help improve your cardiovascular endurance but it will not make you look or feel better.
- _____ 13. Relaxation methods such as meditation, yoga, progressive muscular relaxation, and massage therapy can help in reducing stress.
- _____ 14. A warm-up helps to bring the heart rate back to normal and relaxes the body.
- _____ 15. Cardiovascular endurance, or the body's ability to continuously pump oxygen-rich blood to the muscles, is the most important fitness component for health.





What's In



FOUR



PICS



TWO



WORDS

It simply means movement of the body that uses energy



What's New

1. What physical activities do you enjoy?
2. Do you engage in regular exercise? If yes, name the exercise you are doing.
3. How many hours do you consume on watching the television?
4. How many hours do you spend in surfing the internet or playing computer & phone games?
5. Calculate the time you spend in texting or in chatting with your friends every day?



LESSON 1: Physical Activity



What is It

Physical Activity is any form of movement that causes your body to use energy. It may be intentional like engaging in regular exercise or it may occur as part of your routine such as walking from your school, cleaning your house, climbing the chairs etc.

Keeping the body physically active enables the body systems to function properly with vigor and alertness. Staying in shape allows the individual to perform daily task efficiently and effectively resulting to better output and performance



Benefits of Physical Activity

1. PHYSICAL ACTIVITY ALLOWS YOUNG PEOPLE TO:

- ❖ Develop healthy musculoskeletal tissues (bones, muscle & joints)
- ❖ Develop healthy cardiovascular system (heart & lungs)
- ❖ Develop neuromuscular awareness (how coordination and movement control)
- ❖ Maintain a healthy body weight

2. MENTAL HEALTH BENEFITS

- ❖ Improve concentration and enhance memory and learning
- ❖ Reduction and management of the stress and anxiety and depression
- ❖ Improve self-esteem and confidence
- ❖ Improved psychological well-being

3. SOCIAL BENEFITS

- ❖ Encourages family and community connectedness
- ❖ Improve social skills and networks
- ❖ Reduces isolation and loneliness
- ❖ Contributes to better performance at school

For Youth

- ❖ Self-expression
- ❖ Building self confidence
- ❖ Social interaction and
- ❖ Integration

4. OTHERS

- ❖ More readily adapt other healthy behaviors like avoidance of tobacco alcohol and drug use
- ❖ Demonstrate higher academic performance at school



FOUR MAIN TYPES OF PHYSICAL ACTIVITY

1. AEROBIC ACTIVITIES

Aerobic activity moves your large muscles such as those in your arms and legs. Running, swimming, walking, bicycling, dancing, and doing jumping jacks are examples of aerobic activities, Aerobic activity is also called *endurance activity*.

LEVELS OF INTENSITY IN AEROBIC ACTIVITY

- ❖ Light and Moderate -Intensity Activities
 - Are common daily activities that do not require much effort
 - Makes your heart lungs and muscles work harder than light intensity activities do.
 - on a scale of 0 to 10 moderate intensity activity is a five or six and produces noticeable increases in breathing and heart rate a person doing moderate intensity activity can talk but not sing.
- ❖ Vigorous Intensity Activities
 - make your heart lungs and muscles work hard on a scale of 0 to 10 vigorous intensity activity is a 7 or 8 a person doing vigorous intensity activity cannot say more than a few words without stopping for a breath.

EXAMPLES OF AEROBIC ACTIVITIES

Below are examples of aerobic activities. Depending on your level of fitness, they can be light, moderate, or vigorous intensity:

- ❖ pushing a grocery cart around a store
- ❖ gardening such as digging or hoeing that causes your heart rate to go up
- ❖ walking, hiking, jogging running
- ❖ water aerobics or swimming laps
- ❖ bicycling, skateboarding, rollerblading and jumping rope
- ❖ ballroom dancing & aerobic dancing
- ❖ tennis, soccer & basketball

2. MUSCLE STRENGTHENING ACTIVITIES

Exercises consist of activities where you move your body away or a weight, or some other resistance against gravity. Those times work out are also known as resistance exercises.

EXAMPLES ARE:

- ❖ use of elastic exercise bands
- ❖ lifting of own body weight
- ❖ use of weight machine
- ❖ lifting weights
- ❖ functional movements, such as standing and rising on your toes

3. BONE STRENGTHENING ACTIVITIES

These exercises incorporate activities that make you move against gravity while staying upright. Weight – bearing exercises can be:

LOW IMPACT

A workout is low impact if at least one of your feet stays in contact with the ground constantly.

Examples are walking, hiking, rollerblading and mostly step-aerobics and cardio-dance workouts. On the other hand, some consider exercises such as water aerobics, swimming, cycling and with the elliptical machine to be low impact as well. However, these activities may also be described as “no impact” as both feet always stay on the ground and or in water or a machine sustains the body during movement.

EXAMPLES OF LOW-IMPACT WEIGHT BEARING EXERCISE ARE:

- ❖ Using elliptical training machine
- ❖ Fast walking on a treadmill or walking outdoor
- ❖ Using stair-step machines



HIGH IMPACT

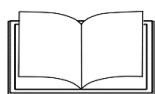
In these workouts, both feet run off the ground at the same time such as the case during running, hopping , jumping rope , skipping, jumping jacks, some steps aerobics(jumping on or off the step or run around the room) and some cardio dancing that engages leaping or hurdling.

EXAMPLES OF HIGH IMPACT WEIGHT-BEARING EXERCISES ARE:

- ❖ Jogging/ running
- ❖ Stair climbing
- ❖ Hiking
- ❖ Dancing
- ❖ Jumping rope
- ❖ tennis

4. STRETCHING

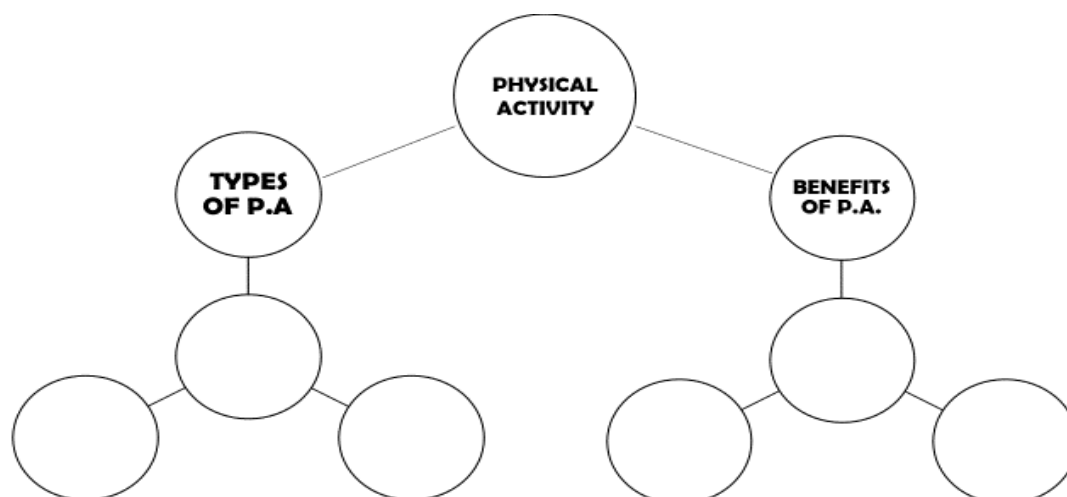
Stretching bis a form of exercise that targets muscles by elongating them to their fullest length. Stretching is often neglected portion of many individualized exercise programs. It is important to remember that stretching offers benefits that are important and thus, deserving attention in addition to aerobic and strength training exercises. Stretching should be incorporated into both the warm -up and cool-down of aerobic and strengthening exercises.



What's More

PHYSICAL ACTIVITY CONCEPT MAP

Complete to fill out the graphic organizer below. Put it in short bond paper.



After completing the concept map, analyze what type of physical activity you mostly engage and what benefits did you gain from it.



What I Have Learned

Complete the following statement:

1. I learned that physical activity is important because
2. I realized that engaging in physical activity makes me



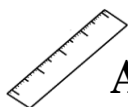
What I Can Do

Think of the possible physical activities that you can do as alternatives to activities listed below:

Instead of.....	I would rather
... watching telenovela at late night learned how to do yoga or relaxing activity before sleeping
.... playing computer games for a couple of hours	
.... waking up late in the morning	
...not participating in sports competition or any physical activities	
..having no plans for school at home or work at home	
...being unaware of sports and active recreational activity that is suited for me	
... just watching friends who enjoy playing active indoor games or Zumba dancing	

- Base on your possible physical activities that you can do as alternatives make your own jingle how to promote this activity.
- Make your own catchy title and lyrics.





Assessment

Group the following physical activities using the table provided below. Then indicate the benefits that correspond in each activity.

- | | | |
|--------------------|--------------------------------------|-------------------|
| 1. bris walking | 6. ballroom dancing | 11.bicycle riding |
| 2. jumping rope | 7. stairs climbing | 12. sit-ups |
| 3. tug of war game | 8. basketball | 13. running |
| 4. gymnastics | 9. push-ups and pull -ups | 14. tennis |
| 5. swimming | 10. exercises that use elastic bands | |

Aerobic Activities	Muscle Strengthening Activities	Bone Strengthening Activities



Additional Activities

After groupings, the activities try to identify the different benefits that you can gain from it.

Aerobic Activities	Muscle Strengthening Activities	Bone Strengthening Activities	Physical Benefits	Social Benefits	Mental Health Benefits



What's In

Complete the following statements:

1. The aerobic activities that I enjoy most is _____
because,_____.
2. The muscle strengthening activities that I enjoy most is _____
because,_____.
3. The bone strengthening activity that I enjoy is _____
because,_____.



What's New

WORD HUNT

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

Encircle or shade the words that is related to Physical Fitness.





Lesson 2: Health Related



What is It

Health-related Fitness is all about psychology, personal health and how physical activity influences us as a person. This is important for everyone who wants to live physically active lifestyle to support a higher quality of life

Physical Activity Readiness Questionnaire (PAR-Q)

Your Regular physical activity is fun and healthy, and increasingly more people are starting to become more active every day. Being more active is very safe for most people. However, some people should check with their doctor before they start becoming much more physically active. If you are planning to become much more physically active than you are now, start by answering the seven questions in the box below. If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor. Common sense is your best guide when you answer these questions. Please read the questions carefully and answer each one honestly:

YES or NO

- ☐ 1. Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?
- ☐ 2. Do you feel pain in your chest when you do physical activity?
- ☐ 3. In the past month, have you had chest pain when you were not doing physical activity?
- ☐ 4. Do you lose your balance because of dizziness or do you ever lose consciousness?
- ☐ 5. Do you have a bone or joint problem that could be made worse by a change in your physical activity?
- ☐ 6. Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?
- ☐ 7. Do you know of any other reason why you should not do physical activity?

IF YOU ANSWERED: YES, TO ONE OR MORE QUESTIONS

Talk to your doctor by phone or in person BEFORE you start becoming much more physically active or BEFORE you have a fitness appraisal. Tell your doctor about the PAR-Q and which questions you answered YES.

- You may be able to do any activity you want – as long as you start slowly and build up gradually. Or, you may need to restrict your activities to those which are safe for you. Talk with your doctor about the kinds of activities you wish to participate in and follow his/her advice.

- Find out which community programs are safe and helpful for you

IF YOU ANSWERED NO HONESTLY TO ALL PAR-Q QUESTIONS, you can be reasonably sure that you can:

- Start becoming much more physically active – begin slowly and build up gradually. This is the safest and easiest way to go.

- Take part in a fitness appraisal – this is an excellent way to determine your basic fitness so that you can plan the best way for you to live actively.

Delay becoming much more active:

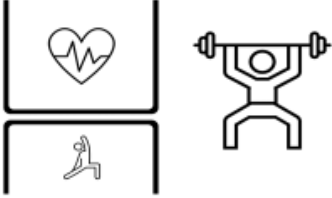
- If you are not feeling well because of a temporary illness such as a cold or a fever – wait until you feel better; or

- If you are or may be pregnant – talk to your doctor before you start becoming more active.


PLEASE NOTE: If your health changes so that you then answer YES to any of the above questions, tell your fitness or health professional. Ask whether you should change your physical activity plan.




Before you continue with the lesson, answer the following questionnaire. Your answer will help you evaluate the fitness activity level.




Health Related Fitness Components




CARDIORESPIRATORY ENDURANCE
The ability of the heart and lungs and blood vessels to supply oxygen to your body tissues during physical activity.




MUSCULAR ENDURANCE
Is the ability of the muscle to continue to perform without fatigue.



MUSCULAR STRENGTH
Is the maximum amount of force a muscle can exert in single effort.



FLEXIBILITY
Is the ability to bend and move the joints through the full range of motion.



BODY COMPOSITION
Is the percentage of fat, bone, water and muscle in human body; it is often the ration of lean tissue to fat tissue in the body.

IMPORTANCE OF HEALTH-RELATED FITNESS

- prevention and cure high blood pressure & management of body weight
- reduction of the likelihood of developing cardiovascular diseases
- reduction of the prospect of developing depression, and enhancement of confidence and self-worth
- improvement of immune system and ability to perform daily activities
- reduction of possibility and occurrence of certain cancers

TEST ACTIVITIES FOR HRF COMPONENTS



3-MINUTE STEP TEST
Cardio-Respiratory Endurance



PUSH-UP
Measure strength of upper extremities



SIT-AND-REACH
to test the flexibility of the lower extremities (particularly the trunk).



BASIC PLANK
Measure strength/stability of the core muscles



ZIPPER TEST
Test the flexibility of the shoulder girdle flexibility



Body Mass Index (BMI)

Let's do it!

PFT Objectives:

- Determine the level of fitness of the students
- Identify the strength and weaknesses for development & improvement
- Provide baseline data for selection of physical activities for enhancement of health performance
- Gather data for the development of norms and standards
- Motivate, guide and council pupils / students in selecting sports for recreation, competition, and lifetime participation.

WHAT TO PREPARE BEFORE THE PFT?

- A. FIRST AID KIT
- B. DRINKING WATER (instruct students to bring their drinking bottles and a small towel or bimpito to wipe the sweat.)
- C. Individual score cards, properly filled up
- D. Weighing Scale, L-square, Tape measure/meter stick, stop watch, step-box/stairs, masking tape/chalk, plastic ruler (12 inches), sipa(washer weighing 4 gms. With straw) 20 pcs. Bundled rubber bands,

WHAT TO OBSERVE DURING THE ACTUAL DAY OF TESTING?

- A. The testing stations should be safe and free from obstructions.
- B. The same equipment and testing stations should be used in the start-of the-year testing and subsequent testing.
- C. With the guidance of the teachers, allow students to go through the various test with minimal effort exerted to familiarized themselves with testing procedures.
- D. The tests requiring cardio-vascular endurance and those other tests which involve the same muscle groups should not be taken in succession.

Note :

- The following fitness test can be done together with family if available and should start with warm-up activity and end with cool down stretching activity.
- 1st Day – BMI, Zipper Test, Basic Plank
- 2nd Day – Step test (if the equipment is available like stairs with same measurement), sit and reach
- 3rd Day – Push Up

Note: All information must be based and anchored under DepEd Order No. 34 Series of 2019

COMPONENTS OF PHYSICAL FITNESS	BODY COMPOSITION- is the body's relative amount of fat to fat – free mass.
NAME OF TEST	BMI – Body Mass Index
PURPOSE OF THE TEST	Body mass index (BMI) is an estimate of body fat based on height and weight. It does not measure body fat directly, but instead uses an equation to make an approximation. BMI can help determine whether a person is at an unhealthy or healthy weight.



BENEFITS OF THE TEST	A reliable way to determine whether a person has too much body fat is to calculate the ratio of their weight to their height squared.										
MATERIALS/ EQUIPMENT TO BE USED	<ul style="list-style-type: none"> • Weighing Scale to get the weight • Tape Measure to get the height 										
PROCEDURE	<ol style="list-style-type: none"> 4. Measure your weight <ul style="list-style-type: none"> • Use scales, making sure they are on a hard, level surface. • Try to use the same scales each time, as different scales may measure differently. • Before weighing yourself, take off your coat, jacket, shoes, and other heavy clothing. • Stand on the center of the scales with your weight distributed evenly between your feet. • Record your weight in kilograms. 5. Measure your height <ul style="list-style-type: none"> • Use a tape measure that is taped to a hard, straight wall, with the base at floor level. • Take off your coat, jacket, shoes, and other bulky clothing, as well as any hair ornaments or hats. • Stand with your feet together and your back to the wall so your head, back, buttocks, calves and heels are all touching the wall. • Have somebody else record your height by placing a flat ruler parallel to the top of your head and noting the height in centimeters. 6. Calculate your BMI <p style="text-align: center;">HOW TO CALCULATE BODY MASS INDEX</p> $BMI = \frac{Weight(kg)}{[Height(m)]^2}$										
SCORING	Given: Weight = 30 kg Height = 1.20 m Example: $\frac{30}{(1.20)^2} = \frac{30}{1.44} = 20.83 (20.83)$										
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">CLASSIFICATION</th> </tr> </thead> <tbody> <tr> <td>BELOW 18.5</td> <td>Underweight</td> </tr> <tr> <td>18.5-24.9</td> <td>Normal</td> </tr> <tr> <td>25.0- 29.9</td> <td>Overweight</td> </tr> <tr> <td>30.0 ABOVE</td> <td>Obese</td> </tr> </tbody> </table>	CLASSIFICATION		BELOW 18.5	Underweight	18.5-24.9	Normal	25.0- 29.9	Overweight	30.0 ABOVE	Obese
CLASSIFICATION											
BELOW 18.5	Underweight										
18.5-24.9	Normal										
25.0- 29.9	Overweight										
30.0 ABOVE	Obese										
RESULT / SCORE											

COMPONENTS OF PHYSICAL FITNESS	FLEXIBILITY
NAME OF TEST	ZIPPER TEST
PURPOSE OF THE TEST	TO TEST THE FLEXIBILITY OF THE SHOULDER GIRDLE
BENEFITS OF THE TEST	The fingertips should touch together behind the back by reaching over the shoulder and under the elbow.
MATERIALS/ EQUIPMENT	Ruler
PROCEDURE	FOR THE TESTER A. Stand Erect.

	<p>B. Raise your right arm , bend your elbow and reach down across your back as far as possible , to test the right shoulder, extend your left arm down and behind your back, bend your elbow up across your back and try to reach /cross your fingers over those of your right hand as if to pull a zipper or scratch between the shoulder blades.</p> <p>C. To test the left shoulder, repeat procedures a and b with the left hand over the left shoulder.</p> <p>FOR THE PARTNER:</p> <p>A. Observe whether the fingers touched or overlapped each other, if not measure the gap between the middle fingers of both hands.</p> <p>B. Record the distance in centimeter.</p>																					
SCORING (MUST BE IMPERATIVE/COMMAND ING IN FORM)	<table><tr><th>SCORE</th><th>STANDARD</th><th>INTERPRETATION</th></tr><tr><td>5</td><td>Fingers overlapped by 6 cm. & above</td><td>Excellent</td></tr><tr><td>4</td><td>Fingers overlapped by 4 – 5.9 cm.</td><td>Very Good</td></tr><tr><td>3</td><td>Fingers overlapped by 2 – 3.9 cm.</td><td>Good</td></tr><tr><td>2</td><td>Fingers overlapped by 0.1- - 1.9 cm.</td><td>Fair Needs Improvement</td></tr><tr><td>1</td><td>Just touched the fingers</td><td></td></tr><tr><td>0</td><td>Gap of 0.1 or wider</td><td>Poor</td></tr></table> <p>Scoring- record zipper test to the nearest 0.1 centimeter.</p>	SCORE	STANDARD	INTERPRETATION	5	Fingers overlapped by 6 cm. & above	Excellent	4	Fingers overlapped by 4 – 5.9 cm.	Very Good	3	Fingers overlapped by 2 – 3.9 cm.	Good	2	Fingers overlapped by 0.1- - 1.9 cm.	Fair Needs Improvement	1	Just touched the fingers		0	Gap of 0.1 or wider	Poor
SCORE	STANDARD	INTERPRETATION																				
5	Fingers overlapped by 6 cm. & above	Excellent																				
4	Fingers overlapped by 4 – 5.9 cm.	Very Good																				
3	Fingers overlapped by 2 – 3.9 cm.	Good																				
2	Fingers overlapped by 0.1- - 1.9 cm.	Fair Needs Improvement																				
1	Just touched the fingers																					
0	Gap of 0.1 or wider	Poor																				
NUMBER OF TRIAL	1																					
RESULT / SCORE																						

COMPONENTS OF PHYSICAL FITNESS	CARDIOVASCULAR ENDURANCE
NAME OF TEST	3-minute step Test
PURPOSE OF THE TEST	have the measure cardiovascular endurance
MATERIALS/ EQUIPMENT TO BE USED (IN BULLETS)	<ol style="list-style-type: none"> Step HEIGHT OF STEP Secondary - 18 inches Stopwatch Drum, Clapper, Clicker metronome with speaker or any similar device
PROCEDURE	<p>for the tester</p> <ol style="list-style-type: none"> Stand at least one foot away from the step or bench with trunk and eyes looking straight ahead. The first step of the sequence should be alternate. at the signal “go” step up and down the bench/ step for three minutes at the rate of 96 beat per minute. One step consists of 4 beats. Observe proper breathing (inhale through the nose exhale through the mouth)

	<ul style="list-style-type: none"> c. Immediately after the exercise stand and locate your pulse in five seconds or at the signal start to get the heart rate. d. Do not talk while taking your pulse beat. e. Count the pulse beat for 10 seconds and multiply it by 6 <p>For the Partner:</p> <ul style="list-style-type: none"> a. As the student assumes the position in front of the step signal “ready” and “go” start the stopwatch for three-minute step test. b. After the test allow performer to locate his or her pulse in five seconds. c. Give the signal to count the pulse beat. d. Let the performer down his or her pulse beat for 10 seconds and multiply it by 6 .
SCORING	Scoring - record the 60 second heart rate after day activity
NUMBER OF TRIAL	1
RESULT/SCORE	

COMPONENTS OF PHYSICAL FITNESS	STRENGTH
NAME OF TEST	Push-ups
PURPOSE OF THE TEST	To measure strength of upper extremities
MATERIALS/ EQUIPMENT	Exercise mats or any clean mat
PROCEDURE	<p>Set alarm For the Tester:</p> <ul style="list-style-type: none"> a. lie down on the mat face down in standard push up position palms on the mat about shoulder width fingers pointing forward and legs straight parallel in slightly apart with the toes supporting the feet. b. FOR BOYS strengthen the arms keeping the back and knees straight then lower the arms until there is 90-degree angle at the elbows (upper arms are parallel to the floor) FOR GIRLS - with knees in contact with the floor strengthens the arms keeping the back straight then lower the arms until there is 90-degree angle at the elbows (upper arms are parallel to the floor) c. Perform as many repetitions as possible maintaining a cadence of 20 push apps per minute (2 seconds going down and one seconds going up). d. A maximum of 50 push-ups for boys and 25 push-ups for girls. <p>FOR THE PARTNER:</p> <ul style="list-style-type: none"> a. Ask the tester assumes that the position of push-up start counting as the tester lowers his/her body until he or she reaches 90 degree angle at the elbow the partner should stand in front of the tester and his eyes should be close to elbow level to accurately judge the 90 degrees bend. b. Make sure that the performer executes the push ups in correct form. c. The test is terminated when the performer can no longer execute the push ups in the correct form is in pain voluntarily stops or cadence is broken.



SCORING	Record the number of push-ups made		
	SCORE	STANDARD	INTERPRETATION
	5	33 and above	Excellent
	4	25 to 32	Very Good
	3	17 to 24	Good
	2	9 to 6	Fair
	1	1 to 8	Needs Improvement
	0	cannot execute	poor
	Push-Up Boys Secondary		
	SCORE	STANDARD	INTERPRETATION
	5	33 and above	Excellent
	4	25 to 32	Very Good
	3	17 to 24	Good
	2	9 to 6	Fair
	1	1 to 8	Needs Improvement
	0	cannot execute	poor
	Push-Up Girls Secondary		
	1		
NUMBER OF TRIAL			
RESULT/ SCORE			

COMPONENTS OF PHYSICAL FITNESS	STRENGTH
NAME OF TEST	Basic Plank
PURPOSE OF THE TEST	To measure strength / stability of the core muscle
MATERIALS/ EQUIPMENT	Exercise mats or any clean mat, stopwatch/time piece



PROCEDURE	<p>For Tester:</p> <ul style="list-style-type: none">a. Assume a push-up position. Rest body on forearms with palms and fingers flat on the floor. Elbows are aligned with the shoulders.b. Legs are straight with ankles, knees and thighs touching together.c. Support weight on forearms and toes, make sure that your back is flat. Head neck and spine are in straight line.d. Keep abdominals engaged/contracted, do not let stomach drop or allow hips to rise. <p>For the Partner:</p> <ul style="list-style-type: none">a. Ensure the availability of a mat/smooth flooring or anything that can protect the forearms.b. Give the signal “start/Go” and start/press the time piece.c. Make sure that the back of the head, neck, spine, and ankles are in the straight lined. Give two (2) warningse. Stop the time when the performer can no longer hold the required position, or when the performer has held the position for at least 90 seconds. Holding the plank position beyond 90 seconds is considered necessary.																		
SCORING	<p>Record the time in the nearest seconds/minute. Maximum of 90 seconds for boys and Girls</p> <table><tr><th>SCORE</th><th>STANDARD</th><th>INTERPRETATION</th></tr><tr><td>5</td><td>51 seconds and above</td><td>Excellent</td></tr><tr><td>4</td><td>46-50 seconds</td><td>Very Good</td></tr><tr><td>3</td><td>31-45 seconds</td><td>Good</td></tr><tr><td>2</td><td>16-30 seconds</td><td>Fair</td></tr><tr><td>1</td><td>1-15 seconds</td><td>Needs Improvement</td></tr></table>	SCORE	STANDARD	INTERPRETATION	5	51 seconds and above	Excellent	4	46-50 seconds	Very Good	3	31-45 seconds	Good	2	16-30 seconds	Fair	1	1-15 seconds	Needs Improvement
SCORE	STANDARD	INTERPRETATION																	
5	51 seconds and above	Excellent																	
4	46-50 seconds	Very Good																	
3	31-45 seconds	Good																	
2	16-30 seconds	Fair																	
1	1-15 seconds	Needs Improvement																	
NUMBER OF TRIAL	1																		
RESULT/SCORE																			

PHYSICAL FITNESS TEST (PFT) SCORE SHEET FOR HOPE 1

S.Y. 2020-2021

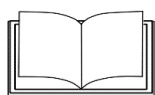
NAME: _____ **YEAR/SECTION:** _____

ID No. _____ **AGE:** _____ **SEX:** _____ **MWHR:** _____

PART I. HEALTH – RELATED FITNESS TEST

PARAMETERS	ACTIVITIES	PRE-TEST (1 st Quarter)	POST-TEST (4 th Quarter)
A. BODY COMPOSITION	Body Mass Index (BMI)	• Height (meters)	
	BMI = $\frac{\text{Weight (kg.)}}{\text{Height (m)}^2}$	• Weight (kilograms)	
		• BMI	
		• Classification	
B. CARDIOVASCULAR ENDURANCE	3 – Minute Step Test	Heart Rate Per Minute • Before the Activity	
		Heart Rate Per Minute • After the Activity	
		Heart Rate Recovery	
C. STRENGTH	90 Degrees Push-Up	• Number of Push-Up	
	Basic Plank	• Time (00:00)	
D. FLEXIBILITY	Zipper Test	Overlap Gap – Right Arm (cm)	
		Overlap Gap – Left Arm (cm)	
	Sit and Reach (cm)	• First Try	
		• Second Try	
		• Best Score	





What's More

On the following table, check the physical activities if what HRF components is being used. (much better if you will execute the movement before you answer but not all for one day maybe you can divide it into four sets.) Before the activity do not forget to do the stretching activities.

MOVEMENT	CARDIOVASCULAR ENDURANCE	FLEXIBILITY	BODY COMPOSITION	MUSCULAR STRENGTH	MUSCULOAR ENDURANCE
1. Jogging for three minutes					
2. 20 curl-ups					
3. Touch your toes ten times					
4. Do 50 jumping jacks					
5. Do 5 push-ups					
6. Touch your hand behind your back					
7. Running for 10 minutes					
8. Jump as high as you can 30 times in a row					
9. What would you use if you run for 30-60 minutes?					
10. Bend down and jump as high as you can .					



What I Have Learned

1. What is the importance of the different HRF components?

2. How can HRF components activities help one's weight management?

3. What is the importance of knowing one's body composition?



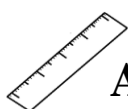


What I Can Do

Fill out the table about your everyday (one week) routine including your household chores and identify what components of HRF is being used.

MONDAY

ACTIVITIES	CARDIOVASCULAR ENDURANCE	FLEXIBILITY	BODY COMPOSITION	MUSCULAR STRENGTH	MUSCULOAR ENDURANCE
Example: Gardening		/			/



Assessment

- Health related fitness measures a person's ability to perform physical activities that require which of the following?
 - Endurance, body composition, and heart rate
 - Strength, body composition, and resistance
 - Endurance, strength, and flexibility
 - Fat, muscle, and bone
- People have excellent aerobic fitness when they can engage in physical activity for a long time because of their:
 - dedication, motivation, and endurance
 - strength, strong bones, and strong muscles
 - proportions of fat, muscle, and bone
 - strong heart, lungs, and clear blood



3. The body's proportion of fat, muscle, and bone is:
 - a. Muscular Strength
 - b. Aerobic Fitness
 - c. Muscular Endurance
 - d. Body Composition
4. The ability to do 20 squats with no weight is an example of:
 - a. Muscular Endurance
 - b. Muscular Strength
 - c. Flexibility
 - d. Aerobic Fitness
5. The ability to ride a bike for a long time is:
 - a. Muscular Endurance
 - b. Muscular Strength
 - c. Aerobic Fitness
 - d. Flexibility
6. The ability to bench press 6 times at a high weight is an example of:
 - a. Muscular Endurance
 - b. Muscular Strength
 - c. Aerobic Fitness
 - d. Flexibility
7. The ability to touch your toes is an example of:
 - a. Muscular Endurance
 - b. Muscular Strength
 - c. Aerobic Fitness
 - d. Flexibility
8. Which of the following decreases body fat?
 - a. Muscular Strength and Endurance
 - b. Flexibility
 - c. Aerobic fitness
 - d. Body composition
9. Which of the following improves posture, decreases tension, and improves coordination?
 - a. Aerobic Fitness
 - b. Muscular Strength and Endurance
 - c. Flexibility
 - d. Body Composition
10. Which of the following improves cardiovascular and respiratory systems, increases self-esteem, and helps control weight?
 - a. Aerobic Fitness
 - b. Muscular Strength and Endurance
 - c. Flexibility
 - d. Body composition





Additional Activities

Must try this!

Remember: Do some warm-up activities before the activity.

Limbo Rock



Limbo is a traditional game that originated in Trinidad. The basic concept of the game is to walk or dance under a pole of some sort without falling. Music usually is played in the background, but it is optional. There are rules on how to go under the limbo pole correctly, so if you want to play, you'll need to make sure you know exactly how to adjudicate the game.

TURNS

Players who are walking or dancing under the limbo bar have to go under the bar one at a time. No one may assist you under the bar and you have to wait until the person ahead of you is completely out from under the bar before taking your turn. If everyone is eliminated during a round, the round is repeated.

STANDING

You are considered "out" if you cannot remain standing while going under the limbo bar. Standing means that only your feet are touching the floor and you aren't holding onto anyone else, yourself or to the pole or pole stands. This means that you need good balance and that you will need to demonstrate increased strength as the bar goes lower.

POLE TOUCHING

Touching the pole or pole supports during your turn is forbidden. You must clear all parts of the pole structure to advance to the next round.

Direction: Unless you choose to allow directional variation in the game (all players must agree), you must approach the bar facing forward. You may not change direction in the middle of your turn to make going under the pole easier. This includes twisting at the waist, since the point of the game is to show how far you can



bend. All players must use the same direction for their turn to make the contest fair. The point of this is to force you to bend backward, challenging your flexibility and strength.

POLE HEIGHT AND LOWERING

There is no set requirement for how much the limbo pole may be lowered for each turn. Most players move the pole about 2 to 6 inches per turn, depending on how long they want the game to last and how many people are playing. Regardless of the increment size selected for pole lowering, everyone must start with the same pole height. Everyone must have a turn at the same height before the pole is lowered to the next height

After the game answer the following:

Did you and your family enjoy the game?_____

What components of Health -Related Fitness is included in this game? Why?

Is it possible to win this game with poor flexibility and muscular endurance? Why?



References

Books

Atanacio, et. Al 2010, Active MAPEH. Magallanes Publishing House

Ciprianao, et.Al 2016, The 21st Century MAPEH in Action. REX Bookstore

Tolitol , et. Al. 2016. HOPE 1 Health-Optimizing Physical Education Fitness. Vibal Group, Inc.

Turpio, 2016.HOPE 1 Health-Optimizing Physical Education. Scolaire Publishing

Websites

Broussard, Author, Ann Lee, Jeren Goldstein, and Sylvia Walford. n.d.

“DOCUMENT RESUME ED 462 802 EC 308 877.” Accessed July 23, 2020.

<https://files.eric.ed.gov/fulltext/ED462802.pdf>.

“Limbo Instructions.” n.d. Accessed July 21, 2020.

<https://www.gamezonwheelz.com/uploads/2013/01/Limbo-Instructions.pdf>.

Pegg, Adrienne. Physical Activity Readiness Questionnaire (PAR-Q) and You. 2011.

<https://www.acgov.org/cao/rmu/documents/parQandSafety.pdf>

“Physical Education and Health Learner’s Material Department of Education Republic of the Philippines.” n.d. Accessed July 23, 2020.

<https://depedligaocity.net/PE11LM.pdf>.

“Physical Fitness and You.” n.d. Accessed July 23, 2020.

<https://www.weschools.org/Downloads/Chpt%203%20Lesson%201.pdf>



Development Team of the Module

Writer: LEAH S. BULAY-OG

Editor: JOVITA CONSORCIA MANI

Illustrator: Roxanne R. Tamayo

Layout Artist: Roxanne R. Tamayo (JDPNHS)

Management Team:

Sheryll T. Gayola

Assistant Schools Division Superintendent
OIC, Office of the Schools Division Superintendent

Elisa O. Cerveza

Chief, CID
OIC, Office of the Assistant Schools Division Superintendent

Jovita Consortia Mani

EPS-MAPEH

Ivy Coney A. Gamatero

EPS – LRMS

For inquiries or feedback, please write or call:

Schools Division Office- Marikina City

Email Address: sdo.marikina@deped.gov.ph

191 Shoe Ave., Sta. Elena, Marikina City, 1800, Philippines

Telefax: (02) 682-2472 / 682-3989



City of Good Character
DISCIPLINE • GOOD TASTE • EXCELLENCE