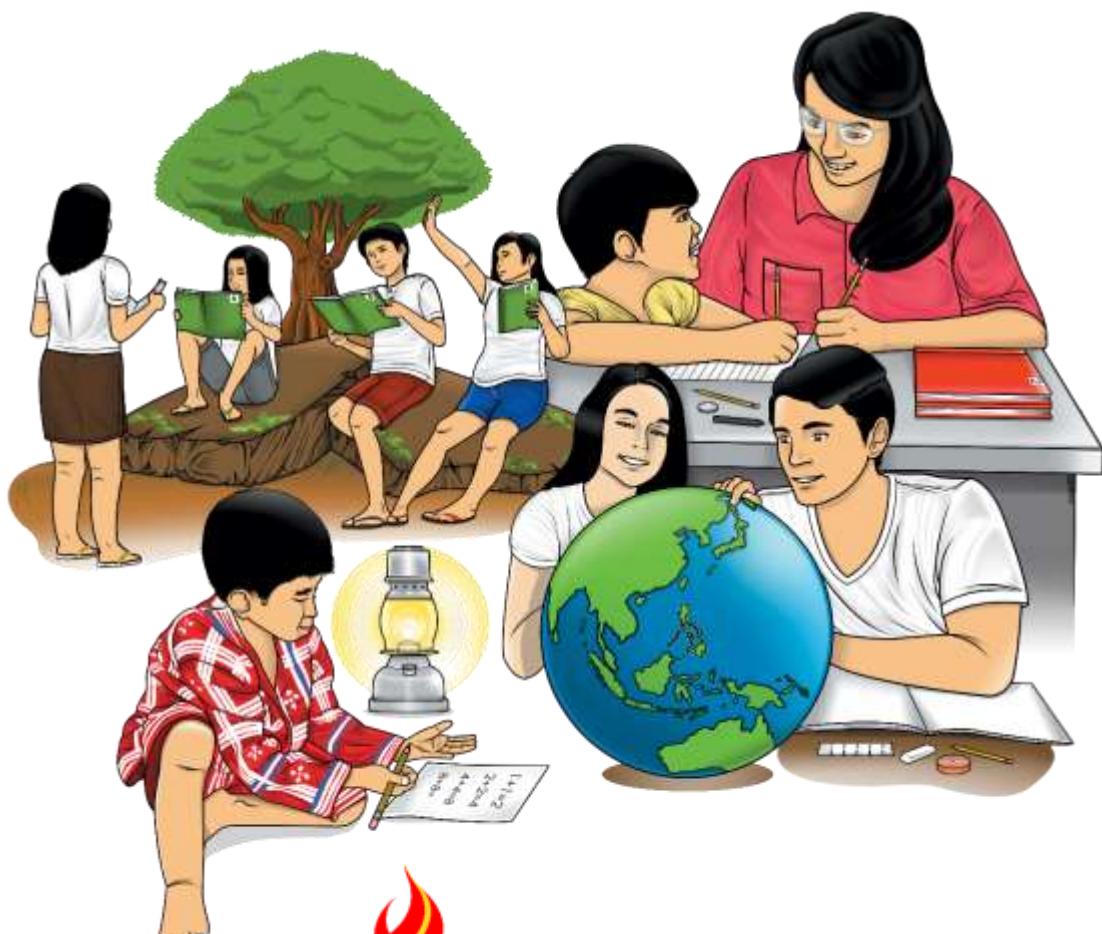


Physical Education

Quarter 3- Module 1:

S.M.A.R.T. Goals: Your Fitness Device



Health – Grade 8**Alternative Delivery Mode****Quarter 3 – Module 1: S.M.A.R.T. Goals: Your Fitness Device****First Edition, 2020**

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**Physical Education
Quarter 3 – Module 1:
S.M.A.R.T Goals: Your Fitness Device**

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 Signs, Symptoms, and Effects of Communicable Diseases. 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.

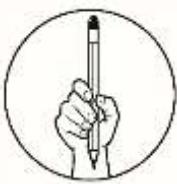
The module contains:

- Lesson 1 – Reviewing Fitness Results: Creating S.M.A.R.T Goals

Objective:

After going through this module, you are expected to:

1. Review goals based on assessment results (PE8PF-IIla-34)
 - a. determine the level of fitness through fitness tests results;
 - b. recall goals based on assessment results;
 - c. develop an activity plan guided by S.M.A.R.T goal setting.
2. Undertakes physical activity and physical fitness assessments (PE8PF- IIla-h-23)
3. Executes the skills involved in the sport (PE8GS-IIId-h-4)
4. Displays tolerance and acceptance of individuals with varying skills and abilities (PE8PF-IIId-h-37)



What I Know

Directions: Read the questions carefully and select the correct answer. Write your answers in your activity notebook.

1. Which of the following terms refers to a goal that is developed with a finite amount of time in mind?
A. High goals
B. Long-term goals
C. Low goals
D. Short-term goals

2. Which of the following terms refers to the statements that are designed in a way to promote clear and mutual understanding of what establishes levels of performance and successful fitness development?
A. Goal
B. Plan
C. Wants
D. Wish

3. Which does NOT belong in SMART goal planning?
A. Artistic
B. Measurable
C. Relevant
D. Time-bounded

4. What should you consider if you place your goals and sub-goals within time frames?
A. Measurable
B. Specific
C. Relevant
D. Time-bounded

5. Which of the following terms refers to a goal that requires time and planning?
A. High goals
B. Long-term goals
C. Low goals
D. Short-term goals

6. What should you consider if you break down your main objective into smaller sub-goals and result is within the parameters of your ability?
A. Achievable
B. Measurable
C. Specific
D. Relevant

7. What does letter R in the acronym S.M.A.R.T. refers to?
- A. Random
 - C. Rest
 - B. Rapid
 - D. Relevant
8. What should you consider to make a goal clear and concise?
- A. Be specific with your goals.
 - B. Be active in making the goal.
 - C. Be familiar with the end result.
 - D. Be attentive to your responsibilities.
9. What makes a goal relevant?
- A. It is interesting.
 - C. It is motivating.
 - B. It is boring.
 - D. It is simple.
10. Which of the following is a long-term goal?
- A. Alicia is aiming to learn freestyle in one day.
 - B. John is targeting to make 10 rounds of cycling per week.
 - C. Glenn is planning to improve his running time by 2 Kilometers per hour each day.
 - D. Ana is aiming to walk a total distance of ten kilometers by the end of the school year.
11. Why 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.
12. What does the acronym S.M.A.R.T. stands for?
- A. Specific, Measurable, Achievable, Relevant, Time-bounded
 - B. Stylish, Measurable, Attainable, Relevant, Time-bounded
 - C. Specific, Measurable, Artistic, Relevant, Time consuming
 - D. Simple, Meaningful, Achievable, Relevant, Time-bounded
13. Can we make goals without reviewing our previous fitness assessment results?
- A. Yes, we can.
 - B. No, we cannot.
 - C. Yes, but we will not know what areas to focus on.
 - D. Yes, we will just make a plan anyway.

14. How will we know our fitness levels?

- A. By performing physical fitness tests
- B. By guessing your height and weight
- C. By playing basketball, volleyball and baseball
- D. None of the above

15. The following are criteria for creating S.M.A.R.T. goals except

- A. Achievable
- B. Meaningful
- C. Specific
- D. Relevant

Lesson 1

Reviewing Fitness Results: Creating S.M.A.R.T Goals

This module will focus on reviewing goals for different physical fitness activities and identifying level of fitness based on the physical fitness tests/ activities undertaken on the previous modules.



What's In

It is expected that by this time you have already understood the essentials of Health-Related Fitness (HRF) and its relation to family wellness. The previous modules have provided you discussions on the significance of HRF and supplied you with different activities for you to assess yourself and your family in terms of health-related fitness and thereby guiding you to design an appropriate HRF plan for your family.

Activity 1. Assessing Fitness Levels

Directions: In your activity notebook, complete the table below with the corresponding information needed and answer the questions.

| Fitness Component | Fitness Test | Initial | Final | Change |
|-----------------------------|--------------------|---------|-------|--------|
| Cardiorespiratory endurance | 3-minute step test | | | |
| Muscular endurance | Basic plank | | | |
| Muscular Strength | Push-up | | | |
| Flexibility | Zipper test | | | |

Questions:

1. What is the strongest component of your fitness? Why?
2. What is the weakest component of your fitness? Why?

Determining your fitness levels will help you plan your next fitness goals, keep you motivated and improve the areas where you lack fitness. Thus, helping you achieve your desired fitness level in the future.



What's New

Physical activities are fun and enjoyable. Some of the activities are sports in which we enjoy and learn to become fit. Through the physical fitness tests, we are able to assess our own strengths and weaknesses for us to improve our skills in sports. But how will we be able to know whether we can target our goals? Let see in the next section how we can target our goals.

Activity 1. Hit your Target!

Julius is an 8th grader who stays after school each day to hang out with his friends before arriving home after 4:30pm. When he gets home, he grabs a snack and heads to the family room in the basement. He turns on the TV, opens his phone to Snapchat, and frequently texts with his friends. His mom has suggested in the past that he do his homework as soon as he gets home, but Julian feels the need for a break before tackling that. Around 7pm each night, his family has dinner together, and no electronics are allowed. After dinner, Julian's chores are to clear the table and help with dishes. Julian loves TV and has something to watch each night at 8pm; he does his homework while he watches. He recently discovered that sophomore year is harder than freshman year, even though his methods of doing what he's supposed to do in class and for homework haven't changed at all. Julian received mostly A's last year, but his grades have quickly slipped to B's and C's now. As a result, he'd like to make a change in his life.

1. What are the activities of Juan?
2. Do you think his activities help him with his academics?
3. How can he improve his activities?
4. How he can achieve his goal to change his life?

Setting goals enables an individual to have a sense of focus in order to achieve the desired outcome he or she wants to have. This will also help a person to organize.



What is It



Illustrated by: Mary Joy Oliverio

A SMART Guide to Goal Setting

When taking part in any activity, it's a good idea to define your goals. You should identify what you want to accomplish and how you will perform your plan. This is important when making positive change and will help you realize your goals.

A **short-term goal** should be developed with a finite amount of time in mind.

Example: A 14-year boy is aiming to improve his cycling time over two kilometers every 10 seconds each week.

A **long-term goal** is something you want to do further in the future. Long-term goals require time and planning.

Example: A girl is aiming to be running a total distance of ten kilometers by the end of the school year.

What are SMART Goals?

S.M.A.R.T. goals are statements of the important results you are working to accomplish. These are designed in a way to promote clear and mutual understanding of what establishes levels of performance and successful fitness development.

Before starting an exercise program, set short-term and long-term goals. These goals should be based on the S.M.A.R.T. Criteria.

SMART Goals are:

1. Specific

Don't be unclear. Your goals should be clear and definite. Specific goals produce a higher level of output. Break down hurdles by having single, precise and idealistic end results.

2. Measurable

Make sure you can measure how you will achieve your goal, by making your goal quantifiable, include target dates and units of measurements. Measurements such as how much, how often, or how many will allow you to track your progress can help you keep motivated.

3. Attainable

Don't set yourself up for failure. Breaking down your main objective into smaller sub-goals and getting feedback from your support network can help determine if the end result is attainable within the parameters you have set for yourself.

4. Relevant

If your goals are not relevant to you, they will likely dissolve. Avoid becoming bored or disinterested by ensuring you are passionate and energized about reaching your potential. The significance of anticipated accomplishment will keep you interested and in turn, motivated to follow through.

5. Time-bounded

Place your goals and sub-goals within time frames and stick to it. Re-adjust if necessary.

How to write your SMART goals?

Below is an example of how to make a goal based on SMART planning guide.

Situation: I received low marks on my performance in physical education because I did not meet the standards in executing skills in volleyball.

Goal: I want to improve my performance in volleyball.

Specific- Improving my performance requires that I learn the basic skills efficiently and practice it regularly. I'd like to be more proficient in playing volleyball.

Measurable- By the next time, I should be able to do serving and spiking while playing volleyball with friends.

Achievable- I will set time for practice every 4:00- 5:00 P.M. and ask my siblings or friends for tips in mastering the skills.

Relevant- I want to be proficient in playing volleyball because I enjoy it a lot and it will help me to stay physically fit.

Time-bounded- In 2 months, I should be proficient in volleyball ensuring it only consumes an hour of my study load instead of whole day.

Activity 1.

Directions: Recall your own personal goals and target-to—team sports and write it in your activity notebook.

Example: Learn basic skills in basketball, volleyball, baseball.

1._____

2._____

3._____

4._____

5._____



What's More

Activity 1.

Directions: Review and list down the goals of your personal, family, and community involvement in physical activities in general. This activity aims to reaffirm your commitment in making team sports and other activities your lifetime fitness endeavor. Copy and answer this in your activity notebook.

Three thought bubble clouds for listing goals. The first cloud is labeled "PERSONAL GOALS" and has three lines for writing. The second cloud is labeled "FAMILY GOALS" and has three lines for writing. The third cloud is labeled "COMMUNITY GOALS" and has three lines for writing.

Activity 2.

Directions: In your activity notebook, copy the table below and identify whether you have achieved your goals recalled in Activity 1.

| DID I ACHIEVE MY GOALS? | | | What made me accomplish it? |
|-------------------------|-----|----|-----------------------------|
| | Yes | No | |
| Personal Goal | | | |
| Family Goal | | | |
| Community Goal | | | |

Activity 3.

Directions: Recall your experiences in playing team sports and accomplish the following table below in your activity notebook.

| Team Sports | Personal Goal | Activity | Did I accomplish my goal? | | (If "Yes") How did I accomplish it? |
|------------------------|---------------|----------|---------------------------|----|-------------------------------------|
| | | | Yes | No | |
| 1. Basketball | | | | | |
| 2. Volleyball | | | | | |
| 3. Baseball / Softball | | | | | |



What I Have Learned

Directions: In your activity notebook, write a word that can be associated with goals to each letter in the acronym S.M.A.R.T.

Express your learning takeaway...

| | |
|----------|--------|
| S | Simple |
| M | |
| A | |
| R | |
| T | |



What I Can Do

Activity 1: Plan, Prepare and Hit the Goal

Directions: They say, “*A goal without a plan is just a wish.*” This time, you are going to set SMART goals based on your assessment results on your previous modules. Make or design your own weeklong indoor recreational activity plan including your goals and assessment result. Below is an example of your indoor recreational activity plan.

| Day | Activity | Goal | Time Started | Time Ended | Assessment | Parent Signature |
|-----|----------|------|--------------|------------|------------|------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |



Assessment

Directions: Read the questions carefully and select the correct answer. Write your answers in your activity notebook.

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A. Artistic
B. Measurable
C. Relevant
D. Time-bounded

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 - D. None of the above
15. Below are criteria for S.M.A.R.T. planning except
- A. Achievable
 - B. Meaningful
 - C. Specific
 - D. Relevant



Additional Activities

Activity 1. Learn and Re-learn

Directions: Using the table below, write what you want to Know and what you have learned by reviewing your fitness assessment results. Do this in your activity notebook.

| What I want to Know | What I have Learned |
|----------------------------|----------------------------|
| | |
| | |
| | |
| | |

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

Yes, because

No, because

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

My strength/s is/are

My weakness/es is/are



Answer Key

| Assessment | What I Know |
|-------------------|--------------------|
| 1. D | 1. D |
| 2. A | 2. A |
| 3. A | 3. A |
| 4. A | 4. A |
| 5. B | 5. B |
| 6. A | 6. A |
| 7. D | 7. D |
| 8. A | 8. A |
| 9. C | 9. C |
| 10. D | 10. D |
| 11. D | 11. D |
| 12. A | 12. A |
| 13. C | 13. C |
| 14. A | 14. A |
| 15. B | 15. B |

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