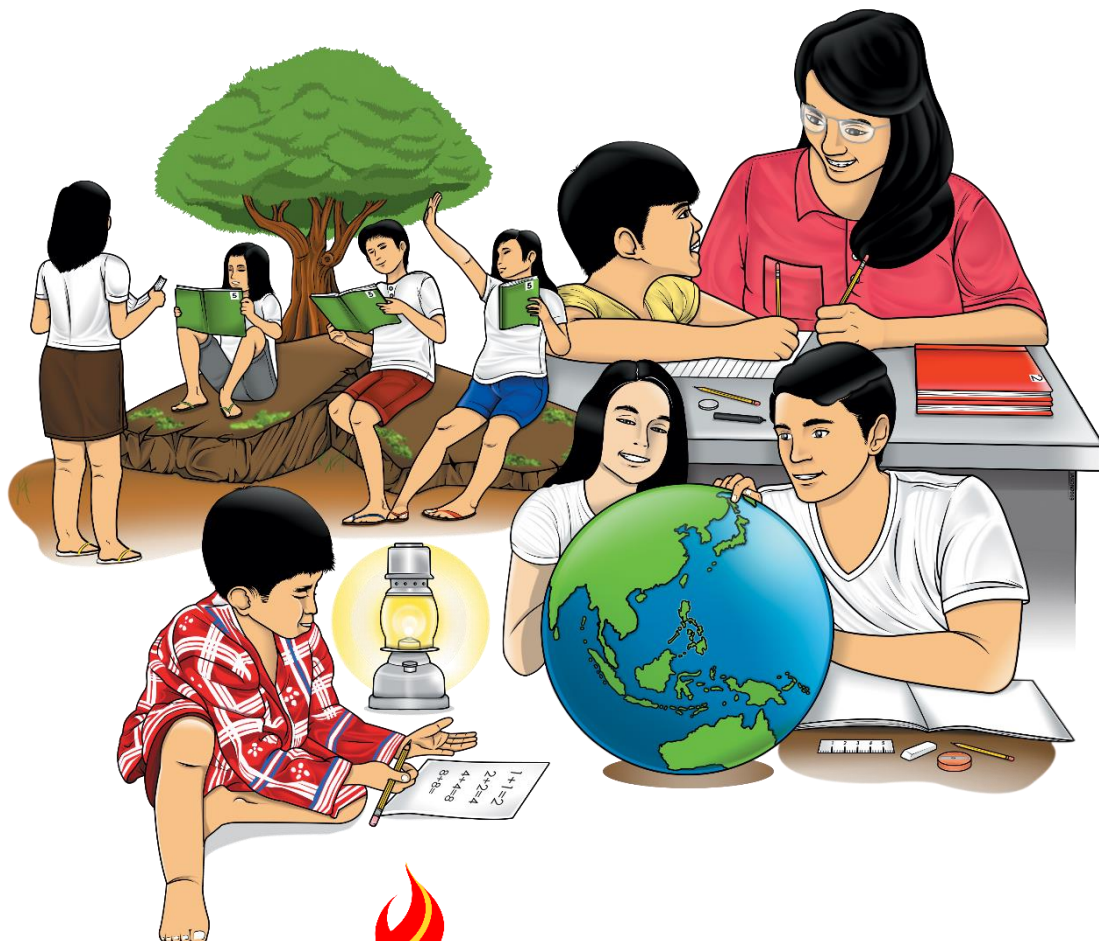


Physical Education

Quarter 1 – Module 3: Plan, Prepare, and Act



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

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Physical Education

**Quarter 1 – Module 3:
Plan, Prepare, and Act**

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

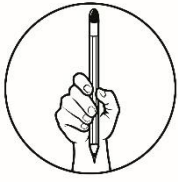
This module was designed and written with you in mind. It is here to help you master in preparing a physical activity program. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged 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
(PE8PF-Ic-27)

After going through this module, you are expected to:

1. Use FITT principle in making physical activity program.
2. Monitor the progress of the specific physical fitness test using FITT principle.
3. Realize the importance of monitoring the progress in achieving fitness goals.



What I Know

Directions: 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. Which of the following is NOT a component of FITT principle?
 - A. fitness
 - B. frequency
 - C. time
 - D. type
3. What do you call those bodily movements which are not active activities?
 - A. active
 - B. passive
 - C. static
 - D. all of the above
4. Which of the following is considered a skill-related fitness component?
 - A. agility
 - B. body composition
 - C. flexibility
 - D. muscular strength
5. 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
6. 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

7. Which of the following statements is correct regarding intensity exercise?
- 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
8. 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.
9. 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
10. Which is TRUE about overload principle of training?
- 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 must be raised to a higher level that makes you healthy.
11. What would happen if you stop your training?
- A. You may gain weight.
 - B. You may lose strength.
 - C. You may fail to maintain your tone and skills.
 - D. All of the above
12. Which of the following is NOT a health benefit of wellness?
- A. Wellness elevates health risk.
 - B. Wellness improves health behaviors.
 - C. Wellness can decrease absenteeism.
 - D. Wellness helps individual to be more productive.

13. How can you make a difference in the lives of a teenager in this generation?
- A. always be yourself.
 - B. doing best in school
 - C. engaging to any sports.
 - D. all of the above
14. What would you advise to a friend who is more addicted to passive than active activities?
- A. Avoid being friend with him/her.
 - B. Replace your friend to a new one.
 - C. Keep distance to your friend.
 - D. Ask him/her to go with you in any sports activity.
15. How would you maintain your fitness activities during this pandemic?
- A. Eating a healthy diet.
 - B. Engaging to a more passive activity.
 - C. Maintaining an exercise in your daily routine at home.
 - D. None of the above

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

Directions: 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
4. Muscular Strength

Column B

A.



B.



C.



D.



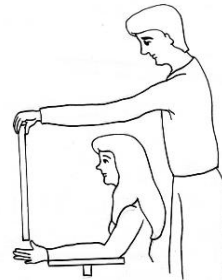
5. Body Composition

E.



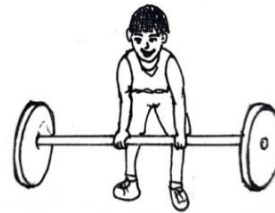
6. Power

F.



7. Reaction Time

G.



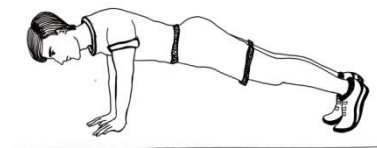
8. Agility

H.



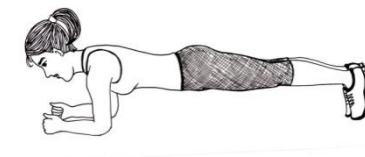
9. Cardiovascular

I.



10. Coordination

J.



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



What's New

Directions: Supply the missing letters to form a word or a phrase out from the given definition. Write your answer in your activity notebook.

1. How often one exercise.

F _ E Q _ _ N _ Y

2. How hard one exercises.

I _ _ E _ S _ T _

3. What kind of exercise you do

T _ _ E

4. It is a principle of training that must be raised to a higher level than normal.

_ V _ R _ O A _

5. Individuals may lose the effects of training if he/she stop exercising but it can be reversed when training will resume.

R E _ _ R _ I _ I L _ T Y



What is It

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

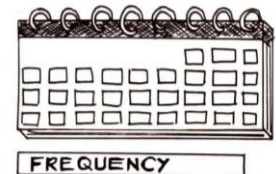
How can you make a difference in the lives of teenagers like you in this generation? Here's how! All you have to do is create a physical activity program that best suits your interests.

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.



Illustrated by: Krizza M. Ibardolaza



Illustrated by: Ruth B. Elman

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.



Illustrated by: Krizza M. Ibardolaza



T-TYPE: How hard one exercises

The description of the exercise or activity

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

Illustrated by: Krizza M. Ibardolaza

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.



Illustrated by: Ruth B. Elman

• **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.



Illustrated by: Krizza M. Ibardolaza



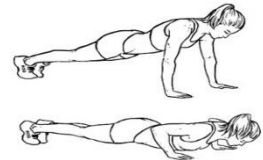
Illustrated by: Ruth B. Elman

• **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.



Illustrated by: Krizza M. Ibardolaza



- **Adaptation**

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

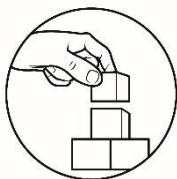
Illustrated by: Ruth B. Elman

- **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: Krizza M. Ibardolaza



What's More

Activity 1. Active or Passive

Directions: Classify the given physical activities in the box. Write it to the column to where it belongs. Do this in your activity notebook. The first one is done for you.

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

Directions: You are going to list down daily routine or tasks that are considered “Active Physical Activities”. Write your answers in a separate sheet of paper.

Example: *fetching water*

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

Activity 3. My Fitness Plan

Directions: 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. Write your answers on a separate sheet of paper.

MY FITNESS PLAN		
Name:	Grade Section:	Date:
Height:		
Weight:	Target Weight:	
BMI:	Target BMI:	
Nutritional Status:	Target Nutritional status:	
General Goals:		
Specific Goals:		

Physical Activities	Frequency	Intensity	Time	Type (Component)
Ex. Push-up	Everyday with weights	15 reps.	30-60 mins.	Muscular Strength
1.				
2.				
3.				
4.				
5.				

RUBRIC FOR PHYSICAL ACTIVITY PLAN

Criteria	3 Very Good	2 Good	1 Fair	Score
Appropriateness of the physical activities in lined with FITT principle	All the 5 physical activities are appropriate in accordance to FITT principle.	2 to 3 physical activities are appropriate in accordance to FITT principle.	Only 1 physical activity are appropriate in accordance to FITT principle.	
Relevance to the needs of the learners	All activities are relevant to the needs of the learners	2 to 3 activities are relevant to the needs of the learners	Only 1 activity is relevant to the needs of the learners.	
Completeness of the plan	All the required elements of the physical activity plan are evident.	The required elements of the Physical Activity Plan are evident except 3 elements.	The required elements of the Physical Activity Plan are evident except 1 element.	
Total				

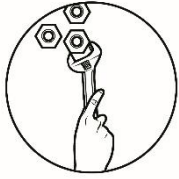


What I Have Learned

Directions: Complete the following sentences in your activity notebook.

In making a physical activity program we must consider the ____ (1) ____ principle FITT stands for F ____ (2) ____ how often you exercise, I ____ (3) ____ how hard you exercise, T ____ (4) ____ how long you do it and T ____ (5) ____ what kind of exercise you do.

In order to achieved the possible outcome of your training, you need to apply the key principles of training, these are ____ (6) ____, ____ (7) ____, ____ (8) ____, ____ (9) ____ and ____ (10) ____.



What I Can Do

Activity 1. Hit the Target

Directions: Design a physical activity program plan suitable to your needs and to your family. It must be simple to attain the 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				



Assessment

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

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

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

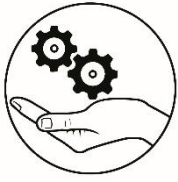
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 - C. physical fitness
 - D. sedentary life
15. Which of the following is considered a skill-related fitness component?
- A. agility
 - B. body composition
 - C. flexibility
 - D. muscular strength



Additional Activities

Reflection / Realization

Directions: Complete the sentences below. Do it in your activity notebook.

Three things that I learned from the lesson

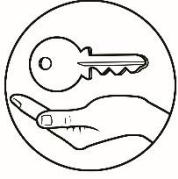
1. _____
2. _____
3. _____

Two things that I liked from the lesson

1. _____
2. _____

One question I still want to ask

1. _____



Answer Key

What I Know

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

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 More

Activity 1

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

Passive

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

Assessment

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

What's New

1. FREQUENCY
2. INTENSITY
3. TYPE
4. OVERLOAD
5. REVERSIBILITY

What I Have Learned

1. FITT
2. FREQUENCY
3. INTENSITY
4. TIME
5. TYPE
6. OVERLOAD
7. SPECIFICITY
8. PROGRESSION
9. REVERSIBILITY
10. ADAPTATION

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