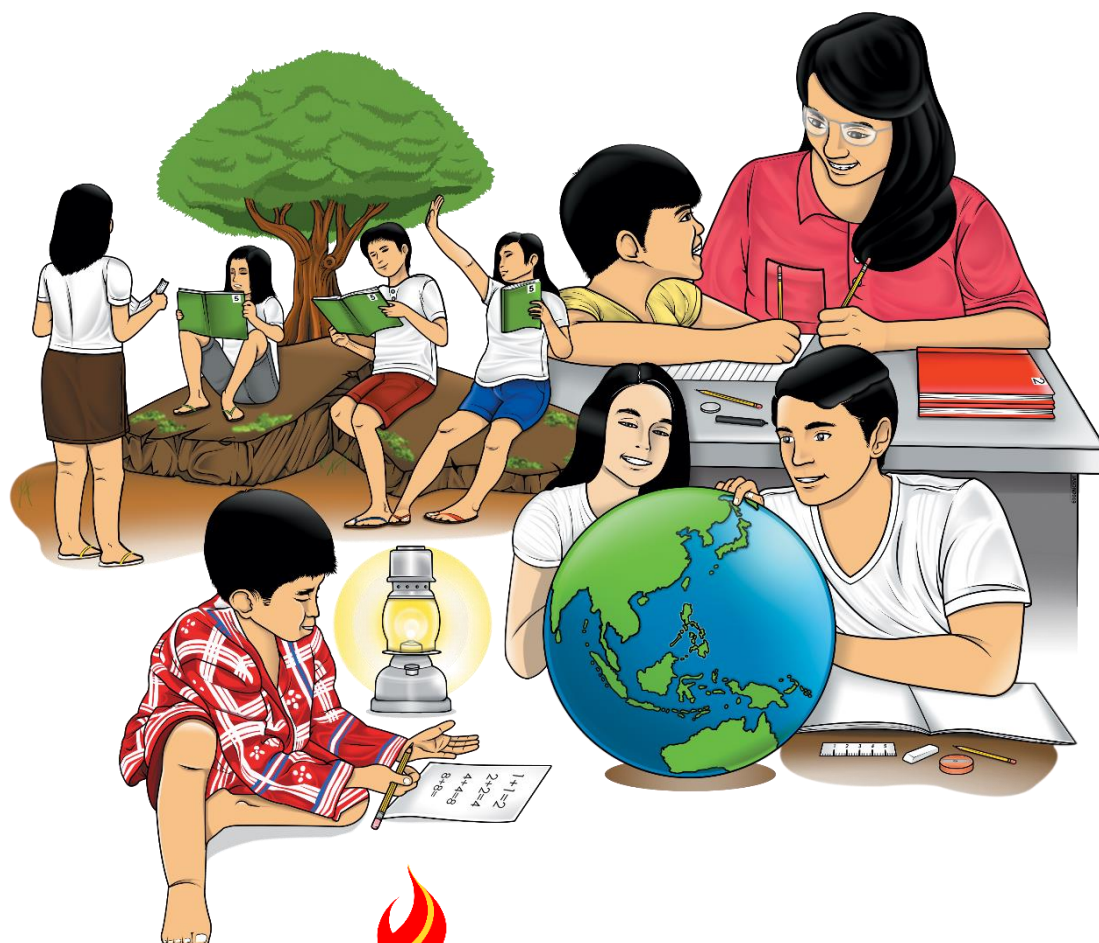


# Health Optimizing Physical Education 1

## Quarters 1 and 2 – Module 1: The Healthiest and Fittest ME



**Health Optimizing Physical Education 1 (HOPE 1)**  
**Alternative Delivery Mode**  
**Quarters 1 and 2 – Module 1: The Healthiest and Fittest ME**  
**First Edition, 2021**

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

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**Printed in the Philippines by \_\_\_\_\_**

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# **Health Optimizing Physical Education 1**

## **Quarters 1 and 2 – Module 1: The Healthiest and Fittest ME**

# 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***

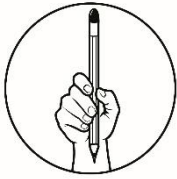
This module was designed and made to enlighten you with how you should maintain and keep a fit body in order to have a healthy mind. At the end of the quarter, you are going to do physical and recreational activities that are aligned with health-related fitness and skills related activities. Through this module, you will also clearly understand the proper eating habits. You are also expected to learn ways to improve your personal eating habit that will lead you to become a physically fit individual.

Aligned with the curriculum, this module is focused on one lesson, that is:

- Lesson 1 – Exercise, Eat, and Excel

After going through this module, you are expected to:

1. Demonstrate understanding of fitness and exercise in optimizing one's health as habit, as requisite for physical activity performance and as a career opportunity
2. Lead fitness events with proficiency and confidence resulting in independent pursuit and in influencing others positively.



## ***What I Know***

Directions: Read each statement carefully and encircle the letter of your answer.

1. It is the ability of the heart, lungs, blood vessels, and blood to work efficiently and supply oxygen to the body.  
A. Body Composition    B. Cardiovascular Endurance    C. Flexibility
2. It is the ability to change body positions quickly and keep the body under control when moving.  
A. Agility    B. Balance    C. Coordination
3. It is the ability to combine strength with speed while moving.  
A. Power    B. Speed    C. Reaction Time
4. It is the ability of muscles to lift a heavy weight or exert a greater force at once.  
A. Cardiovascular Endurance  
B. Muscular Endurance  
C. Muscular Strength
5. It is the combination of all the tissues that make up the body such as bones, muscles, organs, and body fat.  
A. Agility    B. Body Composition    C. Flexibility
6. It is the ability to keep the body in a steady position while standing and moving.  
A. Balance    B. Coordination    C. Power
7. It is the ability to move all or part of the body quickly.  
A. Muscular Strength    B. Reaction Time    C. Speed
8. It is the ability to use muscles for a long period of time without tiring  
A. Body Composition  
B. Cardiovascular Endurance  
C. Muscular Endurance
9. It is the ability to use your joints fully through a wide range of motion.  
A. Agility    B. Balance    C. Flexibility
10. It is the ability of the different parts of the body to work together when performing an activity.  
A. Coordination    B. Power    C. Speed
11. It refers to the soundness of the heart and lungs which contributes to the ability to resist disease.  
A. Endurance    B. Organic Vigor    C. Speed
12. It is the capacity to sustain the application of force without yielding or breaking; the ability of the muscles to exert efforts against resistance.  
A. Flexibility    B. Power    C. Strength
13. It is the ability to sustain long continued contractions where a number of muscle groups are used; the capacity to bear or last long in a certain task without undue fatigue.  
A. Endurance    B. Organic Vigor    C. Strength
14. It is the ability to control organic equipment neuro-muscularly; a state of equilibrium.  
A. Agility    B. Balance    C. Coordination
15. It is the ability of the muscles to release maximum force in the shortest period of time.  
A. Flexibility    B. Power    C. Strength

## Lesson

# 1

## Exercise, Eat, and Excel

This lesson will help you learn and understand the different health related and skill related fitness components. This is designed to help you clearly identify the different abilities of the body in order for you to be physically fit. You are considered physically fit whenever you can do series of physical activities without being or feeling tired. Through this lesson, you will also deeply learn the value of eating well and how it affects the entire system of your body.

Come on! Let us start your physical activity trek!



### ***What's In***

Let us begin our trek to physical fitness. As you walk along the trek, leave a print on every step. The RIGHT steps indicate the Skill Related Fitness while the LEFT steps indicate the Health Related Fitness. Some prints are already provided to help your journey.

### **WELCOME TO THE LAND OF THE PHYSICALLY FIT PEOPLE**

**FLEXIBILITY**

**BODY COMPOSITION**

**SPEED**

**BALANCE**



**TREK TO PHYSICAL FITNESS**



## What's New

### Task: PAIR IT UP!

Study the table below. Under Column B are the specific components of physical fitness. Pair each item with its description under Column D. To signify pairing, draw any sports equipment in Columns A and D where the corresponding match is found. An example is provided below.

Column A	Column B	Column C	Column D
	Agility		The ability to sustain long continued contractions where a number of muscle groups are used; the capacity to bear or last long in a certain task without undue fatigue
	Balance		The ability of the individual to change direction or position in space with quickness and lightness of movement while maintaining dynamic balance.
	Coordination		The ability to make successive movements of the same kind in the shortest period of time.
	Endurance		Refers to the soundness of the heart and lungs which contributes to the ability to resist disease.
	Flexibility		Refers to the ability of the muscles to release maximum force in the shortest period of time.
	Organic Vigor		The ability to integrate the body parts to produce smooth motion
	Power		The capacity to sustain the application of force without yielding or breaking; the ability of the muscles to exert efforts against resistance
	Speed		The quality of plasticity, which gives the ability to do a wide range of movement.
	Strength		The ability to control organic equipment neuro-muscularly; a state of equilibrium.





## ***What is It***

### **Physical Fitness as Defined**

A person who is free from illnesses and can do physical or sports activities and still has an extra energy to do more activities is considered to be physically fit. Physical fitness is a combination of health fitness and body fitness. Health fitness refers to your body's ability to fight off diseases. Body fitness, on the other hand, refers to the ability to do strenuous physical or sports activities without getting tired easily. It is not enough for someone to only look good and feel good in order to be called physically fit. An individual should consider the kind of lifestyle he/she has including the food he/she takes every day for these can lead him/her to better health.

### **Health Related Fitness**

This is primarily associated with disease prevention and functional health. Participating in regular health-related fitness helps you control your weight, prevents diseases and illness, improves mood, boosts energy, and promotes better sleep.

### **Health Related Fitness Components**

1. Body Composition – The combination of all the tissues that make up the body such as bones, muscles, organs and body fat.
2. Cardiovascular Endurance – The ability of the heart, lungs, blood vessels, and blood to work efficiently and to supply the body with oxygen.
3. Flexibility – The ability to use joints fully through a wide range of motion.
4. Muscular Endurance – The ability to use muscles for a long period of time without tiring.
5. Muscular Strength – The ability of the muscles to lift a heavy weight or exert a lot of force one time

### **Skills Related Fitness Components**

1. Agility – The ability to change body positions quickly and keep the body under control when moving.
2. Balance – The ability to keep the body in a steady position while standing and moving.
3. Coordination – The ability of the body parts to work together when performing an activity.
4. Power – The ability to combine strength with speed while moving.
5. Reaction Time – The ability to move quickly once a signal to start moving is received.
6. Speed – The ability to move all or a part of the body quickly.

## **Specific Components of Physical Fitness**

1. Agility –The ability of the individual to change direction or position in space with quickness and lightness of movement while maintaining dynamic balance.
2. Balance – The ability to control organic equipment neuro-muscularly; a state of equilibrium.
3. Coordination - The ability to integrate the body parts to produce smooth motion.
4. Endurance – The ability to sustain long continued contractions where a number of muscle groups are used; the capacity to bear or last long in a certain task without undue fatigue.
5. Flexibility – The quality of plasticity, which gives the ability to do a wide range of movement.
6. Organic Vigor – It refers to the soundness of the heart and lungs which contributes to the ability to resist disease.
7. Power – The ability of the muscles to release maximum force in the shortest period of time.
8. Speed – The ability to make successive movements of the same kind in the shortest period of time.
9. Strength – The capacity to sustain the application of force without yielding or breaking; the ability of the muscles to exert efforts against resistance.

## **Physical Activity and Exercise**

Activities done by the skeletal muscles that utilize energy are called **Physical Activities**. Activities you are doing at home or in school are considered to be physical activity. It is classified into 4 domains: occupational, domestic, transportation, and leisure time.

1. Occupational – These are the activities you do at your workplace (i.e. lifting computers and books, going your friend's desk, or preparing lunch at the pantry).
2. Domestic – These are the activities you do at home (i.e. washing clothes and dishes, gardening, carpentry, baking, or cleaning the house).
3. Transportation – These are the activities that involve travelling (i.e. riding a jeepney, tricycle, motorcycle, or bikes).
4. Leisure Time – These are the activities you do during recreational activities (i.e. playing, swimming, hiking, or craft making).

**Exercise**, according to a study by Buckworth and Dishman, is the “planned, structured, repetitive bodily movements that someone engages in for the purpose of improving or maintaining physical fitness or health.

## **Aerobic, Muscle-strengthening, and Bone-strengthening Activity**

### **Aerobic**

Aerobic activities, also called endurance activities, are physical activities in which people move their large muscles in a rhythmic manner for a sustained period.

### **Muscle-Strengthening Activity**

This kind of activity, which includes resistance training and lifting weights, causes the body's muscles to work or hold against an applied force or weight.

### **Bone-Strengthening Activity**

This kind of activity, sometimes called weight-bearing or weight-loading activity, produces a force on the bones that promotes bone growth and strength.

## **Barriers to Physical Activities**

We understand the benefits of physical activities to our health especially to our body but there are circumstances when we become lazy in performing physical activities. Below are some of the barriers that hinder us to do physical activities:

1. Lack of time
2. Social Support
3. Lack of Energy
4. Lack of Motivation
5. Fear of Injury
6. Lack of Skill
7. High Costs and Lack of Facilities
8. Weather Conditions

## **Eating Habits**

The term *eating habits* (or *food habits*) refers to why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people's eating habits.

### **Influences on Food Choices**

There are many factors that determine what foods a person eats. In addition to personal preferences, there are cultural, social, religious, economic, environmental, and even political factors.

#### **Individual Preferences**

Every individual has unique likes and dislikes concerning foods. These preferences develop over time and are influenced by personal experiences such as encouragement to eat, exposure to a food, family customs and rituals, advertising, and personal values.

#### **Cultural Influences**

A cultural group provides guidelines regarding acceptable foods, food combinations, eating patterns, and eating behaviors. Compliance with these guidelines creates a sense of identity and belonging for the individual.

#### **Social Influences**

Members of a social group depend on each other, share a common culture, and influence each other's behaviors and values. A person's membership in particular peer, work, or community groups impacts food behaviors.

#### **Religious Influences**

Religious proscriptions range from a few to many, from relaxed to highly restrictive. This will affect a follower's food choices and behaviors.

#### **Economic Influences**

Money, values, and consumer skills affect what a person buys. The price of a food, however, is not an indicator of its nutritional value. Cost is a complex combination of a food's availability, status, and demand.

### **Environmental Influences**

The influence of the environment on food habits derives from a composite of ecological and social factors. Foods that are commonly and easily grown within a specific region frequently become a part of the local cuisine.

### **Political Influences**

Political factors also influence food availability and trends. Food laws and trade agreements affect food availability and prices within and across countries. Food labeling laws determine The consumers' knowledge on the food they purchase.

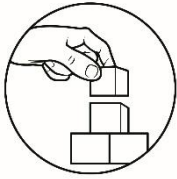
Eating habits are the results of both external and internal factors such as politics and values, respectively. These habits are formed, and may change, over a person's lifetime.

### **Improving Your Eating Habits**

When it comes to eating, we have strong habits. Some are good (I always eat breakfast.), and some are not so good (I always clean my plate.). Although many of our eating habits were established during childhood, it does not mean it is too late to change them.

Making sudden, radical changes to eating habits such as eating nothing but cabbage soup, can lead to short term weight loss. However, such radical changes are neither healthy nor a good idea and will not be successful in the long run. Permanently improving your eating habits requires a thoughtful approach in which you reflect, replace, and reinforce.

- **REFLECT** on all of your specific eating habits, both bad and good, and your common triggers for unhealthy eating.
- **REPLACE** your unhealthy eating habits with healthier ones.
- **REINFORCE** your new, healthier eating habits.



## What's More

You are done now with the discussion portion. At this point, you will experience the physical fitness test designed by the Department of Education.

### Task 1: Health-Related Fitness Test

**Body Composition** – is the body's relative amount of fat to fat-free mass.



### Body Mass Index (BMI)

Formula for Computing Body Mass Index

$$\frac{\text{Weight (in kilogram)}}{\text{Height (in meters)}^2}$$

Example:  $\frac{30}{(1.20)^2} = \frac{30}{1.44} = 20.83$  (Normal)

Classification	
Below 18.5	Underweight
18.5 – 24.9	Normal
25.0 – 29.9	Overweight
30.0 – Above	Obese

1. **Weight** refers to the heaviness of a person.

### Equipment

Weighing or bathroom scale calibrated properly.

### Procedure:

#### For the Tester:

- Wear light clothing before weighing
- On bare feet, stand erect and still with weight evenly distributed on the center of the scale.

#### For the Partner:

- Before the start of weighing, adjust the scale to zero
- Record the score in kilogram

**Scoring** – record the body mass to the nearest 0.5 kilogram



**2. Height** is the distance between the feet on the floor to the top of the head in a standing position.

**Equipment:**

- a. Tape measure laid flat to a concrete wall where zero point starts on the floor
- b. L-square
- c. An even and firm floor and flat wall

**Procedure**

**For the Tester:**

- a. Stand erect on bare feet with heels, buttocks and shoulders pressed against the wall where a tape measure is attached.

**For the Partner:**

- a. Place the L-square against the wall with the base at the top of the head of the person being tested. Make sure that the L-square when placed on the head of the student, is straight and parallel to the floor.
- b. Record the score in meters.

**Scoring** – record the standing height to the nearest 0.1 centimeter

\*\*\*1 meter = 100 centimeters

**Flexibility** – is the ability of the joints and muscles to move through its full range of motion.

**Zipper Test**

**Purpose:** to test the flexibility of the shoulder girdle

**Equipment**

- a. Ruler

**Procedure**

**For the Tester**

- a. Stand erect.
- b. Raise your right arm, bend your elbow, and reach 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/across your fingers over those of your right hand as if to pull a zipper or scratch between the shoulder blades.
- c. To test the left shoulder, repeat the procedures *a* and *b* with the left hand over the shoulder.

**For the Partner**

- a. Observe whether the fingers touched or overlapped each other, if not, measure the gap between the middle fingers of both hands.
- b. Record distance in centimeters.



**Scoring** record zipper test to the nearest 0.1 centimeter

Score	Standard	Interpretation
5	Fingers overlapped by 6 cm. and above	Excellent
4	Fingers overlapped by 4 – 5.9 cm	Very good
3	Finger overlapped by 2- 3.9	Good
2	Fingers overlapped by 0.1 – 1.9 cm	Fair
1	Just touched the fingers	Needs Improvement
0	Gap of 0.1 or wider	Poor

**Cardiovascular Endurance** is the ability of the heart, lungs and blood vessels to deliver oxygen to working muscles and tissues, as well as the ability of those muscles and tissues to utilize the oxygen. Endurance may also refer to the ability of the muscles to do repeated work without fatigue.

### 3-Minute Step Test

**Purpose:** to measure cardiovascular endurance

**Equipment**

- Step  
Height of step: 12 inches
- Stopwatch
- Drum, clapper, clicker, metronome with speaker or any similar device.

**Procedure:**

**For the Tester**

- Stand at least one foot away from the step or bench with trunk erect and eyes looking straight ahead.
- The first step of the sequence should be alternate. At the signal “GO”, step up and down the step/bench for 3 minutes at a rate of 96 beats per minute. One step consists of 4 beats – up with the left foot (ct. 1), up with the right foot (ct. 2), down with the left foot (ct. 3), down with the right foot (ct. 4) for the first sequence. Then up with the right foot (ct. 1), up with the left foot (ct. 2), then down with the right foot (ct. 3), down with the left foot (ct. 4) for the second sequence. Observe proper breathing (inhale through the nose, exhale through the mouth).
- Immediately after the exercise, stand and locate your pulse and in five (5) seconds, or at a signal, start to get the heart rate.
- Don’t talk while taking the pulse rate.
- Count the pulse beat for 10 seconds and multiply it by 6.

**For the Partner**

- As the student assumes the position in front of the step, signals, “Ready” and “Go”, start the stopwatch for the 3-minute step test.
- After the test, allow the performer to locate his/her pulse in 5 seconds.
- Give the signal to count the pulse beat
- Let the performer count his/her pulse beat for 10 seconds and multiply it by 6.

**Scoring** – record the 60-second heart rate after the activity.



**Strength** is the ability of the muscles to generate force against physical objects.

### Push Ups

**Purpose:** to measure strength of the upper extremities

#### Equipment

- Exercise mats or any clean mat

#### Procedure

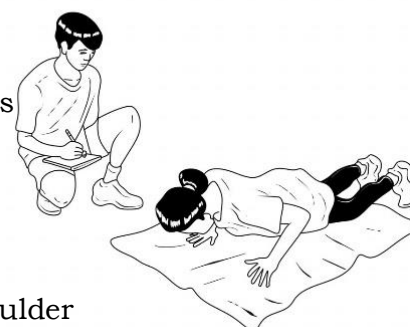
##### For the Tester

- 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, and slightly apart, with the toes supporting the feet.
- FOR BOYS: Straighten the arms, keeping the back and knees straight, then lower the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).  
FOR GIRLS: With knees in contact with the floor, straightens the arms, keeping the back straight, then lowers the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).
- Perform as many repetitions as possible, maintaining a cadence of 20 push-ups per minute. (2 seconds going down and 1 sec going up).
- A maximum of 50 push-ups for boys and 25 push-ups for girls.

##### For the Partner

- As the tester assumes the position of push-ups, start counting as the tester lower his/her body until he/she reaches 90-degree at the elbow. The partner should stand in front of the tester and his/her eyes should be close to elbow level to accurately judge the 90 degrees bend.
- Make sure that the performer executes the push-ups in the correct form.
- 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	25-32	Very Good
3	17-24	Good
2	9-16	Fair
1	1-8	Needs Improvement
0	Cannot Execute	Poor



## Task 2: Skills-Related Fitness

**Speed** is the ability to perform a movement in one direction in the shortest period of time.

### 40-Meter Sprint

**Purpose:** to measure running speed

**Equipment**

- Stopwatch
- Running area with known measurement (40 meters)

**Procedure:**

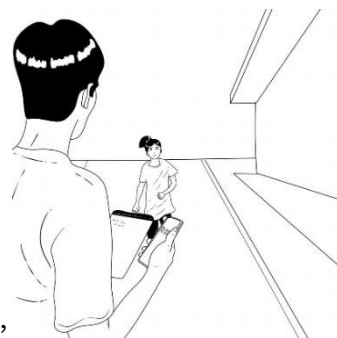
**For the Tester**

- At the signal “Ready”, stand behind the take-off line, the tips of the shoes should not go beyond the line and assumes a crouch position.
- At the signal “Get Set”, assume an un-crouch position (buttocks up) with both hands on the starting line.
- At the signal “GO”, run to the finish line as fast as you can.

**For the Partner**

- Set the stopwatch to zero (0) point.
- At the signal “GO”, start the watch and stop it as the performer crosses the finish line.
- Record time in the nearest 0:00:01 seconds.

**Scoring** – record the time in nearest minutes and seconds.



Standard Norms in Seconds				
Boys				
Age	9-12	13-14	15-16	17 and above
Excellent	<6.0	<5.0	<4.5	<4.0
Very Good	6.1 -7.7	5.1 – 6.9	4..6 – 5.4	4.1 – 5.4
Good	7.8 – 8.5	7.0 – 8.0	5.5 – 7.0	5.5 – 6.5
Fair	9.5 – 8.6	8.1 – 9.1	7.1 – 8.1	6.6 – 7.5
Needs Improvement	>9.6	>9.2	>8.2	>7.6

Standard Norms in Seconds				
Girls				
Age	9-12	13-14	15-16	17 and above
Excellent	<7.0	<6.5	<5.5	<4.5
Very Good	7.1 – 8.4	6.6. – 7.6	5.6 – 6.1	4.6 – 5.9
Good	8.5 – 9.5	7.7 – 8.8	6.2 – 7.2	6.0 – 7.0
Fair	9.6 – 10.5	8.9 – 9.5	7.3 – 8.5	7.1 – 8.1
Needs Improvement	>10.6	>9.6	>8.6	>8.2

**Power** is the ability of the muscle to transfer energy and release maximum force at a fast rate.

### Standing Long Jump

**Purpose** – to measure the explosive strength and power of the leg muscles.

#### Equipment

- Tape measure/meter stick / any measuring device

#### Procedure

##### For the Tester

- Stand behind the take-off line with feet parallel to each other, the tips of the shoes should not go beyond the line.
- 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.
- Do not control the momentum of the jump (continuously move forward)
- Must land on both feet.
- Perform the test twice in succession.

##### For the Partner

- Place zero (0) point of the tape measure and the take-off line.
- After the jump, spot the mark where the back of the heel or either feet of the tester has landed nearest to the take line.
- Record the distance of the two trials.



Score	Standard	Interpretation
5	201 cm and above	Excellent
4	151 cm – 200 cm	Very Good
3	126 cm-150 cm	Good
2	101 cm – 125 cm	Fair
1	55 cm – 100 cm	Needs Improvement

**Agility** is the ability to move in different directions quickly using a combination of balance, coordination, speed, strength and endurance.

### Hexagon Agility Test

**Purpose:** to measure the ability of the body to move in different directions quickly.

#### Equipment

- Tape measure
- Stopwatch
- Chalk or masking tape

#### Hexagon Size

- Length of each side is 18 inches
- Each angle is 120 degrees

#### Procedure

##### For the Tester

- Stand both feet together inside the hexagon facing the marked side.
- 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.
- 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 reaches 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.

Score	Standard	Interpretation
5	5 seconds and below	Excellent
4	6-10 seconds	Very Good
3	11-15 seconds	Good
2	16-20 seconds	Fair
1	21-25 seconds	Needs Improvement
0	Over 25 seconds	Poor

**Reaction Time** is the amount of time it takes to respond to a stimulus.

**Stick Drop Test**

**Purpose:** to measure the time to respond to a stimulus

**Equipment**

- a. 12-inch ruler
- b. Armchair or table and chair

**Procedure**

**For the Tester**

- a. Sit on the armchair or chair next to the table so that the elbow and the lower rests on the desk/table comfortably.
- b. Place the heel of the hand on the desk/table so that 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 stick. Hold the stick while the partner reads the measurement.
- d. Do this thrice.

**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. Drop the ruler/stick without warning and let the tester 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 cases where two (2) scores are the same (for example 18, 18, 25), the repeated scores shall be recorded.

Score	Standard	Interpretation
5	0 – 2.4 cm	Excellent
4	5.08 cm – 10.16 cm	Very Good
3	12.70 cm – 17.78 cm	Good
2	20.32 cm – 25.40 cm	Fair
1	27.94 cm – 30.48 cm	Needs Improvement
0	Did not catch	Poor

**Coordination** is the ability to use the senses with the body parts to perform motor tasks smoothly and accurately.

### Juggling

**Purpose:** To measure the coordination of the eye and hand.

#### Equipment

- Sipa (washer weighing 4gms. with 5-inch straw) or 20 pcs bundled rubber bands/ any similar local materials weighing 4 gm.

#### Procedure

##### For the Tester

- Hit the sipa/rubber bands/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

- Count how many times the performer has hit the material with the right and left hand.
- Stop the test if the material drops or after two (2) minutes.
- There shall be three (3) trials.

**Scoring** – Record the highest number of hits the performer has done.



Score	Standard	Interpretation
5	41 and above	Excellent
4	31-40	Very Good
3	21-30	Good
2	11-20	Fair
1	1-10	Needs Improvement

**Balance** is the maintenance of equilibrium while stationary or while moving.

### Stork Balance Stand Test

**Purpose:** to assess one's ability to maintain equilibrium.

#### Equipment

- Flat, non-slip surface
- Stopwatch



**Procedure****For the Tester**

- 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 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 time taken on both feet in nearest seconds and divide the score to two (2) to get the average percentage score.

Score/ Age	9-12	13-14	15-16	17 and above	Interpretation
5	41-60 sec	81-100 sec	121-150 sec	161-180 sec	Excellent
4	31-40 sec	61-80 sec	91-120 sec	121-160 sec	Very Good
3	21-30 sec	41-60 sec	61-90 sec	81-120 sec	Good
2	11-20 sec	21-40 sec	31-60 sec	41-80 sec	Fair
1	1-10 sec	1 – 20 sec	1-20 sec	1-40 sec	Needs Improvement

## PHYSICAL FITNESS TEST SCORECARD

Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Age: \_\_\_\_\_

### Task 1: Health-Related Fitness Test

#### A. Body Composition: Body Mass Index (BMI)

##### 1. Body Mass Index (BMI)

Height (meters)	Weight (Kilograms)	BMI	Classification

#### B. Cardiovascular Endurance: 3-Minute Step

Heart Rate per Minute	
Before the Activity	After the Activity

#### C. Strength

1. Push up	2. Basic Plank
Number of Push ups	Time

#### D. Flexibility

1. Zipper Test		2. Sit and Reach		
Overlap/Gap (centimeters)		Score		
Right	Left	First Try	Second Try	Third Try

### Task 2: Skill-Related Fitness Test

#### A. Coordination: Juggling Score: \_\_\_\_\_

#### 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		E. Balance: Stork Balance Stand Test	
Distance (centimeters)		Right Foot: Time (00:00)	Left Foot: Time (00:00)
First Trial	Second Trial		

#### F. Reaction Time: Stick Drop Test

1 <sup>st</sup> Trial	2 <sup>nd</sup> Trial	3 <sup>rd</sup> Trial	Middle Score



## ***What I Have Learned***

### **1. Task: My Week Ago**

Evaluate your weekly physical activities by filling in the table below. Identify the physical activity, its type, and domain. In the fourth column, give your reason/s in doing the activity. Lastly, write how long you were able to do the activities in the last column. Write three activities per day.

<b>Week 1</b>					
Day	Physical Activity	Type of Physical Activity	Domain	Reason/s of doing the Activity	Duration
1					
2					
3					
4					
5					
6					
7					



## What I Can Do

### Task: My Week Ahead

Create a Physical Activity Plan for a week. Include the components of Health-Related Fitness, Skills Related Fitness and the food you prefer to eat in your plan. The table below will serve as your matrix.

Week 1									
Day		Physical Activity	Type of Physical Activity	Domain	Health Related Fitness Components	Skills Related Fitness Components	Duration	Meal	Remarks
1	AM								
	PM								
2	AM								
	PM								
3	AM								
	PM								
4	AM								
	PM								
5	AM								
	PM								
6	AM								
	PM								
7	AM								
	PM								





## **Assessment**

Directions: Choose the letter of the best answer and encircle it.

1. The following are components of Health-Related Fitness except.
  - A. Body Composition
  - B. Coordination
  - C. Flexibility
  
2. Which of the following are correct about components of Skills Related Fitness.
  - I. Reaction Time and Muscular Strength
  - II. Agility and Body Composition
  - III. Cardiovascular Endurance and Coordination
  - IV. Power and Balance
  - A. I only
  - B. II and III
  - C. IV only
  
3. James Yap runs fast while dribbling the ball. As he crosses the middle part of the basketball court, he changes his phase to avoid his opponent. What specific component of physical fitness did James Yap apply?
  - A. Agility
  - B. Coordination
  - C. Speed
  
4. Washing dishes, cleaning the house, and watering the plants are examples of what domain in physical activities?
  - A. Domestic
  - B. Leisure Time
  - C. Occupational
  
5. This kind of activity, which includes resistance training and lifting weights, causes the body's muscles to work or hold against an applied force or weight.
  - A. Aerobic
  - B. Bone Strengthening
  - C. Muscle Strengthening
  
6. Social support is one of the barriers in physical activity, which among the choices suggests overcoming this barrier?
  - A. Invite friends and family members to exercise with you.
  - B. Maintain a physical distance with your friends so that you will not get sick.
  - C. Keep your interest to physical activities from your family and friends.
  
7. Money, values, and consumer skills affect what a person buy. The price of a food, however, is not an indicator of its nutritional value. Cost is a complex combination of a food's availability, status, and demand. What kind of eating preference/influence is this?
  - A. Cultural Preference
  - B. Economic Influence
  - C. Social Influence

8. In order to improve your eating habit, you must follow a thoughtful approach. Which of the following approaches should you apply?

- A. REPLACE, REINFORCE, REFLECT
- B. REINFORCE, REFLECT, REPLACE
- C. REFLECT, REPLACE, REINFORCE

9. Food laws and trade agreements affect the availability and prices of food within and across the country. Food labeling laws determine what consumers know about the food they purchase. What kind of eating preference/influence is this?

- A. Economic Influence
- B. Political Influence
- C. Religious Influence

10. The gymnast manages to do a full turn on the balance beam without falling. What specific component of physical fitness did the gymnast apply?

- A. Balance
- B. Coordination
- C. Flexibility

11. The following are Physical Fitness for Health-Related Fitness except.

- A. Hexagon Agility Test
- B. Push Up
- C. Zipper Test

12. The following are Physical Fitness for Skills Related Fitness except.

- A. 40-meter sprint
- B. Basic Plank
- C. Stork Balance Stand Test

13. Which of the following Physical Fitness Tests measures cardiovascular endurance?

- A. 3-minute Step Test
- B. Basic Plank
- C. Push Up

14. Which of the following Physical Fitness Tests measures the ability of the body to move in different directions quickly.

- A. 3-minute Step Test
- B. 40-meter sprint
- C. Hexagon Agility Test

15. If Cassandra's BMI is 28, she can be classified as:

- A. Normal
- B. Overweight
- C. Underweight

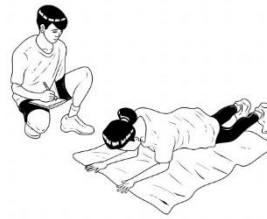


## ***Additional Activities***

### **I. Physical Fitness Test**

The following Physical Fitness Tests are suggested to further enhance the Health-Related Fitness.

#### **A. Basic Plank for Strength**

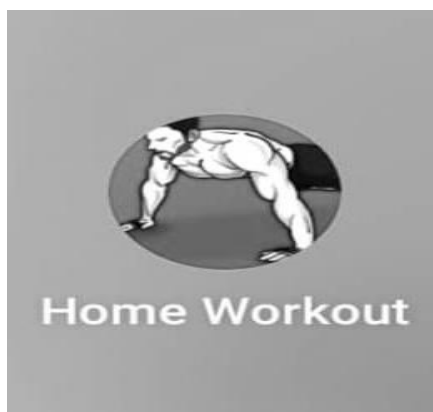


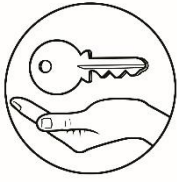
#### **B. Sit and Reach for Flexibility**



### **II. Home Workout**

For more exciting and challenging activities, you can download the Home Workout on your cellphone. This will allow you to keep your body fit while staying at home. You do not need to worry about the workout activities because you can start the “beginners” portion. To keep yourself away from any injury, you should always remember to do the activities right. If something does not feel right while doing the activities, stop immediately and seek advice from your P.E. instructor.





## Answer Key

<p><b>What I Have Learned</b></p> <p>Answer may vary.</p>	<p><b>What I Can Do</b></p> <p>Answers may vary.</p>	<p><b>Assessment</b></p> <ol style="list-style-type: none"><li>1. B</li><li>2. C</li><li>3. A</li><li>4. A</li><li>5. C</li><li>6. A</li><li>7. B</li><li>8. C</li><li>9. B</li><li>10. A</li><li>11. A</li><li>12. B</li><li>13. A</li><li>14. C</li><li>15. B</li></ol>
<p><b>What I Know</b></p> <ol style="list-style-type: none"><li>1. B</li><li>2. A</li><li>3. A</li><li>4. C</li><li>5. B</li><li>6. A</li><li>7. C</li><li>8. C</li><li>9. C</li><li>10. A</li><li>11. B</li><li>12. C</li><li>13. A</li><li>14. B</li><li>15. B</li></ol>	<p><b>What's In</b></p> <p>Answers may vary.</p>	<p><b>What's New</b></p> <p>Answers may vary.</p>

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DepEd ORDER No. 034, s. 2019 REVISED PHYSICAL FITNESS TEST MANUAL

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