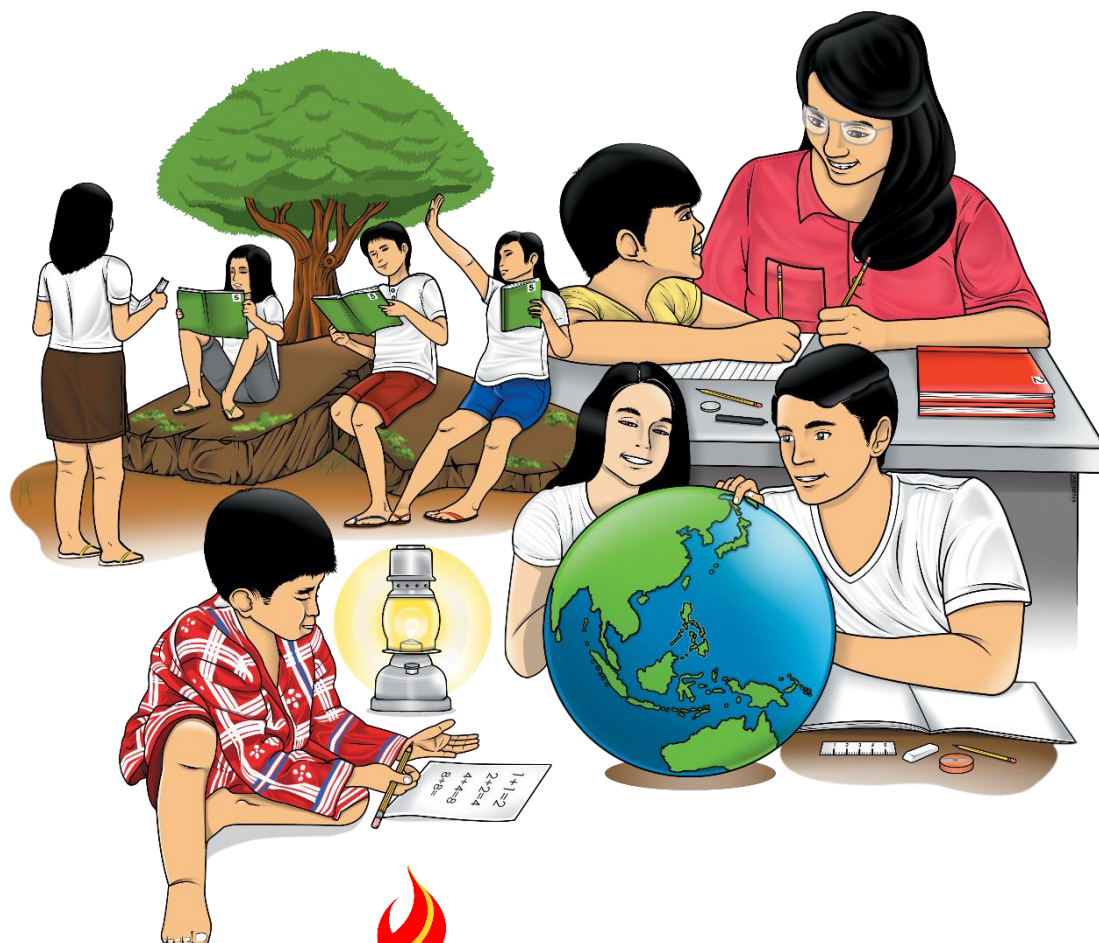


7

# Physical Education

## Quarter 1 – Module 1: Physical Fitness Test



**Physical Education – Grade 7**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 1: Physical Fitness Test**  
**First Edition, 2020**

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# **Physical Education**

**Quarter 1 – Module 1:  
Physical Fitness Test**

# **Introductory Message**

This Self-Learning Module (SLM) has been prepared for you 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.

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

In this SLM, a pretest is provided to measure your prior knowledge on the lesson in it. The result of it will tell you if you need to proceed on completing the activities in it or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson in it. At the end of this SLM, 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.

Please use this SLM 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 question in using this SLM or any difficulty in answering the activities in it, do not hesitate to consult your teacher or facilitator.

Thank you.



## ***What I Need to Know***

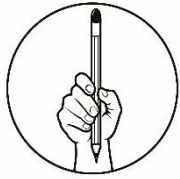
This module has been designed and written for you. It helps you understand the Physical Fitness Test. The scope of this module could be used in many different learning situations. The language used recognizes the diverse vocabulary levels of the students. The lessons are arranged following the standard sequence of the course.

This module is about:

- Lesson 1: Physical Fitness Test

After going through this module, you are expected to:

1. set goals based on assessment results (PE7PF-Ia-24); and
2. undertake physical activity and physical assessments (PE7PF-Ia-h-23).



## ***What I Know***

The result of the following pre-assessment will check your prior knowledge, understanding, and skills regarding your physical fitness activities.

### **Pretest**

**Directions:** Identify the components of Physical Fitness Test by choosing the correct answers from the choices in the box below. Write your answers on a separate sheet of paper.

- |                          |                      |                       |
|--------------------------|----------------------|-----------------------|
| A. Flexibility           | F. Power             | K. Short Term         |
| B. Body Composition      | G. Balance           | L. Juggling           |
| C. Speed                 | H. Muscular Strength | M. Leisure            |
| D. Reaction Time         | I. Agility           | N. Muscular Endurance |
| E. Physical Fitness Test | J. Push-Up           | O. Cardiovascular     |
|                          |                      | P. Physical Fitness   |

- \_\_\_\_\_ 1. It is the ability of the muscles to function effectively and efficiently without undue fatigue.
- \_\_\_\_\_ 2. It is a set of measures designed to determine the level of physical fitness.
- \_\_\_\_\_ 3. It is the ability of the joints and muscles (muscle) to move through in full range of motion.
- \_\_\_\_\_ 4. It refers to the proportion of the lean body mass to the fat free body mass.
- \_\_\_\_\_ 5. It is the ability of an individual to quickly shift or change direction of the body from one point to another.
- \_\_\_\_\_ 6. It is the ability to perform a movement in one direction in the shortest period of time.
- \_\_\_\_\_ 7. It is the amount of time to respond to a stimulus.
- \_\_\_\_\_ 8. It refers to the maintenance of equilibrium while stationary or moving.
- \_\_\_\_\_ 9. It is the ability to perform one maximum effort in the shortest possible time, and it is a product of both strength and speed.
- \_\_\_\_\_ 10. It refers to the amount of free time left after the entire daily activities were accomplished.
- \_\_\_\_\_ 11. It is a term goal plan that requires a limited amount of time.
- \_\_\_\_\_ 12. Its purpose is to measure strength of the upper extremities.
- \_\_\_\_\_ 13. It measures the coordination of eye and hand.
- \_\_\_\_\_ 14. It is the ability of the muscle to exert maximal effort in a brief duration.
- \_\_\_\_\_ 15. It is defined as the maximum pull or push that can be exerted once by the muscle group.

## Lesson

# 1

# Physical Fitness Test



## What's In

### Activity 1. Looking back!

1. What are the physical fitness tests you remember doing when you were in Grade 6?
2. Share your experiences during the administration of the Physical Fitness Test.



## What's New

In this activity, you will take an assessment in order for you to determine your own level of fitness.

### Par Q and You

**Directions:** Read the questions carefully and answer each honestly. Check (/) **YES** or **NO** in the box provided before each number.

**YES**   **NO**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Has your doctor ever said that you should only do physical activity?  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Do you feel pain in your chest when you do a physical activity?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. In the past month, have you had chest pain while not doing a physical activity?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Do you lose balance because of dizziness or do you ever lose consciousness?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Do you have a bone or joint problem (for example, back knee or hip) that could be made worse by a change in your physical activity? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?                   |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Do you have a diabetes or thyroid condition?  |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Do you know any other reason you should not do a physical activity?   |

**If you answered:**

**YES to one or more questions**

Talk with your doctor by phone or in personal BEFORE you start becoming more physically active or BEFORE you do a fitness appraisal. Tell your doctor about the PAR-Q and the questions you answered YES.

- You may be able to do any activity you want provided that 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 and in case you may not be able to see your doctor, refer to your medical records and doctor's advice for the past 6 months about the kinds of activities you could participate in and follow them.
- Find out which community programs are safe and helpful for you.

**NO to all questions**

If you answered NO honestly to all PAR-Q questions, you can be sure that you can:

- start becoming more physically active- begin slowly and build up gradually. This is the safest and easiest way to go.
- take part in a fitness appraisal. It is an excellent way to determine your basic fitness so that you can plan the best way for you to live actively. It is also highly recommended that you have your blood pressure evaluated. If your reading is over 144/94, talk with your doctor before you start becoming more physically active.

NOTE: Postpone exercise if you have a temporary minor illness, such as a cold.

*Adapted from DM no. 034, s. 2019*



## ***What is It***

Physical Fitness is the ability of the muscles to function effectively and efficiently without undue fatigue in work and daily activities.

According to Dr. Aparicio H. Mequi, consultant for physical fitness, Physical Fitness Testing is not an end in itself. It is a part of the process to create educated Filipino citizenry that is acutely aware of the importance of holistic wellness-fitness of body, mind, and spirit. The skills we learn from the physical fitness will enable us to be more aware of living a healthy lifestyle to become physically fit.



The Physical Fitness Test (PFT) is a set of measures designed to determine a student's level of physical fitness. It involves two categories of physical fitness—“health-related and “skill-related components--as referred to those physical attributes which enable a person to cope with the requirement of daily living such as cardiovascular endurance or stamina, muscular strength and endurance, flexibility, and the appropriate body mass index (BMI). Skill- related components are physical abilities that show potential for good performance in certain skills like running speed, agility, reaction time or quickness, balance and coordination.

The administration and implementation of the testing program shall be treated as an essential component of the Physical Education and Sports Programs for elementary Grades 4, 5, and 6) and secondary levels.

Factors considered to be physically fit:

1. Ability to perform daily activity without getting tired or fatigue. These daily activities are:
  - ❖ Walking
  - ❖ Shopping
  - ❖ Going to market
  - ❖ Doing household chores
  - ❖ Going to school
  - ❖ Participating in school/classroom activities
  
2. Recreational Activity- having a personal time to do activities that an individual love to do in his/her spare time after doing his/her normal daily routine. This activity is what we call “leisure” that may include the following:
  - ❖ Disco dancing
  - ❖ Reading books/ listening to music
  - ❖ Playing with your favorite sports
  - ❖ Chatting and updating with your friends and relatives
  
3. Meeting Emergencies- (Emergency) are the unexpected events needed to use our strength and energy unexpectedly, these include:
  - ❖ Community involvement during calamities
  - ❖ Grieving
  - ❖ Facing / solving issues within the family and the community

## Activity 1: Assessing your fitness

Health-Related Fitness test helps you to define and improve physical wellbeing and your health as well. Follow the Physical Fitness Protocol before conducting the test.

### Physical Fitness Protocol:

1. Prepare the following testing paraphernalia:
  - a. First Aid Kit
  - b. Drinking water
  - c. Score Card
  - d. During testing:
    - Body Composition-tape measure, bathroom scale, L-square
    - Flexibility- tape measure
    - Cardio-vascular Endurance-stopwatch, step box/stairs
    - Muscular Strength- mat
    - Speed- stopwatch
    - Power- meter stick/tape measure
    - Agility- tape measure/masking type/chalk
    - Reaction Time- plastic ruler (24 inches)
    - Coordination-Sipa (washer with straw)/20 pcs. Bundled rubber bands/any similar local materials
    - Balance – stopwatch
2. Observe the following prior to actual day of testing:
  - a. See to it that the testing stations are free from obstructions.
  - b. The test requiring cardio-vascular endurance and those other tests which involve the same muscle should not be done on the succession.
  - c. Record your results in the score card.
  - d. Wear appropriate attire: T-shirt, jogging pants, rubber shoes, or any suitable sports attire. When taking the BMI, wear shorts.
  - e. Conduct a warm –up exercise before taking the test except the 3-minute step test.
  - f. Scoring--Record the time in the second/minute.

**Part I: HEALTH RELATED FITNESS**

**Physical Fitness Score Card**

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

**Part 1: Health-Related Fitness**

**A. BODY COMPOSITION Body mass Index (BMI)**

Height (Meters)	Weight (Kg)	BMI	Classification

**B. CARDIOVASCULAR ENDURANCE- 3 MINUTE STEP TEST**

Heart Rate per Minute

After the Activity	Before the Activity

**C. STRENGTH**

1. Push Up

2. Basic Plank

Number of Push Up	Time (second)

**D. FLEXIBILITY**

1. Zipper Test

Overlap/Gap (score in centimeter)

Right Arm	Left Arm

2. Sit and Reach

Score in Centimeters

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>

**Part II: SKILL RELATED FITNESS**

**A. COORDINATION:**

JUGGLING

SCORE \_\_\_\_\_

**B. AGILITY:**

Hexagonal Agility Test

Clockwise Time (00:00)	Counterclockwise (00:00)	Average

**C. SPEED:**

40 Meter Sprint

Score: \_\_\_\_\_

**D. POWER:**

Standing Long Jump

Distance (Centimeters)	
First trial	second Trial

**E. BALANCE:**

Stork Balance Stand Test

Right Foot Time (00:00)	Left Foot (00:00)

**F. REACTION TIME:** Stick Drop Test

1 <sup>st</sup> Trial	2 <sup>nd</sup> Trial	3 <sup>rd</sup> Trial	4 <sup>th</sup> Trial

Source:DM No. 034 s.2019

Life is full of challenges. Setting your goal will help you accomplish what you wanted to be in the future.

A short –term goal is a plan that requires a limited amount of time.

*Example:* walking for 10 minutes when needed

Long-term goal things you wanted to become in the future and require ample time for planning:

*Example:* Walking and jogging every day for 6 months to have a healthy lifestyle.

Things to be considered in setting goals:

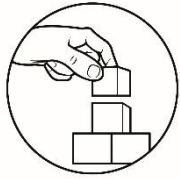
### **S – M – A – R – T**

<b>S</b> (Specific)	What exactly you want to achieve or Accomplish.
<b>M</b> (Measurable)	Write down amount, time, days, and other measurable factors to reach your goal. How are you going to measure and track it?
<b>A</b> (Achievable)	Is your goal attainable and reachable and ask yourself how you are going to make it happened.
<b>R</b> (Relevant)	Is the goal worthwhile? How importance your goal in your life?
<b>T</b> (Trackable)	Set a deadline to meet your goal.

Recording your progress helps you see what you have achieved

### **Cooling down exercises:**

1. March in place and gently swing your arms for 16 counts.
2. Bring both arms across your body and looking up and down, left and right for 16 counts and
3. Breathe in breath out for 16 counts.



## ***What's More***

### **Activity 1: Fit for Health**

**Here's how we do it:** The statements below are facts and flaws, write **Fact** if the statement is True and **Flaw** if the statement does not state a fact.

- \_\_\_\_\_ 1. Skipping meals will help you lose weight.
- \_\_\_\_\_ 2. A balance diet and regular exercise need to be together to become fit
- \_\_\_\_\_ 3. No pain no gain
- \_\_\_\_\_ 4. Drink more water to have healthy skin
- \_\_\_\_\_ 5. Less sleep will cause stress

### **Activity 2: Option 1- Let's do Zumba!**

**Here's how you do it!**

1. Get and record your Resting Heart Rate (RHR) in your activity notebook.
2. Do some Zumba moves using your recorded music. (at least 3-5 minutes)
3. Record your pulse rate after the activity.

### **Option 2 – Fit Together**

1. Marching in place : lift foot right and left, do for 16 counts
2. Head tilt: ear to left shoulder, ear to right shoulder, keep shoulders down and neck relaxes, repeat 5 times
3. Shoulder rolls : roll the shoulders backwards 10 times; roll the shoulder backward 10 times
4. Knee lift : stand tall, hands on hips; right knee up and extend legs; repeat 10 times and switch to other leg.
5. Point, Flex and circles: right leg out in front, point toes, and the flex foot, repeat 10 times, rotate the ankle clockwise 10 times then counterclockwise 10 times, switch legs and repeat

**Processing questions:**

1. Did you like the activity? How did you feel after doing the activity?
2. What are the health benefits of dancing?
3. What have you observed with your pulse rate before and after the activity?

### **Activity 3: Administration of Physical Fitness Test**

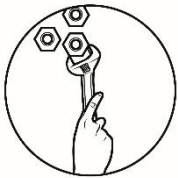
**Directions:** You will take the Physical fitness Test. Please refer to pages 14-26 for instruction.



## What I Have Learned

Complete the sentences after the administration of Physical fitness Test.

Experiences during the administration of Physical Fitness Test	Difficulties encountered	Overcoming difficulties



## What I Can Do

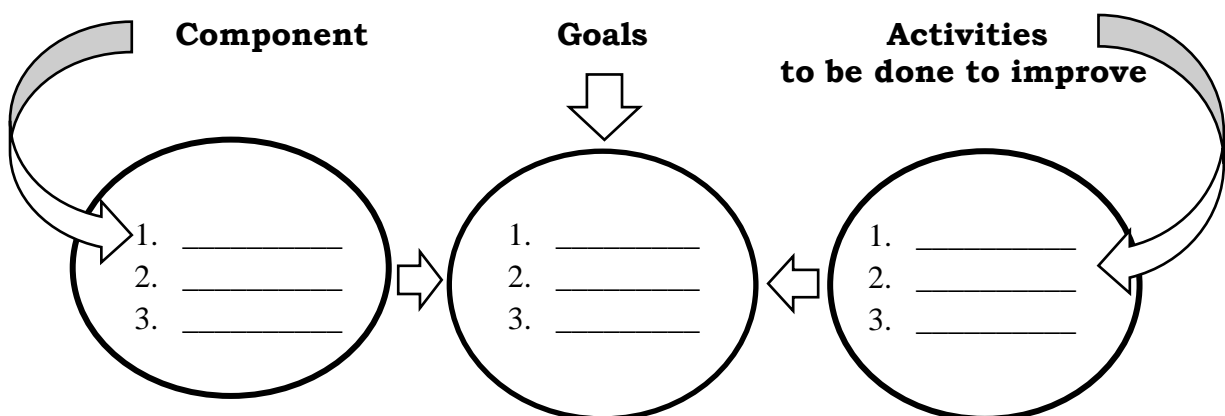
After performing the Physical Fitness test (PFT), you will be able to know your fitness level. Now, do Activity 4 and Activity 5.

### Activity 4: Crush your goals!

You are going to set your goals based on the result of your Physical Fitness Test Result.

#### Let's do it:

1. Based on PFT, select three components that you think you need to improve?
2. Set goals based on the result of PFT.



## Activity 5: Make a Commitment

### My Personal Contract

I agree to increase my participation in Physical Fitness Activities. I will closely monitor my activities to reach my goal plan.

My plan for increasing my participation includes the following strategies:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I will keep in mind the reasons why I participated in the activity which include the following:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I understand that it is important for me to make a personal effort to achieve my goal. With that, I sign this contract as an indication of my personal commitment to this plan.

Name: \_\_\_\_\_

Witness: \_\_\_\_\_





## Assessment

Let's find out what you have learned by answering the following questions below.

### Post-Assessment:

**Directions:** Identify the components of the Physical Fitness Test by choosing the correct answers from the choices in the box below.

- |                          |                      |                       |
|--------------------------|----------------------|-----------------------|
| A. Flexibility           | F. Power             | K. Short Term         |
| B. Body Composition      | G. Balance           | L. Juggling           |
| C. Speed                 | H. Muscular Strength | M. Leisure            |
| D. Reaction Time         | I. Agility           | N. Muscular Endurance |
| E. Physical Fitness Test | J. Push-Up           | O. Cardiovascular     |
|                          |                      | P. Physical Fitness   |

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- \_\_\_\_\_ 14. It is the ability of the muscle to exert maximal effort in a brief duration.
- \_\_\_\_\_ 15. It is defined as the maximum pull or push that can be exerted once by the muscle group.

## PHYSICAL FITNESS TEST

*Adapted from DepEd Order No.034 s. 2019*

### Part 1: Health – Related Fitness Components:

Body composition is the relative percentage of the body fat to the fat-free mass.

#### Body Mass Index

Formula for computing Body Mass Index

$$\frac{\text{Weight in Kilograms}}{\text{Height in Meter}^2}$$

Example:  $\frac{3}{(1.20)^2} = \frac{30}{1.40} = 21.43$

Classification	
Below 18.5	Underweight
18.5-24.9	Normal
25.0-29.9	Overweight
30.0-above	Obese

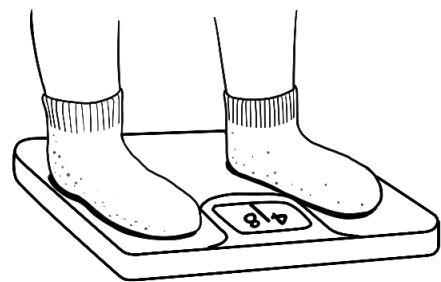
1. Weight- the heaviness or lightness of a person

**Equipment:** Weighing or bathroom scale

**Procedure:**

For the Performer:

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



For the Partner:

- a. Before the start of weighing, adjust the scale to zero point.
- b. Scoring-- Record body mass to the nearest 0.5 kilogram.

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

**Equipment:**

- Tape measure laid flat to a concrete wall. The zero point starts at the bottom of the floor.
- L-square and an even and firm floor and flat wall

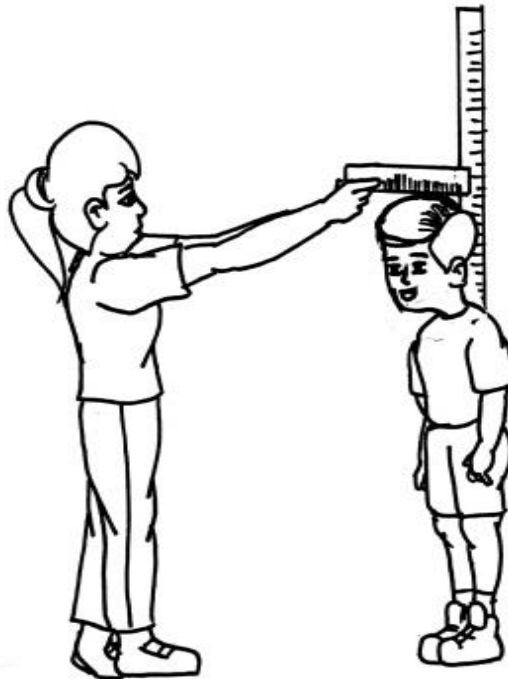
**Procedure:**

For the Performer

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

For the Partner

- 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 students is straight and parallel to the floor. Ask someone to look and record your height, record the score in meters.
- Scoring- Record standing height to the nearest 0.1 centimeter (1 meter = 100 centimeters).



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

### Zipper Test

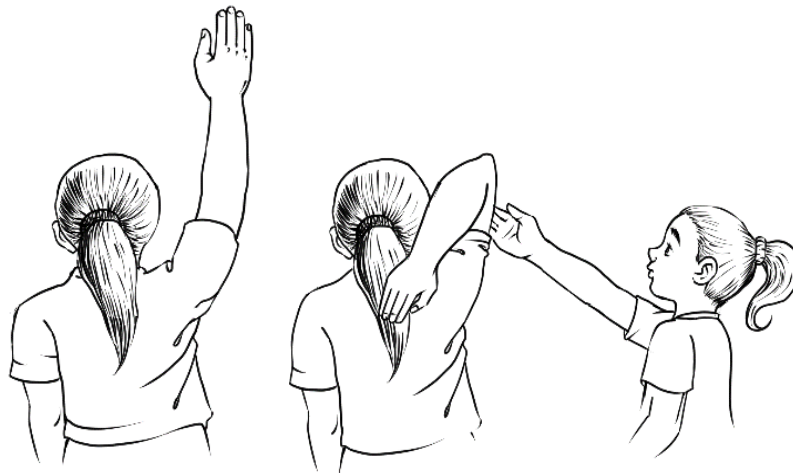
**Purpose:** to test the flexibility of the shoulder girdle

**Equipment:** Ruler

**Procedure:**

For the Performer:

1. Stand erect.
2. 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, and try to reach/ cross your fingers over those of your shoulder as if to pull a zipper or scratch between the shoulder blades.
3. To test the left shoulder, repeat procedures A and B with the left hand over the left shoulder.



For the Partner:

1. Observe whether the fingers touched or overlapped each other, if not, measure the gap between the middle fingers of both hands
2. Scoring--Record the distance to the nearest 0.1 centimeter.



## Sit and Reach

**Purpose:** to test the flexibility of the lower and extremities.

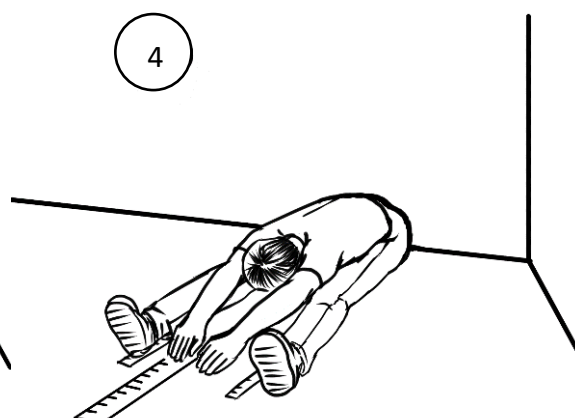
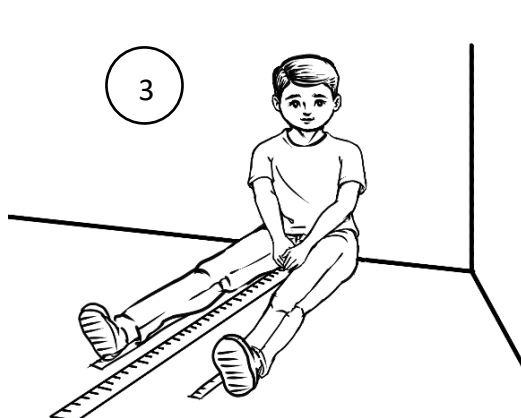
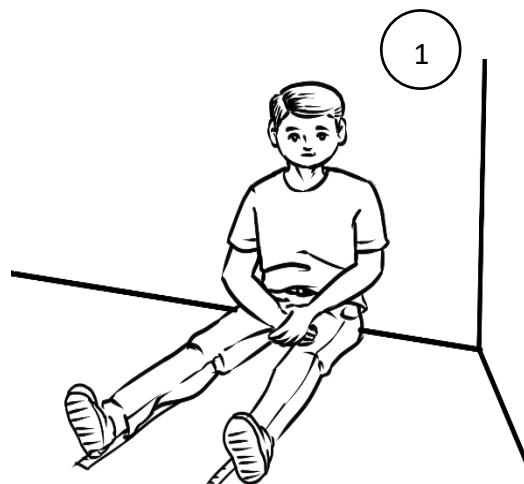
### Equipment:

- Tape Measure or meter stick
- Cardboard or paper

### Procedure

For the Performer:

1. Sit on the floor with back, head, and shoulders flat on the wall. Feet are 12 inches apart.
2. Interlock thumbs and position the tip of the fingers on the floor without bending the elbows.
3. Place hands on top of the cardboard or paper. Start the test by pushing the cardboard or paper slowly and try to reach the farthest distance possible without bending the knees.
4. Bouncing or jerking is not allowed.
5. Do it twice.



For the Partner:

1. As the performer assumes the procedure, position the zero point of the tape measure at the tip of the middle of your fingers.
2. See to it that the knees are not bent as you slide the farthest distances that you could.
3. Scoring--Record the farthest distance reached in centimeters.

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 muscle to do repeated work without fatigue.

### 3- Minute Step-Test

*(Test should be done in the presence of the facilitator)*

**Purpose:** to measure cardiovascular endurance

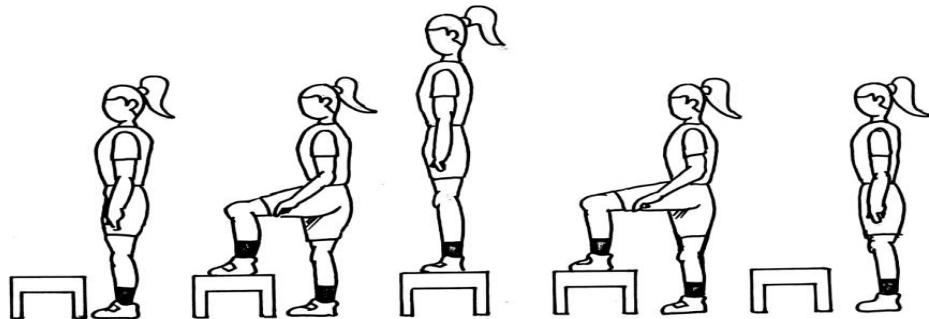
**Equipment:**

- Step Height 12 inches high
- Stopwatch
- Drum, clapper or any similar device

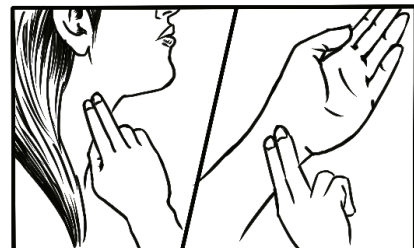
**Procedure:**

For the Performer:

1. Position at least one foot away from the step or bench.
2. At the signal “Go” step up and down the step/ bench for 3 minutes at a rate of 24 steps per minute. One step consists of 4 beats- that is, up with the left foot (ct.1), up with the right foot (ct.2), down with the left (ct.3), down with the right foot (ct.4).



3. Immediately after the exercise, locate your pulse and count the pulse beat.
4. Don't talk while taking the pulse beat.
5. Count the pulse beat for 10 seconds. Multiply it by 6.



For the Partner:

1. As the performer assumes the position in front of the step, signal “ready” and “Go”, after the stopwatch for the 3-minute step test.
2. After the test, allow performer to locate his/her pulse in 5 seconds.
3. Give the signal to count the pulse beat.
4. Let the performer count his/her pulse beat for 10 seconds and multiply it by 6.
5. Scoring--Record the 60-second heart rate after the activity.

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

### **Push-up**

*(Test should be done in the presence of the facilitator)*

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

**Equipment:** Exercise mat or any clean mat

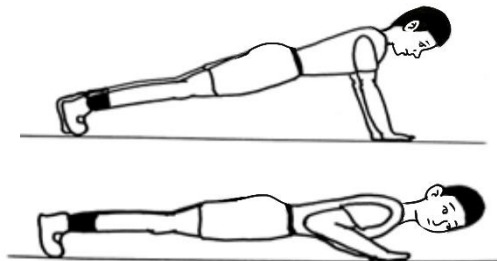
**Procedure:**

For the Performer:

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.

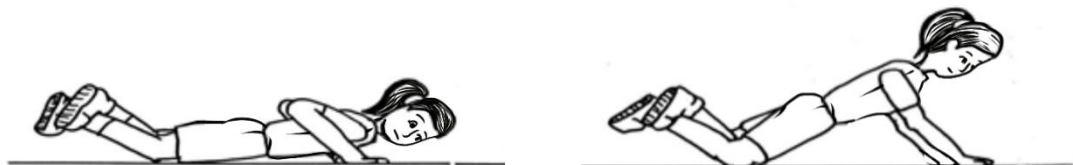
For Boys:

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, straighten the arms, keeping the back straight, then lower 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 second going up)

For the Partner:

1. As the performer assumes the position of push-up, start counting as the performer lowers his/her body until reaching 90-degree angle at the elbow.
2. Make sure that the performer executes in correct form.
3. 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.
4. Scoring--Record the number of push-ups made.

## Basic Plank

**Purpose:** to measure strength/stability of a core muscles

**Equipment:** exercise mats or any clean mat

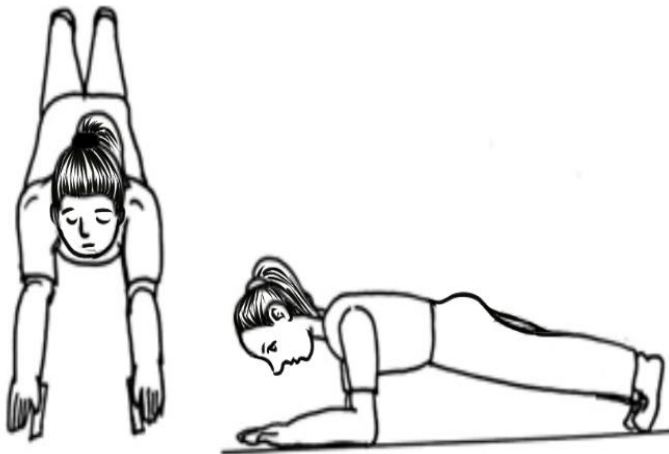
### Procedure:

For the Performer:

1. Assume a push-up position; rest body on forearms with palms and fingers flat on the floor; and elbows are aligned with the shoulders.
2. Legs are straight with ankles, knees, and thighs touching together.
3. Support weight on forearms and toes, and make sure that your back is flat. Head, neck and spine are in a straight line.
4. Keep abdominals engaged/contracted; do not let stomach drop or allow hips to rise.

For the Partner:

1. Ensure the availability of mat/smooth flooring or anything that can protect the forearms.
2. Give the signal “Start/Go” and start/press the time piece.
3. Make sure that the back of the head, neck, spine, and ankles are in a straight line.
4. Stop the time when the performer can no longer hold the required position, or when the performer held the position for at least 90 second. Holding the plank position beyond 90 seconds is considered unnecessary.





## **Part II: Skills-Related Fitness**

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

### **40 Meter Sprint**

*(Test should be done in the presence of the facilitator)*

**Purpose:** to measure running speed

**Equipment:**

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

**Procedure:**

For the performer:

1. At the signal “Ready”, stand behind the take-off, the tips of the shoes should not go beyond the line and assume a crouch position.
2. At the signal “Get Set”, assume an un-crouch position (Buttocks up) with both hands on the starting line.
3. At the signal “Go”, run to the finish line as fast as you can and stop once you crossed the finish line.
4. Set the stopwatch to zero (0) point.
5. Time will start when you start to run and stop the clock when you crossed the finish line.
6. Scoring--Record time in the nearest 0:00:01 second.

## Standing Long Jump

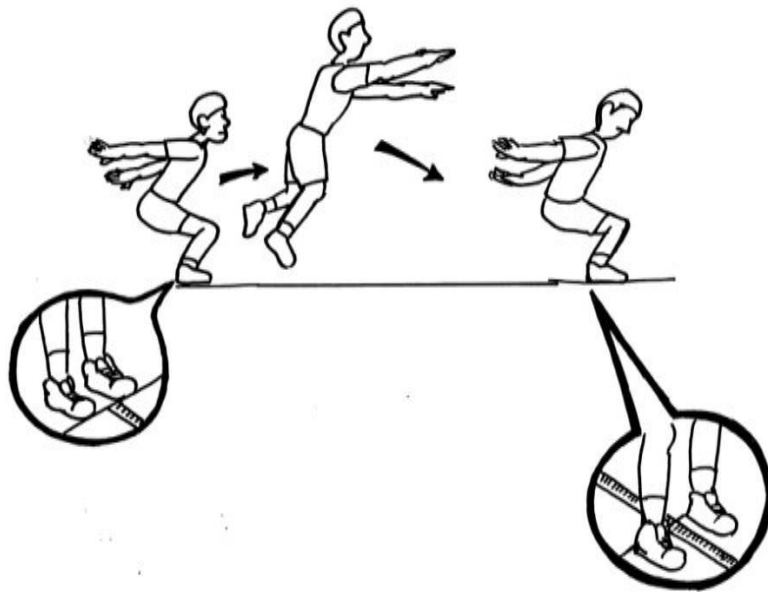
*(Test should be done in the presence of the facilitator)*

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

**Equipment:** Tape measure/meter stick or any measuring device

### Procedure:

1. Stand behind the take-off line with feet parallel to each other, the tips of the shoes should not go beyond the line.
2. Bend knees and swing arms backward once, then swing arms forward as you jump as far as you can.



3. Do not control the momentum of the jump (continuously move forward).
4. Perform the test twice in succession.
5. Place zero (0) point of the tape measure at the take-off line.
6. After the jump, spot the mark where the back of the heel of either of your feet has landed nearest to the take-off line.
7. Record the distance of the two trials.
8. Scoring--Record the best distance in meters to the nearest 0.1 centimeter.

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

### Hexagon Agility Test

*(Test should be done in the presence of the facilitator)*

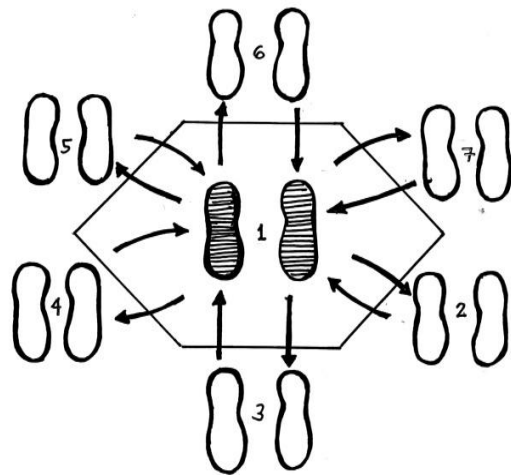
**Purpose:** to measure the ability of the body to move in different directions quickly

#### Equipment:

- Tape measure
- Stopwatch
- Chalk or masking tape Hexagon Size
- Length of each side is 24 inches (60.5cm)
- Each angle is 120 degrees.

#### Procedure:

1. Stand with both feet together inside hexagon facing the march starting side.
2. Using the ball of your feet with arms bent in front, jump clockwise over the line, and then back over same line inside the hexagon. Continue the pattern with all the sides of the hexagon.
3. Rest for one (1) minute.
4. Repeat the test counterclockwise.
5. Record the time of each revolution.
6. Restart the test if you jump on the wrong side or steps on the line.
7. Scoring --Add the time of the two revolutions and divide by 2 to get the average.
8. Record the time in the nearest minutes and seconds.



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

### Stick Drop Test

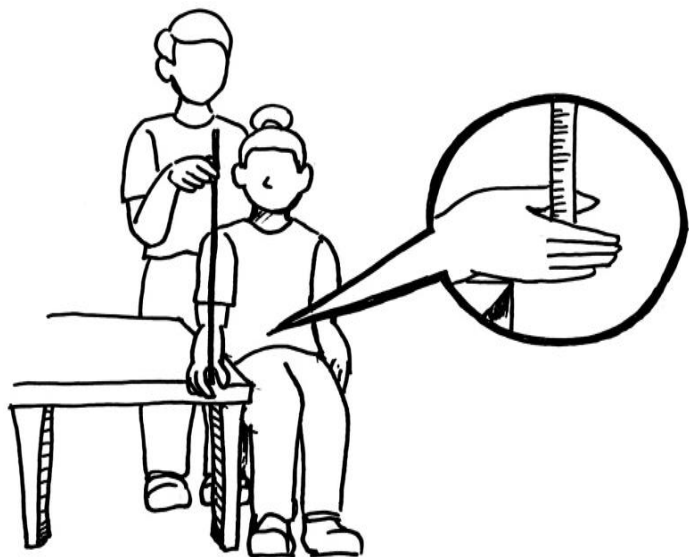
**Purpose:** to measure the time to respond to a stimulus

**Equipment:**

- 24-inch plastic ruler or stick
- Armchair or table and chair

**Procedure**

1. Sit on an armchair or chair next to the table so that the elbow and the lower arm will rest on the table comfortably.
2. Place the heel of the hand on the table so that only fingers and thumb will extend beyond.
3. Catch the ruler/stick with the thumb and index finger without lifting the elbow from the table as your partner drops the stick. Hold the stick while the partners read the measurement.
4. Do this thrice.
5. Let your partner (someone) drop the stick at the top, allowing dangling between the thumb and fingers of the performer
6. Hold the rules/stick so that the 24 inches will mark in even thumb and the index finger. No part of the hand of the performer should touch the ruler/stick.
7. Drop the ruler/stick without warning and let the performer catch it with her thumb and index finger.
8. Scoring- Record the middle of the three scores (for example: if the scores are 21, 18, 19, the middle score is 19).



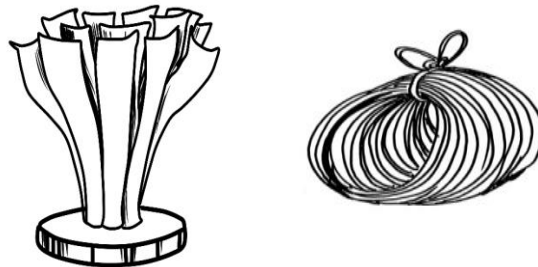
Coordination is the ability to use the senses with the body to perform motor task smoothly and accurately.

## Juggling

**Purpose:** to measure the coordination of the eye and hand

**Equipment:**

- Sipa (washer with straw) 20 pcs.
- Bundled rubber bands/any similar local materials



**Procedure:**

1. Hit the sipa/rubber band/similar local material alternately with the right and left palm upward. The height of the material being tossed should be at least above the head.
2. Count how many times you hit the material with the right and left hand.
3. Stop the test if the material drops.
4. Scoring – Record the number of hits (has) done.



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

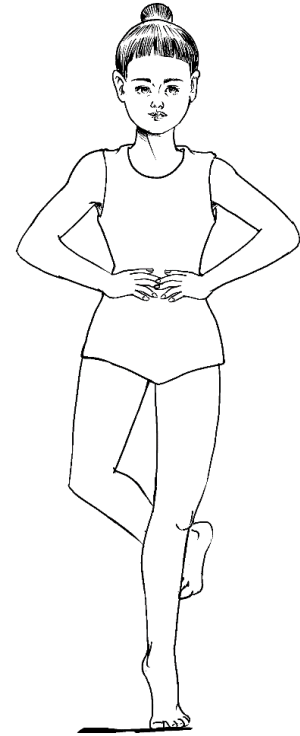
### Stork Balance Stand Test

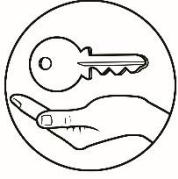
**Purpose:** to assess one's ability to maintain equilibrium

**Equipment:** Flat, non-slip surface and Stopwatch

**Procedure:**

1. Remove the shoes and place hands on the hips.
2. Position the right foot against the inside knee of the left foot.
3. Raise the left heel to balance on the ball of the foot.
4. Do the same procedure with the opposite foot.
5. Start the time as the heel of the performer is raised off floor.
6. 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; and
  - the heel of the supporting foot touches the floor.
7. Scoring: Record the time taken on both feet in nearest seconds.





## ***Answer Key***

<b>Pre-test/Post-test</b>	1. P
	2. E
	3. A
	4. B
	5. I
	6. C
	7. D
	8. G
	9. F
	10. M
	11. K
	12. J
	13. L
	14. H
	15. N

## References

Department of Education. (2017). *Physical education and health-Grade 7*.

Department of Education. (2019). *DepEd order no. 034 s. 2019 revised physical fitness test manual*. <https://www.deped.gov.ph/2019/12/09/december-9-2019-do-034-s-2019-revised-physical-fitness-test-Manual/>



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