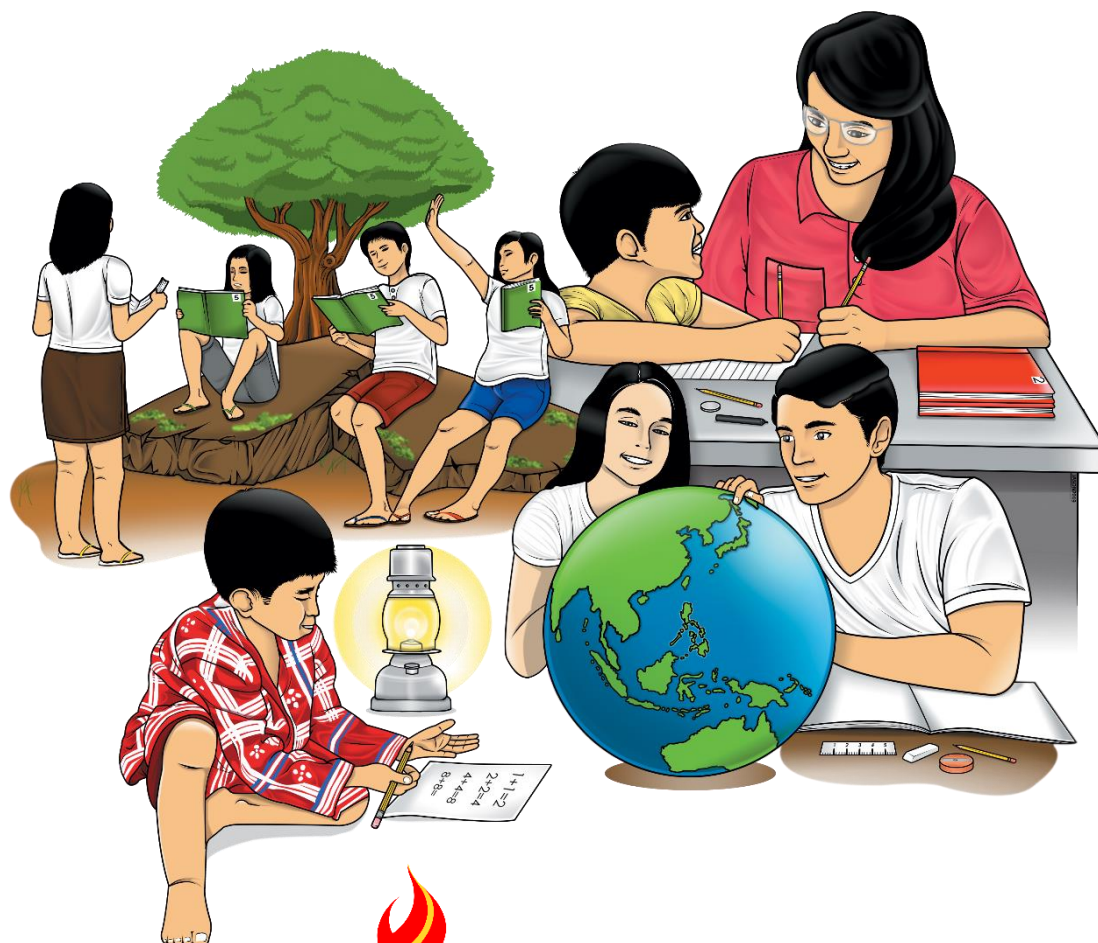


# Physical Education

## Quarter 2 – Module 1:

### Strengths and Weaknesses in Skill-Related Fitness Activities



**Physical Education – Grade 7**  
**Alternative Delivery Mode**  
**Quarter 2 – Module 1: Strengths and Weaknesses in Skill-Related Fitness Activities**  
**First Edition, 2020**

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# **Physical Education**

## **Quarter 2 – Module 1: Strengths and Weaknesses in Skill-Related Fitness Activities**

# **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 posttest 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***

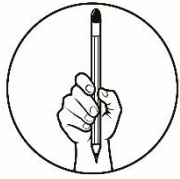
This module has been designed and written for you. It helps you identify the strengths and weaknesses in doing skill-related fitness activities. The scope of this module could be used in different learning situations and physical exercises. The lesson here has been prepared to overcome your weaknesses that hinder you to be physically fit. The order in which you read it can be changed to align with the textbook you are using.

The module is about:

- Lesson 1 –Strengths and Weaknesses in Skill-Related Fitness Activities

After going through this module, you are expected to:

1. undertake physical activity and physical fitness assessments (PE7PF-IIah-23), and
2. review goals based on assessment results (PE7PF-IIa24).



## ***What I Know***

### **PRETEST**

#### **Activity 1.1 Match It!**

**Directions:** Match the sport/physical activity in Column B with the primary physical fitness component needed to perform it in Column A. Write the letters of your answers in your activity notebook.

#### **Column A**

- \_\_\_ 1. Power
- \_\_\_ 2. Speed
- \_\_\_ 3. Balance
- \_\_\_ 4. Coordination
- \_\_\_ 5. Flexibility
- \_\_\_ 6. Muscular Strength
- \_\_\_ 7. Agility
- \_\_\_ 8. Cardiorespiratory Endurance
- \_\_\_ 9. Reaction Time

#### **Column B**

- a. 100 m Sprint
- b. Dodgeball/Tamaan Bata
- c. Marathon
- d. Hopscotch/Piko
- e. Exercise and proper diet
- f. Badminton and Table Tennis
- g. Archery
- h. Patintero
- i. Shotput
- j. Leg splits and yoga poses

#### **Activity 1.2 Physical Fitness Activities**

**Directions:** Identify the skill – related fitness activity used under the given situation. Choose your answers from the choices in the box and write them on your activity notebook.

Speed	Agility	Reaction Time	Power
	Balance	Coordination	

- \_\_\_\_\_ 1. Running away from stray dogs.
- \_\_\_\_\_ 2. Walking with books placed on top of your head.
- \_\_\_\_\_ 3. Avoiding getting tagged by classmate while playing habulan.
- \_\_\_\_\_ 4. Throwing heavy objects.
- \_\_\_\_\_ 5. Using a slingshot to hit tin cans.
- \_\_\_\_\_ 6. Quickly covering a frying pan catching fire.

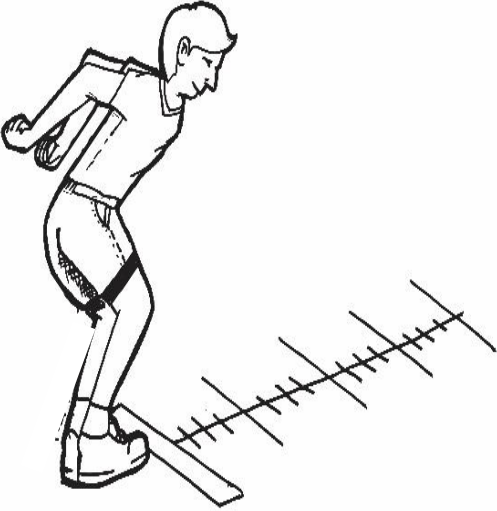
**Lesson****1****Identifying Strengths and Weaknesses in Skill-Related Fitness Activities**

This lesson focuses on your strengths and weaknesses in doing exercises aligned to your skill-related fitness activities.

***What's In*****Activity 1: Picture Me**

This activity will assess if you still remember our past lesson. Answering this activity will let you know about the learning outcome you have attained.

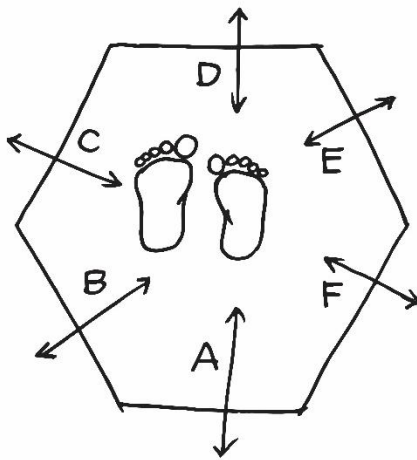
**Directions:** Identify the different Skill – Related Physical Fitness Tests and the components they measure. Write your answers in your activity notebook. The first item is done for you.

<b>Skill – Related Physical Fitness Test</b>	<b>Fitness Activity</b>	<b>Skill – Related Fitness Component</b>
1.  	Standing Long Jump	Power

2.



3.



4.

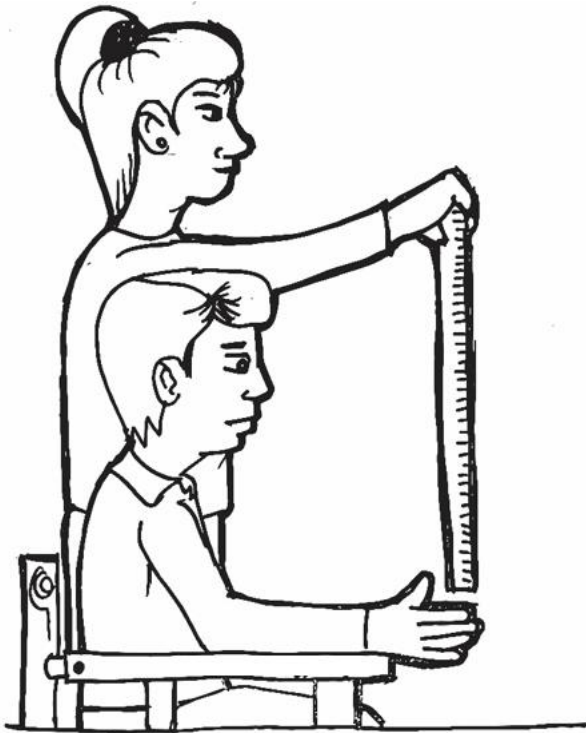




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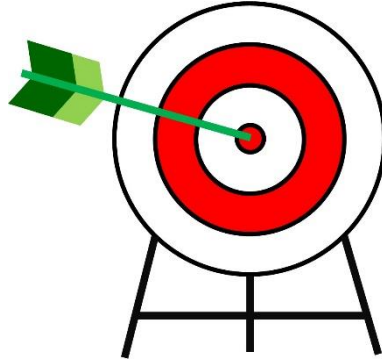


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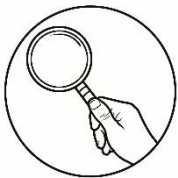


## ***What's New***



### **Reflective Questions:**

1. What comes to your mind when you see the illustration above?
2. Have you experienced setting a goal or target?
3. Have you tried fulfilling such a goal or target?
4. How do you feel about achieving your goal or target?



## ***What is It***

### **Physical Activity and Improving One's Health**

The World Health Organization (WHO) defines physical activity as any bodily movement produced by skeletal muscles that requires energy expenditure – including activities undertaken while working, playing, carrying out household chores, travelling, and engaging in recreational pursuits.

The term "physical activity" should not be confused with "exercise", which is a subcategory of physical activity that is planned, structured, repetitive, and aims to improve or maintain one or more components of physical fitness. Beyond exercise, any other physical activity that is done during leisure time, going from one place to another, or as part of a person's work has a health benefit. Further, both moderate and vigorous intensity physical activities improve health.

## **Recommended Levels of Physical Activity for Health (Global Recommendations on Physical Activity for Health, WHO, 2010)**

For children and young people 5–17 years old, physical activity includes play, games, sports, transportation, recreation, physical education or planned exercise, in the context of family, school, and community activities. In order to improve cardiorespiratory and muscular fitness, bone health, cardiovascular and metabolic health biomarkers, and reduced symptoms of anxiety and depression, the following are recommended:

1. Children and young people aged 5–17 years old should accumulate at least 60 minutes of moderate to vigorous-intensity physical activity daily.
2. Physical activity having greater than 60 minutes daily will provide additional health benefits.
3. Most of the daily physical activities should be aerobic. Vigorous-intensity activities should be incorporated, including those that strengthen muscle and bone, at least 3 times per week.

Regular physical activity of moderate intensity – such as walking, cycling, or doing sports – has significant benefits for health. At all ages, the benefits of being physically active outweigh potential harm, for example through accidents. Some physical activity is better than doing none. By becoming more active throughout the day in relatively simple ways, people can quite easily achieve the recommended activity levels. The regular and adequate levels of physical activity result in:

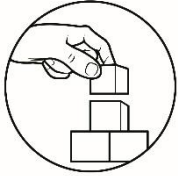
- improved muscular and cardiorespiratory fitness;
- improved bone and functional health;
- reduced risk of hypertension, coronary heart disease, stroke, diabetes, various types of cancer (including breast cancer and colon cancer), and depression;
- reduced risk of falls as well as hip or vertebral fractures; and
- conditions fundamental to energy balance and weight control.

*(Source: “Physical Activity.” World Health Organization. World Health Organization, February 23, 2018. <https://www.who.int/news-room/fact-sheets/detail/physical-activity>)*

### **Follow – up Activity**

**Directions:** In your activity notebook, write your answers to the following questions:

1. What is “physical activity”?
2. Besides exercises, what other activities help improve one’s health?
3. How much time and how hard should a child like you spend doing a physical activity?
4. What are the benefits of having regular and adequate levels of physical activity?



## What's More

### Activity 1: Fitness Goals Revisited

Look back on the results of your physical fitness test and personal contract in the first quarter. What goals have you set to improve your fitness?

**Directions:** Accomplish the portion of Physical Fitness Scorecard in the answer sheet given to you by supplying your scores from your Test in the first quarter. On the spaces provided, write your answers to the questions that follow.

<b>Part 2: Skill-Related Fitness Test</b>			
<b>A. COORDINATION:</b> Juggling		Score:	<input type="text"/>
<b>B. AGILITY:</b> Hexagon Agility Test			
Clockwise: Time (00:00)		Counterclockwise: Time (00:00)	Average
<input type="text"/>		<input type="text"/>	<input type="text"/>
<b>C. SPEED:</b> 40 meter sprint		Time:	<input type="text"/>
<b>D. POWER:</b> Standing Long Jump			
Distance (centimeters)			
First Trial	Second Trial		
<input type="text"/>	<input type="text"/>		
<b>E. BALANCE:</b> Stork Balance Stand Test			
Right Foot: Time (00:00)		Left Foot: Time (00:00)	
<input type="text"/>		<input type="text"/>	
<b>F. REACTION TIME:</b> Stick Drop Test			
1st Trial	2nd Trial	3rd Trial	Middle Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Reflective Questions:

1. What do you feel having revisited your fitness test scores?
2. In what test or tests did you perform well? Test or tests you got low scores?
3. Have you fulfilled your personal fitness contract?

## Activity 2: Fitness and Physical Activities

**Directions:** Select an appropriate activity from the box that develops a specific fitness component. Write your answers in your activity notebook.

Walking to and from school	Lifting a heavy basket to a table	Playing Patintero	Playing Tumbang Preso
Using “poso” in fetching water	Taking a balanced diet	Running to the store	Stretching upon waking up.
	Making a meter stick stand on your palm.	Avoiding objects that might hit you	

### Fitness Component

1. Body Composition
2. Flexibility
3. Muscular Strength
4. Cardiorespiratory Endurance
5. Speed
6. Power
7. Agility
8. Reaction Time
9. Balance
10. Coordination

### Physical Activity

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## Activity 3: Get Set, Goals!

**Directions:** Copy and complete the table below in your activity notebook. Set goals based on the results of your physical fitness tests and identify the physical activities that improve your Skill – Related Fitness.

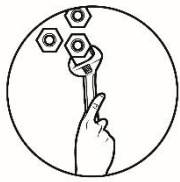
Skill – Related Fitness Component	Fitness Goal	Physical Activities
Agility		
Speed		
Power		
Balance		
Reaction Time		
Coordination		



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

### **Activity 1. 3 – 2 – 1**

**Directions:** Describe 3 takeaways (things you have learned), 2 questions you have, and 1 aspect you have enjoyed the most in our lesson. Write your answers in your activity notebook.



## ***What I Can Do***

### **Activity 1. My Weekly Fitness Plan**

**Directions:** Make a one-week activity plan using the FITT principle. Copy the table below in your activity notebook. Follow the FITT guide in filling up this table with different physical activities that will help you achieve your fitness goals. Write your answers in it.

<b>Fitness Component</b>	<b>Frequency</b>	<b>Intensity</b>	<b>Time</b>	<b>Type</b>
Flexibility				
Cardiorespiratory Endurance				
Muscular Strength				
Muscular Endurance				

#### **FITT guide:**

- Frequency** – how many days a week you should do the activities
- Intensity** – how much effort you put in doing the activities
- Time** – how many minutes you are going to spend doing the activities
- Type** – what activities are you going to do

#### **Reflective Questions:**

1. How do you feel about the activity?
2. What part of the activity do you enjoy?
3. What part of the activity are you having a hard time at?
4. Do you think you could do all the activities that you have listed?
5. What do you think might hinder you to accomplish your fitness goals?



## Assessment

### POSTTEST

#### Activity 1.1 Match It!

**Directions:** Match the sport/physical activity in Column B with the primary physical fitness component needed to perform it in Column A. Write the letters of your answers in your activity notebook.

#### Column A

1. Power
2. Speed
3. Balance
4. Coordination
5. Flexibility
6. Muscular Strength
7. Agility
8. Cardiorespiratory Endurance
9. Reaction Time

#### Column B

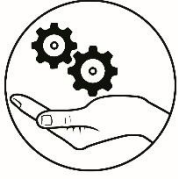
- a. Patintero
- b. Marathon
- c. Dodgeball/Tamaan Bata
- d. 100 m Sprint
- e. Badminton and Table Tennis
- f. Exercise and proper diet
- g. Hopscotch/Piko
- h. Shotput
- i. Archery
- j. Leg splits and yoga poses

#### Activity 1.2 Physical Activities and Fitness

**Directions:** Identify the skill – related fitness used under the given situations. Choose your answers from the box and write them in your activity notebook.

Speed	Agility	Reaction Time	Power
	Balance	Coordination	

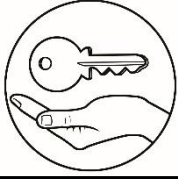
- \_\_\_\_\_ 1. Avoiding getting tagged by classmate while playing “habulan”.
- \_\_\_\_\_ 2. Quickly covering a frying pan catching on fire.
- \_\_\_\_\_ 3. Running away from stray dogs.
- \_\_\_\_\_ 4. Throwing heavy objects.
- \_\_\_\_\_ 5. Walking with books placed on top of your head.
- \_\_\_\_\_ 6. Using a slingshot to hit tin cans.



## ***Additional Activities***

**Directions:** Execute your weekly fitness plan. In your activity notebook, make a checklist of the activities that you have completed and the activities that you have left undone.





# Answer Key

<p><b>Additional Activities</b> (Varied Answers)</p>	<p><b>Assessment</b></p> <p><b>Activity 1.1 Match It!</b></p> <ol style="list-style-type: none"> <li>1. H</li> <li>2. D</li> <li>3. G</li> <li>4. i</li> <li>5. j</li> <li>6. e</li> <li>7. a</li> <li>8. b</li> <li>9. c</li> </ol> <p><b>Activity 1.2. Physical Activity and Fitness</b></p> <ol style="list-style-type: none"> <li>1. Agility</li> <li>2. Reaction Time</li> <li>3. Speed</li> <li>4. Power</li> <li>5. Balance</li> <li>6. Coordination</li> </ol>	<p><b>Activity 2. Get Set, Goals!</b> (Varied answers)</p> <p><b>What I Have Learned</b> (Varied answers)</p> <p><b>What I Can Do</b> <b>Activity 1. My Weekly Fitness Plan</b> (Varied answers)</p>
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<p><b>What is It</b> (Varied answers)</p> <p><b>What's More</b></p> <p><b>Activity 1. Fitness and Physical Activity</b></p> <ol style="list-style-type: none"> <li>1. Taking a balance diet.</li> <li>2. Stretching upon waking up.</li> <li>3. Using "poso" in fetching water.</li> <li>4. Walking to and from school.</li> <li>5. Running to the store.</li> <li>6. Lifting a heavy basket to a table.</li> <li>7. Playing Patintero.</li> <li>8. Avoiding objects that might hit you.</li> <li>9. Making a meter stick stand on your palm</li> <li>10. Playing "tumbang preso".</li> </ol>	<p><b>What's In</b></p> <p><b>Activity 1. Picture Me</b></p> <ol style="list-style-type: none"> <li>1. 40 m Sprint - Speed</li> <li>2. Hexagon Agility Test - Agility</li> <li>3. Stork Stand Balance Test - Balance</li> <li>4. Juggling - Coordination</li> <li>5. Stick Drop Test - Reaction Time</li> </ol> <p><b>What's New</b></p> <p><b>Activity 1. Fitness Goals</b> (Varied answers)</p> <p><b>Revisited</b></p>	<p><b>What I Know</b></p> <p><b>Activity 1.1 Match It!</b></p> <ol style="list-style-type: none"> <li>1. i</li> <li>2. a</li> <li>3. d</li> <li>4. g</li> <li>5. j</li> <li>6. f</li> <li>7. h</li> <li>8. c</li> <li>9. b</li> </ol> <p><b>Activity 1.2 Physical Activity and Fitness</b></p> <ol style="list-style-type: none"> <li>1. Speed</li> <li>2. Balance</li> <li>3. Agility</li> <li>4. Power</li> <li>5. Coordination</li> <li>6. Reaction Time</li> </ol>
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