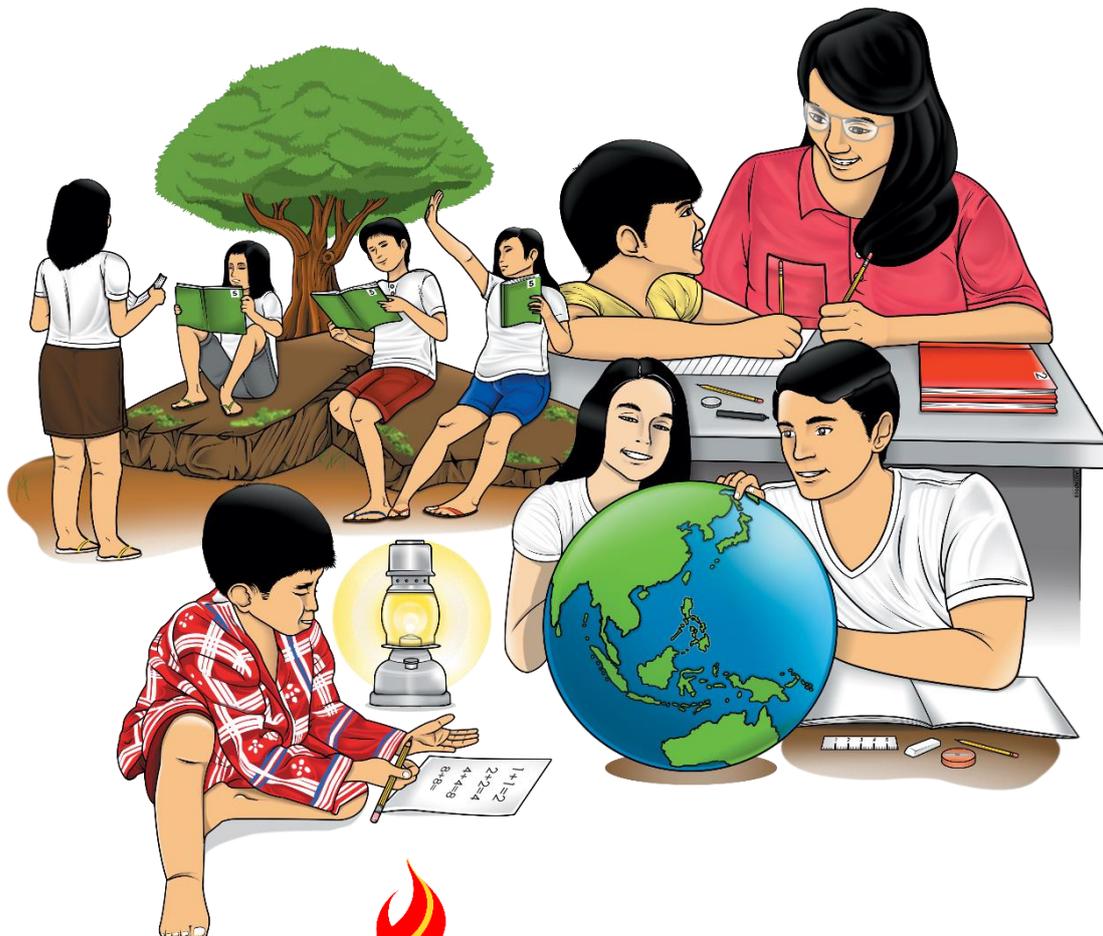


7

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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7

Physical Education

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

Introductory Message

For the facilitator:

Welcome to the P.E. 7 Alternative Delivery Mode (ADM) Module on Physical Fitness Test!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the P.E. 7 Alternative Delivery Mode (ADM) Module on Physical Fitness Test

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

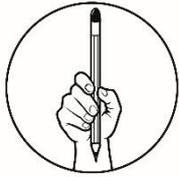
This module was designed and written for you. It helps you understand the Physical Fitness Test. The scope of this module could be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence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

The 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)
2. Undertakes 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.

Pre-Assessment:

Directions: Identify the components of Physical Fitness Test by choosing the correct answer 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 |

- _____ 1. Ability of the muscles to function effectively and efficiently without undue fatigue
- _____ 2. It is a set of measure designed to determine the level of physical fitness.
- _____ 3. Ability of the joints and muscle to move through in full range of motion
- _____ 4. It refers to proportion of lean body mass to fat free body mass.
- _____ 5. Ability of an individual to quickly shift or change direction of the body from one point to the other.
- _____ 6. Ability to perform a movement in one direction in the shortest period of time.
- _____ 7. It is the amount of time it takes to respond to a stimulus
- _____ 8. It refers to the maintenance of equilibrium while stationary or while moving.
- _____ 9. Ability to perform one maximum effort in the shortest possible time. It is a product of both strength and speed.
- _____ 10. It refers to the amount of free time left after doing 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 upper extremities
- _____ 13. It refers to measure the coordination of eye and hand.
- _____ 14. 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 one time by 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 Grade 6?
2. Share your experiences during the administration of the Physical Fitness Test.



What's New

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

Par Q and You

Please read the questions carefully and answer each one honestly.

Directions: Check (✓ **YES** or **NO**) in the box provided.

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 physical activity? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. In the past month, have you had chest pain when you were not doing 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 of any other reason why you should not do physical activity? |

If you answered:

YES to one or more questions

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

- You may be able to do any activity you want as long as 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 or in case you may not able to see your doctor, refer to your medical records and doctor's advices for the past 6 months about the kinds of activities you wish to participate in and follow his/her advice.
- 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 reasonable sure that you can:

- Start becoming much more physically active- begin slowly and build up gradually. This is the safest and easiest way to go.
- Take part in a fitness appraisal- this 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 much 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 learned from 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 measure designed to determine a student's level of physical fitness. It is intended to two categories of physical fitness commonly referred to "health-related and "skill-related components as refer to those physical attributes which enable a person to cope with the requirement 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 essential component of the Physical Education and Sports Programs for elementary (grades 4, 5, and 6) and secondary levels.

Factors to be considered for you 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 house hold 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 spare time after doing their normal daily routine. This activity is what we called 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 event that need 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 improved 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-stop watch, step box/stairs
 - Muscular Strength- mat
 - Speed- stop watch
 - 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 – stop watch

2. Observe the following prior to actual day of testing:
 - a. See to it 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. However when taking the BMI wear shorts.
 - e. Conduct warm –up exercise before taking the test except the 3-minute step test

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 st	2 nd	3 rd

Part II: SKILL RELATED FITNESS

A. COORDINATION:

JUGGLING

SCORE _____

B. AGILITY:

Hexagonal Agility Test

Clockwise Time (00:00)	Counter clockwise (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 st Trial	2 nd Trial	3 rd Trial	4 th 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:

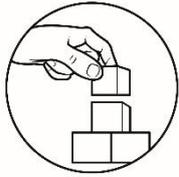
S – M – A – R – T

- | | |
|-----------------------|---|
| S (Specific) | what exactly you want to achieve or accomplish |
| M (Measurable) | write down amount, time, days and other measurable factors to reached your goal. How are you going to measure and track it? |
| A (Achievable) | Does your goal is attainable and reachable and ask yourself how you are going to make it happened. |
| R (Relevant) | is the goal worthwhile? How importance your goal in your life? |
| T (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 statement 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 lost 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

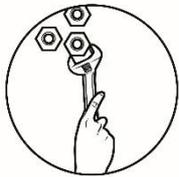
Direction; You will undergo the Physical fitness Test. Please refer to pages 14-25 for instruction.



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

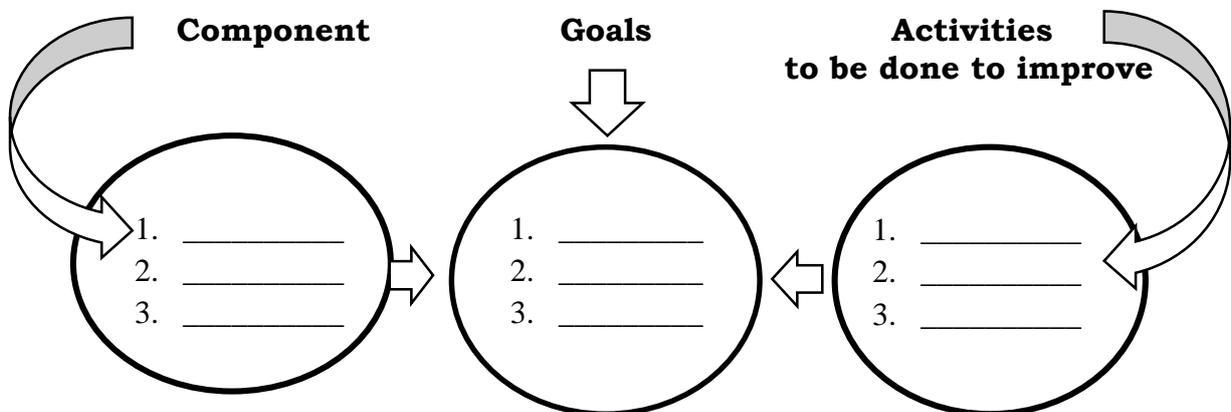
After performing the Physical Fitness test (PFT), you will able to know your fitness level. Now, do the activities 4 and 5.

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 from 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 Physical Fitness Test by choosing the correct answer 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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- _____ 9. Ability to perform one maximum effort in the shortest possible time. It is a product of both strength and speed.
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- _____ 11. It is a term goal plan that requires a limited amount of time.
- _____ 12. Its purpose is to measure strength of upper extremities
- _____ 13. It refers to measure the coordination of eye and hand.
- _____ 14. 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 one time by 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 body fat to 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

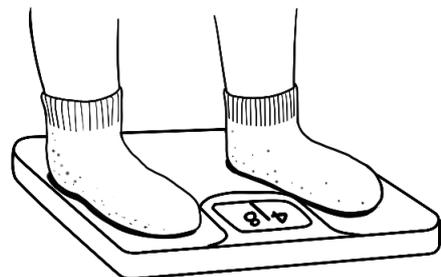
1. Weight- the heaviness or lightness of a person

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. Record the score in kilograms

Scoring: Record body mass to the nearest 0.5 kilograms

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:

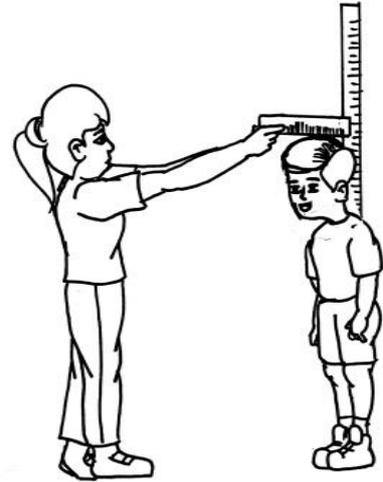
For the Performer

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

For the Partner

- 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 students is straight and parallel to the floor. Ask someone to look and record your height, record the score in meters.

- b. Record the score in meters



Scoring- Record standing height to the nearest 0.1 centimeter
*** 1 meter = 100 centimeter

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

Zipper Test

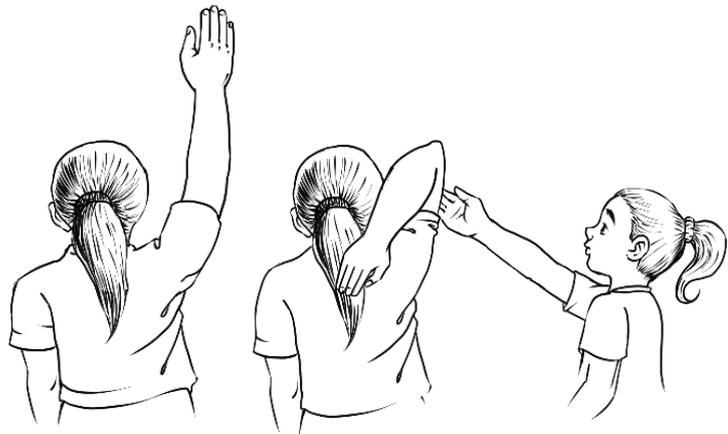
Purpose: to test the flexibility of the shoulder girdle

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 right 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. Record the distance in centimeter



Scoring record the distance to the nearest 0.1 centimeters

Sit and Reach

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

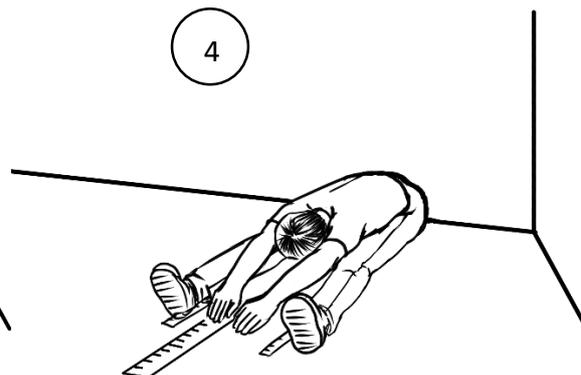
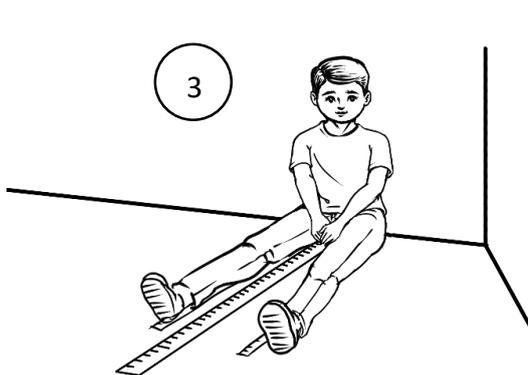
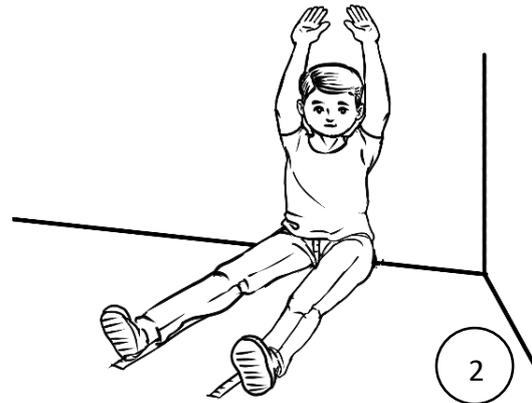
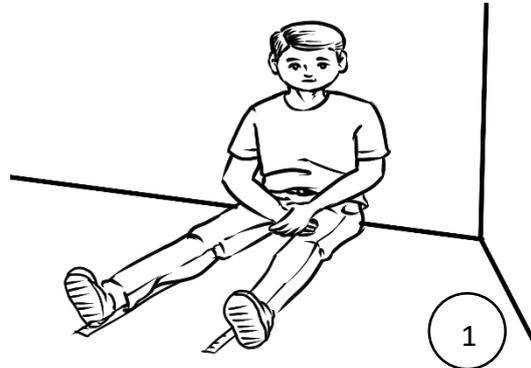
Equipment:

- Tape Measure or meter stick
- Card board 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 card board or paper. Start the test by pushing the card board 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 slides the farthest distances that you could.
3. Record farthest distance reached in centimeters.

Scoring - record the distance to the nearest 0.1 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

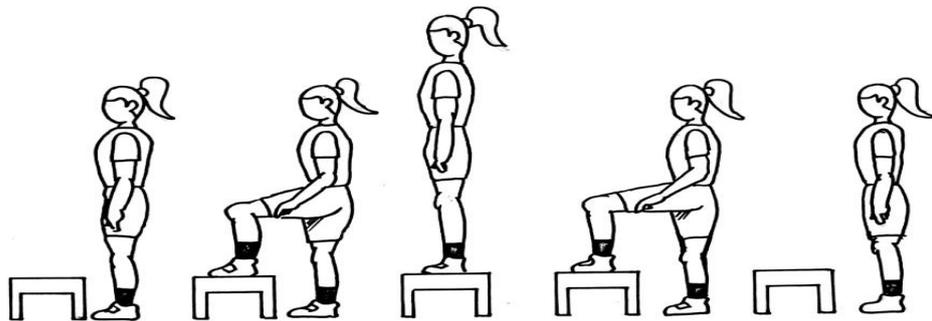
Equipment:

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

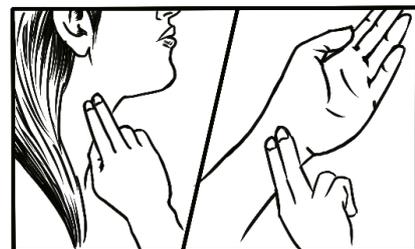
Procedure:

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 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.

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

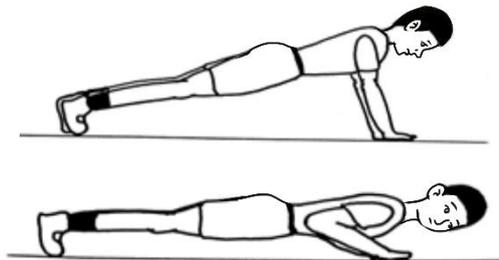
Procedure:

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, 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 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.

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

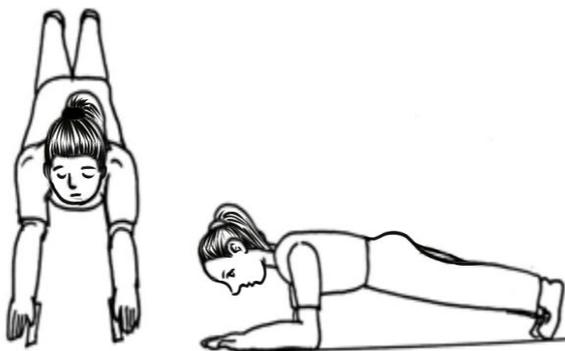
Procedure:

For the Performer:

1. Assume a push- up position. Rest body on forearms with palms and fingers flat on the floor. Elbows are aligned with the shoulders.
2. Legs are straight with ankles, knees and thighs touching together
3. Support weight on forearms and toes: 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. Record time in the nearest 0:00:01 second

Scoring: Record the time in nearest minutes and seconds

Standing Long Jump

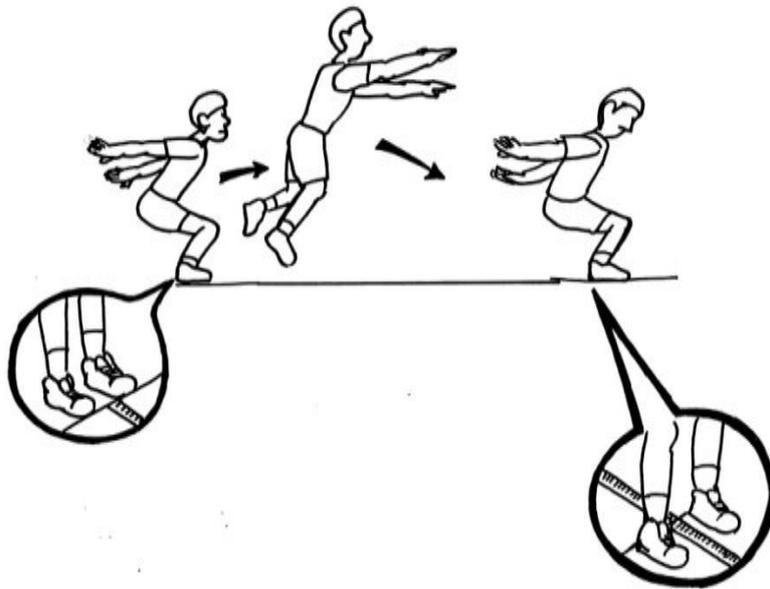
(Test should be done in the presence of the facilitator)

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. Records 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)

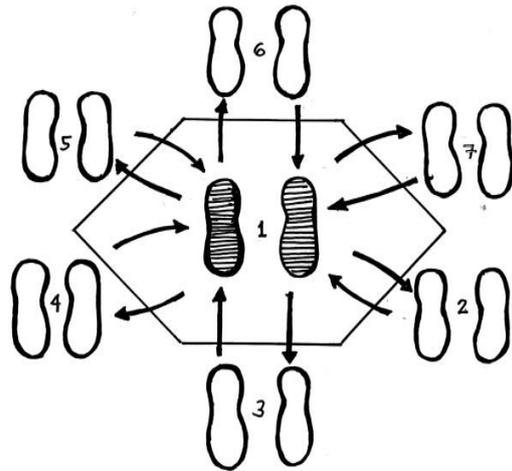
Purpose: to measure the ability of the body to move in different directions quickly

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.



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

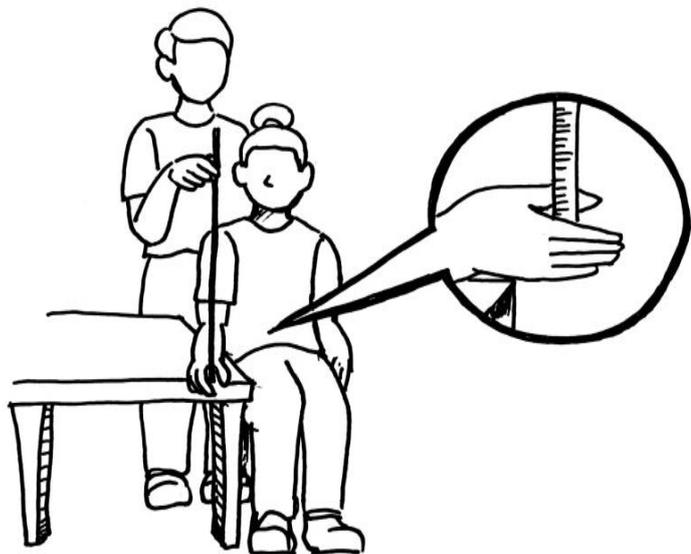
Purpose: to measure the time to respond to a stimulus

Equipment:

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

Procedure

1. Sit on an armchair or chair next to the table so that the elbow and the lower arm rest on the desk/table comfortably.
2. Place the heel of the hand on the desk/table so that only fingers and thumb extend beyond.
3. Catch the ruler/stick with the thumb and index finger without lifting the elbow from the desk/table as partner drops the stick. Hold the stick while the partners read the measurement.
4. Do this thrice
5. Let 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 inch marks 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).



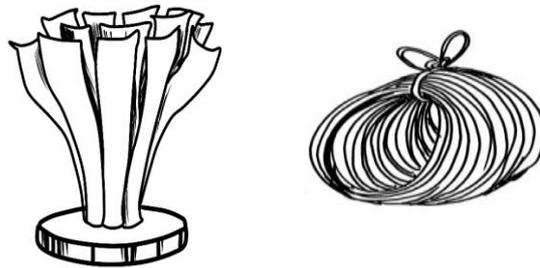
Coordination is the ability to use the senses with the body to perform motor task smoothly and accurately.

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.

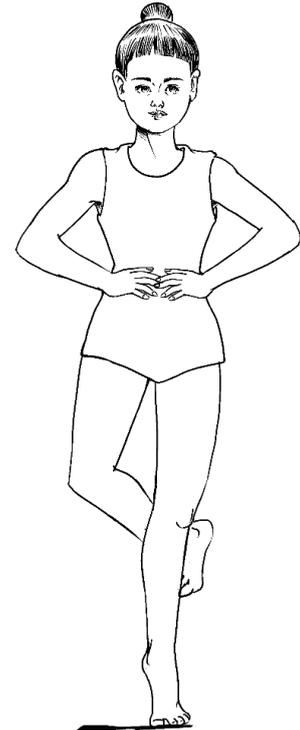
Stork Balance Stand Test

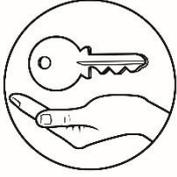
Purpose: to assess one's ability to maintain equilibrium

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
 - the heel of the supporting foot touches the floor.
7. Scoring: Record the time taken on both feet in nearest seconds.





Answer Key

Pre-test/Post-test	
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, Physical Education and Health-Grade 7.
Pasig: Department of Education 2017

DepEd Order No. 034 s. 2019 Revised Physical Fitness Test Manual

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