



8 MAPEH

(P.E.)
Quarter 1



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Grade 8

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P.E. Grade 8
PIVOT IV-A Learner's Material
Quarter 1
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PIVOT 4A CALABARZON

Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) for **MAPEH** as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in 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.

You are expected to assist the child in the tasks and ensure the learner's mastery of the subject matter. Be reminded that **learners have to answer all the activities in their own notebook.**

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

Health Related Fitness

Lesson

I

This lesson is written to explore your knowledge and skills that would help you and your family to develop a lifelong habit of physical fitness and to possess a real change for your families wellness. At the end of this lesson, you should be able to discuss the health related fitness, undertake fitness test and conducts physical activity and physical fitness assessment.

Learning Task 1: Find a word/words from the puzzle about Health related fitness. Write your answer in your notebook.

S	C	E	N	T	E	R	O	W
B	T	E	N	D	U	R	A	E
O	L	R	V	I	T	A	N	C
D	F	L	E	X	I	B	I	L
Y	C	O	M	N	D	Y	T	I
I	S	O	P	O	G	F	Y	R
T	I	O	N	S	P	T	A	G
M	A	X	I	M	U	M	H	E

1. _____
2. _____
3. _____
4. _____
5. _____

Define the words that you found from the puzzle. Write this in your notebook.



Read:

Components of Health-related Fitness

Health-related fitness activities are provided for you to have a better grasp on the lesson at hand, and they will equip you with various choices in selecting the most appropriate exercises or activities.

Fitness is defined as a condition in which an individual has enough energy to avoid fatigue and enjoy life.

Physical fitness is the ability of our body to respond to the many demands of life with extra energy for leisure and recreational activities. It is divided into four health- and six skill-related components.

Health-related fitness is the ability to become and stay physically healthy.

Health Components

Cardiorespiratory fitness

Muscular strength and endurance

Flexibility

Body composition

Skill-related fitness enhances one's performance in athletic or sports events.

Skill Components

Agility

Speed

Balance

Coordination

Power

Reaction Time

Health-related components focus on factors that promote optimum health and prevent the onset of disease and problems associated with inactivity.

Four Components of Health-Related Fitness

- **Cardiovascular fitness** is the ability of the heart (cardio) and circulatory system (vascular) to supply oxygen to muscles for an extended period of time. Cardiovascular is also called cardiorespiratory (lungs) fitness. Usually the 1km run or some other type of continuous fitness activity (12-minute run, cycling, step-test, etc.) is used to assess cardiovascular fitness.
- **Muscular strength and endurance** is the muscle's ability to produce effort or perform work.
 - **Muscular endurance** refers to the ability of the muscle to work over an extended period of time without fatigue. Performing push-ups and sit-ups or crunches for one minute is commonly used in fitness testing of muscular endurance.
 - **Muscular strength** refers to the maximum amount of force a muscle can exert against an opposing force. Fitness testing usually consists of a one-time maximum lift using weights (bench press, leg press, etc.).
- **Flexibility** is the ability to move a body part through a full range of motion (ROM) at a joint. The sit-and-reach is commonly used to determine flexibility.
- **Body composition** is the ratio of body fat to lean body mass (including water, bones, muscles, and connective tissues). Having too much fat tissue is a risk factor for cardiovascular diseases, diabetes, cancer, and arthritis.

In addition to improving quality of life, health-related fitness also:

- increases muscle tone and strength;
- decreases susceptibility to injuries and illness;
- improves bone mineral density;
- reduces risk of osteoporosis;
- improves posture;
- increases efficiency of the respiratory and circulatory systems;
- decreases risk of cardiovascular disease and stroke;
- improves blood pressure;

- decreases risk of diabetes and some cancers;
- improves self-esteem and self-confidence;
- decreases body fat and improves metabolism; and
- increases energy level and academic achievement.

Learning Task 2: Answer the following questions. Write your answers in your notebook.

1. In your own words, define fitness.

2. Describe the difference between health-related and skill-related fitness components.

3. Reflect your daily activities and write them down on the below. Give special attention to activities that will help improve your HRF and maximize your body potentials.

Learning Task 2: This activity will allow you to better understand the importance of exercise in building total fitness and family wellness. Study the following ideas. You may do this by looking for a partner to **complete** the task

BODY COMPOSITION – is the body’s relative amount of fat to fat-free mass.

Body Mass Index (BMI)

WEIGHT [in Kilograms]

HEIGHT [in Meters]²

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

CLASSIFICATION:

BELOW 18.5	Underweight
18.5 – 24.9	Normal
25 – 29.9	Overweight
30.0 – ABOVE	Obese

A.1 Weight – the heaviness or lightness of a person.

Equipment: Weighing Scale

Procedure:

For the test taker:

- Wear light clothing.
- 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

A.2 Height – it is the distance between the floor to the top of the head in standing position.

Equipment:

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

Procedure:

For the student:

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

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.
- b. Record the score in meters.

Scoring – record standing height. * 1 meter = 100 centimeters

B. Waist Circumference – waist circumference is a good predictor of visceral fat, which contributes more risk of cardiovascular disease and diabetes than fat located in other areas of the body.

Equipment: Tape Measure

Procedure:

For the student:

- a. Wear light clothing before taking waist circumference.
- b. On bare waist, stand erect and wrap tape measure around waist.

For the partner:

Standard

	Men		Women	
Risk	Centimeter	Inches	Centimeter	Inches
Very High	>120	>47	>110	>43.5

High	100 – 120	39.5 – 47	90 – 109	35.5 – 43
Normal	102	40	88	34.6
Low	80 – 99	31.5 – 39	70 – 89	28.3 – 35
Very Low	<80	<31.5	<70	<28.5

STRENGTH – refers to the muscle’s ability to generate force against physical objects. In the fitness world, this typically refers to how much weight you can lift for different strength training exercises.

C. 90 – Degree Push-up

Purpose – to measure strength of upper extremities

Equipment Exercise mats or any clean mats

Procedure

For the student:

a. Lie down on the mat; face down in standard push-up position: palms on the mat under the shoulders, fingers pointing forward, and legs straight, parallel, and slightly apart, with the toes supporting the feet.

b. 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).

c. 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 tester:

a. As the student assumes the position of push-up, start counting as the student lowers his body on the ground until he reaches 90-degree angle at the elbow.

b. Make sure that the student performs the push-ups in the correct form.

c. The test is terminated when the subject can no longer perform the push ups in the correct form (three corrections are allowed), is in pain, voluntarily stops, or breaks his/her cadence.

Scoring – record the number of push-ups made.

D. Curl-ups

Purpose – to measure strength of abdominal muscles

Equipment Exercise mats or any clean mats

Procedure

For the student

- a. Lie on back with the knees flexed and the feet 12 inches from the buttocks.
- b. Feet cannot be held or rested against an object. The arms are extended and are resting on the thighs.
- c. Complete a slow, controlled curl-up, until the student's shoulders come off the mat two inches, then back down again.
- d. The curl-up should be performed at a rate of one every 3 seconds or 20 curl-ups per minute (2 seconds going up and 1 second going down).
- e. There should be no rest at the bottom position, and students should perform as many curl-ups as possible without stopping.

For the tester

- a. One curl-up is counted each time the student's shoulder blade touches the floor.
- b. Make sure that the student performs the curl-ups in the correct form.
- c. The test is terminated when the subject can no longer perform the curl-ups in the correct form (three corrections are allowed), is in pain, voluntarily stops, or breaks his/her cadence.

Scoring – record the number of curl-ups made.

Flexibility – refers to the ability of the joints to move through a full range of motion.

E. Sit and Reach – a test of flexibility for the lower extremities particularly the hamstring.

Purpose – to be able to reach as far as possible without bending the hamstring.

Equipment: Tape Measure

Procedure

For the student:

- a. Sit on the floor with back flat on the wall, with feet approximately 12 inches apart.
- b. Without bending your back, knees, and elbows, place one hand on top of the other and position the hands on the floor.
- c. After the tester has positioned the zero point of the tape measure, start the test by slowly reaching the farthest point possible without bending the knees.

For the partner:

- a. As the student assumes position (b) procedure, position the zero point of the tape measure at the tip of the finger farthest from the body.
- b. See to it that the knees are not bent as the test taker reaches the farthest that he/she could.
- c. Measure the farthest distance reached.
- d. Record the score in centimeter.

Scoring - record sit and reach to the nearest 0.1 centimeter.

2. Zipper Test – a test of upper arm and shoulder girdle flexibility intended to parallel the strength / endurance assessment of the region.

Purpose – to touch the fingertips together behind the back by reaching over the shoulder and under the elbow
Equipment: Ruler

Procedure:

For the student:

- a. Stand erect.
- b. To test the right shoulder, raise your right arm, bend your elbow, and reach down across your back as far as possible.
- c. At the same time, extend your left arm down and behind your back, bend your elbow up across your back, and try to cross your fingers over those of your right hand.
- d. Reach with the right hand over the right shoulder and down the back as if to pull a zipper or scratch between the shoulder blades.
- e. To test the left shoulder, repeat procedures a – d with the left hand over the left shoulder.

For the partner:

- a. Observe whether the fingers touched or overlapped each other.
- b. Measure the distance in which the fingers overlapped.
- c. Record the score in centimeters.

Scoring – record zipper test to the nearest 0.1 centimeter.

Standard

- 0 – fingers did not touch
- 1 – fingers just touched
- 2 – fingers overlapped by 1-2 cms.
- 3 – fingers overlapped by 3-4 cms.
- 4 – fingers overlapped by 5-7 cms.
- 5 – fingers overlapped by 8 cms. or more.

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 that oxygen. Endurance may also refer to the ability of the muscle to do repeated work without fatigue.

1. 3 – Minute Step Test

Purpose - to measure cardiovascular endurance

Equipment 1. Step with a height of 12 inches 2. Stopwatch

Procedure

For the student:

- a. Position in front of the step.
- b. At the signal go, step up and down on a 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, up with the right foot, down with the left foot, down with the right foot.”
- c. Immediately after the exercise, stand and relax. Don't talk.
- d. Right after the activity, locate your pulse. (the first beat is zero.)
- e. Count the pulse for 10 seconds. Multiply by 6.

For the partner:

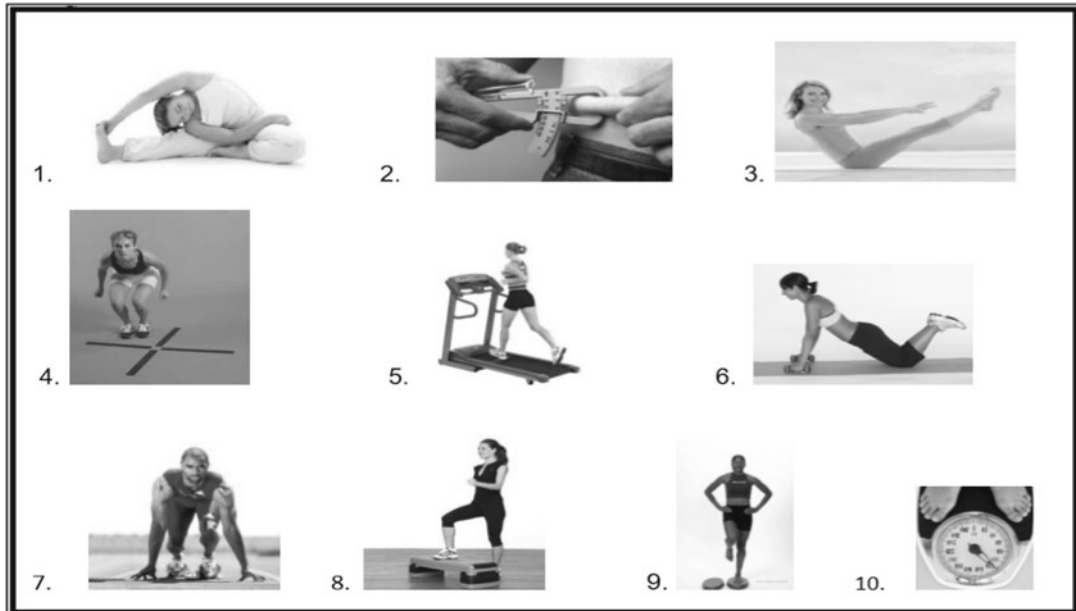
- a. As the student assumes the position in front of the step, signal, “Ready” and “Go”, start the stopwatch for the 3-minute step test.
- b. After the test, let the student count his pulse for 10 seconds and multiply it by 6.

Scoring – record the 60-second heart rate for the activity.



E

Learning Task 3: Identify what type of Health-Related Components are found in the following figures. You can use your notebook in to write your answers.



Individual Assessment :

1. What are being done in each of the figure?
2. Can these exercises be done or observe in your daily routine or while doing household chores? In what way?
3. Do the members of the family or even your friends are making these exercises? How could it be observed?



Learning Task 4: Read the questions carefully. Choose the letter that represent the best answer. Write it on a separate sheet.

1. In designing physical activities that promote cardiovascular and muscular fitness activities to family members. What components you consider to become and stay physically health?

A. Aerobics- related fitness	C. Health-related Fitness
B. Dance-related Fitness	D. Skill-related Fitness

2. Nexie is a ballet dancer, she can easily bend and stretched her body without feeling pain. In what HRF components, the physical activity of she shows.

A. Body Composition	C. Flexibility
B. Endurance	D. Strength

3. Nancy easily get tired when she is jogging in the morning. In what components mother Nancy is weak?
- | | |
|---------------------|----------------|
| A. Body Composition | C. Flexibility |
| B. Endurance | D. Strength |
4. Joel want exercise for his cardio-respiratory at exercise is fitted to him?
- | | |
|--------------------|----------------|
| A. Basketball Pass | C. Shuttle Run |
| B. Jogging | D. Zipper-Rest |
5. Ryan wants to know his body composition. He already knew his weight, to compute for his body composition, he needs to know his _____.
- | | |
|-------------|-------------------|
| A. Arm Span | C. Leg Length |
| B. Height | D. Sitting Height |
6. Fr. Noel always concerned on his ratio of body fat to lean body mass. In what HRF components Fr. Noel concern?
- | | |
|---------------------|-------------|
| A. Body Composition | C. Force |
| B. Fitness | D. Wellness |
7. Jojo wants to assess his body composition. He wants to know if his weight is accurate to his height. What formula he needs to compute for his body composition?
- | | |
|---|--|
| A. BMI, $\frac{\text{weight (kg)}}{\text{height (in)}}$ | C. BMI, $\frac{\text{weight (licg)}}{\text{height (m)}}$ |
| B. BMI, $\frac{\text{weight (1.1)}^2}{\text{height (m)}}$ | D. BMI, $\frac{\text{weight (kg)}}{\text{height (m)}^2}$ |
8. Your sister Chloe's weight is 50 kilos and her height is 1.52 meters. What is her BMI and classification?
- | | |
|----------------------|-----------------|
| A. 21 60 Normal | C. 21.65 Normal |
| B. 21.62 Underweight | D. 21 65d |
9. Sister Maui has the ability to move her joints through a full range component are her strength,range of motion.
- | | |
|------------|-----------------|
| A. Agility | C. Coordination |
| B. Balance | D. Flexibility |
10. Father Mario is a weightlifter. What HRF component he had?
- | | |
|------------|-------------|
| A. Agility | C. Speed |
| B. Balance | D. Strength |

Physical Activity and Exercise

I

Lesson

Physical activity or exercise can improve your health and reduce the risk of developing several diseases like Type 2 diabetes, cancer and cardiovascular disease. Physical activity and exercise can have an immediate and long-term health benefits. Most importantly, regular activity can improve your quality of life. A minimum of 30 minutes a day can allow you to enjoy these benefits.

At the end of this lesson, you should be able to assess the family's strengths and weaknesses in the components of HRF, perform exercises to enhance cardiovascular and muscular fitness and prepare a physical activity program.

Learning Task 1: Complete the table to show the daily activities of each family member. Identify the health-related components involved. An example is provided in the chart.

Family Members	Age	Occupation/ Work/ Job	Activities involved in relation to the Occupation/ Work/ Job	HRF Component Involved	Household Activities/ Chores	HRF Component Involved
Father	53	Farmer	Planting Trees/ Walking	Endurance	Fixing a broken faucet	Strength



Look at the picture. What do you think they are doing?

Yes, that's correct. The children are playing. It is also an example of physical activities that benefits us in developing our muscles and having fun like the children in the picture.

D

Physical Activity and Exercise

Whatever your age, there is a strong scientific evidence that being physically active can lead the family to a healthy and fulfilling life into old age. If exercise is a pill, it will be one of the most “cost-effective pill” ever invented says D. Nill Cawill. Inactivity is described as a “silent killer” and sedentary behaviors like watching TV, using the computer or sitting down idly increase the risk of family members of having chronic diseases. As a family, build your physical activity and exercise regularly. And whatever age you are, be active your way.

Factors to Consider during Daily Physical Activity

Warm-up exercise prepares the heart muscle and circulatory system and stretches the skeletal muscles.

Workout follows the FITT formula: frequency, intensity, time, and type.

Cool-down exercise helps the body recover from a physical activity.

Sample Warm-up and Cool-down Exercises

Here are some warm-up exercises that can be used before a moderate workout or as cool-down after workout. Perform the exercise slowly, and do not jerk or bounce the muscles. Perform the exercise at least once to three times, and hold the stretch at least 15-30 seconds. Before performing a vigorous workout, jog slowly for 2 min or more. After the exercise, do the same prior to muscle stretching.

Calf-stretcher – This exercise stretches the calf muscles.

Leg hug – This exercise stretches hip and back extensor muscles.

Seated side stretch – This exercise stretches the muscles of the trunk.

Hamstring stretch – This exercise stretches the muscles of the back of the upper leg as well as the hip, knee, and ankle.

Zipper – this exercise stretches the muscles at the back of the arms and lower chest muscles.

Flexibility Exercise

Each person, depending on his or her individual needs, must have a reasonable amount of flexibility to perform efficiently and effectively in his or her daily life. The range of motion (ROM) in the joint indicates one's flexibility. To increase the length of the muscle, you must stretch it more than its normal strength for an adequate amount of time, but be careful not over stretch it beyond its limits.

To ensure safety, the following need to be considered:

- Warm the muscles before stretching.
- A stretch should feel like a gentle pull and should not be painful.
- Avoid bouncing.
- Work towards holding a stretch for 30 seconds.
- Remember to breathe normally.
- Be sure to stretch tight postural muscles (e.g., chest) as well as the muscle focused on in the workout.

Supplemental Stretching Exercises for Flexibility

Stretch No. 1: Shoulder and Chest

This can be performed kneeling or standing. Clasp your hands behind your back and straighten your arms. Raise your hands as high as possible and bend your body or trunk forward from the waist and hold the position for ten seconds.

Stretch No. 2: Arm Across Chest

Place one of your arms straight across your chest. Place your other hand on your elbow and pull your arm towards chest and hold. Repeat with your other arm.

Stretch No. 3: Triceps Stretch

Place one hand behind your back with elbow in up. Place your other hand on the elbow and gently pull towards your head. Hold and repeat with your other arm.

Stretch No. 4: Gluteus Stretch

Sitting on the floor with your right leg bent, place your right foot over your left leg. Place your left arm over your right leg so your elbow can be used to push your right knee. Hold and repeat in the other side.

Stretch No. 5: Adductor Stretch

Stand with your feet as wide apart as is comfortable. Shift weight to one side as your knee bends. Reach towards your extended foot and hold. Repeat for the other side.

Stretch No. 6: Single Leg Hamstring

Place your leg out straight and bend the other so your foot is flat into your thigh. Bend forward from your waist keeping your back flat. Do the same with the other leg.

Stretch No. 7: Standing Quadriceps

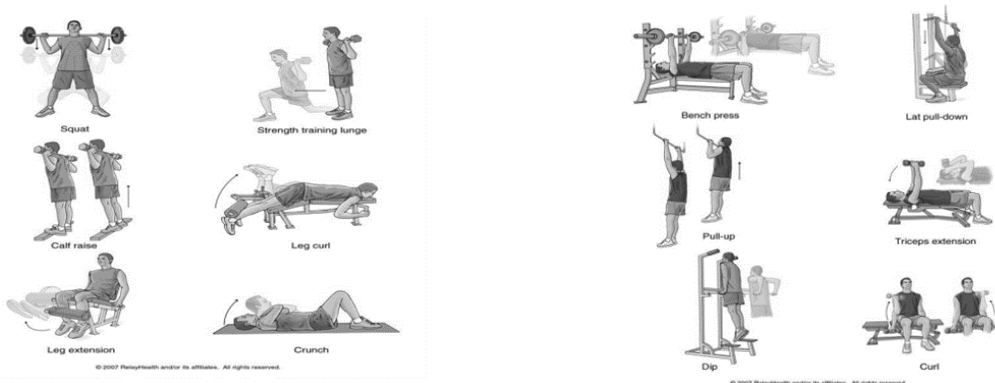
Standing on one leg grab the bottom of your other leg (just above ankle). Pull your heel into your buttocks and push your hips out. Your thigh should be perpendicular to the ground. Hold and repeat with the other leg.

Stretch No. 8: Standing Calf

Place your feet in front of each other about 18 inches apart. Keep your back leg straight and your heel on the floor. Push against a wall to increase the stretch. Hold and repeat with your other leg.

Muscular Strength and Endurance Exercises

There two components for muscle fitness: **muscular strength** which is the amount of force you can produce with a single maximum use of a muscle group as in lifting of weights, while **muscular endurance** is performing exercises repeatedly without getting tired or to withstand repetitions of the muscle training exercise.



STRENGTH TRAINING: Lower

**STRENGTH TRAINING: Upper
Body Exercise**

Weight Training

This is an organized exercise in which the muscles of the body are made to contract with weights, body exercises, and other devices to stimulate growth and strength. Weight Training is also called *resistance training* and *strength training*.

Beginners Weight Training Equipment

For Home Workout. Use adjustable weight bench, dumbbells of 2-3 different weights, step box for aerobics, and yoga mat for floor exercises and calisthenics.

In Gyms and Fitness Centers. Use free weights like barbells, dumbbells, and bar with adjustable plate weights together with machines like treadmills, step machines, rowing machines, pull down machines, and dip machines.

The training principles and concepts are rules that you need to adhere to when performing activities and programs.

These are the concepts and principles of training:

Overload- The process of adding stress in the form of resistance weights or other materials. Performing this on regular basis leads to the adaptation on the stress that makes the body to work capably and deal with a great level of performance.

The FITT Principle

A well-designed personal physical activity plan will outline how often (frequency), how long (time), and how hard (intensity) a person exercises, and what kinds of exercises (type) are selected. The exercise frequency, intensity, time, and type (FITT principle) are key components of any fitness plan or routine.

Frequency -refers to how often you do a physical activity. This usually increases over time.

Intensity – refers to how hard or intense you do a physical activity. The level of difficulty of a physical activity becomes more intense over time.

Time – refers to how long you do a physical activity.

Type – refers to the kind of activity you perform.

Specificity – Your training should be specific and intended for your sports. You need to train the specific body parts that you use predominantly to your particular event and the skill components important to your sport.

Reversibility – this is also known as “Use it or lose it”. When one stops training, basically the improvements that he/she acquired during training will be lost or reversed.

Variance -make sure that you have a variety of workouts to keep your interest in your training that gives your body a different challenge. Change is good as a rest.

Cardiovascular Endurance

Cardiovascular fitness is generally considered the most aspects of physical fitness. Aerobic capacity is considered the best indicator of cardiovascular fitness, and aerobic physical activity is the preferred method to achieve it. Cardiovascular fitness requires fit heart muscle, vascular system, respiratory system and blood.

Most Popular Participation Activities for Cardiovascular Endurance

Active aerobics like walking, swimming, exercising with machines, cycling, and jogging.

Active Recreation and sports like hiking, boating, fishing, horseback riding, camping and other outdoor activities.

Active sports like basketball, tennis, soccer, and racquetball.



Learning Task 2:

In this activity, prepare your own schedule of workout/activity plan that would help to improve your lifestyle. You may find ideas based on your experience or what you've watched on television or read in magazines in the past

Time	Workout/ Activity Plan

Learning Task 3:Based on your own workout/activity plan, write the benefits that you can derive from this activity.

Learning Task 4: From your workout/activity plan, take a video of yourself with your family while doing the workout/ activity plan you did. Or you may draw these workout activity in your notebook.

Guidelines for Video Presentation/Illustration on doing an exercise

1. Make sure to follow the guidelines in doing the activity.
2. The exercise should consist of flexibility, strength, and cardiovascular endurance.
3. This workout plan should not exceed to 5 minutes.
You may choose your own music.

Scoring Rubric for Doing an Exercise

Application of flexibility, strength, and cardiovascular endurance	50%
Clarity on the application of the Workout Plan	25%
Uniqueness of Movement	15%
Overall Execution	<u>10%</u>
TOTAL:	100%



Learning Task 5: Choose the letter of the best answer. Write the letter on a separate sheet of paper.

1. Which of the following is the definition of physical activity?
 - A. A set of attributes that people have or achieve relating to their ability to perform physical activity
 - B. Only activities that involve sports
 - C. Bodily movement that is produced by the contractions of skeletal muscle and that substantially increases energy expenditure
 - D. Only activities that make students sweat

2. These activities can supply adequate oxygen to the body.
 - A. Sports and Recreation Activities
 - B. Flexibility Activities
 - C. Lifestyle Activities
 - D. Aerobic Exercises

3. It is the ability of the joint to move to its full range of motion.
 - A. Agility
 - B. Body Composition
 - C. Flexibility
 - D. Muscular Endurance

4. The following activities can contribute to your well-being, which one is considered as the real lifetime activity?
 - A. Push-ups
 - B. Jogging
 - C. Walking
 - D. Skipping

5. What is the impact of walking?
 - A. Weight management
 - B. Emotional development
 - C. Weight gain
 - D. Cognitive Development

6. Zipper Test is an example of _____.
 - A. Flexibility Exercise
 - B. Cardiovascular Exercise
 - C. Muscular Exercise
 - D. Strength Exercise

7. The following physical activities are examples of cardiovascular exercise **except** for, _____.
 - A. Aerobics
 - B. Walking
 - C. Tennis
 - D. Chest Pass

8. This exercise stretches hip and back extensor muscles.
- A. Hamstring
 - B. Seated side
 - C. Leg Hug
 - D. Zipper
9. When one stops training, basically the improvements that he/she acquired during training will be lost or reversed. This principle of training is called _____.
- A. Overload
 - B. Reversibility
 - C. Specificity
 - D. Variance
10. This type of exercise can be performed in a kneeling or in standing position. Clasp your hands behind your back and straighten your arms. Raise your hands as high as possible and bend your body or trunk forward from the waist and hold the position for ten seconds.
- A. Shoulder and Chest
 - B. Arm Across Chest
 - C. Triceps Stretch
 - d. Gluteus Stretch

Learning Task 6: Analyze the following statement and identify what type of exercise is it and write on the blank provided if **A** for flexibility exercises, **B** for strength exercise and C for cardiovascular exercise.

- ___1. Jacob wants to develop his biceps and everyday he is doing bench press.
- ___2. Every 5am in the morning Alex and friends jogged in the park.
- ___3. Before the start of dance class, ballerinas are doing some stretching.
- ___4. Alyssa always engaged herself in physical activity a part of it that she really enjoys doing are squats.
- ___5. He loves to play tennis.

Skills Involved in Team Sports

I

Lesson

After going through this lesson you are expected to identify the basic skills in basketball, explain the benefits of playing basketball in persons physical, social, mental, and emotional being, execute the basic skills in basketball and identify and demonstrate the different hand signals in basketball.

D

Learning Task 1: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

- The skill that is done to send the ball to a teammate
 - Shooting
 - Running
 - Passing
 - Dribbling
- “Layup” is what type of skill?
 - Running
 - Dribbling
 - Jumping
 - Shooting
- It is an infraction of the rules more serious than a violation
 - Free throw
 - Foul
 - Score
 - Substitution
- The number that expresses the accomplishment of a team or an individual in a game is called
 - Score
 - Substitution
 - Foul
 - Violation
- It is the only legal way that a player may maintain possession of the ball while walking or running
 - Running
 - Dribbling
 - Jumping
 - Shooting

BASIC SKILLS IN BASKETBALL GAME

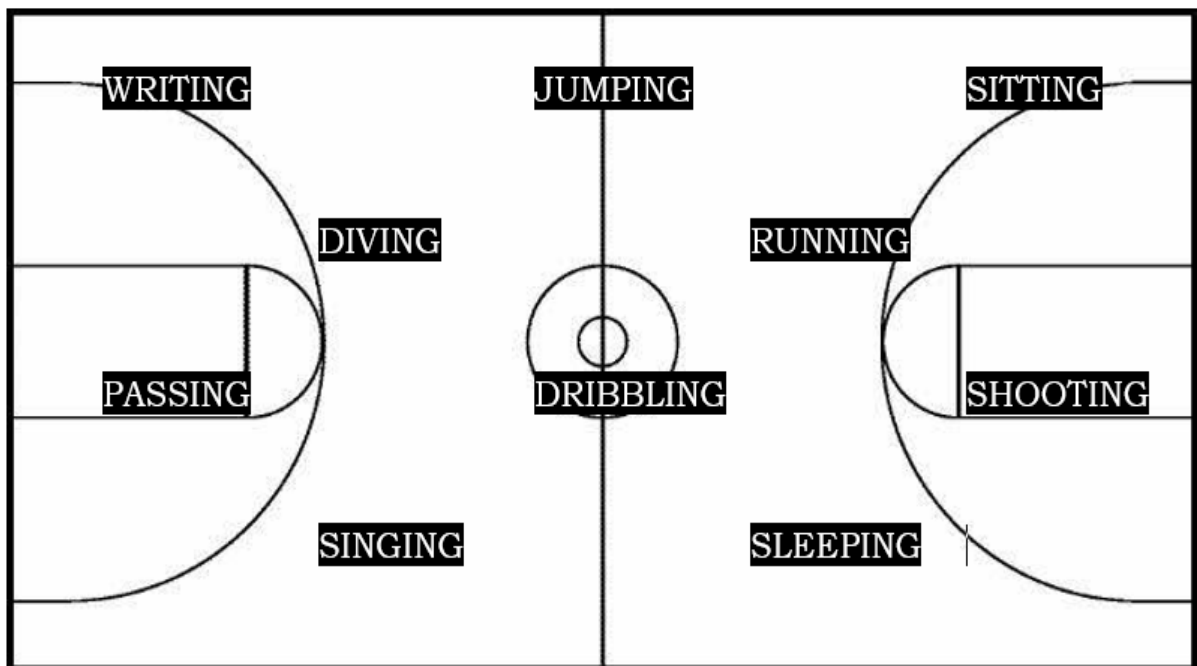
In the previous lessons, you have discovered that the basketball game was a sport invented in the year 1891 by a Canadian Physical Education instructor named James Naismith in Springfield, Massachusetts. The invention of the game led to further development which made the sport very popular around the globe as the 20th century progressed.

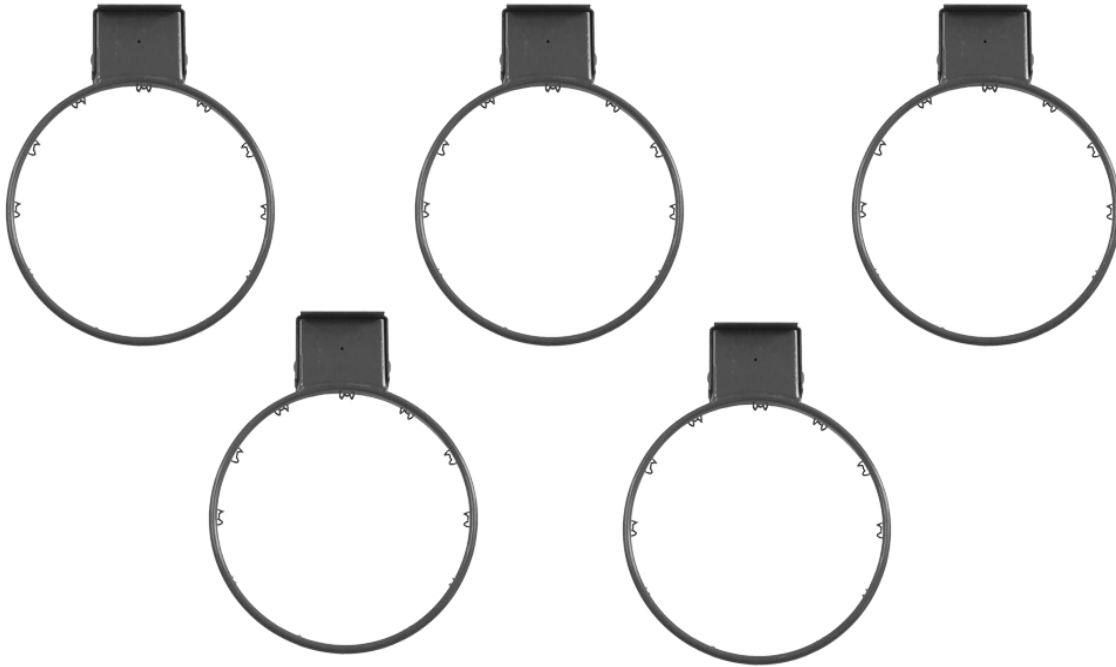
In this lesson, you will learn about the different necessary skills in playing the basketball game. Also, you will discover how each of those skills can be developed and improved.

Learning Task 2:

Ring It!

Below is a basketball court filled with words. Look for at least five (5) activities done when playing a basketball game. Copy the words and write it inside the rings below.





Just like other team sports such as baseball, soccer, and volleyball, the game basketball requires a player to have the knowledge and instinct to perform quickly and properly. A basketball player has to be flexible, fast, and strong so that he/she can play well with his/her teammates.

The following are the five basic skills in basketball game:

1. Dribbling

This skill is important for all basketball players because it allows them to move inside the court while avoiding committing violations called “traveling.” It requires a proper ball-handling skills and knowledge of how to spread your fingers for ball control and proper position of the body. Dribbling is done when the player – whether steady or running - has to keep the ball from being stolen by the opponents.

2. Shooting

Shooting is a skill done in order for the player to score points. It is basically done by throwing or dunking the ball into the hoop called “rim.” This requires the ability to properly hold and throw the ball into the air toward the basket while avoiding the opponents. Shooting the ball distantly from the ring requires precise aiming, arm extension, and lift from the legs, while dunking requires a good jumping skill. There are different types of shots: *jump shots, lay-ups, and free throws.*

- a. Jump Shot – a shot in basketball with one or both hands in which a player leaps into the air and shoots the ball in the basket at the moment of reaching the highest point of leap.
- b. Lay-ups – a shot near the basket, usually off the backboard. For a lay-up, the player runs towards one side of the basket, jumps, and lays the ball off the backboard into the hoop.
- c. Free Throws – a shot awarded to a player following a foul or other Infringement.

3. Running

Running is a big part of basketball. In a full-court game, you will find yourself running back and forth as the game quickly transitions between offense and defense. When you have the ball, running will help you to avoid defenders and get to the basket quicker. On defense, you will often find yourself needing to run after the opponent, especially during fast breaks (SportsRec, Five Basic Skills in Basketball).

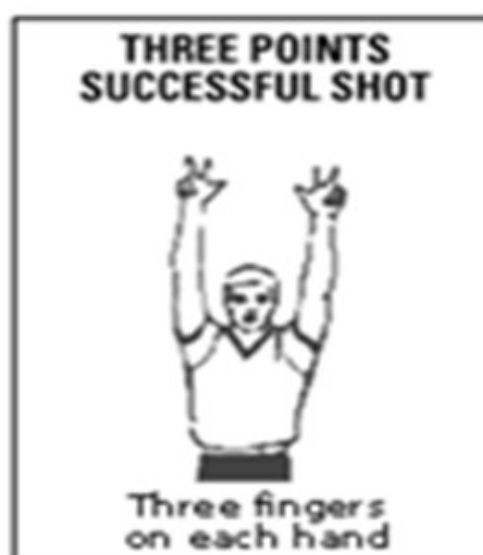
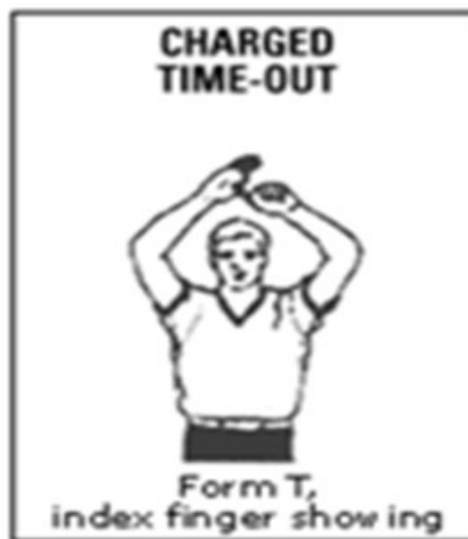
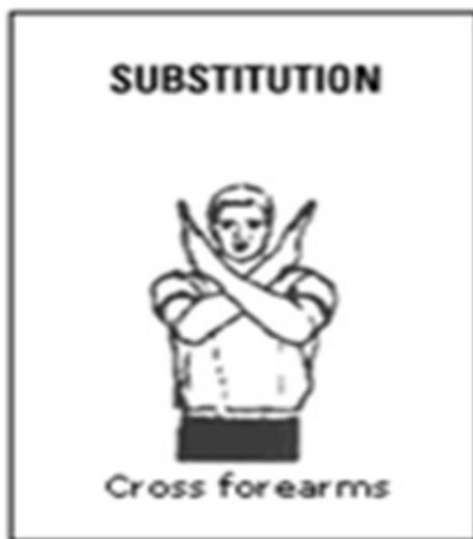
4. Passing

Passing is another skill that when mastered can help you become a complete basketball player. Basketball is a team sport that involves finding a teammate who is open for a shot. The ability to pass the ball to this player can make the difference between scoring and not scoring. Good passers are important part of a basketball team and usually the ones who set up scoring plays (SportsRec, Five Basic Skills in Basketball).

5. Jumping

Jumping is a skill that can define how good a basketball player is. Jumping is involved in offense during the jump ball in the beginning, while taking shots and sometimes while trying to catch a pass. On defense, you will need the ability to jump when trying to block a shot or a pass. Being able to out jump your opponent for a rebound also is important.

B. Basic Hand Signals in Basketball Game



STOP CLOCK FOR FOUL
(Blowing whistle
simultaneously)



1 clenched fist, other
palm pointing offender

TRAVELLING



Rotate fists

TWO POINTS



Two fingers,
"flag" from wrist

**THREE POINTS
ATTEMPT**



Three fingers,
(extended)



Learning Task 2: Look for the meaning of these hand signals and how they can be applied during a basketball game.

1. Substitution

2. Charged Time-Out

3. One Point

4. Two Points

5. Three Points Attempt

6.Three Points Successful Shot

7.Stop clock for Foul

8. Travelling

9. Three Seconds

10. Jump Ball

Playing basketball is a sport that will require a player an overall strength and focused mind. Having a strong body can keep a person from experiencing fatigue. On the other hand, being engaged in sports like basketball helps an athlete achieve physical health and fitness because the game itself is a perfect form of stretching and exercise.

You can learn all the skills and become a good player! In this activity, you will need to form a group with five members. Select a leader who can demonstrate all the skills. Below is a rating sheet wherein you can check and see your progress as you go along.

Skill	Score			Total Score
	1st Trial	2nd Trial	3rd Trial	
Dribbling				
Passing				
Shooting				
Running	5	5	5	15
Jumping	5	5	5	15

Rubrics for scoring:

- Dribbling** 8-10 continuous dribbling – 5 points
5-7 continuous dribbling - 4 points
2-4 continuous dribbling - 3 points
0-1 dribble - 2 points
- Passing** 5 continuous pass and receive - 5 points
4 continuous pass and receive - 4 points
3 continuous pass and receive - 3 points
0-2 continuous pass and receive - 2 points
- Shooting** Each student should try jump shot, lay-up, and free throw.
The leader will deduct a point for every missed shot. Lowest possible score is 2.



Learning task 3: Choose a pair from any member of your family. Perform each hand signals without naming them. Let your partner tell what signal you are projecting. Do it vice versa.





Learning Task 4: With the same partner, discuss the benefits of playing basketball to your physical, emotional, mental, and social being. Summarize your thoughts in the space provided below.



Learning Task 5: Write **TRUE** if the idea expressed in the statement is correct, otherwise, write **FALSE**. Use your notebook to write your answer.

_____ 1. Basketball does not require the use of mind during the game.

_____ 2. Free throws are generally awarded after a foul on the shooter by the opposing team.

_____ 3. Dribbling is only done while the player is steady.

_____ 4. The main goal of the team is to shoot the ball and get a score.

_____ 5. Travelling violation means the player is holding the ball while moving from a place to another.

_____ 6. Each team consists of six players only.

_____ 7. Jumping can only be done while shooting.

_____ 8. A player is not allowed to hurt anyone inside the court.

_____ 9. Hand signals are used by the referee to inform the officials and athletes about the happenings inside the court.

_____ 10. Officials may decide to change the rules inside the court.



Answer Key

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

Assessment
TEST I.
1.C
2.D
3.C
4.C
5.A
6.A
7.D
8.C
9.B
10.A
TEST II.
1.B
2.C
3.A
4.B
5.C

Assessment
FALSE
TRUE
TRUE
FALSE
FALSE
TRUE
TRUE
FALSE
TRUE
FALSE

What's In
Passing
Shooting
Dribbling
Jumping
Running

What I Know
C
D
B
A
B



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HINDI IPINAGBIBILI

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