

LEARNING MODULE

Physical Education

G7 | Q1

Training Guidelines and FITT Principles



NOTICE TO THE SCHOOLS

This learning module (LM) was developed by the Private Education Assistance Committee under the GASTPE Program of the Department of Education. The learning modules were written by the PEAC Junior High School (JHS) Trainers and were used as exemplars either as a sample for presentation or for workshop purposes in the JHS In-Service Training (INSET) program for teachers in private schools.

The LM is designed for online learning and can also be used for blended learning and remote learning modalities. The year indicated on the cover of this LM refers to the year when the LM was used as an exemplar in the JHS INSET and the year it was written or revised. For instance, 2017 means the LM was written in SY 2016-2017 and was used in the 2017 Summer JHS INSET. The quarter indicated on the cover refers to the quarter of the current curriculum guide at the time the LM was written. The most recently revised LMs were in 2018 and 2019.

The LM is also designed such that it encourages independent and self-regulated learning among the students and develops their 21st century skills. It is written in such a way that the teacher is communicating directly to the learner. Participants in the JHS INSET are trained how to unpack the standards and competencies from the K-12 curriculum guides to identify desired results and design standards-based assessment and instruction. Hence, the teachers are trained how to write their own standards-based learning plan.

The parts or stages of this LM include Explore, Firm Up, Deepen and Transfer. It is possible that some links or online resources in some parts of this LM may no longer be available, thus, teachers are urged to provide alternative learning resources or reading materials they deem fit for their students which are aligned with the standards and competencies. Teachers are encouraged to write their own standards-based learning plan or learning module with respect to attainment of their school's vision and mission.

The learning modules developed by PEAC are aligned with the K to 12 Basic Education Curriculum of the Department of Education. Public school teachers may also download and use the learning modules.

Schools, teachers and students may reproduce the LM so long as such reproduction is limited to (i) non-commercial, non-profit educational purposes; and to (ii) personal use or a limited audience under the doctrine of fair use (Section 185, IP Code). They may also share copies of the LM and customize the learning activities as they see fit so long as these are done for non-commercial, non-profit educational purposes and limited to personal use or to a limited audience and fall within the limits of fair use. This document is password-protected to prevent unauthorized processing such as copying and pasting.

PHYSICAL EDUCATION 7

Module 1: Training Guidelines and FITT Principles

INTRODUCTION AND FOCUS QUESTIONS

Being physically fit does not only extend our life, it can also make us productive individuals. As the old adage “health is wealth” puts it, it is difficult to be productive if your body is not in good physical condition. Having a good physical condition and fitness, is one of the factors that contribute to the progress of the society.

So, how can we possibly achieve the state of complete fitness and well-being? What are the factors to consider in coming up with a fitness program that will be suitable to the different fitness needs of individuals?

In this module, you will find out the importance of designing a personalized fitness program in order to promote health and quality of life.

LESSONS AND COVERAGE:

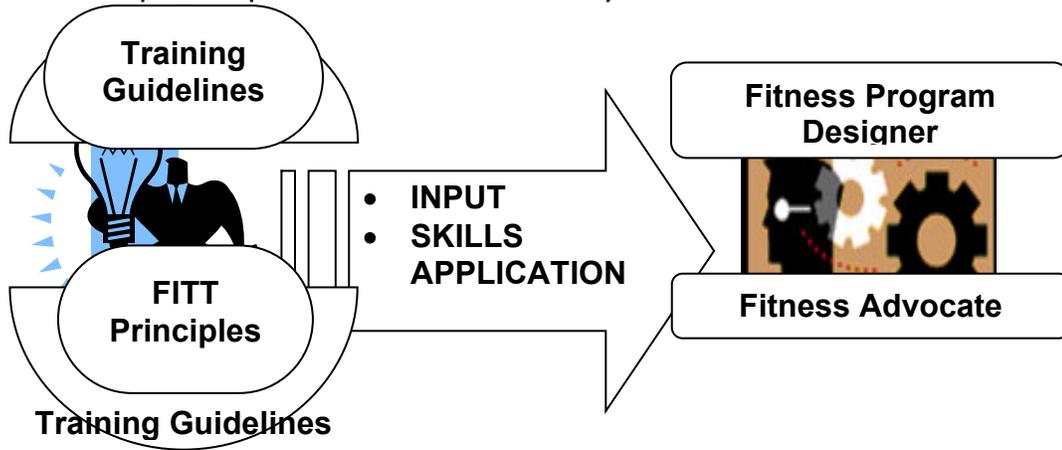
In this module, you will examine this question when you take the following lessons:

In this lesson, you will learn the following:

<p>Lesson 1 Training Guidelines and FITT Principles</p>	<ul style="list-style-type: none"> ▪ Identifies training guidelines and FITT principles ▪ <i>Differentiates the different body types (ectomorph, mesomorph, endomorph)</i> ▪ <i>Describes the nature and background of the fitness program</i> ▪ Distinguishes from fallacies and misconceptions about the physical activity participation ▪ undertakes physical activity and physical fitness assessments ▪ sets goals based on assessment results ▪ recognizes barriers (low level of fitness, lack of skill and time) to exercise ▪ prepares an exercise program
--	---

MODULE MAP:

Here is a simple map of the above lesson you will cover:



EXPECTED SKILLS:

To do well in this module, you need to remember and do the following:

- ✚ ***Fitness Program Designing***
- ✚ ***Expressing opinion***
- ✚ ***Collaborating in groups***
- ✚ ***Analyzing situations***
- ✚ ***Video making and youtube blogging***
- ✚ ***Reflection making***

Pre-Test

General Instructions:

Numbers 1-10 are multiple choice questions that will assess your prior knowledge about the Nature of Physical Fitness, its Training Guidelines, FITT Principles, and the different body types of people.

Read each statement carefully and then, encircle the letter of your answer.

1. Which of the following body types is considered as athletic and muscular?
 - a. Ectomorph
 - b. Endomorph
 - c. Mesomorph
 - d. Somatotype

2. Which of the descriptions characterizes an ectomorph body type?
 - a. Small shoulders, typically skinny, low body fat
 - a. High body fat, difficulty to lose weight, slow metabolism
 - b. Broad shoulders, large musculature, balanced body structure
 - c. Small waist, symmetrical body built, difficulty building muscles

3. What kind of training tips suitable for an endomorph body type?
 - a. Take longer rest breaks with balanced diet
 - b. Do hard work in the office after staff training
 - c. Do cardiovascular training to burn more fats
 - d. Eat very well and have enough sleep everyday

4. Which of the following body types would be most appropriate for an athletic swimmer?
 - a. Ectomorph
 - b. Endomorph
 - c. Mesomorph
 - d. Somatotype

5. Which FITT principle will be changed when you increase the length of a run from 1 mile to 2 miles?
- Frequency
 - Intensity
 - Time
 - Type
6. What does Frequency Principle refer to?
- The kind of exercise you should choose to achieve the appropriate training response
 - Amount of effort that should be invested in a training program or any one session.
 - How often a person performs the targeted physical activity
 - How long you should spend for the training
7. Manny, an athlete, is training twice a week for his endurance and footwork. On the following weeks, his coach has instructed him to increase the training straight from Monday to Friday. What principle of training is it referring to?
- Frequency
 - Intensity
 - Time
 - Type
8. Which of the following is a skill-related fitness activity?
- Aerobics
 - Brisk walking
 - 100 meter sprint
 - Weight training
9. What fitness component is being developed when you do push-up?
- Flexibility
 - Muscular strength
 - Muscular endurance
 - Cardiovascular endurance
10. How do you know that a person is physically fit?

- a. Goes to the gym regularly for a period of 5 months
- b. Can withstand any physical exercises without being tired
- c. Has the capacity to sleep and eat well every day
- d. Can be awake for a long period of time at home and school



EXPLORE

Involvement into physical exercise is important for maintaining one's fitness and can contribute to maintaining a healthy physique, promoting physiological well-being and strengthening the immune system. People who participate in moderate to high levels of physical exercise have a lower mortality rate compared to individuals who by comparison are not physically active. Moderate levels of exercise have been correlated with preventing aging by reducing inflammatory potential. A lack of physical activity causes bunch of diseases from coronary heart disease. Overall, physical inactivity causes of premature mortality worldwide.

Filipinos are considered as hard workers and diligent followers in any aspect of one's life but due to lack of time some busy individuals tend not to have a healthy life style and well-being. In this lesson we will find out the appropriate exercise programs that will cater all the different body types. Let's start this lesson through answering the Agree or Disagree Worksheet.

ACTIVITY 1. Thumbs up!

Description: Let's find out your prior knowledge regarding the different elements of Fitness/ elements of an Exercise Program by writing your response for each statement in the Before Lesson Column only. Write A if you agree with the statement and write D if you disagree with the statement which you will see on the worksheet below after answering kindly click the submit button.

(E.Q.: How do we design individualized fitness program?)

AGREE OR DISAGREE

Agree/disagree Before the lesson		Agree/disagree After the lesson
	1. Drinking energy drink will enhance ones fitness level.	
	2. All slim individuals are considered as malnourished.	
	3. All fat individuals are categorized as obese.	
	4. Individuals with 6 pack abs are physically fit.	
	5. Running on treadmills is safer than outdoor.	
	6. Taking up the stairs is better pick up than coffee.	
	7. Doing stretching before any exercise is not a must.	
	8. Aerobic exercise boosts one’s metabolism.	
	9. Lifting weights will make you bulky.	
	10. If you’re not sweating, you’re not working.	

Answer the following process questions.

1. What do you know about exercise?

2. What is the importance in engaging into exercise program?
Explain.

3. As a teenager why is it necessary for you to be engaged into different exercise program.

4. Based from your prior knowledge how you will encourage others to engage themselves into exercise program.

5. How does exercise affects one's daily living?

ACTIVITY 2. 3-2-1 Chart

Description: Based on your given prior knowledge let's discover the importance/pattern/structure of exercise program through watching the video. Click the following link.

<http://www.sport-fitness-advisor.com/fitt-principle.html>

(Video about different skill and health related fitness exercise)
After this, answer the 3-2-1 Chart below.

3 things you've learned from the video.

1.

2.

3.

2 desirable things you've learned from the video

1. 2.

1 misconception from the video

1.

Now that you discovered the importance of fitness, we will conduct a self-survey for you to determine your interest towards physical fitness.

ACTIVITY 3. Let's Have a Survey!

1. On how many occasions do you participate in sport or physical activity a week?

--

2. How many hours do you participate on sports or physical activities?

--

3. Please state what sport or physical activity you do at present time

--

5. Do you represent your school in any competitive sport?

Yes

No

6. If answered 'yes' please state which sport or physical activity?

7. If answered 'no', are there any sports you would like to participate or represent the school at?

- Athletics
- Badminton
- Basketball
- Cycling
- Dance
- Fitness
- Football
- Gymnastics
- Martial Arts
- Swimming
- Tennis
- Table Tennis
- Volleyball

8. If you would like to participate or represent the school at any other sports please state here

9. If you would like to do activities at school, when would you like to do them? (Please check as appropriate)

- Free Periods
- Tutorials
- After College
- Before College
- Evening
- Weekends
- Holidays

- During Term Time
- Other please state _____

10. Do you participate in any 'intra school sport? (Intra school sport means competing against other students from the school)

- Yes
- No

11. If answered 'yes' please state sport

12. Are you involved with a sports club in the community?

- Yes
- No

13. If answered yes, please give name and address of club

14. What is your role at the club? e.g. coach, umpire, referee, admin assistant, events organizer etc

15. Are you currently involved in any sports leadership? (i.e. you hold a formal coaching, leadership qualification and are actively involved in leading?)

- Yes
- No

16. If answered 'yes' where does the leadership take place and what qualifications have you gained?

17. Do you volunteer at sport?

- Yes
- No

18. If answered 'yes' where?

19. What is your volunteer role? (coaching, officiating, umpiring, website manager, finance, administrator)

20. Is there anything that you do not enjoy about sport and physical activity? Please list reasons

ACTIVITY 4. Let's do it!

Description: Upon answering the survey, you were able to discover your interest towards doing physical fitness activities. In this next activity, you will undergo the different physical fitness test that will measure and determine your fitness level via undergoing into skill and health related fitness activities. The following activities can be modified which you can use as a personalized home exercise program.

NAME:	YR. & SECTION:	GENDER:
<i>FITNESS TEST</i>	<i>1ST TRIAL</i>	<i>2ND TRIAL</i>
✓ Standing broad jump		
✓ Shuttle run/Agility test		
✓ 50 meter sprint		
✓ 3 min. step test		
✓ Push-up		
✓ Curl-up		
✓ Sit and reach		

Answer the following process questions.

1. What have you noticed of the activities you've done?

2. Do you find it helpful with your fitness habits?

3. What's the relationship/purpose of this fitness test?
4. How does it influence your daily routine as a teenager?
5. How does it contribute to your fitness habits?

End of EXPLORE:

Now that you're aware of your fitness level, you can now identify your strengths and weaknesses in terms of performing physical activities. Having known your fitness strengths and weaknesses, you will understand better how to plan on improving your current fitness status. In the next part of the lesson, you will undergo various activities that will help you understand and determine the different fitness needs suitable for the different body types.



FIRM-UP

Your goal in this section is to learn and understand key concepts on the three body somatotypes. The next activities will help you gain knowledge of the characteristics of each body type, its fitness needs and factors to consider in designing a fitness program.

ACTIVITY 5. Let's debate!

DESCRIPTION: The class is divided into two groups for a short debate on "one exercise fits all" concept. Group A is the affirmative side and group B is the negative side. The intention is to persuade others that their position is the proper one.

PROCESS QUESTIONS:

1. Which side do you think should win the debate? Why?
2. What was the most interesting argument presented?

3. What was the most interesting idea to come from the other side?
4. What was the best thing you observed?
5. What do you wish you had said?

Now that we understand that each person has different fitness needs, let us find out what are the different body classifications along with its fitness needs through these video analysis activities.

ACTIVITY 6. Video Analysis 1

DESCRIPTION: You are about to view a video which shows and discusses the characteristics of an endomorphic person. Click the link below to view the video:

TRAINING GUIDELINES PERTAINING TO BODY TYPE
<http://nrgfitness247.com/2011/11/10/training-guidelines-pertaining-to-body-type/>
<http://www.fitnessandpower.com/training/bodybuilding-misc/the-endomorph-training-guide>

PROCESS QUESTIONS:

1. What was the video all about? Make a one sentence summary of the content of the video.

2. As discussed in the video, what are the distinct characteristics of an endomorph?

3. Are there particular fitness needs that an endomorphic person has to meet in order to stay healthy? Identify these fitness needs.

ACTIVITY 7. Video Analysis 2

DESCRIPTION: You are about to view another video which shows and discusses the characteristics of a mesomorphic person. Click the link below to view the video:

<http://www.fitnessandpower.com/training/bodybuilding-misc/the-mesomorph-training-guide>

PROCESS QUESTIONS:

1. What was the video all about? Make a one sentence summary of the content of the video.

2. As discussed in the video, what are the distinct characteristics of a mesomorph?

3. Are there particular fitness needs that an mesomorphic person has to meet in order to stay healthy? Identify these fitness needs.

4. What makes the mesomorph fitness needs different from that of an endomorph? Why do you say so?

ACTIVITY 8. Video Analysis 3

DESCRIPTION: Now for the last video, you will see important information about the ectomorphic person. Click the link below to view the video:

<http://www.fitnessandpower.com/training/bodybuilding-misc/the-ectomorphic-training-guide>

PROCESS QUESTIONS:

1. What was the video all about? Make a one sentence summary of the content of the video.

2. As discussed in the video, what are the distinct characteristics of an ectomorph?

3. Are there particular fitness needs that an ectomorphic person has to meet in order to stay healthy? Identify these fitness needs.

4. What makes the ectomorph fitness needs different from that of an endomorph and mesomorph? Why do you say so?

ACTIVITY 9. Concept Mapping

DESCRIPTION: Based from the different video clips presented, now you have a clear understanding on the characteristics and fitness needs of each body type. In this activity you are going to map out the entire concept of the three body somatotypes as presented from the videos. Fill out required information in the boxes below to complete your concept map.

Body Somatotypes and Its Fitness Needs

Body Somatotypes	Basic Characteristics	Fitness Needs	Suitable Fitness Program
Ectomorph	1. 2. 3. 4. 5.		
Mesomorph	1. 2. 3. 4. 5.		
Endomorph	1. 2. 3. 4. 5.		

PROCESS QUESTIONS:

1. What is your body type? Why do you say so?
2. What is the importance of knowing your body type?
3. How will this knowledge on the three body types help you in designing fitness programs?

Answer:

End of DEEPEN:

In this section, the discussion was about the three different situations regarding the three different body types. With the given different real-life situations, what new realizations do you have about the topic? And how do we design individualized fitness program?

GUIDED GENERALIZATION ACTIVITY SHEET

Situation 1	Situation 2	Situation 3
<p>Tanya, a gym trainer, is dealing with clients of different body types in her day-to-day job at the gym. Of her 20 regular clients, 5 of them have an ectomorph body type, 6 are considered to be mesomorphs and 9 of them have an endomorph body types. She was able to maintain these clients for a long period of time because she knows how to design personalized fitness program for them.</p> <p>How will her clients benefit from the fitness program that Tanya designed for them?</p>	<p>One of the activities in MAPEH subject of Mr. Cruz is about Personalized Fitness Program. In order to cater the needs of the different body types, Mr. Cruz invited a certain dietician to be a resource speaker to his class on Proper Diet for People of Different Body Types (Ectomorph, Mesomorph, Endomorph). In the process of the speaker’s discussion, she instructed the class to group themselves according to the 3 body types. Then, she gave each group the handouts on the Somatotype Meal Plans which are found on this link:</p>	<p>Berting, a dedicated and hardworking gym conditioning coach spent his 10 years of tenure as the senior coach at Pound for Pound Gym the most visited gym in their town that caters and monitors great athletes in different events in his hometown. With his experience and expertise, he was being lured to handle the conditioning program of the newly built team of Mr. Joey, the Lipa Sports Director in their Municipality. The said team will join the newly established Nation Wide Basketball League, his task entails to cover the raw athletes as well as the old players fitness program that will prepare them for the upcoming Municipality Meet.</p>

<p>Why is there a need to design personalized fitness program for different body types?</p>	<p>https://www.livestrong.com/article/543641-somatotype-meal-plans/. Explain the importance of having such meal plan for each body type in relation to the personalized fitness program. Why is there a need to design personalized fitness program for different body types?</p>	<p>With his task, he will be responsible for the conditioning standpoint of the players that will cater the different body types will be covered. If you were Berting, how will you design a fitness program that will cover the different body types? Why is there a need to design personalized fitness program for different body types?</p>	
<p>ESSENTIAL QUESTION: How do we design individualized fitness program?</p>	<p>ANSWER:</p>	<p>ANSWER:</p>	<p>ANSWER:</p>
	<p>SUPPORTING TEXTS:</p>	<p>SUPPORTING TEXTS:</p>	<p>SUPPORTING TEXTS:</p>
	<p>REASON:</p>	<p>REASON:</p>	<p>REASON:</p>
	<p>COMMON IDEAS IN REASONS:</p>		
	<p>ENDURING UNDERSTANDING: The design of the individualized fitness program depends on ... (the personal fitness requirement of different body types).</p>		

Now that you have a deeper understanding of the topic, you are now ready to transfer and do more challenging tasks in the next section, **“TRANSFER”**.



TRANSFER

LET'S PRACTICE!

ACTIVITY 11. Designing Personalized Fitness Program

Description: In groups of three (endomorph, ectomorph, mesomorph), design a personalized fitness program focusing on the three body types. Explain why you design such individualized fitness program. Refer to the format below.

MY PERSONAL FITNESS PROGRAM						
Name: _____		Body Type: _____				
BMI: _____		Fitness Goal: _____				
Day	Fitness Category	Exercise	Frequency	Intensity	Type	Time
	<i>Cardio</i>					
	<i>Strength</i>					
	<i>Endurance</i>					
	<i>Flexibility</i>					
	<i>Cardio</i>					
	<i>Strength</i>					
	<i>Endurance</i>					
	<i>Flexibility</i>					
	<i>Cardio</i>					
	<i>Strength</i>					
	<i>Endurance</i>					
	<i>Flexibility</i>					

Rubric:

Criteria	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	Rating
Comprehensive	The program design exceeds the expected scope of the personalized fitness program for the three body types.	The program design is inclusive of all necessary scope of the personalized fitness program for the three body types.	The program design has partial coverage of the personalized fitness program for the three body types.	The program design does not include the needed scope of the personalized fitness program for the three body types.	
Organized	The order of the program design is arranged in a logical and interesting manner and follows the F.I.T.T. principles thoroughly.	The order of the program design is sequenced in a logical manner and follows the F.I.T.T. principles.	The order of the program design is correctly sequenced but insufficiently covers the F.I.T.T. principles.	The order of the program design is not logically sequenced and does not cover the F.I.T.T. principles.	
Relevant	The program is challenging and well – customized to the fitness needs of the three different body types.	The program is customized to the fitness needs of the three different body types.	The program inadequately addresses the fitness needs of the three different body types.	The program is not suitable to the fitness needs of the three different body types.	
Scientific	The program is designed creatively and is based on various reliable fitness researches.	The program is designed and based on reliable fitness researches.	The program design insufficiently includes reliable fitness researches.	The program design is erroneous and is not based on any fitness research.	

Now, that you have finished the first practice activity, you will expand your group of hardworking friends. This time you will recruit additional 3 members to make your group of 6 members or you may have the option of organizing a new cell of 6 members. Then, do the next activity given below.

LET'S MAKE A FITNESS VIDEO!

ACTIVITY 12. Video Making (Fitness Video Program)

Description: In group of six (two members of each body type) make a personalized fitness video for different body types. Your videos will be uploaded on youtube. Include in your video the following for each body type:

- ✓ Facts or information
- ✓ Suggested exercises
- ✓ Fitness needs
- ✓ Appropriate diet

Rubric:

Criteria	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	Rating
Comprehensive	The program design exceeds the expected scope of the personalized fitness program for the three body types.	The program design is inclusive of all necessary scope of the personalized fitness program for the three body types.	The program design has partial coverage of the personalized fitness program for the three body types.	The program design does not include the needed scope of the personalized fitness program for the three body types.	
Organized	The order of the program design is arranged in a logical and interesting manner and follows the F.I.T.T. principles thoroughly.	The order of the program design is sequenced in a logical manner and follows the F.I.T.T. principles.	The order of the program design is correctly sequenced but insufficiently covers the F.I.T.T. principles.	The order of the program design is not logically sequenced and does not cover the F.I.T.T. principles.	

Relevant	The program is challenging and well – customized to the fitness needs of the three different body types.	The program is customized to the fitness needs of the three different body types.	The program inadequately addresses the fitness needs of the three different body types.	The program is not suitable to the fitness needs of the three different body types.	
Scientific	The program is designed creatively and is based on various reliable fitness researches.	The program is designed and based on reliable fitness researches.	The program design insufficiently includes reliable fitness researches.	The program design is erroneous and is not based on any fitness research.	

Yes! You have accomplished this activity. You are now ready to do more challenging task as a class. Continue to be motivated, for you are almost on the finish line of your journey as hardworking group of individuals. As a class, start doing this next activity now.....

LET’S MAKE A PROPOSAL!

ACTIVITY 13. PROPOSED SCHOOL FITNESS PROGRAM

Description: As a class, students will make a school fitness program proposal catering students with different body types. The proposal will be presented to the following for critiquing and implementation:

- Student body organization
- Administration
- Clinic staff
- Faculty

PROPOSED SCHOOL FITNESS PROGRAM

I. RATIONALE:

II. OBJECTIVES:

III. LINE-UP OF ACTIVITIES:

BODY TYPE	Fitness Category	Frequency	Intensity	Time	Type
a. ECTOMORPHS					
b. MESOMORPHS					
c. ECTOMORPHS					

IV. EVALUATION

Rubric:

Criteria	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	Rating
Comprehensive	The program design exceeds the expected scope of the personalized fitness program for the three body types.	The program design is inclusive of all necessary scope of the personalized fitness program for the three body types.	The program design has partial coverage of the personalized fitness program for the three body types.	The program design does not include the needed scope of the personalized fitness program for the three body types.	

Organized	The order of the program design is arranged in a logical and interesting manner and follows the F.I.T.T. principles thoroughly.	The order of the program design is sequenced in a logical manner and follows the F.I.T.T. principles.	The order of the program design is correctly sequenced but insufficiently covers the F.I.T.T. principles.	The order of the program design is not logically sequenced and does not cover the F.I.T.T. principles.	
Relevant	The program is challenging and well – customized to the fitness needs of the three different body types.	The program is customized to the fitness needs of the three different body types.	The program inadequately addresses the fitness needs of the three different body types.	The program is not suitable to the fitness needs of the three different body types.	
Scientific	The program is designed creatively and is based on various reliable fitness researches.	The program is designed and based on reliable fitness researches.	The program design insufficiently includes reliable fitness researches.	The program design is erroneous and is not based on any fitness research.	

Hurray! You have passed that challenge as a class. You are now ready to be independent individual fitness expert. For this last task, you need to apply your expertise as a fitness program designer. From a school set up, we will move to designing fitness program to your own locality. Good luck and God bless.

Before you do the activity on transfer, assess yourself first so that you will be ready to make your final task.

ACTIVITY 14. I Can!

SELF-ASSESSMENT OF ONES READINESS TO DO PERFORMANCE TASK

PERFORMANCE SKILLS	ABLE TO DO STEPS BY MYSELF AND WITH MUCH CONFIDENCE	ARE ABLE TO DO MOST STEPS BUT NEED COMMENTS AND FEEDBACK FROM OTHERS	NEED DETAILED STEP-BY-STEP INSTRUCTION
I can design personalized fitness program for the three body types.			
I can organize the activities in the fitness program based from the F.I.T.T. principles.			
I can customize the fitness needs of the three different body types.			
I can design a fitness program based from reliable fitness researches.			

PERFORMANCE TASK

ACTIVITY 15. PERSONALIZED FITNESS PROGRAM FOR THE YOUTH OF A BARANGAY

Description: The local barangay is strengthening its fitness program for the youth. As a personal fitness expert, you are requested by your barangay chairman to create/ design personalized fitness program which aims to improve the fitness level of the youth of different body types. The program design should be comprehensive, organized, relevant, and scientific.

PROPOSED BARANGAY FITNESS PROGRAM FOR THE YOUTH

I. RATIONALE:

II. OBJECTIVES:

III. LINE-UP OF ACTIVITIES:

BODY TYPE	Fitness Category	Frequency	Intensity	Time	Type
a. ECTOMORPHS					
b. MESOMORPHS					
c. ENDOMORPHS					

IV. EVALUATION:

Rubric for Performance Task:

Criteria	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	Rating
<i>Comprehensive</i>	The program design exceeds the expected scope of the personalized fitness program for the three body types.	The program design is inclusive of all necessary scope of the personalized fitness program for the three body types.	The program design has partial coverage of the personalized fitness program for the three body types.	The program design does not include the needed scope of the personalized fitness program for the three body types.	
<i>Organized</i>	The order of the program design is arranged in a logical and interesting manner and follows the F.I.T.T. principles thoroughly.	The order of the program design is sequenced in a logical manner and follows the F.I.T.T. principles.	The order of the program design is correctly sequenced but insufficiently covers the F.I.T.T. principles.	The order of the program design is not logically sequenced and does not cover the F.I.T.T. principles.	
<i>Relevant</i>	The program is challenging and well – customized to the fitness needs of the three different body types.	The program is customized to the fitness needs of the three different body types.	The program inadequately addresses the fitness needs of the three different body types.	The program is not suitable to the fitness needs of the three different body types.	
<i>Scientific</i>	The program is designed creatively and is based on various reliable fitness researches.	The program is designed and based on reliable fitness researches.	The program design insufficiently includes reliable fitness researches.	The program design is erroneous and is not based on any fitness research.	

PROCESS QUESTIONS:

1. What is your realization after you have finished your performance task?

2. If you were to rate the product of your performance task, what would it be? And Why?

3. How will this endeavor help you see the real-world situation on health and wellness of the individuals?

4. Would you consider fitness program designing as a career? Why or why not?

5. Why is there a need to advocate healthy lifestyle?

Wow! Success! Now that you have already completed this lesson, hopefully the activities that you have experienced and undergone, may contribute to the holistic development of your whole being.

Post-Test

General Instructions:

Numbers 1-10 are multiple choice questions that will assess how far you've known and understood about the Nature of Physical Fitness, its Training Guidelines, FITT Principles, Fallacies/misconceptions on Physical Activity participation, and the importance of Individualized Fitness Program for people of different body types.

Read each statement carefully and then, encircle the letter that corresponds to your answer.

1. How do you test the skills-related fitness of an individual?
 - a. By performing curl-ups, sit & reach, 50 meter sprint
 - b. Doing push-ups, 1 kilometer walk, standing long jump
 - c. Undergoing tests, like shuttle run, sprinting, ball pass
 - d. 3-minute step test, stick drop test, jogging, sit and reach

2. What does FITT stands for?
 - a. Fitness, Intensity, Talent, Test
 - b. Frequency, Integrity, Time, Type of Exercise
 - c. Fitness, Integrity, Talent, Type of Exercise
 - d. Frequency, Intensity, Time, Type of Exercise

3. Which of the FITT principles that refers to the duration of effort that should be invested in a training program?
 - a. Frequency
 - b. Intensity
 - c. Time
 - d. Type

4. Michael is advised by his coach to improve his cardio respiratory training through the inclusion of continuous running, walking, swimming, dancing, cycling, and aerobics. What FITT principle is being applied here?
 - a. Frequency

- b. Intensity
 - c. Time
 - d. Type
5. Why do you need to undergo physical fitness tests?
- a. To check regularly whether you have ailment in the body for check-up
 - b. Know the mental and emotional condition of the individual well-being
 - c. Familiarize the health and skill related procedures in conducting the tests
 - d. Determine the skills and health related strengths and weakness of the individual
6. Why is it important to design an individualized fitness training program?
- a. To identify the somatotype of an individual person
 - b. In order to cover the physical and mental condition of a person
 - c. In order to know the healthy diet of a person, as well as his/her physical muscular strength
 - d. To cater to the individual health and well-being needs of the persons of different body types.
7. What test is done to determine the student's physical strengths and weaknesses?
- a. Anthropometric test
 - b. Fitness Test
 - c. Physical Test
 - d. Step test
8. A certain job placement agency needs to hire flight attendants and fashion models who are lean and well-balanced body built. What body type is the agency referring to?
- a. Ectomorph
 - b. Endomorph
 - c. Mesomorph
 - d. Somatotype
9. What body type do you expect from athletes?
- a. Endomorph
 - b. Mesomorph

- c. Ectomorph
- d. Musclemorph

10. Which of the following statements below describes the advantage of being an ectomorph?

- a. Ectomorphs need a huge amount of calories in order to gain weight.
- b. Ectomorphs find it hard to gain weight because of broad shoulders.
- c. They have a fast metabolism which burns up calories very quickly.*
- d. Supplements are definitely recommended for ectomorphs.

GLOSSARY OF TERMS USED IN THIS LESSON:

- **Agility** – the ability to move or think quickly and understand easily
- **Balance** – an even distribution of weight enabling someone or something to remain upright and steady or stability of one’s mind or feelings
- **Ectomorph** – a person with a lean and delicate body build
- **Endomorph** – a person with a soft round body build and a high proportion of fat tissue
- **Flexibility** – the quality of bending easily without breaking
- **Frequency** – the rate at which something occurs or is repeated over a particular period of time
- **Intensity** – the measurable amount of a property, such as force, brightness, or a magnetic field
- **Mesomorph** – a person with a compact and muscular body build
- **Power** – physical strength and force exerted by something or someone
- **Reaction-time** – the amount of time it takes to respond to a stimulus
- **Speed** – the rate at which someone or something is able to move or operate
- **Strength** – the quality or state of being strong
- **Time** – a point of time as measured in hours and minutes

- **Type** – a category of people or things having common characteristics

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON:

TRAINING GUIDELINES PERTAINING TO BODY TYPE

<http://nrgfitness247.com/2011/11/10/training-guidelines-pertaining-to-body-type/>

<http://www.fitnessandpower.com/training/bodybuilding-misc/the-endomorph-training-guide>

Endomorph video link <https://youtu.be/CJb5XMXpTfA>

<http://www.fitnessandpower.com/training/bodybuilding-misc/the-mesomorph-training-guide>

Mesomorph video link <https://youtu.be/lqpr8dc1iZo>

<http://www.fitnessandpower.com/training/bodybuilding-misc/the-ectomorph-training-guide>

Ectomorph video link <https://youtu.be/JDqbVIUjzc4>

Nature and background of Physical fitness

http://www.centralcougars.org/pehedr/phyeduindex_files/Skill-related%20components.pdf

<https://www.askthetrainer.com/5-components-of-physical-fitness/>

http://www.centralcougars.org/pehedr/phyeduindex_files/Skill-related%20components.pdf

https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr11/rm/module_b_lesson_6.pdf

FITT PRINCIPLES AND GUIDELINES

<http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>

<https://www.sport-fitness-advisor.com/fitt-principle.html>

3 BODY TYPES

<https://www.muscleandstrength.com/articles/what-body-type-are-you.html>

http://www.mysomatotype.com/body-type/?page_id=58

<http://www.directlyfitness.com/store/3-body-types-explained-ectomorph-mesomorph-endomorph/>

FALLACIES & MISCONCEPTIONS ABOUT PHYSICAL FITNESS

<http://www.howtobefit.com/10-fitness-myths.htm>

<http://www.completethecircuit.com/common-exercise-myths-and-fallacies/>

<https://www.forbes.com/sites/jennagoudreau/2012/01/12/common-fitness-myths-health-well-being-lose-weight/2/#f1c924d3a915>