Module 1:

FUNDAMENTAL MOVEMENT SKILLS

Intended Learning Outcomes

01 discuss the three skills group of the fundamental movement skills

02 demonstrate effectively the fundamental movement skills

03 appreciate the importance of the fundamental skills through properly performing the movement skills

Activating Prior Knowledge

01 What does it mean when we say fundamental? What are fundamental movement skills, then?

02 What are its three skill groups?

03 Demonstrate one movement under each skill groups.

Three Skill Groups

LOCOMOTOR

These movements are done by moving from one place to another.

NON-LOCOMOTOR

These involve movements being done stationary.

MANIPULATIVE

These movements include objects to perform a skill.

Locomotor Movement Skills

01 Walking
02 Running
03 Jogging
04 Crawling
05 Creeping
06 Hopping
07 Skipping
08 Shuffling
09 Leaping
10 Galloping
11 Jumping and Landing

01 WALKING

- This is the transfer of weight from one foot to the other while moving forward or backward.
- One foot is always in contact with the ground, and the arms swing freely in opposite directions.

02 RUNNING

- This is done by propelling oneself rapidly on foot.

03 JOGGING

- This movement is faster than walking and slower than running.

04 CRAWLING

- This movement is being low to the ground and doing a sliding movement, without lifting the belly from the ground.

05 CREEPING

- This is done on all-fours (hands and feet) either on your knees or on your toes while moving around.

06 HOPPING

- This is a springing action that involves taking off from one foot and landing on that same foot.

07 SKIPPING

- This is a combination of a step and a hop (step-hop pattern), first on one foot and then on the other.
- (*Guide procedures)* Step one foot forward and lift the other foot from the ground. Hop on the foot that is on the ground. Then, do the same on the other foot.

08 SHUFFLING

- This is similar with skipping but with a draw backwards instead of a hop.
- *(Guide procedures)* Step one foot forward and lift the other foot from the ground. Drag the foot, which is on the floor, backwards covering a little distance. Then, do the same on the other foot.

09 GALLOPING

- This is not a hop or a skip, and it should never become quick enough for the movement to become a run. This movement mimics a horse's gallop.
- One foot leads while the toes of the back foot chase the heel of the lead foot. Both feet leave the ground, and land on the back foot, followed by the lead foot.
- While galloping, the knees are slightly bent.

10

LEAPING

- This is characterized by a take-off on one foot, and a long flight phase and a landing on the opposite foot. The strides shold be long and covers a farther distance.

11

JUMPING AND LANDING

- This movement involves taking off from one or both feet and landing on both feet.
- The base of support (distance of the feet from each other) should be shoulder-width.

Non-Locomotor Movement Skills

01 Bending
02 Stretching or Extending
03 Lifting or Raising
04 Twisting
05 Turning
06 Swinging
07 Swaying

Non-Locomotor Movement Skills

Bending

These are movements around any joint; to move from a straight position into a curved position.

Stretching or Extending

This is done by straightening or extending any part of the body from the joints.

Lifting or Raising

This is done by elevating a part of the body, usually for the arms and legs.

Twisting

This is rotating a body part while the base stays stationary.

Turning

This is done by a circular movement of the body including the base.

Swinging

Moving a body part side to side or forward and back, like a pendulum.

Swaying

Shifting weight from one side to the other side smoothly.

Manipulative Movement Skills

SENDING / PROPELLING OBJECTS

01 Throwing
02 Kicking
03 Striking / Hitting
04 Volleying

RECEIVING & CONTROLLING OBJECTS

01 Catching
02 Trapping

CONTINUOUS CONTROL SKILLS

01 Dribbling (Hands / Feet)
02 Rolling

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Module 2

Living Well Through Movement

The PE Primer

PATHFIT 1: Movement Competency Training



Intended Learning Outcomes

Through the discussions and learning activities, you should be able to:



DEFINE & EXPLAIN

Define physical education and explain its role in the education setting by highlighting the legal bases of PE in the Philippines and globally



DESIGN & IMPLEMENT

Design and implement any form of physical activity targetting different components of fitness



APPRECIATE & ACCOMPLISH

Appreciate the importance of the fitness components by accomplishing the physical fitness tests (PFT)

ACTIVATING PRIOR KNOWLEDGE

through the following reflective questions

1. What does being “healthy” mean to you beyond physical appearance?
2. Which components of fitness do you currently excel in, and which need attention?
3. How do your daily habits support or hinder your overall health?
4. What small changes could you make to improve both your health and fitness?



Introduction

Physical fitness and health are essential pillars of human well-being. This module introduces the foundational concepts of Physical Education (PE), its legal and philosophical underpinnings, and the distinctions between health and fitness. You will also explore the ten (10) components of fitness and reflect on your own lifestyle practices to promote holistic wellness.

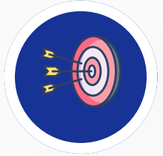


Definitions of PHYSICAL EDUCATION



Multidimensional Discipline

Physical Education (PE) is far more than just organized sports or exercise routines—it is a multidimensional discipline that integrates movement science, pedagogy, health promotion, and character development.



Intentional

At its core, PE is the intentional study, practice, and appreciation of human movement as a vehicle for personal growth, social interaction, and lifelong wellness.



Expanded DIMENSIONS of PE

Cognitive Dimensions



PE cultivates understanding of anatomy, physiology, biomechanics, and health literacy. Students learn how the body works, how to prevent injuries, and how to make informed decisions about their physical well-being.

Psychomotor Dimensions



Through structured activities, learners develop motor skills, coordination, and physical competence—from basic locomotor movements to complex sport-specific techniques.

Affective Dimensions



PE nurtures values such as discipline, resilience, sportsmanship, and teamwork. It provides a space for emotional regulation, goal-setting, and self-confidence building.

Social Dimensions



Group activities and team sports foster collaboration, communication, and respect for diversity. PE becomes a microcosm of society where students learn to navigate roles, resolve conflicts, and lead with empathy.

Importance of PE in Education

Supports Holistic Development

PE is a critical component of whole-child education. It complements academic subjects by promoting physical literacy, which is foundational to overall learning and development.

Builds Lifelong Habits

PE instills routines and mindsets that extend beyond the classroom—such as regular exercise, balanced nutrition, and stress management. These habits contribute to preventive health and quality of life.

Promotes Equity and Inclusion

When designed thoughtfully, PE can be inclusive of all body types, abilities, and cultural backgrounds. It encourages participation and celebrates progress over perfection.

Aligns with Global and National Goals

PE supports Sustainable Development Goals (SDGs), particularly in health, education, and gender equality. Locally, it aligns with the Philippine Professional Standards for Teachers (PPST) and the Philippine Qualifications Framework (PQF) by fostering 21st-century skills and civic responsibility.

HEALTH vs. FITNESS

When we talk about living well, two words often come up: health and fitness. While they are closely connected, they are not the same. Understanding the difference helps us see that being fit does not always mean being healthy, and being healthy does not always mean being fit. In this lesson, we will explore how these concepts complement each other and why both are essential for lifelong wellness.



ASPECTS	HEALTH	FITNESS
DEFINITION	A state of complete physical, mental, and social well-being—not merely the absence of disease (World Health Organization, 1948).	A set of attributes that relate to the ability to perform physical activities effectively
SCOPE	Holistic: includes emotional, mental, social, and physical well-being	Physical: focuses on performance and physiological capacity
MEASUREMENT	Often qualitative (e.g., mood, energy, absence of illness)	Quantitative (e.g., VO_2 max, strength tests, flexibility scores)
GOAL	Sustainable well-being and disease prevention	Enhanced physical performance and endurance
INDICATORS	Balanced nutrition, mental clarity, strong immunity, social connectedness	Speed, strength, agility, cardiovascular endurance, flexibility

INTERRELATIONSHIP

Health and fitness are interdependent but not synonymous. You can be:

- **Fit but not healthy:** A competitive athlete may have excellent strength and endurance but suffer from chronic stress, poor sleep, or disordered eating.
- **Healthy but not fit:** A person may have no illness and good mental health but lack stamina, flexibility, or muscular strength.

The ideal is integration—a lifestyle that supports both functional fitness and holistic health.

EDUCATIONAL IMPLICATIONS

It allows educators to:

- Design inclusive programs that prioritize well-being over competition
- Promote lifelong habits like stress management, sleep hygiene, and balanced nutrition
- Teach students to self-assess not just physical capabilities but emotional and social wellness
- Align with PATHFIT outcomes such as “Active and Healthy Living” and “Advocacy and Action”

LEGAL BASES
of Physical Education

Physical Education (PE) is not just a curricular requirement—it is a legal and constitutional mandate rooted in national and global frameworks that recognize movement, health, and physical literacy as fundamental human rights and educational priorities.



Legal Foundations in the Philippines

LEGAL BASES	KEY PROVISIONS
1987 Philippine Constitution – Article XIV, Section 19	The State shall promote PE and encourage sports programs, league competitions, and amateur sports—including training for international competition—to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry.
Republic Act No. 5708 (1969)—Schools Physical Education and Sports Development Act	Mandates an integrated PE and sports development program across all schools. Emphasizes physical growth, social training, and personal discipline. Requires daily PE routines, competitive athletics, and intramural programs.

Legal Foundations in the Philippines

LEGAL BASES	KEY PROVISIONS
RA 10533 – Enhanced Basic Education Act of 2013	Strengthens PE within the K–12 curriculum, aligning it with global standards for health and movement across age groups.
CHED MEMORANDUM ORDER **CMO No. 39, s. 2021 – PATHFIT Guidelines**	The implementation of the Physical Activity Towards Health and Fitness (PATHFIT) courses as the new standard for tertiary-level physical education in the Philippines.

Global Legal Foundations

LEGAL BASES	KEY PROVISIONS
UNESCO International Charter of Physical Education and Sport (1978)	Declares PE and sport as a fundamental human right, equal in principle to food, shelter, and medical care. Calls for inclusive access and lifelong participation.
WHO Global Action Plan on Physical Activity (2018–2030)	Advocates for national policies that promote physical activity across all age groups, emphasizing its role in preventing non-communicable diseases and improving mental health.

Importance of the Legal Foundations in PE

Legal frameworks do more than mandate PE—they legitimize its role, protect its integrity, and ensure its accessibility across diverse educational contexts. Here's a deeper breakdown:

Institutional Legitimacy and Curriculum Priority

PE often competes with academic subjects for time and resources. Legal mandates—such as those in the Philippine Constitution and CHED memoranda—elevate PE from optional enrichment to essential curriculum, ensuring it is:

- Allocated sufficient instructional time
- Integrated into learning outcomes and assessment systems
- Supported by qualified personnel and facilities

Without legal grounding, PE risks being sidelined or inconsistently implemented.

Equity, Inclusion, and Universal Access

Legal foundations guarantee that all learners, regardless of gender, ability, socioeconomic status, or geographic location, have the right to participate in PE. This supports:

- Inclusive design for learners with disabilities
- Gender-sensitive programming
- Culturally responsive movement practices
- Rural and urban parity in access to sports and wellness resources

PE becomes a vehicle for social justice, not just physical development.

Health Promotion and Public Policy Alignment

PE is a frontline strategy in addressing national health challenges—such as obesity, sedentary lifestyles, and mental health concerns. Legal mandates align PE with:

- Preventive health goals (e.g., WHO's Global Action Plan on Physical Activity)
- Youth development policies
- National wellness campaigns

This positions PE as a public health intervention, not merely a school-based activity.

Civic Development and Nation-Building

PE cultivates values like discipline, teamwork, and resilience—qualities essential for active citizenship. Legal frameworks recognize PE's role in:

- Developing socially responsible and physically capable citizens
- Preparing youth for national and international competitions
- Promoting unity and pride through sports and movement

PE becomes a platform for civic engagement and national identity.

Accountability and Quality Assurance

Legal mandates provide benchmarks for:

- Curriculum standards (e.g., PATHFIT outcomes)
- Teacher qualifications and professional development
- Program evaluation and continuous improvement

This ensures that PE is not only delivered—but delivered well, with measurable impact.

Sustainability and Policy Continuity

Legal foundations protect PE from being diluted by shifting political or institutional priorities. They ensure:

- Long-term investment in facilities and programs
- Continuity across administrations and leadership transitions
- Integration into broader educational reforms (e.g., K–12, OBE, PQF)

PE becomes a sustainable pillar of education, not a temporary initiative.

COMPONENTS OF FITNESS

Fitness is a multidimensional concept that goes beyond simply being active. It is composed of several key components that together determine an individual's overall physical capability and well-being. Understanding these elements helps in designing effective training programs and promotes lifelong health and performance.



HEALTH-RELATED FITNESS

Exercises that are done with the intention of improving one's physical health and maintaining a healthy lifestyle are included in the concept of health-related fitness.

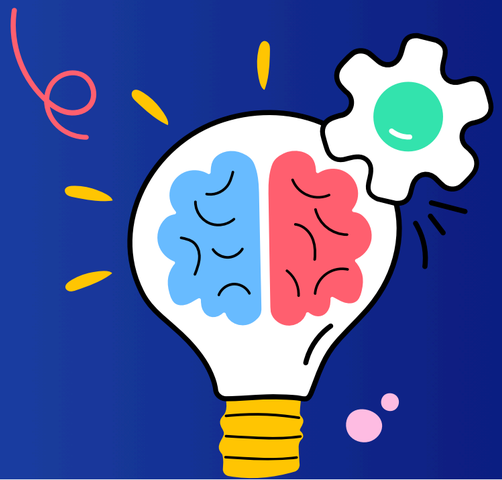
These are essential for overall well-being and disease prevention. They support daily function and long-term health.



SKILL-RELATED FITNESS

Skill-related fitness is the capacity to perform during games and sports. This level of physical fitness is needed to be able to perform the more technical parts of a wide range of sports.

These enhance athletic performance and movement efficiency. They are often emphasized in sports and advanced training.





- Cardiovascular Endurance
- Muscular Strength
- Muscular Endurance
- Flexibility
- Body Composition

HEALTH-RELATED FITNESS (HRF)

CARDIOVASCULAR ENDURANCE

Cardiovascular endurance is the ability of the lungs, heart, and blood vessels to deliver enough oxygen to the cells to meet the needs of long-term physical activity.

Getting stronger in your heart and lungs can make it easier for you to carry out the tasks you need to do every day. Jogging, running, cycling, and swimming can enhance cardiovascular endurance.

This supports aerobic capacity, stamina, and heart health.



MUSCULAR STRENGTH

Muscular strength is the capacity of the muscle to produce force during a relatively short period of time. Push-ups, sit-ups, lifting, squats, and lunges promote muscular strength.

It enables lifting, pushing, and functional movement.

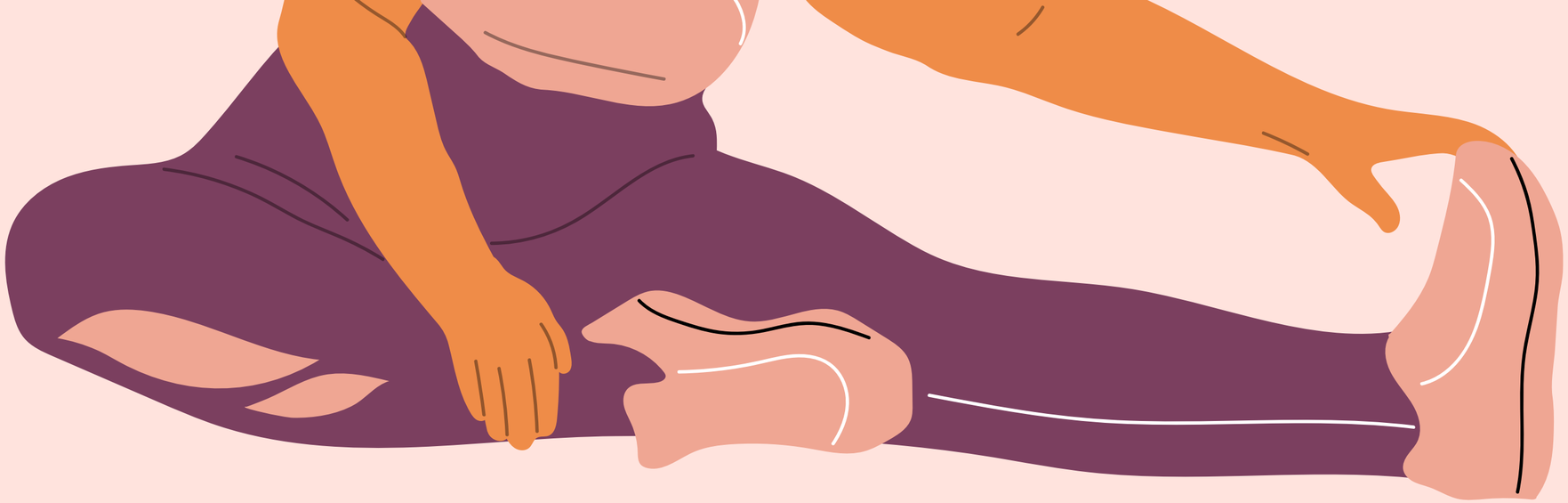




MUSCULAR ENDURANCE

This pertains to the ability of muscles to perform repeated contractions over time. Circuit training and bodyweight exercises are all good ways to build muscle endurance.

Muscular endurance promotes posture, injury prevention, and sustained effort

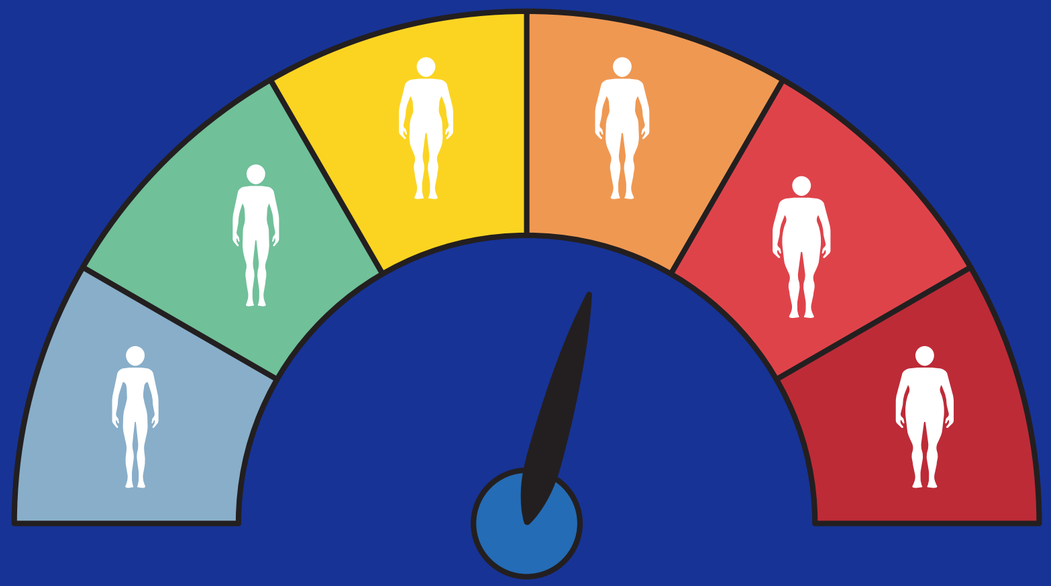


FLEXIBILITY

Flexibility is the ability of a joint or group of joints to move through their full range of motion without pain or restriction. It enhances mobility, reduces injury risk, and supports recovery.

Even though flexibility varies a lot from person to person, everyone needs to stay within certain minimum ranges to keep their joints and bodies healthy.

Squats, lunges, and stretching can enhance the body's flexibility.



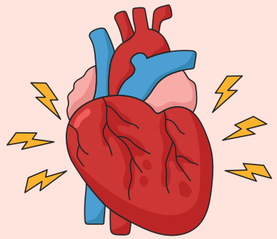
BODY COMPOSITION

Body composition is how much of your body is made up of fat, bone, and muscle. It reflects one's nutritional status and physical health.

Body composition is a way for health professionals to figure out if a person is at a healthy weight for their body.

Nutrition and exercise are critical for improving body composition. Burpees, pushups, squat jumps, lunges, and planking can improve body composition.

LET`S WRAP IT UP!



Cardiovascular endurance is the body's ability to provide enough oxygen to the cells for long-term physical exertion.



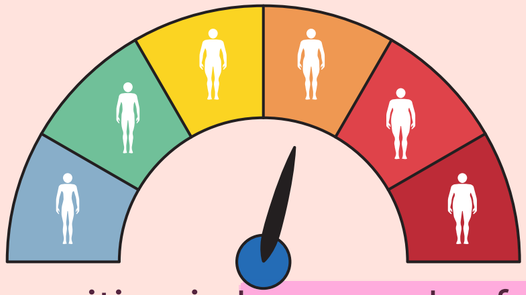
Flexibility is the ability of a joint or group of joints to move through their full range of motion without pain or restriction.



Muscular strength is the capacity of the muscle to produce force during a relatively short period of time.



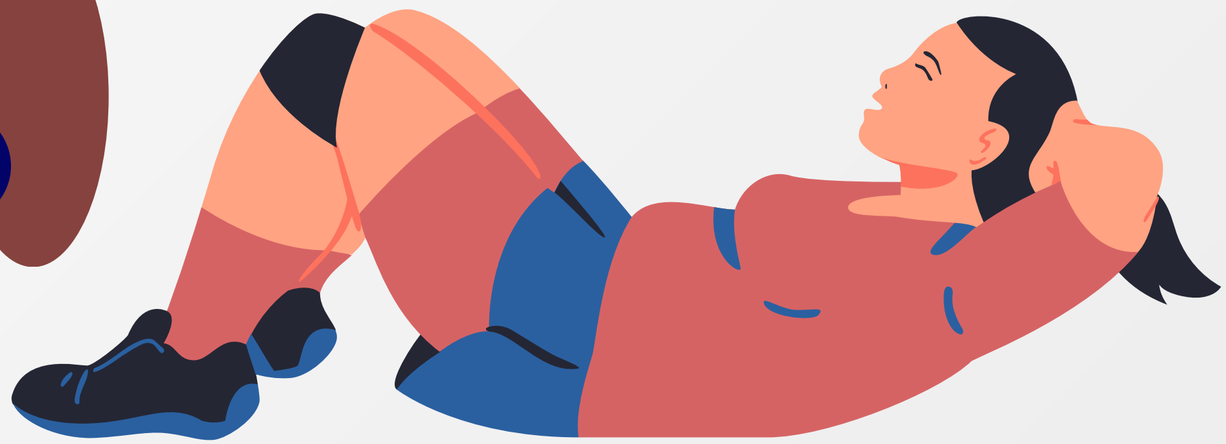
Muscular endurance pertains to the ability of muscles to perform repeated contractions over time.



Body composition is how much of your body is made up of fat, bone, and muscle.

SKILL-RELATED FITNESS (SRF)

- Speed
- Agility
- Balance
- Coordination
- Power
- Reaction Time







Speed

Speed is the ability of a person to move quickly from one point to another.

It supports agility, reaction time, and competitive performance

Agility

Agility is the capacity to shift or change the orientation of the body rapidly from one point to another. This enhances coordination and sport-specific movement.

A person who competes in track and field exhibits a high level of agility.

Balance

Balance is the ability to keep your body in place, whether you're standing still (static balance) or moving (dynamic balance). This is vital for posture, injury prevention, and motor control.

People who do gymnastics, yoga, and skiing as sports exhibit great balance.





Coordination

Coordination is the ability to use different parts of the body together smoothly, efficiently, and under control. Coordination is a difficult skill that also requires good balance, strength, and agility.

It supports skill acquisition and movement precision.



Power

Power is the ability to perform one maximum effort in the shortest possible time. In other words, it is the ability of your muscles to use as much force (strength) as possible in as little time as possible (speed), like when you run or swim.

This component of skill-related fitness has to do with cardiovascular endurance. Strength and speed are the two components that combine to create power.

This skill is crucial for explosive movements like jumping or sprinting.

Reaction Time

The term "reaction time" refers to the rate at which an individual reacts to an external stimulus.

Athletes can be exposed to different stimuli when they play sports. So, reaction time is very crucial for any athlete. Whether a player wins or loses in a sport is usually decided in a matter of milliseconds, and it all depends on how fast the player can react.



Let's wrap it up!



- Speed is the maximum rate at which a person can move or cover a distance in a certain amount of time.
- Agility is the capacity to shift or change the orientation of the body rapidly from one point to another.
- Balance is the ability to keep your body in place.
- Coordination is the ability to use different parts of the body together smoothly, efficiently, and under control.
- Power is the ability to perform one maximum effort in the shortest possible time.
- Reaction time refers to the rate at which an athlete reacts to an external stimulus.

MODULE 3

MOVE FOR LIFE:

Understanding Exercise and the MMFIT Framework

PATHFIT 1: Movement Competency Training

Intended Learning Outcomes



Define exercise and differentiate it from physical activity.



Identify and explain the key elements of exercise.



Evaluate and improve personal fitness plans by integrating the MMFIT framework.



Appreciate the importance of regular exercise through reflecting on its benefits and integrating it into daily life.

MODULE 3:

Move for Life: Understanding Exercise and the MMFIT Framework

OVERVIEW

This module introduces learners to the concept of exercise, its essential elements, and the importance of physical activity for holistic well-being. It also explores the MMFIT framework—an acronym that helps learners understand how to structure and assess their fitness routines. Through reflective tasks and collaborative activities, students will gain practical insights into designing and sustaining an active lifestyle.

TOPIC 1:

EXERCISE



This is a **planned**, **structured**, and **repetitive physical activity** performed to improve or maintain one's physical fitness.

Unlike everyday physical activities, such as walking to class or doing chores, exercise is **intentional and often goal-oriented**.



TYPES OF EXERCISE

1 Aerobic



This refers to any physical activity that **increases your heart rate and breathing for a sustained period**, using large muscle groups rhythmically and continuously.



The term "aerobic" means "**with oxygen**," highlighting how your body uses oxygen to meet energy demands during prolonged activity.

Examples

- brisk walking
- jogging or running
- swimming
- cycling
- dancing (e.g., Zumba, aerobic routines)
- jump rope
- hiking

Key Characteristics of Aerobic Exercise:

CONTINUOUS AND RHYTHMIC
Movements are steady and repetitive (e.g., walking, cycling).

MODERATE TO VIGOROUS INTENSITY
You can usually talk but not sing during the activity.

EXTENDED DURATION
Typically lasts at least 10 minutes, often 30–60 minutes.

USES OXYGEN EFFICIENTLY
Improves cardiovascular and respiratory endurance.

Benefits of Aerobic Exercise:


Strengthens the heart and lungs


Improves circulation and lowers blood pressure


Enhances stamina and energy levels



Helps regulate weight and body composition


Reduces stress, anxiety, and depression


Boosts immune function and sleep quality

TYPES OF EXERCISE

2 Anaerobic



This refers to **short bursts of intense physical activity** where the body's demand for oxygen exceeds the oxygen supply available.



Instead of relying on oxygen, the body uses energy stored in muscles—primarily through **glycolysis—to fuel movement**.



This type of exercise is powerful, fast, and typically lasts **less than two minutes**.

Examples

- Sprinting (100m, 200m)
- High-intensity interval training (HIIT)
- Weightlifting
- Plyometrics (e.g., jump squats, box jumps)
- Push-ups and pull-ups (when done in short, intense sets)
- Sports drills (e.g., basketball suicides, football tackles)

Key Characteristics of Anaerobic Exercise:

HIGH INTENSITY, SHORT DURATION
Activities are explosive and brief.

DOES NOT RELY ON OXYGEN
Energy comes from stored glucose and phosphates.

BUILDS STRENGTH AND POWER
It targets fast-twitch muscle fibers.

OFTEN INCLUDES REST INTERVALS
Recovery is essential between efforts.

Benefits of Anaerobic Exercise:



Increases muscle mass and bone density



Boosts metabolism and fat-burning capacity



Enhances speed, agility, and explosive power



Improves performance in competitive sports



Strengthens joints and reduces injury risk

TYPES OF EXERCISE

3 Flexibility exercise



This refers to physical activities designed **to improve the range of motion of muscles and joints**.



These exercises help lengthen muscles, reduce stiffness, and enhance mobility, making everyday movements smoother and safer.

Benefits of Flexibility Exercise:



Increases joint mobility and muscle elasticity



Reduces risk of injury and muscle strain



Enhances athletic performance and coordination



Improves posture and reduces back pain



Supports relaxation and stress relief

Key Characteristics of Flexibility Exercise:

TARGETS JOINTS AND MUSCLES

Especially those prone to tightness (e.g., hamstrings, shoulders, hips)

INVOLVES STRETCHING

Can be static (held) or dynamic (moving)

IMPROVES POSTURE AND ALIGNMENT

Reduces muscular imbalances

SUPPORTS RECOVERY

Often used during warm-up or cool-down phases

Types of Flexibility Exercise:

Type	Description	Example
Static Stretching	Holding a stretch for 15–60 seconds	Seated hamstring stretch
Dynamic Stretching	Controlled movements through full range	Arm circles, leg swings
Proprioceptive Neuromuscular Facilitation (PNF) Stretching	Contract-relax technique with a partner	Assisted hamstring stretch
Ballistic Stretching	Bouncing movements (less recommended)	Quick toe touches

TYPES OF EXERCISE

4 Balance & coordination exercise



These are physical activities designed to improve your ability to control body movements, maintain stability, and synchronize muscle actions.



These skills are vital not only for athletic performance but also for everyday activities such as walking, climbing stairs, and preventing falls.

BALANCE

This is the ability of the body to maintain control of its position—whether stationary or moving—without falling.

- **Static balance**: Holding a position (e.g., standing on one leg)
- **Dynamic balance**: Maintaining control while moving (e.g., walking on a beam)

It relies on inputs from:

- Vestibular system (inner ear)
- Proprioception (body awareness)
- Visual cues (sight)





COORDINATION

This is the ability to execute smooth, accurate, and controlled movements by using multiple body parts together.

- **Hand-eye coordination:** Catching a ball, writing
- **Foot-eye coordination:** Kicking, dribbling
- **Bilateral coordination:** Using both sides of the body simultaneously

It relies on inputs from:

- Neuromuscular control
- Timing and rhythm
- Motor planning

Examples of Balance and Coordination Exercise

Exercise	*Focus*	*Description*
Single-leg stand	Balance	Stand on one foot for 30 seconds
Heel-to-toe walk	Balance & coordination	Walk in a straight-line placing heel to toe
Agility ladder drills	Coordination	Step patterns to improve footwork and rhythm
Ball toss with partner	Hand-eye coordination	Catch and throw while standing on one leg
Yoga poses (e.g., Tree Pose)	Static balance	Hold position while engaging core and legs
Tai Chi	Dynamic balance	Slow, flowing movements that challenge stability

Benefits of Balance and Coordination Exercises:


Prevents falls and injuries


Enhances athletic performance


Improves posture and core strength


Boosts reaction time and movement efficiency


Supports healthy aging and functional independence

While all exercise is physical activity, not all physical activity qualifies as exercise. The distinction lies in structure, purpose, and repetition.

TOPIC 2:

ELEMENTS OF EXERCISE

The elements of exercise refer to the **essential components** that make up a safe, effective, and well-rounded workout session.

These elements ensure that physical activity is not only beneficial but also sustainable and injury-free.

CORE ELEMENTS

WARM-UP



Prepares the body for physical activity by gradually increasing heart rate, blood flow, and muscle temperature

Benefits:

- Reduces risk of injury
- Enhances joint mobility
- Mentally prepares the individual

Keep in Mind: Think of warm-up as the "**ignition**"—**never skip it**!

Examples: *Light jogging, arm circles, dynamic stretches*

WORKOUT (MAIN ACTIVITY)



Focused on achieving specific fitness goals (e.g., endurance, strength, flexibility)

Benefits:

- Builds cardiovascular health, muscular strength, or skill proficiency
- Can be aerobic, anaerobic, or sport-specific

Examples: *Running, circuit training, dance routines, sports drills*

Keep in Mind: **Align this with MMFIT**—motivation, mode, frequency, intensity, and time—to personalize your workout plans.

COOL-DOWN

Helps the body transition from high activity to rest, gradually lowering heart rate and preventing blood pooling.

Benefits:

- Reduces muscle soreness
- Aids recovery
- Promotes relaxation

Examples: *Walking, deep breathing, gentle stretches*

Keep in Mind: Use cool-downs to reflect on wellness and mental clarity.

STRETCHING

Enhances flexibility and range of motion, either before (dynamic) or after (static) the workout.

Benefits:

- Improves posture and alignment
- Prevents tightness and injury
- Supports long-term mobility

Examples:

- *Dynamic: Leg swings, torso twists (before activity)*
- *Static: Hamstring stretch, shoulder stretch (after activity)*

Connection to MMFIT: Stretching supports both intensity and recovery—key to sustainable routines.

CORE ELEMENTS

Importance of Understanding *the Core Elements of Exercise*



Take charge of your own fitness by planning routines that match your goals and energy levels.



Build healthy habits for life, so you can stay strong, active, and injury-free.



Adjust exercises to fit your needs, whether you're a beginner, an athlete, or someone with unique movement challenges.

TOPIC 3:

MMFIT PRINCIPLE

MMFIT

MOTIVATION

This is the reason behind movement—the “why” that fuels consistent exercise and wellness behaviors.

Motivation helps sustain commitment and builds a sense of purpose.

Why motivation matters?

- Sustains long-term engagement
- Shapes goal-setting and self-regulation
- Improves mental health and resilience
- Supports autonomy and personal growth

This could be personal goals (e.g., weight loss, strength, stress relief), social reasons (e.g., team sports, peer support), or health needs (e.g., managing diabetes, improving heart health).

Type	*Description*	*Examples*
Intrinsic	Driven by enjoyment, curiosity, or personal satisfaction	1. “I feel more focused after morning yoga.” 2. “I enjoy dancing with friends—it lifts my mood.”
Extrinsic	Influenced by external rewards or social expectations	1. “I want to look fit for graduation photos.” 2. “I joined Zumba to earn PE credits.”
Identified	Aligned with personal values or long-term goals	1. “I want to stay healthy so I can support my family.” 2. “Exercise helps me manage academic stress.”
Introjected	Based on guilt, pressure, or obligation	1. “I feel bad skipping gym when my classmates go.” 2. “I exercise because I don’t want to disappoint my PE teacher.”

Sources: Self-Determination Theory (Deci & Ryan), PE motivation research

Remember:

When you know your “why,” it’s easier to stay consistent and overcome setbacks.

MFIT

MODE

This is also referred to as **type**—is the foundational element of the MFIT framework.

What kind of exercise am I doing?

This refers to the specific category or form of physical activity chosen to achieve fitness goals.

It determines the physiological systems being targeted (cardiovascular, muscular, flexibility, etc.) and sets the tone for the entire workout.

Recommended Guidelines for College Students

Mode (Type)	*Description*	*Examples*
Aerobic	Sustained activity that increases heart rate	Running, swimming, cycling
Resistance	Builds muscular strength and endurance	Weightlifting, bodyweight exercises
Flexibility	Enhances joint range and muscle elasticity	Yoga, static stretching
Balance/Coordination	Improves stability and motor control	Tai Chi, agility drills

Choose an activity you enjoy or want to improve in.

MMFIT

FREQUENCY

This pertains to how often a person engages in exercise over a given period—typically measured in sessions per week.

This refers to the number of sessions per week.

How often do you exercise?



General Recommendation:
3–5 times weekly for moderate fitness; athletes may train more.

Recommended Frequency Guidelines for College Students

Fitness Goal	*Recommended Frequency*	*Mode (Type)*	*Notes for Students*
General Health	**3–5 days per week**	Aerobic + Flexibility	Spread sessions across the week for consistency
Cardiovascular Endurance	**4–6 days per week**	Aerobic (e.g., jogging, cycling)	Include at least 1 rest or active recovery day
Muscular Strength	**2–4 days per week (per muscle group)**	Resistance training	Alternate muscle groups to allow recovery
Flexibility & Mobility	**3–7 days per week**	Stretching, yoga, dynamic drills	Can be done daily, especially post-exercise
Weight Management	**5–6 days per week**	Aerobic + Resistance	Combine cardio and strength for optimal results
Stress Relief & Mental Health	**3–5 days per week**	Aerobic + Mind-body (e.g., yoga)	Choose enjoyable activities to boost mood
Skill-Based Activities	**2–3 days per week**	Balance, coordination, agility	Ideal for athletes or those in movement-based sports

Sources: WHO, ACSM, DepEd PE Curriculum



Balance is key—too little won't bring results; too much may lead to burnout or injury.

MMFIT

INTENSITY

This pertains to the level of effort required to perform an activity, ranging from light to vigorous.

How hard do you work during an exercise?



Intensity can be measured using:

- Heart rate zones
- Rate of Perceived Exertion (RPE)
- Talk test (Can you talk while exercising?)

Intensity should match your goals—fat burning, endurance, or strength building.

Recommended Intensity Guidelines for College Students

Level	*Description*	*Examples*	*Indicators (Talk Test)*
Light	Gentle effort, easy to maintain	Leisure walking, stretching	Can talk and breathe easily
Moderate	Noticeable effort, increased heart rate	Brisk walking, dancing, cycling	Can talk but not sing
Vigorous	High effort, rapid breathing and heart rate	Running, HIIT, competitive sports	Can only speak short phrases

Sources: WHO, CDC, DepEd PE Curriculum

How to Measure Intensity

RPE Scale (Rate of Perceived Exertion)

- Maximum Effort: 10
- Vigorous Effort: 7–9
- Moderate Effort: 4–6
- Light: 1

Heart Rate Zones

- Moderate = 50–70% of max heart rate
- Vigorous = 70–85% of max heart rate
  - (Max HR = 220 – age)



Start light and build up gradually. Intensity should challenge you, not overwhelm you.

MMFIT

TIME

This pertains to the length of time spent performing physical activity during a single session.

How long do you exercise per session?



Duration depends on your goals and fitness level.

Typical Range:
20–60 minutes, including warm-up and cool-down.

Recommended Time Guidelines for College Students

Intensity Level	*Recommended Time per Session*	*Weekly Target*	*Examples*
Moderate Intensity	30–60 minutes	150–300 minutes	Brisk walking, cycling, dancing
Vigorous Intensity	20–45 minutes	75–150 minutes	Running, HIIT, competitive sports
Flexibility/Balance	15–30 minutes	2–3 times per week (or daily)	Yoga, stretching, Tai Chi
Strength Training	30–45 minutes	2–4 times per week (per muscle group)	Weightlifting, resistance circuits

Sources: WHO, CDC, DepEd PE Curriculum



Why time matters?

Ensures sufficient stimulus for adaptation (e.g., endurance, strength)

Supports habit formation and time management

Helps balance effort and recovery



Track your time to stay accountable and make sure you're getting enough movement.

Why use the MMFIT Framework?

Using the MFIT Framework helps you take control of your fitness journey by making your workouts more personal, effective, and goal-driven. It gives you a clear way to plan and reflect on your routine so you can stay consistent and improve over time.

Here's what MMFIT helps you do:

Stay motivated by connecting your workouts to your personal goals.



Build smart habits by choosing how often, how hard, and how long you exercise.



Monitor your progress and adjust your routine as needed.



Create routines that fit your lifestyle, whether you're a beginner or an athlete.

MMFIT turns your workout from "just moving" into a meaningful plan that works for you.



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Module 1: Fundamental Movement Skills (FMS)

Fundamental movement skills are categorized into three main groups:

1. Locomotor Skills: Movements done by moving from one place to another.

Walking: Transfer of weight from one foot to the other; one foot is always in contact with the ground.

Running: Propelling oneself rapidly on foot.

Jogging: Faster than walking, slower than running.

Crawling: Low to the ground with a sliding movement without lifting the belly.

Creeping: Done on all-fours (hands and feet) on knees or toes.

Hopping: Springing action taking off from one foot and landing on the same foot.

Skipping: Step-hop pattern (step forward, lift and hop on the grounded foot).

Shuffling: Similar to skipping but with a backward drag instead of a hop.

Galloping: Mimics a horse's gallop; lead foot with the back foot chasing, knees slightly bent.

Leaping: Take-off on one foot with a long flight phase and landing on the opposite foot.

Jumping and Landing: Taking off from one or both feet and landing on both feet with a shoulder-width base of support.

2. Non-Locomotor Skills: Movements done in a stationary position.

Bending: Moving from a straight position into a curved position around a joint.

Stretching or Extending: Straightening or extending a body part from the joints.

Lifting or Raising: Elevating a body part (arms or legs).

Twisting: Rotating a body part while the base stays stationary.

Turning: Circular movement of the body including the base.

Swinging: Moving a body part side-to-side or forward and back like a pendulum.

Swaying: Shifting weight smoothly from one side to the other.

3. Manipulative Skills: Movements that include objects to perform a skill.

Sending/Propelling: Throwing, kicking, striking/hitting, volleying.

Receiving & Controlling: Catching, trapping.

Continuous Control: Dribbling (hands/feet), rolling.

Module 2: Living Well Through Movement & Fitness Concepts

Basic Concepts and Dimensions of Physical Education (PE)

Definition: A multidimensional discipline integrating movement science, pedagogy, health promotion, and character development.

Four Dimensions of PE:

Cognitive: Understanding anatomy, physiology, biomechanics, and injury prevention.

Psychomotor: Developing motor skills, coordination, and physical competence.

Affective: Nurturing discipline, resilience, sportsmanship, and teamwork.

Social: Fostering collaboration, communication, and respect for diversity.

Legal Bases of PE

1987 Philippine Constitution (Article XIV, Section 19): Mandates PE and sports programs to foster self-discipline, teamwork, and excellence.

RA 5708 (1969): Schools Physical Education and Sports Development Act (requires daily PE routines and athletics).

RA 10533: Enhanced Basic Education Act of 2013 (strengthens K-12 PE curriculum).

CMO No. 39, s. 2021: Implements PATHFIT courses for tertiary-level PE.

Global Bases: UNESCO International Charter (1978) declares PE a fundamental human right; WHO Global Action Plan (2018-2030) promotes physical activity to prevent non-communicable diseases.

Health vs. Fitness

Health: A state of complete physical, mental, and social well-being—not merely the absence of disease (WHO, 1948). Holistic and qualitative.

Fitness: A set of attributes related to the ability to perform physical activities effectively. Physical and quantitative (measured by \bm{VO_2} max, strength, etc.).

Key Takeaway: You can be fit but not healthy (e.g., an athlete with high stress/poor sleep), or healthy but not fit (e.g., free of illness but lacks stamina).

Components of Fitness

Health-Related Fitness (HRF):

Cardiovascular Endurance: Ability of heart, lungs, and blood vessels to deliver oxygen during long-term activity (e.g., jogging, swimming).

Muscular Strength: Capacity of a muscle to produce force in a short period (e.g., push-ups, squats).

Muscular Endurance: Ability of muscles to perform repeated contractions over time (e.g., circuit training).

Flexibility: Ability of joints to move through their full range of motion without pain (e.g., stretching).

Body Composition: Ratio of fat, bone, and muscle in the body.

Skill-Related Fitness (SRF):

Speed: Ability to move quickly from one point to another.

Agility: Capacity to rapidly change body orientation/direction.

Balance: Ability to keep the body in place, static or dynamic.

Coordination: Ability to use different body parts together smoothly and efficiently.

Power: Combination of strength and speed to perform maximum effort quickly (e.g., jumping).

Reaction Time: Rate at which an individual reacts to an external stimulus.

Module 3: Exercise and the MMFIT Framework

Types of Exercise

Aerobic: Continuous, rhythmic activity using oxygen and large muscle groups for an extended duration (e.g., running, cycling).

Anaerobic: Short bursts of high-intensity activity where oxygen demand exceeds supply; relies on stored energy (e.g., sprinting, weightlifting).

Flexibility Exercise: Activities to improve range of motion (static, dynamic, PNF stretching).

Balance & Coordination Exercise: Activities targeting stability, footwork, and motor control (e.g., yoga, agility ladders).

Elements of Exercise Session

Warm-Up: Prepares the body, increases heart rate, and prevents injury (e.g., light jogging, dynamic stretches).

Workout (Main Activity): Focused on achieving specific fitness goals aligned with MMFIT.

Cool-Down: Gradually lowers heart rate and aids recovery (e.g., walking, deep breathing, static stretching).

The MMFIT Principle

Motivation: The "why" behind movement (can be Intrinsic [enjoyment] or Extrinsic [rewards/grades]).

Mode (Type): The specific category or form of physical activity chosen (aerobic, resistance, flexibility).

Frequency: How often you exercise per session, usually measured in days per week (e.g., 3-5 days for moderate fitness).

Intensity: How hard you work, measured using heart rate zones, the talk test, or Rate of Perceived Exertion (RPE).

Time: The duration or length of a single exercise session (e.g., 20-60 minutes).