



PHYSICAL EDUCATION 9

(Learner's Material)

Quarter 1

SPORTS OFFICIATING

CONTENT STANDARD	PERFORMANCE STANDARD
<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> demonstrates understanding of lifestyle and weight management to promote community fitness. 	<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle



INTRODUCTION

The advancement brought about by science and technology has made life easier. Unfortunately, the luxury of just pushing a button or clicking a mouse is leading us to a sedentary lifestyle.

In order to meet the demands of daily routines and activities, it requires a fitter and healthier mind and body which can be achieved through active participation in physical activities like sports officiating.

This module dares to answer this pressing concern as it introduces you to the world of sports officiating; its basics which include both the personal and professional qualities that an officiating official should possess.

Real life experiences and challenges will be given relative to sports officiating to help you enhance your fitness, management skills, and positive behavior such as integrity, teamwork, discipline, sound judgment and impartiality.

LEARNING COMPETENCIES

The learner ...

- undertakes physical activity and physical fitness assessments .
- assesses eating habits based on the Philippine Food Pyramid/ My Food Plate.
- determines risk factor (obesity, physical inability, poor nutrition, smoking) for major non- communicable diseases lifestyle related (e.g. Diabetes, heart diseases, stroke, cancer).
- officiates practice and competitive games.
- distinguishes among facts, myths and misinformation associated with eating habits.
- monitors periodically one's progress towards the fitness goals.
- performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. Cramps, sprain, heat exhaustion)
- involves oneself in community services through sports officiating and physical activity programs.
- recognizes the needs of others in a real life and meaningful way.

PRE-ASSESSMENT

Part I. PAR-Q (Physical Activity Readiness Questionnaire)

Let's assess if you are ready for participating in physical activities by taking the Physical Activity Readiness Questionnaire (PAR-Q). Copy the template below and accomplish it in your activity notebook:

Name:			
Questions		Yes	No
• Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?			
• Do you feel pain in your chest when you do physical activity?			
• In the past month, have you had chest pain when you were not doing physical activity?			
• Do you lose your balance because of dizziness or have you ever lost consciousness?			
• Do you have a bone or joint problem (for example, back, knee, hip) that could be made worse by a change in your physical activity?			
• Is your doctor currently prescribing drugs for your heart condition?			
• Do you know of any other reason why you should not do physical activity?			

Let's see what the questionnaire revealed about your fitness:

- If you answered YES to any of these questions, talk with your doctor before you start engaging in physical activity. Tell your doctor about the PAR-Q and which questions you answered yes.
- If you answered NO to all PAR-Q questions, you can take start participating in physical activity.

Source: Canadian Society for Exercise Physiology. (2002). Physical Activity Readiness Questionnaire - PAR-Q. Retrieved from: www.csep.ca/forms

Part II. Warm-Up Exercises

You will be introduced with several warm-up exercises which you will be performing before conducting any other physical activity in the course of your lessons in sports officiating. But before proceeding to the activity, you should obtain first your PMHR (Personal Maximal Heart Rate) and THR (Target Heart Rate).

Here's how to compute your THR (Target Heart Rate) at moderate and at vigorous intensity of physical activity:

- Moderate (40 - 55%): $220 - \text{age} = \underline{\hspace{2cm}}$ Personal Maximum Heart Rate (PMHR)
 $\text{MHR} \times 0.4 = \underline{\hspace{2cm}}$ bpm
 $\text{MHR} \times 0.55 = \underline{\hspace{2cm}}$ bpm
- Vigorous (60 - 85%): $\text{MHR} \times 0.6 = \underline{\hspace{2cm}}$ bpm
 $\text{MHR} \times 0.85 = \underline{\hspace{2cm}}$ bpm

You should always have a record of your heart rate before and after a physical activity to keep track of your fitness level. Remember, one of the most efficient ways to assess your fitness is through your heart rate.

Static Stretching Exercises	Dynamic Stretching Exercises
Neck Stretches	Jogging
Shoulder Curls	High Knees
Arm Stretches	Butt Kicks
Trunk Stretches	Side Shuffles
Toe Touch	Back Pedals
Lunges	Cariocas
Squats	Jumping Jacks

Part III. Fitness Assessment

The following template is provided for you to accomplish by filling in the blanks. Identify the missing component of physical fitness, name of the fitness test in the first column and the respective scores generated by actually performing the indicated tests in the second column.

Copy the template and accomplish it in your activity notebook.

Name:		
Age:	Sex:	
THR: _____ (Moderate Activity)	THR: _____ (Vigorous Activity)	
Weight:	Height:	
Classification:		
Physical Fitness Components and Tests	Score	Remarks (AB-Above Target/BT-Below Target)
1. _____ (Lower back and hamstring flexibility)	_____ inches	
2. _____ (Shoulder and upper back flexibility)	_____ inches	
3. _____ (Upper body strength)	_____	
4. _____ (Abdominal strength)	_____	
5. Shuttle Run _____	_____ seconds	
6. 50m Sprint _____	_____ seconds	
7. Body composition (weight/height ²)	_____ (kg/m ²)	
8. _____ ● 3-minute step test	_____ (bpm)	

Refer to the following tables of targets according to your age and gender for the interpretation of your scores:

PERFORMANCE TARGETS FOR BOYS

DepED Physical Fitness Test Manual

AGE	Standing Long Jump (cm.)	Partial Curl-Ups	Chair Push-Ups	50 m. Sprint (sec.)	Shuttle Run (sec.)	Sit and Reach (cm.)	3 min. Step Test (Pulse Rate in 10 sec. X 6)
15	205	38	21	7.5	10.9	55	107
16	215	42	22	7.3	10.8	56	105
17	222	45	23	7.0	10.7	64	102
18	230	47	24	6.8	10.4	69	99
19	235	49	25	6.6	10.2	70	98
20	240	51	26	6.5	10.0	72	96
21	250	55	27	6.4	9.8	72	95

PERFORMANCE TARGETS FOR GIRLS

DepED Physical Fitness Test Manual

AGE	Standing Long Jump (cm.)	Partial Curl-Ups	Chair Push-Ups	50 m. Sprint (sec.)	Shuttle Run (sec.)	Sit and Reach (cm.)	3 min. Step Test (Pulse Rate in 10 sec. X 6)
15	170	23	12	8.5	12.0	58	103
16	172	24	13	8.5	11.8	63	101
17	175	25	14	8.2	11.5	68	100
18	180	26	14	8.2	11.3	72	98

19	184	27	15	8.2	11.0	74	96
20	187	30	15	8.0	10.8	75	95
21	190	30	16	8.0	10.5	75	93

Processing Questions:

- What did the result of the Fitness Test reveal about your present fitness level?
- Which tests did you score satisfactorily? Poorly? What should you do about it?
- Which of the two levels of activity intensity did your heart rate fall during the conduct of the Fitness Test? (Moderate or Vigorous)
- How important is taking your THR when participating in a certain physical activity?

INSTRUCTIONAL ACTIVITIES

PART I: WHAT TO KNOW

Welcome to the first part of your lesson in Sports Officiating! In this phase, you will be provided with activities that will activate your prior knowledge as regards the lesson. From there, follow-up activities will be given to elicit your tentative understandings. As you go through the rest of the activities, misconceptions and alternative conceptions you have in mind will be clarified. Finally, your knowledge, considering its adequacy and relevance will be assessed at the end of this phase.

Activity 1: Fix Me I'm Broken (on first aid)

Objectives:

- Identify the common injuries that may happen during a sports officiating activity;
- Suggest possible ways to alleviate the suffering of an injured officiating official; and
- Simulate the application of appropriate first aid techniques to specific injuries that may occur in a sports officiating activity.

Materials/Equipment Needed:

- first aid kit (bandage, elastic bandage, dressing, antiseptics, etc.)
- splints
- stretcher/improvised stretcher
- activity notebook
- whistle
- Manila paper
- pentel pens/markers

Procedure:

- Do your preliminary activities.
 - Obtain heart rate at rest.
 - 10-15 minute warm-up exercises (static and dynamic stretching exercises).

- Obtain heart rate after the warm-up activity.
- Group yourselves into 2. Assign a leader for each group. Find a partner within the group. Label yourself and your partner as A and B, A being the victim or injured official and B being the first aider.
- Assemble columns, 1 for the As and another for the Bs per group. Bring with you your first aid kits.
- As your teacher blows the whistle, all As shall pretend to be injured, it is your discretion as to what injury you would portray. The next whistle signals the Bs to employ appropriate first aid techniques to their partners who are pretending to be injured. The last whistle signals you to stop.
 - Example: sprain, strain, dislocation and fracture
- Explain your work by pair.
- To unlock difficulties or misconceptions, you are encouraged to read the following readings on first aid:

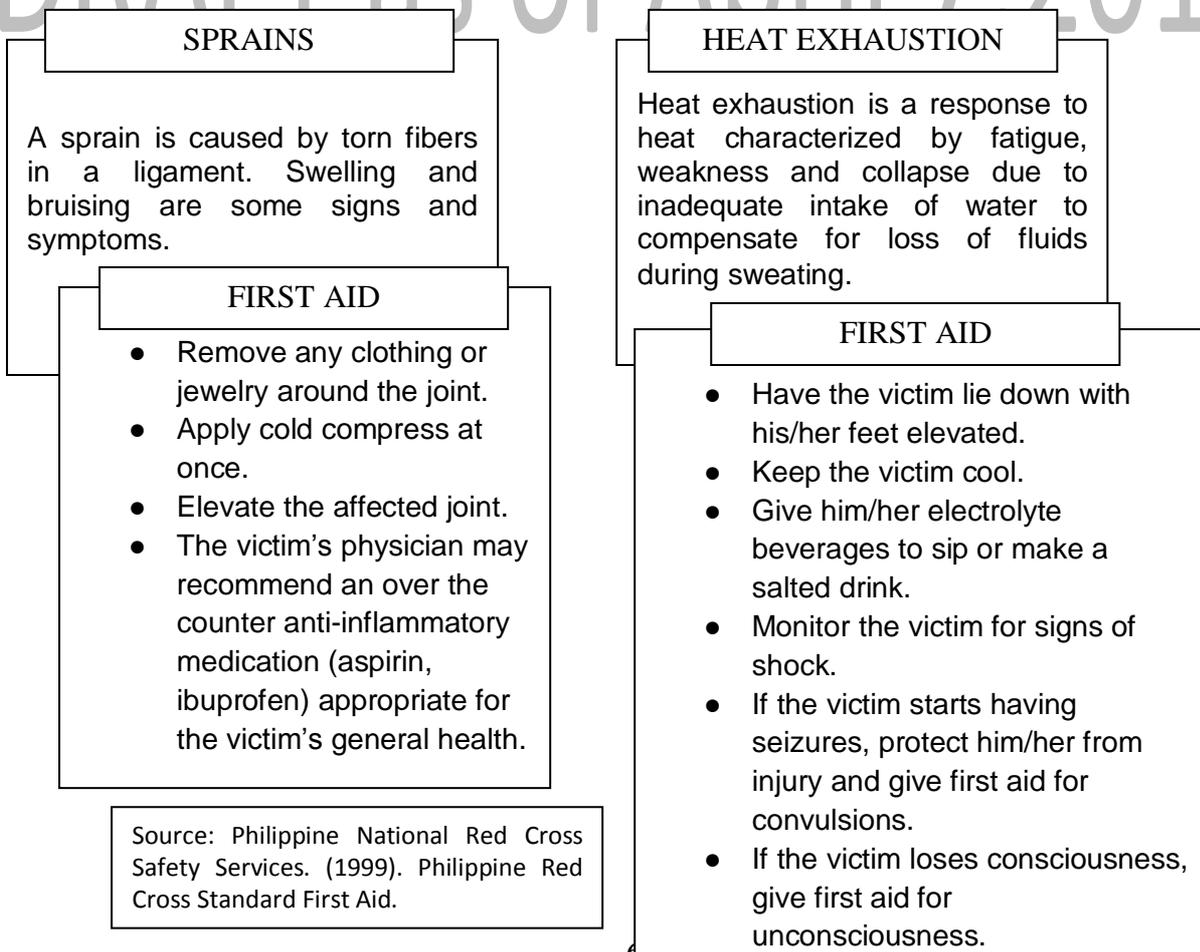
Readings: BASIC FIRST AID

First aid is an immediate and temporary care given to a person who has been injured or suddenly taken ill. It includes self-help and home care if medical assistance is not available or delayed.

Objectives of First Aid:

- To alleviate suffering
- To prevent added/further injury or danger
- To prolong life

Common Injury Encountered by Officiating Officials and Athletes



Other serious injuries that require immediate care or first aid include:

Sprains vs. Strains

A sprain is a stretch or tear of a ligament, the band of connective tissues that joins the end of one bone with another. Sprains are caused by trauma such as a fall or a blow to the body that knocks a joint out of position and, in the worst case, ruptures the supporting ligaments.

Sprains can range from first degree (minor) to third degree (the worst). Areas of the body most vulnerable to sprains are ankles, knees and wrists. Signs of a sprain include varying degrees of tenderness or pain, bruising, inflammation, swelling, inability to move a limb or joint or joint looseness, laxity or instability.

A strain is a twist, pull or tear of a muscle or tendon - a cord of tissue connecting muscle to bone. It is an acute, non-contact injury that results from overstretching or over-contraction. Symptoms of a strain include pain, muscle spasm and loss of strength. While it's hard to tell the difference between mild and moderate strains, severe strains not treated professionally can cause damage and loss of function.

Knee Injuries

Because of its complex structure and weight-bearing capacity, the knee is the most commonly injured joint. Each year, more than 5.5 million people visit orthopaedic surgeons for knee problems.

Knee injuries can range from mild to severe. Less severe would be tendinitis, patella femoral compression syndrome, iliotibial band syndrome and bursitis, to name a few. More severe injuries include bone bruises or damage to the cartilage or ligaments. Major injuries are common to the Anterior cruciate ligament (ACL), Meniscus injuries, Posterior cruciate ligament (PCL), Medial collateral ligament (MCL) and the Lateral collateral ligament (LCL).

Knee injuries can result from a blow or twist to the knee, from improper landing after a jump or from running too hard, too much or without proper warm up.

Other common sports injuries suffered by athletes are shin splints, Achilles tendon injuries, patella dislocation and hamstring, quadriceps and calf injuries.

Fractures

A fracture is a break in the bone that can occur from either a quick, one-time injury to the bone (acute fracture) or from repeated stress to the bone over time (stress fracture).

The most common symptom of a stress fracture is pain at the site that worsens with weight bearing activities. Tenderness and swelling often accompany the pain. This is very important for the coaches to recognize and refer the athlete to the trainers or the team physicians.

Dislocations

When the two bones that come together to form a joint become separated, the joint is described as being dislocated. Contact sports such as football, basketball and lacrosse, as well as high impact sports that can result in excessive stretching or falling, cause the majority of dislocations. A dislocated joint is an emergency situation that requires medical treatments.

Home treatment

For sprains and strains

Minor sprains and strains can be treated at home using the following measures. Start treatment as soon as possible to reduce swelling and speed up recovery. The less swelling, the more blood can get to the injured part to start the repair process.

- Apply the R.I.C.E. method.
- Do not apply heat during the first two days as this will only increase swelling.
- Use paracetamol for the first day of the injury, to reduce pain without increasing bleeding. Thereafter, ibuprofen (or other non-steroidal anti-inflammatories) or aspirin is a good choice. Don't give aspirin to a child younger than 16 years.
- Apply Arnica oil to reduce swelling.
- Remove rings immediately if the injury is to the hand or fingers.
- After 48 hours, start moving the limb gently, but only enough not to cause pain.
- Gradually increase the range of movement – let pain be your guide.

Strains usually heal in about a week. Sprains may take up to three weeks to heal.

For fractures

- Apply the R.I.C.E. method.
- Keep the limb in the position you found it and place soft padding around the broken bones. Splint the injury with something rigid, such as rolled up newspaper or magazines, to prevent the bones from shifting. Don't move the broken bones. Splints must be long enough to extend beyond joints above and below the fracture.
- If there is an open fracture, cover it with a clean gauze pad. Apply pressure to control bleeding. Don't try to push the bone back into the wound and don't attempt to clean it.
- Get medical attention immediately. Fractures of the femur and pelvis may cause severe internal bleeding.
- Don't give the person anything to eat or drink in case surgery is needed.

See a doctor if:

- You suspect a fracture or dislocation or if you are unsure of the severity of a sprain or strain.
- You cannot straighten the affected joint or bear weight on it, or if a joint feels unstable.
- The skin over the injury area is broken
- The limb below the injury feels numb or tingling, or is white, pale or blue in colour, or feels colder compared to the other healthy limb.
- The ligaments of the knee are injured.
- You injure an area that has been injured several times before.
- Pain is severe or lasts longer than 24 hours, or if swelling doesn't subside within 48 hours.
- A sprain or strain doesn't improve after five to seven days.
- Signs of infection develop.

Prevention

- Many exercise-induced injuries can be prevented. Don't be a "weekend warrior". Get yourself into shape gradually with a graded exercise programme. Listen to your body. Warm up properly and cool off after exercising. Use proper equipment and the correct technique.
- Use common sense to prevent injury in everyday life. Don't carry heavy objects. Watch where you step. Keep your home safe.
- To prevent falls, older adults should keep their muscles strong by exercising or doing tai chi.

R.I.C.E. method

- Rest the injured part, especially for the first 24 to 48 hours after the injury – this is the most critical time of treatment. Avoid any activity that causes pain or makes it worse. Use crutches if the leg, foot or ankle is injured. Support an injured wrist, arm or shoulder with a sling. Tape an injured toe or finger to its healthy neighbour.
- Ice is an excellent anti-inflammatory and reduces swelling and pain. Apply an ice pack or cold compress for 10 to 15 minutes as soon as possible after an injury. Repeat each hour for the first 3 or 4 hours, then 4 times a day for the next 2 to 3 days. Protect your skin with a thin cloth. If ice packs are not available, a packet of frozen vegetables in a cloth will do.

- *Compression also reduces swelling. Use elastic bandages for at least 2 days. Check that the bandage is snug, but not too tight. Take the bandage off at night.*
- *Elevation drains fluids from injured tissues. Elevate the injured area whenever you are sitting or lying down. Try to keep the injured area at or above the level of the heart.*

Sources:

- <http://www.webmd.com/first-aid/ankle-sprain-treatment>
- http://hssportsblog.projo.com/2006/10/sprains_strains_and_dislocatio.html
- <http://www.health24.com/Fitness/Sports-injuries/Sprains-strains-fractures-and-dislocations-20120721>

Processing Activity:

- Divide class into 4. Assign a leader to lead your group in answering the following questions:
 - Injuries may happen anytime, anywhere. List at least 3 factors that can cause injuries.
 - Explain why they can lead to injuries.
 - How important is knowledge and skills in applying appropriate first aid techniques to an injured officiating official or athlete?
- Print your shared ideas and let your leader or reporter present your work to the class.

Activity 2: Trim Down a Bit, Be Safe and Be Fit (on weight management)

Objectives:

- Determine ways on how to maintain, lose or gain weight;
- Make comparisons of energy needs and energy used and suggest ways on how to obtain or lose energy;
- Design own weight management plan; and
- Discuss the importance of having a healthy weight in relation to sports officiating;

Materials/Equipment Needed:

- Activity notebook
- Calculator
- Bond paper
- Whistle

Procedure:

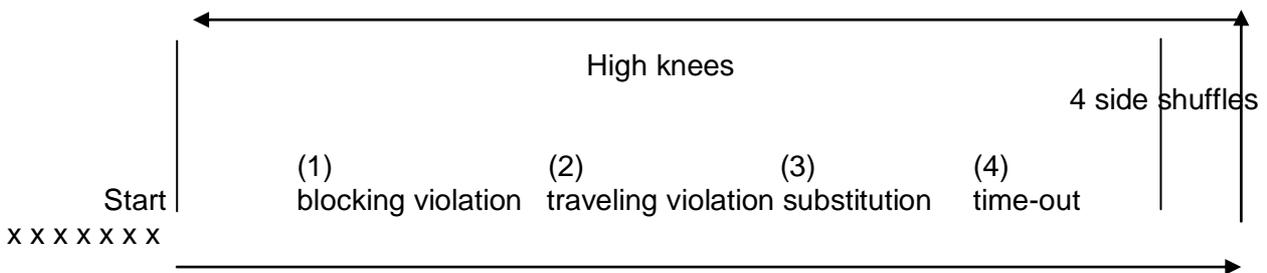
- Do your preliminary activities:
 - Obtain heart rate at rest.
 - 10-15 minute warm-up exercises (static and dynamic stretching exercises).
 - Obtain heart rate after the warm-up activity.
- Group yourselves according to BMI classification:

Group 1	-	Underweight
Group 2	-	Normal
Group 3	-	Overweight/Obese
- You are going to have a game. It's called modified obstacle relay. You will be provided with an obstacle course with specific stations indicating the task to accomplish. All are related to

sports officiating (e. g. basketball). Blow your whistle first before executing the needed signal or skill.

- Refer to the illustration regarding the challenges you have to pass through in the obstacle course as your guide.
- The first team to finish wins. Are you ready? Let's do this!

Diagram illustrating the sequence of obstacles (skills/signals) to perform and pass through in the obstacle relay:



Processing Activity:

Assemble in columns per group and discuss among group members the following questions:

- What went well? What went wrong?
- How does body weight influence one's physical activity like in the one you just did?
- What suggestions can you give to perform better next time, and in other physical activities at hand?

Readings:

Nutrition and Weight

When you consume basically the same number of calories as you expend, your body weight remains relatively stable. If you want to gain weight, you must manipulate this balance between calories consumed and calories expended.

Gaining Weight

Some people have difficulty in gaining weight. This can be a result of a higher-than-normal basal metabolic rate or higher physical activity level. When weight gain is a goal, the focus is on gaining muscle and not fat weight. To do this in a healthy way, you should consume more frequent meals with healthy snacks. For example, in addition to three main meals, consume three snacks per day. Consuming about 300 to 500 calories per day more would result in about a 1 pound (0.45 kg) per week weight gain. Healthy snacks include yogurt, peanut butter and jelly sandwiches, cereal with milk, fruit smoothies and turkey sandwiches. It is also important to continue to exercise to ensure that the weight gain is mostly muscle. In particular, resistance training will be an important factor for building muscle. Although it will take some time, the slower the weight gain, the more likely it will be to be muscle gain not fat or water gain.

Losing weight

Weight loss is a more common goal than weight gain. Losing weight involves a negative energy balance. This can be achieved by increasing exercise and decreasing caloric intake.

Determining Calorie Needs

What is a Calorie?

A calorie is defined as the heat required to raise the temperature of 1 gram of water 1 degree Celcius. Because this is relatively small amount, scientists use larger unit Calories (uppercase C), also called a kilocalorie (abbreviated kcal.). The Calorie or kilocalorie, is 1,000 calories.

Total energy expenditure (TEE) is the total number of calories your body needs on a daily basis and is determined by the following:

- Your basal metabolic rate (BMR)
- The thermic effect of food (also known as dietary-induced thermogenesis)
- The thermic effect of your physical activity

Basal Metabolic Rate (BMR)

Basal Metabolic Rate is defined as the energy required to maintain your body at rest (e. g. breathing, circulation). To precisely determine your BMR, you would need to fast from 8 to 12 hours and then undergo a laboratory test in which you sit quietly for about 30 minutes while the air you exhale is analyzed. This determines how many calories you are burning at rest. Basal metabolic rate is 60% to 75% of the total energy expenditure. Typically, the larger and more muscular the person is, the higher the BMR is.

The Thermic Effect of Food

The thermic effect of food is the energy required to digest and absorb food. The thermic effect is measured in a similar way as BMR, although the measurement time is usually about four hours after you consumed a meal. The thermic effect of food is 10% to 15% of your total energy expenditure.

The Thermic Effect of Physical Activity

The thermic effect of activity is the amount of energy required for physical activity. It can be measured in a laboratory when you are exercising on a stationary bike or treadmill. The thermic effect of activity is the most variable of the three major components of total energy expenditure because it can be as low as 15% for sedentary people and as high as 80% for athletes who train six to eight hours per day.

One other component of total energy expenditure that plays a role is non-exercise activity thermogenesis (NEAT), which is energy expended in unplanned physical activity. This can include taking the stairs instead of the elevator, sitting on a balance ball at your desk, parking farther from your destination in a parking lot, fidgeting, and other calorie-burning activities.

Reference: Complete Guide to FITNESS and HEALTH, Barbara Bushman, Ph. D., American College of Sports Medicine, 2011, pp. 69-70, 76

Maximizing Food Consumption

Consuming an appropriate number of calories and foods from various categories results in optimal nutrition. The table below shows an age-specific daily calorie and serving size recommendation for grains, fruits, vegetables, and milk and dairy items for boys and girls. Note that the calorie recommendations in said table are on an inactive child; about 200 calories would need to be added for a moderately active child and 200 to 400 calories per day for a very physically active child.

Table 9. Daily Estimated Calories and Recommended Servings for Adolescents

Foods	9-13 Years	14-18 Years
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Calories	1800 kcal for males; 1600 kcal for females	2200 kcal for males; 1800 kcal for females
Fat	25% - 35% kcal	25% - 35% kcal
Milk/Dairy	3 cups	3 cups
Lean Meat/Beans	5 oz	6 oz for males; 5 oz for females
Fruits	1.5 cups	2 cups for males; 2.5 cups for females
Vegetables	2.5 cups for males; 2 cups for females	3 cups for males; 2.5 cups for females
Grains	6 oz for males; 5 oz for females	7 oz for males; 6 oz for females

Reference: Complete Guide to FITNESS and HEALTH, Barbara Bushman, Ph. D., American College of Sports Medicine, 2011, pp. 190

Managing Your Weight

Establishing or maintaining a healthy body weight requires an understanding of how the body uses food to provide energy. In addition, when weight loss is desired, a plan of action is needed for long-term success.

Energy Balance

Understanding the concept of energy balance (EB) is critical if you want to understand how body weight is regulated in human beings. EB in its simplest form simply compares the amount of energy consumed as food with the amount of energy expended through the combination of resting metabolism, activities of daily living, and voluntary physical exercise. The three possible states of EB are positive, negative and neutral. Positive EB occurs when you consume more energy (calories) than you expend, resulting in weight gain. Negative EB occurs when you expend more calories than you consume, resulting in weight loss. Neutral EB occurs when the amount of calories you consume equals the amount that you expend.

Estimating Calorie Needs

Probably the first question that comes to mind when contemplating your own body weight is How many calories do I need? There are sophisticated laboratory techniques to estimate this, but these tests are not practical for most people. Table 4 of this module includes one simple method of estimating needed calories based on body weight and activity level. An alternative method devised by the U. S. Department of Agriculture (USDA) estimates energy needs based on sex, age and activity level. Refer to the table below:

Table 8. Estimated Calorie Needs Based on Sex, Age and Activity Level of Adolescents

Age	MALES			Age	FEMALES		
	Activity Level**				Activity Level**		
	Sedentary	Moderately Active	Active		Sedentary	Moderately Active	Active
12	1800	2200	2400	12	1600	2000	2200
13	2000	2200	2600	13	1600	2000	2200
14	2000	2400	2800	14	1800	2000	2400
15	2200	2600	3000	15	1800	2000	2400
16	2400	2800	3200	16	1800	2000	2400
17	2400	2800	3200	17	1800	2000	2400
18	2400	2800	3200	18	1800	2000	2400
19-20	2600	2800	3000	19-20	2000	2000	2400
21-25	2400	2800	3000	21-25	2000	2000	2400

Calorie levels are based on the Estimated Energy Requirements (EER) and activity levels from the Institute of Medicine and Dietary Reference Intakes Macronutrients Report, 2002

**Sedentary = less than 30 minutes a day of moderate physical activity in addition to daily activities; Moderately Active = at least 30 minutes up to 60 minutes a day of moderate physical activity in addition to daily activities; Active = 60 minutes a day of moderately physical activity in addition to daily activities

Reprinted from U. S. Department of Agriculture

Reference: Complete Guide to FITNESS and HEALTH, Barbara Bushman, Ph. D., American College of Sports Medicine, 2011, pp. 268-272

Processing Activity:

- Consider your age. Officiating is a tough job. It is an activity for physically active people. How much calorie do you need to keep yourself active while planning to lose, gain or maintain weight? What are the foods you should take in and at what amount should you take them in?
- Reflect carefully on the readings you have just had and write your answers in your activity notebook.

PART II: WHAT TO PROCESS

Welcome to the What to Process part of your lesson! You will be given activities to display and enhance your skills in sports officiating at the same time formulate your understandings as regards the benefits of such activities to your fitness and well-being. As you go on and overcome the challenges provided for you, you will learn that together, sports officiating activities will be more fun and exciting, without knowing that you are at the same time improving your fitness and your sense of community.

Activity 1: Human Basketball

Objectives:

- Play the “human basketball” game;
- Implement the rules of the “human basketball” game through officiating;
- Exhibit timely and precise judgment, command and fitness during the conduct of the “human basketball” game; and
- Relate the importance of the role of an officiating official to the success of a game.

Materials/Equipment Needed:

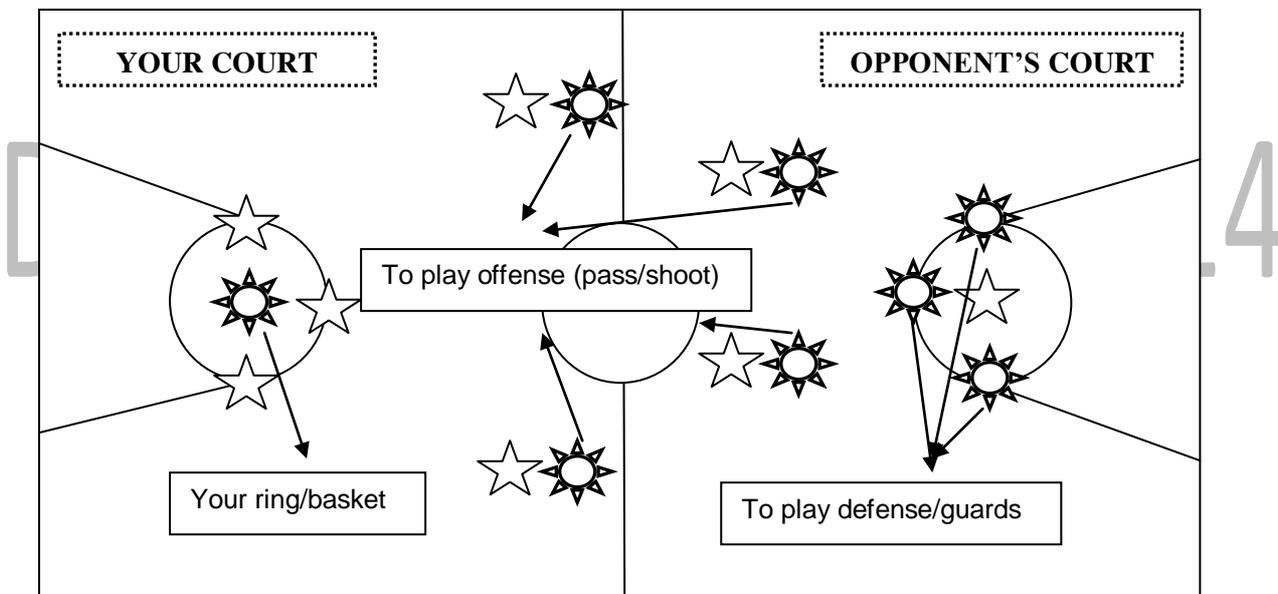
- Activity notebook
- Calculator
- Playing area (probably a basketball court if there’s any)
- Basketball ball
- Score board and chalk/marker

- Whistle
- Manila paper
- Marker or pentel pens
- Coloring materials

Procedure:

- Do your preliminary activities.
 - Obtain heart rate at rest.
 - 10-15 minute warm-up exercises (static and dynamic stretching exercises).
 - Obtain heart rate after the warm-up activity.
- Divide your class into 4 groups. Assign team captain.
- You will be playing a game. It is dubbed as “human basketball.” It is different from the regular basketball that you know. Supposing there are 8 players in your team playing on court. Others who will not play will stay at the area designated to your group (bench, in this case) while waiting for substitution. Four members will be playing, 1 will serve as the basket for your opponents to shoot the ball, the final 3 will serve as guards to stay around the human basket with which your team will shoot and earn points. To move the ball from 1 player to another, pass it. Your team is allowed, in a team to dribble the ball 3 times only.

- Refer to the following diagram:



Rules of the Game	
Number of players per team	8
Objective of the game	To shoot the ball to your basket, guarded by 3 defensive players from the opposing team
Game duration	5 minutes
Scoring system	1 point per shot
Violations	dribbling the ball more than 3 times per team, stepping on the line, ball out of bounds (lose ball), and misconduct
Substitution	Unlimited (on ball possession)
Time-outs	15 seconds (on ball possession)
Starting the game	Toss coin

Officiating Officials:

- Referee 2 (to whistle when a score is made, substitution, time-out, or when a violation is committed and ball possession is reversed)
- Scorer 1 (to record scores of each team)
- Linesmen 4 (to watch line assignment and raise flag once a violation is committed)
- Time Keeper 1 (To track the time per game and time-outs)

Schedule of games and officiating:



Schedule of Games and Officiating				
Game #	Grp. 1	Grp. 2	Grp. 3	Grp. 4
Game 1	Play	Play	Officiate	Observe
Game 2	Officiate	Observe	Play	Play
Game 3	Observe	Play (Winner 1)	Play (Winner 2)	Officiate

Processing Activity:

- Gather in discussion formation by group.
- Share your ideas on the following questions:
 - a. How did you feel about the game?
 - b. What observations have you noticed while games were going on?
 - c. If there were no rules of the game, what do you think might have happened? Why?
 - d. Were the roles of the officiating officials necessary in the smooth conduct of the games? Justify your answer.
 - e. What qualities should an officiating official possess? Why do you say so?

Readings:

Qualities of an Officiating Official:

The role of an official is very crucial in a sporting endeavor. He defines the success or failure of a certain physical activity. It is therefore necessary for an aspiring officiating official to possess a number of qualities for him to meet the goal of having a satisfying, complain-free, impartial, and successful game. The following are some of the qualities to be considered:

- Physical Qualities
- Emotional Qualities
- Mental Qualities
- Social Qualities

Physical Qualities

These qualities refer to the physical attributes of an officiating official. Since an officiating official needs to catch up with every detail of what the athletes or players do oncourt, he needs to have a high level of fitness to be able to perform his job. To determine his level of fitness he or she has to consider the following:

Physical Fitness

As has been defined in preceding modules in Physical Education, physical fitness is the capacity of an individual to perform his or her daily tasks without undue fatigue and still has extra energy for recreation and emergencies. Physical fitness is not achieved overnight. One must work on with elevating his own level of fitness if he or she has to perform better in his chosen field of endeavor. Several ways to determine one's fitness which are basis in improving it include:

- *Body Mass Index*
- *PMHR and THR (Personal Maximal Heart Rate and Training Heart Rate)*
- *Fitness or Exercise Program*
- *Nutrition and weight management*

Emotional Qualities

These qualities refer to the emotional readiness of an officiating official to perform his or her role in a game. He or she might have mastered all the rules and possesses a high level of fitness but if the emotional attributes don't warrant him or her to perform the duties and responsibilities of an officiating official, failure is expected. Emotional attributes that an officiating official should possess include confidence. It is having belief in oneself. Confidence can be situation-specific, but practicing it through actual game immersions and observations of game officiating activities can help improve it.

Mental Qualities

Just as physical and emotional qualities are essential, mental characteristics are also equally necessary. Mental toughness is the term used to refer to all of the qualities pertaining to one's mental preparations in officiating a game. To be mentally tough requires one to stay focused, regulate one's performance, ability to handle pressure, awareness and control of thoughts and feelings and one's command and control of the environment. This can be achieved by having a thorough knowledge on the rules of the game, alertness, vigilance which result to timely, decisive, honest and impartial judgment. Decisiveness results to integrity of the result of the game leading to a satisfying result and acceptance of success and failure for both competing teams or players.

Social Qualities

Social qualities refer to the ability to deal with others at any given situation. Complaints are inevitable in a game. It is the ability of an officiating official to settle disputes without sacrificing the integrity of a game and the officiating team. To develop such qualities requires practice just as the emotional qualities do. Surrounding oneself with people who make wise decisions especially in officiating endeavors might help one improve his or her decision-making skills.

Source: <http://www.lancssundayleague.co.uk/downloads/FA%20Referees%20Fitness%20Guide.pdf>

Processing Activity:

- With same groups, you will be distributed with pieces of manila paper and markers.
- Considering the previous readings on the qualities of an officiating official, draw on the manila paper the picture of your ideal officiating official.
- Ready? Set. Go! (2 minutes)
- This time, let's find out what characterizes your ideal officiating official. (individual or group presentation)

Activity 2: Synchronized Hand Signals

Objectives:

- Demonstrate correct hand signals of referees in basketball, volleyball, and football with mastery;
- Exhibit quick/sharp judgment calls while officiating a game; and
- Realize the value of high level fitness in sports officiating.

Materials/Equipment Needed:

- Activity notebook
- Whistle
- Calculator
- Playing area (probably a basketball court if there's any)
- Visual materials (hand signals of referees in basketball, volleyball, and football)
- Flashcards indicating the term for the hand signals in each of the 3 sport
- Score board and chalk/marker
- Markers or pentel pens

Procedure:

- Do your preliminary activities:
 - Obtain heart rate at rest.
 - 10-15 minute warm-up exercises (static and dynamic stretching exercises).
 - Obtain heart rate after the warm-up activity.
- Group class into 3. Select a leader per group. Leaders will draw lots to designate which sport will be assigned to them.

Example Sports Assignment per Group:

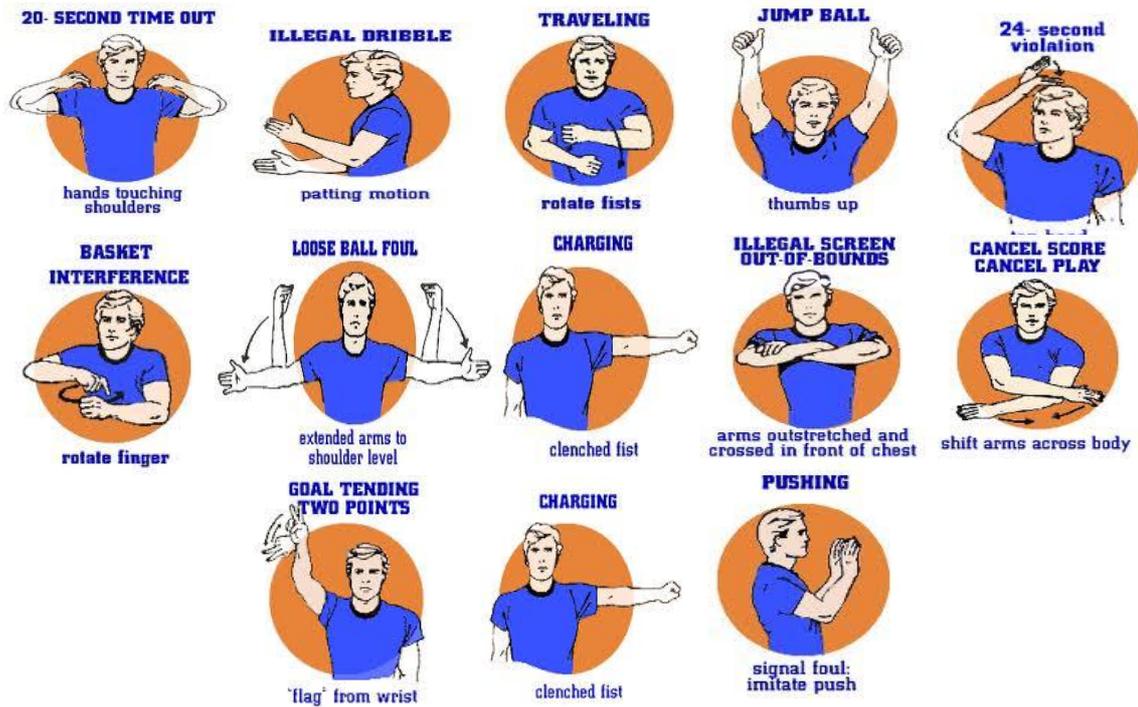
- | | |
|------------|------------|
| a. Group 1 | Basketball |
| b. Group 2 | Volleyball |
| c. Group3 | Football |

- You will be provided with illustrations of hand signals of referees of your respective sport assignment for you to master within 10 minutes.
- After 10 minutes, Group 1's mastery will be assessed first, followed by Groups 2 and 3.
- In group formation, you will be shown a sequence of 10 flashcards indicating the hand signal to be executed in synchrony by your group. Upon whistle is given, execute with your group mates the given hand signal then freeze for 2 to 3 seconds. 2 points will be given to a correctly, timely performed hand signal.
- The group with most points, wins the game.

Referees' Hand Signals:

A. Basketball:

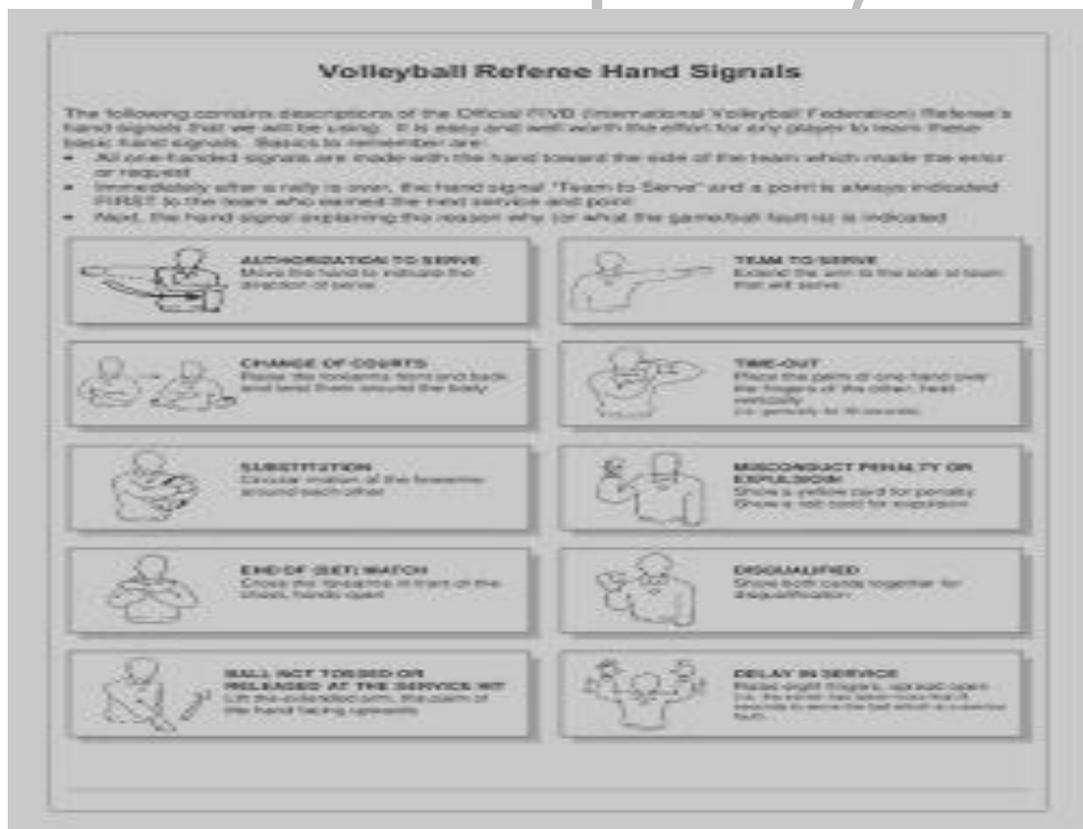
Source: basketball hand signals-www.nba.com



DRAFT as of April 7, 2014

B. Volleyball:

Source: www.picstopin.com



C. Football:

Source: www.thefootballgirl.com



Holding



Penalty declined, incomplete pass, missed field goal, missed extra point, no play



Pass interference



First down (one arm pointing)



Facemasking



Time out



Offside



Clipping



Touchdown, successful field goal, successful extra point



Personal foul



Illegal motion

DRAFT as of April 7, 2014

Processing Questions:

- What went well? What went wrong?
- Why is there a need to give precise and immediate calls when officiating a game?
- What limits an officiating official from giving precise and immediate calls?
- How can one improve his or her officiating skills in terms of precision and immediacy?

III. WHAT TO REFLECT and UNDERSTAND

In this part of your lesson, you will go deeper and further. You will be given opportunities to reflect and understand the relevance of officiating to your fitness and well-being. Activities will be provided for you to integrate weight management, healthy lifestyle and officiating and its fitness benefits which will in turn be beneficial for you and your community.

ACTIVITY 1: Fuel Up

In the previous stages, you have found out the nutritional requirements of an official and its influence to one's performance. In this activity, you will consider yourself an official and prepare a balanced meal for you.

Objective:

- Prepare a balanced meal for a sports official based on his/her nutritional requirements.

You will need:

- Paper plate or improvised paper plate
- Cut out picture of food and drinks
- Paste/glue
- Scissors
- Pencil and Coloring materials

Here's how:

1. Choose a sport that you want to officiate.
2. Review the nutritional requirements and the fitness components needed by the official in the chosen sport.
3. Consider yourself an official of the chosen sport, paste/draw on your paper plate the food and drinks you plan to take regularly.
4. Make your work presentable and be guided with the following criteria:

Suggested Rubric

CATEGORY	Advance- 4	Proficient- 3	Approaching Proficiency-2	Developing-1
Creativity	Several of the graphics or objects used reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects reflect student creativity in their creation and/or display.	One or two graphics or objects are made or customized by the student, but the ideas are typical rather than creative	The student does not make or customize any of the items
Time and Effort	Class time is used wisely. Much time and effort go into the planning and design.	Class time is used wisely. Student can have put in more time and effort at home.	Class time is not always used wisely, but student does some additional work at home.	Class time is not used wisely and the student put in no additional effort.
Accuracy and ability to defend work	The student gives a reasonable explanation of how every item is accurate to the basis. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items are related to the basis. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items related to the basis.	The student's explanations are weak and illustrate difficulty in understanding how to relate items to basis..

5. Present it to class, support it with a brief explanation and be ready to answer the questions of your classmates and teacher.

Processing Questions:

1. *How did you feel about the activity?*
2. *What were your considerations in identifying food to eat?*
3. *How is it different from your daily menu?*
4. *How does nutrition affect one's officiating performance?*
5. *Is it really necessary that an official is of normal nutritional status? Why and why not?*

Remember...

Good nutritional status is needed for an official to do his/her duties and responsibilities effectively and efficiently.

Activity 2: Officiating is a Good Thing!

In this part, your creativity to illustrate ideas in a creative and comprehensible way will be challenged.

Objective:

- Present in a creative way the importance of officiating in improving and sustaining one's fitness

You will need:

For Graphic Organizer:

- Copy of the reading on the rewards and satisfaction of officiating
- Pencil
- Coloring materials
- Pentel pen
- Other art materials

For Powerpoint/Multimedia Presentation:

- Copy of the reading on the rewards and satisfaction of officiating
- Computer/Laptops
- Audio-Visual Set

Here's how:

1. Read the articles on the rewards and satisfaction of officiating.

Rewards and Satisfaction

By: Jenni Malsam, Iowa HS Athletic Assn. and Iowa Girls HS Athletic Union (30 yrs);
Former HS Soccer-Basketball-Volleyball Official.

The NFHS Interscholastic Soccer Referee who continues to officiate over a long period of time does so for a variety of reasons. Many feel the motivation to continue their involvement, but not all try to identify the reasons they continue to officiate.

If you were asked why you continue to referee, what would you answer? Perhaps: for the fun, for the excitement, for the opportunity to continue in soccer, or perhaps for another other reason that makes sense to you? These may be among the more common reasons given. However, if you take the time to think about and analyze all of the possible reasons, you could probably identify a great number of additional rewards, satisfactions and benefits that you really derive from your activity as an Interscholastic Soccer Referee.

In this short discussion, we'll try to identify what your high school soccer refereeing means in terms of some of the possible rewards, satisfactions and benefits that you can realize through your participation. What are the rewards and satisfactions?

I believe that there are three major types of rewards and satisfactions you realize that result from participation as an Interscholastic Soccer Referee: physical fitness, mental fitness and attitude, and social networking and people skills.

Physical Fitness

This includes such things as improved: general health, weight control, stamina, reflexes, higher energy levels, posture, and stature.

Comment: While not every referee realizes these at the same levels, yet you should be able to feel that you have seen some of each improve in yourself. The key behavior that generates these physical fitness benefits is to adopt a regular program of personal fitness conditioning that every successful Interscholastic Soccer Referee learns to develop and follow throughout his or her officiating career. Physical fitness is critical to successful officiating performance. The personal benefits are a by-product, and are probably more beneficial that most officials realize.

Mental Fitness

The obvious benefits include: positive disposition, better mental reflexes, decisiveness, alertness, prolonging a youthful bearing, a steadier temperament, perseverance, and increased determination.

Comment: Think back on your career to date. Can you recognize an improvement in any of these qualities in your own experience? This fund of mental fitness is generated in several ways. The study of, and constant practice of, rules applications, interpretations and decisions while officiating strengthens such qualities as alertness, sharpness and decisiveness. The practice of continually making decisions, both discretionary and factual, help sharpen your mental reflexes, decisiveness, determination, and alertness. The continual exposure to the challenge of competition and managing the high school soccer game participants strengthens such qualities as positive disposition, decisiveness, prolonging youthful bearing, perseverance and determination.

Mental Attitude

This important attribute includes: the satisfaction of meeting constant, game-by-game challenges, a heightened sense of accomplishment as each successfully controlled game is experienced, the feeling of making a contribution to the game, the sense of providing an important service to others, honing your people- and game-management skills, acknowledgement of a job well done by others and in yourself, and the ability to develop the sense of dedication it takes for you to attain competency.

Comment: Many of these personal qualities are acquired and strengthened throughout your refereeing experience. The self-satisfaction of meeting the considerable challenge of competent refereeing, the well-deserved sense of accomplishment after each contest, and the satisfaction of serving the sport and making a positive contribution to each contest are continually experienced in your activities. Perhaps a most important factor, and one sometimes overlooked, is the benefits you acquire through being able to transfer into your daily lives and activities such qualities as management skills, dedication to a task, and the self-assurance in your performance.

Social Rewards and Satisfactions of Networking

In short, networking is the virtual web of people contacts that we make, enjoy, and benefit from throughout our Interscholastic Referee careers.

Comment: Through networking we establish lifelong professional contacts and friendships. These enhance and help us enjoy our soccer activities, and allow us to get to know interesting sports figures. All of these result in our personal professional development. These benefits are among the most rewarding that we receive because of our involvement. Many of us refer to interscholastic soccer refereeing as an avocation, simply because it is not a full-time job, but rather an activity we pursue as our time, and the game assignments that are available, permit. However, we realize that it is a challenging profession, and as such helps us to develop all of the professional attributes required for successful performance of any career pursuit. The professional development opportunities and the sharing with others in our chosen profession yield benefits important to our daily life experiences. Consider what we experience through networking with all of the people we come into contact with.

First, we establish many life-long professional contacts, friendships, and acquaintances with many talented and competent individuals, whether it be Referee colleagues, school administrators, educators, sports administrators, and sports figures. We tend to meet and mix with these people not only through the games we referee, but also through local group meetings, training sessions, attending special soccer-related events, and through personal contact with such specialists as Assessors, Mentors, Assigners, and Instructors. Also, the fun of associating with other Referees who regard their own soccer refereeing as an opportunity to excel often result in our own desire to improve being motivated.

By pursuing personal development activities to strengthen our soccer refereeing skills, we meet and are exposed to a variety of knowledgeable people who share their perceptions of the game and participants. Along the way our own understanding and enjoyment of high school soccer grows and enhances the career experience significantly.

Social Rewards and Satisfactions – People Skills

Comment: These include: communication skills, a sense of humor, increased sensibilities, improved sociability, refined demeanor, and positive self-esteem. Your ability to interact successfully with other people is significantly improved. Continual interaction during games with countless numbers of individuals, all with different personality and behavior traits, while under a variety of circumstances both positive and challenging, help you to develop a uniquely successful ability with people, perhaps more than in many other professions.

Summary: There are many specific rewards that you realize as a result of your participation in high school soccer refereeing. While every high school soccer referee may not necessarily experience every one of those mentioned in this article, you have probably benefited from most of those covered here. The fuller you participate, and the more you take a professional attitude towards learning and practicing the elements of being a successful Interscholastic Referee, the more and longer you will enjoy these “dividends” of your avocation.

2. Form a group of 3-5 members.
3. Decide within your group on how to present the benefits of officiating to fitness either through graphic organizer or any multimedia presentation.
4. Be guided with the following questions in making your creative presentation:
 - a. *What are the fitness components being developed in officiating?*
 - b. *Identify sport-situation where that component is needed.*
 - c. *What are the other benefits of officiating?*
5. Be guided with the following criteria:

Suggested Rubric

CATEGORY	Advance- 4	Proficient- 3	Approaching Proficiency- 2	Developing-1
Content – Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.

6. Present it to class, support it with a brief explanation and be ready to answer the questions of your classmates and teacher.

Remember...

Officiating is an enjoyable way of improving one's fitness.

It takes a healthy and fit official to smoothly and fairly run a sports competition.

ACTIVITY 3: Ethics and Legality...

In this activity, you will be given the chance to empathize and share your perspective on matters relating to officiating.

Objective:

- Share perspective on issues relating to code of conduct and ethical standards of sports official.

You will need:

- Pen and paper

Here's how:

1. Read and understand the case on referees' corruption.

Details of soccer referees' corruption case revealed

(Xinhua)

Updated: 2011-03-30 22:52

BEIJING - China disclosed on Wednesday the public details of the corruption cases of three Chinese soccer referees, including Lu Jun, who has been referred to in the past as China's best soccer referee.

The three soccer referees Lu Jun, Huang Junjie and Zhou Weixin were arrested on charges of taking bribes last year. It was learned that prior to a match between the Shanghai International and Shanghai Shenhua teams on November 9, 2003, Zhang Jianqiang, a former official of the China Football Association (CFA) asked Lu Jun to call the game in Shanghai Shenhua's favor, promising that commissions would be paid to him and other referees if Shanghai Shenhua won the game.

Shanghai International and Shanghai Shenhua were both favorites for 2003's domestic league championship games. The two teams had top ranking in the league table before that match. The match was broadcast on live television, which made difficult for referees to favor one side over another. Lu Jun later confessed that he tried to give "emotional care" to Shenhua players by treating them less strictly.

Shanghai Shenhua successfully overtook Shanghai International in the league table after a 4 to 1 victory in that match. Shanghai Shenhua went on to win that year's domestic league championship. "Shanghai Shenhua later brought commissions worth 700,000 yuan (\$106,774) to my office. Lu and I each got 350,000 yuan (\$53,387)," Zhang Jianqiang confessed. Zhang was arrested for alleged match-fixing and bribery in March 2010.

Lu refereed more than 200 matches in the domestic league over the course of his career. He was also the first Chinese to referee at the World Cup.

Details of Huang Junjie and Zhou Weixin's corruption cases were also revealed on Wednesday. Both were found to have made unfair calls that affected match outcomes after being promised commissions.

"Our investigation found that it was a common practice for football clubs to give bribes to referees," said Cui Weidong, an official in charge of the case. "Football clubs gave bribes to referees through a variety of means. On most occasions, they gave cash directly and the amounts varied according to the importance of the game," Cui added.

China has been cracking down on match-fixing scandals and gambling since November 2009, when a new initiative was made to bear down on these illegal activities.

Nan Yong and Yang Yimin, both former vice chairmen of the CFA, were arrested for alleged match-fixing and bribery last March. Xie Yalong, another former vice president of the CFA was arrested for bribery last October. Soccer insiders have stated that an anti-corruption supervision mechanism should be put into place to guard against match-fixing scandals and gambling.

www.chingdaily.com.cn/sports/2011-03/content-12252463.htm

2. Review the ethical and legal standards of officiating.

Readings: Ethics and Guidelines

Source: Bill Koch; BC Athletics Official Ethics and Guidelines for Conduct, 2011

When we register as officials, and volunteer to work at events, we agree to uphold these values, and follow the related guidelines listed in each section.

A. Be a Benefit and Cause No Harm

A primary value of officiating is to provide a benefit to those with whom one interacts in the competition area (athletes, coaches, spectators, volunteers, and other officials). A related value is to do no harm.

Officials will....

1. Conduct the event according to the rules with the welfare of the athlete in mind.
2. Strive to benefit each athlete in events he/she officiates. This includes helping very young athletes to understand relevant rules (e.g., correct starting stance in sprints), helping with equipment (e.g., starting blocks, throwing implements) and helping athletes at all ages achieve their best possible results.
3. Warn and strive to educate athletes in a polite manner if he/she witnesses athletes engaged in illegal or dangerous activity (e.g., unsafe throwing style or illegal starting position) during warm-ups for an event.
4. Extend the benefit of their experience to the less experienced officials and volunteers whenever the opportunity arises. This includes gently advising them about rules or about ways to perform their duties more efficiently and accurately.
5. Without hindering their own duties or the welfare of athletes, help spectators enjoy the event through suggestion of the best and safest observation areas, explain rules when asked, and otherwise act to enhance the entertainment value of the event.

Officials will not.....

1. Intentionally disadvantage an athlete because of previous bad experiences with the athlete, his/her coach or parent.
2. Disqualify an athlete from an event without serious consideration of alternatives (e.g., warnings).
3. Needlessly distract, or otherwise interfere with athletes during their competition.
4. Unduly restrict the activities of coaches or spectators unless such activities constitute a rules violation or would harm the welfare of athletes.

B. Be Accurate and Responsible

These values mean that officials should strive for accuracy and consistency in their officiating actions, as well being dependable and trustworthy in their work as officials. The latter implies that officials should accept the responsibility for their errors that may affect competitions, and work to increase or sustain others' (athletes, coaches, spectators, other officials) trust.

Officials will....

1. Arrive in good time for the competition and report immediately to the official in charge.
2. Be fully prepared to do the job assigned to them.
3. Be ready at appropriate start times for individual events they are to officiate.
4. Draw all the necessary equipment for the running of the event and ensure that it is returned upon completion of the competition.
5. Maintain up to date knowledge of measurement (e.g., timing systems) devices and procedures necessary in their specialty.
6. Correct their errors (e.g., measurement errors, mistaken calls) promptly and consult appropriately with other officials or supervising officials in the event of errors.
7. Educate themselves on a regular basis about rule changes that may affect their specialty (e.g., false start rules).

Officials will not.....

1. Purposely evade responsibility for officiating errors.
2. Alter competition records to reflect inaccurate results.
3. Negligently destroy or lose competition equipment.
4. Needlessly delay competitions.

C. Be supportive of other participants and loyal to our Sport Organizations.

Officials should exhibit loyalty and politeness towards BC Athletics, Athletics Canada, and other organizations to which the official belongs or is representing in the context of a competition. They should extend such loyalty and politeness to individuals involved in athletics at all levels.

Officials will.....

1. Speak to and about athletes, other officials, volunteers, coaches and representatives of sport organizations with customary politeness.

Officials will not.....

1. Publically disparage athletic organizations (e.g., clubs, schools, BC Athletics, Athletics Canada) or other participants.

D. Act with Integrity

Integrity refers to firm adherence to an ethical code as well as to the absence of impairment or disability. This implies that officials will (a) not allow their judgment to be adversely influenced by personal loyalties or personal gain, (b) will adhere whenever possible to the specifics of this ethical code, and (c) will avoid officiating when their mental or physical competence may be impaired (e.g., through physical illness, emotional distress, or some other personal limitation).

Officials will....

1. Recognize when he/she has a conflict of interest in an event he/she is officiating and will take reasonable steps to eliminate such conflicts (e.g., have a different official start a race in which his/her own family member or athlete is performing).
2. Will recognize when his/her personal weaknesses (e.g., personal or family stress, proneness to irritability) may interfere with officiating and will take steps to prevent such interference.

Officials will not.....

1. Act to the advantage of athletes or clubs to which he/she has a personal connection.
2. Purposefully act against any of the values listed in this code of conduct.
3. Knowingly officiate in an event when he/she is intoxicated on any substance.

E. Act with Fairness

Fairness refers to performing one's duties in an unbiased manner. This implies that officials will act in a manner that does not create advantage or disadvantage to any athlete or club.

Officials will....

1. Perform evaluations for other officials, when requested, in an objective way and without friendships or personal differences in mind.
2. Provide the same quality of advice or benefit of the doubt when dealing with athletes, independent of any friendships or other personal relationships.
3. Bear in mind their own possible biases when a potential conflict of interest presents itself (e.g., one's own athlete is competing in an event one is officiating).
4. When feasible, turn over their duties to another similarly qualified official when a conflict of interest presents itself and the stakes appear high.

Officials will not.....

1. Knowingly, and with available alternatives, make critical decisions in an event in which they have a personal stake (e.g., an athlete for whom the official is a coach or family member). This recognizes that at times there will be no other alternative – i.e., only one chief judge or starter available for an event in which one's own athlete is competing.

F. Show Respect for Participants' Rights and Dignity

Officials have the duty to respect individual athletes or other parties at competitions, independent of cultural, ethnic, gender, age, or other characteristics of the individual that may set the other person apart from the official's own background and sense of familiarity. Although this is usually meant to prevent discrimination on the basis of gender, ethnicity, or disability (all areas of human diversity that are associated with human rights legislation), it also applies to areas of diversity such as age or experience in the athletic event or officiating task. Thus, it applies to treating very young (and thus immature) athletes and less experienced (and thus less competent) officials or volunteers in a dignified and respectful manner.

Officials will....

1. Respect the dignity of athletes, other officials and volunteers, coaches, and spectators.

2. *Work in a spirit of cooperation with other officials and not interfere in any way with their responsibilities.*
3. *Criticize in a constructive manner, and at an appropriate time, directly to the official concerned.*
4. *Understand that some athletes, officials, or volunteers, by reason of their youth, possible disabilities, or inexperience may require enhanced instruction or guidance, within the limits of the no assistance in the competition area rule.*
5. *In such cases of youth, inexperience, or disability, provide instruction in a polite and considerate manner.*
6. *Treat athletes with equal respect and dignity independent of their ethnicity, gender, age, religion, nationality, or other personal characteristics unrelated to the athletic event.*
7. *Uphold the BC Athletics Harassment Policy.*

Officials will not.....

1. *Harass others (officials, athletes, coaches, etc.). Harassment involves engaging in any improper behaviour toward another person that one knows or ought to know would be unwelcome. Harassing behaviours can include written or verbal abuse or threats, unwelcome jokes, remarks or taunts.*
2. *Use the occasion of a rules infraction as an opportunity to publically embarrass or chastise an athlete.*
3. *Use the occasion of an officiating error as an opportunity to publically embarrass or chastise an official.*

G. Exhibit Professionalism

Professionalism means exhibiting a courteous, conscientious, and generally business-like manner in the workplace (including volunteer workplace). Applied to athletics officials, it means that officials, as part of their volunteer duties, will conform to reasonable technical standards of their area of practice (e.g., starter, track umpire, throws judge) as well as to any ethical standards that govern them.

Officials will.....

1. *Conform to reasonable technical standards of their area of practice (e.g., starter, track umpire, throws judge) as well as to any ethical standards that govern them.*
2. *Be conscientious and business-like (as opposed to cavalier) in carrying out their duties.*
3. *Conduct the event that they are officiating in an efficient and non-abrasive manner.*
4. *Be courteous (not irritable, not dismissive or insulting) to athletes, coaches, spectators, as well as other officials and volunteers.*
5. *Wear the accepted uniform as outlined by the National Officials Committee or by the organizing committee for the individual competition.*
6. *Treat complaints, questions, concerns, or appeals raised by others (e.g., athletes, coaches, spectators, other officials) with consideration and politeness.*
7. *Act in a manner that will bring credit to the Athletics community and themselves, both within and outside the competition area and/or arena.*

Officials will not.....

1. *Use profane, insulting, harassing or otherwise offensive language in the conduct of their duties.*
2. *Dismiss appeals, questions, or complaints from athletes, coaches or spectators in a dismissive or cavalier manner.*
3. *Target any other official, athlete, volunteer, coach, or spectator as an object of ridicule, harassment, or malicious gossip.*

H. Model Appropriate Health Habits

This value presumes that athleticism is part of a generally healthy lifestyle, and that BC Athletics and Athletics Canada encourage not only athletic competition, but enhanced health in their members and in the general public.

Officials will.....

1. *Exhibit a polite and relaxed manner when conducting their duties.*

2. When stressed or distracted by personal issues, seek help from other officials to ensure the event proceeds smoothly and their own distress does not disrupt the athletic event.
3. Seek appropriate professional help if their personal or emotional difficulties begin to routinely interfere with their officiating performance.

Officials will not.....

1. Allow their own emotional distress (e.g., irritability, feelings of time pressure, personal problems outside the athletic arena) to impact on their officiating behaviour.
2. Use tobacco products within the competition arena and/or competition area.
3. Enter the competition area and/or arena under the influence of alcohol or other mind-altering drugs.

I. Adhere to Legal Standards

This means obeying the law (e.g., criminal code of Canada, human rights codes, and IAAF or other rules of competition).

Officials will....

1. Willingly and promptly consent to a criminal records search as required by the sports organization.
2. Report criminal acts to a legal authority

Officials will not.....

1. Provide underage athletes with alcohol
2. Provide an athlete with illegal substances.
3. Advocate or condone the use of drugs or other banned performance enhancing substances, classes, or methods.

J. Protect Vulnerable Persons

In our society, we now recognize that some individuals (e.g., persons with disabilities) are more vulnerable to poor treatment because of their relative youth, mental or physical disability, or other characteristics that place them at a disadvantage. This code of conduct recognizes that such individuals may require special attention.

Officials will....

1. Use methods that maximize the understanding of rules and competition procedures of persons of diminished capacity. This may include repetition of instructions at the beginning of an event, including the guardian or coach of a vulnerable athlete in the instructions, within the limits of competition rules.
2. Be particularly cautious in establishing the understanding of rules and procedures with persons of diminished capacity.

Officials will not.....

1. Discriminate against vulnerable persons (e.g., Special Olympics athletes) either verbally or through their actions in a competition area.
2. Disparage or patronize vulnerable persons in any way.

3. Answer the processing questions:

- What ethical and standards were violated by the referees?
- What do you think were the reasons of the referees for doing the action?
- If you were the referee, what would you do?
- How do you feel for the losing team?
- How do you feel for the winning team?
- How do you feel for the referees?
- In what other real-life situation can the values in officiating be applied?

ACTIVITY 3: Sum It Up!

In this activity, you will generalize all your learnings in the previous activities.

Objective:

- Give a summary on the benefits of officiating to fitness and vice versa

You will need:

- Pen and paper

Here's how:

1. Review all the readings you had in the previous lessons.
2. Cite a generalization by filling in the blank to complete the sentences:

a. Through officiating, _____
but official must _____ in
order to have a healthy and quality life.

b. A fit official _____

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ACTIVITY 4: If I were a...

In this activity, you will give your personal point of view on what you value most.

Objective:

- Explain the things that you value most in a sports official

You will need:

- Pen and paper

Here's how:

1. Listed are the characteristics and values of an official. Review them properly.

SUPPORTIVE	RESPECTFUL	PROFESSIONAL
INTEGRITY	ACCURATE	RESPONSIBLE
	HONESTY	LEGAL
	FAIRNESS	LOYALTY
	HEALTHY LIFESTYLE	

2. Answer the following questions:

- If you were an official, which of the values and characteristics should you possess for the rest of your life? Why?
- Which of the values and characteristics is the most important for an official to possess? Why?

Remember...

A healthy official lives a healthy lifestyle.

IV. WHAT TO TRANSFER

In this phase, you will be challenged to apply things you learned about the lesson into another context. Your understanding of the lesson will be measured by your ability to provide tangible results or evidence of your learning.

4

ACTIVITY 1: Officiate It!

In this activity, you will extend your fitness development to your immediate community. You will be provided with an opportunity to maximize the knowledge and skills together with the understandings you have acquired in influencing your community with the value of officiating in improving fitness and wellness.

Objectives:

- Officiate a community game
- Influence the community's awareness of the value officiating in improving one's fitness
-

You will need:

- Equipment needed of the chosen sport
- Officiating equipment of the chosen sport

Here's how:

1. You will now extend your fitness commitment to the community as one class. But don't worry because your teacher will assist you in realizing your goals in this activity.
2. Your class is provided with a GRASPS template to guide you with your final performance. GRASPS stands for Goal, Role, Audience, Situation, Product and Standard. Read it carefully.

Goal:	To officiate a sport competition in your school or in a community.
Role:	Official/Member of the Management Team
Audience:	School/Community
Situation:	A group of students will play a certain sport and they need officials to manage the game.
Product:	A smoothly and fairly managed/officiated game.
Standard:	Your work will be rated according to the following criteria: time-management, quality of work, focus on the task, attitudes, monitors group effectiveness, working with others and contributions.

3. Plan carefully with your class. Assign each classmate with a task and discuss how to do it.
4. Present your plan and program of activities to your teacher.

Suggested Rubric

CATEGORY	Advance-4	Proficient-3	Approaching Proficiency-2	Developing-1
Time-management	Routinely uses time well throughout the project to ensure things get done on time.	Usually uses time well throughout the project, but may have procrastinated on one thing.	Tends to procrastinate, but always gets things done by the deadlines.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Contributions	Routinely provides useful ideas to the community.	Usually provides useful ideas to the community.	Sometimes provides useful ideas to the community.	Rarely provides useful ideas to the community.

Processing Questions:

1. How does your knowledge and skills in officiating help improve fitness level of members of the community?
2. How do values in officiating help in the successful conduct of sports activities in the community?
3. How does participation in officiating related activities help achieve fitness of the community?

SUMMARY/SYNTHESIS/FEEDBACK

Sports is a very wide field, composed of several dynamic people and events interacting with one another. It is a popular activity of most people for its characteristics of being fun, exciting and challenging to its participants. But our idea of sports participation is mostly limited on the players' role in the sports fields perhaps, it is the one being highlighted during competitions. But there is more to sports than just being a player, and that is officiating.

Officiating is an important part of any sports activity whether it is competitive or recreational. It helps in making the activity more challenging and fun. Good officiating results to good game and good game provides better entertainment.

Sports' officiating is not just the "judge role in the court." More importantly, it benefits us by improving our fitness. Participation in physical activities such as officiating coupled with healthy lifestyle will surely lead us to attaining and sustaining a quality and a healthy life.

SUMMATIVE ASSESSMENT

Directions: Choose the letter of the best answer.

1. What system in sports is used to maintain order and fairness in implementing rules?

- A. Sports Officiating
- B. Sports Psychology
- C. Sports Science
- D. Sports Youth

2. In games which require the official to run continuously, what fitness component should the official possess?

- A. Balance
- B. Endurance
- C. Power
- D. Strength

3. For sports officials to have lean muscles, what type of food should they eat?

- A. Carbohydrates
- B. Fats
- C. Iron
- D. Protein

4. Hydration is important in officiating especially in running continuously for long minutes. Sports officials do not have the luxury of a time out. If they want to hydrate their body, what's the best drink to take?

- A. Energy Drinks
- B. Soft drinks
- C. Sports Drink
- D. Water

5. What lifestyle-related disease will an official have if he/she continues to smoke and eat without cholesterol-rich foods?

- A. Cancer
- B. Diabetes
- C. Heart Disease
- D. Stroke

6. Sports officials mostly use their arms for signalling. What fitness component will be developed with this regular movement?

- A. Cardio Vascular Endurance

- B. Muscular Endurance
- C. Flexibility
- D. D. Muscular Strength

7. Aside from improper eating habits, what habit also causes diabetes?

- A. Genetics
- B. Jogging
- C. Environment
- D. Sedentary Lifestyle

8. Officiating has a high physical demand, especially in sports like basketball, soccer and combative sports. What should the referee do PRIOR to doing his/her officiating task?

- A. Warm up
- B. Dynamic Stretching
- C. Static Stretching
- D. Instantly proceed with officiating

9. In what way will our knowledge and skills in sports officiating skills help our community?

- A. Save money during sports competition
- B. Train youth in sports related activities like as athletes and sports official.
- C. Reduces the case of delinquent youth in the communities.
- D. All of the above

10. What is the BEST value that a sports official must possess?

- A. Fairness
- B. Punctuality
- C. Unjust
- D. All of the above

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GLOSSARY OF TERMS

BPM- Beats Per Minute

Circuit Training- an exercise system where a series of exercises are done continuously to station by station until all the exercise are executed by the participant.

Eating Habits- individual or group practice of consuming sustenance.

Hand Signals- gestures used by sports officials to communicate to the players and audiences specifically game related events, like fouls, points and the like.

Health Related Fitness-component of physical fitness that is a necessity for daily living.

Healthy Lifestyle- Healthy habits, attitudes, tastes, moral standards, economic level, etc., that together constitute the mode of a healthy living condition of an individual or community.

Sports officiating- a system of managing a sports, specifically on implementing the game rules and keeping order in the duration of the game.

Team Sports- a sport activity played by 3 or more players per team.

WEB-BASED SOURCES

Images:

- www.volleywood.net
- www.oneresult.com
- www.interaksyon.com
- www.espn.go.com
- www.get2theleague.com
- www.qpec.com.au
- www.vashonhills.org
- www.pinterest.com
- football hand signals for referees
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- Alias, Ben Taat,(1996), ISTAF International Referee Course in Conjunction with 1996 World Youth SepakTakraw Championship Seoul Korea.
- Galvez Tan, Jaime Z.,et al ,(2009),The Health Curriculum in Philippine Basic Education, Vol. 2, KenzarGraphics,Quezon City.
- Mc Tighe, Jay, Wiggins, Grant (2004), Understanding by Design (Professional Development Workbook), ASCD, Alexandria, Virginia. USA
- <http://www.lancssundayleague.co.uk/downloads/FA%20Referees%20Fitness%20Guide.pdf>

APPENDIX

Readings: PHYSICAL FITNESS TEST
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BODY COMPOSITION – is the body’s relative amount of fat to fat-free mass.

A. Body Mass Index (BMI)

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

For you as the test taker:	For your partner:
a. Wear light clothing. b. On bare feet, stand erect and still with weight evenly distributed on the center of the scale.	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.

For you as the test taker:	For your partner:
a. Stand erect on bare feet with heels, buttocks and shoulders pressed against the wall with tape measure.	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.

Materials/Equipment:

Tape Measure

For you as the test taker:	For your partner:
a. Wear light clothing before taking waist circumference. b. On bare waist, stand erect and wrap tape measure around waist.	Record the score in centimeters.

Standard

Risk	Men		Women	
	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

Source: TFSS Fitness Manual

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.

1. 90 – Degree Push-up

Purpose – to measure strength of upper extremities

Materials/Equipment:

Exercise mats or any clean mats

For you as the test taker:	For your partner:
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. 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-	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 when cadence is broken.

<p>degree angle at the elbows (upper arms are parallel to the floor).</p> <p>b. Perform as many repetitions as possible, maintaining a cadence of 20 push-ups per minute (2 seconds going down and 1 second going up).</p>	
--	--

Scoring – record the number of push-ups made.

2. Curl-ups

Purpose – to measure strength of abdominal muscles

Materials/Equipment:

Exercise mats or any clean mats

For you as the test taker:	For your partner:
<p>a. Lie on your back with the knees flexed and the feet 12 inches from the buttocks.</p> <p>b. Feet cannot be held or rested against an object. The arms are extended and are resting on the thighs</p> <p>c. Complete a slow, controlled curl-up, sliding fingertips along the floor until they touch the second tapeline.</p> <p>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).</p> <p>e. There should be no rest at the bottom position, and perform as many curl-ups as possible without stopping.</p>	<p>a. One curl-up is counted each time the student's shoulder blade touches the floor.</p> <p>b. Make sure that the student performs the curl-ups in the correct form.</p> <p>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 when cadence is broken.</p>

Scoring – record the number of curl-ups made.

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

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

Purpose – reach as far as possible without bending the hamstring

Materials/Equipment:

Tape Measure

For you as the test taker:	For your partner:
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Materials/Equipment:

Ruler

For you as the test taker:	For your partner:
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

blades. e. To test the left shoulder, repeat procedures a – d with the left hand over the left shoulder.	
---	--

Scoring – record zipper test to the nearest 0.1 centimeter.

Scoring

- 0 – did not touch fingers
- 1 – just touched fingers
- 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

Materials/Equipment :

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

For you as the test taker:	For your partner:
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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PHYSICAL EDUCATION 9 (Learner's Material)

Quarter 2

Social Dances and Dance Mixers

CONTENT STANDARD	PERFORMANCE STANDARD
<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> demonstrates understanding of lifestyle and weight management to promote community fitness 	<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle



INTRODUCTION

Fitness is a universal concern. Whatever endeavors we're in, whatever activities we do, our fitness should always be taken into account if we are to perform them effectively and efficiently. Fitness is not just for athletes, sportsmen and Physical Education teachers and fitness instructors. It's also a concern of students, parents and other members of the community. If we are to become strong and productive members of our community, we must address the very basic requirement of such goal, the sustaining base of any endeavor we undertake, fitness.

This module introduces you to the value of social dances and dance mixers in the enhancement of your fitness. You will be provided with activities in modern standard dances which will in turn lead to a greater awareness of the right foods to eat, proper ways to manage your weight and of course opportunities to maximize the enhancement of your fitness through social dances. It is expected thereafter that such practices will be used by you to influence the lifestyle and fitness practices of your immediate community.

LEARNING COMPETENCIES

The learner ...

- undertakes physical activity and physical fitness assessments;
 - assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate;
 - determines risk factors for lifestyle diseases (obesity, diabetes, heart disease);
 - distinguishes among facts, myths and misinformation associated with eating habits;
 - describes the nature and background of the dance;
 - executes the skills involved in the dance;
 - monitors periodically one's progress towards the fitness goals;
 - performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion);
 - involves oneself in community service through dance activities; and
 - recognizes the needs of others in a real life and meaningful way.
-

PRE-ASSESSMENT

Part I. Warm-Up (15 minutes)

Directions: You will be re-introduced to the basic warm-up exercises that you have already learned during your PE class in Grade 7. Try to recall and do them with your class so that before performing any physical activity in the succeeding lessons, do the warm-up exercises first to condition your body and prevent injuries from happening.

Warm-up: Dynamic Stretching Exercises (Refer to Grade 7 PE Modules)

- A March
- High Knees
- Butt Kicks
- Shuffles
- Back Pedals

After performing the given exercises, use the following rating scale to assess your performance:

- I - I can perform the exercises by myself
- O - I can perform the exercises with other's help
- W - I will just wait for my next PE class

So, which of the three reflects your performance a while ago?

Part II. HR Log

Directions: Here is an HR log, a template that allows you to self-assess and report your heart rate before and after you perform a physical activity, the time you spent, and your Rate of Perceived Exertion (RPE) of the physical activities you do in a daily basis. Reflect on the physical activities you did before going to school today or even in your PE class and fill in the needed data in the given template. Do this in your activity notebook.

HR Log:

Name:						
Date	Activity	Time Spent	HR (Pre)	HR (Post)	RPE	Signature

Part III. Social Dancing Participation Questionnaire

Directions: Tick the column that best describes you participation in the activities below.

SOCIAL DANCING ACTIVITIES	ALWAYS	SELDOM	NEVER
1. I actively participate in social dancing activities in my community			
2. I am a member of the grand cotillion dance performed in a friend's debut/social gathering.			
3. I wear proper attire in social dancing activities.			
4. I am confident in performing social dances in and outside the school.			
5. I insist in doing a dance combination that my partner could not follow.			
6. I don't follow the lead of my partner because I have my own style of dancing.			
7. I dance vigorously whenever I participate in social dancing activities.			
8. I recognize the advantages of my engagement in social dancing activities to my fitness and well-being.			
9. I share my social dancing skills with my friends, family and community.			
10. I enjoy participating in social dancing activities.			

Summarize in few sentences what the survey revealed about your fitness habits and attitudes toward social dancing. Write your summary in your activity notebook.

Part IV. Levelling of Expectations

Directions: At the end of this module you are expected to conduct successfully an outreach program. This program will allow you to share the knowledge, skills and understandings learned relative to the influencing your community's fitness with social dancing as your medium. Refer to Part IV (Transfer), Activity 2 of your lessons for this activity. Your teacher will give the necessary orientation as regards your grouping, criteria for assessment and the process of conducting the activity.

INSTRUCTIONAL ACTIVITIES

I. WHAT TO KNOW

Welcome to the first part of your lessons in Social Dances and Dance Mixers! In this phase, you will be provided with activities that will activate your prior knowledge as regards the lesson. From here, follow-up activities will be given to elicit your tentative understandings. As you go through the rest of the activities, misconceptions and alternative conceptions you have in mind will be clarified. Finally, your knowledge, considering its adequacy and relevance, will be assessed at the end of this phase. So what are you waiting for? The dance floor is yours!

ACTIVITY 1: Salundiwa (Activating Prior Knowledge)

In this activity, your prior knowledge about social dances and dance mixers will be assessed.

You will need:

- Pen
- Activity Notebook

Objectives:

- Activate prior knowledge of learners as regards social dances and dance mixers.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. The following are terms associated with the lesson:
 - a. Social Dancing
 - b. Ballroom Dancing
 - c. Cottillion/Rigodon de Honor
 - d. Dancesport (Competitive Ballroom Dancing)
2. Select one which is most familiar to you.
3. This time create a circle in your notebook and write the term you selected at the center.
4. Draw as many lines as the connections you can give about the term outside the circle.

5. At the end of each line, write a word that describes your experience, description, or anything you can say about the term you chose.
6. Organize your thoughts and connect the words you came up with to describe the term you have selected.
7. Share your idea to the class.

Processing Questions:

- What are social dances? ballroom dances? dance mixers? dancesport?
- How are they different from each other? related to each other?



You're through with the first challenge! Let's see if you can do the next one.

ACTIVITY 2: *May I Have This Dance?*

With the four **A**s (Activity, Analysis, Abstraction and Application), you will be introduced with the basic dance etiquette which is universal to all social dancing activities. Since social dances and dance mixers are intended to get acquainted with others who are present in a certain social event, it's just but proper to bear in mind good manners and social graces in social events.

You will need:

- CD/VCD/DVD player
- CDs containing music of ballroom dances

Objective:

- Realize the importance of fostering dance etiquette in social dancing.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

Activity:

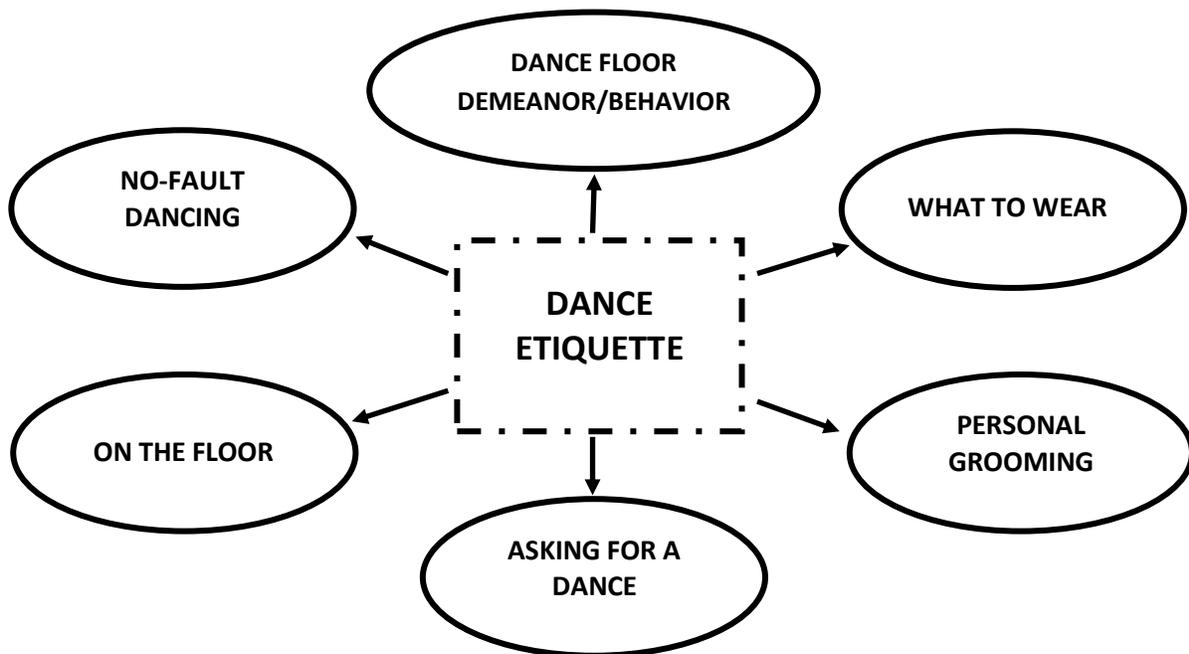
- Position the chairs around the hall or floor.
- Males stay seated on one side of the hall while females on the opposite side.
- As the music plays, find a partner to dance with.

Analysis:

- How did you do the activity? Was there an observance of social graces, order and respect while you were dancing?
- What should you have done to make the activity flow more smoothly and peacefully?
- What happens if there's no decency and respect in a ballroom social dancing activity?

Abstraction:

How should you behave and perform in a certain social dancing activity? The answer is simple. You must practice etiquette in dancing to help you go about successfully with the social dimensions of dancing. Why do you care about dance etiquette? Because this will not just give you a fruitful dancing experience but will also provide with a widened social network. The following aspects of social dancing should always be considered:



Readings on Dance Etiquette:

Dance etiquette is a set of guidelines that help you navigate the social dimensions of dancing. Why do you care about dance etiquette? Because it is essential for you to maximize how to go about the process of social dancing and have a happy dancing experience.

WHAT TO WEAR

Dancing has its own culture. In social dances and dance mixers, the more formal the dance, the more formal the outfit.

ATTIRE	GENTLEMEN	LADIES
Formal	Tailcoat, Tuxedo Coat, Regular Coat, Bow Tie or Regular Necktie, Black Trouser	Ball Gown, Evening Gown, Dinner Gown, Cocktail Gown
Semi-Formal	Dress Shirt and Tie, Vest or Sweater that shows the Tie	Dinner Dresses, Flowing Pants
Dressy Casual (Practices, Workshops, Dance Lessons)	Solid Color T-shirts, Turtleneck, Polo Shirt, Cotton Slacks	Anything that displays a conservative, toned-down appearance
Latin	Button-up shirt, Solid T-shirt, Turtleneck, Dress Slacks, Bright Colorful Outfits are Accepted	Sexy Outfits and Long Slit skirts, Low Necklines and Exposed Midriffs are Popular

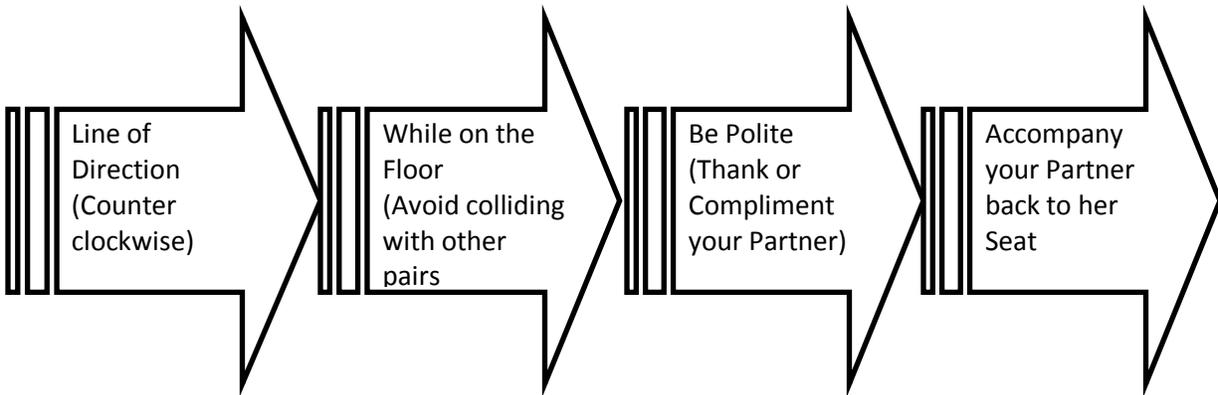
DON'Ts IN TERMS OF OUTFITS and DANCE SHOES:

- Do not wear sneaker or any shoe with rubber or spongy sole. They can stick to the dance floor during turns and spins that may cause knee and ankle injuries. Always wear dance shoes.
- Avoid sleeveless shirts and strapped dresses. It's not pleasant to have your partner touch your damp skin
- Avoid shaggy, baggy, low armpit upper shirt. Partner's hand may get caught in the baggy sleeves.
- Avoid accessories like big rings, watches, brooches, loose/long necklaces and big belt buckles. They can be dangerous. They can catch in partner's clothing, causing scratches and bruises.
- Long hair should be put up or tied in a pony tail. It is difficult to get into closed dance positions when the lady has long flowing hair. They might get caught in partner's hands or may even hit your partner's face.

PERSONAL GROOMING

BEFORE THE DANCE	DURING THE DANCE
<ul style="list-style-type: none"> • Shower and use a deodorant • Brush your teeth and use mouthwash/breath mint • Abstain from foods that produce strong odor • Don't smoke, it causes foul mouth and clothing odor 	<ul style="list-style-type: none"> • Check your grooming periodically • Freshen up and towel off periodically in the bathroom • Carrying an extra shirt is advisable for men in case they need to change

ON THE DANCE FLOOR



Don't do aerial choreography yourself. They require training by a qualified instructor.
They may eat up space and disturb other dancers
or cause injuries with other dancing pairs in the dancefloor.

NO-FAULT DANCING

- Never blame a partner for missed execution of figures
- Dance to the level of your partner
- The show must go on, say "sorry" to your partner if something went wrong

DEMEANOR

- Be personable, smile and make eye contact with partner.
- Project a positive image on the dance floor even if it's not your personal style.
- Dance at the level of your partner
- If you don't know the dance, be honest, refuse promptly if asked to dance.
- No teaching on the dance floor. It may insult your partner
- Do not cut other dancers off.

Application:

This time even without considering yet the proper attire and grooming in social dancing, you will dance according to the music to be played by your teacher and apply the dance etiquette you have learned. Your performance will be assessed using the following criteria: grooming, courtesy; behaviour during and after dancing.

Good job!
I know you can overcome the
next challenge.



ACTIVITY 3: Dancing and Me

In this activity, you will know that social dances and dance mixers can affect you and your fitness relatively depending upon your engagement and participation to such activities.

You will need:

- Pen
- Activity Notebook

Objective:

- Formulate tentative understandings about the benefits of social dances and dances mixers to fitness and well-being.

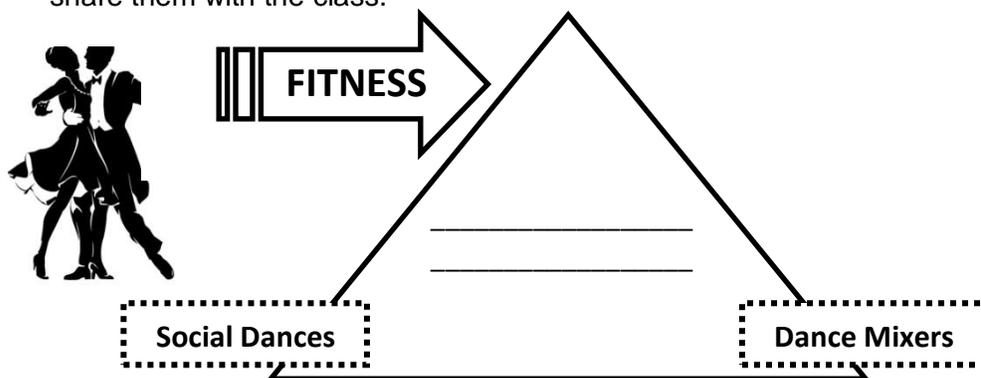
Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Consider the fitness triangle below. The two base corners indicate the contribution of social and dance mixers to your fitness. All you need to do is to enumerate such fitness benefits you can think of and write them inside fitness triangle.
2. Organize your thoughts as regards the ideas you have written in your notebook and share them with the class.





Are you sure you can achieve fitness with social dances? Well, let's see! Let's start from where you are now.

ACTIVITY 4: Watch Your Weight!

In this activity you will figure out if your weight, relative to your height, is normal or not through the Body Mass Index (BMI). After finding whether or not you have a normal BMI, you will be provided with inputs on physical activities suggested through the Physical Activity Pyramid to maintain or improve your weight at the same time be oriented with the right kinds and amount of food to eat through the Philippine Food Pyramid and/or MyFoodPlate.

You will need:

- Pen
- Activity Notebook
- Calculator
- Weighing Scale
- Meter Stick/Tape Measure
- Charts (Physical Activity Pyramid, MyFoodPlate and Philippine Food Pyramid)

Objective:

- Provide essential knowledge needed to guide learners on weight management and lifestyle and fitness check.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Group yourselves according to gender. Males will compose group 1 and females will compose group 2.
2. Two stations are provided for you, station 1 for weight measurement and station for height measurement. Together with your notebook, males will measure first their weight in station 1 while females will measure first their height. After which, both groups will exchange stations.
3. This time, gather in columns and be in cross sitting position.
4. Come up with your BMI computation using the following formula:

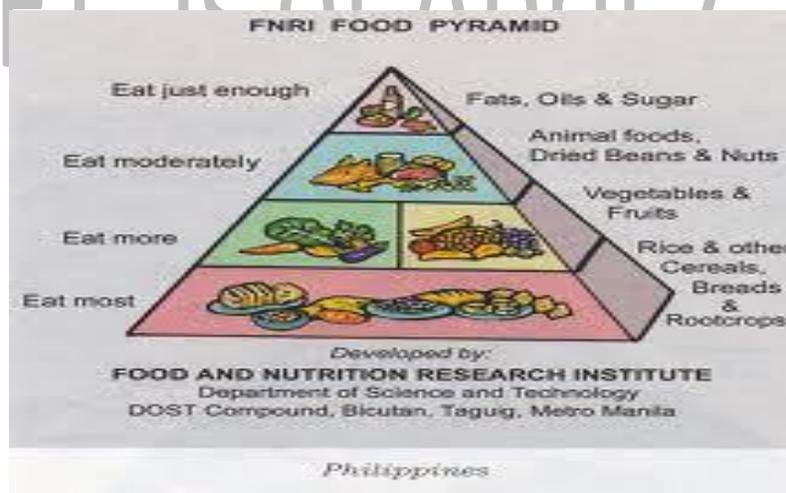
$$\text{BMI} = \frac{W \text{ (weight in kilogram)}}{H^2 \text{ (height in meter}^2\text{)}}$$

5. Describe your BMI based on the following classifications:
- Below 18.5 Underweight
 - 18.5 - 24.9 Normal
 - 25 - 29.9 Overweight
 - 30 and Above Obese
6. What is your BMI classification? Record the details of your findings in your notebook.

Processing Questions:

- Whatever the result of your BMI computation and classification is, do you still have to engage in physical activities such as social dancing and performing dance mixers? Why? Why not?
- In terms of the nutritional aspect of dancing, what are the right foods for you to eat to maintain or improve an ideal body weight? (Refer to the chart provided below)

Chart on Philippine Food Pyramid



ACTIVITY 5: Lect



You might think you're done with readings? Here's more. You will need all the knowledge you can get to answer the questions in the assessment of knowledge.

A lecture on social dances and dance mixers is hereby given to you for your readings and discussion with your teacher. Reflect on them carefully for you to be able to answer the questions which will be given later to assess your knowledge.

You will need:

- Pen
- Activity Notebook
- Crumpled Paper
- Strips of Questions (On Social Dances and Dance mixers)

Objectives:

- Provide thorough knowledge on the nature and background of social dances and dance mixers.
- Determine the implications of social dances and dance mixers to one's fitness and well-being.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Readings: Nature and Background of Social Dances and Dance Mixers

Social dances and dance mixers are dances intended primarily to get to know other people in attendance to a certain social function. They are also called ballroom dances. They are usually performed in pairs, male and female, but may also be performed in groups. Social dances are classified into two major classifications namely the Latin American Dances and the Modern Standard Dances. Social Dances are communal dances performed in social gatherings in any given space. They are synonymously referred to as ballroom dances, but the former is performed in balls or formal social functions.

Latin American Dances include the salsa, mambo, meringue, swing, cha-cha-cha, rumba, samba, jive, boogie, and paso doble. They are called Latin American dances because most of them are from the Latin-American countries. While the Modern Standard Dances include the slow waltz, tango, Viennese waltz, foxtrot and quickstep. Latin dances distinguish themselves by the costumes worn by performers. They are somewhat revealing, tight-fitting, sexy yet sophisticated in nature. They are also distinguished by the nature of the movements. They are freer and can be performed in close or open hold. Standard dances on the other hand, wear formal, ankle-length gowns for females and coat-and-tie for males. Most of the time, movements in these are restricted to close ballroom position with partner.

Social or ballroom dances are different from dancesport because the latter is freer in nature and are primarily intended to widen one's social horizon, for recreation; and fitness. The former is performed in competitions and are referred to as competitive ballroom dancing. The required athleticism has established rules of different levels of difficulty and is limited to five

dances per category only. They are the cha-cha-cha, rumba, samba, paso doble and jive for the Latin category and slow waltz, tango, Viennese waltz, foxtrot and quickstep for the standard category.

The origin of dances in both the Latin American and Modern Standard groups might also help in understanding the nature and background of social dances and dance mixers. Below is where each of the dances enumerated came from:

Latin American Dances	Origin	Modern Standard Dances	Origin
Cha-cha-cha	Cuba	Slow Waltz	Austria
Rumba	Cuba	Tango	Argentina
Samba	Brazil	Viennese Waltz	Vienna
Paso Doble	Spain	Foxtrot	USA
Jive/Boogie	USA	Quickstep	USA
Swing	USA		
Merengue	Dominican Republic		
Salsa	Cuba		
Mambo	Cuba		

Dance mixers, on the other hand, are social dances which allow group of performers to change partners periodically while dancing to allow chance to get to know other members of the performing group. Its primary function is to maximize the social dimensions of dancing. There are specific dance mixers that are performed in social events but ballroom or social dance can be converted into dance mixers by expanding it from a pair-dancing to group dancing activity with exchange of partners periodically while dancing.

The Fitness Side of Social Dancing and Dance Mixers

There is more to dancing than dancing itself. It has the power to maintain or even improve your fitness. In your previous lesson on fitness, it has already been discussed that in planning your own fitness program, no matter what your medium activity is, you always have to consider the FITT principle. F for frequency, I for intensity, T for time and the other T for type of the activity. Intensity being one of the most important of the four mentioned principles, refers to the level of exertion and is closely monitored through your heart rate. To receive maximum cardiovascular benefits, you should dance at an intensity that raises your heart rate from 60% to 80% of your PMHR (Predicted Maximum Heart Rate). But if you have a special condition which includes inactivity, overweight/obese, pregnant or with special medication, you should consult your doctor before proceeding to your fitness regimen.

This is how to determine your THR (Target Heart Rate) range. Follow the steps provided and you'll arrive at your own PMHR and THR which you could use in determining the intensity of your dancing activity and raising it to a higher level if necessary.

STEP 1: Find you PMHR in beats per minute by subtracting your age from 220:

• 220 - _____ = **(Your Predicted Maximum Heart Rate)**

Example:

- $220 - 15 = 205$ (PMHR of a 15 year-old individual)

STEP 2: You need to work out your lowest Target Heart Rate that you need to aim for during exercise by multiplying your PMHR by 60% (or .6):

- _____(PMHR) x 60% (or .6) = **(Lowest Target Hear Rate)**

Example: $205 \times .6 = 123$ beats/minute
(Lowest THR of 15 year-old individual)

STEP 3: Lastly, you need to work out for your Highest Target Heart Rate that you can aim for during exercise by multiplying your PMHR by 80% (or .8):

- _____(PMHR) x 80% (or .8) = **(Highest Target Hear Rate)**

Example: $205 \times .8 = 164$ beats/minute
(Highest THR of 15 year-old individual)

So, when you are dancing, you are aiming for the range of the two figures you have come up with in Steps 2 and 3. In the example given, the Target Heart Rate of a 15 year-old individual is from 123 to 164 beats per minute during exercise. To maximize the benefits you can derive from social dancing in relation to cardio-vascular fitness, you need to know your Target Heart Rate. This determines the intensity or level of exerted effort you are pouring into your dancing.

Processing Activity:

Paper Cha-cha

In this activity, the retention of the given facts in the lecture-discussion will be tested. If you listened, you will be able to answer the questions to be raised.

1. Form a circle with your classmates around the hall.
2. A cha-cha-cha music will be played by your teacher in this activity. While the music plays, perform altogether the basic weight transfer and chasse backward and forward of cha-cha-cha, while passing around a crumpled paper.
3. If the teacher wishes to stop the music a whistle is given. The one holding the crumpled paper will be asked a question regarding the lecture-discussion given. Play the music again and pass on the crumpled paper until majority of the class have experienced answering the questions.

Sample questions to be asked to whom the crumpled paper stopped:

- a. What are social dances?
- b. How are Latin American Dances different from Modern Standard Dances?
- c. What makes social dances and dance mixers the same yet different with other genres of dances?
- d. How do you think can social dances and dance mixers help in enhancing your fitness and wellness?

- e. Aside from development of one's fitness, what else can social dances and dance mixers benefit you as a member of the community?
- f. How significant is intensity in a social dancing activity?
- g. What does THR mean to you?
- h. What is your lowest THR?
- i. What is your highest THR?
- j. How essential is determining your THR in your own exercise program?



Great! I think you have enough.
Let's test if you really understood the lesson.
I know you can do the next challenge.

ACTIVITY 6: Complete Me (Assessment of Knowledge)

In this activity, your knowledge will be assessed through the given completion statements below. As much as possible don't copy ideas which were already presented in the lecture-discussion, if there's any. You are encouraged to come up with your own idea to complete the given statements.

NAME: _____	Yr./Sec.: _____ Date: _____
<p>Social dances are _____ _____. They are classified into two groups, _____ and _____.</p> <p>Social dances are also called _____. _____ on the other hand can be social dances performed in groups while periodically changing partners to maximize the social dimensions of social dancing. _____ can be developed if one engages in _____. _____ and _____ can also improve if one performs social dances regularly. The _____ can guide one as to what kinds of food to eat to maintain or improve weight too. My favorite among the social dances is _____ because _____.</p> <p>_____. I believe that with my participation in social dancing, I will improve my fitness, _____ and may eventually help me in influencing my _____ to improve their fitness too.</p>	



Congratulations!
You passed this phase. Get ready for the next phase of the lesson.

II. WHAT TO PROCESS

Welcome to the What to Process part of your lesson! You will be given activities to display and enhance your skills in social dancing at the same time formulate your understandings as regards the benefits of such activities to your fitness and well-being. As you go on and overcome the challenges provided for you, you will learn that together, dancing activities will be more fun and exciting, without knowing that you are at the same time improving your fitness and your social skills. What are you waiting for? Get on to the dance floor and show what you've got!

ACTIVITY 1: Come On, Introduce Yourself!

In this activity, you will get acquainted with one another as you dance the music out and say something about yourself as the music stops. This will determine who among the class are already capable of dancing and those who need more dance lessons.

You will need:

- CD/VCD/DVD Player
- Speaker
- Chair

Objective:

- Activate learners' prior skills necessary for the teacher to differentiate his/her activities.

Daily Routine

Accomplish the following before proceeding to the activity proper:

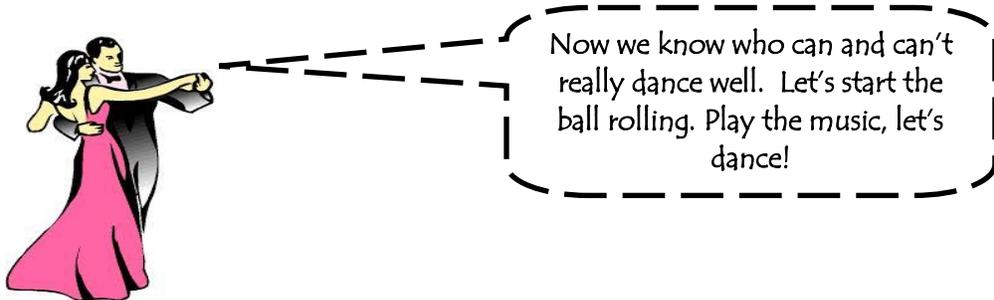
Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Move your chairs around the floor and stay at the dance floor with your classmates.
2. As your teacher plays a cha-cha-cha music, dance it with any step you can already do for cha-cha-cha.
3. As it stops, introduce yourself with the person nearest to your as you shake each other's hands.
4. Do the same until you have introduced yourself with the rest of the class.
5. Your performance will be assessed according to active participation, courtesy and attitude towards the activity.

Processing Questions:

- How do you feel about the activity? Were you able to express and introduce yourself through movements?
- What do you think should one possess to be able to perform the different movements you and your classmates performed? Why?
- How do the foods we eat and activities we do influence our performance in dancing activities?



ACTIVITY 2a: Let's Do the Cha-Cha-Cha

In this activity, you will be given opportunities to learn and master the basics of the cha-cha. Bear in mind that there's more to a dance than dancing itself. After mastering the basics, you can already come up with your own combinations. Besides, as you continue dancing, your fitness will also continue improving.

You will need:

- CD/VCD/DVD Player
- Speaker
- Cha-cha-cha music
- Pen
- Notebook
- Chart indicating the basic steps, patterns and counting

Objective:

- Perform with mastery the basic steps and combinations in cha-cha-cha.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
 HR Log: Activity Notebook

Here's how:

1. Males choose a partner.
2. Form three columns by partner. Females stay at right side of males.

3. Play the music of cha-cha-cha. Clap the rhythm of the dance (4 and 1, 2, 3).

Basic	Name of Step	Step Pattern	Counting
1	Weight Transfer (Rock Step)	R-Bw, L-Fw	1, 2
2	R Chasse Fw	R-Fw, L-C to R, R-Fw	1 and 2
3	Weight Transfer (Rock Step)	L-Fw, R-Bw	1, 2
4	L Chasse Bw	L- Bw, B-C to L, L-Bw	1 and 2
5	Alemana Turn	L-Fw (Pivot Halfway Turn R), R-Fw (Pivot Halfway Turn R) leading to a Chasse L Bw	1, 2
6	New York (L over R)	Step L across R in Front, Step R in Place, Chasse L Sw, Step R over L in Front, Chasse R Sw	1, 2, 1 and 2 1, 2, 1 and 2
7	New York (R over L)	Step R across L in Front, Step L in Place, Chasse R Sw, Step L over R in Front, Chasse L Sw	1, 2, 1 and 2 1, 2, 1 and 2
8	Spot Turn	Same with Alemana Turn but done Sw-leading to a chasse Bw	1, 2

Legend:

L	Left Foot	Fw	Forward
R	Right Foot	Bw	Backward
C	Close Step		

4. This time, as the music plays, master the patterns introduced together with your partner.
5. Follow the sequence below as many times as possible until you have mastered them:

Basic Combination 1: 1, 2, 3, 4

1, 2, 3, 4

1, 2, 3, 4

1, 2, 5, 2

Basic Combination 2: 1, 2, 6, 8, 2

1, 2, 3, 4

1, 2, 6, 8, 2

1, 2, 3, 4

1, 2, 6, 8, 2

6. This time, let's have it with a partner. Follow the sequence of steps to be executed simultaneously with a partner. Continue doing them until mastery is achieved.

Combinations	Male (Start with L Fw)	Female (Start with R Bw)
1	3, 4, 1, 2	1, 2, 3, 4
	3, 4, 1, 2	1, 2, 3, 4
	3, 4, 1, 2	1, 2, 3, 4
	3, 4, 1, 2	1, 2, 5, 4
2	3, 4, 7, 8, 2	1, 2, 6, 7, 4
	3, 4, 1, 2	1, 2, 3, 4
	3, 4, 7, 8, 2	1, 2, 6, 7, 2
	3, 4, 1, 2	1, 2, 3, 4
3	3, 4, 7, 8, 2	1, 2, 6, 7, 2
	Continue doing them with music until mastery is achieved	

7. Below is a Peer-Assessment tool for you to assess your peer's performance in the given activity. All you need to do is tick the needed responses based on the performances of your peer or classmate. Do this in your activity notebook.

NAME: _____		Yr./Sec.: _____ Date: _____				
Indicators of Performance		O	VS	S	NI	P
		5	4	3	2	1
1. Performs the step patterns correctly with mastery.						
2. Performs the step patterns correctly, with mastery and proper counting.						
3. Displays grace while doing the movements.						
4. Fosters respect and courtesy towards partner and activity.						

Indicators of Proficiency:

- O - Outstanding Performs without any assistance from anybody yet with mastery
- VS - Very Satisfactory Performs without any assistance from anybody but with minimal errors
- S - Satisfactory Performs with little assistance from teacher and/or classmates and with minimal errors
- NI - Needs Improvement Performs with little assistance from teacher and/or classmates and with many errors
- P - Poor Shows no interest in coping up with the challenges in the activities given



Impressive! You can now dance the cha-cha-cha. This time let's make it as a dance mixer.

ACTIVITY 2b: Let's Do the Waltz

In this activity, you will be given opportunities to learn and master the basics of the waltz. Bear in mind that there's more to a dance than dancing itself. After mastering the basics, you can already come up with your own combinations. Besides, as you continue dancing, your fitness will also continue improving.

You will need:

- CD/VCD/DVD Player
- Speaker
- Waltz music
- Pen
- Notebook
- Chart indicating the basic steps, patterns and counting

Objective:

- Perform proficiently the basic steps and combinations in waltz.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
 HR Log: Activity Notebook

Here's how:

1. Males choose a partner.
2. Form three columns by partner. Females stay at the right side of the males.
3. Play the waltz music. Clap the rhythm of the dance (1, 2, 3) slowly.

Basic	Name of Step	Step Pattern	Counting
1	L Close Change (Forward)	L-Fw (with the heel), R-Sw (with the toes), L-C to R (with the toes of both feet together and down)	1, 2, 3
2	R Close Change (Backward)	R-Bw (with the heel), L-Sw (with the toes), R-C to L (with the toes of both feet together and down)	1, 2, 3
3	3 Step Turn	R-Sw, R-C to L (Pivoting halfway R), R-in place (Pivoting R halfway R), L-Sw, R-C to L, L in place	1, 2, 3 1, 2, 3
4	Natural Turn (Movements are done	Male: R-Fw (with the heel), L-Fw (with a quarter turn R, on toes), R-C to L (feet then	1, 2, 3 1, 2, 3

	simultaneously)	down), L-Sw (with the heel), R-quarter Bw R (with the toes), L-C to R (feet together and down)	
5	Reverse Turn (Movements are done simultaneously)	<p>Male: L-Fw (with the heel), R-Fw (with a quarter turn Bw L on toes), L-C to R (feet down), R-Sw (with the heel), L-quarter Bw L (with the toes), R-C to L (feet together and down)</p> <p>Female: R-Bw (with the heel), L-Bw (with a quarter turn Bw L on toes), R-C to L (feet down), L-Sw (with the heel), R-quarter Bw L (with the toes), L-C to R (feet together and down)</p>	<p>1, 2, 3 1, 2, 3</p> <p>1, 2, 3 1, 2, 3</p>

Legend:

L Left Foot Fw Forward
R Right Foot Bw Backward
C Close Step

4. Play the music. Continue doing the steps until mastery is achieved.
5. This time, in closed ballroom position, let's have it with partner. Below is a sequence of steps to be executed simultaneously with partner. Continue doing them until mastery is achieved.

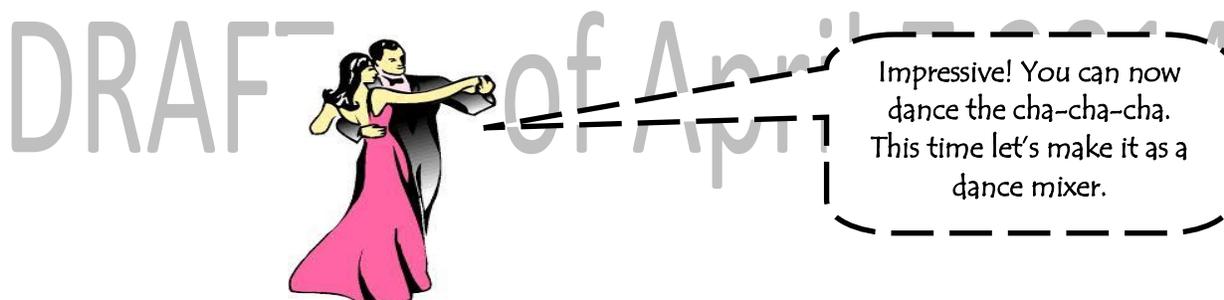
Combinations	Male (Start with L Fw)	Female (Start with R Bw)
box waltz	1, 2 (3x)	2, 1 (3x)
3 Step Turn	1, 2 (Raising L arm as the female turns)	3 (Raising L arm while turning R about)
box waltz	1, 2 (3x)	2, 1 (3x)
3 Step Turn	1, 2 (Raising L arm as the female turns)	3 (Raising L arm while turning R about)
Reverse Turn	5	5
Reverse Turn	5	5
box waltz	1, 2 (3x)	2, 1 (3x)
3 Step Turn	1, 2 (Raising L arm as the female turns)	3 (Raising L arm while turning R about)

6. Below is a Self-Assessment tool for you to assess your own performance in the given activity. All you need to do is answer the needed responses based on your experiences.

NAME: _____	Yr./Sec.: _____ Date: _____				
Indicators of Performance	O	VS	S	NI	P
	5	4	3	2	1
1. Performs the step patterns correctly with mastery.					
2. Performs the step patterns correctly, with mastery and proper counting.					
3. Displays proper bodylines while doing the movements.					
4. Fosters positive attitude towards partner and activity.					

Indicators of Proficiency:

- O - Outstanding Performs without any assistance from anybody yet with mastery
- VS - Very Satisfactory Performs without any assistance from anybody but with minimal errors
- S - Satisfactory Performs with little assistance from teacher and/or classmates and with minimal errors
- NI - Needs Improvement Performs with little assistance from teacher and/or classmates and with many errors
- P - Poor Shows no interest in coping up with the challenges in the activities given



ACTIVITY 3A: Cha-Cha-Cha Mixer

In this activity, you are expected to have mastered the basics of cha-cha-cha introduced earlier. Why? Because we're going to put it to another level! We will come up with a dance mixer out of it for you to have a chance to dance with the rest of your class. Sounds exciting?

You will need:

- CD/VCD/DVD Player
- Speaker
- Cha-cha-cha music

Objectives:

- Appreciate the value of cha-cha-cha as a dance mixer and social dancing activity.

- Master the cha-cha-cha combinations introduced in the previous activity.

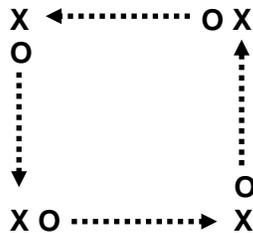
Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Group yourselves into four pairs each.
2. Be in a square formation as illustrated below:
(X-males, O-Females)



Reminder:

DANCE MIXERS can be any form of social dance that allows you to have a chance to dance or socialize with other members of the dancing group

3. Distance between partners shall be about 3-4 meters. Be reminded that the sequence of combinations is the same as how it was introduced in Activity 2, number 6. Do combinations 1 and 2 for two repetitions.
4. Upon finishing 2 repetitions of combinations 1 and 2, Males raise L arm for females to turn inward. Females end up with the next partner. Do this for 8 counts. Bow to partner and assume closed ballroom position for another 8 counts.
5. As soon as new partners meet each other, repeat combinations 1 and 2 twice.
6. Do the same with the rest of the remaining corners. Males stay, females travel around counterclockwise. Two rounds may do.
7. Gather in columns, by group. Share your insights based on the processing questions given.

Processing Questions:

- How did you find the activity? Were you able to perform well? Justify your answer.
- How are dance mixers different with other social dances or other genres of dance?
- What benefits can you gain as you engage yourself with dance mixers during social gatherings?

ACTIVITY 3b: Waltz Mixer

In this activity, you are expected to have mastered the basics of waltz introduced earlier. Why? Because we're going to put it to another level! We will come up with a dance mixer out of it for you to have a chance to dance with the rest of your class. Sounds exciting?

You will need:

- CD/VCD/DVD Player
- Speaker
- Waltz music

Objectives:

- Appreciate the value of waltz as a dance mixer and social dancing activity.
- Master the waltz combinations introduced in the previous activity.

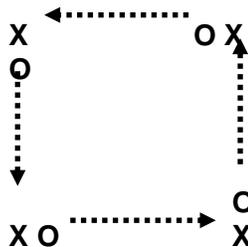
Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
 HR Log: Activity Notebook

Here's how:

1. Group yourselves into four pairs each.
2. Be in a square formation as illustrated below:
 - a. (X-males, O-Females)



Reminder:
DANCE MIXERS can be any form of social dance that allows you to have a chance to dance or socialize with other members of the dancing group

3. Distance between partners shall be about 3-4 meters. Be reminded that the sequence of combinations is the same as how it was introduced in Activity 2b, number 12. Do the 8 combinations given.
4. Upon finishing the combinations, partners step R sideward, do bow (males) and curtsy (females) respectively for two measures.
5. Males stand still and wait. Females move counterclockwise and meet the next partner on the next corner of the square. Partners do the bow and curtsy simultaneously.
6. As soon as new partners meet each other, repeat the same combinations.
7. Do the same with the rest of the remaining corners. Males stay, females travel around counterclockwise. Two rounds may do in this activity.
8. Gather in columns, by group. Share your insights based on the processing questions given.

Processing Questions:

- How did you find the activity? Were you able to perform well? Justify your answer.
- How are dance mixers different with other social dances or other genres of dance?
- What benefits can you gain as you engage yourself with dance mixers during social gatherings?

ACTIVITY 4a: You Can Do It!

In this activity, you will be introduced with new combinations other than the basics given beforehand. All you need to do is pay attention to the mechanics on how the movements, steps or combinations are executed. Afterwards, you will be given time to try them on your own, together with your partner.

You will need:

- VCD/DVD player
- VCD/Memory containing the videos indicated in the links provided
- Speaker
- TV

Objectives:

- Improve and create other combinations in cha-cha-cha based on the video/s seen.
- Maximize the value of cha-cha-cha and social dancing as a whole in developing one's fitness.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. With the same column formation, in sitting position, watch any of the following videos of ballroom (cha-cha-cha) experts introducing basic combinations of the dance.

- http://www.youtube.com/watch?v=0_eDzZm9JQw
 - <http://www.youtube.com/watch?v=Cx993DmhNOU>
 - <http://www.youtube.com/watch?v=tzi45m7cH2g>

2. Now, get a partner and try to do any of the combinations shared through the video/s you've seen.

3. This time, in groups of 4 pairs, introduce the combinations you have come up with to your group.
4. After mastering the combinations, try coming up with your own cha-cha-cha mixer combining the steps previously learned and the new ones you have just mastered.

ACTIVITY 4b: You Can Do It!

In this activity, you will be introduced with new combinations other than the basics given beforehand. Pay attention to the mechanics on how the movements, steps or combinations are executed. Afterwards, you will be given time to try them on your own, together with your partner.

You will need:

- VCD/DVD player
- VCD/Memory containing the videos indicated in the links provided
- Speaker
- TV

Objectives:

- Improve and create other combinations in cha-cha-cha based on the video/s seen.
- Maximize the value of cha-cha-cha and social dancing as a whole in developing one's fitness.

Daily Routine

Accomplish the following before proceeding to the activity proper:

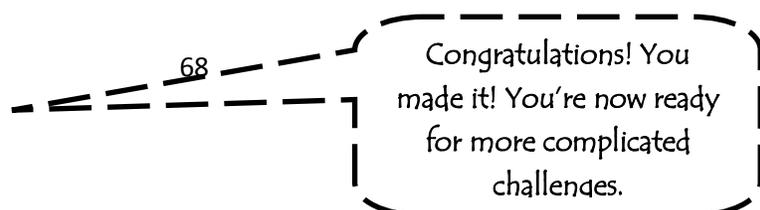
Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. With the same column formation, in sitting position, watch any of the following videos of ballroom (waltz) experts introducing basic combinations of the dance.

- http://www.youtube.com/watch?v=eDO_qcp4XN8
- <http://www.youtube.com/watch?v=BPseiMGyy2I>
- <http://www.youtube.com/watch?v=l1wPywALl5U>

2. Now, get a partner and try to do any of the combinations shared through the video/s you've seen.
3. This time, in groups of 4 pairs, introduce the combinations you have come up with to your group.
4. After mastering the combinations, try coming up with your own waltz mixer combining the steps previously learned and the new ones you have just mastered.





ACTIVITY 5: Bring It On! (Assessment of Process)

They say, “if you want to get things done, put it in a competition”. In this activity, learners will be displaying their unity, creativity and fitness by preparing their own cha-cha-cha and waltz routines and perform them in a class competition.

You will need:

- Appropriate dance shoes
- CD/VCD/DVD player
- Cha-cha-cha and waltz music

Objectives:

- Foster learners’ creativity and mastery of the steps and combinations in cha-cha-cha and waltz;
- Develop learners’ fitness especially health-related components as they perform with mastery and proficiency their cha-cha-cha and waltz routines;
- Enhance learners’ dance etiquette by actually displaying positive behaviour before, while and after dancing; and
- Observe safety rules and proper conditioning or warm-up in dancing to prevent injuries to happen.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here’s how:

1. Assemble yourselves in groups of four pairs.
2. Prepare your own cha-cha-cha and waltz routines within 15 minutes.
3. You are expected to give it your best because this will be performed in a competition.
4. Your performance will be rated according to the following rubric for assessment:

Point Scale	Criteria
-------------	----------

	Mastery and Creativity	Proficiency and Fitness	Dance Etiquette
4 Outstanding	Displays high level of mastery and creativity as seen in routine construction, grooming and looks independently	Shows impressive level of proficiency in the execution of steps and dance combinations displaying excellent health-related fitness level	Exhibits outstanding dance etiquette before, during and after the performance of the dance routine
3 Very Satisfactory	Displays mastery and creativity as seen in routine construction, grooming and looks independently	Shows high level of proficiency in the execution of steps and dance combinations displaying high health-related fitness level	Exhibits very satisfactory dance etiquette before, during and after the performance of the dance routine
2 Satisfactory	Displays mastery and creativity as seen in routine construction, grooming and looks but with a little intervention from teacher and classmates	Shows medium level of proficiency in the execution of steps and dance combinations displaying acceptable level of health-related fitness	Exhibits satisfactory dance etiquette before, during and after the performance of the dance routine
1 Needs Improvement	Displays low level of mastery and creativity as seen in routine construction, grooming and looks but with great amount of intervention from teacher and classmates	Shows low level of proficiency in the execution of steps and dance combinations displaying low health-related fitness level	Exhibits improving dance etiquette before, during and after the performance of the dance routine

5. Move back to your proper places as your teachers reveal the result of your performance.

Processing Questions:

- What went well? What went wrong?
- Considering everything that took place, could you have done it better? How?
- What do you think were the factors that hindered you from doing better?
- How important is partnership, lead-and-follow relationship, in social dancing?
- Given the opportunity to participate in such activity regularly, how do you think can social dancing contribute to the attainment of fitness and well-being?
- Now that you have the knowledge and skills in social dancing, how do you think can you influence others in your community to do the same?



Congratulations! You've done great in the activities in this phase. This time, let's see if you really understood our lesson.

III. WHAT TO REFLECT and UNDERSTAND

In this part of your lesson, you will go deeper and further. You will be given opportunities to reflect and understand more the relevance of social dancing to that of your fitness and well-being. Activities will be provided for you to integrate weight management, lifestyle diseases and social dancing and its fitness benefits which will in turn be beneficial for you as you initiate activities to influence your community.

ACTIVITY 1: Why Social Dancing?

In this activity, you will learn about the leading diseases caused by a sedentary lifestyle which can be prevented by regular participation in social dancing activities. You will be provided with questions to reflect and ponder on regarding your affirmation and commitment to engaging yourself in social dancing endeavors.

You will need:

- Monitor
- LCD Projector
- Powerpoint Presentation
- Pen
- Notebook

Objectives:

- To realize that a sedentary lifestyle can lead to diseases but participation to social dancing activities can contribute to their prevention.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. In sitting position with your pens and notebooks, you will be provided with a powerpoint presentation about the effects of a sedentary lifestyle and positive effects of social dancing activities to your health.
2. Take note of the important ideas and concepts so that you will be able to answer the questions which later be given to check your understanding about the lesson.

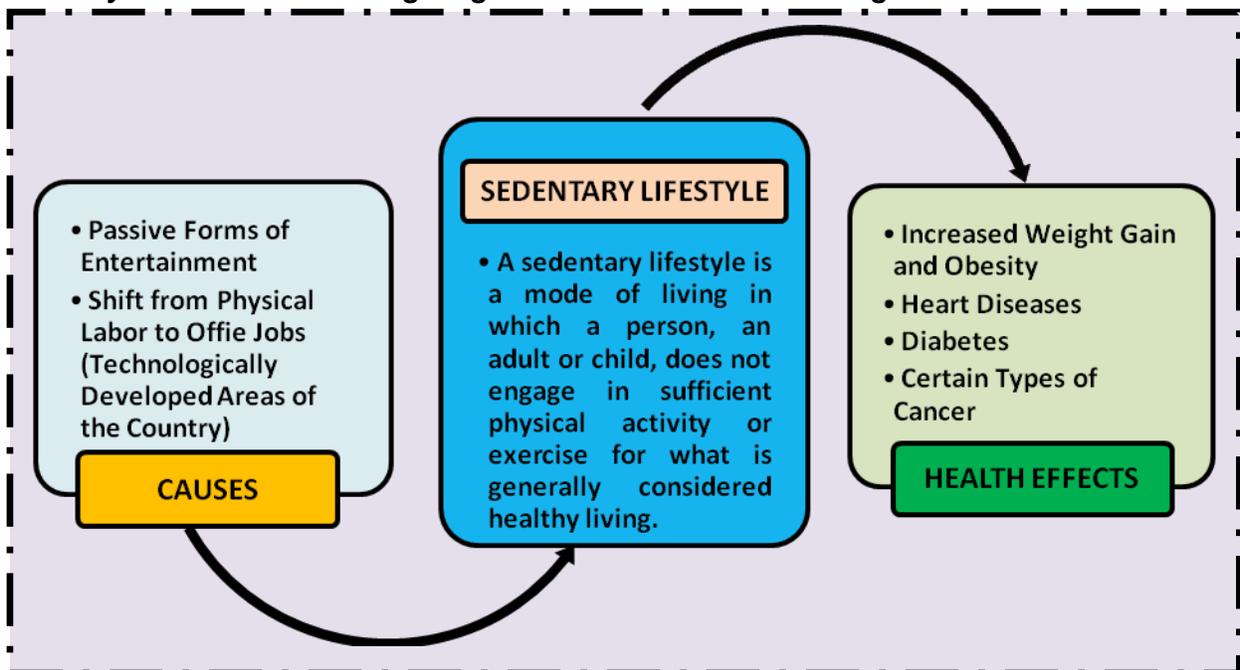
A sedentary lifestyle is a mode of living in which a person, an adult or child, does not engage in sufficient physical activity or exercise for what is generally considered healthy living. The term is often used by doctors or professionals within the medical community to describe a lifestyle among many people in highly developed countries that does not afford opportunities for physical activity. This type of living has been heavily influenced by

Readings: (Content of Powerpoint Presentation)

Many studies conducted by doctors and researchers have indicated a variety of negative impacts on a person's life due to living a sedentary lifestyle. Most common among them is increased weight gain and obesity and the accompanying health problems they can cause, such as heart disease, diabetes, and increased chances of certain types of cancer.

Source: <http://www.wisegeek.org/what-is-a-sedentary-lifestyle.htm>

You may refer to the following diagram for better understanding:



Processing Activity:

Bring out a whole sheet of pad paper and a pen. In a three-paragraph essay, come up with your own explanation of the diagram indicated above about the causes and effects of a sedentary lifestyle. Your output will be rated according to the following criteria: Relevance, and Adequacy/Comprehensiveness.



Great work! I believe you have already understood the lesson well. This means you are ready for the next activity.

ACTIVITY 2: Search for Mr. and Ms. Ambassador of Fitness

In this activity, you will be provided with an opportunity to voice out your opinions, ideas and plans as regards your participation to community fitness programs with social dances as your medium through a search.

You will need:

- CD/VCD/DVD Player
- Cha-cha-cha music
- Speaker
- A bowl containing strips of questions
- Microphone with stand

Objectives:

- To draw understanding of the role of social dances in the promotion of fitness in the community.
- To lay down learners' plans to maximize involvement to community fitness programs.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Select your partner. Organize yourselves in groups of five pairs each. Assign batch number per group and respective numbers per pair.
2. In ten minutes come up with a two-minute cha-cha-cha production number.
3. After the given time, let's proceed to the search proper.
4. As your batch is called, cha-cha-cha music plays. Utilize the first 32 counts in moving to the stage and arranging yourselves for the production number. If possible arrangement shall be by number of pairs, to facilitate easier rating of performances.
5. Perform your two-minute production number with your group.
6. After which, one pair after the other, males first, approach the microphone and draw strips containing a question in the bowl provided.

SUGGESTED QUESTIONS:

- What role do social dances and dancer mixers play in this world dominated by technological advancements?
- Are social dancing and performance of dance mixers still relevant nowadays?
- How can social dancing and dance mixers contribute to fitness and community building?
- How can you be an agent of fitness in your community?
- If you were an ambassador of fitness what programs would you initiate in your community?

7. Your teacher will read the question. Respective contestants will give his or her answer.
8. The process continues with the rest of the groups.
9. Your teacher will determine the winner based on the following criteria for assessment:

Point Scale	Sense of Community	Production Number	Content and Relevance of Answer
4 Advanced	Exhibits positive behavior towards the activity and works collaboratively and voluntarily with the group	Displays high level of proficiency in the execution of dance combinations and dynamic choreography in the production number	Establishes strong connection between the answer and the question given and comprehensive idea relevant to the topic
3 Proficient	Exhibits positive behaviour towards the activity and works collaboratively with the group with a little push from group members	Displays proficiency in the execution of dance combinations and several variations in choreography in the production number	Establishes acceptable connection between the answer and the question given and comprehensive idea relevant to the topic
2 Approaching Proficiency	Exhibits positive behaviour towards the activity and works collaboratively with little pressure from group members	Displays proficiency in the execution of dance combinations and minimal variations in choreography in the production number	Establishes limited connection between the answer and the question given and satisfactory content of the response given
1 Developing	Exhibits acceptable behaviour but works for the group only when forced or pressured	Displays low level of proficiency in the execution of dance combinations and no variation in choreography in the production number	Establishes very limited connection between the answer and the question asked and very little content of the response given



Congratulations! This year's Mr. and Ms. Ambassador of Fitness are:
 _____ and _____!
 This time get ready to FITT your weight off.

ACTIVITY 3: FITT Your Weight Off!

This activity will reinforce your prior knowledge and understanding of the integration of the principles of FITT (Frequency, Intensity, Time and Type) in maintaining or improving your fitness, especially in maintaining or reducing weight.

You will need:

- FITT Template
- Pen
- Notebook
- Philippine Food Pyramid Chart

Objectives:

- To provide opportunity for learners to plan for their personal social dancing program incorporating the principles of FITT in developing fitness, especially maintaining or reducing their own weight.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Individually, you will be provided with a **FITT your weight off** template as illustrated below.
2. Copy the given template in your activity notebook and fill in the data needed.
3. Share your plan with your partner, so that you can synchronize your plans. With this, you can help each other to plan for your fitness activity with social dances and dance mixers. Remember, it takes two to Tango!
4. Submit your work to your teacher.

Note: An example is provided for you below:

Name: _____		Yr./Sec.: _____	Date: _____
My Personal Social Dancing Program			
FREQUENCY (Identify days in a week for your activity)	INTENSITY (Light, moderate, heavy/vigorous)	TIME (Amount of time spent for the activity)	TYPE (Nature of Activity)
3 times/week	Moderate Intensity (Refer to the RPE chart for reference of how intense your dancing activity is)	30-45 min./day	(Aerobic Exercise-Specific to Dance)
Present BMI: _____ Classification: _____		Foods to Minimize Eating (): _____ (If Reducing Weight)	
Target BMI in 4 Weeks: _____		Foods to Add Intake With (): _____ (If Increasing Weight)	
Target Classification in 4 Weeks: _____			

In terms of the intensity of your dancing activity, you may refer to the RPE (Rate of Perceived Exertion) chart below:

Rating of Perceived Exertion Chart
(Cardiovascular Endurance)

#10		I am dead!!!
#9		I am probably going to die!
#8		I can grunt in response to your questions and can only keep this pace for a short time period.
#7		I can still talk but I don't really want to and I am sweating like a pig!
#6		I can still talk but I am slightly breathless and definitely sweating.
#5		I'm just above comfortable, I am sweating more and can talk easily.
#4		I'm sweating a little, but I feel good and I can carry on a conversation comfortably.
#3		I am still comfortable, but I'm breathing a bit harder.
#2		I'm comfortable and I can maintain this pace all day long.
#1		I'm watching TV and eating bon bons.

RPE CHART Rate of Perceived Exertion	
10	Max Effort Activity Feels almost impossible to keep going Completely out of breathe, unable to talk
9	Very Hard Activity Very difficult to maintain exercise intensity can barely breath & speak a single word
7-8	Vigorous Activity On the verge of becoming uncomfortable Short of breathe, can speak a sentence
4-6	Moderate Activity Feels like you can exercise for hours Breathing heavily, can hold a short conversation
2-3	Light Activity Feels like you can maintain for hours Easy to breathe & carry on a conversation
1	Very Light Activity Anything other than sleeping, watching TV, riding in a car, etc.

Point Scale	Comprehensiveness	Appropriateness to One's Fitness Level
4 Advanced	All details included in the template are provided correctly	Data, Plans and targets presented are appropriate to one's needs considering one's present level of fitness
3 Proficient	1 to 2 details in the template are missed but others are provided correctly	Data, Plans and targets presented are somewhat appropriate to one's needs considering one's present level of fitness
2 Approaching Proficiency	3 to 4 details are missed but the others are provided correctly	Data, Plans and targets presented maybe appropriate to one's needs considering one's present level of fitness
1 Developing	5 or more details are missed but the others are provided correctly	Data, Plans and targets presented are not appropriate to one's needs considering one's present level of fitness



You made it! That makes you equipped enough to battle the next set of challenges in the Transfer phase of your lesson.

IV. WHAT TO TRANSFER

In this phase, you will be challenged to apply whatever things you learned about the lesson into another context. Your understanding of the lesson will be measured by your ability to provide tangible results of your learning.

ACTIVITY 1: Post-Assessment of the HR Log

In this activity, you will be given an opportunity to assess your daily HR Log which reflects your HR before and after performing a physical activity.

You will need:

- HR Log
- Pen
- Notebook
- RPE

Objective:

- Determine learner's level of endurance as needed in designing one's own physical fitness program, e.g. aeromathon.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Bring out your HR Log.
2. In your notebook, compute for your PMHR and THR.
3. Compare your PMHR and THR with that of your pre and post HR result in your HR Log.
4. If you have obtained a post HR that is within your range of THR, write P (Passed) beside your post HR. If you have obtained a post HR outside your range of THR, write F (Failed).
5. In the column for RPE, if you have obtained an RPE of very light to moderate, write beside your RPE result a P (Passed). If you have obtained an RPE of heavy or vigorous and up, write F (Failed) beside your obtained RPE.
6. Submit your HR Log with the corresponding remarks to your teacher for evaluation.

ACTIVITY 2: Project COrP (Community Outreach Program)

In this activity, you will extend your commitment to fitness development to your immediate community. You will be provided with an opportunity to maximize the knowledge and skills together with the understandings you have acquired in influencing your community with the value of social dances and dance mixers in improving fitness and wellness.

You will need:

- CD/VCD/DVD player/s
- CDs/VCDs/DVDs of social dances and dance mixers
- Speaker and Microphone/s
- GRASP and Working Committees Templates
- Sample request letters (To the principal for approval and to the respective community leader/s for coordination and if possible, for funding (transportation, meals, and snacks))
- Sample budget proposals
- Schedule of activities/Matrix
- Parent's Consent/Waivers
- Camera/Videocam
- Photo Album
- Notebook and Pen

Objectives:

- Show appreciation of the value of social dance and dance mixers in improving fitness and wellness.
- Influence the community's awareness of the value of fitness through project **CORP** (Community Outreach Program)

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
 HR Log: Activity Notebook

Here's how:

1. You will now extend your fitness commitment to the community as required of you to accomplish. But don't worry because your teacher will assist you in realizing your goals in this activity.
2. Each of you will be provided with a GRASPS template to accomplish as you go on with the conduct of the outreach program. GRASPS stands for Goal, Role, Audience, Situation, Product and Standard for Assessment. As you accomplish the template you may refer to the one given below:

Goal:	Maintains an active lifestyle to influence the physical activity participation of the community.
Role:	Fitness Instructor
Audience:	School Community
Situation:	A ballroom aeromathon to be participated by all interested students is initiated by the MAPEH Department in reinforcement of the fitness program of the PE curriculum. They need a Fitness Instructor to guide them in their preparations.
Product:	A polished routine ready for competition during the inter-class ballroom dance contest.
Standard:	your work will be rated according to the following criteria: <ul style="list-style-type: none"> ▪ Teamwork (Sense of Community) ▪ Display of high level fitness (refer to their RPE upon doing the activity) ▪ Mastery of steps and combinations

3. For you to be guided on how you will accomplish GRASPS template, especially on your role in the activity, you will be assigned to your respective committees namely:
 - **Program, Communication, and Coordination**
 (Takes charge of all communications including request for approval of the principal regarding the conduct of the activity, issuance and retrieval of parents' waivers, letters coordinating the activity to the class adviser/MAPEH teacher)
 - **Registration, Attendance, and Certificates**

(Takes charge of registration of participants, checking of attendance and certificates of recognition to the training team and participation to the participants)

- **Ground Preparation and Restoration**
(Takes charge of preparing and restoring the venue of the training/workshop)
- **Dance Training**
(Take charge of the training aspect which includes the teaching of the social dance routine)
- **Documentation**
(Comes up with a narrative accomplishment report relative to the conduct of the activity attaching all copies of communications made and pictorials taken)
- **Technical (Lights, Sound and Music)**
(Takes charge of the preparation of sound system, lights if needed, and music needed for the activity)
- **Refreshment**
(Takes charge of water supply, snacks, and meals of the training team/class)
- **PE Outfit**
(If in case there are participants who are not in proper PE outfits, this committee takes charge of them)

4. See to it that assigned members of each committee can perform the duties and responsibilities relative to the committee where they belong. Group yourselves according to your interest and expertise.
5. Thorough planning with your teacher is needed to make this outreach program achieve its goals. To be successful you need to prepare everything beforehand and make the necessary coordinations and communications for proper dissemination.
6. Always bear in mind that what you say is as important as how you say it. Be respectful and courteous especially when making requests and securing approval from officials.
7. The following are some of the documents to be prepared especially by the Committee on Program, Coordination, and Communication for your reference and guidance:

Isabela National High School Music, Arts, Physical Education and Health Department III-CATLEYA CLASS City of Ilagan, Isabela
Date
MR. SAMUEL P. LASAM, Ph. D. Sec. Sch. Principal IV INHS, City of Ilagan
Sir:

Isabela National High School Music, Arts, Physical Education and Health Department III-CATLEYA CLASS City of Ilagan, Isabela
Date
Barangay Captain Calamagui 2 nd , City of Ilagan Isabela
Sir:
(Indicate the need for the activity and request for approval of

Community Outreach Program
III-CATTLEYA CLASS
Recipient: _____
Date: _____

TRAINING MATRIX

TIME	DAY 1 (Saturday)	DAY 2 (Sunday)
7:00-8:00 AM	Arrival/Registration	Warm-Up/Review
8:00-9:00 AM	Opening Program	Performing the steps and combinations in varying intensity as dictated by the tempo of the music
9:00-10:00 AM	Basic Steps	
10:00-11:00 AM		
11:00-12:00 AM		RPE Orientation
12:00-1:00 PM	LUNCH	
1:00-2:00 PM		War-up/Review
2:00-3:00 PM	Variations/Dance Combinations	Performance/Output Presentation
3:00-4:00 PM		
4:00-5:00 PM		Closing Program

Prepared by: _____
Chairman
Committee on Program

Noted: _____
MAPEH Teacher

Approved: _____
Recipient Class

Community Outreach Program
III-CATTLEYA CLASS
Recipient: Barangay Calamagui 1st, City of Ilagan, Isabela
Date: _____

WORKING COMMITTEES	CHAIRMAN	MEMBERS
Program, Communication, and Coordination Ground Preparation/Restoration Registration and Attendance Training Documentation Technical (Lights and Sound) Refreshment Costume and Accessories		
		Prepared by: _____ Chairman Committee on Program
Noted: _____ MAPEH Teacher		Approved: _____ Recipient Class

Things to remember and do in the conduct of the outreach program:

- Ensure proper PA outfit among participants
- Let participants get their PMHR and THR and conduct relevant orientation thereafter
- Discuss with participants about FITT and RPE
- Ensure that the accompanying music plays from slow, moderate to fast tempo (with at least 15 minutes length each segment). This dictates the level of intensity of the ballroom aeromathon
- Start the ballroom aeromathon with a warm-up and end it with a cool down

- No two individuals are exactly alike. Let those who can't proceed to the heavy or vigorous level and gradually end up with a cool down
- Since this is a ballroom aeromathon, steps and combinations shall be ballroom basics or any of their combinations, specifically cha-cha-cha and waltz, which they have learned in your class.



What are you waiting for, lay your plans and conduct your outreach program. Good luck!

SUMMARY

Now that you have learned the fundamentals of social dancing and its relation to maintaining and improving an active and healthy lifestyle, it's now your turn to share what you have learned with your family, friends and immediate community.

The true measure of your understanding of the concepts and principles of social dancing merged with fitness is your capacity to apply it into your experiences in real life. Reading more about social dancing, dance mixers and fitness, specifically on lifestyle and weight management at the same time keeping yourself engaged in such activities, will probably make you a more fit and healthier individual.

It is only through improving oneself that you can influence others' participation and commitment to improve their own fitness practices. Fitness is contagious, as what they say. So go on and influence your community. If everyone is fit enough to carry out his or her daily routines then he or she is also capable of becoming a more productive member of the community and will be a contributor to nation building and strong citizenry.

SUMMATIVE TEST

Your final challenge is to pass the following test. It will assess the knowledge, processes and understandings you have acquired in social dances and dance mixers. So, get a pen and bring out a whole sheet of paper for you to accomplish this job. Good luck!

TEST I. MULTIPLE CHOICE: Read the statements carefully. Choose only the letter of the correct answer and write it in the corresponding number in your answer sheet.

1. Which of the following is a term used to refer to dances primarily intended to get to know other people in a certain formal or semi-formal occasion?

- a. ballroom dances b. dancesport c. festival dances d. social dances
2. What is the general term referring to the DOs and DON'Ts in social dancing?
- a. behaviour b. character c. dance demeanor d. dance etiquette
3. Social dances are of two classifications namely, Latin American and Modern Standard Dances. Which of the following is an example of Modern Standard Dances?
- a. cha-cha-cha b. jive c. rumba d. tango
4. Which of the following is the attire appropriate for males in Modern Standard Dances?
- a. black/white shirt c. black/white sweat shirt
b. black/white long sleeves d. coat and tie
5. Social dancing can prevent some diseases caused by sedentary lifestyle, if regularly performed. Which of the following does NOT belong to the group?
- a. diabetes b. lung cancer c. obesity d. weight gain
6. Which of the following best describes social dances?
- a. Social dances are for pairs only
b. Social dances can be competed
c. Social dances are dances that improve social skills and fitness
d. Social dances are dances that entertain people in attendance to a social function
7. How would you best use the knowledge and skills learned in social dancing to enhance your community's fitness?
- a. I will render an intermission number with my partner during fiestas
b. I will make social dancing my lifetime fitness activity
c. I will share my skills by teaching community folks, young and old, about social dances
d. I will coordinate with community officials in conducting a social dancing program for the community
8. How do social dances contribute to one's fitness and well-being?
- a. They help make one physically engaged and active preventing lifestyle diseases
b. They cure lifestyle diseases
c. They help prevent sedentary lifestyle-related diseases
d. They develop one's talent in dancing
9. "***It takes two to Tango.***" What does this quote mean?
- a. A Tango requires two individuals to dance
b. One cannot exist without the other
c. It takes two to make any endeavor work
d. There should always be two individuals dancing the Tango

10. The following are dance etiquettes that should be considered in a social dancing activity EXCEPT ONE:
- Wear appropriate dancing attire
 - Insist in executing difficult dance steps including aerial combinations with your partner
 - Ask someone promptly if you wish to dance with him or her
 - Always follow counterclockwise as line of direction social dancing
11. **“May I have this dance?”** This line implies...
- A boy who treats a girl with respect even in dancing
 - A boy forcing a girl to dance
 - A boy with no one to dance with pleading
 - A boy who wishes to dance with somebody
12. Which of the following, aside from fitness, can be developed if one engages in social dancing activities?
- Respect
 - sense of community
 - courtesy
 - All of them
13. The following are reasons why fitness is a universal concern EXCEPT ONE:
- We face different challenges everyday so we have to keep ourselves fit all the time to overcome them
 - Everyone needs to be physically fit to meet daily physical challenges
 - One can influence the community fitness consciousness effectively if he or she fosters fitness and well-being
 - To be a good athlete or player in a certain sport
14. What happens if one doesn't have a physically active lifestyle?
- He/she is prone to weight gain, obesity which may lead to diabetes and other cardiovascular diseases
 - He/she will not be physically fit
 - He/she will become sickly
 - He/she will become fat
15. In social dancing, a boy leads while a girl follows. What values can be developed in such training?
- Leadership
 - obedience
 - respect
 - all of them

TEST II. COMPLETION: The following is a table indicating the basic steps, step patterns and counting in cha-cha-cha. Fill-in the missing link with the required answer as numbered (8 points).

Name of Step	Step Pattern	Counting
1.) _____	R-Bw, L-Fw	1, 2
R Chasse Fw	R-Fw, L-C to R, R-Fw	2.) _____
Alemana Turn	3.) _____	1, 2
New York (L over R)	Step L across R in Front, Step R in Place, Chasse L Sw, Step R over L in Front, Chasse R Sw	4.) _____

References (Web-based):

Dance Etiquette <http://www.utdallas.edu/~aria/dance/etiquette.html#Intro>

Finding Your PMHR and THR <http://stresscourse.tripod.com/id63.html>

Basics of Cha-cha-cha Videos http://www.youtube.com/watch?v=0_eDzZm9JQw
<http://www.youtube.com/watch?v=Cx993DmhNOU>
<http://www.youtube.com/watch?v=tzi45m7ch2g>

Basics of Waltz Videos http://www.youtube.com/watch?v=eDO_qcp4XN8
<http://www.youtube.com/watch?v=BPseiMGyy2I>
<http://www.youtube.com/watch?v=l1wPywALi5U>

Sedentary Lifestyle <http://www.wisegeek.org/what-is-a-sedentary-lifestyle.htm>

GRASPS Template <http://opi.mt.gov/PDF/CurriculumGuides/Curriculum-Development-Guide/GRASP.pdf>

Sources of Images:

Silhouettes of Ballroom Dancers @flickr.com
 Google images: Philippine Food Pyramid



PHYSICAL EDUCATION 9

(Learner's Material)

Quarter 3

Festival Dances

CONTENT STANDARD	PERFORMANCE STANDARD
<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> demonstrates understanding of lifestyle and weight management to promote community fitness 	<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle

INTRODUCTION

Fitness plays a very crucial role in our existence as human beings. It is a sustaining base of our physicality that allows us to overcome challenges of our daily living. It is with fitness that our eagerness to do things that we are capable of doing physically arise, which eventually leads us in making our own lives, including that of others, better and more productive. We tend to challenge ourselves to go beyond what we are already capable of doing and strive further to influence others with what we think is better. Coupled with our desire to better ourselves is our urge to share it with our fellowmen.

This module introduces you to the value of festival dancing in the enhancement of your fitness. You will be provided with activities in this festival dancing which will in turn lead to a greater awareness of the right foods to eat, proper ways to manage your weight and of course opportunities to maximize the enhancement of your fitness through festival dancing. It is expected thereafter that such practices will be used by you to influence the lifestyle and fitness practices of your immediate community.



LEARNING COMPETENCIES

The learner ...

- undertakes physical activity and physical fitness assessments;
 - assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate;
 - determines risk factors for lifestyle diseases (obesity, diabetes, heart disease);
 - distinguishes among facts, myths and misinformation associated with eating habits;
 - describes the nature and background of the dance;
 - executes the skills involved in the dance;
 - monitors periodically one's progress towards the fitness goals;
 - performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion);
 - involves oneself in community service through dance activities; and
 - recognizes the needs of others in a real life and meaningful way.
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PRE-ASSESSMENT

Part I. Warm-Up (15 minutes)

Directions: This time you will be re-introduced to the basic warm-up exercises that you have already learned during your PE class in Grade 7. Try to recall and do them with your class so that before performing any physical activity in the succeeding lessons, do the warm-up exercises first to condition your body and prevent injuries from happening.

- A March
- High Knees
- Butt Kicks
- Shuffles
- Back Pedals

After performing the given exercises, use the following rating scale to assess your performance:

- I - I can perform the exercises by myself
- O - I can perform the exercises with other's help
- W - I will just wait for my next PE class

So, which of the three reflects your performance a while ago?

Part II. HR Log

Directions: Below is an HR log, a template that allows you to self-assess and report your heart rate before and after you perform a physical activity, the time you spent, and your Rate of Perceived Exertion (RPE) of the physical activities you do in a daily basis. Reflect on the physical activities you did before going to school today or even in your PE class and fill in the needed data in the given template. Do this in your activity notebook.

HR Log:

Name:						
Date	Activity	Time Spent	HR (Pre)	HR (Post)	RPE	Signature

Part III. Festival Dancing Questionnaire

Directions: Below is a survey questionnaire that reveals your involvement or participation in festival dances. Copy it in your worksheet and accomplish by putting a check mark (/) corresponding to your response in each item.

Festival Dancing and Related Activities	Yes	No
1. I know the name of the festival in our place.		
2. I am a member of a group representing our place in a festival dance competition		
3. I usually watch actual festival dancing competitions in other place		
4. I am fond of watching festival dances in youtube or in TV shows.		
5. I recognize the value of festival dancing to my fitness.		
6. I contribute to the success of the festival in our place.		
7. I am proud of the festival in my place.		
8. I am a physically fit individual because I participate in festival dancing.		
9. I believe festival dancing can influence the fitness and well-being of the community		
10. Culture of the community is drawn and established through festivals and festival dancing.		

A scale is provided for you below which helps you make meaning of the responses you have indicated in the survey-questionnaire.

Number of Yes Responses

Relative Interpretation

1-3

Is inactive in festival dancing activities

4-6

Moderately active in festival dancing activities

7-10

Highly active in festival dancing activities

Based on your interpretation of your responses to the survey-questionnaire, what does this reveal about your fitness and community involvement? Express and share your answer to the class in 3-5 sentences.

Part IV. Drawing of Initial Understandings

Directions: Learners' initial understandings on festivals will be activated through the following activity:

1. Enumerate in your worksheet the festivals that you know and are familiar with.
2. Make a short description about each of the festivals you have enumerated.
3. Classify whether they are religious or secular/non-religious festivals.
4. Give at least 3 positive effects of festival dancing or participation/involvement in festival dances to yourself, family and community.

Self:

Family:

Community:

Part V. Levelling of Expectations

Directions: At the end of this module you are expected to conduct successfully an outreach program. This program will allow you to share the knowledge, skills and understandings learned relative to the influencing your community's fitness with social dancing as your medium. Refer to Part IV (Transfer), Activity 2 of your lessons for this activity. Your teacher will give the necessary orientation as regards your grouping, criteria for assessment and the process of conducting the activity.

INSTRUCTIONAL ACTIVITIES

I. WHAT TO KNOW

Welcome to the first part of your lesson in Festival Dances! In this phase, you will be provided with activities that activate your prior knowledge as regards the lesson. From there, follow-up activities will be given to elicit your tentative understandings. As you go through the rest of the activities, misconceptions and alternative conceptions you have in mind will be clarified. Finally your knowledge, considering its adequacy and relevance, will be assessed at the end of this phase. Viva las Fiestas!

ACTIVITY 1: Match It Up! (Activating Prior Knowledge)

In this activity, your prior knowledge about festival dances will be assessed. The result of this activity can be used in designing the next parts of your lesson.

You will need:

- Pen
- Activity Notebook

Objectives:

- Share knowledge about festival dances.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Below is a matching type activity which assesses your prior knowledge on the festival we have in the country and their place of origin. In column A are the festivals and in B are the places of origin. In your activity notebook, write the letter of the origin of the festival in each number.

A

B

_____ 1. Bambanti Festival

a. Bacolod City

- _____ 2. Bangus Festival
- _____ 3. Ati-Atihan
- _____ 4. Sinulog Festival
- _____ 5. Mango Festival
- _____ 6. Dinagyang Festival
- _____ 7. Panagbenga Festival
- _____ 8. Pattarradday Festival
- _____ 9. Masskara Festival
- _____ 10. T'nalak Festival

- b. Baguio City
- c. Bicol
- d. Cebu City
- e. Dagupan, City
- f. Davao City
- g. Iloilo City
- h. Isabela
- i. Kalibo, Aklan
- j. Santiago City, Isabela
- k. South, Cotabato

2. Exchange notebooks with your seatmate and check each other's answers. Your teacher will show you the answer key.

ACTIVITY 2: Why Festivals?

In this activity, you will be given inputs on the nature and background of festival dances. Pay attention to the discussions for you to pass the assessment which will later be given to you at the end of this phase of your lesson.

You will need:

- Computer/Laptop
- LCD Projector
- Speaker
- Videos of Selected Festivals of Luzon
- Widescreen/White Board
- Powerpoint Presentation on Festivals, Festival of Luzon and Choregraphy

Objective:

- Discuss the nature and background of festivals and the leading festivals in the country

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Read and reflect on the following readings.
2. In your activity notebook, answer the given questions at the end of the readings.

Readings: Why Festivals?

Festival dances are cultural dances performed to the strong beats of percussion instruments by a community of people sharing the same culture usually done in honor of a Patron Saint or in thanksgiving of a bountiful harvest. Festival dances may be religious or secular in nature. But the best thing about festivals is that they add to the merry-making and festivities where they are celebrated, the reason why they are called festival dances after all. Festival dances draw the people’s culture by portraying the people’s ways of life through movements, costumes and implements inherent to their place of origin.

Some of the famous festivals in the country include Sinulog of Cebu, Dinagyang of Iloilo, Ati-atihan of Kalibo, Aklan, Buyogon and Lingayan of Leyte, Bangus of Dagupan, T’nalak of South Cotabato, Masskara of Bacolod City, Bambanti of Isabela, and Kadayawan of Davao. Many others, especially from Luzon, are now paving their way to join the country’s festival of festivals, the Aliwan Fiesta which is done in the month of April.

Filipinos do festivals primarily to celebrate. There are a multitude of reasons for this reason. We celebrate our unity amidst the diversity of cultures and we celebrate our industry bringing about a bountiful harvest. Festivals have been a consistent crowd-producing activity leading to upliftment of a community’s economy due to its tourism and entertainment value. Basically, festivals are a form of entertainment that attract foreign and domestic tourists to visit a place eventually leading to the elevation of the Filipino’s quality of life.

Whatever festival we celebrate, be it done to honor a religious icon or celebrate our industry. Festival dances are a reflection of the unity of the Filipino community that despite the economic, social, environmental, cultural and political challenges we face every day, there can be no other race more resilient than ours.

Religious and Secular Festivals

As mentioned earlier, festivals may either be religious, in honor of a certain religious icon or secular or non-religious, in thanksgiving or celebration of peoples industry and bountiful harvest. The following are some of the said festivals:

RELIGIOUS FESTIVALS			
Name of Festival	Place of Origin	Religious Figure Honoured	Month of Celebration
Sinulog Festival	Cebu City	Sto. Niño	January
Dinagyang Festival	Iloilo City	Sto. Niño	January
Ati-atihan Festival	Kalibo, Aklan	Sto. Niño	January
Peñafrancia	Bicol	Virgin Mary	September
Higantes Festival	Angono, Rizal	Saint Clement	November
Longganisa Festival	Viga City, Ilocos Sur	Saint Paul	January
Kinabayo Festival	Dapitan City	James The Great	July
Pintados de Passi	Pintados City, Iloilo	Sto. Niño	March
Pattarradday	Santiago City	Señor San Tiago	May
Sangyaw Festival	Tacloban City	Sto. Niño	July

SECULAR/NON-RELIGIOUS FESTIVALS			
Name of Festival	Place of Origin	Industry	Month Celebrated
Bangus Festival	Dagupan, Pangasinan	Milkfish Industry	April to May
Bambanti Festival	Isabela	Scarecrow (Farming)	January
Mammangui Festival	City of Ilagan	Corn Industry	May
Mango Festival	Iba, Zambales	Mango Industry	April
Panagbenga Festival	Baguio City	Flower Industry	February
Ibon Ebon Festival	Pampanga	Migratory Birds Egg Industry	February
Masskara	Bacolod City	Mask (Sugar Industry)	October
T'nalak	Koronadal, Cotabato	Colorful Abaca	January
Ammungan Festival	Nueva Vizcaya	Gathering of Tribal Industries	May
Binatbatan Festival	Vigan, Ilocos Sur	Weaving Industry	May

Processing questions:

- Why is there a need for festivals? festival dances?
- How do you think can festival dances help you in enhancing your fitness?
- What value do festival dances develop in community fitness?

ACTIVITY 3: Review of Basic Movements

In this activity, you will be given activities to recall the basic locomotor and non-locomotor movements together with the basic steps and arm movements in folk dance. They are necessary for you to know and be able to do in producing your own festival dance relative to the context of the festival you are celebrating.

You will need:

- Computer/Laptop
- LCD Projector
- VCD/CD Player
- Speaker
- Festival music/any percussive music appropriate for festival dances
- Powerpoint Presentation on Elements of Movement in Space

Objectives:

- Execute the basic locomotor, non-locomotor movements, basic steps and arm movements in folk dance which learners need to produce a folk-based festival dance.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

Activity:

1. Group yourselves into 4. Choose a leader per group.
2. The music prepared will be played. As it plays, try coming up with five figures of 16 counts each. Do this in ten minutes.
3. Let's now proceed to group presentation. Group 1 will present first. The rest of the groups shall sit and observe until all groups have already performed.

Analysis:

Gather learners in column formation and ask them the following questions:

- How does it feel coming up with your own festival routine?
- Was it hard or easy? Why?
- What should one know and do to come up with an easier festival dance routine?

Abstraction:

- This time, a presentation on the basic skills you need to know and be able to do on movement improvisation is provided for you. This is a recall of the basics in folk dancing you have learned in Grade 7 and 8 Quarters 4.

Locomotor Movements

These are movements that allow you to move from one point in space to another. It is derived from two words, "locos" which means place and "motor" which means movement. They include the following:

Preparatory movement:

Step - This is the basis of all locomotor movements. It prepares you to move in any direction you wish to go. It is defined as transfer of weight from one foot to the other. Try one! Stand with your weight equally distributed to both of your feet. Now, let your right foot carry it all. You got it! That's what you call a step.

Walk - Series of steps executed by both of your feet alternately in any direction. In executing a walk, observe that there's this moment when both feet are in contact with the ground while one foot supports the weight and transfers it to the other.

Run - Series of walks executed quickly in any direction wherein only one foot stays on the ground while the other is off the ground.

Jump - This movement is simply described by having both feet lose its contact with the ground. There five ways to do it:

- Take off from one foot and land on the same;
- Take off from one foot and land on the other;
- Take off from one foot and land on both feet;
- Take off from both feet and land on one foot; and
- Take off from both feet and land on both.

Non-Locomotor movements

These are movements that are performed in one point in space without transferring to another point. They don't allow you to move from one place to the other. These movements include:

Flexion - It is the act of decreasing the angle of a joint. Another term for flexion is to bend. If you bend a joint, like your elbow or knee, you are performing flexion.

Extension - This is the opposite of flexion. You are extending if you are increasing the angle of a joint. Stretching is another word for extension.

Contraction - A muscle movement done when it shortens, narrows and tightens using sufficient amount of energy in the execution.

Release - A muscle movement opposite to contraction done when it let goes or let looses of being held into a shortening movement.

Collapse - To deliberately drop the exertion of energy into a body segment.

Recover - The opposite of collapse. This is to regain the energy exerted into a body segment.

Rotation - To rotate is to move a body segment allowing it to complete a circle with its motion. It's not only limited to circumduction which is done in ball and socket joints. Rotation can also be done in wrists, waist, knees and ankles.

Twist - To move a body segment from an axis halfway front or back or quarter to the right or left as in the twisting of the neck allowing the head to face right or left and the like.

Pivot - To change the position of the feet or any body part that carries the body's weight allowing the body to face in a less than 360 degrees turn.

Turn - To move in a turning movement with a base of support, usually a pointed foot, the other raised, while equilibrium is maintained until the completion of the turn.

Basic 2 4 Time Folk Dance Steps

NAME OF STEP	STEP PATTERN/COUNTING (RHYTHM)
Close Step	Step R sideward (1), Close Step L to R (2)
Bleking	Step R. in place (1), Heel Place L in front (2)
Touch Step	Step R sideward (1), Point L in Front of R (2)
Walk	Step R forward (1), Step L forward (2)
Change Step	Step R (1), Close Step L to R (and), Step R in Place (2)
Cross Change Step	Cross R over L (1), step L sideward (and), step R in place (2)

Hop Step	Step R sideward (1), Hop R in place (2)
Mincing	Point L in place (and), Step R in place (1), Point L in place (and), Step R in place (ct. 2)
Cross Step	Step R across L (1), Step L sideward L (2)
Heel-toe, change step	Heel place R sideward (1), point L close to R (2), change step with the R (Maybe repeated with L)

Elements of movements in space

- Rhythm** - Regular recurrence of a beat. It may be regular or irregular. In basic music, rhythm is regular and metered (24, 34 or 44). They be slow, moderate or fast. This element of rhythm is called tempo. Music dictates the speed of movements we create.
- Level** - This refers to the level of movement. It may be low, when knees are fully or slightly bent when executing movement; medium, if knees are normally straight when executing movement; high, if the heels are raised or movements are done while off the floor.
- Range** - This element refers to the scope of movement execution. It is dictated by the space provided. If the space is wide then movements shall be wide and big. If space is limited then movements shall be small and limited too.
- Floor Patter/Design** This refers to the designs created on the floor by the bodies of dancers. They may be geometric or non-geometric formations.
- Direction** - This element adds to variety of movement. They may be performed forward, backward, sideward or even upward.
- Focus** - This is the focal point of dancers attention while moving in space.

Application:

- We're going to have an activity with the same groups. Decide with your group what you wish to celebrate. Now that you have recalled the basic movements you learned for the past years. Make the celebration you have agreed upon be the theme and your guide in creating the movements. In ten minutes, you are expected to come up with five figures of 16 counts each.
- You performance will be assessed using the following criteria:
 - Concept/Theme
 - Variety of movements
 - Creativity (Application of the elements of movements in space)
 - Cooperation
- This time present your work by group
- What went well? What went wrong? Was the activity rewarding? Why? Why not?

ACTIVITY 4: Festival Dancing and Fitness

In this activity, you will be provided with a review on the implication of dancing activity to your fitness by way of determining your range of Target Heart Rate. Let's see if you can still recall. Reflect on the powerpoint to be shared by your teacher on THR.

You will need:

- Computer/Laptop
- LCD Projector
- VCD/CD Player
- Speaker
- Festival music/any percussive music appropriate for festival dances
- Powerpoint Presentation on THR

Objective:

- Explain how dancing contributes to the improvement of cardio-vascular endurance.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

This is how to determine your THR (Target Hear Rate) range. Follow the steps provided and you'll arrive at your own PMHR and THR which you could use in determining the intensity of your dancing activity and raising it to a higher level if necessary.

STEP 1: Find you PMHR in beats per minute by subtracting your age from 220:

$$\bullet \quad 220 - \underline{\hspace{2cm}} = \quad \underline{\textbf{(Your Predicted Maximum Heart Rate)}}$$

Example:

$$\bullet \quad 220 - 15 = 205 \text{ (PMHR of a 15 year-old individual)}$$

STEP 2: You need to work out your lowest Target Heart Rate that you need to aim for during exercise by multiplying your PMHR by 60% (or .6):

$$\bullet \quad \underline{\hspace{2cm}} \text{ (PMHR)} \quad \times \quad 60\% \text{ (or .6)} = \quad \underline{\textbf{(Lowest Target Hear Rate)}}$$

$$\text{Example:} \quad 205 \quad \times \quad .6 = 123 \text{ beats/minute} \\ \text{(Lowest THR of 15 year-old individual)}$$

STEP 3: Lastly, you need to work out for your Highest Target Heart Rate that you can aim for during exercise by multiplying your PMHR by 80% (or .8):

- _____(PMHR) x 80% (or .8) = **(Highest Target Hear Rate)**

Example: 205 x .8 = 164 beats/minute
(Highest THR of 15 year-old individual)

So, when you are dancing, you are aiming for the range of the two figures you have come up with in Steps 2 and 3. In the example given, the Target Heart Rate of a 15 year-old individual is from 123 to 164 beats per minute during exercise. To maximize the benefits you can derive from social dancing in relation to cardio-vascular fitness, you need to know your Target Heart Rate Range. This helps you determine the intensity or level of exerted effort you are pouring into your dancing.

Processing Activity:

1. With the same groups, perform the same dance routine simultaneously 4 times with the music.
2. Stop and get your heartrate by placing your middle and pointing fingers in your carotid pulse located just below your jaw, beside your throat. In 15 seconds, take your pulse. Multiply it by 4.
3. So, have you reached your minimum THR? If not yet, 5 repetitions is not enough. Let's dance more!
4. Do the same process in getting your THR.

Processing Questions:

- How essential is knowing how to get your THR range?
- How can festival dancing contribute to a healthier lifestyle?

ACTIVITY 4: Honesty Quiz Bee (Assessment of Knowledge)

In this activity, your knowledge on festival dances and their fitness aspect will be assessed through an honesty quiz bee. It's dubbed as honesty quiz bee because you will be accountable with keeping track of your own score.

You will need:

- Flashcards (4"x16" illustration board)
- Chalk
- Individual score sheets
- Festival and fitness questions

Objectives:

- Describe festival dances and its effect on fitness
- Show preparedness to proceed to the next phase using result of assessment.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Form 6 columns. In cross sitting position, prepare your own flashcard and chalk together with your score sheet because we're having an honesty quiz bee.
2. The quiz bee is divided into 3 categories namely easy, average and difficult. There will be 5 easy questions worth 1 point each, 5 average questions of 3 points each, and 5 difficult questions of 5 points each.
3. Each question will be read twice. Wait until the teacher says "Go", before you write your answer on your flashcard. Ten seconds will be given for you to write your answers.
4. As you hear the teacher says "Time's Up!", stop writing and raise your flash cards for checking. Teacher will reveal the answer. If you got it right, write a straight line corresponding to your score. If you got it wrong, write x for that particular number.
5. The sequence continues until all the questions shall have been read, answered and scored.
6. As your name is called, announce your score.

Easy Category:

- These are dances performed in celebration of festivals.
- What festival is celebrated in January in Kalibo, Aklan?
- To whose honor is the Dinagyang festival offered?
- They are movements that allow you to travel from one place to another.
- What is the opposite movement of flexion?

Average Questions (Answers are to be demonstrated correctly):

- What folk dance step has a step pattern of step, close, step and counting of 1 and 2?
- What is the step pattern of heel-toe, change step?
- What is the step pattern of bleking?
- What is the lowest THR of 20 year-old individual?
- What is the highest THR of a 20 year-old individual?

Difficult Questions:

- How can knowledge in determining THR range help in improving one's fitness through activities like festival dancing?

- Give at least one fitness benefit of festival dancing?
- What is the range of THR of a 16 year-old student?
- Give a pair of non-locomotor movements that complement each other
- How can you influence your community in improving its fitness through festival dancing?

Where do you belong?

Assess your performance in the quiz using the following rating scale:

40-45	Advanced
35-39	Proficient
30-34	Approaching Proficiency
20-29	Developing
19 and below	Beginning



Good job! You passed the first stage. You are now ready for the next lesson.

II. WHAT TO PROCESS

Welcome to the What to Process part of your lesson! You will be given activities to display and enhance your skills in festival dancing at the same time formulate your understandings on the benefits of such activities to your fitness and well-being. As you go on and overcome the challenges provided for you, you will learn that together, festival dancing activities will be more fun and exciting, without knowing that you are at the same time improving your fitness and your sense of community.

ACTIVITY 1: Weight Watch

In this activity, you will be given opportunities to make informed decisions as regards to your intake and consumption of essential nutrients you need to manage your weight.

You will need:

- Table 1: Calorie counter table
- Table 2: Calorie consumed per 15 minutes
- Table 3: Calorie content of nutrients
- Table 4: Physical activity table

- Pen
- Worksheet

Objectives:

- Make informed decisions on calorie intake and energy consumption.
- Realize the importance of warm-up or body conditioning in relation to safety and injury prevention before undergoing a strenuous physical activity.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
 HR Log: Activity Notebook

Here's how:

Activity:

1. With the same grouping, form two columns each facing front. We're going to have a warm-up first before proceeding to the next activity.
2. Arms sideward, raise! Right face! Arms sideward, raise! Face front.
3. For 10-15 minutes, you are going to perform the routine of five figures you created in the previous activity you did. For the first 5 minutes, let's see if you have reached your minimum THR. If not yet, then we proceed with the activity until your heart rate falls within your THR range.
4. Let's do a little cool down then assemble in circle.

Analysis:

If you have something to say about the following questions, please feel free to share it with the class:

- How did you feel about the activity?
- Was the activity tiring? Why do individuals get fatigued when doing physical activities?
- Were there chances of heavy breathing that you could hardly catch up your breath while dancing a while ago?
- Have you ever felt dizzy before the end of the performance?
- What should an individual do to prevent dizziness when exercising, dancing or doing physical activities?

Abstraction: Fuelling our body for exercise

Our body is like a machine. It needs to be fuelled for it to run. Unlike machines, we eat foods that make us go. You have learned in the past years about the three food groups already

but this time, we will focus on energy giving foods. These specific foods that give us energy are called go foods. They are the primary source of carbohydrates. They are found in rice, bread, pasta or noodles and others. Other sources of carbohydrates also include proteins and fats. They give us energy. Energy is measured in calories. Calories energize us and when we move or do any physical activity, light or heavy, calories are consumed. Overconsumption of calories results to dizziness or hypoglycaemia. When this happens, we need to refuel our bodies to get it active and moving again. Below is a calorie counter table which you can refer your consumption with as against your physical activities:

Table 1: Calorie counter table

CALORIE COUNTER TABLE			
AVERAGE SERVING	CALORIE COUNT	AVERAGE SERVING	CALORIE COUNT
Bread and Cereals		Vegetables	
White Bread (1 slice)	65	Beets (1 cup)	70
Wholewheat Bread (1 slice)	55	Broccoli (1 cup)	45
Doughnut (1)	135	Carrots (1 cup)	45
Macaroni w/ cheese (1 cup)	475	Peas (1 cup)	65
Rice (1 cup)	200	Potatoes, mashed (1 cup)	110
		Spinach (1 cup)	45
Beverages		Sweet Potato, baked	
Coffee/Tea (plain)	105	Tomato, raw	30
Carbonated beverage (8 oz.)	165	Meat, fish, & poultry	
Milk, whole (1 cup)	90	Beef, sirloin steak (9 oz.)	375
Malted milk (2 cups)	560	Lamb chop (3 oz.)	450
		Pork chop (3 oz.)	295
Dairy Foods		Ham (3 oz.)	
Butter (1 T)	100	Bacon (3 strips)	95
Cheese, cheddar (1 oz.)	115	Veal chop (3 oz.)	185
Cheese, cottage (1 cup)	240	Chicken, canned (3 oz.)	170
Cream, light (1 T)	30	Tuna (3 oz.)	170
Cream, whipped, unsweetened (1 T)	25	Sardines (3 oz.)	180
Egg (medium-size)	80	Salmon, Canned (3 oz.)	120
		Luncheon meat (3 oz.)	165
		Frankfurters (2)	300
Desserts			
Pie, apple (4 in. sector)	330		
Pie, custard (4 in. sector)	265	Miscellaneous	
Pie, mince (4 in. sector)	340	Mayonnaise (1 T)	110
Pie, lemon meringue (2 in. sector)	300	French dressing (1 T)	60
Cake, angle food (2 in. sector)	110	Assorted jams (1 T)	55
Cake, layer (2 in. sector)	320	Sugar (1 T)	50
Brownie (3"x2"x2")	295	Hamburger on bun	492

Ice cream, plain (1/2 cup)	150	Hotdog on bun	300
Sherbert (1/2 cup)	118	Peanut butter sandwich	220
Vanilla pudding (1 cup)	285	Cheese sandwich	333
		Chocolate nut sundae	350
Fruits		Cashew (1 oz.)	164
Apple, raw (medium)	70	Peanuts, chopped (1 T)	50
Banana, raw (medium)	85	Fudge (1 oz.)	116
Cantaloupe (1/2)	40	Chocolate creams (1 oz.)	110
Grapefruit (1/2 small)	50		
Orange, raw (medium)	70	Liquors	
Peach, raw (medium)	35		75
		Brandy (1 Oz.)	
Pear, raw (medium)	100	Whisky (1 ½ oz.)	125
Pineapple. Canned (1 slice)	95	Beer (12 oz. can)	170
		Marini	150
Fruit Juices		Wines (3 oz. glass)	75-100
Grapefruit (1 cup)			
Orange, fresh (1 cup)		T – Tablespoon	
Pineapple, canned (1 cup)			
Tomato, canned (1 cup)			

Table 2: Calorie consumed per 15 minutes

CALORIES CONSUMED PER 15 MINUTES	
Sitting position activity	20-25 Calories
Standing position with lightweight activity	27-40 Calories
Sweeping, light gardening, carpentry, walking moderately fast	43-[60 Calories
Heavy work, bowling, golfing, skating, walking fast	65-85 Calories
Swimming, tennis, running, dancing, skiing, football	85 and more Calories

Table 3: Calorie content of nutrients

CALORIE CONTENT OF NUTRIENTS	
1 gram of carbohydrates	4 Calories
1 gram of protein	4 Calories
1 gram of fat	9 Calories
Vitamins	0 Calorie
Minerals	0 Calorie
Water	0 Calorie

Table 4: Physical activity table

PHYSICAL ACTIVITY TABLE	
Activity	Energy Requirement
Bed rest	27.5
Sedentary	30.0
Light	35.0
Moderate	40.0
Heavy	45.0

Maintaining, losing and gaining weight

By large, all basic food nutrients mentioned in table 3 are important in the study of fitness. The amount and kind of food that an individual consumes on a regular basis also serve as good indicator of health and fitness. With regard to maintenance of appropriate weight, a well-balanced diet and a regular exercise program are still the best fundamentally sound approaches to achieve general fitness.

So far the safest and most acceptable method of losing weight is to engage oneself in vigorous aerobic activities together with a well-planned diet. Administration of diet pills, herbal medicines and other fad methods appear to be less effective and sometimes unhealthy especially if weight loss is associated with increased daily bowel movement or dehydration due to excessive perspiration with very minimal or total absence of physical activity.

On the other hand, on gaining weight, it has been found that the most effective approach is for one to engage in weight resistance training together with a well-designed diet program. The popular belief that one has to overheat in order to gain weight may be partially correct but with regard to health and fitness, this approach may not be totally acceptable. Any excess in calories that are not burned through physical activity is stored in the body and are later transformed into fat. As mentioned earlier, the risk of CAD (coronary artery diseases) and CHD (coronary heart diseases) is greater if this happens. In terms of weight resistance training, muscle mass has a greater weight advantage than stored fat. Thus developing the muscles of the body will provide greater increase in body weight and the risk of contracting common degenerative diseases is also minimized.

Computing for one's Total Energy Requirement (TER)

Formula DBW (Desirable Body Weight) x Physical Activity
(Refer to Table 4 for energy requirement/activity)

Example: DBW = 59 kg. /athlete = Heavy physical activity

Thus, 59.0 x 45.0 (Energy requirement) = 2655 or 2,700 Calories

How to come up with the DBW (Desirable Body Weight)? Here's how:

1. Obtain your height in centimetres. Note that 1 inch is equal to 2.54 cm.
2. DBW in kilogram is obtained by subtracting one's height from a constant factor 100.
3. DBW for Filipinos or DBW-F is adjusted by subtracting 10% of the obtained DBW value in item number 2 above.

For example:

Height: 5'2" = 62 inches

62" x 2.54 cms. = 157.48 - 100
57.48 - 5.74 DBW in kg.

51.74 or 52 DBW-F in kg.

Source: A Manual on Physical Fitness, JOSE P. CATAPANG, Sports Psychological Training, Consultancy and Research Services (SPTCRS) Publications. (1st Ed), 1998, Quezon City

ACTIVITY 2: FITT Your Weight Off! (Assessment of process)

This activity will assess your knowledge and initial understandings on the integration of the principles of FITT (Frequency, Intensity, Time and Type) and the recent discussions you had on food intake and energy consumption, essential in maintaining, reducing or gaining weight.

You will need:

- FITT Template
- Pen
- Notebook

Objectives:

- To provide opportunity for learners to plan for their personal social dancing program incorporating the principles of FITT in developing fitness, especially maintaining or reducing their own weight.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

1. Individually, you will be provided with a **FITT your weight off** template as shown below.
2. Copy the template in your activity notebook and fill in the data needed.
3. Share your plan with your group, so that you can synchronize your plans. With this, you can help each other to plan for your fitness activity with festival dances.
4. Submit your work to your teacher.

Sample template:

Name: _____		Yr./Sec.: _____	Date: _____
My Personal Festival Dancing Program			
FREQUENCY (Identify days in a week for your activity)	INTENSITY (Light, moderate, heavy/vigorous)	TIME (Choose the best time for the activity)	TYPE (Aerobic)
			Festival Dancing
Present BMI: _____ Classification: _____		Foods to Minimize Eating (): _____ (If Reducing Weight)	
DBW in 4 Weeks: _____		Foods to Add Intake With (): _____ (If Increasing Weight)	

Your output will be rated according to the following rubric:

Point Scale	Comprehensiveness	Appropriateness to One's Fitness Level
4 Advanced	All details included in the template are provided correctly	Data, plans and targets presented are appropriate to one's needs considering one's present level of fitness
3 Proficient	1 to 2 details in the template are missed but others are provided correctly	Data, plans and targets presented are somewhat appropriate to one's needs considering one's present level of fitness
2 Approaching Proficiency	3 to 4 details are missed but the others are provided correctly	Data, plans and targets presented maybe appropriate to one's needs considering one's present level of fitness
1 Developing	5 or more details are missed but the others are provided correctly	Data, plans and targets presented are not appropriate to one's needs considering one's present level of fitness



Isn't it fulfilling? You're getting closer and closer to realizing the benefits of festival dancing to your fitness. Keep it up!

III. WHAT TO REFLECT and UNDERSTAND

In this part of your lesson, you will go deeper and further. You will be given opportunities to reflect and understand more the relevance of festival dancing to that of your fitness and well-being. Activities will be provided for you to integrate weight management, lifestyle diseases and fitness benefits of festival dancing which will in turn be beneficial for you as you initiate activities to influence your community.

ACTIVITY 1: Festival Shout-Out!

In this activity, you will be given opportunities to refine your understanding on the benefits derived from engaging yourself in dancing activities. At the course of this activity, you will be made to integrate your understanding on maintaining, gaining or losing weight, having an active lifestyle as a means to achieving a sound mind in a sound body.

You will need:

- VCD/CD player
- Festival music
- Pen
- Worksheets
- Costumes and props if necessary or available

Objective:

- Appreciate the value of festival dancing to their fitness and well-being

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

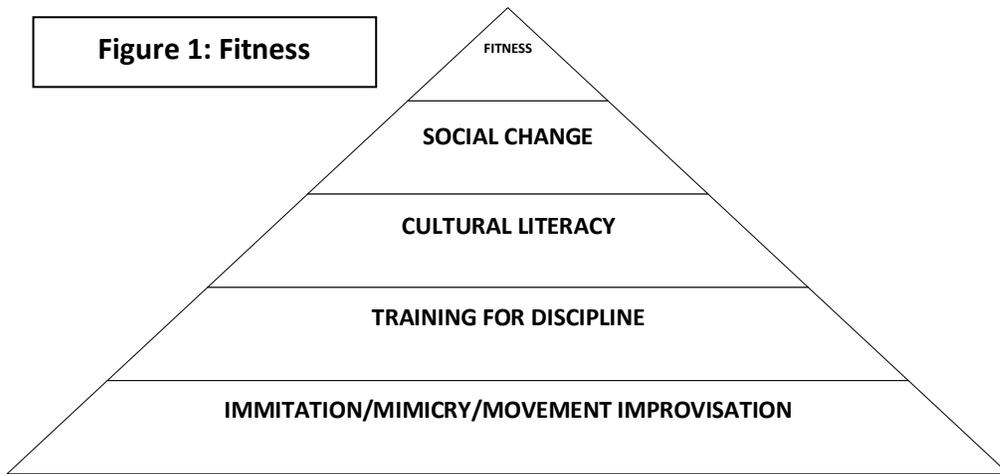
1. Group yourselves according to your place of origin regardless of gender.
2. Identify with your group the leading industry in your own place.
3. Upon identification, make this a theme which can guide your creation of movement patterns and combinations for your festival dance parade

4. Integrate shouts that distinguish your festival from the other groups. This is called your festival shout-out.
5. Make about 5 figures of 32 counts each.
6. Upon mastery, assemble yourselves in 4 columns with a distance of about two meters from each other.
7. This time, perform your festival dance integrating your shouts in between figures or in the end of the whole sequence in continuous progression. Do this in a open space or in your gymnasium, if there's any.
8. Below is you assessment guide:

Point Scale	Criteria		
	Mastery and Creativity	Energy and Fitness	Behavior/Teamwork
4 Outstanding	Displays high level of mastery and creativity as seen in routine construction relevant to the identified festival	Shows impressive level of proficiency in the execution of steps and dance combinations displaying excellent health-related fitness level	Exhibits outstanding level of discipline and teamwork before, during and after the performance of the festival dance routine
3 Very Satisfactory	Displays mastery and creativity as seen in routine construction but with minimal relevance of movements to the identified festival	Shows high level of proficiency in the execution of steps and dance combinations displaying high health-related fitness level	Exhibits very satisfactory dance discipline and teamwork during and after the performance of the festival dance routine
2 Satisfactory	Displays mastery and creativity as seen in routine construction but with no relevance of movements to identified festival	Shows medium level of proficiency in the execution of steps and dance combinations displaying acceptable level of health-related fitness	Exhibits satisfactory discipline and teamwork before, during and after the performance of the festival dance routine
1 Needs Improvement	Displays low level of mastery and creativity as seen in routine construction and no relevance of movements to the identified festival	Shows low level of proficiency in the execution of steps and dance combinations displaying low health-related fitness level	Exhibits improving discipline and teamwork before, during and after the performance of the festival dance routine

ACTIVITY 1a: Integrating Weight Management and Fitness to Festival Dancing

In this activity, you will be asked to integrate festival dancing, discipline, culture, cultural literacy and social change or sense of community to fitness by coming up with a four-paragraph essay that explains your interpretation of the hierarchical relationship of the elements indicated therein.



You will need:

- Fitness and festival dancing triangle
- Pen
- Worksheet

Objective:

- Explain the benefits derived from participation in festival dancing.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
 HR Log: Activity Notebook

Rubric for assessment:

Point Scale	Comprehensiveness	Organization of Ideas
4 Advanced	All details included in the triangle are provided and explained excellently	Unity, coherence and technical correctness are exhibited
3 Proficient	1 detail in the triangle is missed but others are provided and explained very satisfactorily	Unity and satisfactory coherence together with technical correctness are exhibited
2 Approaching Proficiency	2 details are missed but the others are provided and explained satisfactorily	Unity, improving coherence and minimal technical errors are exhibited
1 Developing	3 or more details are missed but the others are provided and explained satisfactorily	improving unity, improving coherence and many technical errors



That's what I'm talking about! It's good we understand each other. Now here's your final stage. I know you can do it!

IV. WHAT TO TRANSFER

In this phase, you will be challenged to apply whatever things you learned about the lesson into another context. Your understanding of the lesson will be measured by your ability to provide tangible results of your learning.

ACTIVITY 1: Post-Assessment of the HR Log

In this activity, you will be given an opportunity to assess your HR Log which you have accomplished daily reflecting your HR before and after performing a physical activity.

You will need:

- HR Log
- Pen
- Notebook
- RPE

Objective:

- Exhibit level of endurance as needed in designing one's own physical fitness program, e.g. aeromathon.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises
HR Log: Activity Notebook

Here's how:

3. Bring out your HR Log.
4. In your notebook, compute for your PMHR and THR.

5. Compare your PMHR and THR with that of your pre and post HR result in your HR Log.
6. If you have obtained a post HR that is within your range of THR, write P (Passed) beside your post HR. If you have obtained a post HR outside your range of THR, write F (Failed).
7. In the column for RPE, if you have obtained an RPE of very light to moderate, write beside your RPE result a P (Passed). If you have obtained an RPE of heavy or vigorous and up, write F (Failed) beside your obtained RPE.
8. Submit your HR Log with the corresponding remarks to your teacher for evaluation.

ACTIVITY 2: Project COrP (Community Outreach Program)

In this activity, learners will extend their commitment in fitness development to their immediate community. They will be provided with an opportunity to maximize the knowledge, skills and understandings in influencing their community with the value of festival dances and dance mixers in improving fitness and wellness.

You will need:

- CD/VCD/DVD player/s
- CDs/VCDs/DVDs of social dances and dance mixers
- Speaker and Microphone/s
- GRASP Template
- Working Committees Template
- Sample request letters (To the principal for approval and to the respective community leader/s for coordination and if possible, for funding (transportation, meals, and snacks))
- Sample budget proposals
- Schedule of activities/Matrix
- Parent's Consent/Waivers
- Camera/Videocam
- Photo Album
- Notebook and Pen

Objectives:

- Show appreciation of the value of festival dance in improving fitness and wellness.
- Influence the community's awareness of the value of fitness through project **COrP** (Community Outreach Program)

Here's how:

1. You will now extend your fitness commitment to the community as required of you to accomplish. But don't worry because your teacher will assist you in realizing your goals in this activity.

2. Each of you will be provided with a GRASPS template to accomplish as you go on with the conduct of the outreach program. GRASPS stands for Goal, Role, Audience, Situation, Product and Standard for Assessment. As you accomplish the template you may refer to the one given:

Goal:	Maintains an active lifestyle to influence the physical activity participation of the community.
Role:	Dance Instructor
Audience:	School Community
Situation:	A polished festival dance routine (Street Parade) to be participated in by all Grade 9 PE classes is initiated by the MAPEH Department to reinforce the fitness program of the PE curriculum. They need a Dance Instructor to guide them in their preparations.
Product:	A polished routine ready for competition during the inter-class festival dance contest.
Standard:	Your work will be rated according to the following criteria: <ul style="list-style-type: none">▪ Teamwork (Sense of Community)▪ Display of high level fitness (refer to their RPE upon doing the activity)▪ Mastery of steps and combinations

3. For you to be guided with how you will accomplish GRASPS template, especially on your role in the activity, let's first assign you to your respective committees namely:
- **Program, Communication, and Coordination**
(Takes charge of all communications including request for approval of the principal regarding the conduct of the activity, issuance and retrieval of parents' waivers, letters coordinating the activity to the class adviser/MAPEH teacher)
 - **Registration, Attendance, and Certificates**
(Takes charge of registration of participants, checking of attendance and certificates of recognition to the training team and participation to the participants)
 - **Ground Preparation and Restoration**
(Takes charge of preparing and restoring the venue of the training/workshop)
 - **Dance Training**
(Takes charge of the training aspect which includes the teaching of the social dance routine)
 - **Documentation**
(Comes up with a narrative accomplishment report relative to the conduct of the activity attaching all copies of communications made and pictorials taken)
 - **Technical (Lights, Sound and Music)**

(Takes charge of the preparation of sound system, lights if needed, and music needed for the activity)

- **Refreshment**
(Takes charge of water supply, snacks, and meals of the training team/class)
- **PE Outfit**
(Takes charge of the participants who are not in proper PE outfits)

4. See to it that assigned members of each committee enumerated above can perform the duties and responsibilities relative to the committee where they belong. Group yourselves according to your interest and expertise.
5. Thorough planning with your teacher is needed to make this outreach program achieve its goals. For it to be successful you need to prepare everything beforehand and make the necessary coordinations and communications for proper dissemination.
6. Always bear in mind that what you say is as important as how you say it. Be respectful and be courteous especially when making requests and securing approval from officials.
7. The following are some of the documents to be prepared especially by the Committee on Program, Coordination, and Communication for your reference and guidance:

Isabela National High School
Music, Arts, Physical Education and Health Department
III-CATTLEYA CLASS
City of Ilagan, Isabela

November 25, 2013

MR. SAMUEL P. LAZAM, Ph. D.
Sec. Sch. Principal IV
INHS, City of Ilagan

Sir:

(Indicate the need for the activity and request for approval)

Very truly yours,

Class President

Isabela National High School
Music, Arts, Physical Education and Health Department
III-CATTLEYA CLASS
City of Ilagan, Isabela

November 28, 2013

HON. _____
Barangay Captain
Calamagui 2nd, City of Ilagan
Isabela

Sir:

(Indicate the need for the activity and request for approval of the planned outreach program together with the provision of the expected expenses for the activity)

Very truly yours,

Class President

Noted:
Teacher _____

Approved:

Barangay Captain

Community Outreach Program
III-CATTLEYA CLASS
Recipient: Barangay Calamagui 1st, City of Ilagan, Isabela
Date: _____

TRAINING MATRIX

TIME	DAY 1 (Saturday)	DAY 2 (Sunday)
7:00-8:00 AM	Arrival/Registration	Warm-Up/Review
8:00-9:00 AM	Opening Program	Variations/Dance Combinations/Mastery of the Combinations
9:00-10:00 AM	Basic Steps	
10:00-11:00 AM		
11:00-12:00 AM	Staging Elements	
12:00-1:00 PM	LUNCH	
1:00-2:00 PM	Variations/Dance Combinations	Staging Elements
2:00-3:00 PM		Performance/Output Presentation
3:00-4:00 PM		Closing Program
4:00-5:00 PM		

Prepared by: _____
Chairman
Committee on Program

Noted: _____

Teacher _____

Approved: _____
Barangay Captain

Community Outreach Program
III-CATTLEYA CLASS
Recipient: Barangay Calamagui 1st, City of Ilagan, Isabela
Date: _____

EXPECTED EXPENSES

No. Participants (Training Team/Class)	50
Transportation Expenses:	
Home to Venue of the Outreach Program	8.00
Venue of the Outreach Program to Home	8.00
	16.00 x 50 = 800.00
AM/PM Snacks	30.00 x 50
Lunch	25.00 x 50
	1500.00
	1250.00
	2750.00 x 2 days
	= 5500.00
Certificates and Other Operational Expenses	
Transportation of Sound System and Water	1000.00
	P7300.00

Prepared by: _____
Chairman
Committee on Program

Noted: _____

Teacher _____

Approved: _____

Community Outreach Program
III-CATTLEYA CLASS
Recipient: Barangay Calamagui 1st, City of Ilagan, Isabela
Date: _____

WORKING COMMITTEES	CHAIRMAN	MEMBERS
Program, Communication, and Coordination		
Registration and Attendance		
Training and Choreography		
Documentation		
Technical (Lights and Sound)		
Refreshment		
Costume and Accessories		

Prepared by: _____
Chairman
Committee on Program

Noted: _____

Teacher _____

Approved: _____
Barangay Captain

What are you waiting for, lay your plans and conduct your outreach program. Good luck!



Things to remember and do in the conduct of the outreach program:

- Ensure proper PA outfit among participants
- Let participants get their PMHR and THR and conduct relevant orientation thereafter
- Discuss with participants about FITT and RPE
- Ensure that the accompanying music is played from slow, moderate to fast tempo (with at least 15 minutes length each segment). This dictates the level of intensity of the festival dance routine
- Start the festival dance competition with a warm-up and end it with a cool down
- Each participant shall prepare a festival dance journal upon participation in the festival dance competition. This shall be prepared individually with personal details indicated therein.

Name:						
Date	Activity	Time Spent	HR (Pre)	HR (Post)	RPE	Signature

SUMMARY

The technological advancements we are enjoying nowadays has led us into a life we have always dreamed of. It led us into a world where just a click of a mouse or just a press of the enter key in our keyboard can make things happen at an instant. But is this the kind of life that we have imagined? Everyday of our lives is a threat that any day, as fast as the click of the mouse, is the tendency to develop lifestyle diseases caused by sedentary lifestyle.

After all the activities this module has introduced you, have you noticed anything in your body? Have you decreased your weight? changed your passive and sedentary practices? Improved the intensity of your physical activities? This module will be considered a failure if it never did any change in the enhancement of your fitness practices.

Learning is not measured by how well you answer questions, nor how high your grades are, or even how well you perform in your classes. Learning is measured on how well you maximize the utility of the knowledge, skills and attitudes you have acquired into a real life context allowing you to improve your life. It is then imperative that the things you have acquired in this lesson, for them to be considered essential, shall have made a difference in your lifestyle

practices. And that these practices, when mastered, will be shared with your immediate community to maximize their importance.

That being said, dance yourself out and master festival dancing and its relation to your fitness. Influence you family and community. Share the concepts and principles you have learned without asking anything in return. Things will just come back to us the least we expect them to be. Just take care of the minutes and the hours will take care of themselves. Who knows, upon improving your fitness, you eventually influence your immediate community with your actions and then communal productivity will be seen not just in you but also among those whom you have influenced.

SUMMATIVE TEST

Your final challenge is to pass the following test. It will assess the knowledge, processes and understandings you have acquired in festival dancing.

TEST I. MULTIPLE CHOICE: Read the statements carefully. Choose only the letter of the correct answer and write it in the corresponding number in your answer sheet.

1. Which of the following is a cultural dance performed to the strong beats of percussion instruments by a community of people sharing the same culture usually done in honor of a Patron Saint or in thanksgiving of a bountiful harvest?
a. Cultural dance b. festival dance c. folk dance d. social dance
2. The following festivals EXCEPT ONE are celebrated in honor of Sto. Niño:
a. Ati-atihan b. Bangus Festival c. Dinagyang Festival
d. Sinulog Festival
3. Each festival is uniquely different with the other festivals. What do you call the gathering and battle of all festivals within the country?
a. Aliwan Fiesta b. Dinagyang Festival c. Festival of festivals
d. Mother of all festivals
4. Which of the following is a source of energy which we need in order to perform our daily routine?
a. Bread b. cereals c. vegetables d. all of the above
5. How can festival dancing contribute to one's fitness and well-being?
a. It reduces the risk of cardio-respiratory diseases
b. It facilitates teamwork and sense of community
c. It maximizes our use of energy and enhances cardiorespiratory health
d. It is a good form of exercise
6. What is the Total Energy Requirement (TER) of a student with a weight of 50 kg performing a moderate festival dancing activity?
a. 1000 cal. b. 1500 cal. c. 2000 cal. d. 2500 cal.
7. Why is festival dancing an excellent way to reduce or maintain one's weight?

- a. It exhausts one's energy to the extent that he can hardly catch his breath off
 - b. It burns desired number of calories stored in the body depending on the intensity of the activity
 - c. It easily burns fats off
 - d. It makes one achieve a desired body figure
8. How can one best benefit from festival dancing activities?
- a. They help one achieve a personally active lifestyle
 - b. They contribute to the enhancement of community awareness
 - c. They develop one's awareness of his own and others' culture through festivals
 - d. All of the above
9. The following EXCEPT ONE may result from having a sedentary lifestyle:
- a. Lung cancer
 - b. Overweigh and obesity
 - c. Coronary artery and coronary heart diseases
 - d. Diabetes
10. If an individual could hardly catch his breath off while performing festival dances, what is the intensity of his activity?
- a. Heavy
 - b. light
 - c. moderate
 - d. moderately light

TEST II. COMPLETION TYPE: Below are basic folk dance steps in 2 4 time which are usually used in folk-based festival dancing. Supply the missing step pattern and counting of each basic step enumerated.

BASIC STEPS	STEP PATTERN	COUNTING
Close Step		
Bleking		
Change Step		
Heel-toe change step		
Cross change step		

TEST III. ESSAY: In a three to four paragraph essay, explain the benefits derived from active participation in festival dancing. Good luck!

TEST IV. COMPUTATION: Solve the problems given below:

1. What is the DBW-F of a regular student with a height of 5'5"? What is his Total Energy Requirement (TER) if he performs light to moderate physical activities in terms of calories?
2. If a student is 12 year of age, what is his THR range?

Sources (Web-based):

Finding Your PMHR and THR <http://stresscourse.tripod.com/id63.html>

Sedentary Lifestyle <http://www.wisegeek.org/what-is-a-sedentary-lifestyle.htm>

GRASPS Template <http://opi.mt.gov/PDF/CurriculumGuides/Curriculum-Development-Guide/GRASP.pdf>

Reference/s:

A Manual on Physical Fitness, JOSE P. CATAPANG, Sports Psychological Training, Consultancy and Research Services (SPTCRS) Publications. (1st Ed), 1998, Quezon City

DRAFT



PHYSICAL EDUCATION 9

(Learner's Material)

Quarter 4

Active Recreation

Module No.:**4****Number of Sessions:****8**

CONTENT STANDARD	PERFORMANCE STANDARD
<p>The learner ...</p> <ul style="list-style-type: none">• demonstrates understanding of lifestyle and weight management to promote community fitness	<p>The learner...</p> <ul style="list-style-type: none">• maintains an active lifestyle to influence the physical activity participation of the community• Practices healthy eating habits that support an active lifestyle

INTRODUCTION



<http://kinesiology.acadiau.ca/home.1981.html>

How do you live your everyday life? Are you the typical couch potato or a physically active person?

Lifestyle is a way of life. It is your style of living that reflects your attitudes and values. Today, most medical conditions are associated with one's lifestyle such as diabetes and obesity. For you to combat this health hazard, this module will help you to make a paradigm shift to a healthier lifestyle through AN ACTIVE recreation

Recreation is a voluntary participation in an activity during free and unobligated time that gives enjoyment. It refreshes one's mind and body after a day's work. Recreation embraces both indoor and outdoor activities that refer to sports and exercise leading to the attainment of enjoyment as well as managing our desired weight.

Now that you are in grade 9, you're experiencing physical changes. You've been exposed to different undertakings that somehow affected your health and lifestyle thereby affecting your weight as a teenager.

This module will help you choose physical activities from both indoor and outdoor that will surely bring you fun, fitness, and fundamentals! The activities are enjoyable and offer satisfaction to enhance the quality of your life. You'll understand that lifestyle and recreation will promote not just your personal fitness, nor your family's fitness, but the community's fitness in general! So get off your feet and jump off to the world of ACTIVE RECREATION!

LEARNING COMPETENCIES

At the end of the module, you should be able to:

1. Discuss the nature and background of indoor and outdoor recreational activities,
2. Participate in active recreation
3. Advocate community efforts to increase participation in physical activities and improve nutrition practices
4. Practice environmental ethics (e.g. Leave No Trace) during participation in recreational activities of the community.

PRE-ASSESSMENT

Multiple Choice: Write the best answer in the questions below.

1. Activities done during free time is called Recreation. What is the primary reason why one engages in recreational activity?
 - a. Fun
 - b. Fitness
 - c. Enjoyment
 - d. Fundamentals
2. In a badminton and volleyball games, a team can win a point if
 - a. He wins rally
 - b. He plays honestly
 - c. He commits a violation
 - d. He enjoys smashing shuttles
3. What physical component is needed for a badminton player to quickly return the shuttle?
 - a. Speed

- b. Agility
 - c. Strength
 - d. Endurance
4. Why did William Morgan invented volleyball?
- a. To make his clients busy
 - b. To make fun out of nothing
 - c. To make his clients physically fit
 - d. To create an indoor recreational activity during the winter season
5. You were invited to talk on how to prevent diseases and live a healthy and quality life. What would be the focus of your talk?
- a. The health history of the family
 - b. The attitude and behaviour of the family
 - c. The environment where the community is
 - d. The nutrition and physical activity of the family
6. Activities such as camping, hiking, orienteering , swimming, and camping are under the category of
- a. Recreation activities
 - b. Indoor recreation activities
 - c. Outdoor recreation activities
 - d. Active recreation activities
7. Navigating an unfamiliar place are requires a skill in
- a. Camping
 - b. Hiking
 - c. Orienteering
 - d. Mountaineering
8. In hiking, what fitness component is required of you?
- a. Speed
 - b. Agility
 - c. Strength
 - d. Endurance
9. After a hike, everyone should bring his/her own waste home. This is a manifestation of the
- a. Leave No Trace policy
 - b. Garbage Management Policy
 - c. Clean Mother Earth Policy
 - d. Environmental Awareness Policy

DRAFT as of April 7, 2014

10. Active recreation participation is everyone's responsibility, which of the following is the best reason for this?
- Maintain weight
 - To have a healthy lifestyle
 - Keep a physically fit body
 - Have fun, enjoyment, and satisfaction
11. Yorina, a junior high school student had a BMI of 30. Her classification falls into
- Normal
 - Underweight
 - Overweight
 - Obese
12. Larissa wants to have a healthy weight range. What can she do to maintain her weight?
- The intake of food depends on her moods
 - The calorie intake is more than the energy expenditure
 - The energy expenditure is more than the calorie intake
 - The intake of calorie should be equal to the energy expenditure
13. Rina has a BMI of 16.5. What will you advise her to do?
- Eat a lot and take time to rest
 - Sleep and take more foods
 - Participate in an aerobics program 5 times a week
 - Eat more calories and use a little of it for energy expenditure
14. Badminton playing burns more calories because of
- The speed of movement in playing
 - The swinging actions in hitting the shuttle
 - The jumping actions in smashing
 - The slow wrist actions in drop shots
15. Which of the following is a fitness benefit of zumba?
- Improves cardiovascular endurance
 - Tones and tightens muscle groups
 - Burns more calories to lose weight
 - All of the above
16. The Barangay health worker made a survey on the BMI screening of high school students. The result revealed a very high number of obese teenagers. What would be the best action of the Barangay Health Worker?
- Tell them to exercise everyday
 - Send them immediately to the doctor

- c. Invite them for a lifestyle change seminar
 - d. Encourage them to eat vegetables everyday
17. How can one maintain a healthy weight range?
- a. Follow with the latest diet fads
 - b. Believe in the power of your genes
 - c. Consult a doctor for a possibility of liposuction
 - d. Balance the amount of food you eat with enough physical activity
18. Why is badminton played indoors?
- a. Its more convenient to play inside the gym
 - b. Friction is greater providing better stability
 - c. Air resistance is lesser inside the gym
 - d. It's more comfortable inside the gym
19. In hiking, what should be the group's pacing?
- a. The pace of the lead man
 - b. The pace of the last man
 - c. The pace of the slowest man
 - d. The pace of the fastest man
20. In an outdoor adventure, which of the following is not a natural trail sign?
- a. Rocks
 - b. Grass
 - c. Twigs
 - d. yarn

Let's see how you scored in the pre-assessment?

Advance	18-20
Proficiency	16-17
Approaching proficiency	14-15
Developing	10-13
Beginning	9 and below

INSTRUCTIONAL ACTIVITIES

Part I What to KNOW

Hey ninth graders...welcome to the part where knowledge will be unveiled. You will be provided with activities that will test your prior knowledge, stimulate your interest, and elevate your level of excitement in the different activities. This part of the module will help you get started and be mentally ready for the next parts.

Activity 1: Lifestyle Check

The activity puts awareness on the kind of lifestyle you have.

Objectives:

1. Check on your healthy lifestyles
2. Determine your frequency of participation in healthy lifestyle

Materials Needed: Copy of the Teacher-made survey

Here's how:

1. Form five groups with 8-10 members each.
2. Get the survey form.
3. Put a checkmark on the frequency of your participation as Always, Sometimes, and Never.
4. Make your summary report and share with the class
5. Concentrate on the following:
 - What activities are checked as “always”
 - What activities are checked as “sometimes”
 - What activities are checked as “never”
6. Your group representative will do the presentation in 3 minutes

DRAFT as of April 7, 2014

Teacher-Made Survey Form

Statements	Always (3)	Sometimes (2)	Never (1)
1. I accumulate 30 minutes of moderate physical activity most days of the week (brisk walking, climbing the stairs, farm work, or home chores)			
2. I do vigorous activity that elevates my heart rate for 20 minutes at least three days a week.			
3. I do exercises for flexibility at least three days a week			
4. I do exercises for muscle fitness at least two days a week			
5. I eat three regular meals each day			
6. I select appropriate servings in the food guide pyramid			
7. I restrict the amount of fat in my diet			
8. I consume only as many calories as I expend each day.			

Source –*The Healthy Lifestyle Questionnaire from “Fundamental Concepts of Fitness and Wellness”* by Charles Corbin, Ruth Lindsey, Gregory Welk and William R Corbin, 2001, pg 15

What does your score mean?

21-24 –	5 stars (healthy lifestyle)
16-20 -	3 stars (average healthy lifestyle)
15	1 star (warning on your lifestyle)

Very good! Your presentation revealed your status as to your kind of lifestyle! Now let's find out how you manage your free time...

Activity II Pag May Time

This is an activity that will reveal how you spend 24hours in a day.

Objectives:

1. Determine your activity during your free time
2. Differentiate the sets of time as to your kind of activity

Materials needed:

Teacher -made survey form

Here's how:

1. Form five groups with eight to ten members each., select the discussion facilitator and the secretary.
2. Using the matrix below, identify the activities that you do in a day.
3. You'll be given 5 minutes to do the survey
4. The group leader will present the summary in 3 minutes.

Time of the day	Activities	Amount of time spent in the activities (in minutes)
MORNING		
AFTERNOON		
EVENING		

You spend your day attending to your biological needs such as eating, sleeping and rest (**EXISTENCE**), attending to your classes in school (**SUBSISTENCE**) and the time for enjoyment and relaxation (**FREE TIME**).

Now, pause for a minute and reflect on the following questions:

1. Which among the activities attend to your biological needs?
2. Which among the activities attend to your classes and work related?
3. Which among the activities attend to your leisure needs?
4. Why do you engage in those activities?
5. Which among the activities do you attend most?
6. How can you categorize the activities listed above?

Students like you are faced with lots of things to do in a day. Many of your activities are **less physically active (passive)** that you don't need to exert extra effort and energy, but others are **physically active** that requires you to burn extra calories. The activities that you voluntarily participate in during your free time are called **RECREATION**. Experts suggest that in choosing your recreational activities, it should be **of your interest** and not of others. It should also be **voluntary** and not pressured by somebody, and lastly it should **meet your recreational satisfaction needs** such as physiological, educational, social, relaxation, physiological, and aesthetics. The **less physically active** activities that you are into bring alarming effect to your health. Some of the activities today are sedentary in nature, requiring less energy consumption.

According to the World Health Organization, the 4th leading cause of disease is inactivity. This is due to the popularity of the technological gadgets that you are up to and the poor health lifestyle. Due to this alarming fact, you are encouraged to switch into a more active lifestyle by means of engaging to active recreation.

Activity III In or Out

The activity introduces another classification of recreation. This will widen one's knowledge on the different recreational activities that one can from.

Objectives:

1. To differentiate indoor from outdoor recreational activities
2. To share personal experience in the different activities

Materials Needed:

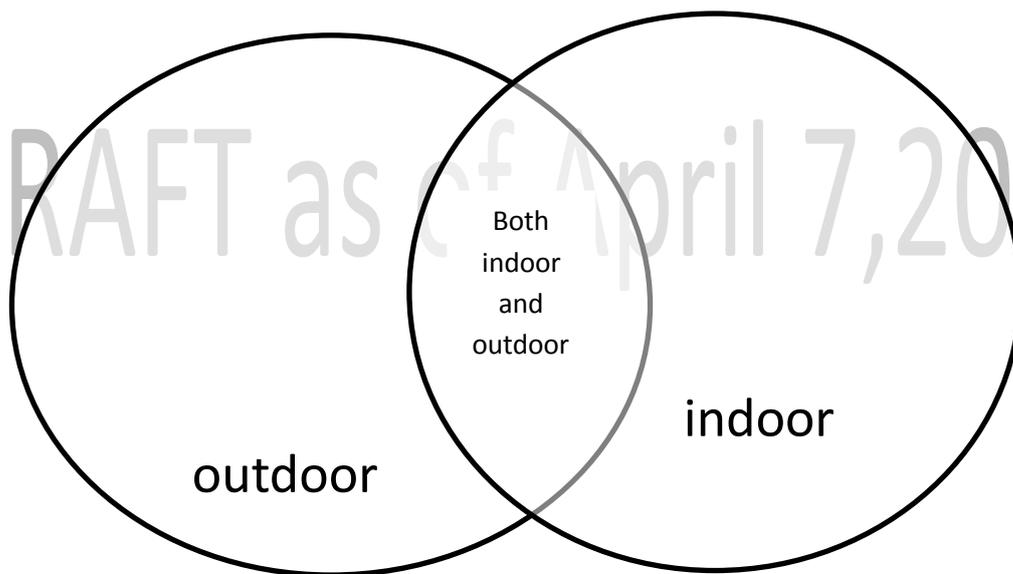
Manila paper or /used calendar

Here's how:

1. Find a partner. Copy the Venn diagram in your worksheet
2. Identify if the activities/games listed below are held indoor or outdoor by writing it on the circles.
3. Do this in 3 minutes.

Good job! You were able to put them in their proper locations! Now ask yourself the following questions and be ready to reason out.

- Which among the activities are you familiar with?
 - Have you participated in one or two of the activities?
 - If yes, when was the last time you participated in that activity? Where?
 - How was your experience?
4. Be ready to share it to the class.



Cycling	Volleyball	Table Tennis	Badminton
Zumba dance	aerobics	Camping	Hiking
Orienteering	Futsal	Frisbee ultimate	Swimming

Aside from being active and passive type of recreation, recreation also embraces both indoor and outdoor activities.

We consider recreation as indoor when the activity is within the premises of your comfort zone at home or inside a building. Recreation is outdoor when the activity is undertaken in a natural, rural or open space outside the confines of buildings, usually large land area that is close to nature.

Activity IV Lecture-Discussion

This is an opportunity to discuss and clarify about the nature and the basic knowledge on achieving a healthy life through active participation in recreational activities.

Objective:

1. Describe how participation in active recreation contributes to the achievement of a healthy life.

Materials needed:

Reading materials
Powerpoint presentation

Here's how:

1. Work in pairs or groups.
2. Given the readings below, discuss the lifestyle of each member. Focus on the similarities and differences in terms of the following:
 - Eating habits
 - Physical activity participation
 - Recreational Choice
3. As a pair or group, make summary of the essentials in the readings. Illustrate your summary using creative organizer, concept map or charts.
4. Present it to class.

Readings:

INTRODUCTION

The way you live your life in an everyday basis is your **lifestyle**. These are the patterns of your behaviour on how you typically live. It includes eating habits, physical activity participation, and recreational choice. Do you belong to the "technology generation?" Well, these are the people who choose to spend time in front of the computer rather than playing sports, walking, and moving around. How

about your eating preferences? Today's teenagers are seen in places like fast food chains indulging with unhealthy food such as fries, burgers, and drinking too much sugary drinks that causes obesity.

Participation in active recreation influences your healthy **lifestyle**. It **improves health condition** in many ways. It also helps you to **use the calories better** and **sustain a desirable weight**.

Lifestyle change is the best way of preventing illness and early death. Major causes of early death have shifted from infectious diseases to chronic lifestyle-related conditions such as heart disease, cancer, and diabetes.



1. Engage yourself in a regular physical activity
2. Eat healthy food.
3. Find time to manage stress
4. Follow a good personal healthy habits

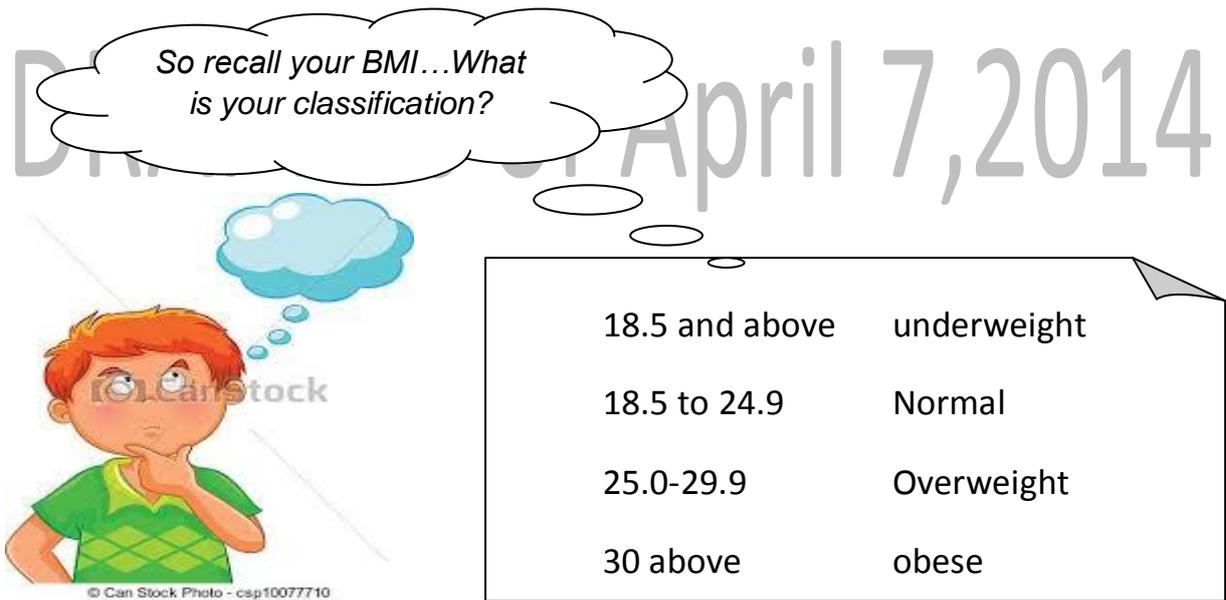
The **HELP** Philosophy can guide you in starting a healthy lifestyle change:

Health	<ul style="list-style-type: none"> •those who believe in the benefits of healthy lifestyle are more likely to engage in healthy behaviour
Everyone	<ul style="list-style-type: none"> •Healthy lifestyle can be practiced by everyone “health for all”
Lifetime	<ul style="list-style-type: none"> •The longer healthy lifestyles are practiced, the greater the beneficial benefits
Personal	<ul style="list-style-type: none"> •No two people are exactly the same. Your personal needs is the basis of your lifestyle change

Adapted from Fundamental Concepts of Fitness and Wellness by Charles B Corbin, Ruth Lindsay, Gregory Welk and William R Corbin

When was the last time you had a visit in the school clinic? Did you get your weight? How much weight do you have? Do you know your weight range? It is an estimate of how much you should weigh depending on your height and your body frame. One of the ways of knowing your weight range is through your Body Mass Index (BMI).

So recall your BMI...What is your classification?



18.5 and above	underweight
18.5 to 24.9	Normal
25.0-29.9	Overweight
30 above	obese

http://comps.canstockphoto.com/can-stock-photo_csp10077710.jpg

After determining your healthy **weight range** using your BMI, let us identify what affects your weight?

1. Genes –These are inherited traits from your parents. Children can inherit the chances of being overweight or obese if born from obese parents, approximately 80% chance. While non-obese parents can only have a 10% chance of bearing an obese or overweight child. The rapid growth which teens

undergo causes a natural healthy weight gain. However, girls on their teens have hormonal changes that cause weight change.

2. Environmental factors – aside from the genetic factors, being overweight or obese is also caused by some environmental factors. These include behaviour and lifestyle choices. When a child is brought up with overeating unhealthy foods and under exercising, he develops a learned behaviour that leads to wrong lifelong habits.

Readings: MANAGING YOUR WEIGHT

Energy Balance

The concept of energy balance compares the amount of energy consumed as food with the amount of energy expended through physical activities, exercises, and resting metabolism.

You can maintain a healthy weight by eating a **healthy diet** and **balancing the food you eat**. These foods are used as **energy** to keep your body systems working. You use some for **physical activity and exercises** such as playing sports and dancing.

If you eat **more than your energy expenditure**, you will **gain weight**. If you eat the **same amount of food** that your body needs in your daily physical activities, you will **maintain your weight**. Then if you have **more than energy expenditure than food intake**, you will **lose weight**.

To sum it up:

Weight Gain (more calories consumed/less calories expended)

Weight Loss (more calories consumed/less calories expended)

Weight Management (calories consumed = calories expended)



(For LAY OUT ARTIST PLEASE REDRAW)



Retrieved from <http://drannelinepadayachee.wordpress.com>

Engaging in physical activity is one big step that you can do to start changing your lifestyle into a more healthy and active one. Being active would mean getting yourself into active recreation such as sports, dances and some outdoor-type activities.

Readings: INDOOR RECREATIONAL ACTIVITIES

Badminton

http://64.19.142.12/www.mnartists.org/uploads/users/user_25026/e5a2ec446653fa8673c0e7da1e159304/e5a2ec446653fa8673c0e7da1e159304_scale_410_519.jpg

Badminton is believed to have originated from the game “poona” that was played by English Army officers stationed in India during the 17th century. It was later brought to England in 1870’s when the Duke of Beaufort held a lawn party in his country place, Badminton. It was only in 1992 Barcelona Olympics when the game became an Olympic sport with singles and doubles events.

Games are held inside the gym to avoid the effect of air in the flight of the shuttle. Players need a racket and a shuttle cock to enjoy the game in a court.

The game requires the skills in service, strokes in hitting the shuttle such as smash, drop, lob or clear and net shorts, and power of the leg in footwork.

The game is played by either singles, doubles and mixed doubles. A game is won when a player/s reach a score of 21 points. In case of a deuce (20-all), one has to gain a two-point advantage over the other. But in case of a 29-all score, the first to reach 30 will win the set. A match is won by winning two out of three sets.



Volleyball

<http://superiorawards.us/Sports%20Photos%20Page/Home%20Page%20Icons/Volleyball%20Icon.gif>

The beginning of volleyball can be traced from the ingenuity of William J. Morgan in 1895 at Holyoke Massachusetts. Initially, the game was called “mintonette” but in its first exhibition game demonstration, Alfred Halstead suggested the name “Volley Ball” due to the volleying characteristic of the game.. In 1910, the game was brought to the Philippines by Elwood S Brown. The Filipinos are credited in the changes of the game with the addition of the skill called “spike or kill”. In 1964, volleyball had its first summer Olympics exposure as a medal sport.

Volleyball is a team sports with six players in each side of the court with a 9x18 meters dimension. The object of the game is to send the ball over the net and avoid it from grounding into your own court. A ball, net and a court are needed to play the game. Scoring follows a rally point system. A game is won in a two out of three sets. A set is won by reaching a score of 25. In case of a deuce, a team should have a two-point advantage over the other. Players need skills like service, volleying, setting, spiking and blocking to enjoy much of the game and gain its fitness benefits.

BENEFITS OF SPORTS

Badminton and volleyball are good recreation activities that involve the **physical dimension**. It enhances the metabolism of the body which in turn is a factor in losing weight. While playing badminton, the constant racket swings in receiving birdies, leg stretches in saving net and drop shots, and power jumps for smashing burns more calories. Volleyball on the other hand strengthens the upper body, arms and the lower extremities when you serve, pass, set, spike and block when in play. Participation in both badminton and volleyball helps you to manage your weight appropriate for your age and height. However, religious indulgence in the two games can lead you to attaining your desired weight by losing extra fat deposits. This can be achieved better when combined with proper diet.

Aside from the physical dimension, the games also has claims on affecting the different dimensions of health of a person. When players control their feelings during games, the **emotional dimension** is involved. Since a sport is fun, the emotional wellbeing is improved. Playing with strategies and tactics involves the **intellectual dimension**. Thinking of ways on where to direct the shuttle and the ball gives you an advantage of winning and enjoying the game. The **social dimension** is seen when players build good relationships. Trusting your teammate builds camaraderie and teamwork.



Dance

<http://shelovesblogging.files.wordpress.com/2010/07/aerobics.jpg>

Dance is another indoor alternative recreation for those who enjoy the beat of rhythm and movement. It is a fantastic and fun form of exercise that gradually raises heart rate. That's why dance is a very good cardio work out. Regular participation in dance activities tightens and tones muscle groups and burns more calories.

ZumbaFitness Dance –

Zumba dance is an alternative indoor recreational activity with fitness benefit claims. It was accidentally discovered by a Alberto “Beto” Perez , a celebrity fitness trainer of Colombia in the mid 90’s. The birth of zumba came about during one his aerobics class, when he realized that he had forgotten his aerobics music. Quickly, he grabbed whatever tape he has in his backpack. It so happened that his tapes are those of latin music such as merengue and salsa. With his improvisation skill, he was able to create an on-the –spot aerobics class using the non-traditional music. That’s the birth of the dance fitness craze **Zumba!**

DRAFT as of April 7, 2014

Why should you dance zumba?
Here are some of the benefit
claims...



- It improves cardiovascular health –The combination of cardio intervals brought about by the fast and slow rhythms makes this dance a great cardio interval work-out The fast and upbeat moves of zumba improve the delivery of blood which carries oxygen to the different parts of the body through the veins, arteries and heart.
- It helps in losing weight – cardio interval effect of zumba maximizes the burning of calories. Joining zumba workout for an hour burns approximately 600 calories.
- It relieves stress. It is believed that zumba dancing releases more altering endorphins that melts away worries away.
- It improves mood. It releases feel good hormones called “endorphin” that improves self-esteem, self- confidence and self -image.

- It tones the abdominals – the dance moves work on firmer core abdominal muscles.

Basic Zumba steps

Zumba involves a combination of latin dance steps such as Salsa, Samba, Raggaeton, Merengue, Cumbia, Cha-cha-cha, mambo rumba, flamenco. Many steps have been included to make the dance more exciting such as belly dancing, hip hop and the like

Readings: OUTDOOR RECREATIONAL ACTIVITIES

Are you dreaming of adventures to experience? Mountains to climb? Rivers and beaches to swim? Terrains to hike and other adventures that nature can offer? Well, get ready and find your way out...Let the adventure begin!

HIKING



Hiking is going on an extended walk for the purpose of pleasure and exercise. Pleasure includes having close encounter with nature, enjoying the beauty of the environment, smelling the natural aroma of flowers and trees, and being one with Mother Nature. Exercise on the other hand pertains to the fitness benefits that we get from the activity. Hiking is more of adventure

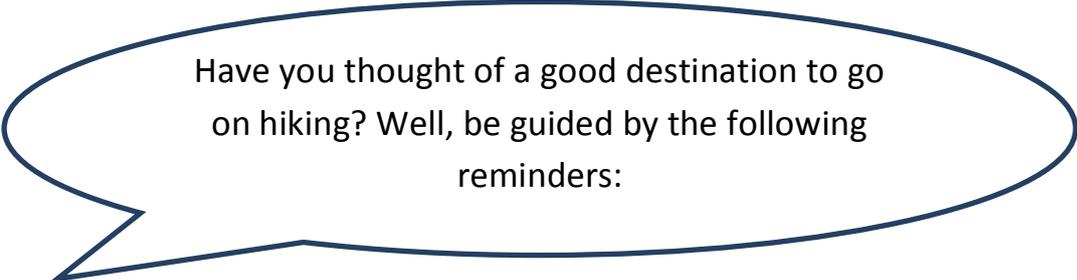
http://www.iconshock.com/img_jpg/REALVISTA/education_icons/jpg/128/backpack_icon.jpg



Have you experienced walking in a longer distance? How was the feeling? Here are some benefits that you can claim:

http://www.adventurecenter.com/sites/default/files/styles/search_results_header_icon/public/images/icons/icon_activity_hiking_0.png%3Fitok%3DI5CvBPt

- It offers cardiovascular fitness.
- It gives the feeling of relaxation.
- It balances your daily life routine.
- It's a good option for weight management activity.



Have you thought of a good destination to go on hiking? Well, be guided by the following reminders:

Essential Tips for the Outdoors:

1. Pick a partner.
 - Find a friend who is an experienced hiker or backpacker. It's safer to travel with a friend or group of friends. Plus, an experienced hiker can share valuable tips and advice about the wilderness.
2. Pick a destination.
 - Do your research on your destination: read travel books, websites or magazines. Ask well-travelled friends too.
3. Know your time and distance.
 - Know how long and how far the trip will take you. This will help you plan what you need to pack. This will also help you when making a budget for the trip.
4. Be physically ready.
 - Make sure you are physically fit for the hike. You should have ample endurance to prepare yourself for long walks. Practice carrying heavy bags so that you will also build strength.
5. Choose your gear and your backpack.
 - Try to pack as light as possible. Think about which comforts of home you can leave behind to save space and weight. Use a climbing checklist to help you decide what to bring. You can also rent or borrow equipment from other hikers.
 - When choosing a backpack, look at its carrying capacity and its size. It should be big enough to fit all your belongings and snug enough to stay close to your back. Pack your heaviest gear close to your back and near your shoulders.
6. Pack and wear appropriate clothing.
 - Wear moisture-wicking or "dry-fit" fabric because this absorbs sweat faster than cotton and dries easily.
 - Wear proper footwear, such as hiking shoes or trail runners, as most sneakers or sandals may not have enough grip on their soles.
 - Wear a hat to protect yourself from the sun.
 - Always bring a rain jacket in case it rains.
 - Wear comfortable pants, such as trekking pants or shorts. Jeans can be heavy and quite hot if worn during hiking trips.

7. Plan your meals.
 - Bring some trail mix (nuts, chocolate, jelly, cereal, etc.) to keep your energy up throughout the day.
 - If going on overnight hikes, plan your meals accordingly. If traveling with a big group, divide the team into smaller groups and assign a meal per small group.
8. Keep communication lines open.
 - Not all areas have signal for your mobile phones but keep them handy in case of an emergency.
 - Before you leave for your trip, make sure that you have a contact person who knows all your emergency details. Keep the contact person informed on your whereabouts at all times (if possible). Leave your itinerary with the contact person.
9. Wilderness ethics
 - Pack out what you pack in. Practice the Leave No Trace principles by picking up after your trash and bringing them home with you.
 - Modulate your noise levels. Remember, some people go into the wilderness to relax and unwind. Respect the privacy of other people.
 - Be respectful and courteous to other visitors as well as to wildlife.
 - Enjoy the view and the experience!

Source: Wood, T.D. (2013). Backpacking for beginners. Retrieved from: <http://www.rei.com/learn/expert-advice/backpacking-beginners.html>

The Ten Essential checklist for backpackers (for safety, survival and basic comfort)

1. Navigation

- Map (with protective case)
- Compass
- GPS (optional)

2. Sun protection

- Sunscreen and lip balm
- Sunglasses

3. Insulation

- Rain jacket (extra layers for cold conditions)

4. Illumination

- Headlamp or flashlight (plus spare)
- Extra batteries

5. First-aid supplies

- First-aid kit

6. Fire

- Matches or lighter
- Waterproof container
- Firestarter

7. Repair kit and tools

- Knife or multi-tool
- Kits for stove, mattress; duct tape

8. Nutrition

- Extra day's supply of food

9. Hydration

- Water bottles
- Water filter or other treatment system

10. Emergency shelter

- Tent, tarp, or reflective blanket

Source: REI. (2009). Backpacking checklist. Retrieved from:
<http://www.rei.com/content/dam/documents/pdf/backpacking.pdf>



How do you prepare for a hike?

http://upload.wikimedia.org/wikipedia/commons/thumb/7/71/Notepad_icon.svg/500px-Notepad_icon.svg.png

Before the hike

- ✓ See to it that your body is in a certain level of fitness for a safe and pleasant climb. For you to enjoy the scenery more and enjoy the company of other backpackers, you must be **PHYSICALLY FIT**.
- ✓ Attend to the following concerns:
 - Your travel plan (itinerary).
 - Possible transportation.
 - Budget.
 - Food and water to bring.
 - What equipment to bring

During the hike

- a. On Group Formation
 - ✓ Follow a single file formation. Overtaking should be avoided, but in case of a need to do it, inform the hiker in front of you
 - ✓ Maintain a certain distance in between hikers.
- b. Pacing
 - ✓ Start with a slow pace gradually change as the group desires
 - ✓ Do not leave anyone behind
 - ✓ Inform the group if there is a need to rest
 - ✓ The pace of the group should be that of the slowest member or the person who has the heaviest load.
- c. Trail Signs
 - ✓ *Man-made/alternative*

- any colored materials such as yarn can be used but it is known by all members of the group
- ✓ *Natural trail signs*
Materials found in the environment like rocks, grass and twigs,

ORIENTEERING



http://www.cwsportspartnership.org/images/dr_b02989e6690cc0638e4da09ded34f9cb.jpg

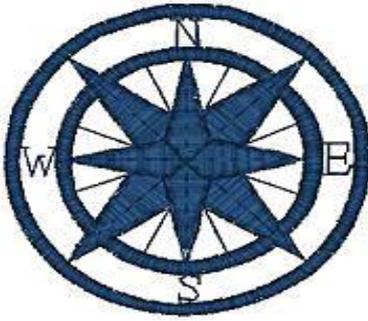
It is an outdoor navigational recreational activity using specially drawn and detailed maps. It requires navigational skills to navigate from point to point normally moving at a speed. An orienteering course consist of a series of control points which have to be located in order in the shortest possible time.

*Orienteering as an outdoor recreational activity offers much benefit to you:
Here are some claims:*

1. Conceptual aspects – Since it is a navigational activity, it enhances your decision making skills about map interpretations and using compass. It also requires you to constantly interpret information contained in the map.
2. Physical Aspect – Orienteering is basically a running sport so it develops your cardiovascular endurance and general fitness. Speed, endurance, and strength are essential components necessary to successfully participate in the game. Technically, this activity captivates the mental and physical challenge features.
3. Personal aspects – Since you are responsible in making decisions in this activity, you develop your self-confidence and reliance. Your aims are clear that you work hard to achieve them giving you the feeling of self-achievement.
4. Social Aspects – You will learn to work cohesively with one another
5. Environmental aspect – It creates an avenue for you to appreciate your environment

The fundamental skill in orienteering is **orientating the map or setting the map**. In moving the map, you have to:

- Find your approximate location on the map
- Recognize the pattern of features on the ground as being the same as the pattern on the map
- Always hold the map so that you are looking along the route with the map matching the ground.
- The map is said to be oriented if the features on the map are in proper relation to the actual features in the field



The Map - is a picture or representation of the earth's surface. It includes a compass rose that shows directions. Cardinal directions are the four base parts on a compass. The top point is north and the point at the bottom is south. The side points are called east and west. The points in between the cardinal directions are called intermediate directions which include northwest, northeast, southwest and southeast.

http://www.myteacherpages.com/webpages/ttravis/social_studies_class.cfm?subpage=648434



Maps use a key or legend to explain the meaning of each of the symbols used in the map. The key usually shows a small picture of each of the symbols used on the map, along with a written description of the meaning of each symbol. Maps use a key or legend to explain the meaning of each of the symbols used in the map. The key usually shows a small picture of each of the symbols used on the map, along with a written

description of the meaning of each symbol

Retrieved from

http://www.myteacherpages.com/webpages/ttravis/social_studies_class.cfm?subpage=648434

Here's the golden rule of orienteering:

Only go as fast as you can read the map

- Know where you are (map-reading skills)
- Know where you are going (route-choice skills)

Retrieved from <http://myweb.tiscali.co.uk/magnus/orientgoldenrule.html>

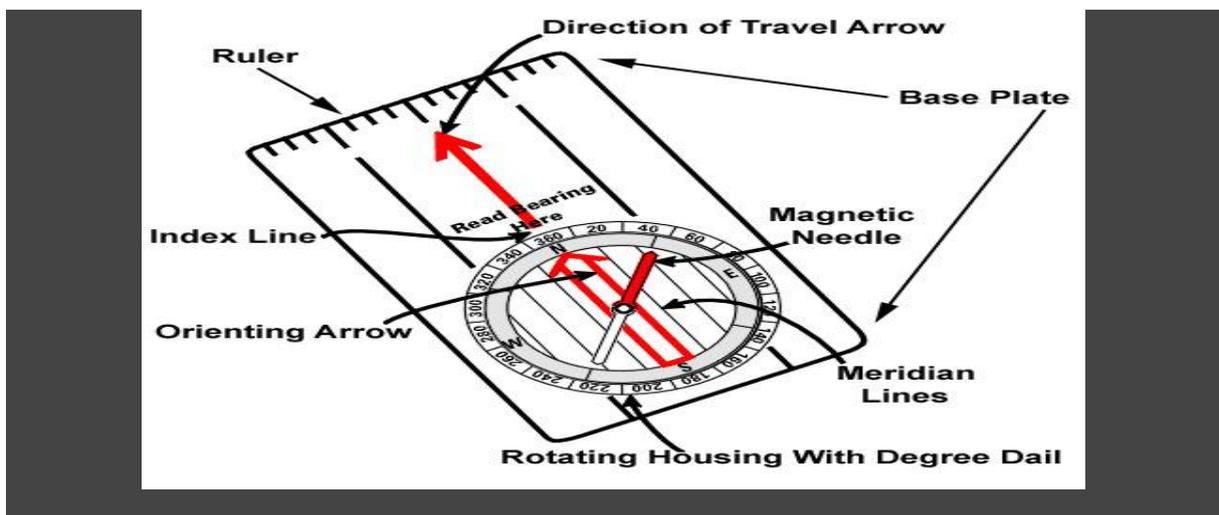
Orienteering Compass

A compass is an invaluable tool that every backpacker should know how to use. It is a magnetized needle floating in a liquid and responding to the Earth's magnetic field consequently revealing directions. Generally, a compass is used to measure bearings and to pinpoint locations

Orienteering Compass Parts

- Magnetic needle – the magnetic needles north end is painted red and its south end is white.
- Revolving compass housing – the housing is marked with the four cardinal points of north, east, south and west and further divided into 2 degree graduations indicating the full 360 degrees of a circle. The bottom of the rotating housing is marked with an orienting arrow and meridian lines
- Transparent base plate – the base plate is marked with a ruler , an index line as well as the direction of travel arrow.

Parts of an orienteering compass



<http://www.summitpost.org/compass-basics-an-introduction-to-orientation-and-navigation/358187>

Bearing

Bearing refers to the direction from one spot to another measured in degrees from the reference line of north.

How do you take the bearing?

- Hold the compass in front of you with the direction of travel arrow pointing at object of interest
- Hold the compass level steady and rotate the housing dial until the orienting arrow lines up with the red end (north end) of the magnetic needle, while keeping the direction of travel arrow pointed at the object.
- Read the number indicated at the index line – that is your bearing

Retrieved from <http://www.summitpost.org/compass-basics-an-introduction-to-orientation-and-navigation/358187>

Now that you have gained some inputs on the nature and background of the different indoor and outdoor recreational activities and its fitness benefits, you can now proceed to the next level and apply the lessons you have learned...Practice and be ACTIVE!

Part II What to PROCESS?

This part will expose you to the real scenario of THE ACTIVE RECREATION activities. Challenging and enjoyable lead-up games, simple dance exercise routine and exciting outdoor activities are at stake ...So, prepare yourself and get started!

Activity 1 Fitness and Recreation as ONE

This activity creates the oneness of fitness and recreation. It brings to reality the essence of recreation participation in attaining fitness

Objectives

1. Analyze the fitness components involved in the different recreational activities
2. Establish a strong link between recreation and fitness.

Materials Needed

Manila Paper
Pentel Pen

Here's how:

1. Form three groups with 5-10 members. Choose the facilitator and secretary.
2. One group will work on **sports**, another group for **dance**, and **outdoor activity**.
3. Recall the different fitness components. Discuss the physical fitness component needed in participating in active recreation.
4. Reflect your work in a manila paper with focus on the ff:
 - a. What physical fitness components are involved in your assigned recreational activity? (sports, dance, outdoor)
 - b. What fitness component is common in the recreational activities?
 - c. How does active participation in recreational activities contribute to your fitness?
5. Put your output in a manila paper in any presentation that you want to.
6. Be ready to share it in the class.

What fitness components are involved in dance activities? Sports activities? Outdoor activities?

Great job! Now that you have identified the necessary fitness components involved in the different recreational activities, you have to prepare yourself and be ready to be in action.

Based from the identified fitness components, you will have activities that will enhance them in preparation for your actual recreation activities.

Activity 2 Fitness and Fun Game

This activity envelops the enhancement of selected fitness components in a game mechanism. You'll be experiencing fitness while having fun.

Objectives

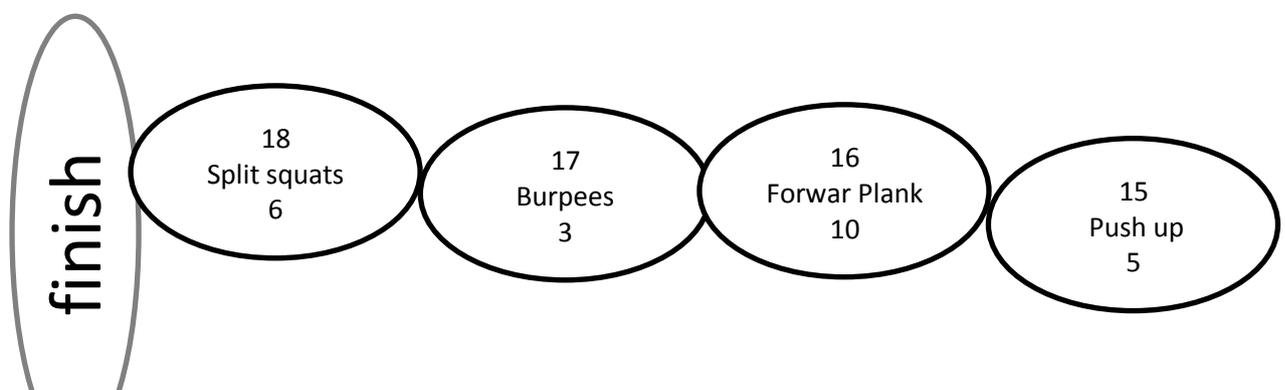
- Participate in a game
- Realize the importance of game participation in enhancing fitness

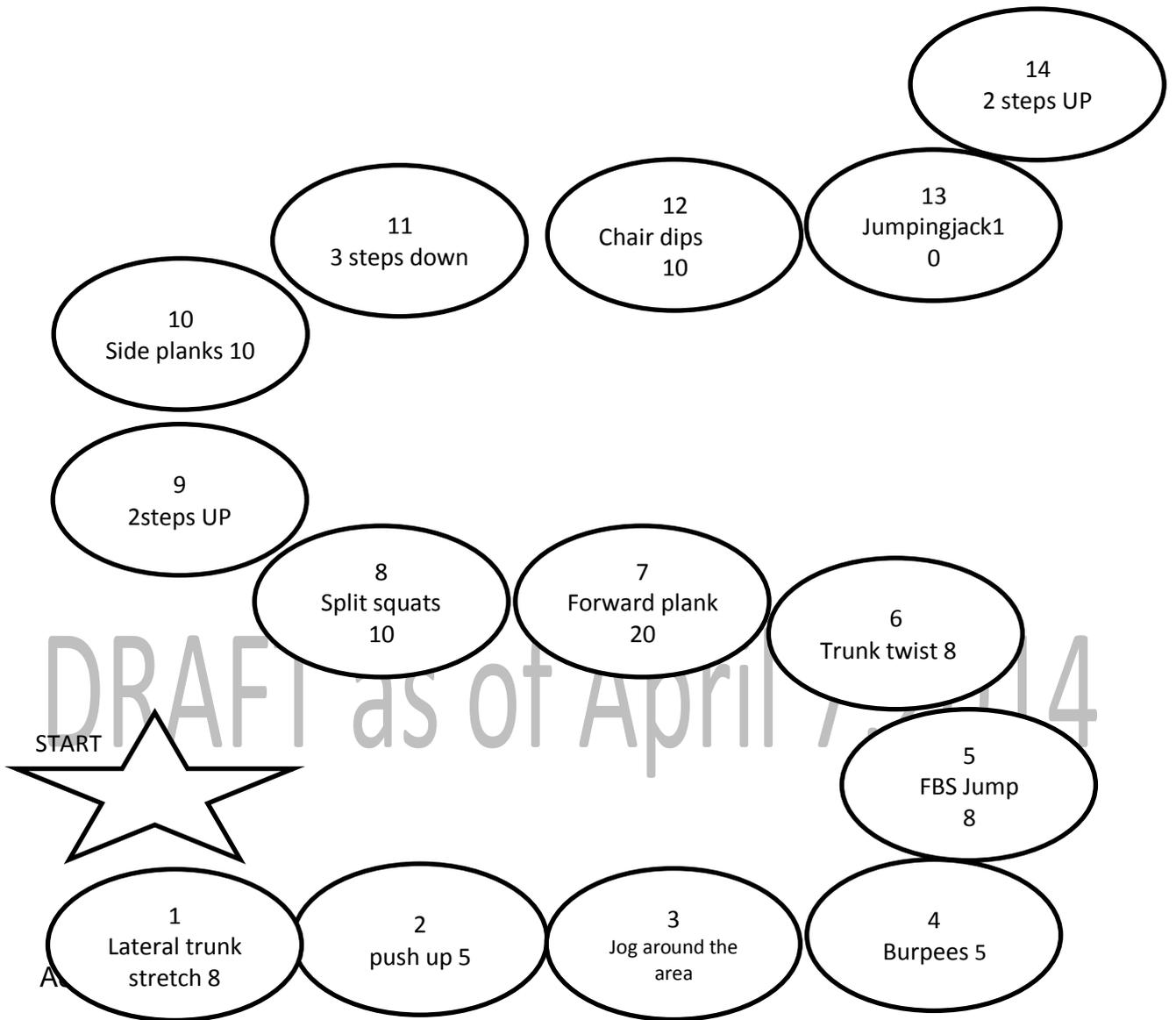
Materials Needed

Fitness and Fun Game board
Dice

Directions

1. Form five groups with 8-10 members each.
2. Members form one circle about 2 meters away from the game board
3. Leader stays in front of the game board
4. On signal, leader rolls the dice, runs to the group and performs the exercise together indicated in the fitness board (leaves the dice in the corresponding number in the game board)
5. The number above represents the order or exercises, while the number below the circle represents the number of repetitions.
6. After performing, run again to the game board and roll the dice again...
7. Repeat the procedure until you get the chance to roll the exact number to finish the game.
8. After reaching the finish star, form one straight line, jump three times and shout "I am fit and I had fun"





Here's how the exercises are done ...

1. **Lateral trunk stretch** –Stand with feet shoulder width, stretch both arms up with the fingers interlocking with one another. With that position, bend to the right without bending the knees for eight seconds. Do it again to the left side. Do not over stretch! Stretch on your flexibility level.



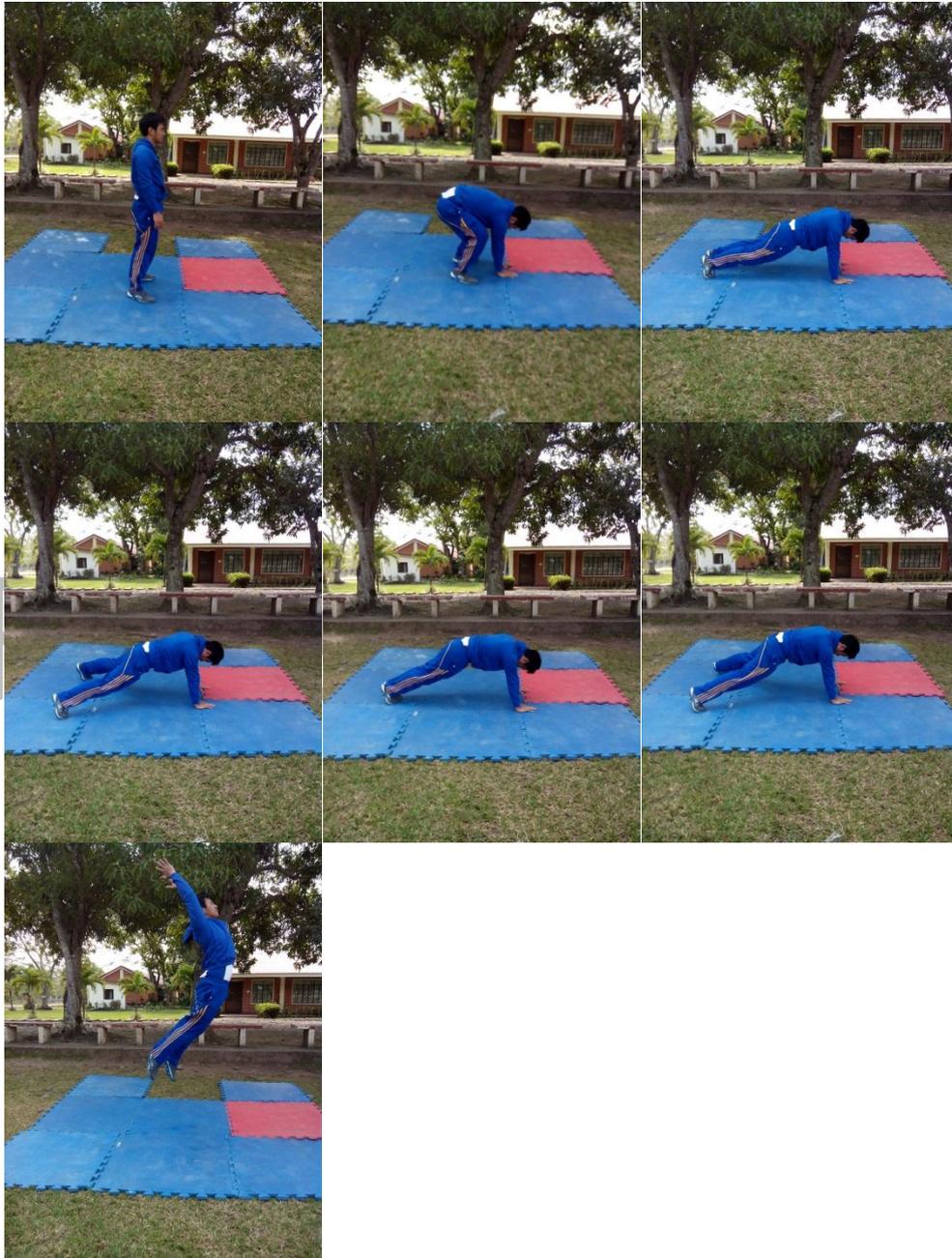
2. **Push up** –Perform regular push up with 5 repetitions



3. **Jog around** - jog around the gym/area for 60 seconds.



4. **Burpees** – Stand with your feet shoulder-width apart. Go to squat position with the hands on the floor in front of you. Kick your feet back moving in a push-up position. With that position, open your legs in a straddle position then close. Kick your feet forward back to the original position. Stand up and jump in the air. Repeat five times



5. **FBS Jump** - stand with your feet shoulder width apart. Slightly bend your knees with both hands at the back of your neck. Jump forward, backward, sideward Right and left as fast as u can keeping your weight on the balls of your feet. One count for every cycle (forward, backward, sideward R and Left). Make 8 cycles.



6. **Trunk twist** – Standing with feet open in shoulder width, raise arms sideward at shoulder level with palms up. Gradually twist your trunk to the right for eight counts. Do it again to the left.



7. **Front Plank** – In a push-up position, make your forearm as the base of support together with your toes. Keep a steady position and work on your abdominals and arms. Do this in eight seconds.



8. **Split squats**—Stand with your feet shoulder width apart. Step your right foot forward and lift the heel of your left foot off the ground. Keeping your hands on your waist, bend the left leg slowly and lower it almost touching the floor. The front knee should not go beyond your toes. Repeat 10 times alternating the right and left foot.



9. **Side Plank** – Lie on your right side making sure that your body is in a straight line. Rest on your forearm and bring your elbow underneath your shoulders. Contract your abdominals. Then slowly lift your hips off the floor making a diagonal straight line from your base of support to the head. Look straight ahead keeping your neck in line with your spine. Hold for 10 seconds and repeat on the other side.



10. **Chair dips** – stand with your back in front of the chair. Sit on the edge of the chair and place your hands behind your hips along the sides of the chair.



11. Jumping Jacks – stand with feet together, hands at sides. Jump and land on both feet open shoulder width apart with arms moving sideward upward finishing above the head. Then go back to the original position. Do this for 10 times.



Processing questions:

1. Which among the exercises develop flexibility?
strength?endurance?power?coordination?
2. How did you perform the different activities? Did you find it easy?

Two thumbs up for your physical effort! Indeed you display a high energy level of performance .Because of that, you can now proceed to the next level...

Let's proceed to some suggested activities for Indoor Recreation

Note to learner: Suggested lead up games depending on your interest and the availability of equipment

BADMINTON

Game 1

Surprise Shuttle Game

Objectives

- Practice receiving skills with alertness
- Develop active participation in the game
- Enhance decision-making skills
- Avoid grounding the shuttle into your own court/quarter

Materials Needed

- Racket
- Shuttlecock

Here's how:

1. Divide the badminton court into three quarters
2. Form three groups with five players each
3. Each group should stay in one quarter of the court
4. Quarter 1 group serves the shuttle to any of the other quarters
5. The receiving group, hits the shuttle to any of the other quarters
6. If the shuttle lands in your own quarter, you'll get 1 point.
7. The group who gains five points first will be eliminated from the game.
8. Another set of five players will replace the eliminated group.
9. You can use any of the strokes in hitting the shuttle
10. Your group has one chance of hitting the shuttle.

Game 2**Volley-Shuttle Game**

- Practice service-receive –smash skills
- Enhance team spirit
- Focus on the smash skill

Materials Needed

- Racket
- Shuttlecock
- Open space

Here's how:

1. Form a group of six players each occupying the two sides of the court
2. Using the formation in volleyball, zone 1 player serves
3. Player in the other court receives the shuttle
4. The receiving team has 3 chances of contacting the shuttle, but on the third hit, it should be a smash
5. If it is not a smash, then it's a violation and a point is awarded to the other team.
6. Scoring follows the "rally point" system
7. The team that reaches 10 points will win the game

Game 3**Service Deluxe Game****Objectives:**

- Develop accuracy in service

Materials needed:

- Racket
- Shuttlecocks
- Hoola hoops

Here's how:

1. Form three groups with 8-10 members.
2. One group performs after the other
3. Place hoola hoops covering the areas in service areas both single and double. Be guided by the following scoring system:
 - (A)hoop 1 just below the short service line – 1point,
 - (B)hoop 2 in the middle of the service court– 3 points
 - (C) hoop 3 in the long service court – 5 points,
4. In a group, each player is given 3 tries to deliver a serve. The shuttle should land on the correct service court.
5. A service that lands outside and in the short service area has 0 point.
6. The group secretary will tally all the scores earned
7. The group having the biggest score wins the game

VOLLEYBALL

Game 1 **Keep It Up**

Objectives:

- To keep the ball up in the air using the forearm pass.
- Avoid grounding the ball on the floor.
- Practice the proper mechanics of passing
- Enhance team communication.

Materials Needed:

Volleyball, any ball that can be volleyed (beach balls, rubber balls)

Here's how:

1. Form five groups with 6 to ten members each.
2. Find a space in the gym/playing area where you can move freely.
3. On a signal, start by one member volleying the ball to another member of the group. The ball should be on an upward direction to let other members pass it to the other members. Members try to volley the ball alternately up in the air.
4. Count the successful volleys that you do. Make 15 counts. When the ball touches the ground, the counting stops and goes back to zero.

Game 2 **Three Touches Game**

Objectives

- a. Practice the serve-serve-set-spike pattern in volleyball
- b. Enhance accuracy of setting
- c. Practice spiking
- d. Avoid committing errors

Here's how:

1. Form groups with six to eight members each
2. Group one and two will occupy the two sides of the court.
3. Group 1 will do the first serve. Assigned servers are the people at the back zone occupying zone 1, 5, and 6. Service is done alternately among the three. They serve in their respective zones.
4. Group 2 will receive the ball using the forearm pass. Follow receive-set-spike pattern. On the third touch, a member of your group should spike the ball.
5. If its not a spike, then it's a violation, the group then earns one point.
6. A team that reaches 10 points loses the game and replace by another set of players. (change the loser)
7. Follow regular volleyball rules.

Game 3**Bounce Me BackGame****Objectives**

- Practice proper mechanics in receiving using the forearm pass
- Execute proper timing in hitting the ball
- Realize the importance of proper positioning in doing the forearm pass

Materials Needed

Volleyballs

Here's how:

1. Form a group with 8 to ten members each.
2. Service is done by throwing the ball from the service area. The service should be high to make a good bounce. Sharp and low service is not allowed.
3. The receiving team lets the ball bounce first before hitting and returning to the other court. One to three touches are allowed.
4. Follow the rally point system.
5. First team to reach 10 wins the game

Game 4**Volley Relay****Objectives:**

- Practice ball control
- Volley the ball while walking

Materials Needed

Volleyballs
Marker

Here's how:

1. Form five groups of eight to ten members each.
2. Form your group in one column in front of a marker
3. On a signal, the first person volleys the ball while moving towards the marker and going back to your original position.
4. If the ball falls, the players has to go back to the starting line
5. The next players will do the same

Rate yourself according to your performance
in the different lead-up games

A

- performed the games with high level of fitness and fun

B

- performed the games with average level of fitness and fun

C

- performed the games with a little level of fitness and fun

D

- performed the games tired and stressed

*Why did you rate yourself that way? How did your body adapted to the activities?
How did you feel?*

DANCE

Activity 1 *Let's Move!*

Objectives

- Familiarize yourself with zumba/latin dance steps
- Execute the steps with energy and fun
- Test oneself in the fitness benefits of dance
- Make a simple routine using the basic steps of zumba/latin aerobics

Materials Needed

Video of zumba/latin dance from you tube
speaker

Here's how:

1. Make five groups with ten members each.
2. Watch the following videos and be able to perform basic steps of latin dance aerobics/zumba aerobics
 - fat- burning cardio latin work out by Denise Austin
 - Reduce tummy by Zuma Rio
 - Sizzling Latin Dance Fitness by Paul Eugene
3. Practice the steps in your group
4. Combine the steps to create your own routine for 5-10 minutes.
5. Choose a music that will suit your steps.
6. Perform the routine at your own level

*How did you find the dance? How did you feel? Can you feel the effect in your body?
What fitness components were tested in your own body?*

OUTDOOR ACTIVITY

Activity 1 *Let's Go!*

Objectives

- Introduce point to point orienteering
- Experience the excitement of finding the control points
- Practice actual orienteering activity
- Perform challenging task in every control point
- Finish the race in 40 minutes or less

Materials Needed

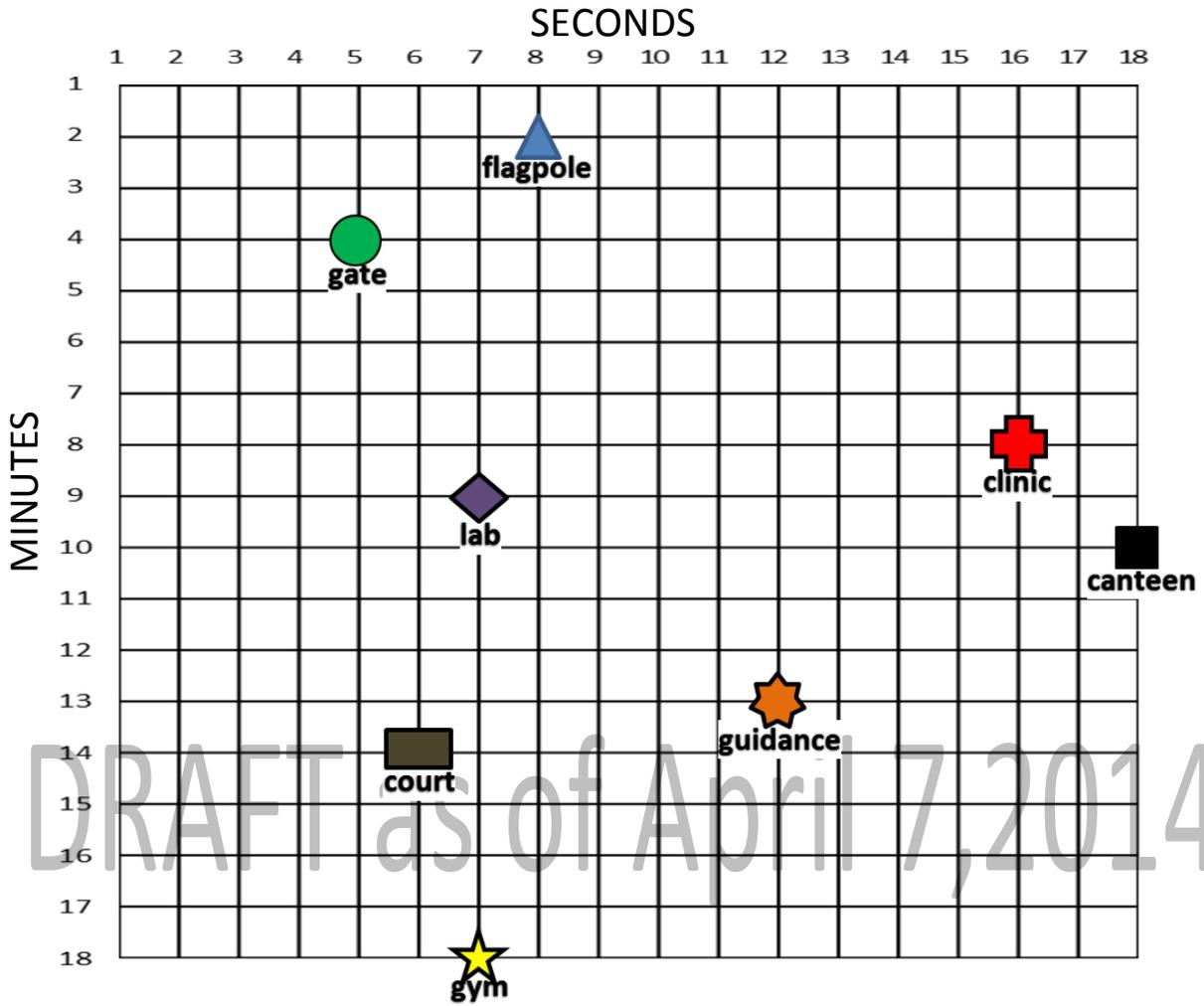
Improvised Local Map/school map
Task sheet/passport
Whistle

Here's how:

1. Form groups with five members each.
2. Get the improvised map and the passport from the teacher
3. The map has 10 control points corresponding to the different features of the school.
4. Find the control points by using the grid lines vertically and horizontally. Grid A is the Horizontal line, represented by seconds, while Grid B is the vertical line represented by minutes
5. In every control point, perform the physical task prepared for you .After the completion of the task, you can get your next clue from the facilitator assigned.
6. Start on the triangle marker then connect the points.
7. Follow the points in a numerical order. You cannot proceed to the next number unless you finish the prior number (e.g 1 2 3 ...)
8. You can connect the points in the map using your marker/pen
9. Finish the activity in 40 minutes or less.
10. On a signal, you can start and everybody shout LET'S GO!

DRAFT as of April 7, 2014

Sample Improvised Map



Sample Passport/Task Sheet

Orienteering activity

Team Name _____

Time start _____ Time End _____

Control Points	Time in	Time Out	Signature of Facilitator	Comments
2min and 8sec				

Look at how you performed in this activity:

1. Whose group performed the shortest time? Why?
2. Whose group performed the longest time? Why?
3. What strategy did you employ in your game?
4. What skills did you employ in performing the activities?
5. What is the impact of the activity in your body?
6. What fitness components were tested?

Part III What to REFLECT and UNDERSTAND?

This part provides activities that will draw your core understanding of the module. Sharing activities will make this part more exciting and worthy.

After your physical exertion, let us now try to find out how you understand the lesson in its entirety.

Activity I: I Choose!

The activity elicits your personal reflection on the knowledge and skills that you have gained

Objectives:

- Reflect on the insights gained from the lesson
- Value the lessons for lifetime use

Materials Needed:

Bond paper/pad paper
Writing materials

Here's how

1. Get a sheet of paper and copy the diagram
2. Complete the sentence by writing the needed information.
3. If there is a need to add more answers, you may do so.
4. Feel free to reflect.

I choose indoor activities as my recreational activity because...
•1. •2.

I choose outdoor activities as my recreational activity because...
•1 •2

My recreational activity choices will help me to...
•1. •2.

I plan to promote active and healthy lifestyle in the community by...

It's never too late to realize things...Choosing a healthy lifestyle is a choice, and your choice will affect your lifetime choices...You got the best choice in life...Go for it!

Activity 2 Partner Reflection

The activity unleashes one's plan for future recreational pursuits

Objectives

- Share with a partner the chosen recreational activities to pursue
- Influence partner to get active with his/her choices

Materials Needed

worksheet

Here's how:

1. Refer to your answers in activities 1 (Lifestyle Check) and 2 (Pag May Time)
2. Reflect on your physical activity participation then and now.
3. Consider the knowledge and experiences that you've gained from the lesson. In your worksheet/notebook, list down activities that you will consider as your lifetime recreational activities.

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

May your choices be put into flesh by actively engaging yourself! Following the principle of domino effect, the community where you are will be affected by the fitness craze that you are communicating...the active recreation and healthy lifestyle!

Part IV What to TRANSFER?

The end product of this module is an activity that will give you the chance to influence the community in living a healthy lifestyle and maintaining a desirable weight through your active participation in both indoor and outdoor activities.

Project CoRP is a community outreach project designed to offer variety of recreation activities for the whole community .It aimsto encourage the people in the community to participate in active recreational activities.

Sample Project proposal

Name of Project Proposal :	Project CoRP (Community Recreation Program)
Clientele:	Students/Community members/Barangay SK members/Church members/ Indigenous group in the community/
Venue:	Schools/ Resorts/ Recreation Parks/
Schedule	To be arranged
Rationale	The Project is a culminating activity of the Grade 9 students which aims to influence the community to participate in active recreation
Objectives	Specifically, it aims to: <ol style="list-style-type: none">1. Offer variety of recreation activities such as, badminton , volleyball,zumba/latin aerobics, and orienteering (amazing race).2. Experience the fitness benefits of the different activities3. Eat a healthy meal4. Embrace the idea of being active for a lifetime fitness5. Practice the “Leave No Trace” Policy

Working Committees

Tasks	Yes
1. Communication and Coordination <ul style="list-style-type: none"> • Request letter for Principal's approval • Waivers for parents • Letters to class advisers 	
2. Secretariat <ul style="list-style-type: none"> • Participant's registration • Participant's attendance • Certificate of participation • Certificate of appreciation for the organizers 	
3. Program <ul style="list-style-type: none"> • Schedule of activities • Program for the activity • Assigned facilitators for each activity 	
4. Documentation <ul style="list-style-type: none"> • Video cameras/still cameras available with extra batteries • Narrative report of the whole activity with photos of every activity • Documentation shall start from planning to evaluation 	
5. Logistics <ul style="list-style-type: none"> • Sound system • Refreshment • Food/ lunch • Entrance fee/fare going to and from the venue • Materials to be used 	

Sample flow of activities'

PROJECT CoRP @ ILAGAN SANCTUARY PARK			
Time	Activity	In-Charge	Venue
6:30-7:00	Registration		
7:00-8:00	Groupings		
8:00-9:00	Orientation/Opening Program		
9:00-9:30:00	Mass Aerobic Dance (Zumba/Latin)		
9:30:10:00	Morning Break		
10:00-11:00	Individual/Dual sports		
11:00-12:00	Team Sports		
12:00-1:00	Lunch		
1:00-3:00	Amazing Race/Orientatering		
3:00-3:30	Afternoon Break		

3.30-4:30	Environmental Clean Up		
4:30-5:00	Closing Program		
5:00	Going Home		

RUBRICS FOR ASSESSMENT

Time management	25%
<ul style="list-style-type: none"> •Activities started and ended on time 	
Activity/Program management	25%
<ul style="list-style-type: none"> •There is a variety of activities •Activities are relevant to the objectives of the program •Problems are solved by the organizers •The venue is very much prepared 	
Personnel management	25%
<ul style="list-style-type: none"> •Facilitators of every activity are prepared and knowledgeable of their assigned task •Organizers are hands on in the conduct of the activity •Committee members perform what is expected of them 	
Clientele Satisfaction	25%
<ul style="list-style-type: none"> •The participants eagerly come to participate •The participants enjoy every activity •Enjoyment and satisfaction is very evident •Fitness is evident 	

SUMMATIVE ASSESSMENT

1. When trying to plan for your recreational activity, which should be the best thing to keep in mind?
 - a. The activity should be of your interest
 - b. The activity should be away from home
 - c. The activity will give you the chance to earn money
 - d. The activity is held within your comfort zone
2. The way we live our life reflects our lifestyle. Which of the following is a healthy lifestyle that can maintain your desirable weight?
 - a. Exercise one a week
 - b. Proper diet and exercise
 - c. Attending to gyms and taking diet fads
 - d. Enjoying a balance routine in life
3. Badminton had its origin on the game
 - a. Poona
 - b. Tennis
 - c. Shuttle game
 - d. Court game
4. In performing a successful smash, a player needs
 - a. Agility
 - b. Balance
 - c. Strength
 - d. Power
5. Badminton players execute lunges for a quicker return of the shuttle. To perform lunge to its fullest, you need to have
 - a. Speed
 - b. Agility
 - c. flexibility
 - d. strength
6. Why is footwork important in playing badminton?
 - a. It brings you to the action
 - b. It helps burn fats easily
 - c. It makes the game exciting
 - d. It helps in the speed of movement
7. Since hiking is a walking activity, can anybody be a part of the hiking group?
 - a. Yes, it's for everyone
 - b. No, it's dangerous
 - c. Yes, it fun to walk with people
 - d. No, only those with Doctor's clearance
8. Which of the following is a manifestation of the "Leave No Trace" policy in camping?
 - a. Pick up flowers in going home
 - b. Feed animals you encounter
 - c. Bring non-biodegradable equipment
 - d. Bring home with you all your waste materials
9. What is the most fundamental skill needed in orienteering?
 - a. Setting the map
 - b. Running at a speed
 - c. Locating the points

- d. Communicating with group mates
10. Jem would like to be an ambassador of healthy lifestyle in their community. How can she give justice to this?
- Practice healthy lifestyle
 - Talk about healthy lifestyle
 - Write about healthy lifestyle
 - Disseminate healthy lifestyle
11. Christianne, the libero of the team, is very good in her defensive skill. In what fitness component can we attribute her skill in quick receive?
- Speed
 - Agility
 - Power
 - coordination
12. Jamaica's parents are both obese. She knows that the disease runs in the family that's why she is trying to find the best way to get out of it. Which is the best way?
- Have a lifestyle change
 - Consult a fitness professional
 - Live in a healthy environment
 - Eat raw and fresh fruits and vegetables
13. Jade computed her BMI and came up with the score of 21.8. This means that,
- Jade is underweight
 - Jade is overweight
 - Jade is normal
 - Jade is obese
14. Mr Gonzales found out that most of his students are overweight and close to being obese. What can he do to help them?
- Organize a fitness program 3x a week
 - Consult a nutritionist for the proper food intake
 - Make them active in the class every meeting
 - Encourage them to have a healthy lifestyle change
15. Lara is a junior high school student who loves to eat more than what she needs. She takes in more chips, chocolates, cakes, and sodas while relaxing in the couch watching her favourite movies in her laptop. What is the consequence of this kind of practice in her weight?
- She'll gain weight
 - She'll loss weight
 - She'll maintain her weight
 - She'll live healthy for a lifetime
16. When less calories are consumed and more calories are expended, a student will have
- Weight loss
 - Weight gain
 - Sustain weight
 - Live healthy
17. Energy intake and energy expenditure means
- Energy intake
 - Energy balance
 - Energy expenditure
 - Energy consumption

18. Jeonn takes the lead in her team in planning the strategies to take in their final game in volleyball. She thinks of possible ways on how to earn points and win the game. This shows that,
 - a. sports develop physical dimension
 - b. sports develop emotional dimension
 - c. sports develop intellectual dimension
 - d. sports develop social dimension
19. Xam is the SK Chairman in their Barangay. She was requested by their Barangay Captain to plan an activity for the health of the people. What will she consider in planning?
 - a. Health status of the people
 - b. Budget of the project
 - c. Facilities in the Barangay
 - d. Personnel to work in the project
20. Which of the following is a manifestation of the “Leave No Trace”policy?
 - a. Pick a flower and bring it home
 - b. Set up a tent and leave it there
 - c. Bring home everything that you brought and set up
 - d. Leave a trace on the roads to avoid loss of direction

DRAFT as of April 7, 2014

SUMMARY/SYNTHESIS/FEEDBACK

The mushrooming of passive recreation brought about by today's technologically –based lifestyle adds more reasons in the development of a sedentary lifestyle. Life with less movement stores fats that add up to your excess weight. The wrong practice in weight management affects our life as we face our day to day routines.

More than any other factors to be considered, having an active lifestyle is the best way to prevent illness and other diseases and live longer.

Active recreation is an alternative activity that helps us live a healthy lifestyle and maintain a desired weight. It encompasses activities done both indoor and outdoor that give\ you enjoyment, satisfaction, fitness and learning. Your participation in the different indoor and outdoor recreational activities satisfy your recreational needs such psychological, physiological, educational, relaxational, and social

Putting into flesh the HELP philosophy, let each and everyone be personally responsible in maintaining a healthy lifestyle. It's a matter of attitude!

To live a healthy lifestyle is a choice...A MUST choice for the COMMUNITY !

GLOSSARY

Active recreation	a type of recreation where there is more energy consumption
Calories	unit of measurement of food to be used in energy expenditure
Dance	moving with rhythm that expresses emotions
Energy Balance	comparison on the amount of energy intake expenditure
Energy Expenditure	the use of the calories intake in some forms of physical activities and resting metabolism
Hiking	an outdoor activity of walking in a longer distance
Indoor Recreation	activities done within the confines of a building
Lifestyle	way we live our life
Nutrition	The food that we eat and how the body uses it
Orienteering	a navigating activity that uses a specially drawn map
Outdoor Recreation	activities done outside the building usually with nature
Passive recreation	a type of recreation where there is less energy consumption
Physical Activity	Activities done that exerts effort such as exercises, sports, household chores, and walking that gives fitness benefits
Recreation	activities done during free time which gives enjoyment and satisfaction
Weight range	The desired weight of an individual depending on her height and weight
Zumba	a dance fitness craze that combines the latin dance steps

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PNU Mountaineering Club

UP Mountaineering Club

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