



# **PHYSICAL EDUCATION 9**

## **(Teacher's Guide)**

Quarter 1

### **SPORTS OFFICIATING**

## Part 1: Defining Learning Outcomes

**GRADE LEVEL STANDARD:**

The learner demonstrates understanding of community fitness in sustaining and promoting an active lifestyle.

CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES
<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> <li>demonstrates understanding of lifestyle and weight management to promote community fitness.</li> </ul>	<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> <li>maintains an active lifestyle to influence the physical activity participation of the community</li> <li>practices healthy eating habits that support an active lifestyle</li> </ul>	<p><i>The learner ...</i></p> <ul style="list-style-type: none"> <li>undertakes physical activity and physical fitness assessments;</li> <li>assesses eating habits based on the Philippine Food Pyramid/ My Food Plate;</li> <li>determines risk factor (obesity, physical inability, poor nutrition, smoking) for major non-communicable diseases lifestyle related (e.g. Diabetes, heart diseases, stroke, cancer);</li> <li>officialates practice and competitive games;</li> <li>distinguishes among facts, myths and misinformation associated with eating habits;</li> <li>monitors periodically one's progress towards the fitness goals;</li> <li>performs appropriate first aid for injuries and emergency situations in physical activity and sports settings ( e.g. Cramps, sprain, heat exhaustion);</li> <li>involves oneself in community services through sports officiating and physical activity programs; and</li> <li>recognizes the needs of others in a real life and meaningful way.</li> </ul>

## Part II: Planning for Assessment

Product/Performance	Assessment at the Level of Understanding	Assessment at the Level of Performance
Officiating a community game	<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Prepare a balanced meal for a sports official based on his/her nutritional requirements.</li> </ul> <p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>• Present in a creative way the importance of officiating in improving and sustaining one's fitness</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• Share perspective on issues relating to code of conduct and ethical standards of sports official.</li> </ul> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Give a summary on the benefits of officiating to fitness and vice versa</li> </ul> <p><b>Self-Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain the things that you value most in a sports official</li> </ul>	Officiate a sport competition in your school or in a community.

### Part III. Planning for Teaching and Learning



#### **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 the learner 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.



## DIAGNOSTIC/PRE-ASSESSMENT

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

Assess readiness for participation in physical activities by taking the Physical Activity Readiness Questionnaire (PAR-Q). Let learners copy the template below and accomplish it in their 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 the learner's readiness:

- *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](http://www.csep.ca/forms)

## Part II. Warm-Up Exercises

The activity will introduce several warm-up exercises to be performed prior the physical activity. But before proceeding to the activity, let the learners obtain first their PMHR (Personal Maximal Heart Rate) and THR (Target Heart Rate).

Here's how to compute for the 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

Remind learners to keep track of their fitness level by having a record of their heart rate before and after an physical activity. Let them remember that one of the most efficient ways to assess fitness is through 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

Let learners accomplish the template by filling in the blanks. Let them 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.

Ask them to copy the template and accomplish it in their activity notebook.

<b>Name:</b>		
<b>Age:</b>	<b>Sex:</b>	
<b>THR:</b> _____ <b>(Moderate Activity)</b>	<b>THR:</b> _____ <b>(Vigorous Activity)</b>	
<b>Weight:</b>	<b>Height:</b>	
<b>Classification:</b>		
<b>Physical Fitness Components and Tests</b>	<b>Score</b>	<b>Remarks (AB-Above Target/BT-Below Target)</b>
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 <sup>2</sup> )	_____ (kg/m <sup>2</sup> )	
8. _____ • 3-minute step test	_____ (bpm)	

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

**Ask the 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 during the conduct of the Fitness Test fall? (Moderate or Vigorous)
- How important is taking your THR when participating in a certain physical activity?

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**PART I: WHAT TO KNOW**

Welcome to the first part of the lesson in Sports Officiating! In this phase, activities are provided to activate learner's prior knowledge of the lesson. From there, follow-up activities will be given to elicit their tentative understandings. As they go through the rest of the activities, misconceptions and alternative conceptions they have in mind will be clarified. Finally their 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 the following activities:

- 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.
- Groupings

- Ask learners to assemble columns, 1 for the As and another for the Bs per group. Let them bring with them their first aid kits.
- As you blow the whistle, all As shall pretend to be injured (decide on what injury to 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 them to stop.
  - Example: sprain, strain, dislocation and fracture
- Let them explain in pairs.
- To unlock difficulties or misconceptions, encourage them to read the following readings on first aid:

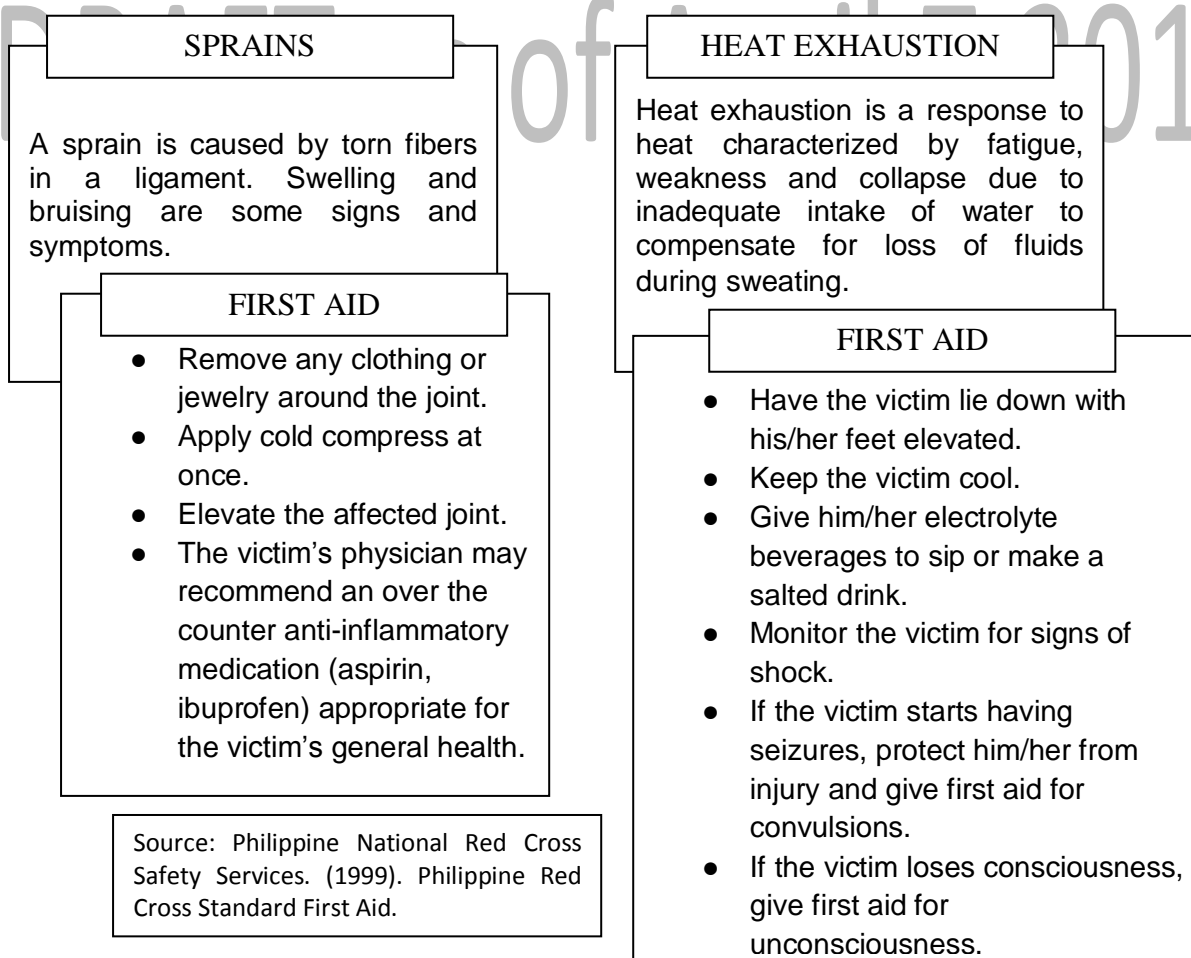
### Readings: BASIC FIRST AID

**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://hssportsblog.projo.com/2006/10/sprains_strains_and_dislocatio.html)

<http://www.health24.com/Fitness/Sports-injuries/Sprains-strains-fractures-and-dislocations-20120721>

Do the processing activity:

1. Divide class into 4. Assign a leader in answering the following questions:
  - Injuries may happen anytime, anywhere. List at least 3 factors that contribute 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?
2. Let them print their shared ideas and ask them present their 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 the following activities:

1. 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.
2. Groupings according to BMI classification:
 

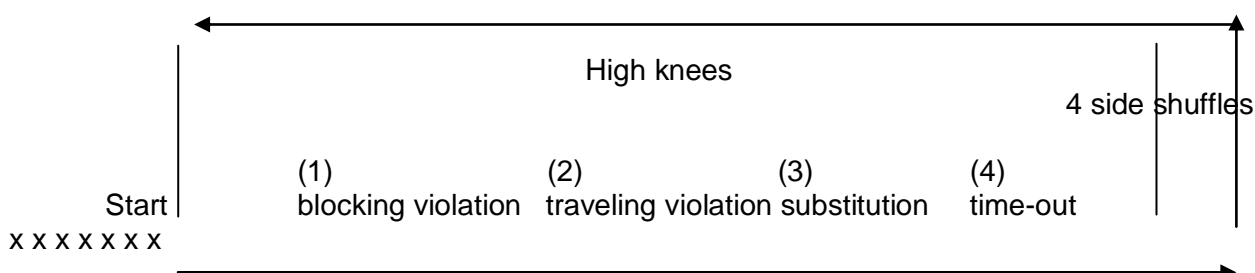
Group 1	-	Underweight
Group 2	-	Normal
Group 3	-	Overweight/Obese
3. Introduce the game: Follow the instructions:

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.

4. Refer the learners to the illustration regarding the challenges they have to pass through in the obstacle course..
5. The first team to finish wins.

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



Do the processing activity:

Have the learners 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**

<b>Foods</b>	<b>9-13 Years</b>	<b>14-18 Years</b>
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**

<b>MALES</b>				<b>FEMALES</b>			
<b>Age</b>	<b>Activity Level**</b>			<b>Age</b>	<b>Activity Level**</b>		
	<b>Sedentary</b>	<b>Moderately Active</b>	<b>Active</b>		<b>Sedentary</b>	<b>Moderately Active</b>	<b>Active</b>
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*

Do the processing activity:

- Explain to learners that:  
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 they just had and write their answers in their activity notebook.

## **PART II: WHAT TO PROCESS**

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

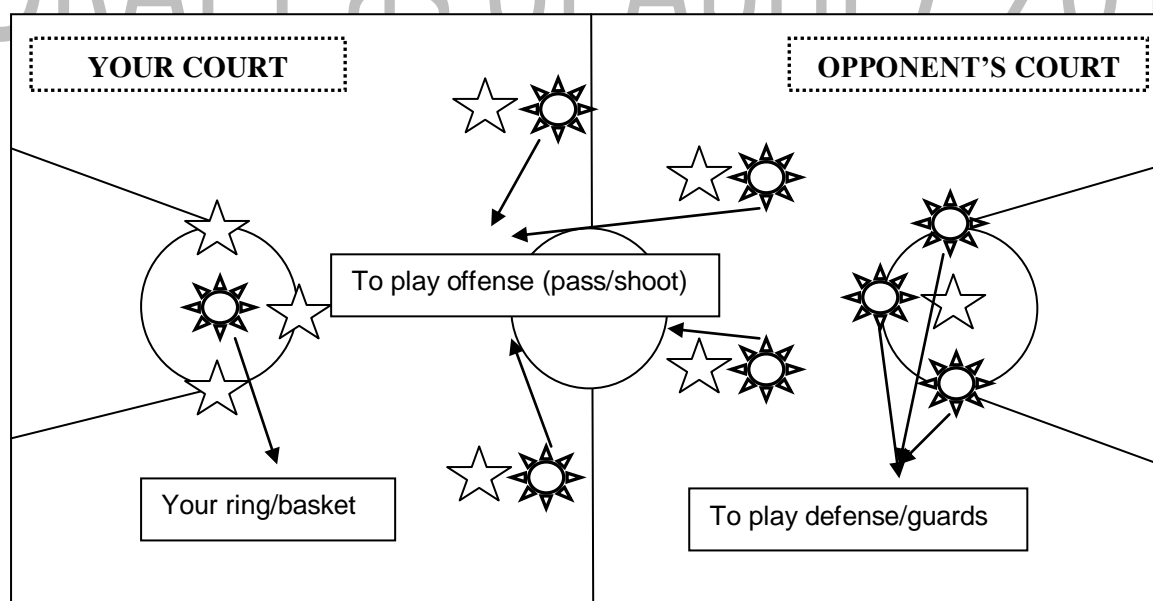
### Procedure:

Do the following activity:

1. Preliminary activity.
  - Obtain heart rate at rest.
  - 10-15 minute warm-up exercises (static and dynamic stretching exercises).
  - Obtain heart rate after the warm-up activity.
2. Groupings and assignment of leaders.
3. Introduce the game:

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 to dribble the ball 3 times only.

2. 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

Do the processing activity:

- Gather in discussion formation by group.
- Ask them to share their 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>

Do the processing activity:

- With same groups, distribute manila papers and markers.



- Considering the previous readings on the qualities of an officiating official, let them draw on the manila paper their picture of an ideal officiating official.
- Let them identify/explain what characterizes their 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 the following activities:

1. 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.
2. Group class into 3. Select a leader per group. Leaders will draw lots to designate which sport will be assigned to them.
3. Conduct drawing of lots to facilitate groupings.

Example Sports Assignment per Group:

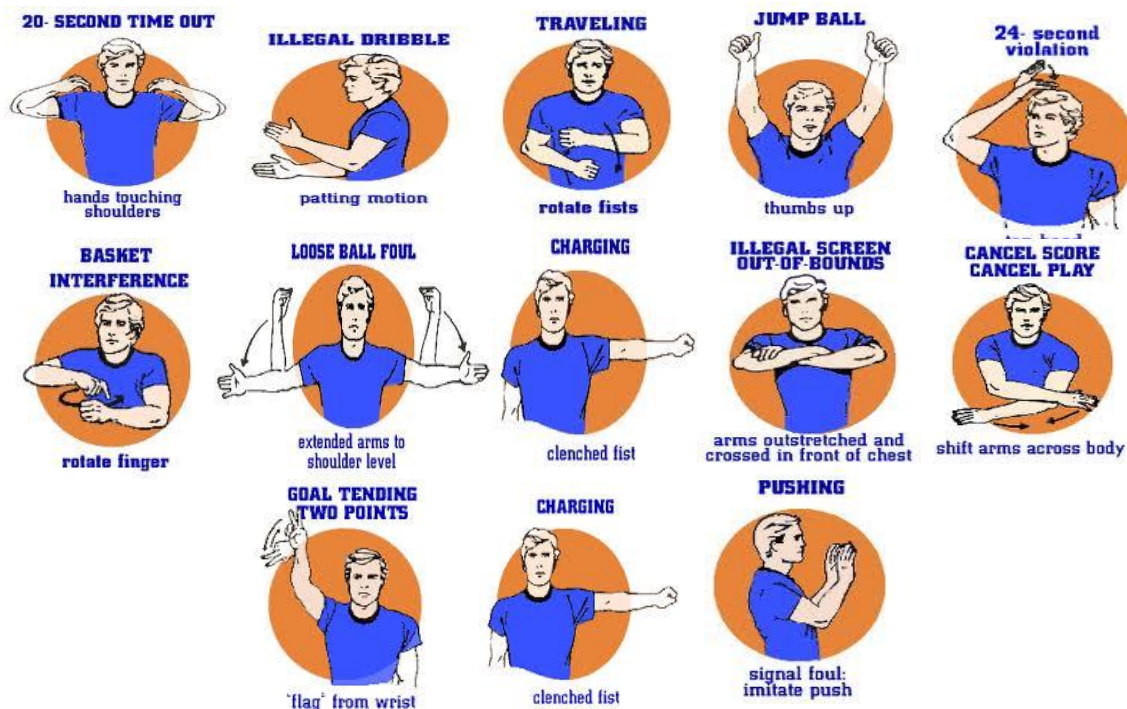
- |            |            |
|------------|------------|
| a. Group 1 | Basketball |
| b. Group 2 | Volleyball |
| c. Group3  | Football   |

4. Provide learners with illustrations of hand signals of referees of their respective sport assignment to be mastered within 10 minutes.
5. After 10 minutes, Group 1's mastery will be assessed first, followed by Groups 2 and 3.
6. In group formation, show a sequence of 10 flashcards indicating the hand signal to be executed in synchrony by the group. Give a signal (whistle), let them execute with their 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.
7. The group with most points, wins the game.

## Referees' Hand Signals:

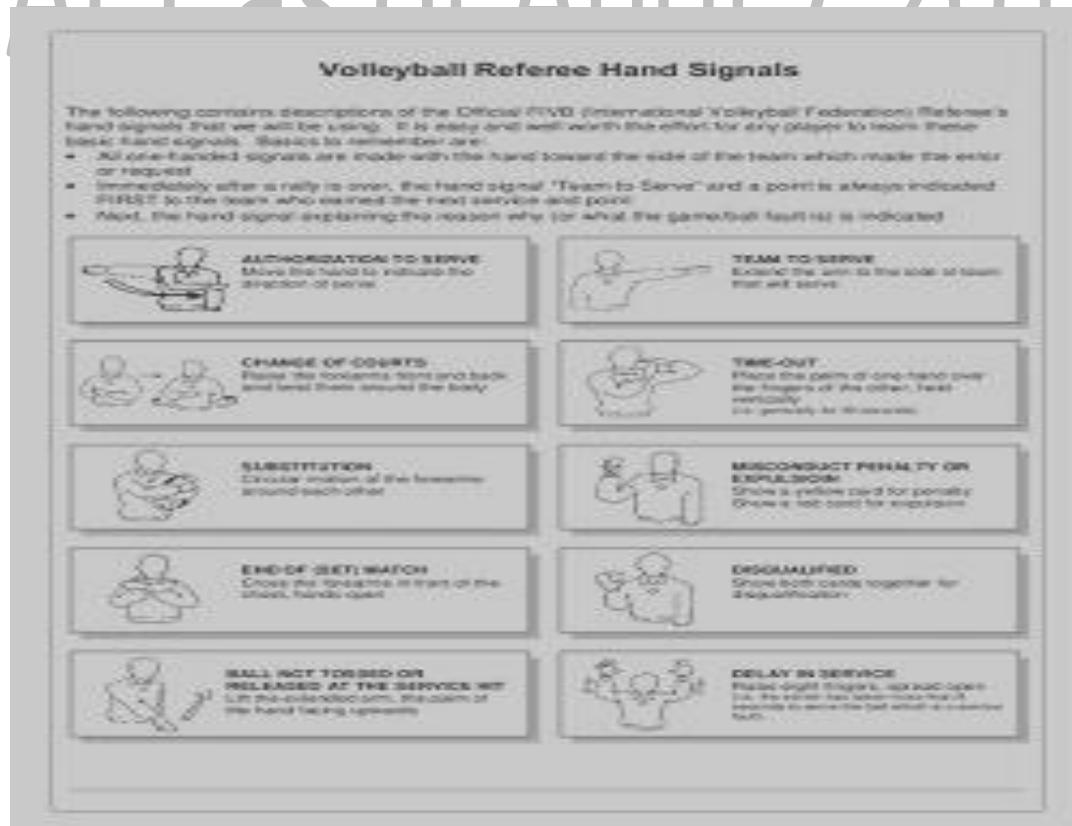
### A. Basketball:

Source: basketball hand signals-www.nba.com



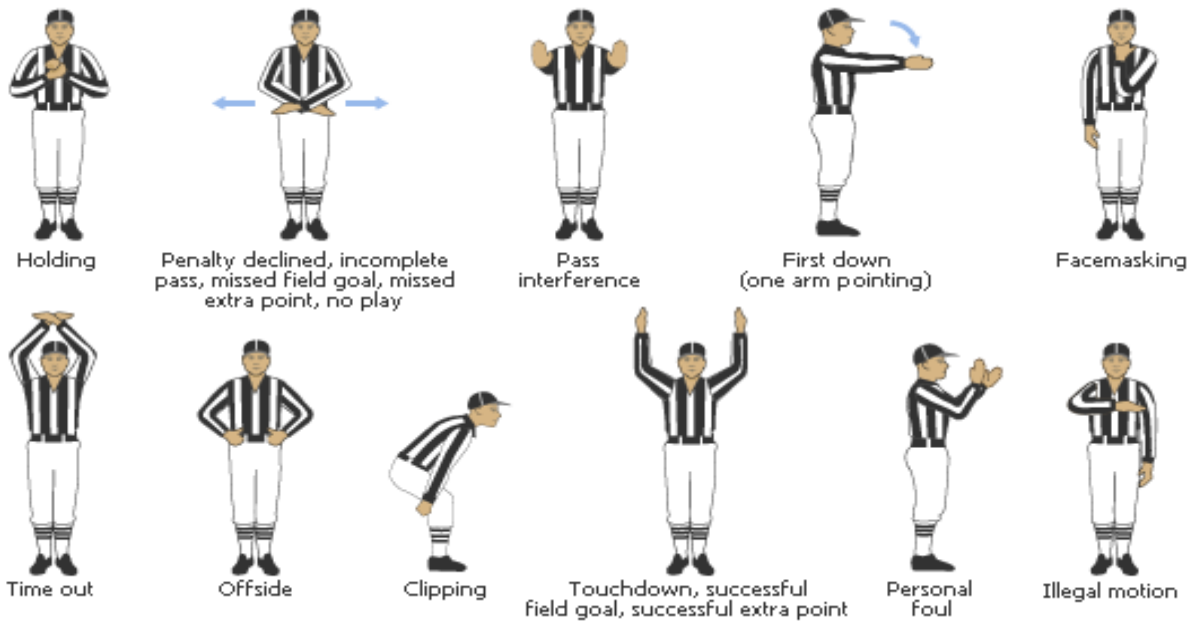
### B. Volleyball:

Source: www.picstopin.com



### C. Football:

Source: [www.thefootballgirl.com](http://www.thefootballgirl.com)



Ask the 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, learners will go deeper and further. They will be given opportunities to reflect and understand the relevance of officiating to their fitness and well-being. Activities will be provided to integrate weight management, healthy lifestyle and officiating and its fitness benefits which will in turn be beneficial for the learners and their communities.

#### **ACTIVITY 1: Fuel Up**

In the previous stages, learners have found out the nutritional requirements of an official and its influence to one's performance. In this activity, they will consider themselves officials and will be able to prepare their own balanced meal.

**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:**

Do the following activities:

1. As learners to choose a sport that they want to officiate.
2. Let them review the nutritional requirements and the fitness components needed by the official in the chosen sport.
3. Consider themselves officials of the chosen sport, let them paste/draw on their paper plates the food and drinks they plan to take regularly.
4. Tell them to make their 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 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. Let them present to class, ensure that they support it with a brief explanation and be ready to answer the questions of their classmates and teacher.

**Ask the 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, learners will illustrate their ideas in a creative and comprehensible way.

#### ***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:***

Do the following activities:

1. Ask them to read the articles on the rewards and satisfaction of officiating.



## Rewards and Satisfactions

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 than 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. Groupings.
3. Let them decide 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 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.

- Let them present their output to class and support it with a brief explanation and be ready to answer the questions of their 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, learners will be given the chance to empathize and share their 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:

Do the following activities:

1. Let them 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](http://www.chingdaily.com.cn/sports/2011-03/content-12252463.htm)

2. Ask them to 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) adhere whenever possible to the specifics of this ethical code, and (c) 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 sport 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. Let the learners 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 4: Sum It Up!**

In this activity, learners will be given opportunities to generalize 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:**

Do the following activities:

1. Let them review all the readings they had in the previous lessons.
2. Ask them to cite a generalization by filling in the blank to complete sentences:

- a. Through officiating, \_\_\_\_\_  
but official must \_\_\_\_\_ in  
order to have a healthy and quality life.
- b. A fit official  
\_\_\_\_\_.

**ACTIVITY 5: If I were a...**

This is an opportunity for learners to express their personal point of view on what they value most.

**Objective:**

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

**You will need:**

- Pen and paper

**Here's how:**

Do the following activities:

1. Present the characteristics and values of an official.

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

2. Ask learners to answer the following questions:

- If you were an official, which of the values and characteristics you should 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, learners will be challenged to apply things they learned about the lesson into another context. Learners' understanding of the lesson will be measured by their ability to provide tangible results or evidence of their learning.

4

##### **ACTIVITY 1: Officiate It!**

This is an opportunity to maximize the knowledge and skills of learners together with the understandings they have acquired in influencing their community with the value of officiating

##### **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:**

Do the following activities:

1. Say, "You will now extend your fitness commitment to the community as one class. But don't worry because you will be assisted in realizing goals in this activity".
2. Provide the class with a GRASPS template to guide them with their 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. Tell your class to plan carefully. Let them assign the task to the group members and discuss how to do it.
4. Let them present their plan and program of activities.

### 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.

Ask the 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. Its 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 in 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***

At the end of the quarter/lesson, administer the summative assessment to check/ determine the level of understanding of the learners.

**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. 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 to 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

DRAFT as of April 7, 2014

## GLOSSARY OF TERMS

*BPM-* Beats Per Minute

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

*Eating Habits-* individual or group practice of consuming sustenance.

*Hand Signals-* gestures use 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.

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## WEB-BASED SOURCES

### Images:

- [www.volleywood.net](http://www.volleywood.net)
- [www.oneresult.com](http://www.oneresult.com)
- [www.interaksyon.com](http://www.interaksyon.com)
- [www.espn.go.com](http://www.espn.go.com)
- [www.get2theleague.com](http://www.get2theleague.com)
- [www.qpec.com.au](http://www.qpec.com.au)
- [www.vashonhills.org](http://www.vashonhills.org)
- [www.pinterest.com](http://www.pinterest.com)
- football hand signals for referees
- [www.dev.vga.com](http://www.dev.vga.com)

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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

<b>Readings: PHYSICAL FITNESS TEST</b>
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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

	Men		Women	
Risk	Centimeter	Inches	Centimeter	Inches
Very High	>120	>47	>110	>43.5
High	100 – 120	39.5 – 47	90 – 109	35.5 – 43
Normal	102	40	88	34.6
Low	80 – 99	31.5 – 39	70 – 89	28.3 – 35
Very Low	<80	<31.5	<70	<28.5

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.  <b>FOR BOYS:</b> 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).  <b>FOR GIRLS:</b> With knees in contact with the floor, straighten the arms, keeping the back straight, then lower the arms until there is a 90-degree angle at the elbows (upper	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>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>	
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**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"> <li>a. Sit on the floor with back flat on the wall with feet approximately 12 inches apart.</li> <li>b. Without bending your back, knees, and elbows, place one hand on top of the other and position the hands on the floor.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>b. See to it that the knees are not bent as the test taker reaches the farthest that he/she could.</li> <li>c. Measure the farthest distance reached.</li> <li>d. record the score in centimeter.</li> </ul>

**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"> <li>a. Stand erect.</li> <li>b. To test the right shoulder, raise your right arm, bend your elbow, and reach down across your back as far as possible.</li> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe whether the fingers touched or overlapped each other.</li> <li>b. Measure the distance in which the fingers overlapped.</li> <li>c. Record the score in centimeters.</li> </ul>

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

<b>For you as the test taker:</b>	<b>For your partner:</b>
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.	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.

DRAFT as of April 7, 2014



# **PHYSICAL EDUCATION 9**

## **(Teacher's Guide)**

### **Quarter 2**

### **Social Dances and Dance Mixers**

## Part I Defining Desired Outcomes

Grade Level Standard:		
The learner demonstrates understanding of community fitness in sustaining and promoting an active lifestyle.		
Content Standard	Performance Standard	Learning Competencies
<p><i>The learner . . .</i></p> <p>demonstrates understanding of lifestyle and weight management to promote community fitness</p>	<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> <li>• maintains an active lifestyle to influence the physical activity participation of the community</li> <li>• practices healthy eating habits that support an active lifestyle</li> </ul>	<p><i>The learner ...</i></p> <ul style="list-style-type: none"> <li>• undertakes physical activity and physical fitness assessments;</li> <li>• assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate;</li> <li>• determines risk factors for lifestyle diseases (obesity, diabetes, heart disease);</li> <li>• distinguishes among facts, myths and misinformation associated with eating habits;</li> <li>• describes the nature and background of the dance;</li> <li>• executes the skills involved in the dance;</li> <li>• monitors periodically one's progress towards the fitness goals;</li> <li>• performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion);</li> <li>• involves oneself in community service through dance activities; and</li> <li>• recognizes the needs of others in a real life and meaningful way.</li> </ul>

## Part II Planning for Assessment

Product/Performance s	Assessment at the Level of Understanding	Assessment at the Level of Performance
Participation in community outreach program	<p><b>Explanation</b> Explain how participation in social dances and dance mixers improve community fitness.</p> <p><b>Interpretation</b> Illustrate relationship between food preference and one's fitness</p>	<p>Assessment of the participation in community outreach program based on the following criteria:</p> <ul style="list-style-type: none"> <li>• attitude towards</li> </ul>

	<p><b>Application</b> Create own combination of basic cha-cha-cha and waltz steps.</p> <p><b>Perspective</b> Recommend a regular dance program for the elders in the community</p> <p><b>Empathy</b> Relate to individuals in the community with low levels of fitness.</p> <p><b>Self-knowledge</b> Realize the benefits of participating in social dances or dance mixers to improve one's fitness level</p>	<p>the activity</p> <ul style="list-style-type: none"> <li>• execution of the dance skills</li> </ul>
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### Part III Planning for Teaching and Learning



#### 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 learners to the value of social dances and dance mixers in the enhancement of their fitness. They 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 their 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 learners to influence the lifestyle and fitness practices of their immediate community.



**Directions:** Re-introduce learners with the basic warm-up exercises that they have already learned during their PE class in Grade 7. Let them try to recall and do these with the class so that before performing any physical activity in the succeeding lessons, it will be their preparatory activity to condition their body and prevent injuries.

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, let learners use the following rating scale to assess their 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 their performance a while ago?

## Part II. HR Log

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

### HR Log:

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

### Part III. Social Dancing Participation Questionnaire

**Directions:** Ask learners to tick the column that best describes their 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.			

Ask the learners to summarize in few sentences what the survey revealed about their fitness habits and attitudes toward social dancing. Let them write their summary in their activity notebook.

### Part IV. Levelling of Expectations

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

#### INSTRUCTIONAL ACTIVITIES

##### I. WHAT TO KNOW

In this phase, learners will be provided with activities that will activate their prior knowledge of the lesson. From there, follow-up activities will be given to elicit their tentative understandings. As they go through the rest of the activities, misconceptions and alternative conceptions they have in mind will be clarified. Finally, their knowledge, considering its adequacy and relevance, will be assessed at the end of this phase.

### **ACTIVITY 1: Salundiwa (Activating Prior Knowledge)**

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

#### ***They will need:***

- Pen
- Activity Notebook

#### ***Objective:***

- Discuss prior knowledge of on social dances and dance mixers.

#### ***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

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

#### ***Here's how:***

1. Inform learners of the following terms associated with the lesson:
  - a. Social Dancing
  - b. Ballroom Dancing
  - c. Cottillion/Rigodon de Honor
  - d. Dancesport (Competitive Ballroom Dancing)
2. Let learners select one which is most familiar to them.
3. Ask them to draw a circle in their worksheet and write the term they selected at the center.
4. Let them draw as many lines as the connections they can give about the term outside the circle.
5. At the end of each line, let them write a word that describes their experience, description, or anything they can say about the term they chose.
6. This time, let them organize their thoughts and connect the words they came up with to describe the term they have selected.
7. Facilitate the sharing of ideas with the class.

### **ACTIVITY 2: May I Have This Dance?**

With the use of the four **As** (Activity, Analysis, Abstraction, Application), learners 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 for learners to bear in mind good manners and social graces in social events.

***They will need:***

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

***Objective:***

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

***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

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

***Here's how:***

**Activity:**

- Let learners position the chairs around the hall or floor.
- Ask males to sit on one side of the hall while females on the opposite side.
- Play any available social dancing music. As the music plays, ask learners to find a partner and dance with the music.

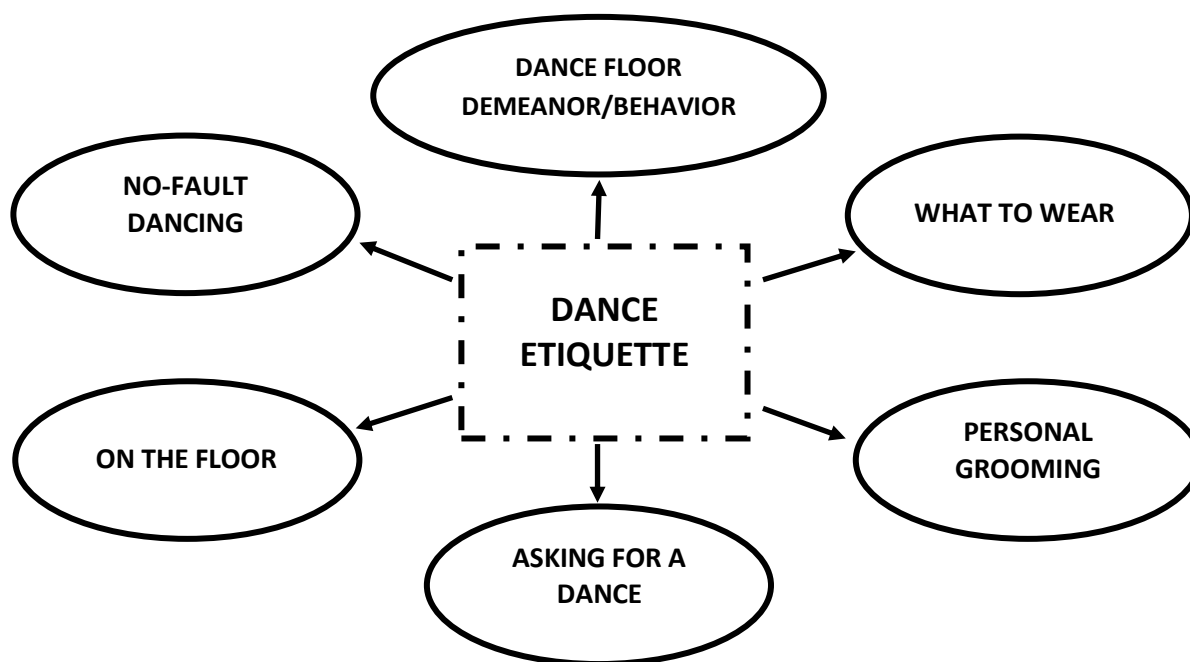
**Analysis:**

Ask learners the following questions:

- 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 learners behave and perform in a certain social dancing activity? The answer is simple. Learners must practice etiquette in dancing to help them go about successfully with the social dimensions of dancing. Why should learners care about dance etiquette? Because this will not just give them a fruitful dancing experience but will also provide them with a widened social network. Orient learners on the following aspects of social dancing:



*Share the following readings on dance etiquette to learners:*

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

ATTIRES	GENTLEMEN	LADIES
<b>Formal</b>	Tailcoat, Tuxedo Coat, Regular Coat, Bow Tie or Regular Necktie, Black Trouser	Ball Gown, Evening Gown, Dinner Gown, Cocktail Gown
<b>Semi-Formal</b>	Dress Shirt and Tie, Vest or Sweater that shows the Tie	Dinner Dresses, Flowing Pants
<b>Dressy Casual (Practices, Workshops, Dance Lessons)</b>	Solid Color T-shirts, Turtleneck, Polo Shirt, Cotton Slacks	Anything that displays a conservative, toned-down appearance
<b>Latin</b>	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**

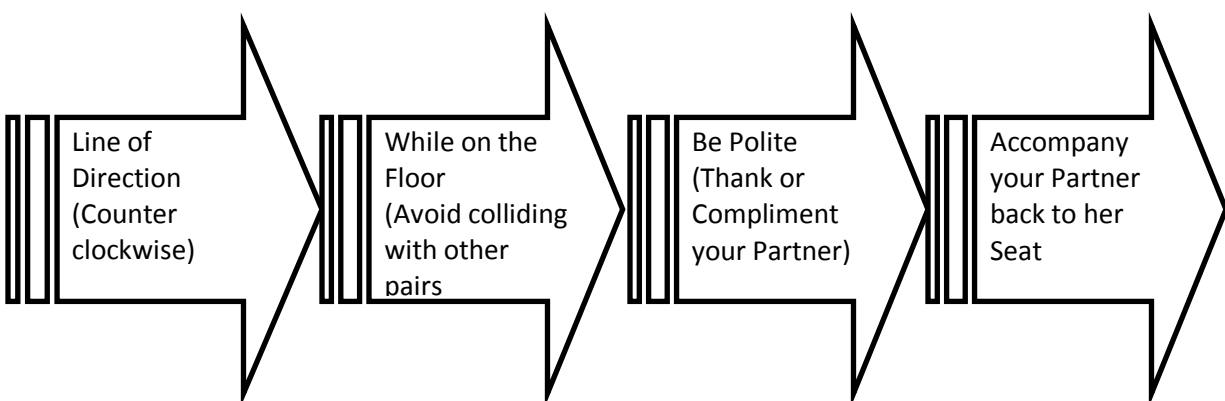
### **BEFORE THE DANCE**

- 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

### **DURING THE DANCE**

- 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, ask learners to dance according to the music to be played and apply the dance etiquette they have learned. Assess their performance using the following criteria: grooming, courtesy; behaviour during and after dancing.

### ***ACTIVITY 3: Dancing and Me***

In this activity, learners will know that social dances and dance mixers can affect them and their fitness relatively, depending on their engagement and participation to such activities.

### ***They will need:***

- Pen
- Activity Notebook

### ***Objective:***

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

### ***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

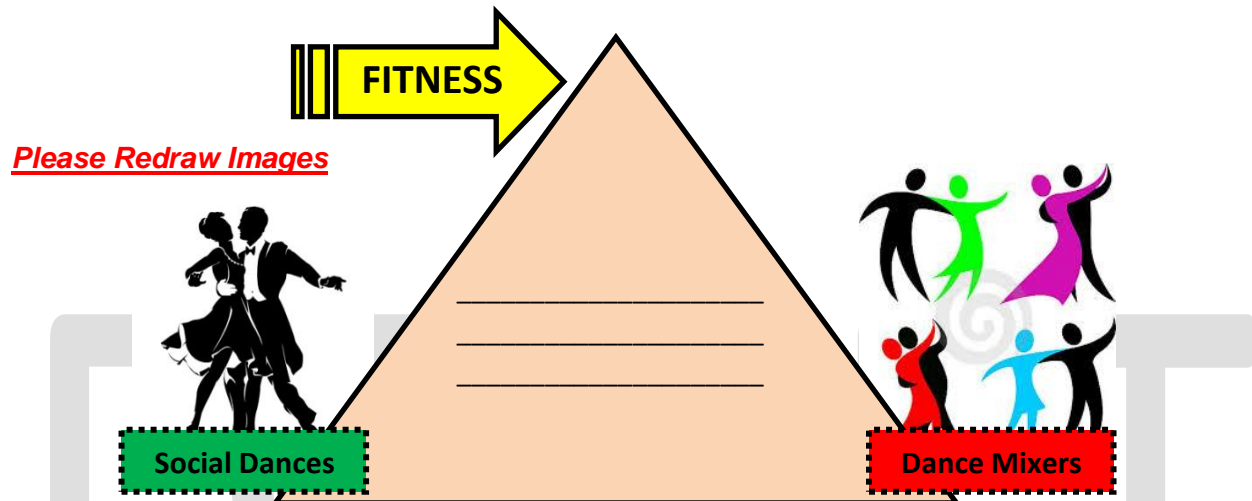
Warm-up:      Dynamic Stretching Exercises  
HR Log:        Activity Notebook

### ***Here's how:***

1. Let learners consider the fitness triangle below. The two base corners indicate the contribution of social dancing and dance mixers to their fitness. All they need to do is to

enumerate such fitness benefits they can think of and write them inside the fitness triangle.

2. Ask learners to organize their thoughts on the ideas they have written in their worksheet and share them with the class.



#### **ACTIVITY 4: Watch Your Weight!**

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

#### ***They will need:***

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

#### ***Objective:***

- Provide essential knowledge on weight management and lifestyle, and fitness check.

#### ***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

Warm-up:      Dynamic Stretching Exercises



**Here's how:**

1. Group learners according to gender. Males will compose group 1 and females will compose group 2.
2. Provide learners with two stations. Station 1 for weight measurement and station 2 for height measurement. Let males measure first their weight in station 1 while females measure first their height in station 2. After which, let both groups exchange stations.
3. This time, gather them in columns and be in cross sitting position.
4. Let learners compute their BMI using the following formula:

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

5. Ask learners to describe their BMI based on the following classifications:

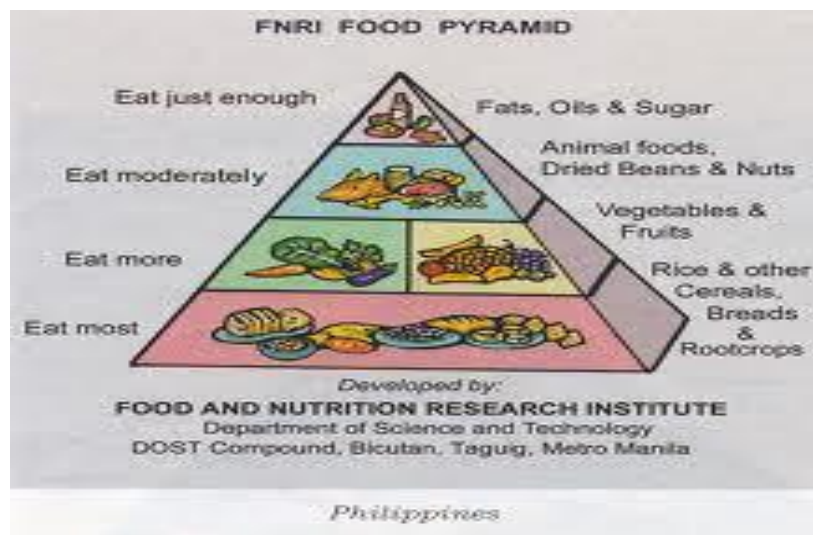
- |                |             |
|----------------|-------------|
| • Below 18.5   | Underweight |
| • 18.5 - 24.9  | Normal      |
| • 25 - 29.9    | Overweight  |
| • 30 and Above | Obese       |

6. Let learners record the details of their findings in their worksheet.

**Ask learners the following processing questions:**

- Given the result of your BMI, will you still engage in physical activities such as social dancing? Perform 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: Lecture-Discussion**

Provide learners a copy of the lecture on social dances and dance mixers. Let them reflect on the readings carefully to be able to answer the questions which will be given later to assess their knowledge.

#### ***They will need:***

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

#### ***Objectives:***

- Discuss the nature and background of social dances and dance mixers.
- Explain the implications of social dances and dance mixers to one's fitness and well-being.

#### ***Daily Routine***

Let the learners 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:

<b>Latin American Dances</b>	<b>Origin</b>	<b>Modern Standard Dances</b>	<b>Origin</b>
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 learners' fitness. In their previous lesson on fitness, it has already been discussed that in planning their own fitness program, no matter what their medium activity is, they 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 their heart rate. To receive maximum cardiovascular benefits, learners should dance at an intensity that raises their heart rate from 60% to 80% of your PMHR (Predicted Maximum Heart Rate). But if they have a special condition which includes inactivity, overweight/obesity, pregnancy or with special medication, they should consult their doctor before proceeding to their fitness regimen.

Teach them how to determine their THR (Target Heart Rate) range. Tell them to follow the steps provided and on how to find their own PMHR and THR which they could use in determining the intensity of their dancing activity and raising it to a higher level within the given range if necessary.

**STEP 1:** Ask them to find their PMHR in beats per minute by subtracting their age from 220:

- $220 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ (Learners' Predicted Maximum Heart Rate)}$

Example:

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

STEP 2: They will need to work out their lowest Target Heart Rate that they need to aim for during exercise by multiplying their PMHR by 60% (or .6):

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

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

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

- $\underline{\hspace{2cm}} \text{ (PMHR)} \times 80\% \text{ (or .8)} = \underline{\hspace{2cm}} \text{ (Highest Target Hear Rate)}$

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

Tell them that when dancing, they are aiming for the range of the two figures they 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 they can derive from social dancing in relation to cardio-vascular fitness, they need to know their Target Heart Rate. This determines the intensity or level of exerted effort they are pouring into their dancing. This also helps them in managing their weight depending on the level of intensity of their activities in dancing.

***Let learners do the following processing activity:***

**Processing Activity:**

### **Paper Cha-cha**

In this activity, the retention of the given facts in the lecture-discussion will be tested. Let learners answer the following questions.

1. Let learners form a circle around the hall.
2. Play a cha-cha-cha music. While the music plays, let learners perform altogether the basic weight transfer and chasse backward and forward of cha-cha-cha, while passing around a crumpled paper.
3. Stop the music and ask the one holding the crumpled paper a question related to the topic. After the answer is given, play the music again and pass the crumpled paper until majority of the class have experienced answering the questions.

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

- What are social dances?
- How are Latin American Dances different from Modern Standard Dances?
- What makes social dances and dance mixers the same yet different with other genres of dances?
- How do you think can social dances and dance mixers help in enhancing your fitness and wellness?
- Aside from development of one's fitness, what else can social dances and dance mixers benefit you as a member of the community?
- How significant is intensity in a social dancing activity?
- What does THR mean to you?
- What is your lowest THR?
- What is your highest THR?
- How essential is determining your THR in your own exercise program?

### **ACTIVITY 6: Complete Me (Assessment of Knowledge)**

In this activity, learners' knowledge will be assessed by completing the statements below. As much as possible encourage learners to come up with their own idea other than those already presented in the lecture-discussion. Let them do this in their worksheets.

**NAME:** \_\_\_\_\_

**Yr./Sec.:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Social dances are \_\_\_\_\_. They are classified into two groups, \_\_\_\_\_ and \_\_\_\_\_.

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 \_\_\_\_\_.

\_\_\_\_\_. 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.

## II. WHAT TO PROCESS

In this phase, learners will be provided with activities to display and enhance their skills in social dancing and at the same time formulate their understandings of its benefits to their fitness and well-being. As you go on and overcome the challenges provided, you will learn that dancing is fun and exciting. It also improves your fitness and 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, learners will be acquainted with one another as they dance to the music and they will say something about themselves 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:***

- Express prior knowledge in cha-cha

#### ***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

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

#### ***Here's how:***

1. Ask learners to move the chairs around the floor and stay at the dance floor with their classmates.
2. Play a cha-cha-cha music, ask learners to dance it with any step they can already do for cha-cha-cha.
3. As it stops, let them introduce themselves with the person nearest to them as they shake each other's hands.
4. Let them do the same until they have introduced themselves with the rest of the class.
5. Inform them that their performance will be assessed according to active participation, courtesy and attitude towards the activity.

#### ***Processing Questions:***

- How do you feel about the activity? We're you able to express and introduce yourself through movements?
- What do you think one should 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, learners will be given opportunities to learn and master the basics of the cha-cha-cha. Let them bear in mind that there's more to a dance than dancing itself. After mastering the basics, they can already come up with their own combinations. Besides, as they continue dancing, their fitness will also continue to improve.

#### **They will need:**

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

#### **Objective:**

- Perform proficiently the basic steps and combinations in cha-cha-cha.

#### **Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

#### **Here's how:**

1. Let males choose their partners.
2. Ask them to form three columns by partner. Females stay at right side of males.
3. Play the music of cha-cha-cha. Let them clap the rhythm of the dance (4 and 1, 2, 3).

Basic	Name of Step	Step Pattern	Counting
1	<b>Weight Transfer (Rock Step)</b>	R-Bw, L-Fw	1, 2
2	<b>R Chasse Fw</b>	R-Fw, L-C to R, R-Fw	1 and 2
3	<b>Weight Transfer (Rock Step)</b>	L-Fw, R-Bw	1, 2

4	<b>L Chasse Bw</b>	L- Bw, B-C to L, L-Bw	1 and 2
5	<b>Aleman Turn</b>	L-Fw (Pivot Halfway Turn R), R-Fw (Pivot Halfway Turn R) leading to a Chasse L Bw	1, 2
6	<b>New York (L over R)</b>	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	<b>New York (R over L)</b>	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	<b>Spot Turn</b>	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		

- This time, as the music plays, let them master the patterns introduced together with their partner.
- Let them follow the sequence below as many times as possible until they have already 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

- This time, let learners have the activity with partner. Below is a sequence of steps to be executed simultaneously with partner. Let them continue doing these in closed or open position until mastery is achieved.

<b>Combinations</b>	<b>Male (Start with L Fw)</b>	<b>Female (Start with R Bw)</b>
1	3, 4, 1, 2 3, 4, 1, 2 3, 4, 1, 2 3, 4, 1, 2	1, 2, 3, 4 1, 2, 3, 4 1, 2, 3, 4 1, 2, 5, 4
2	3, 4, 7, 8, 2 3, 4, 1, 2 3, 4, 7, 8, 2	1, 2, 6, 7, 4 1, 2, 3, 4 1, 2, 6, 7, 2



	3, 4, 1, 2 3, 4, 7, 8, 2	1, 2, 3, 4 1, 2, 6, 7, 2
3	Continue doing them with music until mastery is achieved	

7. Below is a Peer-Assessment tool for learners to assess their classmate's performance in the given activity. All they need to do is answer in their activity notebook the needed responses based on the result of the activity.

<b>NAME:</b> _____	<b>Yr./Sec.:</b> _____ <b>Date:</b> _____				
<b>Indicators of Performance</b>	<b>O</b>	<b>VS</b>	<b>S</b>	<b>NI</b>	<b>P</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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 2b: Let's do the waltz**

In this activity, learners will be given opportunities to learn and master the basics of the waltz. After mastering the basics, they can already come up with their own combinations. As they continue dancing, their fitness will also continue to improve.

**They will need:**

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

**Objective:**

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

## Daily Routine

Let the learners accomplish the following before proceeding to the activity proper:

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

### Here's how:

1. Ask male learners to choose a partner.
2. Let them form three columns by partner. Ask the females to stay at right side of males.
3. Play the music of waltz. Let learners clap the rhythm of the dance (1, 2, 3) slowly.

Basic	Name of Step	Step Pattern	Counting
1	<b>L Close Change (Forward)</b>	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	<b>R Close Change (Backward)</b>	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	<b>3 Step Turn</b>	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	<b>Natural Turn (Movements are done simultaneously)</b>	Male: R-Fw (with the heel), L-Fw (with a quarter turn R, on toes), R-C to L (feet then down), L-Sw (with the heel), R-quarter Bw R (with the toes), L-C to R (feet together and down)	1, 2, 3 1, 2, 3
5	<b>Reverse Turn (Movements are done simultaneously)</b>	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)  Female: R-Bw (with the heel), L-Bw (with a quarter turn Bw L on toes), R-C to L (feet	1, 2, 3 1, 2, 3  1, 2, 3 1, 2, 3

		down), L-Sw (with the heel), R-quarter Bw L (with the toes), L-C to R (feet together and down)	
--	--	--	--

**Legend:**

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

- Let the music play. Allow learners to continue doing the steps until mastery is achieved.
- This time, in closed ballroom position, let them have it with partner. Below is a sequence of steps to be executed simultaneously with partner. Let learners 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)

- Provide learners with the Self-Assessment Tool below for them to assess their own performance in the given activity. All they need to do is put a check mark ( / ) corresponding to their responses based on their 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 Mastery:**

- 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, learners are expected to have mastered the basics of cha-cha-cha introduced earlier. Why? Because they are going to put it to another level! They will come up with a dance mixer out of it for them to have a chance to dance with the rest of their class.

#### **They will need:**

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

#### **Objectives:**

- Explain the value of cha-cha-cha as a dance mixer and social dancing activity.
- Perform the cha-cha-cha combinations introduced in the previous activity.

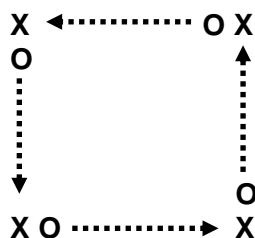
#### **Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

#### **Here's how:**

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



3. Distance between partners shall be about 3-4 meters. Remind that the sequence of combinations is the same as how it was introduced in Activity 2a, number 6. Let them do combinations 1 and 2 for two repetitions.

#### **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

4. Upon finishing 2 repetitions of combinations 1 and 2, let the males raise their L arm for females to turn inward and walk towards the next partner. Do this for 8 counts. Ask them to bow to their 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. Let them 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. Let learners share their insights based on the processing questions given.

**Ask learners these 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, learners are expected to have mastered the basics of waltz introduced earlier. Why? Because they are going to put it to another level! They will come up with a dance mixer out of it for them to have a chance to dance with the rest of their class.

**They will need:**

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

**Objectives:**

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

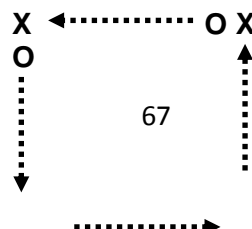
**Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

**Here's how:**

8. Group learners into four pairs each.
9. Position them 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

X O                      O  
                                  X

10. Distance between partners shall be about 3-4 meters. Remind that the sequence of combinations is the same as how it was introduced in Activity 2b, number 12. Let them do the 8 combinations given.
11. Upon finishing the combinations, let each partner step R sideward, do bow (males) and curtsy (females) respectively for two measures (1, 2, 3, 1, 2, 3).
12. Let the males stand still and wait while females move counterclockwise and meet the next partner on the next corner of the square. Let the new partners do the bow and curtsy simultaneously.
13. As soon as new partners meet each other, let them repeat the same combinations.
14. Let them do the same with the rest of the remaining corners. Males stay, females travel around counterclockwise. Two rounds may do in this activity.
15. Gather learners in columns, by group. Let learners share their insights based on the processing questions given.

***Ask learners these 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, learners will be introduced with new combinations other than the basics given beforehand. All they need to do is pay attention to the mechanics on how the movements, steps or combinations are executed. Afterwards, they will be given time to try them on their own, together with their partner.

***They will need:***

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

***Objectives:***

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

***Daily Routine***

Let the learners 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, let learners 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=0_eDzZm9JQw)
- <http://www.youtube.com/watch?v=Cx993DmhNOU>
- <http://www.youtube.com/watch?v=tzi45m7cH2g>

2. Now, let them get a partner and try doing any of the combinations shared through the video/s they've seen.
3. This time, in groups of 4 pairs, let them introduce the combinations they created to the class.
4. After mastering the combinations, let learners try coming up with their own cha-cha-cha mixer combining the steps previously learned and the new ones they have just mastered.

***ACTIVITY 4b: You can do it!***

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

***They will need:***

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

***Objectives:***

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

***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

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

**Here's how:**

5. With the same column formation, in sitting position, let learners 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=eDO_qcp4XN8)
- <http://www.youtube.com/watch?v=BPseiMGyy2I>
- <http://www.youtube.com/watch?v=l1wPywALi5U>

6. Now, let them get a partner and try to do any of the combinations shared through the video/s you've seen.
7. This time, in groups of 4 pairs, let learners introduce the combinations they created to the class.
8. After mastering the combinations, ask them to come up with their own waltz mixer combining the steps previously learned and the new ones they 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:**

- Execute the steps and combinations of cha-cha-cha and waltz creatively and with mastery;
- Enhance fitness while performing with mastery and proficiency their cha-cha-cha and waltz routines;
- Show dance etiquette by displaying positive behaviour before, while and after dancing; and
- Observe safety measures while dancing or doing warm-up activities to prevent injuries.

**Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

**Here's how:**

1. Assemble learners in groups of four pairs.



2. Let them prepare their own cha-cha-cha and waltz routine within 15 minutes.
3. Encourage them to give it their best because this will be performed in a competition.
4. Inform them of the rubric for assessment:

Point Scale	Criteria		
	Mastery and Creativity	Proficiency and Fitness	Dance Etiquette
<b>4 Outstanding</b>	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
<b>3 Very Satisfactory</b>	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
<b>2 Satisfactory</b>	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
<b>1 Needs Improvement</b>	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. Let them move back to their proper places and announce the result of their performance.

***Ask learners these 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 factors that hindered you from doing better?
- How important is partnership and 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?

## WHAT TO REFLECT and UNDERSTAND

In this part of the lesson, learners' understanding will go deeper and further. They will be given opportunities to reflect and understand more the relevance of social dancing to their fitness and well-being. Activities will be provided for them to integrate weight management, lifestyle diseases, the social dance and its fitness benefits which will in turn be beneficial for them as they initiate activities to influence their community.

### **ACTIVITY 1: Why social dancing?**

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

#### **They will need:**

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

#### **Objectives:**

- Explain how a sedentary lifestyle can lead to diseases; and
- Explain how participation in social dancing activities can contribute prevention of diseases.

#### **Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

#### **Here's how:**

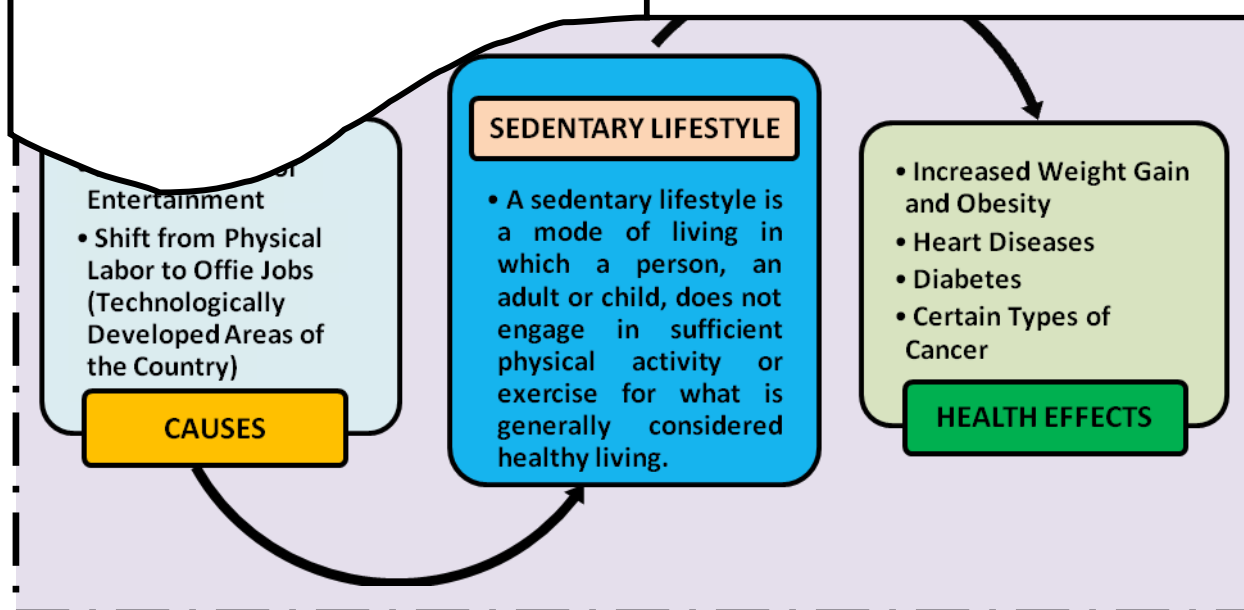
1. Present a PowerPoint presentation to learners that discuss the effects of a sedentary lifestyle and the positive effects of social dancing activities to their health.
2. Let them take note of the important ideas and concepts so that they will be able to answer the questions which will be given later to check their understanding about the lesson.

### Readings (Content of Powerpoint Presentation)

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 the propagation of passive forms of entertainment, such as television, video games, and computer use. Along with such inactive types of entertainment, large numbers of adult workers have shifted from physical labor to office jobs, especially in technologically developed nations.

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. Lack of exercise can also have a negative impact on a person's immune system which can create the possibility for even more negative health consequences.

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



### Process learners' understanding through this activity:

In their worksheet, ask learners to write a three-paragraph essay explaining their understanding on the diagram given above. Inform them that their work will be rated according to relevance, and adequacy/comprehensiveness.

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

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

***They will need:***

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

***Objectives:***

- Discuss the role of social dances in the promotion of fitness in the community.
- Prepare plans to maximize involvement to community fitness programs.

***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

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

***Here's how:***

1. Let learner select their partner. Each group shall have five pairs. Assign batch number per group and respective numbers per pair.
2. In ten minutes, ask learners to come up with a two-minute cha-cha-cha production number.
3. After the given time, proceed to the search proper.
4. As each batch is called, cha-cha-cha music plays. Let learners utilize the first 32 counts in moving to the stage and arranging themselves for the production number.
5. Let learners perform their two-minute production number with their group.
6. Afterwhich, one pair after the other, males first, ask them to approach the microphone and draw a strip containing a question in the bowl provided.

**SUGGESTED QUESTIONS FOR LEARNERS:**

- 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. Serve as the host and read the question for them. Let each contestant give his or her answer.
8. The process continues with the rest of the groups.
9. Determine the winner based on the following criteria for assessment:

Point Scale	Sense of Community	Production Number	Content and Relevance of Answer
<b>4 Advanced</b>	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
<b>3 Proficient</b>	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
<b>2 Approaching Proficiency</b>	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
<b>1 Developing</b>	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

### **ACTIVITY 3: *FITT your weight off!***

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

#### ***They will need:***

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

**Objective:**

- Provide a personal social dancing program incorporating the principles of FITT in developing fitness, especially maintaining or reducing their own weight.

**Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

**Here's how:**







1. Provide learners with a **FITT your weight off** template.
2. Let them fill in the data needed in the template based on their present personal fitness levels and needs.
3. Let them share their plan with their partner and synchronize their plans together. With this, they can even help each other plan their fitness activity with social dances and dance mixer.
4. Ask learners to submit their work.

Note: An example is provided for reference and guidance below:

<b>Name:</b> _____		<b>Yr./Sec.:</b> _____		<b>Date:</b> _____	
<b>My Personal Social Dancing Program</b>					
<b>FREQUENCY</b> (Identify days in a week for your activity)		<b>INTENSITY</b> (Light, moderate, heavy/vigorous)		<b>TIME</b> (Amount of time spent for the activity)	
<b>TYPE</b> (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: _____  Target BMI in 4 Weeks: _____  Target Classification in 4 Weeks: _____			Foods to Minimize Eating ( ): _____ (If Reducing Weight)  Foods to Add Intake With ( ): _____ (If Increasing Weight)		

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

Point Scale	Comprehensiveness	Appropriateness to One's Fitness Level
<b>4</b> <b>Advanced</b>	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
<b>3</b> <b>Proficient</b>	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
<b>2</b> <b>Approaching Proficiency</b>	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
<b>1</b> <b>Developing</b>	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

## WHAT TO TRANSFER

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

### **ACTIVITY 1: Post-Assessment of the HR Log**

In this activity, learners will be given an opportunity to assess their HR Log which they have accomplished daily reflecting their HR before and after performing a physical activity during the past days in their PE class.

#### **You will need:**

- HR Log
- Pen
- Notebook
- RPE

#### **Objective:**

- Design a physical fitness program, e.g. aeromathon.

#### **Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

#### **Here's how:**

1. Let the learners bring out their HR Log.
2. In their activity notebook, let them compute for their PMHR and THR.
3. Ask them to compare their PMHR and THR with that of their pre and post HR result in their HR Log.
4. If they have obtained a post HR that is within their range of THR, write P (Passed) beside their post HR. If they have obtained a post HR outside their range of THR, write F (Failed).
5. In the column for RPE, if they have obtained an RPE of very light to moderate, let them write beside their RPE result a P (Passed). If they have obtained an RPE of heavy or vigorous and up, let them write F (Failed) beside their obtained RPE.
6. Ask them to submit their HR Log with the corresponding remarks for evaluation.

### **ACTIVITY 2: Project CORP (Community Outreach Program)**

In this activity, learners will extend their commitment in the development of fitness in their community. They will be provided with an opportunity to maximize the knowledge and



skills together with the understandings they have acquired in influencing their community with the value of social dances and dance mixers in improving fitness and wellness.

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

***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

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

***Here's how:***

1. Learners will now extend their fitness commitment to the community as required of them to accomplish. Assist learners in realizing the goals in this activity.
2. Provide them with a GRASPS template to accomplish as they go on with the conduct of the outreach program. GRASPS stands for Goal, Role, Audience, Situation, Product and Standard for Assessment. Ask them to accomplish the template. An example is provided below for reference:

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.

3. In order for learners to be guided with how they will accomplish the GRASPS template, especially on their role in the activity, assign them to their respective committees

- ***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 enumerated above can perform the duties and responsibilities relative to the committee where they belong. Group learners according to their interest and expertise.
5. Orient learners on the value of thorough planning to make their outreach program achieve its goals and for it to be successful, they need to prepare everything beforehand and make the necessary coordinations and communications for proper dissemination.
6. Let learners bear in mind that what they say is as important as how they say it. Ask them to be respectful, 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:

<p style="text-align: center;">Isabela National High School Music, Arts, Physical Education and Health Department III-CATTLEYA CLASS City of Ilagan, Isabela</p> <p style="text-align: right;">Date _____</p> <p>MR. SAMUEL P. LASAM, Ph. D. Sec. Sch. Principal IV INHS, City of Ilagan</p> <p>Sir:</p> <p style="padding-left: 40px;">(Indicate the need for the activity and request for approval)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Very truly yours, _____ You</p>	<p style="text-align: center;">Isabela National High School Music, Arts, Physical Education and Health Department III-CATTLEYA CLASS City of Ilagan, Isabela</p> <p style="text-align: right;">Date _____</p> <p>_____ Barangay Captain Calamagui 2<sup>nd</sup>, City of Ilagan Isabela</p> <p>Sir:</p> <p style="padding-left: 40px;">(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)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Very truly yours, _____ You</p> <p>Noted:</p> <p>_____ MAPEH Teacher</p> <p style="text-align: right;">Approved: _____ Recipient Class</p>
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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	Variations/Dance Combinations	War-up/Review
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: \_\_\_\_\_  
MAPEH Teacher

Approved: \_\_\_\_\_  
Recipient Class

Community Outreach Program  
III-CATTLEYA CLASS  
Recipient: Barangay Calamagui 1<sup>st</sup>, City of Ilagan, Isabela  
Date: \_\_\_\_\_

WORKING COMMITTEES	CHAIRMAN	MEMBERS
Program, Communication, and Coordination Ground Preparation and Restoration Registration and Attendance Training and Choreography 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, 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.

## SUMMARY

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

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

It is only through improving oneself that they can influence others' participation and commitment to improving their own fitness practices. Fitness is contagious, as what they say. So don't stop motivating your learners. Guide them to be fit for them be able to influence their 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 probably be a contributor to nation building and strong citizenry.

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## **SUMMATIVE TEST**

The learners' final challenge is to pass the following test. It will assess the knowledge, processes and understandings they have acquired in social dances and dance mixers. Let them do it in their worksheets.

**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. waltz
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    b. 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:
- a. Wear appropriate dancing attire
  - b. Insist in executing difficult dance steps including aerial combinations with your partner
  - c. Ask someone promptly if you wish to dance with him or her
  - d. Always follow counterclockwise as line of direction social dancing
11. ***"May I have this dance?"*** This line implies...
- a. A boy who treats a girl with respect even in dancing
  - b. A boy forcing a girl to dance
  - c. A boy with no one to dance with pleading
  - d. 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?
- a. Respect
  - b. sense of community
  - c. courtesy
  - d. all
13. The following are reasons why fitness is a universal concern EXCEPT ONE:
- a. We face different challenges everyday and it's just but proper to keep ourselves fit all the time if we are to overcome them
  - b. Everyone needs to be physically fit to meet daily physical challenges
  - c. One can influence the community fitness consciousness effectively if he or she fosters fitness and well-being
  - d. 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

**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.) _____

**ANSWER KEY:**

Multiple Choice:

- |       |       |       |
|-------|-------|-------|
| 7. d  | 6. c  | 11. a |
| 8. d  | 7. c  | 12. d |
| 9. d  | 8. c  | 13. d |
| 10. d | 9. c  | 14. a |
| 11. b | 10. b | 15. d |

Completion Type:

- weight transfer (rock step)
  - 1 and 2
  - L-Fw (Pivot Halfway Turn R), R-Fw (Pivot Halfway Turn R) leading to a Chasse L Bw
  - 1, 2, 1 and 2
- 1, 2, 1 and 2

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**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 Waltz Videos [http://www.youtube.com/watch?v=0\\_eDzZm9JQw](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=eDO_qcp4XN8)  
<http://www.youtube.com/watch?v=BPseiMGyy2I>  
<http://www.youtube.com/watch?v=l1wPywALl5U>

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>

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**Sources of Images:**

Silhouettes of Ballroom Dancers @flickr.com

Google images: Philippine Food Pyramid





# **PHYSICAL EDUCATION 9**

## **(Teacher's Guide)**

Quarter 3

Festival Dances

**Part I**

**Defining Desired Outcomes**

<b>Grade Level Standard:</b> The learner demonstrates understanding of community fitness in sustaining and promoting an active lifestyle.		
<b>Content Standard</b>	<b>Performance Standard</b>	<b>Learning Competencies</b>
<i>The learner . . .</i>  <ul style="list-style-type: none"> <li>demonstrates understanding of lifestyle and weight management to promote community fitness</li> </ul>	<i>The learner . . .</i>  <ul style="list-style-type: none"> <li>maintains an active lifestyle to influence the physical activity participation of the community</li> <li>practices healthy eating habits that support an active lifestyle</li> </ul>	<i>The learner ...</i>  <ul style="list-style-type: none"> <li>undertakes physical activity and physical fitness assessments;</li> <li>assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate;</li> <li>determines risk factors for lifestyle diseases (obesity, diabetes, heart disease);</li> <li>distinguishes among facts, myths and misinformation associated with eating habits;</li> <li>describes the nature and background of the dance;</li> <li>executes the skills involved in the dance;</li> <li>monitors periodically one's progress towards the fitness goals;</li> <li>performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion);</li> <li>involves oneself in community service through dance activities; and</li> <li>recognizes the needs of others in a real life and meaningful way.</li> </ul>

**Part II**

**Planning for Assessment**

Product/Performances	Assessment at the Level of Understanding	Assessment at the Level of Performance
Participation in community	<b>Explanation</b> Explain how participation in social	Assessment of the participation in

outreach program	<p>dances and dance mixers improve community fitness.</p> <p><b>Interpretation</b> Illustrate relationship between food preference and one's fitness</p> <p><b>Application</b> Create own combination of basic cha-cha-cha and waltz steps.</p> <p><b>Perspective</b> Recommend a regular dance program for the elders in the community</p> <p><b>Empathy</b> Relate to individuals in the community with low levels of fitness.</p> <p><b>Self-knowledge</b> Realize the benefits of participating in social dances or dance mixers to improve one's fitness level</p>	<p>community outreach program based on the following criteria:</p> <ul style="list-style-type: none"> <li>• attitude towards the activity</li> <li>• execution of the dance skills</li> </ul>
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### Part III Planning for Teaching and Learning

#### INTRODUCTION

Fitness is a universal concern of all. Whatever endeavours we are in, whatever activities we do, our fitness should always be taken into account if we are to perform them with effectiveness and efficiency. Fitness is not just for athletes, sportsmen and Physical Education teachers and fitness instructors. It is 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 learners to the value of festival dancing in the enhancement of their fitness. They 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 their weight and of course opportunities to maximize the enhancement of their fitness through festival dance. It is expected thereafter that such practices will be used by



## PRE-ASSESSMENT

**Part 1. Directions:** Below is a survey questionnaire that reveals learners' involvement or participation in festival dances. Let learners copy it in their worksheet and accomplish by putting a check mark (✓) corresponding to their response in each item.

<b>Festival Dancing and Related Activities</b>	<b>Yes</b>	<b>No</b>
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 learners below which helps them make meaning of the responses they have indicated in the survey-questionnaire.

### **Number of Yes Responses**

1-3

4-6

7-10

### **Relative Interpretation**

Is inactive in festival dancing activities

Moderately active in festival dancing activities

Highly active in festival dancing activities

Based on learners' interpretation of their responses to the survey-questionnaire, what does this reveal about their fitness and community involvement? Let them express and share their answer to the class in 3-5 sentences.

**Part 2. Directions:** Learners' knowledge on festivals, if there is any, will be activated, through their responses to the instructions that follow:

1. Let learners enumerate in their worksheet the festivals that they know and are familiar with.
2. Let them make a short description about each of the festivals they have enumerated.
3. Let them classify whether they are religious or secular/non-religious festivals.
4. Let them give at least 3 positive effects of festival dancing or participation/involvement in festival dances to themselves, family and community.

**Self:**

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**Family:**

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**Community:**

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## **I. WHAT TO KNOW**

In this phase, learners will be provided with activities that activate their prior knowledge on the lesson. From there, follow-up activities will be provided to elicit their tentative understandings. As they go through the rest of the activities, misconceptions and alternative conceptions they have in mind will be clarified. Finally, their knowledge, considering its adequacy and relevance, will be assessed at the end of this phase.

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

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

**They will need:**

- Pen
- Activity Notebook

**Objectives:**

- Share knowledge about festival dances.

**Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

**Here's how:**

- Below is a matching type activity which assesses learners' prior knowledge on the festivals we have in the country and their places of origin. In column A are the festivals and in B are the places of origin. The learners shall write the letter of origin in column B to the festival in column A in their worksheets.

A	B
_____ 1. Bambanti Festival	a. Bacolod City
_____ 2. Bangus Festival	b. Baguio City
_____ 3. Ati-Atihan	c. Bicol
_____ 4. Sinulog Festival	d. Cebu City
_____ 5. Mango Festival	e. Dagupan, City
_____ 6. Dinagyang Festival	f. Davao City
_____ 7. Panagbenga Festival	g. Iloilo City
_____ 8. Pattarradday Festival	h. Isabela
_____ 9. Masskara Festival	i. Kalibo, Aklan
_____ 10. T'nalak Festival	j. Santiago City, Isabela
	k. South, Cotabato

- Ask learners to exchange notebooks with their seatmate and check each other's answers. Show the answer key.

**ACTIVITY 2: Why Festivals?**

In this activity, learners will be given inputs on the nature and background of festival dances. Ask the learners to pay attention to the discussions for them to pass the assessment which will be given to them at the end of the lesson.

**They 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**

Let the learners accomplish the following before proceeding to the activity proper:

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

### **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, Buyogan 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 attracts 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

**Ask learners the following 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, learners will be given activities to recall the basic locomotor and non-locomotor movements. Together with the basic steps and arm movements in folk dance that they know and be able to do, learners shall produce their own festival dance relative to the context of the festival they are celebrating.

**They 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 needed to produce a folk-based festival dance.

**Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

**Here's how:**

**Activity:**

1. The learners shall be grouped into 4. Let them designate a leader per group.
2. Play the festival music prepared. As the music is being played, ask learners to try coming up with five figures of 16 counts each. Let them do this in ten minutes.
3. Let each group present their output. While a group is presenting, 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 to come up with your own festival routine?
- Was it hard or easy? Why?
- What should one know and be able to do to be able to come up with an easier festival dance routine?

**Abstraction:**

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

**Locomotor Movements**

These are movements that allow the body to move from one point in space to another. It is canned 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 done 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:

- The same groups will be doing this activity. The groups shall identify something they wish to celebrate. They shall be asked to recall the basic movements they learned for the past years. Inform them that the celebration they have agreed with their group shall be the basis for the movements they will create. In ten minutes, they are expected to come up with five figures of 16 counts each.

- The performance of the group will be assessed using the following criteria:
  - Concept/Theme
  - Variety of movements
  - Creativity (Application of the elements of movements in space)
  - Cooperation
- The group shall present their work.
- Ask the learners the following questions:
  - What went well? What went wrong?
  - Was the activity rewarding? Why? Why not?

#### ***ACTIVITY 4: Festival Dancing and Fitness***

In this activity, learners will be able to relate how performance in increased intensity fitness. Invite them to focus and reflect on the powerpoint presentation on Target Heart Rate.

#### ***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***

Let the learners accomplish the following before proceeding to the activity proper:

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

#### ***Here's how:***

#### **(Powerpoint presentation)**

Teach the learners how to determine their THR (Target Heart Rate) range. Let them follow the steps provided to arrive at their own PMHR and THR which they could use in determining the intensity of their dancing activity and raising it to a higher level if necessary.

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

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

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):

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

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):

•  $\underline{\hspace{2cm}}(\text{PMHR}) \times 80\% (\text{or } .8) = \textbf{(Highest Target Heart Rate)}$

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

Say: 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.

***Invite learners to this processing activity:***

1. With the same groups, perform the dance routine simultaneously 4 times.
2. Stop and get your heart rate by placing your middle and pointing fingers in your carotid pulse located just below your cheek beside your throat. In 15 seconds, count your pulse then multiply it by 4.
3. Ask learners if they have reached their minimum THR? If not, let them dance more.
4. Do the same process in getting their THR.

***Ask learners these 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, the learners' knowledge on festival dances and its effect on fitness will be assessed through an honesty quiz bee. It is dubbed as honesty quiz bee because they themselves will be accountable in keeping track of their own score.

***They 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***

Let the learners accomplish the following before proceeding to the activity proper:

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

***Here's how:***

1. Ask learners to form 6 columns. In a cross sitting position, ask them to have their individual flashcard and chalk ready with their score sheet because they shall do an honesty quiz bee.
2. Inform them that the quiz bee is divided into 3 categories namely easy, average and difficult. Tell them that 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. Read each question twice. Once you say "Go", the learners will write their answer on their respective flashcard. Give them ten seconds to write their answer in their flashcard.
4. At the signal of "Time's Up!", the learner should stop writing and raise their flash cards for checking. Read the answer. If they got the right answer, let them write a straight line corresponding to their score in their score sheet. If they got the answer wrong, let them write x for that particular number in the score sheet.
5. The sequence continues until all questions are read, answered and scored.
6. This time record the scores of your learners.

***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 (To be demonstrated):**

- 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?***

Invite learners to pay attention to the scale provided below. Let them assess their performance in the quiz using the given scale:

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

## II. WHAT TO PROCESS

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

weight.

***They 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

***Objective:***

- Decide the calorie intake and energy consumption.
- Discuss the importance of warm-up or body conditioning in relation to safety and injury prevention before undergoing a strenuous physical activity.

***Daily Routine***

Let the learners 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 groupings, let the learners form two columns facing front. Ask them to do warm-up exercises first before proceeding to the next activity.
2. Order the learners to do:
  - Arms sideward, raise!
  - Right face!
  - Arms sideward, raise!
  - Face front.
3. For 10-15 minutes, they are going to perform the routine of five figures they created in the previous activity. For the first 5 minutes, ask them if they have reached their minimum THR. If not yet, then let them proceed with the activity until their heart rate falls within their THR range.
4. Let learners do a little cool down then assemble them in circle.

***Analysis:***



Ask them to share something with the following questions:

- 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:

Invite learners' attention to the following presentations:

#### **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
<b>Bread and Cereals</b>		<b>Vegetables</b>	
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
<b>Beverages</b>		Sweet Potato, baked	155
Coffee/Tea (plain)	105	Tomato, raw	30
Carbonated beverage (8 oz.)	165		

Milk, whole (1 cup)	90	<b>Meat, fish, &amp; poultry</b>	
Malted milk (2 cups)	560	Beef, sirloin steak (9 oz.)	375
		Lamb chop (3 oz.)	450
<b>Dairy Foods</b>		Pork chop (3 oz.)	295
Butter (1 T)	100	Ham (3 oz.)	340
Cheese, cheddar (1 oz.)	115	Bacon (3 strips)	95
Cheese, cottage (1 cup)	240	Veal chop (3 oz.)	185
Cream, light (1 T)	30	Chicken, canned (3 oz.)	170
Cream, whipped, unsweetened (1 T)	25	Tuna (3 oz.)	170
Egg (medium-size)	80	Sardines (3 oz.)	180
		Salmon, Canned (3 oz.)	120
<b>Desserts</b>		Luncheon meat (3 oz.)	165
Pie, apple (4 in. sector)	330	Frankfurters (2)	300
Pie, custard (4 in. sector)	265		
Pie, mince (4 in. sector)	340	<b>Miscellaneous</b>	
Pie, lemon meringue (2 in. sector)	300	Mayonnaise (1 T)	110
Cake, angel food (2 in. sector)	110	French dressing (1 T)	60
Cake, layer (2 in. sector)	320	Assorted jams (1 T)	55
Brownie (3"x2"x2")	295	Sugar (1 T)	50
Ice cream, plain (1/2 cup)	150	Hamburger on bun	492
Sherbert (1/2 cup)	118	Hotdog on bun	300
Vanilla pudding (1 cup)	285	Peanut butter sandwich	220
		Cheese sandwich	333
<b>Fruits</b>		Chocolate nut sundae	350
Apple, raw (medium)	70	Cashew (1 oz.)	164
Banana, raw (medium)	85	Peanuts, chopped (1 T)	50
Cantaloupe (1/2)	40	Fudge (1 oz.)	116
Grapefruit (1/2 small)	50	Chocolate creams (1 oz.)	110
Orange, raw (medium)	70		
Peach, raw (medium)	35	<b>Liquors</b>	
Pear, raw (medium)	100		75
		Brandy (1 Oz.)	
Pineapple, Canned (1 slice)	95	Whisky (1 ½ oz.)	125
		Beer (12 oz. can)	170
<b>Fruit Juices</b>		Marini	150
Grapefruit (1 cup)		Wines (3 oz. glass)	75-100
Orange, fresh (1 cup)			
Pineapple, canned (1 cup)		<b>T – Tablespoon</b>	
Tomato, canned (1 cup)			

Table 2: Calorie consumed per 15 minutes

<b>CALORIES CONSUMED PER 15 MINUTES</b>	
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

Example: DBW = 59 kg. /athlete = (Refer to Table 4 for energy requirement/activity)  
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. (1<sup>st</sup> Ed), 1998, Quezon City

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

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

**They will need:**

- FITT Template
- Pen
- Notebook

**Objectives:**

- Plan for their personal social dancing program incorporating the principles of FITT in developing fitness, especially maintaining or reducing their own weight.

**Daily Routine**

Let the learners accomplish the following before proceeding to the activity proper:

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

**Here's how:**

1. Provide learners with a **FITT your weight off** template.
2. Let them fill in the data needed in the template.
3. Ask them to share their plan with their group so that it will be synchronized. Given this, they can help each other plan their fitness activity through the festival dances.
4. Collect learners' outputs.

Sample template:

<b>Name:</b> _____		<b>Yr./Sec.:</b> _____	<b>Date:</b> _____
<b>My Personal Festival Dancing Program</b>			
<b>FREQUENCY</b> (Identify days in a week for your activity)	<b>INTENSITY</b> (light, moderate, heavy/vigorous)	<b>TIME</b> (Choose the best time for the activity)	<b>TYPE</b> (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)	

**Rate learners' outputs according to the following rubric:**

Point Scale	Comprehensiveness	Appropriateness to One's Fitness Level
<b>4</b> <b>Advanced</b>	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
<b>3</b> <b>Proficient</b>	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
<b>2</b> <b>Approaching Proficiency</b>	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
<b>1</b> <b>Developing</b>	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

### **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, learners will be provided with opportunities to refine their understanding on the benefits derived from engaging themselves in dancing activities. At the course of this activity, they will be made to integrate their understanding on maintaining, gaining or losing weight, having an active lifestyle as a means to achieve a sound mind in a sound body.

#### ***They 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***

Let the learners accomplish the following before proceeding to the activity proper:

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

#### ***Here's how:***

1. Group learners according to their place of origin regardless of gender.
2. The group shall identify themselves with a leading industry in their own place and call them as such.
3. Based on this name, let them create movement patterns and combinations for their festival dance parade.

4. Ask them to integrate shouts that distinguish their festival from the other groups. Examples of these are “Viva Pit Senior!”, “Mabuhay, Dinagyang Festival!” or Viva, Masskara Festival, Viva!!!” This are called festival shout-outs.
5. Let them create 5 figures of 32 counts each.
6. Upon mastery, let them assemble themselves in 4 columns with a distance of about two meters from each other.
7. Ask the learners to perform their festival dance integrating their shouts in between figures or at the end of the whole sequence in continuous progression. Do this in a open space or in the school gymnasium, if there’s any.
8. Rate the learners based on the 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, learners 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-

**Figure 1: Fitness Triangle**



paragraph essay that explains their interpretation of the hierarchical relationship of the elements indicated therein.

***They will need:***

- Fitness and festival dancing triangle
- Pen
- Worksheet

***Objective:***

- Explain the benefits derived from participation in festival dancing.

***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

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

***Rubric for assesement:***

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



## 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, learners will be given an opportunity to assess their HR Log which they have accomplished daily, reflecting their HR before and after performing a physical activity.

#### ***You will need:***

- HR Log
- Pen
- Notebook
- RPE

#### ***Objective:***

- Exhibit the level of endurance needed in designing a physical fitness program, e.g. aeromathon.

#### ***Daily Routine***

Let the learners accomplish the following before proceeding to the activity proper:

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

#### ***Here's how:***

1. Ask the learners to bring out their HR Log.
2. In their activity notebook, let them compute their PMHR and THR.
3. Ask them to compare their PMHR and THR with that of their pre and post HR result in their HR Log.
4. If they have obtained a post HR that is within their range of THR, write P (Passed) beside their post HR. If they have obtained a post HR outside their range of THR, write F (Failed).
5. In the column for RPE, if they have obtained an RPE of very light to moderate, let them write beside their RPE result a P (Passed). If they have obtained an RPE of heavy or vigorous and up, let them write F (Failed) beside their obtained RPE.

6. Ask them to submit their HR Log with the corresponding remarks for evaluation.

### **ACTIVITY 2: Project COrP (Community Outreach Program)**

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

#### ***They 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 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***

Let the learners accomplish the following before proceeding to the activity proper:

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

#### ***Here's how:***

1. Learners will now extend their fitness commitment to the community. Assist learners in realizing the goals in this activity.
2. Provide them with a GRASPS template to accomplish as they go on with the conduct of the outreach program. GRASPS stands for Goal, Role, Audience, Situation, Product and Standard for Assessment. Ask them to accomplish the template. An example is provided below for reference:

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 by all Grade 9 PE classes is initiated by the MAPEH Department to reinforce of 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:	<p>your work will be rated according to the following criteria:</p> <ul style="list-style-type: none"> <li>▪ Teamwork (Sense of Community)</li> <li>▪ Display of high level fitness (refer to their RPE upon doing the activity)</li> </ul>

3. For learners to be guided with how they will accomplish the GRASPS template, especially on their role in the activity, assign them to their 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 learners according to their interest and expertise.
5. Orient learners on the value of thorough planning to make their outreach program achieve its goals. For it to be successful they need to prepare everything beforehand and make the necessary coordinations and communications for proper dissemination.
6. Let learners bear in mind that what they say is as important as how they say it. Ask them to 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-CATTLEYA CLASS City of Ilagan, Isabela	Isabela National High School Music, Arts, Physical Education and Health Department III-CATTLEYA CLASS City of Ilagan, Isabela
Date	Date
<p>MR. SAMUEL P. LASAM, Ph. D. Sec. Sch. Principal IV INHS, City of Ilagan</p> <p>Sir:</p> <p style="padding-left: 40px;">(Indicate the need for the activity and request for approval)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Very truly yours,</p> <p style="text-align: right;">_____ You</p>	<p>Barangay Captain Calamagui 2<sup>nd</sup>, City of Ilagan Isabela</p> <p>Sir:</p> <p style="padding-left: 40px;">(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)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Very truly yours,</p> <p style="text-align: right;">_____ You</p> <p>Noted:</p> <p>_____ MAPEH Teacher</p> <p style="text-align: right;">Approved:</p> <p style="text-align: right;">_____ Recipient Class</p>

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	Variations/Dance Combinations	War-up/Review
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:  
\_\_\_\_\_  
MAPEH Teacher

Approved:  
\_\_\_\_\_  
Recipient Class

Community Outreach Program  
III-CATTLEYA CLASS  
Recipient: Barangay Calamagui 1<sup>st</sup>, City of Ilagan, Isabela  
Date: \_\_\_\_\_

WORKING COMMITTEES	CHAIRMAN	MEMBERS
Program, Communication, and Coordination Ground Preparation and Restoration Registration and Attendance Training and Choreography 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 played from slow, moderate to fast tempo (with at least 15 minutes length each segment). This dictates the level of intensity of the ballroom aeromarathon
- Start the ballroom aeromarathon 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, gradually end up with a cool down
- Since this is a ballroom aeromarathon, 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.

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

## SUMMARY

The technological advancements we are enjoying nowadays have 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 you 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, in order for them to be considered essential, shall have made a difference in your lifestyle practices. And these practices, when mastered, will be shared with your immediate community to maximize their importance.

Those being said, dance yourself out and master festival dancing and its relation to your fitness. Influence your 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 will eventually influence your immediate community

with your actions. Hence, communal productivity will be seen not just in you but also among those whom you have influenced.

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## SUMMATIVE TEST

The learners' final challenge is to pass the following test. It will assess the knowledge, processes and understandings they 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 hear 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. The learners will 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:

- 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?
- If a student is 12 year of age, what is his THR range?



**ANSWER KEY:****I. Multiple Choice:**

- |      |       |
|------|-------|
| 1. b | 6. c  |
| 2. b | 7. b  |
| 3. a | 8. d  |
| 4. c | 9. a  |
| 5. c | 10. a |

**II. Completion Type**

BASIC STEPS	STEP PATTERN	COUNTING
Close Step	Step, close	1, 2
Bleking	Step, heel place	1, 2
Change Step	Step, close, step	1 and 2
Heel-toe change step	Heel place, touch step, step, close, step	1, 2, 1 and 2
Cross change step	Cross step, step, step	1 and 2

**III. Computation**

1. DBW-F: 65.1 kg  
TER : 2278.5 cal. (light)  
2604 cal. (moderate)

2. THR Range (12 Years Old): 124.8 to 166.4

**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. (1<sup>st</sup> Ed), 1998, Quezon City

# **PHYSICAL EDUCATION 9**

## Quarter 4



<http://www0.sun.ac.za/>

## **Active Recreation**

### Teacher's Guide

PHYSICAL EDUCATION  
GRADE 9  
**ACTIVE RECREATION**

Module No.: 2  
Lesson: 1  
Number of Sessions: 8

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**Part I Defining Learning Outcomes**

**Grade Level Standard:**

Content Standard	Performance Standard	Learning Competencies
<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> <li>demonstrates understanding of lifestyle and weight management to promote community fitness</li> </ul>	<p><i>The learner . . .</i></p> <ul style="list-style-type: none"> <li>maintains an active lifestyle to influence the physical activity participation of the community</li> <li>practices healthy eating habits that support an active lifestyle</li> </ul>	<p><i>The learner ...</i></p> <ol style="list-style-type: none"> <li>Discuss the nature and background of indoor and outdoor recreational activities,</li> <li>Participate in active recreation</li> <li>Advocate community efforts to increase participation in physical activities and improve nutrition practices</li> <li>Practice environmental ethics (e.g. Leave No Trace) during participation in recreational activities of the community.</li> </ol>

## Part II Planning for Assessment

Product/Performances	Assessment at the Level of Understanding	Assessment at the Level of Performance
Community Outreach Program	<p><b>Explanation</b> Justify the importance of active recreation in one's fitness</p> <p><b>Interpretation</b> Characterize a healthy person.</p> <p><b>Application</b> Participate in recreational activities that are present in the community</p> <p><b>Perspective</b> Share view on active recreation as a lifetime activity</p> <p><b>Self-knowledge</b> Assess level of understanding on active recreation</p>	Conduct of the community outreach program

## Part III Planning for Teaching and Learning

### INTRODUCTION



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 them to combat this health hazard, this module will help the learners make a paradigm shift to a healthier lifestyle through AN ACTIVE recreation

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

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.

The 9<sup>th</sup> graders are experiencing physical changes. They've been exposed to different undertakings that somehow affected their health and lifestyle thereby affecting their weight as a teenager.

This module will help the learners choose physical activities from both indoor and outdoor that will surely bring them fun, fitness, and fundamentals! The activities are enjoyable and offer satisfaction to enhance the quality of their life. Learners should understand that lifestyle and recreation will promote not just their personal fitness, nor their family's fitness, but the community's fitness in general!

## **PRE-ASSESSMENT**

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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 invent 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 their 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
10. Active recreation participation is everyone's responsibility, which of the following is the best reason for this?
  - a. Maintain weight
  - b. To have a healthy lifestyle

- c. Keep a physically fit body
  - d. Have fun, enjoyment, and satisfaction
11. Yorina, a junior high school student had a BMI of 30. Her classification falls into
- a. Normal
  - b. Underweight
  - c. Overweight
  - d. Obese
12. Larissa wants to have a healthy weight range. What can she do to maintain her weight?
- a. The intake of food depends on her moods
  - b. The calorie intake is more than the energy expenditure
  - c. The energy expenditure is more than the calorie intake
  - d. 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?
- a. Eat a lot and take time to rest
  - b. Sleep and take more foods
  - c. Participate in an aerobics program 5 times a week
  - d. Eat more calories and use a little of it for energy expenditure
14. Badminton playing burns more calories because of
- a. The speed of movement in playing
  - b. The swinging actions in hitting the shuttle
  - c. The jumping actions in smashing
  - d. The slow wrist actions in drop shots
15. Which of the following is a fitness benefit of zumba?
- a. Improves cardiovascular endurance
  - b. Tones and tightens muscle groups
  - c. Burns more calories to lose weight
  - d. 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?
- a. Tell them to exercise everyday
  - b. 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

*Here's the key to correction:*

1. C	6. C	11. D	16. C
2. A	7. C	12. D	17. D
3. B	8. D	13. D	18. C
4. D	9. A	14. A	19. C
5. D	10. B	15. D	20. D

*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

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### **Part I            What to KNOW**

Knowledge will be unveiled in this part of the module. Learners will be provided with activities that will test their prior knowledge, stimulate their interest and elevate their level of excitement in the different activities. This will help them get started and be mentally ready for the next parts.

### **Activity I            LIFESTYLECHECK**

The activity puts awareness on the kind of lifestyle of the learners

Objective:

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

Materials Needed: Copy of the Teacher-made survey

Directions:

1. Group the learners with 8-10 members each. (Consider the number of your students in grouping. You can have more number of groups to accommodate everybody)
2. Distribute the survey form
3. Ask learners to do the ff:
  - a. Put a checkmark on the frequency of their participation as Always, Sometimes, and Never.
  - b. Make a summary report and share with the class
  - c. Concentrate the summary report on the following:
    - What activities are checked as “Always”
    - What activities are checked as “sometimes”
    - What activities are checked as “never”
4. Assign a group representative to do the presentation in 3 minutes (time may vary)

**(The focus of the activity is to know the lifestyle of the students in relation to their health)**

Materials Needed:

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

**Discuss the qualitative description of their scores on the following scale: Ask them how they feel about their result. Why did they come up with that result. Consider factors like their family, friends, environment where they live, attitude, and education on being healthy**

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

**Introduce the next activity by giving a leading question on the concept of time. How do they spend the day?**

## **Activity II**                      **PAG MAY TIME**

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

Objectives:

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

Materials needed:

Teacher -made survey form

Directions:

1. Form groups in the class. The number of members depends on the size of the class. Ask them to select the discussion facilitator and the secretary.
2. Ask them to use the matrix below in identifying the activities that they do in a day.
3. Give them 5 minutes to do the survey Time limit may vary.
4. The group leader will present the summary in 3 minutes. (time may vary depending on your agreement)

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

***After the presentation, emphasize to the students the relevance of the statement on the kinds of time. Focus on the meaning of Existence, Subsistence, and Free time. Make a big statement on the importance of free***

***time in one's life. Make them realize that part of our days' time is on a recreation activity.***

EXISTENCE – biological needs such as eating, sleeping, rest

SUBSISTENCE – attending to classes in school, attending to work-related functions

FREE TIME – time for enjoyment and relaxation

After establishing the three sets of time, let them *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?

***Introduce the concept of passive and active recreation. Elicit from them their recreation activities. Emphasize the concept of recreation, be it passive or active***

DRAFT as of April 7, 2014

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 4<sup>th</sup> 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.

***End the activity by emphasizing that Recreation can be passive and active***

***Introduce the concept of indoor and outdoor recreation***

***Activity III IN OR OUT***

The activity introduces another classification of recreation

Objectives:

1. Differentiate indoor from outdoor recreational activities
2. Share their personal experience in the different activities

Materials Needed:

Manila paper or /used calendar

Directions:

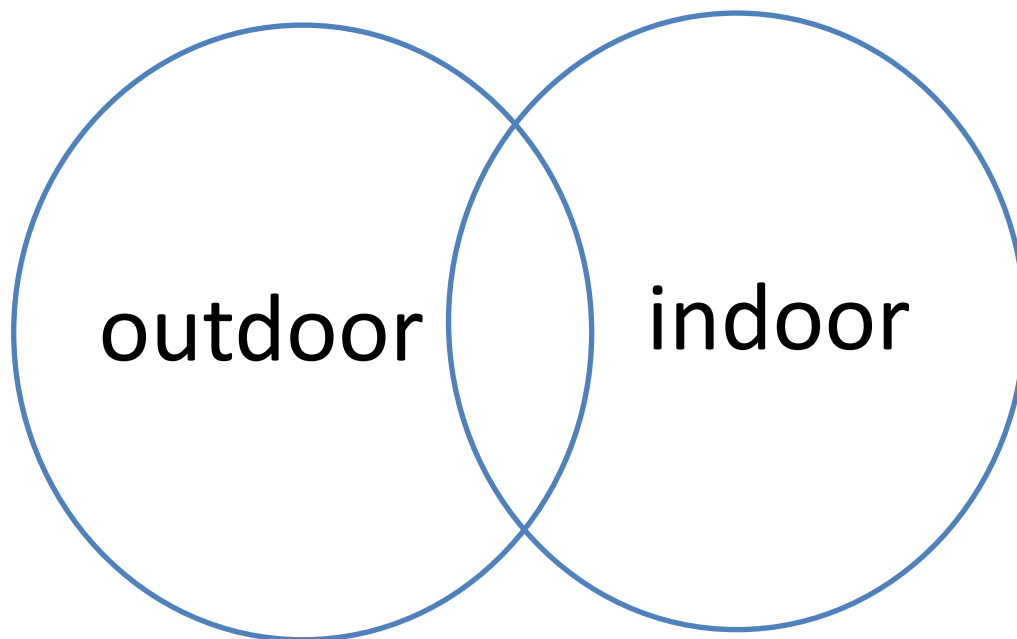
1. Ask them to find a partner and copy the Venn diagram in their worksheet
2. Let them classify/identify if the activities/games listed below are held indoor or outdoor by writing on the diagram. Clarify also that in the center represents activities that can also be done both indoor and outdoor. But the meat of the activity is the indoor and outdoor types.
3. Let them do this in 3 minutes ( time may vary)
4. Let them share their work.

***Give appreciation on their presentation.***

***Now ask them the following questions. Just choose some volunteers to share in the class with the following guide questions.***

- Which among the activities are they familiar with?
- Have they participated in one or two of the activities?
- If yes, when was the last time you participated in that activity? Where?
- How was their experience?

***Appreciate their sharing. You can also share yours which you think will help in their understanding***



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

outdoor

**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.**

***End the activity by emphasizing that recreation can be indoor and outdoor.***

***This part of the module will bring out the best in you as you present lecture in the most creative, intellectual, and convenient way. The readings here are***

***guide on your discussion; you can have more supplementary readings if you find it necessary.***

***Introduce the lesson by this statement: Recreation includes variety of activities. This includes sports, games, music, arts, hobbies and collecting activities, and outdoor or nature activities.***

#### **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.

##### **Objectives:**

1. To describe how participation in active recreation contribute 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 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 of charts.
4. Present it to class.

<b>Readings:</b>
------------------

#### **INTRODUCTION**

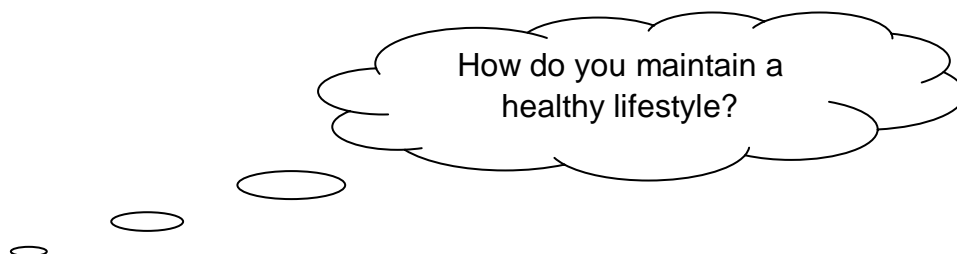
The way you live your life in an everyday basis is your **lifestyle**. These are the patterns of your behaviour on how you typically live. In includes eating habits,

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 at 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.

DRAFT as of April 7, 2014







<http://o5.com/wp-content/uploads/2011/05/25036-clipart-illustration-of-an-orange-person-rubbing-his-chin-while-thinking-creative-thoughts-with-four-bubbles1.jpg>

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:

<b>Health</b>	•those who believe in the benefits of healthy lifestyle are more likely to engage in healthy behaviour
<b>Everyone</b>	•Healthy lifestyle can be practiced by everyone “health for all”
<b>Lifetime</b>	•The longer healthy lifestyles are practiced, the greater the beneficial benefits
<b>Personal</b>	•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*

**After the discussion, emphasize on the following questions:**

- ***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 BMI?***
- ***Do you know your weight range?***

***Then, explain what weight range is. 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).***

**Let them recall their BMI...If they can't, have a computation in the class with the formula  $BMI = \text{Weight in Kilogram} / \text{height in meters squared}$ . Let them classify their result. Emphasize on the implication of their result to their health. Discuss the factors that affect their weight range. Elicit their personal experiences in connection with the factors.**



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](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 a non-obese parents can only have a 10% chance of bearing an obese or overweight child. The rapid growth 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. This includes 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.

**End the session by letting them share their personal weight range and the factors that affect their weight.**

**Introduce the topic on weight management. You start by asking them their weight before and present. Ask them to reason why their weight before and**

*after seems different, or the same .Explain thoroughly the concept of energy balance. Let them interpret the image of energy balance. Show them a big picture of the energy balance....let them analyse on their own understanding*

## 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 expended/less calories consumed)
Weight Management	(calories consumed = calories expended)



(For LAY OUT ARTIST PLEASE REDRAW)



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.

***Introduce the next topic. Note that active recreation is divided into:***

- i. Indoor recreation***
  - ***Individual sports – badminton***
  - ***Team sports – volleyball***
  - ***Dance – Zumba***
- ii. Outdoor Recreation***
  - ***Hiking***
  - ***Camping***
  - ***Orienteering***

***Recall their prior discussions on the nature and background of badminton and volleyball. Review also the rules of the games and the mechanics of doing the skills. Ask their experience when they played the game. Did they play on a competitive level?***

***The focus of the discussion is on the fitness benefits of the games. How these games affect one's health in terms of managing weight.***

<b>Readings: INDOOR RECREATIONAL ACTIVITIES</b>
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## **Badminton**

[http://64.19.142.12/www.mnartists.org/uploads/users/user\\_25026/e5a2ec446653fa8673c0e7da1e159304/e5a2ec446653fa8673c0e7da1e159304\\_scale\\_410\\_519.jpg](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 17<sup>th</sup> 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.

DRAFT as of April 7, 2014



## 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 is 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 should as well as the lower extremities when you serve, pass, set, spike and block when in play. You can burn an approximately 7% of body fats in badminton, while burns 585 calories in a 45 minute game. 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, t 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.

***Before you introduce this topic, you can give this as an assignment so that they can have a broader background of what zumba/latinaerobi dance is. You can also ask them to download a video of the following dances so that they can relate to the lesson.***

- ***fat- burning cardio latin work out by Denise Austin***
- ***Reduce tummy by Zuma Rio***
- ***Sizzling Latin Dance Fitness by Paul Eugene***

## ***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.

### **Zumba Fitness 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 trainor 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 the 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!**

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

Here are some benefits of dancing zumba /latin aerobics:



- 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 maximize burns more calories. Joining zumba workout for an hour burns approximately 600 calories.
- Stress Reliever – It is believed that zumba dancing releases more altering endorphins that melts away worries away.
- Improved 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



Show them a picture of an outdoor scenario e.g mountain, caves, beaches, trails. Ask what they can see in the picture. Relate it to recreation and active lifestyle. Show familiar tourist spots in the Philippines which is a good place to go for an outdoor recreation.

### 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](http://www.iconshock.com/img_jpg/REALVISTA/education_icons/jpg/128/backpack_icon.jpg)

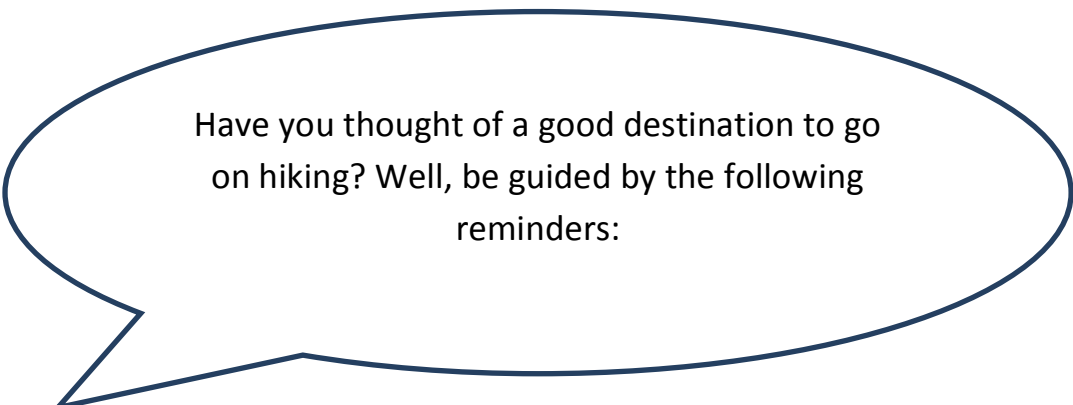
**Ask them the following: Have you experienced walking in a longer distance?  
How was the feeling?**



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](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 for 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 also 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>

***Give them an assignment “Give scenarios/situations in the school or community on how can one apply “Leave No Trace ”policy***

### **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

#### **6. Fire**

- ☐ Matches or lighter
- ☐ Waterproof container
- ☐ Firestarter

#### **7. Repair kit and tools**

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

- ☐
- 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

- ☐
- 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](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,

***Introduce orienteering by relating it with “amazing race” show. If they can’t relate, the treasure hunting activity of Boy scouts and Girl scouts can be considered. During the discussion you can use the words” congratulations, you’re the first team to arrive or still part of the race...or “congratulations, you’re the last team to arrive, unfortunately, you are eliminated!***

***You can bring an actual map/compass to show them.***

## **ORIENTEERING**

[http://www.cwsportspartnership.org/images/dr\\_b02989e6690cc0638e4da09ded34f9cb.jpg](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:*

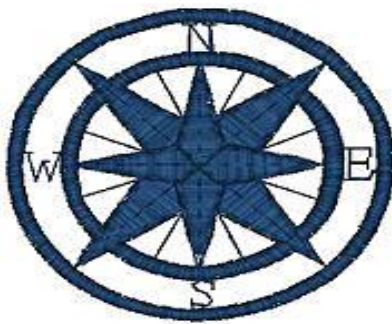
1. Conceptual aspects – Since it is a navigational activity, it enhances your decision making skills about map interpretations and using compass. It also requires you to constantly interpret information contained in the map.
2. Physical Aspect – Orienteering is basically a running sport so it develops 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](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

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symbol. [http://www.myteacherpages.com/webpages/ttravis/social\\_studies\\_class.cfm?subpage=648434](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)

Retrieved from <http://myweb.tiscali.co.uk/magnus/orientgoldenrule.html>

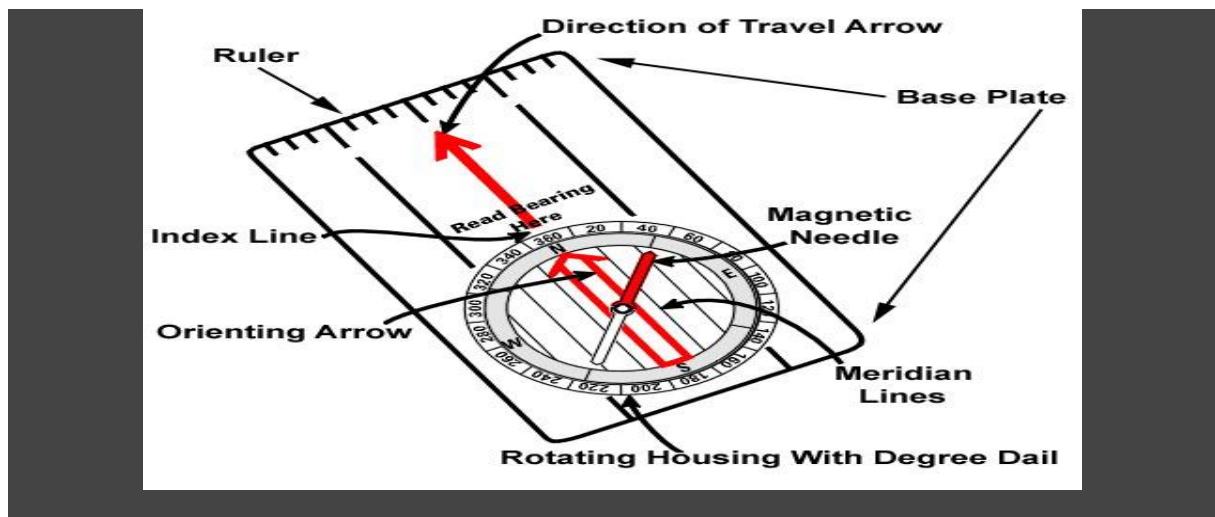
## **Orienteering Compass**

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 needle's 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>



## **Part II      What to PROCESS?**

*The activities presented here are just suggested. You can change it for as long as you are targeting the desired competencies. Exciting lead-up games are included but if you have other games, you may do so.*

### **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 in the class with 5-10 members. Let them choose the facilitator and secretary.
2. Assign one group to work on **sports**, another group on **dance**, and last group on **outdoor activity**.
3. Let them recall the different fitness components. Discuss the physical fitness components needed in participating in active recreation.
4. Let them reflect their 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. Let them put their output in a manila paper or in any presentation that they are capable and comfortable with.
6. Share it in the class.

***After their presentation summarize their answers on***

***What fitness components are involved in dance activities? Sports activities? Outdoor activities? Make your own generalization using a graphic organizer***

***Before conducting the next activity, perform the warm-up activity first: dynamic stretching and footwork drills. Make sure the materials needed are all prepared for this activity.***

## **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

- Enhance physical fitness components (flexibility, strength, endurance, power, and coordination) involve in participation in active recreation
- Perform with fun and energy

Materials Needed

Fitness and Fun Game board  
Dice

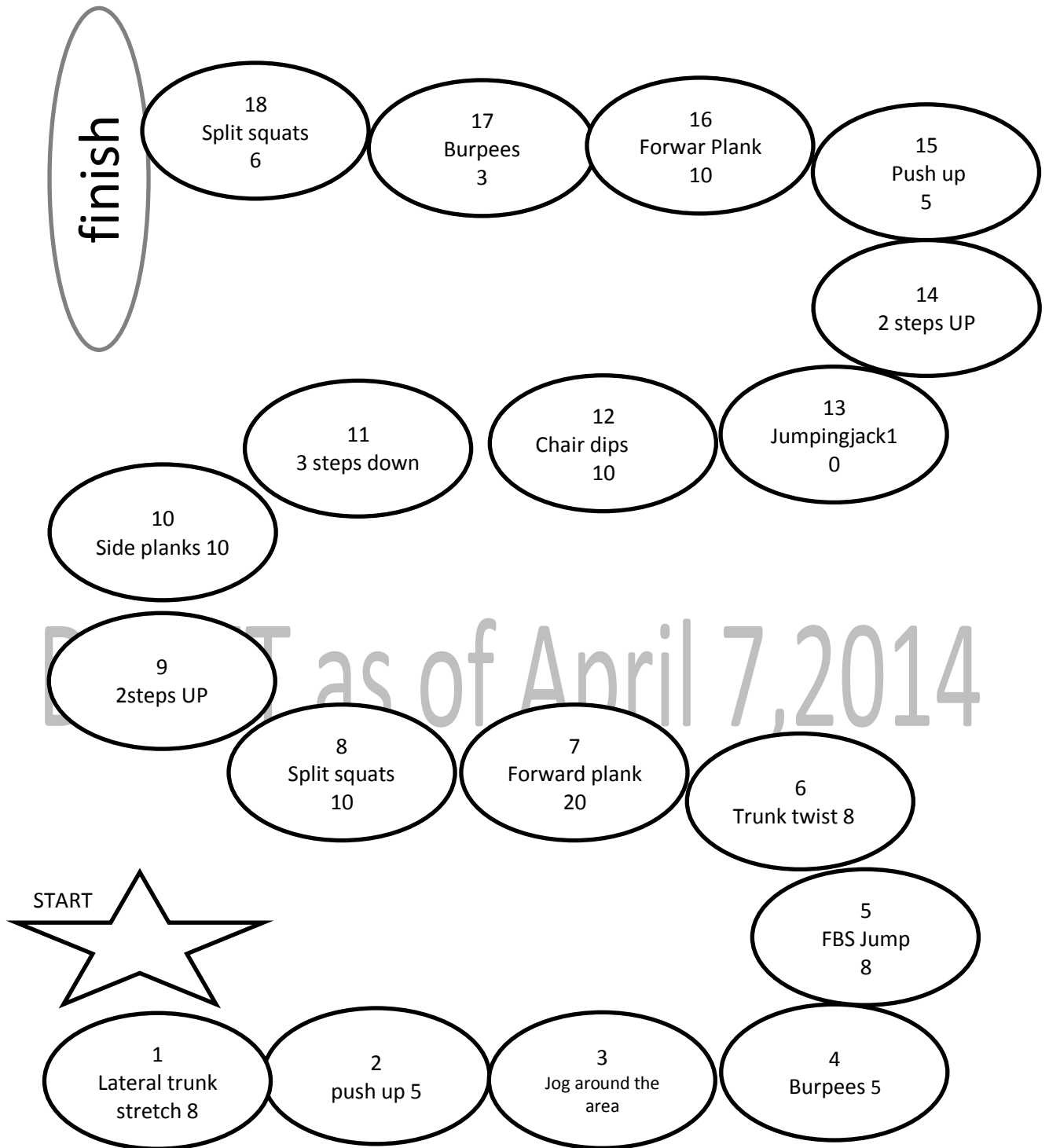
Here's how:

1. Group the class into four groups with 8-10 members each. .
2. Place the game board away from the members.
3. Instruct members to form one circle about 2 meters away from the game board
4. Instruct leaders to stay in front of the fitness game board
5. Give the signal to start., The leader will roll the dice, look at the number,run to the group and perform the exercise together as indicated in the fitness board (leave the dice in the corresponding number on the board)
6. After performing, the leader will run again to the fitness board and roll the dice again...
7. Repeat the procedure until the group getsto roll the exact number to finish the game.
8. After reaching the finish,instruct the group to form one straight line, jump three times and shout "I am fit and I had fun!"

***The game is similar to monopoly and snake and ladder. The exercises may sound new to you. The lesson can be done with this suggestion:***

- ***Give them copies of the exercises and the procedure of doing it. Let them interpret it but check it (this will take a longer time)***
- ***Teach them the proper way of doing it by demonstrating the exercises or have a student to demonstrate it (this will facilitate the time management aspect – If you think time is not enough and since this is a skill to be learned, teach them directly how to do it.)***
- ***After learning the proper execution of the exercises, make a trial game. This will test if they can follow the instructions. Get questions after the trial game.***
- ***Since this is a game, you can come up with a winner, so you can have this as a practicum...You can give grades to the first group to finish, second, and so on...***
- ***Some of the exercises are physically tiring, so be there to supervise the students. Check if they are doing it correctly. But our goal is for them to exercise while having fun. The value of honesty is an issue in rolling the dice, so look after this matter seriously.***

DRAFT as of April 7, 2014



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

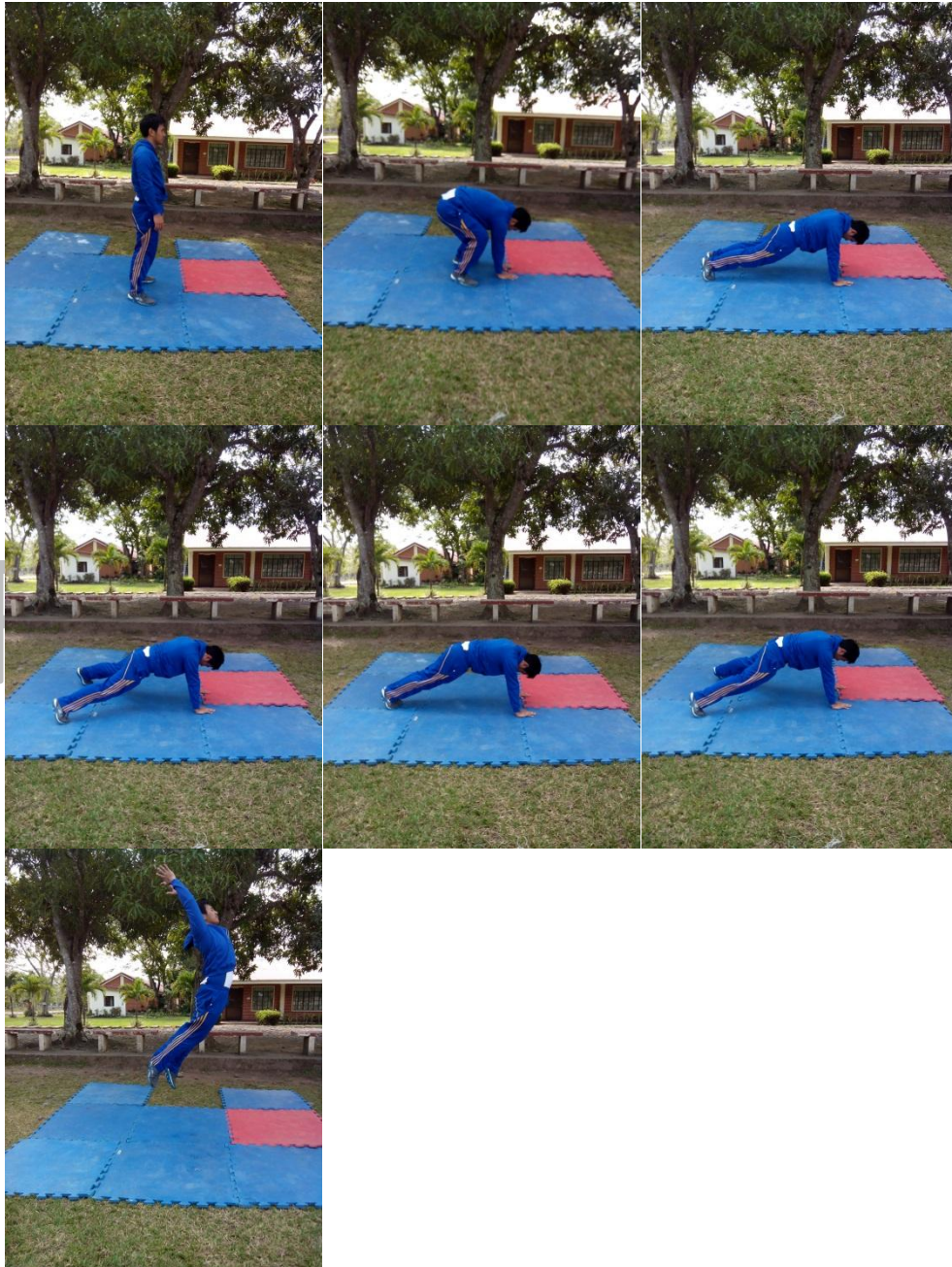


3. **Jog around** - jog around the gym/area for 60 seconds.





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 sides 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.



***After the game, have a sharing on the following questions:***

- a. Which among the exercises develop flexibility? Strength? Endurance? Power? Coordination?***
- b. How did you perform the different activities? Did you find it easy?***
- c. Ask the overweight/obese learners about their experience. Did their weight affect their performance?***
- d. Ask the underweight and normal learners the same question***
- e. Relate the effect of weight to physical exercise.***

***Perform a cool down activity after the exercises.***

***Give them appreciation on their efforts...***

***The following are suggested lead-up games to enhance fitness in badminton and volleyball. Give them a warm-up/stretching before the game proper. Emphasize that the activity is done for fitness purposes. The lead-up games use specific skills of a certain sport but the rules are altered for enjoyment purposes. Winning should not be the objective of the game, but enjoyment and fitness. Be sure to familiarize yourself with the rules of the game. It is also suggested that you assign the games to the different group leaders and let them facilitate every game. Encourage learners to bring their rackets and shuttle cock. Be sure to prepare the environment a day before this activity. This will save time and manage activity properly. Assign selected students to assist you in facilitating the activity but they should also participate.***

## **BADMINTON**

### **Activity 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. Ask them to form three groups with five players each
2. Divide the court into three quarters. If there is no court, just assume and have three areas divided by a net. If there is no net, any material can be used such as used curtains, used cloth,
3. Each group shall occupy one quarter of the court
4. Quarter 1 group serves the shuttle to any of the other quarters
5. The group that received the shuttle shall hit it with their discretion where to bring the shuttle. .
6. If the shuttle lands in one of the quarters because the group missed it or made a wrong receive, they'll get 1 point.
7. The group who gains five points first will be eliminated from the game (maximum score may vary)
8. Another set of five players will replace the eliminated group.
9. The group may use any of the strokes in hitting the shuttle
10. The group has one chance of hitting the shuttle.

### **Activity 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 groups in the class with 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. Follow the volleyball rotation system
8. The team that reaches 10 points will win the game (maximum score may vary)

### **Activity 3                      Service Deluxe game**

#### **Objectives:**

- Develop accuracy in service

#### **Materials needed:**

- Racket
- Shuttlecocks
- Hoola hoops

#### **Here's how:**

1. Ask them to 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 – 1 point,
  - (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 inside the hoop 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**

### **Activity 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. Ask them to form five groups with 6 to ten members each.
2. Let them find a space in the gym/playing area where you can move freely.
3. Give the signal to start by any member volleying the ball in the air where another member of the group hits it up again. 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. The hitting is repeated as many times as possible.
4. Ask them to count the successful volleys that they can do in 5 minutes ( time may vary) When the ball touches the ground, the counting stops and goes back to zero.
5. Then the process starts all over again.

### **Activity II                      *Three touches game***

#### ***Objectives***

- a. Practice the serve-receive-set-spike pattern in volleyball
- b. Enhance accuracy of setting
- c. Practice spiking
- d. Avoid committing errors

#### ***Here's how:***

1. Form groups in the class 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.
5. Follow receive-set-spike pattern. On the third touch, a member of your group should spike the ball.
6. If It's not a spike, then it's a violation, the group then earns one point.
7. A team that reaches 10 points loses the game and replace by another set of players. (change the loser)
8. Follow regular volleyball rules.

### **Activity 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. Ask them to 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

### **Activity IV    *Volley Relay***

#### **Objectives:**

- Practice ball control
- Volley the ball while walking

#### **Materials Needed**

Volleyballs  
Marker

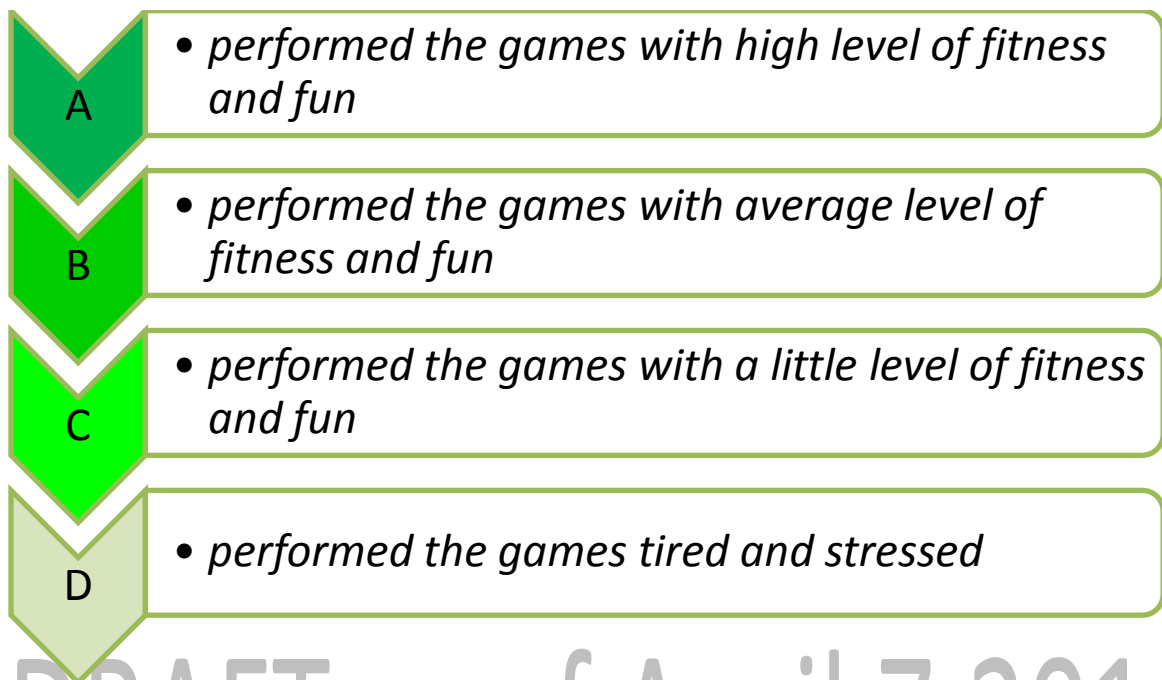
***Here's how:***

1. Ask them to form five groups of eight to ten members each
2. Put them in one column in front of a marker
3. Give the signal, the first person volleys the ball using his/her forearms while moving towards the marker and going back to your original position.
4. If the ball falls, the player has to go back to the starting line and start again
5. The next players will do the same

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***Let them rate themselves to their performance in the different lead-up games***



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***Ask them “why did they rate themselves that way?” “How did their body adapted to the activities?”***

***The learners should dwell on the effect of their weight in their performance***



***Introduce the next type of indoor recreation which is dance. Have a brief introduction on what dance is and how it affects the body weight .Please be reminded that the topic of zumba is just a suggestion since this is the craze of today's fitnessworld. If you don't feel comfortable with the dance, you can have other forms. If you feel that the information are limited, you can search the net and watch videos.***

## **DANCE**

**Before you introduce this topic, you can give this as an assignment so that they can have a broader background of what zumba/latinaerobi dance is. You can also ask them to download a video of the following dances so that they can use it in their practicum.**

- **fat- burning cardio latin work out by Denise Austin**
- **Reduce tummy by Zuma Rio**
- **Sizzling Latin Dance Fitness by Paul Eugene**

**If they can't have a copy of the video, prepare it yourself so that you can have a film viewing first before the lesson. But better if you can teach them the basics of the dance. It is suggested that you demonstrate some of the dance steps in the class (command syle) or ask danceable students to do it for you.**

**Remember that students are more motivated when they learn directly from their teacher if it's too awkward for you to do it, find other options. The end product should be, they should have an experience of the dance as a form of active recreation.**

### **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. Ask them to make five groups with ten members each.
2. Have a film viewing. Focus on the basic steps of latin dance aerobics/zumba aerobics.
3. After the viewing, let them go to their groups and practice the steps
4. Let them combine the steps so that they can create their own routine for 5-10 minutes.
5. Let them choose a music that will suit their routine, but guide them in choosing.
6. Give them time to practice
7. Let them perform the routine in their own level of skill and fitness

**After the activity, ask them**

- **How did they find the dance?**
- **How did they feel?**
- **Is weight a factor in dance?**
- **What fitness components were tested while dancing?**
- **What is the effect of the activity in their body?**

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**OUTDOOR ACTIVITY**

Activity 1                      Let's Go!

***Before the start of activity, divide the class in two, half would be the facilitators/marshalls in every control point and the other half will be the participating teams. There would be change of roles after the first group. Inform your Department head/ concerned school officials and faculty members that you will have this kind of activity for this might create noise while the activity is going on. This is done in the school compound but more exciting if done in a place not much known to the students. This will give them the actual experience of navigating the place. But for experience purposes, the school compound is fine. IMPORTANT! BE SURE TO PREPARE THE MATERIALS NEEDED, THE CONTROL POINT VENUES, THE PASSPORT, THE MAP, THE CHALLENGES/TASK, THE FACILITATORS/MARSHALLS, AND MOST OF ALL, THE PHYSICAL CONDITION OF THE STUDENTS FOR THE ACTIVITY WILL REQUIRE PHYSICAL SKILLS (running...speed, endurance, strenght)***

## *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**

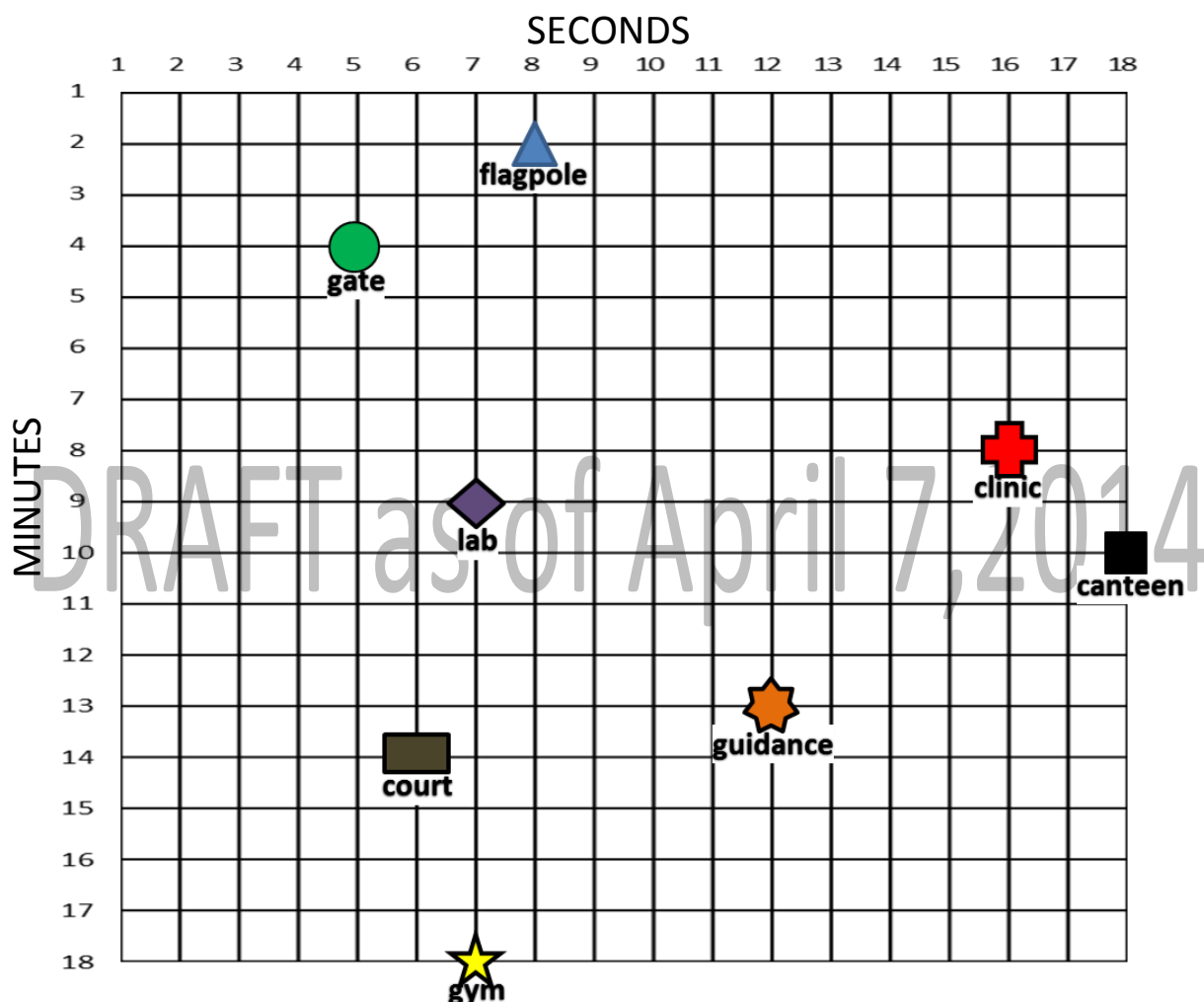
Improvised Local Map/school map  
Task sheet/passport  
Whistle

## **Here's how:**

1. Group your class with five members each (for the participants)
2. The other half (facilitators) should be positioned in their designated control points.
3. Explain and distribute the improvise map and passport to the leaders
4. The map has 10 control points corresponding to the different features of the school.
5. 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
6. 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.
7. Start on the triangle marker then connect the points.
8. 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 ...)
9. You can connect the points in the map using your marker/pen
10. Finish the activity in the 40 minutes or less.
11. Give the signal to start the race

**The features of the improvise map should be the same with what is in your school. The starting control point should be a triangle and end with a circle. The number of control points depends on the place where you will conduct the race.**

Sample Improvised Map



**In preparing the passport, only the first control point is given. the next control point clues will be given by the facilitator/marshall after the completion of the task. Each group shall have different arrangement of control points to avoid going in one control point at the same time. Task are done simultaneously by the different participating groups on different control points. To avoid problems in terms of control point arrangement, have a prior practice with your facilitators/marshalls. It is there where you will see the problem. The task to be done in every control point should be challenging and exciting on the part of the participants , more or extra challenge type, but within the level of**

***the students. (E.g getting coins in a covered pail with some frogs on. The minute to win it games can also be considered . If you have no time for ground preparation, task can be in the form of exercises such as push-up, chair dips...and the like (those exercises in the fitness game).The assigned facilitators/marshall will time the group the moment they start the task.***

### Sample Passport/Task Sheet

#### Orienteering activity

Team Name \_\_\_\_\_

Time start \_\_\_\_\_ Time End \_\_\_\_\_

Control Points	Time in	Time Out	Signature of Facilitator	Comments
1. 2min and 8sec				
2. 10min and 18sec				
3. 14min and 6sec				
4. 8min and 16 sec				
5. 9min and 7sec				
6. 18min and 7sec				
7. 13min and 12sec				
8. 4min and 5sec				

**After the activity, discuss the performance of the learners in terms of the following questions:**

- 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 fitness components were tested?**
- 6. Did your weight affect your performance (running).**

**Select students who are underweight, normal, overweight and obese. Let them share their experience. Were they able to run with the group? Where they left behind?**

### 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.

#### **Activity I: I choose!**

The activity will elicit the personal reflection of the learners on the knowledge and skills that they have gained

#### **Objectives:**

- Assess students understanding on the lessons
- Value the lessons for lifetime use

#### **Materials Needed:**

Bond paper/pad paper

Writing materials

#### **Here's how**

1. Ask them to get a sheet of paper and copy the diagram below
2. Let the complete the sentence by writing the needed information.
3. If there is a need to add more answers, they can do so.
4. Encourage them to feel free to reflect

I choose indoor activities as my recreational activity because...	I choose outdoor activities as my recreational activity because...	My recreational activity choices will help me to...	I plan to promote active and healthy lifestyle in the community by...
<ul style="list-style-type: none"><li>•1.</li><li>•2.</li></ul>	<ul style="list-style-type: none"><li>•1</li><li>•2</li></ul>	<ul style="list-style-type: none"><li>•1.</li><li>•2.</li></ul>	

**Guide the students answer. Answers should be the effect of active recreation in one's health and fitness. What can the sports, dance and outdoor recreation help in maintaining weight?**

## **Activity 2**

## **Partner Reflection**

The activity unleashes the plan of the students in their 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. Ask them to review their answers in activities 1 (Lifestyle survey) and 2 (Pag may time)
2. Then let them reflect on their physical activity participation then and now.
3. Guide them. Ask them to consider the knowledge and experiences that they've gained from the lesson.
4. Let them list down activities that they will consider as their lifetime recreational activities.

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

#### **Part IV What to TRANSFER?**

The end product of this module is an activity that will give learners the chance to influence the community in living a healthy lifestyle and maintaining a desirable weight through active participation in both indoor and outdoor activities.

*The quarter will end with a culminating activity called Project CoRP*

Project CoRP is a community outreach program designed to offer variety of recreation activities for the whole community .It aims to encourage learners to participate in active recreational activities together with the people in the community

**Before the start of the module, discuss this project to the students so that they can plan ahead of time regarding the important details. Explain the objective as evidence of their learning in quarter four. Since .This quarter is nearing vacation time, students can go for an outdoor venue like resorts and the like...Budget can be a problem so talk about it ahead of time. You can always remind them about this plan during the duration of the quarter.**

#### **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"><li>1. offer variety of recreation activities such as, badminton , volleyball ,zumba/latin aerobics, and orienteering (amazing race).</li><li>2. Experience the fitness benefits of the different activities</li><li>3. Eat a healthy lunch</li><li>4. Embrace the idea of being active for a lifetime fitness</li><li>5. Practice the “Leave No Trace” Policy</li></ol>



## Working Committees

Tasks	Yes
1. Communication and Coordination <ul style="list-style-type: none"> <li>Request letter for Principal Approved?</li> <li>Waivers for parents</li> <li>Letters to class advisers</li> </ul>	
2. Secretariat <ul style="list-style-type: none"> <li>Participant's registration</li> <li>Participant's attendance</li> <li>Certificate of participation</li> <li>Certificate of appreciation for the organizers</li> </ul>	
3. Program <ul style="list-style-type: none"> <li>Schedule of activities</li> <li>Program for the activity</li> <li>Assigned facilitators for each activity</li> </ul>	
4. Documentation <ul style="list-style-type: none"> <li>Video cameras/still cameras available with extra batteries</li> <li>Narrative report of the whole activity with photos of every activity</li> <li>Documentation shall start from planning to evaluation</li> </ul>	
5. Logistics <ul style="list-style-type: none"> <li>Sound system</li> <li>Refreshment</li> <li>Food/ lunch</li> <li>Entrance fee/fare going to the venue</li> <li>Materials to be used</li> </ul>	

## 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		
9:00-9:30	Mass Dance aerobics		
9:30-10:00	Morning Break		
10:00-11:00	Individual/dual sports		
11:00-12:00	Team Sports		
12:00-1:00	Lunch Breal		
1:00-3:00:00	Amazing Race/Orienteering		
3:00-3:30	Afternoon Break		
3:30-4:30	Environmental Clean Up		
4:30-5:00	Closing Program		
5:00	Going Home		

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## RUBRICS FOR ASSESSMENT

(You can craft your own rubric together with your students)

### Time management 25%

- Activities started and ended on time
- Enough time is allotted for every activity

### Activity/Program management 25%

- There is a variety of activities
- Activities are relevant to the objectives of the program
- Problems were solved by the organizers
- The venue was very much prepared

### Personnel management 25%

- Facilitators of every activity are prepared and knowledgeable of their assigned task
- Organizers are hands on in the conduct of the activity
- Committee members performed what is expected of them

### Clientele Satisfaction 25%

- The participants eagerly came to participate
- The participants enjoyed every activity
- Enjoyment and satisfaction is very evident
- Fitness was 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?
- a. Practice healthy lifestyle
  - b. Talk about healthy lifestyle
  - c. Write about healthy lifestyle
  - d. 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?
- a. Speed
  - b. Agility
  - c. Power
  - d. 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?
- a. Have a lifestyle change
  - b. Consult a fitness professional
  - c. Live in a healthy environment
  - d. Eat raw and fresh fruits and vegetables
13. Jade computed her BMI and came up with the score of 21.8. This means that,

- a. Jade is underweight
  - b. Jade is overweight
  - c. Jade is normal
  - d. Jade is obese
14. Mr Gonzales found out that most of his students in his class are overweight and close to being obese. What can he do to help them?
- a. Organize a fitness program 3x a week
  - b. Consult a nutritionist for the proper food intake
  - c. Make them active in the class every meeting
  - d. 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?
- a. She'll gain weight
  - b. She'll loss weight
  - c. She'll maintain her weight
  - d. She'll live healthy for a lifetime
16. When less calories are consumed and more calories are expended, a student will have
- a. Weight loss
  - b. Weight gain
  - c. Sustain weight
  - d. Live healthy
17. Energy intake and energy expenditure means
- a. Energy intake
  - b. Energy balance
  - c. Energy expenditure
  - d. 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 is NOT a fitness benefit of dances?.
- a. it improves cardio-vascular health
  - b. it helps in loosing weight
  - c. it tones the abdominals
  - d. it creates a feeling of sexiness

**Key to correction:**

1. A	6. D	11. B	16. A
2. B	7. D	12. A	17. B
3. A	8. D	13. C	18. C
4. D	9. A	14. D	19. A
5. B	10. A	15. A	20. D

**SUMMARY/SYNTHESIS/FEEDBACK**

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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 gives you enjoyment, satisfaction, fitness and learning. Your participation in the different indoor and outdoor recreational activities satisfied 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**

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<b>Active recreation</b>	a type of recreation where there is more energy consumption
<b>Calories</b>	The unit of measurement of food to be used in energy expenditure
<b>Dance</b>	moving with rhythm that expresses emotions
<b>Energy Balance</b>	the comparison on the amount of energy intake expenditure
<b>Energy Expenditure</b>	The use of the calories intake in some forms of physical activities and resting metabolism
<b>Hiking</b>	an outdoor activity of walking in a longer distance

<b>Indoor Recreation</b>	activities done within the confines of a building
<b>Lifestyle</b>	way we live our life
<b>Nutrition</b>	The food that we eat and how the body uses it
<b>Orienteering</b>	a navigating activity that uses a specially drawn map
<b>Outdoor Recreation</b>	activities done outside the building usually with nature
<b>Passive recreation</b>	a type of recreation where there is less energy consumption
<b>Physical Activity</b>	Activities done that exerts effort such as exercises, sports, household chores, and walking that gives fitness benefits
<b>Recreation</b>	activities done during free time which gives enjoyment and satisfaction
<b>Weight range</b>	The desired weight of an individual depending on her height and weight
<b>Zumba</b>	a dance fitness craze that combines the latin dance steps

## RESOURCES

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