Physical Education and Health

Learner’s Material

Physical Education
Unit 3: Festival Dances

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Department of Education
Republic of the Philippines
# PHYSICAL EDUCATION

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UNIT 3

FESTIVAL DANCES

<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>PERFORMANCE STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner . . .</td>
<td>The learner . . .</td>
</tr>
<tr>
<td>• demonstrates understanding of lifestyle and weight management to promote community fitness</td>
<td>• maintains an active lifestyle to influence the physical activity participation of the community</td>
</tr>
<tr>
<td></td>
<td>• practices healthy eating habits that support an active lifestyle</td>
</tr>
</tbody>
</table>

INTRODUCTION

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

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

The learner ...

➢ undertakes physical activity and physical fitness assessments;

➢ assesses eating habits based on the Philippine Food Pyramid/ MyFood Plate.

➢ determines risk factors for lifestyle diseases (obesity, diabetes, heart disease);

➢ distinguishes among facts, myths and misinformation associated with eating habits;

➢ describes the nature and background of the dance;

➢ executes the skills involved in the dance;

➢ monitors periodically one’s progress towards the fitness goals;

➢ performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion);

➢ involves oneself in community service through dance activities; and

➢ recognizes the needs of others in a real life and meaningful way.

PRE-ASSESSMENT

Part I. Warm-Up (15 mins)

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

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

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

I - I can perform the exercises by myself

O - I can perform the exercises with other's help

W - I will just wait for my next PE class
Part II. HR Log

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

**HR Log:**

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>Date</td>
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</tbody>
</table>

Part III. Festival Dancing Questionnaire

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

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

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

<table>
<thead>
<tr>
<th>Number of Yes Responses</th>
<th>Relative Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Is inactive in festival dancing activities</td>
</tr>
<tr>
<td>4-6</td>
<td>Moderately active in festival dancing activities</td>
</tr>
<tr>
<td>7-10</td>
<td>Highly active in festival dancing activities</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Self:</th>
<th>Family:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Community:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<td></td>
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</tbody>
</table>

Part V. Levelling of Expectations

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

I. WHAT TO KNOW

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

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

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

You will need:

- Pen
- Activity Notebook

Objectives:

- Share knowledge about festival dances.

Daily Routine

Accomplish the following before proceeding to the activity proper:

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

Here’s how:

1. Below is a matching type activity which assesses your prior knowledge on the festival we have in the country and their place of origin. In column A are the festivals and in B are the places of origin. In your activity notebook, write the letter of the origin of the festival in each number.
1. Exchange notebooks with your seatmate and check each other’s answers.
   Your teacher will show you the answer key.

2. ACTIVITY 2: Why Festivals?

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

   You will need:
   - Computer/Laptop
   - LCD Projector
   - Speaker
   - Videos of Selected Festivals of Luzon
   - Widescreen/White Board
   - Powerpoint Presentation on Festivals, Festival of Luzon and Choreography

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

   Daily Routine:

   Accomplish the following before proceeding to the activity proper:
   - Warm-up: Dynamic Stretching Exercises
   - HR Log: Activity Notebook
Here’s how:

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

Readings: Why Festivals?

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

Some of the famous festivals in the country include Sinulog of Cebu, Dinagyang of Iloilo, Ati-atihan of Kalibo, Aklan, 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 attract foreign and domestic tourists to visit a place eventually leading to the elevation of the Filipino’s quality of life.

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

Religious and Secular Festivals

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

<table>
<thead>
<tr>
<th>Name of Festival</th>
<th>Place of Origin</th>
<th>Religious Figure Honoured</th>
<th>Month Celebrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sinulog Festival</td>
<td>Cebu City</td>
<td>Sto. Niño</td>
<td>January</td>
</tr>
<tr>
<td>Dinagyang Festival</td>
<td>Iloilo City</td>
<td>Sto. Niño</td>
<td>January</td>
</tr>
<tr>
<td>Ati-atihan Festival</td>
<td>Kalibo, Aklan</td>
<td>Sto. Niño</td>
<td>January</td>
</tr>
<tr>
<td>Peñafrancia</td>
<td>Bicol</td>
<td>Virgin Mary</td>
<td>September</td>
</tr>
<tr>
<td>Higantes Festival</td>
<td>Angono, Rizal</td>
<td>Saint Clement</td>
<td>November</td>
</tr>
<tr>
<td>Longganisa Festival</td>
<td>Viga City, Ilocos Sur</td>
<td>Saint Paul</td>
<td>January</td>
</tr>
<tr>
<td>Kinabay Festival</td>
<td>Dapitan City</td>
<td>James the Great</td>
<td>July</td>
</tr>
<tr>
<td>Pintados de Pasi</td>
<td>Passi City, Iloilo</td>
<td>Sto. Niño</td>
<td>March</td>
</tr>
<tr>
<td>Pattarradday</td>
<td>Santiago City</td>
<td>Señor San Tiago</td>
<td>May</td>
</tr>
<tr>
<td>Sangyaw Festival</td>
<td>Tacloban City</td>
<td>Sto. Niño</td>
<td>July</td>
</tr>
</tbody>
</table>

### SECULAR/ NON-RELIGIOUS FESTIVALS

<table>
<thead>
<tr>
<th>Name of Festival</th>
<th>Place of Origin</th>
<th>Industry</th>
<th>Month Celebrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangus Festival</td>
<td>Dagupan, Pangasinan</td>
<td>Milkfish Industry</td>
<td>April to May</td>
</tr>
<tr>
<td>Bambanti Festival</td>
<td>Isabela</td>
<td>Scarecrow (farming)</td>
<td>January</td>
</tr>
<tr>
<td>Mamangui Festival</td>
<td>City of Iligan</td>
<td>Corn Industry</td>
<td>May</td>
</tr>
<tr>
<td>Mango Festival</td>
<td>Iba, Zambales</td>
<td>Mango Industry</td>
<td>April</td>
</tr>
<tr>
<td>Panagbenga Festival</td>
<td>Baguio City</td>
<td>Flower Industry</td>
<td>February</td>
</tr>
<tr>
<td>Ibon Ebon Festival</td>
<td>Pampanga</td>
<td>Migratory Birds Egg Industry</td>
<td>February</td>
</tr>
<tr>
<td>Masskara</td>
<td>Bacolod City</td>
<td>Mask (Sugar Industry)</td>
<td>October</td>
</tr>
<tr>
<td>T’nalak</td>
<td>South Cotabato</td>
<td>Tinalak Cloth Weaving</td>
<td>July</td>
</tr>
<tr>
<td>Ammungan Festival</td>
<td>Nueva Vizcaya</td>
<td>Gathering of Tribal Industries</td>
<td>May</td>
</tr>
<tr>
<td>Binatbatan Festival</td>
<td>Vigan, Ilocos Sur</td>
<td>Weaving Industry</td>
<td>May</td>
</tr>
</tbody>
</table>

**Processing questions:**

- Why is there a need for festivals? festival dances?
- How do you think can festival dances help you in enhancing your fitness?
- What value do festival dances develop in community fitness?
ACTIVITY 3: Review of Basic Movements

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

You will need:

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

Objectives:

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

Daily Routine:

Accomplish the following before proceeding to the activity proper:

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

Here's how:

Activity:

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

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

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

Abstraction:

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

Locomotor Movements

These are movements that allow you to move from one point in space to another. It is 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 are five ways to do it:

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

Non-Locomotor movements

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

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

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

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

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

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

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

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

**Twist** - To move a body segment from an axis halfway front or back or quarter to the right or left as in the twisting of the neck allowing the head to face right or left and the like. Pivot - To change the position of the feet or any body part that carries the body’s weight allowing the body to face in a less than 360 degrees turn. Turn - To move in a turning movement with a base of support, usually a pointed foot, the other raised, while equilibrium is maintained until the completion of the turn.

<table>
<thead>
<tr>
<th>NAME OF STEP</th>
<th>STEP PATTERN/ COUNTING (RHYTHM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Step</td>
<td>Step R sideward (1), Close Step L to R (2)</td>
</tr>
<tr>
<td>Bleking</td>
<td>Step R. in place (1), Heel Place L in front (2)</td>
</tr>
<tr>
<td>Touch Step</td>
<td>Step R sideward (1), Point L in Front of R (2)</td>
</tr>
</tbody>
</table>
Walk | Step R forward (1), Step L forward (2)
---|---
Change Step | Step R (1), Close Step L to R (and), Step R in Place (2)
Cross Change Step | Cross R over L (1), step L sideward (and), step R in place (2)
Hop Step | Step R sideward (1), Hop R in place (2)
Mincing | Point L in place (and), Step R in place (1), Point L in place (and), Step R in place (ct. 2)
Cross Step | Step R across L (1), Step L sideward L (2)
Heel-toe, change step | Heel place R sideward (1), point L close to R (2), change step with the R (Maybe repeated with L)

**Elements of movements in space**

**Rhythm**
Regular recurrence of a beat. It may be regular or irregular. In basic music, rhythm is regular and metered (24, 34 or 44). They be slow, moderate or fast. This element of rhythm is called tempo. Music dictates the speed of movements we create.

**Level**
This refers to the level of movement. It may be low, when knees are fully or slightly bent when executing movement; medium, if knees are normally straight when executing movement; high, if the heels are raised or movements are done while off the floor.

**Range**
This element refers to the scope of movement execution. It is dictated by the space provided. If the space is wide then movements shall be wide and big. If space is limited then movements shall be small and limited too.

**Floor Patter/Design**
This refers to the designs created on the floor by the bodies of dancers. They may be geometric or non-geometric formations.

**Direction**
This element adds to variety of movement. They may be performed forward, backward, sideward, or even upward.

**Focus**
This is the focal point of dancers attention while moving in space.

**Application:**

➢ We’re going to have an activity with the same groups. Decide with your group what you wish to celebrate. Now that you have recalled the basic movements you learned for the past years. Make the celebration you have agreed upon be the theme and your guide in creating the movements. In ten minutes, you are expected to come up with five figures of 16 counts each.

➢ You performance will be assessed using the following criteria:
  ➢ Concept/Theme
  ➢ Variety of movements
  ➢ Creativity (Application of the elements of movements in space)
  ➢ Cooperation
This time present your work by group

What went well? What went wrong? Was the activity rewarding? Why? Why not?

ACTIVITY 4: Festival Dancing and Fitness

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

You will need:

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

Objective:

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

Daily Routine:

Accomplish the following before proceeding to the activity proper:

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

Here’s how:

This is how to determine your THR (Target Heart Rate) range. Follow the steps provided and you’ll arrive at your own PMHR and THR which you could use in determining the intensity of your dancing activity and raising it to a higher level if necessary.
STEP 1: Find your PMHR in beats per minute by subtracting your age from 220:

- \(220 - \text{__________} = \text{(Your Predicted Maximum Heart Rate)}\)

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):

- \(\text{______}(\text{PMHR}) \times 60\% \text{ (or .6)} = \text{(Lowest Target Heart Rate)}\)

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

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

- \(\text{______}(\text{PMHR}) \times 80\% \text{ (or .8)} = \text{(Highest Target Heart Rate)}\)

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

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

**Processing Activity:**

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

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

ACTIVITY 4: Honesty Quiz Bee (Assessment of Knowledge)

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

You will need:

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

Objectives:

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

Daily Routine

Accomplish the following before proceeding to the activity proper:

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

Here’s how:

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

5. The sequence continues until all the questions shall have been read, answered and scored.

6. As your name is called, announce your score.

Easy Category:

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

Average Questions (Answers are to be demonstrated correctly):

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

Difficult Questions:

- How can knowledge in determining THR range help in improving one’s fitness through activities like festival dancing?
- Give at least one fitness benefit of festival dancing?
- What is the range of THR of a 16 year-old student?
- Give a pair of non-locomotor movements that complement each other
- How can you influence your community in improving its fitness through festival dancing?
Where do you belong?

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

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

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

II. WHAT TO PROCESS

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

ACTIVITY 1: Weight Watch

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

You will need:

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

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

Daily Routine:

Accomplish the following before proceeding to the activity proper:

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

Here's how:

Activity:

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

Analysis:

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

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

Our body is like a machine. It needs to be fuelled for it to run. Unlike machines, we eat foods that make us go. You have learned in the past years about the three food groups already but this time, we will focus on energy giving foods. These specific foods that give us energy are called go foods. They are the primary source of carbohydrates. They are found in rice, bread, pasta or noodles, and others. Other sources of carbohydrates also include proteins and fats. They give us energy. Energy is measured in calories. Calories energize us and when we move or do any physical activity, light or heavy, calories are consumed. Overconsumption of calories results to dizziness or hypoglycemia. 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

<table>
<thead>
<tr>
<th>CALORIE COUNTER TABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE SERVING</td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
</tr>
<tr>
<td>Beets (1 cup)</td>
</tr>
<tr>
<td>Broccoli (1 cup)</td>
</tr>
<tr>
<td>Carrots (1 cup)</td>
</tr>
<tr>
<td>Peas (1 cup)</td>
</tr>
<tr>
<td>Spinach (1 cup)</td>
</tr>
<tr>
<td>Sweet Potato, baked</td>
</tr>
<tr>
<td><strong>Beverages</strong></td>
</tr>
<tr>
<td>Tomato, raw</td>
</tr>
<tr>
<td><strong>Meat, fish, &amp; poultry</strong></td>
</tr>
<tr>
<td>Beef, sirloin steak (9 oz.)</td>
</tr>
<tr>
<td>Lamb chop (3 oz.)</td>
</tr>
<tr>
<td>Pork chop (3 oz.)</td>
</tr>
<tr>
<td>Ham (3 oz.)</td>
</tr>
<tr>
<td>Bacon (3 strips)</td>
</tr>
<tr>
<td><strong>Dairy Foods</strong></td>
</tr>
<tr>
<td>Cheese, cheddar (1 oz.)</td>
</tr>
<tr>
<td>Cheese, cottage (1 cup)</td>
</tr>
<tr>
<td><strong>Desserts</strong></td>
</tr>
<tr>
<td>Frankfurters (2)</td>
</tr>
</tbody>
</table>
### Table 1: Calorie values

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pie, apple (4 in. sector)</td>
<td>330</td>
</tr>
<tr>
<td>Pie, custard (4 in. sector)</td>
<td>265</td>
</tr>
<tr>
<td>Pie, mince (4 in. sector)</td>
<td>340</td>
</tr>
<tr>
<td>Pie, lemon meringue (2 in. sector)</td>
<td>300</td>
</tr>
<tr>
<td>Cake, angle food (2 in. sector)</td>
<td>110</td>
</tr>
<tr>
<td>Cake, layer (2 in. sector)</td>
<td>320</td>
</tr>
<tr>
<td>Brownie (3”x2”x2”)</td>
<td>295</td>
</tr>
<tr>
<td>Ice cream, plain (1/2 cup)</td>
<td>150</td>
</tr>
<tr>
<td>Sherbert (1/2 cup)</td>
<td>118</td>
</tr>
<tr>
<td>Vanilla pudding (1 cup)</td>
<td>285</td>
</tr>
<tr>
<td>Cake, layer (2 in. sector)</td>
<td>320</td>
</tr>
<tr>
<td>Brownie (3”x2”x2”)</td>
<td>295</td>
</tr>
<tr>
<td>Ice cream, plain (1/2 cup)</td>
<td>150</td>
</tr>
<tr>
<td>Sherbert (1/2 cup)</td>
<td>118</td>
</tr>
<tr>
<td>Vanilla pudding (1 cup)</td>
<td>285</td>
</tr>
<tr>
<td>Fruits</td>
<td></td>
</tr>
<tr>
<td>Apple, raw (medium)</td>
<td>70</td>
</tr>
<tr>
<td>Banana, raw (medium)</td>
<td>85</td>
</tr>
<tr>
<td>Cantaloupe (1/2)</td>
<td>40</td>
</tr>
<tr>
<td>Grapefruit (1/2 small)</td>
<td>50</td>
</tr>
<tr>
<td>Orange, raw (medium)</td>
<td>70</td>
</tr>
<tr>
<td>Peach, raw (medium)</td>
<td>35</td>
</tr>
<tr>
<td>Pear, raw (medium)</td>
<td>100</td>
</tr>
<tr>
<td>Liquors</td>
<td></td>
</tr>
<tr>
<td>Brandy (1 oz.)</td>
<td>75</td>
</tr>
<tr>
<td>Whisky (1 ½ oz.)</td>
<td>125</td>
</tr>
<tr>
<td>Beer (12 oz. can)</td>
<td>170</td>
</tr>
<tr>
<td>Fruit Juices</td>
<td></td>
</tr>
<tr>
<td>Grapefruit (1 cup)</td>
<td></td>
</tr>
<tr>
<td>Orange, fresh (1 cup)</td>
<td></td>
</tr>
<tr>
<td>Pineapple, canned (1 cup)</td>
<td></td>
</tr>
<tr>
<td>Tomato, canned (1 cup)</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
</tr>
<tr>
<td>Mayonnaise (1 T)</td>
<td>110</td>
</tr>
<tr>
<td>French dressing (1 T)</td>
<td>60</td>
</tr>
<tr>
<td>Assorted jams (1 T)</td>
<td>55</td>
</tr>
<tr>
<td>Sugar (1 T)</td>
<td>50</td>
</tr>
<tr>
<td>Hamburger on bun</td>
<td>492</td>
</tr>
<tr>
<td>Hotdog on bun</td>
<td>300</td>
</tr>
<tr>
<td>Peanut butter sandwich</td>
<td>220</td>
</tr>
<tr>
<td>Cheese sandwich</td>
<td>333</td>
</tr>
<tr>
<td>Chocolate nut sundae</td>
<td>350</td>
</tr>
<tr>
<td>Cashew (1 oz.)</td>
<td>164</td>
</tr>
<tr>
<td>Peanuts, chopped (1 T)</td>
<td>50</td>
</tr>
<tr>
<td>Fudge (1 oz.)</td>
<td>116</td>
</tr>
<tr>
<td>Chocolate creams (1 oz.)</td>
<td>110</td>
</tr>
<tr>
<td>Martini</td>
<td>150</td>
</tr>
<tr>
<td>Wines (3 oz. glass)</td>
<td>75-100</td>
</tr>
</tbody>
</table>

### Table 2: Calorie consumed per 15 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitting position activity</td>
<td>20-25 Calories</td>
</tr>
<tr>
<td>Standing position with lightweight activity</td>
<td>27-40 Calories</td>
</tr>
<tr>
<td>Sweeping, light gardening, carpentry, walking moderately fast</td>
<td>43-60 Calories</td>
</tr>
<tr>
<td>Heavy work, bowling, golfing, skating, walking fast</td>
<td>65-85 Calories</td>
</tr>
<tr>
<td>Swimming, tennis, running, dancing, skiing, football</td>
<td>85 and more Calories</td>
</tr>
</tbody>
</table>
Table 3: Calorie content of nutrients

<table>
<thead>
<tr>
<th>CALORIE CONTENT OF NUTRIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 gram of carbohydrates</td>
</tr>
<tr>
<td>1 gram of protein</td>
</tr>
<tr>
<td>1 gram of fat</td>
</tr>
<tr>
<td>Vitamins</td>
</tr>
<tr>
<td>Minerals</td>
</tr>
<tr>
<td>Water</td>
</tr>
</tbody>
</table>

Table 4: Physical activity table

<table>
<thead>
<tr>
<th>PHYSICAL ACTIVITY TABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Bed rest</td>
</tr>
<tr>
<td>Sedentary</td>
</tr>
<tr>
<td>Light</td>
</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>Heady</td>
</tr>
</tbody>
</table>

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 indicators 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 that 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: \( \text{DBW (Desirable Body Weight)} \times \text{Physical Activity} \)

(Refer to Table 4 for energy requirement/activity)

Example: \( \text{DBW} = \ 59 \text{ kg. /athlete} = \text{Heavy physical activity} \)

Thus, \( 59.0 \times 45.0 \) (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 centimeters. 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

\[ 62” \times 2.54 \text{ cms.} = 157.48 - 100 \]

57.48 - 5.74 DBW in kg.

51.74 or 52 DBW-F in kg.

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

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

- FITT Template
- Pen
- Notebook

Objectives:

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

Daily Routine:

Accomplish the following before proceeding to the activity proper:

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

Here’s how:

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

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Yr./Sec.: _________</th>
<th>Date: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Personal Festival Dancing Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FREQUENCY</strong>&lt;br&gt;(Identify days in a week for your activity)</td>
<td><strong>INTENSITY</strong>&lt;br&gt;(Light, moderate, heavy/vigorous)</td>
<td><strong>TIME</strong>&lt;br&gt;(Choose the best time for the activity)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present BMI:______ Classification:__________</td>
<td>Foods to Minimize Eating ():</td>
<td>(If Reducing Weight)</td>
</tr>
<tr>
<td>DBW in 4 Weeks:________________________</td>
<td>Foods to Add Intake With ():</td>
<td>(If Increasing Weight)</td>
</tr>
</tbody>
</table>

Your output will be rated according to the following rubric:

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

Isn’t it fulfilling? You’re getting closer and closer to realizing the benefits of festival dancing to your fitness. Keep it up!
III. WHAT TO REFLECT and UNDERSTAND

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

ACTIVITY 8: Festival Shout-Out!

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

You will need:

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

Objective:

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

Daily Routine:

Accomplish the following before proceeding to the activity proper:

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

Here’s how:

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

4. Integrate shouts that distinguish your festival from the other groups. This is called your festival shout-out.

5. Make about 5 figures of 32 counts each.

6. Upon mastery, assemble yourselves in 4 columns with a distance of about two meters from each other.

7. This time, perform your festival dance integrating your shouts in between figures or in the end of the whole sequence in continuous progression. Do this in an open space or in your gymnasium, if there’s any.

8. Below is your assessment guide:

<table>
<thead>
<tr>
<th>Point Scale</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Outstanding</strong></td>
<td>Mastery and Creativity: Displays high level of mastery and creativity as seen in routine construction relevant to the identified festival</td>
</tr>
<tr>
<td></td>
<td>Energy and Fitness: Shows impressive level of proficiency in the execution of steps and dance combinations displaying excellent health-related fitness level</td>
</tr>
<tr>
<td></td>
<td>Behavior/Teamwork: Exhibits outstanding level of discipline and teamwork before, during and after the performance of the festival dance routine</td>
</tr>
<tr>
<td><strong>3 Very Satisfactory</strong></td>
<td>Displays mastery and creativity as seen in routine construction but with minimal relevance of movements to the identified festival</td>
</tr>
<tr>
<td></td>
<td>Energy and Fitness: Shows high level of proficiency in the execution of steps and dance combinations displaying high health-related fitness level</td>
</tr>
<tr>
<td></td>
<td>Behavior/Teamwork: Exhibits very satisfactory dance discipline and teamwork during and after the performance of the festival dance routine</td>
</tr>
</tbody>
</table>
### ACTIVITY 9: Integrating Weight Management and Fitness to Festival Dancing

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

<table>
<thead>
<tr>
<th></th>
<th>Displays mastery and creativity as seen in routine construction but with no relevance of movements to identified festival</th>
<th>Shows medium level of proficiency in the execution of steps and dance combinations displaying acceptable level of health-related fitness</th>
<th>Exhibits satisfactory discipline and teamwork before, during and after the performance of the festival dance routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Needs Improvement</td>
<td>Displays low level of mastery and creativity as seen in routine construction and no relevance of movements to the identified festival</td>
<td>Shows low level of proficiency in the execution of steps and dance combinations displaying low health-related fitness level</td>
</tr>
</tbody>
</table>

![Fitness Triangle](image)

**Figure 1: Fitness Triangle**

- Fitness
- Social Change
- Cultural Literacy
- Training for Discipline
- Imitation/Mimicry/Movement Improvisation
You will need:

- Fitness and festival dancing triangle
- Pen
- Worksheet

Objective:

- Explain the benefits derived from participation in festival dancing.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

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

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

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

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

ACTIVITY 10: Post-Assessment of the HR Log

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

You will need:

- HR Log
- Pen
- Notebook
- RPE

Objective:

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

Daily Routine:

Accomplish the following before proceeding to the activity proper:

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

Here’s how:

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

6. Submit your HR Log with the corresponding remarks to your teacher for evaluation.

ACTIVITY 11: Project COrP (Community Outreach Program)

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

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

Objectives:
- Show appreciation of the value of festival dance in improving fitness and wellness.
- Influence the community’s awareness of the value of fitness through project COrP (Community Outreach Program)
Here’s how:

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

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

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Maintains an active lifestyle to influence the physical activity participation of the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Dance Instructor</td>
</tr>
<tr>
<td>Audience:</td>
<td>School Community</td>
</tr>
<tr>
<td>Situation:</td>
<td>A polished festival dance routine (Street Parade) to be participated in by all Grade 9 PE classes is initiated by the MAPEH Department to reinforce the fitness program of the PE curriculum. They need a Dance Instructor to guide them in their preparations.</td>
</tr>
<tr>
<td>Product:</td>
<td>A polished routine ready for competition during the inter-class festival dance contest.</td>
</tr>
<tr>
<td>Standard:</td>
<td>Your work will be rated according to the following criteria:</td>
</tr>
<tr>
<td></td>
<td>• Teamwork (Sense of Community)</td>
</tr>
<tr>
<td></td>
<td>• Display of high level fitness (refer to their RPE upon doing the activity)</td>
</tr>
<tr>
<td></td>
<td>• Mastery of steps and combinations</td>
</tr>
</tbody>
</table>

3. For you to be guided with how you will accomplish GRASPS template, especially on your role in the activity, let’s first assign you to your respective committees namely:

- Program, Communication, and Coordination
  (Takes charge of all communications including request for approval of the principal regarding the conduct of the activity, issuance and retrieval of parents’ waivers, letters coordinating the activity to the class adviser/MAPEH teacher)

- Registration, Attendance, and Certificates
  (Takes charge of registration of participants, checking of attendance and certificates of recognition to the training team and participation to the participants)
• Ground Preparation and Restoration
  (Takes charge of preparing and restoring the venue of the training/workshop)

• Dance Training
  (Takes charge of the training aspect which includes the teaching of the social dance routine)

• Documentation
  (Comes up with a narrative accomplishment report relative to the conduct of the activity attaching all copies of communications made and pictorials taken)

• Technical (Lights, Sound and Music)
  (Takes charge of the preparation of sound system, lights if needed, and music needed for the activity)

• Refreshment
  (Takes charge of water supply, snacks, and meals of the training team/class)

• PE Outfit
  (Takes charge of the participants who are not in proper PE outfits)

4. See to it that assigned members of each committee enumerated above can perform the duties and responsibilities relative to the committee where they belong. Group yourselves according to your interest and expertise.

5. Thorough planning with your teacher is needed to make this outreach program achieve its goals. For it to be successful you need to prepare everything beforehand and make the necessary coordinations and communications for proper dissemination.

6. Always bear in mind that what you say is as important as how you say it. Be respectful and be courteous especially when making requests and securing approval from officials.

7. The following are some of the documents to be prepared especially by the Committee on Program, Coordination, and Communication for your reference and guidance:
FESTIVAL DANCES

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

November 25, 2013

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

Sir:

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

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Very truly yours,
Class President

HON.
Barangay Captain
Calamagui 2nd, City of Iligan
Isabela

Sir:

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

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Very truly yours,
Class President

Teacher

Approved:

Barangay Captain

COMMUNITY OUTREACH PROGRAM

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

Date:

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

TRIALING MATRIX

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

Prepared by:
Chairman
Committee on Program

Teacher

Approved:

Barangay Captain

EXPECTED EXPENSES

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

Prepared by:
Chairman
Committee on Program

Teacher

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

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

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

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

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

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

SUMMATIVE TEST

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

TEST 1. 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. Overweight and obesity 
   c. Coronary artery and coronary heart diseases 
   d. Diabetes

10. If an individual could hardly catch his breath off while performing festival dances, what is the intensity of his activity?
    a. heavy  b. light 
    c. moderate  d. moderately light
TEST II. COMPLETION TYPE: Below are basic folk dance steps in 2 4 time which are usually used in folk-based festival dancing. Supply the missing step pattern and counting of each basic step enumerated.

<table>
<thead>
<tr>
<th>BASIC STEPS</th>
<th>STEP PATTERN</th>
<th>COUNTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Step</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bleking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change Step</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heel-toe change step</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross change step</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

TEST IV. COMPUTATION: Solve the problems given below:

1. What is the DBW-F of a regular student with a height of 5’5”? What is his Total Energy Requirement (TER) if he performs light to moderate physical activities in terms of calories?

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

SOURCES (WEB-BASED):

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

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


REFERENCE/S:

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