



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2

MAPEH (Physical Education) G9



DepEd CALABARZON
Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
First Edition, 2020

MAPEH

(Physical Education)

Grade 9

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PIVOT 4A CALABARZON PE G9

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in MAPEH-Physical Education as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples.
	What is new	This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Social Dances and Dance Mixers

Lesson

I

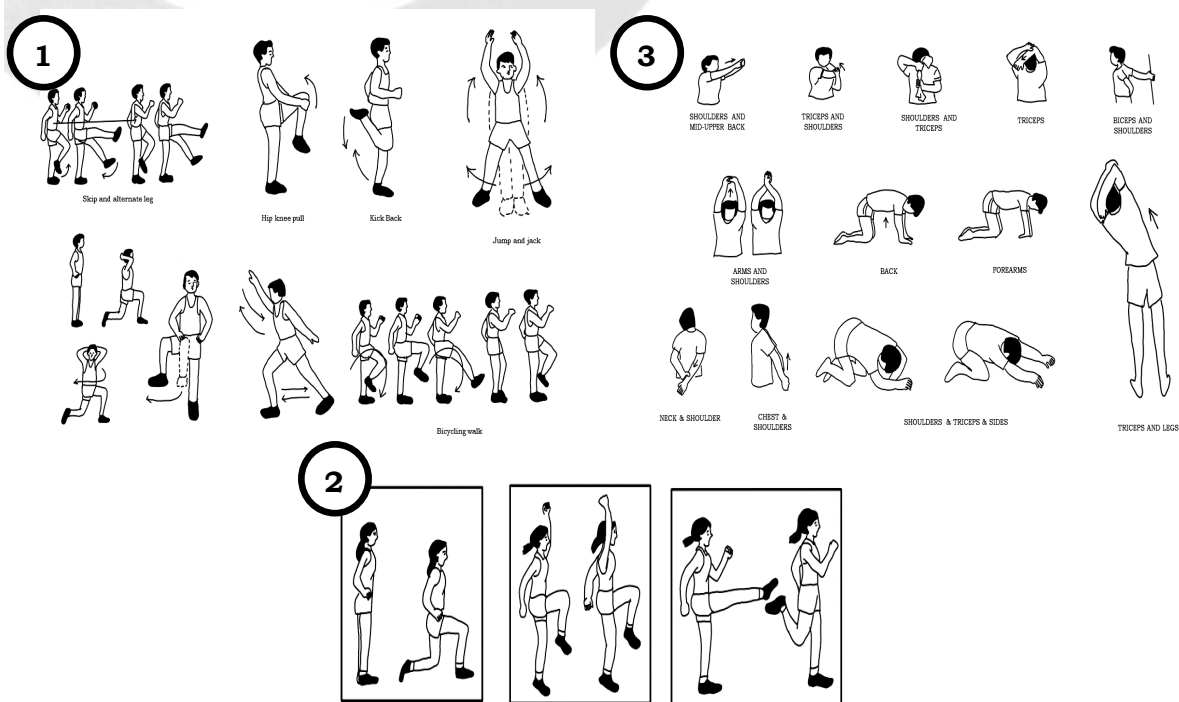
This lesson was written for you to explore and discover social dancing and mix dancing through undertaking physical activity and physical fitness assessments; describe the nature and background of the dance; execute the skills involved in the dance; monitor periodically one's progress towards the fitness goals; perform appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion); and involve oneself in community service through dance activities in the community.

At the end of this lesson, you should able to state one's own fitness goal ; recognize the nature and background of social dances; relate social dances and dance mixer in promoting physical fitness; undertake physical fitness assessment; perform the basic dance steps in Cha, cha, cha and Waltz; and perform appropriate first aid for injuries and emergency situations in physical activity and dance settings, and appreciate the importance of social dances and dance mixer through creating personal social dancing program and eight week dancercise journal with the family.

D

Learning Task 1: Do a physical fitness activity as shown below.

Warm-up: Let us have a warm-up exercise to avoid possible physical injury. Perform each exercise for 16 counts.



A. Let's perform the physical assessment. Always record your score in your notebook.

Body Composition: The ratio of lean body mass to fat body mass.

A. Compute your Body Mass Index

Height (Meters) _____ Weight (Kilograms) _____ BMI _____ Classification _____

Weight (in Kilogram)

Height (in meters)²

Example: 30 — 30 — 20.83 (Normal)
 (1.2)(1.2) — 1.44 —

For the weight, you need a weighing scale.

For measuring the height, use the following 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.

Classification:

Below 18.5	-	Underweight
18.6—24.9	-	Normal
25—29.9	-	Overweight
30.0 above	-	Obese

B. Waist Circumference

On the bare waist, stand erect and wrap around the tape measure on your 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

Strength

Ninety-Degree (90°) Push up.

Lie down on the mat; face down in standard push-up position: palms on the mat under the shoulders, fingers pointing forward, and legs straight, parallel, and slightly apart, with the toes supporting the feet.

For Boys — Straighten the arms, keeping the back and knees straight, then lower the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).



For Girls — With knees in contact with the floor, straighten the arms, keeping the back straight, then lower the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).



Performance Target for 90 Degree Push-ups

Age	For Boys	For Girls
9	15	7
10	16	7
11	17	8
12	18	9
13	19	10
14	20	11
15	21	12
16	22	13
17	23	14
18	24	14
19	25	15
20	26	15
21	27	16

Curl-ups Purpose – to measure strength of abdominal muscles

Materials/Equipment:

Exercise mats or any clean mats

For you as the test taker:

- a. Lie on your back with the knees flexed and the feet 12 inches from the buttocks.
- b. Feet cannot be held or rested against an object. The arms are extended and are resting on the thighs
- c. Complete a slow, controlled curl-up, sliding fingertips along the floor until they touch the second tapeline.
- d. The curl-up should be performed at a rate of one every three seconds or 20 curl-ups per minute (two seconds going up and one second going down).
- e. There should be no rest at the bottom position, and perform as many curl-ups as possible without stopping.

For your partner:

- a. One curl-up is counted each time the student's shoulder blade touches the floor.
- b. Make sure that the partner performs the curl-ups in the correct form.
- c. The test is terminated when the person 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.

Scoring – record the number of curl-ups made



Performance Target for Curl-ups

Age	For Boys	For Girls
9	23	20
10	25	21
11	26	21
12	28	22
13	32	22
14	36	23
15	38	23
16	42	24
17	45	25
18	47	26
19	49	27
20	51	30
21	55	30

Flexibility

Sit and Reach

- Sit on the floor, back flat on the wall and the feet approximately 12 inches apart.
- Without bending your back, knees, and elbows, place one hand on top of the other and place the hands on the floor.
- The tester positioned the zero point of the tape measure, you may now start the test by slowly reaching the farthest point possible without bending the knees.
- Record the score to the nearest 0.1 centimeters



Performance Target for Seat and Reach

Age	For Boys	For Girls
9	37	43
10	39	45
11	41	47
12	43	49
13	45	52
14	50	54
15	55	58
16	56	63
17	64	68
18	69	72
19	70	74
20	72	75
21	72	75

Zipper Test

Procedure

For you:

- Stand erect.
- For the right shoulder test, raise your right arm, bend your elbow, and reach down across your back as far as possible.
- 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.
- Reach the right hand over the right shoulder and down the back as if to pull a zipper or scratch between the shoulder blades.
- For the left shoulder test, perform again the procedures A-D with the left hand over the left shoulder.

For your partner:

- See whether the fingers touched or overlapped with each other.
- Measure the distance in which the fingers overlapped.
- Record the score in centimeters.



Standard

- 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.

Cardiovascular Endurance

3-Minute Step Test

Procedure:

- A. Position in front of the step.
- B. When the tester said “Go”, step up and down on a bench for three minutes at a rate of 24 steps per minute.
- C. Do four beats for one step. This pertains that “up with the left foot, up with the right foot, down with to left foot, down with the right foot.”
- D. Immediately after the exercise, stand and relax. Don't talk.
- E. Right after the activity, locate your pulse. (the first beat is zero.)
- F. Count the pulse for 10 seconds. Multiply it by six.



Target Performance for 3-Minute Step Test

Age	For Boys	For Girls
12	117	113
13	115	111
14	110	108
15	107	103
16	105	101
17	102	100
18	99	98
19	98	96
20	96	95
21	95	93

B. Do what is asked. Write your answers in your notebook.

1. How will you describe your physical fitness after performing the physical assessment, ?
2. How will you improve your physical fitness based on the result of your physical fitness test?
3. Write at least three specific physical activity you can do to improve your physical fitness.

Learning Task 2:

2.1 Describe the following and answer the given questions below. Write your answers in your notebook.

1. Social dancing

2. Ballroom dancing

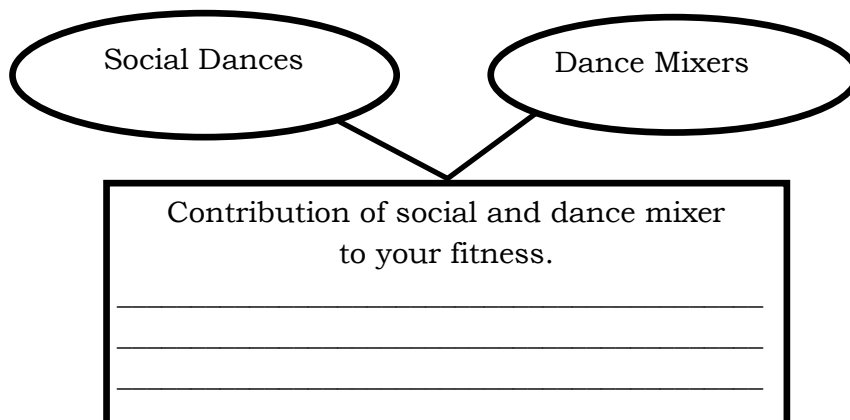
3. Dance sport

Answer the question below.

What do you think is the similarities of the given dances?

Do you think social dances can promote physical fitness?

2.2. Write the contribution of social and dance mixer to your fitness. You may use the internet or ask help from your guardian or older sibling. Do this activity in your notebook.



Read the given text below to have a better understanding of the lesson.

Nature and Background of Social Dances and Dance Mixers

- Social dances and dance mixers are primarily intended to get to know other people.
- They are also called ballroom dances.
- Ballroom dances are usually performed in pair: male and female. Sometimes, it is performed by group.
- Ballroom dances are classified into two major classification.

1. Latin American Dances

- * It can be determined through the costume worn by the performing.
- * It is revealing, tight-fitting, sexy and sophisticated in nature.
- * It can be performed in an open or close hold. It can also be easily determined by the nature of the movement. The movement shows rhythmic expression, sensual, and spicy style.

Latin American Dances	Description	Country of Origin
Cha-cha-cha	It is a lively, fun, cheeky and playful dance.	Cuba
Rumba	It is recognized for the subtle side to side hip movements with the erect torso.	Cuba
Samba	It is known to the simple forward and backward steps and tilting, and rocking body movements.	Brazil
Paso Doble	It is an energetic dance modeled after the drama of the Spanish bullfight.	Spain
Jive/Boogie	It is described as very happy, boppy, lively dance, with many of knee-lifting, bending, and rocking of the hips.	USA
Swing	It is known as an energetic style of dancing in which a dancer often lifts, spins and flips his or her partner.	USA
Merengue	It is described as a fun, fast and easy dance made up of simple steps. It is composed of a non-progressive dance, but can also travel counter-clockwise around the floor.	Dominican Republic
Salsa	It is a combination of many Latin and Afro-Caribbean dances whose movements was coming from in the Cuban Son, Cha-Cha -Cha, Mambo and other dance forms.	Cuba
Mambo	It is recognized as a fast and spicy dance. The Cuban motion, staccato movement and expression of rhythm through the body is noticeable.	Cuba

2. Modern Standard Dances

- * The performers wear ankle-length gowns for females and coat-and-tie for males.
- * Most of the time, they perform close ballroom position. However, if it is dancesport, it is strict to do close ballroom position.

Modern Standard Dances	Description	Origin
Slow Waltz	It is a smooth dance that travels around the dance floor. It is easy to recognize slow waltz because of the “rise and fall” action.	Austria
Tango	It is described as vibrant and playful dance between two people. It is very rich in expression, improvisation and connection.	Argentina
Viennese Waltz	It is known for its noticeable gracefulness and constant, wide-sweeping turns along with its fast tempo.	Vienna
Foxtrot	It is a beautiful, romantic dance, that consists of fairly simple walking steps and side step.	USA
Quickstep	The dance is suited for both formal and informal events because of the upbeat melodies that Quickstep is danced. The dance steps can be described as fast, powerfully flowing, sprinkled with syncopation.	USA

- Dancesport is different from social or ballroom dances because it requires athleticism. It has established rules of different levels of difficulty.
- Dance mixers are social dances that allows group of performers to change partners periodically while dancing to allow chance to get to know other members of the performing group. The major purpose of dance mixers is to maximize the social dimension of the dance.

What to Wear

ATTIRE	GENTLEMEN	LADIES
Formal	Tailcoat, Tuxedo Coat, Regular Coat, Bow Tie or Regular Necktie, Black Trouser	Ball Gown, Evening Gown, Dinner Gown, Cocktail Gown
Latin	Button-up shirt, Solid T-shirt, Turtleneck, Dress Slacks, Bright Colorful Outfits are Accepted	Sexy Outfits and Long Slit skirts, Low Necklines and Exposed Mid-riffs are Popular
Semi-formal	Dress Shirt and Tie, Vest or Sweater that shows the Tie	Dinner Dresses, Flowing Pants

DON'Ts IN TERMS OF OUTFITS and DANCE SHOES:

- Avoid wearing sneaker or any shoe with rubber or spongy sole. It can stick to the dance floor during turns and spins and it can cause knee and ankle injuries. Always wear a pair of dance shoes.
- Do not use sleeveless shirts and strapped dresses. It is unpleasant touch your sweaty skin.
- Do not use shaggy, loose, low armpit upper shirt. Your partner's hand may get caught in the baggy sleeves.
- Do not use big rings, watches, brooches, loose/long necklaces and big belt buckles. It may cause injury like scratches and bruises when your partner's clothing caught it.
- Long hair should be put up or tied in a pony tail because it might get caught in the partner's hands or may even hit your partner's face.

Personal Grooming

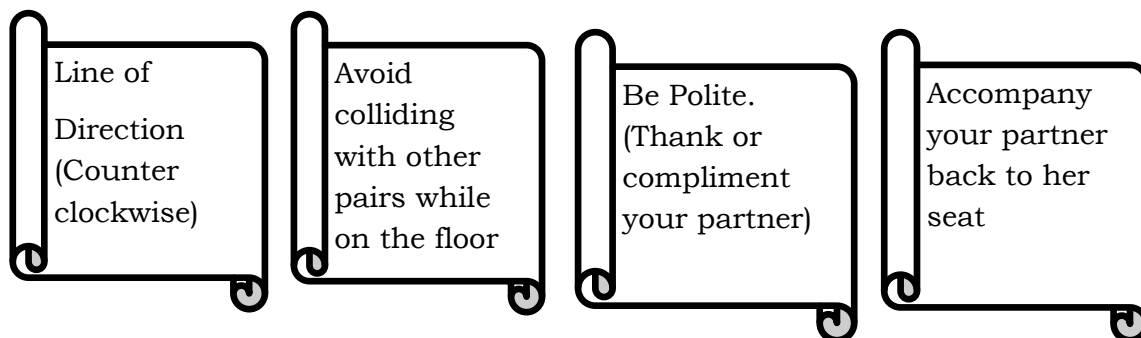
BEFORE THE DANCE

- Take a bath and use a deodorant
- Brush your teeth and use mouthwash/breath mint to have a fresh breath
- Avoid eating food that may produce strong odor
- Avoid smoking cigarette. It may cause foul mouth and clothing odor

DURING THE DANCE

- Check your grooming occasionally
- Freshen up and towel off occasionally in the bathroom
- Bring an extra shirt in case you need to change clothes after dancing

ON THE DANCE FLOOR



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 your partner.
- Project a positive image on the dance floor even if it’s not your personal style.
- Dance to the level of your partner
- If you do not 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.

BENEFITS OF SOCIAL DANCE

- It elevates energy and improve strength.
- It enhances muscle tone, balance, coordination, and posture.
- It decreases tension and stress.
- It improves stamina and flexibility.
- It helps widen social circle.
- It helps improve social interaction and conquer shyness.

Let’s Practice

Let’s explore your talent in dancing. Remember to do warm-up before doing a physical activity to avoid possible injury.

Warm-up exercise: (*see page 6*)

1. Skip and alternate leg
2. Hip knee pull
3. Kick back
4. Jump and jack
5. Bicycle walk
6. Dynamic stretching exercises

CHA-CHA-CHA

Music: El Rubio Loco – Cha Charanga

Source: <https://www.youtube.com/watch?v=HpMmdEOeleY>

(Scan QR code to easily access the link)



Legend:

L - Left Foot

Fw - Forward

R - Right Foot

Bw - Backward

C - Close Step

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

Suggested Cha-Cha-Cha Video Clip Tutorial

(Scan QR code to easily access the link)

Basic Cha Cha TOP TEN STEPS & Routine

https://www.youtube.com/watch?v=O5_s1OUizfQ



WALTZ

Music: Slow Waltz music: Damien Rice – Under The Tongue

Source: <https://www.youtube.com/watch?v=j6QCcy-19cFs>

(Scan QR code to easily access the link)



Legend:

L - Left Foot

Fw - Forward

R - Right Foot

Bw - Backward

C - Close Step

Sw - Sideward

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

Suggested Waltz Video Clip Tutorial

(Scan QR code to easily access the link)

Waltz Reverse and Natural turns

<https://www.youtube.com/watch?v=l4OiaoSfWjY>



Waltz Basic Steps | Natural and Reverse Turns, Closed Change

<https://www.youtube.com/watch?v=WWpOlymtzU>



First Aid for Minor Dance Injuries

Blisters

If the blister is small and not broken, do not pierce to reduce the chance of infection. Instead, carefully clean the blister with water and pat it dry. Cover it with an adhesive bandage. The hydro colloidal dressing will absorb fluid from the blister.

Bruises, Strains and Sprains

Apply **R.I.C.E.**

Rest - take a break from performing.

Ice - cold will decrease pain and swelling. Apply ice pack for 15 minutes, every two hours for 24 hours, then for 15 minutes every four hours for the next 24 hours. Apply heat to the area that hurt if the swelling is gone. Do not directly apply cold or heat to the skin. Use a towel over the cold or heat pack before applying it to the skin.

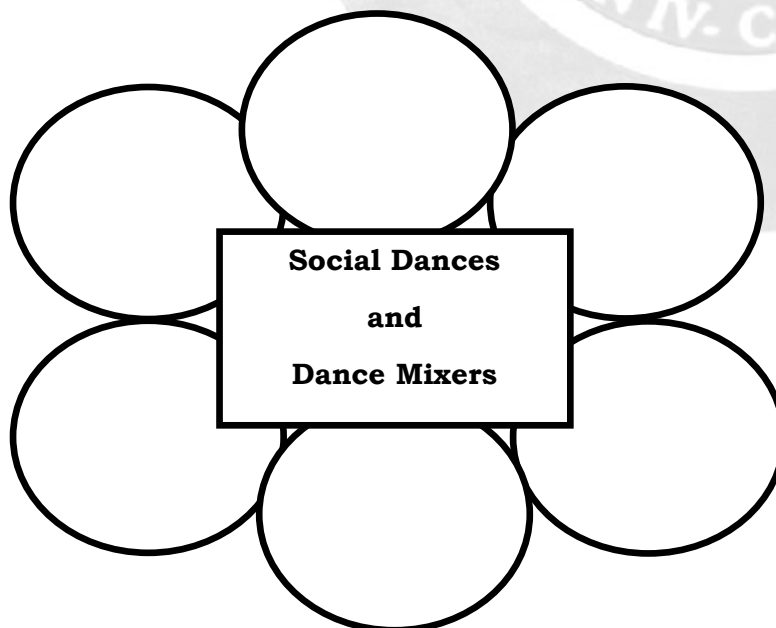
Compress - Compress or wrap the injury using the elastic bandage, firmly to extend well beyond the injury. If you think you need to use the wrap for 48 to 72 hours, it means serious problem is present.

Elevate - Elevate or raise the injured part above the level of the heart to minimize swelling, while applying cold or heat pack. If the arm is injured, support it with a sling. If it is a small joint injuries, use an elastic bandage.

E

Learning Task 4:

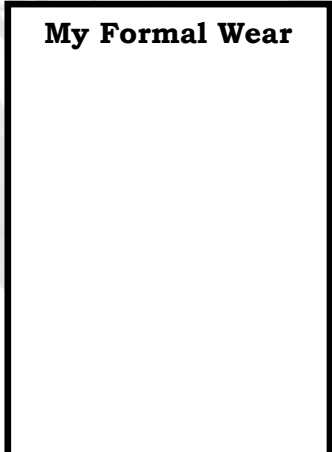
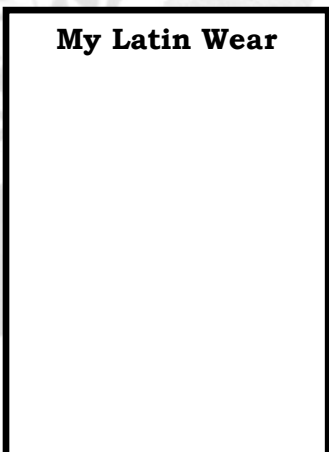
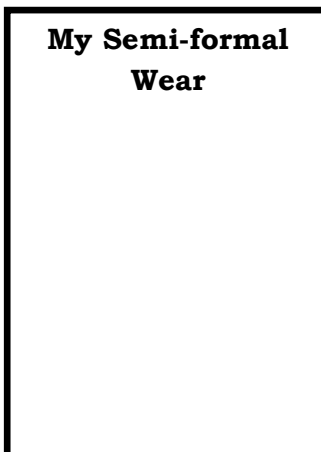
4.1. Discuss the nature and background of social dances and dance mixers using the graphic organizer below. Do this in your notebook.



4.2. Answer the given questions in your notebook.

1. What do you think is the role of social dances and dance mixers in this world dominated by technology advancement?
2. Do you think social dancing and dance mixers are still relevant nowadays? Why?
3. How do social dances and dance mixers contribute to the fitness and community building?
4. If you were an ambassador of fitness, how will you promote social dances?

4.3. Draw a formal, Latin, and semi-formal wear that you wish to wear as a social dancer. Write a short description about it. You may ask help from your parents or siblings. Do this on a bond paper on in your notebook.

My Formal Wear	My Latin Wear	My Semi-formal Wear
		

Criteria for Rating

Art elements (color, balance and line)	40%
Originality of the design	40%
Neatness	<u>20%</u>
TOTAL	100%

Learning Task 5:

As stated in the text that you have just read, social dancing has contribution in fitness of an individual. This means that dancing can be part of your fitness program.

In your previous lesson, your teacher already discussed that in planning your own fitness program, you have to consider FITT (F - Frequency, I - Intensity, T- Time, T- Type) principle. Intensity is one of the most important fitness principles because it pertains to the level of exertion and is closely monitored through your heart rate. In order to receive maximum cardiovascular benefits, you should dance at an intensity that raises your heart rate from 60% to 80% of your PMHR (Predicted Maximum Heart Rate). However, if you have a special condition, you should consult your doctor before proceeding to your fitness regimen.

To determine your THR (Target Heart Rate) range, follow the steps provided and you'll determine your own PMHR and THR which you could use the intensity of your dancing activity and raising it to a higher level, if necessary.

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

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

Example:

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

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

$$\text{_____ (PMHR)} \times 60\% \text{ (or .6)} = (\text{Lowest Target Hear Rate})$$

Example:

$$205 \times .6 = 123 \text{ beats/minute}$$

(Lowest THR of 15 year-old individual)

STEP 3: Work out for your Highest Target Heart Rate that you can aim for during the exercise by multiplying your PMHR by 80% (or .8):

$$\text{_____ (PMHR)} \times 80\% \text{ (or .8)} = (\text{Highest Target Hear Rate})$$

Example:

$$205 \times .8 = 164 \text{ beats/minute}$$

(Highest THR of 15 year-old individual)

This will give an idea of the intensity or level of exerted effort you are pouring into your dancing.

5.1. In lined with the short discussion about computing the LTHR and HTHR for determining the intensity or level of exercises, apply it by creating a fitness program. Do this activity in your notebook.

Sample program

Name: _____

Section: _____

My Personal Social Dancing Program

FREQUENCY (Identify days in a week for your activity)	INTENSITY (Light, moderate, heavy/vigorous)	TIME (Amount of time spent for the activity)	TYPE (Nature of Activity)
3 times/week	Moderate Intensity (Refer to the RPE chart for reference of how intense your dancing activity is)	30-45 min./day	(Aerobic Exercise Specific to Dance)

Present BMI:_____ Classification:_____ Target BMI in 2 Weeks:_____ Target Classification in 2 Weeks:_____	Foods to Minimize Eating (): (If Reducing Weight) Foods to Add Intake With (): (If Increasing Weight)
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5.2. Schedule your exercise using the activity log below. Do this in your notebook.

My Activity Log

Time	Sun	Mon	Tue	Wed	Thu	Fri	Sat
6:00 - 7:00 AM							
7:00— 8:00 AM							
8:00—9:00 AM							
9:00—10:00 AM							
10:00—11:00 AM							
11:00—12:00 NN							
12:00—1:00 PM							
1:00—2:00 PM							
2:00—3:00 PM							
4:00—5:00 PM							
5:00—6:00 PM							
6:00—7:00 PM							
7:00—8:00 PM							
8:00—9:00 PM							

5.3. In your notebook, make a two-week fitness diary. The content of your diary should be your journey in performing your fitness program. Use the format below for your fitness diary.

Date: _____

Day: _____

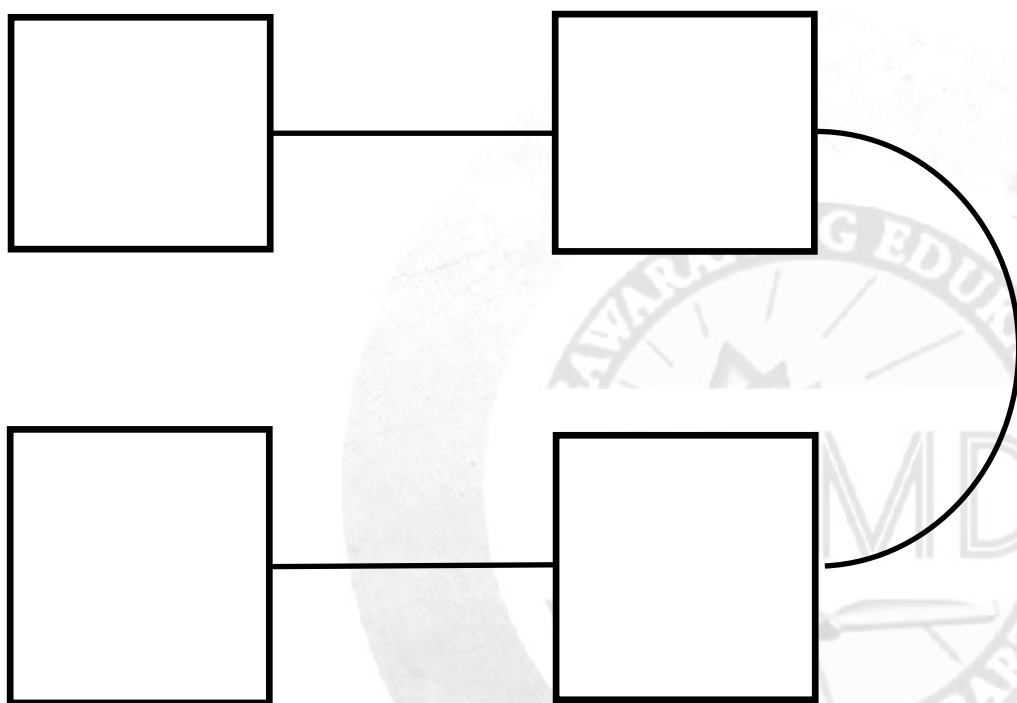
My fitness Journey

Answer the given questions in your notebook.

1. Why do think it is important to know your PMHR in creating fitness program?
2. How will you attain your fitness goal?
3. Is it necessary to be physically fit nowadays? Why?
4. How do you think your knowledge and understanding of making a fitness program will help to improve your confidence?

Learning Task 6:

6.1. Using the graphic organizer below, discuss the step by step procedure in giving first aid for the strains and sprains injuries. Do this activity in your notebook.



6.2. Create a demonstration video (optional) of performing first aid for bruises, strains and sprain injuries. Submit your demonstration video in the e-mail, or in the Facebook messenger of your teacher. You may ask for help from your parents, siblings or teacher.

Criteria for Rating

Creativity	40%
Content	40%
Technical Organization	<u>20%</u>
Total	100%

6.3. Answer the given questions in your notebook.

1. How important is first aid?
2. What do you think is the best behavior a first aid responder should possess? Why?
3. Why you should know how to give first aid?

6.4. It's about time to show your talent in dancing. Pretend that you have a partner and practice the given basic combinations of Cha - cha - cha and Waltz. Using your phone or any video recording device record your performance and send it to your teacher through e-mail or Facebook messenger. Any problem that you may encounter in this activity, kindly tell it to your teacher.

Cha-cha-cha

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

Source: Physical Education and Health Learner's Material Grade 9
Department of Education

Refer to page 18 to know the dance steps that correspond to the numbers.

Waltz

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)

Source: Physical Education and Health Learner's Material Grade 9 Department of Education

Refer to pages 19 - 20 to know the dance steps that correspond to the number.

Criteria for Rating

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

Source: Physical Education and Health Learner's Material Grade 9 Department of Education

Answer the given questions in your notebook.

1. If you will rate your performance, what will be your score? Why?
2. How was the experience in performing an example of Latin American dance?
3. Which dance step/s did you like most? Why?

6.5. Draw a poster that shows how important social dances and dance mixers are for you as a teenager. Do this on a bond paper or in your notebook.

Criteria for Rating

Criteria	O	VS	S	NI	P
	5	4	3	2	1
1. Originality					
2. Relevance to the theme					
3. Artistic composition					
4. Presentation					



Learning Task 7:

Test I. Write the letter of the correct answer in your notebook.

1. Which of the following is an example of Latin American dance
 - a. Waltz
 - b. jive
 - c. Foxtrot
 - d. tango
2. Which dances are 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
3. It is the general term that pertains to the DOs and DON'Ts in social dancing.
 - a. behavior
 - b. character
 - c. dance demeanor
 - d. dance etiquette
4. Which of the following is the best attire for males in Modern Standard Dances?
 - a. black/white shirt
 - b. black/white long sleeves
 - c. black/white sweat shirt
 - d. coat and tie
5. Social dancing can prevent some diseases caused by being not physically active lifestyle, if it is regularly performed. Which of the following does NOT belong to the group?
 - a. diabetes
 - b. lung cancer
 - c. obesity
 - d. weight gain
6. Which of the following best describes the purpose of 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. What is the best way to use your knowledge and skills learned in social dancing to promote or enhance your community's fitness?

- a. I will show skills through an intermission number with my partner during fiestas.
- b. I will make social dancing as my lifetime fitness activity.
- c. I will share my knowledge and skills through 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. Where did Tango originate?

- a. Argentina
- b. Austria
- c. Cuba
- d. Vienna

10. Which does not belong to the group?

- 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. Aside from fitness, which of the following can be developed if one engages in social dancing activities?

- a. respect
- b. sense of community
- c. courtesy
- d. all of them

12. What does the given statement want to imply?

“May I have this dance?”

- 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.

13. Which statement does not describe the importance of social dances?

- a. We face different challenges everyday so we have to keep ourselves fit all the time 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. Describe what happens if an individual doesn't have a physically active lifestyle?

- a. He/she is prone to weight gain, obesity which may lead to diabetes and other cardiovascular diseases.
- b. He/she will not be physically fit.
- c. He/she will become sickly.
- d. He/she will become fat.

15. In social dancing, a male leads while a female follows. What values can be developed in such training?

- | | |
|---------------|----------------|
| a. leadership | b. obedience |
| c. respect | d. all of them |

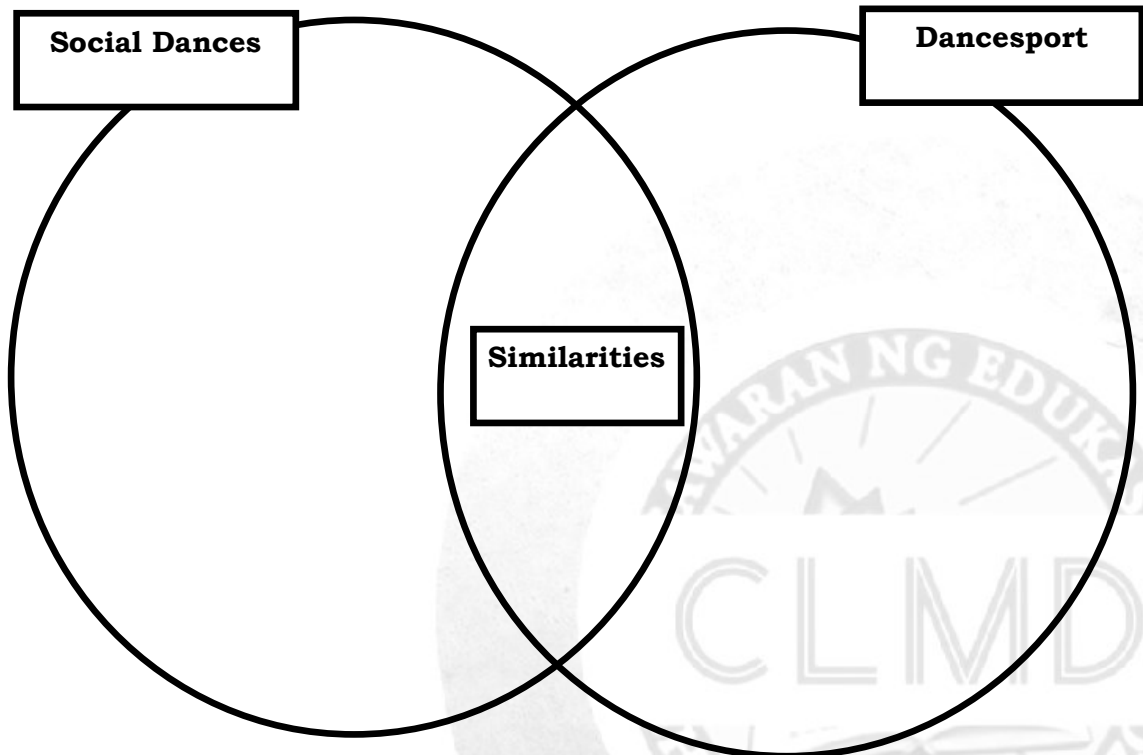
B. Complete the table below. Write your answers in your notebook.

Name of Steps	Step Pattern	Counting
New York	1.	2.
Spot turn	3.	4.
Aleman Turn	5.	6.
Rock step	7.	8.
Natural turn	9.	10.
3 step turn	11.	12.

C. Describe the following in your own words. Write your answers in your notebook.

1. Cha-cha cha
2. Jive
3. Rumba
4. Paso Doble
5. Samba
6. Waltz
7. Quickstep
8. Tango
9. Dance mixers
10. Dancesport

D. Compare and contrast the social dance from the Dancesport. Use the Venn diagram for your answer. Do this in your notebook.



Learning Task 8:

A. Relate the quotation in the lesson. Write your answer in your notebook.

“Life is beautiful not because of the things we see or do. Life is beautiful because of the people we meet.”

- Simon Sinek -

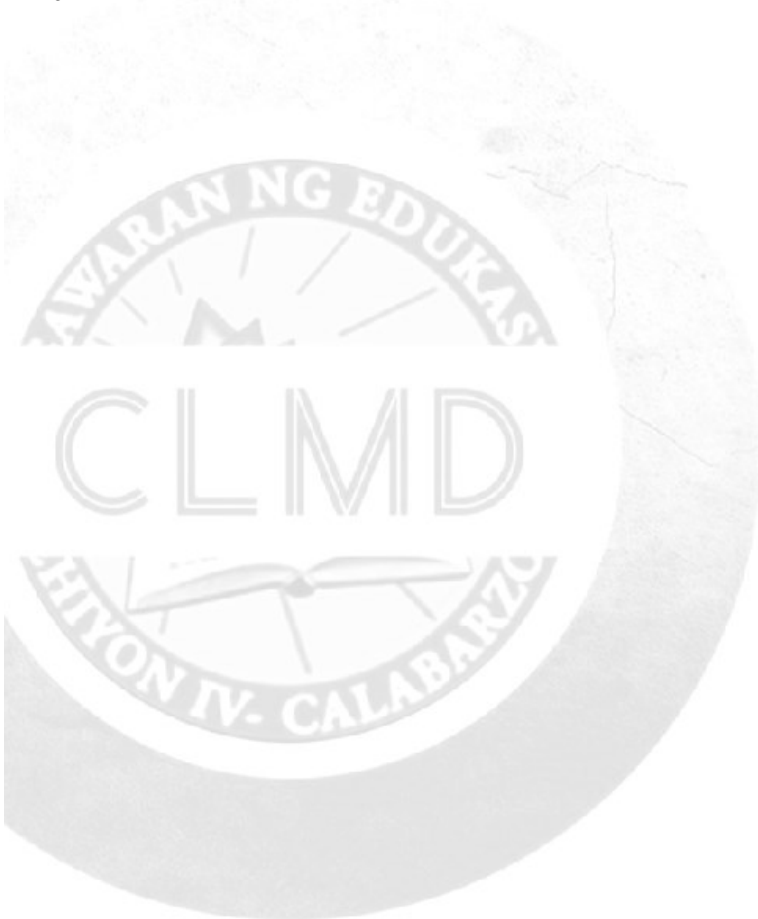
B. Complete the statements below. Write your answers in your notebook.

In this lesson, I realized that _____.

In this lesson, I learned that _____.

In this lesson, I discovered that _____.

I will use the knowledge, skills and values that I have gained from the lesson
by _____.





Key to Correction

<p>(A) Learning Task 7</p> <p>Test I</p> <p>1. B</p> <p>2. D</p> <p>3. D</p> <p>4. B</p> <p>5. B</p> <p>6. C</p> <p>7. D</p> <p>8. C</p> <p>9. A</p> <p>10. B</p> <p>11. D</p> <p>12. D</p> <p>13. D</p> <p>14. A</p> <p>15. D</p>	
<p>(A) Learning Task 7</p> <p>Test I</p> <p>1. Step L across R in Front, Step R in Place, Chasse L Sw, Step R over L in Front, Chasse R Sw</p> <p>Step R across L in Front, Step L in Place, Chasse R Sw, Step L over R in Front, Chasse L Sw</p> <p>2. 1, 2, 1 and 2</p> <p>1, 2, 1 and 2</p> <p>3. Same with Alemana Turn but done Sw-leading to a chasse Bw</p> <p>4. 1, 2</p> <p>5. L-Fw (Pivot Halfway Turn R), R-Fw (Pivot Halfway Turn R) leading to a Chasse L Bw</p> <p>5.1, 2</p> <p>6. R-Bw, L-Fw</p> <p>L-Fw, R-Bw</p> <p>7. 1, 2</p> <p>8. 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)</p> <p>9. 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)</p> <p>10. 1, 2, 3 1, 2, 3</p> <p>11. 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</p> <p>12. 1, 2, 3</p> <p>1, 2, 3</p>	

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	
Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.

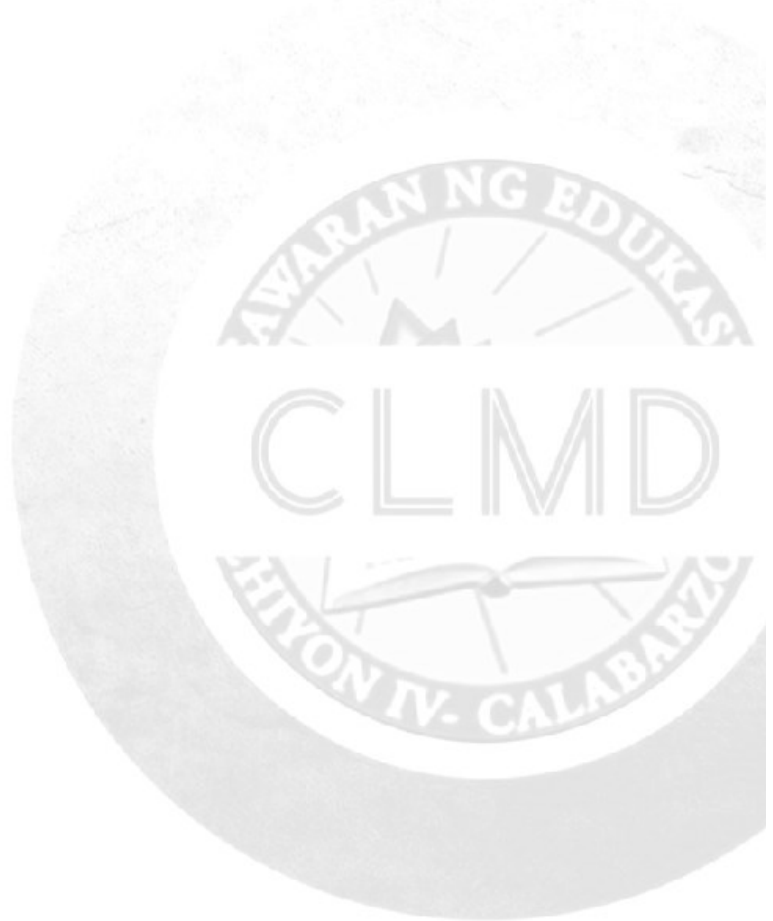


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