

<b>W1</b>	<b>Learning Area</b>	Physical Education	<b>Grade Level</b>	10
	<b>Quarter</b>	4th	<b>Date</b>	

<b>I. LESSON TITLE</b>	Recreational Activities and Weight Management
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	<ul style="list-style-type: none"> <li>Assess physical activity, exercise and eating habits. <b>(PE10PF-Ia-h-39)</b></li> </ul>
<b>III. CONTENT/CORE CONTENT</b>	Physical Activities and Exercises

#### IV. LEARNING PHASES AND LEARNING ACTIVITIES

##### I. Introduction (Time Frame: Day 1)

##### BODY MASS INDEX AND WEIGHT MANAGEMENT

**Weight management** is a struggle for many Filipinos but controlling body weight has many benefits. Filipinos, nowadays, have adopted the Western culture of excessive intake of unhealthy, high-calorie food coupled with physical inactivity which often results in a society called "obesogenic" (a tendency to have a fat citizenry). This transformation towards over fatness does not occur overnight. The number of overweight and obese Filipinos has already grown, according to the National Nutrition and Health Survey by the FNRI (Food and Nutrition Research Institute) and DOST (Department of Science and Technology) and it will most likely contribute to the development of related diseases.

**BMI** is commonly used because it is very easy to measure, and it also correlates strongly with the percentage of body fats. Excess levels of body fat contribute to several health concerns including heart disease, hypertension, diabetes, and some cancers. Typically, body fat levels are higher as BMI increases. A BMI between 18.5 to 24.9 kg/m<sup>2</sup> is considered normal, with a healthy body weight. This is because BMI within this range is associated with the lowest risk of developing a chronic disease or dying. People classified as overweight have an increased risk of disease and death, and those who are obese have the highest risk of developing several diseases.

##### Waist Circumference

People have different patterns of body fat distribution, and these patterns correspond to different risk levels for disease. The location of body fat accumulation influences a person's health risk. The risk is lower for those who have fat distributed more around the hips and thighs (called gynoid obesity and commonly referred to as a pear-shaped physique) than for those who carry fat on the trunk or abdominal area (called android obesity, commonly called an apple-shaped physique). Because of the concern with abdominal obesity, waist circumference alone can help identify whether you are at risk of health concerns.

##### Physical Activity and Exercise

Defined **Physical activity** refers to bodily movement produced by skeletal muscles. It requires energy expenditure and produces progressive health benefits. Physical activity typically requires only low to moderate intensity effort.

**Exercise** is a type of physical activity that requires planned, structured, and repetitive bodily movement to improve or maintain one or more components of physical fitness.

##### Intensity of Exercise

When trying to develop the CR (cardio-respiratory) system, many people ignore intensity of exercise. For muscles to develop, they must be overloaded to a given point. The training stimulus to the biceps muscle, for example, can be accomplished with arm curl exercises using increasing weights. Likewise, CR is stimulated by making the heart pump faster for a specified period.

Health and CR fitness benefits result when a person is working between 30 to 85 percent of heart rate reserve (HRR) combined with an appropriate duration and frequency of training. Health benefits are achieved when training at a lower exercise intensity, that is, between 30 to 60 percent of the person's HRR. Even greater health and cardio protective benefits, and higher and faster improvements in CR fitness (VO<sub>2</sub>max), however are achieved primarily through vigorous intensity programs (at an intensity above 60 percent).

## IV. LEARNING PHASES AND LEARNING ACTIVITIES

### PHYSICAL ACTIVITY AND ACTIVE RECREATION

**Recreation** may be classified into two, **active and passive**. **Passive recreational activities** are those which you spend your leisure without exerting much of your physical prowess such as playing board and card games, listening to music, reading, watching TV, and surfing the internet or playing computer games. **Active recreational activities**, on the other hand, are those that require deliberate physical efforts which may range from light to vigorous intensities. These include walking, jogging, taking the stairs, gardening, doing household chores, playing sports, swimming, dancing, and even hiking or mountaineering.

### Common Injuries Involved in Recreation

#### Sprains

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

#### Strains

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

#### Knee Injuries

Knee injuries can result from a blow to or twist to the knee, from improper landing after a jump or from running too hard, too much or without proper warm up. Other common sports injuries suffered by athletes are shin splints, Achilles' tendon injuries, patella dislocation and hamstring, quadriceps, and calf injuries.

#### Fractures

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

#### Dislocations

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

### D. Development (Time Frame: Day 2)

#### Learning Task 1: Activity Table

**Directions:** In the given table below, indicate whether you engage in such recreational activities or not. Identify whether such recreational activities are active or passive by ticking your corresponding response.

Recreational Activity	YES (I do it)	NO (I do not do it)	Active Recreation	Passive Recreation
1. Cycling				
2. Swimming				
3. Softball/Baseball				
4. Internet surfing				
5. Basketball				
6. Reading				
7. Playing music				
8. Computer games				
9. Volleyball				
10. Card games				

## IV. LEARNING PHASES AND LEARNING ACTIVITIES

### Learning Task 2: The Follow-up

**Directions:** Based on your responses on **learning task 1**, answer these questions.

1. Why do you do such activities?
2. When do you do them?
3. What for you is leisure? Recreation?
4. How are active recreational activities different from passive ones?
5. Which do you think is better, passive, or active recreation?

### Learning Task 3: The BEST in Me!

**Directions:** Identify five (5) of your favorite recreational activities and indicate the corresponding injuries that can possibly happen while doing them.

Favorite Recreational Activity	Accompanying Risks (Possible Injuries)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### E. Engagement (Time Frame: Day 3)

#### Learning Task 4: MY BMI

**Directions:** Follow the given procedures below.

Procedure:

1. Remove all the accessories you are wearing.
2. Using the weighing scale and meter stick, take your weight and height.
3. With the formula  $BMI = W \text{ (kg)} / H^2 \text{ (m}^2\text{)}$ , compute your Body Mass Index. Write it on the space below.
4. Find out your classification based on this table:

BMI CLASSIFICATION	
below 18.5	Underweight
18.5 – 24.9	Normal
25.0 – 29.9	Overweight
30.0 and above	Obese

### IV. LEARNING PHASES AND LEARNING ACTIVITIES

#### A. Assimilation (Time Frame: Day 3)

##### Learning Task 5: Me and The Foods I Ate

**Directions:** Fill out the columns by enumerating food that you love to eat. Then, in about 5 to 10 sentences, tell something about what the activity reveals about your eating and fitness habits on the space provided below.

Name: _____					
List of Food	Nutritional Content/ Value	Implication to Fitness and Well-being	Healthy (Put check / mark)	Potentially Unhealthy (Put check / mark)	Suggested Alternative Food

#### V. ASSESSMENT (Time Frame: Day 4)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

##### Learning Task 6: IDENTIFY ME!

**A. Directions:** Identify the terms being described in each number. Write your answer on the space provided.

- \_\_\_\_\_ 1. Formula in getting the BMI.
- \_\_\_\_\_ 2. Refers to bodily movement produced by skeletal muscles.
- \_\_\_\_\_ 3. A tendency of a country to have a fat citizenry.
- \_\_\_\_\_ 4. Physical activity that requires planned, structured, and repetitive body movement to improve or maintain one or more components of physical fitness.
- \_\_\_\_\_ 5. Activities that require deliberate physical efforts which may range from light to vigorous intensities.
- \_\_\_\_\_ 6. Activities which you spend your leisure without exerting much of your physical prowess.
- \_\_\_\_\_ 7. BMI classification for the score of 18.5 bellow
- \_\_\_\_\_ 8. BMI means.
- \_\_\_\_\_ 9. The meaning of the acronym FNRI
- \_\_\_\_\_ 10. What does DOST mean?

**B. Directions:** Write **P** if the given activity is an example of **physical activity**, and **E** if it is an **exercise**.

- \_\_\_\_\_ 1. dancing
- \_\_\_\_\_ 2. walking
- \_\_\_\_\_ 3. running
- \_\_\_\_\_ 4. gardening
- \_\_\_\_\_ 5. swimming
- \_\_\_\_\_ 6. cycling
- \_\_\_\_\_ 7. planting
- \_\_\_\_\_ 8. taking stairs
- \_\_\_\_\_ 9. aerobics
- \_\_\_\_\_ 10. strength training

### IV. LEARNING PHASES AND LEARNING ACTIVITIES

#### VI. REFLECTION (Time Frame: Day 4)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

##### 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.

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

#### VII. REFERENCES

Physical Education and Health Learners Material

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<b>W2</b>	<b>Learning Area</b>	Physical Education	<b>Grade Level</b>	10
	<b>Quarter</b>	4th	<b>Date</b>	

<b>I. LESSON TITLE</b>	Cheer Dance and Contemporary Dance
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	<ul style="list-style-type: none"> <li>Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school. <b>(PEPF-IIIc-h-45)</b></li> <li>Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs. <b>(PE1OPF-III-c-h-48)</b></li> </ul>
<b>III. CONTENT/CORE CONTENT</b>	Other Dance Forms

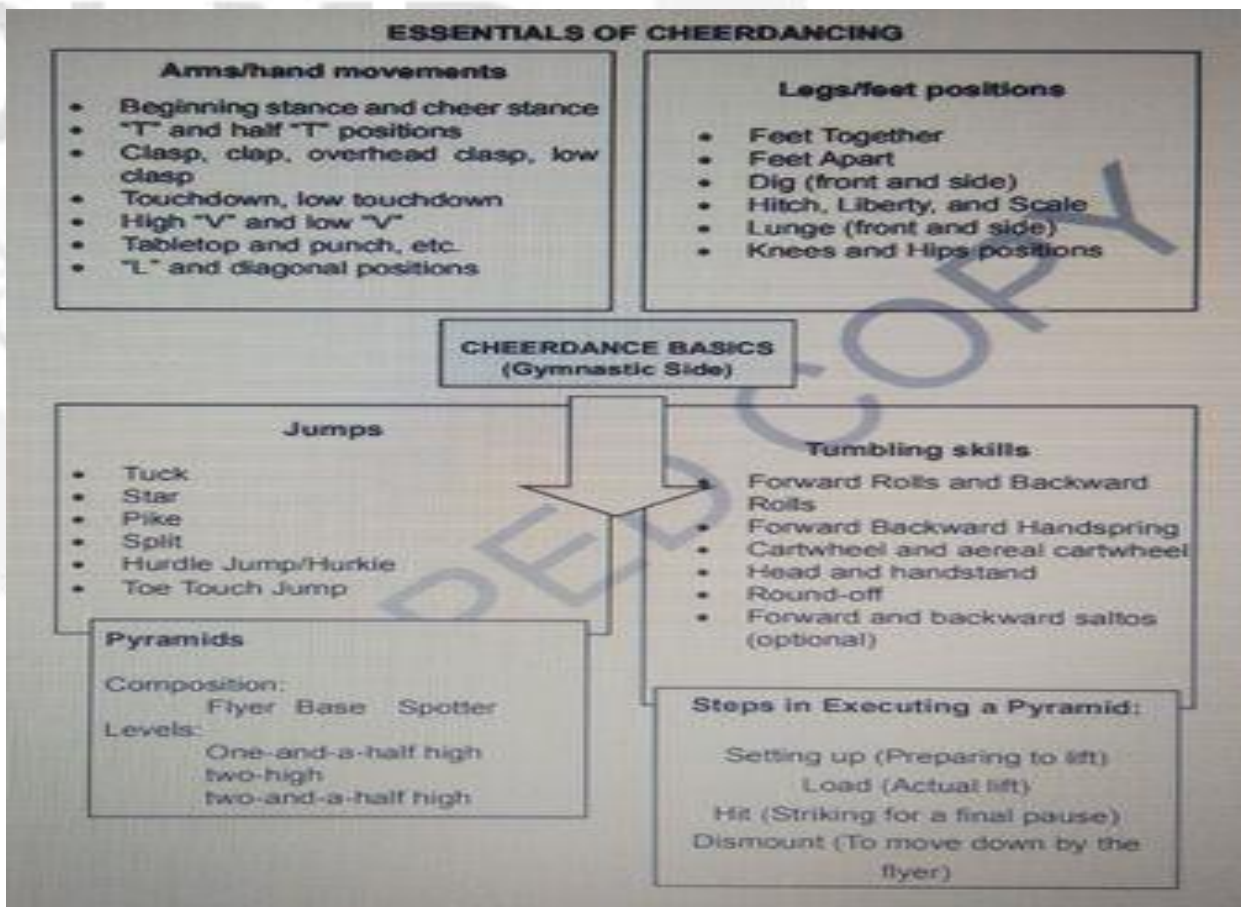
#### IV. LEARNING PHASES AND LEARNING ACTIVITIES

##### I. Introduction (Time Frame: Day 1)

##### Cheer dancing

**Cheer dance** is coined from the words, cheer, and dance. To cheer is to shout out words or phrases that may help motivate and boost the morale of a playing team and perform better during a game. Dance, on the other hand, is a physical activity where one expresses emotions or gestures while performing bodily movements usually in time with rhythm. Cheer dancing rooted from cheerleading.

Cheerleading is the performance of a routine, usually dominated by gymnastic skills such as jumps, tumbling skills, lifts and tosses combined with shouting of cheers and yells to lead the crowd to cheer for a certain team during a game or sport. It originated in the United States. Due to Filipinos' love for dancing, they added more dance routines to their cheers and came up with the term cheer dance wherein it is a routine composed of yells and cheers, gymnastic skills (pyramids and tosses, stunts, tumbling skills, arm and hand positions and jumps), and dance (fusion of different dance genres). Today, cheer dancing is identified as one of the most spectacular events in one of the biggest collegiate sports events in the country, the UAAP (University Athletic Association of the Philippines).



## IV. LEARNING PHASES AND LEARNING ACTIVITIES

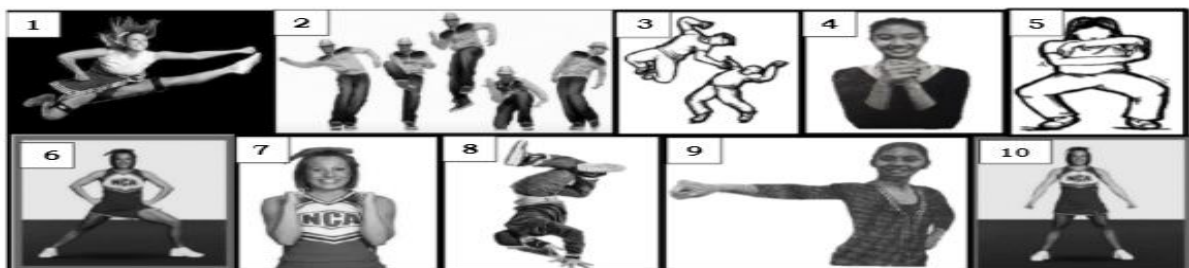
**APPENDIX C: Hand Movements and Positions in Cheerdance**

 <b>BEGINNING STANCE</b> Feet together, hands down by the side in blades	 <b>CHEER STANCE</b> Feet more than shoulder width apart, hands down by the side in blades	 <b>CLASP</b> Hands clasped, at the chin, elbows in	 <b>CLAP</b> Hands in blades, at the chin, elbows in	 <b>HIGH V</b> Arms extended up forming a "V", relax the shoulders
 <b>LOW V</b> Arms extended down forming a "V"	 <b>TOUCHDOWN</b> Arms extended straight and parallel to each other, fist facing in	 <b>LOW TOUCHDOWN</b> Arms extended straight down and parallel to each other, fist facing in	 <b>SIDE LUNGE</b> Lead leg bent with the knee over the ankle, back leg straight, feet perpendicular to each other	 <b>FRONT LUNGE</b> Lead leg bent with the knee over the ankle, back leg straight, feet perpendicular to each other
 <b>BOW AND ARROW</b> One arm extended to side with other arm bent at elbow in a half "T" motion	 <b>OVERHEAD CLASP</b> Arms are straight, above the head in a clasp and slightly in front of the face	 <b>TABLETOP</b> Arms bent at elbow, fists in front of shoulders	 <b>LOW CLASP</b> Arms extended straight down, in a clasp and slightly in front of the body	 <b>PUNCH</b> One arm extended straight up, one arm on hip, in a fist
 <b>L MOTION</b> One arm extended to the side with other arm extended in a punch motion, (Left L shown)	 <b>DIAGONAL</b> One arm extended in a high "V" and the other arm extended in a low "V" (Right Diagonal shown)	 <b>T MOTION</b> Both arms extended straight out to the side and parallel to the ground, relax the shoulders	 <b>HALF T</b> Both arms parallel to the ground and bent at the elbows, fists into shoulders	

### D. Development (Time Frame: Day 2)

#### Learning Task 1: I KNOW THE MOVE

**Directions:** Draw a smiling icon if the given is an example of cheer dance move and a sad icon if not. Put your answer on the space provided.



- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

### IV. LEARNING PHASES AND LEARNING ACTIVITIES

#### Learning Task 2: DESCRIBE ME IN

**Directions:** Give 10 words, phrases, or sentences that can describe the given picture below.

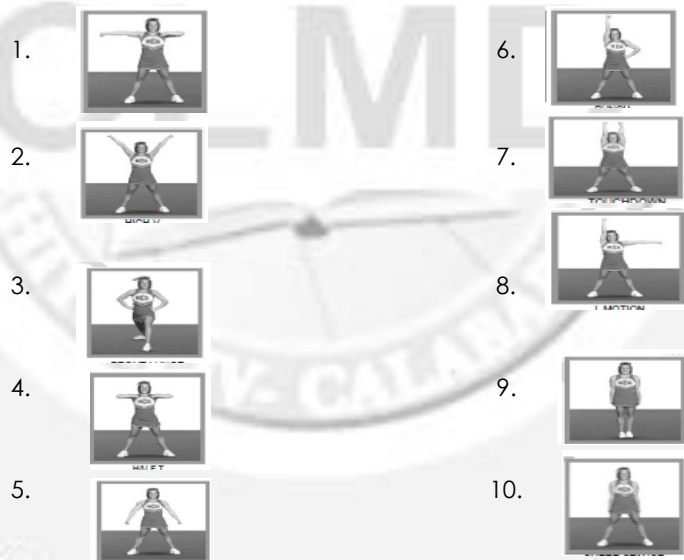


- |          |           |
|----------|-----------|
| 2. _____ | 6. _____  |
| 3. _____ | 7. _____  |
| 4. _____ | 8. _____  |
| 5. _____ | 9. _____  |
|          | 10. _____ |

#### E. Engagement (Time Frame: Day 3)

#### Learning Task 3: ME AND MY DANCING

**Directions:** Conduct a 10-15minute warm-up exercises. Perform the given cheer dance position by following the image given. Take a photo of each cheer dance position that you have done and send it to your teacher. Observe safety measures while doing the activity.



Rubric for Evaluation

Indicators	O 5	VS 4	S 3	NI 2	P 1
1. Performs the figures correctly with mastery					
2. Displays proper body lines while doing the positions.					
3. Fosters a positive attitude towards the activity					



### IV. LEARNING PHASES AND LEARNING ACTIVITIES

#### A. Assimilation (Time Frame: Day 3)

##### Learning Task 4: DANCE CHALLENGE



#### Procedure:

1. Create a 1-minute dance routine applying common positions in cheer dancing.
2. Observe utmost care while doing the activity to avoid injuries.
3. Take a video of performance and send it to your teacher.
4. Your performance will be rated according to the following criteria:

Choreography/ Execution	40%
Mastery	30%
Originality	20%
Video Presentation	10%
<b>TOTAL</b>	<b>100%</b>

### V. ASSESSMENT (Time Frame: Day 4)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

#### Learning Task 5: EVALUATION TIME

##### A. Directions: Enumerate what is being asked below.

- 1-2. Root word of cheer dance
- 3-5. The three (3) gymnastic side of cheer dance

##### B. Directions: Using a stick man, draw the cheer dance position stated on each number.

1. Cheer stance
2. Punch
3. Touch down
4. T motion
5. L motion
7. High V
8. Diagonal
9. Side lunge
10. Low V

### VI. REFLECTION (Time Frame: Day 4)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

#### 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:

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### IV. LEARNING PHASES AND LEARNING ACTIVITIES

? – 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.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
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### VII. REFERENCES

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