

# **PE and Health**

## **Quarter 1 – Module 2:**

### **Setting FITT Goals in DANCE**

(Week 3-5)

**MELC:** Sets FITT goals based on training principles to achieve and/or maintain HRF

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# **Introductory Message**

For the facilitator:

Welcome to the P E and Health 12 Alternative Delivery Mode (ADM) Module on SETTING FITT GOALS IN DANCE.

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

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

In addition to the material in the main text, you will also see this box in the body of the module:

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***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to P. E. AND HEALTH 12 Alternative Delivery Mode (ADM) Module on SETTING FITT GOALS IN DANCE.

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner. With the designed provided, you have the opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource in an active way of learning.

This module has the following parts and corresponding icons:



#### **What I Need to Know**

This will give you an idea of the skills or competencies you are expected to learn in the module.



#### **What I Know**

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



#### **What's In**

This is a brief drill or review to help you link the current lesson with the previous one.



#### **What's New**

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



#### **What is It**

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



### **What's More**

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



### **What I Have Learned**

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



### **What I Can Do**

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



### **Assessment**

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



### **Additional Activities**

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



### **Answer Key**

This contains answers to all activities in the module.

At the end of this module you will also find:

### **References**

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.

5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



## **What I Need to Know**

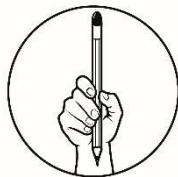
This module was designed and written with you in mind. It is here to help you master the skills in Setting FITT goals in Dance. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The human body is the most essential in doing different physical activities. God created this to be used for acquiring skill, for the purpose of glorifying Him through doing things to make this healthy. Our body is beautifully created that it should be developed wholly in mind body and soul. Minds for cognitive skills for goodness, the body that will work what the mind sets for wellness and soul to do what is right to protect the body. Physical education is here to develop the wholeness of the person. Through this field of learning we may create and accomplish something wholesome in a real life experience. And you as an individual is capable of influencing others and that includes your family to be healthy as you are given the opportunity to display relevant competencies ,at your level knowledge and skills.

The module focuses on: SETTING FITT GOAL BASED ON TRAINING PRINCIPLES IN DANCE

After going through this module, you are expected to:

1. Discuss FITT training Principles in enhancing health related fitness in dance
2. Design a simple dance training program based on FITT principles
3. Follow safety protocols in demonstrating dance exercise for injury free;



## **What I Know**

Choose the letter of the best answer. Write the chosen letter on before each number.

1. Which principles that refers to number of training sessions for a given muscle group or lift per unit of time.  
A. Frequency      B. Type      C. Intensity      D. Time
2. It refers to the period covered of your dance activities.  
A. Frequency      B. Intensity      C. Type      D. Time
3. Which of the following is correct regarding Type in FITT principle?  
A. Zumba step  
B. 30 seconds  
C. 4 time a week  
D. 10 repetitions of 3 sets
4. What T in FITT principle that refers to the mode of exercise or physical activity.  
A. Frequency  
B. Intensity  
C. Type  
D. Time
5. In FITT principle, what T that refers to 30 minutes in dance training.  
A. Frequency  
B. Intensity  
C. Type  
D. Time

II. Match Column A with Column B. Write your answer before each number.

A

- 1.Time
- 2.Frequency
- 3.Type
- 4.Overload

B

- A. Rest
- B. Additional load
- C. different body adaptation
- D. Cheerdancing

- 5.Recovery
- 6.Intensity
- 7.Variation
- 8.Specificity
- 9.Progression
- 10.Individualization
- E. 3x a week
- F. Specific activity
- G. Continuous increase of workload
- H. varied routine
- I. Very hard
- J. 60 minutes

# **SETTING FITT GOALS IN DANCE**

Physical Activity like dancing will enhance body to move according to the rhythm of the music. Dancing as often as possible or most days of the week can be beneficial to our health. The benefits of dancing are endless, especially when it comes to the physical aspects of this art. Regardless of the style of dance, whether it is ballroom, ballet, zumba, hip-hop, or the salsa, they each play an active role in helping people stay fit. All types of dance styles work to engage all parts of the body to not only create harmony, but to create a graceful workout. Dancing is also a great cardio workout through which people can considerably lessen the risks of getting heart disease. Furthermore, it often results in increased flexibility and is a good source of motor and aerobic fitness. Likewise, is also beneficial when it comes to weight management. In order to achieve different benefits from dancing, one must have a GOAL to follow to check on the progress with safety protocol to avoid injury.



## **What's In**

In the previous lesson, it was learned that in order to keep up and improved health related fitness in dancing, self – assessment is very vital to determine and understand the fitness level of an individual so you will know where, when and how to start your dance training. Realizing the benefits from dancing is also important to break barriers in participating in any dance activities. How one can go on dancing without understanding proper nutrition which is another consideration in your dance participation.

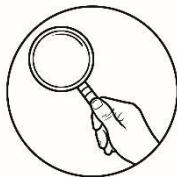
In the following lesson, set your FITT (Frequency, Intensity, Time and Type) goal to achieve your dancing prowess based on training principles.

## ***What's New***

Fill – in each box with the following in accordance with the principles.

3x a week	ten seconds	twirl	plank
2sets	Squat	10 repetitions	stretching      lunges
2 reps of 2 sets	Push-up	Basic cha cha	Plain waltz
popping	locking	B-boying	5x/week      weight lifting
side plank	3xper week		

<b>F</b>	<b>I</b>	<b>T</b>	<b>T</b>



## What is It

Starting a dance fitness program may be one of the best things you can do for your health. Physical activity like dancing can reduce your risk of chronic disease, improve your balance and coordination, help you lose weight — and even improve your sleep habits and self-esteem.

Designing a training program is not that easy for an individual who doesn't know his or her fitness level. There are factors to consider before you can design your own training program. What would be your objective why you are designing a training program? Is it for weight loss? Is it for health maintenance? Or you have a specific objective in mind. Like, to develop my dance prowess, etc. Whatever your objective you should know the following first.

What is all about principle of FITT training? FITT stands for Frequency, Intensity, Type or mode and Time. The FITT principle is a tried-and-true method of putting together an efficient workout plan. Thus, it is the key factor in designing your dance training program.

**Frequency** refers to how often you dance or exercise. The point is to meet your goals without overtraining the body. If your activities are light you can do it most days of the week. Maybe 4 to five days a week.

Example: Monday, Wednesday , Friday or Tuesday, Thursday and Saturday

**Intensity** refers to how hard or difficult is your kind of activity . If you are a beginner dancer , all physical activities and exercise from moderate to vigorous maximal heart rate:

For moderate aerobic is 50% - 60-%, for beginner , Weight management 60% - 80% that can be prolonged for using 70% to 80% and have been active for several period for fat burning level and for elite athlete who are at their peak is 85% to 100 % of your target heart zone.

How will you compute your estimated Maximal Heart Rate? 220 is the highest heart rate of a person, base on this rate you subtract your age. Multiply the result by 50% and 60% for moderate intensity.

$$\text{PMHR } 220 - 15(\text{age}) = \text{PMHR} = 205$$

$205 (50\%) = 102.5$  ,  $205 (60\%) = 123$ . Meaning your Lower Limit is 102.5 and Higher Limit is 123. If you are 15 years old your estimated Maximal Heart Rate is between 102.5 and 123.

Example: If you are a beginner dancer basic steps are in moderate intensity. It increases as to the type of routines or activities .Like in cheer dancing which contains from basic elements, dance techniques up to the basic gymnastic skills .

**Time** is the duration or length covered in every exercise or dance training session, like 30 minutes at least continuously. If for some time you are inactive or have a sedentary lifestyle, you may start from a very light to moderate dance activities or low intensity. But if you are in advance or intermediate you may continue doing physical activities from moderate to vigorous.

Ex.     Dance routine practice of more repetitions

          Stunts in cheerleading of more repetitions

**Type** is the mode of exercise or physical activity or what kind of exercise you'll be doing , like Resistance training, High Intensity training or Low intensity training, Weight lifting, using free weight or weight machines, and Calisthenics like sit- ups, push-ups, arm dips, leg lunges, squats for body weight exercise, depends on your needs. In this lesson, stunts in Cheerleading, types of moves in Hip Hop dancing like b-boying, locking, and popping. In Ballet, barre exercise and other difficult ballet routines, and so on as in other forms of dance. These will help develop our muscle fitness as well as our cardiovascular endurance, which is needed in dancing.

Example:

	<b>Frequency</b>	<b>Intensity</b>	<b>Type</b>	<b>Time</b>
Endurance	4 times per week	Moderate to vigorous	Hip hop style	1 hour a day
Flexibility	4 times /week	From gradual to harder static stretching	Static stretching	15 minutes
Strength	3 times/week	Moderate to vigorous	Cheer dancing	2 hours per day

### **Training Principles:**

#### **1. Overload Principle**

The so called basic fitness training concept. It means that in order to improve, dancers must continually work harder as they their bodies adjust to existing dance routine or workouts.

#### **2. Progression Principle** - progressively or gradually increase the workload for improvement to continue.

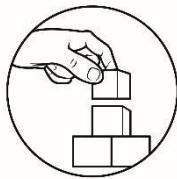
3. ***Specificity Principle train for a specific sport or dance.*** The goal is to improve a definite physical activity like in dance. Dance has different routines according to its form. Each dance form has specific routines.
4. ***Reversibility Principle*** all gains during exercise results from physical activities will be lost if one stops. It means that a dancer can lose the effects of training when they stop dancing, and can gain the effects when they begin to train again. Therefore, your body will not be able to improve the level of fitness gained.
5. ***Variation Principle*** this means one should not do an exercise or physical activity constantly. Routines must be varied in different sessions.
6. ***Recovery Principle*** – an individual should take a rest so that the body can adjust exactly in your goal. Not allowing your body to rest and recover properly will lead to decreased performance, injuries, and fatigue.
7. ***Individualization Principle*** - every person has different physical body adaptation to a physical activities or exercise. Exercise or dance routine is individualized according to each need.
8. ***Maintenance Principle*** this principle states that in order to maintain fitness level must maintain doing exercise routine considering other principles. In dancing this principle applies so to maintain the skills and improving agility, and the like needed in dancing.

Dance is booming worldwide, as more and more people aspire to become successful and famous in this art form. How will you set your goal if you like to be a good dancer? There are guidelines to follow:

1. Do it for the love of the dance, not to win battles.
  - When you want to make your dance as good as it can possibly be, it's imperative that you're there for the right reasons. Your mind should be occupied with the dance, the connection with the music and with being free in what you do.
2. Get a mentor.
  - Throughout the ages, people have learned their craft from teachers. Today, it's easy to get information and knowledge, but the need for a mentor is still there – not because they're the only way to get quality input, but as a source of quality feedback.
3. Take your time.
  - There are two things you need as a dancer that take time to develop: experience and confidence. Experience gives you the possibility to stay calm in every situation, because you lived through something similar before. Confidence is knowing that you can handle whatever comes your way.
4. Set a performance objective short or long term.
  - One of the fastest ways to improve your dancing is simply to have a goal to work towards.
5. Performance goal should be specific and realistic.
  - Stick to what you want to achieve. Changing plans too fast won't give you the time to see results from your work.
  -

These objectives should be **SMART**.

1. **Specific objectives** – objective is certain on a target
2. **Measurable** that you can gauge result according to your goal
3. **Attainable** in such a way that activities are comfortable nor difficult
4. **Realistic** in such a way that you can attain your set goals
5. **Time bounded**, your set goal is attained on the desired period



## ***What's More***

### **Activity 1.1**

Fill-in the table with the following. Write the correct letter(s) on each box.

Copy this in your log. Pass to your teacher as your output.

- |                             |                          |
|-----------------------------|--------------------------|
| A. 3 per week               | H. Moderate              |
| B. 8 repetition             | I. 3 minutes             |
| C. 30 sec.                  | J. 8 counts 3 repetition |
| D. Basic cha cha step       | K. Split                 |
| E. cha cha cha chasse       | L. grapevine             |
| F. Side basic or cross rock | M. 20 repetition         |
| G. Basic to arch turn       | N. 5 days in a week      |
|                             | O. Vigorous              |

DAY/ACTIVITIES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
F							
I							
T							
T							

**Activity 1.2** Choose the letter of the best answer. Write the chosen letter before each number

A. Frequency    B. Intensity    C. Type    D. Time

1. Dance training
2. 1 hour per training session
3. 3 x a day
4. 10 repetitions
5. Monday, Wednesday, Friday, Saturday



## ***What I Have Learned***

Complete the following statement: Copy the statement in your log and answer. Pass to your teacher.

1. I learned that .....
2. I realized that .....
3. I observed that .....
4. Following Safety protocol .....



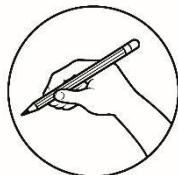
## ***What I Can Do***

1. Applying the FITT principles, choreograph a simple cheer dance with your siblings and or parents. Record this and submit to your teacher. (Rubrics will be used to rate your performance)
2. Get a picture of number 1, paste this in your daily log. Write a reflection below.

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## ***Assessment***

Multiple Choice. Choose the letter of the best answer. Write the chosen letter before each number.

1. It refers to as it applies to exercise, refers to how many times a week you do dance trainings. It is one component of the basic F.I.T.T. principles that guide us in creating and changing workout programs.
    - A. Frequency
    - B. intensity
    - C. Type
    - D. Time
  2. Which of the following supports intensity in FITT principle?
    - A. 50% - 60%
    - B. 4 times a week
    - C. 5 repetition of 3 sets
    - D. b-boying
  3. Which of the following is the Training Heart Rate of a 19 years old in moderate intensity?
    - A. 100 – 120.6
    - B. 100.50 – 120.6
    - C. 100.4 – 120.5
    - D. 100.5 – 120.5

4. Principle suggests that dancers need adequate time to recuperate from the training regime and participating in a competition. What principle is this?

- A. Overload Principle
- B. Progressive Principle
- C. Recovery principle
- D. Variation Principle

5. Body stretching, high and low impact aerobics, dancing, which of the FITT principle these refers to?

- A. Frequency
- B. Intensity
- C. Type
- D. Time

6. If you are a grade 12 student and 18 years old, what would be your maximal heart rate?

- A. 200
- B. 201
- C. 203
- D. 202

7. The goal is to increase the intensity, duration, type, or time of the dance training progressively in order to see adaptations.. Which among the training principle is being referred?

- A. Progressive principle
- B. Overload principle
- C. Reversibility principle
- D. Specificity principle

8. This continuously increase workload gradually as your body adapts to it, what training principle is being referred?

- A. Progression Principle
- B. Overload principle
- C. Reversibility principle
- D. Variation principle

9. When you plan a dance training goal what should be the first step to do?

- A. Set objective
- B. List dance activities
- C. Evaluate workout
- D. Prepare attire

10.In setting your training goal, the last thing to do is to make sure that your goal is attained, what is the last thing to do?

- A.Attained
- B.continue
- C.Evaluate
- D.Recorded

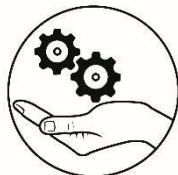
II. Match Column A with Column B. Write the letter only of the nearest answer before each number.

A

- 1.Frequency
- 2. Time
- 3. Type
- 4. Intensity
- 5. Goal

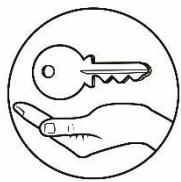
B

- A. SMART
- B. Cha cha cha steps
- C. 3 minutes
- D. moderate
- E. 3 days in a week



## ***Additional Activities***

Design your own Dance training Program using the FITT principle.  
Write in your log.



## ***Answer Key***

<b>Assessment</b>	<b>What's More</b>
. A . D . B . C . E  II. Matching Type  10.C . A . A . B . D . C . C . C . A . A  Frequency - A, N  Intensity - B, H,J,M,O Time - C, I D,E,F,G,K,L  Type -	

<b>What I Know</b>	<b>10.C</b>
. G . F . H . I . A . B . D . E . J  II. Matching Type  . D . C . A . D . A  Variety of formations with precise spacing Seamless, creative transitions and patterns of movement	

Rubrics for the Cheer Dance:

SCORE	Variety of formations with precise spacing Seamless, creative transitions and patterns of movement
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	Quick pace and smooth flow of routine Correct timing and synchronization Effective use of floor Innovative, visual, and creative Cleanliness of routine
<b>3.0 – 3.5</b>	Average to below average routine
<b>3.5- 4.0</b>	Average routine that hit some areas in a strong style
<b>4.0- 4.5</b>	Above average routine put together with purpose that hit most areas in a strong style
<b>4.5- 5.0</b>	Truly exceptional routine hitting each area in a strong style

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