

**Senior High School**

**PE and Health 3**  
**Quarter 1 – Module 1:**  
**ASSESSMENT OF HEALTH**  
**RELATED FITNESS IN DANCE**

# Introductory Message

For the facilitator:

Welcome to the Physical Education and Health 3 Alternative Delivery Mode (ADM) Module on Assessment of Health-Related Fitness 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:



## ***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 the Physical Education and Health Alternative Delivery Mode (ADM) Module on Assessment of Health Related Fitness 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.

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 into 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!



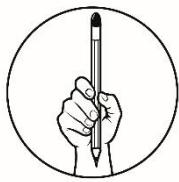
## **What I Need to Know**

This module was designed and written with you in mind. It is here to help you master the skills in the Assessment of Health-Related Fitness in Dance. The scope of this module permits it to be used in many different learning situations including real life situation. The language used are in the vocabulary understanding of the students. The lessons follow the sequence of the most essentials in the course. That learners be able to demonstrate understanding on how they can optimize health to perform physical activities needed in their day to day living and that they can influence members of their families, to strengthen not only the immune system necessary in fighting different diseases especially during this pandemic caused by COVID19 but also to strengthen the bond as one family. Learners are also expected to know the reasons why they are not performing physical activities which nutrition is needed so you can participate in any physical activities particularly in dance. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module focuses on self-assesses of health-related fitness status, barriers to physical activity assessment participation and one's diet.

After going through this module, you are expected to:

1. identify the different components of Health-Related Fitness status in dance, and its barriers to participation and one's diet;
2. analyze different components of Health-Related fitness how it affects to participation in assessing physical activity and fitness level;
3. identify nutritional barriers affecting one's participation in physical activities; and
4. illustrate individual's assessment on physical activity and fitness level in dance



## **What I Know**

Choose the letter of the best answer. Write the letter of the correct answer on a separate sheet of paper.

1. This define as any bodily movement produced by skeletal muscles that requires energy expenditure – including activities undertaken while working, playing, carrying out household chores, travelling, and engaging in recreational pursuit.
  - A. Health Related Fitness
  - B. Physical activity
  - C. Physical fitness
  - D. Exercise
  
2. The process of providing or obtaining the food necessary for health and growth.
  - A. Exercise
  - B. Water
  - C. Nutrition
  - D. Food
  
3. It describes the amount of fat, bone, water, and muscle in the body.
  - A. Body composition
  - B. Muscular Strength
  - C. Muscular endurance
  - D. Flexibility
  
4. Known as caliper testing and a commonly used method to determine a client's body fat percentage.
  - A. Weighing scale measurement
  - B. CT scan
  - C. Skinfold measurement
  - D. Pinching measurement
  
5. An example for physical fitness test for this component is like sit-up.
  - A. flexibility
  - B. agility
  - C. muscular endurance
  - D. muscular strength

6. This refers to how well your heart, lungs, and muscles work together to keep your body active over an extended period.
  - A. Speed
  - B. Muscular Strength
  - C. Flexibility
  - D. Cardiorespiratory endurance
7. It refers to the amount of force a muscle can produce with a single maximal effort.
  - A. Muscular endurance
  - B. Flexibility
  - C. Agility
  - D. Muscular strength
8. It refers to the range of motion in a joint or group of joints or the ability to move joints effectively through a complete range of motion.
  - A. Agility
  - B. Speed
  - C. Flexibility
  - D. Balance
9. The movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an idea or emotion, releasing energy, or simply taking delight in the movement itself.
  - A. Dance
  - B. Running
  - C. Exercise
  - D. Physical Activity
10. According to World Health organization, “it is a state of complete physical, mental, and social well-being” is
  - A. Exercise
  - B. Dance
  - C. Health
  - D. Wellness

II. Identify the following pictures. What kind of health-related fitness being displayed? Write your answer on the space provided.

1.



2.



3.



4.



5.



# Lesson 1

## Self-Assesses Health- Related Fitness Status, Barriers to Physical Activity Assessment Participation and One's Diet in Dance

Physical fitness test is a standardized test prepared by the former Bureau of Physical Education and School Sports (BPRESS). It gives you information about the status of your overall physical fitness. It is done yearly in school to assess the fitness level of every student. At the beginning of the school year they are put to battery test on how much their fitness status and towards the end of the school year to assess how much they gained out from the activities done in the lessons if it helped them achieve this fitness level. The results of both test serves as the basis for providing continuous activities or trainings in order to maintain one's fitness. In this lesson all activities will focus in dance which will make the lessons enjoyable especially if participated by your siblings and parents.



### What's In

#### Assessment of Physical Activity and Fitness Level

Are you familiar with the pictures below?



These are some fitness test you learned and performed in your junior high school. What dance did you learned during your junior high school? What health related activities did you experience in grade 11?



## What's New

You have experience doing dancing with your classmates and friends.

How can we self-assess health-related fitness in dance activities, for our fitness level?

Why do we dance?

Dance has always been a part of human life. It is an essential element in different cultures, traditions, celebrations, and important rituals. Today, dance was also performed for self-expression, recreation, competition and even as a means for having an active lifestyle.



We have **folk dance** developed by people that reflect the life of the people of a certain country or region. One of the most popular folk dances in the Philippines is the Tinikling. The traditional dance, which usually involves a pair of two bamboo poles, is the oldest in the country and its appeal has spread across the globe.



**Ballroom dance** is a set of partner dances, which are enjoyed both socially and competitively around the world. The modern dances are the waltz, quickstep, foxtrot, tango, and Viennese waltz. The Latin dances are the cha-cha-cha, samba, rumba, Paso doble, and jive.



**Ballet** is a type of dancing in which controlled movements of the body are designed to express the beauty of physical motion, often while telling a story, or a piece of music for such dancing.



**Hip hop dance** is a dance style, usually danced to hip-hop music, that evolved from the hip-hop culture. Widely you enjoyed today. A style of dance which compose of which compose of up rock, toprock, breakdancing, locking, roboting, boogaloo and popping.



**Zumba dance** a fitness activity in which dance exercises are performed to Latin American and other kinds of lively music. It is enjoyed by your parents and grandparents today. A fitness activity in which dance exercises are performed to Latin American and other kinds of lively music.



**Cheerleading** is a team activity in which elements of dance and acrobatics are combined with shouted slogans to entertain spectators at sporting events and to encourage louder and more enthusiastic cheering.



**Festival dances** are performed by folks in a community in honor of patron saints, thanking for bountiful harvest. Festival dances are filled with the life performed to a strong beat of percussion instruments.



## **What is It**

Physical activity is defined as any bodily movement produced by skeletal muscle that requires energy expenditure. Regular moderate intensity physical activity is beneficial to health. For instance, it can reduce the risk of cardiovascular diseases, diabetes, colon and breast cancer, and depression. Other benefits include low risk of hip and vertebral fracture and weight control.

Dancing has been part of our culture and traditions likewise a way to express one's feeling and to get active. It is useful to self-assess our health-related fitness level. Dance has been a part of human history since the earliest records of human life. It promotes our culture, improves cognitive aspect, improves and develops our heart and lung condition, is able to manage weight and stress, increase muscular strength and endurance, can benefit our psychological condition which strengthen our emotional state which allow our body not to react to some problems or stressful situations, also spiritual benefit, through dance we can communicate to God through our actions and social benefit, where we meet new friends and while enjoying the company of old friends and family.

Assessment is appraising our level of fitness in doing different physical activities like dancing. This aims to determine the fitness level of learners, as baseline data for development and improvement. It can identify strength and weakness of the individual and, will serve as motivation in improving physiological condition.

## **Health Related Fitness**

- 1.** Cardiovascular Endurance – also known as cardiorespiratory endurance or aerobic fitness is the ability to exercise without becoming overly tired because your heart, lungs and blood vessels are healthy.  
Example: dancing, running, swimming, and jogging.
- 2.** Muscular endurance – is the ability of a muscle or group of muscles to perform repetitive contractions against a force for an extended period.  
Example: repeated push-ups, planks, squats
- 3.** Muscular strength – is defined as the maximum amount of force that a muscle can exert against some form of resistance in a single effort.  
Example: lifting weights, working with resistance bands, hill walking
- 4.** Flexibility – refers to the range of motion in a joint or group of joints or the ability to move joints effectively through a complete range of motion.  
Example: static stretching, passive, and isometric, yoga
- 5.** Body Composition – is to describe the percentages of fat, bone, water, and muscle in human bodies.

BMI – Body Mass Index – is a measure that uses your height and weight to work out if your weight is healthy.

BMI = Weight (kg.) / Height in Meter (2)

Example:

$$35\text{kg} / (1.50 \text{ m})^2 = 35\text{kg} / 2.25\text{m}^2 = 15.55 \text{ (Underweight)}$$

Standard:	Less than 15	Starvation
	15.0 – 18.5	Underweight
	18.5 – 24.9	Normal
	25.0 – 29.9	Overweight
	30.0 – 40.0	Obese
	Greater than 40	Morbidly Obese

Source: <http://www.nhlbisupport.com/bmi>

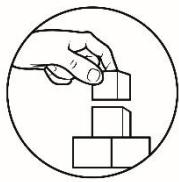
Good nutrition and doing physical activities are very essential in maintaining our health.

If there are barriers in one's diet there are also barriers why people do not participate in any physical activities specially in dancing which like eating nutritious food, is equally important to make our immune system stronger in fighting disease, aside from other benefits of dancing. What could be the reasons?

There are barriers in participating to dancing activities:

1. Lack of time.
2. Lack of information and access on opportunities. Aside from the school being offered in physical education, there is lack of access to other venues for students to able participate in dance training.
3. Dance workshop is expensive.
4. Fear because of disability and injury suffered previously.
5. Lack of motivation and/or energy.
6. Friends and family don't share your interest in physical activity.

Barriers in participating physical activities are affected because of one's diet. What we eat comes from different forms: carbohydrate, fat and protein. They are the three categories of macronutrients. Micronutrients are vitamins and minerals. The nutrients that we get from the food we eat is for the maintenance of our health and growth to combat diseases, and that we can participate actively in dance activities. Though people are aware about healthy eating, still are inconsistent in following healthy eating because healthy food are pricey, sometimes they have no time to cook for any reason, it is easy to buy ready to eat food, while junk food are cheap.



## What's More

Direction: Match Column A with Column B. Write the letter only of the nearest answer to the statement.

### Column A

1. BMI
2. Muscular Endurance
3. Body Composition
4. Flexibility
5. Muscular Strength
6. Food Pyramid
7. Micronutrients
8. Barriers to PA
9. Barriers to one's diet
10. Macronutrients
11. Cardiovascular Endurance
12. Healthy Food
13. Good Nutrition
14. Assessment
15. Social Benefit

### Column B

- A. Carbohydrate
- B. Push-ups
- C. Sit-and- reach
- D. Balance diet
- E. Vitamins
- F. Basic Plank
- G. 3-minute-step test
- H. No time to cook
- I. Laziness
- J. Healthy Eating
- K. Appraising Fitness level
- L. Combat diseases
- M. Kg/Height (2)
- N. Fat and Lean mass
- O. Meeting new friends



## What I Have Learned

### Activity:

Suggested below are the different dances.

- a. Folk Dance
- b. Ballet Dance
- c. Ballroom Dance
- d. Hip Hop
- e. Zumba
- f. Cheerleading
- g. Festival Dance

Choose one, video record your performance and submit to your teacher online. (Rubrics will be used to rate your performance). Then answer the reflection questions.

Apart from the video, get a picture while doing the activity and paste in your log. Write the following:

1. Title of the music
  2. Dance form
  3. Your feeling while dancing
  4. Feeling after dancing

## Reflection:

1. What did you observe in yourself or body during the activity?

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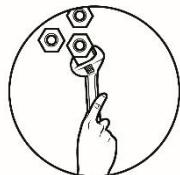
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2. What is the importance of physical activities like dancing, nowadays that COVID19 has affected millions of people around the world?



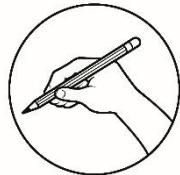
## **What I Can Do**

### **Activity:**

Perform a hip hop dance with your brother or sister or parents through tiktok app. Record this and send your output to your teacher.

To further learn Hip Hop moves watch in **Mihran Kirakosian in You tube.**  
<http://bit.ly/2tjREG4>.

(Rubrics will be used to rate your performance)



## **Assessment**

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of the following activity that is designed to measure the flexibility of your hamstrings and lower back?
  - A. Sit and reach
  - B. Aerobic exercise
  - C. Sit- ups
  - D. Swimming
  
2. Activities such as biking and dancing are examples of what activity?
  - A. Exercise activities
  - B. Performance activities
  - C. Physical activities
  - D. Entertainment activities
  
3. What is the ability your heart, lungs, and muscles work together when you're exercising for an extended period of time?
  - a. flexibility
  - b. balance
  - c. muscular strength

- d. cardiovascular endurance
4. If your weight is 30kgs and your height is 1.40 meters, what would be your BMI and standard equivalent?
- 15.31
  - 16
  - 16.0
  - 16.31
5. Rumba, jive and cha cha are examples of what ballroom dance category?
- Folk dance
  - International
  - Latin
  - Standard
6. It refers to the measurement of a person's weight in kilograms divided by the square of height in meters.
- Body mass index
  - Waist circumference
  - Weighing scale
  - Tape measure
7. What is the ability of a given muscle to exert force, consistently and repetitively, over a period of time?
- Cardiovascular Endurance
  - Muscular endurance
  - Muscular strength
  - Flexibility
8. These top rocks, downrock, freeze, and power moves are improvised steps of what dance form?
- ballroom
  - folk dance
  - hip hop
  - Zumba
9. Which dance form that tells about our culture and traditions?
- Ballet dance
  - Ballroom dance
  - Folk dance
  - Hip hop

10.The following are barriers to participation in dance except one, what is this?

- E. Attitude
- F. Dance workshop is expensive
- G. Lack of support from family
- H. Nutrition

11.Which of the following is not a barrier to participation in dance?

- A. Health
- B. Laziness
- C. Price
- D. Tiredness

12.From his first week in the gym, he carries 5kg.each of dumbbell and repetition of 10 of 3 sets. What health related fitness being demonstrated?

- A. Cardiovascular endurance
- B. Flexibility
- C. Muscular endurance
- D. Muscular strength

13.Which of the following is an activity for flexibility?

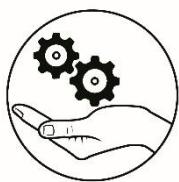
- A. Running
- B. Split
- C. Weightlifting
- D. Yoga

14.Hedilyn Diaz is a weightlifter, which among of the following HRF is being displayed during lifting of the barbell?

- A. Cardiovascular endurance
- B. Flexibility
- C. Muscular endurance
- D. Muscular strength

15.What HRF are we testing in doing sit and reach?

- A. Cardiovascular endurance
- B. Flexibility
- C. Muscular endurance
- D. Muscular strength



## ***Additional Activities***

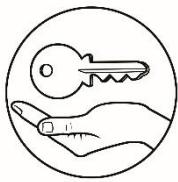
### **Activity 1.2**

Dance to the tune of Senorita with your sister or brother and or Parents. Record this and pass as your output with the signature of your parent.

Reference:

[https://www.youtube.com/watch?v=5a9JBk7Q\\_ko&list=TLpqMDUwNzlwMjBw6WINnyrwCw&index=1](https://www.youtube.com/watch?v=5a9JBk7Q_ko&list=TLpqMDUwNzlwMjBw6WINnyrwCw&index=1)

(Rubrics will be used to rate your performance)



## Answer Key

Assessment	What's More	What I Know
1. A 2. C 3. D 4. A 5. C 6. A 7. B 8. C 9. C 10. D 11. A 12. C 13. B 14. D 15. B	1. M 2. B 3. N 4. C 5. F 6. D 7. E 8. I 9. H 10. A 11. G 12. L 13. J 14. K 15. O	1. B 2. C 3. A 4. C 5. C 6. D 7. D 8. C 9. A 10. C 11. Muscular strength 12. Cardiovascular endurance 13. Muscular endurance 14. Flexibility 15. Body composition

The rubrics to be used in rating outputs.

CRITERIA	Poor 8pts	Below Average 10pts	Average 12pts	Above Average 14pts	Outstanding 16pts
<b>Creativity and Interpretation</b> Ability to incorporate music that goes in accordance with the theme selection	The music did not accurately express the theme presented.	The music somewhat expressed the theme presented.	The music was good enough to hold some relation to the theme presented.	Excellent choice of music in relation to theme presented, but does not accurately express the theme presented.	Extremely outstanding choice of music that accurately expresses the theme presented.
<b>Rhythm/Tempo</b> Ability to stay in time with the music	Attempts to keep a rhythm, but often gets off beat and speeds up or falls	Rarely shows a basic understanding of tempo and beat, but sometimes	Shows a good understanding of tempo and beat but periodically gets off beat	Shows great understanding of tempo and beat by rarely getting off beat or	Outstandingly accurate in beat, tempo, rhythms and dance sequences.

	behind. Doesn't follow beat in music.	falls behind and/or speeds up in places or makes errors in rhythm.	or makes errors in rhythm.	making errors in rhythm.	
<b>Enthusiasm</b> Involvement in the emotion or mood of the dance.	No use of facial expressions or body language. Did not demonstrate an interest in performance.	Very little use of facial expressions or body language. Did not demonstrate much interest in performance.	Facial expressions and body language are sometimes used to generate emotions.	Facial expressions and body language are often used to generate a strong interest and enthusiasm.	Facial expressions and body language are always used to generate a strong interest and enthusiasm.
<b>Overall Performance</b> The overall level of performance.	Not focused or ready to perform. Movements and timing are non-existent.	Not focused and only going through the motions. Movements and timing are off.	Somewhat focused, but not really enthusiastic. Movements and timing are okay.	Pretty focused and somewhat enthusiastic. Movements and timing are well executed.	Focused, enthusiastic, and committed to the performance. Movements and timing are extremely well executed.

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