

9

Physical Education and Health

Learner's Material

Physical Education Unit 2: Social Dances and Dance Mixers

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

We value your feedback and recommendations.

Physical Education and Health – Grade 9

Learner's Material

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PHYSICAL EDUCATION

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Social Dances and Dance Mixers

2



UNIT II

SOCIAL DANCES AND DANCE MIXERS

CONTENT STANDARD

The learner demonstrates understanding of lifestyle and weight management to promote community fitness.

PERFORMANCE STANDARD

The learner...

- maintains an active lifestyle to influence the physical activity participation of the community
- practices healthy eating habits that support an active lifestyle

INTRODUCTION

Fitness is a universal concern. Whatever endeavors we're in, whatever activities we do, our fitness should always be taken into account if we are to perform them effectively and efficiently. Fitness is not just for athletes, sportsmen and Physical Education teachers and fitness instructors. It's also a concern of students, parents and other members of the community. If we are to become strong and productive members of our community, we must address the very basic requirement of such goal, the sustaining base of any endeavor we undertake, fitness.

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

OBJECTIVES

At the end of this module you, as a learner, are expected to:

- undertake physical activity and physical fitness assessments;
- assess eating habits based on the Philippine Food Pyramid/MyFoodPlate;
- determine risk factors for lifestyle diseases (obesity, diabetes, heart disease);
- distinguish among facts, myths and misinformation associated with eating habits;
- 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);
- involve oneself in community service through dance activities; and
- recognize the needs of others in a real life and meaningful way.

PRE-ASSESSMENT

Part I. Warm-Up (15 minutes)

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

Warm-up: Dynamic Stretching Exercises (Refer to Grade 7 PE Modules)

A March	High Knees
Butt Kicks	Shuffles
Back Pedals	

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

- I - I can perform the exercises by myself
- O - I can perform the exercises with other's help
- W - I will just wait for my next PE class

So, which of the three reflects your performance a while ago?

Part II. HR Log

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

HR Log:

NAME:						
DATE	ACTIVITY	TIME SPENT	HR (PRE)	HR (POST)	RPE	SIGNATURE

Part III. Social Dancing Participation Questionnaire

Directions: Tick the column that best describes your participation in the activities below.

SOCIAL DANCING ACTIVITIES	ALWAYS	SEDOM	NEVER
1. I actively participate in social dancing activities in my community			
2. I am a member of the grand cotillion dance performed in a friend's debut/social gathering.			
3. I wear proper attire in social dancing activities.			
4. I am confident in performing social dances in and outside the school.			
5. I insist in doing a dance combination that my partner could not follow.			
6. I don't follow the lead of my partner because I have my own style of dancing.			
7. I dance vigorously whenever I participate in social dancing activities.			
8. I recognize the advantages of my engagement in social dancing activities to my fitness and well-being.			
9. I share my social dancing skills with my friends, family, and community.			
10. I enjoy participating in social dancing activities.			

Summarize in few sentences what the survey revealed about your fitness habits and attitudes toward social dancing. Write your summary in your activity notebook.

Part IV. Levelling of Expectations

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

REFLECTION:

1. Were you aware that some of those music were composed centuries ago?
2. How was it used as background music?
3. Do you think they were used creatively? Was the music used appropriately?
4. If you were one of the original composers, would you allow your compositions to be used as they are used today? Why or Why not?

INSTRUCTIONAL ACTIVITIES

I. WHAT TO KNOW

Welcome to the first part of your lessons in Social Dances and Dance Mixers! In this phase, you will be provided with activities that will activate your prior knowledge as regards the lesson. From here, follow-up activities will be given to elicit your tentative understandings. As you go through the rest of the activities, misconceptions and alternative conceptions you have in mind will be clarified. Finally, your knowledge, considering its adequacy and relevance, will be assessed at the end of this phase. So what are you waiting for? The dance floor is yours!

ACTIVITY 1: Salundiwa (Activating Prior Knowledge)

In this activity, your prior knowledge about social dances and dance mixers will be assessed.

You will need:

- Pen
- Activity Notebook

Objectives:

Activate prior knowledge of learners as regards social dances and dance mixers.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. The following are terms associated with the lesson:
 - a. Social Dancing
 - b. Ballroom Dancing
 - c. Cottillion/Rigodon de Honor
 - d. Dancesport (Competitive Ballroom Dancing)
2. Select one which is most familiar to you.
3. This time create a circle in your notebook and write the term you selected at the center.
4. Draw as many lines as the connections you can give about the term outside the circle.
5. At the end of each line, write a word that describes your experience, description, or anything you can say about the term you chose.
6. Organize your thoughts and connect the words you came up with to describe the term you have selected.
7. Share your idea to the class.

Processing Questions:

- What are social dances? ballroom dances? dance mixers? dancesport?
- How are they different from each other? related to each other?



You're through with the first challenge! Let's see if you can do the next one.

ACTIVITY 2:May I Have This Dance?

With the four As (Activity, Analysis, Abstraction and Application), you will be introduced with the basic dance etiquette which is universal to all social dancing activities. Since social dances and dance mixers are intended to get acquainted with others who are present in a certain social event, it's just but proper to bear in mind good manners and social graces in social events.

You will need:

- CD/VCD/DVD player
- CDs containing music of ballroom dances

Objective:

- Realize the importance of fostering dance etiquette in social dancing.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

Activity:

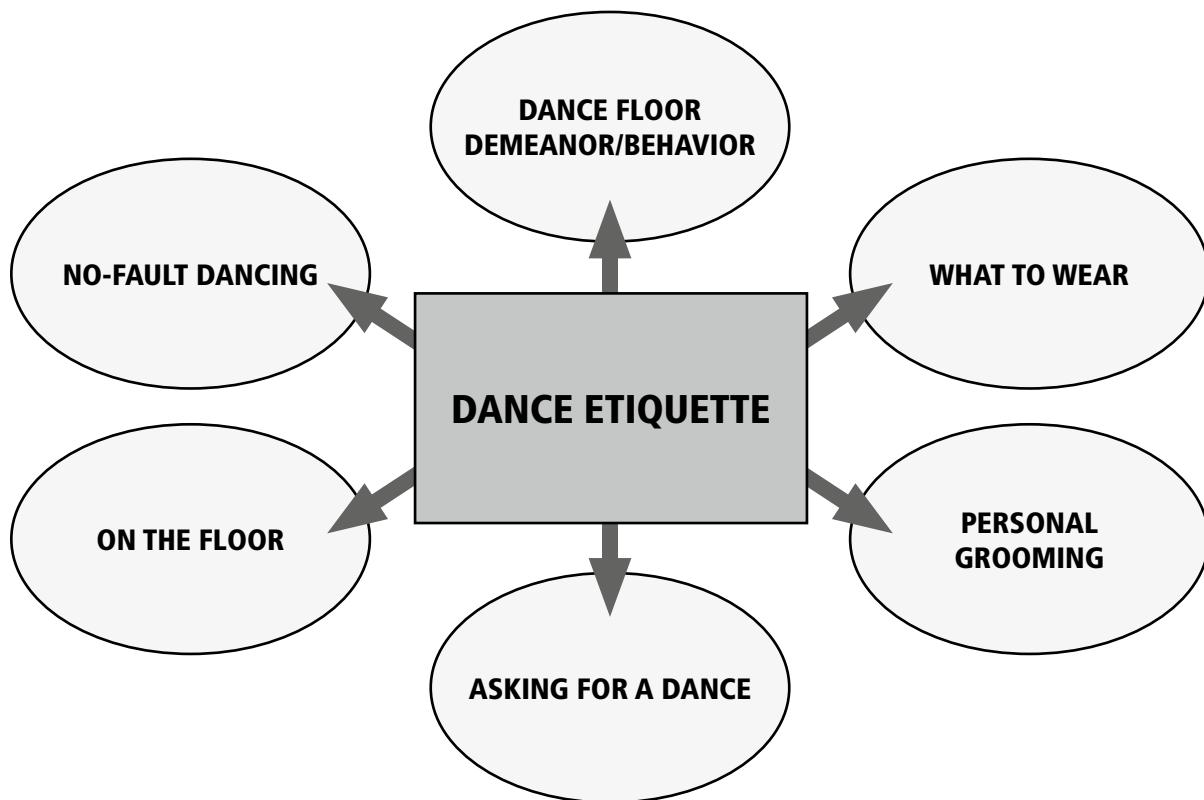
- Position the chairs around the hall or floor.
- Males stay seated on one side of the hall while females on the opposite side.
- As the music plays, find a partner to dance with.

Analysis:

- How did you do the activity? Was there an observance of social graces, order and respect while you were dancing?
- What should you have done to make the activity flow more smoothly and peacefully?
- What happens if there's no decency and respect in a ballroom social dancing activity?

Abstraction:

How should you behave and perform in a certain social dancing activity? The answer is simple. You must practice etiquette in dancing to help you go about successfully with the social dimensions of dancing. Why do you care about dance etiquette? Because this will not just give you a fruitful dancing experience but will also provide with a widened social network. The following aspects of social dancing should always be considered:



Readings on Dance Etiquette:

Dance etiquette is a set of guidelines that help you navigate the social dimensions of dancing. Why do you care about dance etiquette? Because it is essential for you to maximize how to go about the process of social dancing and have a happy dancing experience.

WHAT TO WEAR

Dancing has its own culture. In social dances and dance mixers, the more formal the dance, the more formal the outfit.

ATTIRE	GENTLEMEN	LADIES
Formal	Tailcoat, Tuxedo Coat, Regular Coat, Bow Tie or Regular Necktie, Black Trouser	Ball Gown, Evening Gown, Dinner Gown, Cocktail Gown
Semi-Formal	Dress Shirt and Tie, Vest or Sweater that shows the Tie	Dinner Dresses, Flowing Pants
Dressy Casual (Practices, Dance Lessons)	Solid Color T-shirts, Turtleneck, Polo Shirt, Cotton Slacks	Anything that displays a conservative, toned-down appearance
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 Midriffs are Popular

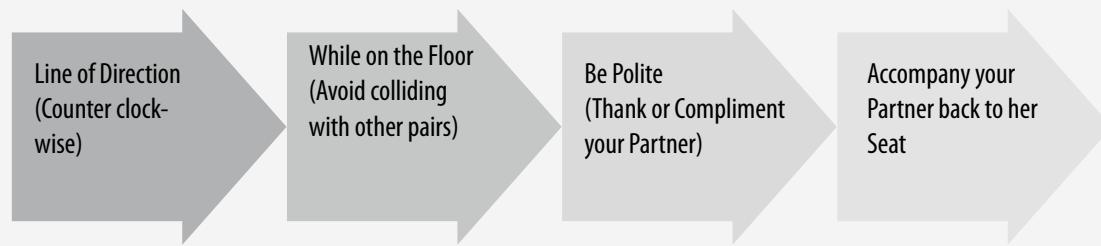
Don'ts in Terms of Outfits and Dance Shoes:

- Do not wear sneaker or any shoe with rubber or spongy sole. They can stick to the dance floor during turns and spins that may cause knee and ankle injuries. Always wear dance shoes.
- Avoid sleeveless shirts and strapped dresses. It's not pleasant to have your partner touch your damp skin
- Avoid shaggy, baggy, low armpit upper shirt. Partner's hand may get caught in the baggy sleeves.
- Avoid accessories like big rings, watches, brooches, loose/long necklaces and big belt buckles. They can be dangerous. They can catch in partner's clothing, causing scratches and bruises.
- Long hair should be put up or tied in a pony tail. It is difficult to get into closed dance positions when the lady has long flowing hair. They might get caught in partner's hands or may even hit your partner's face.

PERSONAL GROOMING

BEFORE THE DANCE	DURING THE DANCE
<ul style="list-style-type: none"> • Shower and use a deodorant • Brush your teeth and use mouthwash/breath mint • Abstain from foods that produce strong odor • Don't smoke, it causes foul mouth and clothing odor 	<ul style="list-style-type: none"> • Check your grooming periodically • Freshen up and towel off periodically in the bathroom • Carrying an extra shirt is advisable for men in case they need to change

ON THE DANCE FLOOR



Don't do aerial choreography yourself. They require training by a qualified instructor. They may eat up space and disturb other dancers or cause injuries with other dancing pairs in 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 partner.
- Project a positive image on the dance floor even if it's not your personal style.
- Dance at the level of your partner.
- If you don't 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.

Application:

This time even without considering yet the proper attire and grooming in social dancing, you will dance according to the music to be played by your teacher and apply the dance etiquette you have learned. Your performance will be assessed using the following criteria: grooming, courtesy; behavior during and after dancing.



Good job!
**I know you can overcome
the next challenge.**

ACTIVITY 3: Dancing and Me

In this activity, you will know that social dances and dance mixers can affect you and your fitness relatively depending upon your engagement and participation to such activities.

You will need:

- Pen
- Activity Notebook

Objective:

- Formulate tentative understandings about the benefits of social dances and dances mixers to fitness and well-being.

Daily Routine

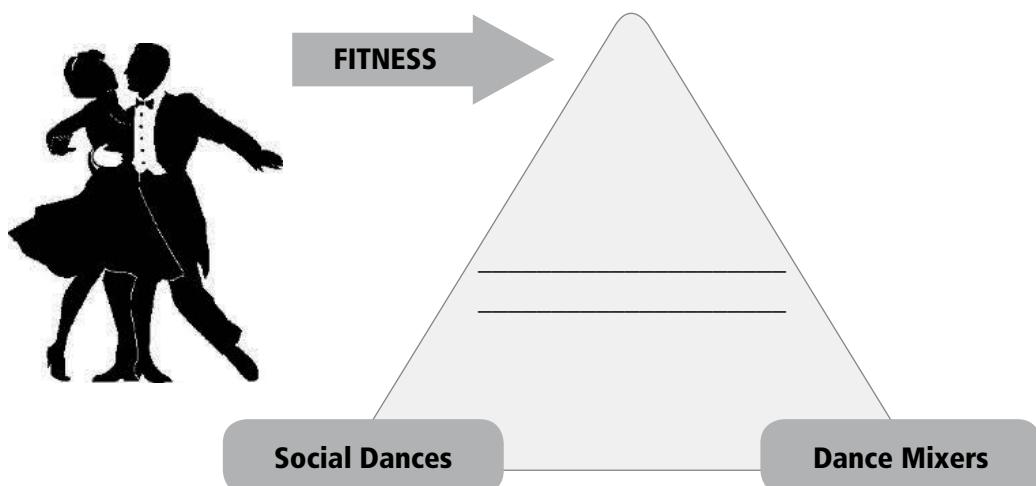
Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Consider the fitness triangle below. The two base corners indicate the contribution of social and dance mixers to your fitness. All you need to do is to enumerate such fitness benefits you can think of and write them inside fitness triangle.
2. Organize your thoughts as regards the ideas you have written in your notebook and share them with the class.



**Are you sure you can achieve
fitness with social dances?
Well, let's see! Let's start from
where you are now.**

ACTIVITY 4: Watch Your Weight!

In this activity you will figure out if your weight, relative to your height, is normal or not through the Body Mass Index (BMI). After finding whether or not you have a normal BMI, you will be provided with inputs on physical activities suggested through the Physical Activity Pyramid to maintain or improve your weight at the same time be oriented with the right kinds and amount of food to eat through the Philippine Food Pyramid and/or MyFoodPlate.

You will need:

- Pen
- Activity Notebook
- Calculator
- Weighing Scale
- Meter Stick/Tape Measure
- Charts (Physical Activity Pyramid, MyFoodPlate and Philippine Food Pyramid)

Objective:

- Provide essential knowledge needed to guide learners on weight management and lifestyle and fitness check.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Group yourselves according to gender. Males will compose group 1 and females will compose group 2.
2. Two stations are provided for you, station 1 for weight measurement and station for height measurement. Together with your notebook, males will measure first their weight in station 1 while females will measure first their height. Afterwhich, both groups will exchange stations.
3. This time, gather in columns and be in cross sitting position.

4. Come up with your BMI computation using the following formula:

$$\text{BMI} = \frac{\text{W} (\text{weight in kilogram})}{\text{H}^2 (\text{height in meter}^2)}$$

5. Describe your BMI based on the following classifications:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Below 18.5 • 18.5 - 24.9 • 25 - 29.9 • 30 and Above | <ul style="list-style-type: none"> Underweight Normal Overweight Obese |
|--|--|

6. What is your BMI classification? Record the details of your findings in your notebook.

Processing Questions:

- Whatever the result of your BMI computation and classification is, do you still have to engage in physical activities such as social dancing and performing dance mixers? Why? Why not?
- In terms of the nutritional aspect of dancing, what are the right foods for you to eat to maintain or improve an ideal body weight? (Refer to the chart provided below)

Chart on Philippine Food Pyramid



You might think you're done with readings? Here's more. You will need all the knowledge you can get to answer the questions in the assessment of knowledge.

ACTIVITY 5: Lecture-Discussion

A lecture on social dances and dance mixers is hereby given to you for your readings and discussion with your teacher. Reflect on them carefully for you to be able to answer the questions which will be given later to assess your knowledge.

You will need:

- Pen
- Activity Notebook
- Crumpled Paper
- Strips of Questions (On Social Dances and Dance mixers)

Objectives:

- Provide thorough knowledge on the nature and background of social dances and dance mixers.
- Determine the implications of social dances and dance mixers to one's fitness and well-being.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Readings: Nature and Background of Social Dances and Dance Mixers

Social dances and dance mixers are dances intended primarily to get to know other people in attendance to a certain social function. They are also called ballroom dances. They are usually performed in pairs, male and female, but may also be performed in groups. Social dances are classified into two major classifications namely the Latin American Dances and the Modern Standard Dances. Social Dances are communal dances performed in social gatherings in any given space. They are synonymously referred to as ballroom dances, but the former is performed in balls or formal social functions.

Latin American Dances include the salsa, mambo, merengue, swing, cha-cha-cha, rumba, samba, jive, boogie, and paso doble. They are called Latin American dances because most of them are from the Latin-American countries. While the Modern Standard Dances include the slow waltz, tango, Viennese waltz, foxtrot and quickstep. Latin dances distinguish themselves by the costumes worn by

performers. They are somewhat revealing, tight-fitting, sexy yet sophisticated in nature. They are also distinguished by the nature of the movements. They are freer and can be performed in close or open hold. Standard dances on the other hand, wear formal, ankle-length gowns for females and coat-and-tie for males. Most of the time, movements in these are restricted to close ballroom position with partner.

Social or ballroom dances are different from dancesport because the latter is freer in nature and are primarily intended to widen one's social horizon, for recreation; and fitness. The former is performed in competitions and are referred to as competitive ballroom dancing. The required athleticism has established rules of different levels of difficulty and is limited to five dances per category only. They are the cha-cha-cha, rumba, samba, paso doble and jive for the Latin category and slow waltz, tango, Viennese waltz, foxtrot and quickstep for the standard category.

The origin of dances in both the Latin American and Modern Standard groups might also help in understanding the nature and background of social dances and dance mixers. Below is where each of the dances enumerated came from:

LATIN AMERICAN DANCES	ORIGIN	MODERN STANDARD DANCES	ORIGIN
Cha-cha-cha	Cuba	Slow Waltz	Austria
Rumba	Cuba	Tango	Argentina
Samba	Brazil	Viennese Waltz	Vienna
Paso Doble	Spain	Foxtrot	USA
Jive/Boogie	USA	Quickstep	USA
Swing	USA		
Merengue	Dominican Republic		
Salsa	Cuba		
Mambo	Cuba		

Dance mixers, on the other hand, are social dances which allow group of performers to change partners periodically while dancing to allow chance to get to know other members of the performing group. Its primary function is to maximize the social dimensions of dancing. There are specific dance mixers that are performed in social events but ballroom or social dance can be converted into dance mixers by expanding it from a pair-dancing to group dancing activity with exchange of partners periodically while dancing.

The Fitness Side of Social Dancing and Dance Mixers

There is more to dancing than dancing itself. It has the power to maintain or even improve your fitness. In your previous lesson on fitness, it has already been discussed that in planning your own fitness program, no matter what your medium activity is, you always have to consider the FITT principle. F for frequency, I for intensity, T for time and the other T for type of the activity. Intensity being one of the most important of the four mentioned principles, refers to the level of exertion and is closely monitored through your heart rate. 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). But if you have a special condition which includes inactivity, overweight/obese, pregnant or with special medication, you should consult your doctor before proceeding to your fitness regimen.

This is how to determine your THR (Target Heart Rate) range. Follow the steps provided and you'll arrive at your own PMHR and THR which you could use in determining the intensity of your dancing activity and raising it to a higher level if necessary.

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

$$\bullet \quad 220 - \underline{\hspace{2cm}} = (\text{Your Predicted Maximum Heart Rate})$$

Example:

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

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

$$\bullet \quad \underline{\hspace{2cm}}(\text{PMHR}) \times 60\% \text{ (or .6)} = (\text{Lowest Target Heart Rate})$$

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

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

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

Example: $205 \times .8$ = 164 beats/minute

(Highest THR of 15 year-old individual)

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

Processing Activity:

Paper Cha-cha

In this activity, the retention of the given facts in the lecture-discussion will be tested. If you listened, you will be able to answer the questions to be raised.

1. Form a circle with your classmates around the hall.
2. A cha-cha-cha music will be played by your teacher in this activity. While the music plays, perform altogether the basic weight transfer and chasse backward and forward of cha-cha-cha, while passing around a crumpled paper.
3. If the teacher wishes to stop the music a whistle is given. The one holding the crumpled paper will be asked a question regarding the lecture-discussion given. Play the music again and pass on the crumpled paper until majority of the class have experienced answering the questions.

Sample questions to be asked to whom the crumpled paper stopped:

- a. What are social dances?
- b. How are Latin American Dances different from Modern Standard Dances?
- c. What makes social dances and dance mixers the same yet different with other genres of dances?
- d. How do you think can social dances and dance mixers help in enhancing your fitness and wellness?
- e. Aside from development of one's fitness, what else can social dances and

dance mixers benefit you as a member of the community?

- f. How significant is intensity in a social dancing activity?
- g. What does THR mean to you?
- h. What is your lowest THR?
- i. What is your highest THR?
- j. How essential is determining your THR in your own exercise program?



Great! I think you have enough. Let's test if you really understood the lesson. I know you can do the next challenge.

ACTIVITY 6: Complete Me (Assessment of Knowledge)

In this activity, your knowledge will be assessed through the given completion statements below. As much as possible don't copy ideas which were already presented in the lecture-discussion, if there's any. You are encouraged to come up with your own idea to complete the given statements.

NAME: _____	YR./SEC.: _____	DATE: _____
<p>Social dances are _____ . They are classified into two groups, _____ and _____ . Social dances are also called _____. _____ on the other hand can be social dances performed in groups while periodically changing partners to maximize the social dimensions of social dancing. _____ can be developed if one engages in _____. _____ and _____ can also improve if one performs social dances regularly. The _____ can guide one as to what kinds of food to eat to maintain or improve weight too. My favorite among the social dances is _____ because _____. I believe that with my participation in social dancing, I will improve my fitness, _____ and may eventually help me in influencing my _____ to improve their fitness too.</p>		



Congratulations!
You passed this phase. Get ready
for the next phase of the lesson.

II. WHAT TO PROCESS

Welcome to the What to Process part of your lesson! You will be given activities to display and enhance your skills in social dancing at the same time formulate your understandings as regards the benefits of such activities to your fitness and well-being. As you go on and overcome the challenges provided for you, you will learn that together, dancing activities will be more fun and exciting, without knowing that you are at the same time improving your fitness and your social skills. What are you waiting for? Get on to the dance floor and show what you've got!

ACTIVITY 7: Come On, Introduce Yourself!

In this activity, you will get acquainted with one another as you dance the music out and say something about yourself as the music stops. This will determine who among the class are already capable of dancing and those who need more dance lessons.

You will need:

- CD/VCD/DVD Player
- Speaker
- Chair

Objective:

- Activate learners' prior skills necessary for the teacher to differentiate his/her activities.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Move your chairs around the floor and stay at the dance floor with your classmates.
2. As your teacher plays a cha-cha-cha music, dance it with any step you can already do for cha-cha-cha.

3. As it stops, introduce yourself with the person nearest to you as you shake each other's hands.
4. Do the same until you have introduced yourself with the rest of the class.
5. Your performance will be assessed according to active participation, courtesy and attitude towards the activity.

Processing Questions:

- How do you feel about the activity? Were you able to express and introduce yourself through movements?
- What do you think should one possess to be able to perform the different movements you and your classmates performed? Why?
- How do the foods we eat and activities we do influence our performance in dancing activities?



**Now we know who can and
can't really dance well. Let's
start the ball rolling. Play the
music, let's dance!**

ACTIVITY 8: Let's Do the Cha-Cha-Cha

In this activity, you will be given opportunities to learn and master the basics of the cha-cha-cha. Bear in mind that there's more to a dance than dancing itself. After mastering the basics, you can already come up with your own combinations. Besides, as you continue dancing, your fitness will also continue improving.

You will need:

- CD/VCD/DVD Player
- Speaker
- Cha-cha-cha music
- Pen
- Notebook
- Chart indicating the basic steps, patterns and counting

Objective:

- Perform with mastery the basic steps and combinations in cha-cha-cha.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Males choose a partner.
2. Form three columns by partner. Females stay at right side of males.
3. Play the music of cha-cha-cha. Clap the rhythm of the dance (4 and 1, 2, 3).

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 (L over R)	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

Legend:

L Left Foot Fw Forward
 R Right Foot Bw Backward
 C Close Step

4. This time, as the music plays, master the patterns introduced together with your partner.
5. Follow the sequence below as many times as possible until you have mastered them:

Basic Combination 1: 1, 2, 3, 4
 1, 2, 3, 4
 1, 2, 3, 4
 1, 2, 5, 2

Basic Combination 2: 1, 2, 6, 8, 2
 1, 2, 3, 4
 1, 2, 6, 8, 2
 1, 2, 3, 4
 1, 2, 6, 8, 2

PHYSICAL EDUCATION LEARNER'S MATERIAL

6. This time, let's have it with a partner. Follow the sequence of steps to be executed simultaneously with a partner. Continue doing them until mastery is achieved.

COMBINATIONS	MALE (Start with L Fw)	FEMALE (Start with R Fw)
1	3, 4, 1, 2 3, 4, 1, 2 3, 4, 1, 2 3, 4, 1, 2	1, 2, 3, 4 1, 2, 3, 4 1, 2, 3, 4 1, 2, 3, 4
2	3, 4, 7, 8, 2 3, 4, 1, 2 3, 4, 7, 8, 2 3, 4, 1, 2 3, 4, 7, 8, 2	1, 2, 6, 7, 4 1, 2, 3, 4 1, 2, 6, 7, 4 1, 2, 3, 4 1, 2, 6, 7, 4
3	Continue doing them with music until mastery is achieved	

7. Below is a Peer-Assessment tool for you to assess your peer's performance in the given activity. All you need to do is tick the needed responses based on the performances of your peer or classmate. Do this in your activity notebook.

NAME: _____	YR./SEC.: _____	DATE: _____			
INDICATORS OF PERFORMANCE	O	VS	S	NI	P
1. Performs the step patterns correctly with mastery.					
2. Performs the step patterns correctly, with mastery and proper counting.					
3. Displays proper bodylines while doing the movements.					
4. Fosters positive attitude towards partner and activity.					

Indicators of Proficiency:

O - Outstanding	Performs without any assistance from anybody yet with mastery
VS - Very Satisfactory	Performs without any assistance from anybody but with minimal errors
S - Satisfactory	Performs with little assistance from teacher and/or classmates and with minimal errors
NI - Needs Improvement	Performs with little assistance from teacher and/or classmates and with many errors
P - Poor	Shows no interest in coping up with the challenges in the activities given



**Impressive! You can now dance
the cha-cha-cha. This time let's
do the waltz!**

ACTIVITY 9b: Let's Do the Waltz

In this activity, you will be given opportunities to learn and master the basics of the waltz. Bear in mind that there's more to a dance than dancing itself. After mastering the basics, you can already come up with your own combinations. Besides, as you continue dancing, your fitness will also continue improving.

You will need:

- CD/VCD/DVD Player
- Speaker
- Waltz music
- Pen
- Notebook
- Chart indicating the basic steps, patterns and counting

Objective:

- Perform proficiently the basic steps and combinations in waltz.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Males choose a partner.
2. Form three columns by partner. Females stay at the right side of the males.
3. Play the waltz music. Clap the rhythm of the dance (1, 2, 3) slowly.

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) 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

Legend:

L Left Foot Fw Forward
 R Right Foot Bw Backward
 C Close Step

4. Play the music. Continue doing the steps until mastery is achieved.
5. This time, in closed ballroom position, let's have it with partner. Below is a sequence of steps to be executed simultaneously with partner. Continue doing them until mastery is achieved.

COMBINATIONS	MALE (Start with L Fw)	FEMALE (Start with R Fw)
box waltz	1, 2 (3x)	2, 1 (3x)

PHYSICAL EDUCATION LEARNER'S MATERIAL

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)

6. Below is a Self-Assessment tool for you to assess your own performance in the given activity. All you need to do is answer the needed responses based on your experiences.

NAME: _____	YR./SEC.: _____	DATE: _____			
INDICATORS OF PERFORMANCE	O	VS	S	NI	P
1. Performs the step patterns correctly with mastery.					
2. Performs the step patterns correctly, with mastery and proper counting.					
3. Displays proper bodylines while doing the movements.					
4. Fosters positive attitude towards partner and activity.					

Indicators of Proficiency:

O - Outstanding	Performs without any assistance from anybody yet with mastery
VS - Very Satisfactory	Performs without any assistance from anybody but with minimal errors
S - Satisfactory	Performs with little assistance from teacher and/or classmates and with minimal errors
NI - Needs Improvement	Performs with little assistance from teacher and/or classmates and with many errors
P - Poor	Shows no interest in coping up with the challenges in the activities given



Impressive! You can now dance the waltz. This time let's make it as a dance mixer.

ACTIVITY 10: Cha-Cha-Cha Mixer

In this activity, you are expected to have mastered the basics of cha-cha-cha introduced earlier. Why? Because we're going to put it to another level! We will come up with a dance mixer out of it for you to have a chance to dance with the rest of your class. Sounds exciting?

You will need:

- CD/VCD/DVD Player
- Speaker
- Cha-cha-cha music

Objectives:

- Appreciate the value of cha-cha-cha as a dance mixer and social dancing activity.
- Master the cha-cha-cha combinations introduced in the previous activity.

Daily Routine

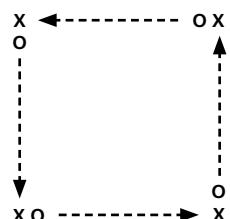
Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Group yourselves into four pairs each.
2. Be in a square formation as illustrated below:
(X-males, O-Females)



REMINDER:

DANCE MIXERS can be any form of social dance that allows you to have a chance to dance or socialize with other members of the dancing group

3. Distance between partners shall be about 3-4 meters. Be reminded that the sequence of combinations is the same as how it was introduced in Activity 2, number 6. Do combinations 1 and 2 for two repetitions.

4. Upon finishing 2 repetitions of combinations 1 and 2, Males raise L arm for females to turn inward. Females end up with the next partner. Do this for 8 counts. Bow to partner and assume closed ballroom position for another 8 counts.
5. As soon as new partners meet each other, repeat combinations 1 and 2 twice.
6. Do the same with the rest of the remaining corners. Males stay, females travel around counterclockwise. Two rounds may do.
7. Gather in columns, by group. Share your insights based on the processsing questions given.

Processing Questions:

- How did you find the activity? Were you able to perform well? Justify your answer.
- How are dance mixers different with other social dances or other genres of dance?
- What benefits can you gain as you engage yourself with dance mixers during social gatherings?

ACTIVITY 3b: Waltz Mixer

In this activity, you are expected to have mastered the basics of waltz introduced earlier. Why? Because we're going to put it to another level! We will come up with a dance mixer out of it for you to have a chance to dance with the rest of your class. Sounds exciting?

You will need:

- CD/VCD/DVD Player
- Speaker
- Waltz music

Objectives:

- Appreciate the value of waltz as a dance mixer and social dancing activity.
- Master the waltz combinations introduced in the previous activity.

Daily Routine

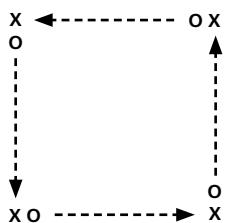
Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Group yourselves into four pairs each.
2. Be in a square formation as illustrated below:
(X-males, O-Females)



REMINDER:

DANCE MIXERS can be any form of social dance that allows you to have a chance to dance or socialize with other members of the dancing group

3. Distance between partners shall be about 3-4 meters. Be reminded that the sequence of combinations is the same as how it was introduced in Activity 2b, number 12. Do the 8 combinations given.
4. Upon finishing the combinations, partners step R sideward, do bow (males) and curtsey (females) respectively for two measures.
5. Males stand still and wait. Females move counterclockwise and meet the next partner on the next corner of the square. Partners do the bow and curtsey simultaneously.
6. As soon as new partners meet each other, repeat the same combinations.
7. Do the same with the rest of the remaining corners. Males stay, females travel around counterclockwise. Two rounds may do in this activity.
8. Gather in columns, by group. Share your insights based on the processing questions given.

Processing Questions:

- How did you find the activity? Were you able to perform well? Justify your answer.
- How are dance mixers different with other social dances or other genres of dance?
- What benefits can you gain as you engage yourself with dance mixers during social gatherings?

ACTIVITY 11a: You Can Do It!

In this activity, you will be introduced with new combinations other than the basics given beforehand. All you need to do is pay attention to the mechanics on how the movements, steps or combinations are executed. Afterwards, you will be given time to try them on your own, together with your partner.

You will need:

- VCD/DVD player
- VCD/Memory containing the videos indicated in the links provided
- Speaker • TV

Objectives:

- Improvise and create other combinations in cha-cha-cha based on the video/s seen.
- Maximize the value of cha-cha-cha and social dancing as a whole in developing one's fitness.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. With the same column formation, in sitting position, watch any of the following videos of ballroom (cha-cha-cha) experts introducing basic combinations of the dance.
 - http://www.youtube.com/watch?v=o_eDzZm9JQw
 - <http://www.youtube.com/watch?v=Cx993DmhNOU>
 - <http://www.youtube.com/watch?v=tzi45m7cH2g>
2. Now, get a partner and try to do any of the combinations shared through the video/s you've seen.
3. This time, in groups of 4 pairs, introduce the combinations you have come up with to your group.
4. After mastering the combinations, try coming up with your own cha-cha-cha mixer combining the steps previously learned and the new ones you have just mastered.

ACTIVITY 11b: You Can Do It!

In this activity, you will be introduced with new combinations other than the basics given beforehand. Pay attention to the mechanics on how the movements, steps or combinations are executed. Afterwards, you will be given time to try them on your own, together with your partner.

You will need:

- VCD/DVD player
- VCD/Memory containing the videos indicated in the links provided
- Speaker
- TV

Objectives:

- Improvise and create other combinations in cha-cha-cha based on the video/s seen.
- Maximize the value of cha-cha-cha and social dancing as a whole in developing one's fitness.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. With the same column formation, in sitting position, watch any of the following videos of ballroom (waltz) experts introducing basic combinations of the dance.
 - http://www.youtube.com/watch?v=eDO_qcp4XN8
 - <http://www.youtube.com/watch?v=BPseiMGyy2I>
 - <http://www.youtube.com/watch?v=l1wPywAll5U>
2. Now, get a partner and try to do any of the combinations shared through the video/s you've seen.
3. This time, in groups of 4 pairs, introduce the combinations you have come up with to your group.

4. After mastering the combinations, try coming up with your own waltz mixer combining the steps previously learned and the new ones you have just mastered.



Congratulations! You made it! You're now ready for more complicated challenges.

ACTIVITY 12: Bring It On! (Assessment of Process)

They say, “if you want to get things done, put it in a competition”. In this activity, learners will be displaying their unity, creativity and fitness by preparing their own cha-cha-cha and waltz routines and perform them in a class competition.

You will need:

- Appropriate dance shoes
- CD/VCD/DVD player
- Cha-cha-cha and waltz music

Objectives:

- Foster learners’ creativity and mastery of the steps and combinations in cha-cha-cha and waltz;
- Develop learners’ fitness especially health-related components as they perform with mastery and proficiency their cha-cha-cha and waltz routines;
- Enhance learners’ dance etiquette by actually displaying positive behaviour before, while and after dancing; and
- Observe safety rules and proper conditioning or warm-up in dancing to prevent injuries to happen.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Assemble yourselves in groups of four pairs.
2. Prepare your own cha-cha-cha and waltz routines within 15 minutes.
3. You are expected to give it your best because this will be performed in a competition.
4. Your performance will be rated according to the following rubric for assessment:

POINT	CRITERIA		
	Mastery and Creativity	Proficiency and Fitness	Dance Etiquette
4 Outstanding	Displays high level of mastery and creativity as seen in routine construction, grooming and looks independently	Shows impressive level of proficiency in the execution of steps and dance combinations displaying excellent health-related fitness level	Exhibits outstanding dance etiquette before, during and after the performance of the dance routine
3 Very Satisfactory	Displays mastery and creativity as seen in routine construction, grooming and looks independently	Shows high level of proficiency in the execution of steps and dance combinations displaying high health-related fitness level	Exhibits very satisfactory dance etiquette before, during and after the performance of the dance routine
2 Satisfactory	Displays mastery and creativity as seen in routine construction, grooming and looks but with a little intervention from teacher and classmates	Shows medium level of proficiency in the execution of steps and dance combinations displaying acceptable level of health-related fitness	Exhibits satisfactory dance etiquette before, during and after the performance of the dance routine
1 Needs Improvement	Displays low level of mastery and creativity as seen in routine construction, grooming and looks but with great amount of intervention from teacher and classmates	Shows low level of proficiency in the execution of steps and dance combinations displaying low health-related fitness level	Exhibits improving dance etiquette before, during and after the performance of the dance routine

5. Move back to your proper places as your teachers reveal the result of your performance.

Processing Questions:

- What went well? What went wrong?
- Considering everything that took place, could you have done it better? How?
- What do you think were the factors that hindered you from doing better?
- How important is partnership, lead-and-follow relationship, in social dancing?
- Given the opportunity to participate in such activity regularly, how do you think can social dancing contribute to the attainment of fitness and well-being?
- Now that you have the knowledge and skills in social dancing, how do you think can you influence others in your community to do the same?



Congratulations! You've done great in the activities in this phase. This time, let's see if you really understood our lesson.

III. WHAT TO REFLECT AND UNDERSTAND

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

ACTIVITY 13: Why Social Dancing?

In this activity, you will learn about the leading diseases caused by a sedentary lifestyle which can be prevented by regular participation in social dancing activities. You will be provided with questions to reflect and ponder on regarding your affirmation and commitment to engaging yourself in social dancing endeavors.

You will need:

- Monitor
- LCD Projector
- Powerpoint Presentation
- Pen

Objectives:

- To realize that a sedentary lifestyle can lead to diseases but participation to social dancing activities can contribute to their prevention.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

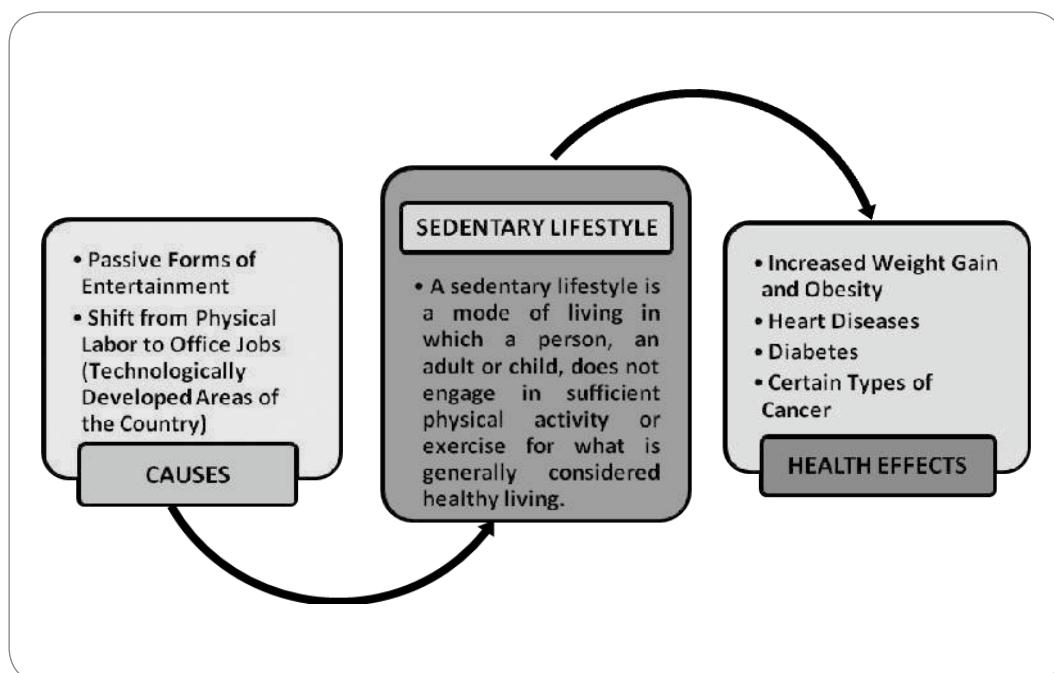
Here's how:

1. In sitting position with your pens and notebooks, you will be provided with a powerpoint presentation about the effects of a sedentary lifestyle and positive effects of social dancing activities to your health.
2. Take note of the important ideas and concepts so that you will be able to answer the questions which later be given to check your understanding about the lesson.

A sedentary lifestyle is a mode of living in which a person, an adult or child, does not engage in sufficient physical activity or exercise for what is generally considered healthy living. The term is often used by doctors or professionals within the medical community to describe a lifestyle among many people in highly developed countries that does not afford opportunities for physical activity. This type of living has been heavily influenced by the propagation of passive forms of entertainment, such as television, video games, and computer use. Along with such inactive types of entertainment, large numbers of adult workers have shifted from physical labor to office jobs, especially in technologically developed nations.

Many studies conducted by doctors and researchers have indicated a variety of negative impacts on a person's life due to living a sedentary lifestyle. Most common among them is increased weight gain and obesity and the accompanying health problems they can cause, such as heart disease, diabetes, and increased chances of certain types of cancer. Lack of exercise can also have a negative impact on a person's immune system which can create the possibility for even more negative health consequences.

You may refer to the following diagram for better understanding:



Processing Activity:

Bring out a whole sheet of pad paper and a pen. In a three-paragraph essay, come up with your own explanation of the diagram indicated above about the causes and effects of a sedentary lifestyle. Your output will be rated according to the following criteria: Relevance and Adequacy/Comprehensiveness.



Great work! I believe you have already understood the lesson well. This means you are ready for the next activity.

ACTIVITY 14: Search for Mr. and Ms. Ambassador of Fitness

In this activity, you will be provided with an opportunity to voice out your opinions, ideas, and plans as regards your participation to community fitness programs with social dances as your medium through a search.

You will need:

- CD/VCD/DVD Player
- Cha-cha-cha music
- Speaker
- A bowl containing strips of questions
- Microphone with stand

Objectives:

- To draw understanding of the role of social dances in the promotion of fitness in the community.
- To lay down learners' plans to maximize involvement to community fitness programs.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Select your partner. Organize yourselves in groups of five pairs each. Assign batch number per group and respective numbers per pair.
2. In ten minutes come up with a two-minute cha-cha-cha production number.
3. After the given time, let's proceed to the search proper.
4. As your batch is called, cha-cha-cha music plays. Utilize the first 32 counts in moving to the stage and arranging yourselves for the production number. If possible arrangement shall be by number of pairs, to facilitate easier rating of performances.
5. Perform your two-minute production number with your group.
6. After which, one pair after the other, males first, approach the microphone and draw strips containing a question in the bowl provided.

Suggested Questions:

- What role do social dances and dance mixers play in this world dominated by technological advancements?
- Are social dancing and performance of dance mixers still relevant nowadays?
- How can social dancing and dance mixers contribute to fitness and community building?
- How can you be an agent of fitness in your community?
- If you were an ambassador of fitness what programs would you initiate in your community?

7. Your teacher will read the question. Respective contestants will give his or her answer.
8. The process continues with the rest of the groups.
9. Your teacher will determine the winner based on the following criteria for assessment:

POINT SCALE	SENSE OF COMMUNITY	PRODUCTION NUMBER	CONTENT AND RELEVANCE OF ANSWER
4 Advanced	Exhibits positive behavior towards the activity and works collaboratively and voluntarily with the group	Displays high level of proficiency in the execution of dance combinations and dynamic choreography in the production number	Establishes strong connection between the answer and the question given and comprehensive idea relevant to the topic
3 Proficient	Exhibits positive behaviour towards the activity and works collaboratively with the group with a little push from group members	Displays proficiency in the execution of dance combinations and several variations in choreography in the production number	Establishes acceptable connection between the answer and the question given and comprehensive idea relevant to the topic

2 Approaching Proficiency	Exhibits positive behavior towards the activity and works collaboratively with little pressure from group members	Displays proficiency in the execution of dance combinations and minimal variations in choreography in the production number	Establishes limited connection between the answer and the question given and satisfactory content of the response given
1 Developing	Exhibits acceptable behaviour but works for the group only when forced or pressured	Displays low level of proficiency in the execution of dance combinations and no variation in choreography in the production number	Establishes very limited connection between the answer and the question asked and very little content of the response given



Congratulations! This year's Mr. and Ms.
Ambassador of Fitness are:
_____ and _____!
This time get ready to FITT your weight off.

ACTIVITY 15: FITT Your Weight Off!

This activity will reinforce your prior knowledge and understanding of the integration of the principles of FITT (Frequency, Intensity, Time, and Type) in maintaining or improving your fitness, especially in maintaining or reducing weight.

You will need:

- FITT Template
- Pen
- Notebook
- Philippine Food Pyramid Chart

Objectives:

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

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Individually, you will be provided with a **FITT your weight off** template as illustrated below.
2. Copy the given template in your activity notebook and fill in the data needed.
3. Share your plan with your partner, so that you can synchronize your plans. With this, you can help each other to plan for your fitness activity with social dances and dance mixers. Remember, it takes two to Tango!

4. Submit your work to your teacher.

Note: An example is provided for you below:

NAME: _____		YR./SEC.: _____	DATE: _____
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 4 Weeks: _____ Target Classification in 4 Weeks: _____	Foods to Minimize Eating (): (If Reducing Weight) Foods to Add Intake With (): (If Increasing Weight)		

In terms of the intensity of your dancing activity, you may refer to the RPE (Rate of Perceived Exertion) chart below:

Rating of Perceived Exertion Chart (Cardiovascular Endurance)	
#10	I am dead!!!
#9	I am probably going to die!
#8	I can grunt in response to your questions and can only keep this pace for a short time period.
#7	I can still talk but I don't really want to and I am sweating like a pig!
#6	I can still talk but I am slightly breathless and definitely sweating.
#5	I'm just above comfortable, I am sweating more and can talk easily.
#4	I'm sweating a little, but I feel good and I can carry on a conversation comfortably.
#3	I am still comfortable, but I'm breathing a bit harder.
#2	I'm comfortable and I can maintain this pace all day long.
#1	I'm watching TV and eating bon bons.

RPE CHART Rate of Perceived Exertion	
10	Max Effort Activity Feels almost impossible to move Completely out of breath and can't speak
9	Very Hard Activity Very difficult to maintain exercise intensity can barely breath & speak a single word
7-8	Vigorous Activity On the verge of becoming uncomfortable Short of breathe, can speak a sentence
4-6	Moderate Activity Feels like you can exercise for hours Breathing heavily, can hold a short conversation
2-3	Light Activity Feels like you can maintain for hours Easy to breathe & carry on a conversation
1	Very Light Activity Anything other than sleeping, watching TV, riding in a car, etc.

POINT SCALE	COMPREHENSIVENESS	APPROPRIATENESS TO ONE'S FITNESS LEVEL
4 Advanced	All details included in the template are provided correctly	Data, plans, and targets presented are appropriate to one's needs considering one's present level of fitness
3 Proficient	1 to 2 details in the template are missed but others are provided correctly	Data, plans, and targets presented are somewhat appropriate to one's needs considering one's present level of fitness
2 Approaching Proficiency	3 to 4 details are missed but the others are provided correctly	Data, plans, and targets presented maybe appropriate to one's needs considering one's present level of fitness
1 Developing	5 or more details are missed but the others are provided correctly	Data, plans, and targets presented are not appropriate to one's needs considering one's present level of fitness



You made it! That makes you equipped enough to battle the next set of challenges in the Transfer phase of your lesson.

IV. WHAT TO TRANSFER

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

ACTIVITY 16: Post-Assessment of the HR Log

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

You will need:

- HR Log
- Pen
- Notebook
- RPE

Objective:

- Determine learner's level of endurance as needed in designing once own physical fitness program, e.g. aeromarathon.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Bring out your HR Log.
2. In your notebook, compute for your PMHR and THR.
3. Compare your PMHR and THR with that of your pre and post HR result in your HR Log.
4. If you have obtained a post HR that is within your range of THR, write P (Passed) beside your post HR. If you have obtained a post HR outside your range of THR, write F (Failed).

5. In the column for RPE, if you have obtained an RPE of very light to moderate, write beside your RPE result a P (Passed). If you have obtained an RPE of heavy or vigorous and up, write F (Failed) beside your obtained RPE.
6. Submit your HR Log with the corresponding remarks to your teacher for evaluation.

ACTIVITY 17: Project COrP (Community Outreach Program)

In this activity, you will extend your commitment to fitness development to your immediate community. You will be provided with an opportunity to maximize the knowledge and skills together with the understandings you have acquired in influencing your community with the value of social dances and dance mixers in improving fitness and wellness.

You will need:

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

Objectives:

- Show appreciation of the value of social dance and dance mixers in improving fitness and wellness.
- Influence the community's awareness of the value of fitness through project COrP (Community Outreach Program)

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. You will now extend your fitness commitment to the community as required of you to accomplish. But don't worry because your teacher will assist you in realizing your goals in this activity.
2. Each of you will be provided with a GRASPS template to accomplish as you go on with the conduct of the outreach program. GRASPS stands for Goal, Role, Audience, Situation, Product, and Standard for Assessment. As you accomplish the template you may refer to the one given below:

Goal:	Maintains an active lifestyle to influence the physical activity participation of the community.
Role:	Fitness Instructor
Audience:	School Community
Situation:	A ballroom aeromarathon to be participated by all interested students is initiated by the MAPEH Department in reinforcement of the fitness program of the PE curriculum. They need a Fitness Instructor to guide them in their preparations.
Product:	A polished routine ready for competition during the inter-class ballroom dance contest.
Standard:	Your work will be rated according to the following criteria: <ul style="list-style-type: none">• Teamwork (Sense of Community)• Display of high level fitness (refer to their RPE upon doing the activity)

- Mastery of steps and combinations
3. For you to be guided on how you will accomplish GRASPS template, especially on your role in the activity, you will be assigned to your respective committees namely:
- ***Program, Communication, and Coordination***
(Takes charge of all communications including request for approval of the principal regarding the conduct of the activity, issuance and retrieval of parents' waivers, letters coordinating the activity to the class adviser/ MAPEH teacher)
 - ***Registration, Attendance, and Certificates***
(Takes charge of registration of participants, checking of attendance, and certificates of recognition to the training team and participation to the participants)
 - ***Ground Preparation and Restoration***
(Takes charge of preparing and restoring the venue of the training/workshop)
 - ***Dance Training***
(Take charge of the training aspect which includes the teaching of the social dance routine)
 - ***Documentation***
(Comes up with a narrative accomplishment report relative to the conduct of the activity attaching all copies of communications made and pictorials taken)
 - ***Technical (Lights, Sound and Music)***
(Takes charge of the preparation of sound system, lights if needed, and music needed for the activity)
 - ***Refreshment***
(Takes charge of water supply, snacks, and meals of the training team/ class)
 - ***PE Outfit***
(If in case there are participants who are not in proper PE outfits, this committee takes charge of them)
4. See to it that assigned members of each committee can perform the duties and responsibilities relative to the committee where they belong. Group yourselves according to your interest and expertise.

5. Thorough planning with your teacher is needed to make this outreach program achieve its goals. To be successful you need to prepare everything beforehand and make the necessary coordinations and communications for proper dissemination.
6. Always bear in mind that what you say is as important as how you say it. Be respectful and courteous especially when making requests and securing approval from officials.
7. The following are some of the documents to be prepared especially by the Committee on Program, Coordination, and Communication for your reference and guidance:

<p style="text-align: center;">Isabela National High School Music, Arts, Physical Education and Health Department III-CATTELYA CLASS City of Ilagan, Isabela</p> <p style="text-align: right;">Date _____</p> <p>Barangay Captain Calamagui 2nd, City of Ilagan Isabela</p> <p>Sir: (Indicate the need for the activity and request for approval of the planned outreach program together with the provision of the expected expenses for the activity)</p> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">Very truly yours, _____ You</p> <p>Noted: _____ MAPEH Teacher Approved: _____ Recipient Class</p>	<p style="text-align: center;">Isabela National High School Music, Arts, Physical Education and Health Department III-CATTELYA CLASS City of Ilagan, Isabela</p> <p style="text-align: right;">Date _____</p> <p>MR. SAMUEL P. LASAM, Ph. D. Sec. Sch. Principal IV INHS, City of Ilagan</p> <p>Sir: (Indicate the need for the activity and request for approval)</p> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">Very truly yours, _____ You</p> <p>Community Outreach Program III-CATTELYA CLASS Recipient: Barangay Calamagui 1st, City of Ilagan, Isabela Date: _____</p> <p>WORKING COMMITTEES MEMBERS</p> <p>Program, Communication, and Coordination Ground Preparation/Restoration Registration and Attendance Training Documentation Technical (Lights and Sound) Refreshment Costume and Accessories</p> <p>CHAIRMAN</p> <p>Prepared by: _____ Chairman Committee on Program</p> <p>Noted: _____ MAPEH Teacher Approved: _____ Recipient Class</p>																																	
<p>Community Outreach Program III-CATTELYA CLASS Recipient: _____ Date: _____</p> <p>TRAINING MATRIX</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">TIME</th> <th style="width: 40%;">DAY 1 (Saturday)</th> <th style="width: 40%;">DAY 2 (Sunday)</th> </tr> </thead> <tbody> <tr> <td>7:00-8:00 AM</td> <td>Arrival/Registration</td> <td>Warm-Up/Review</td> </tr> <tr> <td>8:00-9:00 AM</td> <td>Opening Program</td> <td></td> </tr> <tr> <td>9:00-10:00 AM</td> <td></td> <td></td> </tr> <tr> <td>10:00-11:00 AM</td> <td>Basic Steps</td> <td>Performing the steps and combinations in varying intensity as dictated by the tempo of the music</td> </tr> <tr> <td>11:00-12:00 AM</td> <td></td> <td>RPE Orientation</td> </tr> <tr> <td>12:00-1:00 PM</td> <td>LUNCH</td> <td></td> </tr> <tr> <td>1:00-2:00 PM</td> <td></td> <td>War-up/Review</td> </tr> <tr> <td>2:00-3:00 PM</td> <td></td> <td>Performance/Output Presentation</td> </tr> <tr> <td>3:00-4:00 PM</td> <td></td> <td>Closing Program</td> </tr> <tr> <td>4:00-5:00 PM</td> <td></td> <td>Prepared by: _____</td> </tr> </tbody> </table> <p>_____ Chairman Committee on Program</p> <p>Noted: _____ MAPEH Teacher Approved: _____ Recipient Class</p>		TIME	DAY 1 (Saturday)	DAY 2 (Sunday)	7:00-8:00 AM	Arrival/Registration	Warm-Up/Review	8:00-9:00 AM	Opening Program		9:00-10:00 AM			10:00-11:00 AM	Basic Steps	Performing the steps and combinations in varying intensity as dictated by the tempo of the music	11:00-12:00 AM		RPE Orientation	12:00-1:00 PM	LUNCH		1:00-2:00 PM		War-up/Review	2:00-3:00 PM		Performance/Output Presentation	3:00-4:00 PM		Closing Program	4:00-5:00 PM		Prepared by: _____
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Things to remember and do in the conduct of the outreach program:

- Ensure proper PA outfit among participants
- Let participants get their PMHR and THR and conduct relevant orientation thereafter
- Discuss with participants about FITT and RPE
- Ensure that the accompanying music plays from slow, moderate to fast tempo (with at least 15 minutes length each segment). This dictates the level of intensity of the ballroom aeromarathon
- Start the ballroom aeromarathon with a warm-up and end it with a cool down
- No two individuals are exactly alike. Let those who can't proceed to the heavy or vigorous level and gradually end up with a cool down
- Since this is a ballroom aeromarathon, steps and combinations shall be ballroom basics or any of their combinations, specifically cha-cha-cha and waltz, which they have learned in your class.



**What are you waiting for, lay
your plans and conduct your out-
reach program. Good luck!**

SUMMARY

Now that you have learned the fundamentals of social dancing and its relation to maintaining and improving an active and healthy lifestyle, it's now your turn to share what you have learned with your family, friends and immediate community.

The true measure of your understanding of the concepts and principles of social dancing merged with fitness is your capacity to apply it into your experiences in real life. Reading more about social dancing, dance mixers and fitness, specifically on lifestyle and weight management at the same time keeping yourself engaged in such activities, will probably make you a more fit and healthier individual.

It is only through improving oneself that you can influence others' participation and commitment to improve their own fitness practices. Fitness is contagious, as what they say. So go on and influence your community. If everyone is fit enough to carry out his or her daily routines then he or she is also capable of becoming a more productive member of the community and will be a contributor to nation building and strong citizenry.

SUMMATIVE TEST

Your final challenge is to pass the following test. It will assess the knowledge, processes and understandings you have acquired in social dances and dance mixers. So, get a pen and bring out a whole sheet of paper for you to accomplish this job. Good luck!

- I. Multiple choice: Read the statements carefully. Choose only the letter of the correct answer and write it in the corresponding number in your answer sheet.
1. Which of the following is a term used to refer to dances 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
 2. What is the general term referring to the DOs and DON'Ts in social dancing?
a. behavior b. character c. dance demeanor d. dance etiquette
 3. Social dances are of two classifications namely, Latin American and Modern Standard Dances. Which of the following is an example of Modern Standard Dances?
a. cha-cha-cha b. jive c. rumba d. tango
 4. Which of the following is the attire appropriate for males in Modern Standard Dances?
a. black/white shirt c. black/white sweat shirt
b. black/white long sleeves d. coat and tie
 5. Social dancing can prevent some diseases caused by sedentary lifestyle, if 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 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. How would you best use the knowledge and skills learned in social dancing to enhance your community's fitness?
 - a. I will render an intermission number with my partner during fiestas
 - b. I will make social dancing my lifetime fitness activity
 - c. I will share my skills by 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. *"It takes two to Tango."* What does this quote mean?
 - a. A Tango requires two individuals to dance
 - b. One cannot exist without the other
 - c. It takes two to make any endeavor work
 - d. There should always be two individuals dancing the Tango
10. The following are dance etiquettes that should be considered in a social dancing activity EXCEPT ONE:
 - 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. *"May I have this dance?"* This line implies...
 - 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

12. Which of the following, aside from fitness, can be developed if one engages in social dancing activities?
- a. respect
 - c. courtesy
 - b. sense of community
 - d. all of them
13. The following are reasons why fitness is a universal concern EXCEPT ONE:
- 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. What happens if one doesn't have a physically active lifestyle?
- a. He/she is prone to weight gain, obesity which may lead to diabetes and other cardio-vascular 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 boy leads while a girl follows. What values can be developed in such training?
- a. leadership
 - b. obedience
 - c. respect
 - d. all of them
- II. Completion: The following is a table indicating the basic steps, step patterns and counting in cha-cha-cha. Fill-in the missing link with the required answer as numbered (8 points).

NAME OF STEP	STEP PATTERN	COUNTING
1. _____	R-Bw, L-Fw	1, 2
R Chasse Fw	R-Fw, L-C to R, R-Fw	2. _____
Alemana Turn	3.) _____	1, 2
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	4. _____

REFERENCES (WEB-BASED):

Dance Etiquette	http://www.utdallas.edu/~aria/dance/etiquette.html#Intro
Finding Your PMHR and THR	http://stresscourse.tripod.com/id63.html
Basics of Cha-cha-cha Videos	http://www.youtube.com/watch?v=0_eDzZm9JQw http://www.youtube.com/watch?v=Cx993DmhNOU http://www.youtube.com/watch?v=tzi45m7ch2g
Basics of Waltz Videos	http://www.youtube.com/watch?v=eD0_qcp4XN8 http://www.youtube.com/watch?v=BPseiMGyy2I http://www.youtube.com/watch?v=l1wPywAL15U
Sedentary Lifestyle	http://www.wisegeek.org/what-is-a-sedentary-lifestyle.htm
GRASPS Template	http://opi.mt.gov/PDF/CurriculumGuides/Curriculum-Development-Guide/GRASP.pdf

SOURCES OF IMAGES:

Silhouettes of Ballroom Dancers @flickr.com

Google images: Philippine Food Pyramid