

Physical Education and Health

Learner's Material

Physical Education Unit 3: Festival Dances

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

First Edition, 2014

ISBN: 978-971-9601-69-2

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Published by the Department of Education

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Printed in the Philippines by Vibal Group, Inc

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PHYSICAL EDUCATION

TABLE OF CONTENTS

<i>Unit 3 – Festival Dances</i>	117
Introduction	118
Learning Competencies	119
Pre-Assessment	119
Instructional Activities	
Activity 1: Match It Up	123
Activity 2: Why Festivals?	124
Activity 3: Review of Basic Movements	127
Activity 4: Festival Dancing and Fitness	131
Activity 5: Honesty Quiz Bee	133
Activity 6: Weight Watch	135
Activity 7: FITT Your Weight Off	140
Activity 8: Festival Shout Out!	143
Activity 9: Integrating Weight Management to Festival Dancing	145
Activity 11: Post-Assessment of the HR Log	147
Activity 12: Project COrP	148
Summary/Synthesis/Feedback	153
Summative Assessment	154
References (Web-Based Sources)	156
Sources of Images	

FESTIVAL DANCES



UNIT 3

FESTIVAL DANCES

CONTENT STANDARD	PERFORMANCE STANDARD
<p>The learner ...</p> <ul style="list-style-type: none">demonstrates understanding of lifestyle and weight management to promote community fitness	<p>The learner ...</p> <ul style="list-style-type: none">maintains an active lifestyle to influence the physical activity participation of the communitypractices healthy eating habits that support an active lifestyle



INTRODUCTION

Fitness plays a very crucial role in our existence as human beings. It is a sustaining base of our physicality that allows us to overcome challenges of our daily living. It is with fitness that our eagerness to do things that we are capable of doing physically arise, which eventually leads us in making our own lives, including that of others, better and more productive. We tend to challenge ourselves to go beyond what we are already capable of doing and strive further to influence others with what we think is better. Coupled with our desire to better ourselves is our urge to share it with our fellowmen.

This module introduces you to the value of festival dancing in the enhancement of your fitness. You will be provided with activities in this festival dancing 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 festival dancing. It is expected thereafter that such practices will be used by you to influence the lifestyle and fitness practices of your immediate community.

LEARNING COMPETENCIES

The learner ...

- undertakes physical activity and physical fitness assessments;
- assesses eating habits based on the Philippine Food Pyramid/ MyFood Plate.
- determines risk factors for lifestyle diseases (obesity, diabetes, heart disease);
- distinguishes among facts, myths and misinformation associated with eating habits;
- describes the nature and background of the dance;
- executes the skills involved in the dance;
- monitors periodically one's progress towards the fitness goals;
- performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion);
- involves oneself in community service through dance activities; and
- recognizes the needs of others in a real life and meaningful way.

PRE-ASSESSMENT

Part I. Warm-Up (15 mins)

Directions: This time 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.

- 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

Part II. HR Log

Directions: Below 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. Festival Dancing Questionnaire

Directions: Below is a survey questionnaire that reveals your involvement or participation in festival dances. Copy it in your worksheet and accomplish by putting a check mark (/) corresponding to your response in each item.

Festival Dancing and Related Activities	Yes	No
1. I know the name of the festival in our place.		
2. I am a member of a group representing our place in a festival dance competition		
3. I usually watch actual festival dancing competitions in other place		
4. I am fond of watching festival dances in youtube or in TV shows.		
5. I recognize the value of festival dancing to my fitness.		
6. I contribute to the success of the festival in our place.		
7. I am proud of the festival in my place.		
8. I am a physically fit individual because I participate in festival dancing.		
9. I believe festival dancing can influence the fitness and well-being of the community		
10. Culture of the community is drawn and established through festivals and festival dancing.		

A scale is provided for you below which helps you make meaning of the responses you have indicated in the survey-questionnaire.

Number of Yes Responses

1-3

4-6

7-10

Relative Interpretation

Is inactive in festival dancing activities

Moderately active in festival dancing activities

Highly active in festival dancing activities

Based on your interpretation of your responses to the survey-questionnaire, what does this reveal about your fitness and community involvement? Express and share your answer to the class in 3-5 sentences.

Part IV. Drawing of Initial Understandings

Directions: Learners' initial understandings on festivals will be activated through the following activity:

1. Enumerate in your worksheet the festivals that you know and are familiar with.
2. Make a short description about each of the festivals you have enumerated.
3. Classify whether they are religious or secular/non-religious festivals.
4. Give at least 3 positive effects of festival dancing or participation/involvement in festival dances to yourself, family, and community.

Self:

Family:

Community:

Part V. 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.

INSTRUCTIONAL ACTIVITIES

I. WHAT TO KNOW

Welcome to the first part of your lesson in Festival Dances! In this phase, you will be provided with activities that activate your prior knowledge as regards the lesson. From there, 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. Viva las Fiestas!

ACTIVITY 1: Match It Up! (Activating Prior Knowledge)

In this activity, your prior knowledge about festival dances will be assessed. The result of this activity can be used in designing the next parts of your lesson.

You will need:

- Pen
- Activity Notebook

Objectives:

- Share knowledge about festival dances.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Below is a matching type activity which assesses your prior knowledge on the festival we have in the country and their place of origin. In column A are the festivals and in B are the places of origin. In your activity notebook, write the letter of the origin of the festival in each number.

A

- _____ 1. Bambanti Festival
- _____ 2. Bangus Festival
- _____ 3. Ati-atihan
- _____ 4. Sinulog Festival
- _____ 5. Mango Festival
- _____ 6. Dinagyang Festival
- _____ 7. Panagbenga Festival
- _____ 8. Pattarradday Festival
- _____ 9. Masskara Festival
- _____ 10. T'nalak Festival

B

- a. Bacolod City
- b. Baguio City
- c. Bicol
- d. Cebu City
- e. Dagupan, City
- f. Davao City
- g. Iloilo City
- h. Isabela
- i. Kalibo, Aklan
- j. Santiago City, Isabela
- k. South Cotabato

2. Exchange notebooks with your seatmate and check each other's answers. Your teacher will show you the answer key.

ACTIVITY 2: Why Festivals?

In this activity, you will be given inputs on the nature and background of festival dances. Pay attention to the discussions for you to pass the assessment which will later be given to you at the end of this phase of your lesson.

You will need:

- Computer/Laptop
- LCD Projector
- Speaker
- Videos of Selected Festivals of Luzon
- Widescreen/White Board
- Powerpoint Presentation on Festivals, Festival of Luzon and Choreography

Objective:

- Discuss the nature and background of festivals and the leading festivals in the country

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Read and reflect on the following readings.
2. In your activity notebook, answer the given questions at the end of the readings.

Readings: Why Festivals?

Festival dances are cultural dances performed to the strong beats of percussion instruments by a community of people sharing the same culture usually done in honor of a Patron Saint or in thanksgiving of a bountiful harvest. Festival dances may be religious or secular in nature. But the best thing about festivals is that they add to the merry-making and festivities where they are celebrated, the reason why they are called festival dances after all. Festival dances draw the people's culture by portraying the people's ways of life through movements, costumes and implements inherent to their place of origin.

Some of the famous festivals in the country include Sinulog of Cebu, Dinagyang of Iloilo, Ati-atihan of Kalibo, Aklan, Buyogan and Lingayan of Leyte, Bangus of Dagupan, T'nalak of South Cotabato, Masskara of Bacolod City, Bambanti of Isabela, and Kadayawan of Davao. Many others, especially from Luzon, are now paving their way to join the country's festival of festivals, the Aliwan Fiesta which is done in the month of April. Filipinos do festivals primarily to celebrate. There are a multitude of reasons for this reason. We celebrate our unity amidst the diversity of cultures and we celebrate our industry bringing about a bountiful harvest. Festivals have been a consistent crowd-producing activity leading to upliftment of a community's economy due to its tourism and entertainment value. Basically, festivals are a form of entertainment that attract foreign and domestic tourists to visit a place eventually leading to the elevation of the Filipino's quality of life.

Whatever festival we celebrate, be it done to honor a religious icon or celebrate our industry. Festival dances are a reflection of the unity of the Filipino community that despite the economic, social, environmental, cultural and political challenges we face every day, there can be no other race more resilient than ours.

Religious and Secular Festivals

As mentioned earlier, festivals may either be religious, in honor of a certain religious icon or secular or non-religious, in thanksgiving or celebration of peoples industry and bountiful harvest. The following are some of the said festivals:

RELIGIOUS FESTIVALS			
Name of Festival	Place of Origin	Religious Figure Honoured	Month Celebrated
Sinulog Festival	Cebu City	Sto. Niño	January
Dinagyang Festival	Iloilo City	Sto. Niño	January
Ati-atihan Festival	Kalibo, Aklan	Sto. Niño	January
Peñafrancia	Bicol	Virgin Mary	September
Higantes Festival	Angono, Rizal	Saint Clement	November
Longganisa Festival	Viga City, Ilocos Sur	Saint Paul	January
Kinabayo Festival	Dapitan City	James the Great	July
Pintados de Pasi	Passi City, Iloilo	Sto. Niño	March
Pattarradday	Santiago City	Señor San Tiago	May
Sangyaw Festival	Tacloban City	Sto. Niño	July

SECULAR/ NON- RELIGIOUS FESTIVALS			
Name of Festival	Place of Origin	Industry	Month Celebrated
Bangus Festival	Dagupan, Pangasinan	Milkfish Industry	April to May
Bambanti Festival	Isabela	Scarecrow (farming)	January
Mammangui Festival	City of Iligan	Corn Industry	May
Mango Festival	Iba, Zambales	Mango Industry	April
Panagbenga Festival	Baguio City	Flower Industry	February
Ibon Ebon Festival	Pampanga	Migratory Birds Egg Industry	February
Maskara	Bacolod City	Mask (Sugar Industry)	October
T'nalak	South Cotabato	Tinalak Cloth Weaving	July
Ammungan Festival	Nueva Vizcaya	Gathering of Tribal Industries	May
Binatbatan Festival	Vigan, Ilocos Sur	Weaving Industry	May

Processing questions:

- Why is there a need for festivals? festival dances?
- How do you think can festival dances help you in enhancing your fitness?
- What value do festival dances develop in community fitness?

ACTIVITY 3: Review of Basic Movements

In this activity, you will be given activities to recall the basic locomotor and non-locomotor movements together with the basic steps and arm movements in folk dance. They are necessary for you to know and be able to do in producing your own festival dance relative to the context of the festival you are celebrating.

You will need:

- Computer/Laptop
- LCD Projector
- VCD/CD Player
- Speaker
- Festival music/any percussive music appropriate for festival dances
- Powerpoint Presentation on Elements of Movement in Space

Objectives:

- Execute the basic locomotor, non-locomotor movements, basic steps and arm movements in folk dance which learners need to produce a folk-based festival dance.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:**Activity:**

1. Group yourselves into 4. Choose a leader per group.
2. The music prepared will be played. As it plays, try coming up with five figures of 16 counts each. Do this in ten minutes.
3. Let's now proceed to group presentation. Group 1 will present first. The rest of the groups shall sit and observe until all groups have already performed.

Analysis:

Gather learners in column formation and ask them the following questions:

- How does it feel coming up with your own festival routine?
- Was it hard or easy? Why?
- What should one know and do to come up with an easier festival dance routine?

Abstraction:

- This time, a presentation on the basic skills you need to know and be able to do on movement improvisation is provided for you. This is a recall of the basics in folk dancing you have learned in Grade 7 and 8 Quarters 4.

Locomotor Movements

These are movements that allow you to move from one point in space to another. It is derived from two words, “locos” which means place and “motor” which means movement. They include the following:

Preparatory movement:

Step - This is the basis of all locomotor movements. It prepares you to move in any direction you wish to go. It is defined as transfer of weight from one foot to the other. Try one! Stand with your weight equally distributed to both of your feet. Now, let your right foot carry it all. You got it! That's what you call a step.

Walk - Series of steps executed by both of your feet alternately in any direction. In executing a walk, observe that there's this moment when both feet are in contact with the ground while one foot supports the weight and transfers it to the other.

Run - Series of walks executed quickly in any direction wherein only one foot stays on the ground while the other is off the ground.

Jump - This movement is simply described by having both feet lose its contact with the ground. There are five ways to do it:

- Take off from one foot and land on the same;
- Take off from one foot and land on the other;

- Take off from one foot and land on both feet;
- Take off from both feet and land on one foot; and
- Take off from both feet and land on both.

Non-Locomotor movements

These are movements that are performed in one point in space without transferring to another point. They don't allow you to move from one place to the other. These movements include:

Flexion - It is the act of decreasing the angle of a joint. Another term for flexion is to bend. If you bend a joint, like your elbow or knee, you are performing flexion.

Extension - This is the opposite of flexion. You are extending if you are increasing the angle of a joint. Stretching is another word for extension.

Contraction - A muscle movement done when it shortens, narrows, and tightens using sufficient amount of energy in the execution.

Release - A muscle movement opposite to contraction done when it let goes or let looses of being held into a shortening movement.

Collapse - To deliberately drop the exertion of energy into a body segment.

Recover - The opposite of collapse. This is to regain the energy exerted into a body segment.

Rotation - To rotate is to move a body segment allowing it to complete a circle with its motion. It's not only limited to circumduction which is done in ball and socket joints. Rotation can also be done in wrists, waist, knees, and ankles.

Twist - To move a body segment from an axis halfway front or back or quarter to the right or left as in the twisting of the neck allowing the head to face right or left and the like. **Pivot** - To change the position of the feet or any body part that carries the body's weight allowing the body to face in a less than 360 degrees turn. **Turn** - To move in a turning movement with a base of support, usually a pointed foot, the other raised, while equilibrium is maintained until the completion of the turn.

NAME OF STEP	STEP PATTERN/ COUNTING (RHYTHM)
Close Step	Step R sideward (1), Close Step L to R (2)
Bleking	Step R. in place (1), Heel Place L in front (2)
Touch Step	Step R sideward (1), Point L in Front of R (2)

Walk	Step R forward (1), Step L forward (2)
Change Step	Step R (1), Close Step L to R (and), Step R in Place (2)
Cross Change Step	Cross R over L (1), step L sideward (and), step R in place (2)
Hop Step	Step R sideward (1), Hop R in place (2)
Mincing	Point L in place (and), Step R in place (1), Point L in place (and), Step R in place (ct. 2)
Cross Step	Step R across L (1), Step L sideward L (2)
Heel-toe, change step	Heel place R sideward (1), point L close to R (2), change step with the R (Maybe repeated with L)

Elements of movements in space

Rhythm	Regular recurrence of a beat. It may be regular or irregular. In basic music, rhythm is regular and metered (24, 34 or 44). They be slow, moderate or fast. This element of rhythm is called tempo. Music dictates the speed of movements we create.
Level	This refers to the level of movement. It may be low, when knees are fully or slightly bent when executing movement; medium, if knees are normally straight when executing movement; high, if the heels are raised or movements are done while off the floor.
Range	This element refers to the scope of movement execution. It is dictated by the space provided. If the space is wide then movements shall be wide and big. If space is limited then movements shall be small and limited too.
Floor Patter/Design	This refers to the designs created on the floor by the bodies of dancers. They may be geometric or non-geometric formations.
Direction	This element adds to variety of movement. They may be performed forward, backward, sideward, or even upward.
Focus	This is the focal point of dancers attention while moving in space.

Application:

- We're going to have an activity with the same groups. Decide with your group what you wish to celebrate. Now that you have recalled the basic movements you learned for the past years. Make the celebration you have agreed upon be the theme and your guide in creating the movements. In ten minutes, you are expected to come up with five figures of 16 counts each.
- You performance will be assessed using the following criteria:
- Concept/Theme
- Variety of movements
- Creativity (Application of the elements of movements in space)
- Cooperation

- This time present your work by group
- What went well? What went wrong? Was the activity rewarding? Why? Why not?

ACTIVITY 4: Festival Dancing and Fitness

In this activity, you will be provided with a review on the implication of dancing activity to your fitness by way of determining your range of Target Heart Rate. Let's see if you can still recall. Reflect on the powerpoint to be shared by your teacher on THR.

You will need:

- Computer/Laptop
- LCD Projector
- VCD/CD Player
- Speaker
- Festival music/any percussive music appropriate for festival dances
- Powerpoint Presentation on THR

Objective:

- Explain how dancing contributes to the improvement of cardio-vascular endurance.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

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:

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

Example:

- $220 - 15 = 205$ (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):

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

Example: $205 \times .6 = 123$ 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):

- $\underline{\hspace{2cm}} \text{ (PMHR)} \times 80\% \text{ (or .8)} = \textbf{(Highest Target Heart Rate)}$

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 Range. This helps you determine the intensity or level of exerted effort you are pouring into your dancing.

Processing Activity:

1. With the same groups, perform the same dance routine simultaneously 4 times with the music.
2. Stop and get your heart rate by placing your middle and pointing fingers in your carotid pulse located just below your jaw, beside your throat. In 15 seconds, take your pulse. Multiply it by 4.
3. So, have you reached your minimum THR? If not yet, 5 repetitions is not enough. Let's dance more!
4. Do the same process in getting your THR.

Processing Questions:

- How essential is knowing how to get your THR range?
- How can festival dancing contribute to a healthier lifestyle?

ACTIVITY 4: Honesty Quiz Bee (Assessment of Knowledge)

In this activity, your knowledge on festival dances and their fitness aspect will be assessed through an honesty quiz bee. It's dubbed as honesty quiz bee because you will be accountable with keeping track of your own score.

You will need:

- Flashcards (4"x16" illustration board)
- Chalk
- Individual score sheets
- Festival and fitness questions

Objectives:

- Describe festival dances and its effect on fitness
- Show preparedness to proceed to the next phase using result of assessment.

Daily Routine

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

1. Form 6 columns. In cross sitting position, prepare your own flashcard and chalk together with your score sheet because we're having an honesty quiz bee.
2. The quiz bee is divided into 3 categories namely easy, average and difficult. There will be 5 easy questions worth 1 point each, 5 average questions of 3 points each, and 5 difficult questions of 5 points each.
3. Each question will be read twice. Wait until the teacher says "Go", before you write your answer on your flashcard. Ten seconds will be given for you to write your answers.

4. As you hear the teacher says "Time's Up!", stop writing and raise your flash cards for checking. Teacher will reveal the answer. If you got it right, write a straight line corresponding to your score. If you got it wrong, write x for that particular number.
5. The sequence continues until all the questions shall have been read, answered and scored.
6. As your name is called, announce your score.

Easy Category:

- These are dances performed in celebration of festivals.
- What festival is celebrated in January in Kalibo, Aklan?
- To whose honor is the Dinagyang festival offered?
- They are movements that allow you to travel from one place to another.
- What is the opposite movement of flexion?

Average Questions (Answers are to be demonstrated correctly):

- What folk dance step has a step pattern of step, close, step and counting of 1 and 2?
- What is the step pattern of heel-toe, change step?
- What is the step pattern of bleking?
- What is the lowest THR of 20 year-old individual?
- What is the highest THR of a 20 year-old individual?

Difficult Questions:

- How can knowledge in determining THR range help in improving one's fitness through activities like festival dancing?
- Give at least one fitness benefit of festival dancing?
- What is the range of THR of a 16 year-old student?
- Give a pair of non-locomotor movements that complement each other
- How can you influence your community in improving its fitness through festival dancing?

Where do you belong?

Assess your performance in the quiz using the following rating scale:

40-45	Advanced
35-39	Proficient
30-34	Approaching Proficiency
20-29	Developing
19 and below	Beginning



Good job! You passed the first stage.
You are now ready for the next 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 festival dancing at the same time formulate your understandings on 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, festival dancing activities will be more fun and exciting, without knowing that you are at the same time improving your fitness and your sense of community.

ACTIVITY 1: Weight Watch

In this activity, you will be given opportunities to make informed decisions as regards to your intake and consumption of essential nutrients you need to manage your weight.

You will need:

- Table 1: Calorie counter table
- Table 2: Calorie consumed per 15 minutes
- Table 3: Calorie content of nutrients
- Table 4: Physical activity table
- Pen
- Worksheet

Objectives:

- Make informed decisions on calorie intake and energy consumption.
- Realize the importance of warm-up or body conditioning in relation to safety and injury prevention before undergoing a strenuous physical activity.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Here's how:

Activity:

1. With the same grouping, form two columns each facing front. We're going to have a warm-up first before proceeding to the next activity.
2. Arms sideward, raise! Right face! Arms sideward, raise! Face front.
3. For 10-15 minutes, you are going to perform the routine of five figures you created in the previous activity you did. For the first 5 minutes, let's see if you have reached your minimum THR. If not yet, then we proceed with the activity until your heart rate falls within your THR range.
4. Let's do a little cool down then assemble in circle.

Analysis:

If you have something to say about the following questions, please feel free to share it with the class:

- How did you feel about the activity?
- Was the activity tiring? Why do individuals get fatigued when doing physical activities?
- Were there chances of heavy breathing that you could hardly catch up your breath while dancing a while ago?
- Have you ever felt dizzy before the end of the performance?
- What should an individual do to prevent dizziness when exercising, dancing or doing physical activities?

Abstraction: Fuelling our body for exercise

Our body is like a machine. It needs to be fuelled for it to run. Unlike machines, we eat foods that make us go. You have learned in the past years about the three food groups already but this time, we will focus on energy giving foods. These specific foods that give us energy are called go foods. They are the primary source of carbohydrates. They are found in rice, bread, pasta or noodles, and others. Other sources of carbohydrates also include proteins and fats. They give us energy. Energy is measured in calories. Calories energize us and when we move or do any physical activity, light or heavy, calories are consumed. Overconsumption of calories results to dizziness or hypoglycemia. When this happens, we need to refuel our bodies to get it active and moving again. Below is a calorie counter table which you can refer your consumption with as against your physical activities:

Table 1: Calorie counter table

CALORIE COUNTER TABLE			
AVERAGE SERVING	CALORIE COUNT	AVERAGE SERVING	CALORIE COUNT
		Vegetables	
Bread and Cereals	65	Beets (1 cup)	70
White Bread (1 slice)	55	Broccoli (1 cup)	45
Wholewheat Bread (1 slice)	135	Carrots (1 cup)	45
Doughnut (1)	475	Peas (1 cup)	65
Macaroni w/ cheese (1 cup)	200	Potatoes, mashed (1 cup)	110
Rice (1 cup)		Spinach (1 cup)	45
		Sweet Potato, baked	155
Beverages		Tomato, raw	30
Coffee/Tea (plain)	105		
Carbonated beverage (8 oz.)	165	Meat, fish, & poultry	
Milk, whole (1 cup)	90	Beef, sirloin steak (9 oz.)	375
Malted milk (2 cups)	560	Lamb chop (3 oz.)	450
		Pork chop (3 oz.)	295
Dairy Foods		Ham (3 oz.)	340
Butter (1 T)	100	Bacon (3 strips)	95
Cheese, cheddar (1 oz.)	115	Veal chop (3 oz.)	185
Cheese, cottage (1 cup)	240	Chicken, canned (3 oz.)	170
Cream, light (1 T)	30	Tuna (3 oz.)	170
Cream, whipped, unsweetened (1 T)	25	Sardines (3 oz.)	180
Egg (medium-size)	80	Salmon, Canned (3 oz.)	120
		Luncheon meat (3 oz.)	165
Desserts		Frankfurters (2)	300

Pie, apple (4 in. sector)	330		
Pie, custard (4 in. sector)	265	Miscellaneous	
Pie, mince (4 in. sector)	340	Mayonnaise (1 T)	110
Pie, lemon meringue (2 in. sector)	300	French dressing (1 T)	60
Cake, angle food (2 in. sector)	110	Assorted jams (1 T)	55
Cake, layer (2 in. sector)	320	Sugar (1 T)	50
Brownie (3"x2"x2")	295	Hamburger on bun	492
Ice cream, plain (1/2 cup)	150	Hotdog on bun	300
Sherbert (1/2 cup)	118	Peanut butter sandwich	220
Vanilla pudding (1 cup)	285	Cheese sandwich	333
		Chocolate nut sundae	350
Fruits		Cashew (1 oz.)	164
Apple, raw (medium)	70	Peanuts, chopped (1 T)	50
Banana, raw (medium)	85	Fudge (1 oz.)	116
Cantaloupe (1/2)	40	Chocolate creams (1 oz.)	110
Grapefruit (1/2 small)	50		
Orange, raw (medium)	70	Liquors	
Peach, raw (medium)	35	Brandy (1 Oz.)	75
Pear, raw (medium)	100	Whisky (1 ½ oz.)	125
	95	Beer (12 oz. can)	170
Fruit Juices		Martini	150
Grapefruit (1 cup)		Wines (3 oz. glass)	75-100
Orange, fresh (1 cup)			
Pineapple, canned (1 cup)		T – Tablespoon	
Tomato, canned (1 cup)			

Table 2: Calorie consumed per 15 minutes

CALORIES CONSUMED PER 15 MINUTES	
Sitting position activity	20-25 Calories
Standing position with lightweight activity	27-40 Calories
Sweeping, light gardening, carpentry, walking moderately fast	43-60 Calories
Heavy work, bowling, golfing, skating, walking fast	65-85 Calories
Swimming, tennis, running, dancing, skiing, football	85 and more Calories

Table 3: Calorie content of nutrients

CALORIE CONTENT OF NUTRIENTS	
1 gram of carbohydrates	4 Calories
1 gram of protein	4 Calories
1 gram of fat	9 Calories
Vitamins	0 Calorie
Minerals	0 Calorie
Water	0 Calorie

Table 4: Physical activity table

PHYSICAL ACTIVITY TABLE	
Activity	Energy Requirement
Bed rest	27.5
Sedentary	30.0
Light	35.0
Moderate	40.0
Heady	45.0

Maintaining, losing, and gaining weight

By large, all basic food nutrients mentioned in table 3 are important in the study of fitness. The amount and kind of food that an individual consumes on a regular basis also serve as good indicator of health and fitness. With regard to maintenance of appropriate weight, a well-balanced diet and a regular exercise program are still the best fundamentally sound approaches to achieve general fitness.

So far the safest and most acceptable method of losing weight is to engage oneself in vigorous aerobic activities together with a well-planned diet. Administration of diet pills, herbal medicines and other fad methods appear to be less effective and sometimes unhealthy especially if weight loss is associated with increased daily bowel movement or dehydration due to excessive perspiration with very minimal or total absence of physical activity.

On the other hand, on gaining weight, it has been found that the most effective approach is for one to engage in weight resistance training together with a well-designed diet program. The popular belief that one has to overeat in order to gain weight may be partially correct but with regard to health and fitness, this approach may not be totally acceptable. Any excess in calories that are not burned through physical activity is stored in the body and are later transformed into fat. As mentioned earlier, the risk of CAD (coronary artery diseases) and CHD

(coronary heart diseases) is greater if this happens. In terms of weight resistance training, muscle mass has a greater weight advantage than stored fat. Thus developing the muscles of the body will provide greater increase in body weight and the risk of contracting common degenerative diseases is also minimized.

Computing for one's Total Energy Requirement (TER)

Formula DBW (Desirable Body Weight) x Physical Activity

(Refer to Table 4 for energy requirement/activity)

Example: DBW = 59 kg. /athlete = Heavy physical activity

Thus, 59.0×45.0 (Energy requirement) = 2655 or 2,700 Calories

How to come up with the DBW (Desirable Body Weight)? Here's how:

1. Obtain your height in centimeters. Note that 1 inch is equal to 2.54 cm.
2. DBW in kilogram is obtained by subtracting one's height from a constant factor 100.
3. DBW for Filipinos or DBW-F is adjusted by subtracting 10% of the obtained DBW value in item number 2 above.

For example:

Height: 5'2" = 62 inches

$62 \times 2.54 \text{ cms.} = 157.48 - 100$

$57.48 - 5.74$ DBW in kg.

51.74 or 52 DBW-F in kg.

ACTIVITY 2: FITT Your Weight Off! (Assessment of process)

This activity will assess your knowledge and initial understandings on the integration of the principles of FITT (Frequency, Intensity, Time, and Type) and the recent discussions you had on food intake and energy consumption, essential in maintaining, reducing or gaining weight.

You will need:

- FITT Template
- Pen
- Notebook

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 shown below.
2. Copy the template in your activity notebook and fill in the data needed.
3. Share your plan with your group, so that you can synchronize your plans. With this, you can help each other to plan for your fitness activity with festival dances.
4. Submit your work to your teacher.

Sample template:

Name: _____		Yr./Sec.: _____	Date: _____
My Personal Festival Dancing Program			
FREQUENCY (Identify days in a week for your activity)	INTENSITY (Light, moderate, heavy/vigorous)	TIME (Choose the best time for the activity)	TYPE (Aerobic)
			Festival Dancing
Present BMI: _____ Classification: _____ DBW in 4 Weeks: _____		Foods to Minimize Eating (): (If Reducing Weight) Foods to Add Intake With (): (If Increasing Weight)	

Your output will be rated according to the following rubric:

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



Isn't it fulfilling? You're getting closer and closer to realizing the benefits of festival dancing to your fitness. Keep it up!

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 festival dancing to that of your fitness and well-being. Activities will be provided for you to integrate weight management, lifestyle diseases and fitness benefits of festival dancing which will in turn be beneficial for you as you initiate activities to influence your community.

ACTIVITY 8: Festival Shout-Out!

In this activity, you will be given opportunities to refine your understanding on the benefits derived from engaging yourself in dancing activities. At the course of this activity, you will be made to integrate your understanding on maintaining, gaining or losing weight, having an active lifestyle as a means to achieving a sound mind in a sound body.

You will need:

- VCD/CD player
- Festival music
- Pen
- Worksheets
- Costumes and props if necessary or available

Objective:

- Appreciate the value of festival dancing to their 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. Group yourselves according to your place of origin regardless of gender.
2. Identify with your group the leading industry in your own place.

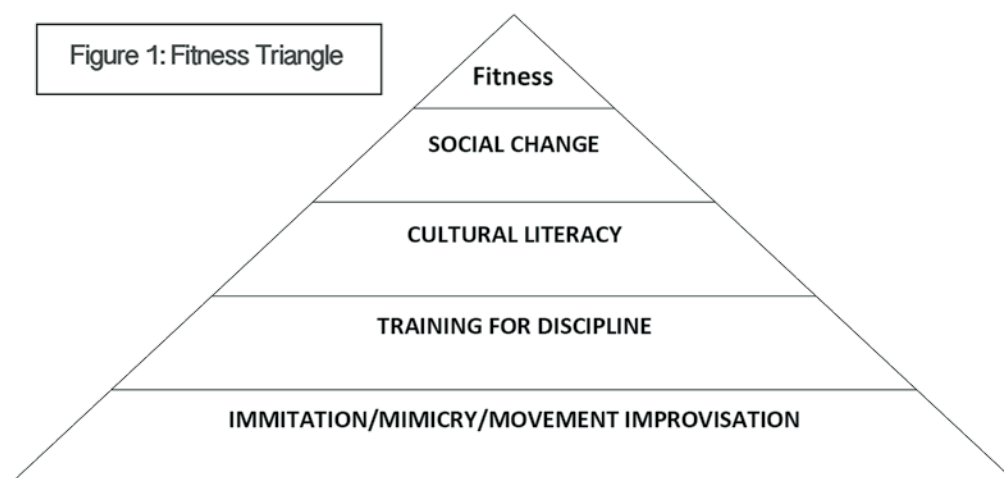
3. Upon identification, make this a theme which can guide your creation of movement patterns and combinations for your festival dance parade
4. Integrate shouts that distinguish your festival from the other groups. This is called your festival shout-out.
5. Make about 5 figures of 32 counts each.
6. Upon mastery, assemble yourselves in 4 columns with a distance of about two meters from each other.
7. This time, perform your festival dance integrating your shouts in between figures or in the end of the whole sequence in continuous progression. Do this in a open space or in your gymnasium, if there's any.
8. Below is your assessment guide:

Point Scale	Criteria		
	Mastery and Creativity	Energy and Fitness	Behavior/ Teamwork
4 Outstanding	Displays high level of mastery and creativity as seen in routine construction relevant to the identified festival	Shows impressive level of proficiency in the execution of steps and dance combinations displaying excellent health-related fitness level	Exhibits outstanding level of discipline and teamwork before, during and after the performance of the festival dance routine
3 Very Satisfactory	Displays mastery and creativity as seen in routine construction but with minimal relevance of movements to the identified festival	Shows high level of proficiency in the execution of steps and dance combinations displaying high health-related fitness level	Exhibits very satisfactory dance discipline and teamwork during and after the performance of the festival dance routine

2 Satisfactory	Displays mastery and creativity as seen in routine construction but with no relevance of movements to identified festival	Shows medium level of proficiency in the execution of steps and dance combinations displaying acceptable level of health-related fitness	Exhibits satisfactory discipline and teamwork before, during and after the performance of the festival dance routine
1 Needs Improvement	Displays low level of mastery and creativity as seen in routine construction and no relevance of movements to the identified festival	Shows low level of proficiency in the execution of steps and dance combinations displaying low health-related fitness level	Exhibits improving discipline and teamwork before, during and after the performance of the festival dance routine

ACTIVITY 9: Integrating Weight Management and Fitness to Festival Dancing

In this activity, you will be asked to integrate festival dancing, discipline, culture, cultural literacy and social change or sense of community to fitness by coming up with a four-paragraph essay that explains your interpretation of the hierarchical relationship of the elements indicated therein.



You will need:

- Fitness and festival dancing triangle
- Pen
- Worksheet

Objective:

- Explain the benefits derived from participation in festival dancing.

Daily Routine:

Accomplish the following before proceeding to the activity proper:

Warm-up: Dynamic Stretching Exercises

HR Log: Activity Notebook

Point Scale	Comprehensiveness	Organization of Ideas
4 Advanced	All details included in the triangle are provided and explained excellently	Unity, coherence and technical correctness are exhibited
3 Proficient	1 detail in the triangle is missed but others are provided and explained very satisfactorily	Unity and satisfactory coherence together with technical correctness are exhibited
2 Approaching Proficiency	2 details are missed but the others are provided and explained satisfactorily	Unity, improving coherence and minimal technical errors are exhibited
1 Developing	3 or more details are missed but the others are provided and explained satisfactorily	Improving unity, improving coherence and many technical errors



That's what I'm talking about! It's good we understand each other. Now here's your final stage. I know you can do it!

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 10: Post-Assessment of the HR Log

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

You will need:

- HR Log
- Pen
- Notebook
- RPE

Objective:

- Exhibit level of endurance as needed in designing one's own physical fitness program, e.g. aeromathon.

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 you 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 11: Project COrP (Community Outreach Program)

In this activity, learners will extend their commitment in fitness development to their immediate community. They will be provided with an opportunity to maximize the knowledge, skills and understandings in influencing their community with the value of festival 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 Template
- Working Committees Template
- 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 festival dance in improving fitness and wellness.
- Influence the community's awareness of the value of fitness through project COrP (Community Outreach Program)

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:

Goal:	Maintains an active lifestyle to influence the physical activity participation of the community.
Role:	Dance Instructor
Audience:	School Community
Situation:	A polished festival dance routine (Street Parade) to be participated in by all Grade 9 PE classes is initiated by the MAPEH Department to reinforce the fitness program of the PE curriculum. They need a Dance Instructor to guide them in their preparations.
Product:	A polished routine ready for competition during the inter-class festival dance contest.
Standard:	<p>Your work will be rated according to the following criteria:</p> <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 with how you will accomplish GRASPS template, especially on your role in the activity, let's first assign you 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
(Takes 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
(Takes charge of the participants who are not in proper PE outfits)
4. See to it that assigned members of each committee enumerated above 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. For it 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 be 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:

Isabela National High School
Music, Arts, Physical Education and Health Department
III-CATTLEYA CLASS
City of Ilagan, Isabela

November 25, 2013

MR. SAMUEL P. LAZAM, Ph. D.
Sec. Sch. Principal IV
INHS, City of Ilagan

Sir:

(Indicate the need for the activity and request for approval)

Very truly yours,

Class President

Isabela National High School
Music, Arts, Physical Education and Health Department
III-CATTLEYA CLASS
City of Ilagan, Isabela

November 28, 2013

HON. _____
Barangay Captain
Calamagui 2nd, City of Ilagan
Isabela

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)

Very truly yours,

Class President

Noted: _____

Teacher _____

Approved: _____
Barangay Captain

Community Outreach Program
III-CATTLEYA CLASS
Recipient: Barangay Calamagui 1st, City of Ilagan, Isabela
Date: _____

TRAINING MATRIX

TIME	DAY 1 (Saturday)	DAY 2 (Sunday)
7:00-8:00 AM	Arrival/Registration	Warm-Up/Review
8:00-9:00 AM	Opening Program	Variations/Dance
9:00-10:00 AM	Basic Steps	Combinations/Mastery of the Combinations
10:00-11:00 AM		
11:00-12:00 AM		Staging Elements
12:00-1:00 PM	LUNCH	
1:00-2:00 PM	Variations/Dance Combinations	Staging Elements
2:00-3:00 PM		Performance/Output
3:00-4:00 PM		Presentation
4:00-5:00 PM		Closing Program

Prepared by: _____
Chairman
Committee on Program

Noted: _____

Teacher _____

Approved: _____
Barangay Captain

Community Outreach Program
III-CATTLEYA CLASS
Recipient: Barangay Calamagui 1st, City of Ilagan, Isabela
Date: _____

EXPECTED EXPENSES

No. Participants (Training Team/Class)	50	
Transportation Expenses:		
Home to Venue of the Outreach Program	8.00	
Venue of the Outreach Program to Home	8.00	
		16.00 x 50 = 800.00
AM/PM Snacks	30.00 x 50	1500.00
Lunch	25.00 x 50	1250.00
		2750.00 x 2 days = 5500.00
Certificates and Other Operational Expenses		
Transportation of Sound System and Water		1000.00
		P7300.00

Prepared by: _____
Chairman
Committee on Program

Noted: _____

Teacher _____

Approved: _____

Community Outreach Program III-CATTLEYA CLASS Recipient: Barangay Calamagui 1 st , City of Ilagan, Isabela Date: _____		
WORKING COMMITTEES	CHAIRMAN	MEMBERS
Program, Communication, and Coordination		
Registration and Attendance		
Training and Choreography		
Documentation		
Technical (Lights and Sound)		
Refreshment		
Costume and Accessories		
		Prepared by: _____
		Chairman Committee on Program
Noted: _____		
Teacher		
	Approved: _____	
	Barangay Captain	

What are you waiting for, lay your plans and conduct your outreach program. Good luck!



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 is played from slow, moderate to fast tempo (with at least 15 minutes length each segment). This dictates the level of intensity of the festival dance routine
- Start the festival dance competition with a warm-up and end it with a cool down
- Each participant shall prepare a festival dance journal upon participation in the festival dance competition. This shall be prepared individually with personal details indicated therein.

Name:						
Date	Activity	Time Spent	HR (Pre)	HR (Post)	RPE	Signature

SUMMARY

The technological advancements we are enjoying nowadays has led us into a life we have always dreamed of. It led us into a world where just a click of a mouse or just a press of the enter key in our keyboard can make things happen at an instant. But is this the kind of life that we have imagined? Everyday of our lives is a threat that any day, as fast as the click of the mouse, is the tendency to develop lifestyle diseases caused by sedentary lifestyle.

After all the activities this module has introduced you, have you noticed anything in your body? Have you decreased your weight? changed your passive and sedentary practices? Improved the intensity of your physical activities? This module will be considered a failure if it never did any change in the enhancement of your fitness practices.

Learning is not measured by how well you answer questions, nor how high your grades are, or even how well you perform in your classes. Learning is measured on how well you maximize the utility of the knowledge, skills and attitudes you have acquired into a real life context allowing you to improve your life. It is then imperative that the things you have acquired in this lesson, for them to be considered essential, shall have made a difference in your lifestyle practices. And that these practices, when mastered, will be shared with your immediate community to maximize their importance.

That being said, dance yourself out and master festival dancing and its relation to your fitness. Influence you family and community. Share the concepts and principles you have learned without asking anything in return. Things will just come back to us the least we expect them to be. Just take care of the minutes and the hours will take care of themselves. Who knows, upon improving your

fitness, you eventually influence your immediate community with your actions and then communal productivity will be seen not just in you but also among those whom you have influenced.

SUMMATIVE TEST

Your final challenge is to pass the following test. It will assess the knowledge, processes and understandings you have acquired in festival dancing.

TEST 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 cultural dance performed to the strong beats of percussion instruments by a community of people sharing the same culture usually done in honor of a Patron Saint or in thanksgiving of a bountiful harvest?
 - a. cultural dance
 - b. festival dance
 - c. folk dance
 - d. social dance
2. The following festivals EXCEPT ONE are celebrated in honor of Sto. Niño:
 - a. Ati-atihan
 - b. Bangus Festival
 - c. Dinagyang Festival
 - d. Sinulog Festival
3. Each festival is uniquely different with the other festivals. What do you call the gathering and battle of all festivals within the country?
 - a. Aliwan Fiesta
 - b. Dinagyang Festival
 - c. Festival of festivals
 - d. Mother of all festivals
4. Which of the following is a source of energy which we need in order to perform our daily routine?
 - a. bread
 - b. cereals
 - c. vegetables
 - d. all of the above
5. How can festival dancing contribute to one's fitness and well-being?
 - a. It reduces the risk of cardio-respiratory diseases
 - b. It facilitates teamwork and sense of community
 - c. It maximizes our use of energy and enhances cardiorespiratory health
 - d. It is a good form of exercise

6. What is the Total Energy Requirement (TER) of a student with a weight of 50 kg performing a moderate festival dancing activity?
 - a. 1000 cal.
 - b. 1500 cal.
 - c. 2000 cal.
 - d. 2500 cal.
7. Why is festival dancing an excellent way to reduce or maintain one's weight?
 - a. It exhausts one's energy to the extent that he can hardly catch his breath off
 - b. It burns desired number of calories stored in the body depending on the intensity of the activity
 - c. It easily burns fats off
 - d. It makes one achieve a desired body figure
8. How can one best benefit from festival dancing activities?
 - a. They help one achieve a personally active lifestyle
 - b. They contribute to the enhancement of community awareness
 - c. They develop one's awareness of his own and others' culture through festivals
 - d. All of the above
9. The following EXCEPT ONE may result from having a sedentary lifestyle:
 - a. Lung cancer
 - b. Overweight and obesity
 - c. Coronary artery and coronary heart diseases
 - d. Diabetes
10. If an individual could hardly catch his breath off while performing festival dances, what is the intensity of his activity?
 - a. heavy
 - b. light
 - c. moderate
 - d. moderately light

TEST II. COMPLETION TYPE: Below are basic folk dance steps in 2 4 time which are usually used in folk-based festival dancing. Supply the missing step pattern and counting of each basic step enumerated.

BASIC STEPS	STEP PATTERN	COUNTING
Close Step		
Bleking		
Change Step		
Heel-toe change step		
Cross change step		

TEST III. ESSAY: In a three to four paragraph essay, explain the benefits derived from active participation in festival dancing. Good luck!

TEST IV. COMPUTATION: Solve the problems given below:

1. What is the DBW-F of a regular student with a height of 5'5"? What is his Total Energy Requirement (TER) if he performs light to moderate physical activities in terms of calories?
2. If a student is 12 year of age, what is his THR range?

SOURCES (WEB-BASED):

Finding Your PMHR and THR <http://stresscourse.tripod.com/id63.html>

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>

REFERENCE/S:

A Manual on Physical Fitness, JOSE P. CATAPANG, Sports Psychological Training, Consultancy and Research Services (SPTCRS) Publications. (1st Ed), 1998, Quezon City