

# Physical Education and Health

## Learner's Material

### Physical Education Unit 4: Active Recreation

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](mailto: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

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# ACTIVE RECREATION

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## UNIT IV

# ACTIVE RECREATION

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

## INTRODUCTION



<http://kinesiology.acadiau.ca/home.1981.html>

How do you live your everyday life? Are you the typical couch potato or a physically active person?

Recreation is a voluntary participation in an activity during free and unobligated time that gives enjoyment. It refreshes one's mind and body after a day's work. Recreation embraces both indoor and outdoor activities that refer to sports

and exercise leading to the attainment of enjoyment as well as managing our desired weight.

Now that you are in grade 9, you're experiencing physical changes. You've been exposed to different undertakings that somehow affected your health and lifestyle thereby affecting your weight as a teenager.

This module will help you choose physical activities from both indoor and outdoor that will surely bring you fun, fitness, and fundamentals! The activities are enjoyable and offer satisfaction to enhance the quality of your life. You'll understand that lifestyle and recreation will promote not just your personal fitness, nor your family's fitness, but the community's fitness in general! So get off your feet and jump off to the world of ACTIVE RECREATION!

## LEARNING COMPETENCIES

At the end of the module, you should be able to:

- Discuss the nature and background of indoor and outdoor recreational activities,
- Participate in active recreation
- Advocate community efforts to increase participation in physical activities and improve nutrition practices
- Practice environmental ethics (e.g. Leave No Trace) during participation in recreational activities of the community.

## PRE-ASSESSMENT

Multiple Choice: Write the best answer in the questions below.

1. Activities done during free time is called Recreation. What is the primary reason why one engages in recreational activity?
  - a. Fun
  - b. Fitness
  - c. Enjoyment
  - d. Fundamentals

2. In a badminton and volleyball games, a team can win a point if
  - a. He wins rally
  - b. He plays honestly
  - c. He commits a violation
  - d. He enjoys smashing shuttles
3. What physical component is needed for a badminton player to quickly return the shuttle?
  - a. Speed
  - b. Agility
  - c. Strength
  - d. Endurance
4. Why did William Morgan invented volleyball?
  - a. To make his clients busy
  - b. To make fun out of nothing
  - c. To make his clients physically fit
  - d. To create an indoor recreational activity during the winter season
5. You were invited to talk on how to prevent diseases and live a healthy and quality life. What would be the focus of your talk?
  - a. The health history of the family
  - b. The attitude and behavior of the family
  - c. The environment where the community is
  - d. The nutrition and physical activity of the family
6. Activities such as camping, hiking, orienteering , swimming, and camping are under the category of
  - a. Recreation activities
  - b. Indoor recreation activities
  - c. Outdoor recreation activities
  - d. Active recreation activities

7. Navigating an unfamiliar place requires a skill in
  - a. Camping
  - b. Hiking
  - c. Orienteering
  - d. Mountaineering
  
8. In hiking, what fitness component is required of you?
  - a. Speed
  - b. Agility
  - c. Strength
  - d. Endurance
  
9. After a hike, everyone should bring his/her own waste home. This is a manifestation of the
  - a. Leave No Trace policy
  - b. Garbage Management Policy
  - c. Clean Mother Earth Policy
  - d. Environmental Awareness Policy
  
10. Active recreation participation is everyone's responsibility, which of the following is the best reason for this?
  - a. Maintain weight
  - b. To have a healthy lifestyle
  - c. Keep a physically fit body
  - d. Have fun, enjoyment, and satisfaction
  
11. Yorina, a junior high school student had a BMI of 30. Her classification falls into
  - a. Normal
  - b. Underweight
  - c. Overweight
  - d. Obese



12. Larissa wants to have a healthy weight range. What can she do to maintain her weight?
- a. The intake of food depends on her moods
  - a. The calorie intake is more than the energy expenditure
  - a. The energy expenditure is more than the calorie intake
  - a. The intake of calorie should be equal to the energy expenditure
13. Rina has a BMI of 16.5. What will you advise her to do?
- a. Eat a lot and take time to rest
  - b. Sleep and take more foods
  - c. Participate in an aerobics program 5 times a week
  - d. Eat more calories and use a little of it for energy expenditure
14. Badminton playing burns more calories because of
- a. The speed of movement in playing
  - b. The swinging actions in hitting the shuttle
  - c. The jumping actions in smashing
  - d. The slow wrist actions in drop shots
15. Which of the following is a fitness benefit of zumba?
- a. Improves cardiovascular endurance
  - b. Tones and tightens muscle groups
  - c. Burns more calories to lose weight
  - d. All of the above
16. The Barangay health worker made a survey on the BMI screening of high school students. The result revealed a very high number of obese teenagers. What would be the best action of the Barangay Health Worker?
- a. Tell them to exercise everyday
  - b. Send them immediately to the doctor
  - c. Invite them for a lifestyle change seminar
  - d. Encourage them to eat vegetables everyday

17. How can one maintain a healthy weight range?
- a. Follow with the latest diet fads
  - b. Believe in the power of your genes
  - c. Consult a doctor for a possibility of liposuction
  - d. Balance the amount of food you eat with enough physical activity
18. Why is badminton played indoors?
- a. Its more convenient to play inside the gym
  - b. Friction is greater providing better stability
  - c. Air resistance is lesser inside the gym
  - d. It's more comfortable inside the gym
19. In hiking, what should be the group's pacing?
- a. The pace of the lead man
  - b. The pace of the last man
  - c. The pace of the slowest man
  - d. The pace of the fastest man
20. In an outdoor adventure, which of the following is not a natural trail sign?
- a. rocks
  - b. grass
  - c. twigs
  - d. yarn

*Let's see how you scored in the pre-assessment?*

|                         |             |
|-------------------------|-------------|
| Advance                 | 18-20       |
| Proficiency             | 16-17       |
| Approaching proficiency | 14-15       |
| Developing              | 10-13       |
| Beginning               | 9 and below |

## INSTRUCTIONAL ACTIVITIES

### PART I: WHAT TO KNOW

Hey ninth graders...welcome to the part where knowledge will be unveiled. You will be provided with activities that will test your prior knowledge, stimulate your interest, and elevate your level of excitement in the different activities. This part of the module will help you get started and be mentally ready for the next parts.

### Activity 1: Lifestyle Check

The activity puts awareness on the kind of lifestyle you have.

#### Objectives:

- Identify the common injuries that may happen during a sports officiating activity;
- Suggest possible ways to alleviate the suffering of an injured officiating official; and
- Simulate the application of appropriate first aid techniques to specific injuries that may occur in a sports officiating activity.

#### Materials Needed:

- Copy of the Teacher-made survey

#### Here's how:

- Form five groups with 8-10 members each.
- Get the survey form.
- Put a checkmark on the frequency of your participation as Always, Sometimes, and Never.
- Make your summary report and share with the class

- Concentrate on the following:
  - ◇ What activities are checked as “always”
  - ◇ What activities are checked as “sometimes”
  - ◇ What activities are checked as “never”
- Your group representative will do the presentation in 3 minutes

### Teacher-Made Survey Form

| Statements   | Always<br>( 3 ) | Sometimes<br>( 2 ) | Never<br>( 1 ) |
|--|-----------------|--------------------|----------------|
| I accumulate 30 minutes of moderate physical activity most days of the week ( brisk walking, climbing the stairs, farm work, or home chores) |                 |                    |                |
| I do vigorous activity that elevates my heart rate for 20 minutes at least three days a week.  |                 |                    |                |
| I do exercises for flexibility at least three days a week  |                 |                    |                |
| I do exercises for muscle fitness at least two days a week   |                 |                    |                |
| I eat three regular meals each day   |                 |                    |                |
| I select appropriate servings in the food guide pyramid  |                 |                    |                |
| I restrict the amount of fat in my diet  |                 |                    |                |
| I consume only as many calories as I expend each day.  |                 |                    |                |

Source – *The Healthy Lifestyle Questionnaire* from “*Fundamental Concepts of Fitness and Wellness*” by Charles Corbin, Ruth Lindsey, Gregory Welk and William R Corbin, 2001, pg 15

*What does your score mean?*

|       |                                     |
|-------|-------------------------------------|
| 21-24 | 5 stars (healthy lifestyle)         |
| 16-20 | 3 stars (average healthy lifestyle) |
| 15    | 1 star (warning on your lifestyle)  |

*Very good! Your presentation revealed your status as to your kind of lifestyle!  
Now let's find out how you manage your free time...*

## Activity 2 Pag May Time

This is an activity that will reveal how you spend 24 hours in a day.

### **Objectives:**

- Determine your activity during your free time
- Differentiate the sets of time as to your kind of activity

### **Materials needed:**

- Teacher -made survey form

### **Here's how:**

1. Form five groups with eight to ten members each, select the discussion facilitator and the secretary.
2. Using the matrix below, identify the activities that you do in a day.
3. You'll be given 5 minutes to do the survey.
4. The group leader will present the summary in 3 minutes.

| <b>Time of the day</b> | <b>Activities</b> | <b>Amount of time spent in the activities<br/>( in minutes)</b> |
|------------------------|-------------------|---|
| <b>MORNING</b>         |                   |   |
| <b>AFTERNOON</b>       |                   |   |
| <b>EVENING</b>         |                   |   |

You spend your day attending to your biological needs such as eating, sleeping, and rest (**EXISTENCE**), attending to your classes in school (**SUBSISTENCE**) and the time for enjoyment and relaxation (**FREE TIME**).

*Now, pause for a minute and reflect on the following questions:*

- Which among the activities attend to your biological needs?
- Which among the activities attend to your classes and are work-related?
- Which among the activities attend to your leisure needs?
- Why do you engage in those activities?
- Which among the activities do you attend most?
- How can you categorize the activities listed above?

Students like you are faced with lots of things to do in a day. Many of your activities are **less physically active (passive)** that you don't need to exert extra effort and energy, but others are **physically active** that requires you to burn extra calories. The activities that you voluntarily participate in during your free time are called **RECREATION**. Experts suggest that in choosing your recreational activities, it should be **of your interest** and not of others. It should also be **voluntary** and not pressured by somebody, and lastly it should **meet your recreational satisfaction needs** such as physiological, educational, social, relaxation, and aesthetics. The **less physically active** activities that you are into bring alarming effect to your health. Some of the activities today are sedentary in nature, requiring less energy consumption.

According to the World Health Organization, the 4th leading cause of disease is inactivity. This is due to the popularity of the technological gadgets that you are up to and the poor health lifestyle. Due to this alarming fact, you are encouraged to switch into a more active lifestyle by means of engaging to active recreation.

### Activity 3 In or Out

The activity introduces another classification of recreation. This will widen one's knowledge on the different recreational activities that one can from.

**Objectives:**

- To differentiate indoor from outdoor recreational activities
- To share personal experience in the different activities

**Materials Needed:**

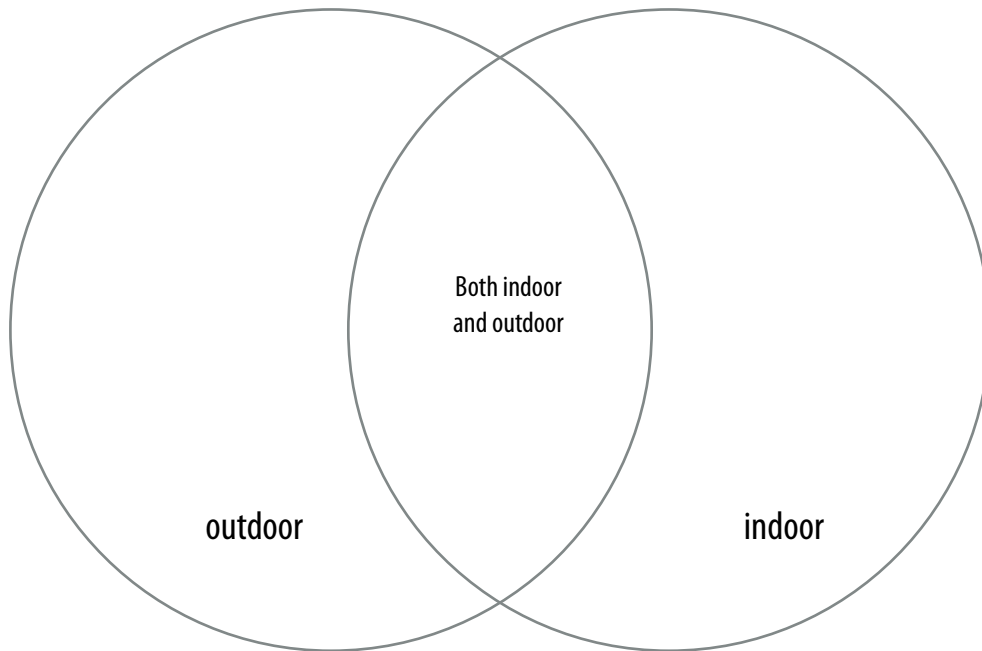
Manila paper or /used calendar

**Here's how:**

1. Find a partner. Copy the Venn diagram in your worksheet.
2. Identify if the activities/games listed below are held indoor or outdoor by writing it on the circles.
3. Do this in 3 minutes.

*Good job! You were able to put them in their proper locations! Now ask yourself the following questions and be ready to reason out.*

- Which among the activities are you familiar with?
  - Have you participated in one or two of the activities?
  - If yes, when was the last time you participated in that activity? Where?
  - How was your experience?
4. Be ready to share it to the class.



Cycling    Volleyball    Table Tennis    Badminton  
 Zumba dance aerobics    Camping    Hiking    Orienteering  
 Futsal    Frisbee ultimate    Swimming

*Aside from being active and passive type of recreation, recreation also embraces both indoor and outdoor activities.*

**We consider recreation as indoor when the activity is within the premises of your comfort zone at home or inside a building. Recreation is outdoor when the activity is undertaken in a natural, rural or open space outside the confines of buildings, usually large land area that is close to nature.**



## Activity 4 Lecture-Discussion

This is an opportunity to discuss and clarify about the nature and the basic knowledge on achieving a healthy life through active participation in recreational activities.

### Objective:

- Describe how participation in active recreation contributes to the achievement of a healthy life.

### Materials needed:

- Reading materials
- Powerpoint presentation

### Here's how:

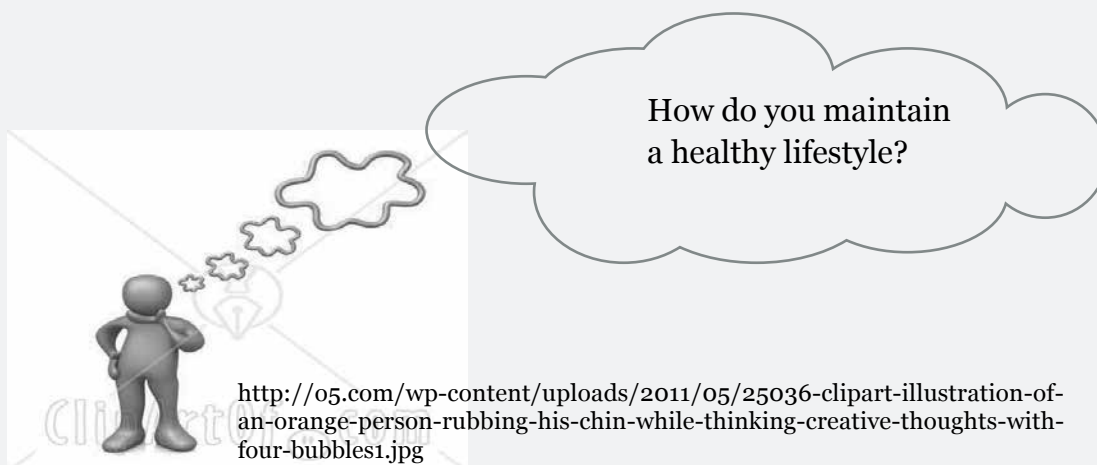
1. Work in pairs or groups.
2. Given the readings below, discuss the lifestyle of each member. Focus on the similarities and differences in terms of the following:
  - Eating habits
  - Physical activity participation
  - Recreational Choice
3. As a pair or group, make summary of the essentials in the readings. Illustrate your summary using creative organizer, concept map or charts.
4. Present it to class.

### Readings:

The way you live your life in an everyday basis is your **lifestyle**. These are the patterns of your behavior on how you typically live. It includes eating habits, physical activity participation, and recreational choice. Do you belong to the “technology generation?” Well, these are the people who choose to spend time in front of the computer rather than playing sports, walking, and moving around. How about your eating preferences? Today's teenagers are seen in places like fast food chains indulging with unhealthy food such as fries, burgers, and drinking too much sugary drinks that causes obesity.

Participation in active recreation influences your healthy **lifestyle**. It **improves health condition** in many ways. It also helps you to **use the calories better** and **sustain a desirable weight**.

**Lifestyle change** is the best way of preventing illness and early death. Major causes of early death have shifted from infectious diseases to chronic lifestyle-related conditions such as heart disease, cancer, and diabetes.



5. Engage yourself in a regular physical activity
6. Eat healthy food.
7. Find time to manage stress
8. Follow a good personal healthy habits

The **HELP** Philosophy can guide you in starting a healthy lifestyle change:

|          |   |
|----------|---|
| Health   | those who believe in the benefits of healthy lifestyle are more likely to engage in healthier behaviour |
| Everyone | Healthy lifestyle can be practiced by everyone “health for all”   |
| Lifetime | The longer healthy lifestyles are practice, the grater the beneficial benefits                          |
| Personal | No two people are exactly the same. Your personal needs is the basis of your lifestyle change           |

*Adapted from Fundamental Concepts of Fitness and Wellness by Charles B Corbin, Ruth Lindsay, Gregory Welk and William R Corbin*

*When was the last time you had a visit in the school clinic? Did you get your weight? How much weight do you have? Do you know your weight range? It is an estimate of how much you should weigh depending on your height and your body frame. One of the ways of knowing your weight range is through your Body Mass Index (BMI).*

So recall your BMI...What is your classification?



|                |             |
|----------------|-------------|
| 18.5 and above | underweight |
| 18.5 to 24.9   | Normal      |
| 25.0-29.9      | Overweight  |
| 30 above       | obese       |

[http://comps.canstockphoto.com/canstock-photo\\_csp10077710.jpg](http://comps.canstockphoto.com/canstock-photo_csp10077710.jpg)

After determining your healthy **weight range** using your BMI, let us identify what affects your weight?

1. Genes –These are inherited traits from your parents. Children can inherit the chances of being overweight or obese if born from obese parents, approximately 80% chance. While non-obese parents can only have a 10% chance of bearing an obese or overweight child. The rapid growth which teens undergo causes a natural healthy weight gain. However, girls on their teens have hormonal changes that cause weight change.
2. Environmental factors – aside from the genetic factors, being overweight or obese is also caused by some environmental factors. These include behavior and lifestyle choices. When a child is brought up with overeating unhealthy foods and under exercising, he develops a learned behavior that leads to wrong lifelong habits.

### Readings: Ethics and Guidelines

#### Knee Injuries

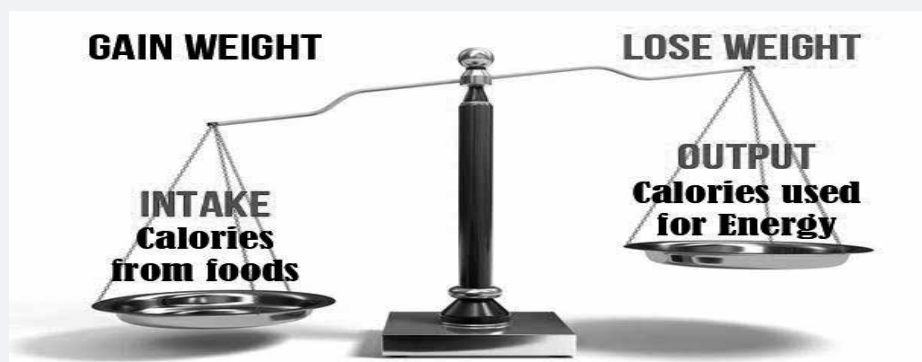
The concept of energy balance compares the amount of energy consumed as food with the amount of energy expended through physical activities, exercises, and resting metabolism.

You can maintain a healthy weight by eating a **healthy diet** and **balancing the food you eat**. These foods are used as **energy** to keep your body systems working. You use some for **physical activity and exercises** such as playing sports and dancing.

If you eat **more than your energy expenditure**, you will **gain weight**. If you eat the **same amount of food** that your body needs in your daily physical activities, you will **maintain your weight**. Then if you have **more than energy expenditure than food intake**, you will **lose weight**.

To sum it up:

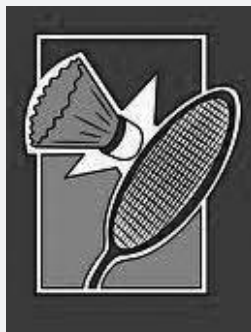
|                   |   |
|-------------------|---|
| Weight Gain       | (more calories consumed/less calories expended) |
| Weight Loss       | (more calories consumed/less calories expended) |
| Weight Management | (calories consumed = calories expended)         |



Engaging in physical activity is one big step that you can do to start changing your lifestyle into a more healthy and active one. Being active would mean getting yourself into active recreation such as sports, dances and some outdoor-type activities.

**Readings: INDOOR RECREATIONAL ACTIVITIES**

**Badminton**



Minor sprains and strains can be treated at home using the following measures. Badminton is believed to have originated from the game “poona” that was played by English Army officers stationed in India during the 17<sup>th</sup> century. It was later brought to England in 1870’s when the Duke of Beaufort held a lawn party in his country place, Badminton. It was only in 1992 Barcelona Olympics when the game became an Olympic sport with singles and doubles events.

Games are held inside the gym to avoid the effect of air in the flight of the shuttle. Players need a racket and a shuttle cock to enjoy the game in a court.

The game requires the skills in service, strokes in hitting the shuttle such as smash, drop, lob or clear and net shorts, and power of the leg in footwork.

The game is played by either singles, doubles, and mixed doubles. A game is won when a player/s reach a score of 21 points. In case of a deuce (20-all), one has to gain a two-point advantage over the other. But in case of a 29-all score, the first to reach 30 will win the set. A match is won by winning two out of three sets.

**Volleyball**



The beginning of volleyball can be traced from the ingenuity of William J. Morgan in 1895 at Holyoke Massachusetts. Initially, the game was called “mintonette” but in its first exhibition game demonstration, Alfred Halstead suggested the name “Volleyball” due to the volleying characteristic of the game. In 1910, the game was brought to the Philippines by Elwood S. Brown. The Filipinos are credited in the changes of the game with the addition of the skill called “spike or kill”. In 1964, volleyball had its first summer Olympics exposure as a medal sport.

Volleyball is a team sports with six players in each side of the court with a 9x18 meters dimension. The object of the game is to send the ball over the net and avoid it from grounding into your own court. A ball, net, and a court are needed to play the game. Scoring follows a rally point system. A game is won in

a two out of three sets. A set is won by reaching a score of 25. In case of a deuce, a team should have a two-point advantage over the other. Players need skills like service, volleying, setting, spiking, and blocking to enjoy much of the game and gain its fitness benefits.

### Benefits of Sports

Badminton and volleyball are good recreation activities that involve the **physical dimension**. It enhances the metabolism of the body which in turn is a factor in losing weight. While playing badminton, the constant racket swings in receiving birdies, leg stretches in saving net and drop shots, and power jumps for smashing burns more calories. Volleyball on the other hand strengthens the upper body, arms and the lower extremities when you serve, pass, set, spike, and block when in play. Participation in both badminton and volleyball helps you to manage your weight appropriate for your age and height. However, religious indulgence in the two games can lead you to attaining your desired weight by losing extra fat deposits. This can be achieved better when combined with proper diet.

Aside from the physical dimension, the games also has claims on affecting the different dimensions of health of a person. When players control their feelings during games, the **emotional dimension** is involved. Since a sport is fun, the emotional wellbeing is improved. Playing with strategies and tactics involves the **intellectual dimension**. Thinking of ways on where to direct the shuttle and the ball gives you an advantage of winning and enjoying the game. The **social dimension** is seen when players build good relationships. Trusting your teammate builds camaraderie and teamwork.



### Dance

Dance is another indoor alternative recreation for those who enjoy the beat of rhythm and movement. It is a fantastic and fun form of exercise that gradually raises heart rate. That's why dance is a very good cardio workout. Regular participation in dance activities tightens and tones muscle groups and burns more calories.

### Zumba Fitness Dance –

Zumba dance is an alternative indoor recreational activity with fitness benefit claims. It was accidentally discovered by Alberto “Beto” Perez , a celebrity fitness trainer of Colombia in the mid 90’s. The birth of zumba came about during one

of his aerobics class, when he realized that he had forgotten his aerobics music. Quickly, he grabbed whatever tape he has in his backpack. It so happened that his tapes are those of latin music such as merengue and salsa. With his improvisation skill, he was able to create an on-the –spot aerobics class using the non-traditional music. That's the birth of the dance fitness craze **Zumba!**



Why should you dance zumba? Here are some of the benefit claims...

- It improves cardiovascular health –The combination of cardio intervals brought about by the fast and slow rhythms makes this dance a great cardio interval workout The fast and upbeat moves of zumba improve the delivery of blood which carries oxygen to the different parts of the body through the veins, arteries, and heart.
- It helps in losing weight – cardio interval effect of zumba maximizes the burning of calories. Joining zumba workout for an hour burns approximately 600 calories.
- It relieves stress. It is believed that zumba dancing releases more altering endorphins that melts away worries away.
- It improves mood. It releases feel good hormones called “endorphin” that improves self-esteem, self- confidence and self -image.
- It tones the abdominals – the dance moves work on firmer core abdominal muscles.

#### Basic Zumba steps

- Zumba involves a combination of latin dance steps such as salsa, samba, raggaeton, merengue, cumbia, cha-cha-cha, mambo rumba, flamenco. Many steps have been included to make the dance more exciting such as belly dancing, hip hop and the like.



**Readings: OUTDOOR RECREATIONAL ACTIVITIES**

Are you dreaming of adventures to experience? Mountains to climb? Rivers and beaches to swim? Terrains to hike and other adventures that nature can offer? Well, get ready and find your way out...Let the adventure begin!

**HIKING**

Hiking is going on an extended walk for the purpose of pleasure and exercise. Pleasure includes having close encounter with nature, enjoying the beauty of the environment, smelling the natural aroma of flowers and trees, and being one with Mother Nature. Exercise on the other hand pertains to the fitness benefits that we get from the activity. Hiking is more of adventure.



Have you experienced walking in a longer distance? How was the feeling? Here are some benefits that you can claim:

- It offers cardiovascular fitness.
- It gives the feeling of relaxation.
- It balances your daily life routine.
- It's a good option for weight management activity.



Have you thought of a good destination to go on hiking? Well, be guided by the following reminders:



**Essential Tips for the Outdoors:**

1. Pick a partner.
  - Find a friend who is an experienced hiker or backpacker. It's safer to travel with a friend or group of friends. Plus, an experienced hiker can share valuable tips and advice about the wilderness.
2. Pick a destination.
  - Do your research on your destination: read travel books, websites or magazines. Ask well-travelled friends too.
3. Know your time and distance.
  - Know how long and how far the trip will take you. This will help you plan what you need to pack. This will also help you when making a budget for the trip.
4. Be physically ready.
  - Make sure you are physically fit for the hike. You should have ample endurance to prepare yourself for long walks. Practice carrying heavy bags so that you will also build strength.
5. Choose your gear and your backpack.
  - Try to pack as light as possible. Think about which comforts of home you can leave behind to save space and weight. Use a climbing checklist to help you decide what to bring. You can also rent or borrow equipment from other hikers.
  - When choosing a backpack, look at its carrying capacity and its size. It should be big enough to fit all your belongings and snug enough to stay close to your back. Pack your heaviest gear close to your back and near your shoulders.
6. Pack and wear appropriate clothing.
  - Wear moisture-wicking or "dry-fit" fabric because this absorbs sweat faster than cotton and dries easily.
  - Wear proper footwear, such as hiking shoes or trail runners, as most sneakers or sandals may not have enough grip on their soles.
  - Wear a hat to protect yourself from the sun.

- Always bring a rain jacket in case it rains.
  - Wear comfortable pants, such as trekking pants or shorts. Jeans can be heavy and quite hot if worn during hiking trips.
7. Plan your meals.
    - Bring some trail mix (nuts, chocolate, jelly, cereal, etc.) to keep your energy up throughout the day.
    - If going on overnight hikes, plan your meals accordingly. If traveling with a big group, divide the team into smaller groups and assign a meal per small group.
  8. Keep communication lines open.
    - Not all areas have signal for your mobile phones but keep them handy in case of an emergency.
    - Before you leave for your trip, make sure that you have a contact person who knows all your emergency details. Keep the contact person informed on your whereabouts at all times (if possible). Leave your itinerary with the contact person.
  9. Wilderness ethics
    - Pack out what you pack in. Practice the Leave No Trace principles by picking up after your trash and bringing them home with you.
    - Modulate your noise levels. Remember, some people go into the wilderness to relax and unwind. Respect the privacy of other people.
    - Be respectful and courteous to other visitors as well as to wildlife.
    - Enjoy the view and the experience!

Source: Wood, T.D. (2013). Backpacking for beginners. Retrieved from: <http://www.rei.com/learn/expert-advice/backpacking-beginners.html>

**The Ten Essential checklist for backpackers** (for safety, survival and basic comfort)

|  |  |
|--|--|
| <b>1. Navigation</b>                             | <b>6. Fire</b>                           |
| • Map (with protective case)                     | • Matches or lighter                     |
| • Compass  | • Waterproof container                   |
| • GPS (optional)                                 | • Fire starter                           |
|  |  |
| <b>2. Sun protection</b>                         | <b>7. Repair kit and tools</b>           |
| • Sunscreen and lip balm                         | • Knife or multi-tool                    |
| • Sunglasses                                     | • Kits for stove, mattress; duct tape    |
|  |  |
| <b>3. Insulation</b>                             | <b>8. Nutrition</b>                      |
| • Rain jacket (extra layers for cold conditions) | • Extra day's supply of food             |
|  |  |
| <b>4. Illumination</b>                           | <b>9. Hydration</b>                      |
| • Headlamp or flashlight (plus spare)            | • Water bottles                          |
| • Extra batteries                                | • Water filter or other treatment system |
|  |  |
| <b>5. First-aid supplies</b>                     | <b>10. Emergency shelter</b>             |
| • First-aid kit                                  | • Tent, tarp, or reflective blanket      |

Source: REI. (2009). Backpacking checklist. Retrieved from: <http://www.rei.com/content/dam/documents/pdf/backpacking.pdf>

[http://upload.wikimedia.org/wikipedia/commons/thumb/7/71/Notepad\\_icon.svg/500px-Notepad\\_icon.svg.png](http://upload.wikimedia.org/wikipedia/commons/thumb/7/71/Notepad_icon.svg/500px-Notepad_icon.svg.png)



How do you prepare  
for a hike?

### **Before the hike**

- ✓ See to it that your body is in a certain level of fitness for a safe and pleasant climb. For you to enjoy the scenery more and enjoy the company of other backpackers, you must be **PHYSICALLY FIT**.
- ✓ Attend to the following concerns:
  - Your travel plan (itinerary).
  - Possible transportation.
  - Budget.
  - Food and water to bring.
  - What equipment to bring

### **During the hike**

- On Group Formation
  - ✓ Follow a single file formation. Overtaking should be avoided, but in case of a need to do it, inform the hiker in front of you
  - ✓ Maintain a certain distance in between hikers.
- Pacing
  - ✓ Start with a slow pace gradually change as the group desires
  - ✓ Do not leave anyone behind
  - ✓ Inform the group if there is a need to rest
  - ✓ The pace of the group should be that of the slowest member or the person who has the heaviest load.

- Trail Signs
  - ✓ Man-made/alternative
    - any colored materials such as yarn can be used but it is known by all members of the group
  - ✓ Natural trail signs
    - Materials found in the environment like rocks, grass, and twigs,

## ORIENTEERING



It is an outdoor navigational recreational activity using specially drawn and detailed maps. It requires navigational skills to navigate from point to point normally moving at a speed. An orienteering course consist of a series of control points which have to be located in order in the shortest possible time.

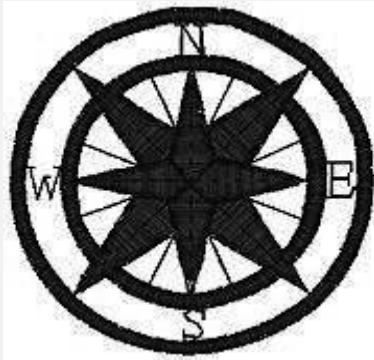
*Orienteering as an outdoor recreational activity offers much benefit to you: Here are some claims:*

1. Conceptual aspects – Since it is a navigational activity, it enhances your decision making skills about map interpretations and using compass. It also requires you to constantly interpret information contained in the map.
2. Physical Aspect – Orienteering is basically a running sport so it develops your cardiovascular endurance and general fitness. Speed, endurance, and strength are essential components necessary to successfully participate in the game. Technically, this activity captivates the mental and physical challenge features.
3. Personal aspects – Since you are responsible in making decisions in this activity, you develop your self-confidence and reliance. Your aims are clear that you work hard to achieve them giving you the feeling of self-achievement.
4. Social Aspects – You will learn to work cohesively with one another
5. Environmental aspect – It creates an avenue for you to appreciate your environment

The fundamental skill in orienteering is **orientating the map or setting the map**. In moving the map, you have to:

- Find your approximate location on the map
- Recognize the pattern of features on the ground as being the same as the pattern on the map

- Always hold the map so that you are looking along the route with the map matching the ground.
- The map is said to be oriented if the features on the map are in proper relation to the actual features in the field



**The Map** - is a picture or representation of the earth's surface. It includes a compass rose that shows directions. Cardinal directions are the four base parts on a compass. The top point is north and the point at the bottom is south. The side points are called east and west. The points in between the cardinal directions are called intermediate directions which include northwest, northeast, southwest and southeast.

Maps use a key or legend to explain the meaning of each of the symbols used in the map. The key usually shows a small picture of each of the symbols used on the map, along with a written description of the meaning of each symbol. Maps use a key or legend to explain the meaning of each of the symbols used in the map. The key usually shows a small picture of each of the symbols used on the map, along with a written description of the meaning of each symbol.



### **Here's the golden rule of orienteering:**

Only go as fast as you can read the map

- Know where you are (map-reading skills)
- Know where you are going ( route-choice skills)

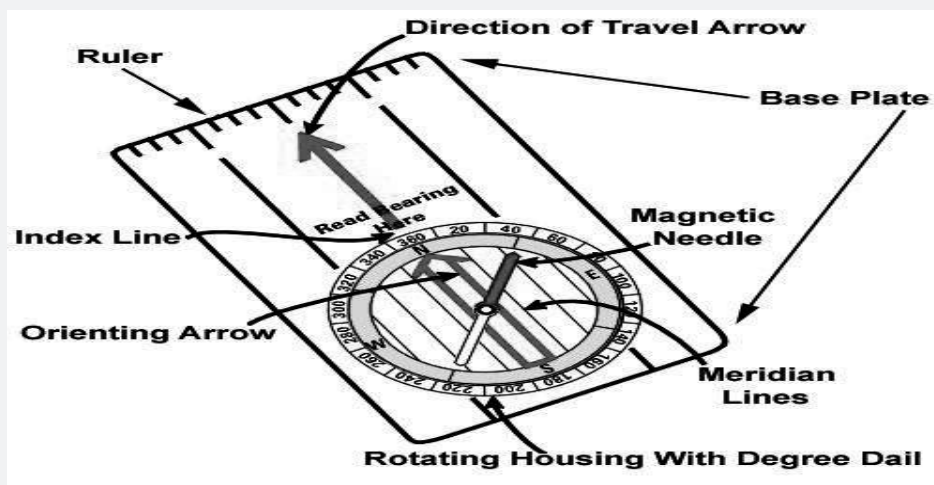
### Orienteering Compass

A compass is an invaluable tool that every backpacker should know how to use. It is a magnetized needle floating in a liquid and responding to the Earth's magnetic field consequently revealing directions. Generally, a compass is used to measure bearings and to pinpoint locations.

#### Orienteering Compass Parts

- Magnetic needle – the magnetic needles north end is painted red and its south end is white.
- Revolving compass housing – the housing is marked with the four cardinal points of north, east, south and west and further divided into 2 degree graduations indicating the full 360 degrees of a circle. The bottom of the rotating housing is marked with an orienting arrow and meridian lines
- Transparent base plate – the base plate is marked with a ruler , an index line as well as the direction of travel arrow.

#### Parts of an orienteering compass



## Bearing

Bearing refers to the direction from one spot to another measured in degrees from the reference line of north.

How do you take the bearing?

- Hold the compass in front of you with the direction of travel arrow pointing at object of interest.
- Hold the compass level steady and rotate the housing dial until the orienting arrow lines up with the red end ( north end) of the magnetic needle, while keeping the direction of travel arrow pointed at the object.
- Read the number indicated at the index line – that is your bearing.

*Now that you have gained some inputs on the nature and background of the different indoor and outdoor recreational activities and its fitness benefits, you can now proceed to the next level and apply the lessons you have learned... Practice and be ACTIVE!*

## Part II      What to PROCESS?

This part will expose you to the real scenario of THE ACTIVE RECREATION activities. Challenging and enjoyable lead-up games, simple dance exercise routine and exciting outdoor activities are at stake ...So, prepare yourself and get started!

## Activity 5      Fitness and Recreation as ONE

This activity creates the oneness of fitness and recreation. It brings to reality the essence of recreation participation in attaining fitness

### Objectives:

- Analyze the fitness components involved in the different recreational activities
- Establish a strong link between recreation and fitness.

### Materials/Equipment Needed:

- Manila Paper
- Pentel Pen



**Here's how:**

1. Form three groups with 5-10 members. Choose the facilitator and secretary.
2. One group will work on **sports**, another group for **dance**, and **outdoor activity**.
3. Recall the different fitness components. Discuss the physical fitness component needed in participating in active recreation.
4. Reflect your work in a manila paper with focus on the ff:
  - a. What physical fitness components are involved in your assigned recreational activity? (sports, dance, outdoor)
  - b. What fitness component is common in the recreational activities?
  - c. How does active participation in recreational activities contribute to your fitness?
5. Put your output in a manila paper in any presentation that you want to.
6. Be ready to share it in the class.

*What fitness components are involved in dance activities? Sports activities? Outdoor activities?*

*Great job! Now that you have identified the necessary fitness components involved in the different recreational activities, you have to prepare yourself and be ready to be in action.*

*Based from the identified fitness components, you will have activities that will enhance them in preparation for your actual recreation activities.*

## Activity 6 Fitness and Fun Game

This activity envelops the enhancement of selected fitness components in a game mechanism. You'll be experiencing fitness while having fun.

**Objectives**

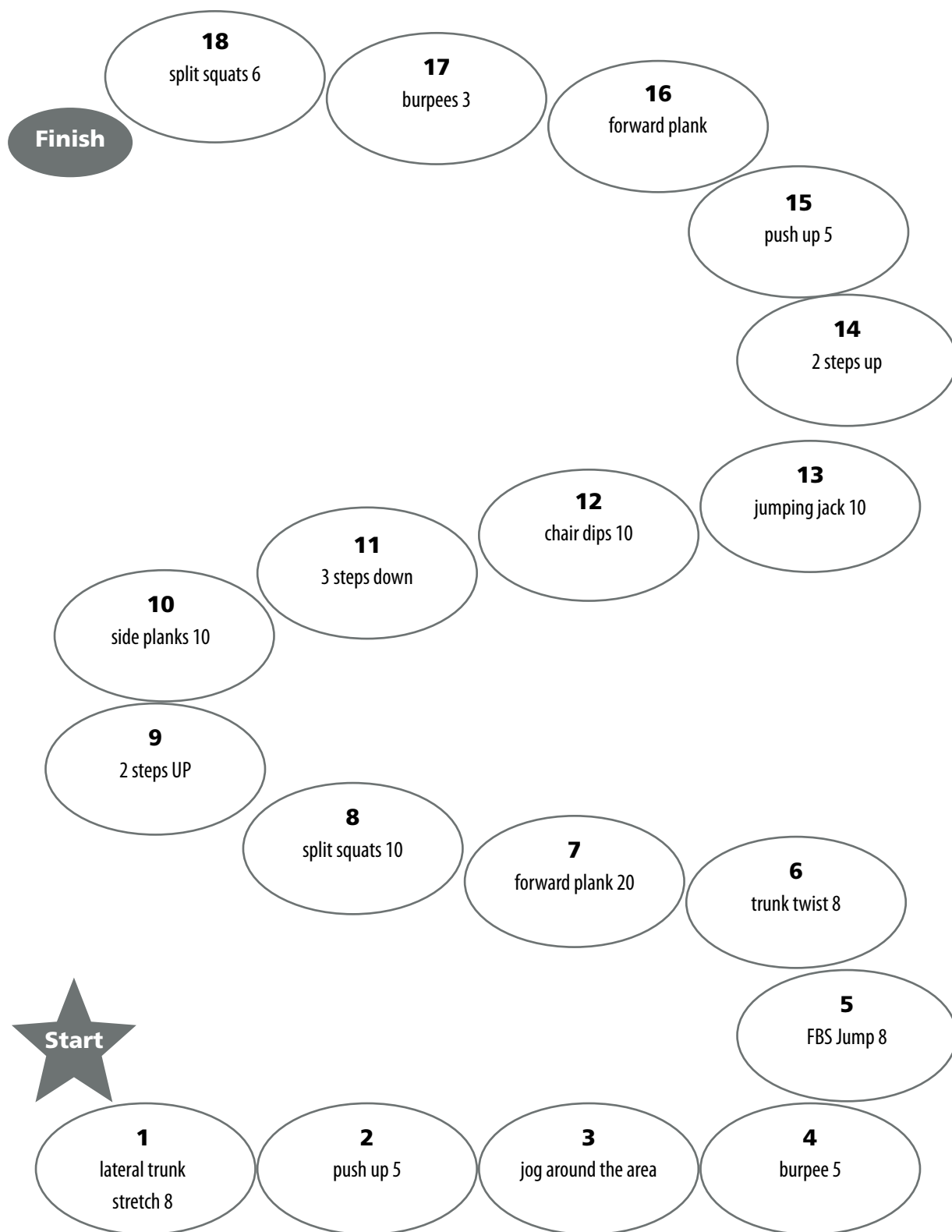
- Participate in a game
- Realize the importance of game participation in enhancing fitness

**Materials Needed**

- Fitness and Fun Game board
- Dice

**Here's How:**

1. Form five groups with 8-10 members each.
2. Members form one circle about 2 meters away from the game board.
3. Leader stays in front of the game board.
4. On signal, leader rolls the dice, runs to the group and performs the exercise together indicated in the fitness board (leaves the dice in the corresponding number in the game board).
5. The number above represents the order or exercises, while the number below the circle represents the number of repetitions.
6. After performing, run again to the game board and roll the dice again.
7. Repeat the procedure until you get the chance to roll the exact number to finish the game.
8. After reaching the finish star, form one straight line, jump three times and shout "I am fit and I had fun".



Here's how the exercises are done ...

1. **Lateral trunk stretch** –Stand with feet shoulder width, stretch both arms up with the fingers interlocking with one another. With that position, bend to the right without bending the knees for eight seconds. Do it again to the left side. Do not over stretch! Stretch on your flexibility level.



2. **Push up** –Perform regular push up with 5 repetitions.



3. **Jog around** - jog around the gym/area for 60 seconds.



4. **Burpees** – Stand with your feet shoulder-width apart. Go to squat position with the hands on the floor in front of you. Kick your feet back moving in a push-up position. With that position, open your legs in a straddle position then close. Kick your feet forward back to the original position. Stand up and jump in the air. Repeat five times.

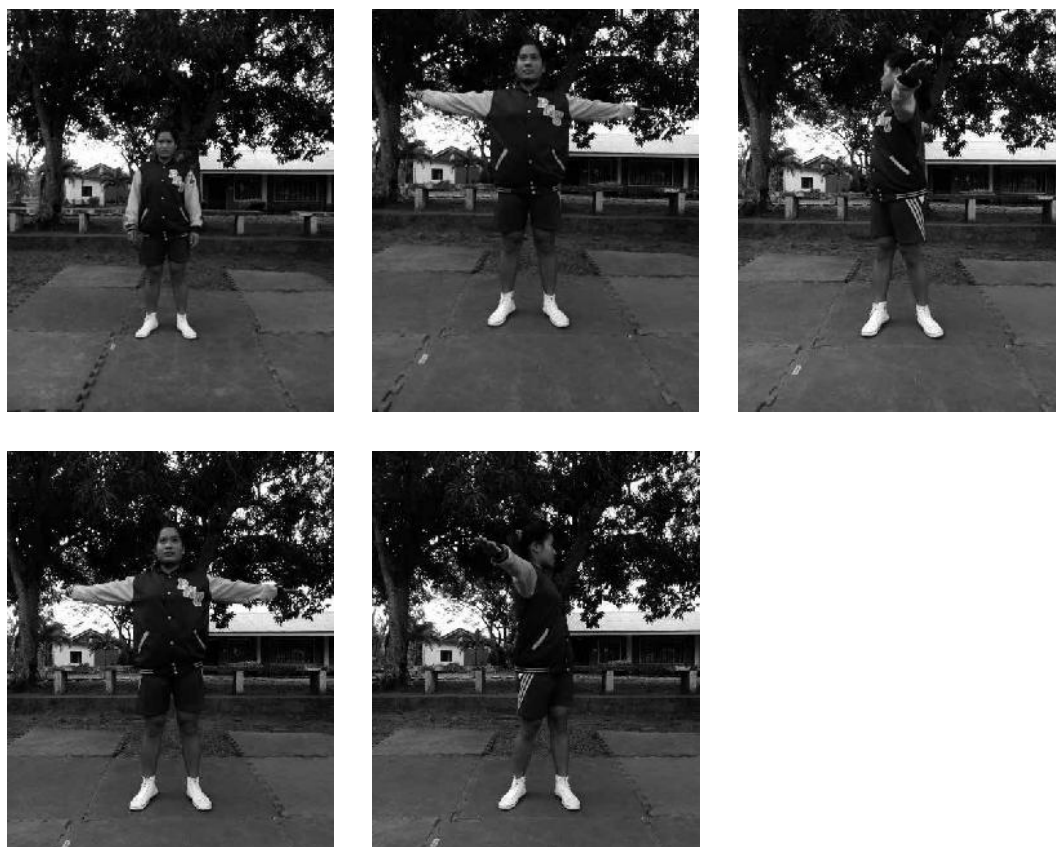




5. **FBS Jump** - stand with your feet shoulder width apart. Slightly bend your knees with both hands at the back of your neck. Jump forward, backward, sideward Right and left as fast as u can keeping your weight on the balls of your feet. One count for every cycle (forward, backward, sideward R and Left). Make 8 cycles.



6. **Trunk twist** – Standing with feet open in shoulder width, raise arms side-ward at shoulder level with palms up. Gradually twist your trunk to the right for eight counts. Do it again to the left.



7. **Front Plank** – In a push-up position, make your forearm as the base of support together with your toes. Keep a steady position and work on your abdominals and arms. Do this in eight seconds.



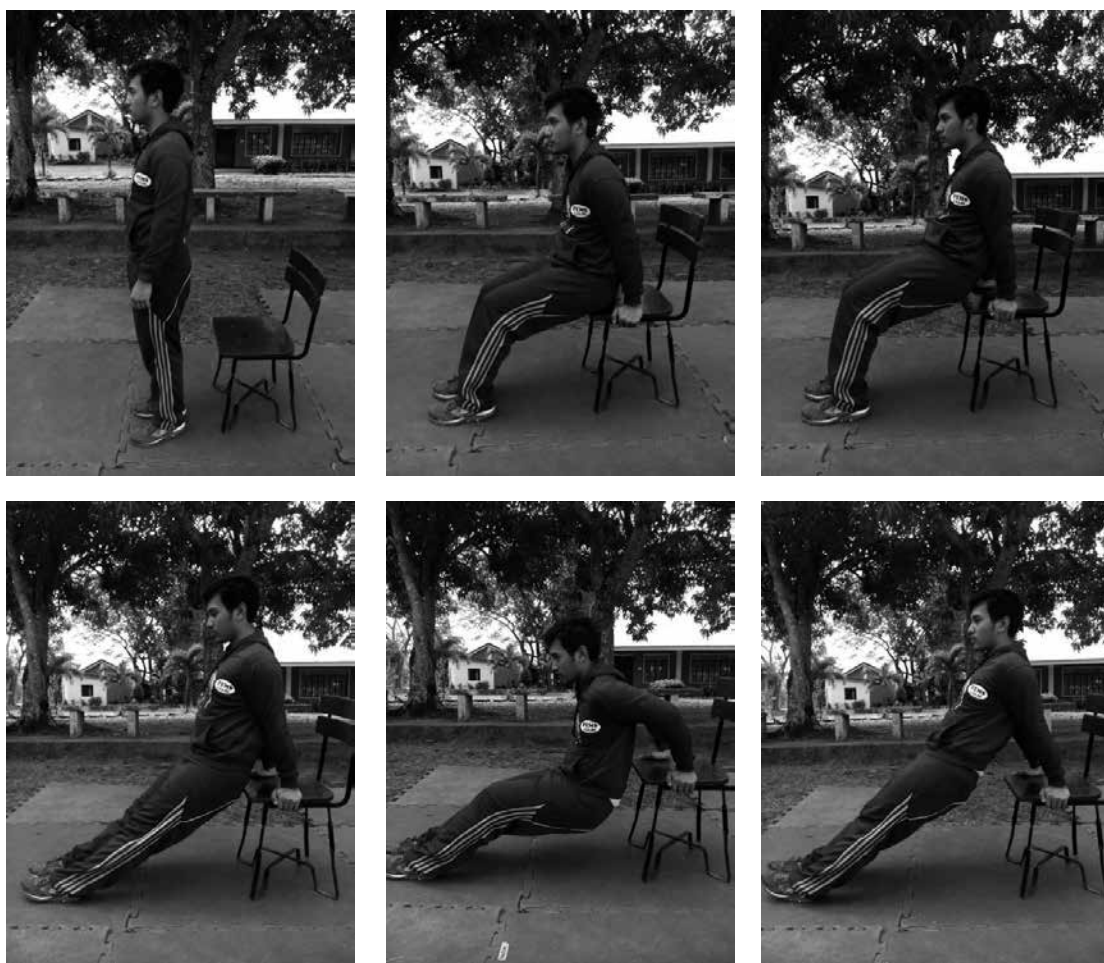
8. **Split squats**–Stand with your feet shoulder width apart. Step your right foot forward and lift the heel of your left foot off the ground. Keeping your hands on your waist, bend the left leg slowly and lower it almost touching the floor. The front knee should not go beyond your toes. Repeat 10 times alternating the right and left foot.



9. **Side Plank** – Lie on your right side making sure that your body is in a straight line. Rest on your forearm and bring your elbow underneath your shoulders. Contract your abdominals. Then slowly lift your hips off the floor making a diagonal straight line from your base of support to the head. Look straight ahead keeping your neck in line with your spine. Hold for 10 seconds and repeat on the other side.



10. **Chair dips** – stand with your back in front of the chair. Sit on the edge of the chair and place your hands behind your hips along the sides of the chair.



11. **Jumping Jacks** – stand with feet together, hands at sides. Jump and land on both feet open shoulder width apart with arms moving sideward upward finishing above the head. Then go back to the original position. Do this for 10 times.





**Processing questions:**

1. Which among the exercises develop flexibility? strength? endurance? power? coordination?
2. How did you perform the different activities? Did you find it easy?

*Two thumbs up for your physical effort! Indeed you display a high energy level of performance .Because of that, you can now proceed to the next level...  
Let's proceed to some suggested activities for Indoor Recreation*

Note to learner: Suggested lead up games depending on your interest and the availability of equipment

## BADMINTON

### **Game 1          Surprise Shuttle Game**

#### **Objectives**

- Practice receiving skills with alertness
- Develop active participation in the game
- Enhance decision-making skills
- Avoid grounding the shuttle into your own court/quarter

#### **Materials Needed**

- Racket
- Shuttlecock

#### **Here's how:**

1. Divide the badminton court into three quarters
2. Form three groups with five players each
3. Each group should stay in one quarter of the court
4. Quarter 1 group serves the shuttle to any of the other quarters
5. The receiving group, hits the shuttle to any of the other quarters
6. If the shuttle lands in your own quarter, you'll get 1 point.
7. The group who gains five points first will be eliminated from the game.
8. Another set of five players will replace the eliminated group.
9. You can use any of the strokes in hitting the shuttle

### **Game 2          Volley-Shuttle Game**

#### **Objectives**

- Practice service-receive –smash skills
- Enhance team spirit
- Focus on the smash skill

**Materials Needed**

- Racket
- Shuttlecock
- Open space

**Here's how:**

1. Form a group of six players each occupying the two sides of the court.
2. Using the formation in volleyball, zone 1 player serves.
3. Player in the other court receives the shuttle.
4. The receiving team has 3 chances of contacting the shuttle, but on the third hit, it should be a smash.
5. If it is not a smash, then it's a violation and a point is awarded to the other team.
6. Scoring follows the "rally point" system.
7. The team that reaches 10 points will win the game.

**Game 3          Service Deluxe Game**

**Objectives:**

- Develop accuracy in service

**Materials needed:**

- Racket
- Shuttlecocks
- Hoola hoops

**Here's how:**

1. Form three groups with 8-10 members.
2. One group performs after the other.
3. Place hoola hoops covering the areas in service areas both single and double. Be guided by the following scoring system:
  - (A) hoop 1 just below the short service line – 1point,
  - (B) hoop 2 in the middle of the service court– 3 points
  - (C) hoop 3 in the long service court – 5 points,

4. In a group, each player is given 3 tries to deliver a serve. The shuttle should land on the correct service court.
5. A service that lands outside and in the short service area has 0 point.
6. The group secretary will tally all the scores earned.
7. The group having the biggest score wins the game.

## VOLLEYBALL

### **Game 1      Keep It Up**

#### **Objectives:**

- To keep the ball up in the air using the forearm pass.
- Avoid grounding the ball on the floor.
- Practice the proper mechanics of passing.
- Enhance team communication.

#### **Materials Needed:**

Volleyball, any ball that can be volleyed (beach balls, rubber balls)

#### **Here's how:**

1. Form five groups with 6 to ten members each.
2. Find a space in the gym/playing area where you can move freely.
3. On a signal, start by one member volleying the ball to another member of the group. The ball should be on an upward direction to let other members pass it to the other members. Members try to volley the ball alternately up in the air.
4. Count the successful volleys that you do. Make 15 counts. When the ball touches the ground, the counting stops and goes back to zero.

**Game 2            Three Touches Game**

**Objectives**

- Practice the serve-receive-set-spike pattern in volleyball
- Enhance accuracy of setting
- Practice spiking
- Avoid committing errors

**Here's how:**

1. Form groups with six to eight members each.
2. Group one and two will occupy the two sides of the court.
3. Group 1 will do the first serve. Assigned servers are the people at the back zone occupying zone 1, 5, and 6. Service is done alternately among the three. They serve in their respective zones.
4. Group 2 will receive the ball using the forearm pass. Follow receive-set-spike pattern. On the third touch, a member of your group should spike the ball.
5. If its not a spike, then it's a violation, the group then earns one point.
6. A team that reaches 10 points loses the game and replace by another set of players. (change the loser)
7. Follow regular volleyball rules.

**Game 3            Bounce Me Back Game**

**Objectives**

- Practice proper mechanics in receiving using the forearm pass
- Execute proper timing in hitting the ball
- Realize the importance of proper positioning in doing the forearm pass

**Materials Needed**

Volleyballs

**Here's how:**

1. Form a group with 8 to ten members each.
2. Service is done by throwing the ball from the service area. The service should be high to make a good bounce. Sharp and low service is not allowed.
3. The receiving team lets the ball bounce first before hitting and returning to the other court. One to three touches are allowed.
4. Follow the rally point system.
5. First team to reach 10 wins the game.

**Game 4      Volley Relay****Objectives:**

- Practice ball control
- Volley the ball while walking

**Materials Needed**

Volleyballs

Marker

**Here's how:**

1. Form five groups of eight to ten members each.
2. Form your group in one column in front of a marker.
3. On a signal, the first person volleys the ball while moving towards the marker and going back to your original position.
4. If the ball falls, the players has to go back to the starting line
5. The next players will do the same.

**Rate yourself according to your performance in the different lead-up games**

|   |  |
|---|--|
| A | performed the games with high level of fitness and fun     |
| B | performed the games with average level of fitness and fun  |
| C | performed the games with a little level of fitness and fun |
| D | performed the games tired and stressed                     |

*Why did you rate yourself that way? How did your body adapted to the activities? How did you feel?*

## DANCE

### Activity 1      Let's Move!

#### Objectives

- Familiarize yourself with zumba/Latin dance steps
- Execute the steps with energy and fun
- Test oneself in the fitness benefits of dance
- Make a simple routine using the basic steps of zumba/Latin aerobics

#### Materials Needed

Video of zumba/latin dance from you tube  
speaker

#### Here's how:

1. Make five groups with ten members each.
2. Watch the following videos and be able to perform basic steps of Latin dance aerobics/zumba aerobics
  - fat- burning cardio latin work out by Denise Austin
  - Reduce tummy by Zuma Rio
  - Sizzling Latin Dance Fitness by Paul Eugene
3. Practice the steps in your group
4. Combine the steps to create your own routine for 5-10 minutes.
5. Choose a music that will suit your steps.
6. Perform the routine at your own level.

*How did you find the dance? How did you feel? Can you feel the effect in your body? What fitness components were tested in your own body?*



## OUTDOOR ACTIVITY

### Activity 1      Let's Go!

#### Objectives

- Introduce point to point orienteering
- Experience the excitement of finding the control points
- Practice actual orienteering activity
- Perform challenging task in every control point
- Finish the race in 40 minutes or less

#### Materials Needed

Improvised Local Map/school map

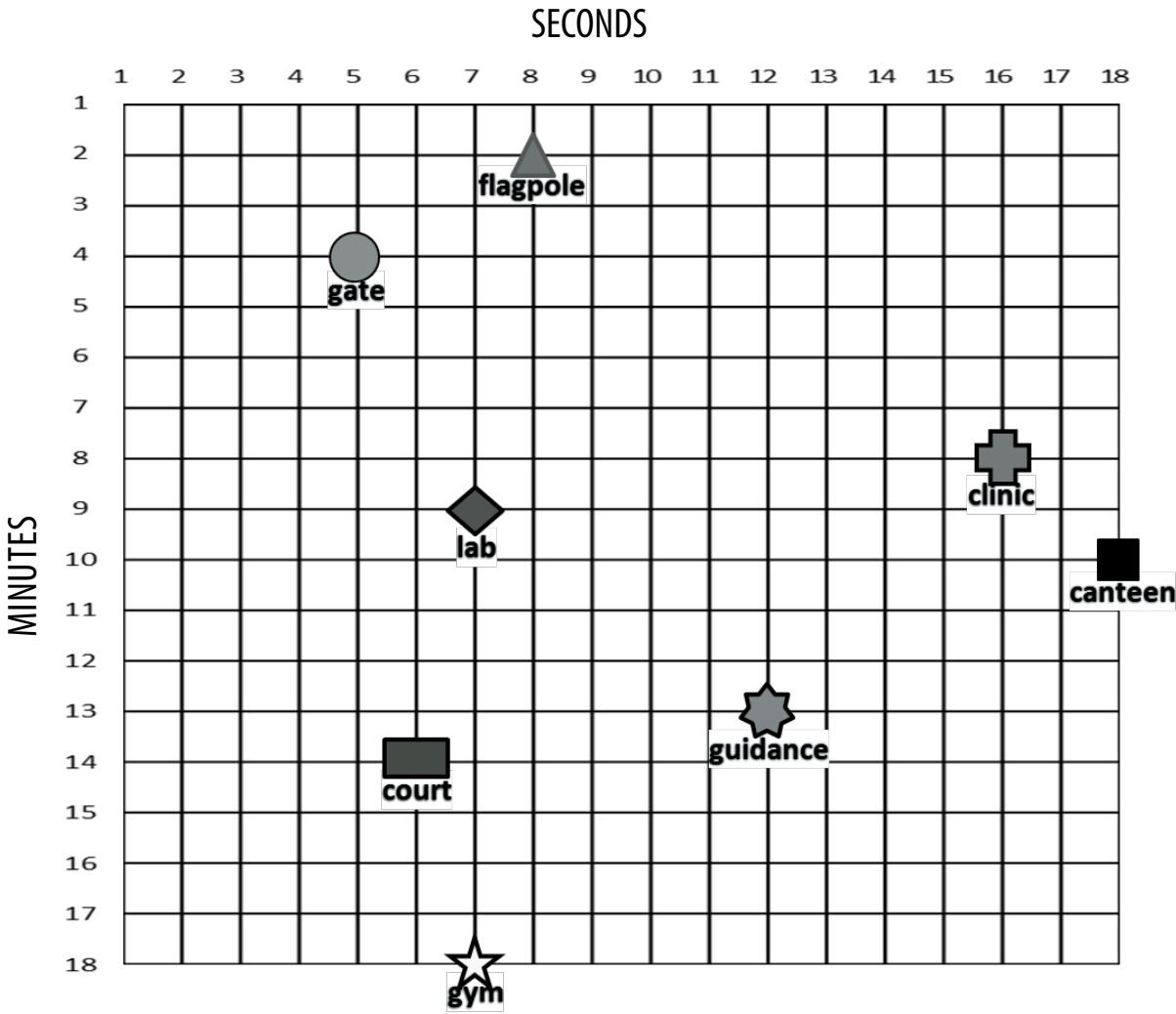
Task sheet/passport

Whistle

#### Here's how:

1. Form groups with five members each.
2. Get the improvised map and the passport from the teacher.
3. The map has 10 control points corresponding to the different features of the school.
4. Find the control points by using the grid lines vertically and horizontally.
5. Grid A is the Horizontal line, represented by seconds, while Grid B is the vertical line represented by minutes.
6. In every control point, perform the physical task prepared for you .After the completion of the task, you can get your next clue from the facilitator assigned.
7. Start on the triangle marker then connect the points.
8. Follow the points in a numerical order. You cannot proceed to the next number unless you finish the prior number (e.g 1 2 3 ...)
9. You can connect the points in the map using your marker/pen.
10. Finish the activity in 40 minutes or less.
11. On a signal, you can start and everybody shout LET'S GO!

Sample Improvised Map



Sample Passport/Task Sheet

Orienteering activity

Team Name \_\_\_\_\_

Time start \_\_\_\_\_ Time End \_\_\_\_\_

| Control Points | Time in | Time Out | Signature of Facilitator | Comments |
|----------------|---------|----------|--------------------------|----------|
| 2min and 8sec  |         |          |                          |          |
|                |         |          |                          |          |
|                |         |          |                          |          |
|                |         |          |                          |          |
|                |         |          |                          |          |
|                |         |          |                          |          |
|                |         |          |                          |          |
|                |         |          |                          |          |

Look at how you performed in this activity:

1. Whose group performed the shortest time? Why?
2. Whose group performed the longest time? Why?
3. What strategy did you employ in your game?
4. What skills did you employ in performing the activities?
5. What is the impact of the activity in your body?
6. What fitness components were tested?

**Part III What to REFLECT and UNDERSTAND?**

This part provides activities that will draw your core understanding of the module. Sharing activities will make this part more exciting and worthy.

*After your physical exertion, let us now try to find out how you understand the lesson in its entirety.*

### **Activity 7: I Choose!**

The activity elicits your personal reflection on the knowledge and skills that you have gained

#### **Objectives:**

- Reflect on the insights gained from the lesson
- Value the lessons for lifetime use

#### **Materials Needed:**

Bond paper/pad paper

Writing materials

#### **Here's how**

1. Get a sheet of paper and copy the diagram
2. Complete the sentence by writing the needed information.
3. If there is a need to add more answers, you may do so.
4. Feel free to reflect.

|   |  |   |   |
|---|--|---|---|
| I choose indoor activities as my recreational activity because... | I choose outdoor activities as my recreational activity because... | My recreational activity choices will help me to... | I plan to promote active and healthy lifestyle in the community by... |
| 1.<br>2.  | 1.<br>2.   | 1.<br>2.  |   |

*It's never too late to realize things...Choosing a healthy lifestyle is a choice, and your choice will affect your lifetime choices...You got the best choice in life...Go for it!*

### Activity 8: Partner Reflection

The activity unleashes one's plan for future recreational pursuits

#### Objectives

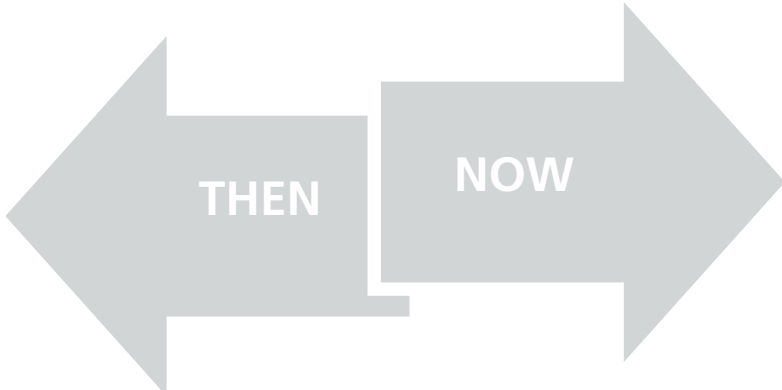
- Share with a partner the chosen recreational activities to pursue
- Influence partner to get active with his/her choices

#### Materials Needed

worksheet

#### Here's how:

1. Refer to your answers in activities 1 (Lifestyle Check) and 2 (Pag May Time)
2. Reflect on your physical activity participation then and now.
3. Consider the knowledge and experiences that you've gained from the lesson. In your worksheet/notebook, list down activities that you will consider as your lifetime recreational activities.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

*May your choices be put into flesh by actively engaging yourself! Following the principle of domino effect, the community where you are will be affected by the fitness craze that you are communicating...the active recreation and*

#### **Part IV What to TRANSFER?**

The end product of this module is an activity that will give you the chance to influence the community in living a healthy lifestyle and maintaining a desirable weight through your active participation in both indoor and outdoor activities.

*healthy lifestyle!*

Project CoRP is a community outreach project designed to offer variety of recreation activities for the whole community .It aims to encourage the people in the community to participate in active recreational activities.

#### **Sample Project Proposal**

|                 |  |
|-----------------|--|
| Name of Project | :Project CoRP (Community Recreation Program)   |
| Proposal        | :  |
| Clientele       | :Students/Community members/Barangay SK members/Church members/ Indigenous group in the community/                                       |
| Venue           | :Schools/ Resorts/ Recreation Parks/   |
| Schedule        | :To be arranged  |
| Rationale       | :The Project is a culminating activity of the Grade 9 students which aims to influence the community to participate in active recreation |
| Objectives      | :Specifically, it aims to:   |
|                 | 1. Offer variety of recreation activities such as, badminton , volleyball , zumba/latin aerobics, and orienteering (amazing race).       |
|                 | 2. Experience the fitness benefits of the different activities   |
|                 | 3. Eat a healthy meal  |
|                 | 4. Embrace the idea of being active for a lifetime fitness   |
|                 | 5. Practice the “Leave No Trace” Policy  |

## Working Committees

| Tasks   | Yes |
|---|-----|
| <b>1. Communication and Coordination</b> <ul style="list-style-type: none"> <li>Request letter for Principal's approval</li> <li>Waivers for parents</li> <li>Letters to class advisers</li> </ul>  |     |
| <b>2. Secretariat</b> <ul style="list-style-type: none"> <li>Participant's registration</li> <li>Participant's attendance</li> <li>Certificate of participation</li> <li>Certificate of appreciation for the organizers</li> </ul>  |     |
| <b>3. Program</b> <ul style="list-style-type: none"> <li>Schedule of activities</li> <li>Program for the activity</li> <li>Assigned facilitators for each activity</li> </ul>   |     |
| <b>4. Documentation</b> <ul style="list-style-type: none"> <li>Video cameras/still cameras available with extra batteries</li> <li>Narrative report of the whole activity with photos of every activity</li> <li>Documentation shall start from planning to evaluation</li> </ul> |     |
| <b>5. Logistics</b> <ul style="list-style-type: none"> <li>Sound system</li> <li>Refreshment</li> <li>Food/ lunch</li> <li>Entrance fee/fare going to and from the venue</li> <li>Materials to be used</li> </ul>   |     |

## Sample flow of activities

| PROJECT CoRP @ ILAGAN SANCTUARY PARK |                                    |           |       |
|--------------------------------------|------------------------------------|-----------|-------|
| Time                                 | Activity                           | In-Charge | Venue |
| 6:30-7:00                            | Registration                       |           |       |
| 7:00-8:00                            | Groupings                          |           |       |
| 8:00-9:00                            | Orientation/Opening Program        |           |       |
| 9:00-9:30:00                         | Mass Aerobic Dance (Zumba/ Latin ) |           |       |
| 9:30:10:00                           | Morning Break                      |           |       |
| 10:00-11:00                          | Individual/Dual sports             |           |       |
| 11:00-12:00                          | Team Sports                        |           |       |
| 12:00-1:00                           | Lunch                              |           |       |

|           |                             |  |  |
|-----------|-----------------------------|--|--|
| 1:00-3:00 | Amazing Race/Orientaterring |  |  |
| 3:00-3:30 | Afternoon Break             |  |  |
| 3.30-4:30 | Environmental Clean Up      |  |  |
| 4:30-5:00 | Closing Program             |  |  |
| 5:00      | Going Home                  |  |  |

## Rubrics for Assessment

|  |  |
|--|--|
| <b>Time management 25%</b>   |  |
| <ul style="list-style-type: none"> <li>Activities started and ended on time</li> </ul>   |  |
| <b>Activity/Program management 25%</b>   |  |
| <ul style="list-style-type: none"> <li>There is a variety of activities</li> <li>Activities are relevant to the objectives of the program</li> <li>Problems are solved by the organizers</li> <li>The venue is very much prepared</li> </ul>                       |  |
| <b>Personnel management 25%</b>  |  |
| <ul style="list-style-type: none"> <li>Facilitators of every activity are prepared and knowledgeable of their assigned task</li> <li>Organizers are hands-on in the conduct of the activity</li> <li>Committee members perform what is expected of them</li> </ul> |  |
| <b>Clientele Satisfaction 25%</b>  |  |
| <ul style="list-style-type: none"> <li>The participants eagerly come to participate</li> <li>The participants enjoy every activity</li> <li>Enjoyment and satisfaction is very evident</li> <li>Fitness is evident</li> </ul>                                      |  |



**SUMMATIVE ASSESSMENT**

1. When trying to plan for your recreational activity, which should be the best thing to keep in mind?
  - A. The activity should be of your interest
  - B. The activity should be away from home
  - C. The activity will give you the chance to earn money
  - D. The activity is held within your comfort zone
2. The way we live our life reflects our lifestyle. Which of the following is a healthy lifestyle that can maintain your desirable weight?
  - A. Exercise once a week
  - B. Proper diet and exercise
  - C. Attending to gyms and taking diet fads
  - D. Enjoying a balance routine in life
3. Badminton had its origin on the game
  - A. Poona
  - B. Tennis
  - C. Shuttle game
  - D. Court game
4. In performing a successful smash, a player needs
  - A. agility
  - B. balance
  - C. strength
  - D. power
5. Badminton players execute lunges for a quicker return of the shuttle. To perform lunge to its fullest, you need to have
  - A. speed
  - B. agility
  - C. flexibility
  - D. strength
6. Why is footwork important in playing badminton?
  - A. It brings you to the action
  - B. It helps burn fats easily

- C. It makes the game exciting
  - D. It helps in the speed of movement
7. Since hiking is a walking activity, can anybody be a part of the hiking group?
- A. Yes, it's for everyone
  - B. No, it's dangerous
  - C. Yes, it's fun to walk with people
  - D. No, only those with Doctor's clearance
8. Which of the following is a manifestation of the "Leave No Trace" policy in camping?
- A. Pick up flowers in going home
  - B. Feed animals you encounter
  - C. Bring non-biodegradable equipment
  - D. Bring home with you all your waste materials
9. What is the most fundamental skill needed in orienteering?
- A. Setting the map
  - B. Running at a speed
  - C. Locating the points
  - D. Communicating with groupmates
10. Jem would like to be an ambassador of healthy lifestyle in their community. How can she give justice to this?
- A. Practice healthy lifestyle
  - B. Talk about healthy lifestyle
  - C. Write about healthy lifestyle
  - D. Disseminate healthy lifestyle
11. Christianne, the libero of the team, is very good in her defensive skill. In what fitness component can we attribute her skill in quick receive?
- A. speed
  - B. agility
  - C. power
  - D. coordination

12. Jamaica's parents are both obese. She knows that the disease runs in the family that's why she is trying to find the best way to get out of it. Which is the best way?
  - A. Have a lifestyle change
  - B. Consult a fitness professional
  - C. Live in a healthy environment
  - D. Eat raw and fresh fruits and vegetables
13. Jade computed her BMI and came up with the score of 21.8. This means that,
  - A. Jade is underweight
  - B. Jade is overweight
  - C. Jade is normal
  - D. Jade is obese
14. Mr. Gonzales found out that most of his students are overweight and close to being obese. What can he do to help them?
  - A. Organize a fitness program 3x a week
  - B. Consult a nutritionist for the proper food intake
  - C. Make them active in the class every meeting
  - D. Encourage them to have a healthy lifestyle change
15. Lara is a junior high school student who loves to eat more than what she needs. She takes in more chips, chocolates, cakes, and sodas while relaxing in the couch watching her favorite movies in her laptop. What is the consequence of this kind of practice in her weight?
  - A. She'll gain weight
  - B. She'll loss weight
  - C. She'll maintain her weight
  - D. She'll live healthy for a lifetime
16. When less calories are consumed and more calories are expended, a student will have
  - A. Weight loss
  - B. Weight gain
  - C. Sustain weight
  - D. Live healthy

17. Energy intake and energy expenditure means
  - A. Energy intake
  - B. Energy balance
  - C. Energy expenditure
  - D. Energy consumption
18. Jeonn takes the lead in her team in planning the strategies to take in their final game in volleyball. She thinks of possible ways on how to earn points and win the game. This shows that,
  - A. sports develop physical dimension
  - B. sports develop emotional dimension
  - C. sports develop intellectual dimension
  - D. sports develop social dimension
19. Xam is the SK Chairman in their Barangay. She was requested by their Barangay Captain to plan an activity for the health of the people. What will she consider in planning?
  - A. Health status of the people
  - B. Budget of the project
  - C. Facilities in the Barangay
  - D. Personnel to work in the project
20. Which of the following is a manifestation of the “Leave No Trace” policy?
  - A. Pick a flower and bring it home
  - B. Set up a tent and leave it there
  - C. Bring home everything that you brought and set up
  - D. Leave a trace on the roads to avoid loss of direction

### SUMMARY/SYNTHESIS/FEEDBACK

The mushrooming of passive recreation brought about by today's technology-based lifestyle adds more reasons in the development of a sedentary lifestyle. Life with less movement stores fats that add up to your excess weight. The wrong practice in weight management affects our life as we face our day to day routines.

More than any other factors to be considered, having an active lifestyle is the best way to prevent illness and other diseases and live longer.

Active recreation is an alternative activity that helps us live a healthy lifestyle and maintain a desired weight. It encompasses activities done both indoor and outdoor that give you enjoyment, satisfaction, fitness, and learning. Your participation in the different indoor and outdoor recreational activities satisfy your recreational needs such as psychological, physiological, educational, relaxational, and social.

Putting into flesh the HELP philosophy, let each and everyone be personally responsible in maintaining a healthy lifestyle. It's a matter of attitude!

To live a healthy lifestyle is a choice...A MUST choice for the COMMUNITY !

### GLOSSARY

**Active recreation**—a type of recreation where there is more energy consumption

**Calories**—unit of measurement of food to be used in energy expenditure

**Dance**—moving with rhythm that expresses emotions

**Energy Balance**—comparison on the amount of energy intake expenditure

**Energy Expenditure**—the use of the calories intake in some forms of physical activities and resting metabolism

**Hiking**—an outdoor activity of walking in a longer distance

**Indoor Recreation**—activities done within the confines of a building

**Lifestyle**—way we live our life

**Nutrition**—The food that we eat and how the body uses it

**Orienteering**—a navigating activity that uses a specially drawn map

**Outdoor Recreation**—activities done outside the building usually with nature

**Passive recreation**—a type of recreation where there is less energy consumption

**Physical Activity**—Activities done that exerts effort such as exercises, sports, household chores, and walking that gives fitness benefits

**Recreation**—activities done during free time which gives enjoyment and satisfaction

**Weight range**—The desired weight of an individual depending on her height and weight

**Zumba**— a dance fitness craze that combines the latin dance steps

## RESOURCES

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