



DEPARTMENT OF EDUCATION  
SCHOOLS DIVISION OF NEGROS ORIENTAL  
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



# P E and Health

## Quarter 2 – Module 3

### Demonstrate Proper Etiquette and Safety in the Use of Facilities and Equipment for Dance Activities



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**PE and Health – Grade 12**

**Alternative Delivery Mode**

**Quarter 2 – Module 3: Demonstrates Proper Etiquette and Safety in the Use of Facilities and Equipment for Dance Activities**

**First Edition, 2020**

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# **PE and Health**

## **Quarter 2 – Module 3:**

### **Demonstrate Proper Etiquette and Safety in the Use of Facilities and Equipment for Dance Activities**



# **Introductory Message**

For the facilitator:

Welcome to the Physical Education and Health 3 - Grade 12 Alternative Delivery Mode (ADM) Module on Demonstrating Proper Etiquette and Safety in the Use of Facilities and Equipment for Dance Activities!

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

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

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



## ***Notes to the Teacher***

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

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

For the learner:

Welcome to the Physical Education and Health 3 Alternative Delivery Mode (ADM) Module on Demonstrating Proper Etiquette and Safety in the Use of Facilities and Equipment for Dance Activities!

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

This module has the following parts and corresponding icons:

	<b>What I Need to Know</b>	This will give you an idea of the skills or competencies you are expected to learn in the module.
	<b>What I Know</b>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
	<b>What's In</b>	This is a brief drill or review to help you link the current lesson with the previous one.
	<b>What's New</b>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
	<b>What is It</b>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
	<b>What's More</b>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
	<b>What I Have Learned</b>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
	<b>What I Can Do</b>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

	<b>Assessment</b>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
	<b>Additional Activities</b>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
	<b>Answer Key</b>	This contains answers to all activities in the module.

At the end of this module you will also find:

### **References**

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

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

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

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





## What I Need to Know

The Covid-19 pandemic introduced us to the “New Normal” which greatly changes and affects our way of living, paving the way to the popularity of online classes to minimize face to face interactions for safety and health purposes. Nevertheless, the Department of Education is working hard to provide continuous learning to all students despite the current situation that we are facing.

This module will help us realize the importance of being physically fit as one way to help ourselves in our current battle with Covid-19. Dance is one great way to be physically healthy. There are numerous kinds of dances that we can choose from. Each of these demands us to use several types of equipment for us to fully perform the dance that we have chosen. Equipment, on the other hand, has proper etiquettes and safe use, and it will be discussed thoroughly as you continue with this module.

### LEARNING COMPETENCY:

Demonstrates proper etiquette and safety in the use of facilities and equipment

**PEH12FH-II-j-7**

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

- Identify proper etiquettes and safety in the use of facilities and equipment associated with traditional dance, modern dance and cheer dance;
- Describe additional information about proper etiquettes and safety in the use of facilities and equipment associated with traditional dance, street dance, and cheer dance;
- Appreciate the importance of proper etiquettes and safety in the use of facilities and equipment associated with traditional dance, street dance, and cheer dance



## What I Know

### Pre-Test

**Direction:** Read each item carefully and use your notebook to write the best answer. Write the letter only.

Fill in the blanks. Read each statement carefully. Fill in the blank with the correct words or phrases. Write the letter of the correct answer on your notebook.

1. Practice proper personal \_\_\_\_\_ and care.
  - A. disorder
  - B. grudge
  - C. hygiene
  - D. test
2. Remember to be \_\_\_\_\_, as a general rule.
  - A. grateful
  - B. happy
  - C. kind
  - D. nice
3. \_\_\_\_\_ all the equipment in place after use.
  - A. bring back
  - B. count
  - C. take home
  - D. wash
4. Do not \_\_\_\_\_ around the venue or hang on to equipment doing nothing.
  - A. litter
  - B. loiter
  - C. play
  - D. date
5. Do not \_\_\_\_\_ the equipment.
  - A. barter
  - B. delay
  - C. hug
  - D. use
6. Return the equipment properly, or leave the venue \_\_\_\_\_.
  - A. clean
  - B. disarrayed
  - C. disheveled
  - D. unsettled
7. In performing exercises and movement in general, practice \_\_\_\_\_ first.
  - A. good form
  - B. reading
  - C. social distancing
  - D. typing

8. Take \_\_\_\_\_ in using facilities and equipment.
- a bow
  - account
  - care
  - home
9. Only use equipment that you already know how \_\_\_\_\_.  
 A. to buy  
 B. to clean  
 C. to draw  
 D. to use
10. Be \_\_\_\_\_ and aware in the training area.  
 A. alert  
 B. asleep  
 C. kind  
 D. patient



**Task 1:**

**Direction:** Write the word TRUE if the statement is correct. Write the word FALSE if the statement is incorrect. Write the answers in your activity notebook.

- \_\_\_\_\_ 1. It is important to use a reporting system to record injuries that happen at school to identify causes and plan preventive strategies for the school.
- \_\_\_\_\_ 2. Adult supervision should be available for all dance activities.
- \_\_\_\_\_ 3. Children should be guided on how to use dance equipment properly.
- \_\_\_\_\_ 4. Establish safety rules and use the proper safety gear for dance activities.
- \_\_\_\_\_ 5. Ensure regular equipment check and maintenance.

**Task 2:**

**Direction:** Describe how you will react on the given scenarios or situations provided below. Write your answers in your activity notebook.

- Team A arrived first and is supposed to use the gym for a cheer dance rehearsal, however; their other members have not arrived yet. Team B is already complete with all their members and waiting for their turn to use the venue. Team A cannot proceed with the practice since they are still waiting for their other members, and they are just loitering around the area.
- 
- 
-

2. There is a folk-dance competition in your school, and you were allowed to borrow costumes and props from the school's "Costume Department". You noticed that the department decided to lend you their new costumes and props for the dance that you are going to perform.
- 
- 

3. You were waiting for your sister to finish their modern dance presentation practice for their P.E. and Health class. After the practice, you were left alone with your sister as the others hurried to go home. You noticed the unarranged chairs, tables, and sound system.
- 
- 



## **What's New**

In the next lesson, we will talk about one of the factors under Health-Optimizing Physical Education or H.O.P.E., and proper etiquette and safety in the use of facilities and equipment. But first, answer the following questions in your activity notebook.

1. Is it necessary to set rules for proper etiquette and safety concerning facilities and equipment? Explain.
2. How can you take advantage of this information while engaging in your P.E. and Health dance activities?



## **What is It**

### **Proper Etiquette and Safety in the Use of the Facilities and Equipment**

When engaged in training and exercise, a lot of activities make use of the school facilities and equipment. The following guidelines need to be followed to allow everyone a fair, orderly, maximal, safe usage, and avoid equipment hugging, lessen the chaotic movement of students and equipment, and prevent possible accidents.

#### **1. Take care in using facilities and equipment.**

Facilities such as fields, courts, and multipurpose halls are being provided to students for numerous activities and programs in the school. There are also various sports equipment and games available to encourage learners to be physically fit. In return for the school's continuous effort in providing the students with these facilities and equipment, it is just fair to take good care of these establishments and materials.

**2. Only use equipment that you already know how to use.**

You must be careful in using unfamiliar equipment especially if you are not yet sure of how it operates. You could break the equipment or harm yourself if you insist on operating without waiting for your teacher's instruction on how to use it. It is important to ask questions or wait for instructions.

**3. Be alert and aware of the training area.**

One must develop a presence of mind while practicing or being in the field to avoid accidents caused by your actions or carelessness of others.

**4. In performing exercises and movement in general, practice good form first.**

Students must make sure that they are performing an exercise following the correct form or position (arm push up for example). The improper form may lead to either reaping the benefits or injury.

**5. Bring back all equipment in place after use.**

It is important to return the equipment in its original storage area after use to prevent having them misplaced, stolen and cause unnecessary clutter in the training grounds, as this may lead to accidents that can damage the equipment or inflict harm to you and other students.

**6. Do not hug the equipment.**

You have to be conscious whenever your time is up for using certain equipment. Most of the schools will only allow a certain amount of time through the rotation for a student to use equipment because of its limited number. Students must share the equipment and not just using it most of the time for themselves.

**7. Return the equipment properly or leave the venue clean.**

Any equipment or facility that has been used should be clean and ready for the next user. An example of this is wiping the sweat that you left on the bench or throwing away empty bottles of mineral water that you consumed during your stay or practice on the venue. One should not leave or pass equipment that is incomplete disarray or dirt.

**8. Check yourself; practice proper personal hygiene and care.**

This simply means taking a nice bath and using deodorant before or after practice. You also have to make sure that you are fit and before engaging in physical activities. Inform your teacher if you are not feeling well to prevent causing more harm to yourself or spreading your sickness to your classmates.

**9. Move on the double; do not loiter around the venue or hang on to equipment doing nothing.**

Allow others to use the venue or training ground if you do not feel like exercising. Let others who are more pumped and excited to utilize the area.

**10. As a rule, remember to be nice.**

By being courteous and friendly, you will improve the atmosphere during class activities. Being helpful to others will always produce a positive atmosphere of friendship and fun.

## **Common Facilities Used in Dance Rehearsals and Performances**

### **A. Dance Studio**



Source: <https://ccsearch.creativecommons.org/photos/b4525156-5046-4e94-bd9b-6d5113f6775c>

A dance studio belongs to a reserve of space for the dancers so that they can rehearse or learn their craft. This is where the dancers develop their skills. The goal of the studio is to cater mainly to the dance needs of dancers and teachers. One of the main features of a studio is a dance floor. It must be flexible enough to absorb the stress of the dancers' exercises. This is important so that the dancers are not injured during their routines. Another typical feature found in a studio is a bar. It is a handrail which is fixed to the wall. Ballet dancers often use it to rehearse. Other dancers use the bar for exercise.

To guarantee the safety of the floor, it must not be slippery. It must be made of wood or cork to be able to easily absorb the shocks of rigorous exercises. Wires and cables used by the dancers may cause injuries and should be removed from the floor. Avoid putting objects on the floor such as radio, bags, and others. The place should have the ideal temperature – neither too cold nor too hot for the dancer. This will make the steps comfortable and easy for the dancers.

(<http://www.pngall.com/dance-studio-png>)

## B. Court/ High School Gym



Source: <https://ccsearch.creativecommons.org/photos/c2294b88-bc7f-404f-a210-1019a3e9a32b>

A quadrangular area, **either open or covered**, marked out for **ball games** such as basketball, volleyball, tennis, etc.

<https://ell.stackexchange.com/questions/159525/difference-between-court-and-pitch>

### Common Equipment Used in Dance Rehearsals and Performances

#### 1. Floor-length mirrors



Source:

<https://ccsearch.creativecommons.org/photos/7326370b-dd62-44bd-85b9-a457c6636d0a>

#### 1. Stereo system



Source: <https://ccsearch.creativecommons.org/photos/076683b4-dabc-4b47-8f01-84eab743363f>

## 2. Barre



Source: <https://ccsearch.creativecommons.org/photos/d29162ce-9532-41d1-a3d0-e614eb3a431c>

### **What's More**

Directions:

1. Think of one more etiquette and safe use of equipment and facilities that is not mentioned that should be added on the list.
2. Add one or two sentences to describe the etiquette that you added.
3. Write your answers on your activity notebook.

### **What I Have Learned**

**Direction:** Copy the template below on your notebook and provide answers.

#### **HEAD, HEART, HANDS (3H)**

Head	Heart	Hands
What concept did I learn?	What values did I gain?	How will I apply my learnings in real life?

### **What I Can Do**

Directions:

1. Choose two etiquettes out of the ten previously discussed.
2. Explain how you are going to apply this etiquette whenever you are training for your dance performances in PE and Health subjects.
3. Write the answers on your activity notebook.

## RUBRIC FOR INDIVIDUAL WORK (REFLECTION PAPERS)

	Above Expectations 4 points	Meets Expectations 3 points	Approaching Expectations 2 points	Below Expectations 1 point
Reflective Thinking	The reflection explains the student's thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection does not address the student's thinking and/or learning.
Analysis	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.
Making Connections	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences, and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences.

Adapted from: <http://earlycollegeconference.org/wp-content/uploads/2014/12/Portfolio-Rubric-for-Reflection.PRINT.pdf>



## Assessment

**Directions:** Read the following statements and identify which etiquette is being shown. Choose the answer inside the box below. Write the letters only on your activity notebook.

- a. As a rule, remember to be nice.
- b. Bring back all equipment in place after use.
- c. Do not hug the equipment.
- d. Return the equipment properly or leave the venue clean.
- e. Move on the double; do not loiter around the venue or hang on to equipment doing nothing.
- f. In performing exercises and movement in general, practice good form first.
- g. Be alert and aware in the training area.
- h. Take care in using facilities and equipment.
- i. Only use equipment that you already know how to use.
- j. Check yourself-practice proper personal hygiene and care.

1. Romy and her partner were not in the mood to practice *tinikling*; therefore, she just let the others use the venue and the sound system.
2. Ana made sure to maximize her time using the hula hoop for their take-home activity in P.E. and Health subject since she is about to pass it on to the next student the next day.
3. Disarrayed tables and chairs that were used as props were returned properly by Daphne and her team to its original storage area after their street dance presentation.
4. Empty bottled water was disposed properly by Kristine and Ernesto since they were the only pair left in the dance studio after practice.
5. Grade 12 learners will be having their cheer dance practice in their PE class. Maria is feeling a bit under the weather (feeling sick). So, she informed her PE teacher about it and just went home to rest.
6. Oman was assigned to operate the sound system for their group's folk dance training. He familiarized himself with the equipment first before using it.
7. Rio, being the team leader of the cheer dance club always reminds everyone on his team to get enough sleep and exercise for a sound presence of mind during practice and presentation.
8. Rustan made sure that the air conditioner and lights in the training hall are turned off before going home.
9. Group A is done with their practice. They made sure that the dance studio is clean by sweeping and mopping the floor, trash is thrown properly and ready for Group B to use.
10. Gustav greets his dance colleagues before the start of the practice.



## ***Additional Activities***

**Direction:** Using a short bond paper, create a poster with rules and regulations that should be followed before, during and after a dance practice in a school gym. You can be creative in designing this mini poster. Your mini poster will be graded according to the rubric below.

**Source:**

CATEGORY	4	3	2	1
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Labels are too small to view OR no important items were labeled.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Grammar</b>	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi9mJ\\_5o3sAhUpzIsBHYWMA3sQFjAKegQIBBAB&url=https%3A%2F%2Fwww.uen.org%2Flessonplan%2Fdownload%2F18726%3FlessonId%3D12365%26segmentTpeld%3D2&usq=AOvVaw3uM1hZeGTIY0pW0id6MUOm](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi9mJ_5o3sAhUpzIsBHYWMA3sQFjAKegQIBBAB&url=https%3A%2F%2Fwww.uen.org%2Flessonplan%2Fdownload%2F18726%3FlessonId%3D12365%26segmentTpeld%3D2&usq=AOvVaw3uM1hZeGTIY0pW0id6MUOm)



## Answer Key

What I Know		Pretest		What's in Task 1		What's in Task 2		What's More		Assess What You Have Learned		Answers may vary.		What I Have Learned		Additional Activities		What I Can Do		Answers may vary.		Additional Activities		What I Can Do		Answers may vary.					
1. C	6. A	2. D	7. A	3. A	8. C	4. B	9. D	5. C	10. A	1. e	6. i	2. c	7. g	3. b	8. h	4. d	9. d	5. j	10. A	1. e	6. i	2. c	7. g	3. b	8. h	4. d	9. d				
2. D	7. A	3. A	8. C	4. B	9. D	5. C	10. A	1. e	6. i	2. c	7. g	3. b	8. h	4. d	9. d	5. j	10. A	1. e	6. i	2. c	7. g	3. b	8. h	4. d	9. d						
3. A	8. C	4. B	9. D	5. C	10. A	1. e	6. i	2. c	7. g	3. b	8. h	4. d	9. d	5. j	10. A	1. e	6. i	2. c	7. g	3. b	8. h	4. d	9. d	5. j	10. A						
4. B	9. D	5. C	10. A	1. e	6. i	2. c	7. g	3. b	8. h	4. d	9. d	5. j	10. A	1. e	6. i	2. c	7. g	3. b	8. h	4. d	9. d	5. j	10. A	1. e	6. i	2. c	7. g	3. b	8. h	4. d	9. d
5. TRUE	1. TRUE	2. TRUE	3. TRUE	4. TRUE	5. TRUE	1. TRUE	2. TRUE	3. TRUE	4. TRUE	5. TRUE	1. TRUE	2. TRUE	3. TRUE	4. TRUE	5. TRUE	1. TRUE	2. TRUE	3. TRUE	4. TRUE	5. TRUE	1. TRUE	2. TRUE	3. TRUE	4. TRUE	5. TRUE	1. TRUE	2. TRUE	3. TRUE	4. TRUE	5. TRUE	

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Accessed July 2020. <https://bit.ly/3INKWoq>  
Accessed July 2020. <https://bit.ly/31OABk1>  
Accessed July 2020. <https://bit.ly/2Ga8tzk>  
Accessed July 2020. <https://bit.ly/32FVhtl>  
Accessed July 2020. <https://bit.ly/3bsl5h7>  
Accessed July 2020. <https://bit.ly/3jA3mqA>  
Accessed July 2020. <https://bit.ly/2GbqWLW>

<https://www.slideshare.net/mobile/IMQuinBelle/identifying-school-and-community-resources-in-case-of-injury-or>

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