SENIOR HIGH SCHOOL

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DEPARTMENT OF EDUCATION

P.E. AND HEALTH

First Quarter – Module 1

Health-Optimizing: Dance

SCHOOLS DIVISION OF ANTIQUE

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P.E. & Health – Grade 12
Alternative Delivery Mode
Quarter 1 – Module 1: Health-Optimizing-Dance
First Edition, 2020

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SENIOR HIGH SCHOOL

Physical Education and Health

Quarter 1 – Module 1

Health-Optimizing: Dance

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Introductory Message

For the facilitator:

Welcome to the P.E. and Health 12 Alternative Delivery Mode (ADM) Module on Health-Optimizing:Dance! This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.
In addition to the material in the main text, you will also see this box in the body of the module:

Notes to the Teacher

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

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

For the learner:

Welcome to the P.E. and Health 12 Alternative Delivery Mode (ADM) Module on Health-Optimizing:Dance! This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

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

At the end of this module you will also find:

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

The following are some reminders in using this module:

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

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

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

Aiming at the Target

CORE SUBJECT DESCRIPTION:

Physical Education and Health offers experiential learning for learners to adopt an active life for fitness and lifelong health. Their knowledge, skills and understanding include physical and health literacy competencies support them in accessing. synthesizing and evaluating information, making informed decisions, enhancing and advocating their own as well as other's fitness and health.

CONTENT:

- Assessing one's health-related fitness , physical activity barriers and diet

Most Essential Learning Competencies

1. Self-assesses health-related fitness (HRF). Status, barriers to physical activity assessment participation and one's diet.
2. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school

After this module, the learners should be able to:

1. determine their level of fitness;
2. discuss the significance of assessing health-related fitness (HRF) status; barriers on physical activity and on one's diet;
3. administer self- assessment on health-related fitness (HRF) status, barriers on physical activity, and on one's diet;
4. identify strength and areas for development/improvement.

Trying the Challenge

Directions: Read the item carefully and choose the letter of the correct answer. Write your answer on your activity notebook.

1. This is the ability of an individual to do daily task without undue fatigue and has enough energy to enjoy leisure time and/ or for an emergency situation is called
   a. Physical activity
   b. Physical fitness
   c. Health-related fitness
   d. Flexibility

2. This refers to the components of Health-Related Fitness (HRF)
   a. Power, flexibility, Muscular strength and endurance and BMI
   b. Body composition, Muscular Strength and Cardiovascular endurance
   c. Muscular strength, flexibility, cardiovascular endurance and body composition
   d. Flexibility, muscular strength and endurance, cardiovascular endurance and body composition

3. It is an ability to move the joints through the full range of motion is called
   a. Cardiovascular endurance
   b. Muscular strength
   c. Flexibility
   d. Aerobic activity

4. It is a health-related fitness component that refers to the function of heart and lungs to sustain oxygen all throughout the performance.
   a. Cardiovascular endurance
   b. Body composition
   c. Flexibility
   d. Muscular strength and endurance

5. This is a physical fitness test that measures muscular strength and endurance
   a. 3-minute step test
   b. Zipper test
   c. Hip circumference
   d. Curl-ups

6. The body composition can be determine by the following;
   a. Age and weight
   b. Height and waist circumference
   c. Height and weight
   d. Weight and heart rate

7. Which categories is considered normal in Body Mass Index (BMI)?
   a. Below 18.5
   b. 18.5- 24-9
   c. 25-29
   d. above 30

8. This is a test of flexibility conducted in upper arm and shoulder girdle
   a. Push-up
   b. Curl-ups
   c. Hamstring stretch
   d. Zipper test

9. If Christopher can perform 35 push-ups in his physical fitness test, he belongs to _____.
   a. High performance zone
   b. Good performance zone
   c. Marginal zone
   d. Low zone

10. This is a barrier to physical activity that is influenced most by family, friends and community.
   a. Personal barrier
   b. Environmental barrier
   c. Sedentary life
   d. Physical barrier

11. This refers to a reason that hinders the person to be physically active
   a. Disability
   b. Barriers
   c. Personality
   d. Environment

12. Choose an environmental barrier from the given choices
    a. Lack of motivation
    b. Fear of being injured
    c. unavailability of transportation
    d. Insufficient time to exercise

13. This is the best reason of assessing one's health-related fitness is
    a. To improves health status
    b. To deviate attention from sedentary life
    c. To develop self-esteem and confidence and self- esteem
    d. To determine health status and improves the betterment of life

14. The best way to improve health-related fitness is to
    a. enjoy vices with friends
    b. dance, and eat more food
    c. exercise and sleep 8 hours a day
    d. dance, sleep well and eat nutritious food

15. This best describes "dance as an Exercise".
    a. A flexible dancer can be the best performer.
    b. Dancing is the only whole body-workout among physical activities.
    c. Dancing is about recreation, self-expression and a way to stay healthy.
    d. Dancing focuses only on the development of muscular strength and endurance.

Lesson 1

Self-Assessment (HRF Status)

Dance is a health –promoting physical activity which many people worldwide incorporate into their lifestyles today. This physical activity appeals to some who may not typically be active and therefore may be another alternative of exercise. Dance for health has become an important factor in prevention, treatment and management of several health circumstances. It can benefit both physical and mental health and subsidize social communication.

There are many forms of dance, from ballet to ballroom and theater to street dancing. Dance has always been part of human culture, rituals, and celebrations. Today, most dancing is about recreation and self-expression, although it can also be done as competitive activity. Dancing is an enjoyable way to be more physically active and stay fit. Besides, dance therapy is very much in vogue these days simply because the experience of dancing helps a person to heal from within.

This module is designed for you, as a Grade 12 learner, to explore knowledge and skills that will help you to assess your own health status, barriers to physical activity assessment participation and one's diet.

Being physically fit and healthy can help you not only to be a good dancer or performer but most importantly to get through with the stresses and demands of life and this improves your self-esteem, develops your confidence and self-concept which can only be realized when you are much older.

Health-related fitness plays a vital role in holistic development of a person, through self- assessment you can determine your health status and prepares your way to improve and ensure a better life.

Connecting to the Past

Physical fitness is the capacity of an individual to function in every way at one's best. It is also a way of life characterized by the ability of an individual to perform daily tasks successfully. The ability to accomplish the requirement of daily living requires health-related fitness components such as muscular strength, and endurance, flexibility and cardio-respiratory fitness in order to be able to undertake more training aimed at achieving optimum fitness.

Processing Questions:

1. What is the significance of assessing health related fitness?

2. In the midst of this pandemic, how do you maintain your health status?
3. What are your fitness practices in order to maintain your health status?

Gearing Up to Start

Pre- Assessment Activity: Getting ready to be fit!

Reminder: Prior to any physical activities, try to know your general health status through answering the PAR-Q & YOU questionnaire.

Note: Please read the questions carefully and answer each one honestly.

Activity 1: Fit me in!

Directions: Match the pictures with the health-related fitness components. Remember it shows many, but choose only the main fitness component required. Choose your answer from the box found at your left and write your answer inside the box at your right. Write your answers on your answer sheet.

Choices

muscular endurance
muscular strength
flexibility
body composition
cardiovascular endurance

Answers

Image Source:

1. https://www.boredpanda.com/athlete-body-types-comparison-howard-schatz/?utm_source=google&utm_medium=organic&utm_campaign=organic
2. https://twitter.com/twerknballerina/status/633313148313956353/photo/1
3. https://dance.lovetoknow.com/image/194871~man-doing-brake-dancing-movements.jpg
4. https://www.hellotravel.com/events/dinagyang-festival
5. https://eniyifit.com/zindeligin-5-bileseni-bilmeniz-gerekenler/

Image Source:
6.https://www.grivasdance.gr/wcs3_class/latin-
7. https://stayfitwithkim.com/category/fitness-benefits/
8. https://www.alamy.com/stock-photo/cheerdance.html
9. https://www.quora.com/Can-Zumba-classes-cause-foot-problems
10. https://cz.pinterest.com/pin/669277194602765145/?nic_v2=1a4FGKQ8G

Hitting the Target

Dance is a great form of exercise because it is a whole-body workout that calls upon all aspects of fitness. Good fitness is key to reducing the risk of injury, enhancing performance, and ensuring longer life. A healthy person is one who is in a state of being 'well' in both body and mind and has the ability to meet the demands of a specific physical task at an optimal level.

Assessing one's health status will help the person know about one's strength and weaknesses. Awareness of individual's health-related fitness and its relevant interpretation will aid the person to efficiently create an action plan in observing a healthy lifestyle and selecting appropriate activities for areas that need improvement.

Activity 1: Self-testing Activities for Health-related fitness

Reminders in taking self-assessment:

1. Student should wear proper attire: t-shirt, jogging pants and rubber shoes.
2. Have a score card to record all the results of the test.
3. If you have any medical history please notify the teacher for special attention/ arrangement.
4. Re-orient yourself on proper execution of the test and recording of test results.
5. Drink water before, during and after the test to prevent dehydration.
6. Conduct warm-up and stretching exercises before the test.
7. Observe safety measures.
8. Conduct the test in a safe and fun-filled environment.
9. Enjoy and have fun!

ADDITIONAL REMINDER:

Your H.O.P.E. Teacher may require you to have an MOV while conducting the PFT (HRF). Make sure that you will have an option or alternative to provide the means of verification, either attaching photos or sending via messenger or any means of online communication.

Score Card for Physical Fitness Test

Name:_____ **Year & Section:**_____ **Date of the Physical Fitness Test** _____.			
1.Body Composition	**Score**	**Result/Evaluation**	**Remarks**
a. Weight		BMI:_____	
b. Height			
c. Waist Circumference		WHR:_____	
d. Hip Circumference			
2. Flexibility			
a. Zipper Test (Right)			
b. Zipper Test (Left)			
c. Hamstring and flexor test			
3. Cardio-vascular endurance			
a. 3-minute Step Test			
4. Muscular Strength and Endurance			
a. 90 degree push-up			
b. Curl-ups			

Activity 2: Administration of Fitness Test-HRF Components

PHYSICAL FITNESS TEST

Health Related Fitness

Body composition testing (or body fat testing) measures the amount of body fat and fat-free mass, also referred to as lean tissue —muscle mass, body water, bone and organs— in the body.

A. Body Mass Index (BMI) Example:

$$\frac{\text{Weight (in kilograms)}}{\text{Height (in meters)}} \quad \frac{30}{(1.2)2} = \frac{30}{(1.44)} = 20.83 \text{ (Normal)}$$

Classification

Below 18.5 – underweight
18.5 – 24.9 – normal
25.0 – 29.9 – overweight
30.0 – above – obese

Procedure:
For the test taker:

a. Wear light clothing.
b. On bare feet, stand erect and still with weight evenly distributed on the center scale.

For the partner:

a. Before the start of weighing, adjust the scale to zero point.
b. Record the score in kilograms

Scoring: record body mass to the nearest 0.5 kilograms

A. **Height** is the distance between the floor to the top of the head in standing position.

Equipment:

1. An even and firm floor and flat wall
2. L-square
3. Tape measure is placed flat to concrete wall. The zero point starts at the bottom of the floor.

Procedure:
For you:

a. Stand erect on bare feet with heels, buttocks and shouders pressed against the wall with tape measure.

For your partner:

a. Place the L-square against the wall with the base at the top of the head of the person being tested.
b. Record the score in meters.

Scoring: record standing height

*1 meter-100 centimeters

B. **Waist circumference** is a good predictor of visceral fat which contributes more risk of cardiovascular disease and diabetes.

Equipment:

1. Tape Measure

Procedure:
For you:

a. Wear light clothing before taking waist circumference.
b. On bare waist, stand erect and wrap the tape measure around waist.

For your partner:

a. Record the score in centimeters.

STANDARD

	Men		Women	
Risk	**Centimeter**	**Inches**	**Centimeter**	**Inches**
Very High	>120	>47	>110	>43.5
High	100-120	39.5-47	90-109	35.5-43
Normal	102	40	88	34.6
Low	80-89	31.5-39	70-89	28.3-35
Very Low	<80	<31.5	<70	

STRENGTH refers to the muscle's ability to generate force against physical objects. In the fitness world, this typically refers to how much weight you can lift for different strength training exercises.

1. 90- Degree Push-Up

Purpose- to measure strength of upper exremeties

Equipment

1. Exercise mats or any clean mat

Procedure:

For you:

a. Lie down on the mat; facedown in standard push-up position, palms on the mat under the shoulders, fingers pointing forward, and legs straight, parallel, and slightly apart, with the toes supporting the feet.

b. **FOR BOYS:** Straighten the arms, keeping the back and knees straight, then lower the arms until there is a 90- degree angle at the elbows (upper arms are parallel to the floor).

c. **For GIRLS:** With knees in contact with the floor, straighten the arms keeping the back straight, then lower the arms until there is a 90-degree angle at the elbow (upper arms are parallel to the floor).

d. Perform as many repetions as possible, maintaining a cadence of 20 push ups per minute (2 seconds going down and 1 second going up).

Image Source: https://www.google.com.ph/search?tbs=sbi:AMhZZisgISO4en5iLqvYSI9VwBQs-WWmg44jgV9YGc5KfWd2Q40uQN24lr4NbDhEJAJ6fBIrQRUzDaf_1P5UuUg9NNI91RP_1IBCxTfdrMKLJFV3kAEQQPQdHuwQaVaXM5fx6SjnJQQHqketEsB_1x-VrDJSKxEi2jbZSmXlYo229fuiFi-o1z8xsv7VrpY7oZi8TotSdVW0nBV5-LX3zDFuPY7spqUoo_16DzOkWnUBQfOgw_1IUtobdEnCbAf6RfDImgtepa9hptqo-Klnic7Gi4v9ht_1MlHOf0B-nWSV7m5UnXWgf969LBxdvGulcfuQhkQsoY2PBwrTV2&btnG=Search%20by%20image&hl=en-PH

For the tester

a. As the student assumes the position of push-up, start counting as the student lowers his body on the ground until he reaches 90-degree angle at the elbow.
b. Make sure that the student performs the push-ups in correct form.
c. The test is terminated when subject can no longer perform push up ups in the correct form (three corrections allowed, in in pain, voluntarily stops, or when cadence is broken.

2. Curl-Up

Purpose- to measure strength of abdominal muscles.

Equipment

1. Exercise mats or any clean mats

Procedure:

For you:

a. Lie on your back with knees flexed and the feet 12 inches from the buttocks.
b. Feet cannot be held or rested against an object. The arms are extended and are resting on the thighs.
c. Compare a slow, controlled curl-up, sliding fingertips along the floor until they touch the second tapeline.
d. The curl-up should be performed at a rate of one every 3 seconds or 20 curl-ups per minute (2 secnds going up and 1 second going down.
e. There should be no rest at the button position, and perform as many curl-ups as possible without stopping.

For the tester:

a. One curl-up is counted each time the students shoulder blade touches the floor.
b. Make sure that the student performs the curl ups in the correct form.
c. The test is terminated when the subject can no longer perform the curl-ups in correct form (three corrections are allowed), is in pain, voluntarily stops or when cadence is broken.

Scoring- record the number of curl-ups made.

Image Source:
https://www.google.com/search?tbs=sbi:AMhZZisGTuF9PikHsaGeYnGWjEgL7S8umKUyAwEaPWxC7egZBTnaYgqeTJ_1rICJScSGE2Ty7Am5BIhxKq1QCgfRKRAoYEhWnrZa9R0um_1GGnzbtPyH570yf4vJGazgojLx6cxdNpHsVH6PINHBBXAV6UEv9UJP4UvhzYJbcJFqAQYJTBuDPgwgyNSLIslMJpjcCsV5bmakJbGYztGIyhjoLMaOyY_16UE2BFCb2Lw-XFVrUujPd943hGQP1uURyyRk8k7A5oCQ2KHKTbKaNFlJfwDZfz0m-TdJFH0F8i44SAwOj-2u_1-QuKu4lS7useSOup--SPpQU5gM&btnG=Search%20by%20image&hl=en

FLEXIBILITY refers to the ability of the joints to move through a full range of motion.

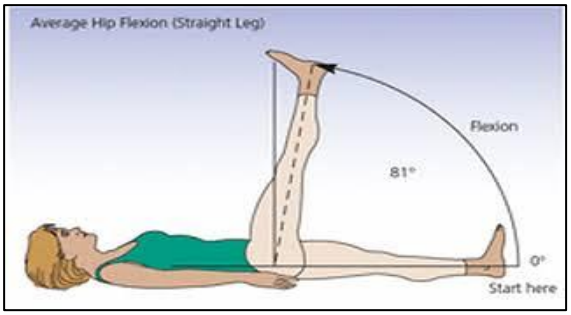

Image Source: https://medium.com/@davidgraberdc/5-predictors-of-low-back-pain-ec871558d170

1. Hamstring and Hip Flexor Test

Purpose- To test flexibility of the hamstring and hips.

Equipment- Protractor

1. Goal- Keeping both legs straight, lift one leg to the floor.
2. Preliminary- illustrate angles on a poster board and paste it on the wall.

Procedure:

a. Lie on your back on the floor beside a wall.
b. Slowly lift one leg off the floor. Keep the other leg flat on the floor.
c. Keep both legs straight.
d. Continue to lift the leg until either leg begins to bend or the lower leg begins to lift from the floor.
e. Place a yardstick against the wall to mark the spot to where the leg was lifted. Lower the leg.
f. Using a protractor, measure the angle created by the floor and the yardstick. The greater the angle the better your score.
g. Repeat with the other leg.

2. Zipper Test

Purpose: To test the flexibility of the shoulder girdle.

Equipment: ruler

Procedure:

a. Stand erect.
b. Raise your right arm, bend your elbow, and reach down across your back as far as possible, to test the right shoulder; extend your left arm down and behind your back bend your elbow up across your back, and try to reach/cross your fingers over those of your right hand as if to pull a zipper or scratch between the shoulder blades.
c. To test the left shoulder, repeat procedures A and B with the left hand over the left shoulder.

For the partner:

a. Observe whether the fingers touched or overlapped each other, if not, measure the gap between the middle fingers of both hands.
b. Record the distance in centimeter.

Scoring: record zipper test to the nearest 0.1 cm. Pass or Fail.

Image Source: ource:https://www.google.com/search?tbs=sbi:AMhZZiscz8CjPaLRHnnUzjhtiU7L-ZkkuxaaELhvUH1f_1CdNfcYJJADyORTWbRHZolcQ4Thjxc2aU1r3RqB1DSveqiQScIXgIhPBvsxwtdwX5Nyel0WKYmGpU_1OHx7roxhHBRTgzuhuePN6Ox51wCWs9pvqcFrrh5d2VRRouDjkqo1cykfmdAVT2lQfi5ZT07uKiyEl5GIJUdwJEKQ_12KYxbNs18n6tMe2LysxcxsQY5pXUIjTpFa0IimHfpE819Um7KbwXRKUYUqY8_1hzWMLJMEJuyvJf5FDArz-BHBXjuR_1lQEIR7hmP_1sU5GMHs6Zvhm5IQyCpD-i&btnG=Search%20by%20image&hl=en_GB

Cardiovascular endurance is the ability of the heart, lungs and blood vessels to deliver oxygen to working muscles and tissues, as well as the ability of those muscles and tissues to utilize the oxygen. It is also the ability of the muscle to do repeated work without fatigue.

1. 3-Minute Step Test

For the Performer:

a. Position at least one foot away from the step or bench.
b. At the signal "Go" step up and down the step/bench for 3 minutes.
c. 24 steps per minute. One step consists of 4 beats – that is, up with the left foot (ct1), up with the right foot (ct2), down with the left foot (ct3)down with the right foot (ct4).
d. Immediately after the exercise, locate your pulse and wait for the signal to start the counting.
e. Don't talk while taking the pulse beat.
f. Count the pulse for 10 seconds. Multiply it by 6. (110 bpm)

For the Partner:

a. As the student assures the position in front of the step, signal, "Ready" and "Go", start the stopwatch for the 3-munite step test.
a. Allow the performer to locate his/her pulse in 5 seconds. (Left)
b. Count the pulse beat.
c. Let the performer count his/her beat for 10 seconds and multiply it by 6.

Scoring – record the 60-seconds heart rate after the activity.
(For non-completer, mark didn't finish but record the pulse beat)

Measuring your fitness level is one way to find out your level of physical fitness. Below are the references for interpretation.

Rating Scale for Dynamic Muscular Endurance

Age 16-26	**Male**		**Female**	
	Curl-ups	**Push-ups**	**Curl-ups**	**Push-ups**
High Performance Zone	Can do more than 35	Can do more than 29	Can do more than 25	Can do more than 17
Good Fitness Zone	24-34	20-28	18-24	12-16
Marginal Zone	15-23	16-19	18-24	12-16
Low Zone	14 and below	15 and below	9 and below	7 and below

Rating Scale for Flexibility

Classification	Male			Female		
	Shoulder Flexibility (inches)		Hamstring and Hip Flexor Flexibility (degrees)	Shoulder Flexibility (inches)		Hamstring and Hip Flexor Flexibility (degrees)
High Performance Zone	R 5+	L 4+	111 & above	R 6+	L 5+	111 & above
Good Fitness Zone	1-4	1-3	80-100	2-5	2-4	80-100
Marginal Zone	0	0	60-79	1	1	60-79
Low Zone	-0	-0	< 60	-1	-1	< 60

Strengthening the Grasp

Activity 1. Check me out!

(Self-Assessment Analysis)

Directions: Fill-out the necessary information needed. Interpretations will be based on the chart above. Complete the column for analysis/ implication in two or three sentences.

1. Body Composition

Test	Result/Interpretation	Analysis
BMI		
Waist to Hip Ratio		

2. Cardiovascular Endurance

3-minute Step Test	Recovery PR(pulse rate) & Interpretation	Implications

3. Muscular Strength, Endurance, Flexibility

My strongest HRF components	My weakest HRF components	Realization/ Conclusion:

Activity 2: Health-related fitness components

Direction: Match Column A with column B, and C. Write the letter of the correct answer before each number (2 answers for each number)

A. HRF Components	B. Definition	C. Activities
1. Body composition	A. is the amount of force a muscle can produce	a. aerobic dance
2. Muscular endurance	B. is the percentage of fat, bone, water, and muscle in a human body, it is often the ratio of lean tissue to fat tissue in the body	b. split
3. Flexibility	C. ability of the heart and lungs to work together to provide the needed oxygen and fuel to the body during sustained workload.	c. push-up
4.Muscular strength	D. is the ability to bend and move the joints through the full range of motion.	d. BMI
5.Cardio-respiratory Endurance	E. the ability of the muscle to perform work repetitively in a long period of time	e. lifting

Barriers to Physical Activity Assessment Participation and One's diet.

Getting involved in physical activities can be attributed to personal and environmental factors. A person may experience a variety of challenges along the way. This hinders the person to be physically active, hence, referred to as barriers.

Personal barriers

With the current trends in technology and development, people's lives have become convenient and easier as well as less active. They may also have reason or own justification of their inactivity that forms their attitude towards physical movement, letting them live a sedentary life.

Some common explanations (barriers) that people cite for resistance to dance are:

- Insufficient time to exercise/physical activity
- Inconvenience of exercise
- Lack of self-motivation
- Non- enjoyment, boredom of exercise
- Lack of confidence in their ability to be physically active (low self-efficacy)
- Fear of being injured or having been injured recently
- Lack of self-management skills, such as the ability to set personal goals monitor progress, or reward progress toward such goals

- Lack of encouragement, support or companionship from family and friends
- Non- availability of parks, sidewalks, bicycle trails, safe and pleasant walking paths close to home or the workplace

Environmental barriers

Some may not notice but the space and the setting where people live greatly influence a person's participation to physical activity. The constant exposure and the daily interaction with the people and things around has a great impact on a person's preference towards bodily execution and movement.

The environment in which we live has a great influence on our level of physical activity. Many factors in our environment affect us. Obvious factors include the accessibility of walking paths, cycling trails, and recreation facilities. Factors such as traffic, availability of public transportation, crime, and pollution may also have an effect. Other environmental factors include our social environment, such as support from family and friends, and community spirit. It is possible to make changes in our environment through campaigns to support active transportation, legislation for safer communities, and the creation of new recreation.

Activity 3. What hinders me?

Directions*:* Listed in the box are examples of physical activity barriers. Classify them as to personal or environmental barriers. Write your answer inside the call outs below.

☼ lack of motivation	☼ fear of injury
☼ health consideration	☼ lack of resource
☼ religious beliefs and values	☼ confidence and willingness
☼ support from family and friends	☼ Lack of space or dance room
☼ challenges with parents where they didn't understand the positive effect of dance	

Personal Barriers

Environmental Barriers

Image Sources :https://www.colourbox.com/vector

Diet and Nutrition

Your food choices each day affect your health- how you feel today, tomorrow, and in the future.

Good nutrition is an important part of leading a healthy lifestyle. Combines with physical activity, your diet can help you reach and maintain a healthy weight, reduce your risk of chronic diseases (like heart diseases and cancer), and promote your overall health. By taking steps to eat healthy, you'll be on your way to getting the nutrients your body needs to stay healthy, active, and strong. As with physical activity, making small changes in your diet can go a long way, and it's easier than you think!

Activity 4. Check-up Time!

Directions: You are given two options to choose from. Choose only one activity to work on.

Option A. If you have good internet connection

1. Surf the net and open the site http//www.takingcharge.csh.umn.edu/enhance-your-wellbeing/health/diet-nutrition-assessment? id=5717f623f2f95&step=0
2. On that site, undergo steps 1-3. Print the downloaded assessment results reflecting your diet and nutrition
3. Cite at least 5 goals for the items that needs improvement.

Option B. If you have no or poor internet connection
Direction: Answer the checklist below by ticking the box with a ✓ or X before each sentence and write your reflection about your diet based on your responses.

☐ 1. I eat the correct amount of food to maintain (or achieve) a healthy body weight.
☐ 2. I eat at least five servings of fruits and vegetables everyday.
☐ 3. I include high-fiber foods such as whole grains in my diet on a daily basis.
☐ 4. I eat a variety of foods to ensure adequate vitamins and minerals.
☐ 5. I avoid eating foods that are high in saturated fat or trans-fatty acids (whole milk, fatty meats, snack foods).
☐ 6. I drink eight glasses of water a day.
☐ 7. I limit my intake of salt and sugar.
☐ 8. I take alcoholic drink daily.
☐ 9. I avoid eating to relieve stress, unhappiness, or other emotions.
☐ 10. I try to resist the temptation of slickly packaged processed foods, opting instead to look for whole, fresh ingredients.

My Reflection! "My Diet…My Say…..

_____

Wrapping Up to Go

_____

_____

_____

_____

_____

Physical fitness can be attained through engagement in physical activities such as exercise and dance. Enhancement of PF-HRF components will give you the following benefits.

1. Improves posture and body shape
2. Strengthens your heart and lungs
3. Increases oxygen supply to your muscles
4. You can rehearse or perform longer
5. Reduces fatigue - lack of concentration
6. Improves concentration
7. Reduces stress levels
8. Boosts your immune system
9. Develops the muscle tone and stronger bone
10. Reduces the risk of injury
11. Maintains healthy body weight.
12. Improves self-confidence and self-esteem

Directions: Answer the following questions.

Guide Questions:

1. During the pre-activity from PAR Q & YOU to physical fitness test, have you encountered any physical activity barrier? Is there any personal or environmental barrier?

   _____

   _____

   _____

   _____

   _____

2. Cite some situations that hinder you to engage in physical activity.

   _____

   _____

   _____

3. In today's pandemic, how do you handle your physical activities?
   _____
   _____
   _____
   _____

4. As a student, what is the significance of self-assessment fitness?
   _____
   _____
   _____
   _____

5. Knowing your nutritional and health status**,** in what area are you're going to maintain or improve?
   _____
   _____
   _____

Fitness level assessment determines the current health status of an individual. Assessing one's health status will help inform a person of his or her strengths and weaknesses leading him/her to observe a healthy lifestyle and to select appropriate activities for improvement.

To maintain general fitness, develop the health-related physical activities that include cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition.

Relating to Real Life

Directions: Fill in the blanks with the correct answer.

"#Whattaday"

I woke up this morning around five o'clock. Then, I did my daily routine which is _____ so that my muscles will become strong and ready for today. I took a bath, fixed myself and of course I eat _____ for my healthy breakfast because *"breakfast is the most important meal of the day".*
On my way to the office, where I work as an accountant, I suddenly heard someone call my name which made me look behind, I didn't notice that my other foot had stepped on the banana peel. Thanks to my _____ I didn't have to feel any pain even when I slipped.
Its noon time! And because I only had to work half-day, I will eat my lunch at home, eat, rest for a while and clean the house. Because I still had time left, I am going to the gym for my zumba class to improve my _____. I need to maintain my shape to feel beautiful inside-and-out.
I walk, I work, I dance… sweat but never get tired of my whole day activities because I am _____.

Checking the Target

Test I.

Directions: Read the item carefully and encircle the letter of the correct answer.

1. The ability of an individual to do daily tasks without undue fatigue and has enough energy to enjoy leisure time and/ or for an emergency situation is called _____.
   a. Physical activity
   b. Physical fitness
   c. Health-related fitness
   d. Flexibility

2. It refers to the components of Health-Related Fitness (HRF)
   a. Flexibility, power, Muscular strength and endurance and BMI
   b. Body composition, Muscular Strength and Cardiovascular endurance
   c. Muscular strength and endurance, flexibility, cardiovascular endurance and body composition
   d. Flexibility, muscular strength, cardiovascular endurance and body composition

3. It is a health-related fitness component that refer to the function of heart and lungs to sustain oxygen all throughout the performance.
   a. Cardiovascular endurance
   b. Body composition
   c. Flexibility
   d. Muscular strength and endurance

4. Body composition can be determined by _____.
   a. Age and weight
   b. Height and waist circumference
   c. Height and weight
   d. Weight and heart rate

5. Among these students, who has the normal Body Mass Index (BMI)
   a. Lisa: Height – 1.37 m, Weight- 45 kg
   b. Rose: Height – 1.42 m, Weight- 50 kg
   c. Andre: Height – 1.35 m, Weight- 70 kg
   d. Cristof: Height – 1.27 m, Weight- 28 kg

6. It is a test of flexibility conducted in upper arm and shoulder girdle
   a. Push-up
   b. Curl-ups
   c. Hamstring stretch
   d. Zipper test

7. Christopher is a dancer, if he can perform one-leg balance, he has developed his _____.
   a. Muscular strength
   b. Flexibility
   c. Body composition
   d. Cardiovascular endurance

8. It is a barrier to physical activity that is most influenced by family, friends and community.
   a. Environmental barriers
   b. Personal barriers
   c. Sedentary life
   d. Physical barriers

9. This refers to a reason that hinders the person to be physically active.
   a. Barriers
   b. Disability
   c. Personality
   d. Environment

10. "Dance as an Exercise" is best described in this statement.
   a. A flexible dancer can be the best performer.
   b. Dancing is the only whole body-workout among physical activities.
   c. Dancing is about recreation, self-expression and a way to stay healthy.
   d. Dancing focuses only on the development of muscular strength and endurance.

Enriching the Skill

A. Create/ Choreograph a 20-minute dance routine (6-8-figure dance) using / involving body parts that would help improve your HRF components, you may refer to the different HRF test conducted. You may opt to use the routine as your physical activity every morning. Include warm up and cool down in your routine. Music accompaniment is optional.
Write down the dance routine below.

Example: 1. 32 pts. Step Test

Finding the Score

Strengthening the Gap (Activity 2)

Personal Barriers

1. Lack of motivation
2. Fear of Injury
3. Health consideration
4. religious beliefs and values
5. lack of resource
6. confidence and willingness

Environmental Barriers

1. challenges with parents where they didn't understand the positive effect of dance
2. Support from family and friends
3. Gadgets providing leisure
4. Lack of space or dance room

Checking the Target

1. B
2. C
3. A
4. C
5. A
6. D
7. B
8. A
9. A
10. C

Fit Me In

Activity 1

1. BMI
2. Flexibility
3. Muscular Strength
4. Cardio-Respiratory Endurance
5. Cardio Respiratory endurance
6. BMI
7. Muscular Endurance
8. Cardio-Respiratory Endurance
9. Muscular Endurance
10. Cardio-Respiratory endurance

Activity 2

1. B,d
2. E,c
3. D,b
4. A,e
5. C,a

Trying the Challenge

1. B
2. D
3. C
4. A
5. D
6. C
7. B
8. D
9. A
10. B
11. B
12. C
13. D
14. D
15. C

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