

**10**  
**Grade**



(GCED)  
**Global  
Citizenship  
Education**  
Lesson Exemplar  
**PHYSICAL  
EDUCATION**

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**Learning Area:** Physical Education

**Grade Level:** 10

**Quarter:** 1st

**GCED Domain/s:** Cognitive

**GCED Indicator/s:**

D1.1.c Illustrate connections from multiple perspectives and world views

D2.1. a Acknowledge the levels of shared identity and diversity: local, national, regional, and global

D3.1.a Demonstrate ethical and responsible behavior for just and sustainable society.

D3.1.d Initiate actions about local, national, and global issues D3.1.e Design's initiatives for common goods.

**GCED Theme and Topic:**

T4.2 Inclusivity and Equitable Development

T4.4 Health Issues Affecting interaction and connectedness of communities at local national, and global levels

**Enhanced Content Standard/s:**

Demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the society.

**Enhanced Performance Standard/s:**

Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community and society,

Practices healthy eating habits that advocate and supports an active lifestyle in the society.

**Time Allotment:**

120 minutes

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# PHYSICAL ACTIVITY FOR A FIT & HEALTHY SOCIETY



# LESSON INTRODUCTION

With less vigorous activity & more inactive lifestyle fused with uncontrolled food intake, society has been battling impending health crisis like obesity, diabetes, and high blood pressure. If attention on health is taken for granted despite evident statistics on mortality caused by unhealthy lifestyles, millions of people around the world will continuously suffer and meet untimely deaths. Sadly, a number of young individuals have fallen preys to such illnesses, dying from cardiac arrest, high blood pressure and any other related illnesses. Thus, campaigns for healthy living should begin early at home and must be reinforced in schools. In fact, engaging in sports or any physical activities each week helps improve students' focus on schoolwork, as well as help them lead happier and healthier lives.

Moreover, the benefits of physical activity and exercise are demonstrated across the lifespan. Most of our body's systems work better once we are consistently physically active. Leisure and sports activities play a crucial role in communities. Benefits in doing so include improving the health and well-being, contributing to the empowerment, and promoting the event of inclusive communities. Also, recreation, leisure, and sports activities may involve individuals, small groups, teams, or whole communities and are relevant to individuals from different ages, abilities, and levels of skills. Another possible intrinsic effect when participating in sports or physical activities within the local context is tendency of people to reflect on the social systems and cultural values imbedded in the said activities.

## LESSON OBJECTIVES

### (WHAT I NEED TO KNOW / ALAMIN)

The main purpose of this lesson is to develop and enhance healthy and active lifestyle among students through Sports Recreational Activities.

After going through the lesson, you are expected to:

1. Identify activities classified as moderate or vigorous and describe the differences.
2. Demonstrate moderate and vigorous activities with correct techniques.
3. Apply correct techniques to minimize the risk of injuries.
4. Exhibit engagement in various activities mindful of benefits and safety precautions
5. Support initiated action by the world private organizations to improve health through sports.
6. Display responsible and positive behavior towards playmate.
7. Design and develop an AVP (audio-visual presentation) how sports activities may contribute in the promotion of good living and help solve societal / global issues and problems.
8. Conduct a physical activity fitness program to sustain an active lifestyle in the community or society.

# PRETEST

## (WHAT I NEED TO KNOW / SUBUKIN)

### Multiple Choice

**Direction:** Choose the letter of the correct answer.

- Which of these activities is NOT a vigorous activity?
  - Basketball
  - Gardening
  - Fast swimming
  - Fast running
- Which outcome is a benefit from engaging in moderate – vigorous physical activity?
  - Improves respiratory, cardiovascular health, and overall health
  - helps prevent hypertension, maintain healthy body weight, and can improve mental health, quality of life and well-being
  - have better academic achievement, better school attendance and fewer disciplinary problems
  - All the above
- While engaging in vigorous activity the participants heart rates:
  - Increase
  - Decrease
  - Increase and gradually decrease
  - None of the above
- Which of the following statements explains INTENSITY in F.I.T.T Principle?
  - Taking break while doing the activity
  - Playing outside with friend
  - How hard you work to do the activity.
  - Going from one place to another
- How much time do you think is recommended for a physical activity for Filipino people aged 13-20 years old?
  - 30 mins
  - 40 mins
  - 50 mins
  - 60 mins
- Which of the following physical activities should Filipino adolescent and young adults engage in?
  - Active daily task
  - Exercise, dance & sports
  - Muscle strengthening & flexibility activity.
  - All of the above

6. Which of the following physical activities should Filipino adolescent and young adults engage in?
  - A. Active daily task
  - B. Exercise, dance & sports
  - C. Muscle strengthening & flexibility activity.
  - D. All of the above
  
7. While doing this intensity of activity you will not be able to speak more than a few words without a break for inhalation.
 

A. Extreme	C. Moderate
B. Light	D. Vigorous
  
8. It is an assessment of the intensity of exercise based on how the participants feel.
 

A. Intensity	C. Rate of Perceived Exertion
B. Metabolic rate	D. Type
  
9. It is the ratio of a person's working metabolic rate relative to their resting metabolic rate.
 

A. Intensity	C. Rate of Perceived Exertion
B. Metabolic rate	D. Type
  
10. It is the duration of a workout (including warm-up and cool down) or period spent in training.
 

A. Frequency	C. Time
B. Intensity	D. Type



# LESSON PROPER

## REVIEW (WHAT'S IN / BALIKAN)

### Let's go back and learn!

Look at the pictures below. How do activities like these affect one's lifestyle and weight management?



[https://th.bing.com/th/id/R.2b424c7c3db9f588fd1008e5987213?rik=5MF1eeoXAS%2btDA&riu=http%3a%2f%2ffor08.deviantart.net%2fe3d8%2ff%2f2007%2f108%2fc%2f1%2feating\\_while\\_watching\\_by\\_adilheidi2gaddi3](https://th.bing.com/th/id/R.2b424c7c3db9f588fd1008e5987213?rik=5MF1eeoXAS%2btDA&riu=http%3a%2f%2ffor08.deviantart.net%2fe3d8%2ff%2f2007%2f108%2fc%2f1%2feating_while_watching_by_adilheidi2gaddi3)

ACTIVITIES	Explain how activities like these affect one's lifestyle and weight management?
Dancing with popular music using TIKTOK application during free time.	
Using social media like Twitter, Instagram, and Facebook for more than five hours daily.	
Doing exercise or working out together with family members every weekend.	
Home gardening after work or class hours.	
Playing outdoor sports with friends and classmates at least three times a week.	
Watching online movies and playing on-line games while eating unhealthy food every day	

# LESSON PROPER

## ACTIVITY (WHAT'S NEW / TUKLASIN)

Brisk Walking	Heavy Shoveling	Social Dancing	Competitive Sport	Gardening
Household Chores	Aerobics	Parlor Games	Fast Cycling	Climbing Brisky
		Up A Hil		

MODERATE	VIGOROUS

# LESSON PROPER

## DISCUSSION (WHAT IS IT / TALAKAYIN)

### What is Moderate-intensity and Vigorous-intensity Physical Activity?

Health experts suggest that children and youth should take part in at least 60 minutes physical activity every day and that a range of such activity be offered to them to guarantee that they enjoy doing it.

**Moderate physical activity** refers to activities equivalent in **intensity** to brisk walking or bicycling. If you are doing this activity, you can talk, but would not be able to sing. You are working hard enough to increase your heart rate.

**Vigorous physical activity** produces large increases in breathing or heart rate, such as jogging, aerobic dance or bicycling uphill. If you are doing this activity, you will not be able to speak more than a few words without a break for inhalation. Because at this point, your heart rate has gone up moderately.

**Intensity** refers to the rate at which the activity is being performed or the magnitude of the effort required to perform an activity or exercise. It can be thought of "How hard a person works to do the activity" or to the rate at which activity is being performed or the extent of the effort necessary to carry out an action or exercise.

The intensity of different forms of physical activity varies from person to person. The intensity of physical activity depends on an individual's previous exercise experience and their relative level of fitness.

Below are examples of moderate-intensity and vigorous-intensity physical activities. These examples serve only as a guide and will vary among individuals.

<b>Moderate-intensity Physical Activity (Approximately 3-6 METs)</b>	<b>Vigorous-intensity Physical Activity (Approximately &gt;6 METs)</b>
Requires a moderate amount of effort and noticeably accelerates the heart rate.	Requires a large amount of effort and causes rapid breathing and a substantial increase in heart rate.
Examples of moderate-intensity exercise include:	Examples of vigorous-intensity exercise include:
<ul style="list-style-type: none"> <li>• Brisk walking</li> </ul>	<ul style="list-style-type: none"> <li>• Running</li> </ul>
<ul style="list-style-type: none"> <li>• Dancing</li> </ul>	<ul style="list-style-type: none"> <li>• Walking / climbing briskly up a hill</li> </ul>
<ul style="list-style-type: none"> <li>• Gardening</li> </ul>	<ul style="list-style-type: none"> <li>• Fast cycling</li> </ul>
<ul style="list-style-type: none"> <li>• Housework and domestic chores</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobics</li> </ul>
<ul style="list-style-type: none"> <li>• Traditional hunting and gathering</li> </ul>	<ul style="list-style-type: none"> <li>• Fast swimming</li> </ul>
<ul style="list-style-type: none"> <li>• Active involvement in games and sports with children / walking domestic animals</li> </ul>	<ul style="list-style-type: none"> <li>• Competitive sports and games (e.g. Traditional Games, Football, Volleyball, Hockey, Basketball)</li> </ul>
<ul style="list-style-type: none"> <li>• General building tasks (e.g. roofing, thatching, painting)</li> </ul>	<ul style="list-style-type: none"> <li>• Heavy shovelling or digging ditches</li> </ul>
<ul style="list-style-type: none"> <li>• Carrying / moving moderate loads (&lt;20kg)</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying / moving heavy loads (&gt;20kg)</li> </ul>

<https://anjumsultanablog.files.wordpress.com/2015/11/moderate-and-vigorouspa.jpg?w=930>

Metabolic Equivalent (METs) are commonly used to express the intensity of physical activities. MET is the ratio of a person’s working metabolic rate relative to their resting metabolic rate. One MET is defined as the energy cost of sitting quietly and is equivalent to a caloric consumption of 1kcal/kg/hour. It is estimated that compared with sitting quietly, a person’s caloric consumption is three to six times higher when being moderately active (3-6 METs) and more than six times higher when being vigorously active (>6 METs).

<https://anjumsultanablog.files.wordpress.com/2015/11/moderate-and-vigorouspa.jpg?w=930>

### Why is participating in moderate to vigorous physical activity important?

Participation in regular moderate physical activity can lead to improved physical fitness. It is a condition whereby the systems of the body can function at their optimal efficiency, associated with an individual’s ability to work effectively, to enjoy leisure time, to be healthy, to resist disease, and to respond easily to emergency situations. Regular moderate physical activity means engaging in relatively vigorous bodily movement for 30 minutes to 1 hour that can elevate your heart rate. “Regular” here refers to being active in most, if not all days of the week. About 3 to 4 times per week or more are the recommended times of exercise for an individual. You may opt to have rest days or easy days in between to allow your body to recover from the physical exertion.

To know if the amount of effort exerted during physical activity will be beneficial to you, the FITT formula should be kept in mind. FITT stands for:

### Why is participating in moderate to vigorous physical activity important?

**Frequency (how often)** – number of training sessions that are performed during a given period (usually one week)

**Intensity (how hard)** – an individual’s level of effort, compared with their maximal effort, which is usually expressed as a percentage.

**Time (how long)**- duration of a workout (including warm-up and cool down) or length of time spent in training.

**Type** – mode of physical activity

	YOUR USUAL	MORE THAN USUAL
<b>Frequency</b>	5X/WEEK (Monday to Friday) 2x a day (home school; school home)	5X/WEEK (Monday to Friday) 2x a day (home school; school home)
<b>Intensity</b>	Easy (Leisurely pace)	Moderate to Vigorous (Moderate to fast pace)
<b>Time</b>	20 minutes	13 minutes
<b>Type</b>	Walking	Brisk Walking

Changing from your “usual” to “more than your usual” does not necessarily mean changing everything in the FITT formula. Frequency can be retained but intensity is elevated; or both can be slightly adjusted but time is increased; or type is changed to a more challenging one.

Remember, changing your FITT formula should be done gradually to give your body time to adjust to the demands you place on it. When your body is challenged to do more than what it is used to, changes in your body start to occur.

If the physical activity is too easy for your body, changes, if any, would be minimal. Hence, your body should be challenged, and more effort should be exerted. One way to gauge this is through the **Rate of Perceived Exertion or RPE**. It is an assessment of the intensity of exercise based on how the participant feels.

**PERCEIVED EXERTION** is how hard you feel like your body is working. It is based on the physical sensations a person experiences during physical activity, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

It is basically a subjective assessment of effort which ranges from 6 (very, very light) to 20 (very, very hard) with 1 point increment in between. The target zone for aerobic activity is from 12 to 16.

Remember, if you find the activity as “very, very light” (7) to about “fairly light” (11), you need to increase the intensity of your physical activity to reach “somewhat hard” (13), depending on your goal. You can also increase frequency and time or change the type. However, if you find the activity as “very hard” (17) to “very, very hard” (19), you might want to check your FITT formula. Remember, health promotion does not mean exhaustion or risking yourself of getting injuries.

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RATE OF PERCEIVED EXERTION		
RATING	DESCRIPTION	SAMPLE ACTIVITIES
6 7	VERY VERY LIGHT	
8 9	VERY LIGHT	activity of light intensity, like walking at a leisurely pace or slowly bike riding on a flat road
10 11 12	FAIRLY LIGHT	
13 14	SOMEWHAT HARD	moderate intensity, like jogging or walking briskly
15 16	HARD	
17 18	VERY HARD	vigorous intensity, like playing basketball or interval training.
19 20	VERY VERY HARD	

# LESSON PROPER

## ENRICHMENT ACTIVITIES (WHAT'S MORE / PAGYAMANIN)

### LET THE GAMES BEGIN!

#### MY MODERATE TO VIGOROUS PHYSICAL ACTIVITIES

#### ACTIVITY: BALL & PADDLE BATTLE

##### PLAYERS:

- 2 teams with at least 3 – 5 pairs

##### MATERIALS:

- 1 table tennis balls for each team
- 2 table tennis paddle / Or 2 small boards for each team
- 1 basket for each team

##### DURATION OF PLAYING GAME:

- No time limit for the 1st game (warm up)
- 5 minutes to win the 2nd game (low)
- 3 minutes to win for the 3rd game. (moderate)
- 2 minutes to win for the 4th game. (vigorous)

##### HOW TO PLAY:

- 2 players of each team must slap the table tennis balls to each other to drop into the basket.
- If any team can do first / get more balls in the basket in just the minutes given, that team will be the winner.

**PURPOSE OR BENEFIT:** The purpose of this game is to capacitate your ability to move efficiently and achieve components of fitness such as coordination, flexibility, and endurance with multiple outcomes of benefits from increased fitness level to value formation of cooperation and self-satisfaction.

Sample program for playing paddle BALL AND PADDLE BATTLE with moderate to vigorous intensity.

	<b>MODERATE</b>	<b>VIGOROUS</b>
<b>Frequency</b>	3-4x/ week	4x or more / week
<b>Intensity</b>	RPE of about 11-13	RPE of about 13-16
<b>Time</b>	50 minutes and up	30 minutes and up
<b>Type</b>	Series of light hitting drills with partner followed by light competition /game.	Series of footwork and hitting drills with partner followed by slightly competition /game.

## **ACTIVITY 2: OVER & UNDER**

### **PLAYERS:**

- 10 – 50

### **PLAYERS MATERIALS:**

- 2 – 4 Basketball Ball or Volleyball

### **DURATION OF PLAYING GAME:**

- 5 minutes to win the 2nd game (low)
- 3 minutes to win for the 3rd game. (moderate)
- 2 minutes to win for the 4th game (vigorous)

### **HOW TO PLAY:**

• Have players line up behind each other in groups of six to ten, spreading out one arm's length distance apart. Give the person in front of the line a ball. When the game started, players pass the object either over their head or under their legs to their teammates, alternating methods with each person (first person passes over their head, second person passes under their legs, third person over their head and so on). After each pass players must runs/skip/ jumps/etc. to the back of the line and start passing the object over their head or under their legs again. Play until one group's object reaches the finish line.

### **PURPOSE OR BENEFIT:**

• Players pass an object either over their head or under their legs alternatively to reach the finish line. A fun relay game to develop cooperation, teamwork, and sportsmanship.

	<b>MODERATE</b>	<b>VIGOROUS</b>
<b>Frequency</b>	3-4x/ week	4x or more / week
<b>Intensity</b>	RPE of about 11-13	RPE of about 13-16
<b>Time</b>	50 minutes and up	30 minutes and up
<b>Type</b>	Series of light passing and running followed by light competition / game.	Series of running, jumping and skipping (footwork's) followed by slightly competition /game.

### **REMEMBER!**

· Physical activity brings risks as well as benefits. The most common harmful effects of physical activity are exhaustion and musculoskeletal injury. Depending on the type of activity, injury risk can be enhanced with increased intensity, frequency, and duration of activity. To lessen the risk of activity-induced injuries, you should be aware of the signs of over-exertion (such as breathlessness and muscle soreness) and take reasonable precautions.

### **PURPOSE OR BENEFIT:**

- Always warm up before doing exercise and cool down afterwards to lower the risk of strains and sprains.
- Take appropriate breaks during the activity.
- Do not exercise with an empty stomach.
- Replenish extra fluids before, during and after physical activity.
- Beware of the weather and environmental conditions. Avoid doing outdoor vigorous exercises in hot or humid weather.
- Listen to the body. Do not exercise when unwell. If there is dizziness, shortness of breath, chest pain, nausea or vomiting, or muscle and joint pain during exercise, stop the activity and seek medical advice as soon as possible.

### **LET'S TRY IT OUT!**

#### **Physical Activity: A Fitness Outreach Program**

Create/ Plan your own modified individual dual sports or lead – up games to be execute in your respective barangay in promoting physical fitness. Make your own sample program for playing the game with moderate to vigorous intensity together with the injury prevention and risk management or safety protocols to be observe during the activity.



### **1. SPORTS OR ACTIVITY:**

- Number of Players
- Length of time
- Materials
- Playing site
- How to play
- Purpose Or Benefit

### **2. SAMPLE PROGRAM FOR PLAYING WITH MODERATE TO VIGOROUS INTENSITY:**

### **3. INJURY PREVENTION & RISK PREVENTION**

#### **PURPOSE OR BENEFIT:**

- Always warm up before doing exercise and cool down afterwards to lower the risk of strains and sprains.
- Take appropriate breaks during the activity.
- Do not exercise with an empty stomach.
- Replenish extra fluids before, during and after physical activity.
- Beware of the weather and environmental conditions. Avoid doing outdoor vigorous exercises in hot or humid weather.
- Listen to the body. Do not exercise when unwell. If there is dizziness, shortness of breath, chest pain, nausea or vomiting, or muscle and joint pain during exercise, stop the activity and seek medical advice as soon as possible.

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# LESSON PROPER

## GENERALIZATION (WHAT I HAVE LEARNED / ISAISIP)

Write your fitness pledge to participate in physical activity. Also, show how you would influence others to engage in physical fitness amidst diversity in the society.

### My Physical Activity Participation Pledge

*I commit / pledge myself this day to.....*

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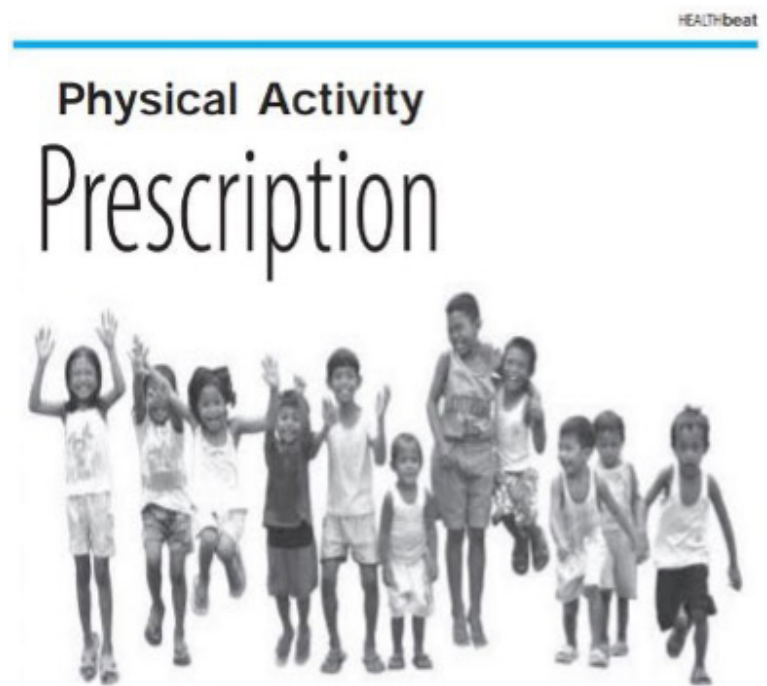
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# LESSON PROPER

## REFLECTION (WHY IS IT MEANINGFUL AND RELEVANT / ISAPUSO)



<https://anjumsultanablog.files.wordpress.com/2015/11/moderate-and-vigorouspa.jpg?w=930>

**Promoting Physical Activity.** Physical activity is defined as any bodily movement produced by skeletal muscles that result in energy expenditure. The human body is designed for movement and for strenuous physical activity (Hayward, 1998). Done regularly and in ample amounts, it produces progressive health benefits. However, the present lifestyle laden with quick fixes and labor-saving habits does not support this original purpose. Instead, today's way of life leans heavily on doing all tasks as quickly and physically economical as possible. While this is characteristic of life in the developed countries, this has now invaded Philippine shores and wreaked havoc on the health and wellness of our citizenry. Filipinos, from all walks of life and age groups have demonstrated a trend toward increasing overweight and obesity. This is partly due to the tendency towards a sedentary lifestyle. This trend towards hypokinesia (lack of, or insufficient, regular exercise and movement of the body) and the hypokinetic conditions fortify the urgency to promote physical activity among Filipinos. For most people, a sedentary lifestyle constitutes a major health risk. But for a very small minority, physical or sporting activity may be life threatening. The Philippine National Guidelines on Physical Activity (PNG-PA) was drawn up with this in consideration. Therefore, anyone who has a special health condition or illness, or suspects having one, should consult their family physician before referring to this physical activity guidelines, and engaging in any physical activity. At the least, he/she should refer to his/her most recent (within the last six months) medical check-up to ascertain his/her health status. The first draft of the physical activity guidelines was produced in several meetings among physical fitness, health and sports science experts. It was then presented in a consultative meeting among stakeholders and potential end-users from the health, fitness, and wellness sector, the academe, various medical organizations, private corporations, and different agencies of the government. And in one final meeting among the movement experts, all comments and suggestions were then considered and integrated where applicable.

The PNGPA was based on existing guidelines from other countries, adopting items that apply to local situations and modifying others to increase their relevance to the local setting. The intention is for the guidelines to be disseminated and used and validated on the basis of the effects it will have towards alleviating the increasing overweight and obesity incidence among all population groups. The target population was divided into five age groups: children (5 – 12 years old); adolescents to young adults (13 -21 years old), adults (22 – 45 years old), older adults (46 – 59 years old), seniors (60 years old and above). The physical activity prescriptions are based on the different forms of physical activity, and the opportunities they present themselves. They appear under the headings: activities for daily living – programmed physical activity, high impact play/unstructured spontaneous play or recreational activities; muscle strengthening and flexibility activities; activities in the workplace; and balance and coordination activities. The prescriptions were drawn up based on the FITT (Frequency, Intensity, Time, and Type of Activity) formula. The physical activity prescriptions aim to improve the health of the general population. In addition, provisions for the pursuit of fitness and physical vigor were also made to address the needs of a small portion of the Filipino population leaning towards physical fitness (physical capabilities beyond health).

<https://doh.gov.ph/sites/default/files/publications/HBEAT58a.pdf>

## **PHYSICAL ACTIVITY PRESCRIPTION**

### **CHILDREN 5 - 12 YEARS OLD**

Filipino children should engage in at least 60 minutes daily physical activities consisting of any one or a combination of the following physical activities:

**ACTIVE DAILY TASK.** Active travel (walking, cycling, stair climbing) and active daily tasks (household and school chores such as scrubbing/mopping floors, fetching water in a pail, raking leaves, bathing dog, cleaning the car, rearranging household furniture, etc.).

**EXERCISE, DANCE OR SPORTS.** Programmed physical activity for 20-30 minutes daily (sports and/or active games).

#### **HIGH IMPACT PLAY (UNSTRUCTURED SPONTANEOUS PLAY).**

Activities pertaining to high impact active play on most if not all the days of the week (running, jumping, hopping, skipping, Luksong Tinik, Patintero, Tumbang Preso, Agawan Base, etc.), walking, stair climbing, and playground activities such as jungle bars and ropes

### **ADOLESCENTS TO YOUNG ADULTS 13 - 20 YEARS OLD**

Filipino adolescents and young adults should engage in at least 60 minutes of daily physical activity consisting of any one or a combination of the following physical activities:

**ACTIVE DAILY TASKS.** Active travel (walking, cycling, stair climbing) and active daily tasks (household and school chores such as scrubbing/mopping floors, fetching water in a pail, raking leaves, bathing dog, cleaning the car, rearranging household furniture, etc.)

**EXERCISE, DANCE OR SPORTS.** At least 40 minutes of programmed physical activities such as fitness related, rhythmic or sports activities. For fitness goals, you should have continuous 20-30 minutes minimum for at least 3-5 times a week.

**HIGH IMPACT PLAY (UNSTRUCTURED SPONTANEOUS PLAY).** At least 20 minutes of sustained moderate to vigorous physical activities resulting in rapid breathing such as brisk walking, jogging, indigenous games (tumbang preso, agawang base, taguan, etc.) and dancing.

**MUSCLE STRENGTHENING AND FLEXIBILITY ACTIVITIES.** At least 2-3 times a week of activities that build muscle and bone strength and flexibility such as weight bearing calisthenics and other load bearing exercises involving major muscle groups.

<https://doh.gov.ph/sites/default/files/publications/HBEAT58a.pdf>

After reading the article, please answer the following questions in paragraph form.

1. How does my physical activity prescription contribute to a fit and healthy society?

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2. What are/is my responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community and society?

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# LESSON PROPER

## APPLICATION (WHAT I CAN DO / ISAGAWA)

### OPTION 1

#### ACTIVITY:

#### Let us Fight Global Problems and Issues Through Sports

In this activity you are going to create an infographic to promote the importance of sports in the fight against global problems and issues.

**Infographics** – are visual representations of data. In creating infographics, you are going to use information, visual and technology literacies.

#### Procedure:

1. Create an infographic based on what you have learned about sports.
2. Focus on the importance of engaging into sports as your daily physical activity.
3. You may use the information on the “What I Have Learned” part.
4. You may use the basic version of the following tools for free:
  - A. PiktoChart
  - B. Canva
  - C. Venngage
  - D. Dipity
  - E. iCharts
5. Post your infographic on your Facebook account or any other social media platforms to promote the importance of engaging in sports. Include information on the benefits one could gain from it. You could also draw or paint your work to be posted on your teacher’s group page.
6. See sample below
7. Your grade will be based on the rubric scale below.

### INFOGRAPHICS RUBRIC

CRITERIA	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<b>Content-Amount of Information:</b> Topic and length  <b>Design-Creativity and Originality:</b> Creative design and original artwork	Topic was completely addressed. Statements were clearly supported by many facts and detailed examples.  Design was unique and interesting. Used more than five original media items.	Topic was addressed. Most statements were supported by facts and examples.  Design was original. Used three to five original media items.	Topic was addressed. Some statements were supported by facts and examples.  Made a few changes to background or layout. Used one or two original media items.	Topic was not addressed. Statements were not supported by facts or examples.  Used only design templates. Media and ideas were not original.
<b>Design-Layout and Organization:</b> Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.	Project was hard to read. There is no clear structure. Text and graphics were randomly placed.



## OPTION 2

### ACTIVITY:

#### **Let us Fight Global Problems and Issues Through Sports**

In this activity you are going to create an infomercial to promote the importance of sports in fighting global problems and issues.

#### **Create your own infomercial about the positive effects of engaging into sports.**

An infomercial is a longer-form video or television advertisement that acts as a stand-alone program to pitch a good or service with a call to action. Infomercials are different than regular commercials because they last longer and have no breaks in the program.

## OPTION 3

### ACTIVITY:

#### **Let Sing and move! Do the Sports Dance! (A GLOBALLY WIDE CAMPAIGN)**

- Select the kind of music you want ( fast or mellow) for a jingle promoting on how to fight global problems and health issues through sports.
  - Choose one kind of sports do you like the most. (Individual, Dual or Team Sports)
- Example:
- Swimming – steps like freestyle, backstroke, breaststroke, and butterfly
- Use an application like TIKTOK (if available) that will document your performance.
  - Using the basic skills or movement of the sports you choose, apply it in form of dancing. (it sounds funny but challenging).
  - Do it for 3 minutes or more if you want. Have Fun!



# ASSESSMENT

## TAYAHIN

### ESSAY WRITING

**Direction:** Write an essay about the power of Sports participation and engagement in PHYSICAL ACTIVITY. The content should focus more on valuable benefits and how such engagements contribute to alleviating national and global health issues and problems.

ESSAY	Exceeds Standard 25	Meets Standard 20	Approaching Standard 15	Below Standard 10
<b>Focus/ Ideas</b>	<p><b>Exceeds Standard</b></p> <ul style="list-style-type: none"> <li>-Has ideas that are connected to each other</li> <li>-Has a fully developed topic and a clear topic sentence that expresses the main idea</li> <li>-Has carefully selected interesting details that support the topic</li> <li>-Maintains focus clearly throughout the essay</li> </ul>	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>-Has ideas that are fairly connected</li> <li>-Has a fairly well- developed topic stated in a topic sentence</li> <li>-Has some details that support the topic</li> <li>-Generally maintains focus</li> </ul>	<p><b>Approaching Standard</b></p> <ul style="list-style-type: none"> <li>-Ideas are somewhat connected</li> <li>-Has a minimally developed topic; may or may not have a topic sentence</li> <li>-Some details are present</li> <li>- Focus strays</li> </ul>	<p><b>Below Standard</b></p> <ul style="list-style-type: none"> <li>-Minimum standard is not met.</li> </ul>

<b>ESSAY</b>	<b>Exceeds Standard 25</b>	<b>Meets Standard 20</b>	<b>Approaching Standard 15</b>	<b>Below Standard 10</b>
<b>Word Choice/ Sentence Structure</b>	<p><b>Exceeds Standard</b></p> <ul style="list-style-type: none"> <li>-Many interesting words are used</li> <li>Language is varied</li> <li>Sentences are complete</li> <li>Sentences vary in length and structure</li> <li>Sentence beginnings are varied</li> </ul>	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>-Some interesting words are used</li> <li>Language is somewhat varied</li> <li>One or two sentences are incomplete</li> <li>Most sentences vary in length and structure</li> <li>Most sentence beginnings are varied</li> </ul>	<p><b>Approaching Standard</b></p> <ul style="list-style-type: none"> <li>-Some interesting words are used</li> <li>Language is somewhat repetitive</li> <li>Some sentences are incomplete</li> <li>Sentences do not vary much in length and structure</li> <li>Sentence do not vary much in the beginnings</li> </ul>	<p><b>Below Standard</b></p> <ul style="list-style-type: none"> <li>-Minimum standard is not met.</li> </ul>
<b>Organization</b>	<p><b>Exceeds Standard</b></p> <ul style="list-style-type: none"> <li>-Has clear and logical organization</li> <li>- Has a complete introduction, body, and conclusion</li> <li>- Easy to follow</li> <li>-Paragraphs are not too long or short to support ideas</li> <li>-Has the correct number of paragraphs</li> </ul>	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>-Has logical organization</li> <li>-Has an introduction, body, and conclusion</li> <li>-Is fairly easy to follow</li> <li>-One paragraph is too long or short to support ideas</li> <li>-Has the correct number of paragraphs</li> </ul>	<p><b>Approaching Standard</b></p> <ul style="list-style-type: none"> <li>-Some organization is present</li> <li>-Has an introduction, body, and conclusion, but may be unclear</li> <li>-Is difficult to follow at times</li> <li>-More than one paragraph is too long or short</li> <li>- Has the correct number of paragraphs</li> </ul>	<p><b>Below Standard</b></p> <ul style="list-style-type: none"> <li>-Minimum standard is not met.</li> </ul>

# ANSWER KEY

## SUSI SA PAGWAWASTO

### Pretest

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

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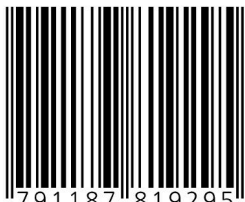
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