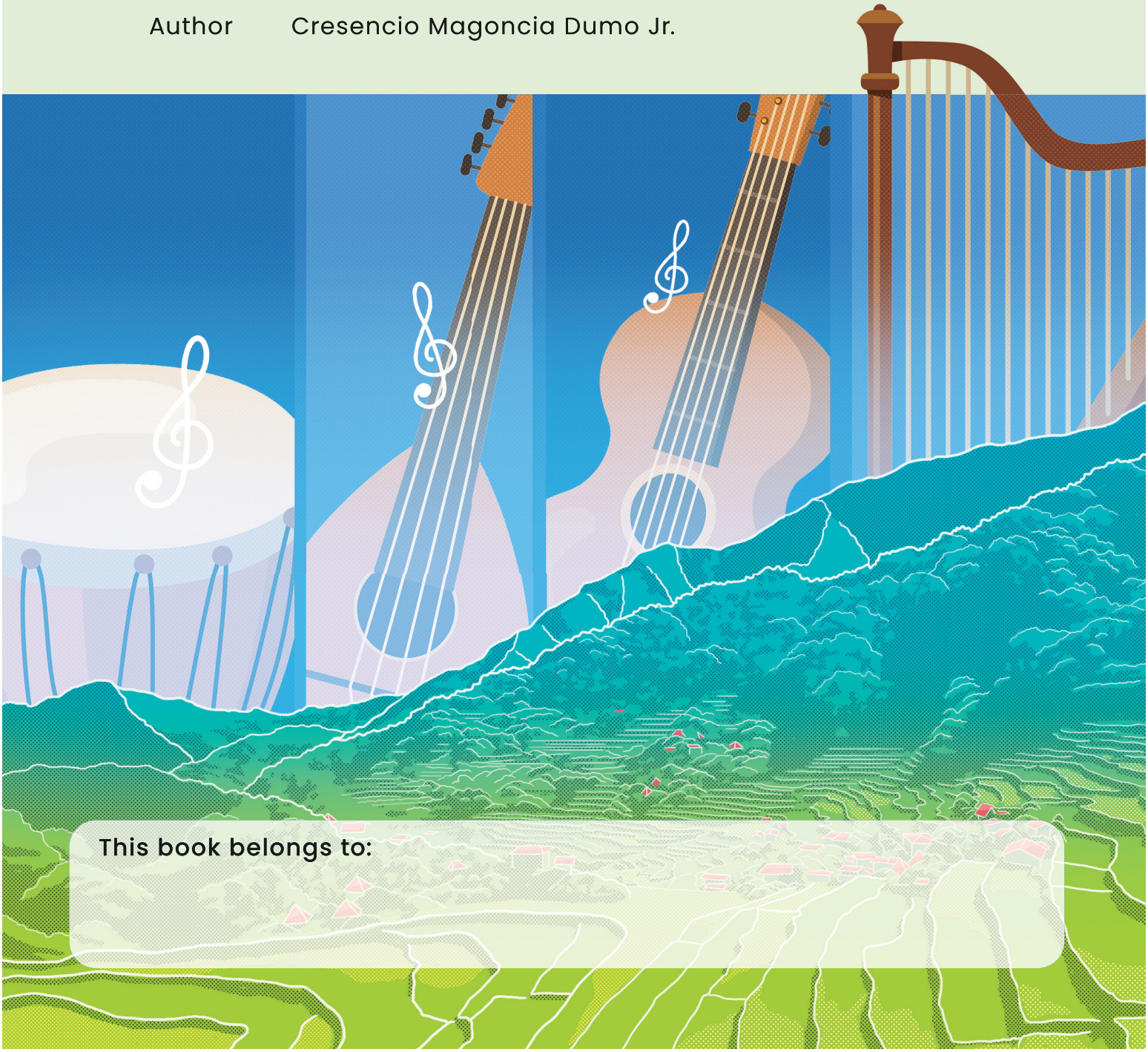
MundiTek 5

Appreciating Music, Arts, Physical Education, and Health

EDITION 1

Author Cresencio Magoncia Dumo Jr.



This book belongs to:

MundiTek 5

Appreciating Music, Arts, Physical Education, and Health

Cresencio Magoncia Dumo Jr.

Author

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FOREWORD

Being able to express oneself through different activities such as singing, creating artwork, or by simply playing a game means a lot to people. It gives them an avenue to relax and live an active healthy lifestyle.

MAPEH, or Music, Arts, Physical Education and Health, aims to teach our learners the value and richness of our culture within and beyond our borders through songs, dances, artworks and different physical activities.

Music and Arts aims to provide knowledge and skills pertaining to the rich culture and traditions of the Philippines and other countries across the globe providing an opportunity to our learners show their ingeniousness through creative performances and artworks.

Physical Education aims to give each learner a chance to live a healthy lifestyle through different physical fitness activities which focuses on the development of the learner's abilities, competence, and confidence.

Health Education will help our learners gain knowledge and skills needed in obtaining a positive attitude towards life. Its aim is to educate our learners about emotional, mental and social health issues and concerns pertaining to relatable circumstances in their daily lives.

We wish to impart knowledge and skills using this MundiTek: Appreciating Music, Arts, Physical Education, and Health Series.

About the Author

Cresencio Magoncia Dumo Jr

Cresencio Magoncia Dumo Jr. is a dedicated husband to Krisha and a father to a daughter, Addy. He finished his Bachelor's Degree in Music Education at the Philippine Normal University, Manila and currently finishing his Master's degree in Music Education at the Sta. Isabel College, Conservatory of Music, Manila.

He was a former member of the Philippine Normal University Chorale and was entitled to a tuition scholarship.

A Christian by choice and by heart, he helped established music ministries and conducted music seminars.

He started working and forming chorale groups and ensembles and shared his passion in choral singing and music education since 2007.

He is currently employed at the Department of Education National Capital Region- Sta. Lucia High School Division of Pasig and handling MAPEH Grade 10. He is the choir master of Koro Panag-uyon (SLHS Choir) and the SLHS Faculty Choir.

HOW TO USE THIS RESOURCE



OUTCOMES

Each lesson has its own set of learning goals. This informs the readers on what is expected to be learned by the end of the lesson.



CHECK

This is a brief and fun activity that is related to the topic that can help in attracting the attention of the students.



EXPLAIN

This is where the main content of the lesson is found.



PRACTICE

This contains exercises after the discussion.



EVALUATE

This will measure how much you have learned.

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HEALTH Basic First Aid Treatment for Common Injuries

UNIT 1

Lesson 01

MUSIC EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Identify a rhythmic pattern.
- Create a simple rhythmic pattern.
- Understand the meaning of some musical terms.



CHECK

Directions: Draw the following notes and rest. Place your answers on the space provided.

1. Quarter Note _____
2. Eighth Rest _____
3. Half Note _____
4. Whole Note _____
5. Quarter Rest _____

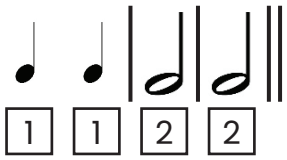


EXPLAIN

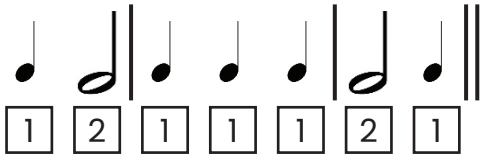
The word rhythm come from the Greek word *Rhythmos*, derived from *rhein*, which means “to follow” or “to stream”. Rhythm is a natural part of your daily life as it is part of music. Rhythm is what makes music interesting. A ***rhythmic pattern*** is a group of beats in the musical piece. These beats can be grouped by twos, threes, or fours.

Look at the examples below:

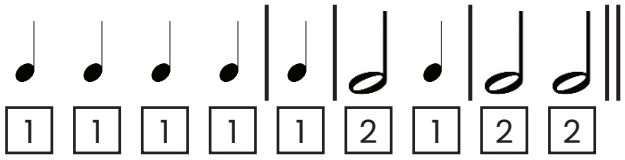
Rhythmic Patterns by 2's



Rhytmic Pattern by 3's
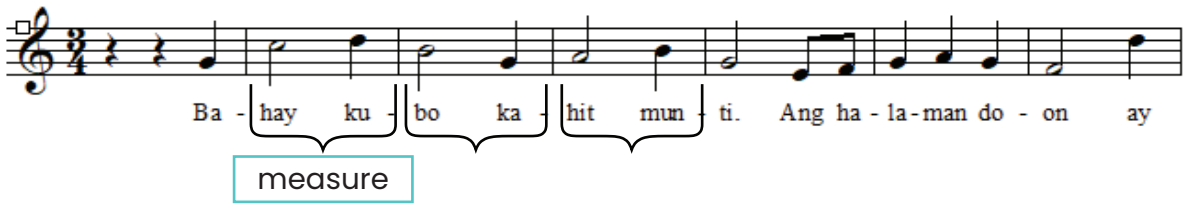


Rhythmic Pattern by 4's



Each example above is divided by a line called 'bar line'. This bar line divides the notes or rests so that the total number of each measure is equivalent to its designated group.

In the given example, the notes are grouped accordingly to groups of 2, 3, and 4. In each example, the total number of beats or counts per measure is equivalent to its group.

Let's take this example:



We can see that the song is in groups of 3. The **time signature** is the number we see at the very beginning of each musical score. It tells us what rhythmic pattern to be used. The number above will tell us the number of beats or counts per measure, while the number below will tell us what kind of note will receive one beat or count.

In this score, there should be THREE beats per measure and the QUARTER NOTE will receive one beat.



PRACTICE

Directions: Create a simple rhythmic pattern for groups of 2, 3, and 4. Each group must have at least 3 measures and must use at least 4 kinds of notes and rests divided by a bar lines.

Group of 2

Group of 3

Group of 4



EVALUATE

Directions: Identify the word being defined in each number. Write your answers on the space provided.

_____ 1. It is the number we see at the very beginning of each musical score.

_____ 2. It is a group of beats in the musical piece.

_____ 3. This is a Greek word where 'rhythm' was derived from.

_____ 4. This is a natural part of our daily lives and it makes music more interesting.

_____ 5. This will tell us the number of beats or counts per measure.

ARTS EDUCATION

OUTCOMES

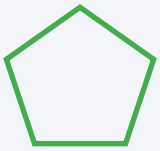
At the end of the lesson, you are expected to:

- Know the different cultural influences handed by trading.
- Create an original artwork for trading.

CHECK

Let's review your knowledge in Arts!

Directions: Name the different lines and shapes below. Write your answers on the space provided.

_____ 1. 

_____ 2. 

_____ 3. 

_____ 4. 

_____ 5. 



EXPLAIN

CULTURAL INFLUENCES OF TRADING IN THE PHILIPPINES

Foreigners who came to our country, the Philippines, to trade are the Orang Dampuan, Chinese, Hindu, and Arab.

The trade relationship between the Filipinos and the foreigners have left a huge influence on our culture. We came in contact with foreign traders because of the ideal location of the Philippines.

Barter is the term used for an exchange of goods and products to foreign traders and it spread throughout our country long before the Spaniards colonization.

FOREIGN TRADERS TO WHO CAME TO TRADE

ORANG DAMPUAN

The Orang Dampuan were the first foreigners who came to the Philippines between the years 900 and 1200AD from Champa in the South Annam (Vietnam). They were good sailors. They were the founders of place-trade in Sulu which caused its rapid development in between the Buranun (Sulu people) and people from South Annam.

THE CHINESE

Trade between the ancient Filipinos and Chinese began in the year 960 AD. Barter is the name of the trading system. The Chinese exchanged their goods such as tin, porcelain, iron, needles, silk, and lead to products of the native Filipinos like cotton, gold, pearl, onion, mat, and cocoa. The Chinese established their community in the archipelago and married indigenous women. As a result, Chinese culture began to permeate Filipino culture. Filipinos also learned to use porcelain, umbrellas, silver, and make gunpowder.

THE ARABS

Arab traders also came to the Philippines. Followed the missionaries Karim al-Mukdum (1380) and Rajah Baguinda (1390) and was followed by Abu Bakr who was an Arab scholar and missionary. They are the propagators of the Islamic religion in Sulu. The Sultanate government headed by a Sultan was also founded by the Arabs. The Arabs also influenced the Filipino Muslims their belief in Allah as the only Lord and Muhammad as their prophet. They also taught the Filipino Muslims the act of praying facing Mecca five times, giving sakat or tenth part of their income for the poor, fasting in the month of Ramadan, and performing the hajj or holy pilgrimage to Mecca at least once during their lifetime. Filipinos also learned to count, speak, and write Arabic.

THE INDIANS

The main influence of Indians to Filipinos are the Tagalog words such as *diwata, maharlika, pari, lakan, lakambini, saksi,* and *hari.* They also gave us the method of wearing a veil, sash, turban, and sarong. The dancing of infertile couples to patrons who were believed to be childbearing also came from them. They also brought the Hindu religion. The worship of Bathala, gods, and goddesses, is also an influence from them.



PRACTICE

Directions: Based on the lesson, draw and create an original item to barter. Explain your item based on the materials used, usage, and its importance. Use a short bond paper and use your coloring materials to make it presentable. Take a picture of yourself holding the original item to sell and send it to your teacher.

CRITERIA FOR SCORING:

CLEANLINESS OF WORK	10 POINTS
CREATIVITY	20 POINTS
ORIGINALITY	20 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Identify the word being defined in each number. Write your answers on the space provided.

_____ 1. This is the term used for the exchange of goods and products to foreign traders and it spread throughout our country long before the Spaniards colonization.

_____ 2. They were the first foreigners who came to the Philippines between the years 900 and 1200AD from Champa in the South Annam (Vietnam).

_____ 3. They influenced us with the method of wearing a veil and turban.

_____ 4. They are the propagators of the Islamic religion in Sulu.

_____ 5. They exchanged their goods such as tin, porcelain, iron, needles, silk, and lead to products of the native Filipinos like cotton, gold, pearl, onion, mat, and cocoa.

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Analyze the Philippine Physical Activity Pyramid.

CHECK

Directions: How much you know about physical activity? Put a check ✓ on the picture below if you always do the following activities.

☐ 

☐ 

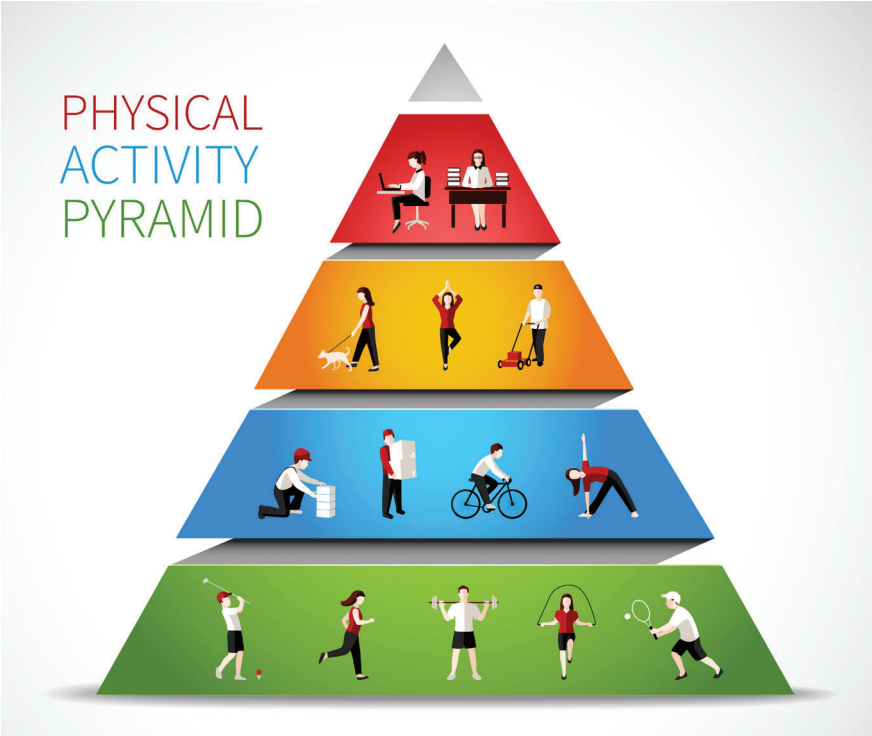
☐ 

EXPLAIN

PHILIPPINE PHYSICAL ACTIVITY PYRAMID

To keep our bodies healthy and physically fit, we should always keep our bodies active. Involving in different kinds of activities may help you to become physically healthy.

You may enjoy activities that do not require any movement such as watching television and/or playing mobile games; however, doing these activities all the time will not help you to become physically fit and may lead you to obesity.



Physical Activity Pyramid – is a visual representation how often and what physical activities should be done by every people that will help them to become physically healthy.

CUT DOWN ON – Watching television, playing computer or mobile games, or sitting for more than 30 minutes. These activities do not require any movement, so that it is suggested to cut down on or minimize.

2 to 3 Times a Week – leisure activities, flexibility, and stretching exercises. They are considered as **vigorous activities** and which are good for muscle fitness.

4 to 6 Times a Week – aerobic exercises and recreation activities. These activities are recommended to do at least 4 to 6 times a week because they help your cardiovascular endurance develop.

Every Day – doing household chores, walking to school, taking stairs than using elevator, and walking with your pet. These activities are considered as **moderate activities.** They may be simple activities, but they will help you become physically active.



PRACTICE

Directions: Create your own daily physical activity routine for 1 week. Take pictures of every activity you did and make a collage. Name it "My Daily Routine".

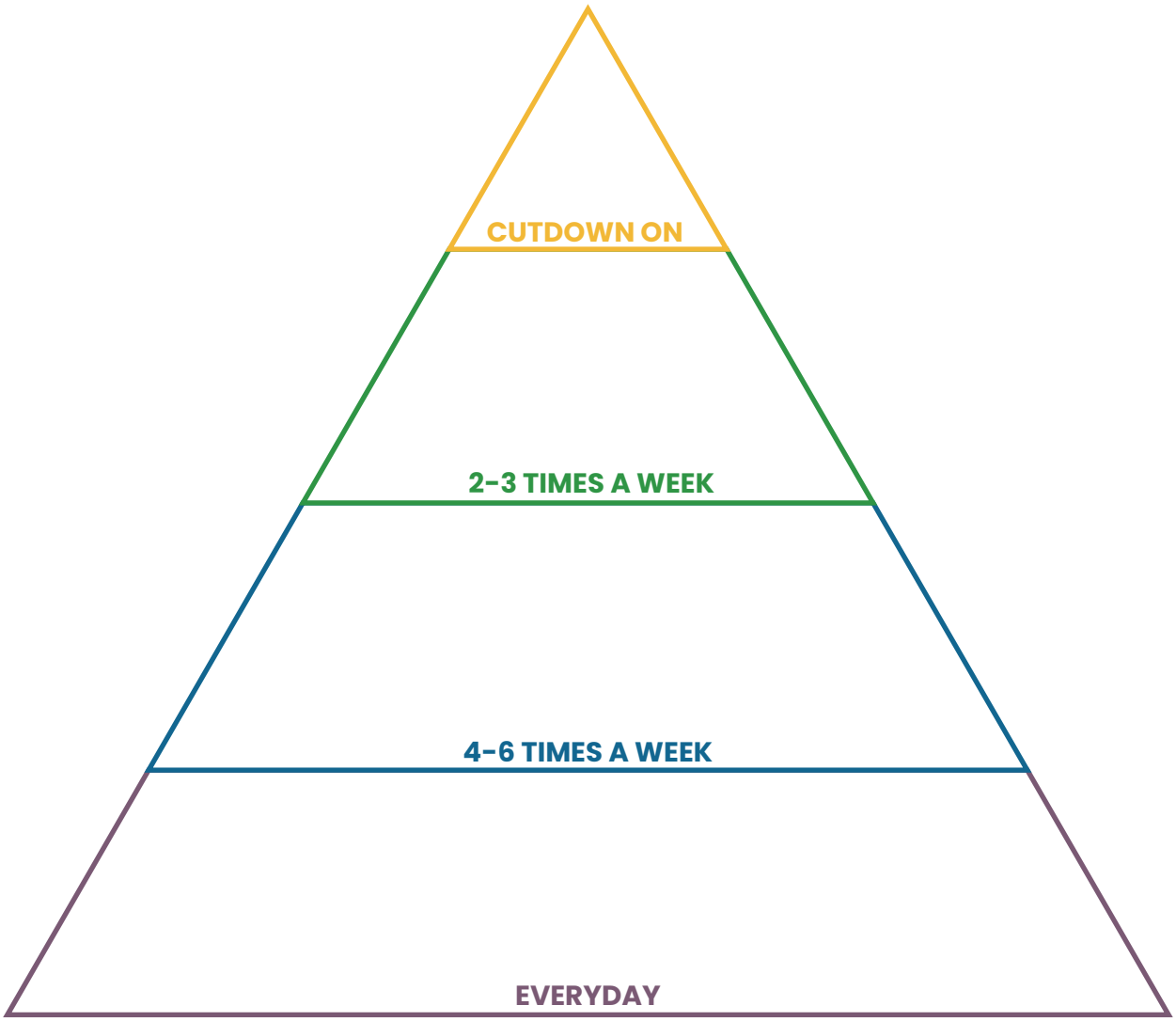
My Daily Routine

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Cleanliness	30 POINTS
TOTAL	**100 POINTS**

EVALUATE

Directions: Complete the Physical Activity Pyramid Guide. Write at least 3 activities on each level of Physical Activity Pyramid.



HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Analyze the different aspect of holistic health.
- Illustrate the ways in developing and maintaining your mental health.

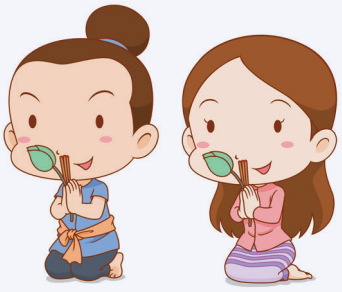
CHECK

Directions: How much you know about holistic health? Put a heart ❤ on the picture below if it shows a good way of maintaining holistic health, put ★ if not.









EXPLAIN

HOLISTIC HEALTH

When we talk about holistic health, we are looking beyond the physical body. A person's health cannot be seen in physical form can. Many aspects are needed to be considered to say that someone is healthy such as physical health, mental health, emotional health, spiritual health, and social health. All these aspects of holistic health enable a person to truly live each day most healthily and happily as most healthily and happily as possible.

PHYSICAL HEALTH – it refers to the state of your physical body and how well it is operating.



- Move your body for 30 minutes each day. While every person's exercise routine will be different, everyone can benefit from at least 30 minutes of movement each day.
- Sleep for 8 hours each night. This will allow your body to truly rest and repair from the day.
- Eat a nutrient dense diet that is high in plant-based foods and organic/ pastured animal products.

MENTAL HEALTH – is a person's ability to enjoy our lives and surpass challenges in their daily lives. Good mental health allows you to have a fruitful life, good relationship with other people, and overcome times of difficulty.



- Always keep your mind active by seeking out learning opportunities and problem-solving practices that challenge your brain.
- Avoid drinking alcohol, smoking, and consuming recreational drugs.

EMOTIONAL HEALTH – being emotionally healthy does not mean that you are happy all the time. It means you are aware of your emotions. Emotional health is an important part of overall health. Emotionally healthy people are in control of their thoughts, feelings, and behaviors. They can cope with life's challenges. They can keep problems in perspective and bounce back from setbacks. They feel good about themselves and have good relationships with other people.



SOCIAL HEALTH – is the person's ability to interact and form meaningful relationships with others. It also relates to how comfortably we can adapt in social situations. It may lead us into success in work, relationship, and health.



SPIRITUAL HEALTH – being spiritually healthy does not necessarily mean that you need to become religious, although the two often have overlapping practices and principles. Instead, your spiritual health should focus on how you are connecting with your inner soul and the greater world around you.



What are the ways to develop and maintain one's mental and emotional health?

Good health does not just mean having good physique but also the necessity to have healthy feelings and minds. Good health is depending on how we solve the problems and how we deal with each other. There are many ways we can do to develop and maintain the good health we desire.

Having a cheerful and positive mindset is ideal in our health. Hospitality is a way to have good health. Here are some of the **Ways to Have Healthy Feelings and Minds**: regularly exercise, proper use of time, teamwork on activities, support from family and friends.



PRACTICE

Directions: How do you manage to develop and maintain your mental and emotional health? Illustrate them by using any drawing/sketch applications. Then submit your final output to your teacher.

EMOTIONAL HEALTH

MENTAL HEALTH

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Cleanliness	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Identify the word being defined in each number. Choose your answer from the box below.

A. Physical Health	D. Emotional Health
B. Mental Health	E. Spiritual Health
C. Social Health	F. Holistic Health

_____ 1. It refers to the state of your physical body and how well it is operating.

_____ 2. It is the ability to interact and form meaningful relationships with others.

_____ 3. It means you are aware of your emotions. Refers to the control of thoughts, feelings, and behaviors.

_____ 4. It refers to the successful performance of mental function, resulting to productive activities and fulfilling relationship to other people.

_____ 5. It composed of mental, physical, social, spiritual, and emotional health.

Lesson 02

MUSIC EDUCATION

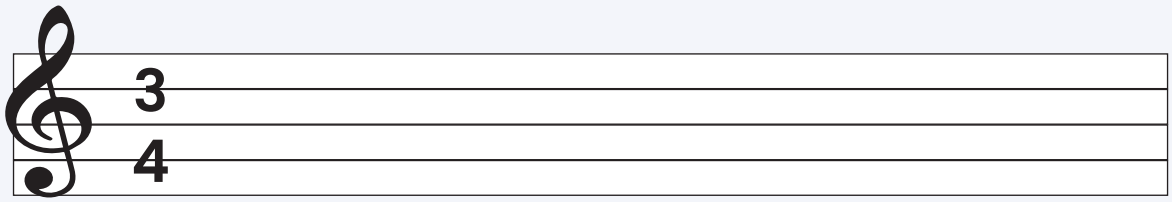
OUTCOMES

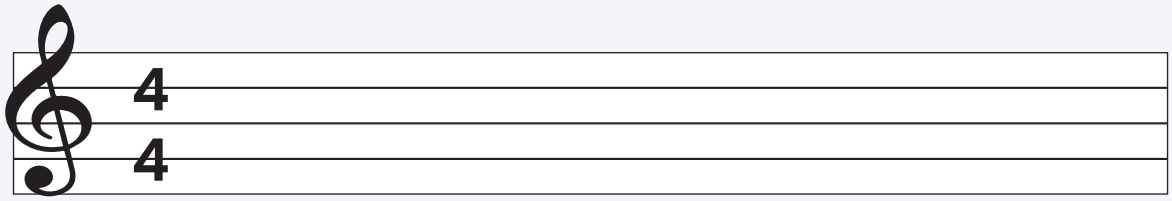
At the end of the module, you are expected to:

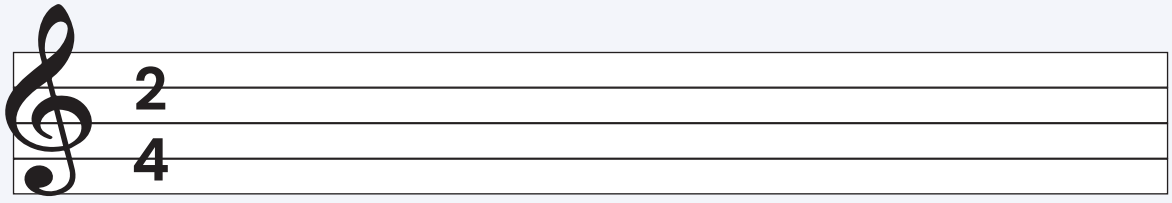
- Identify the different values of notes in different time signatures.
- Understand the use of different kinds of notes and rests.
- Evaluate the note of a specific value and the value of a specific note.

CHECK

Directions: Create a simple musical phrase on a given time signature.







EXPLAIN

Notes and rests are musical symbols on a staff that designate when to play and when to not play. Notes on a staff represent what pitch to play and for how long. Rests are musical symbols used to designate when to pause and not play.

Below is a table which displays whole, half, quarter, eighth, and sixteenth notes and rests, along with how long each one lasts, measured in beats.

Note Values		Rest Values	
	Whole Note play for 4 beats		**Whole Rest** rest for 4 beats
	**Half Note** play for 2 beats		**Half Rest** rest for 2 beats
	**Quarter Note** play for 1 beat		**Quarter Rest** rest for 1 beat
	**Eighth Note** play for 1/2 of a beat		**Eighth Rest** rest for 1/2 of a beat
	**Sixteenth Note** play for 1/4 of a beat		**Sixteenth Rest** rest for 1/4 of a beat

Values of Notes in Simple and Compound Time Signatures

The value of notes is dependent to the time signature. Meaning, the note value varies in simple time signature and compound time signature.

Let's take a look at this example:

SIMPLE TIME SIGNATURE		COMPOUND TIME SIGNATURE	
	**Whole Note** play for 4 beats		**Whole Note** play for 6 beats
	**Half Note** play for 2 beats		**Half Note** play for 4 beats
	**Quarter Note** play for 1 beat		**Quarter Note** play for 2 beats
	**Eighth Note** play for 1/2 of a beat		**Eighth Note** play for 1 beat
	**Sixteenth Note** play for 1/4 of a beat		**Sixteenth Note** play for 1/2 of a beat



PRACTICE

Directions: Study the group of notes below. Add the values of notes found in each number. Write your answers on the space provided.

(COMPOUND) _____ 1. 

(COMPOUND) _____ 2. 

(SIMPLE) _____ 3. 

(SIMPLE) _____ 4. 

(COMPOUND) _____ 5. 



EVALUATE

Directions: Complete the table below with the appropriate note or value.

NOTE	VALUE
Whole Note	1.
2.	2 beats
3.	1/4 of a beat
Eighth Note	4.
	1 beat

ARTS EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Define crosshatching and contour shading.
- Create a simple artwork using crosshatching and contour shading.

CHECK

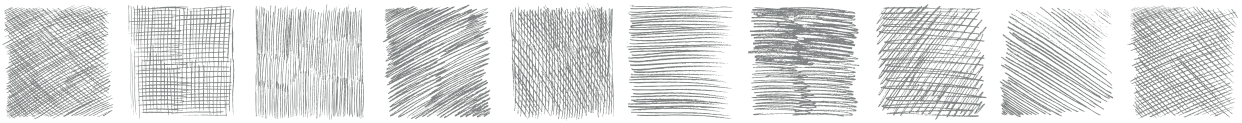
Directions: Read each item below. Tell whether the given contribution is from the Orang Dampuan, Chinese, Arabs, and Indians. Write your answers on the blanks provided before each number.

_____ 1. Islamic religion in Sulu.
_____ 2. Diwata, maharlika, pari, lakan, lakambini, saksi, mukha, hari.
_____ 3. Tin, porcelain, iron, needles, silk, lead.
4. The founders of place-trade in Sulu.
_____ 5. Barangay system.

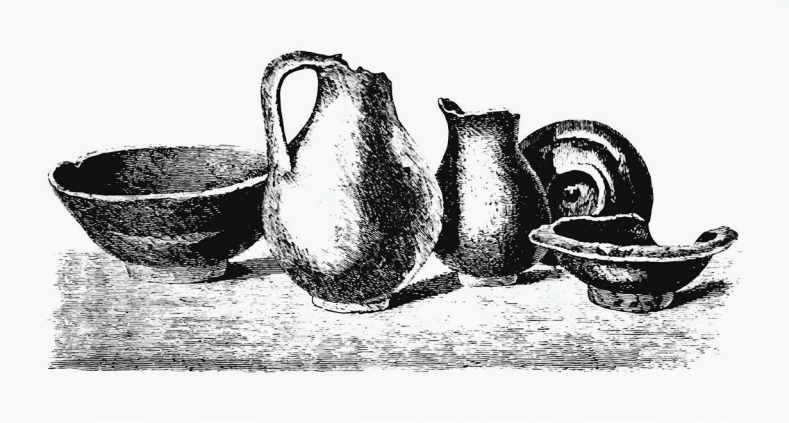
EXPLAIN

CROSSHATCHING AND CONTOUR SHADING

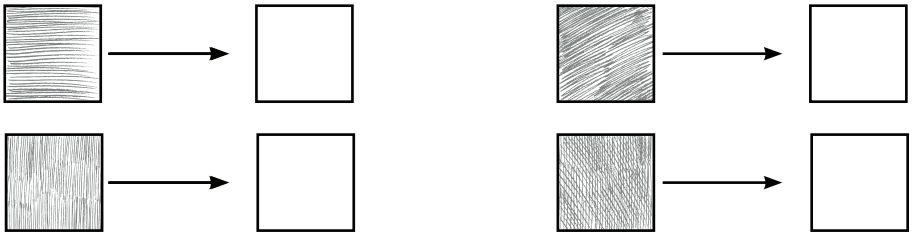
Cross Hatching is a shading process where the shadow is created using overlapping vertical, diagonal, and horizontal lines in a crossed manner.



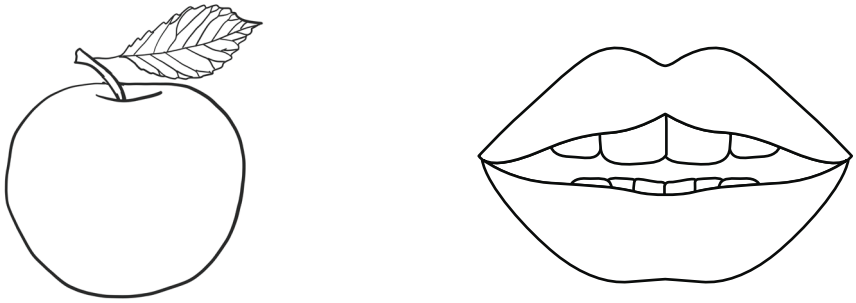
Contour Shading is almost the same with cross hatching, the only difference is that in contour shading the lines are curved to follow the contour of the image. The lines such as horizontal, vertical, diagonal, and curve lines can be used to produce a shadow.



Practice your crosshatching skills! Copy the following hatching below and draw them inside the box.



Practice your contour shading skills! Put some shade on the following items.



PRACTICE

Directions: Create a simple sketch of a hand. Make sure to use a combination of crosshatching and contour shading. Take a picture of your artwork and submit it to your teacher.

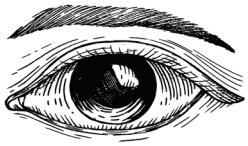
CRITERIA FOR SCORING:

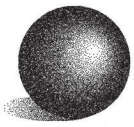
Cleanliness	10 POINTS
Crosshatching	20 POINTS
Shading	20 POINTS
TOTAL	**50 POINTS**

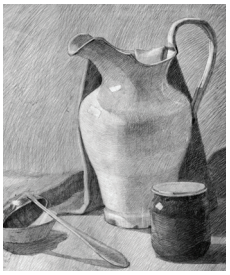
EVALUATE

Directions: Tell whether the drawing used is **Crosshatching** or **Shading**. Place your answers on the space provided.

_____ 1. 

_____ 2. 

_____ 3. 

_____ 4. 

_____ 5. 

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the physical fitness and its components.
- Perform a Zumba.



CHECK

Directions: Before we start our lesson about Physical Fitness, let us assess your readiness in Physical Activity. Answer the Physical Activity Readiness Questionnaire.

NAME: _____ **AGE:** _____

HEIGHT: _____ **WEIGHT:** _____

Direction: Assess readiness for participation in physical activities by taking the Physical Activity Readiness Questionnaire (PAR-Q).

Questions	YES	NO
– Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor? – Do you feel pain in your chest when you do physical activity? – In the past month, have you had chest pain when you were not doing physical activity? – Do you lose your balance because of dizziness or have you ever lost conciousness? – Do you have a bone or joint problem (for example, back, knee, hip) that could be made worse by a change in your physical activity? – Is your doctor currently prescribing drugs for your heart condition? – Do you know of any other reason why you shoud not do physical activity?		

Let's see what the questionnaire revealed about the learner's readiness:

- *If you answered YES to any of these questions, talk with your doctor before you start engaging in physical activity. Tell your doctor about the PAR-Q and which questions you answered yes.*
- *If you answered NO to all PAR-Q questions, you can take start participating in physical activity.*



EXPLAIN

Physical Fitness is the ability of a person to perform task or physical activities without undue fatigue including activities required for work at home and in the workplace. It is made up of two major components. The Health-Related Fitness and Skill-Related Fitness.

Skill-Related Fitness Components: enhances one's performance in athletic or sports events. It is composed of agility, balance, power, speed, coordination, and reaction time.

1. **Agility** – ability of the body to move in different direction quickly.
2. **Balance** – ability of the body to maintain an upright posture while keeping still or moving.
3. **Coordination** – integration with hand and/or foot movements to produce smooth, quick, and efficiently controlled movement.
4. **Power** – ability of the muscle to release maximum force quickly. It is a combination of speed and strength.
5. **Reaction Time** – it is the amount of time it takes to get moving.
6. **Speed** – ability to move quickly from one point to another in a straight line.

Health-Related Fitness Components: is the ability to become and stay physically healthy.

1. **Cardiovascular Fitness** – ability of the heart and blood vessels to supply oxygen to working muscles during physical activities.
2. **Body Composition** – it is the relative percentage of body fat compared to lean body mass.
3. **Flexibility** – it is the ability of body parts to move in a full range of motion.
4. **Muscular Strength** – the ability of the muscle to exert maximum force.
5. **Muscular Endurance** – it is the ability of a muscle group to continue muscle movement over a length of time.

PRACTICE

Let's do the Zumba

- Together with your family create a 5 to 10 minutes Zumba dance routine.
- Enumerate the different components you used while doing the Zumba dance.
- Record this activity and submit it to your teacher.



CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. It enhances one's performance in athletic or sports events.
   a. Skill-related b. Health-related c. Physical Fitness

2. The ability to become and stay physically healthy.
   a. Skill-related b. Health-related c. Physical Fitness

3. It is the ability of body parts to move in a full range of motion.
   a. Speed b. Flexibility c. Endurance

4. The ability of the muscle to release maximum force quickly.
   a. Endurance b. Power c. Reaction Time

5. It is the ability of the body to move in different direction quickly.
   a. Agility b. Coordination c. Speed

HEALTH EDUCATION

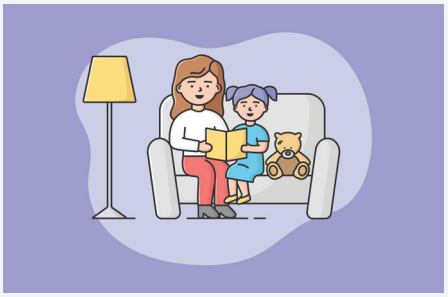
OUTCOMES

At the end of this module, you are expected to:

- Determine the signs of good and bad relationships.
- Discuss the ways of managing unhealthy relationships.

CHECK

Directions: Write ✓ if the picture shows a good relationship, write **X** if not.









EXPLAIN

Good relationships are very important to have serenity or peace of mind. It also brings pleasure to our lives. We can learn to get along with different people and build good relationships because of the advice of our parents, teachers, and elders who have a positive outlook on life. Participating in various organizations, contests, or attending various events, it also helps to further learn to have good relationships with people around us. Doing good to others is also a way to generate good relationships so we should practice doing it minute by minute every day.

Communication is one of the good characteristics of us Filipinos. We are nice or good to get along with our neighbor. This is important in life, especially in every child.

Signs of Good Relationships

- There is love in every member of the family, friends, or classmates.
- Trust in each other.
- There is an appreciation for how each other feels.
- There is respect for each other's opinions or ideas.
- Acceptance of each other's weaknesses.
- The problem is solved in a gentle manner.
- There is support for every family member, classmate, or friend in their desired in life.
- Equal view of each other or impartially.
- There is compromise.
- Feelings are freely expressed.
- They have faith in the Lord.
- They have effective conversation or communication.

Signs of Bad Relationships

- No trust in each other.
- Experiencing shouting or pain in the middle of confrontation or settling problems.
- Dishonesty.
- No time for talking.
- Jealous when with other friends.
- There is no freedom to express an opinion to others.
- Lack of love and support from family or friends.

- Not happy with the achievement of a family member or friend.
- Criticism and slander for what everyone receives or achieve.
- Treated unfairly or unequally each family member or friends.
- There is no respect for each other's opinions or ideas.
- They have a negative outlook on life.
- They are always melancholic or sad.
- There is no appreciation of how everyone feels.



PRACTICE

Directions: Create spoken poetry about the importance of managing unhealthy relationships. Record it and submit your output to your teacher.

Ways of Managing Unhealthy Relationships

CRITERIA:

Content	30 POINTS
Presentation	10 POINTS
Technicalities	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Put a check ✓ on the blank if the statement shows the good way of managing relationships, while put an **X** if not.

_____ 1. You properly let your parent know if you have something you want to go to.

_____ 2. You are playing with your younger siblings.

_____ 3. You make your brother cry so that he will not join your game.

_____ 4. You see your classmate copying and you tell your teacher.

_____ 5. You reprimanded your classmate for being a bully.

Lesson 03

MUSIC EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Identify the different values of rests in different time time signatures.
- Create a simple musical phrase using notes and rests.

CHECK

Let us review our last lesson in music!

Directions: Write the values of the notes in simple and compound time signatures. Place your answers in the space provided.

SIMPLE TIME SIGNATURE		COMPOUND TIME SIGNATURE
		
		
		
		
		

EXPLAIN

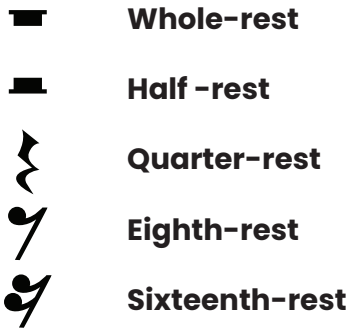
VALUES OF RESTS IN DIFFERENT TIME SIGNATURE

Notes and rests are musical symbols on a staff that designate when to play and when to not play. Notes on a staff represent what pitch to play and for how long. Rests are musical symbols used to designate when to pause and not play.

Below is a table which displays whole, half, quarter, eighth, and sixteenth notes and rests, along with how long each one lasts, measured in beats.

Note Values		Rest Values	
	**Whole Note** play for 4 beats		**Whole Rest** rest for 4 beats
	**Half Note** play for 2 beats		**Half Rest** rest for 2 beats
	**Quarter Note** play for 1 beat		**Quarter Rest** rest for 1 beat
	**Eighth Note** play for 1/2 of a beat		**Eighth Rest** rest for 1/2 of a beat
	**Sixteenth Note** play for 1/4 of a beat		**Sixteenth Rest** rest for 1/4 of a beat

VALUES OF RESTS



Whole-rest

Half -rest

Quarter-rest

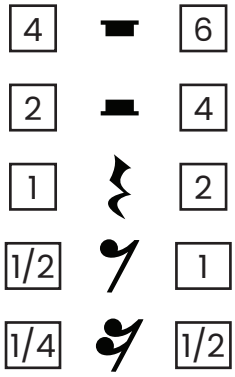
Eighth-rest

Sixteenth-rest

The values of rests are the same with the values of notes in different time signatures, may it be in simple and compound signature.

SIMPLE TIME SIGNATURE

$\frac{4}{4}$ $\frac{3}{4}$ $\frac{2}{4}$



COMPOUND TIME SIGNATURE

$\frac{6}{8}$ $\frac{9}{8}$ $\frac{12}{8}$

PRACTICE

Directions: With your knowledge regarding the values of notes and rests, compose a simple rhythmic pattern using both notes and rests in simple and compound time signatures.

$\frac{4}{4}$

$\frac{3}{4}$

$\frac{6}{8}$

$\frac{9}{8}$



EVALUATE

Directions: Give the value of the following notes and rests. Write your answers on the provided spaces.

NOTES	RESTS	VALUE	SIMPLE	COMPOUND
Eighth Note	Eighth Rest			
Quarter Note	Quarter Rest			
Half Note	Half Rest			
Whole Note	Whole Rest			
Sixteenth Note	Sixteenth Rest			

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify the architectural designs in the Philippines.
- Create a heritage-inspired house design.



CHECK

Directions: Define the following terms. Write your answers on the blank.

Cross-hatching

_____

_____

_____

Contour Shading

_____

_____

_____

EXPLAIN

ARTISTIC ARCHITECTURAL DESIGNS

Artistic architectural designs from the cultural community are one of the art heritages in our country that is part of our history. Architecture is a technique and a product of planning, designing, and constructing buildings or other physical structures. These designs are the basis of our designs for houses, churches, and other various buildings.

The following are the different architectural designs in the Philippines.

Bahay Kubo (Nipa Hut)

The Bahay Kubo is a simple ancestral house known for the Filipinos. It is made up of materials we often see in the environment like bamboo, coconut leaves, nipa, kogon grass, and other things which may be use in building the hut. The foundation of the house is made up of four strong poles usually made of bamboo or solid wood and it is elevated above the ground to create a “silong” or basement to protect the house from rain floods.



Bahay na Bato (Stone House)

The bahay na bato is one of the houses that evolved from the typical Nipa Hut. It consists of two floors. The lower floor is made up of strong wood while the second floor is made up of stones or cement. An example of which is the Bahay Tisa. This house is considered to be the oldest stone house in Pasig built by Don Cecilio Tech y Cabrera in the 1850's.



Simbahan (Church)

The San Agustin Church or the Church of the Immaculate Conception of San Agustin is considered to be the oldest church in the Philippines. It was built in 1595 and exhibit remarkable features such as retablos (altars) of high Baroque style and wall buttresses separating cripto collateral chapels. What makes it unique is its ceiling paintings in the tromp l'oeil style.

The centuries-old church bore witness to the 400 years of Spanish rule in the country. It has survived many bombings and earthquakes, and through its countless renovations, incorporated other influences including Filipino and Chinese designs. Clearly, the church stands witness to the rises and falls of the Philippines.



Torogan (Royal House)

The Torogan is the ancestral house and the royal residence of the upper-class Maranao. It is commonly found in Marawi City and other areas in Lanao del Sur province. Within the sultanate, no one can have a house bigger than the Torogan which is the dwelling place of the datu along with his wives and children. Living in a traditional Torogan house signifies rank, prestige, and wealth. It is made of wood and stands on large poles. This is decorated with "panolong" or the native muslim design like sarimanok and naga that were carved out into the wood.



PRACTICE

Directions: Based on the different heritage architectural designs that we have, I want you to create your own modern heritage-inspired architectural design of a house. Use a short bond paper, coloring materials, and some markers in creating your design. Take a picture of your creation and send it to your teacher.

CRITERIA FOR SCORING:

Creativity	20 POINTS
Relevance	20 POINTS
Neatness	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Word Hunt. Look for familiar terms in the box below. Shade the words with different colored pens, pencils, or crayons for identification and write the definition of the found words on the space provided.

A	R	C	H	I	T	E	C	T	U	R	E	Z
A	E	A	E	R	O	R	E	D	A	W	E	B
S	D	R	T	T	R	D	N	S	E	B	D	A
F	C	C	O	F	O	F	Z	X	X	W	S	H
G	V	H	R	E	G	C	O	S	C	D	R	A
V	F	I	O	B	A	F	D	S	F	F	T	Y
H	R	T	S	A	N	A	G	U	S	T	I	N
E	S	E	D	H	E	V	E	A	G	F	F	A
F	G	C	S	A	D	G	N	A	U	D	T	B
V	T	T	A	Y	S	V	Z	S	Y	D	H	A
F	Y	G	S	K	T	F	O	X	I	S	F	T
V	H	G	D	U	F	F	F	C	T	S	F	O
F	G	H	C	B	C	V	V	D	H	E	D	E
B	B	J	V	O	S	D	F	V	L	E	C	F
G	N	K	G	G	A	E	D	V	M	R	C	R

1. _____
2. _____
3. _____
4. _____
5. _____

PHYSICAL EDUCATION

OUTCOMES

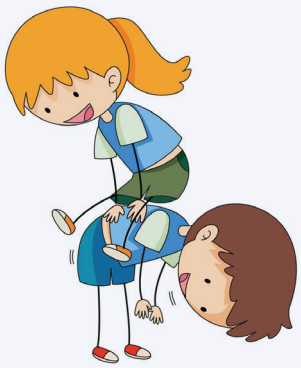
At the end of this module, you are expected to:

- Identify the traditional target games.
- Analyze the nature and background of batuhang bola/dodgeball.

CHECK

Directions: How much you know about target games. Put ♥ on the picture below if the following picture shows target games, put ★ if not.







EXPLAIN

Target games are games that involve the players in placing an object near or in a target to be able to get the highest possible score. The players must propel the object with much accuracy and control to hit the target. The players should also know how to protect the object to prevent the other players from scoring. Target games involve different manipulate skills like throwing, tossing, rolling, catching, running, jumping, hopping, and stretching.

Dodgeball or **Batuhang Bola** is a game in which players on two teams try to throw balls at each other while avoiding being hit. Dodgeball originated in Africa. It was played there for over two hundred years. The original version of it is deadlier and more painful because instead of rubber balls, they used rocks or putrefied matter. That version is played by African tribes to train them.

Safety Precautions

- Before undertaking any physical activities make sure to have proper warm-up exercise to prepare your body especially your muscle to avoid injury.
- Answer the Physical Activities Readiness Questionnaire or PAR-Q.
- Use appropriate clothing for physical activity.

Mechanics of the Game



- Gather two teams and get a ball.
- The first team should stand in the middle of the court, while the second team should be divided into two and should stand at both sides of the first team.

- Players play in front of the end line, each of them must have a space behind them (5m). When the player is out, they go and play behind the other team. In order to get back in they have to hit an opponent.
- The second team should hit the players of the first team. If the second team could hit a player in the first team, that player is out.
- If that player catches a ball, his team will gain a "life" and can be used to revive another player or be used to continue to play on if the ball hits him/her.
- The team will win if it hit all the players and none of the players are left.

Batuhang Bola Rules and Regulations

- Toss coin will decide who will be the Offensive Team or Defensive Team.
- Teams will be playing a 30-minute game with teams exchanging position as Offensive and Defensive teams every 5 minutes or until a team scores 5 points.
- There will be a 5-minute halftime break.
- Offensive Team will place 1 player each on the Shooter (S) position and 2 players on Assist (A) position behind the shooter.
- Shooters are only allowed to throw the ball at Defensive players behind the line at the base of the rectangle which is the designated throw area.
- Assists are not allowed to throw the ball at the deflectors.
- Defensive Team will field 5 players in the playing court as Deflectors.
- Deflectors will try to avoid getting hit by the Offensive Teams shooters until the 5-minute time limit expires.
- Teams will be given two (2) three (3) minute time out each half of game play.
- Substitution can only be done on dead ball situations.

Skills needed in the Game:

1. throwing
2. running
3. jumping
4. hopping
5. catching
6. dodging



PRACTICE

Directions: Together with your family, play Batuhang Bola. Follow the rules in playing it, do the warm-up exercise before playing and observe safety precaution. Highlight your best skills while playing. Record it with mobile phone and submit to your teacher.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Read each statement below, write **FACT** if the statement is correct about batuhang bola/dodgeball, write **BLUFF** if the statement is wrong.

_____ 1. Assists are not allowed to throw the ball at the deflectors.
_____ 2. Substitution can only be done on dead ball situations.
_____ 3. Batuhang bola or dodgeball is considered as Target Games.
_____ 4. There will be a 5-minute halftime break.
_____ 5. Before playing the game, you should have a warm-up exercise to avoid injury.

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Determine the effects of mental, emotional, and social health concerns on one's health and well-being.



CHECK

Directions: Write ✓ if the sentence shows the good way to avoid mental, emotional, and social problems and write **X** if not.

_____ 1. Fighting with others contributes to emotional health.

_____ 2. Being cheerful is good for your health.

_____ 3. Participating in a variety of activities helps to reduce our problems.

_____ 4. A sharp mind helps solve a problem.

_____ 5. Having lots of friends helps us to become physically healthy.

EXPLAIN

MENTAL HEALTH – is a person's ability to enjoy our lives and surpass those challenges in daily living.



FACTORS CONTRIBUTING TO MENTAL HEALTH

1. Self-esteem and self-awareness.
2. Diet and exercise.
3. Relationships with family, friends, and co-workers.
4. Finances.
5. How you express how you feel.

EMOTIONAL HEALTH – Emotional health can lead to success in work relationships and health.

How can children develop emotional health?

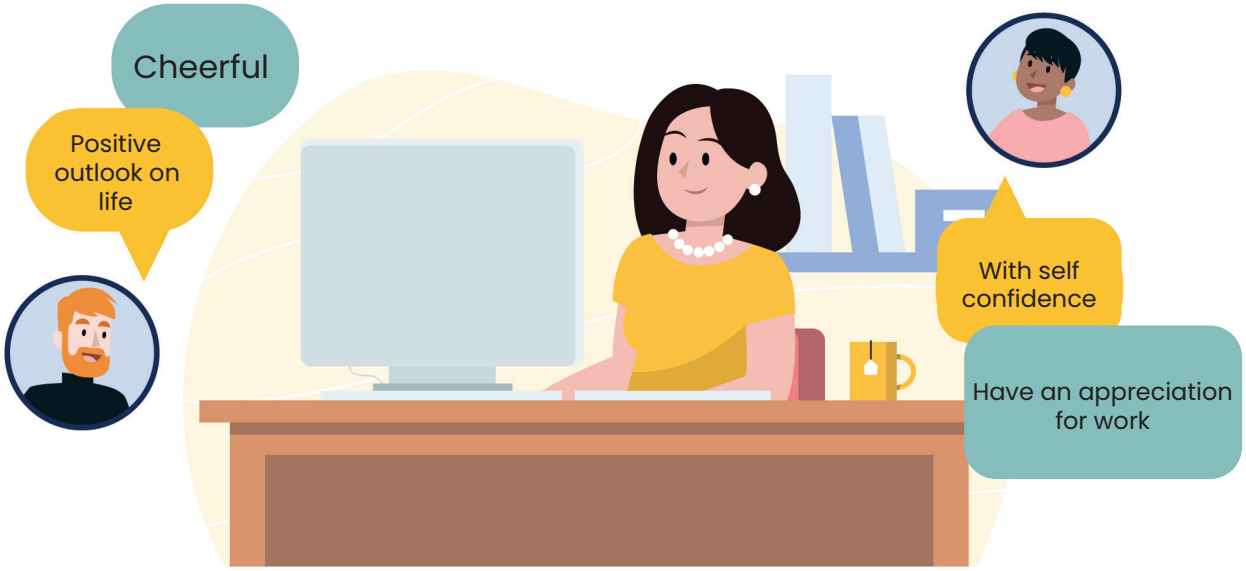
1. Listen to the children.
2. Respect children.
3. Praise the children .
4. Allow them to be afraid and angry.
5. Play with children.
6. Let them make their own decisions.
7. Set reasonable boundaries.



SOCIAL HEALTH – it is the ability to interact and form meaningful relationships with others.



Characteristics of an individual with mental, emotional, and social health:





PRACTICE

DIGITAL POSTER MAKING

Directions: Create a poster that shows the effects of mental, emotional, and social health concerns on one's health and well-being. You may choose from mental health, emotional health, and social health concerns. Use any sketch apps and submit to your teacher.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Put a ✓ on the blank if the statement characteristics of an individual with mental, emotional, and social health, put **X** if not.

_____ 1. Sam loves himself.
_____ 2. Jay always prays before going to sleep.
_____ 3. Drew does his homework before going to play with his friends.
_____ 4. I can do it! Ana told himself while doing their school project.
_____ 5. Ben skip doing activities because it was too hard for him.

Lesson 04

MUSIC EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Identify the different simple time signatures.
- Construct a simple musical phrase with simple time signatures.

CHECK

Directions: Identify the different values of the notes and rests below. Write your answers on the blanks provided.

_____ 1. 

_____ 2. 

_____ 3. 

_____ 4. 

_____ 5. 

EXPLAIN

The **time signature** is a notational convention used in Western musical notation to specify how many beats (pulses) are to be contained in each bar and which note value is to be given one beat. In a musical score, the time signature appears at the beginning of the piece, as a time symbol or stacked numerals, such as 𝐂 (Common Time) or four-four time signature.

Common time or the symbol C is another way to write the 4/4 time signature. Indicating 4 beats or counts per measure.

SIMPLE TIME SIGNATURE

The simple time signature is divided into three groups, $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{3}{4}$ time.

The *upper* numeral indicates how many beats there are in a measure.
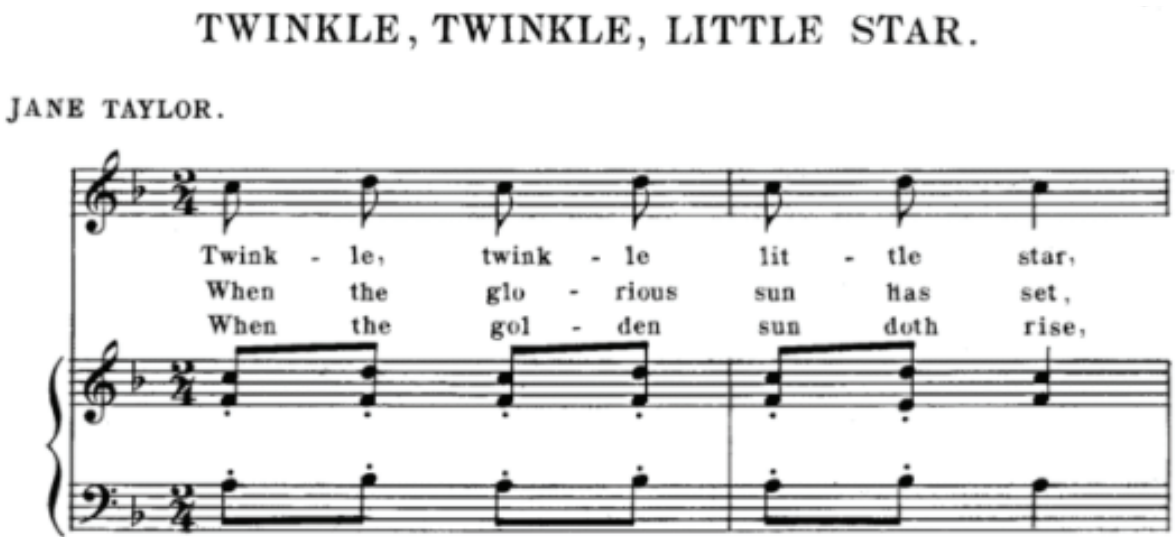
The *lower* numeral indicates the note value that represents one beat.

Let us look at this:

4 The *upper* numeral indicates how many beats there are in a measure.

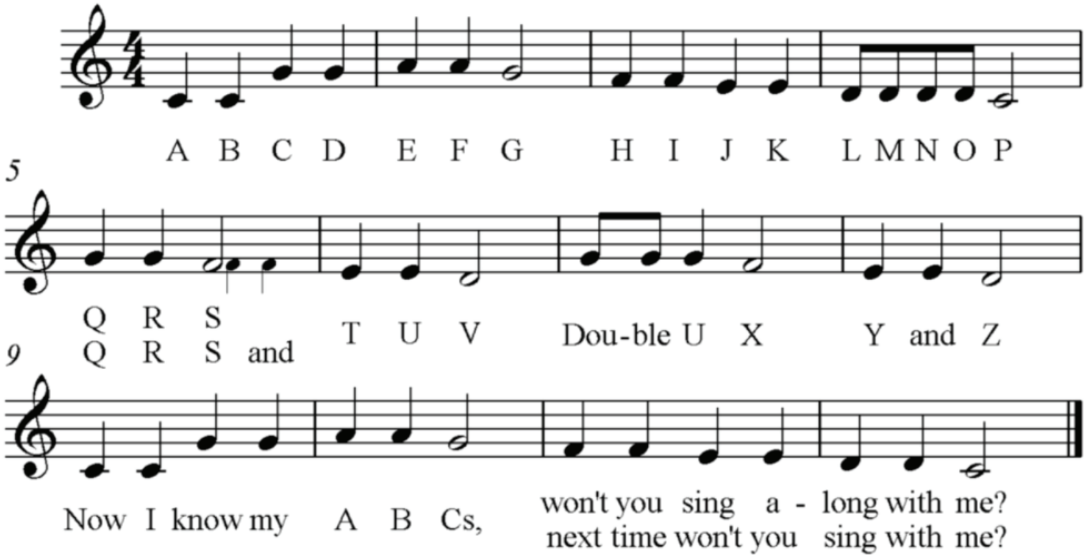
4 The *lower* numeral indicates the note value that represents one beat.

Let us take this as an example:



In this example, we can see that the time signature is in 2/4 time, therefore, there should be 2 beats or counts in a measure. Can you count?

Let us have another example:

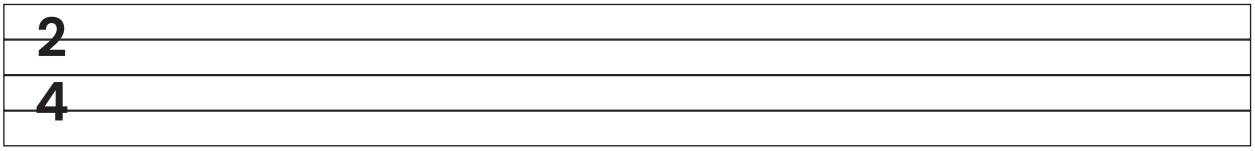


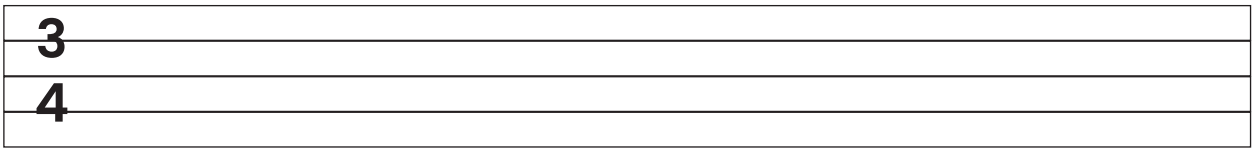
The time signature in this example is in 4/4 time signature. Can you recognize the number of beats or counts per measure?

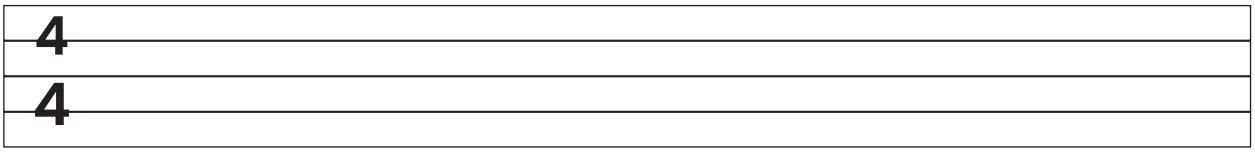
PRACTICE

Let create!

Directions: Create a simple musical phrase following the different simple time signatures. Notate your answers on the given staves below.







EVALUATE

Directions: Identify the word described in each number. Write your answers on the blanks provided before the number.

_____ 1. It indicates the number of beats or counts per measure.
_____ 2. It will tell us the number of beats per measure and the kind of note to receive one beat.
_____ 3. It indicate the kind of note to receive one beat.
_____ 4. It is another way to notate a 4/4 time signature.
_____ 5. Give the three groups for simple time signature.

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify the different merchandises the foreign traders gave us.
- Create an artwork based on the ancient things used by native Filipinos.



CHECK

Directions: Choose your answers from the box below. Write your answers on the blanks provided.

architecture	bahay kubo	bahay na bato
simbahan	torogan	

_____ 1. These are centuries-old buildings that withstand the test of time in the Philippines. Its main purpose is for worship.

_____ 2. These are houses that evolved from the typical Nipa Huts.

_____ 3. This is the royal residence of a Datu in Maranao.

_____ 4. This is a simple house made up of bamboo and other materials found in the environment.

_____ 5. This is a technique and a product of planning, designing, and constructing buildings or other physical structures.

EXPLAIN

The Foreign Merchants

Our country is surrounded by water resources. Because of this, many travelers and foreigners traded with our ancestors. One of these was the Chinese traders; they came to us through the Gulf of Lingayen, Manila Bay, and the island of Sulu carrying miscellaneous goods. They exchanged products with our ancestors. The Chinese exchanged their goods for silk, porcelain, gong, umbrella, and fan to the products of our native traders like kapok, gold, pearls, and hemp on various islands.

The Galleon Trade

The Galleon trade is a trade between the Philippines, Spain and Mexico which began in the 16th century until the end of the 19th century. The Galleon is a large vessel used to deliver goods and merchandise from Mexico such as silk, porcelain, gemstone, cotton, and many more.

ANCIENT THINGS WITH FOREIGN INFLUENCES

Old Money (Lumang Pera)

Old money used by our ancestors was made of silver and gold during the Spanish colonization in exchange for goods to foreigners.







Old Things (Lumang Kagamitan)

The things used by our ancestors were flat iron made of metal, stone grinder, wooden spoons, clay pots, and jars, loom cloth, and rattan. Most of the things our ancestors used were from the richness of the environment.









Manunggul Jars

Manunggul jar is made from clay. It is used to keep the bones of the departed after the body has decomposed.



Balangay o Balanghai

These are believed to be the oldest Pre-Hispanic watercraft found in the Philippines. It is made up of wood planks adjoined by pins and dowels. One of its uses is for trading goods and merchandise. It is where we derived the word “baranggay”.





PRACTICE

Directions: Now that you know the different things used by our ancestors, draw a Balangay or Manunggul Jar. Use your skills in hatching and contouring. Take a picture of your artwork and send it to your teacher.

Materials:

1. Oslo Paper
2. Pencils and Markers

CRITERIA:

Creativity	20 POINTS
Hatching and Contouring	20 POINTS
Neatness	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Match the words in Column A to Column B. Write the letter of the correct answers on the blanks provided before the number.

COLUMN A	**COLUMN B**
_____ 1. Clay pots and jars.	A. Galleon
_____ 2. Coins made of gold and silver.	B. Manunggul Jar
_____ 3. Oldest watercraft in the Philippines.	C. Old Things
_____ 4. A vessel for the deceased.	D. Balangay
_____ 5. A large vessel used for trading.	E. Old money

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Identify the traditional games, Striking Games.
- Analyze the nature and background of shatong.

CHECK

Directions: How much you know about target games. Put ❤ on the picture below if the following picture shows target games, while put ★ if it doesn't.







EXPLAIN

Striking Game



Shatong/Siato is a game played in the suburbs and rural areas of the Philippines. Two sticks, one longer than the other, are needed to play the game. Two teams are needed to play this game. One team will be the hitter, while the other team will be the catcher.

Materials Needed:

- Playing field
- One-foot-long stick
- One-inch short stick
- A small hole on the ground

Safety Precautions:

- Clear Physical Assessment Readiness Questionnaire (PARQ).
- Free from any sickness.
- Wear proper attire, avoid tight clothing that restricts your movements.
- Remove jewelries that might cause injury while playing.

Mechanics of the Game

There are three stages in playing shatong.

In the first stage:

- Player A will have to put the short stick on top of the elongated hole. It should be placed on top of it, not inside it.
- Using the longer stick, Player A will launch/hit the shorter stick on the ground towards the direction of Player B. If Player B catches the short stick, they will receive 10 points, and it will going to be their turn as the hitter.
- Player A will place the longer stick on top of the hole, then Player B should throw and hit the longer stick using the shorter stick.

- If Player B failed to catch it, Player A will count the score by measuring how far from the hole the stick goes using the stick. Then, Player A will continue to be the hitter and proceed to stage 2.

In the second stage:

- Player A will hold the shorter stick off the ground and just like in the first stage, the longer stick will launch/hit the shorter stick towards Player B.
- If Player B catches it, they will receive 10 points, then it will be their turn as the hitter.
- Player B will have to throw back the shorter stick while Player A will have to catch and hit back the shorter stick using the longer stick.
- However, if Player B failed to catch the shorter stick at the start of the second stage, Player A will continue as the hitter and proceed to stage 3.

In the third stage:

- Player A will have to put the shorter stick on top of the hole.
- Using the longer stick, they have to hit the shorter sticker upwards, then hit it again towards Player B.
- If Player A failed to hit the shorter stick, it will be Player B's turn as the hitter.

To understand the rules and scoring more, watch the video below:
https://www.youtube.com/watch?v=tkG5sksAV78

Skills Needed in the game:

- running
- batting
- hitting
- counting
- catching



PRACTICE

Directions: Together with your family, play shatong. Follow the rules in playing it, do the warm-up exercise before playing and observe safety precaution. Highlight your best skills while playing. Record it with mobile phone and submit to your teacher.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. These are activities done by striking an object and running into a designated playing area.
   a. invasion games
   b. striking/fielding games
   c. ball games
   d. board games

2. What is the major material in playing shatong?
   a. garter
   b. tin can
   c. stick
   d. slipper

3. What mathematical skill is being practice in playing shatong?
   a. measuring
   b. counting
   c. solving
   d. estimating

4. Which is not true about playing shatong?
   a. It is played outside on the ground where one digs a small square hole.
   b. The game makes use of one stick.
   c. Remove jewelries that might cause injury while playing.
   d. The concept of the game is to hit the shorter stick with the longer stick as far as it can go.

5. Which of the following is not part of the skill needed in playing shatong?
   a. running
   b. batting
   c. hitting
   d. dodging

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Determine the skills in preventing or managing teasing, bullying, harassment, or abuse.
- Discuss ways to improve communication to others.



CHECK

Directions: Read the questions. Check (✓) the box aligned with YES if you do this, and if not, explain your answer inside the NO box column.

QUESTIONS	YES	NO
Do you participate in activities you do not like?		
Are you setting a limit in dealing with your neighbor?		
Are you yelling at your neighbor when you have an argument?		
Are you forcing your neighbor to agree to your beliefs?		
Do you seek advice or help from your elders if you are being physically threatened or bullied?		



EXPLAIN

Interaction with others is an important aspect of social life. But not all interaction is perfect. Sometimes, rather than happiness, it can cause sadness or discomfort.

However, if your relationship with others is among the negative traits identified in the previous lesson, it does not mean that you have to end the relationship right away. If you recognize your interaction or your relationship with others is affecting you, you can begin to work on ways to improve the negative aspects of the relationship.

Some of the things you can do are:

- Set limits or boundaries. When you set limits or boundaries, your friend knows he or she can only do certain things. Don't let yourself be disrespected.
- Sometimes it's hard to tell if a relationship is abusive or not. If you feel uncomfortable about a task your friend is forcing you to join, say so in polite language.
- If you feel you have been physically threatened, seek help from someone who can help and be trusted.
- Sometimes, socializing leaves you with so much grief because of constant arguments, bullying, and insults. Tell someone who can help you and you can trust about it; and if it causes great sadness and emotional pain, stay away from contact with this person. You need to protect yourself.

When a person is happy in his daily life, it is a good sign that he has good relations with others. It is important in maintaining health because it cultivates a person's ability to have a positive outlook on life.



PRACTICE

Directions: Study the situations below and give a solution to each problem. Remember to explain your answer.

Situation A: You saw your classmate alone at lunchtime. He was not eating. When you went and talked to him, he said that he has no money or food. What will you do?

_____

_____

_____

Situation B: Your brother is playing with a ball while he is eating. You see that the ball is filled with mud. What will you do?

_____

_____

_____

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Put a ✓ on the blank if the statement shows skills in preventing or managing teasing, bullying, harassment, or abuse, put **X** if not.

_____ 1. You asked for your teacher's help when your classmates are bullying you.
_____ 2. You don't want to play with your younger siblings.
_____ 3. You make your brother cry so that he will not join your game.
_____ 4. You told your teacher that you saw your classmates harassing someone and asked for his/her help.
_____ 5. You joined your classmate in bullying others so that you don't get bullied too.

UNIT 2

Lesson 01

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Recognize the pitch names of the F-Clef staff.



CHECK

Directions: Complete the table below by supplying the symbol, name, and the values of notes and rests in different time signatures. Place your answers in the space provided.

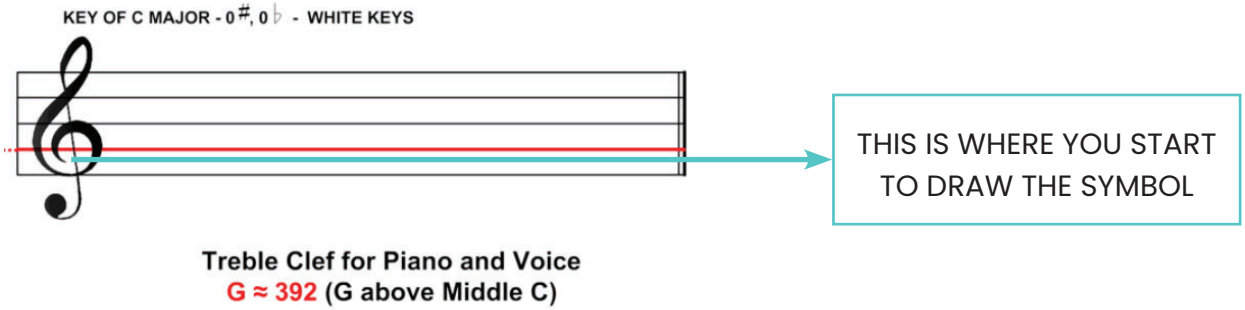
NAMES	SYMBOL NOTES / REST	SIMPLE TIME SIGNATURES VALUE	COMPOUND TIME SIGNATURE VALUE
1.			
2.			
3.			
4.			
5.			

EXPLAIN

The clef is one of the foundations of the tone or pitch of a song. This tells how and where the tone or pitch of each note will begin in a song. Remember that pitch or tone is the highness or lowness of a sound according to the position of a note to the staff.

Pitch names are the first seven letters of the alphabet used as substitutes for so-fa syllables. This is created to also identify the tone of a note. Here are the letters of the pitch names in chronological order according to their use in music: C-D-E-F-G-A-B. The so-fa syllable on the other hand consists of DO-RE-MI-FA-SO-LA-TI. G and SO are the same tones, so you can call it G or sol.

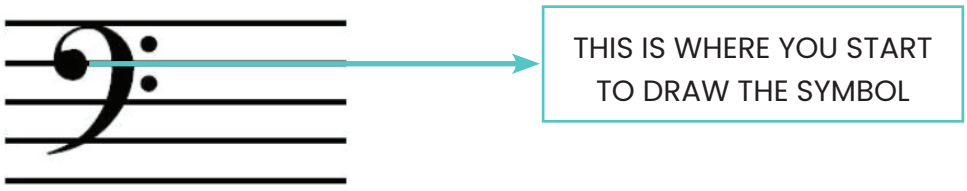
The two most common staves are the G-Clef and the F-Clef. Let us go back to your previous lesson in G-Clef.



This is called G-Clef because the pitch name of the second line is G or SO and the symbol is drawn from the second line.

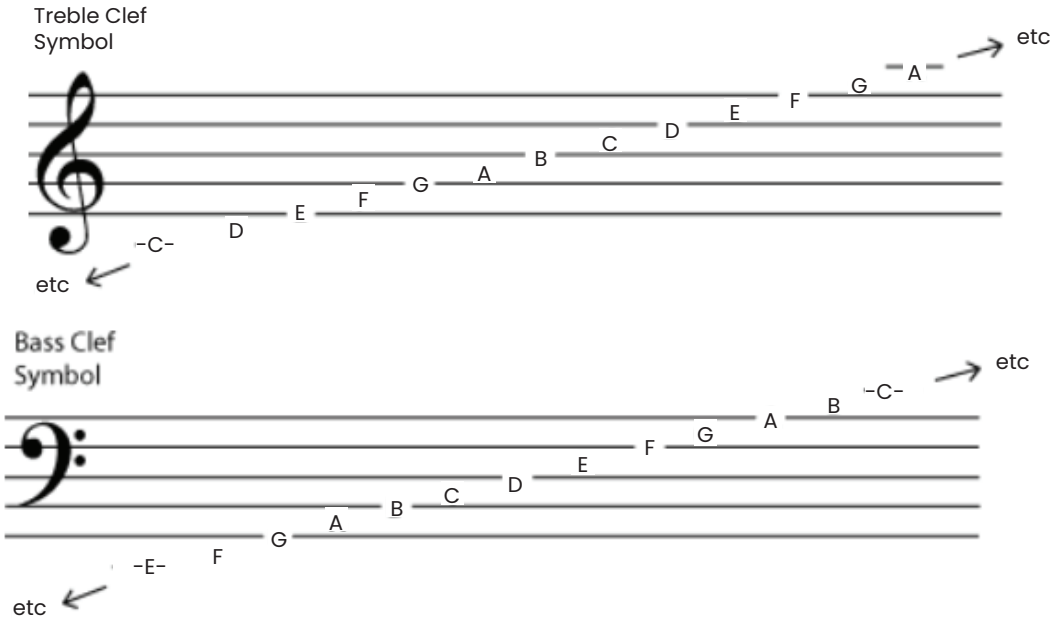
The F-Clef on the other hand carries the pitch name F or FA. This is where the name was derived from. The position of the pitch names for the G-Clef and F-Clef are different from each other, although it uses similar SO-FA syllable names or Letter Names, still, the positioning of each pitch differs.

Let us take a look:



This is called an F-Clef because the pitch name of the fourth line is called F or FA and the symbol is drawn from the fourth line.

To better understand the pitch names of each staff, let us see and compare them side by side:



In the example above, we can see that the pitch names are the same but only in different positions.

To better remember the names of the lines and spaces in F-Clef, here is the clef's mnemonics:



PRACTICE

Directions: Write the pitch names of each symbol in the F-Clef. Place your answers on the blanks provided.



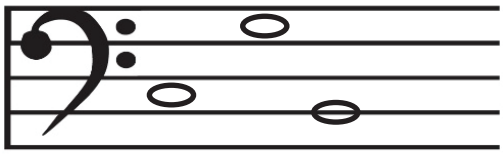
SO-FA Syllable Names 1. ____ 2. _____ 3. _____ 4. _____ 5. _____

Letter Names 6. ____ 7. _____ 8. _____ 9. _____ 10. _____

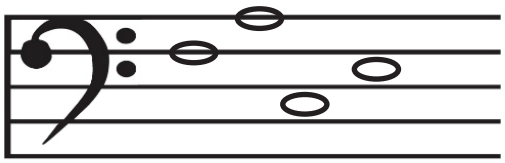
EVALUATE

Directions: Give the words using the letter names of the F-Clef Staff. Place your answers in the space provided.

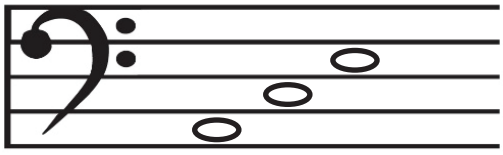
1. _____



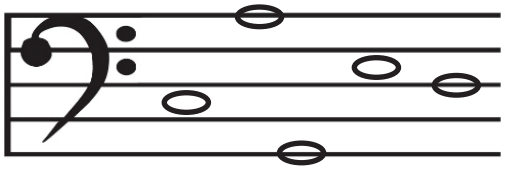
2. _____



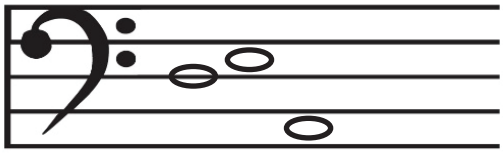
3. _____



4. _____



5. _____



ARTS EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Identify the different world heritage sites in the Philippines.
- Create an artwork copying one of the UNESCO World Heritage Sites.

CHECK

Directions: Choose the correct answers from the pool of words below. Write your answer on the blank provided before the number.

Galleon Trade	Old Money	Old Things
Manunggul Jars	Balangay	

_____ 1. These are jars made from clay and are used to keep the bones of the departed after the body has been decomposed.

_____ 2. These are the old money made in silver and gold used at the time of Spanish colonization in exchange for goods to foreigners.

_____ 3. This is a trade between the Philippines, Spain, and Mexico which began in the 16th century until the end of the 19th century.

_____ 4. These are believed to be the oldest Pre-Hispanic watercraft found in the Philippines.

_____ 5. These are the equipment of our ancestors.

EXPLAIN

The Philippines is considered as one of the richest countries in the world in terms of natural resources and historical sites. The Philippine archipelago is composed of islands that cater to a wide variety of cultures and traditions as well as cultural heritage sites. These sites are the treasured possession that our ancestors gave us.

Here are some of the world-famous heritage sites of the Philippines that was declared by UNESCO:

THE BANAWE RICE TERRACES

The Banawe Rice Terraces was declared as one of the Eighth Wonders of the World by UNESCO last 1995. This is considered one of the greatest heritage sites due to its grand and marvelous beauty. The terraces were all carved out by hands following the slopes of the mountains to ensure farming among the tribes of the Ifugaos. According to UNESCO, the Banawe Rice Terraces is a living cultural landscape of unparalleled beauty.



THE PAOAY CHURCH



Ilocos Region is home to the two UNESCO world heritage sites—the Vigan City in Ilocos Sur and Paoay Church in Ilocos Norte. The San Agustin Church or also known as Paoay Church is one of the oldest churches in the Philippines. This was founded by the Augustinians in 1593 and since then, the church still stands. In 1993, Paoay church was granted the UNESCO World Heritage Site. This church is famous because of its distinct architectural designs.

THE OLD HOUSES OF VIGAN CITY



Vigan City is known as a preserved planned Spanish town in Asia. The architectural designs found in Vigan reflect the cultures from China and Europe that cannot be seen in any countries of East Asia and Southeast Asia. With its unique features and designs, Vigan was granted as a UNESCO World Heritage Site. The architectural design reflects cultures from within and beyond the Philippines, China, and Europe that cannot be seen anywhere else in the East and from the Southeast, and with its unique features, Vigan was granted as a UNESCO World Heritage site.

THE MIAG-AO CHURCH



The Miag-ao Church or also known as the Church of St. Thomas de Villanueva is an example of a Baroque architectural design church. It was built in 1797 in Miag-ao, Iloilo City. The facade of the church was relief sculptures which made the church famous and be included as one of the best examples of Baroque churches in the Philippines. It was also listed as one of the UNESCO World Heritage Sites.

PRACTICE

Directions: Re-create one of the UNESCO World Heritage sites discussed in this module. You may choose one from the four sites and draw and color them. Save your work and pass it to your teacher.

CRITERIA:

Creativity	20 POINTS
Neatness	15 POINTS
Appeal	15 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Read carefully the following statements below. Write **TRUE** if the statement is correct and **FALSE** if not.

_____ 1. The facade of Miag-ao church was relief sculptures which made the church famous and be included as one of the best examples of Baroque churches in the Philippines.

_____ 2. Vigan City is known as the least preserved planned Spanish town in Asia.

_____ 3. The Paoay Church is located at Ilocos Sur.

_____ 4. The Banawe rice terraces was declared the Eighth Wonders of the World by UNESCO last 1985.

_____ 5. The Philippine archipelago is composed of islands that caters a wide variety of cultures and traditions as well as cultural heritage sites.

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the physical fitness exercises.



CHECK

Directions: How much you know about physical fitness exercises. Identify what fitness components developed while doing the following activity. Match column A to column B and write the letter of the correct answers on the space provided.

Column A	Column B
_____ 1. Stretching Exercise	a. Speed
_____ 2. Push-ups	b. Flexibility
_____ 3. Zumba Exercise	c. Muscular Endurance
_____ 4. Planking	d. Cardiovascular
_____ 5. 100-meter sprint	e. Muscular strength and endurance



EXPLAIN

Physical Activity Pyramid – is a visual representation of how often and what physical activities should be done by every people that will help them to become physically healthy.

According to the Philippine Physical Activity Pyramid, it is ideal to participate in activities and exercises that help cultivate the health-related and skill-related components. It is recommended to do it two to three times per week.

HEALTH GOALS:

- to be in good shape
- to develop physical ability
- to strengthen the muscles
- to strengthen resistances
- to lose weight
- to maintain health and fitness
- to keep an active mind
- for a lively living
- to avoid any disease
- to become alert at all times
- to become agile and quick in moving
- to become active in daily activities

PHYSICAL FITNESS EXERCISES

Here are samples of activities that may help you develop your physical fitness:

SIT-UPS – an exercise in which a person lies flat on the back, lifts the back to a sitting position, and then lies flat again without changing the position of the legs. This exercise helps reduce fat in the abdominal area.



PUSH-UP – An exercise for strengthening arm muscles performed by lying face down with the palms on the floor and pushing the body up and down with the arms.



STRETCHING is a form of physical exercise which stretches specific muscle groups like the arms, back, and legs. It helps a person improve his or her flexibility.



ZUMBA AEROBIC EXERCISE – is an aerobic exercise that includes dancing movements. It develops cardiovascular endurance because your whole body was moving when dancing.

PHYSICAL GAMES – participating in physical games is a great way to develop our physical health, especially cardiovascular endurance. Many Filipino games can help develop our physical health, especially the heart.





PRACTICE

Directions: Together with your family, create a 10-minute workout routine. Record it and submit it to your teacher.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Enumerate at least 5 fitness exercises you can do at home.

1.

2.

3.

4.

5.

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the physical, emotional, and social changes experienced during puberty.
- Accept that physical, emotional, and social changes are part of growing up and aging.



CHECK

Directions: How much you know about changes during the puberty stage? Put a ❤ if the changes happen in girls, then put ★ if it is happening in boys.

_____ 1. Growth of Adam's apple.

_____ 2. Enlargement of breast.

_____ 3. Having a menstruation or monthly period.

_____ 4. Growth of mustaches and beards.

_____ 5. Growth and depth of voice.



EXPLAIN

Puberty is a process in which young males/females undergo physical changes until they are fully capable of sexual reproduction. In males, the average age of puberty is from 12-14 years and in females is 10-12 years old.

During puberty, a man or a woman experiences various changes in the body. These changes affect the physical, emotional, and social aspects of each person. Those changes in the body are normal and part of growing up and preparing for a huge and important role in future life.

Physical Changes in Male during Puberty

- Oily skin and having pimples.
- Get taller and heavier.
- Growth of mustaches and beards on the face and hair on various parts of the body.
- Growth of Adam's apple and voice get deeper.
- Widening of shoulders.
- Muscle's growth.
- Penis and testicles grow.

Physical Changes in Female during Puberty

- Get taller and heavier.
- Hips get wider and curvier.
- Oily skin and hair, having pimples.
- Hair grows under the armpits and around the genitals.
- Breasts get larger.
- Having a monthly period or menstruation.

EMOTIONAL AND SOCIAL CHANGES

Due to the physical changes experienced by adolescents, there is also a significant change in mental and emotions of everyone during this period which can also be connected to changes in the level of hormones in the body. As a result, a person's ability to make decisions, plan for life, emotions may change with each event in life. In other words, there can be changes in a person's personality during puberty.

- Having a crush.
- Socializing with the opposite sex.
- More time with friends.
- Being mentally matured.
- Being responsible for things like school, family, friends, and household chores.



PRACTICE

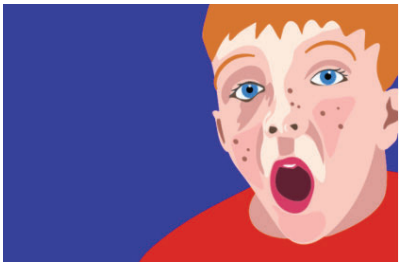
Directions: Create a poster about changes during the puberty stage. Use any sketch/drawing apps to do this activity.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Cleanliness	30 POINTS
TOTAL	**100 POINTS**

EVALUATE

Directions: Identify if the following changes are physical, emotional, or social. Write your answer on the blank.



1. _____



2. _____



3. _____



4. _____



5. _____

Lesson 02

MUSIC EDUCATION

OUTCOMES

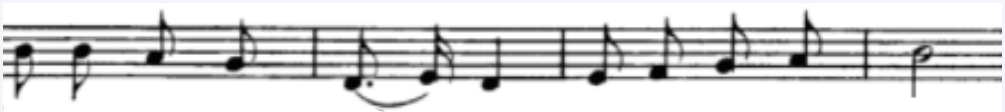
At the end of the module, you are expected to:

- Recognize the different accidentals used in music.

CHECK

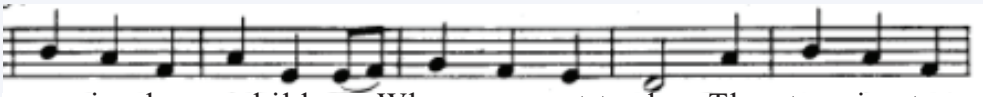
Directions: Identify and write the time signature of the following musical phrases below. Place your answers on the blanks provided.

1. _____
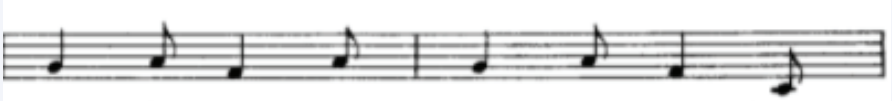


Ha-ppy {Mon- day} morn-ing! Wheth-er rain or shine.
Tues-day

2. _____



-morning brave children, Who come out to-day, The stormi-est
-morning dear children, On this {frost y} day, When {frost y } the
{rain y} {rain y}

3. _____



eve - lids close in sweet re - pose . When

EXPLAIN

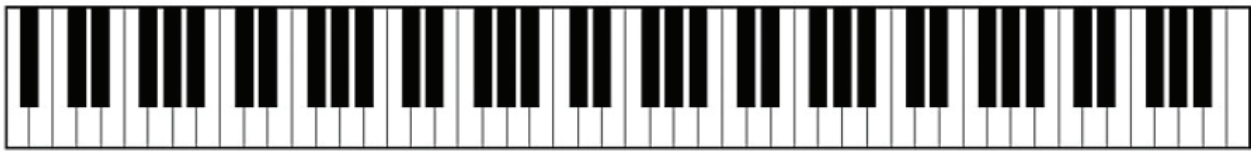
ACCIDENTALS: SHARPS, FLATS, AND NATURAL SIGNS

Accidentals are symbols in music notation located before the notes. It raises, lowers, or returns the notes in their natural pitch. These are written in symbols: ♯ (sharp), ♭ (flat), and ♮ (natural). Let us discuss each.

♯ SHARP raises the note by a half step.

♭ FLAT lowers the note by a half step.

♮ NATURAL cancels the effect of an accidental, therefore returning the note to its natural pitch.

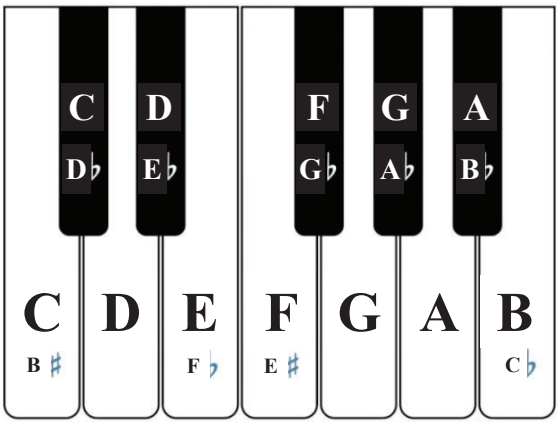


The keys of a piano are made up of **white** keys or the natural keys and **black** keys or the accidental keys. The half steps or the semitones are in between these keys. Here's how to find the semitones or halftones:

1. From a white key going to the next black key.
2. From a black key going to the next white key.
3. From a white key going to the next white key if there is no black key in between.

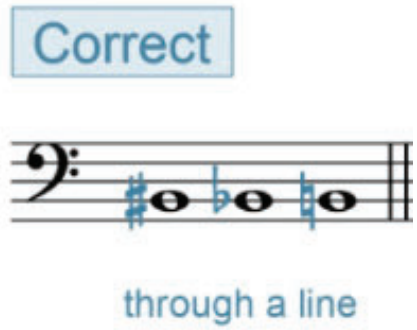
Remember that sharp accidentals will always make the pitch go a half step higher, therefore the steps should be going to the right side of the piano and flat accidentals will always go to the left.

Another thing to remember is that accidentals can only affect the notes inside a measure. This means that after one measure, the accidental will automatically be canceled from the note.



In the illustration above, we can see that the accidentals occupy the same spots in every black key, this is called enharmonic. Enharmonic are notes with the same sound but different names.

Let us now look at *natural accidentals*. Natural accidentals are symbols placed to cancel the effect of an accidental. Example:



In this example, all notes landed on the same line. Notice the accidentals, the first notes in the measure will become a semitone higher because of sharp accidental. The second note, on the other hand, will become a semitone lower because of flat accidental. On the third note, we can see a natural symbol and cancels the effect of the flat on the second note therefore the third note will be played on its natural pitch.

PRACTICE

Directions: Study the musical phrases below. Notate the notes in each number on the staff provided below. Use the F-Clef Staff in notating the pitch names.

1. F#

2. Db
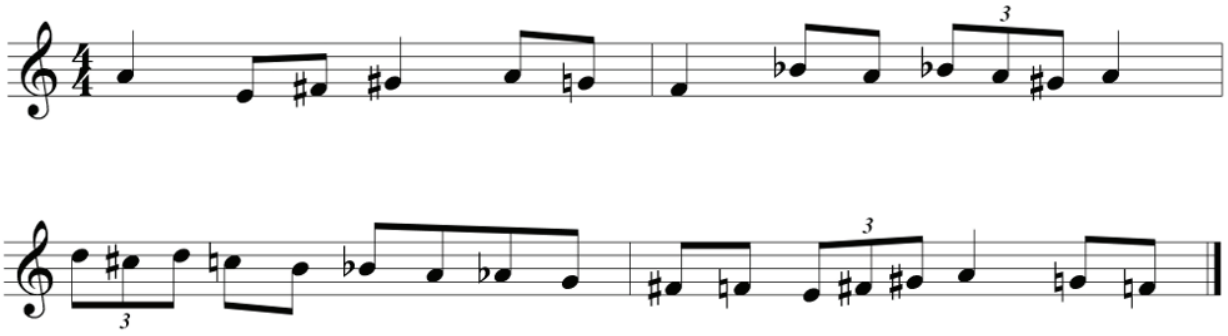
3. A#

4. Ab

5. D#

EVALUATE

Directions: Name all the accidentals found in this musical phrase. Place your answers on the blanks provided.



1. First Line: _____
2. Second Line: _____

ARTS EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Identify the different world heritage sites in the Philippines.
- Create an artwork based on the different protected places of the Philippines.

CHECK

Directions: Name the following UNESCO World Heritage Sites. Place your answers on the blanks provided.





1. _____

2. _____





3. _____

4. _____

EXPLAIN

Our country is blessed with a lot of natural resources and historical sites that we can be proud of. These sites are recognized by the world as one of the beautiful places to visit.

BATANES PROTECTED LANDSCAPES



The Batanes group of islands is comprised of 11 islands which are considered the smallest and the northernmost part of the Philippines. It is the home for the Ivatans. The Batanes protected landscapes were nominated to be considered as UNESCO World Heritage Site with its unique role in the migration of the Austronesian people across the Pacific a very long time ago, the environmental challenges the Ivatan faces, and the Spanish colonial influences embedded in their culture earned them a nomination.

CALLAO CAVE

Callao cave is one of the most visited and protected caves in the Philippines. It is located in the town of Peñablanca province of Tuguegarao. The cave has seven different chambers.



TOROGAN OF MARAWI

A Torogan house is home for the Datu or a Sultan in Maranao province. It is built with solid woods and decorated with okir motifs which make the Torogan unique with Maranao arts and designs.





PRACTICE

Directions: Capture the beauty of Batanes by drawing and coloring a place in Batanes. You may draw and color it manually or digitally.

CRITERIA FOR SCORING:

Creativity	40 POINTS
Neatness	30 POINTS
Appeal	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Read each statement below. Write **TRUE** if the statement is correct and **FALSE** if not. Place your answers on the blanks provided.

_____ 1. The Torogan house is one of the houses where the Datu lives.
_____ 2. The Callao cave has 8 different chambers.
_____ 3. The Batanes has granted the citation as UNESCO World Heritage Site.
_____ 4. The caves in Peñablanca is comprised of over 400 caves.
_____ 5. Jivatans are the people found in Tugegarao.

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the game Patintero.
- Play Patintero with friends and family.
- Create a video presentation.



CHECK

Directions: Name five physical fitness exercises. Write them on the blanks provided.

.

1. _____
2. _____
3. _____
4. _____
5. _____

EXPLAIN

INVASION GAMES

The main objective of these games is to invade the opponent's territory. Other players will aim to protect their territory. They will guard against being overtaken by the enemy.

PATINTERO – is a type of invasion game where the goal of the game is to invade or enter the opponent's territory. It is played by two groups usually consisting of five or more members.



How to Play Patintero?

1. Form two teams of the same number.
2. Draw vertical and horizontal lines of equal dimensions.
3. Choose a group leader or "patotot".
4. Decide who will be the offense and defense team.
5. The defense team will guard on the line, while the offense team will try to pass over each line without touching the defenders. If any part of the body was touched by a defender while passing the lines, the defense group will now become the offense team.
6. The offense team must finish and pass all the lines and go back to get a score.
7. The team with the most points within the time limit wins.

Safety Precautions:

1. Wear proper attire, avoid wearing tight clothing that will interfere with your movement.
2. Execute proper warm-up exercise before playing.
3. Free from any disease or medical problems.
4. Remove pieces of jewelry such as earrings, necklaces, etc.

Skills Needed in Playing Patintero:

1. Running
2. Dodging
3. Tagging/Tapping
4. Agility



PRACTICE

Directions: Create a video presentation about patintero.

1. Play patintero with your family and friends.
2. Take a video while you and your family and friends are playing.
3. Highlight some of the best plays.
4. Edit and submit it to your teacher.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement is correct about the game patintero, write **FALSE** if it is wrong.

_____ 1. Patintero is considered as Invasion Game.

_____ 2. The offense team must finish and pass the first line, up to the last line, and back to get a score.

_____ 3. The main objective of the game patintero is to invade or enter the opponent's territory.

_____ 4. The defender's group is the one who will pass through the line and avoid getting touched by the opponent.

_____ 5. Running, dodging, and tagging are the skills needed in playing patintero.

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the common health issues and concerns during puberty.



CHECK

Directions: Read the following body changes below. Classify them if the changes are for **MALES** or **FEMALES**. Write your answers on the table provided below.

Growth of mustaches and beards on the face and hair on various parts of the body.

Widening of shoulder and muscle's growth.

Having monthly period or menstruation.

Get taller and heavier.

Hips get wider and curvier.

MALE	FEMALE



EXPLAIN

COMMON HEALTH ISSUES AND CONCERNS DURING PUBERTY

Many issues and problems are faced and feared by young people today. Some of the issues and problems are not fully understood, thus young people deal with them with fear and embarrassment. Having those kinds of health problems is just part of puberty and it can be prevented if you manage to do the proper ways of taking care of your body. Other issues and problems can be solved by finding reliable and trustworthy people or groups of people to help avoid problems that can harm you.

The following are some of the issues and problems that adolescents may experience:

Nutrition-related issues – it is one of the most frequent issues faced by young people, especially women. Many of them become sensitive in eating because they want to maintain their good body shape.

Mental and Emotional – mood swings are normal in young people. It is the effect of the rapid flow of hormones that affects the mind and emotions. It is also caused by what is called Pre-Menstrual Syndrome or PMS. PMS is experienced a few days to two weeks before the day of a woman's menstruation.

Body odor – is the effect of being physically active along with the release of sweat and oil in the body. Body odor and sticky feeling are symptoms that there are many germs inside your body. This causes bullying, thus people who experience it may have fear of socializing with other people.

Pimples – a small rash on the skin caused by clogging of the sweat and oil on the skin pores. When sweat, dirt, and excess oil are combined, germs can grow which causes pimples or acne. It is normal for an adolescent to have a pimple on the face but avoid squeezing it as it can be irritating and worsen if left untreated.

Body Posture – having a problem with body posture is one of the issues during puberty because their body and bones are growing this time. Not good body posture can cause serious health problems in adolescents that may bring them to fear to socialize with other people.

Menstruation – Dysmenorrhea is a condition during menstruation in which a woman feels severe cramps in the abdomen. This causes tightness of the uterus which causes pain in the areas around the hip and lower abdomen. It can also cause back pain, diarrhea, vomiting, and weakness.

Teenage Pregnancy – it is one of the most alarming during puberty. A person who gets pregnant early can be in a more sensitive condition than the normal stage of pregnancy. Most of them are not ready to become a mother to their child. It also has a bad effect on a woman's health because her body may not be ready in giving birth. This can lead to the death of the mother and the baby.

Sexual Harassment – it is an act of forcing someone into a sexual motive. It may be done verbally or physically. Adolescents should be aware that they can be victims of harassment, particularly sexual harassment.



PRACTICE

Directions. Choose one from the following issues and problems below that adolescents are experiencing now and discuss the ways on how to prevent it by creating a vlog. Your video must not be less than 3 minutes and not more than 5 minutes. Save your video and share it with your teacher.

ISSUES AND PROBLEMS

1. Mental and Emotional
2. Body Odor
3. Pimples
4. Body posture
5. Nutrition-Related issues

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. It is an act of forcing someone into a sexual motive verbal, non-verbal, or physical.
   a. Sexual Harassment
   b. Teenage Pregnancy
   c. Dysmenorrhea
   d. Body odor

2. It is the effect of being physically active along with the release of sweat and oil in the body.
   a. Sexual Harassment
   b. Teenage Pregnancy
   c. Dysmenorrhea
   d. Body odor

3. It is one of the most alarming during puberty where women get pregnant too early.
   a. Sexual Harassment
   b. Teenage Pregnancy
   c. Dysmenorrhea
   d. Body odor

4. It is the effect of the rapid flow of hormones that affects the mind and emotions.
   a. Mood Swing
   b. Pimples
   c. Menstruation
   d. Body odor

5. A small rash on the skin caused by clogging of the sweat and oil on the skin pores.
   a. Mood Swing
   b. Pimples
   c. Menstruation
   d. Body odor

Lesson 03

MUSIC EDUCATION

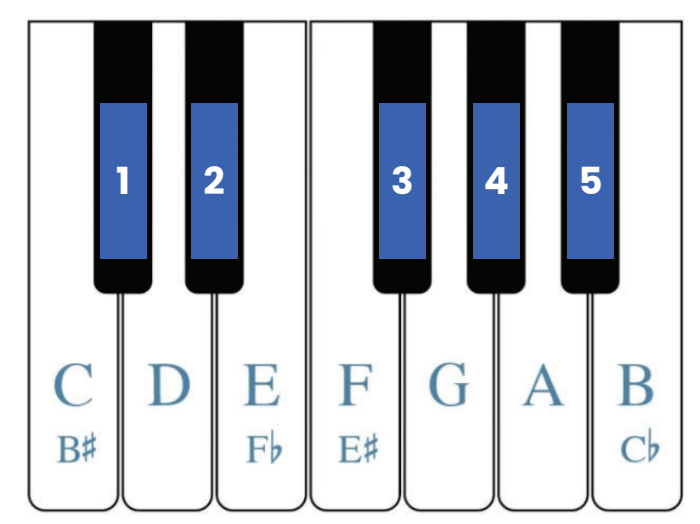
OUTCOMES

At the end of the modules, you are expected to:

- Identify and recognize the different notes in C Major Scale.

CHECK

Directions: Name all the semitones in the piano. Refer to the illustration below. Write your answers in the space provided below.
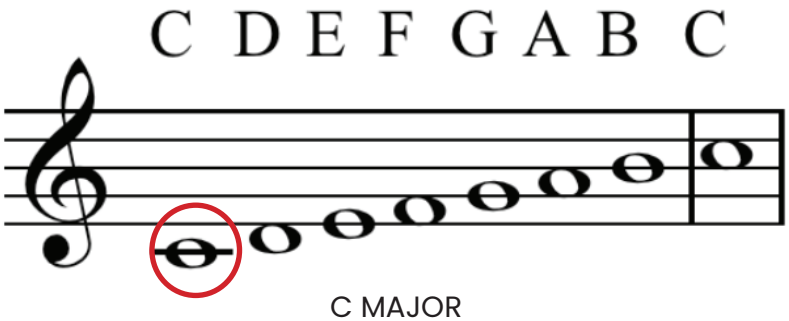


1. _____
2. _____
3. _____
4. _____
5. _____

EXPLAIN
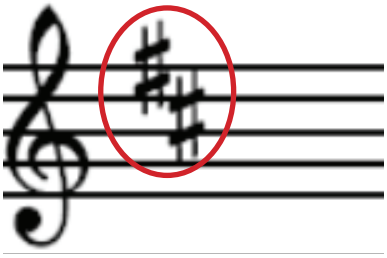
One of the easiest scales to recognize is the C Major scale. This scale does not have any key signatures or sharps and flats located before the time signature.

NO KEY SIGNATURE
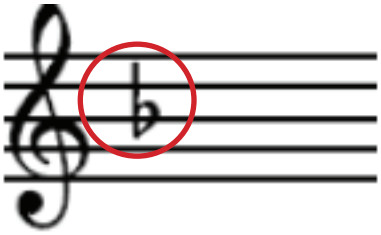


C MAJOR

KEY SIGNATURES



D MAJOR



F MAJOR

A key is composed of 7 different notes and these notes are named after the lines and spaces of the staff or staves called pitch names. When these notes are lined up in order, the notes will have a common name called scale.

Here are the notes of the C Major Scale:



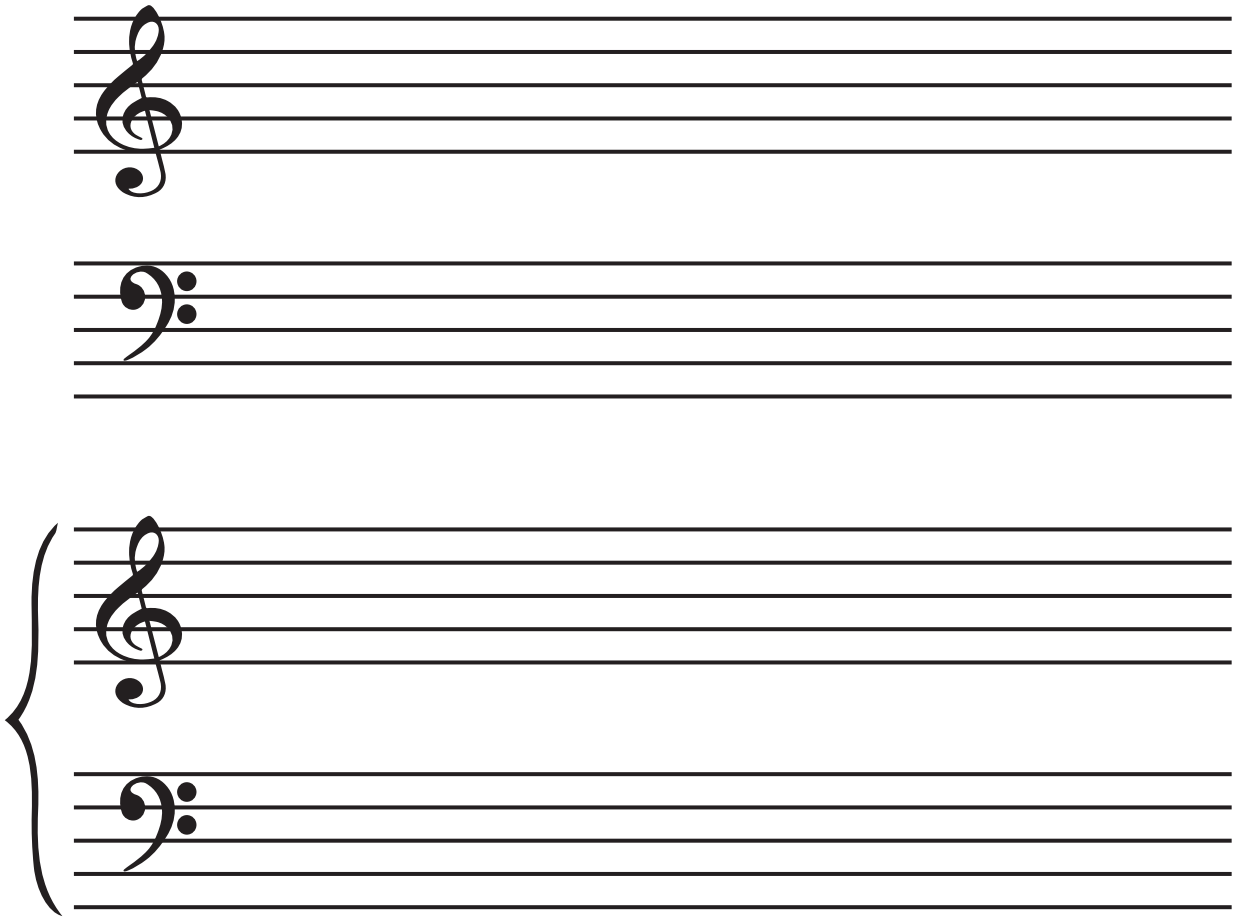
C	D	E	F	G	A	B	C
DO	RE	MI	FA	SO	LA	TI	DO
TONIC NOTE							

Notice that each staff has 8 notes in it, it is because the C or DO is just repeated to make another cycle and we call it an octave. All the scales start with their tonic note. In this case, the tonic note of the C Major scale is DO or C.

In a grand staff, the middle C or the middle DO is written below the first line of the G-Clef and above the fifth line of the F-Clef using a ledger line known as the extension of the staff.

PRACTICE

Directions: Notate the notes in C Major Scales in G-Clef, F-Clef, and the Grand Staff.





EVALUATE

Directions: Identify the word being described. Write your answers in the blanks provided before the number.

_____ 1. This scale is the easiest to recognize among all the scales in music.

_____ 2. These are 7 different notes lined up in order.

_____ 3. This is the starting note for all the scales.

_____ 4. This is known as the extension of a staff.

_____ 5. These are sharps and Flats located after the time signature.

ARTS EDUCATION



OUTCOMES

At the end of the modules, you are expected to:

- Identify the different Filipino Artists and their works.
- Create an artwork similar to the characteristics discussed.



CHECK

Directions: Read each statement carefully. Write **TRUE** if the statement is correct and if not, change or omit the word/s that made the statement incorrect. Write your answers on the blanks provided before the number.

_____ 1. The Torogan is built with solid wood and cement.

_____ 2. Batanes group of islands played an important role in the migration of the Microaustromian people across the Pacific Ocean.

_____ 3. Batanes is the home of the Ivatans.

_____ 4. The Callao Cave in Tuguegarao is composed of 7 different chambers.

_____ 5. The Torogan house were decorated by jukir motifs which made the house unique only to Maranao.

EXPLAIN

The Philippines is known home to some great artists known around the globe. Even in our older times, painting was used to express emotions and feelings. The Spanish colonial regime introduced painting to Filipinos as part of their propaganda to paint the images of saints and other religious forms to spread Christianity within the nation.

These paintings are often seen on the walls of the churches like the Miag-ao church and the Church of San Agustin. The Spaniards honed Filipino talents, because of this, creative Filipino artists were born. Here are some of the artists who excelled in the field of painting:

FABIAN DE LA ROSA (1869-1937)

He was known as the brightest name in painting alongside Juan Luna, Pablo Amorsolo, and Fernando Amorsolo. He was known for painting women's portraits.

He won his first gold medal for the painting "Planting Rice" and he also received scholarship grants to further study in Europe as a scholar. He attended the Academie de Julien in Paris and The Academia de Bellas Artes de San Fernando in Madrid, where the famous Juan Luna, Felix Resurrecion Hidalgo, and Fernando Amorsolo went. He became a faculty of the UP School of Fine Arts when he returned in 1910.

Some of his works include:

1. Women Working in a Rice Field (1902)
2. Transplanting Rice (1904)
3. The Death of General Lawton (1904)
4. Un recuerdo de la Villa Borghese (A Remembrance of the Villa Borghese) (1909)
5. Planting Rice (1921)
6. Los Baños (1922)

FERNANDO AMORSOLO

Fernando Amorsolo was one of the best Filipino painters of his generation. In his paintings, he used lights and vivid colors known as backlights. These lights gave his paintings life most especially in the small details of his work. He used oil-based paints and most of his oil paintings can be seen at the National Museum and the Malacañang Palace.

Some of his works include:

1. The Bombing of the Intendencia (1942)
2. The Burning of Manila (1946)
3. El Ciego (1928)
4. The Conversion of the Filipinos (1931)
5. Dalagang Bukid (1936)
6. Defense of a Filipina Woman's Honor (1945)

CARLOS "BOTONG" V. FRANCISCO

Carlos V. Francisco or known as Botong Francisco was a famous painter and muralist from Angono, Rizal. He was the one to discover the Angono Petroglyphs which are known to be the oldest drawings found. He was awarded the National Artist for Visual Arts Award for his promising works.

Some of his works include:

1. Muslim Wedding (1958)
2. Magpupukot (1957)
3. El Ciego (1928)
4. The Cockfight (1948)
5. Filipino Struggles Through History (1964)
6. Progress Through Education (1964)

VICENTE MANANSALA

Vicente Manansala was known to be a cubist artist. He used cubism in most of his works. Cubism is a kind of art where geometric shapes and figures are used to create an image. Manansala was a well-known protégé of Fernando Amorsolo. He was awarded the National Artist for Painting award in 1981.

Some of his works include:

1. Kalabaw (1965)
2. Madonna of the Slums (1950)
3. Still Life (1957)
4. Candle Vendors (1976)
5. Ang Magbabayo (1979)
6. The Bird Seller (1976)



PRACTICE

Directions: Capture the beauty of your house by making a painting of it. You may follow some of the characteristics of paintings made by famous Filipino artists above. You may also paint digitally or traditionally. Save your work and submit it to your teacher.

CRITERIA FOR SCORING:

Creativity	20 POINTS
Neatness	20 POINTS
Appeal	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Give three of the following painters' works. Write them in the space provided below.

Fabian Dela Rosa 1. 2. 3.	**Fernando Amorsolo** 1. 2. 3.
Carlos "Botong" Francisco 1. 2. 3.	**Vicente Manansala** 1. 2. 3.

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Analyze the game Agawan Sulok/Base.

CHECK

Directions: On the box below, draw a patintero field and include the defender's team position.



EXPLAIN

According to the Philippine Physical Activity Pyramid, it is ideal to participate in activities and exercises that help cultivate the health-related and skill-related components. It is recommended to do it two to three times per week.

INVASION GAMES – a type of game in which the goal is to "invade" or to enter the territory of the opponent. This type of game develops the speed, agility, muscular strength, and endurance of one person.

Example of Invasion Games:

- Agawan Base
- Agawan Panyo
- Piko
- Lawin at Sisiw
- Patintero

AGAWAN BASE

Agawan base or "capturing base" is a game played by two teams. Each team will try to capture the opponent's members and conquer each other's base.

How to Play Agawan Base?

1. Form two teams. The more players the merrier.
2. Each team needs a base such as a tree, chair, a big stone, a light post, or anything that will serve as the base of each team.
3. There is a line between the base of each team.
4. One member of each group will be left at the base so that it will not be invaded by the opponent, while the other members will try to invade the base of their opponent.
5. You could tag your opponent if they passed through the designated line, then if you tagged them, you should bring them to your base and guard them so that they cannot be rescued by their teammates.
6. The one who tagged is called "prisoner", they can be set free and play again if their teammate rescued them by tapping or tagging them from your base.
7. You can win if you tag or tap the base of the opponent but make sure you will not be tagged by the opponent. You can also win if you tagged all of the players of the opponent.

Safety Precaution:

1. Clear Physical Activity Readiness Questionnaire. If you have a medical condition, consult first to your doctor.
2. Wear proper attire, avoid tight clothing that prevents you from moving freely.
3. Execute proper warm-up exercise to avoid any injury.
4. Remove pieces of jewelry such as earrings and necklaces.

Skills Needed in Playing

1. Speed in running.
2. Agility in moving and dodging.
3. Coordination of eyes, hand, and foot.



PRACTICE

Directions: Play Agawan Base together with your family and friends. Create a video vlog presenting the game Agawan Base. Narrate how to play it and highlight some of your best plays.

CRITERIA FOR SCORING:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement is correct about the game Agawan Base, write **FALSE** if the statement is wrong.

_____ 1. You could tag your opponent if they passed through the designated line.

_____ 2. The one who tagged is called “prisoner”, they can be set free and play again if their teammate rescued them by tapping or tagging them from your base.

_____ 3. Each team needs a base such as a tree, chair, a big stone, a light post, or anything that will serve as the base of each team.

_____ 4. You can win if you tag or tap the base of the opponent but make sure you will not be tagged by the opponent.

_____ 5. You must answer a physical activity readiness questionnaire before playing any physical activity.

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the negative health impact and ways of preventing major issues such as early and unwanted pregnancy.
- Identify the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns.



CHECK

Directions: Identify health issues and concerns during puberty. Match column A to column B. Write the letter of your answer on the space provided.

Column A	Column B
_____ 1. A small rash on the skin that is caused by the clogged of the sweat and oil on the skin pores.	A. mood swings
_____ 2. This may be caused by sweating and improper hygiene.	B. pimples
_____ 3. A condition in which a woman with menstruation feels cramps in the abdomen.	C. dysmenorrhea
_____ 4. Harassment of a person or victims, manifested by sexual motives.	D. sexual harassment
_____ 5. Sudden change of emotion or feeling.	E. body odor

EXPLAIN

NEGATIVE HEALTH IMPACT OF EARLY AND UNWANTED PREGNANCY



Teenage pregnancy is one of the most alarming during puberty. Those who get pregnant early might be in a more sensitive condition than the normal stage of pregnancy. Most of them are not ready to become a mother to their child. It also has a bad effect on a woman's health because her body may not be ready in giving birth. This can lead to the death of the mother and the baby.

Negative Effects of Early Pregnancy

Physical, Emotional, Mental, and Psychological Problems

This is the common effect of early pregnancy in families, relatives, and the future child. Because the mother itself is not ready physically and mentally, the possibility of premature birth and other complications to the child's physical and mental condition is very high.

Health Problems

Many physical ailments can be contracted due to early pregnancy such as body impairment, chronic, and respiratory diseases. STDs or Sexually Transmitted diseases, which people can get from unsafe sex, can cause serious problems for the mother and the child.

Abortion

Due to the unintentional early pregnancy, many young women even consider having an abortion with their partners.

Health Risks of Early Pregnancy

- The physical body of a young woman is not yet ready for childbirth. This may lead to eclampsia (high blood pressure results in seizures during pregnancy) to the young mother.
- Young mothers, 17 years old and below, may experience difficulties in childbirth because their bodies are too small to deliver the baby from them. It may lead to obstructed labor. Without medical help, the mother or the baby may die.

Ways to Prevent Early and Unwanted Pregnancy

Family Relationships – It is important to maintain a good family relationship with your family. Make time and be honest with them. It is the responsibility of the family members, especially your parents to guide and advise in the things you do. It is important to listen to their teachings and advice to prevent you from thinking and doing things that may put you in danger.

Sex Education – Sex education covers topics such as emotional relationships and responsibilities, human sexual anatomy, sexual activity, sexual reproduction, age of consent, reproductive health, reproductive rights, safe sex, birth control, and sexual abstinence. It is important to be educated in sex education. This is a big help to stop early pregnancy.

Circle of Friends – Having good and sensible friends is an important factor not just to prevent early pregnancy, but to a child's growth. It is important to choose your friends wisely. Choose friends that can influence you to do and enjoy things that will not put you in danger. Avoid those who will influence you in doing things that can you in danger. When your friend has a good influence on you, you will not get lost on the right path.



PRACTICE

Directions: Create a social awareness campaign video about the importance of family and friends in preventing early and unwanted pregnancy.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement is correct, write **FALSE** if the statement is wrong.

_____ 1. Having good and sensible friends is an important factor to prevent teenage pregnancy.
_____ 2. Young people need to maintain good relationships with their families.
_____ 3. If unwanted pregnancy happens, consider having an abortion with your partner.
_____ 4. Many physical ailments can be contracted due to early pregnancy.
_____ 5. Young people should listen and understand the advice of parents to avoid early and unwanted pregnancy.

Lesson 04

MUSIC EDUCATION

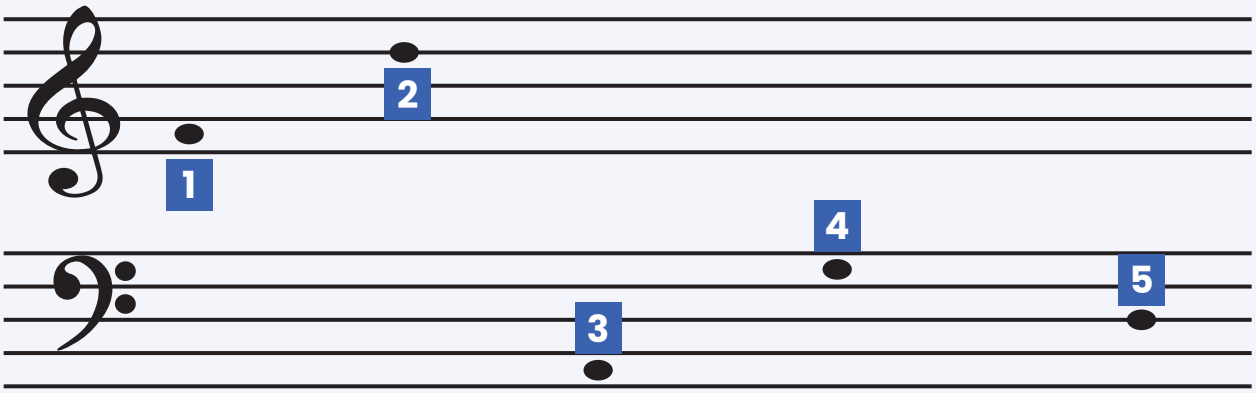
OUTCOMES

At the end of the module, you are expected to:

- Recognize the notes of the G Major scale and the Pentatonic scale.

CHECK

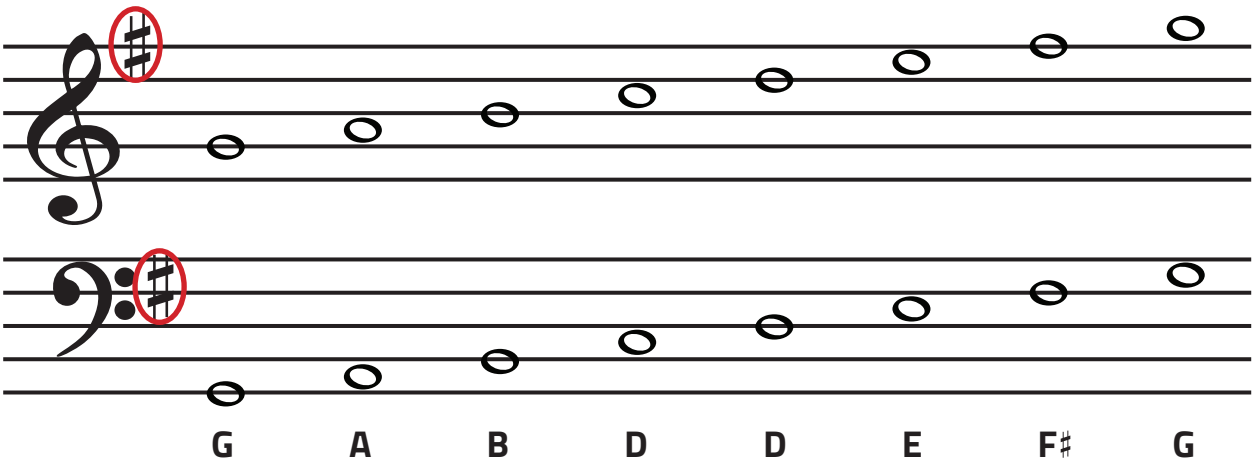
Directions: Give the name of the notes to each staff. Write the LETTER NAMES and the SO-FA Syllables on the space provided.



SO-FA SYLLABLE	LETTER NAME
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

EXPLAIN
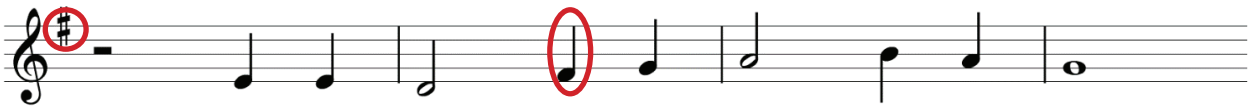
G MAJOR SCALE



This is the G Major scale. It carries **one sharp** located at the **5th line** of the g-clef symbol and on the **4th line** of the f-clef symbol. The tonic note or the starting note of the scale is G or SO followed by A or LA, B or TI, C or DO, D or RE, E or MI, F sharp or FA sharp, then G or SO again.
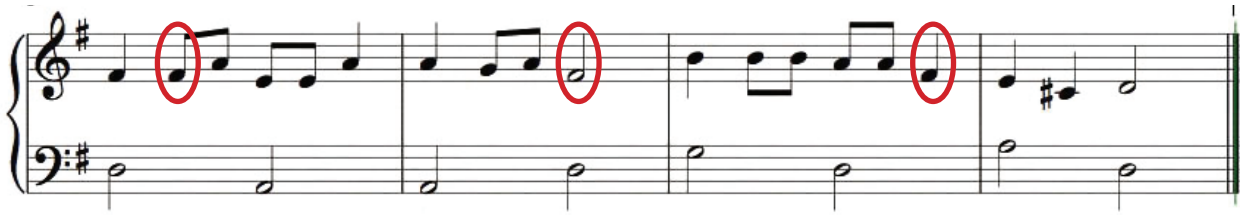
The sharp that you can see in the illustration above is not an accidental but a key signature. This means that all the F or FA across all the measures of a musical piece will be affected by the sharp unless cancelled by a **natural symbol** which was discussed in the previous modules.

Let us look at this example:
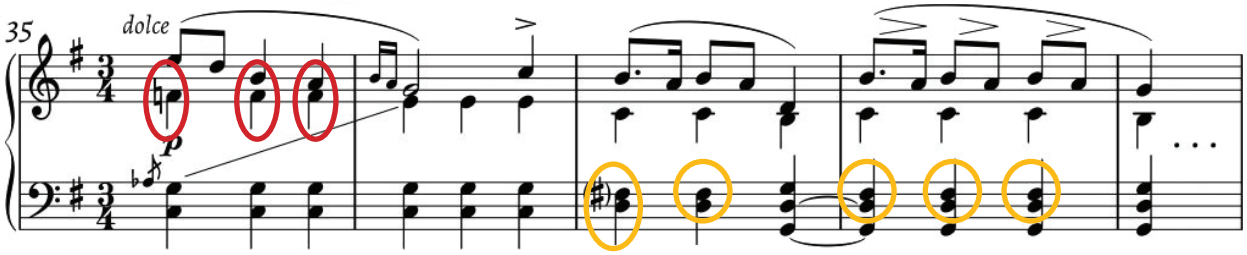


We can see that in this musical phrase the F or FA note will be raised a half-step higher or a semitone unless cancelled by a natural symbol.

Here is another example:



Another example:



In this example, we can see that on the first measure, the sharp is cancelled by a natural symbol, thus, it will be played or sung in its natural pitch F or FA. Remember your previous module on accidentals? Accidentals can only affect the note within a measure, so in this example, the effect of the sharp will again take place on the succeeding measures (yellow markings).

PENTATONIC SCALE

The pentatonic scale is composed of five (5) notes per octave. The 4th and the 7th notes are omitted to form the 5 notes of the scale. This scale was believed to have been used way back in ancient times, around 50,000 years ago in Greece where musical instruments like the bones of the birds were tuned to the pentatonic scale.
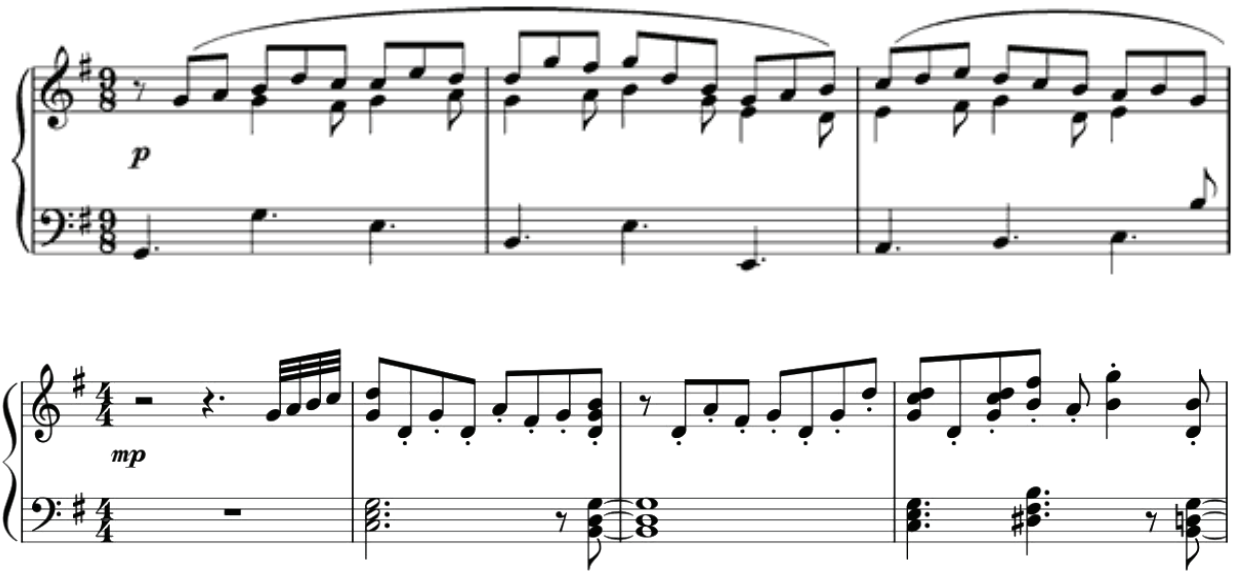
Here are the notes of the Pentatonic Scale:



Notice that the 4th or the FA and the 7th or the TI are omitted.

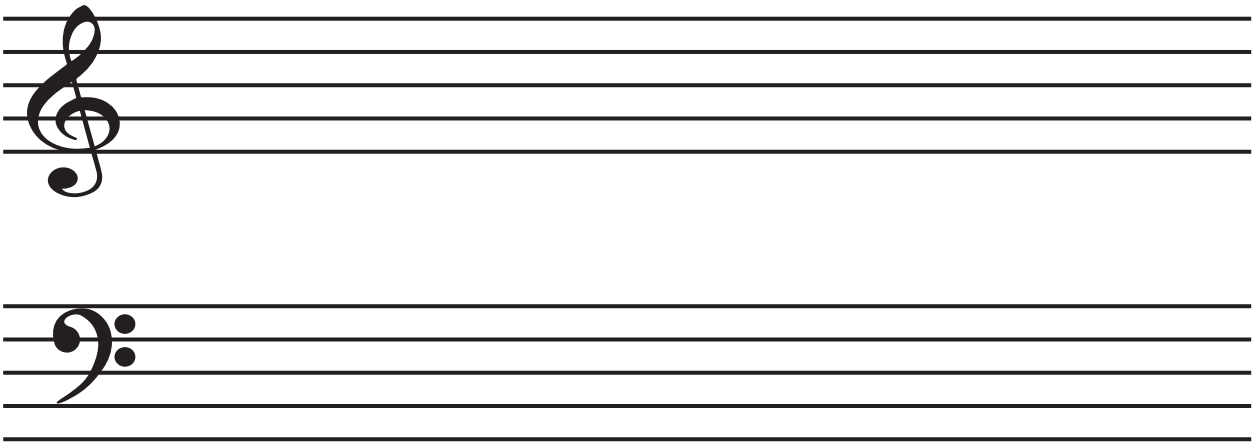
PRACTICE

Directions: Locate the affected notes on each musical phrase below.



EVALUATE

Directions: Name the five notes of the pentatonic scale and notate them inside the staff of G-Clef and F-Clef.



ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify the different Filipino Artists and their works.
- Create an artwork similar to the characteristics discussed.



CHECK

Directions: Write the name of the artist and the year of the work given below. Write your answers in the spaces provided.

Work	Year	Artist
The Conversion of the Filipinos		
Muslim Wedding		
Kalabaw		
Transplanting Rice		
Defense of a Filipina Woman's Honor		

EXPLAIN

JOSE BLANCO

Jose Blanco was a muralist and a National Artist nominee that was known for his folk art showcasing folk realism in his style where he showed a clear vision of folk lives through his paintings using vibrant and earth colors. He loved depicting folk and rural scenes in his paintings.

Some of his works include:

- Tindera (1976)
- Mother and Child (2004)
- Harvest (1995)
- Magtatahip (1974)
- Fisherman (1963)

VICTORIO EDADES

Victorio C. Edades was known to be the "Father of Modern Paintings in the Philippines". His works showed dark colors depicting the lives of Filipino workers. Edades worked as a teacher at the University of Sto. Tomas where he headed the Department of Architecture and later introduced Fine Art courses in UST that paved the way for aspiring young artists to gain knowledge and skills in painting.

Some of his works include:

- Mother and Daughter (1926)
- Landscape (1969)
- Seated Lady (1974)
- Davao Landscape (1967)
- The Lady in Maria Clara (1971)

JUAN ARELLANO

Juan Arellano was known as a fine Filipino architect who designed many notable buildings such as the Metropolitan Theatre, Legislative Building (National Museum), Manila Central Post Office Building, Central United Methodist Church, Negros Occidental Provincial Capitol, Cebu Provincial Capitol, Bank of the Philippine Islands Building Cebu Main Branch, Misamis Occidental Provincial Capitol building, and the Jones Bridge.

His love and passion for painting remained although he was an architect by profession. After his retirement, he went back into painting and exhibited his work at the Manila YMCA.

Some of his works include:

- Urbanscape (1927)
- Nipa Hut (1943)
- Long Island Sound (1912)
- Interior (1960)
- Tropical Lanscape (1956)

MANUEL BALDEMOR

Manuel Baldemor is a Filipino painter with many different skills in the art such as sculpting, printmaking, writing, and illustrating books. His paintings are best known for depicting folk art characters with simplified geometric forms. Most of his subjects are from his hometown in Paete, Laguna, its people, and their everyday lives.

Some of his works include:

- Egyptian Dessert (1991)
- Scent of Summer (1993)
- Symphony of an Old Village (2012)
- Pahiyas Celebration (2016)
- The Loire Valley (1994)



PRACTICE

Directions: Take a look outside your house or your window and paint what you can see. Use your creativity and imagination in capturing the scenes within your eyesight. You may create it using digital or traditional painting techniques. Save your work and submit it to your teacher.

CRITERIA FOR SCORING:

Creativity	20 POINTS
Originality	20 POINTS
Appeal and neatness	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Give three of the following painters' works. Write them in the space provided below.

Jose Blanco 1. 2. 3.	**Victorio Edades** 1. 2. 3.
Manuel Baldemor 1. 2. 3.	**Juan Arellano** 1. 2. 3.

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Analyze the game Lawin at Sisiw.

CHECK

Direction: On the box below, create an illustration of the game Agawan base.



EXPLAIN

The Philippine Physical Activity Pyramid highly recommends participation in different activities and exercises to help the individual improve its health and skill-related physical components.

The recommendation of the Philippine Physical Activity Pyramid or the PPAP is to do physical activities two to three times a week to keep the body strong and moving.

Lawin at Sisiw

This game helps you to develop your speed, agility, and endurance. It is also called "Touch the Dragon's Tail". The goal of this game is to get/touch the handkerchief that is located at the back of the last person on the line of your opponent.

How to Play Lawin at Sisiw?

- Form six groups with ten and more members, there should be equal members in each group.
- Each group will fight each other according to number. (G1vs.G2, G3vs.G4, G5vs. G6).
- There should be one referee who will give the signal and one who will judge the game.
- Choose your strongest player and let him/her lead at the front of your line.
- Choose another player with good speed and agility to put at the last of the line.
- Every member must put their hands at the waist of the player on their front.
- Place a handkerchief on the back near the waist of the last player of each group.
- Each group must be properly aligned before the game begins.
- At the referee's signal, each team begins to move and will try to get the handkerchief behind the last player on the opposing team.
- When the opponent grabs the handkerchief, they will get a point.
- The team that gets the highest point is the winner.

Safety Precaution:

- Clear Physical Activity Readiness Questionnaire. If you have a medical condition, consult first to your doctor.
- Wear proper attire, avoid tight clothing that prevents you from moving freely.
- Execute proper warm-up exercise to avoid any injury.
- Remove pieces of jewelry such as earrings and necklaces.

Skills Needed in Playing

- Speed in running.
- Agility in moving and dodging.
- Coordination of eyes, hand, and foot.



PRACTICE

Directions: Together with your family and friends, play Lawin at Sisiw. Create a video vlog presenting the game. Narrate how to play it and highlight some of your best plays.

CRITERIA FOR SCORING:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement is correct about the game Lawin at Sisiw, write **FALSE** if the statement is wrong.

_____ 1. The strongest and quickest player must be in the middle of the team's line.

_____ 2. Every member must put their hands at the waist of the player on their front.

_____ 3. This game helps you to develop your speed, agility, and endurance

_____ 4. When a player grabs the handkerchief of the opposing team, they will get a point.

_____ 5. The goal of this game is to get/touch the handkerchiefs that are located at the back of the last person on the line of your opponent.

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Identify sex and gender.
- Analyze the factors that influence gender identity and gender roles.



CHECK

Directions: List down five negative impacts of early and unwanted pregnancy. Write your answer in the box.

1. _____
2. _____
3. _____
4. _____
5. _____

EXPLAIN

Sex – It is assigned at birth based on the appearance of the physical body.

Gender – It refers to the femininity and masculinity of a person's role and behavior. A social concept on how males or females should feel, act, and think.

Gender Identity – It is one's innermost concept of self as male, female, and blend of both or neither how individuals perceive themselves and what they call themselves. One's gender can be the same or different from the sex assigned at birth.

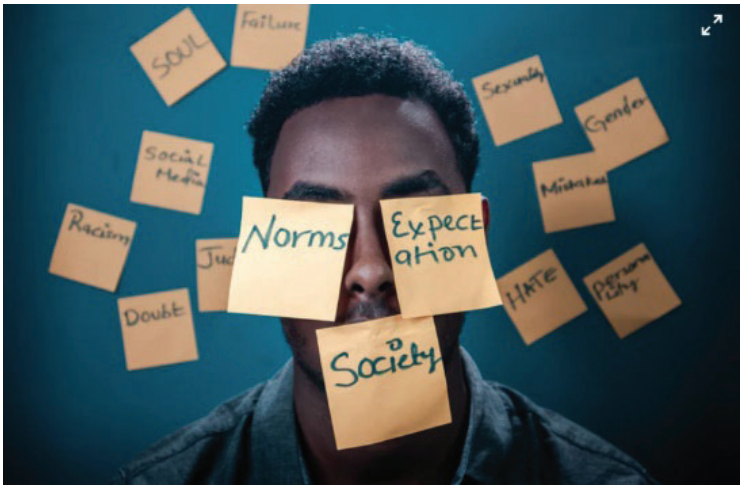
Gender Roles – It refers to the behavior, thinking, and feelings of a male or female that are generally considered as acceptable and appropriate based on traditions or beliefs of a society.

Factors that influence Gender Roles and Gender Identity



Family – This is one of the biggest influences on a child's gender role and identity. They are the first ones who expose the child to the typical gender stereotypes such as how they would act, what to do, or even what colors and/or toys to choose.

Media – The gender role and identity of a child is also affected by the mass media. Children are exposed to different media such as television, books, movies, and the internet every day. The more they are exposed to them, what they see in different media affects them into how they will behave, think, or even act according to their gender.



Environment and Society – The people and their values are a big influence on a child's thinking, emotions, values, and behavior. What a child sees and who they interact with every day help a child in molding their gender role and identity.

PRACTICE

Directions: Create a simple video skit about the daily situation in a family, church, school, and media that influence Gender Roles and Gender Identity.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. It refers to the femininity and masculinity of a person's role and behavior.
   a. Gender
   b. Sex
   c. Gender Roles
   d. Gender Identity

2. It is assigned at birth based on the appearance of the physical body.
   a. Gender
   b. Sex
   c. Gender Roles
   d. Gender Identity

3. This is one's innermost concept of self as male, female, and the blend of both and what they call themselves.
   a. Gender
   b. Sex
   c. Gender Roles
   d. Gender Identity

4. It plays a significant role in our lives as we regularly watch television, listen to the radio, search, and update status on the internet.
   c. Media
   d. Environment
   c. Religion
   d. Family

5. They are the first ones who expose a child to a certain gender role.
   a. Media
   b. Peers
   c. Environment
   d. Family

UNIT 3

Lesson 01

MUSIC EDUCATION

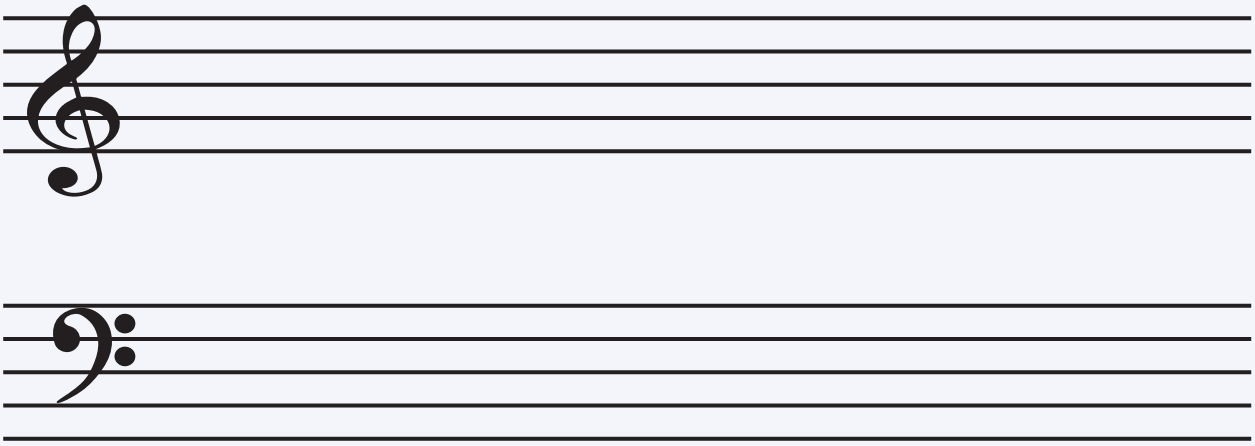
OUTCOMES

At the end of the module, you are expected to:

- Identify and define unitary musical form.
- Sing an example unitary form song.

CHECK

Directions: Notate the notes of the Pentatonic scale. Write your answers on the spaces provided.
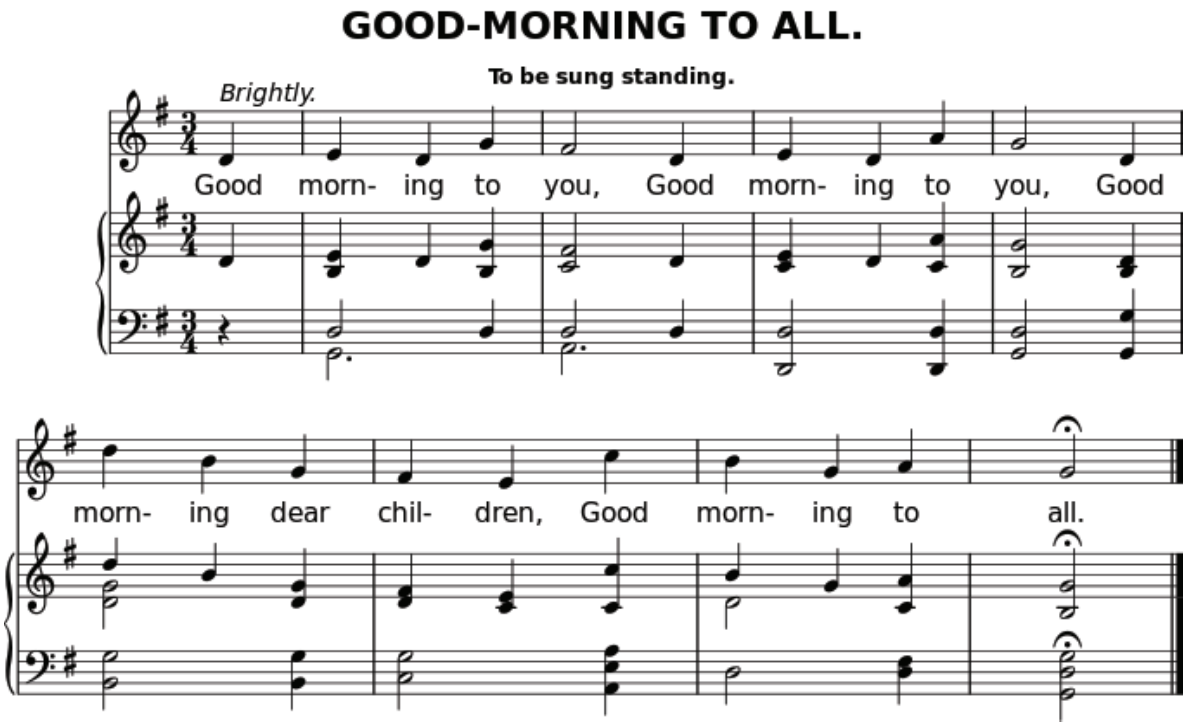


EXPLAIN

Musical forms are the structures of songs and music. Forms define the different parts of a song such as verses, chorus, coda, and bridge. Sounds familiar? These are the parts that define musical forms.

UNITARY

Unitary musical form is a structure where the melody is never repeated or the melody is played or sung once and the symbol for the unitary form of music is labeled "A".

Take a look at this example:



Can you sing this song? This is an example of a unitary form of music because the melody of this song will not be repeated anymore and the song will end after the last note.

You will also notice that unitary forms have only one (1) verse accompanied by one (1) melody.



PRACTICE

Directions: Let us sing a song! Learn and perform the song Pilipinas Kong Mahal. Follow the link given and record your performance. Save your work and submit it to your teacher.

Pilipinas Kong Mahal:
https://www.youtube.com/watch?v=c_sDNy53s-U

CRITERIA FOR SCORING:

Musicality (Pitch and Tempo)	20 POINTS
Expression	20 POINTS
Overall Performance	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Read each statement below. Write **True** if the statement is correct and **False** if not.

_____ 1. The song Pilipinas Kong Mahal is an example of a binary form of music.
_____ 2. The unitary structure of music repeats the melody several times over.
_____ 3. The song Happy Birthday is an ABA structure.
_____ 4. Musical forms are the structures of songs and music.
_____ 5. The structure of a unitary form of music is labeled "A".

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify the different techniques in printing designs.
- Create a simple printed design using wood.



CHECK

Directions: Identify the term being described. Write your answers in the blanks.

_____ 1. His paintings is best known for depicting folk art character with simplified geometric forms. Most of his subjects are from his hometown in Paete, Laguna, its people and their everyday lives.

_____ 2. He is a Filipino architect who designed Metropolitan Theatre.

_____ 3. He was known to be the father of modern paintings in the Philippines.

_____ 4. He was a muralist and a national artist nominee that was known for his folk art showcasing folk realism in his style where he showed a clear vision of folk lives through his paintings using vibrant and earth colors.

_____ 5. His works showed dark colors depicting the lives of Filipino workers.

EXPLAIN

Printmaking is an artistic process of transferring images to other surfaces like wood, paper, and/or any flat surface using cuts of wood, etching, and engraving. The techniques used may also be applied in silk screen printing.

Printmaking Techniques

1. **Wood Cut**



This is the oldest form of printing. It is a relief process (the image is raised from the surface) in which the designs are carved out of the surface of a wooden block. The raised areas after it has been carved out are inked and pressed into a flat surface to transfer the design.

2. **Engraving**



This is an intaglio process of printing. Intaglio printing is the opposite of relief printing where the surface is either scratched or cut before putting the ink. Metals made of copper and zinc are used for engraving.

3. **Etching**



This is another intaglio process of printing where the metal surface, usually made of copper, iron, or zinc, is incised or cut with acid. This is a chemical-based printing where substances like acid were used in order to create a print.

4. **Lithograph**



Lithography is a planographic printmaking process where the designs lay on the same level or offset printing. This means that the design was drawn on a single sheet before undergoing chemical processes to create a print.

5. **Screen Printing**



This is a process that is commercially used worldwide. It is the transferring of the image using a mesh, stencils, and paints.

PRACTICE

Directions: Let's get printing! Follow the instructions below.

Materials:

1. Bar of Perla (brand) soap
2. Cutter
3. Paint
4. Oslo Paper

Procedures:

1. Draw your simple design into the surface of the soap. Make your design simple like heart, leaf, shapes, and the like.
2. Use the cutter to remove the surrounding of your design. The design must be raised from the surface.
3. Clean your design before putting ink on top of the raised design.
4. Stamp the design on a clean Oslo paper.
5. Set aside to dry.
6. Save your work and submit it to your teacher.

CRITERIA FOR SCORING:

Creativity	20 POINTS
Originality	20 POINTS
Printed Outcome	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Identify the following. Write your answers in the blanks.

_____ 1. This is a process of printing where the surface are either scratched or cut before putting the ink.

_____ 2. This is a process of printing where the designs are raised from the surface.

_____ 3. This is a planographic printmaking process where the designs lay on the same level or offset printing.

_____ 4. This is the oldest form of printing.

_____ 5. It is transferring images using a mesh, stencils, and paints.

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Analyze physical fitness through Dancing.
- Create a video tutorial.

CHECK

Directions: On the box below, create an illustration of the game Lawin at Sisiw.

EXPLAIN

According to Philippine Physical Activity Pyramid, dancing is one of the recommended activities for physical activity. It is important to know your health goals to properly identify the physical activity that you need.

Dancing



- It refers to the moving of the body rhythmically. It is the expression of feeling through music.
- It can be described based on its choreography, style of movements, place where it is originated, or historical period.
- It is a physical activity that develops your cardiovascular endurance, balance, coordination, and flexibility.

BENEFITS OF DANCING

It increases your physical strength

- Dancing is one of the few activities that has a full-body workout. It allows you to move your whole body, work with your legs, core, and arms at the same time, provides you with a high-intensity and low-impact workout.

It develops your flexibility

- Dancing allows you to move in several points that you never do every day in your life. This allows you to reach farther than your range of motion and gives your muscles a good stretch.

It improves your heart and lung health

- Your body will adjust for the time that you are dancing, especially your heart rate and breathing. It develops while you do any physical activity.

It improved your balance and spatial awareness

- Dancing requires body awareness that helps you to improve these skills. Balance can be developed while you are focusing on good posture and strengthening your core in dancing.

It improves your memory

- Dancers develop their mental capability by memorizing the steps given by their instructor.

It helps you to boost your confidence

- It is one of the most important benefits of dancing. It helps to have a sense of accomplishment and pride.

It helps you to reduced stress

- Dancing helps to reduce the levels of cortisol in your body (stress hormone) and obtain an endorphin boost.

It helps you to get your dream body shape

- Dancing helps to reduce fats because of the continuous moving of the body. Maintaining a proper posture of your body while dancing also helps your body to be in good shape.

SAFETY MEASURES IN DANCING

To prevent accidents or injuries like other physical activities, you should know and follow the following safety measures in dancing.

- Wear proper dancing attire like jogging pants, leggings, dance attire, and a comfortable shirt to move freely.
- Make sure to wear appropriate shoes like rubber shoes or dancing shoes. If dancers are required barefoot, make sure that the dance floor is clean to avoid accidents and injury.

- Execute proper warm-up exercise. It helps your body and muscles to prepare for physical activity. After the activity, do not forget to have a cool-down exercise to relax your muscles and body.
- Drink plenty of water before, during, and after dancing.
- Before starting the activity, make sure that the area or dance stage is clean to avoid accidents and injury.



PRACTICE

Directions: Create a video tutorial of benefits and safety measures in dancing.

CRITERIA:

Content	30 POINTS
Creativity	30 POINTS
Quality	20 POINTS
Originality	10 POINTS
Video presentation	10 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if you think the statement is correct and **FALSE** if you think the statement is incorrect.

_____ 1. Dancing is a way of expressing your feeling through music.
_____ 2. You can wear any dress and shoes you want when it comes to dancing.
_____ 3. Dancing helps you to improve or gain your self-confidence.
_____ 4. You don't need to execute proper warm-up exercises because dancing is just a minimal activity.
_____ 5. Dancing developed your flexibility, balance, and cardiovascular endurance.

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the concept of gateway drugs.
- Draw a poster.



CHECK

Directions: List down 5 factors that influence gender roles and gender identity.

1. _____
2. _____
3. _____
4. _____
5. _____

EXPLAIN

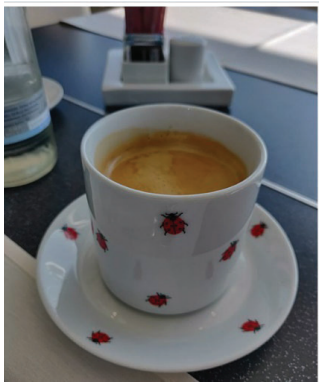
GATEWAY DRUGS

- Any products that contain caffeine, nicotine, and alcohol are considered gateway drugs.
- These are typically known to be less harmful drugs; however, the danger starts when people abuse using these drugs, as well as it can also lead to them looking for more harmful drugs.

DIFFERENT KINDS OF GATEWAY DRUGS

CAFFEINE

- It refers to a substance that is usually the main ingredient of our coffee drink. It helps us to keep awake and alert that is why many people enjoyed drinking this every morning to keep active and productive, especially at work.
- It can stimulate our central nervous system, heart, muscle, and blood pressure.
- Products that contain caffeine are coffee, tea, soft drinks, energy drinks, food supplements, and chocolates.



ALCOHOL



- It refers to any product that contains ethanol such as beer, wine, and distilled spirits.
- Peer pressure is the first reason why teens started to drink alcohol. Other people also drink because they think that it will help them forget their problems.
- As much as it can give happiness to some, drinking too much alcohol can be bad for our health.

NICOTINE

- It refers to a stimulant that contains an alkaloid that can be found in the tobacco plant also known as “Nicotiana tabacum”.
- It can be found in tobacco, cigarettes, and e-cigarettes that contain many dangerous products and chemicals that are dangerous for our bodies.

CIGARETTE



- It is a substance that has dried leaves of tobacco plant that has been rolled into a rice paper to create a round cylinder.

PRACTICE

Poster Making

Directions: Draw a poster that describes gateway drugs. You can use any sketch/ drawing application to do this activity.

CRITERIA:

Content	40 POINTS
Creativity	40 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement about gateway drugs is correct, write **FALSE** if it is wrong.

_____ 1. Any products that contain caffeine, nicotine, and alcohol are considered gateway drugs.

_____ 2. Alcohol refers to any product that contains ethanol such as beer, wine, and distilled spirits.

_____ 3. Nicotine refers to any product that contains ethanol such as beer, wine, and distilled spirits.

_____ 4. Caffeine refers to a stimulant that contains an alkaloid that can be found in the tobacco plant.

_____ 5. Caffeine can stimulate our central nervous system, heart, muscle, and blood pressure.

Lesson 02

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Define the strophic musical form.
- Sing and perform sample songs in strophic form.



CHECK

Directions: Define the unitary form of structure. Write your answers in the blanks.

_____

_____

_____

_____

_____



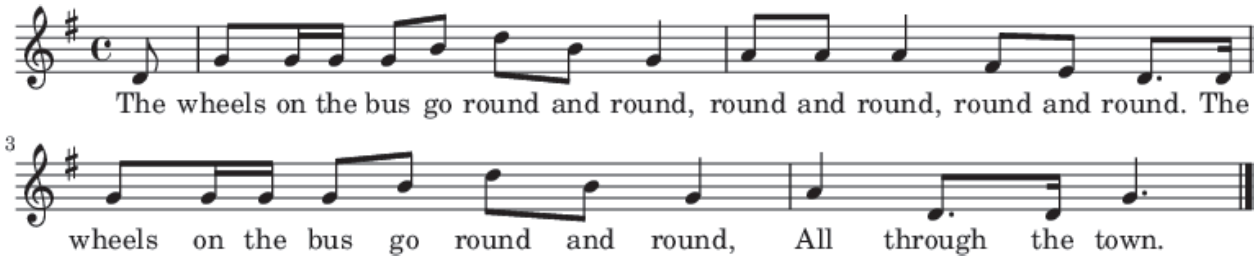
EXPLAIN

Musical forms are the basic structure of any musical composition. These structures define the organization of a song. Verses, chorus, coda, and refrain are the terms we usually hear and read in composition, these terms are identified as musical forms.

STROPHIC MUSICAL FORM

In our last module, you have learned about the unitary musical form where the flow of the melody is heard only once. The strophic form, on the other hand, are musical structures where the same melody is repeated several times throughout the whole piece. It is usually notated in "AAA" symbol. "A" represents the melody and is being repeated several times.

Take a look at this example:



OTHER VERSES:

2.

The doors on the bus go open and shut, open and shut, open and shut
The doors on the bus go open and shut, all through the town

3.

The wipers on the bus go swish, swish, swish, swish, swish, swish,
The wipers on the bus go swish, swish, swish, all through the town

4.
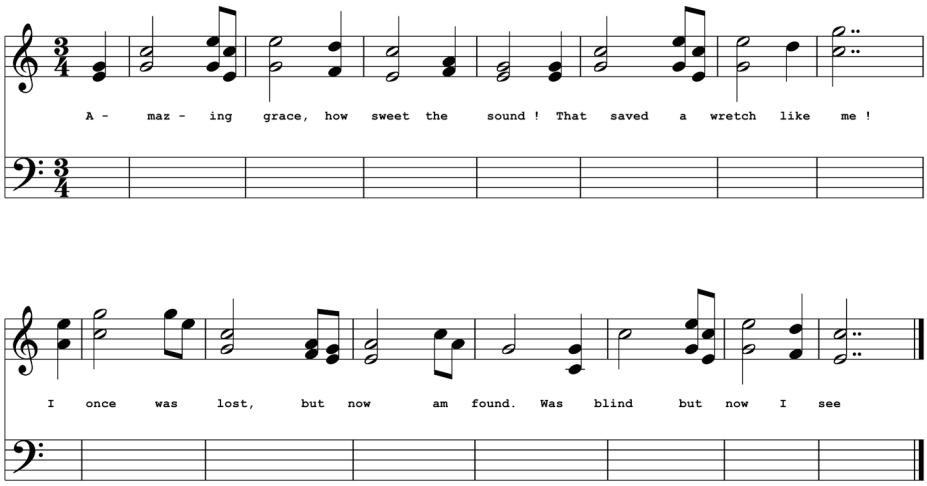
The babies on the bus go waah, waah, waah, waah, waah, waah,
The babies on the bus go waah, waah, waah, all through the town

Notice that in this example that the melody of the song is repeated several times over with several different verses.

Here is another example:

Amazing Grace by John Newton (1772) Arr. Ed Shaw (2014)

Source, " New Songs of Praise and Power " Hall - Mack (Phila. 1922)



Assigned Creative Commons, Unrestricted Use, by Edward S. Shaw, 2014

John Newton (1772)

Amazing grace, how sweet the sound
That saved a wretch like me!
I once was lost, but now am found,
Was blind, but now I see.

Twas grace that taught my heart to fear,
And grace my fears relieved;
How precious did that grace appear,
The hour I first believed!

Through many dangers, toils and snares,
I have already come;
Tis grace has brought me safe thus far,
And grace will lead me home.

The Lord has promised good to me,
His word my hope secures;
He will my shield and portion be,
As long as life endures.

Yes, when this flesh and heart shall fail,
And mortal life shall cease;
I shall possess, within the veil,
A life of joy and peace.

The earth shall soon dissolve like snow,
The sun forbear to shine;
But God, who called me here below,
Will be forever mine.

John Newton, Olney Hymns
(London: W. Oliver, 1779)

In this example, we can also see that the flow of the melody is repeated five (5) times over.



PRACTICE

Directions: Let us sing a song! Study, learn, and perform the song Amazing Grace. You can find the link below. Record your performance and share it with your teacher.

Amazing Grace:
https://www.youtube.com/watch?v=di9HZMIcVCU

CRITERIA FOR SCORING:

Musicality (Pitch and Tempo)	20 POINTS
Expression	20 POINTS
Overall Performance	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Read each statement below. Write **True** if the statement is correct; if **False**, underline the word/s that make it incorrect and write the correct word/s on the blanks provided.

_____ 1. Strophic is structure where the melody is repeated once.
_____ 2. Amazing Grace is an example of a strophic form of music.
_____ 3. The symbol for strophic form of music is AABBAA.
_____ 4. Musical structure define the organization in a song.
_____ 5. Strophic form usually carry the A structure.

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify rubber stamping as one of the techniques in printing.
- Create a simple rubber stamp using old slippers or soles.



CHECK

Directions: List down the five (5) printmaking techniques. Write your answers on the spaces provided.

1. _____
2. _____
3. _____
4. _____
5. _____

EXPLAIN

Printing is a technical process of leaving a mark on a surface using ink, paints, or even chemicals. The art of printing is very diverse. It may use several options like leaves, rocks or stones, wood, metal, and rubber.

Rubber stamping is the process of making and cutting a design out of rubber and mounting it into a piece of wood larger than the design. It is a simple process of transferring an image onto a piece of paper using ink.



PRACTICE

Directions: Let us make a rubber stamp! Follow the procedures below.

Materials

1. Rubber from old slippers
2. Cutter
3. Paint (any color)
4. Strong glue
5. A piece of hardboard or cardboard
6. Oslo paper

Procedure

1. Create a simple design. Cut the design and attach it to the rubber using glue.
2. Follow and cut the design accordingly using a cutter.
3. Attach your design to a piece of cardboard using glue.
4. Damp some paint on the rubber and carefully stamp it onto the paper.
5. Let the paint dry.
6. Save your work and share it with your teacher.

CRITERIA FOR SCORING:

Creativity	40 POINTS
Design	20 POINTS
Cleanliness	20 POINTS
Output Appearance	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Read each statement below. Write **True** if the statement is correct and **False** if not.

_____ 1. Printing is a diverse form of art.
_____ 2. You cannot use other resources in printmaking.
_____ 3. Rubber stamping is the process of making and cutting a design out of rubber and mounting it into a piece of wood larger than the design.
_____ 4. Printing is a technical process of leaving a mark on a surface using ink, paints, or even chemicals.
_____ 5. You can use metals like zinc and copper in creating a print.

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Know what a folk dance is.
- Analyze the fundamental steps in Folk Dancing.
- Create a dance.



CHECK

Directions: On the word hunt below find and encircle **FIVE words** that can be developed through dancing.

C	B	A	L	A	N	C	E	B	G	Y	N	N	E
T	A	Y	J	U	F	Y	G	A	V	O	D	C	F
E	M	R	U	J	F	H	H	S	G	K	N	F	O
N	J	H	D	M	R	N	V	X	H	E	B	G	I
D	Y	N	N	I	V	G	D	V	D	H	F	B	U
U	D	B	F	K	O	B	W	I	U	J	R	N	R
R	N	G	H	I	F	V	F	R	M	K	H	H	J
A	H	R	M	L	R	N	A	G	J	O	T	C	B
N	N	F	N	K	O	Y	R	S	Y	K	F	S	D
C	T	V	H	C	D	J	U	N	C	J	U	X	V
E	G	C	F	I	C	M	J	Y	M	U	G	V	R
W	R	L	H	L	D	M	Y	H	J	P	L	B	Y
R	E	D	T	O	W	N	H	N	Y	L	B	A	H
S	F	L	E	X	I	B	I	L	I	T	Y	H	R



EXPLAIN

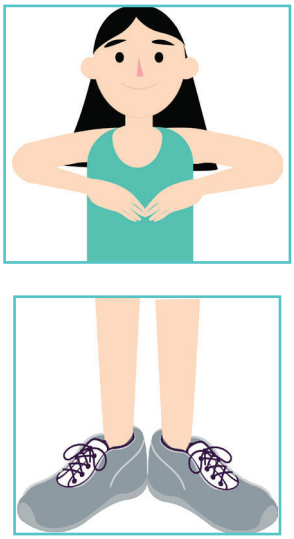
FOLK DANCE

Folk dances are dances created by individuals to represent the lives of people in a particular nation or region; however, not all ethnic dances are folk dances. Ritual dances or dances with a ritual origin, for example, are not classified as folk dances. Because of its function, ritual dances are sometimes referred to as "religious dances".

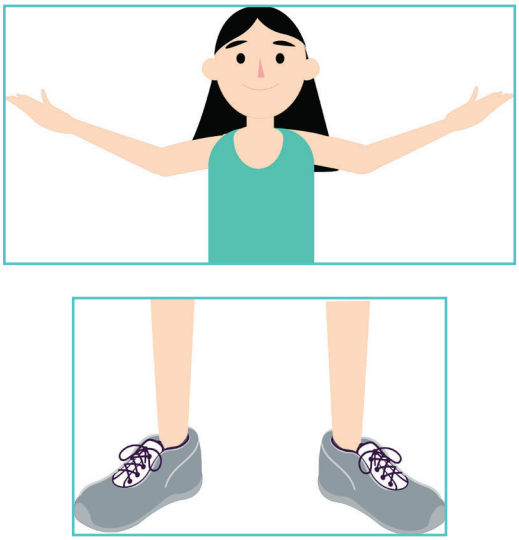
FUNDAMENTAL POSITION IN FOLK DANCING

POSITION	ARMS	FEET
FIRST	Raise your arms in front of your chest forming a circle.	Position your left heel close to your right heel, touching each heel. Then, place your toes apart (45 degrees).
SECOND	With a graceful curve, raise your arms sideways at shoulder level.	Position your sideward, feet apart from each other, for approximately 1-foot distance.
THIRD	Raise one arm over your head while the other arm remains at shoulder level like in the second position.	Move the heel of your one foot to touch the instep of the other foot.
FOURTH	Position one arm in front of your chest, forming a half-circle, while the other arm remains over your head, with a graceful curve.	Move your one foot in front of the other foot for about a foot distance.
FIFTH	Raise your both arms over your head with a graceful curve.	Move the heel of the front foot to touch the toe of the foot at the back.

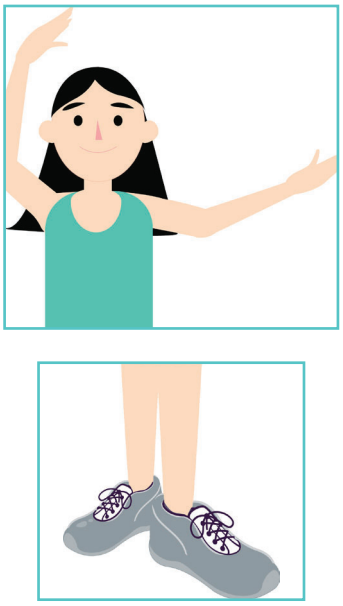
COMBINATION OF ARMS AND FEET POSITION



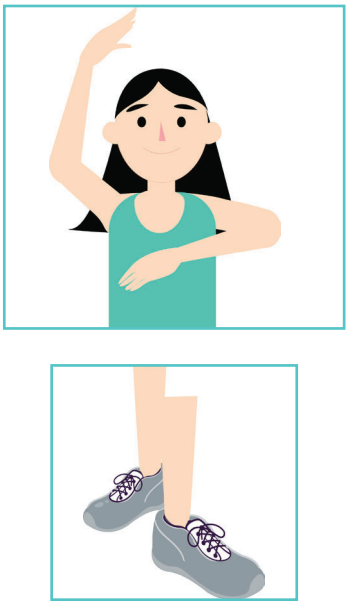
1ST



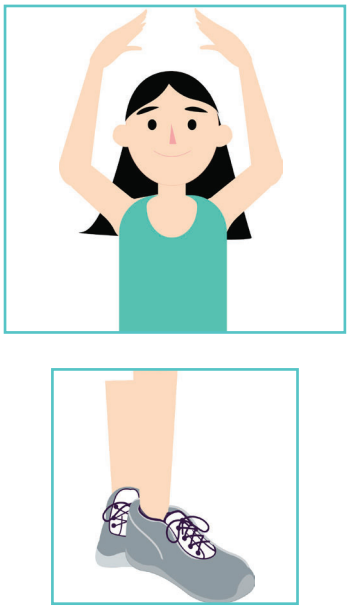
2ND



3RD



4TH



5TH



PRACTICE

Directions: Create a dance with the use of the fundamental steps in Folk dance. Choose your own folk/traditional music. Record your dance and present it to your teacher.

CRITERIA:

Creativity	20 POINTS
Presentation	20 POINTS
Originality	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Draw the following fundamental positions of arms and feet in folk dancing.

1. First position, arms

2. Third position, feet



3. Fifth position, arms



4. Second position, feet



5. Fourth position, arms



HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the general effects of the use and abuse of caffeine, tobacco, and alcohol.
- Create a health warning cover.



CHECK

Directions: List down 3 products that contain the following:

CAFFEINE	ALCOHOL	NICOTINE
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____



EXPLAIN

EFFECTS OF CAFFEINE OVERDOSE

Too much taking of caffeine in a day can harm the body, especially the nervous system.

Smokers may experience the following:

- Insomnia or difficulties in sleeping.
- Being nervous and irritable.
- Restless and migraine.
- Rapid heartbeat or palpitation.
- Muscle shaking and abdominal cramps.
- Frequent urination.

EFFECTS OF DRINKING ALCOHOL

Short Term Effects

- Impaired judgment
- Slurred speech
- Drowsiness and breathing difficulties
- Distorted vision and hearing
- Upset stomach, vomiting, and drowsiness
- Accidents

Long Term Effects

- It can cause high blood pressure and cardiovascular system problem.
- Alcohol makes pancreatic production of substances that are harmful to us, which may lead to pancreatitis (inflammation of the pancreas).
- It affects the arteries that carry blood to the brain that may result in damage of the brain caused by toxin substances.
- Any kind of alcohol may contribute to cancers of the mouth and throat, larynx, colon and rectum, and liver.
- Heavy drinking of alcohol makes the person more likely to get fatty liver that makes it harder for your liver to function.

EFFECTS OF CIGARETTE/TOBACCO SMOKING

3 KINDS OF CIGARETTE SMOKE

Mainstream smoke – this refers to the smoke that smokers directly inhale.

Sidestream smoke – this is also known as second-hand smoke. It is more dangerous than mainstream smoke because even if the people near the smoker do not smoke, they can still inhale the smoke that comes from the smoker and the cigarette.

Third-hand smoke – It refers to the smoke that is left for a long time on clothing, sofa, pillows, beds, and other objects. It still contains carcinogens and other harmful chemicals.

NEGATIVE HEALTH IMPACT OF CIGARETTE/TOBACCO SMOKING

- Bronchitis and emphysema
- Severe cough and cold
- Lung, mouth, and throat cancer
- Pneumonia and asthma
- Body odor and bad breath

NEGATIVE EFFECTS OF SMOKING ON FAMILY AND COMMUNITY

- Smoking is harmful not only for the user but also for the people around the smoker especially children and elders.
- Family members are most likely the most exposed to secondhand smoking. Because of this, family members of the smoker can have health problems such as asthma, pneumonia, heart problems, cancer, etc., since secondhand smoke is more dangerous than mainstream smoke.



PRACTICE

Poster Making

Directions: Create your own design of a health warning cover for each gateway drug. You can use any sketch/drawing application to do this activity.

CRITERIA:

Originality	10 POINTS
Creativity	20 POINTS
Content	20 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement about gateway drugs is correct, write **FALSE** if it is wrong.

_____ 1. Too much taking of caffeine in a day can harm a person's body, especially your nervous system.

_____ 2. Any kind of alcohol may contribute to cancers of the mouth and throat, larynx, colon and rectum, and liver.

_____ 3. Mainstream smoke refers to the smoke that is left for a long time on the clothing, sofa, pillows, beds, and other objects.

_____ 4. A person may experience palpitation, muscle shaking, and abdominal cramps if they take too much caffeine.

_____ 5. Heavy drinking of alcohol makes a person more likely to get a fatty liver that makes it harder for the liver to function.

Lesson 03

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify the different classifications of voices.
- Perform and record a song.



CHECK

Directions: Define the strophic form of structure. Write your answers in the blanks.

_____

_____

_____



EXPLAIN

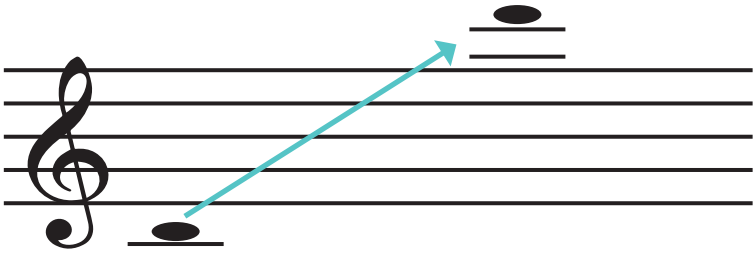
A person's voice is considered as one of the many instruments we can use in music. The sounds that a person can produce are unique and distinct from each other. This distinction of quality of sound is known as timbre.

Timbre (pronounced as tam-ber) is also known as tone color or tone quality that is specific to one instrument or voice. It is the quality of sound a certain instrument or voice can produce.

We have different types or qualities of the human voice: Soprano, Alto, Tenor, Bass.

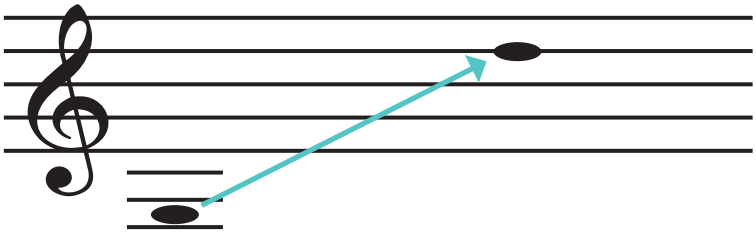
The soprano is the highest female voice range. The quality of sound a soprano can produce are light and bright.

Here is the vocal range of a soprano:



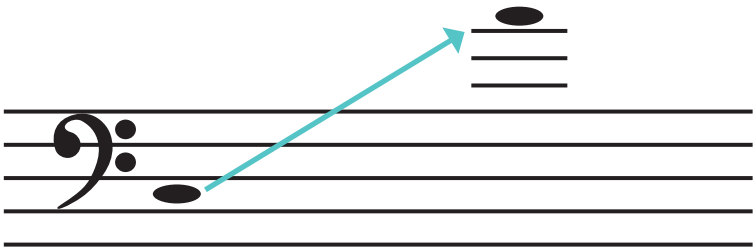
Alto, on the other hand, is the lowest female voice. Alto voices can produce a low female tone with dark and heavy quality of sound.

Here is the vocal range of an alto:



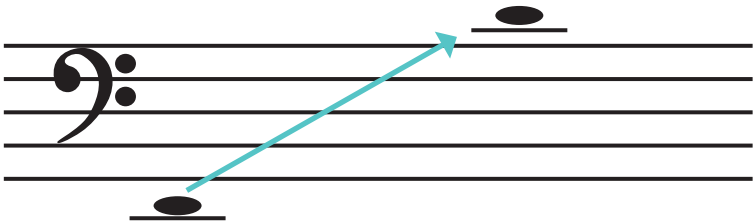
Tenor is classified as the highest male voice. The tone qualities of tenors are light and bright.

Here is the vocal range of a tenor:



Bass is the lowest male voice. A bass can produce dark, thick, and low tones

Here is the vocal range of a bass:



It is important to know our vocal quality and range for us to understand and identify what type of songs we can sing.

PRACTICE

Directions: Choose one (1) song from the selections below and perform it. Choose the song that suits your voice range. Record your performance and submit it to your teacher.

Girls

The Sound of Music - https://www.youtube.com/watch?v=6f0T6UV-HiI

I am Moana - https://www.youtube.com/watch?v=SgXpsZa8_i4

For the First Time in Forever - https://www.youtube.com/watch?v=ZrX1XKtShSI

Boys

Edelweiss - https://www.youtube.com/watch?v=pXtSP8e27rA

Corner of the Sky - https://www.youtube.com/watch?v=Mdkyc686VIg

You're Welcome - https://www.youtube.com/watch?v=79DijItQXMM

CRITERIA FOR SCORING:

Voice quality	50 POINTS
Presentation	50 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Give what is being asked. Write your answer on the spaces provided.

_____ 1. This is also known as tone color or tone quality that is specific to one instrument or voice.

_____ 2. This is the lowest voice for male.

_____ 3. This is the lowest female voice.

_____ 4. This is the highest female voice.

_____ 5. This is the highest male voice.

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify the different uses of printed artworks.
- Create a simple personalized print artwork using available resources.



CHECK

Directions: Give your own definition of rubber stamp printing. Write your answer below.

_____

_____

_____



EXPLAIN

Printing played a crucial role in the evolution of our societies across all nations and centuries. From the invention of printing up to the age of technological advancements, printmaking is still alive. Printing shaped the modern societies we have today. It is used as an instrument to pass intellectual knowledge to bigger audiences through printed books, manuals, pamphlets, and other documents needed to reform and enlighten people. Now, with all these advancements in technologies, we still seek the guidance of printed materials to aid ourselves for the betterment of our lives today.

Aside from being educational, printed artworks are now widely seen from different perspectives. They use it for personal and also commercial. Digital media and traditional print art complement each other in a way that people benefit from it.

1. **Personalize**



One of the uses of print arts is for personal use. You can create artworks using varieties of materials. You can design different patterns, use different colors, and arrange them in the manner that you like. You can make colorful borders, unique sheets of paper, gift wrappers, postcards, and the like just by using your skills in making print arts.

2. **Commercial**



Digital arts took over this generation with the advancements and technological breakthroughs that we see today. However, there is still more room for traditional print arts. People have been selling print art materials or even print artworks to enthusiasts who enjoy having print arts in their homes.



PRACTICE

Directions: Create a simple print artwork using available resources. Let your creativity run and make a statement art piece using the stamp method. Follow the procedures below.

Materials:

1. Oslo Paper
2. Poster paints
3. Paintbrush or small sponge
4. Available materials for the stamp (any or all)
   a. Leaf (different sizes and types)
   b. Different sizes of pebbles
   c. Twigs or sticks

Procedures:

1. Clean the materials for stamping.
2. Apply poster paint on the surface you wish to transfer using a paintbrush or sponge.
3. Remove carefully the materials from the Oslo paper.
4. Let it dry.
5. Save your work and share it with your teacher.

CRITERIA FOR SCORING:

Creativity	15 POINTS
Originality	15 POINTS
Improvisation	10 POINTS
Overall Appeal	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Read each statement below. Write **True** if the statement is correct and **False** if not.

_____ 1. Printing shaped modern societies we have today.

_____ 2. Printing played a crucial role in the evolution of our societies across all nations and centuries.

_____ 3. Digital media and traditional print art complement each other in a way that people will not benefit from it.

_____ 4. Print art can be designed using limited materials only.

_____ 5. Print art media is also seen as educational materials.

PHYSICAL EDUCATION

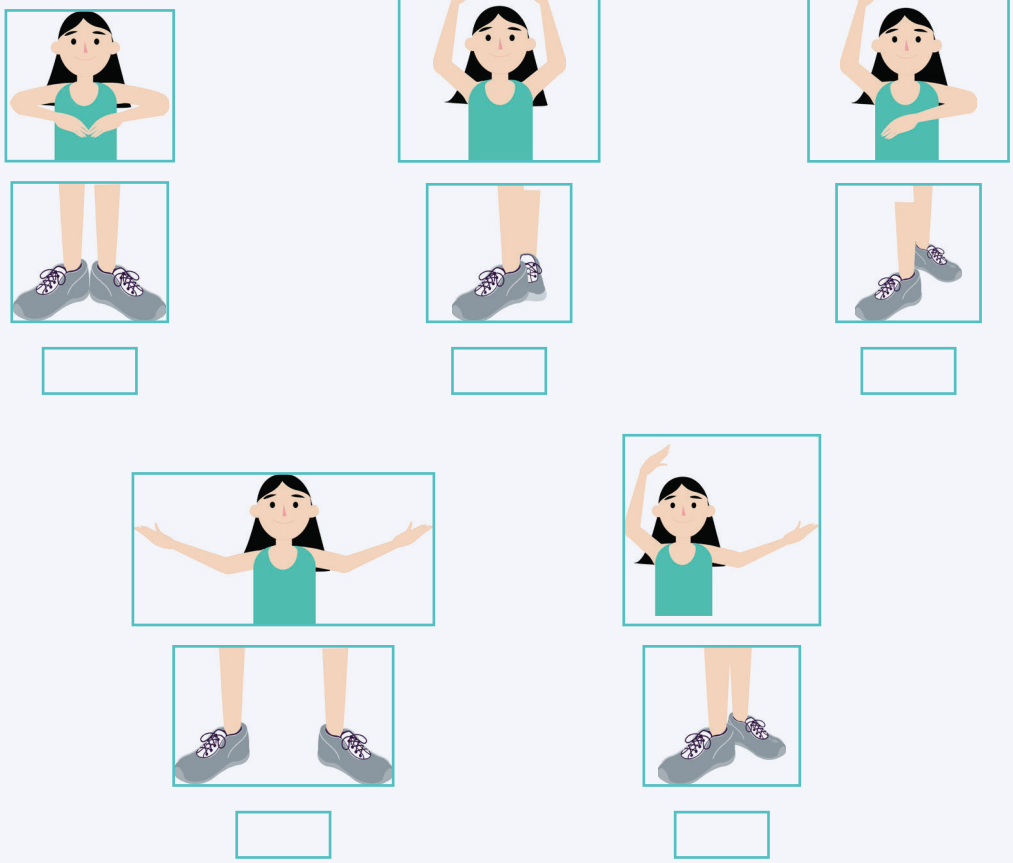
OUTCOMES

At the end of this module, you are expected to:

- Analyze the nature and background of Cariñosa.
- Create a digital fanart.

CHECK

Directions: Identify the fundamental steps in folk dancing. Number each picture from 1st to 5th.



EXPLAIN

FOLK DANCE – it refers to a popular dance that is considered as part of the traditions and customs of a particular place or group of people.

PHILIPPINE FOLK DANCE



Filipino folk dances were developed from different parts of the country which manifest from one another as they are affected by the culture and religion.

CARIÑOSA

- It is the national dance of the Philippines.
- It reflects our culture, tradition, and beliefs.
- Cariñosa is a Spanish word that means “loving or affectionate”.
- It started from the Island of Panay and was introduced by the Spaniards during their colonization of our country.
- It is also considered as the “Courtship Dance”, usually performed by a couple of males and females.
- This dance shows the interest of both partners in each other just like the steps where the male dancer tries to chase the female dancer as they are dancing, while the female dancer will show shyness but enjoys being chased by the male partner.



- It is very famous in the country and is always performed in fiestas and different cultural activities.
- Many versions of Cariñosa are found in different parts of the country but the element of hiding and chasing of the dance is always there.

COSTUME:

Male: Barong Tagalog and colored pants.

Female: Balintawak dress/ kimona't patadyong (baro't saya)/Maria Clara costume.

PROPS: Fan for female and Handkerchief for male.

MUSIC: 3/4 TIME; Divided into two parts A and B.

COUNT: One, Two, Three to a measure.

FORMATION: Partners stand facing each other about 6-meter apart. Female on the right side of her partner.

Different Dance Terms and Steps in Cariñosa

Bow – it is done before and after the dance as a sign of respect or courtesy.

Arms in Lateral Position – it is done with both arms are on one side of your body (left or right side), can be done at shoulder, chest, or waist level.

Arms in Reverse T Position – it is done with both arms are on sideward, elbows are bent at a right angle, and forearms parallel to head, palms facing inward.

Kumintang – it is done by turning the wrist of your hands clockwise or counterclockwise.

Three Steps and point – it is done with a step pattern of step 1, step 2, step, point in two measures.

Waltz – it is done with a step pattern of step 1, close 2, step 3.

Close Step – it is done with a step pattern of steps 1, 2, close 3.

Touch Point – It is done with a step pattern of points 1, 2, close step 3.



PRACTICE

Directions: Draw a digital fanart design of Cariñosa. You can use any sketch/drawing applications to do this activity.

CRITERIA:

Creativity	40 POINTS
Content	40 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. What is the meaning of the Spanish word Cariñosa?
   a. flirting
   b. courting
   c. loving
   d. dating

2. Where did Cariñosa started in the Philippines?
   a. Ilocos Region
   b. Panay Island
   c. Zamboanga
   d. Rizal

3. What are the props used by the dancers in Cariñosa?
   a. Fans and Handkerchief
   b. Bamboo sticks
   c. Flowers and Umbrella
   d. Chair and Candles

4. Cariñosa is a _____ dance.
   a. war
   b. marriage
   c. courtship
   d. tribal

5. Which of the following is wrong about Cariñosa?
   a. Hiding and chasing are the main elements of the dance.
   b. Cariñosa is considered a marriage dance.
   c. It is the national dance of the Philippines.
   d. None of the above

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the life skills in prevention and control of gateway drugs.
- Create a social awareness vlog.



CHECK

Directions: List down 2 negative health effects of each of the following:

CAFFEINE

1. _____
2. _____

ALCOHOL

1. _____
2. _____

NICOTINE

1. _____
2. _____



EXPLAIN

- Life is very important. It is given by our God and we need to value and take care of it. Practice the following life skills below to live a cheerful and healthy life.

Self-Discipline

- Always check the food that you and your family eat; avoid using products that contain too much caffeine.
- Decide correctly and accordingly; do not be easily be tempted or influenced by your friends.
- Know your self-value and respect your body; remember that you only live once so do not waste it.
- Think about what will happen to you and your family if you try gateway drugs. Identify and ponder the effects of gateway drugs on yourself, your body, and your family.

Dealing with life pressure

- Teens today deal with different problems in school, family, and peers. Sometimes teens treat gateway drugs as the way to escape problems and pressure in life without knowing that they are making their life more stressful because of the effects of gateway drugs. To prevent this, it is important to find other ways to handle stress and unwind.

Prevent yourself from using any gateway drug in the future by doing any of the following:

- Make yourself busy at school or work.
- Find a relaxing place to unwind.
- Treat yourself to some delicious food.
- Read different good books.
- Create something productive.
- Play a sport.
- Think of a new hobby.
- Relieve yourself from stress by doing any positive and relaxing things to prevent yourself from resorting to the use of gateway drugs.

Effective Dealing with Peer Pressure

- The biggest mistake of a teen when dealing with their peers is they always like to join them in everything they do whether it is good or bad. Peer pressure is one of the first reasons why teens start to use gateway drugs. As a teen, you need to find a better group of friends that won't pressure you to do any harmful thing or find a good way to say no.

Think about the long-term effects of gateway drugs

- Whether you like it or not, your life could change with your decision. Before you try doing harmful things, take time to think of the negative impacts that you could get from doing it. The main question is "Are you willing to sacrifice your life for just a short-time pleasure?"

HOW TO CONTROL GATEWAY DRUGS

- Identify the effects of caffeine, cigarette, and alcohol on one's body.
- Commit to quitting. Set exact goals.
- Get rid of all addictive substances such as lighter, shot glass, or anything that will remind the user of using gateway drugs.
- Avoid places that cigarettes and alcohol are commonly used.
- Avoid high-risk situations that may trigger you to use gateway drugs.
- Relieve stress by doing many positive things such as joining in a fitness program or sports, traveling, treating yourself to some delicious foods, etc.



PRACTICE

Poster Making

Directions: Create a social awareness vlog that features the prevention and control of gateway drugs.

CRITERIA:

Content	40 POINTS
Creativity	40 POINTS
Originality	10 POINTS
Quality	10 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement about prevention and control of gateway drugs is correct, write **FALSE** if it is wrong.

_____ 1. Always check the food before eating. Avoid using products that contain too much caffeine.

_____ 2. Gateway drugs help you to enhance your productivity in school or work and it is a healthy way of living.

_____ 3. Getting rid of all addictive substances such as lighter, shot glass, and anything that will remind the user of using gateway drugs are examples of controlling the use of gateway drugs.

_____ 4. You may experience palpitation, muscle shaking, and abdominal cramps if you take too much caffeine.

_____ 5. Heavy drinking of alcohol makes you more likely to get fatty liver that makes it harder for your liver to function.

Lesson 04

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Determine the different quality of sounds produced by instruments.
- Identify different instruments.



CHECK

Directions: List down the different types of human voices. Write your answers in the blanks below.

1. _____
2. _____
3. _____
4. _____



EXPLAIN

Rondalla, Drum and Lyre, and Ethnic instruments

Rondalla is an ensemble of stringed instruments that originated in Spain, and were introduced to the Philippines and assimilated into our culture. The term “rondalla” came from the Spanish word “ronda” meaning to serenade. The bandurria, the laúd, the octavina, the twelve-string guitar, the ukulele, the bajo de uñas or double bass, and the Guitarrón mexicano make up the traditional Filipino rondalla.



Instruments of Rondalla



1. **Banduria** – This is a pear-shaped instrument with 14 strings. The banduria produces a bright sound and often takes the melody part of a composition.



2. **Octavina** – The body of an octavina resembles the body of a guitar. It also has 14 strings. The sound it produces is lower than the banduria by an octave.

3. **Guitar** – A guitar is a 6-stringed instrument and is used as an accompaniment instrument of the rondalla.



4. **Bajo de Uñas** – this is the biggest stringed instrument in the rondalla. This instrument is played by plucking the strings. It provides low notes and reinforces the melody.

Drum and Lyre Band

The Drum and Lyre band is known as percussion band where the instruments are played by hitting the instruments using rubber mallets or drumsticks.

1. **Snare Drum** – this is a kind of drum where snares or stretched wires are attached at the head of the drum and vibrates when hit by the drumstick.



2. **Bass Drum** – this is the biggest drum and it can create a deep sound when hit by a rubber mallet.



3. **Trio Drum** – This is composed of 3 different sizes of drums that produce high-pitched drum beats when played.

4. **Cymbals** – These are made of alloy metals that are shaped like a plate. They produce sound with no definite pitch. You can produce sounds by hitting a cymbal with a drumstick or by hitting 2 cymbals onto one another.



5. **Lyre** – This is the principal instrument of the drum and lyre band. It is a pitched instrument, meaning, the metal plates can produce a specific pitch when hit by a rubber mallet.



Ethnic Instruments

Ethnic instruments were used by our ancestors in the early times to accompany their everyday songs, dances, rituals, and other religious activities. Our ethnic instruments are classified into four (4) different kinds: Aerophones, Chordophones, Idiophones, and Membranophones.

AEROPHONES

These are blown instruments that are usually made of bamboo.



1. **Diwdiw-as** – This is an ethnic instrument that is made of five to seven bamboo strips of different lengths.

2. **Tong-ali** – This is also known as a nose flute. This instrument is made of bamboo and blown using the nose.

CHORDOPHONES

These are stringed instruments played plucking or bowing.

1. **Gitgit** – This is an ethnic kind of violin where it is played with a bow made of bamboo and human hair.



2. **Kudyapi** – This is a stringed instrument shaped like a boat and it is played by plucking its strings.

IDIOPHONES

Idiophones are instruments that are played using vibrations caused by scraping or hitting it using a mallet.



1. **Gabbang** – This is a bamboo xylophone with different sizes of bamboo plates that resonate when played.



2. **Agung** – This is an ancient bronze gong that is hit by a mallet or scraped at the side of its center hump.

MEMBRANOPHONES

These are instruments that are covered with dried animal skins called membranes.



1. **Dabakan** – This is a tubular drum made of hollowed wood and covered with cow skin.
2. **Sulibaw** – This is also a tubular hollowed drum covered with pig or lizard skin.

PRACTICE

Directions: Name the given instruments below. Write your answers in the provided blanks.

_____ 1.



_____ 2.



_____ 3.



_____ 4.



_____ 5.





EVALUATE

Directions: Identify the instruments described in each statement. Write your answers in the blanks.

_____ 1. It is also called the “nose flute”.

_____ 2. This is a pear-shaped instrument with 14 strings.

_____ 3. This is also known as the Filipino String Band.

_____ 4. This is made of alloy metals and shaped like a plate.

_____ 5. This is a tubular drum made of hollowed wood and covered with cow skin.

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify the basic processes of creating a print.
- Create a vlog about a printing method.



CHECK

Directions: Give the two (2) uses of printed arts. Write your answers in the blanks below.

1. _____

_____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

_____

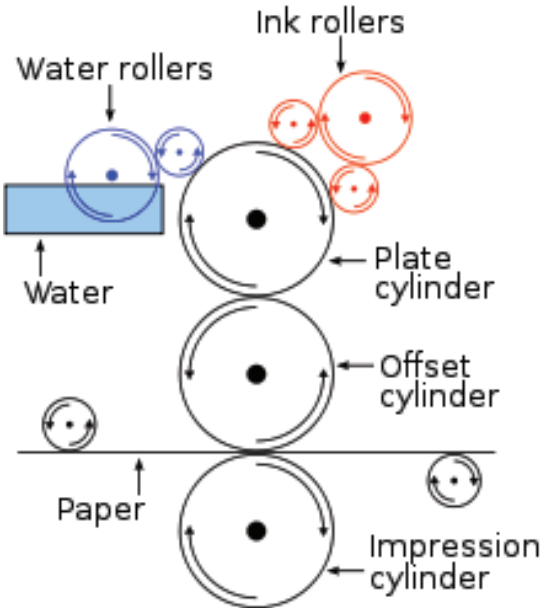
EXPLAIN

In general, there are two (2) basic processes on how to create a print. Depending on the type and process of the method, the image is transferred to another material using direct and indirect processes.

Direct printing is when the image is transferred to another material in a direct method. Screen printing is an example method of a direct process. The image is directly transferred by pushing ink through a mesh or screen to the surface material. Another type of direct printing is letterpress printing. Letterpress printing is the oldest method of traditional printing technique. It is a type of relief printing where the letters or images are inked and raised from the surface and papers were pressed against it.

Indirect printing is the process where the image is transferred first to the image carrier then to a blanket cylinder or roller then to the final paper or surface. Lithography is an example of offset printing or indirect printing. Lithography is a method of printing where a middle surface takes the image before the final paper. It is called offset printing because the original image does not come in direct contact with the final paper.

Take a look at this image:



We can see here the process of offset printing where the final paper will not be in contact with the plate cylinder that carries the original image. The image is transferred to the offset cylinder where it will be the one to lay the image to the final paper. Offset printing preserves the integrity of the original image.



PRACTICE

Directions: With a partner, research about different printing methods. Then, choose a printing method that you want to explain. After, create a vlog explaining the process of the printing method you chose. Then, send it to your teacher.

CRITERIA:

Content	50 POINTS
Creativity	30 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Read each statement below. Write **True** if the statement is correct and **False** if not.

_____ 1. Direct printing is when the image is transferred to another material in a direct method.

_____ 2. Indirect printing is a process where the image is transferred first to the image carrier then to a blanket cylinder or roller.

_____ 3. Lithography is an example of an offset printing or direct printing.

_____ 4. Letterpress printing is the oldest method of traditional printing technique.

_____ 5. Screen printing is an example method of a direct process.

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the steps in dancing Cariñosa.
- Create a video presentation.



CHECK

Directions: Supply the following information about Cariñosa.

CARIÑOSA

1. Costume:

Male: _____ Female: _____

2. Props:

Male: _____ Female: _____

3. Music: _____

4. Count: _____

5. Formation: _____

EXPLAIN

Let us Dance Cariñosa!

Formation

- Partners stand facing each other about 6-meter apart.
- Female on the right side of her partner.

MUSIC INTRODUCTION

BOW/SALUDO

Make one three-step turn to the right and bow. Females hold the skirt while the male's hand is on his waist.

FIGURE I
MUSIC A

Three Steps and Point

a. Starts with your right foot, take three steps sideward to right. Point your left foot in front while your right hand is in a reverse T position, left hand on the skirt for females, and on the waist for males. Perform a kumintang with your right hand while your left foot is pointing.
b. Repeat steps but this time start with your left foot, going to the left side. Hands in reverse position.
c. Repeat steps a and b three times.

FIGURE II
MUSIC B

Pointing

a. Partners face each other. Females hold the skirt while male's hand is on his waist.
b. Start with your right foot, take three steps forward to your partner at the center.
c. Perform four touch steps with your right and left foot alternately.

d. Make four steps forward going to your partner's original place where you are going to pass each other by the right shoulder. Turn to your right about to face each other, then, close your right foot to your left.
e. Repeat steps a, b, c. Finish to your original place.

FIGURE III
MUSIC A

Back-to-Back

a. Partners meet at the center, similar to Figure II. Turn to your right to become back-to-back position slightly to the right of your partner. Females hold the skirt while males place hands on the females' waist.
b. Point your right foot in front and shake your right index finger to your partner over your right shoulder while your left hand is on the waist. Step your right foot sideward to the left side of your partner's shoulder, put your right index finger to your partner over the right shoulder by the left shoulder while your free hand is on the waist.
c. Turn to your right and change position with your partner like in Figure II (c).
d. Repeat steps a to c and finish to your original place.

FIGURE IV
MUSIC B

Hide and Seek with Fan

a. Partners meet at the center similar to Figure II (a).
b. Females open their fans with their right hand. Point the right foot in front then cover the face with a fan while the left hand is holding the skirt. Males will point right and left foot alternately in front then look at partner from underneath the fan, hands on the waist.
c. Change place with your partner like in Figure II (c).
d. Repeat steps a to c, finish to your original place.

FIGURE V

Kneeling and Fanning

a. Make three steps forward with your right foot to the center. Females kneel while males move around the right side of the female then stand behind her and face the same direction as the female. Hands should be on the waist.
b. Males point the right and left foot four times alternately in front while looking at the girl over her right and left shoulder alternately. Females should look at their partner over their right and left shoulder alternately.
c. Males going back to the right and exchange place.
d. Repeat steps a to c, this time the male will kneel.

FIGURE VI

Hide and Seek with Handkerchief

a. Partners meet at the center. Both hold the corner of the handkerchief; the male's hand is on the top at face level.
b. Point right and left foot alternately four times. Alternately put up and down the hands while holding the handkerchief at the center of each face. Males will seek the face of their partner.
c. Do the step 1-3, then return to the original place. Females will hold the handkerchief.

FIGURE VII

Flirting with Handkerchief

Partners turn right shoulders into each other.

a. Starts with your right foot, perform two waltz steps forward, and move around clockwise. Females will hold the handkerchief at one corner and place it over their right and left shoulder alternately in a measure while looking back at their partner at the same time. While males will follow behind the females while stretching out their right and left hand alternately, like trying to catch the free end of the handkerchief that holds by the females.
b. Females perform another six-waltz step forward going to right while looking back at their partner at the back of right and left shoulder alternately.

c. Return with a counterclockwise movement, males at front. Finish with the females on the right side.

FIGURE VIII

Flirting

a. Starts with your right foot, perform two waltz steps to meet at the center. Female arm in lateral position.
b. With the female leading in front, partners perform six waltz steps moving forward in a clockwise direction. Arms position is like in step a, the females' fingers will be fluttering while looking back to their partner on their right and left shoulder alternately. Males follow the female.
c. Moving around in the right direction, repeat step b in a counterclockwise direction. This time the male is in front, females follow while holding the skirt and fingers are fluttering. By the end of the dance, females at the right side of the male.

BOW/SALUDO

Make one three-step turn to the right and bow. Females hold their skirt while the males' hand is on their waist.



PRACTICE

Directions: Create a video presentation of your performance in dancing Cariñosa.

CRITERIA:

Creativity	30 POINTS
Performance	50 POINTS
Quality	20 POINTS
TOTAL	**100 POINTS**

EVALUATE

Directions: Identify the steps in Cariñosa. Match column A to column B and write the letter of your answer on the blanks provided.

Column A	Column B
_____ 1. Flirting with Handkerchief	a. Figure III
_____ 2. Hide and Seek with Handkerchief	b. Figure V
_____ 3. Back-to-back	c. Figure VI
_____ 4. Kneeling and Fanning	d. Figure I
_____ 5. Three steps and point	e. Figure VII

HEALTH EDUCATION

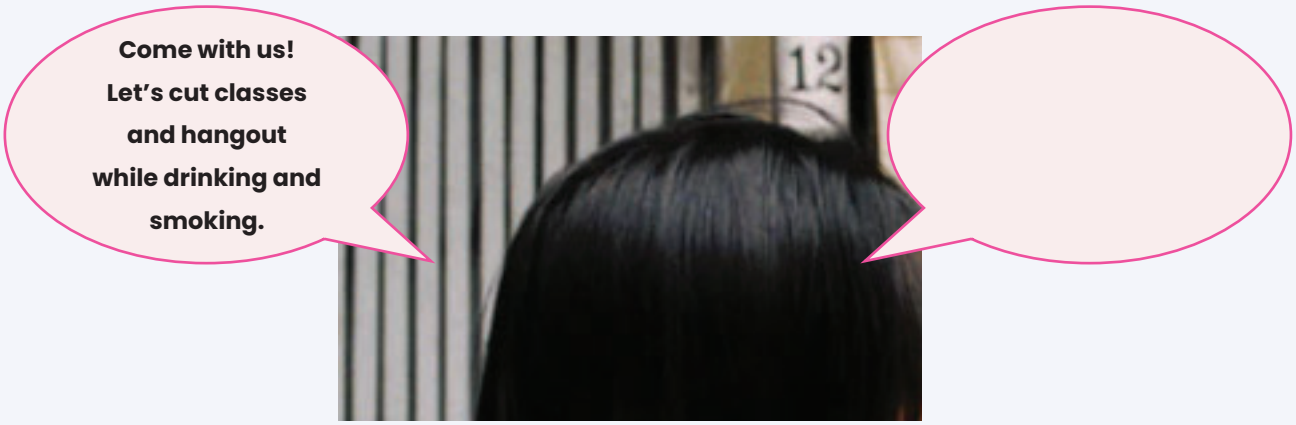
OUTCOMES

At the end of this module, you are expected to:

- Analyze the school policies and national laws related to the sale and use of tobacco and alcohol.

CHECK

Directions: Supply a creative dialogue for the comic strip on how to prevent and control gateway drugs.



EXPLAIN

There are certain laws here in our country to protect our rights as Filipinos. One of these is the "Republic Act 9211" also known as the Tobacco Regulation Act of 2003. This law states that the control of using tobacco products should be strengthened to promote the existence of a health-promoting environment, spread information about the harmful effects of smoking, keep the youth away from smoking addiction, etc.

The important provisions are the following.

Section 5. Smoking in Public Places

This stated that smoking in different public places like, schools, public and private hospitals, buildings, and any public facilities are prohibited.

Section 9. Minimum Age Sales

Selling or distributing any tobacco products to a minor (18 years old and below) is unlawful and punishable by the law. Being unaware of the real age of the minor is not a defense.

Sec. 10. Sale of Tobacco Products within School Perimeters.

This section states that sales and distribution of any tobacco products are not allowed within 100 meters from any point of the school, public playground, or other facilities for minors.

Chapter 2, Article 5, Section 24 of Republic Act No. 8749

This act, also known as the "Philippine Clean Air Act of 1999", states that smoking inside public places, vehicles, or any non-designated smoking area is not allowed. This act shall be implemented in all local government units.

Presidential Decree No. 1619

Section 6

This states that the sales or distribution of liquors or beverages that contain alcohol thirty per centum or above to minors (18 yrs. old and below) is prohibited and punishable by the law.





PRACTICE

Poster Making

Directions: Create a comic strip that features the school policies and national laws related to the sale and use of tobacco and alcohol.

CRITERIA:

Content	40 POINTS
Creativity	40 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Identify the following policies and laws relating to gateway drugs. Choose your answer from the box below, write only the letter of the correct answer.

a. Chapter 2, Article 5, Section 24 of Republic Act No. 8749
b. Republic Act 9211
c. Republic Act 9211 Sec. 5
d. Republic Act 9211 Sec. 10.
e. Presidential Decree No. 1619 Section 6

_____ 1. It is also known as the Philippine Clean Air Act of 1999.

_____ 2. This law prohibits the selling or distributing liquors or beverages to minors, 18 yrs. old and below.

_____ 3. This act prohibited smoking in all public places.

_____ 4. This act states the standard distance of distribution of any tobacco products in schools and playgrounds.

_____ 5. It is also known as the Tobacco Regulation Act of 2003.

UNIT 4

Lesson 01

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss the dynamics of piano, mezzo piano, and forte.
- Practice singing music and applying the dynamic markings learned.



CHECK

Directions: List down the different instruments of the following bands or groups below. Write your answers on the space provided.

RONDALLA	ORCHESTRA	DRUM AND LYRE



EXPLAIN

Dynamics is the softness and loudness of sound. These are used to express the mood of the composer and the music as well. European countries started the use of dynamics in music. To systematize the information learned, they have decided to write and refer them in the common language of Italian.

Here are the most common dynamic markings and terms used:

NAME	SYMBOLS/SIGN	INTERPRETATION
Fortississimo	***fff***	Very very loud
Fortissimo	***ff***	Very loud
Forte	***f***	Loud
Mezzo Forte	***mf***	Moderately loud
Mezzo Piano	***mp***	Moderately soft
Piano	***p***	Soft or quiet
Pianissimo	***pp***	Very soft or very quiet
Pianississimo	***ppp***	Very very soft or quiet
Crescendo	***cresc. Or <***	Increasing loudness
Decrescendo	***decresc. Or >***	Decreasing loudness
Diminuendo	***dim***	Diminishing sound

Among these, we will first discuss ***p***, ***mp***, and ***f***.

- ***piano*** or ***p*** means soft and quiet. The term is easy to understand since the music under these dynamics tells a quiet or soft sound.

Listen to this example:

Johannes Brahms - Lullaby
https://www.youtube.com/watch?v=t894eGoymio

- ***mp*** or ***mezzo piano*** mean moderately soft. It is considered as an in-between dynamic because it stands between soft and loud; however, it is more inclined to softness than loudness.

Listen to this example:

John Williams - Schindler's List
https://www.youtube.com/watch?v=XNSsv86Isok

- ***f*** or ***forte*** means loud or strong. This marking is used to express strong emotions.

Listen to this example:

- Jarrod Radnich - Pirates of the Caribbean
- https://www.youtube.com/watch?v=n4JD-3-UAzM



PRACTICE

Directions: Choose one of the songs below and print out a copy of the musical piece. Then, apply the three dynamic markings that you have learned in this module. Show how the dynamic marking differ from each other by singing the song. Record, save, and share your performance to your teacher.

- Leron Leron Sinta:
  https://www.youtube.com/watch?v=firHRhLsprc

- Pen Pen De Sarapen:
  https://www.youtube.com/watch?v=vYoTYV73jcc

- Si Pilemon:
  https://www.youtube.com/watch?v=irydqcYOY5c

CRITERIA:

Creativity	20 POINTS
Dynamics	20 POINTS
Overall Performance	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Give what is being asked. Write your answers on the spaces provided.

_____ 1. This is the symbol for moderately soft.

_____ 2. This is the symbol for loud.

_____ 3. This is the symbol for soft or quiet.

_____ 4. This refers to the loudness and softness of sound.

_____ 5. This is the standard language used to write musical terms.

ARTS EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Discuss balance and repeated variations of shapes and colors.
- Create a radial symmetrical art by making your own mosaic.



CHECK

Directions: Read each sentence carefully. What is being asked? Write your answers on the space before each number.

_____ 1. This is transferring an image to another material using a direct method.

_____ 2. This is an example of direct printing where the image is transferred by pushing ink through a mesh or screen.

_____ 3. This is a process where the image is transferred first to the image carrier, secondly to a blanket cylinder or roller, then thirdly to the final paper or surface.

_____ 4. This is an example of an indirect printing where a middle surface takes the image before the final paper.

_____ 5. This is the other term for indirect printing method.

EXPLAIN

Repetition in art means using an element many times to create a pattern or design. The repeated use of horizontal lines in a drawing or the color blue in a painting is an example of repetition.



Balance is the equal distribution of the different elements of art such as lines, shapes, and colors. It also shows the relationship between the elements in an artwork in terms of visual weight. There are three types of balance in art: symmetrical, asymmetrical, and radial. Let us discuss each of them.

1. **Symmetrical balance** or formal balance shows the uniformity within a composition or an artwork. This means that the composition is mirrored on each side equally. Take a look at the images below:





The images are examples of a symmetrical balance because whatever element is on the left side, is also found on the right side.

2. **Asymmetrical balance** or informal balance shows the contrast or the difference of each side. This means that each side is different but still has equal visual weight. Let us take a look at this example.

   In this painting by Caravaggio entitled The Incredulity of Saint Thomas, we can see an informal balance or asymmetrical balance.



   The person in the middle marks the center of the artwork while the three men standing behind the man on the center are the elements that make this work asymmetrical. The light and dark portions of the artwork also contribute in defining informal balance— light on the left side and dark on the right side.

3. **Radial balance** shows equality based on its shape. The radial design will start in the middle and the elements will be equally distributed and copied as it spread. Radial artworks show equality throughout the composition. Take a look at this example:



These are some of the examples of a radial artworks:

a. **Mandala** is a geometric design or pattern which resembles the universe and other heavenly places where the gods and goddesses of Hinduism and Buddhism live. It serves as a spiritual symbol and helps people find inner peace in the balance of its design.

This is the Buddhist Sand Mandala.



This is the Hindu Mandala.



b. **Rangoli**, that comes from the Sanskrit word Rangavalli or rows or colors, is an Indian radial design used in every Indian festival like the Diwali. This colorful radial artwork is usually seen in front of houses, courts, and even walls because it is believed to invite blessings from the gods. Indians use colorful materials like rice powder, brick powder, chalk powder, flowers and petals, and even colorful sands to make rangoli.



PRACTICE

Directions: Create your own radial paper sculpture by taking note of the radial symmetric balance that you have learned. Ask your parent/guardian to help you with this activity. Then, share your work to the class.

Use these videos as your guide in making the activity:

https://youtu.be/t54Z_fret6k

https://youtu.be/j6ymF36i5TY

CRITERIA FOR SCORING

Radial Symmetric Balance	20 POINTS
Creativity	10 POINTS
Neatness of work	10 POINTS
Effort and Participation	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Fill in the blanks to complete each statement. Choose the correct answers from the box below. Then, write your answers on the space provided.

BALANCE	ASYMMETRICAL BALANCE	RANGOLI
SYMMETRICAL BALANCE	MANDALA	

1. _____ uses geometric designs or patterns to resemble the universe and other heavenly places where the gods and goddesses of Hinduism and Buddhism live.
2. _____ or informal balance shows the contrast or the difference of each side.
3. The equal distribution of the different elements of art (lines, shapes, colors) is called the _____.
4. The colorful radial artwork, _____ is believed to invite blessings from the gods.
5. _____ shows the uniformity within a composition or an artwork.

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Discuss the nature and background of *Polka sa Nayon.*
- Create an improvised costume for the *Polka sa Nayon* dance.

CHECK

Directions: Read the following Cariñosa steps below. Tell which figure does each step belongs to and write your answers on the space before each number.

_____ 1. THREE STEPS AND POINT

_____ 2. HIDE AND SEEK WITH FAN

_____ 3. KNEELING AND FANNING

_____ 4. FLIRTING WITH HANDKERCHIEF

_____ 5. POINTING

EXPLAIN

NATURE AND BACKGROUND OF POLKA SA NAYON

Polka sa Nayon is a lively dance usually done during special events or town fiestas. This dance was popularized in Batangas during the Spanish colonization in the Philippines. However, several provinces were able to come up with their own variations of the dance.

Here are some of the versions from different provinces and regions:

- **Polka Tagala** is the Bataan version of polka in which women show of their beautiful costumes by kicking their skirts to and fro.
- **Quezon Polka** is another form of polka; however, the distinct quality of this dance is its square formation. This means that there are four pairs of dancers forming a square per set.
- **Sileledaang** is the courtship polka of Ilocos. The name comes from the Ilokano term of the same title, meaning "laden with sorrow".
- **Maliket-A-Polka** is also known as "happy polka" in Pangasinan. This dance is performed to honor the Sto. Niño.

COSTUME

The costumes used in dancing polka:



Men usually wear the Barong Tagalog in dancing *polka*.



Women can either wear a Maria Clara gown or the Balintawak dress to dance *polka*.



PRACTICE

Directions: Create a costume for your very own Polka sa Nayon pictorial! Use any available material or clothing in your home to recreate the traditional attire in dancing polka. You may ask the help of your parent/guardian for this activity. Be creative with your work and share it to the class!

RUBRICS

Creativity	20 POINTS
Material Used	20 POINTS
Participation	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

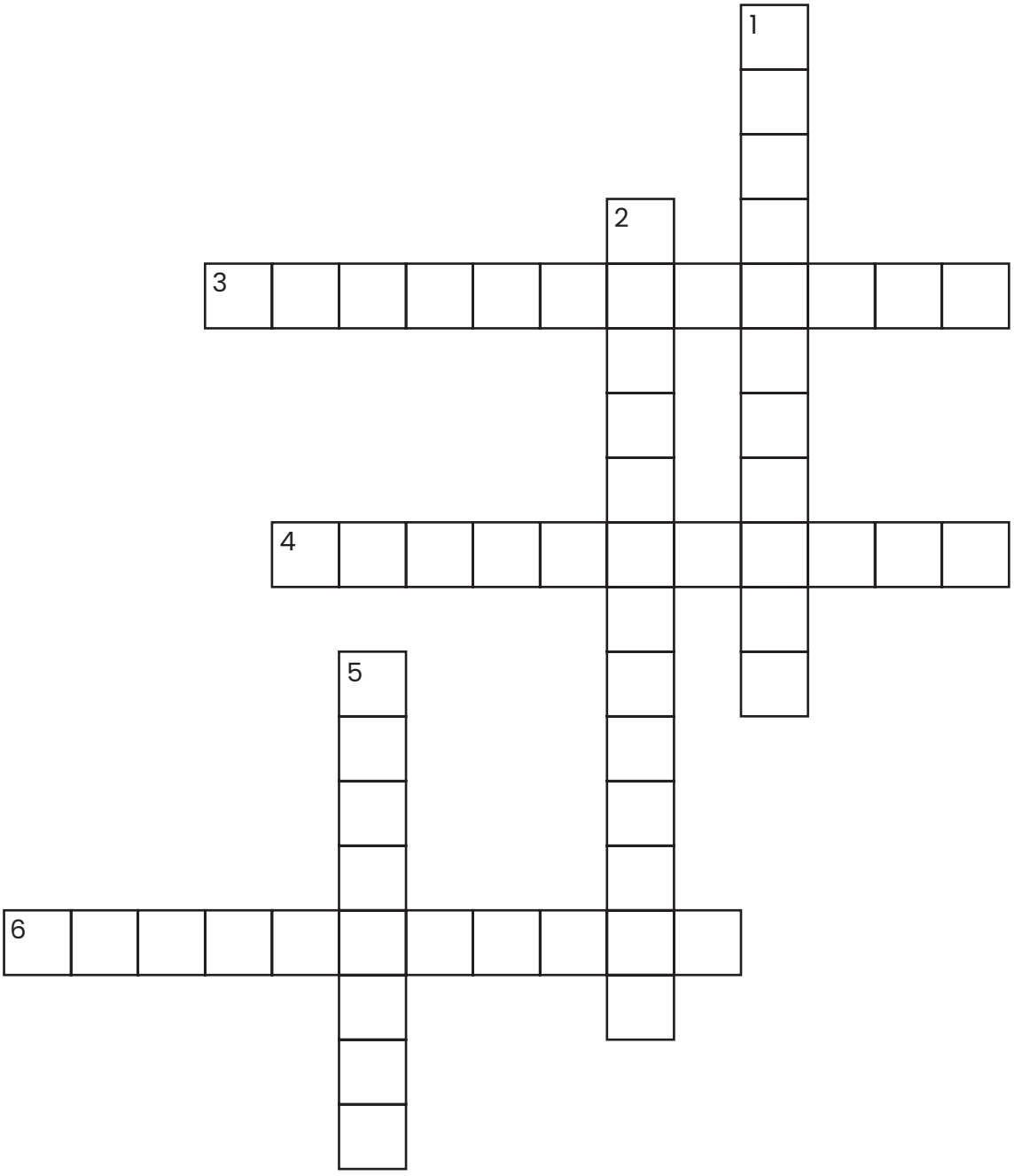
Directions: Identify what is being asked to complete the crossword puzzle below. Write your answers on the space provided.

ACROSS

3. A lively dance usually held during special events and town fiestas.
4. This is the courtship polka of Ilocos which means “laden with sorrow”.
6. The distinct quality of this dance is its square formation.

DOWN

1. This is the Bataan version of polka where women show off their costumes through dancing.
2. This is the Pangasinan version of polka that means “happy polka”.
5. This is the place where polka is popularized during the Spanish Colonization.


1
2
3
4
5
6

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Discuss the nature and objectives of First Aid.



CHECK

Directions: Enumerate five (5) school policies and national laws related to the sale and use of tobacco and alcohol.

1. _____

2. _____

3. _____

4. _____

5. _____



EXPLAIN

We cannot avoid injuries, accidents, or even sickness—it is all around us. Whether you are at school, at work, or even at home, injuries may happen any time. It is very important for you to know how to respond to sudden situations like injuries and accidents that call for immediate medical attention.

First aid is the instant medical treatment to an injured or ill person before the arrival of medical professionals. It is important to remember that it is not an alternative to professional assistance. First aid is simply a quick response in managing an injury or medical condition so as to prevent further harm towards a person.

OBJECTIVES OF FIRST AID

- **PRESERVE LIFE**
  The most important thing that first aid can do is to prolong the life of a person with an injury, illness, or condition. Hospitals and clinics are not always in our reach, so doing basic first aid procedures is already a big help to others.

- **PREVENT FURTHER HARM OR ADDITIONAL INJURIES**
  If you know the basics procedures of first aid, you can prevent causing more harm or danger to an injured or affected person. For example, you saw a person on the road with an open wound. You can use your basic first aid knowledge by assessing the wounded area and applying pressure to stop the bleeding until professional help arrives.

- **PROMOTE RECOVERY**
  Promoting recovery is about learning how to clean, wash, disinfect, and bandage wounds properly. However, the most important thing is to arrange the help of medical professionals to further attend to the victims.

FIRST AIDER CHARACTERISTICS

Before doing any basic first aid procedures, you must take note of the following characteristics to prevent fear and to offer reassurance to the person you are trying to help:

1. **OBSERVANT.** You must observe and notice your surroundings before attending to the victim. Secure that you are all in a safe location. Then, proceed to access the victim.

2. **TACTFUL.** You must make sure that the victim is away from anything that might further make them anxious and scared. You, as a first aider, must be careful with your words and actions towards them.

3. **RESOURCEFUL.** In some instances, you might not have proper medical equipment to help aid the victim. Making use of all available materials is must, however, take note of the victim's safety. Answer the question, *will this object bring more harm than good?* If yes, do not make use of it; if no, proceed with caution.

4. **GENTLE.** In applying basic first aid procedures, make sure to do it correctly but in a gentle way. Doing things roughly may make the victim more anxious and uncomfortable, so lighten the heaviness that they bear by being kind.

5. **SYMPATHETIC.** Offering words of comfort and reassurance is the best way to soothe the victim's fears and anxieties. Before medical professional arrive, it is best to keep them calm and comforted.



PRACTICE

Directions: Create a digital poster featuring the nature and objectives of First Aid. You can use any sketching/drawing apps in doing this activity. Be creative with your work. Then, show it to the class.

RUBRICS

Content	20 POINTS
Creativity	20 POINTS
Participation	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement about First Aid is correct. Write **FALSE** if it is wrong.

_____ 1. First aid is the instant medical treatment to an injured or ill person before the arrival of medical professionals.

_____ 2. First aid does not require the help of medical professionals.

_____ 3. First aid starts when the medical professionals arrived.

_____ 4. The objectives of First Aid are to preserve life, prevent further injuries, and promote recovery.

_____ 5. A good first aider must have the following characteristics: observant, tactful, resourceful, mean, cruel.

Lesson 02

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss the mezzo forte, decrescendo, and crescendo dynamic markings.
- Practice singing sample songs by applying the dynamic markings learned.



CHECK

Directions: Complete the table by writing the name of the dynamic, symbol or marking, and the English translation in the boxes below.

DYNAMICS NAME	SYMBOL/MARKINGS	ENGLISH TRANSLATION
		soft
	F	
mezzo piano		

EXPLAIN

In the last module, you have learned the three most common dynamic markings used in music. Now, let us focus on three more dynamic markings that are commonly found in music compositions. These are the mezzo forte, crescendo, and decrescendo dynamic markings.

Mezzo forte or ***mf*** means moderately loud dynamic marking. It is another in-between dynamic marking because it stands in the middle of soft and loud, though it is more inclined to have a loud sound than mezzo piano. So, *mf* is louder than *mp*.

Here is an example of mezzo forte:

Ryan Cayabyab - Kumukutikutitap
https://www.youtube.com/watch?v=ZSpPT14-H0o

Crescendo or ***cresc.*** is a marking that means slowly becoming louder, while ***Decrescendo*** or ***decresc.*** is a marking that means slowly becoming softer. They are marked as  and  in music respectively.

Let us listen to these examples:

Moonlight Sonata 3rd Movement - Crescendo
https://www.youtube.com/watch?v=CV7nqwEpIjM

Liszt Liebestraum No.3 - Decrescendo
https://www.youtube.com/watch?v=InKk1aowFZ4

PRACTICE

Directions: Listen to the song listed below. Make a short observation on how the dynamics affect the mood of the composition. Then, share your thoughts to the class.

Guide Questions:

1. What did you feel after listening to the song?
2. How did the dynamics affect the mood of the song?

Let My Love Be Heard - Jake Runestad
https://www.youtube.com/watch?v=C4Imxs0QBt4

CRITERIA FOR SCORING

Content	20 POINTS
Cohesiveness	20 POINTS
Idea	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Rearrange the letters of each item. Then, write the description of the word on the space below. The first one is done for you.

1. ANIMSCYD - **DYNAMICS**
   It is the loudness and softness of music.

2. EZOZM TEROF - _____
   _____

3. SCERDCEENDO - _____
   _____

4. SCEDNOREC - _____
   _____

5. EZOZM IANOP - _____
   _____

ARTS EDUCATION

OUTCOMES

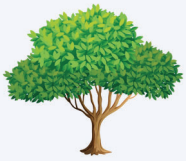
At the end of this module, you are expected to:

- Differentiate the different dimensions of art.
- Create a simple three-dimensional craft using paper beads.

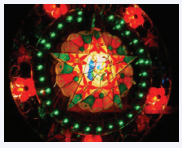
CHECK

Directions: Study each image below. Identify whether the picture is **Symmetrical**, **Asymmetrical**, or **Radial**. Write your answers on the spaces provided.

_____ 1. 

_____ 2. 

_____ 3. 

_____ 4. 

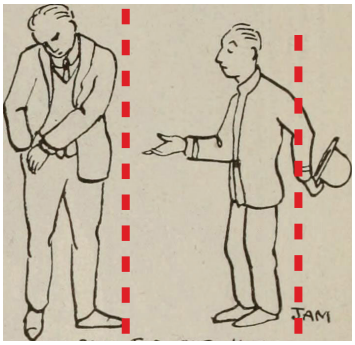
_____ 5. 

EXPLAIN

Art is an expression of oneself. It can be seen in many forms like painting, drawing, sculpting, and many other methods. We also find ourselves creating art digitally like, digital painting and drawing, picture editing, making animations, and many more.

Arts can be classified as one-dimensional, two-dimensional, and three-dimensional art. Let take discuss them one by one.

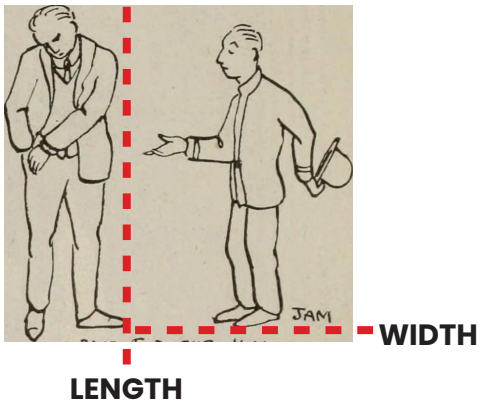
One-Dimensional or 1D Art



One-dimensional art only shows one dimension. This means that lines are drawn flat on the surface and are defined by its length. We can see from the examples above that they are one-dimensional because they are only established by their lengths—long and short.

Two-Dimensional or 2D Art

Two-dimensional art shows the length and the width of an art work. These are lines that are connected to form shapes in different sizes and lengths. Take a look at the picture below.



The image shows the connections of different lines to create an image on a flat surface like paper. Shapes like circles, squares, or triangles are considered as two-dimensional drawing because these lines are connected to form a shape.

Three-Dimensional Art or 3D Art



Three-dimensional art is defined by the height, width, and the depth of the elements in an artwork. It shows a representation of space and depicts the reality—something that can be seen through the eyes.

The space between the lady in the painting and the horizontal line is called depth. **Depth** is defined as the distance between the front and the back elements of a painting. The lower part of the painting is the front part while the upper part of the painting is the back part.

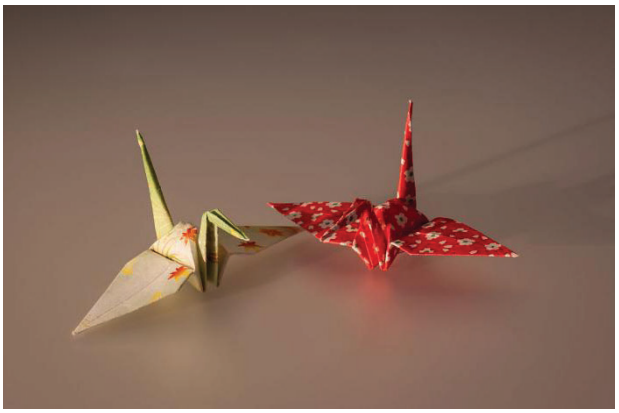
Three-dimensional art is not only limited to painting and visual art. Sculptures and architectural designs we can see the whole art piece from front to back are also under three-dimensional art.





We can also see three-dimensional artworks when we create simple crafts because we show the dimensions of height, width, and depth. Take a look at the examples below:

Origami



Parol



Mobile Art



Papier Mache



PRACTICE

Directions: Create a paper bead necklace using any available material found in your home. Follow the procedures on how to make paper beads. Take a photo of yourself wearing the necklace and share it with your teacher.





HOW TO MAKE PAPER BEADS

Materials:

Old magazines
Glue
Scissors
Pen or pencil

Procedures:

1. Cut the magazines into tapered strips with the size of at least 1/2 inch. This is a tapered strip:



2. Using a pen or the pencil, place the bottom part of the paper (wide part) to the pencil and roll it up to the tip (pointed part).
3. Dab a little glue on the tip to lock the bead. Spread the excess glue around the bead for additional coverage and strength. Gently remove the pencil or pen.
4. Set aside to dry.
5. Make more enough to create a necklace.

CRITERIA FOR SCORING

Creativity	20 POINTS
Resourcefulness	20 POINTS
Neatness and Appearance	10 POINTS
TOTAL	**50 POINTS**

EVALUATE

Directions: Check ✓ the box if the picture shows a three-dimensional craft and cross out add **X** symbol if it is not.

1. ☐ 

2. ☐ 

3. ☐ 

4. ☐ 

5. ☐ 

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Analyze the steps used in dancing *Polka sa Nayon*.
- Perform the steps of *Polka sa Nayon*.



CHECK

Directions: Read each sentence carefully. What is being asked? Encircle the letter of the correct answer.

1. Which of the following is a lively dance usually held during special events or town fiestas?
   a. Polka Tagala
   b. Polka sa Nayon
   c. Quezon Polka
   d. Maliket-A-Polka

2. Which of the following refers to the polka dance in which women show their beautiful costumes?
   a. Polka Tagala
   b. Maliket-A-Polka
   c. Polka sa Nayon
   d. Sileledaang

3. Which of the following is danced in honor of the Sto. Niño?
   a. Quezon Polka
   b. Polka sa Nayon
   c. Sileledaang
   d. Maliket-A-Polka

4. Which of the following means “laden with sorrow”?
   a. Polka sa Nayon
   b. Sileledaang
   c. Polka Sala
   d. Quezon Polka

5. Which of the following polka is done in square formations?
   a. Sileledaang
   b. Maliket-A-Polka
   c. Polka Tagala
   d. Quezon Polka

EXPLAIN

Dancing **Polka sa Nayon** may be difficult to learn at first but understanding the basic steps will help you to understand the dance more. Read and understand the following step patterns used in dancing Polka sa Nayon.

COUNT AND MEASURE

The counts for *Polka sa Nayon* are **'one (1), and, two (2), and'** in one measure. As for the measure, it is indicated in each figure of the dance.

BASIC STEP PATTERNS USED IN POLKA SA NAYON

POLKA

(step, close, step, pause)

1. Take a step forward with your left foot (1) and close your right instep to the heel of your left foot (and)
2. Take a step forward to the left (2) then, hold (and). Slightly bend your body to the side of the leading foot.

HEEL-TOE POLKA

(heel-place, toe-point, step, close, step, pause)

1. Place your left heel diagonally forward on the floor, toe up (1);
2. Then, position your left toe diagonally backward, heel in, knee somewhat relaxed, leg nearly straight (2), then, hold (and).
3. After that, starting with your left foot, make a polka step (1, and, 2, and).

GALLOP

(step, cut, step, cut)

1. Take a step with your right foot towards the right sideward (1), then and cut the right foot with your left foot to displace it and take the weight of the body with on your left foot (and). A measure consists of two gallops.

POLKA SA NAYON DANCE STEPS

INTRODUCTION

1. You and your partner should first face the audience. Then, both of your inside hands are joined, while the free hand of the female holding her skirt and the male's hand is on his waist.
2. Tap your right foot on every count of the measure (for eight measures).
3. You and your partner should be in a closed ballroom dance position as you prepare for Figure 1.

FIGURE I

(In this figure, you and your partner will have to extend your arms towards the audience)

1st Step: For four measures, perform four polka steps around clockwise starting your left foot (right foot for females). Then, end on your original position.

2nd Step: For two measures, point your left foot (right foot for females) on the left (right) side of your body, then, close back to your right foot.

3rd Step: Perform a polka step to your left side for two measures.

4th Step: With your right (left for females) foot, do the second and the third steps again for two measures.

5th Step: Repeat first to third steps three times for twenty-four measures.

FIGURE II

(In this figure, you and your partner will face the audience, release a hold as you stand side by side.

1st Step: Begin the step with your outside foot, then perform two heels and toe polka steps forward. (four measures)

2nd Step: Perform one polka step outward for one measure, then a polka step inward for another measure (total of two measures).

3rd Step: You and your partner will drop your inside hands. Then, with your outside foot first, perform two polka steps to turn about outward in place. You and your partner should end the step facing the opposite direction (two measures).

4th Step: Do the first to third steps again beginning with your outside foot, but this time the second and third steps are done in the reverse direction for eight measures.

5th Step: Do all the steps again for sixteen measures.

FIGURE III

(In this figure, you and your partner will hold in a closed ballroom dance position while extending your both arms towards the audience.)

1st Step: Beginning with your left foot (right foot if female), perform four polka steps in a clockwise direction just like the first step in figure 1 for four measures.

2nd Step: Perform three gallop steps sideward left (right for females) in your front then pause. Avoid putting weight on the closing foot on the third gallop step. (two measures)

3rd Step: Do the second step again; but this time, you will start with your other foot moving towards the opposite direction for two measures.

4th Step: Do all the steps three times for twenty-four measures.

FIGURE IV

(In this figure, you and your partner will hold in a closed ballroom dance position while extending their arms toward the audience.)

1st Step: You and your partner will perform a polka step right in sideward then another polka step left in sideward for two measures.

2nd Step: Point your right foot (left for females) in front then raise the same foot across the left foot (right foot) in front, just above the ankle. Point your right foot (left foot_ in front, then, step your right foot (left foot) close to your left foot (right foot) for two measures.

3rd Step: Do the first and second steps starting with your left foot (right for females) for four measures.

4th Step: Drop both your inside hands of the partner while facing each other, then place both of your hands on your waist. With your right elbows near each other, perform eight polka steps forward as you move in a clockwise direction twice, then end in your original position for eight measures.

5th Step: Do all the steps again for sixteen measures.

SALUDO

(This is the last part of the dance in which you and your partner will bow as a sign of giving respect and the end of the dance. Partners will face the audience while joining inside hands then the free hands is like in Figure III.)

1st Step: Perform four polka steps forward starting with your right foot (left for females) for four measures.

2nd Step: Female dancers will whirl in a counterclockwise direction under the arch as many as possible for three measures.

3rd Step: You and your partner will both drop your inside hands. Face and bow to each other and the audience. The female holds her skirt while the male's hands are on his waist. (one measure)



PRACTICE

Directions: Create a video performance of the Polka sa Nayon dance. Follow the instructions below.

- Watch the link to the Polka sa Nayon dance.
  https://www.youtube.com/watch?v=H7dgXgX7Cfs
- Wear the appropriate costume or attire in dancing Polka sa Nayon.
- Get a partner, practice, and perform the dance.
  Refer to the link below and use it as your background music: https://www.youtube.com/watch?v=3pETb_g3bH8
- Record yourself while dancing the Polka sa Nayon folk dance.

CRITERIA

Costume	15 POINTS
Movements	30 POINTS
Mastery of the Dance Steps	40 POINTS
Over-all Performance	15 POINTS
TOTAL	**100 POINTS**

EVALUATE

Directions: Which among the following does not fall under the given *Polka sa Nayon* figure? Cross out the box of the sentence that does not belong to the group.

1. FIGURE I

- ☐ For four measures, perform four polka steps around clockwise starting your left foot (right foot for females). Then, end on your original position.
- ☐ For two measures, point your left foot (right foot for females) on the left (right) side of your body, then, close back to your right foot.
- ☐ Perform a polka step to your left side for two measures.
- ☐ With your right (left for females) foot, do the second and the third steps again for two measures.
- ☐ Repeat first to third steps three times for sixteen measures.

2. FIGURE II

- ☐ Begin the step with your outside foot, then perform two heels and toe polka steps forward for 3 measures.
- ☐ Perform one polka step outward for one measure, then a polka step inward for another measure (total of two measures).
- ☐ You and your partner will drop your inside hands. Then, with your outside foot first, perform two polka steps to turn about outward in place. You and your partner should end the step facing the opposite direction (2 measures).
- ☐ Do the first to third steps again beginning with your outside foot, but this time the second and third steps are done in the reverse direction for eight measures.
- ☐ Do all the steps again for sixteen measures.

3. FIGURE III

- [ ] Beginning with your left foot (right foot if female), perform four polka steps in a clockwise direction just like the first step in figure 1 for four measures.
- [ ] Perform five gallop steps sideward left (right for females) in your front then pause. Avoid putting weight on the closing foot on the third gallop step. (2 measures)
- [ ] Do the second step again; but this time, you will start with your other foot moving towards the opposite direction for two measures.
- [ ] Do all the steps three times for twenty-four measures.

4. FIGURE IV

- [ ] You and your partner will perform a polka step right in sideward then another polka step left in sideward for four measures.
- [ ] Point your right foot (left for females) in front then raise the same foot across the left foot (right foot) in front, just above the ankle. Point your right foot (left foot_ in front, then, step your right foot (left foot) close to your left foot (right foot) for two measures.
- [ ] Do the first and second steps starting with your left foot (right for females) for four measures.
- [ ] Drop both your inside hands of the partner while facing each other, then place both of your hands on your waist. With your right elbows near each other, perform eight polka steps forward as you move in a clockwise direction twice, then end in your original position for eight measures.
- [ ] Do all the steps again for sixteen measures.

5. SALUDO

- [ ] Perform four polka steps forward starting with your right foot (left for females) for four measures.
- [ ] Female dancers will whirl in a counterclockwise direction under the arch as many as possible for three measures.
- [ ] You and your partner will both drop your inside hands. Face and bow to each other and the audience. The female holds her waist while the male's hands are on his pants. (1 measure)

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Discuss the dos and don'ts of First Aid and the Emergency Action Principle.



CHECK

Directions: On the word search puzzle below, look for the five characteristics of a good first aider. Shade the boxes with a colored pencil or highlighter.

R	S	Y	M	P	A	T	H	E	T	I	C	W	M
U	D	R	F	V	T	G	B	N	Y	6	U	J	N
R	E	S	O	U	R	C	E	F	U	L	G	H	F
Y	K	E	D	C	B	T	U	T	Y	Y	O	E	P
H	O	T	A	C	T	F	U	L	W	D	K	L	L
B	I	R	F	V	B	T	W	C	H	Y	P	T	O
D	G	W	S	X	R	F	V	T	G	B	Y	N	Y
T	T	U	J	M	I	K	O	L	I	U	J	E	H
G	F	W	D	C	G	T	U	M	R	T	Y	G	U
K	D	O	K	N	H	U	J	F	V	M	Y	I	O
O	E	Q	A	T	N	A	V	R	E	S	B	O	T
I	J	E	V	G	B	H	N	U	M	I	O	U	Y

EXPLAIN

FIRST AID PRINCIPLES

Do's and Don'ts in Giving First Aid

DO's

- Stay calm to perform first aid properly.
- Make sure that the victim is comfortable.
- Check for the signs that tell a medical condition like epilepsy or diabetes.
- Loosen any tight clothing of the victim.
- Protect the victim from unwanted attention.

DON'TS

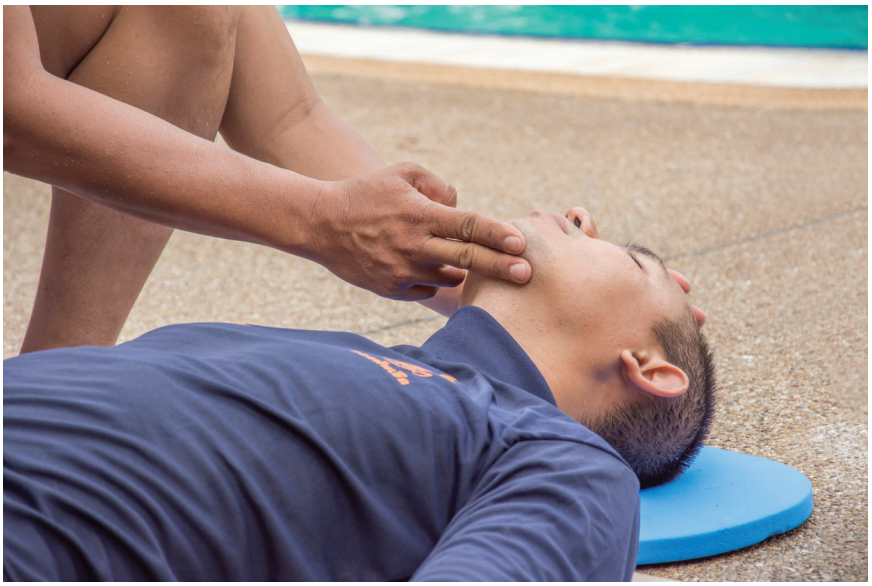
- Refrain from giving food to an unconscious person.
- Avoid moving an injured person unless you need to move them for the recovery position.
- Avoid taking the responsibilities of an authorized medical personnel or doctor.

Primary Assessment

1. **Airway.** Check the surroundings of the victim. Providing space for good airway is a must during emergencies.



2. **Breathing.** Check for breathing by performing the head-tilt-chin-lift method then look-listen-feel.



3. **Circulation.** Check for the victim's body circulation, then, check pulse rate.



Secondary Assessment

This should be done only if the victim is conscious. Ask them what caused the incident, how they feel, and how to provide further assistance. By undergoing the secondary assessment, it will be easier to relay the information to the medical professionals upon their arrival.

The secondary assessment includes the following:

History of the Victim

- **Symptoms.** Ask the victim about the condition or state that they are in. Do you feel pain in any part of the body? Do they feel dizzy? Nauseous? Numb? Do they have trouble breathing? Hearing? Seeing?
- **Medical History.** Ask the victim if they have past allergies, illnesses, or surgeries to assess its relation to their current condition.
- **Medication.** Ask the victim about the medication they have taken or a possible medication that they need to take to ease their current condition.
- **Last Oral Intake.** Ask the victim the last food they have eaten or the last beverage they have drank.
- **Events Prior.** If you are not in the scene before the event, ask them what happened that may have caused their current condition.
- **Vital Signs.** Always monitor the vital signs of the victim for any changes. This includes the pulse rate, temperature, blood pressure, and respiration rate.

Physical Examination

Check if the victim has the following:

- **Open Wound.** Any wound caused by scratching, slicing, piercing, or tearing of skin by any sharp or pointed object.



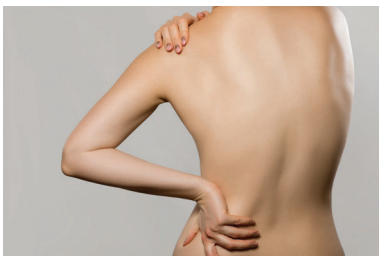
- **Tenderness.** Any part of the body that is painful when it is touched.



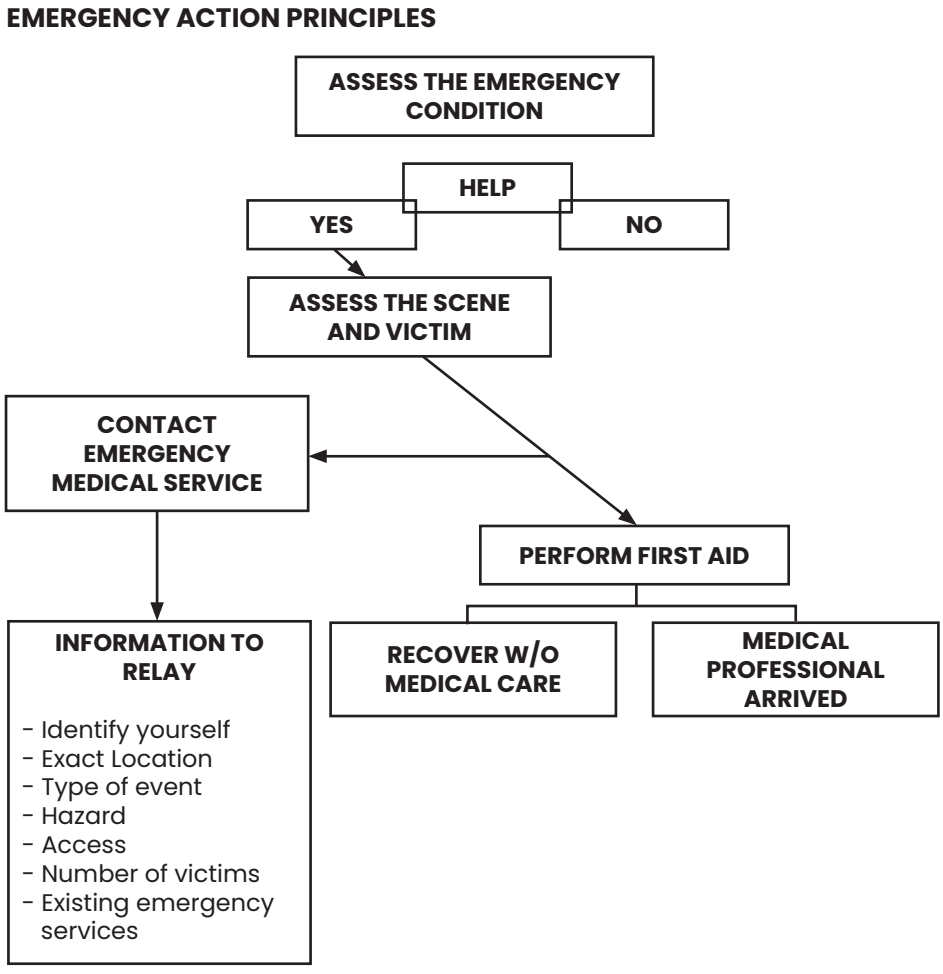
- **Swelling.** Any part of the body that becomes larger or rounder due to an illness or injury.



- **Deformity.** Any part of the body that is bent out of shape from an injury or condition.



EMERGENCY ACTION PRINCIPLES



To read and understand the table above, refer to the following discussion:

- **Assess the emergency condition.** Identify the situation and determine if you can help or not. If yes, proceed to the next step. If no, ensure of your own safety and find someone who can offer assistance.

  Example: A boy is drowning in the pool. You want to help him, but you do not know how to swim. Instead of endangering yourself, you quickly find someone who can swim and save him.

- **Assess the scene and the victim.** Observe your surroundings and determine if it is a safe location or not. If no, quickly move the victim to a safe area. If yes, perform the primary and secondary assessment.

  Take note that the secondary assessment can only be done if the victim is conscious.

- **Contact emergency medical service.** Call for the assistance of medical professionals and relay the information of the situation and the victim's condition.
- **Perform first aid.** Upon identifying the victim's condition, perform the basic steps of first aid while waiting for the medical professionals to arrive.



PRACTICE

Directions: Recall what you have learned. With a family member/guardian, create a roleplay video of you performing the Emergency Action Principles. Then, show your work to the class.

CRITERIA:

Content	20 POINTS
Creativity	15 POINTS
Participation	15 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Write **TRUE** if the sentence about First Aid is correct. If the sentence is **FALSE**, change the underlined word/phrase to a correct one. Place your answers on the space provided.

_____ 1. In performing first aid, you must be calm and make sure that the victim comfortable.

_____ 2. Airway, breathing, and circulation are the secondary assessments of first aid treatment.

_____ 3. Secondary assessment is usually done when the patient or victim is unconscious.

_____ 4. Do not move an injured person unless you need to move them for the recovery position.

_____ 5. It is important to assess the situation first before moving to the primary assessment.

Lesson 03

MUSIC EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Discuss tempo in music.
- Identify the different fast tempo markings in music.

CHECK

Directions: Write **True** if the statement is correct and **False** if not. Place your answers on the spaces provided.

_____ 1. This symbol  is known as ritardando.

_____ 2. mf or mezzo fortississimo is translated as medium fast.

_____ 3. Decrescendo means gradually becoming fast and loud.

_____ 4. This symbol  is known as accelerando or becoming fast.

_____ 5. Dynamic markings determine the loudness and softness of a sound.
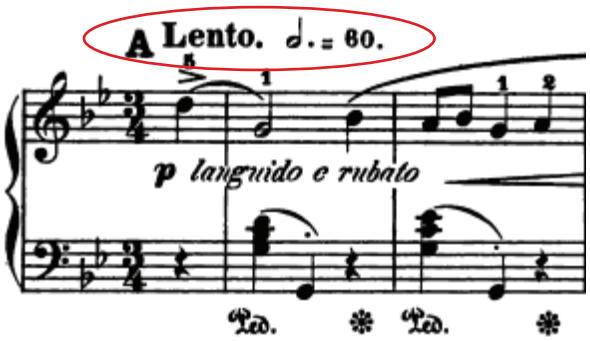
EXPLAIN

Tempo is the speed or rate of music. It is derived from the Italian term tempo meaning "time". Tempo is one of the most important components of music because it tells how to play music just by looking at its markings. It is written on the first measure of a musical sheet and is sometimes accompanied by a metronome mark known as beats per minute or BPM.

A **metronome** is a device used to specifically aid musicians in tempo readings. It produces ticking sounds at a regular interval to accurately determine how fast or slow the tempo is.



Let us take a look at the example below:



This is an example of a tempo marking with BPM or beats per minute. The tempo marking is Lento with a quarter note that carries a speed of sixty (60) beats per minute. The 60 BPM is the same as the seconds in our clock. This means that a quarter note will receive a duration of one (1) second, a half note will receive a duration of two (2) seconds, and a whole note will receive a duration of four (4) seconds. We can conclude that BPM higher than 60 will be considered fast and BPM lower than 60 is played slower.

Let us take a look at the different fast tempo markings in music.

TEMPO MARKING / ITALIAN TERM	ENGLISH TRANSLATION	BPM
presto	Very fast	168 - 200
vivace	Very fast and lively	140
allegro	Fast	120-168
moderato	Moderately fast	108-120
accelerando	Gradually becoming fast	

Take note that accelerando does not have a BPM because it is dependent on how the musician wishes to control the gradual fastness of the song.

Let us listen to these examples:

- **Presto Tempo**

  Summer - Antonio Vivaldi
  https://www.youtube.com/watch?v=-SUvnM3nqfU

- **Vivace Tempo**

  Johann Sebastian Bach - Concerto for Two Violins
  https://www.youtube.com/watch?v=4Z4yn6-dY_8

- **Allegro Tempo**

  Piano Sonata in C Major no. 16, K 545 - Wolfang Amadeus Mozart
  https://www.youtube.com/watch?v=dNbqRC4xtEg

- **Accelerando Tempo**

  https://www.youtube.com/watch?v=znRYoJy19JA



PRACTICE

Directions: Look for a song that has a fast tempo. Then, record a performance of you singing your chosen song. Save your video and submit it to your teacher.

CRITERIA FOR SCORING

Song Choice	20 POINTS
Correct Tempo	20 POINTS
Participation	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Read each sentence carefully. Underline the correct answer to complete the statement.

1. (Tempo, Dynamic) is the speed or rate of music. It comes from the Italian word that means 2. (weight, time). To measure the speed of music, musicians use the device called the 3. (phonograph, metronome). The metronome marking and beats per minute are found in the first measure of a musical sheet. The fast tempo markings are presto, 4. (largo, vivace), allegro, moderato, and accelerando. Accelerando does not have a BPM because it is 5. (dependent, independent) on the musician's composition.

ARTS EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Discuss the uses of three-dimensional craft.



CHECK

Directions: What is the difference of each dimension of art? Write the description under the first column. Then, draw an example under the second column. Color your work to your liking.

ONE-DIMENSIONAL ART *Description*:	
TWO-DIMENSIONAL ART *Description*:	
THREE-DIMENSIONAL ART *Description*:	

EXPLAIN

THE USES OF THREE-DIMENSIONAL CRAFT

1. **Accessories**
   These artistic creations are worn in the body and serve as jewelry such as earrings, bracelets, necklace, and many more.





2. **Home Decorations**
   These creative three-dimensional crafts serve as ornaments around the house. They make a room attractive and festive, especially when it is based on a holiday like Christmas or Halloween.




3. **Livelihood**
   In the Philippines, we have many cultural communities that learn and hone their traditional skills to produce and sell their crafts. These art forms are weaving, pottery, bead-making, and many more.




PRACTICE

Directions: Create a papier mâché balloon as a room decoration. You may ask the help of your parent/guardian in doing this activity. Be creative and share your work to the class!





Materials:

1. Balloon (regular size)
2. Old Newspaper
3. Scissors
4. Glue
5. Water
6. Paint Brush
7. Paint

Procedure:

1. Blow the balloon and tie the end to avoid its shrinking. Set it aside.
2. Cut the old newspaper into small squares.
3. In a small container, mix one part glue and one part water. Stir until the glue is properly mixed with water.
4. Dip your paintbrush to the glue mixture and spread it across the balloon.
5. Place the newspaper cutouts on the balloon and fix them with glue. Spread another coat of glue mixture on top. Continue doing this process until the balloon is covered with newspaper.
6. Set it aside and wait for it to harden.
7. Once the glue mixture is dried, pop the balloon and get it out gently.
8. Paint the balloon papier mâché as desired. Suggested themes are favorite landscapes, personal portraits, or favorite cartoon characters.
9. Wait for the paint to dry before showing it to the class.

CRITERIA:

Craftsmanship	15 POINTS
Creativity	15 POINTS
Neatness	10 POINTS
Participation	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Write **True** if the statement is correct and **False** if it is not.

_____ 1. Traditional Filipino crafts are weaving, bead-making, and pottery.

_____ 2. Three-dimensional crafts can serve as ornaments.

_____ 3. Hand-made crafts can be eaten by children.

_____ 4. Christmas decorations cannot be crafted by hand.

_____ 5. Local crafters study and hone their skills in making handmade crafts.

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Discuss the nature and background of the Tinikling dance.



CHECK

Directions: Read each sentence carefully. Fill in the blanks to complete the steps of what is being asked.

POLKA

step, 1. _____, *step, pause*

HEEL-TOE POLKA

heel-place, 2. _____, *step, close, step,* 3. _____

GALOP

4. _____, *cut, step,* 5. _____

EXPLAIN

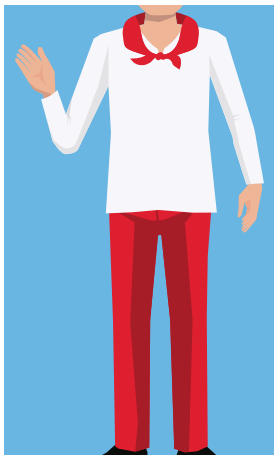
NATURE AND BACKGROUND OF TINIKLING

Tinikling, one of the most famous traditional folk dances in the Philippines, comes from the Province of Leyte. The name Tinikling originates from the local bird *tikling* where the movement of the dance mimics the gestures of the bird to avoid the bamboo traps planted by farmers. Using its long legs, the tikling springs over the traps and runs on tree branches similar to the way the dancers leap and slide over a pair of bamboo poles.

The dance is composed of two people that will dance over bamboo poles. One or more dancers will step over and in between the poles to hop, jump, and turn. The Tinikling is performed by the rhythm and pattern that the dancers show.



COSTUME



Men wear the Barong Tagalog in dancing the Tinikling. It is made up of a light cotton shirt with bright red pants. The colors of the shirt and pants may vary, however, depending on the preference of the community.



Women may wear either a Balintawak dress or a Patadyong. The Baliktawak dress may vary in color, but its distinct feature are its arched sleeves and colorful pattern. On the other hand, the Patadyong is a cloth made from pineapple fibers that is wrapped underneath a shirt.

PRACTICE

Directions: Create a digital event poster about an incoming Tinikling dance performance using any available software application. Make sure to include the title, date, location, and time of the event.

CRITERIA

Content	20 POINTS
Creativity	20 POINTS
Participation	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions. Match the description under column A to the items listed under column B. Write the letter of the correct answer on the space before each number.

_____ 1. It is the bird in which the name and movement of the Tinikling comes from.

_____ 2. The costume male performers wear in dancing Tinikling.

_____ 3. It is the folk dance performed by two people dancing over bamboo poles.

_____ 4. It is the dress with a broad arched sleeve.

_____ 5. This is the place where the dance Tinikling originated from.

a. Tikling

b. Barong Tagalog

c. Patadyong

d. Balintawak

e. Tinikling

f. Leyte

HEALTH EDUCATION

OUTCOMES

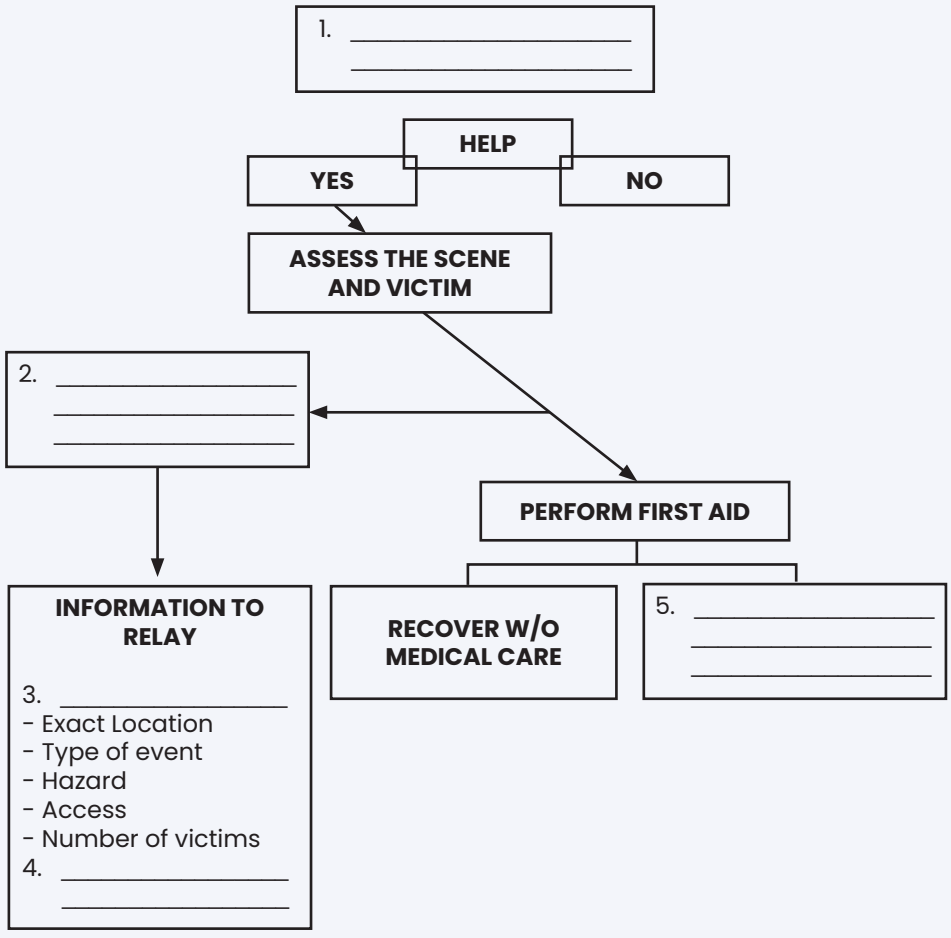
At the end of this module, you are expected to:

- Discuss the contents of a first aid kit.

CHECK

Directions: What are the Emergency Action Principles? Complete the table below. Write your answers on the space provided.

EMERGENCY ACTION PRINCIPLES



EXPLAIN

A **first aid kit** is where you store different medical supplies and tools. The most basic first aid tools are alcohols, adhesive bandages, gauze pads, and even a thermometer. It is important to have your own first aid kit, so you will be ready whenever emergencies happen.



THE BASIC CONTENTS OF FIRST AID KIT

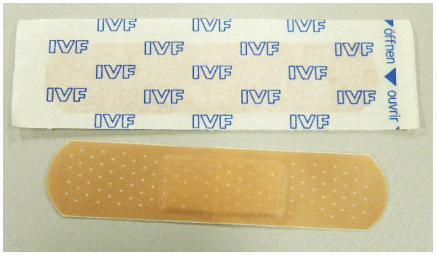
POCKET MASK

The airway, breathing, and circulation or the ABCs are the most important things to consider in doing First Aid treatment. So, a pocket mask, also known as the CPR mask, is very valuable to the victim because it helps them breathe if a cardiac or respiratory problem happens.



ADHESIVE BANDAGE

This is used to protect wounds from friction, dirt, and other injuries.



ANTISEPTIC

This is the substance that you put into wounds to avoid infection and to kill bacteria.



GAUZE PAD

This is a sterilize thin fabric that is used to cover minor scratches, cuts, and burns. Gauze pads allow the wound to breathe but they can protect you from infection.



COTTON BALLS / COTTON SWABS

This is used to applying medications, ointments, and creams, especially in wounds.





DISPOSABLE GLOVES

Gloves are used to protect both the victim and the helper. They prevent the spread of germs and other dangerous substances.



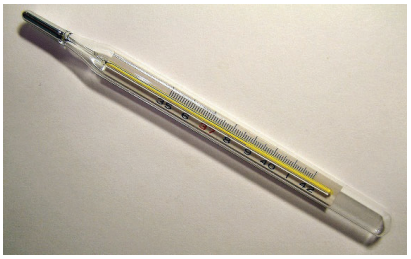
COMPRESS PACK

This is used for cold or hot compression to lessen the pain or swelling of an injury or condition.



THERMOMETER

This is the tool used to measure your body temperature. The average normal body temperature is 37 °C or 98.6°F.





PRACTICE

Directions: Draw your own set of digital first aid kit. You can use any sketch/drawing apps to do this activity. Then, show your work to the class.

CRITERIA

Content	20 POINTS
Creativity	20 POINTS
Participation	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Read each sentence carefully. Encircle the letter of the correct answer.

1. Which of the following is used in applying medications, ointments, and creams, especially in wounds?
   a. cotton balls/swabs
   b. antiseptic
   c. gauze pad
   d. pocket mask

2. Which of the following is a device that helps the victim breathe?
   a. cotton balls/swabs
   b. antiseptic
   c. gauze pad
   d. pocket mask

3. What is the substance that you put into wounds to avoid infection?
   a. cotton balls/swabs
   b. antiseptic
   c. gauze pad
   d. pocket mask

4. Which of the following is a tool that measures your body temperature?
   a. thermometer
   b. adhesive bandage
   c. disposable gloves
   d. pocket mask

5. Which of the following protect wounds from friction, dirt, and other injuries?
   a. thermometer
   b. adhesive bandage
   c. disposable gloves
   d. pocket mask

Lesson 04

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify the different slow tempo markings in music.



CHECK

Directions: Match the tempo markings in column A to its English translation in column B. Write the letter of the correct answer on the space before each number.

COLUMN A	COLUMN B
_____ 1. Presto	A. Moderately Fast
_____ 2. Vivace	B. Fast
_____ 3. Ilegro	C. Very Fast
_____ 4. Moderato	D. Gradually becoming faster
_____ 5. Accelerando	E. Very Fast and Lively
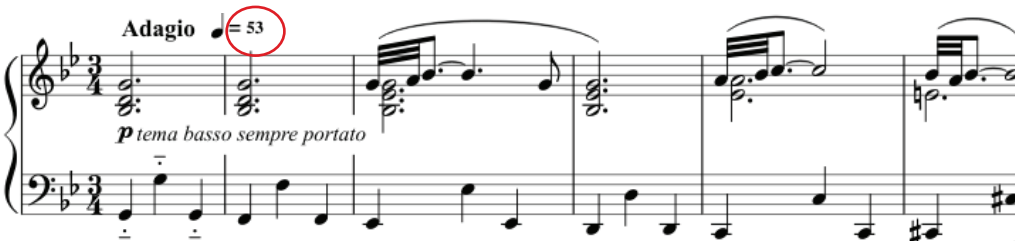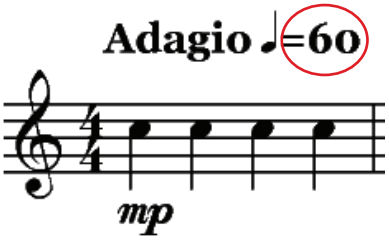


EXPLAIN

Tempo, like dynamics, gives emotions to compositions. It will tell you how slow or how fast music will be. We can say that the speed of music is influential on what kind of melody the music composition will produce. For example, music for deaths and funerals usually carries a slow tempo while music for festive occasions like birthdays and New Year's Eve is usually fast and lively. By taking note of the tempo, you can already tell how to play or sing a composition.

Previously, you have encountered fast tempos, now we will discuss slow tempos. Let us recall the BPM or the beats per minute as a metronome marking. The BPM or the beats per minute determines how the tempo will affect the music. Above 60 BPM will give us fast tempo and below 60 BPM will give us a slow tempo.

The tempo markings below will show us the different beats per minute of each tempo. Take note that the starting bpm of the tempo markings is lower than 60 bpm. This means that the speed varies from one composition to the other. The bpm stated in the table is the standard bpm, but the speed of each tempo will still be dependent on the composer of the music.





In this example, we can see that the composer uses the same tempo marking as ADAGIO but they differ in the bpm or how the music will be played.

Here are the different slow tempo markings in music:

TEMPO MARKING / ITALIAN TERMS	ENGLISH TRANSLATION	BPM
andante	At a walking pace	56 - 88
adagio	Slow and stately	60 - 76
lento / largo	Very slow	40 - 60
grave	Slow and solemn	20 - 40
ritardando	Gradually becoming slow	

Like accelerando, ritardando does not have a BPM because it depends solely on how the musician wishes to progress the gradual slowing of the music composition.

Let us listen to these examples:

- **Adagio**

  Clarinet Concerto: II - Wolfgang Amadeus Mozart
  https://www.youtube.com/watch?v=BxgmorK61YQ&list=PLfQW-FBGR1jEC3RtWzQw2u95gQQPRsk6j&index=2

- **Lento / Largo**

  New World Symphony - Antonin Dvorak
  https://www.youtube.com/watch?v=uCydQm83cJQ&list=PLfQW-FBGR1jEC3RtWzQw2u95gQQPRsk6j&index=1

- **Grave**

  Nocturne in E Flat op. 9 no. 2 - Frederic Chopin
  https://www.youtube.com/watch?v=p29JUpsOSTE

- **Ritardando**

  https://www.youtube.com/watch?v=Ymm2wSstiQE



PRACTICE

Directions: Look for a song that will define a slow tempo. Sing your chosen song and match the tempo of the music by clapping your hands. Afterward, share your word to the class.

CRITERIA FOR SCORING

Song Choice	20 POINTS
Correct Tempo	20 POINTS
Performance	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Fill in the blanks to complete each word. Then, write its English counterpart on the space provided.

1. __ R __ V __
   English Translation:

   _____

2. L __ N __ __
   English Translation:

   _____

3. L __ __ G O
   English Translation:

   _____

4. A __ __ G __ __
   English Translation:

   _____

5. __ I __ __ R D __ __ D __
   English Translation:

   _____

ARTS EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Discuss how to create mobile art.

CHECK

Directions: Draw a heart ❤ if the image shows three-dimensional craft and a star ⭐ if it is not. Write your answers on the space before each number.

_____ 1.



_____ 2.



_____ 3.



_____ 4.



_____ 5.



EXPLAIN

Mobile art is a crafted artwork used as hanging decoration. It comes in different shapes, sizes, materials, colors, and designs.







How to Create a Simple Mobile Art

1. Prepare your materials.
   a. Yarn
   b. Colorful papers
   c. Scissors
   d. Cardboard/old box
   e. Glue
   f. Decorative materials

2. Cut your cardboard/old box in three inches diameter. This will support the top part of your mobile art.
3. Choose of a theme for your art. Do you like flowers, animals, or cartoons? You can also think of all your favorite things as your theme or make it holiday-based for Christmas or Halloween. Be creative with your designs! If you like, place them in different shapes and sizes.
4. Draw your designs onto your colorful papers.
5. Cut out your designs.
6. Decorate them with the decorative materials.
7. Cut six pieces of yarn of different lengths.
8. Attach the yarns to the cardboard/old box.
9. Place your designs to the yarns.
10. Hang your work to wherever you desire.



PRACTICE

Directions: Create a simple mobile art and hang it around your house. You may ask a parent/guardian to help you with this activity. Then, share a picture of your work to the class.

CRITERIA:

Creativity	20 POINTS
Resourcefulness	10 POINTS
Quality of work	20 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Think of another type of three-dimensional craft besides simple mobile art. List the five (5) most important steps on how to make one. Illustrate each step and describe your drawing on the space provided.

STEP ONE

STEP TWO



STEP THREE



STEP FOUR



STEP FIVE



PHYSICAL EDUCATION

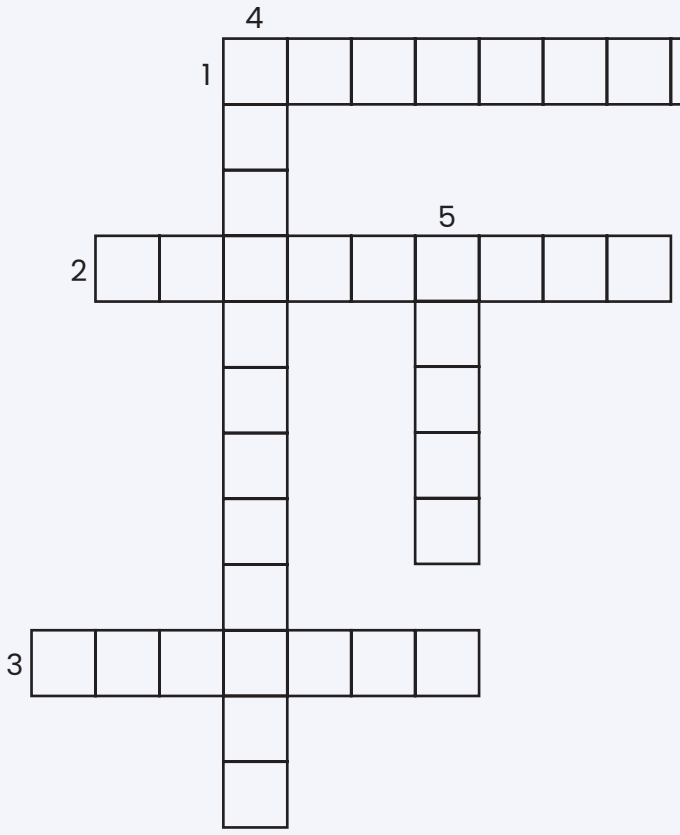
OUTCOMES

At the end of this module, you are expected to:

- Perform the steps of the Tinikling.

CHECK

Directions: Answer the crossword puzzle below.



ACROSS

1. Costume used by female dancers of Tinikling.
2. A Filipino folk dance wherein two bamboo. poles are used to perform a dance with hopping and turning movements.
3. Type of bird that inspired the Tinikling dance.

DOWN

4. Costume used by male dancers of Tinikling.
5. Province where Tinikling originated.



EXPLAIN

Introduction

Starting with the right foot, partners will perform four waltz steps forward up to their designated places, while the female dancer holds her skirt and male dancers' hands are on his waist. (4 Measures)

Both dancers will stand on the left side of the poles with their left foot. Then, they are going to tap their right foot twice between the poles on (count 2) and (count 3) of 5 measures. Repeat this for three more times (6-8 Measures).

I

Tinikling Step

The Tinikling step is the most basic step in the Tinikling dance. It is performed by hopping your outside foot into side of the pair of bamboos and then hopping the other foot between the pair of bamboos. Once both feet are inside the bamboo, lift one foot (left or right depending on which side you approached) and use the other foot to exit the bamboo poles. Afterward, raise one arm and move the hand from the other sided in a clockwise position.

Music A

Perform seven Tinikling steps with both right and left foot alternately. You may disregard the first hop as count of the measures are you perform the Tinikling step. (7 Measures)

- Using your right foot, step outside the bamboo pole (count 1). On the same position, hop twice using your left foot and turn towards the right (counts 2 and 3).
- Perform seven Tinikling steps fromleft and right foot alternately. (7 Measures)
- The female dancer will hop outside of the bamboo pole using her left foot (count 1). For two counts, use your right foot to hop outside of the bamboo pole (counts 2 and 3).
- The male dancer uses his left foot to hop outside the bamboo pole (count 1), then hop using his right foot between the bamboo poles near the bamboo pole player for two counts (counts 2 and 3).
- After executing the steps, the partners will end up facing each other.

II

Clockwise and Counterclockwise
Music A

- The male and female dancers will position themselves wherein the female dancer is on the left side of the second bamboo pole while the male dancer is on the left side of the first bamboo pole. Perform four steps going forward and away from the poles using your left foot (counts 1, 2, 3, and 4). Then, turn to the right and hop between the bamboo poles using the left side (count 5) then the right foot (count 6).
- Repeat the steps described earlier thrice but doing so in clockwise direction. Use your left foot to hop twice between the poles (counts 5 and 6).
- Perform the first and second step but this time use your right foot to start the movements facing the other side of the bamboo poles. The male dancer is positioned at the right of the second bamboo pole while the female dancer is on the right of the first bamboo pole. Then, perform the steps in the reverse direction. (7 Measures)
- The female dancer takes three steps forward creating a distance of about two feet from the second bamboo pole.
- The male dancer takes three steps forward creating a distance of about two feet from the second bamboo pole.
- After executing the steps, the partners will end und facing each other.

III

Kuradang Step

The Kuradang step is performed by stepping in a diagonal pattern forward using the right foot (counts 1 and 2) and then stepping the left foot across the right foot (count 3). Afterward, perform a diagonal step backwards with the right foot (counts 1 and 2) and use the left foot to point in front.

Music B

With the right and left foot, perform eight Kuradang steps each (for a total of 16 measures).

- The male dancer will jump over to the left side of the female dancer on the last measure and end up facing on the same direction as his partner.

IV

Tinikling Steps Sideways
Music B

To perform these steps, the gap between the bamboo poles is slightly increased in width to better fit the feet of the dancers. The dancers will hold hands using their inside hands and the free hand of the female dancer will hold her skirt while the male dancer will place his free hand on his waist.

- Using the left foot, hop on the area outside the bamboo poles (count 1), then hop using the right foot (count 2). Hop again using the left foot to the area between the poles (count 3).
- Use your right foot to hop forward across the first bamboo pole (count 1), then use your left foot to hop in the same direction (count 2) and follow it by using your right foot to hop between the bamboo poles (count 3).
- Repeat the first and second steps alternately five times for a total of five measures.
- Hop towards the right of area outside the first bamboo pole twice and let go of your partner's hand (counts 1 and 2). Afterward, hop with your left foot close to your right foot keeping yourself in place (count 3).
- The two dancers will again join their hands and repeat the first to third steps (7 measures).
- Using your right foot, hop on the area outside the second bamboo pole. Let go of your partner's hands (count 1). Pause for two counts (count 2 and 3).

V

Feet Apart
Music A

- The partners will face each other and the female dancer will move to the right while the male dancer moves to the left by jumping with both feet apart outside the bamboo poles. The dancers will hold hands and swing their arms sidewards (count 1). Then, jump twice with feet together between the bamboo poles while swinging your hands (count 2 and 3).
- Repeat the first step twice (2 measures).
- Jump to the area outside the bamboo poles with both feet apart (count 1) and release partner's hands and jump between the bamboo poles twice (count 2 and 3). Partners will end up in back-to-back position.

- Repeat the first to third step but with the female holding her skirt and the make holding his waist (4 measures).
- Repeat all steps described in this section except for the 16th measure wherein the female dancer will not turn while the male dancer will turn right to face the audience.

VI

Cross-step
Music A

- Use your left foot to hop across the bamboo pole while raising the right foot to rear (count 1). Then, using your right foot twice to hop between the bamboo poles (count 2 and 3). The female's right hand is placed on her waist and her left hand holding the skirt. The male dancer on the other hand will place his hands on his waist.
- Hop on the left area outside the bamboo pole and raise your right foot (count 1) then hop to the right between the bamboo poles twice (count 2 and 3).
- Perform the first and second step three more times and hop using your foot twice on the last two counts.
- Repeat the first and second steps alternately (first then second) seven times(7 measures).
- The female dancer hops on the area outside of the pole to the left (count 1) and hops with right foot between the bamboo pole twice while moving backwards near the bamboo pole players (count 2 and 3).
- The male dancer hops on the area outside of the bamboo pole to the left (count 1) and the hops using the right foot between the bamboo poles moving forward towards the bamboo pole players (count 2). Afterward, hop towards the right again (count 3).

VII

Diagonal
Music B

- Hop on the area outside the bamboo poles using your left foot (count 1) then hop forward using your right foot diagonally towards the center of the bamboo poles (count 2). Hop using your left foot on the same spot (count 3) and hold each other's right hand counting up to 3.

- Hop using your right foot in a diagonal manner backwards over the bamboo poles. Let go of the right hand (count 1) and then hop to the left (count 2) and then to the right (count 3) between the bamboo poles. The partners will again hold each other's right hands on counts 2 and 3.
- Repeat the first and second steps alternately (first step then second step) five times.
- Leap towards the position of your partner to exchange places (1 measure).
- Perform first to third steps again for 7 measures.
- The male dancer leaps towards the left side of the bamboo poles while the female dancer leaps towards the right side.

VIII

Waltz Steps
Music B

- Perform four waltz steps moving in front starting with the right foot. Arms are on the side moving right and left alternately (4 measures).
- Perform the first step again but this time moving backwards (4 measures).

Female Dances in Front of Her Partner

- Hop on the area outside the bamboo poles (count 1) and then hop between the bamboo poles using your inside foot twice (counts 2 and 3). The female dancer will hold her skirt as the steps are performed while the male dancer places his hands on his waist.
- Perform the first step five times moving slightly forward per repetition (5 measures).
- The male leaps over to the left side of his partner and they hold each other's right hands. The female dancer executes a three-step turn to the left passing under the arms formed into an arch and then both partners bow to the audience to signal the end of the performance.



PRACTICE

Directions: Watch the link of the Tinikling dance below. Afterward, perform the Tinikling dance and record your performance. Follow the instructions below.

Dance: https://www.youtube.com/watch?v=kckR6wf5xe8

- Wear the appropriate costume or attire for Tinikling.
- Include friends of family members in practicing and performing the dance.
- Record yourself while dancing the Tinikling folk dance with the music from the video link below:
  https://www.youtube.com/watch?v=X4xXwJgiqNM

RUBRICS

Mastery of Choreography	30 POINTS
Proper Costume and Attire	10 POINTS
Stage Presence and Impact	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Identify the steps in the folk dance Tinikling described in each sentence. Choose your answer from the box below.

Kuradang Step
Tinikling Step
Waltz Step
Female dances in front of her partner
Diagonal

_____ 1. Hop on the area outside the bamboo poles (count 1) and then hop between the bamboo poles using your inside foot twice (counts 2 and 3). The female dancer will hold her skirt as the steps are performed while the male dancer places his hands on his waist.

_____ 2. Perform four steps moving in front starting with the right foot. Arms are on the side moving right and left alternately (4 measures).

_____ 3. Hop on the area outside the bamboo poles using your left foot (count 1) then hop forward using your right foot diagonally towards the center of the bamboo poles (count 2). Hop using your left foot on the same spot (count 3) and hold each other's right hand counting up to 3.

_____ 4. Performed by stepping in a diagonal pattern forward using the right foot (counts 1 and 2) and then stepping the left foot across the right foot (count 3). Afterward, perform a diagonal step backwards with the right foot (counts 1 and 2) and use the left foot to point in front.

_____ 5. It is performed by hopping your outside foot into side of the pair of bamboos and then hopping the other foot between the pair of bamboos. Once both feet are inside the bamboo, lift one foot (left or right depending on which side you approached) and use the other foot to exit the bamboo poles.

HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Explain the basic first aid treatment for common injuries.

CHECK

Directions: Encircle the picture that belongs to a first aid kit.



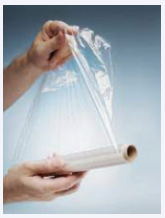


















EXPLAIN

Every day, we perform many physical activities from the moment we wake up in the morning, go to school, do our class activities, perform household chores, to our playtime with our friends and classmates. Sometimes, a slip, a fumble, or other accidents can cause us to have injuries such as a wound. In this lesson, we will learn what a wound is and how we can apply first aid to treat wounds effectively.

A **wound** is an injury that occurs when the skin breaks due to a force such as a cut or blow. A wound can use a break on the external layer of the skin and also in the internal layer. Wounds needs to be treated with first aid as soon as possible to reduce bleeding and possible infection.



FIRST AID FOR WOUNDS

1. Clean your hands by washing it with soap and water.
2. Cover your wound with a clean gauze pad for a moment.
3. Rinse your wounds lightly with cold running water.
4. Using cotton swabs, apply antiseptic to clean the surroundings of the wounds.
5. Let your wound dry then cover it with a sterile dressing, or a cotton fabric that protects the wound from infection.

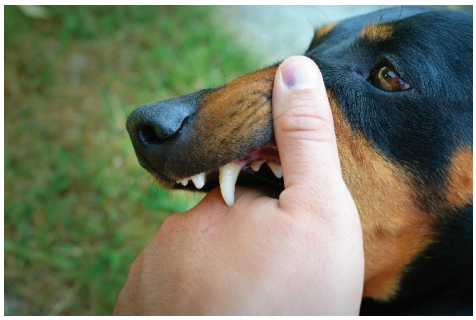
A **nosebleed refers** to the bleeding that comes from the nose. Nosebleeds can happen because of hot and dry climate, sinus infection, or blunt trauma injuries.



FIRST AID FOR NOSEBLEEDS

1. Take a seat and tilt your head slightly forward. Do not lean backward.
2. Breath through your mouth.
3. Pinch your nose below the bridge for about ten minutes.
4. When the bleeding stops, release the pressure then clean your nose and mouth with clean water.

An **animal bite** refers to a puncture wound that is caused by the teeth of an animal. Animal bites are dangerous, so it is important to seek medical help immediately.



FIRST AID FOR ANIMAL BITES

1. Wash the wound caused by an animal bite with soap and warm water.
2. Dry it with a sterile dressing.
3. Go to the nearest hospital.

Burns refer to the damage of a tissue or skin caused by heat exposure.

THE PRIMARY TYPES OF BURNS

- A first-degree burn is a minor injury observed by the redness of the affected area of the skin. This type of burn does not blister the skin.
- A second-degree burn shows blisters and thickening or firming of the skin.
- A third-degree burn shows whitened or blackened skin with a brittle appearance.
  Seek medical help immediately.
- A fourth-degree burn is similar to a third-degree burn. In some instances, bone, and muscle tissues can already be seen.
  Seek medical help immediately.

FIRST AID FOR BURNS

1. Remove anything near the wound.
2. Place the injury for about 10 minutes under running water.
3. Cover your injury with a clean and dry dressing or gauze pad.

Note:

If more swelling, oozing, or pain continues, go to the hospital despite the degree of the burn.



A **sprain** refers to a sudden or accidental twist of a joint that involves stretching or tearing of ligaments.

A **strain** refers to a twist, pull, or tear of a muscle or tendons.



FIRST AID SPRAINS AND STRAINS

I. Protection – use any protection to avoid additional damage of injury, like using crutches for left, foot, or ankle injury.

II. Rest – avoid any physical activity that may hurt or involve your injured part of the body for the first 24 hours after the injury.

III. Ice – put an icepack to the injured parts of the body for about 10 minutes as soon as possible after an injury.

IV. Compress – use elastic bandage for at least 48 hours but take it out every night before sleeping. It may reduce the swelling of the injured part.

V. Elevate – keep the injured part of the body at or above the heart level, elevation helps drain fluids from the injured tissues.

PRACTICE

Directions: From the discussion you have learned, choose one injury among the following. With a parent/guardian/family member, show how to treat the injury or condition by doing a roleplay. Record a video of you applying the first aid treatment and show it to the class.

RUBRICS

Mastery Appropriateness of First Aid Applied Choreography	40 POINTS
Neatness of Application of First Aid	5 POINTS
Coordination	5 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: For each type of injury, encircle the correct steps to apply first aid and cross out the incorrect step. A sample items is done for you.

1. **Nosebleed**

   ~~Take a seat and tilt your head slightly backward.~~

   Breathe through your mouth.

   Pinch your nose below the bridge for about ten minutes.

2. **Sprain and Strain**

   Avoid any physical activity that may hurt or involve your injured part.

   Put an Ice Pack to the injured parts of the body for about 10 minutes.

   Keep the injured part of the body at or below the heart level.

3. **Burns**

   Place the injury for about 10 minutes under running water.

   Add toothpaste or any cooling substance near the burned skin.

   Cover your injury with a clean and dry dressing or gauze pad.

4. **Animal Bites**

   Dry it with a sterile dressing.

   Apply a clove of garlic to disinfect the area of the skin that is bitten.

   Wash the wound caused by an animal bite with soap and warm water.

5. **Wounds**

   Rinse your wounds lightly with cold running water.

   Let your wound dry in open air to allow it to heal quickly.

   Using cotton swabs, apply antiseptic to clean the surroundings of the wounds.