

Appreciating Music, Arts, Physical Education, and Health

Author Ruby Ann S. Briones



MundiTek 7

Appreciating Music, Arts, Physical Education, and Health

Ruby Ann Sumodlayon Briones
Author



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FOREWORD

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

Music, Arts, Physical Education, and Health (MAPEH) 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 on the rich culture and traditions of the Philippines and other countries across the globe, providing an opportunity for our learners to 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 focus 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. It aims 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

Ruby Ann Sumodlayon Briones is a graduate of Bulacan State University with a Bachelor's Degree in MAPEH.

She started working as an artistic director to where she mastered her skills in the field of arts and designs.

She fulfilled her life-long dream and passion to teaching when she joined the academe as an art teacher where she helps learners develop and nurture skills in Arts and folk dances as she handled Art Clubs and Folkloric Dance Troupe.

Currently, she is handling Grade 7 MAPEH at Sta. Lucia High School Pasig where she is exposing most of her students to love, appreciate, and preserve our own culture and traditions through her lessons and activities.



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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UNIT 1

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Recognize the different music of the lowlands of Luzon; and
- Perform simple songs from the lowlands of Luzon.



CHECK

Let us check your knowledge in Music!

Directions: Give the corresponding Minor Chords to the following Major Chords.

1. C Major _____
2. D Major _____
3. E Major _____
4. F Major _____
5. G Major _____



EXPLAIN

Religious music or sacred music is the music performed or composed for religious gatherings or fellowships.

Here are the classifications of religious music of the lowlands of Luzon

1. **Liturgical Music** – this is also called ‘church music’ and is written for performances inside the church such as Catholic Mass.

Ordinary of the Mass Songs

- a. **Kyrie** is the first sung prayer or the first movement of a setting of the Ordinary of the Mass.
- b. **Gloria** is a celebratory passage praising God and Christ.
- c. **Credo** is a setting of the Nicene Creed the longest text of a sung Mass.
- d. **Sanctus** is a doxology praising the Trinity.
- e. **Agnus Dei** is a setting of the “Lamb of God” litany.



2. **Devotional Music** – These are hymns that accompany religious observances and rituals.

Types of Devotional Music in the lowlands of Luzon

- a. **Pasyon** – also known as “pabasa”, a narrative about the passion, death, and resurrection of Jesus Christ and is sung during the holy week or semana santa.



- b. **Salubong** – these are religious rituals that re-enact the meeting of the risen Christ with His mother on the dawn of Easter Sunday.



- c. **Flores De Mayo** – also known as “Flowers of May”, is a catholic festival during the month of May performed with floral offerings as a devotion to the Blessed Virgin Mary.



- d. **Santa Cruzan** – a religious-historical event that dramatizes the finding of the Holy Cross by Queen Helena and her son, Constantine the Great.



PRACTICE

Let's study the song and perform it!

DIOS TE SALVE MARIA

Dios te salve, María
llena eres de gracia
el Señor es contigo.

Bendita tú eres entre todas las mujeres,
y bendito es el fruto de tu vientre, Jesús.

Santa María, Madre de Dios,
ruega por nosotros, pecadores,
ahora y en la hora de nuestra muerte.

Amén

Criteria for Scoring

Correct Pitch	40 POINTS
Correct Tempo	30 POINTS
Overall Performance	30 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read the questions carefully and choose the correct answers from the given choices below. Write only the letter of the correct answer.

A. Liturgical Music	C. Pasyon	E. SantaCruzan
B. Devotional Music	D. Salubong	F. Flores de Mayo

- _____ 1. This is also called Church Music.
- _____ 2. These are hymns that accompany religious rituals and observances.
- _____ 3. These are religious rituals that re-enact the meeting of the risen Christ with His mother, Blessed Virgin Mary.
- _____ 4. This is a religious-historical event that dramatizes the finding of the Holy Cross by Queen Helena and her son, Constantine the Great.
- _____ 5. This is a narrative about the passion, death, and resurrection of Jesus Christ and is sung during the holy week or Semana Santa.

ARTS EDUCATION



OUTCOMES

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

- Identify the different arts and crafts of Luzon; and
- Create simple arts and crafts patterned to the art forms of Luzon.



CHECK

Let us check your knowledge in Art!

Directions: Unscramble the jumbled words to unlock the different art skills using a software. Write your answer on the space provided before each item.

- | | | |
|-------|----|--------------------------------|
| _____ | 1. | OTOHPRAGHYP |
| _____ | 2. | EDIVRAGHYOP |
| _____ | 3. | RAPHICG SRTA DNA SIGNED |
| _____ | 4. | BEW EGPA SIGEND |
| _____ | 5. | IGITLAD AINTINGP |



EXPLAIN

Arts and Crafts of Ilocos

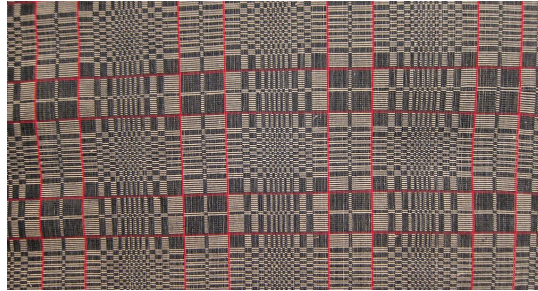
Architecture

Vigan, considered as the “Intramuros of the North”, retains the Spanish colonial architecture along its narrow and cobblestone streets known as Calle Crisologo. Vigan is the best-preserved example of a planned Spanish colonial town in Asia.



Textile

Inabel is a hand-weaving technique of the Ilocanos that is produced using traditional wooden looms. It comes in many MK Ranido designs, but one of the most recognizable patterns is the binakol. Binakol can be easily recognized by its uniform, interlocked geometric patterns that result in psychedelic optical art designs, which are said to represent the waves of the sea and, among indigenous peoples of the Cordilleras, protection against malevolent spirits.



Pottery

Pottery is an art form made out of clay or mud that goes through the process of molding that creates jars. In Ilocos, this is called “burnay”. Originally, this is used to store vinegar, wine, and fish paste.



Arts and crafts of Pangasinan

Weaving

Bolinao mats are made from buri or raffia leaves. In the past, men in Bolinao were used to weave to win a woman’s heart. These mats are part of the handed-down traditions that help the natives in their livelihood.





PRACTICE

Directions: Draw, color, and create a simple design that is patterned to the arts and crafts of Vigan and Bolinao.

Criteria for Grading

CREATIVITY	20 POINTS
DESIGN AND PATTERN	20 POINTS
NEATNESS OF WORK	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each item carefully and analyze what each refers to. Write the correct answers on the space provided before each number.

- _____ 1. What is the name of the famous street in Vigan?
- _____ 2. What is considered the Intramuros of the North?
- _____ 3. What do the people from Ilocos call their clay jars?
- _____ 4. What do you call the weaving design pattern of Vigan?
- _____ 5. What town in Pangasinan is known for its buri mats?

PHYSICAL EDUCATION



OUTCOMES

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

- Identify physical fitness and its components;
- Assess readiness in participating in physical activities by answering the Physical Activity Readiness Questionnaire PAR-Q.



CHECK

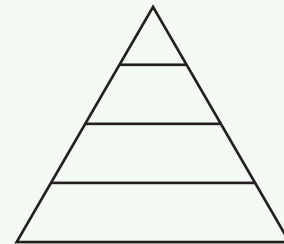
Let us remember your knowledge in Physical Education by supplying the activities needed for your Physical Fitness Pyramid below.

1. _____

3. _____

2. _____

4.. _____



EXPLAIN

Physical Fitness is the ability of a person to perform a task or physical activities without undue fatigue including activities required for work at home and in the workplace.

Physical Fitness is made up of two major components. The health-related fitness and skill-related fitness.

Health-Related Fitness Components:

1. Cardiovascular Fitness – the ability of the heart and blood vessels to supply oxygen to working muscles during physical activities.
2. Body Composition – the relative percentage of body fat compared to lean body mass.
3. Flexibility – 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 – the ability of a muscle group to continue muscle movement over a length of time.

Skill-Related Fitness Components:

1. Agility – the ability of the body to move in different directions quickly.
2. Balance – the ability of the body to maintain an upright posture while keeping still or moving.
3. Coordination – the integration of hand and/or foot movements to produce smooth, quick, and efficiently controlled movement.
4. Power – the 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 – the ability to move quickly from one point to another in a straight line.



PRACTICE

Directions: Answer the Physical Activity Readiness Questionnaire (PARQ) first with honesty.

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 consciousness? - 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 should not do physical activity?		

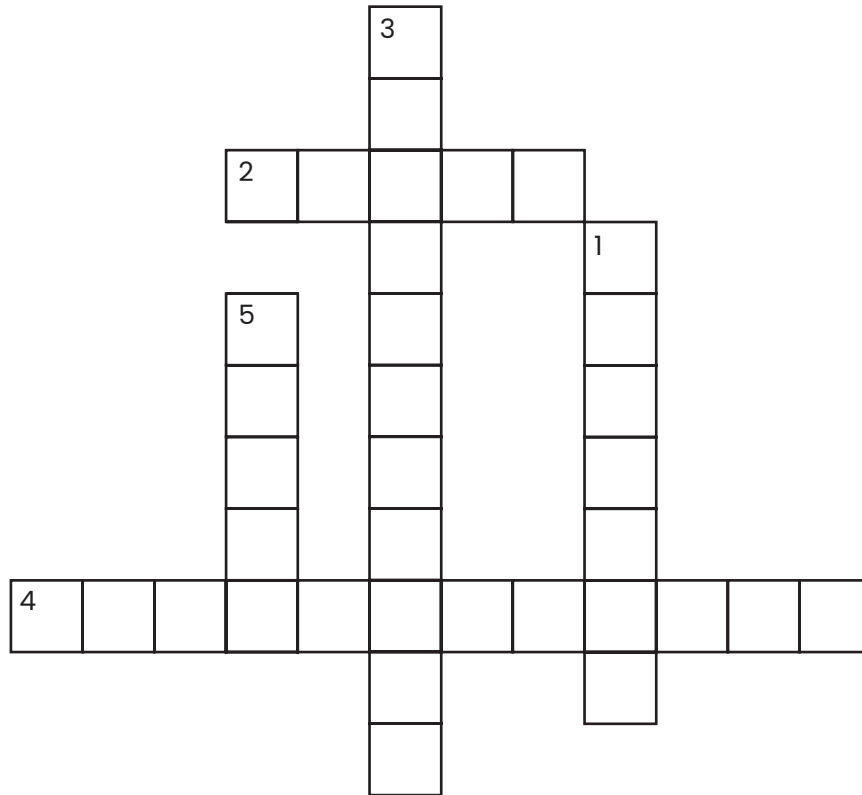
Let's see what the questionnaire revealed about the learner's readiness:

- 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.



EVALUATE

Directions: Answer the crossword puzzle below.



DOWN

1. The ability of the body to move in different directions quickly.
3. A gymnast can do splits and bend their trunk.
5. It is the result of speed plus strength.

ACROSS

2. Usain Bolt can run 100 meters in just 9.58 seconds.
4. Writing notes while listening to your teacher.

HEALTH EDUCATION



OUTCOMES

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

- Explain the concepts and dimensions of holistic health;
- Understand the importance of holistic health; and
- Write situations or activities that correspond to the different dimensions of holistic health.



CHECK

Let us remember your knowledge in HEALTH Education by arranging the jumbled letters below. Write your answers on the blanks provided before each item.

DIMENSION OF HOLISTIC HEALTH

- | | | |
|-------|----|----------------------|
| _____ | 1. | ALSOCI |
| _____ | 2. | LANTEM |
| _____ | 3. | YHPCALSI |
| _____ | 4. | LAUTRIPIIS |
| _____ | 5. | EMOLANTIO |
| _____ | 6. | TALENVINORMEN |



EXPLAIN

Health is the well-being of your body, mind, and your relationship with others. On the other hand, wellness means striving to live your life to achieve your fullest potential, make decisions, and act in healthy ways. It is the practice of positive health behaviors based on sound knowledge and healthy attitudes. You are likely to have a high degree of wellness if you have a balanced life. Being healthy means having a balance of the dimensions of health. This results in the attaining of holistic health.

Dimension of Holistic Health

1. **Physical Health** – it refers to the well-being of an individual. A person should perform physical activities every day to keep himself healthy.
2. **Mental/Intellectual Health** – is the ability of an individual to think and improve his quality skills in life. It is also the ability to rationalize things. Find good reasons in your failures. Think that everything happened for a good reason.
3. **Emotional Health** – is the ability to accept failures, cope with your environment, and consider the feelings of others. If a family member has left to work in another place, you can easily accept the reality of being away from your loved ones.
4. **Social Health** – it is how well you build a relationship with your community, and how you interact with the people around you. Social acceptance means interacting with different types of people, accept and understand different norms and values. As a teenager, you easily mingle and develop friendships with the people around you.
5. **Moral/Spiritual Health** – it refers to one's faith, belief, and values, know the meanings and purposes in life. It is important to respect other people's beliefs and faith. We all have different views on life.
6. **Environmental Health** – it refers to our health that is being affected by the environment such as air, water, and land that surrounds us. Observe proper waste disposal to avoid contamination of our environment.



PRACTICE

Directions: Write a situation or an activity you usually do that corresponds to each dimension of holistic health. You may reflect on these activities from the example activities above. Write your answers on the spaces provided.

Physical Health	
Mental Health	
Emotional Health	
Social Health	
Spiritual Health	
Environmental Health	

Guide Questions:

1. Why do you think it is important to be holistically healthy?

2. Among the six dimensions of holistic health, which is the most important to you? Why?



EVALUATE

Directions: Classify the following statements whether it belongs to **Physical Health**, **Emotional Health**, **Social Health**, **Mental Health**, **Spiritual Health**, or **Environmental Health**. Write your answers on the blanks provided.

_____ 1. Walking from home to school.

_____ 2. Going out with family and relatives.

_____ 3. Throwing garbage into the trash bin.

_____ 4. Reading history books.

_____ 5. Going to church every Sunday.

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Recognize the different musical elements; and
- Produce a sound composed of the musical element.



CHECK

Let us remember your previous lesson in the Music of the Lowlands of Luzon!

Directions: Read each item carefully and identify what each refers to. Choose the answers in the box. Write the letter of the correct answer on the blanks provided before each item.

- | | | |
|----------------------------|--------------------------|----------------------------|
| A. Devotional Music | B. Flores De Mayo | C. Liturgical Music |
| D. Pasyon | E. Salubong | |

- _____ 1. This is a Holy Week's "pabasa".
- _____ 2. This is often called as the 'Church Music'.
- _____ 3. These are hymns that accompany religious observances and rituals.
- _____ 4. A religious ritual that re-enacts the meeting of the risen with His mother on the dawn of Easter Sunday.
- _____ 5. This is a catholic festival during the month of May performed with floral offerings as a devotion to the Blessed Virgin Mary.



EXPLAIN

Elements of Music

This is the language of music. These elements serve as the building blocks that makes music interesting. When these elements are combined altogether, they create an amazing sound that gives comfort to humans in many ways when heard.

Here are the elements of music:



1. **Melody** – is the tune of the song. This is the succession of tones arranged in a way to give musical sense.

2. **Tempo** – is the speed of the song or the heartbeat of music. Largo: is slow



3. **Dynamics** – is the volume of the song. It defines how loud or soft a music is.

4. **Harmony** – has two or more notes played at the same time.



Rondo Form Tonal Structure - Major Key

A	B	A	C	A	B	A
I	V	I	vi, IV, i	I	I	I
C	G	C	Am, F, Cm	C	C	C

Rondo Form Tonal Structure - Minor Key

A	B	A	C	A	B	A
i	III, v	i	VI, iv	i	i	i
Cmin	Eb, Gmin	Cmin	Ab, Fmin	Cmin	Cmin	Cmin

5. **Form** – is how the music is set up or the road map of music.

6. **Timbre** (pronounced timbar) – is the particular tone that distinguishes a sound quality of the instruments.



Symbol	Name	Number per measure (4/4)	Rest
	whole note	1 per measure	
	half note	2 per measure	
	quarter note	4 per measure	
	eighth note	8 per measure	
	sixteenth note	16 per measure	

7. **Rhythm** – is the organization of the variety of beats that creates it, like tapping the feet, clap, or just simply dance.

8. **Meter** – the number of beats in a measure such as 2/4, 3/4, 4/4.





PRACTICE

Tap! Clap! and Stamp!

Directions: Produce a sound using the hands, feet, and body. Combine the elements of music altogether to create an amazing sound. Capture a video of this activity with your family member/s that emphasizes your amazing sound.

Sharing is inspiring!

You may share your work on your social media account and tell us your thoughts about it.

Criteria for Grading

Inspiringly shared task	20 POINTS
Effort and participation	20 POINTS
Clear and smooth video sound	20 POINTS
Pleasant combination of the elements of music	20 POINTS
Creativity in using hands, feet, and body in creating the sound	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write the letter of the correct answer on the space provided before each item.

- _____ 1. What refers to the element of music that tells the speed of a song?
A. Melody C. Tempo
B. Rhythm D. Dynamics
- _____ 2. What refers to the element of music that tells the volume of a song?
A. Melody C. Tempo
B. Rhythm D. Dynamics
- _____ 3. What do you call the element of music that tells the tune of a song?
A. Melody C. Tempo
B. Rhythm D. Dynamics
- _____ 4. What do you call the element of music with two (2) or more notes played at the same time?
A. Harmony C. Rhythm
B. Dynamics D. Form
- _____ 5. What refers to the length of notes and rests in music?
A. Melody C. Rhythm
B. Timbre D. Harmony

ARTS EDUCATION



OUTCOMES

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

- Recognize the arts and crafts of Laguna, Ifugao, and Cordillera; and
- Create a Cordilleran attire.



CHECK

Let us remember your previous lesson on the arts and crafts of the Lowlands of Luzon!

Directions: Read each item carefully and identify what each refers to. Identify the art forms and places being described in each item. Write the correct answers on the blanks provided before each item.

- | | |
|-------|--|
| _____ | 1. Ilocano hand-woven fabric. |
| _____ | 2. The "Intramuros of the North". |
| _____ | 3. An art form made out of clay and mud. |
| _____ | 4. Bolinao weaved crafts made from raffia leaves. |
| _____ | 5. The interlocked geometric patterns of Ilocos' fabric. |



EXPLAIN

Arts and Crafts of Laguna, Ifugao, and Cordillera

TAKA of Paete

Laguna's *paper mache* is made using a carved wooden sculpture used as a mold. This art form is believed to be originated in Mexico. While the Mexican "piñata" is decorated with cut-off colored paper, the Paete's takas are hand-painted and are sometimes small enough for little girls to use as dolls.

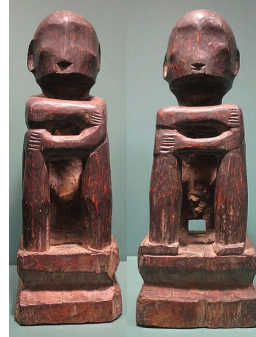


Ifugao is a group of wet-rice agriculturalists occupying the mountainous area of northern Luzon. It is bounded by the high peaked mountain of Benguet where the Banaue Rice Terraces can be found.

Sculpture

Bul'ul – "The Rice God"

is a curved human image made from a piece of wood. This art form represents the Ifugao ancestors which serve as their rice god that guards the Banaue Rice Terraces.



Arts and crafts of Cordillera

Textile



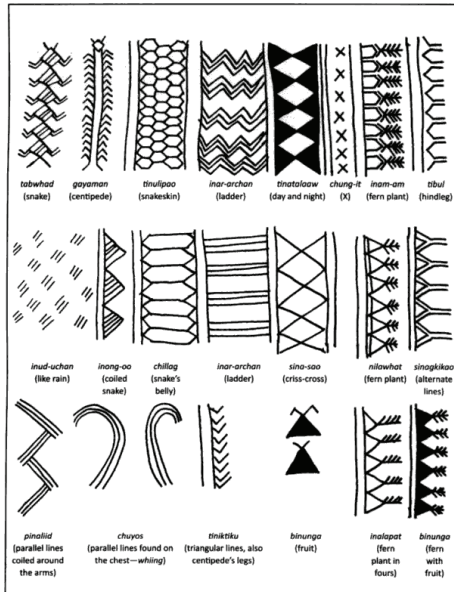
Ikat is an Ifugao weaving, characterized by diamond stripes of white and red. It is known for its colors and striking design patterns.

The hand-woven fabrics of Kalingans are characterized by red stripes and geometric designs. It has nature symbols mixed with white, yellow, and black threads.



The Kadangyan (rich people) burial cloth is woven only by grandmothers in earlier days. This special cloth is used to wrap the dead bodies of their loved ones as they mummify and buried them in a hanging coffin.

Tattooing



Batok is the Cordilleran term for tattoo. This artform shows patterns inked in the body. These designs represent bravery, painful passage rite, and status in the community.

WHANG-OD OGGAY

She is the Philippines' last and oldest "mambabatok". She applies permanent handtapped tattoos (a concoction made from pine soot and water) with a few simple tools: a bamboo stick, a thorn from the pomelo tree, water, and coal. Using the bamboo stick, she gently taps the ink-laden thorn deep into the skin.





PRACTICE

Costume-Making

Directions: Create a 3-to-4-minute video tutorial making a traditional Cordilleran attire using recyclable materials that can be found in your house together with your family member/s.

Sharing is inspiring!

You may share your work in your social media account and tell us your thoughts on how we can preserve their art forms.

Criteria for Grading

Materials used (recyclables and available at home)	20 POINTS
Design (emphasized the characteristics, patterns, and color of the Cordilleran traditions)	20 POINTS
Creativity and craftsmanship of the attire	20 POINTS
Clear sound and video	20 POINTS
Efforts and Participation	20 POINTS
TOTAL	100 POINTS



EVALUATE

TRUE OR FALSE

Directions: Read each item carefully. Write **T** if the statement is true and **F** if false. Write your answer on the space provided before each item.

- _____ 1. Wang Od is not the last mambabatok in Cordillera.
- _____ 2. Paete's taka is a spray-painted art form used to decorate at home.
- _____ 3. Cordillerans create handicrafts for the sake of their livelihood only.
- _____ 4. Human figures and geometric designs are visible in Cordilleran clothing.
- _____ 5. The weaving of Kadangyan burial cloth has been taught to the younger generation to keep the generation alive.

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the importance of warm-up exercise; and
- Perform a warm-up exercise at home.



CHECK

Let us remember your previous lesson on Physical Fitness Components!

Directions: Analyze the following fitness components. Put a check in the box to which Physical Fitness it belongs to.

Components	Skill-Related	Health-Related
1. Power		
2. Agility		
3. Balance		
4. Flexibility		
5. Muscular Strength		



EXPLAIN

WARM-UP

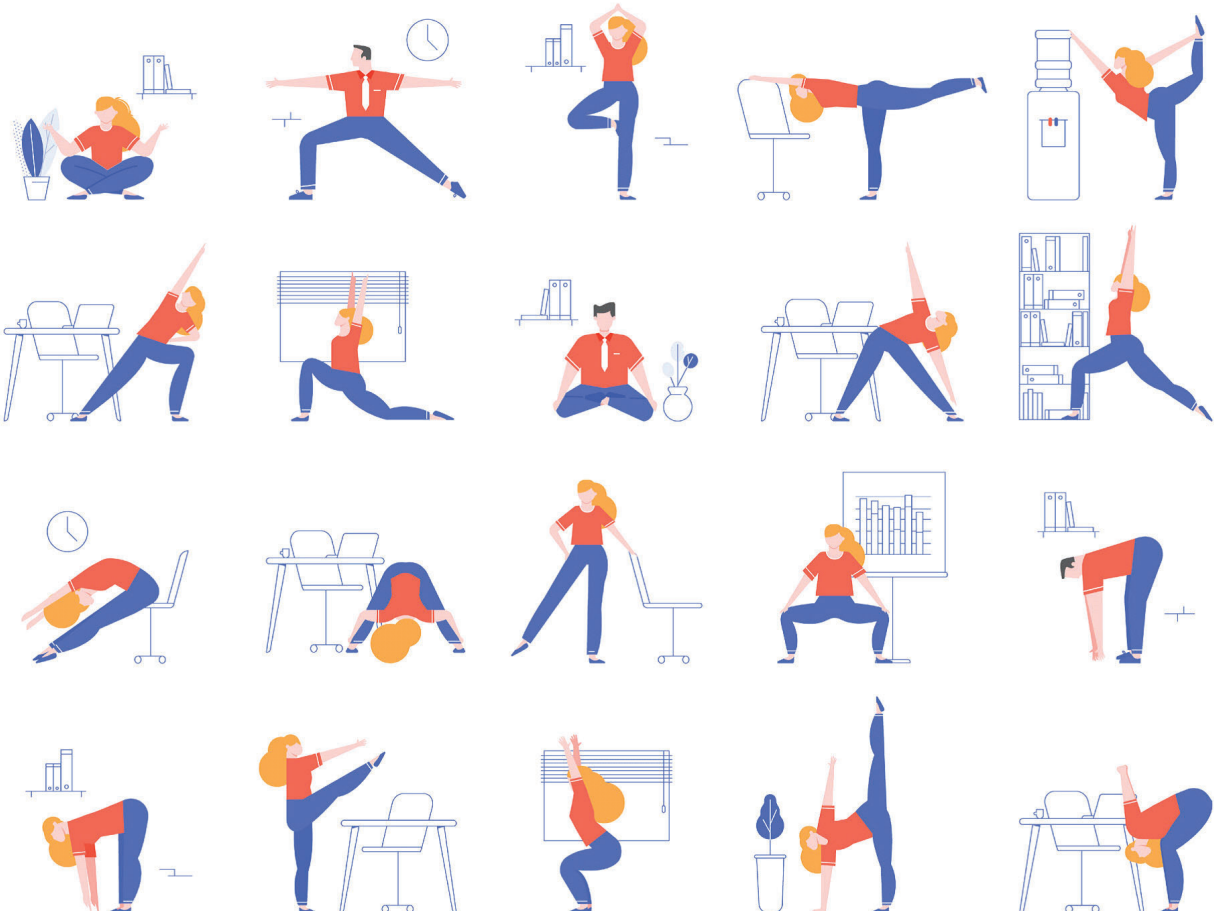
It is the preparation before doing any physical activities. This consists of activities at a slower pace and reduced intensity. It helps increase the body's temperature to increase blood flow and flexibility that would not leave a body tired. A warm-up should last approximately 5 to 10 minutes.

Importance of Warm-Up

1. It decreases joint pain.
2. It lessens the chance of injury.
3. It enhances the range of joint motion.
4. It helps to lower the chance of pulling a muscle.
5. It reduces muscle soreness when exercises are complete.

Simple Warm-up

- | | |
|------------------------|-----------------------|
| 1. Head rotation | 7. Torso bends |
| 2. Forearm rotation | 8. Hips' rotation |
| 3. Arm rotation | 9. Knees' rotation |
| 4. Shoulders' rotation | 10. Feet rotation |
| 5. Wrists' rotation | 11. Abdominal muscles |
| 6. Torso swings | 12. Back muscles |



These are the two stretches to identify which one works best for you.

1. **Static Stretches**

These are stretches in which you stand, sit, or lie still and hold a single position for a period of time, up to about 45 seconds



2. **Dynamic Stretches**

These are movement-based type of stretching. These use muscles to stretch. It is a better way to reduce muscle tightness than traditional stretching.





PRACTICE

Directions: Lead a 5-to-10-minute warm-up exercise at home with your family. Make a video collage of this activity that captures the best stretches that work for each of your family members.

Sharing is inspiring!

You may share your work in your social media account and tell us your thoughts on how significant fit and wellness at home are during this pandemic.

Criteria for Grading

Enthusiasm in doing warm-up and stretches	25 POINTS
Efforts and participation of the family	25 POINTS
Movements and creativity	25 POINTS
Proper body movements and posture in performing	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write the letter of the correct answer on the space provided before each item.

- _____ 1. Which among the two shows the importance of warm-up?
a. decreases joint pain b. increases the chance of injury
- _____ 2. What body part is being tested in a warm-up where the body lied down on the back and lifts legs simultaneously?
a. Abdominal muscles b. Back muscles
- _____ 3. What body part is being tested in a warm-up where the body lies down on the stomach and lifts hands and legs simultaneously.
a. Abdominal muscles b. Back muscles
- _____ 4. Amber includes jumping jacks in her warm-up, what kind of stretch she does?
a. Dynamic Stretches b. Static Stretches
- _____ 5. Every morning, Bree always sits down and reaches her toes before she gets up from bed, what kind of stretch she does?
a. Dynamic Stretches b. Static Stretches

HEALTH EDUCATION



OUTCOMES

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

- Understand the changes in the dimensions of health in adolescents.
- Describe your changes in the dimension of health as an adolescent.



CHECK

Let us remember your previous lesson on the Dimensions of Holistic Health!

MATCHING TYPE

Directions: Match the descriptions in column A to the corresponding dimension of holistic health in column B. Write the letter of the correct answer on the space provided before each item.

COLUMN A	COLUMN B
_____ 1. faith, belief, and values	A. Emotional
_____ 2. well-being of an individual	B. Mental
_____ 3. builds relationships with others	C. Moral/Spiritual
_____ 4. improve one's quality skills in life	D. Physical
_____ 5. accept failures and consider the feelings of others	E. Social



EXPLAIN

Changes in Adolescence in the Dimension of Health during Adolescence

Adolescents experience significant changes in their health dimension during this time due to puberty (sexual maturity). Some may experience it ahead or later than others. It may be influenced by heredity, nutrition, exercise, and other environmental factors.

These are some changes that are normal for your growth and development. There is nothing to be afraid of or worry about.

I. Physical Changes in Adolescence

BOYS	GIRLS	COMMON CHANGES WITH BOTH BOYS AND GIRLS
Voice becomes deeper	Menstruation	Bones develop and become harder
Enlargement of Adam's apple	Breasts develop	Rapid increase in height and weight
Shoulders become wider than the hips	Hips become wider than the shoulders	Sudden increase in hormone production
Hair grows on the face, body, and pubic area	Hair grows on the underarm and pubic area	Sweat and oil glands become more active

II. Mental or Intellectual changes

- Adolescents are egocentric; they argue to convince, exhibit independence, critical thoughts.
- They prefer active and cooperative learning activities over passive learning experiences.
- They enjoy learning skills to apply real-life problems and situations.
- They have tendencies to become bored with routine activities.
- They can focus their attention on what they want to listen to as well as focus their attention on two or more things at the same time.

III. **Emotional Changes**

- a. They are easily offended and sensitive to criticism.
- b. They are searching for adult identity and acceptance.
- c. They mostly experience mood swings.
- d. They are more emotional.
- e. They are striving for a sense of individual uniqueness in their search for identity

IV. **Social Changes**

- a. They are insensitive to those outside of their peer group.
- b. They enjoy being with friends who share the same interest.
- c. They become more matured and act less like a child.
- d. They distrust relationships with others who show a lack of sensitivity to adolescent needs.
- e. Idolize peers and media role personalities as the source for standards of behavior, dress, and style.

V. **Moral – Spiritual Changes**

- a. They are reflective and analytical about their thoughts and feelings.
- b. They explore and ask broad unanswerable questions about the meaning of life.
- c. They begin to distinguish between negotiable rules and those that are not negotiable.
- d. They learn that house rules imposed by their parents are there to promote order and harmony at home.
- e. They depend on the influences of home and religious institutions for moral and ethical choices and behaviors.



PRACTICE

Constant Change!

Directions: Create visually appealing infographics using Canva at www.canva.com (application is available too).

State in detail the most apparent change you are experiencing in each Dimension of Health. Virtually share your creative work with your teacher in Canva.

Criteria for Grading

Content (Changes in Adolescence in the Dimension of Health)	20 POINTS
Design (Layout, Color Scheme, and Fonts)	20 POINTS
Creativity (personal photos that justifies the changes)	20 POINTS
TOTAL	60 POINTS



EVALUATE

Directions: Read each item carefully and analyze what kind of change in the Dimension of Holistic Health is being referred to. Write **P** if Physical Change, **MI** if mental or intellectual change, **E** if emotional change, **S** if social change, or **MS** if moral or spiritual changes. Write the letter of the correct answer on the space provided before each item.

- _____ 1. Chai handed down her outgrown clothes to her sister.
- _____ 2. Andy grooms himself like Kim Seokjin and sang songs the way he does.
- _____ 3. Maxine was upset when advised to improve dancing from her TikTok post.
- _____ 4. Bree taught her sister how to bake cookies from the video she watches on Youtube.
- _____ 5. Gia does house chores without complaints because she thinks that it will benefit her in the future.

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Describe the musical characteristics of the folk songs from the Lowlands of Luzon.
- Perform a folk song from the Lowlands of Luzon.



CHECK

Let us remember your previous lesson in Music!

Directions: Analyze the jumbled letters carefully. Arrange them to form a word. Write your answers on the blanks provided before each item.

- | | |
|-------|-------------|
| _____ | 1. NAMYDISC |
| _____ | 2. EMPOT |
| _____ | 3. OLYMED |
| _____ | 4. TMHRHY |
| _____ | 5. MROANHY |



EXPLAIN

Folk Songs

These songs are village-written traditional songs that are sung to represent daily activities and works of the natives such as fishing or farming and lullabies.

Folk Song's Characteristics

The lyrics are sung in one's own dialect. The message of the songs needs to be understood and appreciated easily.

- Short and simple.
- Passed down orally to the family and the next generations.
- Most composers of Filipino folk songs are unknown because songs are just based on daily experiences and are passed down orally.
- Primarily based on the community's culture, tradition, and livelihood.

Here are some of the folk songs in Luzon:

1. Pamulinawen – is an Ilokano term for a flint or hard rock. It depicts the traits of the Ilocanos, such as migratory character, steadfast fidelity, devotion to spouse, and propensity to keep family member as one.	2. Sarung Banggi – A famous song in Bikol language. This song was composed by Potenciano Gregorio, which means 'One Night'. This song talks about an enchanted evening encounter between a lovestruck man and a lovely provincial lass.
PAMULINAWEN Pusok indengam man Toy umas-asug Agrayo ita sadiam. Panunutem man Di ka pagintultul'ngan Toy agayat, Agruknoy ita emmam. Essem ti diak kalipatan Ta nasudi unay a nagan, Uray sadin' ti ayan, Lugar sadino man, Aw-awagak di agsarday Ta naganmo kasasam-itan No malagipka, pusok ti mabang-aran! Pamulinawen Pusok indengam man Toy umas-asug Agrayo ita sadiam. Panunutem man Di ka pagintultul'ngan Toy agayat, Agruknoy ita emmam. Essem ti diak kalipatan Ta nasudi unay a nagan, Uray sadin' ti ayan, Lugar sadino man, Aw-awagak di agsarday Ta naganmo kasasam-itan No malagipka, pusok ti mabang-aran! No malagipka, pusok ti mabang-aran! No malagipka, pusok ti mabang-aran!	SARUNG BANGGI Sarung banggi sa higdaan Nakadangog ako hinuni nin sarung gamgam Sa luba ko katorogan Bako kundi simong boses iyo palan Dagos ako bangon si sakuyang mata binuklat, Kadtong kadikloman ako nangalagkalag Si sakong pagheling pasiring sa itaas Naheling ko simong lawog maliwanag

3. Atin Ku Pung Singsing – It is a traditional Filipino folk song of the Kapampangan. This is about a search of the lost inherited ring. Whoever may get to find it will be given love.	4. MAGTANIM AY DI BIRO – It is a Filipino work song that shows the simple daily life of the hard-working Filipinos.
ATIN KU PUNG SINGSING Atin ku pung singsing Metung yang timpukan Amana ke iti King indung ibatan. Sangkan keng sininup King metung a kaban Mewala ya iti, E ku kamalayan. Ing sukal ning lub ku Susukdul king banwa Pikurus kung gamat Babo ning lamesa. Ninu mang manakit King singsing kung mana Kalulung pusu ku Manginu ya keya.	MAGTANIM AY DI BIRO Magtanim ay di biro Maghapong nakayuko Di naman makatayo Di naman makaupo Bisig ko'y namamanhid (Braso ko'y namamanhid) Baywang ko'y nangangawit. Binti ko'y namimintig Sa pagkababad sa tubig. Kay pagkasawing-palad Ng inianak sa hirap, Ang bisig kung di iunat, Di kumita ng pilak. Sa umagang pagkagising Lahat ay iisipin Kung saan may patanim May masarap na pagkain. Halina, halina, mga kaliyag, Tayo'y magsipag-unat-unat. Magpanibago tayo ng lakas Para sa araw ng bukas



PRACTICE

Directions: Sing the “Pamulinawen” in Ilocanos’ dialect. Memorize the song. Cover a video of you, singing this popular folksong. Inspire others by sharing your simple performance on your social media account with your thoughts about the importance of preserving our folk songs.

Criteria for Grading

Mastery of lyrics	20 POINTS
Rhythm	20 POINTS
Clarity	20 POINTS
Enthusiasm in singing the song	20 POINTS
Video and sound are clear	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read the statements carefully. Draw a smiley face 😊 if the statement is correct, while sad face ☹️ if the statement is false. Draw your answer on the space provided before each item.

- _____ 1. Beautiful Bicol always has a sarung bangi.
- _____ 2. Pampanga is where Pamulinawen originated.
- _____ 3. Atin Ku Pung Singsing is the search of the lost money song.
- _____ 4. The diligence of the Filipinos is shown in Magtanim ay Di Biro.
- _____ 5. Folk songs reflect the community’s culture, tradition, and livelihood.

ARTS EDUCATION



OUTCOMES

After this module, you are expected to:

- Identify the folk art in Luzon that has foreign and indigenous influences.
- Create a bookmark using the designs of pastillas wrapper in Bulacan.



CHECK

Let us remember your previous lesson in Arts!

Directions: Read each item carefully. Write **T** if the statement is true and **F** if the statement is false. Write your answer on the blanks provided before each item.

- _____ 1. Cordilleran term for tattoo is Batok.
- _____ 2. Whang Od is not the last mambabatok in Cordillera.
- _____ 3. Only the grandmothers were allowed to weave burial cloths.
- _____ 4. Paete's taka is a spray-painted art form used to decorate at home.
- _____ 5. Human figures and geometric designs are NOT visible in Cordillera clothing.



EXPLAIN

These are the few indigenous craft and artifact in Luzon that reflected the norms and traditions of its community and its functions:



A. Arts and crafts of Batanes that are made from shredded leaves of voyavoy.

1. **Vakul** – this is a headgear worn by the Ivatan women.
2. **Kanayi** – is a vest worn by men.

Functions:

- a. to protect them from the heat of the sun and rain.
- b. to use especially when they are farming.

B. **Pabalat** (pastillas wrapper)

It is a well-crafted papel de hapon with elaborate designs used as wrapped in pabalat in their delicacy pastillas.

C. **Kiping**

This is a traditional leaf-shaped wafer made from glutinous rice in Lucban, Quezon. These colorful artforms are hung and adorned in the houses during their Pahiyas Festival.

Two of the famous and historic Architectural Landmarks of Luzon



1. **Spanish Gate**

It is a historic landmark in Olongapo City, Zambales that was built in 1885 which served as the west gate of the armory of the town. This gate was used as a jail during Spanish and American occupation.

2. **The San Andres Apostol Parish Church of Masinloc, Zambales**

The uniqueness of this structure is shown from its coral stones used in building it.



PRACTICE

Directions: Create a 2 x 5-inch bookmark showing the designs of the Pastillas wrapper of Bulacan. You may use an old folder, cutter, or scissors.

Cover a hyper-lapse video of you doing this task. You may post it to your social media account by sharing your appreciation of how Filipino craftsmen dedicate their time and effort to making art.

CRITERIA:

Creativity	25 POINTS
Content	25 POINTS
Materials used	25 POINTS
Effort and Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and analyze what each refers to. Choose the answer in the box. Write the letter of the correct answers on the blanks provided before each number.

A. Coral Stone	B. Kiping	C. Pabalat
D. Spanish Gate	E. Vakul	

- _____ 1. It is the headgear worn by the Ivatan women.
- _____ 2. It is a well-crafted papel de hapon used to wrap pastillas.
- _____ 3. An architectural historic landmark located in Olongapo City.
- _____ 4. It is the material used to build San Andres Apostol Parish Church.
- _____ 5. This is a traditional leaf-shaped wafer made from glutinous rice.

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the skill-related fitness components.
- Perform the exercises to boost skill-related fitness.



CHECK

Let us remember your previous in Physical Education!

Directions: Analyze the given letters, find and encircle the warm-up exercises in the grid. Look for them in all directions may it be backward and diagonal.

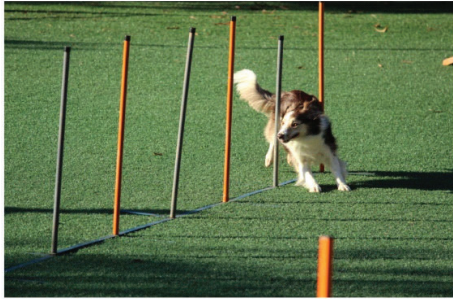
s	e	k	s	d	n	e	b	o	s	r	o	t	e
w	r	i	s	t	r	o	t	a	t	i	o	n	a
h	s	n	o	i	t	a	t	o	r	d	a	e	h
e	t	c	t	o	j	o	i	n	t	i	e	t	i
a	i	d	s	t	r	e	t	c	h	e	n	c	a
d	a	r	m	r	o	t	a	t	i	o	n	e	b
s	o	o	i	n	s	h	o	u	l	d	e	r	s
t	e	f	e	e	t	r	o	t	a	t	i	o	n



EXPLAIN

Skill-Related Fitness

These are the skills that enhance one's performance in sports events.



Agility is the ability to change direction quickly.



Balance is the ability of the body to maintain an upright posture while keeping still or moving without falling.



Coordination is the ability to use body and senses together in movement.



Power is the ability to exert maximum.



Reaction Time is the ability to respond quickly to a stimulus.



Speed is the ability to move quickly in a short period of time.



PRACTICE

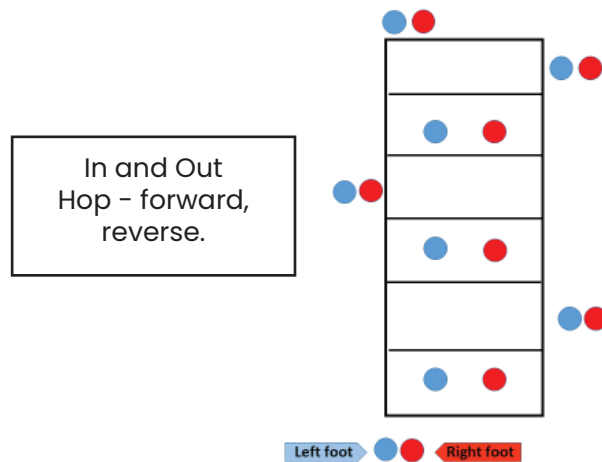
Directions: Perform the three selected skill-related fitness tests with your family member/s at home. Take safety measures in doing the tasks by asking your parent/family member to accomplish tasks with their supervision. Keep track of the record, time, and photos of these tasks.

A. **PAPER JUGGLING.** Form papers into 3 balls and juggle them.

- Materials needed: crumpled of papers, timer.

B. **LADDER AGILITY.** Draw a ladder on the floor using chalk or masking tape. Follow the given example. Create a video collage of these exercises.

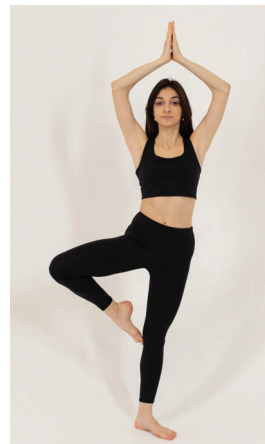
- Material: chalk or masking tape, stopwatch, pen and paper



C. **STORK BALANCE STAND TEST**

- Materials needed: stopwatch, and pen and paper

Right Foot: Time (00:00)	Left Foot: Time (00:00)



Inspire others by sharing your simple skill-related workout in your social media account with your thoughts about the importance of being fit and healthy at home during this pandemic.

CRITERIA:

Effort and Participation	20 POINTS
Inspiringly shared task	20 POINTS
Proper Execution	20 POINTS
Balance	20 POINTS
Coordination	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write the correct answers on the blanks provided before each number.

- _____ 1. Keeping stable in doing physical activities.
- _____ 2. It is the amount of time that takes to get moving.
- _____ 3. The ability of the muscle to release maximum force quickly.
- _____ 4. The ability of the body to move in different directions quickly.
- _____ 5. The ability to move quickly from one point to another in a straight line.

HEALTH EDUCATION



OUTCOMES

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

- Identify health concerns during puberty.
- Apply management skills in dealing with some health concerns during puberty.



CHECK

Let us remember your previous lesson in Health Dimensions!

Directions: Analyze the practices in keeping health dimensions healthy in the table. Color them to which dimension of health each belongs to.

GREEN – Environmental Health

RED – Physical Health

YELLOW – Emotional Health

BLUE – Social Health

ORANGE – Mental Health

PINK – Moral – Spiritual Health

Listening to the music	Getting a massage	Perform a random act of kindness	Say positive words to yourself every day	Practicing respect to elders
Schedule alone time or “Me” time	Planting vegetables at home	Reading educational books	Drinking 8 glass of water	Try a new workout
Jogging, biking around the park	Answering crosswords and puzzle	Spend time with nature	Cleaning studying or working space	Pray often
Watch a comedy show	Attend religious service	Eating a balanced diet regularly	Going out with family and friends	Recycling and minimizing trash



EXPLAIN

Dealing with the Health Concern Management during Adolescence

There are health problems that should be dealt with properly.

1. Physical Health Concern
 - a. Concern in Postural
 - b. Body Odor
 - c. Dental Problem
 - d. Lack of Sleep

2. Social Health Concern
 - a. Relationship problems
 - deals with conflicts and misunderstandings due to poor communication with others.

3. Emotional Health Concern
 - a. Mood Swing/intense emotions

4. Mental Health Concern
 - a. Mental problems
 - Stress
 - Death of a loved one
 - Separation anxiety
 - Poor performance in school
 - Trouble in eating or sleeping



PRACTICE

Directions: Make a poster slogan that shows ways of health awareness. Do this activity in a ½ sheet cartolina. Take a photo while doing and after doing this task and share it on your social media account. Inspire others in keeping a healthy mind and body.

Relevance to the theme	25 POINTS
Creativity	25 POINTS
Originality	25 POINTS
Efforts and participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read the statement carefully. Give the appropriate reason for the following statements below. Write the letter of your choice on the blanks provided.

- A. repair, grow body cells, and body to rest.
- B. lack of social and poor communication skills.
- C. overproduction of sweat glands which can interact with bacteria.
- D. bones and muscles to grow properly and maintain body alignment.
- E. poor toothbrushing skills, not brushing teeth, and drinking carbonated drinks.

_____ 1. Sleeping helps to....

_____ 2. Good posture helps....

_____ 3. Body odor is caused by....

_____ 4. Dental problems are brought by....

_____ 5. During adolescence, conflicts and misunderstanding arise when you are....

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Recognize the different musical instruments from the Lowlands and Highlands of Luzon.
- Create an improvised musical instrument.



CHECK

Let us recall your previous lesson in Music by matching the description of column A to the folksongs of column B. Write the letter of the correct answer on the space provided before each item.

Column A

- _____ 1. The hardened heart
- _____ 2. Hardworking farmer
- _____ 3. Search of the lost ring
- _____ 4. A kundiman serenade song

Column B

- A. Atin Ku Pung Singsing
- B. Magtanim ay Di Biro
- C. Pamulinawen
- D. Sarung Bangi



EXPLAIN

Instrumental Music is a musical composition or recording without lyrics or vocals and an object created by folks that create sound.

INSTRUMENTAL MUSIC OF THE LOWLANDS OF LUZON

1. **Las Piñas Bamboo Organ**

This is in St. Joseph's Parish in Las Piñas City. It is made of 902 bamboo pipes. It was completed in 1824 under the supervision of Fr. Diego Cera. Every February, the city celebrates the International Bamboo Organ Festival.



2. **Musikong Bumbong**

These are Filipino marching bands that use woodwind instruments that are made of bamboo. The shapes and sizes are similar to the brass band instruments but have different sounds.

3. **Brass Band**

This is an ensemble of woodwind, brass, and percussion instruments. This is used to be played during fiestas and other celebrations even wake and burials. This is done by marching along the streets too.





PRACTICE

Directions: Create an improvised instrument inspired by the musical instruments above. Use recyclable materials or things that can be found at home. Invite your family member/s in this task. Capture moments of this task and create a four-photo and video collage (1) playing the instrument made, (2) making it with your family, (3) holding your instrument, and (4) your instrument.

Inspire others by sharing your improvised musical instrument on your social media account with your thoughts about your appreciation of the musical instruments of Luzon.

Criteria for Grading

Creativity	30 POINTS
Uniqueness	25 POINTS
Materials used	20 POINTS
Inspiringly shared task	15 POINTS
Effort and Participation	10 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Analyze the materials used in the following musical instruments. Put check "✓" in the column that shows where the given instrument is made from.

INSTRUMENT	METAL	BAMBOO
1. Organ in Las Piñas Church		
2. Trumpet		
3. Musikong Bumbong		
4. Cymbals		
5. Trombone		

ARTS EDUCATION



OUTCOMES

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

- Identify characteristics of arts and crafts in specific areas in Luzon.
- Create an artwork showing the characteristic elements of the arts of Luzon.



CHECK

Let us remember your previous lesson in Arts by matching the province in column A where the artforms of column B originated or located.

Column A

- _____ 1. Bulacan
- _____ 2. Quezon
- _____ 3. Batanes
- _____ 4. Masinloc
- _____ 5. Olongapo

Column B

- A. Kiping
- B. Pabalat
- C. San Andres Apostol Parish Church
- D. Spanish Gate
- E. Vakul



EXPLAIN

Folk Arts

These are the product of craftsmanship of the artisans in a community that represents their cultural norms, traditions, and beliefs.

Folk Artisans

These are the locals who make crafts from a specific community they belong.

Here are some arts and crafts of Luzon that show relationship to the culture, traditions, and history of the Philippines.

1. The Ifugao Amulet

Lingling-o

It is an ear pendant that serves as a fertility amulet.



2. **The Creative Bead Working of the Gaddangs.**

Bakwat

It is a beaded belt worn by the mothers of Nueva Viscaya after they gave birth.

3. **The Barong making of Taal, Batangas.**

Calado Barong

Made from piña fibers adorned with the beautiful designs of calado or burda. These barongs are worn during special occasions.



4. **Bicol's famous bags**

Handwoven crafts

These products are made from abaca fibers and other local materials that has paved to business and livelihood of the Bicolanos.





PRACTICE

Directions: Create a poster ad using the Canva app (www.canva.com). Craft your creative ideas that give an appealing impact to the viewers. Choose two artforms (one from the highland and one from the lowland of Luzon). Post your work on your social media account and tag your teacher.

CRITERIA:

Creativity	25 POINTS
Appealing ad	25 POINTS
Choices of photos to endorse	25 POINTS
Content of the message shared	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write the correct answer on the blanks provided.

- _____ 1. Lingling-o's symbol.
- _____ 2. Taaleños term for burda.
- _____ 3. When do Gaddang women wear bakwat?
- _____ 4. The material used by Taaleños in their barong.
- _____ 5. The material used by the Bicolanos in weaving their bags.

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the different health-related fitness components.
- Perform health-related fitness through jogging or running.



CHECK

Let us remember your previous lesson in Physical Education!

Directions: Read the statements carefully. Choose the answer in the box. Write the letter of your answer before each item.

A. Agility

C. Coordination

E. Reaction time

B. Balance

D. Power

F. Speed

- _____ 1. Able to keep from falling.
- _____ 2. The ability to change direction quickly.
- _____ 3. The ability to respond quickly to stimuli.
- _____ 4. Able to use body and senses together in movement.
- _____ 5. The ability to move quickly in a short period of time.



EXPLAIN

Health-Related Fitness are consisting of exercise activities that you do to improve your physical health and stay healthy.

Here are the Health-Related Fitness Components:

1. **Cardiovascular Fitness** – the ability of the heart and blood vessels to supply oxygen to working muscles and tissues. This helps you perform for a longer time without getting tired.



2. **Body Composition** – the relative percentage of body fat compared to lean body mass. You are going to get the value of your height and weight.
3. **Flexibility** – the ability of the body to move in a full range of motion.



4. **Muscular Strength** – refers to the amount of force you exert in a short period of time.
5. **Muscular Endurance** – the ability of the muscles to exert force consistently over a length of time.



PRACTICE

Directions: Perform the three selected health-related fitness activities at home with your family. Capture a photo and video of this task, compile them, and share it on your social media accounts. Inspire others with your thoughts of staying active and healthy even at home.

- A. *Body Composition.* Get your height and weight. Use the BMI Calculator app to track your body mass index all the time.

HEIGHT	WEIGHT	BMI	CATEGORY

- B. *Flexibility.* Try the sit and reach.
Place the tape measure at the center near your knees when you stride (0 cm). Reach for it thrice with your knees close to the floor (have someone to assist) Record the higher measurement.
- C. *Muscular Strength.* Choose a weighted (the one that you can carry) object at home. Use it in the lifting weight task. Record how many lifts you have done every minute. Do it in 3-5 minutes. Lift from the floor upward.

CRITERIA:

Effort and Participation	20 POINTS
Inspiringly shared task	20 POINTS
Proper Execution	20 POINTS
Flexibility	20 POINTS
Muscular Strength	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Match the description of column A to the Health-Related Fitness Components of Column B. Write the letter of your answer before each item.

COLUMN A

- _____ 1. The ability of the muscle to exert effort.
- _____ 2. The ability of the joints to move to their full length.
- _____ 3. The ability of the muscle group to maintain continuous contraction.
- _____ 4. It is the measurement of the body's relative amount of fat to lean body tissues.
- _____ 5. The ability of the heart, lungs, and blood vessels to deliver oxygen to the body.

COLUMN B

- A. Body composition
- B. Cardiovascular Endurance
- C. Flexibility
- D. Muscular Endurance
- E. Muscular Strength

HEALTH EDUCATION



OUTCOMES

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

- Identify the different kinds of health appraisal procedures.
- Monitor health status to maintain a healthier lifestyle, regularly.



CHECK

Let us remember your past lesson in Health!

Directions: Analyze the photos and identify the health concern each refers to. Choose the answer in the box. Write the letter in the space provided before each item.

A. Body Odor

B. Concerns with Relationship

C. Dental Problem

D. Lack of Sleep

E. Postural Concern

_____ 1.



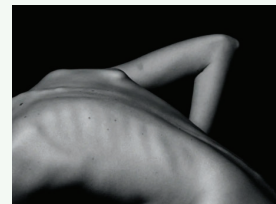
_____ 4.



_____ 2.



_____ 5.



_____ 3.





EXPLAIN

HEALTH APPRAISAL PROCEDURES AND SCREENING TEST

Health Appraisal is a health service done to assure your physical, mental, emotional, and social health condition through a screening test, health histories, dental and psychological evaluations.

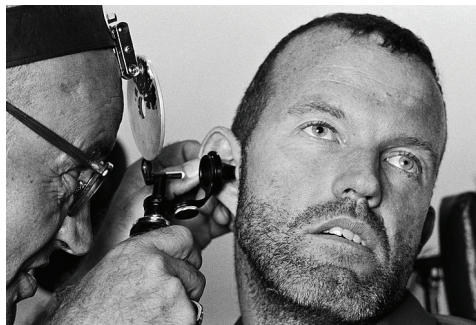
Health Screening Tests – are preliminary evaluations of the condition of the various body organ.

Here are some of the screenings:

1. *Vision Test* – an eye examination that uses a Snellen chart done by an ophthalmologist.



2. *Hearing Test* – this checks the ability to hear the loudness and pitch of the sound and is performed by an audiologist.



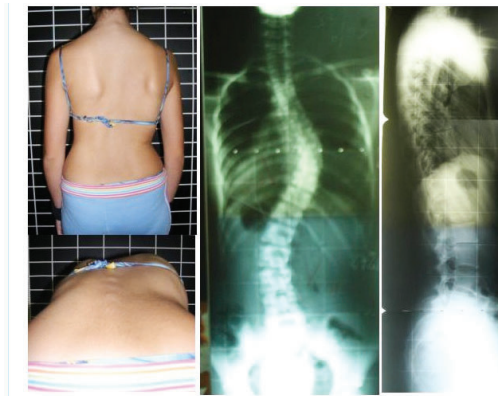
3. *Dental Examination* – proper care of the teeth is done by a dentist.



4. *Height and Weight Taking* – to monitor your growth and address growth issues early on.



5. *Scoliosis test* – is done to check and monitor the state of the spine curves. This condition can be corrected if treated early before the bones have fully developed.



6. *Medical exam* – is the final step in health appraisal with a physical examination and evaluation made by a physician. This helps detect early problems for treatment and cure for your health care.





PRACTICE

Directions: Try to know your medical history with the help of your parents or guardian. Review your personal and family medical history by answering the Medical Record below by check what applies to you.

I. Personal Medical History

- | | | |
|---|--------------------------------------|--|
| ☐ Alcoholism/drug abuse | ☐ Cancer | ☐ Depression/anxiety |
| ☐ Hypertension (high blood) | ☐ Heart disease | ☐ Thyroid disease |
| ☐ High cholesterol | ☐ Kidney disease | ☐ Diabetes |
| ☐ Migraine | ☐ Stroke | |

II. Family Medical History.

This includes your great grandmother, great grandfather, aunts, uncles, cousins, and your whole family.

- | | | |
|--|---|---|
| ☐ Asthma | ☐ Cancer | ☐ Early death |
| ☐ Diabetes | ☐ Kidney Disease Stroke | ☐ Thyroid disease |
| ☐ Hypertension | ☐ Depression/Anxiety | ☐ Heart disease |
| ☐ Migraine Emphysema | ☐ High cholesterol | ☐ Alcoholism/Drug abuse |

III. Do you have allergies?

___ Yes or ___ No

If YES, what triggers your allergy?

III. Do you take medication?

___ Yes or ___ No

What is its dosage? _____

How many times in a day you take it?

IV.

What vaccines have you completed and taken?

___ Flu vaccine

___ Polio vaccine

___ Measles, Mumps Rubella

___ Hepatitis A vaccine

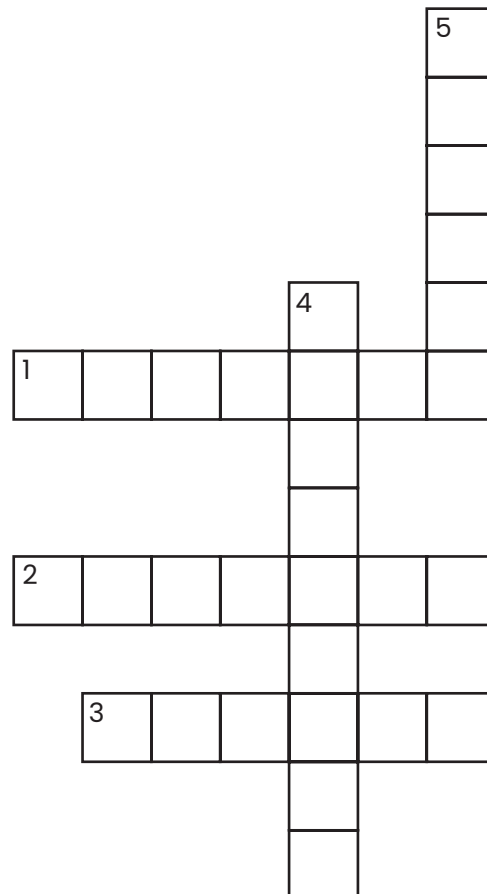
___ Hepatitis B vaccine

___ Others _____



EVALUATE

Directions: Read each item carefully and analyze what each refers to by supplying the correct screening test in the crossword puzzle.



ACROSS:

1. The final health appraisal step.
2. Done by an audiologist.
3. Uses Snellen chart the test.

DOWN:

4. Check the status of the spine.
5. Proper teeth care.

UNIT 2

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Recognize the uniqueness of the music of the highland of Luzon.



CHECK

What do you remember in your previous lesson in Music? Identify the name of the instrumental music of the lowlands of Luzon in each number. Choose from the box given. Then, write in on the blanks given.

Las Piñas Bamboo Organ

Musikong Bumbong

Brass Band

- _____ 1. It is made of 902 bamboo pipes. It was completed in 1824.
- _____ 2. A Filipino marching band that uses woodwind instruments that are made of bamboo.
- _____ 3. An ensemble of woodwind, brass, and percussion instruments. This is used to be played during fiestas and other celebrations. This could be done by marching along streets too.



EXPLAIN

The music of the highland of Luzon is associated with various celebrations such as rituals, victories events of life, and farming.

Hudhud is known to be an intangible cultural heritage of humanity. It is composed of narrative chants that last for several days which includes more than 200 chants where each divided into 40 episodes. The natives chanted during their rice sowing and harvest season of the Banaue Rice Terraces, funeral wakes, and rituals.

You may visit this site to listen Hudhud: <https://www.youtube.com/watch?v=2CasOB7hHjE>

Hudhud also includes the story of their mythical heroes and heroines who fought honor, victories, and love in their legendary battles from the past.

Munhaw-e is the woman who leads the chanting. She recites the beginning of the chant.

The Tales of Aliguyon

This chant has been handed down from generation to generation that leads to teaching Hudhud in the schools of the Cordillera Administrative Region. Their presentations take place during school programs, educational activities, and competitions.



PRACTICE

Directions: Compose a 5-line poem about love and chant it. Cover a video while chanting. You may share it on your social media account with your thoughts about your appreciation of Hudhud.

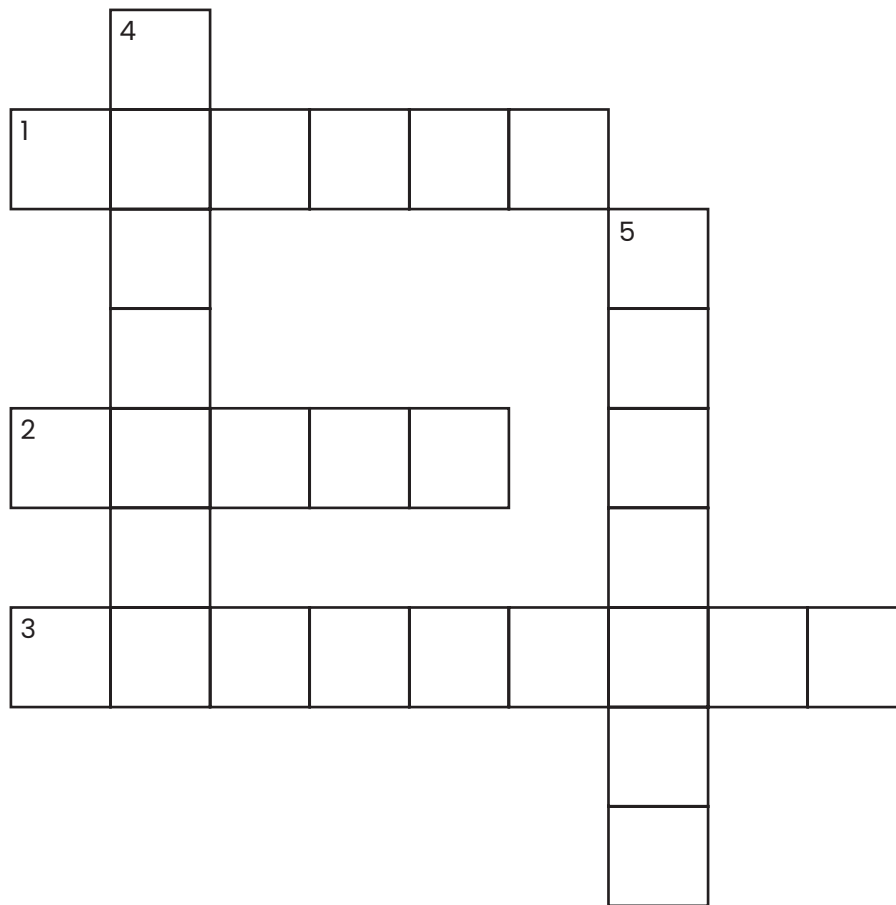
Criteria for Grading

Sequencing of words and phrases	20 POINTS
Content	20 POINTS
Tone quality	20 POINTS
Sound and video is clear	20 POINTS
Effort and Participation	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Complete the puzzle about the music of the Highland of Luzon. Write the correct answer in the box.



ACROSS:

1. Ifugao chant.
2. Reciting of words through singing.
3. Remarkable narrative stories.

DOWN:

4. Woman chant leader.
5. Religious chanting celebrations.

ARTS EDUCATION



OUTCOMES

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

- Identify the arts and crafts of MIMAROPA and Visayas.
- Create simple arts and crafts patterned to the art forms of MIMAROPA and Visayas.



CHECK

Do you still remember your previous lesson in Arts? Identify the place/province where and artform originated. Write the correct answer in the space provided.

- | | |
|-------|----------------------------|
| _____ | 1. Lingling-o |
| _____ | 2. Bakwat |
| _____ | 3. Calado Barong |
| _____ | 4. Abaca Hand woven crafts |



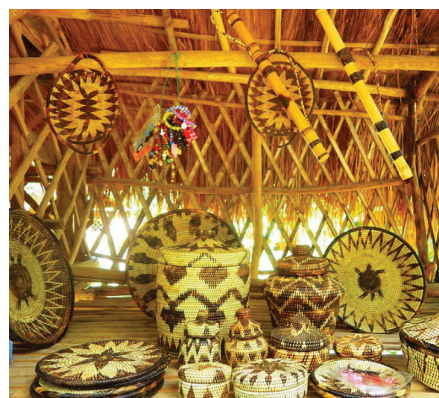
EXPLAIN

Arts and Craft of MIMAROPA

Basketry

Mindoro

1. Nito Basket is a round-shaped handicraft that represents the lines of geometric patterns and shapes such as triangles and diamonds all over the basket.
2. Buon-buon is a hexagon-shaped basket. It has a white buri leaf with black geometric patterns.
3. Bay-ong basket has the pakudos design of the Mangyans. It shows the repetition of the design in the craft.



Palawan

1. Tingkop is a cone storage basket of the Tagbanuas. It is composed of diagonal lines in its patterns and design.

Iloilo

1. Iloilo basketry is made from hard bamboo strips. These baskets are used to store harvested fruits and vegetables from farming.

Bohol

1. Bukag is a basket made by the locals of Bohol that is also made from different kinds of materials from bamboo used in farming.

Textile

Mindoro

1. Ramit is a hand-woven fabric of Mangyans that has different symbols with a combination of squares.

Marinduque

1. Buntal weaving is the weaving of fibers extracted from the petiole of palms. Buntal is a natural fiber from large leaves of palm trees. Its strands are long and hard, extracted from the palm tree leaves. Weavers of Marinduque creates bags and purse, etc out of buntal fibers.
2. Loom weaving uses a loom device to make a more creative form in the fabric. It has a warp and weft that holds the fibers when it is being interlaced. Weavers use abaca, buntal, and raffia fibers in this kind of weaving.

Sculpture

1. Tao-tao is a wooden human carved figure in Palawan. Though it became a popular indigenous commercialized product sold in souvenir shops, Tao-tao is initially made as a healing ritual object.
2. Palawan handcrafted masks. Palawan handcrafted masks are made from wood. It is carved with different images like a human face that replicates the Tagbanuas, the natives of Palawan.
3. *Romblon Marble handicrafts* are smooth and fine marbles are carved for home utensils and decorations and different figures.

Arts and Craft of Visayas

Textile

Panay Island

1. A piña fabric is translucent and stiff. It is made using piña, a traditional fiber made from pineapple leaves.
2. Patadyong is a handwoven fabric using cotton and silk. It is a rectangular-shaped wraparound skirt used by both men and women.
3. Sinamay is a woven fabric made from the stalks of the abaca tree. It is normally used in making hats.

Mat Weaving

Banig or mat of Basey Samar is a colorful mat that has a combination of repetitive geometric patterns.



PRACTICE

Directions: Draw and color an object showing the simple patterns and designs of MIMAROPA and Visayas arts and crafts.

CRITERIA:

Creativity	20 POINTS
Design and Pattern	20 POINTS
Neatness of work	20 POINTS
TOTAL	60 POINTS



EVALUATE

Directions: Read each item carefully and analyze what each refers to. Write the correct answers on the blanks provided before each number.

- _____ 1. Bohol's basket.
- _____ 2. The cone-shaped basket.
- _____ 3. The colorful fabric of Visayas.
- _____ 4. Mangyans hand-woven fabric.
- _____ 5. The stone used in the handicrafts of Romblon.

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the history of gymnastics.



CHECK

Remember your previous lesson in Physical Education by identifying the Health-Related Fitness test given in each situation. Write the correct answer on the blanks provided.

- | | |
|-------|--|
| _____ | 1. I jog every morning. |
| _____ | 2. Andy lifts 20 kilos barbel. |
| _____ | 3. Miel computes for her BMI. |
| _____ | 4. Maxine accomplished triathlon. |
| _____ | 5. I reach my toes and splits my legs. |



EXPLAIN

Gymnastics came from the Greek word “gymnos” and “gymnazo” meaning “to exercise naked”. It is a sport that needs balance, strength, flexibility, agility, coordination, and endurance of the physical fitness components tests. It is performed with both males and females. **Friedrich Ludwig Jahn** was the “father of modern gymnastics”.

International Gymnastics Federation is the regulatory organization of gymnastics competitions was founded on July 23, 1881. Their offices are in Lausanne, Switzerland.

History

1881 – Fédération International Gymnastique (FIG) was founded.

1903 – FIG World Championship for men was organized.

1934 – FIG World Championship for women was organized.

1896 – men’s gymnastics was presented at the first Olympic Games in Athens.

1936 – women’s Olympic gymnastics competition began.

Here are some types of equipment used in gymnastics:

1. Balance beams an apparatus used by women.
2. The ball is used by gymnasts when dancing, bringing the ball in the parts of the body.
3. Uneven and Horizontal Bars are steel-framed apparatus in artistic gymnastics.
4. Pommel Horse is an apparatus with plastic handles.
5. A ribbon is a small and long cloth used in gymnastic dance.
6. A rope is a light hemp-made material which length is in proportion to the gymnast.



PRACTICE

Directions: Create a 3 to 4 timeline video collage of gymnastics that shows past gymnastics to present gymnastics. You may share it on your social media account with your thoughts about how your life can be related to gymnastics. Then, send it to your teacher.

CRITERIA:

Creativity	20 POINTS
Organization of thoughts	20 POINTS
Follow direction thoroughly	20 POINTS
TOTAL	60 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write the correct answer on the blanks provided before each item.

1. The Father of Gymnastics.

2. An apparatus with plastic handles.

3. Gymnastics' regulatory organization.

4. A sphere shape equipment used in dancing.

5. Place where Gymnastics exercises were done.

HEALTH EDUCATION



OUTCOMES

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

- Recognize the nutritional guidelines for adolescents.
- Create a healthy meal plan.



CHECK

Do you still remember your previous lesson on health? Identify appropriate screening tests and apparatus used to test a patient. Choose the answer in the box. Write the letter of the correct answer in the space provided.

Dental Examination

Height and Weight Taking

Scoliosis Test

Hearing Test

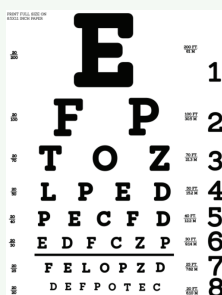
Vision Test



1. _____

2. _____

3. _____



4. _____

5. _____



EXPLAIN

Staying healthy is very significant. As an adolescent, your body requires you to eat nutritious food for your growth and development.

To help you improve your nutritional status, here are some healthful guidelines:

1. Get enough sleep.
2. Be physically active.
3. Drink plenty of water.
4. Maintain a healthy weight.
5. Eat plenty of vegetables every day.
6. Eat your favorite food in moderation.
7. Eat food with less sugar and sodium.
8. Have a variety of readily nutritious snacks.

Here the nutrition your body needs:

NUTRITION	BENEFITS	NUTRITIOUS FOOD
1. Calcium	Helps your bone grow.	Milk, nuts, beans, etc.
2. Iron	Protection from infections and proper functioning of cells.	Red meat, dark green leafy vegetables.
3. Protein	Helps build and protect lean and muscle growth and development.	Lean meat, poultry, and seafood.
4. Carbohydrates	Fuels the brain and the body to keep you going.	Rice, bread, cereals, and biscuits.
5. Fiber	Controls sugar level and lowers cholesterol.	Sweet potatoes, wholegrain, whole wheat, and fruits.



PRACTICE

Directions: Create a one (1) week meal plan for breakfast, lunch, dinner, and snacks by following the table below. Capture a photo of your healthy plated meals and eating them with your family. Share your work on your social media account and influence others to be healthy.

MY HEALTHFUL MEAL PLAN

DAYS	Calcium	Iron	Protein	Carbohydrates	Fiber
MONDAY					
<i>Breakfast</i>					
<i>Snacks</i>					
<i>Lunch</i>					
<i>Snacks</i>					
<i>Dinner</i>					
TUESDAY					
<i>Breakfast</i>					
<i>Snacks</i>					
<i>Lunch</i>					
<i>Snacks</i>					
<i>Dinner</i>					
WEDNESDAY					
<i>Breakfast</i>					
<i>Snacks</i>					
<i>Lunch</i>					
<i>Snacks</i>					
<i>Dinner</i>					

THURSDAY					
<i>Breakfast</i>					
<i>Snacks</i>					
<i>Lunch</i>					
<i>Snacks</i>					
<i>Dinner</i>					
FRIDAY					
<i>Breakfast</i>					
<i>Snacks</i>					
<i>Lunch</i>					
<i>Snacks</i>					
<i>Dinner</i>					
SATURDAY					
<i>Breakfast</i>					
<i>Snacks</i>					
<i>Lunch</i>					
<i>Snacks</i>					
<i>Dinner</i>					
SUNDAY					
<i>Breakfast</i>					
<i>Snacks</i>					
<i>Lunch</i>					
<i>Snacks</i>					
<i>Dinner</i>					

CRITERIA:

Healthy food choice	20 POINTS
Plating creativity	20 POINTS
Detailed Meal Plan	20 POINTS
Photo eating with the family	20 POINTS
Effort and Participation	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and match the description of column A to the appropriate nutrition in column B. Write the correct answer on the blanks provided.

COLUMN A

- _____ 1. Bone growth.
- _____ 2. Energy giving food.
- _____ 3. Controls sugar levels.
- _____ 4. Protects from infections.
- _____ 5. Builds lean and muscles.

COLUMN B

- A. Iron
- B. Fiber
- C. Protein
- D. Calcium
- E. Carbohydrates

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Recognize the characteristics of the music of the highland of Luzon.



CHECK

Do you still remember your previous lesson in Music? Arrange the jumbled letters to form a word. Write your answer in the box.

1. EICP
2. CTANH
3. HDUDUH
4. LEBTATS
5. MNHUWAE



EXPLAIN

The characteristics of the music of the highland of Luzon:

1. The composer is unknown.
2. Usually perform in groups.
3. Performed during ritual activities.
4. Orally transmitted from generation to generation.
5. Performed by the practices of the natives for a long time.
6. Entails the daily activities of the natives such as farming, rice sowing, celebrations, and life cycles.

Salidumay is an indigenous folk song of the natives of Cordillera. It is a courtship response song of a woman either acceptance or rejection. Salidumay has no direct translation but is used in Cordilleran songs to express thanksgiving, worship, and courtship. The song is translated and performed in Tagalog.

You can listen to the original version and Tagalog version in the link below:

<https://www.tagaloglang.com/salidumay-lyrics-recordings/>

Characteristics of Salidumay

1. A courtship song.
2. Melodies are soft.
3. Appreciation of an emotion.
4. Symbols of acceptance or rejection.

SALIDUMAY

TAGALOG	ENGLISH
Kalikasan Kayamanan Kagandahan Kabuhayan Ay, ay salidumay Salidumay diway Yamang lupa Yamang tubig Yamang puno Yamang hangin Yamang tao Yamang diwa Yamang malay Yamang kaluluwa Ay ay salidumay Salidumay diway Kalinangan Kasaysayan Sulong, bayan Kalayaan Ay ay salidumay Salidumay diway	Nature Wealth Beauty Livelihood Ay, ay salidumay Salidumay diway Land resources Water resources Tree resources Wind resources Human resources Essence resources Consciousness resources Soul resources Ay, ay salidumay Salidumay diway Resources History Forward, country Freedom...
https://www.tagaloglang.com/salidumay-lyrics-recordings/	



PRACTICE

Directions: Let's memorize Salidumay and perform it!

Criteria for Grading

Correct Pitch	15 POINTS
Correct Tempo	15 POINTS
Overall Performance	20 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each item carefully, write **T** if the statement is true and **F** if false. Write the correct answer on the blanks provided before each item.

- _____ 1. Salidumay is a rejection song only.
- _____ 2. Folk songs are the identity of the Filipinos.
- _____ 3. Cordillerans sings in a group most often.
- _____ 4. Cordillerans are the ones allowed to sing their songs.
- _____ 5. The music reflects the lives of the people in a community.

ARTS EDUCATION



OUTCOMES

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

- Identify the arts and crafts of MIMAROPA and Visayas through their unique characteristics.
- Create a video presentation of arts and crafts of MIMAROPA and Visayas.



CHECK

Remember your lesson in Arts by identifying the artform being described. Write the correct answer in the space provided.

- | | |
|-------|--------------------------------------|
| _____ | 1. Bay-ong basket pattern. |
| _____ | 2. Hexagon-shaped basket. |
| _____ | 3. Romblon's stone handicraft. |
| _____ | 4. Wooden human carved figure. |
| _____ | 5. Hand-woven abaca fabric of Panay. |



EXPLAIN

Arts and Crafts of MIMAROPA

1. Moriones Mask of Marinduque

This is used by a Morion or a devotee of St. Longinus during their Moriones Festival help during the Lenten Season.

Characteristics:

- Mask and costumes are colorful.
- Made from palm or fiber helmet masks.
- Offering an act of self-cleansing as part of a catholic belief.
- Wearing the mask is a fulfilling pledge of repentance and gratitude.
- Depicts the image of a Roman soldier who chased after Longinus and beheaded him.



2. Manunggul Jar of Palawan

It is a secondary burial jar that is considered as the most precious artifact in the Philippines found at the Tabon Cave by Victor Decalan and Hans Kasten in March 1964.

Characteristics:

- The mummified bodies are stored.
- It replicates the belief of life after death.
- It is a tan-like color from a mud or clay.
- It has two human figures where the boatman is paddling.
- The cover was carved with curvilinear scroll designs that represents the waves on the sea.

3. Hanunoo Script or Surat Mangyan

This is the writing system of the people living in Southern Mindoro during the pre-hispanic era.

- Ambahan is their traditional form of poetry which has seven syllables in a single line.

Characteristics:

- Written from bottom to top.
- Scripts are expressions of love.
- Written poems are chanted more often.
- The history of the script is difficult to trace.
- Normally written on bamboo by a sharp tool.

4. Pakudos of Mindoro is a pattern derived from a cross.

Characteristics:

- Cross design.
- Space and lines are equal.
- Composed of linear patterns.
- Visible in their handicrafts like fabrics, baskets, and accessories.

Arts and Crafts of Visayas

1. Bohol Architecture

Massive stone churches are built in most of their towns.

- *Baclayon Church* is the oldest church in Bohol that was built in 1596 and was hit by a 7.2 magnitude earthquake in 2013.

Characteristics:

- Gold-plated altar.
- Made from coral stone.
- White eggs were used as cement.

2. Cebu Furniture

To make a piece of furniture, natural materials are used that give a vibrant of relaxing masterpieces that occupies spaces at home and establishments. Their creations have given the locals livelihood and paved their way in the field of industrial designs.

- Kenneth Cobonpue
He is a Filipino industrial designer who is known for his unique designs that integrate natural materials.
- Vito Selma
He is an industrial and furniture designer who created a mathematics-inspired Geo table. He is the youngest designer that put Cebu and the Philippines on the design map.

3. Iloilo

Iloilo is filled with heritage mansions, architectural structures like churches, and their delicious local food and delicacies.

- Miag-ao Church is a Baroque Romanesque architectural style.

Characteristics:

- Made from coral and limestone.
- Its facade is greatly adorned with flora and fauna.
- Has stone huge walls that safeguard against Moro intruders.



PRACTICE

Directions: Create a vlog about the artforms of MIMAROPA and Visayas. Choose one province only. Your vlog should be inspiring to everyone and encourage them to preserve and appreciate the arts and culture of your chosen province. Post your work on your social media account.

CRITERIA:

Content	20 POINTS
Photos use	20 POINTS
Clarity of voice	20 POINTS
Video Clarity	20 POINTS
Effective delivery of ideas	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Match the description of column A to the artforms of column B. Write the correct answer on the space provided.

Column A

- _____ 1. Mangyan poetry.
- _____ 2. Secondary burial jar.
- _____ 3. Cross motif in handicrafts.
- _____ 4. A Baroque Romanesque style church.
- _____ 5. A stone used to build Baclayon church.

Column B

- A. Ambahan
- B. Coral
- C. Manunggul Jar
- D. Miag-ao Church
- E. Pakudos

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize basic skills of gymnastics.
- Perform the basic skills of gymnastics.



CHECK

Remember your previous lesson in Physical Education by encircling the history and equipment of gymnastics.

Pommel Horse

James Naismith

Ropes

Department of Health

Rocket

Friedrich Ludwig Jahn

1896

International Gymnastics Federation



EXPLAIN

Basic Skill in Gymnastics

1. **Split** is a position where legs are extended in opposite directions.
2. **Forward Roll** begins by standing then bends down, sets their hands and shoulder apart and hands facing forward then roll, squats and stand.
3. **Backward Roll** is the opposite of the forward roll.
4. **Cartwheel** a sideways revolving movement of the body.
5. **Eggroll** is rolling where the hips are raised, the chin is tucked to the chest, and knees are bent with the head facing down.



PRACTICE

Directions: Perform at least 3 basic skills of gymnastics. Do not forget to have a stretching or warm-up activity before doing the task. Ask your parents/guardian for assistance in doing your task safely. Capture your activity and make a video collage of them. You may post your work on your social media account.

CRITERIA:

Smooth transitions	20 POINTS
Balance	20 POINTS
Safe executions	20 POINTS
Participation	20 POINTS
Creativity (mats, proper attire and sequence flow)	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write the correct answer on the blanks provided before each item.

- _____ 1. Extended legs.
- _____ 2. Tumbling forward.
- _____ 3. Tumbling backward.
- _____ 4. Body tucked when rolling.
- _____ 5. Sideways rotating with legs upward.

HEALTH EDUCATION



OUTCOMES

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

- Classify the nutritious food in a Food Guide Pyramid.
- Create a Food Guide Pyramid.



CHECK

Do you still remember your previous lesson in Health? Answer the following by giving at least 3 examples of nutritious food in each nutrition.

1. Calcium
2. Iron
3. Protein
4. Carbohydrates
5. Fiber



EXPLAIN

The **Food Pyramid** is a guide to help you choose the healthy food that is right for your body.

The Food Guide Pyramid is very significant that will help you to:

1. Achieve your health goals.
2. Organize your healthful menu.
3. Get the right amount of food servings every meal.
4. Determine which food suits the needs of your body.
5. Choose the right amount of food to take every meal.

Look at the food pyramid below:



For you to achieve your full growth and development you should be aware of the food you eat every day and follow the healthy guidelines by eating.

1. Variety of healthy food.
2. Low fat and less salty food.
3. Plenty of vegetables and fruits.
4. Sweets and desserts in moderation.
5. The right amount of food your body needs.



PRACTICE

Directions: Create a Food Guide Pyramid using cut-out photos of food from old magazines and newspapers. Use a ½ illustration board in doing this. Cover a hyperlapse video in doing this task. Share your work on your social media account.

CRITERIA:

Creativity	20 POINTS
Right placement of food in the shelves	20 POINTS
Resourcefulness	20 POINTS
Effort and Participation	20 POINTS
TOTAL	80 POINTS



EVALUATE

Directions: Analyze each food carefully and identify its level in the food guide pyramid. Write the correct answer on the blanks provided.

- _____ 1. Pork
- _____ 2. Pasta
- _____ 3. Apple
- _____ 4. Yogurt
- _____ 5. Broccoli
- _____ 6. Chocolate Cake

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Recognize the vocal music of the highland of Luzon.



CHECK

Remember your previous lesson in Music by putting a check “✓” in the box on the statement that corresponds to the characteristics of the music of the highlands or “X” if not.

- ☐ 1. The composer is unknown.
- ☐ 2. Salidumay is a farming song.
- ☐ 3. Performed during ritual activities.
- ☐ 4. Most of the songs are dedicated to wars.
- ☐ 5. Handed down from generation to generation.



EXPLAIN

Vocal Music of the Highlands of Luzon

1. **Badiw** – is a ritual song of the Ibaloi, natives of Cordillera living particularly in Benguet. This a group performance led by a woman without prior practice.

You may listen to the song here:

<https://www.youtube.com/watch?v=TfeV9KK56v0>

2. **Wiyawi** – Kalinga’s lullaby song that gives comfort to babies/children and puts them to sleep.

You may listen to the song here:

<https://www.youtube.com/watch?v=BP65z73xwUc>

3. **Owiwi** – this is also a Kalinga’s lullaby song.
4. **Hudhud** – is a recited chanted poetry of the Ifugaos.

You may listen to the chanted poetry here:

<https://www.youtube.com/watch?v=qDlMhwTKMOk>

5. **Salidumay** – is a courtship song of the Itnegs from Cordillera.
6. **Dagdagay** – this infancy-related song foretells the baby’s future. It is also a song of the Kalinga.
7. **Oppiya** – is also a Kalinga song that is sung while cradling a baby.
8. **Kawayanna** – is also a Kalinga song that is sung for infants.



PRACTICE

Directions: Sing Wiyawi lullaby. Cover a video of this task and share it on your social media account.

Criteria for Grading

Correct Pitch	20 POINTS
Correct Tempo	20 POINTS
Overall Performance	20 POINTS
TOTAL	60 POINTS



EVALUATE

Directions: Read each item carefully and analyze its kind by shading the circle  in the box.

SONGS	Ritual Song	Lullaby	Infancy-Related Song
1. Oppia			
2. Owiwi			
3. Badiw			
4. Wiyawi			
5. Dagdagay			

ARTS EDUCATION



OUTCOMES

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

- Classify the functions and resources of the arts and crafts of MIMAROPA and Visayas.



CHECK

Remember your lesson in Arts by putting a check “✓” if an artform originates from MIMAROPA or Visayas.

ARTFORM	MIMAROPA	VISAYAS
1. Bukag		
2. Pakudos		
3. Sinamay		
4. Patadyong		
5. Manunggul Jar		



EXPLAIN

Functions and Resources of the Artforms of MIMAROPA

Artform	Origin	Functions	Resources
Textile			
Ramit	Mindoro	Serve as fabric clothes of the Mangyans. Designs are: <i>Pakudos</i> is a cross. <i>Sinuknap</i> looks like the number 8. <i>Inatahan</i> is the eye of a bird.	Homespun cotton threads
Basketry			
Nito	Mindoro	Serves as storage for... - food (betel-chew and rice) and harvests (fruits and vegetables). - accessories	Dried forest vines
Buon-buon			Nito grass
Bay-ong			Buri or palm leaf
Tingkop	Palawan		Nipa palm
			Bamboo hard strips
Weaving			
Buntal weaving	Marinduque	Fabric clothing Hats Bags	Buntal fiber of Buri palm trees
Mat	Romblon	Used for sleeping, sitting, others use them as table decorations and other decorative purposes.	Romblon plant

Sculpture			
Tau-tau	Palawan	a. Home decorations especially for antique collectors. b. Wealth symbol	hard ironwood bamboo
handcrafted masks		a. Home decorations b. Shows the resourcefulness and craftsmanship of the tribes in Palawan.	Available hardwood
handcrafted Marble	Romblon	Homewares Statues and figurines Vases Religious images	Marble stone

Functions and Resources of the Artforms of Visayas

Artform	Origin	Functions	Resources
Textile			
Piña	Aklan	Embroidered Gowns, barongs, and home linen decorations.	Pineapple Fiber
Patadyong	Iloilo	Fabric clothing	Cotton and silk
Sinamay		Hats, gift decorative, and other handicrafts.	Abaca
Basketry			
Bukag	Bohol	Used in farming as storage for harvested fruits and vegetables.	Bamboo and Rattan

Weaving			
Banig (Mat)	Basey, Samar	Used for sleeping, sitting, others use them as table decorations and other decorative purposes.	Tikog leaves
Pusò Wrapper	Visayas Islands	Cooked Rice wrapper. Convenient in bringing meals when traveling or farming.	Coconut leaves
Furniture-making	Cebu	Used in home and other establishments.	Rattan and wood
Architecture			
Churches	Visayas Islands	Religious gatherings	Coral stone Limestone



PRACTICE

Directions: Choose a province and a handicraft, either basketry or weaving.

Create a tutorial vlog on how to create a handicraft from MIMAROPA or Visayas. Post your work on your social media account.

CRITERIA:

Content	20 POINTS
Showed the materials used.	20 POINTS
Clarity of voice	20 POINTS
Video Clarity	20 POINTS
Effective delivery of ideas	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully. Color the circle green ● if the statement is true and red ● if false.

☐

1. The artistry of the Filipinos is exceptional.

☐

2. Craftmanship makes people unproductive.

☐

3. Handicrafts are means of livelihood of the natives.

☐

4. Natives maximize the materials available in their area.

☐

5. The creation of the natives is useless for their daily living.

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the history of Taekwondo.



CHECK

Remember your previous lesson in PE by explaining the basic skills stated in each number. Write the correct answer in the space provided.

1. Egg roll - _____
2. Backward Roll - _____
3. Cartwheel - _____
4. Forward Roll - _____
5. Split - _____



EXPLAIN

Taekwondo is a combat sport characterized by fast kicking and punching techniques. It is a Korean martial art, Tae means foot, Kwon means hand, and Do means art. Dobok is the player's uniform.



- 1940s and 1950s Taekwondo was developed.
- 1945 - 1946 martial school in Korea was opened.
- 1959 Korea Taekwondo Association was founded.
- 1966 International Taekwon-Do Federation was founded.
- 2004 Taekwondo is an official sport in the Athens Olympic Games.
- 2005 WTF Taekwondo was declared an official sport for the 2012 London Olympic Games.
- 2006 The World Taekwondo Federation includes affiliations of 182 different countries.
- 2008 Taekwondo participates as an official sport in the Beijing, China 2008 Olympics games.
- 2012 Taekwondo participates as an official sport for the London, England, 2012 Olympic games.

Rules of the Game

1. Fighters are NOT allowed to punch to the head.
2. Aims to have several kicks and blows to the opponent in the allowed target areas of the body only.
3. There are three rounds with two minutes each and a minute breaks between each round.
4. The mat area is a 10m square.
5. Victory is gained by: (a) knockout, (b) holding most points, and (c) default (disqualification of the opponent).

Belts Gup or Rank

1. White for the beginners
2. Yellow 8th – 9th
3. Green 6th – 7th
4. Blue 4th – 5th
5. Red 2nd – 3rd
6. Black – is the highest rank.

Equipment

1. Body Armor/vest
2. Break boards
3. Gloves
4. Groin guards
5. Mats
6. Mouthguards
7. Headgears
8. Shin Guards
9. Pads and shields

Scoring

1. Body kicks 1 point
2. Kicks to the face 2 points
3. Head kicks 3 points



PRACTICE

Directions: Create a brochure of the three famous Filipino Taekwondo athletes using Canva at www.canva.com or using the App. Include their athletic stories and awards.

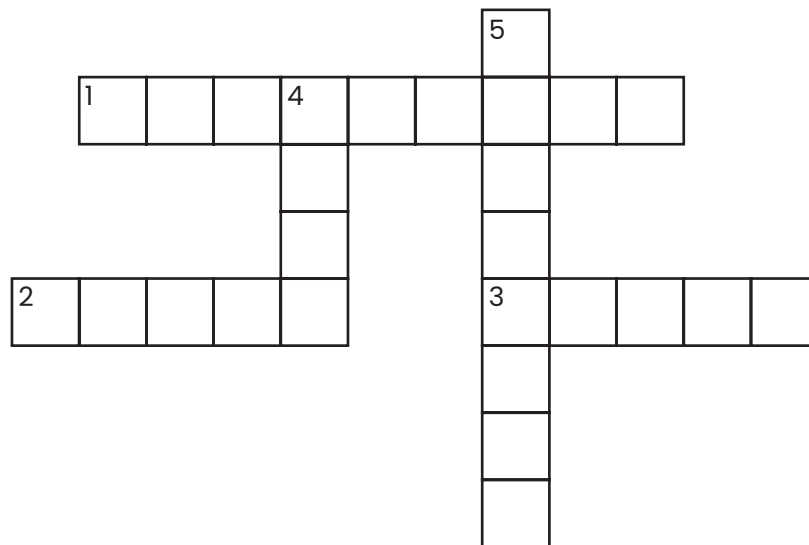
CRITERIA:

Creativity	20 POINTS
Informative	20 POINTS
Content	20 POINTS
TOTAL	60 POINTS



EVALUATE

Directions: Read each item carefully and complete the crossword puzzle. Write the correct answer in the box.



Across:

1. A combat sport composed of kicks and punches.
2. The highest belt rank.
3. The combat sport originated.

Down:

4. The hit done by the legs.
5. A blow that made a player unconscious.

HEALTH EDUCATION



OUTCOMES

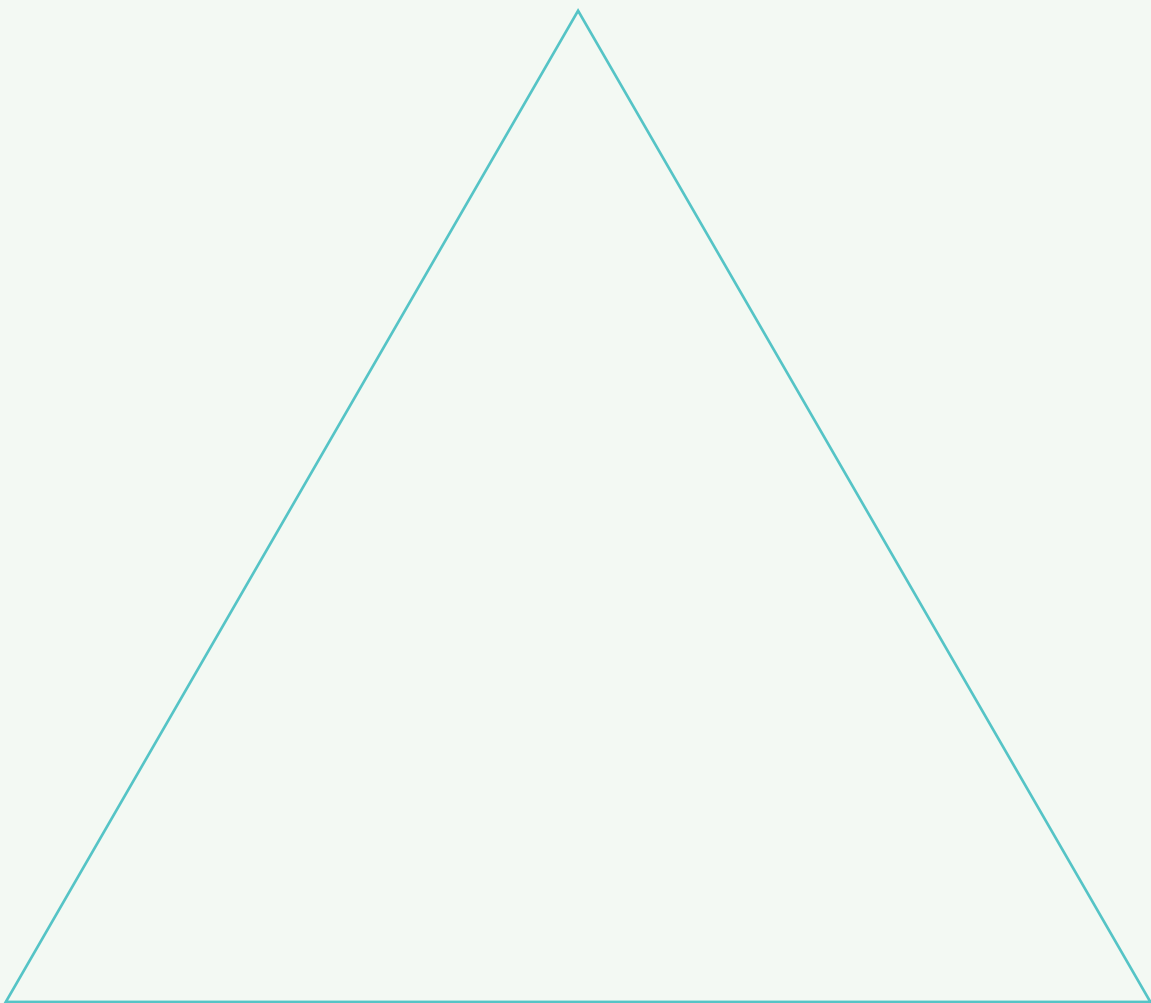
At the end of the module, you are expected to:

- Recognize the signs and symptoms of malnutrition and micronutrient deficiency.



CHECK

Do you still remember your previous lesson in Health? Draw a food pyramid below with the example of different foods for each level.





EXPLAIN

Malnutrition is a health condition that occurs when you eat food that does not provide the nutrients your body needs.

Micronutrient deficiency takes place when you lack essential vitamins and minerals for your growth and development which leads to various serious health issues.

Micronutrient Deficiencies	Signs and Symptoms	Nutrients Needed/ Moderately Taken and Their Food Sources
Kwashiorkor	a. swelling under the skin or edema of the legs and feet b. thinning hair c. anemia d. stomach grows bigger e. shiny skin	Protein meat, fish, poultry, eggs milk, cheese, and soybeans.
Diabetes	a. quite thirsty b. vision becomes blurred c. hungry most of the time d. urinates a lot, usually at night e. experienced fatigue and skin are very dry	Carbohydrates bread, rice, cereals, fruits, and vegetables
High risk of Heart Disease	a. chest pain b. shortness of breath c. weakness in the legs or arms d. pain in the upper part of the body	Fats salmon, nuts, avocado, oils from flaxseed, olive and canola, and vegetables
Xerophthalmia	a. night blindness b. blurred vision c. dryness of the eyes d. eyes' pain e. frequent itching of the eyes	Vitamin A Orange and yellow fruits
Anemia	a. paleness b. dizziness c. loss of focus d. trouble in breathing e. fatigue and weakness	Iron Liver, red meat, beans, nuts, dark green leafy vegetables, and dried fruits

Hypothyroidism underactive thyroid	a. tiredness b. weight gain c. constipation d. cold sensitivity e. swelling of the eyes	Iodine Seaweeds, shrimp, and other seafood, milk, yogurt, and cheese.
Hyperthyroidism overactive thyroid	a. enlarged thyroid gland (goiter) b. rapid heartbeat that leads to irregular or pounding heartbeat c. appetite increases d. nervousness, anxiety, and irritability e. tremor – trembling of the hands and fingers	



PRACTICE

Directions: Create a poster using Canva at www.canva.com or using the App about choosing a healthy lifestyle to keep away from micronutrient deficiencies. Share your poster on your social media account and encourage others to be healthy.

CRITERIA:

Creativity	20 POINTS
Visually appealing	20 POINTS
Informative	20 POINTS
Content	20 POINTS
TOTAL	80 POINTS



EVALUATE

Directions: Analyze each symptom carefully and identify its illness. Write the correct answer on the blanks provided.

- | | |
|-------|------------------------|
| _____ | 1. Tremor |
| _____ | 2. Blindness |
| _____ | 3. Eyes are swelling |
| _____ | 4. Pale and weakness |
| _____ | 5. Legs and feet swell |

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Classify the musical instruments of the highlands of Luzon.
- Create an improvised musical instrument of the highlands of Luzon.



CHECK

Do you still remember your previous lesson in Music? What are the infant-related and lullaby music you still remember? Write them on the blanks below.

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



EXPLAIN

The Musical Instruments of the Highlands of Luzon

Percussion Metal Instruments

1. Gangsa is a single hand-held gong made bronze. Cordillerans consider this as their sacred instrument since this is used as an accompaniment in their ritual songs.

These are the types of Gangsa that are played in two different ways such as:

- a. Toppaya is place on the lap while the musician is sitting and tapping it with his hand.
- b. Pattung is played while the musician is standing holding it on his left and the padded stick on the right.

You may listen to its sound here: <https://soundcloud.com/mul-9-mr16/2-gangsa-pattung>

Percussion Bamboo Instruments

1. Patteteg is a split-half instrument hit by a wooden hard stick while it's on the lap.

You may listen to its sound here: <https://www.youtube.com/watch?v=qWc-8O7wXMI>

2. Tongatong is bamboo tubes played by stomping on the ground.

You may listen to its sound here from 2:00-2:48: https://www.youtube.com/watch?v=AMUK_1l9MXw

3. Bungkaka is played by striking on one palm.

You may listen to its sound here: <https://www.youtube.com/watch?v=3uJ-v-dwCfE>

4. Patangguk is a quill shape instrument played by striking the bamboo or wood.

You may listen to its sound here from 3:20-3:58: https://www.youtube.com/watch?v=AMUK_1l9MXw&t=171s

Aerophone Bamboo Instruments

1. Saggeypo is a bamboo pipe placed in the lower lip.

You may listen to its sound here: <https://www.youtube.com/watch?v=awiWfCBg3qA>

2. Tongali is a flute played by the air in the nostril.

You may listen to its sound here: <https://www.youtube.com/watch?v=RS5oukCNBHY>



PRACTICE

Directions: Create an improvised instrument inspired by the musical instruments above. Use recyclable materials or things that can be found at home. Invite your family member/s in this task. Capture moments of this task by:

- (1) Creating a hyperlapse video while making the instrument with your family.
- (2) Creating a short video playing the instrument made.
- (3) Taking a photo of you and your created instrument.

Sharing your improvised musical instrument on your social media account with your thoughts about your appreciation of the musical instruments of the highland of Luzon.

Criteria for Grading

Creativity	30 POINTS
Uniqueness	25 POINTS
Materials used	20 POINTS
Inspiringly shared task	15 POINTS
Effort and Participation	10 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and analyze its classification. Shade the circle  in the row that corresponds to the correct answer.

SONGS	Percussion	Aerophone
1. Tongatong	☐	☐
2. Tongali	☐	☐
3. Gangsa	☐	☐
4. Saggeypo	☐	☐
5. Patteteg	☐	☐

ARTS EDUCATION



OUTCOMES

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

- Recognize the different festivals celebrated in MIMAROPA and Visayas.
- Create an improvised festival handicraft of MIMAROPA and Visayas.



CHECK

Do you still remember your previous lesson in Arts? Identify the resources of each artform. Write your answer on the blanks provided.

- | | |
|-------|-----------------|
| _____ | 1. Ramit |
| _____ | 2. Bukag |
| _____ | 3. Tingkop |
| _____ | 4. Sinamay |
| _____ | 5. Pusò Wrapper |



EXPLAIN

Famous Philippine Festivals in MIMAROPA and Visayas

1. Moriones Festival is a religious festivity celebration Marinduque held during the Lenten Season in honor of St. Longinus. The participants wear colorful Morion masks depicting the Roman soldier.



2. Sinulog Festival is the Cebuanos grand, colorful, and religious festival in honor of Sr. Sto. Niño held every third Sunday of January. It means “the water current”. It is celebrated for the gratitude of their bountiful life. The dancers and Cebuanos yell “Viva Pit Senyor!”



3. Ati-atihan Festival is a religious festival in honor of Sr. Sto. Niño held every January. The dancers' bodies are painted black honoring the Aetas of Kalibo, Aklan. They yell “Hala! Bira!”



4. Dinagyang Festival is a prestigious festival in Iloilo City held every fourth Sunday of January in honor of Sr. Sto. Niño. The participants wear creative shield and spear that represents the Ati warriors.



5. Masskara Festival is the most colorful festival from the City of Smiles, Bacolod City held every 4th Sunday of October. Mass means people and kara means faces. This started when the Negrenses went through a tragic ferry accident that made most of them mourn. Lifting their spirits, smiling masks were created.



6. Pintados-Kasadyaan Festival is a cultural-religious festival held every January in Tacloban City. Dancers paint their bodies representing the tattooed warrior from the past. This is celebrated honoring Sr. Sto. Niño.





PRACTICE

Directions: Create a colorful and happy Masskara using recyclable materials or things that can be found at home. Invite your family member/s in this task. Capture moments of this tasks by taking a hyperlapse video while making your Masskara. Wear it when done.

Sharing your self-made Masskara on your social media account with your thoughts about the preservation of the Philippines festivals despite the pandemic.

CRITERIA:

Creativity	25 POINTS
Informative	25 POINTS
Clear audio and video	25 POINTS
Resourcefulness	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully. Identify the festival referred to in each item. Write the correct answer on the blank provided.

- _____ 1. Hala Bira!
- _____ 2. Tattooed body.
- _____ 3. Viva Pit Senyor!
- _____ 4. Painted black bodies.
- _____ 5. Celebrated during Lenten Season.

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize basic skills of Taekwondo.
- Safely perform the basic skills of Taekwondo.



CHECK

Remember your previous lesson in Physical Education by identifying what each refers to. Write your answers on the blanks provided.

- | | |
|-------|--|
| _____ | 1. The player's uniform. |
| _____ | 2. Highest belt rank. |
| _____ | 3. Head kicks points. |
| _____ | 4. A protective gear worn in the body. |
| _____ | 5. An award given when an opponent is knocked out. |



EXPLAIN

Basic Skills in Taekwondo



1. **Straight Punch** – is the standard power punch.
Watch how to do the skill here: <https://www.youtube.com/watch?v=YfGqItLcN4I>
2. **Low Block** – the most basic taekwondo block that uses the arms to protect oneself from the strike of an opponent.
Watch how to do the skill here: <https://www.youtube.com/watch?v=tMyGoLZSj-o>
3. **Front Kick** – is a snap or flash kick of the lower leg with force and follow-through.
Watch how to do the skill here: <https://www.youtube.com/watch?v=rDAIfTFDqU>
4. **Knife Hand Strike** – is striking using the pinky-side of the open hand.
Watch how to do the skill here: <https://www.youtube.com/watch?v=OZgLUfuntRI>
5. **Back Fists** – is a strike to surprise an opponent after missing the standard straight punch.
Watch how to do the skill here: <https://www.youtube.com/watch?v=GKDBYWasuHw>
6. **Outside Block** – one of the most fundamental blocks performed either a fist or a knife-hand.
Watch how to do the skill here: <https://www.youtube.com/watch?v=ID8UUxIE9y4>
7. **Side Kick** – is done by turning the body sideways.
Watch how to do the skill here: <https://www.youtube.com/watch?v=98boTtEjgfw>
8. **Double Forearm Block** – the back fist unites with the front arm that provides support to quickly respond if you need to block.
Watch how to do the skill here: <https://www.youtube.com/watch?v=bMiwdLNRH0E>
9. **Face Block** – the blocking with the arm on the side of the striking kick.
Watch how to do the skill here: <https://www.youtube.com/watch?v=BJ0jVqIPXFM>
10. **Round Kick** – turning kick that targets the face/head.
Watch how to do the skill here: <https://www.youtube.com/watch?v=rIO2aMq0akU>





PRACTICE

Directions: Create a tutorial vlog of how to do the basic skills of Taekwondo that is within your capability only. Do not forget to have a stretching warm-up activity before doing the task. Ask your parents/guardian for assistance in doing your task safely. Capture a video of this task and you may post it on your work on your social media account.

CRITERIA:

Safe executions	20 POINTS
Participation	20 POINTS
Creativity (proper attire and sequence flow)	20 POINTS
Informative	20 POINTS
Clear sound and video	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write your answers on blanks provided.

- _____ 1. The standard power punches.
- _____ 2. The flash Kick of the lower leg.
- _____ 3. Kicking by turning the body side.
- _____ 4. The strike to surprise an opponent.
- _____ 5. It is one of the most fundamental blocks.

HEALTH EDUCATION



OUTCOMES

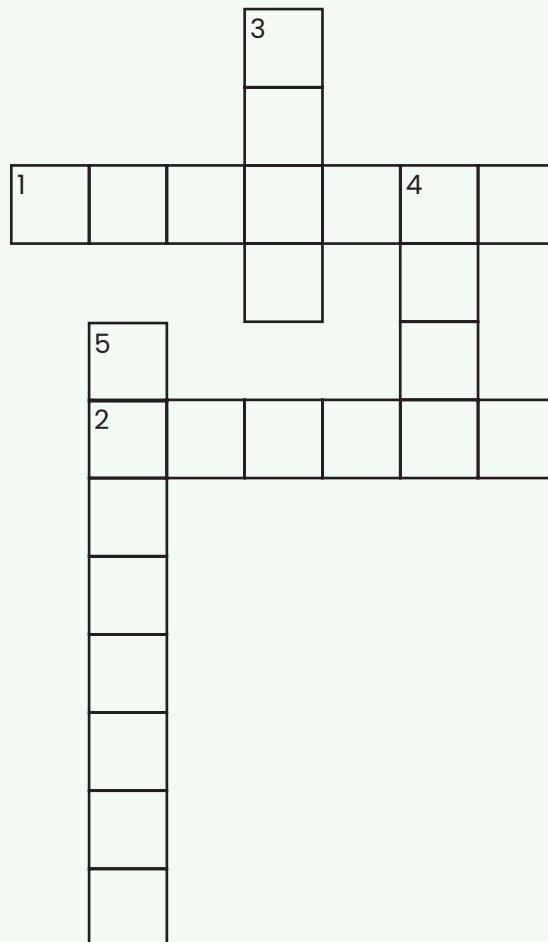
At the end of the module, you are expected to:

- Understand how to control and prevent malnutrition and micronutrient deficiency.



CHECK

Remember your previous lesson in Health by completing the crossword puzzle. Write your answer in the box.



ACROSS

1. Food for the bones.
2. Minerals from the seafoods.

DOWN

3. You get when you eat salmon, olives, and canola.
4. Lacking mineral in anemia.
5. Vitamin for the eyes.



EXPLAIN

Control and Prevention Micronutrients Deficiency

Micronutrient Deficiencies	Control and Prevention
Kwashiorkor A severe form of malnutrition.	a. Consult a physician. b. Eat enough calories and protein-rich foods. c. Take Vitamin and mineral supplements to treat deficiencies.
Diabetes Too high glucose or blood sugar.	a. Eat more fiber. b. Cut sugar intake. c. Exercise regularly. d. Drink plenty of water.
High risk of Heart Disease	a. Get good quality sleep. b. Eat a heart-healthy diet. c. Maintain a healthy weight.
Xerophthalmia An eye disease caused by vitamin A deficiency.	a. Eat vitamin A-rich foods. b. Eat green leafy vegetables. c. Eat yellow and orange fruits.
Anemia Lack of enough healthy red blood cells.	a. Keep hydrated. b. Regular exercise. c. Wash hands thoroughly to avoid infection. d. Eat foods with high iron like dark green vegetables.
Hypothyroidism underactive thyroid Hyperthyroidism overactive thyroid	a. Follow a strict diet. b. Consult your physician. c. Keep sufficient iodine intake. d. thyroid removal when needed.

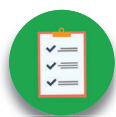


PRACTICE

Directions: Create a poster using Canva at www.canva.com or using the App about choosing a healthy lifestyle to keep away from micronutrient deficiencies. Share your poster on your social media account and encourage others to be healthy.

CRITERIA:

Creativity	20 POINTS
Visually appealing	20 POINTS
Informative	20 POINTS
Content	20 POINTS
TOTAL	80 POINTS



EVALUATE

Directions: Analyze each symptom carefully and check “✓” if true and “X” if false. Place your answer on the space provided.

- _____ 1. Vegetables are unhealthy.
- _____ 2. Adolescents can have diabetes too.
- _____ 3. Lack of Vitamin A leads to blindness.
- _____ 4. Drinking plenty of clean water helps the body to detoxify.
- _____ 5. Eating all the sweet and delicious food you want is beneficial for you.

UNIT 3

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Recognize the music of Mindanao.
- Create a video presentation of the different ethnic groups of Mindanao.



CHECK

Remember your previous lesson in Music by identifying the musical instrument being described. Write your answer in the blanks provided.

- | | |
|-------|---|
| _____ | 1. It is the flute played by the air in the nostril. |
| _____ | 2. It is a bamboo pipe placed in the lower lip. |
| _____ | 3. An instrument played by striking on one palm. |
| _____ | 4. This is the bamboo tubes played by stomping on the ground. |
| _____ | 5. It is a quill-shape 213d instrument played by striking a bamboo or wood. |



EXPLAIN

The Musical of Mindanao

The unique culture of Mindanao is reflected in its wide variety of music. Their songs are used in so many ways such as occasions, life cycles, rituals, and religious celebrations. Their music is classified into two:

1. **Islamic Music** – this refers to the religious songs and traditions of the Muslims. Their musical expression is greatly diverse.

The Islamic Ethno-linguistic groups are the natives of Maguindanao, Maranao, Jolo, Sulu, Tausug, Tawi-Tawi and, Yakan.

2. **Non-Islamic Music** – this refers to non-Christian and non-Muslim music in Mindanao contains a variety of sounds performed for different occasions.

The Lumads are the natives or indigenous group of people of Mindanao such as T'boli, Bagobo, B'laan, Manobo, Tiruray, Subanen, Mandaya, Higaonon, Banwaon, Talaanding, Mansaka, Manguanan, Dibabawon, Tigakaolo and, Ubo.

Darangen

- This is a chanted epic poem on the pre-Islamic time of the Maranao that includes their common laws, cultural values, and traditions before they converted to Islam.
- It is associated with dances and musical instruments. When performed, it lasts a few hours to even a week.
- It has 17 cycles that pertain to the journey of the hero Bantugan.
- It was proclaimed as a Masterpiece of the Oral and Intangible Heritage of Humanity in 2005 by UNESCO as the longest surviving epic poetry in the Philippines.
- It is also associated with their dances such as:
 - *Kaganat sa Darangen* is a dance that represents the journey of a marriage proposal of Prince Lomna's father, on his behalf to Gindolongan.
 - *Sagayan or Kasagyan* is a war dance reenacting Prince Bantugan's as he prepared for battle.



- *Singkil* is a dance that portrays the abduction of Princess Gandingan where Prince Bantugan rescued her.



PRACTICE

Directions: Create a 3 to 4-minute video presentation of the different ethnic groups of Mindanao, their dances, and artforms using the music of Darangen. You may use and get its song on YouTube, The Maranao epic, the Darangen: <https://www.youtube.com/watch?v=re33SdfjU0Q>

Share your work in your social media account with your thoughts about preserving the chant.

Criteria for Grading

Creativity	20 POINTS
Content	20 POINTS
Clarity of Video and Sound	20 POINTS
Inspiringly shared task	20 POINTS
Effort and Participation	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully. Shade the star ★ if the statement is true and shade the diamond ◆ if false.



1. The performance of Darangen lasts for one hour.



2. Darangen is the story of Maranao Islamic conversion.



3. Singkil portrays the abduction of Princess Gandingan.



4. The songs in Mindanao are used in so many life and community occasions.



5. Their epic chant is associated with dances and musical instruments when performed.

ARTS EDUCATION



OUTCOMES

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

- Recognize the elements and principles of the arts and crafts of Mindanao.
- Draw an object that represents the artforms of Mindanao.



CHECK

Do you still remember your previous lesson in Arts? Identify the province where the given festivals are being celebrated.

- | | |
|-------|---------------|
| _____ | 1. Sinulog |
| _____ | 2. Pintados |
| _____ | 3. Ati-atihan |
| _____ | 4. Moriones |
| _____ | 5. Masskara |



EXPLAIN

Artforms of Mindanao

Textile

1. T'bolis Tinalak is a hand-woven Abaca fiber fabric with dominant colors of red and black.



2. Yakan fabrics are bold in colors with combinations of geometric patterns.



Pottery

Maitum Jar is a secondary burial jar found in Maitum, Sarangani that has a human figure on the top of the jar.



Brass-Making

Gadur is a casted jar that has curvilinear designs that represent flowers. This serves as their tobacco container.



Architecture

Sultan Haji Hassana Bolkiah Masjid Mosque or the Grand Mosque in Cotabato City where domes are painted gold.



PRACTICE

Directions: Draw an object that represents the design, colors, and motifs of the artforms of Mindanao.

CRITERIA:

Creativity	25 POINTS
Harmony	25 POINTS
Patterns	25 POINTS
Effort	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully. Identify the festival refer to each item. Write the correct answer on the blanks.

- _____ 1. T'boli fabric.
- _____ 2. The Grand Mosque
- _____ 3. Brass tobacco container.
- _____ 4. Human figured burial jar.
- _____ 5. This fabric is bold in colors.

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the history of Table Tennis.
- Create a timeline video of how Table Tennis was established and played.



CHECK

Do you still remember your previous lesson in Physical Education? Identify the described basic skill of Taekwondo. Write your answer in the blanks.

- | | |
|-------|---|
| _____ | 1. Head target turning kick. |
| _____ | 2. Strikes done by an open hand. |
| _____ | 3. Quick block response of both back and front arms. |
| _____ | 4. Block with the arm on the side of the striking kick. |
| _____ | 5. Block done outside arm protecting the legs and body. |



EXPLAIN

History and Background of Table Tennis

Table Tennis is also called Ping-Pong that originated in England in the 20th century.

- 1921 Table Tennis Association was established.
- 1927 the first international competition was held in London.
- 1946 ITTF (International Table Tennis Federation) was established.
- 1979 Triples Table Tennis invented by Professor Günter Arndt.
- 1980 the ITTF Men's World Cup was first held.
- 1988 Table tennis was played in Olympic Games held in Seoul, Korea.
- 1996 the ITTF Women's World Cup was first held.

Basic Equipment

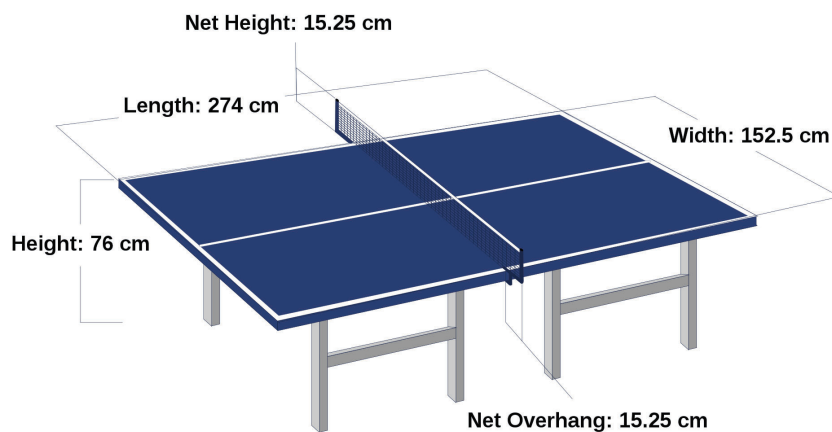
1. The ball is a 38-54 millimeter in diameter celluloid ball.



2. A racket or Paddle is made of wood and rubber used to hit the ball back and forth on the table.



3. The Table Tennis Table is where the game is played. It is 274 cm long, 152.5 cm wide, and 76 cm high from the ground.
4. Net and Post is six feet long and six inches wide, and 15.25 cm in height.



The Basic Rules in Playing Table Tennis

1. A game is won when a player gets 11 points.
2. Players serve two alternating serves each.
3. A player must win by 2 points when it is a tie at 10-10.
4. The game is played best of 5 for the first to win three games.
5. The game is played best of 7 for the first to win four games.



PRACTICE

Directions: Create a timeline video of how Table Tennis was established and played. Share your work on your social media account.

CRITERIA:

Attractiveness	20 POINTS
Photo/Video use is clear	20 POINTS
Creativity (proper sequence flow)	20 POINTS
Informative	20 POINTS
Sound and Video are clear	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write your answer in blanks.

- _____ 1. It is where table tennis originated.
- _____ 2. Points to win a game.
- _____ 3. The other name of table tennis.
- _____ 4. The year when the game was played at Olympic Games.
- _____ 5. This is used to hit the ball back and forth on the table.

HEALTH EDUCATION



OUTCOMES

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

- Recognize the stresses in mental and emotional health.
- Identify the kinds of stress felt in different situations.



CHECK

Remember your previous lesson in Health by identifying a Control and Prevention in each Micronutrient Deficiency.

Micronutrient Deficiencies	Control and Prevention
1. Anemia	
2. Diabetes	
3. Kwashiorkor	
4. Xerophthalmia	
5. High risk of heart disease	



EXPLAIN

Mental and Emotional Health embodies our social and psychological well-being. It encompasses how we feel and think and behave.

Everyone experienced mental health problems that affect the mood, thinking, and behavior of a person.

Stress is an emotional response from whatever situation where the body reacts to a test or need. Stress can be positive which helps avoid uncertainties. But when lasts longer, it could harm one's health.

A stressor is a thing or event that makes a person stress.

Here are two kinds of Stress:

1. Eustress is a positive response of the body from a stressor.

Example:

Your Mathematics teacher left a reminder that you have a long test next meeting that is why you spent the night studying your lessons and you are so happy because passed the test.

Let us identify the situation in eustress:

Stressor: Mathematics long test

Stress: Nervous

Action Done: Studied the lesson

Outcome: Passed the test

Eustress: Happiness and Fulfillment

2. Distress is the negative response of the body from a stressor. This kind of stress caused harm to a person.

Example:

The lady grew up with her so loving grandmother, unfortunately, she lost her due to Covid-19.

Let us identify the situation in Distress:

Stressor: A grandmother's death

Stress: grief, sadness

Action Done: Always alone and crying. Do not talk with anyone.

Outcome: Depressed

Distress: feeling empty, anxious, hopeless

Anxiety is a feeling of fear or nervousness about the anticipation of what has to happen.

Depression is a mood disorder that causes a continuous and constant feeling of sadness that results in a lack of interest and hinders the person from doing his/her regular activities.



PRACTICE

Directions: Identify the kinds of stress you feel or felt in each given situation. Complete the table below.

Situation A: House chores	Eustress	Distress
Stressor		
Stress		
Action Done		
Outcome		
Situation B: Stay at home	Eustress	Distress
Stressor		
Stress		
Action Done		
Outcome		



EVALUATE

Directions: Read each item carefully and identify what each refers to.

- _____ 1. The thing that makes a person stress.
- _____ 2. This is the constant feeling of sadness.
- _____ 3. This embodies a person's social well-being.
- _____ 4. This is an emotional response from any situation.
- _____ 5. The positive response of the body from a stressor.

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Recognize the characteristics of the music of Mindanao.
- Analyze the difference and similarities of the music of Mindanao.



CHECK

Identify what is described in each item about the music of Mindanao. Choose the correct answer in the box. Write your answer in the blanks.

A. 17

C. Lumad

E. Kaganat sa Darangen

B. Darangen

D. Sagayan

_____ 1. The epic chant of Mindanao.

_____ 2. The war dance of Mindanao.

_____ 3. The number of cycles in the chant.

_____ 4. The non-Islamic natives of Mindanao.

_____ 5. This is the dance that represents the journey of a marriage proposal of Prince Lomna's father, on his behalf.



EXPLAIN

The Characteristics of the Music of Mindanao

- Has a complete musical sense of its own.
- Uses tremolo in their music. Tremolo is the rapid change of pitch and melody.
- Has an artistic organization of melody and rhythm.
- Most songs are accompanied by musical instruments.
- Mainly homophonic or has the same rhythm as the melody.
- Sung using a strained voice which is the singing with muscle tension.
- Nasal enunciation where the air flows through the nose when singing.
- Narrowing the vowel pronunciation when the note is high when singing.
- Melismatic. A group of notes in their songs is sung with just one syllable of text.
- Trains in singing theatrical impersonation, like in Darangen if a person wanted to lead the chanting, one must be trained.

Listen to the chant and try to analyze its musical characteristics.

1. Chant: The Darangen – Kapagondoga
<https://www.youtube.com/watch?v=ROqbx9VptIA>

Guide questions:

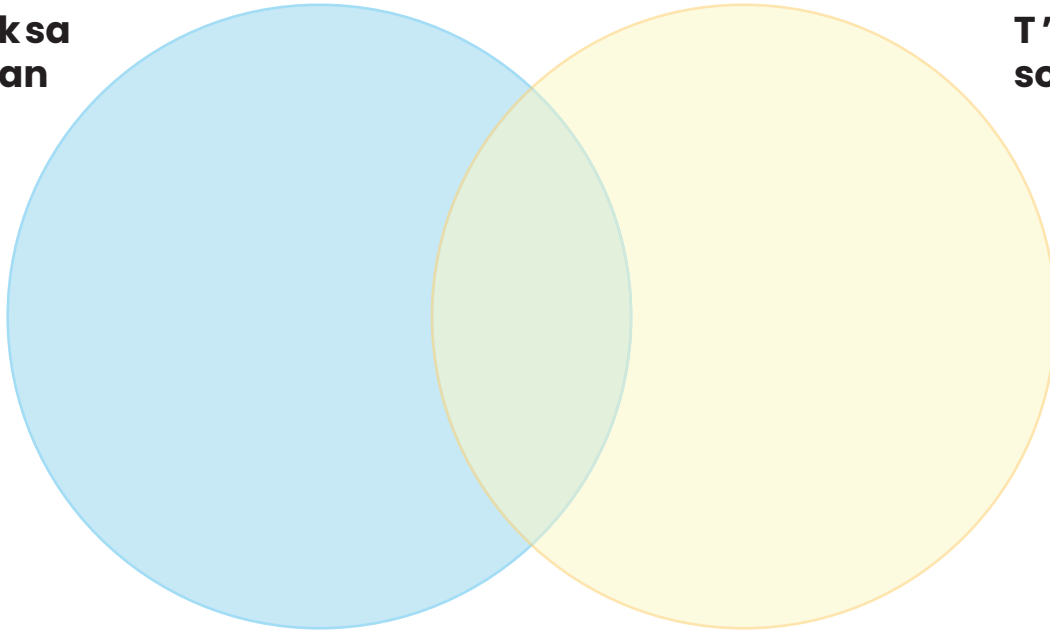
1. How do you find the song?
2. Were there musical instruments used?
3. What are the characteristics of music you noticed?



PRACTICE

Directions: Listen to the two different songs and analyze their sound carefully. Using the Venn Diagram, write three characteristics that make them distinctively unique in the outer part and their similarities in the inner part.

**Bayok sa
tawaan**



**T'boli
song**



EVALUATE

Directions: Read each item carefully. Identify the characteristic of music being described. Write your answer in the blanks.

- _____ 1. The same rhythm as the melody.
- _____ 2. The rapid change of pitch and melody.
- _____ 3. The singing with muscle tension.
- _____ 4. The air flows through the nose when singing.
- _____ 5. The group of notes sung with just one syllable of text.

ARTS EDUCATION



OUTCOMES

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

- Recognize the characteristics of the arts and crafts in Mindanao areas.
- Classify the arts and crafts in Mindanao according to its areas.



CHECK

Remember your previous lesson in Arts. Put a check "✓" to a craft that corresponds to its form of art.

Arts and Crafts	Architecture	Brass-Making	Pottery	Textile
1. Gadur				
2. Tinalak				
3. Maitum Jar				
4. Grand Mosque				
5. Yakan Fabrics				



EXPLAIN

The Arts and Crafts in Mindanao

Butuan

Balanghai is a large wooden boat used for trading.



Zamboanga

Vinta is a colorful rectangular sail in the boats used in fishing and cargo boats.



Maranao

1. Malong is a multi-colored large wrap-around tubular cotton cloth. It has a variety of geometric, curvilinear, and symbols of nature. They use it as a skirt, a robe, or a baby carriage.



2. Okir or okil is a motif of plant-inspired curvilinear that can be seen in their home decoration and design.



3. Panolong is an ornament with okir as its motif used in the beams of the Maranao houses.
4. Torogan is the house of the elite Maranaos. It is a symbol of social status adorned with Panolong.



5. Sarimanok is a legendary bird with a fish on its beak that has colorful wings.



The Yakans of Basilan

1. Tanyak Tanyak is a face make-up put onto the bride and groom's face. Dots and lines are drawn after the white foundation.
2. Body Ornaments are worn as part of their beliefs are:
 - a. Crocodile tooth necklace.
 - b. Amulets are metal jewelry believed to be a protection against danger when worn.
 - c. Belt made from the bones of snakes.
 - d. *Maniktegiyas* is a bracelet and/or necklace made from dried fruit seeds.
 - e. *Maniksembulan* is a bracelet and/or necklace made from bamboo stems.



The T'boli Of South Cotabato's Unique Accessories

1. Hilot is a beaded brass belt worn with hanging bells.
2. Suwatlmimotis is a long beaded wooden comb.



Tawi Tawi

Pangalay is a fingernail dance of the Tausug.



PRACTICE

Directions: Create accessories made from recyclable materials that are available at your home. Capture a photo wearing your creative accessories and share it on your social media account.

CRITERIA:

Creativity	25 POINTS
Mindanao designs	25 POINTS
Represented well	25 POINTS
Effort	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Fill in the columns with the arts and crafts of the following places.

Basilan	Butuan	Maranao	South Cotabato	Tawi-tawi	Zambonga

PHYSICAL EDUCATION



OUTCOMES

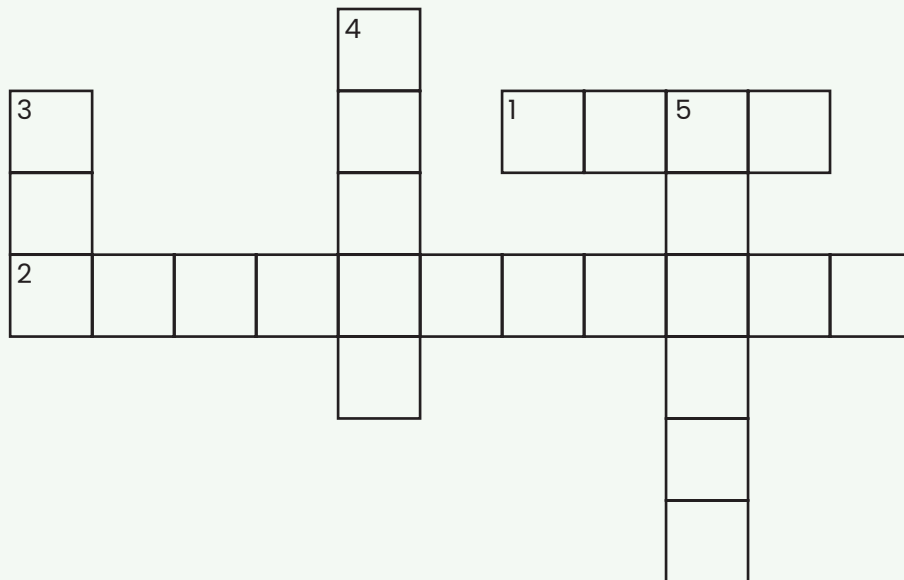
At the end of the module, you are expected to:

- Recognize the basic skills of table tennis.
- Perform the basic skills of table tennis.



CHECK

Remember your previous lesson in Physical Education by completing the crossword puzzle below.



Across:

1. A 38-54 millimeter in diameter celluloid.
2. A game called Ping-pong.

Down:

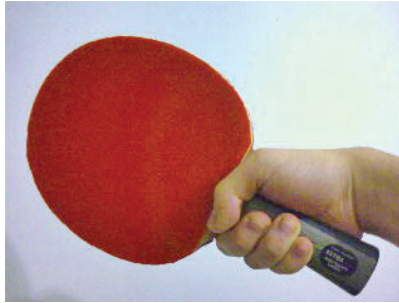
3. A six-foot-long and six-inch-wide equipment placed at the center of the table.
4. The number of games first to win in best of 5.
5. The place where the first international competition was held.



EXPLAIN

Two ways to grip the paddle of the table tennis:

1. Penhold is a simple way how you hold an instrument or a pen.



2. Shakehand is holding the paddle as if you are shaking a hand.



The Basic Skills of Table Tennis



1. Forehand Drive is the most basic technique by paddling the ball forward. Rotating your body to the back and transfer weight from the back to the front foot.
2. Backhand Drive is simply moving your paddle forward and up, towards the ball from your elbow.
3. Backhand Push is pushing the paddle forward and down from the elbow.
4. Forehand Push is moving a smaller backswing, rotate your wrist forward, and keep your paddle open to brush beneath the ball.



PRACTICE

Directions: Perform the basic skills of Table Tennis. Cover a video of this and make a 4-video collage. Share your activity on your social media account.

CRITERIA:

Safe executions	10 POINTS
Participation	20 POINTS
Creativity (proper attire and arrangement)	20 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each item carefully and match the description of column A to column B. Write the letter of the correct answer in the blanks.

Column A	Column B
_____ 1. Gripping the paddle as if you are shaking a hand.	A. Backhand Drive
_____ 2. This is the most basic technique of paddling the ball.	B. Backhand Push
_____ 3. This is keeping the paddle open to brush beneath the ball.	C. Forehand Drive
_____ 4. This is pushing the paddle forward and down from the elbow.	D. Forehand Push
_____ 5. The simple moving of the paddle forward and up, towards the ball from your elbow.	E. Shakehand

HEALTH EDUCATION



OUTCOMES

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

- Identify the ways on how to cope with stress.
- Track the activities to cope with stress.



CHECK

Remember your previous lesson in Health Education. Identify the situation in each kind of stress.

- A. Glen does not like fixing his bed, but he got a reward from his mom because he fixes his bed this morning.
1. Stressor:
 2. Stress:
 3. Action Done:
 4. Outcome:
 5. Eustress:
- B. Amber is grounded from using her phone because she was caught by her dad playing video games in the middle of the night.
1. Stressor:
 2. Stress:
 3. Action Done:
 4. Outcome:
 5. Eustress:



EXPLAIN

Stress happens all the time and you are the one who is in control of your emotions. Manage your stress so you will help protect yourself from the danger of suffering negative feelings.

Here are the ways that might help you cope with stress.

1. Identify the things that stress you.
 - List down the things that make you stress and create an alternative activity that will help you reduce the feeling of stress.
2. Eat healthily.
 - A healthy meal plan is very important when you are stressed since it affects how a person eats. Some are binge eaters and others eat a small amount of food and skip meals.
3. Get Enough Sleep.
 - Your body needs between 8 and 10 hours of sleep since your body is developing, manage your time.
4. Regular Exercise
 - Integrating physical exercise into your lifestyle is an effective way to relieve stress since it helps to circulate your blood to your body and enough oxygen to the brain.
5. Take time to relax and unwind.
 - Incorporate fun, engaging, interesting, and educational activities that will keep you away from stress such as doing artworks, planting, playing scrabble or chess, and doing house chores that you are good at.
6. Bond with Your Pet
 - Spending time with your pets reduces anxiety levels almost in half.
7. Meditation
 - Practice yoga at home because it will help to calm your mind.
8. Share your feelings with others.
 - Connect with supportive people. Be open in sharing your problems with them such as your family and friends.
9. Connect with your faith-based organizations.
 - Strengthen your spiritual life by joining the bible studies, cell groups, and other religious virtual activities.
10. See a Counselor, Coach or Therapist
 - When you feel that your stress management isn't working at all, never hesitate to ask for help from professionals.



PRACTICE

Directions: List and monitor the activities that help you avoid distress in a week.

Date	Relaxing Activity	How long you do it?	Hours of sleep
Day 1: _____			
Day 2: _____			
Day 3: _____			
Day 4: _____			
Day 5: _____			
Day 6: _____			
Day 7: _____			



EVALUATE

Directions: Identify the five important people in your life that help you cope with stress. Write the ways on how they support you in coping with stress by completing your Support Web.

The diagram consists of a central circle labeled "My Support Web". Five lines radiate from this central circle to five surrounding circles, each representing a person in your support network. Each of these outer circles contains the following text and lines:

- Name _____
- Ways _____
- _____
- _____

Lesson 03

MUSIC EDUCATION



OUTCOME

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

- Recognize the vocal music of Mindanao.
- Perform a song from Mindanao.



CHECK

Remember your previous lesson in Music. Encircle the characteristics of the music of Mindanao.

Loud

Artistic organization

Strained voice

Vocal songs only

Polyphonic

Theatrical Impersonation

Narrow Singing

Incomplete songs

Pitch does not change

Accompanied with musical instruments



EXPLAIN

Songs of Mindanao

There are different kinds of songs in Mindanao. Religious songs are sacred music widely used for Islamic or religious events. Meanwhile, life cycle songs pertain to the celebrations or events from birth to death. Occupational songs, on the other hand, refer to activities about work and livelihood. Lastly, lullabies are songs that make a baby fall asleep.

Islamic Music

A. Religious Songs

1. Lugu is a chant used in reading Quran.
You may listen to the Tausug singing it: <https://www.youtube.com/watch?v=Nr7FIY3ePgY>
2. Dikker is a sacred song from the readings of the Quran.
You may listen to the song here: https://www.youtube.com/watch?v=P5GGdjF_UG0
3. Salathul Juma is a Friday Prayer since it is the holiest day of the week, Muslims offered prayers.
You may listen to the song here: <https://www.youtube.com/watch?v=oZCfFzqS4XI>
4. Taraweeh is an Islamic meditation where Muslim men pray during Ramadan nights.
You may listen to the song here: <https://www.youtube.com/watch?v=-laVekPyIjY>

B. Life Cycle songs

1. Kalangan is a love song used to serenade loved ones.
2. Sa-il/ Lunsey is a song about married life that is sung by the wife-to-be.
You may listen to the song here: <https://www.youtube.com/watch?v=E4LTbfNNH7A>
3. Bayok is a Maranao song that entails love, nature, things, and a person's life.
You may listen to the song here: <https://www.youtube.com/watch?v=A7jOR5aD0kg>

C. Lullabies

1. Ya-ya is the lullaby of the Yakans.
You may listen to the song here: <https://www.youtube.com/watch?v=5yIBFnnGWlc>
2. Langan bata-bata is the lullaby of the Tausugs.
You may listen to the song here: <https://www.youtube.com/watch?v=dVwHutdnc3k>

Non-Islamic Music

A. Occupational songs

Subanon

1. Gago napu is a hunting or fishing song.
2. Diwata is a healing ceremony song.

Manobo

1. Balatuking is a ritual harvest song.
2. Pamasag song for a victory celebration.
3. Pangan do is a thanksgiving song.

B. Life Cycle

1. Manambay is a chant for the circumcision ritual of the Subanon.
2. Sinda-ay is a wedding chant sung before inviting the groom's party to enter the bride's house.
3. Balow song for a dead husband of Matigsalug.

Manobo

1. Iring Iring is a wake song.
2. Ulaging is a song expressing sadness.
3. Kambong is an incantation of a love spell.

C. Lullabies

1. Bua of the Subanons
2. Yadadang of the B'laans
3. Uyug-Uyug of the Mansakas



PRACTICE

Directions: Study the song on the given link, then perform it in class.

<https://www.youtube.com/watch?v=E4LTbfNNH7A>

Criteria for Grading

Correct Pitch	20 POINTS
Correct Tempo	20 POINTS
Overall Performance	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each item carefully and analyze if the song is Islamic or Non-Islamic by putting check "✓" in the box.

Song	Islamic	Non-Islamic
1. Bayok		
2. Lunsey		
3. Kambong		
4. Balatuking		
5. Salathul Juma		

ARTS EDUCATION



OUTCOMES

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

- Recognize the functions of the arts and crafts in Mindanao areas.
- Draw an object using the okir design.



CHECK

Remember your previous lesson in Arts by matching the description of column A to the arts and craft of column B. Write the correct answer in the blanks.

Column A

- _____ 1. Legendary bird.
- _____ 2. Fingernail dance.
- _____ 3. Beam home ornaments.
- _____ 4. A long beaded wooden comb.
- _____ 5. Accessories made from dried fruit seeds.

Column B

- A. Maniktegiyas
- B. Pangalay
- C. Panolong
- D. Sarimanok
- E. Suwatlmimotis



EXPLAIN

The Functions of Arts and Crafts in Mindanao

- Signifies social status.
- Preserves their beliefs and traditions.
- Developed for rituals and occasions.
- Workmanship for livelihood and labor.

Here are the purposes of the arts and crafts of Mindanao:

Arts and Crafts	Functions
1. Balanghay	• Created primarily for trading. • Transporting goods to neighboring places and islands.
2. Vinta	• Visual art attraction to tourists and natives. • A sail that drives a boat towards destination. • Used in their fishing boats and Badjao's houseboats.
3. Malong	• Worn as dress and trousers of the Maranaos as formal attire and hijab. • Baby carriage. • Blanket
4. Okir or okil	• This design is applied in their clothing, decorations, and ornaments that show power and prestige.
5. Panolong	• Homes with this decoration indicate wealth and power. • Other carvings nowadays are home decorations.
6. Torogan	• Home of sultan or datu and their family.
7. Sarimanok	• Placed on the top of the umbrella of a sultan or datu. Maranao's symbol of art.
8. Tanyak Tanyak	• Yakan facial art worn by bride and groom during ceremonies only using bamboo and a mixture of rice starch or flour and water.
9. Brass handicrafts	• Created jars as storage of goods and musical instruments.



PRACTICE

Directions: Draw an object using colorful Okir designs.

CRITERIA:

Creativity	25 POINTS
Proportion	25 POINTS
Attractiveness	25 POINTS
Effort	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully. Write **T** if the statement is true and **F** if false. Write your answer in the blanks.

- _____ 1. Vinta is adorned with okir design.
- _____ 2. Wealth and power motifs are visible in okir.
- _____ 3. Other musical instruments are made from brass.
- _____ 4. Artforms show the traditions and beliefs of the people.
- _____ 5. Tanyak tanyak can be worn on other occasions aside from weddings.

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the history and background of Badminton.
- Create a badminton fan art.



CHECK

Recall your previous lesson in PE by arranging the jumbled letters to form a word.

- | | |
|-------|-------------------------|
| _____ | 1. BHAACDRVEKNDI |
| _____ | 2. NDBKHAPUACSH |
| _____ | 3. ORUSEHAFNDPH |
| _____ | 4. RFOEHRIANDVE |
| _____ | 5. DPEHNOL |



EXPLAIN

History and Background of Badminton

Badminton is an individual and dual sport played with a racket and shuttlecock.

Names for Badminton then:

1. Poona (India of 1870)
2. Battledore and shuttlecock (Greece and Egypt of 1600)

Badminton's history timeline

- 1875 the first rules were established in Pune.
- 1893 official rules were published.
- 1899 the first global tournament in England.
- 1934 International Badminton Federation was founded.



- 1948 first major IBF tournament.
- 1992, badminton has been a Summer Olympic sport with four events (mixed doubles added four years later).
 - men's singles
 - women's singles
 - men's doubles
 - women's doubles

Badminton Equipment

1. Badminton racket used by the player to receive and smash shuttlecock towards the opponent. Its handle has a maximum length of 27.77 inches and a width of 9 inches.
2. The shuttlecock is an open coned shape with feathers or plastic installed into a round base.
3. The net has 760 mm in depth with a 6.1m wide minimum. Its top from the court surface is 1.524m at the center of the court and 1.55m on the sidelines for doubles.
4. The court has 13.4m long and 6.1m wide, 5.18m wide for singles.

Rules and Regulations

1. A coin is tossed before a competition begins. The winner of the coin toss will then be able to pick between two options.
 - to be the first to serve or receive
 - the side of the court where you want to be

The remaining option will be taken by the loser of the coin flip.
A serve should be delivered diagonally across the courts.

2. A serve should be thrown diagonally across the court.
3. While serving, both the server and receiver must be on diagonally opposing sides of the badminton courts, without touching the court's borderlines.
4. The point at which the racket comes into touch with the shuttlecock during a serve must be below the server's waist.
5. The service should begin with the initial forward movement of the server's racket.
6. The server must not serve until the receiver is ready. If a return of service is attempted, the receiver will be regarded as ready.
7. A rally is the continuing exchanged shots between opposing sides before it ends with a scored point.
8. It is a fault when the player hits the shuttle twice in succession.
9. A match consists of the best of 3 games of 21 points.



PRACTICE

Directions: Create a badminton fan art. You may use photos of its equipment, an athlete playing, or you and your family's photo playing badminton. Use your preferred digital application for the art.

Suggested apps are Pics Art, Pics Art Color, or Go Art.

CRITERIA:

Content	10 POINTS
Creativity	20 POINTS
Attractiveness	20 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each item carefully and match the description of column A to column B. Write the letter of the correct answer in the blanks.

Column A

- _____ 1. First major IBF tournament.
- _____ 2. Official rules were published.
- _____ 3. The first global tournament in England.
- _____ 4. The first rules were established in Pune.
- _____ 5. International Badminton Federation was founded.

Column B

- A. 1875
- B. 1893
- C. 1899
- D. 1934
- E. 1948

HEALTH EDUCATION



OUTCOMES

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

- Recognize the signs and symptoms of stress.
- Identify situations where you cope with the signs and symptoms of stress.



CHECK

Remember your previous lesson in Health by putting a check “✓” if the statement states coping stress and “X” if not.

- _____ 1. Clee refuses to see her psychologist today.
- _____ 2. Andrew sleeps late from playing video games all night.
- _____ 3. Alysa and her dog Brando always walk together in the park.
- _____ 4. Tali joins her grandfather in playing chess during her free time from school.
- _____ 5. Every Friday afternoon, Caleb and his friends are video calling and talk about their life in a week.



EXPLAIN

Signs And Symptoms of Stress



1. Irritability – a person gets angry or sad easily in simple situations.
2. Difficulty concentrating – a person lacks focus on the things they do.
3. Sleep disturbances or suffering from insomnia – a person is having a hard time sleeping due to overthinking.
4. Lack of energy – a person doesn't like to engage in activities or simple tasks at home and in school.
5. Changes in appetite – a person is either not eating or eating too much.
6. Excessive gain or loss of weight – this the result of an eating disorder of a person who experiences stress.
7. Avoiding others – a person prefers to be alone and keep their feelings on their own or being secretive.
8. Frequent sickness – a person is sick quickly as a response of the body when s/he cannot manage situations.
9. Always nervous or anxious – a person is shaking, hears a ringing in the ear, feeling cold, or has sweaty hands and feet.
10. Low self-esteem – a person loses his confidence in dealing with things and challenges in life.



PRACTICE

Directions: Choose five signs and symptoms of stress. Then, identify a situation you experienced and write the activities you do to cope with it. Complete the table below.

Signs and Symptoms	Situation	Coping Activity
1.		
2.		
3.		
4.		
5.		



EVALUATE

Directions: Read each item carefully. Write **T** if the statement is true and **F** if false on the space provided.

A stressed person...

- _____ 1. is irritable.
- _____ 2. feels nervous all the time.
- _____ 3. loves being around with friends.
- _____ 4. plans a healthy meal thoroughly.
- _____ 5. spend his/her time overthinking.

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Recognize the different musical instruments of Mindanao.
- Classify the musical instruments of Mindanao.



CHECK

Remember your previous lesson in Music by writing **R** if the song is a religious, **LC** if life cycle, **O** if occupational or **L** if lullaby in the blanks.

- _____ 1. Ya-ya
- _____ 2. Dikker
- _____ 3. Lunsey
- _____ 4. Ulaging
- _____ 5. Sinda-ay
- _____ 6. Kalangan
- _____ 7. Taraweeh
- _____ 8. Yadadang
- _____ 9. Pangan Do
- _____ 10. Balatuking



EXPLAIN

The Musical Instruments of Mindanao

IDIOPHONES	
1. Kulintang is a group of musical instruments composed on a row of horizontally laid metal gongs. These are played by striking using two wooden beaters.	
2. Agung is a two-set of hung knobbed metal gongs used in different ritual ceremonies.	
3. Gandingan is a four-set of hung large knobbed metal gongs.	
4. Gabbang is a bamboo xylophone played by a pair of beaters.	
5. Tagutok is a bamboo scraper played by two players. One scrapes the cuts with a stick while the other plays a rhythmic pattern on one end.	

MEMBRANOPHONES

Dabakan is a wooden carved single-headed drum and covered with goatskin. It is played with a pair of sticks.



Dadabuan is a wooden hourglass-shaped drum with a carabao skin on the top layer.



Gandang is a cylindrical wooden drum where both sides have carabao skin.



CHORDOPHONES

Kutiyapi or Kudlung is a four to six feet long wooden two-stringed lute.



Takumbo or Serongagandi is a two-stringed bamboo tube about 40 cm long and 5 cm apart. It can also be played by striking a stick on the strings.



AEROPHONES

Palandag is a large and long bambooflute with two-by-two fingerholes.



Tumpong is half the size of a Palandag played by blowing through a bamboo reed.



Suling is the most common bambooflute that has four to six finger-holes.



PRACTICE

Directions: Create an improvised instrument inspired by the musical instruments above. Use recyclable materials that are available at home. Invite your family members in this task.

Share your improvised musical instrument on your social media account with your thoughts about your appreciation of the musical instruments of Mindanao.

Criteria for Grading

Creativity	30 POINTS
Uniqueness	25 POINTS
Materials used	20 POINTS
Inspiringly shared task	15 POINTS
Effort and Participation	10 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and analyze the classification of musical instruments by shading the circle .

Musical Instruments	AEROPHONE	CHORDOPHONE	MEMBRANOPHONE	IDIOPHONE
1. Dabakan				
2. Gabbang				
3. Kudlung				
4. Palandag				
5. Kulintang				

ARTS EDUCATION



OUTCOMES

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

- Recognize the relationship of Mindanao's arts and crafts to Philippine culture.
- Create a tutorial in making an accessory.



CHECK

Remember your previous lesson in Arts by identifying the arts and crafts from their function. Write your answer in the blanks.

- _____ 1. A colorful sail.
- _____ 2. Home of Sultan.
- _____ 3. Maranao's symbol of art.
- _____ 4. A trading big wooden boat.
- _____ 5. Yakans Facial make-up worn by bride and groom.



EXPLAIN

Architecture

Badjao houses are stilt houses built in the coastal area of the Sulu Sea made of wood and debris. They are known to be the “Sea Gypsies” who do fishing and hunting. They used to build boathouses way back then.

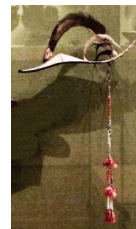


Crafts

Bagobo’s beadwork is known for creating accessories, beaded clothing, belts bags, etc.



Mandaya Hat of Compostela Valley is made from palm, bamboo, feathers, cotton, fiber, and beads are worn especially during social gatherings and celebrations.



Wood Carving

Dabakan



Textile

T’nalak is worn during important occasions and a symbol dedicated to birth, marriage, and death.

Lang Dulay was a traditional weaver who received a National Living Treasure Award for preserving the tradition of weaving T’nalak.



Performing Art

T'nalak Festival is being celebrated every July in South Cotabato honoring their "dream weaved" masterpiece showing the resilience of the natives.



Pangalay Dance is a fingernail dance performed by the Tausug people that mirrors the movement of ocean waves.



PRACTICE

Directions: Create a short tutorial on making an accessory. Use old beads you have at home or any materials you can use to create an accessory.

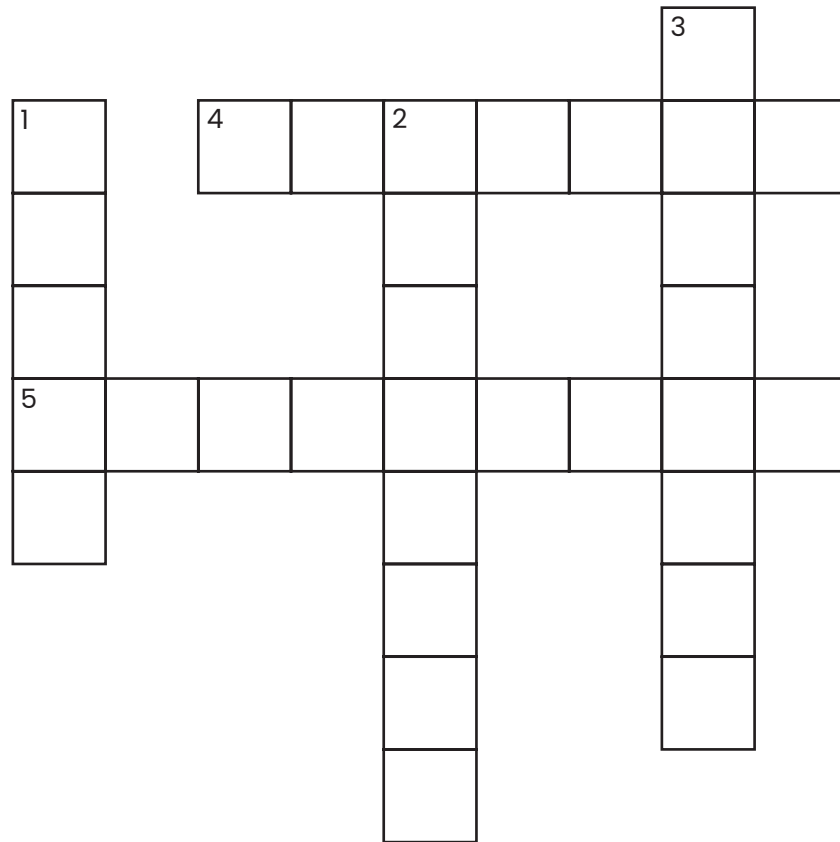
CRITERIA:

Creativity	20 POINTS
Resourcefulness	20 POINTS
Informative	20 POINTS
Video and Sound are clear	20 POINTS
Effort	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Complete the puzzle about the arts and crafts of Mindanao. Write the correct answer in the box.



DOWN:

1. Badjao houses built in coastal areas.
2. Bagobos craft.
3. Fingernail dance.

ACROSS:

4. Carved musical instrument made of wood.
5. T'boli's great weaver.

PHYSICAL EDUCATION



OUTCOMES

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

- Identify the basic skills in badminton.
- Perform the basic skills of Badminton.



CHECK

Recall your previous lesson in Physical Education by putting a check "✓" if the item states a fact about Badminton and "X" if not in the blanks.

- _____ 1. It is a team sport.
- _____ 2. It is played with a racket and shuttlecock.
- _____ 3. A small ball can be a replacement for a shuttlecock.
- _____ 4. Service is delivered diagonally across the courts.
- _____ 5. It is a Summer Olympic sport with four events in 1992.



EXPLAIN

Basic Skills of Badminton

1. The grip is essential in playing. The proper way of holding the racket allows the player to control the shots.

Watch the different kinds of grips on the link below:

<https://www.youtube.com/watch?v=toQ7tOx7Tvs>

2. A serve is hitting the shuttlecock, also called bird or birdie, towards the opponent through the racket that gives an advantage in the rally. Can be done high or low.

Watch the different kinds of serve on the link below:

<https://www.youtube.com/watch?v=d8J4hyO20XA>

3. Footwork is an important skill that shows how agile a player can get to catch the shots from the opponent.

Watch the basic footwork in badminton on the link below:

<https://www.youtube.com/watch?v=I9ALMfFailE>

4. Stance is a significant defensive skill required in the game so you can return shots and smashes to your opponent to gain a score.

Watch the basic stance in badminton:

<https://www.youtube.com/watch?v=4aElaywYk6o>

5. Stroke is a racket's swing motion that helps a player to execute excellent shots like drops, smash, and drives towards the opponent.

Watch the basic strokes on the link below:

https://www.youtube.com/watch?v=FCfq_WjWfsM



PRACTICE

Directions: Create a photo collage executing the basic skills in badminton. Share your work on your social media account with your thoughts about being physically active and healthy.

CRITERIA:

Safe and proper execution	10 POINTS
Participation	10 POINTS
Creativity (proper attire)	20 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Choose your answer in the box. Write the letter of the correct answer in the blanks.

A. Footwork

B. Grip

C. Serve

D. Stance

E. Stroke

- _____ 1. It is a swinging motion for shots.
- _____ 2. It is a defensive skill in the game.
- _____ 3. It is a proper way of holding the racket.
- _____ 4. It shows how agile a player through his/her feet.
- _____ 5. It is hitting the shuttlecock towards the opponent.

HEALTH EDUCATION



OUTCOMES

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

- Recognize Prevention, Treatment, and Professional Care in Managing Common Mental Health Disorders



CHECK

Let us remember your past lesson in Health by encircling the signs and symptoms of a stressed person.

Happy

Irritable

Optimistic

Confident

Organized

Avoid others

Lack of energy

Always nervous

Low self-esteem

Video call friends all the time



EXPLAIN

A mental illness is consisting of a variety of conditions that affect the way a person feels, thinks and it is the ability to gets through daily life.

Here are the Prevention, Treatment, and Professional Care of common Mental Health Disorders:

Common Mental Health Disorders	Prevention, Treatment, and Professional Care
1. Bipolar disorder is a mental condition that causes “extreme” mood swings.	• Stay active. • Get enough sleep. • Eat a balanced diet. • Avoid triggers such as caffeine (coffee). • Record your mood and any symptoms.
2. Schizophrenia is a severe mental disorder where a person interprets reality abnormally. A person with schizophrenia requires lifelong treatment. A person hallucinates, impairs daily functioning, and has delusions.	• Manage Stress. • Seek face-to-face support. • Bring the person to a psychiatrist. • Consistent in professional treatments. • Psychosocial training and therapy such as rehabilitation and social skills.
3. Major depressive disorder is an extreme mood disorder that causes a persistent feeling of sadness, loss of interest, and isolate self from others.	• Meditate. • Stay active and eat healthy. • Get regular medical check-ups. • Spend time with family and friends. • Avoid triggers. If you are triggered from news and social media, take a break from it.
4. Post-traumatic stress disorder (PTSD) is a mental illness that’s triggered after experiencing or witnessing a traumatic event like verbal or physical abuse, war, national disasters.	• Getting professional help. • Confide in a person you trust. • Disclosing the trauma to loved ones. • Helping others in their healing process • Engage to physical exercises and outdoors.



PRACTICE

Directions: Make a visually attractive and creative motivational phrase about Mental Health using the hashtag #InThisTogether.

You may use canva app or any apps you are comfortable to use.

Share your work and inspire others through your social media acct.

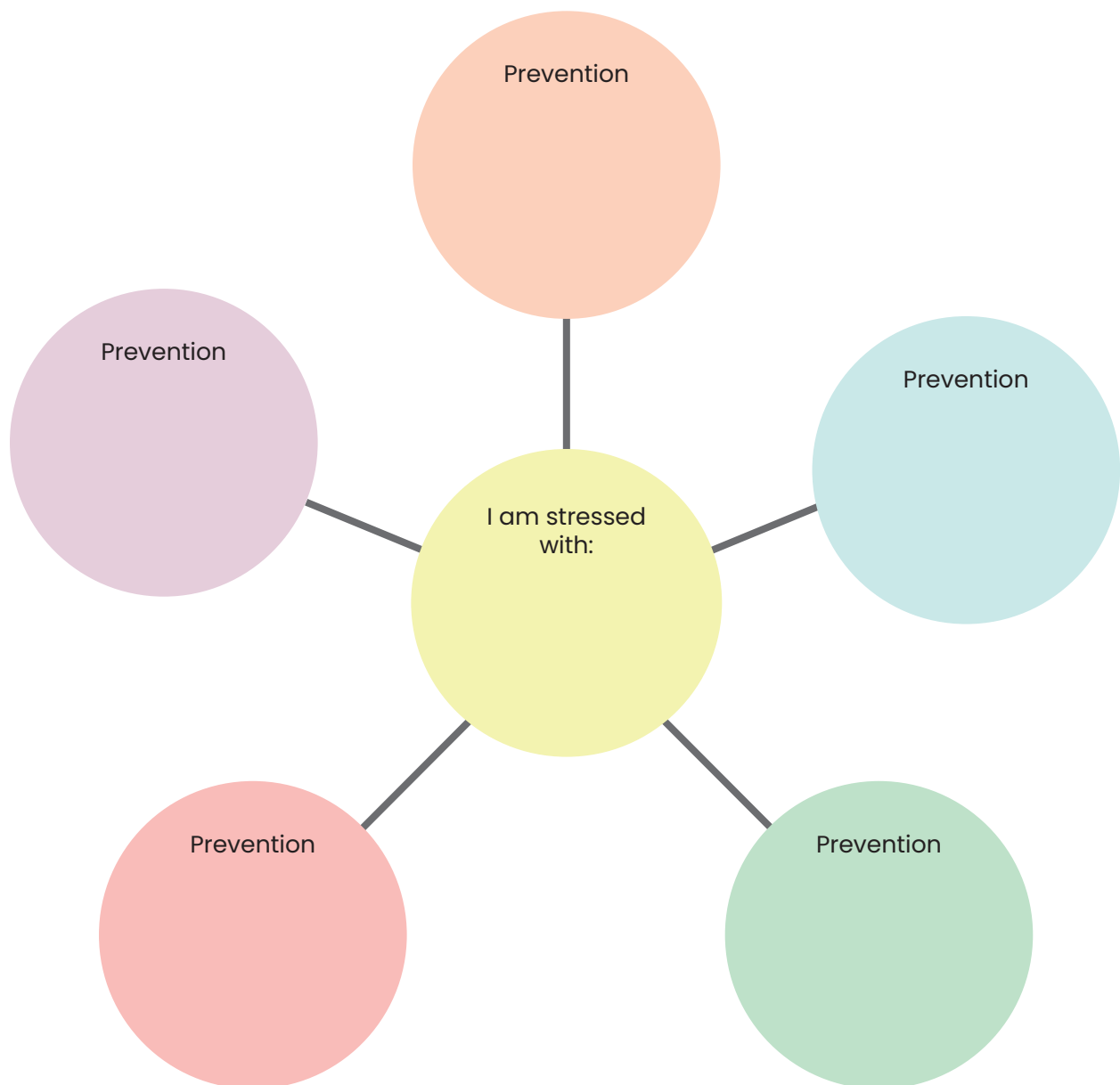
CRITERIA:

Creativity	25 POINTS
Motivating post	25 POINTS
Attractiveness	25 POINTS
Grammar	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Using the Web below, write the most stressful situation you are experiencing in the yellow circle and have your family members write down their advice to you on how to prevent your stress on the outer circles.



UNIT 4

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Recognize the festivals celebrated in the different provinces in the Philippines.
- Create a video presentation.



CHECK

Directions: Read each item carefully and identify what musical instrument of Mindanao each refers to. Write your answers in the blanks below.

- | | |
|-------|--|
| _____ | 1. The largest bamboo flute. |
| _____ | 2. The two-stringed bamboo tube. |
| _____ | 3. The wooden carved drum with goatskin. |
| _____ | 4. The six feet long wooden two-stringed lute. |
| _____ | 5. The musical ensemble is composed of a row of horizontally laid metal gongs. |



EXPLAIN

A festival is a customary occasion celebrated by a community showcasing talents, harvests, and culture annually. In our country, festivities happen all around the islands where Filipinos proudly honor their traditions, beliefs, and culture. These resounding joyous celebrations are also identified through festive songs, beats, and music.

Here are the Philippine festivals:

1. Sinulog Festival is a religious festivity in the Queen City of the South, Cebu City honoring Sto. Niño. It is held on the third Sunday of January annually. The dancing is accompanied by rhythmic music composed of percussions, drums, gongs, and trumpets. The devotees yell “Pit Senior!” as they offer prayers for their loved ones to Sr. Sto. Niño.

Listen to its music here:

Pit Senyor Lyrics–Sinulog Festival 2021
<https://www.youtube.com/watch?v=OqSfq-KELGA>



2. The Ati-Atihan Festival, dubbed “the wildest festival honoring Sto. Nio,” takes place in Kalibo, Aklan, every third week of January. People applaud and yell “Hala Bira!” to show their appreciation for the Aetas.

Listen to its music here:

Ati-Atihan Festival music

<https://www.youtube.com/watch?v=yMpyzzCP-R0>



3. MassKara Festival is the festivity of happiness held every fourth Sunday of October in Bacolod City, the city of smiles. The participants wear colorful smiling masks throughout the event.

Here's a link to its music:

MassKara Festival music

<https://www.youtube.com/watch?v=Cr-4fxyzr-g>



4. Panagbenga Festival is the celebration of the blooming of flowers. It is an annual celebration every February, celebrated in Baguio City.

Listen to its music here:

Panagbenga Flower Festival Theme Song

<https://www.youtube.com/watch?v=aIRpITmhqU0>



5. Kadayawan Festival is a thanksgiving celebration in Davao City held every third week of August.

Listen to its music here:

Kadayawan Festival 2019 Music

<https://www.youtube.com/watch?v=ILqGB13IBfc>



6. Dinagyang Festival, dubbed as the “queen of all festivals” in the Philippines, is a religious festival like Sinulog and Ati-Atihan. It is held every fourth Sunday of January in Iloilo City. The festival is celebrated to honor Santo Niño while also commemorating the entrance of Malay immigration.

Listen to its music here:

Hala Bira Iloilo! – The Official Theme Music of Dinagyang Festival by Dante M. Beriong
<https://www.youtube.com/watch?v=4LxLPgHKn44>



7. Moriones Festival is a Lenten celebration in Marinduque where the participants wear colorful masks that resembles the faces of the Roman soldiers who searched and beheaded St. Longinos. It is celebrated every Holy week.

Watch and listen to its celebration here:

MORYONAN sa MARINDUQUE (Marinduque Moriones Festival) – PUGUTAN 2019
[youtube.com/watch?v=IMVtAuMJRU8&t=165s](https://www.youtube.com/watch?v=IMVtAuMJRU8&t=165s)



8. Pahiyas Festival is a unique religious celebration in Lucban, Quezon, honoring St. Isidro the Farmer every May. Houses are adorned with Lucban’s colorful Kiping.

Listen to its song here:

Hiyas ng Pahiyas by Herbal Groove (Pahiyas Festival Theme Song)
<https://www.youtube.com/watch?v=Qe9XeRKwZXA&t=84s>





PRACTICE

Directions: Create a three to four-minute video presentation of the Philippine festivals by using photos that represent the beauty and color festivity, as well as the traditions of the community it comes from. Choose music that represents the Philippine music festivals. Post your work on your social media account with your thoughts about how these festivals will be celebrated in this new normal. Show your post to your teacher.

CRITERIA:

Creativity	20 POINTS
Clarity of video and sound	20 POINTS
Sequence of the festivals' photos	20 POINTS
Grammar	20 POINTS
Inspiring thoughts	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Match the Philippine provinces in column A to the festival being celebrated in their community, appropriately. Write the letter of the correct answer in the blanks before each item.

COLUMN A

- _____ 1. Iloilo City
- _____ 2. Cebu City
- _____ 3. Davao City
- _____ 4. Marinduque
- _____ 5. Lucban, Quezon

COLUMN B

- A. Dinagyang
- B. Kadayawan
- C. Moriones
- D. Pahiyas
- E. Sinulog

ARTS EDUCATION



OUTCOMES

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

- Recognize the festivals and theatrical forms celebrated all over the country throughout the year.
- Complete a chart.



CHECK

Directions: Check "✓" the box that corresponds to the indigenous group who created the following artforms.

Artforms	Badjao	Bagobo	Mandaya	T'boli	Tausug
T'nalak					
Beadwork					
Stilt houses					
Fingernail dance					
Palm and bamboo hat					



EXPLAIN

PHILIPPINE FESTIVALS

LUZON

1. Higantes Festival is being celebrated in Angono, Rizal every 22nd and 23rd of November. It showcases their giant papier-mache human puppets.
2. Moriones Festival is a religious celebration in Marinduque held every Holy Week. It reenacts the story of St. Longinus.
3. Pahiyas Festival unique celebration every 15th of May where houses are adorned with colorful Kiping decoration in Lucban, Quezon.
4. Panagbenga Festival is a flower celebration in Baguio City every February.

VISAYAS

1. Ati-Atihan Festival is a celebration that commemorates the Aetas and honors Sto. Niño in Kalibo, Aklan every third week of January.
2. Dinagyang Festival is similar to Ati-Atihan and Sinulog festivals. It is being celebrated for the Aetas and to honor Sto. Niño in Iloilo City every fourth Sunday of January.
3. MassKara Festival is a celebration showcasing the grandeur of smiling faces through their colorful and creative masks in Bacolod City every fourth Sunday of October.
4. Sinulog Festival religious celebration honoring Sto. Niño in Cebu City every third Sunday of January.

MINDANAO

1. Balangay Festival is a feast of the creative wooden sailboats in Butuan, Agusan del Norte in the long month of May to celebrate the arrival of the early migrants who settled in the Philippines.
2. Kaamulan Festival is a feast in Malaybalay City, Bukidnon. It is celebrated from the second half of February to March 10. It showcases the creations of the indigenous group living there.
3. Kadayawan Festival is a feast of bountiful harvest and thanksgiving in Davao City every third week of August.
4. T'nalak Festival is a celebration in South Cotabato every July that showcases the creative, colorful, and diligent T'boli women in their proudly woven cloth.

PHILIPPINE THEATRE

1. Bodabil is a theatre stage performance highlighting the combination of acting and musical that is filled with comedy and dramatic skits.
2. Sarsuela is a Spaniard-influenced play with song and dance that showcases Filipino situations about love and social issues.
3. Moro-Moro is a play highlighting the battle of Muslims and Christians.
4. Senakulo is a play that reenacts the Passion of Jesus Christ.
5. Shadow Puppetry is storytelling and entertainment that uses flat cut-out figures caught with a source of light and a transparent screen.



PRACTICE

Directions: Choose a festival. Then, create an artwork that represents the festival you have chosen. Then, present it in class. Explain why you chose the festival and explain your artwork.

CRITERIA:

Interpretation of the Artwork	40 POINTS
Craftmanship	40 POINTS
Originality	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Identify the theatrical form being described in each item. Write the correct answer in the provided blanks.

- | | |
|-------|--|
| _____ | 1. Muslims and Christian battle. |
| _____ | 2. Reenactment the passion of Jesus Christ. |
| _____ | 3. Acting and musical with comedy and drama. |
| _____ | 4. Spaniard-influenced play that displays love and social issues. |
| _____ | 5. Storytelling uses flat cut-out figures caught with a source of light. |

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the nature and background of folk dance.
- Classify the folk dances.



CHECK

Directions: Analyze the jumbled letters about basic skills of Badminton, correctly and arrange them to form a word. Write your answers in the blanks.

- | | |
|-------|-------------|
| _____ | 1. PGIR |
| _____ | 2. ESVER |
| _____ | 3. ESANTC |
| _____ | 4. KETROS |
| _____ | 5. KOFWOTRO |



EXPLAIN

Nature and Background of Folk Dance

Folk Dance is a body movement developed through rhythmic music reflecting the customs, traditions, and beliefs of a community.

There are two types of folk dances:

1. **Religious dance** is sacred or ritual dance representing Christianity. These dances are about fertility, offering prayers, and thanksgiving. These dances emerged in the Philippines during the Spanish Era.
2. **Ethnic or indigenous dances** are the movements representing the daily lives of the people in a community and imitate nature or animals.

Characteristics of Folk Dance

1. It is traditional.
2. Its rhythm has a simple pattern of movement.
3. It strengthens the cultural values of a community.
4. Shows the beliefs of the people in a community.
5. Body, hands, and feet movements have meaning.

Folk Dances in Luzon

1. *Kalapati* is a dance interpreted by imitating the movements of a beautiful dove and signifies peace. It originated in Cabugao, Ilocos Sur.
<https://www.youtube.com/watch?v=-N5WWC1gcYA>
2. *Sayaw sa Bangko* is a skillful bench dance that originated in Pangasinan.
<https://www.youtube.com/watch?v=X-0VkkjJ12s>
3. *Subli* comes from the word subsub which means falling “head on” and bali which means “broken” is a religious dance from Batangas.
<https://www.youtube.com/watch?v=b-zd4Lpv6dQ>

Folk Dances in Visayas

1. *Mananagat* of Cebu represents the fishermen. Its movements imitate scooping of water, swinging of the wooden paddles, and catching fish with a fishnet.
<https://www.youtube.com/watch?v=ZQivTbfXlsw>
2. *Mazurka Boholana* is a Spanish-inspired ballroom dance from Bohol that is customarily performed in partners by men and women.
<https://www.youtube.com/watch?v=lzepIUESB-8>
3. *Kuratsa* is a courtship dance in Samar and Leyte. It is performed during social gatherings. It imitates the movements of a rooster and a hen.
https://www.youtube.com/watch?v=_lg24-dYruA

Folk Dances in Mindanao

1. Itik-Itik imitates the movements of a duck from Surigao del Norte.
<https://www.youtube.com/watch?v=FJivlTR2HDI>
2. Singkil is a folk dance of the Maranao representing one of the episodes in the epic poem Darangen.
https://www.youtube.com/watch?v=7d2LVHba_So
3. Kappa Malong-Malong is a Muslim dance of Maranao tribes showing the ways of wearing their tubular clothing named ‘malong’.
<https://www.youtube.com/watch?v=ZQiiPybOwV4>



PRACTICE

Directions: Make an infographic presentation of folk dance from each island (Luzon, Visayas, and Mindanao). Include its history, clothing, dance movements, and celebration. Share your work on your social media account with your thoughts on how to preserve these dances in this new generation for our cultural heritage and identity.

CRITERIA:

Creativity	25 POINTS
Informative Content	25 POINTS
Attractiveness	25 POINTS
Images used	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Analyze the folk dances and check "✓" a hexagon to which island it originated.

FOLK DANCES	LUZON	VISAYAS	MINDANAO
1. Subli	☐	☐	☐
2. Singkil	☐	☐	☐
3. Itik-Itik	☐	☐	☐
4. Kuratsa	☐	☐	☐
5. Kalapati	☐	☐	☐
6. Mananagat	☐	☐	☐

HEALTH EDUCATION



OUTCOMES

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

- Recognize the non-communicable diseases.
- Interview family members who have non-communicable diseases.



CHECK

Directions: Match the common mental health disorders in column A to the treatment and prevention in column B. Write the letter of the correct answer in the blanks provided before each item.

COLUMN A

- _____ 1. Schizophrenia
- _____ 2. Bipolar disorder
- _____ 3. Major depressive disorder
- _____ 4. Post-traumatic stress disorder

COLUMN B

- A. Disclosing the trauma to loved ones.
- B. Spend time with family and friends.
- C. Record your mood and any symptoms.
- D. Rehabilitation therapy.



EXPLAIN

Non-communicable diseases (NCD) are non-infectious or not transmissible directly from one person to another. These illnesses are acquired by a person's background, genetics, environmental condition, and lifestyle.

These are the common non-communicable diseases:

1. Cancer divides cells uncontrollably, resulting in tumors that weaken the immune system.
2. Diabetes is a condition in which the blood sugar or glucose levels are abnormally high. Blood sugar levels in children aged 6 to 12 range from 90 to 180 mg/dL (millimoles per liter), whereas those aged 13 to 19 range from 90 to 130 mg/dL. (Millimoles per liter).
3. Hypertension or high blood pressure refers to blood pressure that is higher than normal.
4. Obesity is a condition in which the body's lean and fat tissues gain an abnormally large amount of weight as a result of a poor diet and a sedentary lifestyle. It is the cause of heart disease and other illnesses.
5. Cardiovascular disease refers to conditions that affect the heart or blood vessels. It is typically associated with the formation of fatty deposits within the arteries and an increased risk of blood clots.

6. Kidney disease or loss of kidney function occurs when waste products accumulate in the body.
7. Asthma is a respiratory disease that affects the lungs. It is the difficulty of breathing that occurs when the airways narrow and swell.
8. Allergy is the body's reaction to foreign substances referred to as allergens.
9. Arthritis is the swelling of joints caused by a high level of uric acid.
10. Psoriasis is a skin disorder that grows anywhere in the body where skin builds up into bumpy red patches covered with white scales.



PRACTICE

Directions: Interview members of your family (parents, aunts, uncles, and grandparents) who have non-communicable diseases. Use the table below.

Check box for their illness	Name of Family Member: _____ Age: ____ Relationship: _____	
☐	Cancer	Type of Cancer: Year Diagnosed: Present Health Status:
☐	Diabetes	Usual mg/dL:
☐	High Blood Pressure or Hypertension	Usual ... systolic: ____ diastolic: ____
☐	Overweight and Obesity	Weight: ____ BMI: ____ (Use BMI Calculator App to compute)
☐	Cardiovascular disease	Year Diagnosed: Present Health Status:
☐	Kidney disease	Year Diagnosed: Present Health Status:
☐	Asthma	Year Diagnosed: Present Health Status:
☐	Allergy	Trigger/s: Give specific names. (Ex. Food, pet pal etc.)
☐	Arthritis	Year Diagnosed: Present Health Status:
☐	Psoriasis	Year Diagnosed: Present Health Status:



EVALUATE

Directions: Read each item carefully and identify what non-communicable disease each refers to. Choose the answer in the box. Write the answer in the blanks.

A. Asthma

C. Cardiovascular disease

E. Obesity

B. Cancer

D. Diabetes

- _____ 1. The blood glucose is too high.
- _____ 2. It is gaining too much weight.
- _____ 3. It is the difficulty in breathing.
- _____ 4. It divides the cells irresistibly.
- _____ 5. A condition where unhealthy fats build up inside the arteries.

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Recognize the cultural background of the Philippine festivals.



CHECK

Directions: Identify the celebration period of the following festivals.

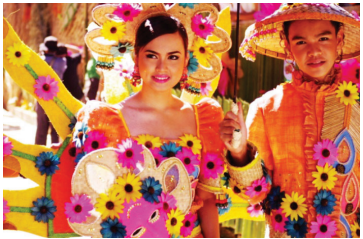
- | | |
|-------|------------------------|
| _____ | 1. Moriones Festival |
| _____ | 2. Masskara Festival |
| _____ | 3. Ati-Atihan Festival |
| _____ | 4. Kadayawan Festival |
| _____ | 5. Panagbenga Festival |



EXPLAIN

Philippine Festival	Origin and Background
Ati-Atihan  A happy Aeta girl.	The festival means “make-believe Atis”. During the pre-Hispanic period, the Borneans danced and painted their bodies black as they thank the Aetas for the warm welcome when they settled in Panay Island. When the season of poor harvest arrived, the Bornean generously gave Aetas food. As a sign of gratitude, the Aetas rendered a ritual dance by stomping their long bamboo sticks to the ground.

Dinagyang 	This festival is from the word “dagyang” means merrymaking. Like the Ati-Atihan of Kalibo, Aklan, it represents the other Ati tribal festivals in Panay Island and the resemblance of Sinulog celebration in Cebu City. Percussion instruments were used to accompany the ritual dances of the Ati tribes during the pre-Hispanic period. They beat and strike bamboo pipes with a stick to create sounds for their rituals that evolved to PVC pipes as time went by.
Kadayawan  Mt. Apo	This festival is derived from the Mandaya word “madayaw”, a friendly greeting, which means describe as valuable, superior, and beautiful. Davao is blessed with its soil where the main livelihood of its people is farming. As a sign of gratitude and thanksgiving, this tradition of dances, ritual celebration, and sharing has been inculcated to the natives that radiate towards others who came to visit and celebrate with them. Different harvested fruits and vegetables are showcased in the celebration presented through dances. Mayor Elias B. Lopez has invited all Davao tribes to display their thanksgiving traditions in 1970. Following that, in 1986, the Davao City government concentrated on unifying the people throughout the chaotic Martial Law period. The celebration was called “Apo Duwaling” at the time. Mt. Apo, Durian, and Waling-waling are three natural beauties that inspired this name. The celebration was formally called “Kadayawan Festival” by then-Mayor Rodrigo Duterte in 1988. After more than 30 years, this is now commemorated with great zeal and solidarity among the people.
MassKara 	The festival is derived from the word “mass” meaning “many” and “kara” meaning “faces”. Bacolod underwent an economic crisis in their sugar cane industry in 1980 and many Negrenses died when the MV Don Juan ship sank. That was the time of grief and sadness from among the people of the island that led the leaders to paint a smile on the masks to encourage the people to move on and be happy despite the challenges.

Moriones 	The devotees wear a mask that replicates the image of a Roman soldier called Morion. During the Hispanic period, some natives pledged for repentance and thanksgiving during Holy Week. The play was inspired by a Roman soldier, Longinos, who believed in Jesus that when he converted to Christianity, the Roman soldiers chased and beheaded him. The formation of Philippine festivals and cultural practices brought this sacred reenactment to the streets of Marinduque.
Pahiyas 	Pahiyas was derived from the word 'payas', which means 'to decorate' or 'decoration'. As a thanksgiving celebration of their bountiful harvest, natives of Lucban, Quezon brought their harvests to the church until it was not accepted anymore. These harvests would be presented in their houses and shared with those who need them. This feast takes place every 15th of May that shows gratitude for a fruitful year of the natives. Over time, it has become one of the colorful and unique festivals in the Philippines.
Panagbenga 	The festival means "season of blooming". It was designed as a recognition for the bounty of bloomed flowers they planted. It was their style to move forward from the challenges and grief they went through on the 1990 earthquake. The accompaniment of their gongs and other musical instruments brings life to the feast.
Sinulog 	Sinulog came from the Cebuano word "sulog" meaning "like water current movement". When Magellan came to Cebu, he gave the image of the child Jesus to the Rajah Humabon. Later on, Cebuanos converted to the catholic faith. When the natives experienced poor harvests and feeling ill, Queen Juana danced with the image of Sto. Niño to pray for healing and offered prayers for their farms.



PRACTICE

Directions: Play festival music using improvised musical instruments can be found at home. Reflect on the materials you may find at home. Record a video of this task and send it to your teacher.

CRITERIA:

Rhythm and Harmony	25 POINTS
Festive beats	25 POINTS
Clarity of sound and video	25 POINTS
Effort and Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write your answers in the blanks.

- _____ 1. This means Merrymaking for the Ilongos.
- _____ 2. This means gracious, superior, and beautiful.
- _____ 3. The sunk ship causes the sadness of the Negrenses.
- _____ 4. The Roman soldier who believed in Jesus and was beheaded.
- _____ 5. The object that stomped by the Atis on the ground during the ritual celebration.

ARTS EDUCATION



OUTCOMES

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

- Recognize the history of the festival and theatrical composition, its evolution, how the townspeople celebrate the event.
- Classify the festivals and theatrical compositions.



CHECK

Directions: Classify the festivals and Theatrical forms in the Philippines by writing them on the table below, accordingly.

THEATRICAL FORM	LUZON	VISAYAS	MINDANAO



EXPLAIN

Philippine Festival	History and Celebration
LUZON	
Higantes Festival	These giant images were used as symbols of the townfolks' protest against the Spaniard landlords who own hacienda in Angono. These were used to mock owners by making papier-mâché caricatures. The Spanish priests have started to honor this festival to St. Clement. Parade with these giants is the highlight of their festival.
Moriones Festival	The play was inspired by a Roman soldier, Longinos who believed in Jesus that when he converted to Christianity the Roman soldiers chased after him and he was beheaded. This reenactment can be seen in the streets of Marinduque during Holy Week. Devotees portray as centurion characters wearing Morion masks. This reenactment brought this sacred practice to the streets to gather devotees from all around the country. Over time, many devotees have joined them even the younger generation who offer prayers, penance, and devotions.
Pahiyas Festival	It comes from the word 'payas', which means decoration. The natives of Lucban, Quezon brought their harvests to the church until it was not accepted anymore. These harvests were suggested to be laid and decorated in their homes and shared with those who are in need. This is to honor St. Isidro the farmer. As time went by, the natives decorated their homes using colorful Kiping made from glutinous rice as part of their highlights and competitions.
Panagbenga Festival	The feast means "season of blooming". Baguio City has been known for growing fruits and vegetables might as well their beautiful flowers. That is why they intended to create this unique festival that showcases their wonderful, bloomed flowers as their way to transition from the challenges they went through of the earthquake in 1990. Festival dances where participants use flowers and floats of flowers along the streets to commemorate their flowers and also their bounty of the harvest.

VISAYAS	
Ati-Atihan Festival	The festival means “make-believe Atis”. This festival comes from a simple ritual celebration of thanksgiving from among the Aetas of Panay. When the group of Bornean settled in Panay Island, they were warmly welcomed and thank the Aetas by dancing and playing instruments. In return, with no hesitations, they helped the Aetas during the poor harvest season. They performed their ritual dance with their long bamboo sticks stomping onto the ground. This form of ritual celebration has evolved when the Spaniards came and blended it with religious beliefs that honor Sto. Niño.
Dinagyang Festival	“Merrymaking” is the essence of this festival from the word “dagyang”. This is similar to Ati-Atihan that honors Aetas in Panay Island and the thanksgiving of Sinulog in Cebu City. This was formed after the priests witnessed the two festivals from the neighboring island after observing the feast. The locally-made materials and art forms are showcased in the celebration.
Masskara Festival	This is derived from the word “mass” meaning “many” and “kara” meaning “faces”. The leaders painted a smile on the masks to inspire their people to continue living a happy life despite difficulties when their sugar cane industry was weakened due to a foreign sweetener introduced in the country. Together with this, was the MV Don Juan Tragedy where many of the natives died when the ship sank.
Sinulog Festival	It comes from the Cebuano word “sulog” meaning “like water current movement. Only women hold the image of the Saint in dancing the festival replicates Queen Juana when she danced for prayers and healing holding the Sto. Niño image that Magellan gave to them when he arrived on the island. The reenactment of the Magellan’s arrival, Queen Juana’s way of healing the people is seen in their festival dances and even presentations in the church.

MINDANAO	
Balangay Festival	This is the representation of the wooden boat in Butuan used for trading. This was used by the Spaniards when they arrived in Butuan. Boatbuilding is the highlight in the festivals together with the dances in the streets.
Kaamulan Festival	This is the only authentic ethnic festival in the Philippines. It commemorates the inhabitants of Bukidnon. A Thanksgiving feast of bountiful harvests and gatherings of the indigenous groups. It highlights the unique indigenous culture, art forms, and dances. This colorful celebration shows the unity of the townfolks as they gather in this most precious celebration of their time.
Kadayawan Festival	This comes Mandaya word “madayaw”, which means gracious and kind welcome used to describe as valuable, superior, and beautiful. The celebration of gratitude and thanksgiving are highlighted with a tradition of dances, ritual celebration, and sharing of harvested fruits and vegetables. This tradition has grown into one of the most prestigious and most visited festivals in the country. They showcase their basketry and weaving in the celebration.
T’nalak Festival	South Cotabato is known as The Land of the Dreamweavers. This unique festival makes it more evidence showing the authentic handwoven abaca cloth of the T’boli women that signifies their diversity and resilience over time. Colorful abaca T’nalak is worn by the participants in their street dancing and the visitors who came along to celebrate.



PRACTICE

Directions: Choose one festival from each island and create a timeline brag scrapbook. Gather five photos of each festival showing the olden celebration to this time. Be creative! Cover a hyperlapse video in creating your flipbook and share it in class with your thoughts about preserving these festivals.

CRITERIA:

Creativity	25 POINTS
Photos are sequentially arranged properly	25 POINTS
Each photo is labeled and has descriptions	25 POINTS
Effort and participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Check "✓" the box that corresponds to its appropriate classification.

Festivals	Religious	Non-Religious
1. Ati-Atihan Festival		
2. Higantes Festival		
3. Kaamulan Festival		
4. Kadayawan Festival		
5. Masskara Festival		
6. Moriones Festival		
7. Pahiyas Festival		
8. Panagbenga Festival		
9. Sinulog Festival		
10. T'nalak Festival		

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the fundamental position of arms and feet in Folk Dancing.
- Perform the fundamental position of arms and feet in Folk Dancing.



CHECK

Directions: Read each item carefully and identify the folk dance each refers to. Write your answers in the blanks provided before each item.

- | | |
|-------|--|
| _____ | 1. It imitates the movements of a dove. |
| _____ | 2. It imitates the movements of a duck. |
| _____ | 3. The swinging of the wooden paddles. |
| _____ | 4. It shows the ways of wearing malong. |
| _____ | 5. It imitates the movements of a rooster and a hen. |



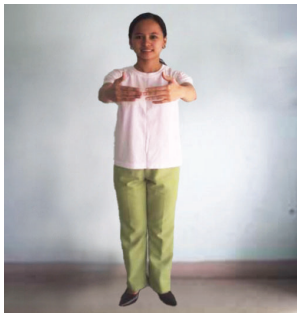
EXPLAIN

Folk Dancing requires grace and compassion in expressing movements. Thus, one must go through with the fundamentals to properly execute the dance. The body should properly stand with grace. The arms should show their graceful curve whichever side it moves. Moving the arms and feet is done alternately to the right and left side. Let us start on the right. Here are the fundamental position of arms and feet 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



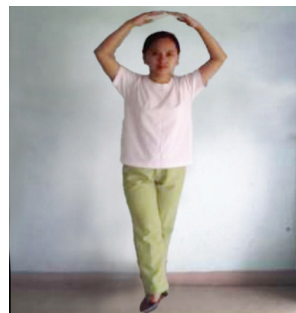
2ND



3RD



4TH



5TH

When the dancer has performed the fundamental position of arms and feet on the right, he/she may execute it on the left to alternately perform it.



PRACTICE

Directions: Perform the fundamental position of arms and feet in folk dancing with grace and enthusiasm. You may play the Leron Leron Sinta song in performing the fundamental positions, alternately. Cover a video of this task and share it to your teacher.

CRITERIA:

Gracefulness	25 POINTS
Proper movements of the arms and feet	25 POINTS
Rhythm	25 POINTS
Effort and participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Match the position of the arms in column A to the feet position in column B. Write the letter of the correct answer in the blanks.

COLUMN A

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

COLUMN B

- A.
- B.
- C.
- D.
- E.

HEALTH EDUCATION



OUTCOMES

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

- Recognize the signs and symptoms of Non-Communicable Diseases.
- Create an awareness advocacy poster of the Non-Communicable Diseases.



CHECK

Directions: Match the body part/organ in column A that is affected by a non-communicable disease in column B. Write the letter of the correct answer on the space provided.

COLUMN A

- _____ 1. Skin
- _____ 2. Heart
- _____ 3. Joints
- _____ 4. Lungs
- _____ 5. Lean and Fat

COLUMN B

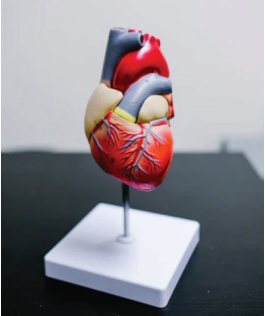
- A. Arthritis
- B. Asthma
- C. Cardiovascular disease
- D. Overweight and Obesity
- E. Psoriasis

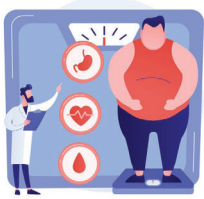


EXPLAIN

Signs And Symptoms of Non-Communicable Diseases

Non-Communicable Diseases	Signs And Symptoms	Risk Factors	Possible Complications
1. Allergy 	- cough - itchy eyes - itchy, red rash skin - shortness of breath - sneezing and runny nose	- pet dander - certain foods like seafoods, peanuts and milk, etc - smoke - dirt and dust - Medications - Family History	Heart and Lung problems
2. Arthritis 	- Pain - Stiffness - Swelling - Redness - Decreased range of motion	- Family history - Age - Joint injury - Obesity	- Inability to move. - Deformity of affected body part such as hands, knees, ankles and elbows.
3. Asthma 	- fainting - coughing - chest tightness - heart beats fast - breathing faster	- Family history - Pet dander - Alcohol - Pollution - Cigarette - Dust - Perfume and cosmetics - Obesity and overweight	- Sleep interruptions permanent - severe asthma attacks - narrowing of the bronchial tubes

4. Cancer 	• fatigue. • losing weight unintentionally • the lump is felt under the skin. • unusual bowel or bladder habits. • skin changes darken, yellowish, and sores that won't heal.	• Family history • Lifestyle • Environment	• Cancer that returns. • Brain and nervous system problems. • Unusual immune system reactions to cancer.
5. Cardiovascular disease 	• numbness • shortness of breath • chest tightness and pain • legs or arms are weak or cold. • pain in the neck, jaw, throat, or back.	• Smoking • Alcohol • Lifestyle • Family history	• unusual skin spots • Swollen feet or ankles • Swelling of the legs, ankles, and feet
6. Diabetes 	• irritability • blurred vision • frequent urination • Wounds that won't heal • extreme hunger and always thirsty than usual	• Family history • Sweet food	• Heart Disease • Kidney malfunctions
7. High Blood Pressure or Hypertension 	• Sweating • Dizziness • Nervousness • Facial flushing • Trouble sleeping	• Obesity • Age • Salty food • Lack of physical activity	• Heart failure • Dementia is a narrowed or blocked arteries can limit blood flow to the brain

8. Kidney disease 	• Fatigue • Chest pain • Irregular heartbeat • Decreased urine output. • Swelling of legs and feet	• Alcohol • Smoking • Medications • Family History • Diabetes • High blood pressure	• Anemia • Bone disease • Heart disease • Fluid buildup
9. Overweight and Obesity 	• Snoring • Sweating • Skin problems • Shortness of breath • Inability to perform simple tasks.	• Genetic • Lifestyle	• Osteoarthritis • Type 2 diabetes • Coronary heart disease • Stroke and Hypertension
10. Psoriasis 	• Thickened nails • Swollen and stiff joints • Dry, cracked, and itchy skin • Red patches of skin covered with thick, silvery scales	• Weather • Stress • Smoking and alcohol • Skin trauma and injury	• arthritis • Cardiovascular disease • Eye conditions • autoimmune diseases



PRACTICE

Directions: Create an infographic. Choose two non-communicable diseases and show their signs, symptoms, risk factors, and possible complications. Use elements and photos to represent them. Be creative! Share your work on your social media account with your thoughts about these diseases. You may focus on the disease/s of your family members too.

CRITERIA:

Creativity	25 POINTS
Attractiveness	25 POINTS
Inspiringly share work	25 POINTS
Informative	25 POINTS
TOTAL	100 POINTS

**EVALUATE**

Directions: Encircle the signs and symptoms of non-communicable diseases.

HAPPY**BLURRED VISION****CHEST PAIN****DIZZINESS****FAINTING****ALERT****FATIGUE****COMFORTABLE****RED PATCHED SKIN****SNEEZING****SNORING****CONTAGIOUS****SORES WON'T HEAL****SLEEP TIGHT****SWELLING**

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Identify the Philippine musicals.
- Perform a song of a Philippine musical.



CHECK

Directions: Analyze each photo carefully and identify its festival.



_____ 1.



_____ 2.



_____ 3.



_____ 4.



_____ 5.



EXPLAIN

A musical is a kind of theatrical representation with dialogues, songs, dance, and acting. It conveys the story about love, social, political, and current issues.

Here are some of the musicals in our country:

1. Katipunan: Mga Anak ng Bayan is represented with energetic song and dance that show the life of Andres Bonifacio and his epic revolution against the Spaniards.

Watch some parts of the musical here:

<https://www.youtube.com/watch?v=jOVxiptg2T0>

2. Miong is an English musical that presents the story of Emilio Aguinaldo and social issues relevant to the country.

Watch some parts of the musical here:

<https://www.youtube.com/watch?v=WfxDByZqg0A>

3. Rak of Aegis is the story of a young girl, Ailen portrayed by Aicelle Santos, whose dream is to become a YouTube sensation. The songs in this musical were inspired by the Filipino pop-rock band, Aegis.

Watch some parts of the musical here:

<https://www.youtube.com/watch?v=5ljrj2Sp6u8>

4. Ang Huling El Bimbo highlights the songs of 90's band, Eraserheads which has given an impact on Filipinos about love and friendship.

Watch some parts of the musical here:

<https://www.youtube.com/watch?v=5WGNnZ9cjgo>

5. Batang Rizal tells the story of a pupil, Pepito who opened a book in his class and traveled back to olden times and meet young Jose Rizal.

Watch some parts of the musical here:

<https://www.youtube.com/watch?v=BhsSoUmHyIM>



PRACTICE

Directions: Sing and perform “Ang Huling El Bimbo”. Cover a video of this task with your thoughts about the song. You can use musical instruments, instrumental music, or improvised instruments as you record the song. Remember to be creative as you make your cover. Share your video in class.

<https://www.youtube.com/watch?v=lajnSJZpl34>

CRITERIA:

Creativity (use of musical instrument or an improvised one)	20 POINTS
Melody	20 POINTS
Rhythm	20 POINTS
Shared work	20 POINTS
Efforts and Participation	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what Philippine musical each refers to. Write your answers in the blanks.

- _____ 1. This highlighted the Eraserheads songs.
- _____ 2. This tells the story of a pupil young Jose Rizal.
- _____ 3. The story of the controversial Emilio Aguinaldo.
- _____ 4. The life of Andres Bonifacio and his epic revolution.
- _____ 5. The story of an Ailen who dreams is to be a YouTube sensation.

ARTS EDUCATION



OUTCOMES

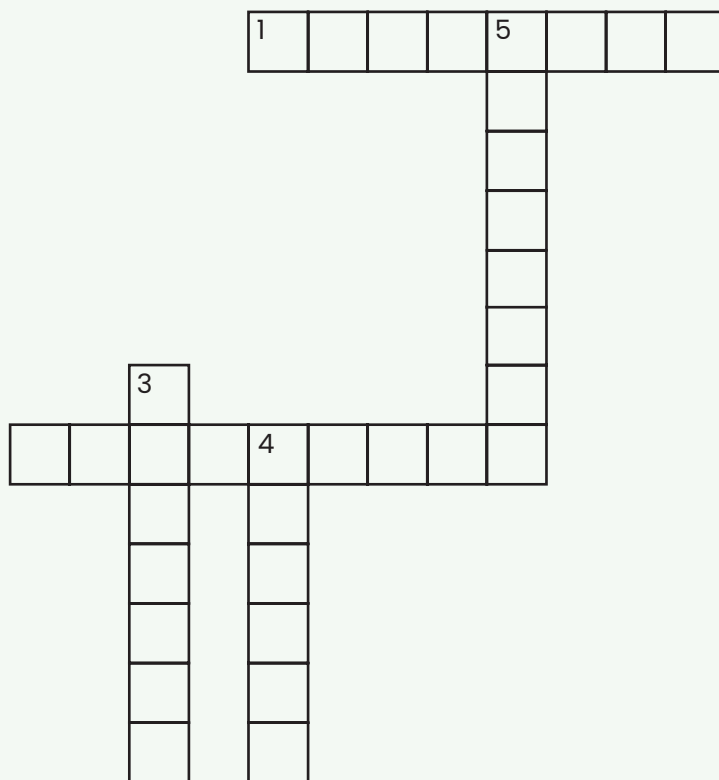
At the end of this module, you are expected to:

- Recognize the visual elements and components of the selected festival or theatrical form through costumes and props.
- Create a festival costume and props.



CHECK

Directions: Read each item carefully and supply words to the crossword puzzle from the given descriptions.



ACROSS

1. Smiling faces.
2. Hala Bira!

DOWN

3. Pit Senyor!
4. Commemorates the T'boli weavers.
5. The only authentic ethnic festival.



EXPLAIN

Props and costumes entail the traditions and artistry of a community. These creations tell a story from the past and how things have transitioned into a festive, colorful, and grandeur of celebration that reflects the natives. Crafts that were made from the natural resources available in the community that helps the community to rise in their crafts and livelihood. Here are the different unique props and costumes of the selected festivals in the Philippines that gives highlights in their celebrations:

1. **Higantes Festival**

Higante or giant puppets that are made from bamboo that is used as body frames. Some add hula hoops to make a rounded body so that a person can be inside it to mobilize the *higante* in the parade. Mask is created for the face. Wrapped with cloth and other accessories.



You may watch how it is created here:

https://www.youtube.com/watch?v=A_NdGcoeDSc

2. **Moriones Festival**

Morion mask worn by the devotees is made from wood carved to look like a Roman soldier. It is smoothened by sandpaper and a glaze. It takes a month or two to create a Morion.



3. **Pahiyas Festival**

Kiping are leaves used to decorate the houses in Lucban, Quezon. These are made from glutinous rice.



You may watch how it is created here:

<https://www.youtube.com/watch?v=bEjQfNvFklg>

4. **Panagbenga Festival**

Prop and costumes are filled and adorned with flowers. They also have their huge floats of flowers that roam around the city during the parade.



5. **Ati-Atihan Festival**

The participants paint their bodies black and wear tribal costumes that replicate the Aetas. Tassels are attached in their costumes made from broom fibers (*walis tambo*) made from the fiber of palm leaves that are also used in weaving, tiger grass, and reeds. Bamboos on their hands are made from woven rattan. Accessories, on the other hand, are usually pearls from Capiz.



6. **Masskara Festival**

The mask of the festival shows bright, live, and happy colors. It is embellished with different accessories that shimmer and bring joy when you see it.



7. **Sinulog Festival**

This festival's costume and props are a mix of waves on its ocean theme and Sto. Niño.



8. **Kaamulan Festival**

Bamboo pipes for music and daily life use are showcased in the celebration. The authenticity of their costumes is the very highlight in the streets. The participants of the festival flaunt their unique tribal headdresses.



9. **Kadayawan Festival**

Waling-waling orchids, fruits, and vegetables, weaving, musical instruments, and accessories of the Lumads in Mindanao are showcased at the festival. These honor the diligence and craftsmanship of the people. Dried seeds and animal bones have been utilized as accessories since ancient times.



10. **T'nalak Festival**

This festival honors Mindanao's renowned weavers, for whom weaving among women is a sacred vocation to which they have dedicated their lives. Colorful woven abaca cloth is worn as costumes and utilized as props during the celebration, along with musical instruments and other crafts.





PRACTICE

Directions: Choose a festival prop you admire the most. Create a three to four-minute props-making tutorial. Use recyclable materials that can be found at home. Share your work and your thoughts on preserving the natural resources for the advocacies of these festivals in class.

CRITERIA:

Creativity	25 POINTS
Resourcefulness	25 POINTS
Clarity of video and sound	25 POINTS
Efforts and Participatio	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify the natural resources used in the festival props and costumes.

- _____ 1. Kiping
- _____ 2. T'nalak
- _____ 3. Tassels
- _____ 4. Accessories
- _____ 5. Musical instruments

PHYSICAL EDUCATION



OUTCOMES

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

- Recognize the Philippine folk dance, Cariñosa.
- Perform Cariñosa.



CHECK

Directions: Read each item carefully and identify the position of the arms and feet each refers to. Write your answers in the blanks before each item.

- | | |
|-------|--|
| _____ | 1. Spread the arms to the side. |
| _____ | 2. Place the right heel close to the left toe. |
| _____ | 3. Heels are close to each other and toes apart. |
| _____ | 4. Raise the right arm over the head. The left arm is in the second position. |
| _____ | 5. Slightly step the right foot forward. The left foot is in the first position. |



EXPLAIN

Cariñosa is a courtship dance that is considered one of the Philippine popular folk dances introduced by the Spaniards. It means the loving or affectionate one that originated from Panay Island of the Visayas. This dance represents Maria Clara of Jose Rizal's *Noli Me Tangere* where the female dancer portrays a modest Filipina.



	MALE	FEMALE
Costume	barong Tagalog or kamisa de chino	Kimona and Patadyong
Props	handkerchief	fan

Time Signature: 3/4

Music: <https://www.youtube.com/watch?v=1pjFvomY958>

You may watch it dance presentation here: <https://www.youtube.com/watch?v=Sy18EXrueu0>

Costume:

Male: barong Tagalog or kamisa de chino

Female: Kimona and Patadyong

Props:

Male: handkerchief

Female: fan

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 her 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

Partners face each other. Females hold her skirt while male's hand is on his waist.

- a. Start with your right foot, take three steps forward to your partner at the center.
- b. Perform four touch steps with your right and left foot alternately.

- c. 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.
- d. 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: Dance Cariñosa with your family, gracefully. Cover a video of this task and share it in class.

CRITERIA:

Proper arms and feet movements	25 POINTS
Gracefulness	25 POINTS
Formation	25 POINTS
Efforts and Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Color the hexagon red  if the sentence states true about Cariñosa and blue  if not.



1. It shows hate.



2. It is a courtship dance.



3. It is a 3/4-time signature dance.



4. It is influenced by the Spaniards.



5. The male uses the fan in dancing.

HEALTH EDUCATION



OUTCOMES

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

- Recognize the myths and fallacies about non-communicable diseases.
- Create an awareness advocacy poster.



CHECK

Directions: Identify a symptom for each non-communicable disease. Write your answer in the blanks.

- | | |
|-------|---|
| _____ | 1. Cancer |
| _____ | 2. Allergy |
| _____ | 3. Asthma |
| _____ | 4. Arthritis |
| _____ | 5. Diabetes |
| _____ | 6. Psoriasis |
| _____ | 7. Kidney disease |
| _____ | 8. Cardiovascular disease |
| _____ | 9. Overweight and Obesity |
| _____ | 10. High Blood Pressure or Hypertension |



EXPLAIN

Myths and Fallacies about Non-communicable Diseases

There are different beliefs and perspectives towards illnesses especially in the Philippines where people are influenced by the traditional way of handling and treating different illnesses. Some would prefer to be treated or to treat their family member/s at home. These beliefs bring false ideas towards NCDs that may result in untreated or severe conditions.

Here are the myths and fallacies about Non-Communicable Diseases:

1. Superstitions are beliefs that trust in magic that create a misleading perception of NCDs. Some people would rather take themselves or a family member to a quack doctor or someone they think to be a healer.
2. NCDs are for the elderly only. Age may have a role, but lifestyle has a greater impact. NCDs can be prevented and managed by changing one's habits and lifestyle.
3. Only the rich have it. Every medical need such as laboratory testing and medications requires a lot of money, which some people cannot afford. Poverty has also contributed to people believing this misconception. Though this may be somewhat true, there are still private and public organizations that are ready and able to assist individuals who suffer from NCDs financially. There are also public hospitals and clinics where you may get checked for free or for a little fee.
4. Degenerative and incurable. Some people believe that when you get NCD, it is incurable and it will just degenerate your body. Others are hesitant to get treatments because they are frightened of experiencing discomfort throughout the process and the money that it may require.
5. There is no cost-effective solution, a belief shared by the majority of Filipino families and the ill because seeing a doctor, medicines, and therapies are expensive for a family with barely enough money for food and other needs. It is also believed that no highly equipped facility can treat a person suffering from NCD.



PRACTICE

Directions: Choose a non-communicable disease. Then, create a visually appealing awareness advocacy poster about your chosen NCD, its treatments, and cure. Share your work on your social media account with your thoughts about your advocacy. Remember to share it in class and send it to your teacher.

CRITERIA:

Creativity	25 POINTS
Appealing ad	25 POINTS
Choices of photos to endorse	25 POINTS
Content of the message shared	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Draw a heart  in the hexagon if the sentence states true about Non-Communicable Diseases and circle  if not.



1. It is noninfectious.



2. Everyone can have NCD/s.



3. It cannot be managed and prevented.



4. Family history greatly affects NCDs.



5. No one will help you with the costs of the treatments.

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Recognize the characteristics and values of the cultural background of the Philippine Musicals.



CHECK

Directions: Choose the title of the described musical in the box. Write your answers in the blanks.

- | | | |
|-----------------|---------------------------------|-----------------|
| a. Rak of Aegis | b. Ang Huling El Bimbo | c. Batang Rizal |
| d. Miong | e. Katipunan: Mga Anak ng Bayan | |

- _____ 1. Represented with energetic song and dance that shows the life of Andres Bonifacio and his epic revolution against the Spaniards.
- _____ 2. A story of a young girl whose dream is to become a YouTube sensation.
- _____ 3. It highlights the songs of the 90's band, Eraserheads which has given an impact on Filipinos about love and friendship.
- _____ 4. It tells the story of a pupil, Pepito who opened a book in his class and traveled back to olden times and meet young Jose Rizal.
- _____ 5. An English musical that presents the story of Emilio Aguinaldo and social issues relevant to the country.



EXPLAIN

Philippine Musical	Origin and Background
Katipunan: Mga Anak ng Bayan	This significant musical was produced by the Gantimpala Theater. The story recounted the journey of life, love, and the epic revolution of Andres Bonifacio. There is also comedic form in the representation of Bonifacio's life in the musical. Directed by Joel Lamangan and Jun Pablo. Starred by: Sandino Martin as Andres Bonifacio, Anna Fegi and Rita de Guzman as Gregoria de Jesus RJ Jimenez as Emilio Jacinto.
Miong	The story was written by Joy Virata. This musical shares the story of General Emilio Aguinaldo. His journey from childhood and ended with the Declaration of Independence on June 12, 1898. The story conveys the strength, courage, and pride of Filipino who in all their might will defend their country. The emotions brought by the performance are felt through the roaring voices of the casts.
Rak of Aegis	A musical presented by Philippine Educational Theater Association (PETA). It tells the story of every Filipino who dreams. Alongside the story shows the life and living situation of Filipinos. It is written by Liza Magtoto, directed by Maribel Legarda, with musical direction and arrangement by Myke Salomon.
Ang Huling El Bimbo	Ang Huling El Bimbo was written by Dingdong Novenario and presented in 2018. It tells the story of the 90s youth, the journey of their struggles, friendship, and love.
Batang Rizal	This is a children's play, written by Christine Bellen and directed by Jerry Respeto that was staged in 2007. The story serves as an eye-opener to the youth of how a Filipino should love and protect his country. The story gives a new view of the significance of Jose Rizal to the children of the new generation.



PRACTICE

Directions: Aside from the previously discussed musicals, research a Philippine musical. Then, make a reaction video. Share it in class.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Quality	30 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Draw a happy face 😊 in the circle if the sentence states true about Philippine Musical and sad 😞 if not.

☐

1. It is not educational.

☐

2. It is composed of different genres and styles.

☐

3. It does not express the social situation in the country.

☐

4. The musical is performed dramatically in a theatrical setting.

☐

5. It tells the story, struggles, and values of the people from the past.

ARTS EDUCATION



OUTCOMES

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

- Recognize the uniqueness of each festival performance.
- Perform a festival dance.



CHECK

Directions: Match the costume and props in column A to the Philippine Festivals in column B. Write your answers in the blanks provided before each number.

COLUMN A

- _____ 1. Kiping
- _____ 2. Flowers
- _____ 3. Giant Puppet
- _____ 4. Abaca woven cloth
- _____ 5. Black painted body

COLUMN B

- A. Ati-Atihan
- B. Higantes
- C. Pahiyas
- D. Panagbenga
- E. T'nalak



EXPLAIN

Festivals are presented according to the story from the past in the form of body movements, yell, music, props and costumes, narrative reenactments, and the way how the natives celebrate them the beginning.

Here are the different performances and celebrations of selected festivals:

1. **Parades** – organized and performed in the streets of the community to showcase the celebration through the following:
 - a. Floats of decorated moving mobiles just like in Panagbenga festival.
 - b. The fluvial parade is a religious procession of the image of a patron saint across the river or shoreline on a boat together with the devotees like the feasts of Sto. Niño and Peñafrancia of Bicol.
2. **Street dancing** – this is a dancing performance, performed in the streets. Some of these street dancing performances are competitions held for the festival. These are done in the streets during a parade.

Ati-Atihan

Sadsad is an Aklanon term for a dance step quite similar to cha-cha, where there's a dragging of a moving foot.

How to Sadsad:

Step your right foot forward.
Two half steps forward with your left foot.
Close left foot to the right foot.
Repeat 1 -3 with the other foot.

Sinulog

Sulog is a Cebuano term meaning “water current movement”. Its dance steps are composed of two steps forward and one step backward that represent the movement of the wave. Only a woman holds the image of the Sto. Niño while dancing.

Masskara

It is a lively dance where dance steps are simply composed of a side step towards the right and left; hopping in place, side to side, and forward and backward. The head is moving upward and downward, then side to side.

1. Reenactment of the story of the festival like in Moriones where the devotees portray the character of centurions or the Roman soldiers and Longinus. It reenacts the chasing, capturing, and beheading of Longinus along the streets of Marinduque.
2. Decorations of arts and crafts like how the people of Lucban, Quezon showcase their decorated houses of their Kiping. Presentations of the harvested fruits and vegetables placed on their creative baskets like in Panagbenga and Kadayawan festivals.



PRACTICE

Directions: Perform your chosen Philippine festival dance with your family. Wear creative props and costumes and cover a video in your presentation. Share your work with your teacher.

CRITERIA:

Dance interpretation	20 POINTS
Enthusiasm	20 POINTS
Creativity	20 POINTS
Effort and Participation	20 POINTS
Clarity of video and sound	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Draw a diamond  in the circle if the sentence states true about Philippine Festival and a triangle  if not.

- ☐ 1. It tells a story about the past.
- ☐ 2. It shows the insignificance of culture.
- ☐ 3. It discourages the artisans from making crafts.
- ☐ 4. It shows the customs and traditions in a community.
- ☐ 5. It represents the compassion of Filipinos in their beliefs.

PHYSICAL EDUCATION



OUTCOMES

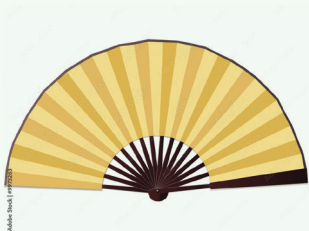
At the end of this module, you are expected to:

- Recognize the Philippine folk dance, Tinikling.
- Perform Tinikling.



CHECK

Directions: Encircle the photos that corresponds to Cariñosa.





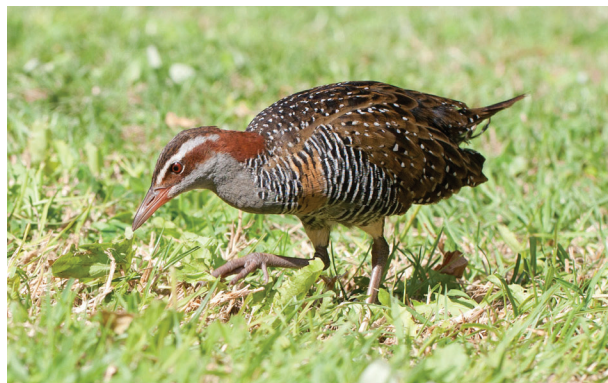
EXPLAIN

Tinikling is a dance that originated in Leyte where two people beat, tap, and slide the bamboo poles on the ground and against each other.



It imitates the movement of a Tikling bird where its name is derived from. The movement of Tikling where it avoids bamboo traps set by rice farmers showed in the dance is highlighted with the following: hopping, jumping, and turning. This dance requires coordination and agility in dancing.

Tikling or railbird



	MALE	FEMALE
Costume	Barong Tagalog	Balintawak and a panuelo or handkerchief on the shoulder.
Props	Two bamboo poles	

Time Signature: 3/4

Music: <https://www.youtube.com/watch?v=aiAIGF0-XCM>

You may watch it dance presentation here: https://www.youtube.com/watch?v=_WlfqDMwA_o

Tinikling basic dance steps are a combination of singles, doubles, and hops. Take precautionary measures in executing the dance.

1. Singles – The footwork of two single steps would be as follows when the poles are on the dancer's right side (right foot lead):
 - a. Count 1 – Outside the poles, hop on your left (right) foot.
 - b. Count 2 – Repeat count 1.
 - c. Count 3 – Step with your right (left) foot between the poles.
 - d. Count 4 – Step with your left foot (right) between the poles.
2. Doubles – For two double steps (with the right side close to the poles), the footwork would be:
 - a. Count 1 – Outside (straddling) poles, hop on both feet.
 - b. Count 2 – Repeat count 1.
 - c. Count 3 – In between poles, hop on both feet.
 - d. Count 4 – Repeat count 3.
3. Hops – For two hops steps (right foot lead), the footwork would be:
 - a. Count 1 – Hop on the outside poles using your left foot.
 - b. Count 2 – Repeat count 1.
 - c. Count 3 – Hop in between poles using your right foot.
 - d. Count 4 – Repeat count 3.



PRACTICE

Directions: Dance Tinikling with your family with grace and alertness. Take precautionary measures in doing this task. Make sure you are assisted by your parents/guardians. Cover a video of this task and share it on your social media account with your thoughts about the following:

1. Experience in dancing.
2. Preservation of the dance.
3. Encourage others to perform Tinikling.

CRITERIA:

Proper movements of the arms and feet	25 POINTS
Gracefulness and Posture	25 POINTS
Enthusiasm	25 POINTS
Efforts and Participation	25 POINTS
TOTAL	100 POINTS

**EVALUATE**

Directions: Draw a star ★ in the hexagon if the sentence states true about Tinikling and heart ♥ if not.



1. It originated in Luzon.



2. It is composed of a jumping step only.



3. It imitates the movement of the Tikling bird.



4. This dance steps is a combination of Singles, Doubles, and Hops.



5. Its bamboo poles are beaten and tapped on the ground with two people.

HEALTH EDUCATION



OUTCOMES

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

- Recognize the prevention and control of non-communicable diseases.
- Identify the services provided by the agency responsible for non-communicable diseases.



CHECK

Directions: Enumerate the myths and fallacies about non-communicable diseases.

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



EXPLAIN

The Department of Health (DOH) is the primary government agency responsible for providing quality and equitable health assistance for Filipinos. There are respective facilities and local clinics that deliver assistance to everyone. Here are some of their services:

1. Medical and Dental services are provided free in the clinics. Major needs like surgery are assisted through referrals in government hospitals.
2. Nutrition where feeding program services takes place. Midwives and nurses even visit homes to orient and check the status of every family in the community.
3. Center for Cancer control orientations and referral assistance especially for those who must undergo treatments and chemotherapy.
4. Dermatology is a skin-related service provided in the clinic.
5. Programs and Projects
 - a. Diabetes Mellitus Prevention and Control Program
 - b. Cardiovascular Prevention and Control Program
 - c. Smoking Cessation Program

6. Health Campaigns Conducted
 - a. No Smoking Month
 - b. Cancer Awareness Month
 - c. Heart Month
 - d. Hypertension Day
 - e. Nutrition Month
 - f. Obesity Prevention and Awareness Week
 - g. National Diabetes Awareness Week

PREVENTION AND CONTROL OF NON-COMMUNICABLE DISEASES

1. Eating nutritious food.
2. Engaging in regular physical activities.
3. Proactive in participating in the campaigns and programs implemented in the community.
4. Have yourself be regularly checked by a physician especially if your family has a non-communicable disease.
5. Reduce the major risk factors, such as smoking and drinking alcohol, unhealthy diets, and physical inactivity.



PRACTICE

Directions: Create a jingle that promotes health and wellness about non-communicable diseases, how to manage habits and behavior in the lifestyle to prevent non-communicable diseases. Cover a video of this activity and you may use props, costumes, and musical instruments. Provide a subtitle of your jingle on your video. Invite your family members in doing this activity. Share your work on your social media account with your thoughts about health and wellness. Then, share it in class.

CRITERIA:

Content	25 POINTS
Effectiveness of the presentation	25 POINTS
Clarity of video and sound	25 POINTS
Efforts and Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Color the circle green ● if the sentence states true about the prevention, programs, and campaign of the non-communicable diseases and red ● if not.

☐

1. Eating unhealthy food regularly.

☐

2. Sam plans her healthy week, every week.

☐

3. Siri joins the Zumba dance conducted in their barangay.

☐

4. Deo regularly visits the barangay clinic for his skin problem.

☐

5. Aya neglected the invitation of the health workers for a health check.