

Physical Education

Quarter 1 – Module 1

Lesson 1 – Lifestyle and Weight Management (Sports)



SCHOOLS DIVISION OF ANTIQUE

GINAPANAGIYAHAN KANG GOBYERNO
WARA GINABALIGYA

PE – Grade 10

Alternative Delivery Mode

Quarter 1 – Module 1 Lesson 1 – Lifestyle and Weight Management.

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Introductory Message

For the facilitator:

Welcome to the **Physical Education 10** Alternative Delivery Mode (ADM) **Module 1 Lesson 1 – Lifestyle and Weight Management!**

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

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

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

For the learner:

Welcome to the **Physical Education 10** Alternative Delivery Mode (ADM) **Module 1 Lesson 1 – Lifestyle and Weight Management.**

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

This module has the following parts and corresponding icons:



Aiming at the Target

This will give you an idea of the skills or competencies you are expected to learn in the module.



Trying the Challenge

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



Connecting to the Past

This is a brief drill or review to help you link the current lesson with the previous one.



Gearing Up to Start

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



Hitting the Target

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



Strengthening the Grasp

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



Wrapping Up to Go

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



Relating to Real Life

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Checking the Target

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Enriching the Skill

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Finding the Score

This contains answers to all activities in the module.

At the end of this module you will also find:

References

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

The following are some reminders in using this module:

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

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

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

This module was designed and written with you in mind. It is here to help you master the music of the Medieval Period. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.



Aiming at the Target

Hello Grade 10 students! Welcome to the part where knowledge will be learned. You will be provided with activities that will test your prior knowledge, simulate your interest, and elevate your understanding and level of excitement in the different activities. This part of the module will help you get started and be mentally ready for the next parts.

The module is divided into three lessons, namely:

- Lesson 1 – Lifestyle and Weight Management
- Lesson 2 – Active Recreational Activities
- Lesson 3 – Physical Activity and Physical Fitness

After going through this module, you are expected to:

1. Assesses Physical activity, exercise and eating habits
2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school
3. Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs.



Trying the Challenge

Read the following statements carefully and put a check mark (✓) on the statements that apply to you.

- _____ 1. I engage in physical activities for at least 30 minutes several days a week.
- _____ 2. I engage in physical activities that challenge my cardio-respiratory endurance.
- _____ 3. I do not stress myself about schoolwork deadlines.
- _____ 4. I take care of the environment by doing small deeds such as throwing my trash into the trash bin.
- _____ 5. I do warm-up, stretching and cool-down exercises before I start my physical activity.
- _____ 6. I assess my physical fitness level and my participation in physical activities.
- _____ 7. I make sure I have my own personal time.
- _____ 8. I try to eat vegetables and fruits as much as I can.

- _____ 9. I spend quality time with family, friends and others in my social circle,
- _____ 10. I manage my time well, allotting ample time for schoolwork, leisure and rest.
- _____ 11. I do not easily fall for trends and propagandas on TV about fitness, health and nutrition.
- _____ 12. I wear a seatbelt whenever I occupy the front seat of a car.
- _____ 13. I have a first aid kit handy and I know how to use it.
- _____ 14. I always find time to do physical activities during my free time.
- _____ 15. I am conscious with what I eat.

Let's see how you scored in the pre-assessment. Count the number of check marks to know your Healthy Lifestyle Assessment rating.

Excellent	13 - 5
Good	9 - 12
Fair	5 - 8
Needs Improvement	0 - 4

Evaluate your results. Does your lifestyle prove to be advantageous or disadvantageous to your overall health? Take note of your daily habits for these have great effects. At the end of the quarter, it is expected that the number of your check marks will be more than your results in this pre-assessment.

Lesson 1

LIFESTYLE AND WEIGHT MANAGEMENT

Activity 1. This activity prepares the body for strenuous physical activity

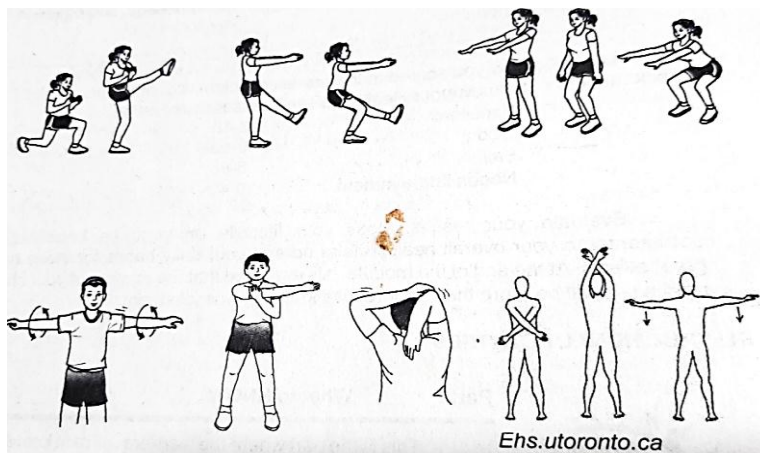
I. Objective:

Prepare learners for physical activity using sports-specific warm up exercises

II. Procedure:

1. The learner will do light jogging around the house or any venue to slowly raise their heart rate.
2. Then the learner will stretch their legs, arms, back and neck for several minutes.

The time allotted to properly warm up the body can spell the difference between performing well and getting oneself injured. Learners should spend about 5-10 minutes on warm up routine. Learners should execute either general warm up exercises like jogging or running or sports specific warm up exercises by using the movements that will be used in the actual physical activity.



Source: <https://www.activekids.com>

Sample of Warm up Exercises

Dynamic Warm up Exercises for young athletes and beginners:

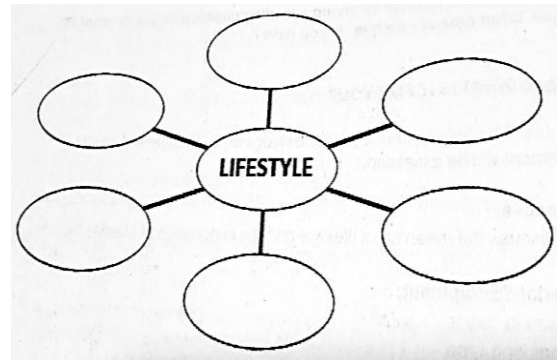
1. Jumping Jacks. Go old school with a total body warm up exercise
2. Knee Hugs
3. Arm Circling
4. Side Shuffles
5. Back Pedaling
6. Lunges
7. Squats
8. Leg Swings
9. Inchworms
10. Karaoke (Grapevine)

You can also try: **YouTube.PE Central Videos**

1. Locomotor Skills with Locomotion Dance
2. Locomotor and Non-Locomotor Dances

Activity 2: WHAT IS IT FOR YOU?

From the illustration above, write the words associated the “Lifestyle” inside the circles. You may add more circles if necessary. Describe the words you have given. Are these words important? Based on the words you have given, define Lifestyle.



Your lifestyle is of utmost importance. Everything you do, whether good or bad, has an effect on your health. Your lifestyle involves a lot of aspects like the physical activities you engage in, the food that you eat, the daily habits you observe, the choices you make as a consumer, and many others. These different aspects of your lifestyle affect your overall health. Therefore, it is a must that you give attention to these factors to become a healthier individual.

What aspects of your lifestyle do you think you should be most attentive to? Why do you think so?

LIFESTYLE AND MANAGING IT

Introduction

The way in which the individual lives is called lifestyle. This includes the typical patterns of an individual's behaviour like everyday routine at home, in school or at work, eating, sleeping and exercises habits, and many others. These patterns or behaviour are related to elevate or reduce health risk.

Lifestyle is the interests, opinions, behaviours, and behavioural orientations of an individual, group or culture... The broader sense of lifestyle as a “way or style of living”. (<https://en.m.wikipedia.org/wiki>)

Lifestyle is a way you live including your style, attitudes and possessions. When you have all luxury items and can buy whatever you want, this is an example of a lifestyle. (<https://www.yourdictionary.com>)

Teenagers like you may have practices or habits at home or in school that either elevate or reduce health risks. Do you spend a lot of time at home just sitting down and doing nothing? Do you move a lot by helping out at home, cleaning your house for example? Do you love eating fruits and vegetables? Or do you prefer junk food or fast food? Teenagers like you should be more aware of how your nutritional practices can affect your health. Managing your lifestyle entails making modifications in your routine especially in those aspects that elevate health risks. Risk factors are variables in your lifestyle that may lead to certain diseases. Many aspect of your lifestyle can be considered risk factors. Aside from genetics or heredity, age and physical make-up are some of the factors that cannot be changed; however, your lifestyle can go around these

factors to gain more benefits. For instance you cannot stop the aging process, but you can delay the signs of aging from showing by being more active and avoiding vices. The other variables in your lifestyle, however can be modified to achieve a healthier life. Such as nutrition, body weight, physical activity and health habits. Some of the risk factors associated with lifestyle variables include hypertension/blood pressure, overweight and obesity, excess body fat, high levels of stress, lack of exercise and sedentary lifestyle, smoking, unhealthy dietary practices and alcohol consumption. An unhealthy lifestyle brings with it certain diseases that can shorten your lifespan. These diseases, known as non-communicable diseases (NCD's), are not transmitted from person to person, yet kill more than 36 million people each year. Also called chronic diseases, they are long duration, and are generally of slow progression. The four main types of NCDs are cardiovascular diseases (like enlargement of the heart and hypertension), cancer, chronic respiratory diseases (such as chronic obstructed pulmonary disease and asthma) and diabetes.

All age groups are affected by NCDs, although they are often associated with older age groups. Evidence shows that more than 9 million of all deaths attributed to NCDs occur before the age of 60. Children and adults are all vulnerable to the risk factors that lead to non-communicable diseases, whether from unhealthy diet, physical inactivity, exposure to tobacco smoke or the harmful effects of alcohol.

Source: www.who.int/mediacentre/factsheets/fs355/en/

WEIGHT AND MANAGING IT

Introduction

You might find other individuals lucky because they eat a lot but do not gain weight as much as you do. You might also think it is unfair that though you limit your food intake, you do not lose as much weight as you want to. This is because your weight is a result of metabolic responses of your body to your food intake, energy expenditure and physiologic processes. Understanding how your body works is a vital key as a combination of healthy food practices and a more active lifestyle.

The concepts of weight gain and weight loss are important in weight management. How to gain and lose weight are probably some of the more common issues when it comes to health. Along with this concept is weight maintenances. To understand it in simple terms, energy expenditure is the amount of energy you spend through physical activity, while energy you take in through food. They both play key roles in weight management. A simple formula is shown.

Weight Gain = more food intake but less physical exertion

Weight Loss = more physical exertion but less food intake

Weight Maintenance = physical exertion is the same with food intake

Opting for more nutritious food can help lessen health risks and improve your physique. Some of the common tips in weight management are including fruits and vegetables in your meals, reducing intake of sweets, preparing your meals in a healthier way and decreasing portion sizes. Aside from taking note of your eating habits, you should also take note of your actual weight as an indicator of health risk. This has to do with getting your Body Mass Index (BMI). It is a rough measure of body composition that

is useful for classifying the health risks of body weight. It is also based on the concept that a person's weight should be proportional to height. BMI is calculated by dividing your body weight

(expressed in kilograms) by the square of your height (expressed in meters).

Example:

Weight: 59 kg

Height: 1.6 m

$$\text{BMI} = \frac{\text{wt in kg}}{\text{Ht in m}^2} = \frac{59 \text{ kg}}{1.6 \text{ m}^2} = 23$$

Classification	BMI
Underweight	< 18.5
Normal	18.5 – 24.9
Overweight	25.0 – 29.9
Obesity (I)	30.0 – 34.9
Obesity (II)	35.0- 39.9
Extreme Obesity	> 40.0

At low values of BMI, weight gain should be achieved. For normal values, weight maintenance is recommended. Healthy eating and active physical activity will be beneficial in maintaining a healthy weight. At high values of BMI, however, the risk of arthritis, diabetes, hypertension, cancer and other disorders increases substantially. In classifying health risks associated with overweight and obesity, body fat distribution and other disease risk factors are considered in addition to BMI.

BMI and other assessment tests indicate that fat loss would be beneficial for your health, your first step is to establish a goal, Make sure your goal is realistic and will ensure good health. A lifestyle that includes regular exercise maybe more important for health and trying to reach any "ideal" weight.

Source: Fahey, T.D.,Insel, P.M., & Roth, W>T> (2003). Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness (5th ed.). Boston: McGraw-Hill



Strengthening the Grasp

Activity 1. **WEIGHT, THERE'S MORE!**

In this activity, you will find out which among of your eating practices and habits are healthy.

- I. Objectives:
To discuss proper nutrition and weight management
To differentiate between healthy and unhealthy eating practices
- II. Materials/Equipment:
 - Checklist of healthy and unhealthy practices
 - Pen
- III. Procedure:
 1. Using the checklist below put a checkmark (√) on the practices that show healthy weight management and a cross mark (×) on the unhealthy ones. Explain your answers briefly what and why these practices are considered healthy or unhealthy? Write it in your activity notebook in PE.

HEALTHY OR UNHEALTHY

Practices	Healthy	Unhealthy	Reason/s
1.Eating fruits daily			
2.Eating in moderation			
3.Skipping meals on a regular basis			
4.Consuming sweets uncontrollably			
5.Substituting water for rice			
6.Eating meat products moderately			
7.Choosing to eat home-cooked meals rather than buying fast food items			
8.Leaving out vegetables when eating sinigang			
9.Minimizing intake of deep fried food			
10.Drinking beverages like soft drinks as the first option			

Your lifestyle includes the nutrition practices you observe. Which among the practices are considered healthy and which are unhealthy? Which of these do you do? Now is the good time to review and change those unhealthy habits for a healthier lifestyle.

COMPLETE THE WORK SHEET. DO THIS IN YOUR ACTIVITY NOTEBOOK.

Weight (kg) _____

BMI _____

Height (M²) _____

DAILY FOOD LOG

	SUN	MON	TUE	WED	THU	FRI	SAT
Breakfast							
AM Snack							
Lunch							
PM Snack							
Dinner							

MONTHLY PHYSICAL ACTIVITY LOG

October	SUN	MON	TUR	WED	THU	FRI	SAT
Week 1							
Week 2							
Week 3							
Week 4							

You have to realize that in your teenage years, you should be conscious about your lifestyle, keeping in mind your physical activity and food practices.

It is very important to be mindful of your food intake and physical activities because these greatly affect your overall health. Your food intake and physical activity affect your weight, which consequently affect your BMI. It is important that your weight is within what is recommended for your height. Conscious healthy food choices and participation in regular moderate to vigorous physical activities, along with enough rest would definitely help.



Wrapping Up to Go

Sentence Completion

I take note that the actual weight is an indicator of _____. I can improve my body composition through regular _____ and healthy _____. Diseases that are not transmitted from person to person is called _____ yet kill more people each year. It is also called _____, because they are of long duration and are generally of slow progression.



1. Walk from house to plaza and vice versa.
2. Engage in weight decreasing activities (household chores).
3. Indulge in recreational activities during your spare time.
4. Be active.



- Which of the following words may be associated with lifestyle?
 - going abroad
 - playing badminton
 - audition in theater plays
 - try – out in any sports
- Our lifestyle is of utmost importance and everything we do whether good or bad has an effect to our _____.
 - community
 - life
 - work
 - health
- It is important that your weight is within what is recommended for your own?
 - body
 - height
 - age
 - body built
- What do you call by a way in which an individual lives?
 - habits
 - routine
 - behavior
 - lifestyle
- What are diseases that are not transmitted from one person to another?
 - Communicable diseases
 - Heart ailment
 - non-communicable diseases
 - disorders in the mind
- What is your BMI if your weight is 54 kg and your height is 1.5 M?
 - 22
 - 23.10
 - 23
 - 24
- What is your classification if your BMI is above 40?
 - Obesity 1
 - Morbidly Obese
 - Obesity 2
 - Overweight
- Which of the following is not one of the NCDs?
 - Cardiovascular disease
 - High level of stress
 - chronic respiratory diseases
 - cancer and diabetes
- What are the important concepts in weight management?
 - Weight gain and weight loss
 - Metabolic responses
 - energy expenditure
 - physiologic processes
- More physical exertion but less food intake
 - weight gain
 - weight loss
 - weight maintenance
 - BMI
- Energy consumed equals energy expended
 - weight gain
 - weight loss
 - weight maintenance
 - BMI
- More food intake but physical exertion
 - weight gain
 - weight loss
 - weight maintenance
 - BMI

13. It is calculated by dividing your body mass by a square of your height
- a. weight gain
 - b. weight loss
 - c. weight maintenance
 - d. BMI
14. What should be achieved at low values of BMI?
- a. weight gain
 - b. weight maintenance
 - c. weight loss
 - d. reduce food intake
15. What is recommended at normal values?
- a. weight loss
 - b. weight maintenance
 - c. weight gain
 - d. decreasing portion sizes



Enriching the Skill

You can start doing your sports recreational activity during your free time. Example: Badminton, Volleyball, Basketball, Table Tennis depending on your choice.



Finding the Score

Health risk - exercise - diet - non-communicable diseases - chronic diseases

Sentence Completion:

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

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