

7

Lesson Exemplar for PE and Health

Quarter 4

Lesson

5

Lesson Exemplar for PE and Health Grade 7
Quarter 4: Lesson 5 (Weeks 6-8)
SY 2024-2025

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PE AND HEALTH / QUARTER 4 / GRADE 7 (WEEKS 6-8)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of first aid, road and water safety, and dances in promoting societal wellness for active and healthy living.
B. Performance Standards	The learners participate in first aid and injury prevention practices and dances in promoting societal wellness for active and healthy living.
C. Learning Competencies and Objectives	<p>Learning Competency:</p> <ol style="list-style-type: none"> 1. <i>Perform dances using genre and style specific techniques, expressive ideas, and skills to develop movement competence and physical activity participation.</i> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. <i>Determine the origin and cultural context of the dance.</i> 2. <i>Identify genre- and style-specific dance techniques.</i> 3. <i>Become familiar with common dance terms and steps.</i> 4. <i>Understand the values inherent in the dance.</i> 5. <i>Execute dance steps that will develop fitness components.</i>
C. Content	<p>Physical Activity Participation: Dances</p> <p>Dances Around the World</p> <ul style="list-style-type: none"> • Origin and Cultural Context of the Dance • Genre and Style-Specific Dance Techniques • Common Dance Terms and Steps • Values Inherent in the Dance • Fitness Components Developed
D. Integration	<p>ASEAN Strategic Plan for Culture and Arts 2016-2025: The teacher may use this link for reference: https://asean.org/wp-content/uploads/2021/01/ASEAN-Strategic-Plan-for-Culture-and-Arts-2016-2025.pdf</p> <p>Music and Arts 7 covers dance in its performing arts topic, so this can be integrated.</p>

II. LEARNING RESOURCES

Reyes Aquino, F. (1981). Dances for All Occasions (Revised ed.). Manila, Philippines: F.R. Aquino.

Ballad of America. (n.d.). Red River Valley. Retrieved from <https://balladofamerica.org/red-river-valley/>

Manitoba History. (n.d.). The True Story of the Song “Red River Valley”. Retrieved from http://www.mhs.mb.ca/docs/mb_history/72/redrivervalley.shtml

The Canadian Encyclopedia. (n.d.). The Red River Valley. Retrieved from <https://www.thecanadianencyclopedia.ca/en/article/the-red-river-valley-emc>

Curves and Chaos. (n.d.). What Is Red River Valley Dance? Retrieved from https://www.curvesandchaos.com/what-is-red-river-valley-dance/#What_is_Red_River_Valley_dance

Live the Dance. (n.d.). How Folk Dance Reflects Cultural Identity. Retrieved from <https://livethedance.com/how-folk-dance-reflects-cultural-identity/>

YouTube. (n.d.). Red River Valley Folk Dance. Retrieved from <https://www.youtube.com/watch?v=hMhOllPhq5w>

Twinkl Teaching Wiki. (n.d.). Dance. Retrieved from <https://www.twinkl.com.ph/teaching-wiki/dance>

Unraveling ‘Red River Valley’: A Beloved Folk Song’s History and Significance. (n.d.). Retrieved from <https://jeremiahcraig.com/unraveling-red-river-valley-a-beloved-folk-songs-history-and-significance/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>DAY 1</p> <p>1. Short Review: True or False</p> <p>Directions: Begin by reading each statement carefully. Determine whether the statement is true or false. If a statement is false, identify the underlined word or phrase that needs modification to make it true. Write “T” if the statement is correct. If it’s false, replace the underlined portion to make the entire statement true. Record your answers in the space provided next to each statement.</p> <ol style="list-style-type: none"> Massaging a strained muscle vigorously can help alleviate pain and promote healing. Elevation is a key first aid measure for managing swelling in a fractured limb. 	<p>Answers:</p> <ol style="list-style-type: none"> F – gently T - Elevation (raising the injured limb above heart level) T - Cold therapy (using ice packs) F - Relocating a dislocated joint should only be done by trained medical professionals. Attempting it without proper knowledge can be dangerous. F - Moving a person with a suspected spine injury can worsen the damage.

	<p>3. Cold therapy, such as applying ice packs, is effective for reducing pain and inflammation in acute musculoskeletal injuries.</p> <p>4. It is safe to relocate a dislocated joint without proper training and knowledge.</p> <p>5. It is advisable to move a person with a suspected spine injury to prevent further damage.</p>	<p>Immobilization and professional medical assistance are crucial. It is advisable to move a person with a suspected spine injury to prevent further damage.</p>
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose Picture Analysis Look closely at the picture. Think about what you see. Consider the different parts of the image, the background, and the feelings expressed by the people in the image.</p> <p><i>For the teacher:</i> Please put an image of people performing foreign folk dance (parasol dance of Japan, Red River Valley, and La Cucaracha)</p> <p>Processing Question:</p> <ol style="list-style-type: none"> 1. What type of dance do you think the people in the image are performing? <p>2. Unlocking Content Vocabulary</p> <p>Definition of Terms:</p> <ol style="list-style-type: none"> 1. Measure - are units of musical time marked by bar lines. Each measure contains a specific number of beats determined by the time signature. Dancers count measures to stay synchronized with the music and execute choreography accurately. 2. Clockwise - the direction of movement that follows the direction of a clock's hands: from left to right, or counterclockwise when viewed from above. This term is used to provide directions or cues for dancers to move in a specific direction during choreography or when navigating around a dance floor. 3. Figures - a specific sequence of movements or steps performed as part of a dance routine or pattern. Figures can vary widely depending on the style of dance, ranging from simple steps like a basic box step in ballroom dancing to more complex combinations and patterns in styles. 	<p>The learners will analyze the picture, considering the movements, costumes, and any cultural context they notice. They will then answer guide questions that will lead to the lesson about dances around the world.</p> <p>Expected Answer:</p> <ol style="list-style-type: none"> 1. The people in the image might be performing a traditional dance. <p>Unlocking Content Vocabulary: The teacher may use other strategies or activity-based approaches to maximize the learning experience of the learners in unlocking content vocabulary. Additionally, the teacher can focus on terms specifically related to the dance they have chosen to enhance the learners' understanding.</p>

<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Origin and Cultural Context of the Dance, Genre and Style-Specific Dance Techniques, and Values Inherent in the Dance</p> <p>1. Explicitation Three Picture: Unveiling a Dance We've got some pictures, and together, we'll discover a foreign folk dance from America. Your job is to describe the images using words.</p> <p><i>For the teacher: Please put an image of the "red color", a "river", and a "valley" to unveil the foreign folk dance "Red River Valley".</i></p> <p>2. Worked Example Origin and Cultural Context of the Dance</p> <p>The Red River Valley is a beloved folk song with intriguing origins and cultural significance. Let's explore its fascinating backstory:</p> <p>Origins:</p> <ul style="list-style-type: none"> • Red River Valley is generally considered a cowboy song that refers to the Red River of the South. This river runs through the southern Great Plains, spanning from Texas to Louisiana, and touching Oklahoma and Arkansas along the way. • However, there are two significant Red River valleys on the American continent: the Red River Valley of the South and the Red River Valley of the North. • The earliest known written manuscript of the lyrics to "Red River Valley" was found in Iowa, bearing the notation of the year 1879. • Interestingly, the song was also known in at least five Canadian provinces prior to 1896. <p>Cultural Context:</p> <ul style="list-style-type: none"> • The famed Canadian folklorist, Edith Fowke, provided evidence that the song was known in Canada and speculated that it was composed during the Red River Rebellion of 1870 in Manitoba. 	<p>Explicitation: This activity will help students gain an understanding of and discover the name of the dance that will be discussed in relation to the origin and cultural context of the Red River Valley dance.</p> <p>Worked Example: The teacher will cover the origin, cultural context, genre, and style-specific dance techniques, as well as the values inherent in the Red River Valley dance.</p> <p>Additionally, the teacher may employ various approaches and teaching strategies to enhance students' learning experience during the lesson.</p> <p>Please feel free to explore the link provided in the learning resources section of this exemplar. It can aid in your understanding and delivery of</p>
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	<ul style="list-style-type: none">• According to Fowke, the song held the form of a story about a Métis girl lamenting the departure of her Anglo lover, a soldier who came west to suppress the Red River Rebellion.• The lyrics of “Red River Valley” reflect the cultural conflict occurring during the nineteenth-century settlement of the American continent by Europeans and the related displacement of the indigenous natives. <p>This seemingly simple folk song has a rich history that intertwines cultural clashes, love, and longing. Its melodies echo across time, connecting different traditions and regions on both sides of the border.</p> <p>Genre and Style-Specific Dance Techniques</p> <p>Red River Valley Folk Dance:</p> <ul style="list-style-type: none">• The Red River Valley is an American folk dance that has its roots in the Red River Valley of the North. This region spans parts of the United States and Canada.• Traditionally, this dance is performed with one boy at the center, flanked by two girls in each set of three. However, variations exist where one girl is at the center, accompanied by two boys on the sides.• The dancers typically wear costumes that reflect the spirit of the dance. For girls, this includes gay printed or checkered skirts and white blouses 1. <p>Style-Specific Techniques:</p> <ul style="list-style-type: none">• Square Dance: The Red River Valley dance is often performed as a square dance. Square dancing involves coordinated movements by four couples arranged in a square formation.• Partner Interaction: Dancers hold hands or link arms, emphasizing group participation and interaction. This physical connection fosters trust, cooperation, and social bonding.• Rhythmic Patterns: The dance follows specific rhythmic patterns, steps, and formations that align with the music and cultural context.• Footwork: The footwork in the Red River Valley dance may include promenades, do-si-do, and other traditional square dance steps.	the lesson to your students effectively.
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The Red River Valley folk dance combines cultural heritage, partner dynamics, and rhythmic movements. It's a celebration of community and tradition, echoing the spirit of the North American plains.

Values Inherent in the Dance

The Red River Valley folk dance carries several inherent values that resonate with its cultural context and the communities that perform it. Let's explore these values:

1. Community Bonding and Togetherness:

- The dance is often performed in groups, emphasizing collective participation.
- Dancers hold hands or link arms, creating a sense of unity and connection.
- Through shared movements and rhythms, participants build bonds and celebrate their cultural heritage.

2. Preservation of Tradition:

- The Red River Valley dance is a time-honored tradition passed down through generations.
- By practicing and performing this dance, communities preserve their cultural identity and historical roots.

3. Celebration of Love and Longing:

- The dance's origins are intertwined with themes of love and longing.
- Whether through the lyrics of the accompanying song or the expressive movements, dancers convey emotions related to relationships, separation, and nostalgia.

4. Respect for Cultural Diversity:

- The dance reflects the cultural diversity of the regions where it is practiced.
- Participants appreciate and honor the different backgrounds and histories that converge in the Red River Valley.

5. Physical Fitness and Well-Being:

- Dancing promotes physical activity, coordination, and cardiovascular health.
- Participants engage in rhythmic movements, enhancing their overall well-being.

6. Joy and Celebration:

- The lively steps, music, and communal atmosphere create an environment of joy and celebration.
- Whether at social gatherings, festivals, or community events, the
- Red River Valley dance brings people together in a spirit of merriment.

The Red River Valley folk dance embodies values of unity, tradition, love, diversity, and well-being. It serves as a vibrant expression of culture and a testament to the enduring human spirit.

3. Lesson Activity

Activity No. 1: Origin and Cultural Context of the Red River Valley Dance

(See worksheet for the activity which students will accomplish.)

DAY 2

SUB-TOPIC 2: Exploring Foreign Dances: Common Terms, Steps and Fitness Benefits.

1. Explicitation

Activity 2: "Discovering Red River Valley Dance: A Video Journey"

Direction:

The students will watch a presentation of Red River Valley Dance from the YouTube using the link: <https://www.youtube.com/watch?v=mzg-8-7f0DU&t=6s>

Answer Key:

1. B) Southern Great Plains of the United States
2. A) Edith Fowke
3. C) One boy in the center, flanked by two girls
4. C) Gay printed or checkered skirts and white blouses
5. C) Square dance
6. C) Unity and cooperation
7. C) Do-si-dos
8. C) Community bonding and togetherness
9. C) By passing down a time-honored tradition through generations
10. B) Love and longing

Explicitation:

If the video is unavailable, the teacher can present the dance themselves and may choose from other available strategies and approaches.

(See worksheet for the activity which students will accomplish.)

2. Worked Example

Red River Valley

Traditionally, this dance is performed with one boy positioned between two girls in each group of three, although it can also be done with one girl in the middle and two boys on the sides. If two boys are involved, the dance's title is adjusted accordingly—for example, "Red River Girl" becomes "Red River Boy."

During the performance, the dancers sing along, and it's optional to include all parts of the dance. Dancers may choose to repeat the first figure multiple times or combine the first and second figures, or the first and third figures. There exist various versions of this dance.

COSTUME: The girls typically wear brightly colored or checkered skirts paired with white blouses, while the boys don denim trousers, checkered shirts, and straw hats. For a rustic touch, one pant leg may be rolled up.

MUSIC consists of a single part with sixteen measures, and dancers count one, two per measure.

FORMATION: Each group of three—two girls on the sides and one boy in the middle—faces another group of three. An even number of groups is preferred, with eight being convenient, although more can participate if desired.

Activity: Let's Sing

Provide the students with the lyrics to "Red River Valley" and guide them through learning the melody and rhythm of the song. Break down any challenging phrases or melodies to ensure everyone feels comfortable singing.

If musical instruments are available, invite students to accompany the singing with guitar, piano, or any other suitable instrument. This adds depth and richness to the musical experience.

	<p style="text-align: center;">RED RIVER VALLEY SONG</p> <p style="text-align: center;">Verse 1: Now you lead right down to the valley, And you circle to the left and to the right. Now you swing with the girl in the valley, And you swing with your Red River Girl.</p> <p style="text-align: center;">Verses 2: Now you lead right down to the valley, And you circle to the left and to the right. Now the girls make a wheel in the valley, And the boys do-si-do so polite.</p> <p style="text-align: center;">Verse 3: Now you lead right down to the valley, And you circle to the left and to the right. Now you lose your girl in the valley, And you lose your Red River Girl.</p> <p>Lead the class in singing "Red River Valley" together. Encourage students to sing with enthusiasm and expression, paying attention to dynamics and phrasing. Use a video presentation from the YouTube using the link: https://www.youtube.com/watch?v=tEjtZf5e2Ps as music accompaniment.</p> <p>Process Questions:</p> <ol style="list-style-type: none"> 1. Did the song remind you of anything personal? Share any memories or emotions it brought up. 2. What do you think about the words and themes in "Red River Valley"? Any lines that stood out to you? 3. What does "Red River Valley" mean to you culturally? How does it connect to the history of the region? 4. How did you feel singing "Red River Valley" together? Did you enjoy singing as a group? Share your thoughts on the experience. <p>DAY 3-6</p> <p>3. Lesson Activity Activity No. 3: "Dancing Down the Red River Valley: Grooving to the Beat of Tradition"</p> <p style="text-align: center;">(See worksheet for the activity which students will accomplish.)</p>	<p>Facilitate a brief discussion after singing the song. Encourage participants to share their thoughts, feelings, and impressions of the song.</p> <p>Demonstrate to the class the proper way of getting the heart rate.</p> <p>The teacher may use instruction video to show accurate dance movements of Red River Valley from YouTube using the link: https://www.youtube.com/watch?v=mzg-8-7f0DU&t=6s</p>
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	<p>Lead the class in a brief warm-up exercise to prepare their bodies for dancing. Include stretches and gentle movements to loosen up muscles and increase flexibility.</p> <p>Present the dance literature of Red River Valley retrieved from “Dances for all occasions” by Francis Reyes Aquino, 1981 edition.</p> <p style="text-align: center;">RED RIVER VALLEY (American)</p> <p style="text-align: center;">I</p> <p>Sing Verse 1.</p> <p>(a) Dancers of each set join hands. Walk eight steps diagonally forward right, passing the opposite set by L shoulders and facing a new set (8 cts) (4 M).</p> <p>(b) Upon reaching the new set, all six join hands in a circle and walk four steps to left (4 cts.) and four to right (4 cts.)..... (4 M)</p> <p>(c) Each boy swings his partner at the right while the left partner stands still..... (4 M)</p> <p>(d) The boy releases the right girl and goes to the left partner and swings her. The right-hand girl stands still..... (4 M)</p> <p style="text-align: center;">II</p> <p>Sing Verse 2.</p> <p>(a) Repeat figure I (a)..... (4 M)</p> <p>(b) Repeat figure I (b)..... (4 M)</p> <p>(c) The four girls of the two sets form a R hand star and walk eight steps clockwise. Finish in proper places (8 cts.) (4 M)</p> <p>(d) The two boys perform do-si-do, passing by each other's R shoulder first four steps forward and four steps backward (8 cts.) (4M)</p> <p style="text-align: center;">III</p> <p>Sing Verse 3.</p> <p>(a) Repeat figure I (a)..... (4 M)</p> <p>(b) Repeat figure I (b)..... (4 M)</p> <p>(c) The right-hand girls change places, passing by each other's L shoulder boy taking eight steps (4 M)</p> <p>(d) the left-hand girls do the same, passing each other by R shoulder (8 cts.).....(4 M)</p> <p style="text-align: center;">At the end of this figure the boys have two new partners to repeat the whole dance. The dance may repeat as many times as desired.</p> <p>Interpret and demonstrate each figure slowly and encourage students to follow along. Repeat the figures and each step as needed until everyone feels comfortable. They will also sing the song while dancing.</p>	<p>Compare the student’s heart rates at rest and after activity. Discuss the importance of regular physical activity for maintaining heart health. Facilitate a group discussion where students can expand on their responses and engage in dialogue with each other. Conclude the activity by summarizing key insights for their participation.</p>
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	<p>Play the song "Red River Valley" and let the students familiarize themselves and memorize the steps they've learned.</p> <p>After the activity, the students will get their heart rate again.</p>	
D. Making Generalizations	<p>1. Learners' Takeaways</p> <p>"Complete Me"</p> <p>Today I learned that</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. Reflection on Learning</p> <p>"Let's Talk About it!"</p> <p>RECALL - What have you remembered on the lesson that have been discussed?</p> <p>REACT - Give your reaction and/or insight about the lesson.</p> <p>UNDERSTAND - What have you understand on our lesson as a whole?</p>	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS			
A. Evaluating Learning	<p>1. Formative Assessment</p> <p>Complete the table:</p> <p>Please review the table carefully, fill in the details based on the lesson, ensure accuracy, and submit when finished. Choose your answer from the box below.</p> <table border="1"> <tr> <td>Alan Lomax cowboy culture Footwork</td><td>Edith Fowke Economic prosperity Tap dance</td><td>Square Dance love and loss Joy and Celebration</td></tr> </table>	Alan Lomax cowboy culture Footwork	Edith Fowke Economic prosperity Tap dance	Square Dance love and loss Joy and Celebration	<p>Formative Assessment:</p> <p>Answer Key:</p> <p>1. cowboy culture</p> <p>2. Edith Fowke</p> <p>3. love and loss</p>
Alan Lomax cowboy culture Footwork	Edith Fowke Economic prosperity Tap dance	Square Dance love and loss Joy and Celebration			

	<table><tr><td>Political activism</td><td>Celebration of Love and Longing</td><td>Individualism</td></tr></table>			Political activism	Celebration of Love and Longing	Individualism	4. Square Dance 5. Footwork 6. Celebration of Love and Longing 7. Joy and Celebration				
Political activism	Celebration of Love and Longing	Individualism									
	<table><tr><td colspan="2">Red River Valley</td></tr><tr><td>Origin and Cultural Context of the Dance</td><td>The Red River Valley song originates from the (1.) _____ of the southern Great Plains, with earliest written records found in Iowa in 1879. Additionally, it holds significance in both the North and South Red River valleys. Canadian folklorist (2.) _____ speculated that the song may have emerged during the Red River Rebellion of 1870 in Manitoba, reflecting cultural conflicts and narratives of (3.) _____ amidst European settlement and indigenous displacement.</td></tr><tr><td>Genre and Style-Specific Dance Techniques</td><td><ul style="list-style-type: none">• (4.) _____• Partner Interaction• Rhythmic Patterns• (5.) _____</td></tr><tr><td>Values Inherent in the Dance</td><td><ul style="list-style-type: none">• Community Bonding and Togetherness• Preservation of Tradition• (6.) _____• Respect for Cultural Diversity• Physical Fitness and Well-Being• (7.) _____</td></tr></table>			Red River Valley		Origin and Cultural Context of the Dance	The Red River Valley song originates from the (1.) _____ of the southern Great Plains, with earliest written records found in Iowa in 1879. Additionally, it holds significance in both the North and South Red River valleys. Canadian folklorist (2.) _____ speculated that the song may have emerged during the Red River Rebellion of 1870 in Manitoba, reflecting cultural conflicts and narratives of (3.) _____ amidst European settlement and indigenous displacement.	Genre and Style-Specific Dance Techniques	<ul style="list-style-type: none">• (4.) _____• Partner Interaction• Rhythmic Patterns• (5.) _____	Values Inherent in the Dance	<ul style="list-style-type: none">• Community Bonding and Togetherness• Preservation of Tradition• (6.) _____• Respect for Cultural Diversity• Physical Fitness and Well-Being• (7.) _____
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A. Teacher’s Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.							
	strategies explored										
	materials used										

				Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	<i>learner engagement/ interaction</i>			
	<i>others</i>			
B. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.