

7

Lesson Exemplar for PE and Health

Quarter 1

Week

2

Lesson Exemplar for Physical Education and Health Grade 7 Quarter 1: Week 2

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MATATAG K to 10 Curriculum Weekly Lesson Log	School	Grade Level	7
	Name of Teacher	Learning Area	PE and Health
	Teaching Dates and Time	Quarter	1

DAY 3 and 4	
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<i>A. Content Standards</i>	The learners demonstrate understanding of mental health and target games in promoting personal wellness for active and healthy living.
<i>B. Performance Standards</i>	The learners participate in target games and other physical activities promoting personal wellness for active and healthy living.
<i>C. Learning Competencies</i>	Discuss common adolescents' concerns that can affect mental health
<i>D. Learning Objectives</i>	1. Enumerate ways on how to prevent and manage common adolescents concerns that can affect mental health 2. Apply the ways on how to prevent and manage common adolescents concerns that can affect mental health 3. Internalize the importance of the ways to prevent and manage common adolescents that can affect mental health
<i>E. Instructional Design framework feature (s)</i>	Critical Thinking, Reflective thinking
<i>F. 21st Century Skills</i>	Collboarative, Intrapersonal
II. CONTENT	Prevention and Management of Common Adolescents' Concerns that Can Affect Mental Health
III. LEARNING RESOURCES	
<i>A. References</i>	
<i>B. Other Learning Resources</i>	https://www.verywellmind.com/reframing-defined-2610419

IV. TEACHING AND LEARNING PROCEDURES	
Before/Pre-Lesson Proper	
<i>Activating Prior Knowledge</i>	<p>Activity 1: Recall (3 minutes) Based on the previous lesson last week, put a check (✓) mark on the sample listed below if they affect your mental health</p> <p>_____ 1. Body weight _____ 2. Peer Pressure _____ 3. Social Media _____ 4. Going to church _____ 5. Bashing from your friends</p>
<i>Lesson Purpose/Intention</i>	<p>Activity 2: Picture Perfect (20 minutes)</p> <p>Teacher Divide the class into 3 groups. Each group will be given a difficult situation and ask them to “Reframe” the situation into a positive situation through a tableau.</p> <p>1. Parents fighting 2. Sibling rivalry 3. Bashing in social media</p> <p>Let the other group observe the Tableau of the other group. The teacher asks the observer to describe what they see inside the tableau.</p> <p>Processing question: 1. How did you turn the negative situation into a positive situation? 2. How does it feel if we can change a bad situation into a positive situation?</p>
<i>Lesson Language Practice</i>	<p>Activity 3: Get Rid (The 3 groups created in activity 2 can be use) Teacher prepares the following words in 3 sets, (Cognitive, Therapy, Family, Re-framing, Individual) give 1 set to every group.</p> <p>The teacher will post the definition on the board and let 1 member of the group post the word associated or being defined. The group who can post the word ahead of the others gets 1 point. The group who had rid the greatest number of words will win the game.</p> <p>Cognitive: involving process of thinking and reasoning Therapy: treatment to relieve or heal disorder Family: smallest unit of the community</p>

	Re-framing: Express differently Individual: single human being
<i>Reading the Key Idea/Stem</i>	“Cognitive Reframing” is a technique to prevent and manage common adolescent concern that may affect their mental health. It is used to change the way a person looks at the situation, person, perspective. It can be used to change the way people think, feel and behave.
<i>Developing Understanding of the Key Idea/Stem</i>	<p>Activity 4: Lights, Camera, Action! Divide the class into 2 or 4 groups. Identify groups as Positive and Negative groups. The positive group will show all the positive scenes in each situation while the negative group will show all the possible negative scenarios. Take note to always begin with the negative scene.</p> <p>Scene 1: Mother overly get involved in the life of her daughter. Negative scene (sample): Mother nagging daughter about school, friends, fashion. Positive:(sample): Parents supporting daughter to her needs, hobbies. Explains to her daughter why she gets involved in her life.</p> <p>Scene 2: A person getting upset with her that he/she was not chosen as Outstanding Student of the year. Negative side; (sample): Student being sad, staying inside the room alone. Positive scene: (sample) Student makes her plan for the next school year. On how to get the award, or thinking maybe another student needs the award more than him/her.</p> <p>Processing Question: Scenario 1. Who are the characters involved? How does the character show their support to the daughter? Expected answer: The family Scenario 2. Who helps the student on his/ her situation? Expected answer: Herself/ Individual</p> <p>The family helping a family member is known as Family Therapy, while Herself/ Individual helping herself is known as Individual Therapy, and it is Known as Cognitive Reframing Technique.</p> <p>Processing Question: What are the benefits of Cognitive Reframing Technique? Expected answers: 1. Change your Point of View: Look at the situation in another way 2. Validate Emotions: Don't deny your feelings 3. Show Compassion: Help yourself by doing "Self-talk or "What would you say to a friend who had this problem?"</p>

<p><i>Deepening Understanding of the Key Idea/ Stem</i></p>	<p>Activity 5: OPEN LETTER!</p> <p><i>Dear Everyone,</i></p> <p><i>Let's choose kindness over criticism on social media. Avoiding bashing and pushing others online isn't just about preventing conflict—it's about fostering a positive and respectful community. Let's listen, understand, and respond thoughtfully. Together, we can create a digital space where empathy and constructive dialogue thrive.</i></p> <p><i>With hope for a better online world,</i></p> <p><i>Someone</i></p> <p>Teacher will post on the board this open letter. Ask the students to write their “Comment” about the letter. As many comments as possible. Teacher asks the students to identify the Positive and the Negative Comment.</p> <p>Processing Question:</p> <ol style="list-style-type: none"> 1. Why is it important to be kind and avoid criticizing others on social media? 2. How can listening carefully help us create a nicer online community? 3. What can we do to respond politely when we see something we disagree with online? 4. Why is it good to understand other people's feelings when we talk online? 5. How can we all work together to make social media a friendlier place for everyone?
<p><i>Making Generalizations and Abstractions</i></p>	<p>Answer the following open-ended questions below:</p> <ol style="list-style-type: none"> 1. I have learned that Cognitive Reframing can help me see the situation in a _____. 2. AVOIDING social media can lessen my _____. 3. Alternative for using social media _____.
<p><i>Evaluating Learning</i></p>	<p>Write CGT if the example is a Cognitive Reframing Technique and write SMD if it a Social Media Detoxification</p>

	<p>_____ 1. Learning to accept defeat.</p> <p>_____ 2. Reading books</p> <p>_____ 3. Joining yoga class</p> <p>_____ 4. Look at the positive side of the situation</p> <p>_____ 5. Putting yourself in the situation of others.</p>
<i>Additional Activities for Application or Remediation (if applicable)</i>	
<i>Remarks</i>	
<i>Reflection</i>	