

7

Lesson Exemplar for PE and Health

Quarter 1

Week

7

Learning Exemplar for PE and Health Grade 7 Quarter 1: Week 7

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum. It aims to assist in delivering the curriculum content, standards, and lesson competencies.

The Intellectual Property Code of the Philippines states that “No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.”

Borrowed materials (e.g., texts, illustrations, musical notations, photos, and other copyrightable, patentable contents) included in this learning resource are owned by their respective copyright and intellectual property right holders. Where applicable, DepEd has sought permission from these owners specifically for the development and printing of this learning resource. As such, using these materials in any form other than agreed framework requires another permission and/or licensing.

No part of this material, including its original and borrowed contents, may be reproduced in any form without written permission from the Department of Education.

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please call the Department of Education - Regional Office via telephone number (02) 85229412 or send an email to ncr@deped.gov.ph.

Published by the Department of Education

Secretary: **Sara Z. Duterte**

Undersecretary: Gina O. Gonong

Development Team

Writer: Angelica P. Rustia
Content Reviewer: Marilyn Binuya, Pedro Gloriani, Fe Menciano and Lea D. Aplacador
Illustrator:
Layout Artist: Anthony James H. Vizmanos

Management Team

JOCELYN DR ANDAYA *CESO IV*, Director IV
CRISTITO A. ECO *CESO III*, Assistant Regional Director
MICAH G. PACHECO, OIC-Chief Education Program Supervisor, CLMD
DENNIS M. MENDOZA, Regional EPS/Learning Resource Management Section Head
MARITA D. AQUINO, Regional MAPEH Education Program Supervisor

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 to promote personal wellness for active and healthy living.
<i>C. Learning Competencies</i>	LC#4: Perform physical activities by applying principles and concepts of target games to solve tactical problems for active living;
<i>D. Learning Objectives</i>	The learner: <ol style="list-style-type: none"> 1. Identify the objectives of opposed target games. 2. Analyze the game concept and game principles of opposed target games. Utilize the principles and concept of opposed target games for promoting personal wellness.
<i>E. Instructional Design framework feature (s)</i>	Learner- centered and constructivist
<i>F. 21st Century Skills</i>	Non- verbal communication, collaboration, critical thinking

II. CONTENT	<p><u>Physical Education and Health</u></p> <ul style="list-style-type: none"> • Physical Activity, Participation, and Target Games <ul style="list-style-type: none"> ○ Game Concept ○ Game Principle ○ Skills
--------------------	--

III. LEARNING RESOURCES

<i>A. References</i>	
<i>B. Other Learning Resources</i>	

IV. TEACHING AND LEARNING PROCEDURES

Before/Pre-Lesson Proper

Activating Prior Knowledge

Participation in the last activity sparked their interest in various target games. In this activity, we will assess the lesson learned last week and connect it to the present discussion and application regarding opposed target games.

Activity 1. KWL chart:

Let the students write down everything they already learned in the past lesson and the concept they want to know about as opposed to the target games.

What I Know	What I Want to Know	What I Want to Learn

After completing the task, they will post their work on the designated wall.

Lesson Purpose/Intention

Activity 2. Samson, Delilah, Lion game

1. Divide the class into two groups.
2. Each group will choose one character, either Samson, Delilah, or Lion.
3. The character has a particular movement to perform in one act by all members of the group.
4. The action of Samson- will flex the biceps and grumble like a strong man.
5. The action of Delilah- swaying the hips with arms on the waist saying, "Ohh,la,la."
6. The action of a Lion- will mimic the claws and fangs sounding, "Rooarrrr."
7. Each character overpowers each other.
8. Lion Outsmart Delilah. Delilah wins against Samson and Samson overpowers the lion.
9. To begin the game, each group will stand back-to-back.
10. The teacher will be the mediator. On the count of three, they will both face each other and impersonate their chosen character.
11. Repeat the round to earn points and declare the winner.

Process Questions:

1. How did you find the activity?
2. What is the objective of the game?

	<p>The teacher will give a short introduction about opposed target games. Students should be able to recognize the concept of opposed target games.</p>
<p><i>Lesson Language Practice</i></p>	<p>Activity 3: Message Relay: The message relay contains principles and concepts of opposing target games.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. The class will be divided into two groups and form a line. 2. The teacher gives a message to the first player of both groups. The player must relay it to the next member in his group, and so on until the last member of the group and write it on the board. <p>Group A</p> <p>Passage 1: Target Game Concept</p> <p>It challenges players to compete against each other by aiming at and hitting targets while avoiding being hit themselves.</p> <p>Passage 2: Target Game Concept</p> <p>It combines elements of strategy, accuracy, and evasion, making it an engaging and dynamic experience for participants.</p> <p>Passage 3: Tactical Skills</p> <p>It involves the mental understanding and decision making and adapting strategies to gain an advantage over an opponent.</p> <p>Group B</p> <p>Passage 1: Target Game Principles</p> <p>It provides equal opportunities to all participants to hit target and avoid being targeted, ensuring level of playing field.</p> <p>Passage: 2 Target Game Principles</p> <p>It promotes teamwork, communication, and healthy competition among participants and encourage active participation with fair opportunity.</p>

Passage 3: **Technical Skills**

It is the physical execution of techniques related to a particular sport and typically learned through practice and repetition.

To have a clear understanding of the principles, concepts, technical and tactical skills of opposed target games, the teacher will discuss the operational function of the terms to be used during the development of the lesson.

During/Lesson Proper

Reading the Key Idea/ Stem

Activity 4: Target Zone

Instructions:

1. Prepare a playing field.
2. Divide the class into groups. The number of participants, game procedure, and materials can be modified according to the available materials.
3. The teacher will give the instructions on how to play the prepared opposed target games.

Here are the suggested opposed target games.

Game: Capture the Flag

Target Concept: Strategy, Teamwork, and Targeting

Materials needed: Open space, two flags or markers (can be anything that represents a flag).

Instructions:

1. Divide the students into two teams and assign each team a specific area as their base.
2. Place a flag or marker near each team's base.
3. Set boundaries to limit the playing area.
4. Each team must try to capture the opposing team's flag and bring it back to their base without being tagged by an opponent.
5. Players can move freely within their area, but they must not cross into the opponent's area unless they are attempting to capture the flag.
6. Tagged players will stay in the jail area and can be freed once teammates manage to touch them.

7. The game ends when a team successfully captures the opponent's flag.

Skills and Principles:

1. Strategy: Applying to be offensive while protecting their flag.
2. Target: To tag their opponent while avoiding being tagged.
3. Teamwork: Players need to work together to plan strategies, communicate, and coordinate their movements to capture the flag successfully.
4. Spatial Awareness: Alertness and being aware of their boundaries.

Activity 5: Batuhang Bola

Target Concept: Reaction time, Agility, Accuracy, and Targeting

Materials needed: Open space, ball,

Instructions:

1. Divide the students into two teams. All playing teams will stand at the center of the playing area. The opposing team will stand at the
2. opposite sides of the playing area.
3. The opposing team must try to eliminate the players by targeting them using a ball while the playing team tries to avoid the ball by running back and forth.
4. If the ball touches the body of the playing team it is considered out.
5. A player who catches a thrown ball can bring one of their teammates back into the game.
6. The game continues until all players have been eliminated.

Skills and Principles:

1. Agility: Players move quickly.
2. Accuracy: aiming throws accurately to hit the players
3. Targeting: ability to strategically identify target weaknesses
4. Reflexes: improves reaction time
5. Spatial Awareness: develop an understanding of their surroundings, including the positions of the ball to make effective decisions.

Batuhang Bola is a fast-paced and energetic game that promotes physical activity, hand-eye coordination, and strategic thinking. It provides opportunities for friendly competition, teamwork, and improving targeting skills.

*Developing Understanding
of the Key Idea/ Stem*

There are several concept skills and game principles in playing the opposed target games. Based on the activities that you performed let us now examine the different tactical skills applied while playing the opposed target games.

Activity 6: Stop Light Game:

Instructions:

This activity can be played individually.

Assign one person to be the stop light (stand in front of the classroom near the board).

The stop light has 2 moves:

Face away (players can move forward)

Turn around (players will stop and freeze)

Others are players standing in the starting line (the back-end area of the classroom).

The stop light can randomly turn to catch players moving. If the players are caught, they need to answer the question in order to remain in their position, if not they will go back to the starting line. The game continues until players reach the designated finish line. The player who first reaches the finish line becomes

the next stop light.

The teacher should ask questions about opposed tactical skill principles and concepts. Use it to provide insightful analysis and interpretation highlighting concepts and principles of target games.

Questions:

1. In Batuhang bola, the opponent's team has superior throwing accuracy making it challenging for the team to avoid their throw. How can you count their accuracy to maintain your playing time?
Answer: Focus on incorporating unpredictable movements such as agility, and speed, and utilizing cover effectively.
2. In capturing the flag, you have successfully captured the opponent's flag, but your escape route is blocked, and the opponent's reinforcements are approaching. How can you ensure successful flag invading capture?
Answer: Prioritize coordination and communication. Have the team provide cover and distraction to create an opening space.
3. In Batuhang bola, your team is struggling to score points due to the opponents' effective defensive strategies. How can you overcome their defense and find opportunities?

	<p>Answer: Implement deceptive throwing techniques such as fake and feints to manipulate defensive reactions.</p> <p>4. In capturing the flag, both teams successfully captured each other's flag, resulting in a stalemate. How can you break the deadlock and secure the victory for your team? Answer: Utilize strategic communication and coordination to synchronize a well-time assault into opponents based.</p> <p>5. In Batuhang bola, the opponents have a player who excels in dodging throws and staying out of range. How can you strategically target and eliminate this evasive player? Answer: Utilized teamwork to create simultaneous throwing opportunities from multiple angles overwhelming the evasive player's defense.</p>
<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p>After the activity, the teacher will process the learning experiences of the students after engaging in target games.</p> <p>Process questions:</p> <ol style="list-style-type: none"> 1. What are some important principles and concepts that you should keep in mind when playing opposed target games? 2. How can understanding the principles and concepts of opposed target games help you make better strategies and decisions during gameplay? 3. Explain how the game's concept and principles are applied in real-life situations when playing the game. 4. How are the principles and concepts of opposed target games different from those in team sports or cooperative board games? Provide examples to support your answer. 5. Why is it important to understand and apply the principles and concepts of opposed target games to succeed and achieve your desired outcomes in the game or in life? Can you provide any personal experiences or examples to illustrate this?
<p>After/Post-Lesson Proper</p>	
<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 principles and concepts of opposed games contribute to_____ 2. I've realized that the game principles of opposed games _____ 3. Given a chance, I will _____ to improve mental well- being.
<p><i>Evaluating Learning</i></p>	

	<p>Here's a tactical self-assessment checklist for rating your performance (on a scale of 1-10) in understanding the concept and principles of opposed target games and recognizing their value on mental health:</p> <ol style="list-style-type: none"> 1. Understanding of Opposed Target Games Concept and Principles: (Rate yourself: 1-10) <ul style="list-style-type: none"> • How well do you understand the concept and principles of opposed target games? • Are you familiar with the rules and strategies of opposed target games? • Can you explain how the concept and principles of opposed target games impact gameplay? 2. Application of Concept and Principles in Gameplay: (Rate yourself: 1- 10) <ul style="list-style-type: none"> • How effectively do you apply the concept and principles of opposed target games during gameplay? • Do you make strategic decisions based on the principles of opposed target games? • Are you able to adapt your tactics and strategies based on the specific scenario or opponent in opposed target games? 3. Recognition of Value on Mental Health: (Rate yourself: 1-10) <ul style="list-style-type: none"> • How much do you believe that opposed target games contribute to mental health and overall well-being? • Have you experienced any positive effects on mental health, such as reduced stress or improved focus, while participating in opposed target games? • Do you actively utilize opposed target games as a form of stress relief or mental relaxation? <p>Remember, this checklist is meant for self-assessment and reflection. Be honest with yourself and use it as a tool to identify areas for improvement and to appreciate the positive impact of opposed target games on mental health.</p>
<p><i>Additional Activities for Application or Remediation (if applicable)</i></p>	<p>It will be based on formative assessments and will provide children with enrichment or remedial activities. The teacher should provide extra time for additional activities to those learners who showed difficulties with the lesson.</p> <p>Blogging Time</p> <p>Encourage your family members to make a simple target game. Video your activity with clear instructions and the procedure of the game. Make a journal reflection of your family's activity.</p> <p>Submit your output at the next meeting.</p>
<p>Remarks</p>	

<i>Reflection</i>	<ol style="list-style-type: none"> 1. What aspects of the lesson do you feel went well? Please provide details. 2. Were the learning objectives communicated and understood by the students during the lesson? If not, how can you address these gaps in future lessons? 3. Were the students actively engaged in the learning tasks and activities throughout the lesson? 4. Did you effectively use instructional time, or were there instances where time management could be improved? Reflect on ways to better allocate time in future lessons. 5. Were there any technical difficulties or disruptions that affected the flow of the lesson? If yes, how did you handle them, and what could be done differently in the future?
-------------------	---