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# Lesson Exemplar for PE and Health

Quarter 1

Week

8

## Lesson Exemplar for Physical Education and Health Grade 7

### Quarter 1: Week 8

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

	<b>DAY 3 and 4</b>
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### **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>	LC#5: Execute appropriate skills of sports and the required fitness concepts of chosen target games in responding to tactical problems
<i>D. Learning Objectives</i>	<p>The learner:</p> <ol style="list-style-type: none"> <li>1. Identify the objectives of combative target games (e.g. Arnis)</li> <li>2. Analyze the game concept and game principles of combative target games.</li> <li>3. Utilize the principles and concepts of target games for solving tactical problems and promoting active living.</li> <li>4.</li> </ol>
<i>E. Instructional Design framework feature (s)</i>	Learner- centered, collaborative instruction
<i>F. 21<sup>st</sup> Century Skills</i>	Collaboration, teamwork

<b>II. CONTENT</b>	<p><b>Physical Education and Health</b></p> <p>Physical Activity, Participation, and Target Games</p> <ul style="list-style-type: none"> <li>• Unopposed</li> <li>• Opposed</li> <li>• Combative <ul style="list-style-type: none"> <li>*Game Concept</li> <li>*Game Principle</li> </ul> </li> </ul>
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III. LEARNING RESOURCES	
A. References	
B. Other Learning Resources	YouTube Videos <a href="https://www.youtube.com/watch?v=zMQncUjuvr0">https://www.youtube.com/watch?v=zMQncUjuvr0</a> ; <a href="https://www.youtube.com/shorts/5XporKKXVyA">https://www.youtube.com/shorts/5XporKKXVyA</a>
IV. TEACHING AND LEARNING PROCEDURES	
Before/Pre-Lesson Proper	
Activating Prior Knowledge	<p>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 combative target games.</p> <p><b>Activity 1: Tic Tac Toe</b> (10 minutes)</p> <ol style="list-style-type: none"> <li>1. Prepare a grid board. Grid board will depend on the number of participants.</li> <li>2. It will be played by a group. Each group will be represented by one player.</li> <li>3. Use color code markers for each player to easily trace the number of patterns made.</li> <li>4. All players will start at the designated starting line.</li> <li>5. The objective of this game is to form a pattern by writing the identified name of the target sport based on the given clue.</li> <li>6. The teacher will give a clue. They will wait for the signal of the teacher before they run to the grid board to write their answer.</li> <li>7. The group that created more patterns will be the winner.</li> <li>8. After the activity, recognize the different target games written on the grid board. Let the student identify the opposed and unopposed target games. The teacher can ask about the objective of the target games they wrote on the grid board.</li> <li>9. When the students already recall the information and concepts in the past lesson the teacher will connect it to the new lesson.</li> </ol>
Lesson Purpose/Intention	<p>In this lesson, the teacher will introduce Arnis through a short video play.</p> <p><b>Activity 2: Question box:</b> (5 minutes)</p> <p>The teacher will play a short video related to Arnis. After watching the brief video, instruct the students to formulate questions they desire to be answered and drop them in the box. At the end of the lesson, the teacher will randomly pick and let the students answer it. (<a href="https://www.youtube.com/watch?v=zMQncUjuvr0">https://www.youtube.com/watch?v=zMQncUjuvr0</a>;) )</p>

<p><i>Lesson Language Practice</i></p>	<p><b>Activity 3: “Watch and Unlock!” (15 minutes)</b>  The teacher will play another short video and discuss the history, definition of terms, principles, and concept of Arnis. (Suggested link as follows: <a href="https://www.youtube.com/shorts/5XporKKXVyA">https://www.youtube.com/shorts/5XporKKXVyA</a>)</p> <p>Ask the learners to define the following terms:</p> <ul style="list-style-type: none"> <li>• Arnis</li> <li>• Strike</li> <li>• Block</li> <li>• Stance</li> <li>• Kali</li> </ul> <p>Remind the students to take note of important information about Arnis. After watching a video</p>
<p><b>During/Lesson Proper</b></p>	
<p><i>Reading the Key Idea/ Stem</i></p>	<p><b>Activity 4: Arnis Drills</b> (25 minutes)  <b>Objective:</b> Introduces the basic principles and concepts of Arnis, such as blocking and movement.  <b>(Suggested links: <a href="https://www.youtube.com/watch?v=XYM1tv4fp5s">https://www.youtube.com/watch?v=XYM1tv4fp5s</a>)</b></p> <ol style="list-style-type: none"> <li>1. Perform warm-up exercises like stretching, body rotation, and jog in place.</li> <li>2. Start with 12 basic strikes (Find the video on YouTube)</li> </ol> <div data-bbox="864 844 1440 1418" data-label="Image"> <p>The diagram shows a person in a ready stance for Arnis, holding a stick (arnis) with both hands. Twelve numbered points indicate target areas for strikes: 1. Left Temple, 2. Right Temple, 3. Left Arm, 4. Right Arm, 5. Stomach/Trust, 6. Left Chest, 7. Left Chest, 8. Left Leg, 9. Right Leg, 10. Left Eye, 11. Right Eye, 12. Head.</p> </div>

	<ol style="list-style-type: none"> <li>1. Increase the speed and intensity gradually to become more comfortable with each strike.</li> <li>2. Practice the combinations slowly at first to ensure accuracy, then increase speed and power.</li> <li>3. Integrate blocking techniques.</li> <li>4. Once you have a good foundation, focus on increasing power and speed in your strikes.</li> <li>5. Apply the striking and blocking techniques in a realistic and dynamic setting with a partner.</li> <li>6. Emphasize the importance of coordination, rhythm, and adaptability.</li> </ol> <p><b>Activity 5: Arnis Relay</b> (15 minutes)</p> <p><b>Objective:</b> To engage in the Arnis tag challenge while fostering the development of coordination, focus, and teamwork through interactive relay.</p> <p><b>Materials:</b> Arnis Stick, Playing area, One chair/base marker per team</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into two.</li> <li>2. Each team will form a single line at the starting point.</li> <li>3. Each player of the team will be assigned one strike technique to perform, covering all the 12 basic strike techniques.</li> <li>4. The first player of both teams will hold the Arnis stick.</li> <li>5. On signal, the student holding the stick will walk to the base marker, move around it, and go back to the team while performing the Arnis striking technique, hand, and foot combination.</li> <li>6. Once the student returns to the team, he will pass the stick.</li> <li>7. stick to the next student in line and repeat the process until all team members have completed the relay.</li> <li>8. The first team to complete the task wins.</li> </ol> <p>Classes may perform a cool down routine after the game. Always prioritize safety before, during, and after the activity.</p>
<p><i>Developing Understanding of the Key Idea/Stem</i></p>	<p>Facilitate the reflection of the session, allowing the students to share their experiences and insights from the activity.</p> <p><b>Activity 6:</b> Round table (10 minutes) Group the students into small groups.</p> <p>Let them discuss their experiences during the activity and write their collective ideas on a piece of paper.</p>

	<p><b>Process questions:</b></p> <ol style="list-style-type: none"> <li>1. What activity did you enjoy most? Why?</li> <li>2. What difficulty did you experience while performing the task? Why?</li> <li>3. What strategies did you apply to effectively execute the task?</li> <li>4. How did the concept of body awareness and coordination contribute to your performance?</li> <li>5. What principles of Arnis did you apply during the drills or relay? Explain how it helps you.</li> </ol> <p>Let every group share their learnings.</p>
<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p><b>Activity 7:</b> Spin the Bottle (15 minutes)</p> <p><b>Objective:</b> Discuss how Arnis principles and concepts apply to life.</p> <p><b>Material:</b> Bottle</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the concept and principles of Arnis to the class.</li> <li>2. Let them form a small circle in a group.</li> <li>3. One member will spin the bottle and when it stops, the person it points to must explain the relevance of the concept and principle of Arnis in personal growth and daily life, like making decisions, handling challenges, and building resilience.</li> <li>4. The activity will stop when time ends.</li> </ol> <p>Here are some of the principles and techniques of Arnis. Relate the following concepts and principles of Arnis in their daily life.</p> <ol style="list-style-type: none"> <li>1. <b>Flow:</b> Flow means moving smoothly and without hesitation between different techniques. <ul style="list-style-type: none"> <li>• Fluidity in motion promotes body awareness, focus, stress reduction, self-confidence, and an active and healthy lifestyle. These aspects are interconnected and can significantly enhance their life.</li> </ul> </li> <li>2. <b>Economy of Motion:</b> The economy of motion is about using only the necessary movements without wasting energy. <ul style="list-style-type: none"> <li>• By applying the economy of motion principles in Arnis to everyday tasks and decision-making, individuals can promote mental and personal wellness, as well as active and healthy lifestyles. This application can improve efficiency, reduce stress, optimize resource management, and enhance physical and mental well-being.</li> </ul> </li> </ol>

3. **Timing:** Timing is knowing when to attack or defend based on your opponent's movements.
  - This helps in managing time, prioritizing actions, and staying motivated leading to a sense of accomplishment and overall well-being. It allows for better self-awareness, improves decision-making, and the ability to manage stress and balance in various aspects of life.
4. **Distance Management:** Distance management is all about positioning yourself at the right distance from your opponent.
  - Distance management in Arnis is making conscious choices about the people and situations that surround them, promoting mental and personal wellness, and minimizing harmful influences.
5. **Body Mechanics:** Body mechanics are about using your body in the best way for powerful and effective movements.
  - Body mechanics in Arnis promotes mental and personal wellness and active healthy living by improving posture, developing strength, enhancing coordination, increasing flexibility, reducing the risk of injury, and cultivating body awareness and mindfulness.
6. **Simultaneous Defense and Offense:** Simultaneous defense and offense mean protecting yourself while also attacking at the same time.
  - The principle of simultaneous defense and offense in Arnis, when applied to real-life problems, promote mental and personal wellness and active healthy living by fostering the ability to respond quickly and assertively to challenges, adapting to changing situations, and maintaining a proactive mindset in daily life.
7. **Adaptability and Creativity:** Adaptability and creativity are about using your imagination and adjusting your techniques to different situations.
  - Adaptability and Creativity promote mental and personal wellness and active healthy living by teaching individuals to think critically, solve problems creatively, adapt to changing circumstances, and make mindful choices to maintain their overall well-being.
8. **Focus on Practicality:** Practicality means using techniques that are useful and effective in real-life situations.
  - Focus and practicality in Arnis are applied through discipline training, adaptable problem-solving skills, and effective self-discipline techniques.



	<div>9. <b>Respect and Control:</b> Respect and control means showing respect to your training partners and opponents and having control over your actions.<ul style="list-style-type: none"><li>Respect and control in Arnis are applied in real-life problems through self-discipline, fostering healthy relationships, and maintaining emotional balance ultimately contributing to an active and healthy lifestyle.</li></ul></div> <div>10. <b>Continuous Learning and Growth:</b> Continuous learning and growth mean always seeking to improve your skills and knowledge.<ul style="list-style-type: none"><li>Continuous learning and growing in Arnis promote mental and personal wellness by developing discipline, focus, problem-solving skills, adaptability, and resilience leading to an active and healthy lifestyle.</li></ul></div>										
After/Post-Lesson Proper											
Making Generalizations and Abstractions	<div>(5 minutes)</div> <div>Answer the following open-ended statements.<div>1. I have learned that the 12 basic strikes in Arnis are _____</div><div>2. I’ve realized that Arnis can help _____</div><div>3. Given a chance, I will _____ to be _____</div></div>										
Evaluating Learning	<div>(10 minutes)</div> <div>The students will demonstrate the 12 striking techniques of Arnis. This can be done individually or by group.</div> <div>Performance will be rated based on the following assessment scale.</div> <table><tr><th>CRITERIA</th><th>10</th><th>8</th><th>6</th><th>4</th></tr><tr><td>Skill proficiency</td><td>Applies 12 striking techniques with proficiency and accuracy</td><td>Applies 8-11 striking techniques with proficiency and accuracy</td><td>Applies 5-7 striking techniques with proficiency and accuracy</td><td>Applies 4 and below striking techniques with proficiency and accuracy</td></tr></table> <div>After the performance, the teacher will provide constructive feedback based on their performance that will help improve their striking technique.</div>	CRITERIA	10	8	6	4	Skill proficiency	Applies 12 striking techniques with proficiency and accuracy	Applies 8-11 striking techniques with proficiency and accuracy	Applies 5-7 striking techniques with proficiency and accuracy	Applies 4 and below striking techniques with proficiency and accuracy
CRITERIA	10	8	6	4							
Skill proficiency	Applies 12 striking techniques with proficiency and accuracy	Applies 8-11 striking techniques with proficiency and accuracy	Applies 5-7 striking techniques with proficiency and accuracy	Applies 4 and below striking techniques with proficiency and accuracy							
Additional Activities for Application or Remediation (if applicable)	Practice the striking technique in an open space without a partner. Focus on correct form, body mechanics, and proper execution of each strike. Video yourself and look for the areas that need to be improved.										

Remarks	
Reflection	<ol style="list-style-type: none"> <li>1. What aspects of the lesson do you feel went well? Please provide details.</li> <li>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?</li> <li>3. Were the students actively engaged in the learning tasks and activities throughout the lesson?</li> <li>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.</li> </ol> <p>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?</p>