

4

# Lesson Exemplar for PE and Health

Quarter 1

Lesson

4

**Lesson Exemplar for PE and Health Grade 4**  
**Quarter 1: Lesson 4 (Week 7-8)**  
**SY 2024-2025**

This material is intended exclusively for the use of teachers participating in the implementation of the MATATAG K to 10 Curriculum during the School Year 2023-2024. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

**Development Team**

**Writer:**

- Irma L. Escobia (Philippine Normal University – Manila)

**Validator:**

- Rolly R. Balbutin (Philippine Normal University – Mindanao)

**Management Team**

Philippine Normal University  
Research Institute for Teacher Quality  
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

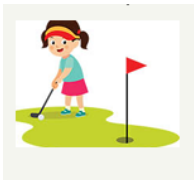



## LESSON EXEMPLAR

**PE and Health/ QUARTER 1 / GRADE 4**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<b>A. Content Standards</b>	The learners demonstrate understanding of hygiene practices, basic health appraisals, and target games in promoting personal wellness for active and healthy living.
<b>B. Performance Standards</b>	The learners participate in health practices and target games in promoting personal wellness for active and healthy living.
<b>C. Learning Competencies and Objectives</b>	<p><b><i>Learning Competency</i></b>            Perform physical activities using target game concepts with agility, balance, coordination, and speed for active and healthy living:</p> <ul style="list-style-type: none"> <li>a. locomotor skills by avoiding an object or obstacles, and</li> <li>b. manipulative skills by sending or propelling an object to an intended area</li> </ul> <p><b><i>Lesson Objectives:</i></b>            C- Explain the background of the games;            A- Develop accuracy and control; and            P- Learn how to focus and aim.</p>
<b>C. Content</b>	<b>Physical Activity Participation: Target Games</b>
<b>D. Integration</b>	<b>SDG 3:</b> Good Health and Well-being <b>SDG 6:</b> Clean Water and Sanitation

<b>II. LEARNING RESOURCES</b>
Body Management Activities. (n.d.). [PDF file]. Retrieved from <a href="https://drive.google.com/file/d/1OSCuyY-8IK0DHH4rmxJx1YI_DITPAiO/view">https://drive.google.com/file/d/1OSCuyY-8IK0DHH4rmxJx1YI_DITPAiO/view</a>

- Davidson, K., (2022). What are the 5 Health-Related components of physical fitness? Healthline. <https://www.healthline.com/health/fitness/health-related-components-of-fitness>
- Go Mammoth. (2016). History of Dodgeball. Retrieved from <https://www.gomammoth.co.uk/dodgeball/history-of-dodgeball/>
- Harvard Health Publishing. (2018, March 22). *Four types of exercise: Can you guess what they are?* [Video]. YouTube. <https://www.youtube.com/watch?v=TFxIvc3FJHs>
- Nasim, F. (2021). Physical Fitness Facts & Worksheets. KidsKonnnect. <https://kidskonnnect.com/health/physical-fitness/>
- Mga Palarong Pinoy. (2017). Batuhang Bola. <https://mgapalarongpinoy.wordpress.com/2017/12/24/batuhang-bola/>
- Muyot, F. R., Zamora, C., Baarde, M. C. G., & Matthews, J. S. (2017). Experiencing the world of MAPEH 4. Quezon City, Philippines: The Inteligente Publishing.
- Muyot, F. R., Zamora, C., Baarde, M. C. G., & Matthews, J. S. (2017). Experiencing the world of MAPEH 5. Quezon City, Philippines: The Inteligente Publishing.
- Petre, M. (2022, March 10). *The 5 health-related components of fitness*. Healthline. <https://www.healthline.com/health/fitness/health-related-components-of-fitness#the-components>
- Physiopedia. (n.d.). *Physical fitness and its components*. Physiopedia. [https://www.physio-pedia.com/Physical\\_Fitness\\_and\\_Its\\_Components#](https://www.physio-pedia.com/Physical_Fitness_and_Its_Components#)
- School Curriculum and Standards Authority. (n.d.). *Locomotor skills*. K-10 Outline. <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/locomotor-skills#>
- Holecko, C. (2021). When do kids develop manipulative motor skills? Verywell Family. <https://www.verywellfamily.com/manipulative-skills-1256926>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<b>Day 1</b>  <b>Guess what sports in the picture below</b> Instruction: The teacher will present pictures and the students will identify the images.	Teachers have free will to choose the activity.  Expected Answer:  1. Golf 2. Batuhang Bola 3. Bowling 4. Dart  The activity is only a suggestion. The teacher may
	1.  2.  3.  4. 	

	<p><b>Feedback (Optional)</b>  After the activity the teacher may ask the following questions:  a. What are the games or sports you see in the picture?  b. How many persons did you see playing the games?  c. What are the common objectives of all the games in the picture?</p>	<p>think of another question to process the given activity which is relevant to the topic.</p>
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>Lesson Purpose</b></p> <p><b>Activity # 2:</b> Dance and Freeze  In this activity, everyone dances as the music plays. When the music stops, each player must freeze immediately and hold that position according to the movement that the teacher will show, if the students mistakenly execute the wrong position, they will be out. The last student who remains dancing wins the activity.</p> <p>Suggested Movement:  1. raise the right foot with arms up  2. both hands touch the toes  3. feet apart with arms sideward  4. sit and reach the toes</p> <p>Processing Questions  1. What did you observe with the movements?  2. Can you execute them all? Why?  3. Among all the movements which find you hard to execute?</p> <p><b>Unlocking Content Area Vocabulary</b>  <b>Physical Fitness-</b> can be defined as a general state of health and well-being or more specifically as the ability to perform physical activities associated with daily life with vigor and alertness and without getting overly tired. (Nasim, 2021)  <b>Health-related components</b> - A well-balanced exercise program should include activities that address all of the health-related components of fitness. Aerobic activities develop cardiorespiratory endurance and burn calories to aid in achieving a healthy body composition.  <b>Skill-related components-</b> It is associated with athletic competition but should be considered in the overall fitness of all individuals. These components are pertaining with the athletic ability of an individual. (Physical Fitness and Its Components, n.d.)  <b>Target Games-</b> are those in which players send an object (such as a ball or dart) towards a target area. Sometimes this may also involve avoiding obstacles, defending, guarding, or blocking the path of the opposition's ball to stop them from scoring.</p>	<p>Teachers have the free will to choose the music they are comfortable to use.</p>

**Locomotor Skills-** The skills used by an individual to move from one place to another. These skills include rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping and skipping. (K-10 Outline, 2024)

### SUB-TOPIC 1: Movement Concept

#### 1. Explicitation

- What is Physical Fitness?
- What are the components of Physical Fitness?

#### 2. Worked Example:

Physical Fitness Dance from <https://www.youtube.com/watch?v=TFxIvc3FJHs>

Instruction: The teacher will play the video for the students to follow and do some warm-up exercises.

#### 3. Lesson Activity

**Activity1:** Follow the instructions of the given worksheet

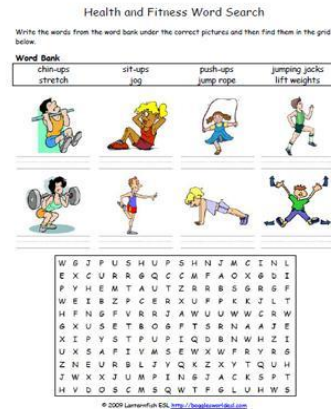


Image from

[https://bogglesworldesl.com/kids\\_worksheets/HealthandFitnessWordSearch.html](https://bogglesworldesl.com/kids_worksheets/HealthandFitnessWordSearch.html)

**Physical fitness** can be defined as a general state of health and well-being or more specifically as the ability to perform physical activities associated with daily life with vigor and alertness and without getting overly tired. Physical fitness requires consistent conditioning, which can be achieved through leisure activities or structured activities.

This worksheet can be replaced and prerogative of the teacher to choose another activity based on the needs of the students.

	<p>Physical fitness measures are closely allied with disease prevention and health promotion; thus, it is common and appropriate to measure components of physical fitness before preventive and rehabilitative programs. Physical fitness can be modified through regular physical activity and exercise. Physical fitness components have been shown to have a significant positive relationship with enhanced outcomes in physical activity, including sports participation.</p> <p><b>Health Related-Components</b> is good health have a strong relationship with health-related components of physical fitness because it determine the ability of an individual to perform daily activities with vigor and demonstrate the capacities associated with low risk of premature development of hypokinetic diseases. It is also known as physiological fitness. The five areas of health-related fitness are</p> <ol style="list-style-type: none"> <li><b>1. Cardiovascular endurance</b> - the ability to perform exercises at moderate-to-vigorous intensities for a prolonged period. Examples of activities that benefit from good cardio endurance include walking, jogging, swimming, cycling, and other sports that require continuous movement.</li> <li><b>2. Muscular strength-</b> how much force your muscles can exert or how heavy weights they can lift. To ensure well-rounded muscular strength, it's important to prioritize muscular strength training of all major muscle groups like legs, arms, core, shoulders, back, and hips.</li> <li><b>3. Muscular endurance-</b> the ability of your muscles to sustain exercise for some time. Example Activities: Weight training, Isometric exercise, Longer duration training</li> <li><b>4. Flexibility-</b> the ability to move muscles and joints through a full range of motion. Example of activities such as gymnastics, dance, and martial arts, reaching the top shelf of a cupboard, or bending down to pick up something from the ground.</li> <li><b>5. Body composition-</b> your body's ratio of fat mass to fat-free mass like muscle and bone. Example Activities: Waist circumference, Waist-to-hip ratio, Bioelectrical impedance analysis (BIA), Dual-Energy X-ray Absorptiometry (DEXA), Hydrostatic underwater weighing, Air Displacement Plethysmography (ADP) or BodPod. (Davidson, 2022)</li> </ol> <p><b>Skill-Related Fitness-</b> It is also known as performance-related fitness components. It is associated with athletic competition but should be considered in the overall fitness of all individuals. These components pertain to the athletic ability of an individual. There are 6 components of physical fitness: balance, coordination, agility, speed, power, and reaction time.</p> <ol style="list-style-type: none"> <li><b>1. Balance</b> is the ability of an individual to maintain their line of gravity within their base of support. It can be classified into static and dynamic.</li> </ol>	
--	---	--

	<p>Example Movement: One leg stance test, Sharpened Romberg's test, Time up and Go test</p> <p>2. <b>Coordination</b>- It is the ability to use the senses, such as sight and hearing, together with body parts in performing motor tasks smoothly and accurately. The alternate hand wall toss test is one the test via which co-ordination can be assessed. Example Movement: Finger to Nose test</p> <p>3. <b>Power</b>- It is the rate at which one can exert maximal force Vertical jump test and hop test are some examples of power testing for lower extremity. A medicine ball throw test can be used to assess upper extremity power. Example Movement: Vertical jump test, Medicine ball throw test</p> <p>4. <b>Agility</b> is defined as "a rapid whole-body movement with change of velocity or direction in response to a stimulus. It performs a series of explosive power movements in a rapid succession in opposing directions. Example Movement Reaction Time</p> <p>5. <b>Speed</b>-It relates to the ability to perform a movement within a short period. Speed combined with strength will provide power and force. The Sprint test is one example of a test that can be used to examine a person's speed. Example Movement: 40-meter sprint</p> <p><b>Day 2</b></p> <p><b>Sub Topic 2: Movement Skills</b></p> <p>Fundamental Movement Skills (FMS) are a specific set of gross motor skills that involve different body parts. These skills are the building blocks for more complex skills that children will learn throughout their lives. They help children take part in games, sports, and recreational activities.</p> <p><b>Lesson Activities:</b> <b>"Relay Race"</b></p> <p>Instructions</p> <ol style="list-style-type: none"> <li>1. Divide the children into groups of 3-4 (or as many members as the teacher wants) children and have them sit as a relay team behind a cone (separated two metres).</li> <li>2. Set up a second cone for each team 8-12 meters away.</li> <li>3. Do relay races using locomotion skills such as the following: <ul style="list-style-type: none"> <li>» crab walk</li> <li>» army crawl</li> <li>» hop on one foot</li> <li>» jump using two feet</li> </ul> </li> </ol>	
--	---	--



	<p>4. Each child performs the locomotion movement as far as the cone, and then they run back to their team and sit down.</p> <p>5. First team to finish wins the race.</p> <p>Fundamental movement skills are important to the motor development of children's physical, cognitive, and social growth. There are four categories in which the fundamental skills fit for under-fives: <b>Stability and Balance, Manipulative, Locomotor, Movement, and Body Awareness</b>. For over-fives, we just focus on stability and balance, manipulative and locomotor skills, as we would hope they have a good awareness of their body by then.</p> <p><b>Stability and Balance</b> Stability skills relate to the body's ability to gain or maintain balance, either when still or moving. Sample Skills: BODY MANAGEMENT ACTIVITIES- <a href="https://drive.google.com/file/d/1OSCu_yY-8IK0DHH4rmxJx1YI_DITPAiO/view">https://drive.google.com/file/d/1OSCu_yY-8IK0DHH4rmxJx1YI_DITPAiO/view</a></p> <p><b>Manipulative</b> Manipulative skills are the skills we need for moving balls and objects around. Sample Skills: Overarm Throw- <a href="https://drive.google.com/file/d/1Ohnhpj5BIA1D0fJwlR03gkqkH7WjbRh_/view">https://drive.google.com/file/d/1Ohnhpj5BIA1D0fJwlR03gkqkH7WjbRh_/view</a></p> <p><b>Locomotion</b> Locomotor skills require moving from one location to another e.g. crawling, walking, running, jumping, skipping etc. Sample Skills: Dodging Activities- <a href="https://drive.google.com/file/d/1DqXrQWgDFrQ6_FrtQ90jKGLSvOLzRmR0/view">https://drive.google.com/file/d/1DqXrQWgDFrQ6_FrtQ90jKGLSvOLzRmR0/view</a></p> <p><b>Movement and Body Awareness</b> Movement and body awareness is the understanding of "what my body is like and how I move with it." Sample Skills: Body Awareness, Spatial Awareness and Language Activities: <a href="https://drive.google.com/file/d/1GDECZPyr_TuFg8wmr89JC4rZiFgvtgA/view">https://drive.google.com/file/d/1GDECZPyr_TuFg8wmr89JC4rZiFgvtgA/view</a></p> <p><b>Locomotor movement skills</b> Locomotor movement skills are those in which the body is moved in one direction, or a combination of directions, from one point to another. Activities such as walking, jogging, moving forwards, backward, side-shuffling, skipping, running, jumping, hopping, and leaping are considered fundamental locomotion movements. Locomotor</p>	<p>Suggested locomotion skills may change depending on the skill of the students.</p> <p>Please click the link to watch a sample video of locomotive skills that can be used for additional activity <a href="https://passport.world.rugby/conditioning-for-rugby/introduction-to-conditioning-children/developing-fundamental-movements-for-rugby/locomotor-movement-skills/">https://passport.world.rugby/conditioning-for-rugby/introduction-to-conditioning-children/developing-fundamental-movements-for-rugby/locomotor-movement-skills/</a></p>
--	--	--

	<p>movement skills are probably the most basic and important category of fundamental movement skills that a child requires to play rugby. The player must be able to move around the pitch and they use a variety of the different locomotor movement patterns mentioned above to achieve this.</p> <p><b>The square drill</b> - the player accelerates forward, side-shuffles, back-pedals, and side-shuffles again. This covers a lot of the locomotor skills of rugby in a simple drill;</p> <p><b>Follow the leader</b> – one player is the leader; one is the follower. The follower should mirror the actions of the leader as they jog, run, sidestep, etc.</p> <p><b>Manipulative skills</b> involve moving or using an object with the hands or feet to achieve a goal or complete a task. For fine motor skills, that object might be a pencil or button. For gross motor skills, the object might be sporting equipment or toys such as bats, balls, racquets, or jump ropes. These skills are also sometimes called object-control skills.</p> <p>Types of Manipulative Skills</p> <p>In the gross-motor area, these skills include:</p> <ul style="list-style-type: none"> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling (moving a ball with the feet, as in soccer)</li> <li>• Kicking or rolling (a ball)</li> <li>• Lifting</li> <li>• Pushing and pulling (the object might be a wheeled toy)</li> <li>• Striking (such as swinging a baseball bat or golf club to hit a ball)</li> <li>• Throwing</li> <li>• Volleying (a ball back and forth to another person, either with the hands or a racquet)</li> </ul> <p>Activities like pencil tracing, stacking coins, and playing checkers, by contrast, require fine motor skills.</p> <p><b>Games to Develop Skills</b></p> <p>To help develop and fine-tune these skills, you can also participate with your child in activities like these at home:</p> <ul style="list-style-type: none"> <li>• <b>Bowling:</b> Start with large, lightweight pins (such as empty 2-liter soda bottles). Then move to smaller plastic bottles, add weight to large bottles or use a kids' bowling set.</li> <li>• <b>Kick it:</b> Have kids practice kicking with a large beach ball or soft foam ball. Challenge them to kick with their preferred foot, then switch to their other foot. See if they can kick their ball from a spot you choose and hit a wall; gradually</li> </ul>	
--	--	--

	<p>move them farther from the wall. You can also hold up a jump rope and see if they can kick the ball over it or under it.</p> <ul style="list-style-type: none"> <li>• <b>Over the line:</b> Divide a playing area in half with a line (use chalk, tape, or a long jump rope to mark it). Put an equal number of soft items—like scarves, rolled-up socks, beach balls or lightweight bean bags—on either side of the line. Have kids toss the objects over the line, onto the floor on the opposite side. They can then switch sides and throw the items back over the line to the other side. Make it more fun by using small stuffed animals and pretending they are crossing a river.</li> <li>• <b>Strike up the band:</b> Young children often enjoy practicing striking by drumming on pots and pans with spoons or playing with other toy musical instruments. (Holecko, C., 2021)</li> </ul>	
<p><b>4. Developing and Deepening Understanding</b></p>	<p><b>Day 3</b></p> <p><b>SUB-TOPIC 3:</b> Game Concepts</p> <p><b>1. Explicitation</b></p> <ol style="list-style-type: none"> <li>a. What are Target Games?</li> <li>b. Give examples of Target Games.</li> </ol> <p><b>2. Worked Example</b></p> <p><b>Activity 1:</b> Target a Hula-Hoop</p> <p><b>Materials:</b> 6 hoops and 6 balls</p> <p>Instructions: Choose an area with a wall. The floor is marked 2 meters, 4 meters, and 6 meters away from the wall. Do the following:</p> <ol style="list-style-type: none"> <li>1. Position several hoops on the floor near the wall one meter away from each other.</li> <li>2. Students form 6 lines facing a hoop</li> <li>3. Each group is given a ball.</li> <li>4. As the signal is given, the player runs to the 2-meter mark and shoots the ball on the hoop. The other players follow targeting the hoop by shooting.</li> <li>5. Players repeat the procedure getting a farther distance each time.</li> <li>6. A player who cannot throw the ball inside the hoop is eliminated in the challenge.</li> </ol> <p><b>3. Lesson Activity</b></p> <p><b>“B I N G O”</b></p> <p>Instructions: Below is a card that shows some situations about your health concerns. Answer the situation using a pattern (line, box, and diagonal). The first to complete the pattern wins the BINGO.</p>	<p>The teacher may or may not use the given activity. The teacher may use different material that is already available and ready to use.</p> <p>The teacher must note that the given worksheet is only an example you may choose from any website or you may create your own.</p>

B	I	N	G	O
Sit in 2 different chairs	Pick up an object with both hands	Wiggle your ears	Brush your teeth	Reach for the sky
Shake hands with everyone in the room	Walk backward 2 steps carefully!	Wiggle your left fingers	Hope on foot 5 times	Brush your hair
Pat your head and rub your tummy	March to the door and back	Free!	Touch your toes	Clap hands above your head
Touch your nose	Give someone a high five	Pick up an object with one hand	Lift your right leg	Lay your head on your desk
Draw a circle in the air	Do 2 jumping jacks	Talk on your phone	Do 2 arm circles	Jump 2 times

Image from <https://bingobaker.com/view/660706>

### What are target games?

Target games are activities in which children send an object towards a target. Some target games might also involve avoiding different obstacles, blocking the opposition's thrown object or defending.

Target games are usually included in children's activities because they teach them new skills and strategies that they can use in their day-to-day lives. They will learn how to appreciate the distance, protect the shot, and decide on different ways of throwing.

### What are the values displayed in playing target games?

Target games will also teach your little learners a wide variety of values, such as:

**Teamwork** - In order to win in some target games, children will have to learn how to cooperate.

**Discipline** - Just like any other game, target games have rules, and respecting them will underline the importance of discipline.

**Confidence** - Anyone can become good at any game with practice, so just by playing target games, children will start to believe more in themselves and the fact that they can make it.

**Patience** - On the same note, children will learn that skills are learned through practice and that practice takes time. Success won't come overnight!

**Decision-Making** - Children will learn the ability to think fast and make a decision about what they want to do next in the game. This can be a first step in learning how to make decisions easier.































### TRANSFERABLE SKILLS THAT ARE COMMON TO TARGET GAMES ARE:

- Players must be able to demonstrate hand-eye, and
- foot-eye accuracy
- Players aim and shoot/throw/roll/etc. for a goal target
- Players utilize the synchronization of numerous body
- parts when releasing the object used in the game
- Both gross and fine motor skills are used to alter the
- flight/path of the released object

### TAMAANG BOLA


Dodgeball was originally played in Africa over two hundred years ago, but instead of the fun, jocular game that it is today, it was a deadly game. Instead of using soft, rubber balls, the game was played

	<p>with large rocks or putrefied matter, and it was used as an intense workout for the tribes, where each competitor would attempt to hit their opponent with the rock to injure or incapacitate them. Once a player was hit, they would attempt to be pelted by further rocks to finish them off. It would be the responsibility of the teammates of the fallen competitor to try and defend him and force the attackers off with their own rocks. This would said to be a great way to encourage the tribesman to work together during skirmishes against other tribes, working to take out the weak and protect their own.</p> <p>A missionary, by the name of Dr James H. Carlisle saw what was happening and was intrigued by the agility and ruthlessness of the tribal men, as well as by the solidarity and heart they were showing. He spent many hours watching the men and became besotted with the ritual that he saw daily. When he made his way back to England, via Europe, he showed some of his pupils what he had seen. The European men who tried what Carlisle was telling them found they didn't have the natural agility or accuracy to dodge or throw, and with Dr Carlisle continuously moving on, he was not able to encourage the people he spoke to about the sport to carry it on. It was only when he returned to his teachings at St. Mary's College in Norfolk, that he was able to transform the vicious training into an all-inclusive game.</p> <p><b>MATERIALS AND EQUIPMENT NEEDED:</b></p> <ul style="list-style-type: none"> <li>• Uniforms for offensive and defensive teams (if necessary)</li> <li>• At least 3-5 balls</li> <li>• There is no fixed area for dodgeball</li> </ul> <p><b>HOW TO PLAY THE GAME:</b></p> <p>To play Batuhang Bola or dodgeball, you must first gather 2 teams and get a ball. The 1st team should stand in the middle of the court, while the 2nd team should be divided into two and should stand on both sides of the 1st team. The 2nd team should hit the players of the 1st team. If you hit a player, that player is out. If that player catches the ball, his team will gain a "life" and can be used to revive another player or be used to continue to play if the ball hits him/her. You will win the game if you have hit all the players and none of the players are left.</p> <p><b>RULES OF TAMAANG TAO (THE PINOY VERSION OF DODGEBALL):</b></p> <ol style="list-style-type: none"> <li>1. The same mechanics for dodgeball apply; (The offense team will try to hit the defense team, while the defense team will try to dodge the balls that the offense team will throw)</li> <li>2. A toss coin will decide which team plays on defense and offense.</li> <li>3. Half the players of the offensive team shall stand on opposite starting lines 10 meters away from each other.</li> <li>4. The defensive team shall disperse to the area between the starting lines.</li> <li>5. For the first 2 minutes, the offensive team shall try to hit the opponent using only one (1) softball while the defensive team shall try to dodge the ball; the other ball will be used after the first 2 minutes lapsed.</li> <li>6. A player who is hit will be eliminated in the game.</li> <li>7. A defense player may opt to catch a ball and score a second life either for him/herself or for a teammate who was eliminated.</li> <li>8. In the event that a defensive player goes beyond the field one member will be eliminated.</li> </ol>	
--	---	--

	<p>9. The game ends when an agreed time lapses — 3 minutes. 10. The team who got the least number of eliminated members within 3 minutes wins</p> <p><b>GAMES AND SKILLS:</b> In this game, we can develop skills-related fitness components such as speed, agility, reaction time, and power. Sports skills can be developed by throwing just like in baseball (pitchers) and running (athletics). (History of Dodgeball   GO Mammoth, 2016) (Mgapalarongpinoy, 2017)</p> <p>To apply what the students learned during the lesson, an activity will be given. See the worksheet for the activity which students will accomplish. Kindly refer to Activity B.</p>																																		
<p><b>5. Making Generalizations</b></p>	<p><b>Day 3</b></p> <p><b>1. Learners' Takeaways:</b> Directions: Get a partner and choose between the two of you who will execute first the activity and one who will get the timer. And follow the instructions on the given worksheet.</p> <table border="1"> <thead> <tr> <th>Cardiovascular Exercise</th><th>Exercise Photo</th><th>How many can you do in 60 seconds?</th></tr> </thead> <tbody> <tr> <td>1. Jumping jacks</td><td></td><td></td></tr> <tr> <td>2. Jump Rope (with or without rope)</td><td></td><td></td></tr> <tr> <td>3. Hopping (1 foot)</td><td></td><td></td></tr> <tr> <td>4. High Knees (right then left = 1)</td><td></td><td></td></tr> <tr> <td>5. Mountain Climbers (stand right knee then bend left = 1)</td><td></td><td></td></tr> <tr> <td>6. Shuttle Run 5 Meters (run back and forth between 5 m)</td><td></td><td></td></tr> <tr> <td>7. Jump over a Line (1 jump over = 1)</td><td></td><td></td></tr> <tr> <td>8. Skipping (step hop step hop = 1)</td><td></td><td></td></tr> <tr> <td>9. Jump and Twist (right jump then left jump = 1)</td><td></td><td></td></tr> <tr> <td>10. Burpees (bump, squat, push up position = 1)</td><td></td><td></td></tr> </tbody> </table> <p>Image from <a href="https://www.teacherspayteachers.com/Product/PE-At-Home-Cardio-Endurance-Muscular-Strength-Challenge-Activities-5503917">https://www.teacherspayteachers.com/Product/PE-At-Home-Cardio-Endurance-Muscular-Strength-Challenge-Activities-5503917</a></p> <p><b>2. Reflection on Learning</b> After the discussion about Taking care of your Personal Health, kindly answer the following questions:</p> <ol style="list-style-type: none"> <li>What are the things that you need to do to improve your physical fitness?</li> </ol>	Cardiovascular Exercise	Exercise Photo	How many can you do in 60 seconds?	1. Jumping jacks			2. Jump Rope (with or without rope)			3. Hopping (1 foot)			4. High Knees (right then left = 1)			5. Mountain Climbers (stand right knee then bend left = 1)			6. Shuttle Run 5 Meters (run back and forth between 5 m)			7. Jump over a Line (1 jump over = 1)			8. Skipping (step hop step hop = 1)			9. Jump and Twist (right jump then left jump = 1)			10. Burpees (bump, squat, push up position = 1)			<p>The teacher may follow the suggested activity. After classifying the teacher may ask the following questions:</p> <ol style="list-style-type: none"> <li>What activity do you find hard to execute?</li> <li>What activity do you find easy to execute?</li> </ol>
Cardiovascular Exercise	Exercise Photo	How many can you do in 60 seconds?																																	
1. Jumping jacks																																			
2. Jump Rope (with or without rope)																																			
3. Hopping (1 foot)																																			
4. High Knees (right then left = 1)																																			
5. Mountain Climbers (stand right knee then bend left = 1)																																			
6. Shuttle Run 5 Meters (run back and forth between 5 m)																																			
7. Jump over a Line (1 jump over = 1)																																			
8. Skipping (step hop step hop = 1)																																			
9. Jump and Twist (right jump then left jump = 1)																																			
10. Burpees (bump, squat, push up position = 1)																																			

	2. What is your takeaway from the lesson?	
--	---	--

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION		NOTES TO TEACHERS										
A. Evaluating Learning	<p><b>1. Formative Assessment</b></p> <p><b>A. Fill in the blanks.</b></p> <p>Directions: Choose the correct answer from the words inside the box. Write your answer on the space provided of each sentence.</p> <table border="1"><tr><td><b>Health-related components</b></td><td><b>Manipulative skills</b></td></tr><tr><td><b>Skill-related components</b></td><td><b>Agility</b></td></tr><tr><td><b>Target Games</b></td><td><b>Balance</b></td></tr><tr><td><b>Locomotor Skills</b></td><td><b>Flexibility</b></td></tr><tr><td><b>Physical Fitness</b></td><td><b>Muscular strength</b></td></tr></table>	<b>Health-related components</b>	<b>Manipulative skills</b>	<b>Skill-related components</b>	<b>Agility</b>	<b>Target Games</b>	<b>Balance</b>	<b>Locomotor Skills</b>	<b>Flexibility</b>	<b>Physical Fitness</b>	<b>Muscular strength</b>	<p>Key to correction:</p> <ol style="list-style-type: none"><li>1. Physical Fitness</li><li>2. Health related Components</li><li>3. Muscular Strength</li><li>4. Skill-related components</li><li>5. Balance</li><li>6. Manipulative skills</li><li>7. Flexibility</li><li>8. Target Games</li><li>9. Locomotor Skills</li><li>10. Agility</li></ol>
	<b>Health-related components</b>	<b>Manipulative skills</b>										
<b>Skill-related components</b>	<b>Agility</b>											
<b>Target Games</b>	<b>Balance</b>											
<b>Locomotor Skills</b>	<b>Flexibility</b>											
<b>Physical Fitness</b>	<b>Muscular strength</b>											
	<ol style="list-style-type: none"><li>1. Can be defined as a general state of health and well-being or more specifically as the ability to perform physical activities associated with daily life with vigor and alertness and without getting overly tired is called _____.</li><li>2. _____ determines the ability of an individual to perform daily activities with vigor and demonstrate the capacities associated with low risk of premature development of hypokinetic diseases.</li><li>3. _____ is known for how much force your muscles can exert or how heavy weights they can lift.</li><li>4. It is also known as performance-related fitness components. It is associated with athletic competition but should be considered in the overall fitness of all individuals is called _____.</li><li>5. _____ is the ability of an individual to maintain their line of gravity within their base of support. It can be classified into static and dynamic.</li><li>6. _____ are the skills we need for moving balls and objects around.</li><li>7. The ability to move muscles and joints through a full range of motion is called _____.</li><li>8. _____ are those in which players send an object (such as a ball or dart) towards a target area.</li><li>9. _____ The skills used by an individual to move from one place to another.</li><li>10. _____ is defined as “a rapid whole-body movement with change of velocity or direction in response to a stimulus. It performs a series of explosive power movements in a rapid succession in opposing directions.</li></ol>											

	<p><b>2. Homework (Optional)</b></p> <p>1. In your notebook, answer the following questions. write below a one-week full meal that you are eating</p> <div style="text-align: center;"> <p>Name: _____</p>  <p><b>Cardiovascular Exercises</b></p> <p>What are cardiovascular exercises? _____ _____</p> <p>List cardiovascular exercises _____ _____ _____</p> <p>Did you know? Endorphins are like a feel-good chemical in your brain. When you exercise, this chemical is released and makes you feel better and happier.</p> <p>How can you include cardiovascular exercises in your daily life? _____ _____</p> </div>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p>Reflection guide or prompt can be on:</p> <ul style="list-style-type: none"> <li>■ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li>■ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li>■ <u>ways forward</u></li> </ul>			<p>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.</p>



	<i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i>		
--	---	--	--