

7

Lesson Exemplar for PE and Health

Quarter 2

Lesson

3

Lesson Exemplar for PE and Health Grade 7
Quarter 2: Lesson 3 (Week 5-6)
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 2024-2025. 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:

- Anatalia N. Endozo (Angeles University Foundation)

Validator:

- Marino A. Garcia, PhD (Cebu Normal University)

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.

PE and Health / GRADE 7 / QUARTER 2

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

A. Content Standards	The learners demonstrate understanding of family roles in managing concerns and conflicts and invasion games in promoting family wellness for active and healthy living.
B. Performance Standards	The learners participate in invasion games and other physical activities in promoting family wellness for active and healthy living.
C. Learning Competencies and Objectives	<p>Learning Competency</p> <p>1. Perform physical activities by applying principles and concepts of invasion games to solve tactical problems.</p> <ol style="list-style-type: none"> develop understanding of the invasion games, its concepts, and principles. develop an attitude of initiative, self-confidence, presence of mind, discipline values, analytical outlook to be able to analyze game situations. experience invasion games focus on skills, strength, endurance, and judgment.
C. Content	<p>Physical Activity Participation: Invasion Games</p> <p>• Focus Game Skills:</p> <ol style="list-style-type: none"> Game Concept <ul style="list-style-type: none"> - Positioning, Relationship with People, Relationship with Objects Games Principles <ul style="list-style-type: none"> - Scoring, Prevent Scoring, Restart, Play, and Transition
D. Integration	SDG 3 Good Health and Wellbeing and Patriotism and Nationalism

II. LEARNING RESOURCES

Calicdan, A., et al. (2013). Physical Education 4 Team Sports. Jimczyville Publications.

Discovery. (n.d.). Grade 7 Lesson 1.

https://www.discovery.co.za/microsites_za/vitality_schools/web/linked_content/pdfs/lesson_plans/grade_7_lesson_1.pdf

Habana, A., & Punzalan M. (2020). Physical Education 4 Team Sports: College Textbook. Mindshapers Co. Inc.

One Sports. (2023, October 6). *Philippines vs. Jordan gold medal game highlights | 19th Asian Games* [Video]. YouTube.

https://www.youtube.com/watch?v=a-r-gVo_m3w

PEC: Lesson plans for physical education. (n.d.). <https://www.pecentral.org/LessonIdeas/ListAll.asp>

Prairie dog pickoff. Physical education games. (n.d.). <https://www.thephysicaleducator.com/games/prairie-dog-pickoff>

Punzalan M., et al. (2019). Physical Education Fitness Dance & Individual/Dual Sports: College Textbook. Mindshapers Co. Inc.
 Punzalan M., Navalta R., Bulatao M. (2019). Physical Activity towards Health and Fitness (Path-Fit) 4 Sports: College Textbook. Mindshapers Co. Inc.
 Surio, Cecilia B. (2014). Physical Fitness & Basketball. Books.Atpb.Publishing Corp.

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS																
A. Activating Prior Knowledge	<p>DAY 1</p> <p>1. Short Review</p> <p>“Drag and Match” An easy drag-and-drop classroom game of placing the different games on its respective categories. While your students figure out the games that they need to match, they also get to review their lesson through the game.</p> <p>How:</p> <ul style="list-style-type: none">• Prepare a slide with drag-and-drop categories of games• Then, students will need to place on its respective categories of game.• They can drag and drop the games to where they belong. <p>Materials:</p> <ul style="list-style-type: none">• Illustration of Categories of games• Alternatively, you can prepare this as a slide drawing activity and allow students to place the games to its respective categories. <p>“Let’s Do This” A. Place the games to its respective categories.</p> <p style="text-align: center;">CATEGORIES OF GAMES</p> <table><tr><th>Target Games</th><th>Striking or Fielding</th><th>Net /Wall Games</th><th>Invasion Games</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div><div>Archery</div><div>bowls</div><div>pool</div><div>cricket</div><div>Water polo</div><div>bowling</div><div>lacrosse</div><div>Soccer</div><div>Table tennis</div><div>Croquet</div><div>Pickle ball tennis</div><div>raquetball</div><div>volleyball</div><div>Softball rounders</div><div>Badminton</div><div>Football</div><div>Curling</div><div>Baseball</div><div>kickback</div><div>Ultimate frisbee</div></div>	Target Games	Striking or Fielding	Net /Wall Games	Invasion Games													<p>The teacher may use other strategies to review.</p> <p>Suggested activities for short review:</p> <p>A. Bingo Board Test B. Games Group Hustle (refer to PE Central https://www.pecentral.org/ for the various specific activities to be used related to topic)</p>
	Target Games	Striking or Fielding	Net /Wall Games	Invasion Games														

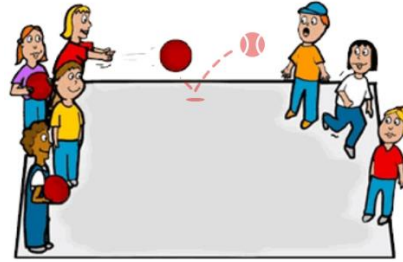
	<div style="display: flex; justify-content: center; gap: 10px; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Squash</div> <div style="border: 1px solid black; padding: 2px 10px;">handball</div> <div style="border: 1px solid black; padding: 2px 10px;">Field ice hockey</div> <div style="border: 1px solid black; padding: 2px 10px;">Basketball</div> </div> <p>B. Fill in the blanks.</p> <p>_____ 1. To make contact with a particular, stationary target and send the ball away in fewer attempts than the opposition.</p> <p>_____ 2. To place the ball away from fielders to run the bases with the objective to score more runs than the opponents.</p> <p>_____ 3. To send the ball back to opponents so that they are unable to return it or are forced to make an error.</p> <p>_____ 4. To invade the opponents' defending area to score a goal while simultaneously protecting their own goal.</p> <p>2. Feedback (Optional)</p> <p>Instructions: Write YES if you agree with the statement and write NO if you don't in the space provided for.</p> <p>_____ 1. I have prior knowledge about the concepts.</p> <p>_____ 2. I am fully aware of the differences between the categories of games.</p> <p>_____ 3. I can classify perfectly the different games based on their respective categories.</p> <p>_____ 4. I understand what invasion games are.</p> <p>_____ 5. I experienced how to play invasion games.</p>	
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <ol style="list-style-type: none"> To develop understanding of the invasion games, its concepts, and principles. To develop interest and enthusiasm of the game To experience invasion games focuses on skills, strength, endurance and judgment. To develop an attitude of initiative, self-confidence, presence of mind, discipline values, analytical outlook to be able to analyze game situations. <p>2. Unlocking Content Area Vocabulary</p> <ul style="list-style-type: none"> Game is a form of play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck. Skill is the ability to use one's knowledge effectively and readily in execution or performance. Concept is something conceived in the mind: thought, an abstract or generic idea generalized from instances. Position is to put or arrange (someone or something) in a particular place or way. 	

	<ul style="list-style-type: none">• Relationship with People refers to an interpersonal relationship such as association, connection, interaction, and bond between two or more people. i.e. Family relationships, Friendships, Acquaintanceship and• Principle is a kind of rule, belief, or idea that guides an individual.• Scoring is to win or get a point, goal, etc. in a competition, sport or game.• Prevent Scoring is to keep from happening or existing, to hold or to hinder or stop from getting score.• Restart means to start anew or to resume (something, such as an activity) after interruption.• Play means to engage in activity for enjoyment and recreation rather than a serious or practical purpose.• Transition is a change or shift from one state or stage to another. It is also a period or phase in which such a change or shift is happening.											
C. Developing and Deepening Understanding	<p>DAY 2</p> <p>SUB-TOPIC 1: Game Concept: Positioning, Relationship with People, Relationship with Objects</p> <p>1. Explication Conduct an interview in your community or neighborhood. Choose an interviewee who has experienced playing invasion games. Then, use this template and guide interview questions:</p> <table><tr><td>Location</td><td>Person to interview</td></tr><tr><td>Home :</td><td>_____</td></tr><tr><td>Office:</td><td>_____</td></tr><tr><td>Club Organization:</td><td>_____</td></tr><tr><td>Community:</td><td>_____</td></tr></table> <ol style="list-style-type: none">1. Have you ever experienced playing an invasion game? What are those games?2. How many years or months have you played this game?3. Have you enjoyed playing this game? How do you feel about it?4. Have you tried playing this game with your family or friends? How do you feel playing it with your family or friends?5. How does an invasion game help in strengthening the family relationship? <p>2. Worked Example</p> <p>Learn from this lesson: Familiarize with concepts and principles of Invasion Games.</p>	Location	Person to interview	Home :	_____	Office:	_____	Club Organization:	_____	Community:	_____	<p>The teacher may give the interview assignment ahead of time for the students to be ready for the activity during face-to-face presentation either in video or written documentation.</p> <p>The teacher may use other strategies for explication of topics.</p> <p>The teacher may add concepts that can be helpful and add knowledge related to Invasion games and explore other activities to practice skills needed in invasion games. Check the website on PE Central .https://www.pecentral.org/LessonIdeas/ListAll.asp</p>
Location	Person to interview											
Home :	_____											
Office:	_____											
Club Organization:	_____											
Community:	_____											

	<p>What is an Invasion Game?</p> <p>Invasion games are team games where the purpose is to invade the opponent's territory and score a goal or point. These are typically fast-paced games that need teamwork in order to control the ball, keep possession, move into a scoring position, and prevent the opposition from scoring. Teams share the same playing area as they attempt to both score and prevent the other team from scoring. Invasion games are the most strategic types of games with many transferable skills. These include sports where the ball is being carried or caught across a line, thrown, or shot into a target /hoop, or hit with a stick or foot into a specific target area (Pearson & Webb 2008).</p> <p>Examples of Invasion Games</p> <table> <tr> <td>Rugby</td> <td>Hockey</td> <td>Castles</td> </tr> <tr> <td>Basketball</td> <td>Soccer/Football</td> <td>Water Polo</td> </tr> <tr> <td>Lacrosse</td> <td>Ultimate Frisbee</td> <td></td> </tr> </table> <p>What are the Basic Skills in Invasion Games</p> <ul style="list-style-type: none"> ● Passing: throwing, kicking, or passing a ball or other item. ● Receiving: catching, cradling a ball with the feet, or receiving a ball /object with a stick. ● Dodging: meaning to maintain personal space, making sure not to collide with other players of objects. ● Change of Direction: change the way the body is traveling ● Traveling in Multiple Direction: being mobile; going forwards, backwards to either side, and to all diagonals. ● Speed and Agility: being quick and flexible. ● Spatial awareness: recognize your position and see where you are in relation to the playing of the game. ● Change of speed: being able to change speed, e.i. slow to fast when necessary. ● Anticipation: Guessing where the ball or play might go. While, anticipation is not a necessary skill it can be extremely valuable when playing defense. <p>3. Lesson Activity</p> <p>A. FUN GAME: ZIGZAG BOUNCE BALL</p> <p>Equipment: Basketball Ball</p> <p>Skills: Bouncing and Catching</p> <p>Formation: Two parallel lines spaced from 7-10 feet apart with partners facing each other. Each group or team must consist of 6-12 players. You may create as many groups or teams as needed.</p>	Rugby	Hockey	Castles	Basketball	Soccer/Football	Water Polo	Lacrosse	Ultimate Frisbee		<p>The teacher may use other sample videos related to principles of invasion games.</p> <p>The teacher may also provide another activity using Laro ng Lahi or Pinoy Games as an alternative invasion game to strengthen patriotism and nationalism among the students.</p>
Rugby	Hockey	Castles									
Basketball	Soccer/Football	Water Polo									
Lacrosse	Ultimate Frisbee										

Directions:

1. Player #1 bounces the ball across the player #2 or the first player on the other line.
2. Player #2 bounces the ball across to player #3 or beside player #1.
3. Continue the relay until the last player receives the ball and then he/she bounce it back to the player whom he/she received the ball.
4. The ball relay continues until it reached the first player or player # 1.
5. The first team to finish gets a point.
6. After 7 games, the team who gets the highest number of points wins.



<https://www.google.com/url?sa=i&url=https%3A%2F%2Fclipart-library.com%2Fpass-ball-cliparts.html&psig=AOvVaw24C5oXXx7ikabCM0QMTiEK&ust=171825939317000&source=images&cd=vfe&opi=89978449&ved=0CBIOIRxqFwoTCMD-vKvot1YYDFQAAAAAAdAAAAABAE>

Let us find out how much you have learned by summarizing the bright ideas or concepts from this lesson.

B. **ENUMERATION:** Enumerate the following

A. Examples of Invasion Games

1. _____
2. _____
3. _____
4. _____
5. _____

B. Skills of Invasion Games

1. _____
2. _____
3. _____
4. _____
5. _____

DAY 3

SUB-TOPIC 2:

Games Principles: Scoring, Prevent Scoring, Restart, Play, and Transition

1. Explication

Physical activity scrap book

Ask the members of your household, family and friends which activities they enjoy doing. Use the activity sheet number 2.

FUN GAME #2

Title of the Game: Outlet Pass is an invasion game where teams must knock over one of the other team's cones. Teams need to work together in coordinated patterns of attack or defense. They also learn to use an outlet pass to clear their goal area.

Objective of the Game: The focus is on:

- planning and coordinating team attacks or defensive patterns
- using outlet passes to relieve the pressure when on defense.

Focus the students on:

- planning and coordinating positions and movements
- using deception to open gaps in the defense
- using planned, coordinated pattern defenses to cover both space and attacking players
- using the outlet players to clear the ball after a turnover.

Equipment Needed:

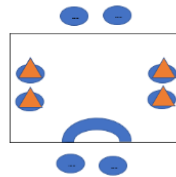
- Hoops
- Netball
- Cones
- Bands

SET UP AND PLAY

Set up:

- Use one-third of the netball court.
- Place four hoops on the court, two at each side and end (2 meters in from baseline) with large cones in them.
 - Make two teams of six players – four on court, two in the hoops on sidelines (outlet players).

ILLUSTRATION OF PLAYING AREA



Directions:

- Play starts from an outlet player and restarts from the baseline.
- Attackers pass the ball up court and try to hit one of the two cones from in front, at the side, or behind.
- Attackers cannot run with the ball.
- Defenders defend cones but cannot go into hoops. They must be 1 meter from the attacker.
- On turnover, the first pass must be given to one of their two outlet players who passes in and comes in. The passer goes to the outlet hoop.

Step One: Defenders must be 1 meter from the player with the ball and cannot grab the ball from them. They can intercept it and block it for a turnover.

Step Two: Players can now dribble the ball, but once they stop, they must pass the ball. They can be blocked by the defensive player but the defensive player cannot touch the attacking player (just as in basketball).

Step Three: Players can now run (move) with the ball, but once they stop, they must pass the ball. They can be blocked by the defensive player, but the defensive player can't touch the attacking player.

“Let's do this”

1. What is the nature of the outlet pass game?
2. What are the strategies that you have applied to win the game?
3. What are your challenges or difficulties in playing the game?
4. How did you manage to defend your cones?
5. What lessons have you learned after playing the game?

2. Worked Example

A. Understanding the Principles and Major Skills of Invasion Games

Players need to learn the concepts and principles of being an offensive and defensive player. The principles apply to all types of games that have offensive and defensive players. With a good understanding and ability to play using offensive and defensive tactics, a player will be able to play all types of invasion games. Thus, without it, a player would have difficulty in playing these types of games.

Invasion games major skills	What is this?	What it looks like- Success criteria
Teamwork	It is working as a team, with roles and responsibilities. It involves planning together and playing together to be successful. It is deciding on team strategies and playing tactically as a team, using all the players' strength.	<p>The players work together as a team to achieve success, whether on offensive or in defensive side.</p> <p>They take up positions, develop supporting positional play, move into field positions to receive the ball, build an attack with team-mates, or set up a team-mate to score.</p> <p>The team supports a ball-carrier by moving into different spaces to create multiple passing options for the ball-carrier</p>
Holding possession	It is passing, running with the ball, or holding the ball.	<p>The attacking players hold possession, which means they think before acting.</p> <p>They may hold and wait for support, run into a safer place with the ball, pass to another player who is in space, or support a ball-carrier.</p> <p>They could move the ball backwards or sideways between players before going forward.</p>

			It could also mean that support players move into a position and call to receive a pass.
	Creating and moving into space.	It is making space and using it to build an attack, including moving or passing laterally or backwards as well as forwards.	<p>Players recognize space and move into it to receive the ball.</p> <p>They call for the ball or indicate where they are moving to, using pointing or other gestures, such as a nod of the head.</p> <p>They create space by keeping the defender behind them away from the open area.</p> <p>They call then move into space to receive the ball.</p> <p>Players often pass the ball to space rather than directly to the receiver.</p>
	Supporting the ball-carrier.	It is giving the ball-carrier passing and running options.	Supporting players move into space around the ball-carrier to offer passing or running options. Options include passing backwards, sideways, or forwards.
	Positioning	It is the arrangement of players' position that provides better offensive or defensive tactics in winning the game.	<p>The players stay in position and know what to do in that position.</p> <p>They use all the players in their various positions, often passing backwards or sideways until an opportunity arises to move forwards.</p> <p>Players communicate and move according to their position. For example, wings will stay in their position most of the time to ensure that there is a wide passing option.</p> <p>If one player moves out of position, another player moves to fill the gap until the normal pattern re-emerges</p>
	Controlling the pace	It is being patient and controlling the speed of the game.	For beginners, this means slowing down and thinking before acting to control the nature of play. Teams build patterns of attack over time rather than rushing head first into it.

		Pace and patience go hand in hand.	In advanced games, it means speeding up to put more pressure on the opposition
	Attacking and defending	It is attacking and penetrating the defense or stopping the attack.	<p>The players break through the defensive line or, conversely, stop the attackers from breaking through.</p> <p>They use attacking and defending skills that involve strategic and tactical patterns of play.</p> <p>Players use a variety of tactics, including skills that allow them to break through a defense by dribbling through at speed, side-stepping, or dodging through a defense individually.</p> <p>At other times, players work together to employ game strategies and tactics to beat the defense. These are often game-specific and include: drawing and passing, passing over a defender or through the defense line, using a screen to block a defender, running at different angles, and so on.</p> <p>The defenders use one-on-one defense, half-court or zone defense, front mark, or back mark, depending on the game situation.</p>
	Applying pressure	It is putting pressure on the attacking or the defensive player.	<p>Experienced players mark their opposite closely. They will know when to hold back, when to attack or when to intercept. This can be seen in a player's 'game sense', that is, how they understand the game context and mark their opponent in a game.</p> <p>When team members apply pressure together, it causes a breakdown in the other team's pattern and creates the opportunity for a turnover.</p>
	ATTACKING AND DEFENSIVE STRATEGIES ATTACKING STRATEGIES		

	<ul style="list-style-type: none"> • Maintain possession • Avoid defensive players • Create space for teammates • Create space for yourself • Attack goal <p>DEFENSIVE STRATEGIES</p> <ul style="list-style-type: none"> • Defend a goal • Defend space • Gain possession • Defensive positioning • Getting the ball/object out of the defensive area • Predicting opponent's move <p>COMMON TACTICS FOR ALL TEAMS</p> <ul style="list-style-type: none"> • To create space while invading your opponent's territory. • To contain space and contain the other team while the opposition is invading your territory. • To use a net, goal or target for positioning purposes <p>HELPFUL ATTACKING HINTS</p> <ul style="list-style-type: none"> • Possession of ball/object • Attempting to move in the direction of the goal • Moving and creating open spaces • Attacking the goal <p>HELPFUL DEFENSIVE HINTS</p> <ul style="list-style-type: none"> • Staying between the attacking player and the goal • Use hands, feet, stick or body to prevent a pass or scoring attempt • Protecting a goal • Regaining possession of an object <p>3. Lesson Activity</p> <p>Video Clip and Group Discussion: This activity will give students the opportunity to demonstrate their understanding of the strategies and tactics in invasion games. Group of students will identify the defensive and offensive plays, analyze game play situations, describe rationale of what to utilize one strategy over another, and devise their own strategy for a situation.</p> <p>Video Link: https://www.youtube.com/watch?v=a-r-gVo_m3w</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What are defensive strategies used in the game? When to use it? 2. What are the offensive strategies used in the game? When to use it? 3. What are other strategies that can be applied in playing the game? 4. What are your challenges or difficulties in winning the game? 	
--	--	--

D. Making Generalizations	<p>1. Learners' Takeaways</p> <ol style="list-style-type: none"> 1. What are the benefits of playing invasion games? 2. What are the values that you've got after playing the game? 3. How does playing invasion games prepare you for a successful future? <p>2. Reflection on Learning</p> <p>After learning the concepts and principles about invasion games, I understand the importance of _____ and I am interested to _____.</p>	<p>The teacher may have a "learning log" also for the students' documentation of their learnings.</p>
----------------------------------	--	---

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>DAY 4</p> <p>1. Formative Assessment</p> <p>Part I. Video Documentation on Invasion Game</p> <ol style="list-style-type: none"> The students are asked to play an invasion game with their family members to promote healthy relationships and fitness. The students are asked to make a video documentation of their invasion game played with their family. (with consent and privacy) Then, the students will identify the different skills and strategies used in playing the game. <p>Part II. Interactive Vlogging</p> <ol style="list-style-type: none"> Narrate student and family members' experiences about playing invasion games. <p>"Guidelines for Vlog"</p> <p>Objective:</p> <p>The Interactive Vlog aims to narrate student and family members' experiences about playing invasion games. It will also show students' ability to communicate the knowledge effectively through a vlog. The goal is to promote family wellness for active and healthy living.</p> <p>Output Overview:</p> <p>The student is required to create an informative and engaging Vlog focusing on their experiences about playing invasion games. The Vlog should provide insights and promote a healthy lifestyle through invasion games.</p> <p>Instructions:</p> <p>Video Content</p> <ul style="list-style-type: none"> Experiences about playing invasion games with family. 	

Content Structure

- Introduction: Provide an engaging introduction that sets the context for your vlog.
- Movements: Address various forms of physical activities, exercises, and movements that promote overall fitness and well-being using invasion games
- Conclusion: Summarize the key points and motivate viewers to adopt a balanced and healthy lifestyle through invasion games.

Clarity and Engagement: Use clear and concise language to explain concepts related to invasion games experiences. Keep your audience engaged through storytelling, short skits, examples, and visuals.

Visuals and Creativity: Incorporate visuals, graphics, and animations to enhance the viewer's understanding. Make your video visually appealing and creative.

Technical Details:

- Video Length: Your video should be between 6-10 minutes in duration.
- Original Content: Ensure that your video is entirely original, and you have the rights to use any music, images, or other materials included.
- Language: The video should be in English or provide subtitles if in another language.

Rubric:

Assessment Rubric for Vlog					
PARAMETER	Beginning 4 points	Developing 6 points	Proficient 8 points	Advanced 10 points	SCORE
Content Accuracy and Depth (30%)	Information is inaccurate and not supported by credible sources.	Information contains inaccuracies or lacks sufficient support.	Information is generally accurate and supported by credible sources.	Information is accurate, deep, and well-supported by credible sources.	
Clarity and Engagement (20%)	Presentation lacks clarity and engagement, making it difficult for the audience to understand.	Presentation is somewhat clear and engaging, with occasional issues in audience engagement.	Presentation is clear and engaging, maintaining audience interest.	Presentation is extremely clear, engaging, and keeps the audience highly involved.	
Creativity and Visual Appeal (20%)	Limited use of visuals and creativity, hindering content understanding.	Satisfactory use of visuals and creativity but with limited impact on	Effective use of visuals and creativity that enhance content understanding.	Exceptional use of visuals, graphics, and creativity that greatly enhance	

	<table><tr><td></td><td></td><td>content understanding.</td><td></td><td>content understanding.</td><td></td></tr><tr><td>Relevance in promoting family wellness for active and healthy living. (30%)</td><td>Focuses primarily on one aspect (wellness for active and healthy living) with minimal attention to the other.</td><td>Addresses all experiences in promoting wellness and healthy living through invasion games but not fully integrated or lacks depth.</td><td>Integrates family wellness for active and healthy living through invasion games but may lack depth or cohesiveness.</td><td>Fully integrates family wellness for active and healthy living through invasion games.</td><td></td></tr></table>			content understanding.		content understanding.		Relevance in promoting family wellness for active and healthy living. (30%)	Focuses primarily on one aspect (wellness for active and healthy living) with minimal attention to the other.	Addresses all experiences in promoting wellness and healthy living through invasion games but not fully integrated or lacks depth.	Integrates family wellness for active and healthy living through invasion games but may lack depth or cohesiveness.	Fully integrates family wellness for active and healthy living through invasion games.		
		content understanding.		content understanding.										
Relevance in promoting family wellness for active and healthy living. (30%)	Focuses primarily on one aspect (wellness for active and healthy living) with minimal attention to the other.	Addresses all experiences in promoting wellness and healthy living through invasion games but not fully integrated or lacks depth.	Integrates family wellness for active and healthy living through invasion games but may lack depth or cohesiveness.	Fully integrates family wellness for active and healthy living through invasion games.										
B. 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. Teachers may also suggest ways to improve the Teachers may also suggest ways to improve the different activities explored.										
	<i>strategies explored</i>													
	<i>materials used</i>													
	<i>learner engagement/ interaction</i>													
	<i>others</i>													
C. Teacher's Reflection	Reflection guide or prompt can be on: <ul style="list-style-type: none"><u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?<u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?<u>ways forward</u> What could I have done differently? What can I explore in the next lesson?			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.										