

7

Lesson Exemplar for PE and Health

Quarter 2

Lesson

4

Lesson Exemplar for PE and Health Grade 7
Quarter 2: Lesson 4 (Week 7-8)
SY 2024-2025

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LESSON EXEMPLAR

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	Execute appropriate skills of sports and the required fitness concepts of chosen invasion games in responding to tactical problems
C. Content	Basketball: - Sport-specific Skills and Their Fitness Requirements
D. Integration	SDG 3 Good Health and Wellbeing and Gender and Development

II. LEARNING RESOURCES

Basketball 101: Fundamentals of Passing - USA Basketball. (2024, April 24). <https://www.usab.com/news/2014/01/basketball-101-fundamentals-of-passing>

Coaches Education Platform. (n.d.) Basic dribbling. World Association of Basketball Coaches. <https://wabc.fiba.com/manual/level-1/11-player/11-2-offensive-basketball-skills/2-6-dribbling/2-6-1-basic-dribbling/>

Coaches Education Platform. (n.d.). Basic Passing. World Association of Basketball Coaches. <https://wabc.fiba.com/manual/level-1/11-player/11-2-offensive-basketball-skills/2-5-passing/2-5-1-basic-passing/>

Coaches Education Platform. (n.d.). Basic Shooting – Shooting off the dribble. World Association of Basketball Coaches. <https://wabc.fiba.com/manual/level-1/11-player/11-2-offensive-basketball-skills/2-7-shooting/2-7-6-basic-shooting-shooting-off-the-dribble/>

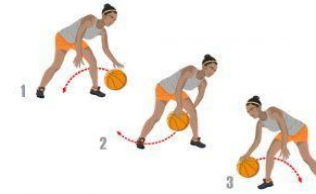
Rookie practice plans - NBA.com: Jr. NBA. (2023, April 18). NBA.com: Jr. NBA. <https://jr.nba.com/basketball-practice-plans/rookie/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>DAY 1</p> <p>1. Short Review</p> <p>“Guess the word” Instructions: The students will be presented with words that lack letters. When the student guessed the word, the teacher would ask the students what they remembered and discuss each.</p> <p>1. Dr. _a_es N_is_ith Basketball was invented by _____ in 1891 in Springfield, Massachusetts, as a way to keep his students active during the winter. It started as a simple game with a soccer ball and two peach baskets.</p> <p>2. F_e T_r_w A free throw is a type of unguarded shot awarded to a player following a foul. It is taken from the free-throw line and is worth one point. Free throws are crucial for capitalizing on fouls and making accurate shots.</p> <p>3. G_l_s _ili_in_s "Gilas Pilipinas" is the national basketball team of the Philippines. The team represents the country in international competitions like the FIBA Basketball World Cup and the Olympics.</p> <p>4. R_bo_n____ Rebounding is the action of grabbing the basketball after a missed shot. It's crucial for both offensive and defensive play, as it gives a team a second chance to score or prevents the opposing team from doing so.</p> <p>5. M_th_cal Fi_e The "Mythical Five" is an honor given to the best players in various basketball leagues in the Philippines. It recognizes the top performers in a season based on their individual and team contributions.</p>	<p>The words may be changed depending on the selected sport but make sure that the words were connected to the past week's topic.</p> <p>The description for each word can be given a clue or prompt so that the students could identify the words.</p>
	<p>B. Establishing Lesson Purpose</p> <p>1. Lesson Purpose</p> <p>The teacher will let the students watch a video that shows how popular basketball is in the Philippines.</p>	

	<p>Philippines vs China Full Basketball Game FIBA Basketball World Cup 2023: https://www.youtube.com/watch?v=w0htwbfiVj8</p> <p>Final Full Game: Philippines vs Thailand 5X5 Basketball W 2019 SEA Games: https://www.youtube.com/watch?v=NcLTAYj6moo</p> <p>The teacher may ask the following questions:</p> <ul style="list-style-type: none"> • What can you say about the video? • What can you say about the performance of the Philippine team? Are you proud of our team? • What are the common skills used in playing basketball? • Have you tried playing basketball before? <p>2. Unlocking Content Area Vocabulary</p> <p>“Charades”</p> <p>The teacher will demonstrate the different basic skills in basketball. Then, the students are asked to identify or name the skills’ demonstrated.</p> <ol style="list-style-type: none"> 1. Pass 2. Shoot 3. Lay-up 4. Block 5. Dribble 	<p>The teacher may add more skills.</p>
<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: DRIBBLING</p> <p>1. Explication</p> <p>The teacher may ask a thought-provoking questions to the students:</p> <ol style="list-style-type: none"> a. Why do you think dribbling is often described as the 'heartbeat' of basketball? b. How does dribble impact the flow and strategy of the game? <p>2. Worked Example</p>	

There are various types of dribbling:

- **Left- and Right-Hand Dribble** - Push the ball to the ground, flexing the wrist. Don't look at the ball.



<https://champschoops.com/wp-content/uploads/2023/05/Control-and-Passing-Drills-300x190.jpg>

- **Crossover Dribble** - Use this to change hands. Keep the dribble below the knee.



<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.online-basketball-drills.com%2Fspeed-dribble-drill&psig=AOvVaw2Nx8VsRaMdywplHm8CYD3S&u>

- **Speed Dribble** - Bounce the ball directly in front of your body. Pushing with the right hand, then the left hand etc. (using natural running motion).



<https://www.online-basketball-drills.com/wp-content/uploads/2019/12/in-out-with-crossover-basketball-dribbling-drill.jpg>

Guided practice: The teacher will allow the students to practice the dribbling skill for 10 minutes. The teacher must apply “on the spot checking or correction” to guide the students in mastering the skill.

Key points in dribbling:

- Spread fingers around the ball – do not have the ball touch the palm of your hand
- Push the ball with force
- Don't look at the ball – “see with your fingers”
- Move your hand on the ball. For example, to do a crossover dribble, move the hand to the side of the ball.

Let the learners discover what fitness concepts that the skill required:

- **Agility:** Agility is key in dribbling to navigate through defenders. Agility drills, ladder drills, and cone drills can help learners become more agile.

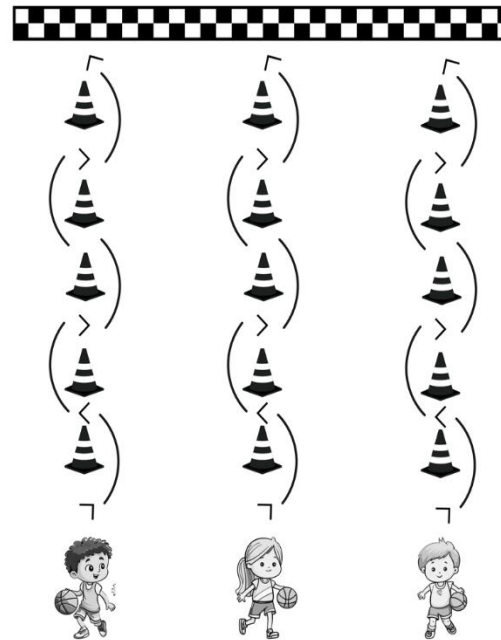
- **Hand-Eye Coordination:** Dribbling requires precise control over the ball while also observing the court. Dribbling drills that focus on hand-eye coordination can be beneficial.

3. Lesson Activity

“Ball Relay using Dribbling Skill in Basketball”

Mechanics of the game:

- The teacher will divide the class into 3-4 groups (equal number of members) for the ball relay using dribbling skill in basketball.
- The teacher may select any types of relays (forwards, forwards and backwards) without the ball (running, jumping), or dribbling, with one ball each or one ball per team.
- When the signal is given by the teacher, the first person or student in line will start dribbling the ball and follow the designated path as instructed by the teacher. Make sure that every member of the group clearly understands the mechanics of the activity before you start with the game.
- When the first student returns to the starting line, the next student will receive the ball and take his/her turn and so on and so forth until everyone in the group is able to relay the ball.



- When a player losses control of the ball. Instruct them to retrieve the ball, go back to the spot of the playing area where he/she stopped then proceed with the game.
- The team who finished the relay first will be declared as the winner of the game.

DAY 2

SUB-TOPIC 2: PASSING

1. Explication

The teacher may ask this question and let the students explain their answer:

- Have you ever wondered how passing the ball effectively can make a huge difference in a game and help your team score more goals or points?

2. Worked Example

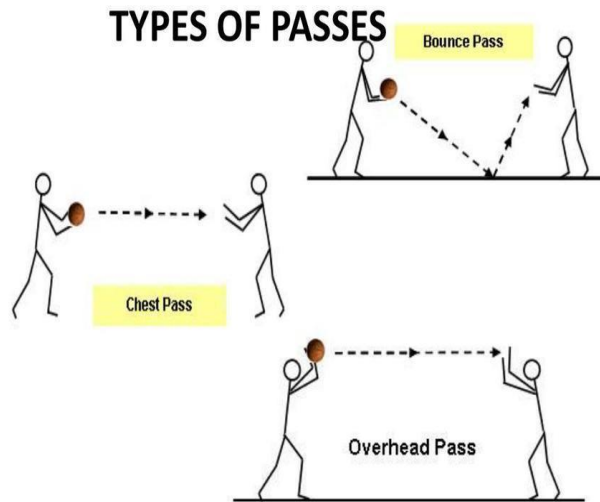
There are essentially two types of passes:

- **Air Pass** - The pass travels between a person without hitting the floor.
- **Bounce Passes** - A bounce pass is simply one that hits the ground on the way to the receiver.

Basic Variations:

- **Chest Pass** - A chest pass is like throwing a ball directly from your chest to a teammate's chest. It's a strong and accurate way to pass the ball quickly. To do it, hold the ball close to your chest and push it forward using both hands.
- **Bounce Pass** - A bounce pass is when you make the ball bounce on the ground before your teammate catches it. It's helpful for passing the ball around defenders or delivering it to someone far away. To do a bounce pass, aim for the floor, let the ball bounce once, and make sure it reaches your teammate's waist level.
- **Overhead Pass** - An overhead pass is a bit like tossing the ball over your head to a teammate. It's useful for sending the ball to someone far away

or making a high pass over defenders. Hold the ball with both hands, extend your arms over your head, and release it with a little arc to reach your teammate.



<https://www.slideserve.com/tatum/basketball>

Guided practice: The teacher will allow the students to practice the passing skill for 10 minutes. The teacher must apply “on the spot checking or correction” to guide the students in mastering the skill.

Key points in passing:

- While passing, take a step forward to add power to your pass.
- When facing defensive pressure, pivot and transfer the ball while keeping your knees bent. This will help you avoid challenges.
- Make sure to work on your passing skills both while stationary and while in motion during your practice sessions.

Let the learners discover what fitness concepts that the skill required by asking the question:

- What are the possible fitness components being activated in passing the ball in basketball?

1. **Coordination** - Passing involves hand-eye coordination and the ability to time the pass accurately to a moving teammate. This requires good hand-eye coordination and precise timing.

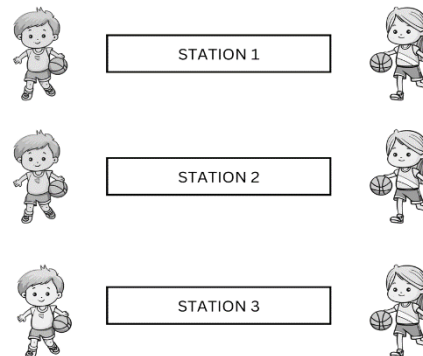
2. **Reaction Time** - Quick decision-making and reaction time are crucial for assessing the situation, identifying the best passing option, and executing the pass before defenders can react.

3. **Speed** - Quick passing can catch opponents off guard and create scoring opportunities. Speed, especially in the legs and hands, is important for fast, efficient passing.

3. Lesson Activity

Passing Station:

- Set up a course with cones or markers. The course can be indoors or outdoors, depending on the space available. Consider the safety of the players when preparing the playing area.
- Create several stations with cones to designate specific spots for passes.
- Divide the class into a team or group of 6 members (3 pairs). Each team should have its own basketball. The composition may vary depending on the number of students in class.
- Assign different passing types to each station. For instance, you can have stations for chest pass, bounce pass, and overhead pass. You can also add a station for long-distance passes for more advanced learners.
- Each team stays at the designated point with their basketball. Make sure that every member of the group clearly understands the mechanics of the activity before you start with the activity.
- The first pair from each team will kick off the challenge. They must perform the designated pass at their station for 10 successful consecutive times. Ensure that each pair performs the task before moving to the next station.
- This continues until all students on the team have completed each pass at each station.
- In case the pass is unsuccessful, just pick up the ball, go back to your position and start the counting again from 1.



	<p>DAY 3</p> <p>SUB-TOPIC 3: SHOOTING</p> <p>1. Explication</p> <ul style="list-style-type: none"> • Why do you think shooting is often considered the most crucial skill in basketball, and how can it influence the outcome of a game? <p>2. Worked Example</p> <p>Shooting is an aspect of the game that most players are very happy to practice. It can be practiced alone or with teammates.</p> <ul style="list-style-type: none"> • When shooting, the learner starts in a balanced stance with their ankles, knees, and hips bent. They should hold the ball in their shooting hand. If a learner is right-handed, they should hold the ball on the right side of their body and if they are left-handed, they should hold it on their left side. • Their shooting elbow should be bent under the ball and facing the basket. The learner's other hand should be lightly supporting the ball on the side. • Bend your knees for balance and strength. • Stand with your feet a bit wider than shoulder-width apart, with your shooting hand's foot slightly ahead. • Make sure your feet, knees, hips, shoulders, and head all face the basket. • Keep your shooting hand's elbow under the ball and support it with your other hand on the side. • Hold the ball on your shooting hand's fingertips with a small gap between your palm and the ball. • Extend your legs and shooting hand in one smooth motion. • Fully extend your hand and elbow up high, releasing the ball mainly from your index and middle fingers. • Create backspin by flipping your wrist forward, allowing the ball to land softly on the rim. 	<p>The teacher may ask this question and let the learner discuss his/her answer:</p> <p>The teacher may demonstrate each skill while discussing its mechanics and description.</p>
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- Remove your opposite hand just before releasing the ball.
- Land on both feet where you jumped from, maintaining balance, and hold your follow-through until you see if the shot goes in.

Key points in shooting:

- Balance;
- High arc on the shot
- high release point;
- backward rotation (backspin) on the ball
- Power comes from the legs (pushing up)

Guided practice: The teacher will allow the students to practice the shooting skill for 10 minutes. The teacher must apply “on the spot checking or correction” to guide the students in mastering the skill.

Let the learners discover what fitness components that the skill required:

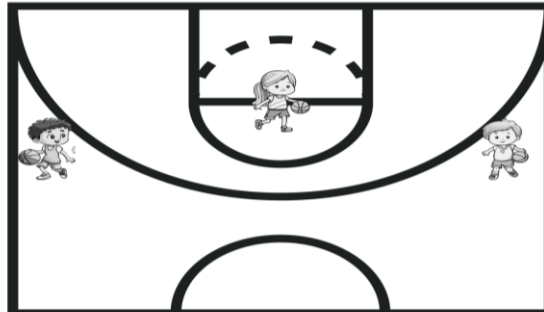
- **Leg Strength:** Strong legs are essential for power and stability when shooting. Leg exercises like squats and lunges can help improve lower body strength.
- **Hand-Eye Coordination:** Shooting a basketball involves precise hand-eye coordination. Exercises like dribbling, passing, and catching can help develop this coordination.
- **Balance and Stability:** Shooting accuracy relies on good balance and stability. Core exercises like planks, balance drills, and stability exercises can improve a learner’s ability to stay balanced while shooting.

3. Lesson Activity

Shooting Showdown:

- The activity is set to improve the shooting accuracy and confidence in making free throws and three-point shots.
- You can create teams or have individual contests.
- For free throws, have a free-throw shooting contest with a set number of shots for each learner or team.
- For three-pointers, do the same, with a set number of attempts.

- You can set up a point system where each successful free throw or three-pointer is worth a certain number of points.



D. Making Generalizations

DAY 4

1. Learners' Takeaways

The teacher may ask the following questions:

- How does playing basketball promote physical fitness?
- How will you apply teamwork and communication in playing basketball in your learning process and class activities?
- Shooting and scoring involve setting goals and developing consistency. How can the goal-setting and practice habits you learn in basketball be applied to your personal and academic goals, such as improving your grades or developing new skills?

2. Reflection on Learning

The teacher will let the learners answer the checklist as a form of their self-evaluation.

Rate yourself on a scale of 1 to 5, with 1 being the lowest and 5 being the highest, for each skill. Be honest with your assessment. After which, write your plan on how to improve your skills

Dribbling:

- 1 - I struggle to control the ball while dribbling.

The teacher may think of other questions or present it in a creative way.

	<ul style="list-style-type: none"> ○ 2 - I can dribble but need improvement in control. ○ 3 - I can dribble reasonably well. ○ 4 - I have good dribbling skills. ○ 5 - My dribbling is excellent and precise. <p>Passing:</p> <ul style="list-style-type: none"> ○ 1 - My passes are often inaccurate and weak. ○ 2 - I can make basic passes, but they need improvement. ○ 3 - I can make accurate chest and bounce passes. ○ 4 - I have good passing skills and can execute different types of passes. ○ 5 - My passing is exceptional, and I can make advanced passes. <p>Shooting:</p> <ul style="list-style-type: none"> ○ 1 - I struggle to make shots consistently. ○ 2 - I can make some shots but need to improve my accuracy. ○ 3 - I can make basic shots with reasonable accuracy. ○ 4 - I have good shooting skills and can make shots from various positions. ○ 5 - My shooting is excellent, and I rarely miss. <p>My plan (Write the things that you need to improve):</p> <hr/> <hr/> <hr/> <hr/> <hr/>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment "Basketball Game"	The goal is for the students to play the actual sport, the teacher may modify the rules and mechanics.

	<p>Game Mechanics:</p> <p>Teams: Divide the class into teams with 5 – 10 members.</p> <p>Court Setup: Use a standard basketball court with marked boundaries and a hoop at each end.</p> <p>Game Duration: Play the game in four quarters, each lasting around 5-7 minutes, depending on the available time.</p> <p>Scoring: Award 2 points for a regular field goal and 3 points for a shot made beyond the three-point line. Free throws are worth 1 point each.</p> <p>Starting Play: Begin the game with a jump ball at center court to determine which team gets the first possession.</p> <p>Rules:</p> <ul style="list-style-type: none"> • No physical contact (no pushing, shoving, or tackling). • Dribbling is allowed; players must bounce the ball while moving. • No double-dribbling (picking up the dribble and starting again). • Traveling (taking too many steps without dribbling) is not allowed. • Out-of-bounds results in a turnover. • Each team has a shot clock (e.g., 24 seconds) to attempt a shot. Failing to do so results in a turnover. • Personal fouls and team fouls are counted. After a certain number of team fouls, free throws are awarded to the opposing team. <p>Substitutions: Allow substitutions during stoppages in play. Each team can have a rotation of players.</p> <p>Timeouts: Each team can call a limited number of timeouts during the game to discuss strategy.</p> <p>Overtime: If the game is tied at the end of regulation, play one or more overtime periods until a winner is determined.</p> <p>Sportsmanship: Emphasize good sportsmanship, teamwork, and fair play. Encourage positive behavior and discourage any unsportsmanlike conduct.</p> <p>Referees: If possible, have adult referees or teachers oversee the game to ensure rules are followed and safe play is maintained.</p> <p>Winning: The team with the most points at the end of the game wins.</p>			
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

	<i>strategies explored</i>			<p>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>
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			
	<i>others</i>			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			<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>