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Lesson Exemplar for PE and Health

Quarter 3

Lesson

4

Lesson Exemplar for PE and Health Grade 7
Quarter 3: Lesson 4 (Week 7-8)
SY 2024-2025

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P.E. and Health / QUARTER 3 / GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of healthy eating, common adolescents' nutritional concerns, and dances in promoting community wellness for active and healthy living.
B. Performance Standards	The learners participate in dances in promoting community wellness for active and healthy living.
C. Learning Competencies and Objectives	<i>Learning Competency</i> 1. Practice technical and expressive skills to improve proficiency in genre and style-specific techniques in developing movement competence and physical activity participation.
D. Content	Hispanic Influence Dances of the Lowland Christians
E. Integration	Intangible Heritage: Dance is a cultural expression that reflects human creativity and that are also found, to some extent, in many other intangible cultural heritage domains.

II. LEARNING RESOURCES
Music: https://www.youtube.com/watch?v=TB9MF8qzZuU Dance: https://www.youtube.com/watch?v=aFLeRlbZ1gU

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1 1. Short Review	You may also show pictures of different folkdances and ask the students to identify and

	<p>The teacher would ask the learners what makes them dance and let them dance their best dance moves.</p> <p>The teacher will ask the student what folk dance they learned from the past grade. The teacher will let them describe their feelings when they studied and performed the dance.</p>	<p>provide short description based on their previous knowledge or experience.</p>
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>The purpose of this lesson is to introduce students to the traditional Filipino folk dance called Habanera Botolena. Students will learn about the cultural significance, history, and basic steps of the dance. By the end of the lesson, students will be able to perform the Habanera Botolena and appreciate its role in Filipino heritage. This lesson aims to enhance students' understanding of Filipino culture, improve their coordination and rhythm, and foster a sense of pride in their cultural identity.</p> <p><i>How does learning the Habanera Botolena help us understand and appreciate Filipino culture and traditions?</i></p>	
<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Origin and Cultural Context of the Dance and Genre and Style-Specific Dance Techniques</p> <p>1. Explicitation</p> <p>Filipino folk dances with Hispanic influences represent a vibrant tapestry woven from the historical interactions between the Philippines and Spain during the colonial era. This cultural fusion gave rise to a unique dance tradition that reflects the amalgamation of indigenous Philippine movements with elements of Spanish artistry.</p> <p>The introduction of Hispanic influences into Filipino culture began with the arrival of Spanish explorers in the 16th century. The Philippines, named after King Philip II of Spain, became a Spanish colony for over three centuries. This period significantly shaped various aspects of Filipino society, including language, religion, and the arts.</p>	<p>You may show folkdance videos to make the discussion more interesting.</p>

Filipino folk dances infused with Hispanic elements beautifully showcase the harmonious blend of indigenous and colonial influences. This fusion is particularly evident in the choreography, music, and costumes of these dances. The dances seamlessly integrate native movements with the grace and flair brought by the Spanish influence.

2. Worked Example

Habanera Botolena is a folk dance that originated from Cuba and is also known as Danza or Da'nza Habanera. It is a strongly flamenco-influenced dance that comes from Botolan, Zambales. It combines Filipino and Spanish techniques and is commonly performed at weddings. It includes a procession of the bride and groom's parents, the bridesmaids, and groomsmen; and a solo performed by the newlyweds. The dance is performed in pairs, but the pairs move in unison as a collective group.



The female dancers wear a Maria Clara attire while the male dancers wear a Barong Tagalog and black pants.

The Habanera Botolena is a strongly flamenco-influenced dance that comes from Botolan, Zambales. It combines Filipino and Spanish steps and is a popular dance at weddings. And in some situations, it's also considered used as a courting dance.

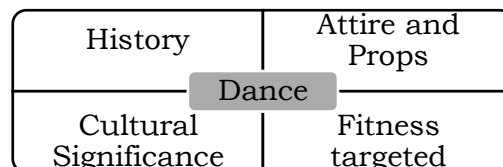
DAY 2

3. Lesson Activity

Directions: Discuss details of the following essential components in understanding folkdance:

The teacher may select another dance if it follows the topic. A localized Hispanic dance is highly suggested.

See worksheet for the activity which students will accomplish.



SUB-TOPIC 2: Common Dance Terms and Steps Values Inherent in the Dance

1. Explicitation

The teacher will lead dance warm up that involves the following basic dance steps of the folk dance:

- Waltz
- Watts moving forward and backward
- Waltz with a turn
- Hop
- Glides
- Slides

Special emphasis must be given in identifying the positive impact of dancing in attaining and maintaining good physical fitness. Through the graceful movements of the dance, the learners will be able to develop coordination, balance, and endurance while improving their grace and posture.

2. Worked Example

The basic folk step in Habanera Botolena is the Habanera step, which has the pattern of step, close, step. Common movements include quick-paced footwork, hops, glides, and slides. Dancers typically keep their arms extended while maintaining delicate postures with their hands, which is intended to symbolize love and happiness toward their partner. Learners perform most of the dance in an upright posture and maintain consistent eye contact.

DAY 3

3. Lesson Activity

Music: <https://www.youtube.com/watch?v=TB9MF8qzZuU>

Dance: <https://www.youtube.com/watch?v=aFLeRIbZ1gU>

	<p>The teacher may use the video to teach the dance. Use a part-whole method to effectively teach the folk dance.</p> <p>The student will have to perform the dance after providing ample time to practice.</p>	
D. Making Generalizations	<p>1. Learners' Takeaways</p> <p>The teacher will ask the students to complete the sentences:</p> <ul style="list-style-type: none"> • Learning a folk dance goes beyond mastering _____; it's about embracing cultural traditions and connecting with the community through expressive movement. • Folk dance is a celebration of heritage, fostering a sense of belonging and joy in shared _____, not just focusing on the technical aspects of the steps. • In folk dance, participants appreciate the rhythmic expressions of a specific region, creating a connection to the _____ and the unique cultural identity embedded in the dance. <p>2. Reflection on Learning</p> <p>The teacher will ask the students:</p> <ul style="list-style-type: none"> • What is the importance of learning the folk dance? How would you use it in your daily life? • Is folk dance a good source of exercise? What health benefits can you achieve? 	

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>Dance Performance:</p> <p>The learners would have to perform the full dance using the music and an improvised attire.</p>	<p>Divide the class into manageable number of groups for their presentation.</p>

This rubric will guide the students on what to focus on during practice and performance:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)
Understanding of Steps	You perform all steps correctly and with precision.	You perform most steps correctly with few errors.	You perform steps with some errors.	You have many errors in performing steps.
Coordination and Rhythm	You move gracefully and in sync with the music.	You generally move in sync with the music.	You are sometimes in sync with the music.	You are rarely in sync with the music.
Engagement and Effort	You are highly engaged, showing enthusiasm and effort.	You are engaged, showing good effort.	You are somewhat engaged, showing moderate effort.	You have limited engagement, showing minimal effort.
Teamwork and Cooperation	You work very well with others and are supportive.	You work well with others and are mostly cooperative.	You work with others with some cooperation.	You have limited cooperation with others.
Creativity and Expression	You show excellent creativity and expression.	You show good creativity and expression.	You show some creativity and expression.	You show limited creativity and expression.

B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<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/ lesson exemplar.</p>
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <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? 			<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>