

# Lesson Exemplar for PE and Health

Quarter 1

Lesson

**5**

**Lesson Exemplar for PE and Health 8**  
**Quarter 1: Lesson 5 (Weeks 5-6)**  
**SY 2025-2026**

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**PE AND HEALTH/QUARTER 1/ GRADE 8**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<b>A. Content Standards</b>	The learners demonstrate understanding of healthy and positive sexuality, prevention of sexually transmitted infections, and striking/fielding games in promoting personal wellness for active and healthy living.
<b>B. Performance Standards</b>	The learners participate in striking/fielding 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 by applying principles and concepts of striking/fielding games to solve tactical problems for active living.</p> <p><b><i>Learning Objectives</i></b>            1. Students will be able to demonstrate effective positioning strategies in striking/fielding games to enhance their team's performance and solve tactical problems.            2. Students will be able to apply principles of scoring and preventing scoring in various game scenarios, showcasing their ability to transition between offensive and defensive roles seamlessly.            3. Students will be able to effectively communicate and collaborate with teammates, utilizing their understanding of relationships with people and objects to execute game strategies and achieve common goals.</p>
<b>D. Content</b>	<p><b>Physical Activity Participation: Striking/Fielding Games</b></p> <p>Focus Game Skills:            Game Concepts (Positioning, Relationship with People, Relationship with Objects)            Games Principles (Scoring, Prevent Scoring, Restart, Play, and Transition)</p>
<b>E. Integration</b>	<p>Understanding ball force, and energy transfer during striking and fielding games.            Energy Transfer: The Key to Ball Impact. (n.d.). Retrieved from <a href="https://ballscience.net/energy-transfer-the-key-to-ball-impact/?fbclid=IwAR3wDfBKhtKAOvyquUBEOXSNjBxrMMZC-Hjq22Ouog10o4gJBRg2VAjKDU0">https://ballscience.net/energy-transfer-the-key-to-ball-impact/?fbclid=IwAR3wDfBKhtKAOvyquUBEOXSNjBxrMMZC-Hjq22Ouog10o4gJBRg2VAjKDU0</a></p>

## II. LEARNING RESOURCES

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- wikiHow. (2022, January 21). *How to play softball*. YouTube. <https://www.youtube.com/watch?v=jzATZiXsjHc>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<b>(Week 5 Day 1)</b> <b>1. Short Review</b> <b>Activity 1. Guess the Word</b> <ul style="list-style-type: none"> <li>• The teacher will show a picture of striking/fielding games every round.</li> <li>• After a set time, the students are tasked to guess the name of the game.</li> </ul>	<p>The teacher may provide jumbled letters for a faster guessing.</p> <p>Image sources:</p>

	<ul style="list-style-type: none"> <li>The student who correctly guessed the name of the game may receive a prize.</li> <li>The teacher facilitates a review of what the students know about the game.</li> </ul> <p><b>2. Feedback (Optional)</b></p>	<p>Round 1. Shatong - <a href="https://ph-static.z-dn.net/files/d52/1ea54510d3f9a274c27a08f25bc48c77.jpg">https://ph-static.z-dn.net/files/d52/1ea54510d3f9a274c27a08f25bc48c77.jpg</a></p> <p>Round 2. Pukpok Palayok - <a href="https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTOtJ8V9kbFJj_70W1xx_5Xo9NjqZad4U9eqg&amp;s">https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTOtJ8V9kbFJj_70W1xx_5Xo9NjqZad4U9eqg&amp;s</a></p>
<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b></p> <ul style="list-style-type: none"> <li>The teacher will play a video of great plays of softball or baseball in the Philippines.</li> <li>The teacher may ask what makes great plays such as featured in the video.</li> </ul> <p><b>2. Unlocking Content Vocabulary</b></p> <ol style="list-style-type: none"> <li><b>Inning</b> - A segment of the game consisting of two halves, where each team gets a turn to bat and a turn to field. A standard softball game has seven innings.</li> <li><b>Strike Zone</b> - The area over home plate between the batter's knees and shoulders where a pitch must pass to be called a strike if the batter does not swing.</li> <li><b>Bunt</b> - A batting technique where the batter lightly taps the ball into play without swinging the bat fully, often to advance a runner.</li> <li><b>Double Play</b> - A defensive play in which two offensive players are put out because of continuous action.</li> <li><b>Steal</b> - When a base runner advances to the next base while the pitcher is delivering the ball to home plate.</li> </ol>	<p>Sample video link:  <a href="https://www.youtube.com/watch?v=xRTsPiMptQ4">https://www.youtube.com/watch?v=xRTsPiMptQ4</a></p>

**C. Developing and Deepening Understanding**

**SUB-TOPIC 1: Positioning, Relationship with People, Relationship with Objects**

**1. Explicitation**

**Activity 2. Double Matching Type**

- Using Learning Activity Sheet 1, the teacher will ask the students to (a) match the image of the equipment with its description, and (b) match the role with its description.
- Remind the students that these are just some of equipment used, and that there are other accessories that can be worn depending on the role of the player.
- **History:** The name “softball” dates to 1926. The name was coined by Walter Hakanson of the YMCA at a meeting of the National Recreation Congress. Other name for softball are “indoor baseball,” “kitten ball,” “diamond ball,” “mush ball,” and “pumpkin ball.” The name softball had spread across the United States by 1930, similar sports with different rules and name were being played all over the United States and Canada. The formation of the Joint Rules committee on Softball in 1934 standardized the rules and naming throughout the United States. The 117th meeting of the International Olympics Committee held in Singapore in July 2005, voted to drop softball and baseball as Olympics sports for the 2012 Summer Olympics Games.

**(Week 5 Day 2)**

**2. Worked Example**

- The teacher will play a video of the basic rules of softball.
- Video link: <https://www.youtube.com/watch?v=jzATZiXsjHc>
- For each role, the teacher may ask the students what skills are needed.

Role	Description	Skills
Pitcher	Throws the ball to the batter, aiming to get strikes and prevent hits. Also fields balls hit near the pitcher’s mound.	Strong arm, accuracy, mental toughness, and quick reflexes.

1. **softball** - The ball used in the game, typically larger and softer than a baseball.

2. **glove** - Each player uses a glove to catch the ball. Gloves vary in size and design depending on the player’s position

3. **bat** - Bats can be made of aluminum, composite materials, or wood. They come in different lengths and weights to suit the player’s preference and league regulations.

4. **cleats** - Specialized shoes with cleats provide traction on the field. They can be metal, TPU, or rubber molded, depending on the league rules.

5. **helmet** - Helmets protect batters from head injuries. Many helmets also include face guards for additional protection.

6. **uniform** - Includes a jersey, pants, and often a cap or visor. The uniform is designed for comfort and durability.

	Catcher	Catches pitches, prevents stolen bases, and fields bunts. Communicates with the pitcher to call pitches.	Strong arm, quick reflexes, good communication, and ability to handle physical contact.
	First Baseman	Fields balls hit near first base, catches throws from other infielders to get outs at first base.	Good catching ability, quick reflexes, and strong defensive skills.
	Second Baseman	Fields balls hit between first and second base, covers second base on steal attempts, and turns double plays.	Quick reflexes, agility, and good throwing accuracy.
	Shortstop	Fields balls hit between second and third base, covers second base on steal attempts, and turns double plays.	Strong arm, quick reflexes, agility, and good defensive instincts.
	Third Baseman	Fields balls hit near third base, covers third base on steal attempts, and makes long throws to first base.	Strong arm, quick reflexes, and good defensive skills.
	Left Fielder	Fields balls hit to the left side of the outfield, backs up third base, and makes throws to the infield.	Speed, strong arm, and good catching ability.
	Center Fielder	Covers the most ground in the outfield, fields balls hit to center field, and backs up other outfielders.	Speed, strong arm, and excellent catching ability.
	Right Fielder	Fields balls hit to the right side of the outfield, backs up first base, and makes long throws to third base.	Strong arm, speed, and good catching ability.
	Batter/ Baserunner	Hits the ball pitched by the pitcher, aiming to get on base or drive in runs. / Runs the bases after hitting the ball or getting on base through a walk or hit-by-pitch.	Good hand-eye coordination, batting technique, and strategic thinking. / Speed, awareness, and good decision-making.
<b>3. Lesson Activity</b> <b>Activity 3. Player Positions</b> <ul style="list-style-type: none"> <li>Using Learning Activity Sheet 2, ask the students to write the name and mark the approximate location coordinates of each of the ten player positions.</li> <li>After the activity, the teacher may ask the class to imitate the correct positioning in a field.</li> </ul>			

**(Week 6 Day 1)**

**SUB-TOPIC 2: Scoring, Prevent Scoring, Restart, Play, and Transition**

**1. Explicitation**

- The teacher will play a video of the scoring rules of softball.
- Video link: <https://www.youtube.com/watch?v=YLU6W6AYQto&t=46s>
- The teacher may ask some questions for comprehension.

**2. Worked Example**

- In softball, the basic scoring rules are straightforward and essential for understanding how the game is played. Here are the key points:

1. Scoring Runs

- A run is scored when a player successfully advances around all four bases (first, second, third, and home plate) and touches home plate.
- Players can advance bases by hitting the ball, being walked (receiving four balls), or as a result of an error by the opposing team.

2. Home Runs

- If a batter hits the ball over the outfield fence in fair territory, it is considered a home run. The batter and any runners on base can round all the bases and score runs.

3. Innings

- A standard softball game consists of seven innings. Each inning is divided into two halves: the top (where the visiting team bats) and the bottom (where the home team bats).
- The team with the most runs at the end of the seven innings wins the game. If the game is tied after seven innings, extra innings are played until a winner is determined.

4. Outs:

- Each team gets three outs per half-inning. An out can occur in several ways, such as a strikeout, a flyout (catching a hit ball before it touches the ground), or a tag out (tagging a runner with the ball while they are not on a base).



5. Walks and Hits:

- A batter can reach first base by being walked (receiving four balls) or by hitting the ball and safely reaching a base without being put out.

6. Errors:

- Defensive errors can allow batters or runners to advance additional bases. Errors occur when a fielder misplay a ball, allowing a runner to reach a base they otherwise would not have.

**3. Lesson Activity**

**Activity 4. Situational Scrimmage**

- Objective: To practice and apply scoring strategies in various game situations.
- Materials Needed: softball equipment (bats, balls, gloves, bases), cones or markers to set up bases, scorecards or a whiteboard to keep track of runs and outs
- Setup:
  1. Split the students into two teams. Assign positions to each player.
  2. Briefly go over the rules of softball, focusing on scoring and base running.
  3. Prepare a list of different game scenarios. For example:
    - a. Bases loaded with two outs.
    - b. Runner on second base with one out.
    - c. No runners on base with no outs.
- Procedure:
  1. Present a scenario to the teams. For example, "There are runners on first and third with one out."
  2. Have the teams play out the scenario. The defensive team tries to prevent scoring, while the offensive team tries to score runs.
  3. After each scenario, rotate the teams so that everyone gets a chance to play both offense and defense.
  4. After each scenario, discuss what strategies worked and what could be improved. Encourage students to share their thoughts and ask questions.
- Discussion points:
  1. Emphasize the importance of smart base running and knowing when to take risks.

	<p>2. Discuss different hitting techniques and when to use them (e.g., bunting to advance runners).</p> <p>3. Highlight the importance of positioning and communication in preventing runs.</p>	
<b>D. Making Generalizations</b>	<p><b>(Week 6 Day 2)</b></p> <p><b>1. Learners' Takeaways:</b></p> <p><b>Activity 5. Player Positions</b></p> <ul style="list-style-type: none"> <li>Using Learning Activity Sheet 3, ask the students to draw themselves in a role they have chosen.</li> <li>Ensure that the drawing includes proper attire or pose.</li> </ul> <p><b>2. Reflection on Learning</b></p> <p><b>Activity 6: Journal Writing</b></p> <ul style="list-style-type: none"> <li>The teacher will ask the students to reflect on their learning using the following prompts: <ul style="list-style-type: none"> <li>a. How did I learn the concepts that I now know?</li> <li>b. What should I do to learn the concepts I am having trouble learning?</li> <li>c. If I am going to be a professional player, what is the perfect role for me, and what should I do to be good at it?</li> </ul> </li> </ul>	<p>For this part, the teacher may allow the students to present their work and discuss.</p> <p>The teacher should allow the learners to document their ways on how they think about their learning (metacognition).</p>

<b>IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</b>		<b>NOTES TO TEACHERS</b>
<b>A. Evaluating Learning</b>	<p><b>1. Formative Assessment</b></p> <p><b>Activity 7. Short Quiz</b></p> <ul style="list-style-type: none"> <li>Ask the students to choose the letter of the correct answer.</li> </ul> <p>1. Who are the key players in baseball/softball who stay at the center of the playing field?  A. batter    C. pitcher  B. catcher   D. thrower</p> <p>2. When the batter swings and misses pitched ball, it is called?  A. foul        C. legal  B. illegal     D. strike</p>	<p>Answer Key:</p> <p>1. A  2. D  3. D  4. B  5. B  6. C  7. D  8. B  9. D  10. D</p>

	<p>3. How many innings are there in baseball/softball game?  A. five      C. nine  B. four      D. seven</p> <p>4. What defensive skill used to receive a thrown ball and hold a base runner or batter to prevent the opponent from earning a point or a run?  A. batting      C. pitching  B. catching      D. throwing</p> <p>5. Which of the following is the fundamental skill in playing baseball/softball?  A. blocking      C. serving  B. catching      D. shooting</p> <p>6. Who will throw the ball in which the other player on the offensive team tries to hit with a bat?  A. catcher      C. pitcher  B. hitter      D. runner</p> <p>7. How many players are there in baseball/softball game?  A. 6 players      C. 8 players  B. 7 players      D. 9 players</p> <p>8. What is a basic skill in baseball/softball which is related to throwing?  A. catching      C. hitting  B. gripping      D. running</p> <p>9. What do you call the referee in baseball/softball game?  A. coach      C. timekeeper  B. tournament manager      D. umpire</p> <p>10. Which of the following is the element of throwing?  A. catching      C. shooting  B. hitting      D. wind-up</p> <p><b>2. Homework (Optional)</b></p>	
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<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/ lesson exemplar.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></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> What could I have done differently? What can I explore in the next lesson?</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>