

Lesson Exemplar for PE and Health

Quarter 1

Lesson

6

Lesson Exemplar for PE and Health 8
Quarter 1: Lesson 6 Weeks 7-8
SY 2025-2026

This material is intended exclusively for the use of teachers participating in the pilot implementation of the MATATAG K to 10 Curriculum during the School Year 2025-2026. 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:	PNU Development Team
Validator:	PNU Development Team
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.

LESSON EXEMPLAR TEMPLATE

LEARNING AREA/QUARTER/ GRADE LEVEL

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	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. Performance Standards	The learners participate in striking/fielding games in promoting personal wellness for active and healthy living.
C. Learning Competencies and Objectives	<p><i>Learning Competency</i></p> <p>1. <i>execute appropriate skills of sports and the required fitness abilities of chosen striking/fielding games in responding to tactical problems.</i></p>
D. Content	<ul style="list-style-type: none"> Physical Activity Participation: Striking/Fielding Games Skills: Sport-specific Skills and Their Fitness Requirements
E. Integration	<p>Understanding ball force, and energy transfer during striking and fielding games.</p> <p>Energy Transfer: The Key to Ball Impact. (n.d.). Retrieved from https://ballscience.net/energy-transfer-the-key-to-ball-impact/?fbclid=IwAR3wDfBKhtKAovyquUBEOXSNjBxrMMZC-Hjq22Ouog10o4gJBRg2VAjKDU0</p>

II. LEARNING RESOURCES
<ul style="list-style-type: none"> League, L. (n.d.). The Basics: Fundamental Baseball and Softball Skill Development Series. Little League. https://www.littleleague.org/university/articles/the-basics-fundamental-baseball-and-softball-skill-development-series/ Dominique. (2022, November 14). 83 Softball Terms to Know: Learn the slang (Large LIST). Busy Playing Softball! https://busyplayingsoftball.com/softball-terms/ DEPED Sports Manual for Softball and Baseball

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>1. Short Review Activity 1: CATH OR THROW DIRECTION: Divide the class into small groups. Distribute markers and assign each group a different color.</p> <p>Write the statement about game principles on the whiteboard or flipchart. Each group must decide whether the statement is true (Catch) or false (Throw) regarding the specified principle. Give the groups a few minutes to discuss and come to a consensus. After discussion, groups will write their answer (Catch or Throw) next to the statement on the board using their assigned color.</p> <p><i>STATEMENTS:</i></p> <ol style="list-style-type: none"> 1. "In softball/baseball, players use a bat to hit the ball." 2. "The pitcher throws the ball to the batter from the mound." 3. "To score a run, a player must touch all four bases and reach home plate." 4. "Softball/baseball games are played in periods, with each team having a turn to bat and field." 5. "To score a run, a player must touch three bases and reach home plate." 6. "Baserunners can advance to the next base if the batter hits the ball safely into play." 7. "A strike occurs when the batter swings and misses the ball, or when the pitch is within the strike zone and not swung at." 8. "A strike occurs when the batter swings and misses the ball, or when the pitch is within the strike zone and not swung at." 9. "A foul ball is a hit that lands outside the foul lines, usually resulting in a strike against the batter." 10. "The pitcher stands behind home plate to throw the ball to the batter."
B. Establishing Lesson Purpose	<p>1. Lesson Purpose Activity 2: "Baseball/Softball Smarts: The Big-League Quiz!" Direction: Each group will answer a question on each given category. Correct answers earn points, and the group with the most points at the end wins the game.</p>

Answer key:

1. CATCH
2. CATCH
3. CATCH
4. THROW
5. THROW
6. CATCH
7. CATCH
8. CATCH
9. CATCH
10. THROW

Feel free to adjust the difficulty level as needed based on the students' familiarity with softball/baseball principles.

Answer Key:

1. B
2. C
3. C

	<p>Categories: Batting Basics Throwing Techniques Fielding Fundamentals Base Running Essentials Game Situations & Strategy</p> <p><i>Batting Basics (1 point):</i> Question: What is the correct grip on the bat for a softball/baseball swing? a) Hands apart, fingers spread wide b) Hands together, fingers wrapped around the handle c) Holding the bat upside down d) Grip doesn't matter</p> <p><i>Throwing Techniques (2 points):</i> Question: What is the proper footwork when throwing a softball/baseball? a) Standing still b) Jumping c) Step with opposite foot, pivot, and throw d) Running forward</p> <p><i>Fielding Fundamentals (3 points):</i> Question: What is the correct technique for fielding ground balls in softball/baseball? a) Stand tall and wait for the ball to come to you b) Keep glove up high and watch the ball into the glove c) Keep glove down low, get in front of the ball, and use two hands to field d) Jump and catch the ball with one hand</p> <p><i>Base Running Essentials (4 points):</i> a) Before the pitch is thrown b) After the pitch is thrown c) Only when the coach says so d) Never</p> <p><i>Game Situations & Strategy (5 points):</i> Question: With a runner on third base and less than two outs, what is the primary objective for the batter in softball/baseball? a) Hit a home run</p>	<p>4. B 5. D</p> <p>Feel free to adjust the difficulty level or add more categories and questions to suit your preferences and the knowledge level of your students.</p>
--	--	---

	<p>b) Hit a ground ball to the shortstop c) Hit a fly ball to the outfield d) Hit a sacrifice fly or ground ball to score the runner</p> <p>2. Unlocking Content Vocabulary Athletic stance – The ready position players take on offense or defense. Base – One of four markers on the diamond that runners touch to score a run. First, second, third, and home plate. Batter – The player ready to hit at home plate. Batter's Box – The area around home plate where batters stand. Catcher – The player behind home plate who catches pitches. Extra innings – When the game continues after the regular number of innings. Fair ball – A hit that land in the playing field.</p> <p>Fielder's choice – When a batter reaches base, but another player is thrown out. First base – The initial base runners aim for after hitting the ball. Hit – When a batter safely reaches base after hitting the ball. Home plate – Where the batter stands and the last base to score a run. Home run – When a batter hits the ball and runs all four bases to score. Infielder – A player in the inner area of the diamond. Pitcher – The player who throws pitches to the batter. Stance – The way the batter positions themselves at the plate. Strike – A pitch in the strike zone or swung at by the batter. Fouls also count as strikes.</p>	
C. Developing and Deepening Understanding	<p>SUB-TOPIC 1: Sport-specific Skills in Softball/Baseball and Their Fitness Requirements 1. Explicitation</p> <p>Softball and baseball are dynamic sports that require a combination of physical abilities, strategic thinking, and teamwork. Whether you're a beginner or a seasoned player, mastering the fundamental skills is crucial for success on the field. Let's explore some of the key skills essential to excel in softball/baseball:</p>	

	<p>HITTING: Fitness Components: Speed, coordination, power and balance.</p> <ol style="list-style-type: none"> 1. Players will initially grasp the bat, with the positioning dependent on whether they are left- or right-handed. For left-handed players, their left hand will be positioned on top, while for right-handed players, it's the right hand on top. 2. Following this, players will enter the batter's box corresponding to their swing direction. Left-handed batters will step into the batter's box on the right side of home plate, whereas right-handed batters will step in on the left side. 3. To prepare for a pitch, players adopt a stance with their feet shoulder-width apart, toes aimed at home plate. 4. With their focus on the incoming ball, players execute their swing. <p>Video Tutorial: https://www.youtube.com/watch?v=29z_cWce1Lw&list=PL2DvHoBSwDRXLb7WaXixuZxUFBY7Kxn5E&index=3</p> <p>CATCHING: Fitness Components: Speed, coordination, agility, and reaction time</p> <ol style="list-style-type: none"> 1. To start, players will put their gloves. Typically, this involves their non-throwing hand, usually their non-dominant one. 2. Players will then raise both hands straight up, with thumbs pointing towards each other, forming two-handed targets. Following this, players will extend their arms outward, slightly bending the elbows, presenting the two-handed targets to signal readiness to their partner or teammate. 3. It's important for players to keep their eyes on the ball as it approaches, tracking it with their gloves and free hand. 4. Once the ball is felt within the glove, players should ensure its security by covering it with their other hand. <p>Video Tutorial: https://www.youtube.com/watch?v=j9AXCjF3CTA&list=PL2DvHoBSwDRXLb7WaXixuZxUFBY7Kxn5E&index=5</p> <p>THROWING: Fitness Components: Speed, coordination, agility, and reaction time</p>	<p>The teacher may demonstrate various basic softball/baseball skills during the activity. Additionally, video tutorials may be utilized to provide clear visual instructions on proper skill execution. If available, the teacher may also seek assistance from the school's softball/baseball team to further enhance the learning experience.</p>
--	--	--

1. Initially, players will put their gloves, with their non-throwing hand taking the lead.
2. They will then hold the ball in their throwing hand, typically their dominant hand, and insert that hand, with the ball, into the glove to keep both hands together.
3. Players will orient themselves so that their glove-side shoulder faces the partner or target.
4. Employing an overhead motion, they will extract the ball from the glove, ensuring fingers are atop the ball and the thumb underneath.
5. From this stance, players will advance with their glove-side foot and execute the throw, releasing the ball just beyond their face as they follow through.

Video Tutorial:

<https://www.youtube.com/watch?v=V73bznBe0ek&list=PL2DvHoBSwDRXLb7WaXixuZxUFBY7Kxn5E&index=2>

FIELDING A GROUND BALL:

Fitness Components: Speed, coordination, agility, and reaction time

1. To start, players will put their gloves, typically on their non-throwing hand, which is usually their non-dominant hand.
2. When fielding a ground ball, players should begin by bending their knees and lowering their torsos. They can envision themselves sitting in an imaginary chair and then rising from it.
3. From this crouched position, players will extend their arms forward, keeping the glove low to the ground. This stance is known as the ready position.
4. As the ball approaches, players will use their throwing hand positioned above the glove to create "alligator hands," ensuring the ball's securement within the glove.

Video Tutorial:

<https://www.youtube.com/watch?v=EGMSjpFMMkQ&list=PL2DvHoBSwDRXLb7WaXixuZxUFBY7Kxn5E&index=4>

BASE RUNNING:

Fitness Components: Speed, coordination, agility, and reaction time

	<ol style="list-style-type: none"> 1. The initial aspect players need to understand is the sequence in which to navigate the bases: first base, second base, third base, and home plate. These bases must be traversed in that specific order around the infield. 2. Players must ensure to physically touch each base as they proceed past them. Overrunning is permissible only at first base and home plate; second and third bases cannot be overrun. 3. Once the batter's bat connects with the ball, they immediately commence running towards first base. 4. The batter remains on first base unless instructed by their coach to continue running the bases or if the umpire rules it a foul ball. 5. Upon a player reaching home plate after successfully touching all preceding bases, their team earns one run. <p>Video Tutorial: https://www.youtube.com/watch?v=CSUQzUZrgvA&list=PL2DvHoBSwDRXLb7WaXixuZxUFBY7Kxn5E&index=6</p> <p>2. Worked Example Activity 3: Skill Mastery Stations</p> <p><i>Materials Needed:</i> Baseball/softball, Bats, Gloves, Cones or markers, Batting tee (optional) Pitching machine (optional), Stopwatch or timer</p> <p><i>Instructions:</i></p> <p><i>Setup:</i> Set up multiple stations across the field, each focusing on a specific softball/baseball skill (throwing, catching, fielding, batting, base running). Place cones or markers to designate each station and create boundaries for activities.</p> <p><i>Station Activities:</i> Assign a different drill or activity to each station. Here are some examples: Throwing Station: Target practice with accuracy throws to designated areas. Catching Station: Catching pop flies or ground balls thrown by a coach or using a pitching machine.</p>	<p>Precautionary measures for physical activities:</p> <ol style="list-style-type: none"> 1. Before starting the activity, thoroughly inspect all sports equipment, including bats, balls, gloves, bases, etc., for any signs of damage or wear and tear. Replace or repair any damaged equipment to prevent accidents. 2. Ensure that participants wear appropriate safety gear, such as helmets, gloves, knee pads, or shin guards, depending on the nature of the activity. Make sure the gear fits properly and is worn correctly.
--	--	--

	<p>Fielding Station: Fielding ground balls and making quick, accurate throws to first base.</p> <p>Batting Station: Batting off a tee or having a coach pitch soft toss. Focus on stance, grip, and swing mechanics.</p> <p>Base Running Station: Running the bases with proper technique, including rounding bases and sliding.</p> <p><i>Rotations:</i> Divide players into small groups and rotate them through each station. Set a time limit (e.g., 5-10 minutes) at each station before rotating to the next one.</p> <p>3. Lesson Activity</p> <p><i>Activity 4: Class Softball/Baseball League Competition</i></p> <p><i>Materials Needed:</i></p> <p>Baseball/softball equipment (balls, bats, gloves) Cones or markers to designate bases Scorecards or a scoreboard Field or open space</p> <p><i>Instructions:</i></p> <p><i>Team Formation:</i> Divide the class into teams of equal size, ensuring a mix of skill levels on each team. Assign team names to add a fun element.</p> <p><i>League Format:</i> Determine the league format based on the number of teams and available time. Options include round-robin, double elimination, or single elimination tournaments.</p> <p><i>Game Rules:</i></p>	<p>3. Clear the playing area of any obstacles, debris, or hazards that could pose a risk to participants. Ensure that the playing surface is flat, dry, and free from any tripping hazards.</p> <p>4. Before starting the activity, provide clear instructions on how to properly use the equipment and perform the skill. Emphasize proper technique and form to minimize the risk of injury.</p> <p>5. Begin the session with a proper warm-up and stretching routine to prepare participants' muscles and reduce the risk of strains or injuries during the activity.</p> <p>6. Finish the session with a cool-down period. Include stretching exercises to improve flexibility and prevent injury.</p> <p>Modify the activity and equipment based on the skill level of the students. Ensure that the challenge level is appropriate to prevent frustration or injury.</p>
--	--	--

	<p>Establish simple rules for the games, such as the number of innings, outs per inning, pitching distance, and base running rules. Adapt rules based on skill level and available space.</p> <p><i>Gameplay:</i> Conduct games according to the schedule, with teams competing against each other on the designated field or playing area. Encourage fair play, good sportsmanship, and teamwork throughout the games.</p> <p><i>Scoring:</i> Keep track of scores for each game using scorecards or a scoreboard. Award points for runs scored and determine a winner for each game.</p> <p><i>Award Ceremony:</i> Host an award ceremony to recognize the achievements of teams and players. Present awards or certificates to the winning team, MVP, and other notable players.</p>	
<p>D. Making Generalizations</p>	<p>1. Learners' Takeaways: Activity 5: "Skill Check: Assessing Softball/Baseball Abilities"</p> <p>Refer to learning activity sheet no. 5 for students to accomplish.</p> <p><i>Skill Assessment Categories:</i> Provide students with a list of softball/baseball skill categories to assess themselves on. These may include throwing, catching, fielding, batting, base running, and overall game knowledge.</p> <p><i>Self-Assessment Form:</i> Distribute the self-assessment form or activity sheet to each student. Divide the form into sections for each skill category, with space for students to rate their skill level and provide comments.</p> <p><i>Rating Scale:</i> Develop a rating scale for students to use when assessing their skills. For example: 1 = Beginner (Little to no experience or proficiency) 2 = Developing (Some experience, basic proficiency)</p>	<p>Instruct students to reflect on their own abilities in each skill category and assign themselves a rating based on the provided scale. Encourage students to be honest and objective in their self-assessment, considering their strengths and areas for growth.</p>

	<p>3 = Competent (Moderate experience, solid proficiency) 4 = Advanced (Extensive experience, high proficiency)</p> <p>2. Reflection on Learning Activity 6: "Home Run Goals: Setting the Standard for Softball/Baseball Success" Distribute the learning activity sheet no. 6 to each student. The worksheet should include sections for students to write down their SMART goals for each identified area of improvement.</p> <p>Instruction: After completing the self-assessment, have students reflect on their ratings and identify specific areas where they excel and areas where they would like to improve. Ask students to set realistic and achievable goals for themselves based on their assessment. These goals should be specific, measurable, attainable, relevant, and time-bound (SMART).</p>	<p>Guide students in setting SMART goals for each area of improvement. Encourage them to make their goals specific, measurable, achievable, relevant, and time-bound.</p>
--	--	---

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>Activity 7: "Strike Out or Home Run: Softball/Baseball Basic Skills Q&A"</p> <p>The students will answer the following questions:</p> <p>1. <i>Throwing/Catching:</i></p> <ul style="list-style-type: none"> • How should you grip the ball when throwing in softball/baseball? • What is the proper stance for catching a fly ball? <p>2. <i>Batting/Hitting:</i></p> <ul style="list-style-type: none"> • What is the objective of batting in softball/baseball? • Describe the proper follow-through after making contact with the ball. 	<p>Answer key:</p> <p>1. <i>Throwing/Catching:</i></p> <ul style="list-style-type: none"> • Grip the ball with your fingers across the seams for better control. • Keep your eyes on the ball, position your body under it, and use two hands to secure the catch. <p>2. <i>Batting/Hitting:</i></p>

	<p>3. <i>Fielding:</i></p> <ul style="list-style-type: none"> • What is the ready position, and why is it important in fielding? • How should you approach a ground ball to field it effectively? <p>4. <i>Base Running:</i></p> <ul style="list-style-type: none"> • When is it appropriate to round the bases in softball/baseball? • What are some techniques for sliding into a base safely? <p>5. <i>Game Understanding:</i></p> <ul style="list-style-type: none"> • How many players are typically on a softball/baseball team? • What is the role of the pitcher in softball/baseball? 			<ul style="list-style-type: none"> • The objective of batting is to hit the ball into play and advance base runners, which allows for quick movement in any direction. • Approach the ball with short, quick steps, keeping your body low and your glove out in front to field it cleanly. <p>4. <i>Base Running:</i></p> <ul style="list-style-type: none"> • It's appropriate to round the bases when advancing from one base to the next, either to continue running or to return to a base safely. • Techniques for sliding include leading with your foot, keeping your body low to the ground, and sliding on your side or backside to avoid injury. <p>5. <i>Game Understanding:</i></p> <ul style="list-style-type: none"> • A softball/baseball team typically has nine players on the field at a time. • The pitcher's role is to throw the ball to the batter with the aim of striking them out or inducing them to hit a ball that can be fielded by the defense.
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,
	<i>strategies explored</i>			
	<i>materials used</i>			

	<i>learner engagement/ interaction</i>			learner engagement and other related stuff.
	<i>others</i>			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
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> 			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.