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Lesson Exemplar for PE and Health

Quarter 2

Lesson

4

Lesson Exemplar for Science Grade 8
Quarter 4: Weeks 5 and 6
SY 2025-2026

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MAPEH/QUARTER 2/ GRADE LEVEL 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of healthy relationships and net/wall games in promoting family wellness for active and healthy living.
B. Performance Standards	The learners participate in net/wall games in promoting family wellness for active and healthy living.
C. Learning Competencies and Objectives	Learning Competency Perform safely physical activities by applying principles and concepts of net/wall games to solve tactical problems for active living
D. Content	Physical Activity Participation: Net/Wall Games Focus Game Skills: 1. Game Concepts Positioning, Relationship with People, Relationship with Objects 2. Games Principles Scoring, Prevent Scoring, Restart, Play, and Transition
E. Integration	Global Sportsmanship: Fair play and respect for opponents transcend borders.

II. LEARNING RESOURCES
Decathlon India. (n.d.). <i>Badminton basic rules and regulations</i> . Retrieved from https://blog.decathlon.in/articles/badminton-basic-rules-and-regulations International Olympic Committee. (n.d.). <i>How to play volleyball</i> . Retrieved from https://olympics.com/en/news/how-to-play-volleyball

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>WEEK 5 Day 1</p> <p>1. Short Review</p> <p>Identification. Identify what is being asked in each item.</p> <p>_____ 1. Preventing the opponent from scoring</p> <p>_____ 2. Start the game</p> <p>_____ 3. Gaining a point</p> <p>_____ 4. Starting the game all over again</p> <p>_____ 5. Process of changing such as changing court etc</p>	<p>KEY to Short Review</p> <p>1. Prevent Scoring</p> <p>2. Play</p> <p>3. Scoring</p> <p>4. Restart</p> <p>5. Transition</p>
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <div data-bbox="860 601 1366 924" data-label="Image"> <p>Image source: https://getdrawings.com/get-drawing#line-drawing-star-4.jpg</p> </div> <p>1. Ask the students to describe the picture.</p> <p>2. In each of the pictures, let the students identify what skill should be needed in each picture.</p> <p>2. Unlocking Content Vocabulary</p> <p>Define the following terms to the students:</p> <p>1. Net/Wall Games – games in which players send an object towards a court or target area that an opponent is defending</p> <p>2. Target – opponent’s place which is your aim of attack</p> <p>3. Throwing – sending an object in the air usually with the goal to touch something</p>	

<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Badminton</p> <p>1. Explicitation Ask the class the following:</p> <ol style="list-style-type: none"> 1. What net/ wall games are familiar to you? Which is your favorite? 2. What skills are usually needed in playing these games? <p>2. Worked Example</p> <ol style="list-style-type: none"> 1. Play this video to the class: https://www.youtube.com/watch?v=9WJqVM0FEKQ 2. Badminton is a game where you have to keep the shuttle cock in touching your court. This game can be played individually or in pair. It uses a racquet, and a shuttle cock. 3. This game enhances someone's agility, running and targeting skills. 4. Safety precautions in playing Badminton: Clothing that is not too tight to avoid restricted movements <p>WEEK 5 Day 2</p> <p>3. Lesson Activity</p> <p>A. Warm-Up Exercises</p> <ul style="list-style-type: none"> • Breathing exercise • Neck bending • Shoulder rotation • Arms circling • Hip bending • Half knee bend • Foot rotation • Inhale/exhale <p>B. Activity: Badminton</p> <p>Materials needed: an open playing field with net, racquets (depends on the number of players), shuttle cock</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. A game starts with a coin toss. Whoever wins the toss gets to decide whether they would serve or receive first OR what side of the court they want to be on. The side losing the toss shall then exercise the remaining choice. 2. A serve must carry cross court (diagonally) to be valid. 	<p>Ensure that the students are wearing the correct attire before the play.</p>
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	<ol style="list-style-type: none"> 3. During the serve, a player should not touch any of the lines of the court until the server strikes the shuttlecock. During the serve the shuttlecock should always be hit from below the waist. 4. A point is added to a player's score as and when he wins a rally. 5. A player wins a rally when he strikes the shuttlecock, and it touches the floor of the opponent's side of the court or when the opponent commits a fault. The most common type of fault is when a player fails to hit the shuttlecock over the net, or it lands outside the boundary of the court. 6. Each side can strike the shuttlecock only once before it passes over the net. Once hit, a player can't strike the shuttlecock in a new movement or shot. <p>C. Important reminders:</p> <ol style="list-style-type: none"> 1. At no time during the game should the player touch the net, with his racquet or his body. 2. The shuttlecock should not be carried on or come to rest on the racquet. 3. A player should not reach over the net to hit the shuttlecock. 4. The shuttlecock hitting the ceiling is counted as a fault. <p>D. Discuss the following:</p> <ol style="list-style-type: none"> 1. What skills are needed in playing Badminton? 2. What techniques did you use to win? <p>WEEK 6 Day 1 SUB-TOPIC 3: Volleyball</p> <ol style="list-style-type: none"> 1. Explicitation <ol style="list-style-type: none"> A. Ask the class the following: <ol style="list-style-type: none"> 1. What is the goal of the game Badminton? 2. What skills are needed in playing Badminton? B. Introduce the game volleyball. You may ask the students how it is related to the game Badminton. 2. Worked Example Discussion points: 	
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	<ol style="list-style-type: none"> 1. Play this video to the class: https://www.youtube.com/watch?v=5WSoD1deUFY 2. Volleyball is a game where you have to keep the ball from touching your court. This game can be played individually, pairs or groups. 3. Members of a group has each role to play - outside hitter, right side hitter, opposite hitter, setter, middle blocker and libero. 4. This game enhances someone's agility, running and targeting skills. 5. Safety precautions in playing Volleyball: Clothing that is not too tight to avoid restricted movements. Knee pads are recommended while playing the game. For girls, hair should be kept neat. <p>3. Lesson Activity</p> <p>A. Warm-Up Exercises</p> <ul style="list-style-type: none"> • Breathing exercise • Neck bending • Shoulder rotation • Arms circling • Hip bending • Half knee bend • Foot rotation • Inhale/exhale <p>B. Activity: Volleyball</p> <p>Materials needed: an open playing field with net, volleyball</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. A game starts with a coin toss. Whoever wins the toss gets to decide whether they would serve or receive first OR what side of the court they want to be on. The side losing the toss shall then exercise the remaining choice. 2. Each member should go to their respective positions. 3. Once the ball is served, each team should hit the ball to avoid it from touching their court. 4. A point is added to a player's score as and when he wins a rally. 5. A player wins a rally when he strikes the ball, and it touches the floor of the opponent's side of the court or when the opponent commits a fault. The most 	<p>Ensure that the students are wearing the correct attire before the play.</p>
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	<p>common type of fault is when a player fails to hit the ball over the net, or it lands outside the boundary of the court.</p> <p>C. Important reminders:</p> <ol style="list-style-type: none"> 1. Carrying the ball is not allowed. 2. You should remain inside your court at all times. <p>D. Discuss the following:</p> <ol style="list-style-type: none"> 1. What skills are needed in playing Volleyball? 2. What techniques did you used to win? 													
D. Making Generalizations	<p>WEEK 6 Day 2</p> <p>1. Learners' Takeaways</p> <p>Exit Ticket 3-2-1</p> <p>Ask the students to answer the following questions:</p> <ol style="list-style-type: none"> 1. What three (3) important things have you learned from playing Badminton and/or Volleyball? 2. What two (2) interesting things have you discovered about the games? 3. What else do you want to know? <p>2. Reflection on Learning</p> <p>After playing, rate yourself using the following rubrics.</p> <p>5 is the highest and 1 is the lowest. Then explain your rating.</p> <table border="1"> <thead> <tr> <th>Statements</th><th>Rating</th><th>Explanation</th></tr> </thead> <tbody> <tr> <td>I keep my eyes on the shuttle cock.</td><td></td><td></td></tr> <tr> <td>I run very hard to reach the shuttlecock/ ball in my court.</td><td></td><td></td></tr> <tr> <td>I use a variety of skills to hit the shuttlecock/ ball and avoid it from touching the ground.</td><td></td><td></td></tr> </tbody> </table>	Statements	Rating	Explanation	I keep my eyes on the shuttle cock.			I run very hard to reach the shuttlecock/ ball in my court.			I use a variety of skills to hit the shuttlecock/ ball and avoid it from touching the ground.			<p>The teacher may propose other activities for the learners to describe their understanding of a concept, idea, and skill covered in the previous topic.</p> <p>The teacher should allow the learners to document their ways on how they think about their learning (metacognition)</p>
Statements	Rating	Explanation												
I keep my eyes on the shuttle cock.														
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment</p> <p>A. Identify if the game is Badminton or Volleyball or both. Put a check in the correct column.</p>	

	<table><tr><td>Badminton</td><td></td><td>Volleyball</td></tr><tr><td></td><td>1. The ball should not touch the ground.</td><td></td></tr><tr><td></td><td>2. There are assigned team members on the court.</td><td></td></tr><tr><td></td><td>3. The ball should not land outside the court.</td><td></td></tr><tr><td></td><td>4. The team who wins in the rally will win.</td><td></td></tr><tr><td></td><td>5. Carrying of the material is not allowed.</td><td></td></tr></table> <p>B. Write TRUE if the sentence is correct and underline the word that makes it incorrect if the statement is false.</p> <p>___ 1. Badminton can be played either by pair or by group.</p> <p>___ 2. When the ball touches the outside of the court, it is considered a fault.</p> <p>___ 3. It is allowed to touch the net with the racquet.</p> <p>___ 4. The shuttle cock can be placed in the racquet when the player is not yet ready.</p> <p>___ 5. It is acceptable to touch the ball over the net in the game volleyball.</p>	Badminton		Volleyball		1. The ball should not touch the ground.			2. There are assigned team members on the court.			3. The ball should not land outside the court.			4. The team who wins in the rally will win.			5. Carrying of the material is not allowed.		<p>KEY</p> <p>Part A.</p> <p>1. Both</p> <p>2. Volleyball</p> <p>3. Volleyball</p> <p>4. Both</p> <p>5. Both</p> <p>Part B.</p> <p>1. group</p> <p>2. TRUE</p> <p>3. not allowed</p> <p>4. cannot</p> <p>5. not acceptable</p>
Badminton		Volleyball																		
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B. Teacher’s Remarks	<table><tr><td><i>Note observations on any of the following areas:</i></td><td>Effective Practices</td><td>Problems Encountered</td></tr><tr><td>strategies explored</td><td></td><td></td></tr><tr><td>materials used</td><td></td><td></td></tr><tr><td>learner engagement/ interaction</td><td></td><td></td></tr><tr><td>Others</td><td></td><td></td></tr></table>	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	strategies explored			materials used			learner engagement/ interaction			Others			<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>			
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materials used																				
learner engagement/ interaction																				
Others																				
C. Teacher’s Reflection	<p>Reflection guide or prompt can be on:</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>																		