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# Lesson Exemplar for PE and Health

Quarter 2

Lesson

5

**Lesson Exemplar for PE and Health Grade 8**  
**Quarter 2: Lesson 5 Weeks 7 and 8**  
**SY 2025-2026**

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**Development Team**

**Writer:** PNU Development Team

**Validator:** PNU Development Team

**Management Team**

Philippine Normal University

Research Institute for Teacher Quality



SIMMER 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](mailto:blr.od@deped.gov.ph).

## PE and Health/QUARTER 2/ GRADE LEVEL 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate an understanding of healthy relationships and net/wall games in promoting family wellness for active and healthy living.
<b>B. Performance Standards</b>	The learners participate in net/wall games to promote family wellness for active and healthy living.
<b>C. Learning Competencies and Objectives</b>	<b>Learning Competency</b> Execute safely appropriate sports skills and fitness abilities of the chosen net/wall games in responding to tactical problems.
<b>D. Content</b>	<b>Physical Activity Participation: Net/Wall Games</b>  Focus Game Skills: 1. execute safely appropriate skills of sports and the required fitness abilities of chosen net/wall games in responding to tactical problems.
<b>E. Integration</b>	Biomechanics: Body movements during net/wall games.

II. LEARNING RESOURCES
<p>International Olympic Committee. (n.d.). <i>Table tennis: Rules, regulations, how to play, official laws, serve</i>. Retrieved from <a href="https://olympics.com/en/news/table-tennis-rules-regulations-how-to-play-official-laws-serve">https://olympics.com/en/news/table-tennis-rules-regulations-how-to-play-official-laws-serve</a></p> <p>Harvey, S. (n.d.). <i>Suffolk zone net/wall practice presentation</i>. Retrieved from <a href="https://www.slideshare.net/stharvey/suffolk-zone-harvey-netwallpracpresslideshare">https://www.slideshare.net/stharvey/suffolk-zone-harvey-netwallpracpresslideshare</a></p> <p>Rules of Sport. (n.d.). <i>Sepak takraw</i>. Retrieved from <a href="https://www.rulesofsport.com/sports/sepak-takraw.html">https://www.rulesofsport.com/sports/sepak-takraw.html</a></p> <p>Verywell Fit. (n.d.). <i>Understanding biomechanics</i>. Retrieved from <a href="https://www.verywellfit.com/understanding-biomechanics-3498389">https://www.verywellfit.com/understanding-biomechanics-3498389</a></p>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS								
A. Activating Prior Knowledge	<p><b>WEEK 7 Day 1</b></p> <p><b>1. Short Review</b></p> <p>Activity 1. UNSCRAMBLE ME!</p> <p>Unscramble each of the items of jumbled letters below to form words that refer to a net/wall game.</p> <table><tr><td>1. SKATEPARKS (2 words)</td><td>5. ASHSQU</td></tr><tr><td>2. DOMINANTB</td><td>6. SKIPABLE (2 words)</td></tr><tr><td>3. LOVELABLLY</td><td>7. NESTIN</td></tr><tr><td>4. SENTIENTLAB (2 words)</td><td>8. AQUFERROUS (2 words)</td></tr></table>	1. SKATEPARKS (2 words)	5. ASHSQU	2. DOMINANTB	6. SKIPABLE (2 words)	3. LOVELABLLY	7. NESTIN	4. SENTIENTLAB (2 words)	8. AQUFERROUS (2 words)	<ol style="list-style-type: none"><li>1. Sepak Takraw</li><li>2. Badminton</li><li>3. Volleyball</li><li>4. Table Tennis</li><li>5. Squash</li><li>6. Spike Ball</li><li>7. Tennis</li><li>8. Four Square</li></ol>
1. SKATEPARKS (2 words)	5. ASHSQU									
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4. SENTIENTLAB (2 words)	8. AQUFERROUS (2 words)									
B. Establishing Lesson Purpose	<p><b>1. Lesson Purpose</b></p> <div></div> <p>Image sources: <a href="https://www.freepik.com/free-vector/man-running-race-with-his-silhouette_1909428.htm">https://www.freepik.com/free-vector/man-running-race-with-his-silhouette_1909428.htm</a> <a href="https://www.rawpixel.com/image/6449472/png-sticker-vintage">https://www.rawpixel.com/image/6449472/png-sticker-vintage</a></p> <p>Ask the learners the following:</p> <ol style="list-style-type: none"><li>1. Describe the pictures above.</li><li>2. What skills are present in each of the pictures?</li><li>3. Why do you think these are important in playing games?</li></ol> <p><b>2. Unlocking Content Vocabulary</b></p>									

	<p>Through a teacher-initiated game, the following should be reviewed and/or introduced to the students.</p> <ol style="list-style-type: none"> <li>1. Striking - hitting an object with something</li> <li>2. Sepak Takraw - a Southeast Asian version of kick volleyball</li> <li>3. Table Tennis - an indoor game based on tennis, played with small paddles and a ball bounced on a table divided by a net.</li> </ol>	
<b>C. Developing and Deepening Understanding</b>	<p><b>SUB-TOPIC 1: Sepak Takraw</b></p> <p><b>1. Explicitation</b></p> <p>A. Ask the class the following:</p> <ol style="list-style-type: none"> <li>1. What is the goal of the game, Sepak Takraw?</li> <li>2. What skills are needed to play Sepak Takraw?</li> </ol> <p>B. How is Sepak Takraw related to volleyball and/or badminton?</p> <p><b>2. Worked Example</b></p> <ol style="list-style-type: none"> <li>1. Play this video to the class: <a href="https://www.youtube.com/watch?v=N-ZlnLq317c">https://www.youtube.com/watch?v=N-ZlnLq317c</a></li> <li>2. Sepak Takraw is the Southeast Asian version of kick volleyball. The sport evolved from Sepak raga, an ancient sport developed in the Malay Archipelago. In sepak takraw, players can only make physical contact with the <b>rattan ball</b> with all limbs except the hands, such as their feet, knees, chests, shoulders, and heads. Players must ensure that the ball does not fall to the ground. It can be played outside, like on the beach or indoors.</li> <li>3. This game enhances someone's agility, running, and targeting skills.</li> <li>4. Safety precautions in playing Badminton: Clothing that is not too tight to avoid restricted movements.</li> </ol> <p><b>WEEK 7 Day 2</b></p> <p><b>3. Lesson Activity</b></p> <p>A. Warm-Up Exercises</p> <ul style="list-style-type: none"> <li>● Breathing exercise</li> <li>● Neck bending</li> <li>● Shoulder rotation</li> <li>● Arms circling</li> </ul>	<p>Ensure that the students are wearing the correct attire before playing.</p>

	<ul style="list-style-type: none"> <li>• Hip bending</li> <li>• Half knee bend</li> <li>• Foot rotation</li> <li>• Inhale/exhale</li> </ul> <p>B. Activity: Sepak Takraw</p> <p>Materials needed: an open playing field with a net, rattan ball</p> <p>Procedures:</p> <ol style="list-style-type: none"> <li>1. There should be two teams of three players</li> <li>2. The game should be played on a court with dimensions of 13.4 x 6.1 meters with a net stretched across the center at a height of 1.5 m for men and 1.42 m for women.</li> <li>3. The team to serve first is decided by a coin toss before the game starts.</li> <li>4. Play begins when a teammate throws the ball to the server, who must then kick it over the net while keeping one foot in the service circle.</li> <li>5. Players may only touch the ball with their feet, head, knees, and chest. Touching the ball with the hand or any other part of the body can result in a fault and a point for the opposition.</li> <li>6. Each team is allowed a maximum of three touches of the ball to return it back over the net without letting it touch the ground.</li> <li>7. Failure to return the ball over the net before it hits the ground results in a point to the opposition.</li> <li>8. Points are always scored in Sepak Takraw by the opposition faulting, and they can do this in a number of ways: <ul style="list-style-type: none"> <li>• The Tekong (the player that typically stands at the back) jumps off the ground to do the service</li> <li>• The Tekong not kicking the ball when making service</li> <li>• An Inside player touches the net whilst throwing the ball</li> <li>• The ball fails to cross to the opposition's half</li> <li>• The ball goes over the net but lands outside of the court boundaries</li> <li>• Playing the ball more than three times in a row</li> <li>• Touching the ball on the opposing side</li> <li>• The ball touches the arm</li> <li>• Holding or grabbing the ball</li> <li>• The ball touching the ceiling or any other object</li> </ul> </li> </ol>	
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	<p>9. The first team to reach 21 points wins a set. The first team to win two sets is declared the winner.</p> <p>C. Discuss the following:</p> <ol style="list-style-type: none"> <li>1. What techniques did you use to win?</li> </ol> <p><b>WEEK 8 Day 1</b></p> <p><b>SUB-TOPIC 3: Table Tennis</b></p> <p><b>1. Explicitation</b></p> <p>A. Ask the class the following:</p> <ol style="list-style-type: none"> <li>1. What is the goal of the game Table Tennis?</li> <li>2. What skills are needed in playing Table Tennis?</li> </ol> <p>B. Introduce the game table tennis. You may ask the students how it is related to the game Sepak Takraw.</p> <p><b>2. Worked Example</b></p> <p>Discussion points:</p> <ol style="list-style-type: none"> <li>1. Play this video to the class: <a href="https://www.youtube.com/watch?v=G1y8Vkzb_Qc">https://www.youtube.com/watch?v=G1y8Vkzb_Qc</a></li> <li>2. Table Tennis is an indoor game based on tennis, played with small paddles and a ball bounced on a table divided by a net.</li> <li>3. This game enhances someone's agility and targeting skills.</li> <li>4. Safety precautions in playing Table Tennis: Clothing that is not too tight to avoid restricted movements.</li> </ol> <p><b>3. Lesson Activity</b></p> <p>A. Warm-Up Exercises</p> <ul style="list-style-type: none"> <li>• Breathing exercise</li> <li>• Neck bending</li> <li>• Shoulder rotation</li> <li>• Arms circling</li> <li>• Hip bending</li> <li>• Half knee bend</li> </ul>	<p>Ensure that the students are wearing the correct attire before playing.</p>
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- Foot rotation
- Inhale/exhale

B. Activity: Table Tennis

Materials needed: Table Tennis table, paddle, ball

Procedure:

1. A table tennis match begins with the umpire conducting a coin-toss. The winner has the option to serve the ball first, receive it, or choose the side of the table they'd like to play from.
2. The server has to hold the ball with an open palm, toss it up and strike it in a manner that the ball bounces first on the server's side of the table before bouncing over the net to the other side.
3. The receiver, however, can return it by hitting it over the net and into the opponent's half of the table. If the player attempts to return the ball before it bounces, a foul is called.
4. In singles competition, while the service rule allows the server to serve to any part of the table on the opposite end, in doubles, the service has to travel diagonally across the table. Here, the serving player plays from the right side of the table.
5. The aim in table tennis is to strike the ball in a manner that the opponent fails to make contact with the ball, which earns the player a point. This can either be by sheer power, spin or other deceptive means.
6. However, if the ball hits the net and it fails to bounce over into the opponent's half, or hits it over the net and out of bounds without coming into contact with the table, the opponent gets a point.
7. In doubles, the rule gets a bit more tricky. Here, the server and the partner have to alternate while attempting to push the ball on to the opponent's side of the table. Here the service alternates as well.
8. The opponent can also be awarded a point if you hit the ball outside the playing surface or if the ball comes in contact with any part of your body while attempting a shot.
9. According to the laws of table tennis, a player can win a game of table tennis by scoring 11 points - with one point awarded for every



	<p>infringement. Every player gets to serve twice in a row. The first to 11 points is declared the winner.</p> <p>10.If the points are tied at 10-10, a player then has to strive for a two-point lead to win the game.</p> <p>11.A match is won by winning games. The number of games per match varies across competitions and categories.</p> <p>12.While singles matches are usually a best-of-seven event, doubles are a best-of-five affair.</p> <p>C. Discuss the following:</p> <p>1. What technique/s did you use to win?</p>													
<b>D. Making Generalizations</b>	<p><b>WEEK 7 Day 2</b></p> <p><b>1. Learners' Takeaways</b></p> <p>Exit Ticket 3-2-1</p> <p>Ask the students to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What three (3) important things have you learned from playing Sepak Takraw and/or Table Tennis?</li> <li>2. What two (2) interesting things have you discovered about the games?</li> <li>3. What else do you want to know?</li> </ol> <p><b>2. Reflection on Learning</b></p> <p>After playing, rate yourself using the following rubrics. 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 focus in the game.</td><td></td><td></td></tr> <tr> <td>I used my skills in being precise to continue hitting the ball.</td><td></td><td></td></tr> <tr> <td>I used my physical strength and fitness in order to win.</td><td></td><td></td></tr> </tbody> </table>	Statements	Rating	Explanation	I keep my focus in the game.			I used my skills in being precise to continue hitting the ball.			I used my physical strength and fitness in order to win.			<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 focus in the game.														
I used my skills in being precise to continue hitting the ball.														
I used my physical strength and fitness in order to win.														

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<b>1. Formative Assessment</b> A. Write T if the statement is True and F if False. ___ 1. Sepak Takraw can be played either individually, by pair or by threes. ___ 2. When the ball touches the outside of the court, it is considered a fault. ___ 3. In both games, it is not allowed for any of the body parts to go over the net. ___ 4. The ball in the game sepak takraw can be touched by the hands/ arms. ___ 5. It is acceptable to hit the ball three times in table tennis.  B. Create your own net/ wall game. Include the materials, procedures and scoring system. <i>Rubric: Clarity of the instruction: 5, Attainability of the game 5</i>			Use the activity sheet.  KEY Part A. 1. T 2. T 3. T 4. F 5. F  For B, it is important to present the rubric to the class.
B. Teacher’s Remarks	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	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. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>Others</b>			
C. Teacher’s Reflection	Reflection guide or prompt can be on: ▪ <i>principles behind the teaching</i> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i>			Teacher’s reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also

	<ul style="list-style-type: none"> <li>▪ <u>students</u>  <i>What roles did my students play in my lesson?</i>  <i>What did my students learn? How did they learn?</i></li> <li>▪ <u>ways forward</u>  <i>What could I have done differently?</i>  <i>What can I explore in the next lesson?</i></li> </ul>	<p>consider this as an input for the LAC/Collab sessions.</p>
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