



**MATATAG**  
**K to 10 Curriculum**  
**Weekly Lesson Log**

<b>School:</b>	Visit <a href="https://www.depedresources.com">DepEdResources.com</a> for More	<b>Grade Level:</b>	7
<b>Teacher:</b>		<b>Learning Area:</b>	PE & HEALTH
<b>Teaching Dates and Time:</b>	JULY 29 – AUGUST 2, 2024 (WEEK 1)	<b>Quarter:</b>	1

**I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES**

<b>A. Content Standards</b>	The learners demonstrate understanding of mental health and target games in promoting personal wellness for active and healthy living.
<b>B. Performance Standards</b>	The learners participate in target games and other physical activities in promoting personal wellness for active and healthy living.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b> Discuss common adolescents' concerns that can affect mental health</p> <p><b>Learning Objectives</b></p> <ol style="list-style-type: none"><li>1. Identify the characteristics of mentally healthy adolescents.</li><li>2. Analyze common concerns among adolescents that affect mental health such as appearance, body image, negative peer pressure and family expectations.</li><li>3. Discuss the common behavioral and emotional manifestations of adolescents that impact mental health.</li><li>4. Enumerate prevention and management of common adolescent concerns to achieve mentally healthy adolescents.</li></ol>
<b>D. Content</b>	Characteristics of mentally healthy adolescents Common adolescent concerns that affect mental health Prevention and management of common adolescent concerns that can affect mental health
<b>E. Integration</b>	SDG Target 3.4   Noncommunicable diseases and mental health: By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

## II. LEARNING RESOURCES

### A. References

LD Banati, Prerna; Lansford, Jennifer E. (2018). Handbook of Adolescent Development Research and Its Impact on Global Policy, Miscellanea, Oxford University Press, Oxford. <https://www.unicef-irc.org/publications/987-handbook-of-adolescent-development-research-and-its-impact-on-global-policy.html>

Lener, R.M., & Steinberg, L. (Eds.). 2004. Handbook of Adolescent Psychology, Second Edition. Wiley. <https://onlinelibrary.wiley.com/doi/epdf/10.1002/9780470479193.adlpsy001001>

## III. TEACHING AND LEARNING PROCEDURE

## NOTES TO TEACHERS

<p><b>A. Activating Prior Knowledge</b></p>	<p><b>1. Short Review</b></p> <p><b>Activity 1. Famous Lines</b> (10 minutes)</p> <ul style="list-style-type: none"> <li>● In previous years you have learned about the importance of community participation in addressing problems related to the environment. In the developmental stage of a person, particularly adolescents experience problems or challenges because of decisions or actions they made. This lesson will discover how adolescents' challenges should be handled effectively.</li> <li>● Group the students. The groups depend on the number of classes. <ul style="list-style-type: none"> <li>○ Members of the group will play one at a time alternately with the opposing team.</li> <li>○ The teacher will use a billiard game app on a mobile phone or tablet (if the gadgets are available) so that the whole class monitors the game on a widescreen through screen mirroring.</li> <li>○ The teacher prepared different situations. Each situation was written on a piece of paper that was placed in a cup.</li> <li>○ Once the ball shoots in the hole, the team will pick on the cup and read the situation.</li> <li>○ Sample situation: <i>"When the mother is asking for something, but</i></li> </ul> </li> </ul>	<p>Suggestion: The teacher may use a toy billiard set if any gadget is not available.</p>
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*you did not respond to it"*

- The teacher will facilitate to asking the class to apply common lines that are usually heard from their parents or other members of the family.
- Common line: "*Ano! Nabingi ka na ba?*" - mother.
- The teacher should facilitate the answers of the students to think critically and see the value or message behind those lines and relate it to some characteristics of mentally healthy adolescents.
- By reflecting on their thoughts, actions, and behaviors may develop their growth mindset, embracing challenges and seeking opportunities for self- improvement. The right people around them like family, teachers, friends, and other groups of professionals and individuals are helping hands in developing the path of a successful and fulfilling adolescence.

**2. Feedback (Optional)**

<p><b>2. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b></p> <p><b>Activity 2. Briefcase (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Adolescence is crucial stage of development characterized by significant physical, cognitive, emotional and social changes. Mental health plays a vital role in ensuring well-being and overall success of adolescents during transitional stage.</li><li>• Objective: To engage in an interactive activity that poster teamwork and critical thinking through answering the questions.</li><li>• Procedure:<ol style="list-style-type: none"><li>1. Prepare a set of questions on a card.</li><li>2. Place the card inside a briefcase (it can be a folder with briefcase design). Each briefcase has a corresponding point inside. Points are randomly shuffled and covered.</li></ol></li></ul>	
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3. Number of briefcases is based on the number of questions.
4. Divide the students into groups.
5. Place the briefcase in front of the class numerically arranged.
6. Instruct the students that they will work in groups to answer the questions and earn points inside the briefcase they choose.
7. The question inside the briefcase should be revealed first. Wait for their answer before disclosing the points contained within. Make the activity thrilling while opening the points inside the briefcase.
8. All groups will choose one briefcase but one at a time only to provide time for answering the question.

- The following questions are designed to guide individuals in assessing whether their actions contribute to their development as a well- rounded adolescent.

Here are the suggested questions:

1. *Can you talk about a project or assignment that you found particularly challenging? How did you overcome it?*
2. *Describe a time when you felt proud of an accomplishment at school. What did you do, and why it was important to you?*
3. *How do you manage your time between schoolwork, extracurricular activities, or tips that you find helpful?*
4. *Have you ever faced a difficult situation or conflict with a classmate or teacher? How did you handle it and what did you learn from the experience?*
5. *How do you balance your online and offline activities? Do you find it challenging to disconnect from technology, and if so, how do you manage it?*
6. *How do mentally healthy students show progress in their personal growth and development?*
7. *What are some ways mentally healthy adolescents in Grade 7 handle their emotions effectively?*
8. *How do mentally healthy Grade 7 students develop positive social skills and relationships?*

9. *How can mentally healthy adolescents in Grade 7 perform well at home, school, and in their community?*

10. *Can you give examples of activities students might engage in to reach their goals?*

## **2. Unlocking Content Area Vocabulary**

### **Activity 3. Think Pair and Share** (10 minutes)

- The teacher will post the following questions and the students will answer them with their partner.
- Questions:
  1. What is your definition of a mentally healthy individual?
  2. What are the factors contributing to the mental well-being of teenagers?
  3. Discuss the characteristics of a mentally healthy adolescent.
  4. What are the reasons teenagers make mistakes in their lives?

<p><b>3. Developing and Deepening Understanding</b></p>	<p><b>SUBTOPIC 1: Characteristics of mentally healthy adolescents.</b></p> <p><b>1. Explicitation</b></p> <p><b>Activity 4. Stress Survey</b> (25 minutes)</p> <ul style="list-style-type: none"><li>● Group the students and let the students go around the school grounds.</li><li>● Let the students conduct an interview with 5 schoolmates/classmates and ask the following survey questions. Instruct the students that a participant of one group should not be a participant in the other group.</li><li>● Survey Checklist Form for Participants Rate the level of stress you experience based on the rating scale. <i>5 - Extremely stressed</i> <i>4 - Very stressed</i> <i>3 - Moderately stressed</i> <i>2 - Mildly stressed</i> <i>1 - Not at all stressed</i></li></ul>	
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<b>Survey Checklist Form</b>					
<b>1. Physical Appearance:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
• Acne and skin problems					
• Weight and body image					
• Personal grooming and style					
• Overall physical appearance					
<b>2. Family:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
• Relationship with parents/guardians					
• Sibling relationships					
• Family expectations and pressure					
• Family conflicts					
<b>3. Academics:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
• Homework load					
• Tests and exams					
• Grades and academic performance					
• Time management and study skills					
<b>4. Technology:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
• Social media pressure					
• Cyberbullying					
• Fear of missing out (FOMO)					
• Screen time and digital addiction					
<b>5. Peers:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
• Peer pressure					
• Social acceptance and fitting in					
• Friendship conflicts					
• Bullying or harassment					
6. Is there any other source of stress related to your experience that is not mentioned above? If yes, please specify Answer:					



7. How do you typically cope with stress? (Select all that apply)

Talking to a friend or family member.

Engaging in physical activity or exercise.

Listening to music.

Engaging in hobbies or creative activities.

Seeking professional help (counselor, therapist, etc.)

Other (please specify)

8. Optional: Please provide any additional comments or feedback regarding stress management in grade 7.

- After completing the survey, provide time for each group to consolidate the results of their survey.
- The teacher will facilitate and guide the students in consolidating the results of the survey. Present the result through a creative graphical presentation.
- Remind each group to create their presentation based on the given rubrics.
- Every group will rate the group presenter based on the graphical presentation using the rubrics.



Rubrics for group graphical presentation based on survey interview.  
 Check the box that corresponds and meets the criteria based on the presentation of the group.

<b>Criteria</b>	<b>Excellent</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>
Content	The graphical presentation effectively summarized the key findings from the survey interview. It includes relevant data statistics, and quotes from participants. It provides insightful analysis and interpretation of the data, highlighting common adolescents concern impacting mental health.				
Presentation	The presentation is well organized with a clear introduction and conclusion. The graphics and visuals support and enhance the understanding of the data presented.				
Creativity	The group creatively presents the survey to convey information effectively.				
Group Dynamics	The group members collaborate effectively to demonstrate teamwork that result in a cohesive flow of the presentation.				
Total					



## 2. Worked Example

Based on the graphical presentation results and discussion the students already gathered insights and ideas on the common adolescents concerns that affect mental health. To process the students understanding the class will have a simple target game.

### Activity 5. "Head, Shoulder, Knees, and Toes Challenge" (20 minutes)

- Objective: To engage the students in an interactive activity that fosters coordination, reaction time and critical thinking.
- Material: Plastic Cup
- Procedure:
  1. Divide the class into pairs or group depending on the class size.
  2. Each pair or group should stand around the circle.
  3. Command sequence: "Head, shoulder, knees, toes, and cup". Each time the teacher says the body parts the students should touch the body parts with their hands. When the teacher says "cup" they need to grab the cup quickly before their opponent(s) do.
  4. Begin the game by calling out the body parts in random order.
  5. If they touch the wrong body parts or fail to get the cup they are out of the round and need to answer one (1) question with their partner/group before leaving the line.
  6. The game continues until the remaining students reach the allotted time.
- Questions:
  1. *How do adolescents mind the process of academic pressures?*
  2. *What is the process by which adolescents process the experience of their first romantic relationship?*
  3. *How does peer pressure influence adolescent decision make process?*
  4. *What are the steps an adolescent goes through when faced with stressful situation?*
  5. *Can you describe the process of how adolescents deal with the*



*expectations and pressure from society regarding body image?*

6. *How do adolescents process the transition from dependence to seeking independence?*

7. *What is the process by which adolescents form their social circles and how does it affect their experience?*

8. *What is the thought process when an adolescent is confronted with substance use like alcohol drinking, cigarette smoking or taking prohibited drugs?*

9. *How do adolescents process and navigate the complexities of online and social media interactions?*

10. *How do adolescents process the experience of failure, and how does this affect their resilience?*

### **3. Lesson Activity**

#### **Activity 6. Round Table (15 minutes)**

- Answer the following questions by group.
- Questions:
  1. *What are the characteristics of mentally healthy adolescents?*
  2. *What are the common adolescent concerns that affect mental health?*
  3. *What are the common behavioral and emotional manifestations of adolescents that impact mental health.*
  4. *How will you handle challenges? Give ways on how to prevent and manage problems.*

<p><b>A. Making Generalizations</b></p>	<p><b>1. Learners' Takeaways</b> (10 minutes)</p> <ul style="list-style-type: none"> <li>• Ask the students the following questions:             <ol style="list-style-type: none"> <li>1. What are the factors that contribute to the mental health and wellbeing of adolescents?</li> <li>2. How can you promote and enhance these factors within yourself that will radiate to your actions, family, peers, and community?</li> </ol> </li> </ul> <p><b>2. Reflection on Learning</b></p> <p><b>Activity 7. Short Reflection Writing Task</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>• In their notebook, ask the students to answer the following question:             <ol style="list-style-type: none"> <li>1. <i>From 1 being the lowest and 10 being the highest, how will you rate your learning of today's lesson?</i></li> <li>2. <i>What are your strengths and weaknesses in the lesson?</i></li> <li>3. <i>What do I need to improve my understanding of the lesson?</i></li> </ol> </li> </ul>	
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<p><b>IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</b></p>	<p><b>NOTES TO TEACHERS</b></p>
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<p><b>A. Evaluating Learning</b></p>	<p><b>1. Formative Assessment</b> <b>Short Quiz: Multiple Choice</b> (10 minutes) <b>Choose the best answer:</b></p> <p>1. Which of the following characteristics is commonly associated with mentally healthy adolescents?</p> <ul style="list-style-type: none"><li>a. Perfectionist</li><li>b. social withdrawal</li><li>c. Resilience</li><li>d. excessive self-criticism</li></ul> <p>2. Which of the following is not a common concern that affects the mental health of adolescents?</p> <ul style="list-style-type: none"><li>a. Academic pressure</li></ul>	<p>Answer Key</p> <p>1. c. Resilience: Mentally healthy adolescents often exhibit resilience, which helps them cope with challenges and bounce back from adversity.</p> <p>2. d. financial stability: While academic pressure, peer relationships, and body image are common concerns affecting mental health, financial stability is not typically</p>
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	<p>b. Peer relationship c. Body image d. financial stability</p> <p>3. Which of the following emotional manifestations is commonly associated with poor mental health in adolescents.</p> <p>a. Emotional intelligence b. Stable mood c. Persistent irritability d. Empathy towards other</p> <p>4. Which of the following behavioral manifestations can impact mental health.</p> <p>a. Assertiveness b. Emotional regulation c. Risk taking behavior. d. open-mindedness.</p> <p>5. Which of the following is an effective way to prevent and manage body image issues in adolescents?</p> <p>a. Promoting unrealistic beauty standards. b. Encouraging comparison with others. c. Fostering a positive body image environment. d. Criticizing physical appearances.</p> <p><b>2. Homework (Optional)</b></p>	<p>associated with adolescent mental health.</p> <p>3. c. Persistent irritability: Poor mental health in adolescents can manifest as persistent irritability, mood swings, and emotional instability.</p> <p>4. c. Risk taking behavior: Certain behavioral manifestations, such as engaging in risky behaviors, can impact mental health.</p> <p>5. c. Fostering a positive body image environment: Encouraging a positive body image and promoting self- acceptance are effective ways to prevent and manage body image issues in adolescents. Remember, unrealistic beauty standards and criticism can have negative effects on mental well-being</p>
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<b>B. Teacher's Remarks</b>	Note observations on any of the following areas:	<i>Effective Practices</i>	<i>Problems Encountered</i>	<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>Reflection guide or prompt can be on:</p> <p>A. Principles behind the teaching</p> <ol style="list-style-type: none"> <li>1. What principles and beliefs informed my lesson?</li> <li>2. Why did I teach the lesson the way I did?</li> </ol> <p>B. Students</p> <ol style="list-style-type: none"> <li>1. What roles did my students play in my lesson?</li> <li>2. What did my students learn? How did they learn?</li> </ol> <p>C. Ways forward</p> <ol style="list-style-type: none"> <li>1. What could I have done differently?</li> <li>2. What can I explore in the next lesson?</li> </ol>			<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>