

 <b>MATATAG</b> <b>K to 10 Curriculum</b> <b>Weekly Lesson Log</b>	<b>School:</b>	<b>DepEdClub.com</b>	<b>Grade Level:</b>	<b>7</b>
	<b>Teacher:</b>		<b>Learning Area:</b>	<b>PE &amp; HEALTH</b>
	<b>Teaching Dates and Time:</b>	<b>AUGUST 5 - 9, 2024 (WEEK 2)</b>	<b>Quarter:</b>	<b>1</b>

## 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><i>Learning Competency</i></b>  Apply ways to safeguard their mental health.</p> <p><b><i>Learning Objectives</i></b></p> <ol style="list-style-type: none"> <li>1. Determine and discuss ways to protect one's mental health.</li> <li>2. Choose and carry out an activity to safeguard mental health.</li> <li>3. Design your steps to defend one's mental health.</li> </ol>
<b>D. Content</b>	<p>Characteristics of mentally healthy adolescents</p> <p>Common adolescent concerns that affect mental health</p> <p>Prevention and management of common adolescent concerns that can affect mental health</p>
<b>E. Integration</b>	SDG Target 3.4   Non-communicable 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	
<b>A. References</b>	<p>Mental health in pre-teens and teenagers. Raising Children Network. <a href="https://raisingchildren.net.au">https://raisingchildren.net.au</a></p> <p>How to Help Teens Improve Their Mental Health. Bridgespan Medicine. <a href="https://www.bridgespanmedicine.com">https://www.bridgespanmedicine.com</a> Mental health of adolescents. WHO</p>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>1. Short Review</b></p> <p><b>Activity 1. Knowledge Flashback</b> (10 minutes)</p> <ul style="list-style-type: none"> <li>Instructions: <ol style="list-style-type: none"> <li>Read the following statements.</li> <li>Put a happy face on the blank if you believe it to be a positive indicator of a mentally healthy adolescent; otherwise, insert a sad face.</li> <li>Ask students to answer by raising their hand. Discuss each statement to help students remember how to maintain mental health.</li> </ol> </li> <li>Praise the students for their work. Provide a constructive critique. <ol style="list-style-type: none"> <li>_____ 1. Avoid using drugs and alcohol.</li> <li>_____ 2. Create and maintain a healthy eating routine.</li> <li>_____ 3. Obtain sufficient, regular sleep.</li> <li>_____ 4. Keep moving.</li> <li>_____ 5. Maintain an appropriate balance between screen time and other activities that benefit the development.</li> </ol> </li> </ul> <p><b>2. Feedback (Optional)</b></p>	<p>This exercise will assess students' prior knowledge of the characteristics of a mentally healthy adolescent.</p> <p>If the teacher uses a PowerPoint presentation, students will be instructed to drag a smiley or sad face onto the blank using the laptop's mouse. If not, they will put a sticker or let the pupils draw a happy or sad face on the space. (ICT integration)</p> <p>Emphasize that statements with happy faces displayed the traits of mentally healthy adolescents while those with sad</p>

		expressions did not, and they should be avoided.								
2. Establishing Lesson Purpose	<div>1. Lesson Purpose</div> <div>Activity 2. Emotional Weather Report (10 minutes)</div> <div><ul style="list-style-type: none"><li>● Procedure:<div>1. Reflect on the question, how are you feeling right now?</div><div>2. On a piece of bond paper, describe how you feel right now by simply drawing an emoticon.</div><div>3. Present their drawing to the class and describe the emotion that led to the smiley face.</div><div>4. Give the students credit for their effort and provide constructive criticism.</div></li></ul></div> <li>● Process questions:<div>1. Could you please introduce your drawing to the class?</div><div>2. What was the inspiration behind creating the smiley face drawing?</div></li>	<div></div> <div><div>Rubric:</div><table><tr><td>Very good (9-10)</td><td>Ideas are explained in detail.</td></tr><tr><td>Good (6-8)</td><td>Ideas are clarified.</td></tr><tr><td>Satisfactory (5 below)</td><td>Ideas are not adequately articulated</td></tr><tr><td>Score:</td><td></td></tr></table></div>	Very good (9-10)	Ideas are explained in detail.	Good (6-8)	Ideas are clarified.	Satisfactory (5 below)	Ideas are not adequately articulated	Score:	
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Score:										

## 2. Unlocking Content Area Vocabulary

### Activity 3. Building Blocks of Learning (5 minutes)

- Ask the students to arrange and define the jumbled letters. Then, ask them to provide the definition.
- Ask them to compute the total score.

1.

G	U	A	R	D	S	A	F	E
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2.

H	A	L	E	T	H
---	---	---	---	---	---

3.

I	E	E	R	C	I	S	E
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Answer Key (2 points each)

1. SAFEGUARD: To safeguard means to protect or ensure the safety of something or someone. It involves taking preventive measures to prevent harm or danger.
2. HEALTH: Health refers to a state of physical, mental, and social well-being. It encompasses not only the absence of illness but also positive factors like nutrition,

4.

M	A	F	I	L	Y
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5.

E	T	O	M	I	O	N
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exercise, and emotional balance.

3. EXERCISE: Exercise involves physical activity that promotes fitness, strength, and overall health. It includes activities like walking, running, swimming, or playing sports.

4. FAMILY: A family consists of individuals related by blood, marriage, or adoption. It is a group of people who care for and support each other, sharing emotional bonds and responsibilities.

5. EMOTION: Emotion refers to a feeling or state of mind characterized by strong reactions to situations or experiences. Emotions can include happiness, sadness, anger, fear, and love. Recognize the students who performed well and reassure those who scored poorly that they still have time to perform well in the upcoming exercise.

### 3. Developing and Deepening Understanding

#### 1. Explicitation

##### Activity 4. Inquiring Minds! (15 minutes)

- Let the class form 5 groups.
- Distribute images showing various approaches to protecting mental health. Each group will present the following output.

##### 1. Group 1- Dance



##### 2. Group 2 - Exercising regularly.



##### 3. Group 3- Spending time with family and friends



##### 4. Group 4- Doing spiritual activity.



##### 5. Group 5- Keeping the environment clean.



Encourage students to reflect on the role-plays and discuss their insights.

Emphasize that mental health is multifaceted and requires diverse approaches.

Celebrate their creativity and empathy!



- Describe the image through Role Playing.
- Before the activity begins, present and briefly explain the rubric so that students have a foundation for understanding how their work will be graded.

<b>Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>
Understanding and accuracy of the content	Clearly demonstrating a deep understanding of the subject	The information presented is accurate.	The information presented is incomplete and inaccurate.
Clarity and structure	Presented concepts in a logical and structured way.	Fairly presented ideas, but requires adequate organizing	Unorganized ideas were presented
Creativity and originality	Displayed outstanding originality and inventiveness	Displayed very good originality and inventiveness	Displayed good originality and inventiveness

- Prepare to present the output.

## 2. Worked Example

- Group Presentation: Here are the ways to safeguard one's mental health.
  - Exercising regularly
  - Managing emotions
  - Spending time with family and friends
  - Reading books and other educational resources
  - Doing spiritual activities
  - Keeping the environment clean
  - Making a spending diary





- Guide Questions:
  1. *Why does exercise improve mental health?*
  2. *Does a healthy environment encourage mental health?*
  3. *Why do you think having supportive family and friends is important for maintaining your mental health?*
  4. *Do you agree that the best tool for overcoming any problem is prayer?*
- Give constructive criticism, correct irrelevant statements, and commend the pupils' efforts.

### 3. Lesson Activity

#### Activity 6. Let's give it a try! (10 minutes)

- Create your own plan for your actions to protect your mental health.



- Group presentation (10 minutes)  
Provide feedback and assign grades based on the specified criteria.


Criteria	10 points	8 points	5 points
Execution	Presented excellent performance	Presented very good performance	Presented good performance

<b>A. Making Generalizations</b>	<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>Why is it crucial for you as a teenager to look after your mental health?</li> <li>Why is physical activity/exercise among the best things you can do to protect your mental health?</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><i>From 1 being the lowest and 10 being the highest, how will you rate your learning of today's lesson?</i></li> <li><i>What are your strengths and weaknesses in the lesson?</i></li> <li><i>What do I need to improve my understanding of the lesson?</i></li> </ol> </li> </ul>	<p>Remind students that taking care of their mental health is a lifelong journey.</p> <p>Encourage open dialogue and empathy within the classroom.</p> <p>Highlight available resources (counselors, helplines) for those who need support.</p>
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My Practices	YES (2 points)	NO (1 point)	My plan (2 points)
1. I experience comfort, joy, and tranquility			

<b>IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</b>	<b>NOTES TO TEACHERS</b>
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<p><b>A. Evaluating Learning</b></p>	<p><b>1. Formative Assessment Individual</b></p> <p><b>Activity</b> (10 minutes) <b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• The practices listed below are indicators of good mental health. After providing an honest response, tick the boxes next to the questions that apply to you.</li> <li>• In the instances where you selected "NO," explain your action plan.</li> <li>• Compute your score based on your answer following the given point system.</li> </ul>	<p>Encourage students to approach this activity with honesty and self-reflection.</p> <p>Remind students that everyone's situation is unique, and their responses may vary based on personal circumstances.</p> <p>Emphasize the importance of action plans for areas where they selected "NO."</p>
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				Create a safe space where students feel comfortable sharing their experiences without judgment.
	Score: _____			
	<b>2. Homework (Optional)</b>			
	<b>Hearts and Minds United.</b> (Individual Activity -10 minutes)			
	<ul style="list-style-type: none"><li>• Ask the students to answer this in their notebook.</li><li>• <i>If you had the opportunity to advocate for safeguarding young people's mental health, what would you prefer to do? Why?</i></li></ul>			
<b>B. Teacher's Remarks</b>	Note observations on any of the following areas:	<i>Effective Practices</i>	<i>Problems Encountered</i>	The teacher may take note of some observations related to the effective practices and

when I pray, which improves and supports both my mental and physical health.			
2. I like working out with my friends.			
3. I don't get irritated when my parents correct me when I make mistakes.			
4. I work hard in my studies to achieve great grades.			
5. I contribute to the cleanliness of our school by properly disposing of my trash.			

	<b>Strategies explored</b>			<p>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>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>
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